Lesson Objectives

Day 1
Students will:
• Understand that words with final vowels -y, -ey, or -ie usually have a long e sound
• Understand that words with final vowel -y in accented syllables usually have a long i sound
• Recognize the final -y (/i/) in words of two or more syllables
• Write -y pattern words and indicate final pattern

Day 2
Students will:
• Understand rules of -y, -ey, -ie (/i/), in unaccented syllables
• Understand rules of -y (/i/) in accented syllables
• Sort words based on final -y, -ey, and -ie patterns
• Sort spelling words based on final -y, -ey, and -ie categories

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLM 3: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards
• Teacher Word Cards—journey, goalie, cherry, deny

Day 3
Students will:
• Sort words into categories of -y, -ey, and -ie patterns
• Identify correct spellings of words with -y, -ey, and -ie patterns

Materials:
• BLM 2: Category Cards
• BLM 5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards
• Teacher Word Cards—same as BLM 4

Day 4
Students will:
• Recognize words with final -y, -ey, and -ie patterns in a reading passage, indicate the -y, -ey, and -ie pattern, and the sounds of final -y, -ey, and -ie
• Correctly spell unit spelling words

Materials:
• BLM 9: Reading Passage
• BLM 10: Spelling Dictation
• BLM 11: Spelling Peer Check

Day 5
Students will:
• Correctly spell the unit spelling words

Materials:
• Quick-Check Assessment

Additional Materials:
• Word Study Notebooks
• Pocket Chart
Day One

Supporting ELs

Have English Learners work with a fluent English-speaking student who will write each spelling word on a piece of paper. Then have the EL find and circle each -y, -ey, or -ie ending on the words. Have students read the words together and then draw a box around each word with a final long e sound and underline each word with a final long i sound.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word hockey on the chalkboard. Explain that since the letters ck are a digraph that stands for one sound, we don’t split the digraph. We divide the word after the digraph: hock/ey. Explain that you now have one closed syllable with a short vowel sound and a final syllable with a long e sound. Read each syllable and then blend the syllables together: hock/ey: hockey. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Agents

Focus Words: teacher, writer, speaker, voter

Write the focus words on the chalkboard. Ask students to identify the base words. Then ask what a teacher does, what a writer does, and so on. Ask students what we call these kinds of words.

Introduce Final -y, -ey, -ie

Model

Write the words money, cookie, very, and July on the chalkboard. Say: When I say the words money, cookie, and very, I hear the long e sound at the end of each word. In money, the -ey makes the long e sound. In cookie, the -ie makes the long e sound. In very, the final y makes the long e sound.

The letter y at the end of a word can also stand for the long i sound, as it does in the word July.

Syllables that end with a -y pattern that have a long e sound, like money and cookie, are unaccented. But syllables that end with a y that has a long i sound are usually accented, as in the word July.

Guide

Write the words valley, movie, twenty, and apply on the chalkboard. Read the first word aloud. Ask: What is the final sound in valley? What letters make the long e sound? Which syllable is accented?

Repeat with the words movie and twenty.

Then say the word apply. Ask students what is different about this word. Reinforce that syllables ending with the long i sound spelled by y are accented.

Apply

Write the words baby, reply, rookie, and honey on the chalkboard. Have students turn to a neighbor and say the final sound they hear in each word. Have them tell which letters spell the final sound and which syllables are accented in each word.
Spelling Words with Final -y, -ey, -ie

Unit Spelling Words: money, hockey, goalie, movie, apply, occupy, classify, twenty

Write all of the spelling words on the chalkboard. Say: The spelling words all have a final -y, -ey, or -ie. Look at the words money and hockey. What sound do you hear at the end of these words? What letters make the long e sound? Which syllables are accented in these words?

Look at the word goalie. What sound does the -ie make in goalie? What other spelling word ends with -ie? Which syllables are accented in these words?

Look at the words apply, occupy, and classify. What ending sound do you hear in these words that is different than the ending sounds in the other words? Which syllables are accented in these words?

Look at the word twenty. What vowel sound do you hear at the end and what letter stands for that sound? Which syllable is accented in this word?

Have students write each word in their word study notebooks. Tell them to circle the -y, -ey, or -ie ending on each word and note if the word has a final long e sound or a final long i sound.

Assessment Tip

Observe students to see if they are able to differentiate the final -y, -ey, and -ie patterns and also if they can differentiate the final e or final i sound in the words.

Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Providing Support

Have students use colored pens or crayons to circle the final -y, -ey, and -ie vowel patterns when they are writing any of the words from this unit. Remind them to think about the final sound in each word and the letter or letters that make the long e or the long i sound.

Pattern Sort

<table>
<thead>
<tr>
<th>y = Long e</th>
<th>ey = Long e</th>
</tr>
</thead>
<tbody>
<tr>
<td>very</td>
<td>money</td>
</tr>
<tr>
<td>candy</td>
<td>journey</td>
</tr>
<tr>
<td>twenty</td>
<td>valley</td>
</tr>
<tr>
<td>cherry</td>
<td>turkey</td>
</tr>
<tr>
<td>baby</td>
<td></td>
</tr>
<tr>
<td>ie = Long e</td>
<td>y = Long i</td>
</tr>
<tr>
<td>cookie</td>
<td>July</td>
</tr>
<tr>
<td>movie</td>
<td>deny</td>
</tr>
<tr>
<td>goalie</td>
<td>apply</td>
</tr>
</tbody>
</table>

Home/School Connection

Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs

Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand what they are supposed to do on the BLM.

Review Final -y, -ey, -ie

Display the anchor poster and use it to review how final -y, -ey, and -ie act as a vowel that has a long e sound or a long i sound.

Write the words chimney, calorie, candy, and rely on the chalkboard. Ask students which word has a long i sound. Ask students which words have an accented final syllable and which do not.

Pattern Sort

Teacher Word Cards: journey, goalie, cherry, deny
Teacher Category Cards

Place the category cards in the pocket chart. Hold up the word card journey. Model how to sort the word.

Think aloud: When I’m sorting words that end with a final -y pattern, I need to pay attention to whether the y stands for the /e/ sound or the /ı/ sound. I see the letters -ey in this word, which usually have a long e sound. I’ll place this word in the category -ey = Long e.

Hold up the word card goalie. Ask a volunteer what letters the word ends with. Ask what vowel sound is heard at the end of the word. Place the card under -ie = Long e.

Repeat with cherry and deny.

Give pairs of students the word cards from BLM 3 and the category cards from BLM 2. Have them sort each word under the correct final -y, -ey, or -ie category.

Spelling. Have students create a chart in their word study notebooks, using the categories as heads. Ask them to sort their spelling words according to the final -y pattern. Then have them circle the final -y, -ey, or -ie pattern in each word and note if the final sound is a long e or a long i.
No Peeking Sort

Teacher Word Cards: same as BLM 4
Teacher Category Cards

Place the category cards in the pocket chart. Explain that you will read a word from a word card and that the students will tell you in which category you should place the word.

Say the first word, for example, family. Ask students what vowel sound they hear at the end of the word and in which category the word should be placed. After students tell you into which category to sort the word, place the word card in the pocket chart and have students look at the word card to check if it’s in the correct category.

Go through each of the words from BLM 4, one at a time, while students tell you how to sort the words.

Independent Sort

Give individual students the word cards from BLM 5 and the category cards from BLM 2. Have them work independently to sort the words into the appropriate categories.

Applying Meaning. Give students BLM 7 and have them complete the cloze, choosing the word with the correctly spelled final -y, -ey, and -ie patterns.

Assessment Tip

Observe students to assess whether they recognize the different endings, especially those with long i. Use students’ completed BLM 7 to see if they are able to identify the correct final -y, -es, or -ie spelling and hear the long e and long i sounds.

No Peeking Sort

<table>
<thead>
<tr>
<th>-y = Long e</th>
<th>-ey = Long e</th>
<th>-ie = Long e</th>
<th>-y = Long i</th>
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<tr>
<td>body</td>
<td>donkey</td>
<td>pinkie</td>
<td>rely</td>
</tr>
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<td>story</td>
<td>alley</td>
<td>genie</td>
<td>reply</td>
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<td>berry</td>
<td>chimney</td>
<td>sweetie</td>
<td>comply</td>
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<tr>
<td>family</td>
<td>hockey</td>
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Independent Sort

<table>
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<th>-ey = Long e</th>
<th>-ie = Long e</th>
<th>-y = Long i</th>
</tr>
</thead>
<tbody>
<tr>
<td>duty</td>
<td>honey</td>
<td>rookie</td>
<td>supply</td>
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<td>jockey</td>
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<td>defy</td>
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<td>jersey</td>
<td>calorie</td>
<td>imply</td>
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<tr>
<td>crazy</td>
<td>pulley</td>
<td>freebie</td>
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</tbody>
</table>

Providing Support

ELS and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner to read and complete it.

Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

Supporting ELS

Make sure that ELS understand what to do on BLM 8 since there may not be anyone at home who speaks English well enough to help them complete it.
Day Four

Providing Support

Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choral-read the passage straight through. Then have them work as a team to find examples of words that have a final -y, -ey, or -ie pattern.

Word Hunt

Give each student a copy of the reading passage on BLM 9. Tell them to work independently to read the passage and find and underline all of the words of more than one syllable that end in -y, -ey, and -ie.

When students have found all the words, ask students to list the words they found on the chart they created in their word study notebooks on Day Two. Ask them to circle the endings on each word.

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: instructor, adviser, beggar.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: movie, apply, classify.

Dictate the following sentence and have students write it on their papers: Someday Stefan hopes to earn money as a goalie in a hockey league.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:
• Say a spelling word and use it in a sentence.
• Have students write the word on their papers.
• Continue with the remaining words on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
• Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of final -y, -ey, and -ie using the Quick-Check for Unit 24.

Suggestions for Independent Practice

Trade Words. Have students work with partners and each select eight words from BLMs 3 or 4. Tell them not to show the words to their partners. Have each student write the beginning of each of the words, leaving off the final -y, -ey, or -ie pattern. Have students trade their word lists with their partners and then complete each other’s words. Tell them to check their spelling using the word cards.

Play a Card. Have pairs of students place the word cards from BLM 5 facedown between them. Have each student draw five cards. Tell them to take turns asking for a word with a final long e sound that ends in -y, -ey, or -ie, or a word with a long i sound that ends with a -y. If the student has the card, he or she lays it faceup. If the student doesn’t have the card, he or she must continue to draw until the card that was asked for appears. The goal is to get rid of all of the cards in a player’s hand.

Speed Sort. Have students work with a partner. Have them use the category cards and any of the sets of word cards. Tell students to place the word cards facedown. They will take turns drawing a card, quickly saying the final sound and spelling of the word. Then the card is placed into one of the categories.

Open Sort. Give pairs of students word cards from BLM 4 and tell them to think of as many different ways as they can to sort the words. Possible sorts might be by vowel sound, beginning consonants, accented syllables, number of syllables, and so on.
Unit 24 Quick-Check: Final -y, -ey, -ie

Answer Questions
Directions: Look at each group of words and circle the word that has the correct spelling of the final -y, -ey, or -ie pattern.

1. honey  hony  honie
2. geny  genie  geney
3. crazie  crazey  crazy
4. reply  repley  replie

Apply
Directions: In the space below, list one word with a long e sound spelled -y, one word with an -ey pattern, one word with an -ie pattern, and one word with a long i sound spelled -y.

_________________  _________________  _________________  _________________

Directions: Using the words from the word bank, complete the following sort by writing the words in the appropriate category.

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<thead>
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<th>-y = Long e</th>
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Word Bank
- turkey, forty, comply, goalie, candy, valley, apply, cookie

Think and Write about Final -y, -ey, and -ie
Directions: In the space below, explain how understanding final -y, -ey, and -ie spellings and sounds helps you as a reader, speller, and writer.