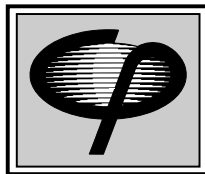




Long Vowels

Teacher's Guide



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Phonics READERS

Long Vowels

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Using Phonics Readers in the Classroom

Phonics Readers provide the link between reading instruction and independent reading of new books. After children have been introduced to a particular sound-letter relationship, they can practice their new skills with **Phonics Readers**.

You may want to start by reading the book aloud to the children. Some children will be able to read these little books independently very soon. Others may need more help or encouragement. They can listen and follow the text while an adult reads the story, or read with a partner. Once children are comfortable and confident reading the books, they might take them home to read with parents and siblings.

Teacher's aides and classroom volunteers will find clear, concise help in this guide so that they can work with the children confidently.

With minimal preparation, **Phonics Readers** can be used for direct instruction in small groups. The lessons can also be of help when working with struggling readers.

Word lists are conveniently organized to help teachers identify the target sound words, sight words, review words, and special story words. You can use the list of sight words on page 15 to check and reinforce children's knowledge of high frequency words.

- **Introducing the Story** highlights key concepts and background information that can be introduced before the reading.
- **Decodable Words** offers activities to reinforce phonemic awareness and phonics.
- **Other Words** highlights the sight (or high frequency) words that are not included on the list on page 15 and story words that may not be decodable for all children.
- **Reading the Story** suggests ways to vary the reading and options for rereading.
- **Phonics Fun** activities provide another opportunity to focus on the target sound-letter relationship.

Jake's Snake Book 1, long a

This story introduces the **a-e** spelling of **long a**.

☛ *Jake's snake is on the loose, and the neighborhood is in terror! The snake is found on a tea table, where four ladies are eating cake. Fortunately, Jake's snake is friendly, and no real harm is done.*



Introducing the Story

Show the children the book *Jake's Snake* and read the title aloud. Ask the children what kind of cage or crate a snake should have so that it does not escape. Discuss how people show their fear of snakes. They may shake, scream, run away, or maybe even faint. Reassure the children that the snake in this story is harmless. Read the story aloud one time as children follow in their books.

Decodable Words

Introduce the **long a** sound spelled **a-e**. Write *Jake* and *snake* on the board. Underline the letters **a** and **e** in each word. Have the children read the words and tell you which letter makes the **long a** sound. Point out that the letter **e** is silent. Note the plural ending *s* at the end of *skates*, and the possessive form, *Jake's*. Also introduce the inflectional ending *ed* and write *wave* and *escape* on the board. Underline the **long a, silent e** patterns. Write all the **long a, silent e** words on the board, and help the children decode them. Discuss meanings of any unfamiliar words.

Other Words

Introduce the sight and story words. Write them on the board, and teach any that are unfamiliar. Point out the number words *one* and *four*, and write the numerals beside them. Underline **ay** in *day*, and **a** in *ladies*, pointing out the different spellings for the **long a** sound in these words.

Reading the Story

Read *Jake's Snake* aloud as a group, children reading with the teacher. Read with expression, and encourage children to do the same. Take time to enjoy the story and laugh at the humorous ending. Have children retell the story, paying attention to the order of events.

Phonics Fun

This story contains five rhyming words. Say this rhyme, and let children fill in the blanks with the underlined words:

There once was a boy named Jake, who had a friendly pet snake.

A boy with a rake began to shake
when Jake asked, "Have you seen my little snake?"

Then Jake found his snake, scaring some ladies eating cake.

Sound Words

a-e

cake
cane
crate
escaped
Jake's
plate
rake
shake
skates
snake
waved

Sight Words

day
boy
seen
began
girl
heard
four
found

Story Word

ladies



Snail Mail Book 2, long a

This story introduces the **ai** and **ay** spellings of **long a** and reinforces the **a-e** spelling of **long a**.

— *Gail the snail is going to visit her cousins who live by the bay. This trip usually takes Gail almost two months, but this time she crawls into a mail sack and gets there the same day! Thus “snail mail” is invented.*

Sound Words

a-e

Baker came
Lane later

ai

Gail mail
Sailor’s snail
waits

ay

away Bay
day May
say stay
way

Sight Words

lives
first
puts

Story Words

garden
cousins
sea
summer
leaves
June
mailbox
mailman
drives
might

Introducing the Story

Prepare the children for this story by showing them a snail, live or a photo. Discuss the size and characteristics of snails. Then look at a calendar. Show the length of time between May 1 and June 30. That is how long it takes Gail the snail to get from her garden to the bay. Show the children the book *Snail Mail*, and read the title aloud. Let the children look at the pictures. Read the story aloud one time as children follow in their books.

Decodable Words

Review the **long a** words. Write *bake* and *late* on the board. After children say these words, add *r* to each word to make *baker* and *later*, and have them pronounce the new words. Introduce the **long a** sound spelled **ai**. Write *Gail*, *snail*, and *mail* on the board, and underline the letters **ai**. Explain that *Gail* is the name of the *snail*, and have children read the words. Then introduce the **long a** sound spelled **ay**. Write the **ay** words on the board, and have the children read them. Add *s* to the end of *day* and *snail*, pointing out the plural forms. Then add *'s* to *Gail* and *Sailor*, to show the possessive forms. Refer to the pictures on pages 2 and 6 to explain the meaning of *bay*.

Other Words

Write the sight words on the board and teach them. Then write the story words on the board. Discuss their meanings and help children read them. For the compound words *mailbox* and *mailman*, write and decode them as two separate words, then combine them. Discuss mail delivery by truck to mailboxes, as some children may only be familiar with door-to-door delivery.

Reading the Story

Read *Snail Mail* aloud in small groups with the children. Ask questions to check their understanding of the story. Explain that people call mail delivery “snail mail” to differentiate it from computer e-mail. Let children retell the story using the pictures.

Phonics Fun

To reinforce the **long a** spelling of **ay**, make eight cards: one with the **ay** ending, and the others with letters *aw*, *b*, *d*, *M*, *s*, *st*, and *w*. Have children place each card at the beginning of the **ay** card and say the word that is made. The words that will be made are *away*, *bay*, *day*, *May*, *say*, *stay*, and *way*.

Slide! Book 3, long i

This story introduces the **i-e** spelling of **long i**.

➤ *Mike decides to play a trick on Sam. He hides in a tree and tries to jump on Sam, who is sledding by. Mike misses his jump and slides down the hill without a sled, while Sam has a nice ride.*



Introducing the Story

If you live in a climate where snow and sledding are unfamiliar, you may want to spend some time talking about snow and showing pictures. Show the children the book, and read the title *Slide!* Point out that Sam is the boy who is wearing glasses. As the children look at the pictures in the book, ask them how the picture on page 5 helps them predict what will happen next. Then read the story aloud as children follow along in their books.

Decodable Words

Introduce the **long i** sound spelled **i-e**. Write *Mike* and *hike* on the board, underlining the **long i** and silent **e**. Then write the other **i-e** pattern words and help the children decode them. Ask the children if they can hear the **long i** sound in *surprise* and *decides*, and underline it. You may want to point out that *glide* and *slide* have almost the same meaning, and that the letter *c* in *nice* and *ice* has the *s* sound.

Other Words

Write the sight words, the story words, and the **long a** word *take* on the board. Point out the **long i** sound in *tries*. Show the children the **ee** spelling in *tree*, and pronounce it with the **long e** sound. Read the words together.

Reading the Story

Before the children read the story, talk about the characters of the two boys, Mike and Sam. Mike is playful and mischievous, while Sam is more practical. Let the children read the story in pairs or small groups, giving assistance as needed. Ask questions, and have them retell the story to determine their understanding.

Phonics Fun

Challenge the children to find **long i** words that rhyme in the story, such as *Mike, hike/ ice, nice/ pile, smile/ and glide, slide, ride*. Then make a bulletin board game. Write the **long i** words on sled patterns, and place them in two equal columns on the bulletin board. Attach string or yarn, and a bead to each word on the left-hand side. (The word *ride* should have two strings, to connect to *slide* and *glide*.) The words on the sleds on the right-hand side should have a push pin by them. Children connect the strings between the words that rhyme, and *slide* the beads from the left to the right-hand column between the rhyming words.

Sound Words

i-e

decides
dive
glide
hides
hikes
ice
Mike
nice
pile
pine
ride
slide
smiles
surprise

Sight Words

pulls
wants
see
says

Review Word

take

Story Words

tree
starts
tries



A Fine Day to Fly a Kite Book 4, long i

This story reinforces the **i-e** spelling of **long i** and introduces the **y** spelling of **long i**.

— When Ty adds more string to his kite to make it fly, it gets away from him. He finds the kite at a wedding party, where it has landed on the bride! She takes it in stride and doesn't seem to mind.

Sound Words

i-e

bride	dive
fine	kite
line	nice
rice	ride
rise	smiled
time	

y

fly	sky
try	Ty

Sight Words

new	more
maybe	soon
saw	

Review Words

day
way

Story Words

added
started
wind
died
find
follow
ground
landed

Introducing the Story

Discuss how to make a good kite and what is needed to make it fly. If possible, make a kite, and go outside and fly it. Then show the cover of the book and read the title aloud. Introduce the main character, Ty, and ask the children why they think his kite may not be flying well at first. Have them guess what may happen when the kite flies away, then let them look at the pictures. Discuss what a wedding is like, including the pattern words *bride* and *rice*. Read the story aloud as children follow in their books.

Decodable Words

Review the **long i** sound spelled **i-e**. Write the **i-e** words on the board, underlining the **i** and **silent e**. Add 's to *kite* and point out the words *kite's line* on page 6. Ask children to read the words. Then introduce the **long i** sound spelled with **y**. Write the words on the board, underlining the **y**. Read the words together.

Other Words

Write the sight words on the board, and have the children read them. Point out that *maybe* has both the **long a** and **long e** sounds. Review the **long a** words, *day* and *way*. Write *add*, *start*, *die*, *land*, and *follow* on the board. After children read these words, add the *ed* or *d* endings and read the new words. Add *ground*, *find*, and *wind* to the word list on the board. Point out the **long i** sound in *find* and the **short i** sound in *wind*.

Reading the Story

Let the children read this story in small groups, giving help as needed. Then ask them questions to check their understanding of the events and their order in the story. Allow time for children to enjoy the story and reread it on their own.

Phonics Fun

Play a word game using the **long i** words from *A Fine Day to Fly a Kite*. Think of clues for each word, for example: "I'm thinking of someone who wears a white dress and a veil at a wedding." [*bride*] "I'm thinking of the boy's name in the story." [*Ty*] As children become proficient at the game, allow the child who says the answer to give the next clue.

Ice for Sale Book 5, long a, i

This story reinforces the **a-e** and **ay** spellings of **long a**, and the **i-e** spelling of **long i**.

➤ *On a hot day, Kate and Liza come up with a cool idea to sell ice. But by the time they get their supplies together, the ice has melted. They sit in the shade and wave to people who smile back at them.*



Introducing the Story

Show the children the book *Ice for Sale*, and read the title aloud. Talk about how people feel on a very hot day. Bring in some ice and watch it melt. Introduce the characters, Kate and Liza. Ask the children where they are [outside in the sun] and how they are probably feeling. [hot, listless, bored] Read the story aloud as children follow in their books.

Decodable Words

Write the girls' names *Kate* and *Liza* on the board. Ask children which name has the **long a** and which has the **long i** sound. Say the **long a** and **long i** list words, one at a time, and have children tell you which sound they hear. List the **long a** words under *Kate* and the **long i** words under *Liza*. Point out the plural *s* endings in *paints*, *plates*, *trays*, and *bikes* and the inflectional ending *ed* in *raced* and *waved*. Divide the compound words *today*, *inside*, and *outside* into two words, and help children decode them. Although *paper*, *table*, *find*, and *Liza* have the **long a** and **long i** sounds, they do not follow the **vowel-consonant-e** pattern. Give special help with these words, and with *idea*, because it contains the **long i** and **long e** sounds.

Other Words

Write the story words and the new sight word on the board, and help the children identify and pronounce them. Point out the **long e** in *need* and the **long i** in *sign*, noting the variations in spelling. *Everybody* is a compound word that can be divided and pronounced.

Reading the Story

Ask the children what Kate's first idea was. [to sell ice] What happened to the ice? [It melted.] What did the girls do instead? [They waved to people and made them smile.] Have children read this story independently, giving help as needed. Allow ample time to reread and enjoy the story.

Phonics Fun

Write the following words on one set of cards: *day*, *Kate*, *make*, *race*, *tray*, *pail*. Write these words on another set of cards: *die*, *kite*, *Mike*, *rice*, *try*, *pile*. Show the children the first set of cards. Have them read the words and identify the **long a** vowel sound. Then show them the second set of cards, where the vowel sounds have been changed to **long i**. Ask the children to match the second set of cards with the first set, saying the words, and noting the changes in sounds and spellings.

Sound Words

long a

day	game
Kate	made
make	pail
paints	paper
plates	play
raced	sale
shade	table
today	trays
waved	

long i

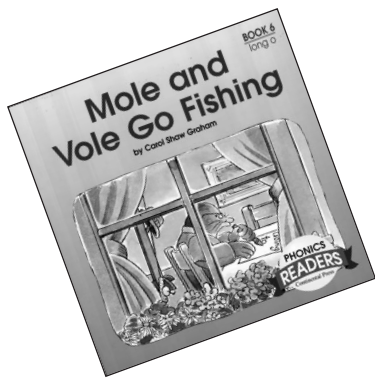
bikes	dime
find	five
ice	idea
inside	Liza
nice	outside
ride	smile

Sight Word

people

Story Words

everybody
need
sign



Mole and Vole Go Fishing Book 6, long o

This story introduces the **o-e** spelling of **long o**.

➤ *At the fishing hole, Mole and Vole set their lunch on a “stone” and take a nap. They awaken to find their lunch floating away on a turtle’s back! The turtle returns to shore, where all three share lunch.*

Sound Words

o-e

closed
hole
home
hope
joke
Mole
nose
note
poked
poles
scones
stone
tote
Vole
woke

Sight Words

door going
oh no
don’t three

Review Word

came
like
wait

Story Words

fishing
eyes
turtle

Introducing the Story

Show the children the book *Mole and Vole Go Fishing*, and read the title aloud. Talk about a fishing trip. Ask the children what Mole is doing on the cover. Read the signs on the art on page 1, and help children identify the two characters on page 2. Show pictures of a mole and vole, and tell the children that they are both about the same size as a mouse. Have children look at the pictures and tell what is happening on each page. On page 5, explain that *Zzzzzzzzz* means that Mole and Vole are sleeping. Notice that the turtle’s head has appeared, and ask children what clue this gives as to what will happen next. On page 6, ask why the “stone” is moving. Be sure the children get the idea that the stone is really a turtle’s shell. Then read the story aloud as children follow along in their books.

Decodable Words

Introduce the **long o** sound spelled **o-e**. Write the names *Mole* and *Vole* on the board. Underline the **o** and **e** in each name. Have the children read the words and tell you which letter makes the **long o** sound. Point out that the letter **e** is silent. Add *'s* to *Mole* to show the possessive form, *Mole's*. Some of the decodable words may not be familiar to all of the children. If possible, show real objects, such as a *tote* bag, and bring in *scones* for the children to eat.

Other Words

Review the sight words and the long vowel review words. Write *go*, *oh*, *no* and *don't* on the board, and point out the **long o** with no silent **e**. Write *do not* beside *don't*, and show the children that *don't* is a contraction of the two words. Write the story words on the board and help the children decode and pronounce them.

Reading the Story

Have the children read *Mole and Vole Go Fishing* in pairs. One child can pretend to be Mole, and the other, Vole. Allow them ample time to enjoy the story and retell it using the pictures. Ask informal questions to be sure they understand the story.

Phonics Fun

To emphasize the **long o** sound, do the “Hokey Pokey.” Children stand in a circle. For the first verse, use “nose.” For other verses, show some items that have **long o** sounds (*note*, *tote*, *scones*, *stone*) while children pretend they are taking them in and out of the circle with their hands or feet.

Mr. Sloan and Grover Book 7, long o

This story reinforces the **o-e** spelling of **long o** and introduces the **oa** spelling of **long o**.

➤ *Mr. Sloan wants to give his dog Grover a bath, but Grover resists all efforts to be coaxed into the tub. A toad spies the water and jumps into the tub. Grover jumps in after it. Everyone has a soapy good time.*



Introducing the Story

Show the children the book *Mr. Sloan and Grover* and read the title aloud. Ask children to guess what Grover is doing in the picture on the cover. [He's digging up flowers and getting very dirty.] Let the children look through the book. Read the story aloud one time while children follow along in their books.

Decodable Words

Introduce the **long o** sound spelled **oa**. Write the two names, *Sloan* and *Grover*, on the board. Underline the letters **oa** in *Sloan* and **o** and **e** in *Grover*. Ask children to read the words and tell you which letters make the **long o** sound. Point out that the letter **r** follows the **o-e** spelling of **long o** in *Grover* and in the word *over*. You may want to review the inflectional ending *ed* and write the uninflected words *croak*, *float*, *groan*, *moan*, and *soak* on the board. Some of the decodable words may not be familiar to all of the children. Help them with words such as *coax*, *croaked*, *foam*, *groaned*, and *moaned*. Provide clues such as "What noise does a frog make?" [it *croaks*], and let children demonstrate *moaning* and *groaning*.

Other Words

Review the sight words and the title *Mr.* before the children read the story by themselves. Tell children that they will see some **long a** and **long i** words in this story, too. Write *tree* and *needed* on the board. Show children the **ee** spelling and pronounce the **long e** sound. Also write *showed* on the board, pointing out the variation of the **ow** spelling of the **long o** sound. Help the children decode the words.

Reading the Story

Have the children look at the story pictures. On page 3, have them locate the toad in the background, and tell what clue it gives as to what will happen next. Then let the children read *Mr. Sloan and Grover* in small groups. Allow them ample time to enjoy the story and reread it, talking about the characters and the action. Let several children retell the story, and encourage them to fill in details from the pictures. Ask them questions to determine their understanding of the story.

Phonics Fun

Challenge the children to find **long o** words that rhyme in the story: *Grover*, *over* / *boat*, *coat*, *float(ed)* / *Sloan*, *groan(ed)*, *moan(ed)* / *croak(ed)*, *oak*, *soak(ed)*. Then add more rhyming words to each list.

Sound Words

o-e

bone hose

Grover over

oa

boat

coat

coax

croaked

floated

foam

groaned

moaned

oak

Sloan

soaked

soap

toad

Sight Words

tree looked

water after

Review Words

named hates

tried made

liked

Story Words

needed

showed



A Tune for June Book 8, long u

This story introduces the **u-e** and **ui** spellings of **long u**.

➤ What can June the cat use when she wants to make music? She asks other farm animals for help. Bruce the pig makes a flute, and June plays a beautiful melody.

Sound Words

u-e

Bruce
Duke
excuse
flute
June
Lucy
rude
tube
tune
use

ui

suit

Sight Words

wanted
cannot

Review Words

play
say
like
made
holes
gave

Story Word

beautiful

Introducing the Story

Show the children the book *A Tune for June*. This story takes place on a farm. Have the children guess what other animals they may find in a barnyard besides a cat. Allow children to look at the pictures for clues about the animals and the musical instruments they are playing. Then read the story aloud as the children follow along.

Decodable Words

Introduce the **long u** sound spelled **u-e**. Write *June*, *Duke*, and *Bruce* on the board, and underline the **u** and **e** in each name. Have the children read the words and tell you which letter makes the **long u** sound. Point out that the letter **e** is silent. Write the cow's name *Lucy*, noting the **long u** and the final **y** that has the **long e** sound. Then write the word *suit* on the board. Underline the letters **ui**. Explain to the children that these letters can also have the **long u** sound, and the letter **i** is silent. Since *excuse* is a two-syllable word, write it on the board and help children decode it.

Other Words

Review the long vowel words and sight words. Point out the inflectional ending *ed* in *wanted* and the compound word *cannot*. Write *beautiful* on the board, and have children listen for the **long u** sound as they say the word. Point out that the letters **ea** are silent. Divide *beautiful* into syllables, and help children decode it.

Reading the Story

Before reading the story, have children look at page 5. Talk about why June said, "Excuse me, I do not want to be rude," and have a discussion about good manners. To introduce the **long u** sound, have children read this story aloud with you. Check their pronunciation of the words and their understanding of the story by asking appropriate questions. Allow time for children to enjoy the story and reread it on their own.

Phonics Fun

Play a word game using the **long u** words from *A Tune for June*. Think of clues for each word, for example: "I'm thinking of the instrument June used to play a tune." [*flute*] "I'm thinking of the cow's name." [*Lucy*] As children become proficient at the game, allow the child who says the correct answer to give the next clue.

Can I Keep It? Book 9, long e

This story introduces the **ee** spelling of long e.

➤ *Reed and his mother visit a farm, and Reed wants to adopt all the animals. Most of them are unsuitable for his home in the city. Then they find the perfect pet, a puppy that Reed takes home with him.*



Introducing the Story

Show the children the book *Can I Keep It?* and read the title aloud. Take time to discuss the voice inflection used when asking a question. As children look at the pictures in the book, ask them where this story takes place and what they think the boy in the story wants to keep. Discuss animals that live on a farm and what they need. Ask the children if any of them have a puppy at their house, and talk about the care that a puppy needs. Read the story aloud as children follow in their books.

Decodable Words

Introduce the **long e** sound spelled **ee**. Write the boy's name *Reed* on the board, and under it write any **ee** words you feel may be challenging for the children. Point out the consonant blend **str** in *street* and the plural forms, *needs*, *seeds*, and *trees*.

Other Words

Review the long vowel words *take*, *home*, and the contraction *don't*. Write *baby*, *city*, and *puppy* on the board, and point out the **y** endings that have the **long e** sound. Help the children decode and pronounce the story words.

Reading the Story

Read the story with the children in small groups, allowing time to enjoy the story, reread it, and talk about the characters and action. Let several children retell the story using the pictures. Ask questions to determine their understanding of the story and the order of events.

Phonics Fun

Make two lists of rhyming **ee** words from the story. [List 1: *Reed*, *need*, *feed*, *seed*. List 2: *deep*, *sheep*, *sleep*, *keep*] You can also make other lists of words that rhyme with **ee** words *tree*, *feel*, *green*, and *street*. Then play a game using a soft ball. Have children stand in a circle. Say one of the **ee** words, and toss the ball to a child, who says a rhyming word as the ball is caught. That child says another word and tosses the ball to another child, who must then say a word that rhymes with that word. Leave the words on the board for help, or for more of a challenge, erase them.

Sound Words

ee

deep

feed

feel

free

green

keep

needs

Reed

see

seeds

sheep

sleep

street

trees

Review Words

take

home

Story Words

don't

baby

farm

city

puppy



Sweet Dreams Book 10, long e

This story reinforces the **ee** spelling of **long e** and introduces the **ea** spelling of **long e**.

— A girl dreams that everything on the beach turns to ice cream. When the girl and her dad go to the beach the next day, she doesn't want ice cream because she has eaten so much of it in her "sweet dream."

Sound Words

ee

feel
free
green
seaweed
sweet
trees

ea

beach	bean
beat	cream
dreams	eat
feast	heaps
heat	pea
peach	real
really	sea
treat	

Review Words

ice
ate

Story Words

something
everywhere
even
filled
only

Introducing the Story

Discuss the children's favorite flavors of ice cream. Show the book and read the title aloud. Ask the children why they think this story is called *Sweet Dreams*. Discuss the three different settings—the bedroom, the dream, and the beach. The cover and pages 4 and 5 portray the dream. In the rest of the story, the girl is telling about her dream in her bedroom and while going to the beach. Read the story aloud as children look at the pictures and follow in their books.

Decodable Words

Review the **ee** spelling of **long e**. All the **ee** words except *sweet* and *seaweed* were used in the previous story. Introduce the **ea** spelling of **long e**. Write the **ea** words on the board in rhyming pairs or lists, and help the children decode them. [*beach, peach/ cream, dream/ sea, pea/ eat, beat, heat, treat*] (*Bean, heaps, real, feast, and really* have no rhyming matches.) Point out that *seaweed* has both the **ea** and **ee** spellings of **long e**, and *really* has **ea** and **y** spellings of **long e**. Discuss the meanings of words such as *heaps, feast, treat, and seaweed*.

Other Words

Write the story words *something* and *everywhere* on the board. Divide them into two words, showing the compound words. Review the contraction *let's*, the inflectional ending *ed* in *filled*, and the long vowel review words.

Reading the Story

Since stories involving dreams can be difficult for children to follow and understand, read this story aloud as a group. After each page, discuss whether this is real or a dream. Note the picture clues of the "dream clouds" on the cover and on pages 4 and 5.

Phonics Fun

Use some of the rhyming words in this story to create a poem, having children fill in the blanks with the underlined words:

A little girl once had a dream, the beach was full of peach ice cream.
Let's beat the heat and have a treat, peach ice cream is nice and sweet.
I won't eat green beans in the least, but peach ice cream would be a feast.

Time for Cleaning Book 11, long o, u, e

This story reviews the sounds of **long o**, **long u**, and **long e**.

— A goat, a sheep, and a mule head off to the cleaners wearing their dirty clothes. As they cross a creek, they inadvertently fall in. The happy ending is clean clothing!



Introducing the Story

Show the children the book *Time for Cleaning*, and read the title aloud. Introduce the animal characters *Goat*, *Sheep*, and *Mule*. Point out that a mule is like a horse or a donkey. Ask children what the animals are doing and how their clothing may have gotten dirty. [They are playing soccer and kicking up dirt.] Talk about what to do with dirty clothes. The children may say they should be washed in a washing machine. Take this opportunity to introduce the word *cleaners*. Let the children look through the book. As they look at the picture on page 3, ask them to predict what may happen next. Read the story aloud one time while children follow along in their books.

Decodable Words

Write *Goat*, *Sheep*, and *Mule* on the board. Ask children to identify the long vowel sound in each name. Say the long vowel words from the lists, and have children tell you which long vowel sound they hear in each word. Write each word under the name on the board with the matching vowel sound, underlining the letter(s) used to spell that sound. Add the word endings *ers* and *ing* to *clean*, to make the new words *cleaners* and *cleaning*.

Other Words

Write the story words on the board. Point out the *y* at the end of *dirty* that sounds like **long e**. Write *cross* on the board, then add *a* to the beginning to make *across*. Discuss the meanings of these words.

Reading the Story

Have the children read *Time for Cleaning* independently. Give assistance as needed, and ask appropriate comprehension questions. Allow ample time to enjoy, reread, and retell the story.

Phonics Fun

Write the following words on one set of cards: *suit*, *mule*, *green*, *creek*, *soak*, *rode*. Write these words on another set of cards: *seat*, *mole*, *groan*, *croak*, *seek*, *rude*. Show the children the first set of cards. Have them read the words and identify the long vowel sounds. Now show the children the second set of cards, where the vowel sounds have been changed. Have the children match the second set of cards with the first set, saying the words and noting the changes in sounds and spellings.

Sound Words

long o

boat	broke
coat	Goat
groaned	hole
rode	rope
rose	soaked

long u

blue	Mule
suit	tube

long e

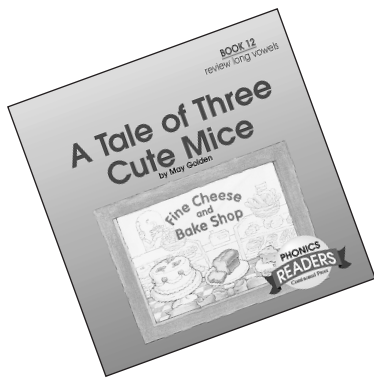
clean
cleaners
cleaning
creek
green
jeans
leak
Sheep

Review Words

time
day

Story Words

dirty
across
cross
laugh



A Tale of Three Cute Mice

Book 12, long vowels

This story reviews the long vowel sounds **a**, **e**, **i**, **o**, and **u**.

— Three hungry mice try to eat the imitation foods displayed in a store window. A little girl sees the mice and thinks they are cute. The frightened mice make a hasty exit.

Sound Words

long a

bake face
safe tale
tastes

long e

cheese
eek
oatmeal
peeked
three

long i

bite cried
mice mine
slice spy
white

long o

foam loaf
oatmeal

long u

cute huge

Story Words

little
bread
second
third
hard

Introducing the Story

Show the children the book *A Tale of Three Cute Mice*, and read the title aloud. Talk about mice, where they live, what they eat, and how they are usually afraid of people. Discuss the story setting, a store window, and the items displayed. Ask the children whether they think these foods are real, and have them predict what may happen. Talk about materials used to make imitation food, such as plastic, foam, and paint. Read the story aloud one time as children follow along in their books.

Decodable Words

The words listed on this page are words that were not used in previous books in this series. You may want to use the word list in the back of the book for a total review. Write *eek* on the board, and have children decode it. Explain that it is a sound word that is used as an expression of fear. Point out that *oatmeal* has both **long o** and **long e** sounds. Discuss meanings of any unfamiliar words, such as *peeked* and *spy*.

Other Words

List the story words on the board. Although *bread* has the **ea** pattern, it has a **short e** sound. If children do not know the **ar** phonogram in *hard*, help them with that word. Point out the ordinal numbers *second* and *third*. You may want to line up three objects and ask the children which is first, second, and third. Children may also need help with the contraction *isn't* on page 6.

Reading the Story

Read this story with small groups of children, checking their mastery of the words presented in this series. Ask questions to determine their understanding of the story and the order of events. Allow time to enjoy the story and reread it.

Phonics Fun

Use the long vowel words in this story to play a game. Give the children these instructions: "If a word has a **long a**, raise your arms and say 'hey.' If a word has a **long i**, wave your hand and say 'hi.' If a word has **long o**, bow low. If a word has a **long e**, stomp your feet. If a word has a **long u**, point to you." Then have children do the appropriate action as you say each word.

Sight Words

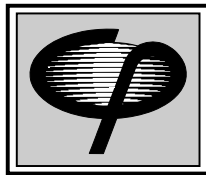
The following 40 sight, or high frequency, words occur regularly throughout the **Phonics Readers**. While most of the words in the stories are decodable, some high frequency words are essential, and they are often familiar to the students. You may want to use this list for an informal check of students' knowledge of the high frequency words if they are going to read the stories independently.

1	again	15	he	29	she
2	all	16	her	30	so
3	and	17	here	31	the
4	are	18	his	32	their
5	by	19	how	33	there
6	come	20	is	34	they
7	do	21	Mr.	35	too
8	does	22	my	36	was
9	down	23	now	37	what
10	for	24	of	38	where
11	go	25	one	39	with
12	goes	26	our	40	your
13	has	27	out		
14	have	28	said		



Long Vowels

Book 1	Jake's Snake (long a)
Book 2	Snail Mail (long a)
Book 3	Slide! (long i)
Book 4	A Fine Day to Fly a Kite (long i)
Book 5	Ice for Sale (review long a, i)
Book 6	Mole and Vole Go Fishing (long o)
Book 7	Mr. Sloan and Grover (long o)
Book 8	A Tune for June (long u)
Book 9	Can I Keep It? (long e)
Book 10	Sweet Dreams (long e)
Book 11	Time for Cleaning (review long o, u, e)
Book 12	A Tale of Three Cute Mice (review long a, e, i, o, u)



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