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 /ê/ sound and stressing the /z/ sound at the end of the word. Say hurried, elongating the /ê/ 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 /ê/, /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?*

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I carried my cat into the house.