

Teacher Resource list:

- Spreadsheet of contents (listed in “Mar25Overview spreadsheet to go on Teacher Resources for online edition”)
- Activities to print for hands-on learning: Puzzles, Sight Words Memory Game (Print 2 of each), Make a Sentence
- Classroom activities
- Oral Language opportunities and Student Discussion Questions
- Writing activities and ‘Draw and Write’ list for each book.
- Reading Strategies
- Cut-out paper animals, trees, and fences for Bk 5 and own stories.
- Text for each book on folded paper book, with a blank book for own stories

## SPREADSHEET OF CONTENTS

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### ACTIVITIES TO PRINT FOR HANDS-ON LEARNING:

(PUZZLES - Have 6 pictures and 6 words for each book to cut out and match.)

#### **PUZZLES:**

- 1- cub, cube, cap, cape, Tim, time
- 2- pan, plate, box, hole, pig, kite
- 3- pan, cake, clock, store, tap, tape
- 4- drip, rice, tub, tube, trip, dice
- 5- pig, rice, dog, rope, sip, dice
- 6- ran, rain, tent, sheep, sit, rice
- 7- bed, bead, trip, mice, pot, roar
- 8- rod, road, ran, rain, cat, face

9- cub, cape, coat, cot, pan, paint

10- pin, pine, can, cane, plant, page

11- cube, cap, ran, rain, stamp, stage

12- cube, can, rain, pin, tent, feet

13- tap, nine, road, ran, trip, train

14-tape, pig, door, bed, tub, leaf

15- bead, pin, store, pan, six, sail

16- paint, plant, rod, cube, coat, cot

**SIGHT WORDS MEMORY GAME:** (Print 2 of each page)

(Have words on separate rectangles to cut out, Instructions mention to print double of each page for the game.)

1- play, say, your, good, now, only, find, fly, away

2- want, their, make, what, from, too, said, fall, they, take

3- have, before, around, all, over, some, thanks, soon, almost

4- when, was her, found, where, first

5- saw, today, pull, down, off, of, put, don't, one, new

6- about, together, walking, talking, always, after, three

7- what, over, once, around, your

8- her, worry, gave, cold, never

9- open, were, there, any, many, where, myself, walked, own

10- one, air, after, long, found, walked

11- buy, should, would, could, or, new, some

12- small, warm, because, think, started, how, know

13- against, those, does, goes, again, both

14- should, two, new, would, their, four, again

15- work, buy, walked, laughed, every, some

16- once, quiet, it's, its, worked, laugh

**MAKE A SENTENCE:**

(Have words on separate rectangles to cut out, mix, and arrange in order.)

- . 1- The cub runs.  
Superkid saves lives.  
Tim runs to the bases.

- . 2- She made a big cake.  
They made capes.  
They take bags of nuts.
  
- . 3- They wanted to make lunch.  
Steve looked at the clock.  
Jake ran to the store.
  
- . 4- Grace rode her bike.  
  
They played games.  
Vince hid the dice.
  
- . 5- They made a paper cake.  
Kate cut the cake.  
They made a farm.
  
- . 6- Gail painted a cat.  
Danny painted a train.  
The turtle wore jeans.
  
- . 7- The toad bounced up.  
He bounced over the swing.  
The boy stopped bouncing.
  
- . 8- Here's a raincoat.  
Mom gave him a winter coat.  
I'll never feel unloved.
  
- . 9- I opened the big box.  
I fell off the ladder.  
The toys came alive.
  
- . 10- George took a pencil.

Fudge ran after the blueberry.  
George found the page.

- . 11- The doctor winked at him.  
Freddie loved his magic glasses.  
He wrote about his magic glasses.

- . 12- They filled the hole with water.  
The ball floated in water.  
They used three lamps.

- . 13- A goat played soccer.  
They scored a goal.  
They made more teams.

- . 14- The teacher had two puppies.  
The puppies stopped at a bench.  
The kids ate ice cream.

- . 15- Joseph took his hand.  
They bought a banana.  
They brought them home.

- . 16- The two knights helped.  
They made funny faces.  
The dragon started to laugh.

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## **Classroom Activities:**

Call 4 students to the front of the class:

Give three students a paper with a letter on it that will spell a 3-letter word. The fourth child has letter e. He stands

away from the other 3

students. He will be **The Magic 'e'!**

The class reads the short vowel word held by the 3 students: cap  
Announce that the Magic 'e' will hop in! He hops to the end of the word with one arm across his letter. He stretches his other arm around the back of the last child and taps the middle child on the shoulder, whispering "Say your name!"  
The middle child says the letter name "a", then the class reads the new word: cape

(The Magic 'e' child has his arm across his letter to signify that it is not sounded out. We know that it is 'e' because parts of it can be seen.)

Another activity in class:

Ask a Magic 'e' child to stand away from the students. Have the class

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make a large circle. Group them side-by-side, in sets of 3, with letters that spell short vowel words. As a class, all read the short vowel words made.

The Magic 'e' child rushes to stand at the end of a word and everyone reads the new word. He rushes to other words and the class reads them. After a number of words, have him switch places with another child, so that everyone has a turn.

Make puzzles:

Use the online Teacher Resources print-outs, matching the words to the pictures. (Make 2 sets so that one can be kept at home.)

Memory Matching Game Word to Picture:

Use the online Teacher Resources print-outs with all cards

face-up in 2 rows: one with the word and the other with the picture. After they are familiar with them, turn them face-down, and mix them. Similar to the Sight Word Matching Game. (Make 2 sets so that one can be kept at home.)

## **First Introducing Long Vowel Sounds With 2 Vowels Together:**

**“When 2 Vowels Go Out Walking, The First One Is Always Talking!”** (That will remind the students that when 2 vowels are together

in a word, the first vowel says its name and the second vowel is quiet.)

### **(Books 6-16)**

When reading, their eyes will have to look at the whole word in order to determine if there are 2 vowels together or if there is an ‘e’ at the end of the word.

Class Activity:

Have a group of 4 students holding a letter, side-by-side, at the front of the class. The middle 2 vowels together can have their arms over each other’s shoulder, so that they are a team. The first vowel says its name, while the second vowel is silent. (rain, team, road, feed...)

Use the online Teacher Resources print-outs to make Puzzles (matching

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picture to word), as well as Memory Matching Game For picture to word (2 rows face-up: 1 with the word, 1 with the

picture; then face-down afterwards)  
(Send home an extra set of each.)

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## **Oral Language opportunities and Student Discussion Questions:**

### **Provide students with Oral Language opportunities.**

Questions to foster oral language using any books read by teacher or students:

- Retell the story (with beginning, middle, and end) (Eventually with the main character, setting, and event)
- Pick 2 stories that you have read and compare them. How are they the same? How are they different?
- Change the story in some way: "I wonder if..."
- What would the story be like if it was told by another character in the book?
- Do any stories remind you of something that happened to you?
- Do any stories remind you of anything that happened to your friends or family?

Student Discussion Questions for each of the Long Vowel stories can be used in whole class discussions, partner sharing, or written responses.

The questions encourage imagination and use of previous knowledge. They reinforce communication and cooperation skills by: sharing personal ideas as well as responding to others' ideas, listening and taking turns, explaining a reason for an opinion, and answering in complete sentences.

When the student is forming an explanation, it requires them to decide upon the appropriate words for self-expression and then determine if the audience understands. It reinforces that an explanation should not begin with 'because', since there needs to be a phrase beforehand to establish the topic. Eventually, other responses about the topic can be developed (alternating between further explaining the topic and answers which need to include 'because').

Student Discussion Questions for each story:

Bk1 Magic 'e' Hops in!

- List other games that need a ball.
- Tim was late for his baseball game. Why do you think he was late?

Bk2 Magic 'e' at School

- The cake was in the shape of letter 'e'. What other shapes can cakes be? - If they left out a plate of nuts for the birds, who else might eat the nuts?

Bk3 Big Boys Make Lunch

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- What is your Mom's favourite thing to eat?
  - What are some snacks that you would like to make?

#### Bk4 Hide the Dice

- What is your favourite game that you like to play with your friends. Why do you like playing it?
- What are some songs you can sing with a friend? Can you sing them quickly or slowly while facing each other without laughing?

#### Bk5 The Great Paper Cake

- Which is your favourite stuffed toy? Why is it your favourite? - What else can be made out of paper?

#### Bk6 Wanted to Paint

- If you could choose an instrument to play, which would it be? Why? - Where would you like a super dog to fly you? Why there?

#### Bk7 Bouncing

- What other animals/insects can bounce or hop?
- Was there a day when you felt very tired? What had you done that made you tired?

#### Bk8 Don't Worry!

- Who might need a map? Why?
- What are some things that kids your age might worry about?

#### Bk9 Were There Many Animals?

- What could you make with a big empty box?
- What animal makes the best pet: a cat or a dog? Why is it the best?

#### Bk10 George and Fudge

- Think of some Magic words that George could have said.
- What could happen after his Mom sneezed while he was saying the new magic spell?

#### Bk11 Freddie's Magic Glasses

- What story would you like to fall into? What would you do when you fell in it?
- If you had to choose between magic glasses or magic shoes, which would you choose? Why?

#### Bk12 Small Kids

- List some places where you would see cone shapes. What are they used for? - Would you like ice cream in a cone or in a bowl? Why?

#### Bk13 Soccer Game

- What other ways could you form different teams?
- If a team had 12 feet in all, which animals could be on it?

#### Bk14 Name Puppies?



- What other games can be played in a school yard? - Which is your favourite game to play? Why?

Bk15 Smile Store

- What do you do when you want to make someone smile? How do you feel when you make them smile?
- Have you played the game "Who will smile first"? If you did play it, who would you play it with?

Bk16 Two Knights

- What funny joke would you tell the dragon to make him laugh?
- Do you know of another action chant or song? If you do know one, teach it to someone. If you don't know one, ask someone to teach you theirs!

## **Provide students with Oral Language opportunities with chants, rhymes, poems, and songs.**

Children love to sing and chant rhymes. Studies have shown that singing as a class fosters group cooperation in all areas of social interaction. There are many children's camp songs that are available online. Reading songs and rhymes is a fun way to provide a reading experience. Send home the lyrics of class songs as a reading assignment!

Clapping chants and action songs get their young bodies moving.

One clapping chant that would go well with Bk 14 (What Should We Name the Puppies?) is about ice cream. The chant is:

Double, double, ice, ice Double, double, cream, cream Double ice, double cream Double, double, ice cream!

Instructions: Partners face each other. Whenever they say "Double", they clap their own hands together. When they say "ice", they clap their 2 hands to their partner's 2 hands. When they say "cream" they clap the BACK of their hands to the back of their partner's hands. (They have to concentrate in the middle when there is just 1 clap for each. The last line is fun, since it has 2 claps of their own hands, then 1 clap with their partner's flat hands and 1 clap using the back of their hands.) As they get better, they

can say it faster and faster!

In Book 16, there is the chant of: "Toes, toes, knees, knees, hip, hip, hurray!" We would sing it as a cheer to a Birthday child. (Touch your toes, knees, and hips, then jump in the air for Hurray!)

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## **Writing activities and 'Draw and Write' list for each book.**

**Offer many opportunities to encourage students to write.**

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- Having students add interesting titles to their pictures is one way to include language into art class. For example, a picture of a tree could have titles of Waiting for a .. (bird's nest, squirrel, picnic, hide and seek).

- Ask what might be happening off either side of the page that we can't see. (If it is a ball in the air or on the ground: who kicked/threw it or where is the ball going?) They can have a simple drawing, but describe amazing things happening off the page!

- Ask if their picture could be the beginning, middle, or end of a story. (In Language class, show them a photo or picture and have them decide what story they could create with that picture as the beginning, middle, or end.)

- A fun 'title' activity in winter could be to decorate a colourful frame on a white paper. Don't draw anything in the

picture area. Leave it white. Make a title under the white 'picture' describing it. There is no drawing involved - only imagination! Make a class list of everything that can be white: animals, food, snowstorms, clouds, clothes... (Examples: The polar bears are playing in the snowstorm. The marshmallows are floating in milk. The white cat jumped into the rice!)

### **'Draw and write' suggestions after each Long Vowel book:**

(Found on the back page of each story.)

Some children benefit from drawing an illustration first, then writing about what they've drawn afterwards. Others enjoy writing first and drawing afterwards.

**Bk1 Draw and write about you as a Superkid!**

**Bk2 Draw and write about flying a kite when suddenly the wind takes**

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**you up in the air!**

**Bk3 Draw and write about your Mom's favourite food.**

**Bk3 Write the steps needed to make your mom a snack.**  
(procedural writing)

**Bk4 Draw and write about what you would hide and where you would hide it.**

**Bk5 Draw and write about what else you can eat and what games you can play at a party.**

**Bk6 Draw and write about what pet you would paint and**

**what it would be doing.**

**Bk7 Draw and write about where else you would bounce.**

**Bk8 Draw and write about something you could give that would be**

**helpful to someone or something and explain why it would be helpful. Bk9 Draw and write about your stuffed toys coming alive.**

**Bk10 Draw and write about what might happen to George's mom after her sneeze.**

**Bk11 Draw and write about what could happen when Freddie gets his magic shoes.**

**Bk12 Draw and write about things that float and things that sink. (Label the items in your drawing.)**

**Bk13 Draw and write about more animals that can join these teams. Bk14 Draw and write about other pet names that would go well**

**together.**

**Bk15 Draw and write about smiles that you can see in things. (Label**

**the items in your drawing.)**

**Bk16 Draw and write about a silent game to play. List the instructions on how to play it. (Procedural writing.)**

**Bk16 Draw and write about other nocturnal animals. (Report**

writing.)

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## **READING STRATEGIES**

While reading Short Vowel Words, the student has been taught to sound out each letter in its proper order; sliding them together to say the word. While reading Sight Words, they have been taught to look at the whole word.

They will now use both those methods for decoding Long Vowel Words. When reading, their eyes will have to look at the whole word in order to determine if there are 2 vowels together or if there is an 'e' at the end of the word.

### **LIST OF READING STRATEGIES AS CHILDREN**

**PROGRESS:** #1 Always do a picture walk through the whole story to get an idea of the content. Then, before you read each page, look at the picture for clues.

#2 Now that you are learning Long Vowel words: Look at the whole word (especially to check if there's an 'e' at the end or if there are 2 vowels together in the word) before sliding the sounds together.

#3 Chop up longer words using your letter sounds. (pic/nic)

#4 Look for known words within the new word. (sandwich)

#5 If the word is very difficult, and you have looked at the picture for clues, skip the word and read to the end of the sentence. (Read the next sentence, in case it is explained there.) Think of the context of the sentence, and what word (with that starting letter) would make sense. Reread the

sentence, trying your new word.

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#6 Sometimes, you might guess at a word and continue reading. Listen to yourself when you are reading aloud. Does it make sense? (The 'tail' man ran past me.) Stop if the sentence doesn't make sense; go back and figure out which word might make better sense. (The 'tall' man ran past me.)

#7 Reading aloud very quickly does not mean you are a better reader. Read as if you were talking. Read with expression. Emphasize words

that are in **bold** print, CAPITAL letters, or are underlined. Look at the end punctuation; change your voice if there is a question mark or an exclamation mark.

#8 As you read more stories, you might be able to read the new word without knowing what it means. (The cat slinked into the room.) Read the sentence before and after it to see if that will help. Look at the picture and ask an adult for the meaning if you are still unsure. Use it in the next story you write; make it your word!

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**CUT-OUTS OF PAPER ANIMALS, TREES,  
AND FENCES for Book 5 and own stories**

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**TEXT FOR EACH BOOK on folded paper  
book, with a blank book for own stories**