

Name: _____ Date: _____ Class / Grade: _____ Score: _____

LESSON 2.

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Short a Short **a** as in **hat**, marked **ă**.

Long a Long **a** as in **hate**, marked **ā**.

1 Copy these words carefully.

COLUMN 1

and

hand

land

sand

COLUMN 2

name

came

same

tame

COLUMN 3

ax

tax

wax

flax

COLUMN 4

lake

take

cake

make

2 Spell them orally.

- ☐ and
- ☐ hand
- ☐ land
- ☐ sand

- ☐ name
- ☐ came
- ☐ same
- ☐ tame

- ☐ ax
- ☐ tax
- ☐ wax
- ☐ flax

- ☐ lake
- ☐ take
- ☐ cake
- ☐ make

3 Write them neatly from dictation.

- | | | | |
|----------|----------|-----------|-----------|
| 1. _____ | 5. _____ | 9. _____ | 13. _____ |
| 2. _____ | 6. _____ | 10. _____ | 14. _____ |
| 3. _____ | 7. _____ | 11. _____ | 15. _____ |
| 4. _____ | 8. _____ | 12. _____ | 16. _____ |

1. Give the sound which **a** has in the words in the first column.
This is called the _____ sound, and is marked _____.
2. Give the sound which **a** has in the words in the second column.
This is called the _____ sound, and is marked _____.

LESSON 2: Short a (ă) and Long a (ā) — Master Key

100% Mastery

Answers, Classroom Administration Guide, Science of Reading & Dictation Script

Answers to Phonics Analysis Questions (Bottom of Lesson)

Official Key

Question 1: Give the sound which a has in the words in the first column.

→ Answer: This is called the **short** sound, and is marked **ă** (IPA phoneme: /æ/).

Question 2: Give the sound which a has in the words in the second column.

→ Answer: This is called the **long** sound, and is marked **ā** (IPA phoneme: /eɪ/).

Word Study Analysis by Column (16 Target Words)

Structure & Patterns

Column 1: Short a (ă)

Words: and, hand, land, sand

Pattern: -and family (CVCC closed syllable). The vowel is short /æ/ before nasal blend /nd/.

Column 2: Long a (ā)

Words: name, came, same, tame

Pattern: -ame family (CVCe pattern). Silent final 'e' causes vowel 'a' to say its name /eɪ/.

Column 3: Short a (ă)

Words: ax, tax, wax, flax

Pattern: -ax family (VC / CVC closed syllable). Letter 'x' spells two sounds: /k/ + /s/.

Column 4: Long a (ā)

Words: lake, take, cake, make

Pattern: -ake family (CVCe pattern). Split digraph a_e producing long diphthong /eɪ/.

TASK 3: TEACHER DICTATION SCRIPT (MASTER PRONUNCIATION & ORDER)

To ensure genuine phonetic mastery and prevent rote positional memory, administer the 16 words in recommended randomized order or by column:

1. and	5. came	9. wax	13. make
2. hand	6. tame	10. flax	14. lake
3. sand	7. name	11. tax	15. take
4. land	8. same	12. ax	16. cake

Protocol: Say the word clearly → Use in a brief context → Repeat the word once → Allow students 8 seconds to write neatly.

SCIENCE OF READING: LINGUISTIC & ARTICULATORY EXPLANATIONS

- **The Short a Phoneme (/æ/ - "breve" ă):** A low front lax vowel. Articulated with the jaw dropped wide and the blade of the tongue positioned low in the front of the mouth. In closed syllables (ending with consonants -nd, -x), the syllable remains closed, retaining the short vowel quality.
- **The Long a Phoneme (/eɪ/ - "macron" ā):** A front closing diphthong gliding from mid-front to high-front. In English orthography, the terminal unpronounced -e (silent e) functions as a diacritic marker indicating that the medial vowel represents its long alphabetical name.

Instructional Steps & Scoring Rubric

Rubric

Activity	Instructional Focus	Scoring Standard
1. Copy carefully	Handwriting posture, baseline alignment, ascender/descender proportions.	16 pts (1 pt/word copied accurately and neatly).
2. Spell orally	Auditory segmentation: pronounce → segment letters → pronounce word.	Checked orally in pairs or small teacher group.
3. Dictation	Phoneme-to-grapheme mapping from memory without visual prompt.	16 pts (1 pt/word spelled correctly).
Phonics Questions	Conceptual understanding of short (ă) vs. long (ā) vowel symbols.	4 pts (2 pts per question).