

• INTRODUCING •

# Flying Start to Literacy: PHONICS™

An exciting new resource for explicit and systematic  
phonics instruction for young students



# Program Introduction



*Flying Start to Literacy: PHONICS™* will engage your students and support their literacy development with instructional practices that are based on research and are both meaningful and supportive.

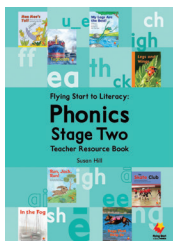
All the key components of a rich Foundational Skills resource are covered. Students are encouraged to explore oral language with rhymes and chants, to build vocabulary, and to engage in phonological awareness activities.

The program follows a scope and sequence of skills and knowledge from common sounds of consonants and vowels to less common letter–sound patterns. Each Teaching Unit supports the explicit and systematic teaching of phonological awareness, phonics, morphology, and high-utility words. Writing instruction is included in each unit, providing opportunities for teaching letter–sound knowledge.

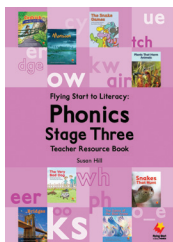




Stage One		
Modules One, Two, and Three	Common sounds of consonants and vowels	<ul style="list-style-type: none"> <li>• Teacher Resource Book</li> <li>• 30 Decodable Books</li> <li>• <i>The Big Book of Rhymes</i></li> <li>• Alphabet Cards</li> </ul>



Stage Two		
Modules Four and Five	Double letters, adjacent consonants, long vowels	<ul style="list-style-type: none"> <li>• Teacher Resource Book</li> <li>• 20 Decodable Books</li> </ul>

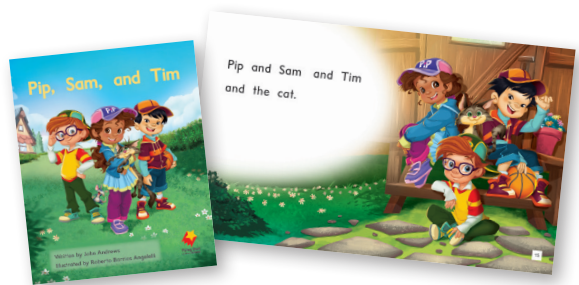
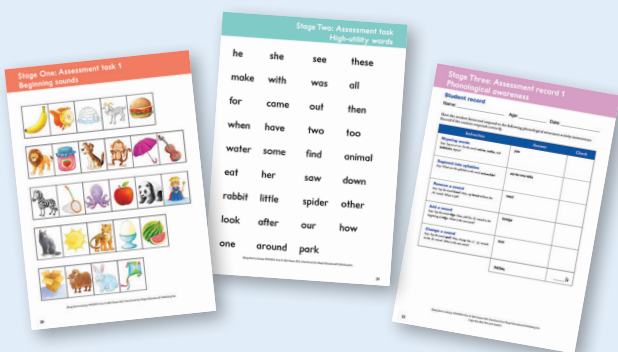


Stage Three		
Modules Six and Seven	Less common letter sounds	<ul style="list-style-type: none"> <li>• Teacher Resource Book</li> <li>• 20 Decodable Books</li> </ul>

## Assessment

**Assessment** allows for the placement of students within the program, organizing them for learning, and monitoring their progress.

*Flying Start to Literacy: PHONICS™* follows an explicit and systematic phonic progression that flows seamlessly into the *Flying Start to Literacy™* small group reading resource.



## What and when are the students reading?

Exciting, engaging decodable books provide a foundation for beginning readers as they progress to independent reading in later primary grades. The books match the teaching sequence and support the students as they put what has been learned into practice. The seventy decodable books support the letter-sound correspondences and high-utility words taught throughout the program and allow students to use their decoding and word recognition skills to develop fluency and comprehension. The student texts are 100% decodable when the sequence of instruction has been followed.

# What to expect from *Flying Start to Lit*



## A Clearly Defined Progression in the Scope and Sequence

- The Scope and Sequence moves from simple letter-sound correspondences to more complex.
- The sequence provides time for foundation skills to be established.
- Clearly defined goals for each Teaching Unit (and each activity within the unit) are a feature of the program.
- Recently taught letters and sounds are carefully reviewed.
- There are ample practice and application opportunities for student accuracy and confidence.



## Oral language

Oral language involves listening comprehension and underpins reading and writing.



## Vocabulary

- Vocabulary development of new words occurs in each lesson.
- Vocabulary is linked to comprehension.
- Vocabulary used in chants and rhymes is defined.



## Instruction in Foundational Skills: Phonological Awareness

Phonological awareness is linked to the focus of each Teaching Unit—as in “Say *rat*.” “Now say *rat* without the /r/.” “Yes, at.”



## Phonics

- Teaching goals for letter sounds are explicitly stated.
- Words with the target letter sound occur in word-building activities.
- A writing activity is part of each Teaching Unit.
- Practice sentences that feature the focus letter-sound provide students with opportunities to decode and practice reading words with the letters and sounds they have learned.
- Multiple activities are used for the review and practice of the letter sounds:
  - Dictation of words occurs in units and reviews.
  - Sound-letter charts are used for multisensory learning of letter sounds.
  - Clear images for each letter sound can be used in activities in daily revision.



## Morphology and Spelling Rules

- Word building is developed.
- Morphological awareness builds word awareness.
- Activities for building words are provided.



## High-utility Words

- Useful words for reading and writing are taught and analyzed using sound-letter charts (orthographic mapping).
- The addition of new words and the revisiting of those already taught occurs in teaching units and decodable texts.



## About the Author

**Dr. Susan Hill** is an Associate Professor of Early Childhood Education. An acclaimed researcher in the field of early language and literacy, she is the author of a number of books for teachers including *Developing Early Literacy: Assessment and Teaching* (Third Edition), research articles and chapters for the *Handbook of Research on the Education of Young Children*, the *Handbook of Research Methods in Early Childhood Education*, and *Contemporary Perspectives on Research in Assessment and Evaluation in Early Childhood Education*.



### Assessment

- Systematic reviews of content newly taught within each Teaching Unit.
- Further rigorous reviews are provided at the end of each Module.
- Comprehensive one-on-one Assessments are provided for each Stage.
- Decodable books are provided for each Module to check for decoding, fluency, and comprehension skills.



### Fluency

- Fluency is encouraged in multiple readings of decodable books.
- Fluency and accuracy of letter sounds and letter names is encouraged.
- Practice and accurate reading and writing of the letter-sounds is essential.



### Decodable Books

- Decodable books provide practice for the phonics skills taught in each lesson.
- The books have engaging content and illustrations.
- From Stage Two onward, the decodable texts are paired informational and fiction books.
- Each book has easy-to-use Teaching Notes at the back of the text.
- Comprehension questions are literal, interpretive, and evaluative.
- The phonic focus is easy to identify in the decodable books, and is repeated within the book.
- The decodable books align with the scope and sequence.



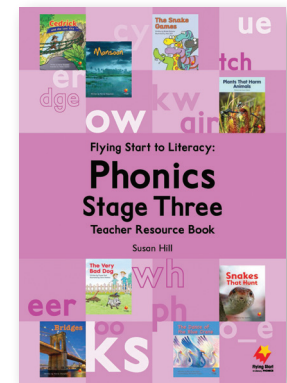
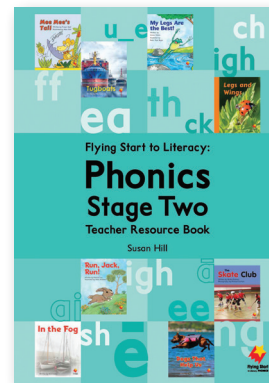
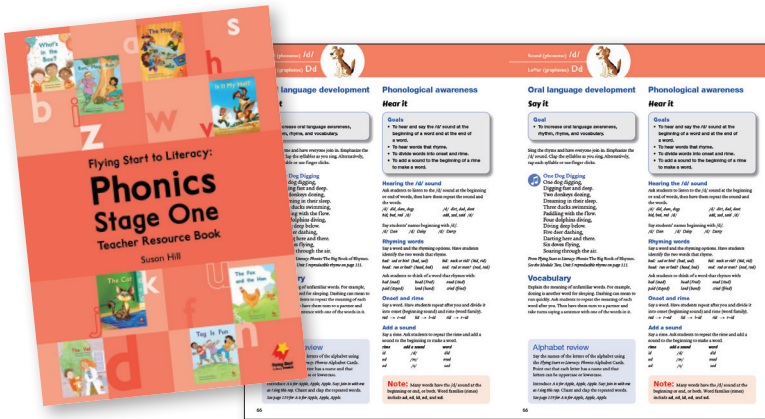
### Comprehension

- Listening comprehension is emphasized.
- Meaning-making occurs in fiction and informational texts.
- Content knowledge is developed in informational texts.
- Fluency is built to support comprehension.

# Program Components

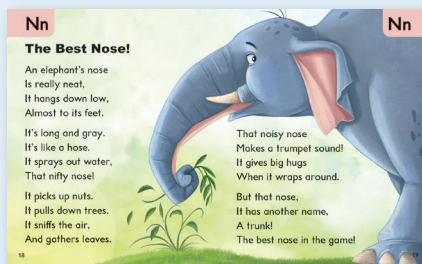
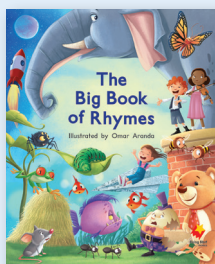
## Teacher Resource Books

*Flying Start to Literacy: PHONICS™* is anchored by the **Teacher Resource Books**—one for each stage—that offer comprehensive, explicit, and systematic instruction divided into three modules for Stage One, and two modules each for Stages Two and Three. Each Module concludes with a review of the letter-sound correspondences taught in that Unit. Handsomely designed, with full color throughout, Teacher Resource Books are designed to be easy to follow and clear in their organization.



Stage One	Modules One, Two, and Three	Nine units and a review in Modules One and Two; eight units and a review in Module Three.
Stage Two	Modules Four and Five	Nine units for a specific phonic focus and a review unit per Module.
Stage Three	Modules Six and Seven	Nine units for a specific phonic focus and a review unit per Module.

## The Big Book of Rhymes

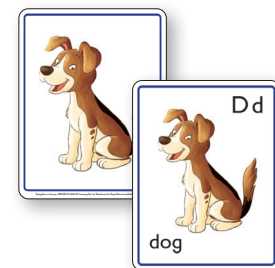


**The Big Book of Rhymes** is a lively, oversized collection of shareable poems, lushly illustrated in full color. It provides a rhyme for each letter of the alphabet as it is introduced. Rhymes can be used in oral language activities, phonological awareness, building vocabulary, and identifying high-utility words.

## Alphabet Cards

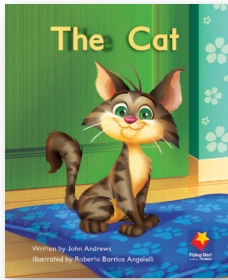
Double-sided **Alphabet Cards** feature a picture on one side and the picture with its letter correspondence on the reverse.

Colorful, laminated, and sturdy, these cards will withstand countless hours of student interactions.

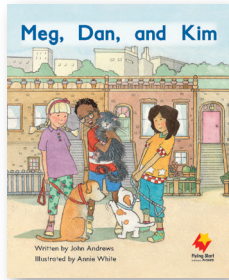


## Decodable Books

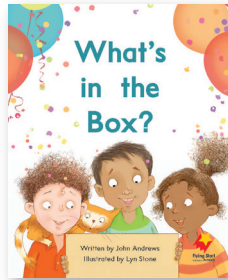
Seventy titles in all—these **Decodable Books** have been carefully crafted to reinforce the skills presented in each module. Compelling texts with recurring groups of characters are offered for Modules One, Two, and Three. Paired informational and narrative texts are introduced in Stage Two Module Four. Notes included in every book offer invaluable support for using the texts as part of the overall instructional process.



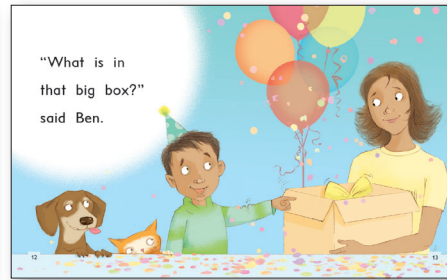
Module One



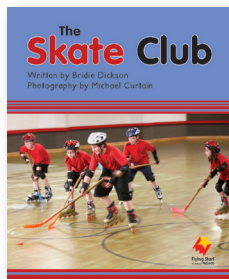
Module Two



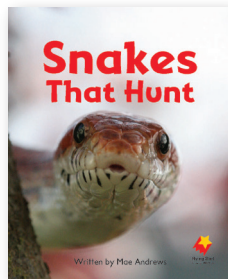
Module Three



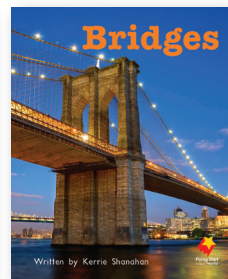
Module Four



Module Five



Module Six



Module Seven

### Teaching notes

**Before reading**

**Phonic review**  
Point to each of these letters and say the sounds:  
**b q j v w x y z**  
Use the clear letter sound without emphasis (b is pronounced /b/ not b-uh). For example: /b/ as in **big**, /j/ as in **jug**.

**High-utility words**  
**High-utility words taught in Module Three**

What	what	you
------	------	-----

Ask the students to read the high-utility words. Say the words if necessary. Students may find the words in the book and write the words to help them remember.

**Decodable content words**

<b>Decodable content words</b>	
big box Ben Dad Yum yum bag bun	
jug cups Max cup pup	

Ask students to blend sounds for decodable words. For example: /b/ /u/ /n/ bun.

**Introduce the book**  
Show the cover of the book. Point to each word as you read the title. Say: *You can read all the words in this book.*

**During reading**  
Encourage the students to read the words and decode new words by sounding out each letter and blending them together. Demonstrate if necessary. For example, say: /j/ /u/ /g/ **jug**, /b/ /u/ /p/ **pup**.

**Reading fluency**  
• For the first reading, focus on accurate word reading.  
• For the second reading, encourage independent, fluent reading.

**After reading**

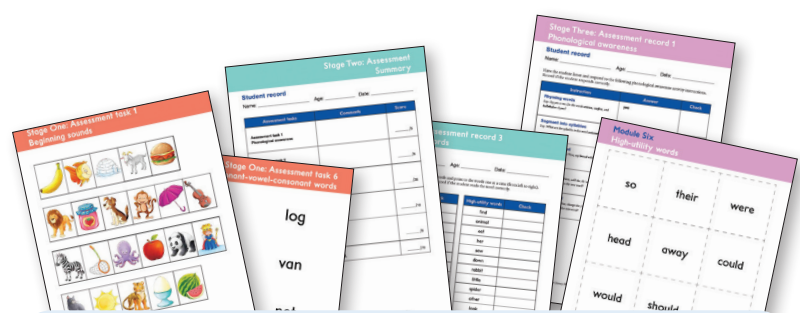
**Comprehension**

- *What was in the big box?* (Literal)
- *Do you think Ben was happy?* (Inferential)
- *Do you think a puppy is a good present? Why?* (Evaluative)

**Phonics**  
Return again to the book.  
Say: *Can you find the word **Lia** in the book and say the first sound?* Repeat with the words **Max** and **Ben**.  
Say: *I will say the sounds in a word. Repeat the sounds after me and then blend them together to say the word.* /b/ /u/ /g/ **big**. Now, find the word **big** in the book. Repeat with other words: **box**, **yum**, **Ben**.

**Phonological awareness**  
Close the book. Say: *Listen to the sounds in the words **get** and **pet**. Can you hear and say the final /t/ sound? What is the final sound in: **big**, **bun**, and **yum**?* (/g/, /n/, /m/)  
Provide more examples if needed.

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## FREE Downloadable Materials to Support Instruction!

Essential instructional components are available for **free** downloading from the **Okapi Digital Literacy™** platform. Helpfully organized by Stage and Module, each unit's downloads provide everything you will need to place in students' hands for reading, writing, and assessment.

Teaching Notes in Every Book Are Available for Downloading!

# Instruction

*Flying Start to Literacy: PHONICS™* teaches phonics in a systematic and explicit process along with five other key components required for literacy development: oral language, phonological awareness, fluency, vocabulary, and comprehension.

## Oral Language Development

Extend oral language awareness by using letter-sound chants and rhymes focusing on the rhythm, rhyming words, clapping and clicking the syllables, hearing sounds in words, and by using varied oral-reading expression, such as loud and soft/fast and slow.

## Phonological Awareness

Develop phonological awareness through auditory activities that focus on the sound of the letter introduced in the unit.

## Vocabulary

Find a word or words in the rhyme to explicitly teach to your students. Define the word using student-friendly language.

## Alphabet Review

Progressively review letter-sound correspondences to practice retrieving information.

Sound (phoneme) /b/

Letter (grapheme) Bb



## Oral language development

### Say it

#### Goal

- To increase oral language awareness, rhythm, rhyme, and vocabulary.

Sing the rhyme and have everyone join in. Emphasize the /b/ sound. Clap the syllables as you sing. Alternatively, tap each syllable or use finger clicks.



#### Buzzing Bees

Bees, bees, bees, bees.  
Buzzing in bushes  
And buzzing in trees.  
Buzzing around  
Wherever they please,  
There's nothing as sweet  
As sweet honey bees.

From *Flying Start to Literacy: Phonics* The Big Book of Rhymes. See the Module Three, Unit 1 reproducible rhyme on page 114.

## Vocabulary

Explain the meaning of unfamiliar words. For example, when bees fly, they flap their wings rapidly. This makes a buzzing sound. Do an internet search to find pictures of bees in the wild. Select a group of students to act out bees flapping to make a buzzing sound.

## Alphabet review

Use the *Flying Start to Literacy: Phonics* Alphabet Cards to review the letters of the alphabet. Point out that each letter has a name and a sound, and that letters can be uppercase or lowercase.

Say the name of the picture, then say the first sound of the word and the letter name. For example, say: *This is a banana. The first sound I hear is /b/. The first letter in banana is b.*

## Phonological awareness

### Hear it

#### Goals

- To hear and say the /b/ sound at the beginning of a word.
- To hear the sounds in a word, and to blend those sounds to make a word.
- To hear words that rhyme.
- To hear sounds in words, and to remove a sound from the beginning of a word.

#### Beginning sound

Ask students to listen to the beginning sound in a series of words, then repeat the sound and the words.

/b/ banana, baby, bag /b/ big, ball, bean  
/b/ bull, bear, boat /b/ balloon, book, boy

Say students' names beginning with /b/.

/b/ Ben /b/ Bella /b/ Brody

#### Blend sounds

Say the sounds in a word. Ask students to repeat the sounds and then blend the sounds to say the word.

/b/ /i/ /n/ bin /b/ /a/ /t/ bat  
/b/ /u/ /n/ bun /b/ /i/ /g/ big

#### Rhyming words

Say a word and ask students to suggest words with the same sound pattern (rhyme). Explain that the spelling pattern might not be the same.

cab: lab, nab, crab bib: fib, rib, crib  
lob: mob, blob, rob rub: tub, cub, grub

#### Remove a sound

Say a word. Ask students to repeat the word and remove the /b/ sound from the beginning.

word	remove a sound	response
bit	/b/	it
box	/b/	ox
bin	/b/	in

**Note:** Many words have the /b/ sound at the beginning or end. Word families include **ab**, **ib**, **ob**, and **ub**.



Teaching Units follow the same structure throughout the program. Content is appropriate for the level of the students at each stage in the program.

## Module Three Unit 1

### Phonics

#### Write it

##### Goals

- To identify and connect the letter **b** and the /b/ sound.
- To identify the lowercase **b** and uppercase **B**.
- To write the lowercase **b** and uppercase **B**.

#### Connect the letter and sound

Say: *The letter **b** makes the /b/ sound. Point to the letter **b** and the picture of the banana on the Flying Start to Literacy: Phonics Alphabet Cards. Say: The word **banana** begins with the /b/ sound.*

Ask: *What could I draw that begins with the /b/ sound? Yes, banana (ball, bus, bell, butterfly).* Draw the object and write the letter **b** beside the picture. Make a class poster with words that begin with **b** making the /b/ sound and are meaningful to students.

#### Learn the letter b

Demonstrate writing the letter **b**.

Say: *We are going to learn to write the letter **b**. I will write the letter **b** for the /b/ sound. Talk about the action you make as you write.*

Say: *Pull down, up, and around. This is the letter **b**, and it makes the /b/ sound. Repeat as a whole class. Have students write the letter **b** several times. Check for accuracy.*

#### Write words

Teach how to segment sounds to write a word beginning with the /b/ sound. Say the word slowly so students can clearly hear the sounds in the word.

Say: *I am going to write the word **bin**. I will say the word slowly: /b/ /i/ /n/. I can hear the /b/ sound at the beginning, which is the letter **b**. Now I hear the /i/ sound, which is the letter **i**, and then the /n/ sound, which is the letter **n**. Those are the sounds for the word **bin**. Have students write the word **bin** several times on a whiteboard. Check for accuracy.*

When accuracy is achieved with the lowercase form of this letter, teach the uppercase form using the sequence and activities in this unit.

Say: *We have learned the lowercase **b**. This is the uppercase **B**. Both make the /b/ sound. You can write the uppercase **B**: Pull down, up, around, and around.*

**Bb**

### High-utility words

#### See it, say it

##### Goal

- To learn the new high-utility words **you** and **your**.

Say: *We are going to learn two new words. Show the words **you** and **your** and say them slowly.*

Write the word **you**, and say: *I can hear the sound /y-oo/.* Draw a sound-letter chart to show the sound in the word. Say: *I will put a dot in a box for each sound that I hear. Then I will write the letter or letters that represent each sound.*

•	
you	

Support students as they learn the word: say the letter names in the word; arm tap the word; and air write the word. Have students say the letters in the word. Check for accuracy.

Repeat the teaching sequence for the word **your** /y/ /or/ (y-our).

### Consolidate learning

#### Read it

Have students practice reading words with the letters and sounds they have already learned.

See the Module Three, Unit 1 Practice sentences on page 129.

#### Game: Wordo

Provide students with the lowercase Letter cards: **b, a, d, e, g, and s**. Have students work in pairs while using the Letter cards to make words, then write down the words and discuss the meaning of each. Individual letters can be used more than once in a word.

See the Letter cards on pages 160–165.

### Phonics

Encourage students to connect a sound to a letter and to write the letter in uppercase and lowercase.

### High-Utility Words

High-utility words are useful, and many of these need to be taught explicitly. Sound-letter charts are used for explicit instruction of high-utility words.

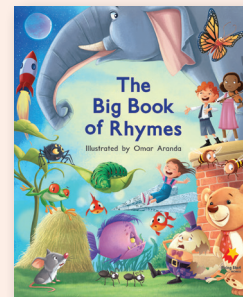
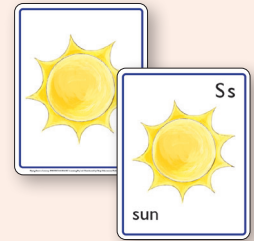
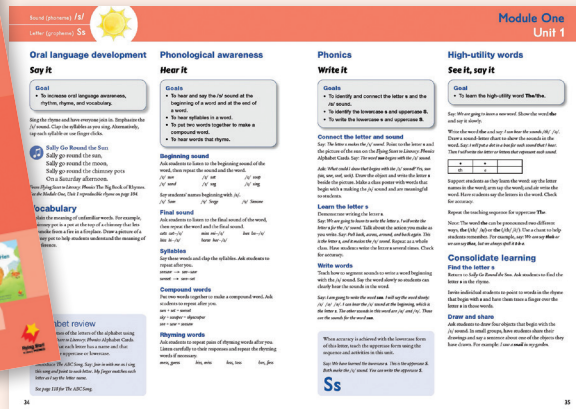
### Consolidate Learning

Activities for students (individually, in pairs, or small groups) to practice new knowledge and skills that will help them to develop accuracy and automaticity when reading and writing.

# Stage One

Each lesson in the Stage One Units provides instruction on:

- Oral language development and listening comprehension
- Building a rich vocabulary
- Phonological awareness: identifying and manipulating syllables and phonemes with spoken words
- Phonics: letter-sound relationships and word building
- Writing: forming lowercase and uppercase letters and words
- High-utility words
- Consolidated learning activities where students can practice new knowledge and skills.



STAGE ONE	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8
<b>Module One</b>								
Sound (Phoneme)	/s/	/a/	/t/	/i/	/m/	/p/	/k/	/e/
Letter (Grapheme)	Ss	Aa	Tt	li	Mm	Pp	Cc	Ee
High-Utility Words	The / the	a	and	l	me	My / my	This / this	get
<b>Module Two</b>								
Sound (Phoneme)	/n/	/o/	/g/	/k/	/d/	/r/	/u/	/l/
Letter (Grapheme)	Nn	Oo	Gg	Kk	Dd	Rr	Uu	Ll
High-Utility Words	come	are	no / go	that	of	said	we	here
<b>Module Three</b>								
Sound (Phoneme)	/b/	/j/	/kw/	/v/	/w/	/ks/	/y/	/z/
Letter (Grapheme)	Bb	Jj	Qq	Vv	Ww	Xx	Yy	Zz
High-Utility Words	you / your	put / off	like	went	what	they	do / to	where / there

In Stage One—with the focus on introducing the alphabet—the decodable books are read at the end of each module.

- Module One’s nine letters and nine high-utility words are featured in the first set of books.
- Module Two’s eighteen letters and nineteen high-utility words are featured in the second set of books.
- The full alphabet with accompanying high-utility words are covered in Module Three’s decodable books.

### Module One



### Module Two



### Module Three

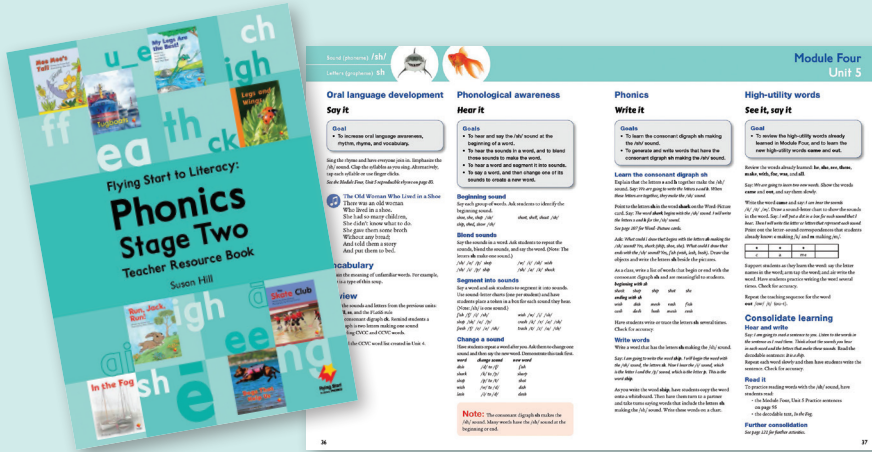


UNIT 9	REVIEW
/h/	/s/ /a/ /t/ /i/ /m/ /p/ /k/ /e/ /h/
Hh	s a t i m p c e h
has	The / the / a / and / I / me / My / my / This / this / get/ has
/f/	/n/ /o/ /g/ /k/ /d/ /r/ /u/ /l/ /f/
Ff	n o g k d r u l f
will	come / are / no / go / that / of / said / we / here / will
---	/b/ /j/ /kw/ /v/ /w/ /ks/ /y/ /z/
---	b j q v w x y z
---	you / your / put / off / like / went / what / they / do / to / where / there

# Stage Two

In Stage Two, the basic structure of the lessons continues. Attention turns to:

- Double letters
- Adjacent consonants
- Long vowels
- Reading longer multisyllabic and compound words
- Morphology



STAGE TWO		UNIT 1
Module Four		
Phonic Focus	/f/ sound made with ff as in cliff /l/ sound made with ll as in doll /s/ sound made with ss as in dress	
High-Utility Words	he / she	
Application	Informational Text: Hop and Run	
Words with Phonic Focus	Jeff, Tess, Will, puff, off	
Module Five		
Phonic Focus	Long /ā/ vowel sound made with ai as in snail and ay as in play	
High-Utility Words	eat / animal	
Application	Informational text: Tails	
Words with Phonic Focus	tails, tail, stay, wait, ray, way, stay, waits	

## Module 4



## Module 5





In Stage Two, the Units Four and Five decodable books can be read at the end of each lesson. Each book contains words with the letter-sound correspondence the students have just learned.

UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9	REVIEW
/k/ sound made with <b>ck</b> as in duck	Blending four sounds: CVCC words as in tent	Blending four sounds: CCVC words as in flag	/sh/ sound made with <b>sh</b> as in shark	/ch/ sound made with <b>ch</b> as in cherry	/ng/ sound made with <b>ng</b> as in ring	/th/ sound made with <b>th</b> as in thumb	Blending five sounds: CCVCC words as in stamp	All phonics focuses from Module Four
see	these / make / with	for / was / all	came / out	then / when	have / two	too / water	some / find	He / she / see / these / make / with / for / was / all / came / out / then / when / have / two / too / water / some / find
Fiction Text: Run, Jack, Run!	Informational Text: How Ants Make Nests	Fiction Text: A Nest for Stan	Informational Text: In the Fog	Fiction Text: Chad Is Lost	Informational Text: Legs and Wings	Fiction Text: My Legs Are the Best!	Informational Text: Dogs That Help Us	Fiction Text: My Dog Scamp
Jack, Mack, quick, Quick, back, luck	nests, bits, help, sand, silk	Stan, glum, plan, stop, Spit, slip, Snip, glad	ships, fish, Ships, crash, ship, Flash, flash	Champ, lunch, Chad	long, wings, hang, cling, fangs	with, them, thin, they	sniff, Trent, swims	Josh, Scamp, lost, Sniff, sniff, hill, still, stuck, long, branch, Thanks, Ruff, ruff
Long /ē/ vowel sound made with <b>ee</b> as in feet and <b>ea</b> as in leaf	Long /ē/ vowel sound made with <b>y</b> as in happy	Long /i/ vowel sound made with <b>igh</b> as in light and <b>y</b> as in fly	Long /ō/ vowel sound made with <b>oa</b> as in boat and <b>ow</b> as in row	Long /ā/ vowel sound made with <b>a_e</b> as in cake	Long /ī/ vowel sound made with <b>i_e</b> as in bike	Long /ō/ vowel sound made with <b>o_e</b> as in bone	Long /y-ōō/ sound made with <b>u_e</b> as in cube	All phonics focuses from Module Five
her / saw	down / rabbit	little / spider	other	look	after / are	how / one	around / park	eat / animal / her / saw / down / rabbit / little / spider / other / look / after / are / how / one / around / park
Fiction Text: Mee Mee's Tail	Informational Text: This Sunny Day	Fiction Text: Night Is Coming	Informational Text: Tugboats	Fiction Text: The Brave Tugboats	Informational Text: The Skate Club	Fiction Text: Elly and Hope Get Fit	Informational Text: Rides For All	Fiction Text: What an Excuse!
Mee Mee, tree, sneak, glee, reeds, tweak, need, scream	sunny, quickly, sandy, softly, sleepy, empty, shady, very	right, cry, light, night, sky, Try, sigh, fly	Tugboats, boats, slows, tugboats, slowly, float, tow, own	take, Jake, brave, Kate, waves, safe, make, Jane, made	inline, time, fine, wipe, like, shine, side, Mine, mine, slide, glide, line, wide, smile	Hope, rode, rope, chose, slope, broke, home, spoke, suppose, close	tune, cute, use, tube, excuse	ride, excuse, steep, my, slowly, tune, playing, cute, slow, boat, sail, high, make, time, try



UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9	REVIEW
Short /oo/ sound made with <b>oo</b> as in book	r-controlled /ar/ vowel sound made with <b>ar</b> as in car	r-controlled /or/ vowel sound made with <b>or</b> as in corn, <b>ore</b> as in snore, and <b>our</b> as in four	r-controlled /er/ vowel sound made with <b>er</b> as in fern, <b>ur</b> as in burn, and <b>ir</b> as in bird	r-controlled /air/ vowel sound made with <b>air</b> as in chair	r-controlled /ear/ vowel sound made with <b>ear</b> as in ear and <b>eer</b> as in deer	/oy/ diphthong made with <b>oy</b> as in boy and <b>oi</b> as in coin	Long /ōō/ sound made with <b>ew</b> as in stew, <b>ue</b> as in blue, and <b>oo</b> as in moon	All phonics focuses from Module Six
were / head	away	could / would / should	many / live	know / gold	food	who	people / again	so / their / were / head / away / could / would / should / many / live / know / gowld / food / who / people / again
Fiction text: A Pond for Frog	Informational Text: At Our Farm	Fiction Text: Looking for a Farm	Informational Text: Caves	Fiction Text: Big Stan and Hairy Tim	Informational Text: Snakes That Hunt	Fiction Text: The Snake Games	Informational Text: Monsoon	Fiction Text: A Very Smart Bird
look, good, took, shook, looking, cool, looks	farm, barn, far, part, parts, start, bars, Star, hard	Cory, Storm, for, more, horn, north, boring, sort, your	survive, first, dirt, fur, thirsty, curls, her, spiders, birds, spider	hairy, hair, fair, stairs, air, pair	fear, near, hear, ears, hearing	Troy, noise, joy, pointed, pointing, toy, boy	monsoon, soon, few, food, new, too, blue	smart, bird, herd, soon, food, air, clear, ground, look, storm, far, enjoyed, now
/w/ sound made with <b>wh</b> as in whale	/j/ sound made with <b>g</b> as in gemstone, giraffe, gym; <b>ge</b> as in sponge; <b>dge</b> as in bridge	/s/ sound made with <b>c</b> followed by <b>e</b> as in cent, <b>c</b> followed by <b>i</b> as in circus, <b>c</b> followed by <b>y</b> as in cygnet, and <b>ce</b> as in prince	/ch/ sound made with <b>tch</b> as in patch	/or/ sound made with <b>aw</b> as in paw and <b>au</b> as in faucet	/er/ sound made with <b>or</b> as in worm	/e/ sounds made with <b>ea</b> as in bread	/u/ sound made with <b>o_e</b> as in glove	All phonics focuses from Module Seven
friend	over / because	across	does	asked / through	school	every	want	young / mother / friend / over / because / across / does / asked / through / school / every / want
Fiction Text: Little Cub Is Hungry	Informational Text: Bridges	Fiction Text: Cedrick and the Lost City	Informational Text: Plants That Harm Animals	Fiction Text: A Very Bad Dog	Informational Text: A New Friend	Fiction Text: The Dance of the Blue Crane	Informational Text: Hiking With Max	Fiction Text: Prince Ephram Is Lost!
when, why, while, where, what	bridge, bridges, huge, edge, gently, gorge, hedge	Cedrick, places, city, chance, twice, raced, pace, face, place, nice, bounced, prince	itch, scratch, catch, scratches, fetch, scratched, pitcher	Dawn, Audrey, Paul, lawn, Miss Strawn, cause, crawled, paws	worst, work, worth, word, world, schoolwork	heads, spread, head, instead, breath, meant	love, above, sometimes, gloves, none, oven, done	Ephram, while, huge, prince, ready, stretched, yawned, worked, workers, loved



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