

Focused Phonics

Lessons and Activities

Level 1

Table of Contents

- Management Guide (14 pages)
- Sample Decodable Book (7 pages)
- Sample Lesson Plan for Decodable Book (7 pages)
- Sample Student Pages (12 pages)
- Sample Instructional Routine Cards (2 pages)
- Sample Sound Wall Card (1 page)
- Assessment Information (4 pages)

Want to learn more about this series? Visit:

go.tcmpub.com/va-focused-phonics-sample



Try this in your school today!



Focused Phonics

Level 1

Management Guide

Digraphs (ch and sh)

rich chip
which shu

by the shed
in the shop
h fish
has a

Digraphs
ch, sh

Instructional Routine
Use Sound Boxes to Segment

Instructional Routine
Vowel-First Blending

Objective: Read words by identifying the vowel or vowel team before blending.

Whole Group

- Prepare a list of words to demonstrate a phonics concept.

One-Syllable Words

- Post a word for students to read. For example, write the word seat.
- Point to the vowel pattern (o) with two fingers. Say, "I see a vowel probably a two-syllable word. Let's start with the first vowel." (i) team." (Tap under the two letters.) "What is the sound?" (i) team."
- Point to the beginning of the word, and ask, "What is the word?" Slide your finger under the word, and have students blend the sounds to read the word.

Two-Syllable Words

- Post a simple two-syllable word. For example, write the word bedbag.
- Say, "I see two vowels that are separated by two consonants. This is probably a two-syllable word. Let's start with the first vowel." (e) team." (Tap under the two letters.) "What is the sound?" (e) team." (Tap under the two letters.) "What is the sound?" (e) team."
- Point to the first vowel. Tap under it. Ask, "What is the sound?" (e) team." (Tap under the two letters.) "What is the sound?" (e) team."
- Repeat step 2 for the second syllable. (i) team." (Tap under the two letters.) "What is the sound?" (i) team."
- Then, ask, "What is the word?" Slide your finger under the word, and have students blend the syllables to read the word.

English Language Support

- Provide students with extra practice reading words with vowel teams or silent e. Highlight or draw a box around each vowel team to draw attention to the letters that work together to produce one sound.

/th/

th

/ē/

e ee
ea y ey

/aw/

au aw
ough augh

cow

geese

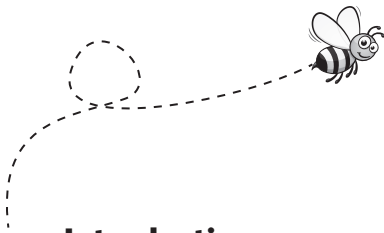


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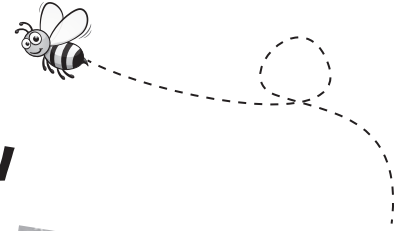
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Focused Phonics Overview

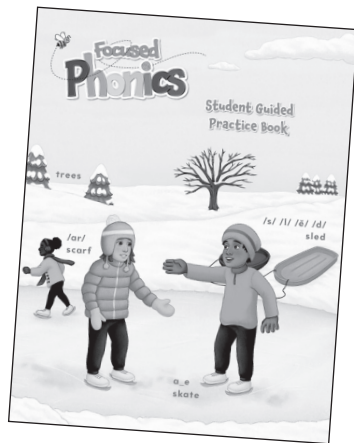
30 Decodable Books

Engage students with fun, highly decodable texts where they can see themselves reflected in the range of characters and settings.



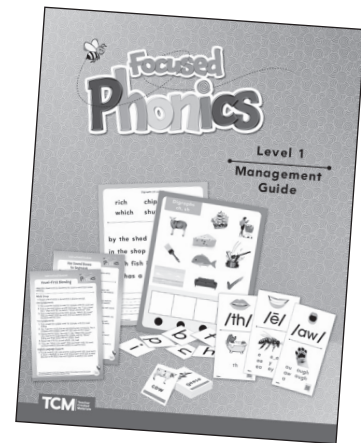
Student Guided Practice Book

Includes appropriately scaffolded activities to foster reading and writing growth.



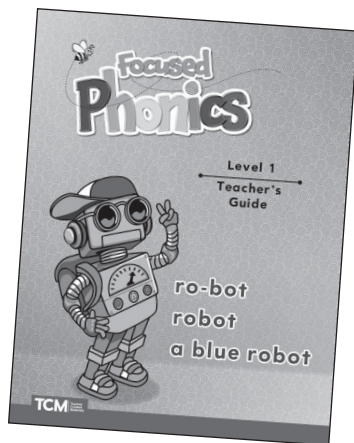
Management Guide

Explore best practices for promoting efficient and effective reading development.



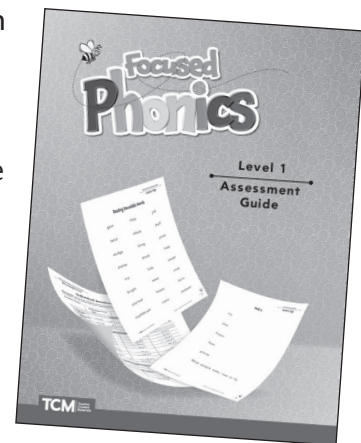
Teacher's Guide

Features a systematic simple-to-complex instructional sequence to optimize learning.



Assessment Guide

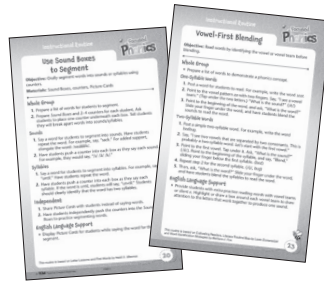
Monitor growth in phonemic awareness and phonics through flexible assessment opportunities.



Focused Phonics Overview *(cont.)*

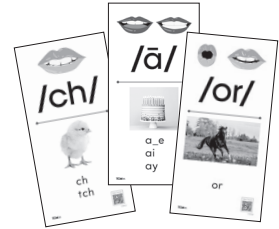
Instructional Routine Cards

Support explicit instruction through consistent routines with these 26 cards.



Sound Wall Cards

Introduce articulation, make visual and auditory connections for students, and display spellings.



30 Concept Cards

Practice phonemic awareness and phonics activities, such as segmenting and blending with pictures, mapping with sound boxes, and decoding and encoding words, phrases, and sentences.



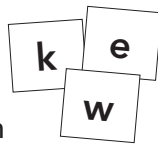
Digital Resources

Enhance student learning with read-along ebooks, audio recordings, online phonics games, and more.



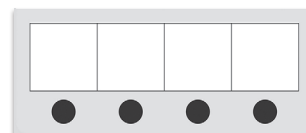
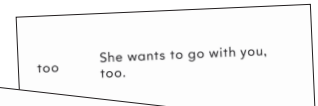
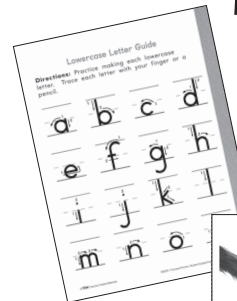
Letter Tiles

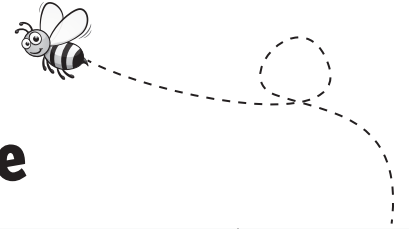
Practice orthographic mapping, decoding, and encoding through word building.



Card Games

Develop students' oral language through collaborative learning focused on phonics skills.





Series Scope and Sequence

	KINDERGARTEN UNITS										LEVEL 1 UNITS				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
Principles of Spoken and Written Language	X									X	X				
Irregular Spellings (HFWs)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Short Vowels	X	X	X	X	X	X	X	X	X	X	X				
Consonants	X	X	X	X	X	X	X				X				
Closed Syllables								X			X				
Long Vowels (VCe Pattern)									X						
Prefixes and Suffixes										X					
Digraphs and Trigraphs												X	X		
Blends														X	X
Open Syllables															
Vowel Teams															
R-Controlled Vowels															
Diphthongs															
Syllable Stress and Schwa															
Compound Words															
Silent Letters															
C + le															
Contractions															

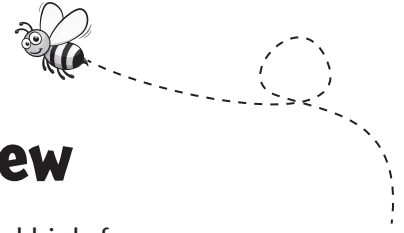




Series Scope and Sequence (cont.)

	LEVEL 1 UNITS					LEVEL 2 UNITS											
	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10		
						X											Principles of Spoken and Written Language
	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Irregular Spellings (HFWs)
						X											Short Vowels
						X											Consonants
								X					X				Closed Syllables
	X					X			X								Long Vowels (VCe Pattern)
				X								X		X			Prefixes and Suffixes
						X											Digraphs and Trigraphs
							X	X									Blends
	X								X				X				Open Syllables
		X	X						X		X						Vowel Teams
			X							X							R-Controlled Vowels
			X								X						Diphthongs
			X						X				X		X		Syllable Stress and Schwa
					X								X				Compound Words
						X											Silent Letters
													X				C + le
															X		Contractions





Series Phonics Skills Overview

The charts on the following pages highlight the targeted phonics skills and high-frequency words covered in levels K–2 of *Focused Phonics*. The complexity of the skills in each level increases as the units progress. These concepts should be taught in the provided order. (The irregular high-frequency words in bold are often more challenging for students to read and remember.)

Kindergarten

Unit	Focus Concept(s)	High-Frequency Word Focus
Unit 1—Principles of Spoken and Written Language (3 weeks)	<ul style="list-style-type: none"> exposure to letters of the alphabet difference between consonants and vowels understand that every word must have a vowel letter vs. a word vs. a sentence short <i>a</i> consonants: <i>m, t</i> 	in, I, see, a, and, it
Unit 2—Short <i>a</i> (3 weeks)	<ul style="list-style-type: none"> short <i>a</i> consonants: <i>s, p, n, f</i> 	the , like, have , to , at, can
Unit 3—Short <i>i</i> (3 weeks)	<ul style="list-style-type: none"> short <i>i</i> consonants: <i>g b, c, l</i> 	this, you , is, we, he, she
Unit 4—Short <i>o</i> (3 weeks)	<ul style="list-style-type: none"> short <i>o</i> consonants: <i>h, j, r, k</i> (spelling <i>ck</i>) 	for, are , said , as, that, on
Unit 5—Short <i>u</i> (3 weeks)	<ul style="list-style-type: none"> short <i>u</i> consonants: <i>d, y, q, w</i> 	they , be, was , from , by, of
Unit 6—Short <i>e</i> (3 weeks)	<ul style="list-style-type: none"> short <i>e</i> consonants: <i>v, x, z</i> <i>s</i> as /z/ 	what , all, one , or, when, his
Unit 7—All Consonants and Short Vowels (3 weeks)	<ul style="list-style-type: none"> short vowels all consonants 	your , had, with, not, but, will
Unit 8—Onsets and Rimes (3 weeks)	<ul style="list-style-type: none"> short <i>a</i> word families—<i>ab, ag, at, am, an, ap, ad</i> short <i>i</i> word families—<i>ig, id, im, in, it, ip</i> short <i>e</i> word families—<i>et, en, et</i> short <i>o</i> word families—<i>og, op, ob, ot</i> short <i>u</i> word families—<i>ug, ub, ut, un, um</i> 	use , do , how, if, their , me





Series Phonics Skills Overview (cont.)

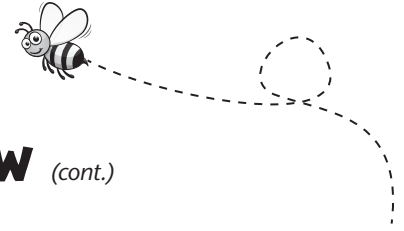
Kindergarten (cont.)

Unit	Focus Concept(s)	High-Frequency Word Focus
Unit 9—Long Vowels (3 weeks)	<ul style="list-style-type: none"> long vowels long-vowel words juxtaposed with short-vowel words (<i>cap/cape</i>) 	an, there , then, them, each, which
Unit 10—Putting It All Together (3 weeks)	<ul style="list-style-type: none"> revisit concepts of print from Unit 1 revisit short- and long-vowel words –s (/s/ and /z/), –es (/əz/) build words 	were, other, word , has, get

Level 1

Unit	Focus Concept(s)	High-Frequency Word Focus
Unit 1—Consonants and Short Vowels (3 weeks)	<ul style="list-style-type: none"> consonants, short vowels, including <i>qu, c</i> as /s/ short <i>y</i>, initial soft <i>c</i> and <i>g</i>, closed syllables (CVC) introduce the concept of multisyllabic words 	so, no, her, him, go, also , take, am
Unit 2—Consonant Digraphs (2 weeks)	<ul style="list-style-type: none"> <i>ch, th</i> (2 sounds), <i>sh, wh</i> 	than, who, where , thing
Unit 3—More Consonant Digraphs and Trigraphs (3 weeks)	<ul style="list-style-type: none"> <i>tch, ck, dge, ng</i> <i>ss, ff, ll, zz</i> 	long, such, change , show, call, well, small, tell
Unit 4—Initial Consonant Blends (2 weeks)	<ul style="list-style-type: none"> <i>s</i> blends (<i>sk, sm, sn, sp, st, sw</i>) <i>l</i> blends (<i>bl, cl, fl, gl, pl, sl</i>) <i>r</i> blends (<i>br, cr, dr, fr, gr, tr</i>) 	did, its, people , place
Unit 5—Final Consonant Blends (3 weeks)	<ul style="list-style-type: none"> <i>ft, st, nt</i> <i>nd, lp, mp, nk</i> 	first, just, want , went, find, think, sound, help
Unit 6—Long Vowels (4 weeks)	<ul style="list-style-type: none"> V<i>Ce</i> final soft <i>g</i> and <i>c</i> and final <i>y</i> as long <i>i</i>, final <i>y</i> as long <i>e</i>, multisyllabic words V/CV pattern (open syllables in multisyllabic words) 	make, time, some, come, many , my, only, why, over, because , around, another





Series Phonics Skills Overview (cont.)

Level 1 (cont.)

Unit	Focus Concept(s)	High-Frequency Word Focus
Unit 7—Vowel Teams (4 weeks)	<ul style="list-style-type: none"> <i>ai, ay, igh, ie</i> <i>oa, ow, oe</i> <i>ee, ea, ew, ue</i> 	way, day, may, air, now, down, follow, old, been , new, year, three
Unit 8—Other Vowel Patterns (4 weeks)	<ul style="list-style-type: none"> <i>r</i>-controlled vowels: <i>ar, or</i> diphthongs: <i>oi/oy, ou/ow</i> vowel teams: <i>au/aw, oo</i> schwa 	more, water , part, farm, about, out, would , could, two , know, too, look
Unit 9—Inflectional Endings (3 weeks)	<ul style="list-style-type: none"> <i>-s (/s/, /z/), -es (/əz/), -ing</i> <i>u = /ʊ/</i> <i>-ed (/t/, /d/, /əd/)</i> 	these, does , learning, putting , spelled, wanted , very, asked
Unit 10—Putting It All Together (2 weeks)	<ul style="list-style-type: none"> compound words practice dividing two-syllable words (VCCV and VCCCV patterns) 	into, little, picture, different

Level 2

Unit	Focus Concept(s)	High-Frequency Word Focus
Unit 1—Review (Consonants, Vowels, and Consonant Digraphs) (4 weeks)	<ul style="list-style-type: none"> review consonants and vowels closed syllables hard and soft <i>g</i> and <i>c, qu</i> digraphs: <i>ng, ck, ss, ff, ll, zz, ch, sh, th, wh, ph</i> blend: <i>nk</i>; trigraphs: <i>dge, tch</i> silent-letter teams: <i>wr, igh, mb, lf, kn, lk</i> closed-syllable exceptions <i>A</i> and <i>U</i> (<i>all, ush, ull, etc.</i>) 	page, move , cut, once , begin, along, song, watch, oh, miss, earth, both , white, short, give , walk, write, ball, high, work
Unit 2—Initial Consonant Blends (2 weeks)	<ul style="list-style-type: none"> initial two-letter blends with <i>l, r, s</i> initial three-letter blends (<i>thr, shr, spr, etc.</i>) 	group , state, friend , close, upon, school , nothing, through , strong, visit
Unit 3—Final Consonant Blends (2 weeks)	<ul style="list-style-type: none"> final consonant blends: <i>ft, st, lp, nt, nd, mp</i> closed-syllable exceptions <i>I</i> and <i>O</i> (<i>ind, ild, old, ost, olt, etc.</i>) 	last, left, goes , best, live , second, important, jump, plant, away





Series Phonics Skills Overview (cont.)

Level 2 (cont.)

Unit	Focus Concept(s)	High-Frequency Word Focus
Unit 4—Long Vowels (4 weeks)	<ul style="list-style-type: none"> long vowels with silent <i>e</i>, VCV pattern open-syllable long vowels soft <i>g</i> and <i>c</i> (final position) <i>y</i> as long <i>i</i>; <i>y</i> as long <i>e</i> vowel teams: <i>ee, ea, ai, ay, oa, ow, oe, igh, ie, ew, ue</i> 	face, mile, those, life, every, city, country, carry, says , try, leave, night, seem, again , own, baby, easy, read, open, idea
Unit 5—R-Controlled Vowels (3 weeks)	<ul style="list-style-type: none"> <i>r</i>-controlled vowels: <i>ar, or, er/ir/ur/or</i> vowel-<i>r</i> combinations: <i>air, eer, ear, are, our, ore, ure</i> 	car, never, large, sir, together, world , near, four , before, care, fair, might, pair, born, hair
Unit 6—Diphthongs and More Vowel Teams (3 weeks)	<ul style="list-style-type: none"> diphthongs: <i>oi/oy, ou/ow</i> vowel teams: <i>au/aw, oo</i> 	garden, across, boy, girl, wall, cause, good, food, foot, room, thought, enough , without, house, should
Unit 7—Inflectional Endings (3 weeks)	<ul style="list-style-type: none"> <i>-s</i> (<i>/s/, /z/</i>), <i>-es</i> as syllable (<i>/əz/</i>), including changing <i>-y</i> to <i>-ies</i> <i>-ed</i> (<i>/t/, /d/, /əd/</i>) <i>-ing</i> (including dropping <i>-e</i>) schwa 	mountains , always, our, don't , love, done , heard, cried, hundred, knew, door, head, ready, really , uncle
Unit 8—Syllable Types (4 weeks)	<ul style="list-style-type: none"> compound words and VCC/CV schwa syllabication and word-division patterns: <i>VC/CV, V/CV, VC/V</i> <i>C + le</i>: <i>cle, ble, kle, dle, fle, gle, ple, tle, zle</i>, and <i>VC/CCV</i> 	after, book, board, field, light, present, broken, bird, piece , summer, example, great , table, next, today, soon, maybe, single, surprise, wrong
Unit 9—Common Prefixes and Suffixes (3 weeks)	<ul style="list-style-type: none"> <i>un</i>—"not" <i>im</i>—"not" <i>dis</i>—"opposite of" <i>re</i>—"do again" <i>-ly</i>: tells how, makes an adverb 	president, able, possible , animal, common, return, appear, agreed, ever, pay, any, even, finally, right, took
Unit 10—Putting It All Together (2 weeks)	<ul style="list-style-type: none"> schwa and syllable stress in two-syllable words contractions with <i>am, is, are, not</i> 	can't, didn't, isn't, it's, let's, happened , floor, gone, problem, sure



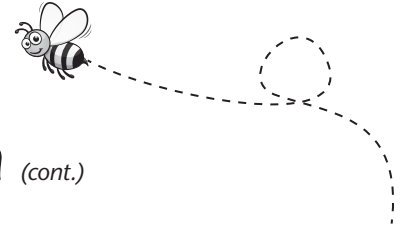


Decodable Book Information

Summaries and Reading Levels

Book	Title	Summary	Lexile® Level
1	<i>Pals</i>	The boy and his mom are good pals. They joke and have fun.	280L
2	<i>Our Kid Gym</i>	The kid gym is a great place to run and play. The kids have so much fun there!	350L
3	<i>Gem and Meg Get Wet</i>	Gem and Meg love the rain. So does Jag, their dog. They can't wait to get wet!	330L
4	<i>Chats with Cats</i>	There are so many cats who want to chat with Chet! Chet will chat with them. But what else will he do?	220L
5	<i>Why Is Chad Mad?</i>	Chad is so mad. But why? What happened, and what can Chad do?	250L
6	<i>The King Who Sings</i>	There is a king who sings. And sings and sings and sings. When will he stop?	360L
7	<i>No Small Mess</i>	Jeff is in a mess. He needs help! Help is on the way.	240L
8	<i>Moth Pals</i>	Ned and Jed are pals. But these pals are in trouble. Can Ned help Jed?	320L
9	<i>Fun in Class</i>	Class can be a lot of fun. Brad thinks so!	270L
10	<i>A Fun Place</i>	Jess and Nick sure do have fun at this very fun place!	350L
11	<i>Go on a Trip</i>	Sometimes the best trip doesn't cost a thing!	420L
12	<i>What Is It?</i>	Read the clues. Can you guess what it is?	320L
13	<i>The Jazz Club</i>	While out for a jog, Max finds a jazz club. He loves what he sees and hears as soon as he steps inside.	400L
14	<i>How to Get a Smile</i>	How do you get a smile? There are many things you can do!	400L
15	<i>I Spy</i>	Can you spy everything Jake sees?	300L
16	<i>Judy and Her Secrets</i>	Judy knows some big secrets. They are the secrets to living a good life! Judy is happy to share her secrets with anyone who will listen!	370L
17	<i>June's Plan</i>	June has a plan. Will it work out like she hopes?	400L
18	<i>Made with Paint</i>	All these great works of art begin with paint.	310L
19	<i>Old Joe Plants</i>	Joe is an old farmer. He likes to plant and grow seeds. But something else also likes what Joe plants!	320L





Decodable Book Information (cont.)

Summaries and Reading Levels (cont.)

Book	Title	Summary	Lexile® Level
20	<i>The Queen's Peas</i>	Only a true queen will feel these peas!	330L
21	<i>Hero the Pilot</i>	Hero the robot wants to fly the big plane. But he is a small robot. What can he do?	410L
22	<i>Rice Farms</i>	Do you like to eat rice? Find out how it grows!	330L
23	<i>The Boy and the Storm</i>	A big storm is on the way. What will the boy do?	300L
24	<i>We Look for Hawks</i>	A girl and her aunt share special time while they watch hawks in the sky.	350L
25	<i>Mark and Joe</i>	Can Mark and Joe work together to take care of the farm?	430L
26	<i>Horse Play</i>	Sure, horses can play. But what else can they do?	450L
27	<i>Pets Back in Time</i>	People through time have had pets. They loved their pets then just like we do today.	370L
28	<i>What Kids Did</i>	Kids long ago did some things differently from kids today. But mainly, kids are kids no matter when!	400L
29	<i>Time to Cook</i>	I can cook so many things. But there are some foods I cannot make!	300L
30	<i>On the Farm</i>	Cam is growing up on the farm. Long ago, Nan did, too. Their lives are the same—and also very different!	330L

TCM's Approach to Decodable Books

Teacher Created Materials created these decodable books to align with the series scope and sequence. The books feature phonics concepts and high-frequency words that are taught in the lessons, and the books spiral back to include previously taught concepts and high-frequency words.



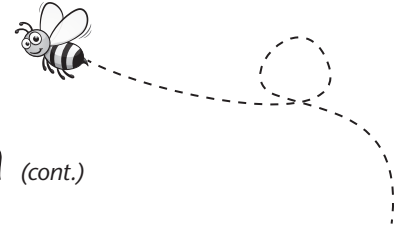


Decodable Book Information (cont.)

Phonics Skills Focuses

Book	Title	Phonics Focus	High-Frequency Words
1	<i>Pals</i>	short vowels and consonants	her, him, no, so
2	<i>Our Kid Gym</i>	closed syllables; short <i>y</i> ; soft <i>c</i> ; soft <i>g</i>	also, am, go, take
3	<i>Gem and Meg Get Wet</i>	closed syllables	also, go, her, him, so, take
4	<i>Chats with Cats</i>	digraphs	thing, where, who
5	<i>Why Is Chad Mad?</i>	digraphs	thing, where
6	<i>The King Who Sings</i>	digraphs; trigraphs	change, long, show, such
7	<i>No Small Mess</i>	final double consonants (digraphs)	call, small, tell, well
8	<i>Moth Pals</i>	digraphs; trigraphs	call, small, such, tell
9	<i>Fun in Class</i>	initial blends	did, people, place
10	<i>A Fun Place</i>	initial blends	did, people, place
11	<i>Go on a Trip</i>	final blends	first, just, want, went
12	<i>What Is It?</i>	final blends	find, think, sound
13	<i>The Jazz Club</i>	final blends	find, help, just, sound, think, want
14	<i>How to Get a Smile</i>	long vowels (silent <i>e</i>)	come, make, time, some
15	<i>I Spy</i>	open syllables (final <i>y</i> as /ī/, final soft <i>c</i> , final soft <i>g</i>)	many, only
16	<i>Judy and Her Secrets</i>	open syllables (final <i>y</i> as /ē/)	another, around, because, over
17	<i>June's Plan</i>	long vowels (silent <i>e</i>); open syllable	around, because, come, make, only, over, some, time
18	<i>Made with Paint</i>	vowel teams (long <i>a</i> , long <i>i</i>)	air, day, way





Decodable Book Information (cont.)

Phonics Skills Focuses (cont.)

19	<i>Old Joe Plants</i>	vowel teams (long o)	down, follow, now, old
20	<i>The Queen's Peas</i>	vowel teams (long e, long u)	been, new, three
21	<i>Hero the Pilot</i>	vowel teams (long a, e, i, o, u)	air, down, new, now, old
22	<i>Rice Farms</i>	r-controlled vowels (ar, or)	farm, part, water
23	<i>The Boy and the Storm</i>	diphthongs (oi, oy; ou)	about, could, out, would
24	<i>We Look for Hawks</i>	vowel teams (au, aw; oo as /ū/ and oo as /ō/))	know, look, too, two
25	<i>Mark and Joe</i>	vowel teams (aw, oo as /ū/ and oo as /ō/); diphthongs (oi, ou, ow); r-controlled vowels (ar, or)	could, farm, know, look, more, out, water
26	<i>Horse Play</i>	suffixes (-s as /s/, -s as /z/, -es as /əz/, -ing)	does, learning, putting, these
27	<i>Pets Back in Time</i>	suffixes (-ed as /t/, -ed as /d/)	asked, very, wanted
28	<i>What Kids Did</i>	suffixes (-ed as /t/ and /d/, -ing, -s as /s/ and /z/, -es as /əz/)	asked, does, learning, spelled, these, very, wanted
29	<i>Time to Cook</i>	compound words	different, into, little, picture
30	<i>On the Farm</i>	compound words	into, little

The King Who Sings



Eric Braun

Illustrated by L Schlissel

TCM

Teacher
Created
Materials



There on the long ridge is a
big rock.

That is where the king is.



You can see him from here.
This king has a long neck
and big lungs.

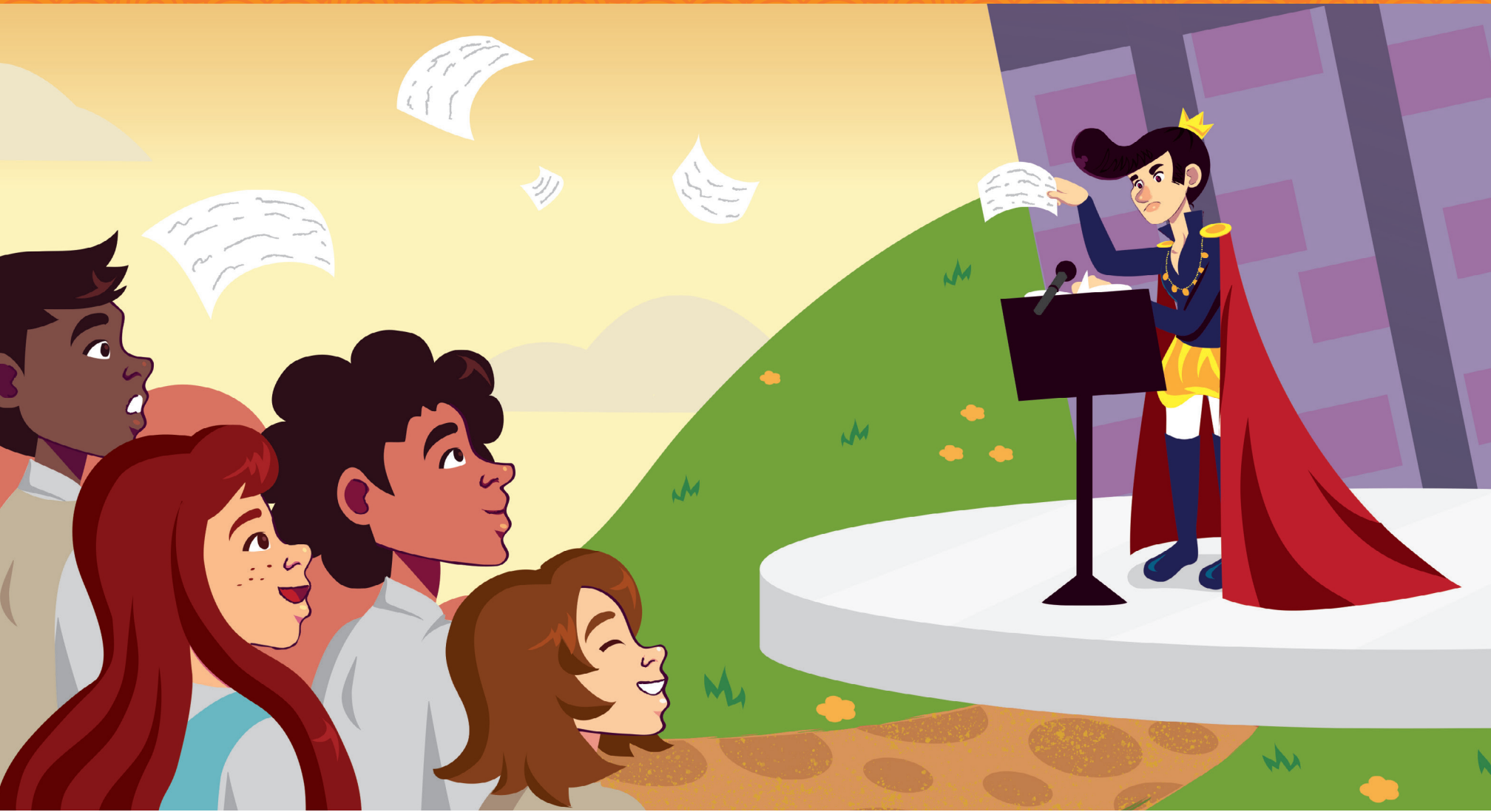
And he can sing.



His songs can change you.
They can nudge a witch to
change.



She can change from a bad
hag to one who hugs.



The king is on the edge of
his deck.

He can do a show for all his kin
on the ridge.



He sings a batch of songs.
He bangs a gong.

The show is fine, but it is
such a long one.

Phonics Focus

Digraphs

bang
deck
gong
king
lung
neck
rock
sing
song

Trigraphs

batch
budge
edge
nudge
ridge
witch

Phonics Review

Long Vowels

fine
here
hope

Note: This is a sample of decodable words that illustrate the phonics focus.

High-Frequency Focus

change
long
show
such

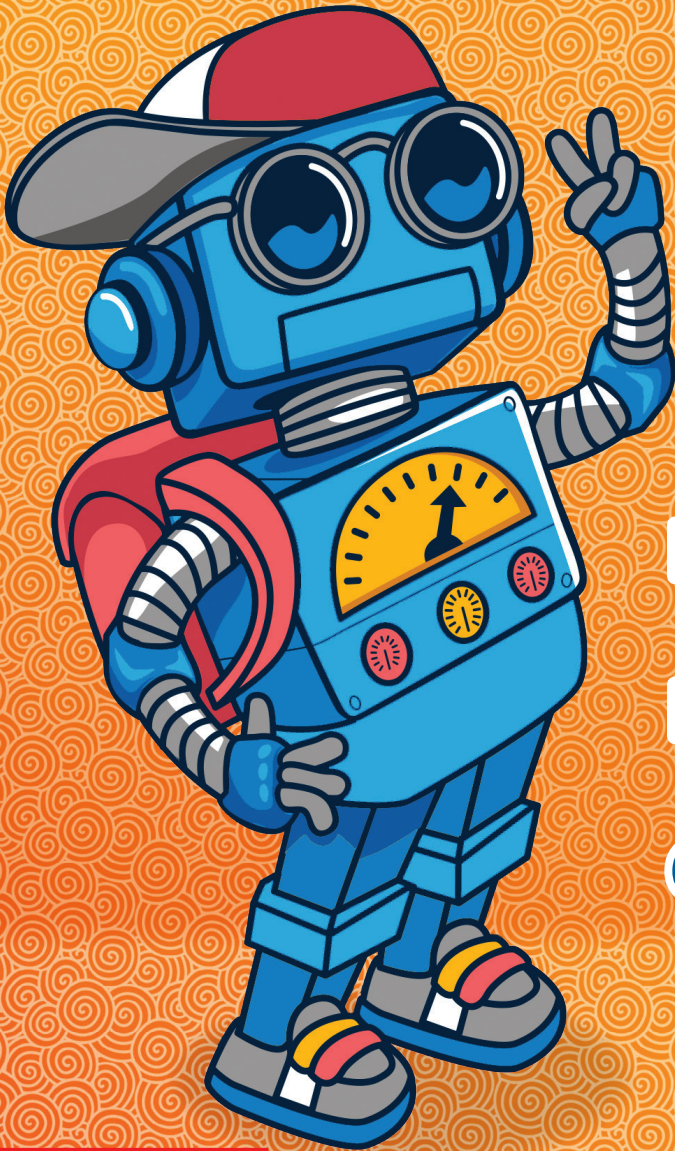




Focused Phonics

Level 1

Teacher's
Guide



ro-bot
robot
a blue robot



Lesson 6—Digraphs and Trigraphs (*ck*, *tch*, *dge*, and *ng*)

	Day 1	Day 2	Day 3	Day 4	Day 5
Phonics Focus	Learn the sound and spelling for the digraph <i>ck</i> , and practice reading and writing words with <i>ck</i> . Do dictation.	Learn the sound and spelling for the trigraph <i>tch</i> . Build a series of words to practice the trigraph, and review the short-vowel sounds.	Learn the sound and spelling for the trigraph <i>dge</i> . Blend and segment words. Practice reading clues and writing words with trigraphs.	Learn the sound and spelling for the digraph <i>ng</i> . Do dictation. Read connected text with HFWs and consonant digraphs.	Preview a fiction book. Build a series of words. Read a book highlighting digraphs and trigraphs. Write to make a prediction based on the book.
High-Frequency Words	Introduce the HFWs: <i>long</i> , <i>such</i> , <i>change</i> , and <i>show</i> .	Map HFWs, and practice reading and spelling them.	Practice writing HFWs with a multimodal activity.	Read and recognize HFWs in context.	

Learning Outcomes

Students will...

- ⦿ Orally blend, segment, and manipulate digraphs and trigraphs.
- ⦿ Read and write words with the digraphs *ck* and *ng* and the trigraphs *dge* and *tch*.
- ⦿ Recognize, read, and write high-frequency words.
- ⦿ Read a book with sufficient accuracy, rate, expression, and fluency to support comprehension.
- ⦿ Discuss, draw, and write to demonstrate comprehension of a book.

Handwriting

Support letter formation by having students complete page 256 in the student book.

Materials

Print Resources

- Book: *The King Who Sings*
- Concept Cards: Digraphs (*ck* and *ng*); Trigraphs (*dge* and *tch*)
- *Student Guided Practice Book* (pages 42–52)
- Instructional Routine Cards
- Letter Tiles and counters
- Sound Wall Cards: /k/, /ch/, /j/, and /ng/

Digital Resources

- Unit 3 Lesson 6 Warm-up presentation
- Sound Boxes







Other Resources

- multimodal materials, such as desktops or sand trays





Digraph *ck*

	Routine	Lesson Notes
 Warm-up	Spiral Review (card 15)	<ul style="list-style-type: none"> Follow the routine using the <i>Unit 3 Lesson 6 Warm-up</i> presentation. Have students say the sound for the letter(s) on each slide.
 Play with Sounds	Hear Sounds (card 6)	<ul style="list-style-type: none"> Follow the Beginning, Middle, or End variation of this routine with the /k/ sound and these words: <i>king, cat, rock, kite, neck, thick, card, pick, cut,</i> and <i>can</i>.
 Learn	Multimodal Writing (card 11)	<ul style="list-style-type: none"> Point to the /k/ sound-wall card. Remind students that the /k/ sound is represented by different letters such as <i>c</i> and <i>k</i>. Write <i>ck</i> where students can see it. Tell students when they hear /k/ at the end of a short-vowel word such as <i>duck</i>, the sound is represented by the letters <i>ck</i>. Reveal the <i>ck</i> spelling on the sound-wall card. Share the front of the <i>Digraphs (ck and ng) Concept Card</i> (page 42 in the student book). Say the name of each <i>ck</i> picture. (<i>pack, clock, stack, sock, and lock</i>) Ask students to tell you how to write /k/ at the ends of these words. Follow the Skywriting variation of the routine.
 Read	n/a	<ul style="list-style-type: none"> Have students complete <i>Read Digraph ck Words</i> (page 44 in the student book). Have students practice reading the words multiple times to increase fluency.
 Write	Dictation (card 5)	<ul style="list-style-type: none"> Follow the routine having students write the following words and sentences on <i>Write It!</i> (page 45 in the student book). Write a period and a question mark where students can see them. Remind students to choose the best ending punctuation for the sentence. <ul style="list-style-type: none"> » Words: <i>sack, peck, chop, myth</i> » Sentence: <i>Will your mom pick us up?</i>
 High-Frequency Words	Introduce HFWs (card 8)	<ul style="list-style-type: none"> Follow the routine to introduce the HFWs: <i>long, such, change, and show</i>. (/l/ /ō/ /ng/; /s/ /ū/ /ch/; /ch/ /ā/ /n/ /j/; /sh/ /ō/)

Reteach

Provide students with *Word Cards* that begin with *c* or *k* or end with *ck*. Have students sort the words into those categories.






Summarize

Say, “Today, we learned to use *ck* to represent the /k/ sound at the ends of words. Turn to a partner, and tell them when the *ck* spelling is usually used.”





Trigraph *tch*

	Routine	Lesson Notes
 Warm-up	Spiral Review (card 15)	<ul style="list-style-type: none"> Follow the routine for each slide of <i>Unit 3 Lesson 6 Warm-up</i>, having students raise their hands when they see a digraph. They should keep their hands down for other phonics patterns.
 Play with Sounds	Hear Sounds (card 6)	<ul style="list-style-type: none"> Follow the routine for the /ch/ sound using these words: <i>chick, match, mash, witch, cheese, push, hitch, patch, chant, this, and itch.</i>
 Learn	n/a	<ul style="list-style-type: none"> Point to the /ch/ sound-wall card. Remind students of the /ch/ sound and the most common spelling, <i>ch</i>. Tell students that when the /ch/ sound comes after a one-syllable short-vowel word, it can sometimes be spelled <i>tch</i>. Reveal the <i>tch</i> spelling on the sound-wall card. Explain that three letters that represent one sound are called a <i>trigraph</i>. Share the front of the <i>Trigraphs (dge and tch) Concept Card</i> (page 46 in the student book). Say the names of the pictures with /ch/ at the end. (<i>scratch, fetch, watch, patch, and catch</i>) Have students identify the position of the /ch/ sound in the words.
 Read and Write	Word Building (card 25)	<ul style="list-style-type: none"> Provide students with the following <i>Letter Tiles</i>: <i>a, i, t, c, h, m, and p</i>. Follow the routine to build these words: <i>itch, Mitch, match, patch, and pitch</i>.
 High-Frequency Words	n/a	<ul style="list-style-type: none"> Have students practice reading and spelling the HFWs by completing <i>Map High-Frequency Words</i> (page 48 in the student book).

Reteach

Write a *B* for *beginning* and an *E* for *end* on opposite ends of a sticky note. Repeat the Play with Sounds activity. Have students point to the *B* if they hear /ch/ at the beginning of the word and *E* if they hear /ch/ at the end of the word.






Summarize

Say, “Today, we learned more about the /ch/ sound. Turn to a partner, and talk about when to use the *ch* spelling (beginning or end) and when to use the *tch* spelling (end) to represent the sound.”





Trigraph *dge*

	Routine	Lesson Notes
 Warm-up	Spiral Review (card 15)	<ul style="list-style-type: none"> Follow the routine using the <i>Unit 3 Lesson 6 Warm-up</i> presentation. Have students say the sound for the letter(s) on each slide.
 Play with Sounds	Segment Words into Sounds (card 14)	<ul style="list-style-type: none"> Follow the routine using these words: <i>badge, fudge, ledge, hedge, lodge, judge, bridge, and fridge</i>. Ask students to identify the sound that was the same in each word. (/j/)
 Learn	n/a	<ul style="list-style-type: none"> Point to the /j/ sound wall card. Remind students of the /j/ sound and the spellings <i>j</i> and <i>g</i>. Tell students that when the /j/ sound comes after a one-syllable short-vowel word, it can sometimes be spelled <i>dge</i>. Reveal the <i>dge</i> spelling on the sound wall card. Remind students that three letters that represent one sound are called a <i>trigraph</i>. Share the front of the <i>Trigraphs (dge and tch) Concept Card</i> (page 46 in the student book). Say the names of the pictures with /j/ at the end. (<i>edge, badge, fudge, dodge, and bridge</i>) Have students identify the position of the /j/ sound in the words. Share the back of the concept card (page 47 in the student book). Have students practice reading the words, phrases, and sentences. Have them highlight the trigraphs.
 Writing	n/a	<ul style="list-style-type: none"> Allow time for students to complete <i>Digraph Word Ladder</i> (student page 49 in the student book). Assist students by reading the clues. Review the answers to the clues together. (<i>hedge, ledge, lodge, dodge</i>) Have students underline the consonant trigraphs and practice reading the words.
 High-Frequency Words	Multimodal Writing (card 11)	<ul style="list-style-type: none"> Follow the routine to have students practice writing the HFWs: <i>long, such, change, and show</i>.

Reteach

Provide students with *Word Cards* with words that begin with *j* or soft *g* or end with *dge*. Have students sort the words into those categories.







Summarize

Say, "Today, we learned about the trigraph *dge* as a spelling that represents the ending /j/ sound. Tell a partner a word that ends in *dge*."





Digraph *ng*

	Routine	Lesson Notes
 Warm-up	Spiral Review (card 15)	<ul style="list-style-type: none"> Follow the routine for each slide of <i>Unit 3 Lesson 6 Warm-up</i>, having students raise their hands when they see a digraph. They should keep their hands down for other phonics patterns.
 Play with Sounds	Hear Sounds (card 6)	<ul style="list-style-type: none"> Follow the routine using the sound /ng/ and these words: <i>sing, song, ban, bang, win, lug, wing, lung, ring, hung, rag, rang, and sung</i>.
 Learn	Use the Sound Wall (card 21)	<ul style="list-style-type: none"> Follow the routine for the /ng/ card. Point out that /ng/ is a nasal sound, meaning air comes out of the nose. Have students extend the <i>ng</i> sound in <i>ring</i> to articulate the sound. Share the front of the <i>Digraphs (ck and ng) Concept Card</i> (page 42 in the student book). Say the names of the <i>ng</i> pictures. (<i>sting, lung, swing, sing, king</i>) Discuss the position of the sound in each word. Share the back of the card (page 43 in the student book). Using a crayon, have students circle the <i>ng</i> digraphs and blend the words.
 Write	Dictation (card 5)	<ul style="list-style-type: none"> Follow the routine having students write the following on <i>Write It!</i> (page 50 in the student book): <ul style="list-style-type: none"> » Words: <i>ding, lung, dish, bath</i> » Sentence: <i>She sang a long song.</i>
 Read	n/a	<ul style="list-style-type: none"> Have students complete <i>Reading and Drawing</i> (page 51 in the student book).
 High-Frequency Words	n/a	<ul style="list-style-type: none"> Display these HFW sentences. Have partners practice reading them. <ul style="list-style-type: none"> » Sing the <i>long</i> song. » Did you like the <i>show</i>? » He will have a bath and <i>change</i>. » Math is <i>such</i> fun!

Reteach





Write the following nonsense words where students can see them: *tung, neng, ming, and lang*. Review the /ng/ sound and spelling. Have students blend the words independently and then as a group.

Summarize

Say, "Today, we learned about the digraph *ng*. Turn to a partner, and tell them where the digraph is usually found in one-syllable words. Name some *ng* words together."



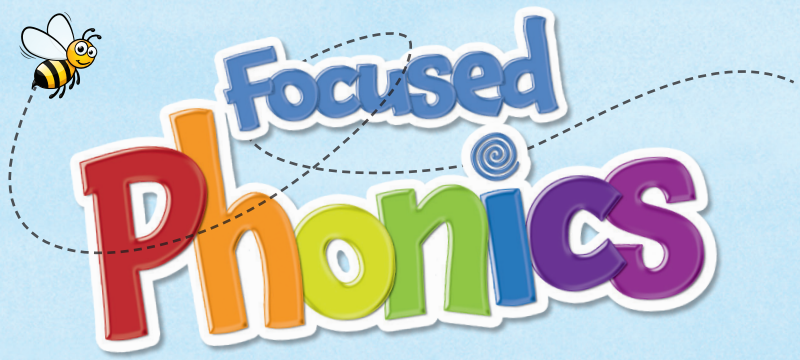
Read and Comprehend—*The King Who Sings*

	Routine	Lesson Notes
 Preview	n/a	<ul style="list-style-type: none"> Read aloud the title, <i>The King Who Sings</i>. Identify the digraphs (<i>th</i>, <i>ng</i>, and <i>wh</i>) and sounds (<i>/th/</i>, <i>/ng/</i>, and <i>/h/</i>, since <i>who</i> is irregular). Have students talk with partners about their favorite songs. Introduce and define vocabulary used in the book, such as <i>ridge</i>, <i>hag</i>, <i>deck</i>, <i>kin</i>, and <i>nudge</i>.
 Play with Sounds	Word Building (card 25)	<ul style="list-style-type: none"> Follow the routine changing <i>ditch</i> to <i>Mitch</i> to <i>match</i> to <i>Mack</i> to <i>sack</i> to <i>sang</i> to <i>sing</i> to <i>sick</i>.
 Read	n/a	<ul style="list-style-type: none"> Have students read the book independently. Listen in to individual students as they read. Check to make sure students are using blending strategies to decode the words. Reread the book as students follow along. Check for student understanding of the vocabulary and the story. Ask students the following questions: <ul style="list-style-type: none"> » <i>What is the setting of the story?</i> » <i>How can the king's songs change people?</i> » <i>How does the audience feel about the king's show?</i> Have students reread the books with partners to practice reading for fluency.
 Write	n/a	<ul style="list-style-type: none"> Have students discuss what kind of songs the king sings. Have students use this information to predict how his next songs might change people. Have students complete <i>Make a Prediction</i> (page 52 in the student book).

Summarize

Say, "Today, we read *The King Who Sings*. Turn to a partner, and tell them which part you thought was funny."






Focused Phonics

Student Guided Practice Book



trees



/s/ // /ě/ /d/
sled



/ar/
scarf

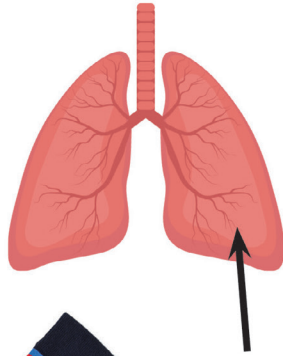


a_e
skate

Name: _____

Date: _____

Digraphs ck, ng



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Name: _____ Date: _____

Digraphs (ck and ng)

luck pick ring
back song hang

a long song

the back rack

Can Nick be the king?

We sang a song on the dock.



Name: _____ Date: _____

Read Digraph ck Words

Directions: Read each line. Practice to get more fluent.

1. kick lick nick pick sick

2. buck duck luck muck puck

3. back hack lack pack rack

4. dock lock mock rock sock

5. rack reck rick rock ruck

Name: _____ Date: _____

Write It!

Directions: Listen to your teacher. Write the words and sentence.

Words

_____	_____
- - - - -	- - - - -
_____	_____
_____	_____
- - - - -	- - - - -
_____	_____

Sentence

- - - - -

- - - - -

Directions: Choose a word. Draw a picture. Label your picture.



Name: _____

Date: _____

Trigraphs dge, tch



--	--	--	--



Name: _____ Date: _____

Trigraphs (dge and tch)

batch ridge patch
 match nudge lodge

the batch of fudge

at the lodge

He has a scratch.

She found a badge in the
 ditch.



Name: _____ Date: _____

Map High-Frequency Words

Directions: Fill in the chart to practice the words.

	long	such	change	show
Tap It and Blend It	l o n g • • •	s u c h • • •	ch a n g e • • • •	sh ow • •
Count the Sounds				
Say It and Spell It				
Read It Again	long	such	change	show

Name: _____ Date: _____

Digraph Word Ladder

Directions: Start at the bottom. Read each clue. Change one letter. Write the new word.

to duck
out of
the way

a place
to stay

the edge
of a cliff

a row of
bushes

w e d g e

Name: _____ Date: _____

Write It!

Directions: Listen to your teacher. Write the words and sentence.

Words

_____	_____
- - - - -	- - - - -
_____	_____
_____	_____
- - - - -	- - - - -
_____	_____

Sentence

- - - - -

- - - - -

Directions: Choose a word. Draw a picture.
Label your picture.



Name: _____ Date: _____

Reading and Drawing

Directions: Read each sentence. Draw a picture.

Hang the wet rag.	It made a big bang.
It has a bad wing.	Did the king sing a song?

Name: _____ Date: _____

Make a Prediction

Directions: Draw and write about how the king's next songs may change people.

Dictation

Objective: Spell sounds and words with learned sound patterns through guided practice.

Materials: Sound Wall Cards, chart paper (*optional*)

Whole Group

- Prepare a list of sounds, words, or sentences you would like students to write. The sounds and words should have been previously taught.

Spell Sounds

1. Clearly say, "The sound is ____." Ask students to repeat the sound and then write it. Help students by showing them the correct letter-formation technique or the spelling on the sound wall card.
2. Affirm students' answers by writing the letter(s) so students can check and correct their work.

Spell Words

1. Clearly say, "The word is ____." For example, *gum*. Ask students to repeat it.
2. Say, "Sound out *gum*." Elongate the word (/güüümmm/) while simultaneously using your fingers to count the initial, middle, and final sounds. You may need to guide students further (e.g., "What is the beginning sound?" (/g/) "Write /g/.").
3. Have students independently write the word and reread it to themselves. Write the word so students can check their work.

Write Sentences

1. Say, "Now, you will write a sentence with ____ words. The sentence is ____." Repeat the sentence. "What is the first word? Sound it out starting with the first sound," and so on.
2. Provide corrective feedback, or collect the dictation as a sample of student writing and an assessment of phonics concepts taught.

English Language Support

- Model doing dictations on chart paper while students do them on paper so they can see what is expected of them.



Hear Sounds

Objective: Listen for sounds or the positions of sounds in words.

Materials: sticky notes (*optional*)

Whole Group

1. Prepare a list of words to demonstrate a phonics concept.
2. Direct students to listen carefully for specific sounds or the positions of sounds in the words as you say them aloud. Pronounce the words slowly and clearly, but try not to exaggerate sounds that are not normally exaggerated, such as ending sounds.
3. Select one of the following for student responses:

Listen for Sounds

- **Stomp If You Hear It:** Ask students to stomp once if they hear the target sound and sit quietly if they do not. For example, say, “Stomp if you hear the /p/ sound: *pen, bat, top.*” Allow time for students to settle back into their starting positions after you say each word.
- **Tap If You Hear It:** Tell students to tap their chins when they hear the target sound and keep their hands in their laps if they do not. For example, say, “Tap your chin if you hear the /ar/ sound: /h/ /ar/ /d/.” Students should tap their chins when they hear /ar/ and keep their hands in their laps for the other sounds.

Position of Sounds

- **Beginning, Middle, or End:** Say a word with the target sound either in the initial, middle, or final position of the word. Have students step forward if the sound is at the beginning of the word and step backwards if the sound is at the end of the word. Have them jump if the sound is in the middle.
- **Sticky Note Sounds:** Draw a line down the middle of a sticky note for each student. Write the same target letter or phonics pattern on both sides of the line. Say a word with the target sound. Have each student point to the left side of the sticky note if the sound is at the beginning of the word and the right side if the sound is at the end.

English Language Support

- Place students close to you so they can better hear the individual sounds and words you pronounce.





/j/



j ge
g dge

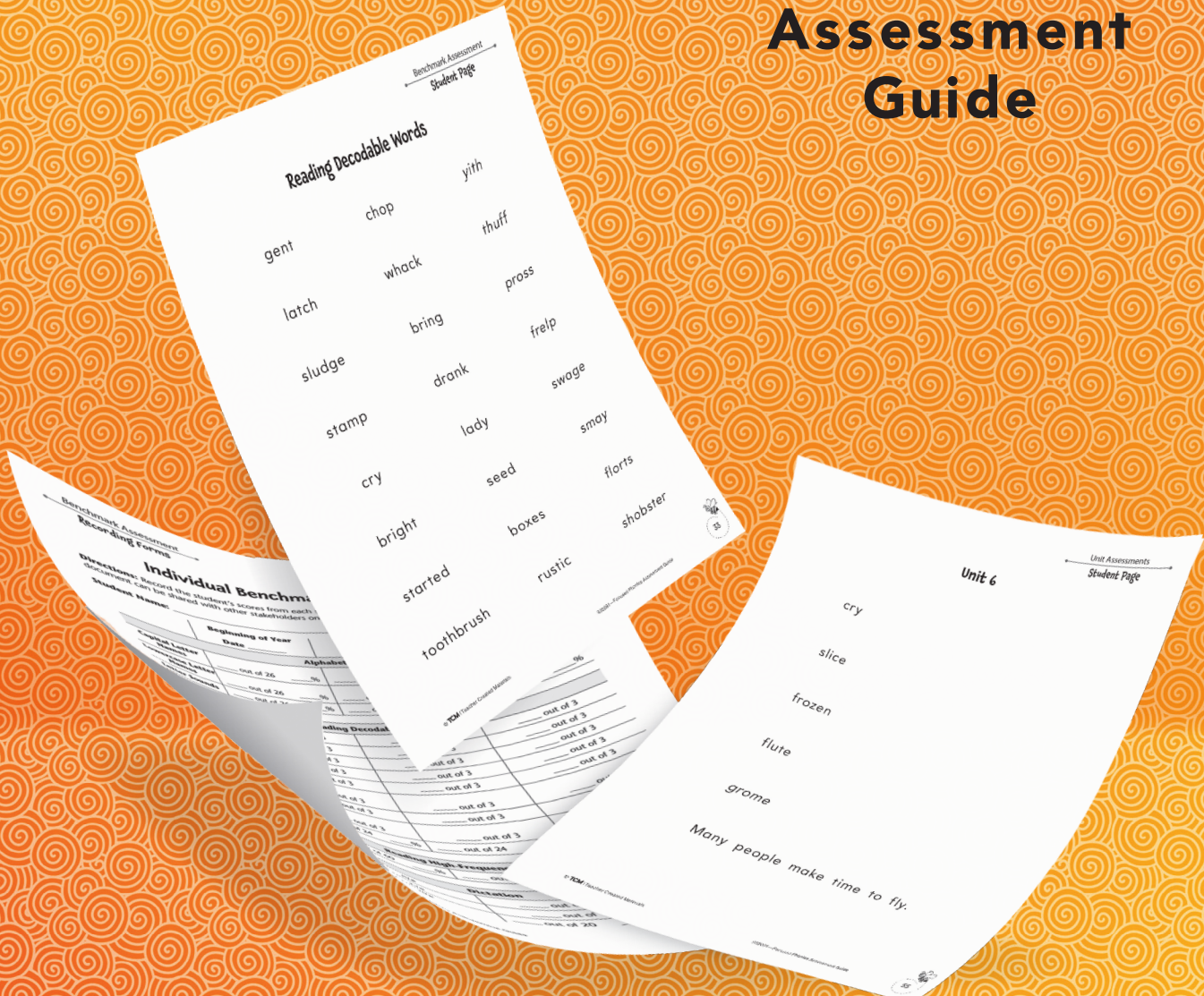




Focused Phonics

Level 1

Assessment Guide





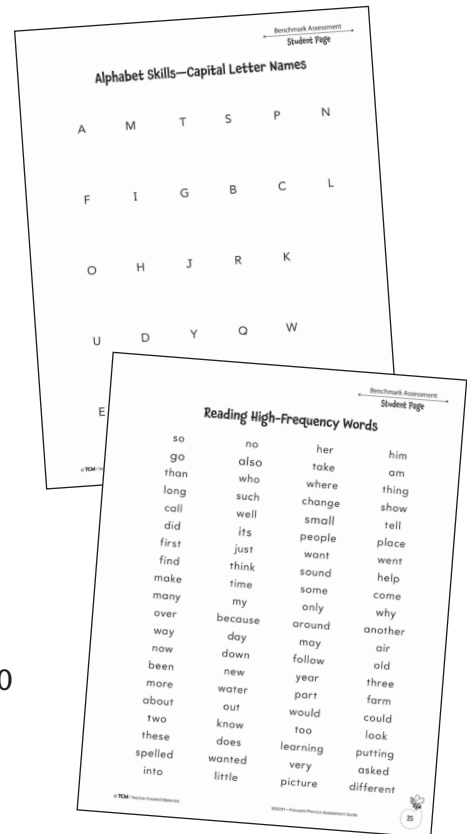
Types of Assessments in *Focused Phonics*

Focused Phonics has a number of different assessments to help teachers plan their instruction and determine reteaching opportunities. Varied assessment options help meet the needs of diverse students, schools, and districts and give educators the data they need to meet the needs of their students.

Benchmark Assessment

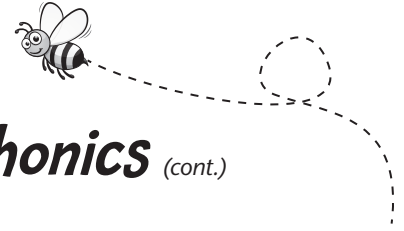
If your state or district does not have a required screener or benchmark assessment, use the assessment provided on pages 26–37. Students should be given the decoding sections of the benchmark assessment at the beginning, middle, and end of the year. The dictation section should be given in the middle and at the end of the year.

- The beginning-of-year benchmark assessment establishes a baseline for the phonics knowledge that students already possess; this is the starting point from which we expect students to grow with the explicit instruction being provided.
- If a student scores 90 percent or higher on the beginning-of-year benchmark assessment, they may need differentiation. See page 11 in the *Management Guide* for above-grade-level differentiation ideas.
- On the middle-of-the-year administration, it is expected that students will a) demonstrate measurable growth and b) demonstrate mastery (80 percent or greater) of skills that have been taught. This mid-year data will also establish a baseline for dictation, with progress being measured by the end-of-year administration.
- When students are given the benchmark assessment at the end of the year, it is expected that they will score 80 percent or greater on each section, providing that the entirety of the program has been implemented with fidelity.
- Beginning-, middle-, and end-of-year data can be compared side-by-side to demonstrate growth to a variety of stakeholders, including parents, teachers, and administrators.



If students do not make expected progress on the middle- and end-of-year administrations of the benchmark assessment, additional instruction may need to be provided in deficit areas. This could include reteaching of lessons related to specific skills on which students scored below 80 percent or consideration of additional phonics-based interventions. See page 16 for more information.

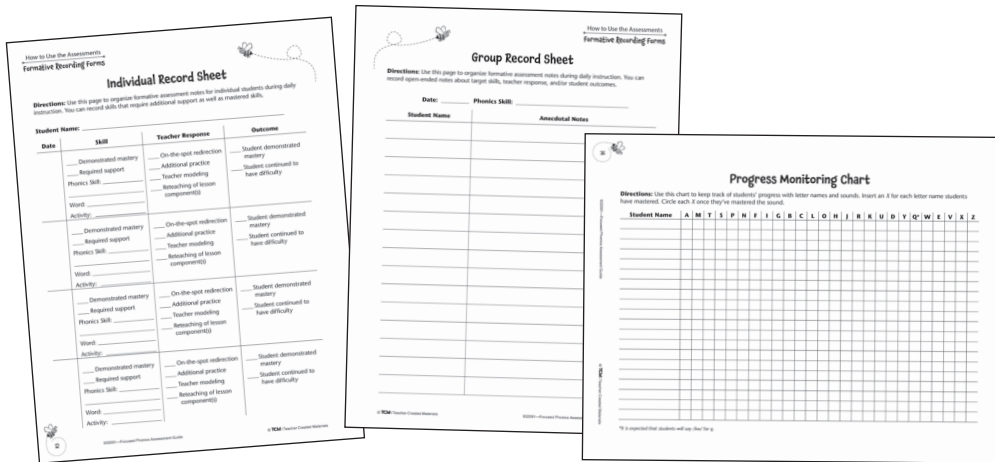




Types of Assessments in *Focused Phonics* (cont.)

Formative Assessments

Formative assessment data can be taken during *Focused Phonics* instruction, discussions, and interactive activities with students, and they can range from anecdotal observations to teacher notes based on student classwork. Included in this book are formative-assessment record sheets (pages 12–13) and a *Progress Monitoring Chart* (page 14) to assist in gaining the most insight using formative data.



Often, responding to formative assessment data right in the moment is most effective. For example, if you observe a student using an incorrect vowel sound, providing a quick reteaching in the moment can help to immediately correct this misunderstanding. As busy teachers, though, that’s not always possible. So, be sure to track student growth as much as possible on the record sheets, and include reteaching opportunities in your instructional plan.

Additional Formative Options

Included here are additional ways to evaluate students’ phonics skills as they progress through the scope and sequence of this program.

- **Phonemic Awareness**—Say CVC words and ask students to identify initial, medial, or ending sounds. For example, ask, “What is the first sound in *cat*?”
- **Alphabetic Principle**—Have students write capital letters and lowercase letters as you give letter names or letter sounds.
- **Blending Lines**—Use text with specific phonics patterns to assess students’ blending and decoding skills.
- **Dictation**—Observe students while they do dictation, and gather samples of student writing to assess areas of strength and weakness.
- **Whisper Reading**—Listen to students as they whisper-read decodable books or the backs of concept cards.





Types of Assessments in *Focused Phonics* (cont.)

Unit Assessments

In *Focused Phonics*, summative assessments are included for each unit, with the goal of 80 percent accuracy or greater. Use the *Unit Assessment Scoring Guide* (page 15) to evaluate student results on the unit assessments and to plan next steps for instruction. If students meet or exceed this benchmark, continue with lessons at the expected pace. If instruction is being provided to the whole class, you may want to use additional time for reteaching small groups or individuals as needed. If you are providing instruction to small groups, you may need to shift groupings based on student assessment data, grouping together students who are likely to need a slower pace and more reteaching.

Moderate Reteaching (55–79 percent):

Students who fall within this range may need one to three days of reteaching of specific target skills. This can include reimplementing of full lessons or selecting parts of a lesson for additional practice. You can use the *Moderate Reteaching Plan* (page 16) to structure the support you provide to students. After providing additional instruction, you should administer the unit assessment again. If students continue to fall within this range, continue with the next unit, understanding that spiral review will be built in. If students routinely score in this range, you may want to consider intensive reteaching.

Intensive Reteaching (0–54 percent):

Students who fall within this range have struggled with a significant number of concepts that have been taught within the unit and will need additional supports beyond specific target skills. This may include reteaching key concepts from the unit or consideration of an intensive phonics intervention that moves at a pace more appropriate for the student.

How to Use the Assessments
Formative Recording Forms

Moderate Reteaching Plan

Directions: If a student scores 55–79 percent on a unit assessment, they may require additional reteaching of skills from that unit. Review the student's unit assessment to determine problematic sounds and/or high-frequency words that require reteaching. Use this template to select lesson components to target specific deficit skills. Reassess using the same unit assessment after providing reteaching.

Deficit Skill(s)
Phonics Skill(s): _____
High-frequency word(s): _____

Day 1 Reteaching
Reteach lesson components: Unit ____ Day ____
• Activity 1: _____
• Activity 2: _____

Day 2 Reteaching (optional)
Reteach lesson components: Unit ____ Day ____
• Activity 1: _____
• Activity 2: _____

Day 3 Reteaching (optional)
Reteach lesson components: Unit ____ Day ____
• Activity 1: _____
• Activity 2: _____

Unit Reassessment
Decoding: ____% Dictation: ____%

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Pacing Ideas

There is an assessment for each of the 10 units, but students do not need to complete every assessment. Since the decoding portion of the assessments needs to be given individually, you may choose to stagger which students take the assessments each unit. Consider placing students in three or more groups. Then, stagger which groups take each assessment so that you're able to fit the assessments into your instructional time.

