

Support for English Learners

Unit 17, page 114: Final /īz/, /īv/, and /īj/

Some students may have difficulty identifying and pronouncing the final /īz/, /īv/, and /īj/ sounds.

Listen

Say: *Some words end with the /īz/ sounds. These sounds can be spelled i-s-e or i-z-e. In the Basic Word revise, the final /īz/ sounds are spelled i-s-e. In the Basic Word memorize, the final /īz/ sounds are spelled i-z-e. Say /īz/, elongating the sounds; then elongate the final sounds as you say revise and memorize.*

Say: *The Basic Word active ends with the /īv/ sounds. Elongate the /īv/ sounds as you say /īv/ and then the word active.*

Repeat the above procedure for the final /īj/ sounds in the Basic Word *shortage*.

Speak and Read

Say: *Let's practice the Basic Words revise, memorize, active, and shortage together.* Encourage students to repeat the words, emphasizing the ending sounds. Call on a student to write *revise* on the board and circle the letters that spell its final /īz/ sounds. Repeat for *memorize*, *active*, and *shortage*, asking students to circle the letters that spell the last two sounds in each word.

Spell

Beginning/Preproduction Create and distribute word cards for the spellings *ise*, *ize*, *ive*, and *age*. Read aloud the Basic Words *advertise*, *positive*, *wreckage*, *recognize*, *shortage*, *primitive*, *exercise*, and *organize*. Have students hold up a card to indicate the spelling of each word's ending sounds.

Early Production/Speech Emergent Give each student a set of the cards shown below. Read aloud the Basic Words *revise*, *advertise*, *active*, and *encourage*, and have students hold up a card to indicate the spelling of each word's final sounds. Then have students write the words in their word-study notebooks.

Intermediate/Advanced Have pairs of students choose three Basic Words, write them in their word-study notebooks, and write sentences using the words. Have volunteers read their sentences aloud. Ask: *Which final sounds do you hear? How are they spelled?*

