This lesson introduces the first long-vowel sound and spellings. Unlike the other Sound/Spelling Cards, no story accompanies the introduction of long vowels. The picture on each long-vowel Sound/Spelling Card is an elongated (or long) version of the letter. The picture of the letter is to remind the students that the long-vowel sound is the same as the vowel's name. All the long-vowel spellings are presented on a yellow background.

**Introduce /ā/ Spelled a and a_e**

- Tell the students that they will learn about a new vowel sound and discuss what they know about vowels. Remind them, if necessary, that all words and syllables contain a vowel and that vowel letters can stand for more than one vowel sound.
- They have learned the short-vowel sound and spelling for each vowel, and today they will learn the first long-vowel sound and spellings.
- Tell the students that the long-vowel sound says the name of the vowel and that each long-vowel sound has several spellings. Explain briefly that a vowel often needs help from other letters to say its name. Then follow the procedure outlined below to introduce the Long A Card.
- Display Sound/Spelling Card 33—Long A. Tell the students that this is the Long A Card. Remind the students that the long sound of a vowel is the same as the vowel’s name. Then, ask them to say the long sound of the letter a. Point out the spellings on the card and tell the students that all of these spellings will make the /ā/ sound in words.
- Encourage the students to discuss the card. Point out that the letter a is long and thin. Ask them to tell how this card can help them remember the /ā/ sound. Have the students repeat the sound.
- Contrast the long and short sounds by pointing to the Lamb Card and having the students say /a/, then pointing to the Long A Card and having the students say /ā/. Then teach the students the following rhyme:
  A's my name.  
  Two sounds I make:  
  Short a in lamb,  
  Long a in cake.
- Repeat the rhyme several times.