PHONICS READERS

SHORT I



Teacher Notes

These Word Family Readers for CVC Short I words are perfect for students who are learning to read with phonics patterns. They are highly controlled passages that only contain words within that word family or within a previously taught word family. Two new sight words are introduced with each new word family (except the -id family, which as three). Previously taught sight words are practiced and repeated. The passages get progressively longer and more difficult as students are taught more word families.

The Short I passages are constructed with the assumption that students have used the Short A passages. Short A words and sight words from the Short A passages are included in the Short I passages.

Some of the texts hold very little meaning because they have been heavily controlled for specific sounds and sight words. Before reading, talk about the text with students so that they become familiar with the context of the story. You may need to build some background knowledge. For instance, in the Jig in a Wig passage, students may need to know that a jig is a dance and that a gig is a performance. Likewise, students may need to have a discussion about the text before answering the comprehension questions.

I have included comprehension questions. There are two questions on the reading page that are oral discussion questions. The same questions are repeated on the comprehension page with primary writing lines. There is also a space for drawing about the story.

Word cards are included for both short i phonics words and sight words. Phonics words have a picture. Both black and white and color versions are available for most images. Cut on the solid line and fold on the dotted line to create a flash card. Word Cards in the Short A stories are not included.

© Jessica Boschen · What I Have Learned

Table of Contents

Teacher Notes	2-5
-ig Phonics & Sight Word Cards Jig in a Wig Tag Can Dig A Fig in a Bag	6
-id Phonics & Sight Word Cards The Kid Did It Rid of the Lid Lid on the Pan	18
-ip Phonics & Sight Word Cards Zip My Bag Rip in a Cap Dip My Lip to Sip	30
-it Phonics & Sight Word Cards Fig in a Kit The Big Kit The Pit	43
-in Phonics & Sight Word Cards A Hit and Win It is Not a Pin Fin in the Bin	56
-ill - optional bonus Phonics & Sight Word Cards Mill on the Hill Dig on a Hill Tab was Ill	68

Page Features

Blending and segmenting practice that is relevant to the story.

Three stories for each word family with and without dots under each word

Stories are labeled with the word family and story number

Sight word practice that corresponds to the story and previously taught sight words

Two comprehension questions for each story (Oral & Written)

Decoding

Read each word in three ways:
1. Segment the sounds.
2. Blending the sounds
3. Say it fast

d i g

T a b

c a n

b i g

Sight Words

you

go

is and go he you it

Reading -ig / 2

Tab Can Dig

Tab is a lab. Tab can dig.

A lab can dig and dig.

Tab is a big lab. He can dig.

Go, Tab, go! Dig it! Dig it big!

You can dig and dig and dig!

Dig it big. Dig it big, big, big!

It is big. Tab can dig a big dig.

Dig, Tab! Dig and dig and dig!

It is big, big, big! He can dig it.

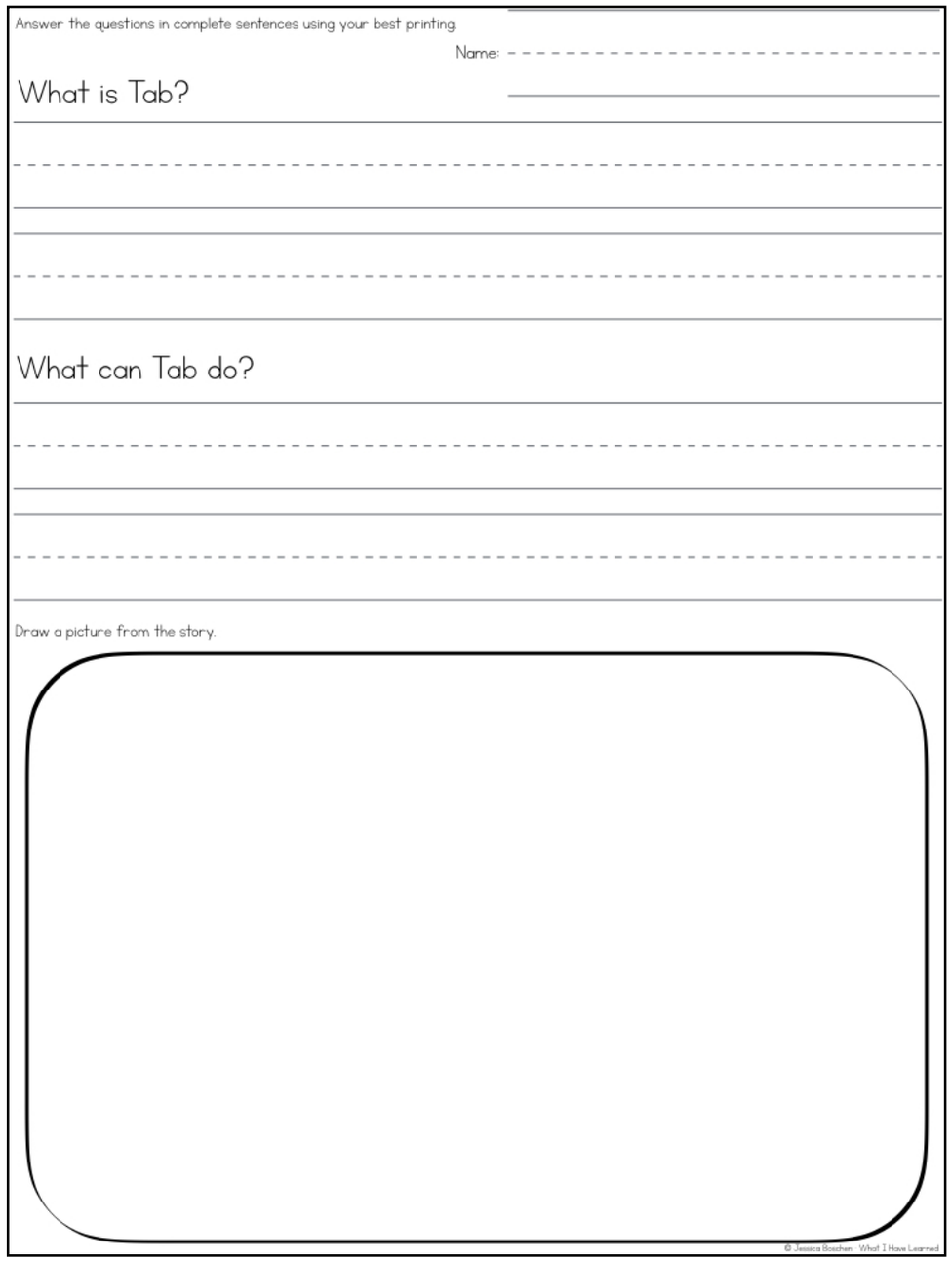
Tab, you can dig a big dig!

What is Tab?
What can Tab do?

© Jessica Boschen · What I Have Learned

Page Features

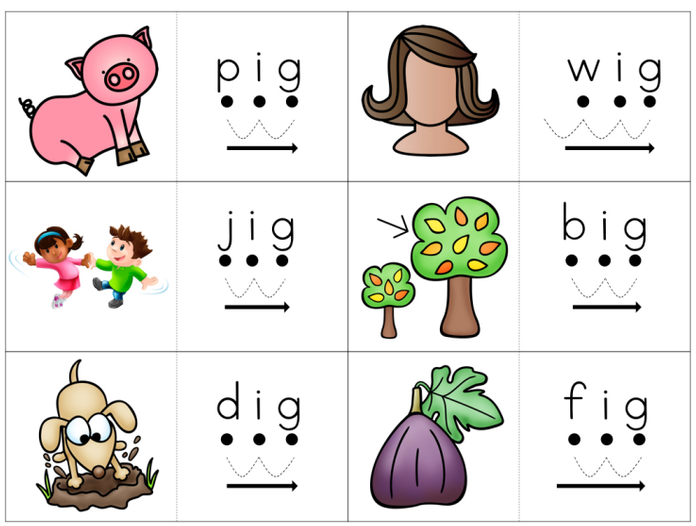
Comprehension Page
Writing and Drawing Space

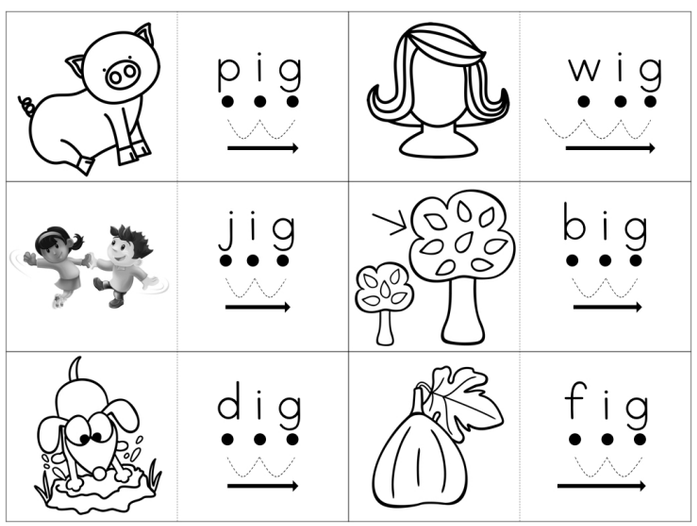


Fold the page in half to present the word work side to students before reading. Then flip the page over and have students read the story after practicing the words. Or cut the page in half and glue the pages in a composition book to create a practice reader.



Blending Cards for the phonics and sight words in each set of readers. Cards come in color and black & white for most images. Cut on the solid line and fold on the dotted line to create a flash card.





© Jessica Boschen · What I Have Learned

Word Family Phonics Readers
Short i Word List

There are three passages for each word family. Below are the list of words for each word family as well as the sight words that appear in that set of stories. Not all words appear in every story, but all the words will appear in at least one of the three stories for that word family.
The most frequently appearing words are practice on the decoding page.

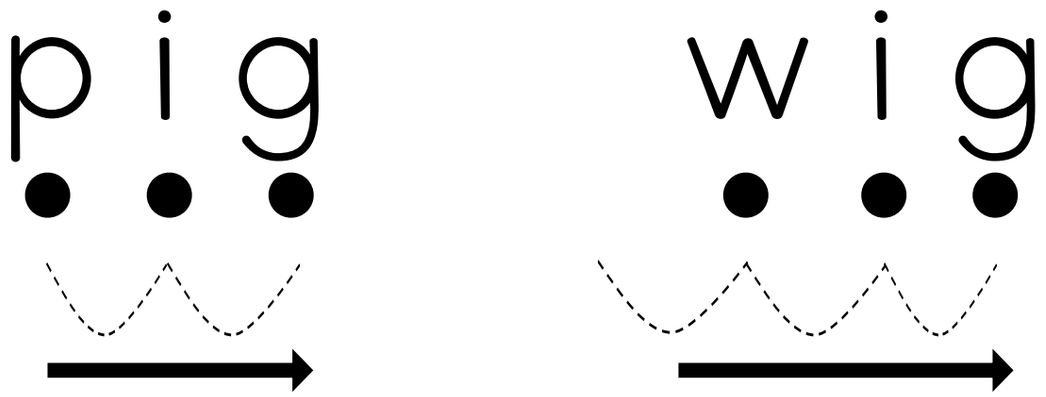
-ig	-id	-ip	-it	-in	-ill
big	did	dip	bit	bin	ill
dig	hid	hip	fit	fin	bill
fig	kid	Kip	hit	kin	dill
gig	lid	lip	kit	pin	fill
jig	rid	rip	lit	tin	hill
pig		sip	Mit	win	kill
wig		tip	pit		mill
		zip	sit		till
Sight Words	Sight Words	Sight Words	Sight Words	Sight Words	Sight Words
you go	if up of	my	see no	are not	be was

© Jessica Boschen · What I Have Learned

Decoding

Read each word in three ways:

1. Segment the sounds.
2. Blending the sounds
3. Say it fast



j i g

b i g

Sight Words

go

you

can has go you in

Jig in a Wig

Reading -ig / I

The pig has a big wig.

The pig can jig in a big wig.

The pig can jig and jig in a wig!

Pig! Jig in a gig in the wig!

Go jig in the big wig, Pig!

Jig, jig, Pig, jig in the wig.

You can jig in the big wig.

Go, Pig! Jig in a wig in a gig.

Go jig in a big wig in the gig.

Jig, Pig, jig in the gig.

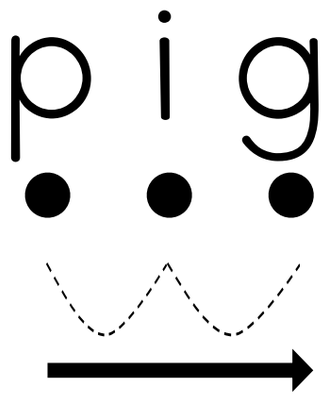
What did the pig have?
What can the pig do?

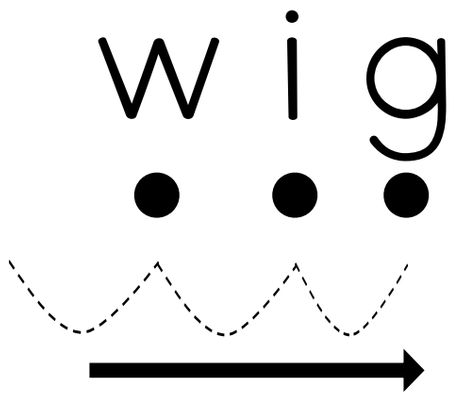
© Jessica Boschen · What I Have Learned

Decoding

Read each word in three ways:

1. Segment the sounds.
2. Blending the sounds
3. Say it fast





j i g

b i g

Sight Words

go

you

can has go you in

© Jessica Boschen · What I Have Learned

Jig in a Wig

Reading -ig / I

The pig has a big wig.

The pig can jig in a big wig.

The pig can jig and jig in a wig!

Pig! Jig in a gig in the wig!

Go jig in the big wig, Pig!

Jig, jig, Pig, jig in the wig.

You can jig in the big wig.

Go, Pig! Jig in a wig in a gig.

Go jig in a big wig in the gig.

Jig, Pig, jig in the gig.

What did the pig have?
What can the pig do?

Answer the questions in complete sentences using your best printing.

Name: _____

What did the pig have?

What can the pig do?

Draw a picture from the story.

© Jessica Boschen · What I Have Learned