

Short /i/
Grade- 1

Teacher: Kristen Sadaly
Subject: Title I Reading
Week of 11/01/10—11/05/10

Standards:

- ✓ **1.1.1.B:** Demonstrate: Phonological awareness through phoneme manipulation. Knowledge of letter sound correspondence (alphabetic principle) to decode and encode words.
- ✓ **1.1.1.E:** Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.

Objectives/Skills:

*Students will be able to:

- Segment phonemes in CVC words that contain the *short /i/* sound.
- Distinguish between the *short /i/* and *short /u/* sounds.
- Write CVC words that contain the *short /i/* and *short /u/* sounds.

Procedure/Resources:

1. Introduction (5 minutes)

- Tell students that today we are going to be working with *short /i/* sound. The letter “i” makes this sound. We hear it at the beginning of the word *in*. Can they think of any other words that begin with this sound? (*inside, it, insect*).
- Explain that today we are going to hear the */i/* sound in the middle of words.

2. Phoneme Segmentation (10 minutes)

- Give each student 3 pennies. Explain that we are going to push a penny every time we hear a sound in a word. Each penny is only worth one cent, so it can only afford to buy one sound. Model pushing the pennies to show how each penny is moved when a sound is heard.
- Dictate the following *short /i/* words: *big, pin, lip, kid, sit, him, pig, wig, hid, did, rib, is*. Support students while they say the sounds of each word and push the pennies for each phoneme. Point out that the word *is* will be two cents because it only has two phonemes.

3. Short /u/ & Short /i/ (10 minutes)

- Give each student a worksheet. Talk about each picture that appears on the worksheet. Have students circle all of the pictures that contain the *short /i/* sound.
- Have students label each *short /i/* picture. Prompt students to say each letter's sound as they write the word to reinforce letter-sound correspondence.
- Look at the other pictures on the worksheet with the students. Ask students what sound they hear in the middle of these words. (*short /u/*)
- Ask students to circle all of the pictures that contain the sound *short /u/* with a different color crayon. Instruct students to label each *short /u/* picture.

Closure/Review/Assessment:

- ❖ Ask students to find a picture on the worksheet that has the *short /i/* sound. Students should segment the phonemes in this word, emphasizing the *short /i/* sound.