

DIRECTIONS FOR

MY PHONICS LAUNCH PAD

LIFTING OFF

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 frames allotted.

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 word with a previously taught phonics skill and ask students to write the word on line 4.
4. Dictate two more words with previously taught phonics skills 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](#)

