

Date: \_\_\_\_\_

## Long *Ii* Spelled *i*

### PLAN

**Component:** Decoding

**Instructional Activity:** Words with Long *Ii* Spelled *i*

**Materials Needed:** Long *Ii* sound-spelling card, whiteboards, markers, erasers



**Approximate Time:**  
10 minutes



**Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

### OBJECTIVE

**State the objective(s).**

The sound of *long li*, /lɪ/, can be spelled several ways. You're going to learn a common pattern for /ɪ/ and practice reading words containing the pattern.

### REVIEW & VOCABULARY

**Review prerequisite skills and teach related vocabulary.**

Refer to the sound-spelling cards as you review the vowels. **There are two kinds of letters: *consonants* and *vowels*. The vowels are *Aa*, *Ee*, *Ii*, *Oo*, and *Uu*. Sometimes the letter *Yy* can also make a vowel sound.**

**Each vowel can make two sounds: a *short vowel sound* and a *long vowel sound*. Say each *long vowel sound* after me. Remember to hold each sound like I do.** Point to each vowel and say its long sound. Students repeat each sound after you.

**Each long vowel sound can be spelled several different ways. In this lesson, we're going to learn how to spell the sound /ɪ/ when it comes at the end of a syllable.**

If you have already introduced *open syllables*, review them now.

Date: \_\_\_\_\_

## Long *Ii* Spelled *i*

**Demonstrate.** Teach the new skill, model with clear explanations, verbalize your thinking process.

Display or hold the sound-spelling card for long *i*. Using sticky notes, cover over all of the spellings at the bottom of the card that have not yet been taught. Make sure the spelling *i* is uncovered.

Point to the picture at the top of the card.

- The sound is /iii/. The key word is \_\_\_\_\_.
- The sound /iii/ can be held a long time. Listen: /iii/. Hold the sound for 2-3 seconds.
- Point to the spelling patterns at the bottom of the card. **One way to spell the sound /iii/ is with a single letter *i*.**
- **The spelling *i* comes at the end of any syllable.**

Write the word *silent* on the board.

**First, I underline the vowels in the word.** Underline *i* and *e*. **There are two vowel sounds in the word. That means the word has two syllables.** I'll draw a line after the *i*. **That makes *si-* an open syllable, because it ends in a single vowel.**

**Now, I sound out and read each syllable.** Point under each letter as you say its sound: /sss iii/ -- *si-* /lll eee nnn t/ -- *-lent*. **I put the two syllables together: *silent*. The word is *silent*.**

**I ask myself, does the word *silent* make sense? Have I heard the word before? If I have, then I'm pretty sure I figured out the word and read it correctly!**

I DO IT!

Date: \_\_\_\_\_

**Provide guided practice.**

**Let's review.** Show students the sound-spelling card for *long ii*.

**The key word is \_\_\_\_\_.** What's the key word? Students: \_\_\_\_\_

**The sound is /i:/.** Sound? Students respond with letter sound: /i:/.

**One spelling pattern we can use for the sound /i:/ is *i*.** What's one spelling pattern for the sound /i:/? Students: *i*

**We're going to read some words together. All of these words contain an open syllable.**

**If you recognize the word, please don't blurt it out. We're going to figure it out together.**

Write the word *pilot* on the board.

**What vowels are in this word?** Students and teacher: *i* and *o* (Teacher underlines each vowel.)

**Since the word has two vowel sounds, how many syllables does it have?** Students and teacher: two

Teacher draws a line between *i* and *l*. Teacher points to the first syllable, *pi-*. **How will we pronounce the *i* in this syllable?** Students and teacher: /i:/ **Why?** Call on 2-3 students to respond, *or* have students *Turn and Talk* about the answer with a partner. Examples of correct responses: it's an open syllable; open syllable vowels make their long sound; when a single vowel comes at the end of any syllable, it makes the long vowel sound.

Teacher points to the first syllable, *pi-*: **Read the first syllable. Sound it out if you need to.** Students and teacher: /p i/ pi-

Teacher points to the last syllable, *-lot*: **Read the last syllable. Sound it out if you need to.** Students and teacher: /l ɒ t/ -lot

**Put the syllables together and read the word.** Students and teachers: *pilot*

*Note: If students say /pī lōt/, they will probably automatically change the short o to the schwa sound to make it sound like a real word—pilot. If not, prompt them by saying, "Make it sound like a real word." If needed, model changing the short o sound to the schwa sound and have them repeat the word after you.*

Follow the routine with the words below.

rival	fiber
virus	tiger
tripod	final

WE DO IT!

Date: \_\_\_\_\_

YOU DO IT!

**Provide independent practice.**

Give each student an individual whiteboard, marker, and eraser.

**Your turn. You will figure out the word. Then I'll call on one student to read the word.**

Write the word *spider* on the board. **Copy this word onto your whiteboard.**

**Draw a line under each vowel sound.** Prompt, if needed: **Remember, if you see a vowel followed by a single *r*, underline the vowel and the *r* together. It's probably an *r-controlled vowel*.** Check to see that students have underlined *i* and *er*.

**Think: How many syllables does this word have? (2)**

**Draw a line after the first vowel to divide the word into two syllables.** Prompt: Draw a line after the *i*.

**Sound out and read the first syllable.** Students sound out and read *spi-*.

**Sound out and read the last syllable.** Students sound out and read *-der*.

**(Student name), what's the word?** Student: *spider*

Continue the routine, calling on other students to respond one at a time. Use the words below.

siren	bison
climax	trident
vital	minus



If students need support with:	Then try this:
Identifying vowels	Display the vowel sound-spelling cards to anchor the students and provide a visual aide.

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### ASSESS

**Assess students (formally or informally).** *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.  
Scaffold or correct all errors. Provide specific feedback for accurate responses.

### SUPPORT

**Additional support.** *Provide scaffolded opportunities for students who need more support.*

For students experiencing difficulty with scaffolded instruction in recognizing open syllables, consider providing practice with recognizing open syllables in one syllable words.

### ENRICH/EXTEND

**Enrichment/Extension.** *Provide enrichment and extension activities for students who need less support.*

For students who show mastery for decoding words with open syllable patterns, consider moving to the instructional protocol for encoding words with open syllable patterns.