

Explicit Instruction for Phonics Intervention

Skill: Consonant Digraphs wh & ph, Week 2

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Review sight words and articulate wh/ph sounds</p> <p>Word List: whiz, whiff, whip, what, who, why, or other grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: The teacher will cue sound substitution. Change /g/ in get to /f/. New word: fet Change /l/ in lip to /wh/. New word: whip Change /g/ in tug to /f/. New word: tuf Change /f/ in fiz to /wh/. New word: whiz</p> <p>Articulation: wh: The teacher will ask students to listen carefully as he or she makes the /hw/ sound in when. When making this sound, the /h/ is just a puff of air before the /w/ is made. The jaws are apart to produce the /h/, and they close as the lips come closer together to produce /w/. The teacher will guide students as they pronounce whip, whiz, wham, and white. ph: The teacher will explain that the /f/ sound is made by placing the lower lip slightly under the upper teeth. Then sound is created when breath comes out between the edge of the teeth and the lower lip. Students will use mirrors as they practice Ralph, phone, phonics, graphs</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: The teacher will explain to students that sometimes the /f/ sound is spelled with “ph” and the /hw/ is spelled “wh.” Each student will have a ph card and a wh card. When the students hear /f/, they hold up the ph card. When students hear /hw/, they hold up the wh card.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Word List: ph: Ralph, digraph, orphan, graph, trophy wh: whale, whisk, wham, wheel, whine, while</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Ralph, whip, whiz, wham, which, when, whelp, whomp, whack, whop</p> <p>I Do: The teacher chooses a word card from the pocket chart and thinks aloud as the word is blended for pronunciation.</p> <p>We Do: Together students blend another word from a card.</p> <p>You Do: Students are given individual stacks of word cards to practice with teacher feedback.</p>	5 min.
Word Work	<p>Word Building Words: Ralph, whip, whiz, wham, which, when, whelp, whomp, whack, whop</p> <p>I Do: Model encoding words using letter tiles.</p> <p>We Do: Use tiles to spell assigned words.</p> <p>You Do: Students manipulate tiles to spell words from dictation.</p>	5 min.
Dictation	<p>Ralph whips balls whiz</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: **Consonant Digraphs wh & ph, Week 2**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Students will take turns using a flash light to highlight sight words on the wall. The teacher will question each student to prompt a word choice, and the student will pronounce the word as he or she highlights it.</p> <p>Word List: saw, the, was, a, went, them, away, from, did, soon, put, get, that, has or other grade level appropriate Dolch list words</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Activate Phonemic Awareness: The teacher will cue sound substitution.</p> <p>Change /g/ in get to /f/. New word: fet Change /l/ in lip to /wh/. New word: whip Change /g/ in tug to /f/. New word: tuf Change /f/ in fiz to /wh/. New word: whiz</p> <p>Articulation: wh: The teacher will ask students to listen carefully as he or she makes the /hw/ sound in when. When making this sound, the /h/ is just a puff of air before the /w/ is made. The jaws are apart to produce the /h/, and they close as the lips come closer together to produce /w/. The teacher will guide students as they pronounce whip, whiz, wham, and white.</p> <p>ph: The teacher will explain that the /f/ sound is made by placing the lower lip slightly under the upper teeth. Then sound is created when breath comes out between the edge of the teeth and the lower lip. Students will use mirrors as they practice Ralph, phone, phonics, graphs</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: The teacher will explain to students that sometimes the /f/ sound is spelled with “ph” and the /hw/ is spelled “wh.” Each student will have a ph card and a wh card. When the students hear /f/, they hold up the ph card. When students hear /hw/, they hold up the wh card.</p> <p>Word List: ph: Ralph, digraph, orphan, graph, trophy wh: whale, whisk, wham, wheel, whine, while</p> <div style="display: flex; justify-content: center; gap: 20px;">   </div>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: BANG! Ralph, whip, whiz, wham, which, when, whelp, whomp, whack, whop</p> <p>I Do: The teacher will quickly take cards out of a paper bag and blend the words aloud. After two or three words, the teacher will choose the BANG! word card and place all the cards back in the bag.</p> <p>We Do: The teacher will draw a card from the bag, and everyone will blend the word chorally.</p> <p>You Do: In groups of three or four, students will be given a BANG! bag with word cards from the list. As students play the game, the teacher will provide feedback. (Each time the BANG! card is drawn, all cards go back in the bag.)</p>	5 min.
Word Work	<p>Word Building Words: Ralph, whip, whiz, wham, which, when, whelp, whomp, whack, whop</p> <p>I Do: Given a T chart with ph and wh. The teacher looks at the word cards and finds Ralph. The teacher writes Ralph on the T chart under ph.</p> <p>We Do: Together, with teacher guidance, students will decide where whip should be written on the teacher’s T chart.</p> <p>You Do: With the word cards spread on the table face up, students will complete individual T charts.</p>	5 min.
Dictation	Ralph is a whiz. Whack the ball, Sam.	3 min.
Text Application	<ol style="list-style-type: none"> Read story one with identified target words. Read clean copy of story one. 	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Consonant Digraphs wh & ph, Week 2**

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Working in pairs, students will flip and say pancake words.</p> <p>Word List: saw, the, was, a, went, them, away, from, did, soon, put, get, that, has, find, good, see, black, they, walk, stop or other grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><i>If additional practice is needed, see previous lessons.</i></p> <p style="color: red;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><i>If additional practice is needed, see previous lessons.</i></p> <p style="color: red;"><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: BANG!, Ralph, whip, whiz, wham, which, when, whelp, whomp, whack, whop</p> <p>I Do: The teacher will quickly take cards out of a paper bag and blend the words aloud. After two or three words, the teacher will choose the BANG! word card and place all the cards back in the bag.</p> <p>We Do: The teacher will draw a card from the bag, and everyone will blend the word chorally.</p> <p>You Do: In groups of three or four, students will be given a BANG! bag with word cards from the list. As students play the game, the teacher will provide feedback. (Each time the BANG! card is drawn, all cards go back in the bag.)</p>	5 min.
Word Work	<p>Word Building Words: Ralph, whip, whiz, wham, which, when, whelp, whomp, whack, whop</p> <p>I Do: Given a T chart with ph and wh. The teacher looks at the word cards and finds Ralph. The teacher writes Ralph on the T chart under ph.</p> <p>We Do: Together, with teacher guidance, students will decide where whip should be written on the teacher's T chart.</p> <p>You Do: With the word cards spread on the table face up, students will complete individual T charts.</p>	5 min.
Dictation	<p>Ralph is a dog. Alph is a cat.</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: **Consonant Digraphs wh & ph, Week 2**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Working in pairs, students will flip and say pancake words.</p> <p>Word List: saw, the, was, a, went, them, away, from, did, soon, put, get, that, has, find, good, see, black, they, walk, stop or other grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><i>If additional practice is needed, see previous lessons.</i></p> <p style="color: red;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><i>If additional practice is needed, see previous lessons.</i></p> <p style="color: red;"><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: BANG!, Ralph, whip, whiz, wham, which, when, whelp, whomp, whack, whop, Alph, Steph whisk</p> <p>I Do: The teacher will quickly take cards out of a paper bag and blend the words aloud. After two or three words, the teacher will choose the BANG! word card and place all the cards back in the bag.</p> <p>We Do: The teacher will draw a card from the bag, and everyone will blend the word chorally.</p> <p>You Do: In groups of three or four, students will be given a BANG! bag with word cards from the list. As students play the game, the teacher will provide feedback. (Each time the BANG! card is drawn, all cards go back in the bag.)</p>	5 min.
Word Work	<p>Word Building Words: Ralph, whip, whiz, wham, which, when, whelp, whomp, whack, whop, whisk, Alph</p> <p>I Do: Given a T chart with ph and wh, the teacher looks at the word cards and finds Ralph. The teacher writes Ralph on the T chart under ph.</p> <p>We Do: Together, with teacher guidance, students will decide where whip should be written on the teacher's T chart.</p> <p>You Do: With the word cards spread on the table face up, students will complete individual T charts.</p>	5 min.
Dictation	<p>When will Alph be here? Wham! Whop! Whack! Go Bat man!</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Consonant Digraphs wh & ph, Week 2**

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Students will take turns using a flash light to highlight sight words on the wall. The teacher will question each student to prompt a word choice, and the student will pronounce the word as he or she highlights it.</p> <p>Word List: saw, the, was, a, went, them, away, from, did, soon, put, get, that, has or other grade level appropriate Dolch list words</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><i>If additional practice is needed, see previous lessons.</i></p> <p style="color: red;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><i>If additional practice is needed, see previous lessons.</i></p> <p style="color: red;"><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List Word Sort: Ralph, whip, whiz, wham, which, when, whelp, whomp, whack, whop, Alph, Steph</p> <p>I Do: Using a large pocket chart, with columns labeled wh and ph, the teacher will choose a word and place it in the chart while blending the word aloud.</p> <p>We Do: A student will choose another word, the students will chorally blend it and decide under which column it should be placed.</p> <p>You Do: Working in pairs with small pocket charts, students will sort word cards and blend aloud each word as it is sorted.</p>	5 min.
Word Work	<p>Word Building Words: Alph, where, whip, what, whisk, Ralph, when, whiz, wham, which, Ralph</p> <p>I Do: With words written on the board and a card with “wh” and a card with “ph,” the teacher looks at the board, thinks aloud, holds up her “ph” card, and finds Ralph. The teacher writes Ralph on a sheet of paper.</p> <p>We Do: Together, with teacher prompts, students will hold up “wh” cards, discover when. The teacher will write when on her paper while the students do the same on individual pieces of paper.</p> <p>You Do: With individual cue cards and paper and pencil, students will write words as they find them.</p>	5 min.
Dictation	<p>When Ralph whisks eggs, Alph gets to eat.</p>	3 min.
Text Application	<p>1. Read story three.</p>	10 min.

Explicit Instruction for Phonics Intervention

Target Words For **Consonant Digraphs wh & ph** 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)
Ralph	Steph	whiz	Phelps
whip	Alph	whip	Phil
whiz	whisk		graph
wham			whiff
which			whim
whack			phat
whomp			whelk
			whap
	*Due to limited word choice, fewer words were chosen for this skill.		

Explicit Instruction for Phonics Intervention
Instructional Focus: Skill 4, wh & ph, Week 2

Story Number: 1

Ralph

Ralph is a whiz. Ralph can whip up a list of math facts. Ralph can whip, whack, whomp and wham all math facts in a whiz. Ralph can add well, which is why he is a whiz. Ralph can wham and whip all tests. Ralph is the class whiz.

Explicit Instruction for Phonics Intervention
Instructional Focus: Skill 4, wh & ph, Week 2

Story Number: 2

Steph and Alph

Steph can whisk eggs. Steph is a whiz at it. Alph can whisk eggs. Alph is a whiz at it. Ralph can whisk eggs. Ralph is a whiz at it.

Steph can whip eggs. Steph is a whiz at it. Alph can whip eggs. Alph is a whiz at it. Ralph can whip eggs. Ralph is a whiz at it.

What can Steph do? What can Alph do? What can Ralph do? They can whisk and whip eggs. They whiz at it.

Explicit Instruction for Phonics Intervention
Instructional Focus: Skill 4, wh & ph, Week 2

Story Number: 3

Phil Phelps

Phil Phelps is a whiz. He is a whiz at math. Phil likes to graph. Phil can add up and graph whelk shells.

One of the whelks was old. Get a whiff. Whew! On a whim Phil Phelps ate the whelk he did not graph. The whelk was bad.

Phil got sick. His gut went whomp, whap, whack. Now, Phil Phelps will graph whelk shells, but he will not eat the whelks.

Explicit Instruction for Phonics Intervention

Skill 4, wh & ph, Week 3

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Working in pairs, students will flip pancakes and say words written on them.</p> <p>Word List: Grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Teacher will model new words with both the ph and wh sounds. Teacher will hold up /ph/ for the appropriate words and /wh/ for those words.</p> <p>Articulation: Students will make the /f/ sound and the /wh/ sound paying close attention to the way the sound is formed within their mouths. wh: The teacher will ask students to listen carefully as he or she makes the /hw/ sound in when. When making this sound, the /h/ is just a puff of air before the /w/ is made. The jaws are apart to produce the /h/, and they close as the lips come closer together to produce /w/. The teacher will guide students as they pronounce whip, whiz, wham, and white.</p> <p>ph: The teacher will explain that the /f/ sound is made by placing the lower lip slightly under the upper teeth. Then sound is created when breath comes out between the edge of the teeth and the lower lip. Students will use mirrors as they practice Ralph, phone, phonics, graphs</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: The teacher will explain to students that sometimes the /f/ sound is spelled with “ph” and the /hw/ is spelled “wh.” Each student will have a ph card and a wh card. When the students hear /f/, they hold up the ph card. When students hear /hw/, they hold up the wh card and make the sound.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Word List: who, what, whisk, white, cipher, photograph, meanwhile, whale, why, whirl, whine, Phil, Stephanie, gopher, trophy, phone.</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: who, what, whisk, white, cipher, photograph, meanwhile, whale, why, whirl, whine, Phil, gopher, trophy, phone.</p> <p>I Do: The teacher chooses a word card from the pocket chart and thinks aloud as the word is blended for pronunciation.</p> <p>We Do: Together students blend another word from a card.</p> <p>You Do: Students are given individual stacks of word cards to practice with teacher feedback</p>	5 min.
Word Work	<p>Word Building Words: whale, why, whine, phone, white, trophy</p> <p>I Do: Model encoding words using letter tiles.</p> <p>We Do: Use tiles to spell assigned words.</p> <p>You Do: Students manipulate tiles to spell words from dictation.</p>	5 min.
Dictation	I see a white whale.	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 4, wh & ph, Week 3

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Change beginning sound of words to create new words.</p> <p>Word List: rod/prod, tone/stone, top/stop, hop/shop, pot/spot, rot/trot, plot/lot, flag/flat</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: The teacher will cue sound substitution. Change /g/ in get to /f/. New word: fet Change /l/ in lip to /wh/. New word: whip Change /g/ in tug to /f/. New word: tuf Change /f/ in fiz to /wh/. New word: whiz</p> <p>Articulation: wh: The teacher will ask students to listen carefully as he or she makes the /hw/ sound in when. When making this sound, the /h/ is just a puff of air before the /w/ is made. The jaws are apart to produce the /h/, and they close as the lips come closer together to produce /w/. The teacher will guide students as they pronounce whip, whiz, wham, and white. ph: The teacher will explain that the /f/ sound is made by placing the lower lip slightly under the upper teeth. Then sound is created when breath comes out between the edge of the teeth and the lower lip. Students will use mirrors as they practice Ralph, phone, phonics, graphs</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: The teacher will explain to students that sometimes the /f/ sound is spelled with “ph” and the /hw/ is spelled “wh.” Each student will have a ph card and a wh card. When the students hear /f/, they hold up the ph card. When students hear /hw/, they hold up the wh card and make the sound.</p> <p>Word List: who, what, whisk, white, whale, why, whirl, Phil, phone, where, whine, wheel.</p> <div style="display: flex; justify-content: center; gap: 20px;"> <div style="border: 2px solid #ccc; padding: 5px; text-align: center;">  f ff ph </div> <div style="border: 2px solid #ccc; padding: 5px; text-align: center;">  wh_ </div> </div>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List who, what, whisk, white, whale, why, whirl, Phil, phone, where, whine, wheel.</p> <p>I Do: The teacher will quickly take cards out of a paper bag and blend the words aloud. After two or three words, the teacher will choose the BANG! word card and place all the cards back in the bag.</p> <p>We Do: The teacher will draw a card from the bag, and everyone will blend the word chorally.</p> <p>You Do: In groups of three or four, students will be given a BANG! bag with word cards from the list. As students play the game, the teacher will provide feedback. (Each time the BANG! card is drawn, all cards go back in the bag.)</p>	5 min.
Word Work	<p>Word Building Words: white, whale, what, whisk, phone.</p> <p>I Do: Teacher models encoding three new words using magnetic letters.</p> <p>We Do: Students and teacher make words with magnetic letters from word list.</p> <p>You Do: Students independently make words dictated by the teacher.</p>	5 min.
Dictation	<p>Is the whale white?</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 4, wh & ph, Week 3

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: wh/ph sounds: thumbs up for /ph/; horizontal for /wh/ and down for neither.</p> <p>Word List: the, is, and, said, want, could who, what, whisk, white, whale, why, whirl, Phil, phone, where, whine, wheel.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: The teacher will cue sound substitution. Change /g/ in get to /f/. New word: fet Change /l/ in lip to /wh/. New word: whip Change /g/ in tug to /f/. New word: tuf Change /f/ in fiz to /wh/. New word: whiz</p> <p>Articulation: wh: The teacher will ask students to listen carefully as he or she makes the /hw/ sound in when. When making this sound, the /h/ is just a puff of air before the /w/ is made. The jaws are apart to produce the /h/, and they close as the lips come closer together to produce /w/. The teacher will guide students as they pronounce whip, whiz, wham, and white. ph: The teacher will explain that the /f/ sound is made by placing the lower lip slightly under the upper teeth. Then sound is created when breath comes out between the edge of the teeth and the lower lip. Students will use mirrors as they practice Ralph, phone, phonics, graphs</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: The teacher will explain to students that sometimes the /f/ sound is spelled with "ph" and the /hw/ is spelled "wh." Each student will have a ph card and a wh card. When the students hear /f/, they hold up the ph card. When students hear /hw/, they hold up the wh card and make the sound.</p> <p>Word List who, what, whisk, white, whale, why, whirl, Phil, phone, where, whine, wheel.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: who, what, whisk, white, whale, why, whirl, Phil, phone, where, whine, wheel.</p> <p>I Do: The teacher will quickly take cards out of a paper bag and blend the words aloud. After two or three words, the teacher will choose the BANG! word card and place all the cards back in the bag.</p> <p>We Do: The teacher will draw a card from the bag, and everyone will blend the word chorally.</p> <p>You Do: In groups of three or four, students will be given a BANG! bag with word cards from the list. As students play the game, the teacher will provide feedback. (Each time the BANG! card is drawn, all cards go back in the bag.)</p>	5 min.
Word Work	<p>Word Building Words: whale, why, white, phone, whine,</p> <p>I Do: Give students a T chart with ph and wh. The teacher models reading the word phone. The teacher models writing phone on the T chart under ph. The teacher repeats with the word white.</p> <p>We Do: Together, with teacher guidance, students choose a remaining word card and decide in which column the word should be written. A student writes the word with group support.</p> <p>You Do: Students independently select a word card and write the word in the appropriate place.</p>	5 min.
Dictation	The big, white whale swam.	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 4, wh & ph, Week 3

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: wh/ph sounds and review sight words</p> <p>Word List: the, is, and want, could, as, would, not, who, what, whisk, white, whale, why, whirl, Phil, phone, where, whine, wheel.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: If additional instruction 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 instruction is needed, see previous lessons.</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: who, what, whisk, white, whale, why, whirl, Phil, phone, where, whine, wheel.</p> <p>I Do: The teacher will quickly take cards out of a paper bag and blend the words aloud. After two or three words, the teacher will choose the BANG! word card and place all the cards back in the bag.</p> <p>We Do: The teacher will draw a card from the bag, and everyone will blend the word chorally.</p> <p>You Do: In groups of three or four, students will be given a BANG! bag with word cards from the list. As students play the game, the teacher will provide feedback. (Each time the BANG! card is drawn, all cards go back in the bag.)</p>	5 min.
Word Work	<p>Word Building Words:</p> <p>I Do: Give students a T chart with ph and wh. The teacher models reading the word <u>phone</u>. The teacher models writing <u>phone</u> on the T chart under ph. The teacher repeats with the word <u>white</u>.</p> <p>We Do: Together, with teacher guidance, students choose a remaining word card and decide in which column the word should be written. A student writes the word with group support.</p> <p>You Do: Students independently write words on individual T charts as they are dictated.</p>	5 min.
Dictation	<p>She can not use the phone.</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

Explicit Instruction for Phonics Intervention

Skill 4, wh & ph, Week 3

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight word speed drill</p> <p>Word List: Grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: If additional instruction 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 instruction is needed, see previous lessons.</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 who, what, whisk, white, whale, why, whirl, Phil, phone, where, whine, wheel.</p> <p>I Do: Using a large pocket chart, with columns labeled wh and ph, the teacher will choose two words and place them in the chart after blending the word aloud.</p> <p>We Do: A student will choose another word; the students will chorally blend and decide under which column it should be placed.</p> <p>You Do: Working in pairs, students will sort word cards and blend aloud each word as it is sorted.</p>	5 min.
Word Work	<p>Word Building Words:</p> <p>I Do: Give students a T chart with ph and wh. The teacher models reading the word <u>phone</u>. The teacher models writing <u>phone</u> on the T chart under ph. The teacher repeats with the word <u>white</u>.</p> <p>We Do: Together, with teacher guidance, students choose a remaining word card and decide in which column the word should be written. A student writes the word with group support.</p> <p>You Do: Students independently write words on individual T charts as they are dictated.</p>	5 min.
Dictation		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 **Skill 4, wh & ph, Week 3**

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)
White	When	White	Whitt
Phil	What	Humph	Whiz
Whim	Whip/Whipped	Whim	Graph
Phone	Whack	Why	Ralph
Why	whiff		Where
Whish	phlox		Phat
Whammed	whisk		Which
Whop	Steph		
Whap			
Humph			

Explicit Instruction for Phonics Intervention
Instructional Focus: Skill 4, wh & ph, Week 3

Story Number: 1

Phil and the Big White Fish

Phil took a trip on a raft to see a big white fish. Whop! Whap! A big white fish swam by the raft. Phil saw it whish around his raft and whip its big fin in the water. Why would he think that? He saw a big white fish do that on TV. In no time, the big white fish did whish by Phil and then whammed into the raft. Splash! Phil got wet from the fish, but he was not a wimp. It was so fun to get wet on a whim.

Phil wished he had a phone to tell Jill about the big white fish. He wished and wished for a phone, but his mom and dad did not want him to have one.

No one could see the big white fish but Phil. Humph! Phil was not glad to just be the one to see the fish.

Explicit Instruction for Phonics Intervention

Instructional Focus: Skill 4, wh & ph, Week 3

Story Number: 2

Steph With Phlox and Eggs

Steph can make a good lunch. When she makes lunch, she likes to use a whisk to whip eggs. One day she whipped eggs too long, and they felt like fluff. Steph did not know what to do with the eggs. She did like to look at fluff, but will the eggs be good for lunch?

Steph takes a big whiff of the eggs. The whipped eggs did not smell too good. Steph wants to make the eggs smell better, so she adds white and blue phlox to them. Phlox are pretty little plants and she loves the way they smell.

The white and blue phlox makes the eggs smell better and look better. Steph ate the eggs with phlox. Yuck! Steph whacked the dish and said, "Humph! The phlox may look pretty, but it does not go well in lunch!

Why did I make lunch on a whim? I will never again make eggs with phlox for lunch!"

Explicit Instruction for Phonics Intervention
Instructional Focus: Skill 4, wh & ph, Week 3

Story Number: 3

A Class

Whitt was a whiz at math, but Ralph was not. Ralph asks Whitt to help him with his math. Soon they made a graph. What could they tell from the graph? Where shall they put the graph, so the class could see?

“The class saw the graph and said, “That is a phat graph!

“What did you say? Our graph is fat?” said Ralph

“No! A phat graph is a good graph!” the class said.

Whitt, Ralph, and the class were glad of their work. Now Ralph is not a wimp when he does math. He can do his math like a whiz!