

# Long Vowels

## Phonics Stories 21 - 30

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

# 3

## Student Workbook



## Rationale

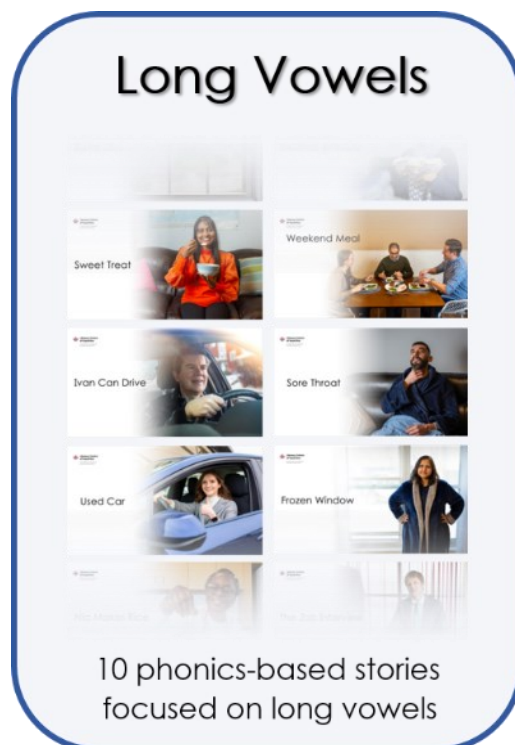
This workbook is a companion resource for [Phonics Stories 21-30](#).

The stories can be found on the TIES Literacy Centre of Expertise website [here](#):



Learners will practice:

1. hearing the sounds of long vowels
2. producing the sounds of long vowels
3. blending letter sounds to read a word
4. using phonics skills to read *Phonics Stories 21-30*





| Page #  | Sections  | Highlights   |
|---------|---|--|
| 3 - 6   | <b><u>Section 1:</u></b><br>Key Concepts            | <ul style="list-style-type: none"><li>- Introduction to long vowel sounds</li><li>- Long vowel sounds video</li><li>- Introduction to silent letters</li></ul> |
| 7 - 65  | <b><u>Section 2:</u></b><br>Individual Vowel Sounds | <ul style="list-style-type: none"><li>- Introduction to the five long vowel sounds</li><li>- Practice exercises</li><li>- Long vowel sounds videos</li></ul>   |
| 66 - 74 | <b><u>Section 3:</u></b><br>Review                  | <ul style="list-style-type: none"><li>- Review long vowel sounds<br/><i>/ā/, /ē/, /ī/, /ō/, /ū/</i></li></ul>  |
| 75 - 81 | <b><u>Section 4:</u></b><br>Answer Keys             | <ul style="list-style-type: none"><li>- Answer keys for activities</li></ul>   |



## Section 1: Key Concepts

- This workbook is a companion to [Phonics Stories 21 - 30](#).
- It is recommended that you use the [whole-part-whole approach](#) and read the story before you do the sections in the workbook. Students should be familiar with the story and vocabulary before working on the reading skills in the workbook.
- After completing each section in the workbook, re-read the story and discuss with learners if their reading has improved because of the practice.
- Section 1 provides a brief introduction to long vowel sounds.
- The long vowel sounds will be practiced throughout the workbook. **Mastery is not expected in Section 1.**
- The straight line across the top of the vowel (**ā**) indicates the long vowel sound.
- Section 1 does not introduce the long vowel spelling patterns. The long vowel spelling patterns will be introduced and practiced in Section 2.
- Section 1 introduces some silent consonants. This concept is introduced because learners will encounter several words with silent letters in Phonics Readers 21 to 30.

## The Long Vowel Sounds

The long vowel sounds are pronounced like their letter names.

A line over the letter represents the long vowel.

i

Long ū has two sounds ("yoo" and "oo").

Practice saying the long vowel sounds as a class.



## Listening for Long Vowel Sounds



Read the words as a class.

Circle the words with long vowel sound.

|      |      |
|------|------|
| ran  | rain |
| tea  | ten  |
| five | fit  |
| top  | toe  |
| huge | hug  |

## Silent Consonants



Read the sentences below and discuss as a class.

Practice reading the words with silent letters.

As a class brainstorm more words that start with kn, wh and wr.



When **kn** is at the beginning of a word the **k** is silent.

When **wh** is at the beginning of a word the **h** is silent.

When **wr** is at the beginning of a word the **w** is silent.

| You write | You do not pronounce |
|-----------|----------------------|
| knife     | <del>kn</del> ife    |
| when      | <del>wh</del> en     |
| write     | <del>wr</del> ite    |



## Section 2: Individual Vowel Sounds

Every vowel is introduced in the same way, so learners have a predictable routine. There is a combination of seven different activities to review and practice each long vowel.



### The Sound of Long /\_ /

Watch the introductory video by clicking on the link.

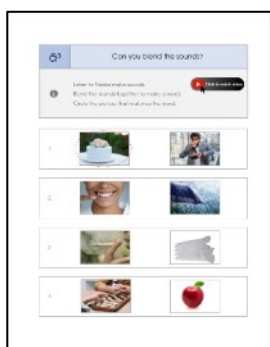


Encourage learners to mimic the sounds from the video while saying each vowel sound.



### Can you hear the long /\_ / sound?

Learners watch the video. If the word they hear has the long vowel sound, they circle the thumbs up image. If not, they circle the thumbs down image.



### Can you blend the sounds?

Watch the video. Listen to the individual sounds to make the word. Have learners blend the sounds to make the word. The instructor makes the sounds for the rest of the images.





**Can you read the long /\_ / words?**

Read the words and write the long /\_ / words.  
Then use these words to fill in the gaps.  
Read the long /\_ / words and write the words in the gaps.  
Remember, the sound of /\_ / is not the same as the sound of /\_ /.

|       |       |      |
|-------|-------|------|
| a _ e | ai    | ay   |
| game  | rain  | gray |
| bike  | wall  | day  |
| cake  | milk  | play |
| make  | paint | stay |

### Can you read the long /\_ / words?

Focus on the different spelling combinations which represent the target sound. Focus on the patterns by using the examples provided in the table and also by providing additional familiar words that match the spelling and pronunciation rules of the target sound.

**Can you use sounds to read words?**

Read the words and write the words in the gaps.  
Remember, the /\_ / is not the same as the sound of /\_ /.  
Use your finger to slide the letters together to read the words.

|         |      |
|---------|------|
| g a m e | game |
| d a y   | day  |
| c a k e | cake |
| r a i n | rain |

### Can you use the sounds to read words?

Focus on the sound of the letters as you point at them individually. Then start sounding out the letters as you slide your finger over each one of them slowly. Repeat the activity a few times producing the sounds faster each time to show the blending happening as you slide your finger.

**Can you read the story?**

Read the story and write the words in the gaps.  
Use the pictures to help you.

It is a gray \_\_\_\_\_ .  
\_\_\_\_\_ and Kate will \_\_\_\_\_ home .  
\_\_\_\_\_ they will play a \_\_\_\_\_ .  
Maybe they will \_\_\_\_\_ their milk .

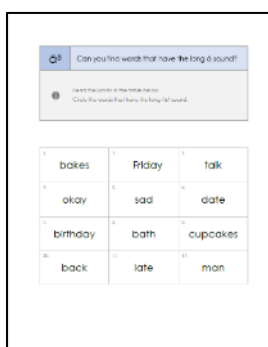
### Can you read the story?

As a class, read the story again before this activity. Then, have learners fill in the blanks while looking at the story. You can distribute PDF copies to learners to complete the activity as an individual activity, or you can complete it as a group. You can also have learners check their answers with a partner.



### Can you hear the long /\_ / sound?

Say the word for each one of the pictures a few times, so learners can determine if it has the target sound. Learners must circle the pictures for the words containing the target long vowel sound.



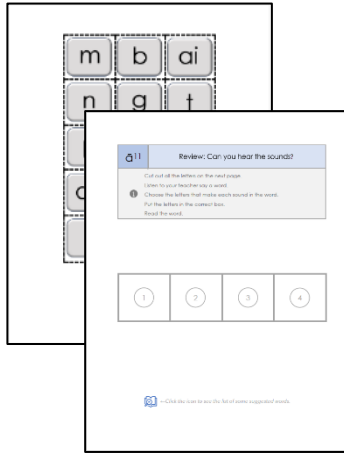
### Can you find the words that have the long /\_ / sound?

Review the words in the table. Then have learners read them aloud and circle all words containing the target sound. Check answers as a group and stress the different spelling patterns of the words containing the target sound.



### Can you use the sounds to spell words?

Learners complete the words that match the provided pictures. Use this activity to review the different spelling patterns which represent the target sound.

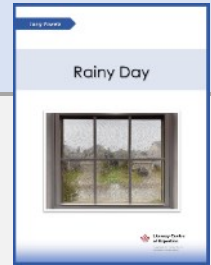


### Can you hear the individual sounds in a word?

Learners cut out the letters from the second page of the activity and use the boxes to build words using the target vowel. The instructor says a word, either one letter at a time, or the entire word so the learners have practice with decoding and encoding. First use the words from the previous activities then try using nonsense words to ensure that they are not just memorizing how to spell certain words. Some suggested words are provided in the answer key section.

ā<sup>1</sup>

# The Sound of Long /ā/



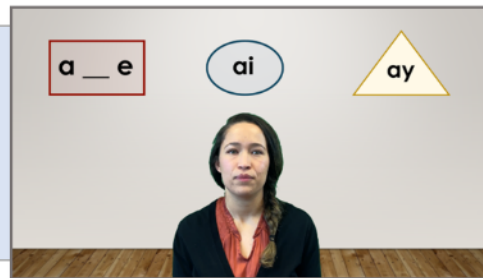
Watch the video.



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ā<sup>1</sup>

# The Sound of Long /ā/



ā<sup>2</sup>

## Can you hear the long /ā/ sound?

Listen to your teacher say each word.

i

Circle  if the word has a long /ā/ sound.

Circle  if the word doesn't have a long /ā/ sound.

*\*Instructor: Click [here](#) to see the word list.*

1.



2.



3.



4.



ā<sup>3</sup>

## Can you blend the sounds?

Listen to the audio of Nadia making different sounds [here](#).

i

Blend the sounds together to make a word.

Circle the picture for #1 that matches the word.

Listen to your teacher for #2, 3, and 4.

*\*Instructor: Click [here](#) to see the word list.*



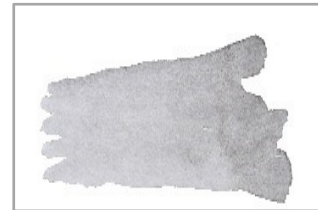
1.



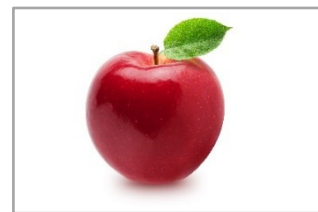
2.



3.



4.



ā<sup>4</sup>

Can you read the long /ā/ words?

There are different ways to spell the long /ā/ sound.

i

Here are three ways: a\_e, ai, ay.

Read the long /ā/ words below with a partner.

**a \_ e**

**ai**

**ay**

game

rain

gray

bake

wait

day

cake

nails

play

make

paint

stay

Remember: The silent **e** at the end of the word can make the vowel **a** long.

ā<sup>5</sup>

Can you use sounds to read words?

Touch the circles and make each sound.

i

Remember the **e** at the end of the word is silent.

Slide your finger across the arrow and blend the sounds together to read the word.

1.

**g a m e**  
○ ○ ○

**game**  


2.

**d ay**  
○ ○

**day**  


3.

**c a k e**  
○ ○ ○

**cake**  


4.

**r ai n**  
○ ○ ○

**rain**  

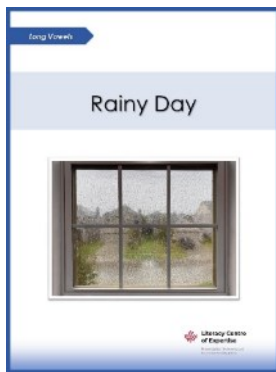



ā<sup>6</sup>

## Can you read the story?



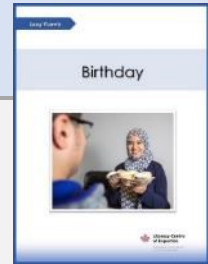
Scan the QR code to read the digital story [Rainy Day](#).  
Fill in the blanks with the words from the story.



- a) It is a gray \_\_\_\_\_.
- b) \_\_\_\_\_ and Kate will \_\_\_\_\_ home.
- c) \_\_\_\_\_ they will play a \_\_\_\_\_.
- d) Maybe they will \_\_\_\_\_ their nails.

ā<sup>7</sup>

Can you hear the long /ā/ sound?



Look at the pictures below.

i

Listen to your teacher say the words and circle the pictures that have the long /ā/ sound.

\*Instructor: Click [here](#) to see the word list.

1.



2.



3.



4.



5.



6.



ā<sup>8</sup>

Can you find words that have the long /ā/ sound?



Read the words in the table below.

Circle the words that have the long /ā/ sound.

|                |              |                |
|----------------|--------------|----------------|
| 1.<br>bakes    | 2.<br>Friday | 3.<br>talk     |
| 4.<br>okay     | 5.<br>sad    | 6.<br>date     |
| 7.<br>birthday | 8.<br>bath   | 9.<br>cupcakes |
| 10.<br>back    | 11.<br>late  | 12.<br>man     |

ā<sup>9</sup>

Can you use sounds to spell words?

i

Look at the pictures below.

Write the correct spelling for the long /ā/ sound in the blanks.

1.



d\_t\_

2.



birthd\_ \_

3.



ok\_ \_

4.



cupc\_k\_s

ā<sup>10</sup>

Can you read the story?



Scan the QR code to read the digital story [Birthday](#).  
Fill in the blanks with the words from the story.



- Ava looks at the \_\_\_\_\_.
- Ava \_\_\_\_\_ cupcakes.
- She \_\_\_\_\_ a card.
- She writes "Happy Belated \_\_\_\_\_!"

ā<sup>11</sup>

## Review: Can you hear the sounds?

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.

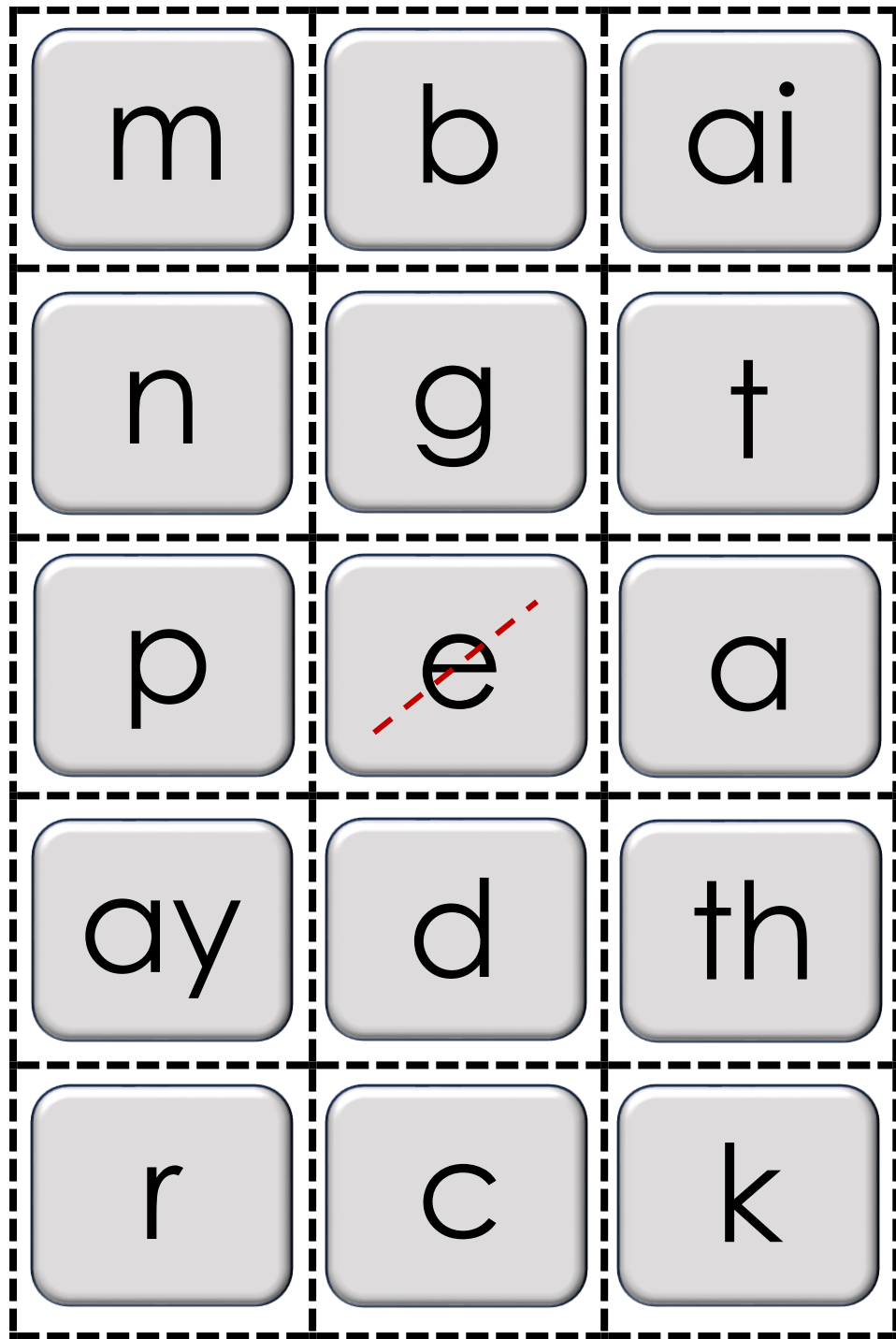
Put the letters in the correct boxes.

Read the word.



|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

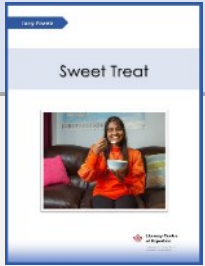


← Click the icon to see a list of suggested words.




**ē<sup>1</sup>**      The Sound of Long /ē/


 Watch the video.      







**ē<sup>1</sup>**      The Sound of Long /ē/





ē<sup>2</sup>

## Can you hear the long /ē/ sound?

Listen to your teacher say a word.

i

Circle  if the word has a long /ē/ sound.

Circle  if the word doesn't have a long /ē/ sound.

*\*Instructor: Click [here](#) to see the word list.*

1.



2.



3.



4.



e<sup>3</sup>

## Can you blend the sounds?

i

Listen to the audio of Nadia making different sounds [here](#).

Blend the sounds together to make a word.

Circle the picture for #1 that matches the word.

Listen to your teacher for #2, 3, and 4.

*\*Instructor: Click [here](#) to see the word list.*



1.



2.



3.



4.



ē<sup>4</sup>

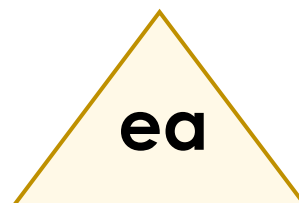
Can you read the long /ē/ words?



There are different ways to spell the long /ē/ sound.

Here are two ways: ee, ea.

Read the long /ē/ words below with a partner.



sweet

feels

kheer

cheese

tea

meat

eats

heat

e<sup>5</sup>

Can you use sounds to read words?



Touch the circles and make each sound.

Slide your finger across the arrow and blend the sounds together to read the word.

1.

**m ea t**  
○ ○ ○

**meat**

2.

**ea t**  
○ ○

**eat**

3.

**ch ee s e**  
○ ○ ○ ○

**cheese**

4.

**f ee l s**  
○ ○ ○ ○

**feels**

e6

## Can you read the story?

i

Scan the QR code to read the digital story [Sweet Treat](#).  
Fill in the blanks with the words from the story.



- Geeta is drinking \_\_\_\_\_.
- She does not want \_\_\_\_\_.
- She does not want \_\_\_\_\_.
- She wants \_\_\_\_\_.

ē<sup>7</sup>

Can you hear the long /ē/ sound?



Look at the pictures below.

i

Listen to your teacher say the words and circle the pictures that have the long /ē/ sound.

\*Instructor: Click [here](#) to see the word list.

1.



2.



3.



4.



5.



6.



ē<sup>8</sup>

Can you find words that have the long /ē/ sound?



Read the words in the table below.

Circle the words that have the long /ē/ sound.

|             |             |              |
|-------------|-------------|--------------|
| 1.<br>feet  | 2.<br>cheap | 3.<br>men    |
| 4.<br>okay  | 5.<br>leek  | 6.<br>main   |
| 7.<br>peel  | 8.<br>bath  | 9.<br>they   |
| 10.<br>meal | 11.<br>late | 12.<br>green |

ē<sup>9</sup>

Can you use sounds to spell words?

i

Look at the pictures below.

Write the correct spelling for the long /ē/ sound in the blanks.

1.



kh\_\_r

2.



t\_\_

3.



gr\_\_n b\_\_ns

4.



ice cr\_\_m



e<sup>10</sup>

## Can you read the story?

i

Scan the QR code to read the digital story [Weekend Meal](#).  
Fill in the blanks with the words from the story.



- They \_\_\_\_\_ the \_\_\_\_\_.
- Elijah cuts the \_\_\_\_\_.
- Baljeet checks the \_\_\_\_\_.
- Now the \_\_\_\_\_ friends can \_\_\_\_\_.

ē<sup>11</sup>

## Review: Can you hear the sounds?

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.

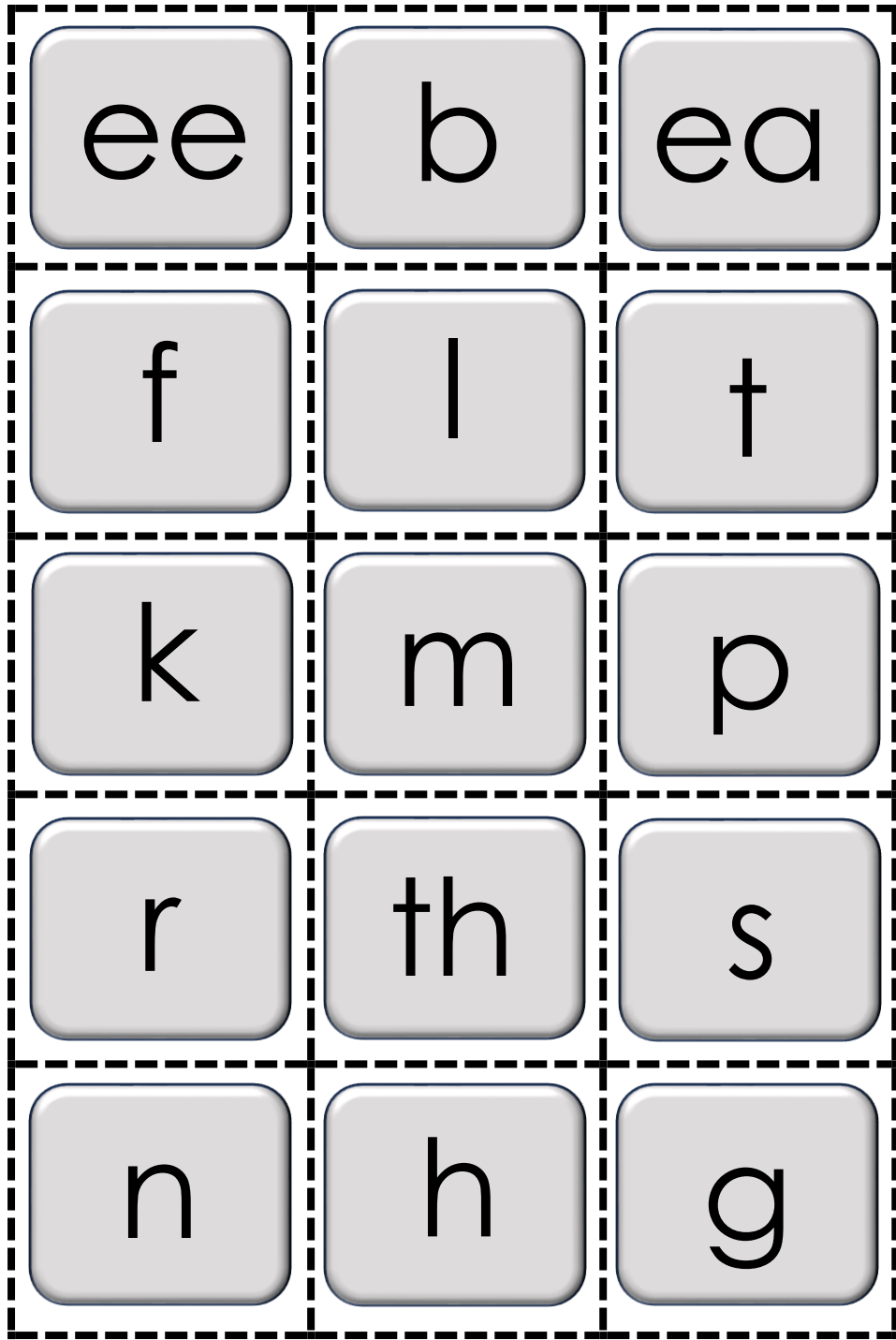
Put the letters in the correct boxes.

Read the word.

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

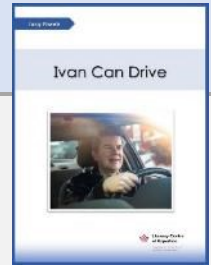


← Click the icon to see a list of suggested words.

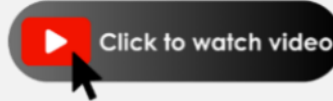


ī

## The Sound of Long /ī/



Watch the video.



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ī

## The Sound of Long /ī/

i\_e

igh



T2

## Can you hear the long /ī/ sound?

Listen to your teacher say a word.

i

Circle  if the word has a long /ī/ sound.

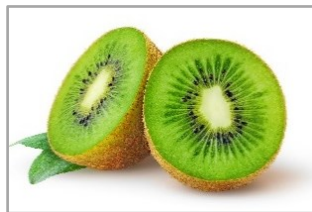
Circle  if the word doesn't have a long /ī/ sound.

*\*Instructor: Click [here](#) to see the word list.*

1.



2.



3.



4.



3

## Can you blend the sounds?

Listen to the audio of Nadia making different sounds [here](#).

i

Blend the sounds together to make a word.

Circle the picture for #1 that matches the word.

Listen to your teacher for #2, 3, and 4.

*\*Instructor: Click [here](#) to see the word list.*



1.



2.



3.



4.



4

## Can you read the long /ī/ words?

There are different ways to spell the long /ī/ sound.



Here are two ways: i\_e, igh.

Read the long /ī/ words below with a partner.

**i\_e**

**igh**

like

right

wife

light

rice

sight

white

night

Remember: The silent **e** at the end of the word can make the vowel **i** long.

Remember: The **gh** is silent in these **igh** words.

5

Can you use sounds to read words?

Touch the circles and make each sound.



Remember the **e** at the end of the word is silent.

Slide your finger across the arrow and blend the sounds together to read the word.

1.

**w** **i** **f** **e**  
○ ○ ○

**wife**

2.

**l** **i** **k** **e**  
○ ○ ○

**like**

3.

**n** **igh** **t**  
○ ○ ○

**night**

4.

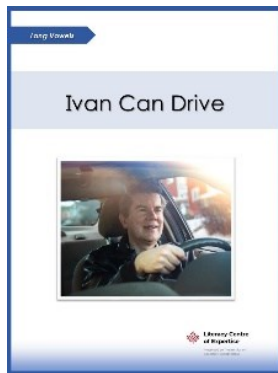
**f** **i** **v** **e**  
○ ○ ○

**five**





Scan the QR code to read the digital story [Ivan Can Drive](#).  
Fill in the blanks with the words from the story.



- a) He does not \_\_\_\_\_ to \_\_\_\_\_ at night.
- b) He practices day and \_\_\_\_\_.
- c) He practices with his \_\_\_\_\_.
- d) Ivan takes the class \_\_\_\_\_ driver's test.

17

## Can you hear the long /ī/ sound?



Look at the pictures below.



Listen to your teacher say the words and circle the pictures that have the long /ī/ sound.

*\*Instructor: Click [here](#) to see the word list.*

1.



2.



3.



4.



5.



6.



T8

Can you find words that have the long /ī/ sound?



Read the words in the table below.

Circle the words that have the long /ī/ sound.

|             |             |             |
|-------------|-------------|-------------|
| 1.<br>light | 2.<br>sweet | 3.<br>time  |
| 4.<br>rain  | 5.<br>cake  | 6.<br>rice  |
| 7.<br>nails | 8.<br>fight | 9.<br>bite  |
| 10.<br>ice  | 11.<br>lime | 12.<br>game |

ī 9

Can you use sounds to spell words?

i

Look at the pictures below.

Write the correct spelling for the long /ī/ sound in the blanks.

1.



t\_m\_

2.



sp\_c\_

3.



l\_m\_

4.



r \_ \_ \_ t



Scan the QR code to read the digital story [Nia Makes Rice](#).  
Fill in the blanks with the words from the story.



- a) Nia finds the \_\_\_\_\_ and greens.
- b) She adds \_\_\_\_\_ juice.
- c) She adds \_\_\_\_\_.
- d) She tries one \_\_\_\_\_.

## Review: Can you hear the sounds?

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.

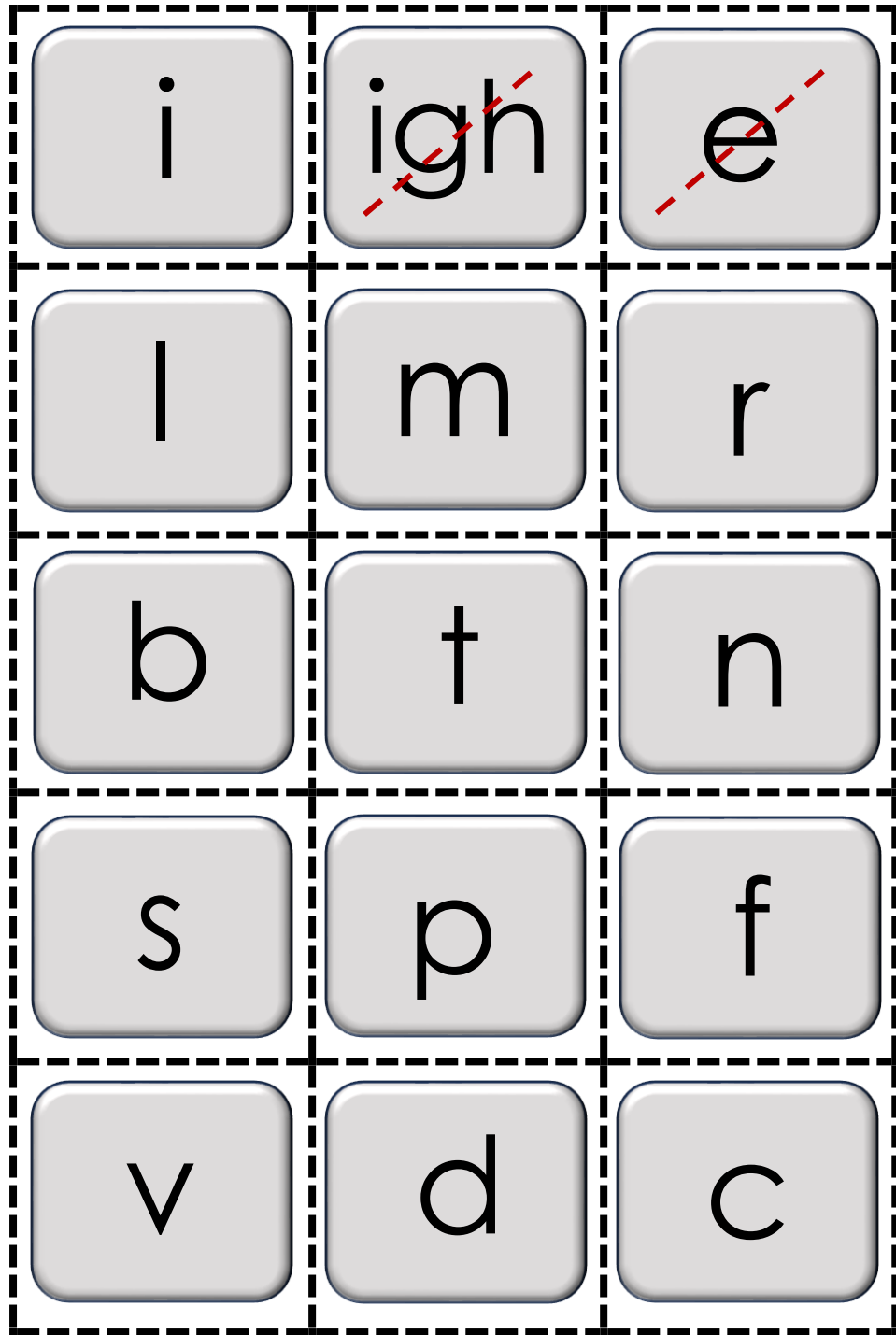
Put the letters in the correct boxes.

Read the word.

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|



← Click the icon to see a list of suggested words.

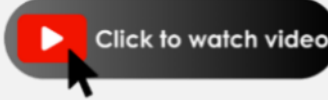


ō<sup>1</sup>

# The Sound of Long /ō/



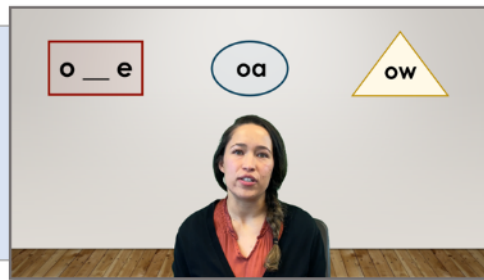
Watch the video.



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ō<sup>1</sup>

# The Sound of Long /ō/





ō<sup>2</sup>

## Can you hear the long /ō/ sound?

Listen to your teacher say a word.

**i**

Circle  if the word has a long /ō/ sound.

Circle  if the word doesn't have a long /ō/ sound.

*\*Instructor: Click [here](#) to see the word list.*

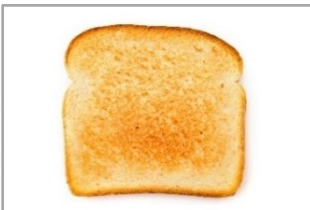
1.



2.



3.



4.



ō<sup>3</sup>

## Can you blend the sounds?

Listen to the audio of Nadia making different sounds [here](#).

i

Blend the sounds together to make a word.

Circle the picture for #1 that matches the word.

Listen to your teacher for #2, 3, and 4.

*\*Instructor: Click [here](#) to see the word list.*



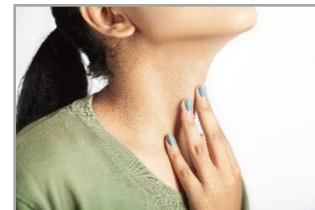
1.



2.



3.



4.



ō<sup>4</sup>

## Can you read the long /ō/ words?

There are different ways to spell the long /ō/ sound.



Here are three ways: o\_e, oa, ow.

Read the long /ō/ words below with a partner.

| o_e   | oa     | ow       |
|-------|--------|----------|
| phone | coat   | tomorrow |
| stove | boat   | blow     |
| hope  | throat | low      |
| nose  | toast  | bowl     |

Remember: The silent **e** at the end of the word can make the vowel **o** long.

5

Can you use sounds to read words?

Touch the circles and make each sound.

i

Remember the **e** at the end of the word is silent.

Slide your finger across the arrow and blend the sounds together to read the word.

1.

**c**   **oa**   **t**  
○   ○   ○

**coat**  


2.

**t**   **oa**   **s**   **t**  
○   ○   ○   ○

**toast**  


3.

**b**   **l**   **ow**  
○   ○   ○

**blow**  

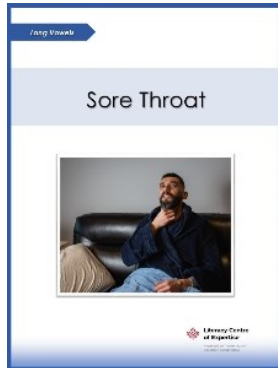

4.

**n**   **o**   **s**   **e**  
○   ○   ○

**nose**  




Scan the QR code to read digital story [Sore Throat](#).  
Fill in the blanks with the words from the story.



- a) Omar has a \_\_\_\_\_.
- b) He puts on his house \_\_\_\_\_.
- c) He \_\_\_\_\_ and \_\_\_\_\_ his  
\_\_\_\_\_.
- d) Omar has a \_\_\_\_\_ of \_\_\_\_\_  
and \_\_\_\_\_

ō7

Can you hear the long /ō/ sound?



Look at the pictures below.

i

Listen to your teacher and circle the pictures that have the long /ō/ sound.

\*Instructor: Click [here](#) to see the word list.

1.



2.



3.



4.



5.



6.



ō<sup>8</sup>

Can you find words that have the long /ō/ sound?



Read the words in the table below.

Circle the words that have the long /ō/ sound.

|             |               |             |
|-------------|---------------|-------------|
| 1.<br>pot   | 2.<br>coat    | 3.<br>lime  |
| 4.<br>home  | 5.<br>nose    | 6.<br>kheer |
| 7.<br>mole  | 8.<br>blows   | 9.<br>hopes |
| 10.<br>know | 11.<br>frozen | 12.<br>cop  |

ō

Can you use sounds to spell words?

i

Look at the pictures below.

Write the correct spelling for the long /ō/ sound in the blanks.

1.



bl\_ \_ dryer

2.



fr\_ z\_ n

3.



wind\_ \_

4.



n \_ s \_





Scan the QR code to read the digital story [Frozen Window](#).  
Fill in the blanks with the words from the story.



- a) Rohini has a cold \_\_\_\_\_ and \_\_\_\_\_.
- b) Oh, no! The \_\_\_\_\_ is \_\_\_\_\_.
- c) It is \_\_\_\_\_ and will not \_\_\_\_\_.
- d) She gets a \_\_\_\_\_ dryer.

ō<sup>11</sup>

## Review: Can you hear the sounds?

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.

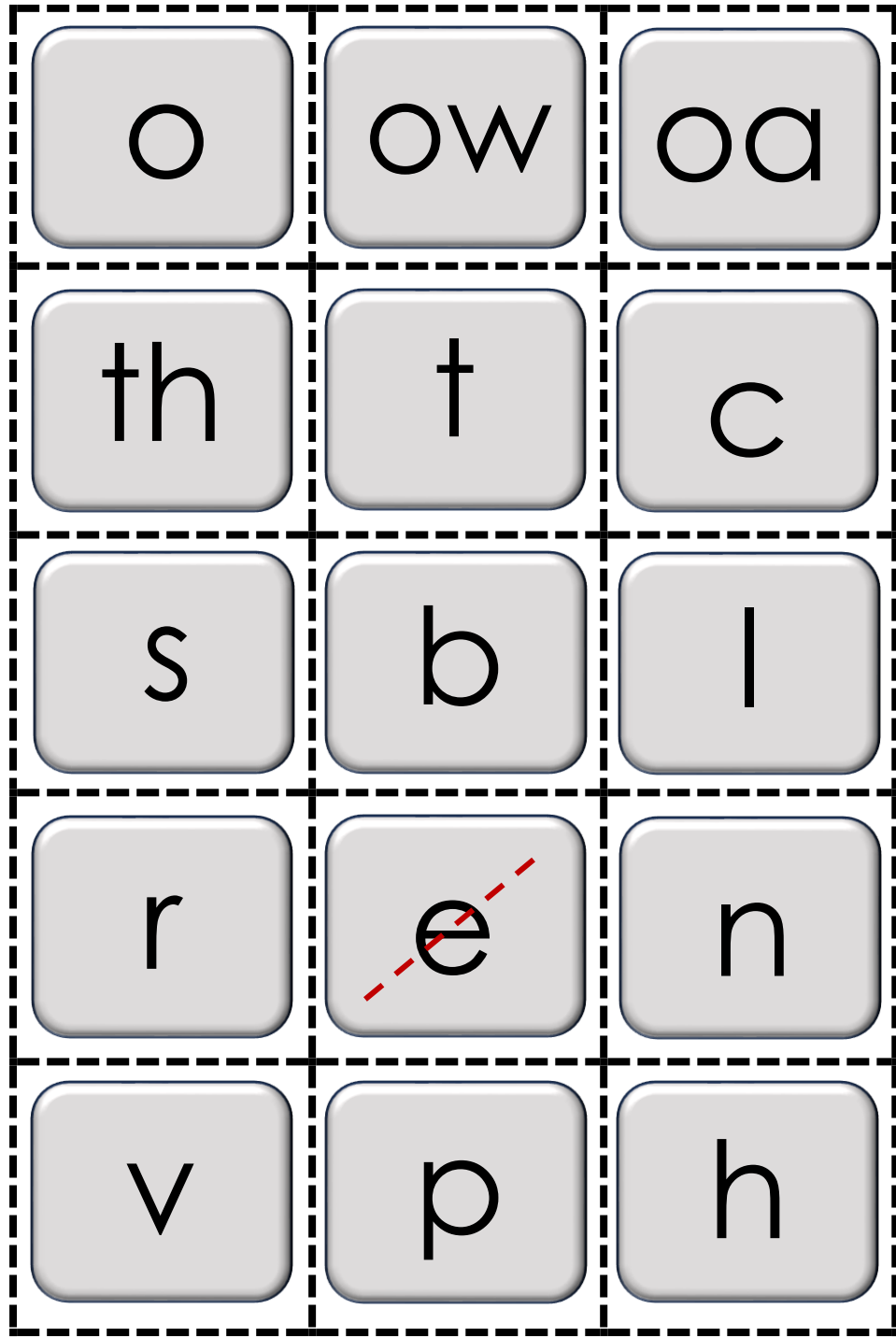
Put the letters in the correct boxes.

Read the word.

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

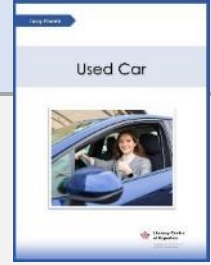


← Click the icon to see a list of suggested words.

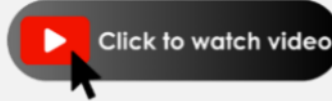


ū<sup>1</sup>

## The Sound of Long /ū/

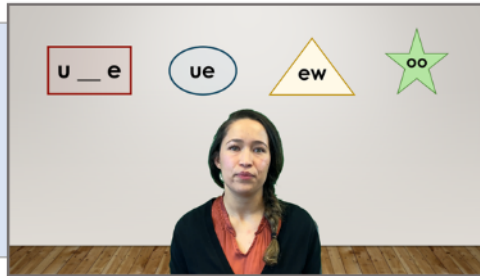


Watch the video.



ū<sup>1</sup>

## The Sound of Long /ū/



## The Sounds of Long /ū/

Listen to your teacher pronounce the words in the first column where u sounds like the letter name.



Listen to your teacher pronounce the words in the second column where u is still long but has an /oo/ sound.

Practice saying the words with your partner.

The letter /ū/ has two long sounds.

- ▶ The first long /ū/ sound (yoo) is the same as the letter name.
- ▶ The second long /ū/ sound (oo) is a bit shorter.

| Long /ū/ (yoo) | Long /ū/ (oo) |
|----------------|---------------|
| music          | tube          |
| cute           | suit          |
| unit           | blue          |
| few            | new           |

ū<sup>2</sup>

## Can you hear the long /ū/ sound?

Listen to your teacher say a word.



Circle  if the word has a long /ū/ sound.

Circle  if the word doesn't have a long /ū/ sound.

*\*Instructor: Click [here](#) to see the word list.*

1.



2.



3.



4.



ū<sup>3</sup>

## Can you blend the sounds?

Listen to the audio of Nadia making different sounds [here](#).



Blend the sounds together to make a word.

Circle the picture for #1 that matches the word.

Listen to your teacher for #2, 3, and 4.

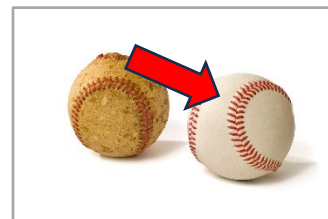
*\*Instructor: Click [here](#) to see the word list.*



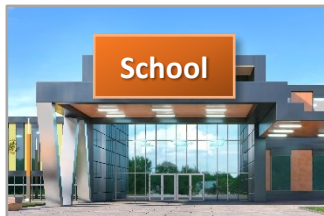
1.



2.



3.



4.



ū<sup>4</sup>

Can you read the long /ū/ words?

There are different ways to spell the long /ū/ sound.



Here are four ways: u\_e, ue, ew, oo.

Read the long /ū/ words below with a partner.

| u_e  | ue   | ew    | oo     |
|------|------|-------|--------|
| used | blue | new   | school |
| huge | glue | few   | too    |
| June | true | renew | moon   |
| uses | due  | dew   | boot   |

Remember: The silent **e** at the end of the word can make the vowel **u** long.



ū<sup>5</sup>

Can you use sounds to read words?

Touch the circles and make each sound.



Remember the **e** at the end of the word is silent.

Slide your finger across the arrow and blend the sounds together to read the word.

1.

**f** **ew**  
○ ○

**few**

2.

**b** **l** **ue**  
○ ○ ○

**blue**

3.

**t** **oo**  
○ ○

**too**

4.

**h** **u** **g** **e**  
○ ○ ○

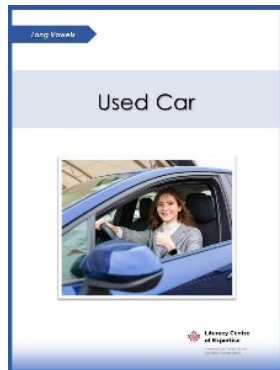
**huge**

ū<sup>6</sup>

Can you read the story?



Scan the QR code to read the digital story [Used Car](#).  
Fill in the blanks with the words from the story.



- She is \_\_\_\_\_ to Canada.
- She came to Canada in \_\_\_\_\_.
- She wants to drive to \_\_\_\_\_.
- But \_\_\_\_\_ cars cost \_\_\_\_\_  
much money.
- He shows her a \_\_\_\_\_ cars.



## Section 3: Review

Multiple long vowel sounds are introduced in the same way so learners have a predictable routine. There is a combination of seven different activities to review and practice multiple long vowels at a time. These activities have been used for the individual sounds. If you want to review in detail the purpose of each one of them, click [here](#) to see the details of each one.

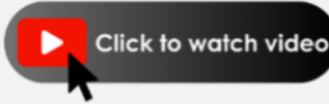


ā-ē-ī-ō-ū<sup>1</sup>

The Sounds of Long  
/ā/, /ē/, /ī/, /ō/, /ū/



Watch the video.



THE IMMIGRANT EDUCATION SOCIETY Literacy Centre of Expertise

Review:  
The Sound of  
Long Vowels

ā ē ī ō ū



ā-ē-ī-ō-ū<sup>2</sup>

Can you hear the long vowel sounds?

i

Listen to your teacher say a word.

Circle  if the word has a long vowel sound.

Circle  if the word doesn't have a long vowel sound.

*\*Instructor: Click [here](#) to see the word list.*

1.



2.



3.



4.



ā-ē-ī-ō-ū<sup>3</sup>

Can you blend the sounds?

i

Listen to the audio of Nadia making different sounds [here](#).

Blend the sounds together to make a word.

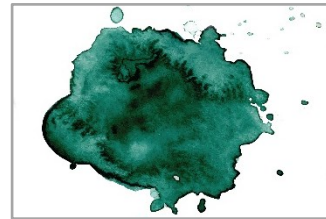
Circle the picture for #1 that matches the word.

Listen to your teacher for #2, 3, and 4.

*\*Instructor: Click [here](#) to see the word list.*



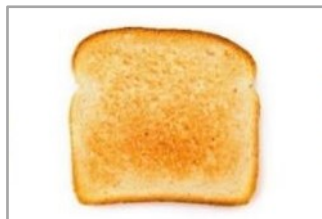
1.



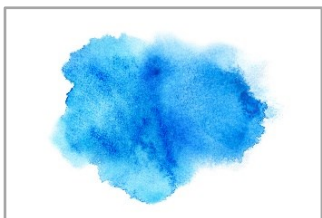
2.



3.



4.



ā-ē-ī-ō-ū<sup>4</sup>

Can you use the sounds to read words?

**i**

Touch the circles and make each sound.

Slide your finger across the arrow and blend the sounds together to read the word.

1.

**b l ue**



**blue**



2.

**n ee d s**

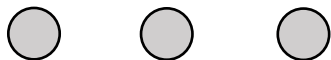


**needs**



3.

**g r ay**



**gray**



4.

**t ie s**



**ties**



ā-ē-ī-ō-ū<sup>5</sup>

Can you find words that have long vowel sounds?



Read the words in the table below.

Circle the words that have the long vowel sounds.

|              |             |              |
|--------------|-------------|--------------|
| 1.<br>green  | 2.<br>cat   | 3.<br>pot    |
| 4.<br>home   | 5.<br>fix   | 6.<br>picks  |
| 7.<br>van    | 8.<br>stove | 9.<br>needs  |
| 10.<br>tries | 11.<br>has  | 12.<br>read  |
| 13.<br>blue  | 14.<br>lamp | 15.<br>close |



ā-ē-ī-ō-ū<sup>6</sup>

Can you find words that have long vowel sounds?



Scan the QR code to read the digital story [The Job Interview](#).

Fill in the blanks with the words from the story.



- He goes to the \_\_\_\_\_.
- Owen \_\_\_\_\_ on a gray \_\_\_\_\_.
- He \_\_\_\_\_ on a \_\_\_\_\_ suit.
- He tries on a \_\_\_\_\_ \_\_\_\_\_.
- He picks the \_\_\_\_\_ tie.

ā-ē-ī-ō-ū<sup>7</sup>

Review: Can you count the sounds?



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.

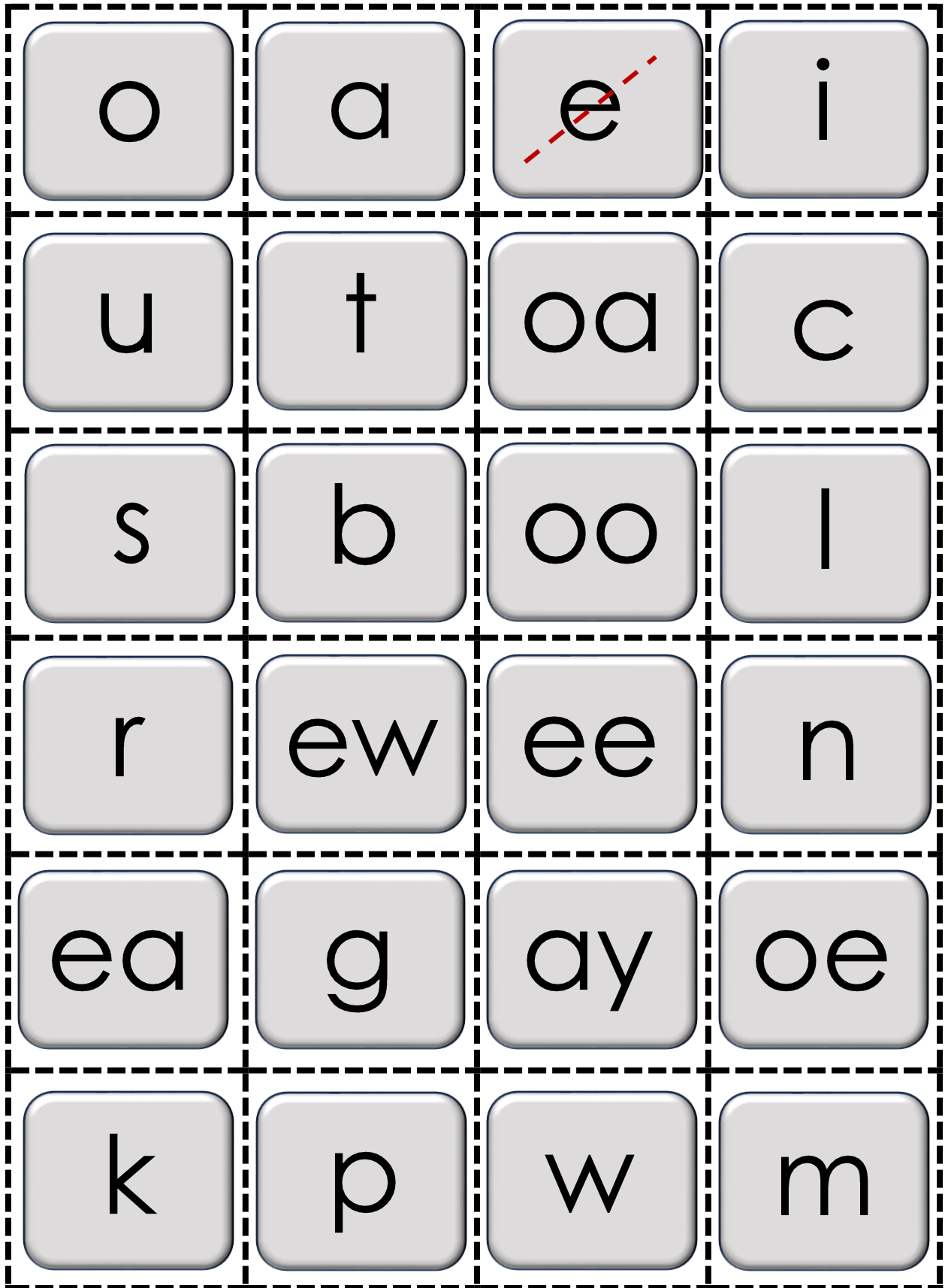
Put the letters in the correct boxes.

Read the word.

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|



← Click the icon to see a list of suggested words.









## Answer Key

### Section 1: Key Concepts

|                |     |             |             |
|----------------|-----|-------------|-------------|
| <b>Page 5:</b> | /ā/ | ran         | <b>rain</b> |
|                | /ē/ | <b>tea</b>  | ten         |
|                | /ī/ | <b>five</b> | fit         |
|                | /ō/ | ton         | <b>toe</b>  |
|                | /ū/ | <b>huge</b> | hug         |

### Section 2: Individual Vowel Sounds

- Page 12:**
1. rain 
  2. gray 
  3. write 
  4. cake 

- Page 13:**
1. /k/ /ā/ /k/: **cake**
  2. /r/ /ā/ /n/: **rain**
  3. /g/ /r/ /ā/: **gray**
  4. /p/ /l/ /ā/: **play**

- Page 16:**
- a. day
  - b. Layla, stay
  - c. Maybe, game
  - d. paint

- Page 17:**
1. **bake**
  2. write
  3. **late**
  4. **okay**
  5. stop
  6. **birthday**

\* Correct answers in **bold**.



- Page 18:**
- |             |             |
|-------------|-------------|
| 1. bakes    | 2. Friday   |
| 4. okay     | 6. date     |
| 7. birthday | 9. cupcakes |
| 11. late    |             |

- Page 19:**
1. date
  2. birthday
  3. okay
  4. cupcakes

- Page 20:**
- a. date
  - b. bakes
  - c. makes
  - d. Birthday

**Page 21:**

Some suggested words for this activity are:

|       |      |
|-------|------|
| paint | cake |
| pay   | rain |
| make  | date |
| maid  | take |
| bake  | game |
| pain  |      |

*\* Make sure to include some nonsense words such as "tey" or "maig."*

- Page 24:**
- |          |   |
|----------|---|
| 1. tea   | 👍 |
| 2. desk  | 👎 |
| 3. green | 👍 |
| 4. bag   | 👎 |

- Page 25:**
1. /m/ /ē/ /t/: **meat**
  2. /ch/ /ē/ /z/: **cheese**
  3. /k/ /ē/ /r/: **kheer**
  4. /b/ /ē/: **bee**

- Page 28:**
- a. tea
  - b. meat
  - c. cheese
  - d. kheer



**Page 29:** 1. **keys**      2. **beets**  
3. yarn      4. **peach**  
5. **three**      6. watch

**Page 30:** 1. feet      2. cheap  
5. leek      7. peel  
10. meal      12. green

**Page 31:** 1. kheer  
2. tea  
3. green beans  
4. ice cream

**Page 32:** a. peel, beets  
b. green, beans  
c. meat  
d. three, eat

**Page 33:** Some suggested words for this activity are:

|       |       |       |       |
|-------|-------|-------|-------|
| green | beets | beans | feel  |
| meat  | three | keep  | meal  |
| peas  | peel  | heats | beats |

*\*Make sure to include some nonsense words such as "geer" or "keaf."*

**Page 36:** 1. night      👉  
2. kiwi      👉  
3. rice      👉  
4. beets      👉

**Page 37:** 1. /s/ /m/ /ī/ /l/: **smile**  
2. /w/ /ī/ /f/: **wife**  
3. /ī/ /s/: **ice**  
4. /d/ /r/ /ī/ /v/: **drive**



- Page 40:**
- a. like, drive
  - b. night
  - c. wife
  - d. five

- Page 41:**
- 1. **bite**
  - 2. feet
  - 3. **spice**
  - 4. cat
  - 5. beets
  - 6. **lime**





- Page 42:**
- 1. light
  - 3. time
  - 6. rice
  - 8. fight
  - 9. bite
  - 10. ice
  - 11. lime

- Page 43:**
- 1. time
  - 2. spice
  - 3. lime
  - 4. right

- Page 44:**
- a. white, rice
  - b. lime
  - c. five, spice
  - d. bite

**Page 45:** Some suggested words for this activity are:

|       |       |
|-------|-------|
| lime  | rice  |
| right | bite  |
| night | light |
| ice   | time  |
| spice | five  |
| drive |       |

- Page 48:**
- 1. blow 
  - 2. dog 
  - 3. toast 
  - 4. oatmeal 

*\*Make sure to include some nonsense words such as "pight" or "vite."*



- Page 49:**
1. /n/ /ō/ /z/: **smile**
  2. /f/ /ō/ /n/: **phone**
  3. /th/ /r/ /ō/ /t/: **throat**
  4. /b/ /ō / /l/: **bowl**

- Page 52:**
- a. cold
  - b. coat
  - c. blows, blows, nose
  - d. bowl, oatmeal, toast

- Page 53:**
1. tea
  2. **blow** dryer
  3. truck
  4. **snow**
  5. **frozen**
  6. pot

- Page 54:**
2. coat
  4. home
  5. nose
  7. mole
  8. blows
  9. hopes
  10. know
  11. frozen

- Page 55:**
1. blow dryer
  2. frozen
  3. window
  4. nose

- Page 56:**
- a. nose, toes
  - b. window, open
  - c. frozen, close
  - d. blow

**Page 57:** Some suggested words for this activity are:

|        |      |      |       |
|--------|------|------|-------|
| throat | coat | nose | toast |
| blows  | bow  | boat | snow  |
| low    | hope |      |       |

*\*Make sure to include some nonsense words such as "thoal" or "sowt."*





- Page 61:**
1. blue      👍
  2. bus        👎
  3. mug        👎
  4. new        👍

- Page 62:**
1. /ū/ /z/ /d/: **used**
  2. /n/ /ū/: **new**
  3. /s/ /c/ /ū/ /l/: **school**
  4. /j/ /u/ /n/: **June**

- Page 65:**
- a. new
  - b. June
  - c. school
  - d. new, too
  - e. few

### Section 3: Review

- Page 68:**
1. tie        👍
  2. cab        👎
  3. Friday    👍
  4. dip        👎

- Page 69:**
1. /g/ /r/ /ē/ /n/: **green**
  2. /s/ /ū/ /t/: **suit**
  3. /t/ /ō/ /s/ /t/: **toast**
  4. /b/ /ī/ /t/: **bite**

- Page 71:**
- |           |           |
|-----------|-----------|
| 1. green  | 4. home   |
| 8. stove  | 9. needs  |
| 10. tries | 12. read  |
| 13. blue  | 15. close |

- Page 72:**
- a. store
  - b. tries, suit
  - c. tries, blue
  - d. few, ties
  - e. green



**Page 73:** Some suggested words for this activity are:

|      |      |      |       |
|------|------|------|-------|
| game | bake | stay | play  |
| meat | peel | keep | beans |
| rice | time | boot | like  |
| toes | too  | nose | coat  |
| new  |      |      |       |

*\* Make sure to include some nonsense words such as tay or gew.*

We welcome and appreciate all feedback. Please fill out our anonymous survey after using the module.

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For any questions regarding use, please contact the Literacy Centre of Expertise:  
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