



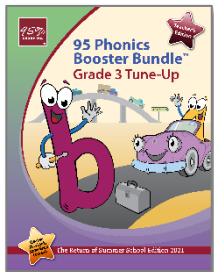
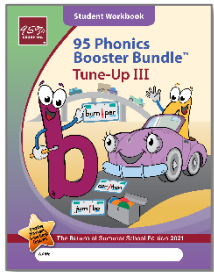
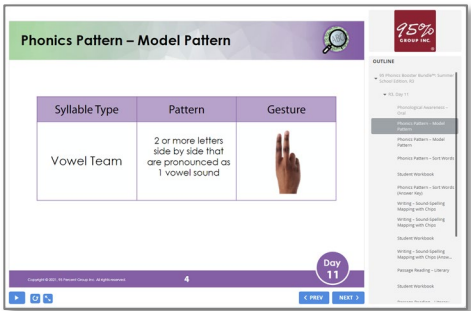








## Elements included in the *95 Phonics Booster Bundle™ Grade 3 Tune Up*

	<p><b>Teacher's Package</b> – The Teacher's Package includes 1 full-color, spiral-bound TE for Rising 3rd 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. The other printed component is a set of Sound-Spelling Cards the teacher holds up while introducing and reviewing the phonics concepts. These cards are included in the shrink-wrapping surrounding the TE.</p>
	<p><b>Student Package</b> – The Student Package includes 2 components. First, there is a Student Workbook (SW) of approximately 46 pages with full-color covers and grayscale printing on the interior pages. The workbook includes copies of passages that students can write on, word lists and columns for sorting words by pattern, boxes for word mapping, tables for completing word chains from teacher dictation, and designated areas to write responses to passage comprehension questions. The second component is the student manipulatives, which include a sound-spelling mat and a sheet of chips that provide the student with an individual set of manipulatives to use during the lessons. The manipulatives are printed in color on a larger sheet that is pulled out from the center of the SW binding. One half of the paper is the sound-spelling mat and the other half contains rectangle chips (for silent-e instruction) and circle chips. Teachers will need to cut out the chips for storage in snack- or sandwich-sized resealable bags (provided by schools).</p>
	<p><b>Presentation Files</b> – 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><b>Product Training Video</b> – 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><b>Other Teacher Support</b> – 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>	

## Days 11–15: Predictable Vowel Teams



## Learning Objective

In Days 11–15, students demonstrate understanding of predictable vowel team patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.

## DAY 11

## Phonological Awareness Warm-Up



Today we are going to practice substituting a sound at the beginning of a word to make a new word.

Watch me do the first one.

- The word is slot. I change /s/ at the beginning of the word to /p/. The new word is plot.

Let's practice together. Ready?

- Say true: (**true**) Change /t/ to /g/. Word? **grew**

Now it's your turn. Here are the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to substitute, or change, at the beginning of the word.
- Then, I'll ask you to tell me the new word. Ready?



## Teacher Tip

In this lesson the PA warm-up skill is phoneme substitution. This is a critical skill for figuring out an unknown word by analogy to a known word. For example, if a student sees the word *sake*, and knows *lake*, it's possible to quickly substitute /s/ for /l/ and correctly pronounce the unknown word.

Say cry: (**cry**) Change /k/ to /d/. Word?  
Say glow: (**glow**) Change /g/ to /b/. Word?  
Say drew: (**drew**) Change /d/ to /g/. Word?  
Say free: (**free**) Change /f/ to /t/. Word?  
Say blank: (**blank**) Change /b/ to /p/. Word?  
Say flow: (**flow**) Change /f/ to /s/. Word?  
Say plea: (**plea**) Change /p/ to /f/. Word?  
Say clash: (**clash**) Change /k/ to /s/. Word?

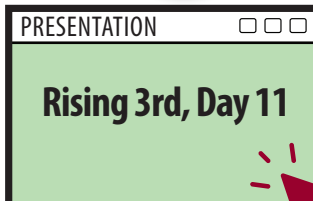
**dry**  
**blow**  
**grew**  
**tree**  
**plank**  
**slow**  
**flea**  
**slash**

Say trick: (**trick**) Change /t/ to /b/. Word?  
Say grain: (**grain**) Change /g/ to /t/. Word?  
Say clay: (**clay**) Change /k/ to /p/. Word?  
Say dry: (**dry**) Change /d/ to /t/. Word?  
Say brook: (**brook**) Change /b/ to /k/. Word?  
Say gray: (**gray**) Change /g/ to /t/. Word?  
Say crash: (**crash**) Change /k/ to /t/. Word?  
Say brown: (**brown**) Change /b/ to /d/. Word?

**brick**  
**train**  
**play**  
**try**  
**crook**  
**tray**  
**trash**  
**drown**

## Phonics Pattern

Today we will begin reviewing how to read and spell words with the vowel team syllable pattern. A vowel team has 2 or more letters side by side that are pronounced as 1 vowel sound. Today we will review 4 vowel teams: e-e, i-g-h, o-a, and o-e.











Words with the vowel team pattern have (repeat it with me): **2 or more letters side by side that are pronounced as 1 vowel sound.**

The gesture for the vowel team syllable is 2 fingers together.

Practice the gesture with me.  **vowel team**

Let's look at today's 4 vowel team pronunciations and their keywords. As I show each one, you will repeat after me. We will say the keyword and the vowel sound. Then, we will practice the syllable gesture together. These 4 vowel teams are pronounced with a long vowel sound.

**Note:** Display the Sound-Spelling Cards for these vowel teams so the students have a visual cue to reference throughout the lesson.


Keyword Images to Display	Keywords	Sounds	Vowel Team Gesture
ee 	eel	/ē/	
igh 	night	/ī/	
oa 	oat	/ō/	
oe 	toe	/ō/	

**Note:** The letters *g* and *h* become part of a vowel team when they follow the single vowel letter *i*. When these 3 letters team up, they are pronounced with 1 sound, /ī/.

## PATTERN AND CONTRAST WORDS

Let's practice identifying words that fit the pattern and words that do not. Watch what I do.

(Display sight.)

- First, I point to the vowel or vowels and identify the syllable type.
  - I see 1 vowel letter, *i*, followed by *g* and *h*.
  - This word follows the i-g-h vowel team pattern.
  - I whisper "vowel team" while making the vowel team gesture.
  - I whisper the vowel sound /ī/.
- I place the word in the /ī/ night column. 
- Finally, I slide a finger under the word and whisper "sight."

sight   
sight 

**Note:** Even though there are 3 letters in the vowel team *igh*, all vowel teams are represented with the 2-finger gesture.

ee 	igh 	oa 	oe 	
	sight			






Now it's your turn. Turn to page 22 in your Student Workbook.  
Let's review the steps.

1. Look at the word to decide if it follows the vowel team syllable pattern.
2. Whisper the syllable type and show the gesture.
3. Whisper the vowel sound.
4. Write the word in the correct column.
5. Whisper read the word.

I'll check back with you in a few minutes and then you can check your answers.

### Answer Key

ee 	igh 	oa 	oe 	
cheek	sight	float	woe	flat
green	fight	soak	foe	fig
need		foam		check

- |          |          |
|----------|----------|
| 1. flat  | 7. green |
| 2. float | 8. check |
| 3. fight | 9. foe   |
| 4. cheek | 10. soak |
| 5. fig   | 11. need |
| 6. woe   | 12. foam |

## Writing



### SOUND-SPELLING MAPPING WITH STUDENT PHONICS CHIPS

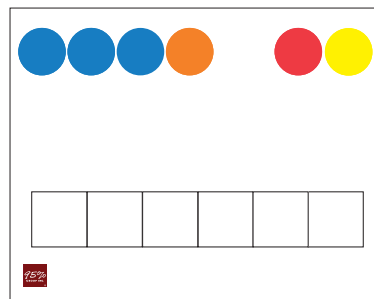
We're going to practice moving sound chips into boxes and then writing the letters to spell the words.

(Display mat with chips.)

Today we have another new chip. The yellow chip represents the single sound of a vowel team. It reminds us that, while vowel teams are spelled with more than 1 vowel or letter, they are pronounced as 1 vowel sound. In this activity, when we hear the long e, i, or o sound in a word, we will use the yellow vowel team chip.

Let's do one together. Watch me move the chips and write the letters.

The word is groan. Word? **groan**



.	.	.	.		
---	---	---	---	--	--

--	--	--	--	--	--

g.	r.	oa.	n.		
----	----	-----	----	--	--

--	--	--	--	--	--

**Now it's your turn. Get your chips and mat ready. Remember to place the consonant chips on the left side, and the vowel chips on the right side. Lay out the following chips on your mat:**

- 3 blue chips
- 1 orange chip
- 1 red chip
- 1 yellow chip




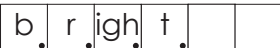

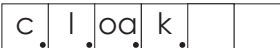

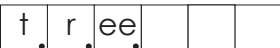








## Does your mat look like this?



Now it's your turn. Turn to page 22 in your Student Workbook. Here are the steps:

1. I'm going to say a word and you'll repeat it.
2. Finger-stretch the sounds and place dots in your workbook
3. Then, say each sound and move the chips on your mat.
4. Say each letter and write it in your workbook.
5. Finally, whisper read the word.

## Answer Key

Words to Dictate	Placement of Phonics Chips on Mat	Correct Answers in Student Workbook
groan		
1. bright		
2. cloak		
3. tree		
4. brag		
5. hoe		
6. sheet		
7. click		

**Note:** For words with the long o sound spelled with either the o-a or o-e vowel team, use the script for the word *groan* from above.



## Passage Reading

### UNDERLINE PATTERN WORDS

#### Passage – Literary: *Reed's Foal*

Now we'll practice finding vowel team words in a passage. Today's passage is about a boy and his foal. A foal is a baby horse.

We are going to look for words that have the e-e, i-g-h, o-a, or o-e vowel teams and underline them.

Let's look at the title of the passage. (Do not read the title.) The word *Reed's* has the vowels e-e side by side so I make the vowel team gesture and underline it. Help me find more words with the vowel teams e-e, i-g-h, o-a, and o-e to underline. Hold up the vowel team gesture when you see another one, and I'll underline it. (Continue underlining ee, igh, oa, and oe vowel team words above the black line.)



Now it's your turn. Turn to page 20 in your Student Workbook. Here are the steps:

1. Begin below the black line and continue underlining to the end of the passage.
2. Use your fingers to find the vowels.
3. If you find a word with an e-e, i-g-h, o-a, or o-e vowel team, underline it.

I'll give you a few minutes and we'll check them together.

## DAY 12

### Phonological Awareness Warm-Up



Today we are going to practice substituting a sound at the beginning of a word to make a new word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to substitute, or change, at the beginning of the word.
- Then, I'll ask you to tell me the new word. Ready?

## SAMPLE

## Passage – Literary

Reed's Foal

1        Reed had a goal to obtain a foal. It seemed to take a long time to save  
 2 up for the foal. When Reed saw the foal, he paused. The foal did not have a  
 3 flaw. She was small, but strong. Her coat was reddish with white on her throat  
 4 and jaw. She had spots on her thighs that were black as coal. Reed's dad  
 5 said she was a bay roan. Reed named the foal Roe.

6        As time went on, Reed trained Roe to vault over gates and the small  
 7 creek. Reed had to coax her to jump over the creek, but one day, Roe  
 8 launched. It felt as if they were taking flight. Some days they would stop  
 9 and rest by the trees. The toads would croak by the pond as Reed would  
 10 lay and watch the doe take drinks.

11        After a day of jumping, Reed would give Roe a bath on the lawn next  
 12 to her stall. He would put foamless soap on Roe's coat and let it soak in.  
 13 When she was dry, Reed would rub her coat, mane, and tail with oil to keep  
 14 them sleek. Roe would hold her neck high, as if to say she liked the bath.

15        At night, Reed would feed Roe oats in her stall. Roe would lick his toes  
 16 as she dozed off to sleep. Then he would say, "Have a good night, Roe," and  
 17 creep out of the stall. Reed was full of joy with his bay roan.



## SAMPLE

## Passage – Informational

Pond Days

1 Spending a day at the pond is a joy. As you pause at the pond's bank,  
2 you may see many plants. There are green pads floating and weeds deep  
3 in the soil. If you wade in the pond, these weeds may coil around your feet  
4 and toes.

5 Frogs and toads can be seen around ponds and have odd traits. Frogs  
6 are green with moist skin and have teeth on the top jaw. If you get close, frogs  
7 will use their long legs and strong thighs to vault high to escape. Frogs live in  
8 ponds to keep their skin moist. They sit on the pads to soak up the sun's rays.  
9 When they get too hot, they launch back in the pond. A toad's skin is dry with  
10 bumps. Unlike frogs, toads do not have teeth. They have small legs and thick  
11 thighs for hopping. Toads stay close to the pond's bank and live on the land.  
12 Both frogs and toads croak. To make this noise, they inhale. When they exhale,  
13 it makes the croaking noise.

14 There are many kinds of fish in ponds. You may see bass, sunfish, or catfish.  
15 If you go fishing, it is best at dawn as the sun comes up. Get good bait and a  
16 pail for your haul. Some fish have strong jaws and may take your bait right off  
17 the hook. Fish are coy and try not to be your catch of the day. You will need to  
18 wait and take your time.

19 Make a point to spend a day at the pond. They are full of things that are  
20 a joy to watch.









