The hands-on approach to phonics and word study

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

Workbook
Touchphonics®
The Manipulative Multisensory Phonics System

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, it, 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                  | • Students listening for target phonograms
|                                     | • Oral segmentation and blending of phonograms
|                                     | • Additional phonemic awareness activities in the appendix
| PHONICS                             | • 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                             | • 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                          | • Words carefully selected to expand students vocabulary, with emphasis on homonyms and multiple meanings
|                                     | • Stories to further reinforce and integrate vocabulary words
| COMPREHENSION                       | • 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

For detailed product information, visit epsbooks.com/TP
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-lead 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**

<table>
<thead>
<tr>
<th></th>
<th>Steps</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce a Concept</td>
<td>1-4</td>
<td>1 session</td>
</tr>
<tr>
<td>Reinforce a Concept</td>
<td>4-7</td>
<td>1-4 sessions (Word building sessions are repeated (using Word Lists) as per student need)</td>
</tr>
<tr>
<td>Prepare for Reader</td>
<td>8-9</td>
<td>1 session</td>
</tr>
<tr>
<td>Read the Reader</td>
<td>10-11</td>
<td>1 session</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>4-7 sessions</td>
</tr>
</tbody>
</table>

- 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**

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build a Word</td>
<td>Segmentation</td>
</tr>
<tr>
<td>Touch and Sound the Touch-Units</td>
<td>Sound to symbol correspondence</td>
</tr>
<tr>
<td>Blend the Sounds into a Word</td>
<td>Blending</td>
</tr>
<tr>
<td>Cover and Spell the Word (by either sound or name)</td>
<td>Transfer from concrete to visualization</td>
</tr>
<tr>
<td>Cover and Write the Word</td>
<td>Transfer from concrete to symbolic representation</td>
</tr>
<tr>
<td>Change the Word</td>
<td>Substitution</td>
</tr>
<tr>
<td>Read the Word in Isolation</td>
<td>Temporary guided practice leading towards application</td>
</tr>
<tr>
<td>Write the Word in Print</td>
<td>Authentic application</td>
</tr>
<tr>
<td>Read the Word in Print</td>
<td>Authentic application</td>
</tr>
</tbody>
</table>

**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

| fan    | fat   | fax   |

Comparative Suffixes:

| fast   | faster | fastest |

Substituting vowel

| male   | mule   | mole   | mile   |

Plurals:

| fox    | foxes  |

Word Chains:

bleak sneak speak creak freak

Syllable Patterns:

fantastic = fan tas tic

(closed) (closed) (closed)

Work with Meaning

discovered = dis + cover + ed

(not) (hidden) (past tense)
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

Touchphonics® Teacher’s Guide and Resource Book

Touchphonics® Teacher’s Guide

Student Workbook

Word Building Whiteboards

Decodable Readers

Magtiles® with Pocket Charts

Components

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

TO ORDER: Call 800.225.5750 Fax 888.440.2665 Online epsbooks.com
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.

- **Vowels**
  - a, e, ee, oa, or
  - o, ui, le, ar
  - u, ay, ai, air
  - i, aw, au, ear
  - e, oy, oi, ou
  - y, oo, ey, ew
  - ow, ei, ea

- **Suffixes**
  - s, ed, ing, ous
  - y, en, ary, age
  - ly, er, est, tion
  - i, es, ent, able
  - v, ful, ish, sure
  - al, il, ive, ness
  - le, ic

- **Silent Letters**
  - e, gh, bt
  - w, gn, sk
  - t, gu, kn
  - ld, wr, lk
  - mb, tch, tf
  - er, ir, ur
  - age

- **Consonants/Digraphs**
  - b, m, y
  - c, n, z
  - d, p, qu
  - f, r, th
  - g, s, ch
  - h, t, sh
  - j, v, wh
  - k, w, l, x

- **Initial Consonant Blends**
  - It, lm, sp
  - ct, nd, mp
  - ft, ng, ld
  - nt, nk, lf
  - pt, sk, lp
  - st, nch

- **Final Consonant Blends**
  - a, dis
  - in, ex
  - de, pre
  - en, pro
  - im, per
  - re, con
  - un, com

- **Prefixes**
  - fl, br, spl, cl
  - gr, str, al, dr
  - sm, bl, pr, sw
  - pl, st, spr, thr
  - gl, sc, fr, an
  - tw, tr, sk, cr
  - sp

- **Borrowed Sounds**
  - gh, ph, ch, sl
Consistent lesson structure and teaching procedures simplify teacher preparation.

Lessons incorporate 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.

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

Lessons incorporate phonemic awareness activities and letter-sound activities.

**Lesson 5: Short e**

**Phonemic Awareness:** Say the word egg, emphasize the short e sound.

Tell students to write the letter e in the middle of some words. Show them that the words say the same sound. Then say the following words: egg, leg, bet, jet, yet, vet, vet, vet.

**Link Sound to Letter:** Distribute the Touchstones. Have students trace their finger under the letter e as they make the short e sound together.

Form the following words on the whiteboard: leg, bet, get, let, jet, jet, jet, vet, vet, vet, vet.

Tell students that they make the short e sound before the vowel sound, and then they make the short e sound after the vowel sound.

**Build Words (Model):** Tell students to pay attention to the words they can see and what they already know about short e sounds. Some words may include leg, bet, jet, vet, and jet.

**Build Words (Practice):** Have students use the Touchstones in a Guided Model activity. Tell students to use the Touchstones on the whiteboard to write the words leg, get, bet, jet, jet, vet, vet, vet, and jet.

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

**Build Words from the Story:** Use the Touchstones to build the following words on the whiteboard: leg, bet, jet, vet, jet, and jet.
### Word Lists

#### Consonant-Vowel-Consonant words—VC, CVC

<table>
<thead>
<tr>
<th>VC</th>
<th>Substitute First Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a</td>
</tr>
<tr>
<td></td>
<td>o</td>
</tr>
<tr>
<td></td>
<td>e</td>
</tr>
<tr>
<td>or</td>
<td>our, our, our, our</td>
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<tr>
<td>ore</td>
<td>our, our, our, our</td>
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<tr>
<td>ours</td>
<td>our, our, our, our</td>
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<tr>
<td>our</td>
<td>our, our, our, our</td>
</tr>
<tr>
<td>orr</td>
<td>our, our, our, our</td>
</tr>
</tbody>
</table>

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

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

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.
Decodable Readers

One decodable reader for every
Touchphonics lesson
Students gain fluency and build comprehension skills with Touchphonics Readers. One decodable reader accompanies and supports each lesson, providing students the opportunity to practice skills in the context of an entertaining story.

By first building target words with Touch-Units then reading a decodable title, Touchphonics sets the stage for success and avoids the need to repeat the same words over and over in a story. This leads to stories with more variety, venture and humor, while still keeping them decodable.

The workbook offers students the opportunity to develop comprehension skills for every story. The Teacher’s Guide provides support for each reader.

The back cover of each decodable reader lists word counts and sight words. Word lists provide a great resource for further word building activities.
Comprehension activities are provided for each decodable reader, providing students the opportunity to develop comprehension skills.

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

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

Jane rode on a plane to the game.
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.
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 un-der. 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: un-der, un-der neat, un-der cast, un-der-tail.

Tell students to listen for short u in the middle of some words you will say. Slowly say cut, luck, gum, hugh. 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: hu-m. 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: ru-mp, s-ub, b-ud, d-ug. 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:

<table>
<thead>
<tr>
<th>Word</th>
<th>yellow</th>
<th>red</th>
</tr>
</thead>
<tbody>
<tr>
<td>cub</td>
<td>c, b</td>
<td>u</td>
</tr>
<tr>
<td>tub</td>
<td>t</td>
<td></td>
</tr>
<tr>
<td>tug</td>
<td>g</td>
<td></td>
</tr>
<tr>
<td>dug</td>
<td>d</td>
<td></td>
</tr>
<tr>
<td>dud</td>
<td>d</td>
<td></td>
</tr>
<tr>
<td>mud</td>
<td>m</td>
<td></td>
</tr>
</tbody>
</table>

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, hum, buzz, but, cut, cub, rub, rubs, run, rug, hug, hut, hum, sun, 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.

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**READ THE STORY**

*The Cub and the Bug*

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**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 Rat*
  - Volume 1, Book 10
- *A Fin in the Fog*
  - Volume 1, Book 11

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

**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.