

LESSON 5

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

New material:

I/i (as in “itch”)

- Make the sound with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

Warm Up With Oral Brainstorming:

You might say, “‘i’ is another vowel sound. Most of the time we will find it in the middle of words like ‘mix,’ but sometimes it is at the beginning of a word like ‘itch.’ Remember all the words we brainstormed that had the ‘a’ sound? Let’s now make a big list of words with the ‘i’ sound. By the way, I just noticed that ‘big’ and ‘list’ both have the ‘i’ sound!”

Examples: fit, lizard, chimp, spill, six, kitten, mitten, blister, sister, pillow, slipper, tip, swim, scissors, sit, lip

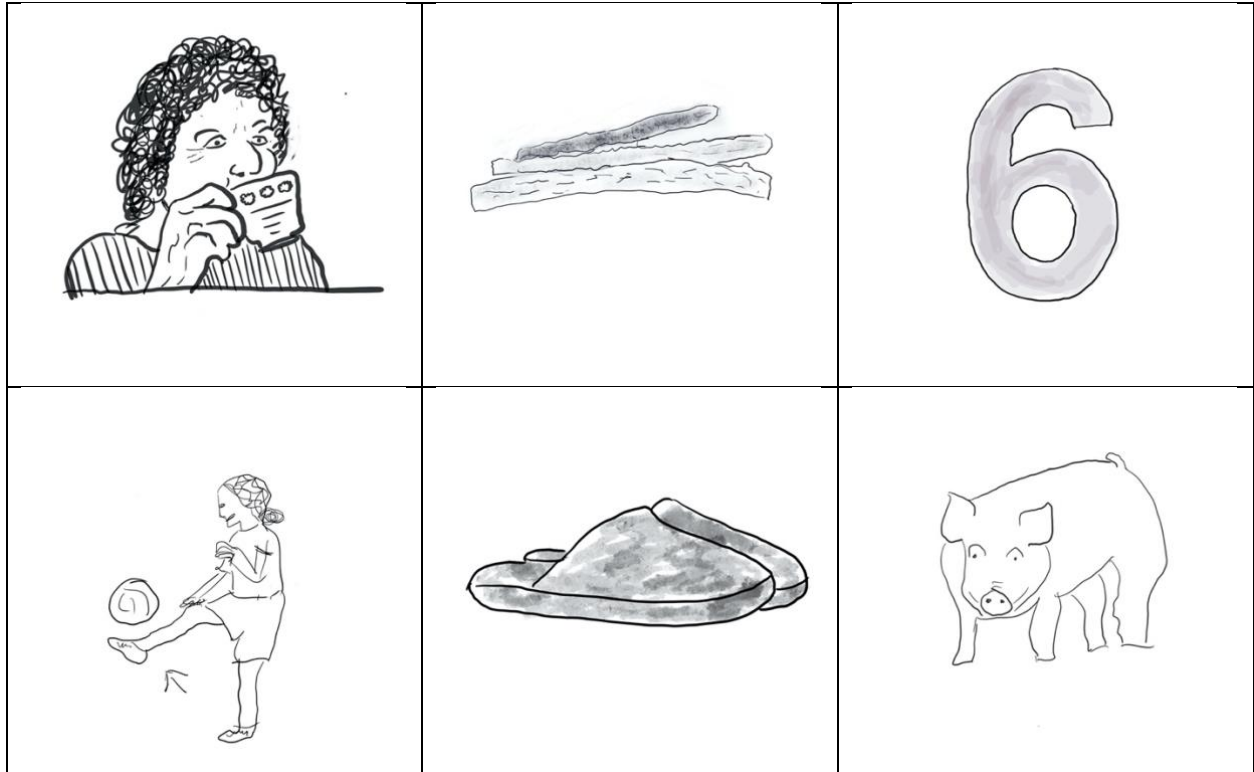
“Hmm, can you think of candy that has the ‘i’ sound?”

Examples: Kit Kat, Snickers, Twix, Twizzlers, Milky Way, Skittles, Swedish Fish, Sour Patch Kids

“That is a lot of candy! Can we think of other foods that have the ‘i’ sound?”

Examples: milk, spinach, fish, chicken, pickles, chips, sandwiches, fish sticks

Or, brainstorm by taking turns drawing pictures.



(Words with “i” as in “itch”

Row 1: sip or drink, sticks, six Row 2: kick, slippers, pig)

Continue to Warm Up With Sound Play:

Say, “Listen to the word ‘bag.’ What if you replace the ‘a’ sound with the ‘i’ sound?” (big)

Say, “Listen to the word ‘champ.’ What if you replace the ‘a’ sound with the ‘i’ sound?” (chimp)

Words to read and write:

Tim bit fit hit tib

Introduce the new high-frequency word you have written onto a flashcard. Have the student write the high-frequency word three times while pronouncing the word:

my¹

Have the student read:

Tim bit the good ham.

I am fit.

My hat is good.

Have the student write from your dictation:

My good hat fit Tim.

The hit is good.

Tam is at bat.

Have the student do a “triple read” of some of the sentences above.

¹ **my**: **m** is already decodable; **y** making the long “i” sound will be decodable in Lesson 92

Student View

Tim bit fit hit tib

my

Tim bit the good ham.

I am fit.

My hat is good.