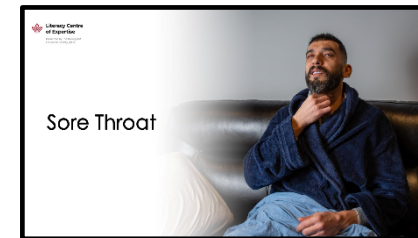


Teacher's Guide Stories 21-30

Long Vowel Sounds



Stories 21- 30 follow a problem/solution narrative structure. They are designed for students who have an automatic knowledge of letter sounds, some experience blending short vowel patterns and have been exposed to the long vowel silent “e” spelling pattern. Using these 10 stories, students can practice how to



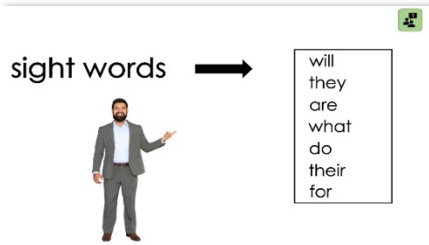
make predictions based on context by looking at the images and using their background knowledge (with support of instructor).

<div style="border: 1px solid red; padding: 2px; display: inline-block;">o_e</div>	<div style="border: 1px solid blue; border-radius: 50%; padding: 2px; display: inline-block;">oa</div>	<div style="border: 1px solid yellow; padding: 2px; display: inline-block;">ow</div>
sore hopes nose home phones	throat coat toast	blows tomorrow

recognize that a long vowel sounds in English can be spelled in a variety of ways (e.g., the sound /oe/ can be spelled with an o_e like in ‘home’; oa like in coat; or ow like in blow).

<div style="border: 1px solid red; padding: 2px; display: inline-block;">long a</div>	<div style="border: 1px solid blue; border-radius: 50%; padding: 2px; display: inline-block;">long e</div>	<div style="border: 1px solid yellow; padding: 2px; display: inline-block;">long i</div>	<div style="border: 1px solid green; padding: 2px; display: inline-block;">long o</div>	<div style="border: 1px solid purple; border-radius: 50%; padding: 2px; display: inline-block;">long u</div>
Friday gray	green needs	tries likes tie ties	store	few suit blue

associate final silent e and two-letter vowel combinations with long vowel sounds in single syllable words (e.g., coat, sleep, like).



recognize a bank of 20 - 40 sight words, and notice that some have irregular spellings that must be learned as a whole word rather than decoded (e.g., they, are, what).



answer oral comprehension questions about the text (e.g., yes/no or 'wh' questions) to show understanding and expand their vocabulary.

Click here to watch a short instructional video with ways to practice these targeted skills. Suggested skill-building activities and skills foci are based on the Canadian Language Benchmarks ESL for Adult Literacy Learners (ALL).



Series 3 Overview

Book Titles	Phonics (Long vowel spelling patterns)	High-Frequency Sight Words	Teachers using stories 21-30 can focus on
21. Rainy Day	a_e: game, bake, cake, make ai: rain, wait, nails, paint ay: gray, day, play, stay	will, they, are, what, do, their, for	<ul style="list-style-type: none"> ✓ building oral language as a foundation for literacy development. ✓ orally answering more complex questions about a text (e.g., yes/no or 'wh' questions) to show comprehension and expanding student vocabulary. ✓ associating final silent e and two-letter vowel combinations with long vowel sounds (e.g., <u>coat</u>, <u>sleep</u>, <u>like</u>). ✓ recognizing digraphs as a single sound in the initial or final position of a word (e.g., <u>fish</u>, <u>church</u>, <u>duck</u>, <u>with</u>, <u>thank</u>).
22. Birthday	a_e: date, late, takes, bakes ay: okay, birthday, Friday, today	was, look, that, you, they, very, good	
23. Sweet Treat	ee: sweet, feels, kheer, cheese ea: tea, meat, peas, heats	not, want, she, all, good, something	
24. Weekend Meal	ee: peel, beets, green, keep, three ea: eat, meat, meal, beans, cream	are, their, for, they, but, where, now	

25. Ivan Can Drive	<p>i_e: like, drive, ice, smile, wife, five</p> <p>igh: night</p>	how, does, with, his, now, look	<ul style="list-style-type: none"> ✓ discriminating between periods, question marks, exclamation points, commas, and quotation marks. ✓ recognizing a few inflectional verb endings (e.g., -ing, -ed, plural -s). ✓ recognizing a few common silent letter combinations (e.g., <u>kn</u>ow, wa<u>lk</u>). ✓ building awareness of irregularly spelled words that must be learned as a whole word rather than decoded (e.g., the, was, of). ✓ activating and developing background knowledge to aid in understanding of the text.
26. Nia Makes Rice	<p>i_e: rice, lime, white, five, spice, bite, time</p> <p>igh: right</p>	find, everything, one, just, she	
27. Sore Throat	<p>oa: throat, coat, toast</p> <p>ow: blows, tomorrow</p> <p>o_e: sore, nose, home, hopes, phones</p>	this, but, he, his, can go	
28. Frozen Window	<p>o_e: frozen, close, nose</p> <p>oe: toes</p> <p>ow: blow, window, snow</p>	why, what, do, now, has	

29. Used Car	<u>u_e</u> : used, uses, huge, June <u>ue</u> : blue <u>ew</u> : new, few <u>oo</u> : school, too	her, so, she, we, have, they, him	<ul style="list-style-type: none"> ✓ explicitly naming and practicing reading strategies to solve unknown words e.g. (look at the picture, try sounding it out, ask a friend, use Google translate). ✓ increasing oral reading speed of a sentence after modeling, individual and group practice. ✓ connecting stories with problems and solutions to students' lives.
30. The Job Interview	<u>/æ/</u> : Friday, gray <u>/ee/</u> : green, needs <u>/ie/</u> : tries, likes, tie, ties <u>/oe/</u> : store <u>/ue/</u> : few, suit, blue	has, which, good, or	