
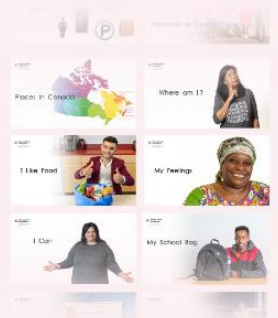


# Adults Learn to Read

## Phonics-Based Readers

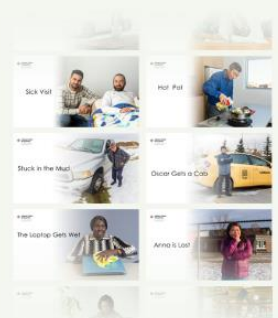


### Initial Sounds



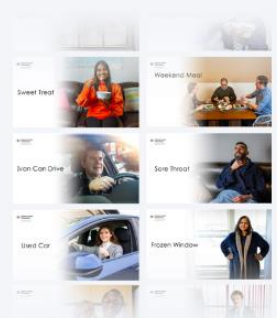
10 phonics-based stories  
focused on initial sounds

### Short Vowels




10 phonics-based stories  
focused on short vowels

### Long Vowels



10 phonics-based stories  
focused on long vowels

### Comparing Vowels



10 phonics-based stories  
focused on comparing long  
and short vowels

# LAND ACKNOWLEDGEMENT

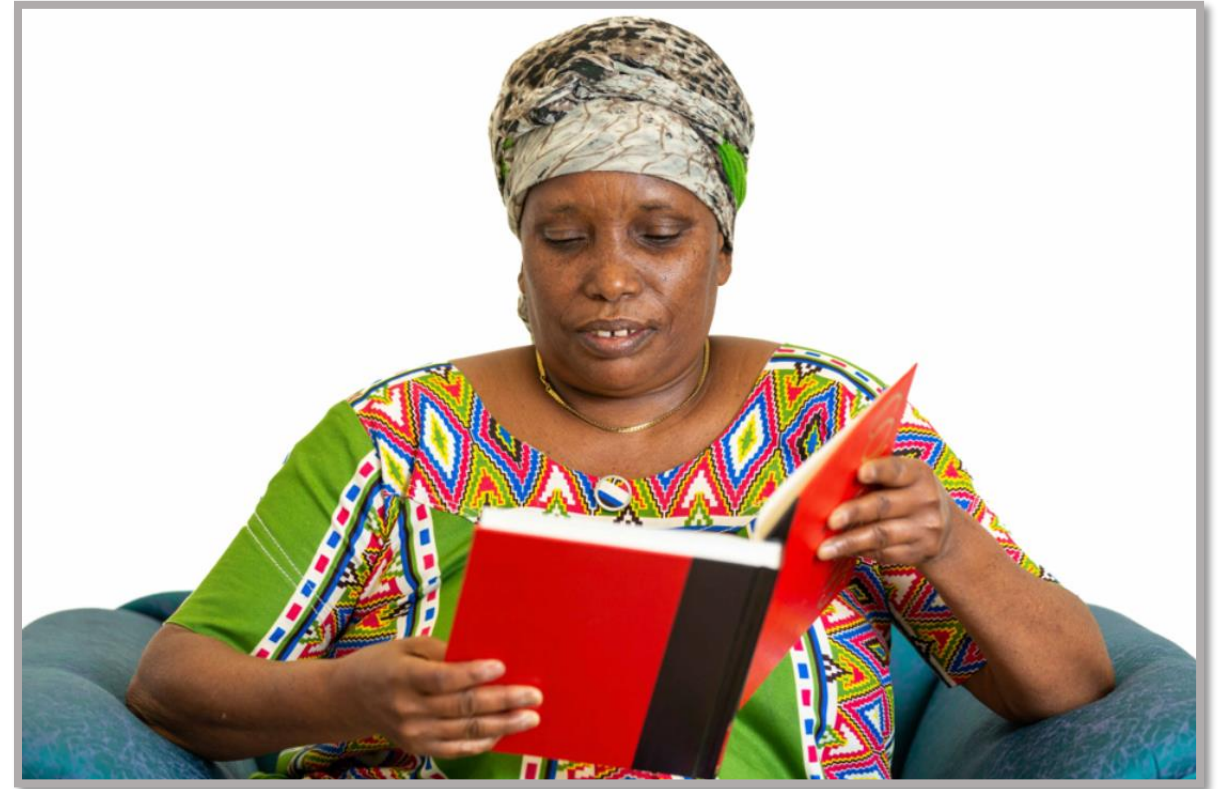


The Immigrant Education Society is located on the traditional territories of the people of the Treaty 7 region, which includes the Blackfoot Confederacy comprising the Siksika, Piikani and Kanai First Nations, the Tsuut'ina First Nation, and the Stoney Nakoda including the Chiniki, Bearspaw and Wesley First Nations. The City of Calgary is also home to Métis Nation of Alberta, Region III.



# Agenda

- Rationale
- Special Considerations
- Phonics Stories and Workbooks





# True or False



1. There are enough adult-focused materials for beginning readers that are **phonics-based**.



2. It is important that literacy materials use effective principles of design for literacy learners (font, white space, real images, etc)



3. Digital resources that include audio, video, text and animations (multi-modal) are preferable to paper resources.



4. My student population is well represented in narrative stories that are level appropriate.

# Key Considerations

- build **oral language** as a foundation for literacy development
- aligned to instructional level (>95% comprehension and accuracy) as opposed to frustration level (<90%)
- to support the development of reading skills for mainstream **AND** literacy learners





# New Pants



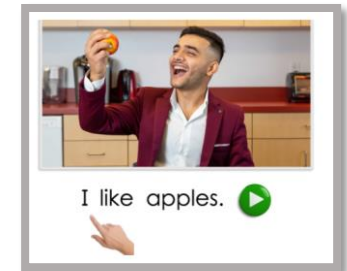
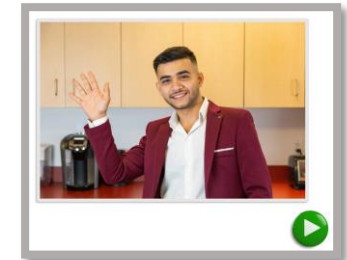
# New Pants



# Books 1 – 10

## Initial Sounds

- repetitive simple sentence stems
- develops print awareness and are exposed to English text conventions



hear initial sounds like /p/ in pasta.

visually match the /p/ sound to the printed letter "p".

understand that the sound /p/, the written letter "p" and the picture of pasta are all connected.

samosas	apples	grapes	falafel
pasta	tomatoes	mangoes	food



The screenshot shows a website layout with a vertical sidebar on the left containing ten small thumbnail images representing different content sections: 'Signs', 'Welcome to Canada', 'Places in Canada', 'I Can', 'My School Bag', 'My Feelings', 'I like food', 'Where am I?', 'My English Class', and 'My English School'. The main content area features the heading 'Initial Sounds' and 'Phonics Stories 1-10'. Below this, a bulleted list provides details about the resources: 'Activities for each sound and phonics story', 'Teacher instructions & activity scripts', 'Links to interactive sound videos', 'Link to initial sound flashcards', and 'Answer keys'. At the bottom of the main content area, the text 'Student Workbook' is displayed. The footer of the page includes the logo for 'THE IMMIGRANT EDUCATION SOCIETY' and the text 'Literacy Centre of Expertise'.

Initial Sounds  
Phonics Stories 1-10

- Activities for each sound and phonics story
- Teacher instructions & activity scripts
- Links to interactive sound videos
- Link to initial sound flashcards
- Answer keys

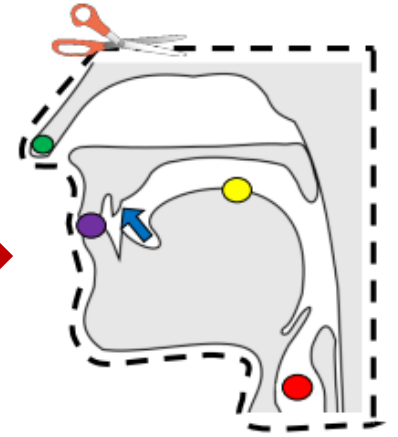
Student Workbook

THE IMMIGRANT EDUCATION SOCIETY  
Literacy Centre of Expertise

## Learners will practice

1. **hearing** individual sounds
2. **producing** individual sounds
3. **aurally discriminating** between two sounds
4. **matching** sounds to their printed form
5. **using** initial sounds to guess at words from *Phonics stories 1 – 10*


# Section 1: Body Parts




# Section 2: Sounds

S1 What sound do you hear? [Click to watch video](#)

S...S...S...



S2 How does the sound feel?





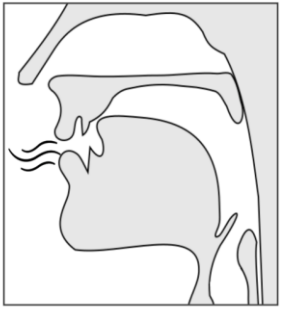
\* see Answer Key page 89

**How does it feel?**  
 Voice is off.  
 Air is moving.  
 Lips are open.  
 Teeth are closed.  
 No tongue. No nose.

















S3 How do you make the sound?

**i** Colour the  teeth and  air.










S4 Do the two pictures have the same beginning sound?

**i** Ask your teacher.  if the beginning sounds are the same or  if they are different.


1.	 	 
2.	 	 
3.	 	 

Review


**i** Sort out the pictures.  Glue the pictures in the boxes with the same beginning sound.

s 	m 
1. 	2. 
3. 	4. 

Look in the book

**i** Scan to see the digital story 

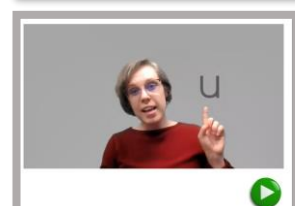
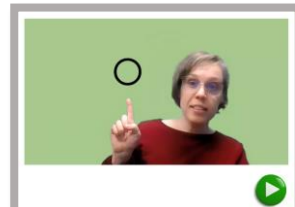
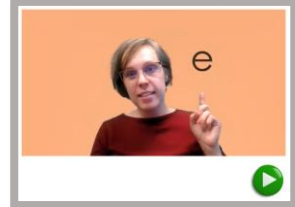
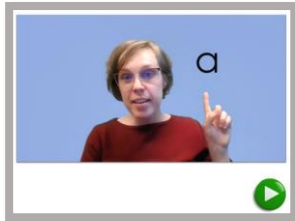
1. What words begin with the sound s?
2. What words begin with the sound m?



Short Vowels

Teacher's Guide Stories 11-20  
Short Vowel Sounds

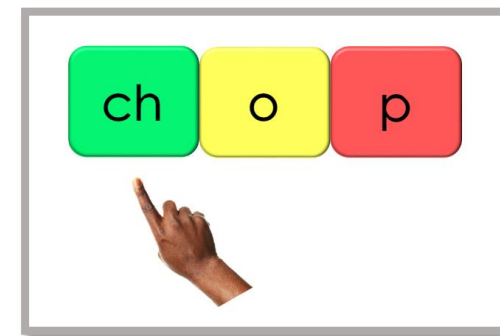
Literacy Centre of Excellence



# Books 11 – 20

## Short Vowels

- simple problem/solution narrative
- videos on mouth formation for vowel sounds
- blending practice
- digraphs
- high frequency sight word list/review for each book





The screenshot shows a website layout with a green header and footer. On the left, there is a vertical list of ten small thumbnail images, each with a title: 'Antony Has a Flat', 'Edward's Neck', 'Sick Will', 'Rufus', 'Stuck in the Mud', 'Chloe Gets a Cider', 'The Mother Gets a Hat', 'Anna's List', 'New Plants', and 'Liz Goes Shopping'. To the right of these thumbnails, the text 'Short Vowels' is displayed in a large font, followed by 'Phonics Stories 11 - 20' in a smaller font. Below this, there is a bulleted list: 'Activities for each vowel sound and phonics story', 'Links to sound videos', 'Teacher instructions', and 'Answer key'. At the bottom of the page, the text 'Student Workbook' is visible. In the bottom right corner, there is a logo for the 'Literacy Centre of Expertise'.

Short Vowels  
Phonics Stories 11 - 20

- Activities for each vowel sound and phonics story
- Links to sound videos
- Teacher instructions
- Answer key

Student Workbook

Literacy Centre of Expertise

## Learners will practice

1. **hearing** the sounds of short vowels
2. **producing** the sounds of short vowels
3. **blending** letter sounds to read a word
4. **reading** digraphs as one sound
5. **using** phonics skills to read *Phonics stories 11 – 20*



**a<sup>1</sup>** **The Sound of Short 'a'**

Watch the video.  
Make the sound and do the action.



[Click to watch video](#)



14







**a<sup>3</sup>** **Can you blend the sounds?**

Listen to your teacher make three sounds.  
Blend the three sounds together to make a word.  
Circle the picture that matches the word.

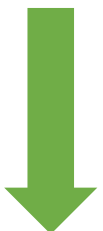
1.  

2.  

3.  

4.  

16



**a<sup>4</sup>** **Can you use sounds to read words?**

Touch the coloured circles and make each sound.  
Slide your finger across the arrow and blend the sounds together to read the word.

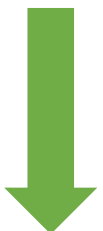
1. **v a n** **van**

2. **m a d** **mad**

3. **j a ck** **jack**


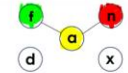

4. **m a t** **mat**




17


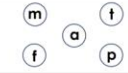




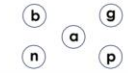

**a<sup>5</sup>** **Can you use sounds to spell words?**

Look at the picture and say the word.  
Colour in the circles that spell the word.  
Draw a line to join the letters.  
Write the word.

1.   

2.   

3.   

4.   

18

q6

Can you hear the individual sound in a word?

Cut out all the letters on the next page.

Listen to your teacher say a word.



Choose the letters that make each sound in the word.

Put the letters in the correct box.

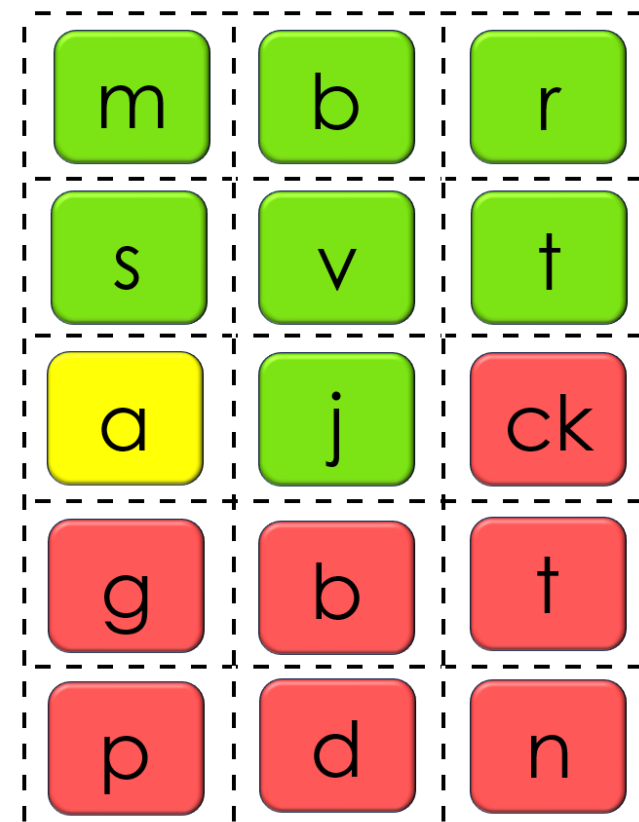
Read the word.

first sound

middle sound

last sound

19



20



**e-i<sup>3</sup>** Can you complete the word ladder?

Listen to your teacher say the words.  
Fill in the missing letter.  
Talk about which letter is different.

5. \_et  
4. b\_t  
3. \_it  
2. fi\_  
1. fix



**a-o-u<sup>6</sup>** Can you see the difference?

Read the words.  
Circle the letters that are different.

1. hot hat  
2. mad mud  
3. fan tan  
4. cop cot



**Listening to the Sounds**

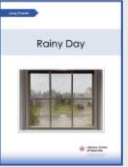




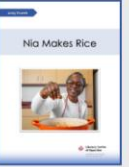
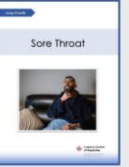

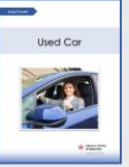

Read the word in the first column.  
Count how many sounds there are in the word.  
Put a check for each sound.

plan	✓	✓	✓	✓		
boss	✓	✓	✓			
sick						
fell						
grab						
plugs						




# Books 21 – 30

Long Vowels

 Interactive PDF	 Interactive PDF	 Interactive PDF	 Interactive PDF
 Interactive PDF	 Interactive PDF	 Interactive PDF	 Interactive PDF
 Interactive PDF		 Interactive PDF	

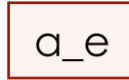

Teacher's Guide and Instructional Video






Teacher's Guide Stories 21-30  
Long Vowel Sounds:



## Long Vowels

- problem/solution narrative
- increasing sentence complexity
- long vowel sounds and spelling patterns
- high frequency sight word list/review for each book

	
date	okay
late	birthday
takes	Friday
bakes	today

				
Friday	green	tries	store	few
gray	needs	likes		suit
		tie		blue
		ties		

# Books 31 – 40

Comparing Vowels

Train Pass   Daycare   Feeling Stressed   Sleeping Well

Interactive   Interactive   Interactive   Interactive

PDF   PDF   PDF   PDF

At The Clinic   Kitchen Sink   Soccer Game   Help at Home

Interactive   Interactive   Interactive   Interactive

PDF   PDF   PDF   PDF

Suzanne's Hobby   Grocery Budget

Interactive   Interactive

PDF   PDF

Teacher's Guide and Instructional Video

Teacher's Guide Stories 31-40

Comparing Short and Long ...

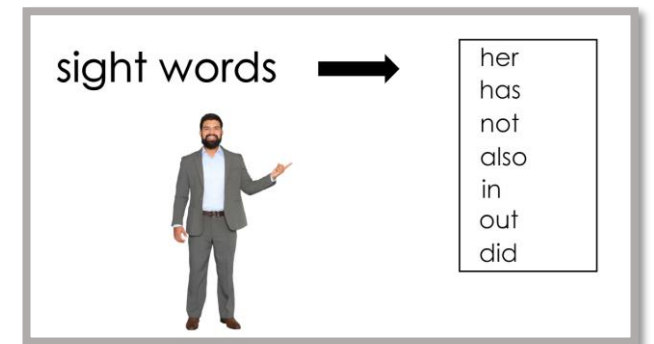
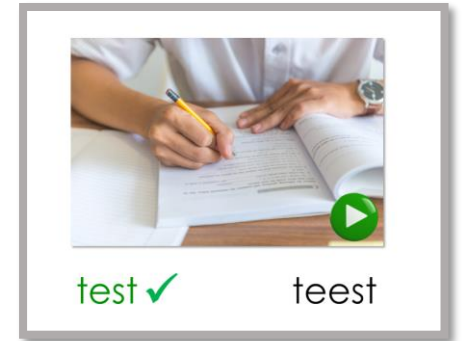
1. Who is in the story?   This story is about ...

2. What is the problem?   The problem is ...

3. What is the solution?   The solution is ...

## Comparing Vowels

- problem/solution narrative
- discriminate between long and short vowel sounds
- select appropriate spelling for vowel sound
- high frequency sight word list/review for each book





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learn. share. grow.

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