



The Snail Race Book 2, long a

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

➤ *Gail and Nate find two snails and decide to have a snail race. Off they go—at a snail's pace. The sun sets, the moon rises, and Gail and Nate are probably sound asleep before the finish of the race.*

Sound Words

a-e

Nate	slate
race	place
makes	late
tape	

ai

Gail	pail
snail(s)	wait

ay

play	stay
gray	day
way	away

Sight Words

and	she
the	they
one	their
is	all

Story Words

garden	soon
find	want
two	see
one	gone
walk	getting

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, especially their slowness. Show the book *The Snail Race*, and read the title aloud. Let the children look at the pictures. Read the story aloud one time while children follow in their books.

Decodable Words

Have children look at the word lists on the inside back cover. Point out that there are three ways to spell the **long a** sound, **a-e** as in *Nate*, **ai** as in *Gail*, and **ay** as in *play*. Point out that *Nate* and *Gail* are names. Ask children to think of some names that are spelled with **ay**. [Fay, Gay, Jay, Kay, May, Ray] You can also write the word *name* on the board and show how **long a** is spelled **a-e** in the word.

Other Words

Write the words *say* and *says* on the board, and have children listen as you pronounce them. Point out that only the word *say* is pronounced with the **long a** sound because it is at the end of the word. Many of the other words will be familiar. Review the words *getting* and *gone*.

Reading the Story

Read *The Snail Race* aloud in small groups. Ask children what they know about the way snails move [very slowly]. Have children share reading, one page at a time. Be sure to ask which snail wins the race (the gray snail).

Phonics Fun

To reinforce **short a** words spelled **a-e**, say each of the following **short a** words. If there is a comparable word with the **long a** sound, they can say it. If there is no word, they should put their hands over their mouths. Have children work together to use the **long a** word in a sentence. cap (cape), hat (hate), can, (cane), mat (mate), gas, pal (pale), cat, mad (made)



Finding Home Book 6, long o

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

— A vole comes out of his hole for the first time. He looks for a landmark so that he can find his way home, and he sees a rock. But it isn't a rock after all, it is a turtle, and it has moved. So, the vole uses his nose to find his hole.

Sound Words

o-e

home

vole

hole

alone

whole

note

stone

close

pokes

pinecone

nose

Sight Words

out

of

his

is

the

and

where

Story Words

around

whole

world

lost

should

Introducing the Story

Write the word *vole* on the board and have children say it after you.

Explain that a vole is a field mouse. Voles build tunnels and crawl through them to and from their nests. In this story the vole comes out of its tunnel for the first time. Read the story aloud while the children follow the pictures in the book. After you read the story, ask children to tell you why the vole's hole was not near the stone. [The "stone" was really a turtle in its shell. The turtle had moved.] Then ask them how the vole found his home. [He smelled the air and followed the scent to his home.]

Decodable Words

Write the words *cap*, *cape*, *kit*, and *kite* on the board, and have children say them out loud. Review the difference between the long and short vowel sounds of *a* and *i*. Ask children what letter is added to the word to change the sound from short to long [e]. Then write *not* and *note* and encourage children to explain the difference. You might want to introduce longer **long o** words at this time: *alone*, *whole*, *close*, *stone*, and the word *go*.

Sight Words

Many of the sight words will be familiar to children. Write the words *come* and *some* on the board, and explain that these words do not follow the **o-e** rule. However, children will know the words and may have read and written them before. You can also call attention to the two contractions *can't* and *wasn't* at this time.

Reading the Story

Read the story aloud again. On another reading, have children say the last word of sentences that end in words with the **o-e** pattern. Then have children read the first sentence on pages 1 to 6, and you can finish the page as well as pages 7 and 8. Finally, have children read the story in pairs.

Phonics Fun

Read these pairs of related words, one with the **long o** sound, in the sentence "Is it a _____ or a _____?" Have children respond by saying the **long o** word together. Note that some of the **long o** words are not spelled **o-e**. *mouse/vole*, *ditch/hole*, *comb/brush*, *string/rope*, *nose/ear*, *cow/goat*, *cone/cup*, *rose/daisy*, *street/road*, *note/letter*.



June's Tune Book 8, long u

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

➤ What can June use when she wants to make music? She asks other people for help. Bruce makes a flute for her, 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 *June's Tune*. This story takes place on a farm. Have children look at the cover and ask how they can tell that June likes music. [She is wearing headphones and probably listening to music.] 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 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.

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 *June's Tune*. 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 other girl's name." [*Lucy*] As children become proficient at the game, allow the child who says the correct answer to give the next clue.

Cleaning Time Book 11, long o, u, e

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

➤ Three friends 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 *Cleaning Time*, and read the title aloud. Introduce the characters *Cole*, *Sue*, and *Steve*. Ask children what the friends 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 *Cole*, *Sue*, and *Steve* 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 *Cleaning Time* 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*, *green*, *creek*, *soak*, *rode*. Write these words on another set of cards: *seat*, *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	Cole
groaned	hole
rode	rope
rose	soaked

long u

blue	Sue
suit	tube

long e

clean
cleaners
cleaning
creek
green
jeans
leak
Steve

Review Words

time
day
all

Story Words

dirty
cross
laugh



The Old Crate

Book 12, review long vowels

This story reviews long a, e, i, o, and u

— Brother and sister, Ray and Rose, find an old crate on the street. They decide to take it home and paint it, but they can't agree on a color. Mom's solution is stripes, and Rose and Ray create a blue and green crate.

Sound Words

long a

Ray

playground

crate plane

take gray

make way

skates maybe

long e

street green

neat

long i

find I

decide stripes

nice why

right

long o

Rose rope

going both

old so

home

long u

blue use

Story Words

someone

brought

porch

found

problem

Introducing the Story

Invite children to look at the book cover first. Ask them to suggest who the three people might be and what they can guess about the story from the picture. Encourage them to see that the children are waving good-bye to their mom and that there is a playground on the corner. Ask questions about the can, bag, and recycling bin lined up on the street so that they will recognize that it is probably trash day. Write the word *crate* on the board and ask children what a crate is. Let them look at the rest of the pictures while you read the story aloud.

Decodable Words

Since this is a review of the five long vowel sounds, have children turn to the inside back cover of the book. Review the five long vowel sounds using the words shown.

Other Words

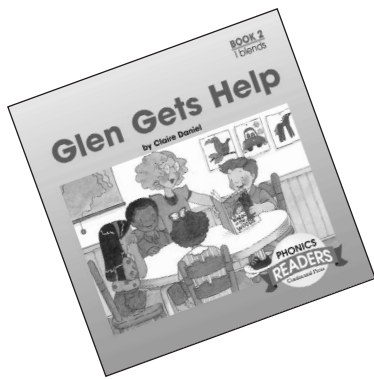
This book provides a good opportunity to introduce the verb inflections *ed* and *ing*. Write the words *going*, *throwing*, and *painting* on the board. Draw a line between the base word and the *ing* inflection, and have children pronounce each word after you. Follow the same procedure with the words *wanted*, *helped*, *asked*, *painting*, *used*, and *looked*.

Reading the Story

Read the story aloud again; then have children join in the reading. On one reading, treat the book as you would a play. One child reads the story text, others read the words in quotations of Rose, Ray, and Mom.

Phonics Fun

Play a "weather" game with the children. As you read a word to the class, children should respond with a weather word that includes the same long vowel sound as the word. If the word has **long a**, they should say, "It's raining." Other long vowel words to use include *cold* for **long o**, *nice* for **long i**, and *freezing* for **long e**. Select words from the inside back covers of the Phonics Readers.



Sound Words

initial I blends

clapped
class
close
glad
glass
Glen
play
sleep

final I blends

child
felt
help(ed)
hold
myself
told

Sight Words

put
about
before

Story Words

family
ready
thanks
night
eyes
Waldo
water
really

Glen Gets Help

Book 2, initial and final blends with l

This story reviews words with **initial blends** with l and introduces words with **final blends** with l.

— *Glen is going to be in his class play. He doesn't think he needs any help from his parents, but when all is said and done, he's thankful for their assistance.*

Introducing the Story

Ask the children in your class whether any of them have ever participated in a play. Discuss the preparation for a play, including learning lines and making costumes. Tell the children that the play in this story is about a family that lives in the woods. Show the children the book *Glen Gets Help*, 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 words with **initial blends** with l. Write *clap*, *class*, *close*, *glad*, *Glen*, *play*, *sleep*, and *slip* on the board. After children say these words, add *-ped* to *clap* to make *clapped*. Add *'s* to *Glen* to make *Glen's*, and have children pronounce the new words. Then introduce words with **final I blends**. Write *child*, *felt*, *gold*, *help*, *hold*, *self*, and *told* on the board, and underline the letter *l* in each word. Explain that **I blends** are sometimes found at the end of words, and have children read the words. Then write *my* at the beginning of *self* to make the compound word *myself*. Add *ed* to *help* to make *helped*, and have children pronounce the new words. Check the children's understanding of any words that seem to be unfamiliar by having them use the word in a sentence.

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. Point out that the words *ready* and *really* end with a *y* that sounds like **long e**. Children may also need help with the contractions *I'm* (page 8) and *didn't* (page 6).

Reading the Story

Read *Glen Gets Help* aloud in small groups with the children. Ask why Glen did not want to go to sleep on the night before the play. Then have children tell what Glen's mom and dad did that helped him overcome his feelings of nervousness and excitement. Let children retell the story using the pictures.

Phonics Fun

Say the Sound Words one at a time. Tell the children to *clap* if they hear an **I blend** at the beginning of a word and to say "*help*" if they hear it at the end of a word. You may want to include some other words as distractors, and tell children not to respond if they do not hear an **I blend** in the word.

Greg's Frog Book 3, r blends

This story introduces words with **initial r blends**.

➤ *Mr. Brand's class is on a field trip to look for animal tracks in the woods. But Greg wants to find a frog, even though there are no ponds nearby. And Greg does—a tree frog.*

Introducing the Story

Show the cover of the book, and ask children what they think is happening. [A class is going on a field trip in the woods.] Encourage them to talk about field trips they have taken. Explain that the children in this story are looking for animal tracks. Let them look through the book to see if they can identify Greg, Tracy, and Mr. Brand. Then read the story aloud while they follow along in the book.

Decodable Words

To introduce words with **initial blends** with **r**, write *Greg* and *frog* on the board. Underline the first two letters in each word. Have children read the words and practice blending the sounds. Then write the other words with **r blends**, and help the children decode and pronounce them.

Other Words

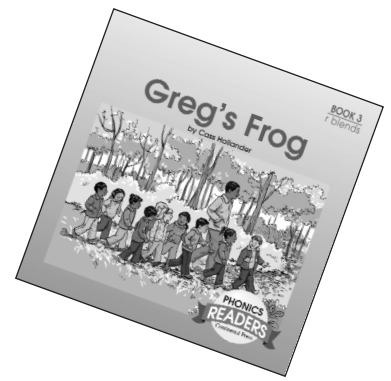
Help children as needed with plural forms [tracks, frogs, creeks, streams, trunks, trees, and friends] by comparing them to the singular form. Also point out inflected verb forms [wanted, looked].

Reading the Story

Read the story aloud again. Then have children take turns reading one page at a time. Point out the quotation marks, and explain what they mean. You might have the class do a “play” reading with children taking the parts of Mr. Brand, Greg, and Tracy. Have books about frogs available in the classroom.

Phonics Fun

As an oral activity, have children change a word with an initial consonant into one with an **r digraph** by presenting these words: band (brand), tack (track), fog (frog), steam (stream), tick (trick), tap (trap), bed (bread), bake (brake), camp (cramp), fee (free), gas (grass), tea (tree).



Sound Words r blends

Brand
tracks
Greg
frog(s)
Tracy
creeks
streams
grass
tree(s)
trunks
friends
trying
trick

Story Words

woods
animal
listen
live
told
found
really



The Spider's Web

Book 4, initial blends with s

This story introduces words with **initial s blends**.

— This is the story of a spider, bug, slug, skunk, and bee — their encounters with each other and with the spider's web.

Sound Words

s blends

skunk
slug
snagged
spider
spotted
spun
stepped
stuck
stung

Sight Word

this

Introducing the Story

Talk about spiders, the webs they make, and the insects they catch and eat. If possible, have the children observe a spider and its web. Show the cover of the book, and read the title aloud. Have children guess what the spider will catch in its web. Then let them look at the pictures in the book and check their predictions. As children look at page 3, tell them that a slug is a small slimy creature like a snail, only it has no shell. Read the story aloud as children follow in their books.

Decodable Words

Introduce blending **initial s** with other consonants by writing the **s blend** words on the board. In this first list, leave off the *-ed* endings in the three words with inflectional endings. Underline the first two letters in each word, and read the words together. Then add *'s* to *spider* and add the second consonant and *-ed* ending to form *snagged*, *spotted*, and *stepped*. Ask children to read the words. Discuss meanings and usage of any unfamiliar words such as *snagged* and *spotted*.

Other Words

This story has limited vocabulary, and all the other words in the story should be fairly easy for the children to decode. You may want to take this opportunity to check children's knowledge of the sight words on page 15 of this teacher's guide.

Reading the Story

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

Phonics Fun

Play a game of "I Spy" using the **s blend** words from *The Spider's Web*. Let the children look in the book as you give them clues, for example: "I spy a small animal that is black with white stripes." [*skunk*] "I spy a slimy creature in the story." [*slug*] As children become proficient at the game, allow the child who says the answer to give the next clue.

The **s blend** words in *The Spider's Web* present somewhat of a tongue-twister. You may want to explore other familiar tongue-twisters with the children and let them have fun trying to say, "She sells seashells by the seashore," or "Peter Piper picked a peck of pickled peppers," or "How much wood would a woodchuck chuck if a woodchuck could chuck wood?"

Champ the Sheepdog

Book 7, initial digraphs ch, sh

This story introduces words with **initial digraphs ch** and **sh**.

➤ *Champ the sheepdog's job is to guard not sheep, but the chickens on the farm. When a fox comes into the yard, Champ is on the job and chases the fox away.*

Introducing the Story

Show children the book *Champ the Sheepdog*, and read the title aloud. Ask children what the dog is doing in the picture on the cover. [He's sleeping on the porch.] Help children identify the setting as a farm. The sun is just rising. Let the children look through the book. Read the story aloud one time while children follow along in their books.

Decodable Words

Introduce the **ch digraph** by writing *Champ* on the board. Ask children to read the word and tell you which letters make the **ch** sound. Write the other words with **ch digraphs** on the board, and help the children pronounce them. Then introduce the **sh digraph** by writing *sheep* on the board and underlining the letters **sh**. Read aloud and write the words with **sh digraphs**. Some of the decodable words may not be familiar to children. Help them with words such as *chatter*, *chomp*, *checks*, *shabby*, *should*, *shiver*, *shadowy*, and *shrill*.

Other Words

Show the children page 3, and ask them to make the sounds on the page. Set up three groups. One group can read the words in each of the last three sentences on the page and make the sounds described in the sentences. ("cluck, cluck, cluck; chatter, chatter, chatter; cheep-cheep, cheep-cheep; and chomp, chomp, chomp.) Have all three groups make the sounds together. Make sure children understand that a chicken and a hen are the same thing and that a chick is a baby chicken, recently hatched from an egg.

Reading the Story

Explain that animals on a farm have jobs. A dog is not just a pet, it is a kind of guard on the farm. This sheepdog guards the chickens on a farm. Read the story aloud again, and ask questions as you go. Why does Champ have a shabby old shoe? [Dogs like to chew on things, often shoes.] Why does Champ check the chickens before he takes a nap? [to be sure they are safe] Help children understand some of the phrases in the story, such as "all is well," "all of a sudden," and "in a flash." Have children read the story in pairs.

Phonics Fun

Challenge the children to think of more words that begin with **ch** and **sh digraphs**. Have them think of names of people they know and look around the classroom to name objects that start with **ch** or **sh**. Write these names and words on a chart as children mention them, and let them draw pictures to illustrate the words.



Sound Words

ch

Champ
chase
chickens
chatter
chicks
cheep
chomp
checks
chin
chases
champ

sh

sheepdog
shaggy
sheep
shade
shed
shabby
shoe
shuts
sharp
shiver
shake
shadowy
shape
shrill
shows

Story Words

sneaking
growls



Flash! Crash!

Book 10, final digraphs sh, th, and tch

This story introduces words with final digraphs **sh**, **th**, and **tch**.

— Two children are home alone during a thunderstorm, acting very brave — until the electricity goes off and they hear an intruder at the door. It is only their mom, and all are safe and sound.

Sound Words

sh digraphs

crash(ed)

flash

flashlight

push

wish

th digraphs

Beth with

both

tch digraphs

kitchen

match

Mitch

pitch

scratch

watch

Story Words

very turned

hard floor

door outside

Mrs. lights

alone room

anything

someone

Introducing the Story

Talk about what happens during a thunderstorm and why some people are afraid of storms. Show the book, and read the title aloud. Ask the children why they think this story is called *Flash! Crash!* and have them guess what might happen in the story. Read the story aloud while children look at the pictures and follow in their books.

Decodable Words

Tell the children that in this story they will see words with **sh**, **th**, and **ch digraphs** at the end of the word. The words with **ch digraphs** at the end also have the letter **t** with them, and **tch digraphs** sound the same as **ch digraphs**. Write the sound words on the board, underline the digraphs, and help the children pronounce the words. Give special attention to the word *kitchen*, because the **tch digraph** is in the middle of the word. Tell the children that *Beth* and *Mitch* are the names of the children in the story. Write *crash* on the board and then add *ed* to make *crashed*. Write *flash* and *light* as two separate words, then combine them to make *flashlight*.

Other Words

Write the word *scare* on the board. Then replace the *e* with *y* to make *scary*. Next, replace the *y* with *ed* to make *scared*. Have children say each word after you write it. Help the children learn the meanings and pronunciations of other review words such as *started* and *flicker*. Then write and read the story words with the children.

Reading the Story

Read *Flash! Crash!* aloud as a group, children reading with the teacher. Encourage use of appropriate expression when reading about being scared. Then you may want to have the children take turns reading a page at a time. Allow them ample time to enjoy the story and retell it using the pictures. Ask informal questions to check their understanding of the sequence of events in the story.

Phonics Fun

To give children more practice with compound words, write single words such as *any*, *some*, *one*, *thing*, *out*, *side*, *every*, and *with* on index cards. Tell children to place two cards side by side to make a compound word. Then have them read the word. Possible combinations of the above words are: *anything*, *anyone*, *someone*, *something*, *outside*, *everything*, *everyone*, and *without*. Have children read and share the words they make.