


Explicit Instruction for Phonics Intervention

Skill: Vowel Team - ew, ue, Week 1

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Phoneme Deletion Teacher says "spot" "Delete the beginning sound /s/. What's the new word?" (pot) Do this routine with the students using the words listed below.</p> <p>Word List: prod - delete the /p/ - rod clog - delete the /k/ - log stop - delete the /s/ - top</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonic Awareness: Say the word "Sue" and ask students what sound they hear at the end of the word. /oo/. Then say the word six and ask if the /oo/ sound is in that word. Repeat this with the following words: drew, brew, blue, coil, boat, rain</p> <p>Articulation: Show students what your mouth looks like as you say /oo/. The back part of the tongue is high in the mouth. The lips are rounded and the facial muscles are tense. Have students look in mirrors as they say the /oo/ sound.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Show the two spellings of /oo/ (ew, ue) and tell the students that both letter combinations make the /oo/ sound. Give each student a list of words. Have students underline the letter combinations in each word that say /oo/. Make sure they say the sound /oo/ as they underline the letter combinations.</p>  <p>Word List: Sue, drew, brew, blue, threw, chew, stew, clue</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Sue, drew, brew, blue, clue</p> <p>I Do: Choose a word card from a pocket chart and read it. Show the word. Blend the word orally. Ex. Sue /s/ /ue/ say each sound as you move your fingers under the letters. Then say the whole word (Sue) and make one line with your finger under the word. Repeat this procedure with one more word. Remind the students that both 'ew' and 'ue' say the /oo/ sound.</p> <p>We Do: Pick a student to choose a card. Have the class sound it out silently and then blend it together on cue using the procedure above. Do this with the three remaining words.</p> <p>You Do: Have each student silently read the words from the pocket chart. Listen to each student read their words and then read the words chorally together.</p>	5 min.
Word Work	<p>Word Building Words: Chain 1, Sue, due, blue, clue; Chain 2 drew, brew, chew</p> <p>I Do: Write "Sue" on the board. Blend the word orally and then substitute "d" for "s." Blend the new word orally. Follow this procedure again by substituting "bl" for "d" making the word blue.</p> <p>We Do: Write "drew" on the board. Have the students read the word silently and say it together on cue. Substitute the "d" with "b." Have the students read the new word silently and then say it together on cue. Repeat this procedure by changing the "br" to "ch."</p> <p>You Do: Have the students complete the previous two word chains independently with their own letter tiles as you monitor and provide feedback as necessary.</p>	5 min.
Dictation	<p>Sue Drew brew blue</p>	3 min.
Text Application	<ol style="list-style-type: none"> Have students identify the words in story one that contain the targeted skill. Read the identified words. Read Story One. 	10 min.

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Skill: **Vowel Team - ew, ue, Week 1**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Students review words with short vowels by choosing pictures of words containing target sounds. As the teacher says a vowel sound each student identifies one picture containing that sound.</p> <p>Word List:</p> <p>Pictures: cat, map, hat, rat, pen, leg, pig, wig, zip, pot, hot, hut, rug</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Have students show a ‘thumbs up’ if they hear the /oo/ sound in a word and a ‘thumbs down’ if they do not. Use the word list from the next section for this activity.</p> <p>Articulation: Show students what your mouth looks like as you say /oo/. The back part of the tongue is high in the mouth. The lips are rounded and the facial muscles are tense. Have students look in mirrors as they say the /oo/ sound.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Show words on word cards. Students pinch their nose and say the sound /oo/ when the pattern "ew" or "ue" is shown.</p> <p>Word List: Sue, Drew, brew, blue, dew Other words: vote, dog, tone, Tom, lone, John</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Sue, drew, brew, blue, clue</p> <p>I Do: Place word cards on the table. Read the word <i>brew</i> by sounding out and blending the word orally. Read the word <i>cue</i> the same way. Discuss the difference in letter spellings - /oo/ can be spelled with EW or UE.</p> <p>We Do: Let's read a couple together. Ask students to silently sound out the word <i>Sue</i> and say it aloud on cue. Do this same procedure with the word <i>drew</i>.</p> <p>You Do: Ask students to whisper read all of the word cards. Listen to each student and provide feedback.</p>	5 min.
Word Work	<p>Word Building Words: Sue, drew, brew, blue, clue,</p> <p>I Do Say the first word "drew." The 1st sound in drew is /d/. It is represented by "d". The second sound is /r/ represented by "r". The last sound is /oo/ represented by "ew" Repeat this same procedure with the word blue.</p> <p>We Do: Do this same routine with the students, but ask the students for the letters that each sound represents. Use the words brew and Sue.</p> <p>You Do: Have students repeat this procedure with partners using all of the words listed. Listen to each group and provide feedback.</p>	5 min.
Dictation	<p>clue blue drew brew</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Read story one with identified target words. 2. Read clean copy of story one. 	10 min.

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Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight Word Speed Drill with Word Cards</p> <p>Word List: and ,in, take, get, of, you, way, use, her, the or appropriate grade level Dolch list.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Have students stand up when they hear the /oo/ words and sit down when they hear a word with another sound. Use the word list from the next section for this activity.</p> <p>Articulation: Show students what your mouth looks like as you say /oo/. Have students look in mirrors as they say the /oo/ sound. <i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Give the students two post its labeled EW and UE. Flash the /oo/ word cards below and have the students hold up the post it with the correct /oo/ spelling and say the sound /oo/ .</p> <p>Word List: ew words: Drew, brew ue words: Sue, clue, blue Other Words: thud, fish, wheel, peach, shop, think, shame <i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Drew, brew, Sue, clue, blue</p> <p>I Do: Watch as I read the "ew" words on the pocket chart. Read "Drew." When I see "d" I say /d/. Next I see "r" and I say /r/. When I see "ew" I say /oo/. I blend the sounds: d – r – ew to make the word drew . Model this procedure again with "Sue."</p> <p>We Do: Let students blend the following words chorally by following the procedure above. brew – clue - blue</p> <p>You Do: Let the students blend all the words with a partner as you listen. Provide corrective feedback as necessary.</p>	5 min.
Word Work	<p>Word Building Words: Drew, brew, Sue, clue, blue</p> <p>I Do: Watch me write this "ew" words. Write the word "blue" blending the sounds as you write. Ask the students how many letters are in the word. (4) Ask them how many sounds it makes. (3) Repeat with "drew."</p> <p>We Do: Have the students use magnetic letters to form the word "brew." Ask them what letter they wrote first? (b) What letters did you write next? (r) What letters did you write next? (ew) How many letters? (4) How many sounds? (3) Repeat with "Sue."</p> <p>You Do: Have the students write the following words with a partner following the procedure above. – clue – blue – Sue – drew - brew</p>	5 min.
Dictation	<p>The sky is blue. Sue drew a sun. I will brew some milk.</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Identify target words in story 2. 2. Read story 2. 	10 min.

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Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight Word - Popcorn Words Activity Flash word cards while students take turns "popping" up out of their chair to read the words.</p> <p>Word List: and, in, take, get, you, of, way, use, her, was, put, with or appropriate grade level Dolch list.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Students step up when they hear a word with a /oo/ sound and step back when they hear a word with another sound. Use the word list in the next section.</p> <p>Articulation: See previous day. Use as needed. <i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Repeat the Popcorn Word Activity from the first section. Flash the word cards below and if a word with the "ew" sound comes up the students have to "pop" out of their chair, otherwise they stay seated.</p> <p>Word List: ew words: Drew, brew, Sue, clue, blue, chew, stew Other Words: thud, fish, wheel, peach, shop, think, shame <i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Drew, brew, Sue, clue, blue, chew, stew</p> <p>I Do: Watch and listen to me read and sort these words. They will either go in the "ew" column or the "ue" column. Orally blend and sort the following words: Drew, Sue Explain why each word went in the appropriate column. Repeat this same procedure with the words brew, glue.</p> <p>We Do: Now lets do it together. Let students blend the following words silently and say them together on cue. Then have a student tell you which column it belongs. Words to use: blue, stew</p> <p>You Do: Allow the students to read and sort the words below with a partner. Drew, brew, Sue, glue, clue, blue, chew, stew</p>	5 min.
Word Work	<p>Word Building Words: Drew, brew, Sue, glue, clue, blue, chew, stew, threw</p> <p>I Do: Watch me write this "ew" word. Write the word "chew" blending the sounds as you write. Ask the students how many letters are in the word. (4) Ask them how many sounds it makes. (3) Repeat with "threw."</p> <p>We Do: Have the students use a magnadoodle or white board to write the word "glue." Ask them what letter they wrote first? (c) What letters did you write next? (ue) How many letters? (3) How many sounds? (2) Repeat with "stew."</p> <p>You Do: Have the students write the following words with a partner following the procedure above. Drew, brew, Sue, glue, clue, blue, chew, stew, threw</p>	5 min.
Dictation	<p>Sue and Drew make a stew watch it brew</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

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Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Pancake Sight Words Students flip over “pancakes” and read the sight words written on the back.</p> <p>Word List: and, in, take, get, you, of, way, use, her, the Or any other sight words the students are currently studying</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Students stand up when they hear a word with the /oo/ sound and sit down when they hear a word without the /oo/ sound. Use the word list provided on the next section.</p> <p>Articulation: See previous day. Use as needed <i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: The teacher shows the students different word cards. The students put their thumbs up and say “ew” if the word card has the /oo/ sound spelled with either EW or UE. They put their thumbs down if it does not have the /oo/ spelling.</p> <p>Word List: ew words: Drew, brew, glue, clue, blue, chew, stew, threw, due, true, grew, glue Other words: vote, dog, tone, Tom, lone, John, rock, ride, bet, beg <i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: ew words: Drew, brew, chew, stew, threw, grew ue Words: glue, Sue, clue, blue, due, true, glue Other Words: thud, fish, wheel, peach, shop, think, shame</p> <p>I Do: Watch and listen to me read and sort these words. They will either go in the “ew” column, the “ue” column, or the “other” column. Orally blend and sort the following words: chew, glue, thud. Explain why each word went in the appropriate column. Repeat this same procedure with the words grew, glue, and fish.</p> <p>We Do: Now let’s do it together. Let students blend the following words silently and say them together on cue. Then have a student tell you which column it belongs. Words to use: threw, due, peach</p> <p>You Do: Allow the students to read and sort ALL of the words below with a partner.</p>	5 min.
Word Work	<p>Word Building Words: Drew, brew, chew, stew, threw, grew, glue, Sue, clue, blue, due, true, glue, clue</p> <p>I Do Model using Elkonin boxes. Show the students how to write the appropriate letters in each square in the box. Tell them that each box makes one sound. Use the following words to model the procedure: “threw” 1. Write “th” in the first box because the two letters make only one sound 2. Write “r” in the second box. 3. Write “ew” in the last box. Repeat this procedure with clue.</p> <p>We Do: Have students use their Elkonin Boxes to do the following words following the procedure above. grew, chew, glue, true</p> <p>You Do: Give students ALL of the words and have them use the Elkonin Boxes to separate the letters/sounds in each word. Monitor and provide feedback.</p>	5 min.
Dictation	<p>Sue drew a dog. Drew made a stew. The bird is blue.</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Read story three. 2. Formative Assessment: Student should read targeted skill words with the goal being 95% accuracy. 	10 min.

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Instructional Focus: Vowel Team - ew, ue, Week 1

Story Number: 1

The Stew

Sue and Drew want to make a stew for their mom. Sue went to the store to get lots of stuff to put in the stew. When Sue got home Drew was at the stove. They threw fish, milk, and salt in a pot and let it brew on the stove. It did not smell good. They threw in blue figs and blue stones. Now that the stew smells good, Sue and Drew looked at the stew.

It was a nice shade of blue. They sat down to try their stew. They chewed and chewed and chewed. The stew was no good! Sue and Drew could not give this to their mom, so they threw it to the dogs.

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Story Number: 2

Is it True?

Mrs. Shrew class was taking a trip to the lake. Mrs. Shrew sat at her desk. As each kid came in, they put their notes on her desk. The notes were due today for the trip.

Sue and Drew came to class late. When Mrs. Shrew asked for their notes they did not smile. It was true. Sue and Drew did not have their note to go to the lake.

Sue looked at Drew. Sue told Drew "We need a plan!"

Drew got up and said, "The note is due today Mrs. Shrew, but Sue ate my note on the way to school."

Sue looked at Drew and told Mrs. Shrew, "It is true!"

Drew told Mrs. Shrew the story. It grew and grew. Drew said, "On the way to school I gave Sue the note to hold. The note had glue on it and Sue loves the taste of glue. Sue licked the glue and loved it so much she ate the note too."

Do you think Sue ate the note that was due?

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Story Number: 3

The Pot of Gold

Lew went on a walk one day. He fell over a rock in the road. When he got up, a red cloth blew by. He picked it up. On the cloth was a clue. It said that it would take him to a pot of gold! Lew was so happy. He called in his crew to help him find the pot of gold.

Lew and the crew looked at the clue and the map. This led them to a new clue. It was under a log. The new clue told them to fly over the sea and look for a red path.

Lew and his crew flew over the sea and looked for the red path. They saw a few red paths. Lew and his crew walked down all of the red paths. All of the paths led to the same boat. Lew and his crew used the boat to look for the gold.

Lew and the crew took the boat out to sea. Many birds flew by. The birds perched in one spot. Lew docked the boat at this spot and the crew jumped in the sea. They had found the pot of gold! Lew and the crew were happy!