

3



Teacher's Guide

Contents



Long Vowel **a**

4

mane, cane, lane, Jane
bake, cake, lake, rake



Long Vowel **a**

14

face, lace, race
game, name, same
gate, late, date



Review 1

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Long Vowel **i**

26

pine, fine, nine, vine
bike, like, hike, Mike



Long Vowel **i**

36

wide, hide, ride
five, dive, hive
mice, dice, rice



Review 2 · Board Game 1

44

Reader 3, Story 1

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Long Vowel **o**

50

hope, rope, bone, cone
rose, hose, nose, pose



Long Vowel **o**

60

mole, hole, pole
note, vote
home, dome



Review 3

68



Long Vowel **u**

72

cute, mute, mule
fuse, use
cube, huge



Review 4 · Board Game 2

80

Reader 3, Story 2

82

Warm Up

Review the short vowels by brainstorming words that have short vowel sounds.

Unit 1 Long Vowel **a**

• Listen and repeat. 03

Short **a**



a
man

Long **a**

a_e



magic e

m a n e




magic e


b a k e

• Listen and match. 04

1.




2.




a_e

a

3.




4.




• Trace and say.

1.



mane

2.



bake

Listen and Repeat

- 1) Review *short a*. (This is *short a*. What sound does it make? Say /a/. What are some words with *short a*?)
- 2) Model the *long a* sound, /ā/, while showing students the *a* and *e* phonics cards. Have students repeat. (This is *long a*. It makes the sound /ā/. Say /ā/. This is *magic e*. It's a quiet letter. These letters are red in your books.)
- 3) Use the phonics cards to model how to blend the sounds of the letters in the target word. (Say /m/, /ā/, /n/, *mane*.) Remind students that the *magic e* is silent. Have students repeat.
- 4) Play the short DVD-ROM animation and encourage students to repeat the sounds and words.
- 5) Play Track 03. Have students point and glide their fingers along the words as they say them.

Track 03

Short a, /a/, /a/, man Long a, /ā/, /ā/, mane
/m/, /ā/, /n/, mane, mane /b/, /ā/, /k/, bake, bake

Listen and Match

Play Track 04 and have students draw lines to the vowel sounds of the words that they hear. Use the DVD-ROM to display the correct answers.

Track 04

1. mane, mane 2. man, man 3. cap, cap 4. bake, bake

Trace and Say

Have students trace the target letters with their pencils. After they trace each *a* and *e*, have them say each word.

Listen and Repeat

- 1) Show students the DVD-ROM animation to introduce more *long a* words. Encourage students to repeat the sounds and words.
- 2) Practice the new words by using the teacher's flashcards. Ask and review the sound of each letter and model how to blend the sounds into a word. Have students repeat. (This is a mane. This is the word *mane*. What sounds do these letters make? Say /m/, /ā/, /n/, *mane*.)
- 3) Have students listen to Track 05. Remind them to point to the target word in their books and glide their fingers along it as they read.

Track 05

/ā/, mane /ā/, cane
 /ā/, lane /ā/, Jane
 /ā/, bake /ā/, cake
 /ā/, lake /ā/, rake

Listen and repeat. 05

mane **cane** **lane** **Jane**

bake **cake** **lake** **rake**

Listen and chant. 06



8 Unit 1

Listen and check. 07

1. **ane** **ake**
2. **ane** **ake**
3. **ane** **ake**
4. **ane** **ake**

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Listen and Chant

Play Track 06 or the DVD-ROM chant animation. Play the chant again and have students chant along.

Track 06

T: /ā/, /ā/, /ā/	S: /ā/, /ā/, /ā/	T: /ā/, /ā/, /ā/	S: /ā/, /ā/, /ā/
T: mane, mane, cane	S: mane, mane, cane	T: bake, bake, cake	S: bake, bake, cake
T: lane, lane, Jane	S: lane, lane, Jane	T: lake, lake, rake	S: lake, lake, rake
T: mane, cane, lane, Jane	S: mane, cane, lane, Jane	T: bake, cake, lake, rake	S: bake, cake, lake, rake

Extra Idea Create actions for each target word found in the chant. Play the chant audio or animation and have the students chant along. Students should perform the appropriate action every time they say the matching target word.

Listen and Check

- Have students listen to Track 07. They should check the letters that they hear.
- Use the DVD-ROM to display the correct answers.

Track 07

1. mane, Jane 2. rake, cake 3. lane, cane 4. lake, bake