

Touchphonics®

Strategies for Classroom Implementation and Management



EDUCATORS PUBLISHING SERVICE

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INITIAL SET-UP

Touch-units® are made of soft, durable plastic. They are attached to injection-molded “feed lines” to ensure that all 205 Touch-units are included in the kit.

Remove the Touch-units by cutting their feed lines with scissors at the point of attachment or by pulling them off with your fingertips tightly pressed at the point of attachment. Trim any remaining “knobs” with nail clippers.

To set up the storage units, refer to the organization chart included with each storage unit. Affix drawer labels from the label sheets to individual drawers. Note that some drawers will have two labels.

Place the Touch-units in their labeled drawers in the storage unit. It is recommended that you do this before referring to the Teacher’s Guide and Resource Book.

Never cut apart any letters directly connected to another letter; these letter combinations are meant to be permanently attached to one another.

CARE AND CLEANING

You can easily clean the Touch-units, ensuring many years of use.

Simply place the manipulatives in a mesh bag (such as those used for delicate fabrics) and put them in a washing machine with a mild detergent; wash with hot water. To sanitize, place the bag in a dishwasher and run through the sanitize cycle. Do not use bleach, and do not put the Touch-units in your dryer.

Magtiles™ can be cleaned with a non-abrasive cleaner (such as Formula 409®).

NOTE: Should you lose or accidentally destroy any manipulatives, contact us at 800.225.5750 or epsbooks@epsbooks.com. We will replace a limited number at no cost for up to five years.

TURN LESSON CLEAN-UP INTO INSTRUCTIONAL TIME

Maximize instructional time! Turn clean-up into a letter/sound review as you collect letters individually by sound or letter name.

Teacher use (*Teacher checks for correct sound/name identification.*)

- Collect by sound: “Pass me your /m/.” [Each student, in turn, passes his/her letter to the teacher.]
- Collect by letter name: “Pass me your *m*.” [Each student, in turn, passes his/her letter to the teacher.]

Student use (*A student is assigned a Touch-unit to collect to emphasize the sound he/she needs extra reinforcement with.*)

- The student walks to each member of the group, asking each person for a specific letter. The student asks by sound or letter name(s), as determined by the teacher according to student need.
- The student collects letters and places in the storage unit. If using storage drawers, the student carries the drawer, and group members place letters in the drawer. The student places the drawer in its correct slot in the storage unit. [Skill: Matching]

Touchphonics®

Teaching Procedures Overview

- | | |
|--|--------------------------------------|
| 1. Phonemic Awareness | <i>Sound</i> |
| 2. Build a Word (begin either with the vowel or beginning letter) | <i>Segmentation</i> |
| 3. Touch and Sound the Touch-units® | <i>Sound to symbol</i> |
| 4. Blend the Sounds into a Word | <i>Blending</i> |
| 5. Cover and Spell the Word (aloud by either sound or name) | <i>Concrete-Visual- Auditory</i> |
| 6. Cover and Write the Word | <i>Concrete-to- symbol</i> |
| 7. Change the Word Option: Shake and Make (sequencing, discrimination) | <i>Substitution</i> |
| 8. Read the Word in Isolation | <i>Temporary Guided Practice</i> |
| 9. Write the Word in Print (dictation) | <i>Authentic application</i> |
| 10. Read the Word in Print (context/decodable reader) | <i>Authentic application</i> |

Touch-units® Checklist

Consonants

Yellow
 ___ b (2)
 ___ c (3)
 ___ d (2)
 ___ f (2)
 ___ g (3)
 ___ h (2)
 ___ j (2)
 ___ k (2)
 ___ l (2)
 ___ m (2)
 ___ n (2)
 ___ p (2)
 ___ qu
 ___ r (2)
 ___ s (3)
 ___ t (2)
 ___ v (2)
 ___ w (2)
 ___ x (2)
 ___ y (2)
 ___ z (2)
 ___ ch
 ___ sh
 ___ th (2)
 ___ wh

Silent Letter Combinations

White-Yellow
 ___ bt
 ___ ck
 ___ dge
 ___ er
 ___ gn
 ___ gu
 ___ ir
 ___ kn
 ___ ld
 ___ lf
 ___ lk
 ___ mb
 ___ tch
 ___ ur
 ___ wr

Vowels

Red
 ___ a (2)
 ___ e (2)
 ___ i (2)
 ___ o (2)
 ___ u (3)
 ___ ai
 ___ au
 ___ aw
 ___ ay
 ___ ea (3)
 ___ ee
 ___ ei (2)
 ___ ew (2)
 ___ ey (2)
 ___ ie
 ___ oa
 ___ oi
 ___ oo (2)
 ___ ou (5)
 ___ ow (2)
 ___ oy
 ___ ui
 ___ y

Initial Blends

Blue
 ___ bl
 ___ br
 ___ cl
 ___ cr
 ___ dr
 ___ fl
 ___ fr
 ___ gl
 ___ gr
 ___ pl
 ___ pr
 ___ sc
 ___ sk
 ___ sl
 ___ sm
 ___ sn
 ___ sp
 ___ spl
 ___ spr
 ___ st
 ___ str
 ___ sw
 ___ thr
 ___ tr
 ___ tw

Suffixes

Purple
 ___ able
 ___ age
 ___ al
 ___ ary
 ___ ed (3)
 ___ en
 ___ ent
 ___ er
 ___ es
 ___ est
 ___ ful
 ___ i
 ___ ic
 ___ il
 ___ ing
 ___ ish
 ___ ive
 ___ le
 ___ ly
 ___ ness
 ___ ous
 ___ s
 ___ sure
 ___ tion
 ___ v
 ___ y

Silent Letters

White
 ___ e (2)
 ___ gh
 ___ t
 ___ w

Borrowed Sounds

Brown
 ___ ə
 ___ ci
 ___ gh
 ___ ph
 ___ si
 ___ ti
 ___ ' ,
 ___ ' ,

r-controlled

Red-Yellow
 ___ air
 ___ ar
 ___ ear
 ___ or

Final Blends

Green
 ___ ct
 ___ ft
 ___ ld
 ___ lf
 ___ lm
 ___ lp
 ___ lt
 ___ mp
 ___ nch
 ___ nd
 ___ ng
 ___ nk
 ___ nt
 ___ pt
 ___ sk
 ___ sp
 ___ st

Prefixes

Orange
 ___ a
 ___ com
 ___ con
 ___ de
 ___ dis
 ___ en
 ___ ex
 ___ im
 ___ in
 ___ per
 ___ pre
 ___ pro
 ___ re
 ___ un

Storage Solutions

When working with any manipulative program, proper storage will minimize organization time and maximize instruction time. Having the storage solution that meets your classroom needs is key to program success. Here are some additional tips sent in by *Touchphonics*® teachers:



Supply Storage Options

Use a plastic carryall to centralize your supplies. Include:

- Small Magnetic White Board
- Dry Erase Erasers
- Dry Erase Markers
- Dry Erase Cleaner
- Mirrors (for phonemic awareness activities)

Each student uses a clean sock for an eraser. The student's dry-erase marker can then be placed in the sock for storage.

Storing Decodable Library

The ultimate goal of every *Touchphonics* lesson is the direct application of newly learned phonics and word structure skills to connected text. The *Touchphonics* Decodable Library, plus the correlated *Primary Phonics*®, *The Alphabet Series*, and *S.P.I.R.E.*® decodable readers (all published by Educators Publishing Service), provides multiple titles for every lesson. For easy access, label a crate or box with your focus skill (e.g., short a) and place all short a books from your decodable libraries in one handy spot.

Storing Touch-units

The *Touchphonics* Kit comes with a sturdy storage system for the organized storage of up to three complete Touch-units sets. The *Touchphonics* MegaKit consists of two storage units that can store up to eight complete Touch-units sets. Here are some additional storage tips from *Touchphonics* teachers:

- For teachers purchasing an individual set of Touch-units, organize letters in a muffin tin or tins for easy access in one-on-one situations.
- Pull drawer out of storage unit. Use permanent marker to write the letter name on the lip of the storage unit. This will create a matching exercise for students during clean-up (matching the letter on the drawer with the letter on the drawer slot).



Magtiles™

Tip! To minimize clean-up time, write the Magtiles™ letters directly on the blue nylon (above the clear pocket) using a permanent marker. Students can match tiles-to-pocket for a quick matching exercise during clean-up time.

Pocket Chart 1

(8 columns)

| Consonants | | | Vowels | | | "r" | Borrowed |
|------------|---|----|--------|----|----|-----|----------|
| b | m | y | a | ee | oa | or | gh |
| c | n | z | o | ui | ie | ar | ph |
| d | p | ñ | u | ay | ai | er | ci |
| f | r | qu | i | aw | au | ir | si |
| g | s | th | e | oy | oi | ur | ti |
| h | t | ch | y | oo | ey | air | ə |
| j | v | sh | | ow | ei | ear | ˊ |
| k | w | wh | | ew | ou | | ˋ |
| l | x | | | ea | | | |

Pocket Chart 2

(7 columns)

| Initial Blends | | | Final Blends | | Silent Letters | |
|----------------|----|-----|--------------|-----|----------------|-----|
| fl | br | spl | ld | lm | e | gu |
| cl | gr | str | lf | nd | gh | kn |
| sl | dr | sm | lp | ng | t | ld |
| bl | pr | sw | lt | nk | w | lf |
| pl | st | spr | ct | sk | bt | lk |
| gl | sc | thr | ft | sp | ck | mb |
| fr | sn | tw | nt | mp | dge | tch |
| tr | sk | | pt | nch | gn | wr |
| cr | sp | | st | | | |

Pocket Chart 3

(6 columns)

| Prefixes | | Suffixes | | | |
|----------|-----|----------|-----|-----|------|
| a | dis | s | ed | ing | ous |
| in | ex | y | en | ary | age |
| de | pre | ly | er | est | tion |
| en | pro | i | es | ent | able |
| im | per | v | ful | ish | sure |
| re | con | al | | ive | ness |
| un | com | le | | | |
| | | | | | |
| | | | | | |

WHITE BOARDS

Students need a workspace for daily word building activities. This workspace can be a desktop, paper, or the white boards, which are available from Educators Publishing Service.

White Board tips:

- **Letter Organization:** Students place all vowel/vowel combinations along the top of the white board. All other letters can be kept to the left and right of the board. For beginning students, you may want to analyze all words that you plan to build during the lesson and (1) place all beginning letters to the left of the board and (2) place all final letters to the right of the board.
- For students who need assistance to aid in left-right discrimination, consider placing a dot or small mark to the left of the writing line. This can be done with erasable or permanent ink. A modified version of this method would be to place a green dot at the beginning of the line (left) to indicate “start” and a red dot at the end of the line to indicate “stop.”
- For students who have a problem with top-bottom letter discrimination, consider placing a small dot on the bottom of each Touch-unit. This will indicate to the student that this side is the bottom and needs to be placed on the line. Note that any mark made on a Touch-unit will be permanent.
- Students are instructed to cover the word they have built during the oral spelling and writing steps. Students can use their dry eraser or paper towel to cover the word.

Quick Tip: If your group will be building with the same letter group the following day (and if you do not have to reuse these letters for other groups), have students place all their letters flat on their white board. Stack and store white boards for a quick start to the next day’s lesson.

