

Support for English Learners

Unit 26, page 168: Final /ɪj/, /ɪv/, /ɪs/

Some students may have difficulty identifying and pronouncing the final /ɪj/, /ɪv/, and /ɪs/ sounds.

Listen

Review the /ɪj/ sounds at the end of a two-syllable word. Say: *The Basic Word luggage has two syllables. The second syllable has the /ɪj/ sounds. Say /ɪj/, elongate the /ɪj/ sounds alone and as part of the word luggage, then say luggage. Continue with the Basic Word postage.*

Say: *The Basic Word detective has three syllables. The third syllable has the /ɪv/ sounds. Say /ɪv/, elongate the /ɪv/ sounds alone and as part of the word detective, then say detective. Continue with the Basic Word relative.*

Repeat the above procedure with /ɪs/ sounds the Basic Words *service* and *justice*.

Speak and Read

Say: *Let's practice some words with the /ɪj/, /ɪv/, and /ɪs/ sounds. Repeat the above procedure with the words luggage, detective, and justice. Have students repeat after you.*

Write the words *luggage*, *native*, *detective*, and *justice* on the board. Have a volunteer circle the spelling for the /ɪj/ sounds in *luggage* and say the word aloud. Continue with the spelling for the /ɪv/ and /ɪs/ sounds.

Spell

Beginning/Preproduction Create and distribute word cards for the endings *-age*, *-ive*, and *-ice*. Read aloud the Basic Words *olive*, *passage*, *image*, *voyage*, *relative*, *average*, and *justice*. Have students hold up a card to indicate the ending they hear in each word.

Early Production/Speech Emergent Read aloud the Basic Words *relative*, *service*, *native*, *voyage*, *knowledge*, *postage*, *adjective*, and *justice*. Have students write the words in their word-study notebooks and circle the endings. Have volunteers read the words aloud.

Intermediate/Advanced Have students work in pairs. Have each pair choose three words from the Basic Words list, write them in their word-study notebooks, and write a sentence using each word. Encourage students to read their sentences aloud.

