

Explicit Instruction for Phonics Intervention

Skill 2, CVC – short a Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Phoneme Substitution: Change that sound. Say several words and have the students change the beginning sounds to make new words.</p> <p>Word List: Lab--change the /l/ to /c/-cab, --- Bad--change the /b/ to /h/ ----lass--change the /l/ to /g/, ---- pan--change the /p/ to /j/ ,---lad--change /l/ to /d/ ----tap--change the /t/ to /c/ ---- fax--change the /f/ to /t/</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Thumbs up for words with short a. Articulation: Look in your mirrors and see the shape of your mouth when you say /aaa/. Sound/letter correspondence: Introduce the short a sound; then show a letter card A. Show a card and have the students say the letter and make the sound. Give the students each a card with the letter card A. The teacher says words and when the word contains the /a/ sound, each student holds up their letter A card.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence:</p> <p>Word List: Words with short a--sap, sack, gag, Sal, Sam, ran, mass, bat Words without short a--sip, sock, pig, pill, gem, run, rock</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Read words chorally and individually: cab, gas, dad, tax, had, Jan, cap, can, mad, sad, lap, bad, bag, sag, sat, rat, ram, jam, lab, jab</p> <p>I Do: Choose a card from a deck and read the word aloud. Do a "think aloud" after saying the word.</p> <p>We Do: Turn over a new card one at a time from a deck of word cards. Ask students to sound out the word to themselves, and then we will say it together on a cue.</p> <p>You Do: Each student silently reads words from a stack of cards including short a words. Listen to each student read her stack and provide feedback.</p>	5 min.
Word Work	<p>Word Building Words: bad, bag, sag, sat, rat, ram, jam, jab, lab, cab, can</p> <p>I Do: I am going to say some words, Look at the picture of the cat and watch me say the sounds in the word cat. I am going to use these boxes and I will push a cube for each sound in the word. Then I am going to write the letters that represent the word. /c/ /a/ /t/ (cat)</p> <p>We Do: Let's do one together. Look at this picture. It is a fan. What are the sounds in fan? (Teacher sounds it out with cubes in boxes as students say it with her.) Let's write the letters that represent the sounds.</p> <p>You Do: Ask the students to do the same with the following words and pictures.</p>	5 min.
Dictation	<p>Words to write:</p> <p>mat, cat, fat, lap</p> <p>Phrases: sat on the mat, had a cat</p>	3 min.

Adapted from West Virginia Reading First Phonics Program,
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Skill 2, CVC – short a

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Phonemic Substitution: Change that sound. Say several words and have the students substitute ending sounds and add new sound to make new words.</p> <p>Word List: can - change the /n/ to /b/ = cab cap - change /p/ to /t/ = cat mad - change the /d/ to /g/ = mag sad - change /d/ to /t/ = sat has - change the /z/ to /t/ = hat</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Thumbs up for words with a short a.</p> <p>Articulation: Work with a partner to practice saying the short /a/ sound and see the shape of your mouth when you say /aaaa/.</p> <p>Sound/Letter Correspondence:</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Review the short a sound; then show a letter card A. Show a card and have the students say the letter and make the sound. Give the students each a card with the letter A. The teacher says the words and when the word contains the /a/sound, each student holds up their letter A card.</p> <p>Word List: Words with short a: cab, had, gas, Jan, Dad, can, cap mad, sad, tax, has. Words with other vowels: cut, hit, get, jet, did, mud,</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Word Card Sort for Short /a/ and sight words. pan, van, cat man, pat, lad, Jan, had, Dad, mad, can, cap</p> <p>Other words: the of for my his she he, likes, white, black, a, have, is, two, get, new</p> <p>I Do: Choose the word card for mad from the pocket chart and read it aloud. Do a think aloud; sound out the word and say it.</p> <p>We Do: Ask students to choose a card from the pocket chart (cab). Read the word and place it in the row with short /a/ words. Choose a sight word (did) that doesn't have short a, and place in the row for "other" words.</p> <p>You Do: Take turns reading cards from the pocket chart. The cards will be short /a/ words or sight words that don't have short /a/.</p>	5 min.
Dictation	<p>Phrases: pat the cat in the van</p> <p>Sentences: The cat is on the cap. Jan is mad at the cat in the van.</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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Skill 2, CVC – short a

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Phonemic blending--Blend the sounds.</p> <p>Word List: m-a-d, s-a-g, n-a-p, f-a-n, l-a-s, b-a-k, m-a-p, w-a-x, p-a-l</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Say the word lap and ask students what sound they hear at the middle of the word. /a/. Then say the word mad and ask students what sound they hear at the middle of the word /a/.</p> <p>Articulation: Show students how your mouth looks. Each child will imitate you. <i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Show students card A. Give student a list and have them circle the A.</p> <p>Word List: nad, sad, bag, rag, cab, tab, tax, tap, can, tap</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>Word Reading List: Students will sort words "short a", "not short a" Words :tab, man, bat, cat, fat, cab, bag, dad, lab, sad, mad, fad, rag, pal, lap Not short a: all, are, be, but, call, fall, make, was, to</p> <p>I Do: This card says "bag." It has short a. I will put it in this pile. This card says good. It does not have short a. I will put in in this pile.</p> <p>We Do: Look at this card and read it to yourself. Tell me it on cue. "cat". Will we put it on the short a pile? Yes. Read this word to yourself. Tell it to me on cue. What is it? "are" Do we put it on the short a pile? No.</p> <p>You Do: Now you will read words to yourself. If it has the short a sound you will put it on the short a pile. If it does not, you will put it on the other pile.</p>	5 min.
Word Work	<p>Word Building Words: Making a word chain: map, man, pan, pad, sad, sat, bat, bag, rag, tag, tab</p> <p>I Do: Look at this word. can I want to change it to cat. Can--cat--I need to change the last letter. I will change the n to a t. Let's do one together.</p> <p>We Do: Using your individual pocket charts with the letters, choose the letters you need for the word map. Put them at the bottom of the pocket chart. Now listen to this word. Man. Take away one letter and replace it with a new letter to make the word man.</p> <p>You Do: Now, make the word pan. (See word list.)</p>	5 min.
Dictation	<p>Phrases: sat on a map a rag bag</p> <p>Sentences: A cat sat on the sat. The mad man is fat.</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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Skill 2, CVC – short a

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Phonemic Awareness--segmentation Listen to these words. Count the sounds of these words as you separate the words into their phonemes.</p> <p>Word List: bad, back, wag, yam, zap, fat, ran, gas, hat, jag</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness:</p> <p>Articulation:</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>Letter sound Correspondence: Our focus is on words with a CVC pattern with short a. What is this sound? (Show letter card A.) /a/. Place one word card on the table. at a time and students identify the words. Students are to look at the letters, not read the words. They will decide which words have the short /a/ sound.</p> <p>Word List: /a/ bad, bag, wag, yam, zap, fat, ran, gas, hat, jag Not /a/ bid, buck, wig, yet, zip, fed, run, got, hot, jog</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>Word Reading List: Make these words in the pocket charts: bad, bag, wag, ram, hat, mat, map, cap, cab, dab</p> <p>I Do: This word is "fad." Teacher models reading fad with adopted routine.</p> <p>We Do: Let's do two of these together. Teacher and students read next two words together.</p> <p>You Do: Have students read remaining words with partners.</p>	5 min.
Word Work	<p>Word Building Words: Making a word chain: Chain 1: tax, fax, rax, wax; Chain 2: Sad, sat, sap, san, sax</p> <p>I Do: Look at this word. Tax. I want to change it to fax. --I need to change the first letter. I will change the t to a f. Teacher models tax and fax.</p> <p>We Do: Partners complete rax and wax with teacher support.</p> <p>You Do: Students complete chain 2.</p>	5 min.
Dictation	<p>no gas in the cab a cat ran rat had a map</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

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Skill 2, CVC – short a

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Short a. Students will Step Up</p> <p>Students stand in a line. When they hear a short /a/ sound they step forward. If they do not hear the short /a/ sound they stay in place.</p> <p>Word List: pan, van, cat, man, pat, lad, Jan, had, Dad, mad, can, cap non /a/ list: are, be, but, call, make, was, to</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness:</p> <p>Articulation:</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>Letter sound Correspondence:</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>Word Reading List: Closed Sort: cat, man, pat, Jan, Dad, can, cap, van, lad, mad</p> <p>I Do: Choose a card from a deck and read the word aloud. Do a "think aloud" while reading the word. Place in appropriate column "Short a words" or "Not short a words."</p> <p>We Do: Have a student select a card from the deck. Have student identify if the vowel sound is a short a.</p> <p>You Do Students will work with partners to complete a word sort .</p>	5 min.
Word Work	<p>Word Building Words: The students will write the words using markers and white board or paper and pencil: cat, man, pat, Jan, Dad, can, cap, lad</p> <p>I Do: I am going to say some words and think-aloud how to spell them. I have to remember to think about where the sound is in the word and how to spell the word. My first word is, yak. How many sounds? (3). Model connecting letters to sounds.</p> <p>We Do: We will do one word together. The word is at. How many sounds? (2). Students will write the word, sounding it out. Repeat with cat.</p> <p>You Do: Students will write remaining words.</p>	5 min.
Dictation	<p>Jan will go after Dad's cap. Dan is the man with no cap.</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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Target Words for (short a,) 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)
Dad	cat	Jan	fat
had	van	Dad	tan
cab	pan	cap	yak
gas	lad	mad	ham
mad	pat	had	bad
can			tag
sad			ax
Jan			Tab
tax			pal
cap			ram
has			ran

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Instructional Focus: Skill 2, short a, Week 1

Story Number: 1

No Gas

Dad had a cab. The cab had no gas. Dad was mad. Can the cab go? No, no, no!
Jan is sad. Jan can go find gas. The gas has tax. Dad will get gas in the gas cap. The cab has gas now. Can the cab go? Yes, yes, yes!

Story Number: 2

The Mad Cat

Jan had a pan, a cat, and a cap in Dad's van. Jan put the cat in the pan. Jan put a cap on the cat. The cat is mad.
A lad got in Dad's van. The lad got the cat from the pan. The lad can pat the cat. Dad can pat the cat. Jan can not pat the cat!

Story Number: 3

A Bad Yak

A fat tan yak was bad! The yak will tag Dan. Dan ran from the yak. Dan was no pal of the yak. The yak will tag Tab, the ram. The ram ran from the yak. The ram was no pal of the yak.
The yak ran after Dan and the ram. Dan and the ram ran after the yak with an ax. The fat tan yak is now fat yak ham!

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