

Introduce the Sound/Spelling


 ROUTINE
1

/ī/ Spelled *_igh*, *_y*, and *_ie*

- ♦ Point to **Sound/Spelling Card 29**—Long I to review the *i* and *i_e* spellings for /ī/.
- ♦ Point to the *_igh* spelling, and tell students this is another way to spell the /ī/ sound. Write *_igh* on the board. Sweep your hand under the *igh* spelling, and have students say /ī/.
- ♦ Point to the *_y* and *_ie* spellings on the card, and say that these are two more spellings for /ī/. Discuss what the blanks before the spellings mean. Explain that the blank before the *y* and *ie* indicates that these spellings are usually found at the end of a word or syllable.



Sound/Spelling Card 29

Phonemic Awareness



Listening for /ī/

Read aloud the following words, and have students signal thumbs-up and say the sound if they hear /ī/.

s light	slow	t ight	tease	t ies
p ry	i ris	lie	i tem	friend
t itle	f ries	froze	i ron	s ize



Teacher Tip

CONSONANTS AND VOWELS Point out that *y* is the only letter that can be a vowel or consonant depending upon its placement in a word. Compare the placement of *y* on the Yak card and the Long I card. Review what the black and red colors on the cards mean. *The y is black on the Yak card, so it is a consonant. The y is red on the Long I card, so it is a vowel.*

 Differentiating
Instruction

English Learners

IF . . . students are native Spanish speakers or they speak certain other languages, **THEN . . .** they may associate the letter *i* and the /ī/ sound with the letter *e*, because in their native languages *i* represents a sound similar to English /ē/. These students will need extra practice associating *i* with its English name and the /ī/ sound.