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Targeted Phonics— Long Vowel Storybooks

This sample includes the following:

- Teacher's Guide Cover** (1 page)
- Teacher's Guide Table of Contents** (2 pages)
- How to Use This Product** (6 pages)
- Lesson Plan** (9 pages)
- Reader Sample** (8 pages)

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Targeted Phonics

Long Vowel Storybooks

Teacher's
Guide



Teacher Created Materials
PUBLISHING

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How to Use This Product

Kit Components

Long a Books



Long e Books



Long i Books



Long u Books



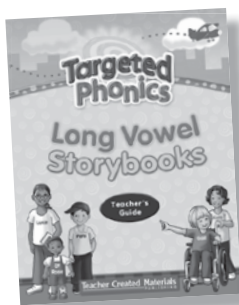
Long o Books



Mixed Practice Books



Teacher's Guide



Teacher Resource CD



Student Guided Practice Book



Assessment Guide



Assessment CD



Interactiv-eBook DVDs



Audio CD

How to Use This Kit

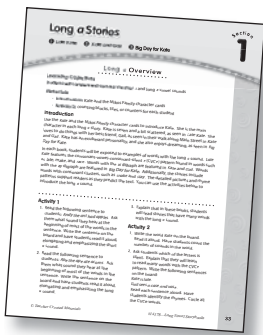
This program is designed for flexibility. The variety of pre- and postreading instructional activities provides strategies for addressing the needs of both below-level and on/above-level students. Further, the listening, art, movement, and drama activities create a rich curriculum.

Organization of the Teacher's Guide

This Teacher's Guide is divided into six sections, one for each of the five vowels plus one for mixed practice. Each section contains the following components:

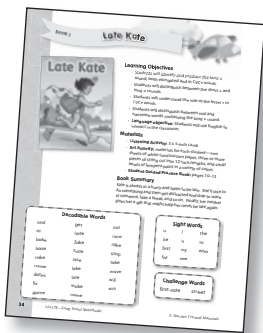
Section Overview

- list of stories for the target long vowel
- materials for the overview activities
- introduction to the characters
- two or more activities to introduce the vowel sound

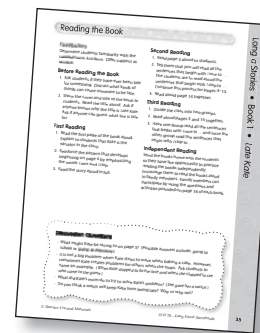


Instructional Components for Each Book

- learning objectives
- materials needed
- book summary
- word lists for the book

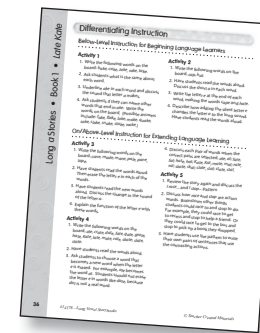


- vocabulary
- preteaching notes
- before-reading instruction
- first-reading instruction
- second-reading instruction
- third-reading instruction
- suggestions for independent reading
- discussion questions



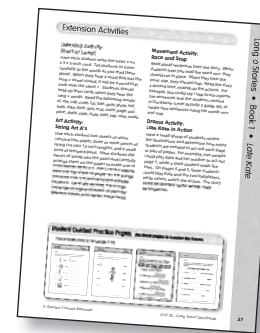
Differentiating Instruction

- below-level instructional activities
- on/above-level instructional activities



Extension Activities

- listening activity
- art activity
- movement activity or game
- drama activity
- list of corresponding Student Guided Practice Book pages
- two or more review activities for the target vowel
- a chart of word families for the target vowel



How to Use This Product (cont.)

Skills Addressed in the Program

Reading and language arts standards were consulted during the development of this program. The identified skills derived from the productivity of the patterns found in the stories and the intended focus of the program—to teach the long vowel sounds. The Teacher Resource CD contains a detailed scope and sequence which traces each skill to a particular activity. The skills are divided into five categories: alphabet skills, such as identifying letters and their shapes; letter sounds, such as identifying the initial sound of letters; word families, such as identifying CVC words; sight words, such as identifying high-frequency words or understanding function words; and application, such as recalling details or developing fluency. The following skills are included in each category:

Alphabet Skills

Letter configuration: recognizing and producing letter shapes

Letter Sounds

- **Initial sound of vowel:** recognizing the sound of a vowel in contrast to a consonant
- **Elongated vowel sound:** listening to, identifying, or producing an elongated vowel sound
- **Counting sounds:** determining the number of sounds in a word

Spelling Patterns

- **CVCe words:** reading, identifying, and producing CVCe words
- **Long vowel patterns:** recognizing patterns such as *ee*, *oa*, and *ie*
- **Contrasting consonants:** distinguishing consonants, such as *t* and *d*
- **Contrasting vowels:** distinguishing vowels, such as *a* and *i*
- **Rhyming words:** identifying words that almost rhyme, contrasted with rhyming words
- **Word families:** identifying and using words with the same rime, such as *Kate*, *gate*, *late*, and so on
- **Consonant clusters:** identifying and using words with clusters such as *sn*, *st*, *sl*, and so on
- **Compound consonants:** identifying and using words with consonant patterns such as *ck* and *ng*, which are taught as a single sound
- **Consonant digraphs:** identifying and using words with a consonant digraph, such as *sh*, which is taught as a single sound
- **Compound words:** identifying and using compound words (closed and hyphenated), such as *cannot* and *first-rate*
- **Wordplay:** creating new rhyming patterns or using nonsense words to extend word families

Sight Words

- **Sight and high-frequency words:** reading words drawn from the Dolch and Fry word lists
- **Function words:** understanding the use of words such as prepositions or conjunctions
- **Challenge words:** exploring words that are not decodable or sight words

Application

- **Punctuation usage:** understanding the role of end punctuation and quotation marks
- **Plural form:** understanding how to change a word from singular to plural by using the letter *s*
- **Action words and phrases:** identifying and producing action words and phrases
- **Prediction:** predicting plot elements from a title or illustrations
- **Recalling details:** remembering events and words from the stories
- **Opposites:** identifying opposites
- **Homographs:** identifying and understanding words with the same spelling and different meanings
- **Homophones:** identifying and understanding words with the same sound and different spellings and meanings
- **Categorization:** categorizing types of words or sentences
- **Sentences and phrases:** identifying phrases, questions, statements, exclamatory sentences
- **Fluency:** reading or speaking to build fluency

Using the Books

The suggested order in which to read the books is shown in the chart on page 16. However, with one group, you may wish to focus on a specific vowel sound that has proved challenging. In that case, the set of three books for that vowel can be taught as a single set. For example, you will find that the long *o* vowel sound books include some words used in the long *a* and long *i* books; however, the emphasis in the long *o* books 1–3 is on words that have the long *o* vowel sound.

For additional support, please refer to the following components:

- Use the Audio CD with recordings of the books for listening centers and to promote fluency and vocabulary development.
- Make a home-school connection with engaging activities and pdfs of each book.
- Use the Assessment Guide and CD to access the program's placement test, oral reading records for each book, and meaningful progress monitoring.

To find stories or activities that teach a particular skill, such as understanding sentence types, consult the detailed scope and sequence found on the Teacher Resource CD (filename: scope.pdf).

How to Use This Product (cont.)

Using the Books (cont.)

Book Title	Focus	Main Characters	Text Features
<i>Late Kate</i>	CVCe	Kate	Repetition, rhyming, patterned
<i>Kate and Gail</i>	CVCe, ai	Kate	Repetition, rhyming, patterned
<i>A Big Day for Kate</i>	CVCe, ai, ay	Kate	Repetition, rhyming, patterned
<i>Twice as Nice</i>	CVCe	Mike	Repetition, rhyming, predictable
<i>Spy It!</i>	CVCe, CVe, y as i	Mike	Repetition, rhyming, patterned
<i>Mike Makes Up His Mind</i>	CVCe, y as i, -ind, igh	Mike	Repetition, rhyming, patterned
<i>Rose and Dad</i>	CVCe	Rose	Repetition, rhyming, patterned
<i>Rose and Bose</i>	CVCe, oa	Rose	Repetition, rhyming, patterned
<i>On the Road with Rose and Bose</i>	CVCe, oa, ow	Rose	Repetition, rhyming, predictable
<i>Pete Has Fast Feet</i>	CVCe, e, ee	Pete	Repetition, rhyming, predictable
<i>Green Peas in Cream</i>	e, ee, ea	Pete	Repetition, rhyming, predictable
<i>What Can I Read?</i>	e, ee, ea	Pete	Repetition, rhyming, predictable
<i>To the Dunes with Luce</i>	CVCe, CVe	Luce	Repetition, rhyming, patterned
<i>Luce and Duke</i>	CVCe, oō	Luce	Repetition, rhyming, predictable
<i>On My Stoop</i>	CVe, oō, ui, ew	Luce	Repetition, predictable, patterned
<i>Main Street Parade</i>	Review	All	Repetition, rhyming, predictable
<i>Main Street Game Day</i>	Review	All	Repetition, rhyming, predictable
<i>Main Street Block Party</i>	Review	All	Repetition, rhyming, predictable

How to Use This Product (cont.)

Level Correlations

The chart below includes the reading level designations from TCM (Teacher Created Materials) and the corresponding Guided Reading (GR), Early Intervention (EI), Developmental Reading Assessment (DRA), and Lexile® levels.

Book Title	TCM Level	Guided Reading Level	Early Intervention Level	DRA Level	Lexile® Level
<i>Late Kate</i>	1.1	B	2	2	170L
<i>Kate and Gail</i>	1.3	D	6	6	480L
<i>Big Day for Kate</i>	1.4	E	7	7	130L
<i>Twice as Nice</i>	1.4	E	7	7	390L
<i>Spy It!</i>	1.5	E	8	8	210L
<i>Mike Makes Up His Mind</i>	1.5	E	8	8	230L
<i>Rose and Dad</i>	1.6	F	10	10	300L
<i>Rose and Bose</i>	1.7	G	12	12	140L
<i>On the Road with Rose and Bose</i>	1.8	H	14	14	310L
<i>Pete Has Fast Feet</i>	1.8	H	14	14	380L
<i>Green Peas in Cream</i>	1.9	I	16	16	510L
<i>What Can I Read?</i>	1.8	H	14	14	400L
<i>To the Dunes with Luce</i>	1.9	I	16	16	300L
<i>Luce and Duke</i>	1.8	H	14	14	220L
<i>On My Stoop</i>	1.7	G	12	12	240L
<i>Main Street Parade</i>	1.9	I	16	16	380L
<i>Main Street Game Day</i>	1.9	I	16	16	320L
<i>Main Street Block Party</i>	1.9	I	16	16	390L



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.

dates _____ 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.

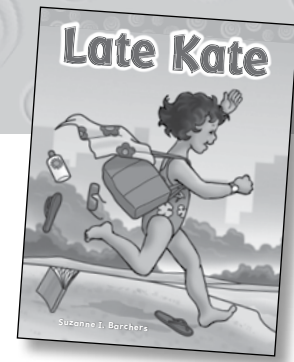
4. I race to rake _____ rake.

5. I will not _____ late.

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:

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 _____

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



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My name is Kate.
I hate to be late.

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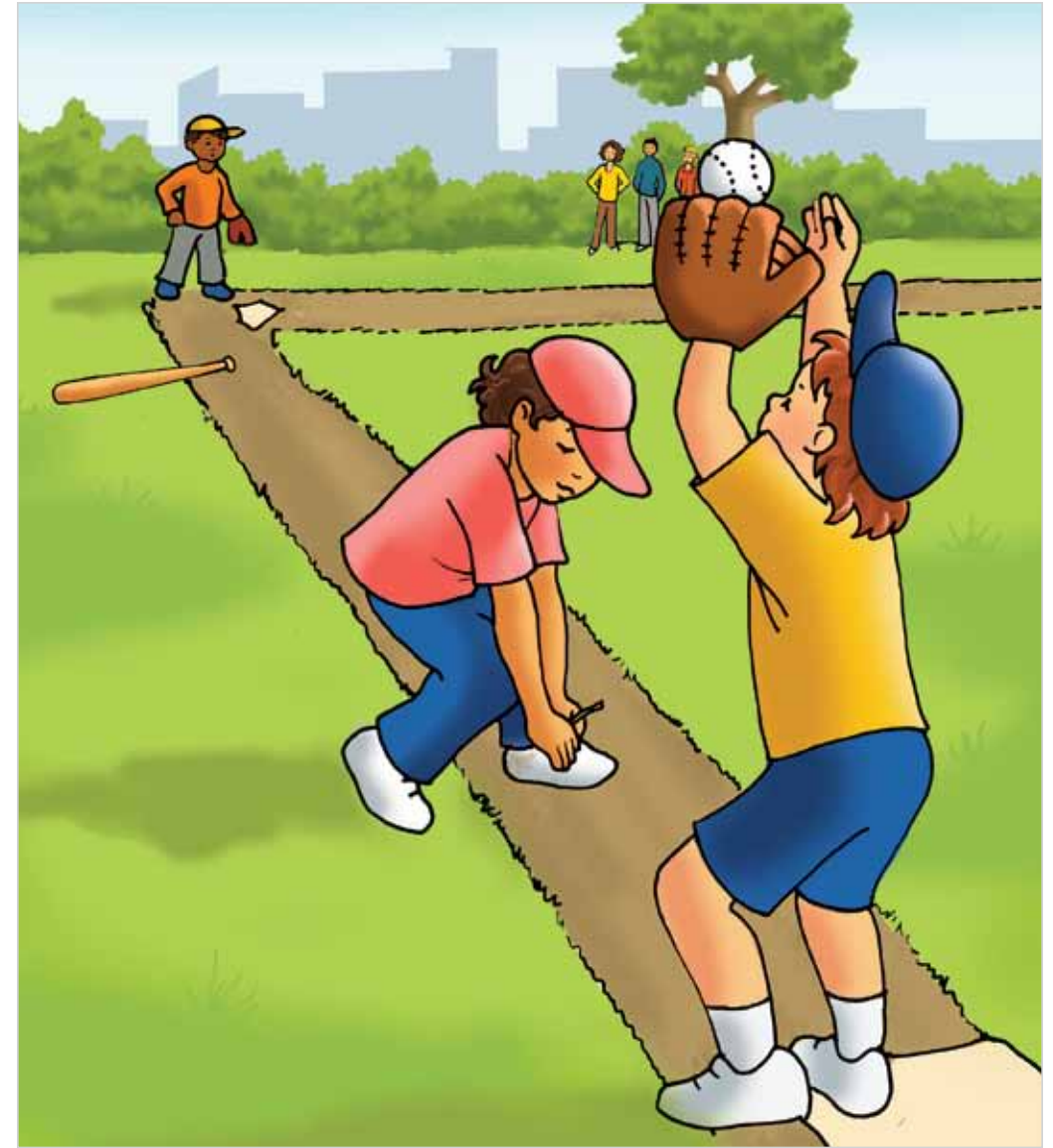
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BP 5028



I race to make first base.



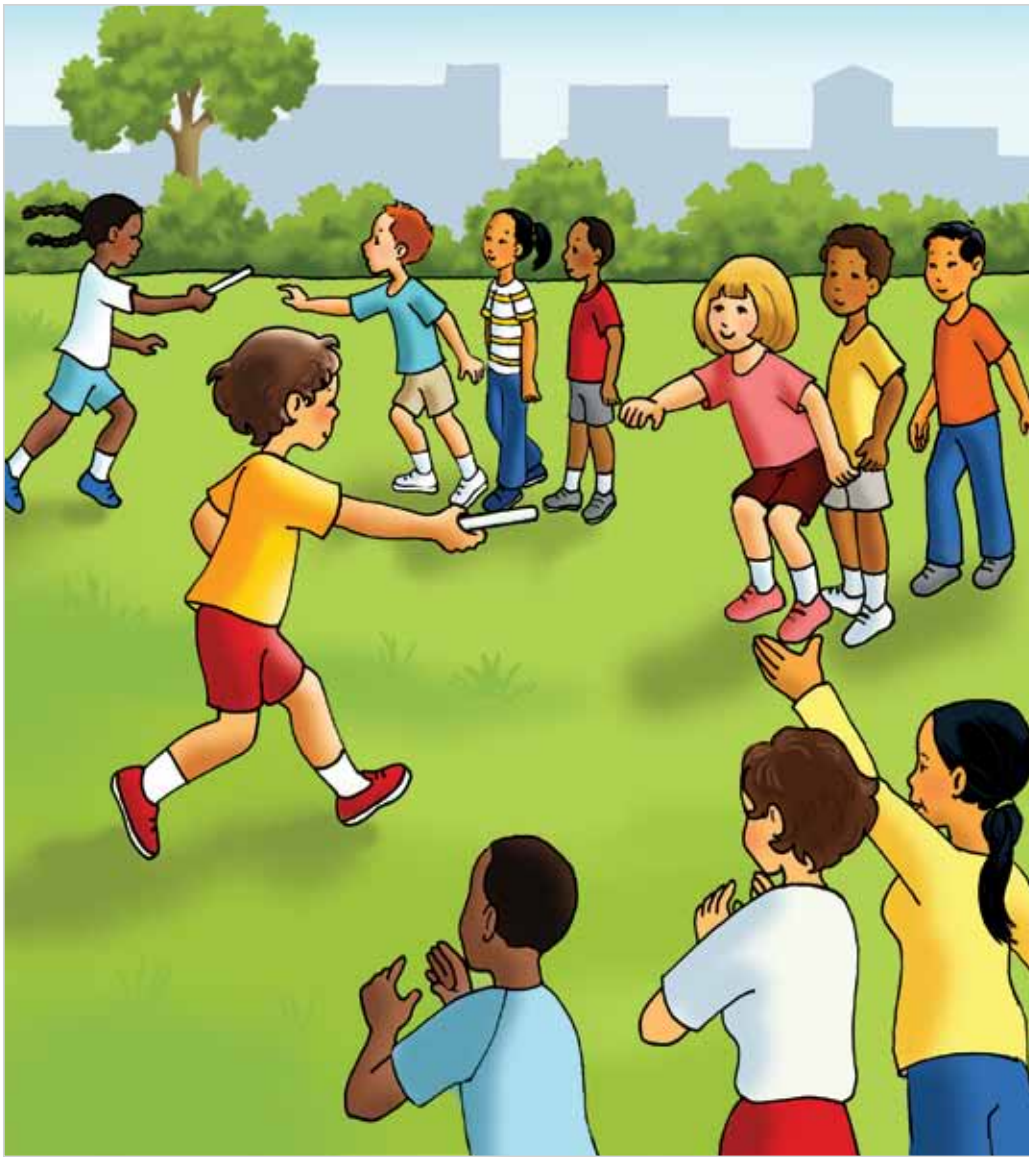
I stop to fix my lace.



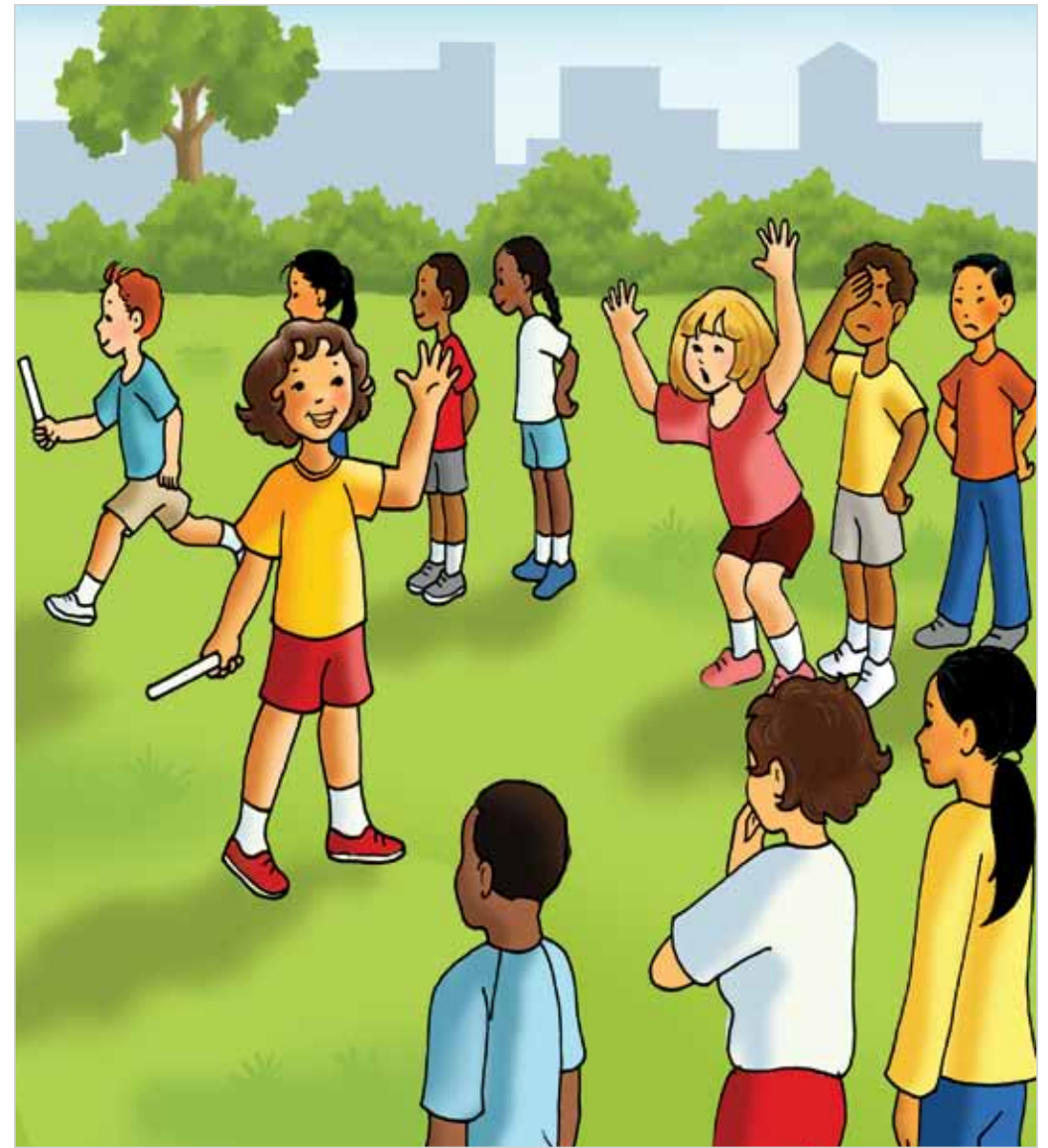
I race to bake a cake.



I stop to wave at Jake.



I race to win a game.



I stop to see who came.



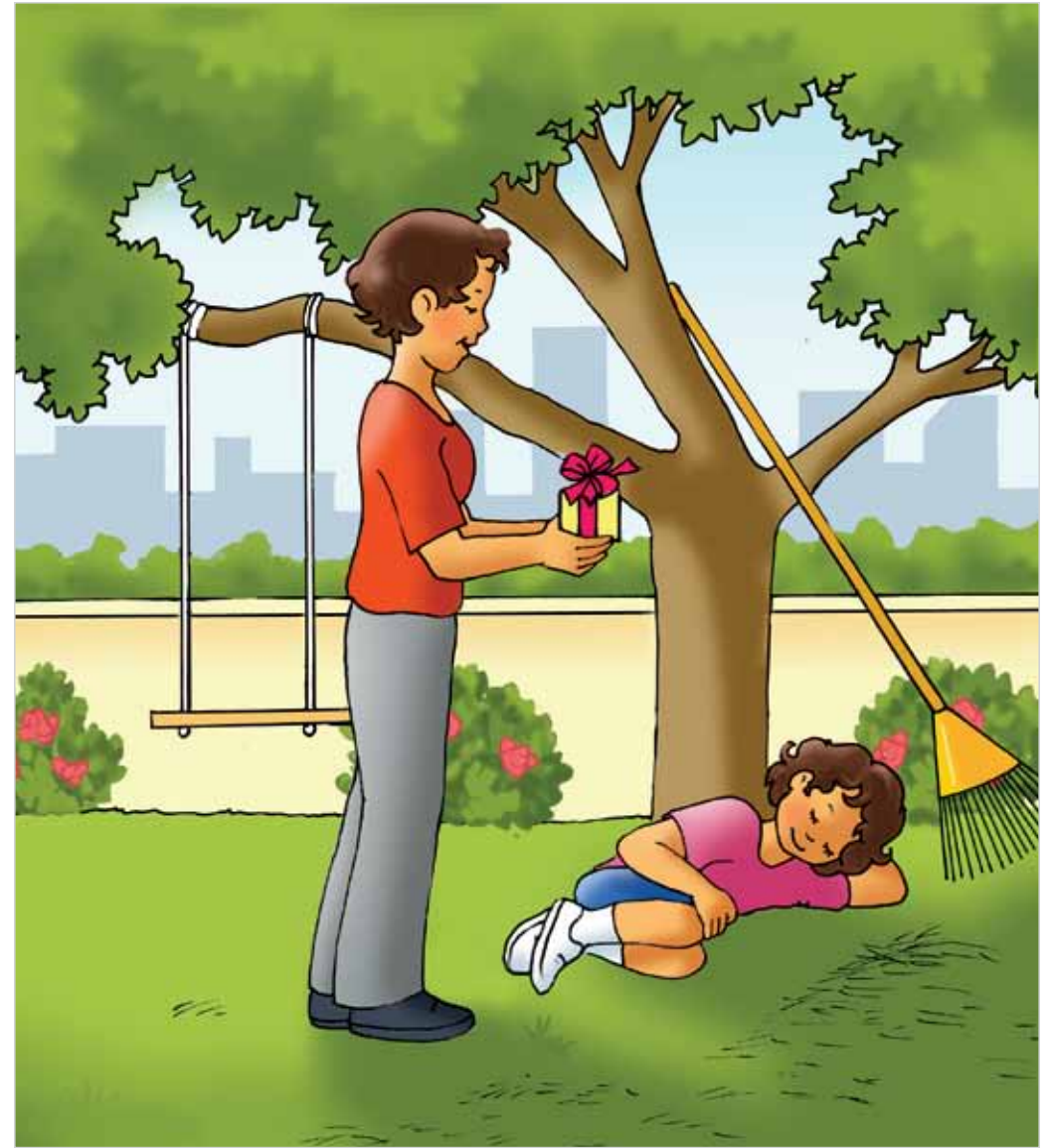
I race to get to the lake.



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

