

Letter Sound /i/

Flashcards: Revise the letter sounds /s/, /a/ and /t/. The children look at each letter, say the sound and do the action.

Introducing the letter sound: Use a story such as the one below, along with the action.

Zack has a white pet mouse, who lives in a cage on his bedroom desk. One day, Zack forgets to close the cage door properly and the little mouse escapes. She runs along the desk and knocks over a bottle of ink. Crash! The lid comes off and the ink spills everywhere! It even splashes the little mouse; “i, i, i, i,” she squeaks and scampers off to a mouse hole close by. Zack follows the inky paw prints across the carpet, but he cannot find the little mouse. Safe in her hiding place, she sits and scrubs her fur, but the ink will not come off. She decides that from now on she will make the mouse hole her home and call herself Inky Mouse.

Action: The children pretend to be a mouse stroking its whiskers and say *i, i, i, i*.

Letter formation: Explain how the letter for /i/ is written. The children form the letter in the air and then practise writing <i>, <s>, <a> and <t> in their books. They write over the dotted letters and then try again, using the starting dots.

Blending: Ask the children to look at the words *it* and *sit* in their books. Say the sounds with the class, and then blend the sounds together to read the word. The children point to the dot underneath each sound as they say it.

Identifying the sounds: Look at the four pictures at the bottom of the lesson page. Say the word for each one with the class: *insects*, *ink*, *octopus*, *igloo*. The children listen for the word that does not start with the sound /i/ and cross out its picture [*octopus*].

Dictation: Call out the sounds /i/, /t/, /a/, /s/ and ask the children to write the letter for each one.

Developing accuracy and fluency: The children take home a sound book to read with their parents and bring back the next day.

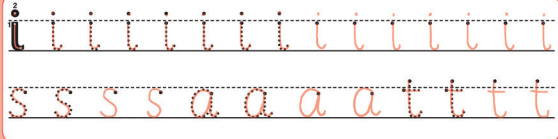
Answers

I i





ACTION
Wiggle your fingers at the end of your nose as if you are a mouse stroking its whiskers, and squeak *i, i, i, i*.

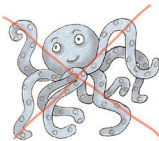


it
..

sit
...

Say the word for each picture. Three have an /i/ sound at the beginning. Cross out the one that does not.






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Further ideas: Sing the /i/ song from Jolly Songs. Make pictures from inky fingerprints. Look for the letter <i> in books or on posters in the classroom. Pin up the /i/ section of the Wall Frieze.