

Support for English Learners

Unit 29, page 201: Long i Spelled with y

Some children may have difficulty pronouncing words ending with y.

Listen

Say: *The Basic Word my ends with a long i sound: /ī/, /ī/ /ī/ /ī/, mīīī, my. We use the word my when we talk about something that belongs to us. Here is an example: This is my desk.*

Speak and Read

Say the Basic Words *my* and *why*, elongating the vowel sound in each word. Encourage children to repeat after you. Say: *Let's practice saying the Basic Word my together: /ī/, /ī/ /ī/ /ī/, mīīī, my. Repeat with why.*

Write the Basic Words *why, sky, shy, dry, and try* on the board. Say: *The long i sound at the end of many words is spelled with the letter y. Ask children to read each word aloud as you point to it. Then have volunteers come to the board, read the words aloud, and underline the spelling for the long i sound.*

Spell

Beginning/Preproduction Make two word cards each for the Basic Words *my, why, sky, fly, and by*. Tape one card to the board. Read the word aloud. Say: *Who has the matching card for (why)?* Have children tape the matching cards to the board and read the words aloud.

Early Production/Speech Emergent Create and distribute word cards for the Basic Words *my, why, sky, shy, fly, by, and fry*. Have partners take turns spelling each word.

Intermediate/Advanced Write the Basic Words *my, why, try, sky, shy, dry, fly, by, cry, and fry* on the board. Then write a sentence for each Basic Word, leaving a blank for the Basic Word. Have children select a Basic Word to complete each sentence. Ask them to read the completed sentence, say the Basic Word aloud, and identify the long *i* spelling in each word.

I am going outside to ___ a kite.