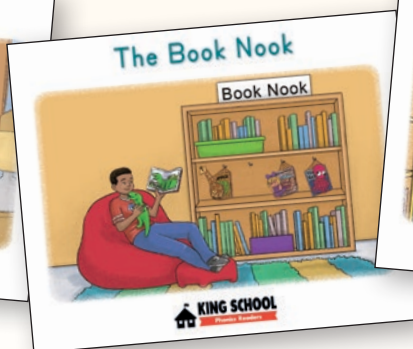




KING SCHOOL

Phonics Readers

Adventures await in this all-new series of DECODABLE books!



The King School Kids
make reading FUN!



Series Features:

- 64 books
- Targeted for K and 1st-grade reading levels
- Grounded in the Science of Reading
- Sequenced texts at least 80% decodable
- Engaging stories and illustrations
- Comprehensive Teacher's Guide & Reading Records



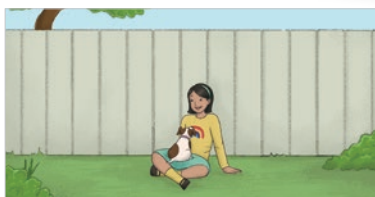
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About the Series

Enjoyed by millions of young readers, the *King School Series* introduced the spirited kids in Mrs. Hall's class. Now the kids are back with new adventures in this 64-book collection of decodable readers.

Designed for kindergarten and first-grade reading levels, the *King School Phonics Readers* offer delightful stories that teach targeted phonics skills. A comprehensive Teacher's Guide reinforces these skills while deepening students' connection to the stories.

Aligned to the
Science of Reading!



Pip is my pup.

2



I hop.
Pip hops.

7



Cal and I run up the hill.

4



Cal and I hop in the mud.

6

Building Readers

Grounded in evidence-based research, the *King School Phonics Readers* are carefully crafted to help students become strong, independent readers. Taking a systematic approach, these decodable texts help students understand the sound-letter relationships that are fundamental to reading. The thoughtfully sequenced texts allow students to master basic phonics skills before moving on to more complex concepts.

Highly adaptable, *King School Phonics Readers* can be used in large-group instruction, guided reading, one-on-one coaching, and independent reading sessions.

Structured Practice

The *King School Phonics Readers* provide structured practice across 32 texts in level A (aligned with kindergarten) and 32 texts in Level B (aligned with grade 1). Targeted phonics instruction is incorporated into each book.

Watch students gain reading confidence as they progress through these carefully sequenced stories. The *King School Phonics Readers* offer everything you need to empower students in their journey to become skilled readers!

Hike on a Ridge



KING SCHOOL
Phonics Readers

Highly engaging

- Appealing cast of characters
- Lively and relatable stories
- Topics that help students navigate everyday situations

Designed to maximize readability

- 16-page texts
- Fun illustrations
- Clear font and page layout



The hike is fun!
The kids cross a bridge.

6

Hike on a Ridge
Level B • Book 6
Word Count: 163

Phonics Skills: consonant trigraph -dge

Decodable Words: badge, bridge, budge, dodge, edge, fudge,
hedges, ledge, lodge, Midge, pledge, ridge, trudge

High-Frequency Words: more, would

Story Words: meet, over, stay

Personal Skills Focus: self-management: managing emotions,
patience, self-control

Phonics focus

- Texts at least 80% decodable
- Repetition of phonetic patterns
- High-Frequency Words from the Dolch and Fry lists

Bonus feature

- Personal Skills, cultivated in every story, are scaffolded throughout the series.

Scope and Sequence

This Scope and Sequence chart tracks the progression of skills throughout the series, defining the phonics concepts introduced in each book.

Level A

#	Title	Phonics Skill
1	<i>At the Mat</i>	short a, Mm, Tt
2	<i>Pam</i>	Pp, Ss (as /s/ and /z/)
3	<i>It Is</i>	short i
4	<i>The Nap</i>	Ff, Nn
5	<i>Miss Tan</i>	-ff, -ss, -tt (double consonant endings)
6	<i>Pop!</i>	short o
7	<i>Cass the Cat</i>	hard c (Cc says /k/ when followed by a, o, or u)
8	<i>Toss and Hit</i>	Hh, inflectional ending -s (no spelling changes)
9	<i>Bob the Rat</i>	Bb, Rr
10	<i>Pip the Pup</i>	short u
11	<i>Dad and I</i>	Dd
12	<i>I Bet I Can</i>	short e
13	<i>A Wet Kiss</i>	Kk, Ww
14	<i>Pals</i>	Ll, -ll (double consonant ending)
15	<i>A Plan</i>	initial blends (only using letters taught up to this point)
16	<i>Gus Is Glum</i>	Gg
17	<i>Jess and Jeff</i>	Jj, Yy (Initial -y acts as a consonant at the beginning of a word but is a vowel elsewhere.)
18	<i>I Lent a Hand</i>	final consonant blends (with letters taught to date: -st, -nd, -nt, -nk, -mp, -ft)
19	<i>The Quest</i>	Qq (initial /kw/)
20	<i>Rex the Fox</i>	Xx (final /ks/)
21	<i>The Van</i>	Vv, Zz
22	<i>Jack and I</i>	consonant digraph ck
23	<i>The Chest</i>	consonant digraph ch
24	<i>The Bath</i>	consonant digraph th
25	<i>A Big Red Fish</i>	consonant digraph sh
26	<i>Whack! Wham!</i>	consonant digraph wh
27	<i>The Song</i>	consonant digraph ng
28	<i>Test the Brakes</i>	long a spelled a_e
29	<i>Fun with a Hose</i>	long o spelled o, o_e
30	<i>A Safe Hike</i>	long i spelled i_e
31	<i>Jack Is Cute</i>	long u spelled u_e
32	<i>We Like These</i>	long e spelled e, e_e

Level B

#	Title	Phonics Skill
1	<i>The Chess Set</i>	ch, -tch
2	<i>I Can Ice Skate</i>	soft c
3	<i>On a Stage</i>	soft g
4	<i>Picking Up Shells</i>	inflectional ending -ing (no spelling changes)
5	<i>Jack Jumped</i>	inflectional ending -ed (no spelling changes)
6	<i>Hike on a Ridge</i>	consonant trigraph -dge
7	<i>Plant Stamps</i>	CCVCC, initial and final blends
8	<i>The Splint</i>	spl-, spr- (three-letter blends)
9	<i>A Hut from Scraps</i>	scr-, str- (three-letter blends)
10	<i>A Big Problem</i>	words with two closed syllables
11	<i>Not That Way</i>	long a spelled ay (vowel digraph)
12	<i>The Late Train</i>	long a spelled ai (vowel digraph)
13	<i>Free Time</i>	long e spelled ee (vowel digraph)
14	<i>Read as a Team</i>	long e spelled ea (vowel digraph)
15	<i>Dream and Float</i>	long o spelled oa (vowel digraph)
16	<i>Go with the Flow</i>	long o spelled ow (vowel digraph)
17	<i>My Pal Joe</i>	long o spelled oe (vowel digraph)
18	<i>The Pie</i>	long i spelled ie (vowel digraph)
19	<i>Night Light</i>	long i spelled igh (vowel trigraph)
20	<i>I Feel Shy</i>	long i spelled y
21	<i>A Game of Clues</i>	long u spelled ue (vowel digraph)
22	<i>Snow Suits</i>	long u spelled ui (vowel digraph)
23	<i>My Sister's Dinner</i>	r-controlled vowel er
24	<i>The Storm</i>	r-controlled vowel or
25	<i>Twirl in My Skirt</i>	r-controlled vowel ir
26	<i>At the Farm</i>	r-controlled vowel ar
27	<i>Skip My Turn</i>	r-controlled vowel ur
28	<i>Lunch with Roy</i>	diphthongs oi, oy
29	<i>Bad Mood</i>	diphthongs ew, oo
30	<i>The Book Nook</i>	diphthong oo
31	<i>How to Sit Still</i>	diphthong ow
32	<i>We Found Peace</i>	diphthong ou

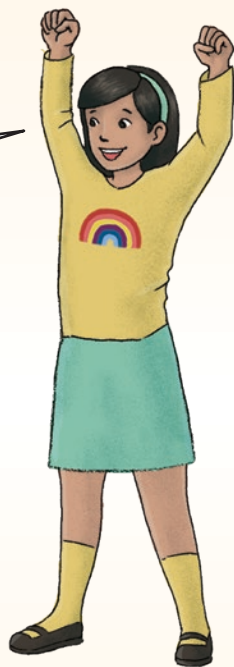


Comprehensive Teacher's Guide

Lesson Plan, including prompts to use before, during, and after reading:

- Modeling decoding of phonics skills
- Checking comprehension
- Drawing inferences and making predictions
- Connecting to students' lives

A Lesson Plan and worksheets for every book!



KING SCHOOL **Story Check** *It Is* Level A • Book 3

Name: _____

Circle the correct answer.

- Where was the book about monkeys?
a. at the mat b. at the table
- Which word completes the sentence from the story: "Is it as good as this?"
a. book b. good
- The friends read books about elephants and _____.
a. cars b. monkeys

.....

Word Play

Draw a line to match rhyming words.

1. is	sip
2. Pip	sit
3. Tim	his
4. it	Sim

Instructions to the teacher: Please read questions and answer choices aloud to students. Story Check: Model on the board what it looks like to circle the correct answer and remind students to circle only one answer. Word Play: Read each word. Prompt students to recognize the onset and rime. Model how to draw a line to match the words.

16

KING SCHOOL **Hands-on Activity** *It Is* Level A • Book 3

Name: _____

Read the story words in the boxes. Color the boxes with **short i** words.

is	this	and
good	at	Tim
sit	Pip	it
Sim	book	as

Instructions to the teacher: Review the sound of short i. Read each word with the students. Instruct students to color only the boxes that contain the target sound.

17



It Is
Word Count: 51

KING SCHOOL
Phonics Readers
Level A • Book 3

Lesson Plan

Summary: Four friends discover that new books found in their classroom library are just as good as their tried and true favorites.

Phonics Skills: short i

Decodable Words: is, it, Pip, Sim, sit, Tim

Personal Skills Focus: Sense of community: positive and safe environments, sense of belonging

High-Frequency Words (HFWs): and, as, at

Story Words: book, good, this

Before Reading

- "Find the **short i** word on page 2. Which words have **short i** on page 4?" (*It is, this.*) On page 6, what do you notice about how the **short i** words are written?" (*All capitals.*)
- "Look at pages 2 and 3. Do you see the HFWs **and** and **at**? Point to each word as you read it. Now look at page 4. Do you see the HFW **as**? Point to the word as you read it. What is the beginning sound in **and**, **at**, and **as**?" (*Answer: short a.*)
- Pre-teach story words: Introduce **book**, **good**, **this**. "How are **book** and **good** the same?" (*They both have two Os in the middle and the /ōō/ sound.*) "What vowel sound do you hear in this?" (*Short i, /i/.*) Discuss the meaning of the words and use each in a sentence.
- "Look at the cover. Tim is holding a book with an elephant. I wonder if he likes to read about animals. What do you like to read about?"

During Reading

Reminder: Help students decode story words when they appear: **book**, **good**, **this**. Stop to point out words that contain the sound of **short i** as well as the HFWs **and**, **as**, and **at**.

Ask comprehension questions

- Page 2:** "What is Sim reading about?" (*Lions*)
- Page 3:** "How do the friends feel when they see the elephant book?" (*They seem excited.*)
- Pages 6-7:** "What question do the children repeat when reading the new book? Why do you think they are asking this?" (*They repeat, "Is it?" they are*

wondering if it is as good as the book they have.)

- Page 9:** "What do the girls see on the mat?" (*They see a book about a monkey.*)
- Pages 10-11:** "This part is familiar. What do you notice that is similar to what happened on pages 4-5? What is different?" (*The kids are asking if the book is as good as the other one; they are asking "Is it?"; the books they are reading are different.*)
- Page 14-15:** "What are the children reading?" (*Books about dinosaurs and the earth.*)
- Page 16:** "How do the children feel about their books? How do you know?" (*They feel happy or excited; they are smiling.*)

After Reading

Deepen students' connection to the book

"The four friends wondered if the new books on the mat were good. Think about a time you read a new book. Did you like the book? Why or why not?"

Explore the Personal Skills Focus

"The friends enjoyed reading the new books together. Who do you like to read with? Why do you like to read with them?"

Assign a brief book-related writing/art activity

"Draw a picture of a time you enjoyed reading a book with someone. Label your picture. Be sure to include the word **book**."

Conduct a whole group/small group phonics activity

Say a decodable word from the story. First, say the sounds slow. Then, have students move their finger along the table as they say the sounds slow then fast to read the words: is, it, Pip, Sim, sit, Tim.

15

Student-facing worksheets to check comprehension and provide additional phonics practice:

- Story Check to gauge student comprehension
- Word Play to apply phonics skills
- Hands-on Activity to extend and enrich phonics skills

Name: _____ Date: _____

Running Record *At the Mat* Level: A Book: 1 Word Count: 47

Pg. #	TEXT OF <i>At the Mat</i>	E	SC	NOTES
2.	I am Tam.			
3.	Tam I am!			
4.	I am at the mat.			
5.	A book.			
6.	Tam!			
7.	To the mat, Tam!			
8.	I am at the mat.			
9.	At the mat I am!			
10.	Tam!			
11.	A book.			
12.	A book at the mat.			
13.	Look, Tam.			
15.	Look at the book.			
16.	A book at the mat.			

Error Rate: _____ Accuracy: _____ % Circle which applies: 95-100% = INDEPENDENT 90-94% = INSTRUCTIONAL BELOW 89% = FRUSTRATION Self-Correction Rate: _____

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Running Records

Running Records help assess student reading mastery of each story. Download with FREE Instructor account in our Learning Center (www.townsendpress.net)

The King School Phonics Readers Price List

Individual *King School Phonics Readers* Paperbacks \$5 Each

COMPLETE Set (64 books) [KSPR-COMPLETE] ~~\$320~~ \$272

Best
value!

Level A Set (32 books) [KSPR-LEVEL-A]				Level B Set (32 books) [KSPR-LEVEL-B]							
		\$160	\$144 Per Set			\$160	\$144 Per Set				
1	<i>At the Mat</i>	978-1-59194-880-3	17	<i>Jess and Jeff</i>	978-1-59194-831-5	1	<i>The Chess Set</i>	978-1-59194-847-6	17	<i>My Pal Joe</i>	978-1-59194-863-6
2	<i>Pam</i>	978-1-59194-881-0	18	<i>I Lent a Hand</i>	978-1-59194-832-2	2	<i>I Can Ice Skate</i>	978-1-59194-848-3	18	<i>The Pie</i>	978-1-59194-864-3
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12	<i>I Bet I Can</i>	978-1-59194-826-1	28	<i>Test the Brakes</i>	978-1-59194-842-1	12	<i>The Late Train</i>	978-1-59194-858-2	28	<i>Lunch with Roy</i>	978-1-59194-874-2
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