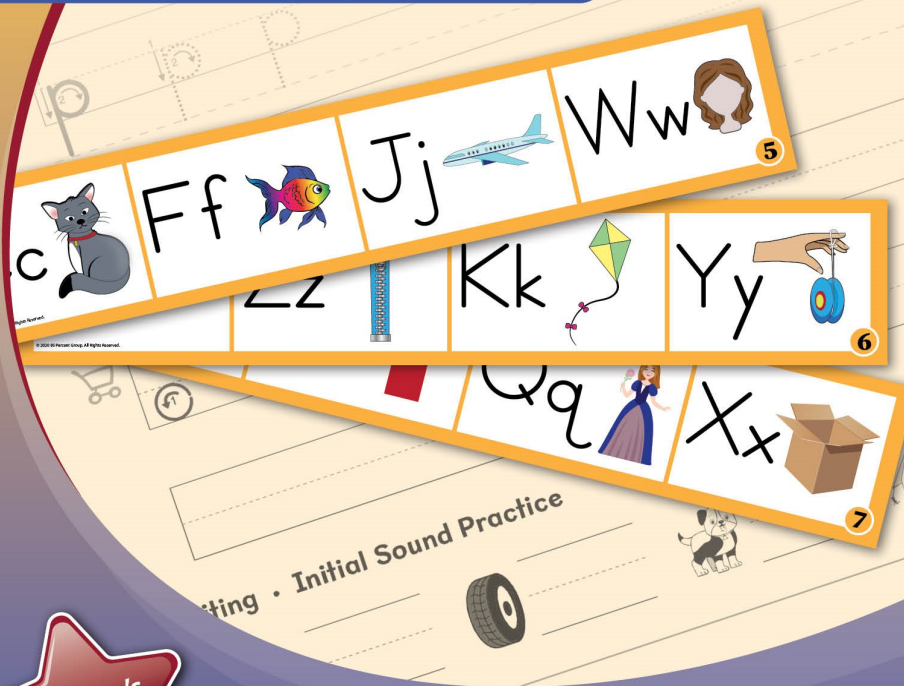




# 95 Phonics Booster Bundle™

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

Rising 1st Grade



## 95 Phonics Booster Bundle™

### Summer School 2nd Edition

### Rising 1st Grade

### Product Sample

95 Percent Group LLC  
475 Half Day Road, Suite 350  
Lincolnshire, IL 60069

[www.95percentgroup.com](http://www.95percentgroup.com)  
[sales@95percentgroup.com](mailto:sales@95percentgroup.com)  
847.499.8200

# 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 in the Write Sentences section or have students complete 1 row of Word Completion with Pictures.

## 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.

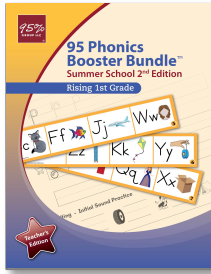
Additionally, to address the potential of school closures, the program was designed to ensure a seamless transition to remote learning without disruption in the curriculum sequence by sending the Student Workbook and manipulatives home. These materials can be used from home in unison with the Presentation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

In this sample, you will find:

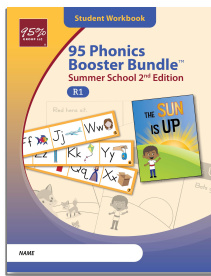
- Introduction and Why we Developed This Product
- Elements included in Rising 1st Summer School
- Teacher's Edition - Rising 1st, Days 9 and 10
- Student Workbook -- Rising 1st, Days 9 and 10



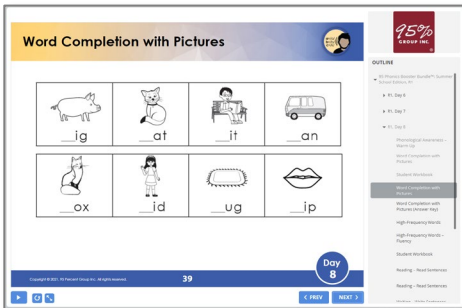
## Elements included in the 95 Phonics Booster Bundle™ Summer School 2nd Edition Rising 1st Grade



**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.



**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.



**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.



Letter-Sound Correspondence

a=/a/  
b=/b/  
c=/k/  10 min

REVIEW OF LETTER-SOUNDS

Today we will practice the letter names and sounds of 6 letters. Find letter-sound strips #2 and #4. (Display the 2 letter-sound strips.)







When I say a letter, place your pointer finger on it and say 3 things: the letter name, the keyword, and the sound.

Let's practice one together. Ready? Place your pointer finger on the uppercase G.

- Letter name? **uppercase G**
- Keyword? **goat**
- Sound? **/g/**

(Mix up your prompts so that you're not asking for the uppercase and lowercase letters next to one another. Ask for each letter at least once.)



Letter-Sound Correspondence Review				
		Letter Name?	Keyword?	Sound?
Mm 	Uppercase	uppercase M	mouse	/m/
	Lowercase	m	mouse	/m/
Dd 	Uppercase	uppercase D	dog	/d/
	Lowercase	d	dog	/d/
Gg 	Uppercase	uppercase G	goat	/g/
	Lowercase	g	goat	/g/
Oo 	Uppercase	uppercase O	octopus	/õ/
	Lowercase	o	octopus	/õ/
Ll 	Uppercase	uppercase L	leaf	/l/
	Lowercase	l	leaf	/l/
Rr 	Uppercase	uppercase R	rug	/r/
	Lowercase	r	rug	/r/

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 top.)

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

- I finger-stretch top. /t/ /õ/ /p/
- I tap the letters and line while saying the sounds to see what sound is missing. (Tap the line and say /t/, the letter o and say /õ/, and the letter p and say /p/.)
- Next, I write the letter **t** in the space.
- Finally, I slide a finger under the word and whisper "top."



  op







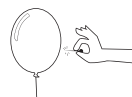



Now it's your turn. Turn to page 15 in your Student Workbook.  
(Review the name of each picture with students before they begin.)

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

 _w_e_b	 _l_i_p	 _b_e_d	 _j_u_g
 _v_a_n	 _h_i_t	 _p_o_p	 _d_i_g

High-Frequency Words



2 min

Now we will practice reading the 3 high-frequency words reviewed in the previous lesson.

(Use the process below to review the high-frequency words.)

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

he  
she  
be



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.)

she	for	we	go	be
you	he	me	she	look
we	be	go	he	she
me	you	be	look	he

## Reading

cat

4 min

## READ WORDS

Today we're going to read words that have the letter sounds that we've learned. Please follow along by looking at these words in your Student Workbook.



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

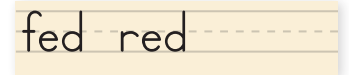


Listen as I figure out how to read the word that has the letters *f-e-d*.

- I point to the first letter. The sound is /f/.
- (Point to the vowel letter *e*.) The next sound is /ě/.
- (Point to the letter *d*.) The last sound is /d/.
- If I say them close together, it is /fff/ /ěěě/ /d/. (Do not pause when blending the sounds.)
- Now I slide my finger under the word and read the word *fed*.
- Read the word with me. **fed** Again. **fed** One more time. **fed**

Let's read the next word together. Find the word next to *fed* that has the letters *r-e-d*.

- Put your finger under the first letter. Sound? /r/
- Put your finger under the next letter. Sound? /ě/
- Put your finger under the last letter. Sound? /d/
- Listen to me blend the sounds. /rrr/ /ěěě/ /d/
- Now blend the sounds with me. /rrr/ /ěěě/ /d/
- Read the word with me. **red** Again. **red** One more time. **red**



(Display the words *man*, *sap*, *jam*, and *leg*.)

Now we will practice reading more words. Find the picture of the fish. Point to the first word on the line next to the fish.



Watch me read the first word. (Point to the first word, *man*.)

- Blend. /mmm/ /äää/ /nnn/ (Scoop your finger under each letter as you say the sounds. Do not pause as you blend the sounds.)
- I do not pause in between the sounds as I blend them. Listen again. /mmm/ /äää/ /nnn/
- Word? *man* (Slide your finger under the word from left to right as you read it.)

man

man

Your turn. Let's read the first word on the line together. Put your finger under the first letter in the first word. When I say "Blend", scoop your finger under each letter and blend the sounds. Remember, do not pause in between the sounds. When I say "Word?", slide your finger under the word and read the word with me. (Repeat the procedure with the remaining words on the line.)

Now that we have practiced reading these words together, I will give you time to read the 4 words on your own a few more times.

## Writing



10 min

### WRITE WORDS

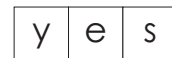
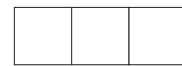
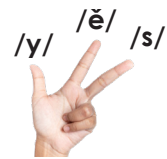
We are going to write words that have the letter sounds that we've learned. We will use sound boxes to help us spell the sounds in the words. Each box holds only 1 sound.

Watch me use sound boxes to write the first word.

The word is yes.

- **First, I finger-stretch and say the sounds. /y/ /ě/ /s/** (Hold up your thumb for /y/, pointer finger for /ě/, and middle finger for /s/.)
- **There are 3 sounds, so I need 3 boxes. I tap each box as I say the sounds. /y/ /ě/ /s/** (Tap the boxes as you say each sound in the word *yes*.)
- **Now, I write the letters that represent each sound.**
  - The first sound is /y/. The letter is **y**. I write the letter **y** in the first box.
  - The next sound is /ě/. The letter is **e**. I write the vowel letter **e** in the second box.
  - The last sound is /s/. The letter is **s**. I write the letter **s** in the last box.
- **The sounds are /y/ /ě/ /s/.** (Tap under each letter while saying the sounds.)
- **The word is yes.** (Slide your finger under the word as you read it.)

Let's try the next word together.





Turn to page 15 in your Student Workbook. Find the sound boxes that have a frog in front of them. This time you will write the letters and answer with me.

The word is pet. Word? **pet**

- First, finger-stretch and say the sounds. /p/ /ě/ /t/
- There are 3 sounds, so we need 3 boxes. Tap each box and say the sounds. /p/ /ě/ /t/
- Now, write the letters that represent each sound.
  - What is the first sound? /p/ Which letter? **p** Write the letter *p* in the first box.
  - Next sound? /ě/ Letter? **e** Write the vowel letter *e* in the second box.
  - Last sound? /t/ Letter? **t** Write the letter *t* in the last box.
- Sounds? /p/ /ě/ /t/
- Word? **pet**

Now it's your turn. Point to the sound boxes next to the picture of the butterfly.

The word is gap. Word? **gap**

- First, finger-stretch and say the sounds. /g/ /ă/ /p/
- There are 3 sounds, so we need 3 boxes. Tap each box and say the sounds. /g/ /ă/ /p/
- Now, write the letters that represent each sound.
  - What is the first sound? /g/ Which letter? **g** Which box? **first**
  - Next sound? /ă/ Letter? **a** Which box? **second**
  - Last sound? /p/ Letter? **p** Which box? **last**
- Sounds? /g/ /ă/ /p/
- Word? **gap**

Point to the sound boxes next to the picture of the flag.

The word is tab. Word? **tab**

- First, finger-stretch and say the sounds. /t/ /ă/ /b/
- There are 3 sounds, so we need 3 boxes. Tap each box and say the sounds. /t/ /ă/ /b/
- Now, write the letters that represent each sound.
  - What is the first sound? /t/ Which letter? **t** Which box? **first**
  - Next sound? /ă/ Letter? **a** Which box? **second**
  - Last sound? /b/ Letter? **b** Which box? **last**
- Sounds? /t/ /ă/ /b/
- Word? **tab**



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p	e	t
---	---	---



--	--	--

g	a	p
---	---	---



--	--	--

t	a	b
---	---	---

**Phonological Awareness Wrap-Up**



2 min

**PHONOLOGICAL AWARENESS: BLENDING 2- AND 3-PHONEME WORDS**

Now 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?

/r/ /ī/ /b/: Word?	<b>rib</b>	/z/ /ō/ /n/: Word?	<b>zone</b>
/f/ /ī/ /n/: Word?	<b>fin</b>	/v/ /ē/ /t/: Word?	<b>vet</b>
/s/ /ū/ /n/: Word?	<b>sun</b>	/j/ /ă/ /m/: Word?	<b>jam</b>
/b/ /ē/ /p/: Word?	<b>beep</b>	/z/ /ī/ /p/: Word?	<b>zip</b>
/k/ /ā/ /j/: Word?	<b>cage</b>	/s/ /ō/: Word?	<b>so</b>
/d/ /ā/ /t/: Word?	<b>date</b>	/f/ /ī/ /n/: Word?	<b>fine</b>
/j/ /ā/: Word?	<b>jay</b>	/r/ /ē/ /d/: Word?	<b>red</b>
/ch/ /ă/ /t/: Word?	<b>chat</b>	/d/ /ī/ /g/: Word?	<b>dig</b>

**DAY 10**

**Phonological Awareness Warm-Up**



2 min

**PHONOLOGICAL AWARENESS: BLENDING 3-PHONEME WORDS**

Today we are going to practice blending 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?

/t/ /ō/ /n/: Word?	<b>ton</b>	/ī/ /n/ /ch/: Word?	<b>inch</b>
/ī/ /t/ /s/: Word?	<b>it's</b>	/l/ /ī/ /d/: Word?	<b>lid</b>
/m/ /ā/ /d/: Word?	<b>maid</b>	/ch/ /ō/ /p/: Word?	<b>chop</b>
/s/ /ā/ /l/: Word?	<b>sail</b>	/d/ /ī/ /d/: Word?	<b>did</b>
/b/ /ē/ /f/: Word?	<b>beef</b>	/p/ /ă/ /k/: Word?	<b>pack</b>
/j/ /ō/ /g/: Word?	<b>jog</b>	/d/ /ă/ /sh/: Word?	<b>dash</b>
/g/ /ō/ /t/: Word?	<b>goat</b>	/b/ /ō/ /b/: Word?	<b>bob</b>
/sh/ /ī/ /p/: Word?	<b>ship</b>	/p/ /ā/ /l/: Word?	<b>pail</b>



a=/a/  
b=/b/  
c=/k/

10 min

## Letter-Sound Correspondence

### REVIEW OF LETTER-SOUNDS

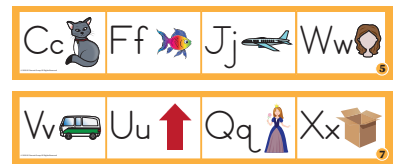
Today we will practice the letter names and sounds of 8 letters. Find letter-sound strips #5 and #7. (Display the 2 letter-sound strips.)









When I say a letter, place your pointer finger on it and say 3 things: the letter name, the keyword, and the sound.

Let's practice one together. Ready? Place your pointer finger on the uppercase J.

- Letter name? **uppercase J**
- Keyword? **jet**
- Sound **/j/**

(Mix up your prompts so that you're not asking for the uppercase and lowercase letters next to one another. Ask for each letter at least once.)



		Letter-Sound Correspondence Review			
			Letter Name?	Keyword?	Sound?
Cc		Uppercase	uppercase C	cat	/k/
		Lowercase	c	cat	/k/
Ff		Uppercase	uppercase F	fish	/f/
		Lowercase	f	fish	/f/
Jj		Uppercase	uppercase J	jet	/j/
		Lowercase	j	jet	/j/
Ww		Uppercase	uppercase W	wig	/w/
		Lowercase	w	wig	/w/
Vv		Uppercase	uppercase V	van	/v/
		Lowercase	v	van	/v/
Uu		Uppercase	uppercase U	up	/ü/
		Lowercase	u	up	/ü/
Qq		Uppercase	uppercase Q	queen	/k/ /w/
		Lowercase	q	queen	/k/ /w/
Xx		Uppercase	uppercase X	box	/k/ /s/
		Lowercase	x	box	/k/ /s/

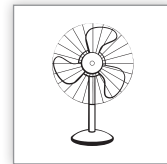
**WORD COMPLETION WITH PICTURES**

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 fan.)

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

- I finger-stretch fan. /f/ /ă/ /n/
- I tap the letters and line while saying the sounds to see what sound is missing. (Tap the line and say /f/, the letter a and say /ă/, and the letter n and say /n/.)
  - The first sound /f/ is missing. The sound /f/ is spelled with the letter f.
- Next, I write the letter f in the space.
- Finally, I slide a finger under the word and whisper "fan."



f an



Now it's your turn. Turn to page 16 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**

 m ug	 b at	 y ak	 d ig
 s it	 h am	 t ub	 g as


High-Frequency Words



2 min

Now we will practice reading some of the high-frequency words we have reviewed.

- (Display go.) This is the word *go*, as in "Go to sleep." Repeat the word *go*. **go**
- (Display we.) This is the word *we*, as in "We love summer." Repeat the word *we*. **we**
- (Display me.) This is the word *me*, as in "Can you help me?" Repeat the word *me*. **me**
- (Display he.) This is the word *he*, as in "He is a good student." Repeat the word *he*. **he**
- (Display she.) This is the word *she*, as in "She is my sister." Repeat the word *she*. **she**
- (Display be.) This is the word *be*, as in "Always be honest." Repeat the word *be*. **be**

go   
 we  
 me  
 he  
 she  
 be

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.)

she	go	said	be	the
we	me	to	he	said
be	the	she	go	me
to	said	we	he	be

Reading



4 min

READ WORDS

Today we're going to read words that have the letter sounds that we've learned. Please follow along by looking at these words in your Student Workbook.



Turn to page 16 in your workbook. Find the line that has a lock in front of it.



sun 

Listen as I figure out how to read the word that has the letters *s-u-n*.

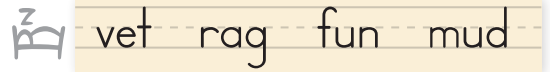
- I point to the first letter. The sound is /s/.
- (Point to the vowel letter *u*.) The next sound is /ŭ/.
- (Point to the letter *n*.) The last sound is /n/.
- If I say them close together, it is /sss/ /ŭŭŭ/ /nnn/. (Do not pause when blending the sounds.)
- Now I slide my finger under the word and read the word *sun*.
- Read the word with me. **sun** Again. **sun** One more time. **sun**

Let's read the next word together. Find the word next to sun that has the letters *h-u-m*.

- Put your finger under the first letter. Sound? /h/
- Put your finger under the next letter. Sound? /ŭ/
- Put your finger under the last letter. Sound? /m/
- Listen to me blend the sounds. /hhh/ /ŭŭŭ/ /mmm/
- Now blend the sounds with me. /hhh/ /ŭŭŭ/ /mmm/
- Read the word with me. **hum** Again. **hum** One more time. **hum**

(Display the words *vet*, *rag*, *fun*, and *mud*.)

Now we will practice reading more words. Find the picture of the bed. Point to the first word on the line next to the bed.



Watch me read the first word. (Point to the first word, *vet*.)

- Blend. /vvv/ /ëëë/ /t/ (Scoop your finger under each letter as you say the sounds. Do not pause as you blend the sounds.)
- I do not pause in between the sounds as I blend them. Listen again. /vvv/ /ëëë/ /t/
- Word? **vet** (Slide your finger under the word from left to right as you read it.)

vet

vet

Your turn. Let's read the first word on the line together. Put your finger under the first letter in the first word. When I say "Blend", scoop your finger under each letter and blend the sounds. Remember, do not pause in between the sounds. When I say "Word?", slide your finger under the word and read the word with me. (Repeat the procedure with the remaining words on the line.)

Now that we have practiced reading these words together, I will give you time to read the 4 words on your own a few more times.



10 min

## Writing

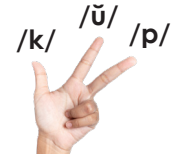
**WRITE WORDS**

We are going to write words that have the letter sounds that we've learned. We will use sound boxes to help us spell the sounds in the words. Each box holds only 1 sound.

Watch me use sound boxes to write the first word.

The word is cup.

- First, I finger-stretch and say the sounds. /k/ /ü/ /p/ (Hold up your thumb for /k/, pointer finger for /ü/, and middle finger for /p/.)
- There are 3 sounds, so I need 3 boxes. I tap each box as I say the sounds. /k/ /ü/ /p/ (Tap the boxes as you say each sound in the word *cup*.)
- Now, I write the letters that represent each sound.
  - The first sound is /k/. The letter is c. I write the letter *c* in the first box.
  - The next sound is /ü/. The letter is u. I write the vowel letter *u* in the second box.
  - The last sound is /p/. The letter is p. I write the letter *p* in the last box.
- The sounds are /k/ /ü/ /p/. (Tap under each letter while saying the sounds.)
- The word is *cup*. (Slide your finger under the word as you read it.)



--	--	--

c	u	p
---	---	---

Let's try the next word together.



Turn to page 16 in your Student Workbook. Find the sound boxes that have a t-shirt in front of them. This time you will write the letters and answer with me.

--	--	--

The word is bad. Word? **bad**

- First, finger-stretch and say the sounds. /b/ /ă/ /d/
- There are 3 sounds, so we need 3 boxes. Tap each box and say the sounds. /b/ /ă/ /d/
- Now, write the letters that represent each sound.
  - What is the first sound? /b/ Which letter? **b** Write the letter *b* in the first box.
  - Next sound? /ă/ Letter? **a** Write the vowel letter *a* in the second box.
  - Last sound? /d/ Letter? **d** Write the letter *d* in the last box.
- Sounds? /b/ /ă/ /d/
- Word? **bad**

b	a	d
---	---	---

Now it's your turn. Point to the sound boxes next to the picture of the puppy.



The word is net. Word? **net**

- First, finger-stretch and say the sounds. /n/ /ě/ /t/
- There are 3 sounds, so we need 3 boxes. Tap each box and say the sounds. /n/ /ě/ /t/
- Now, write the letters that represent each sound.
  - What is the first sound? /n/ Which letter? **n** Which box? **first**
  - Next sound? /ě/ Letter? **e** Which box? **second**
  - Last sound? /t/ Letter? **t** Which box? **last**
- Sounds? /n/ /ě/ /t/
- Word? **net**

n e t

Point to the sound boxes next to the picture of the basketball.



The word is rim. Word? **rim**

- First, finger-stretch and say the sounds. /r/ /i/ /m/
- There are 3 sounds, so we need 3 boxes. Tap each box and say the sounds. /r/ /i/ /m/
- Now, write the letters that represent each sound.
  - What is the first sound? /r/ Which letter? **r** Which box? **first**
  - Next sound? /i/ Letter? **i** Which box? **second**
  - Last sound? /m/ Letter? **m** Which box? **last**
- Sounds? /r/ /i/ /m/
- Word? **rim**

r i m

## Phonological Awareness Wrap-Up



2 min

### PHONOLOGICAL AWARENESS: BLENDING 3-PHONEME WORDS





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

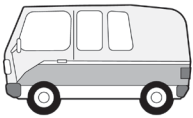

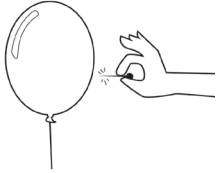

- I'll say the sounds.
- Then, I'll ask you to tell me the word. Ready?

/s/ /ă/ /d/: Word?	<b>sad</b>	/j/ /ō/ /k/: Word?	<b>joke</b>
/r/ /ă/ /m/: Word?	<b>ram</b>	/z/ /i/ /p/: Word?	<b>zip</b>
/t/ /ū/ /b/: Word?	<b>tube</b>	/h/ /ō/ /p/: Word?	<b>hop</b>
/l/ /ě/ /g/: Word?	<b>leg</b>	/b/ /ă/ /k/: Word?	<b>bake</b>
/m/ /ü/ /g/: Word?	<b>mug</b>	/j/ /i/ /g/: Word?	<b>jig</b>
/k/ /i/ /s/: Word?	<b>kiss</b>	/g/ /ă/ /n/: Word?	<b>gain</b>
/ch/ /i/ /n/: Word?	<b>chin</b>	/h/ /ō/ /p/: Word?	<b>hop</b>
/m/ /ă/ /th/: Word?	<b>math</b>	/w/ /i/ /n/: Word?	<b>win</b>



Word Completion with Pictures

 __eb	 __ip	 __ed	 __ug
---	---	--	---

 __an	 __it	 __op	 __ig
---	---	--	---

Read Words

 fed      red

 man      sap      jam      leg

Write Words

y	e	s
---	---	---



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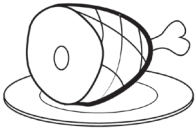

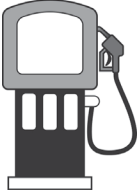


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Word Completion with Pictures

 __ug	 __at	 __ak	 __ig
 __it	 __am	 __ub	 __as

Read Words

 sun      hum

 vet      rag      fun      mud

Write Words

c	u	p
---	---	---



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