

Date: _____

Short *Ii* Introduction

PLAN

Component: Phonics

Instructional Activity: Introducing Short *Ii*

Materials Needed: *Ii* sound-spelling card



Approximate Time:
10 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

You've already learned some consonants. Now, you're going to learn some vowels. In this activity, you're going to learn the name, a sound, and a spelling pattern for the letter *Ii*. You will know you have it when you are able to say the name and the short vowel sound for the letter *Ii*.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

There are two kinds of letters: **consonants** and **vowels**. Review information about consonants, if needed: **Consonants** are the letters that represent sounds made when we use our tongue, teeth, or lips to help make the sound. For example, we use our teeth to block air to make the sound /sss/. Model. We use our teeth and lips to block air when we make the sound /vvv/. Model.

Vowels are the letters that represent sounds made by opening our mouths, from the wide-open sound /ööö/ (as in *olive*) to the rounded-lip sound /oo/ (as in *loop*). Every vowel can make two sounds: a **long vowel** sound and a **short vowel** sound. The long vowel sounds like the letter's name. The short vowel sound is different.

Let's learn a new **short vowel** 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 *Ii*.

- Point to the letter at the top of the card. **The name of this letter is I.**
- Point to the picture. **The short sound it makes is /ɪ/, as in iguana. The sound /ɪ/ can be held a long time. Listen: /ɪ/. Hold the sound for 2-3 seconds.**
- Point to the spelling pattern at the bottom of the card. **/ɪ/ is spelled I. If I'm writing a word, and I hear the sound /ɪ/ in it, most of the time I will write the letter I. I is the spelling for /ɪ/.**
- **The name of the letter is I. The short vowel sound the letter makes is /ɪ/. The spelling for /ɪ/ is I. Remember, /ɪ/ is a sound that can be held.**



I DO IT!

If students need support with:	Then try this:								
Sound production/identification Allow them to use handheld mirrors with the lesson, if available.	<table border="1" data-bbox="674 737 1688 886"> <thead> <tr> <th data-bbox="674 737 926 777">Sound</th> <th data-bbox="926 737 1440 777">Where & What</th> <th data-bbox="1440 737 1688 777">How</th> </tr> </thead> <tbody> <tr> <td data-bbox="674 777 926 886">/ɪ/</td> <td data-bbox="926 777 1440 886">Jaw, cheeks, lips relaxed; mouth open even less than for /ɛ/, back of tongue raised toward top of mouth</td> <td data-bbox="1440 777 1688 886">Voice on</td> </tr> </tbody> </table> <p data-bbox="409 915 1986 1383"> Students may benefit from understanding how and where a letter-sound is made. Teaching the shape of the mouth and the position of the lips and tongue can aid in correct pronunciation of each sound. Here's a sample: The name of this letter is Ii. The sound it makes is /ɪ/. The spelling for /ɪ/ is i. Remember, /ɪ/ is a sound that can be held. When I make the sound /ɪ/, my mouth looks like this. Model the shape of your mouth as you make the sound /ɪ/. Can you make your mouth look like mine? If possible, let students use handheld mirrors to check the shape of the mouth. When I make the sound /ɪ/, my mouth is not open wide at all, the back of my tongue is raised toward the top of my mouth and I am not dropping my jaw. When I make the /ä/ sound, my jaw drops a lot (model); when I make the /ɛ/ sound, my jaw moves up and my mouth gets smaller; when I make the /ɪ/ sound, my jaw moves up even further, and my lips are still open but pretty close together. Try saying /ä/ /ɛ/ /ɪ/. Can you feel your chin moving up and your mouth getting smaller when you make the sound /ɪ/? Again, let students use handheld mirrors, if available. Like with all vowel sounds, when I make the sound /ɪ/, my voice is on. I use my voice to make the sound /ɪ/. If I put my hand on my throat when I make the sound /ɪ/, I can feel a vibration. Put your hand on your throat and say the sound /ɪ/. Do you feel a vibration? </p>			Sound	Where & What	How	/ɪ/	Jaw, cheeks, lips relaxed; mouth open even less than for /ɛ/, back of tongue raised toward top of mouth	Voice on
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WE DO IT!

Provide guided practice.

Let's try it together!

The name of the letter is *I*. **Name?** Students: *I*

The *short vowel* sound the letter makes is /*īīī*/. **Sound?** Students: /*īīī*/

The spelling for /*īīī*/ is *I*. **Spelling?** Students: *I*

Review 1-2 times, if needed.

YOU DO IT!

Provide independent practice.

Your turn. I will hold the card in front of one student at a time. I will ask that student to tell me the *name*, the *sound*, or the *spelling*. Listen closely so you know which one to say out loud.

Hold the card up so everyone can see it. Then, hold the card directly in front of one student and say one of the following:

Name? Student responds: *I*

Sound? Student responds: /*īīī*/

Spelling? Student responds: *I*

Repeat the routine so that each student has the opportunity to say the name, the sound, and the spelling.

Teacher Tip: When asking for individual student responses, do NOT go in a predictable order (round robin)! Keep the students on their toes by skipping around, even giving a student the chance to respond to two questions in a row on occasion.

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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.

Teacher Tip: As students learn more and more letter sounds, you can begin or end the session with a lightning round of sounds, where you flash students the sound-spelling cards and students make the sounds as quickly as possible.

ENRICH/EXTEND

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

For students who show mastery of short vowel sounds, work toward automaticity in blending words with two or more sounds using known graphemes.