

## Explicit Instruction for Phonics Intervention

Skill: **CVCe all vowels combined**

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Sound link: using chain links, students remove the link representing the sound omitted.</p> <p><b>Word List:</b> book, dog, bed, good, bat, rat, bar, bass, pal, pig, zag, gum, jet, make, note, fun</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness</b> Thumbs up for long vowel. Students listen to words with long and short vowel sounds read by teacher. Students will put their thumb up for words with long vowels. Long vowel: ride, hide, pride, oat, boat, pay, hay, flute, puke, root, spoke Short vowel: good, bat, rat, bar, bass, pal, pig, zag, gum</p> <p><b>Articulation:</b> Have students watch their mouths in the mirror while making the long vowel sounds. Provide corrective feedback if needed.</p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> Using a word list, students highlight long vowel pattern (VCe) while saying the sound.</p> <p><b>Word List:</b> same, cave, lake, hike, Spike, slide, throne, slope, spoke, huge, Jane</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> same, cave, lake, hike, Spike, slide, throne, slope, spoke, huge, Jane</p> <p><b>I Do:</b> Place word cards on the table. Read first word <i>same</i> with think aloud using routine familiar to child.</p> <p><b>We Do:</b> Let's read two together. Students read word <i>cave</i> with routine and say word on cue. Repeat with <i>lake</i>.</p> <p><b>You Do:</b> Ask students to take turns, reading new words from the list.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> same, cave, lake, hike, Spike, slide, throne, slope, spoke, huge, Jane</p> <p><b>I Do:</b> Watch me use magnetic letters. The last letter will always be e. To spell the word lime, I will place the l. What vowel sound do I hear? Place the i. The next sound I hear is/m/. Place the m. Now place the e. Read the entire word.</p> <p><b>We Do:</b> The word is lame. As a group, students provide the teacher with direction to encode the word. Repeat with the word <i>same</i>.</p> <p><b>You Do:</b> Have students work with a partner to create the remaining words.</p>	5 min.
Dictation	<p>Same Cave Lake Hike Spike</p>	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Have students identify the words in story one that contain the targeted skill.</li> <li>2. Read the identified words.</li> <li>3. Read Story One.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

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Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Phoneme Substitution</p> <p><b>Word List:</b> pot- tot      bit-sit                      Bog-dog      mix-six                      Wag-tag      bun-sun                      Man-van      mat-sat</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness</b> Thumbs up for long vowel. Students listen to words with long and short vowel sounds read by teacher. Students will put their thumb up for words with long vowels. Long vowel: tone, feet, tape, save, sage, peek, ripe, hope, sleep, made, rice, nice                      Short vowel: mad, glad, mitt, nod, rot, saw, fit, lap, gem, gel, men, ten, fat, mud, sob</p> <p><b>Articulation:</b> Have students watch their mouths in the mirror while making the long vowel sounds. Provide corrective feedback if needed.</p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> Using a word list, students underline long vowel pattern (VCe) while saying the sound.</p> <p><b>Word List:</b> same, cave, lake, hike, Spike, slide, throne, slope, spoke, huge, Jane</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> same, cave, lake, hike, Spike, slide, throne, slope, spoke, huge, Jane</p> <p><b>I Do:</b> Place word cards on the table. Read first word <i>Jane</i> with think aloud using routine familiar to child.</p> <p><b>We Do:</b> Let's read two together. Students read word <i>huge</i> with routine and say word on cue. Repeat with <i>spoke</i>.</p> <p><b>You Do:</b> Students read word cards with a partner.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> same, cave, lake, hike, Spike, slide, throne, slope, spoke, huge, Jane</p> <p><b>I Do:</b> Watch me use letter tiles. Using a think aloud, the teacher models making <i>same</i> and <i>cave</i>.</p> <p><b>We Do:</b> With partners, students make <i>lake</i> and <i>hike</i>.</p> <p><b>You Do:</b> Teacher dictates remaining words for students to form using letter tiles.</p>	5 min.
Dictation	<p>slide, throne, slope, spoke, huge, Jane</p>	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Read story one with identified target words.</li> <li>2. Read clean copy of story one.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

Skill: **CVCe all vowels combined**

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Review blends: Have students give a thumbs up for words that have an l blend, r blend, or s blend.</p> <p><b>Word List:</b> blab, black, bleed, blend, clip, clap, flame, draw, dress, graph, grouch, true, trout, smash, smoke, stack, sweat, squid, stray, snake</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Articulation:</b></p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Word List:</b></p> <p style="text-align: center;"><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><b>Word Reading List:</b> Closed word sort: same, cave, lake, hike, Spike, slide, throne, slope, spoke, huge, Jane, fuse, mute, bake, cake, case, lame, came, like, Mike, bone, pope, broke, muse</p> <p><b>I Do:</b> Using a think aloud, teacher models sorting until there is one word in each category: long a, long l, long o, long u.</p> <p><b>We Do:</b> With a partner, students draw a word card and place in appropriate column.</p> <p><b>You Do:</b> Students sort the entire stack of words with a partner.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> same, cave, lake, hike, Spike, slide, throne, slope, spoke, huge, Jane</p> <p><b>I Do:</b> Using a think aloud, teacher models writing two words on a white board.</p> <p><b>We Do:</b> With partner support, students write two words on a white board.</p> <p><b>You Do:</b> Students independently write dictated words on a white board.</p>	5 min.
Dictation	<p>Spike and Jane huge lake on the hike a huge slide</p>	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Identify target words in story 2.</li> <li>2. Read story 2.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

Skill: **CVCe all vowels combined**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Students will review sight words by playing BANG! Place word cards in a standing paper bag. Each student draws a card and reads the word. If successful, the student keeps the word card. If the BANG! card is drawn, all cards are placed back in the bag, and the game resumes.</p> <p><b>Word List:</b> Grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Articulation:</b></p> <p><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Word List:</b></p> <p><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><b>Word Reading List:</b> Closed word sort: same, cave, lake, hike, Spike, slide, throne, slope, spoke, huge, Jane, drive, trade, shine, broke, Luke, bike, Duke, rode, June, fuse, mute, bake, cake, case, lame, came, like, Mike, bone, pope, broke, muse</p> <p><b>I Do:</b> Using a think aloud, teacher models sorting until there is one word in each category: long a, long l, long o, long u.</p> <p><b>We Do:</b> With a partner, students draw a word card and place in appropriate column.</p> <p><b>You Do:</b> Students sort the entire stack of words with a partner.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> drive, trade, shine, broke, Luke, bike, Duke, rode, June, same, lake, slide, slope, huge</p> <p><b>I Do:</b> Using a think aloud, teacher models writing two words on a white board.</p> <p><b>We Do:</b> With partner support, students write two words on a white board.</p> <p><b>You Do:</b> Students independently write dictated words on a white board.</p>	5 min.
Dictation	Jane and Spike slid down the slope.	3 min.
Text Application	1. Read story two.	10 min.

## Explicit Instruction for Phonics Intervention

Skill: **CVCe all vowels combined**

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Students will review sight words by playing BANG! Place word cards in a standing paper bag. Each student draws a card and reads the word. If successful, the student keeps the word card. If the BANG! card is drawn, all cards are placed back in the bag, and the game resumes.</p> <p><b>Word List:</b> Grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Articulation:</b></p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Word List:</b></p> <p style="text-align: center;"><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><b>Word Reading List:</b> Closed word sort: same, cave, lake, hike, Spike, slide, throne, slope, spoke, huge, Jane, drive, trade, shine, broke, Luke, bike, Duke, rode, June , rope, zone, nose, vase, grade, size, kite, hive, jive</p> <p><b>I Do:</b> Using a think aloud, teacher models sorting until there is one word in each category: long a, long l, long o, long u.</p> <p><b>We Do:</b> With a partner, students draw a word card and place in appropriate column.</p> <p><b>You Do:</b> Students sort the entire stack of words with a partner.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> same, cave, lake, hike, Spike, slide, throne, slope, spoke, huge, Jane, drive, trade, shine, broke, Luke, bike, Duke, rode, June , rope, zone, nose, vase, grade, size, kite, hive, jive</p> <p><b>I Do:</b> Using a think aloud, teacher models writing two words on a white board.</p> <p><b>We Do:</b> With partner support, students write two words on a white board.</p> <p><b>You Do:</b> Students independently write dictated words on a white board.</p>	5 min.
Dictation	<p>Luke gave Duke his blue bike. Duke gave Luke his red bike.</p>	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Read story three.</li> <li>2. Formative Assessment: Student should read targeted skill words with the goal being 95% accuracy.</li> </ol>	10 min.



## Explicit Instruction for Phonics Intervention

### Instructional Focus: CVCe all vowels combined

#### Story Number: 1

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#### The Hike

Spike and Jane took a hike to a cave. They passed a huge lake on the hike. On the hike, Spike and Jane hiked up a huge slope. At the top of the slope was the cave. Spike and Jane went in the cave. In the back of the cave was a throne. Spike sat on the throne and spoke, "I am king!"

Jane did the same and spoke, "I want to be queen!" Jane and Spike played king and queen in the cave for a long time.

When they got sick of the king and queen game they left the cave to hike home. Spike and Jane looked down the hill they hiked up. The slope looked like a huge slide. Jane and Spike slid down the slope. They went so fast that they landed in the lake! Splash!

## Explicit Instruction for Phonics Intervention

### Instructional Focus: CVCe all vowels combined

#### Story Number: 2

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#### Luke and Duke's Trade

In June, Luke rode his bike down the slope to the lake. He was to meet his pal, Duke. They planned to trade bikes.

As he rode, his bike spoke broke! Oh no! The bike began to slide down the slope. He hoped he would not crash. Duke may not want to trade!

Just then, his mom drove by and stopped. Mom helped Luke slide the bike in the truck. Mom took him to a huge bike shop to get a new spoke. The bike would soon be the same. Luke rode his bike back to the lake to trade with his pal Duke.

Luke gave Duke his blue bike. Duke gave Luke his red bike. Luke loved the shine of the red bike. It was a good trade. Luke and Duke were both glad!



## Explicit Instruction for Phonics Intervention

### Instructional Focus: CVCe all vowels combined

#### Story Number: 3

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#### The Joke on Bane

Drake and his mule, Bane, went to eat at a place that sold grapes. Drake had one dime to spend. He got five grapes for his dime.

Drake and Bane played a game at the place with the grapes. Drake would hide the grapes under plates. Bane had to find the plate that hid the grapes.

Bane chose a blue plate. No grapes! Bane chose a green plate. No grapes! Bane chose the last plate. No grapes again! Drake had played a joke on Bane. Drake hid the grapes in a cup and not under a plate!