

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

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

PLAN

**Component:** Encoding

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

**Materials Needed:** sound-spelling cards, whiteboards, markers



**Approximate Time:**  
7 minutes



**Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

**State the objective(s).**

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

Today, we are going to practice spelling words with two vowel teams that can be used to spell the long A sound: *ai* and *ay*.

REVIEW &  
VOCABULARY

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

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

Display or hold the sound-spelling card for *long A*. Point to the picture at the top of the card.

- The sound is /āāā/. The key word is \_\_\_\_\_. What's the sound? Students: /āāā/
- Point to the spelling patterns at the bottom of the card. There are several ways to spell the sound /āāā/. We're going to look at the vowel teams *ai\_* and *\_ay* in this lesson.
  - When the sound /āāā/ is in the middle of a word or syllable, it is sometimes spelled *ai\_*. What's one spelling for /āāā/ in the middle of a word or syllable? Students: *ai\_*
  - The blank that comes after the *ai* means that the pattern *ai* doesn't come at the end of a syllable or word. There needs to be a consonant sound after the sound /āāā/ in order for us to use the vowel team *ai\_*.
  - When the sound /āāā/ is at the end of a word, it is usually spelled *\_ay*. What's one spelling for /āāā/ at the end of a word? Students: *\_ay*
  - The blank that comes before the *ay* means that the pattern *ay* comes at the end of a word. There must be a consonant before the sound /āāā/ in the word, and the pattern *\_ay* usually comes at the end of a word.

I'm going to spell a word that contains the sound /āāā/. In this word, the spelling for the sound /āāā/ will be either *ai\_* or *\_ay*.

The word is *grain*.

I stretch the word: /grrrāāānnn/. I ask myself: *Where do I hear the sound /āāā/ in the word?* I hear the sound /āāā/ in the middle of the word. There's a consonant sound after /āāā/. I know I have to choose *ai\_*, so I stretch and spell the word: /g/ write *g*; /rrr/ write *r*; /āāā/ write *ai*; /nnn/ write *n*.

Then I check my work by pointing under each pattern in the word and saying the sound. I blend the sounds together and read the whole word: /grrrāāānnn/. The word is *grain*!

I DO IT!

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WE DO IT!

### Provide guided practice.

Distribute student whiteboards, markers, and erasers.

Let's spell some words together. Each word contains the sound /āā/, spelled either *ai\_* or *\_ay*. It's our job to figure out which pattern to use and spell the word.

The first word is *raise*. What word? Students and teacher: *raise*

Stretch the sounds in *raise*. Students and teacher: /rrrāāzzz/.

Where do you hear the sound /āā/ in the syllable? Students and teacher: In the middle of the syllable. There's a consonant sound before and after the sound /āā/.

How can I spell the sound /āā/ when it's in the middle of the syllable—*ai\_* or *\_ay*? Students and teachers: *ai\_*

Before you stretch and spell the word *raise*, I'll tell you that the /zzz/ at the end of the word is spelled *\_se*. The silent *e* is added to change the pronunciation of the *s* from /sss/ to /zzz/. Now, let's stretch and spell *raise*. Students and teacher: /rrr/ write *r*; /āā/ write *ai\_*; /zzz/ write *ze* in the blank after *ai*.

Check your work by sounding it out, then putting it together and reading the whole word. Students and teacher: /rrr/ /āā/ /zzz/; *raise*.

Use the routine above to spell the words *stray* and *braid*.



If students need support with:	Then try this:
Segmenting phonemes	Try having the student use Elkonin boxes to push and say each phoneme before writing the graphemes.

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YOU DO IT!

**Provide independent practice.**

Now it's your turn to spell words on your own. I will walk through the steps with you, but you will spell the word by yourself. I'll be looking at your whiteboards to see how you're doing.

Follow this routine using words from the Word List.

- **Repeat the word.**
- **Stretch the word (say it slowly).** Listen for the position of the *long A* sound. Do you hear it at the beginning, middle, or end of the word? What spelling pattern should you choose?
- **Stretch and spell the word.**
- **Check your work.** Point under each pattern and read it, then blend the sounds together and read the whole word.

Word List	
fray	stain
brain	praise
flail	spray



If students need support with:	Then try this:
Isolating the long vowel phoneme	Have students notice their mouth formation change to match the long A sound as they say the word.

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### 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.*

To familiarize students with a particular spelling pattern, such as *ai* or *ay*, have them look for and list words they find in text that use the pattern.