PLAN

Component: Encoding
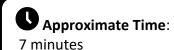
Instructional Activity: Using Clues to Select the Right Pattern: Multisyllable Words (ay, a_e, ai)

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).

Let's 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*: *_ay, a_e*, and *ai_*. 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 <u>one</u> sound. A spelling pattern can also be called a *grapheme*.

In this lesson, we will look at three spelling patterns for the sound /āāā/: *_ay, a_e*, and *ai_*. 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*.

I DO IT!

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

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

Let's pretend I want to write this sentence: *Can you <u>explain</u> the <u>delay</u> in the start of the <u>parade</u>?* I already know how to spell most of the words in the sentence. But I'm having trouble with three words: *explain*, *delay*, and *parade*. I'll show you the strategy I use to spell *parade*, then you will help me with the other two words.

The first thing I do is I <u>tap out the syllables in the word</u>. The word is *parade*: *par* (tap) *ade* (tap). Two syllables.

Second, I <u>stretch and spell each syllable</u>.
The first syllable is *par*. When I listen for the sounds in that syllable, I hear /per/, but I know it's because the syllable has a schwa sound. If I said the syllable like a robot*, it would sound like this: /par/. I can stretch and spell this syllable: /p/ (write p) /ar/ (write ar). The second syllable is *ade*: /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. I'm going to put a blank here and then sound out the rest of the syllable: /āāā...d/. I know /d/ is spelled *d*, so I write *d* after the blank.

Third, I'm going to figure out what the best choice is to spell the sound /āāā/ in parade. I have to eliminate <u>the patterns</u> I *can't* use. I think through what I know about each pattern and decide whether it is a possible spelling in this word. For example, I know that the pattern *_ay* usually comes at the end of a word, and it is not followed by a consonant sound. In the word parade, /āāā/ is followed by the consonant sound /d/. So I can eliminate the pattern *_ay*. Cross out *_ay* on the board.

Fourth, I <u>choose a pattern that is left and use it to spell the word</u>. There are two patterns remaining: a_e and ai_. Both of these patterns have to have a consonant sound following the sound /āāā/ in the syllable. I guess either of them could be correct!

I'm going to write the word *parade* on the board both ways: once with *a_e* and the other with *ai_*. Write *parade* and *paraid* on the board. **Now, I think: Which one looks right? I've probably seen this word before, and my brain may remember the way the word looks.** Point to *parade*. **I think this is it! I think *parade* is spelled p-a-r-a-d-e.**

I'll sound out and read the word to check it: /p...er...āāā...d/. The word is *parade*!

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 _delay_ together. Remember, the most important part of spelling is the <u>thinking</u>, not the <u>writing</u>, so put your markers down. We're going to think aloud how to spell the word.**

Write __ay, a_e,_ and _ai__ on the board again. **First, <u>tap the syllables</u> in _delay_.** Students and teacher: /dēēē/ (de) /lllāāā/ (lay).

Second, <u>stretch and spell each syllable</u>. What's the first syllable? Students and teacher: _de_
Stretch and spell the sounds in _de_. Students and teacher say each phoneme and write the corresponding grapheme: /d/ (write _d_) /ēēē/ (write _e_) _Note: If students say delay with a schwa sound instead of a long e sound, say: Listen! Here's how a robot would say this word: /dēēē...lllāāā/. How do you think you spell it?_

Now, stretch the sounds in _lay_. Students and teacher: /lllāāā/. **What's the first sound in _lay_?** Students and teacher: /lll/. **How do you spell /lll/?** Students and teacher: _l_. **Write it. How do you spell /āāā/?** Point to the three ways to spell _a_ written on the board. Students and teacher: __ay, a_e,_ or _ai__.

Third, <u>eliminate the patterns</u> 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 _lay_, and explain your thinking? Call on 1-2 students to tell a spelling for /āāā/ that could not be used in _lay_, and explain their thinking. For example, a_e can't be used because it has to be followed by a consonant sound in the syllable, or _ai__ can't be used because it also must be followed by a consonant sound. Allow students time to consider each pattern and determine whether it can logically be used in _lay_.

WE DO IT!

Provide guided practice. (continued)

Fourth, <u>use the pattern that remains to spell the sound</u>. So how do we spell the sound /āāā/ in *lay*? If you chose _*ay*, you are correct. The grapheme _*ay* is the most common spelling for /āāā/ at the end of a word, and it is not followed by a consonant sound.

Now, pick up your markers. Stretch and spell *lay*. Write it next to the first syllable *de*. Don't put a space between them--the two parts make a whole word. Students and teacher: /d/ write *d*; /ēēē/ write *e*; /lll/ write *l*; /āāā/ write *ay.*

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

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

If students need support with:	Then try this:
Encoding multisyllabic words	Build confidence with single-syllable words until they have developed the skill of selecting the correct spelling pattern when there's more than one option.

YOU DO IT!

Provide independent practice.

Your turn. Think through the spelling of the word *explain*. **What's the word?** Students only: *explain*

What is the first step? Students: <u>Tap the syllables</u>. **Do it.** Students: *ex* (tap) *plain* (tap)

What is the second step? Students: <u>Stretch and spell each syllable</u>.
Stretch and spell *ex*. **How did you spell /ĕĕĕ/?** Students: *e* **Write it. How do you spell /ks/?** *Students: x* **Write it.**
Tap the syllables in *explain* **again.** Students: *ex* (tap) *plain* (tap) **What's the second syllable?** Students: plain
Stretch and spell *plain*. **How did you spell /p/?** Students: *p* **Write it. How do you spell /lll/?** *Students: l* **Write it.**
Do you have to choose from more than one spelling pattern to spell /āāā/? Students: yes
Draw a blank where the spelling for /āāā/ will go. What's the last sound in *plain*? Students: /nnn/ **How do you spell /nnn/?** Students:
n **Write it.**

What is the third step? Students: <u>Eliminate the patterns that can't be used</u>.
Think: Which patterns could *not* **be used to spell the /āāā/ in** *plain*? Give students time to think and respond. Possible answers: _ay
can't be used; it usually comes at the end of a word and is not followed by a consonant sound

What is the fourth step? Students: <u>Choose a pattern that remains to spell the sound.</u>
What can you do to help you decide which pattern to choose? Students: write it both ways **Do it.**
Look at both words (*explane* and *explain*). **Which one looks right?** Allow students to discuss both options and choose the one they think
is correct. Scaffold for the correct response: *explain.*
Check your work by pointing under each pattern and saying the sound. What's the word? Students: *explain*

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

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.*

Have students create a short video in which they explain to their audience how to choose between the patterns _ay, a_e, or ai_ to figure out the /āāā/ spelling in one or more of the following words: *dismay, arcade, domain*.