

95 Phonics Booster Bundle™

Grade 1 Tune-up

Product Sample

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Introduction

Description of 95 Phonics Booster Bundle™: Summer School Edition (SSE)

The 95 Phonics Booster Bundle™: Summer School Edition (SSE) is a phonics strand taught in summer school with the whole class or in small groups. An additional use of the program is to teach part or all of the first 25 days in the fall to jump-start the transition to the next school year. This will help ensure that students have mastered the prior year's skills.

This program is consistent with a core value of 95 Percent Group, which is that reading instruction should be teacher directed. Although digital tools are included, this program is grounded in the belief that the teacher—not a computer—teaches students how to read. The 25 daily lessons in this program are designed to teach for 30–45 minutes daily during summer school or as a review at the beginning of the school year. This program serves as a phonics and word study strand and is not intended to be a comprehensive literacy curriculum; it doesn't include read-alouds, oral language and vocabulary development, reading of authentic text, comprehension instruction, and process writing.

By varying the number of practice opportunities provided to students, teachers can manage the lesson time to 30–45 minutes to fit into a summer school schedule. For example, if less time is available, teachers can dictate 1–2 of the 3 sentences provided in the Write Sentences section or have students complete 1 row of Word Completion with Pictures.

Rationale for Developing the Summer School Edition

Clients have often asked 95 Percent Group to consider developing a Tier 1 phonics program. Across the company's history, this has been the single most requested new product. The impetus for this request is the large, measurable gains occurring among the students receiving instruction with 95 Percent Group's intervention materials. Having experienced what explicit, systematic, and sequential phonics instruction looks like, clients realize that their core program lacks phonics instruction grounded in the science of reading and the principles of structured literacy. Although a handful of clients have successfully used the intervention routines within their core reading block, most clients have experienced challenges adapting our phonics intervention materials for whole-class use.

Based on client feedback, this program addresses the following needs:

- Inadequate phonics instruction in many popular literacy curricula
- An excessive number of students identified for Tier 2 or 3 phonics intervention
- Inadequate teacher knowledge about the science of reading and effective phonics instruction
- Gaps in students' phonics skill development resulting from school closures, summer breaks, etc.
- A curriculum that enables a seamless transition between in-class and remote learning without disrupting or watering down the instruction
- Digital tools to enhance instruction in any setting

Using the deep phonics expertise of our team as well as leveraging instructional strategies found in our existing phonics products, this new *Summer School Edition* phonics program was not only developed quickly but also entirely by our educator employees. A hallmark of the curriculum is

that it provides explicit routines in each of the important components of phonics instruction, including word sorting, sound-spelling mapping with and without phonics chips, word chains, and transfer to text. This program aligns with all of 95 Percent Group's phonics assessments and intervention materials so students will have consistent gestures, chip colors, and routines between Tier 1, summer school, and intervention. New decodable text was written so that passages used in our intervention materials will be fresh for students who require extra support in Tier 2 or 3.

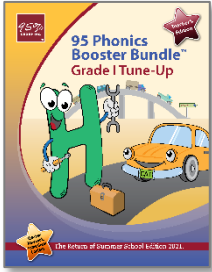
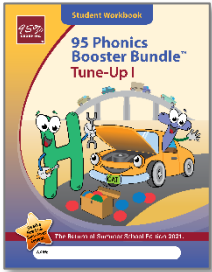
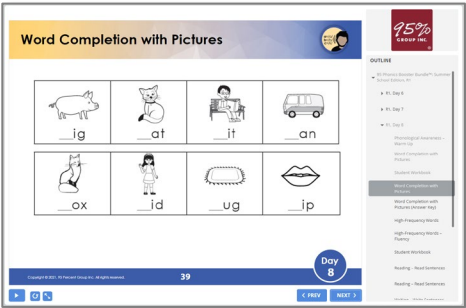
Additionally, to address the potential of school closures, the program was designed to ensure a seamless transition to remote learning without disruption in the curriculum sequence by sending the Student Workbook and manipulatives home. These materials can be used from home in unison with the Presentation files when teachers instruct students on videoconferencing platforms.

In this sample, you will find:

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Elements included in the 95 Phonics Booster Bundle™ Grade 1 Tune Up

	<p>Teacher's Package – The Teacher's Package includes 1 full-color, spiral-bound TE for Rising 1st grade. Each TE includes 25 days of lessons. The back cover is a firm stock, enabling teachers to hold the book folded back to see a single page with assurance that it will not bend.</p>
	<p>Student Package – The Student Package includes 2 components. First, there is a Student Workbook (SW) of approximately 42 pages with full-color covers and grayscale printing on the interior pages. Everything the student needs to participate in the lesson is contained in the workbook. This includes letters with arrows to review letter formation, pictures for identification of initial sounds, high-frequency word boxes to read and build automaticity, designated areas for writing sentences, and text to practice reading sentences and short stories. The second component is the student letter-sound strips. There are 7 strips (containing 3-4 letters each; 26 letters total) printed on durable cardstock that is pulled out from the center of the SW binding. The letter-sound strips support letter-sound association as students trace each letter with their fingers while saying the letter name, keyword, and sound.</p>
	<p>Presentation Files – These HTML animated files contain images to guide instruction of the lessons. Teachers access and use the Presentation files on our website either in the classroom or during remote instruction using a videoconferencing platform such as Zoom or Google® Classroom. Because these files are HTML, they are accessible on any device with a current browser, including a Chromebook®.</p>
<p>Product Training Video – This 30-minute training video provides an overview of the program and tips for teaching the lessons. This video is accessible on the Customer Portal by all teachers who have a Teacher's Package. More extensive professional development is available either virtually or in person for an additional fee.</p>	
<p>Other Teacher Support – The product's landing page will be updated with teacher support tips and resources as new questions arise. Teachers should check back frequently for additional resources.</p>	



Phonological Awareness Wrap-Up

PHONOLOGICAL AWARENESS: BLENDING 2-PHONEME WORDS

Today we are going to practice blending 2 sounds to say a word.
Let's review the instructions:

- I'll say the sounds.
- Then, I'll ask you to tell me the word. Ready?

/oi/ /l/: Word?	oil	/l/ /ā/: Word?	lay
/ī/ /l/: Word?	ill	/l/ /ō/: Word?	low
/w/ /ā/: Word?	way	/r/ /ā/: Word?	ray
/n/ /ō/: Word?	no	/ō/ /t/: Word?	oat
/f/ /or/: Word?	for	/s/ /ū/: Word?	Sue
/ă/ /n/: Word?	an	/m/ /ā/: Word?	may
/ī/ /s/: Word?	ice	/ā/ /j/: Word?	age
/ī/ /n/: Word?	in	/d/ /ā/: Word?	day

DAY 8

Phonological Awareness Warm-Up

PHONOLOGICAL AWARENESS: BLENDING 2- AND 3-PHONEME WORDS

Today we are going to practice blending 2 or 3 sounds to say a word.
Let's review the instructions:

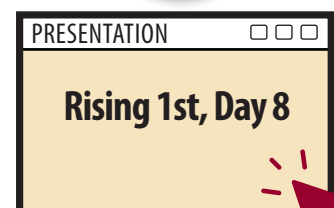
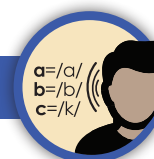
- I'll say the sounds.
- Then, I'll ask you to tell me the word. Ready?

/n/ /ō/ /t/: Word?	note	/m/ /ū/ /ch/: Word?	much
/r/ /ū/ /b/: Word?	rub	/l/ /ā/ /p/: Word?	lap
/d/ /ī/ /sh/: Word?	dish	/n/ /ī/ /p/: Word?	nip
/sh/ /ē/: Word?	she	/sh/ /ō/: Word?	show
/k/ /ā/ /t/: Word?	cat	/n/ /ī/ /t/: Word?	night
/h/ /ī/ /m/: Word?	him	/k/ /ē/: Word?	key
/r/ /ī/ /d/: Word?	rid	/r/ /ō/ /d/: Word?	rode
/ū/ /p/: Word?	up	/l/ /ā/ /sh/: Word?	lash

Letter-Sound Correspondence

WORD COMPLETION WITH PICTURES

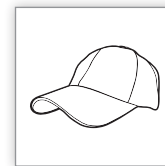
Now we're going to fill in the missing sounds in words. Look at each picture. Fill in the correct letter to complete the word. After you write the letter, whisper read the word.



(Display cap.)

I'll do the first one. This picture is cap.

- I finger-stretch cap. /k/ /ă/ /p/
- I tap the letters and line while saying the sounds to see what sound is missing. (Tap the line, the letter *a*, and the letter *p*.)
 - The first sound /k/ is missing. In this word, the sound /k/ is spelled with the letter *c*.
- Next, I write the letter *c* in the space.
- Finally, I slide a finger under the word and whisper "cap."



cap



Now it's your turn. Turn to page 14 in your Student Workbook.

(Review the name of each picture with students before they begin.)

Here are the steps:

1. Finger-stretch the sounds.
2. Tap the letters and line while saying the sounds.
3. Write the letter for the missing sound.
4. Whisper read the word.

Answer Key

 <u>p</u> ig	 <u>c</u> at	 <u>s</u> it	 <u>v</u> an
 <u>f</u> ox	 <u>k</u> id	 <u>r</u> ug	 <u>l</u> ip

High-Frequency Words

Now I'm going to show you how to read 4 more high-frequency words. Watch me, my turn.

(Display be.)

The word is be, as in the sentence "Will you be at the party?"

- Watch me finger-stretch the sounds. /b/ /ē/ (Show thumb for /b/ and pointer finger for /ē/.)
- There are 2 sounds in the word *be*. This word is spelled with 2 letters, *b-e*.

Now it's your turn. Word? **be** How many letters? **2**

The letter names are b-e. Say them with me. **b-e**



be

(Use the process below to review the next 3 words.)

HFW List	
he /h/ /ē/	<ul style="list-style-type: none"> The word is _____. What is the word? _____ Listen for this word in the following sentence. (Use the word in a sentence.) Watch me finger-stretch the sounds. There are (number) sound(s) in the word _____. This word is spelled with (number) letter(s), _____.
me /m/ /ē/	Now it's your turn.
we /w/ /ē/	<ul style="list-style-type: none"> Word? _____ How many letter(s)? _____ The letter name(s) are _____. Say them with me. _____

he
me
we



How are the words *be*, *he*, *me*, and *we* alike? (answers vary: **They all end in the sound /ē/. They all end with the letter e. They rhyme.**)

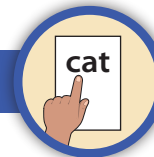
FLUENCY: HIGH-FREQUENCY WORDS

Now we will practice reading the words we know.

(Display the high-frequency word grid. Prompt students by saying "Word?" at each box.)

me	we	he	be
this	are	good	jump
what	down	has	have
come	now	they	little

Reading



READ SENTENCES

It's sentence time!



Turn to page 15 in your workbook. Find the line that has a plane in front of it.

(Display word box.)

Above the line, there is a box with some high-frequency words that we have learned. Let's read them together. **we, me, he** Now, put your pointer finger in front of the first word in the sentence.

(Display sentence.)


Answer with me as we read the first sentence together.

- How many words do you see? **3**
- How is the first word spelled? **uppercase G-u-s**
 - First sound? **/g/** Next sound? **/ŭ/** Last sound? **/s/** Word? **Gus**
 - Notice that G is an uppercase letter because it is the first word in the sentence and it is the first letter of a name.

Note: Stop to chorally read the 16 words in the long box at the top of the workbook pages. Doing this at least once a day can help to build automaticity of these high-frequency words.

we, me, he

Gus is six.



- How is the second word spelled? **i-s** This is the bold high-frequency word **is**.
- How is the third word spelled? **s-i-x**
 - First sound? **/s/** Next sound? **/i/** Last sounds? **/k/ /s/** Word? **six**
- Which punctuation mark is at the end? **a period**
- Now read the sentence. **Gus is six.**

Now it's your turn. On the line that has a plane in front of it, find the sentence that is next to the one we just read together. Put your pointer finger in front of the first word.

Let's review the steps:

1. Put your finger under each word.
 - If the word is bold, it's a high-frequency word. Read the word.
 - If it's not a high-frequency word, point to the letters, say the sounds, and then read the word.
2. Continue until you read each word.
3. Then read the sentence.

(After reading the sentences, ask the students who said "Look at me"? **Gus said "Look at me."** Yes, we know Gus said "Look at me" because there are quotation marks around it.)

1. **We** see him bat.
2. Gus **said**, "**Look** at **me**."
3. **He** had **a** big hit.

Writing



WRITE SENTENCES

Now we'll practice writing sentences. Remember, the first word in a sentence starts with an uppercase letter, and there's a punctuation mark at the end like a period or question mark.

Answer with me as we do the first one together.

Let's write the following sentence: **We want to be fit.** Repeat it with me. **We want to be fit.** (Hold up 1 finger for each word as you repeat the sentence.)

- How many words do you hear? **5**
- (Repeat the sentence.) What is the first word? **We** I write the high-frequency word **we**.
 - Notice that **W** is uppercase because it's the first word in a sentence.
- (Repeat the sentence.) What is the second word? **want** I write the high-frequency word **want**.
- (Repeat the sentence.) What is the third word? **to** I write the high-frequency word **to**.

- (Repeat the sentence.) What is the fourth word? **be** I write the high-frequency word **be**.
- (Repeat the sentence.) What is the last word? **fit**
 - Sounds and letters? /f/ f - /i/ i - /t/ t
- Punctuation mark? **period**
- Read the sentence. **We want to be fit.**



We want to be fit.



Now it's your turn. Turn to page 15 in your Student Workbook. Find the line that has a crown in front of it.

(Display word box.)

Above the line, there is a box that has some high-frequency words that we have learned. Let's read them together. **we, he, me, I**

we, he, me, I

Here are the steps:

1. I'll say the sentence and you repeat it.
2. I'll say each word, and before you write it, decide if it's a high-frequency word. Use the word boxes in your workbook to help you.
 - If it's a high-frequency word, write the letters.
 - If it's not a high-frequency word, break the word into sounds and write the letter for each sound.
3. Make sure the first letter in your sentence is uppercase.
4. Put a punctuation mark at the end.
5. Then, read the sentence.

Now that you have written 3 sentences, go back to the top and trace the first sentence. Finally, whisper read all 4 sentences.

1. We run a lap.
2. He can hop to me.
3. I can hop to him.



Phonological Awareness Wrap-Up

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- I'll say the sounds.
- Then, I'll ask you to tell me the word. Ready?

/ă/ /d/: Word?	add	/k/ /yū/ /t/: Word?	cute
/k/ /ā/ /j/: Word?	cage	/l/ /ō/: Word?	low
/g/ /ō/: Word?	go	/z/ /ă/ /p/: Word?	zap
/f/ /ē/ /d/: Word?	fed	/w/ /ē/ /b/: Word?	web
/ou/ /t/: Word?	out	/l/ /ō/ /g/: Word?	log
/sh/ /ē/ /d/: Word?	shed	/w/ /ā/ /d/: Word?	wade
/h/ /i/ /v/: Word?	hive	/m/ /ē/: Word?	me
/v/ /ā/ /s/: Word?	vase	/hw/ /ē/ /n/: Word?	when

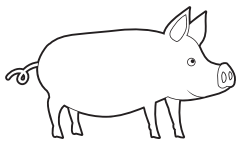
a, and, come, do, for, is, like, look, said, see, the, they, to, want, who, you

Write Sentences jump, are, this



The sun is hot.

Word Completion with Pictures



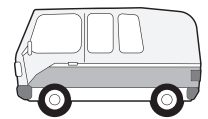
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__at



__it



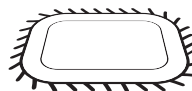
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a, and, come, do, for, is, like, look, said, see, the, they, to, want, who, you

Read Sentences we, me, he

 Gus is six. We see him bat. Gus said, "Look at me." He had a big hit.

Write Sentences we, he, me, I

 We want to be fit.



Education Consulting and
Professional Development

95 Phonics Booster Bundle™ Summer School Edition

R1

Student Workbook

Thank you for your interest in

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your representative or email
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