

Date: _____

Encoding Single Syllable: *Long a Spelled a, a_e, ay*

PLAN

Component: Encoding

Instructional Activity: Using Clues to Select the Right Pattern:
Single Syllable Words (a, a_e, ay)

Materials Needed: whiteboards, markers, erasers



Approximate Time:
7 minutes



**Click here for video
example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

Today you will learn a strategy for choosing the right spelling pattern when there is more than one way to spell a sound. We will focus on three patterns for long *a*: *a*, *a_e*, and *_ay*. You will know you have it when you can choose the correct pattern for each of five long *a* words containing one of those patterns.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

Remember, a *spelling pattern* is one or more letters that work together to spell a single sound. In the English language, a spelling pattern can have one, two, three, or even four letters! But a spelling pattern always spells one sound. A spelling pattern can also be called a *grapheme*.

In this lesson, we will look at three spelling patterns for the sound /āāā/: *a*, *a_e*, and *_ay*. You have already learned to read and spell using each of these patterns. Today, we will learn a strategy for choosing which of the graphemes we should use when spelling an unfamiliar word containing long *a*.

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

Write these patterns on the board: a a_e _ay. Be sure to write the blanks as well as the letters.

I want to write the word *sway*: The branches *sway* in the breeze. I'm not sure how to spell it. I'll show you the strategy I use to figure out how to spell *sway*, then you will help me spell some other words.

The first thing I do is I try to stretch and spell as much of the word as I can. I'll say the word slowly and write the letter for each sound: /sss/ (write s) /w/ (write w) /āāā/. I have to stop and think here. /āāā/ can be spelled *a*, *a_e*, or *_ay*. Point to the patterns on the board. I have to choose the correct spelling.

Second, I'm going to eliminate the patterns I can't use here. I have to think through what I know about each pattern and decide whether or not it is a possible spelling in this word. For example, I know that, in order to use the pattern *a_e*, there has to be a sound that comes after the /āāā/ in the syllable. But in the word *sway*, the last sound in the word is /āāā/. Nothing comes after it, so I can't use *a_e*. Cross out *a_e* on the board.

Now, I have to choose between *a* and *_ay*. I know that a final single *a* usually comes at the end of any syllable in a word *except* the last syllable. When *a* comes at the end of the last syllable, it's usually pronounced using the schwa sound /ə/, like in *data* or *cobra*. The sound /āāā/ comes at the end. So a single *a* is not a good choice for how to spell the /āāā/ in *sway*. Cross out *a* on the board.

Then, I choose a pattern that is left and use it to spell the word. The only spelling that remains is *_ay*. The blank means there has to be a consonant in front of *ay* in the syllable. In the word *sway*, I hear /ssswww/ before /āāā/ in the last syllable. The other thing I've learned is that the most common spelling for the sound /āāā/ at the end of a word is *_ay*. The best choice for the spelling of /āāā/ in the word *sway* is *_ay*.

Write the word *sway* on the board. I'll sound out and read the word to check it: /ssswwwāāā/. *Sway!*

Teacher Tip: In a subsequent lesson (Using clues to select the right spelling pattern: _ay, a_e, ai_) you'll teach what to do when there are two possible spelling patterns that could be used in a word.

I DO IT!

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WE DO IT!

Provide guided practice.

If possible, provide individual whiteboards, markers, and erasers to students for use in this activity. **Let's spell the word *spade* together.** A *spade* is a small tool shaped like a shovel and used for digging. Remember, the most important part of spelling is the thinking, not the writing, so put your markers down. We're going to think aloud how to spell the word.

Write *a*, *a_e*, and *_ay* on the board again. **First, we should stretch and spell as much of the word as we can.**

Stretch and spell the sounds in *spade*. Students and teacher say each phoneme and write the corresponding grapheme: /sss/ (write *s*) /p/ (write *p*) /āāā/. **Stop! We need to think.** Point to the patterns on the board. **Here are three spellings for /āāā/. We have to choose which pattern works in the word *spade*.**

Second, we eliminate the patterns that cannot be used here. There are three ways we can spell the sound /āāā/. Can you tell me a pattern that cannot be used in *spade*, and explain your thinking? Call on 1-2 students to tell a spelling for /āāā/ that could not be used in *spade*, and explain their thinking. For example, *_ay* can't be used because there's a consonant sound that follows /āāā/ in the syllable, or, a single *a* can't be used because it can't be followed by a consonant sound. Allow students time to consider each pattern and determine whether or not it can logically be used in *spade*.

Third, use the pattern that remains to spell the sound. So how do we spell the sound /āāā/ in *spade*? If you chose *a_e*, you are correct. **The grapheme *a_e* has to have a consonant sound following the long a sound in the syllable. Pick up your markers. Stretch and spell *spade*.** Students and teacher: /sss/ write *s* /p/ write *p* /āāā/ write *a_e*; /d/ write *d* on the blank between the *a* & *e*.

Now, point under each spelling pattern and sound out the word from left to right. Students and teacher: /sss...p...āāā...d/.

What's the word? Students and teacher: *spade*



If students need support with:	Then try this:
Remembering spelling generalizations for a pattern	Review and reteach the lessons that cover the spelling pattern

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YOU DO IT!

Provide independent practice.

Your turn.

You will think through the spelling of the word *clay*. What's the word? Students only: clay

What is the first step? Students: Stretch and spell as much of the word as we can.

Stretch and spell *clay*. How did you spell /k/? Students: c* How did you spell /ll/? Students: l

Do you have to choose from more than one spelling pattern to spell /āā/? Students: yes

What is the next step? Students: Eliminate the patterns that can't be used.

Think: Which patterns could *not* be used to spell the /āā/ in *clay*? Give students time to think and respond. Possible answers: *a_e* can't be used because it has to be followed by a consonant sound in the syllable; *a* might be able to be used, but it doesn't usually come at the end of a word, and when it does, it usually sounds like the schwa sound /ə/.

What is the next step? Students: Use the pattern that remains to spell the sound.

Stretch and spell *clay*. Students sound out and write *clay*.

Yes! In the word *clay*, the sound /āā/ is spelled _ay. Most of the time, when the sound /āā/ comes at the end of a word, it's spelled _ay.

Check your work by pointing under each pattern and saying the sound: /k/ (touch under c) /ll/ (touch under l) /āā/ (touch under _ay). What did you spell? Students: *clay*



If students need support with:	Then try this:
Segmenting blends	Change the word in the activity to lay. To follow up, work with the student individually on phonemic awareness identifying each consonant sound within blends.

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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 *_ay*, have them look for and list words they find in text that use the pattern.