

y as Long i (page 5)



Materials:

- letter flashcards Aa-Zz
- **long i** flashcard, ending **y**
- picture and word cards (cry, fry, fly, dry, sky, spy and any other picture and word cards that do not have the **long i** sound using the letter **y** at the end)
- page 5

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

- Discuss how we can put the letter i with a silent e to make the long i sound. We can also put the letters ie together to make the **long i** sound.
 - Teacher: "I /i/ /i/ /i/" Students: "I /i/ /i/ /i/"
- Tell them another letter that can make the **long i** sound is the letter **y**.
 - Emphasize that sometimes, when the letter **y** is at the end of a word, it will make the **long i** sound.
- Show them some of the **long i** picture cards, emphasizing the **long i** sound at the end each word.
 - Teacher: "/i/ /i/ cry"; students repeat
 - Teacher: "/i/ /i/ fry"; students repeat
 - Teacher: "/i/ /i/ fly"; students repeat
 - Teacher: "/i/ /i/ dry"; students repeat
 - Teacher: "/i/ /i/ sky"; students repeat
 - Teacher: "/i/ /i/ spy"; students repeat

Modeling: 7-10 minutes

- Show the students a picture/word card that has the **long i** sound, made 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: “/i/ /i/ fly.” Since the word has the long /i/ sound, pretend to fly around the room.
- Show the students a picture/word card that doesn’t have the **long i** sound at the end.
 - Teacher: “/i/ /i/ baby.” Since the word doesn’t have the long /i/ sound, sit quietly in your chair.
- Repeat as many times as necessary with different picture cards.

Guided Practice: 5-7 minutes

- Put students with a partner and review how to make the lowercase **y** with their bodies.
- Play Body Letters
 - Show the students a picture card and say the **long i** sound and the word.
 - Teacher: “/i/ /i/ cry”; students repeat
 - If the letter sound matches the picture then the students work with their partner to make a lowercase **y** with their bodies.
 - If the letter sound does not match the picture, then the students sit next to their partner without making a lowercase **y** with their bodies.
- Continue with as many picture cards as is necessary.

Independent Practice: 5-7 minutes

- Explain how to do page 5.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 5 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 5, 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 5.
- Use page 5 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 5 together.
 - The teacher can read the sentence and leave out the **long i** word. The students can say the word that goes in the blank or you can read the entire sentence together.