

95 Phonics Booster Bundle™ Grade 3 Tune-up Product Sample

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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 for writing or use only 1 of the 2 comprehension questions shown in the Teacher's Edition (TE).

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

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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.

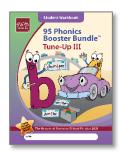
In this sample, you will find:
Introduction and Why We Developed This Product1
Elements included in Grade 3 Tune Up3
Teacher's Edition – Grade 3, Day 114
Student Workbook – Grade 3, Day 119



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



<u>Teacher's Package</u> – 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).



<u>Presentation Files</u> – 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®.

<u>Product Training Video</u> – 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.

<u>Other Teacher Support</u> – 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.



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?	dry	Say trick: (trick) Change /t/ to /b/. Word?	brick
Say glow: (glow) Change /g/ to /b/. Word?	blow	Say grain: (grain) Change /g/ to /t/. Word?	train
Say drew: (drew) Change /d/ to /g/. Word?	grew	Say clay: (clay) Change /k/ to /p/. Word?	play
Say free: (free) Change /f/ to /t/. Word?	tree	Say dry: (dry) Change /d/ to /t/. Word?	try
Say blank: (blank) Change /b/ to /p/. Word?	plank	Say brook: (brook) Change /b/ to /k/. Word?	crook
Say flow: (flow) Change /f/ to /s/. Word?	slow	Say gray: (gray) Change /g/ to /t/. Word?	tray
Say plea: (plea) Change /p/ to /f/. Word?	flea	Say crash: (crash) Change /k/ to /t/. Word?	trash
Say clash: (clash) Change /k/ to /s/. Word?	slash	Say brown: (brown) Change /b/ to /d/. Word?	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-q-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. **wowel 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/	4
igh	night	/ī/	4
oa 🍿	oat	/ō/	4
oe 🗸	toe	/ō/	4

Note: The letters *q* and *h* become part of a vowel team

Note: Display the Sound-

vowel teams so the students

have a visual cue to reference

Spelling Cards for these

throughout the lesson.

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. igh
- Finally, I slide a finger under the word and whisper "sight."

ee	igh	oa 🍿	oe 🗸	NO
	sight			



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. 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 🗸	NO
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

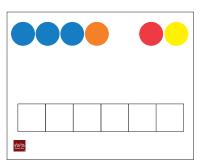
We're going to practice moving sound chips into boxes and then writing the letters to spell the words.

(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



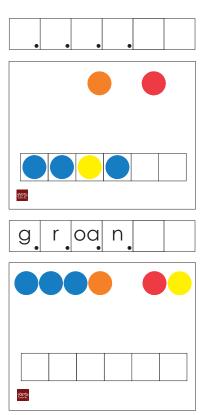


Chips • Finger-stretch groan. /g/ /r/ /ō/ /n/ First sound? /g/ Chip? blue

- How many sounds? 4 How many boxes should I dot? 4
- Second sound? /r/ Chip? blue
- Third sound? /o/ The long o sound in this word is spelled with a vowel team, so I use the yellow chip.
- Last sound? /n/ Chip? blue

Letters

- Which letter spells the /g/ sound? g
- Which letter spells the /r/ sound? r
- The /ō/ sound is spelled with the vowel team *o-a*.
 - Since these 2 vowel letters spell 1 sound, I write the o and a in 1 box.
- Which letter spells the /n/ sound? n
- Sounds? /g/ /r/ /ō/ /n/
- Word? groan



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		g r oa n
1. bright		b r igh t
2. cloak		c.l.oak.
3. tree		t r ee
4. brag		b r a g
5. hoe		hoe
6. sheet		sh ee t
7. click		c l i ck

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 <u>substituting a sound at the beginning</u> of a word to make a new word. <u>Let's review the instructions:</u>

- 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?

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Passage — Literary

Reed's Foal

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

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

After a day of jumping, Reed would give Roe a bath on the lawn next to her stall. He would put foamless soap on Roe's coat and let it soak in.

When she was dry, Reed would rub her coat, mane, and tail with oil to keep them sleek. Roe would hold her neck high, as if to say she liked the bath.

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

SAMPLE

Passage — Informational

Pond Days

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

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

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

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



Pattern and Contrast Words

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

ee C	igh	od:	oe 😂	(NO)
	sight			

Sound-Spelling Mapping with Student Phonics Chips

	9.	r.	oa	n.		4.
1.						5.
2.						6.
3.						7.

4.			
5.			
6.			
7.			

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Education Consulting and Professional Development

95 Phonics Booster Bundle™

Summer School Edition

R3

Student Workbook

Thank you for your interest in

95 Phonics Booster Bundle™ Tune Up.

For more information or to order, please contact your representative or email sales@95percentgroup.com

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