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# Lesson E-1

**Introduction:** Ask students to identify the pictures. As they say “rain” and “hay,” write the words on the board.

*We have already learned that long a may be spelled a\_e (a with a magic e). The /ā/ can be spelled two other ways.*

*What letters are making the /ā/? (ai and ay)*

On the next page are other words in which the /ā/ is written “ai” or “ay.”

Fill in the missing letters and read the words.

**Teach:** *When two vowels go walking, the first one does the talking.*

*Where is the ai located in all the words? (middle) Where is ay located in all the words? (end) The vowel team ai will never be located at the end of a word. If you hear the /ā/ at the end of a word, it is usually the ay spelling of that long a sound.*

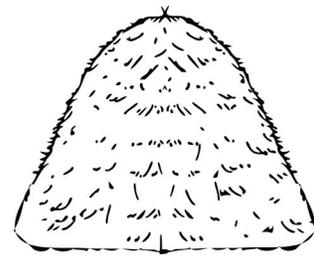
**Ear Training:** Say one of the words below. Have students indicate if they hear /ā/ at the end of the word: way, play, main, drain, stray, jail, raise, bail

**Activity:** Have students write ai on one side of an index card and ay on the other side. Read the words again listed in the Ear Training exercise above. Have students hold up the side of the card showing the correct spelling of /ā/.

## Lesson I Long a Vowel Teams



ai



ay

r _ _ n	h _ _
m _ _ n	M _ _
l _ _ n	d _ _
C _ _ n	w _ _
g _ _ n	p _ _

## Lesson 1

Copy each word with colored pencils. Use one color for all consonants and another color for the vowel teams.

1. braid
2. chain
3. wait
4. pray
5. tray
6. grain
7. could
8. would
9. should

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Allow students to work independently. Listen to each student read several words. Walk around the room as students are completing this page.

**Common Words:** Common words are words with advanced phonograms not yet taught. The words should be recognized by sight. The most effective way to achieve mastery is to pull these cards from the Memoria Press *Phonics Flashcards* (or make your own flashcards), and practice them before each lesson.