



 School Specialty
Literacy and Intervention

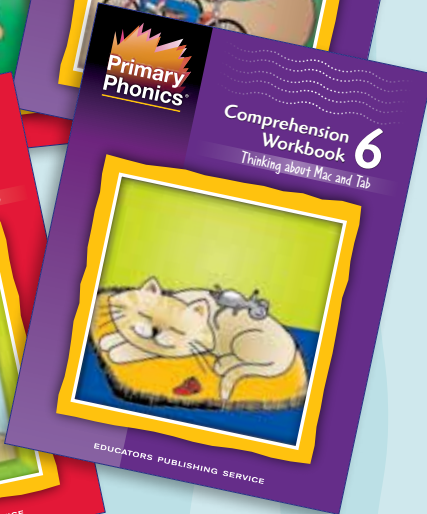
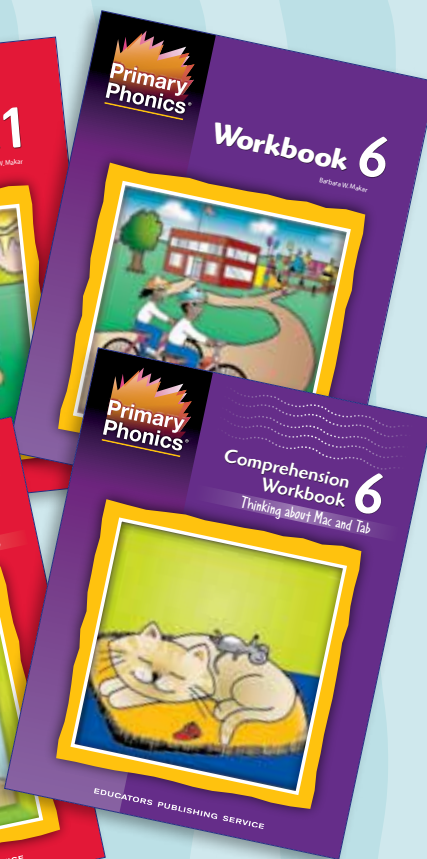
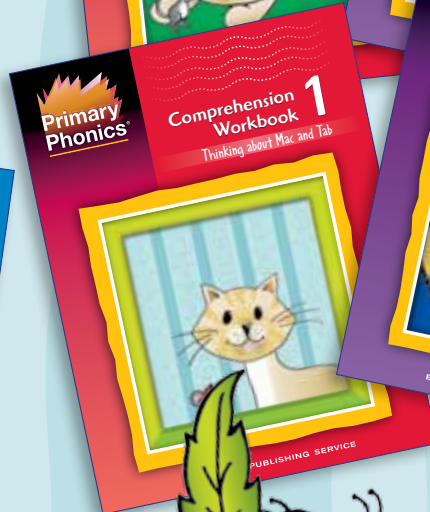
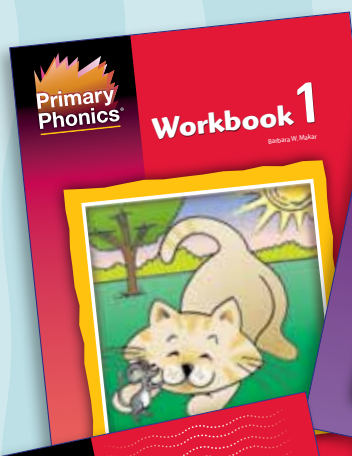
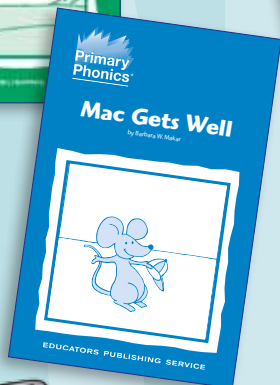
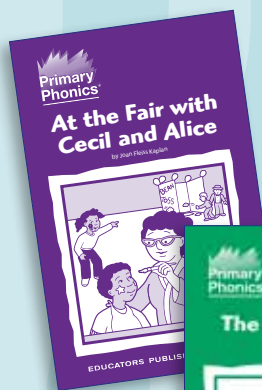
Primary Phonics®

PROGRAM OVERVIEW
Grades K-2

HELPING STUDENTS READ
FOR
**OVER
40**
YEARS!

Fits RTI Tiers 

**Systematic, phonics-based
early reading program**



More practice per skill than any other program!

Primary Phonics® is a systematic, phonics-based early reading program that has successfully stood the test of time because of features such as:

- The most practice for every skill to ensure mastery
- Decodable readers for every skill for application of phonics to connected text
- Reinforcement material to help struggling students succeed in the regular classroom

Features

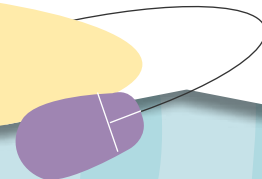
Benefits

Time Tested

Provides an early reading program that incorporates decoding and reading comprehension and promotes fluency through decodable storybooks	Students apply phonic knowledge from the workbooks to read decodable storybooks and then demonstrate comprehension using the <i>Comprehension Workbooks</i> .
Instructs beginning readers in both phonemic awareness and explicit sound-symbol relationships	Students' knowledge of phonemes and letter recognition is the greatest indicator of future reading success.
Promotes early reading fluency through the use of decodable storybooks	Students gain a sense of accomplishment in completing whole texts and are able to decode rapidly for fluent reading.
Facilitates individualized instruction through flexible, skills-based workbooks and storybooks that correspond to students' ability levels	Students are able to work at their own pace and progress from simple to complex phonic elements to become successful readers.
Provides reinforcement using the <i>MORE Workbooks</i> as additional practice for students needing more opportunities to develop phonic skills	Students have many opportunities to become successful readers by receiving the reinforcement that they need.
<i>Teacher's Guides K, 1•2•3, and 4•5•6</i> provide support at your fingertips for all program components.	Lesson plans address phonemic awareness, phonics, vocabulary, comprehension, fluency, and writing and cross-reference student materials at point-of-use.
The teacher's <i>Intervention Guide</i> is designed specifically for struggling and dyslexic readers.	Lessons use a phonic coding system, employ multisensory techniques , and cover phonic elements , word and sentence dictation , and comprehension and challenge activities.
Workbooks, storybooks, and comprehension workbooks have matching colors for each level.	Materials have color-coded covers for easy classroom management.

Go to eps.schoolspecialty.com/PP to find:

▶ **Research paper** ▶ **Sample lessons**



How do I fit *Primary Phonics*[®] into my curriculum?

Primary Phonics[®] can easily be incorporated into any existing reading curriculum, using the components in conjunction with each other or independently. The following Scope and Sequence chart lists the phonic concepts addressed at each level.



Primary Phonics[®] Scope and Sequence

Level	Consonant Sounds	Short Vowels	Long Vowels	Vowel Digraphs	Consonant Blends	r-Controlled Vowels	Consonant Digraphs	Diphthongs	Additional Concepts Introduced
K	<i>h, s, t, n, w, r, f, d, m, c, l, b, g, v, p, j, k</i>								Sight words
1		<i>a, i, o, u, e</i>							Sight words
2			Silent e	<i>ie, oe, ee, oa, ai, ea</i>					Sight words Sentence construction
3	<i>x</i>				Initial & final blends, twin consonants <i>ff, ll, gg, ss, zz, tt</i>		<i>ck</i>		Sight words Plural -s Compound words Two-syllable words
4						<i>ar, or, er, ir, ur</i>	<i>sh, ch, th, tch, wh</i>		Sight words Consonant + <i>le</i> Endings -ed, 's Vowel + <i>ng, nk</i>
5	<i>y, qu</i>			<i>oo (ōō, ōō), ow (ō), ay, ey, aw</i>				<i>ow (ou), ou</i>	Sight words <i>a = /aw/</i> Vowel <i>y (ī, ē)</i> Initial <i>wa</i>
6			Long <i>i (igh)</i> Long <i>o (old)</i>	<i>ie, au, ew</i>			<i>ph</i>	<i>oy, oi</i>	Sight words Soft <i>c (ce, ci, cy)</i> Soft <i>g (ge, gi, gy, dge)</i> Plural -ies

Program Components



Workbooks progress in skill difficulty and provide extensive practice and consistent review and reinforcement.

Storybooks parallel the phonic concepts in the workbooks and provide opportunities for students to apply new phonic elements as they read in context.



Storybooks Audio CDs are read with conversational phrasing and expression and also emphasize the targeted phonic skill words.



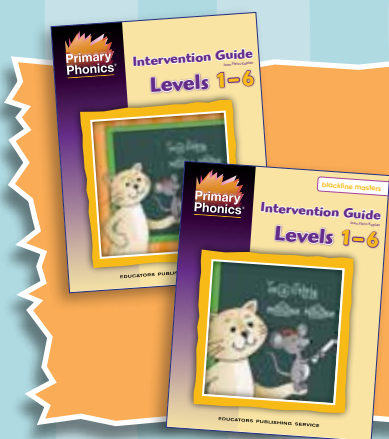
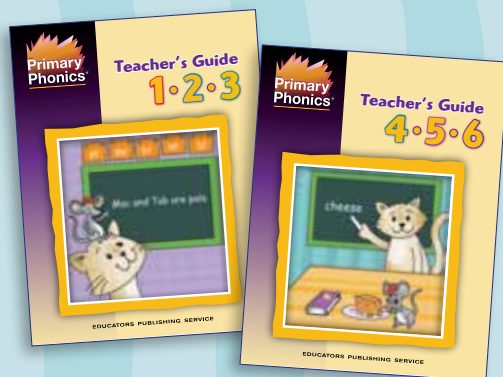
Comprehension Workbooks provide comprehension questions, discussion points, and activities for every storybook.





Materials for Additional Practice provide further reinforcement through *MORE Workbooks* and two sets of additional Storybooks.

Teacher's Guides 1•2•3 and 4•5•6 comprise a rotating menu of activities to accommodate a broad range of learning needs and instructional opportunities.



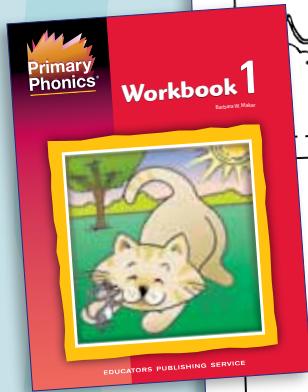
Intervention Guide – Levels 1-6 follows the scope and sequence of the *Primary Phonics* decodable storybooks and provides systematic instruction using a phonetic coding system. Comes with a book of blackline masters and a classroom coding chart.




Classroom Set K includes a scripted Teacher's Guide for teaching consonant lessons, 1 *Picture Dictionary*, 25 *Color Workbooks*, and 25 Kindergarten Workbooks.






A Sample Primary Phonics Lesson

Workbook






		
_____	_____	_____

The hat is red.
The cab is green.
The bat is blue.
The fan is yellow.
The rag is red.
The jam is green.

		
_____	_____	_____

22

Workbook 1

		
_____	_____	_____
		
_____	_____	_____
		
_____	_____	_____

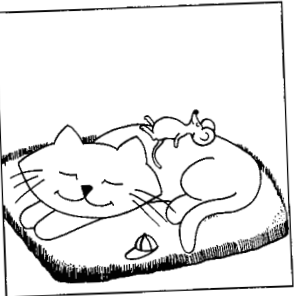
26 Now you can read the storybooks *Mac and Tab* and *The Cab* listed on the back cover.

Educators Publishing Service • DO NOT DUPLICATE

Workbook 1

After phonics practice, students are directed to the storybooks to apply their new skills.

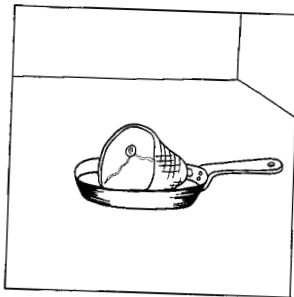
Storybook



Tab has a nap on the mat.
Mac has a nap on Tab.

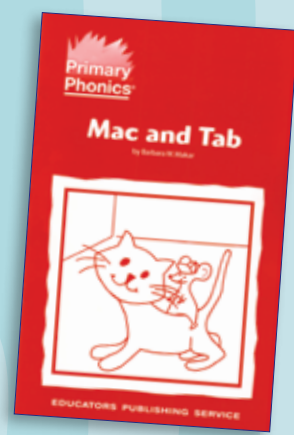
4

Mac and Tab, Set 1



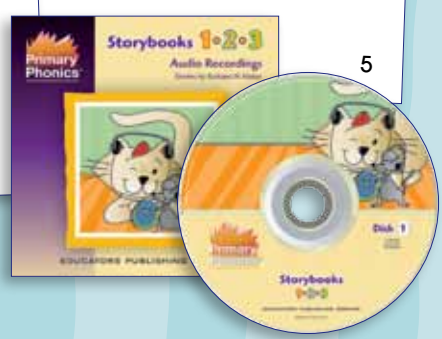
The ham is in the pan.
The ham is for Tab.

5



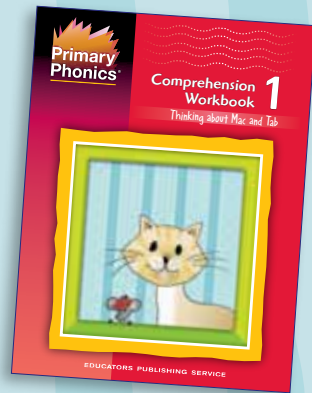
Mac and Tab, Set 1

Decodable text provides for application of skills in context.



All storybooks are read aloud on audio CDs to model fluent reading. A great tool for struggling readers and ELL students!

Comprehension Workbook



Literal comprehension questions promote story recall. Inferential questions are also included. See p.14 for more information.

Which one came first? Circle.

Circle the correct word to fill in the blank.

Tab had a nap on the _____.

cat mat ham

③

Comprehension Workbook 1

Additional Practice

	(a)	a	a	a	
(r)		r	a	t	m
s		---	---	---	d
m		---	---	---	p
h		---	---	---	(t)

4

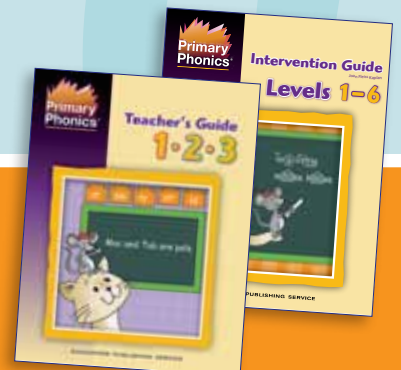
MORE Workbook 1



Del, Set 1A

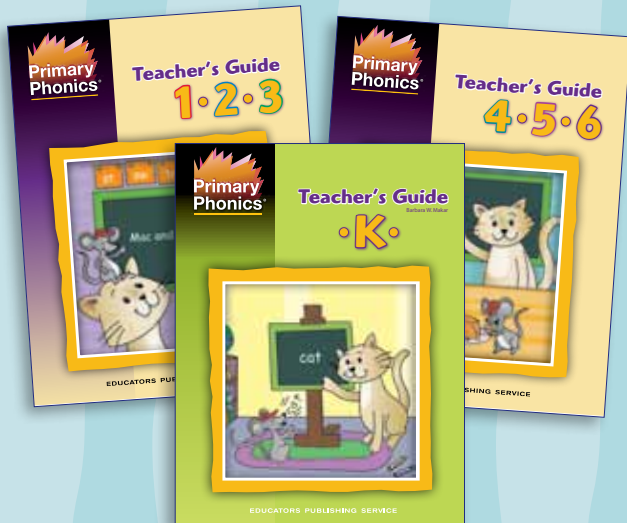
Provides further reinforcement for students who need repeated exposure or extra practice.

Teacher support provided at every step with Teacher and Intervention Guides. See pages 8-9 for more information.



Teacher Support

Teacher's Guides



Detailed lesson plans include phonemic awareness, phonics, vocabulary, comprehension, fluency, and writing. Cross-references student materials at point-of-use. Lessons incorporating the *MORE Workbooks* and *Storybooks* provide extra instruction for students who need additional practice.

Clear cross-referencing of *Primary Phonics* materials helps classroom management.

Short a

WRITING

Display the words *cap*, *tag*, *gas*, and *Pam*. Have students number 1-4 on lined paper. Tell them to choose and write the word that matches each clue.

- You wear this on your head. (cap)
- This is a name. (Pam)
- This is a game where you might say, "You're it!" (tag)
- A car needs this to run. (gas)

READING IN CONTEXT

Read Tell students that they are now going to use what they know about short a words to read a story. Invite students to read *Mac and Tab* independently or with a partner. If needed, support students by identifying and reviewing sight words from the storybook. Help them identify and blend sounds as they read.

Respond Engage students in a discussion about *Mac and Tab* with these questions:

- What is a pal? (a friend)
- In the beginning of the story, how can you tell that Mac and Tab are good friends? (Guide students to use text and picture clues on pages 2 and 4 to point out that Tab gives Mac a ride, and Mac takes a nap right on Tab's back.)
- Who woke up from the nap first? (Mac)
- How do you know? (Mac ate some of the ham while Tab was still sleeping.)
- Why is Tab angry? (The ham was meant for Tab, but Mac ate some of it.)
- How did the two friends work out this problem? (Tab put on Mac's cap and let Mac have the ham.)
- Were they both happy with this solution? How do you know? (They must have both decided this was fair because they are smiling pals at the end.)

Lesson 1 7

Teacher's Guide 1•2•3

Develop comprehension and engage students in discussion with these literal and inferential questions.

Short a

PART 3

Materials:

- Workbook 1, pp. 20-26
- Set 1, Book 1: *Mac and Tab*
- Thinking about Mac and Tab 1, pp. 2-3

WARM-UP

Play a game of Grab Bag as you review the sounds of short a and the consonants. Put cards with the consonant letters and several cards with a into a paper bag. Invite students to take turns drawing a card from the bag, naming the letter and making its sound. Repeat until everyone has had a turn.

PHONEMIC AWARENESS

Tell students you are going to sound out some words very slowly. Ask students to listen to the sounds, repeat the sounds, and say the word. For example: What word is /c/ /a/ /g/? Response: /c/ /a/ /g/ is tag.

/m/ /a/ /p/ (map)	/k/ /a/ /p/ (cap)
/b/ /a/ /g/ (bag)	/h/ /a/ /d/ (had)
/f/ /a/ /n/ (fan)	/h/ /a/ /m/ (ham)

PHONICS

Review Short a Ask the class to tell you what vowel sound they hear in the words *mat*, *pan*, and *jam*. (short a) Remind them that in Parts 1 and 2 they learned and practiced a lot of short a words. Tell them that they will continue to practice these words.

VOCABULARY

Sight Words Review the sight words printed on the inside back cover of Workbook 1: *a*, *black*, *blue*, *brown*, *green*, *in*, *is*, *no*, *on*, *orange*, *purple*, *red*, *the*, *yellow*, and *yes*. Write the words on the board, add them to the Word Wall, and/or have students write them in their personal dictionaries.

COMPLETING STUDENT PAGES 20-26

Read the directions with students. Together, complete a sample item on each page. Then have students complete the pages independently, providing assistance as needed.

AUTOMATICITY

Provide or have students create several flashcards with short a words. Have them flip through the cards as they read the words to a partner. Encourage students to review the flashcards multiple times as they work to increase their accuracy and speed. Include cards from previous lessons as review.

COMPREHENSION

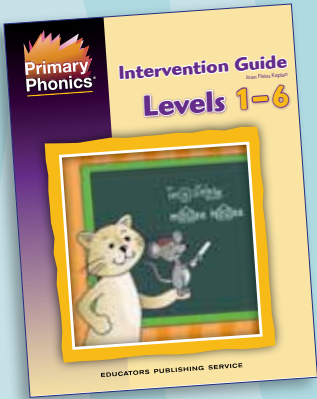
Extending Word Knowledge Ask questions or give directions such as the following to be sure that students understand short a words used in this lesson:

- A sad person may cry. Pretend to be sad.
- A sleepy person may take a nap. Pretend to be sleepy.
- The words *Sam*, *Jan*, *Pat*, *Pam*, *Dan*, and *Nat* are all what? (names) Do you know anyone with one of those names?
- When would you want to have a map with you? (when you are in an unfamiliar place)

Primary Phonics Teacher's Guide 1 • 2 • 3

Teacher's Guide 1•2•3

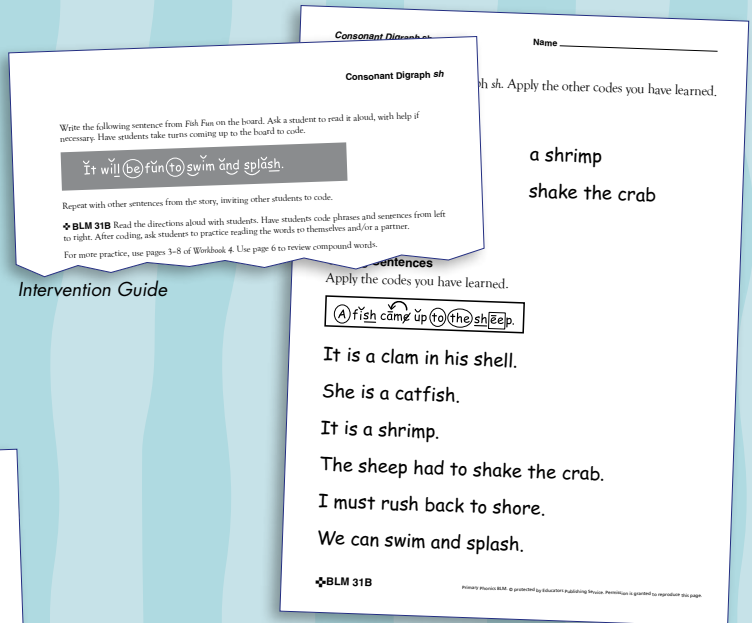
Intervention Guide



Lessons follow the scope and sequence of all six sets of decodable storybooks and are designed specifically for struggling and dyslexic readers, using a phonetic coding system and employing multisensory techniques. Provides systematic, direct instruction in phonic elements and word coding, word and sentence dictation, and comprehension and challenge activities. Comes with a separate book of blackline masters and a classroom coding chart.

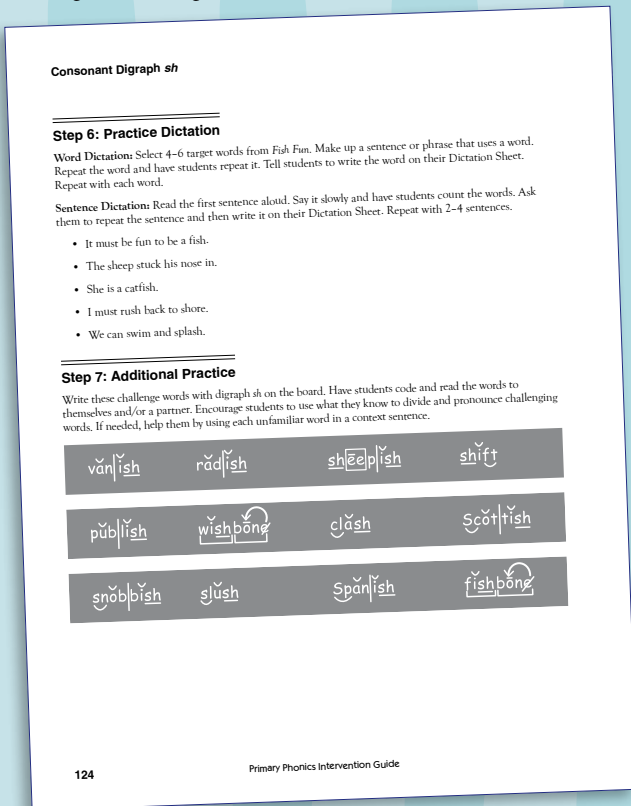
Students learn, apply, and internalize a proven phonic coding system to advance decoding and reading skills.

Dictation from each story encourages encoding skills.

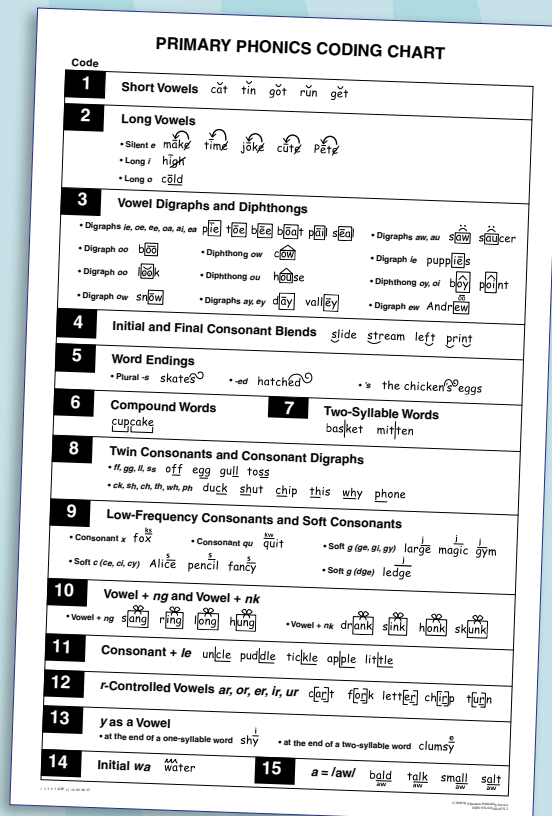


Intervention Guide

Intervention Guide Blackline Master



Intervention Guide



Intervention Guide Classroom Coding Chart

A poster of phonic word-coding elements is included for classroom reference.

Workbooks



Covers are color coded by level for easy classroom management.

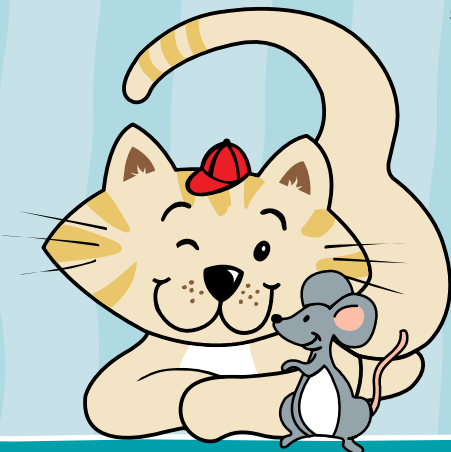
Workbooks provide extensive practice for every concept to accommodate all students, allowing them to work at their own pace. Ample opportunities for reinforcement are included.

More practice pages per skill than any other program!

Complete the workbook pages before reading the corresponding storybook titles.

Focus Concepts	Workbook 1 Pages	Set 1 Storybooks	Set 1A Storybooks
Short a	1-26	Mac and Tab	The Cab
Short i	27-34	The Tin Man	Kim and Wag
Short o	35-44	Al	The Van and the Hot Rod
Short u	45-54	Tim	Fun in the Mud
Short e	55-60	The Jet	Hal and Nip
Short Vowel Review	61-63	Ben Bug	Cop Cat
Short Vowel Review	64-67	Ed	The Wet Pup
Short Vowel Review	68-71	Meg	The Cod and the Fat Cat
Short Vowel Review	72-75	Ted	Del
Short Vowel Review	76-80	The Wig	Gum on a Cat

Detailed Table of Contents cross-references workbook pages with storybook titles and focus concepts.



© 2008 by Barbara W. Makar and Sons, Inc. No part of this book may be reproduced or utilized in any form or by any electronic or mechanical means, including photocopying, without permission in writing from the publisher.

Educators Publishing Service, a division of School Specialty Publishing, a member of the School Specialty Family

ISBN 978-0-8388-0360-8

Printed in U.S.A.

1 2 3 4 5 PPG 11 10 09 08 07

Workbook 1, Inside Front Cover

Workbooks provide explicit phonics instruction with controlled vocabulary.



Educators Publishing Service • DO NOT DUPLICATE



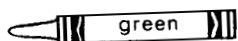
gopher in
is the
The trophy



cow is
The cowboy
on the

47

Workbook 6



trip
tree
train

grin
grain
grapes
green

21

Workbook 3



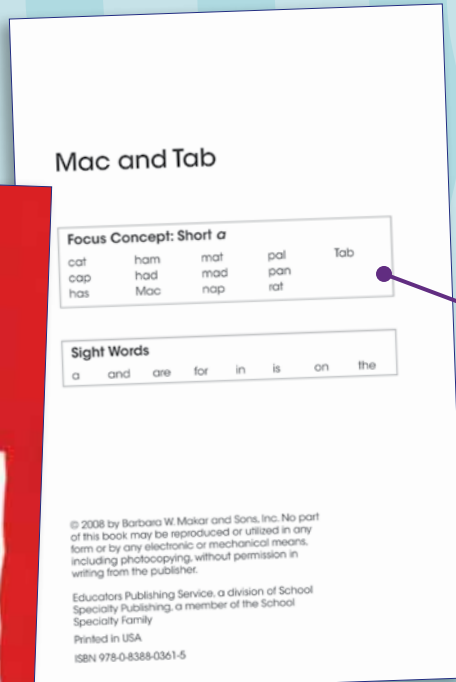
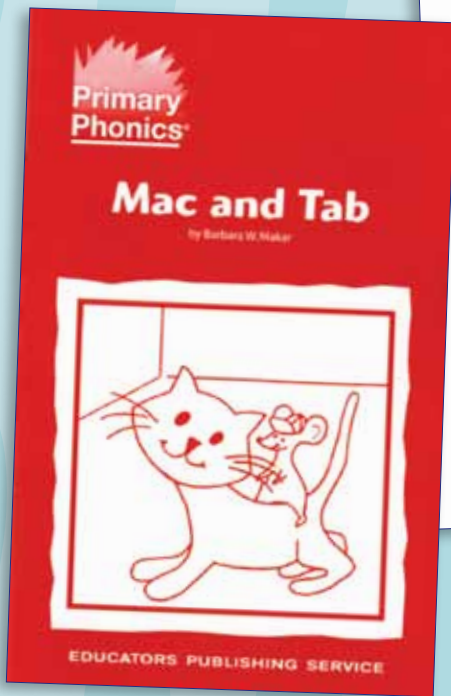
Exercises combine decoding and spelling instruction.

Storybooks

Students are motivated to apply newly learned phonics skills to read engaging decodable stories. A storybook for every concept allows students to read in context, making phonics meaningful. Students feel successful as they read books on their own from the beginning of instruction.



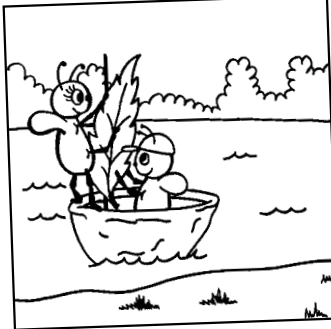
Covers are color coded by level for easy classroom management.



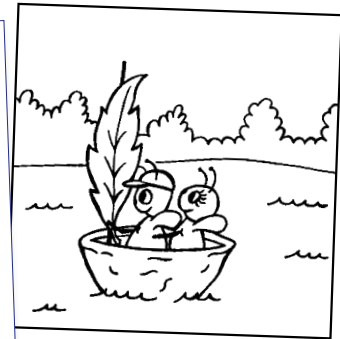
Convenient inside covers list phonic focus concepts and sight words for each title.

Mac and Tab, Set 1, Inside Front Cover

Decodable text matches skills addressed in workbooks, allowing students to apply newly learned phonics skills.



"We can nail the sail to the pole," said Gail.



Gail and Ben set sail in the boat.





Stories present memorable characters for young readers.



A little monkey was in the tree.
“Why are you so sad?”
said the little monkey.

2



“Tigers are big and mean,” said the little tiger. “But I am little and shy.”

3

The Shy Tiger, Set 5

LIST OF TITLES

Set 1	<i>Mac and Tab, The Tin Man, Al, Tim, The Jet, Ben Bug, Ed, Meg, Ted, The Wig</i>
Set 1A	<i>The Cab, Kim and Wag, The Van and the Hot Rod, Fun in the Mud, Hal and Nip, Cop Cat, The Wet Pup, The Cod and the Fat Cat, Del, Gum on a Cat</i>
Set 2	<i>Mac Gets Well, The Big Game, The Joke, The Cake, The Bee, The Goat, Sail, The Seal, Hide and Seek, The Fire</i>
Set 2A	<i>Babe, the Big Hit, Make the Bed, Mole, A Ride on a Bus, The Lie, A Fine Coat, Cop Cat and the Mule, A Real Pal, Rose and Weed, The Deer</i>
Set 3	<i>Slide, The Plane Trip, Spot, The Prints, The Dream, The Best Gift, Mittens, The Sea Gull, The Lost Duck, Max and the Fox</i>
Set 4	<i>Fish Fun, The Chicken Ranch, Ring the Bell, The Little Skunk, The White Hen, The Go-cart, The Lost Horse, The Brave Hunter, The Birdfeeder, The Hard Worker</i>
Set 5	<i>The Pet Poodle, The Good Cook, Snow Fun, A Cow in Town, The Mouse House, The Shy Tiger, The Lost Wallet, Too Small, The Square Egg, The Clumsy Rabbit</i>
Set 6	<i>At the Fair with Cecil and Alice, Garbage Day with Paige, Hedgehog Lodge, Sollie, the Timid Puppy, A Class Trip with Miss Royal, The Mighty Mustangs, Phil and Stephanie, Paulette in Space, A Lucky Day for Andrew, A Birthday Surprise for Goldie</i>

Comprehension Workbooks



Students develop comprehension skills as they sequence, recognize story elements, and use context clues to build meaning. Each workbook corresponds to a set of 10 storybooks within each level.

Sequencing activities provide an early introduction to comprehension skills.

Fill in the puzzle with the correct words.

Across

- A sheep sat in the _____ (page 1)
- The crab let go of his _____ (page 9)
- "That is not a bug," said the _____ (page 7)

Draw or write.

Why is the sheep glad to be back on land?

Questions and activities promote inferential thinking.

Which one came last? Circle.

Circle the correct word to fill in the blank.

Dad ran to get _____.

Ken Meg mud

17

Comprehension Workbook 1

Comprehension Workbook 4

Students are encouraged to refer back to the text for information.

The Good Cook

Match.

"This cookbook may be hard for me to read."

He stood up on the stool to reach the cookbook.

He sat on the stool to wait.

Circle the best answer.

Where did Mom get the cupcakes?

- from the oven
- from the store
- from the kitchen

4

Comprehension Workbook 5

"Look," said Mom. "I got cupcakes at the store." "These cupcakes are good," said Kim. "The store is a good cook!"

16

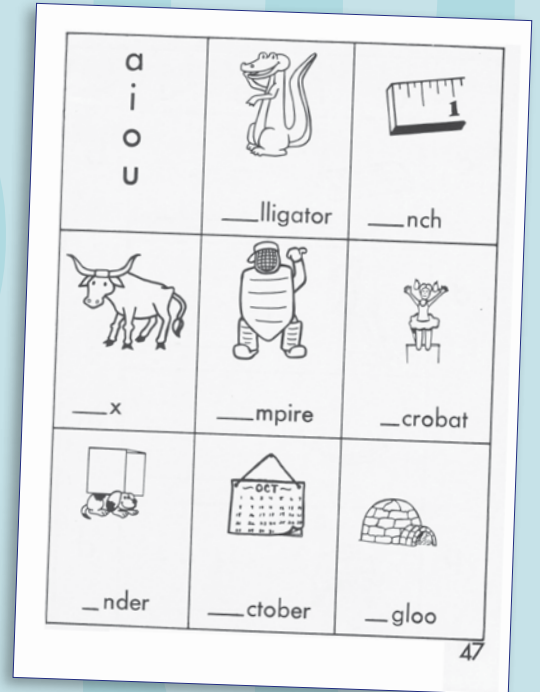
The Good Cook, Set 5

Materials for Additional Practice

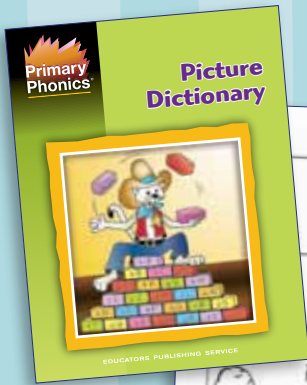
MORE Workbooks and two additional sets of Storybooks, Sets 1A and 2A, provide additional practice and reinforce phonic concepts.



Cumulative review is incorporated throughout.



MORE Workbook 1



Picture Dictionary



The *Picture Dictionary* allows beginning readers to match common words with corresponding pictures. Great for English Language Learners.

More Decodable Readers

These decodable collections from EPS allow emergent and struggling readers to practice decoding, improve fluency, and develop comprehension skills while they read connected text.

Each series can be used with any phonics program!

S.P.I.R.E.[®] Illustrated Decodable Readers



The Alphabet Series



School Specialty
Literacy and Intervention

tel 800.225.5750 fax 888.440.2665
eps.schoolspecialty.com

Follow us on twitter:
twitter.com/ss_eps

6360
70150