Lesson Objectives

Day 1

**Students will:**
- Understand that long and short \( i \) sounds can be spelled in different ways
- Identify words with long and short \( i \) patterns in accented syllables
- Read and write words with long and short \( i \) sounds

**Materials:**
- Anchor Poster
- BLM 2: Category Cards
- BLM 4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—Short \( i \), Short \( y \), igh
- Teacher Word Cards—same as BLM 3

Day 2

**Students will:**
- Sort words by long and short \( i \) spelling patterns

**Materials:**
- Anchor Poster
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—First Syllable Accented, Second Syllable Accented
- Teacher Word Cards—children, contribute

Day 3

**Students will:**
- Sort words according to their accented syllables

**Materials:**
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—First Syllable Accented, Second Syllable Accented
- Teacher Word Cards—children, contribute

Day 4

**Students will:**
- Identify words with short \( i \) sound spelled with an \( i \) or \( y \)
- Identify words with long \( i \) sound spelled with an \( igh \)
- Create lists of words organized by their spelling and sound patterns
- Write and spell words with the long and short \( i \) sounds in accented syllables

**Materials:**
- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check

Day 5

**Students will:**
- Spell words with the long and short \( i \) sound in accented syllables

**Materials:**
- Quick-Check Assessment

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**Long and Short \( i \) Patterns in Accented Syllables**

- Brighten
- Pyramid
- Brightness
- Rhythm
- Constrict
- Shrivel
- Delight
- Signal
- Different
- Syllable
- Distribute
- Sympathy
- Lighten
- Winter
- Mystic
- Habitual

**Crystal**
- Mystery
- Differ
- Symbol
- Figure
- Symptom
- Brighten
- System
- Highway
- Tonight
- Insect
- Window
- Kitchen
- Lightning

**Word Cards (BLM 3)**

**Word Cards (BLM 4)**

**Word Cards (BLM 5)**

**Word Cards (BLM 6)**

**Word Cards (BLM 7)**

**Word Cards (BLM 8)**

**Reading Passage (BLM 9)**

**Additional Materials:**
- Word Study Notebooks
- Pocket Chart

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**Parent Directions:**

Have your child read each set of words and circle the word that does not belong with the others.

1. Picture
2. Children
3. Highlight
4. Contribute
5. Delight
6. Lighten
7. Mystery
8. Distribute
9. Highway
10. Syllable
11. Mystery
12. Word
13. ______________________________________________________________________
14. ______________________________________________________________________

Write a sentence using each of the following words:
1. Picture
2. Children
3. Highlight
4. Contribute
5. Delight
6. Lighten
7. Mystery
8. Distribute
9. Highway
10. Syllable

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**Word Study & Vocabulary 2: Unit 6: Long and short**
Day One

Supporting ELs
Point out to Spanish-speaking English Learners that many Spanish words are similar to words in English. Provide them with the Spanish words and the related English words: la cocina/kitchen; el misterio/mystery; el síntoma/symptom; el cristal/crystal. Have ELs explain the meaning of the Spanish words to the other students. Use simple words, gestures, or pictures to explain the meaning of the English word.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word mystery on the chalkboard. Show how you divide the word into three syllables between the consonants s and t, and between the r and the y. Explain that you now have three syllables. Reinforce that the first syllable is accented and contains the short i sound (spelled y), the second syllable has the r-influenced e (spelled er), and the third syllable has the long e sound (spelled y). Read each syllable and then blend the syllables together: mys/ter/y: mystery. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Long and Short e Patterns in Accented Syllables
Focus Words: effort, threaten, caffeine, believe
Write this sentence on the chalkboard: My parents believe that students should put forth every effort to do well. Ask students what they remember about words such as believe and effort. If necessary, remind them that they are words that have the long or short e sound in the accented syllable. Point out that the second syllable in believe is accented and the first syllable in effort is accented.
Write the words caffeine and threaten on the chalkboard. Ask students to turn to a buddy and use each of the words in oral sentences.

Introduce Long and Short i Patterns in Accented Syllables
Model
Write the words figure and symbol on the chalkboard and read them aloud. Discuss the meanings of the words. Say: These words have the short i sound in the accented syllable. In the word symbol, the short i sound is spelled with a y.
Write lightning on the chalkboard and read it aloud. Say: This word has the long i sound in the accented syllable. The i sound in lightning is spelled i, g, h.
Write Short i, Short y, and igh in a three-column chart on the chalkboard. Point out each heading and explain to students that these are different ways that they can sort words with long and short i in accented syllables.

Guide
Provide practice by having students sort words according to their accented syllables. Ask students to write the categories Short i, Short y, and igh in their word study notebooks. As you write the words lightning, symbol, and figure in the correct columns on the chalkboard, guide students to do the same in their word study notebooks. Once students have finished, have them compare their charts with the chart on the chalkboard and make any necessary corrections.

Apply
Write the words differ, crystal, and frighten on the chalkboard. Ask students to say the words aloud with you, emphasizing the long or short i sound in each word. Have students work with a partner to sort the words according to their accented syllables and write them in the correct columns of their charts in their word study notebooks.
Spelling Words with Long and Short i Patterns

Unit Spelling Words: kitchen, window, mystery, symptom, highway, tonight, delight, crystal

Write the word *kitchen* on the chalkboard and read it aloud, emphasizing the short i sound in the accented first syllable. *Say: The first syllable of kitchen is accented, which means you place more emphasis on it when you say it aloud: kitchen. The letter i makes the short i sound in this word, so it belongs in the Short i column of the chart.* Write the word *kitchen* in the correct column on the chalkboard.

Write the word *mystery* on the chalkboard and say it aloud. Have students repeat after you. *Say: The first syllable of mystery is also accented. But in this word, the short i is spelled with a y. It belongs in the Short y column of the chart.* Write the word *mystery* in the correct column on the chalkboard.

Repeat this process, identifying the accented syllable and the letter(s) that make the short or long i sound, with the remaining spelling words. Make sure students understand why each word belongs in its column on the chart.

Ask students to write the spelling words in their word study notebooks. Have partners check each other’s spellings. Ask students to underline the accented syllable in each word. Have partners check each other’s underlining.

Assessment Tip

Note which students have difficulty telling you in which column to write the words. You may want to work with these students, pointing out the spelling pattern in the accented syllable that contains either the long or short i sound. You can also have students keep the anchor chart on BLM 1 next to them so that they can see sentences with examples of words with these spellings.

Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
Closed Sort

<table>
<thead>
<tr>
<th>Short i</th>
<th>Short y</th>
<th>igh</th>
</tr>
</thead>
<tbody>
<tr>
<td>differ</td>
<td>crystal</td>
<td>frighten</td>
</tr>
<tr>
<td>figure</td>
<td>mystery</td>
<td>highway</td>
</tr>
<tr>
<td>insect</td>
<td>symbol</td>
<td>lightning</td>
</tr>
<tr>
<td>kitchen</td>
<td>symptom</td>
<td>tonight</td>
</tr>
<tr>
<td>window</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pattern Sort

<table>
<thead>
<tr>
<th>Short i</th>
<th>Short y</th>
<th>igh</th>
</tr>
</thead>
<tbody>
<tr>
<td>different</td>
<td>mystic</td>
<td>brightness</td>
</tr>
<tr>
<td>distribute</td>
<td>rhythm</td>
<td>delight</td>
</tr>
<tr>
<td>shrivel</td>
<td>syllable</td>
<td>brighten</td>
</tr>
<tr>
<td>signal</td>
<td>sympathy</td>
<td>lighten</td>
</tr>
<tr>
<td>constrict</td>
<td>winter</td>
<td></td>
</tr>
</tbody>
</table>

Review Long and Short i Patterns in Accented Syllables

Write the word **highway** on the chalkboard. Ask students what they notice about the initial syllable of the word. (It has the long i sound and is accented.) Ask what letters spell the long i sound.

Write the words **insect** and **system** on the chalkboard. Have students turn to a partner and identify the accented syllable that contains the short i sound in each word and tell what letters spell the sound.

Display the anchor poster. Note that students may use it to help them remember the different spelling patterns for long and short i in accented syllables.

Closed Sort

**Teacher Word Cards: same as BLM 3**

**Teacher Category Cards: Short i, Short y, igh**

Place the category cards in a pocket chart. Hold up the word card **crystal**.

**Think aloud:** I hear two syllables in this word: *crys* /tal*. I hear that the initial syllable of **crystal** is accented and contains the short i sound spelled with a y. Say the word **crystal** with me: *crystal*.

Hold up the word card **differ**. Ask students to read the word aloud. Ask them which syllable is accented and what vowel sound it has. Have students tell you which category the word **differ** belongs in. Place the card in the **Short i** category. **Say:** The initial syllable of this word is dif-. It has the short i sound spelled with an i. It belongs in the **Short i** category.

Continue this process for the rest of the word cards from BLM 3, having students identify the accented syllable and its vowel sound and the spelling of the sound, as they help you place the words in the correct columns in the pocket chart.

Pattern Sort

Give each student the **Short i, Short y**, and **igh** category cards from BLM 2 and the word cards from BLM 4. Have them sort the words in the appropriate categories.

When they have finished sorting, ask students to turn to a buddy to compare the words they have in each category.

**Spelling.** Have students copy the categories on a new page in their word study notebooks. Have them write the unit spelling words under the appropriate categories.
Buddy Sound Sort

Teacher Word Cards: children, contribute
Teacher Category Cards: First Syllable Accented, Second Syllable Accented

Place the category cards in a pocket chart.

Hold up the word card children and read it aloud, emphasizing the accent on the first syllable.

Think aloud: When I say the word children, I can hear that the accent is on the first syllable. I will place this card in the First Syllable Accented category. Place the card in the category in the pocket chart.

Hold up the word card contribute and read it aloud, emphasizing the accent on the second syllable.

Think aloud: When I say the word contribute, I can hear that the accent is on the second syllable. I will place this card in the Second Syllable Accented category. Place the card in the pocket chart.

Give pairs of students the category cards and the word cards from BLM 5. Have them take turns reading each word aloud and placing it in the appropriate category. After students have finished sorting, ask them to tell the words they have in each category.

Applying Meaning. Give students BLM 7 and have them complete the activity, circling the word that doesn’t fit with the others in the set, choosing the word that has the same sound or spelling pattern, and writing sentences with words that have the long and short i sounds in accented syllables.

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Assessment Tip

Use students’ completed BLM 7 to assess their understanding of the spelling patterns for the words. Note whether they need more practice in applying the different spellings.

Providing Support

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner to read and complete it.

Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

Supporting ELs

Make sure that ELs understand what to do on BLM 8 and the meanings of the words since there may not be anyone at home who speaks English well enough to help them complete it.
Day Four

Providing Support
Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choral-read the passage straight through. Then have them work as a team to find examples of words with long and short i sounds in accented syllables.

Word Hunt
Give each student a copy of the passage on BLM 9. Tell them that they will be going on a word hunt, looking for examples of words with long i spelled i, g, h or short i spelled i or y in the accented syllables.

Have students read the passage silently to themselves. Then ask students to read it a second time, circling words with short i spelled i or y or long i spelled igh in accented syllables.

Ask students to write the words they find in their word study notebooks and have them underline the syllable that contains either the long or short i sound.

Ask students to go through what they have read recently, either in class or for pleasure, to find words that fit the target spelling pattern. Have them write the new words in their word study notebooks.

Spelling Dictation
Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: ketchup, healthy, leisure.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: symptom, mystery, delight.

Dictate the following sentence and have students write it on their papers: Tonight, outside the kitchen window, the moon brightens the sky.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice
Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:

• Say a spelling word and use it in a sentence.
• Have students write the word on their papers.
• Continue with the remaining words on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
• Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of words with long or short i sounds in accented syllables using the Quick-Check for Unit 6.

Suggestions for Independent Practice

Speed Read. Have pairs of students select up to twenty word cards and read the words to each other. Then have them take turns reading the words while the other student times their reading with a stopwatch.

Parts of Speech Sort. Give pairs of students a set of word cards and have them sort the words according to their parts of speech. If students have difficulty with a word, have them use it in an oral sentence to see if that helps them figure out the part of speech, or they can use a dictionary.

Making Families. Give pairs of students a set of word cards. Ask them to deal out seven cards and place the remaining cards facedown in a pile. One student starts by trying to make a family of words from the words in his or her hand, for example, symbol and symptom. If so, he or she lays the cards faceup. If not, the student draws a card. The game continues as students try to make word families from the cards. Players can add to existing word families they’ve already put down. Whoever gets rid of their cards first wins.

Guess My Word. Have pairs of students work as a team against other pairs of students. Have students place word cards facedown in a pile. One member of a team picks a card without his or her partner seeing. The student then draws pictures so his or her partner can guess the word. The pairs have one minute to guess the word. If they guess it correctly, they get a point. Then the next pair repeats the process.
Unit 6 Quick-Check: Long and Short i Patterns in Accented Syllables

Answer Questions
Directions: Circle the word that has the same sound and vowel pattern of the target word in each set.

1. children
   a. delight
   b. winter
   c. crystal

2. tighten
   a. lighthouse
   b. different
   c. picture

3. system
   a. contribute
   b. mighty
   c. sympathy

4. index
   a. habitual
   b. brightness
   c. enlighten

Apply
Directions: In the space below, list three to five words you know that contain either the long or short i sound in the accented syllable.

________________________  __________________________  __________________________

Directions: Using the words from the word bank, complete the following sort. Write each word in the appropriate category.

<table>
<thead>
<tr>
<th>Short i</th>
<th>Short y</th>
<th>igh</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
</table>
gypsum, chimney, lightning, highlight, tonight, symbol, distribute, different, mystery

Think and Write about Long and Short i Patterns in Accented Syllables
Directions: In the space below, explain how understanding words with long or short i patterns in accented syllables helps you as a reader, speller, and writer.

______________________________________________________________________________
______________________________________________________________________________