

Support for English Learners

Unit 21, page 138: Changing Final y to i

Some students may be unfamiliar with the notion of changing final y to i.

Listen

Say the Basic Word *duties* aloud. Explain that the final y in the base word *duty* changes to i when -es is added. Say the word *duties* again, stressing the /z/ sound at the end of the word.

Say the Basic Words *memories*, *denied*, *sunnier*, and *scariest* stressing the pronunciation of the endings.

Speak and Read

Have students repeat after you as you pronounce *duty* and *duties*, elongating the ending in each word. Continue with *deny/denied*, *sunny/sunnier*, *scary/scariest*, and *tiny/tiniest*.

Write *duty* on the board. Erase the y and add -ies. Then write *denied*, *sunnier*, and *scariest* on the board. Erase the y in *deny* and add -ied. Have volunteers continue the above procedure with the remaining Basic Words. Ask: *What letter is dropped before each ending is added?*

Spell

Beginning/Preproduction Write the Basic Words *duties*, *horrified*, *ferries*, *scariest*, *cozier*, *earlier*, and *greediest* on the board. Read aloud each Basic Word. Have volunteers circle the -es, -ed, -er, and -est endings. Have students copy the words into their word-study notebooks.

Early Production/Speech Emergent Write the Basic Words *denied*, *duties*, *ferries*, *abilities*, *horrified*, *earlier*, *dirty*, *iciest*, and *greediest* on the board. Draw the chart below on the board. Have volunteers choose a Basic Word from the board to complete the chart.

-es	-ed	-er	-est

Intermediate/Advanced Using separate sentence strips, have students write a simple sentence for each of these Basic Words: *ferries*, *horrified*, *dirty*, *victories*, *scariest*, and *greediest*. Have students read aloud each sentence, identifying the ending in each Basic Word.