

# ***95 Phonics Booster Bundle™***

## **Grade 3 Tune-up**

### **Product Sample**

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# 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

## SAMPLE

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.

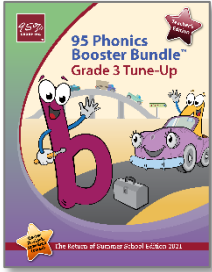
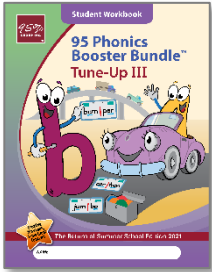
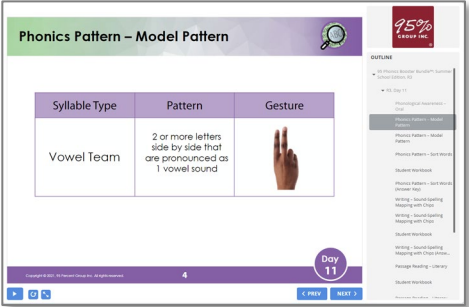
Additionally, to address the potential of school closures, the program was designed to ensure a seamless transition to remote learning without disruption in the curriculum sequence by sending the Student Workbook and manipulatives home. These materials can be used from home in unison with the Presentation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

**In this sample, you will find:**

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

	<p><b>Teacher's Package</b> – The Teacher's Package includes 1 full-color, spiral-bound TE for Rising 3rd grade. Each TE includes 25 days of lessons. The back cover is a firm stock, enabling teachers to hold the book folded back to see a single page with assurance that it will not bend. The other printed component is a set of Sound-Spelling Cards the teacher holds up while introducing and reviewing the phonics concepts. These cards are included in the shrink-wrapping surrounding the TE.</p>
	<p><b>Student Package</b> – 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><b>Presentation Files</b> – 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><b>Product Training Video</b> – 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><b>Other Teacher Support</b> – 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 11–15: Predictable Vowel Teams



## Learning Objective

In Days 11–15, students demonstrate understanding of predictable vowel team patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.

## DAY 11

## Phonological Awareness Warm-Up



Today we are going to practice substituting a sound at the beginning of a word to make a new word.

Watch me do the first one.

- The word is slot. I change /s/ at the beginning of the word to /p/. The new word is plot.

Let's practice together. Ready?

- Say true: (**true**) Change /t/ to /g/. Word? **grew**

Now it's your turn. Here are the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to substitute, or change, at the beginning of the word.
- Then, I'll ask you to tell me the new word. Ready?



## Teacher Tip

In this lesson the PA warm-up skill is phoneme substitution. This is a critical skill for figuring out an unknown word by analogy to a known word. For example, if a student sees the word *sake*, and knows *lake*, it's possible to quickly substitute /s/ for /l/ and correctly pronounce the unknown word.

Say cry: (**cry**) Change /k/ to /d/. Word?  
Say glow: (**glow**) Change /g/ to /b/. Word?  
Say drew: (**drew**) Change /d/ to /g/. Word?  
Say free: (**free**) Change /f/ to /t/. Word?  
Say blank: (**blank**) Change /b/ to /p/. Word?  
Say flow: (**flow**) Change /f/ to /s/. Word?  
Say plea: (**plea**) Change /p/ to /f/. Word?  
Say clash: (**clash**) Change /k/ to /s/. Word?

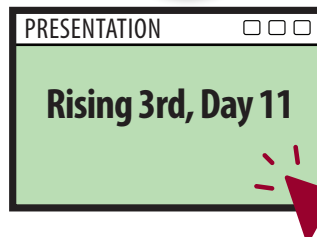
**dry**  
**blow**  
**grew**  
**tree**  
**plank**  
**slow**  
**flea**  
**slash**

Say trick: (**trick**) Change /t/ to /b/. Word?  
Say grain: (**grain**) Change /g/ to /t/. Word?  
Say clay: (**clay**) Change /k/ to /p/. Word?  
Say dry: (**dry**) Change /d/ to /t/. Word?  
Say brook: (**brook**) Change /b/ to /k/. Word?  
Say gray: (**gray**) Change /g/ to /t/. Word?  
Say crash: (**crash**) Change /k/ to /t/. Word?  
Say brown: (**brown**) Change /b/ to /d/. Word?

**brick**  
**train**  
**play**  
**try**  
**crook**  
**tray**  
**trash**  
**drown**

## Phonics Pattern

Today we will begin reviewing how to read and spell words with the vowel team syllable pattern. A vowel team has 2 or more letters side by side that are pronounced as 1 vowel sound. Today we will review 4 vowel teams: e-e, i-g-h, o-a, and o-e.











Words with the vowel team pattern have (repeat it with me): **2 or more letters side by side that are pronounced as 1 vowel sound.**

The gesture for the vowel team syllable is 2 fingers together.

Practice the gesture with me.  **vowel team**

Let's look at today's 4 vowel team pronunciations and their keywords. As I show each one, you will repeat after me. We will say the keyword and the vowel sound. Then, we will practice the syllable gesture together. These 4 vowel teams are pronounced with a long vowel sound.

**Note:** Display the Sound-Spelling Cards for these vowel teams so the students have a visual cue to reference throughout the lesson.


Keyword Images to Display	Keywords	Sounds	Vowel Team Gesture
ee 	eel	/ē/	
igh 	night	/ī/	
oa 	oat	/ō/	
oe 	toe	/ō/	

**Note:** The letters *g* and *h* become part of a vowel team when they follow the single vowel letter *i*. When these 3 letters team up, they are pronounced with 1 sound, /ī/.

## PATTERN AND CONTRAST WORDS

Let's practice identifying words that fit the pattern and words that do not. Watch what I do.

(Display sight.)

- First, I point to the vowel or vowels and identify the syllable type.
  - I see 1 vowel letter, *i*, followed by *g* and *h*.
  - This word follows the i-g-h vowel team pattern.
  - I whisper "vowel team" while making the vowel team gesture.
  - I whisper the vowel sound /ī/.
- I place the word in the /ī/ night column. 
- Finally, I slide a finger under the word and whisper "sight."

sight   
sight 

**Note:** Even though there are 3 letters in the vowel team *igh*, all vowel teams are represented with the 2-finger gesture.

ee 	igh 	oa 	oe 	
	sight			








Now it's your turn. Turn to page 22 in your Student Workbook.  
Let's review the steps.

1. Look at the word to decide if it follows the vowel team syllable pattern.
2. Whisper the syllable type and show the gesture.
3. Whisper the vowel sound.
4. Write the word in the correct column.
5. Whisper read the word.

I'll check back with you in a few minutes and then you can check your answers.

### Answer Key

ee 	igh 	oa 	oe 	
cheek	sight	float	woe	flat
green	fight	soak	foe	fig
need		foam		check

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

## Writing



### SOUND-SPELLING MAPPING WITH STUDENT PHONICS CHIPS

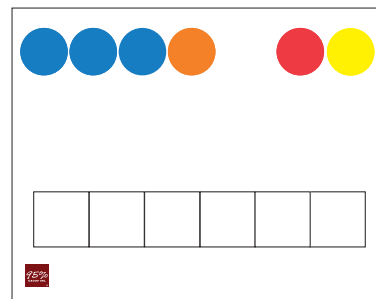
We're going to practice moving sound chips into boxes and then writing the letters to spell the words.

(Display mat with chips.)

Today we have another new chip. The yellow chip represents the single sound of a vowel team. It reminds us that, while vowel teams are spelled with more than 1 vowel or letter, they are pronounced as 1 vowel sound. In this activity, when we hear the long e, i, or o sound in a word, we will use the yellow vowel team chip.

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

The word is groan. Word? **groan**





## Passage Reading



### UNDERLINE PATTERN WORDS

#### Passage – Literary: *Reed's Foal*

Now we'll practice finding vowel team words in a passage. Today's passage is about a boy and his foal. A foal is a baby horse.

We are going to look for words that have the e-e, i-g-h, o-a, or o-e vowel teams and underline them.

Let's look at the title of the passage. (Do not read the title.) The word *Reed's* has the vowels e-e side by side so I make the vowel team gesture and underline it. Help me find more words with the vowel teams e-e, i-g-h, o-a, and o-e to underline. Hold up the vowel team gesture when you see another one, and I'll underline it. (Continue underlining ee, igh, oa, and oe vowel team words above the black line.)



Now it's your turn. Turn to page 20 in your Student Workbook. Here are the steps:

1. Begin below the black line and continue underlining to the end of the passage.
2. Use your fingers to find the vowels.
3. If you find a word with an e-e, i-g-h, o-a, or o-e vowel team, underline it.

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

## DAY 12

### Phonological Awareness Warm-Up



Today we are going to practice substituting a sound at the beginning of a word to make a new word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to substitute, or change, at the beginning of the word.
- Then, I'll ask you to tell me the new word. Ready?

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## Passage – Literary

Reed's Foal

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

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

11        After a day of jumping, Reed would give Roe a bath on the lawn next  
 12 to her stall. He would put foamless soap on Roe's coat and let it soak in.  
 13 When she was dry, Reed would rub her coat, mane, and tail with oil to keep  
 14 them sleek. Roe would hold her neck high, as if to say she liked the bath.

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



## SAMPLE

## Passage – Informational

Pond Days

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

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

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






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



## Pattern and Contrast Words

### Word List

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

ee 	igh 	oa 	oe 	
	sight			

## Sound-Spelling Mapping with Student Phonics Chips

g. r. oa n.

1.

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2.

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3.

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4.

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5.

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6.

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7.

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Education Consulting and  
Professional Development

# 95 Phonics Booster Bundle™ Summer School Edition

R3

Student Workbook

Thank you for your interest in  
***95 Phonics Booster Bundle™ Tune Up.***  
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your representative or email  
[sales@95percentgroup.com](mailto:sales@95percentgroup.com)

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