

⚡ PREPARE

CONCEPT The letter *y* can act as a consonant or a vowel, depending on its position in a word and the letters that precede it. This lesson focuses on *y* acting as a consonant and *y* acting as a vowel at the end of words. The letter *y* acts as a consonant at the beginning of a word (as in *yam*) or syllable (as in *canyon*, *yoyo*, and *beyond*). The letter *y* always acts as a vowel at the end of words. It says /ī/ at the end of one-syllable words (as in *fly*, *try*, and *spy*) and at the end of multi-syllable words that end in an accented syllable (as in *deny*, *reply*, *comply*, and *rely*). At the end of multi-syllable words that end in an

unaccented syllable, *y* says /ē/ (as in *penny*, *happy*, and *company*).

Y also acts as a vowel in vowel pairs and in words of Greek origin. Sample words and further explanation are offered in the Word Lists. Knowledge of the sounds made by *y* helps students apply strategies for decoding unfamiliar words and checking their spelling.

VOCABULARY accented, base word, consonant, suffix, syllable, unaccented, vowel

MATERIALS Lesson reproducibles, highlighters, index cards, tokens, word lists (included)

⚡ INSTRUCT

Display Picture-Word Cards for the letter *y*, such as those included with this lesson. Tell students that you would like them to organize the cards into three groups, based on the sounds *y* makes. (Prompt students as necessary: What sound does the letter *y* make at the beginning of words or syllables? What sound does *y* make at the end of one-syllable words? What sounds does *y* make at the end of multi-syllable words?)

Once students have sorted the cards, have them synthesize their ideas to describe the sounds made by the letter *y*.

State the information: **The letter *y* makes the consonant sound /y/ at the beginning of words or syllables. It makes the vowel sound /ī/ at the end of one-syllable words or at the end of multi-syllable words that end in an accented syllable. It makes the vowel sound /ē/ at the end of multi-syllable words that end in an unaccented syllable.**

Consider telling students that *y* makes additional vowel sounds that will be reviewed in other lessons (in vowel teams, in vowel combinations, and in words of Greek origin).

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

⚡ PRACTICE

- Create a chart with the following columns: *y* at beginning of word or syllable (/y/), *y* at end of one-syllable word (/ī/), *y* at end of two-syllable word that says /ē/. Using the Word Lists included in this lesson, choose and display words that contain the letter *y*, one at a time. Have students take turns writing a word in the correct column and then pronouncing it.
- Provide each student with a Bingo board of words that contain *y* acting as a consonant or as a vowel at the end of a word. Then, give them directions such as, "Cover a word in which *y* makes the /ē/ (or /ī/ or /y/) sound." Once students earn Bingo, they should read the words that they covered with tokens and review the sound made by each *y*.

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- Have students play a version of Tic-Tac-Toe. First, give each pair a list of one- and two-syllable words that end in y. Have them work together to highlight the words in which y says /ī/ in one color and those in which y says /ē/ in a different color. For the game, one student should use words in which y says /ī/, while the other uses words in which y says /ē/. For each turn, students select a word, read it, and copy it in a Tic-Tac-Toe square. Players win when three of their words are written in a row.
- On notebook paper, have students label columns as follows: /ī/, /ē/, and /y/. Then, dictate words that contain y acting as a consonant and y acting as a vowel at the end of a word. Have students write each word in the correct column.

ADAPT

SUPPORT

- If students have difficulty hearing the accented syllable in multi-syllable words, remind them that accent will make their mouths open wider. Their voices will be louder and stronger. Read a selection of words, and have students identify the accented syllable.
- Display words in which y is underlined or written in a different color from the rest of the word. Pronounce each word and have students repeat it. Then, students should give the sound that y makes in the word. Have students state whether the sound is the consonant sound of y or a vowel sound of y.
- Distribute index cards that contain a mix of one- and two-syllable words that end in a consonant followed by y (e.g., *fly, shy, apply, rely, messy, tiny*). Have students sort the cards into piles based on the sound y makes (/ī/ or /ē/). Then, have students read each word.

EXTEND

- Display a variety of phrases that contain y (e.g., *supply of crayons, dry yams, nifty yoyo*). Have students read each phrase. If students need support, have them highlight the words where y is challenging, and discuss with them what it would say in each one. Using a list of suggested words, students may also generate their own phrases to share.
- Review the Changing Rule with students: When a base word ends in a consonant and final y, change the y to i before adding a suffix that does not begin with i. Display a base word (e.g., *study*). Then, display a suffix (e.g., *-ed*). Have students read the base word and write the derivative (e.g., *studied*).

CONNECT

- Distribute a familiar text. Have students find examples of words that contain y. Share ideas and have students organize the words into groups (e.g., y acting as consonant or vowel, sounds made by y, etc.).

WORD LISTS

These lists build on each other.

To Be Used with Concept 6 and Up

Y Acts as a...	Where is it?	What does it say?	Sample Words
Consonant	Beginning of word or syllable	/y/	backyard, barnyard, beyond, canyon, papaya, stockyard, yak, yam, yank, yap, yapping, yeast, yell, yelling, yelp, yelping, yes, yet, yikes, yip, yodel, yoke, you, young, yoyo, yuck, yum
Vowel	End of one-syllable word	/ī/	by, cry, dry, fly, fry, my, ply, pry, shy, sky, sly, spry, spy, try, why
Vowel	End of multi-syllable word that ends in an accented syllable	/ī/	apply, comply, defy, deny, imply, reply, supply, rely, reply, supply
Vowel	End of multi-syllable word that ends in an unaccented syllable	/ē/	any, assembly, baby, bunny, candy, clumsy, cranky, crazy, dandy, embassy, empty, entry, envy, fancy, fifty, flimsy, frenzy, funny, guppy, handy, happy, hobby, hungry, industry, jelly, jolly, lady, lazy, lucky, messy, nifty, penny, plenty, pony, poppy, puppy, rocky, rugby, silly, sixty, sticky, sunny, tiny, totally, tummy, twenty, ugly, vacancy, zesty

WORD LISTS

These lists build on each other.

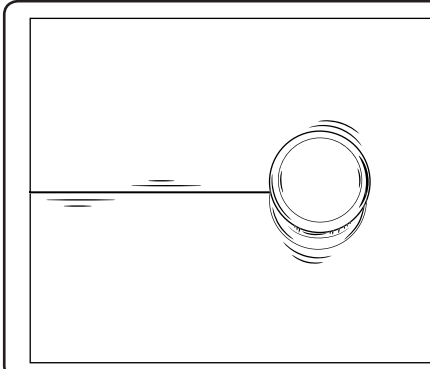
Addition Sample Words for Sounds of y Addressed in Other Lessons

Y Acts as a...	Where is it?	What does it say?	Sample Words
Vowel	In a vowel pair*	What vowel pair says	bay, crayon, day, daytime, decay, displaying, hayride, lay, layoff, may, maybe, pay, paycheck, payment, play, playbill, playful, playlist, ray, relay, runway, say, staying, subway, swaying, tray, way
Vowel	Middle of word of Greek origin**	/i/	analyze, cycle, cyclone, cypress, dehydrate, dynamite, dynasty, enzyme, hybrid, hydrant, hyphen, hypothesis, paralyze, psychic, python, rhyme, stylish, thyroid, typhoon, tyrant
Vowel	Middle of word of Greek origin**	/i/	antonym, crypt, crystal, cygnet, gym, gymnasium, gypsum, gypsy, lymph, myth, nymph, oxygen, physical, syllable, symbol, symmetry, sympathy, symphony, symposium, symptom, synapse, synchronize, syndicate, syndrome, synonym, synthesis, synthetic, system

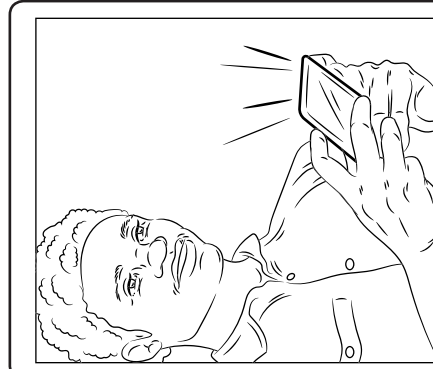
*The letter y acts a vowel when it follows another vowel (as in *crayon* or *boy*). These vowel pairs are addressed in two separate lessons: Vowel Pair Syllables (Vowel Teams) and Vowel Pair Syllables (Vowel Combinations).

**The letter y also acts as a vowel in words of Greek origin. It can say /i/ (as in *psychic*) or /i/ (as in *synonym*). Additional information about Greek y may be found in the Greek Sound-Symbol lesson.

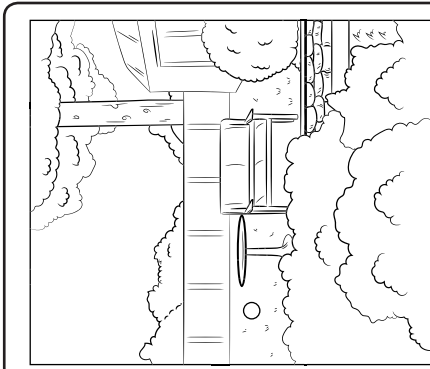
PICTURE-WORD CARDS



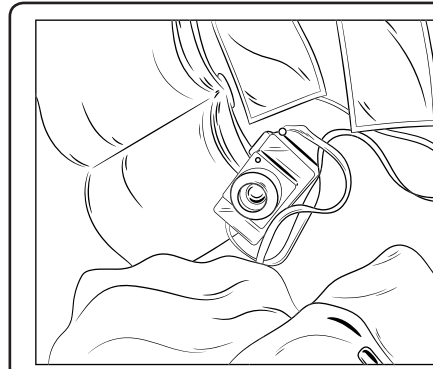
yoyo



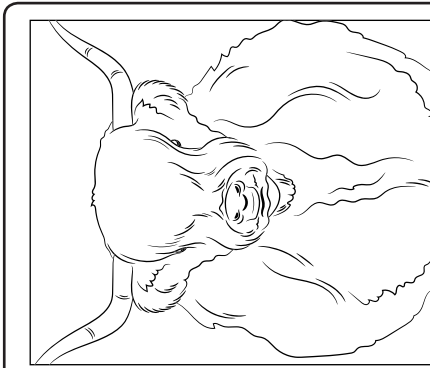
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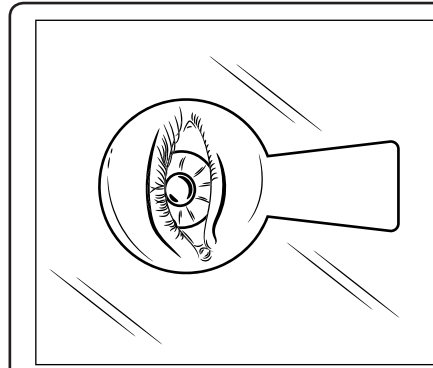
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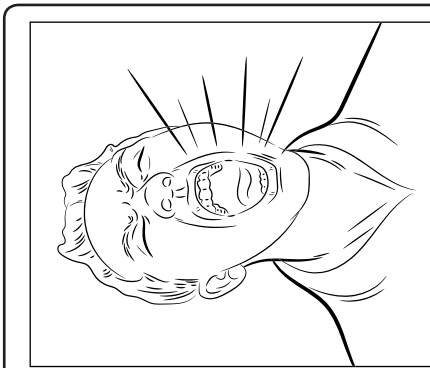
supply



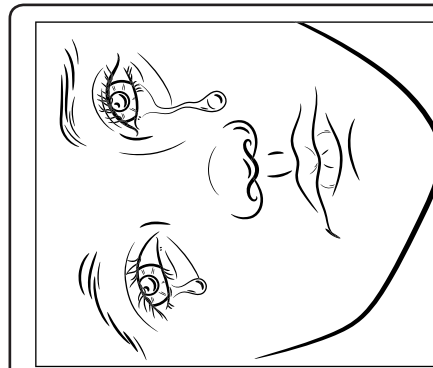
yak



spy

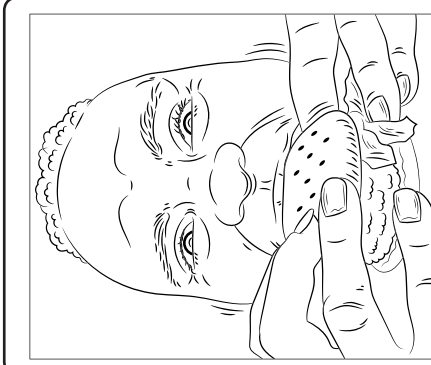


yell



cry

PICTURE-WORD CARDS



hungry



messy

ANCHOR CHART

Sounds of y

Acts as a Consonant and Says /y/

Beginning of Word or Syllable

backyard	beyond	canyon	stockyard
yoyo	yak	yam	yelling
yes	yikes	yodel	young

Acts as a Vowel and Says /ī/

End of One-Syllable Word

**End of Multi-Syllable Word
that Ends in Accented Syllable**

by	cry	apply	comply
fly	shy	deny	imply
spry	why	reply	supply

Acts as a Vowel and Says /ē/

End of Multi-Syllable Word that Ends in Unaccented Syllable

any	assembly	cranky	embassy
funny	industry	messy	rocky
tiny	twenty	vacancy	zesty