

Part 1: Lesson 168 • āi or āy = a long (12 Words)

LONG Ā DIGRAPHS • 26PX TRACKS

|                                                           |                                                              |                                                          |                                                              |
|-----------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------|--------------------------------------------------------------|
| <b>daisy</b><br>n. flower with yellow disk<br><div></div> | <b>daily</b><br>adj./adv. every day<br><div></div>           | <b>dainty</b><br>adj. delicately pretty<br><div></div>   | <b>sailor</b><br>n. mariner upon a ship<br><div></div>       |
| <b>failure</b><br>n. lack of success<br><div></div>       | <b>faithful</b><br>adj. loyal; true; constant<br><div></div> | <b>straying</b><br>v. wandering from path<br><div></div> | <b>playful</b><br>adj. full of fun; sportive<br><div></div>  |
| <b>staying</b><br>v. remaining in place<br><div></div>    | <b>saying</b><br>v./n. uttering; a proverb<br><div></div>    | <b>playing</b><br>v. engaging in a game<br><div></div>   | <b>praying</b><br>v. offering humble petition<br><div></div> |

Part 2: Orthographic Laws • Interior vs. Final Digraph Positions

DIGRAPH RULES

|                                                                                                                                           |                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Interior <i>ai</i> vs. Terminal <i>ay</i>:</b><br>Explain why we write <i>s-a-i-l-o-r</i> but <i>p-l-a-y-i-n-g</i> .<br><div></div> | <b>2. Distinguishing <i>weekly</i> vs. <i>weakly</i>:</b><br>Contrast <i>week</i> (7 days) with <i>weak</i> (feeble) from Lesson 160:<br><div></div> |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|

Part 3: Lesson 169 • ēe or ēa = e long (12 Words)

LONG Ē DIGRAPHS • 26PX TRACKS

|                                                             |                                                              |                                                               |                                                            |
|-------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------|------------------------------------------------------------|
| <b>feeble</b><br>adj. lacking physical force<br><div></div> | <b>needle</b><br>n. slender sewing tool<br><div></div>       | <b>cheerful</b><br>adj. happy and joyful<br><div></div>       | <b>sweetly</b><br>adv. in a pleasant manner<br><div></div> |
| <b>weekly</b><br>adj./adv. once every week<br><div></div>   | <b>heedless</b><br>adj. careless; inattentive<br><div></div> | <b>easy</b><br>adj. requiring little effort<br><div></div>    | <b>eager</b><br>adj. enthusiastically keen<br><div></div>  |
| <b>eagle</b><br>n. magnificent bird of prey<br><div></div>  | <b>leafy</b><br>adj. covered with foliage<br><div></div>     | <b>nearly</b><br>adv. closely; almost entirely<br><div></div> | <b>eating</b><br>v. taking nourishment<br><div></div>      |

Part 4: Sentence Composition • Apply Any Four Target Words

SYNTAX • 26PX TRACKS

|                                                                                                                |                                                                                           |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Wheeler directs: "Select four words and use them in sentences of your own." Compose four expressive sentences: |                                                                                           |
| <b>1. Sentence with <i>sailor</i>, <i>faithful</i>, or <i>daily</i>:</b><br><div></div>                        | <b>3. Sentence with <i>needle</i>, <i>cheerful</i>, or <i>sweetly</i>:</b><br><div></div> |
| <b>2. Sentence with <i>straying</i>, <i>playful</i>, or <i>saying</i>:</b><br><div></div>                      | <b>4. Sentence with <i>eagle</i>, <i>eager</i>, or <i>leafy</i>:</b><br><div></div>       |

Section 1: Vowel Digraph Architecture (ai/ay & ee/ea)

PHONICS • POSITIONAL LAWS

Positional Orthography of Long ā (ai vs. ay):

- **Interior <ai>:** In English base words, *ai* almost invariably occurs in the interior of a syllable before a consonant (*sail-or*, *fail-ure*, *faith-ful*, *dain-ty*, *dai-sy*).
- **Final <ay> & Suffixation:** At the end of English root words, long *ā* is represented by *ay* (*stray*, *play*, *stay*, *say*, *pray*). When adding vowel suffix *-ing*, the final *y* is preserved without change: *straying*, *playing*, *staying*, *saying*, *praying*.

Digraph Equivalence for Long ē (ee vs. ea):

- Both <ee> and <ea> represent the high front tense vowel /i:/.
  - **<ee> (Germanic Origin):** Typically represents historical long vowels in native Old English words: *feeble* (OF), *needle* (OE), *sweetly*, *weekly*, *heedless*, *cheerful*.
  - **<ea> (Open & Diphthongal Roots):** Often traces to Old English diphthongs or Anglo-French imports: *easy* (OF), *eager* (OF), *eagle* (OF), *leafy* (OE), *nearly*, *eating*.

Section 2: 24 Target Words Master Phonics, IPA & Etymology Key

24 DISSYLLABLES • IPA • ROOTS

| Word     | IPA        | Lesson 168 (Long ā: ai/ay) Rules                                        | Word     | IPA        | Lesson 169 (Long ē: ee/ea) Rules                                    |
|----------|------------|-------------------------------------------------------------------------|----------|------------|---------------------------------------------------------------------|
| daisy    | /ˈdeɪzi/   | OE <i>dæg-es ēage</i> (day's eye); digraph <i>ai</i> = /eɪ/             | feeble   | /ˈfiːbəl/  | OF <i>feble</i> ; digraph <i>ee</i> = /i:/; syllabic <i>-le</i>     |
| daily    | /ˈdeɪli/   | Base <i>day</i> ; <i>y</i> changes to <i>i</i> before suffix <i>-ly</i> | needle   | /ˈniːdəl/  | OE <i>næðl</i> ; digraph <i>ee</i> = /i:/; syllabic <i>-le</i>      |
| dainty   | /ˈdeɪnti/  | OF <i>deintie</i> ; medial <i>ai</i> before nasal <i>-nt-</i>           | cheerful | /ˈtʃɪrful/ | Base <i>cheer</i> + <i>-ful</i> ; digraph <i>ee</i> before <i>r</i> |
| sailor   | /ˈseɪlər/  | Base <i>sail</i> + Latinate agent suffix <i>-or</i>                     | sweetly  | /ˈswiːtli/ | OE <i>swēte</i> ; base <i>sweet</i> + adverb suffix <i>-ly</i>      |
| failure  | /ˈfeɪljər/ | Base <i>fail</i> + suffix <i>-ure</i> (/jər/); AF origin                | weekly   | /ˈwiːkli/  | Base <i>week</i> (7 days) + <i>-ly</i> ; contrast <i>weakly</i>     |
| faithful | /ˈfeɪθfʊl/ | Base <i>faith</i> + <i>-ful</i> ; voiceless <i>th</i> (/θ/)             | heedless | /ˈhiːdləs/ | Base <i>heed</i> + privative suffix <i>-less</i>                    |
| straying | /ˈstreɪŋ/  | Base <i>stray</i> (terminal <i>ay</i> ) + suffix <i>-ing</i>            | easy     | /ˈiːzi/    | OF <i>aisie</i> ; digraph <i>ea</i> = /i:/; voiced <i>s</i> = /z/   |
| playful  | /ˈpleɪfʊl/ | Base <i>play</i> + adjective suffix <i>-ful</i>                         | eager    | /ˈiːɡər/   | OF <i>aigre</i> (sharp, keen); initial digraph <i>ea</i>            |
| staying  | /ˈsteɪŋ/   | Base <i>stay</i> + participle suffix <i>-ing</i>                        | eagle    | /ˈiːɡəl/   | OF <i>aigle</i> ; initial digraph <i>ea</i> ; syllabic <i>-le</i>   |
| saying   | /ˈseɪŋ/    | Base <i>say</i> + <i>-ing</i> ; verbal noun or participle               | leafy    | /ˈliːfi/   | Base <i>leaf</i> + <i>-y</i> ; digraph <i>ea</i> = /i:/             |
| playing  | /ˈpleɪŋ/   | Base <i>play</i> + participle suffix <i>-ing</i>                        | nearly   | /ˈnɪrli/   | Base <i>near</i> + <i>-ly</i> ; digraph <i>ea</i> before <i>r</i>   |
| praying  | /ˈpreɪŋ/   | Base <i>pray</i> + <i>-ing</i> ; OF <i>preier</i>                       | eating   | /ˈiːtɪŋ/   | Base <i>eat</i> + <i>-ing</i> ; OE <i>etan</i>                      |

Section 3: Master Oral Dictation Script, Socratic Inquiry & Evaluative Rubric

DICTIONATION • SOCRATIC • 20-POINT RUBRIC

Master Oral Dictation Sentences (Administer at 12 wpm):

- "The faithful sailor steered his boat past the rocky reef." (Tests: *faithful*, *sailor*)
- "A cheerful girl picked a dainty yellow daisy in the meadow." (Tests: *cheerful*, *dainty*, *daisy*)
- "The eagle soared above the leafy trees while watching the stream." (Tests: *eagle*, *leafy*)
- "Heedless children were playing near the deep river water." (Tests: *heedless*, *playing*)
- "The feeble old grandmother threaded her needle with easy care." (Tests: *feeble*, *needle*, *easy*)

Socratic Inquiry Key (ai vs. ay):

Teacher: "When do we use 'ai' and when do we use 'ay' for long ā?"  
Pupil: "We use 'ai' inside a base word before a consonant (*sail*, *fail*), and 'ay' at the end of a base word (*play*, *stay*)!"

Homophone Differentiation Key (weekly vs. weakly):

Teacher: "How do we tell 'weekly' from 'weakly'?"  
Pupil: "'Weekly' with 'ee' means once every seven days; 'weakly' with 'ea' means without physical strength!"

1. Vowel Digraph Phonics (5 pts)

Accurate identification and spelling of long ā (ai/ay) and long ē (ee/ea) across 24 words.

2. Positional Orthography (5 pts)

Flawless understanding of interior ai vs. terminal ay, and weekly vs. weakly homophones.

3. Penmanship (5 pts)

Strict 26px line discipline; ascenders and descenders properly touching dashed midline.

4. Sentence Mechanics (5 pts)

Original sentence composition with correct syntax, capitalization, and punctuation.

Total: 20 Points • Mastery: 18–20 | Proficient: 15–17 | Developing: 12–14 | Emerging: <12