

# **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.

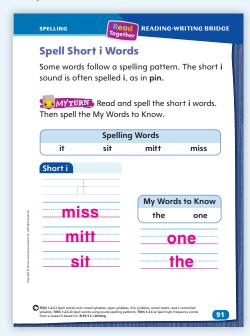
# **LESSON 2**

### 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.

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.

**T150** UNIT 1 • WEEK 2