

Write the ending digraph for each picture in the last row.

Learning to Read Practice Sheet 107–7

Lesson 8 Vowel Sets: *āi, āy*

(Pages 45-51)

LA 103-4

Objectives

- learn vowel sets *ai, ay*
- write capital *H*
- read and spell words with *ai* or *ay*
- learn when to use *ai* or *ay*

Class Preparation

- word flash cards 107–3, 5-7
- phrase flash cards 107–3-8
- Word List bookmark, cut out

Optional Activity Materials

- sound slider
- *Learning to Read* Practice Sheet 107–8



Review

- short and long vowel sounds,
- consonant digraphs: *sh, th, wh, ch*
- vowel set *ee = /ē/*



Vowel Sets: *ai, ay*

What makes a vowel have the short or long sound? When a vowel is by itself in the middle of a word (write *can, tub,* and *cut* on the board) it usually says its short sound. When you put a silent *e* at the end of a short vowel word (do so) it makes the vowel say its long sound. Mark the vowels with macrons.

Then write *sheet, meet,* and *cheek* on the board. These words do not have a silent *e* on the end. What

makes them have the long *e* sound? (There are two *e*'s together.)

Two vowels together are called a vowel set. The first one says its long sound and the second one is silent. Today you will learn some other vowel sets. Two vowels will be together, and the first one will say its long sound. The second one will be silent. Let's say the rhyme about the vowel sets: *When two vowels go walking, the first one does the talking and says its own name.*

The sentence in italics could be learned as a chant or an action rhyme and repeated often. You may wish to copy the chant on a poster picturing two vowels walking together. For an action rhyme, hold up two fingers and then wiggle one of them.

The vowels *a* and *i* often stand together. Write *ai* on the board. What sound will these vowels make when they stand together? Yes, they will say /ā/ because the first one says his name and the second one doesn't say anything.

Is the letter *y* a vowel or a consonant? We have learned that *y* is a consonant. But *y* is a funny letter. Maybe it gets tired of being a consonant all the time because sometimes it is a vowel. *Y* is a consonant that says /y/ only when it is at the beginning of a word. But when *y* is at the end of a word, it is a vowel.

You will often see *ay* in a word. When you see *ay* at the end of a word, is the *y* a vowel or a consonant?

If *y* is a vowel when you see *ay*, that means there are two vowels together. Let's say our rhyme about two vowels together. So what vowel sound will you hear when you see *ay*? Yes, *ay* says /ā/. The first vowel, *a*, says its own name and the second vowel, *y*, is silent. It does not make a sound.



One morning Mr. E was feeling very lazy, so he decided he wasn't going to get out of bed. But now there was a problem. *A* needed another helper because he just can't remember to say /ā/ when he is by himself. He asked the other vowels for help and *i* agreed to help him. Write *pain* on the board. But *i* doesn't have a very long arm like Mr. E does so he can't reach over any other letters. He can only help *a* if he is right beside him.



I is a very skinny letter. He has only one leg to stand on. What do you think will happen when he is at the end of a word like this? Erase the *n* from *pain*. He is going to fall over. Let's give him a prop. Draw a line that turns the *i* into a *y*. Now he can still help *a* but he won't fall over. Call on a student to read the word. (*pay*)



Y has a tail just like an animal has a tail on the end. Words have tails on the end, so the vowel set *ay* will not usually come in the middle.



At the top put *ai* on the lines and mark the *a* with a macron. The children should read the words they made.


Notice that the /ā/ sound comes in the middle of these words. We use *ai* to spell /ā/ in the middle of a word.

In the middle of the page, write *ay* to make a word. Put a macron above the *a*. Read the words.

Notice that the /ā/ sound comes at the end of these words. We use *ay* to spell /ā/ at the end of a word.

At the bottom, look at the two little children holding hands in each box. Point to them. Any time when you see these two little children, you will need to use a vowel set to make the long vowel sound. Vowel sets want to stand together like the children are doing.

Write the picture names. Think carefully! Which vowel set will you use? If the /ā/ sound is in the middle of the word, you will use *ai*. If the /ā/ sound is at the end of the word, you will use *ay*.

 To achieve the full benefit of this type of exercise have students individually say the words to you, then initial the triangle after the direction line in their LightUnit.




Penmanship

Point to the *h* and ask, What is the sound of this consonant? Let's say the rhyme together. The capital *H* has two tall sticks and a slide through the middle. Begin at the headline and go straight down, move over, begin at the headline and go straight down, slide forward on the midline. Headline down, headline down, slide.



Practice writing *H* on the first two lines. The third line practices capital and lowercase *h*. The next line reviews *Pp* and *Ee*. Trace and copy the sentence.

 Vowel Sets: āi, āy
Lesson 8

bat = ā

bait = ā

pal = ā

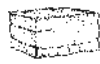
pail = ā

Put āi on the line. **Say the words.**


b āi t	p āi n	f āi th	ch āi n
w āi t	r āi n	m āi l	qu āi l

Put āy on the line. **Say the words.** day = ā


b āy	p āy	r āy	w āy
------	------	------	------




hay



nail




rain



jay

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Lesson 8


H H H H H


H H H H H

Hh Hh Hh Hh

Pp Pp Ee Ee

Here is Pam now.

Here is Pam now.




The queen had a big home.

The quick bee will buzz.

Put the weed on this pile.

Put the seed in this hole.



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Skill Application



At the bottom, underline the sentence that matches the picture.



Reading Skills

Word Drill

Review: word flash cards 107–3, 5–7

Star Words: (no new word)



Read Star Words as a class and remind the children that they will read the words to you later.

Blends

Introduce the new blends: *-eel, -een, -eeth, -eef, -eem, -ay*, and *-ain*. As a class, read the blends in the pink box.

Call on individual students to read a blend set.

Phrases

Review: phrase flash cards 107–3–7

New: phrase flash cards 107–8

Sentences

Read the sentence as a class and have several students read it.

Word List

Read the Word List with your students and remind them to practice reading it. Hand out the bookmarks.

Lesson 8


H H H H H H H H

Hh Hh Hh Hh

Pp Pp Ee Ee


Here is Pam now.

Here is Pam now.



The queen had a big home.
The quick bee will buzz.


Put the weed on this pile.
Put the seed in this hole.



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Lesson 8

lot	kiss	them	gave	dive
kill	box	when	robe	tune
yes	thin	vase	cone	sheep
chip	shell	tape	life	wheel
cab	chop	lake	size	feet







★ Words

<u>because</u>	ēel	ēeth	ēem	āin
<u>look</u>	heel	teeth	seem	pain
<u>easy</u>	ēen	ēef	āy	rain
<u>thank</u>	seen	beef	hay	chain

This weed is easy to get because it is little.

Ring 1.

			
cheep <u>cheek</u>	chill <u>chick</u>	<u>sheep</u> sheet	chime <u>chin</u>

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Time each student as he reads the Word List.

Listen while he reads the Star Words.



Skill Application



At the bottom, read the words below each picture. Circle the word that names the picture.



Silent Reading



Let a child read the story title. What time of year is it? Who is helping to plant the seeds? Discuss what to find out from this story.

Tell the children to read the story one or two times and finish the sentences at the end.



Oral Reading

Questions for discussion: Where do you think they put the beet seed? How long did it take the beet seed to come up? What else came up? What happened to the beet top? What did the family have for their meal?

Did you ever plant a seed? What came up when you planted it? Discuss how each type of seed produces that type of plant. Who made the beet seed grow?

End of First Class



Oral Reading 2

We Learn: page 21, "The Sad Children"

Lesson 8

The Beet Seed

The children had a pack of beet seed. The beet seed was very little. "Put the beet seed in here," said Mom.

In a week the beet seed was up. "Look," said Dad. "A weed came up. I do not like a weed in here. It is easy to get because it is little."



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Lesson 8

It was quite some time. Then Mom said, "I will dig up a beet. Good, they are big now. Sam should feed a beet top to the pig."

Sam ran to the pig. The pig ate the beet top. Sam ran back to Mom. "Does the pig seem happy now?" said Mom.

"Yes, it does," said Sam. "The pig did like the beet top. I will like the beet."



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Questions for discussion:

1. Why are the children sad?
2. What can you give the children now?
3. What can you do for the children when you get big?



Sound Review

Review

- the /ā/ rhyme
- blend r, b, c, l, z, qu, and digraphs with /ā/
- vowel sets: ai, ay—i or y can follow a to make /ā/
use ai in the middle of a word and ay at the end
ee—e can follow e to make /ē/
- use k before i and e, use c before a, o, or u
- use ck after a short vowel sound, but ke after a long vowel
- double l, s, f, and z after a short vowel, but not after a long vowel

Spelling words: The /ē/ words will use the ee vowel set. The /ā/ words will be spelled with ai or ay. Think carefully about which one to use. *seen, beef, teeth, pain, chain, hay, heel, rain*



Skill Application

Spelling



Spell the picture names. When you see ee beside the picture, you will use those letters to spell the /ē/ sound.

Learning to Read Practice Sheet
107–8

Lesson 8



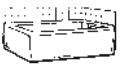









“Mom will peel a beet for us. A beet is good with beef,” said Pam. “God gives it to us. Thank You, God, for beef. Thank You for a red beet.”

Ring 1.

- 1 The children had a _____.
pack of weed pack of seed week
- 2 The beet seed came up in a _____.
time beef week
- 3 The pig ate the _____.
beet top beet beef
- 4 The beet was _____.
red happy little

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Lesson 8

 wheel ^{ee}	 sheep ^{ee}	 bath
 thick	 mole	 cheek ^{ee}
 seed ^{ee}	 fire	 cube
 vase	 rope	 feet ^{ee}

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