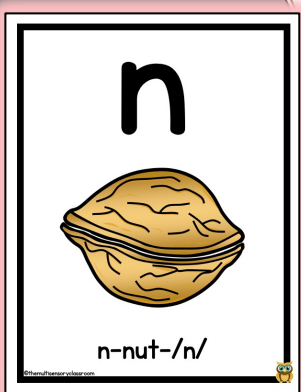
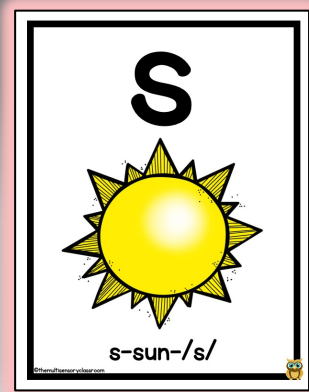
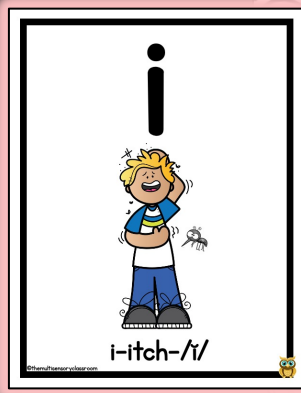




Phonics Focus Pack

ALPHABET: t, i, s, n



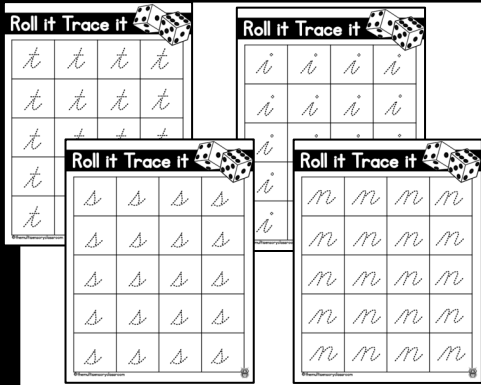
lesson plan * posters * activities
worksheets * word lists
decodable passage

Orton-Gillingham

INCLUDED

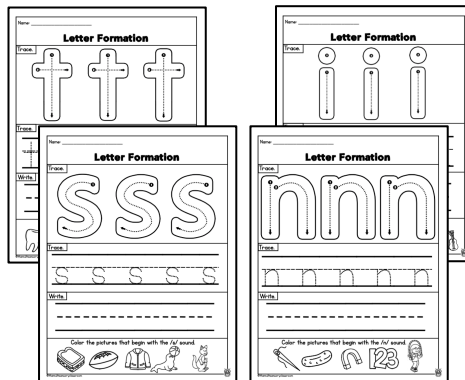
Handwriting

Cursive Roll it Trace It



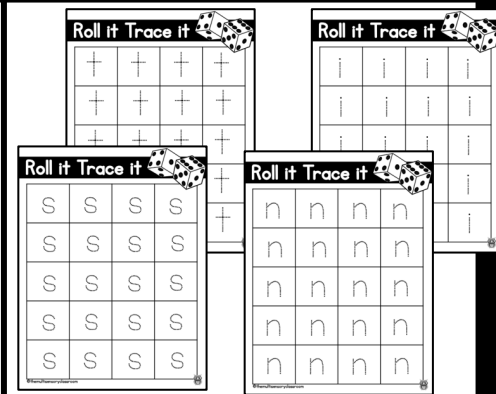
Four worksheets for cursive handwriting practice. Each worksheet is titled "Roll it Trace it" and features a grid of cursive letters. The letters are: t, i, s, and n. Each grid contains 16 letters arranged in a 4x4 pattern. A small die icon is in the top right corner of each grid.

Letter Formation



Four worksheets for letter formation practice. Each worksheet is titled "Letter Formation" and features a grid of letters with numbered arrows indicating stroke order. The letters are: t, i, s, and n. Below each grid are two rows of dashed lines for tracing and a row of solid lines for independent writing. A small die icon is in the top right corner of each grid.

Print Roll it Trace It



Four worksheets for print handwriting practice. Each worksheet is titled "Roll it Trace it" and features a grid of letters. The letters are: +, i, s, and n. Each grid contains 16 letters arranged in a 4x4 pattern. A small die icon is in the top right corner of each grid.

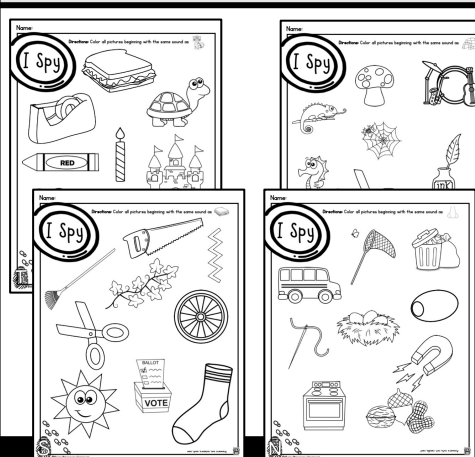
Phonological Awareness

Sentence Snapshot



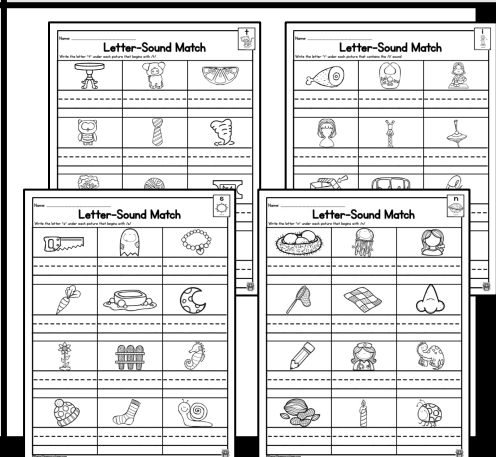
Four worksheets for sentence snapshot practice. Each worksheet is titled "Sentence Snapshot" and features a large empty box for drawing. The letters are: T, I, S, and N. Below each box is a sentence: "super supper.", "Nana gave Nelly a nice necklace.", and "super supper." (repeated). A small die icon is in the top right corner of each box.

I Spy



Four worksheets for I Spy practice. Each worksheet is titled "I Spy" and features a grid of objects. The objects are: sandwich, turtle, crayon, candle, castle, saw, leaves, wheel, scissors, sun, vote box, sock, mushroom, bird, leaf, car, flag, cup, egg, worm, and apple. A small die icon is in the top right corner of each grid.

Letter-Sound Match



Four worksheets for letter-sound match practice. Each worksheet is titled "Letter-Sound Match" and features a grid of objects. The objects are: table, bear, watermelon, fish, bird, and butterfly. Below each grid are two rows of dashed lines for tracing and a row of solid lines for independent writing. A small die icon is in the top right corner of each grid.



INCLUDED

Word Lists & Word Cards

This section displays various educational resources. On the left, there are three columns of word lists and sentences. The first column includes words like 'Nan, nag, net, nip, nut' and sentences such as '1. Nan, the pup, did nip the net.' The second column features words like 'sip, sun, sag, sin, set, sad' and sentences like 'The sun did set. Sal sat on the sod.' The third column lists words like 'tip, Tom, tin, tug, tux, tab' and sentences like 'The pig did dig in the mud.' To the right of these lists are several word cards with words like 'in', 'it', 'sit', and 'sin' written on them. The cards are tilted and arranged to look like they are being held or shown.

Decodable Passages & Comprehension Worksheets

This section shows a variety of reading materials. On the left, there are four decodable passages: 'Tap, Tap, Tag!', 'The Big Pit', 'Nan the Dog', and 'The Tin Man'. Each passage is accompanied by a comprehension worksheet with questions and activities. For example, the 'The Tin Man' passage includes questions like 'Where did Sam set the saw?' and 'What happened to the saw?'. In the center, there is a large pink box with the text 'Answer Key'. On the right, there are several answer key sheets for the passages, showing the correct answers to the questions. The bottom left corner features a circular logo for 'The Multisensory Classroom' with an owl illustration.

Lesson plan

LAYOUT

Includes objectives and lesson materials and common core standards for K5-3rd grade

Instructions for reading and spelling CVC words

Phonics Focus: Alphabet: t, i, s, n

Lesson Objectives:

1. Categorize "t," "i," "s," and "n" as a vowel or consonant
2. Determine voiced vs. unvoiced sounds
3. Recognize beginning sounds of /t/, /i/, /s/, /n/ in words
4. Correctly form "t," "i," "s," and "n" in handwriting
5. Finger-tap CVC words
6. Read CVC words
7. Spell CVC words
8. Read passages containing "t," "i," "s," and "n" as the focus

Common Core Standards

Grade	Standard
K-5	RF.4.0, RF.4.20, RF.4.24, RF.4.30, RF.4.32, RF.4.34
Grade 1	RF.1.2, RF.1.10, RF.1.12, RF.1.18, RF.1.20, RF.1.22, RF.1.24, RF.1.26, RF.1.28, RF.1.30, RF.1.34
Grade 2	RF.2.3, RF.2.4
Grade 3	RF.3.0, RF.3.4

Lesson Materials

- Phonogram Posters
- Sentence Snapshot
- Letter-Sound Match
- Letter Formation

Teacher Lesson Plan Procedures

Identifying Phonograms

1. Categorize "t," "i," "s," and "n" as a vowel or consonant
 - Definitions & keywords
 - Consonant- a speech sound in which the breath is partially obstructed
 - s, n- consonants
 - Vowel- a speech sound in which the breath flows completely out of the mouth without being obstructed; tongue is in the middle of the mouth
 - i- vowel
 - Introduce keywords (t- tiger, i- itch, s- sun, n- nut) on the Phonogram Posters.
2. Determine voiced vs. unvoiced sounds
 - Voiced sounds- require the vibration of vocal cords in order to produce the sound
 - "n" and "i" are voiced sounds
 - Unvoiced sounds- require air to be pushed out through the mouth; no vibration of vocal cords
 - "t" and "s" are unvoiced sounds

Phonological Awareness

3. Recognize beginning sounds of "t," "i," "s," and "n" in words
 - Read the sentence on the Alteration- Sentence Snapshot page to student and discuss the words that begin with the focused phonogram. Have students draw a picture representing the altered sentence.
 - Help students identify words with similar beginning sounds.
 - I Spy- color the pictures that begin with the focused phonogram
 - Letter-Sound Match- write the phonogram under all pictures that begin with the focused phonogram.

Letter Formation

4. Correctly form "t," "i," "s," and "n" in handwriting
 - Letter Formation
 - Draw attention to the touch points for each letter. Have students practice forming them with the large letters, then on the "trace" before trying on their own.
 - Have students color in words beginning with the focused phonogram for additional phonological awareness practice.
 - Roll it Trace it
 - Make letter formation fun by having students roll to see who can finish the page first.

Lesson Materials

- Finger Tapping Poster
- Smash It! Move It!
- Words and Sentences Reading Pages
- Word Cards
- ALIGNED Decodable Passage and Comprehension Worksheet
- FLEXIBLE Decodable Passages and Comprehension Worksheets
- Beginning Letters Exit Tickets
- Beginning Sounds Exit Tickets

Teacher Lesson Plan Procedures

Finger Tapping

5. Finger-tap CVC words
 - For younger students or those needing additional kinesthetic-tactile (K-T) reinforcement, use the Finger Tapping Poster to teach the tapping technique for reading and spelling CVC words. This should be done prior to the reading and spelling portions of this mini-lesson.
 - Use the Smash It! Move It! blending and segmenting mats for K-T reinforcement.

Reading Words

6. Read CVC words
 - Have students practice reading real words, nonsense words, and sentences using the Words and Sentences Reading Pages.
 - Have students read word cards (real and nonsense), noting which words students get wrong. Keep these for a stack for future review.

Spelling Words

7. Spell CVC words
 - Dictate CVC real words from the Words and Sentences Reading Pages and have students write the words on paper.

Oral Reading

8. Read passages containing "t," "i," "s," and "n" as the focus
 - Have students apply understanding of CVC words through reading connected texts.
 - Students highlight all CVC words in the passage.
 - Review any sight words with students.
 - Have students read with expression. Re-reading the passage aids fluency.
 - Students complete comprehension worksheets.
 - Two passages
 - ALIGNED Passage (*The Tin Man*)- all words and sentences are completely aligned with and only contain phonograms/skills that have already been taught in *The Multisensory Classroom Scope and Sequence* (along with a few sight words).
 - FLEXIBLE Passages (*Roll Tap Tag, The Big Pit, Play the Sax, Nan the Dog*)- decodable passages that are flexible for students who may be stronger readers and can decode some words with phonograms not yet covered in the scope and sequence.

Additional Resources

- Additional practice with CVC words
 - Beginning Letters Exit Tickets- Identify beginning sounds by writing letter under the pictures beginning with/containing the focused phonogram, matching uppercase and lowercase letters
 - Beginning Sounds Exit Tickets- Identify beginning sounds by coloring picture beginning with/containing the focused phonogram

Identifying phonograms as vowels/consonants and voiced/unvoiced sounds, phonological awareness activities, and handwriting

Instructions for oral reading and ideas for additional reinforcement or homework



decodable

Flexible real words, nonsense words, & sentences

LAYOUT

scope and sequence sub-step where word list's focused phonogram/skill is found

REAL or NONSENSE words or SENTENCES banner

Real Words

tip Tom tin tug tux tab

top tag tap tot tub ten

Nonsense Words

tav toz tep tuk tid tem

tiv tag tap tot tub ten

Sentences

1. Tom did tag Tim.

2. The tot sat in the tub.

3. The top of the tux is red.

4. Tam got the tab off the tin.

Flexible

Sight words: the, of,




image of the passage's focused phonogram/skill card

sentence sight words

Words & sentences are flexible for students who may be stronger readers and can decode some words with phonograms not yet covered in the scope and sequence.



Flexible

decodable
passage

LAYOUT

decodable passages are **flexible** for students who may be stronger readers and can decode some words with phonograms not yet covered in the scope and sequence

scope and
sequence
sub-step where
word list's
focused
phonogram/skill
is found

identify words
containing focus
phonogram/skill

II Flexible

Play the Sax!

Sam got a sax.
"Play the sax!" said Sal.
Sam did play the sax.
Sam set the sax on the sod.
But Sid the dog sat on the sax.
The sax did not work.
"The sax is bad!"
Sam did sob.
"Fix the sax, Sall!"
Sal did fix the sax.
The sax did work!
"Play the sax!" said Sal.
Sam did play the sax.
Sam did not set the sax on the sod.

S

Highlight words that begin with the /s/ sound

Review Sight Words:
the
New Sight Words:
work, play, said

Color a star each time you read

1 2 3

©themultisensoryclassroom

image of the
passage's
focused
phonogram/skill
card

re-read to
increase
fluency

Common sight words for this level



Flexible passage comprehension worksheet

LAYOUT

short-answer
questions to
assess
comprehension
of text

11





Name: _____

Where did Sam set the sax?

What happened to the sax?

Who fixed the sax?

Color each picture that begins with the /s/ sound.

			
--	--	--	---

Illustrate your
favorite sentence
from the story

©themultisensoryclassroom 6

image of the
passage's
focused
phonogram/skill
card

sentence
illustration to
visualize the text

phonics review
of focused
phonogram/skill



Aligned

decodable
passage

LAYOUT

decodable passage is **aligned**, only containing phonograms/skills that have already been taught in *The Multisensory Classroom Scope and Sequence*

scope and
sequence
sub-step where
word list's
focused
phonogram/skill
is found

Common sight
words for this level

identify words
containing focus
phonogram/skill

Aligned

The Tin Man

It is a tin man.

The tin man can sit.

The tin man can run.

Run, tin man, run!

Highlight the /t/, /i/, /s/, and /n/ in these words

Sight Words:
is, a, can, the

Color a star
time you read

1 2

©themultisensoryclassroom

image of the
passage's
focused
phonogram/skill
card

corresponding
comprehension
worksheet

Name: _____

What kind of man is in this story?

What is the first thing the tin man can do?

What is the second thing the tin man can do?

Color the picture that begins with:

/t/ /i/ /s/ /n/

Illustrate your favorite sentence from the story

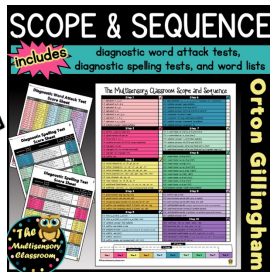
2

re-read to increase fluency



COORDINATING RESOURCES

Alphabet: t, i, s, n is taught in step 1.1 in *The Multisensory Classroom Scope and Sequence*



Cards for all phonograms included in *The Multisensory Classroom Scope and Sequence* can be purchased here:



The Multisensory Classroom Scope and Sequence

Step 1	Step 6
1.1 alphabet: t, i, s, n	6.1 open syllables: _e_, _e_, _f_, _b_, _y (V/I-1 syllable, /R/- 2 syllables)
1.3 alphabet: b, u, p, s as /z/ (final sound of 2-3 letter words)	6.2 syllable concept: open syllable
1.4 alphabet: c, g, o	6.3 syllable division: V/CV and VC/V
1.5 alphabet: a, m, l, k	6.4 syllable division: VC/CV as V/CCV or VCC/V
1.6 alphabet: r, v, f, j	6.5 consonant -le: short vowel
1.7 alphabet: x, y, z, q(u)	6.6 consonant -le: long vowel (open syllable)
1.8 syllable concept: closed syllable	6.7 syllable concept/division: consonant -le syllable
Step 2	Step 7
2.1 suffix: -s (as /s/ and /z/)	7.1 r-controlled: ar (/ar/)
2.2 glued sounds: all, am, an	7.2 r-controlled: or & ore (/or/)
2.3 floss rule: f, l, s, z	7.3 r-controlled: er, ir, & ur (/er/)
2.4 syllable division: VC/CV (2 closed syllables)	7.4 syllable concept: r-controlled syllable
2.5 digraphs: ck, wh	7.5 syllable division: VC/CCV and VCC/CV
2.6 digraphs: sh, th (voiced/unvoiced)	7.6 additional sounds: initial and final soft c (/s/)
2.7 digraph: ch; trigraph: tch	7.7 additional sounds: initial and final soft g; trigraph: dge (/j/)
2.8 suffix: -es	Step 8
Step 3	8.1 vowel teams: ai & ay (/a/)
3.1 initial blends: bl-, cl-, fl-, gl-, pl-, sl-	8.2 vowel teams: ea, ee, & ey (/e/)
3.2 initial r blends: br-, cr-, dr-, fr-, gr-, pr-, tr-	8.3 vowel teams: ie & igh (/i/)
3.3 initial s blends: sc-, sk-, sm-, sn-, sp-, st-, sw-	8.4 vowel teams: oa, oe, & ow (/o/)
3.4 initial clusters: scr-, shr-, spl-, spr-, squ-, str-, thr-	8.5 vowel teams: ui, ue, & ew (/u/)
3.5 final s blends: -sk, -sp, -st	8.6 vowel teams: oo (/oo/), /oo/
3.6 final l blends: -ld, -lf, -lk, -lp, -lt	8.7 vowel teams:
3.7 additional final blends: -ct, -ft, -nd, -nt, -mp, -pt, -xt	8.8 vowel teams:
3.8 suffixes: -ed (/ed/), -er, -ing (unchanging base words)	8.9 vowel teams: ou (/ou/)
Step 4	Step 9
4.1 glued sounds: ang, ing, ong, ung	9.1 suffix rule: y rule
4.2 glued sounds: ank, ink, onk, unk	9.2 contractions: words with <i>are, is, would</i>
4.3 exception glued sounds: ild, ind, old, oost	9.3 contractions: words with <i>have, not, will</i>
4.4 suffix rule: doubling rule (1-1-1) with -ed, -er, -ing	9.4 multisyllable words: 3 syllables-syllable types (no schwa, accented syllables)
4.5 suffix rule: doubling rule (1-1-1) with -en, -est	9.5 additional sound: schwa (2-syllable words)
Step 5	9.6 multisyllable words: 3 syllables- all syllable types (with schwa)
5.1 VCe: a_e (/a/), e_e (/e/), l_e (/l/)	9.7 syllable division: V/V
5.2 VCe: o_e (/o/), u_e (/oo/, /oo/); s as /z/ between 2 vowels	Step 10
5.3 syllable concept: VCe syllable	10.1 suffixes: -ful, -ly, -ment, -ness, -tion
5.4 suffix rule: silent e rule	10.2 prefixes: dis-, in-, mis-, pre-, re-, un-
5.5 syllable division: compound words (closed & VCe syllable words)	10.3 advanced digraphs: ch (/k/), ph (/f/)
5.6 suffix: -ed (/d/)	10.4 advanced vowel teams: ea (/e/), igh (/i/), ie (/i/)
5.7 suffix: -ed (/t/)	10.5 advanced r-controlled: ar, or, & ur (/ar/, /or/, /ur/), ur (/ur/), ur (/ur/)
5.8 suffix review: -ed review (/ed/, /d/, /t/)	10.6 silent letters: kn, lf, mb, wr

sold separately

