



**95 Phonics
Core Program™**
Teacher's Edition
GRADE 1



95 Phonics Core Program™
Product Sample
Grade 1 - Lesson 17

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Introduction

Description of *95 Phonics Core Program™ (95PCP™)*

The *95 Phonics Core Program™* is a K–3 phonics strand taught with the whole class within the Tier 1 reading block. 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 30 weekly lessons in this program are designed to teach for 20 minutes daily as one portion of a comprehensive reading and language arts curriculum. This program serves as a phonics and word study strand that enriches the other important strands of a school’s existing literacy program, including read-alouds, oral language and vocabulary development, reading of authentic text, comprehension instruction, and process writing.

Teachers can extend the time beyond 20 minutes if a slower pace is desirable, or they wish to add more practice opportunities. The program also includes an optional weekly spelling list of 10 words; teachers choosing to use this will need an additional 5 minutes on Day 5 to dictate the 10 words for a weekly spelling test.

Rationale for Developing the *95 Phonics Core Program*

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 Tier 1 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 and intervention. New decodable text was written specifically for these lessons so that passages used in our intervention materials will be fresh for students who require extra support in Tier 2 or 3.

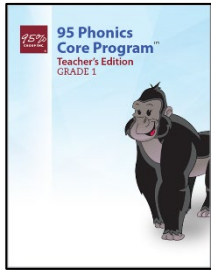
Additionally, to address the potential of school closures, the program was designed to ensure a seamless transition to remote learning without disruption in the curriculum sequence by sending the provided plastic bags home filled with Student Workbooks, manipulatives, downloaded parent instructions, and spelling lists. 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:

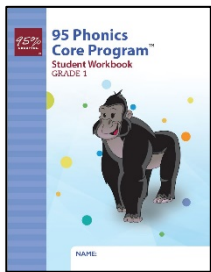
Introduction and Why We Developed This Product.....	1
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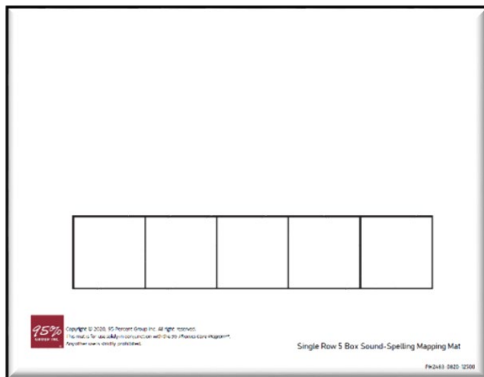
Elements included in the 95 Phonics Core Program™ Grade 1 Classroom Kit



Teacher's Edition (TE) – The Classroom Kit includes 3 full-color, spiral-bound TE volumes for grade 1. Each TE volume includes 10 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 TE provides easy-to-follow lesson plans with scripts and rigorous, but engaging, routines grounded in the science of Reading.




Student Workbook Set (SW) – There are 4 SW volumes for the school year. Each SW volume is 50–75 pages and contains either 7 or 8 lessons with full-color covers and grayscale printing on the interior pages. Everything the student needs to participate in the lesson is contained in the workbook. This includes 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 Classroom Kit includes SW sets for 20 students.




Student Manipulatives Sets with Phonic Chips – The Classroom Kit includes 20 individual student sets of phonic chips and Sound-Spelling (SS) Mapping Mats in plastic bags with slider closures. The student chips and SS Mats are durable, laminated cardstock. When the program is taught in class, students can store the bags containing their chips at their desks, or the bags can be sent home in case of remote instruction during a time of school closure. Additionally, the bag is sized to allow inclusion of a Student Workbook plus parent instructions and spelling lists if materials are sent home. Students move the colored chips into sound boxes to represent words the teacher dictates; after mapping the sounds in a word, students write the letters in the appropriate sound boxes in the Student Workbook.

Elements included in the 95 Phonics Core Program™ Grade 1 Classroom Kit



i



i

i itch /i/

Articulation

- When I make the /i/ sound, my lips and teeth are slightly open (smile) and my tongue is behind my bottom teeth.
- I put my hand on my throat. /i/ I feel a vibration. /i/ is a voiced sound.

Voicing	voiced
Unvoiced Partner	none
Description of articulation	mouth slightly open, chin drops, tongue behind bottom teeth
Manner of articulation	continuant

Practice Words
If you hear the /i/ sound, say "/i/." If you don't hear the /i/ sound, show the NO gesture. What sound? /i/

/i/	NO
it	at
in	an
sick	sack
pick	peck

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i ice /i/

Articulation

- When I make the /i/ sound, my mouth is open and my chin drops.
- My lips are relaxed and my tongue is just behind my bottom teeth.
- I put my hand on my throat. /i/ I feel a vibration. /i/ is a voiced sound.

Voicing	voiced
Voiced Partner	none
Description of articulation	mouth open, chin drops, lips relaxed, tongue just behind bottom teeth
Manner of articulation	continuant

Practice Words
If you hear the /i/ sound, say "/i/." If you don't hear the /i/ sound, show the NO gesture. What sound? /i/

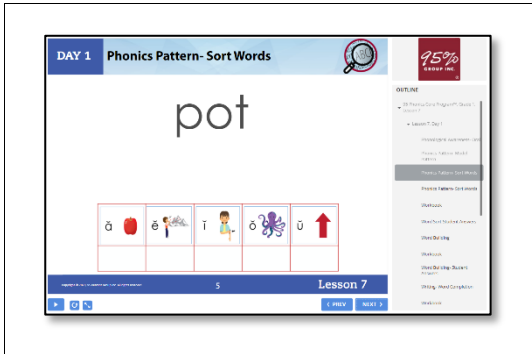
/i/	NO
bike	bit
mice	mitt
kite	kit
ice	itch

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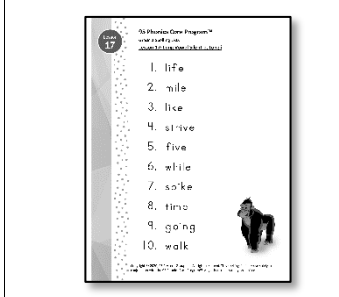
Sound-Spelling Cards – This set of 50 cards is printed in full color on the front and grayscale on the back. The 6" x 9" cards are printed on cover stock for durability. They also have a special treatment that not only protects the cards from mold, mildew, fungi, and bacteria but also makes them easy to clean. Teachers can hold up the cards during instruction or post them around the classroom as a quick reference to remind students of the keywords and letter-sound associations. The back side of the cards contains tips and reminders for teachers as they present each sound and letter association.



Elements included in the 95 Phonics Core Program™ Grade 1 Classroom Kit

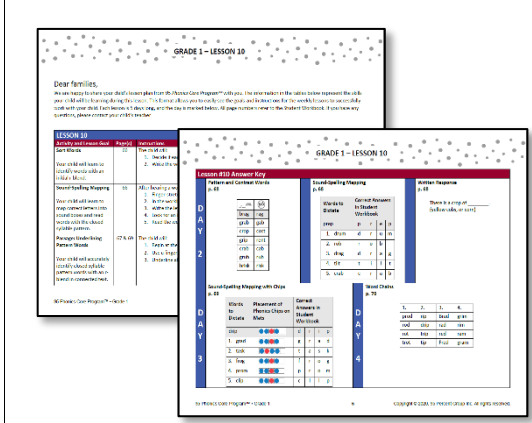


Presentation Files – These 30 HTML animated files contain images to guide instruction of the 5 days in that week’s lesson. Teachers access and use the Presentation files on our website either in the classroom or during remote instruction using a video conferencing platform such as Zoom or Google® Classroom. Because these files are HTML, they are accessible on any device with a current browser, including a Chromebook®.

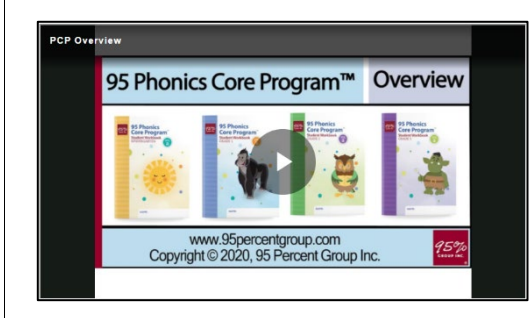


Spelling List – Teachers can retrieve and download the spelling list each week from the Customer Portal. They can make copies to send home if they choose to use the program’s spelling list instead of one included in their English Language Arts curriculum.

Assessment – Teachers administer this summative assessment to the whole class to determine if students mastered the unit content. Teachers can download and copy the assessment and student forms from the Customer Portal.



Parent Instructions – Teachers download these weekly instructions to send home so parents can support students in completing the work in the Student Workbook during remote instruction.



Product Training Video – This one-hour 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 Classroom Kits. More extensive professional development is available either virtually or in person for an additional fee.

Other Teacher Support – The product’s landing page will be updated with teacher support tips and resources as new questions arise. Teachers should check back frequently for additional resources.

Long Vowel Silent-e, Long i

Teacher Copies of the Passages



Passage 1 – Literary

Mike the Mime

1 When I was nine, I went to see Mike the Mime with my pops. A mime
2 is a live act who tells a tale with no lines. Mike the Mime comes to both
3 sides of the U.S. doing this fine act of his.

4 We had to drive many miles to Lake Side to get to the live act. My
5 pops did not like the long drive. My pops and I left at five to dine on the
6 best prime rib on the ride to the big act. They had a fine cloth under the
7 plates and glass cups on the side. It was the best prime rib of my life! Pops
8 got me a lime cake as a prize! Pops did not have cake, but he ate a bite
9 of mine. It was quite a hike to get to the spot in time.

10 When we got there, we stepped in line for the prime time act. We
11 filed in from the side and sat in spots five and six. Mike the Mime came up
12 on time at five to nine. He had on black and white with a line down his
13 chest. His smile shined wide, and he kept it funny all the time. My pops and
14 I could see fine, but kids on the left side strived to see the mime. I could
15 tell that my pops liked the act. He grinned all the time. On the drive back,
16 Pops kept his smile. He said that the time spent with me was prime. I want
17 to see Mike the Mime the next time he puts on his act!

Long Vowel Silent-e, Long i

bite	hike	Mike	prize	strive
dine	life	mile	ride	time
drive	like	mime	quite	white
file	lime	mine	shine	wide
fine	line	nine	side	
five	live	prime	smile	

Word Count*

272

Pattern Words

63 (23%)

* including title

Bike, Hike, and Dive

1 It takes a lot of time to make the trip to Pike Lake at the top of the
2 pine hills. If you go, plan for a nine mile bike ride, a five mile hike, and a
3 lake dive. There are five steps you must take to and from the lake.

4 Step one is to map out the plan. Step two, ride the bike for nine
5 miles to the hike path. Hide the bike on the side of the drive under the big
6 pine.

7 Step three, take the path on the left to hike to the top of the hill. The
8 hike is five miles up. The path is not wide, so hike and be safe. Look out for
9 rocks so you do not slide. When you get to the top, stop to eat a bite and
10 take time to rest. A five mile hike up a hill can tire the legs.

11 Step four is the lake dive. The dive will send a shake up the spine.
12 Put on a dive mask and belt. The best spot to dive is in the lost cave. It is
13 wide and lined with lime scales on the sides.

14 Step five, wipe off and then hike back to the bike. At the end of the
15 path, you can grab the bike and ride the nine miles back. If you are wise,
16 you will have a pal pick you up and drive you back!

17 A trip to the lake takes time to plan and time to do. If you like to
18 bike, hike, and dive, it is time well spent!

Long Vowel Silent-e, Long i			
bike	hike	Pike	time
bite	like	pine	tire
dive	lime	ride	wide
drive	line	side	wipe
five	mile	slide	wise
hide	nine	spine	

Word Count*
268
Pattern Words
64 (24%)

* including title

SAMPLE

**Learning Objective**

Students demonstrate understanding of the long i silent-e pattern by correctly identifying, reading, and writing pattern words in isolation and in passages.

DAY 1

Phonological Awareness Warm-Up

2 min

Today we are going to practice phoneme addition. 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 word.
- Then, tell me the new word. Ready?

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

cart

Say lay: (**lay**) Add /p/ to the beginning. Word?

play

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

bird

Say rain: (**rain**) Add /t/ to the beginning. Word?

train

Say Kim: (**Kim**) Add /s/ to the beginning. Word?

skim

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

keep

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

side

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

fork

Say top: (**top**) Add /s/ to the beginning. Word?

stop

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

sight

Say rose: (**rose**) Add /f/ to the beginning. Word?

froze

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

zoom

Say oak: (**oak**) Add /s/ to the beginning. Word?

soak

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

paint

Say boo: (**boo**) Add /th/ to the end. Word?

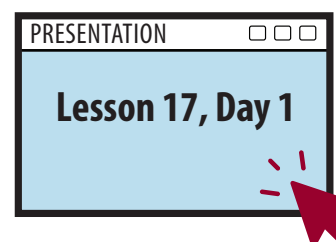
booth

Say each: (**each**) Add /r/ to the beginning. Word?

reach**Phonics Pattern**

6 min

Today we are learning to read and spell words with the long i silent-e pattern. Long vowel silent-e words have a single vowel, a single consonant, an e at the end, and the vowel sound is long. There is only 1 vowel sound in the word; however, it takes 2 vowel letters to spell it—a single i plus the silent-e. The silent-e is not pronounced.



Repeat it with me: **Long vowel silent-e words have a single vowel, a single consonant, an e at the end, and the vowel sound is long.**

The gesture for the silent-e syllable looks like a V-shape with a space between your 2 fingers.

Practice the gesture with me.



SORT WORDS

(Display ride.)

🔑 I'm going to look for the long i silent-e syllable pattern. Watch the steps I use:

1. I find the vowel letters by pointing to them. There are 2 vowel letters—i and silent-e—and there's a consonant in between them.
2. This word HAS the long i silent-e syllable pattern. The vowel sound is /i/.

3. The gesture looks like this.

(Gesture and say "silent-e.")





4. I place the word under the /i/ ice column.

(Don't read the word yet.)



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

(Display rid.)

- Look at this word. What do I do first? **find the vowels**
 - Yes, let's pretend to touch the vowel letter or letters.
- How many vowel letters? **1**
- Silent-e or not silent-e? **not silent-e** (Make a NO gesture.) The word *rid* has 1 vowel letter followed by a consonant but it does not have a silent-e at the end. This word is not silent-e.
- Syllable type?  **closed**
- Vowel sound? **/i/**
- Where does this word go?  **under the /i/ itch column**

ride 



ride



rid 

rid





	
ride	rid

SAMPLE



Now it's your turn. Turn to page 121 in your Student Workbook. Decide if each word is a closed or a silent-e syllable. Then, write it under the /i/ ice or /i/ itch column.

Answer Key

	
ride	rid
dime	dim
hide	hid
time	Tim
pine	pin
fine	fin

Routine for
Word Sorting:

- Find the vowel or vowels.
- How many vowel letters?
- Pattern or not pattern?
- Syllable type?
- Vowel sound?
- Where does this word go?

1. dim
2. hid
3. dime
4. hide
5. time
6. Tim
7. pin
- 8.
9. pine
- 10.

Writing



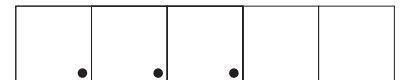
7 min

SOUND-SPELLING MAPPING

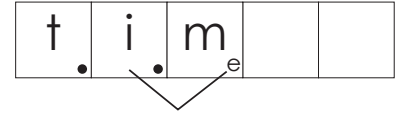
Now we're going to spell words that have the long i silent-e pattern. Watch how I use the Sound-Spelling Mapping paper. Each box holds only 1 sound.

The word is time.

- First, I finger-stretch and say the sounds: /t/ /i/ /m/ – 3 sounds
- I need 3 boxes. I tap and place a dot in the bottom right corner for each sound I hear: /t/ /i/ /m/
- Now, I write the letters that represent each sound.
 - Letter *t* in the first box
 - Letter *i* in the second box and a small silent-e in the bottom right corner of the third box
 - Letter *m* in the third box

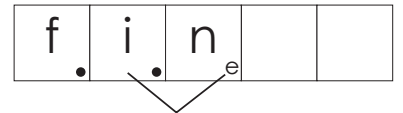
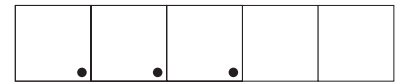


- Remember, the silent-e cannot be in a box by itself because it doesn't spell a sound—it's part of the long vowel silent-e pattern.
- Syllable type? silent-e
 - Finally, I draw a V-shape from the i to the small letter e. That helps me remember that e is working with i to spell the long i sound.
- Sounds? /t/ /i/ /m/
- Word? time



Let's try the next word together. The word is fine.

- Word? **fine**
- Finger-stretch and say the sounds. /f/ /i/ /n/
- How many sounds? **3** How many boxes? **3**
- We need 3 boxes. We tap and place a dot in the bottom right corner for each sound: /f/ /i/ /n/
- Now, we write the letters.
 - Which letter spells the /f/ sound? **f** Which box? **first**
 - Which letter or letters spell the long i sound? **i and silent-e**
Where do I write them? **the i in the second box and the silent-e in the bottom right corner of the third box**
 - Which letter spells the /n/ sound? **n** Which box? **third**
- Syllable type? **silent-e** How do I draw that? **a V-shape to connect the i and silent-e**
- Sounds? /f/ /i/ /n/
- Word? **fine**



Now it's your turn. Turn to page 121 in your Student Workbook. Here are the steps:

- Finger-stretch while saying the sounds.
- Count the sounds.
- Place a dot in the bottom right corner of the boxes you'll need.
- Write the letters. Remember that each sound gets its own box.
- Draw a V-shape if the word follows the silent-e pattern.
- Whisper the syllable type and read the word to yourself.

SAMPLE

Answer Key

Words to Dictate	Correct Answers in Student Workbook
fine	f i n e
1. prime	p r i m e
2. shine	sh i n e
3. chip	ch i p
4. white	wh i t e
5. mile	m i l e
6. shift	sh i f t

Passage Reading



5 min

PASSAGE 1 – UNDERLINE PATTERN WORDS

Now we'll practice finding long i silent-e words in a passage. Our passage today is about a boy who goes with his pops on a trip to see a mime. A mime is a person who acts something out but doesn't speak. Have you ever seen a mime?

Today we are going to look for words that have the long i silent-e pattern and underline them.

Let's look at the title of the passage. (Do not read the title.) The word *Mike* follows the pattern, so I make the V-gesture and underline it. Help me find more words to underline with the long i silent-e pattern. Hold up the V-gesture when you see another one, and I'll underline it. (Continue underlining the long i silent-e words above the black line.)



Now it's your turn. Turn to page 122 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 vowels.
3. If you find a long i silent-e word, underline it.

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

DAY 2

Phonological Awareness Warm-Up



2 min

Today we are going to practice phoneme deletion. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you what sound to delete, or take away, from the word.
- Then, tell me the new word. Ready?

Say cup: (cup) Delete /k/ from the beginning. Word? up	Say tribe: (tribe) Delete /b/ from the end. Word? try
Say peach: (peach) Delete /p/ from the beginning. Word? each	Say track: (track) Delete /t/ from the beginning. Word? rack
Say mate: (mate) Delete /t/ from the end. Word? may	Say tram: (tram) Delete the /t/ from the beginning. Word? ram
Say rain: (rain) Delete /n/ from the end. Word? ray	Say shame: (shame) Delete /sh/ from the beginning. Word? aim
Say farm: (farm) Delete /f/ from the beginning. Word? arm	Say Spain: (Spain) Delete /s/ from the beginning. Word? pain
Say both: (both) Delete /th/ from the end. Word? bow	Say mice: (mice) Delete /s/ from the end. Word? my
Say stow: (stow) Delete /s/ from the beginning. Word? tow	Say paid: (paid) Delete /d/ from the end. Word? pay
Say globe: (globe) Delete /b/ from the end. Word? glow	Say trick: (trick) Delete /t/ from the beginning. Word? Rick



4 min


Phonics Pattern

READING PATTERN WORDS

Review the Pattern

We're continuing to read and spell words with the long i silent-e pattern.

Repeat after me: **Long vowel silent-e words have a single vowel, a single consonant, an e at the end, and the vowel sound is long.**

- Which 2 letters spell the long i vowel sound? **a single i plus the silent-e**
- Are the 2 vowel letters side by side? **no** What type of letter is between them? **a consonant**
- Is the e at the end of the word pronounced? **no**
- Show me the gesture and say the syllable type.  **silent-e**
- What is the vowel sound? **/ī/**

Read Pattern Words

Now, we're going to read words with the closed or silent-e syllable pattern.

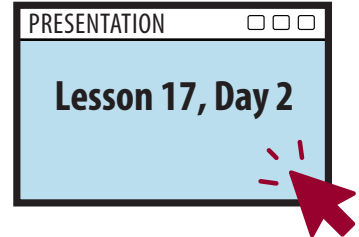
When I show you a word, follow these steps:

1. Find the vowel or vowels and say the number of vowel letters.
2. Say the syllable type and show the gesture.
3. Say the vowel sound.
4. Read the word.

Answer Key

Words on Presentation

1. (2, silent-e, /ī/) - tire	6. (2, silent-e, /ī/) - slide
2. (2, silent-e, /ī/) - nine	7. (1, closed, /ī/) - wit
3. (1, closed, /ī/) - rip	8. (2, silent-e, /ī/) - stripe
4. (2, silent-e, /ī/) - whine	9. (1, closed, /ī/) - sin
5. (1, closed, /ī/) - kin	10. (2, silent-e, /ī/) - drive



Key Routine for Word Reading:

- Find the vowels.
- How many vowel letters?
- Syllable type and gesture?
- Vowel sound?
- Word?

1. tire
2. nine
3. rip
4. whine
5. kin
6. slide
7. wit
8. stripe
9. sin
10. drive



3 min

Writing

PATTERN AND CONTRAST WORDS

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

Watch what I do.

(Display prime.)

The first word is prime.

- First, I find the vowels and identify the syllable type.
- I see 1 vowel letter *i*, followed by a consonant and an e.
- I place my fingers under the vowel letters. This word follows the long i silent-e pattern.
- I whisper "silent-e" while making the V-gesture.
- Then, I whisper the vowel sound /ī/.
- I place the word *prime* under the /ī/ ice column.
- Finally, I slide a finger under the word and whisper "prime."





Turn to page 123 in your Student Workbook. Write the words under the correct column. Let's review the steps.

1. Look at the word to decide if it is a closed or a silent-e syllable.
2. Whisper the syllable type and gesture.
3. Whisper the vowel sound.
4. Write the word under 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

~ 	~ 
prime	prim
kite	kit
bite	bit
ride	rid
ripe	rip
site	sit

prime 

prime 

~ 	~ 
prime	prim

1. kite
2. bite
3. kit
4. ride
5. bit
6. rid
7. ripe
8. site
9. rip
10. sit

Writing



6 min

SOUND-SPELLING MAPPING

We've done sound-spelling mapping before so let's do one together before you begin.

The word is ripe. Word? **ripe**

- Finger-stretch the sounds in ripe. /r/ /ī/ /p/
- How many sounds? **3** How many boxes? **3**
- We need 3 boxes. We tap and place a dot in the bottom right corner for each sound: /r/ /ī/ /p/
- Now, we will write the letters.
 - Which letter spells the /r/ sound? **r** Which box? **first**
 - Which letter or letters spell the /ī/ sound? **i and silent-e** Where do I write them? **the i in the second box and the silent-e in the bottom right corner of the third box**
 - Which letter spells the /p/ sound? **p** Which box? **third**
- Syllable type? **silent-e**
 - How do I mark the silent-e syllable? **draw a V-shape**
- Sounds? /r/ /ī/ /p/
- Word? **ripe**

--	--	--	--	--

r	i	p	e	
---	---	---	---	--

r	i	p	e	
---	---	---	---	--



Now it's your turn. Turn to page 123 in your Student Workbook. Here are the steps:

1. Finger-stretch while saying the sounds.
2. Count the sounds.
3. Place a dot in the bottom right corner of the boxes you'll need.
4. Write the letters. Remember that each sound gets its own box.
5. Draw a V-shape if the word follows the silent-e pattern.
6. Whisper the syllable type and read the word to yourself.

Answer Key

Words to Dictate	Correct Answers in Student Workbook
ripe	r i p e
1. glide	g l i d e
2. smug	s m u g
3. stride	s t r i d e
4. slide	s l i d e
5. damp	d a m p
6. wide	w i d e

Passage Reading



3 min

PASSAGE 1 – READ PASSAGE

Now we'll read the passage we underlined yesterday. A mime is someone who acts something out but without any talking. Today we're going to learn about a boy's trip with his pops to see a mime. Who do you think Pops is?



Turn to page 122 in your Student Workbook. Place your finger at the beginning of the row with the number 1 in front of it. Read the pattern words with me. Remember to read only the words that are underlined.

Now it's your turn. Notice that the pattern words are underlined from yesterday. Beginning with the title, slide your finger under each word as you whisper read ONLY the underlined words. Then, go back to the beginning and whisper read the passage.

SAMPLE



2 min

Comprehension

WRITTEN RESPONSE



In your Student Workbook, look at page 124. Complete the sentence about the passage. I'll give you a minute to do this, and then I'll ask for a couple of students to share what they wrote.

The kid and his pops ate _____. (RL.1.1)
(prime rib and lime cake)

DAY 3



2 min

Phonological Awareness Warm-Up

Today we are going to practice phoneme substitution. Let's review the instructions:

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

Say cap: (**cap**) Change /p/ to /sh/. Word?

cash

Say shake: (**shake**) Change /sh/ to /m/. Word?

make

Say tap: (**tap**) Change /p/ to /b/. Word?

tab

Say track: (**track**) Change /k/ to /p/. Word?

trap

Say for: (**for**) Change /f/ to /m/. Word?

more

Say game: (**game**) Change /m/ to /t/. Word?

gate

Say wet: (**wet**) Change /w/ to /y/. Word?

yet

Say must: (**must**) Change /m/ to /d/. Word?

dust

Say red: (**red**) Change /r/ to /b/. Word?

bed

Say fade: (**fade**) Change /d/ to /t/. Word?

fate

Say bus: (**bus**) Change /s/ to /n/. Word?

bun

Say day: (**day**) Change /d/ to /m/. Word?

may

Say fun: (**fun**) Change /n/ to /s/. Word?

fuss

Say chop: (**chop**) Change /ch/ to /p/. Word?

pop

Say hum: (**hum**) Change /h/ to /g/. Word?

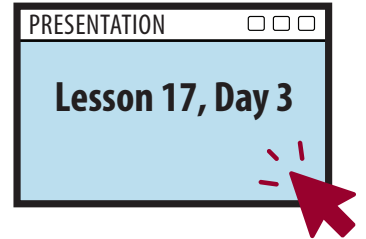
gum

Say like: (**like**) Change /l/ to /m/. Word?

Mike



2 min



Phonics Pattern

WORD READING ACCURACY

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

bite	ripe	ride	fine
slim	bit	wide	white
dime	fin	kite	stripe
rip	slime	mile	mine
spine	slid	spin	slide

Writing



11 min

SOUND-SPELLING MAPPING WITH STUDENT PHONICS CHIPS

Today we're going to practice moving sound chips into boxes and then writing the letters to spell the words. Remember, the red chip represents the short vowel sounds and the green chip is used for the long vowel sound.

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

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

Chips

- Finger-stretch life. /l/ /i/ /f/
- How many sounds? **3** How many boxes should I dot? **3**
- First sound? /l/ Chip? **blue**
- Second sound? /i/ Chip? **green**
- Last sound? /f/ Chip? **blue**
- Sounds? /l/ /i/ /f/ Word? **life**
- Syllable? **silent-e** Vowel sound? /i/ Is it a long vowel sound? **yes**
- Let's change the green sound chip for the green silent-e chip.

Letters

- Which letter spells the /l/ sound? **l**
- Which letter or letters spell the /i/ sound? **i and silent-e**
- Which letter spells the /f/ sound? **f**

SAMPLE

- Is this a long i silent-e word? **yes**
- What syllable mark do I need to add? **the V-shape connecting the 2 vowel letters**
- Sounds? /l/ /i/ /f/
- Word? **life**

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 long vowel silent-e chip

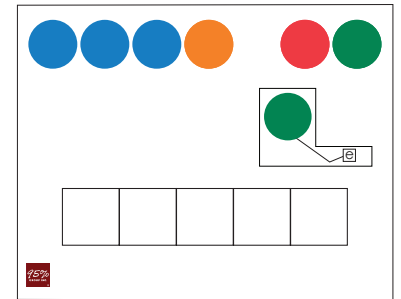
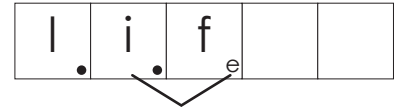


Turn to page 124 in your Student Workbook. Here are the steps:

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

Answer Key

Words to Dictate	Placement of Phonics Chips on Mat	Correct Answers in Student Workbook
life		
1. five		
2. ship		
3. drive		
4. hint		
5. smile		



Routine for Chip Movement:

- **Finger-stretch sounds.**
 - How many sounds?
 - How many boxes?
 - Dot boxes in workbook.
- **Sound? Chip?** (repeat for each sound)
- **Which letter spells the / / sound?** (repeat for each sound)
- **Word?**

**Passage Reading****PASSAGE 2 – UNDERLINE PATTERN WORDS**

Now it's time to practice with a new passage. This passage is about riding a bike to a place called Pike Lake. Pike Lake is very cold where diving would be hard. Have you ever been swimming in a cold lake?

We'll underline only the long i silent-e words like we've done before. Let's begin with the title. Which is the first word to underline? **bike**
(Continue with the rest of the title.)

Help me find more long i silent-e words. If you see a word with the long i silent-e pattern, hold up the silent-e gesture and I'll underline it. (Continue underlining the long i silent-e words to the black line.)



Now it's your turn. Turn to page 125 in your Student Workbook. Here are the steps:

1. Begin below the black line where none of the words are underlined.
2. Look at each word and point to the vowel or vowels.
3. If the word has the long i silent-e pattern, draw a line under it.

I'll give you a few minutes to continue underlining through the end of the passage and then we'll check them together.

DAY 4



Phonological Awareness Warm-Up

2 min

Today we are going to practice phoneme addition. 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 word.
- Then, tell me the new word. Ready?

Say lane: (**lane**) Add /p/ to the beginning. Word?

plane

Say inch: (**inch**) Add /p/ to the beginning. Word?

pinch

Say kit: (**kit**) Add /s/ to the beginning. Word?

skit

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

beam

Say rake: (**rake**) Add /b/ to the beginning. Word?

brake

Say add: (**add**) Add /h/ to the beginning. Word?

had

Say tack: (**tack**) Add /s/ to the beginning. Word?

stack

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

bite

Say lap: (**lap**) Add /k/ to the beginning. Word?

clap

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

cute

Say row: (**row**) Add /g/ to the beginning. Word?

grow

Say lame: (**lame**) Add /f/ to the beginning. Word?

flame

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

pant

Say lean: (**lean**) Add /k/ to the beginning. Word?

clean

Say mash: (**mash**) Add /s/ to the beginning. Word?

smash

Say at: (**at**) Add /r/ to the beginning. Word?

rat

Fluency

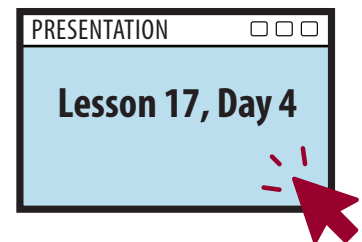


2 min

HIGH-FREQUENCY WORDS

Display the high-frequency word grid. Prompt students by saying "Word?" at each box.

going	walk	let	think
by	after	every	old
any	there	want	how
here	who	could	over





Now it's your turn. Turn to page 126 in your Student Workbook. When I say "begin," tap under the first word and whisper it. Read across the rows until I say "stop." Circle the last word you read. If you finish before I say "stop," go up to the top and read the words again.

Note: Time students for 1 minute. Say "stop" and ask students to circle the last word that was read.

after	how	every	could
want	by	walk	think
here	our	let	who
there	going	any	over

Writing



11 min

WORD CHAINS

It's word chain time! We've done this on other days. Remember how we begin with 1 word and then spell others in a chain? We'll add, delete, or change 1 sound at a time to spell a new word.

Let's do this first one together.

The first word is slid.

Let's change slid to slide.

- Which sound changes? /i/ changes to /i/
- Which letter changes? add a silent-e to the end

I write the word slide under slid.

Next, I change slide to slime.

- Which sound changes? /d/ changes to /m/
- Which letter changes? change the letter d to m

I write the word slime under slide.

Finally, I change slime to slim.

- Which sound changes? /i/ changes to /i/
- Which letter changes? delete the silent-e

I write the word slim under slime.

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

slid
slide
slime
slim

SAMPLE



Now it's your turn. Turn to page 126 in your Student Workbook. You'll find a spot to write 4 word chains. I'll tell you 1 word at a time and you'll write each new word below the old one. Find the page and look up when you're ready.

rip		kit	dive
ripe		kite	
ride	pine	bite	
rid	pin	bit	

Routine for
Word Chains:

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

Passage Reading



3 min

PASSAGE 2 – READ PASSAGE

Now it's time to read a passage. Our passage is about taking a bike ride to a place called Pike Lake. We'll learn what happens when you make a nine-mile bike ride and a five-mile hike.

First, we'll read some of the underlined words together. When you see the long i silent-e pattern in the underlined words, make the silent-e gesture and read the word. What is the long i sound? /i/ What are the underlined words in the title? **bike, hike, dive** Read with me just the underlined words above the black line.



Now it's your turn. Turn to page 125 in your Student Workbook. Let's review the steps.

1. First, whisper read all the underlined words in the rest of the passage.
2. Then, go back to the beginning and whisper read the passage.



2 min

Comprehension

ORAL RESPONSE

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

- **Where should you hide your bike? (RI.1.1)** (on the side of the drive under the big pine)
- **Describe the inside of the cave. (RI.1.2)** (It's wide and lined with lime scales on the sides.)

DAY 5



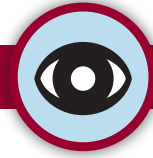
2 min

Phonological Awareness Warm-Up

Listen carefully because today we will add, delete, and substitute phonemes in words. Let's review the instructions:

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

Say nip: (nip) Change /n/ to /l/. Word?	lip	Say fuse: (fuse) Delete /f/ from the beginning. Word?	use
Say laid: (laid) Delete /d/ from the end. Word?	lay	Say hay: (hay) Add /z/ to the end. Word?	haze
Say pace: (pace) Add /s/ to the beginning. Word?	space	Say bloom: (bloom) Delete /m/ from the end. Word?	blue
Say ten: (ten) Add /t/ to the end. Word?	tent	Say nip: (nip) Change /n/ to /wh/. Word?	whip
Say coat: (coat) Change /k/ to /b/. Word?	boat	Say like: (like) Change /k/ to /m/. Word?	lime
Say oar: (oar) Add /s/ to the beginning. Word?	soar	Say spike: (spike) Delete /k/ from the end. Word?	spy
Say rip: (rip) Change /r/ to /s/. Word?	sip	Say so: (so) Add /k/ to the end. Word?	soak
Say pie: (pie) Add /p/ to the end. Word?	pipe	Say eat: (eat) Add /s/ to the beginning. Word?	seat



High-Frequency Words

SOUND-SPELLING MAPPING OF HEART WORDS

Today we will spell words that don't fit the patterns we've learned. Watch how I use the Sound-Spelling Mapping paper. Remember, each box holds only 1 sound.

The word is what. Word? **what**

- Finger-stretch what. /wh/ /ü/ /t/
- How many sounds? **3** How many boxes? **3** I place a dot in the bottom right corner of 3 boxes.

Watch me write the letter or letters that represent each sound.

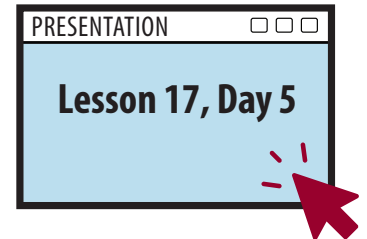
- What is the first sound? /wh/ In this word, the /wh/ sound is spelled with the consonant digraph *wh*. I write it in the first box.
- Next sound? /ü/ In this word, the vowel sound /ü/ is spelled with the letter *a*. I write it in the second box.
 - I draw a heart in the box for this 1 unexpected spelling.
- Last sound? /t/ Which letter? **t** I write it in the third box.
- Word? **what**

Let's try another one. The word is of. Word? **of**

- Finger-stretch of. /ü/ /v/
- How many sounds? **2** I place a dot in the bottom right corner of 2 boxes.

Watch me write the letter or letters that represent each sound.

- What is the first sound? /ü/ In this word, the vowel sound /ü/ is spelled with the letter *o*. I write it in the first box.
- Next sound? /v/ In this word, the /v/ sound is spelled with the letter *f*. I write it in the second box.
- I draw a heart in both boxes because both sounds have unexpected spellings.
- Word? **of**



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wh.	a.	t.		
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o.	f.			
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Fluency

WORDS

We've been learning to read words with the long i silent-e pattern. The vowel sound is /i/.

Look at this word grid. Please read it aloud chorally as a class. Ready?

dive	mine	hike	bike
ride	mime	like	mile



Now it's your turn. Turn to page 127 in your Student Workbook. When I say "begin," point to the first word. Begin whisper reading across the page. If you finish before I say "stop," start at the top and read the words again.

Note: Time students for 1 minute. Say "stop" and ask students to circle the last word that was read.

like	chime	dime	hike
slide	life	dive	time
wipe	bike	pike	line
mine	wise	hive	mile

PHRASES

Next we're going to read phrases. Let's practice 4 phrases together.

on the bike	in the pines	on a hike	for nine miles
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Now it's your turn. Turn to page 127 in your Student Workbook. When I say "begin," point to the first phrase and whisper it. Continue reading across the page. If you finish before I say "stop," start at the top and read the phrases again.

SAMPLE

Note: Time students for 1 minute. Say “stop” and ask students to circle the last phrase that was read.

on the bike	will go dive	after the ride	on a hike
up the pike	over the side	from the line	into the mine
in the pines	going for a walk	under the tire	what a hike
the white kite	for nine miles	ride a bike	hide the prize

Writing



5 min

SENTENCE DICTATION

On page 127 of your Student Workbook, there are some lines to write sentences. I'll tell you a sentence. Repeat it. Then write it and we'll check it together.

First sentence: Mike and his twin are going to ride bikes. Repeat it with me. Now write it.

Now let's correct it. Look at this sentence. Place a dot under each letter and punctuation mark if you got it right. Correct it, if needed.

Second sentence: My sis said to rise and shine. Repeat it with me. Now write it. (Repeat the correction procedure above.)

Third sentence: Ike has a pretty red and white kite. Repeat it with me. Now write it. (Repeat the correction procedure above.)

Passage Reading



4 min

PASSAGES 1 & 2 – READ PASSAGES

Today, you are going to practice reading both of the passages. One was about a boy who went with his pops to see a mime performance. The second was about hiking, biking, and diving at Pike Lake.



Passage 1 is on page 122 and passage 2 is on page 125.



4 min

Comprehension

WRITTEN RESPONSE



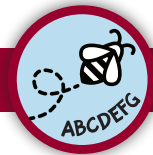
Turn to page 128 in your Student Workbook. Read both passages, then write the answers to the 2 questions for each passage in your workbook.

Passage 1: *Mike the Mime* on page 122

1. What did the kid and his pops go see? (RL.1.2) (the mime act)
2. Where did they go to dine? (RL.1.3) (a place where they had prime rib)

Passage 2: *Bike, Hike, and Dive* on page 125

1. What can you do at the top of the hill? (RI.1.1) (eat a bite and take time to rest)
2. What is step four? (RI.1.1) (A lake dive)



5 min

Spelling Test

This week we learned to read, spell, and write words with the long i silent-e pattern. Now it's time for a spelling test.

- | | |
|-----------|----------|
| 1. life | 6. while |
| 2. mile | 7. spike |
| 3. like | 8. time |
| 4. strive | 9. going |
| 5. five | 10. walk |



95 Phonics Core Program™

Student Workbook
GRADE 1





NAME:

SAMPLE LESSON

DAY 1

Sort Words

Word List			
1. dim	4. hide	7. pin	10. fine
2. hid	5. time	8. fin	
3. dime	6. Tim	9. pine	

	
ride	rid

Sound-Spelling Mapping

f	i	n	e		
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1.

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2.

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3.

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5.

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6.

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SAMPLE

Passage 1

Mike the Mime

1 When I was nine, I went to see Mike the Mime with my pops. A mime
2 is a live act who tells a tale with no lines. Mike the Mime comes to both
3 sides of the U.S. doing this fine act of his.



4 We had to drive many miles to Lake Side to get to the live act. My
5 pops did not like the long drive. My pops and I left at five to dine on the
6 best prime rib on the ride to the big act. They had a fine cloth under the
7 plates and glass cups on the side. It was the best prime rib of my life! Pops
8 got me a lime cake as a prize! Pops did not have cake, but he ate a bite
9 of mine. It was quite a hike to get to the spot in time.

10 When we got there, we stepped in line for the prime time act. We
11 filed in from the side and sat in spots five and six. Mike the Mime came up
12 on time at five to nine. He had on black and white with a line down his
13 chest. His smile shined wide, and he kept it funny all the time. My pops and
14 I could see fine, but kids on the left side strived to see the mime. I could
15 tell that my pops liked the act. He grinned all the time. On the drive back,
16 Pops kept his smile. He said that the time spent with me was prime. I want
17 to see Mike the Mime the next time he puts on his act!

DAY 2

Pattern and Contrast Words

Word List			
1. kite	4. ride	7. ripe	10. sit
2. bite	5. bit	8. site	
3. kit	6. rid	9. rip	

	
prime	prim

Sound-Spelling Mapping

r	i	p	e		
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SAMPLE

**Read Passage – Passage 1**Go to page 122 and read *Mike the Mime*.**Written Response**

The kid and his pops ate

DAY 3**Sound-Spelling Mapping with Student Phonics Chips**

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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Passage 2Bike, Hike, and Dive

1 It takes a lot of time to make the trip to Pike Lake at the top of the
2 pine hills. If you go, plan for a nine mile bike ride, a five mile hike, and a
3 lake dive. There are five steps you must take to and from the lake.

4 Step one is to map out the plan. Step two, ride the bike for nine
5 miles to the hike path. Hide the bike on the side of the drive under the big
6 pine.

7 Step three, take the path on the left to hike to the top of the hill. The
8 hike is five miles up. The path is not wide, so hike and be safe. Look out for
9 rocks so you do not slide. When you get to the top, stop to eat a bite and
10 take time to rest. A five mile hike up a hill can tire the legs.

11 Step four is the lake dive. The dive will send a shake up the spine.
12 Put on a dive mask and belt. The best spot to dive is in the lost cave. It is
13 wide and lined with lime scales on the sides.

14 Step five, wipe off and then hike back to the bike. At the end of the
15 path, you can grab the bike and ride the nine miles back. If you are wise,
16 you will have a pal pick you up and drive you back!

17 A trip to the lake takes time to plan and time to do. If you like to
18 bike, hike, and dive, it is time well spent!

SAMPLE

DAY 4

Fluency: High-Frequency Words

after	how	every	could
want	by	walk	think
here	our	let	who
there	going	any	over

Word Chains

slid
slide
slime
slim

DAY 5

Fluency: Words

like	chime	dime	hike
slide	life	dive	time
wipe	bike	pike	line
mine	wise	hive	mile

Fluency: Phrases

on the bike	will go dive	after the ride	on a hike
up the pike	over the side	from the line	into the mine
in the pines	going for a walk	under the tire	what a hike
the white kite	for nine miles	ride a bike	hide the prize

Sentence Dictation

1. _____

2. _____

3. _____

SAMPLE

**Read Passage – Passage 1**

Go to page 122 and read *Mike the Mime*.

Written Response

1. What did the kid and his pops go see?

2. Where did they go to dine?

**Read Passage – Passage 2**

Go to page 125 and read *Bike, Hike, and Dive*.

Written Response

1. What can you do at the top of the hill?

2. What is step four?



Digital Ancillary Materials

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95 Phonics Core Program™

Grade 1 Spelling Lists

Lesson 17: Long Vowel Silent-e, Long i

1. life
2. mile
3. like
4. strive
5. five
6. while
7. spike
8. time
9. going
10. walk





95 Phonics Core Program™

Grade 1 – Assessment #3

Teacher Directions

(To be administered after Lesson 21)

1. Sound- Spelling Mapping

You are going to spell words using sound-spelling mapping paper. The words may contain blends, digraphs, qu and final x or they may follow the Floss rule, Let’s do the first one together. The word is stuff. Repeat the word. **stuff** Let’s finger stretch and say the sounds /s/ /t/ /ü/ /f/. There are 4 sounds, so I place a dot in the right corner of 4 boxes. Now I write the letters that represent each sound. The letter s for /s/, t for /t/, u for /ü/ and f for /f/. This word follows the Floss Rule, so the last sound is spelled with two fs. **Look at the example on your paper. Now I will say some words, you will repeat the word, and then write the letters that spell the word on your paper. Don’t forget to finger stretch and place the dots before spelling the word.**

Example:

	stuff	s •	t •	u •	ff •	
1.	champ	ch	a	m	p	
2.	box	b	o	x		
3.	whisk	wh	i	s	k	
4.	quilt	q	u	i	l	t
5.	flesh	f	e	s	h	

2. Syllable Mapping

You will write 3 closed-closed multisyllable words in syllables boxes like you’ve done in your workbooks.

Let’s do the first one together. The word is **confess**. Say it. **confess** There are two syllables in this word. The first syllable is con. I write the letters for this syllable in the first box. The second syllable is fess. I write the letters for this syllable in the second box. Now, I write the whole word on the line to the right of the boxes. It’s your turn. After I say the word, you repeat it and write each syllable in the boxes, then write the whole word. You’ll see the word we did together at the top.

Example and Answer Key:

1. exit
2. happen
3. invest

Example:

	con	fess	confess
1.	ex	it	exit
2.	hap	pen	happen
3.	in	vest	invest



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Student Answer Sheet

1. Sound-Spelling Mapping

Example:

stuff	s	t	u	ff	
1. champ					
2. box					
3. whisk					
4. quilt					
5. flesh					

2. Syllable Mapping

Example:

con	fess	confess
1.		
2.		
3.		



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