

'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.