

Set
7

Kim and Sis

CVC Words with Short i

Lesson Plan

Learning Objective

Students will identify and read **CVC words with short i**.

Key Skills

CVC Word: A consonant, vowel, consonant word where the vowel makes the short sound.

Materials and Preparation

- Copy of *Kim and Sis* for each student
- Picture cards
- T-Chart
- Paper and pencil
- Reading Observation Form
- Prompting Guide

Find all teacher resources here:



<https://bit.ly/jrr-resources>

password:
JRRteacher

Phonics Review: CVC Words with Short i

(5 minutes)

1. Introduction

Say: Today, we will practice reading words with **short i**. Remember, a **CVC word** has a consonant, a vowel, and another consonant where the vowel makes the short sound.

2. Use a T-Chart to sort words on index cards

Say: This picture shows **pig**. Listen as I say the word slowly and stretch the vowel sound. (Say the word and stretch the sounds.) I hear the **short i** sound, so I will put this picture under the **short i** column.

Say: This picture shows **sun**. Let's say this word slowly together and stretch the vowel sound. (Say the word and stretch the sounds.) Do you hear the **short i** sound? No, so we will put it under the **not short i** column.

3. Continue sorting picture cards

Mix 3-4 picture cards with **short i** and 3-4 picture cards with other CVC words. Students take turns saying the name of the picture, stretching the vowel sound, and sorting it into the correct column.

Possible pictures:
lip, pan, wig, pin, leg, hit

Guided Practice

(5 minutes)

1. Hand out copies of the book

2. Introduce the text

Say: The title of this book is *Kim and Sis*. It is about two sisters playing hide and seek.

3. Model text reading: Page 3

Say: There is a word with **short i** on this page. Put your finger on it. The word is Kim.

Say: Say the word with me...
/k/ /i/ /m/ Kim.

Say: Read the sentence with me!

Read: Kim ran to the bins.

Independent Reading

(5-10 minutes)

Students read independently. Decide if you want them to whisper or read aloud.

Listen and use the **Prompting Guide** where needed. Use the **Reading Observation Form** to take notes.

Reading Review

(5 minutes)

1. Group discussion

Where did Kim hide from Sis?

What happened to Sis after she found Kim?

2. Find words in the book that have the short i sound

Students find a word and put their finger on it. When everyone has found a word, students share the word they found out loud or with a partner.



Writing Application

(5 minutes)

Dictation: Say the following aloud, and guide students to write what you say.

The lid hit Sis.

Closing

(1 minute)

Say: Today we practiced **CVC words with short i**. This will help you read and write even more words! Remember, when we read, reread, and keep reading, we become strong and confident readers.

Differentiation

Scan the QR code on the back of the book to open a fun video lesson that reinforces the phonics skill. Students can watch independently or as a group.

Identify where students are getting stuck. Refer to the **Reading Workouts** guide in the **Teacher Resources** for strategies to address common decoding challenges.

Home Connections

If your school purchased **Take-Everywhere Literacy Packs**, encourage students to read their books to practice the target skill and gain reading confidence. Students can **scan the QR code on the back** to watch a short phonics lesson with their families.

Share the **Reading Bingo** handout in **Teacher Resources** for reading fun at home.