

Long *i* in *ind* and *ild*

ABOUT THIS LESSON

Primary Skill Objectives

- Decode and encode long *i* words spelled with *ind* and *ild*.
- Read long *i* words with *ind* and *ild* in connected text.

Secondary Skill: long *a* spelled *ey*

Fluency Focus: self-correct to read with accuracy

Comprehension Focus: make connections

Additional Materials

- Long *i* Sound-Spelling Card
- copies of Word Web downloaded from Program Resources (or blank paper)
- Word Cards: *blind, child, chip, crisp, find, flip, glide, grid, kind, mild, pick, quit, spin, still, time, wild*
- sticky notes, double-lined paper

UNIT 1

Use the Read Aloud Card to review the unit theme, vocabulary, and phonics skill category. Use the Formative Assessment Card for more responsive support.

Theme: Wild Places Around the World

Skills Category: Vowel Patterns



ABOUT THIS TEXT SET

Knowledge Building: In the nonfiction texts, students learn about wild places around the world, specifically about the wild animals that live in them. They learn vocabulary words such as **arctic, cliff, creature, grassland, predator, and wildlife.**

Perspectives and Understandings: In the fiction texts, students are developing the habits of Problem Solving and Cooperation.



Text Set	STUDENT BOOK (print and digital)	SCREENER DIGITAL TEXT	SHORT DIGITAL TEXT	MEDIUM DIGITAL TEXT	LONG DIGITAL TEXT
Title	<i>Blind Animals</i>	<i>Finding Food</i>	<i>A Wildlife Helper</i>	<i>A Wild Prank</i>	<i>The Best Wild Pet</i>
Text Type	nonfiction; science informational	nonfiction; science informational	nonfiction; science informational	fiction; realistic fiction	fiction; realistic fiction
Preview	Some animals in the wild are blind. How do they use their other senses to survive?	Read about amazing wild cats and how they use their senses to find and catch food.	Learn about Paula Kahumbu, who works to save African elephants.	Mrs. Grindstone's seeds disappeared. Her neighbor, Trey, helps her solve the mystery.	A boy wants a cool pet—not a cat or a dog, but something wild! What pet should he get?

Before Reading (3–5 minutes)

Fluency Model

Display pp. 2–3 of the eBook for *Blind Animals* on an interactive whiteboard or tablet. Explain that when we read with accuracy, we read carefully to make sure we're saying all the words correctly. Point out that reading with accuracy is important to understanding a text. Explain that, if we notice we said the wrong word or skipped a word, we can go back and read again. Model reading p. 2, saying *king* for *kind* and starting over to correct yourself. Model reading the sentence again, skipping *not*, and then correcting yourself.

This kind of bird is born blind, but it is not blind for long.

Introduce Phonics Skill: Long *i* in *ind*, *ild*

- Review spellings for long *i* by using the chant and other prompts on the Sound-Spelling Card.
- Write the spelling patterns *ind* and *ild* on the board.
Say: *When you see these spelling patterns, the letter i stands for the long sound /i/.*
- Write the words *blind* and *wild*. Model pointing to each letter as you say the sounds and then blend the sounds to read the words. Have students read each word as you point to it.



Remind students to use their Word Reading Strategies as they encounter new words.

- Find it



Prepare to Read

Review words, concepts, and other text complexities of the book to anticipate students' challenges. Consider the oral language proficiency, background knowledge, and decoding skills of each small group.

WORDS TO WATCH IN THE STUDENT BOOK	
Primary Skill Words	ind: <i>blind, find, finding, kind, kinds, wind</i> ild: <i>wild, wildlife</i>
Secondary Skill Words	<i>they, prey</i>
Irregular High-Frequency Words	<i>all, are, many, of, people, some, the, to, was, water, where</i>
Story Words	<i>animals, born, creature, eyes, feel, feels, light, live, opens, predators</i>
Knowledge Building Words	creature: an animal or living thing predator: an animal that hunts other animals for food wildlife: animals that live in nature or the wild
Additional Content Vocabulary Words	<i>animal, born, prey, salamander</i>

IF NEEDED

Multilingual Learner Support

For students who need more support on words and concepts, decide which vocabulary words to review before reading. Use total physical recall as much as possible. For example, have students close and then open their eyes to support the meaning of *open* as used on p. 3.

WHAT MAKES THE STUDENT BOOK RICH

Get to know the book so you're ready to support students if they need it.

BACKGROUND KNOWLEDGE	LANGUAGE	PRINT AND TEXT STRUCTURE
<ul style="list-style-type: none"> A blind animal cannot see. A cave is a hole in the side of a mountain on land or underwater. Caves get no sunlight and are very dark. Just as there are different types of dogs, such as poodles and Labrador retrievers, there are different kinds of fish and salamanders. 	<ul style="list-style-type: none"> <i>Wild</i> is a multiple-meaning word. In this book, it is used to describe animals that live in nature. It is also used to describe something that is amazing and interesting. This book uses sequence signal words and phrases, such as <i>long ago</i> and <i>over time</i>. 	<ul style="list-style-type: none"> Some photos include captions that provide information that is additional to what is in the main text. The caption for the photo on p. 7 asks students to find something in the photo. On p. 10, students need to use the map key to answer a question in the main text about the map.

During Reading (8–10 minutes)

Read *Blind Animals* twice during a teacher-led group. Vary the amount of support you give, including the reading mode and guiding prompts. Encourage students to monitor their understanding and self-correct as they read. **Introduce the text:** We're going to read about different kinds of animals that are blind. What else do these animals have in common?

First Read

	Below Level	On Level	Above Level
Mode	Echo Read	Choral Read	Partner Read
Set the Purpose	I'll start and will model how to read <i>ind</i> and <i>ild</i> words. Read each page aloud after I read it.	As we read together, be on the lookout for the /i/ sound with the spelling patterns <i>ind</i> , <i>ild</i> .	Take turns reading aloud to your partner. When you are the listener, be sure to follow along silently.
Skills Prompts	p. 2 Say <i>blind</i> . How many times is <i>blind</i> on this page? (twice) p. 7 How many <i>ind</i> words are on this page? (three: kind, blind, find) p. 8 Point to the <i>ild</i> word on this page. Let's say it together: <i>wild</i> .	p. 1 Which <i>ild</i> word do you see two times? (wild) p. 7 Which <i>ind</i> word begins with /k/? (kind) p. 12 Find <i>blind</i> in the first sentence. Which word in the same sentence rhymes with <i>blind</i> ? (find)	p. 7 Which three words rhyme on this page? (kind, blind, find) p. 9 Which <i>ind</i> word on this page ends with -ing? (finding) p. 15 Find a word that has <i>wild</i> in it. (wildlife)

Check for Comprehension: Do star-nosed moles, blind cavefish, and blind salamanders ever open their eyes and see? Or do they stay blind? (They stay blind.)

Second Read

	Below Level	On Level	Above Level
Mode	Cloze Read	Partner Read	Whisper Read
Set the Purpose	Share the reading load. Model fluent reading, stopping at one <i>ind</i> or <i>ild</i> word per page for students to read aloud.	Listen and prompt partners to start sentences over to correct themselves as needed as you observe them read <i>ind</i> and <i>ild</i> words.	As students read quietly, have them notice <i>ind</i> and <i>ild</i> words. Note to watch for endings and compound words.
Skills Prompts	p. 1 Which word has the consonant blend <i>bl</i> at the beginning? (blind) Say it: /b/ /l/ -ind. p. 4 Which <i>ind</i> word in the first sentence ends with an -s? (kinds) Do you see that word again on this page? (yes) p. 8 Which word describes <i>creature</i> ? (wild)	p. 1 Which <i>wild</i> means "amazing"? Say it as you point to it. (the second one) p. 7 What kind of mole is a star-nosed mole? (a blind mole) p. 13 Which <i>ind</i> word on this page starts with /f/? (find) How many times is <i>find</i> on this page? (twice)	p. 1 What kind of animals does this book tell about? (wild animals that are blind) p. 7 What does the star-nosed mole use its nose to do? (find prey) p. What do some people think happened when this fish went into dark caves to live? (They went blind.)

Check for Comprehension: Do tunnels get sunlight? (no) What other place in the book does not get sunlight? (caves)

IF NEEDED

Decoding Support

If a student is not yet able to decode words with long *i* spelled *ind*, *ild*:

- Model onset-rime blending, such as /f/-ind, *find*.
- Model sound-by-sound blending, such as /k/ /i/ /n/ /d/, *kind*.
- Cover the inflectional ending -ing in *finding* on p. 9. Prompt students to decode the base word. Then have students blend *find* with -ing to read the whole word.
- Write *wildlife* (p. 15) and draw a line to divide the syllables. Guide students to read each part and then the whole word.

IF NEEDED

Multilingual Learner Support

In some languages, such as Spanish, the vowel *i* has only one sound, similar to the long *e* in English. For your multilingual students, you may wish to model the long *i* and long *e* sounds in English, exaggerating the difference. Use minimal pairs to model the sounds such as *time/ team*, *bike/beak*, and *pike/peak*. Write each word as you say it and then use each word in a sentence for context.

After Reading (4–6 minutes)

Review the Phonics Skill: Long *i* spelled *ind*, *ild*

Say: Remember, we can read long *i* words that are spelled with *ind*, *ild*.

- Go back to a few pages of the book to find *ind* and *ild* words. Point to individual words, and have students read them.
- Lead cloze reading where you begin a sentence and have students say the word with the target skill. Example: On p. 6, **say:** Moles are nearly _____. (blind)

Reflect on the Book

Talk about the meaning of the text. Discuss the questions in the back of the Student Book. Continue the conversation and remind students to use the text to justify their thinking. **Ask:**

- Why do star-nosed moles use their noses to find prey? (They are blind.)
- Which words tell us where blind fish are better at finding food? (p. 9, in the dark) How does a blind fish find food? (p. 12, it uses its mouth to feel; waves help to find things.)
- Why do you think blind salamanders live in caves? (Caves are dark. They can find prey better in caves.)

Prepare for Practice

- Prepare the small group to work on digital learning, reread, or practice.
- See p. 48 in the Program Guide for implementation options and classroom management ideas.

KNOWLEDGE BUILDING

- Discuss the Build Knowledge questions in the back of the Student Book. Then, continue the conversation.
- Talk about the different places you read about. **Ask:** Where does the mole live? (underground) Where do blind fish live? (in dark caves underwater) What is the same about both of these places? (They are dark.) How do animals that live in dark places behave differently from other animals? (They can't see. They must use their other senses.)
- Explain that a predator is a type of animal that chases and eats other animals. Reread p. 13 together. **Say:** How does the dark help keep the fish safe? (It helps them hide from predators.) What predator did you read about that lives underground? (a mole)

IF NEEDED

Multilingual Learner Support

Point out that this book uses *it*, *them*, and *they* to refer to an animal or animals described in a previous sentence. Guide students to make connections between nouns and pronouns when discussing different parts of the book.

Progress Monitoring

Give students time to practice (per the next pages). Then, see how well they learned long *i* spelled *ind* and *ild*.

Spelling Quick Skills Check: Dictate words with long *i* in *ind* and *ild*. Have students write them on double-lined paper: *blind*, *wild*, *kind*, *find*. If students have difficulty, segment the sounds, model stretching continuous sounds (e.g., /fff/) or bouncing stop sounds (e.g., /k/), inserting pauses between words for further support. For challenge, use sentences: *This wild fish is blind. It finds prey in the dark.* See p. 56 of the Program Guide for more spelling dictation as students use p. 57 of the Reading Response Journal.

Multimodal Practice

Choose which additional forms of practice meet the needs of your individual students. Model for students and guide them to work independently, with a partner, or in a group.



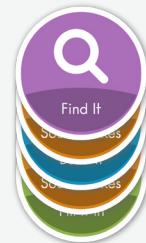
Digital Learning: Go to prm-educator.lwtears.com



Student Book

Read the eBook with students as a model. Students can also reread.

Personalized Student Practice: Long *i* in *ind*, *ild*



Digital Texts



A speech-enabled oral reading screener sets students on a personalized practice path.



Audio supports and sound-out models provide scaffolds, as needed, while students read.

Skills Activities

Gamified activities support or stretch the lesson skill based on students' needs.

Familiar Reading



Below Level	On Level	Above Level
Students can reread the mini book <i>Blind Animals</i> by echo reading with a more fluent reader. The fluent reader first reads a page, and then the student rereads the same page. Students can use Find It, highlighting long <i>i</i> words with <i>ind</i> and <i>ild</i> .	Students can reread the mini book <i>Blind Animals</i> with a partner, alternating pages, applying Find It. Partner A first reads out loud. Partner B claps each time a word with <i>ind</i> or <i>ild</i> is read. Then, the partners switch roles.	Students can reread the mini book <i>Blind Animals</i> independently (whisper read), using the Find It strategy. As they read, they should highlight words with the secondary skill: long <i>a</i> spelled <i>ey</i> .



Word Depth

Draw a web on the board and have students draw their own on paper, or print copies of a Word Web from the Program Resources in the Teacher Digital Tool.

Below Level	On Level	Above Level
Have students write the word <i>wildlife</i> in the center of the web. Then, they can write the name of a type of wildlife from the text in each outer circle. Students can also write a sentence for two of the words.	Have students write the word <i>wildlife</i> in the center of the web and write the names of two types of wildlife from the text in outer circles and add two more of their own examples of wildlife. Have students write a sentence for two of the words.	Have students write the word <i>wildlife</i> in the center of the web. Invite them to come up with a few different types of wildlife to add in each outer circle. Have students write a sentence for each of the words and share their sentences with a partner.



Responsive Writing

Turn to pp. 4–5 of the Reading Response Journal. Review directions with students.

Page Number	Below Level	On Level	Above Level
p. 4	Have students complete the page and then highlight the <i>i</i> in each word as they say the sound. Have them use two of the words in a sentence.	Encourage students to write additional words with long <i>i</i> and short <i>i</i> in each column. Have them use at least two of the long <i>i</i> words in a sentence.	Have students complete the page. Challenge them to write two sentences using all of the long <i>i</i> words.
p. 5	Display prompting questions on the board to help students think of details, such as <i>Where do the animals live? What do they look like? How do they move around?</i>	Prompt students to use words with the primary skill, long <i>i</i> in <i>ind</i> , <i>ild</i> as they write about how the animals are similar.	Prompt students to use words with the primary skill, long <i>i</i> in <i>ind</i> , <i>ild</i> , including compound words. Encourage them to find multiple similarities between the animals.

Sort and Write
Words with *ind* and *ild*

Reread words from the book. Sort the words by their vowel sound. Write each word.

blind	find	fish	kind
in	wild	this	think

Short <i>i</i>	Long <i>i</i>
in	blind
fish	find
this	wild
think	kind

Write one or more sentences using the words.
Sample answer:
A fish is a kind of wild animal.

Connect Ideas
Blind Animals

Choose two animals from the book. Write details about each.

Sample answers:

Subject: Blind Fish	Subject: Moles
blind	blind
swims	digs in dirt

Write about how the animals are the same.
Sample answer:
The animals are blind.

IF NEEDED

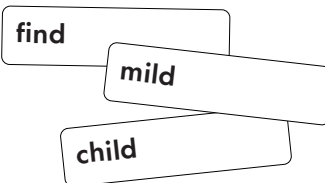
Multilingual Learner Support

Support Spanish speakers by pointing out that *animal* is a cognate, with the same spelling in both English and Spanish, although the pronunciations differ. Have students share words they use in their home languages to describe animals, and have students with the same home language talk together before using English words *blind*, *kind*, and *wild* in their responses.

Phonics and Word Study

Provide partners or small groups with Word Cards and double-lined paper. Remind them that *i* can stand for a short or long vowel sound. Hold up one card for each sound and echo-read: *find* for long *i* and *chip* for short *i*. Review meanings for *grid*, *mild*, *crisp*.

Below Level	On Level	Above Level
Give students two long <i>i</i> cards: <i>find</i> , <i>mild</i> . Have them look through cards to find others that have <i>-ind</i> and <i>-ild</i> patterns (<i>find</i> , <i>kind</i> , <i>blind</i> ; <i>child</i> , <i>mild</i> , <i>wild</i>).	Have students sort the cards by whether they have the long <i>i</i> or short <i>i</i> sound.	Write on sticky notes: <i>-ind</i> , <i>-ild</i> , <i>-i_e</i> , and short <i>i</i> sound. Have students sort the Word Cards by those patterns (<i>find</i> , <i>kind</i> ; <i>mild</i> , <i>child</i> ; <i>time</i> , <i>glide</i> ; <i>flip</i> , <i>spin</i> , <i>chip</i> , <i>pick</i> , <i>grid</i> , <i>crisp</i>).
Provide one short <i>i</i> card, <i>chip</i> , and have them find the other cards with short <i>i</i> : <i>grid</i> , <i>pick</i> , <i>flip</i> , <i>spin</i> , <i>crisp</i> , <i>quit</i> , <i>still</i> .	Challenge them to think of other words with each sound. They can draw a T-chart on a sheet of paper, with <i>find</i> and <i>chip</i> at the top of the columns. Then, list as many words as they know.	They can then write more words with the same patterns on a three-column chart on paper.



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