

95 Phonics Booster Bundle™

Grade 2 Tune-up

Product Sample

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SAMPLE
Introduction**Description of 95 Phonics Booster Bundle™:
Summer School Edition (SSE)**

The *95 Phonics Booster Bundle™: Summer School Edition (SSE)* is a phonics strand taught in summer school with the whole class or in small groups. An additional use of the program is to teach part or all of the first 25 days in the fall to jump-start the transition to the next school year. This will help ensure that students have mastered the prior year's skills.

This program is consistent with a core value of 95 Percent Group, which is that reading instruction should be teacher directed. Although digital tools are included, this program is grounded in the belief that the teacher—not a computer—teaches students how to read. The 25 daily lessons in this program are designed to teach for 30–45 minutes daily during summer school or as a review at the beginning of the school year. This program serves as a phonics and word study strand and is not intended to be a comprehensive literacy curriculum; it doesn't include read-alouds, oral language and vocabulary development, reading of authentic text, comprehension instruction, and process writing.

By varying the number of practice opportunities provided to students, teachers can manage the lesson time to 30–45 minutes to fit into a summer school schedule. For example, if less time is available, teachers can dictate 1–2 of the 3 sentences provided for writing or use only 1 of the 2 comprehension questions shown in the Teacher's Edition (TE).

Rationale for Developing the Summer School Edition

Clients have often asked 95 Percent Group to consider developing a Tier 1 phonics program. Across the company's history, this has been the single most requested new product. The impetus for this request is the large, measurable gains occurring among the students receiving instruction with 95 Percent Group's intervention materials. Having experienced what explicit, systematic, and sequential phonics instruction looks like, clients realize that their core program lacks phonics instruction grounded in the science of reading and the principles of structured literacy. Although a handful of clients have successfully used the intervention routines within their core reading block, most clients have experienced challenges adapting our phonics intervention materials for whole-class use.

Based on client feedback, this program addresses the following needs:

- Inadequate phonics instruction in many popular literacy curricula
- An excessive number of students identified for Tier 2 or 3 phonics intervention
- Inadequate teacher knowledge about the science of reading and effective phonics instruction
- Gaps in students' phonics skill development resulting from school closures, summer breaks, etc.
- A curriculum that enables a seamless transition between in-class and remote learning without disrupting or watering down the instruction
- Digital tools to enhance instruction in any setting

Using the deep phonics expertise of our team as well as leveraging instructional strategies found in our existing phonics products, this new *Summer School Edition* phonics program was not only developed quickly but also entirely by our educator employees. A hallmark of the curriculum is

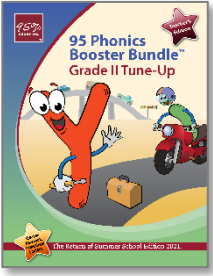
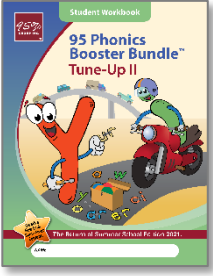
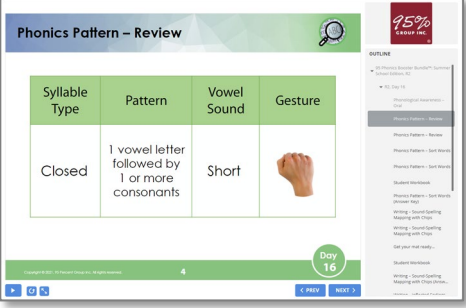
that it provides explicit routines in each of the important components of phonics instruction, including word sorting, sound-spelling mapping with and without phonics chips, word chains, and transfer to text. This program aligns with all of 95 Percent Group's phonics assessments and intervention materials 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 | 1 |
| Elements included in Grade 2 Tune Up | 3 |
| Teacher's Edition – Grade 2, Day 16 | 4 |
| Student Workbook – Grade 2, Day 16 | 12 |

Elements included in the *95 Phonics Booster Bundle™ Grade 2 Tune Up*

| | |
|---|---|
|  | <p>Teacher's Package – The Teacher's Package includes 1 full-color, spiral-bound TE for Rising 2nd grade. Each TE includes 25 days of lessons. The back cover is a firm stock, enabling teachers to hold the book folded back to see a single page with assurance that it will not bend. The other printed component is a set of Sound-Spelling Cards the teacher holds up while introducing and reviewing the phonics concepts. These cards are included in the shrink-wrapping surrounding the TE.</p> |
|  | <p>Student Package – The Student Package includes 2 components. First, there is a Student Workbook (SW) of approximately 46 pages with full-color covers and grayscale printing on the interior pages. The workbook includes copies of passages that students can write on, word lists and columns for sorting words by pattern, boxes for word mapping, tables for completing word chains from teacher dictation, and designated areas to write responses to passage comprehension questions. The second component is the student manipulatives, which include a sound-spelling mat and a sheet of chips that provide the student with an individual set of manipulatives to use during the lessons. The manipulatives are printed in color on a larger sheet that is pulled out from the center of the SW binding. One half of the paper is the sound-spelling mat and the other half contains rectangle chips (for silent-e instruction) and circle chips. Teachers will need to cut out the chips for storage in snack- or sandwich-sized resealable bags (provided by schools).</p> |
|  | <p>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®.</p> |
| <p>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.</p> | |
| <p>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.</p> | |

Days 16–20: Long Vowel Silent-e



Learning Objective

In Days 16–20, students demonstrate understanding of the closed and long vowel silent-e patterns in both single and multisyllable words by correctly identifying, reading, and writing pattern words in isolation and in passages.

DAY 16

Phonological Awareness Warm-Up



Today we are going to practice adding a sound to the end of a word.

Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you what sound to add to the end of the word.
- Then, tell me the new word. Ready?

Say far: (**far**) Add /m/ to the end. Word?

farm

Say while: (**while**) Add /d/ to the end. Word?

wild

Say shell: (**shell**) Add /f/ to the end. Word?

shelf

Say fall: (**fall**) Add /t/ to the end. Word?

fault

Say mass: (**mass**) Add /k/ to the end. Word?

mask

Say miss: (**miss**) Add /t/ to the end. Word?

mist

Say class: (**class**) Add /p/ to the end. Word?

clasp

Say pass: (**pass**) Add /t/ to the end. Word?

past

Say goal: (**goal**) Add /d/ to the end. Word?

gold

Say war: (**war**) Add /t/ to the end. Word?

wart

Say ten: (**ten**) Add /t/ to the end. Word?

tent

Say hole: (**hole**) Add /d/ to the end. Word?

hold

Say lamb: (**lamb**) Add /p/ to the end. Word?

lamp

Say bill: (**bill**) Add /t/ to the end. Word?

built

Say car: (**car**) Add /t/ to the end. Word?

cart

Say coal: (**coal**) Add /d/ to the end. Word?

cold

Phonics Pattern



Key Today we are reviewing words with the closed and long vowel silent-e patterns. Closed syllable words have 1 vowel letter followed by 1 or more consonants, and the vowel sound is short. Long vowel silent-e words have 1 vowel, 1 consonant, an e at the end, and the vowel sound is long.

Let's review.

What is the closed syllable pattern? Say it with me: **Closed syllable words have 1 vowel letter followed by 1 or more consonants, and the vowel sound is short.**

Gesture and say the syllable type.  **closed**

What is the long vowel silent-e syllable pattern? Say it with me: **Long vowel silent-e words have 1 vowel, 1 consonant, an e at the end, and the vowel sound is long.**



Gesture and say the syllable type.  **silent-e**



SORT WORDS



(Display lack.)

Key I'm going to look for the closed or long vowel silent-e syllable patterns. Watch the steps I use:

- I find the vowel letter by pointing to it. There is 1 vowel letter followed by 2 consonants.
- This word HAS the closed syllable pattern. The vowel sound is /ă/.
- The gesture looks like this.  (Gesture and say "closed.")
- I place the word in the closed column.  (Don't read the word yet)

Let's sort the next word together. I'll answer and gesture with you.



(Display lake.)

- Look at this word. What do I do first? **find the vowel or vowels**
 - Yes, let's pretend to touch the vowel letter or letters.
- How many vowel letters? **2**
- Syllable type and gesture?  **long vowel silent-e**
- Vowel sound? **/ā/**
- Where does this word go?  **in the long vowel silent-e column**



Now it's your turn. Turn to page 28 in your Student Workbook. Decide if each word is a closed or a long vowel silent-e syllable. Then, write it in the correct column. Finally, read all the words in each column.

Answer Key

| Closed  | Long Vowel Silent-e  |
|--|---|
| lack | lake |
| slim | slime |
| cut | cute |
| back | bake |
| this | these |
| track | trade |
| not | note |

lack 

lack 

lake 

lake 

| Closed  | Long Vowel Silent-e  |
|--|---|
| lack | lake |



Routine for Word Sorting:

- Find the vowel or vowels.
- How many vowel letters?
- Syllable type and gesture?
- Vowel sound?
- Where does this word go?
- Read the words.

- slim
- cut
- slime
- cute
- bake
- back
- this
- track
- these
- trade
- note
- not

Writing



SOUND-SPELLING MAPPING WITH STUDENT PHONICS CHIPS

Now we're going to practice moving sound chips into boxes and then writing the letters to spell the words. Today we will add 2 new chips, a green sound chip and a green silent-e chip. The green chips represent a long vowel sound. Watch me decide whether I will use the red short vowel chip or the green long vowel chip.

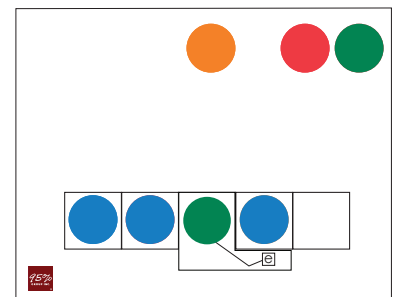
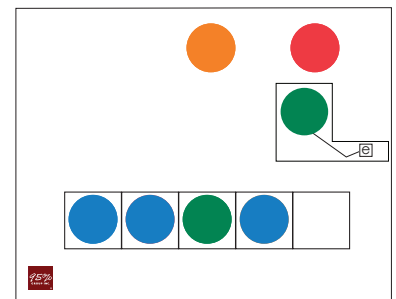
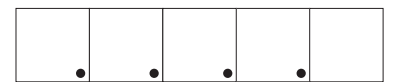
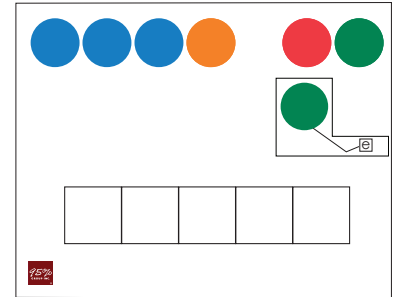
The first word is brave.

Chips

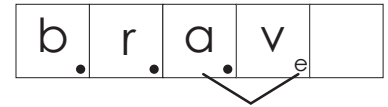
- First, I finger-stretch brave: /b/ /r/ /ā/ /v/.
- There are 4 sounds. I need 4 boxes for the 4 sounds. I place a dot in the bottom right corner of each box as I say the sounds. /b/ /r/ /ā/ /v/
- Now, I move chips into the boxes to represent the sounds.
 - The first sound is /b/. I pull down a blue chip.
 - The next sound is /r/. I pull down another blue chip.
 - The third sound is /ā/. This is a long vowel sound so I pull down the green chip.
 - The last sound is /v/. I pull down a blue chip.
- The sounds are /b/ /r/ /ā/ /v/. (Touch under each chip.)
- The word is brave. (Slide your finger under the word.)
- Since this word has the long vowel silent-e pattern, I replace the green sound chip with the green silent-e chip.

Letters

- Now, watch me write the letters that represent each sound.
 - The /b/ sound is spelled with the letter *b*. I write it in the first box.
 - The /r/ sound is spelled with the letter *r*. I write that in the second box.
 - The /ā/ sound is spelled with the letter *a* and a silent-e. I write the letter *a* in the third box and a small letter *e* in the corner of the fourth box. Since each box represents 1 sound, the silent-e does not get its own box because it does not make a sound. The silent-e shares a box with the next consonant.
 - The /v/ sound is spelled with the letter *v*. I write it in the fourth box.



- The word **brave** is a long vowel silent-e syllable. (Make the silent-e syllable gesture under the word.)
 - There is 1 vowel, 1 consonant, an e at the end, and the vowel sound is long.
 - Also, to show that the vowel *a* and the silent-e work together to make the long vowel sound, I draw a V-shape to connect the a and the silent-e.
- Let's review the sounds: /b/ /r/ /ā/ /v/.
- The word is brave.

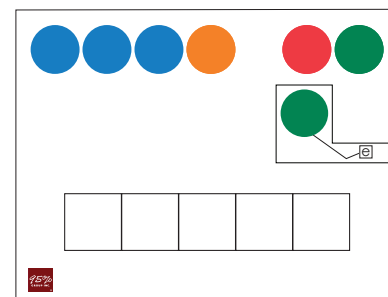
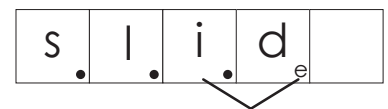
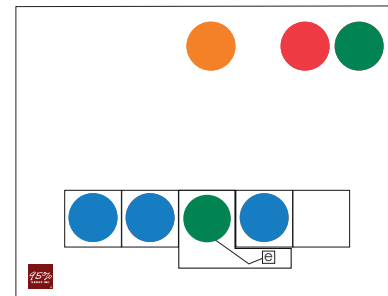
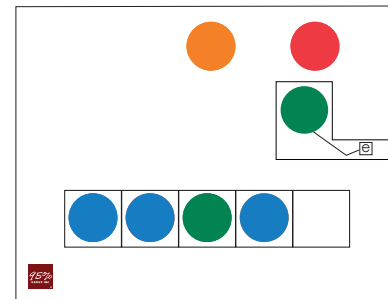
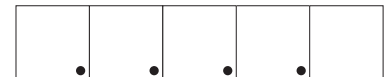


Let's try the next word together. Watch me move the chips and write the letters.

The word is slide. Word? **slide**

Chips

- Finger-stretch slide. /s/ /l/ /ī/ /d/
- How many sounds? **4** How many boxes should I dot? **4**
- First sound? /s/ Chip? **blue**
- Next sound? /l/ Chip? **blue**
- Next sound? /ī/ Is this a short or long vowel sound? **long** Chip? **green**
- Last sound? /d/ Chip? **blue**
- Sounds? /s/ /l/ /ī/ /d/ Word? **slide**
- Since this word has the long vowel silent-e pattern, let's change the green sound chip for the green silent-e chip.



Letters

- What letter spells the /s/ sound? **s**
- What letter spells the /l/ sound? **l**
- What letters spell the /ī/ sound? **i and silent-e**
 - I write the letter *i* in the third box and a small letter *e* in the corner of the fourth box.
- What letter spells the /d/ sound? **d**
- Is this a long vowel silent-e word? **yes** How do I mark the silent-e pattern? **draw a V connecting the i and silent-e**
- Sounds? /s/ /l/ /ī/ /d/
- Word? **slide**

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

- 3 blue chips
- 1 orange chip
- 1 red chip
- 1 green chip
- 1 green silent-e chip

Does your mat look like this?



Now it's your turn. Turn to page 28 in your Student Workbook. Here are the steps:

1. I'm going to say a word and you'll repeat it.
2. Finger-stretch the sounds and place dots in your workbook.
3. Then, move chips on your mat.
4. Write the letters in your workbook.
5. Draw a V-shape connecting the vowels if the word follows the silent-e pattern.
6. Finally, whisper read the word.

Answer Key

| Words to Dictate | Placement of Phonics Chips on Mat | Correct Answers in Student Workbook |
|------------------|-----------------------------------|-------------------------------------|
| slide | | |
| 1. cake | | |
| 2. ship | | |
| 3. twine | | |
| 4. globe | | |
| 5. drill | | |



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?

Note: The double consonant / in the word *drill* (#5) follows the Floss Rule. The double consonant makes 1 sound but is not considered a digraph. Double consonants are represented by a blue chip.

Writing



INFLECTED ENDINGS

Now, we will review the past tense ending *-ed*. Past tense is when a verb, which is an action word, changes to indicate that something happened in the past. The verb changes from present tense to past tense when the ending *-ed* is added.

There are 3 rules explaining how a spelling changes when the past tense *-ed* is added at the end of a verb. Let's review the 3 rules.

(Display the Spelling Rules table.)

| Rule | Verb | Verb + ed | Spelling Rules |
|------|------|-----------|--|
| 1 | fish | fished | Verb spelled with a <u>vowel team</u> , ends in <u>y</u> , or has <u>2 or more consonants at the end</u> , add -ed |
| 2 | bake | baked | Verb spelled with the <u>silent-e pattern</u> , drop the last e before adding -ed |
| 3 | tap | tapped | Verb spelled with <u>1 vowel followed by 1 consonant</u> , the <u>final consonant is doubled</u> before adding -ed |

Watch the steps I use to change a present tense verb to past tense by adding the past tense ending *-ed*.

The verb is like. (Display like.)

- First, I find the vowel or vowels and identify the syllable type.
 - The verb *like* has the long vowel silent-e pattern. It has the same syllable pattern as the verb *bake* in the table, which also has the long vowel silent-e pattern.
- The verb *like* ends in the letter *e*. Rule 2 is “drop the last e before adding *-ed*.”
- I write the past tense verb *liked* in the “Verb + ed” column.
- Finally, I slide my finger under the past tense verb and whisper “liked.”



Now it's your turn. Turn to page 29 in your Student Workbook. Here are the steps:

1. Read each verb.
2. Find the vowels and identify the syllable type.
3. Decide which spelling rule fits the pattern and write the rule number next to the word in the first column.
4. Write the past tense verb in the “Verb + ed” column.
5. Whisper read the past tense verb.
6. Finally, choose 2 past tense verbs and write a sentence for each.

Answer Key

| Verb | Verb + ed |
|-------------------|-----------|
| like – rule 2 | liked |
| 1. hike – rule 2 | hiked |
| 2. miss – rule 1 | missed |
| 3. chime – rule 2 | chimed |
| 4. stop – rule 3 | stopped |
| 5. help – rule 1 | helped |
| 6. grab – rule 3 | grabbed |



| Verb | Verb + ed |
|---------------|-----------|
| like – rule 2 | liked |



Passage Reading

UNDERLINE/CIRCLE PATTERN WORDS

Passage – Literary: *Jude's June Hike*

Now we'll practice finding 1- and 2-syllable words with the closed or long vowel silent-e patterns in a passage. Our passage today is about the surprise Jude had on her hike.

Today we are going to look for 1-syllable words containing the long vowel silent-e pattern and underline them. When we see a 2-syllable word with the closed or silent-e pattern, we will circle it. Then, we will sort the words into a chart.

Let's look at the title of the passage. (Do not read the title.) The word *Jude's* follows the long vowel silent-e pattern, so I make the silent-e gesture, underline it, and write it in the long vowel silent-e column. Help me find more words. Remember we are looking for 1-syllable words with the silent-e pattern and 2-syllable words with closed and/or silent-e patterns. Hold up the appropriate syllable gesture or gestures when we come to a pattern word, and I'll underline or circle it. Then, we can decide where it belongs in our chart. Let's find 1 example of each type together. (Continue underlining/circling pattern words to the black line.)

| Long Vowel Silent-e | Multisyllable |
|---------------------|---------------|
| Jude | sunrise |



Now it's your turn. Turn to page 30 in your Student Workbook. Here are the steps:

1. Begin at the black line and continue to the end of the passage.
2. Use your fingers to find the vowel or vowels.
3. Underline 1-syllable words with the silent-e pattern. Circle 2-syllable words with the closed and/or silent-e patterns.
4. Write the word in the correct column in the table under the passage on page 30. Continue until you find 5 more 1-syllable silent-e words and 3 more 2-syllable words. Don't list the same word more than once.
5. Finally, whisper read each word.

(Refer to the note under the passage on page 82 for exceptions.)

I'll give you a few minutes and then I will select a few students to share examples of words they identified and sorted.

Answer Key

| Long Vowel Silent-e | Multisyllable |
|---------------------|---------------|
| Jude | sunrise |
| 1. (answers vary) | 1. inside |
| 2. | 2. homemade |
| 3. | 3. cupcakes |
| 4. | |
| 5. | |

Note: When selecting students to share words they identified in the passage, ask which column they sorted each word into. Use the word table below the passage on page 82 to check the answers that students provide.

DAY 17

Phonological Awareness Warm-Up



Today we are going to practice adding a sound to the end of a word.

Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you what sound to add to the end of the word.
- Then, tell me the new word. Ready?

Say star: (**star**) Add /t/ to the end. Word?
 Say four: (**four**) Add /k/ to the end. Word?
 Say an: (**an**) Add /t/ to the end. Word?
 Say fine: (**fine**) Add /d/ to the end. Word?
 Say pain: (**pain**) Add /t/ to the end. Word?
 Say spill: (**spill**) Add /t/ to the end. Word?
 Say pan: (**pan**) Add /t/ to the end. Word?
 Say hole: (**hole**) Add /d/ to the end. Word?



start
fork
ant
find
paint
spill
pant
hold

Say bell: (**bell**) Add /t/ to the end. Word?
 Say guess: (**guess**) Add /t/ to the end. Word?
 Say miss: (**miss**) Add /t/ to the end. Word?
 Say thumb: (**thumb**) Add /p/ to the end. Word?
 Say men: (**men**) Add /t/ to the end. Word?
 Say win: (**win**) Add /d/ to the end. Word?
 Say plan: (**plan**) Add /t/ to the end. Word?
 Say mole: (**mole**) Add /d/ to the end. Word?

belt
guest
mist
thump
meant
wind
plant
mold

Sort Words

| Word List | | | |
|-----------|---------|----------|-----------|
| 1. slim | 4. cute | 7. this | 10. trade |
| 2. cut | 5. bake | 8. track | 11. note |
| 3. slime | 6. back | 9. these | 12. not |

| | |
|--|---|
| Closed  | Long Vowel Silent-e  |
| lack | lake |

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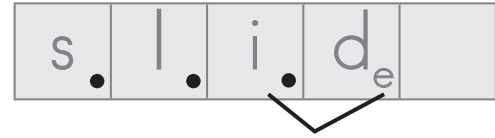
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Sound-Spelling Mapping with Student Phonics Chips



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Writing

| Verb | Verb + ed |
|---------------|-----------|
| like - rule 2 | liked |
| 1. hike | |
| 2. miss | |
| 3. chime | |
| 4. stop | |
| 5. help | |
| 6. grab | |

1.

2.

SAMPLE

Passage – Literary

Jude's June Hike

1 Jude woke up to the sunrise just in time to take a hike to see her pal Pete.

2 In June, Jude is nine! She liked to take the time to think of life on the hike.

3 Jude hiked for quite some time. She had hiked five miles when she came

4 to Lone Lake Lane. Her pal Pete stays in a home on that side of the lake. For a

5 long time, Jude has missed her pal Pete.

6 Jude went in the front gate at his home and chimed the bell. Jude did not

7 see Pete but she did see a note on the side path. Pete left a note for Jude to

8 come inside. Jude did not like to be rude, but she felt safe with the note from

9 her pal.

10 When Jude went inside, she got quite the prize. All of her pals from class

11 were lined up on the sides. Jake, Mike, Eve, and the rest of her mates broke out

12 in smiles! Pete and his mom had baked homemade cupcakes. The pals ate the

13 cake and played games. It was a fine time to shine with a home full of Jude and

14 her best pals.

15 When it got late, Jude said she had one of the best times of her life.

16 Her prized pals made her smile.

| Long Vowel Silent-e | Multisyllable |
|---------------------|---------------|
| Jude | sunrise |
| 1. | 1. |
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