

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

Phonics Pattern for Focus: 'y' as a Vowel

Teacher Note: When you see a prefix in quotations, for example 'mis-', you say the letter names, for example 'm', 'i', 's'. We don't say the sound of the prefix when reading prefix flash cards because the sound can change depending on the word it's added to. For example, the prefix 're-' says /rē/ in the word *replay*, but says /rě/ in the word *reference*.

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.

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
- ☐ 'y' as a Vowel (Long 'i'): Read Sheet with Words
- ☐ pencil and paper for dictation

fluffy

shy

spicy

plenty

by

fry

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

- Choose sounds that will be used in the lesson and any others requiring more practice.
- Review sounds like short and long vowels, glued sounds, and digraphs. 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)	sh	r	ong	ank
a	e	i	o	u

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INTRODUCE 'y' AS A VOWEL (LONG 'i'):

- Say, "Today we are going to learn about another job that the letter 'y' has. We know that 'y' is a consonant and spells /y/ when it is at the beginning of a word."
- Show the 'y' picture flash card and review. Say, "'y', yoyo, /y/."
- Say, "'y' can also act as a vowel! When 'y' is at the end of a one-syllable word, 'y' spells /i/!"
- Show students the picture flash card 'y' as a vowel.
- Say, "This is a picture of a baby crying. Listen to what we will say when I show you this card: 'y', cry, /i/."
- Say and have the students repeat, "'y', cry, /i/."
- Write the word cry on the board.
- Say, "Where is the 'y' in this word?" [at the end] "Yes! The 'y' is at the end of the word. When 'y' is at the end of the word, it is acting like a vowel and it spells /i/."
- Say, "How many syllables are in the word cry? [one] Yes! There is one syllable in the word cry. So when we have a one-syllable word with a 'y' at the end the 'y' spells /i/."
- Say, "The letter 'y' is at the end of the word and is not closed in by a consonant, so this syllable is an open syllable. That means the vowel sound will be long. This word has one syllable, so what do we say that 'y' spells at the end of a one-syllable word? [/i/] Yes!"
- Say, "To help us remember we are going to say: 'y' at the end of a one-syllable word spells /i/."
- Say and have the students repeat, "'y' at the end of a one-syllable word spells /i/."
- Say, "Let's tap the sounds in this word together: /k/, /r/, /i/. What is the word?" [cry]
- Write the word try on the board.
- Say, "The letter 'y' is at the end of the word, and is not closed in by a consonant, so this syllable is an open syllable. That means the vowel sound will be long. This word has one syllable, so what do we say that 'y' sounds like at the end of a one-syllable word? [/i/] Yes!"
- Say and have the students repeat, "'y' at the end of a one-syllable word spells /i/."
- Say, "Let's tap the sounds in this word together: /t/, /r/, /i/. What is the word? [try]"
- Write the following words on the board: by, fly, spy.
- Have students read each word one at a time. Discuss where the 'y' is in the word. Review that it is an open syllable. Ask what the 'y' will spell and then have students tap the sounds and read the word. Be sure to discuss the meaning of each word together.

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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 one-syllable word spells /ī/."
- 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
---	---	---	---

Dictating Words: Use the Reading Universe word lists to find additional word choices.

- Say the word and have students repeat it.
- Tap each sound (if needed) and have students write the word. (If scaffolding is needed, you can point out that it is a one syllable word and you hear /ī/ at the end.)
- Students read the word to themselves.
- Check together.
- 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:

my	try	shy	sly	dry	why
----	-----	-----	-----	-----	-----

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:

in my van	will try
is not shy	wet or dry

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Sentences to Dictate:

The sly fox is by the log.	Why did you cry?
Is the rag wet or dry?	Ken is not shy.

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.

sly

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 words using letters 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



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

Teacher Instructions:

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

Materials:

- 'y' as a vowel (long 'i') 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, cry, /i/."** Have students do this aloud three times on the lines provided.
2. Have each student highlight the 'y' in the words. As they highlight, they say, **"/i/."**
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 *sly*. You can say, "*Sly* means sneaky." Have students repeat, "*Sly* means sneaky."
- Have students turn and talk, using the word *sly* in a sentence.

Name _____ Date: _____

'y' as a Vowel (Long 'i')



by	my	shy
cry	fly	dry
try	why	spy
fry	sly	sky

Why did you fry the fish?

The sly fox will try to get the chick in the pen.