

## Unit 1.4: Long i review

# i\_e, ie, y as i, igh

### Objectives

- To review the digraphs i\_e, ie, y as i, igh
- To consolidate learning with Story time.

### Essential Resources

- Fix-it Phonics Level 3 Student Book
- Fix-it Phonics Level 3 Workbook
- Fix-it Phonics Level 3 Audio CD/Download
- Picture Code Cards – i\_e, ie, y as i, igh

### Additional Resources

- Level 2 Keyword Cards – i\_e, ie, y as i, igh
- Fix-it Phonics Level 3 Software
- My Digraph Big Book

### Activity outline

#### Welcome to Letterland

At the start of the lesson, listen to the Letterland Theme Song as required.

You could use the *Software* and watch the animated Letterland characters as you join in with the song.

#### Sound

Use the *Picture Code Cards* to review Mr I and Magic e. Show the *Picture Code Card*, say,

**Who is this? Mr I and Magic e.**

**What is their sound? /i/**

Show the plain letters, say 'i'.

#### Keywords

Listen to the audio CD to review the Keywords. Pause the track before the song for your class to repeat the Keywords.

If you have the Level 2 resources, use the *Keyword Cards* to review all the words associated with the sound.

#### Song (optional)

Review songs if you have time, and your students enjoy singing them!

Listen to the song.

Ask the children to join in as and when they are ready.

### Resources

CD1 Track 1, *Software*  
Lyrics, pages 20



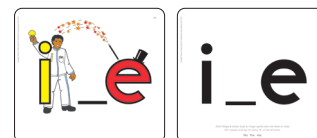
Let's see what we remember about our friends in Letterland today!

*Picture Code Card* – i\_e



Who is this?

What is their sound?



*Student Book* 1, page 21, CD1 Track 18



*Student Book* 1, page 21, CD1 Track 18

Lyrics can be found in your *Fix-it Phonics Level 2 Teacher's Guide*, *Level 2 Software* or as a download from:

[www.letterland.com/teacher-resources](http://www.letterland.com/teacher-resources)

## Activity outline

### Repeat

Repeat the same process with: **ie, igh, y as i**

- review the sound of the digraph
- review the Keywords
- listen to the song
- write the letter shapes

### Workbook

Use the Workbook to practice writing the letter shapes together. You could write each digraph after singing the song, or complete pages 32-35 after reviewing all the long i digraphs.

1. Look at the pictures and say the words out loud.
2. Write the correct digraphs on the lines to complete the words.

Answers page 33: **slide, tie, kite, pie, bike, field, Annie**

Answers page 35: **cry, fly, light, night, sky, fight, right**

## Resources

Picture Code Cards - ie, igh, y as i



Workbook 1, pages 32-35



### Story time

The story includes words the spelling patterns to review the long i sound. Follow this basic procedure for reading the story:

- **Look** at the pictures and discuss what the story might be about. Ask children to describe what they see in their native language.
- **Read together.** If possible, project the story onto a whiteboard to read with your class. You can use the Audio CD for this purpose as required.
- **Search** for all the words that contain the Unit spelling patterns.
- **Read.** Children read sections to themselves, blending the sounds together to decode words. Use choral-reading, partner-reading or another of the techniques detailed on page 19.
- **Check up.** Ask several children to read to you each day in order to listen to everyone.

Student Book 1, pages 23-26, CD1 Track 22

