

Phonics First & Wonders

Integration



BRAINSRING

Wonders

Before You Start



Anytime this **Google Drive Folder icon** appears on a slide you can click it for additional resources attached to the topic!

JUST AS

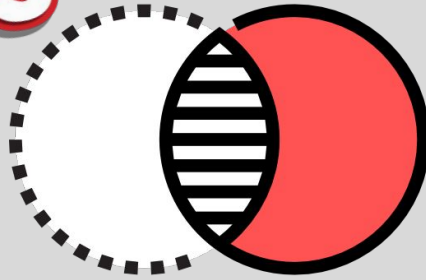
LEARNING TO READ

IS A LIFELONG JOURNEY,
SO IS LEARNING HOW TO

TEACH READING.



Wonders



Wonders has foundational skills built into the daily routines (K-3) for each week. In order to teach these foundational skills with fidelity it will be imperative that you continue to incorporate some of the most proven, effective practices from our **Phonics First Orton Gillingham** program. **Phonics First** allows for more explanation of the skills being presented each week, whereas **Wonders** does not elaborate on the “teacher explanations” as much as you will find in your **Phonics First** manual.

Daily Warm-Up

Prior to each daily **Wonders** lesson you should be incorporating the 3-Part Drill from **Phonics First**. For this drill you should be using the **Phonics First** letter cards (not the cards provided by **Wonders**).

Virtual 3

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 Drill

Want a smartboard friendly version of the 3-part drill?

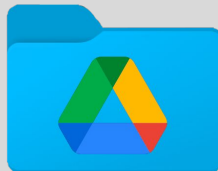
click [here!](#)



3-Part Drill “How-To”

New to 3-Part Drill? Need a refresher? Watch this video to show you what 3-Part Drill should look like.

Note: In the video the little girl is using a ziploc bag to write her letters; use a whiteboard in the classroom for ease!



Red Words/ High Frequency Words

Surprisingly, approximately 85% of the English language is phonetic.

However, there are a group of words that are **irregular (non-phonetic)** and require focused instruction to master for reading and spelling. Phonics First ® recognizes two kinds of Red Words: those that truly are irregular and do not follow expected spellings, and those that follow more advanced spelling concepts that the student has not yet been taught. These are often very common words that need to be learned for reading and spelling long before the rule is taught.



Orthographic Mapping



Tap Mat

(Begins in Kindergarten)



Teach Finger Tapping

(Begins end of K/beginning of 1st Grade)

About This Strategy



Syllabication



“Where do I incorporate these practices into my day?”

| Time | Topic | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|------|-----------------|--|---|---|--|---|
| 90 | Build Knowledge | Intro Concept: Build Knowledge: Taking Action Listening Comprehension: Read “The Cat’s Bell” | Build the Concept Oral Language Listening Comprehension: Reread “The Cat’s Bell” | Build The Concept: Oral Language; Take Notes About the Text Comprehension/Fluency: Review Events: Problem and Solution: Expression | Extend the Concept: Oral Language Paired Selection: Read “Be a Volunteer” | SMALL GROUP INSTRUCTION |
| | Word Work | Phonemic Awareness: Phoneme Identify Phonics/Spelling: Variant Vowel ou, u_e answer, brought, busy, door, enough, eyes SMALL GROUP INSTRUCTION | Phonemic Awareness: Phoneme Segmentation Phonics/Spelling: Variant Vowel ou, u_e Structural Analysis: Suffixes -ful and -less HFV: answer, brought, busy, door, enough, eyes Vocabulary: demand, emergency SMALL GROUP INSTRUCTION | Phonemic Awareness: Identify and Produce Rhyme Phonics/Spelling: Variant Vowel ou, u_e Structural Analysis: Suffixes -ful and -less HFV: answer, brought, busy, door, enough, eyes Vocabulary: demand, emergency SMALL GROUP INSTRUCTION | Phonemic Awareness: Syllable Deletion Phonics/Spelling: Variant Vowel ou, u_e Structural Analysis: Suffixes -ful and -less HFV: answer, brought, busy, door, enough, eyes Vocabulary: demand, emergency SMALL GROUP INSTRUCTION | Phonemic Awareness: Phoneme Segmentation and Substitution Phonics/Spelling: Variant Vowel ou, u_e Phonics: Read the Decodable Reader Structural Analysis: Suffixes -ful and -less HFV: answer, brought, busy, door, enough, eyes Vocabulary: demand, emergency Fluency: Expression |

Small Group Instruction

Day 1: Teach the phonics rules

(ex: cvc) - map it, code it, dictation

Day 2: Decodable Reader or Phonics Reader

Day 3: Leveled Readers

Day 4: Words and Sentence

Dictation/encoding/syllabication

Schedule a visit!



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