MY PHONICS LAUNCH PAD   BUILDING UP

My Phonics Launch Pad is a supplemental add-on designed to support the implementation of Phonics Launch lessons. It is organized by lesson and by activity to give students a structured way to interact with the lessons and practice phonics skills. These directions include an introduction to each activity in the *My Phonics Launch Pad*, suggested use, and procedures for implementation. Teaching Tips are also included as applicable. Every suggested use and procedure is designed to be optional to provide teachers the flexibility to select the activities that best meet their students' needs and the time frame allotted.

SIGHT WORD BANK

The Sight Word Bank is a place for students to record the sight words they have learned. The words are organized alphabetically to allow students to reference them in future lessons. This activity makes it easy to continuously review previously taught sight words and celebrate learning throughout the year.

SUGGESTED USE

There are many ways to facilitate this activity. Teachers can decide which of the procedures to implement and when to implement them based on students' needs. Here are some suggestions:

Procedures

Day 1: After the explicit teaching of the new sight word, have students add the word to the Sight Word Bank in the appropriate box.

Days 2–4: As a warm-up, dictate one of the sight words on the chart. Have students point to the word and read it. Repeat with other sight words.

Days 2 and 4: Have students use the Sight Word Bank to check their spelling of sight words while writing during Step 3: Applying Phonics.

SIGHT WORD BANK

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

SIGHT WORD PRACTICE

Instruction in and practice of high-frequency words can positively influence students' fluency and comprehension. The Pioneer Valley Phonics Storybooks have been carefully written to introduce new sight words gradually and provide repeated practice to support mastery. After students learn the new sight word on Day 1, they have many additional opportunities to review the sight word throughout the remainder of the lesson and in subsequent lessons.

SUGGESTED USE

There are many ways to facilitate this activity. Teachers can decide which of the procedures to implement and when to implement them based on students' needs. Consider using this activity after teaching the new sight word on Day 1:
- As a warm-up on Day 3
- During Step 1: Sight Word Review on Days 2 and 4
- As an additional opportunity for progress monitoring

Procedures

Day 1: Have students chorally read the new and previously taught sight words that are listed.

Day 2: During Step 1: Sight Word Review, choose one of the words listed. Tell students to find and read the word. Then have them cover it using a sticky note, index card, or their hand. Then have them write the word on the lines. Finally, have students uncover the word and check to see if they spelled it correctly.

Day 3: Do a sight word warm-up before starting the lesson. Read one of the sight words listed. Have students point to the word and read it. Repeat with other sight words listed.

Day 4: During Step 1: Sight Word Review, repeat procedure from Day 2 but with other sight words listed. Additionally, use this page for progress monitoring after Day 4. Have students read the sight words listed prior to writing them. (Note: Students will write the sight words on a different page in the *My Phonics Launch Pad*. See the Progress Monitoring section below for more information.) Record observations on the Progress Monitoring Recording Form.

APPLYING PHONICS: WRITING

In these lessons, students are tasked with developing an organized piece of writing that is focused and includes relevant details and elaboration. To support students with this work, a dictated sentence is provided that is meant to be the first sentence. This sentence has been carefully crafted to contain past and present phonics skills and sight words.

SUGGESTED USE

Use during Days 2 and 4, Step 3: Applying Phonics portions of the lessons as a place for students to record the dictated sentence(s).

Procedure

1. Have students turn to the corresponding page in their *My Phonics Launch Pad* (Day 2 or Day 4).

2. Explain to students what they will be writing about as indicated on the lesson plan.

3. Have students turn and talk with a partner to brainstorm what they might say in response to the prompt. Then dictate the sentence from the lesson card and have students repeat it.

4. Have students begin writing. Remind them to say each word as they write.

5. Then have them add additional sentences on their own as time permits. As students are writing, confer with individuals.

6. When students are finished, have them reread their sentence(s) and circle words containing the lesson's target phonics skill(s).

TEACHING TIPS

- As students are working, provide corrective feedback.
- Writers at this stage commonly struggle to put their ideas into complete sentences. Have students orally rehearse what they want to say prior to writing to assist them with this task. Provide sentence starters as needed to help students get started.
- Use the resources for differentiation from the *Phonics Launch Handbook*.
  - Writing Teaching Points, page 97
  - Writing Differentiation with Corrective Feedback, page 98 (also available for download on the Phonics Launch Resources webpage)

PROGRESS MONITORING

SUGGESTED USE

Use this procedure for progress monitoring following Day 4 instruction.

Procedure

1. Dictate one word containing the target phonics skill and ask students to write the word on line 1.

2. Repeat step 1 with a different word containing the target phonics skill and ask students to write the word on line 2. Repeat with a different word on line 3.

3. Then dictate the new sight word and ask students to write the word on line 4.

4. Dictate two previously taught sight words and ask students to write them on lines 5 and 6.

5. Use this data to plan next steps.

TEACHING TIPS

Use the following Phonics Launch Resources to plan next steps using the progress monitoring data:

- Progress Monitoring Recording Form
- Using Progress Monitoring Assessment Data
- Student Data Tracker

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