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Targeted Phonics— Short Vowel Rimes

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** (6 pages)

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Targeted Phonics

Short Vowel Rimes

Teacher's
Guide



Teacher Created Materials
PUBLISHING

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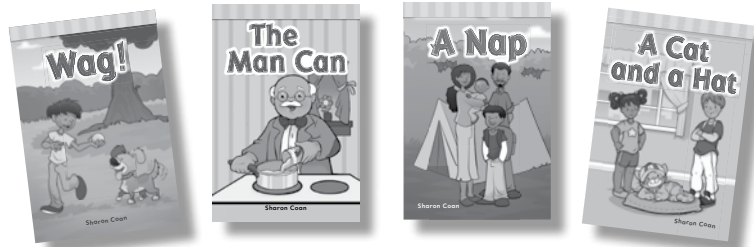
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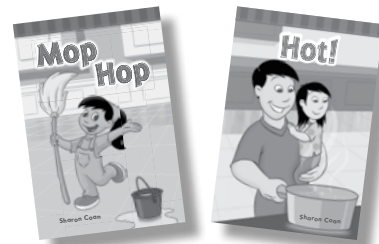
How to Use This Product

Kit Components

Short a Rimes



Short o Rimes



Short i Rimes



Short e Rimes



Mixed Practice



Short u Rimes



Teacher's Guide



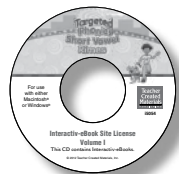
Teacher Resource CD



Student Guided Practice Book



Assessment Guide



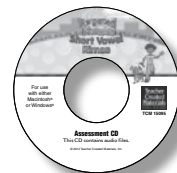
Interactiv-eBook DVDs



Audio CD



Assessment CD



How to Use This Product *(cont.)*

How to Use This Kit

This program is designed for flexibility. The variety of pre- and postreading instructional activities provides strategies for both addressing the needs of 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 vowels. Each section contains the following components:

Section Overview

- list of books for the target short vowel rime
- materials for the overview activities
- introduction to the characters
- two or more activities to introduce the rime sound

Instructional Components for Each Book

- learning objectives
- materials needed
- book summary
- word lists for the book
- vocabulary preteaching notes
- before-reading instruction

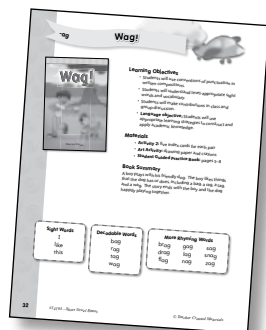
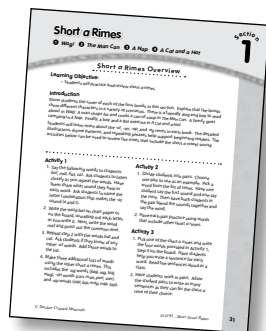
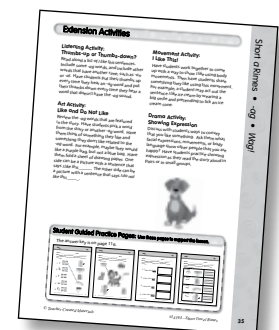
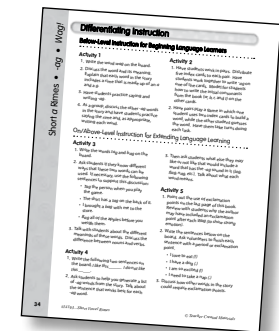
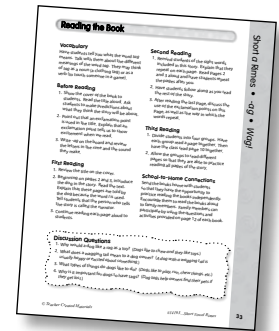
- first-reading instruction
- second-reading instruction
- third-reading instruction
- suggestions for independent reading
- discussion questions

Differentiating Instruction

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

Extension Activities

- listening activity
- art activity
- movement activity
- drama activity
- list of corresponding Student Guided Practice Book pages



Skills Addressed in the Program

Reading and language arts standards were consulted during the development of the program. The identified skills derive from the productivity of the patterns found in the stories and the intended focus of the program, i.e., to teach the short vowel rimes. 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:

Alphabet Skills

- **Letter configuration:** recognizing and producing letter shapes
- **Uppercase and lowercase letters:** understanding the use of both forms of letters

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
- **Initial and final consonants:** identifying the position of a consonant
- **Counting sounds:** determining the number of sounds in a word

Spelling Patterns

- **CVC words:** reading, identifying, and producing CVC words
- **Contrasting consonants:** distinguishing consonants, such as *b* and *d*
- **Rhyming words:** identifying words that almost rhyme, contrasted with rhyming words
- **Word families:** identifying and using words with the same rime, such as *cab*, *dab*, *gab*, and *jab*
- **Doubled consonants:** identifying and using words with a doubled consonant, such as *gg*, *ll*, *ss*, and *tt*, which are taught as a single sound
- **Wordplay:** creating new rhyming patterns or using nonsense words to extend word families

Sight Words and Other 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

How to Use This Product (cont.)

Application

- **Punctuation usage:** understanding the role of ending 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
- **Recalling details:** remembering events and words from the stories
- **Opposites:** identifying opposites
- **Homographs:** identifying and understanding words with the same spelling and different meanings
- **Categorization:** categorizing types of words or sentences
- **Sentences and phrases:** identifying phrases, questions, statements, and exclamatory sentences
- **Fluency:** reading or speaking to build fluency

Using the Books

Typically, students read the books in the order shown in the chart on page 15. However, with one group, you may wish to focus on a specific rime that has proved challenging. In that case, the set of books for that rime can be taught as a single set.

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).

Using the Books (cont.)

Book Title	Focus	Text Features
<i>Wag!</i>	-ag Rime	Repetition, rhyming
<i>The Man Can</i>	-an Rime	Repetition, rhyming
<i>A Nap</i>	-ap Rime	Repetition, rhyming
<i>A Cat and a Hat</i>	-at Rime	Repetition, rhyming
<i>Big Pig</i>	-ig Rime	Repetition, rhyming
<i>I Win!</i>	-in Rime	Repetition, rhyming
<i>The Tip</i>	-ip Rime	Repetition, rhyming
<i>Hit It!</i>	-it Rime	Repetition, rhyming
<i>Mop Hop</i>	-op Rime	Repetition, rhyming
<i>Hot!</i>	-ot Rime	Repetition, rhyming
<i>Ten Hens</i>	-en Rime	Repetition, rhyming
<i>Wet Pet</i>	-et Rime	Repetition, rhyming
<i>Hug a Bug</i>	-ug Rime	Repetition, rhyming
<i>We Like Nuts</i>	-ut Rime	Repetition, rhyming
<i>What Can You Do?</i>	Mixed Rimes	Repetition
<i>What Do You Have?</i>	Mixed Rimes	Repetition, rhyming
<i>What Can You Get?</i>	Mixed Rimes	Repetition
<i>Where Is It?</i>	Mixed Rimes	Repetition

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>Wag!</i>	1.0	A	1	1	190L
<i>The Man Can</i>	1.1	B	2	2	BR
<i>A Nap</i>	1.0	A	1	1	BR
<i>A Cat and a Hat</i>	1.0	A	1	1	BR
<i>Big Pig</i>	1.0	A	1	1	BR
<i>I Win!</i>	1.0	A	1	1	BR
<i>The Tip</i>	1.0	A	1	1	BR
<i>Hit It!</i>	1.0	A	1	1	BR
<i>Mop Hop</i>	1.0	A	1	1	BR
<i>Hot!</i>	1.0	A	1	1	BR
<i>Ten Hens</i>	1.0	A	1	1	BR
<i>Wet Pet</i>	1.0	A	1	1	BR
<i>Hug a Bug</i>	1.0	A	1	1	BR
<i>We Like Nuts</i>	1.1	B	2	2	70L
<i>What Can You Do?</i>	1.1	B	2	2	BR
<i>What Do You Have?</i>	1.2	C	4	4	BR
<i>What Can You Get?</i>	1.2	C	4	4	BR
<i>Where Is It?</i>	1.3	D	6	6	BR



Learning Objectives

- Students will use mental images based on pictures and print to aid in comprehension.
- Students will read aloud familiar stories, poems, and passages with fluency and expression.
- Students will know setting, main characters, main events, sequence and problems in stories.
- **Language Objective:** Students will use appropriate learning strategies to construct and apply academic knowledge.

Materials

- **Listening Activity:** various objects that match the vocabulary words
- **Art Activity:** drawing paper and crayons
- **Student Guided Practice Book:** pages 49–52

Book Summary

At the airport, a jet has landed. A very interesting passenger has also arrived—a pet in its own special carrier. The day is a rainy one at the airport, so things are getting wet, including the jet and the pet!

Sight Words

a
here
I
is
the

Decodable Words

jet
met
pet
wet

More Rhyming Words

get	set
let	vet
net	yet

Reading the Book

Vocabulary

Discuss the different meanings of the word *pet*. Students may think of *pet* as a noun (an animal that lives with humans) or as a verb (to stroke or touch gently).

Before Reading

1. Read the title aloud to students. Ask students to make predictions about what is to come in the story.
2. Ask students to talk about experiences they have with wet pets (*How do pets get wet? What do they do when they are wet? How do they get dry?*).
3. Write *-et* on the board and review the letters in the rime and the sound they make.

First Reading

1. Review the title with students.
2. Beginning on pages 2 and 3, point out the setting of the story. Ask students what they know about airports and what types of things they see there.
3. Read the text. Point out the sight words that repeat throughout the story, including *here, is, a, and the*.

Second Reading

1. Read the book. Explain to students that they can make predictions, or guesses as they read the story.

2. Ask some or all of the questions below to get students thinking about what may or may not happen as a result of the events of the story:

- What does a pilot do when the jet is wet?
- Why does the passenger carry a pet in a carrier?
- What can you do to dry a wet pet?

Third Reading

1. Divide students into pairs.
2. Have each pair read the book together, alternating pages. Then have the whole class read page 10 aloud together. Encourage students to practice reading fluently and with expression.
3. Ask pairs to read a different page. This should continue until each group has read every page in the story.

School-to-Home Connections

Send the books home with students so that 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 12 of each book.

Discussion Questions

- What types of things have you brought on an airplane? (*Answers will vary.*)
- Why does a person on a plane need to carry a pet in a special carrier? (*A pet needs to be in a special carrier so that he or she is safe.*)
- What is another reason that an airplane might get wet? (*A plane could be washed off and get wet.*)

Differentiating Instruction

Below-Level Instruction for Beginning Language Learners

Activity 1

1. Discuss each *-et* word and its meaning within the context of the story with students. Explain that each word includes a rime that is made up of an *e* and a *t*.
2. Have students practice saying and writing *-et*.
3. As a group, discuss the other *-et* words in the story and have students practice saying and writing each word.

Activity 2

1. Review the *-et* words from the story.
2. As a group, come up with short rhyming sentences and write them on a sheet of chart paper. For example, you may suggest, *Today I met my very first pet.*
3. Write student ideas on the board and then review them together with the class.

On/Above-Level Instruction for Extending Language Learning

Activity 3

1. Review the *-et* rime with students. Use a sheet of chart paper or the board to make a list of the *-et* words from the story.
2. Ask students to help you write other rhyming words that end in *-et*. Possible words may include *bet, get, let, net, set,* and *yet*.
3. Have students talk in small groups about these additional *-et* words and their meanings.

Activity 4

1. Review the list created in Activity 3 with students.
2. Ask students to think about sentences that include these words. Challenge students to put as many of the words as they can in a single sentence.
3. Have them share their ideas with the class or in pairs.

Activity 5

1. Make a two-column chart on a sheet of chart paper or on the board and label the columns *nouns* and *verbs*. Discuss the definition of noun (person, place, or thing) and verb (action word).
2. Ask students to help you place the *-et* words from Activity 3 in the proper column. If the word can be a noun and a verb, write it in both categories. Your chart may look similar to the one below.

Nouns	Verbs
jet	met
pet	bet
net	get

Extension Activities

Listening Activity: Which Word Is It?

Read aloud the sentences below. If possible, have relevant objects to show as you read. Have students indicate which word in each sentence is the *-et* word by giving a thumbs-up as the *-et* word is said.

- Here is a net.
- The clock is set.
- I bet I could sit.
- Don't get the pit.
- The pet is not here.
- I can't play yet.
- I just met my teacher.

Art Activity: Drawing the Words

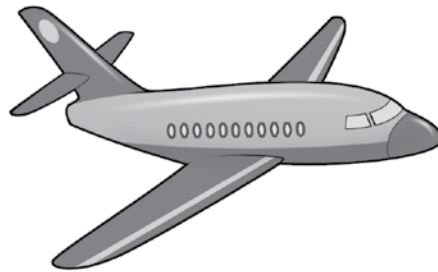
Review with students the *-et* words from the story. Discuss other *-et* words that students may know (*vet*, *net*, and so on). Distribute drawing paper and crayons to students. Have students pick five words and draw a picture to represent each word. Help students label their pictures.

Movement Activity: Blend the Sounds

Use the word *jet* as an example. Have students hold up one hand and say the sound of the *j*. Hold up the other hand and say the sound of the *-et* rime. Then have them clap their hands and say the word *jet*. Repeat this idea with other *-et* words.

Drama Activity: From Story to Play

Put students into groups of four. Encourage them to create a short skit with four characters: the passenger, the relative/friend picking up the passenger, the pet, and the pilot. Have students make up dialogue to show a scene in the airport. Have the groups share their skits with the class.




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


The answer key is on page 127.


Wet Pet -et


Name: _____ Date: _____


Directions: Write the letters -et to finish each word. Then read the words. Draw a line from each word to its picture.

1. m et 

2. j _____ 

3. p _____ 


4. n _____ 

5. v _____ 

Wet Pet -et

Name: _____ Date: _____


Directions: Some of the pictures below have the -et sound. Draw a line from these pictures to the jet.





Wet Pet -et


Name: _____ Date: _____

Directions: Read each sentence below. Then read the words in the box. Circle the correct word to complete each sentence. Then write it in the blank.

1. I _____ the pet.  here
jet
pet
mie?

2. Here is the _____  jet
pet
wet


3. Here is the _____  wet
net
get


4. The _____ is wet.  met
jet
bet


Wet Pet -et


Name: _____ Date: _____


Directions: Name each picture below. The letters are mixed up. Spell the word correctly in the blank.

1. emt met 

2. tje _____ 

3. tev _____ 

4. tpe _____ 

5. nte _____ 

Oral Reading Record for:

Wet Pet

.....

Name: _____ Date: _____

Assessor: _____



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

Page	Text	E	SC	Cues Used	
				E	SC
2	jet			M S V	M S V
3	Here is a jet.			M S V	M S V
4	wet			M S V	M S V
5	The jet is wet.			M S V	M S V
6	pet			M S V	M S V
7	Here is the pet.			M S V	M S V
8	met			M S V	M S V
9	I met the pet.			M S V	M S V
10	The pet is wet!			M S V	M S V

Error Rate:

Self-Correction Rate:

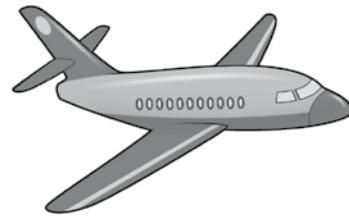
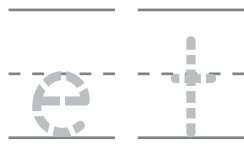
Accuracy Percentage:

Time:

Name: _____ Date: _____

Directions: Write the letters *-et* to finish each word. Then read the words. Draw a line from each word to its picture.

1. m



2. j



3. p



4. n

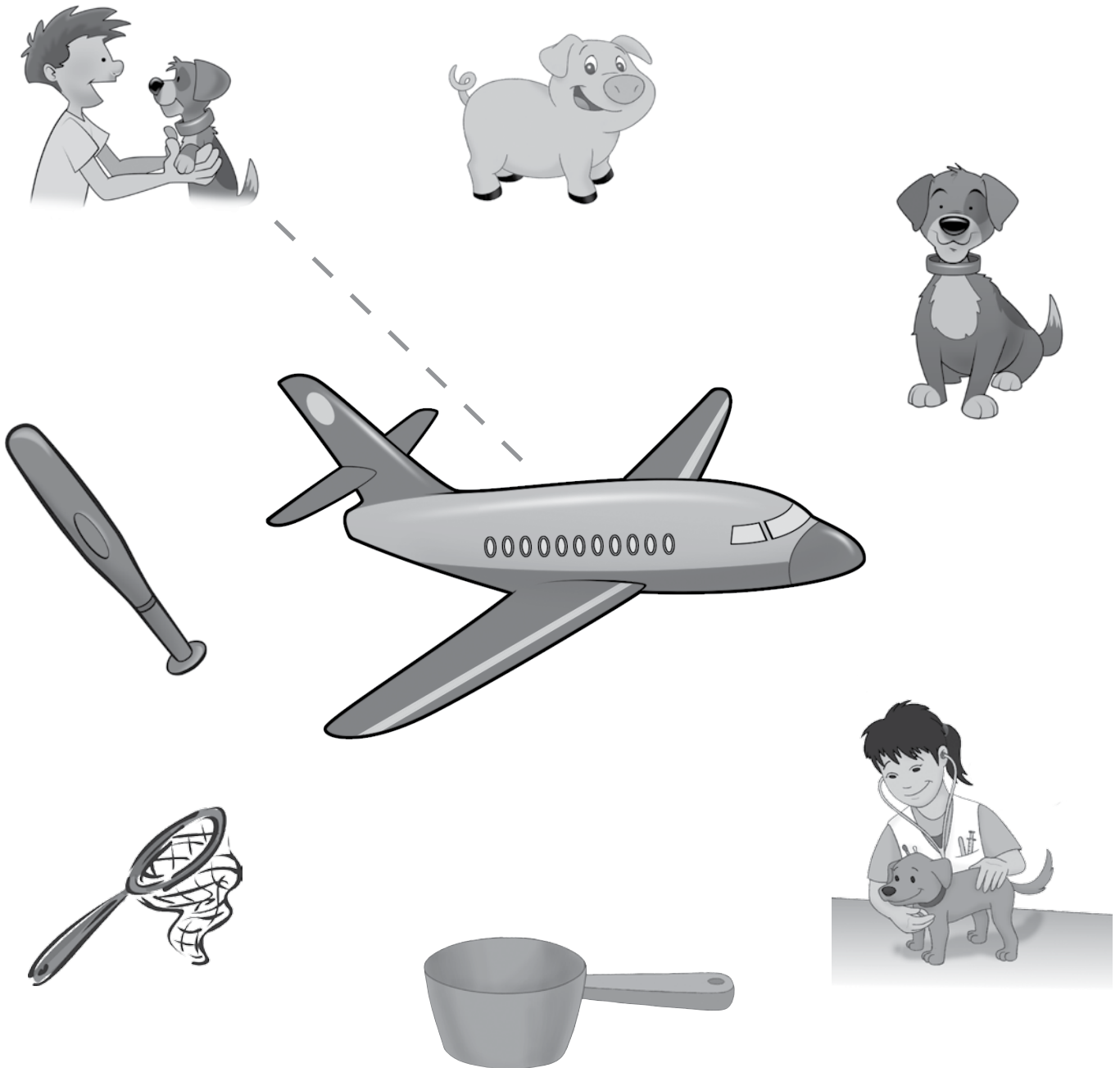


5. v






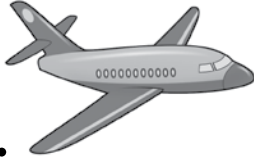
Name: _____ Date: _____

Directions: Some of the pictures below have the *-et* sound. Draw a line from these pictures to the jet.



Name: _____ Date: _____

Directions: Read each sentence below. Then read the words in the box. Circle the correct word to complete each sentence. Then write it in the blank.

<p>1. I <u>met</u> the pet.</p>		<p>here jet <u>met</u></p>
<p>2. Here is the _____.</p>		<p>jet pet wet</p>
<p>3. Here is the _____.</p>		<p>wet net get</p>
<p>4. The _____ is wet.</p>		<p>met jet bet</p>

Name: _____ Date: _____

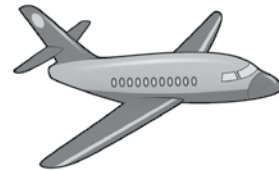
Directions: Name each picture below. The letters are mixed up. Spell the word correctly in the blank.

1. emt

met



2. tje



3. tev



4. tpe



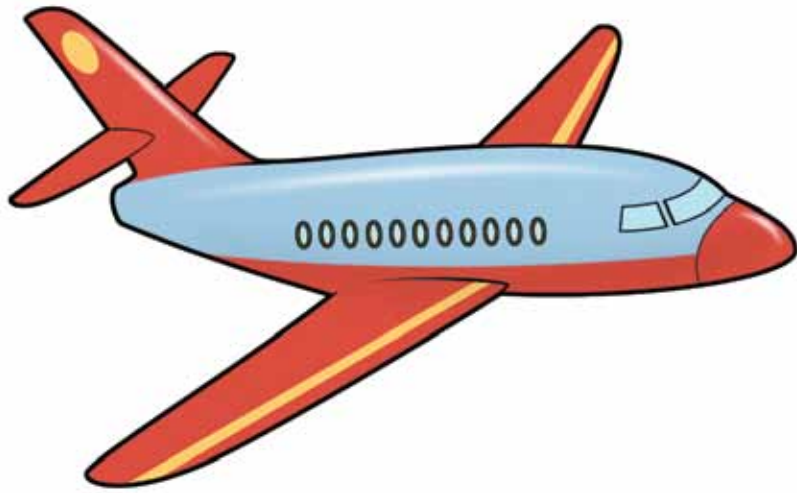
5. nte



Wet Pet



Sharon Coan



jet



Here is a jet.



wet



The jet is wet.



pet



Here is the pet.



met



I met the pet.



The pet is wet!

Glossary

 jet	 met
 pet	 wet

Sight Words

Here is
a The I