

Lesson 2 AY and AI

Objective

This lesson teaches vowel teams ay and ai and words containing those phonograms.

You Will Need

- Roar into Spelling* pages 13-22
- Sound Cards 44 and 45
- letter tiles ay and ai
- blank red tile
- Phonogram Cards 44 and 45
- Word Cards 1-10

Before You Begin

Preview Vowel Teams AY and AI

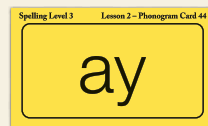
This lesson teaches two ways to spell the sound of /ā/: ay and ai.

Vowel team ay says /ā/ as in *day*. Ay is found mainly at the end of base words. Read the following examples and listen for the /ā/ sound.

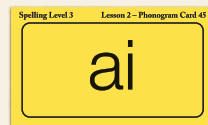
way stay play today maybe

Vowel team ai says /ā/ as in *rain*. ai isn't found at the end of words because, except for the words *ski* and *I*, English words don't end in i. Read the following examples and listen for the /ā/ sound.

wait paint train air explain



When we practice the Phonogram Card for ay, we say “/ā/, two-letter /ā/ that we **may** use at the end of English words.”



When we practice the Phonogram Card for ai, we say “/ā/, two-letter /ā/ that we **may not** use at the end of English words.”



The ay and ai tiles are stored under the Vowel Teams category.



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the ay and ai phonogram sounds.

Before You Begin Review the Procedure for Spelling with Tiles

(continued)

In Levels 1 and 2, the lessons prompted you to have your student spell the words on the Word Cards with the letter tiles. In Level 3, this activity is no longer included in the lessons. Instead, your student writes the dictated words directly in the dictation notebook.

However, student ability varies widely, so you as the teacher are in the best position to decide whether your individual student would benefit from continuing to spell each new word with the letter tiles. If you feel that your student still needs the hands-on work with letter tiles to establish good spelling habits and internalize the concepts taught in the lessons, refer to Appendix K to review the Procedure for Spelling with Letter Tiles for both one-syllable and multisyllable words.

Review

Spend several minutes reviewing a selection of flashcards to keep them fresh in your student's mind. You can either flip through the flashcards as shown in Appendix J or choose one of the activities from Appendix O (for Phonogram Cards) or Appendix P (for Word Cards).

You may wish to bookmark the three appendices mentioned above for easy future reference.



Review a selection of Phonogram Cards from behind the Review divider in your student's Spelling Review Box.



Review a selection of Sound Cards from behind the Review divider. Have your student write the phonograms in his dictation notebook.



Review a selection of Rule Cards from behind the Review divider.



Build the word **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.*

Review

(continued)

“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 /ɛn/. 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 Teaching

Teach Vowel Teams AY and AI

“We have two new tiles today.”

Move **ay** and **ai** into the workspace.

“Both of these tiles say /ā/. Repeat after me: /ā/.” *Student repeats the sound.*

Point to the **ay**. “Ay usually comes at the end of a base word.”

Point to the **ai**. “Ai never comes at the end of word. Do you know why?” *Because English words don’t end in i.*

“Good. Since the two letters work together as a team, these tiles are stored under the Vowel Teams label.” Point to the category label.

Phonogram
Cards

Take out Phonogram Cards 44 and 45 and practice them with your student. Be sure to say the full phrase on each flashcard.

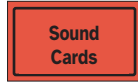
- ay: “/ā/, two-letter /ā/ that we **may** use at the end of English words.”
- ai: “/ā/, two-letter /ā/ that we **may not** use at the end of English words.”

Mix in several other Phonogram Cards for mixed review and practice until your student can say the sounds accurately.

New Teaching

(continued)

Teach Sound Cards 44 and 45



Take out Sound Cards 44 and 45.

“I am going to dictate a sound. Write the two letters that work together to make that sound.”

Dictate the new Sound Cards. Practice until your student can easily write the correct phonograms in his dictation notebook. Mix in several other Sound Cards for mixed review.

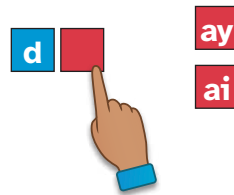
File the flashcards behind the Review divider in the Spelling Review Box.

Teach a Generalization about AY and AI

“Today we will spell words that have the sound of /ā/. Repeat these words after me and listen for the /ā/ sound: *may, train, play.*” *Student repeats the words.*

Move **ay** and **ai** into the workspace.

Build the word *day*, using a blank red tile in place of the ay tile. “I want to spell the word *day*. The last sound I hear in *day* is /ā/.”



“I need to decide whether to use ay or ai. I already know that English words don’t end in i, so I choose ay.”



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

Have your student spell the following words with tiles.

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

Build the word **t o d ay**.

“What does this word say?” *Today.*

New Teaching

(continued)

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

Point to the **ai**. “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 **r ai n**.

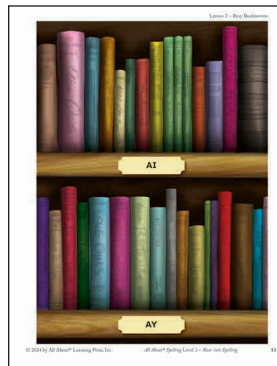
Point to the **ai** tile. “**Ai** is used to spell the /ā/ sound in the word *rain*. It is also used to spell the sound of /ā/ in these next words.”

Have your student spell the following words with tiles.

mail **wait** **fail** **trail**

Complete Activity Sheet

“Let’s help some bookworms find their place on the bookshelves.”



Busy Bookworms

Remove pages 13-17 from the *Roar into Spelling* activity book.

Cut four slits on page 14 as indicated by the dotted lines. Cut apart the bookworm strips.

Take one of the word strips and have your student fill in **AY** or **AI** in the blank space to complete the word. Then choose the appropriate shelf (**AY** or **AI**), weave the bookworm through the slits, and pull it through.

Continue until all the bookworms have found their places on the bookshelves.

Answer Key

ai

rain wait
fail brain
sail paid

ay

play tray
today bay
stay spray

New Teaching

(continued)

Spell Word Cards 1-10

Dictate the words and have your student spell them in his dictation notebook.



If a spelling word has a homophone—another word that sounds alike but is spelled differently—dictate the word in a sentence for clarity. **Your student does not write the sentence.** Homophones will be introduced in Lesson 3.

File the Word Cards behind the Review divider in the Spelling Review Box.

Practice More Words

The following words reinforce the concepts taught in this lesson. For additional practice, have your student spell some of them in his dictation notebook.

ray	chain	jail	pray (pray for rain)
paid	wait (wait for me)	maybe	faint (faint sound)
quail	fail	saint	trail
snail	May	air (cool air)	sail (sail a boat)
mailbox	spray	chair	bay
brain	waist (pants waist)	tail (animal tail)	pair (pair of shoes)
tray	clay	main (main event)	gray
day	bail (bail water)	aim	hay (hay barn)
okay	plain (plain yogurt)	stairs (steep stairs)	rail
claim	pain (sharp pain)	bait (fish bait)	frail

pay	stray	hail (icy hail)	grain
faith	nail	stain	lay (lay it down)
drain	pail (pail of water)	hair (long hair)	

Complete Activity Sheet (Optional)

“Let’s write some book titles!”



On the Bookshelf

Remove page 19 from the activity book.

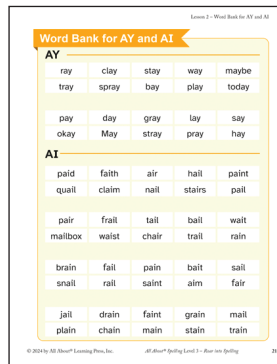
Cut out the book cards and place them in a pile.

In random order, dictate a word to your student from the list below. Have your student choose a book card and write the word in the blank space on the cover. Some of the resulting titles will be silly, but that’s just part of the fun.

Continue until all of the book titles are complete and your student has spelled all the words.

chairs	grain	hair	snails	quail
paint	hay	nails	trains	

Read Word Bank for AY and AI



Turn to page 21 in the activity book.

Have your student read through the Word Bank for AY and AI 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 your student to recognize the correct spelling of long a when he needs to spell one of these words.

Word Banks are reviewed in subsequent lessons so you may want to bookmark them, tuck them into the back of the teacher’s manual, or add them to your student’s notebook for future reference.



New Teaching

(continued)

Dictate Sentences

Dictate several sentences each day. Your student should repeat each sentence and write it in his dictation notebook.

Did his sister say she will go?

Stay here until the rain stops.

I left my trumpet on the train.

A clay pot fell off the stairs.

Did you get the mail today?

It was a long way home.

Jill has a part in the play.

My gray cat has a short tail.

Don sat in wet paint.

Was that a fair game?

Mike will pay the bill.

The snail left slime on the squash.

Advanced Application

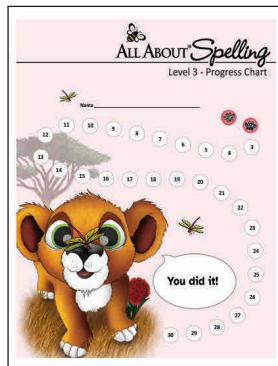
For advanced practice, have your student turn to the Advanced Application sheet on page 22 of the activity book.

“You can spell *ray*. Now spell *hooray*, as in *Hooray, you won the bean-eating contest!*” *Student writes ray on the first line.*

Continue with the remaining words. Dictate the full word, read the sentence, and have your student fill in the missing syllable(s).

1. **hooray** Hooray, you won the bean-eating contest!
2. **rainbow** A double rainbow appeared on the horizon.
3. **sideways** Why are you walking sideways like a crab?
4. **fairgrounds** We need to get the pigs to the fairgrounds by six.
5. **mainland** We traveled to the Greek islands and the mainland.
6. **portray** She'll portray the Big Bad Wolf in the play.
7. **parasailing** I want to go parasailing on Lake Michigan.
8. **grayness** A sunbeam pierced the grayness of the city.
9. **domain** That wooded area is part of the queen's domain.
10. **payment** We made another payment on our pet cockatiel.
11. **tailorbird** The talented tailorbird can sew its own nest!
12. **display** That display of fireworks was out of this world!

Mark the Progress Chart



Remember that each lesson may require several sessions to complete.

If your student has mastered eight out of the ten Word Cards, have him mark Lesson 2 on the Progress Chart and move on to the next lesson!

A Word Card is mastered when your student can spell it quickly and easily, without self-correcting or having to stop and think about it.