



Literacy and Intervention

SAMPLE LESSON



**Intensive, Multisensory Reading Intervention
with Proven Results**

Grades Pre-K–8+



Level 3: Introductory Lesson 3: ay



INTRODUCTORY**Lesson 3: ay**

Steps Overview		
Materials	Procedures	Examples
Step 1: Phonogram Cards		
<ul style="list-style-type: none"> Phonogram Cards 1–58 BLM p. 5, Key Word Concept Sheet <i>ay</i> 	<ul style="list-style-type: none"> Review Phonogram Cards 1–57. Introduce Phonogram Card 58. Introduce <i>ay, spray</i>. 	
Step 2: Phonological Awareness		
	<ul style="list-style-type: none"> Sound Identification: compare words with <i>ay</i> with other words. 	<i>may, cat, play, stay, hand, bake, pay, tray</i>
Step 3: Word Building		
<ul style="list-style-type: none"> Phoneme-Grapheme Sheet 2 green, 3 white circles 	<ul style="list-style-type: none"> Students use circles to represent sounds, then write letters to make a word. 	<i>pay, play, tray, stay, may</i>
Step 4: Decoding and Sentence Reading		
<ul style="list-style-type: none"> Reader 3, p. 22 Concept Mastery Fluency Drill 21 	<ul style="list-style-type: none"> Word decoding and sentence reading Develop vocabulary. <i>ay</i> automaticity 	<i>jay, fray, stray, sway, haystack, bray, subway</i>
Step 5: Prereading		
	<ul style="list-style-type: none"> Letter/sound analysis (What letters say /ā/? What do the letters <i>ay</i> say?) Sound Substitution: <i>sway</i> to <i>stay</i> 	<i>sway</i>
Step 6: Reading		
<ul style="list-style-type: none"> BLM p. 42, Word Find Sheet <i>ay</i> 	<ul style="list-style-type: none"> Circle <i>ay</i> words. Write sentences on the board to read. 	1. May I stay and play all day? 2. Jay can jump in the hay. 3. I can pay to ride the subway. 4. Did you stay to play with clay? 5. The stray cat hid in the hay all day.
Step 7: Sound Dictation		
<ul style="list-style-type: none"> BLM p. 54, Sounds and Words Dictation Paper 	<ul style="list-style-type: none"> Write known spellings for sounds. 	<i>/ā/, /öld/, /ä/, /ī/ /ë/, /öst/, /ch/, /sh/, /ind/, /ē/</i>
Step 8: Prespelling		
	<ul style="list-style-type: none"> Say each phoneme. (What is the first sound you hear in <i>clay</i>? What is the second sound...) 	<i>clay</i>
Step 9: Spelling		
<ul style="list-style-type: none"> BLM p. 54, Sounds and Words Dictation Paper 	<ul style="list-style-type: none"> Dictate words, students write, then read. 	<i>clay, play, stay, way, may, hay, day, ray, Sunday, tray</i>
Step 10: Sentence Dictation		
<ul style="list-style-type: none"> BLM p. 55, Sentence Dictation Paper 	<ul style="list-style-type: none"> Make a dash for every word in the sentence, then write each word on a dash. 	1. <u>Kay had to stay inside all day long.</u> 2. <u>Let's jump and play on the pile of hay.</u>

Lesson 3 ay introduces the concept of vowel teams, two vowels that work together to make one sound. The vowel team *ay* appears at the end of a word or syllable and makes the sound /ā/.

Before beginning work on Lessons 3 and 3a–d, you can administer **Form A of Decoding Assessment: ay** to help determine a student's ability level with this vowel team.

Step 1**Phonogram Cards**

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Shuffle and drill **Phonogram Cards 1–57**.

You already know that magic *e* makes the vowel *a* say its name in a word like *cake*. Today you will learn another way to make the vowel sound /ā/.

Hold up **Phonogram Card 58**.

There are two vowel letters on this card, but together they make only one sound. What are the two vowels on this card? (*a, y*) Yes, this is the vowel team *ay*. Together, the letters *a* and *y* make the sound /ā/.

Hold up **Key Word Concept Sheet ay**.

The key word that will help you remember *ay* is *spray*. What is the key word? (*spray*) Listen and watch as I hold up the Phonogram Card and say its name and sound: *ay, /ā/*. Now listen and watch again as I say the key word and its sound: *spray, /ā/*.

Hold up **Phonogram Card 58** and **Key Word Concept Sheet ay**, and have students repeat *ay, /ā/, spray, /ā/* several times.

Step 2**Phonological Awareness**

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SOUND IDENTIFICATION

Close your eyes. I will say a word. Repeat the word and listen for the /ā/ sound at the end of the word. If the word has the /ā/ sound at the end, hold up your hand.

Say *may*. Have students repeat it and hold up their hand.

Did you hear /ā/ at the end of the word *may*? (*yes*) Then you should hold up your hand.

Say *cat*. Students should repeat it, but they should not hold up their hand.

Did you hear /ā/ at the end of *cat*? (*no*) Then you should not hold up your hand.

Repeat the activity with *play, stay, hand, bake, pay, and tray*.

INTRODUCTORY Lesson 3

Step 3

Word Building

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Distribute three white and two green circle-shaped markers and a **Phoneme-Grapheme Sheet**. Have students place their circles in the gray box at the top of the sheet.

Today we are going to build words with the sound /ā/ at the end. Say *pay*. How many sounds do you hear in *pay*? (2) Bring down a circle for each sound. Remember to use a white circle for the consonant sound and a green circle for the vowel sound. Put your finger on the first circle and say /p/. Put your finger on the second circle and say /ā/.

Go back to the first circle and say /p/. What letter says /p/? (p) Push the circle up, and write the letter *p* in the first box. Put your finger on the second circle and say /ā/. What letters make the sound /ā/ at the end of a word? (ay) Push up the circle, and write *ay* in the next box. Now put your finger under each letter or team and say its sound, then say the word fast.

Repeat the procedure with *play*, *tray*, *stay*, and *may*.

Step 4

Decoding and Sentence Reading

10



Open your **Reader** to page 22. Put your finger under the first word. (*play*) Underline the *ay*. What sound does *ay* make? (/ā/) Notice that the letters *ay* are at the end of the word. Point to each letter or team in the word and give its sound. Now go back to the beginning of the word, glide your finger under it, and say it fast. Who can use this word in a sentence?

Repeat the procedure with as many words as can be read in ten minutes, reading from left to right. Explain that since the /ā/ sound comes at the end of *play* and *hay*, it is spelled *ay*. Break *playtime*, *haystack*, and *playmate* into syllables to show that *ay* comes at the end of a syllable. With students who need more practice reading words with *ay*, use **Concept Mastery Fluency Drill 21**.

VOCABULARY DEVELOPMENT

The following words may present meaning challenges for some students: *jay*, *fray*, *stray*, *sway*, *haystack*, *bray*, and *subway*. Check that students understand the meaning of the words. Discuss unknown vocabulary with students using the strategies under Vocabulary Development in the Introduction to this Teacher's Guide.

Step 5 **Prereading**

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PHONEME-GRAPHEME ANALYSIS
Write *sway* on the board.

 This word is *sway*. What is this word? (*sway*)

 In the word *sway*...

what letter says /s/? (s)

what letter says /w/? (w)

what two letters say /ā/? (ay)

 what does the letter *s* say? (/s/)

 what does the letter *w* say? (/w/)

 what do the letters *ay* say? (/ā/)

 Say *sway*. Say *sway* again, but instead of /w/, say /t/. (*stay*)

Step 6 **Reading**

15


Distribute a [Word Find Sheet](#) to each student.

 What letters do you see in the center of the Word Find Sheet? (*ay*) What sound do these letters make? (/ā/) Find words on this page with *ay* at the end, and color the *ay* green. Then read each word and circle it. See how many *ay* words you can find in five minutes.

After five minutes, have students take turns reading their circled words aloud. As each word is read, write it on the board, and have students check it off on their paper.
Then write the following sentences on the board:

May I stay and play all day?

Jay can jump in the hay.

I can pay to ride the subway.

Did you stay to play with clay?

The stray cat hid in the hay all day.

Have a student come to the board to circle all of the *ay* words in the first sentence. Ask other students to read the circled words and then the whole sentence. Finally, read the sentence together with students. Repeat this procedure with each sentence.

INTRODUCTORY Lesson 3

Step 7

Sound Dictation

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Distribute **Sounds and Words Dictation Paper** to each student.

Say /ā/. What are the two ways you know how to write this sound? (a-e, ay)
Write *a-e, ay* on your paper. Name the letters as you write.

Now look at the letters you just wrote. What are the names of the letters?
(a-e and ay) What sound does *a-e* make? (/ā/) What sound does *ay* make? (/ā/)

Repeat with the following sounds. If a sound can be represented multiple ways, students should write all known ways to represent that sound.

/ōld/ (old), /ā/ (a), /ī/ (i), /ĕ/ (e), /ōst/ (ost), /ch/ (ch, tch), /sh/ (sh),
/īnd/ (ind), /ĕ/ (e-e, e)

Step 8

Prespelling

3

PHONOLOGICAL AWARENESS

Say *clay*. Now say a word that rhymes with *clay*. (*hay, may, stay*) What sound do you hear at the beginning of *clay*? (/k/) What is the second sound you hear in *clay*? (/l/) What vowel sound do you hear in *clay*? (/ā/)

Step 9

Spelling

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Have students use **Sounds and Words Dictation Paper** distributed in Step 7.

Say *clay*. Who can spell the word *clay*, writing the letters on the board as you name them?

Make sure the student spells the word with *ay* at the end.

Where are the letters *ay*? (at the end of the word) You spell the sound /ā/ with the letters *ay* when you hear it at the end of a word or syllable. Let's spell *clay* aloud together. Now pick up your pencil and write the word *clay*, naming the letters as you write them.

Look at the word you just wrote and underline *ay*. What sound does *ay* make? (/ā/) Go to the beginning of the word and sound out each letter or team. Now glide your finger under the word and say it fast.

Repeat with the following words: *play, stay, way, may, hay, day, ray, Sunday, tray*. When finished, have students take turns reading the words aloud.

Step 10 **Sentence Dictation**

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Distribute **Sentence Dictation Paper** to each student.

Listen carefully as I say a sentence, and watch as I make a dash on the board for each word in the sentence.

Kay had to stay inside all day long.

Make a dash on the board as you say each word.

Say the sentence as I point to each dash. Let's say the sentence again, this time make a dash on your paper for each word. Look at your dashes again and say the sentence, pointing to each dash as you say a word.

Now write the sentence on your paper, one word for each dash. Put your pencil down when you finish and go back and check the sentence. If you find a mistake, do not erase it. Put brackets around the mistake instead, and write the correct word above it.

You may need to demonstrate bracketing a mistake and making a correction. Help students check and correct the sentence.

What three words in this sentence have the sound /ā/ at the end? (*Kay, stay, day*) Did you remember to spell the sound /ā/ as *ay* when you heard it at the end of these words? Who wants to read the sentence aloud?

Repeat with the following sentence: *Let's jump and play on the pile of hay.* When finished, have students read both sentences aloud.

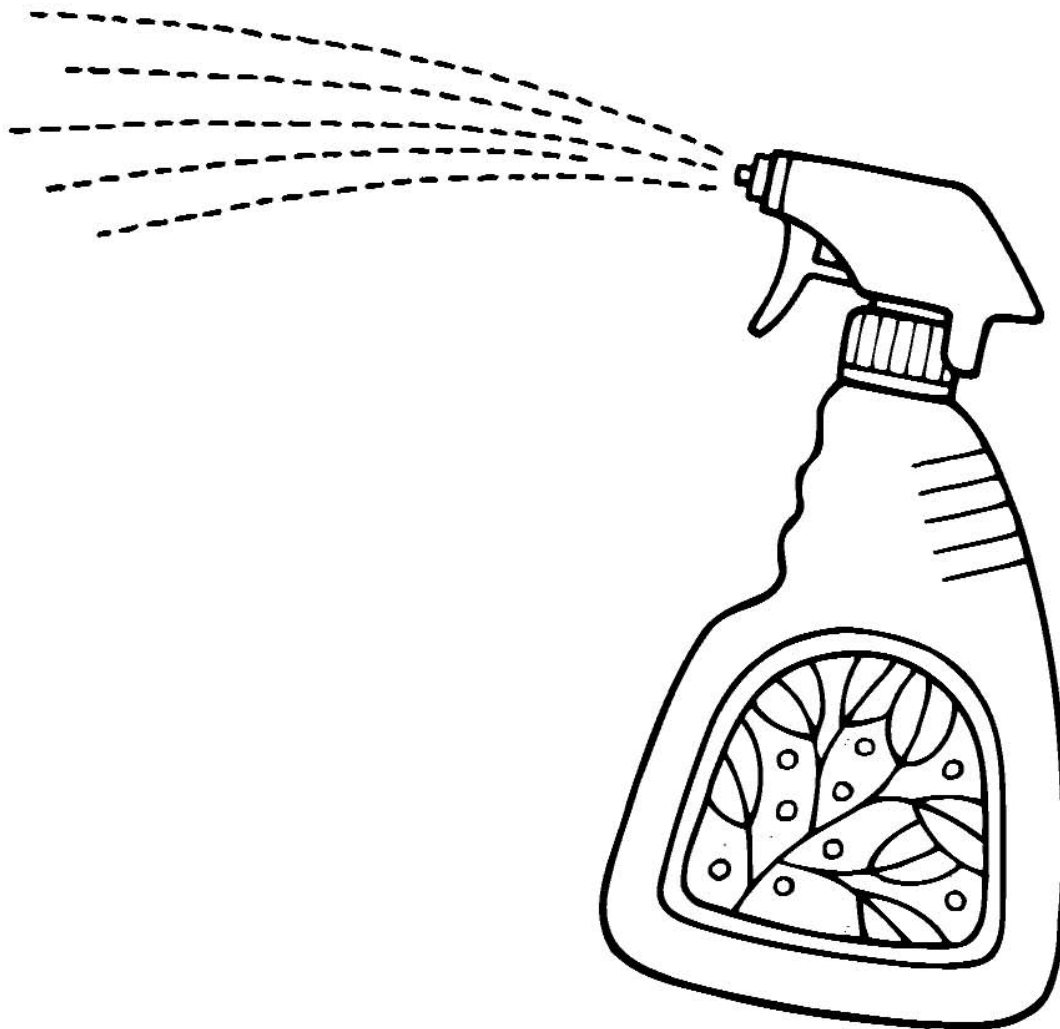
Independent Work

- Have students turn to page 24 in **Workbook 3**. Read the words in the box with students. Then have them find the picture that matches the first word and write it on the line under the picture. Encourage students to complete the page independently.

Assessment

- You may want to invite students to read **Quick Check Lesson 3** to you or a peer, or to take it home and read it to a family member.

ay



spray

Key Word Concept Sheet

Phoneme-Grapheme Sheet



Phoneme-Grapheme Sheet



-ay

play	hay	may	stay	spray
way	stray	say	pay	day
jay	bay	ray	gray	tray
fray	sway	clay	bray	lay
playtime	haystack	playmate	subway	pray
				Sunday

New Sight Words

they, says, today

Review Sight Words

the, has, is, a, his, I, was, to, do, said, what, you, who, into, of, full, pull, push, put, through, your, walk, talk, want, live, give, have, one, done, some, come, something, someone, where, there, were, are, somewhere, love, gone, both, climb, clothes



-ay

play slay way say away pay may slay say pay play
may pay away say way slay play way away may pay
slay way play pay away may slay say pay say play
away may pay say play way slay way away pay may
may away pay say way play away way play pay may slay
slay way say away pay may slay say pay play
say pay away may slay way play away pay may way
play away slay say way play pay may slay pay say
say slay play way pay away slay say pay may play
may away say pay way slay away may pay play way
away slay way play pay may slay play say pay say
may pay slay way say play way away pay may away

Concept Mastery Fluency Drill 21: -ay

day

joke

thick

honk

clay

map

quay

Gray

playmate

yank

SOLD

dress

sway

ay

stay

tray

Much

say

bay

scald

GAME

it

wish

Sunday

yell

Name: _____

Date: ____ / ____ / ____

Sounds

Words

1 _____

1 _____

2 _____

2 _____

3 _____

3 _____

4 _____

4 _____

5 _____

5 _____

6 _____

6 _____

7 _____

7 _____

8 _____

8 _____

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9 _____

10 _____

10 _____

Name: _____

Date: ____ / ____ / ____

Sentences



play

crayons

Sunday

cake

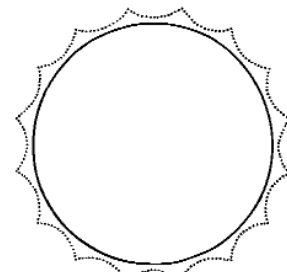
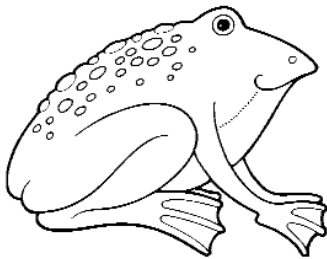
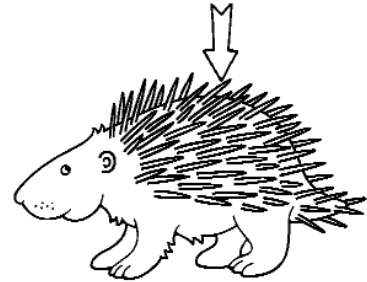
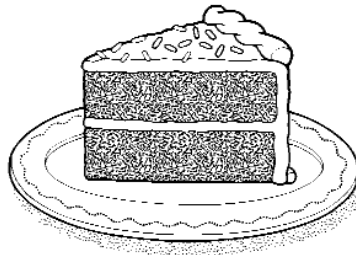
ray

quill

haystack

frog

stay



Quick Check Lesson 2c

hold mind wild jolt

_____ **climbs the old post**
_____ **rolling the ball**

Do you mind the cold?
Grind the soft rocks into sand.

Quick Check Lesson 2d

bold ghost toll hind

_____ **almost as big**
_____ **wild cats and mild cats**

Hold onto your hats!
Try to hide behind a lamppost.

Quick Check Lesson 3

day bay subway stray

_____ **spray can**
_____ **lay away**

Kay had a big tray.
I had a clay pot.

Quick Check Lesson 3a

hay play May tray

_____ **a gray day**
_____ **the stray cat**

Pay here, Miss Kane.
The jay can fly today.