

## Explicit Instruction for Phonics Intervention

Skill: **Long a CVCe**

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Pancake Flip: Have students flip sight word cards over using a pancake spatula. Students read the words as they are revealed.</p> <p><b>Word List:</b> Use grade level appropriate Dolch list words</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> Students hold up a letter card with “a_e” when hear a word with /ā/. Use words from below and from your Dolch list words.</p> <p><b>Articulation:</b> Model for students long a sound: the front part of the tongue is midheight in the mouth. The lips are unrounded and facial muscles are tense. Have students imitate and watch their mouths in mirrors. Teacher provides corrective feedback.</p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> Explain to students our focus – cvce rule for long a. Use word cards to identify – students use highlight tape to mark vce patterns.</p> <p><b>Word List:</b> Dave, made, chase, snake, scale, crate, scrape, blaze, wake, Jane</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> Dave, made, chase, snake, scale, crate, scrape, blaze, wake, Jane Word card reading</p> <p><b>I Do:</b> Place the cards face down on the table. Teacher chooses one card and models blending with think aloud.</p> <p><b>We Do:</b> Pick a second card – use think aloud to blend as a group.</p> <p><b>You Do:</b> Students take turns choosing and blending words.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> Dave, made, chase, snake, scale, crate, scrape, blaze, wake, Jane Word chain with letter tiles</p> <p><b>I Do:</b> Show “snake”, blend word orally and then change “sn” to a “t” and blend new word orally to model for students.</p> <p><b>We Do:</b> Build the word Jane with all students. Change the j to a d. Blend together using routine.</p> <p><b>You Do:</b> Students build following chain with teacher monitoring: scale-tale-male-bale</p>	5 min.
Dictation	<p>Dave            crate Scale Chase snake</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

Skill: **Long a CVCe**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Teacher flashes sight word card while students read chorally.</p> <p><b>Word List:</b> mad, sam, cap, am, had, nat, at, tap, pat, ran or other grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> Students will stand for short a words and sit for long a words. Teacher mixes words from word list above and below.</p> <p><b>Articulation:</b> Students look in mirror and say /ā/ and /a/; ask them how their mouth changes?</p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> Teacher shows word cards with cvc pattern then adds e to review a_e pattern.</p> <p><b>Word List:</b> cap(e), nat(e), Jan(e), tap(e)</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Closed word sort activity</b></p> <p><b>Word Reading List:</b> Dave, dan, mad, made, chase, sam, same, snake, sat, scale, blast, crate, crab</p> <p><b>I Do:</b> Place column labels on table. Use think aloud to blend and analyze column word goes.</p> <p><b>We Do:</b> Repeat with a second word and have students assist with the think aloud blending and sorting.</p> <p><b>You Do:</b> Students continue sorting remaining cards.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> tap tape, sam same, can cane, bat bate, scrap scrape</p> <p><b>I Do:</b> Use letter cards to show students with a think aloud how to spell a cvc word. Add an “e” and show how it changes the vowel sound to a long vowel sound.</p> <p><b>We Do:</b> “Let’s do one together. The first word is sam, what is the word when we add the letter e? (same)</p> <p><b>You Do:</b> Dictate the cvc word, have students build and read the word. Say the long a word and students add the letter e and read the word.</p>	5 min.
Dictation	<p>Same made wake Jane</p> <p>Provide visual model to allow self-assessment</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: **Long a CVCe**

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Students will put a chip on the word the teacher reads.</p> <p><b>Word List:</b> the, is, in, it, to, at, went, or other grade level appropriate Dolch word list.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><i>If additional practice is needed, see previous lessons.</i></p> <p style="color: red;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><i>If additional practice is needed, see previous lessons.</i></p> <p style="color: red;"><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> Dave, made, chase, snake, scale, crate, scrape, blaze, wake, Jane</p> <p><b>I Do:</b> Show the word to the student and model how to blend.</p> <p><b>We Do:</b> Orally blend 2 words with students, monitor student participation and correctness.</p> <p><b>You Do:</b> Students read words to partner.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> Dave, made, chase, snake, scale, crate, scrape, blaze, wake, Jane</p> <p>Letter cards</p> <p><b>I Do:</b> Model with think aloud building word Dave</p> <p><b>We Do:</b> With students, model and think aloud build word made – prompt students to think aloud</p> <p><b>You Do:</b> Students continue building words and teacher monitors</p>	5 min.
Dictation	<p>Dave is The date A crate Chase the snake Use the scale</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: **Long a CVCe**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Pancake Flip: Have students flip sight word cards over using a pancake spatula. Students read the words as they are revealed.</p> <p><b>Word List:</b> Use grade level appropriate Dolch list words</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><i>If additional practice is needed, see previous lessons.</i></p> <p style="color: red;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><i>If additional practice is needed, see previous lessons.</i></p> <p style="color: red;"><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> Dave, Jane, snake, crate, blaze, date, made, man, rat, tap, nap, snack</p> <p><b>I Do:</b> Model using think aloud to read the words made - mad</p> <p><b>We Do:</b> Students complete reading with teacher words plan, plane, same, sam (mix up order of cvc and cvce to assure generalization)</p> <p><b>You Do:</b> Students continue reading word cards. Can have students sort short a and long a words.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> wake, made, fade, fame, fake, sake, same, gave,</p> <p><b>I Do:</b> Using white boards, teacher models word building with think aloud.</p> <p><b>We Do:</b> With students participation, model word building, prompt student think aloud.</p> <p><b>You Do:</b> Students continue to build words as dictated by students</p>	5 min.
Dictation	<p>Dave made The snake gave Jane ate dates</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

## Explicit Instruction for Phonics Intervention

Skill: **Long a CVCe**

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Pancake sight words. Students flip over foam pancakes and read sight word.</p> <p><b>Word List:</b> have, many, saw, was, come, here, where or other grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><i>If additional practice is needed, see previous lessons.</i></p> <p style="color: red;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><i>If additional practice is needed, see previous lessons.</i></p> <p style="color: red;"><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> hate, make, slap, cat, leg jig, dog, bat, cap, fat, van, flake, safe, tape</p> <p>Open word sort</p> <p><b>I Do:</b> Show students three columns a_e, short a, and “out of sorts”. Take the 1<sup>st</sup> card and think about blending and sorting into appropriate column.</p> <p><b>We Do:</b> Take the next card, have students blend and think aloud word sort.</p> <p><b>You Do:</b> Students complete word sort with partner</p>	5 min.
Word Work	<p><b>Word Building Words:</b> Paper and pencil</p> <p><b>I Do:</b> I know I can spell the long a sound with a, consonant, silent e as in the word fade (write the word with think aloud for students)</p> <p><b>We Do:</b> Help me use the a, consonant, silent e pattern to write rake. All students write rake and think aloud together.</p> <p><b>You Do:</b> Dictate following words and provide model for students to check. Rade, reake, grape, name, gate, late, wave</p>	5 min.
Dictation	<p>I will make a cake. Dave is on the plane. Dave and Jane have a snake.</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

Target Words For **Long a CVCe** Stories

Story 1	Story 2		Story 3
Skill Specific New words (10-14)	Skill Specific New Words (5-7)	Skill Specific Words From Story 1 (5-7)	Skill Specific New words (10-14 words)
Dave	plane	Dave	Nate
made	late	chased	save
chase	date	snake	Kate
snake	Jade	crate	cape
scale	came		take
crate			shake
scrape			made
blaze			tame
wake			blame
Jane			cake

**Explicit Instruction for Phonics Intervention**  
**Instructional Focus: Long a CVCe**

**Story Number: 1**

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Dave and Jane

Dave and Jane had a black snake with a blaze on his back. Dave made a crate for the snake. As the days pass the snake gets fat. Dave and Jane put the snake on a scale. The snake needs a new crate.

While Dave makes the new crate, the snake gets away. Jane and Dave chase the snake to the crate that Dave just made. The next day the snake wakes up in the large crate. Dave and Jane's snake is happy now.

# Explicit Instruction for Phonics Intervention

## Instructional Focus: Long a CVCe

### Story Number: 2

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#### The Late Plane

The plane was late. Jade had a date with Dave and she was stuck.

Jade read while she was stuck. Jane read about a snake on a plane. The snake was in a crate. The crate cracked. The snake chased a man.

Jade stopped. She did not want to read about a plane with snakes. Jane gave up and did not read again.

The late plane came and Jane got to go home. Jane will go on her date with Dave when she gets home.



## Explicit Instruction for Phonics Intervention

### Instructional Focus: Long a CVCe

#### Story Number: 3

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#### Nate and Kate

Nate and Kate went to the cape. They saw a big snake that made Nate shake. Kate did not shake when she saw the snake.

“Save me” said Nate to Kate. “Take the snake and make it tame.”

Kate said, “No, let’s run away from the cape.”

After Nate and Kate left the cape they stopped at a shop for a drink. They had milk shakes and cake. They talked about the snake.

Kate said, “You can’t blame the snake. Snakes live in the mud on the cape. We need to look where we step when we are on the cape.”