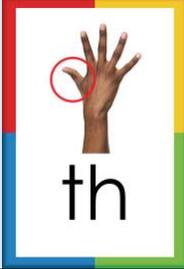


Explicit Instruction for Phonics Intervention

Skill: Consonant Digraph th, Week 1

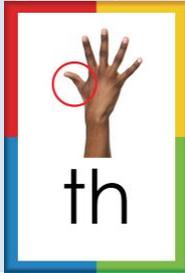
Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Rhyming words for the short vowel sound / i/</p> <p>Have students come up with a list of rhyming words for short vowel sound /i/. Use the word list below to get you started.</p> <p>Word List: bit, sit, rid, fit, mitt, bid, hit, sniff, whiff, lift, swift</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Thumbs Up/Down</p> <p>If the students hear /th/ they will give a thumbs up. If not, they will give thumbs down. Use the words provided in the next section.</p> <p>Articulation: The teacher will ask students to watch his/her mouth as the voiceless /th/ is made. To make the sound, place the tip of the tongue between the teeth. Force the air through the front of the tongue without vibration. Explain that the tongue is between the teeth and air is pushed out. Students will use individual mirrors to imitate the teacher.</p> <p>Next the teacher will demonstrate the voiced /th/ and place his or her hand on the throat to show students that they will feel a vibration when they say voiced /th/. To make the sound, place the tip of the tongue between the teeth. Force the air through the front of the tongue while the tongue vibrates. Students will use a mirror and practice the voiced /th/ while placing a hand on the throat to feel the vibration.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: The teacher will show students the spelling of “th” on a card. Students will practice the voiced and voiceless /th/. Students will then use individual word lists on paper and use highlighters to highlight “th.”</p> <p>Word List: thin, think, broth, Beth, cloth, with, then</p> <p>Other words: Josh, fish, ship, shell, fresh, cash, mesh, wish, gush, shop</p> 	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: thin, think, broth, Beth, cloth, with, then</p> <p>I Do Place word cards on the table. Blend the first word (thin) orally with a think aloud. Repeat this procedure with “broth” and “with.”</p> <p>We Do: Let’s read one together. Ask student to silently sound out the next word and say it aloud on cue. (think) Next word (Beth)</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: thin, think, broth, Beth, cloth, with, then, sloth</p> <p>nonsense words: Bith, roth, soth, slith</p> <p>I Do: Spell the word “thin” with magnetic letters. How many letters do you see? (4) How many sounds do you hear? (3) Replace the “i” with “e.” What is the new word? (then) 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: with –Beth 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.</p> <p>(1) broth – roth - soth (2) cloth – sloth - slith</p>	5 min.
Dictation	<p>thin think broth</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 th, Week 1**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Finger Count Students use fingers to count the number of sounds in words.</p> <p>Word List: bat, light, creep, play, walk</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 /th/ sound and sit down if they do not. Use the word list from the next section.</p> <p>Articulation: The teacher will ask students to watch his/her mouth as the voiceless /th/ is made. To make the sound, place the tip of the tongue between the teeth. Force the air through the front of the tongue without vibration. Explain that the tongue is between the teeth and air is pushed out. Students will use individual mirrors to imitate the teacher.</p> <p>Next the teacher will demonstrate the voiced /th/ and place his or her hand on the throat to show students that they will feel a vibration when they say voiced /th/. To make the sound, place the tip of the tongue between the teeth. Force the air through the front of the tongue while the tongue vibrates. Students will use a mirror and practice the voiced /th/ while placing a hand on the throat to feel the vibration.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Students will have a card with the digraph “th” on it. The teacher will hold up flash cards from the word list below. When a word with the /th/ digraph appears students will hold up their “th” card and say the digraph sound. When a word without a “th” digraph appears they will do nothing.</p> <p>Word List: thin, think, broth, Beth, cloth, with, then, sloth 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: thin, think, broth, Beth, cloth, with, then, sloth</p> <p>I Do: Show word card “sloth.” Model blending and reading it orally. Repeat this procedure with the words “then” and “thin.”</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: thin, think, broth, Beth, cloth, with, then, sloth</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 /th/ words listed to form new nonsense words. Thin, than, then, thon, thun</p> <p>We Do: Repeat this same procedure with the students’ assistance. Use the words broth – brath – breth – brith - bruth</p> <p>You Do: Give partners the words from the word list above to practice spelling /th/ 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	with then sloth	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 th, Week 1**

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: See previous day. Use as needed.</p> <p><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.</p> <p><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: thin, think, broth, Beth, cloth, with, then, sloth Other words: bit, had, shot, turn, when, lift</p> <p>I Do: Show students two column hearers. (/th/ words and non/th/ words) Blend the word "Beth" orally. Do a think aloud describing which column you would place the word. Repeat this procedure with the words "bit" and "had."</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: thin, think, broth, Beth, cloth, with, then, sloth, pith</p> <p>I Do: I will start with "with." If I change the "w" to a "p" it will make a new word "pith." If I change the "i" to a "o" it will make a new word "poth." 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 "broth – roth – loth – cloth"</p> <p>You Do: Have the students use the white boards at their desks to create the following word chain: thin – then – than</p>	5 min.
Dictation	<p>The broth is hot. Wipe with the cloth. She is thin.</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 th, Week 1**

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>Activate Phonemic Awareness: See previous day. Use as needed.</p> <p><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.</p> <p><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: bath, both, math, Beth, cloth, think, thin, then</p> <p>I Do: Show students two column hearers.(beginning th and ending th) Blend the word “bath” orally. Do a think aloud describing which column you would place the word. Repeat this procedure with the words and “math.”</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: bath, both, math, Beth, cloth, think, thin, then</p> <p>I Do: Model sounding out the word “both.” Then use an Elkonin Box to push letter tiles into each section of the Elkonin box as you spell the word. b – o – th. Ask the students how many letters? (4) How many sounds? (3) Repeat this procedure with the words “bath”. 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 “th 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>Beth had a bath. I love math.</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Consonant Digraph th, Week 1**

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 grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: See previous day. Use as needed.</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: See previous day. Use as needed.</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: bath, both, math, Beth, cloth, think, thin, then Other words: make, one, red, can, for, jump, look, me, play</p> <p>I Do: Show students three column hearers. (beginning /th/, ending /th/, and Other) Blend the word "make" orally. Do a think aloud describing which column you would place this word. Repeat this procedure with the words "bath".</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: bath, both, math, Beth, cloth, think, thin, then</p> <p>I Do: Encode the word "math" orally using a white board to write down each letter. Blend the sounds orally. Repeat this procedure with the word "cloth" and "think."</p> <p>We Do: Have the students use their white boards to spell the words "both" "thumb" and "Beth" 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 switch roles.</p>	5 min.
Dictation	<p>The boy is thin. The cloth will rip.</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 th, Week 1

Story Number: 1

Math and a Bath

Seth was in Mr. Smith's math class. Seth did not like math. Seth was glad when school was over and she was out of Mr. Smith's math class. Beth does not like to think.

On the way home from school Beth fell in some mud. Seth made a big mess! Seth's Dad made him take a bath.

Seth did not like baths. Seth did not like baths or math class. Seth thinks this day stinks!

Explicit Instruction for Phonics Intervention

Instructional Focus: Consonant Digraph th, Week 1

Story Number: 2

Math and a Bath

Beth was in Mr. Smith's math class. Beth did not like math. Math makes Beth think. Beth was glad when school was over and she was out of Mr. Smith's math class. Beth does not like to think.

On the way home from school Beth fell in some mud. Beth made a big mess! Beth's Dad made her take a bath. Beth did not like baths. Beth did not like baths or math class. Beth thinks this day stinks!

Explicit Instruction for Phonics Intervention

Instructional Focus: Consonant Digraph th, Week 1

Story Number: 3

Roth

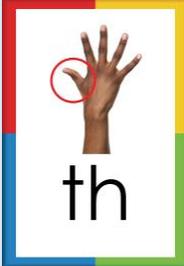
Roth likes to walk on the path. Roth walks on the path every day. One day, Roth saw a moth on the path. Roth ran after the moth on the path. The moth ran from Roth.

Oh, no! Roth stepped on the moth's wing. The moth did not fly. Roth had stepped on his wing. Roth walked to the moth and fixed its wing. Now the moth will fly away. Roth walks down the path again.

Explicit Instruction for Phonics Intervention

Skill: Consonant Digraph th, Week 2

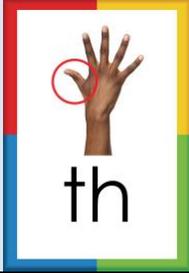
Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Rhyming words for the short vowel sound / i/</p> <p>Have students come up with a list of rhyming words for short vowel sound /i/. Use the word list below to get you started.</p> <p>Word List: bit, sit, rid, fit, mitt, bid, hit, sniff, whiff, lift, swift</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Thumbs Up/Down</p> <p>If the students hear /th/ they will give a thumbs up. If not, they will give thumbs down. Use the words provided in the next section.</p> <p>Articulation: The teacher will ask students to watch his/her mouth as the voiceless /th/ is made. To make the sound, place the tip of the tongue between the teeth. Force the air through the front of the tongue without vibration. Explain that the tongue is between the teeth and air is pushed out. Students will use individual mirrors to imitate the teacher.</p> <p>Next the teacher will demonstrate the voiced /th/ and place his or her hand on the throat to show students that they will feel a vibration when they say voiced /th/. To make the sound, place the tip of the tongue between the teeth. Force the air through the front of the tongue while the tongue vibrates. Students will use a mirror and practice the voiced /th/ while placing a hand on the throat to feel the vibration.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: The teacher will show students the spelling of “th” on a card. Students will practice the voiced and voiceless /th/. Students will then use individual word lists on paper and use highlighters to highlight “th.”</p> <p>Word List: thin, think, broth, Beth, cloth, with, then</p> <p>Other words: Josh, fish, ship, shell, fresh, cash, mesh, wish, gush, shop</p> <div style="text-align: center;">  </div>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: thin, think, broth, Beth, cloth, with, then</p> <p>I Do Place word cards on the table. Blend the first word (thin) orally with a think aloud. Repeat this procedure with “broth” and “with.”</p> <p>We Do: Let’s read one together. Ask student to silently sound out the next word and say it aloud on cue. (think) Next word (Beth)</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: thin, think, broth, Beth, cloth, with, then, sloth</p> <p>nonsense words: Bith, roth, soth, slith</p> <p>I Do: Spell the word “thin” with magnetic letters. How many letters do you see? (4) How many sounds do you hear? (3) Replace the “i” with “e.” What is the new word? (then) 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: with –Beth 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.</p> <p>(1) broth – roth - soth (2) cloth – sloth - slith</p>	5 min.
Dictation	<p>thin think broth</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 th, Week 2**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Finger Count Students use fingers to count the number of sounds in words.</p> <p>Word List: bat, light, creep, play, walk</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 /th/ sound and sit down if they do not. Use the word list from the next section.</p> <p>Articulation: The teacher will ask students to watch his/her mouth as the voiceless /th/ is made. To make the sound, place the tip of the tongue between the teeth. Force the air through the front of the tongue without vibration. Explain that the tongue is between the teeth and air is pushed out. Students will use individual mirrors to imitate the teacher.</p> <p>Next the teacher will demonstrate the voiced /th/ and place his or her hand on the throat to show students that they will feel a vibration when they say voiced /th/. To make the sound, place the tip of the tongue between the teeth. Force the air through the front of the tongue while the tongue vibrates. Students will use a mirror and practice the voiced /th/ while placing a hand on the throat to feel the vibration.</p> <div style="text-align: center;">  </div>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Students will have a card with the digraph “th” on it. The teacher will hold up flash cards from the word list below. When a word with the /th/ digraph appears students will hold up their “th” card and say the digraph sound. When a word without a “th” digraph appears they will do nothing.</p> <p>Word List: thin, think, broth, Beth, cloth, with, then, sloth Other Words: log, tree, hip, pig, cup, thief, shriek, priest, lies, tied</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: thin, think, broth, Beth, cloth, with, then, sloth</p> <p>I Do: Show word card “sloth.” Model blending and reading it orally. Repeat this procedure with the words “then” and “thin.”</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: thin, think, broth, Beth, cloth, with, then, sloth</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 /th/ words listed to form new nonsense words. Thin, than, then, thon, thun</p> <p>We Do: Repeat this same procedure with the students’ assistance. Use the words broth – brath – breth – brith - bruth</p> <p>You Do: Give partners the words from the word list above to practice spelling /th/ 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	with then sloth	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 th, 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: See previous day. Use as needed.</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: See previous day. Use as needed.</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: thin, think, broth, Beth, cloth, with, then, sloth Other words: bit, had, shot, turn, when, lift</p> <p>I Do: Show students two column hearers. (/th/ words and non/th/ words) Blend the word "Beth" orally. Do a think aloud describing which column you would place the word. Repeat this procedure with the words "bit" and "had."</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: thin, think, broth, Beth, cloth, with, then, sloth, pith</p> <p>I Do: I will start with "with." If I change the "w" to a "p" it will make a new word "pith." If I change the "i" to a "o" it will make a new word "poth." 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 "broth – roth – loth – cloth"</p> <p>You Do: Have the students use the white boards at their desks to create the following word chain: thin – then – than</p>	5 min.
Dictation	<p>The broth is hot. Wipe with the cloth. She is thin.</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 th, 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>Activate Phonemic Awareness: See previous day. Use as needed.</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: See previous day. Use as needed.</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: bath, both, math, Beth, cloth, think, thin, then</p> <p>I Do: Show students two column headers.(beginning th and ending th) Blend the word “bath” orally. Do a think aloud describing which column you would place the word. Repeat this procedure with the words and “math.”</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: bath, both, math, Beth, cloth, think, thin, then</p> <p>I Do: Model sounding out the word “both.” Then use an Elkonin Box to push letter tiles into each section of the Elkonin box as you spell the word. b – o – th. Ask the students how many letters? (4) How many sounds? (3) Repeat this procedure with the words “bath”. 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 “th 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>Beth had a bath. I love math.</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Consonant Digraph th, 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 grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: See previous day. Use as needed.</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: See previous day. Use as needed.</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: bath, both, math, Beth, cloth, think, thin, then Other words: make, one, red, can, for, jump, look, me, play</p> <p>I Do: Show students three column hearers. (beginning /th/, ending /th/, and Other) Blend the word "make" orally. Do a think aloud describing which column you would place this word. Repeat this procedure with the words "bath".</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: bath, both, math, Beth, cloth, think, thin, then</p> <p>I Do: Encode the word "math" orally using a white board to write down each letter. Blend the sounds orally. Repeat this procedure with the word "cloth" and "think."</p> <p>We Do: Have the students use their white boards to spell the words "both" "thumb" and "Beth" 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 switch roles.</p>	5 min.
Dictation	<p>The boy is thin. The cloth will rip.</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 th, Week 2

Story Number: 1

Math and a Bath

Seth was in Mr. Smith's math class. Seth did not like math. Seth was glad when school was over and she was out of Mr. Smith's math class. Beth does not like to think.

On the way home from school Beth fell in some mud. Seth made a big mess! Seth's Dad made him take a bath.

Seth did not like baths. Seth did not like baths or math class. Seth thinks this day stinks!

Explicit Instruction for Phonics Intervention

Instructional Focus: Consonant Digraph th, Week 2

Story Number: 2

Math and a Bath

Beth was in Mr. Smith's math class. Beth did not like math. Math makes Beth think. Beth was glad when school was over and she was out of Mr. Smith's math class. Beth does not like to think.

On the way home from school Beth fell in some mud. Beth made a big mess! Beth's Dad made her take a bath. Beth did not like baths. Beth did not like baths or math class. Beth thinks this day stinks!

Explicit Instruction for Phonics Intervention

Instructional Focus: Consonant Digraph th, Week 2

Story Number: 3

Roth

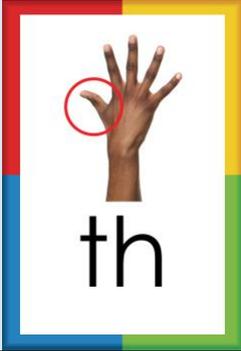
Roth likes to walk on the path. Roth walks on the path every day. One day, Roth saw a moth on the path. Roth ran after the moth on the path. The moth ran from Roth.

Oops! Roth stepped on the moth's wing. The moth did not fly. Roth had stepped on his wing. Roth walked to the moth and fixed its wing. Now the moth will fly away. Roth walks down the path again.

Explicit Instruction for Phonics Intervention

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

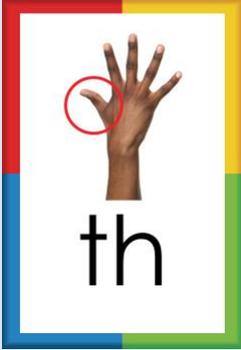
Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Extend the Rhyme Say three rhyming words and have the children suggest other words that rhyme with those words. The word list below will help get you started.</p> <p>Word List: bit, sit, fit; cat, hat, fat; log, dog, bog; bug, hug, lug</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Thumbs Up/Down If the students hear the digraph /th/ they will show thumbs up. If not, they will show thumbs down. Use the words provided in the next section.</p> <p>Articulation: The teacher will ask students to watch his/her mouth as the voiceless /th/ is made. To make the sound, place the tip of the tongue between the teeth. Force the air through the front of the tongue without vibration. Explain that the tongue is between the teeth and air is pushed out. Students will use individual mirrors to imitate the teacher.</p> <p>Next the teacher will demonstrate the voiced /th/ and place his or her hand on the throat to show students that they will feel a vibration when they say voiced /th/. To make the sound, place the tip of the tongue between the teeth. Force the air through the front of the tongue while the tongue vibrates. Students will use a mirror and practice the voiced /th/ while placing a hand on the throat to feel the vibration.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Give students the list of words below. Students will highlight the words with “th” while making the /th/ sound.</p> <p>Word List: thin, think, broth, Beth, cloth, with, then, the Other words: Josh, fish, ship, shell, fresh, cash, mesh, wish, gush, shop</p> <div style="text-align: center;">  </div>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: thin, broth, Beth, cloth, with, then, the</p> <p>I Do: Place word cards on the table. Blend the first word (thin) orally with a think aloud. Repeat this procedure with “broth” and “with.”</p> <p>We Do: Let’s read one together. Ask student to silently sound out the next word and say it aloud on cue. (cloth) Next word (Beth)</p> <p>You Do: Ask students to take turns reading the words with a partner as you listen and provide feedback as necessary.</p>	5 min.
Word Work	<p>Word Building Words: thin, broth, Beth, cloth, with, then, sloth nonsense words: wath, wuth, roth, soth, slith</p> <p>I Do: Spell the word “thin” with magnetic letters. How many letters do you see? (4) How many sounds do you hear? (3) Replace the “i” with “e.” What is the new word? (then) How many letters do you see? (4) How many sounds do you hear? (3)</p> <p>We Do: Repeat this procedure with the following set of words: with – wath - wuth Remember to ask the students how many sounds and how many letters for each word.</p> <p>You Do: Have the students build their own words with magnetic letters using the two words lists below. (1) broth – roth - soth (2) cloth – sloth - slith</p>	5 min.
Dictation	thin think broth	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 th, Week 3**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Put it Together The teacher says a word in parts. Children should listen carefully and orally blend the parts to say the word as a whole. The words you segment are listed below.</p> <p>Word List: bat, light, creep, play, walk, man</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 /th/ and sit down if they do not. Use the word list from the next section.</p> <p>Articulation: The teacher will ask students to watch his/her mouth as the voiceless /th/ is made. To make the sound, place the tip of the tongue between the teeth. Force the air through the front of the tongue without vibration. Explain that the tongue is between the teeth and air is pushed out. Students will use individual mirrors to imitate the teacher.</p> <p>Next the teacher will demonstrate the voiced /th/ and place his or her hand on the throat to show students that they will feel a vibration when they say voiced /th/. To make the sound, place the tip of the tongue between the teeth. Force the air through the front of the tongue while the tongue vibrates. Students will use a mirror and practice the voiced /th/ while placing a hand on the throat to feel the vibration.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Students will have a card with the digraph “th” on it. The teacher will hold up flash cards from the word list below. When a word with /th/ appears students will hold up their “th” card and say the digraph sound. When a word without a “th” digraph appears they will do nothing.</p> <p>Word List: thin, think, broth, Beth, cloth, with, sloth 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: thin, think, broth, Beth, cloth, with, then, sloth</p> <p>I Do: Show word card “sloth.” Model blending and reading it orally. Repeat this procedure with the words “then” and “thin.”</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.</p>	5 min.
Word Work	<p>Word Building Words: thin, broth, Beth, cloth, with, then, sloth</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 /th/ words listed to form new nonsense words. Thin, than, then, thon, thun</p> <p>We Do: Repeat this same procedure with the students’ assistance. Use the words broth – brath – breth – brith - bruth</p> <p>You Do: Give partners the words from the word list above to practice spelling /th/ 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	with then sloth	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 th, Week 3**

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Secret Sound Tell the children you are going to say three words and you want them to listen closely and tell you the sound they hear that is the same in all three words. Use the word list below.</p> <p>Word List: fit, sip, lip; set, bet, let; teeth, bean, feet; tip, tad, top; dog, log, fog</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness:</p> <p>Articulation:</p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence:</p> <p>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: thin, think, broth, Beth, cloth, with, then, sloth Other words: what, too, two, just, let, put, stop, top</p> <p>I Do: Show students two column headers. (/th/ words and non/th/ words) Blend the word "Beth" orally. Do a think aloud describing which column you would place the word in. Repeat this procedure with the words "bit" and "had."</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. Direct students to decided in which column it belongs and point to it on cue. Select students to justify their reasoning.</p> <p>You Do: Give each student their own stack of word cards and have the students sort them into three columns. Monitor and provide feedback as necessary.</p>	5 min.
Word Work	<p>Word Building Words: with, pith, lith, broth, roth, loth, cloth, thin, then, the</p> <p>I Do: I will start with "with." If I change the "w" to a "p" it will make a new word "pith." If I change the "w" to an "l" it will make a new word "lith." 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 and nonsense words "broth – roth – loth – cloth"</p> <p>You Do: Have the students use the white boards at their desks to recreate the word lists above and create the following new word chain: thin – then – the</p>	5 min.
Dictation	<p>Beth likes the broth. She is thin. The cloth is wet.</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 th, Week 3**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Initial Sound Switch Have the children replace the initial sound in each word below with /s/. So if you say hand they will respond with the word sand.</p> <p>Word List: hand, cat, mad, let, hit, well, funny, bun, bend, rat, rope</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness:</p> <p>Articulation:</p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter Sound Correspondence:</p> <p>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: bath, Smith, both, the, math, Beth, cloth, think, thin, then</p> <p>I Do: Show students two column headers.(beginning th and ending th) Blend the word “bath” orally. Do a think aloud explaining in which column to place the word. Repeat this procedure with the words “the” and “math.”</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. Direct students to decided in which column it belongs and point to it on cue. Select students 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: bath, both, the, Smith, math, Beth, cloth, think, thin, then</p> <p>I Do: Model sounding out the word “both.” Then use an Elkonin Box to push letter tiles into each section of the Elkonin box as you spell the word. b – o – th. Ask the students how many letters? (4) How many sounds? (3) Repeat this procedure with the words “bath” and “the.” 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, “th goes in only ONE box because it makes only ONE sound.” Use the words from the word list and repeat the same procedure.</p> <p>You Do: Give 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>They both like baths. Smith and Beth have a cloth. That is thin.</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Consonant Digraph th, 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 other grade level appropriate Dolch list words</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness:</p> <p>Articulation: See previous day. Use as needed.</p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence:</p> <p>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: bath, both, the, math, Beth, cloth, think, thin, then, Smith Other words: make, one, red, can, for, jump, look, me, play</p> <p>I Do: Show students three column headers. (beginning /th/, ending /th/, and Other) Blend the word “make” orally. Do a think aloud describing which column you would place this word in. Repeat this procedure with the words “bath” and “the.”</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. Have students decide in which column it belongs and point to it on cue. Select students 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: bath, both, the, math, Beth, cloth, think, thin, then, Smith</p> <p>I Do: Encode the word “math” orally using a white board to write down each letter. m – a – th Blend the sounds orally. Repeat this procedure with the word “cloth” and “think.”</p> <p>We Do: Have the students tell you the sounds that are needed to encode the following words and write them on the board. “both” “the” and “Beth” Then blend each word orally.</p> <p>You Do: Have students work with a partner to spell the words on their white boards. One can say the word while the other spells. Students switch roles.</p>	5 min.
Dictation	<p>Beth is in the bath. Smith likes math. Is the cat fat or thin?</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 th, Week 3

Story Number: 1

Beth Likes Broth

Beth likes to eat broth. Beth likes to eat broth with her mom. Beth and her mom have cloths with them when they eat the broth. The broth is thin. They think it will make a mess. The cloth is to help with the mess they make as they eat the broth. After Beth and her mom eat all of the broth, then they mop up the mess with the cloth.

Explicit Instruction for Phonics Intervention

Instructional Focus: Consonant Digraph th, Week 3

Story Number: 2

Beth and Smith Need a Bath

Beth and Smith both like math. Beth and Smith like to do math at school. Beth and Smith like to do math when they walk. Beth and Smith add all the bugs they see on the walk from school.

Beth and Smith do not step on the bugs. They do not want to make a mess. Oh no! Beth steps on a bug in the mud! Oh no! Smith steps on a bug in the mud! Now Beth and Smith will both have to take a bath! Beth and Smith do not like baths so they are not glad.

Explicit Instruction for Phonics Intervention

Instructional Focus: Consonant Digraph th, Week 3

Story Number: 3

Ruth and Rath

Ruth and Rath like to walk on paths. Ruth and Rath walk on paths all day. One day, Ruth and Rath went off the path after a moth. The moth led them off the path in to the grass. Ruth and Rath got lost! Ruth and Rath could not find the path! Ruth said it was this way. Rath said it was that way. Was it this way or that way? Ruth and Rath could not find the path.