

## Sample Pages from

### *Targeted Phonics: Short Vowel Storybooks*



The following sample pages are included in this download:

- **Teacher's Guide:** Table of Contents, *How Big Is Kip?* lesson plan
- **Assessment Guide:** Table of Contents, Tile Test Pre-test, Oral Reading Record for *How Big Is Kip?*
- **Student Guided Practice Book:** Table of Contents, *How Big Is Kip?* activities
- *How Big Is Kip?* book

Find our sample audio and Interactiv-eBook links for this product at <http://www.teachercreatedmaterials.com> . . .

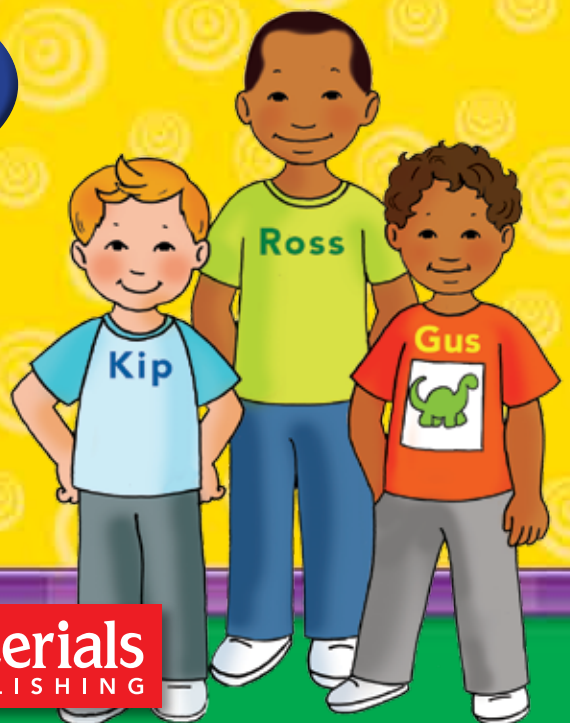
For correlations to Common Core and State Standards, please visit <http://www.teachercreatedmaterials.com/correlations>.



# Targeted Phonics

## Short Vowel Storybooks

Teacher's  
Guide



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### Learning Objectives

- Students will identify the short *i* vowel sound in CVC words and will identify rhyming words.
- Students will use prediction and recall details of the story.
- Students will identify question marks and create questions.
- **Language objective:** Students will use appropriate learning strategies to construct and apply academic knowledge.

### Materials

- **Before Reading:** one large sticky note
- **Art Activity:** a roll of brown or white butcher paper; scissors; markers, crayons, or paint and paintbrushes
- **Student Guided Practice Book:** pages 22–25

### Book Summary

Kip likes to think he is getting big. When he compares himself to things he sees around him, he is either much bigger or much smaller. Finally, Kip discovers just how big he truly is.

#### Decodable Words

as	king	rig
big	Kip	ring
bin	mitt	
dill	pig	
hill	pin	
kid	pit	

#### Sight Words

a	no
how	or
is	yes
little	

# Reading the Book

## Vocabulary

Determine students' familiarity with the word *rig*, which in this usage means the rig of a big truck. Also, confirm familiarity with the word *dill*, as in dill pickle. Offer support as needed.

## Before Reading the Book

1. Cover the title of the book with a sticky note. Have students guess what the story is about, based on the picture of Kip. Then show them the title.
2. Ask students if they have a place at home where they are measured regularly. Discuss how people's heights vary greatly, emphasizing the need to stay healthy no matter what one's height is.

## First Reading

1. Have students make predictions about the content of the book, such as Kip wants to know how big he is.
2. Discuss the purpose of the question mark in the title.
3. Point out the speech bubble on page 4 and have the students join you in saying "No!" as you read the story aloud.
4. Stop after reading page 13. Ask students if they can guess what happens on the last page. Accept any reasonable responses before reading the page aloud.

## Discussion Questions

- What are all the big things in the story? (A rig, a hill, a bin, a pit, a king.)
- What are all the little things in the story? (A pig, a dill, a pin, a mitt, a ring.)
- Can you think of other things with the short *i* sound that are big or little? (Possible responses might be *bib, fig, fin, gill, hip, inn, kiss, kit, lid, lip, rib, sis, tick, tin, wig, wing.*)
- What do you want to be as big as?

## Second Reading

1. Read aloud the first part of each sentence on pages 4–13: *Is Kip as...?*
2. Using the picture cues, have students read the rest of each sentence.

## Third Reading

1. Divide students into two groups.
2. Read page 3 aloud to students.
3. One group reads aloud all the sentences that start with *Is Kip as big...?*
4. The other group reads aloud the sentences that start with *Is Kip as little...?*
5. Everyone reads page 14 together.
6. Reverse roles for an optional fourth reading.

## Independent Reading

Send the books home with the students so they have the opportunity to practice reading the books independently. Encourage them to read the books aloud to family members. Family members can participate by using the questions and activities provided on page 16 of each book.

## Differentiating Instruction

### Below-Level Instruction for Beginning Language Learners

#### Activity 1

1. Write the word *in* on the board. Discuss how the word has the short *i* and the /n/ sound.
2. Add the letter *b* in front of *in* to make the word *bin*. Discuss the sounds of the three letters, pronouncing *bin* slowly and elongating the short *i* sound.
3. Change the letter *b* to *d* to make the word *din* (which means a loud continued noise). Discuss how once the students know the sounds of the letters, they can make word families.
4. Repeat this process by making the following words: *fin, kin, pin, sin, tin, win*.

#### Activity 2

1. Write the word *Kip* on the board. Discuss how a person's name begins with an uppercase letter such as the *K* in *Kip*.
2. Write the following names on the board and have students read them: *Jin, Kim, Liz, Sid, Tim*. Add names of students, if appropriate.
3. If time permits, add *Jill* to the list and discuss how the two *ll*'s work together to make one sound.

### On/Above-Level Instruction for Extending Language Learning

#### Activity 3

1. Have students recall all of the things in the story that had a short *i* sound: *bin, dill, hill, kid, king, Kip, mitt, pig, pin, pit, rig, ring*. Write the words on the board.
2. Ask students which words rhyme. Write those words in pairs.
3. Although they begin with the same consonant and have the same vowel, the words *Kip* and *kid* do not rhyme in the story. Challenge students to think of rhymes for each word. (Possible responses for *Kip* include *dip, hip, lip, nip, pip, rip, sip, tip, zip*. Possible responses for *kid* include *bid, did, hid, id, lid, rid, Sid*.)
3. Have the class answer the question with the word *yes* or *no*.
4. Repeat with other items recalled from the story (*rig, pig, hill, dill, bin, pin, pit, mitt, king, ring*).
5. If time permits, have students volunteer new words to compare.

#### Activity 5

1. Write the following sentence on the board: *Is Kip as big as a rig?* Explain that this sentence is a question and discuss the use of a question mark.
2. Write the following sentence on the board: *Kip is not as big as a rig.* Explain that this is a statement and discuss how it has a period at the end.
3. Write other questions from the story on the board. Have students tell you what the answering statements should be. Write them on the board.

#### Activity 4

1. Write the following sentence on the board: *Is Kip as big as a \_\_\_?*
2. Have a volunteer come to the board and write one of the words from the story.

# Extension Activities

## Listening Activity: The Missing Rhyme

Tell students to think about the story as you say a word from it. Students should raise their hands when they recall the rhyming word. For example, say the word *rig*. The students should respond with *pig*. Other rhymes, in the order they appear in the story, include *hill* and *dill*, *bin* and *pin*, *pit* and *mitt*, *king* and *ring*. Repeat by mixing up the order. Finally, tell students to think of new rhyming words. See the word lists on page 135 for additional rhyming possibilities.

## Art Activity: Self-Portraits

Have each student lie down on a piece of white or brown butcher paper. Outline each student with a marker. As needed, help students cut out the outline. Have them use markers, crayons, or paint to finish their self-portraits, printing their names somewhere on the portrait. Display the portraits in the room. Throughout the year, compare heights to the portraits to demonstrate growth.



## Movement Activity: Big or Little?

Have students sit on the floor. Tell them that you will say an item with a short *i* sound. If the item is big, they should make themselves as big as possible. If the item is little, they should make their bodies as small as possible. Words to use include *bib*, *bin*, *dill*, *fig*, *fin*, *gill*, *hill*, *hip*, *inn*, *king*, *kiss*, *kit*, *lid*, *lip*, *mitt*, *pig*, *pin*, *pit*, *rib*, *rig*, *ring*, *tick*, *tin*, *wig*, *wing*.

## Drama Activity: Opposites






Discuss how the words *big* and *little* are opposites. For this activity, students act out the opposite of what you say. The response should always be a short *i* word, although reasonable responses—even if they aren't short *i* words—should be welcomed. Give an example by saying, "If I say 'feeling healthy or well,' then you should act out feeling sick (or ill)." More pairs include *lose* and *win*, *keep quiet during a song* and *sing*, *miss the ball* and *hit*, *stand* and *sit*, *eat ice cream with a spoon* and *lick it from a cone*, *handle a sheet of paper carefully* and *rip*, *pile up dirt* and *dig*.

The answer key is on page 119.

**How Big Is Kip?** Short i

Name \_\_\_\_\_






**Directions:** Write the letter *i* in each word. Read the words. Draw a line from each word to its picture.

- bin 
- hill 
- king 
- rig 
- pit 

**How Big Is Kip?** Short i

Name \_\_\_\_\_




**Directions:** Write the letter *i* in each word. Read the words. Draw a line from each word to its picture.

- pin 
- dill 
- ring 
- pig 
- mitt 



**How Big Is Kip?** Short i

Name \_\_\_\_\_

**Directions:** Read the words. Some words tell about the big things Kip sees. Draw a circle around each one.

<input checked="" type="checkbox"/> bin		hill
pin		king
rig		mitt





**Directions:** Read the words. Some words tell about the little things Kip sees. Draw a circle around each one.

ring		pit
dill		king
pig		pin

**How Big Is Kip?** Short i

Name \_\_\_\_\_

**Directions:** Say the name of each picture. The letters are mixed up. Spell the word correctly in the blank.

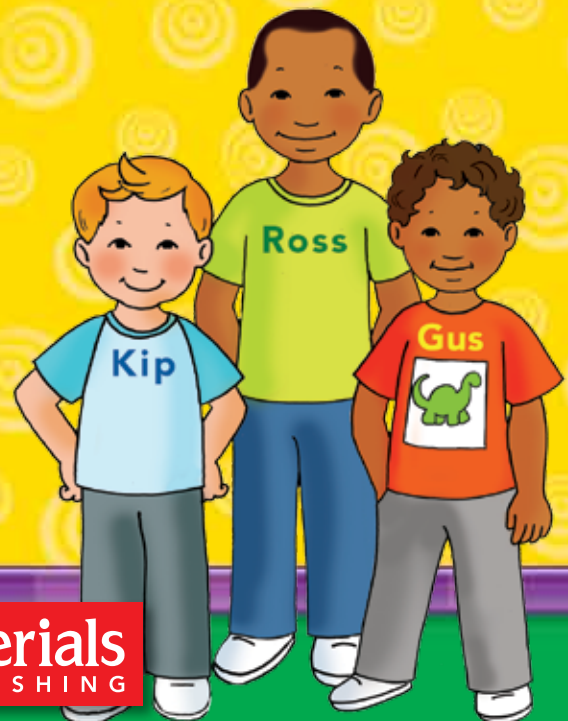
-  gir \_\_\_\_\_
-  npi \_\_\_\_\_
-  gpi \_\_\_\_\_
-  nib \_\_\_\_\_



# Targeted Phonics

## Short Vowel Storybooks

Assessment  
Guide



Teacher Created Materials  
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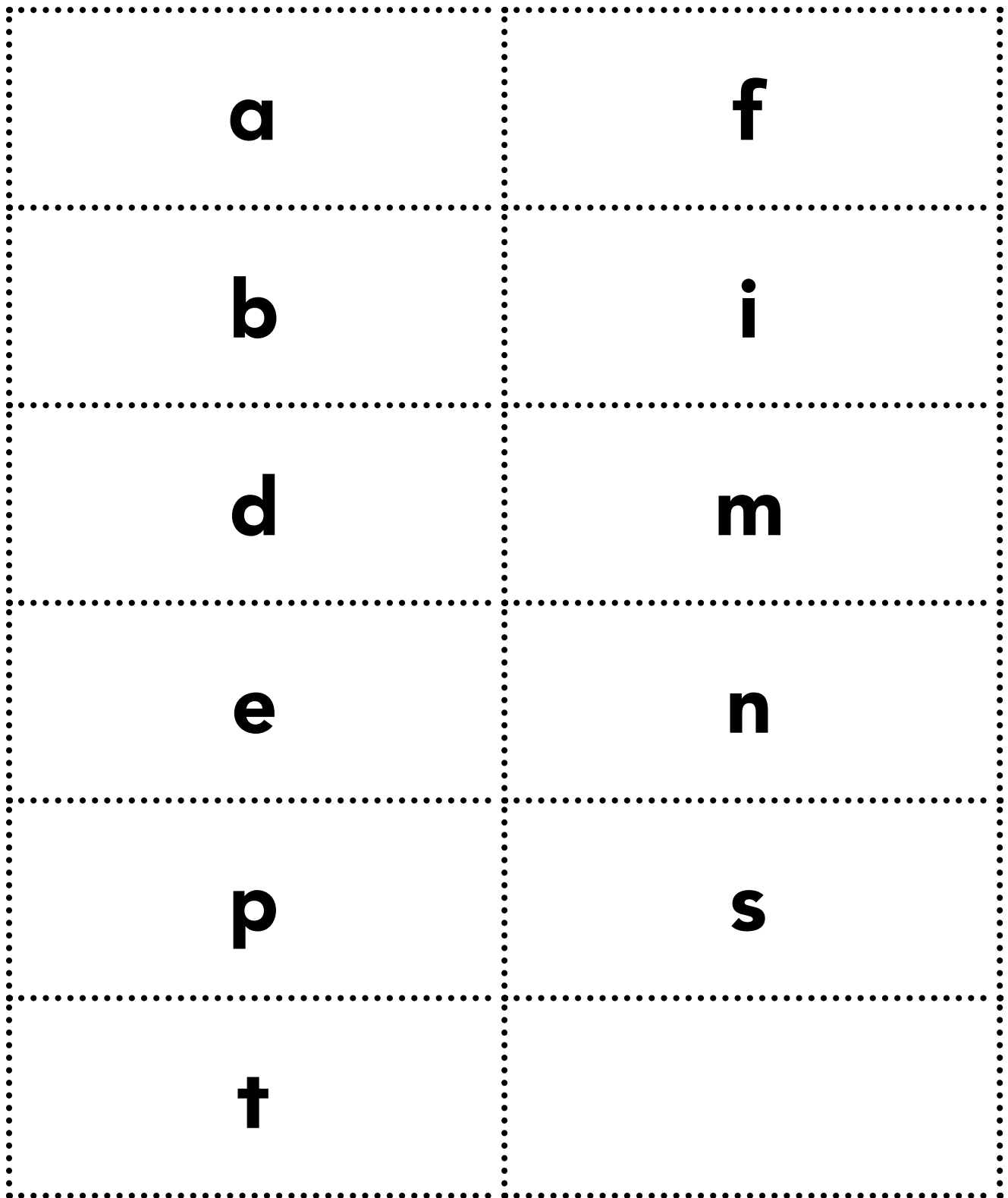


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# Tile Test Pre-test Letters

**Directions:** Use the letters below for Parts 1–6 of the Tile Test (page 10–13). Prior to administering the Tile Test, you will need to cut out the letters. Students will use the letter tiles during the test. You may wish to print the letters on cardstock and/or laminate for durability. A reproducible version of the Tile Test words is available on the Assessment CD (filename: pretestletters.pdf).



# Tile Test Pre-test Words

**Directions:** Use the words below for Parts 7–8 of the Tile Test (page 23). Prior to administering the Tile Test, you will need to cut out the words. Students will use the word tiles during the test. You may wish to print the words on cardstock or laminate them for durability. A reproducible version of the Tile Test words is available on the Assessment CD (filename:pretestwords.pdf).

<b>a</b>	<b>dog</b>	<b>look</b>	<b>sat</b>
<b>at</b>	<b>fat</b>	<b>Look</b>	<b>sit</b>
<b>big</b>	<b>.</b>	<b>I</b>	<b>me</b>
<b>can</b>	<b>on</b>	<b>the</b>	<b>is</b>
<b>cat</b>	<b>little</b>	<b>run</b>	<b>The</b>

# Tile Test Pre-test Recording Sheets (cont.)

Student \_\_\_\_\_ Date \_\_\_\_\_

## Part 3: Decoding CVC Words

**Materials:** Letter tiles or cards for *m, a, p, i, s, t, d, n, f, b*

### Steps:

1. Display *m, a, p, i, s, t, d, n, f, b*.
2. Say, *Now let's put some letters together to make words. I'll go first and make a word. Then I'll ask you to read it to me.*
3. Build the word *pat*. Say, *Read it to me.* Record the student's response in the chart for Part 3.
4. Manipulate only the necessary letters for each successive word.

Words	Responses	Words	Responses
pat		fin	
sat		pit	
tad		pin	
sam		tab	
mad		pad	
fan		mid	
sap		fit	

## Part 4: Making CVC Words

**Materials:** Letter tiles or cards for *m, a, p, i, s, t, d, n, f, b*

### Steps:

1. Display *m, a, p, i, s, t, d, n, f, b*.
2. Say, *Now, I'll say a word, and you make it for me.*
3. As you say each word, clearly articulate by stretching it out. Record each response in the chart for Part 4.

Words	Responses	Words	Responses
pat		fin	
sat		pit	
tad		pin	
sip		tab	
mad		pad	
fan		mid	
sap		fit	

## ✓ Interpreting the Results for Parts 3 and 4

Find the total number of correct responses in Part 3 and Part 4. Discontinue the test if the student has fewer than four total correct responses in Parts 3 and 4. Use *Targeted Phonics: Short Vowel Rimes* kit to build experience with CVC words before beginning instruction in *Targeted Phonics: Short Vowel Storybooks*. The student may need additional practice with phonics skills by using the activities described in the Below-Level Instruction section of the Teacher's Guide.

**Total Score** \_\_\_\_\_

# Oral Reading Record for:

## How Big Is Kip?

.....

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

Assessor \_\_\_\_\_



Word Count	Codes				
	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual
88					

Page	Text	E	SC	Cues Used	
				E	SC
3	Is Kip big or little?			M S V	M S V
4	Is Kip as big as a rig?			M S V	M S V
5	Is Kip as little as a pig?			M S V	M S V
6	Is Kip as big as a hill?			M S V	M S V
7	Is Kip as little as a dill?			M S V	M S V
8	Is Kip as big as a bin?			M S V	M S V
9	Is Kip as little as a pin?			M S V	M S V
10	Is Kip as big as a pit?			M S V	M S V
11	Is Kip as little as a mitt?			M S V	M S V
12	Is Kip as big as a king?			M S V	M S V
13	Is Kip as little as a ring?			M S V	M S V
14	Is Kip as big as a kid? Yes! Kip is a big kid!			M S V	M S V

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time:



# Targeted Phonics

## Short Vowel Storybooks

Student Guided  
Practice Book



Teacher Created Materials  
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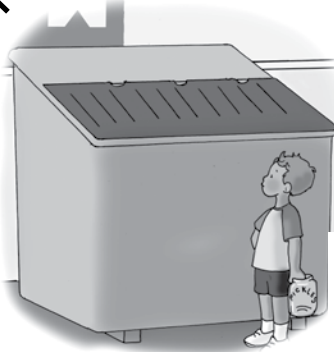
Name \_\_\_\_\_

**Directions:** Write the letter *i* in each word. Read the words. Draw a line from each word to its picture.

1. b i n



2. h i ll



3. k i ng



4. r i ng



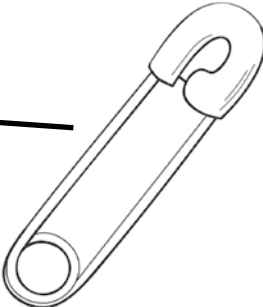
5. p i t






Name \_\_\_\_\_

**Directions:** Write the letter *i* in each word. Read the words. Draw a line from each word to its picture.

1. p i n 

2. d i l l 

3. r i n g 

4. p i n g 

5. m i t t 

Name \_\_\_\_\_

**Directions:** Read the words. Some words tell about the big things Kip sees. Draw a circle around each one.

bin

pin

rig



hill

king

mitt

**Directions:** Read the words. Some words tell about the little things Kip sees. Draw a circle around each one.

ring

dill

pig



pit

king

pin

Name \_\_\_\_\_

**Directions:** Say the name of each picture. The letters are mixed up. Spell the word correctly in the blank.



gir

\_\_\_\_\_

rig

\_\_\_\_\_

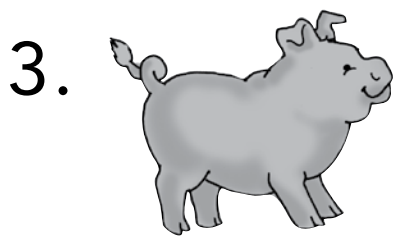


npi

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

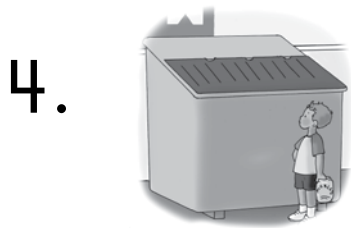


gpi

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



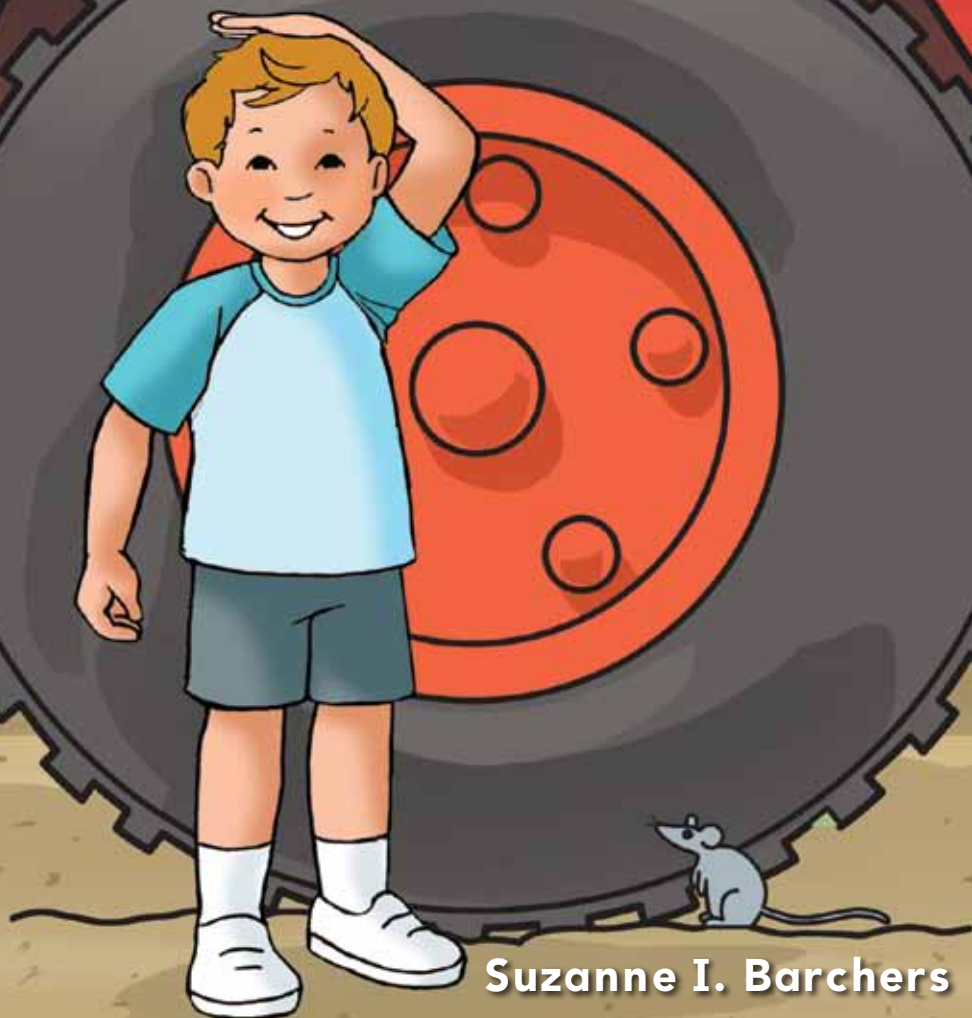
nib

\_\_\_\_\_

\_\_\_\_\_

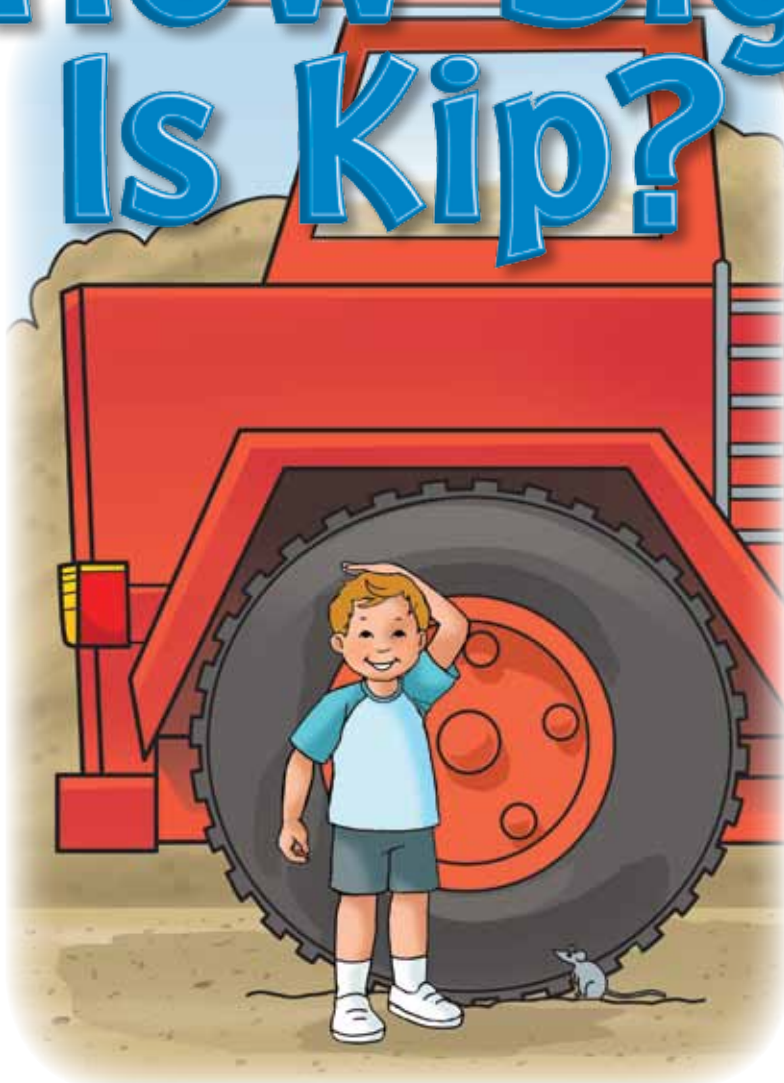
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# How Big Is Kip?



Suzanne I. Barchers

# How Big Is Kip?



Suzanne I. Barchers

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Is Kip big or little?

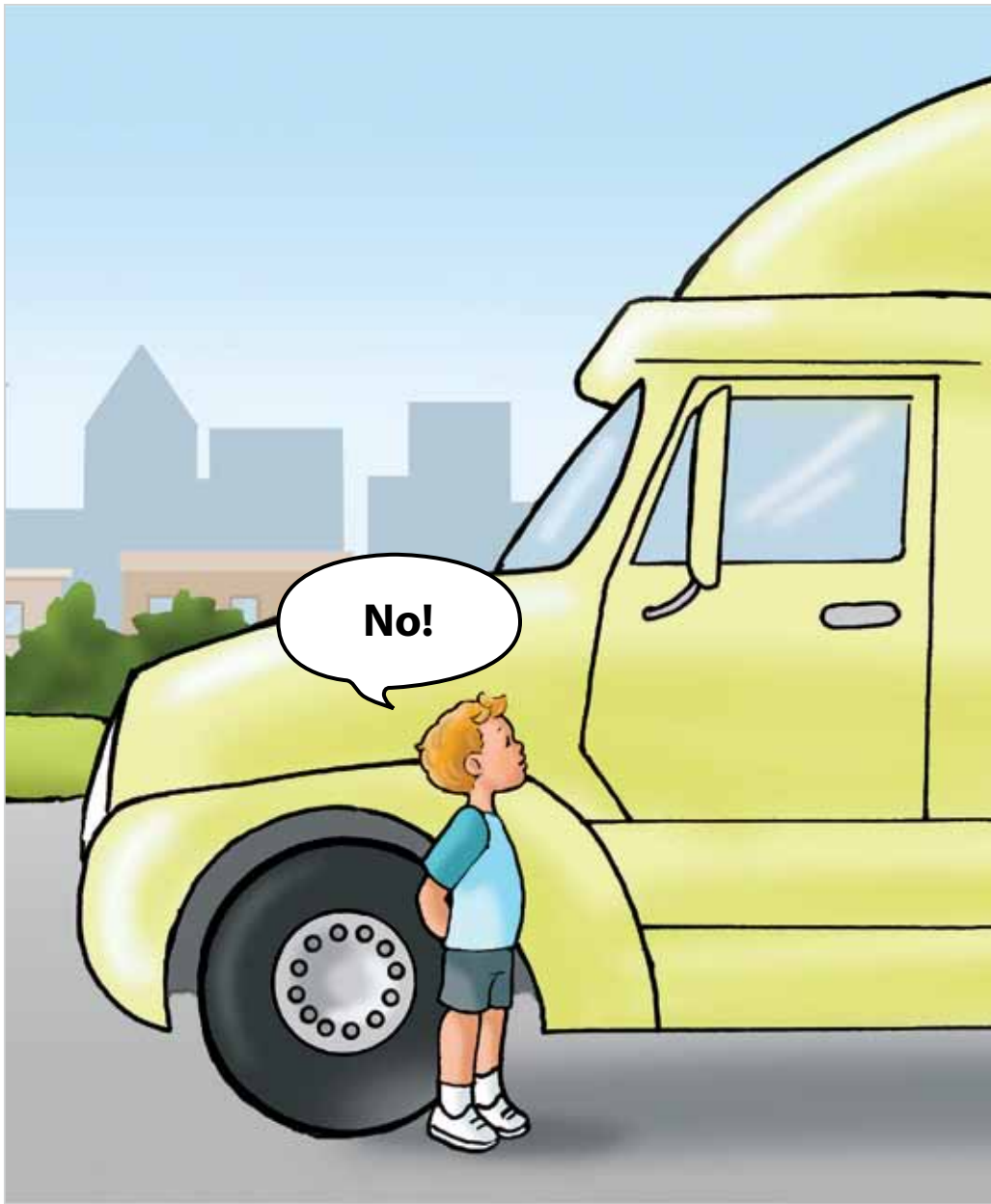
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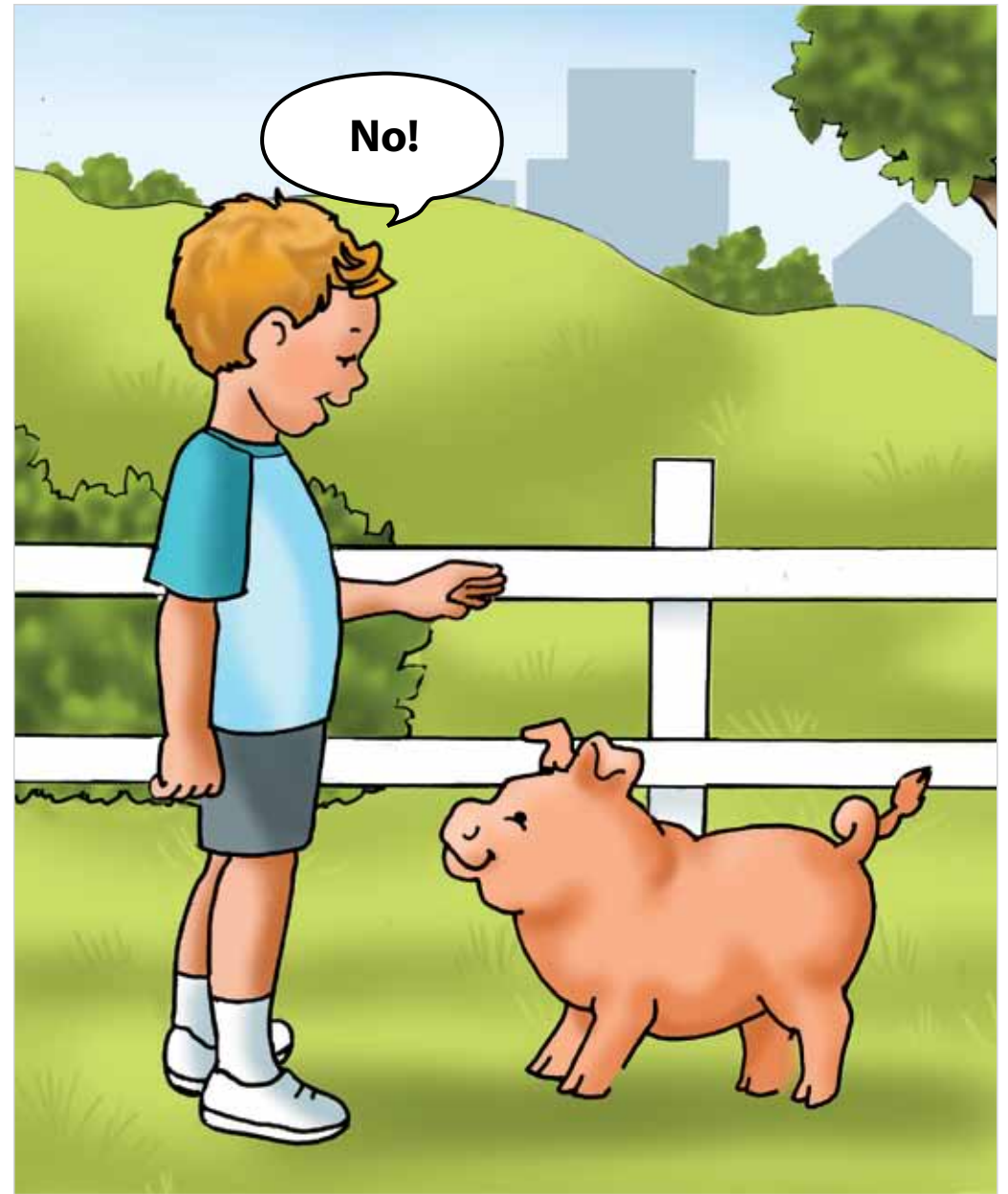
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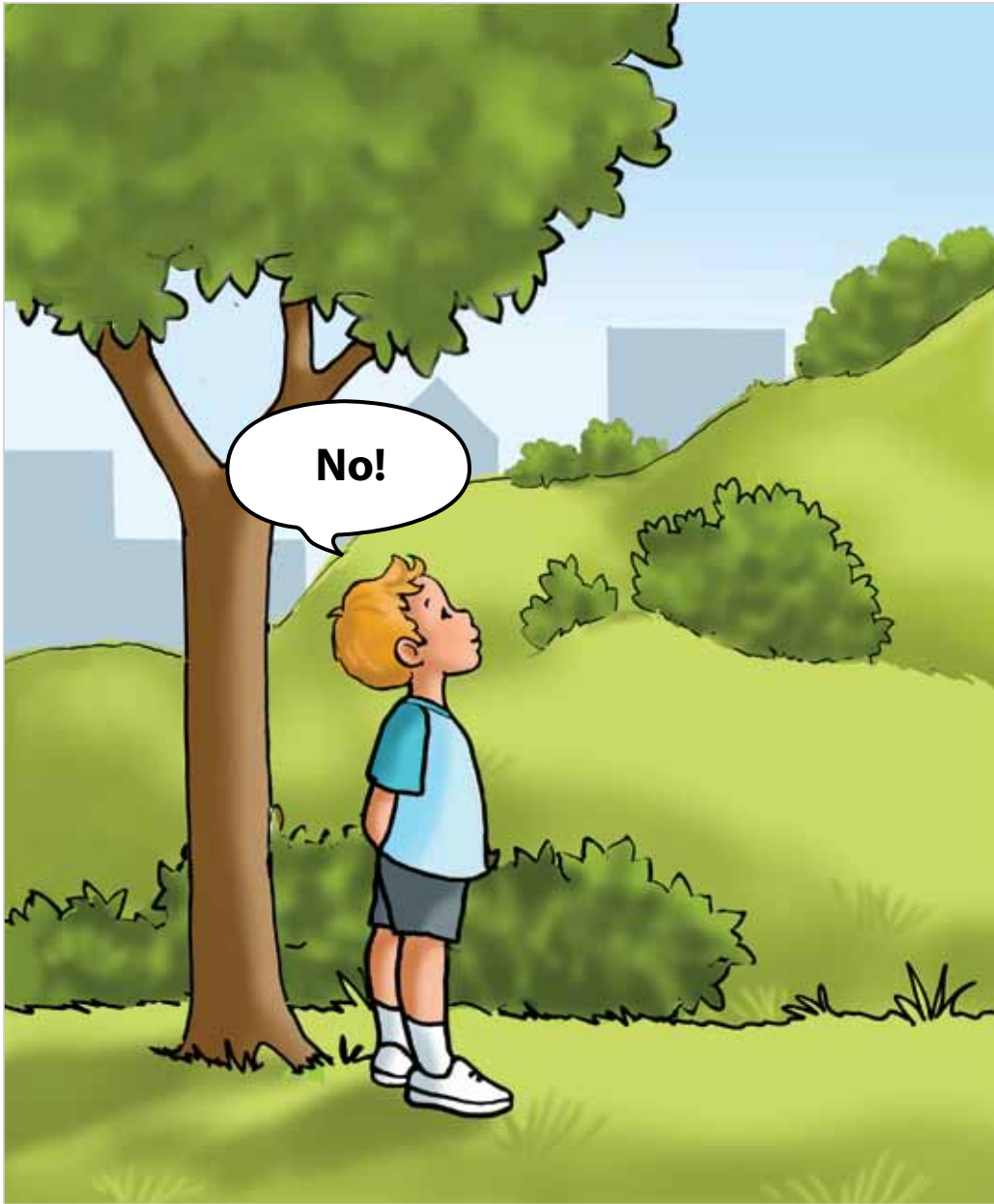
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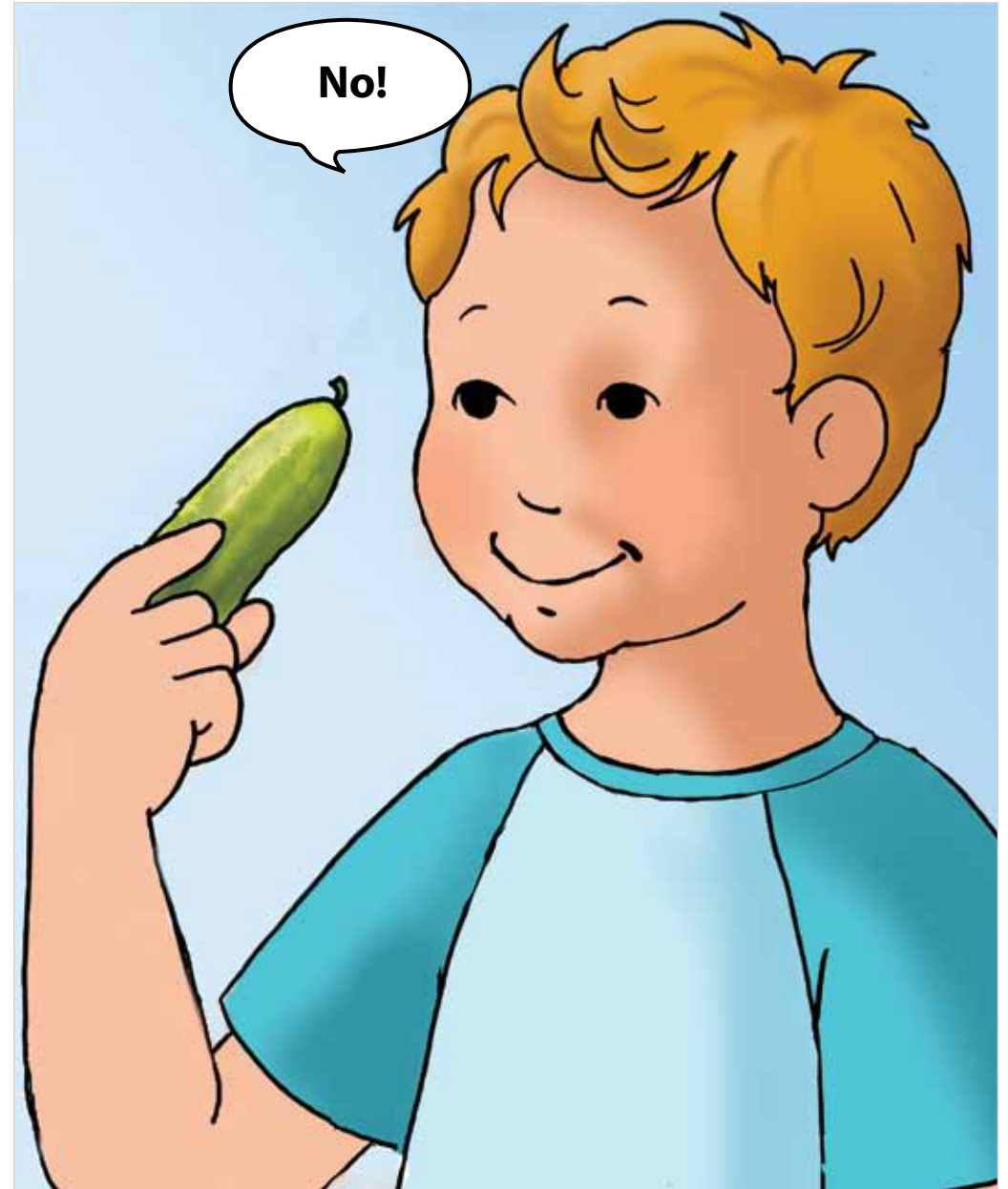
Is Kip as big as a rig?



Is Kip as little as a pig?

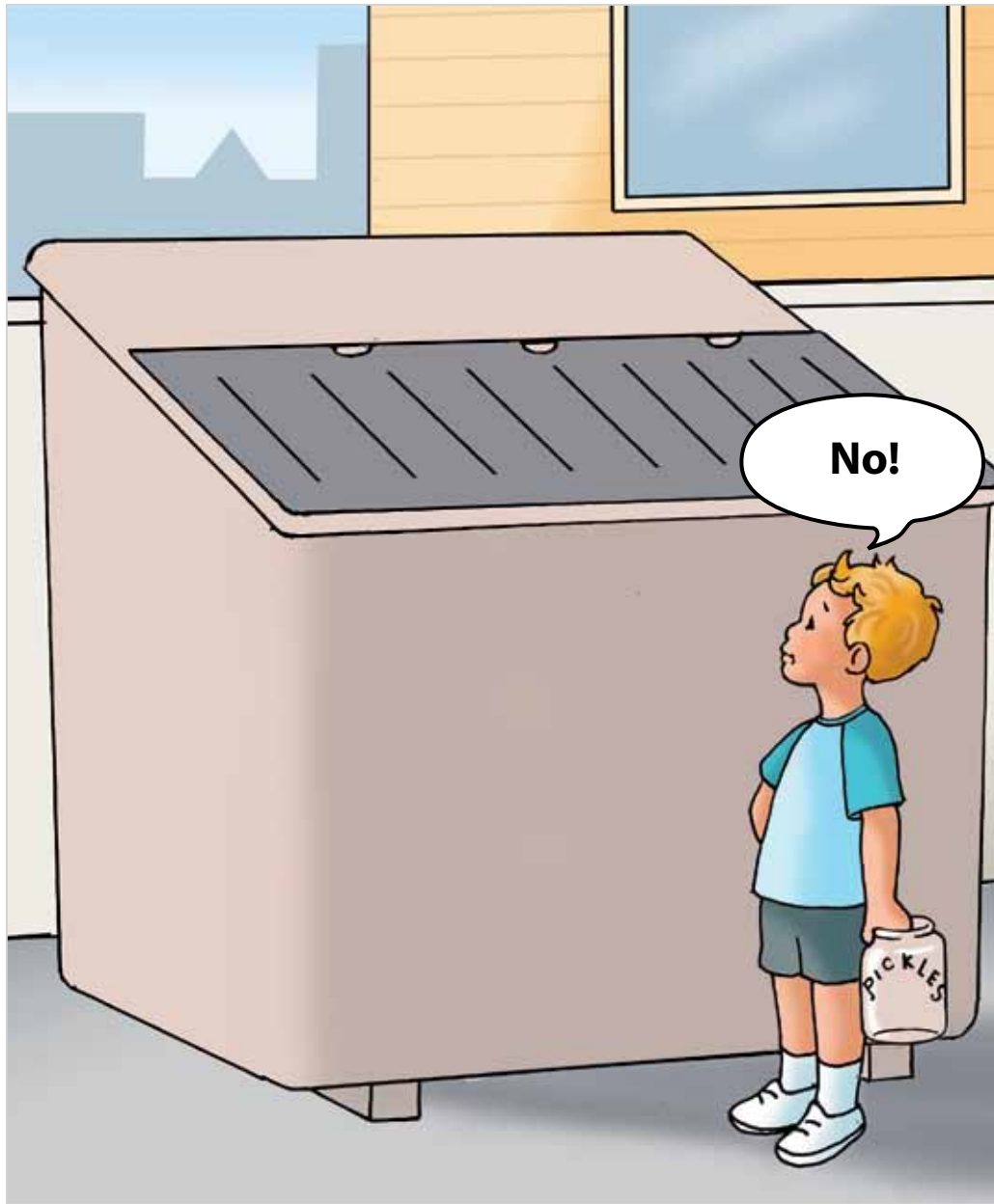


Is Kip as big as a hill?



Is Kip as little as a dill?





Is Kip as big as a bin?



Is Kip as little as a pin?



Is Kip as big as a pit?



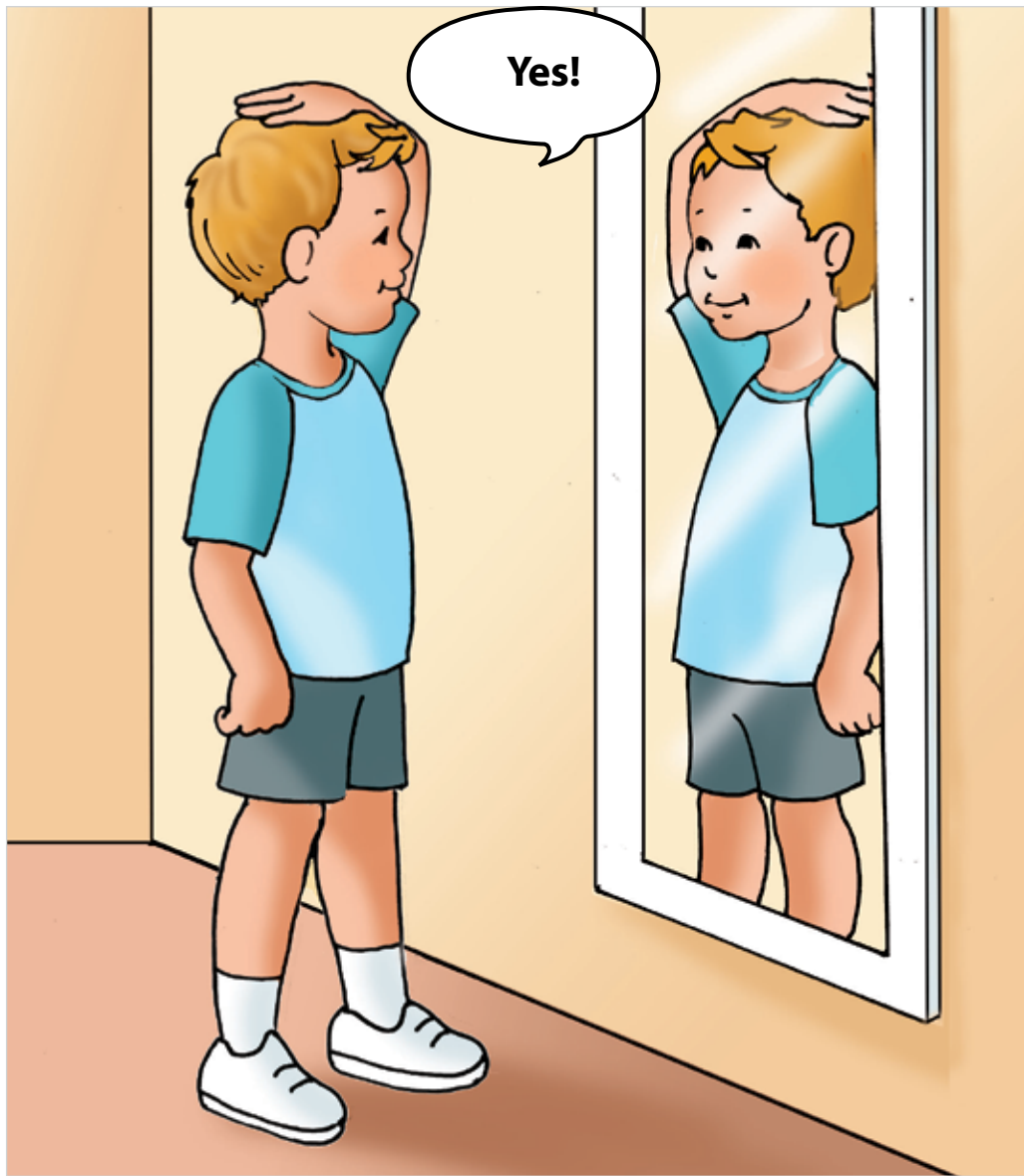
Is Kip as little as a mitt?



Is Kip as big as a king?



Is Kip as little as a ring?



Is Kip as big as a kid?  
Yes! Kip is a big kid!

### Decodable Words

as	is	pig
big	kid	pin
bin	king	pit
dill	Kip	rig
hill	mitt	ring

### Sight Words

a  
how  
little  
no  
or  
yes



# Extension Activities

## Discussion Questions

- Kip is bigger than a lot of things. What are you bigger than?
- What is the smallest thing in the story? The biggest?
- Does Kip seem big or little to you?

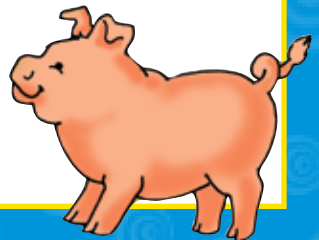
## Exploring the Story

- Write down the following pairs of words: *bin* and *pin*, *dill* and *hill*, *king* and *ring*, *pig* and *rig*, *pit* and *mitt*.

Each pair of words has the sound short *i* sound and rhymes. Write down more rhymes for each pair. Talk about what each word means. Then make up silly questions, such as "Can a dill sit on a sill? Can a wing sing?"

Additional rhymes include: *fin, kin, sin, tin, win; fill, gill, Jill, kill, sill, will; ding, ping, sing, wing; big, dig, fig, gig, jig, wig; bit, fit, hit, kit, lit, sit, wit, zit.*

- Give each child one piece of paper that says *big* and one that says *little*. Explain that when you say a word for something that is big, they should hold up the *big* paper. Similarly, they should hold up the *little* paper for things that are little. Words include *bib, fig, fin, hill, kid, king, lid, lip, mitt, pig, pin, rig, ring, wing.*



# How Big Is Kip?

Kip may not be as big as a rig. He may not be as little as a pig. But he finds out just how big he is.



**Targeted  
Phonics**

**Short *i*  
Book 1**



**TCM 13410**