

Long Sounds of y (page 4)



Materials:

- letter flashcards Aa-Zz
- **long e** and **long i** flashcard, ending **y**
- picture and word cards (baby, cry, puppy, fly, sunny, dry, daddy, fry and any other picture and word cards that have the **long e** or **long i** ending sound made with the letter **y**)
- page 4

Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
 - *Hint:* You should develop a routine when doing this.
 - Teacher: "Letter?" Students: "A."
 - Teacher: "Sound?" Students: "/a/."
 - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.
- You can also choose to play any of the games that have been taught in previous lessons.
 - Around the World
 - Flyswatter
 - Beanbag Toss
 - Relay Race
- Just adapt any of the games to help you review the letter names and sounds of the alphabet.

Preview: 5 minutes

- Remind students that **y** can make a consonant sound.
 - Teacher and students: "Y, /y/ /y/ /y/"
- Tell them that **y** can also make vowel sounds.
- Often, when **y** is at the end of a two syllable word, the **y** makes the **long e** sound.
 - Teacher and students: "Y, /e/ /e/ /e/"
- Show them the **long e** picture cards and words cards together, emphasizing the **long e** sound, made by the **y**, at the end of each word.
 - Teacher: "/e/ /e/ baby"; students repeat
 - Teacher: "/e/ /e/ puppy"; students repeat

- Teacher: “/e/ /e/ sunny”; students repeat
- Teacher: “/e/ /e/ daddy”; students repeat
- Often, when **y** is at the end of a one syllable word, the **y** makes the **long i** sound.
 - Teacher and students: “Y, /i/ /i/ /i/”
- Show them the **long i** picture cards and word cards together, emphasizing the **long i** sound, made by the **y**, at the end each word.
 - Teacher: “/i/ /i/ cry”; students repeat
 - Teacher: “/i/ /i/ fly”; students repeat
 - Teacher: “/i/ /i/ dry”; students repeat
 - Teacher: “/i/ /i/ fry”; students repeat

Modeling: 7-10 minutes

- Show the students a picture/word card that has the **long e** sound, with the letter **y** at the end.
 - Show the picture card and the word card at the same time so the students can see the word and what it is by looking at the picture.
 - Teacher: “/e/ /e/ baby.” Since the word has the long /e/ sound, crawl around the floor like a baby.
- Show the students a picture/word card that has the **long i** sound, with the letter **y** at the end.
 - Teacher: “/i/ /i/ cry.” Since the word has the long /i/ sound, sit in your chair and pretend to cry.
- Repeat as many times as necessary with different picture cards.

Guided Practice: 5-7 minutes

- Play Which Side Game.
 - Label two sides of the room, the **long e** side and the **long i** side.
 - Have the students stand in a line in the middle of the room, between the two sides.
 - Say a word that has the **long e** or **long i** sound. Have the students repeat.
 - If the word has the long /e/ sound, the students slide to the **long e** side. If the word has the long /i/ sound, the students slide to the **long i** side.
- Continue play as long as is necessary.

Independent Practice: 5-7 minutes

- Explain how to do page 4.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 4 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 4, monitor and give guidance/support/correction/praise, as needed.
- As you are walking around the room, ask the students to read you a sentence from page 4.
- Use page 4 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Read the sentences on page 4 together.
 - After you read the sentence, ask the students which word has the **long e** sound and which word has the **long i** sound.

