

Phonics Lesson Library™: Basic



Product Sample 5.2

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Introduction to the Phonics Lesson Library

Description of Product

The Phonics Lessons Library™ (PLL) is a collection of lessons that include all essential components for effective intervention instruction. PLL offers 75 week - long lessons, each focusing on a different skill. The comprehensive five-day lesson plan is designed to be taught across the week during 30 - minute intervention groups. The PLL provides a format for small - group instruction that is delivered explicitly and systematically, addressing targeted skill deficits.

The PLL is different from other intervention programs because the lessons can be started at any point after using to determine the lowest skill on the phonics continuum not yet mastered. The product is available in three phonics skill levels: Basic, Advanced and Multisyllable and includes 42 decodable passages for opportunities for students to practice and apply their newly acquired phonics skills.

PLL is different from other intervention programs because the lessons can be started at any point after determining with the Phonics Screener for Intervention™ (PSI™) the lowest skill on the continuum not yet mastered.

Basic PLL includes 32 Phonics Lessons and covers skills 2 - 5:

- Skill 2: Short Vowels (6 lessons)
- Skill 3: Blends and Past Tense (8 lessons)
- Skill 4: Digraphs (6 lessons)
- Skill 5: Long Vowel Silent - e and Phonograms (12 lessons)

Advanced PLL includes 25 Phonics Lessons and covers skills 6 - 9:

- Skill 6: Predictable Vowel Teams (5 lessons)
- Skill 7: Unpredictable Vowel Teams (6 lessons)
- Skill 8: Vowel - r (6 lessons)
- Skill 9: Complex Consonants and Past Tense (8 lessons)

Multisyllable PLL includes 18 Phonics Lessons and covers skills 10 - 15:

- Skill 10: Closed Syllables (4 lessons)
- Skill 11: Silent - e Syllables and Schwa (3 lessons)
- Skill 12: Open Syllables (3 lessons)
- Skill 13: Vowel Team Syllables (4 lessons)
- Skill 14: Consonant - le Syllables (1 lesson)
- Skill 15: Vowel - r Syllables (3 lessons)

The PLL includes everything educators need to teach the phonics lessons including easy-to-follow plans for five days of 30 - minute instruction, word cards, header cards, passages, fluency sheets, comprehension questions, fluency sheets, progress monitoring charts, and sight word and phonics review grids. The PLL End of Lesson Assessment enables teachers to determine skill mastery. A Parent Connection component provides an opportunity for teachers to send home short stories that include comprehension questions and a writing component, for parents to review with their child.



Components of the *Phonics Lesson Library (PLL)* – Basic (PH1247)

Updated December 2015

Materials Provided in Shipment

	<p>Teacher Lesson Plan</p>	<p>1 – 20 page booklet for each sub-skill (2.1, 2.2, 2.3...) Printed in booklet format in full-color</p>		
<p>Teacher Word Cards</p>	<p>Student Word Cards</p>	<p>Teacher Header Cards</p>	<p>Teacher Header Cards</p>	
<p>Teacher Passages</p>	<p>Student Passages</p>	<p>Review Grids</p>	<p>Fluency Sheets</p>	<p>Fluency Progress-Monitoring Table and Graph</p>

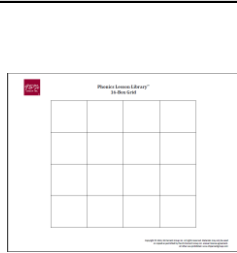


Components of the *Phonics Lesson Library (PLL)* – Basic (PH1247)

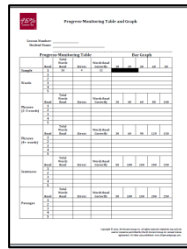
Updated December 2015

Materials Available Online

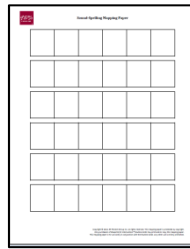
PLL: Ancillary Materials - Printed



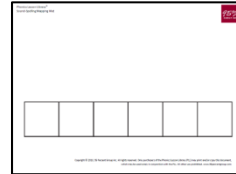
Blank Review Grid



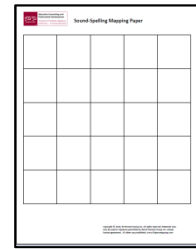
Fluency Progress-Monitoring Table and Graph



Smaller Sound-Spelling Mapping Paper

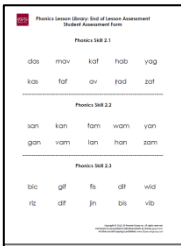


Sound-Spelling Mapping Mat

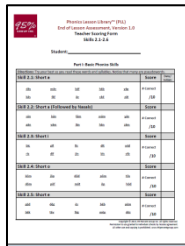


Sound-Spelling Mapping Paper

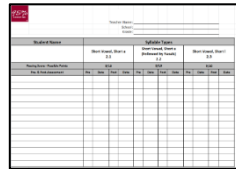
Basic PLL: Assessment Materials - Printed



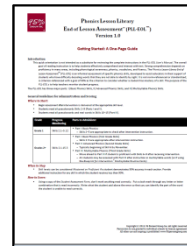
Student Assessment Form



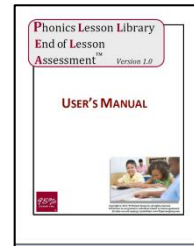
Teacher Scoring Form



PLL-EOL Grouping Form Basic



PLL-EOL Quick Start



PLL-EOL Users Guide

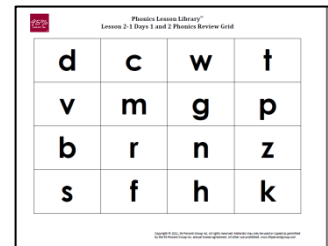
Printables



Comprehension Questions and Answer Keys



Fluency Sheets



Review Grids



Components of the *Phonics Lesson Library (PLL)* – Basic (PH1247)

Updated December 2015

Basic PLL: Using the PLL - Printed



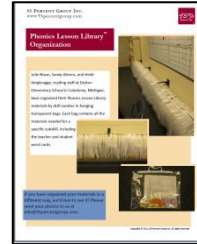
Common Conjunctions



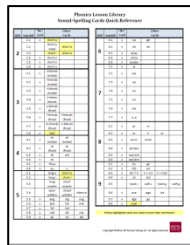
Common Prepositions



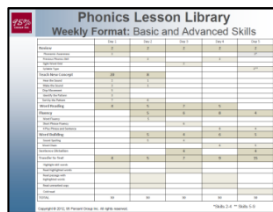
PLL List of Skills



Product Organization



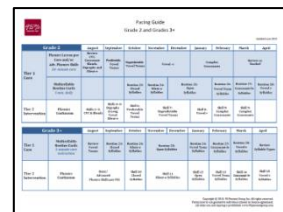
Sound-Spelling Card Chart



Weekly Format Chart Basic and Advanced Skills



Pacing Guide for K-1



Monthly Pacing Guide for Grades 2 and up

Video Playlist



Long Vowel Silent-e, Long i

Word Lists

Skill 5.2: Long Vowel Silent-e, Long i

PASSAGE 1			
Passage Words	Additional Pattern Words	Contrast Words	Contrast Pairs
1. bike		bit	bike/bit
2. fine		fin	fine/fin
3. life		lick	like/lick
4. like		mill	mile/mill
5. mile		pin	pine/pin
6. pine		pip	pipe/pip
7. pipe		rid	ride/rid
8. ride		Sid	side/Sid
9. side			
10. size			
11. time			
12. tire			

NOTE: Words in shaded boxes above are the words on the 20 word cards for each passage.

PASSAGE 2			
Passage Words	Additional Pattern Words	Contrast Words	Contrast Pairs
1. dime		dim	dime/dim
2. dine		din	dine/din
3. drive		hick	hike/hick
4. five		nip	nine/nip
5. hike		rip	ripe/rip
6. lime		slid	slide/slid
7. nine		whiff	whine/whiff
8. ripe		win	wife/win
9. slide			
10. stride			
11. whine			
12. wife			

NOTE: Words in shaded boxes above are the words on the 20 word cards for each passage.

PASSAGE 3 ("cold read" words)		
dive	shine	while
lke	stripe	wide
kite	strive	
pike	twine	

PSEUDOWORDS (no cards)
bripe
chibe
chine
cliffe
crife
dipe
dride
fide
grike
mide
mipe
prite
rike
shipe
sibe
sime
sline
strine
tife
vime
whive

Day 1 Lesson Plan for Phonics Intervention

Skill 5.2: Long Vowel Silent-e, Long i

One-Syllable Words

Review

2 Minutes

Phonemic Awareness: Substitution

MATERIALS None

- Say _____. Change /___/ to /___/ .
New word?

GOAL Students accurately substitute sounds and blend new words.

scrap	change /ă/ to /ā/ = scrape	past	change /ă/ to /ā/ = paste
shade	change /ā/ to /ă/ = shad	shack	change /ă/ to /ā/ = shake
grade	change /ā/ to /ă/ = grad	skate	change /ā/ to /ă/ = scat
plat	change /ă/ to /ā/ = plate	flack	change /ă/ to /ā/ = flake
tack	change /ă/ to /ā/ = take	grace	change /ā/ to /ă/ = grass
pale	change /ā/ to /ă/ = pal	glade	change /ā/ to /ă/ = glad

Teach New Concept

20 Minutes

1. Can you hear the sound? 2 Minutes

MATERIALS None

- Today we are going to learn to read and spell words with the /ī/ sound. Before we begin, I need to know if you can hear this sound.
- I'm going to say some words. If you can hear the /ī/ sound, raise your hand. If you don't hear the /ī/ sound, show me the "No" gesture (palm facing down, move hand from side to side).
- The first word is like. Students raise hands.
- The next word is lick. Students make "No" gesture.

Using word list provided, say each word and ask students to raise hand or give "No" gesture.

WORD LIST Passage 1

bike, rid, tire, mill, fine, time,
lick, pipe, Sid, life, size, bit, like,
side, fin, mile, ride, pin, pine, pip

2. Can you make the sound? 3 Minutes

MATERIALS 1 mirror per student



I DO Teacher models.

- Watch my mouth. I'll say the /ī/ sound.
- With my hand on my throat, I feel if there is a vibration when I say /ī/. Since there is a vibration, the /ī/ sound is voiced.
- The /ī/ sound is a continuant because I can hold it without stopping. Listen, /ī/.
- When I make the /ī/ sound, my mouth is open and my chin drops. My lips are relaxed. My tongue is just behind my bottom teeth.

WE DO Hand out mirrors to students.

- Look in your mirror while making the /ī/ sound. Is your mouth open or closed? Are your lips round or smiley? Where is your tongue? Put your hand on your throat. Do you feel a vibration when you say /ī/?
- I'm going to say some words. If you hear the /ī/ sound in the word, say /ī/. If you don't hear the /ī/ sound, say "No."

Use word list provided. Listen for and correct articulation errors.

GOAL Students hear and make focus sound in spoken words.

3. Can you identify the sound-spelling pattern with chips? 5 Minutes

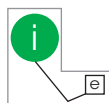
(Note: This step is optional if phonics chips are not available.)

MATERIALS Sound and Spelling Chips, Sound-Spelling Mapping Mat (*Phonics Chip Kits* available from 95 Percent Group)

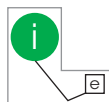
I DO Teacher models.

FIND THE PATTERN:

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



I'm going to use chips to represent sounds in a word. The blue chips represent consonant sounds, the red chip represents a short vowel sound, and a green chip represents a long vowel sound.



The first word is pine. The sounds are /p/ /ī/ /n/. Watch me pull down the chips: a blue chip for /p/, a green chip for /ī/, and another blue chip for /n/. Let's review: /p/ /ī/ /n/, pine.

The word pine has the long /ī/ vowel sound. I'll replace the green sound chip with the green i spelling chip. This is one way to spell the long /ī/ sound. Notice that i and e are connected, and there's a blue chip in between. This represents the silent-e pattern. Let's review: /p/ /ī/ /n/, pine. The word pine has the silent-e pattern.

Watch me try another word. I'll move the chips back to the top of the mat.

The next word is pin. The sounds are /p/ /i/ /n/. Watch me pull down the chips: /p/ /i/ /n/. I used the red sound chip because the word pin has a short /i/ sound. This word does not have a silent-e pattern. Let's review: /p/ /i/ /n/, pin.

Use word list on prior page to practice more words.

GOAL Students use sound and spelling chips to represent sounds in spoken words.

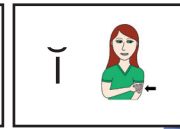
MATERIALS Teacher Word Cards Passage 1, Teacher Sound-Spelling Header Cards (long i and short i), pocket chart

4. **Can you identify the pattern in words?** 3 Minutes

I DO Teacher models.

Show the first Teacher Word Card. (pine) I'll look for the long i silent-e syllable pattern.

- **First, I find the vowel letters.** With your fingers in the shape of a v, touch under both the i and e vowel letters.
- **There are two vowel letters—i and silent-e.**
- **There is the vowel letter *i*, followed by one consonant, and then a silent-e. This word has the long i silent-e syllable pattern, and the vowel sound is /ī/.**
- **The gesture looks like this.** Hold two fingers up in a v-shape to indicate the placement of the vowels.



5. **Can you sort the cards by pattern?** 7 Minutes

I DO Teacher models.

- **I place the word card in the pocket chart under the Long i Header Card.** Don't ask students to read words.
- **Let me show you another word.** Show contrast word. (pin)
- **First, I find the vowel letter or letters.** Point below the vowel letter *i*.
- **This word follows the closed syllable pattern.** Make closed fist gesture under the word. **There is one vowel followed by one or more consonants. The vowel sound is /i/. This word is not silent-e.** Make "No" gesture (palm facing down, move hand side to side).
- **I place the word card in the pocket chart under the Short i Header Card.**

WE DO Sort all of the remaining Teacher Word Cards into the pocket chart.

- **Let's sort more words together.** I'll answer and gesture with you.
- **Pretend to touch the vowel letter or letters.**
- **How many vowel letters?**
 - 1 vowel—Ask:
 - **Silent-e or not Silent-e? Not silent-e** Make "No" gesture.
 - **Syllable type and gesture? Closed** Make closed gesture.
 - **Sound? /i/**
 - **Where should we place this word card? Under the Short i Header Card**
 - 2 vowels—Ask:
 - **Silent-e or not Silent-e? Silent-e** Make silent-e gesture.
 - **What's the letter pattern? One vowel, one consonant, and a silent-e at the end**
 - **Sound? /ī/**
 - **Where should we place this word card? Under the Long i Header Card**

Teacher stops answering with students once they are accurate.

GOAL Students describe the silent-e pattern as one vowel letter, one consonant letter, and a silent-e at the end. Students identify words that contain the silent-e pattern, provide the silent-e gesture, and produce the correct long vowel sound.

Word Reading Accuracy

4 Minutes

Can you read the words?

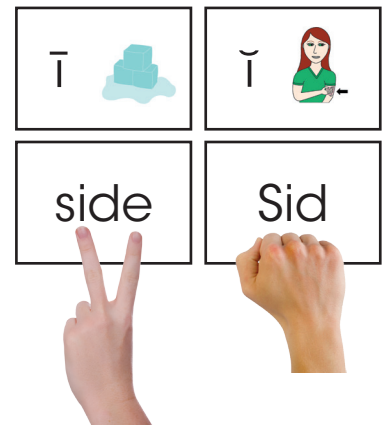
MATERIALS Teacher Word Cards Passage 1, Teacher Sound-Spelling Header Cards (long i and short i), pocket chart

I DO Teacher models.

- Now we'll read some words. Watch what I do to read this word. Show the first Teacher Word Card. (side)
 - First, I decide if this is a silent-e or not silent-e syllable.
 - I find the vowel letters. With my fingers in a v-shape, I touch the vowels. There are two vowel letters.
 - There is a single i, a single consonant, and a silent-e. Tap fingers in v-shape below the two vowels.
 - The syllable type is silent-e, and the vowel sound is /i/.
 - I sweep a finger under the word and say, side.
 - This word follows the long vowel i silent-e pattern. I place the word card under the Long i Header Card.
- I'll read another word. Show the Teacher Word Card for a contrast word. (Sid)
 - I find the vowel letter and touch under it.
 - There is only one vowel letter. Tap the vowel.
 - This is not silent-e. Make "No" gesture.
 - The syllable type is closed (closed gesture), the vowel sound is /i/, and the word is Sid.
 - I place the word card under the Short i Header Card.

WORD LIST Passage 1

Pattern Words: bike, fine, life, like, mile, pine, pipe, ride, side, size, time, tire
Contrast Words: bit, fin, lick, mill, pin, pip, rid, Sid



WE DO Read the remaining Teacher Word Cards.

- Let's read more words together. I'll answer with you.
- Find the vowel letter or letters and pretend to touch them. Students pretend to touch the vowel letter(s) on the teacher card.
- Check for the pattern. How many vowel letters are there? Answer varies.
- Is one vowel letter an i followed by a single consonant and a silent-e?
 - Yes: Tap under the vowels with fingers in a v-shape and ask, **Sound?** Sweep a finger under the word and ask, **Word?**
 - No: Tap under the vowel with one finger and ask, **Sound?** Sweep a finger under the word and ask, **Word?**
- Where should we place this word card? Answer varies.

Teacher stops answering with students once they are accurate and fluent.

GOAL Students accurately identify words by their syllable type, make the correct gestures, say the correct vowel sounds, and accurately read the words.

Transfer to Text

4 Minutes

MATERIALS Teacher copy Passage 1, Student copy Passage 1, highlighters

Passage 1	Steps
Sid and Slim's Bike Ride	<ol style="list-style-type: none"> 1. Highlight skill words in passage and count them. 2. Read only skill words that have been highlighted.

GOAL Students identify and read pattern words in a text.

Sid and Slim's Bike Ride

Sid and Slim like to ride bikes. They have a fine time when they ride. Slim wants Sid to ride with him to Pine Lake. Pine Lake is a nine-mile ride. Sid asks, "Do we have time to ride to Pine Lake?"

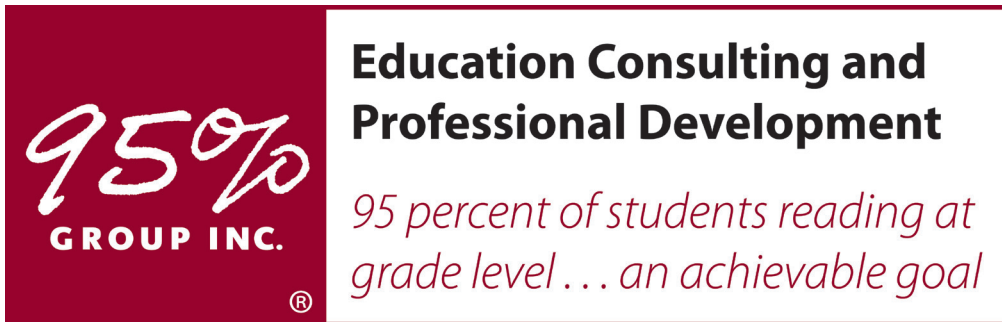
"Yes!" Slim yells. "Pine Lake is by the old mine. We can hunt for rocks of the mine. Then, we can fish and loaf in the shade of the pines of the lake!"

Slim and Sid ride bikes to the mine by the lake. At the mine, Sid rides over rocks. He hits the bike's brakes. Crash! Sid's bike slides into a big pipe. The pipe fits the bike's tire. The size of the pipe is big. The bike is on its side.

Sid has a big scrape on the side of his leg. Sid's points have a rip the size of his hand. "Heed How can't ride my bike with this big rip in my heel!" yells Sid.

Slim says, "I will get help. Sid." Slim rides for his tire. Nine miles go by fast. He gets help to fix Sid's bike tire. Slim's dad has a fix-it kit. Slim's dad can fix the bike's tire. Slim and Dad ride to Pine Lake in the van. Dad will fix Sid's bike and the scrape on his leg. After the fix is fixed, Sid and Slim ride with dad in his van.

When Sid and Slim ride nine miles to the mine again, they take the fix-it kit on the ride just in case!



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