

Lesson Plan for 'y' as a Vowel (Long 'e')

Phonics Pattern for Focus: 'y' as a Vowel

OPEN WITH A LISTENING GAME: Warm up with a phonemic awareness activity to get students identifying syllables.

Teacher says the word and students hold up fingers to show how many syllables are in the word.

dirty	spy	candy
fifty	my	dry

WARM UP WITH THE FLASH CARD DECK: Select sounds and patterns you have explicitly taught to practice and build automaticity.

- Use the consonant 'y' flash card and vowel 'y' flash card. Students should learn the 'y' as a vowel that makes the long 'i', /i/, sound before the 'y' as a vowel that makes the long 'e', /ē/, sound. See Lesson Plan for 'y' as a Vowel (Long 'i').
- You can include cards that will be used in the lesson, as well as any others students may need for additional practice.
- Show the card for each letter, choosing the card with or without the keyword picture as needed.
 - For flash cards with keyword pictures: Say letter, keyword, and sound. For example, "t, top, /t/."
 - For flash cards with letters only: Say the sound. For example, "/t/."

Important note: Listen for sound production and correct as needed.

Sounds/Morphemes to Review:

y (consonant)	y (vowel, long 'i', /i/)			
a	e	i	o	u

Materials Needed:

- ☐ 'y' consonant flash card with picture
- ☐ 'y' vowel flash card with picture
- ☐ flash card deck for letters and sounds (previously taught) with and without pictures
- ☐ pencil and paper for dictation
- ☐ 'y' as a Vowel Long ('e'):
Read Sheet with Words
- ☐ dictation paper for multisyllabic words

Lesson Plan for 'y' as a Vowel (Long 'e')

INTRODUCE 'y' AS A VOWEL (LONG 'e')

- Say, "We have already learned that 'y' is a consonant and can also be a vowel. What does 'y' spell as a consonant at the beginning of a word? [/y/] And what does 'y' spell as a vowel at the end of a one-syllable word? [/ī/]"
- Say with students, 'y' at the end of a one-syllable word spells /ī/.
- Say, "Today, we're going to learn another vowel sound that 'y' can spell. At the end of a multisyllabic word, 'y' spells /ē/, as in the word *baby*."
- Show students the picture flash card for 'y' as a vowel.
- Say, "We learned to say 'y', cry, /ī/' for this card. It's a picture of a baby crying. We are now going to also say 'y', *baby*, /ē/' to help us remember that 'y' as a vowel can also spell /ē/ at the end of a multisyllabic word."
- Write the word *baby* on the board.
- Say, "Take a look at this word. Where is the letter 'y' in the word? [at the end] Yes! The 'y' is at the end of the word. When the 'y' is at the end of the word, it is acting like a vowel. Listen to the word, *baby*. How many syllables are in the word *baby*? [two] Yes! There are two syllables in the word *baby*. So when we have a multisyllabic word with a 'y' at the end the 'y' spells /ē/. To help us remember we are going to say: 'y' at the end of a multisyllabic word spells /ē/."
- Say and have the students repeat, "'y', baby, /ē/."
- Say, "We learned to say 'y', cry, /ī/' for this card. It is a picture of a baby crying. Now we also learned "'y', baby, /ē/' to help us remember that 'y' as a vowel can also spell /ē/ at the end of a multisyllabic word."
- Say, "Listen to what we will now say when we see this card, 'y', *baby*, /ē/."
- Say and have students repeat:
"'y', cry, /ī/
'y', *baby*, /ē/."
- Write the word *candy* on the board.
- Talk through the following steps with students:
- Step 1: "Let's practice dividing the syllables and reading this word. First, we're going to underline the vowels in our word: I'm going to start at the beginning of the word and underline the vowels and mark them with a 'v'." (Underline 'a' and 'y', and write 'v' (for vowel) underneath the lines.)
- Step 2: "I'm going to look between those two vowels and mark the consonants with a 'c'." (Write a 'c' (for consonant) underneath the 'n' and the 'd'.)
- Step 3: "The next step is to divide the syllables. When we have two consonants between the vowels, we draw a line and divide between the consonants." (Draw a line between the 'n' and the 'd'.)

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- Step 4: "Now that I have divided the big word into syllables this will be easy to read. Let's label the syllables. Look at the first syllable. What kind of syllable is it? [closed] I can mark this syllable with a 'c' with a circle around it to show that it is a closed syllable and the vowel sound will be short. Now we can read this!" [can-]
- Say, "Now look at the next syllable. What kind of syllable is it? [open] I can mark it with an 'o' with a circle around it to show that it is an open syllable and the vowel sound will be long. We just learned that when 'y' is at the end of a multisyllabic word the 'y' spells /ē/. Let's read that syllable." [-dy] Now let's read the whole word! [candy]"
- For more practice, write the following words on the board: *fifty, nanny, daddy*.
- Repeat the steps for syllable division with each word. Then have the students read the words and discuss the meanings together.

DICTATION: Have students listen to the sound and practice spelling the phoneme.

Dictating Sounds: Connect the individual sound to the spelling.

- Model writing the letter 'y' and as you write, say, "'y' at the end of a multisyllabic word spells /ē/."
- Have students do this for each line in the sound section.
- Read back the sound together.
- Correct as needed.

Sounds to Dictate:

y	y	y	y
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Dictating Words: Use the dictation paper for multisyllabic words attached to this lesson.

- Say the first syllable and have students repeat it.
- Students write the first syllable on the line before the '+' sign.
- Say the second syllable and have students repeat it.
- Students write the second syllable on the line after the '+' sign.
- Students write both syllables together (the whole word) after the '=' sign.
- Read back the word together and correct as needed.
- After all words have been dictated, students read back all of the words that they wrote.

Words to Dictate:

twenty	sixty	lobby	pantry	plenty	party
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Dictating Phrases and Sentences:

- Say the phrase or sentence.
- Students repeat the phrase or sentence.
- Say the phrase or sentence again and hold up a finger for each word you say.
- Students write the phrase or sentence. (You can repeat the entire phrase or sentence once or twice more with fluency.)
- Check together.
- Read back the phrase or sentence together.
- Correct as needed.

Phrases to Dictate:

twenty boxes	sixty miles
in the lobby	had plenty

Sentences to Dictate:

Is there candy in the pantry?	Are you going to Alvin's party?
There will be sixty people at my home.	There are plenty of snacks for your pals.

BUILDING VOCABULARY: Select word(s) to focus on meaning and use.

- Discuss the multiple meanings for the following word(s). You can do this at any time throughout the lesson when words with multiple meanings come up.

pantry	plenty
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PRACTICE READING TO BUILD FLUENCY: Have students practice reading words with the new skill alone and in context.

Reading Dictation to Build Fluency:

- Tell students to track with their finger from left to right as they read back what they wrote during the dictation part of the lesson.

Reading Words and Connected Text to Build Fluency: Use the Reading Universe read sheets for this portion of the lesson.

Words:

- Show students multisyllabic words using syllables that have 'y' as a vowel and other syllable types that have already been explicitly taught. Students should have a copy in front of them, but also display the words on a screen or under a document camera.
- Go across the page, tapping out words and then blending the sounds together to read the words. You can then reread and have students try to read the word without tapping all the sounds.
- Students can then reread with a partner.

Phrases and Sentences:

- Display phrases or sentences for students and give them a copy. (Phrases and sentences should only contain words with sounds that have been taught and sight words that have been explicitly taught.)
- Say, "We will read each of these phrases and sentences three times. The first time is to be sure we read the words correctly. The second time is to be sure we read them at a good speed: not too slow and not too fast. The third time, let's be sure the way we read it matches what the words are trying to say."



y



y, cry, /ī/ • y, baby, /ē/
ReadingUniverse.org

'y' as a Vowel (Long 'e'): Read Sheet with Words

Vocabulary and Language Comprehension Focus

Teacher Instructions:

For this activity, students will practice reading words with 'y' as a vowel when it makes the long 'e', /ē/, sound. Students will decode words, build accuracy and fluency, and strengthen their vocabulary.

Materials:

- 'y' as a vowel (long 'e') read sheet for each student
- highlighter for each student

Directions:

This activity can be used with a whole class or in a small group.

Explain to the students, **"We will read each row of words three times. The first one is to be sure we read the words correctly. The second time is to be sure we read them at a good speed: not too slow and not too fast. The third time we read we will choose an emotion and read the words in that way."**

The initial reading of this page should focus on decoding the words accurately.

Steps:

1. On the three lines at the top, model writing 'y' in lowercase letters. While you write, say, "'y', *baby*, /ē/." Have students do this out loud three times on the lines provided.
2. Have each student highlight the 'y' in the words. As they highlight, they say, "/ē/."
3. Start with the first row and guide students to tap out or segment the sounds in the words.
4. To build fluency, read the page again. This time, after each word in the row has been decoded, have the students reread the row more fluently, without segmenting each sound. Continue doing this for all words.
5. For the third read, choose an emotion (happy, sad, angry, surprised, etc.) and have the students read the words that way
6. After reading all the words, students will read the sentences. They'll do this three times as well: First, you'll read with them and focus on accurate decoding. Next, they'll reread for fluency. The third time, they'll read with expression.



Build Vocabulary: Throughout the lesson, build students' vocabulary by addressing words on the read sheet that have multiple meanings or words that students may not know.

- For example, students may not know the word *hobby*. You can say, "A *hobby* is something that you like to do for pleasure when you have time. My hobby is painting."
- Have students turn and talk with a partner, telling them about one of their hobbies.

Name _____ Date: _____

y



fifty	candy	shy	baby
puppy	retry	spy	plenty
nifty	shy	hefty	sly
spy	cry	sky	twenty
clumsy	pantry	hefty	fifty

There are plenty of snacks in the pantry.

I got twenty bags of candy at the shop.

Adding Language Development to Your Read Sheet Decoding Practice

1. Students read one row at a time accurately and at a good pace, focusing on accurate decoding.
2. After each row, stop and ask a question to develop language.
3. Follow this routine for asking questions to develop all domains of language.

fifty

candy

shy

baby

Ask a phonology question.

Which word has the same 'y' sound as cry?

Answer: shy

puppy

retry

spy

plenty

Ask a morphology question.

Which word has a prefix?

Answer: retry

nifty

shy

hefty

sly

Ask a vocabulary question.

Which word means sneaky?

Answer: sly

spy

cry

sky

twenty

Ask a grammar question.

Which word can be a noun or a verb?

Answer: spy

clumsy

pantry

hefty

fifty

Ask a context question.

Listen to the sentence, "When Sam tried to carry too many books, he was clumsy and dropped them all over the floor." What does clumsy mean?

Answer: not graceful or careful

Name _____

Date: _____

Dictation Paper

Words

1.

+

=

2.

+

=

3.

+

=

Sentences

1.

2.