

# Comparing Vowels

## Phonics Stories 31 - 40

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

# 4

## Student Workbook



## Rationale

This workbook is a companion resource for [Phonics Stories 31-40](#).

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



Learners will practice

1. distinguishing the sounds of short and long vowels
2. recognizing some long vowel spelling combinations
3. determining when “y” acts as a vowel
4. reading digraphs
5. blending sounds to make a word
6. using phonic skills to read *Phonics Stories 31-40*

### Comparing Vowels

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



Page #	Sections	Highlights
3 - 15	<b><u>Section 1:</u></b> Key Concepts	<ul style="list-style-type: none"><li>- short vowel sounds</li><li>- digraphs</li><li>- consonant blends</li><li>- silent <b>e</b></li><li>- counting syllables</li><li>- <b>y</b> as a vowel</li><li>- long vowel spelling patterns</li><li>- silent consonants</li></ul>
16 - 74	<b><u>Section 2:</u></b> Comparing Vowel Sounds	<ul style="list-style-type: none"><li>- pronunciation practice of vowel sounds</li><li>- aural discrimination of vowel sounds</li><li>- long vowel spelling pattern recognition</li><li>- long and short vowel spelling practice</li><li>- blending practice</li></ul>
75 - 83	<b><u>Section 3:</u></b> 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 31 - 40](#).
- It is recommended that you use [the whole-part-whole approach](#) and read the story before you do the sections in the workbook. Learners should be familiar with the story and vocabulary before working on the reading skills in the workbook.
- After each section in the workbook, re-read the story and discuss with learners if their reading has improved because of the practice.
- Section 1 is a review of several concepts that the learners have been introduced to in Phonics Workbooks 1, 2 and 3.
  - short vowel sounds
  - digraphs
  - consonant blends
  - long vowel sounds and spelling patterns
  - silent consonants
- If learners are struggling with any of the above concepts in Section 1, take the time to teach and / or review those concepts.
- Section 1 introduces a few new concepts that will be practiced in this workbook. They are
  - silent **e**
  - counting syllables
  - **y** as a vowel
- Model and provide support for all activities. Learners should not be expected to do this work independently without demonstration and support.
- There are exceptions to the spelling of both short and long vowel sounds in English. For example, **ea** can represent both short **ĕ** as in “dead” and long **ē** as in “deal”. This can be confusing for learners and is beyond the scope of this workbook. Address these exceptions as they come up in your class.

## The Short Vowel Sounds

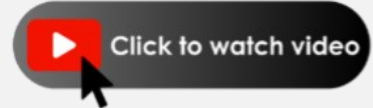


There are five (5) vowel letters that represent the short vowel sounds.

Watch the video to practice the mouth movements.

Listen to your teacher and circle the words you hear.

There are exceptions. See [here](#).



ă

ĕ

ĭ

ŏ

ŭ

1.	mad	med	mud
2.	pan	pen	pin
3.	let	lit	lot
4.	tap	tip	top
5.	bag	beg	bug

## Digraphs

2 consonants that make 1 sound



Sometimes two letters together make one sound (digraphs).

Repeat after the teacher and practice the sounds.

Practice reading the sounds and words.

Write the missing letters (digraph) in the last column.

1.	<b>sh</b>	cash	ca_____
2.	<b>ck</b>	sick	si_____
3.	<b>ch</b>	much	mu_____
4.	<b>ll</b>	bill	bi_____
5.	<b>ss</b>	class	cla_____

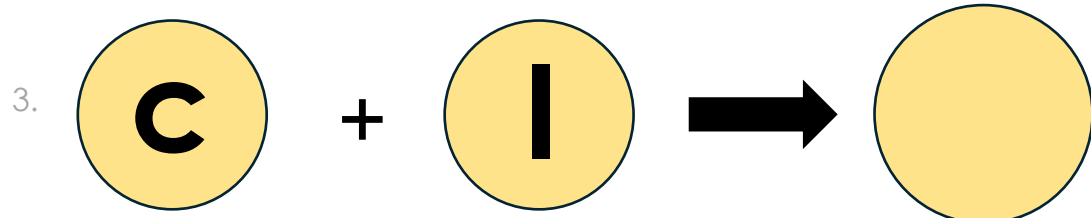
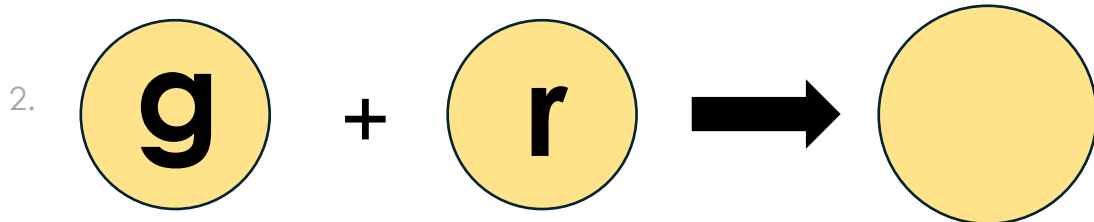
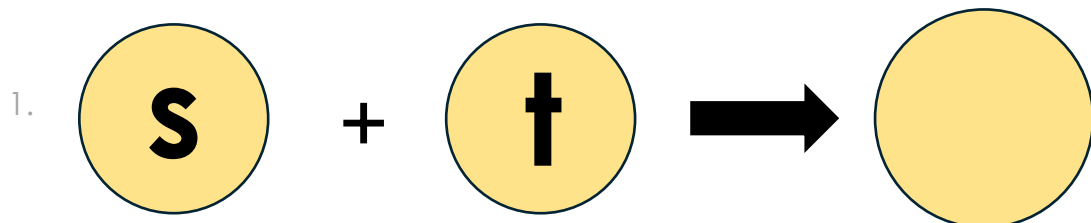
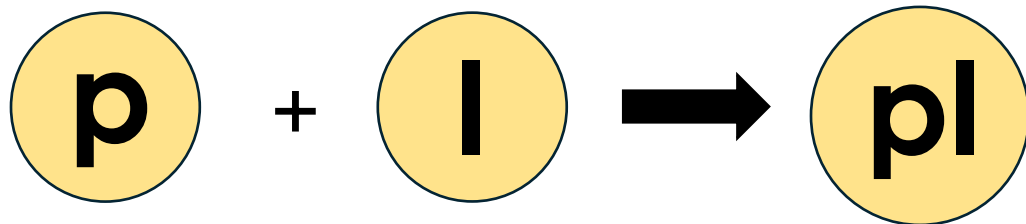
## Consonant Blends

2 consonants that make 2 sounds



A blend is when two consonants are next to each other.  
They are two (2) separate sounds but are pronounced together.  
Write the two letters together in the circle.

- Example: Say the sound of the letter **p**.  
Say the sound of the letter **l**.  
Say the sound of **p** and **l** together.  
Say the two sounds again very quickly.








## Silent e



When you put an **e** at the end of a c-v-c word, it changes the short sound of the middle vowel to a long vowel sound.

It also changes the meaning of the word.

Read the words below.

Short Vowel Words	Long Vowels Words with Silent 'e'
cap	cape 
pet	Pete 
Tim	time 
not	note 
cut	cute 



## Does it have a silent e?

Look at the picture.

i

Listen to your teacher say the word.

Think about the sound of the vowel. Is it long or short?

Circle the correct spelling.

1.



cak

cake

2.



pin

pine

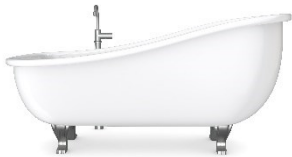
3.



plan

plane

4.



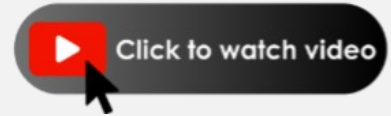
tub

tube

## Can you count the syllables in words?



Read about syllables below.  
Watch the video.



- In English, words are made up of sound units called “syllables”.
- Each syllable has at least one (1) vowel sound and can also have consonants.
- When you put your hand or finger under your chin, you can feel it move down for each syllable.
- You can also clap for each syllable you hear.

Examples:

**pass** = 1 syllable (pass)

**open** = 2 syllables (o pen)

**dishwasher** = 3 syllables (dish wash er)



\* For more information about syllable division, see [here](#) or [here](#).

## Can you count the syllables in words?



Listen to your teacher say each word.

Circle how many syllables you hear.

1.  <b>transit</b>  1   2   3   4	2.  <b>time</b>  1   2   3   4
3.  <b>avocado</b>  1   2   3   4	4.  <b>single</b>  1   2   3   4
5.  <b>money</b>  1   2   3   4	6.  <b>prescription</b>  1   2   3   4

## Sometimes y is a Vowel

Count the syllables in the words.

Put your hand under your chin to help you count the syllables.



Decide if the **y** sounds like long /ī/, long /ē/ or long /ā/.

Read the words with a partner.

- When a word has one syllable and no other vowels and ends in a **y**, the **y** usually makes the long /ī/ sound (ex. my, fry, pry)
- When a word has two syllables or more and ends in a **y**, the **y** usually has the long /ē/ sound (ex. battery, honey, bakery)
- **Exception:** If a word ends in **ay**, the sound is the long /ā/ sound (ex. say, way, display)

	Word	Number of syllables	Vowel Sound
1.	cry		
2.	worry		
3.	energy		
4.	pay		

## Long Vowel Spelling Patterns

A **vowel team** is when two vowels are in the same syllable of a word.

**i**

Usually, the two vowels make the long vowel sound of the first vowel in the team.

Read the words below and notice the spelling.

As a class, think of other words that fit the spelling pattern and write them in the space provided.

<b>ā</b>	<b>a_e</b>	<b>ai</b>	<b>ay</b>
Examples:	<b>late</b>	<b>train</b>	<b>day</b>
Class Examples:			

<b>ē</b>	<b>ee</b>	<b>ea</b>	<b>y</b>
Examples:	<b>sleep</b>	<b>read</b>	<b>baby</b>
Class Examples:			

<b>ī</b>	<b>i_e</b>	<b>ie</b>	<b>igh</b>	<b>y</b>
Examples:	<b>drive</b>	<b>pliers</b>	<b>right</b>	<b>try</b>
Class Examples:				

<b>ō</b>	<b>o_e</b>	<b>oa</b>	<b>ow</b>	<b>oe</b>
Examples:	<b>home</b>	<b>load</b>	<b>show</b>	<b>goes</b>
Class Examples:				

<b>ū</b>	<b>u_e</b>	<b>ue</b>	<b>ew</b>	<b>oo</b>
Examples:	<b>June</b>	<b>blue</b>	<b>stew</b>	<b>food</b>
Class Examples:				

## What is the correct spelling?

When two vowels are together, the first vowel usually makes a long vowel sound, and the second vowel is usually silent.



Listen to your teacher say each word.

Circle the correct spelling.

1.



Tim

tie

2.



mut

mute

3.



think

three

4.



tran

train

## 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.

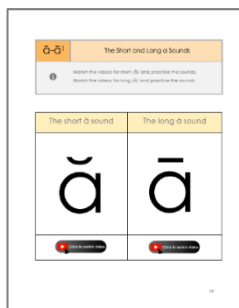
You write	You do not pronounce
know	<del>know</del>
when	<del>when</del>
write	<del>write</del>





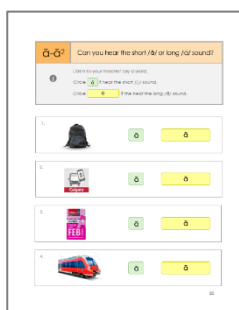
## Section 2: Comparing Short and Long Vowels

Every short and long vowel pair is introduced in the same way, so learners have a predictable routine. There is a combination of nine different activities for each set of vowels.



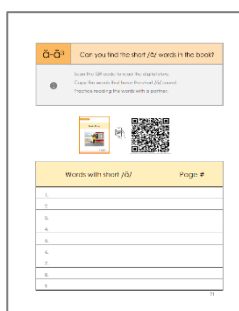
### The Short and Long Vowel Sounds

Before watching the videos, give learners an opportunity to share what they already know about short and long vowels. Talk about the symbols for short and long vowels. Talk about why it is important to know about vowel sounds. Finally, watch the videos by clicking on the links. Practice listening and producing the vowel sounds.



### Can You Hear the Short or Long Vowel Sound?

Ask learners to identify the image. Introduce or repeat the name of the image. Learners must listen and circle the correct short or long vowel symbol.



### Can You Find the Short Vowel Words in the Story?

Read the story with learners and put an emphasis on the short vowel words. Then have learners work with a partner and copy all the words with the short /ă/. Have learners read the story again after the activity.



**ô-ô** Can you find the long /ô/ words in the book?

Look at the book and copy the words that have the long /ô/ sound.  
Write them in the column that says /ô/. Write the words in the boxes. Practice reading the words with a partner.

ô	e	ai	ay

Are there any other long /ô/ words that you know that don't have spelling patterns? Write them in the boxes below.

ô	e	ai	ay

### Can You Find the Long Vowel Words in the Story?

Read the story to learners and put an emphasis on the long vowel words. Then have learners work with a partner and copy all the words with the long vowel sound. As a class, brainstorm other words that follow the spelling pattern.

**ô-ô** Can you hear the sounds in the word?

Write the word.  
Write the letters that make each sound.  
Circle each letter.  
If there is a silent letter, it in the box and write it.

- take → 

t	a	k	e
---	---	---	---
- train → 

--	--	--	--
- pass → 

--	--	--	--
- wall → 

--	--	--	--
- pays → 

--	--	--	--

### Can You Hear the Sounds in a Word?

Read the words with the learners. First, read it at a normal speed and then slow it down to help learners hear the individual sounds. Talk about how many sounds they hear. Have learners try to fill in the boxes before discussing it as a class.

**ô-ô** Can you read the short /ô/ and long /ô/ words?

Look at the pictures. Write the right word.  
Copy the words that have the short /ô/. Circle long /ô/ words.  
Practice reading the words with a partner.

Short /ô/	Long /ô/

### Can You Read Short and Long Vowel Words?

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



**Can you spell the words?**

Look at the picture.  
Say the word.  
Is it long or short vowel sound?  
Circle the correct spelling.

	train	tran
	clase	class
	pase	pass
	snake	snack
	pants	paints

### Can You Spell the Words?

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 blend the sounds?**

Read the sounds in the boxes.  
Blend them together.  
Is it long or short vowel sound?  
Circle the correct vowel for each word.

s t a ff	ã ä
d ay	ã ä
p ai n t s	ã ä
s n a ck	ã ä
p i a n	ã ä

### Can You Blend the Sounds?

Have learners make the sound for each individual letter tile and blend them together to read the word. In pairs, have learners read the word and decide if it is a short or long vowel sound. Then have learners circle the answer.

**Can you write the sounds?**

Listen to the word.  
Circle the correct vowel sound you hear.  
Write about the spelling.  
Use the missing letters.

- a  o p \_ck\_
- a  o c \_d\_ sh
- a  o w \_ \_ts
- a  o l \_ \_te
- a  o pl \_ \_n
- a  o p \_ \_nts
- a  o cl \_ \_ss
- a  o t \_ \_fe
- a  o b \_ \_ckp \_ \_ck
- a  o c \_ \_ \_n

### Can You Write the Sounds?

Learners will listen to the word and decide if it has a short or long vowel sound and then fill in the blanks to spell the word. Review the long vowel spelling patterns and discuss why they chose that spelling pattern to complete the words.

ă-ā<sup>1</sup>

## The Short and Long /a/ Sounds



Watch the video for short /ă/ and practice the sound.  
Watch the video for long /ā/ and practice the sound.

Short /ă/

ă



Long /ā/

ā



ă-ā<sup>2</sup>

Can you hear the short /ă/ or long /ā/ sound?

i

Listen to your teacher say each word.

Circle **ă** if you hear the short /ă/ sound.

Circle **ā** if you hear the long /ā/ sound.

1.



ă

ā

2.



ă

ā

3.



ă

ā

4.



ă

ā

ă-ā<sup>3</sup>

Can you find the short /ă/ words in the story?

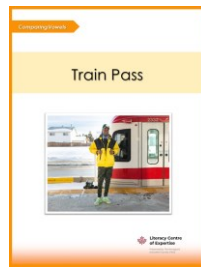


Scan the QR code to read the digital story [Train Pass](#).

Find eight (8) words in the story that have the short /ă/ sound.

Write them in the table.

Practice reading the words with a partner.



Words with Short /ă/	Page #
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

ă-ā<sup>4</sup>

Can you find the long /ā/ words in the story?



Look in the story [Transit Pass](#) and find two (2) words for each long /ā/ spelling pattern.

Write them in the correct column in the first table.

Practice reading the words with a partner.



<b>a_e</b>	<b>ai</b>	<b>ay</b>
1.	1.	1.
2.	2.	2.

Are there any other long /ā/ words that you know that have these spelling patterns? Write them in the table below.

<b>a_e</b>	<b>ai</b>	<b>ay</b>
1.	1.	1.
2.	2.	2.

ă-ā<sup>5</sup>

Can you hear the sounds in the word?



Read the word.

Write the letters that represent each sound.

Write letter(s) for one sound in one box.

If there is a silent **e**, write it in the box and cross it out.

1.

take



t	a	k	<del>e</del>
---	---	---	--------------

2.

train



--	--	--	--

3.

pass



--	--	--	--

4.

wait



--	--	--	--

5.

pays



--	--	--	--



ă-ā<sup>6</sup>

Can you read the short /ă/ and long /ā/ words?



Scan the QR code to read the digital story [Daycare](#).

Find eight (8) words in the story that have the short /ă/ sound and eight (8) words that have the long /ā/ sound.

Write them in the table. Practice reading the words with a partner.



Short /ă/	Long /ā/
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

ă-ā<sup>7</sup>

Can you spell the words?

i

Look at the picture.

Say the word.

Does it have a short /ă/ or long /ā/ vowel sound?

Circle the correct spelling.

1.



tran

train

2.



class

clase

3.



pass

pase

4.



snack

snake

5.



pants

paints

ă-ā<sup>8</sup>

Can you blend the sounds?

i

Read the sounds in the word.

Blend them together.

Does it have a short /ă/ or long /ā/ vowel sound?

Circle the correct vowel sound for each word.

1. s t a ff	ă ā
2. d ay	ă ā
3. p ai n t s	ă ā
4. s n a ck	ă ā
5. p l a n	ă ā

ă-ā<sup>9</sup>

Can you write the sounds?

i

Listen to your teacher say each word.

Does it have a short /ă/ or long /ā/ vowel sound?

Circle the vowel sound you hear.

Think about the spelling. Fill in the missing letters.

- |     |                                    |                                    |                       |
|-----|------------------------------------|------------------------------------|-----------------------|
| 1.  | <input type="radio"/> ă            | <input checked="" type="radio"/> ā | p <u>ay</u>           |
| 2.  | <input checked="" type="radio"/> ă | <input type="radio"/> ā            | c <u>a</u> sh         |
| 3.  | <input type="radio"/> ă            | <input type="radio"/> ā            | w _____ ts            |
| 4.  | <input type="radio"/> ă            | <input type="radio"/> ā            | l _____ t _____       |
| 5.  | <input type="radio"/> ă            | <input type="radio"/> ā            | pl _____ n            |
| 6.  | <input type="radio"/> ă            | <input type="radio"/> ā            | tr _____ n            |
| 7.  | <input type="radio"/> ă            | <input type="radio"/> ā            | cl _____ ss           |
| 8.  | <input type="radio"/> ă            | <input type="radio"/> ā            | s _____ f _____       |
| 9.  | <input type="radio"/> ă            | <input type="radio"/> ā            | b _____ ck p _____ ck |
| 10. | <input type="radio"/> ă            | <input type="radio"/> ā            | tod _____             |

ě-ē<sup>1</sup>

## The Short and Long /e/ Sounds



Watch the video for short /ě/ and practice the sound.  
Watch the video for long /ē/ and practice the sound.

Short /ě/

ě



Long /ē/

ē



ě-ē<sup>2</sup>

Can you hear the short /ě/ or long /ē/ sound?

Listen to your teacher say each word.

i

Circle **ě** if you hear the short /ě/ sound.

Circle **ē** if you hear the long /ē/ sound.

1.



ě

ē

2.



ě

ē

3.



ě

ē

4.



ě

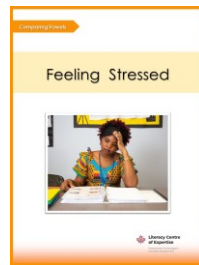
ē

ě-ē<sup>3</sup>

Can you find the short /ě/ words in the story?



Scan the QR code to read the digital story [Feeling Stressed](#). Find eight (8) words in the story that have the short /ě/ sound. Write the words in the table. Practice reading the words with a partner.



Short /ě/	Page #
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

ě-ē<sup>4</sup>

## When does the letter y sound like long /ē/?



Count the syllables in the words.

Put your hand under your chin to help you count the syllables.

When a word has two syllables or more and ends in a **y**, it sounds like long /ē/.

Read the words with a partner.

- When a word has one syllable and no other vowels and ends in a **y**, the **y** usually makes the long /ī/ sound (ex. my, fry, pry)
- When a word has two syllables or more and ends in a **y**, the **y** usually has the long /ē/ sound (ex. battery, honey, bakery)
- **Exception:** If a word ends in **ay**, the sound is the long /ā/ sound (ex. say, way, display)

	Word	Number of syllables	Ending Vowel Sound
1.	baby		
2.	ready		
3.	try		
4.	day		



ě-ē<sup>5</sup>

Can you find the long /ē/ words in the story?



Look in the story [Feeling Stressed](#) and find words that have the long /ē/ sound.

Write them in the correct column in the first table.

Practice reading the words with a partner.



<b>ee</b>	<b>ea</b>	<b>y</b>
1.	1.	1.
2.	2.	2.

Are there any other long /ē/ words that you know that have these spelling patterns? Write them in the boxes below.

<b>ee</b>	<b>ea</b>	<b>y</b>
1.	1.	1.
2.	2.	2.

ě-ē<sup>6</sup>

Can you hear the sounds in the word?



Read the word.

Write the letters that represent each sound.

Write letter(s) for one sound in one box.

1. sleep



s	l	ee	p
---	---	----	---

2. help



--	--	--	--

3. less



--	--	--	--

4. baby



--	--	--	--

5. weeks



--	--	--	--

ě-ē<sup>7</sup>

Can you read the short /ě/ and long /ē/ words?



Scan the QR code to read the digital story [Sleeping Well](#).

Find eight (8) words in the story that have the short /ě/ sound and eight (8) words that have the long /ē/ sound. Write the words in the table. Practice reading the words with a partner.



Short /ě/	Long /ē/
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

ě-ē<sup>8</sup>

Can you spell the words?

Look at the picture.

i

Say the word.

Does it have a short /ě/ or long /ē/ vowel sound?

Circle the correct spelling.

1.



test

teest

2.



ten

tean

3.



slep

sleep

4.



bed

bead

5.



weks

weeks

ě-ē<sup>9</sup>

Can you blend the sounds?

i

Read the sounds in the word.

Blend them together.

Does it have a short /ě/ or long /ē/ vowel sound?

Circle the correct vowel sound for each word.

1. r ea d s	ě ē
2. t e s t	ě ē
3. c o ff ee	ě ē
4. f a m i l y	ě ē
5. t e x t s	ě ē

ě-ē<sup>10</sup>

Can you write the sounds?

Listen to your teacher say each word.

Does it have a short /ě/ or long /ē/ vowel sound?

i

Circle the vowel sound you hear.

Think about the spelling. Fill in the missing letters.

- |     |   |   |             |
|-----|---|---|-------------|
| 1.  | ě | ē | sl ___ p    |
| 2.  | ě | ē | b ___ st    |
| 3.  | ě | ē | r ___ d     |
| 4.  | ě | ē | b ___ b ___ |
| 5.  | ě | ē | t ___ n     |
| 6.  | ě | ē | d ___ p     |
| 7.  | ě | ē | thr ___     |
| 8.  | ě | ē | th ___ se   |
| 9.  | ě | ē | f ___ ling  |
| 10. | ě | ē | stud ___    |

ĩ - ī 1

## The Short and Long /i/ Sounds



Watch the video for short /ĩ/ and practice the sound.  
Watch the video for long /ī/ and practice the sound.

Short /ĩ/

ĩ



Long /ī/

ī



# ĭ - ī 2

Can you hear the short /ĭ/ or long /ī/ sound?

Listen to your teacher say a word.



Circle **ĭ** if you hear the short /ĭ/ sound.

Circle **ī** if you hear the long /ī/ sound.

1.



ĭ

ī

2.



ĭ

ī

3.



ĭ

ī

4.



ĭ

ī



ĩ - ī 3

Can you find the short /ĩ/ words in the story?

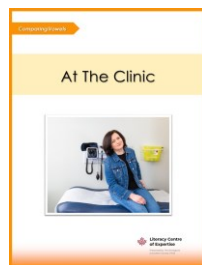


Scan the QR code to read the digital story [At The Clinic](#).

Find eight (8) words in the story that have the short /ĩ/ sound.

Write the words in the table.

Practice reading the words with a partner.



Words with short /ĩ/	Page #
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

ǎ - ā 4

When does the letter y sound like long /ā/?



Count the syllables in the words.

Put your hand under your chin to help you count the syllables.

When a word has two syllables or more and ends in a **y**, it sounds like long /ē/.

Read the words with a partner.

When a word has one syllable and no other vowels and ends in a **y**, the **y** makes the long /ā/ sound.

When a word has two syllables or more and ends in a **y**, the **y** makes the long /ē/ sound.

Exception: If a word ends in **ay**, the sound is the long /ā/ sound.

	Word	Number of syllables	Vowel Sound
1.	why		
2.	try		
3.	my		
4.	say		

ř - ř 5

Can you find the long / ĩ / words in the story?



Look in the story [At The Clinic](#) and find words that have the long / ĩ / sound.

Write them in the correct column in the first table.

Practice reading the words with a partner.



<b>i_e</b>	<b>igh</b>	<b>y</b>
1.	1.	1.
2.	2.	2.

Are there any other long / ĩ / words that you know that have these spelling patterns? Write them in the boxes below.

<b>i_e</b>	<b>igh</b>	<b>y</b>
1.	1.	1.
2.	2.	2.

ĩ - ī 6

Can you hear the sounds in the word?



Read the word.

Write the letters that represent each sound.

Write letter(s) for one sound in one box.

If there are silent letters, write them in the box and cross them out.

1. five



f	i	v	<del>e</del>
---	---	---	--------------

2. sink



--	--	--	--

3. pill



--	--	--	--

4. night



--	--	--	--

5. why



--	--	--	--

ĩ - ī 7

Can you read the short /ĩ/ and long /ī/ words?



Scan the QR code to read the digital story [Kitchen Sink](#).

Find eight (8) words in the story that have the short /ĩ/ sound and eight (8) words that have the long /ī/ sound. Write them in the table. Practice reading the words with a partner.



Short /ĩ/	Long /ī/
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

ĩ - ī 8

Can you spell the words?

i

Look at the picture.

Say the word.

Does it have a short /ĩ/ or long /ī/ vowel sound?

Circle the correct spelling.

1.



pill

pile

2.



nit

night

3.



writ

write

4.



drip

dripe

5.



smil

smile

ĭ - ī 9

Can you blend the sounds?

i

Read the sounds in the word.

Blend them together.

Does it have a short /ĭ/ or long /ī/ vowel sound?

Circle the correct vowel sound for each word.

1. h i p	ĭ ī
2. p i p e	ĭ ī
3. d r i p	ĭ ī
4. wr i t e	ĭ ī
5. s m i l e	ĭ ī



Listen to your teacher say each word.

Does it have a short /ĩ/ or long /ī/ vowel sound?

Circle the vowel sound you hear.

Think about the spelling. Fill in the missing letters.

- |     |                       |                       |                |
|-----|-----------------------|-----------------------|----------------|
| 1.  | <input type="radio"/> | <input type="radio"/> | h ___ p        |
| 2.  | <input type="radio"/> | <input type="radio"/> | dr ___ v ___   |
| 3.  | <input type="radio"/> | <input type="radio"/> | m ___          |
| 4.  | <input type="radio"/> | <input type="radio"/> | r ___ t        |
| 5.  | <input type="radio"/> | <input type="radio"/> | d ___ sh ___ s |
| 6.  | <input type="radio"/> | <input type="radio"/> | flashl ___ t   |
| 7.  | <input type="radio"/> | <input type="radio"/> | pl ___ rs      |
| 8.  | <input type="radio"/> | <input type="radio"/> | tr ___         |
| 9.  | <input type="radio"/> | <input type="radio"/> | cl ___ n ___ c |
| 10. | <input type="radio"/> | <input type="radio"/> | s ___ ts       |



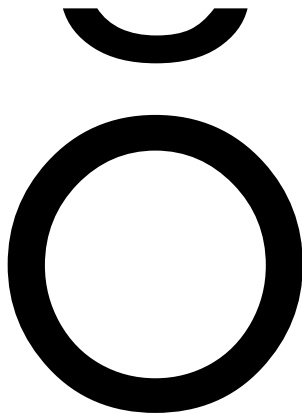
ō-ō<sup>1</sup>

## The Short and Long /o/ Sounds

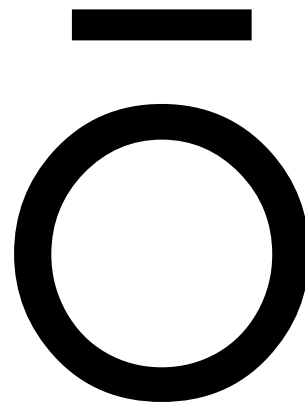


Watch the video for short /ō/ and practice the sound.  
Watch the video for long /ō/ and practice the sound.

Short /ō/



Long /ō/



ō-ō<sup>2</sup>

Can you hear the short /ō/ or long /ō/ sound?

i

Listen to your teacher say a word.

Circle **ō** if you hear the short /ō/ sound.

Circle **ō** if the hear the long /ō/ sound.

1.



ō

ō

2.



ō

ō

3.



ō

ō

4.



ō

ō

ō-ō<sup>3</sup>

Can you find the short /ō/ words in the story?



Scan the QR code to read the digital story [Soccer Game](#).

Find eight (8) words in the story that have the short /ō/ sound.

Write the words in the table.

Practice reading the words with a partner.



Words with short /ō/	Page #
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

ō-ō<sup>4</sup>

Can you find the long /ō/ words in the story?



Look in the story [Soccer Game](#) and find words that have the long /ō/ sound.

Write them in the correct column in the first table.

Practice reading the words with a partner.



<b>o_e</b>	<b>oe</b>	<b>oa</b>
1.	1.	1.
2.	2.	2.

Are there any other long /ō/ words that you know that have these spelling patterns? Write them in the boxes below.

<b>o_e</b>	<b>oe</b>	<b>oa</b>
1.	1.	1.
2.	2.	2.

Ö-Ö<sup>5</sup>

Can you hear the sounds in the word?



Read the word.

Write the letters that represent each sound.

Write letter(s) for one sound in one box.

If there are silent letters, write them in a box and cross them out.

1. hope



h	o	p	<del>e</del>
---	---	---	--------------

2. goal



--	--	--	--

3. coach



--	--	--	--

4. goes



--	--	--	--

5. knows



--	--	--	--

ō-ō<sup>6</sup>

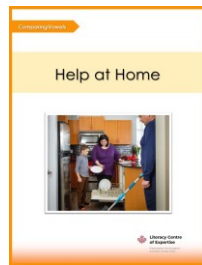
Can you read the short /ō/ and long /ō/ words?

Scan the QR code to read the digital story [Help at Home](#).



Find eight (8) words in the story that have the short /ō/ sound and eight (8) words that have the long /ō/ sound. Write them in the table.

Practice reading the words with a partner.



Short /ō/	Long /ō/
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

ō-ō̄

Can you spell the words?

Look at the picture.

Say the word.

i

Is it a short or long vowel sound?

Circle the correct spelling.

1.



coch

coach

2.



gol

goal

3.



mop

mope

4.



job

joab

5.



hom

home

ŏ-ō<sup>8</sup>

Can you blend the sounds?

i

Read the sounds in the word.

Blend them together.

Does it have a short /ŏ/ or long /ō/ vowel sound?

Circle the correct vowel sound for each word.

1. h o m e	ŏ      ō
2. l o n g	ŏ      ō
3. g o e s	ŏ      ō
4. k n o w s	ŏ      ō
5. j o b	ŏ      ō



ǒ-ō<sup>9</sup>

Can you write the sounds?

i

Listen to your teacher say each word.

Does it have a short /ǒ/ or long /ō/ vowel sound?

Circle the correct vowel sound you hear.

Think about the spelling. Fill in the missing letters.

1.

ǒ

ō

p \_\_\_ p corn

2.

ǒ

ō

al \_\_\_ ne

3.

ǒ

ō

\_\_\_ ffice

4.

ǒ

ō

h \_\_\_ pe

5.

ǒ

ō

l \_\_\_ ng

6.

ǒ

ō

c \_\_\_ ch

7.

ǒ

ō

st \_\_\_ re

8.

ǒ

ō

sh \_\_\_ pping

9.

ǒ

ō

j \_\_\_ b

10.

ǒ

ō

kn \_\_\_ s

ǔ-ū<sup>1</sup>

## The Short and Long /u/ Sounds



Watch the video for short /ǔ/ and practice the sound.  
Watch the video for long /ū/ and practice the sounds.

Short /ǔ/

ǔ



Long /ū/

ū



ŭ-ū<sup>2</sup>

## The Two Sounds of Long /ū/



Read about the long /u/ sound.

- The long /ū/ vowel has two different sounds.
- It can make sound **yoo** like in “cute” and it can make the sound **oo** like in “blue.”
- Read the words in the chart below to hear the difference.

Long /ū/ ‘yoo’	Long /ū/ ‘oo’
cute	rule
few	chew
use	food



ŭ-ū<sup>3</sup>

Do you know any long /ū/ words?

As a class brainstorm long /ū/ words.



Write them in the column that represents the spelling pattern.  
Practice reading the words with a partner.

u_e	ue	ew	oo
<i>mute</i>	<i>glue</i>	<i>few</i>	<i>zoo</i>

# ǔ-ū<sup>4</sup>

Can you hear the short /ǔ/ or long /ū/ sound?

i

Listen to your teacher say a word.

Circle **ǔ** if you hear the short /ǔ/ sound.

Circle **ū** if you hear the long /ū/ sound.

1.



ǔ

ū

2.



ǔ

ū

3.



ǔ

ū

4.



ǔ

ū

ŭ-ū<sup>5</sup>

Can you hear the sounds in the word?



Read the word.

Write the letters that represent each sound.

Write letter(s) for one sound in one box.

If there are silent letters, write them in a box and cross them out.

1.

cute



c	u	t	<del>e</del>
---	---	---	--------------

2.

much



--	--	--	--

3.

food



--	--	--	--

4.

up



--	--	--	--

5.

stew



--	--	--	--

ǔ-ū<sup>6</sup>

Can you spell the words?



Look at the picture.

Say the word.

Is it a short or long vowel sound?

Circle the correct spelling.

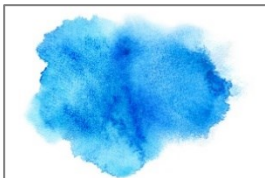
1.



mut

mute

2.



blu

blue

3.



hug

huge

4.



mon

moon

ǔ-ū<sup>7</sup>

Can you blend the sounds?

i

Read the sounds in the word.

Blend them together.

Does it have a short /ǔ/ or long /ū/ vowel sound?

Circle the correct vowel sound for each word.

1. s t u ck	ǔ      ū
2. s ch oo l	ǔ      ū
3. n ew	ǔ      ū
4. m u ch	ǔ      ū
5. g i ue	ǔ      ū



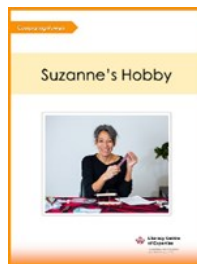
## Comparing Short and Long Vowels: Suzanne's Hobby



After reading the story [Suzanne's Hobby](#) several times with a partner, complete the activity below without looking at the story.

Look at the words in **bold**. Circle the correct spelling and cross out the incorrect spelling.

### Suzanne's Hobby



1. Suzanne ~~beds~~ / **beads** in her free time. It is her hobby.
2. Sometimes she beads on a **lom** / **loom** and sometimes she beads by **hand** / **haind**.
3. She has **mad** / **made** a lot of jewelry.
4. She doesn't **know** / **knoo** what to make next.

5. She thinks about beading on moccasins but that will **tack / take** too much **tim / time** .
6. She thinks about beading on a **vest / veest** but she doesn't have any **gren / green** beads.
7. Suzanne decides to **mak / make** a bracelet.
8. She doesn't want to make **yello / yellow** or **blu / blue** beads.
9. She wants to use **red / reed** , black and white beads because they are Tahltan colours.
10. Suzanne is a **member / meamber** of the Tahltan First Nation in northwest British Columbia.
11. She draws a beautiful **pattern / paittern** .
12. Suzanne **stas / stays** up late and finishes the bracelet.  
It looks **grat / great** !

## Spelling Short and Long Vowel Words: Suzanne's Hobby

Look at the pictures of words from the story [Suzanne's Hobby](#).



Say the word in the picture. Decide if the vowel sound is short or long.

Write the missing letters in the blank spaces.

1.



v\_\_st

2.



l\_\_m

3.



b\_\_\_ds

4.



br\_\_\_let

5.



th\_\_\_nk

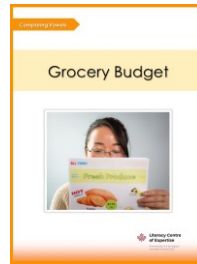
## Comparing Short and Long Vowels: Grocery Budget

After reading the story [Grocery Budget](#) several times with a partner, complete the activity below without looking at the story.



Look at the words in **bold**. Circle the correct spelling and cross out the incorrect spelling.

### Grocery Budget



1. Alisa is spending too **much** / **muech** money at the grocery store.
2. Last month her grocery **bills** / **biles** were fifty dollars over budget.
3. She will **tri** / **try** to save money this month because food **costs** / **coasts** a lot.

4. First she **checks** / **cheeks** the grocery store flyers for **sals** / **sales** and sees some good prices.
5. There is a **del** / **deal** on fresh stewing beef.
6. Then she checks to see what **produc** / **produce** is on sale.
7. She sees **yams** / **yames** are cheaper than potatoes.
8. Maybe she could **mak** / **make** beef stew with yams.
9. Alisa makes a **shopping** / **shopeing** list and will go to the store tomorrow.
10. She has a **plan** / **plane** and now she can stay on budget.

## Spelling Short and Long Vowel Words: Grocery Budget

Look at the pictures of words from the story [Grocery Budget](#).



Say the word in the picture. Decide if the vowel sound is short or long.

Write the missing letters in the blank spaces.

1.



y\_\_\_\_ms

2.



l\_\_\_\_st

3.



b\_\_f

4.



b\_\_lls

5.



s\_\_\_\_\_



## Review: Can you count the sounds?



Cut out all the letters on the next two (2) pages.

Listen to your teacher say a word.

Choose the letters that make each sound in the word.

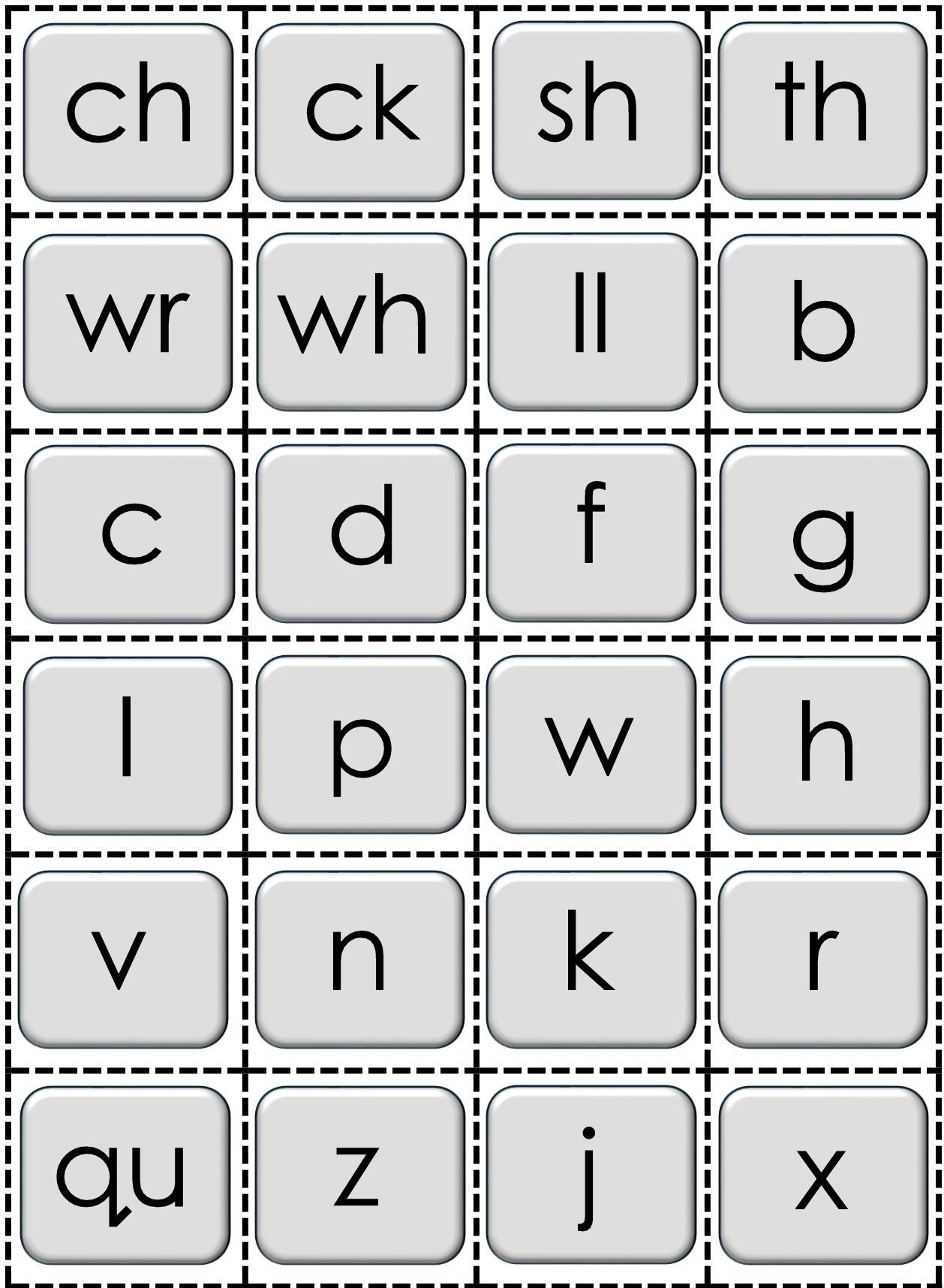
Put the letters in order on your desk or table.

Read the word.



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

a	e	e	i
o	u	ay	ai
ee	ea	ie	igh
y	ow	oa	oe
ue	ew	oo	er
s	s	t	m





## Section 3: Answer Key

- Page 4:**
1. mud /ŭ/
  2. pin /ĭ/
  3. lot /ŏ/
  4. tap /ă/
  5. bug / ě /

- Page 8:**
1. cake
  2. pin
  3. plane
  4. tub

- Page 10:**
1. tran-sit (2)
  2. time (1)
  3. a-vo-ca-do (4)
  4. sin-gle (2)
  5. mon-ey (2)
  6. pre-scrip-tion (3)

- Page 11:**
1. cry: one syllable - /ī/
  2. wor-ry: two syllables - /ē/
  3. en-er-gy: three syllables - /ē/
  4. pay: one syllable - /ă/

- Page 14:**
1. tie
  2. mute
  3. three
  4. train

- Page 20:**
1. backpack /ă/
  2. app /ă/
  3. pass /ă/
  4. train /ā/

**Page 21:** Some words with short /ă/ in the story are:

has (p.1)	class (p.2)	has (p.3)	a (p. 5)
backpack (p.6)	cash (p.6)	at (p.7)	transit (p.8)
app (p.8)	adult (p.9)	pass (p.9)	arrive (p.10)
platform (p.10)			



<b>Page 22:</b>	<b>a_e</b>	<b>ai</b>	<b>ay</b>
	take	train	today
		waits	okay
Some other words with these patters are:	lake	main	pay
	sale	pain	tray
	rake	rain	gray

<b>Page 23:</b>
1. t / a / k / e
2. t / r / ai / n
3. p / a / ss
4. w / ai / t
5. p / ay / s

<b>Page 25:</b>
1. train
2. class
3. pass
4. snack
5. paints

<b>Page 26:</b>
1. staff /ă/
2. day /ā/
3. paints /ā/
4. snack /ă/
5. plan /ă/

<b>Page 24:</b>	
<u>Short /ă/</u>	<u>Long /ā/</u>
can't	named
ask	take
crafts	stay
staff	age
happy	safe
pack	paints
snack	pay
plan	holiday
Fatima	day
Asma	stay
and	place
alone	make
have	Monday
plan	daycare
<b>Saturday</b>	<b>Saturday</b>



**Page 27:**

1. pay	/ā/	2. cash	/ă/	3. waits	/ā/
4. late	/ā/	5. plan	/ă/	6. train	/ā/
7. class	/ă/	8. safe	/ā/	9. backpack	/ă/
10. today	/ā/				

**Page 29:**

1. coffee /ē/
2. bed /ě/
3. family /ē/
4. ten /ě/

**Page 30:**

Some words with short /ě/ in the story are:

student (p.1)	ten (p.2)
well (p.3)	when (p.4)
gets (p.4)	stressed (p.6)
test (p.6)	level (p.7)
breath (p.8)	ready (p.9)
best (p.9)	questions (p.10)
checks (p.11)	end (p.11)
end (p. 11)	

**Page 31:**

1. baby: two syllables - /ē/
2. rea-dy: two syllables - /ē/
3. try: one syllable - /ī/
4. day: one syllables - /ā/

**Page 32:**

**ee**

Neeela  
sleeeeping

**ea**

reeading  
re-reeads

**y**

bay  
vey

Some other words with these patters are:

eep  
eeds  
eere  
een  
eeling

eat  
ease  
eat  
eans  
eas

y study  
y ready  
y candy  
y fifty  
y worry



- Page 33:**
1. s / l / ee / p
  2. h / e / l / p
  3. l / e / ss
  4. b / a / b / y
  5. w / ee / k / s

- Page 35:**
1. test / ě /
  2. ten / ě /
  3. sleep / ē /
  4. bed / ě /
  5. weeks / ē /

- Page 36:**
1. reads / ē /
  2. test / ě /
  3. coffee / ē /
  4. family / ē /
  5. texts / ě /

**Page 34:**

Short / ě /

bedroom  
stressed  
texts  
checks  
best  
help  
tells  
gets  
well  
yes  
less  
Emma  
friend  
rested

Long / ē /

asleep / sleep  
feeling / feels  
she  
coffee  
weeks  
reads  
these  
family  
money  
body  
worry  
she  
before  
evening  
because  
routines  
ideas

**Page 37:**

- |          |       |            |       |
|----------|-------|------------|-------|
| 1. sleep | / ē / | 6. deep    | / ē / |
| 2. best  | / ě / | 7. three   | / ē / |
| 3. read  | / ē / | 8. these   | / ē / |
| 4. baby  | / ē / | 9. feeling | / ē / |
| 5. ten   | / ě / | 10. study  | / ē / |



- Page 39:**
1. flashlight /ī/
  2. six /ĭ/
  3. pliers /ī/
  4. kitchen /ĭ/

**Page 40:**

Some words with short /ĭ/ in the story are:

- |                  |                    |
|------------------|--------------------|
| this (p.1)       | hip (p.1)          |
| is (p.1)         | walk-in (p.2)      |
| clinic (p.2)     | fills (p.3)        |
| sits (p.4)       | walking (p.6)      |
| slipped (p.6)    | first (p.7)        |
| painkiller (p.8) | prescription (p.8) |
| pill (p.9)       | until (p.9)        |
| morning (p.10)   | if (p.11)          |

- Page 41:**
1. why: one syllable - /ī/
  2. try: one syllable - /ī/
  3. my: one syllable - /ī/
  4. say: one syllable - /ā/

**Page 42:**

**i\_e**  
drives  
wrie

**igh**  
night

**y**  
why

Some other words with these patterns are:

ice  
twice

fight  
bright

my  
fry

\*See answers for page 44 on the next page

- Page 43:**
1. f / i / v / e
  2. s / i / n / k
  3. p / i / ll
  4. n / igh / t
  5. wh / y

- Page 45:**
1. pill
  2. night
  3. write
  4. drip
  5. smile





**Page 44:**

<u>Short /ɪ/</u>	<u>Long /ī/</u>
sink	inside
kitchen	pipe
dishes	five
drip	times
big	smiles
will	pliers
fix	flashlight
with	right
fix	by
Bisrat	try
liquid	myself
inside	tighten
six	finds
is	I
it	
thinks	
leaking	
washing	
everything	

**Page 46:**

1. hip /ɪ/
2. pipe /ī/
3. drip /ɪ/
4. write /ī/
5. smile /ī/

**Page 47:**

1. hip /ɪ/
2. drives /ī/
3. my /ī/
4. right /ī/
5. dishes /ɪ/
6. flashlight /ī/
7. pliers /ī/
8. try /ī/
9. clinic /ɪ/
10. sits /ɪ/

**Page 49:**

1. home /ō/
2. pot /ō/
3. phone /ō/
4. strong /ō/

**Page 50:**

Some words with short /ɒ/ in the story are:

- often (p.2)                      soccer (p.2)  
popcorn (p.3)                Morocco (p.6)  
on (p.6)



**Page 51:**

**o\_e**

alone

home

Some other words with these patterns are:

phone

scoreboard

hope

store

**oe**

goes

toe

Joe

**oa**

goal

coach

boat

toast

throat

**Page 52:**

1. h / o / p / e

2. g / oa / l

3. c / oa / ch

4. g / oe / s

5. kn / ow / s

**Page 53:**

Some words in the story are:

Short /ɔ/

Job

office

long

not

shopping

mop

Long /ō/

Sofia

home

go / goes

home

alone

store

knows

shows

load

post

okay

grocery

so

**Page 54:**

1. coach

2. goal

3. mop

4. job

5. home

**Page 55:**

1. home /ō/

2. long /ɔ/

3. goes /ō/

4. knows /ō/

5. job /ɔ/



**Page 56:**

1. popcorn	/ɔ̃/	6. coach	/ō/
2. alone	/ō/	7. store	/ō/
3. office	/ɔ̃/	8. shopping	/ɔ̃/
4. hope	/ō/	9. job	/ɔ̃/
5. long	/ɔ̃/	10. Knows	/ō/

**Page 59:**

Some suggested words with these spelling patterns are:

<b>u_e</b>	<b>ue</b>	<b>ew</b>	<b>oo</b>
<i>mute</i>	<i>glue</i>	<i>few</i>	<i>zoo</i>
<i>cute</i>	<i>blue</i>	<i>new</i>	<i>food</i>
<i>huge</i>	<i>avenue</i>	<i>chew</i>	<i>cool</i>
<i>June</i>	<i>true</i>	<i>grew</i>	<i>tooth</i>

**Page 60:**

1. mug	/ũ/
2. June	/ū/
3. used	/ū/
4. mud	/ũ/

**Page 61:**

1. cute	/ū/
2. much	/ũ/
3. food	/ū/
4. up	/ũ/
5. stew	/ū/

**Page 62:**

1. mute	/ū/
2. blue	/ū/
3. hug	/ũ/
4. moon	/ū/
5. tub	/ũ/

**Page 63:**

1. stuck	/ũ/
2. school	/ū/
3. new	/ū/
4. much	/ũ/
5. glue	/ū/



**Page 64-65:**

1. beads
2. loom / hand
3. made
4. know
5. take / time
6. vest
7. make
8. yellow / blue
9. red
10. member
11. pattern
12. stays / great

**Page 66-67:**

1. vest
2. loom
3. beads
4. bracelet
5. think

**Page 68-69:**

1. much
2. bills
3. try / costs
4. checks / sales
5. fresh
6. produce
7. yams
8. make
9. shopping
10. plan

**Page 70-71:**

1. yams
2. lijst
3. beef
4. bills
5. sale

**Page 72:**

*Some suggested words are:*

class	check	dishes	strong	much
late	sleep	smile	alone	blue
train	read	night	coach	mute
day	body	pliers	show	school

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