Lesson Objectives

Day 1

Students will:
• Understand that words with a vowel and final y just add the inflectional endings
• Understand that words with a consonant and final y change the y to i before adding -es or -ed
• Understand that words with consonant and final y do not change the y when adding -ing
• Be able to write each word with its inflectional ending

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLM 4: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards
• Teacher Word Cards—same as BLM 3

Day 2

Students will:
• Understand rules for y + inflectional endings
• Sort word cards according to how the inflectional endings are added
• Sort words according to their inflectional endings

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLM 5: Word Cards
• BLM 6: Take-Home Activity

Day 3

Students will:
• Sort word cards according to how the inflectional endings are added
• Write selected base words and the inflectional endings for each word
• Use the correct forms of inflected endings to complete sentences

Materials:
• BLM 2: Category Cards
• BLM 5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity

Day 4

Students will:
• Recognize words with inflectional endings in reading passage
• Write the base word for each word with an inflectional ending
• Correctly spell the spelling words
• Correctly write the dictated sentence

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

Day 5

Students will:
• Correctly spell the words with inflectional endings

Materials:
• Quick-Check Assessment

Additional Materials:
• Word Study Notebooks
• Pocket Chart
• Stopwatches (Day 3)
Day One

Supporting ELs
Inflectional endings may be challenging for some students. Have students work with fluent English speakers to use the spelling words in sentences. Ask the fluent English speakers to say sentences using one word and then have the ELs use the same word in another sentence.

Blending Practice
If some students have difficulty reading the multi-syllabic words, help them read the words syllable by syllable. For example, point to the word enjoying on the chalkboard. Show how you divide the word into syllables: en/joy/ing. Model how you use syllable patterns to identify the vowel sounds: closed syllable (short vowel), syllable with vowel team, and closed syllable (short sound). Read each syllable and then blend the syllables together: en/joy/ing: enjoying. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Irregular Plurals
Focus Words: life, goose, people, dozen, scissors
Write the words on the chalkboard and remind students that some words have unusual spellings for their plural forms. Ask students to tell you the plurals of these words. Ask them to brainstorm other plural words like these.

Introduce Adding Inflectional Endings to Words Ending in -y

Model
Write the following inflectional endings on the chalkboard: -s, -ed, and -ing. Tell students they will be adding inflectional endings to verbs that end with the letter y. Explain that adding the endings changes the tense of the verbs.

Write the words enjoy and carry on the chalkboard. Say: Both of these words are verbs. If I want the verb to mean that I am doing something right now, I need to add -ing. To add the ending to both words, I just add -ing without changing the spelling. Write enjoying and carrying on the chalkboard.

If I want these verbs to tell something that I did in the past, I need to add -ed. The word enjoy ends with a vowel plus y. I don’t change the spelling of the base word, but just add the ending. Write the word enjoyed on the chalkboard.

The word carry ends with a consonant plus y. Before I add the -ed ending, I need to change the y to i and then add -ed. Write the word carried on the chalkboard.

Show students how you add the -s or -es to each of the words.

Guide
Write the words copy and display on the chalkboard. Ask students how you add inflectional endings to these words. Ask a volunteer to come up and show how to add the inflectional ending -s to the words. Ask other volunteers to add the other endings to the words.

Apply
Write the words annoy and deny on the chalkboard. Have students turn to their neighbor to explain how to spell the -s or -es, -ed, and -ing forms of each word.
Spelling Words with Inflectional Endings

Unit Spelling Words: destroyed, displaying, delays, enjoying, applied, studies, supplying, multiplying

Write the words destroy, display, delay, and enjoy on the chalkboard. Ask students what they notice about the way these words end. Once students have identified that they all end with a vowel plus the letter y, ask them what we need to do to these words to add inflectional endings. Then write the four spelling words under each base word on the chalkboard.

Write the words apply, study, supply, and multiply on the chalkboard. Have students tell you what is the same about these words. Once they identify that the words end with a consonant plus y, ask them what they need to do to add -s or -es and -ed. Write applied and studies on the chalkboard.

Then ask students what they need to do to add -ing to these words. Make sure they understand that the spelling of the base word doesn’t change when adding -ing. Write supplying and multiplying on the chalkboard.

Make sure that students understand the meanings of the words. Have volunteers use the words in oral sentences.

Have students write each spelling word in their word study notebooks and circle the ending. Have partners check each other’s spelling of the words.

Assessment Tip

Monitor students to make sure they understand the rules for y + inflectional endings. Do they recognize the words that end with a vowel and y and know how to add the -s, -ed, and -ing endings? Do they recognize the words that end with a consonant and y? Do they remember to change the y to i before adding -es and -ed. Do they remember that the y doesn’t change when adding the -ing?

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

Pattern Sort

<table>
<thead>
<tr>
<th>Vowel + -y</th>
<th>Consonant + -y</th>
</tr>
</thead>
<tbody>
<tr>
<td>betrays</td>
<td>applied</td>
</tr>
<tr>
<td>conveyed</td>
<td>carrying</td>
</tr>
<tr>
<td>destroyed</td>
<td>copied</td>
</tr>
<tr>
<td>obeys</td>
<td>emptying</td>
</tr>
<tr>
<td>overstay</td>
<td>envy</td>
</tr>
<tr>
<td>repaying</td>
<td>hurry</td>
</tr>
<tr>
<td>replayed</td>
<td>tailies</td>
</tr>
<tr>
<td></td>
<td>scurried</td>
</tr>
<tr>
<td></td>
<td>varies</td>
</tr>
</tbody>
</table>

Writing Sort

<table>
<thead>
<tr>
<th>-s</th>
<th>-ies</th>
<th>-ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>delays</td>
<td>bullies</td>
<td>decayed</td>
</tr>
<tr>
<td></td>
<td>modifies</td>
<td>deployed</td>
</tr>
<tr>
<td></td>
<td>parties</td>
<td>journeyed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-ied</th>
<th>-ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>buried</td>
<td>emptying</td>
</tr>
<tr>
<td>horrified</td>
<td>enjoying</td>
</tr>
<tr>
<td>relied</td>
<td>replying</td>
</tr>
<tr>
<td></td>
<td>supplying</td>
</tr>
<tr>
<td></td>
<td>worrying</td>
</tr>
</tbody>
</table>

Review Adding Inflectional Endings to Words Ending in -y

Show students the anchor poster and review the rules for y + inflectional endings.

Write the words delay and worry on the chalkboard and ask students to tell you how to add the inflectional endings to each word. As students tell you, write the words on the chalkboard.

Pattern Sort

Teacher Word Cards: same as BLM 3
Teacher Category Cards: Vowel + -y, Consonant + -y

Place the category cards in a pocket chart. Hold up the word card scurried. Say: The base word for scurried is scurry. There is a consonant before the y in scurry. This means we drop the y before adding -ied.

Hold up the word card envying. Point out that even though the base word envy ends with a consonant before the y, we do not need to drop the y before adding -ing.

Have students work with a partner. Give each pair of students the word cards from BLM 3 and the category cards Vowel + -y and Consonant + -y. Tell students to look carefully at each word and its ending and decide whether the base word is a word with a vowel plus the letter y or a word with a consonant plus the letter y. Have the pairs sort the words into the correct categories.

After the pairs have finished sorting, have them look at the words in the Consonant + -y category and find the words where the y is not dropped before adding the inflectional ending. (carrying, emptying, envying)

Writing Sort

Write the following inflectional endings on the chalkboard: -s, -ies, -ed, -ied, -ing.

Have students copy the endings into their word study notebooks to create a five-column chart. Give students the word cards from BLM 4 and ask them to write the words in the appropriate columns, depending on their endings.

Spelling. Have students write vowel + y and consonant + y next to each other in their word study notebooks. Ask them to write the unit spelling words in the appropriate column.

Providing Support

If students need practice understanding how and when to use the different tenses, provide sentence frames for them to practice using different tenses: Juan ______. He is always ______. Yesterday he ______. (studies, studying, studied)

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.
**Speed Sort**

Write the following two categories on the chalkboard: *Vowel + -y, Consonant + -y*. Review with students what the difference is between the two types of words when we add inflectional endings. Have students brainstorm several words for each category as you record them on the chalkboard.

Give each student a set of category cards from BLM 2, a set of word cards from BLM 5, and a stopwatch. Tell students to time themselves as they sort the word cards. Students can try a second time to see if they can sort the cards faster.

**Applying Meaning.** Give students BLM 7 and have them complete the cloze, choosing the word with the correct *y* + inflectional ending spelling.

<table>
<thead>
<tr>
<th>Vowel + -y</th>
<th>Consonant + -y</th>
</tr>
</thead>
<tbody>
<tr>
<td>annoyed</td>
<td>accompanies</td>
</tr>
<tr>
<td>betrayed</td>
<td>classified</td>
</tr>
<tr>
<td>repays</td>
<td>denying</td>
</tr>
<tr>
<td>displaying</td>
<td>identifies</td>
</tr>
<tr>
<td>employed</td>
<td>justified</td>
</tr>
<tr>
<td>multiplying</td>
<td>specified</td>
</tr>
<tr>
<td>specified</td>
<td>married</td>
</tr>
<tr>
<td>married</td>
<td>steadied</td>
</tr>
<tr>
<td>occupies</td>
<td>occupied</td>
</tr>
<tr>
<td>occupied</td>
<td>terrified</td>
</tr>
</tbody>
</table>

**Assessment Tip**

Notice if students are able to correctly add the *y* + inflectional endings to the base words. Note which inflectional endings appear to give students the most trouble and provide extra practice.

**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.
**Word Study & Vocabulary 1: Unit 9: Adding inflectional endings to words ending in \( -y \)**

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**Day Four**

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**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 vowel plus \( y \) and consonant plus \( y \) base words and words with inflectional endings.

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**Waiting for Mom**

One Saturday afternoon, Antonio and I got tired of playing in our apartment. We wanted to play outside in the park, but Mom said we were too young to go alone.

"But Mom," I said, "the park is just across the street and you can see us from the window."

She shook her head, "No."

"George and his brother go to the park without their mother," I told her.

"You forget," replied Mom, "that their grandfather accompanies them to the park."

\(*\text{The Lord's name is never invoked.}*)

We decided to go play with Tomkins. Tomkins is a big orange cat that belongs to the woman employed as the building manager. She's also Mom's best friend.

When we got to the office, we found Tomkins studying something outside the window. He had spied a red-headed bird pecking the tree outside the front door. His tail was still swinging back and forth with his excitement.

"Oh, dear Tomkins fear to any trouble," I thought, "just like us."

I have to find out what kind of bird that is" Antonio said. We walked back upstairs to our apartment and spent the next hour identifying the bird.

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**Word Hunt**

Give each student a copy of the reading passage on BLM 9. Tell them they are to read the passage and then hunt for words that have inflectional endings added to words ending with \( y \).

Have students circle the vowel plus \( y \) words and underline the consonant plus \( y \) words.

Have students write each word they found in their word study notebooks and then write the base words next to them.

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**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: **scarves, hooves, salmon**.

Dictate the following words from this week's unit, one at a time, having students write them on the BLMs: **enjoying, delays, destroyed**.

Dictate the following sentence and have students write it on their papers: **Although Rema had applied herself to her math studies, she still had trouble with multiplying large numbers**.

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

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**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.

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**Spelling Practice**

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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 adding inflectional endings to words ending in y using the Quick-Check for Unit 9.

Suggestions for Independent Practice

Make Words. Have magnetic letters or letter tiles available for students to use. Have students work with a buddy to select several of the words from their word cards and then take turns using the magnetic letters to spell the base words of each.

Open Sort. Give pairs of students the word cards from BLMs 3–5. Tell them to think of ways to sort the words. When the words have been sorted, have pairs try to guess how other pairs have sorted their words.

What’s the Base? Have students work with a partner. Partners should take turns saying a word with its inflectional ending and then asking the other person what the base word is and then to spell the base word. For example, one student would say supplies, the other student would answer supply and then spell it.

Word Equations. Have students select eight word cards and then write word equations to show how the inflectional endings are added. Then have them trade their word equations with a friend and write the words from their friend’s equations, for example; worry – y + i + -es = worries.
Unit 9 Quick-Check: Adding Inflectional Endings to Words Ending in -y

Answer Questions
Directions: Write the y + inflectional endings, -s or -es, -ed, and -ing for each word on the blank lines.

1. empty __________________ __________________ __________________
2. replay __________________ __________________ __________________
3. destroy __________________ __________________ __________________
4. terrorize __________________ __________________ __________________

Apply
Directions: In the space below, list three to five words you know that have a y + inflectional ending.

_________________________ ___________________________ __________________________

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

<table>
<thead>
<tr>
<th>Vowel + -y</th>
<th>Consonant + -y</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word Bank
betray, decay, deny, annoy, bury, empty, multiply, overstay

Think and Write about Adding Inflectional Endings to Words Ending in -y
Directions: In the space below, explain how understanding adding inflectional endings to words ending in -y helps you as a reader, speller, and writer.