

## Sample Pages from

### *Targeted Phonics: Long Vowel Storybooks*



The following sample pages are included in this download:

- **Teacher's Guide:** Table of Contents, *Late Kate* lesson plan
- **Assessment Guide:** Table of Contents, Tile Test Pre-test, Oral Reading Record for *Late Kate*
- **Student Guided Practice Book:** Table of Contents, *Late Kate* activities
- *Late Kate* 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

## Long Vowel Storybooks



Teacher's  
Guide



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### Learning Objectives

- Students will identify and produce the long *a* sound, both elongated and in CVCe words.
- Students will distinguish between the short *a* and long *a* sounds.
- Students will understand the role of the letter *e* in CVCe words.
- Students will distinguish between real and nonsense words containing the long *a* sound.
- **Language objective:** Students will use English to interact in the classroom.

### Materials

- **Listening Activity:** 3 x 5-inch cards
- **Art Activity:** materials for each student—two sheets of white construction paper, three or more pieces of string cut into 12-inch lengths, and small bowls of tempera paint in a variety of colors
- **Student Guided Practice Book:** pages 10–13

### Book Summary

Kate is always in a hurry and hates to be late. She'll race to do something and then get distracted and stop to wave at someone, take a break, and so on. Finally, her mother gives her a gift that might help her never be late again.

#### Decodable Words

and	get	not
at	hate	race
bake	Jake	rake
base	Kate	stop
cake	lace	take
came	lake	wave
dates	late	will
fix	make	win
game	name	

#### Sight Words

a	I	the
be	is	to
first	my	who
for	see	

#### Challenge Words

first-rate      street



# Reading the Book

## Vocabulary

Determine students' familiarity with the baseball term *first base*. Offer support as needed.

## Before Reading the Book

1. Ask students if they have ever been late for something. Discuss what kinds of things can cause someone to be late.
2. Show the cover and title of the book to students. Read the title aloud. Ask if anyone knows why the title is *Late Kate*. Ask if anyone can guess what she is late for.

## First Reading

1. Read the first page of the book aloud. Explain to students that Kate is the narrator in the story.
2. Reinforce the pattern that develops beginning on page 4 by emphasizing the words *I race* and *I stop*.
3. Read the story aloud in full.

## Second Reading

1. Read page 3 aloud to students.
2. Tell them that you will read all the sentences that begin with *I race to....*. The students are to read aloud the sentences that begin with *I stop to....*. Continue this process for pages 4–13.
3. Read aloud page 14 together.

## Third Reading

1. Divide the class into two groups.
2. Read aloud pages 3 and 14 together.
3. Have one group read all the sentences that begin with *I race to...* and have the other group read the sentences that begin with *I stop to....*

## 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.

## Discussion Questions

- What might Kate be racing to on page 3? (Possible answers include: *going to school* or *going to day camp*.)
- It is not a big problem when Kate stops to wave when baking a cake. However, sometimes Kate creates problems for others when she stops. Ask students to name an example. (*When Kate stopped to fix her lace and when she stopped to see who came to the game*.)
- What did Kate's mom do to try to solve Kate's problem? (*She gave her a watch*.)
- Do you think a watch will keep Kate from being late? Why or why not?

## Differentiating Instruction

### Below-Level Instruction for Beginning Language Learners

#### Activity 1

1. Write the following words on the board: *bake, cake, Jake, rake, take*.
2. Ask students what is the same about each word.
3. Underline *ake* in each word and discuss the sound that letter *a* makes.
4. Ask students if they can name other words that end in *ake*. Write the words on the board. (Possible answers include: *fake, flake, lake, make, quake, sake, slake, snake, stake, wake*.)

#### Activity 2

1. Write the following words on the board: *cap, hat*.
2. Have students read the words aloud. Discuss the short *a* in each word.
3. Write the letter *e* at the end of each word, making the words *cape* and *hate*.
4. Describe how adding the silent letter *e* changes the letter *a* to the long sound. Have students read the words aloud.

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

#### Activity 3

1. Write the following words on the board: *cane, made, mane, pale, pane, tape*.
2. Have students read the words aloud. Then erase the letter *e* in each of the words.
3. Have students read the new words aloud. Discuss the change in the sound of the letter *a*.
4. Explain the function of the letter *e* with these words.

#### Activity 4

1. Write the following words on the board: *ate, crate, date, fate, gate, grate, hate, Kate, late, mate, rate, skate, slate, state*.
2. Have students read the words aloud.
3. Ask students to choose a word that becomes a new word when the letter *e* is erased. For example, *ate* becomes the word *at*. Students should not erase the letter *e* in words like *date*, because *dat* is not a real word.

4. Discuss each pair of words when the correct pairs are selected: *ate, at; fate, fat; hate, hat; Kate, Kat; mate, mat; rate, rat; skate, skat; slate, slat; state, stat*.

#### Activity 5

1. Review the story again and discuss the *I race... and I stop...* pattern
2. Discuss how *race* and *stop* are action words. Brainstorm other things students could race to and stop to do. For example, they could race to get to recess and stop to help a friend. Or they could race to get to the bus and stop to pick up a book they dropped.
3. Have students use the pattern to write their own pairs of sentences that use the contrasting actions.

# Extension Activities

## Listening Activity: Short or Long?

Have each student write the letter *e* on a 3 x 5-inch card. Tell students to listen carefully to the words as you read them aloud. When they hear a word that has the long *a* vowel sound, it will be a word that ends with the silent *e*. Students should hold up their cards when they hear the long *a* words. Read the following words: *at, ate, cap, crate, fat, fate, gate, grate, hat, hate, Jake, Kate, late, mat, mate, page, pal, pave, skate, slate, state, take, tap, vase, wade.*

## Art Activity: String Art A's

Give each student two sheets of white construction paper, three or more pieces of string cut into 12-inch lengths, and a small bowl of tempera paint. Have students dip pieces of string into the paint and carefully arrange them on the paper to make one or more capital letter *a*'s. Next, have students press the top sheet of paper on the strings to ensure that the bottom piece absorbs the paint. Carefully remove the strings. Exchange strings and bowls of paint for different colors, and repeat the process.

## Movement Activity: Race and Stop

Read aloud sentences from the story. When students hear you read the word *race*, they should run in place. When they hear the word *stop*, they should stop. Read the story a second time, mixing up the actions. For example, you could say *I stop to win a game.* Use sentences that the students created in On/Above–Level Activity 5 (page 36), or create new sentences using the words *race* and *stop*.

## Drama Activity: Late Kate in Action

Have a small group of students review the illustrations and determine how many students are needed to act out each page or pair of pages. For example, two people could play Kate and her mother to act out page 3, while a third student reads the lines. On pages 4 and 5, three students could play Kate and the two ballplayers, while others watch the action. The story could be divided up for whole-class participation.






## Student Guided Practice Pages: Use these pages to support the lesson.

The answer key is on page 118.

**Late Kate** Long a

Name \_\_\_\_\_

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


1.  teaK Kate
2.  kace \_\_\_\_\_
3.  awve \_\_\_\_\_
4.  krae \_\_\_\_\_
5.  dsate \_\_\_\_\_

**Late Kate** Long a

Name \_\_\_\_\_

Directions: Read the words. Draw a circle around each word that has the long a sound.

<u>dates</u>	cake
cat	gate
cage	rake
wave	hat



**Late Kate** Long a

Name \_\_\_\_\_

Directions: Read the words in the box. Choose the correct word for each sentence. Write the word in the blank.

Jake rake cake lake take

1. Kate can rake.
2. Kate bakes a \_\_\_\_\_.
3. Kate races to the \_\_\_\_\_.
4. Kate will \_\_\_\_\_ dates.
5. Kate waves to \_\_\_\_\_.

**Late Kate** Long a

Name \_\_\_\_\_

Directions: Read the words in the box. Choose the correct word for each sentence. Write the word in the blank.

for at to and be

1. I race to make first base.
2. I stop to wave \_\_\_\_\_ Jake.
3. I stop \_\_\_\_\_ dates to take.
4. I race to rake \_\_\_\_\_ rake.
5. I will not \_\_\_\_\_ late.





# Targeted Phonics

## Long Vowel Storybooks

Assessment  
Guide



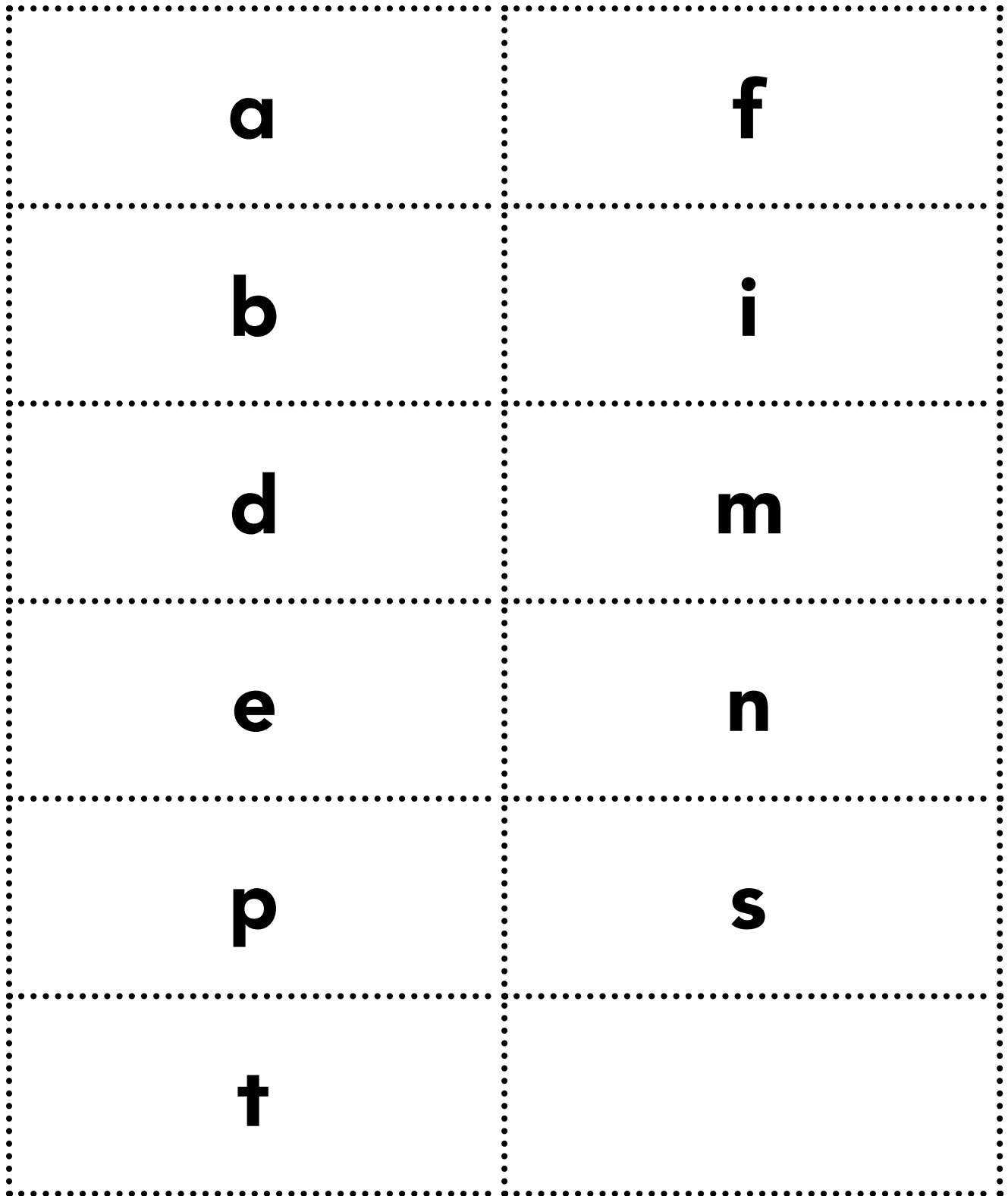
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# Tile Test Pre-test Letters

**Directions:** Use the letters below for parts 1–6 of the Tile Test (pages 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 or laminate them for durability. A reproducible version of the Tile Test letters 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 14). 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

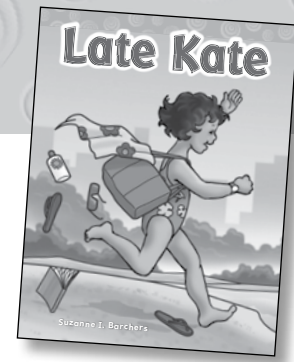
Find the total number of correct responses in Part 3 and Part 4. Discontinue the test if the student has fewer than four total correct responses in Parts 3 and 4. Use *Targeted Phonics: Short Vowel Rimes* kit to build experience with CVC words before beginning instruction in *Targeted Phonics: Short 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:

## Late Kate

.....



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

Assessor \_\_\_\_\_

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

Page	Text	E	SC	Cues Used	
				E	SC
3	My name is Kate. I hate to be late.			M S V	M S V
4	I race to make first base.			M S V	M S V
5	I stop to fix my lace.			M S V	M S V
6	I race to bake a cake.			M S V	M S V
7	I stop to wave at Jake.			M S V	M S V
8	I race to win a game.			M S V	M S V
9	I stop to see who came.			M S V	M S V
10	I race to get to the lake.			M S V	M S V
11	I stop for dates to take.			M S V	M S V
12	I race to rake and rake.			M S V	M S V
13	I stop to take a break.			M S V	M S V
14	My name is Kate. I will not be late!			M S V	M S V

Error Rate:      
 Self-Correction Rate:      
 Accuracy Percentage:      
 Time:





# Targeted Phonics

## Long Vowel Storybooks

Student Guided  
Practice Book




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Name \_\_\_\_\_

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

1.  teaK       
      
      
    

2.  kace       
      
      
    

3.  awve       
      
      
    

4.  krae       
      
      
    

5.  dsate



Name \_\_\_\_\_

**Directions:** Read the words. Draw a circle around each word that has the long *a* sound.

dates

cake

cat



gate

cage

rake

wave

hat

Name \_\_\_\_\_

**Directions:** Read the words in the box. Choose the correct word for each sentence. Write the word in the blank.

Jake rake cake lake take

1. Kate can       rake      .

2. Kate bakes a \_\_\_\_\_.

3. Kate races to the \_\_\_\_\_.

4. Kate will \_\_\_\_\_ dates.

5. Kate waves to \_\_\_\_\_.

Name \_\_\_\_\_

**Directions:** Read the words in the box. Choose the correct word for each sentence. Write the word in the blank.

for    at    to    and    be

1. I race \_\_\_\_\_ to \_\_\_\_\_ make first base.

2. I stop to wave \_\_\_\_\_ Jake.

3. I stop \_\_\_\_\_ dates to take.

4. I race to rake \_\_\_\_\_ rake.

5. I will not \_\_\_\_\_ late.

# Late Kate



Suzanne I. Barchers



# Late Kate



Suzanne I. Barchers

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My name is Kate.  
I hate to be late.

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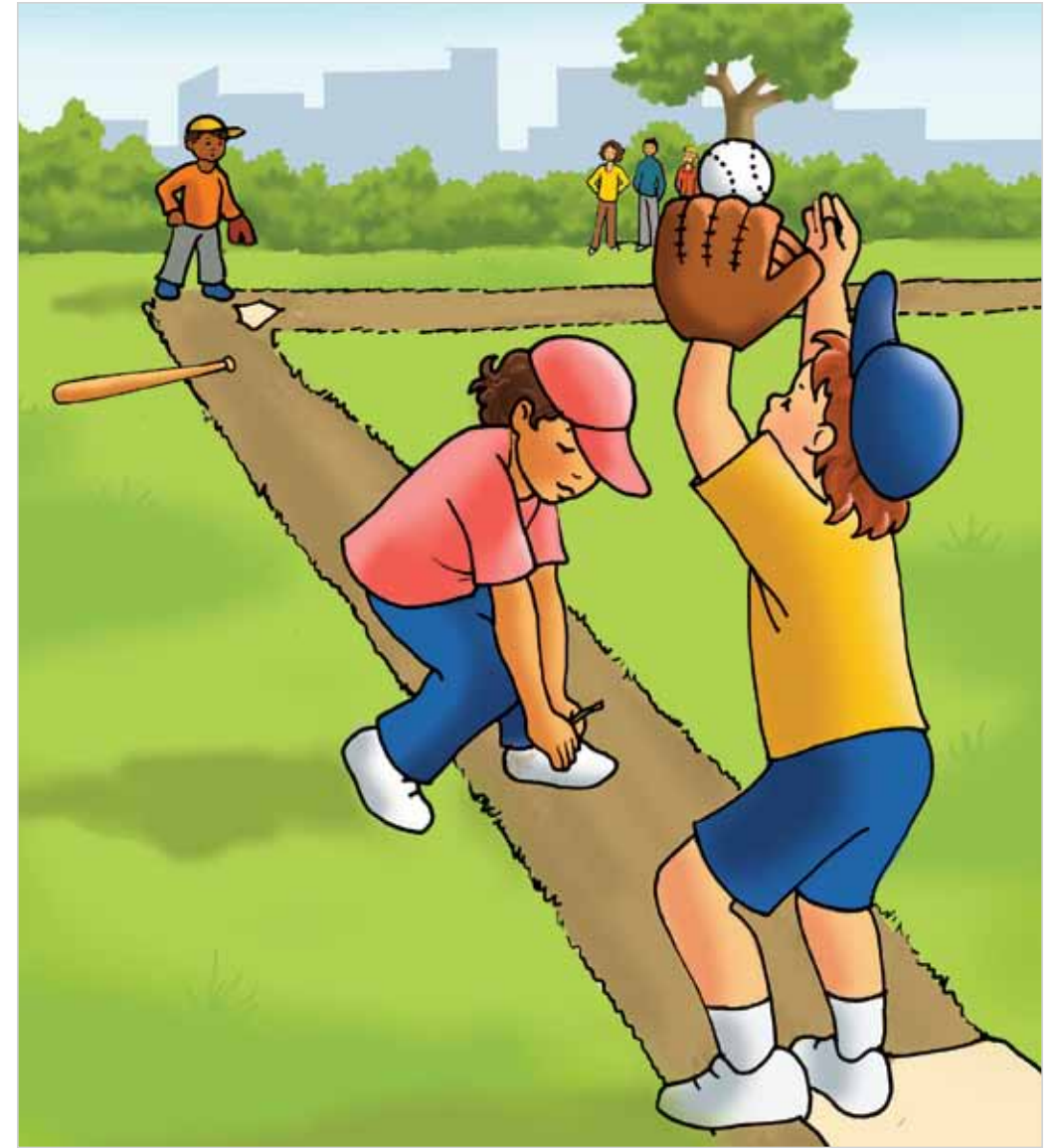
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I race to make first base.



I stop to fix my lace.



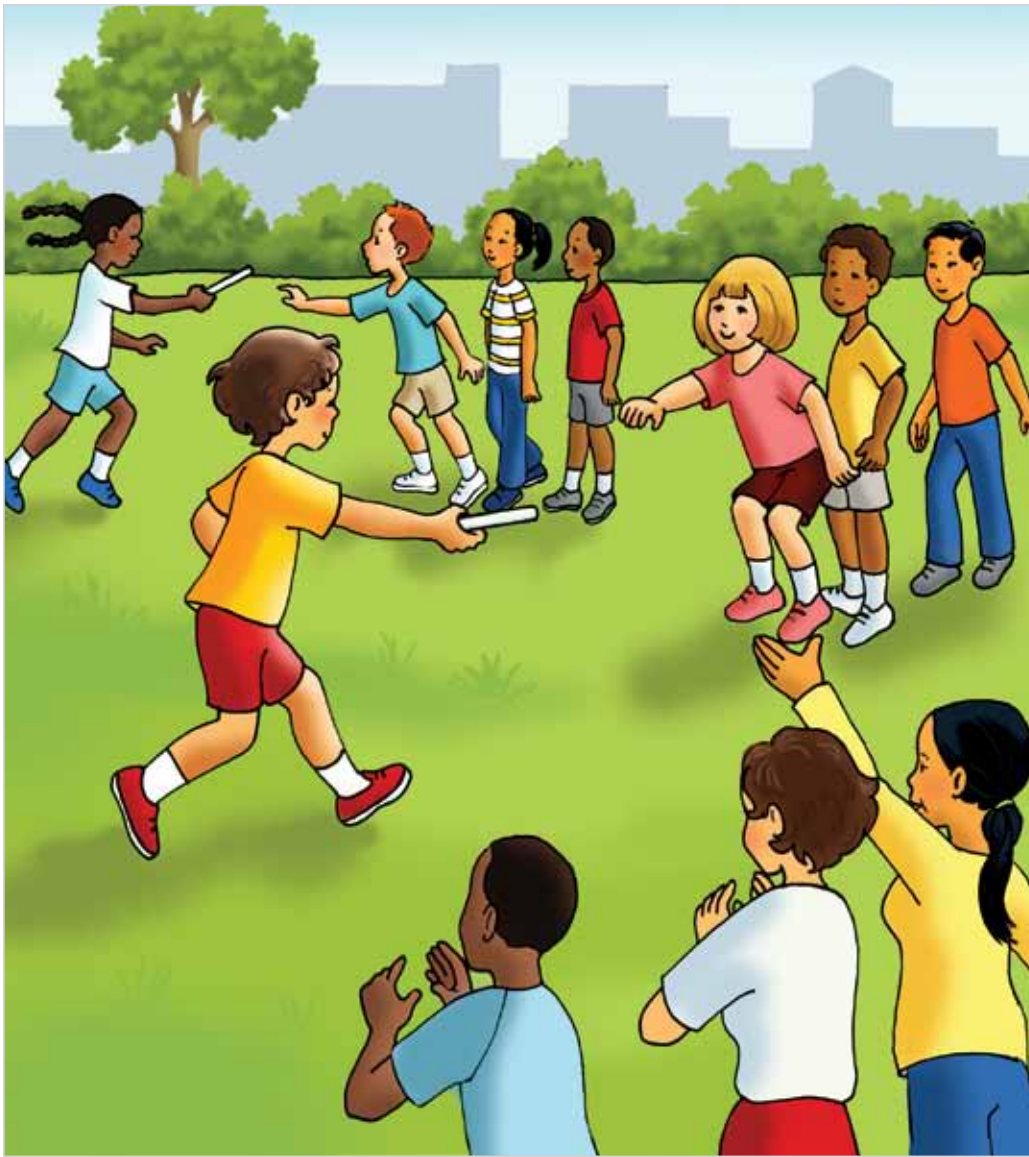


I race to bake a cake.

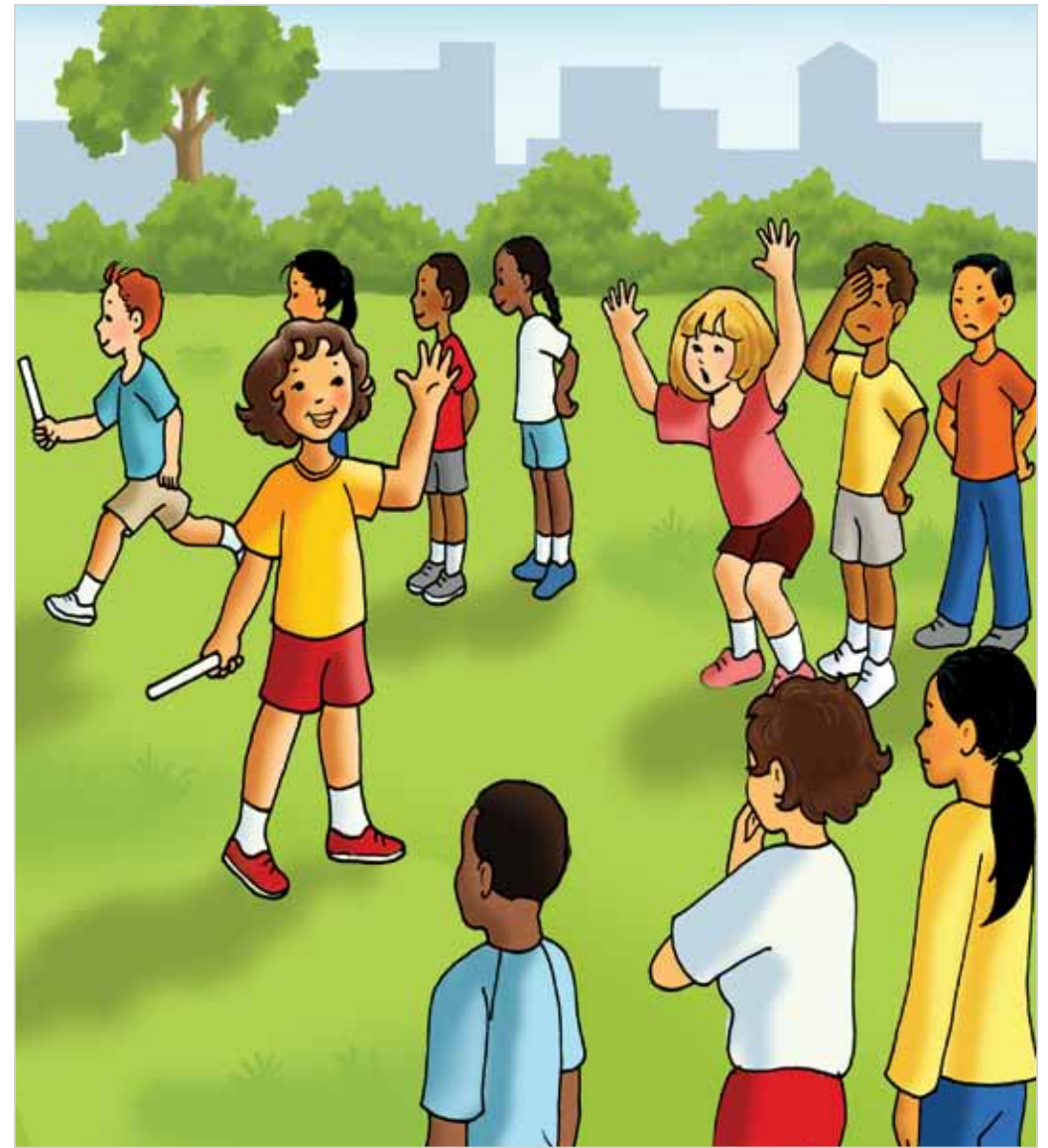


I stop to wave at  
Jake.





I race to win a game.



I stop to see who came.



I race to get to the lake.



I stop for dates to take.





I race to rake and  
rake.



I stop to take a break.



My name is Kate.  
I will not be late!

### Decodable Words

and	fix	lake	stop
at	game	late	take
bake	get	make	wave
base	hate	name	will
cake	Jake	not	win
came	Kate	race	
dates	lace	rake	

### Sight Words

a	my
be	see
first	the
for	to
I	who
is	

### Challenge Word

break





# Extension Activities

## Discussion Questions

- Why does Kate stop when running to first base? (*She stops to fix her lace.*)
- Why does Kate stop when she is playing a game? (*She stops to see who came.*)
- Do you think Kate really hates to be late? Why or why not?
- Do you think Kate will be late in the future? Why or why not?

## Exploring the Story

- Discuss the words *base*, *hate*, *Kate*, *lace*, *late*, and *race*. Write them out so you can see how they are spelled. Notice that all the words have a silent e at the end. Find other words in the story with the same pattern (*bake*, *cake*, *Jake*, *game*, *came*, *lake*, *take*, and *rake*). Discuss how the letter *a* has the long vowel sound as heard at the beginning of the word *ape*.
- Write the following phrases on small sheets of paper: *make first base*, *bake a cake*, *win a game*, *get to the lake*, *rake and rake*. Place the papers in a sack. Use additional paper to write the following phrases: *fix a lace*, *wave at Jake*, *see who came*, *dates to take*, and *take a break*. Place these papers in a second sack. Each player takes one paper from the first sack and reads the phrase. Then he or she takes a paper from the second sack and reads the phrase. If the phrases match what happened in the story, the player keeps the match. For example, if a player draws *make first base* and *fix a lace*, that is a match. If the player does not have a match, he or she returns the papers to the sack and the next player takes a turn. The game ends when all matches are made.

**Note:** You may need to help read the phrases.



# Late Kate

No matter how much Kate races to be on time, she is always late. Can anything help her solve this problem?



Targeted  
Phonics

Long a  
Book 1

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