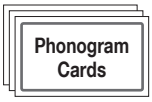
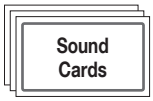
Step 8 – Y Can Say /ē/

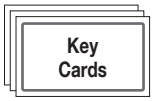
In this lesson, your student will learn the most common spelling for /ē/ at the end of a word.

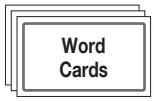
You will need: Key Card 11, Word Cards 41-50

Review









On page 48, you'll see how we handle words like *happy*, where the consonant is doubled in the middle of the word.

Word Bank for UR

Word Analysis

p l ow

"Read this word." *Plow.*

"What is the last sound in *plow*?" */ow/.*

"What is another way to spell the sound of /ow/?" Ou.

"How do I know that I can't use ou in this word?" *English words don't end in u.*

"Label the syllable." *Student uses the* ***Vowel Team*** *tag.*

New Teaching

Teach Another Way to Spell /ē/

Build the words *sheet*, *we*, and *eve*.

sh ee t w e e v e

"You have learned several ways to spell the sound of /ē/."

"Look at these three words. Point to the vowel team that spells the sound of /ē/." *Student points to the vowel team ee tile in the word* sheet.

Point to the word *we*. "Why is the e long in the word *we*?" *Because it is in an open syllable.*

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New Teaching
(continued)

Point to the word *eve*. "Why is the e long in the word *eve*?" *Because of Silent E.*

"Good. You have also learned another phonogram that makes the sound of /ē/. Pull down that tile." *Student pulls down the y tile.*

y

"Today we will work on spelling words with the sound of /ē/ spelled y."

"What is the last sound you hear in the word *happy*?" /ē/.

Build the word *happy*, using the red y tile. h a p p y

"The most common way to spell the sound of /ē/ at the end of a multisyllable word is with a y."

"I will dictate some words. Your job is to clap out the syllables, and **spell one syllable at a time** with the tiles. When you hear the sound of /ē/ at the end of the word, use the letter y."

Dictate the following words:

ugly **pony** **bony** **lady**

Tip!

If your student uses the blue y letter tile, remind him that blue tiles are consonants and red tiles are vowels. The /ē/ sound is a vowel sound, so we use the red y.

Teach Key Card 11: Doubling the Consonant When a Word Ends in /ē/

"Let's go back to the word *happy*." Build the word.

h a p p y

Prior to this lesson, the student learned how to divide words into syllables. This helps the student analyze words.

"Divide this word into syllables." *Student divides the word.*

h a p p y

"Read this word, one syllable at a time." *Student responds, "Hap—py."*

"Now say the word fast like we normally say it." *Hă—py.*

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New Teaching
(continued)

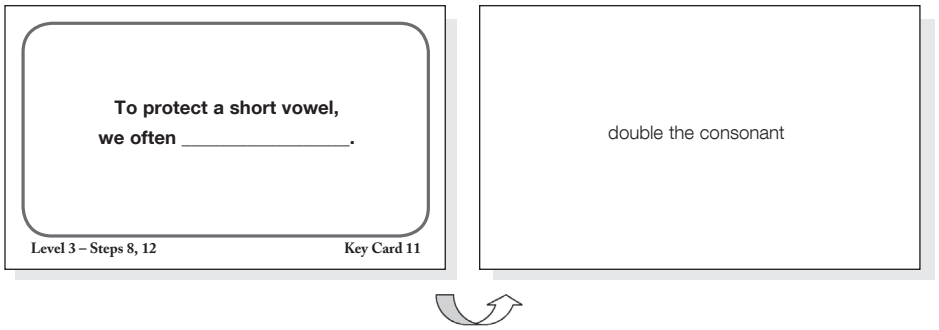
"When we say the word, the sound of the first p disappears: *hă—py*. We don't hear it, but when we spell the word, we put in the p. **We double the consonant to protect the short vowel.**"

Remove one of the p tiles. h a p y

"What would this word say if we only included one p?" *Hā—py.*

"We often double the consonant to protect the short vowel." Replace the p in the word *happy*.

Read Key Card 11 with your student and then file it behind the Review divider.



Dictate the following words to your student so he can practice this concept:

penny **bunny** **muddy** **skinny**

"You just learned that we often *double the consonant to protect the short vowel*. But there are some words that do **not** follow this pattern."

Build the word *city*. c i t y

"In the word *city*, we do not double the consonant."

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New Teaching
(continued)

Word Cards 41-50: Spell on Paper

Dictate the words and have your student spell them on paper.

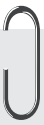
41. **tiny**
42. **baby**
43. **windy**
44. **city**
45. **army**
46. **penny**
47. **candy**
48. **forty**
49. **fifty**
50. **sixty**

File the Word Cards behind the Review divider.

If your student tries to spell the sound of final /ē/ with the letter e, take out the Silent E Book.

See all of the reasons for e at the end of a word? E is so busy that we can't use it to make the sound of /ē/ at the end of a multisyllable word. The letter y fills in!

Reinforcement



In two of the words on this list (*body* and *copy*), the consonant is not doubled to protect the short vowel sound.

Although we normally double the consonant, there are a number of words in which we do not. Your student may need extra practice with these words.

More Words

Amy	**body**	**bony**	**copy**
grassy	**happy**	**hilly**	**lady**
lazy	**lucky**	**party**	**pony**
puppy	**ugly**		

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Reinforcement
(continued)

Dictate Sentences

Dictate several sentences each day.

I got this candy for a penny.

Amy was lazy all day!

Sixty kids went to the party.

That lady is in the army.

Are you happy with the pony?

I ate forty clams!

The city is dark and ugly.

The baby is so tiny!

Her puppy has a bony body.

He gave Amy fifty roses.

It is windy on the hilltop.

Dan made a copy of the page.

How is the daily review going? Are the decks behind the Mastered dividers getting bigger?

Mastered cards will be reviewed in Step 10 to keep them fresh in your student's mind.

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