

Lesson 18

Changing 'y' to 'i'
and Adding -es

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)

At a Glance	Exercise	Materials	Minutes
Tricky Spelling 'y'	Word Sort	Worksheet 18.1	10
Changing 'y' to 'i' and Adding -es	Board Work		15
	Wiggle Break		5
Practice	Changing 'y' to 'i' and Adding -es	Worksheet 18.2	15
Reading Time	Small Group and Partner Reading: "Keeping It Up"	<i>The Job Hunt</i>	15
Take-Home Material	"The Daydream" and Story Comprehension Worksheet	Worksheets 18.3, 18.4	*

Tricky Spelling 'y'

10 minutes

Word Sort



Worksheet 18.1

- Tell students they will review the four sounds they have learned for the spelling 'y'. Ask students to refer to the Individual Code Chart and look for the sounds they have learned for the spelling 'y'. When they have found a sound for the spelling 'y', tell students to raise their hands. Call on a student and record the sound found as a header for a column on the board.
- Students should provide the following sounds for the spelling 'y': /y/, /ie/, /i/, /ee/.
- Tell students they will now practice working with these four sounds for the letter 'y'.

- Have students take out Worksheet 18.1. Ask students to first read aloud all of the words in the box. Complete the worksheet as a class.

Changing 'y' to 'i' and Adding -es

15 minutes

Board Work

- Tell students they have learned three ways to change a singular noun to a plural noun.
- Write *dog* on the board. Ask students how they would make *dog* plural (add -s). Write *dogs* beside *dog* and underline 's'.
- Write *box* on the board. Ask students how they would make *box* plural (add -es). Write *boxes* beside *box* and underline 'es'.
- Remind students of the recent rule they have learned about how to change singular nouns to plural nouns when the word ends in the letter 'y' and represents the /ie/ sound: To change the singular noun, *one dragonfly*, to a plural noun, *two dragonflies*, you need to change the 'y' to 'i'. Then add the ending -es.
- Write the word *play* on the board. Point out to students it ends in the letter 'y' but it has the letter 'a' in front of the 'y'.
- Tell students whenever 'y' is preceded by a vowel, they do not change anything at all but simply add -s.
- Write the following words on the board and ask students whether they need to change the 'y' or not to make the word plural.

- | | |
|--------|---------|
| 1. toy | 3. stay |
| 2. ray | 4. boy |

- Write the word *butterfly* on the board and ask students to read it. Say the sentence, "On Monday I saw one butterfly."
- Say the sentence, "On Tuesday I saw three butterflies." Point to the word *butterfly* on the board and tell students the spelling for *butterfly* has to change now that there is more than one.
- Carry out the following steps, saying them aloud so students can be reminded of the spelling rule for forming plural nouns ending in 'y' as /ie/: change the 'y' to 'i' and add -es. (Write the word *butterflies* next to *butterfly* and leave both words on the board.)
- Write the word *supply* on the board and ask students to read it. Say the sentence, "We have a small supply of food." Next, say the sentence, "They bought many different supplies at the store." Have students tell you the spelling rule for changing the singular noun *supply* to the plural noun *supplies*. (Write the word *supplies* next to *supply* and leave both words on the board.)

- Point to and read both word pairs on the board, explicitly pointing out the ‘y’ at the end of the word represents the /ie/ sound in the singular form of the noun, so the ‘ie’ in the plural form of the noun also represents the /ie/ sound.
- Write the following singular nouns on the board. Have students read each of the words, noting that in these words, the ‘y’ at the end of the word is pronounced /ee/.

Singular	Plural
story	stories
lady	ladies
fairy	fairies

- Tell students these singular nouns ending in ‘y’ follow the same spelling rule: change the ‘y’ to ‘i’ and add –es. Carry out the steps to change these nouns from singular to plural, saying the steps aloud. Be sure to write the plural form next to each singular noun.
- Point to and read both word pairs on the board, explicitly pointing out the ‘y’ at the end of these words represents the /ee/ sound in the singular form of the noun, so the ‘ie’ in the plural form of the noun now represents the /ee/ sound, i.e., the same original sound as the ‘y’. Students have previously learned to pronounce ‘ie’ as /ie/, so this means they must now treat ‘ie’ as a tricky spelling because it can sometimes stand for /ee/.
- Remind students some words ending in ‘y’ are verbs and we sometimes use these verbs in sentences in a way that requires the /s/ sound to be added at the end of the verb. Explain the same spelling rule demonstrated previously with nouns ending in ‘y’ also applies when adding the /s/ sound (or letter ‘s’) to verbs ending in ‘y’: change the ‘y’ to ‘i’ and add –es.
- Follow the same steps for the verbs *cry* and *dry*: write the word on the board, use it in an oral sentence, then use the word in another oral sentence in which the subject changes and therefore requires a change in the form of the verb. Ask students to tell you how to change the word following the spelling rule and write the new verb form next to the original.
 - For the word *cry*, use the following sentences: “I cry when I scrape my knee.” and “She always cries at sad movies.”
 - For the word *dry*, use the following sentences: “Did you dry the dishes?” and “He dries the dishes after they have been washed.”
- Point out again to students that when you change ‘y’ to ‘i’, the new spelling ‘ie’ stands for the sound /ie/, just as the ‘y’ at the end of these verbs originally did.
- Repeat these same steps for the verbs *carry* and *study* in which the ‘y’ represents the /ee/ sound: write the word on the board, use it in an oral sentence, then use the word in another oral sentence in which the subject changes and therefore requires a change in the form of the verb. Ask students to tell you how to change the word following the spelling rule and write the new verb form next to the original.

A reminder: The addition of ‘s’ to a verb in a sentence occurs in order to ensure subject-verb agreement. It is not necessary for second graders to know the name of this process at this time. The focus in this lesson is on making sure students understand the spelling rule about the need to change ‘y’ to ‘i’ and then add –es, whenever the /s/ sound or letter ‘s’ is added to a word ending in ‘y’.

- For the word *carry*, use the following sentences: “The women carry heavy loads on the top of their heads.” and “He carries his tools in a backpack.”
- For the word *study*, use the following sentences: “Did you study for your test?” and “He studies for his spelling tests every Thursday night.”
- Explicitly point out that in these words the ‘y’ at the end of the words represents the /ee/ sound, so when the spelling changes to ‘ie’, the ‘ie’ now represents the /ee/ sound, i.e., the same original sound as the ‘y’.

Wiggle Break

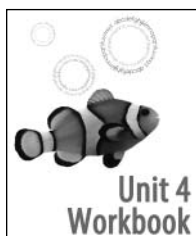
5 minutes

- Give students a short break by asking them to read and act out Wiggle Cards of your choice.

Practice

15 minutes

Changing ‘y’ to ‘i’ and Adding –es



Worksheet 18.2

- Complete Worksheet 18.2 as a class. Ask students to read each sentence and then read the word below the blank as it is presently written. For sentences 1–5 students should change the singular noun to a plural noun. For sentences 6–10, students should change the verb to the appropriate present-tense form. Ask students to reread each sentence after they have changed the ‘y’ to ‘i’ and added –es.

Reading Time

15 minutes

Small Group and Partner Reading: “Keeping It Up”

Introducing the Story

- Tell students the title of today’s story is “Keeping It Up.” Review the other places where Kim has tried to get a job. Discuss what the title might tell us about the story. (Kim keeps trying to find a job)

Previewing the Spellings

- You may wish to preview the following spellings before reading today’s story.



“Keeping It Up”

/ee/	/ie/			/oe/
‘y’	‘y’	‘i’	‘i_e’	‘o’
en er gy	ly ing	find	fine	au to
spi cy	try ing	kind	tired	go
ba by				so
can dy				
cav it y				
la dy—la dies				

Previewing the Vocabulary

- Preview the following vocabulary before reading today's story.

1. **auto shop**—a place where cars (automobiles) are fixed
2. **grease**—oily or fatty matter
3. **exclaimed**—to yell or call out with excitement
4. **gloomy**—to be sad

Purpose for Reading

- Ask students if they have ever personally had to try really hard to do or accomplish something. Ask how they felt when they conquered challenges or overcame difficulties. Tell them to read today's story to see if Kim feels the same way when trying to accomplish something difficult.

Guided Reading Supports

- Today you will read with Group 1 while Group 2 reads with partners.
- Ask students throughout the story to identify the speaker.
- Encourage students to read with expression when there is a question mark or an exclamation point.

Wrap-Up

- Use the discussion questions to guide your conversation about "Keeping It Up." Remember to encourage students to answer in complete sentences and to look back at the story if necessary.

Discussion Questions on "Keeping It Up"

1. *Literal* Where does Kurt think it would be fun to work? (Kurt thinks it would be fun to work in the auto shop.)
2. *Literal* What does Kim first buy Kurt as a snack? (Kim buys spicy peanuts for Kurt.)
3. *Literal* Where does Kim go to ask if there are job openings? (Kim goes to: music shop, clothing shop, bookstore, and baby clothing store.)
4. *Literal* What does Kim buy as a second snack? (Kim buys sweets.)
5. *Literal* How does Kim feel when she goes to buy candy? (Kim feels hot, tired, and discouraged.)
6. *Literal* What does Kurt say to cheer up Kim? (Kurt says, "A quitter never wins, and a winner never quits.")

If some student pairs finish reading early, they can reread stories from this and past Readers.

Take-Home Material

“The Daydream” and Story Comprehension Worksheet

- Students should take Worksheets 18.3 and 18.4 to complete at home.

Code Knowledge

- Before today’s lesson: If students read 1,000 words in a trade book, on average 752–881 of those words would be completely decodable.
- After today’s lesson: If students read 1,000 words in a trade book, on average 754–882 of those words would be completely decodable.
- ‘i’ is a tricky spelling; it can stand for /i/ (*hit*), /ie/ (*mind*), or /ee/ (*funniest*).