

'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