



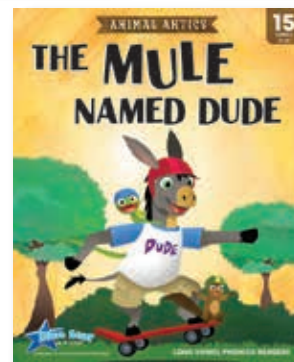
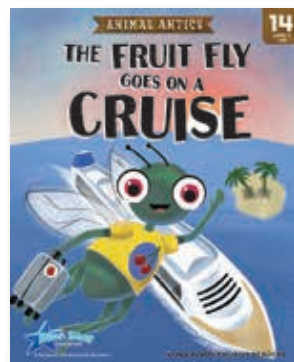
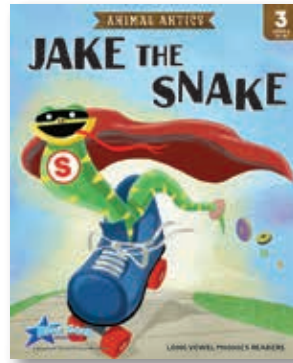
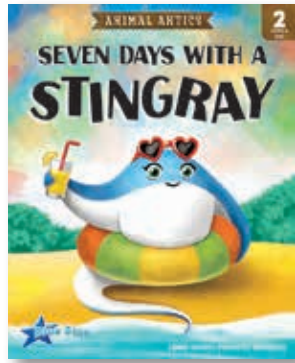
ANIMAL ANTICS

Long Vowel Phonics Readers



Animal Antics Long Vowel Readers

A snake that can skate, three sheep in a jeep, and a crow putting on a magic show? You'll see them all and more in *Animal Antics Long Vowel Phonics Readers*. Listen to the giggles and watch children's reading skills grow with these comical and lively animal-themed books!



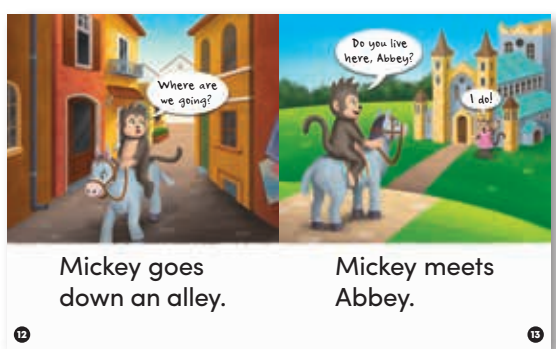
Animal Antics Long Vowel Readers



All 16-page books include fun-filled content and phonics-driven reading practice for young readers.



Sample pages from *Mickey the Monkey*



Animated illustrations and speech bubbles bring characters to life, prompt lively discussion, and encourage students to connect with the text.

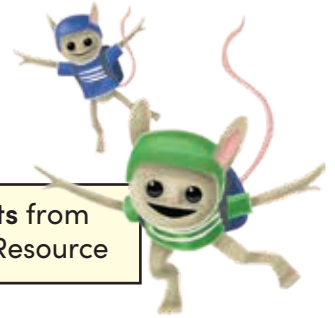
Each book includes words focused on a single vowel team, sight words, high-frequency words, and challenge words, and **all words are introduced prior to reading.**

-EY WORDS			SIGHT WORDS AND HIGH-FREQUENCY WORDS				CHALLENGE WORDS	
Abbey	honey	money	a	has	on	the	down	game
alley	jersey	monkey	an	his	sees	with	lost	meets
chimney	journey	parsley	buys	is	some		name	named
donkey	key	turkey	goes	oh	that			
hockey	Mickey	valley						

Sample words from *Mickey the Monkey*

The Teacher Guide

Easy-to-follow instructions connect the content of each book to specific phonics and reading comprehension skills.



UNIT 1: GAIL THE SNAIL

Overview
In this unit, students will practice the long a vowel sound with the ai vowel team as they read the *Gail the Snail* book multiple times. Students will engage in hands-on activities to help them learn and become familiar with the words used in the book. They will practice working with the ai vowel team as they complete a variety of activity sheets and assessments in both phonics and reading comprehension.

MATERIALS NEEDED

- *Gail the Snail* book
- cardboard egg cartons
- chenille stems
- envelopes
- glue/tape
- googly eyes (optional)
- markers
- scissors

Activity Sheets from Student Book

- Meet the Vowel Team (page 5)
- Build a Word (page 6)
- Vowel Thief (page 7)
- Spell Check (page 8)
- Color Code (page 9)
- Connect It! (page 10)
- Fill It Up! (page 11)
- Finish the Sentence (page 12)
- Word Find (page 13)
- Reading Comprehension (page 14)
- Under the Sail (page 15)
- Color and Trace (page 16)
- Snail Cutouts (page 17)
- Your Turn!—Long A (optional, page 216)
- Meet the Snail character coloring sheet (page 217)

Word Chart
Each word from the running text in the *Gail the Snail* book is included in the chart below. Review each word in the chart prior to reading the book out loud to students. Be sure to stress the long a sound in the words included in the first column. To help students learn the words, fun and engaging hands-on activities are included for each set of words on the following page.

AI WORDS	SIGHT WORDS AND HIGH-FREQUENCY WORDS	CHALLENGE WORDS
afraid mail paint sail	a has is sees to	friend nat
braids main pigtailed snail	can her oh that	lives st
Dail mermaid rain tail	got in on the	loves u
Gail pail rainbow train		

Materials list

List of 15 activity sheets from the Student Activities Resource

Activity 1 helps students with vowel team words by practicing spelling, sounding out, and reading the words.

Word chart includes each word in the running text of the reader

Activity 2 helps students with sight words and high-frequency words with hands-on art-inspired activities unique to each unit.

Activity 3 helps students become familiar with the challenge words with various vocabulary activities.

UNIT 1: GAIL THE SNAIL

ANIMAL ANTICS

Word Work

Practice saying the long a sound with students. Make the sound out loud, and have them repeat it. Distribute copies of the *Meet the Vowel Team* sheet (page 5). As they practice writing the ai pattern, have them make the long a sound. Work together to complete the activities on the sheet.

Activity 1 (ai Words)

Distribute copies of the *Snail Cutouts* sheet (page 17). Have students follow the cut lines to cut out the letters, snail, and the sight words and high-frequency words. Give students envelopes and have them place the words in their envelopes to be used in Activity 2. Have them glue the snail cutout on the front of the envelope.

Distribute copies of the *Build a Word* sheet (page 6). Say an ai word from the list below. Have students spell the word by placing the correct letter cutouts in the correct order on the line at the top of the sheet. When students have finished placing their letters, write the word on the board. Have students fix their letters, if needed. Then, have them write the word on one of the lines on the sheet. Have students continue to build words on their own. Challenge students to create at least six words. The words below are words from the book that can be made using the letters provided.


braids mail main pail paint rain sail snail tail train

Activity 2 (Sight Words and High-Frequency Words)

[Note: Prior to beginning this part of the lesson, precut each individual cup out of each egg carton. Each student will need one cup.] Tell students that snails can be found all over the world—and even in their classroom! Explain to them that they are going to make their own snails.

Give each student one egg-carton cup and one chenille stem. (Googly eyes are optional.) Have students use markers to color their egg carton cups (i.e., the snail's shell). Next, show students how to make a Y shape out of the chenille stem. (Googly eyes can be glued to the tops of the Y if desired.) Then, help students shape the chenille stem into the egg carton cup using glue or tape to secure it in place.

Now, have students take the sight and high-frequency word cutouts from their envelopes and scatter them on their desks so that they can see each word. Tell students you are going to say a word out loud. They must find the correct word and place their snail on the word. Have a student volunteer spell the word they put their snail on out loud. Repeat this process for each of the 13 words.



Activity 3 (Challenge Words)

Read each challenge word out loud. Go over the meaning of each word. Place students in pairs. Assign each pair a challenge word. Ask each pair to write a silly sentence using their word. Have pairs share their silly sentences with the class.

The Teacher Guide

Lesson suggestions, assessments, and fun-filled extension activities support each Animal Antics Phonics reader!

ANIMAL ANTICS **UNIT 1: GAIL THE SNAIL**

Providing Instruction

Before Reading

1. Distribute copies of the *Meet the Snail* character sheet (page 221) for students to color. As they're coloring, have them tell you all they know about snails. Where have they seen snails? What do they look like? What do snails eat? Have they ever picked up a snail? What did it feel like? Have student volunteers share their experiences and knowledge. Tell students they will be reading a story about a snail named Gail.
2. Review the word *antics* with students. Remind them that the word means outrageous, foolish, or silly behavior. Next, read the title of the book and ask students what they think this book will be about. What do they think the snail will do in the book?
3. Show students the title page. Read the title, pointing to each word as you read it. Point out the author and illustrators. Next, flip to page 2 in the book. Ask them if they can find the page number. Have them point to a word with their finger. Tell them to point to an illustration. Finally, review what a speech bubble is. Explain that this lets the reader know what the character is saying.

Let's Read!

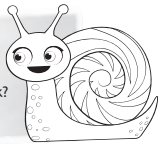
First Read
Read the book out loud to students. Point to each word as you read it. Stress the long a vowel sound when you read words containing the ai vowel team. At the end of the story, ask the discussion questions below. Answer any questions students might have about the story.

Second Read
Prior to beginning the second read, help students complete the *Vowel Thief* sheet (page 7). Remind them of the ai vowel team. As you read the story for the second time, encourage students to point out the words from the sheet in the story. You may choose to pause and let students sound out and read these words.

Independent Read
Prior to this read, help students complete the *Spell Check* sheet (page 8). Then, have students read the book out loud to you, helping as needed. Have students point to each word as they read it, and have them circle with their finger each ai word they see.

DISCUSSION QUESTIONS

1. What is this book about?
2. What are some things that happen in the book?
3. What silly part did you like the best? Why?



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Before Reading—This section introduces students to the main character in the book, activates prior knowledge, and reviews basic print features.

Let's Read—In this section, the teacher reads the book out loud, asks discussion questions, and has students complete activity sheets and perform independent reads.

After Reading—Here students complete additional activity sheets focusing on specific vowel sounds.

ANIMAL ANTICS **UNIT 1: GAIL THE SNAIL**

Providing Instruction (cont.)

After Reading

Now complete the remaining activity sheets.

1. Review the short a vowel sound with students. Compare that sound to the long a vowel sound. Provide a few sample words for each long and short vowel sound. Then, have students complete the *Color Code* sheet (page 9). Review the answers together.
2. Help students complete the *Connect It!* sheet (page 10). Read each word on the sheet out loud once to help students. Then, have them go back and read the words by themselves, connecting the balloons that have the long a sound to Gail. Next, have students complete the *Fill It Up!* sheet (page 11). Have students write words with the ai vowel team in Gail's sail.
3. To finish the long ai activities, have students complete the *Finish the Sentence* sheet (page 12) and the *Word Find* sheet (page 13).

Reading Comprehension Activities

- Talk about the story some more with students. *What does Gail love to do? (sail) What is something that Gail can do? (paint) Does Gail have any friends? (Yes, Daisy. She also meets a mermaid and a sea monster.) What did Gail get in the mail? (a tail) What different hairstyles does Gail try? (braids and pigtailed)* Distribute copies of the *Reading Comprehension* sheet (page 14). Have students use the book to help them answer the questions correctly.
- Distribute copies of the *Under the Sail* sheet (page 15). Have students read the short story on the sheet. Then, have them write their answers to each question on the lines provided. Review the answers together.

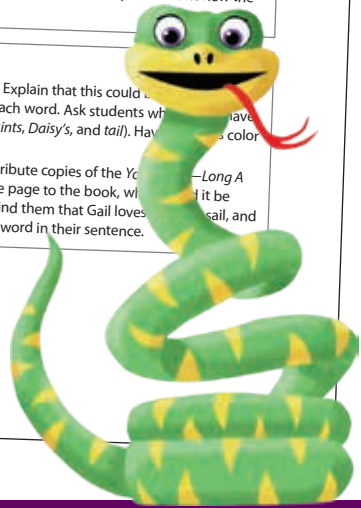
Just 4 Fun!

- Distribute copies of the *Color and Trace* sheet (page 16). Explain that this could be used as a coloring page in the book. Read the sentence out loud, pointing to each word. Ask students what words have the long a sound with the ai vowel team (*Gail, snail, paints, Daisy's, and tail*). Have students color the illustration and trace the sentence.
- Have students create their own page for the book. Distribute copies of the *Yellow A* template (page 216). Ask students if they could add one page to the book, what would it be about? What would Gail do? Encourage creativity. Remind them that Gail loves to sail, and do silly, fun things. Ask students to include one long ai word in their sentence.

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Reading Comprehension Activities—Teachers lead students through text-dependent discussion questions, and students take a reading comprehension assessment based on a sample text.

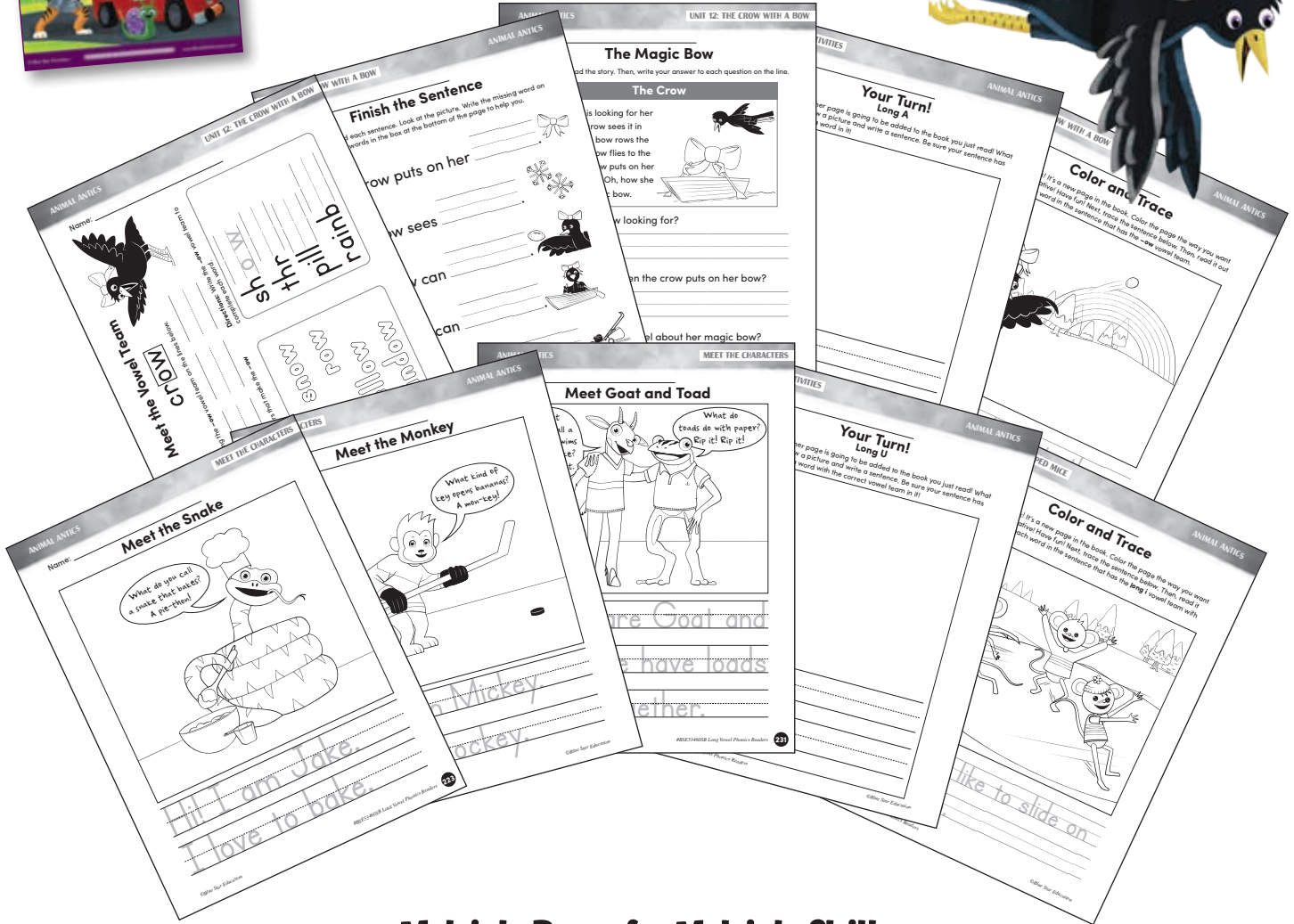
Just 4 Fun!—Additional activities such as coloring a new page for the book or designing an additional page for the book are included here.



The Student Activities Resource



This 240-page resource includes 15 pages of phonics skills practice for each reader!



Multiple Pages for Multiple Skills

- Picture-word match
- Letter practice
- Reading comprehension
- Spelling
- Sentence building
- High-frequency word practice
- Rhyming words
- Story-writing extensions

...and more!




Sample Student Pages


UNIT 1: GAIL THE SNAIL ANIMAL ANTICS


Name: _____


Spell Check

Directions: Read each sentence. Look closely at the underlined word. Is it spelled correctly? If it is, fill in the "Yes" bubble and write the word on the line. If it is not, fill in the "No" bubble and write the word spelled **correctly** on the line. Don't forget the **ai** vowel team!

- Gail is afraid! Yes No


- Gail is in the rian. Yes No


- Gail can sial! Yes No


- Gail has a tail! Yes No



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UNIT 3: JAKE THE SNAKE ANIMAL ANTICS

Name: _____

Color and Trace

Directions: Look! It's a new page in the book. Color the page the way you want it to look. Be creative! Have fun! Next, trace the sentence below. Then, read it out loud. Circle each word in the sentence that has the **a_e** vowel team.



Jake the snake can bake
 a cake on a plane.

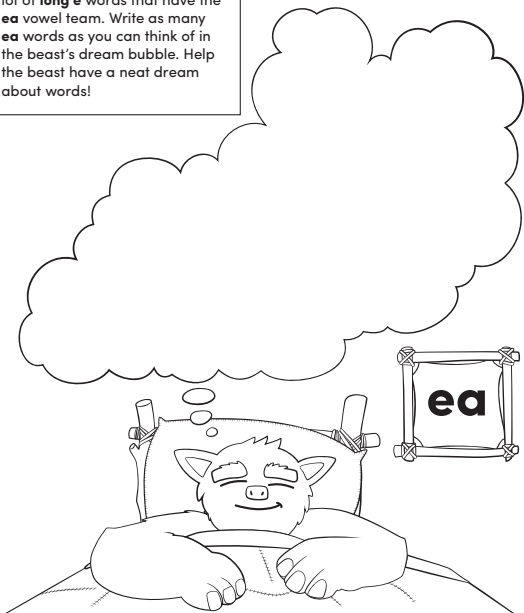
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ANIMAL ANTICS **UNIT 4: THE BEAST IN JEANS**

Name: _____

Fill It Up!

Directions: You have learned a lot of **long e** words that have the **ea** vowel team. Write as many **ea** words as you can think of in the beast's dream bubble. Help the beast have a neat dream about words!





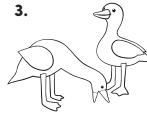
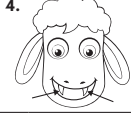

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ANIMAL ANTICS **UNIT 5: THE THREE SHEEP**

Name: _____

Vanishing Vowels

Directions: The vowels vanished! They're missing from the words below! Write the missing **ee** vowel team to complete each word.

-  b
-  s l p
-  g s e
-  t t h
-  t r

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Sample Student Pages

UNIT 7: THE STRIPED MICE ANIMAL ANTICS

Name: _____

Connect It!

Directions: Help the mice catch the long i kites! If the kite has a long i sound, draw a line to connect the kite to the mice.

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ANIMAL ANTICS UNIT 10: THE MOLE AT HOME

Name: _____

Color Code

Directions: Read each word. Does the word have the long o vowel sound or the short o vowel sound? Color the long o vowel words blue. Color the short o vowel words yellow.

mole fox
home hog
frog telescope
rocket phone

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ANIMAL ANTICS UNIT 11: GOAT AND TOAD

Name: _____

Short or Long?

Directions: Read each word. Does the word have the long o vowel sound or the short o vowel sound? Circle the correct answer.

 boat long short	 pot long short
 fox long short	 coat long short
 toast long short	 mop long short

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ANIMAL ANTICS UNIT 12: THE CROW WITH A BOW

Name: _____

Circle It!

Directions: Look at each picture. Circle the word below the picture that is spelled correctly.

1. snoa snow	2. throee throw
3. crow croa	4. blow bloe
5. pillow pilloh	6. groee grow
7. moe mow	8. slow sloa

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Meeting Standards

The following standards apply to all 15 long-vowel units!

Kindergarten

Reading Literature

- With prompting and support, ask and answer questions about key details in a text.
- Ask and answer questions about unknown words in a text.
- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- Actively engage in group-reading activities with purpose and understanding.

Reading Foundational Skills

- Demonstrate understanding of the organization and basic features of print.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read emergent-reader texts with purpose and understanding.

Language

- Print many upper and lowercase letters.
- Use frequently occurring nouns and verbs.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

First Grade

Reading Literature

- Ask and answer questions about key details in a text.
- Use illustrations and details in a story to describe its characters, setting, or events.

Reading Foundational Skills

- Demonstrate understanding of the organization and basic features of print.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

