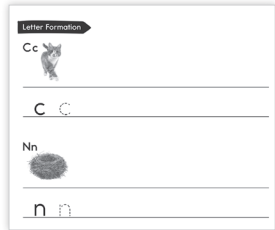






Phonics Launch–In Tandem Activity Book Correlation Guide

Phonics Launch Set	Lesson Numbers	In Tandem Activity Book Correlation	Activity	Image from Activity Book	Directions
Ready, Set, Go, Set 1	1-18	Kindergarten, Book 1	<p>Letter Formation</p> <p>The handwriting lines provide practice for letter formation correlated with letters taught in the lessons.</p>		<ol style="list-style-type: none"> 1. Have students turn to the corresponding page in their activity books. 2. Give them the verbal pathway for correct letter formation.
Ready, Set, Go, Set 1	1-12	Kindergarten, Book 1	<p>Review the Sight Word</p> <p>The lines provide practice for students to write the sight word.</p>		<ol style="list-style-type: none"> 1. Have students turn to the corresponding page in their activity books. 2. Have students trace the word with their pencil. Then have them write it a few times.
Ready, Set, Go, Set 1 On Our Way, Set 1 On Our Way, Set 2 Building Up, Set 1 Building Up, Set 2	13-24 1-24 1-24 1-24 1-24	Kindergarten, Book 1 Kindergarten, Book 2 First Grade, Book 1 First Grade, Book 2 Second Grade, Book 1	<p>Reading Words (Read and Write Sight Words)</p> <p>The lines provide practice for students to write the sight word and/or previously taught sight words.</p>		<ol style="list-style-type: none"> 1. Have students turn to the corresponding page in their activity books. 2. Have students chorally read the sight words. 3. Have students write the word with their pencil. Then have them write it a few more times. 4. Select two other words listed for students to write in their activity books. 5. Have students cover each word before they write it. Then have them check if they wrote it correctly.

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Ready, Set, Go, Set 1 On Our Way, Set 1 On Our Way, Set 2 Building Up, Set 1 Building Up, Set 2 Moving On, Set 1 Moving On, Set 2 Lifting Off, Set 1	13-24 1-24 1-24 1-24 1-24 1-18 1-18 1-18	Kindergarten, Book 1 Kindergarten, Book 2 First Grade, Book 1 First Grade, Book 2 Second Grade, Book 1 First Grade, Book 3 Second Grade, Book 2 Second Grade, Book 3	<p>Reading Words (Read Decodable Words)</p> <p>The list of words provides an opportunity for students to read words containing the target phonic element in isolation.</p>	 <p>Read Decodable Words</p> <table border="1"> <tr> <td>1. lit</td> <td>bit</td> <td>wit</td> <td>kit</td> </tr> <tr> <td>2. dig</td> <td>wig</td> <td>big</td> <td>pig</td> </tr> <tr> <td>3. bin</td> <td>win</td> <td>pin</td> <td>fin</td> </tr> <tr> <td>4. Tim</td> <td>tin</td> <td>lid</td> <td>lip</td> </tr> </table>	1. lit	bit	wit	kit	2. dig	wig	big	pig	3. bin	win	pin	fin	4. Tim	tin	lid	lip	<ol style="list-style-type: none"> 1. Have students turn to the corresponding page in their activity books. 2. Have students choral read the words either at the onset-rime, the phonemes level, or by continuously blending.
1. lit	bit	wit	kit																		
2. dig	wig	big	pig																		
3. bin	win	pin	fin																		
4. Tim	tin	lid	lip																		
Ready, Set, Go, Set 1 On Our Way, Set 1 On Our Way, Set 2 Building Up, Set 1 Building Up, Set 2 Moving On, Set 1 Moving On, Set 2 Lifting Off, Set 1	13-24 1-24 1-24 1-24 1-18 1-18 1-18	Kindergarten, Book 1 Kindergarten, Book 2 First Grade, Book 1 First Grade, Book 2 Second Grade, Book 1 First Grade, Book 3 Second Grade, Book 2 Second Grade, Book 3	<p>Applying Phonics Skills (Writing)</p> <p>The lines provide an opportunity for students to write the dictated sentence and/or additional sentences about the book. The lines adjust throughout the lessons in a gradient of complexity: from lines for individual words, to single lines for sentences, and then to three lines. Please note: Some prompts and/or writing extensions will not be an exact match. Please adjust as needed. Additionally, the second writing prompt does not align with Phonics Launch lessons. Direct students to cross through this prompt and write according to the lesson.</p>	 <p>abc defghijklmno pqrstuvwxy z</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>abc defghijklmno pqrstuvwxy z</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>abc defghijklmno pqrstuvwxy z</p> <p>PROMPT: We will write one sentence about what happened in the beginning of the story.</p> <p>In the beginning, _____</p> <p>In the middle, _____</p> <p>At the end, _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Have students turn to the corresponding page in their activity books. 2. Dictate the sentence from the lesson plan. 3. Have students repeat the sentence and write it on the corresponding lines. If more lines for individual words are needed, add them. If there are too many lines, then cross them off. 																

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Ready, Set, Go, Set 1 On Our Way, Set 1 On Our Way, Set 2 Building Up, Set 1 Building Up, Set 2 Moving On, Set 1 Moving On, Set 2 Lifting Off, Set 1	1-24 1-24 1-24 1-24 1-24 1-18 1-18 1-18	Kindergarten, Book 1 Kindergarten, Book 2 First Grade, Book 1 First Grade, Book 2 Second Grade, Book 1 First Grade, Book 3 Second Grade, Book 2 Second Grade, Book 3	<p>Progress Monitoring</p> <p>The lines provide an opportunity for students to write letters or words in isolation that contain the target phonics skill. This provides ongoing data that can be used for instructional decisions.</p>		<ol style="list-style-type: none"> 1. Have students turn to the corresponding page in their activity books. 2. Have students write letters or words that contain the phonic element. 3. Have them write the sight word. Choose two other previously taught sight words for them to write as a review.
Ready, Set, Go, Set 1 On Our Way, Set 1 On Our Way, Set 2 Building Up, Set 1 Building Up, Set 2 Moving On, Set 1 Moving On, Set 2 Lifting Off, Set 1	1-24 1-24 1-24 1-24 1-24 1-18 1-18 1-18	Kindergarten, Book 1 Kindergarten, Book 2 First Grade, Book 1 First Grade, Book 2 Second Grade, Book 1 First Grade, Book 3 Second Grade, Book 2 Second Grade, Book 3	<p>Decodable Story</p> <p>The Phonics Storybook is provided on a perforated page. Students can reread in group, in centers, or at home.</p>		<ol style="list-style-type: none"> 1. Have students turn to the corresponding page in their activity books. 2. Have students reread the decodable story and then reread with a partner. 3. Have students circle words that contain the phonic element and/or sight words.