

ENTER-GREAT
ENGLISH



LONG VOWELS

Suitable for ages 8-12



READING * SPELLING * COMPREHENSION * LANGUAGE SKILLS

An intervention programme that integrates a variety of reading, spelling, comprehension and language skills.

A bridging tool to encourage a smooth transition from the junior primary phase to the senior primary phase.

ENTER-GREAT ENGLISH



Long Vowels

Focus sound	Text type	Critical thinking skills	Language concepts
Long A	Weekly planner	<ul style="list-style-type: none"> Sort and classify Cause and effect 	<ul style="list-style-type: none"> Common and proper nouns Antonyms and synonyms
Long E	Lists and advertisements	<ul style="list-style-type: none"> Categorise Sequence 	<ul style="list-style-type: none"> Prepositions Grammar and punctuation
Long I	Poem and news article	<ul style="list-style-type: none"> Interpret and simplify Rhyme Riddles 	<ul style="list-style-type: none"> Adjectives Degrees of comparison
Long O	Creative writing	<ul style="list-style-type: none"> Verbal summary Compare and contrast 	<ul style="list-style-type: none"> Verbs Tenses
Long U	Interview	<ul style="list-style-type: none"> Fact or opinion Real or fantasy 	<ul style="list-style-type: none"> Adverbs Homonyms and homophones
Revision of all Long Vowels	E-mail	<ul style="list-style-type: none"> Mind map and summarise Comparison 	<ul style="list-style-type: none"> Alphabetical order Dictionary work Colloquialism and slang Tone

What is Enter-Great English?

Enter-Great English is an intervention programme that functions as a bridging tool to ensure a smooth transition from the junior primary phase to the senior primary phase. The programme integrates and revises the various reading, spelling, comprehension and language skills that are required to achieve excellence in mastering the English language at this particular stage of development.

Who would use Enter-Great English?

This integrated intervention programme may be implemented in various ways:

- English first-language Grade 3 curriculum
- A senior primary intervention programme
- English as a second-language or immigrant English programme
- Junior primary extension programme for the linguistically inclined

Why implement Enter-Great English?

There are several pertinent articles to read on the importance of third grade reading and why the transition from the third to the fourth grade is often challenging. An excellent website to refer to is The Annie. E Casey Foundation. Their research is based on the American context, but the points made are relevant throughout the world. Below is a pertinent quote from a report published by the foundation (<http://www.aecf.org/resources/early-warning-why-reading-by-the-end-of-third-grade-matters>)

Reading proficiency by the end of third grade (as measured by NAEP at the beginning of fourth grade) can be a make-or-break benchmark in a child's educational development. Up until the end of third grade, most children are learning to read. Beginning in the fourth grade, however, they are reading to learn, using their skills to gain more information in subjects such as maths and science, to solve problems, to think critically about what they are learning, and to act upon and share that knowledge in the world around them. Up to half of the printed fourth grade curriculum is incomprehensible to students who read below that grade level, according to the Children's Reading Foundation. And three quarters of students who are poor readers in third grade will remain poor readers in high school, according to researchers at Yale University. Not surprisingly, students with relatively low literacy achievement tend to have more behavioural and social problems in subsequent grades and higher rates of retention in grade. The (American) National Research Council asserts that 'academic success, as defined by high school graduation, can

be predicted with reasonable accuracy by knowing someone's reading skill at the end of third grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school.'

Annie Murphy Paul wrote a very insightful article for TIME magazine (<http://ideas.time.com/2012/09/26/why-third-grade-is-so-important-the-matthew-effect>). She refers to what researchers call 'The Matthew Effect'. The learners, who are more skilled at reading, amass knowledge and learn new words quickly, while poor readers avoid reading out of frustration and therefore experience difficulty in all learning areas. This vicious cycle perpetuates an academic gap that worsens over time. This gap is aptly named after the Bible verse in the gospel of Matthew:

'For whoever has will be given more, and they will have an abundance. Whoever does not have, even what they have will be taken from them'.- Matthew 25:29, New International Version.

An encouraging point is made: *'The Matthew effect has an important upside: well-timed interventions can reverse its direction, turning a vicious cycle into a virtuous one'*.

How to use Enter-Great English?

The Academic Structure:

The start of a new section can be quite daunting and it is imperative that you don't overwhelm the learner/s from the start. They need to be eased into the work by experiencing some success. A variety of skills can be applied to scaffold the learner through each section of work. Take turns to read through the different paragraphs, or take turns to look for specific sounds. Discuss difficult vocabulary and work together to differentiate between various sounds. The learner/s must not feel intimidated, alone and overwhelmed. Scanning is also a vital skill required to complete Sections A, B and C. Scanning is a quick reading technique, to run your eyes along the lines of text to swiftly find a specific letter or sound.

A. Scanning, Auditory discrimination and Mapping

After reading through the text once or twice, read through it again slowly, carefully analysing the sounds/phonemes within each word and categorising them according to the focus sound.

Suggestion: *Go through the text once and underline in pencil every time you hear the focus sound, thereafter you can colour code and categorise the words according to the grapheme used.*

B. Word and sound manipulation skills

1. Chunking

Long, multi-syllabic words create anxiety. So, how do you eat an elephant? One chunk at a time!

A very informative website (<http://www.ontrackreading.com/phonics-program/multisyllable-method-overview>) gives a detailed explanation of the difference between chunking and syllabification. Generally, you break a word into chunks after the vowel sounds, as in the words ra-bbit and de-bate, but there are several exceptions and rules. For the purposes of using Enter-Great English, I would not encourage you to make this an overly complicated skill for a child to master, especially one who is already experiencing difficulties.

Chunking is a simpler form of syllabification. Primarily, a child needs to learn to break bigger words into smaller visual chunks to make them easier to read. With spelling, you can break words into smaller audible chunks and then use code knowledge to spell each chunk. Allow them to practise this naturally, albeit with some mistakes, without creating anxiety around mastering another set of rules.

Examples: Ex pert; wri ting; cre a tive; dis ci pline

2. Coding

Analysing words and sounds:

- A dot represents a graph (one letter making a sound, e.g. **jump**)
- A dash represents a digraph or a trigraph (two or three letters making a single sound, e.g. **today, eight**)
- A dive represents a split vowel digraph (a digraph separated by a consonant, e.g. **çake**)

3. Unscramble words

This technique works on individual letter/sound relationships, as well as the whole-word approach. After unscrambling, does the whole word look correct?

Examples: tecser - secret

4. Count Sounds

This concept is like auditory coding. After looking at the picture, find a word that matches the picture and the phoneme you are dealing with. Then count how many sounds you can hear in the word.

Examples:

Spider has 5 sounds

Mistake has 6 sounds

Light has 3 sounds

Scooter has 5 sounds

C. Progressive levels of comprehension

1. Scanning for keywords
2. Scanning for synonyms or similar words
3. Inferential or evaluative comprehension
4. Critical thinking skills

D. Language concepts

Each section revises a variety of different language concepts.

E. Extension activity

The application of the text-type used in the reading passage.

An electronic answer guide is available upon request.

The Emotional aspect

We have dealt with the academic purpose and structure of this programme. However, more pertinent to the success of this programme is the way you make your child/ren feel during the time spent on this programme. A child's emotional state of mind is a key factor in determining his/her ability to read and think critically about what s/he has read.

Teachers or moms often want their child/ren to work quietly and independently at completing some form of extra practice. Many children working through this programme will, however, struggle to differentiate between the various graphemes and phonemes and will therefore find many aspects a challenge. Children require you to come alongside them and work at their pace; gradually building their skill and confidence.

Many intervention and remedial programmes are implemented to assess learners' areas of difficulty. The lessons in this programme are intended to be completed by making use of collaboration and discussion, with an enthusiasm for the English language. The focus is on encouraging analysis, word and sound manipulation and thinking skills – not assessment.



Check-list:

- **Ambiance:** Be sure that you have created an atmosphere of learning: a balance between a formal and relaxed environment. Find a quiet spot, where you won't be continually interrupted or distracted.
- **Fun-factor:** Allow for the use of markers, highlighters or coloured pens. Encourage notes on the sides and drawing arrows to link ideas.
- **Less is more:** Break up each section into manageable units. Don't work for longer than 45min -1 hour, depending on age and ability.

**Work together to play with sounds,
words and their meanings**

Aidan the Amazing

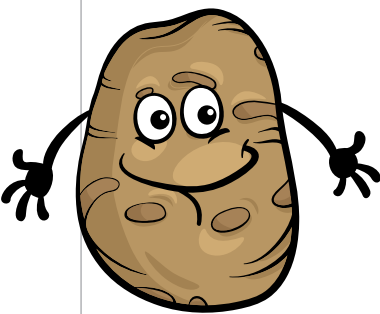


Aidan was an amazing farmer. He was so dedicated. Each morning he would shake himself awake and get up to pray. He always enjoyed his daily chores without any complaining. His wife, Amy, was a very special lady. She would help him start his busy day with a warm embrace and a neatly decorated breakfast table. They ate each day at 6am. A great big plate of bacon or steak with eggs and toast was Aidan's favourite!

Amy would take their son, John, to school and Aidan would then hop onto his grey quad bike and ride out to inspect his fields full of tomatoes and potatoes. Aidan had a mind like a calculator. Each day he would estimate how many plants he had growing at one time; sometimes it was up to eight thousand plants! A visit to his farm was always entertaining because Aidan was able to explain the growth pattern of each vegetable in detail.

Aidan supplied vegetables to a large chain of supermarkets. The people in his town also loved his vegetables. Aidan would display some of his vegetables at the town market, where many people would pay the price he asked without debate. His vegetables would never rot or decay, because if any vegetables remained he would always donate them to the town school. The cook at that school would make the most delicious potato and tomato bake for lunch at break.

The reason Aidan was such a great farmer was because he was never lazy and he worked strictly according to his planner. His weekly planner would contain the exact details of what needed to be done each day. He would never do today what he was supposed to have done yesterday.



This is an example of his weekly Planner:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning	Weed control and water the potato crops	Plant new tomato crops	Clean the horse stables	Spray insect control	Pick and pack the ripe vegetables	Take the vegetables to the market	Relax with the family after church
Lunch Time							
Afternoon	Prepare the soil for new crops	Help John with his essay on volcanoes and tornadoes	Fix the leaking basin	Buy a new radio and cables	Watch John swim at the gala	Buy Amy a birthday present	Plan the next holiday

B

Word and sound manipulation. Look at the previous table to answer the following questions

1. Chunk and code the following words:

	Chunk	Code
E.g. entertain	en ter tain	e_n_t_e_r_t_a_i_n
birthday		
radio		

2. Fill in the missing chunk:

_____bate

_____plain

to_____

3. Which words would match the following coding?

m_k

.b_

.o.t

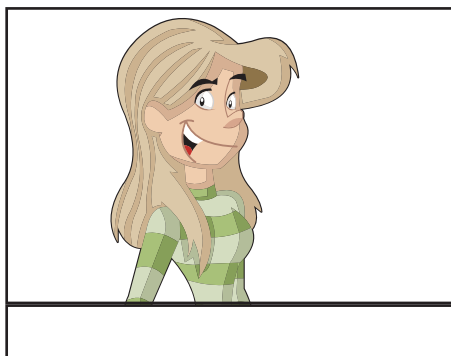
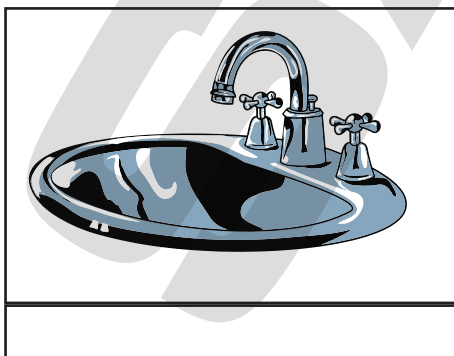
4. Fix these scrambled words taken from the table:

dM o a y n _____

motaot _____

v e b h a e _____

5. Label these Long A pictures. Write the number of sounds that you hear in each word.





Comprehension questions

Level 1: Scan for keywords

With each question scan the story for the underlined key word to find the answer. Soon you will be able to identify the key words yourself.

1. What did Aidan think about his daily chores?

2. How would Amy help him?



Level 2: Search for similarities

Some questions are tricky and you have to look for key words with a similar meaning to the underlined word to help you.

3. What transported Aidan around the farm?

4. What did he do with any left-over vegetables?

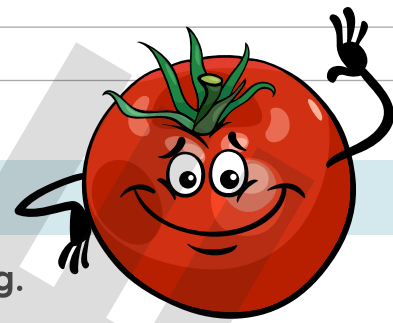
Level 3: Inferential and evaluative comprehension

Sometimes the answer is not easy to find. You must think carefully about what you have read and give your own answer.

5. What was Aidan doing that week on Thursday at 14:00?

6. Explain Aidan's philosophy: 'Never do today what was supposed to have been done yesterday.'





Level 4: Critical Thinking Skills

7. Sort and classify. Circle the one which does not belong.

tomatoes

bacon

potatoes

quad bike

market

sell

school

children

price

Monday

Thursday

yesterday

Match the cause and effect by colour-coding these columns:



Cause	Effect
Aidan would always plan his schedule carefully.	He could move quickly around his farm.
Aidan gave his left-over vegetables to the school.	He was very productive.
Aidan made time to spend with his son and wife.	The cook baked a delicious dish for the children.
Aidan drove a quad bike.	His family was supportive and happy.



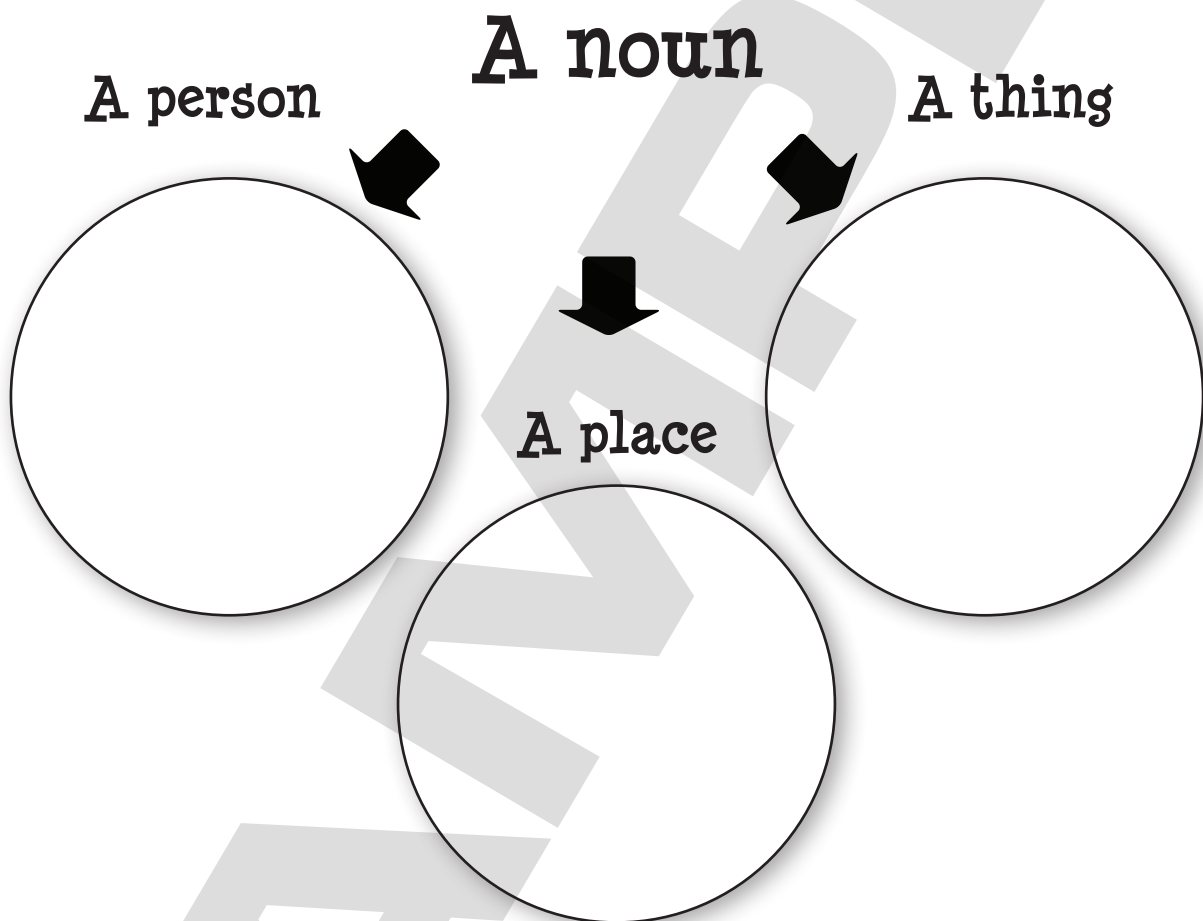
Language Concepts

1. Nouns

A noun is a person, a place or a thing. Another good trick to identify a noun is to see whether you can put the word 'the' in front of it.

E.g. the man, the pencil, the shop

From the story 'Aidan the Amazing', draw a picture in each bubble to give an example.



2. Common and Proper Nouns

Discuss with your classmates and teacher, what the difference is between common and proper nouns and provide a brief explanation.

Find other proper nouns in the story.

Look through the list to find the common and proper nouns:

ride, bike, enjoy, bacon, John, jump, vegetable, quickly, farm, The Fresh Farm Market, patterns, Wednesday, school, son, yesterday.

Common Nouns	Proper Nouns

3. Antonyms and Synonyms

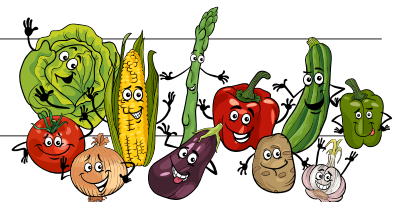
Find an antonym (opposite) in the story for hard-working.

Find a synonym (same as) in the story for 'a cosy hug'.

Think of your own pair of:

Antonyms: _____

Synonyms: _____



E

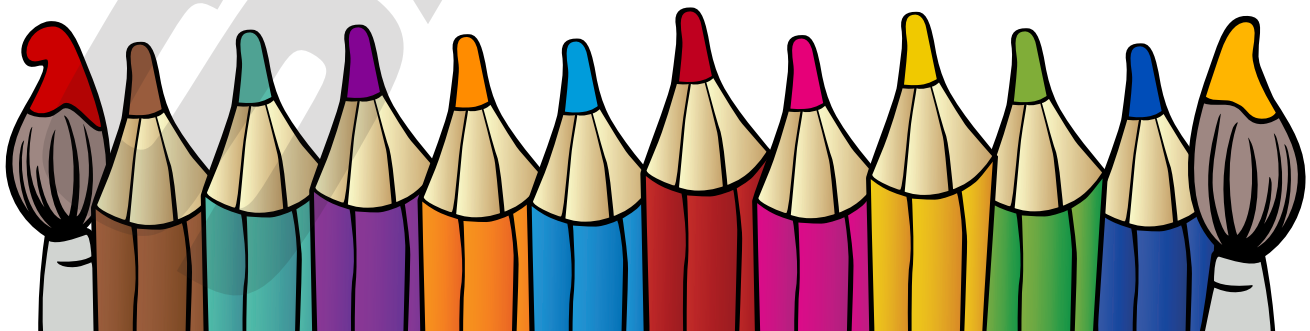
Extension activity



Can you draw up your own weekly planner?

Remember to plan to do fun things on the weekend too.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Lunch							
Afternoon / Evening							



Shopping Spree!

On a sunny day in December, Larry and Steve drove their crazy, cream-coloured lorry to the shops to buy the monthly groceries. It was quite a long journey, as they lived in a valley fourteen kilometres east of Green Valley Mall. These two made a funny team. Larry was very skinny and often looked worried, while Steve was a jolly, big man, who was often silly. Steve carried the money and the list of things which they needed. Larry pushed the trolley and kept a special advert that he had torn out of a magazine.

Once they had completed their shopping, they decided to go for a piece of cheesecake and coffee. They were very happy because they couldn't believe that they had achieved everything that they had set out to do. Now they could relax and enjoy their feast!



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Shopping List




Groceries :

- kidney pie
- frozen turkey
- jar of honey
- kiwis
- chutney
- red candy
- seed rolls
- peanuts to feed the monkey

General :

- TV remote
- batteries for the radio
- volley balls
- new jerseys
- fever and flu mix
- teddy for baby Tommy
- steam cleaner
- the movie, 'Dream Machine'




B

Word and sound manipulation. Look at the previous table to answer the following questions

1. Chunk and code the following words:

	Chunk	Code
E.g. kiwi	ki wi	kiwi
kidney		
machine		

2. Fill in the missing chunk:

___lly

___ney

com___

3. Which of the words would match the following code?

.e...d

.o___

.__ce

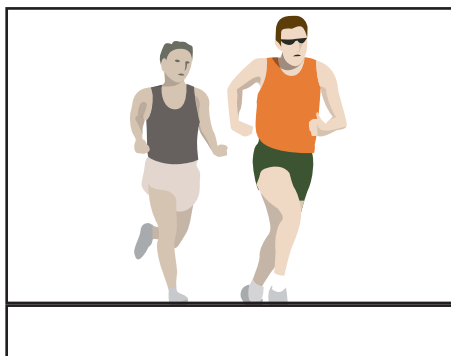
4. Fix these scrambled words taken from the table:

u try e k _____

n un sy _____

n up a e t _____

5. Label these Long E pictures. Write the number of sounds that you hear in each word.





Comprehension questions

Level 1: Scan for keywords

With each question scan the story for the underlined key word to find the answer. Soon you will be able to identify the key words yourself.

1. Where did Steve and Larry live?

2. What was Steve carrying?



Level 2: Search for similarities

Some questions are tricky and you have to look for key words with a similar meaning to the underlined word to help you.

3. Which shopping centre were they at?

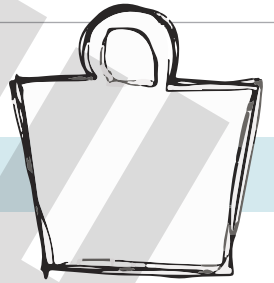
4. What did they do after they had finished shopping?

Level 3: Inferential and evaluative comprehension

Sometimes the answer is not easy to find. You must think carefully about what you have read and give your own answer.

5. What did they want to buy at Extreme Athlete? How did you deduce this (work this out)?

6. Explain what 'No cash refunds' means.



Level 4: Critical Thinking Skills

Categorise

This was last month's shopping list.
Can you put these items into categories?

cheese, a piece of wood three metres long, tea from Italy, green candy, a tank for the eel, seventeen screws, pansy flowers, grease for the door, Pete's birthday card

Groceries and general	Hardware	Garden and Pet store

Sequence:

Use numbers to put these events into the correct order.

- They decided to go for a piece of cheesecake and coffee.
- Larry and Steve drove their crazy cream-coloured lorry to the mall.
- Steve wrote down that they needed to buy volley balls.
- They could relax.
- Larry pushed the trolley and kept a special advert that he had torn out of a magazine.

D

Language Concepts

1. Prepositions

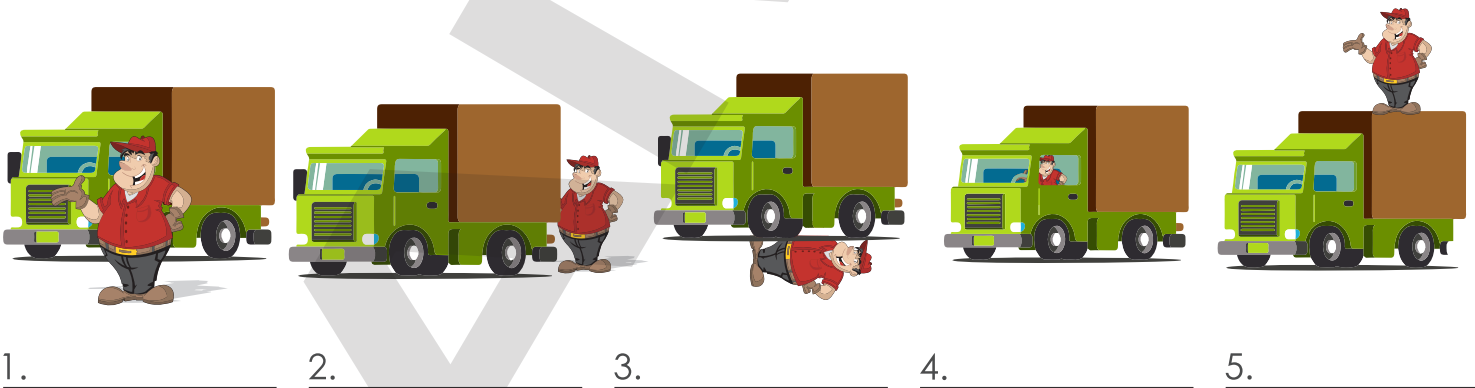
Prepositions link with nouns or pronouns to tell us time, position and movement.

Time	Position	Movement
during	between	into
before	above	on
after	below	off
since	near	from
from	beside	down
to	on	up
on	behind	towards
until	over	against
by		

Prepositions indicating location or position are the most relevant to you at this point

Let us look at prepositions using Larry and his lorry.

- Place a preposition of position under each lorry.



- Write a sentence to represent each picture of Larry and his lorry.

2. Grammar and punctuation

Correct these silly sentences. The grammar is incorrect.

They drived their lorry to the shopping.

Once they completes their shopping, they could go for
somes cheesecakes.

Insert punctuation marks into this sentence:

Five punctuation marks are needed.

did larry go to extreme athlete to buy a ball

Fix these scrambled sentences that are taken from the story.

*Look at the punctuation marks to help you and
remember to check your grammar.*

made These funny two team. a

carried the Steve money needed. and the things which
list of they





Extension activity

Can you create your own business advertisement?

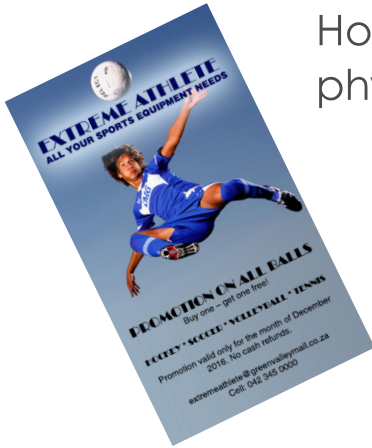
Make sure to include the following information:

What is your business's name?

What do you sell?

Why must people choose to come to your business?

How do they contact you? (telephone, email or physical address)



A kite in flight

A kite in flight, oh what a sight.

Triangular, violent viper... be sure to hold it tight!

What a delight to admire,

The highest cloud in the sky its mighty empire.

It will invite, ignite and excite

even the most silent of child into a roaring tiger or a fighting knight!



High Hopes for Kite Championships on Butterfly Island

By Kyle Wright

29 April, 2015

Local school girl, Iona Wright age 12, was surprised and excited to receive an invite to the Kite Championships on Butterfly Island, on the ninth of July. The dry and windy climate at this time of the year makes it the perfect location for the final.

Thousands of giant butterflies often occupy this island, as it falls right in their

migration path. There are only narrow roads, so you can only travel on the island by bicycle during daylight. You dare not go out after twilight if you want to survive this wild canine and reptile infested island. Luckily, all these predators are nocturnal.

Iona explained, 'It was such a delight to receive this invite.

Many kite fanatics apply to take part, but a frightful number are denied and some don't even get a reply.'

So make a note in your diary and hold your thumbs tight for Iona. You can just imagine the sight. She will set her kite into the skies along with hundreds of other contestants from around the world. She will have a fight in flight on her hands.

B

Word and sound manipulation. Look at the previous table to answer the following questions

	Chunk	Code
E.g. triangle	tri an gle	tri an gle
outside		
occupy		

2. Fill in the missing chunk:

_____tter_____

_____per

Ju_____

3. Which of the words would match the following code?

.. v t

. pp . .

t t

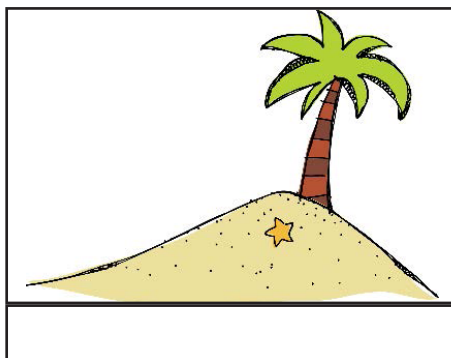
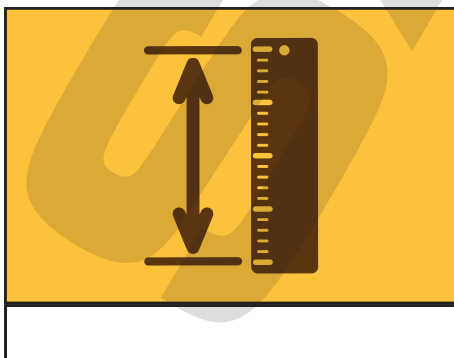
4. Fix these scrambled words:

i e n d e d _____

p r e l y _____

i t e k _____

5. Label these Long I pictures. Write the number of sounds that you hear in each word.





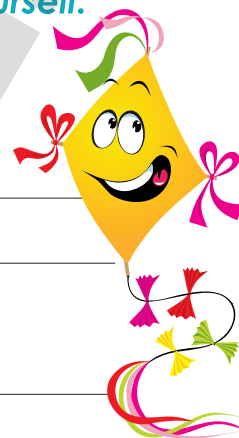
Comprehension questions

Level 1: Scan for keywords

With each question scan the story for the underlined key word to find the answer. Soon you will be able to identify the key words yourself.

1. Who received an invite and where would he or she be going?

2. Why did they choose this island for the final?



Level 2: Search for similarities

Some questions are tricky and you have to look for key words with a similar meaning to the underlined word to help you.

3. What means of transport do people use on the island?

4. Why must you not go out after dark on Butterfly Island?



Level 3: Inferential and evaluative comprehension

Sometimes the answer is not easy to find. You must think carefully about what you have read and give your own answer.

5. Why are there no butterflies on this island at certain times?

6. Is it likely that Iona could be eaten by a wild animal while she is flying her kite? Explain why.





Level 4: Critical Thinking Skills

7. Interpret and simplify

Like 'A kite in flight'

Many times a poem uses exciting and descriptive language to describe something quite simple.

Colour-code the columns, to match the explanation of each line of the poem.

<i>A kite in flight, oh what a sight.</i>	The kite's kingdom is high in the sky
<i>Triangular, violent viper... be sure to hold it tight!</i>	It is lovely to see a kite flying
<i>What a delight to admire,</i>	The quietest child would shout with excitement when pulling against a kite
<i>The highest cloud in the sky its mighty empire.</i>	You need to hold firmly because the triangular kite twists like a strong snake.
<i>It will invite, ignite and excite even the most silent of child into a roaring tiger or a fighting knight!</i>	How beautiful to see

8. Rhyming words

Match the words that sound the same at the end.

high	kite
might	fly
empire	sigh
thigh	higher



Look! We have matching tails!

9. Riddles

This is the dictionary definition for riddle:

Riddle - (noun) a cleverly worded question that is asked as a game.

Can you solve these Long I riddles? What is being described?

A poisonous snake with large fangs. _____

A large snake that can kill you without poison. _____

The largest of the cat family. It can weigh up to about 380kg in the wild. _____

The largest member of the cat family, found naturally in Africa. _____

A nectar-drinker that has two pairs of beautiful wings and is part of the insect family. _____

A small land creature with four pairs of legs that is not part of the insect family. _____



Language Concepts

1. Adjectives

A noun is a person, a place or a thing. An adjective describes a noun. Adjectives are words that we use to make sentences and stories exciting.

Use exciting adjectives to describe this example of a person, a place and a thing.

Brave



Iona



Colourful



A Kite



Beautiful



An Island



OTHER BOOKS IN THIS SERIES:

- *Complex Vowels*
- *Short Vowels*
- *Complex Consonants*

An electronic answer guide is available upon request.

ENTER-GREAT ENGLISH



Contributing to excellence in Africa!

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