

# Table of Contents

<b>Introduction</b> .....	4
<b>How to Use This Book</b> .....	12
<b>Correlation to Standards</b> .....	18
<b>Poems and Lessons</b> .....	22
Long Vowel a <i>-ale</i> .....	22
Long Vowel a <i>-ain</i> .....	27
Long Vowel a <i>-ay</i> .....	32
Long Vowel a <i>-ame</i> .....	37
Long Vowel a <i>-ake</i> .....	42
Long Vowel a <i>-ate</i> .....	47
Long Vowel e <i>-ee</i> .....	52
Long Vowel e <i>-eat</i> .....	57
Long Vowel e <i>-ee/-ea</i> .....	62
Long Vowel i <i>-ice</i> .....	67
Long Vowel i <i>-ide</i> .....	72
Long Vowel i <i>-ight</i> .....	77
Long Vowel i <i>-ine</i> .....	82
Long Vowel o <i>-oa</i> .....	87
Long Vowel o <i>-ow</i> .....	92
Long Vowel o <i>-oo</i> .....	97
Long Vowel u <i>-ui/-ew</i> .....	102
Mixed Practice 1 .....	107
Mixed Practice 2 .....	112
Mixed Practice 3 .....	117
<b>References Cited</b> .....	122
<b>Answer Key</b> .....	124
<b>Content Connection Matrix</b> .....	126
<b>Contents of the CDs</b> .....	127
<b>Meet the Authors</b> .....	132

.....  
**Teaching the Lessons**  
.....

*To learn to read is to light a fire; every syllable that is spelled out is a spark.* —Victor Hugo

The poems and activities in this book provide lessons for students who are moving from phonemic awareness to phonological awareness. For children still developing phonemic awareness, the lessons will encourage them to hear and play with sounds. For children ready for phonological activities, the lessons will encourage them to point out which letters and letter combinations make the sounds they hear in words. Additionally, the student activity sheets can allow children the opportunity to utilize their knowledge of sounds and print.

This book was designed with a foundation of integrating sound into the classroom. We hope you will find it helpful for students who are hearing and manipulating sounds to students ready to match sounds and print. Once you have selected a poem, you can decide which type of phoneme activity you want your students to engage in. There are five sound manipulation activities for every poem. These activities are a natural way to differentiate your instruction. You may have a small group of children who need additional practice with just sound matching. You may also create a small group of children ready to match sounds and print—phonics instruction. You can use the provided activity as well as the activity sheet to support these students. Your close observations of how the children participate in the sound manipulations will guide your decision to review the sound activities or expand their experiences into paper-and-pencil work.

As an optional way to enhance each individual poetry lesson, copy the poems for each student to keep as a personal, year-long collection in a pocket folder or a three-ring binder. Once you have completed the poem together, you may want to display it at learning centers, or on the bulletin board, to encourage the children to revisit it often.

The table on the following page provides an overview of the five sound manipulation activities that are provided with each poem in this book.



.....  
**Teaching the Lessons** *(cont.)*  
.....

This book presents 20 long vowel poems. The most important fact about vowels is that each syllable of a word has one vowel phoneme. *Phoneme* means sound unit, so we are not looking at the number of vowel letters we see, but the vowel phonemes we hear. Another way to think about this is, for every vowel phoneme one hears, that is one syllable in a word. For example, in the word *rope*, one can hear one vowel phoneme, the /o/, so there is one syllable. In the word *amuse*, one can hear two vowel phonemes, so that is a two-syllable word. Students need practice hearing vowel phonemes to eventually understand that they must include a vowel sound for each syllable they hear.

**Understanding the Difference Between Consonants and Vowels**

Experts generally agree that there are 44 sounds in our language. Of course that means there are more sounds than letters. But, what sets apart a consonant from a vowel? Vowels are designated as such because we do not restrict the airflow from our mouth when saying these sounds. Try this—say the word made. Do you notice how your lips go together for the /m/ sound, then your mouth opens for the /a/, and finally your tongue goes to the back of your teeth for the /d/ sound? This occurred because you shifted from blocked airflow, to unrestricted airflow, to blocked airflow or consonant, vowel, consonant.

# Teaching the Lessons (cont.)

In the “Building Phonemic Awareness Skills” section, each sound manipulation activity suggests which words in the poem can be used for practice. Plan on spending about 10 minutes for each phonemic awareness activity and consider spreading the five manipulations over several days, reviewing the ones you already introduced.

Suggestions are made for those students ready to connect print and sound in the “Building Phonics Skills” section. These students can also be given the activity sheet to extend their experience working with consonant sounds in print.

Cross-curricular connections expand the use of a single poem into multiple contexts. The “Content Connections” section of the lesson helps relate the poems to other educational areas such as mathematics, social studies, or science, while the art section (located on the Digital Resource CD) provides connections in dance, music, arts and crafts, drama, and movement.

The “School and Home Connection” contains a letter for children’s families, explaining the lesson’s poem and suggesting an activity for completion at home. A copy of the poem should be sent home along with the letter. Each poem is provided within the lesson, ready for you to photocopy and enlarge as you see fit.

Long Vowel o  
-oy

### Building Phonemic Awareness Skills

**Materials**

- “Ray” (page 34, Audio CD, Track 03)
- Chart paper (optional)

**Procedure**

**Preparation Note:** Distribute copies of the poem “Ray” (page 34) to students or display a large version of the poem on chart paper. Read the poem aloud or play the professional recording of the poem, and then proceed to the steps below.

- Sound Matching**—Say to students, “Listen to these three words from the poem: Ray, dog, and race. Which have the same sound at the beginning? Listen to these three words from the poem: Ray, sit, and day. Which have the same sound at the end?”
- Sound Isolation**—Ask students, “What is the first sound in the word day? Which is the first sound in the word play? In Ray?”
- Sound Blending**—Ask students, “What word is /d/ /ay/? What word is /r/ /ay/?”
- Sound Substitution**—Ask students, “What word would make if I changed /d/ to /r/ in the word day? If I changed /r/ to /d/?”
- Sound Segmentation**—Ask students, “If you stretch the word Ray, what sounds do you hear? Stretch day. What do you hear?”

### Building Phonics Skills

**Materials**

- poem and activity page (pages 34–35)
- Chart paper (optional)

**Procedure**

**Preparation Note:** Distribute copies or display a large version of the poem “Ray” (page 34) and distribute from the Content Connections (page 33) to students. Read the poem aloud or play the professional recording of the poem, and then proceed to the steps below.

- Write the word *day* on the board. Ask, “What word would make if I changed *day* to *day*?” Erase the letter *d* and write the letter *r* to make the new word. Ask, “Does *ray* fit in our prediction about what the new word would be?”
- Demonstrate this with other words such as *Ray*, *say*, and *way*.
- Write the word *day* on the board. Say “*ay*” across the word and tell me all the sounds you hear” or say, “Stretch the sounds as you read the word.”
- Repeat the activity with the word *day*. Have students complete the activity page for additional practice.

Long Vowel o  
-oy

### Content Connections

**Social Studies**

**Materials**

- “Ray” (page 34, Audio CD, Track 03)
- pictures of different kinds of dogs
- Chart paper

**Procedure**

- Read the poem with or without a dog.
- Ask, “What happens when conversations about how someone they do not know don’t know (do not) know?”
- Ask students what they don’t know (do not) know.
- Repeat (students) need what they suggest to be able.

**Art**

Use an art activity support (artsp34p34.pdf)

**School and Home Connection**

**Materials**

- “Ray” (page 34)
- Family letter (p. 35, page 36)
- Chart paper

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Finish the Sentence!

Directions: Use the words from the word bank to complete the sentences.

today    way    Ray    stay    play

- His dog is named \_\_\_\_\_.
- They are friends in every \_\_\_\_\_.
- You should see them run and \_\_\_\_\_.
- Mom wants Ray to sit and \_\_\_\_\_.
- We read about Ray \_\_\_\_\_.

Long Vowel o  
-oy

### Ray

By David L. Harrison

I love my dog; his name is Ray.  
He’s my friend in every way.  
You should see us when we play.  
We race and run and roll all day,  
Ray’s tail just wags away.  
There’s nothing he’d rather do than play!  
Yesterday he licked my face  
And accidentally broke a vase.  
Mom said, “Out! You’re wrecking the place!”  
“Teach your dog to sit and play.”  
Well I taught Ray to sit and stay.  
But then he sat and stayed all day.  
He wouldn’t move to run or play!  
Thank goodness that was yesterday.  
Ray’s just fine today. Hooray!

Family Letter

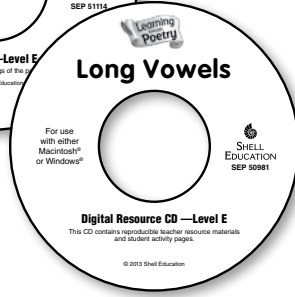
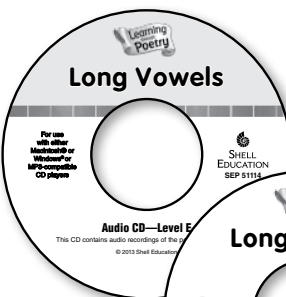
Dear Families,

This week we read the poem “Ray.” Enjoy reading it together with your student!

We have also been learning about dog safety. We talked about being safe around dogs we do not know. Below is a chart to complete and return to know. What should you do to be safe around dogs you do not know?

Sincerely,

Dogs we know	What are we allowed to do with dogs we know?	Dogs we do not know	What should we do with dogs we do not know?





# Building Phonemic Awareness Skills

Long Vowel i

-ice

## Materials

- “Jeremy Price” (page 69; Audio CD: Track 10)
- chart paper (*optional*)

## Procedure

**Preparation Note:** Distribute copies of the poem “Jeremy Price” (page 69) to students or display a large version of the poem on chart paper. Read the poem aloud or play the professional recording of the poem, and then proceed to the steps below.

1. **Sound Matching**—Say to students, “Listen to these three words from the poem: *beans, bowls, rice*. Which have the same sound at the beginning? Listen to these three words from the poem: *Price, rice, fed*. Which have the same sound at the end?”
2. **Sound Isolation**—Ask students, “What is the first sound in *rice*? What is the first sound in *mice*? In *nice*?”
3. **Sound Blending**—Ask students, “What word is /r/ /ice/? What word is /n/ /ice/?”
4. **Sound Substitution**—Ask students, “What word would I make if I changed /m/ to /d/ in the word *mice*? If I changed /n/ to /s/ in the word *nice*?”
5. **Sound Segmentation**—Ask students, “If you stretch the word *nice*, what sounds do you hear? Stretch *rice*. What do you hear?”

# Building Phonics Skills



## Materials

- poem and activity page (pages 69–70)
- chart paper (*optional*)

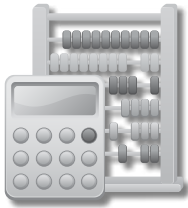
## Procedure

**Preparation Note:** Distribute copies or display a large version of the poem “Jeremy Price” (page 69) and distribute *Rhyming Word Matching* (page 70) to students. Read the poem aloud or play the professional recording of the poem, and then proceed to the steps below.

1. Write the word *mice* on the board. Ask, “What word would I make if I changed *m* to *d* in *mice*?” Erase the letter *m* and write the letter *d* to make the new word. Ask, “Were we right in our prediction about what the new word would be?”
2. Demonstrate this with other words such as *slice, lice, and vice*.
3. Write the word *nice* on the board. Say, “Look across the word and tell me all the sounds you hear.” Or say, “Stretch the sounds as you read the word.”
4. Repeat the activity with the word *rice*. Have students complete the activity page for additional practice.

# Content Connections

## Math



### Materials

- “Jeremy Price” (page 69; Audio CD: Track 10)
- paper bag
- objects or images that rhyme with *ice*: rice, spice(s), mice, dice, price tag
- objects or images that do not rhyme with *ice*

### Procedure

1. Put all the objects or images listed in the materials in a paper bag. As you pull each object from the bag, ask students to identify it.
2. Does it rhyme with *ice*? If yes, put it in one pile; if no, put it in another pile.
3. After pulling all the objects, ask students to help you count how many objects rhymed with *ice*, and how many did not.



## Art

For an art activity supporting this lesson, please see the Digital Resource CD ([artlongiice.pdf](#)).

## School and Home Connection

### Materials

- “Jeremy Price” (page 69)
- *Family Letter for -ice* (page 71)

### Procedure

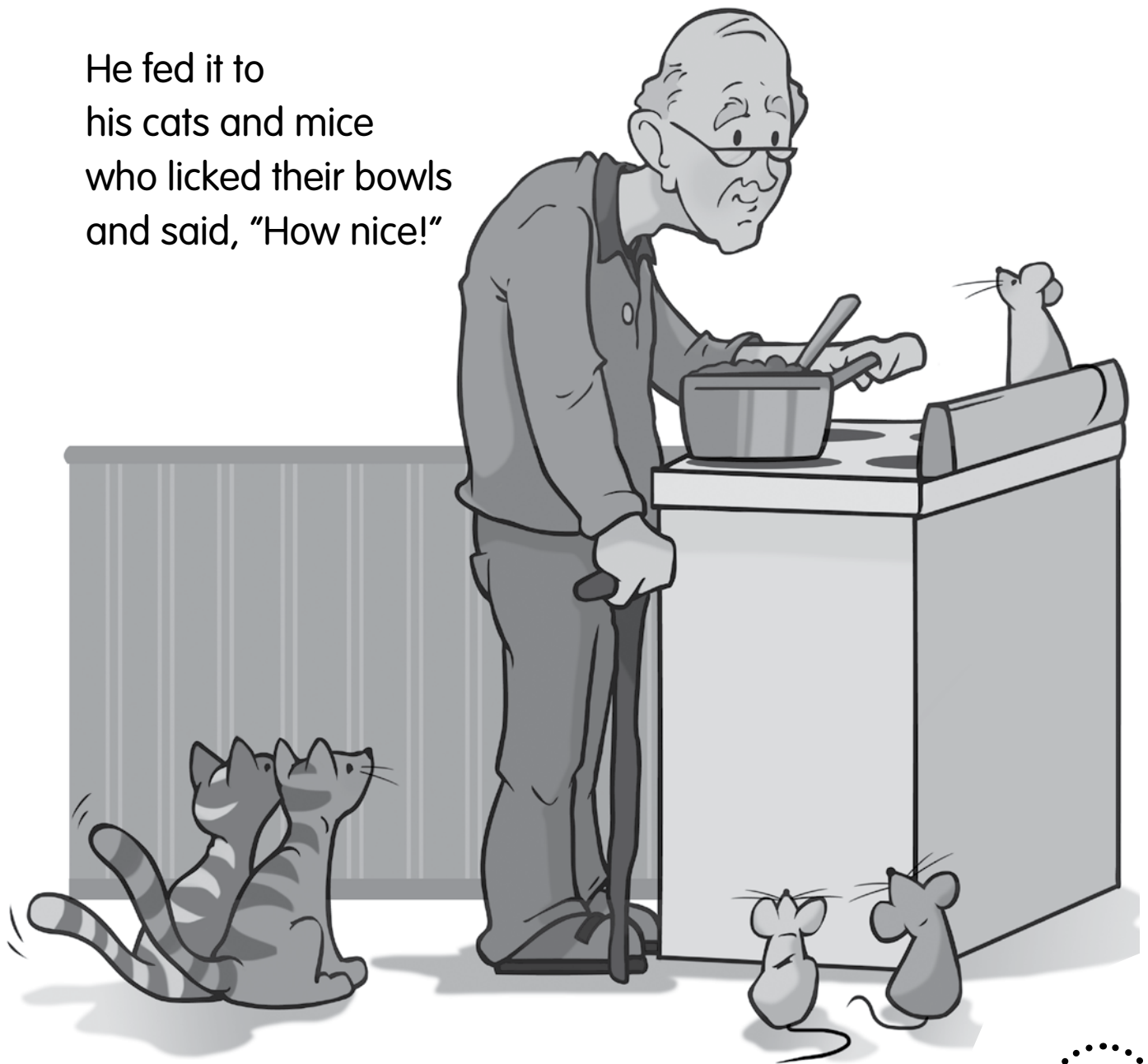
1. Attach the poem to the family letter.
2. When students return with their papers, ask them to display their rhyme list.
3. Together, read over the rhyming pairs.

# Jeremy Price

By David L. Harrison

An odd old man  
named Jeremy Price  
cooked a pot  
of beans and rice.

He fed it to  
his cats and mice  
who licked their bowls  
and said, "How nice!"



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Rhyming Word Matching

**Directions:** Draw a line to match the words that rhyme.

rice

cold

name

nice

old

dice

mice

game

Use one of the *-ice* words in a sentence.

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

Dear Families,

This week, we read the poem "Jeremy Price." Enjoy reading it together with your student!

We have also been learning about counting. We counted items that rhymed with *ice*. Help your student look around and find sets of 2 items that rhyme (such as shoe and glue, door and floor, hat and cat). Write your rhymes below and return the paper to school tomorrow to share.

Sincerely,

**Items we found that rhyme:**

_____	_____
- - - - -	- - - - -
_____	_____
- - - - -	- - - - -
_____	_____
- - - - -	- - - - -
_____	_____
- - - - -	- - - - -
_____	_____
- - - - -	- - - - -
_____	_____
- - - - -	- - - - -
_____	_____