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Focused Phonics Level 2

This sample includes the following:

- Management Guide** (14 pages)
- Sample Decodable Book** (6 pages)
- Sample Lesson Plan for Decodable Book** (7 pages)
- Sample Student Pages** (9 pages)
- Sample Instructional Routine Cards** (2 pages)
- Sample Sound Wall Card** (1 page)
- Assessment Information** (4 pages)

To Create a World ⁱⁿ which
Children love to Learn!

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Focused Phonics

Level 2

Management Guide

Long and Short Vowels with Final Y

tiny lady

my lucky penny

a spicy jelly

will have th

ou buy ca

saw a tin

Long and Short Vowels with Final Y

Instructional Routine

Blend Sounds/Syllables

Objective: Orally blend sounds and syllables.

Materials: Sound Boxes, counters, Letter Tiles (optional)

Whole Group

1. Prepare a list of words to demonstrate a phonics concept. Distribute Sound Boxes and counters to each student.
2. Ask students to listen for a particular sound and determine its placement within the word. The sound can be in the beginning, middle, or end of a word.
3. As you say the word, each student should move their counter to the appropriate box to represent the sound's location. For example, where the /p/ sound in cup can be heard.
4. After students move their counters, write the word where students can see it. Underline the targeted sound.

Independent

1. To extend thinking, in place of counters, use Letter Tiles to encourage students to connect the phonemes to the graphemes.

English Language Support

- Provide students with Picture Cards that represent the targeted phonics concept. Name each picture. Have students repeat the word and move their counters to the correct position in the Sound Boxes.

This routine is based on a strategy from Purposeful Play for Early Childhood Phonological Awareness by Halle Kay Yopp and Ruth Helen Yopp.

ch ow ur ay

dge ss

/f/

/ā/

/ōō/

f ph

ff lf

a_e

ai ay

oo

u

oul

Choose one image and name it. Say how many syllables are in the word.

wave

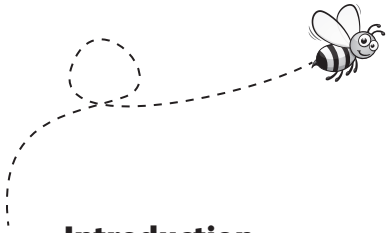


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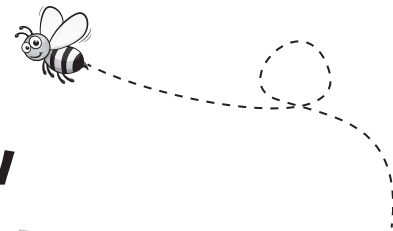
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Focused Phonics Overview

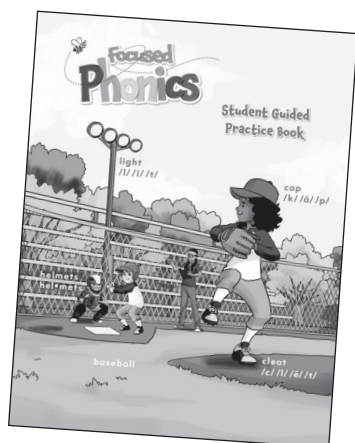
30 Decodable Books

Engage students with fun, highly decodable texts where they can see themselves reflected in the range of characters and settings.



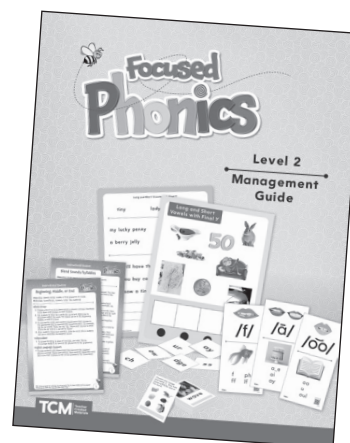
Student Guided Practice Book

Includes appropriately scaffolded activities to foster reading and writing growth.



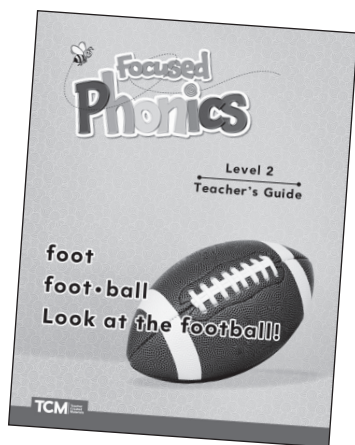
Management Guide

Explore best practices for promoting efficient and effective reading development.



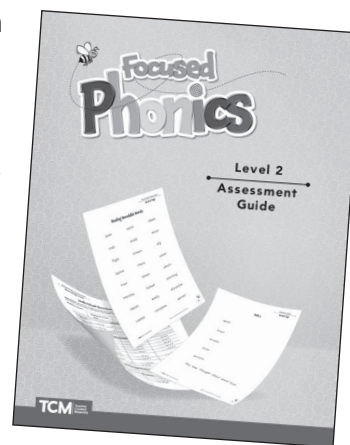
Teacher's Guide

Features a systematic simple-to-complex instructional sequence to optimize learning.



Assessment Guide

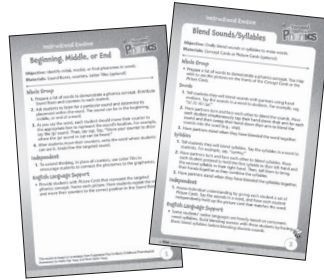
Monitor growth in phonemic awareness and phonics through flexible assessment opportunities.



Focused Phonics Overview *(cont.)*

Instructional Routine Cards

Support explicit instruction through consistent routines with these 26 cards.



Sound Wall Cards

Introduce articulation, make visual and auditory connections for students, and display spellings.



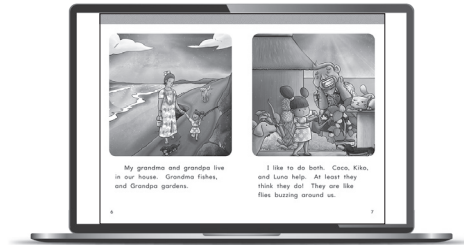
30 Concept Cards

Practice phonemic awareness and phonics activities, such as segmenting and blending with pictures, mapping with sound boxes, and decoding and encoding words, phrases, and sentences.



Digital Resources

Enhance student learning with read-along ebooks, audio recordings, online phonics games, and more.



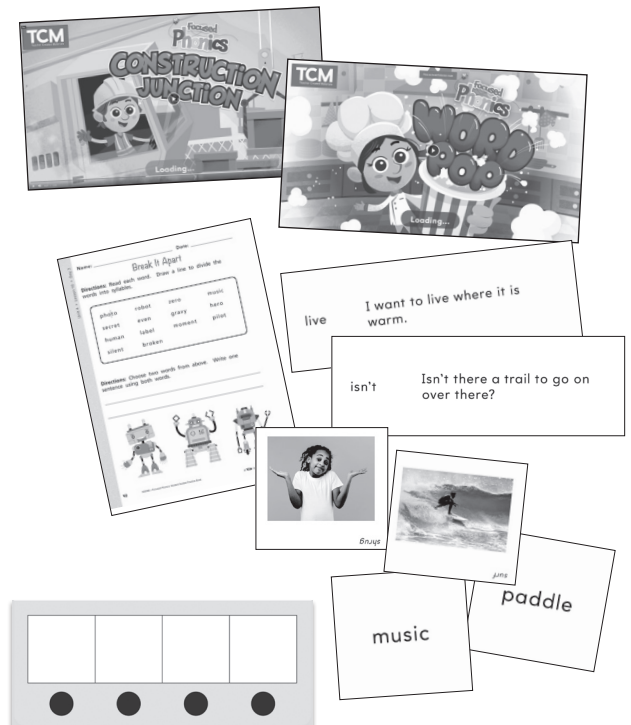
Letter Tiles

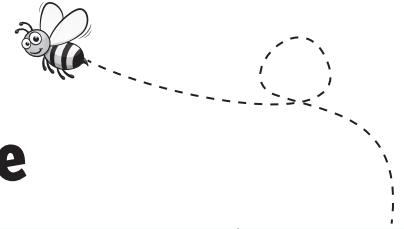
Practice orthographic mapping, decoding, and encoding through word building.



Card Games

Develop students' oral language through collaborative learning focused on phonics skills.





Series Scope and Sequence

	KINDERGARTEN UNITS										LEVEL 1 UNITS				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
Principles of Spoken and Written Language	X									X	X				
Irregular Spellings (HFWs)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Short Vowels	X	X	X	X	X	X	X	X	X	X	X				
Consonants	X	X	X	X	X	X	X				X				
Closed Syllables								X			X				
Long Vowels (VCe Pattern)									X						
Prefixes and Suffixes										X					
Digraphs and Trigraphs												X	X		
Blends														X	X
Open Syllables															
Vowel Teams															
R-Controlled Vowels															
Diphthongs															
Syllable Stress and Schwa															
Compound Words															
Silent Letters															
C + le															
Contractions															

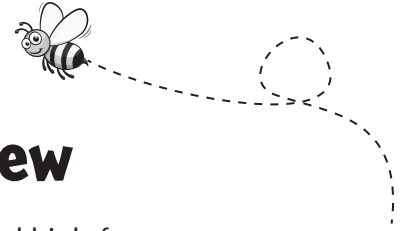




Series Scope and Sequence (cont.)

	LEVEL 1 UNITS					LEVEL 2 UNITS											
	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10		
						X											Principles of Spoken and Written Language
	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Irregular Spellings (HFWs)
						X											Short Vowels
						X											Consonants
								X					X				Closed Syllables
	X					X			X								Long Vowels (VCe Pattern)
				X								X		X			Prefixes and Suffixes
						X											Digraphs and Trigraphs
							X	X									Blends
	X								X				X				Open Syllables
		X	X						X		X						Vowel Teams
			X							X							R-Controlled Vowels
			X								X						Diphthongs
			X						X				X		X		Syllable Stress and Schwa
					X								X				Compound Words
						X											Silent Letters
													X				C + le
															X		Contractions





Series Phonics Skills Overview

The charts on the following pages highlight the targeted phonics skills and high-frequency words covered in levels K–2 of *Focused Phonics*. The complexity of the skills in each level increases as the units progress. These concepts should be taught in the provided order. (The irregular high-frequency words in bold are often more challenging for students to read and remember.)

Kindergarten

Unit	Focus Concept(s)	High-Frequency Word Focus
Unit 1—Principles of Spoken and Written Language (3 weeks)	<ul style="list-style-type: none"> exposure to letters of the alphabet difference between consonants and vowels understand that every word must have a vowel letter vs. a word vs. a sentence short <i>a</i> consonants: <i>m, t</i> 	in, I, see, a, and, it
Unit 2—Short <i>a</i> (3 weeks)	<ul style="list-style-type: none"> short <i>a</i> consonants: <i>s, p, n, f</i> 	the , like, have , to , at, can
Unit 3—Short <i>i</i> (3 weeks)	<ul style="list-style-type: none"> short <i>i</i> consonants: <i>g b, c, l</i> 	this, you , is, we, he, she
Unit 4—Short <i>o</i> (3 weeks)	<ul style="list-style-type: none"> short <i>o</i> consonants: <i>h, j, r, k</i> (spelling <i>ck</i>) 	for, are , said , as, that, on
Unit 5—Short <i>u</i> (3 weeks)	<ul style="list-style-type: none"> short <i>u</i> consonants: <i>d, y, q, w</i> 	they , be, was , from , by, of
Unit 6—Short <i>e</i> (3 weeks)	<ul style="list-style-type: none"> short <i>e</i> consonants: <i>v, x, z</i> <i>s</i> as /z/ 	what , all, one , or, when, his
Unit 7—All Consonants and Short Vowels (3 weeks)	<ul style="list-style-type: none"> short vowels all consonants 	your , had, with, not, but, will
Unit 8—Onsets and Rimes (3 weeks)	<ul style="list-style-type: none"> short <i>a</i> word families—<i>ab, ag, at, am, an, ap, ad</i> short <i>i</i> word families—<i>ig, id, im, in, it, ip</i> short <i>e</i> word families—<i>et, en, et</i> short <i>o</i> word families—<i>og, op, ob, ot</i> short <i>u</i> word families—<i>ug, ub, ut, un, um</i> 	use , do , how, if, their , me





Series Phonics Skills Overview (cont.)

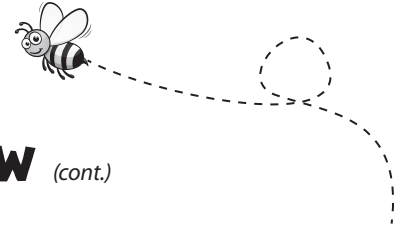
Kindergarten (cont.)

Unit	Focus Concept(s)	High-Frequency Word Focus
Unit 9—Long Vowels (3 weeks)	<ul style="list-style-type: none"> long vowels long-vowel words juxtaposed with short-vowel words (<i>cap/cape</i>) 	an, there , then, them, each, which
Unit 10—Putting It All Together (3 weeks)	<ul style="list-style-type: none"> revisit concepts of print from Unit 1 revisit short- and long-vowel words -s (/s/ and /z/), -es (/əz/) build words 	were, other, word , has, get

Level 1

Unit	Focus Concept(s)	High-Frequency Word Focus
Unit 1—Consonants and Short Vowels (3 weeks)	<ul style="list-style-type: none"> consonants, short vowels, including <i>qu</i> and <i>c</i> as /s/ short <i>y</i>, initial soft <i>c</i> and <i>g</i>, closed syllables (CVC) introduce the concept of multisyllabic words 	so, no, her, him, go, also , take, am
Unit 2—Consonant Digraphs (2 weeks)	<ul style="list-style-type: none"> <i>ch, th</i> (2 sounds), <i>sh, wh</i> 	than, who, where , thing
Unit 3—More Consonant Digraphs and Trigraphs (3 weeks)	<ul style="list-style-type: none"> <i>tch, ck, dge, ng</i> <i>ss, ff, ll, zz</i> 	long, such, change , show, call, well, small, tell
Unit 4—Initial Consonant Blends (2 weeks)	<ul style="list-style-type: none"> <i>s</i> blends (<i>sk, sm, sn, sp, st, sw</i>) <i>l</i> blends (<i>bl, cl, fl, gl, pl, sl</i>) <i>r</i> blends (<i>br, cr, dr, fr, gr, tr</i>) 	did, its, people , place
Unit 5—Final Consonant Blends (3 weeks)	<ul style="list-style-type: none"> <i>ft, st, nt</i> <i>nd, lp, mp, nk</i> 	first, just, want , went, find, think, sound, help
Unit 6—Long Vowels (4 weeks)	<ul style="list-style-type: none"> V<i>Ce</i> final soft <i>g</i> and <i>c</i> and final <i>y</i> as long <i>i</i>, final <i>y</i> as long <i>e</i>, multisyllabic words V/CV pattern (open syllables in multisyllabic words) 	make, time, some, come, many , my, only, why, over, because , around, another





Series Phonics Skills Overview (cont.)

Level 1 (cont.)

Unit	Focus Concept(s)	High-Frequency Word Focus
Unit 7—Vowel Teams (4 weeks)	<ul style="list-style-type: none"> ai, ay, igh, ie oa, ow, oe ee, ea, ew, ue 	way, day, may, air, now, down, follow, old, been , new, year, three
Unit 8—Other Vowel Patterns (4 weeks)	<ul style="list-style-type: none"> r-controlled vowels: ar, or diphthongs: oi/oy, ou/ow vowel teams: au/aw, oo schwa 	more, water , part, farm, about, out, would , could , two , know, too, look
Unit 9—Inflectional Endings (3 weeks)	<ul style="list-style-type: none"> -s (/s/, /z/), -es (/əz/), -ing u = /ʊ/ -ed (/t/, /d/, /əd/) 	these, does , learning, putting , spelled, wanted , very, asked
Unit 10—Putting It All Together (2 weeks)	<ul style="list-style-type: none"> compound words practice dividing two-syllable words (VCCV and VCCCV patterns) 	into, little , picture , different

Level 2

Unit	Focus Concept(s)	High-Frequency Word Focus
Unit 1—Review (Consonants, Vowels, and Consonant Digraphs) (4 weeks)	<ul style="list-style-type: none"> review consonants and vowels closed syllables hard and soft g and c, qu digraphs: ng, ck, ss, ff, ll, zz, ch, sh, th, wh, ph blend: nk; trigraphs: dge, tch silent-letter teams: wr, igh, mb, lf, kn, lk closed-syllable exceptions A and U (all, ush, ull, etc.) 	page, move , cut, once , begin, along, song, watch, oh, miss, earth , both , white, short, give , walk, write, ball, high, work
Unit 2—Initial Consonant Blends (2 weeks)	<ul style="list-style-type: none"> initial two-letter blends with l, r, s initial three-letter blends (thr, shr, spr, etc.) 	group , state, friend , close, upon, school , nothing, through , strong, visit
Unit 3—Final Consonant Blends (2 weeks)	<ul style="list-style-type: none"> final consonant blends: ft, st, lp, nt, nd, mp closed-syllable exceptions l and o (ind, ild, old, ost, olt, etc.) 	last, left, goes , best, live , second, important, jump, plant, away





Series Phonics Skills Overview (cont.)

Level 2 (cont.)

Unit	Focus Concept(s)	High-Frequency Word Focus
Unit 4—Long Vowels (4 weeks)	<ul style="list-style-type: none"> long vowels with silent <i>e</i>, VCV pattern open-syllable long vowels soft <i>g</i> and <i>c</i> (final position) <i>y</i> as long <i>i</i>; <i>y</i> as long <i>e</i> schwa vowel teams: <i>ee, ea, ai, ay, oa, ow, oe, igh, ie, ew, ue</i> 	face, mile, those, life, every, city, country, carry, says , try, leave, night, seem, again , own, baby, easy, read, open, idea
Unit 5—R-Controlled Vowels (3 weeks)	<ul style="list-style-type: none"> <i>r</i>-controlled vowels: <i>ar, or, er/ir/ur/or/yr</i> vowel-<i>r</i> combinations: <i>air, eer, ear, are, our, ore, ure</i> 	car, never, large, sir, together, world , near, four , before, care, fair, might, pair, born, hair
Unit 6—Diphthongs and More Vowel Teams (3 weeks)	<ul style="list-style-type: none"> diphthongs: <i>oi/oy, ou/ow</i> vowel teams: <i>au/aw, oo</i> 	garden, across, boy, girl, wall, cause, good, food, foot, room, thought, enough , without, house, should
Unit 7—Inflectional Endings (3 weeks)	<ul style="list-style-type: none"> <i>-s (/s/, /z/)</i>, <i>-es</i> as syllable (<i>/əz/</i>), including changing <i>-y</i> to <i>-ies</i> <i>-ed (/t/, /d/, /əd/)</i> <i>-ing</i> (including dropping <i>-e</i>) 	mountains , always, our, don't , love, done , heard, cried, hundred, knew, door, head, ready, really , uncle
Unit 8—Syllable Types (4 weeks)	<ul style="list-style-type: none"> compound words and VCC/CV schwa syllabication and word-division patterns: VC/CV, V/CV, VC/V C + <i>le</i>: <i>cle, ble, kle, dle, fle, gle, ple, tle, zle</i>, and VC/CCV 	after, book, board, field, light, present, broken, bird, piece , summer, example, great , table, next, today, soon, maybe, single, surprise, wrong
Unit 9—Common Prefixes and Suffixes (3 weeks)	<ul style="list-style-type: none"> <i>un</i>—"not" <i>im</i>—"not" <i>dis</i>—"opposite of" <i>re</i>—"do again" <i>-ly</i>: tells how, makes an adverb 	president, able, possible , animal, common, return, appear, agreed, ever, pay, any, even, finally, right, took
Unit 10—Putting It All Together (2 weeks)	<ul style="list-style-type: none"> schwa and syllable stress in two-syllable words contractions with <i>am, is, are, not</i> 	can't, didn't, isn't, it's, let's, happened , floor, gone, problem, sure



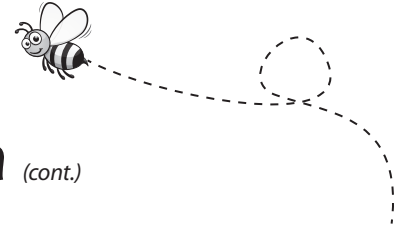


Decodable Book Information

Summaries and Reading Levels

Book Number	Title	Summary	Lexile® Level
1	<i>The Hot Day</i>	It was a very hot day. Sam wanted to sit and pout. But Meg found a way to cheer her up and enjoy the day!	350L
2	<i>The Pink Mink</i>	Oh, no! The pink mink is caught in a tree! What will Bill do to get his toy back down to the ground?	280L
3	<i>Phil Finds Food</i>	Phil is hungry. He wants food. But it takes Phil a lot of steps to get the food he wants!	430L
4	<i>The Duck Ball</i>	Miss Jill is looking forward to the duck ball. She can't wait to get a new outfit to wear. What a ball she will have at the ball!	400L
5	<i>The Gruff Troll</i>	The last name of the billy goats is Gruff. But they are nice, not gruff. Can the gruff troll become nice, too?	430L
6	<i>The Smiths' Farm</i>	People may come to the Smiths' Farm to learn about farming. But mainly, they come to have a great time!	470L
7	<i>Chalk Pictures</i>	Making chalk pictures can be a lot of fun. It is even more fun when friends do it together!	380L
8	<i>Jeff Camps</i>	Jeff wants to get away. What can he do? He can camp! But is camping right for Jeff?	380L
9	<i>All about Ants</i>	Do you think you know all about ants? Read to find out!	450L
10	<i>Rudy, the Hero in a Cape</i>	Rudy is good at his job. He is a superhero. But Rudy is a good dresser, too. He has a jazzy style!	430L
11	<i>Daisy's Day</i>	Daisy is ready to have a ball! She will have the time of her life in her day of dreams.	470L
12	<i>Places Close By</i>	Look around town. What are the places close by? What can you do there?	500L
13	<i>The Car Pool</i>	What do you do if you do not get along with someone you see every day? Can you find a way to become friends?	470L
14	<i>The Fourth Chair</i>	Aunt Meg is coming to stay for a while. We do not know each other well. What will we do now that there is a fourth chair at our family table?	480L
15	<i>The March Fair</i>	Phil and I love the March Fair. We go every year. But this year will be different. How can we have fun when I know Phil is moving away?	490L
16	<i>In the Garden</i>	Joy is playing in the garden. But where is Plow, her pet pig? And how will they find each other?	430L
17	<i>At the Zoo</i>	August and Hawk are ready for a day at the zoo. They have lots of fun in store!	440L
18	<i>The Garden House</i>	Plow, the pet pig, needs a new house. Can the family work together to make Plow a good one?	510L





Decodable Book Information (cont.)

Summaries and Reading Levels (cont.)

Book Number	Title	Summary	Lexile® Level
19	<i>Our House</i>	This house may be small. But there is always room for love.	480L
20	<i>I Am a Scout!</i>	There are a lot of things I love to do. But being a scout is the thing I love best of all!	450L
21	<i>Best Day Ever</i>	Chimmy the chimp got a new bike from Uncle Bobo. The bike is great! But will he ever learn to ride it?	480L
22	<i>Make the Team</i>	Jeff wants to make the team. But that doesn't necessarily mean he wants to play!	470L
23	<i>Birthday Presents</i>	Rabbit wants to get Blackbird a birthday present. There are many presents to choose from. Which is the right present for Blackbird?	420L
24	<i>Miss Missy and Her Circus</i>	Miss Missy's Circus is filled with chills and thrills! Come and see all the wonders Miss Missy has to offer.	460L
25	<i>Something New</i>	Pat the Panther does not like change. Pat's friend Shan the Snake does. Does Pat have to change for Shan?	490L
26	<i>White House Pets</i>	Many pets have lived in the White House. Meet some of them!	520L
27	<i>Recycling with Kate</i>	Kate sees there is a big problem in her town. There is too much trash! Kate knows that recycling can give her town a fresh start.	480L
28	<i>Scholarly Jim</i>	Jim does not think he has learned enough. What can he do? Jim will read every book he sees. He will read and read and read!	500L
29	<i>The City of Roses</i>	Portland is called the City of Roses. There are many things to see and do there. But where are the roses?	440L
30	<i>Who Did It?</i>	Something is up in Ben and Lacey's classroom! Can they solve the mystery?	510L

TCM's Approach to Decodable Books

Teacher Created Materials created these decodable books to align with the series scope and sequence. The books feature phonics concepts and high-frequency words that are taught in the lessons, and the books spiral back to include previously taught concepts and high-frequency words.



Decodable Book Information (cont.)

Phonics Skills Focuses

Book	Title	Phonics Focus	High-Frequency Words
1	<i>The Hot Day</i>	c as /k/, /s/ g as /g/, /j/ s as /s/, /z/ a as /ă/, /ā/ e as /ě/, /ē/ i as /ĭ/, /ī/ o as /ō/, /ō/ u as /ŭ/, /ū/	begin, cut, move, once, page
2	<i>The Pink Mink</i>	digraphs, trigraphs, and blends	along, miss, oh, song, watch
3	<i>Phil Finds Food</i>	digraphs and silent letters (<i>kn, mb, wr, igh</i>)	both, earth, give, short, white
4	<i>The Duck Ball</i>	digraphs, trigraphs, blends, silent letters (<i>lf, mb, lk, wr, igh</i>), and rule breaker (<i>u</i> as /ō/))	along, ball, give, high, miss, move, song, walk, watch, white, work, write
5	<i>The Gruff Troll</i>	beginning blends	close, friend, group, state, upon
6	<i>The Smiths' Farm</i>	beginning blends (two-letter and three-letter)	close, friend, group, nothing, school, state, strong, through, visit
7	<i>Chalk Pictures</i>	final blends	best, goes, last, left, live
8	<i>Jeff Camps</i>	final blends and rule breakers (<i>old, ind, ild</i>)	away, important, jump, plant, second
9	<i>All about Ants</i>	long vowels (silent <i>e</i> , final soft <i>c</i> , final soft <i>g</i>)	every, life, mile, those
10	<i>Rudy, the Hero in a Cape</i>	open syllables (including final <i>y</i> as /ē/ and final <i>y</i> as /ī/)	carry, city, country, says, try
11	<i>Daisy's Day</i>	vowel teams (<i>ai, ay, ee, ea, ie, igh, oa, ow, ew, ue</i>)	again, leave, night, own, seem
12	<i>Places Close By</i>	long vowels (silent <i>e</i> , vowel teams, soft <i>c</i> , soft <i>g</i>)	carry, country, easy, every, idea, leave, mile, night, open, own, read, seem, those, try
13	<i>The Car Pool</i>	<i>r</i> -controlled vowels (/ar/, /or/, /er/)	car, large, never, sir, together
14	<i>The Fourth Chair</i>	long vowels plus <i>r</i> (<i>are, air, ear, eer, ure</i>) <i>r</i> -controlled vowels (/or/, /ar/, /er/)	before, care, four, near, world
15	<i>The March Fair</i>	<i>r</i> -controlled vowels (/ar/, /er/, /or/) long vowels plus <i>r</i> (<i>are, air, ear, eer, ure</i>)	before, born, care, fair, hair, might, near, never, pair
16	<i>In the Garden</i>	diphthongs (<i>oi, oy, ou, ow</i>)	boy, girl, garden
17	<i>At the Zoo</i>	vowel teams (<i>au, aw, oo</i> as /ū/, <i>oo</i> as /ō/))	food, foot, good



Decodable Book Information (cont.)

Phonics Skills Focuses (cont.)

Book	Title	Phonics Focus	High-Frequency Words
18	<i>The Garden House</i>	diphthongs (<i>oi, oy, ou, ow</i>) vowel teams (<i>au, aw, oo</i> as /ū/, <i>oo</i> as /ō/))	cause, enough, foot, garden, good, house, should, wall, without
19	<i>Our House</i>	suffixes (<i>-s</i> as /s/, <i>-s</i> as /z/, <i>-es</i> as /əz/, spelling change)	always, don't, love, mountains, our
20	<i>I Am a Scout!</i>	suffixes (<i>-ed</i> as /t/, <i>-ed</i> as /d/, <i>-ed</i> as /əd/, <i>-ing</i> , spelling changes)	cried, done, heard, hundred, knew
21	<i>Best Day Ever</i>	suffixes (<i>-s</i> as /s/, <i>-s</i> as /z/, <i>-ed</i> as /t/, <i>-ed</i> as /d/, <i>-ed</i> as /əd/, <i>-ing</i> , spelling changes)	cried, don't, door, head, knew, ready, really, uncle
22	<i>Make the Team</i>	compound words	after, board, book, field, light
23	<i>Birthday Presents</i>	types of syllables (open and closed)	bird, broken, piece, present, summer
24	<i>Miss Missy and Her Circus</i>	type of syllable (consonant <i>-le</i>)	example, great, next, table, today
25	<i>Something New</i>	compound words and types of syllables (open, closed, and consonant <i>le</i>)	board, great, light, maybe, next, single, soon, summer, surprise, today, wrong
26	<i>White House Pets</i>	prefixes (<i>dis-</i> , <i>im-</i> , <i>un-</i>)	able, animal, common, possible, president
27	<i>Recycling with Kate</i>	prefix (<i>re-</i>) and suffix (<i>-ly</i>)	agreed, appear, ever, pay, return
28	<i>Scholarly Jim</i>	prefixes (<i>dis-</i> , <i>im-</i> , <i>re-</i> , <i>un-</i>) and suffix (<i>-ly</i>)	able, any, appear, even, finally, possible, return, right, took
29	<i>The City of Roses</i>	contractions	can't, didn't, isn't, it's
30	<i>Who Did It?</i>	syllable stress and schwa, and contractions	floor, gone, happened, problem, sure



Chalk Pictures




Jody Smith

Illustrated by Sonia Pérez

TCM

Teacher
Created
Materials



Kent is out for a walk. He sees a group of people. They are all bent down to look at something. What do they see?

Kent must see, so he goes up close to look. His friend Phil has made a big picture with chalk. It is a picture of a pond with the land around it.



Kent is out for a walk. He sees a group of people. They are all bent down to look at something. What do they see?



Kent must see, so he goes up close to look. His friend Phil has made a big picture with chalk. It is a picture of a pond with the land around it.

There are fish in the water with plants around the pond. It looks like swans live in it.

Kent sees a group of six frogs in the picture. One frog jumps out of the pond. How many are left?



There are fish in the water with plants around the pond. It looks like swans live in it.

Kent sees a group of six frogs in the picture. One frog jumps out of the pond. How many are left?

Phonics Focus

Final Blends

ant	land
bent	left
hand	must
help	nest
jump	plant
Kent	pond

Note: This is a sample of words that illustrate the phonics focus.

High-Frequency Focus

best
goes
last
left
live

Challenge Word

Phil's





Focused Phonics

Level 2

Teacher's Guide

foot

foot•ball

Look at the football!





Lesson 7—Final Consonant Blends

	Day 1	Day 2	Day 3	Day 4	Day 5
Phonics Focus	Build, blend, read, and write words with final consonant blends (<i>ft, st, lp</i>). Sort words. Do dictation.	Review words with final consonant blends (<i>ft, st, lp</i>) by listening for blends in words. Read and write words with final blends.	Build, blend, read, and write words with final consonant blends (<i>nt, nd, mp</i>). Do dictation.	Review words with final consonant blends (<i>nt, nd, mp</i>) by listening for blends in words. Read and write words with final blends.	Preview a fiction book and make predictions. Search for words with familiar phonics patterns before reading. Read the book.
High-Frequency Words	Introduce the HFWs: <i>best, goes, last, left, and live</i> .	Find familiar sounds in and search for HFWs.	Practice reading and writing HFWs with an interactive game.	Recognize HFWs and use them to read and write sentences.	Answer questions about key details.

Learning Outcomes

Students will...

- ⦿ Identify, blend, and segment words with final consonant blends.
- ⦿ Learn strategies to build, read, and write words with final consonant blends.
- ⦿ Identify, read, and write high-frequency words.
- ⦿ Read decodable books that highlight final consonant blends, with sufficient accuracy, rate, expression, and fluency.
- ⦿ Read and write to demonstrate understanding of a book that they have read using taught strategies and familiar phonics patterns.

Materials

Print Resources

- Book: *Chalk Pictures*
- *Student Guided Practice Book* (pages 65–73)
- Instructional Routines
- Sound Wall Cards: /f/, /t/, /s/, /l/, /p/ /n/, /d/, and /m/
- Letter Tiles and counters

Digital Resources

- Unit 3 Lesson 7 Warm-up presentation
- High-Frequency Word Cards
- High-Frequency Word Cards with Sentences
- Word Cards; pull words with final consonant blends
- Picture Cards; pull pictures with final consonant blends

Other Resources

- index cards
- mini whiteboards (*optional*)





Final Blends (*ft*, *st*, and *lp*)

	Routine	Lesson Notes
 Warm-up	Spiral Review (card 18)	<ul style="list-style-type: none"> Follow the routine using the <i>Unit 3 Lesson 7 Warm-up</i> presentation. Have students say the sound(s) for the letter(s) on each slide.
 Review	Continuous Blending (card 3)	<ul style="list-style-type: none"> Review the /f/, /t/, /s/, /l/, and /p/ Sound Wall Cards if needed. Follow the routine using these words: <i>lap</i>, <i>fit</i>, <i>pats</i>, and <i>sit</i>.
 Play with Sounds	I Say, You Say (card 7)	<ul style="list-style-type: none"> Say, "In this unit, we are going to learn final blends. Final blends are two or more consonants blended at the end of a word. The sound of each consonant can be heard." Follow the routine using these words broken into onsets and rimes: <i>last</i> (<i>l ast</i>), <i>dust</i> (<i>d ust</i>), <i>pulp</i> (<i>p ulp</i>), <i>rust</i> (<i>r ust</i>), and <i>soft</i> (<i>s oft</i>).
 Learn	Word Building (card 24)	<ul style="list-style-type: none"> Provide students with <i>Letter Tiles</i>. Follow the routine using sets of words. (Start the routine over between each set of words.) <ul style="list-style-type: none"> » <i>left</i>, <i>lift</i>, <i>sift</i>, and <i>shift</i> » <i>cast</i>, <i>vast</i>, <i>vest</i>, <i>pest</i>, and <i>chest</i> » <i>kelp</i>, <i>help</i>, and <i>yelp</i>
 Read	Sort Words (card 17)	<ul style="list-style-type: none"> Follow the routine using <i>Sort the Words</i> (page 65 in the student book). Encourage students to use continuous blending to read the words as they write them in the correct columns.
 Write	Dictation (card 5)	<ul style="list-style-type: none"> Follow the routine using these words: <i>draft</i>, <i>cast</i>, <i>gulp</i>, <i>loft</i>, <i>list</i>, and <i>pulp</i>. Use the sentence: <i>Sam adds zest to his last dish.</i>
 High-Frequency Words	Introduce HFWs (card 9)	<ul style="list-style-type: none"> Follow the routine to introduce the HFWs <i>best</i>, <i>goes</i>, <i>last</i>, <i>left</i>, and <i>live</i>. (/b/ /ě/ /s/ /t/; /g/ /ō/ /z/; /l/ /ă/ /s/ /t/; /l/ /ě/ /f/ /t/; /l/ /ř/ /v/)

Reteach

Use the Continuous Blending routine (card 3) to help students struggling to read words with final consonant blends *ft*, *st*, and *lp*. Model blending and then reading the words.






Summarize

Say, "Turn to a partner and give them three examples of words that have a final consonant blend of *st*."





Review—Final Blends (*ft*, *st*, and *lp*)

	Routine	Lesson Notes
 Warm-up	Spiral Review (card 18)	<ul style="list-style-type: none"> Follow the routine for each slide of <i>Unit 3 Lesson 7 Warm-up</i>, having students raise their hands when they see a three-letter consonant blend. They should keep their hands down for other phonics patterns.
 Play with Sounds	Stomp If You Hear It (card 19)	<ul style="list-style-type: none"> Say, “We learned a final consonant blend is two or more consonants blended at the end of a word. The sound of each consonant can be heard. One of the blends was <i>st</i>.” Follow the routine using <i>st</i> and these words: <i>let, fan, just, jest, mats, cast, vest, cats, fist, stun, twig, and fast</i>.
 Learn	n/a	<ul style="list-style-type: none"> Review the <i>ft</i> and <i>lp</i> final consonant blends by working with students to brainstorm words that end with these blends. Have students complete <i>Build It</i> (page 66 in the student book).
 Read and Write	Word Riddles (card 26)	<ul style="list-style-type: none"> Follow the routine using these words: <i>twist, quest, drift, lift, gulp, and help</i>. Support students as they write clues related to phonics.
 High-Frequency Words	Practice HFWs (card 14)	<ul style="list-style-type: none"> Follow the routine using <i>Recognize the Words</i> (page 67 in the student book) with these HFWs: <i>best, goes, last, left, and live</i>.

Reteach

Use the Blend Sounds routine (card 2) to help students practice reading words with final consonant blends.







Summarize

Say, “Today we reviewed final consonant blends *ft*, *st*, and *lp*. Turn to a partner, and tell them three words you sorted that end with the blend *ft*.”





Final Blends (*nt*, *nd*, and *mp*)

	Routine	Lesson Notes
 Warm-up	Spiral Review (card 18)	<ul style="list-style-type: none"> Follow the routine using the <i>Unit 3 Lesson 7 Warm-up</i> presentation. Have students say the sound(s) for the letter(s) on each slide.
 Review	Cumulative Blending (card 4)	<ul style="list-style-type: none"> Review the /n/, /t/, /d/, /m/, and /p/ <i>Sound Wall Cards</i>, if needed. Follow the routine using the words <i>mud</i>, <i>net</i>, <i>den</i>, and <i>pit</i>.
 Learn	Word Building (card 24)	<ul style="list-style-type: none"> Write the words <i>hunt</i>, <i>band</i>, and <i>jump</i> where students can see them. Introduce the final consonant blend in each word (<i>nt</i>, <i>nd</i>, or <i>mp</i>). Provide students with <i>Letter Tiles</i>. Follow the routine using these sets of words: <i>ant</i>, <i>chant</i>, <i>rant</i>, <i>rent</i>, <i>spent</i>, <i>spend</i>, <i>blend</i>, and <i>blond</i>; <i>ump</i>, <i>lump</i>, <i>plump</i>, <i>clump</i>, and <i>clamp</i>.
 Read	Sort Words (card 17)	<ul style="list-style-type: none"> Follow the routine using <i>Sort the Words</i> (page 68 in the student book). If time allows, ask students to sort the words in another way. Have them share their reasoning to explain how they sorted the words.
 Write	Dictation (card 5)	<ul style="list-style-type: none"> Follow the routine using these words: <i>tint</i>, <i>dent</i>, <i>mend</i>, <i>bland</i>, <i>damp</i>, and <i>chomp</i>. Use the sentence: <i>The vet sent the chimp to rest.</i>
 High-Frequency Words	Practice HFWs (card 14)	<ul style="list-style-type: none"> Follow the routine using <i>Play with the Words</i> (page 69 in the student book) using these HFWs: <i>best</i>, <i>goes</i>, <i>last</i>, <i>left</i>, and <i>live</i>.

Reteach

Use the words from Word Building and follow the routine for Use Sound Boxes to Segment (card 22) to support students struggling to read, and ask students to help identify words with final consonant blends.






Summarize

Say, "Today we practiced identifying, building, and reading words with the final consonant blends *nt*, *nd*, and *mp*. What are two examples of words that end in *nt*?"





Review—Final Blends (*nt*, *nd*, and *mp*)

	Routine	Lesson Notes
 Warm-up	Spiral Review (card 18)	<ul style="list-style-type: none"> Follow the routine for each slide of <i>Unit 3 Lesson 7 Warm-up</i>, having students raise their hands when they see a trigraph. They should keep their hands down for other phonics patterns.
 Play with Words	Match It (card 12)	<ul style="list-style-type: none"> Give pairs of students three index cards, each with one of the following labels: <i>nt</i>, <i>nd</i>, and <i>mp</i>. Follow the routine using these words: <i>cramp</i>, <i>blond</i>, <i>hint</i>, <i>dent</i>, <i>tend</i>, <i>lamp</i>, <i>champ</i>, <i>stunt</i>, and <i>pond</i>. As you say each word, students hold up the corresponding final consonant-blend letters.
 Learn	n/a	<ul style="list-style-type: none"> Review the difference between digraphs and blends. Model looking for digraphs and blends before asking students to blend each of these words: <i>shrimp</i>, <i>thump</i>, <i>wind</i>, <i>bland</i>, <i>grant</i>, <i>slant</i>, <i>squint</i>, <i>fend</i>, and <i>wimp</i>.
 Read and Write	Word Hunt (card 25)	<ul style="list-style-type: none"> Follow the routine using <i>Find It and Use It</i> (page 71 in the student book).
 High-Frequency Words	Read and Write HFWs (card 16)	<ul style="list-style-type: none"> Follow the routine using <i>Read and Write</i> (page 72 in the student book) with these HFWs: <i>best</i>, <i>goes</i>, <i>last</i>, <i>left</i>, and <i>live</i>.

Reteach





Follow the Word Squish routine (card 27) to give struggling students a tactile opportunity to explore words with final consonant blends. Use picture cards to support students as they listen to and say the words.

Summarize

Say, “In this lesson we practiced identifying, reading, and writing words with final consonant blends. Look around the room. What things can you see that end with a final blend?”




Read and Comprehend—*Chalk Pictures*

	Routine	Lesson Notes
 Preview	n/a	<ul style="list-style-type: none"> • Read aloud the title, <i>Chalk Pictures</i>. Have students identify the word with a digraph and a silent-letter team (<i>chalk</i>). Have students look at the cover and make predictions about the story. • Read aloud pages 2–3 of the story. Discuss the text-first structure of the book. Pages 2–3 have no pictures so students can focus on decoding the words and visualizing the story. • Turn to pages 4–5 and ask students to make observations. They should notice the text from the previous pages is repeated, this time with pictures.
 Play with Words	Quick—Find, Write, Picture (card 15)	<ul style="list-style-type: none"> • Distribute whiteboards or paper to students. • Follow the routine by having students look for words with final consonant blends in <i>Chalk Pictures</i>. • Follow the routine a second time, directing students to find high-frequency words. (<i>best, goes, last, left, live</i>)
 Read	n/a	<ul style="list-style-type: none"> • Have students read the book independently. Encourage students to blend to read words and visualize the story before turning to the pages with pictures. They should reread the words on the pages with pictures. • Have students read the book with you. Have the left and right sides of the classroom whisper-read alternate pages while you read aloud. • Ask partners these questions about the book. Have them find details in the text or images to support their answers. <ul style="list-style-type: none"> » What are the group of people looking at? » What animals does Phil draw on the land? » How do Phil and Kent help each other at the end?
 Write	n/a	<ul style="list-style-type: none"> • Have students complete <i>Read and Respond—Chalk Pictures</i> (page 73 in the student book). Remind students to write responses using complete sentences.

Summarize

Say, “We read *Chalk Pictures*, a book that has words with final consonant blends and high-frequency words. Turn to a partner, and discuss why you like or don’t like drawing with chalk.”





Focused Phonics

Student Guided Practice Book



light
/l/ /ī/ /t/



cap
/k/ /ă/ /p/



helmets
hel•mets



baseball



cleat
/c/ /l/ /ē/ /t/

Name: _____ Date: _____

Sort the Words

Directions: Read each word. Sort the words by final blend.

left	gift	shift	soft
west	dust	last	must
help	yelp	gulp	pulp

<i>ft</i>	<i>st</i>	<i>lp</i>



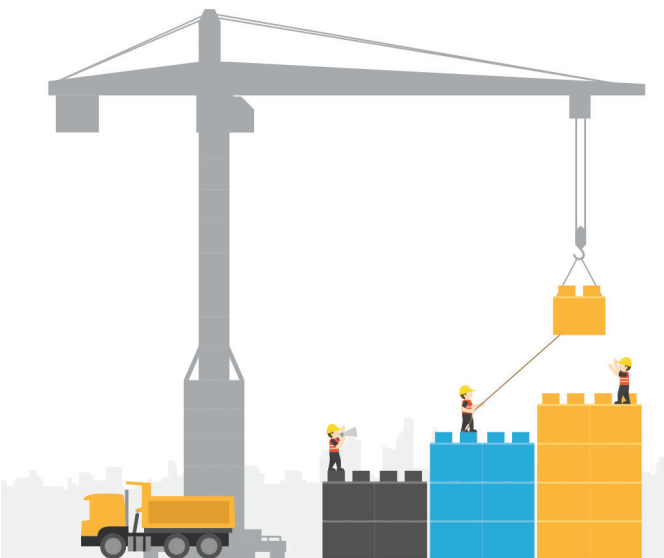
Name: _____ Date: _____

Build It

Directions: Write words using the letters in boxes and the final blends. Look at the examples to get started.

gi	ra	so	li	le
ft				
gift				

fa	we	la	be	ca
st				
fast				



ke	he	ye	pu	gu
lp				
kelp				

Name: _____ Date: _____

Recognize the Words

Directions: Read the words in the Word Bank. Highlight familiar phonics patterns. Complete the word search. Each word appears twice.



Word Bank

BEST

GOES

LAST

LEFT

LIVE

H	B	T	S	A	L	V
L	E	Y	C	I	W	G
E	S	T	V	J	W	S
F	T	E	F	X	W	T
T	M	L	G	E	S	E
B	N	O	A	E	L	V
N	E	U	B	S	R	I
S	G	O	E	S	T	L
X	P	F	W	H	T	E

Name: _____ Date: _____

Sort the Words

Directions: Read each word. Use the color code to color the bubbles by their final blends.

nt = **blue**

nd = **red**

mp = **yellow**



Name: _____ Date: _____

Play with Words

Directions: Follow the directions to play a memory game.

1. Cut apart the word cards.
2. Place the word cards face down so you can't see the words.
3. Turn over one card, say the word, and spell it.
4. Turn over another card.
5. If the words are the same, keep the cards facing up.
6. If the words are different, turn the cards over and try again.
7. Continue playing until all cards are facing up.



best

best

goes

goes

last

last

left

left

live

live

Name: _____ Date: _____

Find It and Use It

Directions: Read the sentences. Find and circle the words with final consonant blends (*nt*, *nd*, *mp*).

1. Grandma sent me a card for my birthday.
2. The wind blew leaves into the sky.
3. Mattias loves to camp at the beach.
4. We rode bikes by the pond.
5. Carlos and his sisters went to the park.
6. Turn the lamp off when you are done.



Directions: Draw a picture that shows the meaning of two words you circled. Label the words in the drawing.

A large, empty rectangular box with a dashed border in purple and green. The box is intended for the student to draw a picture based on the directions above.

Name: _____ Date: _____

Read and Write

Directions: Write the words from the Word Bank in alphabetical order.

Word Bank

left

last

best

live

goes

1. _____

2. _____

3. _____

4. _____

5. _____

Directions: Write three sentences. Each sentence should use at least one word from the Word Bank.

1. _____

2. _____

3. _____

Name: _____ Date: _____

Read and Respond—Chalk Pictures

Directions: Respond to each question using details from the story.

1. Who draws the big picture with chalk? What lives in the pond?

2. How does Kent help Phil?

3. What would you do with chalk?



Sort Words/Pictures

Objective: Identify similarities and differences in phonics patterns by sorting.

Materials: Word Cards, Picture Cards

Whole Group

1. Prepare a list of words to demonstrate a phonics concept. If using *Word Cards*, display and read aloud the words with students to be sure they know the words. If using *Picture Cards*, display the pictures, and name them.
2. Give pairs of students sets of cards with words or pictures on them.
3. Have partners sort the words/pictures based on similar letters or sounds. You may choose to tell partners how to do the sort by introducing categories and sorting one or two examples, or you may have partners determine categories on their own.
4. Have partners share how they sorted the words/pictures and explain why they put specific cards in each category. Model the sorts for the whole group. Discuss the different categories partners used to sort their words.

Independent

1. Have students independently sort words/pictures and explain to you their rationale for sorting words the way they did.
2. Use this independent sort to assess student understanding of phonics patterns.

English Language Support

- At the beginning of the activity, spend more time naming the pictures or words. Name the first card, and pass it to the first student. Then, that student should name the card, and pass it to the next student, etc.

Word Building

Objective: Visually manipulate or build a sequence of words one letter, sound, or syllable at a time.

Materials: Letter Tiles (digital resources)

Whole Group

1. Prepare a list of words that you would like students to build.
2. Give each student *Letter Tiles*, and make sure they're sitting in front of a flat surface.
3. Say a word for students to build with the tiles. Then, change one phoneme in that word to create another word. For example, if the first word was *pot*, you could ask students to change *pot* to *spot*.
4. Continue to change the words one phoneme at a time in the same position (beginning, middle, or end).
5. As students grow more familiar with the routine, follow steps 2–4, changing letters in any position, including adding or removing letters. (For example, change *truck* to *luck*, *luck* to *lump*, *lump* to *lamp*, *lamp* to *glamp*, and so on).

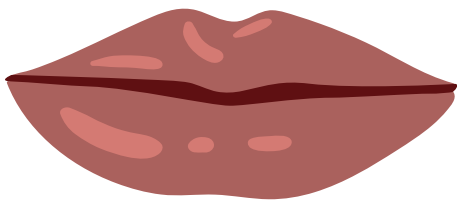
Independent

1. After following the routine as a whole group a few times, dictate words, but have students write the words instead of building them using *Letter Tiles*.

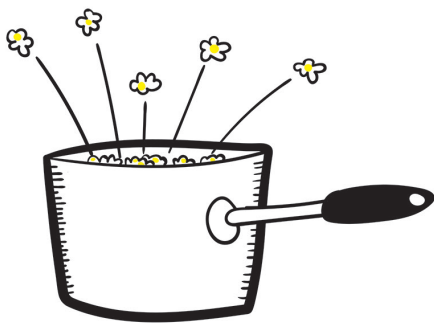
English Language Support

- Teach students questions to help them ask about the meanings of words.
 - *What does _____ mean?*
 - *How do you use _____ in a sentence?*

This routine is based on Letter Lessons and First Words by Heidi A. Mesmer.



/p/



p

pp

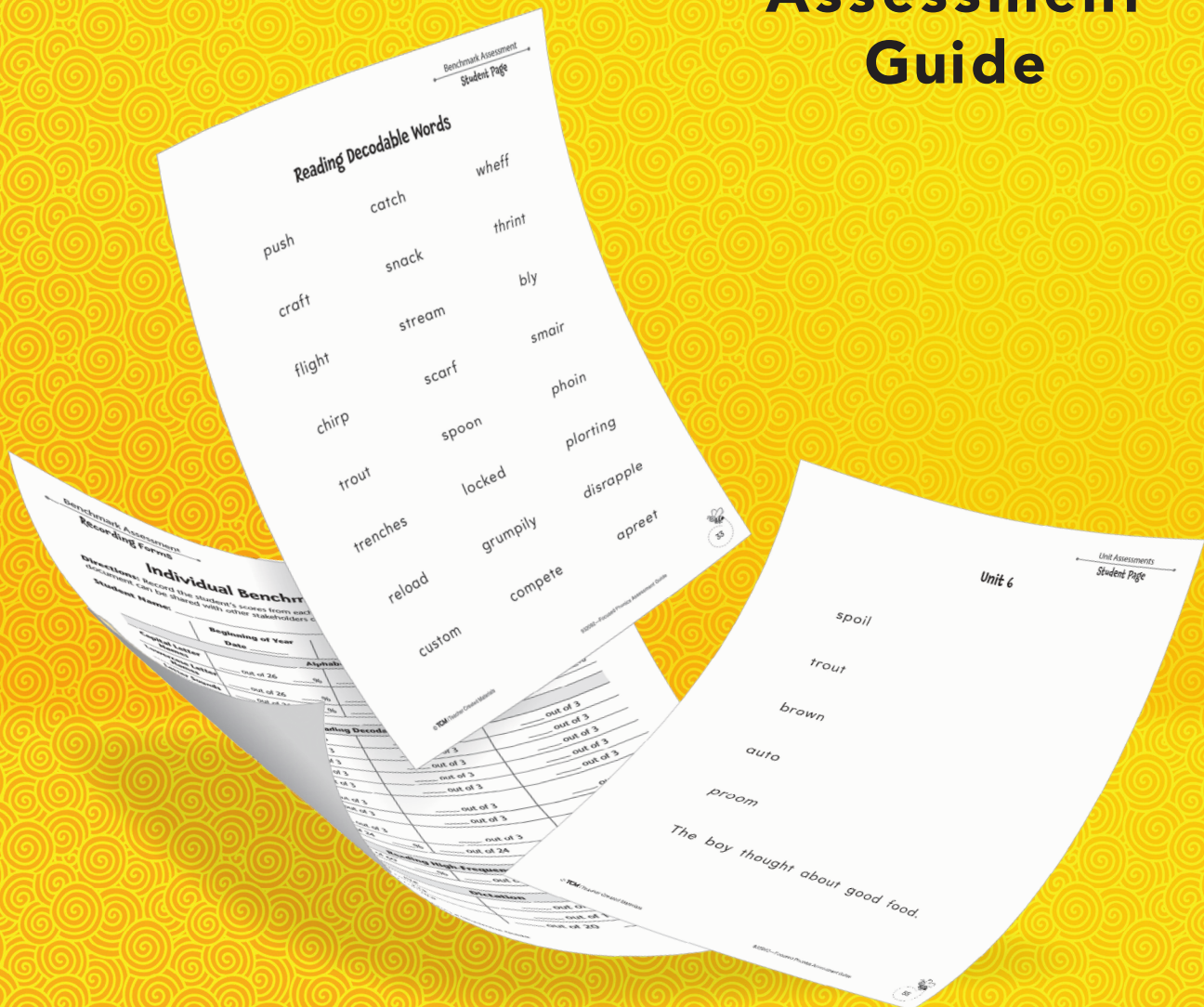




Focused Phonics

Level 2

Assessment Guide





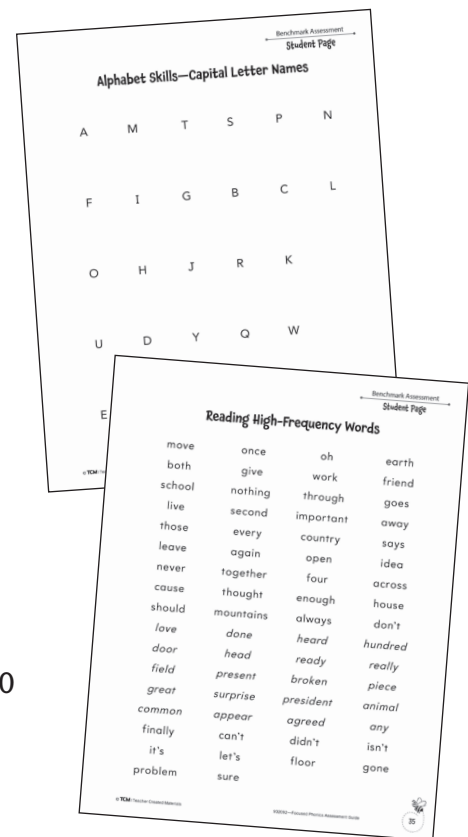
Types of Assessments in *Focused Phonics*

Focused Phonics has a number of different assessments to help teachers plan their instruction and determine reteaching opportunities. Varied assessment options help meet the needs of diverse students, schools, and districts and give educators the data they need to meet the needs of their students.

Benchmark Assessment

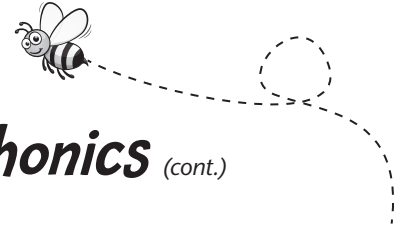
If your state or district does not have a required screener or benchmark assessment, use the assessment provided on pages 26–37. Students should be given the decoding sections of the benchmark assessment at the beginning, middle, and end of the year. The dictation section should be given in the middle and at the end of the year.

- The beginning-of-year benchmark assessment establishes a baseline for the phonics knowledge that students already possess; this is the starting point from which we expect students to grow with the explicit instruction being provided.
- If a student scores 90 percent or higher on the beginning-of-year benchmark assessment, they may need differentiation. See page 11 in the *Management Guide* for above-grade-level differentiation ideas.
- On the middle-of-the-year administration, it is expected that students will a) demonstrate measurable growth and b) demonstrate mastery (80 percent or greater) of skills that have been taught. This mid-year data will also establish a baseline for dictation, with progress being measured by the end-of-year administration.
- When students are given the benchmark assessment at the end of the year, it is expected that they will score 80 percent or greater on each section, providing that the entirety of the program has been implemented with fidelity.
- Beginning-, middle-, and end-of-year data can be compared side-by-side to demonstrate growth to a variety of stakeholders, including parents, teachers, and administrators.



If students do not make expected progress on the middle- and end-of-year administrations of the benchmark assessment, additional instruction may need to be provided in deficit areas. This could include reteaching of lessons related to specific skills on which students scored below 80 percent or consideration of additional phonics-based interventions. See page 16 for more information.

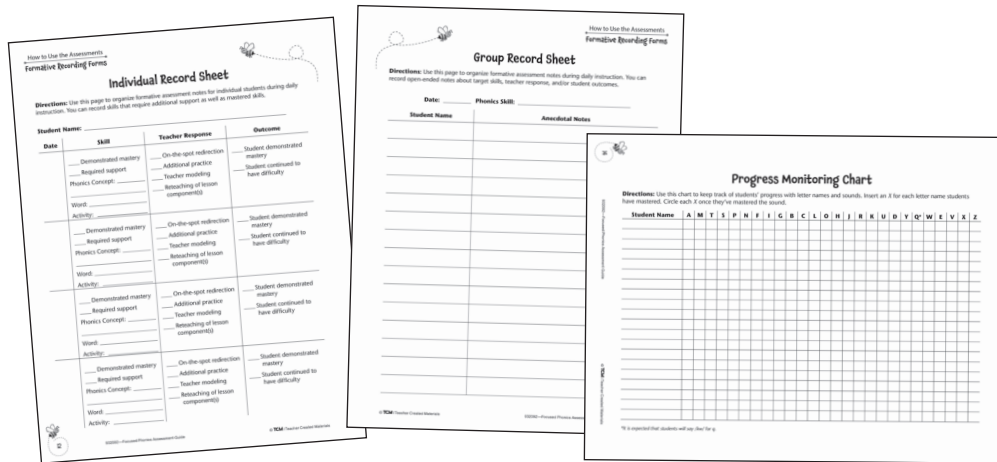




Types of Assessments in *Focused Phonics* (cont.)

Formative Assessments

Formative assessment data can be taken during *Focused Phonics* instruction, discussions, and interactive activities with students, and they can range from anecdotal observations to teacher notes based on student classwork. Included in this book are formative-assessment record sheets (pages 12–13) and a *Progress Monitoring Chart* (page 14) to assist in gaining the most insight using formative data.



Often, responding to formative assessment data right in the moment is most effective. For example, if you observe a student using an incorrect vowel sound, providing a quick reteaching in the moment can help to immediately correct this misunderstanding. As busy teachers, though, that’s not always possible. So, be sure to track student growth as much as possible on the record sheets, and include reteaching opportunities in your instructional plan.

Additional Formative Options

Included here are additional ways to evaluate students’ phonics skills as they progress through the scope and sequence of this program.

- **Phonemic Awareness**—Say CVC words and ask students to identify initial, medial, or ending sounds. For example, ask, “What is the first sound in *cat*?”
- **Alphabetic Principle**—Have students write capital letters and lowercase letters as you give letter names or letter sounds.
- **Blending Lines**—Use text with specific phonics patterns to assess students’ blending and decoding skills.
- **Dictation**—Observe students while they do dictation, and gather samples of student writing to assess areas of strength and weakness.
- **Whisper Reading**—Listen to students as they whisper-read decodable books or the backs of concept cards.





Types of Assessments in *Focused Phonics* (cont.)

Unit Assessments

In *Focused Phonics*, summative assessments are included for each unit, with the goal of 80 percent accuracy or greater. Use the *Unit Assessment Scoring Guide* (page 15) to evaluate student results on the unit assessments and to plan next steps for instruction. If students meet or exceed this benchmark, continue with lessons at the expected pace. If instruction is being provided to the whole class, you may want to use additional time for reteaching small groups or individuals as needed. If you are providing instruction to small groups, you may need to shift groupings based on student assessment data, grouping together students who are likely to need a slower pace and more reteaching.

Moderate Reteaching (55–79 percent):

Students who fall within this range may need one to three days of reteaching of specific target skills. This can include reimplementing of full lessons or selecting parts of a lesson for additional practice. You can use the *Moderate Reteaching Plan* (page 16) to structure the support you provide to students. After providing additional instruction, you should administer the unit assessment again. If students continue to fall within this range, continue with the next unit, understanding that spiral review will be built in. If students routinely score in this range, you may want to consider intensive reteaching.

Intensive Reteaching (0–54 percent):

Students who fall within this range have struggled with a significant number of concepts that have been taught within the unit and will need additional supports beyond specific target skills. This may include reteaching key concepts from the unit or consideration of an intensive phonics intervention that moves at a pace more appropriate for the student.

How to Use the Assessments Formative Recording Forms	
Moderate Reteaching Plan	
Directions: If a student scores between 55–79 percent on a summative unit assessment, they may require additional reteaching of skills from that unit. Review the student's unit assessment to determine problematic sounds and/or high-frequency words that require reteaching. Use this template to select lesson components to target specific deficit skills. Reassess using the same summative unit assessment after providing reteaching.	
Deficit Skill(s)	Sound Phonics Concept(s): _____ High-frequency word(s): _____
Day 1 Reteaching	Reteach lesson components: Unit ____ Day ____ • Activity 1: _____ • Activity 2: _____
Day 2 Reteaching (optional)	Reteach lesson components: Unit ____ Day ____ • Activity 1: _____ • Activity 2: _____
Day 3 Reteaching (optional)	Reteach lesson components: Unit ____ Day ____ • Activity 1: _____ • Activity 2: _____
Unit Reassessment	Decoding: ____/5 Dictation: ____/6

Pacing Ideas

There is an assessment for each of the 10 units, but students do not need to complete every assessment. Since the decoding portion of the assessments needs to be given individually, you may choose to stagger which students take the assessments each unit. Consider placing students in three or more groups. Then, stagger which groups take each assessment so that you're able to fit the assessments into your instructional time.

