

Date: _____

Long *Ii* Spelled *i_e*

PLAN

Component: Decoding

Instructional Activity: Words with Long *Ii* spelled *i_e*

Materials Needed: Long *Ii* sound-spelling card, sticky notes



Approximate Time:
10 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

The sound of *long Ii*, /īī/, can be spelled several ways. You're going to learn a common pattern for /īī/ 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. You've learned the short vowel sounds. You're going to say each one after me. Remember to hold each sound like I do. Point to each vowel and say its short sound:

Point to Aa: /ăăă/ Students: /ăăă/

Point to Ee: /ĕĕĕ/ Students: /ĕĕĕ/

Point to Ii: /ĭĭĭ/ Students: /ĭĭĭ/

Point to Oo: /ŏŏŏ/ Students: /ŏŏŏ/

Point to Uu: /ŭŭŭ/ Students: /ŭŭŭ/

Note: Sound-spelling cards for long vowel sounds generally do not have letters at the top of each card. There is usually a picture representing a word that contains the long vowel sound, plus a list of the most frequently used spelling patterns for the sound.

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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 except *i_e*. Point to the picture at the top of the card.

- The sound is /īī/. The key word is _____.
- The sound /īī/ can be held a long time. Listen: /īī/. Hold the sound for 2-3 seconds.
- Point to the spelling patterns at the bottom of the card. One way to spell the sound /īī/ is *i_e*. (Read: *i blank e*.)
- *i_e* usually comes at the end of a word. Sometimes you'll see it at the end of a syllable inside a big word. The pattern *i_e* means there is a single *i* followed by a consonant, then followed by the letter *e*.

Write the word *pin* on the board. I'll sound out this word. Listen: /p īī nnn/. The *i* makes its short sound, /īī/, because there's a single vowel followed by a consonant sound in the syllable. If you're teaching syllable types, explain that the word *pin* is a closed syllable, so the vowel has to be short.

Sound it out with me. Point under each letter as students and teacher sound out the word: /p īī nnn/.

I'm going to change the short vowel sound, /īī/, to the long vowel sound, /īī/, by adding an *e* to the word *pin*. Write an *e* after the *n*. At the end of the word, there is now a single vowel (point to *i*) followed by a consonant (point to *n*) with an *e* (point to *e*) after it. The *e* is silent, which means it doesn't make a sound, but it reaches back to the vowel before it and makes it say its long sound: /īī/. Draw a curved arrow from the *e* back to the *i*.

p i n e


I'll sound out the word: /p/ Touch under the *p*. /īī/ Touch under the *i*. /nnn/ Touch under the *n*.

The word is *pine*.

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 /ī/. Sound? Students respond with letter sound: /ī/.

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

We're going to read some words together. Some of the words are closed syllables, which means there's a single vowel followed by a single consonant at the end. The vowel will make its short sound. Some of the words are silent *e* syllables, which means there's a single vowel followed by a single consonant, with a final *silent e* at the end. The vowel will make its long sound.

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

Write the word *bit* on the board.

What does the word end with—a single consonant or an *e*? Students and teacher: *a single consonant*

What sound will the vowel make? Students and teacher: /ī/

Why will the vowel make its short sound? Scaffold to elicit responses such as: *It's a closed syllable; When a single vowel is followed by a single consonant in a word, the vowel makes its short sound; etc.*

Sound out and read the word. Students and teacher: /b/ /ī/ /t/; *bit*

Add an *e* to the word *bit* to make the word *bite*.

Now, what does the word end with—a single consonant or an *e*? Students and teacher: *e*

What sound will the vowel that comes before the *e* make? Students and teacher: /ī/; *its long sound*

Why will the vowel make its long sound? Scaffold to elicit responses such as: *It's a silent e syllable; When a single vowel is followed by a single consonant and a final silent e in a word, the vowel makes its long sound; etc.*

Sound out and read the word. Students and teacher: /b/ /ī/ /t/; *bite*

Follow the routine with the word pairs below.

hid	hide
rip	ripe
dim	dime

WE DO IT!

Date: _____

Provide independent practice.

Your turn. I'll ask one student at a time to respond.

Write the word *kit* on the board.

(Student name), what does the word end with—a single consonant or an *e*? Student: *a single consonant*

What sound will the vowel make? Student: */i/*

Why will the vowel make its short sound? Scaffold to elicit responses such as: *It's a closed syllable; When a single vowel is followed by a single consonant in a word, the vowel makes its short sound; etc.*

Sound out and read the word. Student: */k/ /i/ /t/; kit*

Add an *e* to the word *kit* to make the word *kite*.

Now, what does the word end with—a single consonant or an *e*? Student: *e*

What sound will the vowel that comes before the *e* make? Student: */i/; its long sound*

Why will the vowel make its long sound? Scaffold to elicit responses such as: *It's a silent *e* syllable; When a single vowel is followed by a single consonant and a final silent *e* in a word, the vowel makes its long sound; etc.*

Sound out and read the word. Student: */k/ /i/ /t/; kite*

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

spit	spite
rid	ride
slid	slide
spin	spine
grip	gripe



If students need support with:	Then try this:
Switching the vowel sounds	Try having students either draw an arrow between the final <i>e</i> and the <i>i</i> to signal the vowel change OR have students touch the word with two fingers when they are reading a word that has a VCe pattern.

YOU DO IT!

Date: _____

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.*

Make a T-Chart with closed-syllable words containing *i* and silent-e syllables. Add words to both sides for additional reference and practice. See example below.

shin	shine
slim	slime
fin	fine
quit	quite

If a student is decoding multi-syllabic words in text, consider using words such as *reptile, dislike, invite, incline, and inside.*

ENRICH/EXTEND

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

For students who show mastery of decoding words with *long Aa* patterns, consider moving to the instructional protocol for encoding words with long vowel patterns.