Long *a* Digraphs *ai, ay* 16

Language Objectives

- Decode words with common vowel teams, including vowel digraphs.
- Spell words using sound-spelling patterns, including common vowel teams.

Building Literacy

A digraph is two letters that represent one sound. There are several vowel digraphs, or vowel pairs, that represent the long vowel sounds. In this lesson:

- Children learn two vowel digraphs, or letter teams, that represent the sound /ā/: *ai* and *ay*.

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Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or creating simple example sentences with the words to make sure English learners have these words in their vocabulary.

rain	play
hay	pain
nail	day
ray	tail
train	stay
clay	snail
mail	brain
say	may

ENGLISH LANGUAGE LEARNERS

Because vowels in Spanish are rarely silent, Spanish speakers may pronounce vowel digraphs in English with two vowel sounds. Have children repeat the words in this lesson chorally to reinforce the connection between *ai* and *ay* and the sound long *a*.

16 Long *a* Digraphs *ai, ay*

show me

Have children look at their Targeted Lessons Student Book, p. 46. Tell children that sometimes two letters together are said as one vowel sound. Today you will learn to read and spell words with the sound /ā/ spelled with the letters *ai* or the letters *ay.*

Point to the vowel teams *ai* and *ay* at the top of the page. The letters *ai* and *ay* spell the sound /ā/.

Point to the *ai* box. This is a picture of rain. The sound /ā/ in *rain* is spelled with the letters *ai*. Have children write *ai* to complete the word *rain.* Segment the sounds in *rain:* /r/ /ā/ /n/. Point out that the sound /ā/ in *rain* is in the middle of the word.

Point to the *ay* box. This is a picture of hay. The sound /ā/ in *hay* is spelled with the letters *ay*. Have children write *ay* after the letter *h* to complete the word *hay.* Segment the sounds in *hay:* /h/ /ā/. Point out that the sound /ā/ in *hay* is at the end of the word.

SPELLING PATTERNS

- In general, when two vowels appear together in a word or syllable, the first vowel usually represents its long sound and the second vowel is silent.
- Other digraphs that spell the sound /ā/ include *ea* (*great*) and *ei* (*eight*).

16 Long *a* Digraphs *ai, ay*

show me

Name the pictures. Write the letters that spell the sound long *a* in each word.

ai	ay
r a i n	h a y

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guide me

Have children look at the at the bottom of p. 46 in the Targeted Lessons Student Book. Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the two letters that spell the sound /ā/ in each word.)

The first picture is a nail. Let's say the sounds in *nail:* /n/ /ā/ /l/, *nail.* Have children repeat the segmented sounds and blend the sounds to say the word. What letters do we need to spell the sound /ā/ in *nail?* (*ai*) Continue the activity in the same way, guiding children to write *ai* or *ay* to complete the words *ray, train,* and *clay*.

guide me

Name each picture. Fill in the blanks with the missing letters *ai* or *ay*.

ai	ay
n a i l	r a y
t r a i n	c l a y

46 PHONICS AND SPELLING

work time

Have children look at their Targeted Lessons Student Book, p. 47. Read the words in the word bank and have children repeat each one after you. Ask volunteers to provide example sentences to clarify meaning and make sure everyone knows what all the words mean. Then read the directions together. Tell children that they will write each word from the word bank in the *ai* list or the *ay* list, depending on the letters that spell the sound /ā/.

TEACHING STRATEGIES

Teach children the old saying, "When two vowels go walking, the first one does the talking." There are many exceptions to this generalization, but it can be a useful tool for remembering the sound-spelling patterns for common vowel-team spellings of long vowel sounds.

Long a Digraphs ai, ay 16

work time

Read each word. Sort the words.

mail	say	play	pain	day
tail	stay	snail	brain	may

ai	ay
1. mail	6. say
2. pain	7. play
3. tail	8. day
4. snail	9. stay
5. brain	10. may

PHONICS AND SPELLING 47

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High-Frequency Words Have children look at their Targeted Lessons Student Book, p. 48. Point out the high-frequency words *wants* and *come* at the top of the page. Remind children that there are some words that they can't sound out. They have to remember what the words look like. Point out the parts of the words that they can decode. Use the words in example sentences relevant to children's experiences, pointing to each word as you say it. For example, Who *wants* to (go outside for recess)? Tell children that they will read the words *wants* and *come* as they read the story *Play in the Rain.*

16 Long *a* Digraphs *ai, ay*

guide me

wants come

work time

Read the story.

Play in the Rain

Gail wants to play.
She sees the rain.
Gail may have to stay in.

Come on, Gail!
We can play in the rain!

48 PHONICS AND SPELLING

work time

Decodable Text Have children look at *Play in the Rain.* Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children point to the words with the sound /ā/ (*Gail, play, rain, may, stay)* and circle the letters that spell the sound in each word.

check for understanding

Write the letter *r*. What is the sound for this letter? (/r/) Write the letters *ai*. What is the sound for these letters? (/ā/) Write the letter *n.* What is the sound for this letter? (/n/) Listen as I blend the sounds together: /r/ /ā/ /n/, *rain.* Blend the sounds with me: /r/ /ā/ /n/, *rain.* Blend the sounds without me. Write the letter *p.* What is the sound for this letter? (/p/) Write the letter *l.* What is the sound for this letter? (/l/). Write the letters *ay*. What is the sound for these letters? (/ā/) Listen as I blend the sounds together: /p/ /l/ /ā/, *play.* Blend the sounds with me: /p/ /l/ /ā/, *play.* Blend the sounds without me. Continue the activity for *ai*, using *Gail,* and for *ay,* using *stay* and *may*.

Let's spell words with the sound and letters we learned. The first word we will spell is *nail.* What sounds do you hear in *nail*? (/n/ /ā/ /l/) What letter spells the /n/ sound at the beginning of *nail*? (*n*) Write the letter *n* on your sheet of paper. What two letters spell the sound /ā/ in *nail*? (*ai*) Write the letters *ai.* What is the letter for the sound /l/ at the end of *nail*? (*l*) Write the letter *l.* Let's read the word: /n/ /ā/ /l/, *nail.* Continue with *hay.*

reflect

Have children think about what they have learned. What new words can you read and spell? How does being able to read and spell these words help you?

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16 Long *a* Digraphs *ai, ay*

show me

Name the pictures. Write the letters that spell the sound long *a* in each word.

ai	ay
r __ __ n	h __ __

guide me

Name each picture. Fill in the blanks with the missing letters *ai* or *ay*.

ai	ay
n __ __ l	r __ __
t r __ __ n	c l __ __

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work time

Read each word. Sort the words.

mail	say	play	pain	day
tail	stay	snail	brain	may

ai	ay
1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

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guide me

wants **come**

work time

Read the story.

Play in the Rain

Gail wants to play.
She sees the rain.
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