

Date: \_\_\_\_\_

## Long Aa Spelled *ai* or *ay*

### PLAN

**Component:** Decoding

**Instructional Activity:** Words with Long Aa Spelled *ai* or *ay*

**Materials Needed:** Long Aa sound-spelling card, whiteboards, markers, erasers



**Approximate Time:**  
7 minutes



**Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

### OBJECTIVE

**State the objective(s).**

The sound of *long Aa*, /āāā/, can be spelled several ways. You're going to learn two more common patterns for /āāā/ and practice reading words containing the patterns.

### REVIEW & VOCABULARY

**Review prerequisite skills and teach related vocabulary.**

Refer to the sound-spelling cards as you review the vowels. **There are two kinds of letters: *consonants* and *vowels*. The vowels are *Aa*, *Ee*, *Ii*, *Oo*, and *Uu*. Sometimes the letter *Yy* can also make a vowel sound.**

**A *vowel team* is a combination of two, three, or four letters that work together to spell one vowel sound.**

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I DO IT!

**Demonstrate.** *Teach the new skill, model with clear explanations, verbalize your thinking process.*

Display or hold the sound-spelling card for long *Aa*. If the spellings *ai\_* and *\_ay* are covered by a sticky note, uncover them now. Make sure all previously taught spellings for the long *a* sound are uncovered. Point to the picture at the top of the card.

- **The sound is /āāā/. The key word is \_\_\_\_\_.**
- Point to the spelling patterns at the bottom of the card. **Let's review the ways we've learned to spell the sound /āāā/.** Point to and say each of the spelling patterns. Have students repeat each one after you.
- **The long *a* sound can be made using these two vowel teams.** Point to each pattern as you describe it.
- **The pattern *ai\_* is a vowel team that spells /āāā/. The blank following *ai* means that this pattern is almost always followed by a consonant sound in the syllable. We read the pattern as *a i blank*. Since it has to be followed by a consonant sound, this pattern will come at the beginning or in the middle of a syllable.**
- **The pattern *\_ay* is another vowel team that spells /āāā/. There is a blank before the *ay*, which means there will usually be a consonant sound just before the sound /āāā/ in a syllable. This spelling is usually used at the end of a word. We read the pattern as *\_ay*.**
- Point to *ai\_*. **What is this pattern called?** Students and teacher: *a i blank* **What sound does it spell?** Students and teacher: /āāā/
- Point to *\_ay*. **What is this pattern called?** Students and teacher: *blank a y* **What sound does it spell?** Students and teacher: /āāā/
- **I'm going to use our decoding strategy to read a word containing long *a* spelled *ai\_* or *\_ay*.**

Write the word *complaint* on the board. **Let's pretend we don't know this word. I'm going to use the Reading Big Words strategy to figure it out.**

**First, I underline the vowels in the word.** Underline *o* and *ai*. I know a single *o* with a consonant after it in the syllable makes the sound /ōōō/. I underline *a* and *i* together, because the two vowels work together to make one sound, /āāā/.

**Next, I look for other parts I know. I put a dot under each of them.** Dot under *c*, *m*, *p*, *l*, and *t* while saying the sound each makes. I know all the parts of this word, which means I can read it.

**I know the word has two vowel sounds, which means it has two syllables. I scoop under each syllable, making sure to include one vowel sound in each. I'll include a consonant or two before and/or after each vowel sound. Scoop under *com* and *plaint*.**

**Now, I read the syllables, sounding them out if I need to: /kōm/ /plānt/, *com'plaint*'. That doesn't sound quite right, so I'll flex the vowel sounds. I'll change the sound /ōōō/ to the schwa sound: /kəm/ /plānt/. *Complaint!* That makes sense.**

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WE DO IT!

**Provide guided practice.**

Distribute individual whiteboards, markers, and erasers to students. **Let’s do some together. Remember, if you already know the word, don’t blurt it out.**

Write the word *betray* on the board. **Write the word on your board.**

**First, underline the vowels. Remember, underline vowel teams once, because they make one sound.** Students underline *e* and *ay*. Teacher should provide support as needed and underline the vowels on the board so students may check their work.

**Look for other parts you know. Put a dot under each.** Students, then teacher, put a dot under *b*, *t*, and *r*.

**Think: How many vowel sounds are in the word? How do you know?** Call on students to respond. Scaffold for the response: *two vowel sounds equal two syllables*. **Scoop under the two syllables.** Students, then teacher, scoop under *be* and *tray*. Note: If students scoop under *bet* and *ray*, because those words are familiar, note that they should still be able to put them together and say the word *betray*, especially since the *e* changes to the schwa sound.

**Finally, read the syllables, sounding them out if you need to. Flex a vowel sound if you need to make it sound like a real word. Raise your hand when you know the word.** Call on 2-3 students to say the word and explain how they made it sound like a real word.

Follow the routine with the words below.

container
overstay
playback



If students need support with:	Then try this:
Segmenting syllables	Have students write each vowel (keeping vowel teams together) on separate pieces of paper, then write each syllable and push them together to read the word. For additional support, the teacher can show students where the syllable breaks occur then have the students decode each syllable.

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YOU DO IT!

**Provide independent practice.**

This time, I'll write five words on the board.

You choose one and write it on your whiteboard. Then, you'll use the Read Big Words routine to figure out the word.

When you think you know the word, raise your hand. I'll come to you and let you whisper the word to me. If you're right, you can erase the word, choose another one, and write it.

Follow this routine until you've read three words correctly to me.

Monitor the students, scaffolding only if necessary. Allow them to do the work as independently as possible.

Use the words below.

constrain
portray
maintain
decaying
available

ASSESS

**Assess students (formally or informally).** *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.

Scaffold or correct all errors. Provide specific feedback for accurate responses.

ENRICH/EXTEND

**Enrichment/Extension.** *Provide enrichment and extension activities for students who need less support.*

For students who show mastery for decoding words with vowel team patterns, consider moving to the instructional protocol for encoding words with vowel team patterns.