

Monitor Progress



to Differentiate Instruction Formal Assessment

PHONEMIC AWARENESS Students who are slow to respond may be having difficulty with phonemic awareness and may be depending on cues from classmates.

APPROACHING LEVEL

IF ... students need additional practice with /i/ spelled *i*, **THEN ...** have them listen to the Pig story on the **Sound/Spelling Card Stories CD** and identify words that contain /i/.

ON LEVEL

IF ... students are on level with the phonemic awareness, **THEN ...** have them identify objects in the classroom that contain /i/ during Workshop.

ABOVE LEVEL

IF ... students need a challenge with phonemic awareness, **THEN ...** during Workshop, have them think of a new word that contains /i/ to use in the "Short-Vowel Song," such as *chimp*, *ship*, or *dip*.

Differentiating Instruction

English Learners

IF ... students are native speakers of Spanish, **THEN ...** they might have difficulty pronouncing /i/ as there is no close counterpart in Spanish for that sound. In Spanish, the letter *i* is always pronounced /ē/. For example, students might pronounce words such as *chimp*, *ship*, and *dip* as *cheemp*, *sheep*, and *deep*. Provide practice distinguishing the two sounds in word pairs such as *it/eat*; *hid/heed*; *Tim/team*; *will/wheel*; *did/deed*; and *sit/seat*.

Listening for /i/ and /ī/

- On one side of the board, write a long, thin *li*. Point to the letters, and tell students that these letters say their name, or make the /ī/ sound. On the other side, write a shorter, stouter *li*. Tell students that these letters make the /i/ sound. Explain that you are going to say some words. If they hear /ī/, they should point to the tall *li*. If they hear /i/, they should point to the short *li*.

did /i/	dine /ī/	wish /i/	win /i/
hide /ī/	hid /i/	slid /i/	slide /ī/
ice /ī/	ill /i/	item /ī/	it /i/

- Conclude the activity by pointing to **Sound/Spelling Card 9**—Pig and reviewing the name of the card and /i/ spelled *i*. Tell students they can remember this sound and spelling by looking at the card and thinking about the sound that Pickles the Pig makes as she giggles: /i/ /i/ /i/ /i/ /i/.