

Date: _____

Final y Pronounced Long i or Long Ee

PLAN

Component: Decoding

Instructional Activity: Final y Pronounced Long i or Long Ee

Materials Needed: sound-spelling cards, whiteboards, markers, erasers



Approximate Time:
7 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

The grapheme **_y** comes at the end of a lot of words. Sometimes, it's pronounced /ɪ/, like in the short words *my* and *cry*. Sometimes (but not often), *y* can also be pronounced /i/ at the end of long words like *amplify* and *classify*. But a *y* at the end of a long word is usually pronounced /ēēē/, like in *happy*, *empty*, and *fantasy*. You're going to learn how to read words ending in a final *y* and practice reading words containing the pattern.

REVIEW & VOCABULARY

Review prerequisite skills and teach related vocabulary.

You already know that the consonant sound for *y* is /y/, like in *yellow*, *yes*, and *you*.

Yy can also make vowel sounds. In the middle of a word, *y* can make the short *i* sound, like in *gym* and *myth*. When *y* comes at the end of a word, it also makes a vowel sound. We're going to learn the sounds *y* can make when it comes at the end of a word.

When *y* comes at the end of a word, it is usually a *suffix*. A *suffix* is a letter or chunk added to the end of the word. A *suffix* changes or adds to the meaning of a word.

Date: _____

Final y Pronounced Long i or Long Ee

Demonstrate. *Teach the new skill, model with clear explanations, verbalize your thinking process.*

Note: This lesson introduces final y in a short word (which says /īī/) and final y in a big word (which says /īī/ or /ēēē/. You may want to break this lesson into 2-3 smaller lessons to teach the patterns individually.

When a final y is the only vowel in a short word, the y is pronounced /īī/, like in the words *by*, *fry*, and *sly*. Watch and listen as I read a short word where the final y is the only vowel.

Write the word *spy* on the board.

First, I underline the vowel. I know the letters *s* and *p* are not vowels. That leaves the letter *y*. Every word must have at least one vowel in it. Since *y* can be a consonant or a vowel, I know that it must be a vowel in this word. Underline the *y*. Since *y* is the only vowel in this short word, I know it must make the sound /īī/.

Next, I look for other parts I know. I know *s* says /sss/ and *p* says /p/, so I put a dot under each of those sounds.

Now I sound out the word smoothly from left to right: /ssspīī/. *Spy!*

I check it by asking myself if the word makes sense. I know *spy* is a real word, so it makes sense.

When a final y comes at the end of a word with two or more syllables, it can be pronounced either /ēēē/ or /īī/. Most of the time, it's pronounced /ēēē/, so, if I'm not sure which pronunciation to use, I'll try /ēēē/ first. If that doesn't sound right, I'll flex the vowel by changing the sound to /īī/. Watch and listen as I read a big word with a final y.

Write the word *jumpy* on the board.

First, I underline the vowels. The letter *u* makes the sound /ūūū/. Underline *u*. The letter *y* comes at the end of the word, so it has to be a vowel, too. Underline *y*. The *y* will probably make the sound /ēēē/, so I'll try that sound first. If that doesn't make sense, I'll change the sound to /īī/.

I DO IT!

Date: _____

Final y Pronounced Long Ii or Long Ee

I DO IT!

Demonstrate. (continued)

Next, I look for other parts I know. Put a dot under *j*, *m*, and *p* as you say the sound each makes. I know all the sounds, so I can read this word!

Since there are two vowel sounds, I know the word has two chunks, or syllables. I'll draw a circle around two chunks in the word. Each chunk has to contain a vowel. Draw a circle around *jump*. I know this word! It's *jump*. Draw a circle around the *y*. This is probably /ēēē/.

I'll put the two chunks together: *jump...y*. The word is *jumpy*! If I'm nervous or scared, a loud sound might make me jump or jerk. I would be *jumpy*! The word *jumpy* has two parts: the base word *jump* plus the suffix *y*. The word makes sense and sounds right, so I didn't have to change the /ēēē/ sound to /īīī/.

Watch and listen as I do one more. Write the word *supply* on the board.

First, I underline the vowels. The letter *u* makes the sound /ŭŭŭ/. Underline *u*. The letter *y* comes at the end of the word, so it has to be a vowel, too. Underline *y*. The *y* will probably make the sound /ēēē/, so I'll try that sound first. If that doesn't make sense, I'll change the sound to /īīī/.

Next, I look for other parts I know. Put a dot under *s*, *pp*, and *l* as you say the sound each makes. If needed, remind students that when two of the same consonants are together in a word, you only say the sound once. I know all the sounds, so I can read this word!

Since there are two vowel sounds, I know the word has two chunks, or syllables. I'll draw a circle around two chunks in the word. Each chunk has to contain a vowel. Draw a circle around *sup*. Draw another circle around *ply*. The *y* probably says /ēēē/. I'll try that first.

I'll put the two chunks together: /sssŭŭŭp/ /plllēēē/. *Supplee*? That doesn't make sense! I'm going to change the /ēēē/ to /īīī/ and try again. /sssŭŭŭp/ /plllīīī/. *Supply*! That makes sense.

Date: _____

Final y Pronounced Long i or Long Ee

Provide guided practice.

Distribute individual whiteboards, markers, and erasers to students. **Let's do some together. Remember, if you already know the word, don't blurt it out.**

Write the word *envy* on the board. **Write the word on your board.**

First, underline the vowels. Students underline *e* and *y*. Teacher should provide support as needed and underline the vowels on the board so students may check their work.

Look for other parts you know. Put a dot under each. Students, then teacher, put a dot under *n* and *v*.

Circle the chunks. Students, then teacher, circle *en* and *vy*.

Put the chunks together and read the word smoothly. What's the word?

Check your work. Does the word make sense? Do you need to change the sound of the y? Scaffold and support as needed.

Follow the routine with the words below.

sty
magnify*
lucky

*The *i* in the word *magnify* is the unstressed (lazy) schwa sound.



If students need support with:	Then try this:
Determining the vowel sound for y	Display sound-spelling card for y including each pronunciation with picture support to provide a visual aide for students as they determine the correct pronunciation of y.

WE DO IT!

Date: _____

Final y Pronounced Long li or Long Ee

YOU DO IT!

Provide independent practice.

This time, I'll write five words on the board. You choose one and write it on your whiteboard. Then, you'll use the Read Big Words routine to figure out the word. When you think you know the word, raise your hand. I'll come to you and let you whisper the word to me. If you're right, you can erase the word, choose another one, and write it. Follow this routine until you've read three words correctly to me.

Monitor the students, scaffolding only if necessary. Allow them to do the work as independently as possible. Use the words below.

jury
clearly
fry
windy
amplify

Date: _____

Final y Pronounced Long Ii or Long Ee

ASSESS

Assess students (formally or informally). *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.
Scaffold or correct all errors. Provide specific feedback for accurate responses.

ENRICH/EXTEND

Enrichment/Extension. *Provide enrichment and extension activities for students who need less support.*

For students who show mastery for decoding words with varying final y pronunciation, consider moving to the instructional protocol for encoding words with final y.

SUPPORT

Additional Support. *Provide scaffolded opportunities for students who need more support..*

For students experiencing difficulty with scaffolded instruction of final y pronunciation, consider providing extra practice with segmenting phonemes with words containing varying final y pronunciation.