

Lesson 52: Y Rules

You always heard, “a, e, i, o, u, and sometimes y”, but never learned anything else about y. Y has one consonant sound and three vowel sounds. It is used as a silent vowel in two vowel teams and changes the sounds of “g” and “c” when it is after those letters. So Y is always important, no matter where it is in a word. These are the Phonics Rules to help you determine the sound of y in a word:

Phonics Rule: Y at the beginning of a word or a syllable is always a consonant and has the sound of “y” in yellow:

yellow	yell	yes	yarn
yard	yet	yam	yawn
yolk	yap	yodel	beyond
lawyer			

Phonics Rule: Y at the at the end of a short word or syllable says the long “i “ sound:

by	my	try	sty
fly	why	gyrate	dry

shy	sly	spy	sky
pry	cry	spry	defy
ply	reply	prophecy	supply

Phonics Rule: Y at the end of a long word [two or more vowels or syllables] says long “e” sound:

happy	pretty	any	many
baby	army	hefty	tiny
candy	hurry	sloppy	energy

namely

Young Yolanda

Young Yo/lan/da yelled and yelled at the top of her voice. Her yellow pup began to yelp and yap as his ears begin to hurt, yet Yolanda did not stop yelling. Soon the pup began to howl as young Yolanda yelled. Her mother yearned for her to go out in the yard and to stop yelling. “Go ride your yak,” she said, “or run the track.”

Yet young Yolanda yelled. When dad came home, he said, “Why don’t you yo/del instead of yell? Maybe you should sing Yule songs. Do something quiet using yellow yarn. Play with your yo/yo.”

“Yes, yes,” yielded Yolanda, as she yawned. And then she went to bed.

Phonics Rule: Y walking with or paired with another vowel in (ay) and (ey) says nothing. It is the second and silent vowel of the vowel team:

ay:

pay	lay	may	hay
Ray	say	day	play
stay	pray	tray	clay
gray	away	bray	nay
flay			

ey= Long E:

key	monkey	turkey	honey
donkey	valley	alley	galley

barl/ey	hock/ey	troll/ley	pul/ley
at/tor/ney	kid/ney	jer/sey	vol/ley
bal/o/ney	pars/ley		

-ey can also says the sound of long “a”. It is used at the end of a root word:

they	hey	obey	prey
grey	whey	sur/vey	con/vey
hey/day	ey/rie	a/bey/ance	

Phonics Rule: Y after the letter g, as in “gy”, makes the g say “j”. This is the g’s soft sound. Y’s sound will depend on the other rules:

gym	gyp	gypsy	gyroscope
gyst	gyp/sum	gyrate	energy

Phonics Rule: Y after the letter c, as in “cy”, makes the c say “s”. This is the c’s soft sound:

cymbal	cypress	Stacy	cycle
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Phonics Rule: When Y is the only vowel in a word with a silent “e” It has the long “i” sound:

style	type	rhyme	en/zyme
thyme	lyre	an/a/lyze	par/a/lyze
e/lec/tro/lyte		bye	rye

Phonics Rule: When “y” is the vowel in the middle of a word or in a syllable, it says the sound of short “i” as in the word “chin”.

hymn	gym	rhy/thm
syrup	phy/si/cal	crys/tal
sym/bol	plat/y/pus	mys/ter/y
cyl/in/der	syl/la/ble	sys/tem
symp/tom	sym/pho/ny	ly/ric
phy/si/cian	mys/ter/i/ous	myth
hyp/not/ic	myth/o/lo/gi/cal	nymph
cym/bals	hys/ter/i/cal	ox/y/gen
Gyp/sy	am/e/thyst	syn/o/nym
a/cry/lic	bi/cy/cle	phy/sique

syc/a/more

sy/ringe

tri/cy/cle

PRACTICE:

- 1.The youth/ful Yankee yachts/man sailed his yellow yacht (yŏt) last year.
- 2.Yes/ter/day he ate yum/my yams and egg yolks.
- 3.The yew is an evergreen tree with pois/on/ous berries.
- 4.A yard/stick is a mea/sur/ing stick three feet in length.
- 5.This hymn has a slow rhythm.
- 6.Playing bas/ket/ball in the gym is good physical ex/er/cise.
- 7.Do you like sy/rup on your pan/cakes?
- 8.Don't cry over broken crystal.
- 9.The flag is a sym/bol of our country.

10. Living things need **ox/y/gen** to breathe.

11. A **plat/y/pus** is a very unusual animal.



12. Zacchaeus climbed up the **syc/a/more** tree to see JESUS.



13. I rode my **bicycle** in the drive/way while my little sister rode her **tri/cycle**.

14. If you were born in February, your birth/stone is the **am/e/thyst**.

Symphony in the Gym



It was sup/posed to be an evening of music in the park, but the **sym/phon/y** or/ches/tra was set up in the **gym** because of the stormy weather. Although the

sound **system** in there was an an/cient type, the sound was **crys/tal** clear. There was no air con/di/tion/ing in the **gym**, and with people packed in there, it began to get stuffy and hot.

The concert began with the Battle **Hymn** of the Re/pub/lic, followed by a lively Scot/tish **lyric**. The    The crowd loved it when they played a **mys/ter/i/ous Gypsy** melody with a **hyp/not/ic rhy/thm**. The next was a song about a **myth/i/cal nymph** who rose out of the water to help sailors. The final song was a march in mil/i/tar/y style with **cym/bals** and drums and trum/pets.

It is a **mys/ter/y** why the lights went out as the **cymbals** loudly crashed to/geth/er. Some of the children became **hys/ter/i/cal** and began to cry, and some other people began to **phys/i/cal/ly** push and shove to get out of the doors and into the fresh air and **ox/y/gen**. Because it was dark, the people in the or/ches/tra could no longer read

their music nor finish the song. However, as people ran to the cars, the thunder and lightning outside provided a magnificent ending to the concert.

“For God hath not given us the spirit of fear; but of power, and of love, and of a sound mind.”

- 2 Timothy 1:7, King James Version

COMPREHENSION QUESTIONS:

1. Why did the symphony orchestra set up in the gym and not in the park?
2. What instruments were mentioned in this story?
3. Why was the orchestra not able to finish their song?

PROJECT: Take a few moments to memorize 2 Timothy 1:7. What is something you are afraid of? How can this verse help you to overcome that fear?