

Phonics
LESSON 16
Short Vowel /i/

MATERIALS		DECODABLE BOOK
li sound/symbol card	Phonemic awareness worksheet	<i>Did It Fit?</i>
li picture cards	Phonics worksheet	
li letter cards	Practice sheet	
Decodable word cards: teacher and student sets	Workmat	
High-frequency word cards		

Phonemic Awareness

Materials: Picture cards, phonemic awareness worksheet

- Say the word *in* and emphasize the short /i/ sound: /iii/ /n/. Ask students to listen for the short /i/ sound at the beginning of the word as you repeat it. Then have them say the word.
- Tell students you are going to say some words. Some of the words begin with /i/ and other words do not. Tell them they should say /i/ whenever they hear the short /i/ sound at the beginning of a word. Say the following words one at a time, allowing time for student response: *inch, egg, if, apple, it, umbrella, on, itch*.
- Say the word *pin*, emphasizing the /i/ sound, and ask students what sound they hear in the middle. Tell them that often they can hear the short /i/ sound in the middle of words. Say the following words one at a time, and ask students to say /i/ whenever they hear the short /i/ sound in the middle of a word: *pan, fill, win, hop, nick, him, tooth, tin*.
- Have students listen as you say the sentence: *If the snake hisses at the pig, the pig will hit it in the chin*. Repeat the sentence and have students clap whenever they hear the short /i/ sound. Then repeat the sentence and have them clap only when they hear /i/ in the medial position. Finally, repeat the sentence and have them clap only when they hear /i/ in the initial position.
- Say the following pairs of words to students and have them raise their hand when they hear a pair that rhymes: *lip/sip; sink/sank; fist/list; tick/tock; fix/mix; kin/tin*.
- Mix up the picture cards and place them in a pocket chart or along the chalkboard ledge as you name each one. Ask individual students to help you sort the pictures according to those that have /i/ in the medial position and those that don't.
- Give students the phonemic awareness worksheet for extra practice.

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Short Vowel /i/ continued

Introduce the Sound/Symbol Relationship for Ii /i/

Materials: Sound/symbol card

- Show students the sound/symbol card for *Ii*. Read the word *igloo* and point out that the letter *i* stands for the /i/ sound in *igloo*. Have students listen for the short /i/ sound as they read the word with you.
- Have a volunteer come up and point to the letter in the word *igloo* that stands for the short /i/ sound.

Blend the Sounds

Materials: Decodable teacher word cards

- Place the decodable teacher word cards *tin*, *fit*, *pin*, *hip*, *sit*, and *dig* in a pocket chart or along the chalkboard ledge. Ask students what the six words have in common. If students don't respond, point out they all have the /i/ sound in the middle. Ask them to tell you the letter that stands for the /i/ sound.
- Demonstrate sounding out the first word by saying each sound as you run your finger under the word: /t/ /iii/ /nnn/. Hold all sounds, except for the stop sound /t/, for one second. Then say the word quickly: *tin*.
- Have students sound out the word with you, holding the sounds, except for stop sounds, for one second.
- Repeat the process with the remaining words.
- Read all the words again with students. Ask them to find the words that rhyme. Ask how they can tell that the words rhyme.

Cumulative Review/Practice Sounds

Materials: Decodable student word cards

- Line up the decodable student word cards in the pocket chart or along the chalkboard ledge. Tell students that they have already learned the sounds to say these words. Point to each word and read it with students. Then have individual students read the words. If they have difficulty reading a word, model how to blend the sounds to sound it out.
- Have students take turns sorting the cards into groups according to the beginning sound. Repeat, having students sort the words according to the final sound and the patterns of sounds within the words.
- If time allows, put the decodable student word cards into a pile. Have students pull a word card from the pile, read it aloud, and use it in an oral sentence.

Spell Decodable Words

Materials: Letter cards, workmats

- Give students the letter cards and a copy of the workmat. Have them line up the letters *p*, *i*, and *n* under the boxes on their workmat. Say the word *pin* slowly. As you say the sounds, demonstrate how to push up each sound into a box on the workmat. Repeat and have students do theirs along with you.
- As you model, have students line up the letters *h*, *i*, and *p* under the boxes on their workmat. Say the word *hip*. Ask students what sounds they hear in the word. Then have them push up the letters one at a time as they say the sounds. Have them read the word they have made.
- Ask students what letters they need to spell the word *sit*. Have them use their workmat to spell the word *sit*. Repeat the process with the words *tin*, *fit*, and *dig*.
- If time permits, use other letters from the letter card page and have students spell words they have learned in previous lessons.

Introduce New High-Frequency Words: *his*, *no*, *was*

Materials: High-frequency word cards

- Tell students they are going to learn three new words that they need to be able to recognize and read quickly. Hold up the high-frequency word card *no* and read the word. Have students read it with you. Have them write the word *no* in the air with their finger as you spell it out loud with them, pointing to each letter on the card as you say the letter name.
- Repeat the process with the words *his* and *was*. Point out that the letter *s* makes the /z/ sound.
- Write the following sentences on the board:
Mom said _____ and I am mad!
The hat _____ for a dog.
_____ dog sat on the mat.

Read the sentences with students. Ask for volunteers to write the new high-frequency words in the appropriate blanks.

Practice High-Frequency Words

Materials: High-frequency word cards

- Tell students they are going to practice quickly reading the new words and words from other lessons. Use all the high-frequency word cards. Flash the words one at a time. If students do not know a word, tell them what it is. Mix up the cards and repeat the process several times.
- Place a set of the high-frequency word cards in the reading center for further practice, or provide students with individual sets of words for practice with a partner.

Read Words and Phrases**Materials: Practice sheet**

- Before students read the book, use the practice sheet to practice reading the words they will encounter in the book. Have them sound out each decodable word in rows 1 and 2 sound by sound as they run their fingers under the word.
- Have them read each high-frequency word in rows 3 and 4 quickly.
- Then have them practice reading the phrases and sentences.
- If students are having difficulty reading the words, provide more practice in blending and spelling the words before they move on to the decodable book.

Read the Decodable Book**Materials: Decodable book *Did It Fit?***

- Show students the cover of the book. Have them read the title with you as you run your finger under each word. Ask students what they see in the picture and what they think the story might be about.
- Turn to page 4 and ask a student to point to the high-frequency word *No*.
- Turn to page 7 and ask students what is on Tim's hat. Ask a volunteer to come up and point to the word that says *fig*. Have students say the word. Tell students that a fig is a kind of fruit.
- Give students their books. Read the first page together as you model how to sound out decodable words and read high-frequency words quickly. If you think students are able to read the book on their own, have them continue reading the book independently. If you think students need more support, continue to read the book with them.
- After reading the book, ask volunteers to read their favorite sentences in the book. Have them tell you who had the hip hat. Ask if the hip hat fit the pig.

More Practice**Materials: Phonics worksheet**

- Have students complete the phonics worksheet.