

Short Vowel *i*

MATERIALS

- Line masters 5.1–5.5
- *Sid's Pit* from Bug Club, or other text with decodable short *i* words

FYI

The short *i* is an unstressed vowel that can be found at the beginning or middle of some English words.

Target Words: it, sit, pit, tip, sip

Challenge Words: spit, spin, slip, split

Getting Started: Review with children what they learned in Lesson 4. See suggested Getting Started activities on page 00.

Introducing Short Vowel *i*



Pronouncing short vowel *i*

Relax your lips and round your tongue upward. You should feel your top side teeth with the sides of your tongue as you release air to say /i/. While pronouncing the target and challenge words, think about the shape of your mouth and placement of your tongue.

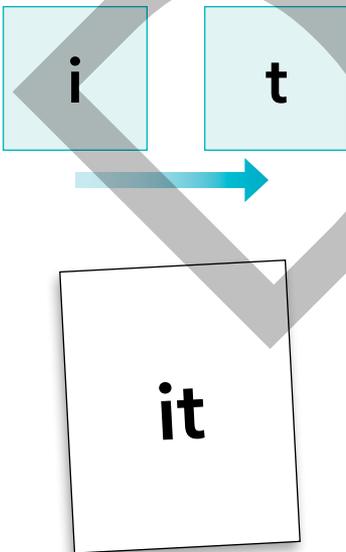
Modelling the Letter Sound

Display the letter *i* on the smartboard or whiteboard. Say: *The short vowel i makes the sound /i/.* Invite children to practise saying the sound with you. Say: *We hear the short i sound in the words it and sit.*

Display the target word line master (**LM 5.1**), one word at a time. Say each word aloud, emphasizing the /i/ sound, and invite children to say the word after you.

Blending to Read

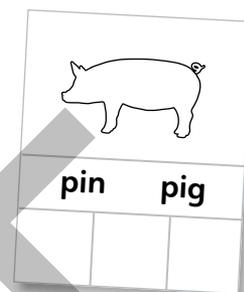
1. Provide each child with the letter squares (**LM 5.2**) necessary to spell the target words and any challenge words you plan to introduce (**LM 5.3**). Invite them to find the letter squares with *i* and *t*.
2. Read aloud the target word *it*. Say: *The short vowel i makes the sound /i/ in the word it. Put the letters together to make the word it.* After children have arranged the letter squares, display the target word *it*.
3. To model blending the sounds /i/ and /t/ to say *it*, begin with your finger under the *i* letter square as you say the sound /i/, and glide your finger to the *t* as you say the sound /t/. Repeat several times, inviting children to read the word with you. Show children *it* written as a word.
4. Repeat the process with the other target words. Continue with any challenge words you have chosen to include.



Applying Learning

Which Word?

1. Select and show a short *i* "Which Word?" Elkonin box to children (**LM 5.4**).
2. Ask: *What does the picture show?* Then, invite children to listen as you segment the three sounds in the word (e.g., "Pig has three sounds: /p/-/i/-/g/").
3. Guide children through blending the sounds in each word under the image to find out which word matches the picture. Then, circle the correct word.
4. Guide children in using their letter squares to create the correct word in the Elkonin box, placing the letter for each of the three sounds in the appropriate box at the bottom.
5. Repeat the procedure with the other short *i* Elkonin boxes provided on **LM 5.4** as well as on **LM 5.5**.



Elkonin boxes Each box in an Elkonin box represents one sound in a word. Children record or place the corresponding letter(s) to each sound in a word. The boxes help students to develop phonemic awareness.

Differentiating Learning

Support: Create additional Elkonin boxes with short *i* words (e.g., VC and CVC letter patterns) to provide extra practice blending and segmenting words.

Challenge: Children could use letter squares to blend and segment one or more challenge words on their own or with a partner. Invite them to write their words on a whiteboard or paper.

Consolidating Learning

Confirming the Short *i* Sound

Write or display the letter *i*. Invite children to say the sound /i/. Display this lesson's target words (and any challenge words taught) and invite children to read each word aloud.

Reading Short *i* Words in Text

 Use the suggested Bug Club Phonics book, *Sid's Pit*, or another text that contains decodable short *i* words. As you read the text aloud, pause to invite children to identify and read words that contain the short *i* sound. (See the description of Interactive Reading on page 00.)

Weekly Review

 Before teaching the next lesson, spend a Phonics session reviewing with children the letter sounds *x*, *x*, *x*, and *x*. See weekly review activities on page 00.