

OVERVIEW



Linda Farrell & Michael Hunter

Linda and Michael want to thank Nicole Lubar for her tireless work on and important contributions to Phonics Plug-In.

readsters®

Phonics Plug-In TWO™

So beginning and struggling readers learn to decode well.

Phonics Plug-In TWO is the second set in a series of six that provides a full scope and sequence of phonics instruction and practice. Students should successfully complete Phonics Plug-In ONE before starting Phonics Plug-In TWO.

Phonics Plug-In TWO is explicit, systematic, sequential, multi-sensory phonics instruction in basic phonics, phonemic awareness, and high frequency words. Phonics Plug-In TWO is for small group instruction with three types of students:

1. Beginning readers in kindergarten and early first grade.
2. Struggling decoders in the middle of first grade through second grade.
3. Older students with significant decoding weaknesses.

The 10 units include phonemic awareness and multiple activities for practice reading CVC one- and two-syllable words in isolation and in connected text. The units also teach 46 high frequency words.

Phonics Plug-In TWO Materials

For the teacher:

Lesson Plan Set

- Lesson Plan Book 1: Units 1–5
- Lesson Plan Book 2: Units 6–10
- Teacher Practice Book with Unit Check-Up Student Pages

Basic Letter Tile Set (same set used in PP1)

For each student:

Practice Book

Basic Letter Tile Set (same set used in PP1)

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SCOPE & SEQUENCE

Readsters' **Phonics Plug-In** series teaches beginning and struggling readers to decode well.

- Sets 1–3 teach accurate decoding words with short vowels (beginning phonics).
- Sets 4–6 teach accurate decoding words with r-controlled, long, and other vowel sounds (advanced phonics).

BEGINNING PHONICS	Phonics Plug-In ONE	Phonics Plug-In TWO	Phonics Plug-In THREE
PHONICS	Short vowels: <ul style="list-style-type: none"> • 1-syllable real • 1-syllable nonsense • digraphs • 2-syllable words – no schwa • f, l, s doubled at end • 3 spellings for /k/ • 2 spellings for /w/ 	Short vowels: <ul style="list-style-type: none"> • suffixes -s, -es, -ing, -er, -est • trigraphs -tch & -dge • schwa in 2-syllable words • 2-sound consonant blends • y spells long e, /ē/, at the end of a multi-syllable word • spelling patterns all, ing, ink 	Short vowels: <ul style="list-style-type: none"> • suffix -ed • 1-1-1 doubling rule for vowel suffixes • spelling patterns -ang, -ong, -ung, -ank, -onk, & -unk • 3-sound consonant blends • 3-syllable words & schwa R-controlled vowels: <ul style="list-style-type: none"> • ar spelling /ar/ & or spelling /or/
HIGH FREQUENCY WORDS (FROM DOLCH 220 LIST)	<ul style="list-style-type: none"> • 36 irregularly spelled words • 47 decodable words 	<ul style="list-style-type: none"> • 24 irregularly spelled words • 21 decodable words 	<ul style="list-style-type: none"> • 24 irregularly spelled words • 4 decodable words
PHONEMIC AWARENESS*	<ul style="list-style-type: none"> • count, segment, & blend syllables • first & last syllables vs. first & last sounds • segment & blend w/ 2–4 sounds • chain 2–3 sound words w/ substitutions • identify first & last sound • identify & label short & long vowel sounds in spoken words 	<ul style="list-style-type: none"> • blend & segment w/2–4 sounds • identify and label r-controlled (/er/, /or/, /ar/) and “other” vowel sounds (/ou/, /oi/, /ōō/, /ōō/) in words • chain 2–3 sound words w/ substitution, deletion, addition 	Review: <ul style="list-style-type: none"> • segment w/2–5 sounds • identify and label all vowel sounds in words • chain 2–3 sound words w/ substitutions, deletion, addition

* Phonological Awareness is included in Phonics Plug-In ONE.

ADVANCED PHONICS	Phonics Plug-In FOUR	Phonics Plug-In FIVE	Phonics Plug-In SIX
PHONICS	Short, r-controlled, long vowels: <ul style="list-style-type: none"> • /er/ spelled er, ir, ur, ear • consonant-le w/ closed syllables • other spellings of /uhl/ • long vowels spelled w/ 1 vowel letter (open syllables) • c spells /k/ and /s/ • g spells /g/ and /j/ • exceptions to g spells /j/ • adding consonant & vowel suffixes 	Short, r-controlled, long vowels: <ul style="list-style-type: none"> • silent-e pattern: <ul style="list-style-type: none"> – 1-syllable words – multi-syllable words – spelling schwa – with suffixes, e.g. hope – hoping • o, a, i, e, u long vowel teams • i spelling long e, /ē/ 	Short, r-controlled, long, other vowels: <ul style="list-style-type: none"> • /ōō/, /oi/, /ōō/, /ou/ vowel teams • aw & au spell /aw/ or /ō/ • ow spells 2 sounds: /ō/, /ou/ • oo spells 2 sounds: /ōō/, /ōō/ • ea spells 3 sounds: /ē/, /ě/, /ā/ • spelling patterns: -tion, -ture • split vowels (e.g., create, violin)
HIGH FREQUENCY WORDS (FROM DOLCH 220 AND FRY 300 LISTS)	<ul style="list-style-type: none"> • 0 irregularly spelled words • 12 decodable words 	<ul style="list-style-type: none"> • 0 irregularly spelled words • 45 decodable words 	<ul style="list-style-type: none"> • 0 irregularly spelled words • 18 decodable words
PHONEMIC AWARENESS	Review: <ul style="list-style-type: none"> • identify and label all vowel sounds in words 	Review: <ul style="list-style-type: none"> • identify and label all vowel sounds in words 	Review: <ul style="list-style-type: none"> • identify and label all vowel sounds in words



OVERVIEW

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Overview Of Phonics Plug-In TWO

1. CONTINUATION OF PHONICS PLUG-IN ONE INSTRUCTION

Phonics Plug-In TWO continues the scope and sequence for teaching beginning phonics that began with Phonics Plug-In ONE. There are ten units in Plug-In TWO, and each unit has up to 20 parts.

Beginning Phonics Instruction¹

A new phonics concept is learned in each unit, and it is practiced in 14 of the 20 parts in each unit.

In Units 1–6, students primarily read 1- and 2- syllable words with short vowels (with the exception of Heart Words). In Unit 7, students learn to read 2-syllable words with schwa. Starting in Unit 2, some 2-syllable words have the suffix –es added, making them 3-syllable words. Starting in Unit 8, some 2-syllable words have the suffixes –er, –ing, or –est added, making them 3-syllable words.

Phonics Concept Taught in Each Unit

UNIT	PHONICS CONCEPT TAUGHT
1	Suffix –s
2	Suffix –es
3	Trigraphs tch and dge
4	Ending blends
5	Beginning blends
6	More beginning blends
7	Schwa in 2-syllable words
8	Suffixes –er, –ing, –est; doubling spelling rule
9	Y spells long e at the end of 2-syllable words
10	Chunks all, ing, ink

¹ Beginning instruction is generally considered to be when students are learning to read words with the short vowel spelling pattern (also called “closed syllables”) and other basic concepts such as digraphs, trigraphs, blends, the most common suffixes, etc.



High Frequency Words

Students learn to read and spell an additional 46 high frequency words from the Dolch 220 Word and Fry 300 lists. Emphasis is placed on teaching the 25 Heart Words, which are high frequency words with spelling patterns the students have not been taught. The 21 decodable high frequency words are used liberally in the word lists, sentences, and passages, so that students read these words many times. Students practice spelling Heart Words in three different parts of each unit: Part 1, Part 6, and Part 18.

High Frequency Words In Each Unit

Each word is followed by its frequency ranking on the Dolch 220 list.

Fry words are indicated with an F prior to the frequency number.

	21 DECODABLE WORDS	25 HEART WORDS
UNIT 1	its - 75	have - 34 give - 144 live - 206
UNIT 2	-	some - 30 come - 64 done - 180
UNIT 3	-	two - 122 once - 160
UNIT 4	ask - 70 best - 210 fast - 182 help - 113 jump - 98 just - 78 must - 149 went - 62	what - 46 from - 81
UNIT 5	black - 151	does - 154 goes - 156
UNIT 6	stop - 131	want - 86 wash - 201 watch - F281
UNIT 7	seven - 134	walk - 121 talk - F293
UNIT 8	going - 115	now - 66 how - 88
UNIT 9	funny - 175	would - 57 could - 43 should - F198
UNIT 10	bring - 155 call - 107 drink - 159 fall - 193 sing - 213 small - 195 think - 110	any - 83 many - 218 very - 71

Phonemic Awareness

In Phonics Plug-In TWO, students build on phonemic awareness skills they learned and practiced in Phonics Plug-In ONE. They continue to practice segmenting, blending, and substituting sounds. They also continue to listen for and label vowel sounds in spoken words.

Phonemic Awareness is taught and practiced in 3 parts of each unit.

- In Part 2 students learn to identify and label seven new vowel sounds: three r-controlled vowel sounds (/er/, /ar/, and /or/) and four 'other' vowel sounds (/oi/, /ou/, /oo/, and /oo/).
- In Part 9, student continue to practice sound chains with words that have as many as 4 sounds.
- In Part 15, students learn to identify and label the vowel sound in 1-syllable words without having to first segment the sounds.

Vocabulary

Vocabulary instruction in Phonics Plug-In TWO is the same as in Phonics Plug-In ONE. Students are introduced to words that may be unfamiliar and that are in the word lists, sentences, and passages. Students learn the definitions in Part 10. They practice giving the definitions before reading sentences in Part 16 and before reading the passage in Part 19.





2. PHONICS PLUG-IN TWO OBJECTIVES

Students who complete Phonics Plug-In TWO units will be able to:

- Accurately read, at a reasonable rate, 1- and 2-syllable, short vowel words with:
 - digraphs
 - suffixes –s, –es, –ing, –er, and –est²
 - trigraphs tch and dge
 - beginning and ending consonant blends
 - 2-syllable words with the schwa vowel sound (e.g., wagon, panda)
 - 2-syllable words ending in y, with the y spelling the long e sound (e.g., happy)
 - ‘chunks’ all, ing, and ink
- Accurately read 46 high frequency words from the Dolch 220 and Fry 300 lists in addition to the 78 learned in Phonics Plug-In ONE.
- Say the sound and label for 17 vowel sounds:³
 - Short vowels /ă/, /ĕ/, /ĭ/, /ŏ/, and /ŭ/
 - Long vowels /ā/, /ē/, /ī/, /ō/, and /yōō/
 - R-controlled vowels /er/, /ar/, and /or/
 - ‘Other’ vowels /oi/, /ou/, /ōō/, and /ōō/
- Identify and label the r-controlled and ‘other’ vowel sounds in spoken words.
- Blend, segment, add, delete, and substitute phonemes in 2–4 sound spoken words with any vowel sound.

3. SCOPE & SEQUENCE AND PARTS IN EACH UNIT

The table on page iv shows the Scope & Sequence for the ten units in Phonics Plug-In TWO.

The chart on page v shows the Parts in Each Unit.

² Some words will have 3 syllables if the last syllable is suffix –es (e.g., sicknesses), –ing (e.g., happening), –er (e.g., traveler), –est (e.g., commonest).

³ The vowel sound /aw/ as in *August*, *crawl*, and *law* is excluded from vowel sounds taught in phonemic awareness. Many American dialects, especially those in the western states, do not have this phoneme. In those dialects, *caught* and *cot* are homophones. Both words are pronounced with the short o sound.

Phonics Plug-In TWO

SCOPE & SEQUENCE



	PHONEMIC AWARENESS		PHONICS		HEART WORDS	VOCABULARY
	PARTS 2, 15	PART 9	PARTS 3-5, 7, 8, 11-14, 16-20		PARTS 1, 6, 14	PART 10
	NEW CONCEPT	SOUND CHAINING / NEW CONCEPT	NEW CONCEPT	HIGH FREQUENCY WORDS		DEFINITIONS
				DECODABLE	IRREGULARLY SPELLED	
UNIT 1	Identify /er/	<u>CHAIN 3 SOUNDS</u> Add a sound	Base Word and Suffix -s	its	have give live	NONE
UNIT 2	Identify /or/	<u>CHAIN 3 SOUNDS</u> Delete a sound	Suffix -es	—	some come done	vanish vex
UNIT 3	Identify /ar/	<u>INTRODUCE</u> Chain 4 sounds	Trigraphs: tch, dge	—	two once	budge lavish wedge
UNIT 4	Review	<u>CHAIN 4 SOUNDS</u> Change first, last, vowel	Ending blends: -mp, -st, -nd, -nt, -ft, -lt, -sk, -lk, -pt, -sp, -lp-, -ld, -lm, -lf, -ct, -nch	just, must, went, fast, best, help, ask, jump,	what from	hunch vast wept
UNIT 5	Identify /oi/	<u>CHAIN 4 SOUNDS</u> Change first, last, vowel	Beginning blends: tr-, cr-, gr-, dr-, br-, pr-, fr-, fl-, sl-, cl-, bl-, gl-, pl-, shr-, thr-	black	does goes	fond of grasp shin
UNIT 6	Identify /ou/	<u>CHAIN 4 SOUNDS</u> Change second sound	More beginning blends: tw-, sw-, sc-, sp-, sm-, sn-, sk-, st-	stop	want wash watch	skeptic swift trek
UNIT 7	Identify /oo/	<u>CHAIN 4 SOUNDS</u> Change third sound	Schwa in 2-syllable words	seven	walk talk	complex hapless seldom
UNIT 8	Identify /oo/	<u>CHAIN 4 SOUNDS</u> Change all sounds	Suffixes: -ing, -er, -est and Doubling Rule	going	now how	gap sag shrubs
UNIT 9	Review	<u>CHAIN 4 SOUNDS</u> Change all sounds	Y spells long e sound at the end of 2-syllable words	funny	would could should	glossy nudge pelt
UNIT 10	Review	<u>CHAIN 4 SOUNDS</u> Change all sounds	Chunks: all, ing, ink	think, drink, sing, bring, call, fall, small	any many very	command rubbish soggy

Parts in Each Unit

CHART



PART	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9	UNIT 10
1. New Heart Words	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded
2. Phonemic Awareness	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded
3. Phonics Concept	Shaded	Shaded	Shaded	Shaded	Shaded	White	Shaded	Shaded	Shaded	Shaded
4. Building Words	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	White	Shaded	Shaded
5. Word Sort	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded
6. Heart Word Practice	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded
7. Decodable Words: Mark & Read	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	White	Shaded	White	Shaded
8. Multi-Syllable Words: Mark & Read	Shaded	Shaded	White	Shaded	Shaded	Shaded	Shaded	White	Shaded	Shaded
9. Sound Chain	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded
10. Vocabulary	White	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded
11. Word Hunt	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded
12. Decodable Words: Whole Word	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	White	Shaded	White	Shaded
13. Multi-Syllable Words: Whole Word	Shaded	Shaded	White	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded
14. Decodable and Heart Words	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded
15. Vowels: Sound and Label	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded
16. Sentences	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded
17. Scrambled Sentences	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded
18. Spelling and Dictation	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded
19. Decodable Passage	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded
20. Unit Check-Up	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded



4. UNIT PARTS

Most of the 20 parts in Phonics Plug-In TWO are the same as in Plug-In ONE but with different numbers.

The new parts added in Phonics Plug-In TWO are:

- Part 5 – Word Sort
- Part 8 – Multi-Syllable Words: Mark & Read
- Part 13 – Multi-Syllable Whole Words
- Part 15 – Vowels: Sound and Label
- Part 20 – Unit Check-Up

List of 20 Parts

* New Part

Part 1. New Heart Words

Part 2. Phonemic Awareness (without Sound Chain)

Part 3. Phonics Concept

Part 4. Build Words

Part 5. Word Sort*

Part 6. Heart Word Practice

Part 7. Decodable Words: Mark & Read

Part 8. Multi-Syllable Words: Mark & Read*

Part 9. Sound Chain – now a separate part, no longer in Phonemic Awareness

Part 10. Vocabulary

Part 11. Word Hunt

Part 12. Decodable Whole Words

Part 13. Multi-Syllable Whole Words*

Part 14. Decodable and Heart Words

Part 15. Vowels: Sound and Label*

Part 16. Sentences

Part 17. Scrambled Sentences

Part 18. Spelling and Dictation

Part 19. Decodable Passage

Part 20. Unit Check-Up*

Changes to Existing Parts

Sound Chain is now separate as Part 9. In Phonics Plug-In ONE, Sound Chain was part of Phonemic Awareness.





5. DESCRIPTION OF NEW PARTS

Part 5. Word Sort

SUMMARY

Students sort words by phonics concepts from a list, writing them under the appropriate heading in columns in the Student Practice Book.

REASON FOR INSTRUCTION AND PRACTICE

The word sorts help students pay attention to and recognize the new phonics concept of the unit in words. In some units, this is by contrasting the unit’s new spelling pattern with a known spelling pattern (e.g., trigraph vs. digraph). In other units, students sort only the new patterns taught in the unit (e.g., chunks ‘all’, ‘ing’, and ‘ink’).

MATERIALS

Student Practice Book and a pencil.

REPEATED ROUTINES

Word Sort

1. Students read word.
2. Students sort and read the word.
3. Students check spelling of word.
4. Students mark the concept in the word. This marking changes with different concepts.
5. Students cross off the word on the list.

SEQUENCE OF WORD SORT CONCEPTS

	WORD SORTS
UNIT 1	No Suffix or Suffix –s
UNIT 2	Suffix –s or Suffix –es
UNIT 3	Digraph or Trigraph
UNIT 4	No Blend or Blend
UNIT 5	Ending Blend or Beginning Blend

	WORD SORTS
UNIT 6	Ending blend, Beginning Blend, or Both
UNIT 7	No Schwa or Schwa
UNIT 8	Suffix –ing, Suffix –er, or Suffix –est
UNIT 9	Y As a Consonant or Y As a Vowel
UNIT 10	Chunk ‘all’, Chunk ‘ing’, or Chunk ‘ink’



Part 8. Multi-Syllable Words: Mark & Read

SUMMARY

Each student reads a different set of 2-syllable words using Mark & Read. Mark & Read for multi-syllable words is circling the suffix (if there is one), underlining and naming the vowel letters, scooping and reading the syllables, scooping and reading the base word (if there is a suffix), then underlining and reading the whole word. The same student then reads the same three words in the star column without marking.

REASON FOR INSTRUCTION AND PRACTICE

With Mark & Read students develop the habit of paying attention to all the letters in the word. Circling the suffix first, teaches students to look for a suffix before deciding how many syllables the words has. Underlining and naming the vowel letters starts the process of deciding how many syllables the word has. Scooping the syllables focuses students on reading each syllable accurately. Scooping and reading the base word (if there is one) teaches students to recognize the base word in a word with a suffix added. Reading the words again in the star column without Mark & Read, has students practice without the scaffolds of marking.

MATERIALS

Student Practice Book and a pencil.

REPEATED ROUTINES

My Turn/Your Turn: Mark & Read–Multi-Syllable Words

The teacher uses the My Turn/Your Turn modeling page in the Teacher Practice Book to model the steps for Mark & Read. All students repeat the teacher’s actions marking in their Student Practice Books.

Individual Turns: Mark and Read–Multi-Syllable Words

Each student uses the Mark & Read routine modeled in My Turn/Your Turn to read a different set of words aloud. The words are arranged in a column labeled with a set number. The same words are repeated in a second column to the right. This column is labeled with a star.

1. An individual student uses Mark & Read to read aloud the words in the first column, by circling the suffix (if there is one), underlining and naming the vowel letters, scooping and reading each syllable, underlining and reading the base word (if there is one), then underlining and reading the whole word.
2. The same student reads aloud the same words repeated in the star column without marking.

RELATED UNIT PARTS

Part 13. Multi-Syllable Whole Words: Students read multi-syllable words without marking.

Part 18. Spelling and Dictation: Students spell multi-syllable words syllable-by-syllable before spelling the word a whole.





Part 13. Multi-Syllable Whole Words

SUMMARY

Each student reads aloud a different set of 8 decodable 2-syllable words arranged in rows. The student just reads the words without marking them.

REASON FOR INSTRUCTION AND PRACTICE

Students practice reading multi-syllable words for accuracy without the scaffold of marking.

MATERIALS

Student Practice Book and a pencil.

REPEATED ROUTINES

Individual Turns: Mark and Read—Multi-Syllable Whole Words

An individual student reads aloud a set of 8 decodable 2-syllable words, arranged in rows, as whole words without marking.

RELATED UNIT PARTS

Part 8. Multi-Syllable Words: Mark & Read: Students read multi-syllable words using Mark & Read.

Part 15. Vowels: Sound and Label

SUMMARY

In this phonemic awareness activity, students identify and label the vowel sound in spoken words. They do not segment or 'stretch' the sounds before identifying and labeling the vowel sound.

REASON FOR INSTRUCTION AND PRACTICE

Students develop the ability to focus directly on the vowel sounds they have learned about in words without using the scaffold of segmenting the sounds.

MATERIALS

Vowel Sound Charts in Student Practice Book.

REPEATED ROUTINE

Identify and Label Vowel Sound

1. Students chorally repeat word.
2. For each word, the teacher asks different students to:
 - a. Identify the vowel sound.
 - b. Say what the sound is called.

RELATED UNIT PARTS

Part 2. Phonemic Awareness: Students learn about the vowel sounds and labels and students practice listening for, identifying, and labeling the vowel sounds in spoken words after segmenting the sounds.



Part 20. Unit Check-Up

SUMMARY

Each student has a turn reading a Unit Check-Up set of words and one sentence.

REASON FOR INSTRUCTION AND PRACTICE

The results of the unit Check-Up are used to determine if students are ready to move to the next Unit.

MATERIALS

Prepared individual student Set to read from Unit Check-Up Student Pages booklet and a pencil.

REPEATED ROUTINES

Individual Turns: Unit Check-Up

An individual student reads aloud a set of Heart Words, decodable words, and one sentence. Other students in the group listen but do not track and are not Checkers.

The student records his/her score on the Unit Check-Up Tracking Chart in the Student Practice Book.

6. MATERIALS

Teacher Materials

Lesson Plan Book 1 has fully scripted lesson plans for Units 1–5.

Lesson Plan Book 2 has fully scripted lesson plans for Units 6–10.

Pages with the scrambled sentence word cards used in Part 17 – Scrambled Sentences are in the back of each Lesson Plan Book. The cards need to be cut apart before teaching Part 17.

At the front of both Lesson Plan books is an introduction that includes:

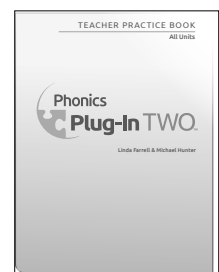
- Overview of Phonics Plug-In TWO
- Phonics Plug-In TWO Scope and Sequence chart
- A chart showing which of the 20 Parts are in each Unit
- Description of New Parts
- Guide to Symbols for Vowel Sounds
- Glossary of New Terms
- Positive Error Correction directions and scripts for the new unit parts added in Phonics Plug-In TWO



The **Teacher Practice Book** is used for: modeling, tracking, and recording when delivering the instruction; to give end-of-unit assessments (Part 20 – Unit Check-Up); and for quickly finding a definition when a student asks what a word means.

We recommend the teacher have one Teacher Practice Book for each group being taught because the teacher models Mark & Read, records student's errors on the practice pages in the Teacher Practice Book, records student responses during the Unit Check-Ups, and transfers Check-Up scores to the Group Tracking Chart.

If having one Teacher Practice Book for each group is not possible, Teachers can use transparencies and markers for modeling and they can make copies of the Unit Check-Up forms.



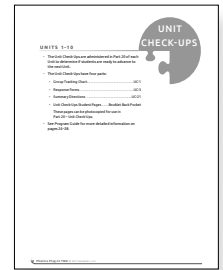


The Teacher Practice Book has three parts:

1. Unit Check-Ups, pages UC-1 to UC-23

The Unit Check-Ups are end-of-unit assessments given as Part 20 in each unit. This section of the Teacher Practice Book has individual student recording forms, a group tracking chart, and summary directions for administering the Unit Check-Ups.

The Unit Check-Up Student Pages booklet is stored in the back pocket of the Teacher Practice Book.



2. Practice and Modeling Pages, pages 1 to 254

The practice pages in the Teacher Practice Book are identical to pages in the students' Practice Book, including the page numbering. The teacher tracks and records each student's errors on the practice pages when students have individual turns. The teacher keeps a record of what each student has mastered and what the student needs help with by noting the student's name and recording any errors the student makes.

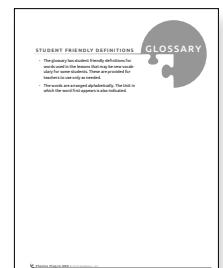
Selected practice pages have the content enlarged for the teacher to use for modeling marking words. These are referred to as Modeling Pages in the lesson plans. Most Modeling Pages are My Turn/Your Turn pages used to remind students how to mark words.

At the front of the Practice and Modeling Pages section are the same pages in the Student Practice Book that students use to practice spelling Heart Words in Part 6, the Accuracy Chart that students use to track their accuracy when reading passages in Part 19, and the Unit Check-Up Tracking Chart where students record their scores for each Unit Check-Up given in Part 20. The teacher can use these pages for modeling.



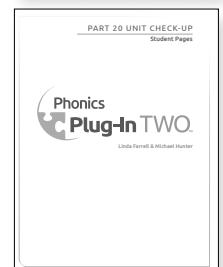
3. Glossary of Student Friendly Definitions, pages G-1 to G-21

The Glossary contains student friendly definitions of words used in the lessons that may be new vocabulary for students. Sometimes it is hard for a teacher to quickly think of an easy definition, even though the teacher knows what the word means. When this is the case, the teacher can find the definition in the Glossary.

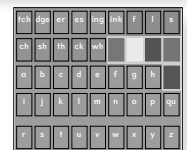


The inside front cover of the Teacher Practice Book has the Vowels Sound Charts for use in Parts 2 and 15.

The **Unit Check-Ups Student Pages** booklet is inside the back pocket of the Teacher Practice Book. This booklet has the pages with sets of words and a sentence students read for the Unit Check-Ups. There are four sets of words and a sentence per page on two pages, enough for 8 students total, for Units 1–10.



The teacher uses the **Basic Letter Tile Set** to model Building Words in Part 4 and Sound Chains in Part 9. This is the same set students use and it is the same set used in Phonics Plug-In ONE. Color tiles are used to represent sounds and letter tiles are used to spell sounds.



Overview



Student Materials

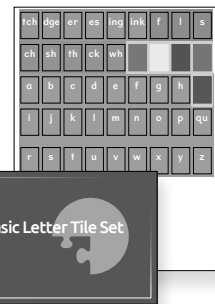
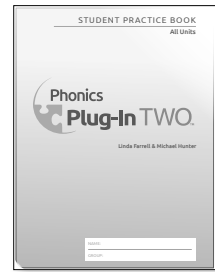
The **Student Practice Book** has the student practice pages that students use during the lessons. Students mark and write in the book, so each student needs his/her own copy. The content on the practice pages that students read is printed in a font specially designed for beginning readers. When an individual student is reading, all other students track and mark errors in their books.

At the front of the Student Practice Book are pages students use to practice spelling Heart Words in Part 6; the Accuracy Chart that students use to track their accuracy when reading passages in Part 19; and the Unit Check-Up Tracking Chart where students record their scores for each Unit Check-Up given in Part 20.

The inside front cover of the Student Practice Book has the Vowels Sound Charts for use in Parts 2 and 15.

The **Basic Letter Tile Set** (same kit used in Phonics Plug-In ONE) is an all-in-one tile kit. It has magnetic color tiles and letter tiles on a white board. It folds for easy storage and opens to 8 1/2" x 11" to fit easily on a student's desk.

Students use the Basic Letter Tile Set for Building Words in Part 4 and Sound Chains in Part 9.



7. DETAILED DESCRIPTION OF THE LESSON PLAN BOOKS

Graphic conventions used in Phonics Plug-In TWO are the same as in Phonics Plug-In ONE.

First Page in Each Unit

Each Unit starts with a page that lists:

- **Unit Concepts** — a list of the main skills taught in the unit.
- **Unit Parts** — a list of the Parts taught in the Unit and the student materials needed for each part. If any of the 20 parts is not taught, it will be listed as “Not in this Unit”.

Page Headings in Parts

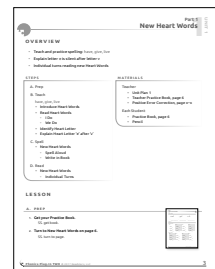
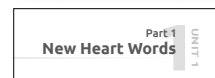
At the top right or left corner of every page in a Part is:

- The name of the Part.
- The Part number written as “Part #” and as a large number in grey behind the title and “Part #”.
- The Unit number in grey on the outside of the page.

First Page in Each Part

The first page in each Part has:

- **Overview** — a bulleted list of what is taught in the part.
- **Steps** — an outline of the steps for instruction and practice in the Part.
- **Materials** — a list of materials, with page numbers, that the teacher and students use for the Part.





Lesson Plan Scripts

The lesson plan script for the Part starts immediately after the Steps and Materials lists.

Guide to Scripts

Abbreviations:

- T. stands for Teacher.
- S. stands for an individual student.
- SS. stands for all students.

Conventions:

- Sounds are indicated letters between slashes (e.g., /m/, /sh/, /ō/, /ē/).
- Letter names are indicated by the letter between single quotes (e.g., 'm', 'e')
- Target words are indicated with single quotes (e.g., How many sounds in 'said'?)

Following the Script:

- The teacher says the words in bold font in the numbered lines.
- Directions for actions the teacher performs while speaking are in parentheses in regular font in the numbered line.
- Directions to the teacher are in grey, regular weight print.
- When the teacher needs to insert words such as a student's name, a practice word, a sound, a letter name, a syllable, etc. the cue word, name, sound, etc. is in grey print over a black line (e.g., word).

Student Responses:

- Expected student responses are indented below the teacher words in a smaller and lighter font (e.g., S. says sounds., SS. put finger on #1., T. and SS. say syllable.).

Repeated Steps:

- A note with a grey arrow directs the teacher back to the start of a series of repeated steps.

Illustrations

Illustrations on the right hand side of the page clarify the activity for some scripts.

- Dotted grey lines indicate pointing and finger motions.
- Grey solid lines indicate underlining with a pencil.

LESSON

A. PREP

- Get your Practice Book.**
SS. get book.
- Turn to New Heart Words on page 7.**
SS. turn to page.

B. TEACH

Reading and Spelling: a

- Everyone, put your finger on two** (showing where).
SS. put finger on #2.
- This is another word you can read two ways.**
- You can read /ā/** (rhyming with 'may') **or /uh/** (rhyming with 'duh'). **Both ways are correct.**

2. **a**

- name** , what are two ways to read the second word?
S. says /ā/ and /uh/.

→ Repeat Step 4 with 3 additional students.

g. Touch & Say new word

12. **Everyone, Touch & Say.**
T. and SS. Touch & Say 'Sam'.

8. **Then I underline and read the whole word.**

9. **'mop'** (underlining whole word).

10. **Everyone, you do it.**
SS. repeat T's actions.

Overview



Boxes with Words for Practice

The words used for practice with oral activities are in a black line box with a grey heading on the right side of the script. In line #3 of the script (right), the teacher inserts a word from the box in place of underlined "word" in grey.

REPEATED ROUTINE

SPELL

1. **Unit 1** (showing where).
2. **Everyone, pencil on one.**
SS. put pencil on #1.
3. word . **Everyone, repeat.**
SS. repeat word.

HEART WORDS

1. the
2. and
3. a
4. I

Junior Pages

A junior page is a small picture of a practice page. A junior page is shown to the right of the script when students are preparing to practice in the Student Book.

The script always includes the page number students turn to, and the junior page is a picture of that practice page.

A. PREP

1. **Get your Practice Book.**
SS. get book.
2. **Turn to Heart Word Practice on page 13.**
SS. turn to page.

Partial Practice Pages

A partial practice page shows the part of a page from the Practice Book that students use for an activity. Partial pages are in a box outlined in grey and are to the right of the script.

Review Heart Words

1. **We will review the Heart Words together.**
2. **Pencil on heart** (showing where).
T. and SS. put pencil on ♥.
3. **Everyone, read.**
T. and SS. read the Heart Words together.

♥ the a and I
was for you is

Repeated Routines

Repeated Routines are a standard scripted routine that is used each time the students practice a certain activity. Most, but not all, activities have Repeated Routines. These are in a grey box labeled Repeated Routine. Repeated Routines are routines teachers will use over and over. (Scripts, on the other hand, are uniquely worded to introduce a new concept or to practice a new concept the first time.) Repeated Routines use all the same print conventions listed above for scripts.

REPEATED ROUTINE

INDIVIDUAL TURNS

1. **Find Individual Turns** (showing where).
2. **Pencil on one.**
SS. put pencil on #1.
3. name , **read. Everyone else, track and check.**
S. reads words.
SS. track and check.
4. **Checkers?**
SS. show 'thumbs up' or 'helping hand'.
5. **Everyone, read.**
SS. read the words.

Repeat steps 2–5 so each student read one set.

Individual Turns

1. the and am sat to _
2. at for Sam is of _
3. am was of to sat _
4. and Sam you at for _

Extra Practice

5. sat you at the of _
6. am was is I sat _
7. to am the of Sam _
8. to at and was sat _

POSITIVE ERROR CORRECTION
After correcting errors, S. rereads the whole set.
Script in PEC Booklet, pages 16–17.

Directions to the Positive Error Correction script in the PEC Booklet follow the routine.





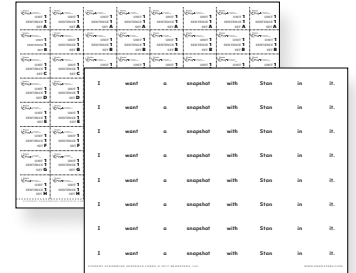
Scrambled Sentence Cards

In Part 17 of Units 1–10, students have word cards that they arrange to create sentences. The word cards for Units 1–5 are at the end of Lesson Plan Book 1 and the cards for Units 6–10 are at the end of Lesson Plan Book 2.



The teacher will need to cut out word cards before teaching Unit 1. We recommend cutting out, sorting, and storing all scrambled sentence cards for Units 1–10 at the same time.

Directions for cutting out, sorting, and storing the cards are on the page before the card pages in each Lesson Plan Book.



8. GUIDE TO SYMBOLS FOR VOWEL SOUNDS

Phonics Plug-In uses the following symbols to indicate the vowel sounds.

SHORT VOWEL SOUNDS		
LABEL	DIACRITICAL MARK	FIRST SOUND IN
short a	/ă/	apple
short e	/ĕ/	echo
short i	/ĭ/	itch
short o	/ŏ/	octopus
short u	/ŭ/	up

LONG VOWEL SOUNDS		
LABEL	DIACRITICAL MARK	FIRST SOUND IN
long a	/ā/	apron
long e	/ē/	eagle
long i	/ī/	island
long o	/ō/	ocean
long u	/ū/	unicorn

NOTE— about long u: The long u sound at the beginning of the word unicorn is considered by many linguists to be 2 sounds: /y/ + /ō/. Reading teachers, however, can teach the long u sound as being the same as the name of the letter u, which how the long u sound is taught in Phonics Plug-In.

R-CONTROLLED VOWEL SOUNDS		
LABEL	DIACRITICAL MARK	FIRST SOUND IN
r-controlled	/er/	bird
r-controlled	/ar/	arm
r-controlled	/or/	horn

OTHER VOWEL SOUNDS		
LABEL	DIACRITICAL MARK	FIRST SOUND IN
other	/oi/	oink
other	/ou/	house
other	/ōō/	island
other	/ōō/	ocean



9. GLOSSARY OF NEW TERMS

Base Word: a word to which suffixes or prefixes are added. A base word can stand alone, versus a root which, while conveying meaning, requires an affix to be a whole word. Example base words in Plug-In TWO: *stomp* in *stomping*, *thick* in *thicker*, *tall* in *tallest*. Example roots: *tract* in *contract*, *spect* in *suspect*, *tend* in *attend* and *intend*.

Consonant Blend: two or three consonant letters next to each other in a word where each letter spells a sound. Examples: *stop*, *tent*, *blend*, *strap*, *splash*. Students do not need to memorize blends. They can read blends if they can read and blend the individual sounds. Students hear blends in Part 2 – Phonemic Awareness and Part 9 – Sound Chains; both parts start in Unit 3 of Phonics Plug-In TWO. They read words with blends starting in Unit 4.

Chunk: term used to refer to a letter combination that consistently spells the same sounds. The chunks *all*, *ing*, and *ink* are taught in Unit 10 of Phonics Plug-In TWO.

Mark & Read: a procedure for reading decodable words sound-by-sound or syllable-by-syllable. Mark & Read for single-syllable words is the same procedure used in Phonics Plug-In ONE. In Phonics Plug-In TWO, for multi-syllable words, students underline and name the vowel letters, scoop and read each syllable, then underline and read the whole word. If the word has a suffix, students start by circling the suffix before marking the vowel letters.

1-1-1 Doubling Rule: a spelling rule for adding vowel suffixes to single-syllable, short vowel base words. The rule states: if the base word has one syllable with one vowel letter followed by one consonant letter, then the consonant is doubled when adding a vowel suffix. Examples: *wed + ing = wedding*, *flat + er = flatter*. The doubled consonant preserves the short vowel pronunciation in the base word.

Schwa: the unstressed or ‘lazy’ vowel sound in unstressed syllables in multi-syllable words. Any vowel spelling can spell a schwa sound. The symbol for the schwa sound is /ə/. While there are variations in the schwa sound, Phonics Plug-In teaches only a weak, unstressed short u sound for simplicity. Examples of schwa spelled with a single vowel that looks like it should be read as a short vowel are: the o in *wagon*, the e in *open*, both a’s in *Aruba*, the i in *rabbit*. The schwa is taught in Unit 7 of Phonics Plug-In TWO.

Suffix: a part of a word added at the end of a base that changes the meaning. Two kinds of suffixes are taught in Phonics in Phonics Plug-In TWO: vowel suffixes which begin with a vowel letter and consonant suffixes which begin with a consonant letter. Adding a vowel suffix often requires a spelling change. Suffix *-s* is taught in Unit 1 of Phonics Plug-In TWO, suffix *-es* in Unit 2, and suffixes *-ing*, *-er*, and *-est* in Unit 8.

Trigraph: three letters that spell one sound. The two trigraphs taught in Unit 3 of Phonics Plug-In TWO are *tch* which spells the sound /ch/ (as in *match* or *pitch*) and *dge* which spells the sound /j/ (as in *judge* and *badge*). Both spellings are only used at the end of a single syllable word or base word right after a short vowel sound. Common exceptions for the *tch* spelling are *rich*, *such*, *much*, and *which*.

Y As a Vowel: y at the end of a multi-syllable word spells a vowel sound. This is most often the long e sound, /ē/, as in *baby*, *many*, or *lazy*. It can also spell the long i sound, /ī/, as in *rely* or *signify*. Y spelling long e, /ē/, is taught in Unit 9 of Phonics Plug-In TWO.

