

Long i Words (page 57)

Materials:

- letter flashcards Aa-Zz
- **long i** flashcards
- picture cards (kite, pie, slide, cry, mice, fly, dive, tie, bike)
- word cards (kite, pie, slide, cry, mice, fly, dive, tie, bike)
- 2 beanbags
- page 57



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.
- You can also choose to play any of the games that have been taught in previous lessons.
 - Around the World
 - Flyswatter
 - Beanbag Toss
 - Relay Race
- Just adapt any of the games to help you review the letter names and sounds of the alphabet.

Preview: 5 minutes

- Show the **long i** flashcard and talk about how the letter **i** can make another sound, called the **long i** sound.
 - Teacher: "I /i/ /i/ /i/" Students: "I /i/ /i/ /i/"
 - Remind them how we can put a **silent e** at the end of a **short i** word, and the **short i** sound will change to a **long i** sound.
 - Tell them we can also have **i** and **e** together to make the **long i** sound. You can point out this often happens at the end of one syllable words. It is like the **silent e** rule only there is not a consonant between the **i** and the **silent e**.

- Tell them the letter **y** at the end of a word can also make the **long i** sound. Again, you can tell them this usually happens at the end of one syllable words.
- Show them the **long i** picture and word cards.
 - Show the picture and word card at the same time.
 - Read each of the words together, using the picture to help prompt them.
 - Ask the students what letters make the **long i** sound.
 - Teacher: “/k/ /i/ /t/ silent e kite”; students repeat
 - Teacher: “/p/ /i/ pie”; students repeat
 - Teacher “/cr/ /i/ cry”;students repeat

Modeling: 5-7 minutes

- Model how to play Beanbag Toss.
- Lay the word cards on the floor at one end of the room.
- Lay out the picture cards at the other end of the room.
- Stand in the middle of the room and toss a beanbag towards the word cards.
 - Look at the word card the beanbag landed on or near.
 - Say the word and the letters that make the **long i** sound and then run to the side of the room with the picture cards.
 - Find the picture card that matches the **long i** word that your beanbag landed on or near.
 - Bring it back to the center of the classroom, say the **long i** word and the letters that make the **long i** sound.
- Return the card back to the side of the room with the other picture cards and bring the beanbag back to the center of the room.

Guided Practice: 5-7 minutes

- Put the students in two lines in the middle of the room.
- Give the first student in each line a beanbag.
 - You will want to talk about tossing the beanbags gently and not throwing them.
- Play Beanbag Toss, following the directions above.
 - Make sure that there are only two students moving around at a time so that no one gets hit with a beanbag or runs into another student.
- Play until everyone has had a turn.
 - If it takes too long with only 2 groups you can make more groups, but make sure you have a big enough space to spread out the students.

Independent Practice: 5-7 minutes

- Explain how to do page 57.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 57 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 57, monitor and give guidance/support/correction/praise, as needed.
- Use page 57 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Read the words on page 57 together. Briefly, talk about what letters are used to make the **long i** sound.

