



**#1**  **STOP AND DO**

Phonics instruction is a \_\_\_\_\_ for me because \_\_\_\_\_

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**#2**  **STOP AND DO**

**Focused Phonics Management Guide Scavenger Hunt**

**Two Truths and a Lie**

Read pages 4–10 to figure out which statements are *true* and which is the *lie*.

1. Phonemic awareness taught hand-in-hand with letter names and letter sounds is vital to the development of early reading skills.  
**Circle one:** Truth    Lie
  
2. Most high-frequency words are not decodable and therefore must be memorized in order to be easily read.  
**Circle one:** Truth    Lie
  
3. Phonics programs should focus on the relationship between letters and sound patterns and provide students with repeated exposure/experiences with those patterns in order to lead to automaticity of word recognition.  
**Circle one:** Truth    Lie

**Skim and Scan**

Skim the rest of the Management Guide. Use sticky notes to tab at least three pages/sections you find valuable and want to be able to easily reference in the future.



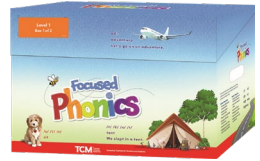
**Read to Find...Something New**

Review the Glossary of Phonics Terms (pgs. 59–62). Record at least two terms and their definitions. Find terms that are new to you or terms that you may have heard before but you learned more about by reading the definition more closely.

Term	Definition

**#3**  **STOP AND DO**

Write a 7-word summary to describe your thoughts/what you learned about the teacher resources available in *Focused Phonics*.



**#4**  **STOP AND DO**

Look at the decodable books.

Find a fiction and a nonfiction traditional decodable book. Find a fiction and nonfiction text-first decodable book. Record the titles below.

**#5**  **STOP AND DO**

Write a 7-word summary to describe your thoughts/what you learned about the student resources available in *Focused Phonics*.



#6  **STOP AND DO**

**Dictation Practice**

Write each word you hear. Then, write the sentence.

**Write**

**Directions:** Write each word your teacher says. Then, write the sentence.

1.

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\_\_\_\_\_

2.

\_\_\_\_\_  
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\_\_\_\_\_

3.

\_\_\_\_\_  
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\_\_\_\_\_

4.

\_\_\_\_\_  
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\_\_\_\_\_



# Virtual Workshop for *Focused Phonics* Learning Reflection Guide



**#7**  **STOP AND DO**

Think about the instructional routines you just experienced. Answer these questions:

- How will these routines help you provide rich phonics instruction for your students?
- How will these routines benefit your students?