



Long-Vowel Grapheme Card

Presenting *i_e*

Say-It-Fast

Say each sound in the words listed below. Children will blend the sounds into words.

/k-ee-p/	<i>keep</i>	/b-ee-t/	<i>beet</i>
/g-a-me/	<i>game</i>	/l-ee-k/	<i>leek</i>
/t-i-me/	<i>time</i>	/b-i-te/	<i>bite</i>

Break-It-Down

Say a word, and ask children to repeat it. Then, children will say the word in Alphie Talk. Provide support as needed.

mine	<i>/m-i-ne/</i>	like	<i>/l-i-ke/</i>
side	<i>/s-i-de/</i>	bike	<i>/b-i-ke/</i>
fun	<i>/f-u-n/</i>	late	<i>/l-a-te/</i>

Read Letter Sounds

With the teacher—Point to the letter cards in the Vowel Frieze. Have children make the sound for each letter group as you point to it.

With a partner—Have partners take turns reading their own letter sounds in their writing books followed by the sounds in the middle box of page 1 of the Partner Practice Booklets.

Stretch and Read

With the teacher—Choose three green cards from previous lessons. Use Alphie Talk to read the words with the class.

With a partner—Have children turn to Lesson 34, Day 1 in their Partner Practice Booklets, and have them read the words in the top box together. Partners will check each other's work. Partnerships who successfully read the words fluently can move on to the challenge words in the middle box.

Quick Erase

Use the following sequence:

see...bee...fee...feed...need...seed...seen...seek...peek

Hear the New Sound

Sound Words—Say each word, and have children repeat each one:

time bike five

Ask: **What sound can you hear in those words?** (*/i_e/*) Say each word again, and have children repeat each one. Stretch the */i_e/* sound in each word.



rake	ring	seed
cake	fox	feet

Partner Practice Booklet 4



Long-Vowel Grapheme Card

Key Picture—Show the Long-Vowel Grapheme Card for “i_e.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a crocodile. This crocodile makes me think of something I say when I am saying good-bye to someone. I say, “In a while, crocodile.” Let’s say that sentence together. (*In a while, crocodile*) Say each word in the phrase, and ask children to repeat it. Stretch the /i_e/ sound in each word.**

Introduce the Letter Group

Build a strong connection between the picture and the letters. Point to the letter group “i_e” in the picture. **When I look at the letters “i_e,” I think about the phrase, “In a while, crocodile.”** Run your finger over “i_e” as you repeat the sound /i_e/ three times. **Look really hard at “i_e,” and imagine seeing these letters with the crocodile.** Flip the card over so the children can only see the letters “i_e.” **What do these letters say? (*responses*)** Say /i_e/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /i_e/ when we see these letters. When I point to “i_e,” I want you all to say:**

/i_e/ “In a while, crocodile.” “i dash e”

Post the Long-Vowel Grapheme Card for “i_e” in the Vowel Frieze.

Stretch and Read with the New Sound

With the teacher—Use the Letter Blending Cards to spell each word in the pocket chart. (Refer to “Stretch and Read with the New Letter” in Lesson 32, Day 1 for the teacher script on presenting letter groups with the “dash-e” component.) Stretch and read the words with the children. Write each word on a green card, and say it in Alphie Talk with the children.

time side mine

With a partner—Have children turn to Lesson 34, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together.

Write Letters and Words

Familiar Letters—Make the sound for each of the letters listed below. Have children write the letters in their Partner Writing Books. Partners will check each other’s work.

sh w j ng z s

Familiar Words—Have students use Stretch and Count/Stretch and Spell to write the following words. Partners will check each other’s work.

tree ring jeep game queen bake

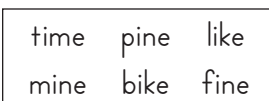
New Letters—Have children write the letters “i_e” and check each other’s work. Encourage children to say /i_e/ as they write the letters.



Letter Blending Cards Deck 2



Letter Blending Cards Decks 1 & 2



Partner Practice Booklet 4



Words with the New Letters—Have children use Stretch and Count/Stretch and Spell to write the following words. Partners will check each other's work.

mine fine time ripe five dive

34

DAY 2

Say-It-Fast

Say each sound in the words listed below. Children will blend the sounds into words.

/b-oa-t/	boat	/c-oa-t/	coat
/m-i-ne/	mine	/k-i-te/	kite
/b-a-ke/	bake	/l-i-me/	lime

Break-It-Down

Say a word, and ask children to repeat it. Then, children will say the word in Alphie Talk. Provide support as needed.

bite	/b-i-te/	slow	/s-l-ow/
take	/t-a-ke/	grow	/g-r-ow/
seed	/s-ee-d/	book	/b-oo-k/



Read Letter Sounds

With the teacher—Point to the letter cards in the Vowel Frieze. Have children make the sound for each letter group as you point to it.

With a partner—Have partners take turns reading their own letter sounds in their writing books followed by the sounds in the middle box of page 1 of the Partner Practice Booklets. Partners can also read the first column of letter sounds in the bottom box.

Stretch and Read

With the teacher—Choose three green cards from previous lessons. Use Alphie Talk to read the words with the class. Partners will check each other's work.

With a partner—Have children turn to Lesson 34, Day 2 in their Partner Practice Booklets, and have them read the words in the top box together. Partnerships who successfully read the words fluently can move on to challenge words in the middle box.

hot	feel	dug
same	take	bee

Partner Practice Booklet 4

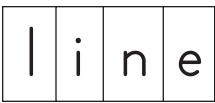
Quick Erase

Use the following sequence:

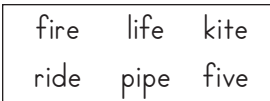
mine...fine...dine...line...lane...lake...bake...take



Long-Vowel Grapheme Card



Letter Blending Cards Decks 1 & 2



Partner Practice Booklet 4



Hear the New Sound

Sound Words—Say each word, and have children repeat it. Emphasise the vowel sound in each of the following words:

time **fine** **line**

Ask children to identify the sound that they hear in all three words.

Key Picture—Show children the “i_e” key card. **What do you say when you See this picture?** (*responses*) **That’s right. “In a while, crocodile.”** Flip the card over so the children can only see the letters “i_e.” **What sound do these letters make?** (*responses*) **Yes, the sound is /i_e/ /i_e/ /i_e/.**

Stretch and Read with the New Sound

With the teacher—Write each word on the chalkboard, and stretch and read it with the children.

line **bike** **side**

With a partner—Have children turn to Lesson 34, Day 2 in their Partner Practice Booklets, and have them read the words in the middle box together.

Write Letters and Words

Familiar Letters—Make the sound for each of the letters listed below. Have children write the letters in their Partner Writing Books. Partners will check each other’s work.

o **b** **h** **g** **p** **e**

Familiar Words—Have children use Stretch and Count/Stretch and Spell to write the following words. Partners will check each other’s work.

bee **bake** **yet** **tree** **van** **came**

New Letters—Have children write the letters “i_e” and check each other’s work. Encourage children to say /i_e/ as they write the letters.

Words with the New Letters—Have children use Stretch and Count/Stretch and Spell to write the following words. Partners will check each other’s work.

like **bike** **pile** **ride** **bite** **time**