



Literacy and Intervention

Touchphonics®

PROGRAM OVERVIEW
Intervention Appropriate K-5

Fits RTI Tiers

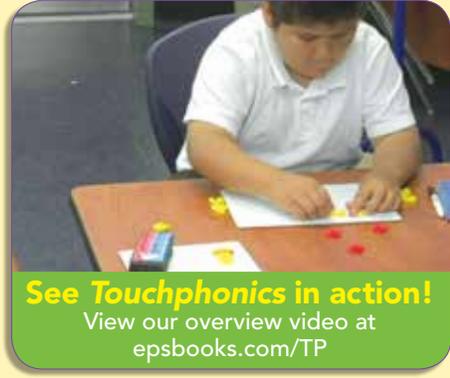
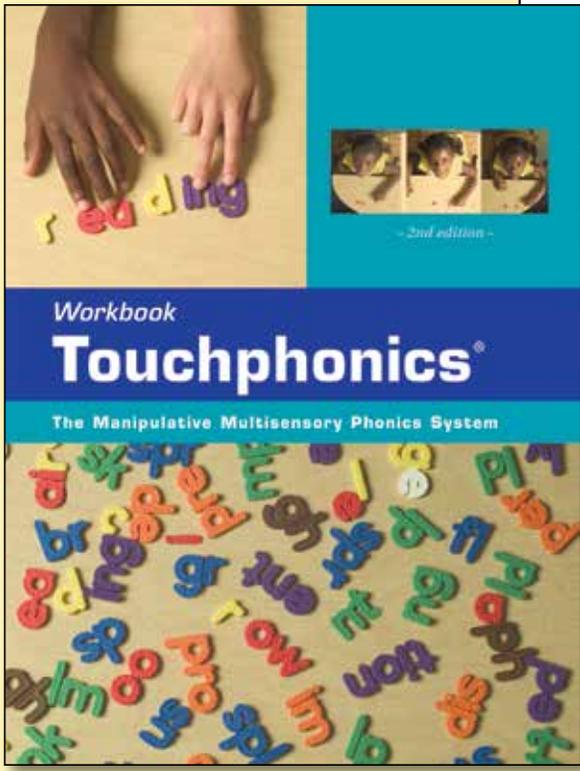
The hands-on approach to phonics and word study

Oregon Reading First Center
REVIEWED
"MEETS/EXCEEDS CRITERION"
Supplemental & Intervention

Touchphonics™

r e a d i n g

reading



See Touchphonics in action!
View our overview video at
epsbooks.com/TP

Multisensory Phonics, Word Structure and Spelling

Provide at-risk students with an alternative approach to phonics, word structure and spelling with this unique multisensory program. Students utilize tactile, kinesthetic, visual and auditory modalities to:

- ✓ Enhance memory and learning
- ✓ Understand the structure of words without drill

Touchphonics® unique feature is the use of three-dimensional letters called Touch-Units®. These are made of soft, flexible plastic, with a textured surface that intensify tactile neurological input. They are also color-coded by function to convey the patterns of word structure.

Why Students Learn Faster

With *Touchphonics*, students learn to read and spell more quickly because they are able to use visual, auditory and tactile/kinesthetic

modalities to help them understand the structure of words without drill. This system makes it possible to teach phonics through patterns instead of rules. By starting with words of a simple pattern, students experience success and can progress quickly to patterns that are more complex. Skills are applied to accompanying decodable readers for the development of fluency and comprehension. Quick progress builds self-esteem and confidence, which lead to even greater success!

***Touchphonics* can be easily aligned with any phonics or basal program!**

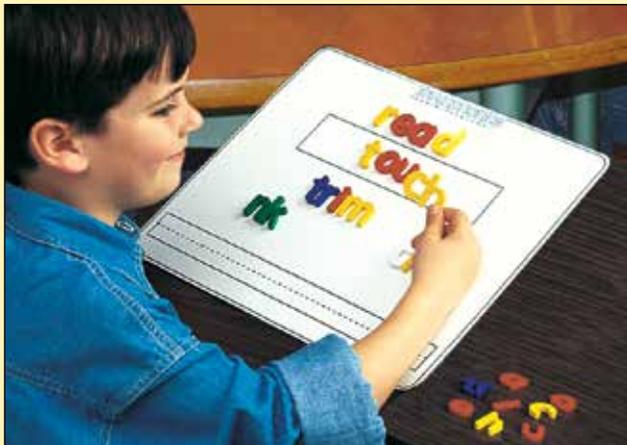
Phonic or word study lessons from any phonics/basal program can be paired with a *Touchphonics* lesson for that same concept. This provides at-risk students the opportunity to develop abstract phonetic concepts with targeted, tactile *Touchphonics* lessons before paper-and-pencil basal practice.

Correlations to basal programs are available at epsbooks.com/TP

Scope & Sequence

- Short *a, i, o, u, e*
- Consonant digraphs *th, ch, sh, wh*
- Initial Consonant Blends: *L* Blends, *S* blends, *R* blends
- Final Consonant Blends *sp, st, sk, nd, ng, nk, nt, mp, lt, nch*
- Silent Letters *ck, lk, kn, tch, dge, mb, gh, wr*
- Long Vowels, Open *e, o, y*
- Long Vowels *a, o, i, u*
- Vowels + *ck* and *ke*
- Open Syllable + silent *e*
- Vowel + *ce* and *ge*
- "R" Controlled Vowels *or, ar, er, ir, ur, wor, ear, air, are*
- Vowel Combinations *oa, ie, ui, ee, ai, ay, au, aw, oi, oy, ow, oo, ew, ea, ou, ey, ei*
- Compound Words
- Contractions
- Open and Closed Syllables
- Syllables with *le*
- Suffixes
- Inflectional and Comparison Suffixes
- Prefixes with Meanings
- Borrowed Sounds

Unique design unlocks the mystery for struggling readers!



At risk students achieve success more quickly using all learning modalities. *Touchphonics* have been successfully used to unlock the reading process for students of various abilities:

- mild learning differences
- dyslexic children
- cerebral palsy
- attention deficit disorders

In addition, the interactive design of this program quickly engages grade level and above-grade level students!

Research-Based

The *Touchphonics* system was developed by Dr. Robin Steed and tested and proven in reading laboratories at Brigham Young University for over 6 years. Using *Touchphonics*, teachers dramatically increased reading skills—students previously weak in phonics, gained one or two grade levels in fluency in 12 weeks!

The *Touchphonics* system meets the research standards of the National Reading Panel, and follows the guidelines established in the report *Put Reading First: The Research Building Blocks for Teaching Children to Read*. It is currently being used in thousands of schools throughout the United States.

Touchphonics meets the research standards of the National Reading Panel:

PHONEMIC AWARENESS	<ul style="list-style-type: none"> • Students listening for target phonograms • Oral segmentation and blending of phonograms • Additional phonemic awareness activities in the appendix
PHONICS	<ul style="list-style-type: none"> • Letter/sound relationships • Word structure knowledge • Transference of concrete understanding gained from manipulating Touch-Units to the more abstract representation of letters in print
FLUENCY	<ul style="list-style-type: none"> • Word building practice in each lesson • Workbooks to provide practice for reading words and sentences • Stories to build more practice with a new concept in connected text
VOCABULARY	<ul style="list-style-type: none"> • Words carefully selected to expand students vocabulary, with emphasis on homonyms and multiple meanings • Stories to further reinforce and integrate vocabulary words
COMPREHENSION	<ul style="list-style-type: none"> • Decodable Readers with which students develop comprehension skills • The opportunity to practice making sense of words in context in the decodable readers

Go to epsbooks.com/TP to find:

- *Research paper*
- *Sample lessons*
- *Dissertation*

Lesson Plans, Pacing, and Procedures

LESSON STEPS

The following steps appear in each of the 59 Touchphonics Lessons:

STEP 1 – Phonemic Awareness: Students become familiar with the target phoneme or phonemic pattern through teacher-led auditory activities and demonstrations.

STEP 2 – Link Sound to Letter: In this phonics “mini-lesson,” students become proficient at linking the sound or sounds to the letter or letters through teacher-led activities and demonstrations that involve tracing Touch-Units® and replacing sounds in words.

STEP 3 – Build Words (Model): The teacher models building words with the Touch-Units.

STEP 4 – Build Words: Using Touch-Units, students build and write words on their whiteboard. Words can also be recorded in the Student Workbooks. Word building can also be expanded and varied using Extended Techniques (Shake and Make, Cover-Spell-Write).

STEP 5 – Read Words in Isolation: Partners take turns reading the words and the sentence that they have written in the Workbook.

STEP 6 – Independent Practice: Students complete phonics activities in the Workbook.

STEP 7 – Dictation: Students write a dictated sentence that includes words with the target sounds and patterns in their Workbook.

Reading Words in Context

STEP 8 – Build Words from Reader: The teacher reviews the recently learned sounds and patterns with students, building words that they will encounter in the accompanying Reader.

STEP 9 – Learn Sight Words: The teacher introduces students to Sight Words, such as *the*, *of*, or *was*, that will be encountered in the accompanying Reader.

STEP 10 – Read the Reader: This step can be varied; for example, students can read the story aloud to a parent or teacher, read aloud in pairs or small groups, read in unison with the whole class, take turns reading aloud or read independently.

STEP 11 – Respond to the Story: Students complete Reader response activities in the Workbook, often drawing a picture that relates to the story and writing words or sentences.

Additional Reading: EPS publishes a variety of decodable readers that provide opportunities to practice newly acquired phonics skills in full-content reading.

Pacing

Each *Touchphonics* lesson targets a phonetic concept and can be completed over several 15-20 minute sessions:

Introduce a Concept	Steps 1-4	= 1 session
Reinforce a Concept	Steps 4-7	= 1-4 sessions (Word building sessions are repeated (using Word Lists) as per student need)
Prepare for Reader	Steps 8-9	= 1 session
Read the Reader	Steps 10-11	= 1 session

Total = 4-7 sessions

- There are 59 *Touchphonics* lessons
- Lessons can be introduced and sequenced to match existing curriculums
- As determined by student need, schedule and school curriculum, the *Touchphonics* program can be completed in 1-2 years.

Touchphonics Word Building Procedures

Build a Word	<i>Segmentation</i>
Touch and Sound the Touch-Units	<i>Sound to symbol correspondence</i>
Blend the Sounds into a Word	<i>Blending</i>
Cover and Spell the Word (by either sound or name)	<i>Transfer from concrete to visualization</i>
Cover and Write the Word	<i>Transfer from concrete to symbolic representation</i>
Change the Word Shake and Make = sequencing, discrimination	<i>Substitution</i>
Read the Word in Isolation	<i>Temporary guided practice leading towards application</i>
Write the Word in Print	<i>Authentic application</i>
Read the Word in Print	<i>Authentic application</i>

Word Building: the key step in every *Touchphonics* lesson where students work with Touch-Units to build and manipulate words. Activities vary and progress from simple to complex:

Onset and Rime (substitute first consonant):

r at s at c at

Substituting ending consonant

fa n fa t fa x

Comparative Suffixes:

fast faster fastest

Substituting vowel

mal^e mul^e mol^e mil^e

Plurals:

fox foxes

Word Chains:

bleak sneak speak creak freak

Syllable Patterns:

fantastic = **fan tas tic**
 (closed) (closed) (closed)

Work with Meaning

discover^eed = **dis + cover^er + ed**
 (not) (hidden) (past tense)

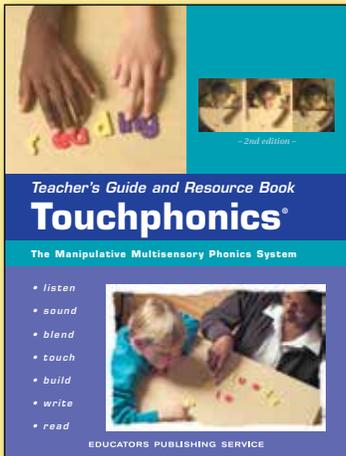


Students can simply pick up, move and substitute Touch-Units as they build new words and match sounds-to-symbols.

Components

Varied components allow for effective large group, small group, individual, and independent learning. All components are available individually or in prepackaged kits.

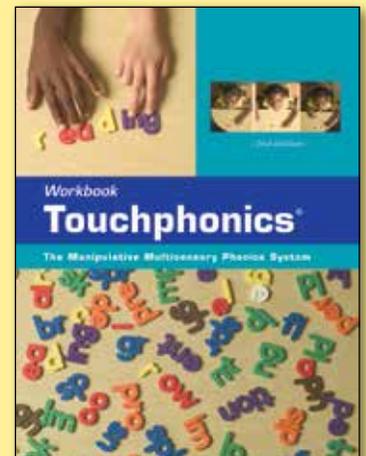
Teacher's Guide



Touch-Units®



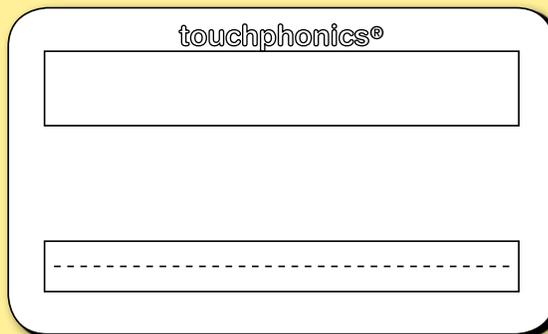
Student Workbook



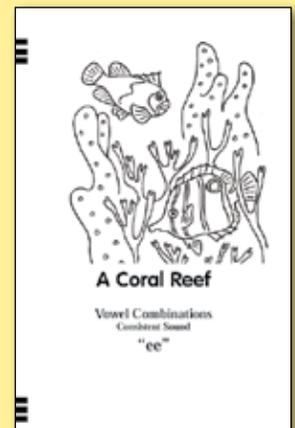
Magtiles® with Pocket Charts



Word Building Whiteboards



Decodable Readers



Touchphonics Kits

One-on-One Kit

For use with an individual student—includes: 1 Touch-Units Set, 1 Teacher's Guide, 1 Student Workbook, and Storage System A

Small Group Kit

For use with 2 students—includes: 2 Touch-Units Sets, 1 Teacher's Guide, 2 Student Workbooks, 1 Blackline Decodable Readers, and Storage System A

Large Group Kit

For use with 5 students—includes: 5 Touch-Units Sets, 1 Teacher's Guide, 5 Student Workbooks, 1 Blackline Decodable Readers, 1 Large Whiteboard, 5 Small Whiteboards, and Storage System B

Each Touch-Units® set contains 203 Touch-Units, three-dimensional letters, and letter combinations that represent all the essential English graphemes.

- Touch-Units are durable and will last through years of use.
- Cleaning is easy – letters can be run through washing machine in a mesh bag.
- Single Touch-Units sets are packaged in ziplock bags and are designed for use with one student.

(See page 6 for *Touchphonics* Kits.)

Touch-Units are made of soft, flexible, rubber-like plastic*, with a textured surface to intensify the tactile neurological input—crucial to at-risk readers.

*Touch-Units are latex free

Formed in the actual shape of letters, Touch-Units provide concrete representations of abstract concepts—a key step to help struggling readers break the code.



The *Touchphonics* difference! Linked letters give students one easy piece to manipulate as they build words, recognize patterns and identify function.

More Than Phonics! Word structure knowledge includes an understanding of how patterns sequence to make words. Linked prefixes (orange) and suffixes (purple) visually convey word structure.

Touch-Units Color Coding

Touch-Units are color-coded and linked by function to convey the patterns and the principles of word structure without memorization of rules.

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Teacher's Guide and Resource Book

ASSESSMENT: Encoding, decoding and consonant inventories are provided for placement and diagnostic purposes. Running Record guidelines are included in the appendix.

Teacher's Guide, p.174

Decoding Test Cards for Section 1

af	jek	yim	quib	shoff
Decoding Test Card 1	Decoding Test Card 2	Decoding Test Card 3	Decoding Test Card 4	Decoding Test Card 5
	thop	smosk	grif	
Card 7	Decoding Test Card 8	Decoding Test Card 9	Decoding Test Card 10	
af	rilp	sonr	knaid	
Card 12	Decoding Test Card 13	Decoding Test Card 14	Decoding Test Card 15	
	lote	bute	hife	
Card 17	Decoding Test Card 18	Decoding Test Card 19	Decoding Test Card 20	
	zar	lirt	jerg	
Card 22	Decoding Test Card 23	Decoding Test Card 24	Decoding Test Card 25	

Consistent lesson structure and teaching procedures simplify teacher preparation.

Lesson 5: Short e

Remind students that they have learned the sounds for short *a*, *i*, *o*, and *u*. Tell them that today they will learn the sound for short *e*.

Phonemic Awareness Say the word *egg*. Emphasize the short *e* sound.

Then say the following words, and have students listen for the short *e* sound at the beginning of each one: *end, edge, elephant, elbow*.

Tell students to listen for short *e* in the middle of some words you will say. Slowly say *get, wet, sell, fed*. Emphasize the short *e* sound.

Link Sound to Letter Distribute the *e* Touch-unit. Have students trace its shape with their finger as they make the short *e* sound together.

Form the following word on a whiteboard: *led*. Say the word, emphasizing the short *e* sound. Then underline the *e* in the word.

Tell students that the *e* makes the short *e* sound. Isolate the sound for students, and then have them repeat it after you.

Form these words on the whiteboard: *leg, yes, men, vet*. Say each word for students, and have them take turns underlining the *e*, saying the short *e* sound, and then saying the word.

Build Words (Model) Tell students that they can use what they know about short *e* to build words.

Say *red*. Tell students you are going to build *red*. Use Touch-units or Magtiles to model.

Pick up the letter *r*, and say its sound as you place it on the whiteboard. Repeat the procedure with the letter *e*, and place it about an inch to the right of the letter *r*. Repeat the procedure again with the letter *d*. Touch *r*, and say its sound. Touch *e*, and say its sound. Touch *d*, and say its sound.

Move the letters closer together, and say their sounds, blending them slightly. Move the letters next to each other and blend the sounds to say *red*. (You may choose to do this in several steps, moving the letters closer together to demonstrate how to blend.)

12

Teacher's Guide, p.12

Lessons incorporates phonemic awareness activities and letter-sound activities.

Lessons present sequential, systematic, direct phonics instruction.

Each lesson concludes with application of skill to decodable reader.

Correlations to other decodable readers offer additional practice opportunities.

When students complete the page, have them check their work with you or a partner.

Dictation Dictate the following sentence, and have students write it on their whiteboard or at the bottom of Workbook page 13: *Peg fed the red hen.*

Reading Words in Context Tell students that they will use what they know about short *e* words to read a story.

Build Words from the Story Use the Touch-units to build the following words on the whiteboard. Tell students that the words you will make together will help them read the story.

Start with the word *bed*.

Substitute Touch-units to build the following words: *Ed, beg, bet, get, gets, set, let, yet, yes, leg, legs, led, red, wed, web, wet, pet, peg, pen, den.*

As a prereading activity, you may want to have students find the words in the text and read them aloud.

Learn Sight Words Tell students that they will learn a new word to help them read the story. Display this sight word: *to*. Read the word as you point to it.

As a prereading activity, you may want to have students find the word in the text as they write it.

Read the Story Give students a copy of *Wet Ed*. Have them read it independently or with a partner. If necessary, you can support students as they read the story by identifying sight words or helping them to blend sounds to read words.

Respond to the Story After students read *Wet Ed*, have them complete Workbook page 15. Have students share their work with the rest of the group.

READ THE STORY
Wet Ed

ADDITIONAL READING
These EPS readers provide additional stories in which to practice Short e.

Primary Phonics

The Jet
Set 1, Book 5

The Wet Pup
Set M1, Book 7

Alphabet Series

Get Up, Meg!
Volume 1, Book 12

13

Teacher's Guide, p.13

Consonant-Vowel-Consonant words				
Substitute Last Letter				
	a	o	u	
bad	map	cab	bud	bid
bog	mod	cod	bug	bin
ban	man	cog	bun	bit
bat	mat	cot	bun	big
		cop	bus	
cat	pat		but	dig
cab	pad	hop		did
can	pal	hot	cut	din
cap	pan		cub	dip
		lot	cup	
lap	van	lox	cut	hip
lax	vot			hid
lag		pod	dud	him
lad	vat	pop	dug	his
		pot		hit
fad	sog		hug	
fan	sep	not	hub	lit
fat		nod	hum	fit
	lap		hur	fig
hat	tab	rod		fin
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ham	tan	rot	gum	
has	tax			six
		tot	nun	sip
gas	wax	top	nub	sit
gag	wag		nur	
gal		mop		lit
gap		nom	mud	lid
gab		mop	mug	kin
jab		sob	rug	
jam		sod	rut	
ran		sox	rub	
ran			run	
rap		job		
rat		jog	sen	
			sun	

Differentiate Instruction: Use word lists to simplify or expand any lesson and meet the needs of individual students.

Word Lists							
Consonant-Vowel-Consonant words—VC, CVC							
VC	Substitute First Letter						
	a	o	u	i	e		
an	mat	pad	cab	pap	bit	tip	fed
an	cat	bad	mab	cup	lib	dip	led
in	bat	fad	sob		rib	hip	red
	fat	had	job	cub		lip	bed
it	pat	lad	rob	rub	rim	rip	leg
at	rat	mad	rod		din	sip	leg
	sat	sad	rod		hem		lag
ax	hat		nod	hug		sit	peg
ax		sap	cod	bug	hid	bit	pet
	ham	lap		dug	kid	hit	bet
as	dam	nap	cop	hug	lid	kit	get
us	Sam	cap	mop	jog	did	lit	jet
is	jam	map	pop	lag		pit	let
	rom	top	mug	dig	fit		net
if		hop	rug	big			set
up	job	tax		fig	fix		wet
ad	cab	wax	hat	run	jig	mix	met
am	nab	lox	got	fun	pig	six	
	tab	sax	lot	sun	wig		men
		Max	not	bun			pen
VCC	lag			win			den
odd	bag	fat	rat	bin			ten
odd	bag	dot	gum	bin			ten
	gag	pat	yum	fin			hen
ebb	wag		bun	pin			
egg	rag	box	fun	fin			hem
	lag	fox					
inn	sag	lox	hut				
off			net				
it	ran	fog	cut				
ash	ban	dog	but				
ass	can	hog					
ax	fan	log	bud				
	man		mud				
	tan	man					
	van	Tom					
	pan						

The unique *Touchphonics* Word Lists provide 3,000 words sorted into pattern groups. Students learn to decode and encode faster when they are taught words by pattern and in progressive order of complexity.

Word Lists are included at the end of each skill group in the Teacher's Guide and Resource Book.

Consonant-Vowel-Consonant words—VC, CVC							
Substitute Vowel							
b	c	d	f	g	h	i	l
bad	cab	dab	fed	gab	had	jab	lob
bad	cab	dab	fed	gab	had	jab	lob
bid	cub	dud	fun	gut	hug	jog	led
bud		dud	fun	gut	hug	jog	led
	ced	dug	fun	gut	hug	jog	led
bug	cod	dug	fun	gut	hug	jog	led
bug	cod	dug	fun	gut	hug	jog	led
big		dug	fun	gut	hug	jog	led
bog	cop	dug	fun	gut	hug	jog	led
bog	cup	din	him				log
bag	cap	din	him				log
	cap	din	fox				
ban			fix		his		lop
bin	cat				has		lip
bun	cat		fit				
Ben	cut		lot		hit		lit
					hat		lot
but					hut		let
bot					hot		
bat					hop		
					hip		
					hap		
					hep		

Consonant-Vowel-Consonant words—VC, CVC				
Substitute Vowel (continued)				
p	r	s	t	w
pad	rib	sip	tab	wag
pod	rub	sop	tub	wig
pub	rob			
		sod	tug	wit
pig	rod	sod	tug	wit
peg	red			
pig	rid	scb	ten	
		sub	ten	
pin	rig		tin	
pan	rag	sun		
pen	rug		tip	
		sit	top	
pop	ran	sot	top	
pip	ran	set		
pop				
pot	ram	six		
pot	rim	six		
pet				
pet	rut			
pit	rot			
pot	rot			
rap				
rip				

Comprehension activities are provided for each decodable reader, providing students the opportunity to develop comprehension skills.

Name _____

*** The Eager Beavers**

Write two facts that you learned about how beavers make dams.

1. _____

2. _____

Tell a friend about two ways Pete could use his thumping tail to help all the beavers.

144

Name _____

*** Build Words with Final Consonant Blend nch**

65

Students record the words they have built in each lesson on this handy page.

Student Workbook, p.65

Student Workbook, p.144

Phonics exercises include matching pictures to words, word and sentence completion and sound-letter matching.

Lesson 3 *** Short o Words**

Name _____

Start →

Finish

o	i	a
t__p	b__t	f__x
c__n	c__t	p__g
p__t	d__g	m__p

7

Student Workbook, p.7

Lesson 41 *** Words with ee**

Name _____

ee	oa	ui
tr__	s__p	g__t
fr__t	f__t	thr__
qu__n	t__th	s__ds

deep sleep feed

I need to _____ the dog.

Can you see the _____ hole?

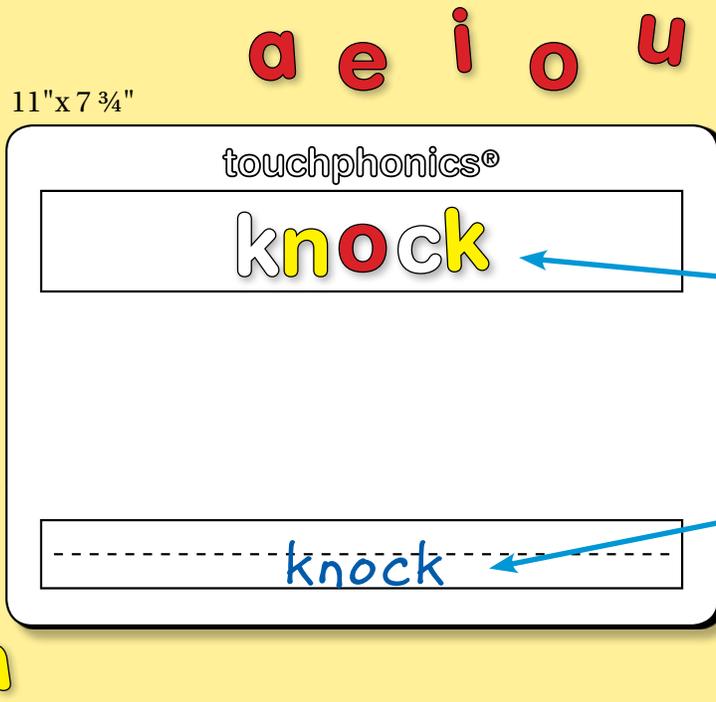
Lee will _____ in the bed.

121

Student Workbook, p.121

Whiteboards

Sturdy, dry-erase, whiteboards are the perfect surface on which students can build words, manipulate letters, and transcribe words.

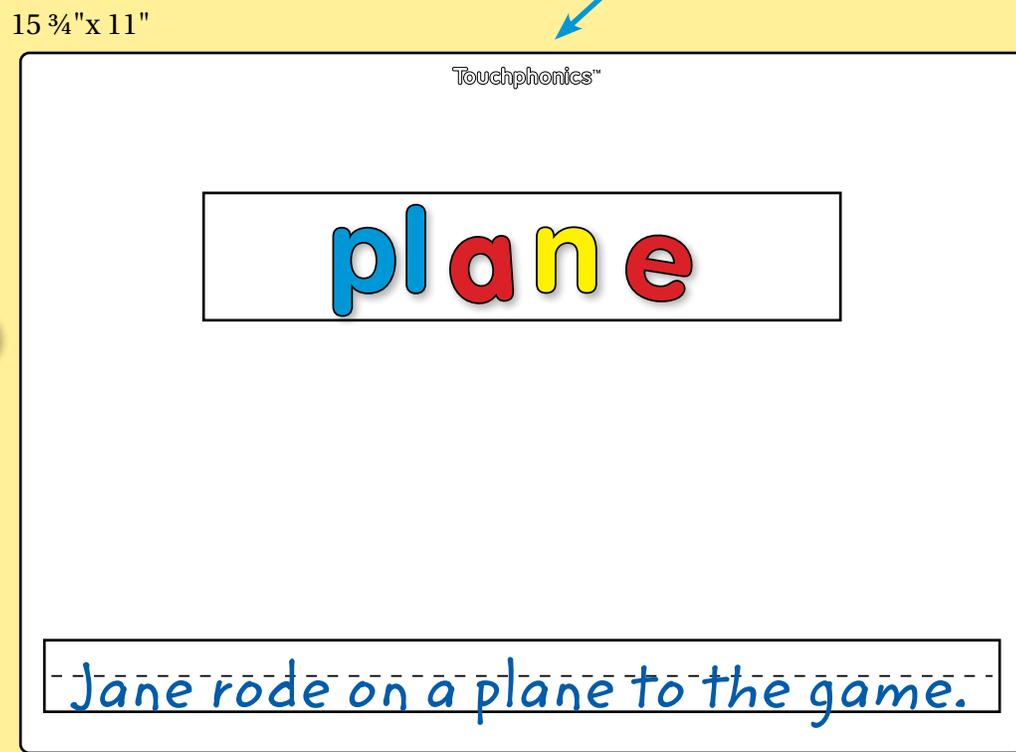


Set the Stage for Success: place Touch-Units in middle or around the board. Beginning students may benefit with beginning letters arranged to the left of the board and final letters to the right.

Students build words (segmentation) then touch and sound each Touch-Units (sound-to-symbol correspondence) in a clearly defined space.

As students cover the Touch-Units and write the word, they transfer from concrete to symbolic representation.

Large whiteboard includes a larger work space and larger space for writing. These boards can be used for teacher demonstration, for students requiring a larger space, or teachers that use whiteboards for sentence dictation.



Non-slip surface! Boards can be moved during lessons without disturbing Touch-Units.

Students can lay Touch-Units flat on their whiteboard, then stack and store for a quick start to the next day's lesson.

Touch-Units Storage System

Tested in classrooms nationwide, the new Touch-Units storage system minimizes organization time and maximizes instruction time!



- Individual drawers allow teachers quick access to Touch-Units – a helpful feature for classroom management.
- Drawers can be removed from the unit, allowing teachers to pull only the drawers needed for each lesson. This keeps the instructional workspace uncluttered and free from student distractions.
- Individual drawers are great for student help during clean-up: this also reinforces instruction as students match the letter on the drawer with the Touch-Units.

- Durable plastic drawers stand up to heavy classroom use and resist breaking and cracking.
- Storage units are packaged with each *Touchphonics* Kit (see page 6 for details), and are also available separately.



Complete Sample Lesson

Lesson 4: Short u

Remind students that they have learned the sounds for short *a*, *i*, and *o*. Tell them that today they will learn the sound for short *u*.

Phonemic Awareness Say the word *uncle*. Emphasize the short *u* sound.

Then say the following words, and have students listen for the short *u* sound at the beginning of each one: *under*, *umbrella*, *upon*, *upside-down*.

Tell students to listen for short *u* in the middle of some words you will say. Slowly say *cut*, *luck*, *gum*, *hug*. Emphasize the short *u* sound.

Link Sound to Letter Distribute the *u* Touch-unit. Have students trace its shape with their finger as they make the short *u* sound together.

Form the following word on a whiteboard: *hum*. Say the word, emphasizing the short *u* sound. Then underline the *u* in the word.

Tell students that the *u* makes the short *u* sound. Isolate the sound for students, and then have them repeat it after you.

Form these words on the whiteboard: *run*, *sub*, *bud*, *dug*. Say each word for students, and have them take turns underlining the *u*, saying the short *u* sound, and then saying the word.

Build Words (Model) Tell students that they can use what they know about short *u* to build words.

Say *up*. Tell students you are going to build *up*. Use Touch-units or Magtiles to model.

Pick up the letter *u*, and say its sound as you place it on the whiteboard. Repeat the procedure with the letter *p*, and place it about an inch to the right of the letter *u*. Touch *u*, and say its sound. Touch *p*, and say its sound.

Move *u* and *p* closer together, and say their sounds, blending them slightly. Move the letters next to each other and blend the sounds to say *up*. (You may choose to do this in several steps, moving the letters closer together to demonstrate how to blend.)

Then cover the word and spell it orally. Uncover the word and have students compare your spelling with the Touch-units. Cover the word again and write it on the whiteboard. Uncover the word and have students compare the written word with the Touch-units.

Build Words Distribute Touch-units for the word *us*. Say *us*. Have students build it on their whiteboard using the Touch-units. Give help as necessary. After making the word, have students touch and sound each Touch-unit, then blend the sounds as they run their finger underneath the Touch-units. Have students cover the word and spell it orally, then compare their spelling to the Touch-units. Next have them cover the word again and write it on their whiteboard and then on the Build Words page of their Workbook (p. 11). Have students compare their writing to the Touch-units. Then use this procedure to have students build the following words:

	yellow	red
cub	c, b	u
tub	t	
tug	g	
dug	d	
dud	d	
mud	m	

Use one of the activities on page xvi to further practice sequencing and discriminating the words that students find challenging.

Read Words in Isolation Have students pair up and read all of the words they have written on Workbook page 11 aloud to their partner.

Independent Practice (Workbook page 10) For the first set of items, ask students to print the letter that stands for the short vowel sound they hear in each picture. For the second set, ask them to circle the word that names the picture at the beginning of each row.

When students complete the page, have them check their work with you or a partner.

Dictation Dictate the following sentence, and have students write it on their whiteboard or at the bottom of Workbook page 10: *Pup dug up the mug.*

Reading Words in Context

Tell students that they will use what they know about short *u* words to read a story.

Build Words from the Story Use the Touch-units to build the following words on the whiteboard. Tell students that the words you will make together will help them read the story.

Start with the word *bud*.

Substitute Touch-units to build the following words: *bug, bum, buzz, but, cut, cub, rub, rubs, run, rug, hug, hut, hum, sum, sub, sun.*

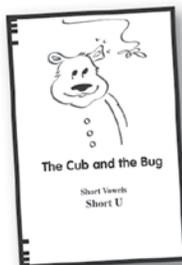
As a prereading activity, you may want to have students find the words in the text and read them aloud.

Learn Sight Words Tell students that they will learn a new word to help them read the story. Display this sight word: *was*. Read the word as you point to it.

As a prereading activity, you may want to have students find the word in the text as they write it.

Read the Story Give students a copy of *The Cub and the Bug*. Have them read it independently or with a partner. If necessary, you can support students as they read the story by identifying sight words or helping them to blend sounds to read words.

Respond to the Story After students read *The Cub and the Bug*, have them complete Workbook page 12. Have students share their work with the rest of the group.



READ THE STORY

The Cub and the Bug

ADDITIONAL READING

These EPS readers provide additional stories in which to practice *Short u*

Primary Phonics®



Tim
Set 1, Book 4



Fun in the Mud
Set M1, Book 4

Alphabet Series



Gun for a Pup
Volume 1, Book 8



A Big Job
Volume 1, Book 9



A Hot Rod in a Rut
Volume 1, Book 10



A Fin in the Fog
Volume 1, Book 11

Students can further apply their newly acquired skills to connected text using these correlated decodable reader series.

Touchphonics® Magtiles®

Demonstrate the principles of Phonics, Word Structure, Segmentation, Blending, Sound-to-Symbol Correspondence and Substitutions with uncomplicated clarity using *Touchphonics®* Magtiles®. Perfect for classroom demonstration or small group instruction, Magtiles are large (2.75" high), durable white magnetic tiles upon which letters and letter combinations are imprinted.

The 200 Magtiles represent virtually all the English graphemes and are color-coded based upon their function in a word—matching the font and colors of the *Touchphonics* Touch-Units®.



Color-coded manipulatives illustrate patterns and principles of spelling and word structure with uncomplicated clarity.



A Silent Educator

Like the Periodic Table in a chemistry classroom, Magtiles on display in a classroom can provide familiarity and a source of reference to students even when they are not being used for direct instruction. Magtiles are organized on three customized, foldable pocket charts (25" x 34") with grommets for hanging. This unique arrangement makes them remarkably easy to identify and use.



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