

## DIRECTIONS FOR

# MY PHONICS LAUNCH PAD

# READY, SET, GO

*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		

## LETTER FORMATION (RSG LESSONS 1–18)

Proper letter formation is the first essential building block to achieving transcription fluency. Practicing letter formation also supports letter learning. An effective means to achieving proper letter formation is using verbal pathways. A verbal pathway is an oral direction for the movement of forming a letter.

Verbal pathways help students learn the efficient formation of all upper- and lowercase letters. Suggestions for verbal pathways are included in Chapter 6 of the *Phonics Launch Handbook* (see page 96). More scaffolded [verbal pathways](#) are available as a downloadable resource for students needing more support. These also match the verbal pathways taught in the Pre-Launch Alphabetic lessons. These specific pathways are optional. If your school already has a handwriting program that includes verbal pathways different from these suggestions, use that resource, as it is important to be consistent when teaching letter formation.

### SUGGESTED USE

#### RSG Lessons 1–12:

During Days 1 and 3, Step 1: Learning Letters/Phonemic Awareness after the Bella and Rosie Letter Book

During Days 2 and 4, Step 1: Learning Letters/Phonemic Awareness after the Sorting Letters Activity

#### RSG Lessons 13–18:

During Days 1 and/or 3, Step 1: Learning Letters/Phonemic Awareness after the Bella and Rosie Letter Book and/or the Identifying Sounds and Letters Activity

## Procedure

1. Begin by explicitly modeling how to form a letter by writing it on the easel as you say the verbal pathway.
2. Have students practice tracing and then writing the letter in their *My Phonics Launch Pad*. Remind them of where to start (black dot) and to repeat the verbal pathway as they write. Ask them to say the letter name and the sound.

## 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 Days 2–4
- In addition to Review the Sight Word on Day 3, Step 3: Applying Phonics
- As an additional opportunity for progress monitoring

## Procedures for RSG Lessons 1–12

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

**Days 2–3:** 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:** Use this page for progress monitoring after Day 4. Have students read the sight words listed. Record observations on the [Progress Monitoring Recording Form](#).

## Procedures for RSG Lessons 13–24

**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](#).

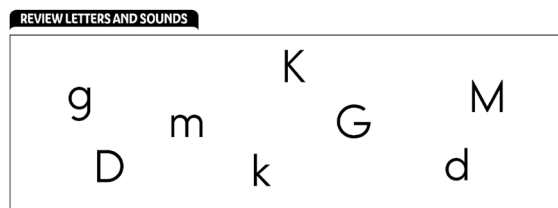
## REVIEW LETTERS AND SOUNDS (RSG LESSONS 1–12)

This activity allows students to reinforce visual discrimination skills as well as link the different forms (upper- and lowercase) of each letter.

## 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 target letter(s):

- As a warm-up before the lesson after the letter has been initially taught
- As an additional opportunity for practice throughout or after the conclusion of the lesson
- As an additional opportunity for progress monitoring



## Procedures for RSG Lessons 1–12

**Option 1:** Dictate a letter and have students quickly circle or point to the upper- and lowercase forms.

**Option 2:** Tell students to circle all the lowercase forms of the letters. Then have them put an X on all of the uppercase forms of the letters. Have them say the name of the letter as they circle or put an X over it.

**Option 3:** Have students take turns pointing to a letter they know and saying the letter name and sound. Then have other students find the other form (upper- or lowercase) of the letter selected.

**Option 4:** Dictate a sound and have students circle or point to all the letters (upper- and lowercase forms) that spell that sound. Repeat with other letter sounds.

**Option 5:** Use this page for progress monitoring after Day 4. Have students identify the target letter(s) for the lesson. Have them say the letter name and/or sound. Other letters can be used as continuous progress monitoring of previously taught skills. Use this information to inform instruction.

## APPLYING PHONICS: WRITING

Dictated sentences provide the opportunity for students to transfer and apply their knowledge of concepts of print 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.

### SUGGESTED USE (RSG LESSONS 13–24)

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). 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).
7. Based on your observations, choose a writing teaching point from the Writing Teaching Points Chart (Table 6-3 in the *Phonics Launch Handbook*).

### 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 these procedures for progress monitoring following Day 4 instruction.

### Procedure for RSG Lessons 1–12

1. Select one of the target letters from the lesson. Begin by telling students to write the lowercase form of the letter on the first line.
2. Then tell students to write the uppercase form of the same letter on the second line.
3. Repeat steps 1 and 2 with the second target letter using the next two lines.
4. Use this data to inform instruction in letter formation in subsequent lessons.

### Procedure for RSG Lessons 13–24

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 \(Ready, Set, Go Lessons 1–12\)](#)
- [Progress Monitoring Recording Form](#)
- [Using Progress Monitoring Assessment Data](#)
- [Student Data Tracker](#)