



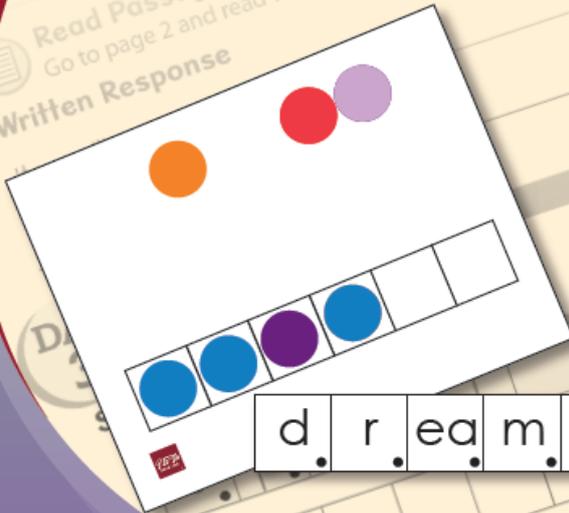
# 95 Phonics Booster Bundle™

Summer School 2<sup>nd</sup> Edition

Rising 3rd Grade

third

Read Passage  
Go to page 2 and read The Best Gift.  
Written Response



d . r . ea . m .



## 95 Phonics Booster Bundle™ Summer School 2nd Edition Rising 3rd Grade Product Sample

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# Introduction

## Description of *95 Phonics Booster Bundle™: Summer School 2nd Edition (SSE)*

The *95 Phonics Booster Bundle™: Summer School 2nd 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 for writing or use only 1 of the 2 comprehension questions shown in the Teacher's Edition (TE).

## Rationale for Developing the *Summer School 2nd 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 2nd 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.

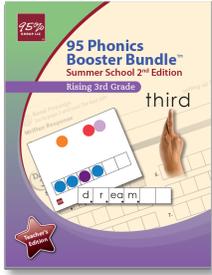
Additionally, to address the potential of school closures, the program was designed to ensure a seamless transition to remote learning without disruption in the curriculum sequence by sending the Student Workbook and manipulatives home. These materials can be used from home in unison with the Presentation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

In this sample, you will find:

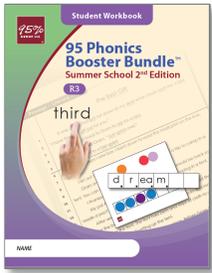
- Introduction and why we Developed this product
- Elements included in Rising 3rd Summer School
- Teacher's Edition of Rising 3rd Day 11-12
- Student Edition of Rising 3rd, Day 11-12



# Elements included in the 95 Phonics Booster Bundle™ Summer School 2nd Edition Rising 3rd Grade



**Teacher’s Package** – 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.



**Student Package** – 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).



**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®.

**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.

**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.

Passage – Literary

### A Good Deed

1 My name is Bree. Last week, I went out to sweep up the green and  
 2 brown nuts that fell from our oak tree. That is when I saw Coach Sloan creep  
 3 down the road on crutches. There was a cast on his right leg from his thigh to  
 4 his toes.

5 “WHOA! What a sight!” I cried.

6 Coach Sloan let out a sigh. “I was out for a jog. I fell over a steel plate in  
 7 the road that I didn’t see. This will keep me off my feet. No long jogs for weeks!”  
 8 I could not keep from thinking of Coach Sloan. He does so many good  
 9 deeds! That night I called my pal Joe. I told Joe that Coach Sloan might  
 10 need help.

11 “We need to do a good deed for Coach Sloan,” Joe said. Joe, his sis  
 12 Joan, and I planned to meet at Coach Sloan’s at three.

13 We were in the street when Coach Sloan’s cat, Sprig, and his wee pup,  
 14 Sprite, came running with speed to greet us. They were gleeful and sweet. We  
 15 asked Coach how we can help. Coach Sloan smiled and said we could hoe  
 16 weeds and sweep up nuts from the oak trees. We got right to work.

17 When the bright light of the sun faded, the three of us left. Coach Sloan  
 18 was thankful. We smiled because it felt right to do a good deed.

| Vowel Teams |       |        |      |        |       |       |     |
|-------------|-------|--------|------|--------|-------|-------|-----|
| ee          |       |        | igh  |        | oa    | oe    |     |
| Bree        | greet | steel  | wee  | bright | sight | Coach | hoe |
| creep       | keep  | street | weed | light  | thigh | Joan  | Joe |
| deed        | meet  | sweep  | week | might  |       | oak   | toe |
| feet        | need  | sweet  |      | night  |       | road  |     |
| glee        | see   | three  |      | right  |       | Sloan |     |
| green       | speed | tree   |      | sigh   |       | whoa  |     |

|                      |
|----------------------|
| <b>Word Count*</b>   |
| 237                  |
| <b>Pattern Words</b> |
| 71 (30%)             |
| * including title    |

**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**



2 min

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 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.

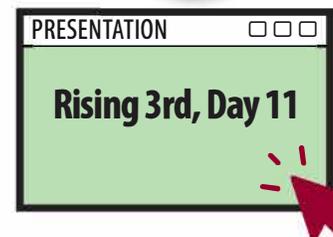
|  |              |  |              |
|--|--------------|--|--------------|
| Say brook: ( <b>brook</b> ) Change /b/ to /k/. Word? | <b>crook</b> | Say blank: ( <b>blank</b> ) Change /b/ to /p/. Word? | <b>plank</b> |
| Say gray: ( <b>gray</b> ) Change /g/ to /t/. Word?   | <b>tray</b>  | Say flow: ( <b>flow</b> ) Change /f/ to /s/. Word?   | <b>slow</b>  |
| Say crash: ( <b>crash</b> ) Change /k/ to /t/. Word? | <b>trash</b> | Say plea: ( <b>plea</b> ) Change /p/ to /f/. Word?   | <b>flea</b>  |
| Say brown: ( <b>brown</b> ) Change /b/ to /d/. Word? | <b>drown</b> | Say clash: ( <b>clash</b> ) Change /k/ to /s/. Word? | <b>slash</b> |
| Say trick: ( <b>trick</b> ) Change /t/ to /b/. Word? | <b>brick</b> | Say cry: ( <b>cry</b> ) Change /k/ to /d/. Word?     | <b>dry</b>   |
| Say grain: ( <b>grain</b> ) Change /g/ to /t/. Word? | <b>train</b> | Say glow: ( <b>glow</b> ) Change /g/ to /b/. Word?   | <b>blow</b>  |
| Say clay: ( <b>clay</b> ) Change /k/ to /p/. Word?   | <b>play</b>  | Say drew: ( <b>drew</b> ) Change /d/ to /g/. Word?   | <b>grew</b>  |
| Say dry: ( <b>dry</b> ) Change /d/ to /t/. Word?     | <b>try</b>   | Say free: ( <b>free</b> ) Change /f/ to /t/. Word?   | <b>tree</b>  |

**Phonics Pattern**



10 min

**Key** Today we will practice 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.

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

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

**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 right.)

- 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 "right."



|  |   |  |  |   |
|--|---|--|--|---|
| ee  | igh  | oa  | oe  |  |
|  | right   |  |  |   |

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



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

1. Point to the vowel letter or letters and decide if the word 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  |  |
| peek   | right   | soap   | doe  | votes   |
| teeth  | high  | oak  | woes   | wig   |
| seeds  | flight  | coach  |  |   |

|          |           |
|----------|-----------|
| 1. votes | 7. teeth  |
| 2. soap  | 8. flight |
| 3. high  | 9. woes   |
| 4. peek  | 10. oak   |
| 5. wig   | 11. seeds |
| 6. doe   | 12. coach |

**Writing**



12 min

**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 float. Word? **float**

| Chips  | Letters  |
|--|--|
| <ul style="list-style-type: none"> <li>Finger-stretch float. /f/ /l/ /ō/ /t/</li> <li>How many sounds? <b>4</b> How many boxes should I dot? <b>4</b></li> <li>First sound? /f/ Chip? <b>blue</b></li> <li>Second sound? /l/ Chip? <b>blue</b></li> <li>Third sound? /ō/ The long o sound in this word is spelled with a vowel team, so I use the yellow chip.</li> <li>Last sound? /t/ Chip? <b>blue</b></li> </ul> | <ul style="list-style-type: none"> <li>Which letter spells the /f/ sound? <b>f</b></li> <li>Which letter spells the /l/ sound? <b>l</b></li> <li>The /ō/ sound is spelled with the vowel team <b>o-a</b>.                             <ul style="list-style-type: none"> <li>Since these 2 vowel letters spell 1 sound, I write the o and a in 1 box.</li> </ul> </li> <li>Which letter spells the /t/ sound? <b>t</b></li> <li>Sounds? /f/ /l/ /ō/ /t/</li> <li>Word? <b>float</b></li> </ul> |

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:

- I'm going to say a word and you'll repeat it.
- Finger-stretch the sounds and place dots in your workbook.
- Then, say each sound and move the chips on your mat.
- Say each letter and write it in your workbook.
- Whisper the syllable type, gesture, and read the word.

Answer Key

| Words to Dictate | Placement of Phonics Chips on Mat | Correct Answers in Student Workbook |
|------------------|-----------------------------------|-------------------------------------|
| float            |                                   | f . l . oa t .                      |
| 1. thigh         |                                   | th_igh_                             |
| 2. coach         |                                   | c_oa_ch_                            |
| 3. green         |                                   | g_r_ee_n_                           |
| 4. cast          |                                   | c_a_s_t_                            |
| 5. toes          |                                   | t_o_e_s_                            |
| 6. meet          |                                   | m_ee_t_                             |
| 7. ask           |                                   | a_s_k_                              |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|--|--|--|--|--|--|

|     |     |      |     |  |  |
|-----|-----|------|-----|--|--|
| f . | l . | oa . | t . |  |  |
|-----|-----|------|-----|--|--|

**Routine for Chip Movement:**

- Finger-stretch sounds.
  - How many sounds?
  - How many boxes?
  - Dot boxes in workbook.
- Sound? Chip? (repeat for each sound)
- Which letter spells the /\_/ sound? (repeat for each sound)
- Syllable type and gesture?
- Word?

**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 *float* from above.



6 min

**Passage Reading****UNDERLINE PATTERN WORDS****Passage – Literary: *A Good Deed***

Now we'll practice finding words with the patterns we are learning. This passage is about kids doing a good deed to help someone. A deed is an action or task you plan to do. For example, picking up trash on the playground is a good deed, or a good thing to do.

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 *Deed* has the vowel letters 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, or 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.
4. Finally, whisper read the words you underlined.

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

**DAY 12****Phonological Awareness Warm-Up**

2 min

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?

|  |               |  |              |
|--|---------------|--|--------------|
| Say clam: ( <b>clam</b> ) Change /k/ to /s/. Word?     | <b>slam</b>   | Say flank: ( <b>flank</b> ) Change /f/ to /b/. Word? | <b>blank</b> |
| Say brash: ( <b>brash</b> ) Change /b/ to /k/. Word?   | <b>crash</b>  | Say claim: ( <b>claim</b> ) Change /k/ to /f/. Word? | <b>flame</b> |
| Say slight: ( <b>slight</b> ) Change /s/ to /f/. Word? | <b>flight</b> | Say dries: ( <b>dries</b> ) Change /d/ to /p/. Word? | <b>prize</b> |
| Say praise: ( <b>praise</b> ) Change /p/ to /f/. Word? | <b>phrase</b> | Say clue: ( <b>clue</b> ) Change /k/ to /f/. Word?   | <b>flow</b>  |
| Say free: ( <b>free</b> ) Change /f/ to /t/. Word?     | <b>tree</b>   | Say clap: ( <b>clap</b> ) Change /k/ to /s/. Word?   | <b>slap</b>  |
| Say hair: ( <b>hair</b> ) Change /h/ to /ch/. Word?    | <b>chair</b>  | Say craze: ( <b>craze</b> ) Change /k/ to /g/. Word? | <b>graze</b> |
| Say fly: ( <b>fly</b> ) Change /f/ to /s/. Word?       | <b>sly</b>    | Say blue: ( <b>blue</b> ) Change /b/ to /g/. Word?   | <b>glue</b>  |
| Say great: ( <b>great</b> ) Change /g/ to /t/. Word?   | <b>trait</b>  | Say blare: ( <b>blare</b> ) Change /b/ to /g/. Word? | <b>glare</b> |

## Phonics Pattern



3 min

### READING PATTERN WORDS

#### Review the Pattern

We're continuing to read and spell words with the e-e, i-g-h, o-a, and o-e vowel team patterns. Let's review.

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.**

Show me the gesture and say the syllable type.  **vowel team**

Let's review the pronunciations of this week's vowel teams.

- How is the vowel team e-e pronounced? /ē/
- How is the vowel team i-g-h pronounced? /ī/
- How are the vowel teams o-a and o-e pronounced? /ō/

#### Read Pattern Words

Now, we're going to read words with the e-e, i-g-h, o-a, or o-e vowel team patterns. When I show you a word, follow these steps:

1. Find the vowels and say the number of vowel letters.
2. If the vowels are side by side, say "yes." If there is only 1 vowel or the vowels have a consonant between them, say "no."
3. Say the syllable type and show the gesture.
4. Say the vowel sound.
5. Read the word.



#### Routine for Word Reading:

- Find the vowels.
- How many vowel letters?
- Are the vowels side by side?
- Syllable type and gesture?
- Vowel sound?
- Word?

**Answer Key**

| Words on Presentation                |                                     |
|--------------------------------------|-------------------------------------|
| 1. (2, yes, vowel team, /ō/) - road  | 6. (1, no, closed, /ĕ/) - yell      |
| 2. (3, yes, vowel team, /ī/) - night | 7. (2, yes, vowel team, /ō/) - hoe  |
| 3. (2, yes, vowel team, /ĕ/) - three | 8. (3, yes, vowel team, /ī/) - sigh |
| 4. (2, no, silent-e, /ā/) - plate    | 9. (1, no, closed, /ă/) - flat      |
| 5. (2, yes, vowel team, /ĕ/) - week  | 10. (2, no, silent-e, /ō/) - home   |

**Note:** Remind students that the vowel team *igh* is considered 3 vowels in the words *night* (#2) and *sigh* (#8).

|          |          |
|----------|----------|
| 1. road  | 6. yell  |
| 2. night | 7. hoe   |
| 3. three | 8. sigh  |
| 4. plate | 9. flat  |
| 5. week  | 10. home |

**Writing**



12 min

**SYLLABLE MAPPING**

Today we're going to practice spelling multisyllable words with closed, silent-e, and vowel team syllables. We've done syllable mapping before, so let's do one together.

The word is fifteen. Word? **fifteen**

- I tap 1 box for each syllable we hear. **fif/teen** How many syllables? **2**
- Now, I write the letters that spell the sounds in each syllable.

|     |      |
|-----|------|
|     |      |
| fif |      |
| fif | teen |

|  |  |
|--|--|
| <p>First syllable? <b>fif</b></p> <ul style="list-style-type: none"> <li>- First sound? /f/ Letter? <b>f</b></li> <li>- Second sound? /i/ Letter? <b>i</b></li> <li>- Third sound? /f/ Letter? <b>f</b></li> <li>- Syllable type and gesture? <b>closed</b></li> <li>- Syllable? <b>fif</b></li> </ul> | <p>Second syllable? <b>teen</b></p> <ul style="list-style-type: none"> <li>- First sound? /t/ Letter? <b>t</b></li> <li>- Second sound? /ĕ/ The /ĕ/ sound is spelled e-e.</li> <li>- Third sound? /n/ Letter? <b>n</b></li> <li>- Syllable type and gesture? <b>vowel team</b></li> <li>- Syllable? <b>teen</b></li> </ul> |
|--|--|

- Word? **fifteen**



Now it's your turn. Turn to page 23 in your Student Workbook. Here are the steps:

1. I'll say a word and you'll repeat it.
2. Tap a box for each syllable you hear.
3. For each syllable, say the sounds, write the letters, and say the syllable type while showing the gesture.
4. Mark a V-shape connecting the vowels if the syllable follows the silent-e pattern.
5. Write the multisyllable word in the last column and whisper read the word to yourself.

**Note:** Remind students that they can finger-stretch sounds to spell the syllables.

(Extended application: If time permits, have students write 3 sentences using 3 of the multisyllable words. There are blank lines under the Syllable Mapping activity on page 23 of the workbook.)

**Answer Key**

| Words to Dictate | First Syllable | Second Syllable | Word      |
|------------------|----------------|-----------------|-----------|
| fifteen          | fif            | teen            | fifteen   |
| 1. feedback      | feed           | back            | feedback  |
| 2. uptight       | up             | tight           | uptight   |
| 3. tiptoe        | tip            | toe             | tiptoe    |
| 4. inhale        | in             | hale            | inhale    |
| 5. fabric        | fab            | ric             | fabric    |
| 6. sightsee      | sight          | see             | sightsee  |
| 7. pretzel       | pret           | zel             | pretzel   |
| 8. speedboat     | speed          | boat            | speedboat |

**Note:** The second syllable in the word *pretzel* (#7) has the schwa sound. For this reason, students may need guidance in spelling this syllable correctly.

**Morphology**



8 min

**SUFFIXES**

Today we will learn 2 suffixes. A suffix is a part added to the end of a word. When a suffix is added to a word, it changes the meaning of the word.

(Display -ful and -less.)

In this lesson, we will focus on 2 suffixes: **-ful** and **-less**. We will practice adding these suffixes to the ends of words and then identifying the meanings of the words.

(Display the Notes About Suffixes table.)

To begin, let's take notes on the meanings for these 2 suffixes.



Turn to page 24 in your Student Workbook. You will find a table titled **Notes About Suffixes**. I will guide you on how to take notes in this table. (Read through the table with the students and guide them in completing the last column in the table.)

-ful

-less

| Notes About Suffixes |               |               |   |
|----------------------|---------------|---------------|---|
| Suffix               | Meaning       | Word + Suffix | Sentence and Meaning  |
| -ful                 | full of, full | painful       | <b>The scrape on his leg was painful.</b><br><b>full of pain</b>      |
| -less                | without       | painless      | <b>Getting your cast off will be painless.</b><br><b>without pain</b> |



There are 4 words on page 24 in your Student Workbook. Listen as I read each word. Circle the suffix and write the meaning for each word in the second column. Finally, write a sentence using the word in the third column. Use your notes in the table to help you. (If there is time, ask students to orally share their sentences.)

**Answer Key**

| Word + Suffix  | Meaning of Word | Sentence       |
|----------------|-----------------|----------------|
| 1. spot(ess)   | without spots   | (answers vary) |
| 2. truth(ul)   | full of truth   | (answers vary) |
| 3. seed(less)  | without seeds   | (answers vary) |
| 4. stress(ful) | full of stress  | (answers vary) |

- 1. spotless
- 2. truthful
- 3. seedless
- 4. stressful

**Passage Reading**



3 min

**READ PASSAGE**

**Passage – Literary: A Good Deed**

Now we'll read the passage we underlined yesterday. This passage is about some kids that help a man while he is in a cast.

First, we'll read some of the underlined words together. When you see an underlined word with an e-e, i-g-h, o-a, or o-e vowel team, make the vowel team gesture and read the word. What is the underlined word in the title? **Deed** Read with me just the underlined words above the black line.



Now it's your turn. Turn to page 20 in your Student Workbook. Let's review the steps.

1. First, whisper read all the underlined words in the rest of the passage.
2. Then, go back to the beginning and whisper read the passage.

**Comprehension**



2 min

**WRITTEN RESPONSE**



Turn to page 24 in your Student Workbook. Complete the sentence about the passage. I'll give you a minute to do this, and then I'll ask for a couple of students to share what they wrote.

Coach Sloan has a cast on his \_\_\_\_\_ leg from his \_\_\_\_\_ to his \_\_\_\_\_. (RL.2.1) (right, thigh, toes)

## Passage – Literary

A Good Deed

1 My name is Bree. Last week, I went out to sweep up the green and  
2 brown nuts that fell from our oak tree. That is when I saw Coach Sloan creep  
3 down the road on crutches. There was a cast on his right leg from his thigh to  
4 his toes.

5 “WHOA! What a sight!” I cried.

6 Coach Sloan let out a sigh. “I was out for a jog. I fell over a steel plate in  
7 the road that I didn’t see. This will keep me off my feet. No long jogs for weeks!”

8 I could not keep from thinking of Coach Sloan. He does so many good  
9 deeds! That night I called my pal Joe. I told Joe that Coach Sloan might need  
10 help.

11 “We need to do a good deed for Coach Sloan,” Joe said.

12 Joe, his sis Joan, and I planned to meet at Coach Sloan’s at three.

13 We were in the street when Coach Sloan’s cat, Sprig, and his wee pup,  
14 Sprite, came running with speed to greet us. They were gleeful and sweet. We  
15 asked Coach how we can help. Coach Sloan smiled and said we could hoe  
16 weeds and sweep up nuts from the oak trees. We got right to work.

17 When the bright light of the sun faded, the three of us left. Coach Sloan  
18 was thankful. We smiled because it felt right to do a good deed.

**Pattern and Contrast Words**

| Word List |         |        |           |         |           |
|-----------|---------|--------|-----------|---------|-----------|
| 1. votes  | 3. high | 5. wig | 7. teeth  | 9. woes | 11. seeds |
| 2. soap   | 4. peek | 6. doe | 8. flight | 10. oak | 12. coach |

|  |   |  |  |   |
|--|---|--|--|---|
| ee  | igh  | oa  | oe  |  |
|  | right   |  |  |   |
|  |   |  |  |   |
|  |   |  |  |   |

**Sound-Spelling Mapping with Student Phonics Chips**

f . l . oa . t .

1. 

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### Syllable Mapping

|    | First Syllable | Second Syllable | Word    |
|----|----------------|-----------------|---------|
|    | fif            | teen            | fifteen |
| 1. |                |                 |         |
| 2. |                |                 |         |
| 3. |                |                 |         |
| 4. |                |                 |         |
| 5. |                |                 |         |
| 6. |                |                 |         |
| 7. |                |                 |         |
| 8. |                |                 |         |

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Morphology: Suffixes -ful and -less**

| Notes About Suffixes |               |               |                      |
|----------------------|---------------|---------------|----------------------|
| Suffix               | Meaning       | Word + Suffix | Sentence and Meaning |
| -ful                 | full of, full | painful       |                      |
| -less                | without       | painless      |                      |

| Word + Suffix | Meaning of Word | Sentence |
|---------------|-----------------|----------|
| 1. spotless   |                 |          |
| 2. truthful   |                 |          |
| 3. seedless   |                 |          |
| 4. stressful  |                 |          |

 **Read Passage** Go to page 20 and read *A Good Deed*.

**Written Response**

Coach Sloan has a cast on his \_\_\_\_\_

leg from his \_\_\_\_\_ to his \_\_\_\_\_.



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