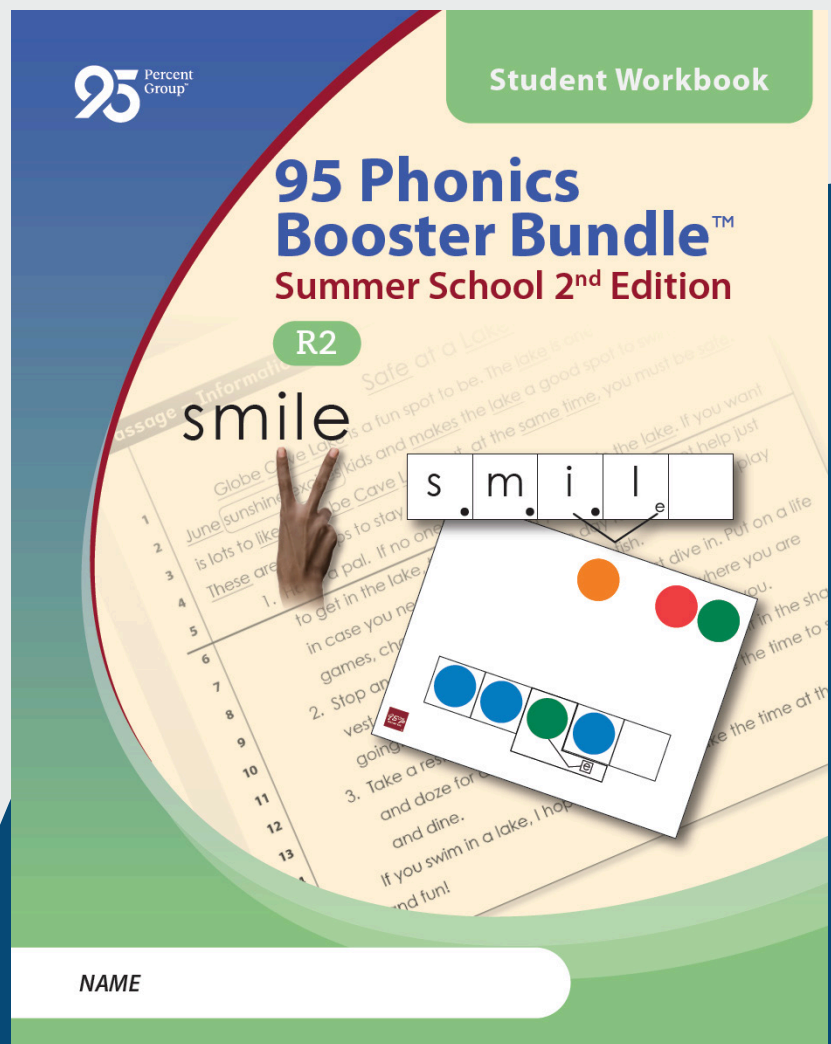


# 95 Phonics Booster Bundle™

Summer School 2nd Edition  
Rising 2nd Grade



Trusted, proven  
literacy solutions

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NAME

# Introduction

## Description of 95 Phonics Booster Bundle™: Summer School 2nd Edition (SSE)

The *95 Phonics Booster Bundle™: Summer School 2nd 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 2nd 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 2nd 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.

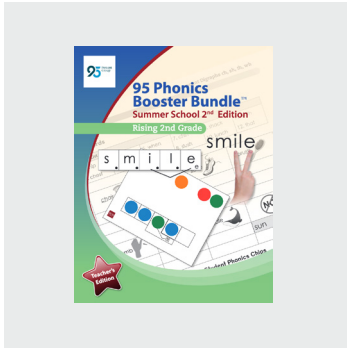
Additionally, to address the potential of school closures, the program was designed to ensure a seamless transition to remote learning without disruption in the curriculum sequence by sending the Student Workbook and manipulatives home. These materials can be used from home in unison with the Presentation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

In this sample, you will find:

- Introduction and why we Developed this product
- Elements included in Rising 2nd Summer School
- Teacher's Edition of Rising 2nd, Day 6
- Student Edition of Rising 2nd, Day 6

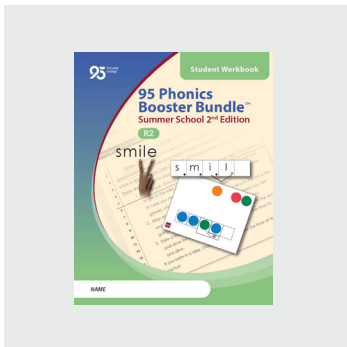
# Elements included in the 95 Phonics Booster Bundle™

## Summer School 2nd Edition, Rising 2nd Grade



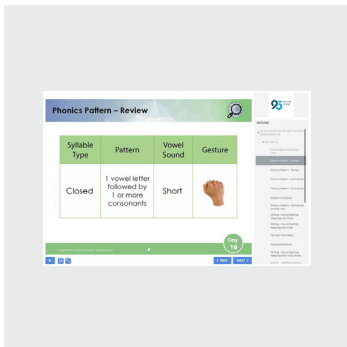
### Teacher's Package

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.



### 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).



### 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®.

### 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.

### 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.

## SAMPLE

## Passage – Literary

## Sprig

1 Sprig is a black and tan cat. He has no one and that makes  
2 Sprig sad. He naps in a box and hunts scraps to eat.

3 Sprig plays in mud. He looks bad when he has mud splats all  
4 over him. When kids see him with scraps to eat, they yell, "Scram,  
5 cat!" Sprig sprints away. That is not fun for Sprig.

6 After the kids go, Sprig struts down the walk to look for  
7 scraps. Sprig finds a can of scrod, but the can is old. When Sprig  
8 splits the old can, it makes a bad cut on his leg.

9 A man who is out for a jog sprints by and stops to help Sprig.  
10 He puts strips from an old rag on Sprig's leg. He puts Sprig in a  
11 bag with straps and sprints to the vet.

12 The vet scrubs the mud splats and puts a splint on Sprig's leg.  
13 The vet tells the man, "Here is a plan to help Sprig get well. For  
14 now, he must not strut and sprint."

15 After the vet scrubs Sprig, he is a pretty black and tan cat.  
16 Now, the man who likes to jog has Sprig as his pet. Sprig gets to  
17 nap on a bed and eat scrod from a pan. That makes Sprig glad.

**Note:** Before reading, explain to students that scrod is a kind of fish.

| Initial 3-Letter Blends |        |
|-------------------------|--------|
| scram                   | split  |
| scrap                   | Sprig  |
| scrod                   | sprint |
| scrub                   | strap  |
| splat                   | strip  |
| splint                  | strut  |

| Word Count*   |
|---------------|
| 216           |
| Pattern Words |
| 38 (18%)      |

\* including title

**SAMPLE**

**Days 6–10: Initial 3-Letter Blends**



**Learning Objective**

In Days 6–10, students demonstrate understanding of the initial 3-letter blend pattern in closed syllables by correctly identifying, reading, and writing pattern words in isolation and in passages.

**DAY 6**

**Phonological Awareness Warm-Up**



2 min

Today we are going to practice segmenting all the sounds in a word.

Let's review the instructions:

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

|                                     |                  |                                       |                  |
|-------------------------------------|------------------|---------------------------------------|------------------|
| Say shack: ( <b>shack</b> ) Sounds? | /sh/ /ă/ /k/     | Say play: ( <b>play</b> ) Sounds?     | /p/ /l/ /ā/      |
| Say flock: ( <b>flock</b> ) Sounds? | /f/ /l/ /ŏ/ /k/  | Say flight: ( <b>flight</b> ) Sounds? | /f/ /l/ /ī/ /t/  |
| Say skit: ( <b>skit</b> ) Sounds?   | /s/ /k/ /ī/ /t/  | Say black: ( <b>black</b> ) Sounds?   | /b/ /l/ /ă/ /k/  |
| Say chat: ( <b>chat</b> ) Sounds?   | /ch/ /ă/ /t/     | Say past: ( <b>past</b> ) Sounds?     | /p/ /ă/ /s/ /t/  |
| Say ship: ( <b>ship</b> ) Sounds?   | /sh/ /ī/ /p/     | Say slim: ( <b>slim</b> ) Sounds?     | /s/ /l/ /ī/ /m/  |
| Say champ: ( <b>champ</b> ) Sounds? | /ch/ /ă/ /m/ /p/ | Say crush: ( <b>crush</b> ) Sounds?   | /k/ /r/ /ū/ /sh/ |
| Say shell: ( <b>shell</b> ) Sounds? | /sh/ /ĕ/ /l/     | Say house: ( <b>house</b> ) Sounds?   | /h/ /ou/ /s/     |
| Say mash: ( <b>mash</b> ) Sounds?   | /m/ /ă/ /sh/     | Say shy: ( <b>shy</b> ) Sounds?       | /sh/ /ī/         |

**Phonics Pattern**

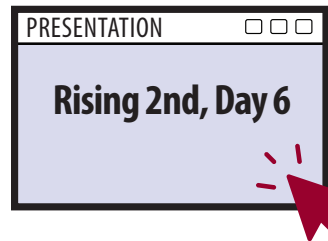


8 min

**Today we are reviewing how to read and spell closed syllable words with an initial 3-letter blend. An initial 3-letter blend has 3 consonants side by side before the vowel. Each consonant in a blend is pronounced.**

Repeat it with me: **An initial 3-letter blend has 3 consonants side by side before the vowel. Each consonant in a blend is pronounced.**

The 3-letter blends in this lesson are in the initial position. If a blend is in the initial position, is it at the beginning or end of a word? **the beginning of a word**



Let's review the closed syllable pattern because the 3-letter blend words that we'll see are all closed syllables. Closed syllable words have 1 vowel letter followed by 1 or more consonants, and the vowel sound is short.

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



The gesture for the closed syllable is a closed fist.

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

### SORT WORDS



(Display strap.)

 I'm going to look for the initial 3-letter blend pattern. Watch the steps I use:

1. I find the vowel letter by pointing to it. There is 1 vowel letter followed by 1 or more consonants.
2. The syllable type is closed and the gesture looks like this.   
(Gesture and say "closed.")
3. The vowel sound is /ă/.
4. Next, I look to see if there is a 3-letter blend before the vowel. There are 3 consonants, *s-t-r*, side by side before the vowel.
5. This word **HAS** the initial 3-letter blend pattern.
6. I place the word in the 3-letter blends column.   
(Don't read the word yet.)

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

(Display taps.)


- Look at this word. What do I do first? **find the vowel letter**
  - Yes, let's pretend to touch the vowel letter.
- How many vowel letters? **1** Is it followed by 1 or more consonants? **yes**
- Syllable type?  **closed** How do we know? **1 vowel followed by 1 or more consonants**
- Vowel sound? /ă/
- Are there 3 consonants side by side before the vowel? **no**
- Where does this word go?  **in the NO column**

strap 

strap 

taps

taps 

|                 |   |
|-----------------|---|
| 3-Letter Blends |  |
| strap           | taps  |



Now it's your turn. Turn to page 11 in your Student Workbook. Decide if each word has an initial 3-letter blend. Then, write it in the correct column. Finally, read all the words in each column.

Answer Key

|                 |       |
|-----------------|-------|
| 3-Letter Blends |       |
| strap           | taps  |
| split           | sand  |
| strand          | stub  |
| scrub           | cramp |
| scrimp          | spots |
| sprig           | stop  |
| scrap           | swim  |



Routine for Word Sorting:

- Find the vowel or vowels.
- How many vowel letters?
- Is it followed by 1 or more consonants?
- Syllable type and gesture?
- Vowel sound?
- Is there an initial 3-letter blend?
- Where does this word go?
- Read the words.

- |           |           |
|-----------|-----------|
| 1. split  | 7. cramp  |
| 2. sand   | 8. spots  |
| 3. stub   | 9. sprig  |
| 4. strand | 10. scrap |
| 5. scrub  | 11. stop  |
| 6. scrimp | 12. swim  |

Writing



12 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. Before we begin, let's review what the colors of the chips represent.

Repeat after me.

- The blue chips are for consonant sounds. **The blue chips are for consonant sounds.**
- The red chip is for short vowel sounds. **The red chip is for short vowel sounds.**

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

The word is scrap. Word? **scrap**

Chips

- Finger-stretch scrap. /s/ /k/ /r/ /ă/ /p/
- How many sounds? **5** How many boxes should I dot? **5**
- First sound? /s/ Chip? **blue**
- Second sound? /k/ Chip? **blue**
- Third sound? /r/ Chip? **blue**
- Fourth sound? /ă/ Chip? **red**
- Last sound? /p/ Chip? **blue**
- Syllable type and gesture? **closed** Vowel sound? /ă/
- Sounds? /s/ /k/ /r/ /ă/ /p/
- Word? **scrap**

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## Letters

- Which letter spells the /s/ sound? **s**
- Which letter spells the /k/ sound? **c**
- Which letter spells the /r/ sound? **r**
- Which letter spells the /ă/ sound? **a**
- Which letter spells the /p/ sound? **p**
- Does this word have an initial 3-letter blend? **yes** Which letters spell the 3-letter blend? **s-c-r**
- Sounds? /s/ /k/ /r/ /ă/ /p/
- Word? **scrap**

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

- 4 blue chips
- 1 red chip

Does your mat look like this?



Turn to page 11 in your Student Workbook. Here are the steps:

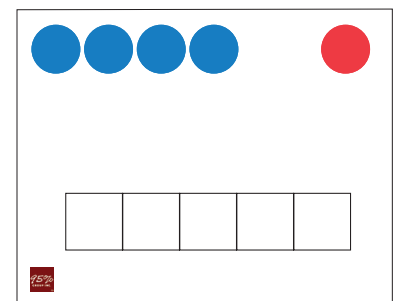
1. I'm going to say a word and you'll repeat it.
2. Finger-stretch the sounds and place dots in your workbook.
3. Then, move chips on your mat.
4. Write the letters in your workbook.
5. Whisper the syllable type, gesture, and read the word.

## Answer Key

| Words to Dictate | Placement of Phonics Chips on Mat | Correct Answers in Student Workbook |
|------------------|-----------------------------------|-------------------------------------|
| scrap            |                                   | s . c . r . a . p .                 |
| 1. mask          |                                   | m . a . s . k .                     |
| 2. strut         |                                   | s . t . r . u . t .                 |
| 3. splat         |                                   | s . p . l . a . t .                 |
| 4. trips         |                                   | t . r . i . p . s .                 |
| 5. scrod         |                                   | s . c . r . o . d .                 |

**Note:** The word *scrod* appears in the informational passage. Explain to students that scrod is a type of a small fish.

s . c . r . a . p .



### 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)
- Syllable type and gesture?
- Word?

## Passage Reading



8 min

**UNDERLINE PATTERN WORDS****Passage – Literary: *Sprig***

Now we'll practice finding initial 3-letter blend words in a passage. The passage today is about a cat named Sprig.

Today we are going to look for closed syllable words that have an initial 3-letter blend and underline them.

Let's look at the title of the passage. (Do not read the title.) The word *Sprig* follows the 3-letter blend pattern, so I make the closed syllable gesture and underline it. Help me find more words to underline. Hold up the closed syllable gesture when you see a word with an initial 3-letter blend, and I'll underline it. (Continue underlining the initial 3-letter blend words above the black line.)



Now it's your turn. Turn to page 12 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 finger to find the vowel letter.
3. If you find a closed syllable word with an initial 3-letter blend, underline it.
4. Finally, whisper read the words you underlined.

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

## DAY 7

**Phonological Awareness Warm-Up**

2 min

Today we are going to practice segmenting all the sounds in a word.

Let's review the instructions:

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

Say tree: (**tree**) Sounds?

/t/ /r/ /ē/

Say shock: (**shock**) Sounds?

/sh/ /ō/ /k/

Say treat: (**treat**) Sounds?

/t/ /r/ /ē/ /t/

Say shack: (**shack**) Sounds?

/sh/ /ă/ /k/

Say flip: (**flip**) Sounds?

/f/ /l/ /ī/ /p/

Say ramp: (**ramp**) Sounds?

/r/ /ă/ /m/ /p/

Say sharp: (**sharp**) Sounds?

/sh/ /ar/ /p/

Say flash: (**flash**) Sounds?

/f/ /l/ /ă/ /sh/

Say scat: (**scat**) Sounds?

/s/ /k/ /ă/ /t/

Say champ: (**champ**) Sounds?

/ch/ /ă/ /m/ /p/

Say green: (**green**) Sounds?

/g/ /r/ /ē/ /n/

Say scrap: (**scrap**) Sounds?

/s/ /k/ /r/ /ă/ /p/

Say braid: (**braid**) Sounds?

/b/ /r/ /ā/ /d/

Say chip: (**chip**) Sounds?

/ch/ /ī/ /p/

Say class: (**class**) Sounds?

/k/ /l/ /ă/ /s/

Say sand: (**sand**) Sounds?

/s/ /ă/ /n/ /d/

Sort Words

| Word List |           |          |           |
|-----------|-----------|----------|-----------|
| 1. split  | 4. strand | 7. cramp | 10. scrap |
| 2. sand   | 5. scrub  | 8. spots | 11. stop  |
| 3. stub   | 6. scrimp | 9. sprig | 12. swim  |

|                            |   |
|----------------------------|---|
| <p>3-Letter<br/>Blends</p> |  |
| <p>strap</p>               | <p>taps</p>   |

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Sound-Spelling Mapping  
with Student Phonics Chips

|   |   |   |   |   |
|---|---|---|---|---|
| s | c | r | a | p |
|---|---|---|---|---|

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5. 

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## Passage – Literary

Sprig

1 Sprig is a black and tan cat. He has no one and that makes  
2 Sprig sad. He naps in a box and hunts scraps to eat.

3 Sprig plays in mud. He looks bad when he has mud splats all  
4 over him. When kids see him with scraps to eat, they yell, "Scram,  
5 cat!" Sprig sprints away. That is not fun for Sprig.

6 After the kids go, Sprig struts down the walk to look for  
7 scraps. Sprig finds a can of scrod, but the can is old. When Sprig  
8 splits the old can, it makes a bad cut on his leg.

9 A man who is out for a jog sprints by and stops to help Sprig.  
10 He puts strips from an old rag on Sprig's leg. He puts Sprig in a  
11 bag with straps and sprints to the vet.

12 The vet scrubs the mud splats and puts a splint on Sprig's leg.  
13 The vet tells the man, "Here is a plan to help Sprig get well. For  
14 now, he must not strut and sprint."

15 After the vet scrubs Sprig, he is a pretty black and tan cat.  
16 Now, the man who likes to jog has Sprig as his pet. Sprig gets to  
17 nap on a bed and eat scrod from a pan. That makes Sprig glad.



Education Consulting and  
Professional Development

# 95 Phonics Booster Bundle™

## Summer School 2<sup>nd</sup> Edition

Rising 2nd Grade

Thank you for your interest in  
**95 Phonics Booster Bundle™ Summer School 2nd Edition.**

For more information or to order, please contact  
your representative or email [sales@95percentgroup.com](mailto:sales@95percentgroup.com)

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