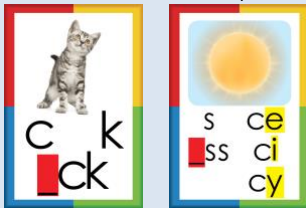


## Explicit Instruction for Phonics Intervention

### Skill: Hard and soft c, Week 1

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Sight Words—Popcorn Words Activity. Teacher prompts students with prepared sight word cards. Students read words as they “pop” up.</p> <p><b>Word List:</b> our, please, myself, town, early, send, wide, believe, quietly, carefully or grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> Students stand up when they hear soft /c/ sounds, and sit when they hear hard /c/ sounds.</p> <p><b>Articulation:</b> Students look in mirrors while articulating the /s/ and /k/ sound. Emphasize that the /k/ is a stop sound and the /s/ is a continuous sound.</p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> Students sort words by sound as teacher reads the words. Teacher tells students to notice that the “c” represented /s/ when followed by an “i,” “e,” or “y.” The hard /k/ sound is used when “c” is followed by any other letter.</p> <p><b>Word List:</b> creamy, cap, cool, create, cooked, cakes, cupcakes, Cathy</p> 	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> cider, scent, lace, face, place, icing, space, cub, scare</p> <p><b>I Do:</b> Teacher models how to read each word.</p> <p><b>We Do:</b> Let’s read one together. The word is cub. Is the c hard or soft? Hard. Why? It is hard because it is not followed by e, i, or y.</p> <p><b>You Do:</b> Give students the word list. Let them partner read each word.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> cent, coat, cash, fence, cell, coast, place, cast, cell,</p> <p><b>I Do:</b> Teacher models activity. Teacher segments word, and records spelling of segmented parts on the board. In words that have the soft /c/ sound, teacher circles the “c” and the following vowel to emphasize the teaming of the “c” and following vowel that produces the soft /c/ sound. In words that have a hard /c/ sound no markings are made.</p> <p><b>We Do:</b> Teacher leads students through process using the words <i>cent</i> and <i>cot</i>.</p> <p><b>You Do:</b> Students would write the remaining words and make the appropriate markings.</p>	5 min.
Dictation	<p>Cindy likes to dance in France. Cathy can catch catfish.</p>	3 min.
Text Application	<ol style="list-style-type: none"> <li>Have students identify the words in story one that contain the targeted skill.</li> <li>Read the identified words.</li> <li>Read Story One.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

Skill: **Hard and soft c, Week 1**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Teacher says word pairs, students determine if words rhyme. If they rhyme, students clap.</p> <p><b>Word List:</b> ice and nice, face and fence, fleece and fight, cat and cab, dance and France, twice and slice, caper and taper</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> Teacher says words, students give thumbs up for /k/ sound and thumbs down for /s/ sound.</p> <p><b>Articulation:</b> Students demonstrate hard /k/ stop sound and soft /s/ continuous sounds.</p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> Teacher shows students word cards. Students predict (based on skill spelling) what the skill sound will be.</p> <p><b>Word List:</b> cent, ice, cob, cow, cute, face, came, mice, cut, coal, pencil, camp</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> can, cold, curl, cook, care, count, cent, dance, circus, rice, once</p> <p><b>I Do:</b> Teacher will show students list of soft/hard /c/ words on board. Teacher will read the words and underline the “c” and following vowel emphasizing the sounds.</p> <p><b>We Do:</b> Students will echo read the words as teacher reads the list from board.</p> <p><b>You Do:</b> Students will whisper read to partners and to teacher as she circulates around the room.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> race-face-space-spice-rice-ice-nice-twice-slice</p> <p><b>I Do:</b> Teacher writes the word race on the board. Teacher prompts children with the question “What would I need to do to change race to face? Where in the word do you hear the change?”</p> <p><b>We Do:</b> Collaboratively spell space and change it to spice.</p> <p><b>You Do:</b> Teacher continues dictating words while students write words in the chain.</p>	5 min.
Dictation	<p>ice is nice place in the race center of space</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: **Hard and soft c, Week 1**

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<b>Review Activity:</b> Speed drill with sight word cards  <b>Word List:</b> Use grade level appropriate Dolch list words.	2 min.
Phonological Awareness and Articulation of Skill	<b>Activate Phonemic Awareness:</b> <i>If additional practice is needed, see previous lessons.</i>  <b>Articulation:</b>  <i>If skill is secure, then spend this time in text application.</i>	3 min.
Letter-Sound Correspondence	<b>Letter sound Correspondence</b> <i>If additional practice is needed, see previous lessons.</i>  <b>Word List:</b>  <i>If skill is secure, then spend this time in text application.</i>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<b>Word Reading List:</b> space, cake, fence, car, scared, once, card, pencil, cow, chance, fleece, cold, count, curve, coat, race <b>I Do:</b> Teacher will show 2 column headers in pocket chart with /s/ and /k/ sounds and model examples of both. <b>We Do:</b> As a class we read and sort words from word list on to the chart. <b>You Do:</b> Students will work with partners and will be given index cards with soft and hard /c/ words. Students will read word and sort word accordingly.	5 min.
Word Work	<b>Word Building Words:</b> cent, car, cap, cold, cook, cash, pieces, can, fence, cat <b>I Do:</b> With magnetic letters teacher will show a word such as <i>cent</i> . <b>We Do:</b> Student and teacher will do the same with the word <i>car</i> . <b>You Do:</b> Teacher will read words for students to spell with magnetic letters.	5 min.
Dictation	the cool cat eat ice cream a piece of cake	3 min.
Text Application	1. Identify target words in story 2. 2. Read story 2.	10 min.

## Explicit Instruction for Phonics Intervention

Skill: **Hard and soft c, Week 1**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Sight word speed drill with word cards.</p> <p><b>Word List:</b> would, around, don't before, thank, always, write, work, first, or grade 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> piece, crumb, fence, car, crashed, scared, cake, once, space (Word Sort)</p> <p><b>I Do:</b> The teacher models sorting with a few word cards. The teacher thinks aloud and models for the group.</p> <p><b>We Do:</b> Students and teacher work together to sort a few more words from the list.</p> <p><b>You Do:</b> Each child sorts a set of word cards independently.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> pieces, crumble, fence, car, crashed, scared, cake, once, space</p> <p><b>I Do:</b> The teacher will say a word. The teacher will segment the word. The teacher will use tiles and push one tile for each sound in the word and then write the letters that represent the sounds.</p> <p><b>We Do:</b> Student and teacher will do one together. What are the sounds? Teacher pushes tiles while all students repeat the sounds. All students will write the letters that represent the sounds.</p> <p><b>You Do:</b> Ask student to do the same individually using words from the list.</p>	5 min.
Dictation	<p>The cool cow ate a cake. Colt paid ten cents for the ball.</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

## Explicit Instruction for Phonics Intervention

### Skill: **Hard and soft c, Week 1**

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Sight Words speed drill</p> <p><b>Word List:</b> around, was, mother, brother, saw, said, they, though, when, been, don't, their or 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> cap, cool, cakes, place, scared, school, color, fence, camp, cave, coast, cord, court, cube, ace, force, place, trace, spruce</p> <p><b>I Do:</b> Teacher models reading at least one hard c and one soft c word. Remind students of the rule.</p> <p><b>We Do:</b> Teacher and students chorally read the list.</p> <p><b>You Do:</b> Students partner read word list as teacher monitors.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> cap, cool, cakes, place, scared, school, color, fence, camp, cave, coast, cord, court, cube, ace, force, place, trace, spruce</p> <p><b>I Do:</b> Teacher models spelling word on the board.</p> <p><b>We Do:</b> With partners, students work together to spell dictated words.</p> <p><b>You Do:</b> Student spell words dictated by teacher.</p>	5 min.
Dictation	<p>Carl likes to bake cakes.</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 **Hard** and **soft c** 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)
Carl	scared	Cal	nice
cakes	piece	cake	called
scent	fence		Cliff
cool	crashed		coat
cap	car		slice
cream	once		cap
Cal	space		ice
place	since		cream
cook			spiced
			race
			cool
			creek

## **Explicit Instruction for Phonics Intervention**

### **Instructional Focus: Hard and soft c, Week 1**

#### **Story Number: 1**

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##### **The Small Cakes**

Cal and Carl like cake. Cal drinks milk with his cake. Carl smells the scent of cakes as they cook. Cal and Carl sing a song about cakes. They cap the cakes with whipped cream. The whipped cream will make the cakes taste great.

Cal and Carl take the cakes in their lunch box to school. They share the cakes at lunch time at the cool place under the tree.

## **Explicit Instruction for Phonics Intervention**

### **Instructional Focus: Hard and soft c, Week 1**

#### **Story Number: 2**

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##### **Space Cakes**

June, Pam and Cal once had to do school work about space. Since they love to cook they chose to bake cakes to be each star. The sun was the big cake and more small cakes were the stars around it. They were scared to take the cakes to school on the bus. They rode in Mom's car to school. The car crashed into the fence and the cakes flew out the car door onto the road. Each kid tried to grab a piece, but it was too late!



## **Explicit Instruction for Phonics Intervention**

### **Instructional Focus: Hard and soft c, Week 1**

#### **Story Number: 3**

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##### **The Race**

Carl called Cliff and asked him to race to the creek. Since it would be cool at the creek, Cliff wore a coat. Carl wore his red cap.

Carl and Cliff made it to the creek. Cliff made it to the creek first. Carl called out to Cliff, "Good Job!" The prize for the first place was a nice slice of spiced pie with ice cream. Cliff shared the slice of pie and ice cream with Carl.

# Explicit Instruction for Phonics Intervention

## Skill: Hard and Soft C, Week 2

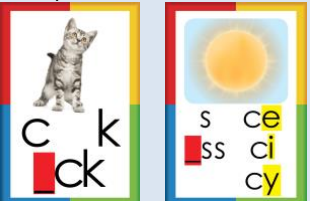
Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Sight Words- Pancake Words: Foam Pancakes are placed face down. Students choose a pancake and flip it over to read the word.</p> <p><b>Word List:</b> a, there, was, had, it, and, for, of, the, he, again, in, knew, new, because, or other grade level appropriate Dolch list words</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> Students signal thumbs up to the teacher when hearing a word using the hard or soft c sound</p> <p><b>Articulation:</b> Hard C: This is a voiceless stop. The back part of the tongue is raised and pressed against the front part of the palate. The nasal packages are blocked.</p> <p>Soft C: This is a voiceless continuous sound. Place the blade of the tongue near the ridge behind your two front teeth. Air is forced through the narrow groove formed by the tongue. It produces a hissing sound.</p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> When you see the letter c followed by the letters i, e, or y it makes the /s/ sound like in cell. Hold up the word cards and when the students see a word where the letter c is followed by i, e, or y they will stand up and say /s/. If it is not followed by i, e, or y then they will clap their hands and say /k/.</p> <div data-bbox="750 976 1058 1182"> </div> <p><b>Word List:</b> cake, crow, called, cube, clock, coat, price, once, prince, Mac, cent, cream, place, cell</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> cake, crow, called, cube, clock, coat, price, once, prince, Mac, cent, cream, place, cell</p> <p><b>I Do:</b> Show students word cards. Review the rule above as you model orally blending two words.</p> <p><b>We Do:</b> Students read words chorally as the teacher flips word cards.</p> <p><b>You Do:</b> Students will read the words to a partner. One partner flips word cards as the other reads.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> cake, crow, called, cube, clock, coat, price, once, prince, Mac, cent, cream, place, cell</p> <p><b>I Do:</b> Phoneme Grapheme Mapping: Tell students you will call out a word for them to map. Each time the c is soft, students highlight the c and the letter following it that causes it to be pronounced soft. Do this with three examples.</p> <p><b>We Do:</b> Lets do one together. The word is price. Lets highlight the ce as one sound. Now map it. Four spaces. /p/ /r/ /i/ /s/</p> <p><b>You Do:</b> Read words for students to highlight and map independently.</p>	5 min.
Dictation	called, cell, cream, prince	3 min.
Text Application	<ol style="list-style-type: none"> <li>Have students identify the words in story one that contain the targeted skill.</li> <li>Read the identified words.</li> <li>Read Story One.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

### Skill: Hard and Soft C, Week 2

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Sight word cards are in a pocket chart with the blank side facing. Students take turns picking a card, flipping it over, and reading it.</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> Students signal thumbs up to the teacher when hearing a word using the hard or soft c sound</p> <p><b>Articulation:</b> Hard C: This is a voiceless stop. The back part of the tongue is raised and pressed against the front part of the palate. The nasal packages are blocked.</p> <p>Soft C: This is a voiceless continuous sound. Place the blade of the tongue near the ridge behind your two front teeth. Air is forced through the narrow grove formed by the tongue. It produces a hissing sound.</p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> When you see the letter c followed by the letters i, e, or y it makes the /s/ sound like in cell. Hold up the word cards and when the students see a word where the letter c is followed by i, e, or y they will stand up and say /s/. If it is not followed by i, e, or y then they will clap their hands and say /k/.</p> <div style="display: flex; justify-content: center; align-items: center;">  </div> <p><b>Word List:</b> cake, crow, called, cube, clock, coat, price, once, prince, Mac, cent, cream, place, cell</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> cake, crow, called, cube, clock, coat, price, once, prince, Mac, cent, cream, place, cell</p> <p><b>I Do:</b> Model how to look at the letter following the c to determine the sound. Place a word on the board and model the blending process. Repeat.</p> <p><b>We Do:</b> Show a word card to students. Have them use think/pair/share to determine the sound.</p> <p><b>You Do:</b> Give each student his own stack of cards to blend.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> cake, crow, called, cube, clock, coat, price, once, prince, Mac, cent, cream, place, cell</p> <p><b>I Do:</b> Phoneme Grapheme Mapping: Model how to map cent. Since the /s/ is soft, we use the ce spelling. Repeat with a new word.</p> <p><b>We Do:</b> Teacher and students complete mapping for can together. Repeat with a new word.</p> <p><b>You Do:</b> Students do the remaining with a partner.</p>	5 min.
Dictation	<p>an ice cube slice of cake a black crow Prince Mac</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: **Hard and Soft C, Week 2**

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<b>Review Activity:</b> Sight word speed drills  <b>Word List:</b> grade level appropriate Dolch list words	2 min.
Phonological Awareness and Articulation of Skill	<b>Activate Phonemic Awareness:</b>  <b>Articulation:</b>  <i>If skill is secure, then spend this time in text application.</i>	3 min.
Letter-Sound Correspondence	<b>Letter sound Correspondence:</b>  <b>Word List:</b>  <i>If skill is secure, then spend this time in text application.</i>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<b>Word Reading List:</b> crow, cent, place, Mac, once, cone, cream, since, case <b>I Do:</b> Show the word cent and Mac. Read the words using hard and soft c. Read the words and decide in which column they belong. The columns are hard c and soft c. <b>We Do:</b> Show two more words and have students place them in the correct column. <b>You Do:</b> Each student will get a set of word cards. They will sort into two columns.	5 min.
Word Work	<b>Word Building Words:</b> crow, cent, place, Mac, once, cone, cream, since, case <b>I Do:</b> Phoneme Grapheme Mapping: Model mapping two words for the students. <b>We Do:</b> Allow the students to select words and map with group support. <b>You Do:</b> Read words for students to map independently.	5 min.
Dictation	Mac and Vince had ice cream. Vince had a cast.	3 min.
Text Application	1. Identify target words in story 2. 2. Read story 2.	10 min.

## Explicit Instruction for Phonics Intervention

### Skill: **Hard and Soft C, Week 2**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<b>Review Activity:</b> Phoneme Deletion: Using chain links, students take off a link for the sound deleted in the word.  <b>Word List:</b> face-ace, nice-ice, Cam-am, trace-ace, place-ace, crow-row	2 min.
Phonological Awareness and Articulation of Skill	<b>Activate Phonemic Awareness:</b>  <b>Articulation:</b>  <i>If skill is secure, then spend this time in text application.</i>	3 min.
Letter-Sound Correspondence	<b>Letter sound Correspondence:</b>  <b>Word List:</b>  <i>If skill is secure, then spend this time in text application.</i>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<b>Word Reading List:</b> came, cast, cot, coins, cry, Cam, cards, crow, Mac, cone, cream, face, ice, Vince, since, cent, place, once, cramp <b>I Do:</b> Closed Word Sort : Show students 2 header cards with soft c /s/ and hard c /k/. Model reading first two words from stack and placing appropriately. <b>We Do:</b> Have students select cards and place in appropriate stack using group support. <b>You Do:</b> Have students sort their stack of cards into columns.	5 min.
Word Work	<b>Word Building Words:</b> crow, cent, place, Mac, once, cone, cream, since, cards, case <b>I Do:</b> Phoneme Grapheme Mapping: Model mapping a word for the students. <b>We Do:</b> Allow the students to select a word and map with group support. <b>You Do:</b> Read words for students to map independently.	5 min.
Dictation	Vince began to cry. Vince and Cam did not swim.	3 min.
Text Application	1. Read story two.	10 min.

## Explicit Instruction for Phonics Intervention

Skill: **Hard and Soft C**, Week 2

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<b>Review Activity:</b> Speed Drills with sight word cards  <b>Word List:</b> jump, to, went, they, ran, he, after, had, first, his, or other appropriate grade level Dolch list words	2 min.
Phonological Awareness and Articulation of Skill	<b>Activate Phonemic Awareness:</b>  <b>Articulation:</b>  <i>If skill is secure, then spend this time in text application.</i>	3 min.
Letter-Sound Correspondence	<b>Letter sound Correspondence:</b>  <b>Word List:</b>  <i>If skill is secure, then spend this time in text application.</i>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<b>Word Reading List:</b> cake, crow, called, cent, once, cone, cream, c oins, cell, prince, cube, place, ace, ice <b>I Do:</b> Teacher draws a word and does a think aloud decoding the word and models for the students how to place it. <b>We Do:</b> As a group, decode next word and discuss where to place it. <b>You Do:</b> With partners have students sort the remaining words. Challenge students to determine sorting rule they will use to sort words.	5 min.
Word Work	<b>Word Building Words:</b> cake, crow, called, cent, once, cone, cream, c oins, cell, prince, cube, place, ace, ice <b>I Do:</b> "I want to write the word cake. I need to segment the sounds and think – does the word "cake" have a hard or soft c? /k/ is the hard c because the next sound is not e, l, or y. Continue encoding and model writing of word. <b>We Do:</b> Use the same process to guide students to write the next word—cent. <b>You Do:</b> Orally dictate the words from the list as the students encode them. Provide corrective feedback as necessary.	5 min.
Dictation	Mac ate an ice cream cone. I called Mac once on his cell.	3 min.
Text Application	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 **Hard and Soft C** 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)
cake	camp	crow	Carl
crow	cast	cent	race
called	cot	place	mice
cube	face	Mac	cliff
clock	ice	once	Clay
coat	ace	cone	twice
price	coins	cream	fence
once	cry		cat
prince	Cam		slice
Mac	Vince		second
cent	since		
cream	cards		
place			
cell			

**Explicit Instruction for Phonics Intervention**  
**Instructional Focus: Hard and Soft C, Week 2**

**Story Number: 1**

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**Prince Mac**

Once upon a time there was a prince named Mac. Prince Mac had a new black cell phone. He used it again and again. Mac cold and called his mom, the Queen, for a cream coat. It did not come in time. Mac was still cold.

Mac's belly was not full. Mac called for a clock in the shape of a circle. He found out it was time for lunch.

Mac called for a cube of cake. The price of the cake was six cents. He bought the cube of cake and ate it. Yum!



**Explicit Instruction for Phonics Intervention**  
**Instructional Focus: Hard and Soft C, Week 2**

**Story Number: 2**

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Vince

Since Vince had a cramp, he could not swim with Cam. He began to cry. A tear rolled down his face. So, he sat on the cot and played cards. His first card was an ace. He played the ace on the pile.

Then Mac came to the door. He asked Vince to come out to see the crow. The crow dropped a red cent. There were many other coins, so Vince picked up the coins. They bought an ice cream cone. Vince felt much better.

## **Explicit Instruction for Phonics Intervention**

**Instructional Focus:** Hard and Soft C, Week 2

### **Story Number: 3**

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#### **The Race**

Carl went to the mouse race. He brought his mice, Cliff and Clay. The mice ran the race twice. In the first race, they had to jump a fence. In the next race, they had to jump a cat. The mice each won a race. Cliff won the first race. Clay won the next race. After the race, Carl, Clay, and Cliff ate a slice of pizza.

## Explicit Instruction for Phonics Intervention

Skill: **Hard/Soft c, Week 3**

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Sight Words—Popcorn Words Activity. Teacher prompts students with prepared sight word cards. Students read words as they “pop” up.</p> <p><b>Word List:</b> because, found, which, does, would, draw, pick, laugh, many, together, those, or grade level appropriate Dolch sight words</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> Students stand up when they hear soft /s/ sounds, and sit when they hear hard /k/ sounds.</p> <p><b>Articulation:</b> Students look in mirrors while articulating the /s/ and /k/ sound. Emphasize that the /k/ is a stop sound and the /s/ is a continuous sound.  Hard C: This is a voiceless stop. The back part of the tongue is raised and pressed against the front part of the palate. The nasal packages are blocked.  Soft C: This is a voiceless continuous sound. Place the blade of the tongue near the ridge behind your two front teeth. Air is forced through the narrow groove formed by the tongue. It produces a hissing sound.</p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> Students sort words by sound as teacher reads the words. Teacher tells students to notice that the soft c sounds like /s/ and you can know it is a soft c when c is followed by an “i,” “e,” or “y.” The hard c sound /k/ is used when c is followed by any other letter.</p> <div data-bbox="764 1022 1070 1228"> </div> <p><b>Word List:</b> Nancy, cook, price, color, cute, icy, coin, Grace, candy</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> cool, since, cab, care, brace, scent, scene</p> <p><b>I Do:</b> Teacher models how to read each word by using a think aloud.</p> <p><b>We Do:</b> Let’s read one together. The word is cool. Is the “c” hard or soft? Hard. Why? It is hard because it is not followed by e, i, or y.</p> <p><b>You Do:</b> Give students the word list. Let them partner read each word.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> brace, cub, fence, cell, cent, cot, cloud, since</p> <p><b>I Do:</b> Teacher models activity. Teacher segments word and records spelling of segmented parts on the board. In words that have the soft /s/ sound, teacher circles the “c” and the following vowel to emphasize the teaming of the “c” and following vowel that produces the soft /s/ sound. In words that have a hard /k/ sound no markings are made.</p> <p><b>We Do:</b> Teacher leads students through the process using the words <i>Tracy</i> and <i>cub</i>.</p> <p><b>You Do:</b> Students would write the remaining words and the appropriate markings.</p>	5 min.
Dictation	<p>dice the rice  class in the cage  place the race on the face</p>	3 min.
Text Application	<ol style="list-style-type: none"> <li>Have students identify the words in story one that contain the targeted skill.</li> <li>Read the identified words.</li> <li>Read Story One.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

Skill: **Hard/Soft c, Week 3**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Teacher says words pairs, students determine if words rhyme. If they rhyme students claps.</p> <p><b>Word List:</b> deduce and delude, jaguar and boxcar, nut and nub, mince and prince, blouse and trounce, escort and adorn</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> Teacher says words, students give thumbs up for /k/ sound and thumbs down for /s/ sound.</p> <p><b>Articulation:</b> Students demonstrate hard /k/ stop sound and /s/ continuous sounds.</p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> Student will highlight soft /c/ sounds in yellow and highlight hard /c/ sound in green. They will make the corresponding sound as they highlight the word.</p> <p><b>Word List:</b> juice, peace, clap, catch, can, scoops, cat, cook, race, mice, face, place</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> catch, can, scoops, cat, cook, race, mice, face, place</p> <p><b>I Do:</b> Teacher will show students a list of hard/k/ and soft /s/ sounds in words on the board. Teacher will read the words and underline the “c” and following vowel emphasizing the sounds.</p> <p><b>We Do:</b> Students will echo read the words as teacher reads the list from the board</p> <p><b>You Do:</b> Students will whisper read to partners and to teacher as she circulates around the room.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> pace-ace-ice-lice-spice-vice-rice</p> <p><b>I Do:</b> Teacher writes the word pace on the board. Teacher prompts children with the question “What would I need to do to change pace to ace? Where in the word do you hear the change?” Teacher writes new word.</p> <p><b>We Do:</b> Collaboratively spell ice and change it to lice</p> <p><b>You Do:</b> Teacher continues dictating words while students write words in the chain</p>	5 min.
Dictation	<p>The place to race is on the moon. Our class went to the dance. Chance drank the juice.</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: **Hard/Soft c, Week 3**

## Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Speed drill with sight word cards</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><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><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> Chace, rice, face, cold, peace, catch, place, cat, cook, juice, card, scoop, lice, chance, fleece</p> <p><b>I Do:</b> Teacher will show 2 column headers in pocket chart with /s/ and /k/ sounds and model examples of both.</p> <p><b>We Do:</b> As a class together read and sort words two more words from the list.</p> <p><b>You Do:</b> Students will work with partners to sort more words with soft and hard “c” words. Students will read words and sort accordingly.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> ice-lice-splice-twice-mice— pace-race-rice-price-</p> <p><b>I Do:</b> Teacher writes the word ice on the board. Teacher prompts children with question “What would I need to do to change ice to lice? Where in the word do you hear the change? Teacher writes the new word, lice.</p> <p><b>We Do:</b> Collaboratively spell splice and change to twice</p> <p><b>You Do:</b> Teacher continues dictating words while students write words in the chain.</p>	5 min.
Dictation	<p>Those mice play with the dice.</p> <p>Splice the green brace.</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: **Hard/Soft c, Week 3**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Speed drill with sight words cards.</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> <i>If additional practice is needed, see previous lessons.</i></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><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> cup, cell, race, place, cob, catch, pace, act, block, cite</p> <p><b>I Do:</b> Teacher shows students two column with headings <i>Soft C</i> and <i>Hard C</i>. The teacher models sorting with a few word cards. The teacher thinks aloud and models for the group.</p> <p><b>We Do:</b> Students and teacher work together to sort a few more words from the list</p> <p><b>You Do:</b> Each child sorts a set of word cards independently</p>	5 min.
Word Work	<p><b>Word Building Words: Students write words with white boards.</b></p> <p><b>Word List:</b> cob, truce, ounce, cram, prance, trace, catch, space, mice, vice, race, Cal, can, cop, clock</p> <p><b>I Do:</b> I am going to say some words and we are going to spell them. Listen carefully for the /s/ or /k/ sound in each word. Model segmenting "place" and spelling the word.</p> <p><b>We Do:</b> Student and teacher will do one together. Write the word cook. Remind students to listen to the sound they hear in the word.</p> <p><b>You Do:</b> Ask students to do the same individually using words from the list. Provide written model to encourage self-assessment.</p>	5 min.
Dictation	<p>Cal can scoop the rice. The sale price was ten cents.</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

## Explicit Instruction for Phonics Intervention

Skill: **Hard/Soft c, Week 3**

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<b>Review Activity:</b> Speed drill with sight words.  <b>Word List:</b> Use grade level appropriate Dolch list words	2 min.
Phonological Awareness and Articulation of Skill	<b>Activate Phonemic Awareness:</b> <i>If additional practice is needed, see previous lessons</i>  <i>If skill is secure, then spend this time in text application.</i>	3 min.
Letter-Sound Correspondence	<b>Letter sound Correspondence:</b> <i>If additional practice is needed, see previous lessons.</i>  <i>If skill is secure, then spend this time in text application.</i>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<b>Word Reading List:</b> bounce, scoop, chain, clock, truce, rich, cone, froze, curve, calf, calm, since, false <b>I Do:</b> Teacher shows students columns with headings <i>Soft C, Hard C, and Other</i> . The teacher models sorting with a few word cards. <b>We Do:</b> Teacher selects a card and reads. Students and teacher work together to sort cards. Students explain reason for placement of card. <b>You Do:</b> Students sort independently words cards into correct category.	5 min.
Word Work	<b>Word Building Words: Students write with paper and pencil.</b> <b>Word List:</b> school, mince, fence, comb, Vince, trounce, card, flounce, crust <b>I Do:</b> Teacher models spelling word on the board. <b>We Do:</b> With partners, students work together to spell dictated words. <b>You Do:</b> Student spell words dictated by teacher.	5 min.
Dictation	Bruce will catch mice. Cal will have a chance to say the letter.	3 min.
Text Application	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 **Hard/Soft c** 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)
Chace	trace	catch	once
catch	space	mice	Carl
can	vice	race	Clay
scoops	Cal	can	cent
cat	cop		slice
cook	clock		cake
race			Colt
mice			ice
face			twice
place			nice
			cute
			cold



## **Explicit Instruction for Phonics Intervention**

### **Instructional Focus: Hard/Soft c, Week 3**

#### **Story Number: 1**

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#### **Chace**

Chace, the cat, will race to catch the mice that live in his house. The best place to catch mice is in the den. Chace traps the mice with cheese and then makes a face at them. Chace scoops the mice into a cup. Cats eat mice, so he thinks he may cook them. Chace can cook them for his lunch. Chace sees a face in the cup. He cannot eat the mice. Chace turns them loose in the field. The mice are in luck. Chace is a kind cat and will eat his cat food.

## **Explicit Instruction for Phonics Intervention**

### **Instructional Focus: Hard/Soft c, Week 3**

#### **Story Number: 2**

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##### **The Cheese**

Cat, the space cop, went for a walk in space. Near the clock, she smelled a trace of cheese. Cheese was Cat's vice. She loved cheese. She saw Cal and the Mice Gang eating cheese. Cat, the space cop, raced to catch Cal and the Mice Gang. Cal and the Mice Gang ate all of Cat's cheese. Did Cat, stop Cal and the Mice Gang? No, she did not.

## **Explicit Instruction for Phonics Intervention**

### **Instructional Focus: Hard/ Soft c, Week 3**

#### **Story Number: 3**

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##### **Slice of Cake**

Once on a hot day Carl and Clay had one cent to buy a slice of cake. Cute Colt sold them a slice of cake. He cut their slice of cake for one cent. Cute Colt asked them if they would like ice cream with their cake. Carl and Clay said cold ice cream would be twice as nice.