

Explicit Instruction for Phonics Intervention

Skill 2, CVC – short e Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Phoneme substitution: Change That Sound. Say several words and have the students delete the beginning sounds and add new sounds to make new words.</p> <p>Word List: bed – change the /b/ to /r/ - red Red – change the /r/ to /f/ - fed Hen – change the /h/ to /p/ - pen Net – change the /n/ to /m/ - met Ten – change the /t/ to /m/ - men</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Thumbs up for words with short e sound</p> <p>Articulation: The front part of the tongue is mid-height in the mouth, The lips are unrounded and the facial muscles are lax. Look in your mirrors and see the shape of your mouth when you say /eeeeee/</p> <p>Word List: Ted, red, hen, pen, ten, Ben, men, fed Words with other vowels: cat, hit, cub, pop</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Introduce the <i>short e</i> sound. The teacher says a word. If the word contains the /e/ sound, the students hold up their “e” card when they hear /e/.</p> <p>Word List: Words with <i>short e</i>: Ed, egg, ebb, beg, hen, met, vest, bed Other words: bad, hot, cut, job</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Ted, red, hen, pen, ten, Ben, men, fed, net, Ed, met</p> <p>I Do: Choose a card from a deck and read the word aloud. Model how to read the word sound by sound and then blend.</p> <p>We Do: Let’s do one together. Turn over one card. Using your routines scaffold the children to “sound out” the word. Continue assisting until student can work independently.</p> <p>You Do: Each student reads words from an individual stack of cards including <i>short e</i> words. Listen to each student read his stack and provide feedback.</p>	5 min.
Word Work	<p>Word Building Words: Building Words</p> <p>I Do: I will say some words. Look at the picture of the hen and watch me say the sounds in the word. I am going to use these boxes and I will push a cube for each sound in the word.</p> <p>We Do: Let’s do one together. Look at this picture. It is a net. What are the sounds in net? Students and teacher sound word while pushing cubes into boxes.</p> <p>You Do: Ask students to do the same with the following words and pictures.</p> <p>Word List: red, pen, ten, men, hen, web, den, gem, hem</p>	5 min.
Dictation	Words: red, hen, pen, ten, men, fed, net	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.

Adapted from West Virginia Reading First Phonics Program,
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Skill 2, CVC – short e

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Phoneme substitution: Change that sound. Say several words and have the students delete the beginning sounds and add new sounds to make new words.</p> <p>Word List: Say bed. Change the /b/ to /r/ - red Red – change the /r/ to /f/ - fed Hen – change the /h/ to /p/ - pen Net – change the /n/ to /m/ - met Ten – change the /t/ to /m/ - men</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Thumbs Up for words with the short e sound</p> <p>Articulation: The front part of the tongue is mid-height in the mouth, The lips are unrounded and the facial muscles are lax. Look in the mirror and see the shape of your mouth when you say /eeeee/</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Introduce the short e sound; show a letter card 'e'. Give each student a card with the letter 'e'. The teacher says the word and when the word contains the /e/ sound the student hold up their letter 'e' card.</p> <p>Word List: Words with short e: Ted, red, hen, pen, ten, Ben, men, fed</p> <p>Words with other vowels: cat, hit, cub, pop</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Ted, Ben, Ed, red, hen, net, met, ten, men, fed, pen</p> <p>I Do: Choose a card from a deck and read the word aloud. Model how to read the word sound by sound and then blend.</p> <p>We Do: Let's do one together. Turn over one card. Using your routines scaffold the children to "sound out" the word. Model how to whisper read. Continue assisting until student can work independently.</p> <p>You Do: Create partners. Whisper read word cards to your partner.</p>	5 min.
Word Work	<p>Word Building Words: Word Chain with White Boards</p> <p>I Do: Model for students how to encode the word <i>hen</i>. Change <i>hen</i> to <i>ten</i>, <i>ten</i> to <i>men</i>, <i>men</i> to <i>pen</i>. Each time, talk about flexing the word. Show students how the letter e - /e/ didn't change.</p> <p>We Do: Let's do one together. Chain net, met, vet</p> <p>You Do: Let's begin with met. Chain: met-let-led-Ted-ten-Ben-bed-wed-wet</p>	5 min.
Dictation	<p>Phrases: Ben is ten. Get the net</p> <p>Sentences: The hen is in the pen. The men fed Ted a hen.</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.

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Skill 2, CVC – short e

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Stepping Up. Students line up. They step forward one step if the word the teachers says has a short e sound, and they step back if the word has a different short vowel sound.</p> <p>Word List: Short e: Ted, red, bed, hen, met, ten</p> <p>Other short vowel words: hat, pat, mad, lad, mop, top, hit, bit, sit, pup</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: <i>If additional practice is needed, see previous lessons.</i></p> <p>Articulation: <i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence <i>If additional practice is needed, see previous lessons.</i></p> <p>Word List: <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: Short e words: Ted, red, hen, pen, ten, Ben, men, fed, net, Ed, met</p> <p>Other words: of, from, they, then, she, for, was, were, you, could, like, have, is, said</p> <p>I Do: Choose the word card yes and read it aloud. Think aloud. Sound out the word and say it.</p> <p>We Do: Ask each student to choose a card, read it, and place it in a row under either the short e card or under other words.</p> <p>You Do: ask each student to choose a card, read it, and place it in a row under either the short e card or under other words.</p> <p>Word List: Short e words: Ted, red, hen, pen, ten, Ben, men, fed, net, Ed, met</p> <p>Other Words: of, from, they, then, she, for, was, were, you, could, like, have, is, said</p>	5 min.
Word Work	<p>Word Building Words: Building Words</p> <p>I Do: I will say some words. Look at the picture of the hen and watch me say the sounds in the word. I am going to use these boxes and I will push a cube for each sound in the word. Then I am going to write the letters that represent the word.</p> <p>We Do: Let's do one together. Look at this picture. It is a net. What are the sounds in net? Students and teacher sound words while pushing cubes into boxes. Let's write the letters that represent the sounds.</p> <p>You Do: Ask students to do the same with the following words and pictures.</p> <p>Word List: ed, pen, ten, men, hen, web, den, gem, hem</p>	5 min.
Dictation	Phrases: get the net The ten men The red pen	3 min.
Text Application	<ol style="list-style-type: none"> Identify target words in story 2. Read story 2. 	10 min.

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Skill 2, CVC – short e

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Speed drills: Students work with partners to practice reading stacks of sight words to improve automaticity.</p> <p>Word List: from, she, have, for, from, was, they, come, there, what, she, me, my</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: <i>If additional practice is needed, see previous lessons.</i></p> <p>Articulation: <i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: <i>If additional practice is needed, see previous lessons.</i></p> <p>Word List: <i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Word reading with flip books</p> <p>I Do: Choose flip books with short e words</p> <p>We Do: Students as a group read short e flip book changing beginning sounds while ending consonants remain the same</p> <p>You Do: Students take turns reading short e flip books to a partner</p> <p>Word List: Ted, Ned, bed, wed, fed, Jed, led, red</p>	5 min.
Word Work	<p>Word Building Words: Word Building</p> <p>I Do: Teacher dictates word</p> <p>We Do: Students move markers into Elkonin boxes</p> <p>You Do: Students chorally blend sounds as they move markers into boxes</p> <p>Word List: red, pen, ten, men, web, gem, hem</p>	5 min.
Dictation	<p>Sentences: Ted fed his pet. Ten men got on a jet.</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

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Skill 2, CVC – short e

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Review of skills from the week: Word cards are turned upside down in a pocket chart and students take turns choosing a card and reading it.</p> <p>Word List: jet, hem, yes, wet, beg, let, get, met, Ed</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: <i>If additional practice is needed, see previous lessons.</i></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: <i>If additional practice is needed, see previous lessons.</i></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: Open Sort—let, wet, get, bed, beg, jet, pets, at, cab, gas, nag, vat, yam, wag, had, pal, Pam, about, said, like, find, the, black, your, now, so</p> <p>I Do: Choose a card from a deck and read the word aloud. Do a “think aloud” after saying the word. Place the word in the correct column. Model until at least one card is in each column.</p> <p>We Do: Ask students to read card silently. Discuss short e? short a? sight word?</p> <p>You Do: Students take turns sorting the remaining words.</p>	5 min.
Word Work	<p>Word Building Words: Building Words</p> <p>I Do: Teacher dictates word and models how to write</p> <p>We Do: Together, teacher and students practice writing dictated words</p> <p>You Do: Students write words dictated by teacher</p> <p>Word List: red, Ted, bed, fed, met, wet, pet, set</p>	5 min.
Dictation	<p>Ted took the pet to the vet. Bed fed the hen.</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.

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Explicit Instruction for Phonics Intervention

Target Words for **(short e,)** 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)
Ted	let	Ted	Jed
Ben	wet	hen	Ned
Ed	get	Ben	pet
red	bed	Ed	fell
hen	beg		meg
net	jet		bet
met			vet
ten			leg
men			led
fed			set
pen			yes

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Instructional Focus: Skill 2, short e, Week 1

Story Number: 1

The Red Hen

Ted, Ben, and Ed got a red net. Ted, Ben, and Ed got the red hen with the net. Ted, Ben, and Ed met ten men. The ten men fed the red hen in her red pen. The hen liked to be fed by the ten men in the red pen.

Story Number: 2

The Wet Hen

Ted let the wet hen get on the bed. Ben and Ed said, "Get the wet hen off the bed, Ted!" Ben and Ed beg to get the red hen on the jet. The red hen got on the jet with Ben and Ed.

Story Number: 3

The Pet

Jed and Ned have a pet. The pet is at the vet. Meg bet Ned and Jed that the vet will fix the leg of the pet. Meg led the pet to the vet to set his leg. Yes, the vet did set the leg of the pet. Meg led the pet from the vet.

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