

Language Objectives

- Decode words in isolation and in context by applying common letter-sound correspondences.
- Spell words using sound-spelling patterns.
- Spell one-syllable and multisyllabic words with closed syllables and open syllables.
- Decode regularly spelled two-syllable words with long vowels.

Building Literacy

We teach sound-spelling relationships so that students can decode words. Decoding is a key element leading to reading success. In this lesson:

- Students learn sound-spellings of one of the most commonly used vowels in English: *y*.
- Students learn the vowel sounds of *y*: /ē/ and /ī/. This vowel allows them to decode many one- and two-syllable words.

Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

fry	sky
bunny	sunny
fly	my
happy	silly
kitty	puppy
cry	wet
windy	muddy
try	dry
furry	

**ENGLISH LANGUAGE LEARNERS**

In Spanish, the letter *y* is pronounced like the long *e* in English, so the sound /ē/ of *y* in words such as *funny* and *happy* may be familiar to Spanish speakers. The sound /ī/ of *y* in words such as *dry* and *fly* may need additional practice.



show me

Have children look at their Targeted Lessons Student Book, p. 43. Today you will learn how to spell and read words with vowel sounds of y.

Point to the word *fry*. This word is *fry*. What vowel sound do you hear in *fry*? (/ī/) The sound /ī/ can be spelled y.

Point to the word *bunny*. This word is *bunny*. What vowel sound do you hear at the end of *bunny*? (/ē/) The sound /ē/ can be spelled y.

The word *bunny* has two parts called syllables. The first syllable is *bun*. It has the sound /u/. The second syllable is *ny*. It has the sound /ē/. Listen to the syllables in *bunny*: bun • ny. When y is at the end of a word with two syllables, it usually has the long vowel sound /ē/.

SPELLING PATTERNS



Long e Spelled y The sound /ē/ may be spelled y at the end of a word that has two or more syllables, as in *funny* and *happy*.

Long i Spelled y The sound /ī/ may be spelled y at the end of a syllable or at the end of a single-syllable word, as in *fly*.

15

Vowel Sounds of y

➡ show me

fry	bunny
	

guide me

Read the directions together. Ask children to tell you in their own words what they are to do. (They will read the word and circle the sound of the y.)





The first word is *fly*. Let's say the sounds in *fly*. I'll go first and then you can say the sounds after me: /f/ /l/ /ī/, *fly*. Have children repeat the segmented sounds and blend the sounds to say the word. What sound does the letter y have in this word? (long i) Draw a circle around the words *long i*. Continue the activity, guiding students to read the words and identify and circle the sound of y in each. Have children identify the words with two syllables. (*happy*, *kitty*) Remind them that when y ends a word with two syllables, it usually has the sound /ē/.

work time

Have children look at their Targeted Lessons Student Book, p. 44. Read the directions together. Have children read the words in the box. Encourage children to use each picture for clues to the missing word. Have children complete each item by writing the word that best completes each sentence.

guide me

Name the picture. What sound does the letter y have? Circle long i or long e.

<p>fly</p>  <p>long i long e</p>	<p>happy</p>  <p>long i long e</p>
<p>kitty</p>  <p>long i long e</p>	<p>cry</p>  <p>long i long e</p>






PHONICS AND SPELLING 43

15 Vowel Sounds of y

work time

Read the words in the box. Read each sentence. Write the word that finishes the sentence.

windy	try	furry	sky	sunny
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- The dog is furry. 
- The plane is in the sky. 
- It is a sunny day. 
- They try to lift the box. 
- It is windy. 

44 PHONICS AND SPELLING

➞ guide me

High-Frequency Words Have children look at their Targeted Lessons Student Book, p. 45. Tell children that there are some common words that they will see often as they read. *We use these words often, so if you remember what the words look like, you'll be able to read them.* Have them look at the first word on the page, *is*. *This word is is. Who can use is in a sentence? The next word is him. If I say that something belongs to him, does it belong to a boy or a girl?* Tell children that they will read the words *is* and *him* as they read the story *My Silly Puppy*.

➞ work time

Decodable Text Have children look at the story *My Silly Puppy*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words that end with the letter y. (*my, silly, puppy, muddy, dry, happy*) Have children identify the sound of y in each word. (/ē/: *silly, puppy, muddy, happy*; /ī/: *my, dry*)

➞ check for understanding

Write the words *silly* and *sky*. *How many syllables do you hear in silly?* (two) *What sound does the letter y stand for in silly?* (/ē/) *What sound does the letter y stand for in sky?* (/ī/) Continue the activity with *fly* and *sunny*. Make sure children identify the correct sound of y in each word.

Let's spell words with the sounds and letters we learned. The first word we will spell is *windy*. What sounds do you hear in *windy*? (/w/ /i/ /n/ /d/ /ē/) What is the letter that spells the sound /w/? (*w*) Write the letter *w* on a sheet of paper. What is the letter that spells the sound /i/? (*i*) Write the letter *i*. What is the letter that spells the sound /n/? (*n*) Write the letter *n*. What is the letter that spells the sound /d/? (*d*) Write the letter *d*. What is the letter that spells the sound /ē/? (*y*) Write the letter *y*. Let's read the word: /w/ /i/ /n/ /d/ /ē/, *windy*. Continue with *spy, shy, rusty, sandy*.

➞ reflect

Have children think about what they have learned. *What new words can you read and spell? How does being able to read and spell these words help you?*



Vowel Sounds of y **15**

➞ guide me

is him

➞ work time


Read the story.

My silly puppy

My puppy is silly He gets muddy

He gets wet.



I give my puppy a bath

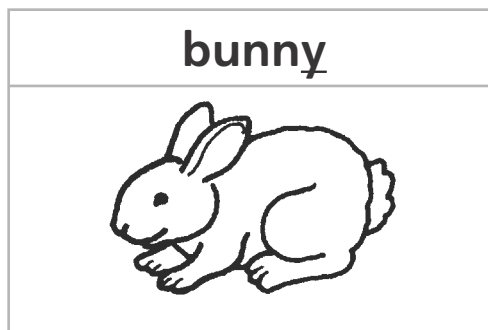
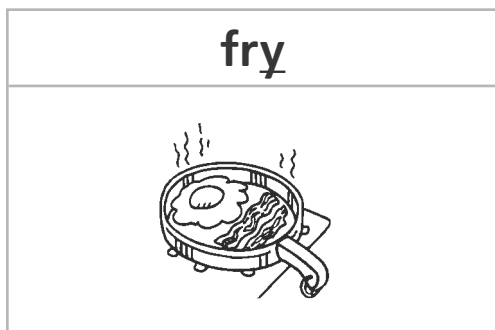
Then I dry him.

He is happy!

PHONICS AND SPELLING 45



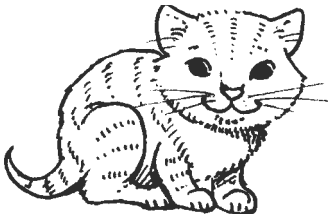

Vowel Sounds of y

➤ show me



➤ guide me

Name the picture. What sound does the letter y have?
Circle long *i* or long *e*.

fly	happy
 <div>long <i>i</i> long <i>e</i></div>	 <div>long <i>i</i> long <i>e</i></div>
kitty	cry
 <div>long <i>i</i> long <i>e</i></div>	 <div>long <i>i</i> long <i>e</i></div>

work time

Read the words in the box. Read each sentence.

Write the word that finishes the sentence.

windy

try

furry

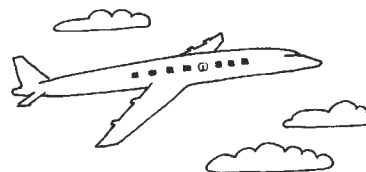
sky

sunny

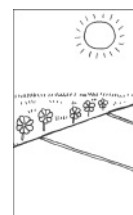
1. The dog is _____.



2. The plane is in the _____.



3. It is a _____ day.



4. They _____ to lift the box.



5. It is _____.



➤ guide me

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is

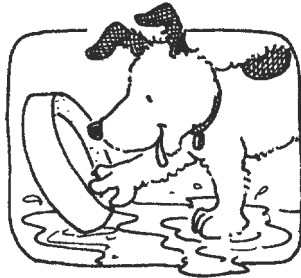
him

➤ work time

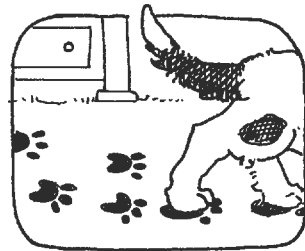
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Read the story.

My Silly Puppy



My puppy is silly.
He gets wet.



He gets muddy.



I give my puppy a bath
Then I dry him.
He is happy!