



Stories About Vowels:
Ozzie and the O!Eaters
(Short O and Long O)

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Table of Contents

	Page
Program Overview	3
Viewer Objectives	4
Suggested Lesson	5
Description of Blackline Masters	9
Transcript of the Video	10

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OZZIE AND THE O!EATERS

(SHORT O AND LONG O)

Running Time: 15 minutes

PROGRAM OVERVIEW

Intended Audience and Uses

Ozzie and the O!Eaters has been produced as a basic reading instruction program for youngsters in grades K-2. The program interweaves five lessons on *short o* and *long o* sounds within a story of two whimsical creatures, called O!Eaters, who eat the letter o – on boxes and signs – in Grandpa Ozzie’s general store. Each lesson covers the *short o* and *long o* sound patterns most commonly taught at the beginning reader level: *c-v-c*; *c-v-c-c*; *c-v-v-c*; and *c-v-c-silent e*.

The program also teaches long and short diacritical marks.

Stop points are strategically placed after each major concept is presented, allowing you to present review and reinforcement activities, as well as to introduce activities for upcoming lessons.

Several viewing strategies may be employed. You may find

is useful to show the program in its entirety, then play it segment by segment, using individual segments as the basis for a single lesson or multiple lessons, depending on the level of student comprehension. A final review screening, again showing the program without stopping, undoubtedly will help reinforce student understandings.

Program Synopsis

Ophelia Bear loves to spend cold, snowy days helping out in Grandpa Ozzie's store, a warm and friendly place frequented by the forest animals. One day, Ophelia notices the O's are missing from the boxes and signs. Grandpa Ozzie is puzzled. As it turns out, two little O!Eaters have spent the night in the store. Grandpa Ozzie is upset by the disappearance of all the O's in his store because he is particularly fond of O's. He gathers his customers and explains why. As he does so, he explains *short o* and *long o* words. Two little O!Eaters, hiding beneath a chair are fascinated by his explanation. Later, Mother O!Eater returns with warm blankets. She had left her babies in the store, fearing they would become too cold in a snowstorm. The next morning, the O!Eaters depart, leaving tracks in the snow. Ozzie and Ophelia see the tracks, and the mystery of the disappearing O's is solved. A final stop point occurs, giving teachers an opportunity to review and reinforce all the concepts presented in the program.

VIEWER OBJECTIVES

After viewing this video and participating in the suggested activities, viewers should be able to do the following:

1. Recognize long and short diacritical marks.
2. Pronounce the *long o* sound.
3. Pronounce the *short o* sound.
4. Read words with the *short o* sound (*c-v-c* and *c-v-c-c* patterns).

5. Read many four-letter, *long i* words with the *c-v-v-c* and *c-v-c-silent e* patterns.

The producers encourage you to make adaptations and changes to the following lesson plan whenever you feel it will enhance your students' learning experiences. Only by tailoring the material to your unique classroom situation will you be able to maximize the educational experience afforded by these materials.

SUGGESTED LESSON PLAN

Introduce the Program

Bring a Teddy Bear to class. Tell the class that Teddy Bears have been popular toys for many years. Does anyone have a Teddy bear at home? Does it have a name? Has anyone played make-believe games with their Teddy Bear? Has anyone ever heard the story of “Corduroy,” the book about a little Teddy Bear who wants to be taken home from a department store? You may decide to read the book, or another Teddy Bear book, to your class, as an introductory activity. Tell the class that they will see a video about a make-believe bear named Ophelia and her grandfather, Ozzie.

Pre-Viewing Activities

Segment 1

Mention that the bears' names – Ozzie and Ophelia – have the *long o* and *short o* sounds. Say, “Ophelia.” Stress the “O” and tell the class that this is the *long o* sound. Say, “Ozzie,” and stress the *short o* sound in the name. Explain that this is the *short o* sound. Tell the class that the first part of the program discusses three-letter words with the *short o* sound. Now, view the first segment, which lasts approximately 6 minutes.

Post-Viewing Activities

Segment 1

Discuss O!Eaters. Is there really such an animal? How might have the little animals gotten into the store? Does anyone have an idea? Next, duplicate and pass out Activity 1. As a class exercise, have your students identify the objects or representations on this handout. As each object is identified, write its name on the chalkboard. After have been identified, (*pot, top, mop, dog, hot and log*), place a short diacritical mark over each “o” and ask, “What is the letter pattern of each word? (*C-v-c*). If you feel it will strengthen your class’s understanding of letter patterns, ask them if they can think of any other *c-v-c* words that have short vowels in the middle. These can be any other words studied in this series of programs. Ask the class if they can think of any other *c-v-c* pattern words with the *short o* sound. Write the words on the board, have the students repeat the words as you run your hand, or the chalk, over each part of the word. Finally, place the short diacritical mark over each “o.”

Pre-Viewing Activities

Segment 2

Before showing the second part of the program, tell the class that there is another way to form words with the *short o* sound. Tell them that these words have four letters. Now view the second segment, which lasts approximately one minute.

Post-Viewing Activities

Segment 2

Duplicate and pass out Activity 2. The purpose of this exercise is to reinforce recognition of *short o* words formed by the *c-v-c-c* pattern. Ask the children to look at the picture of the O!Eaters. Tell them that soon the little

O!Eaters will run out of donuts and will be hungry for o's in words with the *short o* sound. To help the little O!Eaters, ask the class to circle each *short o* word in the list found below the picture. (lock, sock, cost, moss) Go over their answers and then tell everyone to place the short diacritical mark over each "o." Below each letter of the word, have the children place a small "c" if it is a consonant and a "v" if it is a vowel. Emphasize that these *short o* words have the *c-v-c* pattern.

Pre-Viewing Activities

Segment 3

After you are satisfied that the class understands *c-v-c* *short o* words, turn your attention to the story. Ask, "How do you think the little O!Eaters wound up in Grandpa Ozzie's store?" Explore various possibilities. Next, tell the class that in the next part of the program, the little O!Eaters will find out a way to make *long o* words. Give several examples of *c-v-v-c*, *long o* words that will be shown in the next segment: *boat, goat, coat, road, toad* or *load*. Be sure to have everyone repeat each word, in unison, at least three times. Afterwards, show the next segment, which lasts approximately 3 minutes.

Post-Viewing Activities

Segment 3

Ask how the little O!Eaters found themselves in Grandpa Ozzie's store. Emphasize that Mother O!Eater knew that her babies would be safe in the store because she had heard that Grandpa Ozzie and the others were kind. Write on the chalkboard and discuss the six *c-v-v-c* words that appeared in the program. They are *boat, goat, coat, road, toad, load*. Once again, ask your students to repeat the words after you write them on the board and pronounce them. Now pass out Activity 3. Now, have the children write the words of the objects on the lines (*goat, toad, boat, coat road*). Ask them to place the long diacritical mark over each o. It is

suggested that this activity be done in a group setting.

Pre-Viewing Activities

Segment 4

Begin by briefly reviewing *long o* words with the *c-v-v-c* pattern, making certain your students' comprehension levels meet your expectations. Then tell the class that they will now learn another way to make words with the *long o* sound. Explain that many *long o* words also have the *c-v-c-silent e* pattern. If your class has studied the letters *a* and *i*, you may find it useful to mention that in all three instances – *a*, *i* and *o* – long vowel words can be formed with the *c-v-c-silent e* pattern. You may also find that a review of words such as *cane*, *pane*, *lane*, *pine*, *nine* and *line* may prove beneficial. Finally, tell the class that the next part of the video explains 4-letter words that have the *long i* sound. The fourth segment lasts approximately one minute.

Post-Viewing Activities

Segment 4

Write on the chalkboard and discuss the six *c-v-c silent e* words that appeared in the program. They are *bone*, *cone*, *tone*, *pole*, *role*, *mole*. Ask your students to repeat the words after you write them on the board and pronounce them. Now pass out Activity 4. Tell the class that Grandpa Ozzie wants to write some *long o* words with the *c-v-c-silent e* pattern, but can't remember any. Ask the class to help Grandpa Ozzie by looking at the three pictures below him, and then writing the words on his board. After they write the words, ask them to place the long diacritical mark over each *o*. It is suggested that this activity be done in a group setting.

Pre-Viewing Activities

Segment 5

Once again, turn the class's attention to the storyline. Ask if the everyone thinks mother O!Eater will come back for her children. Do they think the babies, instead, will live with Grandpa Ozzie and Ophelia? Tell the class that they will find out in the final part of the program – and they will also see a review of *short o* and *long o* words. Show the final portion of the video, which lasts approximately 3½ minutes.

Post-Viewing Activities

Segment 5

Ask the class what they liked best about the story. After the story has been discussed, pass out Activity 5. Tell the class that the little O!Eaters want to remember *long o* and *short o* words. In this exercise, the children can help them by separating the *short o* and *long o* words found at the bottom of the page. Tell the class that the four words with the *short o* sound should be written on the first four lines and those with the *long o* sound should be written on the last four lines. Instruct everyone to place long and short diacritical marks over the each *o*. Give the children time to do this activity, or do it as a class exercise. Discuss the results, emphasizing the letter patterns found in each word.

As a culminating activity, you may have the children make their own lists of *short o* and *long o* words and then have them find magazine pictures to paste next to each word. For those who are computer literate, they can look up the words in the Google search engine, under the “images” tab, and print them.

Description of Blackline Masters

ACTIVITY 1 – Introduces the *long o* and *short o* sounds, and

gives students an opportunity to review the short and long diacritical marks.

ACTIVITY 2 – Gives students an opportunity to practice recognizing, speaking and forming *short o* words with the *c-v-c-c* pattern.

ACTIVITY 3 – Reviews and reinforces student understanding of *long o* words with the *c-v-v-c* pattern, particularly those with *o-a* between each consonant.

ACTIVITY 4 – Reinforces student comprehension of *long o* words with the *c-v-v-silent e* pattern.

ACTIVITY 5 – Reviews and reinforces *long o* and *short o* sounds formed by the patterns discussed in the program.

TRANSCRIPT OF THE VIDEO

Now that Ophelia was old enough to climb the ladder in Grandfather Ozzie's store, she could dust and straighten boxes to her heart's content.

To Ophelia, dusting and straightening the boxes was just about the most pleasant way imaginable to spend a snowy afternoon.

Many others enjoyed spending time in Grandpa Ozzie's store, too. For it was a friendly and cozy place, a perfect spot to while away a cold winter's day.

Of course, the most exciting thing that ever happened there was watching Oscar the hound rock back and forth – that is, until one afternoon, not too long ago, when Ophelia noticed something very strange.

"Grandpa Ozzie," she asked, "is this something new? I've never seen Quacker Ats before."

"Quacker Ats, you say? Here now, let me look at that," replied Grandpa Ozzie. He looked at it and looked at it. And then he said, "Well, goodness gracious me! It does say Quacker Ats!

"Say, wait a minute! I know what's wrong here. This should be Quacker Oats -- my favorite cereal.

"Somehow, the 'O' got off this box. Why, that's the gol-darndest thing!"

Well, nobody thought much of that mysterious disappearance of the letter 'O' until a short time later, when Ophelia noticed that the sign sticking up from the box of onions seemed to say the vegetables were "ni-ns," not onions.

She looked at the sign for the longest time. Then, she thought she saw some 'O's,' but they were so faint, she decided it was her imagination.

Then she said, "My, my! And here I thought these were onions, when all the while they were "ni-ns."

"No such thing as ni-ns," said Grandpa Ozzie. "What I got here in my hand is an onion – which is a "ni-n" without any 'O's' in it.

"Say! We got some missin' 'O's' again. Somethin' mighty funny is happenin' here."

Well, there was something happening at Grandpa Ozzie's little store, but it wasn't funny, at all! For at that very moment, two frightened little O!Eaters crouched in a corner, out of sight.

Now, if you've never heard of an O!Eater, let me explain.

An O!Eater has no mouth. Instead, it has an O-shaped snout through which it sucks in its food.

But because the O!Eater's snout is round, it can eat only O-shaped objects. If a boxful of donuts has ever disappeared in your house, it could be that a little pack of O!Eaters got to them before you did!

Oh, yes! And another thing about O!Eaters: they're always hungry. If there's no food to be found, why, they'll just suck up any O-shaped object that happens to be around – rings and bracelets – and even the letter 'O' found on boxes and signs.

Now, you might think that O!Eaters are very naughty little creatures, sucking in all those things. But, you see, they really can't help themselves. For their appetites simply get the best of them.

And if the truth be known, they're quite honest. For they always leave behind some money to pay for whatever they've eaten, plus a small tip, unless they're just tiny little O!Eaters who don't know any better.

Now, Grandpa Ozzie, not knowing what had happened to his 'O's,' became quite upset. You see, he had a particular fondness for the letter "O," and when he liked something as much as that, he always explained why.

"Did I ever tell you why I'm so devoted to 'O's'?" he asked. Before anyone had a chance to answer, he sat them down and continued.

"No, I didn't think so. Well, 'O's' are wonderful 'cause they can make the 'short O' sound – ah – whenever they're in the middle of a three-letter word that begins with a consonant (consonants bein' all the letters of the alphabet, except a, e, i, o and u), and ends with a consonant. Dot, pot, hot.

"Those three words have the 'short O' sound – ah – and we use this little curvy mark to show that it sounds that way.

"Now then. Let's look a few more of those three-letter words.

"These are some of my favorites: top...mop...pop. We know they have the short o sound because they start with a consonant – t...m...p – and they end with a consonant 'p.'

And there's that o stuck right there in the middle, between the consonants. Top...mop...pop.

"Kinda makes you want to stand up and shout, doesn't it?"

FIRST STOP POINT

"Now that I know you can handle all the excitement that comes from formin' 'short O' words, I'll tell you another way to do it.

"You start with one consonant, then put in the 'O,' and then end with two consonants. Boss...toss...moss (moss bein' the green stuff you see growin' on tree trunks).

"They all have the 'short O' sound – ah. Boss...toss...moss.

"Now, a lot of 'short O' words end in the consonants 'c' and 'k.' Three examples are sock, lock, dock. Each begins with a consonant, then has an 'O,' and then ends with those two consonants – c-k."

SECOND STOP POINT

Since everyone already knew about 'short O' sounds, they decided to take a little nap during Grandpa Ozzie's explanation.

Well, not everyone. The two little O!Eaters were so interested, they had crept from their hiding place to listen to Grandpa Ozzie's every word.

In fact each found Grandpa Ozzie's explanation of 'short O' sounds so very interesting, she and he completely forgot how they had come to the store, and how very much they missed their mother.

You see, awhile ago, when she was taking them on their walk, it became bitterly cold – so cold that Mother O!Eater was afraid her children would freeze in their little stroller.

So when they happened upon Grandpa Ozzie's store, she told them to stay there until she could return with some warm blankets.

Mother O!Eater knew her little ones would be safe at the store because she had heard how kind Grandpa Ozzie and the others were.

The poor little O!Eaters had not seen their mother since.

As time passed, they became very hungry. So, with no mother to feed them, they waited until no one was around and then sucked in every 'O' they could find.

But as I said, Grandpa Ozzie's explanation of 'short O' sounds helped them forget about their worries – at least for a little while.

As for Grandpa Ozzie, he was just getting started. Why, he was so excited he didn't even notice that everyone else was fast asleep.

"Now, let's move on to the 'long O,' which sounds like itself – oh.

"We use the 'long O' sound whenever an 'O' and an 'A' are found next to each other in a word. These are examples: road, toad, load.

Again, they have the 'long O' sound 'cause there's an 'O-A' in 'em – right there in between the consonant at the beginnin' and the consonant at the end. Road...toad...load.

"I put a long mark above the 'O's' to show that they do have the 'long O' sound.

"Now I know you're eager for some more examples of words with the 'long O' sound, so here they are – boat...goat...coat.

"See how they start with a consonant – 'b,' 'g,' and 'c?' Then have an 'o-a' in the middle? And then end in a consonant – 't'? Boat... goat...coat.

THIRD STOP POINT

"Course, puttin' 'O's' and 'A's' together isn't the only way you can make a 'long O' sound. Nope, not the only way!

"You can make the 'long O' sound in a word by beginin' it with a consonant; then havin' an 'O;' then another consonant; then endin' it with a silent 'E.'

"Bone...cone...tone. ('Tone' bein' a kind of musical sound).

"Here are three more 'long-o' words: pole...role...mole, a mole bein' a tiny animal that lives in the ground.

"Now, like the other three 'long O' words we just discussed, these start with a consonant, have an 'O,' then another consonant, and finally a 'silent e.' Pole...role...mole."

FOURTH STOP POINT

Everyone woke up just as Grandpa Ozzie finished discussing words with the "long O" sound.

And the little O!Eaters scurried back to their hiding place.

Much later, when the store was empty, they became very worried about their mother. Where could she be? Was she lost in the snowstorm?

But then, Mother O!Eater seemed to appear from nowhere, just when the sad little creatures had given up hope.

Oh, it was the happiest reunion there ever was!

Then she told them what had happened. When she got home, the storm became so fierce, she decided to wait until it blew over. It took more than a few hours, but she knew there would be plenty of O's to eat in the store, and that her babies would be warm and safe until she returned.

Early the next morning, the O!Eaters walked home through the newly-fallen snow. As they trudged along, the babies thought about all that they had learned.

They learned that the "short O" sound – ah – is found in words that begin with a consonant, then have an "O," and then end with a consonant: dot...pot...hot...top...mop...pop.

They also learned that the "short O" sound – ah – is found in words that begin with a consonant, then have an "O," then end with two consonants: boss...toss...moss...sock...lock...dock.

In addition, they learned about words with the "long O" sound - words that begin with a consonant, then have an O-A, and then end with a consonant: boat...coat...goat...road...toad...load.

And, of course, there were the words that begin with a consonant, followed by an "O," then another consonant followed by a silent e: bone...cone...tone...pole...role...mole.

When Ophelia and Grandpa Ozzie arrived a short time later, they immediately noticed the tracks leading from the door.

"Well, I'll be!" exclaimed Grandpa Ozzie. "Those are O!Eater tracks. That's what happened to those 'O's.'

"Shoulda known it all the time! We were visited by O!Eaters."

And as soon as the two got inside, he knew that was exactly what had happened. For, true to form, Mrs. O!Eater had left her payment for all the 'O's' sucked up by her little ones -- along with a very nice tip!

FIFTH STOP POINT

Other Programs in the Stories About Vowels series

**Ann's Wonderful Sail
(Short A and Long A)**

**Baby Bentley Bee
(Short E and Long E)**

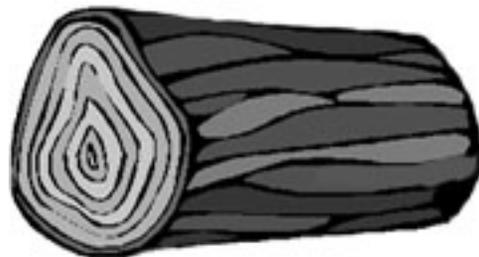
**Iggy Pig's Lid
(Short I and Long I)**

**Uriah Useless
(Short U and Long U)**

Name _____

Activity 1

To the teacher: Have your students write and say the *short o c-v-c* words, then place a short diacritical mark over each o. For complete instructions, please consult the teacher's guide.



Name _____

Activity 2

To the teacher: Have your students circle the *short o* c-v-c-c words, then place a diacritical mark above each o. For complete instructions, please consult the teacher's guide.

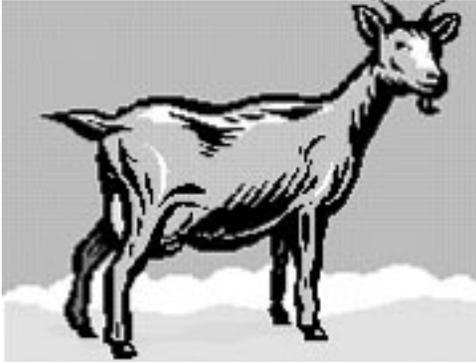


lock lid sock pat
cost miss pet moss

Name _____

Activity 3

To the teacher: On the lines, have the children write the *long o* c-v-v-c words. Have them say the words aloud and place the long diacritical mark over each o. For complete instructions, please consult the teacher's guide.



Name _____

Activity 4

To the teacher: On Grandpa Ozzie's board, have your students write the names of the objects pictured below (bone, cone, note). Have them place a long diacritical mark over each o and say the words. For complete instructions, please consult the teacher's guide.



Name _____

Activity 5

To the teacher: Have your students divide the words below into *short o* and *long o* words, write them on the provided lines, place diacritical marks above each o, then say the words. For complete instructions, please consult the teacher's guide.

Short O



Long O

vote dog rock toad
moss boat rose Tom