


Explicit Instruction for Phonics Intervention

Skill: Long u (cvce), Week 2

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: _Review Short u Words Teacher flashes word cards while students read the words chorally.</p> <p>Word List: us, cut, cub, dun, tub, put, fun, hun, nun, bus,</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Thumbs up for words with <i>short vowels</i>. The teacher will say long and short vowel sounds. Students will give thumbs up for the short vowel words. Use word list. Below.</p> <p>Articulation: Students will make the long u sound while watching themselves in mirrors. The teacher will explain that the mouth has two movements when making the long u sound. It is a combination of a consonant and a vowel /yoo/ (Some linguists consider this sound to be a diphthong.)</p> <div style="text-align: center;">  </div>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Use Elkonin boxes and chips. Say <i>cut</i>. Move chip for each sound you say. Count the sounds (3). Count the letters (3). Show the word card <i>cute</i>. Have students push chips for the sounds (3). Now show the word <i>cute</i> and count the letters (4). Show that the e is silent, and causes the vowel in the middle to say its long sound. Place the e in the last box and draw an arrow to the middle vowel. Tell students there can only be one consonant between the vowel and silent e.</p> <p>Word List: cut-e, us-e, cub-e, dun-e, tub-e</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Duke, flute, tune, cute, prune, fume, puke, fuse</p> <p>I Do: Choose a card from a deck and read the word aloud. Model how to read the word first determining if the word has a cvce pattern.</p> <p>We Do: Let's do one together. Turn over one card. Using your routines scaffold the children to decode the word. Continue assisting until students can work independently.</p> <p>You Do: Each student reads words from an individual stack of cards. Listen to each student read his stack and provide feedback.</p>	5 min.
Word Work	<p>Word Building Words: Make words using magnetic board and letters.</p> <p>I Do: I am going to say some words. Watch me segment the word with my fingers to help me get ready to build the word. Using the magnetic board and letters, I am going to spell the word cut. Do a think aloud using the magnetic letters. Long or short vowel? Then spell cute with a think aloud. Long or short vowel?</p> <p>We Do: Let's do one together. Remind the students to segment the sounds they hear in the word. Long or short vowel? Read. Add an e. Long or short? Read chorally. Students spell the word using their letters.</p> <p>You Do: As pairs, have students do the same thing using the following words. us-e, cub-e, dun-e, tub-e</p>	5 min.
Dictation	flute, tune, cute, prune, fume, puke	3 min.
Text Application	<ol style="list-style-type: none"> 1. Have students identify the words in story one that contain the targeted skill. 2. Read the identified words. 3. Read Story One. 	10 min.

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Skill: **Long u (cvce), Week 2**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: <u>Sight Word Cards</u> Speed drill</p> <p>Word List: funny, must, have, was, two, four, six, now, or other grade level appropriate Dolch list words</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Thumbs up for words with <i>short vowels</i>. The teacher will say long and short vowel sounds. Students will give thumbs up for the short vowel words. Use word list. Below.</p> <p>Articulation: Students will make the long u sound while watching themselves in mirrors. The teacher will explain that the mouth has two movements when making the long u sound. It is a combination of a consonant and a vowel /yoo/ (Some linguists consider this sound to be a diphthong.)</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Use Elkonin boxes and chips. Say <i>cut</i>. Move chip for each sound you say. Count the sounds (3). Count the letters (3). Show the word card <i>cute</i>. Have students push chips for the sounds (3). Now show the word <i>cute</i> and count the letters (4). Show that the e is silent, and causes the vowel in the middle to say its long sound. Place the e in the last box and draw an arrow to the middle vowel. Tell students there can only be one consonant between the vowel and silent e.</p> <p>Word List: cut-e, us-e, cub-e, dun-e, tub-e</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Duke, flute, tune, cute, prune, fume, puke, fuse</p> <p>I Do: Choose a card from a deck and read the word aloud. Model how to read the word first determining if the word has a cvce pattern.</p> <p>We Do: Let's do one together. Turn over one card. Using your routines scaffold the children to decode the word. Continue assisting until student can work independently.</p> <p>You Do: Each student reads words from an individual stack of cards. Listen to each student read his stack and provide feedback.</p>	5 min.
Word Work	<p>Word Building Words: Make words using white boards.</p> <p>I Do: I am going to say some words. Watch me segment the word with my fingers to help me get ready to build the word. Using the white board spell the word <i>cut</i>. Long or short vowel? Then spell <i>cute</i> with a think aloud. Long or short vowel</p> <p>We Do: Let's do one together. Remind the students to segment the sounds they hear in the word <i>us</i>. Long or short vowel? Read the word. Add an e. Long or short? Read chorally. Students spell the word using their white boards.</p> <p>You Do: Ask the students to independently do the same thing using the following words. us-e, cub-e, dun-e, tub-e</p>	5 min.
Dictation	cute flute, Duke's tune	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: **Long u (cvce), Week 2**

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: <u>Phoneme Substitution/Initial Sound:</u> Swap that sound. Say several words and have the students add a sound to the beginning of the word to make new words.</p> <p>Word List: Change the /c/ in cat to /b/ (bat), dog/frog, day/gray, dim/trim, book/hook</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: If additional practice is needed, see previous lessons.</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: If additional practice is needed, see previous lessons.</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: Word List Sheets: Sheet 1-duck-duke; Sheet 2-fun-fume-plume-prune-pun; Sheet 3-puke-puck-pike-pick-pack-; Sheet 4—tune-prune-June-jut-cut-cute</p> <p>I Do: Model and think aloud how to read from sheet 1 words.</p> <p>We Do: Let’s read one together. Have students silently read the word on sheet 2. Say the words together. Then continue reading the list with teacher providing appropriate prompting & scaffolding.</p> <p>You Do: With partners, whisper read sheets 3 & 4 together.</p>	5 min.
Word Work	<p>Word Building Words: Word Chain with White Boards</p> <p>I Do: Model for students how to encode the word <i>flute</i>. Change <i>flute</i> to <i>fume</i> to <i>fuse</i> to <i>fuss</i>. Each time, talk about flexing the word. Remind students that there can only be one consonant between the vowel and silent e in the cvce pattern.</p> <p>We Do: Let’s do one together. Have students encode sheet 2 above.</p> <p>You Do: Dictate the word chain below for students to write. tune-prune-June-jut-cut-cute, puke-puck-pike-pick-pack</p>	5 min.
Dictation	<p>The flute plays a tune. A fuse is lit.</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Identify target words in story 2. 2. Read story 2. 	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Long u (cvce), Week 2**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: <u>Phoneme Substitution – Initial/Final Sound:</u> Swap that sound. Say several words and have the students swap a sound at the beginning or end of the words to make new words.</p> <p>Word List: bleed-bleach, creek-creep, slug-slush, brim-brick, cloud-clown, soon-spoon, chip-ship, team-cream, Dan-plan, play-gray</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: If additional practice is needed, see previous lessons. 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: If additional practice is needed, see previous lessons.</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, long u (cvce) and other duke, flute, tune, cute, prune, fume, puke, fuse, cut, pun, duck, fun, puck, fuss, vote, bus, hut, bike, bit, dive, cane, mate, spine</p> <p>I Do: Choose a card from a deck and read the word aloud. Do a think aloud after saying the word. Place the word in the correct column. Model until at least one card is in each column.</p> <p>We Do: Ask students to read a card silently. Discuss which column the word belongs.</p> <p>You Do: Students take turns sorting the remaining words.</p>	5 min.
Word Work	<p>Word Building Words: Write Words on White Boards</p> <p>I Do: I am going to say some words. Watch me say the word <i>fume</i>. I am going to use these boxes (phoneme grapheme 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. Write the silent <i>e</i> in the box with the <i>m</i> (in the lower right hand corner).</p> <p>We Do: Let's do one together. Say this word: cute. What are the sounds in cute? (Teacher sounds it out with cubes in boxes.) Let's write the letters that represent the sounds. Write the silent <i>e</i> in the box with the <i>m</i> (in the lower right hand corner).</p> <p>You Do: Your turn. Encode: duke, flute, tune, prune, puke, fuse</p>	5 min.
Dictation	<p>Duke eats prunes in June. Gas fumes make me ill.</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

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Skill: **Long u (cvce), Week 2**

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: <u>Phoneme Substitution – Medial Sound</u>: Swap that sound. Say several words and have the students swap a sound in the middle of the words to make new words.</p> <p>Word List: black-block, crash-crush, slid-sled, click-clock, guess-gas</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: If additional practice is needed, see previous lessons.</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: If additional practice is needed, see previous lessons.</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: Open Sort— duke, flute, tune, cute, prune, fume, puke, fuse, cut, pun, duck, fun, puck, fuss, vote, bus, hut, bike, bit, dive, cane, mate, spine, Luke, rule, use, June, ride, nose, bone, tame</p> <p>I Do: Discuss column headers. Choose a card from a deck and read the word aloud. Do a think aloud after saying the word. Place the word in a column. Model until at least one card is in each column.</p> <p>We Do: Ask students to read a card silently. Discuss which column to place the card.</p> <p>You Do: Students take turns sorting the remaining words. They may create headers that are different from the teacher. Discuss thinking afterwards.</p>	5 min.
Word Work	<p>Word Building Words: Write Words on White Boards</p> <p>I Do: I am going to say some words. Watch me say the word <i>Luke</i>. I am going to use these boxes (phoneme grapheme 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. Write the silent <i>e</i> in the box with the <i>k</i> (in the lower right hand corner).</p> <p>We Do: Let's do one together. Say this word: <i>use</i>. What are the sounds in <i>use</i>? (Teacher sounds it out with cubes in boxes.) Let's write the letters that represent the sounds.</p> <p>You Do: Your turn. Spell: rule, tunes, flutes, prune, fuse</p>	5 min.
Dictation	Duke plays a cute tune on the flute in June.	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.

Explicit Instruction for Phonics Intervention
Instructional Focus: Long U (cvce), Week 2

Story Number: 1

Duke's Flute

Duke can play his flute. The tune of the flute is cute. Duke ate a prune with a funny fume. The prune with the funny fume made Duke puke in his flute. Duke has a small fuse and will turn red when he has to get the puke out of the flute. The flute may never play the cute tune again.

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Story Number: 2

Luke and Duke

Luke and Duke can play a cute tune on the flute. Luke and Duke will use the flutes in June at the end of school. The rule is, when you play the flute at the end of school you must use cute tunes. Luke will play four cute tunes. Duke will play two cute tunes. They now have six flute tunes.

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Instructional Focus: Long U (cvce), Week 2

Story Number: 3

Luke the Mule

Luke the Mule was on the mute juke box. It was no fluke. The cube did not play. Luke the mule went for help. Luke came to a dune. On the dune was a cube and a tube.

Luke said, "I muse, a cube and a tube on a dune." This will not help with a mute juke box.

Then came Duke the Mule with a flute. Now Luke can play a tune on the dune and not the mute juke box. What a fluke, Duke had a flute.