

ADDING SUFFIXES THAT CHANGE BASE WORDS' FINAL Y TO I

LESSON 17

OBJECTIVES

- Students will read words in which the final *y* of the base is changed to *i* when a suffix is added.
- Students will spell words in which the final *y* of the base is changed to *i* when a suffix is added.
- Students will identify when to change the final *y* of a base to *i* when a suffix is added.

MATERIALS

- Lesson 17 word cards*
- Base word cards from previous lessons
- Flip cards*
- Suffix math worksheet*
- Word web templates*
- Board and markers or chalk for teacher
- Personal whiteboards and dry-erase markers for students
- Notebook paper

*Blackline master available on CD.

TIPS

- Refer to the Appendix for list of words in which the *y* of the base changes to *i* when a suffix is added.
- The final *y* rule: If a base word ends in consonant-*y*, change the *y* to *i* before adding the suffix.
- The *i* usually retains the sound of the *y* in the base word. For example, in *marry* and *married*, both the *y* and *i* make the /ē/ sound; in *cry* and *cries*, both the *y* and *i* make the /i/ sound. There are a few exceptions, however, such as *happily*, *plentiful*, and *easily*.
- The suffix *es* is added to a base word ending in consonant-*y*, rather than the suffix *s* (e.g., *cry*, *cries*; *puppy*, *puppies*).
- The final *y* does not change when the suffix begins with *i* (e.g., *ing*, *ish*) because doing so would create an awkward spelling (e.g., *study* becomes *studying*, not *studiing*). Teach this exception after students have mastered the final *y* rule. An example teacher model is provided in the Generalizations section of this lesson.
- Do not include examples with /ing/ or /ish/ suffixes.
- Provide direct feedback to students.

DAILY REVIEW

DOUBLING RULE AND SILENT E RULE

Write the following words on the board: *sliding*, *risky*, *ripper*, *fluffy*, *riper*, *madly*, *moped*, *crabby*, *hopeful*, and *hopping*. Review the doubling rule and the silent-*e* rule for adding suffixes to base words. Have students read the words and determine whether the base word changed when the suffix was added.

Teacher: We have learned two rules about base words that change when a suffix is added. One rule is the doubling rule, in which the final consonant of a base word is doubled. What are the three questions to answer when deciding whether a consonant is doubled?

Emma: Is there only one vowel in the base word?

Teacher: Good, that's one question. What's another question to ask yourself?

Yvonne: Does the suffix begin with a vowel?

Teacher: Yes, the suffix must begin with a vowel. What is the final question?

Emma: Is there only one consonant after the vowel in the base word?

Teacher: Yes, those are the three questions. Look at the words on the board and tell me a word that follows the doubling rule...Raymond?

Raymond: *ripper*

Teacher: What is the base word in *ripper*?

Raymond: *rip*

Teacher: Correct. *Rip* has just one vowel, followed by just one consonant. The suffix, *er*, starts with a vowel, so the *p* was doubled.

Let's review the silent *e* rule. What is the rule for dropping the *e* in a base word?

Emma: When the suffix starts with a vowel, drop the silent *e*.

Teacher: What word on the board has a silent *e* that has been dropped?

Terrence: *riper*

Teacher: What is the base word?

Terrence: *ripe*

Teacher: Excellent. Please read each of the words on the board as I point to it. Say the base word, and then say the whole word. If the base word changed, show me a thumbs-up.

[Point to sliding.]

Students: *slide, sliding*

[Students show a thumbs-up.]

Have students continue reading words as you point to them.

OPENING

*[Write **happy, est, and happiest** on the board.]*

Teacher: Today, we will learn another rule about base words that change when adding a suffix. It is called the final **y** rule. *Happiest* is an example of this new rule. The final **y** in the base word, *happy*, changes to *i* before the suffix, *est*, is added.

MODEL AND TEACH: ACTIVITY 1

INTRODUCE THE FINAL Y RULE

Write the words *lucky, silly, study, baby, party, and play* on the board. Write the suffixes *er, s, ing, est, and ed* on the board. Teach the final **y** rule: When the final **y** of a base word is preceded by a consonant, the **y** changes to *i* when a suffix is added, regardless of whether the suffix begins with a vowel or consonant. Demonstrate the rule on a variety of base words ending in consonant-**y**. Demonstrate that a base word ending in vowel-**y** does not change when adding a suffix.

*[Point to **lucky**.]*

Teacher: Please read this word.

Students: *lucky*

Teacher: I want to add the suffix *est* to form the word *luckiest*. The final **y** rule helps me determine whether the final **y** changes to *i* before adding the suffix. The final **y** changes to *i* if the answer to the following question is “yes”:

Is the final **y** in the base word preceded by a consonant?

*[Point to **k**.]*

Teacher: Yes, it is. Because the answer is “yes,” the final **y** in the base word is changed to *i*...

*[Change the **y** in **lucky** to **i**.]*

Teacher: ...and the suffix is added.

*[Add **est** to form **luckiest**.]*

Teacher: *Lucky, luckiest*: Repeat, please.

Students: *lucky, luckiest*

Teacher: Terrence, what is the next word?

Terrence: *silly*

Teacher: I want to add *ness* to form *silliness*. Let's figure out whether the final *y* should change to *i*. Is the final *y* in the base word, *silly*, preceded by a consonant?

Students: Yes.

Teacher: So the final *y* changes to *i* before the suffix is added.

[Replace the y in silly with i. Add ness to form silliness.]

Teacher: *Silly, silliness*: Repeat, please.

Students: *silly, silliness*

Teacher: Please read the next word.

Students: *party*

Teacher: I want to form the word *parties*. Is the final *y* in *party* preceded by a consonant?

Students: Yes.

Teacher: So *y* is changed to *i*.

[Replace the y in party with i.]

Teacher: When the suffix is *s*, you add *es*, instead of *s*.

[Complete parties by adding es.]

Teacher: *Party, parties*: Repeat, please.

Students: *party, parties*

Teacher: Please read the next word.

Students: *play*

Teacher: I want to change *play* to *playful*. Let's see whether the final *y* rule causes me to change the final *y* to *i*. Is the final *y* in *play* preceded by a consonant?

Students: No.

Teacher: So the final *y* does not change—*ful* is simply added to the base word.

[Add ful to play.]

Teacher: Read the base word and whole word, please.

Students: *play, playful*

MODEL AND TEACH: ACTIVITY 2

READING WORDS THAT FOLLOW THE FINAL Y RULE

DECODING

Write 10 to 15 words on the board that follow the final *y* rule (e.g., *funnier, soggiest, families, happiness, carried, monkeys*). Teach students to look for the base word and suffix. Think aloud to demonstrate the process of determining the base word. Then, put the base word and suffix together to form the whole word.

Teacher: It is important to identify the base word and suffix in words. When reading a word with a suffix, if the letter preceding the suffix is *i*, that's a clue that the final *y* in the base word probably changed to *i*. For example, if you see this word...

[Point to funnier.]

Teacher: ...you recognize the suffix *er*.

[Circle er.]

Teacher: The word part in front of it...

[Underline funni.]

Teacher: ...isn't a word. But you know the final *y* rule means a final *y* was changed to *i*. We can change the *i* back to *y*.

*[Write **funny**.]*

Teacher: *Funny* is a word you know. I can put the base word and suffix together to read the word: *funny, er, funnier*. Repeat, please.

Students: *funny, er, funnier*

Teacher: Take a look at the next word.

*[Point to **soggiest**.]*

Teacher: I see the suffix *est*.

*[Circle **est**.]*

Teacher: The word part in front is spelled *s-o-g-g-i*. I'll try using a *y* instead of the *i*.

*[Write **soggy**.]*

Teacher: *Soggy, est, soggiest*: Please repeat.

Students: *soggy, est, soggiest*

Teacher: Here's an example sentence: *My cereal is soggy when I pour too much milk on it*. Who can give me another example of something that is soggy?

Emma: *My shoes got soggy when I walked in a puddle*.

Teacher: Great! Let's read the rest of the words.

Continue reading the rest of the words, gradually reducing your scaffolding.

TIPS

Heavily scaffold this activity initially. As students gain proficiency, they will not need to be led through each step.

MODEL AND TEACH: ACTIVITY 3

SPELL WORDS, USING THE FINAL Y RULE ENCODING

Dictate words in which the silent **e** is dropped when a suffix is added. Model by using the following steps:

1. Say the word.
2. Say the base word and suffix.
3. Determine whether the final **y** rule causes the final **y** of the base word to change to **i**.
4. Spell the word.
5. Check your spelling by reading the word you wrote.

Teacher: Listen as I model how to use the final **y** rule when spelling a word.

First, say the whole word, *happiness*.

Then, say the base word and suffix: The base word is *happy*, and the suffix is *ness*.

Determine whether the final **y** rule causes the base word's final **y** to change to **i**. Is the base word's final **y** preceded by a consonant? Yes, **p** precedes **y**.

Because the answer is "yes," I change the final **y** to **i** and add the suffix.

[Write the word as you say the letters.]

Teacher: Spell the base word, changing the final **y** to **i**: *h-a-p-p-i*, and then add the suffix: *n-e-s-s*.

[Complete happiness.]

Teacher: Read the word: *happiness*.

Now, we'll all follow the steps together to spell *carried*. Here's the word in a sentence: *I carried the groceries inside*. Say the word.

Students: *carried*

Teacher: Say the base word and suffix.

Students: *carry, /d/*

Teacher: Determine whether the final **y** rule applies. Is the base word's final **y** preceded by a consonant?

Students: Yes.

Teacher: So change the **y** to **i** and add the suffix.

[Write the word as you say the letters.]

Teacher: Spell the base word, changing the final **y** to **i**: *c-a-r-r-i*.

When we hear a word that means something is past, and it ends with the /d/ sound, how is /d/ spelled?

Students: *ed*

*[Add the suffix to the word to make **carried**.]*

Teacher: Then, I read the word: *carried*.

Let's spell another word: *families*. Here's the word in the sentence: *Our families are having dinner together*. Say the word.

Students: *families*

Teacher: Say the base word and suffix.

Students: *family, /z/*

Teacher: Apply the final **y** rule. Is the base word's final **y** preceded by a consonant?

Students: Yes.

Teacher: So, will I change the **y** to **i** and add the suffix?

Students: Yes.

Teacher: Correct. What suffix says /z/?

Students: *s*

Teacher: Remember, when you're adding the suffix *s*, you change *y* to *i* and add *es*. Now I will spell the word.

[Write the word as you say the letters.]

Teacher: *F-a-m-i-l-i-e-s*: Please read the word.

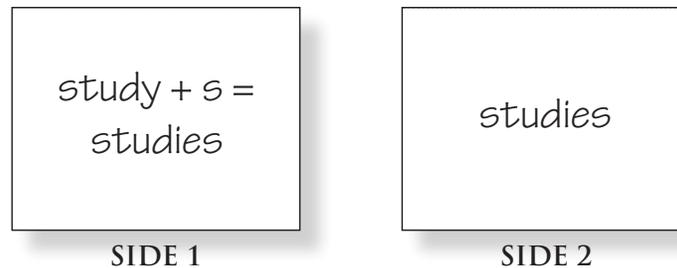
Students: *families*

GUIDED PRACTICE: ACTIVITY 1

FLIP CARDS

DECODING

Gather the flip cards, which have a base word, suffix, and whole word on Side 1 and only the whole word on Side 2 (see the following graphic). The cards include a variety of learned words with suffixes; most consist of base words with a final *y*. Have students go through the cards, reading Side 1 first, saying only the base word and whole word. After students have read Side 1 of all the cards, they read Side 2.



Teacher: We will read cards with two sides. We'll start with Side 1, which gives you practice for when you will read Side 2. Side 1 has the base word, suffix, and whole word laid out like an equation, which is something you have seen before. You will say the base word and the whole word.

*[Show the **copy + er = copier** card.]*

Teacher: For example, this card would be read *copy, copier*. Repeat, please.

Students: *copy, copier*

Teacher: Raise your hand to tell me whether the base word changed...Raymond?

Raymond: *Copier* has *i* instead of *y*.

Teacher: Very good. The final *y* changed to *i*. Yvonne, can you tell me why it changed?

Yvonne: Because *copy* ends with *p-y*.

Teacher: Wow, that's impressive knowledge of the final *y* rule. Here is the next card.

[Show the decay + s = decays card.]

Teacher: On my cue, everyone, say the base word and whole word.

[Gesture.]

Students: *decay, decays*

Teacher: Good reading! Did the base word change, Emma?

Emma: No, it stayed the same.

Teacher: You're right. Why didn't the final *y* in *decay* change when suffix *s* was added?

Emma: Because *decay* has *a-y* at the end. If there's a vowel and then *y*, it doesn't change.

Teacher: Correct. When the base word ends with vowel-*y*, the *y* doesn't change. Here's the word in a sentence: *My dentist says I must brush my teeth or they will decay.* What do you think *decay* means?

Terrence: I think it means when something rots and gets bad. If you don't brush your teeth, they rot.

Teacher: That's right. *Decay* means "to rot or decompose."

Continue reading Side 1 of the cards. When finished, have students read the words on Side 2.

ADAPTATIONS

- Use a spinner to determine the number of cards each student will read.
- When students are reading Side 2, have them say the base word and whole word.

GUIDED PRACTICE: ACTIVITY 2

PICK A SUFFIX

DECODING AND ENCODING

Compile a stack of base word cards, most of them ending in a **y**. Write the following suffixes on the board: **ed, er, est, ness, s, es, ly**. Display one word card at a time. Have students choose a suffix to add to the base word and write the newly formed word on their whiteboards. Then have students read the words. Because students choose which suffix to add, different students will form different words. This is fine, as long as the words are real words.

Teacher: I will show you a base word, and you will add one of the suffixes on the board to form a new word. You will need to figure out whether the base word changes when the suffix is added. You might not all choose the same suffix; that's OK, as long as you form a real word. Write your word on your whiteboard. You'll take turns coming to the board to write your word.

I'll demonstrate with the first word.

[Show hurry.]

Teacher: What is the word?

Students: *hurry*

Teacher: Now, I choose a suffix to add. Hmm, I think I will add **ed** to form the word **hurried**. Emma, how do I figure out whether the base word changes?

Emma: Look at the end of the word. It ends with **r** and then **y**, so you have to change the **y** to **i** before you add the suffix.

Teacher: Very nice job. I would like everyone to write **hurried** on their whiteboards. Hold them up when you are done.

[Students write the word and show their whiteboards.]

Teacher: I see that everyone changed **y** to **i** before adding the suffix. I'm impressed! Say the base word and whole word, everyone.

Students: *hurry, hurried*

Teacher: Here is the next base word.

[Show easy.]

Teacher: Choose a suffix to add that will form a real word.

[Students choose suffixes and write their words on their whiteboards.]

Teacher: This is very interesting because I see two different words that were formed by adding two different suffixes. And each of the words is a real word! Great job. Terrence, please read your word.

Terrence: *easier*

Teacher: Yvonne, you formed the same word. What suffix did you add?

Yvonne: *er*

Teacher: Everyone, say the base word and the whole word.

Students: *easy, easier*

Teacher: Emma, read your word.

Emma: *easiest*

Teacher: Raymond, what suffix did you and Emma add?

Raymond: *est*

Teacher: Everyone, say the base word and the whole word.

Students: *easy, easiest*

Teacher: Raymond, please explain why the base word changed.

Raymond: Because *easy* ends with *s-y*, so *y* changed to *i*.

GUIDED PRACTICE: ACTIVITY 3

SUFFIX MATH

ENCODING

Distribute the worksheet, which depicts forming words as an equation (see the following graphic). Dictate words that follow suffix rules that students have learned, mostly words in which the final *y* changes to *i* when a suffix is added. Have students spell the words by completing an equation for each word.

	Base Word	+	Suffix	=	Whole Word
1		+		=	
2		+		=	

Teacher: I'll dictate words for you to spell. For each word, you'll complete an equation on your worksheet by filling in the base word, suffix, and whole word. Identifying the base word and suffix is important because it helps us know which spelling rules to follow.

We'll begin by completing some equations together. The first word is *spied*. Here's the word in a sentence: *I spied on the club so I could learn their secrets*. What's the word?

Students: *spied*

Teacher: Say the base word and suffix.

Students: *spy, /d/*

Teacher: Write *spy* on the base word part of the first equation on your worksheet.

[Students write.]

Teacher: How do you spell *spy*, Terrence?

Terrence: *s-p-y*

Teacher: Correct. I'll write the equation on the board, so you can follow along.

*[Write **spy** on the board.]*

Teacher: What is the suffix?

Students: /d/

Teacher: How do you spell the suffix /d/?

Yvonne: e-d

Teacher: That's right. Write that in the suffix column.

[Students write.]

Teacher: The equation says that the base word plus the suffix equals the whole word. So far, we have **spy** plus **ed**. We must determine whether the final **y** rule will cause the base word to change. Then we can write the whole word. What question do you ask to determine whether the base word changes?

Yvonne: Does the base word end with consonant-**y**?

Teacher: Does it?

Yvonne: Yes, **spy** has **p-y** at the end.

Teacher: Because the answer is "yes," what does the final **y** rule say to do?

Students: Change the **y** to **i** and then add the suffix.

Teacher: Excellent. Please write the whole word on your worksheet.

[Students write.]

Teacher: Raymond, please say the word and then spell it.

Raymond: **spied**, s-p-i-e-d

Teacher: Nice job, everyone! The next word is **copies**. Repeat, please.

Students: **copies**

Teacher: Say the base word and suffix.

Students: *copy, /z/*

Teacher: Write the base word and suffix on your worksheet.

[Students write.]

Teacher: Emma, how did you spell the base word?

Emma: *c-o-p-y*

*[Write **copy** on the board.]*

Teacher: How is the suffix spelled, Raymond?

Raymond: *s*

Teacher: That is correct. I'm pleased you remembered that even though the suffix says /z/, it is formed by the letter *s*.

*[Write **s** on the board.]*

Teacher: What is the extra rule about the suffix *s* when you are applying the final *y* rule?

Emma: If you change the *y* to *i*, add *es*.

Teacher: Excellent! Now you're ready to spell the whole word. Complete the rest of the equation for *copies*.

[Students fill in answers.]

Teacher: Yvonne, how did you spell *copies*?

Yvonne: *c-o-p-i-e-s*

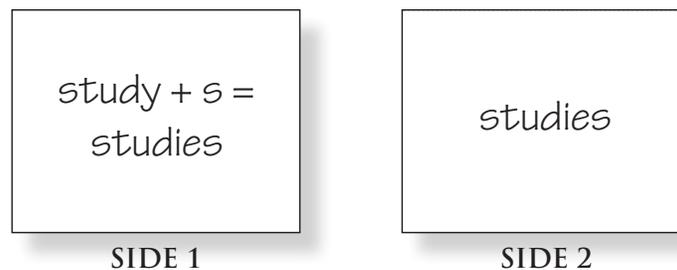
Teacher: Yes! Great job, everyone!

INDEPENDENT PRACTICE: ACTIVITY 1

PARTNER FLIP CARDS

DECODING

Use the same flip cards as in Guided Practice Activity 1 (see the following graphic for an example). Have students work in pairs, and give each student a stack of cards. Have Student A show Side 2 of a card to Student B. Then, have Student B say the base word and whole word. Have Student A use Side 1 to check the accuracy of Student B's answer. Then, reverse the roles and move on to another card.



Teacher: This activity uses the flip cards that we used earlier, but this time, you will read only Side 2, which has the whole word on it. Side 1 will be used to check answers. You will work in pairs.

For example, pretend that Emma and Yvonne are a pair. Emma shows Side 2 of a card to Yvonne. Yvonne says the base word and the whole word, even though Side 2 shows only the whole word. Emma checks Yvonne's answer by looking at Side 1. Then, Emma and Yvonne switch roles with the next card.

INDEPENDENT PRACTICE: ACTIVITY 2

POINT AND READ

DECODING

Place 15 to 20 word cards faceup on a table. Include a variety of words, so that students apply the final *y* rule as well as discriminate among other rules they have learned about adding suffixes to base words. Point to a word and call on a student to read the word. Use a quick pace. Occasionally question students to assess their understanding.

Teacher: When I point to a word and say your name, read the word aloud. Everyone else, read silently. I will go quickly, so pay attention.

*[Point to **earliest**.]*

Teacher: Yvonne?

Yvonne: *earliest*

*[Point to **enjoyable**.]*

Teacher: Terrence?

Terrence: *enjoyable*

Teacher: Great job. Now let's speed it up!

Continue until all the words have been read.

ADAPTATION

- Have students keep the cards they read correctly.
- Turn facedown cards that have been read correctly.

INDEPENDENT PRACTICE: ACTIVITY 3

WORD WEBS

ENCODING

Have students complete word webs (templates are provided on the CD) for base words ending in *y*. Dictate a whole word (e.g., *supplier*). Have students write the base word in the middle bubble (*supply*) and the whole word in one of the outer bubbles. Dictate other words that use the same base word (e.g., *supplies*, *supplied*). Have students write these words in the outer bubbles. Draw a sample web on the board and demonstrate as you give directions.

Teacher: You will complete a word web for base words ending in *y*. First, I'll dictate a whole word: *sillier*. Write the base word in the middle bubble.

*[Write **silly** in the middle bubble.]*

Teacher: Then write *sillier* in one of the outer bubbles.

[Demonstrate.]

Teacher: I'll dictate other words with the same base word. Write those words in other outer bubbles. When the web is complete, the middle bubble will show the base word, and the outer bubbles will show words formed when suffixes are added to that base word.

TIP

Choose base words that form at least two whole words.

ADAPTATION

Dictate only the base word and have students think of suffixes to add to form whole words.

MONITOR LEARNING

Check whether students accurately identify base words and suffixes.

GENERALIZATION

After students have mastered the final **y** rule, teach this exception to the rule: When the suffix begins with letter *i*, the base word's final **y** does not change.

TEACHER MODEL

DECODING

Teacher: When the suffix begins with the letter *i*, the final **y** is not changed to *i*. Let's look at an example.

*[Write **study** on the board.]*

Teacher: Read the word, please.

Students: *study*

Teacher: I want to change it to *studying*. When the suffix begins with *i*, the base word's final **y** doesn't change. Since /ing/ begins with *i*, /ing/ is simply added to the base word.

*[Write **studying**.]*

Teacher: If we changed *y* to *i* before adding /ing/...

*[Write **studiing**.]*

Teacher: ...it would create a double vowel and would be confusing.

*[Erase **studiing**.]*

Teacher: *Study, studying*: Please repeat.

Students: *study, studying*

*[Write **baby** on the board.]*

Teacher: Terrence, what is this word?

Terrence: *baby*

Teacher: Let's change it to *babyish*. Here's the word in a sentence: *Sylvia thought the bow in her hair was too babyish.*

Is the final *y* in the base word preceded by a consonant?

Students: Yes.

Teacher: The suffix begins with *i*, however, so *y* does not change to *i*. I simply add the suffix to *baby*.

*[Write **babyish**.]*

Teacher: *Baby, babyish*: Repeat, please.

Students: *baby, babyish*

TEACHER MODEL**ENCODING**

Model, using the following steps:

1. Say the word.
2. Say the base word and suffix.
3. Determine whether the final **y** rule causes the final **y** of the base word to change to *i*.
4. Spell the word.
5. Check your spelling by reading the word you wrote.

Teacher: Listen to the word: *trying*. Say the word.

Students: *trying*

Teacher: Say the base word and suffix.

Students: *try, ing*

Teacher: Apply the final **y** rule. Is the base word's final **y** preceded by a consonant?

Students: Yes.

Teacher: But the suffix /ing/ begins with *i*. So, does the final **y** change to *i*?

Students: No.

Teacher: Very good! When the suffix begins with *i*, the base word does not change. Just add the suffix: *t-r-y-i-n-g*. Please read the word.

Students: *trying*

LESSON 17 WORD CARDS

<i>busiest</i>	<i>carries</i>	<i>cloudier</i>
<i>bodies</i>	<i>carrier</i>	<i>cities</i>

First of 6 pages

FLIP CARDS

<i>studies</i> study + s =	<i>studies</i>
<i>copier</i> copy + er =	<i>copier</i>

First of 18 pages

SUFFIX MATH

	Base Word	+	Suffix	=	Whole Word
1		+		=	
2		+		=	
3		+		=	
4		+		=	
5		+		=	
6		+		=	
7		+		=	
8		+		=	
9		+		=	
10		+		=	
11		+		=	
12		+		=	
13		+		=	
14		+		=	

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WORD WEBS

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