



## Fantastic Phonics Teaching Guide

### Book 21 - 'I want a Pie'

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**New Words:** pie, die, lie, tie, sign, fly, said, pulled, too, was, splat, buzz

**Extra Words:** cry, dry, fry, try, high, sign, nigh, sight, night

**Sounds found in these new words:**

**p, d, l, t, s, p, n, fl, spl, ull**

**Highlighted Sound:** Long Vowel: 'i' as in 'pie'

Explain how the **silent 'e'** creates the long vowel 'i' for example: 'pie'

**Introduce new Vowel Digraph:** 'igh' this produces the same long 'i' sound as in 'pie', 'igh' as in 'sigh'.

A **Vowel Digraph** consists of two consecutive letters (one or both letters are vowels) and they produce one sound.

**Introduce new** letter combinations, 'ie', 'y' words which share the **long vowel 'i' sound**.

**For example:** 'pie', 'fly'.

'Y' as a vowel in the word 'fly' produces the **long vowel 'i' sound**.

Carefully explain the letter combinations: 'would' share the same sound as 'wood'.

**Introduce new double end consonant (CVCC) sound in the word: ‘pull’.**

**Introduce new double syllable word – ‘pull - ed’.**

- Teacher leads student in oral practice with this **new double syllable word** pattern, by covering the last part of the word for example the ‘ed’.
- Teacher then, leads student in oral practice decoding word into the **onset** phonic component ‘p’ followed by the **rime** ‘ull’. For example: p u ll.
- Teacher leads student in oral practice by revealing the last syllable, to combine the first and last syllable for example: ‘**pull-ed**’, ‘**pulled**’.
- **Optional Exercise:** Repeat this exercise and include one clap with each syllable as the word is repeated. For example: ‘be’-(one clap) –‘gan’ (one clap).Then together. This exercise emphasizes the sound (beginning, middle and end) of a 1, 2, 3 or 4 syllable word.

**Introduce new consonant blend (CCCVC)in the word: ‘splat’.**

**Sight Words:** the, a, said, was.

**Punctuation:** Explain a ‘comma’. Pause, take a breath, and continue reading.

**Capital Letters:** A capital letter is found at the beginning of the word in a new sentence.

**STEP 1:**

Teacher leads student in oral practice with these consonant sounds:

**p, d, l, t, s, p, n, fl, spl**

**STEP 2:**

Teacher leads student in oral practice with this vowel pattern, or rime:

**i-e, i-i-i-e**

**STEP 3:**

Teacher leads student in oral practice, with blending two sounds:

Pronounce each letter separately; blend the separate sounds into a continuous word.

**(p—ie, p-ie, p-p-p-ie, pie)**

Practice blending the onset (consonants) and the rime (p-ie) with all the ‘New Long Vowel Words’ for Book 21.

**p-ie, d-ie, l-ie, t-ie**

**s-igh, h-igh, n-igh**

**STEP 4: ‘Sight’ Words:**

Explain that these must be memorized/recognized as a whole; they are not broken down into sounds.

- Practice the word: ‘the’ and ‘The’ with a capital letter.
- Practice the word: ‘a’ and ‘A’ with a capital letter.

**STEP 5:**

Practice blending the Sight Words with the ‘New Long Vowel Word’:

A pie .... the pie  
 A lie .... the lie  
 A tie .... the tie

**STEP 6:**

Now you are ready to start reading **Fantastic Phonics Story 21 – ‘I want a Pie’**

Explain the Highlighted sound in this book is **the long vowel: ‘i’**  
 The long vowel ‘i’ is reinforced in the words in Story 21.

Letter combinations with the same **long ‘i’** sound are introduced: ‘y’, ‘ie’, ‘igh’.  
 CVCC(consonant-vowel-consonant-consonant)words for example: p u ll.  
 A double syllable word is introduced: ‘**pull - ed**’.

- If you have a large screen with the images projected onto it, scroll slowly through each page ‘reading out loud’ the text as described in Step 2.
- The student will read the text as the teacher points to each word.
- If the student has difficulty with a word – keep pointing to the word. This gives the student time to self-correct or try again. If the student is still having difficulty encourage the student to sound out the individual phonemes, blend the sounds, then read the word again.
- **If each student has a printed book then slowly progress through the pages ‘reading out loud’ as described in Step 2.** The student will read the text as the teacher points to each word. If the student has difficulty with a word – keep pointing to the word. This gives the student time to self-correct or try again. If the student is still having difficulty encourage the student to sound out the individual phonemes, blend the sounds, then read the word again.
- If the word is a ‘Sight Word’ reinforce the word is to be recognized as a ‘whole’.

**STEP 7:**

Ask the student how many capital 'T' were in the story and where is the capital 'T' found in the story.

**Capital Letters:** Emphasize that a capital letter is found at the beginning of the word in a new sentence.

**Punctuation:** Explain a "full stop". Stop, take a breath, then start the next sentence. Ask the student how many "full stops" were in the story and where are they found.

Explain a 'comma'. Pause, take a breath, and continue reading.

**STEP 8:**

At the end of the story read the 'extra words'. These words revise 'y' and 'igh' and reinforce the long 'i' sound.

**Rhyming**

The rhyming further supports the sounds, by showing the auditory and visual similarities and also discriminating between the different sounds.

- Ask the student if they can pick out the rhyming words in the text.
- Ask the student to identify the highlighted sound in the text (long vowel 'i').

**STEP 9:**

Now start the Comprehension Questions, slowly reading each question, then give the student time to answer verbally or in a written form.

- If you have a large screen with the images projected onto it, scroll slowly to each question.
- If each child has a printed book then slowly progress through the questions.

**Comprehension Questions**

The comprehension component for each story tests the student's critical reading skills.

If the student does not remember the answers, they are encouraged to re-read the story and then continue the comprehension questions.

**STEP 10:**

Complete the sentences with these words. This exercise strengthens the student's critical reading skills. The sounds and blends found in this story are also practiced in this exercise.

**STEP 11:**

**Say, Cover, Spell, Write and Check.** This exercise asks the student to say the word (identifying word sounds), then cover the word (to commit word to memory by visualization), spell it out loud (to highlight sounds and blends of letter combinations), then write it (to practice spelling).

pie \_\_\_\_\_ die \_\_\_\_\_ lie \_\_\_\_\_ tie \_\_\_\_\_ fly \_\_\_\_\_  
 sigh \_\_\_\_\_ high \_\_\_\_\_ try \_\_\_\_\_ would \_\_\_\_\_ pulled \_\_\_\_\_

**STEP 12:**

**Add 'vv' (vowel, vowel) 'ie' to make words:**

This highlights the 'long vowel i' sound and the silent letter 'e'.

t \_\_\_\_\_ p \_\_\_\_\_ d \_\_\_\_\_ l \_\_\_\_\_

- Teachers can print this story for the student to use for independent oral reading practice.
- The student may also enjoy adding their own colors to the book by coloring in the pictures.

**REVISION**

To revise short vowel 'i' read **Book 8 'The Kid and the Pig'** as described in the Lesson Plan. This will emphasize the short 'i' sound and give the student confidence in their reading skills to learn the new long vowel 'i' lesson which is more challenging.

Revise **Book 21 'I want a Pie'** the second day.

**Teachers Notes:**