

Date: _____

Long *Ii* Introduction

PLAN

Component: Phonics

Instructional Activity: *Long Ii* Introduction

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



Approximate Time:
7 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

We already know that the letter *i* can make the short vowel sound /*ĭ*/, as in (key word). Now we are going to learn another sound the letter *i* can make.

REVIEW & VOCABULARY

Review prerequisite skills and teach related vocabulary.

Review any previously taught long vowels.

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.

Date: _____

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

Display or hold the card for *long ii*.

- Point to the picture at the top of the card. **The sound is /ii/, as in the key word _____.**
- **The sound /ii/ can be held a long time. Listen: /ii/. Hold the sound for 2-3 seconds.**
- Point to the spelling patterns at the bottom of the card. **The sound /ii/ can be spelled several ways. We will be learning each of the spelling patterns.**
- **The key word is _____.**
- **The sound is /ii/.**

I'm going to listen to some words. If I hear the sound /ii/ in a word, I'm going to give a thumbs-up. If I don't hear /ii/ in the word, I'll give a thumbs-down.

My turn:

minus thumbs up

title thumbs up

symbol thumbs down

ticket thumbs down

pilot thumbs up

I DO IT!

Date: _____

Provide guided practice.

Let's try it together!

First, let's review. Show students the card for *long Ii*.

The key word is _____. What's the key word? Students: _____.

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

Now, I'll say a word. If you hear the sound /īī/ in a word, give me a thumbs-up. If you don't, give me a thumbs-down.

WE DO IT!

sit thumbs down	bride thumbs up
gripe thumbs up	sight thumbs up
bye thumbs up	little thumbs down
listen thumbs down	hyphen thumbs up
ice thumbs up	untie thumbs up



If students need support with:	Then try this:
Recognizing the long or short vowel sound	Try using hand motions to help distinguish the vowel sounds while segmenting the word. (i.e., pretending to scratch an itch for /īī/).

Date: _____

Provide independent practice.

Now I'll call on one of you at a time to show me an answer. Everyone will listen to the word and think about the answer. But only the student I name should show me either thumbs up or thumbs down.

Routine: Say the word. Give 2-3 seconds of think time. Call on one student to respond.

The word is (select a word from the word list). Think. (Student name), show me!

slide thumbs up	tickle thumbs down
gift thumbs down	fix thumbs down
bright thumbs up	inside thumbs up
miss thumbs down	pirate thumbs up
slime thumbs up	decide thumbs up

I'll give each of you the chance to tell me the key word and sound for this card. Show students the card for *long ii*.

(Student name), what's the key word? Selected student: _____.

What's the sound? Selected student: /iii/

Repeat until every student has responded correctly. Scaffold as needed.



If students need support with:	Then try this:
Recognizing the long or short vowel sound	Try using manipulative letter tiles to push while segmenting each sound.

YOU DO IT!

Date: _____

Long Ii Introduction

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.

ENRICH/EXTEND

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

For students who show mastery of long vowel sounds, move to the protocol for decoding words with *long i* using the *i_e* spelling.