

Long i Word Families (page 8)



Materials:

- letter flashcards Aa-Zz
- **long i** flashcards
- picture and word cards (kite, bite, write, dive, drive, five, sky, cry, fry, light, flight, fight and any other picture and word cards that do not have the **long i** sound)
- individual **i silent e, y** or **igh** cards (only one for each student)
- page 8

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 them the 3 different **long i** flashcards and talk about how each one makes the **long i** sound.
 - Discuss how we can put the letter **i with a silent e** to make the **long i** sound. We can also put the letters **igh** together to make the **long i** sound. We can also use the letter **y** at the end of a one syllable word to make the **long i** sound.
 - Teacher: “/i/ /i/ /i/” Students: “/i/ /i/ /i/”
- Show them some of the **long i** picture cards, emphasizing the **long i** sound in each word.
 - Teacher: “/i/ /i/ kite”; students repeat
 - Teacher: “/i/ /i/ sky”; students repeat
 - Teacher: “/i/ /i/ light”; students repeat

Modeling: 7-10 minutes

- Give each student one **long i** card.
 - Each student will only have one way to make the **long i** sound on their card.
- Show a picture card and say the word that goes with the picture. Have the students repeat.
 - Now ask the students what letters they think make the **long i** sound in the word.
 - The students should look at the card they have and hold it up if they think they have the correct spelling.
 - Now hold up the word that matches the picture card.
 - Have the students tell you what letters they see in the word that are making the **long i** sound.
 - The students should check to see if they should or should not be holding up their card and make corrections if necessary.
 - Once the students with the correct card are showing it, read the word together.
 - Continue with as many picture and word cards as is necessary.

Guided Practice: 5-7 minutes

- Play Three Corners.
 - Place the three **long i** flashcards in different places around the room.
 - If you want to make this more challenging, add a fourth corner that says not a **long i** sound. Then make sure to add picture cards that do not have the **long i** sound.
 - Gather the students in the middle of the room.
 - Show a picture card.
 - Teacher: “/i/ /i/ bite”; students repeat
 - Teacher looks around the room to find the correct **long i** flashcard and moves (walks, hops, crawls, etc.) to that card; students follow.
 - Teacher: “/i/ /i/ bite”; students repeat and check to make sure they are at the correct **long i** flashcard.
 - All return to the middle of the room and continue the game using different picture cards.
 - As the students are more aware of the picture cards and **long i**, you can call on individual students to come and select a picture card and play the teacher role.

Independent Practice: 5-7 minutes

- Explain how to do page 8.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 8 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 8, monitor and give guidance/support/correction/praise, as needed.
- Use page 8 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 8.
- After the students have listened to the words one time read them again.
- Tell the students to stand up when they hear the word that is different, does not have the **long i** sound.

