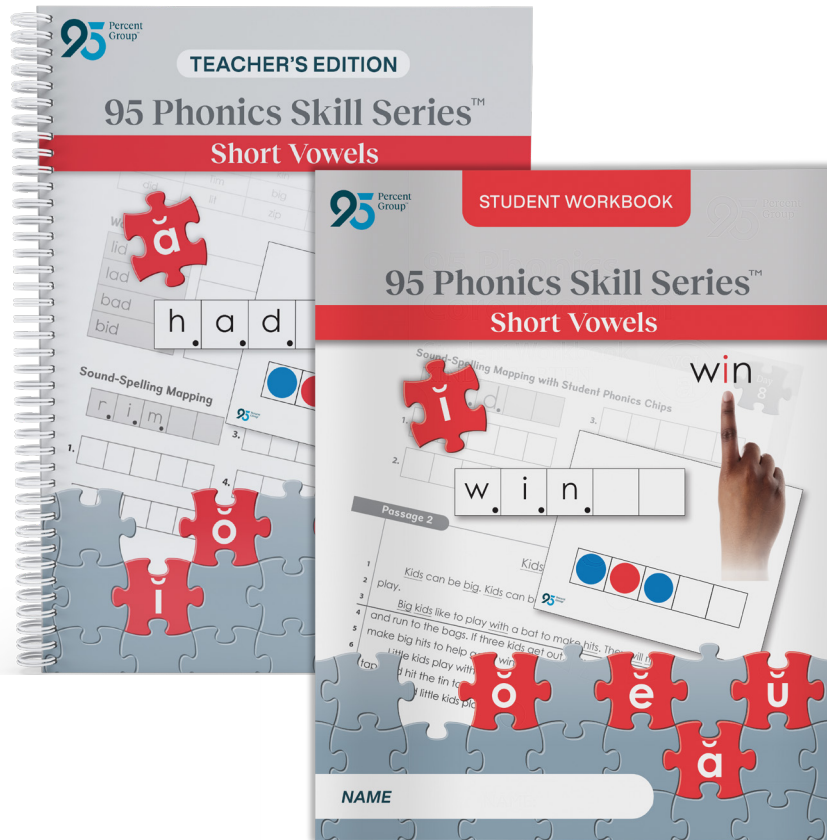


95 Phonics Skill Series™

Product Sample



Passage 2 – Informational

Fun on a Run

- 1 You can get fit if you run but you can have fun too.
- 2 There is a lot to see if you run. You can see the sun go up and
- 3 come down. You can see bugs hop and jump as you run.
- 4 It is fun to see the pretty new blue, yellow, and red buds as
- 5 you run. Run with a pet pup. Now, that can be fun! You can
- 6 have fun if you run, hum, and pop gum. What do you do if
- 7 you see a cub? That is not fun! You must run!
- 8 Do you like to run to have fun?

Short u		
bud	hum	up
bug	jump	
but	must	
cub	pup	
fun	run	
gum	sun	

Word Count*
107
Pattern Words
27 (25%)
* including title

High-Frequency Word Review	
blue	pretty
come	there
down	too
have	what
new	yellow
now	

DAY 23

Phonological Awareness Warm-Up



PHONOLOGICAL AWARENESS: PHONEME SEGMENTATION

Today we are going to practice segmenting sounds in a word with 3 sounds. Let's review the instructions:

- I'll say a word and you repeat it.
 - Then, I'll tell you to segment, or say, all the sounds in the word.
- Ready?

Say met: (met) Sounds?	/m/ /ĕ/ /t/	Say ripe: (ripe) Sounds?	/r/ /ī/ /p/
Say pick: (pick) Sounds?	/p/ /ī/ /k/	Say fat: (fat) Sounds?	/f/ /ă/ /t/
Say leg: (leg) Sounds?	/l/ /ĕ/ /g/	Say late: (late) Sounds?	/l/ /ā/ /t/
Say keep: (keep) Sounds?	/k/ /ē/ /p/	Say page: (page) Sounds?	/p/ /ā/ /j/
Say bad: (bad) Sounds?	/b/ /ă/ /d/	Say come: (come) Sounds?	/k/ /ŭ/ /m/
Say let: (let) Sounds?	/l/ /ĕ/ /t/	Say dog: (dog) Sounds?	/d/ /ŏ/ /g/
Say cape: (cape) Sounds?	/k/ /ā/ /p/	Say gum: (gum) Sounds?	/g/ /ŭ/ /m/
Say ship: (ship) Sounds?	/sh/ /ī/ /p/	Say cop: (cop) Sounds?	/k/ /ŏ/ /p/

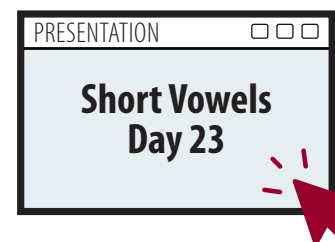
Phonics Pattern



WORD READING ACCURACY

Look at the words. Let's read them together. As you read each word, hold up the closed syllable gesture.

nub	yum	him	bet
us	mad	hug	is
fan	rub	win	fun
mud	rug	hot	gum
and	pup	us	cut



Writing



SOUND-SPELLING MAPPING WITH STUDENT PHONICS CHIPS

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

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

The first word is bud. Word? **bud**

Chips

- Finger-stretch bud. /b/ /ũ/ /d/
- How many sounds? **3** How many boxes should I dot? **3**
- First sound? /b/ Chip? **blue**
- Middle sound? /ũ/ Chip? **red**
- Last sound? /d/ Chip? **blue**
- Sounds? /b/ /ũ/ /d/ Word? **bud**
- Syllable type? **closed**

Letters

- Which letter spells the /b/ sound? **b**
- Which letter spells the /ũ/ sound? **u**
- Which letter spells the /d/ sound? **d**
- Is this a short u pattern word? **yes**
- Sounds? /b/ /ũ/ /d/
- Word? **bud**

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

- 3 blue chips
- 1 red chip

Does your mat look like this?

Let's review.

What type of sound do the blue chips represent? **consonants**

What type of sound does the red chip represent? **short vowels**



Turn to page 32 in your Student Workbook. Here are the steps:

1. I'm going to say a word and you'll repeat it.
2. You'll finger-stretch it and place dots in your workbook.
3. Then, move the chips on your mat.
4. Write the letters in your workbook.
5. Finally, whisper read the word.

--	--	--	--	--

b	u	d		
---	---	---	--	--

Answer Key

Words to Dictate	Placement of Phonics Chips on Mat	Correct Answers in Student Workbook
bud		
1. cot		
2. rut		
3. us		
4. yet		
5. sum		

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)
- Word?



Passage Reading

PASSAGE 2 – UNDERLINE PATTERN WORDS

Now, it's time to practice with a new passage. This passage is about running. Do you have fun when you go out for a run?

We'll underline only the short u pattern words like we've done before. Let's begin with the title. Which is the first word to underline? **fun**

(Continue with the rest of the title.)

Help me find more short u pattern words. If you see a word with the short u pattern, hold up the closed syllable gesture and I'll underline it. (Continue underlining the short u pattern words to the black line.)



Now it's your turn. Turn to page 32 in your Student Workbook. Here are the steps:

1. Begin at the black line and continue to the end of the passage.
2. Look at each word and point to the vowel.
3. If you find a word with the short u pattern, underline it.

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

DAY 24

Phonological Awareness Warm-Up



PHONOLOGICAL AWARENESS: PHONEME SEGMENTATION

Today we are going to practice segmenting sounds in a word. Let's review the instructions:

- I'll say a word and you repeat it.
 - Then, I'll tell you to segment, or say, all the sounds in the word.
- Ready?

Say chat: (chat) Sounds?	/ch/ /ă/ /t/	Say shy: (shy) Sounds?	/sh/ /ī/
Say nut: (nut) Sounds?	/n/ /ŭ/ /t/	Say did: (did) Sounds?	/d/ /ī/ /d/
Say sheep: (sheep) Sounds?	/sh/ /ē/ /p/	Say net: (net) Sounds?	/n/ /ē/ /t/
Say date: (date) Sounds?	/d/ /ā/ /t/	Say say: (say) Sounds?	/s/ /ā/
Say wet: (wet) Sounds?	/w/ /ē/ /t/	Say hush: (hush) Sounds?	/h/ /ŭ/ /sh/
Say mow: (mow) Sounds?	/m/ /ō/	Say itch: (itch) Sounds?	/i/ /ch/
Say hum: (hum) Sounds?	/h/ /ŭ/ /m/	Say knock: (knock) Sounds?	/n/ /ō/ /k/
Say bone: (bone) Sounds?	/b/ /ō/ /n/	Say sew: (sew) Sounds?	/s/ /ō/

Fluency



WORDS

We've been learning to read words with the short u pattern. The vowel sound is /ŭ/.

Look at this word grid. Please read each word aloud with me. Ready?

rub	hum	but	cup
us	cub	pun	lug



Now it's your turn. Turn to page 33 in your Student Workbook. When I say "begin," point to the first word. Whisper read across the page. If you finish before I say "stop," start at the top and read the words again. (Time students for 1 minute. Say "stop" and ask students to circle the last word that was read.)

mud	but	hug	sum
lug	sun	cub	nut
up	dud	hum	cup
rub	bug	us	pun





Writing

WORD CHAINS

It's word chain time! We've done this on other days. We'll add, delete, or change 1 sound at a time to spell a new word.

Let's do this first one together.

The first word is bun.

Let's change bun to bin.

- Which sound changes? /ü/ changes to /ĩ/
- Which letter changes? **change the letter u to i**

I write the word bin under bun.

Next, I change bin to fin.

- Which sound changes? /b/ changes to /f/
- Which letter changes? **change the letter b to f**

I write the word fin under bin.

Finally, I change fin to fun.

- Which sound changes? /ĩ/ changes to /ü/
- Which letter changes? **change the letter i to u**

I write the word fun under fin.



Now it's your turn. Turn to page 33 in your Student Workbook. You'll find a spot to write 3 more word chains. I'll tell you 1 word at a time and you'll write each new word below the old one. Find the page and look up when you're ready.

gut	bus	pun
get	us	pan
met	up	pad
mat	cup	pod

bun
bin
fin
fun

Note: If you are writing words on the board, make sure you build the words going down, not across.



Routine for Word Chains:

- Change word x to word y.
 - Which sound changes?
 - Which letter(s) changes?
- Write word y under word x.

Passage Reading



PASSAGE 2 – READ PASSAGE

Now it's time to read a passage. This passage is about all the things you can see and do while you are on a run.

First we'll read some of the underlined words together. When you see the short u pattern in the underlined words, what is the vowel sound? /**ū**/ What are the underlined words in the title? **fun, run** Read with me just the underlined words above the black line.



Now it's your turn. Turn to page 32 in your Student Workbook. Here are 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.

Note: Prior to students reading the passage, review the recommended high-frequency words found in the table below the passage on page 85 of the Teacher's Edition.

Comprehension



ORAL RESPONSE

Now that you've read the passage, let's talk about it.

- What are some ways the writer says you can have fun when you run? (answers vary: You can see the sun go up and down, see bugs, and see the colorful buds. You can run with a pet, hum, and pop gum.)

DAY 25

Phonological Awareness Warm-Up



PHONOLOGICAL AWARENESS: PHONEME SEGMENTATION

Today we are going to practice segmenting sounds in a word. Let's review the instructions:

- I'll say a word and you repeat it.
- Then, I'll tell you to segment, or say, all the sounds in the word. Ready?

Say if: (if) Sounds?	/ī/ /f/	Say bye: (bye) Sounds?	/b/ /ī/
Say cute: (cute) Sounds?	/k/ /ū/ /t/	Say side: (side) Sounds?	/s/ /ī/ /d/
Say an: (an) Sounds?	/ă/ /n/	Say neck: (neck) Sounds?	/n/ /ě/ /k/
Say dot: (dot) Sounds?	/d/ /ō/ /t/	Say gate: (gate) Sounds?	/g/ /ā/ /t/
Say cut: (cut) Sounds?	/k/ /ū/ /t/	Say joke: (joke) Sounds?	/j/ /ō/ /k/
Say say: (say) Sounds?	/s/ /ā/	Say day: (day) Sounds?	/d/ /ā/
Say rake: (rake) Sounds?	/r/ /ā/ /k/	Say ten: (ten) Sounds?	/t/ /ě/ /n/
Say cub: (cub) Sounds?	/k/ /ū/ /b/	Say feet: (feet) Sounds?	/f/ /ē/ /t/

Sound-Spelling Mapping with Student Phonics Chips

b. u. d.

1.

2.

3.

4.

5.

Passage 2

Fun on a Run

- 1 You can get fit if you run but you can have fun too.
- 2 There is a lot to see if you run. You can see the sun go up and
- 3 come down. You can see bugs hop and jump as you run.
- 4 It is fun to see the new pretty new blue, yellow, and red buds as
- 5 you run. Run with a pet pup. Now, that can be fun! You can
- 6 have fun if you run, hum, and pop gum. What do you do if
- 7 you see a cub? That is not fun! You must run!
- 8 Do you like to run to have fun?

Fluency: Words

mud	but	hug	sum
lug	sun	cub	nut
up	dud	hum	cup
rub	bug	us	pun

Word Chains

bun			
bin			
fin			
fun			

Sound-Spelling Mapping

l	.	u	.	g	.		
---	---	---	---	---	---	--	--

1.

--	--	--	--	--

2.

--	--	--	--	--

3.

--	--	--	--	--

4.

--	--	--	--	--

5.

--	--	--	--	--

