

Explicit Instruction for Phonics Intervention

Skill 2, CVC – short a, Week 1

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. Use word list from letter sound correspondence.</p> <p>Articulation: The front part of the tongues is low in the mouth. The lips are unrounded. Look in your mirrors and see the shape of your mouth when you say /aaa/.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound 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> <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> <div style="text-align: center;">  </div>	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.
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.

Explicit Instruction for Phonics Intervention

Skill 2, CVC – short a, Week 1

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>	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> <div style="text-align: center;">  </div>	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, cab, gas, sad, tax 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.
Word Work	<p>Word Building Words: Write new words with paper and pencil, magnetic letters, white board slates and markers: pan, van, cat, man, pat, lad, Jan, had, Dad, mad, can, cap, cab, gas, sad, tax</p> <p>I Do: I am going to say some words. Look at the picture of the cap and watch me say the sound in the word cap. I am going to use these 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. /c/ /a/ //p/ (cap)</p> <p>We Do: Let's do one together. Look at this picture; it is a van. What are the sounds in van? (Teacher sounds it out with cubes in boxes.) Let's write the letters that represent the sounds. /v/ /a/ /n/ (van)</p> <p>You Do: The students will be asked to do the same with the following words and pictures.</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.

Explicit Instruction for Phonics Intervention

Skill 2 CVC – short a, Week 1

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> <div style="text-align: center;">  </div> <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>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.

Explicit Instruction for Phonics Intervention

Skill 2, CVC – short a, Week 1

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: 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> <div style="text-align: center;">  </div> <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.

Explicit Instruction for Phonics Intervention

Skill 2, CVC - short a, Week 1

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.

Explicit Instruction for Phonics Intervention

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

Explicit Instruction for Phonics Intervention
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!

Explicit Instruction for Phonics Intervention
Instructional Focus: Skill 2, short a, Week 1

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!

Explicit Instruction for Phonics Intervention
Instructional Focus: Skill 2, short a, Week 1

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!

Explicit Instruction for Phonics Intervention

Skill: **Short a, Week 2**

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight Word Speed Drill</p> <p>Word List: put, now, will, and, has, was, again, new, on, get, friend</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Thumbs Up, Thumbs Down When students hear /aaa/ in word thumbs up. Say the following words:</p> <p>Short a words: dad, hat, mad, nap, ran, van, cat, lap, map, fan, sat Other words: hot, lip, mop, fin, one, red</p> <p>Articulation: The front part of the tongues is low in the mouth. The lips are unrounded. Look in your mirrors and see the shape of your mouth when you say /aaa/. Look in your mirrors and see the shape of your mouth when you say /aaaa/</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Introduce the <i>short a</i> sound. The teacher says a word. If the word contains the /a/ sound, the students hold up their “a” card when they hear /a/.</p> <p>Word List: Short a words: dad, hat, mad, nap, ran, van, cat, lap, map, fan, sat Other words: hot, lip, mop, fin, one, red</p> <div style="text-align: center;">  </div>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Read words. Dad, hat, mad, nap, ran, van, cat, lap, map, fan, sat</p> <p>I Do: Choose a card and model for students your routine for sounds and word blending.</p> <p>We Do: Let’s do one together. Have a student draw a card and teacher prompts for sounds and blending.</p> <p>You Do: Continue drawing cards and have students respond chorally .</p>	5 min.
Word Work	<p>Word Building Words: Chain 1-hat-cat-sat-vat; Chain 2-ran-van-fan-Dan; Chain 3—dad-mad-bad-cad; Chain 4-nap-gap-lap-map</p> <p>I Do: Model for students how to encode the word hat. Change hat to cat, cat to sat and sat to vat. Each time, talk about flexing the word. Show students how the letter a - /a/ didn’t change.</p> <p>We Do: Have students write the word ran, change it to van-fan-Dan.</p> <p>You Do: Dictate the remaining chains</p>	5 min.
Dictation	Dad, hat, mad, nap, ran, van, cat, lap, map, fan, sat	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.

Explicit Instruction for Phonics Intervention

Skill: **Short a, Week 2**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight Word Speed Drill</p> <p>Word List: put, now, will, and, has, was, again, new, on, get, friend</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: When students hear /aaa/ in word thumbs up. Say the following words:</p> <p>Short a words: dad, hat, mad, nap, ran, van, cat, lap, map, fan, sat Other words: hot, lip, mop, fin, one, red</p> <p>Articulation: The front part of the tongues is low in the mouth. The lips are unrounded. Look in your mirrors and see the shape of your mouth when you say /aaa/. Look in your mirrors and see the shape of your mouth when you say /aaaa/</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Introduce the <i>short a</i> sound. The teacher says a word. If the word contains the /a/ sound, the students hold up their “a” card when they hear /a/.</p> <p>Word List: Short a words: dad, hat, mad, nap, ran, van, cat, lap, map, fan, sat Other words: hot, lip, mop, fin, one, red</p> <div style="text-align: center;">  </div>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Read words. Dad, hat, mad, nap, ran, van, cat, lap, map, fan, sat, yam, wag, tag, tab, ram, sap, gas, gap, bad, bag</p> <p>I Do: Choose a card and model for students your routine for sounds and word blending.</p> <p>We Do: Let’s do one together. Have a student draw a card and teacher prompts for sounds and blending.</p> <p>You Do: Students whisper read with partners all cards..</p>	5 min.
Word Work	<p>Word Building Words: Chain 1-hat-had-sad-sat; Chain 2-ran-rag-ram-yam; Chain 3—dad-dab-cab-cad; Chain 4-nap-nab-nag-Nat</p> <p>I Do: Model for students how to encode the word hat. Change hat to had, had to sad and sad to sat. Each time, talk about flexing the word. Show students how the letter a - /a/ didn’t change.</p> <p>We Do: Have students write the word ran; change to rag, ram, and yam.</p> <p>You Do: Dictate the remaining chains.</p>	5 min.
Dictation	Dad, hat, mad, nap, ran, van, cat, lap, map, fan, sat	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.

Explicit Instruction for Phonics Intervention

Skill: Short a, Week 2

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Pancake Flip Teacher uses a spatula to flip the following sight words. Students read words when flipped.</p> <p>Word List: has, was, put, get, new, that, will, not, again, my, now, friend</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: If additional practice is needed, see previous lessons.</p> <p>Articulation: <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><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 hat-had-sad-sat; Sheet 2-ran-rag-ram-yam; Sheet 3—dad-dab-cab-cad; Sheet 4-nap-nab-nag-Nat</p> <p>I Do: Model and think aloud how to read from list 1 words.</p> <p>We Do: Let's read one together. Have students silently read the word on list 2. Say the word together. Then continue reading the list with teacher providing appropriate prompting & scaffolding.</p> <p>You Do: Create partners. Whisper read list 3 & 4 together.</p>	5 min.
Word Work	<p>Word Building Words: Chain 1-hat-had-sad-sat; Chain 2-ran-rag-ram-yam; Chain 3—dad-dab-cab-cad; Chain 4-nap-nab-nag-Nat</p> <p>I Do: Model for students how to encode the word vat. Change vat to van, van to ran and ran to rat. Each time, talk about flexing the word. Show students how the letter a - /a/ didn't change.</p> <p>We Do: Have students write the word yam; change to yap, gap, and gab.</p> <p>You Do: Dictate the remaining chains.</p>	5 min.
Dictation	<p>mad cat Van ran on the map</p>	3 min.
Text Application	<ol style="list-style-type: none"> Identify target words in story 2. Read story 2. 	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Short a, Week 2**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Pancake Flip Student take turns flipping words with a spatula. As a student flips a word the student chorally say the word.</p> <p>Word List: after, and, away, his, no, not, now, on, play, the, was, friends or other grade level appropriate Dolch list words.</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: Closed Word Card Sort Short a words: fat, mat, rat, naps, man's, man, cap, cat, sat, yam Other words: big, come, find, his, no, play, the, was, yellow, boy, with, one</p> <p>I Do: Choose a word from the deck of cards. Read it aloud. Do a think aloud; sound out the word, say it and put it in the proper column.</p> <p>We Do: Ask students to choose a word. Read it and place it in the proper column. Do enough together that you have placed one card in each column.</p> <p>You Do: Students take turns reading cards and sorting them.</p>	5 min.
Word Work	<p>Word Building Words: Write words: yam, bag, ram, cat, sat, naps, ran, map, fan</p> <p>I Do: Look at the picture of a rat and watch me say the sounds in rat. I am going to use these boxes and push a cube for each sound in the word. Then I am going to write the letters that represent the sounds in the word. /r/ /a/ /t/ (rat)</p> <p>We Do: Let's do one together. Look at the picture of a ram. What are the sounds in ram? (Teacher sounds it out and pushed cubes in Elkonin boxes.) Let's write the letters that represent the sounds.</p> <p>You Do: Student will do the same with the remaining words and pictures.</p>	5 min.
Dictation	<p>The tan bat naps on the map. I like jam with ham.</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Short a, Week 2**

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Pancake Flip Student take turns flipping words with a spatula. As a student flips a word the student chorally say the word.</p> <p>Word List: after, and, away, his, no, not, now, on, play, the, was, friends or other grade level appropriate Dolch list words.</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: Open Word Card Sort Short a words by families: fat, mat, rat, cat, Nat, sat; am, bam, dam, ram, Sam, tam, yam; an, can, Dan, fan, man, Nan, ran, tan, van</p> <p>Other words: big, come, find, his, no, play, the, was, yellow, boy, with, one</p> <p>I Do: Choose a word from the deck of cards. Read it aloud. Do a think aloud; sound out the word, say it and put it in the proper column.</p> <p>We Do: Ask students to choose a word. Read it and place it in the proper column. Do enough together that you have placed one card in each column.</p> <p>You Do: Students take turns reading cards and sorting them.</p>	5 min.
Word Work	<p>Word Building Words: Write words: fat, rat, mat, cap, can, tan</p> <p>I Do: I am going to say some words and think how to spell them. Model how to spell fat.</p> <p>We Do: Let's do one together. The word is rat. Students write the word.</p> <p>You Do: Teacher dictates the remaining words.</p>	5 min.
Dictation	<p>The ram sat on the hat. The cat ran to the mat.</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.

Explicit Instruction for Phonics Intervention

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	fat	cat	lad
hat	mat	nap	sad
mad	rat	sat	had
nap	man	ran	rap
ran	cap		tap
van	can		pan
cat	tan		tag
lap			Sam
map			Pam
fan			Pat
sat			

Explicit Instruction for Phonics Intervention

Instructional Focus: Short a, Week 2

Story Number: 1

Mad Dad

Dad has no fan. Dad was mad. Dad put on his hat and ran to the van to get a new fan. Dad sat on the cat that was on the map. Now Dad was mad at the cat. The cat will not nap in the van again. The cat will nap on my lap. Dad got the fan that was in the van. Dad is not mad now.

Explicit Instruction for Phonics Intervention

Instructional Focus: Short a, Week 2

Story Number: 2

Tan Cat and Fat Rat

The man had a cat. His cat was tan. His tan cat sat on a mat. The tan cat naps on the man's cap. A fat rat ran by the cat. The tan cat ran after the fat rat. The fat rat and the tan cat can play.

Explicit Instruction for Phonics Intervention

Instructional Focus: Short a, Week 2

Story Number: 3

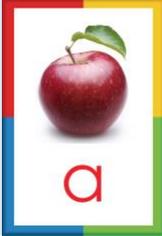
Sad Lad

Pam taps Sam with a pan. Sam is a sad lad. So, Pat has
Sam and Pam do a rap. Sam, Pam, and Pat do a good rap.
Sam, Pam and Pat tap on pans as they rap. Sam can rap and
tap on pans with his friends. Now, Sam is not a sad lad.

Explicit Instruction for Phonics Intervention

Skill: **Short a, Week 3**

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Phonological awareness: picture sort rhyming words Use pictures and have students sort rhyming words</p> <p>Word List: Available pictures of rhyming words</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Thumbs up- students give thumbs-up for words that have short a.</p> <p>Articulation: The front part of the tongues is low in the mouth. The lips are unrounded. Look in your mirrors and see the shape of your mouth when you say /aaa/. Look in your mirrors and see the shape of your mouth when you say /aaaa/.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Show students letter “a” and tell them in c-v-c words “a” represents /a/. Letter “a” stands for what? Students produce /a/. Display word cards – students verbalize /a/ each time they see a cvc word with short a.</p> <p>Word List: dad, had, tag, ham, rap, tap, bag, sag, rat, sat</p> <div style="text-align: center;">  </div>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: dad, had, tag, ham, rap, tap, bag, sag, rat, sat</p> <p>I Do: Model for students blending of words using the same word cards from letter sound activity. Model two words using the blending routine that is used in Tier I instruction.</p> <p>We Do: Chorally with students blend two words from the list.</p> <p>You Do: Students partner read all of the words – teacher carefully monitors students for correct blending. Students may independently read to teacher as time permits.</p>	5 min.
Word Work	<p>Word Building Words: dad, had, tag, ham, rap, tap, bag, sag, rat, sat, Build words with magnetic letters</p> <p>I Do: Model segmenting sounds in the word “tag.” Build the words sound-by-sound as a model for students.</p> <p>We Do: As a whole group, segment and build two words – support each student as needed.</p> <p>You Do: Provide remaining words to students and monitor and provide immediate corrective feedback.</p>	5 min.
Dictation	dad, had, tag, ham, rap, tap, bag, sag, rat, sat	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.

Explicit Instruction for Phonics Intervention

Skill: **Short a, Week 3**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Move that sound: Students change the chip that represents the sound that changes.</p> <p>Word List: Cat-bat; box-fox, sad-sat, ran-rap, man-men, sit-sat</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Stand up/sit down- when students hear short a sound in word, students stand up– sit down when short a sound is not in a word.</p> <p>Articulation: dad, see, only, had, friend, tag, pretty, ham</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Provide students word list – students highlight “a” and articulate sound as they highlight.</p> <p>Word List: dad, had, tag, ham, rap, tap, bag, sag, rat, sat</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: dad, had, tag, ham, rap, tap, bag, sag, rat, sat- mix with available sight words Closed word sort on pocket chart for group</p> <p>I Do: Choose two words-model decoding and think-aloud to decide if word has short a or no short a.</p> <p>We Do: Choose two more words- decode together- and think through the sort.</p> <p>You Do: Each student has a card – they think-aloud for the group – other students give “thumbs-up” if agree.</p>	5 min.
Word Work	<p>Word Building Words: dad, had, tag, ham, rap, tap, bag, sag, rat, sat using magnetic letters</p> <p>I Do: Model segmenting and building two words from list.</p> <p>We Do: Chorally segment and build two words from the list.</p> <p>You Do: Students segment and build words all of the words from the list.</p>	5 min.
Dictation	dad, had, tag, ham, rap, tap, bag, sag, rat, sat	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.

Explicit Instruction for Phonics Intervention

Skill: **Short a, Week 3**

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Move that sound: Students change the chip that represents the sound that changes.</p> <p>Word List: had-sad; fat-mat; fan-fat; dad-did; bat-bag</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: <i>If additional practice is needed, see previous lessons.</i></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 <i>If additional practice is needed, see previous lessons.</i></p> <p>Word List:</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: dad, had, tag, ham, rap, tap, bag, sag, rat, sat, 5 current sight words</p> <p>Open word sort for students to complete with partner or individually</p> <p>I Do: Choose 2-3 word cards – model with think aloud and sort into groups – short a and other.</p> <p>We Do: Choose an additional 2 words and think aloud as a group to sort.</p> <p>You Do: Students work with partner to sort words – students must be able to justify sorting decisions.</p>	5 min.
Word Work	<p>Word Building Words: dad, had, tag, ham, rap, tap, bag, sag, rat, sat</p> <p>Dry erase markers/board</p> <p>I Do: Choosing words from list, segment and model writing of two words.</p> <p>We Do: As a group, segment and write the words – teacher provides model.</p> <p>You Do: Students write words as teacher dictates- teacher should provide visual model for self-assessment.</p>	5 min.
Dictation	<p>She sat The brown rat A big bag</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: Short a, Week 3

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: sight word drill: students time themselves reading word list or phrase cards as available</p> <p>Word List: Grade level appropriate Dolch list words</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: <i>If additional practice is needed, see previous lessons.</i></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: <i>If additional practice is needed, see previous lessons.</i></p> <p>Word List:</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: dad, had, tag, ham, rap, tap, bag, sag, rat, sat, and sight words</p> <p>Individual word sort – provide students word cards to sort</p> <p>I Do: Model sorting two words. Explain your sorting decision.</p> <p>We Do: As a group, blend two more words and sort into appropriate categories.</p> <p>You Do: Each student completes sort. Closely monitor students and provide corrective feedback.</p>	5 min.
Word Work	<p>Word Building Words: dad, had, tag, ham, rap, tap, bag, sag, rat, sat, sad, sam, ax</p> <p>Pencil/paper</p> <p>I Do: Model segmenting and writing two words.</p> <p>We Do: Practice two words together. Provide immediate corrective feedback.</p> <p>You Do: Students individually write words, teacher should monitor and provide immediate corrective feedback for students who need extra support. Also provide model for students to self-assess.</p>	5 min.
Dictation	<p>Dad is sad. Sam is a pal. I like ham.</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Short a, Week 3**

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Popcorn- students take turns popping up to read sight words.</p> <p>Word List: Grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: <i>If additional practice is needed, see previous lessons.</i></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: <i>If additional practice is needed, see previous lessons.</i></p> <p>Word List:</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: dad, had, tag, ham, rap, tap, bag, sag, rat, sat, sad, Sam, pad, ax, sag, tap, dad, tag, had</p> <p>Students use consonant letters to build and read words (use letter cubes or spinners if available).</p> <p>I Do: Place letter "a" card on table, roll or choose a consonant beginning sound and ending sound. Model blending and verbally sort if it is a real word or other.</p> <p>We Do: Repeat this procedure with the whole group. Support students as needed.</p> <p>You Do: Student pairs practice building words using the cubes or spinners.</p>	5 min.
Word Work	<p>Word Building Words: dad, had, tag, ham, rap, tap, bag, sag, rat, sat, sad, Sam, pad, ax, sag, tap, dad, tag, had</p> <p>Pencil/paper</p> <p>I Do: Model segment and writing two words with a think-aloud.</p> <p>We Do: As a group, write the same words with pencil/paper, and then chorally spell word.</p> <p>You Do: Students write dictated words from the word list.</p>	5 min.
Dictation	<p>The bag has a tag. Dad will tap. The ham is good.</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.

Explicit Instruction for Phonics Intervention

Instructional Focus: Short a, Week 3

Story Number: 1

The Rat Raps

Dad had a red tag on his brown bag. In his brown bag, he had a ham. A rat saw the tag on the bag with a ham in it. The rat sat. The rat will tap on the brown bag with a red tag. The bag with the tag will sag. The rat will rap to get the ham from dad. The rat with the rap will not get Dad's ham!

Explicit Instruction for Phonics Intervention

Instructional Focus: Short a, Week 3

Story Number: 2

Sam and Dad

Sam and Dad see an ax. The ax had a tag. Dad did not get the ax. That made Sam mad. Dad was sad that Sam was mad. Dad and Sam go play tag. Now Sam is not mad and Dad is not sad.

Explicit Instruction for Phonics Intervention

Instructional Focus: Short a, Week 3

Story Number: 3

The Ram

Pam gave a lad a new bat. The lad will play at Pat and Pap's. Pam will give Pap a bat so he can play with the lad too. The ram will play with Pat and Pam, but the ram will not play with the bat. Pap gets a red rag. The ram likes the red rag. The ram will play with the red rag and Pap.