

Explicit Instruction for Phonics Intervention

Skill: **Long a (cvce)**

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Change the sound with magnetic letters or manipulatives.</p> <p>Word List: dog-dig, sat-sit, bed-beg, mat-met, pen-pan</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Students will stand up when they hear a word with long a. Use words from above and word list below.</p> <p>Articulation: The front part of the tongue is mid-height in the mouth. The lips are unrounded and the facial muscles are relatively tense. Using mirrors, students use proper mouth and tongue formation for long /a/ sound.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Explain to students the focus – cvce rule for long a. Use word cards to identify – students use highlight tape to mark vce patterns on the word cards.</p> <p>Word List: fade, bake, cake, Dale, cane, gave, case, tape, came, name</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: fade, bake, cake, Dale, cane, gave, case, tape, came, name Word card reading</p> <p>I Do: Place the cards face down on the table. Teacher chooses one card and models blending with think aloud. Repeat.</p> <p>We Do: Pick another card – use think aloud to blend as a group. Repeat.</p> <p>You Do: Students take turns choosing and blending words.</p>	5 min.
Word Work	<p>Word Building Words: bake-cake-cane-case-name-came-cake-cane</p> <p>I Do: Using magnetic letters, teacher models building two words with a think aloud.</p> <p>We Do: As a group, build two words with students providing the think aloud.</p> <p>You Do: Students build the remaining words with a partner.</p>	5 min.
Dictation	fade, bake, cake, Dale, cane, gave, case, tape, came, name	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: **Long a (cvce)**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Teacher flashes sight word cards while students read chorally.</p> <p>Word List: Grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Students will stand for short a words and sit for long a words. Teacher mixes words from word list in next section.</p> <p>Articulation: The front part of the tongue is mid-height in the mouth. The lips are unrounded and the facial muscles are relatively tense. Using mirrors, students use proper mouth and tongue formation for long /a/ sound.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: On a list of words, students will highlight the cvce patterns. Students will whisper the sounds that long a represents as they highlight the pattern.</p> <p>Word List: fade, bake, cake, Dale, cane, gave, case, tape, came, name, bat, cat, hat, fat, fan, man, can, dad, had, sad</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: fade, bake, cake, Dale, cane, gave, case, tape, came, name, cat, mat, clap, math, path Closed word sort activity</p> <p>I Do: Place column labels on table. Use think aloud to blend and analyze which column a word belongs. Repeat with a second word.</p> <p>We Do: Have students assist with the think aloud blending and sorting with a few more words.</p> <p>You Do: Students continue taking turns with remaining cards.</p>	5 min.
Word Work	<p>Word Building Words: fade, tape, cape, cane, Word chain with long a</p> <p>I Do: Use letter cards to show students with a think aloud how to spell a cvc word. Add an “e” and show how it changes the vowel sound to a long vowel sound. Tap-tape Repeat with rat-rate.</p> <p>We Do: “Let’s do one together. The first word is can, what is the word when we add the letter e? (cane) Repeat with mat-mate.</p> <p>You Do: Dictate the cvc word, have students build and read the word. Say the short a word and students add the letter e and read the word. Fad-fade, tap-tape, cap-cape</p>	5 min.
Dictation	fade, bake, cake, Dale, cane, gave, case, tape, came, name	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: **Long a (cvce)**

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	Review Activity: Speed Drill Word List: Grade level appropriate dolch list words.	2 min.
Phonological Awareness and Articulation of Skill	Activate Phonemic Awareness: If additional practice is needed, see previous lessons. Articulation: <i>If skill is secure, then spend this time in text application.</i>	3 min.
Letter-Sound Correspondence	Letter sound Correspondence: Word List: <i>If skill is secure, then spend this time in text application.</i>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	Word Reading List: fade, bake, cake, Dale, cane, gave, case, tape, came, name I Do: Show the word fade to the student and model the blending routine. Repeat with bake. We Do: Orally blend 2 words with students, monitor student participation and correctness. You Do: Students read words to partner.	5 min.
Word Work	Word Building Words: fade, bake, cake, Dale, cane, gave, case, tape, came, name Letter cards I Do: Model with think aloud building the word Dave. Repeat with cane. We Do: With students, model and think aloud building the word made – prompt students to think aloud with you. Repeat with tape. You Do: Students continue building words and teacher monitors.	5 min.
Dictation	bake a cake her name is run down the lane	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: **Long a (cvce)**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: cvc – short a Thumbs up for words with a short a sound. Thumbs down for words the don't have a short a sound.</p> <p>Word List: mad, scrap, Jan, Sam, pet, dog, like, pat, sad, log, foot, broom, bib, mix</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: If additional practice is needed, see previous lessons.</p> <p>Articulation:</p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter so 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: fade, bake, cake, Dale, cane, gave, case, tape, came, name</p> <p>I Do: Model using think aloud to read two words.</p> <p>We Do: As a group, read two more words.</p> <p>You Do: Students independently read word cards.</p>	5 min.
Word Work	<p>Word Building Words: bake-cake-cane-case; name-came-cake-cane</p> <p>Word chain with letter tiles</p> <p>I Do: Show “snake” blend word orally and then change “sn” to a “t” and blend new word orally to model for students. Change take to wake.</p> <p>We Do: Build the word Jane with all students, change the “j” to a “d.” Blend together using routine. Change dane to cane.</p> <p>You Do: Students build following chain with teacher monitoring: bake-cake-cane-case; name-came-cake-cane</p>	5 min.
Dictation	<p style="text-align: center;">Dale has a cane. What is your name? The color will fade.</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Long a (cvce)**

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Pancake sight words. Students flip over foam pancakes and read sight words.</p> <p>Word List: have, many, saw, was, come, here, where, or other grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: If additional practice is needed, see previous lessons.</p> <p>Articulation:</p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter so 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: fade, bake, cake, Dale, cane, gave, case, tape, came, name, made, fake, make, Dave, lane Open word sort</p> <p>I Do: Show students three columns a_e, short a, and "other". Take the 1st card and think about blending and sorting into the correct column. Repeat with two more cards.</p> <p>We Do: Have students blend and think aloud while sorting two more words.</p> <p>You Do: Students complete word sort with a partner.</p>	5 min.
Word Work	<p>Word Building Words: fade, bake, cake, Dale, cane, gave, case, tape, came, name, made, fake, make, Dave, lane Paper and pencil</p> <p>I Do: Model encoding the words fade, bake, and Dale.</p> <p>We Do: With group support encode three more words.</p> <p>You Do: Dictate the remaining words for students to encode.</p>	5 min.
Dictation	<p>Go to the lake. Dale will bake a cake. Dave made a fake cake.</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 **Long a (cvce)** 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)
fade	made	Dale	wade
bake	fake	cake	lake
cake	make	bake	rake
Dale	Dave	gave	Jane
cane	lane	came	mane
gave			cave
case			pave
tape			wave
came			vase
name			cape

Explicit Instruction for Phonics Intervention
Instructional Focus:
Long a (cvce)
Story Number: 1

Dale Bakes a Cake

Dale uses a cane, but not today. Today, Dale will bake a pretty cake. He will put his cake in the case for others to see.

Dale will sell the cake at the end of the day.

Who will get the cake? Jim is the name of the boy who will get the cake. Dale will take the cake from the case and put it in a box. He will tape the cake box shut. Jim came and got the cake box from Dale. Dale will bake one more cake after he takes a walk with his cane. He will sell it too.

Explicit Instruction for Phonics Intervention

Instructional Focus:

Long a (cvce)

Story Number: 2

Dave and Dale

Dale's mom, Lane, had a party for Dale's birthday. Dave made Dale a fake cake. Dave was glad Dale came to his party. Dave gave the fake cake to Dale. Dale was sad that the cake was fake. Lane had a cake that was not fake. Did Dale give Dave some of the cake that was not fake? Yes, Dale gave Dave some cake. This makes Dave happy. Yum! Yum!

Explicit Instruction for Phonics Intervention

Instructional Focus:

Long a (cvce)

Story Number: 3

A Trip to the Lake

Jane will take a trip to the lake. Jane likes going to the lake. She gets to do a lot of things at the lake. Jane sees some men who are going to pave a path to the lake. As she runs by, she waves to the men.

Jane will wade in the lake. She will walk to the cave by the lake. She will pat the mane of the horse by the lake.

At the lake, Jane will play a game with a friend. They get mums by the lake for Jane's vase at home. When Jane goes home from the lake, she will wave to her friend.