

# DIRECTIONS FOR

## MY PHONICS LAUNCH PAD

## ON OUR WAY

*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.

## 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:** 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:** 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

Dictated sentences provide the opportunity for students to transfer and apply their knowledge of concepts of print and encoding as they take on the responsibility of writing on their own. These skills are practiced and affirmed when students are writing dictated sentences on pages where one line is provided for each word in the sentence. Once the concept of a word is controlled, the lines for individual words are replaced with a single line, and students should take on the responsibility for putting spaces between 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 for OOW Lessons 1–12

1. Have students turn to the corresponding page in their *My Phonics Launch Pad* (Day 2 or Day 4). Here you will find the correct number of lines to correspond with the number of words in each dictated sentence.
2. Dictate the first sentence on the lesson card and have students repeat it.
3. Have students tap each line as they say the sentence again.
4. Have students begin writing. Remind them to say each word as they write.
5. Repeat the process with the second dictated sentence (if applicable).
6. Have students reread their sentence(s) and circle words containing the lesson's target phonics skill(s).

### Procedure for OOW Lessons 13–24

1. Have students turn to the corresponding page in their *My Phonics Launch Pad* (Day 2 or Day 4).
2. Dictate the first sentence on the lesson card and have students repeat it.
3. Have students tap the line as they say the sentence again.
4. Have students begin writing. Remind them to say each word as they write.
5. Have students add to their stories by writing one or more sentences using the sentence frame on the lesson card to get them started. Dictate the sentence frame and have students repeat it.
6. Have students write the sentence frame, then continue writing.
7. Have students reread their sentence(s) and circle words containing the lesson's target phonics skill(s).

### TEACHING TIPS

**As students are working, provide corrective feedback. See the [Writing Differentiation with Corrective Feedback](#) resource.**

**Support students as needed by using the practice space (blank space above the lines) in their *My Phonics Launch Pad*.**

- For students who need help hearing and recording sounds in words, use the sound boxes provided or draw additional sound boxes as needed.
- For students who need help with letter formation, use the ABC letter strip across the top of the page and review the verbal pathway for letter formation. Have students practice writing the letter a few times as they say the verbal pathway.
- For students who need a review of previously taught sight words, have them practice writing the sight word in the practice space a few times.

# 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](#)