



Big Day for Kate

Long Vowel Sounds
CVCe, CVCes, CCVCe, and CCVCes

Decode long vowel sounds in regularly spelled one-syllable words with final **-e** conventions, including adding the suffix **-s** (CVCes) for either plurals or to verbs to show present tense.



Text Characteristics

Decodable and High-Frequency Words

Target Decodable Words					High-Frequency Words		
CVCe & CVCes Spelling Patterns			CCVCe & CCVCes Spelling Patterns		is the I can in all day and	have on a at up my it when	with be some see or will them
Kate	wave	lake	grapes	skates			
date	Jane	games	crate	brave			
late	gate	Jake	skate				
race	lace	waves					
lane	wade	wake					
Long Vowel Teams ay, ai							
day	tray	pail	rain				
wait	play	sail	gray				
stay	bait	way					



Text Challenges

The text includes many high-frequency words. Some of these words your students may not yet know by sight.

A few words may require more advanced decoding skills, such as decoding multisyllabic words (e.g., **tomorrow**, **cannot**, **today**), or decoding words with the soft **c** sound /s/, such as **race** and **lace**. Readers may need support to move from phonetic approximations to reading the actual words.

Some students may not understand the meaning of the content-specific vocabulary words, such as **crate** or **bait**, or an academic vocabulary word, such as **wade**, which may not be part of their listening or speaking vocabularies. Readers may need support to build understanding and make the sentences comprehensible.

PRIOR TO THE READ

Book Introduction

Today we are going to read the text *Big Day for Kate*. Read the title with me and point under each word as we read: *Big Day for Kate*.

Look closely at the words in the title. I notice the second word includes a word that you may know by sight, **day**. The word **day** includes the **ay** vowel team, which makes the long **a** sound. If I can't recall that word, I can blend the sounds to decode the word, /d/ /ā/ → **day**.

The last word, **Kate**, includes a CVCe (or consonant-vowel-consonant-silent **e**) letter pattern. This tells me that the **a** will make a long vowel sound and the **e** at the end is silent. Listen as I blend the sounds to read the word, /K/ /ā/ /t/ → **Kate**. Did you hear the long **a** vowel sound?

In this story, Kate will be dreaming about her big day coming up tomorrow. Let's look at page 3. The story begins with the word **tomorrow**. Put your finger under this longer word and let's read the parts of the word together /to/ /mor/ /ow/. This word begins with a familiar high-frequency word **to**, which helps you get started to read the word.

Turn to pages 4 and 5. Notice how the illustrator has created bubbles to show what Kate is dreaming about.

Set the Purpose

Today, as you read this new book, be on the lookout for familiar high-frequency words. You will also practice decoding new words by looking closely at each part of the word, noticing letter-sound patterns, and blending all the sounds together to read the words. This text includes many words with long vowel sounds. Remember what we learned about letter patterns that make long vowel sounds, such as vowel teams **ay** or **ai**, and letter patterns with silent **e**. Some of the words in this text with the silent **e** letter patterns may also end with the suffix **-s**, to make the word plural or show the action is happening now.

DURING THE READ

If students have difficulty reading decodable words or recognizing high-frequency words that they have studied, initially give them time to problem-solve on their own. Then use the following prompts, questions, and explanations to scaffold independent application of word-solving skills.

Prompts to Support: Word-Solving (Phonics)

- Look carefully at the word. Look at every letter. Make every sound.
- Blend the letter sounds. Now put the sounds together and smooth it out.

*I'm stuck.
Can you tell me
this word?*

If the student has difficulty, you may prompt further:

- Do you see a long vowel team in that word? Now try blending all the sounds to read the word: wait (page 3).
- Notice this word begins with a consonant blend, s-w, and ends with a familiar rime (or glued sound), -ing. Try blending the parts to read the word: swing (page 6).
- Notice the CCVCe pattern in that word. The word starts with the consonant blend b-r, /b/ /r/, and the letter pattern a-v-e tells you that the vowel **a** makes a long vowel sound and says its name. Now try blending the sounds to read the word: brave (page 9).

Prompts to Support: Self-Monitoring and Self-Correcting

- Is that a real word? What word does that sound like?
- Does that word sound right and make sense?
- Reread the sentence.

Once students have self-corrected at a word level, ask them to go back to reread the sentence to hear the word in context and enhance their understanding.

Prompts to Support: Word-Solving (Word Recognition)

- Is that a word you know by sight?
- We have been practicing that word. Look at each letter. Have you seen that word before?
- The word is _____.

If students do not recognize an irregularly spelled and previously taught high-frequency word, quickly support their recall or, if necessary, tell them the word so as not to interrupt fluency. Go back to the high-frequency word after the read and practice word-learning strategies.

AFTER THE READ

Discuss and revisit the text.

Check for Understanding

- What was this story about?

Invite students to retell or briefly summarize what happened in the story, using the words and illustrations to support meaning-making.

Celebrate or Recognize the Use of Specific Word-Solving Strategies

- Find a page where you were able to decode a new word by blending all the sounds together.
- Find some high-frequency words that you were able to read by sight.

RESPONDING & REINFORCING

If you notice your students have difficulty while reading this text, model one or two of the following strategies to reinforce these essential reading skills.

Self-Monitoring and Self-Correcting

Select a page on which an error was made and model how to cross-check for accuracy and sense making. See example below.

Let's turn back to page 6. Many of you read, "I can get on a box." **Box** makes sense and matches the illustration, but let's take a closer look at the letters in the word (*write the word crate on a dry erase board or chart paper*). I can see this word begins with the letters c-r and has a CCVCe pattern, so that tells me the **a** makes a long vowel sound.

/c/ /r/ /ā/ /t/
crate

Now let's blend the sounds together to read the word, /c/ /r/ /ā/ /t/ → **crate**. A **crate** is a type of box made of wooden slats. Let's reread the sentence, "I can get on a crate." Now that makes sense, sounds right, and looks right, too!

Word-Solving: Phonics

Select a page on which students had difficulty decoding and/or asked for help reading a word. Then model how to look closely at the tricky word, guiding students how to decode, and blend the sounds together. See examples below:

Let's revisit page 10. Some of you had trouble reading the word that begins with the letter **b**. Put your finger on that word and let's take a closer look. What do you notice? Yes, it includes the vowel team, **ai**, which tells us that the vowel sound will be long. Let's blend all the sounds together to read the word, /b/ /ā/ /t/ → **bait**. Bait is food that you hook onto a fishing line to help catch fish.

/b/ /ā/ /t/
bait

Turn to page 14. Some of you had trouble reading the first word in the second sentence. It is a longer word, but you can find parts that you know. This word is a compound word that is made up of two high-frequency words that you know, **to** and **day**. We can blend the parts to read the word, /to/ /day/ → **today**.

/to/ /day/
today

You may also use a dry erase board or chart paper to write the letters for each sound. Guide students in blending each sound in the word and then read it smoothly so it sounds like the written word.

Optional Independent/Partner Practice

[ai and ay Bingo card 1](#)

[ai and ay Bingo card 2](#)

[ai and ay Bingo: Call List Word Cards](#)

Word-Solving: Word Recognition by Sight

If students have trouble quickly recalling a high-frequency word, use the following word-learning routine to build automaticity:

- We will practice learning an important word by heart. The word is _____ (e.g., **have**). Turn to page ____ (e.g., 4) and let's read this important word in a sentence.
- Put your finger under the word _____ (e.g., **have**) and say the letters with me (e.g., h-a-v-e).
- Let's listen to the sounds in the word **have**, /h/ /a/ /v/.
- Now let's notice the letters for each sound as I write the word **have**.




Model writing the letters as you say each sound aloud and slowly stretch out the word. Point out any unfamiliar or odd spelling pattern. (e.g., Did you notice that this word has a CVCe pattern but doesn't follow the rule that the a is a long vowel sound and says its name? The e is silent, but the vowel a makes the short vowel sound.)

- Now, you will write the word **have** to help you remember this word by heart. Say each letter aloud as you write it. **Students may use a dry erase board, a piece of paper, or write the word in the air.**
- I can use the word **have** in a sentence. "I **have** so many friends at school." Now you give it a try. Turn to your partner and use the word **have** in a sentence.

Word-Solving: Vocabulary

If the text includes an academic or content-specific word that is outside your students' language comprehension, go back to the page where the word is used, reread the sentence, and then use context clues (including illustrations), synonyms, and kid-friendly explanations/definitions to build students' word knowledge. See example below:

Let's turn back to page 8 and reread the sentence, "I can wade in the lake." Have you heard the word **wade** before? Do you know what it means? **Allow student responses. This is a good way to assess and build on their word knowledge and schema.** Another word that means the same as wade is **walk**. We can substitute the word **walk** for **wade**. 

Sometimes the illustration gives us clues about the meaning of a word, we can see from this illustration that the girl has walked, or stepped into the not too deep water. She's standing and playing, not swimming. This makes me think that the word **wade** means to walk in shallow water.

Read Again



Invite students to reread the text independently and/or with a partner. If possible, send the text home for students to reread with a family member. Repeated readings of a text are an effective strategy for developing students' fluency skills.