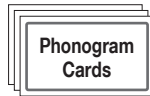


Step 2 – Vowel Teams AI and AY

This lesson will teach words containing the sound of /ā/ spelled ai and ay.

You will need: Word Bank for AI/AY, Word Cards 1-10

Review



Word Analysis

e n j oy

“Read this word.” *Enjoy.*

“What is the first sound in this word?” /ĕ/.

“Is that the short sound of e or the long sound of e?”
Short.

“Divide this word into syllables.” *Student divides between the two consonants.*

“Why can’t I spell this first syllable with just an n?”
That would say /n/, not /ĕn/. Every syllable must have a vowel.

“What is the last sound in this word?” /oy/.

“Why can’t I use oi for the sound of oy?” *English words don’t end in i.*

“Label the syllables.” *Student uses the **Closed and Vowel Team** tags.*

New!

A new feature in Level 3 is Word Analysis, which you’ll find at the beginning of every lesson.

This section reviews previously learned concepts to help keep them fresh in your student’s mind.

New Teaching

Teach Two More Ways to Spell /ā/

Build the words *acorn* and *same*.

a c o r n

s a m e

“You have learned several ways to spell the sound of /ā/. Let’s look at two of the ways.”

New Teaching

(continued)

Divide the word *acorn* into syllables. **a** **c****o****r****n**

“Why is the a long in the word *acorn*?” *Because it is at the end of a syllable.*

“Good. The first way to spell the sound of /ā/ is to put it in an open syllable.”

Point to the word *same*. “Why is the a long in the word *same*?” *Because of Silent E.*

“Right. The second way to spell the sound of /ā/ is to add Silent E.”

“You have also learned two other phonograms that make the sound of /ā/. Pull down those tiles.” *Student pulls down the ai and ay tiles.*

ai **ay**

“Today we will work on spelling words with the sound of /ā/ spelled ai and ay.”

“Which of these tiles can be used at the end of a word?” *ay.*

“Good. When you hear the sound of /ā/ at the **end** of a word, it is usually spelled ay, as in the word *day*.”

d **ay**

“Change *day* to *pay*.” *Student exchanges the d for a p.*

Have your student spell these words with tiles:

play **clay** **say** **stay** **spray**

Build the word *today* with tiles. **t** **o** **d** **ay**

“What does this word say?” *Today.*

“Good. When you spell this word, ‘pronounce it for spelling.’ Pronounce it clearly: /too-day/.”

Point to the ai tile. “This tile is used to spell the sound of /ā/ in the **middle** of a word.”

“Why would this tile **not** be used at the end of a word?” *Because English words don’t end in i.*

Build the word *rain*. **r** **ai** **n**

New Teaching

(continued)

Point to the ai tile. “Ai is used to spell the /ā/ sound in the word *rain*. It is also used to spell the sound of /ā/ in these next words.”

Have your student spell these words with tiles:

jail **wait** **fail** **trail**

Introduce the Word Bank for AI/AY

Have your student read through the **Word Bank for AI/AY** to improve visual memory. There are several ways to spell the sound of /ā/, and we want students to become very familiar with the words in this Word Bank. This will enable the student to recognize the correct spelling of long a when he needs to spell one of these words.

Word Cards 1-10: Spell on Paper

Dictate the words and have your student spell them on paper. The student should write one word per line.



If a spelling word has a homophone—another word that sounds alike but is spelled differently—dictate the word in a sentence. The student does not write the sentence.

Tip!

- 1. play**
- 2. paint**
- 3. way** Come this way.
- 4. fair** The game wasn't fair!
- 5. stay**
- 6. say**
- 7. rain** Do you like the rain?
- 8. train**
- 9. mail** Did you get the mail?
- 10. today**

File the Word Cards behind the Review divider.

Reinforcement

More Words

air	chain	claim	clay
day	fail	jail	lay (lay it down)
mailbox	May	maybe	pair (pair of shoes)
pay	pray (pray for rain)	ray	sail (sail on a boat)
snail	spray	tail (animal tail)	trail
tray	wait (wait for me)		

Dictate Sentences

Dictate several sentences each day.

Did your sister say she will go?

Stay here until the rain stops.

We will take the train.

A tree fell across the trail.

Did you get the mail today?

It was a long way home.

Jill has a part in the play.

Will you play with me?

The cat has a short tail.

Wet paint is on the wall.

Was that a fair game?

Mike will pay the bill.



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