

You're reading with...

## Getting Ready - A Broad View of the Landscape Before You Begin

Blending sounds with " $a$ " and " $e$ " are already mastered and, by now, you're getting familiar with the blending sounds routine. This expedition will introduce a new set of sounds to your safari mate. Turn to The Reading Place, page 33, and you will be ready to begin "Blending Sounds with Short 'i'".
These sounds also follow the One Vowel Rule, so your reader will know that the sounds all have the short "i" sound "ih". Blend the letters as you have done before, in Reading Expeditions 9 and 10, using a continuous sound.
Follow the same steps that you have before, which are outlined below.
Step 1 Turn to page 33 in The Reading Place and read the introductory poem to your little reader. Page 34 contains consonants paired with the short sound of " $i$ ". Ask your reader to "blend these letters" after you model each combination.
Step 2 After practicing each combination together, ask the reader to independently blend the letter combinations. (Don't rush, and don't assume that the concept is mastered after just a few tries. Point to the combinations in random order, over and over again. Praise, praise, praise your reader for correct answers along the reading journey!) When the "Blending Sounds with Short 'i'" expedition has been mastered, along with the other items indicated on the Jungle Journal, you should proceed to Reading Expedition 12. 'Hope you are enjoying the safari!

## Taking a Closer Look - Sample Dialogue to Help Direct Your Course

Tour Guide: "You're becoming quite the expert at blending sounds. You've mastered short ' $a$ ' sounds and short ' $e$ ' sounds in such a short time! Let's pretend to use our hands like binoculars and see if we can spot the next vowel we're going to blend. Can you guess? a...e...what vowel do you spy?"

## Reader: "'i' - I spy an 'i'."



Tour Guide: "Right! We're going to blend sounds that have short 'i' in them. Let's go to The Reading Place and see if we can spy anything else with our binoculars. Maybe we'll see some wild animals with them, while we sit underneath the baobab tree. Let's hope that whatever we see is friendly...and not too hungry. Then, we'll find our next list of is friendly...and not too hungry. Then, we'

Female tortoises lay eggs. They lay about 15-20 at a time. The group of eggs
Reader: "Short 'i' says 'ih'."
Tour Guide: "'ih' - that's correct. You sure are smart! Do you think that you can sing the 'Long and Short Sounds' song for me? I'll bet you can!"



#### Abstract

\section*{for Tour Guides}

On $3 \times 5$ cards, label common objects around the house (things such as "bed", "chair", "desk", "door", etc.). Use colorful markers, but always print on the cards clearly and in lower case letters. Change them from time to time. You'll be surprised at how many new words your child learns to read in the process!



lamp


## Binoculars - A Great Project for a Rainy Day!

On a safari and forgot your binoculars? No problem! Help make your moments at The Reading Place more realistic by creating your own binoculars to observe those lions and tigers. Just get two cardboard tubes (from the inside of a paper towel roll or toilet tissue roll) and glue them together. Now, decorate and use!


You will need the Reading Place (pages 33-34), and your best cheering voice for your smart and capable student!

## Results to Achieve During Your Expedition

Your safari mate will be able to independently blend the letter combinations in The Reading Place that contain the short " $i$ " sound.

| Rccomplished | Reader blends the "im" sound |
| :--- | :--- | :--- |
| Reath Excer blends the "ib" sound |  |
|  | Reader blends the "ip" sound |
|  | Reader blends the "id" sound |

This is the Great Blendini. He is a wizard who magically blends letter sounds with the touch of his wand. Help him connect the short " $i$ " sound to each of the consonants below. Say the new blended sound that is made.



Can you guess what word you can make by blending the letter " $k$ " with "iss"?
 kissing each other.

