



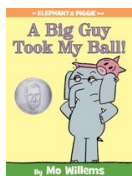
Foundations for Literacy III

FFL 3.5

a l & a l l x 2

/all/

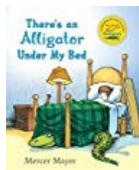
/Al/



Read: *A Big Guy Took My Ball*, by Mo Willems

Notice, as you read *A Big Guy Took My Ball*, that a-l-l says /all/ in *ball*. Spread your arms low and wide as if to say, “We *all* love books,” and then say, “**A-l and a-l-l can both say /all/.**”

Then introduce the second book, *There’s an Alligator Under My Bed*.



Read: *There’s an Alligator Under My Bed*, by Mercer Mayer

Notice, as you read *this* book title, that a-l-l can also say /Al/. Straighten your arms, stretched out in front of you, one atop the other, and make them move like a chomping alligator mouth with your fingers spread to make alligator teeth and say, “**A-l and a-l-l can also say /Al/.**”

As you read the book, invite your students to spread their arms wide, when you say a word with the sound /all/ and to make their arms move like chomping alligator mouths, when you read the word *alligator*.

Say, “A-l and a-l-l can **both** say /all/ or /Al/,” while doing the motion for each sound.

Decoding words with s-l and a-l-l saying /all/ or /Al/.

materials include: Altoids Smalls mints in tin, a-l and a-l-l word cards (optional: The small word cards may be used, and they can be stored in Altoids Smalls tins), the a-l and a-l-l header

First, introduce the Altoids Smalls tin. Share a couple of mints with your students. We know it can be an effective way to promote memory when our senses are involved in the learning. Note, together the a-l saying /Al/ in *Altoids* and the a-l-l saying /all/ in *Smalls*. Note, too, that the spellings can vary for both sounds. We cannot depend on all words with the sound /all/ sound having two l’s and all the words with the sound /Al/ sound having one. We’ll have to notice what’s happening in each word we decode during this lesson. This word sort serves to heighten our students’ awareness of these two sounds and their spellings in words.

NOTE: You can have the students make an Altoids Smalls tin filled with a-l and a-l-l word cards by

having the students open the tin, pour the mints into a baggie, and then clean the dusty tin out with a wipe. After the tin dries, the word cards will store nicely in the tin.

Students will decode lots of words with a-l and a-l-l and sort them onto the proper side of the header. Does it say /all/ or /Al/? And then they'll place each word in the appropriate column on the side they choose. So, they must first distinguish the sound represented by the letters in each word and then they'll indicate how many l's there are. Words with one l will go to the left in the appropriate column, and words with two l's will go to the right.

Students will continue sorting words until all words have been placed under the students' headers.

Notice with your students that the most common sound for a-l and a-l-l is /all/. If that doesn't make a word we know, we'll simply *flip it* to the other sound we know, /Al/.

NOTE: When kids decode, letter by letter/sound by sound, they often (forgetting the rule) make the short a sound and then the /l/ sound. Together, those make the /Al/ sound. It's fine if students begin there. They must simply recognize that, if it does not make a word they know, they'll have to "flip it" to the other, most common sound /all/. Remember that in the Foundations for Literacy lessons, we typically share the most common sound first. A-l and a-l-l *usually* say /all/.

a-l & a-l-l Board Game

materials include: a-l and a-l-l board game, movers, dice, crayons

Students will play the board game, moving their movers the number of spaces indicated when they roll their dice. They'll decode the words, with you coaching them as needed, to accurately read the words. When you provide confirmation that the word was correctly decoded, the word may be colored in and won't be landed upon for the remainder of the game. Continue play until the students are equipped to accurately decode words with a-l and a-l-l.

Please allow your students time to work the sounds through before jumping in to offer corrections. Our students need to learn to grapple with the sounds a bit. They must develop perseverance when decoding. They simply must feel equipped to tackle unfamiliar words with confidence. Allowing kids to persist as they strive to make meaning as they're decoding is a worthy task.

a-l & a-l-l Spelling

materials include: a-l and a-l-l spelling paper, pencils, word cards

Choose 5-7 word cards and invite your students to spell them, one at a time. Your students will stretch out the sounds and record the letters that represent those sounds on their papers, remembering that a-l and a-l-l can both say /all/ or /al/.

When your students have spelled the words, you'll show them the word card and they'll make the needed changes to ensure the words are spelled correctly. That visual confirmation is important. Plus, you aren't the "bad guy" telling students they're spelling was incorrect.

Be sure to share with students that it's a tricky thing to remember how many l's to use when spelling these words (because we can't tell by the sounds), but that it's oh so easy to sneak in a second l or to quickly erase an l that's not needed. No sweat!

a-l & a-l-l Advanced Board Game

materials include: a-l and a-l-l advanced board game, movers, dice, crayons

Remember to use this game in addition to, not instead of, the first one. We need our students to address all these words with a-l and a-l-l, focusing on the sounds and spellings, so the words can be recognized on sight.

We've taught our students about words with a-l and a-l-l. Now let's address the schwa sound.



Read: *A is For America*, by Tanya Lee Stone

If you'd like, you can provide some Nilla wafers for your scholars to enjoy as you read the book aloud.

Draw your students' attention to those a's beginning and ending the word *America* and the a at the end of Nilla. Those a's do not make a long OR short a sound. Instead, they make the unexpected sound /uh/.



Open Vowel Exceptions

materials include: banana schwa information page, any vowel can jump (even schwa a's) practice page, open vowel exceptions page, pencils (optional: Runts banana candies)



Share with your students the word *banana*. Notice that we don't make the short a sound for all those a's. Tell them that all vowels can make the sound /u/ as shown on the information page.

After sharing that a's can say /uh/, teach your students that sometimes those a's saying /uh/ can even do magic! Remember, any vowel can jump and do magic. Invite your students to draw rainbows, one at a time, from the final a in each word, over one consonant, to touch the preceding vowel. After the arrow has been drawn, the students are to read the words aloud to you.

Next, have your students decode more words ending with an a saying /uh/. Some of the words on this list have a's that will do magic. Some of the words have built in blocker letters. *Note that the word *pizza* is Italian and in Italian the letters i says /ee/ and the z says /ts/. So *that's* why it's spelled the way it is!

Is the a-l or a-l-l saying /all/ or /Al/ or /Uh/?

materials include: a-l word lists/book marks

Share with your students a bookmark/reminder that sometimes, in words with a-l and a-l-l, we make more of a schwa sound than an /all/ or /Al/ sound. This can make spelling a bit tricky unless we really notice what's happening and do some practicing with these words.

Other ways to spell the sound /a-l-l/

materials include: information page with alternate spellings for /a-l-l/

Note with your students that a-w-l says /all/, o-l says /all/, and, as we just learned, a-l and a-l-l can both say /all/. It's tricky, but now, if a word your students write doesn't look right to them, they know they can **flip it** to an alternate spelling.

Share with your students that:

1) Magic e often beats A-L (not a-l-l, because the second l acts as a blocker letter.)

whale

sale

tallest

fallen

2) Two vowels together beat a-l and a-l-l

coals

really

This isn't really tricky for our students if they **make the sounds they see, moving from left to right across the words**. When they do that, they'll make the sounds for two vowels together before they even arrive at the a-l or a-l-l. This is rarely an issue for students, but be aware of the possibility for confusion.

Dictated Sentence and Decoding Sentence Practice Page

materials include: dictated sentence practice pages, pencils

Students will be challenged to write one sentence from the dictated sentence page for this lesson. You will read one sentence of your choosing, as many times as needed, as the students record that sentence— using capitals, spaces, and end marks. Of course, you'll also coach them to correctly use the phonics rule you've been teaching this week (and in previous weeks).

TIP: With the dictated sentence page in front of your students, on their tables or at their desks, have them flip the paper upside down and make a fold on the dotted line so the handwriting lines show at the bottoms of their papers. When done this way, it'll be easy for your students to flip that fold back up and check their sentence writing with the one on the page. Their sentences will be right side up when they unfold them to check their work.

This self-checking promotes skilled reading and writing. And remember, this work is not to be graded. This is our practice. We want to use no-stakes assessments, so our kids feel comfortable taking risks and trying out the skills they're learning.

Finally, your scholars will practice decoding words, featuring this new learning, as they decode the remaining sentences.