**Unit Objectives**

**Students will:**
- Orally substitute medial sounds
- Listen for the long a sound
- Recognize the long a sound in print
- Associate the long a sound with the CVCe pattern
- Blend words that contain the long a sound
- Review sight words
- Spell CVCe words containing the long a sound

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**Core Materials**

All of these materials can be downloaded from http://phonicsresources.benchmarkeducation.com.
Phonemic Awareness

Listen for Medial Sounds
• Show students picture card rake (picture side only).
• Say: This is a picture of a rake. Listen for the middle sound as I say the word again: /r/ /ɑː/ /k/. The middle sound in rake is the long a vowel sound. Listen again to the middle sound: /rɑː/ /ɑː/ /k/.
• Repeat with picture cards plane, skate, vase, and grapes.

Distribute blackline master 6 and instruct students to complete it at home.

Sound/Symbol Relationships

Model
• Hold up the CVCe long a frieze card so that the picture side faces students.
• Have students say the name of the object in the picture. Explain that often when a word has a vowel followed by a consonant and a final e, as in cake, the vowel sound in the word is long.
• Repeat the word cake and ask: What vowel sound do you hear? What letters stand for the vowel sound?

Practice with the Letter Cards
• Give letter cards r, a, g, e, m, and k to students and ask them to line up the cards on their workmats.
• Say the word make and ask students to pull down the letters for the beginning, middle, and ending sounds in the word.
• Ask students what letter they need to put at the end of make. Have them pull down the letter e. Remind them that although the e has no sound in the word make, it signals that the word has the long a sound.
• Repeat with the word rage.

Assessment Tip: Make sure students understand that although they hear three sounds in make and rage, both words have four letters. Check to be sure students pull down a final e for each word.

Blending Sounds

Model
• Write the word cake on the board. Sound out the word by moving your hand under each letter as you say the sound.
• Say: I see a followed by k and e. I know that this pattern—a-consonant-e—usually stands for the long a sound. I can sound out these letters by blending them: /ɑːk/.
• Ask students to sound out the word with you.
• Repeat with other examples if you feel students need additional support.

Practice with the Word List
• Distribute blackline master 1.
• Have students point to the word cake. Ask them to sound out the word with you, holding each sound, except stop sounds, for at least one second. Then ask them to repeat the word at regular speed.
• Repeat with the words lane, gate, and tape. Students who are able to read the words without blending each sound should do so.
**Spelling Words**

**Model**
- Use the spelling transparency.
- Say: Today we are going to learn to spell make and take. Listen as I say make slowly: /mmm/āk/.
- Model recording the letters for the sounds on the transparency. Say: The first sound is /m/. I know that the letter m stands for the /m/ sound. I’ll write the letter m in the first box. Let’s listen for the second sound: /mā/. I hear /ā/. I know that the letter a can stand for the long a sound, so I will write the letter a in the second box. Let’s listen for the next sound: /māk/. I hear /k/. I know that the letter k can stand for the /k/ sound, so I will write the letter k in the third box. Let’s say the word one more time: /māk/.
- What letter goes in the last box? The word has the long a sound. I know that a word with a long vowel sound followed by a consonant often has a final e. I will write e in the last box.

**Practice with the Workmat**
- Have students identify and record the letters that stand for the sounds they hear in the word make on side 2 of their workmats. Make sure they include the final e.
- Have them blend the sounds to check the spelling of the word.
- Have students practice writing make on side 1 of their workmats.

**Sight Words**

**Review**
- Hold up sight word cards we, my, be, to, the, is, for, he, she, me, put, a, with, here, all, and of one at a time and say each word with students.
- Point to each letter in a sight word and have students name the letters. After students spell the word, place the word card in the pocket chart.
- Say: Each sentence I say will have some of these sight words. Raise your hand if you know what the sight words are. Say the following sentences: We are looking for Frank. He is here with Kate. Will she be glad? The top of my desk is flat. Help me put a cake on the desk. They ate all of the cake. Have students take turns coming to the pocket chart, finding the card for one of the sight words in the sentence, and reading the word aloud.

**Write**
- Have students choose four of the sight words to write on side 1 of their workmats, using the word cards in the pocket chart as models.
**Day 2**

### Independent Activities

#### Phonemic Awareness

**Make a Mobile** Have students cut out pictures in old magazines of objects that have the long a sound and paste the pictures on small cardboard circles. They can punch holes in the circles and attach them to a wire hanger with pieces of yarn to make a long a mobile. Display the mobiles in the literacy center.

**Listen** Have students listen to the recording of the poem *What Will I Take?* in the listening center.

#### Sound/Symbol Relationships

**Word Sort** Place the long a decodable word cards in the literacy center. Students can
- find the words that rhyme
- find the words that begin with the same sound

**Word Building** Place picture cards *plane, skate,* and *grapes* in the literacy center. Have students say the picture name, build the word with letter cards, and then write the word on side 1 of their workmats. Below the word, have them write
- another word that begins with the same blend
- another word that has the same vowel sound

**Rhyme Time** Write the following words and phrases in two columns on a sheet of paper. Provide copies of the paper in the literacy center.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a<strong>pes</strong></td>
<td>a cake for ____</td>
</tr>
<tr>
<td>stale</td>
<td>a ____ date</td>
</tr>
<tr>
<td>game</td>
<td>grapes for ____</td>
</tr>
<tr>
<td><em>Jake</em></td>
<td>a ____ tale</td>
</tr>
<tr>
<td>late</td>
<td>the name ____</td>
</tr>
</tbody>
</table>

Have students complete each phrase with a word from the first column that rhymes with a word in the phrase.

### Phonemic Awareness

**Listen for Medial Sounds**
- Read or listen to the recording of the poem *What Will I Take?* several times and have students listen for words with the long a sound.
- Say: *I will read the poem again. Tap your pencils on your desks when you hear a word with the long a sound.*

**Assessment Tip:** Note which students have difficulty recognizing the long a sound and use the assessment materials to check these students. While you work with individual students, you may wish to assign Independent Activities for the rest of the class.

### Sound/Symbol Relationships

#### Practice with the Poetry Poster

- Display and reread the poem, pointing to each word as you read.
- Point to and say words in the poem that have the long a sound. Ask students to say the words with you. Focus on the long a sound. Ask volunteers to underline some of the long a words in the poem.
- Make a list of the long a words in the poem on the board. Have volunteers underline the a-consonant-e pattern in each word.

#### Practice with the Picture and Decodable Word Cards

- Place picture cards *flag* and *rake* in the pocket chart. Have students identify both pictures and tell what vowel sound they hear in each picture name.
- Distribute the Unit 8 decodable word cards. Have students take turns reading each word and placing the card under the picture that has the same vowel sound.
- Have students read all the words under each picture card. Make sure they sorted the words correctly by vowel sound.

**Distribute** blackline master 7 and instruct students to complete it at home.

### Blending Sounds

- Have students blend the words *cane, late, drape,* and *name* using the procedures for Day One.

### Spelling Words

- Have students practice the words *make* and *take* by writing them several times on side 1 of their workmats.
- Follow the procedures for Day One to model and practice the words *rage* and *stage.*

### Sight Words

- Have students take turns drawing a Unit 8 sight word card from a box and quickly reading and spelling the word. Continue the activity until every student has an opportunity to read and spell a sight word.
- Have volunteers take a sight word card from the box and give clues about the word. For example, the student might say, *This word has four letters. This word begins with w.* When the other students guess the word, the volunteer writes the word on the board while the other students write it on side 1 of their workmats.
Phonemic Awareness

Medial Sounds
• Say: Listen as I say two words. Tell me if the words have the same vowel sound: cap, cape. Have students repeat the words. Ask: Do you hear the same vowel sound in both words? What vowel sound do you hear in cap? In cape? Continue with these word pairs: plan/plate; tap/tape; mat/mate.
• Say: Listen as I say two words. Tell me which word has the long a sound. Say these pairs of words: craft/cake, tale/trap, glad/late, snap/scale, blab/blame, clap/quake, cast/ate.

Blending Sounds
•  Have students blend the words mate, cape, game, and take, using the procedure for Day One.

Spelling Words
• Have students practice the spelling words by writing them several times on side 1 of their workmats.
• Follow the procedure for Day One to model and practice the words place and scale.

Sight Words
•  Place the Unit 8 sight word cards in the pocket chart. Say one of the words. Have a volunteer pick out the matching card, read the word aloud, and return the card to the pocket chart with the word facing away from the class. Continue with the other words.
•  Have volunteers choose a sight word card, turn it over, read the word aloud, and use it in an oral sentence.

Distribute blackline master 8 and instruct students to complete it at home.

Decodable Book
Work with small groups of students to read A Cake for Nate on days three and four. Assign blackline master 3 and Independent Activities for the rest of the class on Day Three.

Introduce the Book
•  Show students the cover of the book. Point to the title, A Cake for Nate, and read it with students.
•  Ask: What do you see on the cover?

Read the Book
•  Give each student a copy of the book. Have them sound out the words “in their heads” and then read the first sentence aloud so you can check their reading.
•  If students need modeling, have them turn to page 2 and put their fingers on the first word. Remind them that this is a word they don’t sound out but that they should know by sight. Have them say the word, we.
•  Have students continue to read the sight words quickly and sound out the decodable words in the sentence. Then have them read the whole sentence.
•  If students can sound out the words without difficulty, have them whisper-read the rest of the text. Remind them to sound out words as needed.
•  If students have difficulty, continue to guide them page by page.

Discuss the Book
•  When students have finished reading, ask: Where do Nate and his mom go to get the cake? How does Nate know which cake is his? Why does Nate get a cake?
Independent Activities

Decodable Book

Write a New Ending Have students use words from the book to write a new ending and draw a picture to go with the ending.

Echo Reading Record yourself reading the decodable book *A Cake for Nate*, leaving pauses so that students can echo the reading as they follow along in the text.

Sight Words

Scrambled Sentences Write the following scrambled sentences on large index cards:
- we here are all
- is sled my red
- a she cake made me for
- put plant a desk my on
- could with me he on trip go the
- the cake stale be can
- the stuff junk is the rest of
- ask to help Nate you

Have students choose a card and rewrite the sentence so that it makes sense. Then have them underline any of the Unit 18 sight words that appear in the sentence.

Build Words Have student pairs use letter cards to build sight words. After one partner makes a word, the other partner reads the word aloud. Then the partners mix the letter cards and trade roles.

Spelling

Independent Practice Write the week’s spelling words on index cards and place them in the literacy center. Provide the letter cards needed to build the words and have students use the cards to spell the words.

Phonemic Awareness

Medial Substitution
- Say the word *plan*. Ask students to identify the middle sound. Segment the sounds to help students hear the middle sound: /pl/ /a/ /n/.
- Say: *I want to change /a/ in plan to /a–/. What word will I have?* Together segment the sounds in the new word: /pl/ /a–/ /n/. Then say the new word together: *plane*.
- Continue saying words and having students change the medial sounds to make new words: *mad/made, bit/bite, can/cane, top/tape, hop/hope, lad/laid, lock/lake, pet/Pete.*

Assessment Tip: Note which students have difficulty substituting medial sounds and provide practice in a small group setting. While you work with the small groups, you may wish to assign Independent Activities for the rest of the class.

Blending Sounds

- Have students blend the words *blame, make, plan, and plate* using the procedures for Day One.

Spelling Words

Review
- Have students write the spelling words several times on their workmats.
- Provide pairs of students with blackline master 2. While one student reads the words, the other student should write them.
- The partner places a check mark next to correctly spelled words. The partner may prompt the student by sounding out words that were spelled incorrectly while the student attempts to spell the words a second time. If the second spelling is correct, the partner places a check mark in the “Second Try” column.

Assessment Tip: Collect students’ completed blackline masters and note which words gave students difficulty.

Sight Words

- Display the Unit 8 sight word cards in the pocket chart. Point to the words at random and have students read them.
- Hold up a sight word card and model using the word in an oral sentence. Pass the card to a student and have him or her make up another oral sentence using the same word. Have that student pass the card to another student and so on, until each student has had an opportunity to use the word in an oral sentence.
- Repeat with the other sight word cards.

Decodable Book

- Read the decodable book *A Cake for Nate* with the remaining small groups while the rest of the class completes blackline master 4 and Independent Activities.

Assessment Tip: Use the completed blackline master to assess how well students can make connections between sounds and the letters that stand for those sounds.
Spelling Assessment

Use the following procedure to assess students’ spelling of the Unit 8 words.

• Say each spelling word and use it in a sentence.
• Have students write the word on their papers.
• Continue with the next word on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
• Use the assessment to plan small group or individual practice.

Small Group Activities

The following small group activities can be used to provide practice for students who need additional support. Assign blackline master 5 and Independent Activities for the rest of the class.

PHONOLOGICAL AWARENESS

Vowel Sounds
Ask students to listen as you say some words. Tell them that if they hear long a in a word, they should stand up, and if they do not hear long a, they should stay seated. Say these words slowly: quake, quick, staff, snake, state, stump, spun, spade, late, land, flame. Emphasize the vowel sounds.

Change Middle Sounds
Have students make new words by changing the short a sound to the long a sound. Use these pairs of words: mat/mate, hat/hate, fad/fade, mad/made, pal/pale. Give each student a chance to make a new word. Model the long a sound, if necessary.

SOUND/SYMBOL RELATIONSHIPS

Recognize Long a CVCe Words
Sit at a table or on the floor with a small group of students. Give each student the letter cards a, t, e, p, and g. Model pulling down the letters to make the word age. Say the word age and have students spell the word with their letters. Repeat with the word tape. Remind students that words with a long vowel sound followed by a consonant often have a final e. Make sure that all students used the letter e when they spelled the words.

BLENDING

How to Blend
Have students point to a word on their word lists and run their fingers under it while you sound it out, holding each sound (except stop sounds) for one second. Have students repeat the sounding out of the word with you as they run their fingers under the word. Model as many words as needed.

Word List Practice
Have students practice blending and segmenting the words in the word lists with a partner. Provide support as needed.

SPELLING

Spelling Riddles
Write the spelling words on the board. Have students write the answers to the following riddles:

- Start with rag. Add e to the end. What’s the new word? (rage)
- Start with age. Add st to the beginning. What’s the new word? (stage)
- Start with bake. Change b to m. What’s the new word? (make)
- Start with grace. Change gr to pl. What’s the new word? (place)
- Start with pale. Change p to sc. What’s the new word? (scale)

Look, Say, Cover, Write
Ask students who are having difficulty with the spelling words to look at one of the words and say it. Then ask them to cover the word and try to write it without looking at the model. Finally, have students check the word. Have them use the “look, say, cover, write” method with the other spelling words.

SIGHT WORDS

Write in Order
Display the Unit 8 sight word cards on the board ledge. Ask students to write the words in alphabetical order on side 1 of their workmats.

Make Sentences
Write the Unit 8 sight words on the board. Have students write at least one sentence using some of the sight words and known decodable words. Then have them draw pictures to illustrate their sentences.

Locate Words
Write the sight words we, me, he, she, and be on the board. Have each student a page from an old newspaper. Have students circle the word we in red crayon every time they see it on the page. Have them repeat the search, circling me in blue, he in yellow, she in orange, and be in purple.
UNIT 8  Quick-Check: CVCe long \(a\)

Phonemic Awareness: Differentiating Medial Sounds

Directions: Say the pair of words and ask the student if the words have the same middle sound. If the student answers correctly, put a ✔. If the student’s response is incorrect, put an X.

Example: frame/race. yes.

<table>
<thead>
<tr>
<th>shave/blade (yes)</th>
<th>grace/grass (no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>trace/track (no)</td>
<td>wake/plate (yes)</td>
</tr>
<tr>
<td>grade/vane (yes)</td>
<td>fad/fade (no)</td>
</tr>
</tbody>
</table>

Score /6

Phonics: Segmenting and Blending Sounds

Directions: Explain that these nonsense words use sounds the student has been learning. Have the student point to each word on the corresponding student sheet, say each sound, and then blend the sounds together. Put a ✔ if the student’s response is correct. If the student misses the word, record the error.

Example: plake. /pl/ /a/ /k/, plake.

<table>
<thead>
<tr>
<th>crale (/kr/ /(a)/ /l/, crale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>squaze (/skw/ /(a)/ /z/, squaze)</td>
</tr>
<tr>
<td>skabe (/sk/ /(a)/ /b/, skabe)</td>
</tr>
<tr>
<td>glane (/gl/ /(a)/ /n/, glane)</td>
</tr>
<tr>
<td>stame (/st/ /(a)/ /m/, stame)</td>
</tr>
<tr>
<td>brafe (/br/ /(a)/ /f/, brafe)</td>
</tr>
</tbody>
</table>

Score /6