

## Unit 26, page 168: Changing Final *y* to *i*

Students may be unfamiliar with the notion of changing final *y* to *i*. They may also be unaware that this spelling change affects word meaning.

### Listen

Say: *We are going to practice several Basic Words that change a final y to a final i. The first example is the word puppy. A puppy is a very young dog. When we talk about more than one puppy, we use the word puppies. Repeat the word puppies, elongating the /ē/ sound and stressing the /z/ sound at the end of the word. Say hurried, elongating the /ē/ sound and stressing the /d/ sound at the end of the word.*

### Speak and Read

Explain that in the Basic Words *puppies* and *hurried* the final *y* changes to *i* before an ending is added. Have students repeat after you as you pronounce *puppies* and *hurried* again, emphasizing the /ē/, /z/, and /d/ sounds at the end of each word.

Write *puppy* on the board. Erase the *y* and add *ies*. Say: *We can make the word puppy mean more than one by changing the final y in puppy to i and then adding -es.* Write *hurry* on the board, change the *y* to *i*, then add *-ed*. Circle the *-ied* ending. Say: *We can make the word hurry tell about the past by changing the y in hurry to i and then adding -ed.* Have students add plural and past-tense endings to *city*, *try*, and *worry* to create the Basic Words *cities*, *tried*, and *worried*.

### Spell

**Beginning/Preproduction** Write the Basic Words *babies*, *cried*, *puppies*, *pennies*, and *tried* on the board. Have volunteers circle the *-ies* or *-ied* ending in each word. Have them read aloud each Basic Word. Have students copy the words into their word-study notebooks. Ask: *How do we pronounce the (ies) spelling in (puppies)?*

**Early Production/Speech Emergent** Distribute word cards for the Basic Words *babies*, *carried*, *cried*, *flies*, *parties*, *tried*, *worried*, and *libraries*. Have small groups sort the cards according to each word's *-ies* or *-ied* ending.

**Intermediate Advanced** Read aloud the Basic Words *babies*, *carried*, *cried*, *flies*, *parties*, *tried*, *worried*, and *libraries*. Have students use each word in a short sentence. Have volunteers write their sentences on the board. Say: *Which word in the sentence ends with -ies or -ied? How did we make this word? Did we change the meaning of the word when we added the ending?*

I carried my cat into the house.