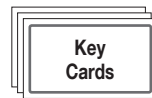
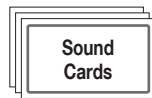
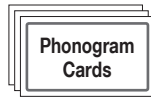


Step 26 – The Change the Y to I Rule

In this lesson, your student will learn the rules for adding suffixes to words ending in *y*.

You will need: Key Card 19, Word Cards 171-180

Review



Word Analysis

s **p** **r** **ay** “Read this word.” *Spray*.

“How is the sound of /ā/ spelled?” *Ay*.

“Is the *y* alone or part of a vowel team?” *Part of a vowel team*.

“Label this syllable.” *Student uses the Vowel Team tag*.

New Teaching

For the Single Vowel Y exercises, be sure to use the **red y** tile instead of the blue one. The red tile represents the letter *y* as a vowel rather than a consonant.



Explain the Term *Single Vowel Y*

Place the following tiles in front of the student:

y **ay** **ey** **oy**

Point to the *y*. “This is a *single vowel y*. **Single** means **one**. There is just **one** letter on this tile, so we say that it is a **single vowel y**.”

Point to the other tiles. “These tiles have a *y*, but not a **single vowel y**.”

New Teaching

(continued)

Teach Key Card 19: The Change the Y to I Rule

Build the word *cry*. **c r y**

“I want to change *cry* to *cried*. Which suffix would I use?” *Suffix ed.*

“Right. Pull down suffix *ed*. What letter does the word *cry* end in?” *The letter y.*

“Is it a single vowel y?” *Yes.*

“We have a rule in English that says that if a word ends in single vowel y, we have to do something special before we add the suffix.”

Exchange the y tile for an i. “We have to change the y to an i...”

c r i **y**

“...and then add the suffix.” **c r i ed**

“Now you try it. The word is *dried*. What is the base word?” *Dry.*

“Spell the base word.” *Student spells the word with tiles.* **d r y**

“Does the word end in a **single vowel y**?” *Yes.*

“So what do you need to do?” *Student changes the y to an i and adds the suffix.*

d r i ed **y**

“Good. We call this rule the **Change the Y to I Rule**.”

Build the word *stay*. **s t ay**



“When there are two letters on a tile, they don’t like to be broken up. They are a team. Teams like to stay together.”

“I want to change the word *stay* to *stayed*. I just add the suffix *ed*.”

s t ay ed

“I don’t change the y to i, because this team wants to stay together.”

“We only use the **Change the Y to I Rule** with a **single vowel y**.”

New Teaching

(continued)

Provide Mixed Practice

Have your student practice this concept by building these words with the letter and suffix tiles.

<u>Build this word</u>	<u>Is there a single y?</u>	<u>Change to this word</u>
fry	Yes	fried
try	Yes	tried
play	No	player
pay	No	payment
windy	Yes	windier
joy	No	joyful
dry	Yes	driest
tray	No	trays
copy	Yes	copier

If you sense that your student needs more time to let this concept “sink in,” this is a good stopping spot. You may wish to stop here for today and continue with the rest of the lesson tomorrow.

If your student understands the concepts taught so far, continue on. The second half of the **Change the Y to I Rule** will be taught next.

Teach about Adding Suffixes Beginning with I

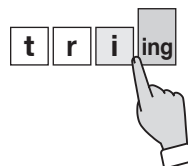
Build the word *try*. **t** **r** **y**

“We change **single vowel y** to an **i** before adding a suffix, except in one case.”

Build the word *trying*. **t** **r** **y** **ing**

Point to suffix *ing*. “If the suffix you are adding starts with **i**, **don’t** change the **y** to **i**.”

“If I change the **y** to **i** by mistake, the word will look like this.”



New Teaching

(continued)

“In English, we don’t put two *i*’s together.”

We **do** have two *i*’s together in the word *skiing*, but *ski* is a Scandinavian word. Sometimes foreign words are assimilated into our language so quickly that they are not changed to conform to English rules.

Have your student practice this concept with the following words.

Build this word

cry

fly

dry

Change to this word

crying

flying

drying

“Why didn’t you change the *y* to *i*?” *Because there would have been two *i*’s in a row. (Or, we don’t change the *y* to *i* when we add *ing*.)*

Take out Key Card 19 and read it with your student:

<p>How do you add a suffix to a word ending in single vowel <i>y</i>?</p> <p>_____.</p> <p>Unless</p> <p>_____.</p> <p>Level 3 – Step 26 Key Card 19</p>	<p>1. Change the <i>y</i> to an <i>i</i>, and add the suffix</p> <p>2. Unless the suffix begins with an <i>i</i></p>
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File the Key Card behind the Review divider.

Teach about Adding Suffix ES

Build the word *cry*.

c	r	y
---	---	---

“I want to spell the word *cries*. The last letter is a **single vowel y**, so I change the *y* to *i*.”

“If I add an *s* to make the word *cries*...”

c	r	i	s
---	---	---	---

“...something is wrong. This becomes a closed syllable. In a closed syllable, would this vowel be long or short?” *Short.*

“Right. What would this word say?” */cris/.*

“So we can’t just add *s* to make the word *cries*. We need to add suffix *es*.”

c	r	i	es
---	---	---	----

New Teaching

(continued)

Have your student practice this concept with the following words.

Build this word

dry
try
baby

Change to this word

dries
tries
babies

“Why didn’t you just add an s after you changed the y to i?” *Because it would have made the vowel short, and we want to keep the vowel long.*

Word Cards 171-180: Spell with Tiles

To give your student more practice with the **Change the Y to I Rule**, first have him spell the words using the letter and suffix tiles.

171. pennies

172. crying

173. fries

174. playful

175. happier

176. babies

177. payment

178. windiest


179. candies

180. tried

If your student is having trouble with these concepts, have him build the base word first, then apply the rules on Key Card 19 to add the suffix.



Spell on Paper

Once your student is able to spell the words using the tiles, dictate Word Cards 171-180 and have him spell the words on paper. 

File the Word Cards behind the Review divider.

Reinforcement

More Words

cities

copier

dries

driest

drying

flying

fried

joyful

player

trays

tries

Reinforcement

(continued)

Dictate Sentences

Dictate several sentences each day.

My dog tried to eat my pennies!

Why is Ted crying?

Dad fries the clams.

Are the sheep very playful?

I feel happier when I read.

Babies make me feel joyful.

Ed made a big payment today.

This is the windiest hilltop.

How many candies are on those trays?

She tries to spray me with water!

August is the driest time of year.

Are you the best player on the team?



Adding Suffixes

1. Hear the dictated word.
2. Say the base word.
3. Spell the base word.
4. Add suffix, applying a rule if necessary.

Writing Station

Dictate each word. Have your student say and write the base word, add the suffix, and write original sentences using the new words.

snowy

sledding

sliding

hopeful

trying



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