

LESSON 24

Teacher Instructions

Read the words in **bold** out loud to your learner.

(point to the *y*, *ie*, and *uy*)

Sometimes *y*, *ie*, and *uy* make a sound that sounds like the letter *I*. This is the sound at the end of the words *by*, *pie*, and *guy*.

Now we are going to learn another way *i* can sound.

You already know that *i* can say *i* like in *insect* and *I* like in *ice*.

But sometimes, *i* needs a helper to say *I*. That helper is the silent *e* at the end of the word.

Now let's learn two new words: *give* and *live*.

These words have the *i_e* pattern, but they don't follow the usual rule.

The *e* in these words are a *silent e*, but the *i* doesn't change. It's the normal *i* like in *insect*.

These are memory words.

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y

ie

uy

i_e

ice hide

file time

give

live

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Read the words in **bold** out loud to your learner.

Read the sentences out loud.

Underline the following words:

- sky
- kite
- ice

I spy the geese fly.

Can she bake berry pie?

The kite can fly in the sky.

We can freeze the sweet peach
ice cream.

Where can mice hide? Mice can
hide in a log.

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Read the words in **bold** out loud to your learner.

Read the sentences out loud.

Circle the following words:

- **ice**
- **lime**
- **pie**

ice dice mice nice rice
price twice tribe hide
side wide life wife file
mile while lime time line
pine pipe fire kite rise
by my cry dry fly fry
die lie pie tie guy buy

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Read the words in **bold** out loud to your learner.

Read the sentences. Write the sentences.

It is a warm sunny day.

Sorry, the truck is messy.

The geese nest in a pine tree by
that shack.
