



Stories About Vowels:  
**Iggy Pig's Lid**  
(Short I and Long I)

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# IGGY PIG'S LID

## (SHORT I AND LONG I)

Running Time: 14 minutes

### PROGRAM OVERVIEW

#### Intended Audience and Uses

*Iggy Pig's Lid* has been produced as a basic reading instruction program for youngsters in grades K-2. The program interweaves four lessons on *short i* and *long i* sounds within a story of a little pig who uses his quick wits to save Mrs. Frog's baby tadpoles during a rain storm, and then uses his knowledge of letters to teach his brother, Ziggy, about words with *short i* and *long i* sounds. Each lesson covers the *short i* and *long i* sound patterns most commonly taught at the beginning reader level: *c-v-c*; *c-v-c-c*; and *c-v-c-silent e*.

The program also teaches long and short diacritical marks.

Stop points are strategically placed after each major concept is presented, allowing you to present review and reinforcement activities, as well as to introduce activities for upcoming lessons.

Several viewing strategies may be employed. You may find it useful to show the program in its entirety, then

play it segment by segment, using each segment as the basis for a single lesson or multiple lessons, depending on the level of student comprehension. A final review screening, again showing the program without stopping, undoubtedly will help reinforce student understandings.

### Program Synopsis

Mrs. Pig is famous for the letters she makes to decorate birthday cakes. Her son, Iggy Pig, often helps her make the letters. Iggy is a hard-working little pig who puts the letters in jars for storage, and then writes down where each letter is stored. Iggy's brother, Ziggy, is very lazy and prefers to sit and dream beneath a giant oak tree, or play baseball with his friends. One day, Ziggy and his mother make giant I's for Ike and Nick Hippo's birthday cake. Tired by making such huge letters, they fall asleep. Iggy is awakened by Mrs. Frog, whose little tadpoles are in danger of being washed downstream in a torrential downpour. Iggy grabs one of the lids, runs to the stream, and scoops out the little tadpoles. Meanwhile, Ziggy returns home with his friends and sees the jar of I's is open. He and his friends eat the I's, much to the displeasure of Iggy and his mother. Iggy, realizing his brother's ignorance has led to this disaster, decides to teach him about I's. Mrs. Pig returns after a shopping trip and is pleased to learn about Iggy's heroics and Ziggy's newfound knowledge of words with *short I* and *long I* sounds.

### VIEWER OBJECTIVES

After viewing this video and participating in the suggested activities, viewers should be able to do the following:

1. Recognize long and short diacritical marks.
2. Pronounce the *long i* sound.
3. Pronounce the *short i* sound.
4. Read three-letter words with the *short i* sound (*c-v-c* pattern).

5. Read many four-letter, *long i* words with the *c-v-v-c* and *c-v-c-silent e* patterns.

*The producers encourage you to make adaptations and changes to the following lesson plan whenever you feel it will enhance your students' learning experiences. Only by tailoring the material to your unique classroom situation will you be able to maximize the educational experience afforded by these materials.*

## **SUGGESTED LESSON PLAN**

### **Introduce the Program**

Ask the class what chores they are responsible for at home. Clean up their room? Make their bed? Take out the trash or recycling bin? Do they enjoy doing these chores? Why do they feel it is important for children to help around the house? Now ask if anyone has ever helped his or her mother or father at work. Tell them that they are now going to see a video about a little pig who helps his mother at her work. What do they suppose the mother might do?

### **Pre-Viewing Activities**

#### ***Segment 1***

Tell the class that the first part of the program touches on two sounds that the letter *I* can make – one is called the *short i* sound and the other is called the *long i* sound. Explain that you will want everyone to know what those two sounds are after they see the first part of the program. Now, view the first segment, which lasts approximately 2 minutes. The introductory conceptual material briefly covered in the first segment: the *short i* and *long i* sounds and the long and short diacritical marks.

## Post-Viewing Activities

### **Segment 1**

Place “Ike” and “Nick” on the chalkboard and briefly reiterate the differences in the *long i* and *short i* sounds. Have the class repeat these two names several times, emphasizing the sounds. Next, duplicate and pass out Activity 1. As a class exercise, have your students identify objects with *long i* and *short i* sounds. Objects with the *short i* sound include the *pig*, *hill*, *lips* and *stick*. Objects with the *long i* sound include the *bike* and the *line* of people. If your students are able, you may instruct them to write the words next to, or below, the appropriate picture, then write in the correct diacritical mark above each *i*. Have the class pronounce each word. You also may find it helpful to write the words on the chalkboard.

## Pre-Viewing Activities

### **Segment 2**

Before showing the second part of the program, review the *short i* and *long i* sounds if you feel it will be helpful. You may also discuss the long and short diacritical marks. Then list the following words on the chalkboard: *dig*, *pit*, *tin*, *fin*. Ask your students to copy the words. Say the words aloud and ask your class to repeat the words as you point to each one. Ask if the words have the *long i* or *short i* sound. After the students determine each has the *short i* sound, note that each word has three letters and that the *i* is found in the middle of each one. If you already haven’t done so in previous lessons, explain that words have letter patterns, and the letter pattern of these words is consonant-vowel-consonant. (Discuss the distinction between vowels and consonants if your students are unfamiliar with the difference). Point out that the letter patterns of words help us find out how words are pronounced. Now place *lip*, *hid* and *sit* on the board. Ask the class if these words have the

same letter patterns as the previous ones. As before, pronounce the words and ask whether they also have the *short i* sound. After it has been determined that they do, tell the class that the next part of the video is about *short i* words that have the consonant-vowel-consonant pattern. Now view the second segment, which lasts approximately 5 minutes.

## Post-Viewing Activities

### **Segment 2**

Duplicate and pass out Activity 2. The purpose of this exercise is to reinforce recognition of *short i* words formed by the c-v-c pattern. Explain to the class that Iggy Pig needs some help to remember three *short i* words he wants to write on his paper pad. Tell everyone to look at the three pictures below Iggy. Instruct your students fill in the two remaining letters in below each picture and then cut out the words and paste them on the Iggy's pad with library paste, or copy the correct words onto the pad. Once the correct words (*kid*, *pin*, and *wig*) are glued or written down, have the class say each word at least three times, in unison, and then place the short diacritical mark over each *i*. Before moving on to the third segment of the program, ask the children to name any other *short e*, *c-v-c* words. You may have to give hints, such as, "What is the opposite of small?" Or "What do you do with a shovel?"

## Pre-Viewing Activities

### **Segment 3**

Before showing the third part of the program, briefly review your lesson on *short i c-v-c* words. Then tell the class that they will now turn their attention to other words that have the *short i* sound – ones that have a different letter pattern. On the chalkboard, write *Rick*, *tick*, and *kick*. Ask if anyone can name the letter pattern in these words. Make certain that everyone understands that it is *c-v-c*. Introduce the

next segment by asking the children if they think Ziggy's friends should have eaten the letter I that was stored in the jar. Could they be hungry for anything more? Tell them that you will want them to find out what else the little pigs like to eat. Show the next segment, which lasts approximately 2 minutes.

## Post-Viewing Activities

### Segment 3

Ask the class, "What else do the little pigs like to eat?" (Dill pickles). Next, duplicate and pass out Activity 3. Say that the words below the picture tell about the little pigs. Then say that there are some *c-v-c-c short i* words, but some of the letters are missing. It will be the class's job to discover the missing letters. Next, if there is a reader in your room, have him or her read the sentences, stopping at the words that need to be filled in. If not, read the sentences aloud. Discuss with the class various possibilities. Hints may include "What happens when you eat too much? You get \_\_\_\_\_." (*sick*). "What name rhymes with sick?" (*Rick*). "What happens when you eat so much, you can't eat any more?" (You *fill* up.) "What kind of pickles did the little pigs love?" (*dill*).

## Pre-Viewing Activities

### Segment 4

Begin by briefly reviewing *short i* words with the *c-v-c* and the *c-v-c-c* patterns, making certain your students' comprehension levels meet your expectations. Then tell the class that they will now learn about words with the *long i* sound. Ask for a volunteer to say the *long i* sound. Does everyone remember that the *long i* says itself? What was the name of Mrs. Hippo's son with the *long i* sound in his name? (*Ike*). Write the name on the board, and place the long diacritical mark over the *I*. Now tell the class that many *long i* words have the *c-v-c-silent e* pattern. Does



anyone know a letter that can be placed in front of Ike's name to make it another name? (*M*). Finally, tell the class that the next part of the video explains 4-letter words that have the *long i* sound. The fourth segment lasts approximately 2 ½ minutes.

## Post-Viewing Activities

### **Segment 4**

Write on the chalkboard and discuss the six *c-v-c silent e* words that appeared in the program. They are *bike, hike, Mike, pine, nine, line*. Ask your students to repeat the words after you write them on the board and pronounce them. Now pass out Activity 4. Tell the class that all the objects pictured might remind them of words that have the *long i* sound with the *c-v-c silent e* pattern. Discuss each picture (*file, hike, nine, pine, bike*). Now, have the children write on the lines the words that name the objects. Ask them to place the long diacritical mark over each *i*. It is suggested that this activity be done in a group setting.

## Pre-Viewing Activities

### **Segment 5**

Redirect the discussion to Iggy and Ziggy. Ask, "Why was Mrs. Pig so upset?" Then ask, "Why do you think Iggy and Ziggy wanted to make some new I's to replace the ones Ziggy and his friends ate?" Finally, ask "Do you think their I's will turn out okay?" Show the final portion of the video, which lasts approximately 2 ½ minutes.

## Post-Viewing Activities

### **Segment 5**

Ask the class what they liked best about the story. After the story has been discussed, pass out Activity 5. Tell the class to look at Ziggy. He looks confused because he doesn't know how to divide the eight words at the bottom

into those that have *short i* and those with *long i* sounds. Tell the class that they can help Ziggy by writing the proper words on the lines. Explain the four *short i* words go first. You may do this as a class exercise or as an individual activity. After the children have completed this exercise, check their work, if it is done individually, and then ask the children to place the proper diacritical mark above each I.

As a culminating activity, you may have the children make their own birthday cake letters, and decorate “cakes” made of Play-Doh or similar material.

### Description of Blackline Masters

**ACTIVITY 1** – Introduces the *long i* and *short i* sounds, and gives students an opportunity to review the short and long diacritical marks.

**ACTIVITY 2** – Gives students an opportunity to practice recognizing, speaking and forming *short i* words with the *c-v-c* pattern.

**ACTIVITY 3** – Reviews and reinforces student understanding of *short i* words with the *c-v-c-c* pattern.

**ACTIVITY 4** – Reinforces student comprehension of *long i* words with the *c-v-v silent e* pattern.

**ACTIVITY 5** – Reviews and reinforces *long i* and *short i* sounds formed by the patterns discussed in the program.

### TRANSCRIPT OF THE VIDEO

Mrs. Pig was famous throughout the forest for the lovely letters she made to put on birthday cakes.

Each time she would make a batch, she would set them on the window sill to dry. As soon as they had hardened, it was up to Iggy Pig, her son, to carefully put each letter into a jar and then screw on the lid tightly to keep the letters fresh.

Then, Iggy Pig would put the jar into the storage pantry and write

down on which shelf it sat, so he could quickly find it.

It was clear that Iggy was a very hard working little pig – not at all like his brother, Ziggy, who was very lazy, indeed.

Ziggy spent his days lying in the shade of a giant oak tree atop a small hill near the little pigs' home.

The only time he moved was to play baseball with his friends.

Mrs. Pig often asked Ziggy to help around the house, but he never seemed to get around to it.

Well, one day, Iggy Pig and his mother were hard at work making some giant I's to be placed on a birthday cake for Ike and Nick, the twin hippos!

As she stirred the batter, Mrs. Pig thought how the letter "I" in "Ike" had the "long I" sound – *ī* – Ike...and the "i" in "Nick" had the "short I" sound – *ĭ*. Nick.

### **FIRST STOP POINT**

Of course, making normal-sized letters was hard enough. But making letters for a hippo-sized, giant birthday cake was not at all a simple task.

Iggy Pig's work wasn't easy, either. He struggled to carry the biggest jars he could find into the kitchen. He struggled to get the huge letters into the big jars. And he struggled to tighten their lids.

Well, after Iggy Pig had put away the letters, his mother, who had worked very hard, indeed, said, "Oh, I'm so tired! I believe I'll take a nap." And off she went to her bedroom.

Iggy Pig decided to settle down with a good book. But having worked so hard, also, he soon fell fast asleep.

While he lay in his chair, a terrible storm blew across the forest. It rained and rained, but Iggy Pig was so tired, he didn't wake up.

After awhile, there was a knock on the door. At first it was soft, but soon it grew so loud it awakened Iggy Pig.

When he opened the door, he saw Mrs. Frog frantically hopping up and down.

"Oh, Iggy Pig, my fine lad!" she exclaimed. "I'm so you're home! I just know a clever little pig like yourself can help me! Oh me, oh my! I'm just beside myself, aren't I? You see, my nursery pond, where I keep my precious little ones, is about to be washed away! The heavy rain, you know. Oh, me! Oh, my! I don't know what to do!"

But Iggy Pig did. He ran to the pantry where Ike and Nick Hippo's letters were stored, unscrewed one of the huge lids, and with Mrs. Frog hopping frantically behind, ran as fast as he could to the pond.

As soon as he got there, he scooped the little tadpoles into the lid, after which he would set them on the bank, where they could swim safely, without any fear of being washed away.

Iggy Pig was a hero!

Now, at that very moment, Ziggy and his friends came home from the baseball game they had been playing before it started to rain. And being hungry little pigs, they would certainly head straight for the pantry. Can you imagine what happened next?

Well, seeing that one of the jars was uncovered, Ziggy reached in to pull out several 'I's, which he and his friends quickly ate.

A short while later, Iggy Pig returned.

From all those contented, sleeping little pigs – and from the leftover crumbs scattered around – he knew instantly what had happened.

"Ziggy, you greedy little pig! You and your friends ate some letters from Ike and Nick Hippo's birthday cake, didn't you?"

"Oh, it was just one of those straight up and down ones." (Ziggy had never taken the time to learn the alphabet).

Well, Iggy Pig thought the time had come. "Ziggy," he said, "it's time you start learning about letters. Stay right there while I get a pencil and paper."

As soon as he returned, he said, "Since you and your friends have eaten the letter 'l,' we'll start with it. Now, the 'short i' sound says 'ĭ,' and it can be found in several three-letter words, such as 'lid,' 'kid,' and 'hid.'"

"We can put a curved mark over the 'l' to show that it has the 'short i' sound, *l̂*!

"Three-letter words that begin with a consonant and end with a consonant (delete consonant reference), and then have an 'l' in the middle – well, those words have the 'short i' sound, 'ĭ.'  
Lid...kid...hid.

"Here are three more examples: wig...big...dig.

"Again, they have the 'short i' sound because they start with a consonant (w...b...d), then have an i, and then end with a consonant, here the letter 'g.' Wig...big...dig."

"Imagine that!" exclaimed Ziggy.

"Yes, it is quite amazing, isn't it?"

## **SECOND STOP POINT**

Iggy, seeing that his brother had learned about three-letter words with the 'short i' sound, continued.

"Now, Ziggy, let's move on to four-letter words with the 'short i' sound.

"Those words often begin with a consonant – here, 'p,' 'l' and 's;'  
then have an 'i,' and then end with two consonants – here, 'c'  
and 'k.' Pick...lick...sick.

"And here are three more: hill...fill...dill. (Dill is plant that we use to make dill pickles.)

"These words with the short l sound start with a consonant (h...f...d). Next comes the 'i', and then two more consonants – 'l' and another 'l'. Hill...fill...dill."

Well, when Iggy said "dill, all of Ziggy's friends perked up their ears and began to smack their lips.

"Dill? Did someone say there were dill pickles here? We love dill pickles!!"

When Iggy Pig told them that there were no dill pickles, they immediately lost interest and fell back to sleep.

### **THIRD STOP POINT**

At that very moment, mother Pig walked into the kitchen. She was still a little sleepy – that is, until she saw Ziggy's friends asleep at the kitchen table, with all their crumbs lying nearby! Well, in a flash, she was no longer sleepy. She was wide awake!

"Out! Out! All of you!" "Look what you've done! Look what you've done!"

Then, before Iggy or Ziggy had a chance to say a word, Mrs. Pig said, "I have to do some shopping. And it would be very nice if there were some brand-new letters in the jar by the time I get back!"

Well, Iggy and Ziggy had never made birthday cake letters before, but they thought it would be best if they gave it a try.

As the two worked, Iggy Pig continued his explanation. "As long as we're going to make some 'i's,' I might as well tell you about the 'long i' sound.

"Now, the 'long i' sounds like itself –  $\bar{i}$  – and it is often found in words like these – words that begin with a consonant, then have an 'l,' then have another consonant ... and finally end with a 'silent e.' Pine, nine, and line are three examples.

"Now Ziggy, let's see if you can tell me what these words are."

"Well, they must have the 'long i' sound, also, because each word starts with a consonant ('b,' 'h,' and 'm'); then each has an 'i;' then they have another consonant, 'k'; and finally, each ends with a 'silent e.' So they must be bike...hike...Mike."

"That's correct," said Iggy. "Bike...hike...Mike."

### **FOURTH STOP POINT**

Mrs. Pig came home somewhat later, just in time to see her two little pigs place one of the newly-made 'i's' into the jar.

When she asked Iggy to put on the lid when he finished, he told her how he used it to save Mrs. Frog's little tadpoles.

"Well, we can always get another lid," said Mrs. Pig. "But Mrs. Frog would never be able to get her babies back if they had been washed downstream. You did the right thing, my clever little Iggy Pig."

Then, Iggy told his mother that Ziggy had done most of the work to make the new letters, and that his brother even had begun to learn about the alphabet, starting with the letter I.

He said that Ziggy had learned that three-letter words that started with a consonant, then had an I, and then ended with a consonant had the 'short I i' sound – ĩ. Lid...kid...hid.

Iggy said his brother also learned that four-letter words with the "short i" sound start with a consonant, then have an I, then end with two consonants. Hill...fill...dill.

Finally, Iggy said that Ziggy now knew that four-letter words with the "long I" sound can start with a consonant, then have an i, then another consonant, and finally a "silent e." Pine...nine...line.

When Mrs. Pig heard all of this, she smiled with pride. "Iggy and Ziggy Pig!" she exclaimed. "A hero and an expert on the letter i! What more could a mother want?"

And then she gave each of her sons a very big hug.

## **FIFTH STOP POINT**

### **Other Programs in the Stories About Vowels Series**

**Ann's Wonderful Sail  
(Short A and Long A)**

**Baby Bentley Bee  
(Short E and Long E)**

**Ozzie and the O!Eaters  
(Short O and Long O)**

**Uriah Useless  
(Short U and Long U)**

Name \_\_\_\_\_

# Activity 1

To the teacher: Have your students write the *short i* and *long i* words that name what is in the pictures, then place a diacritical mark above each i. For complete instructions, please refer to the teacher's guide.

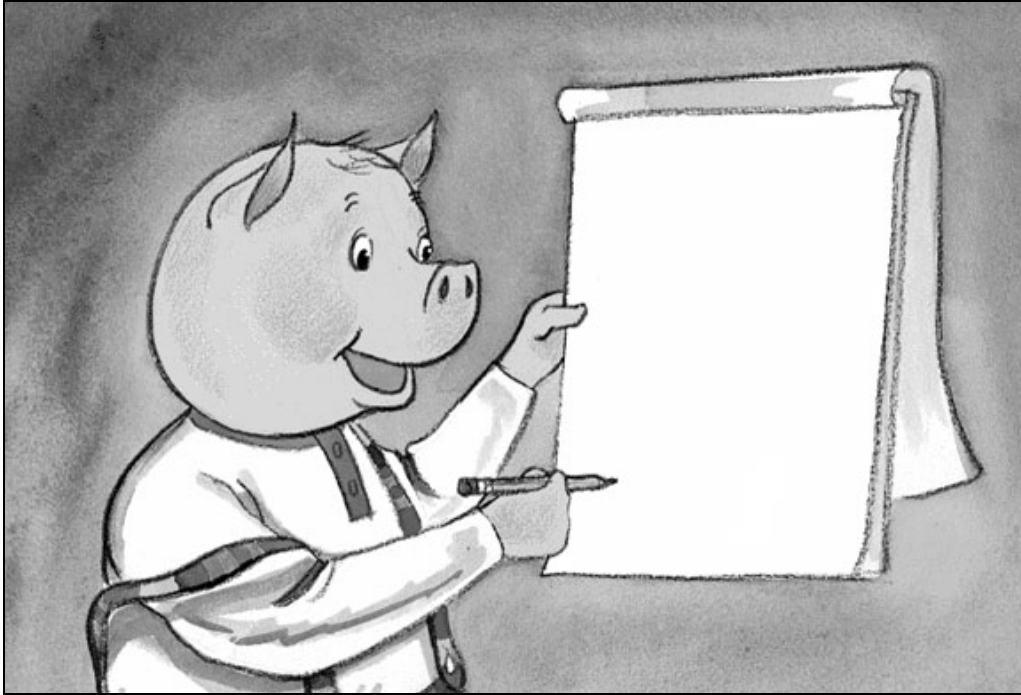




Name \_\_\_\_\_

## Activity 2

To the teacher: Have your students write and say the three *c-v-c short i* words that name what is in the pictures below Iggy, then write a short *i* diacritical mark above each *i*. Have the children cut out the words, then paste them onto Iggy's tablet. For complete instructions, please consult the teacher's guide.



**K** \_\_\_\_\_



**P** \_\_\_\_\_



**W** \_\_\_\_\_

Name \_\_\_\_\_

## Activity 3

To the teacher: Read the sentences aloud and have your students fill in the proper letters for each *short i c-v-c* word. Have them place a short diacritical mark above each i. For complete instructions, please consult the teacher's guide.



The pigs eat. They may get s \_ \_ k.

One pig is R \_ c \_ . All will f \_ ll up

on I's. They like dil \_ pickles.

Name \_\_\_\_\_

## Activity 4

To the teacher: On the lines provided, have your students write the *long i c-v-c silent e* words, then place a long diacritical mark above each i. Have them say the words aloud. For complete instructions, please consult the teacher's guide.



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Name \_\_\_\_\_

## Activity 5

To the teacher: Have your students separate and write the *short i* and *long i* words on the lines provided. For complete instructions, please consult the teacher's guide.



**Short I**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Long I**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**bike      pig      hill      Mike**

**sick      time      nip      file**