

# Short Vowel i (page 16)



## Materials:

- letter flashcards Aa-Zz
- letter i flashcard
- picture cards (six, pig, fish, dish, kick, pin, cat and any other cards that do not have the **short i** sound)
- page 16

## Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
  - *Hint:* You should develop a routine when doing this.
  - Teacher: "Letter?" Students: "A."
  - Teacher: "Sound?" Students: "/a/."
  - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.

## Preview: 5-7 minutes

- Show the **short vowel i** flashcard while saying the letter name and letter sound and have the students repeat
  - Teacher: "I, /i/ /i/ /i/" Students: "I, /i/ /i/ /i/"
- Show the picture cards for the words that have the **short vowel i** sound and say the name of the picture, emphasizing the **short vowel i** sound and have the students repeat
  - Teacher: "/i/ /i/ six"; students repeat
  - Teacher: "/i/ /i/ pig"; students repeat
  - Teacher: "/i/ /i/ fish"; students repeat
  - Teacher: "/i/ /i/ dish"; students repeat
  - Teacher: "/i/ /i/ kick"; students repeat
  - Teacher: "/i/ /i/ pin"; students repeat

## Modeling: 5 minutes

- Show the students a picture card that has the **short vowel i** sound.
  - Teacher: "/i/ /i/ six." Since the word has the short vowel /i/ sound, kiss your lips.
- Show the students a picture card that doesn't have the **short vowel i** sound.
  - Teacher: "/i/ /i/ cat". Since the word doesn't have the short vowel /i/ sound, sit still and quiet.
- Repeat as many times as necessary with different picture cards.

### Guided Practice: 5-7 minutes

- Play Which Side Game.
  - Label two sides of the room, the **short vowel i** side and the not **short vowel i** side.
  - Have the students stand in a line in the middle of the room, between the two sides.
  - Show a picture card and say /i/ /i/ and the word. Have the students repeat.
  - If the word has the /i/ sound, the students slide to the **short vowel i** side. If the word doesn't have the /i/ sound, the students slide to the not **short vowel i** side.
- Continue play until all the cards have been read by the teacher and repeated by the students.

### Independent Practice: 5-7 minutes

- Explain how to do page 16.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 16 to each student.

### Assessment: (during Independent Practice)

- As the students are completing page 16, monitor and give guidance/support/correction/praise, as needed.
- Use page 16 as a record and be sure to take note of students who may need more practice and/or instruction.

### Closure: 1-2 minutes

- Review each picture card.
  - Teacher: "/i/ /i/ six"; students repeat
  - Teacher: "/i/ /i/ pig"; students repeat
  - Teacher: "/i/ /i/ fish"; students repeat
  - Teacher: "/i/ /i/ dish"; students repeat
  - Teacher: "/i/ /i/ kick"; students repeat
  - Teacher: "/i/ /i/ pin"; students repeat