

Date: _____

Encoding Multisyllable: *Long a Spelled a, a_e, ay*

PLAN

Component: Encoding

Instructional Activity: Using Clues to Select the Right Pattern:
Multisyllable Words (a, a_e, 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).

You're going to 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.

Let's pretend I want to write this sentence: *I wrote an essay about a blockade used during our nation's history.* I already know how to spell most of the words in the sentence. But I'm having trouble with three words: *essay*, *blockade*, and *nation*. I'll show you the strategy I use to spell *essay*, then you will help me with the other two words.

The first thing I do is I tap out the syllables in the word. The word is *essay*: *es* (tap) *say* (tap). Two syllables.

Second, I stretch and spell each syllable. The first syllable is *es*. I can stretch and spell this syllable: /ěě/ (write e) /sss/ (write s). The second syllable is *say*: /sss/ (write s) /āāā/. I have to stop here and think. The sound /āāā/ can be spelled *a*, *a_e*, or *_ay*. I have to decide which one to use.

Third, 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 *essay*, 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*. So a single *a* is not a good choice for how to spell the /āāā/ in *essay*. Cross out *a* on the board.

Fourth, 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 *essay*, I hear /sss/ 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 *essay* is *_ay*. Write the word *essay* on the board. I'll sound out and read the word to check it: /ěěěsss/ /sssāāā/. *Essay!*

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

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 *blockade* together. 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, tap the syllables in *blockade*.** Students and teacher: /blöök/ (block) /āād/ (ade).

Second, stretch and spell each syllable. What's the first syllable? Students and teacher: *block*

Stretch and spell the sounds in *block*. Students and teacher say each phoneme and write the corresponding grapheme: /b/ (write *b*) /ll/ (write *l*) /öök/ (write *o*) /k/ (write *ck*). If needed, prompt students for the *ck* spelling by asking, *How do you spell /k/ at the end of a short word with a short vowel?*

Now, stretch the sounds in *ade*. Students and teacher: /āād/. **What's the first sound in *ade*?** Students and teacher: /āā/. Point to the three ways to spell *a* written on the board.

Third, eliminate the patterns that cannot be used here. There are three ways we can spell the sound /āā/. Can you tell me a pattern that cannot be used in *ade*, and explain your thinking? Call on 1-2 students to tell a spelling for /āā/ that could not be used in *ade*, and explain their thinking. For example, *_ay* can't be used because there's a consonant sound that follows /āā/ 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 *ade*.

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WE DO IT!

Provide guided practice. (continued)

Fourth, use the pattern that remains to spell the sound. So how do we spell the sound /āā/ in *ade*? 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.

Now, pick up your markers. Stretch and spell *ade*. Write it next to the word *block*. Don't put a space between them--the two parts make a whole word. Students and teacher: /āā/ write *a_e*; /d/ write *d* on the blank between the *a* and *e*.

Now, point under each spelling pattern and sound out the word from left to right. Students and teacher: /b...lll...ōō...k...āā...d/.

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



If students need support with:	Then try this:
Determining three spelling patterns	Eliminate one of the patterns and have them choose between two instead.

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YOU DO IT!

Provide independent practice.

Your turn. You will think through the spelling of the word *nation*. What’s the word? Students only: nation

What is the first step? Students: Tap the syllables. **Do it.** Students: *na* (tap) *tion* (tap)

What is the second step? Students: Stretch and spell each syllable.

Stretch and spell *na-*. How did you spell /nnn/? Students: *n*

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

What is the third step? Students: Eliminate the patterns that can’t be used.

Think: Which patterns could *not* be used to spell the /āāā/ in *na-*? 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; _ay might be able to be used, but it usually comes at the end of a word.

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

Stretch and spell *na-*. Students sound out and write *na*.

The second syllable in *nation* is the suffix *-tion*. It is spelled *t-i-o-n*. Write it next to the syllable *na-*.

Check your work by pointing under each pattern and saying the sound. What’s the word? Students: *nation*

*Teacher tip: If you have taught the suffix *-tion*, or have it displayed on a word wall, challenge students to remember how it is spelled and write it.*



If students need support with:	Then try this:
Vowel team sound production	To make determining which vowel team is being used more visual provide students with access to sound-spelling cards including picture support. <i>Teacher Tip: If a student is stuck on a vowel team remind them of the sound by stating “Remember ew says /oo/.”</i>

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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.*

The patterns *a* and *tion* are found at the end of many words: *vacation, condemnation, ablation*, etc. Challenge students to find other words ending in *-ation* and make a chart or poster for the classroom depicting them.