



/y/



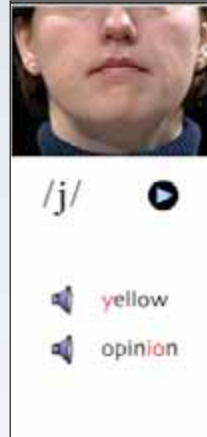
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PHONEMIC AWARENESS

- Let's start by learning how the phoneme /y/ should be sounded.
- To make the /y/ sound, open your mouth slightly and press the sides of your tongue against the top teeth. Raise your tongue to stop the flow of air that passes over your arched tongue.
- Use the link in the online lessons to go to the *Iowa University website* and click on the triangle to hear how the phoneme short vowel /y/ should be sounded.
- Note that the Iowa University site uses /j/ to write the phoneme, but we will be using /y/.



American Pronunciation
[University of Iowa](#)

Australian Pronunciation
[Get Reading Right](#)

British Pronunciation
[Phonics International](#)

Scroll to the middle of the page.

You must have Flash 7 or higher plug-in to use these pages.

PHONEMIC AWARENESS

- Tell the students they are going to learn the /y/ sound.
- Demonstrate how the word “you” has the /y/ sound at the beginning of the word.
- Download the Song Sheet “If You’re Happy and You Know It.”
- Read out, or sing the song, “If You’re Happy and You Know It,” emphasizing the /y/ sounds at the beginning of words.



Song Sheet
[If You're Happy and You Know It](#)
SongSheet from KIDIDDLES



PHONEMIC AWARENESS

- Tell the students that the word “yo-yo” begins with the /y/ sound.
- Pretend to play with a yo-yo, and say /y/.
- Ask students to do the same. Tell them to use this movement when they say or hear the /y/ sound.

Action for /y/

To help students remember phonemes, we associate an action with the sound. The action for /y/ is yo-yo.

PHONEMIC AWARENESS

- Get *ReadingLessons* sound/symbol card 27.
- Show the front of the card and ask what is in the picture. Ask what sound “yo-yo” begins with.
- Ask the students to listen for the /y/ sound and repeat it in the word “yo-yo,” and do the “yo-yo” motion as they say the /y/ sound.



Sound/Symbol Cards Cards

Print on a thick paper or card. Fold the sheet down the center on the dotted line. Cut the cards into four and glue. For extra durability, you can laminate the cards.



PHONEMIC AWARENESS

- Tell the students that you are going to say some words that begin with the /y/ sound and some that do not.
- Ask them to make the “yo-yo” action and say /y/ when they hear the sound at the beginning of the word.
- Here are the words:

**yellow, wait, vest, yell,
van, yolk, wall, yesterday**

- Be sure to leave plenty of time between saying each word for the students to respond.

More words to use that have the /y/ sound at the beginning of words:

yatch, yak, yam, yank, yard,
yarn, yawn, year, yes, yoke,
you, young, your, yo-yo

PHONEMIC AWARENESS

- Tell the students they should make the “yo-yo” movement and say /y/ when they hear the /y/ sound at the beginning of a word in the verse you are going to read them.
- Here’s the verse:

**You have a yellow yo-yo.
Yesterday, you had a red yo-yo.
Last year, you had a blue yo-yo.
You are lucky to have so many yo-yos.**

- Repeat the verse until the students can identify all the beginning /y/ sounds in the verse.

Another verse to help teach the /y/ sound

Yesterday, I ate your yoghurt,
Last year, I lost your yo-yo.
You yelled at me in the yard,
You be nice, it’s not that hard.



SOUND/LETTER RELATIONSHIP

- Give out the sound/symbol card for /y/.
- Show the back of the card.
- Point to the small **y** and say this is how we write the letter for the sound /y/.
- Point to the capital **Y** and say this is how we write big /y/ which is for important words like people's names.
- Point to the word "yo-yo" and say this is how we write the word "yo-yo." Point out the letter **y** and say this is how we write the /y/ sound at the beginning of the word "yo-yo."



Sound/Symbol Cards
[Cards](#)

SOUND/LETTER RELATIONSHIP

- Give out the *KIDiddles* writing practice sheet for **y Y**.
- Point to the small **y** and say this is how we write the letter for the sound /y/.
- Point to the capital **Y** and say this is how we write big /y/ which is for important words like people's names.
- Model the formation of the letter **y** for the students.

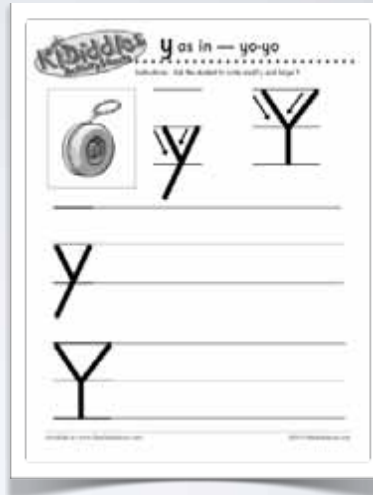


Writing Practice Sheets
[/y/ Writing Practice Sheet](#)



SOUND/LETTER RELATIONSHIP

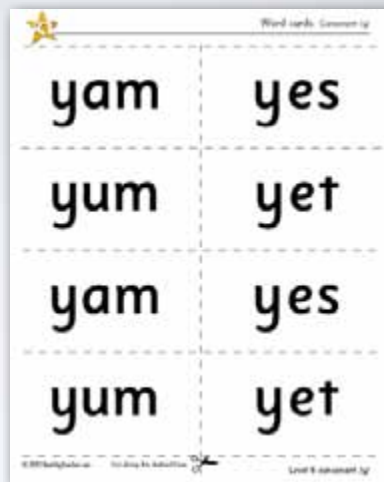
- Have students write the letter **y** in the air as they watch you write it.
- Have students trace the letters on the practice worksheets with their fingers.
- Ask the students to practice writing the small **y** and the large **Y** on the practice worksheets.



Writing Practice Sheets
[/y/ Writing Practice Sheet](#)

BLENDING

- Blending is the skill of sounding out letters all through a word into a natural sounding word.
- Using a Word Card, point to the first letter of the word and say the sound.
- Then pass your finger to the next letter and say the sound, and so on.
- For example, for the word **yes** say **yy-ee-ss**.
- Do this again more quickly until the word is pronounced naturally.



Cut where indicated to make eight cards

Word Cards
[Word Cards](#)



BLENDING

- Show the Word Card for **yam**.
- Say that the word begins with /y/.
- Ask a student to point to the letter that stands for /y/.
- Sound out **yam** while running a finger under each letter: /yy/aa/mm/.
- Say the word quickly **yam**.
- Have the students sound out the word with you.

A white rectangular box with a thin black border containing the word "yam" in a large, bold, black sans-serif font.

Word Cards

[Word Cards](#)