

Support for English Learners

Unit 5, page 58: Short i Words

Some children may have difficulty pronouncing words containing the short *i* sound.

Listen

Explain that the /i/ sound in the Basic Word *in* is called the short *i* sound. Say: *Let's listen to the short i sound in the word in.* Say: /i/, /i/ /i/ /i/, iin, in. *The word in helps us talk about where something or someone is. Here is an example: I am in school right now.*

Model the Basic Words *did* and *big*, using the procedure described above.

Speak and Read

Say *in*, *did*, and *big*, elongating the vowel sound in each word. Say: *Let's practice the Basic Words in, did, and big together:* /i/, /i/ /i/ /i/, iin, in; /i/, /i/ /i/ /i/, diid, did; /i/, /i/ /i/ /i/, biig, big. Encourage children to repeat after you.

Write *in*, *did*, and *big* on the board and have a volunteer circle the *i* in each word. Say: *Many words have the short i sound. We spell the short i sound with the letter i.* Have children read each Basic Word aloud.

Spell

Beginning/Preproduction Have partners make word cards for the Basic Words *in*, *did*, *sit*, and *big*. Have them take turns reading the words aloud, elongating the short vowel sound, and identifying the spelling of the /i/ sound in each word.

Early Production/Speech Emergent Create and distribute word cards for the Basic Words *in*, *did*, *sit*, and *big*. On the board, write simple sentences containing the Basic Words. As you read each sentence, cover up the Basic Word, pausing when you get to it. Have children hold up the appropriate word card and read the word aloud.

Intermediate/Advanced Use the Basic Words *in*, *did*, *sit*, *big*, and *six* in simple sentences. Record the sentences on sentence strips, making sure to underline each Basic Word. Distribute the sentence strips. Have children identify each Basic Word, saying it aloud and identifying the short *i* spelling.

in

did

big