

# VOWELS TO THE RESCUE

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# Vowels to the Rescue

## INTRODUCTION

*Vowels to the Rescue* is a multimedia series of 12 lessons designed to supplement and individualize reading instruction for students in grades 2 through 4. The program concentrates on the long and short sounds of the vowels. The lessons employ audio and three reproducible activity sheets. This combination of media allows students to work independently with the audio providing an external support system which enables students to discriminate the vowel sounds and to use vowel letters to build words. Students also gain practice with vowel digraphs and phonograms.

Each audio-directed lesson begins with a lively introduction which sets the stage for the vowel sound to be studied. Special effects and lively dramatizations featuring humorous story characters are used to heighten students' interest in the material to be learned. The audio narrator then guides the students through written exercises on the response sheets. Games, rhymes, puzzles, secret messages, and illustrations are just a few of the ideas used to create interest in the lessons. Most exercises are grouped around a specific vowel sound so that students may practice recognizing words that contain that vowel sound.

Although the program is designed to be used in second through fourth grade, it can be a valuable tool in remedial work at higher grade levels.

Because of the individual response times necessary to complete the exercises on the activity sheets, *Vowels to the Rescue* lessons can be used most effectively on an individual basis. However, the program may be used by small groups of students who are performing at approximately the same reading level.

Every effort has been made to make all elements of the program enjoyable to students. All lessons are self-directing and self-correcting, which allows students to work through the lessons at an independent rate and to evaluate their performances privately.

## USING THE PROGRAM

### The Audio

The audio lessons in *Vowels to the Rescue* employ a variety of motivational techniques which are designed to capture and hold the interest of students. Each lesson begins with an entertaining introduction. The student is then carefully guided through the entire lesson by a narrator who uses a friendly, positive approach to reading instruction. Immediate evaluation of student responses and additional instruction for difficult concepts give the students strong personal support.

Each audio with its accompanying activity sheets is a self-contained lesson. Timed pauses are included in the audio to allow the student to complete brief responses on the activity sheets. However, when more than a few seconds are needed to complete a response, the student is told to stop the audio and complete the work. As an added reminder, the audio contains an electronic tone which signals the student to stop the audio. When the audio is started again, the narrator assists the student in checking his or her work. Students should be reminded that they may stop the audio whenever additional response time is needed, or replay any material they may wish to hear again.

The use of headsets is recommended to avoid distracting other students in the classroom and to reinforce the interaction between student and narrator.

The running times of the audio average approximately 15 minutes. The average working time of each lesson is about 25 minutes. It should be remembered that this time is only an approximation. Since the student stops and starts the player several times during the course of each lesson to read material or to complete exercises, the actual time needed will depend on the student's working speed.

**NOTE:** Each audio in this program contains two lessons. Because of the nature of the content, the two lessons may differ in length.

## **The Activity Sheets**

Three illustrated reproducible activity sheets are used in each lesson of the program. The activity sheets offer a variety of skill-building games and enjoyable activities which are closely correlated with the audio instruction. All activities are completed by the student as the audio presentation progresses.

*Responses for all exercises on the activity sheets are checked by the narrator. If you wish students to mark their mistakes, or to correct their work as they go along, be sure to explain this before the lesson has begun.*

## **THE TEACHER'S GUIDE**

This guide contains individual summaries of the 12 lessons in the program. Each summary lists the skills objectives of the lesson, a description of each written activity, and reproductions of all student activities with answers overprinted.

Included in the final pages of this guide are several creative followup activities which may be used with small groups of students to reinforce the skills taught in the program.

# Lesson 1: Short A

## Objectives

- to develop the ability to recognize the short sound of A
- to reinforce identification of words containing the short sound of A
- to give practice in reading sentences which contain words that have the short sound of A

## In the Lesson

The story of Commander Action and his faithful companion, Stanley, supplies the background for this lesson in which recognition of the short sound of the letter A is developed. On page 1, the short sound of A is introduced as the narrator reads labels which identify the people and objects pictured.

Further practice in recognizing the short sound of A in words is provided on page 2. As the narrator reads words printed on eight sections of rope, the students circle the numeral in front of those words which contain the short sound of A. If they have done the work correctly, the students rescue our heroes from the waterfalls of the Zambezi River.

On page 3, the students find a map which they will use to help Commander Action and Stanley return to camp. With the guidance of the narrator, the students read a series of sentences containing clues for overcoming the hazards pictured on the map. By circling the word that best completes each sentence (the word which contains the short sound of A), students help Commander Action and Stanley get past the hazards and find their way back to camp.

Lesson 1

**Vowels**  
to the **Rescue**

Page 2

Lesson 1

**Vowels**  
to the **Rescue**

Page 1

Lesson 1

**Vowels**  
to the **Rescue**

Page 3

1. To cross the alligator pit, our heroes used a ( trampoline table ).
2. The ( spade axe ) saved them from the giant tree trap.
3. Stanley used a ( rail hammer ) to build a new bridge.
4. To get past the huge snake, Commander Action and Stanley ( ran ) raced .
5. Commander Action made friends with the tribe by giving them a ( saxophone bass drum ).

## Lesson 2: Short E

### Objectives

- to develop the ability to recognize the short sound of E
- to reinforce identification of words which contain the short sound of E
- to give practice in reading sentences which contain words that have the short sound of E

### In the Lesson

A melodrama entitled "Bless the West" supplies the background for this lesson in which recognition of the short sound of the letter E is developed. On page 1, Betsy Bell reads an itemized list of the merchandise stolen from her store. Each of the items labeled and pictured on the page contains the short sound of E in its name.

On page 2, students are given further practice in recognizing the short sound of E in words. Shown on the page are eight locations where the thief who stole Betsy Bell's items might be hiding. As the narrator reads the name of each location, the students determine if the name contains the short sound of E. After the students check and correct their work, the narrator instructs them to connect all the footprints on the page which lead to locations with names containing the short sound of E.

At the top of page 3, students listen to the names of each of four pictured "suspects." If the name has the short sound of E in it, the students write an E in each box in the name under the picture. Students learn that a dirty scoundrel named Messy Eddy is the one who stole Betsy Bell's merchandise.

The conclusion of the melodrama is presented in cartoon form at the bottom of page 3.

Lesson 2

**Vowels**  
to the **Rescue**

Page 2

Which way did he go?

Lesson 2

**Vowels**  
to the **Rescue**

Page 1

# Bless the West

Ned Best

Betsy Bell

Lesson 2

**Vowels**  
to the **Rescue**

Page 3

# Lesson 3: Short I

## Objectives

- to develop the ability to recognize the short sound of i
- to reinforce identification of words containing the short sound of i
- to give practice in reading sentences which contain words that have the short sound of i

## In the Lesson

Big Bill Quickly, a game show moderator, leads the students through a program which reinforces the recognition of the short sound of i. On page 1, a series of labeled pictures is used to introduce the short i sound.

Pictured on page 2 are eight baldheaded characters, each holding a sign with his or her name on it. As the narrator reads their names, the students draw a wig on the head of each character whose name has a short i sound.

On page 3, a crossword puzzle provides practice in working with words which contain the short sound of i. The students fill in the puzzle with the help of picture clues and a word bank. They then check the puzzle with the solution shown, upside down, at the bottom of the page.

**Vowels**  
to the **Rescue**

Lesson 3
Page 2

## ZIPPY WIGS

You'll never flip your wig again!

WILL THE WIG FIT?

**Vowels**  
to the **Rescue**

Lesson 3  
Short I
Page 1

## WHIZZ KIDS!

fiddle

fiddlestick

big pig

Sid

Lily

**Vowels**  
to the **Rescue**

Lesson 3
Page 3

ACROSS

- 1.
- 3.
- 4.
- 6.
- 8.
- 9.

DOWN

- 1.
- 2.
- 3.
- 5.
- 7.
- 8.

	r	i	p		
	i		i		
c	a	b	n	i	p
a					i
t	i	n	w	i	g
	a		i		
	p	a	n		

WORD BANK

tin	pig
cat	cab
rib	rip
win	nap
pin	rip
pan	wig

ACROSS: 1. rp, 3. cab, 4. nlp, 5. tin, 8. wig, 9. pan

DOWN: 1. rib, 2. pin, 3. cat, 5. pig, 7. nap, 8. win

## Lesson 4: Short O

### Objectives

- to develop the ability to recognize the short sound of O
- to reinforce recognition of words containing the short sound of O
- to give practice in reading sentences which contain words that have the short sound of O

### In the Lesson

The story of Rotten Doctor Fop and his plan to stop the world supplies the background for this lesson in which recognition of the short sound of the letter O is developed. On page 1, the short sound of O is introduced by the narrator in a read-along cartoon story.

Further practice in recognizing the short sound of O in words is provided on page 2. Teams of words, each with a missing letter O, are pictured at the entrances to Dr. Fop's "mad, mad maze." As the narrator reads the words, the students fill in a letter O in the blank if they hear the short O sound in the word.

On page 3, the students read a series of sentences, each of which tells about three possible gifts to be given to Letter O. By shading in the boxes in front of the words which contain the short sound of O, the students choose the appropriate gift for letter O.

**Vowels**  
to the **Rescue**

Lesson 4 Page 2

### DOCTOR FOP'S MAD, MAD MAZE

**Vowels**  
to the **Rescue**

Lesson 4 Page 1

### Rotten Doctor Fop and His Rotten Plan To Stop the World!

<p>One stormy night a strange, sinister figure hurries toward FOP Castle.</p>	<p>Did you get it, Rob?</p> <p>Yes, Doctor Fop I got it.</p>	<p>I stole the Letter O from Alphabet Headquarters.</p>
<p>If this works, I'll stop the whole world!</p> <p>You are rotten, Doctor Fop!</p>	<p>My new shrinker machine will make everyone and everything short. I'll be the tallest man in the world! I'll be the ruler of everyone and everything!</p>	<p>Turn on the shrinker machine, Rob. If we can make Letter O short, we can make anything short.</p> <p>I hope this is the right button.</p>
<p>Rob presses the button and the shrinker machine flashes on!</p> <p>Ahhhh Ahhhh</p>	<p>It - it didn't work! Letter O doesn't look any shorter. What could have gone wrong?</p> <p>Ahhhh Ahhhh</p>	<p>And why does Letter O make that ahhhh sound?</p>

**Vowels**  
to the **Rescue**

Lesson 4 Page 3

### Alphabet Headquarters welcome home

1. Letter B likes birds. He brought  a crow,  a dodo, and a  robin.
2. The zookeeper, Letter Z, sent  a fox,  a goat, and  a buffalo.
3.  A bow,  some moccasins, and  an arrow were brought by Letter I, the Indian chief.
4. Thirsty Letter T sent  a soda,  cocoa, and  pop.
5. Letter P likes to play. He brought  a yo-yo,  some blocks, and  a soldier.

## Lesson 5: Short U

### Objectives

- to develop the ability to recognize the short sound of U
- to reinforce identification of words containing the short sound of U
- to give practice in reading sentences which contain words that have the short sound of U

### In the Lesson

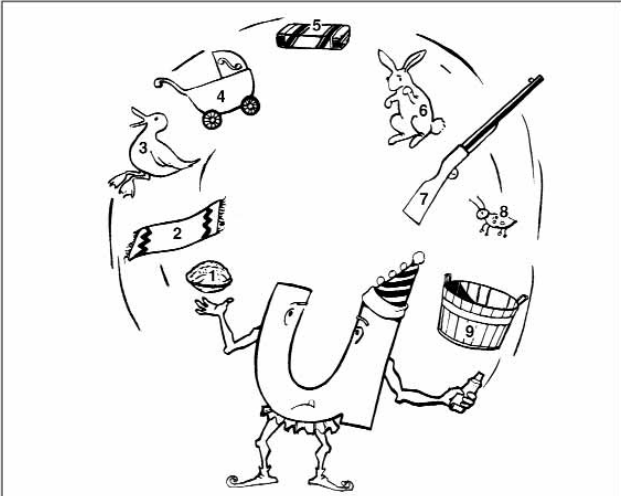
A soap-opera format provides the framework for reinforcing the recognition of the short sound of U. As the first episode of "That's the Way the Cookie Crumbles" opens, the students are directed to read Letter U's farewell note on page 1. They then circle all the words which contain a letter U and are led to discover that all these words have the short sound of U in them.

In the next episode, on page 2, Letter U is pictured performing a juggling act at the circus. With the help of picture clues and a word bank, students fill in the blanks in a rhyme describing the act, and find that only those words that contain the short sound of U are juggled successfully.

On page 3, Letter U joins a trapeze act. The activity on the page provides additional practice in working with words containing the short sound of U. In five different tries, Letter U swings out on his trapeze, meets a group of letters and forms a word. Students write the word that is formed in the blanks provided and indicate the success of the act by drawing a large star near the word if it contains a short U sound. Sound effects provide clues to help the students correct their work.

**Vowels**  
to the **Rescue**

Lesson 5
Page 2




**Word Bank**    buggy   duck   bug   gun   bunny   tub   nut   gum   rug

Letter U Juggled:  
 a rug and a bug with the greatest of ease;  
 a duck, and a gun, and some gum, if you please.  
 He added a nut, a tub, and a bunny, but the audience  
 thought the buggy most funny.

**Vowels**  
to the **Rescue**

Lesson 5  
Short U
Page 1

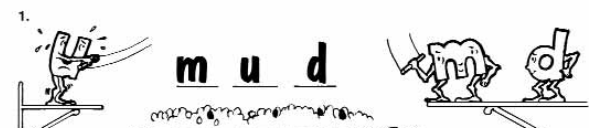
### That's the Way the Cookie Crumbles!




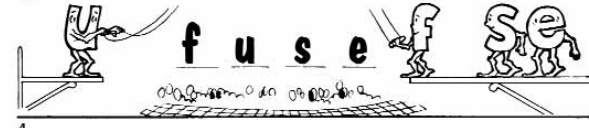
Dear Buddies,  
 I am running away to  
 join the circus. I must try  
 to become a circus star,  
 or I will be unhappy the  
 rest of my life. I will  
 miss all my friends, but  
 I must do this.  
 Sincerely,  
 Letter U

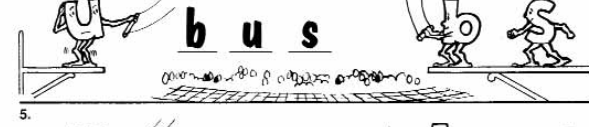
**Vowels**  
to the **Rescue**


Lesson 5
Page 3

1.  m u d

2.  p u p p y

3.  f u s e

4.  b u s

5.  t u n e

# Lesson 6: Long A; Long i (vowel, consonant, silent E)

## Objectives

- to develop the ability to recognize that the letter A has a long sound in words which end in vowel, consonant, silent E
- to develop the ability to recognize that the letter i has a long sound in words which end in vowel, consonant, silent E

## In the Lesson

A Hollywood reporter takes the students to a movie set where the Vowel Family comedy team (Ai, and E) teaches the "silent E" rule: when a word ends in the vowel, consonant, E pattern, the vowel is usually long and the E is silent. The Vowel Family demonstrates the application of the rule through a series of words and pictures which relate to a comedy routine.

An exercise which gives further practice in applying the rule is found on page 2. The narrator instructs the students to read the two words written in front of each picture on the page and to circle the word which names the picture.

At the top of page 3, students are presented with an illustration of some stores the Vowel Family visited. By studying the signs on the stores and using the information to fill in the blanks in eight sentences, the students are led to discover which items were bought by the characters.

Lesson 6
Vowels  
to the **Rescue**
Page 2

Read the two words in front of each picture. Circle the word that names the picture.

1. man <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">mane</span>	2. win <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">wine</span>
3. <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">rat</span> rate	4. <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">rip</span> ripe
5. can <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">cane</span>	6. Tim <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">time</span>
7. <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">fat</span> fate	8. kit <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">kite</span>
9. tap <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">tape</span>	10. rid <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">ride</span>

Lesson 6
Vowels  
Long A, Long I
to the **Rescue**
Page 1

Lesson 6
Vowels  
to the **Rescue**
Page 3

1. Letter A bought something sweet. He bought a cake.
2. Letter I got something nice to eat. She got some rice.
3. Letter E found something to fly. He got a kite.
4. Jane got something for a bite. She went to see Dr. Fine.
5. Letter A bought something on sale. He got a rake.
6. Letter E found something for his bike. He got it at Mike's.
7. Letter I played a game. She wanted to win a bike ride.
8. Jane got something live. She got a pine.

# Lesson 7: Long O, Long U (vowel, consonant, silent E)

## Objectives

- to develop the ability to recognize the long sound of O in words that end in vowel, consonant, silent E
- to develop the ability to recognize the long sound of U in words that end in vowel, consonant, silent E

## In the Lesson

The adventures of “Super E” provides the comic background for teaching the “silent E” rule: when a word ends in the vowel, consonant, E pattern, the vowel is usually long and the E is silent. This rule is demonstrated in a read-along cartoon on page 1 as “Super E” comes to the rescue of the word “hop” and gives the letters “hope.”


An exercise on page 2 gives further practice in applying the rule. As the narrator reads the key word for each of six cartoon adventures, the students listen for the long O sound and decide if “Super E” is needed to complete the word. If so, they write an E at the end of the word.

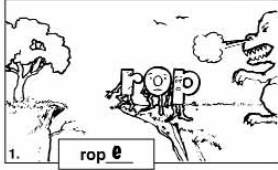
At the top of page 3, students apply the “silent E” rule to words which have a U in them. Two divided panels illustrate how words that have a short U sound change into new words when the students add a silent E to the end.

The final adventure of “Super E” is also found on page 3. Pictured on the page are eight workers at the windows of the burning word factory. Each worker is holding a sign with a word on it. As the narrator reads each word, the students add an E to the end of those words which have a long U sound in them.

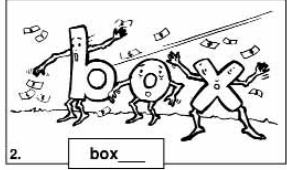
**Vowels**  
to the **Rescue**

Lesson 7
Page 2

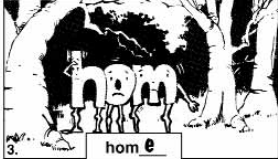





1. rop




2. box




3. hom



4. hol



5. stop



6. smok

**Vowels**  
to the **Rescue**


Lesson 7  
Long O, Long U
Page 1

### Super Comes to the Rescue!


Alphabet headquarters. This is the letter E speaking. May I help you?




Yes, yes! This is the Letter H calling from the word hop! We need you right away!




What exactly is the problem, H?




Well, a tornado has just hit, and we need hope!




But Letter O says he can't make his long o sound unless you're here with us.




All he can say is his short o sound, so all we can do is hop.




You need hope all right. I'll be right over.



**Super E** to the rescue!



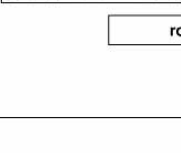
Here I am, friends! Now move over and I'll help you get hope.



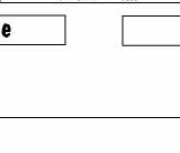
E's as silent as he can be!



Silent but strong! He's making me sound long.



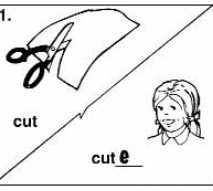
You're super, E! You've given us hope.

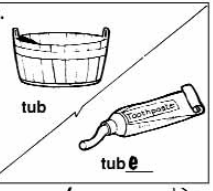


rob         not

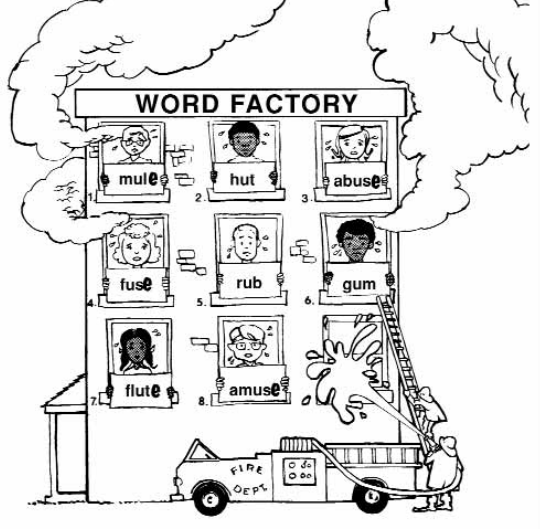
**Vowels**  
to the **Rescue**

Lesson 7
Page 3

1.  cut

2.  tub

### WORD FACTORY



## Lesson 8: Long E (ea, ee)

### Objectives

- to develop the ability to recognize the long sound of E
- to reinforce identification of words containing the vowel digraphs EA and EE
- to give practice in reading sentences which contain words that have the digraphs EA and EE

### In the Lesson

Lesson 8 focuses on the recognition of the long sound of E in words which contain the vowel digraphs EA or EE. The lesson opens with an interview at a restaurant, followed by a reading of the menu printed on page 1. The students are directed to listen to the long sound of E in words on the menu. They are then reminded of the rule which states that when two vowels come together in a word, the first vowel is long, and the second vowel is silent.

On page 2, students encounter a crossword puzzle in which symbols (squares and triangles) have been substituted for the letters E and A. Using a code key for the letters E and A, they complete the puzzle. The words from the puzzle are then used to fill in the blanks in a set of sentences on the bottom half of the page.

Page 3 features a restaurant for birds. The students are directed to read all the signs on the walls of the restaurant and to circle the two words on the menu which are misspelled.

Lesson 8

**Vowels**  
to the **Rescue**

Page 2

1. He did a good deed.  
(2 across) (1 down)
2. My heel is on the head.  
(2 down) (3 down)
3. Will you feed my bee while I'm gone?  
(4 across) (3 across)
4. He hung by his feet from the highest seat.  
(4 down) (7 across)
5. The seal and the eel went out for a meal.  
(6 down) (9 across)
6. The seed was too big for the bird's beak.  
(6 across) (8 across)
7. From the peak, I can see the sea!  
(5 down) (7 down)
8. Will you be there to peal the bell?  
(8 down) (5 across)

Lesson 8

**Vowels**  
to the **Rescue**

Page 1

Lesson 8

**Vowels**  
to the **Rescue**

Page 3

## Lesson 9: Long A (ai, ay)

### Objectives

- to develop the ability to recognize the long A sound
- to reinforce identification of words containing the vowel digraphs AI and AY
- to give practice in reading sentences which contain words that have the long A sound

### In the Lesson

Lesson 9 focuses on the recognition of the long sound of A in words containing the vowel digraphs AI or AY; As the lesson opens, three finalists in a singing contest, Ruthie Rain, Gail Jay, and Ray Mellow, sing portions of their songs. The students listen to the songs and record the reaction of the audience on an applause-o-meter under the picture of each contestant. Gail Jay is the winner of the contest.

Gail Jay is then interviewed by the narrator, who learns that she wishes to be an announcer. To demonstrate her ability as an announcer, Miss Jay helps the students check their work on page 2. They read six sentences and fill in a missing word in each sentence. Both picture clues and a word bank are used to help the students choose the correct word to complete each sentence. All correct words contain either an AI or an AY digraph.

A word and picture matching exercise is presented on page 3. Nine words which contain the digraphs AI or AY are printed at the bottom of the page. There are twelve numbered illustrations at the top of the page. The students match each word with its illustration by writing the number of the corresponding picture on the line in front of the word.


Lesson 9

**Vowels**  
to the **Rescue**


Page 2


1. Marge got a job as a maid.




2. The robber went to jail.




3. You shouldn't play with fire!




4. Joe paid for his own ticket.



5. Tom made the animal out of clay.



6. Can you train your dog to sit up?



**WORD BANK**

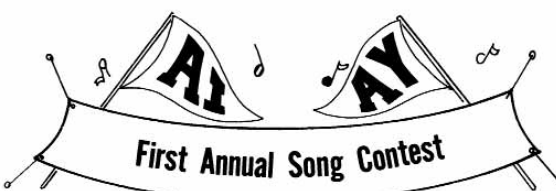
plastic	paid	passed	maid
carhop	play	plane	bars
jail	clay	train	fat

Lesson 9  
Long A

**Vowels**  
to the **Rescue**


Page 1




**First Annual Song Contest**

"In JAIL,  
I WAIT for  
BAIL and  
hope for  
MAIL..."




**1**

Ruthie Rain




"Don't FAIL  
to SAY you'll  
SAIL my  
WAY..."




**2**

Gail Jay

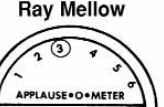


"I've got  
the DAY  
on a  
TRAY..."



**3**

Ray Mellow

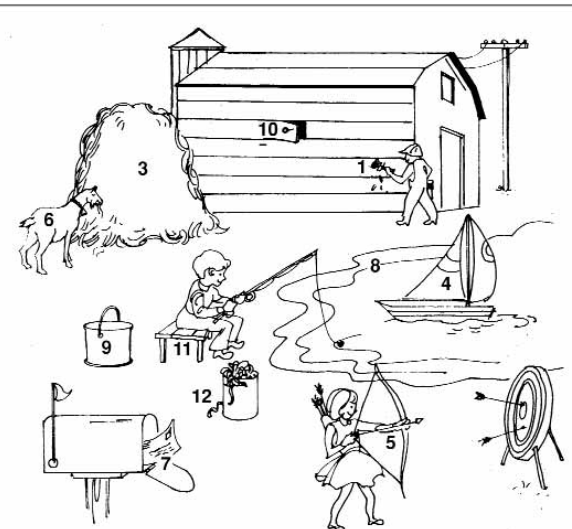


Lesson 9

**Vowels**  
to the **Rescue**

Page 3



3 hay	7 mail	5 aim
12 bait	8 bay	1 paint
4 sail	9 pall	10 nail

# Lesson 10: Long I (ie, igh)

## Objectives

- to develop the ability to recognize the long sound of i
- to reinforce identification of words containing the vowel digraph IE and the phonogram IGH for the long sound of i
- to give practice in reading sentences which contain words that have the long sound of i

## In the Lesson

In this lesson two race-car drivers help reinforce recognition of the long sound of the letter i. On page 1, each driver leads his favorite cheer. The students' attention is drawn to the vowel digraph IE in the words of "Tie the Lie's" cheer, and the IGH phonogram in "Dwight the Light's" cheer.

On page 2, each driver "fuels up" at his own word power pump. As the narrator reads a series of eight words printed on each pump, the students circle those words which contain a long i sound. The race begins and continues through the correction of the exercise, until it is discovered that the winner is "Dwight the Light" who "fueled up" with the most long i words.

A cartoon story on the last page features a rescue by Mighty Alice, the drivers' friend. The students are directed to read the story, then to answer five questions about it at the bottom of the page. After assisting the students in checking and correcting their work, the narrator joins the students in rereading the cartoon.

Lesson 10

**Vowels**  
to fire **Rescue**

Page 2

1. lied	2. lid
3. pit	4. pie
5. cries	6. vies
7. dies	8. did

1. might	2. light
3. sis	4. flight
5. fight	6. tight
7. fit	8. height

Lesson 10  
Long I

**Vowels**  
to fire **Rescue**

Page 1

### IE

tie  
lie  
die  
vie  
skies  
lies  
pies

### Tie the Lie

### Dwight the Light

### IGH

high  
nigh  
sigh  
light  
might  
right  
fight

Lesson 10

**Vowels**  
to fire **Rescue**

Page 3

1. Who had a car that was a sight? Dwight
2. Who asked Dwight if he was all right? Tie
3. Dwight tried but couldn't get out.
4. He was stuck in tight.
5. Dwight's problem was solved by Mighty Alice.

# Lesson 11: Long O (oa, oe)

## Objectives

- to develop the ability to recognize the long sound of O
- to reinforce recognition of words which contain the vowel digraphs OA and OE
- to give practice in reading sentences which contain words that have the long sound of O

## In the Lesson

Lesson 11 concentrates on the recognition of the long sound of O in words which contain the vowel digraphs OA and OE. As the lesson opens, the long sound of O is introduced in a story about Letter O's vacation.


Letter O then tells about the puzzles he worked while on vacation and invites the students to fill in the cross-word puzzle on page 2. From the words and picture clues on the left, the students select those words which contain a long O sound and write them in the puzzle grid on the right. When completed correctly, the letters within the shaded boxes in the puzzle contain a secret message.

A scrambled-word exercise is presented at the top of page 3. Five words which contain the digraph OA are printed on an island Letter O visited while on vacation. The students are directed to unscramble the words and to write them in the blanks provided. Next, Letter O describes another vacation experience as he tells about a large box he found on Letter E's farm. The box, with six words on it, is pictured at the bottom of the page. Students read each word and circle those words which contain a long O sound. (All long O words in this exercise are spelled with the OE digraph.)

**Vowels**  
to the **Rescue**


Lesson 11
Page 2

1.




cover stove

2.




banjo poppy

3.




yoke boys

4.




monkey clover

5.




hobo drop

6.




nose shop

7.



rocks globe

8.



mole frog

1. s t o v e

2. b a n j o

3. y o k e

4. c l o v e r

5. h o b o


6. n o s e

7. g l o b e

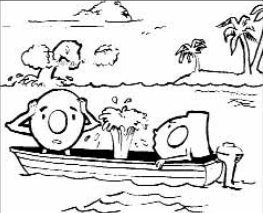
8. m o l e

**Vowels**  
to the **Rescue**

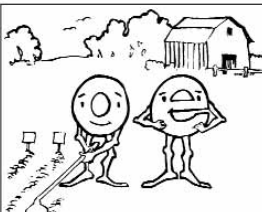
Lesson 11  
Long O
Page 1




1. home



2. boat



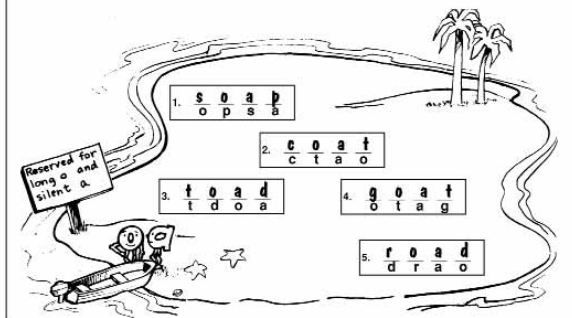
3. hoe



4. snow

**Vowels**  
to the **Rescue**

Lesson 11
Page 3



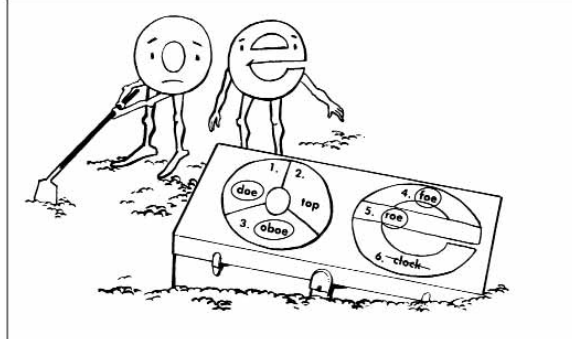
1. s o a p  
o p s a

2. c o a t  
c t a o

3. t o a d  
t d o a

4. g o a t  
o t a g

5. r o a d  
d r a o



1. dee

2. top

3. obee

4. fee

5. roe

6. clock

# Lesson 12: Long U, UI, and UE

## Objectives

- to develop the ability to recognize the long sound of U
- to reinforce identification of words that contain the digraphs UI and UE
- to give practice in reading sentences which contain words that have the long sound of U
- to give practice in reading sentences which contain words that have the digraphs UI and UE

## In the Lesson

Strange dreams provide the setting for developing recognition of the long sound of the letter U. On page 1, Letter U introduces his long sound in a read-along cartoon which recounts his first dream.

On page 2, a doctor assists the students in analyzing Letter U's second dream by pronouncing the words in the dream cloud above Letter U's bed. Students are directed to circle the numeral in front of those words which contain a long U sound. They are then asked to draw a line connecting the circled numerals. If they have done the work correctly, a large Letter U appears in the dream cloud.

On the next page, students are presented with two dreams which concentrate on the pronunciation of the UI and UE digraphs. Examples of the digraphs are repeated by the doctor in a series of illustrated words as Letter U relates his dreams.

Lesson 12

**Vowels**  
to the **Rescue**

Page 2

# DREAM NUMBER 2

Lesson 12

**Vowels**  
to the **Rescue**

Page 1

# DREAM NUMBER 1

Lesson 12

**Vowels**  
to the **Rescue**

Page 3

# DREAM NUMBER 3

# DREAM NUMBER 4

# MORE TO DO

You may wish to use the following activities to reinforce recognition of the letters and sounds taught in *Vowels to the Rescue*.

## Sweepstakes Contest

To begin the contest, ask students to prepare a list of ten words which contain one of the vowel digraphs, the phonogram IGH, or the vowel, consonant, silent E pattern from the lessons. For example, the list might contain ten AY words; ten AI words, ten IGH words or ten words following the vowel, consonant, silent E rule. Ask each student to write his name on his list and place it in a specified container. (Contestants may enter as many times as they like by writing ten appropriate words.) The winner is determined at the end of the school day by a random drawing from the container. If the chosen list is not correct, however, other lists are drawn until a perfect list is found. The winner should receive a prize, such as a special task assignment, like running the film projector; desired position, such as first or last in some activity; or a concrete prize, such as a cookie, candy, gum, pencil, art paper, etc.

## Vowel Switch

Ask the students to list as many long A, consonant, E words as they can find that will still be words when the A is changed to I.

Examples: lake, like  
bake, bike

## Categories

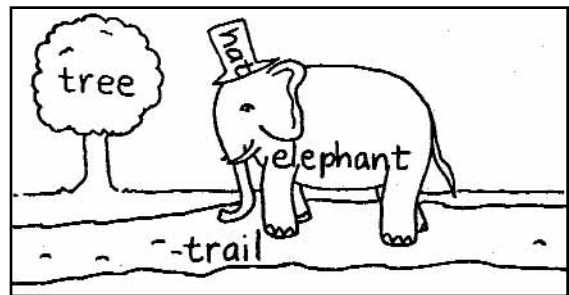
Invite students to play “categories” using word patterns taught in the program. Students may work alone, or in pairs, using magazines, newspapers, or pictures as aids in compiling their categories.

Sample Category:

	ANIMALS	FOODS	NAMES	TOYS
ai or ay	snail	grain	Ray	clay
ee, ea	seal	beets	Jean	beads
a, consonant, e	ape	cake	Jane	game
short a	rat	Jam	Pat	bat

## Word Pictures

Suggest that the student may make a drawing containing several objects or items whose names include one of the vowel sounds taught in the program. The shape of each item or object should be labeled with the word that names it, as shown in the example below. One or more students may wish to make a drawing illustrating all of the vowel sounds taught in *Vowels to the Rescue*.



## Wanted Posters

Have the student select a vowel sound taught in the program (preferably one that was particularly difficult for him) and make up a “Wanted” poster for a character whose name has the vowel sound in it. He should include a word description of the character at the bottom of the poster using as many words as possible which have the specific vowel sound in them.

## “Super E” Adventures

The further adventures of “Super E” can be drawn in cartoon fashion by those students who need additional work with the vowel, consonant, silent E rule. The student should choose a short O or a short U word and draw an adventure featuring the rescue of the word by “Super E.” For example, the word “rob,” could be having trouble with a burglar when “Super E” comes to the rescue and changes “rob” to “robe,” allowing him to hang safely out of sight on a hook behind a door.