

Explicit Instruction for Phonics Intervention

Skill: Digraph – sh, week 1

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight word concentration: place cards face down and have students take turns flipping over 2 cards and reading the words. If they make a match they keep it.</p> <p>Word List: funny, went, find, when, into, put or any grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: I'm going to say some words. Some of the words have the /sh/ some do not. If you hear the /sh/ sound -Thumbs up and thumbs down for words that do not.</p> <p>Articulation: Now, let's practice making the /sh/ sound. My turn first - model the /sh/ sound and prompt students to watch and listen. When we make the /sh/ sound our teeth are together and our lips are round and "puckered" out. Model, practice the sound together and have students practice making the sound while looking in a mirror.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Now I want you to learn the letter team that stands for the /sh/ sound. When two letters work together to make one sound it is called a digraph. This is the digraph sh it stands for the /sh/ sound. Watch me practice reading this sound. Point to the sh digraph and model the sound practice with the students. Give each student a sh digraph card and have them practice the sound when tapping on the digraph.</p> <p>Words with /sh/: fish, ship, ash, shot, fresh, mesh, shell, shop, cash, stash, Words without /sh/: dress, miss, cheese, champ, match, rich, save, star, much, choose</p> <div style="text-align: center;">  </div>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: fish, ship, ash, shot, fresh, mesh, shell, shop, cash, stash Read words chorally</p> <p>I Do: Choose a card from the deck and read the word aloud. Do a think aloud as blending the word. Use blending routines your students have learned.</p> <p>We Do: Turn over one card at a time from a deck of word cards. Ask student to sound the word out silently, and then say it together on a cue.</p> <p>You Do: Each student silently reads words from an individual stack of cards including only /sh/ words. Listen to each student read his stack and provide feedback.</p>	5 min.
Word Work	<p>Word Building Words: ash, cash, clash, stash, fresh, mesh, shot, shop, Word chains with magnetic letters.</p> <p>I Do: The teacher will model changing ash to cash. Think aloud as you model.</p> <p>We Do: The teacher and students will change cash to clash and clash to stash,</p> <p>You Do: The students will do fresh to mesh, shot to shop, ash to stash on their own.</p>	5 min.
Dictation	Ash, fish, mesh, cash, stash, ship	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: **Digraph – sh, week 1**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Change the name. Give the students a sound, /sh/ say words and have the students substitute /sh/ from the beginning sound to make silly words.</p> <p>Word List: cat, pig, pond, lake, leaf, desk, pencil</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Move chips to segment words that have the /sh/ sound.</p> <p>Articulation: When we make the /sh/ sound our teeth are together and our lips are round and "puckered" out. Students use a mirror. Ask "What does your mouth look like?"</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Now I want you to learn the letter team that stands for the /sh/ sound. When two letters work together to make one sound it is called a digraph. This is the digraph sh it stands for the /sh/ sound. Watch me practice reading this sound. Point to the sh digraph and model the sound practice with the students. The students hold up a /sh/ card if they hear a word with the /sh/ sound.</p> <p>Word List: Words with /sh/: fish, ship, ash, shot, fresh, mesh, shell, shop, cash, stash</p> <div style="text-align: center;">  </div>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: fish, ship, ash, shot, fresh, mesh, shell, shop, cash, stash, clash Read words chorally</p> <p>I Do: Teacher changes stack of letter cards to build and decode words with sh digraph. Use think-aloud as you blend new words.</p> <p>We Do: Blend the words with the students. Employ the blending routines they've been taught. Use signal to prompt student response to encourage participation.</p> <p>You Do: Each student silently reads words from an individual stack of cards including only /sh/ words. Listen to each student read his stack and provide feedback. (Caution: Not in round robin format - have all students whisper read and you move around and "eaves drop" on their reading)</p>	5 min.
Word Work	<p>Word Building Words: fish, ship, ash, shot, fresh, mesh, shell, shop, cash, stash, clash Word building with magnetic letters</p> <p>I Do: Model building the word fish. Use think-aloud and model segmenting sounds.</p> <p>We Do: The teacher and students will build ship and ash.</p> <p>You Do: Students build words as prompted with continual monitoring and feedback to ensure correct practice.</p>	5 min.
Dictation	fish, ship, ash, shot, fresh, mesh, shell, shop, cash, stash, clash	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: Digraph – sh, Week 1

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Use teacher gathered photo cards that represent r blends or l-blends and students sort (can choose another previously learned phonics skill to adapt)</p> <p>Word List: Teacher chosen</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Students will segment sh words by snapping. (use word list below)</p> <p>Articulation: Add if students need</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: Students will sort sh and not sh words.</p> <p>Word list: fish, ship, ash, shot, fresh, mesh, shell, shop, cash, stash, clash and blend words from above or sight words cards</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: fish, ship, ash, shot, fresh, mesh, shell, shop, cash, stash, clash Students will use word family flip books to read real and nonsense words with sh at the end.</p> <p>I Do: The teacher reads a flip book. Model with think aloud and blending routines..</p> <p>We Do: The teacher and students read the flip book together.</p> <p>You Do: The students will read their flip books individually.</p>	5 min.
Word Work	<p>Word Building Words: fish, ship, ash, shot, fresh, mesh, shell, shop, cash, stash, Students will use dry erase board/markers to write target words.</p> <p>I Do: Teacher models with word fish, use think aloud, model segmenting and writing word.</p> <p>We Do: Teacher and students write ship, ash, and shot. (You can have students underline the digraph.)</p> <p>You Do: The students will complete words from word list as time allows.</p>	5 min.
Dictation	<p>The fresh fish Ash will crash She will shut the red shell</p>	3 min.
Text Application	<p>Identify target words in story 2. Read story 2.</p>	10 min.

Explicit Instruction for Phonics Intervention

Skill: Digraph – sh, Week 1

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Eat the sound using goldfish crackers (if nutritionally appropriate). The teacher will say words and when a sound is deleted they can eat the cracker that represents that sound.</p> <p>Word List: stop-top, plot-lot, spot-pot, fork-for, lost-loss, bold-bowl</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: The students will hold up fingers as they segment words (one finger for each phoneme) to determine the number of phonemes.</p> <p>Articulation: (not done unless indicated by student need)</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: (not done unless indicated by student need)</p> <p>Word List: ash, clash, mush, flesh, shell, shun, shag, cash, ship</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: fish, ship, ash, shot, fresh, mesh, shell, shop, cash, stash, clash Sort words with /sh/</p> <p>I Do: The teacher will model sorting the words.</p> <p>We Do: The teacher and students will sort two of the words together.</p> <p>You Do: The students will sort all of the words by themselves.</p>	5 min.
Word Work	<p>Word Building Words: shin, mesh, gash, rush, flash, fresh, mush, flush Students write new words with paper pencil</p> <p>I Do: Teacher models writing the word mesh with paper pencil. Use think aloud, segmenting, and blending routines</p> <p>We Do: The teacher and students will write two words together.</p> <p>You Do: The students will complete the rest of the words independently. Provide visual model for self-assessment.</p>	5 min.
Dictation	<p style="text-align: center;">gash on her shin ship can crash that can slash he will blush</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Digraph – sh, Week 1**

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Popcorn words Pop up and say it. The students take turns popping up in their seats and reading words.</p> <p>Word List: she, look, little, saw, how, for, her, girl, there, that, would, said</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Use as needed. See previous lessons.</p> <p>Articulation: (These activities are not usually done on the 5th day of instruction. Add if needed by your students.)</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: Write sh and non sh words on bees. The students will slap words that have the /sh/ sound in them. (Plastic fly swatters?)</p> <p>Word List: sh words -shop, ship, mesh, shag, shun, hash, rash, other words, with, math, path, chip, chop, rich, such, much, that</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 sorts :ship, shot, shut, shag, shop, shin, shell, shun, crush, mush, blush, plush, crash, bash, lash, sash</p> <p>I Do: Model for students using think aloud sorting words into sh beginning or ending sound or "out of sorts" not sh sound.</p> <p>We Do: Let students choose one word to do with group. Intergrate think aloud, blending, and segmenting routines.</p> <p>You Do: The students will be given words with sh in the beginning or end and words with no sh. They will sort them into beginning, ending, and words that do not fit (no sh).</p>	5 min.
Word Work	<p>Word Building Words: shin, crash, shock, flash, gash, rush, stash, fresh, clash</p> <p>Write new words with paper pencil</p> <p>I Do: Model briefly with word shin. Think aloud, segment, blend.</p> <p>We Do: Practice with word crash.</p> <p>You Do: Students will write words with paper/pencil.</p>	5 min.
Dictation	<p style="text-align: center;">They will flush the fish and shut the lid. Ash will stash her cash. He likes to eat fresh fish. She has a rash on her flesh. Her lash fell on her sash at the big bash.</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: Digraph – sh, week 1

Story Number: 1

The Red Shell

Ash got her stash of cash. She went to the shop to get a mesh net. The net will help Ash get a fresh fish.

Ash got on a ship to find the fresh fish. When Ash went out on her ship, four fresh fish shot into her mesh net. One fish had a red shell in his fin. Ash held the fish with the shell. She got the shell away from the fish and put it with her stash of cash.

Explicit Instruction for Phonics Intervention
Instructional Focus: Digraph – sh, week 1

Story Number: 2

The Crash

Ash went on a ship to look for fresh fish. She saw four fresh fish swim into her mesh net. She did not see the big rock. Crash! The little ship hit the big rock. Ash shot back from the crash. She got up and saw a gash on her shin. Ash was in shock! How did her ship crash into the big rock? Ash was in a rush to get fresh fish in her mesh net and she did not see the big rock. Ash will not rush and crash when she looks for fish again.

Explicit Instruction for Phonics Intervention
Instructional Focus: Digraph – sh, week 1

Story Number: 3

Shep's Wish

The dog, Shep, wished for a good dish to eat. Trish left in a flash. Trish got a brush. "A brush?" said Shep, "I want a dish!"

Shep made a dash to the shed. Is there a dish in the shed? "No!" said Shep. Is there a dish on the shelf? "No!" said Shep. "I know," said Shep "I can find a dish in the trash!"

As Shep went to the trash, Trish said, "No, Shep! Do not eat the trash. Let me brush you." Now Shep wished for a good dish to eat and wished that Trish would hush.

Explicit Instruction for Phonics Intervention

Skill: Consonant Digraph sh, Week 2

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Rhyming words for short a Have students come up with a list of rhyming words for short a. Use the word list below to get you started.</p> <p>Word List: bat, sat, rat, fat, mat, bad, mad, that, bath, hat, clap, slap</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Thumbs Up/Down If the students hear the /sh/ sound they will give a thumbs up. If not, they will give thumbs down. Use the words provided in the next section.</p> <p>Articulation: Show students what your mouth looks like as you say /sh/. When we make the /sh/ sound our teeth are together and our lips are round and "puckered" out. Give them mirrors to help them practice how they should be saying /sh/.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Now I want us to learn the letter team that stands for the /sh/ sound. When two letters work together to make one sound it is called a digraph. This is the digraph sh. It stands for /sh/. Watch me practice reading this sound. (Point to the sh digraph and model the sound practice with the students. Give students a list of words below. Students will highlight and practice saying the /sh/ sounds in words.</p> <p>Word List: Josh, fish, ship, shell, fresh, cash, mesh, wish, gush, shop Other words: fed, cut, bed, nap, stop</p> 	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Josh, fish, ship, shell, fresh, cash, mesh, wish, gush, shop</p> <p>I Do: Place word cards on the table. Blend the first word (Josh) orally with a think aloud. Repeat this procedure with fish and ship.</p> <p>We Do: Let's read one together. Ask student to silently sound out the next word and say it aloud on cue. (shell) Next word (fresh)</p> <p>You Do: Ask students to take turns reading all of the words with a partner as you listen and provide feedback as necessary.</p>	5 min.
Word Work	<p>Word Building Words: fish, dish, shop, shot, shod, cash, rash, sash, ship, shop, shot</p> <p>I Do: Spell the word "fish" with magnetic letters. How many letters do you see? (4) How many sounds do you hear? (3) Replace the "f" with "d." What is the new word? (dish) How many letters do you see? (4) How many sounds do you hear? (3)</p> <p>We Do: Repeat this same procedure with the following sets of words: shop – shot – shod Remember to ask the students how many sounds and how many letters for each set of words.</p> <p>You Do: Have the students build their own words with magnetic letters using the two words lists below. (1) cash – rash – sash (2) ship – shop – shot</p>	5 min.
Dictation	<p>cash shop fresh mesh hush</p>	3 min.
Text Application	<ol style="list-style-type: none"> Have students identify the words in story one that contain the targeted skill. Read the identified words. Read Story One. 	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Consonant Digraph sh, week 2**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Review short vowel sounds Review short vowel sounds by having the students do Phonemic Substitution with the words below.</p> <p>Word List: bat, bet, bit, cot, cut</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Sit & Stand Students will stand up if they hear a word with the /sh/ sound and sit down if they do not. Use the word list from the next section.</p> <p>Articulation: Show students what your mouth looks like as you say /sh/. When we make the /sh/ sound our teeth are together and our lips are round and "puckered" out. Give them mirrors to help them practice how they should be saying /sh/.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Now I want us to learn the letter team that stands for the /sh/ sound. When two letters work together to make one sound it is called a digraph. This is the digraph sh. It stands for /sh/. Watch me practice reading this sound. Point to the sh digraph and model the sound practice with the students. Students will have a card with the digraph /sh/ on it. The teacher will hold up flash cards from the word list below. When a word with the /sh/ digraph appears students will hold up their /sh/ card and say the digraph sound. When a word without a /sh/ digraph appears they will do nothing.</p> <p>Word List: Josh, fish, ship, shell, fresh, cash, mesh, wish, gush, shop Other Words: log, tree, hip, pig, cup, thief, shriek, priest, lies, tied</p> <div style="text-align: center;">  </div>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Josh, fish, ship, shell, fresh, cash, mesh, wish, gush, shop</p> <p>I Do: Show word card "shop." Model blending and reading it orally. Repeat this procedure with the words gush and wish.</p> <p>We Do: Have students choose a card. The class will blend the words chorally together. Do this with 3-4 words.</p> <p>You Do: Students will read all of the words with a partner. The teacher will listen and provide feedback. The class will then read the words chorally together.</p>	5 min.
Word Work	<p>Word Building Words: Josh, fish, ship, shell, fresh, cash, mesh, wish, gush, shop</p> <p>I Do: Put vowel letter tiles on the board to use as a letter bank. Model how to change the vowels in the /sh/ words listed to form new words. Fish, fash, fush, fesh, fosh</p> <p>We Do: Repeat this same procedure with the students' assistance. Use the words dish, dash, desh, dosh, and dush.</p> <p>You Do: Give partners the words from the word list above to practice spelling /sh/ words with different vowels. One person gives the first word and the other person spells all the vowel choices. They they switch roles for the next word.</p>	5 min.
Dictation	<p>wish shell ship fish</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: **Consonant Digraph sh, week 2**

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Stepping Up Students will step up when they hear a word with short e and step back when they hear a word with short i.</p> <p>Word List: fit, sip, get, set, bet, let, lip, bit, sit, peg</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Using Elkonin boxes the students will move a chip into each square for each sound they hear in the /sh/ word list. Use the list provided in the next section. Make sure only one box is used for the digraph /sh/.</p> <p>Articulation: Show students what your mouth looks like as you say /sh/. When we make the /sh/ sound our teeth are together and our lips are round and "puckered" out. Give them mirrors to help them practice how they should be saying /sh/.</p> <p style="color: red; 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: Now I want us to learn the letter team that stands for the /sh/ sound. When two letters work together to make one sound it is called a digraph. This is the digraph sh. It stands for /sh/. Watch me practice reading this sound. Point to the sh digraph and model the sound practice with the students. Students will be given a list of words and they will need to highlight each /sh/ word and whisper the sound that /sh/ makes.</p> <p>Word List: Shep, dash, shot, brush, shed, Josh, hush, cash, shop, wish Other Words: mop, Sam, cat, brat, come, beat</p> <div style="text-align: center;">  </div> <p style="color: red; 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: shot, hush, shop, cash, dash, hop, cans, dan, hot, hut</p> <p>I Do: Show students two column hearers. (/sh/ words and non/sh/ words) Blend the word "shot" orally. Do a think aloud describing which column you would place the word. Repeat this procedure with the words hop and hush.</p> <p>We Do: Let's do some together. Allow students to pick a word card and let them silently blend the sounds and say the word on cue. Allow them to think through the word aloud and point to the column it should go in. Then have them justify why they placed it in that column.</p> <p>You Do: Give each student their own stack of word cards and have them sort them into the three columns. Monitor and provide feedback as necessary.</p>	5 min.
Word Work	<p>Word Building Words:</p> <p>I Do: I will start with "dish." If I change the "d" to a "f" it will make a new word "fish." If I change the "f" to a "w" it will make a new word wish. Model this process on the white board, encoding each new word you make.</p> <p>We Do: Repeat this procedure with the students helping you encode each new word. use the words dash – cash – hash – hush - brush</p> <p>You Do: Have the students use the white boards at their desks to create the following word chain: shed – shep – shop - shot</p>	5 min.
Dictation	<p>hush, Shep, hush Josh had a wish. to the pet shop</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 Digraph sh, week 2**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Thumbs up/thumbs down The students will give a thumbs up if they hear a word with a short a sound and a thumbs down if they hear a word with a short e sound.</p> <p>Word List: cat, sat, mad, tan, bed, let, set, net</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Articulation: See previous day. Use as needed. <i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: See previous day. Use as needed. <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: Shep, dash, shot, brush, shed, Josh, hush, shop, cash, wish</p> <p>I Do: Show students two column hearers.(beginning sh and ending sh) Blend the word “Shep” orally. Do a think aloud describing which column you would place the word. Repeat this procedure with the words dash and shot.</p> <p>We Do: Let’s do some together. Allow students to pick a word card and let them silently blend the sounds and say the word on cue. Allow them to think through the word aloud and point to the column it should go. Then have them justify why they placed it in that column.</p> <p>You Do: Give each student their own stack of word cards and have them sort them into the three columns. Monitor and provide feedback as necessary.</p>	5 min.
Word Work	<p>Word Building Words: Shep, dash, shot, brush, shed, Josh, hush, shop, cash, wish</p> <p>I Do: Model sounding out the word “dash.” Then use an Elkonin Box to push letter tiles into each section of the Elkonin box as you spell the word. d – a – sh. Ask the students how many letters? (4) How many sounds? (3) Repeat this procedure with the words brush and shed. Remember to ask how many letters and how many sounds for each word.</p> <p>We Do: Do three more words together with the students assistance. Model the think aloud “/sh/ goes in only ONE box because it makes only ONE sound.” Use the words from the word list and repeat the same procedures as above.</p> <p>You Do: Give the students their own word cards and Elkonin Boxes to write the letters of each word correctly in the boxes. Monitor and provide assistance as necessary.</p>	5 min.
Dictation	<p>Josh had a wish. Josh had cash. Hush Shep!</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Consonant Digraph sh, week 2**

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Name that word on a pocket chart Place the sight word cards listed below upside down on a pocket chart. Students will take turns choosing a card, flipping it right side up, and reading it orally.</p> <p>Word List: big, down, help, little, make, one, red, can, for, jump, look, me, play, yellow Or any other list of sight words your students may currently be studying</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness:</p> <p>Articulation: See previous day. Use as needed. <i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: See previous day. Use as needed. <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: Josh, fish, ship, shell, mesh, wish, gush, fresh, shop, cash, hush, red, can, for, jump, look, me, play</p> <p>I Do: Show students three column hearers. (beginning /sh/, ending /sh/, and Other) Blend the word "gush" orally. Do a think aloud describing which column you would place this word. Repeat this procedure with the words shop and down.</p> <p>We Do: Let's do some together. Allow students to pick a word card and let them silently blend the sounds and say the word on cue. Allow them to think through the word aloud and point to the column it should go. Then have them justify why they placed it in that column.</p> <p>You Do: Give each student their own stack of word cards and have them sort them into the three columns. Monitor and provide feedback as necessary.</p>	5 min.
Word Work	<p>Word Building Words: Josh, fish, ship, shell, mesh, wish, gush, fresh, shop, cash, hush</p> <p>I Do: Encode the word "mesh" orally using a white board to write down each letter. Blend the sounds orally. Repeat this procedure with the word shell and ship.</p> <p>We Do: Have the students use their white boards to spell the words Josh, hush, and shell as you say them orally.</p> <p>You Do: Have students work with a partner to spell all of the words on their white boards. One can say the word while the other spells. Then they switch roles.</p>	5 min.
Dictation	<p>Josh had his cash with him. Shep must get a shot. The fish are on the ship.</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 consonant digraph sh 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)
Josh	dash	Josh	Tish
fish	Shep	wish	Shad
ship	shot	shop	rush
shell	hush	cash	crash
fresh	brush		trash
cash	shed		flash
mesh			smash
wish			gash
gush			shin
shop			slash
			shin

Explicit Instruction for Phonics Intervention

Instructional Focus: Consonant Digraph sh, Week 2

Story Number: 1

Josh and the Fish

Josh is at the pond. Josh sees a fish. Josh sees the fish by a red shell. Josh gets the fish in his mesh net. Josh can sell his fresh fish and red shell at the shop. Josh sells the fresh fish and red shell for a lot of cash.

When Josh sees the cash he says, "I wish I had a big ship. A big ship will let me get lots of fish."

Explicit Instruction for Phonics Intervention
Instructional Focus: Consonant Digraph sh, Week 2

Story Number: 2

The Wish

Josh had a wish for a dog. Josh did a dash to the pet shop to find a dog. Josh had his cash with him. Josh saw Shep at the pet shop. Shep was a big black dog.

Josh said, "Shep can live with me, but Shep must get a shot." Shep did not like that. "Hush, Shep, hush."

Shep will shed, so Josh will have to brush Shep. Shep did not like that. "Hush, Shep, hush."

Instructional Focus: Consonant Digraph sh, Week 2

Story Number: 3

Tish and Shad

Tish and Shad are cats. Tish was in a rush. Shad was in a rush.

In a flash, there was a crash with a big smash. Tish and Shad had fell in a trash can with a big crash!

Shad had a gash on his shin. Tish had a slash on her shin. Shad and Tish had to rush to the vet.

Explicit Instruction for Phonics Intervention

Skill: **Consonant Digraph sh, Week 3**

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Review rhyming words with short vowel sound /a/. Have students come up with a list of rhyming words for short a.</p> <p>Word List: bat, sat, rat, fat, mat, bad, mad, that, bath, hat, clap, slap</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Thumbs Up/Down If the students hear the digraph /sh/ they will give thumbs up. If not, they will give thumbs down. Use the words provided in the next section.</p> <p>Articulation: Show students what your mouth looks like as you say /sh/. When we make the /sh/ sound our teeth are together and our lips are round and "puckered" out. Have students use mirrors to help examine the formation of their mouth.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Give students a list of words below. Students will highlight and practice saying the /sh/ in words.</p> <p>Word List: Tish, Shad, rush, crash, trash, flash, smash, gash, shin, slash Other words: fed, cut, bed, nap, stop, wood, head, grass, seed, duck, name</p> <div style="text-align: center;">  </div>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Tish, Shad, rush, crash, trash, flash, smash, gash, shin, slash</p> <p>I Do: Place word cards on the table. Blend the first word (Tish) orally with a think aloud. Repeat this procedure with "Shad" and "rush."</p> <p>We Do: Let's read one together. Ask student to silently sound out the next word and say it aloud on cue. (crash) Next word (trash).</p> <p>You Do: Ask students to take turns reading all of the words with a partner as you listen and provide feedback as necessary.</p>	5 min.
Word Work	<p>Word Building Words: flash, slash, gash, cash, rash, mush, push</p> <p>I Do: Spell the word "flash" with magnetic letters. How many letters do you see? (5) How many sounds do you hear? (4) Replace the "f" with "s." What is the new word? (slash) How many letters do you see? (5) How many sounds do you hear? (4)</p> <p>We Do: Repeat this same procedure with the following sets of words: gash – cash – rash Remember to ask the students how many sounds and how many letters for each set of words.</p> <p>You Do: Have the students build their own words with magnetic letters using the word list below. rush – mush - push</p>	5 min.
Dictation	Tish rush smash	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 Digraph sh, Week 3**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Review rhyming words with short vowel sound /e/. Have students come up with a list of rhyming words for short e.</p> <p>Word List: bet, set, let, met, beg, leg, bed, wed, led, Ned</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Sit & Stand Students will stand up if they hear a word with /sh/ and sit down if they do not. Use the word list from the next section.</p> <p>Articulation: Show students what your mouth looks like as you say /sh/. When we make the /sh/ sound our teeth are together and our lips are round and "puckered" out. Have students use mirrors to help examine the formation of their mouth.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Students will have a card with the digraph sh on it. The teacher will hold up flash cards from the word list below. When a word with the sh spelling appears, students will hold up an sh card and say the digraph sound. When a word without an sh spelling appears they will do nothing.</p> <p>Word List: Tish, Shad, rush, crash, trash, flash, smash, gash, shin, slash Other Words: log, tree, hip, pig, cup, thief, shriek, priest, lies, tied</p> <div style="text-align: center;">  </div>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Tish, Shad, rush, crash, trash, flash, smash, gash, shin, slash</p> <p>I Do: Show word card "slash." Model blending and reading it orally. Repeat this procedure with the words "shin" and "gash."</p> <p>We Do: Have students choose a card. The class will blend the words chorally. Do this with 3-4 words.</p> <p>You Do: Students will read all of the words with a partner. The teacher will listen and provide feedback. The class will then read the words chorally.</p>	5 min.
Word Work	<p>Word Building Words: Tish, Shad, rush, crash, trash, flash, smash, gash, shin, slash</p> <p>I Do: Put vowel letter tiles on the board to use as a letter bank. Model how to change the vowels in the /sh/ words listed to form new real and nonsense words. smash, smesh, smish, smosh, smush</p> <p>We Do: Repeat this same procedure with the students' assistance. Use the words: crash, cresh, crish, crosh, crush</p> <p>You Do: Give partners the words from the word list above to practice spelling /sh/ words with different vowels. One person gives the first word and the other person spells all the vowel choices. Students then switch roles.</p>	5 min.
Dictation	<p>rush crash trash flash smash Shad</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: **Consonant Digraph sh, Week 3**

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Review rhyming words with short vowel sound /i/. Have students come up with a list of rhyming words for short i.</p> <p>Word List: bit, sit, lick, wick, nick, tick, bid, lid, fib, wig, big</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Using Elkonin boxes the students will move a chip into each square for each sound they hear in the /sh/ word list. Use the list provided in the next section. Make sure only one box is used for the digraph /sh/.</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: Students will be given a list of words and they will need to highlight each /sh/ word and whisper the sound that /sh/ makes.</p> <p>Word List: Shep, dash, shot, brush, shed, Josh, hush, cash, shop, wish Other Words: mop, Sam, cat, brat, come, beat</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: sh words: shed, shell, shift, shin, shut, ash, blush, clash, dash, lash, hush, rush Other Words: mop, Sam, cat, brat, come, beat, log, tree, hip, pig, cup, thief, shriek, priest, lies, tied</p> <p>I Do: Show students two column headers. (/sh/ words and non/sh/ words) Blend the word “shed” orally. Do a think aloud explaining in which column to place the word. Repeat this procedure with the words “mop” and “Sam.”</p> <p>We Do: Let’s do some together. Direct students to pick a word card and let them silently blend the sounds and say the word on cue. Direct students to determine location of the word and point to the column on cue. Select a student to justify their reasoning.</p> <p>You Do: Give each student their own stack of word cards and have students sort them. Monitor and provide feedback as necessary.</p>	5 min.
Word Work	<p>Word Building Words: lash, dash, gash, wash, wish, Tish, ash, clash, crash</p> <p>I Do: I will start with /sh/. If I add “cla” to the beginning of the word it will make a new word “clash.” If I change the “l” to an “r” it will make a new word crash. Model this process on the white board, encoding each new word you make.</p> <p>We Do: Repeat this procedure with student input to encode each new word. Use the words: lash – dash – gash</p> <p>You Do: Have the students use the white boards at their desks to create the following word chain: wash – wish - Tish</p>	5 min.
Dictation	<p>Do not crash! Tish got a gash on her shin. That is trash.</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 Digraph sh**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Stepping Up Students will step up when they hear a word with short e and step back when they hear a word with short i.</p> <p>Word List: fit, sip, get, set, bet, let, lip, bit, sit, peg</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Finger Count Have students use their fingers to represent the sounds in each word from the list. Make sure they only use one finger for the digraph /sh/.</p> <p>Articulation: See previous day. Use as needed. <i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter Sound Correspondence: Use flashcards with both word lists below. Students will identify the /sh/ words by clapping and saying /sh/ when they see a word card with the /sh/ pattern.</p> <p>Word List: shut, bush, push, wash, splash, ship, rush, crash, trash, flash, smash, Tish Other words: pack, said, crab, nip, find, tip, thief, shriek, priest, lies, tied <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: shed, shelf, shell, shift, shin, shut, ship Bush, push, wash, splash, rush, crash, trash, flash</p> <p>I Do: Show students two column headers.(beginning sh and ending sh) Blend the word “shed” orally. Do a think aloud explaining in which column to place the word. Repeat this procedure with the words “bush” and “shelf.”</p> <p>We Do: Let’s do some together. Direct students to pick a word card and let them silently blend the sounds and say the word on cue. Direct students to determine location of the word and point to the column on cue. Select a student to justify their reasoning.</p> <p>You Do: Give each student their own stack of word cards and have the students sort them. Monitor and provide feedback as necessary.</p>	5 min.
Word Work	<p>Word Building Words: shed, shelf, shell, shift, shin, shut, push, wash, splash, rush, crash, trash, flash</p> <p>I Do: Model sounding out the word “shed.” Then use an Elkonin Box to push letter tiles into each section of the Elkonin box as you spell the word. sh – e – d. Ask the students how many letters? (4) How many sounds? (3) Repeat this procedure with the words “bush” and “shelf.” Remember to ask how many letters and how many sounds for each word.</p> <p>We Do: Do three more words together with the students’ assistance. Model the think aloud saying “/sh/ goes in only ONE box because it makes only ONE sound.” Use the words from the word list and repeat the same procedures as above.</p> <p>You Do: Give the students their own word cards and Elkonin Boxes to write the letters of each word correctly in the boxes. Monitor and provide assistance as necessary.</p>	5 min.
Dictation	<p>He made a splash. The trash was in the bush. Do not rush!</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Consonant Digraph sh, Week 3**

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Name that word on a pocket chart Place the sight word cards listed below upside down on a pocket chart. Students will take turns choosing a card, flipping it right side up, and reading it orally.</p> <p>Word List: big, down, help, little, make, one, red, can, for, jump, look, me, play, yellow Or any other list of sight words your students may currently be studying</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Teacher will orally say the words from the list below and students will stand up when the word contains the digraph /sh/ and sit down when a word without the digraph /sh/ is said. Use the word list in the next section.</p> <p>Articulation: See previous day. Use as needed. <i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Teacher will show word cards one by one. If a word card appears with the /sh/ pattern on it the students will place one finger over their lips and say the /sh/ sound.</p> <p>Word List: shed, shelf, shell, shift, shin, shut, ship, bush, push, wash, splash, rush, crash, trash Other words: big, down, help, little, make, one, red, can, for, jump, look, me, play <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: Beginning /sh/: shed, shelf, shell, shift, shin, shut, ship Ending /sh/: bush, push, wash, splash, rush, crash, trash, flash Other: big, down, help, little, make, one, red, can, for, jump, look, play</p> <p>I Do: Show students three column headers. (beginning /sh/, ending /sh/, and Other) Blend the word “ship” orally. Do a think aloud explaining in which column to place the word. Repeat this procedure with the words “flash” and “big.”</p> <p>We Do: Let’s do some together. Direct students to pick a word card and let them silently blend the sounds and say the word on cue. Allow them to think through the word aloud and point to the column it should go in. Then have them justify why they placed it in that column.</p> <p>You Do: Give each student their own stack of word cards and have the students sort them. Monitor and provide feedback as necessary.</p>	5 min.
Word Work	<p>Word Building Words: shed, shelf, shell, shift, shin, shut, push, wash, splash, rush, crash, trash, mesh</p> <p>I Do: Encode the word “mesh” orally using a white board to write down each letter. Blend the sounds orally. Repeat this procedure with the word “wash” and “shift.”</p> <p>We Do: Have the students use their white boards to spell the words “rush” “wash” and “shut” as you say them orally.</p> <p>You Do: Have students work with a partner to spell all of the words on their white boards. One can say the word while the other spells. Students switch roles.</p>	5 min.
Dictation	<p>Tish will push Shad. The shell is in the trash. Shad got on the truck.</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: Consonant Digraph sh, Week 3

Story Number: 1

The Gash

Tish told her mom she was going to go swim in the pond. She ran down the path to the pond. Tish was in a rush. Tish got to the pond and in a flash in she jumped. Tish felt the rush of fish by her legs. The shad were pretty fish.

Tish loved to swim in the pond. Tish crashed in to a rock. Ouch! Tish slashed her leg on a rock. She wept as she got out of the pond and looked at the gash on her shin. She saw a cloth by the trash can. She smashed the cloth on the gash.

Tish rushed back to her mom so she could fix the gash on her shin. Her mom fixed the gash on her shin and told Tish she could not swim in the pond again. Tish did not want to swim in the pond again after the gash she got on her shin.

Explicit Instruction for Phonics Intervention

Instructional Focus: Consonant Digraph sh, Week 3

Story Number: 2

Tish and the Ship

Tish was glad. She was going to get to go on a ship with her mom and dad! Tish put all of her stuff in a bag and rushed to get on the ship. Splash! Splash! Splash! Tish would get splashed when she ran down the ship's deck. Her mom and dad told Tish not to run on the deck. Tish shut them out and ran down the deck to get splashed.

In a flash, Tish smashed her leg and fell into a bush on the ship's deck. Tish yelled for her mom to come and help her get out of the bush. Her mom rushed down the deck and pulled Tish out of the bush. Her mom was not glad and told Tish she would have to pick up all of the trash on the ship and wash the deck. After Tish picked up all of the trash on the ship and washed the deck then she could go play again.

Explicit Instruction for Phonics Intervention

Instructional Focus: Consonant Digraph sh, Week 3

Story Number: 3

Yams and Ham

Josh wants to make a dish to eat. He will go to the shop to get fresh yams and ham. Josh gets the yams off the shelf in the shop. He shall use the yams and ham to make a dish that is good to eat.

Josh will mash the fresh yams. Josh will add the yams to the dish. Josh will crush the ham into bits. Josh will add the ham to the dish. Josh will mash more yams and ham. Mash! Mash! Mash!

Oh no! The dish now looks like mush. Josh will have to add more yams and ham to the dish. He will not mash the yams and ham as much. He will mash it for just a bit and then he will eat his dish of yams and ham.