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## Fantastic Phonics Teaching Guide

### Book 38 - 'I Saw Two Mice'

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**New Words:** ice, mice, nice, spice, twice, slice, rice, two, quick, yuk, eat, eating, let's

**Extra Words:** dice, trice, vice, lice, splice

**Sounds found in these new words:**

**m, n, r, y, l, d, v,**

**sl, tw, tr, spl**

**Consonant blends:** 'spl', 'sl', 'tw', 'tr' in the words for example: 'splice', 'slice', 'twice', 'trice'.

**Highlighted Sound:** Long Vowel 'i' as in: 'ice'.

**Explain the CVC + silent 'e'** on the end of the word 'mice'. This changes the short vowel sound 'i' to a long vowel sound 'i'.

**Suffix** is an end, added to a base word, for example: 'eat' (base word) '-ing' (suffix), 'eat-ing'. To add the suffix 'ing' indicates a verb (a process) for example 'eating'.

**Explain how 'mice', 'nice',** share the same rime sound of '...ice'.

**Introduce new double syllable word – ‘eat-ing’.**

- Teacher leads student in oral practice with this **new double syllable word** pattern, by covering the last part of the word (eat) for example the ‘**ing**’.
- Teacher then, leads student in oral practice decoding word into the **onset** phonic component ‘**ea-t**’ followed by the **suffix ‘ing**’. For example: ‘eat-ing’.
- Teacher leads student in oral practice by revealing the last syllable, to combine the first and last syllable for example: ‘**eat-ing**’, ‘**eating**’.

**Optional Exercise:** Repeat this exercise and include one clap with each syllable as the word is repeated. For example: ‘eat’- (one clap) – ‘ing’ (one clap). Then together. This exercise emphasizes the sound components of a multi-syllable word.

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

**Explain how:** ‘qu’ in the word ‘quick’ sounds like ‘kw’.

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

**Introduce a Contraction:** Two words united to make a shortened word. An apostrophe replaces the missing letters for example: ‘let us’ is abbreviated to ‘let’s’.

**Capital Letters:** Explain that 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:

**m, n, r, y, l, d, v,**

**sl, tw, tr, spl**

**STEP 2:**

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

**i-ce, i-i-i-ce.**

**STEP 3:**

Teacher leads student in oral practice, with blending two sounds:  
Pronounce each letter separately; blend the separate sounds into a continuous word.

**i—ce, i-ce, i-i-i-ce, ice**

Practice blending the onset (consonant) and the rime (m-ice) with all the 'New Letter combination Words' for Book 38.

**m-ice, n-ice, r-ice, tw-ice, sl-ice.**

**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 letter combination words':

**A spice .... the spice  
A slice .... the slice**

**STEP 6:** Now you are ready to start reading **Fantastic Phonics Story 38 – 'I Saw Two Mice'**.

- **Explain** the highlighted sound in this book is the long vowel sound 'i' as in: 'ice'.
- The **consonant digraph blend** is reinforced in the words in Story 38.
- **Double syllable** words in this story strengthen knowledge with new words:— 'eat-ing'.

**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. In words where decoding the word is divided into the onset of the word (the initial sound), followed by the rime. Ask the student to continue oral practice by sounding out the onset of the word (the initial sound) for example: 'm' continue to sound out the rime '-ice', then blend the word together: 'm-ice', mice.

**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. In words where decoding the word is divided into the onset of the word (the initial sound), followed by the rime. Ask the student to continue oral practice by sounding out the onset of the word (the initial sound) for example: 'm' continue to sound out the rime '-ice', then blend the word together: 'm-ice, 'mice'.

If the word is a 'Sight Word' reinforce the word is to be recognized as a 'whole'.

### **STEP 7:**

Ask the student how many times capital 'T' appears 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 reinforce consonant blends for example in: 'trice' and provide extra practice with the long vowel 'i'.

### **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 long vowel 'i' as in: 'ice'.

### **STEP 9:**

Now start the Comprehension Questions, slowly reading each one, 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).

ice \_\_\_\_\_ mice \_\_\_\_\_ slice \_\_\_\_\_ spice \_\_\_\_\_ twice \_\_\_\_\_  
 two \_\_\_\_\_ eat \_\_\_\_\_ let’s \_\_\_\_\_ yuk \_\_\_\_\_ quick \_\_\_\_\_

**STEP 12:**

Add ‘ice’ to make words:

m \_\_\_\_\_ r \_\_\_\_\_ sl \_\_\_\_\_ sp \_\_\_\_\_ tw \_\_\_\_\_ d \_\_\_\_\_  
 n \_\_\_\_\_ tr \_\_\_\_\_ dev \_\_\_\_\_ l \_\_\_\_\_ spl \_\_\_\_\_

- 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**

Revise **Book 21 ‘I Want A Pie’** to emphasize the long vowel sound ‘i’ when a silent ‘e’ is present.