Primary Phonics

PROGRAM OVERVIEW
Grades K–2

Systematic, phonics-based early reading program

Fits RTI Tiers 1 2 3
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

<table>
<thead>
<tr>
<th>Provides an early reading program that incorporates <strong>decoding</strong> and reading <strong>comprehension</strong> and promotes <strong>fluency</strong> through decodable storybooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructs beginning readers in both <strong>phonemic awareness</strong> and explicit sound-symbol relationships</td>
</tr>
<tr>
<td>Promotes early reading <strong>fluency</strong> through the use of decodable storybooks</td>
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<tr>
<td>Facilitates <strong>individualized instruction</strong> through flexible, skills-based workbooks and storybooks that correspond to students’ ability levels</td>
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<tr>
<td>Provides <strong>reinforcement</strong> using the MORE Workbooks as additional practice for students needing more opportunities to develop phonic skills</td>
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<tr>
<td>Teacher’s Guides K, 1•2•3, and 4•5•6 provide support at your fingertips for all program components.</td>
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<tr>
<td>The teacher’s <strong>Intervention Guide</strong> is designed specifically for struggling and dyslexic readers.</td>
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<tr>
<td>Workbooks, storybooks, and comprehension workbooks have matching colors for each level.</td>
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</tbody>
</table>

### Benefits

| Students apply phonic knowledge from the workbooks to read decodable storybooks and then demonstrate comprehension using the Comprehension Workbooks. |
| Students’ knowledge of phonemes and letter recognition is the greatest indicator of future reading success. |
| Students gain a sense of accomplishment in completing whole texts and are able to decode rapidly for fluent reading. |
| Students are able to work at their own pace and progress from simple to complex phonic elements to become successful readers. |
| Students have many opportunities to become successful readers by receiving the reinforcement that they need. |
| Lesson plans address **phonemic awareness, phonics, vocabulary, comprehension, fluency, and writing** and cross-reference student materials at point-of-use. |
| Lessons use a phonic **coding** system, employ **multisensory techniques**, and cover **phonic elements**, word and sentence **dictation**, and comprehension and challenge activities. |
| Materials have color-coded covers for easy classroom management. |

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**Go to epsbooks.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

<table>
<thead>
<tr>
<th>Level</th>
<th>Consonant Sounds</th>
<th>Short Vowels</th>
<th>Long Vowels</th>
<th>Vowel Digraphs</th>
<th>Consonant Blends</th>
<th>r-Controlled Vowels</th>
<th>Consonant Digraphs</th>
<th>Diphthongs</th>
<th>Additional Concepts Introduced</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>h, s, t, n, w, r, f, d, m, c, l, b, g, v, p, j, k</td>
<td>a, i, o, u, e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sight words</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sight words</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>Silent e</td>
<td>ie, oe, ee, oa, ai, ea</td>
<td></td>
<td></td>
<td></td>
<td>Sight words, Sentence construction</td>
</tr>
<tr>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>Initial &amp; final blends, twin consonants ff, ll, gg, ss, zz, t</td>
<td></td>
<td>ck</td>
<td></td>
<td>Sight words, Plural -s, Compound words, Two-syllable words</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ar, or, er, ir, ur</td>
<td></td>
<td>sh, ch, th, tch, wh</td>
<td></td>
<td>Sight words, Consonant + le, Endings -ed, ‘s, Vowel + ng, nk</td>
</tr>
<tr>
<td>5</td>
<td>y, qu</td>
<td>oo (oo, oʊ), ow (ɔw), ay, ey, aw</td>
<td></td>
<td></td>
<td></td>
<td>ow (au), ou</td>
<td></td>
<td></td>
<td>Sight words, a = /aw/, Vowel y (i.ɪ), Initial wa</td>
</tr>
<tr>
<td>6</td>
<td>Long i (igh) Long o (old)</td>
<td>ie, au, ew</td>
<td></td>
<td></td>
<td>ph</td>
<td>oy, ai</td>
<td></td>
<td></td>
<td>Sight words, Soft c (ce, ci, cy), Soft g (ge, gi, gy, dge), Plural -ies</td>
</tr>
</tbody>
</table>

For detailed product information, visit epsbooks.com/PP
Program Components

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

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

**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.
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.

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

Storybook

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

4

PP_StB_S1B1_MacTab_int_r1.indd   4
4/25/08   2:40:38 PM

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

5

PP_StB_S1B1_MacTab_int_r1.indd   5
4/25/08   2:40:39 PM

Mac and Tab, Set 1

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

Workbook 1

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

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.

Additional Practice

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.
**Short a**

**PART 3**

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

1. **Think a sound.** Play a game of Grab Bag as you review the sounds of short a. Have students write the word that matches each clue. Have students number 1–4 on lined paper. Tell them to choose and write the word that matches each clue.

   1. You wear this on your head. (cap)
   2. This is a name. (Pam)
   3. This is a game where you might say, “You’re it!” (tag)
   4. A car needs this to run. (gas)

2. **Read a sound.** Have students number 1–3 on lined paper. Have them say each sound found in English. See Lesson 4 for Spanish.

   1. /m/ (map)
   2. /a ˘/ (tag)
   3. /g/ (bag)
   4. /h/ (ham)
   5. /v/ (vowel sound)
   6. /s/ (sand)
   7. /z/ (sad)
   8. /t/ (hat)
   9. /k/ (kick)

3. **Write a sound.** Remind students that they will continue to practice these words.

   - Remind students that they will continue to practice these words.

4. **Identify a sound.** Help students extend the theme of friendship in Mac and Tab with the following activity. Gather materials such as markers, colored paper, yarn, or fabric. Invite students to make two “friends” out of two materials. Ask them to name their friends, then discuss why each friend likes to do together. Review this activity to the story by asking if any of the pairs are like Mac and Tab. Do they take turns? Do they help each other?

5. **Phonemic Awareness**

   **Reason:** Students may be having trouble sounding out some words very slowly. Ask students to listen to the sounds, identify the sounds, and say the word. For example, What word is /r/ /a ˘/ /g/? Response: /r/ /a ˘/ /g/ is /m/. Ask them to name their sounds, read the words they each like to do together. Review this activity to the story by asking if any of the pairs are like Mac and Tab. Do they take turns? Do they help each other?

6. **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 what they know about short a.
   - Who woke up from the nap first? (Mac)
   - In what way were the friends happy? (They were happy because they are smiling pals at the end.)

7. **Think a sound.** Have students look at pictures on pages 2 and 4 to point out that Tab gives Mac a ride, before they begin the next part of the story. The next sentence to read: Tab, but Mac ate some of it.)

8. **Read a sound.** Have students look at illustrations on pages 2 and 4. Have them say each sound found in English. See Lesson 4 for Spanish.

**Materials:**
- Mac and Tab 1, pp. 2–3
- Thinking about Mac and Tab 1, pp. 2–3
- Thinking about Mac and Tab 1, pp. 2–3

**Teacher Support**

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.

**Vocabulary Sign Words**

- Review the eight words printed on the inside back cover of Workbook 1: a, black, blue, brown, near, in, on, orange, purple, red, blue, yellow, and white. Write the words on the board, add them to the Word Wall, and let students write them in their personal dictionaries.

**Automaticity**

Provide time for students to master sounds (short a) with short a words. Have them flip through the words as they read through the words to a partner and read them aloud to them. Have them work to increase their accuracy and speed. Include words from previous lessons on review.

**Comprehension**

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

1. A sad person may be...  Pretend to be sad.
2. A sleepy person may take a nap.  Pretend to be sleepy.
3. The words, Sam, lan, Pat, Bob, and Dan are all what?  Answer: names. Do you know anyone with one of these names?
4. What would you want to have a nap with?  (When you are in an unfamiliar place)

**Prompts**

- Ask the class to recall what you said about sounds. List in the words on the word wall.
- 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 short a words.

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

A poster of phonic word-coding elements is included for classroom reference.
Workbook 1
Barbara W. Makar

Workbook 2
Barbara W. Makar

Workbook 3
Barbara W. Makar

Workbook 4
Barbara W. Makar

Workbook 5
Barbara W. Makar

Workbook 6
Barbara W. Makar

Workbook K
Barbara W. Makar

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1  2  3  4  5  PPG  11  10  09  08  07

Workbook pages before reading the corresponding storybook titles.

Workbook 1
Workbook 1 Pages
Focus Concepts
1-30
Mac and Tab
1-34
The Tin Man
1-36
The Cab
27-44
Tim
45-54
The Cat
55-60
The Jet
61-65
The Van and the Hot Rod
66-70
Fun in the Mud
71-75
Hal and Nip
76-80
Cop Cat

Set 1 Shortbooks
Set 1A Storybooks
Mac and Tab
The Tin Man
Tim
The Jet
The Cat
The Van and the Hot Rod
Fun in the Mud
Hal and Nip
Cop Cat
The Cat and the Fat Cat
Guns on a Cup

More practice pages per skill than any other program!

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

Workbook 1, Inside Front Cover
Workbooks provide explicit phonics instruction with controlled vocabulary.

Exercises combine decoding and spelling instruction.
Convenient inside covers list phonics focus concepts and sight words for each title.

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.
A little monkey was in the tree.

“Why are you so sad?” said the little monkey.

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

Stories present memorable characters for young readers.

### LIST OF TITLES

<table>
<thead>
<tr>
<th>Set</th>
<th>1</th>
<th>Mac and Tab, The Tin Man, Al, Tim, The Jet, Ben Bug, Ed, Meg, Ted, The Wig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set</td>
<td>1A</td>
<td>The Cab, Kim and Wag, The Van and the Hot Rod, Fun in the Mud, Hal and Nip, Cap Cat, The Wet Pup, The Cod and the Fat Cat, Del, Gum on a Cat</td>
</tr>
<tr>
<td>Set</td>
<td>2A</td>
<td>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</td>
</tr>
<tr>
<td>Set</td>
<td>6</td>
<td>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</td>
</tr>
</tbody>
</table>
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.

Questions and activities promote inferential thinking.

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

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

120 Decodable Readers

The Alphabet Series

39 Decodable Readers