



Spelling Spell Short *i* Words

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables. **TEKS 1.2.C.i**

Spell words using sound-spelling patterns. **TEKS 1.2.C.iii**

Spell high-frequency words from a research-based list. **TEKS 1.2.C.iv**

SPELLING WORDS

it mitt
sit miss

HIGH-FREQUENCY WORDS

one
the

ELL Targeted Support

Spelling Patterns Write the words *it* and *sit* on the board.

Say the two words aloud as you underline the *i*. Segment and blend the sounds and have students repeat. **BEGINNING**

Have students look through their book for more words with the short *i* sound. Call on students to say and spell the words they find, then invite them to write the word on the board. **INTERMEDIATE**

Ask students to write a list of as many words as they can think of with the short *i* sound. Compare lists, then ask students to group words by their spelling patterns and ending sounds. **ADVANCED/ADVANCED HIGH**

ELPS 5.C.i Spell familiar English words with increasing accuracy.

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each word with the sound /i/ and the two high-frequency words.

Spelling Sentences

1. Where did **it** go?
2. Tom likes to **sit** on the floor.
3. He catches the ball in the **mitt**.
4. I **miss** my friends when they go away.
5. I have **one** sister named Jill.
6. I like **the** color blue.

LESSON 2

Teach

FOCUS Sound-spelling patterns can help students spell words. Explain that the sound short *i* is often spelled *i*, as in *pin*. Other words students have to remember how to spell.

MODEL AND PRACTICE Write or display these words: *dig*, *fix*, *lid*. Say each word aloud and point out that the middle letter in each word is an *i*. Tell students that in the consonant-vowel-consonant pattern, the vowel sound is short.

APPLY MyTURN Have students use sound-spelling patterns to complete the activity on p. 91 in the *Student Interactive*.

For additional support with ELLs, use the support in the side column.