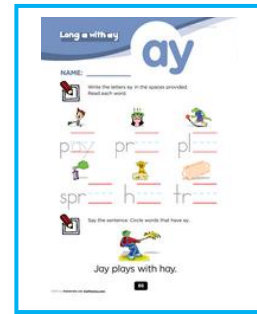


Long a with ay (page 28)



Materials:

- letter flashcards Aa-Zz
- **long a** flashcard with **ay**
- picture cards (pay, pray, play, spray, hay, tray and any other picture cards that have the **long a** sound made with **ay**)
- word cards (pay, pray, play, spray, hay, tray and any other word cards that have the **long a** sound made with **ay**)
- 2 flyswatters
- page28

Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
 - *Hint:* You should develop a routine when doing this.
 - Teacher: “Letter?” Students: “A.”
 - Teacher: “Sound?” Students: “/a/.”
 - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.
- You can also choose to play any of the games that have been taught in previous lessons.
 - Around the World
 - Flyswatter
 - Beanbag Toss
 - Relay Race
- Just adapt any of the games to help you review the letter names and sounds of the alphabet.

Preview: 5-7 minutes

- Show them the **long a** flashcard with the letters **ay** and talk about how the letter **a** can make another sound, called the **long a** sound.
 - Teacher: “A /a/ /a/ /a/” Students: “A /a/ /a/ /a/”
 - Remind them that they learned you can add a silent e at the end of the word to make a long a sound. Ai can go together to make the long a sound. Today they will learn how **ay** can also go together to make the **long a** sound.
 - You should talk about that most of the time we use the letters **ay** to make the **long a** sound when we hear the **long a** sound at the end of the word or syllable.

- Show them the long a picture cards, emphasizing the **long a** sound in each word.
 - Teacher: “/a/ /a/ pay”; students repeat
 - Teacher: “/a/ /a/ pray”; students repeat
 - Teacher: “/a/ /a/ play”; students repeat
 - Teacher: “/a/ /a/ spray”; students repeat
 - Teacher: “/a/ /a/ hay”; students repeat
 - Teacher: “/a/ /a/ tray”; students repeat

Modeling: 7-10 minutes

- Lay the picture cards out on the floor so that you can see all of the different pictures.
- Show the students one of the word cards and say each of the sounds and then blend them together to read the word.
 - Teacher: “/p/ /a/ pay”
 - As you are saying the sounds, say what you are thinking as you are sounding out the word.
 - “The letter p makes the /p/ sound. I see **ay** together at the end of the word and we talked about that when **ay** is together it makes the **long a** sound, so those letters say /a/. /p/ /a/ is the word pay.”
 - Now that you have read the word, see if you can find the matching picture. You can ask the students to help.
 - Once you find the matching picture, read the word again, pay.
 - Repeat with the rest of the **ay, long a** words, on page 28. Make sure the students are helping to sound out the words and find the matching picture cards.

Guided Practice: 5-7 minutes

- Place the picture and word cards on the floor.
- Play Flyswatter Game.
 - Give two students a flyswatter.
 - The students walk around the picture and word cards that are placed on the floor with the flyswatters behind their backs. Make sure they are not walking on the cards, but around them in a circle.
 - Teacher calls out either picture or word followed by what they want the students to look for. The students search for the picture or word card that matches what was said and then hit it with their flyswatters, saying the word as they do.
 - Give the flyswatters to two new students and start again.
 - Continue play until all the students have had a turn.

Independent Practice: 5-7 minutes

- Explain how to do page 28.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 28 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 28, monitor and give guidance/support/correction/praise, as needed.
- While you are walking around, have the students read you the sentence on the bottom of page 28.
- Use page 28 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Use page 28 and read the words on the page together and the sentence at the bottom.

