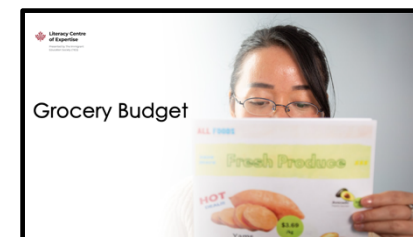
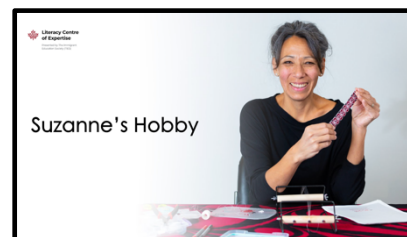
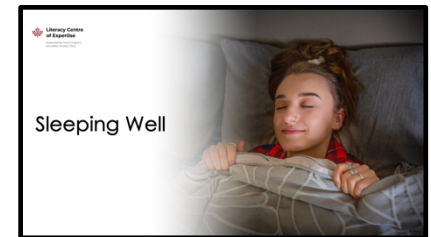
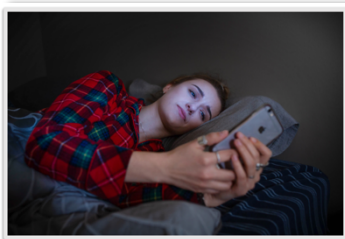


Teacher's Guide Stories 31-40

Comparing Vowels



Stories 31- 40 follow a problem/solution narrative structure. They are designed for students who have experience with short vowel spelling patterns (such as CVC) and long vowel spelling patterns (such as CVCe or CVVC) but require support when various patterns are present in a single text. **Using these 10 stories, students can practice how to**



make oral predictions during reading based on context clues and their background knowledge.



tran

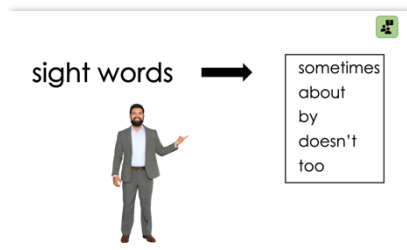
train ✓

distinguish short and long vowel sounds and apply them to their respective spelling patterns. For example, /a/ is spelled with “a” like in *pass*; /ae/ can be spelled with “ai” like in *train*, “ay” like in *today*, or “a_e” like in *take*.



Suzanne stays up late and finishes the bracelet. It looks great!

navigate more complex text features such as smaller font, wrap around text and a full range of punctuation.

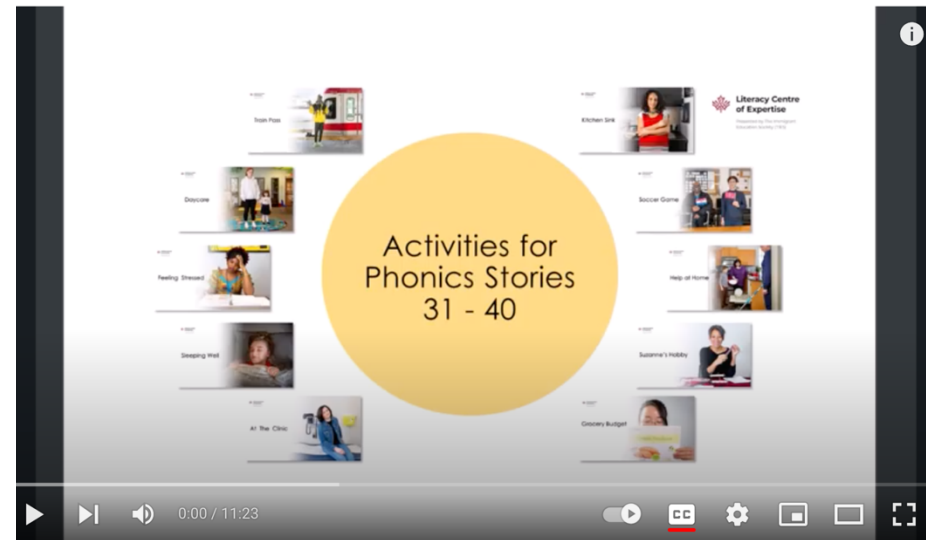


recognize a bank of approximately 40 sight words with ease and notice that some have irregular spellings that must be learned as a whole word rather than decoded (e.g., doesn't, some, could).



answer oral comprehension questions about the text (e.g., yes/no or 'wh' questions) to show understanding and retell the story in their own words.

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 4 Overview

Book Titles	Phonics (short and long vowel spelling patterns)	High-Frequency Sight Words	Teachers using stories 31-40 can focus on
31. Train Pass	<p>short /a/: has, class, cash, can, pass, app, transit, adult, backpack</p> <p>a_e: take</p> <p>ai: train, station, waits</p> <p>ay: today, okay, pays</p>	his, down, have, one, with	<p>expanding vocabulary and oral communication:</p> <ul style="list-style-type: none"> ✓ asking more complex questions about a text (e.g., yes/no or 'wh' questions). ✓ connecting stories with problems and solutions to students' lives including asking students to share related stories about themselves. ✓ retelling stories or paraphrasing a section of the text. ✓ making oral predictions based on context clues before and during reading.
32. Daycare	<p>short /a/: can, ask, crafts, staff, happy, pack, snack, plan</p> <p>a_e: named, take, late, age, safe</p> <p>ai: paints</p> <p>ay: pay, holiday, day</p>	who, only, their, how, much, does, five	
33. Feeling Stressed	<p>short /e/: stressed, test, get, check, end, best, well, ten</p> <p>ee: feeling, three, needs, sleep, deep</p> <p>ea: read</p> <p>y: baby, study, ready</p>	her, has, not, also, in, out, did	

<p>34. Sleeping Well</p>	<p>short /e/: bed, stressed, texts, checks, best, help, tells, them, well, yes, less</p> <p>ee: asleep, feeling, sleep, coffee, weeks</p> <p>ea: reads</p> <p>e_e: these</p> <p>y: family, money, body, worry</p>	<p>about, wants, so, not, your, outside, after, few, more</p>	<p>targeting word attack skills:</p> <ul style="list-style-type: none"> ✓ associating final silent e and two-letter vowel combinations with long vowel sounds (e.g., <u>co</u>at, <u>sl</u>ee<u>p</u>, <u>li</u>ke). ✓ expanding knowledge of long vowel representations (e.g. “y” in final positions).
<p>35. At the Clinic</p>	<p>short /i/: hip, clinic, fills, sits, pill</p> <p>i_e: drives, write, ice, twice</p> <p>igh: night</p> <p>y: why</p>	<p>out, on, why, first, next, one, per, for, when, if</p>	
<p>36. Kitchen Sink</p>	<p>short /i/: sink, kitchen, dishes, drip, big, will, fix, with, six</p> <p>i_e: inside, pipe, five, times, smiles</p> <p>ie: pliers</p> <p>igh: flashlight, right</p> <p>y: try, by, my</p>	<p>under, open, out, inside, could, doesn't, but, must</p>	

- ✓ recognizing that sound/symbols may change based on word length (e.g. in 1 syllable words “y” sounds like /ie/; in 2+ syllables “y” sounds like /ee/).
- ✓ identifying contractions and their connection to long forms.
- ✓ recognizing a few inflectional verb endings (e.g., -ing, -ed, plural -s).
- ✓ attempting to segment 2- and 3-syllable words while reading.

<p>37. Soccer Game</p>	<p>short /o/: often, soccer, popcorn, strong</p> <p>o_e: alone, phone, score, hope</p> <p>oa: goal, board, coach</p> <p>oe: goes</p>	<p>their, they, both, even, though, two, should, over, another, because</p>	<ul style="list-style-type: none"> ✓ building awareness of irregularly spelled words that must be learned as a whole word rather than decoded (e.g., the). <p>developing reading fluency:</p> <ul style="list-style-type: none"> ✓ increasing oral reading speed of a sentence after modeling, individual and group practice. ✓ increasing bank of sight words to include an expanding range of conjunctions (e.g., and, or, but, so, because, then, next). <p>building reading comprehension skills:</p> <ul style="list-style-type: none"> ✓ activating and developing background knowledge to aide in understanding of the text. ✓ explicitly naming and practicing reading strategies to solve unknown words
<p>38. Help at Home</p>	<p>short /o/: job, office, long, mop, shopping, not</p> <p>o_e: home, alone, store</p> <p>ow: knows, shows</p> <p>oa: load</p>	<p>then, little, them, how, they, because, everything, by, herself</p>	
<p>39. Suzanne's Hobby</p>	<p>short /a/: hand, black</p> <p>long /ae/: made, make, days, take</p> <p>short /e/: red, vest, next</p> <p>long /ee/: beads, free, green</p> <p>short /i/: think, will</p> <p>long /ie/: time, white, decide</p>	<p>sometimes, about, by, doesn't, too, have, any, want, because</p>	

	<p>short /o/: hobby, lot</p> <p>long /oe/: yellow, know</p> <p>short /u/: much up</p> <p>long /ue/: blue, loom, use, choose</p>		<p>(e.g., look at the picture, try sounding it out, re-read the sentence).</p> <ul style="list-style-type: none"> ✓ focusing on the meaning of the text with self-monitoring strategies (e.g., making ongoing predictions, asking questions, summarizing).
<p>40. Grocery Budget</p>	<p>short /a/: yams, last, than, plan</p> <p>long /ae/: maybe, sales, save, make</p> <p>short /e/: checks, less, then, fresh</p> <p>long /ee/: beef, sees, deal</p> <p>short /i/: will, bills, big, with</p> <p>long /ie/: prices, try</p> <p>short /o/: costs, lot</p> <p>long /oe/: store</p> <p>short /u/: much</p> <p>long /ue/: stew, food</p>	<p>too, fifty, over, were, because, could, some, first</p>	<p>navigating text features and structures:</p> <ul style="list-style-type: none"> ✓ discriminating between punctuation such as periods, question marks, exclamation points. ✓ focusing on differences between apostrophes in contractions, possessives, and quotation marks. ✓ identifying periods and spaces between sentences to discriminate breaks in wrap-around text.