

Sample Pages from

Targeted Phonics: More Consonants, Blends, and Digraphs



The following sample pages are included in this download:

- **Teacher's Guide:** Table of Contents, How to Use this Product, *My PI Words* Lesson Plan
- **Assessment Guide:** Table of Contents, Oral Reading Record for *My PI Words*
- **Student Guided Practice Book:** Table of Contents, *My PI Words* Activities
- ***My PI Words* Book**

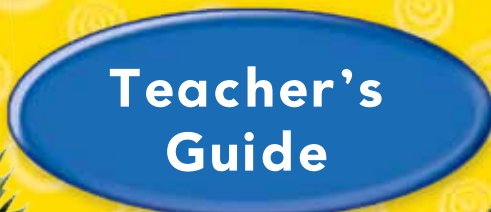
Find our sample audio and Interactiv-eBook links for this product at <http://www.teachercreatedmaterials.com>

For correlations to Common Core and State Standards, please visit <http://www.teachercreatedmaterials.com/correlations>.



Targeted Phonics

More
Consonants, Blends
and **Digraphs**



Teacher's
Guide



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Teacher Created Materials
PUBLISHING

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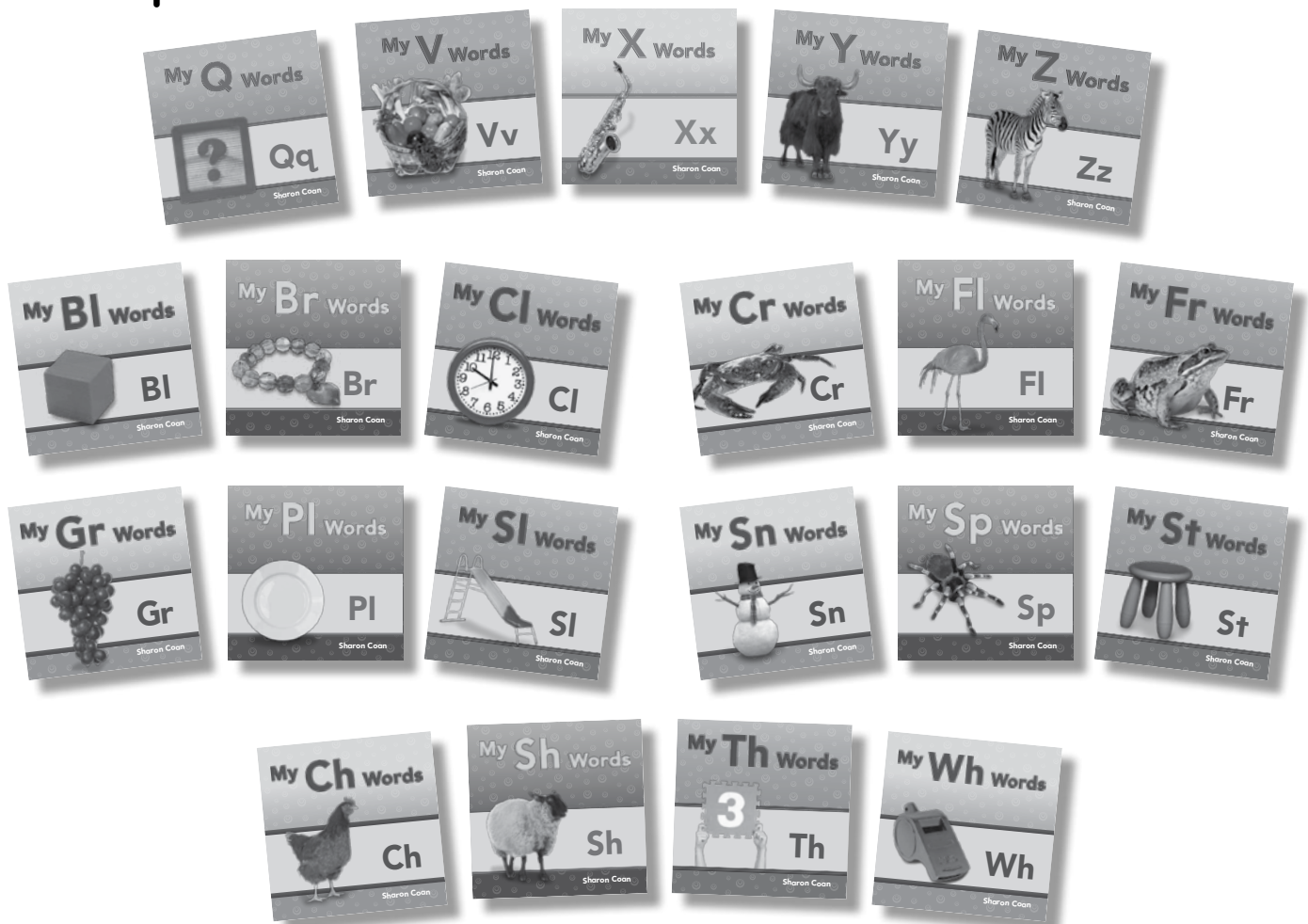
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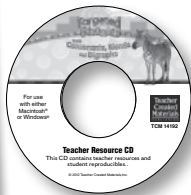
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How to Use This Product

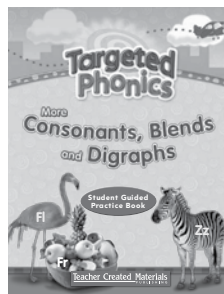
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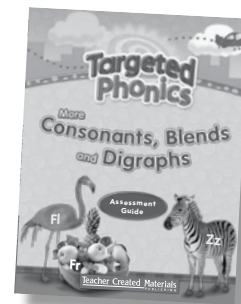
Teacher's Guide and Teacher Resource CD



Student Guided Practice Book



Assessment Guide and Assessment CD



Interactiv-eBook DVDs



Audio CD



How to Use This Product (cont.)

How to Use This Kit

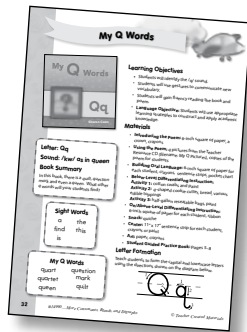
This program is designed for flexibility. The variety of pre- and postreading instructional activities provides strategies for addressing the needs of both below-level and on/above-level students. Further, the listening, art, movement, and drama activities create a rich curriculum.

Organization of the Teacher's Guide

This Teacher's Guide includes a lesson plan for each of the 21 books. Each lesson contains the following:

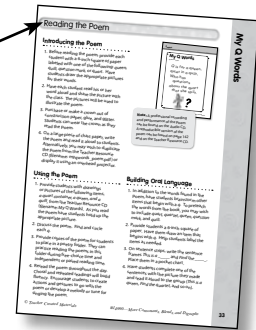
Instructional Components for Each Book

- learning objectives
- language objective
- materials needed
- book summary
- letter, blend, or digraph and sound
- letter formation
- word list
- poem instruction
- building oral language instruction
- book instruction
- differentiating instruction
- extension activities



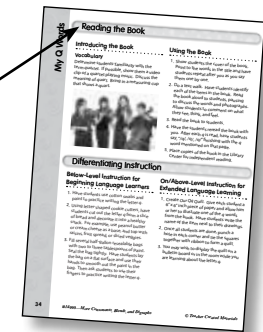
Reading the Poem

- short poem to introduce the target letter(s)
- one or more activities to introduce the target letter(s)
- oral language activity



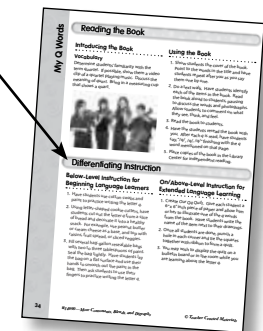
Reading the Book

- vocabulary activity to introduce the book
- text walk with the book
- practice with the sound of the target letter(s)



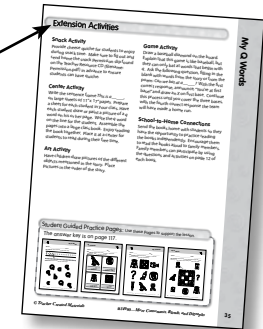
Differentiating Instruction

- two or more below-level instructional activities
- two or more on/above-level instructional activities



Extension Activities

- snack activity
- center activity
- listening, art, movement, game, and drama activities
- Student Guided Practice Book pages



How to Use the Lesson Plans, Books, and Student Guided Practice Book

This program is designed for flexibility. The variety of pre- and postreading activities provides many opportunities for reinforcing the letter-sound relationships that are the objective of this set of materials. Following is a list of the elements of each lesson with generic suggestions for using that part of the lesson. These can be used in addition to the specific suggestions within each lesson.

Letter Formation

Each lesson begins with a diagram of the correct formation for the targeted letter, blend, or digraph. Generic suggestions for printing practice can be found on pages 16–19 of this introduction. The teacher should use the correct letter formation when writing the letters for students. If your school district uses a handwriting program that forms the letters differently, you should adhere to that program.

Materials

A list of materials that will need to be gathered is included at the beginning of each lesson.

Poems

A short poem introduces each letter, blend, or digraph. Its purpose is to paint a picture in students' minds. The lesson includes ideas for introducing the poem, a small version of the poem, and a poem activities section.

You may wish to follow these steps to introduce the poem to students:

- Write the poem on chart paper, or reproduce it from the Teacher Resource CD and project it on a wall, screen, or whiteboard.
- Provide copies of the poem for students to place in a poetry folder. Students can read the poem during free-choice or independent- and paired-reading time.
- Have students illustrate the poems. This will make the poems more meaningful to them. This can be done with the whole class on a large version or on individually reproduced copies for each student.
- Have students re-enact parts of the poem or use gestures as they read them.
- Have pointers available for students to use when reading the poems.
- Write each poem on sentence strips placed in a pocket chart. Students can arrange the sentence strips in the correct order.
- For students who need more of a challenge, write the poem on sentence strips, leaving out a key word from each line. Write the key word on a separate piece of sentence strip. Have students read the poem and complete each line with the correct word.

How to Use This Product (cont.)

Books

Each letter, blend, and digraph has its own book for you to share with students.

1. Show students the cover of the book. Point to each word in the title.
2. Do a text walk through the book. Have students identify each item in the book.
3. Read the book to students.
4. Have students chorally read the book aloud with you.

Once you have read a book to students, make it available for them to read on their own. For beginning readers, play the Audio CD so they can follow along and “read” the book.

Building Oral Language

Suggestions for working with the words and sentences for each book are given in each lesson. You can prepare sets of the sentence frames, which are indicated in each lesson. You may wish to laminate the sentence strips for durability.

Pocket charts are recommended for these activities. Students can practice putting the sentences in the correct order to match the book. You can also make another set of sentence strips cut into individual words. Students can practice putting the words in the correct order to form sentences.

Have the following materials available for students to draw the items in the books:

- 6-inch pieces of sentences strips
- 6-inch squares of paper
- markers and/or crayons available

Extension Activities

Additional ways to reinforce the sound of each consonant, blend, or digraph are included with each lesson. These are optional and are particularly helpful for use with students who need extra support. Some extension activities include: Art, Listening, Movement, Drama, and Game.

Snack Activities

A fun and playful snack activity is included in each lesson. Students will practice the target letter, blend, or digraph sound as they enjoy a delicious snack. A permission slip can be found on the Teacher Resource CD (filename: permission.pdf). Be sure to fill it out and send it home before each snack activity.

Center Activities

A simple center idea is presented for each book. The center activity is designed to reinforce the consonant, blend, digraph, or sound. Students can work at the centers independently or in pairs.

Guided Practice Pages

Each consonant, blend, or digraph has four activity pages in the *Student Guided Practice Book*. These pages reinforce the name, shape, and sound of the letter(s). The pages can be done with small groups of students or with the whole class. Advanced students can complete the pages independently.

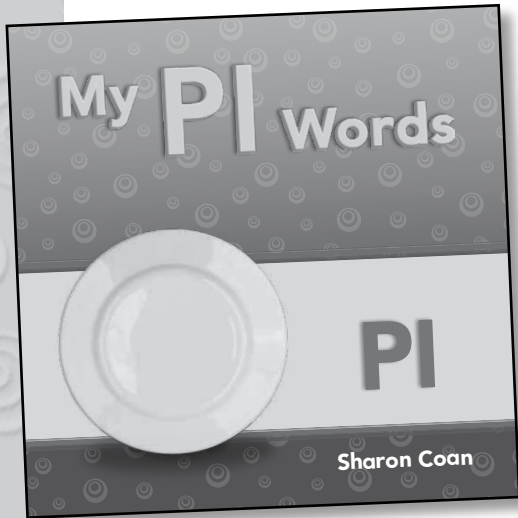
How to Use This Product (cont.)

Level Correlations

The chart below includes the reading level designations from TCM (Teacher Created Materials) and the corresponding Guided Reading (GR), Early Intervention (EI), Developmental Reading Assessment (DRA), and Lexile® levels.

Book Title	TCM Level	Guided Reading Level	Early Intervention Level	DRA Level	Lexile® Level
<i>My Q Words</i>	1.2	C	4	4	BR
<i>My V Words</i>	1.2	C	4	4	BR
<i>My X Words</i>	1.2	C	4	4	BR
<i>My Y Words</i>	1.2	C	4	4	BR
<i>My Z Words</i>	1.2	C	4	4	BR
<i>My Bl Words</i>	1.1	B	2	2	BR
<i>My Br Words</i>	1.1	B	2	2	BR
<i>My Cl Words</i>	1.2	C	4	4	BR
<i>My Cr Words</i>	1.1	B	2	2	BR
<i>My Fl Words</i>	1.1	B	2	2	BR
<i>My Fr Words</i>	1.1	B	2	2	BR
<i>My Gr Words</i>	1.1	B	2	2	BR
<i>My Pl Words</i>	1.2	C	4	4	BR
<i>My Sl Words</i>	1.1	B	2	2	BR
<i>My Sn Words</i>	1.2	C	4	4	BR
<i>My Sp Words</i>	1.1	B	2	2	BR
<i>My St Words</i>	1.1	B	2	2	BR
<i>My Ch Words</i>	1.1	B	2	2	BR
<i>My Sh Words</i>	1.1	B	2	2	BR
<i>My Th Words</i>	1.2	C	4	4	BR
<i>My Wh Words</i>	1.1	B	2	2	BR

My PI Words



Blend: pl

Sound: /pl/ as in play

Book Summary

In this book, there is a *plate*, a *plum*, and even a *plant*. What other *pl* words will your students find?

Sight Words

are look
at the
is where

My PI Words

plant plug
plate plum
pliers

Learning Objectives

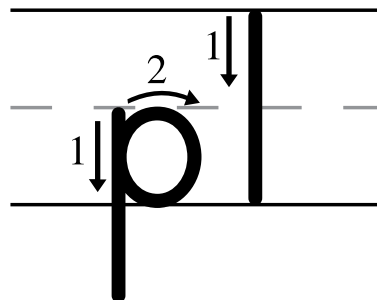
- Students will identify the /pl/ sound.
- Students will use drawings to communicate ideas.
- Students will gain fluency reading the book and poem.
- **Language Objective:** Students will use English to interact in the classroom.

Materials

- **Introducing the Poem:** pliers, play dough: recipe found on the Teacher Resource CD (filename: play dough.pdf)
- **Using the Poem:** highlighter
- **Building Oral Language:** 6-inch square of paper for each student, crayons, sentence strips, pocket chart
- **Introducing the Book:** pliers
- **Below-Level Differentiating Instruction:**
Activity 2: highlighters and newspaper articles
Activity 3: chalk
- **Snack:** plums
- **Center:** *pl* pictures from the Teacher Resource CD (folder name: My PI Pictures), glue, 3" x 5" cards
- **Art:** paper, yarn, and glue
- **Student Guided Practice Book:** pages 53–56

Letter Formation

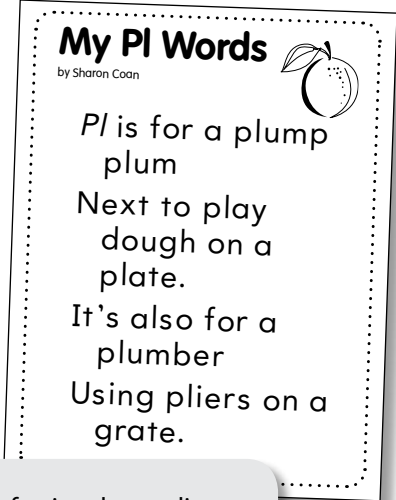
Teach students to form the lowercase letters *pl* using the directions shown on the diagram below.



Reading the Poem

Introducing the Poem

1. Show students a pair of pliers. Explain that pliers are a tool used to hold objects firmly so you can bend them.
2. Tell students what a plumber does. Explain that a plumber takes care of problems dealing with water in a home or business.
3. Provide play dough for students to create a plate. The play dough recipe can be found on the Teacher Resource CD (filename: playdough.pdf). Have students flatten the play dough onto their desks. Students can pretend to eat plum pieces off their “plates.”



Note: A professional recording and performance of the poem can be found on the Audio CD. A reproducible version of the poem can be found on page 154 and on the Teacher Resource CD.

Using the Poem

1. Read the poem several times with students.
2. Discuss the poem. Have students use highlighters to mark all of the *pl* consonant blends in the poem. Make sure to review the idea of a blend being two (or more) letters appearing together where you hear the sound each consonant makes.
3. Provide copies of the poem for students to place in a poetry folder. They can practice reading the poem in this folder during free-choice, independent, or paired-reading time.
4. Reread the poem throughout the day. Choral and repeated readings will build fluency. Encourage students to create actions and gestures to go with the poem, or develop a melody or tune for singing the poem.

Building Oral Language

1. In addition to the words found in the poem, have students brainstorm other items that begin with the *pl* consonant blend. To preteach the words from the book, you may wish to include *plant*, *plate*, *pliers*, *plug*, and *plum*.
2. Provide students with a 6-inch square of paper. Have them draw an item that begins with the /pl/ sound. Help students label the items as needed.
3. On sentence strips, write a question mark and the sentence frames *Look at the _____, Where is the _____, Where is _____, and Where are the _____*. Place them in a pocket chart. Use the last sentence frame if the item is plural and use the question mark to add to the end of the question sentence frames.
4. Have students complete one of the sentences with the picture they drew and read it aloud to the group (*Look at the plate, Where is the plant?, and so on*).

Reading the Book

Introducing the Book

Vocabulary

Determine students' familiarity with the word *pliers*. If possible, bring in a pair of pliers to show students.



Using the Book

1. Show students the cover of the book. Point to the words in the title and have students repeat after you as you say them one by one.
2. Do a text walk. Have students identify each of the items in the book. Read the book aloud to students, pausing to discuss the words and photographs.
3. Read the book to students.
4. Have the students reread the book with you. After each *pl* word is read, have students say "/pl/, /pl/, /pl/" finishing with the *pl* word mentioned on that page (*pl*/, /*pl*/, /*pl*/, *plant*).
5. Place copies of the book in the Library Center for independent reading.

Differentiating Instruction

Below-Level Instruction for Beginning Language Learners

1. Have students work with a partner to use their bodies to make the letters *pl*. Students can stand and hold their arms straight, or lie down on the ground.
2. Provide students with highlighters and a section of a newspaper. Have students look through all the text and highlight the letters that make up the *pl* consonant blend.
3. Using chalk, draw a hopscotch on the playground. Write the *pl* consonant blend in each of the squares. Have students take turns hopping through the hopscotch and naming the blend as they land on each square.

On/Above-Level Instruction for Extended Language Learning

1. Write the *pl* consonant blend on the board or chart paper. Write the word *plant* from the book. Then write the word *apple*. Point out to students how these words contain the same *pl* blend but the blend occurs at different places.
2. Have students brainstorm other words that contain the /pl/ sound in any position. Write these words on the chart. The list of words may include *couple*, *dimple*, *explain*, *explore*, *placemat*, *play*, and *plum*.
3. Ask students to come to the board and underline the *pl* blend in each word.

Extension Activities

Snack Activity

Fill out and send home the snack permission slip found on the Teacher Resource CD (filename: permission.pdf) in advance to ensure students can have plums. Provide plums for students to enjoy during snack time. Prior to serving the plums, cut one in half to show students the pit in the center. Explain that the pit is a large seed that can be planted and will eventually grow into a plum tree. Have students say "May I have a plum, please?" before taking each bite.

Center Activity

Print out the *pl* pictures from the Teacher Resource CD (folder name: My PI Pictures) and glue them on 3" x 5" cards. Write the corresponding *pl* words on separate cards. Put both sets into a center. Have students work individually or in pairs and play a memory game to match the picture to its word. Students begin by placing all the cards face down. Then they pick up two cards at a time, keeping any pairs they discover.

Art Activity

Provide students with paper, yarn, and glue. Have students practice making the letters *pl* with the yarn and gluing it onto the paper. Have students say the /pl/ sound when they finish. Hang students' artwork around the room.

Movement Activity

In this variation of "Simon Says," students follow the action only when it begins with the *pl* consonant blend. Use the following words from the story and poem: *plane*, *planets*, *plant*, *plate*, *pliers*, *plug*, and *plum*. Mix in other non-*pl* words to challenge the students.

School-to-Home Connections

Send the books home with students so they have the opportunity to practice reading the books independently. Encourage them to read the books aloud to family members. Family members can participate by using the questions and activities on page 12 of each book.

Student Guided Practice Pages: Use these pages to support the lesson.

The answer key is on page 129.

PI My PI Words

Name: _____ Date: _____

Directions: Trace and write the *pl* consonant blend.

pl pl

Directions: Find and color all of the *pl* consonant blends.

pl cr pl

pl pl bl







cl pl pl

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My PI Words PI

Name: _____ Date: _____

Directions: Name each picture below. Write the missing *pl* consonant blends. Then color the pictures.

1.  ate	2.  um
3.  ant	4.  ug
5.  anet	6.  ane

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
PI My PI Words

Name: _____ Date: _____

Directions: Look at the letters below. Find and color the boxes that have the *pl* consonant blend in them. What did you make?

cl	pl	pl	pl	mi	pl	hi
fr	pl	vo	pl	xe	pl	gl
th	pl	ja	pl	mi	pl	lo
bl	pl	pl	pl	gr	pl	ne
ch	pl	nl	ho	ol	pl	el
he	pl	ji	cr	cl	pl	fi
st	pl	qu	sh	ye	pl	sn

Directions: Name each picture below. Circle the pictures that begin with the *pl* consonant blend.



   



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

My PI Words PI

Name: _____ Date: _____

Directions: Name each picture below. Draw a line to match the pictures that go together.

Directions: Find and color the boxes that have the *pl* consonant blend in them. Then draw a line to connect them.

1. <table border="1" style="display: inline-table; text-align: center;"> <tr><td>sl</td><td>rl</td><td>bl</td></tr> <tr><td>cl</td><td>al</td><td>kl</td></tr> <tr><td>pl</td><td>pl</td><td>pl</td></tr> </table>	sl	rl	bl	cl	al	kl	pl	pl	pl	2. <table border="1" style="display: inline-table; text-align: center;"> <tr><td>no</td><td>ol</td><td>pl</td></tr> <tr><td>gl</td><td>he</td><td>pl</td></tr> <tr><td>ip</td><td>mi</td><td>pl</td></tr> </table>	no	ol	pl	gl	he	pl	ip	mi	pl
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cl	al	kl																	
pl	pl	pl																	
no	ol	pl																	
gl	he	pl																	
ip	mi	pl																	

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Targeted Phonics

More
**Consonants, Blends
and Digraphs**

Assessment
Guide



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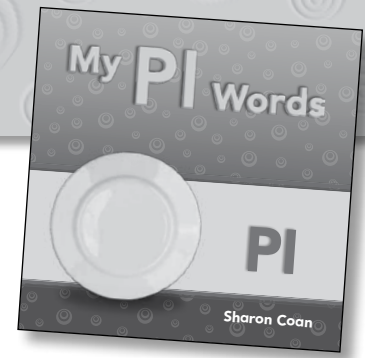
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Oral Reading Record for:

My PI Words










.....



Name: _____ Date: _____

Assessor: _____

Word Count	Codes				
36	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual

Page	Text	E	SC	Cues Used					
				E		SC			
2	Look at the plant. 			M	S	V	M	S	V
3	Where is the plant? 			M	S	V	M	S	V
4	Look at the plate. 			M	S	V	M	S	V
5	Where is the plate? 			M	S	V	M	S	V
6	Look at the plum. 			M	S	V	M	S	V
7	Where are the plums? 			M	S	V	M	S	V
8	Look at the plug. 			M	S	V	M	S	V
9	Where is the plug? 			M	S	V	M	S	V
10	Look at the pliers. 			M	S	V	M	S	V

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time:



Targeted Phonics

More Consonants, Blends and Digraphs

Student Guided
Practice Book

Ff



Fr

Zz



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Name: _____ Date: _____

Directions: Trace and write the *pl* consonant blend.



Directions: Find and color all of the *pl* consonant blends.

pl

cr

pl

pl

pl

bl

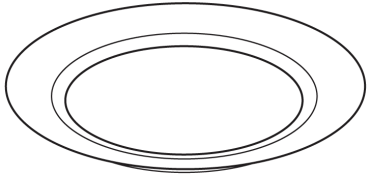
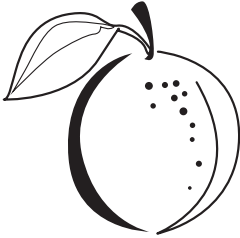

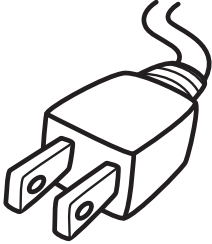
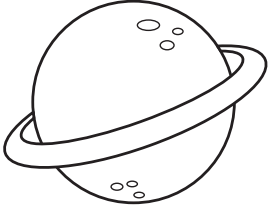
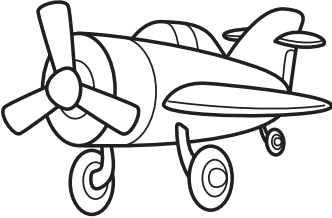
cl

pl

pl

Name: _____ Date: _____

Directions: Name each picture below. Write the missing *pl* consonant blends. Then color the pictures.

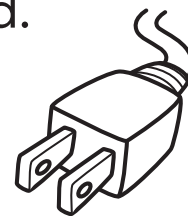
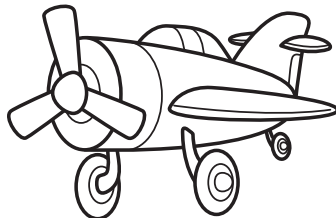
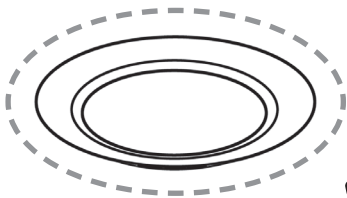
<p>1. </p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>2. </p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>3. </p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4. </p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>5. </p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>6. </p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Name: _____ Date: _____

Directions: Look at the letters below. Find and color the boxes that have the *pl* consonant blend in them. What did you make?

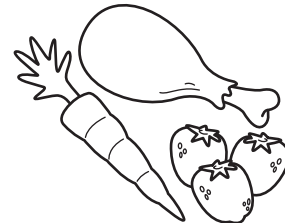
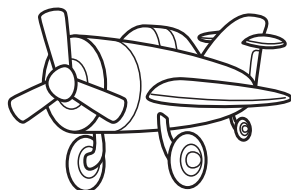
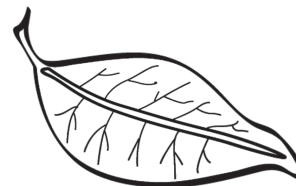
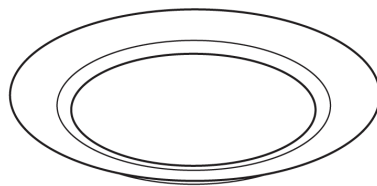
cl	pl	pl	pl	mi	pl	hi
fr	pl	vo	pl	xe	pl	gl
th	pl	ja	pl	mi	pl	lo
bl	pl	pl	pl	gr	pl	ne
ch	pl	nl	ho	ol	pl	el
he	pl	ji	cr	cl	pl	fl
st	pl	qu	sh	ye	pl	sn

Directions: Name each picture below. Circle the pictures that begin with the *pl* consonant blend.



Name: _____ Date: _____

Directions: Name each picture below. Draw a line to match the pictures that go together.



Directions: Find and color the boxes that have the *pl* consonant blend in them. Then draw a line to connect them.

1.

sl	rl	bl
cl	al	kl
pl	pl	pl

2.

no	ol	pl
gl	he	pl
ip	mi	pl

My **PI** Words



PI

Sharon Coan

My PI Words

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Look at the **plant**.



Where is the **plant**?



Look at the **plate**.



Where is the **plate**?



Look at the **plum**.



Where are the **plums**?



Look at the **plug**.



Where is the **plug**?

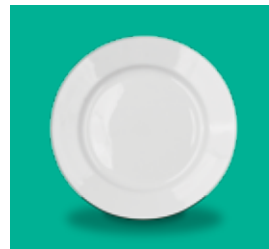


Look at the **pliers**.

Glossary



plant



plate



pliers



plug



plum

Sight Words

Look at the Where is are

Activities

- Read the book aloud to your child, pointing to the *pl* words. Help your child describe where the *pl* objects are found.
- Explain to your child the importance of not touching plugs or receptacles. Childproof your outlets and power strips with caps and covers.
- Compare your plates to shapes. Are they like circles, squares, or ovals?
- Have your child plant carrots, radishes, or lettuce and watch the plants grow.
- Have your child water the different plants as you discuss each plant's characteristics.
- Help your child think of a personally valuable word to represent the letters *pl*, such as *please*.

My **PI** Words

Let's look for words that start with the letters *pl*.

Can you find a *plate*, a *plum*, and even a *plant*?

What other words can you find that start with *pl*?



PI

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