

Explicit Instruction for Phonics Intervention

Skill: **Complex Consonant - Hard and Soft g**

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: R Controlled Vowels Say each word. Have the students touch their nose with their finger when they hear a word with a R Controlled Vowel.</p> <p>Word List: R Vowel Words: hurt, girl, fern, burn, dirt, stern, turn, twirl, perch, bird Other Words: Brad, rag, free, grab, drag</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Say hard and soft g words. Thumbs up when hearing hard g and thumbs down for soft g. This is done with eyes closed. Use word list below.</p> <p>Articulation: Demonstrate how to form your tongue, lips, mouth to make the correct pronunciation of hard and soft g. Give the children mirrors so they can watch how they say each sound.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Introduce rule for hard and soft g: g followed by "e", "i", or "y" is pronounced as a soft g. Others are pronounced as a hard g. Give each student two post-it notes that say "Hard G" (/g/) and "Soft G." (/j/). Show the word cards. Have the students hold up the correct post it for the corresponding word card. Example: Hold up the word "page" and the students will hold up the "Soft G" post it. Explain that it is a soft g sound because it is followed by an "e." Repeat this routine with each word below.</p> <p>Word List: Soft G: Page, age, stage, gym, dodge, large, verge, wage Hard G: gazed, got, gave, good</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading: Closed Word Sort with Word Cards</p> <p>I Do: Show students two column headers: "Hard G" (/g/) and "Soft G." (/j/). Take first card from stack. Think aloud how to read the word and decide which column to put it in.</p> <p>We Do: Lets do a couple together. Allow the students to come up to the pocket chart and determine where a word card goes. Provide assistance and feedback as necessary.</p> <p>You Do: Give each student a copy of the word cards and let them sort them on their own. Provide assistance and feedback as necessary.</p> <p>Word List: dodge, age, stage, gazed, got, gym.wage, page, gum, gave, large, verge,good</p>	5 min.
Word Work	<p>Word Building: Writing and Highlighting</p> <p>I Do: Teacher will call out word for students to map. If G is soft, students highlight G and vowel after it. Model how to do huge. Show students how to highlight g and e because it is soft. Model the word gold. Tell them not to highlight gold because the g is hard.</p> <p>We Do: Do one together. The word is large. Ask: Is the g hard or soft? (soft) Why? Because it is followed by an e. So, highlight the g and e together.</p> <p>You Do: Read words for students to write and highlight.</p> <p>Word List: dodge, age, stage, gazed, got, gym.wage, page, gum, gave, large, verge,good .</p>	5 min.
Dictation	<p>page good wage</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Have students identify the words in story one that contain the targeted skill. 2. Read the identified words. 3. Read Story One. 	10 min.

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Skill: **Complex Consonant - Hard and Soft g**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Finger Count Have students use their fingers to represent sounds. Show which finger represents the sound that changed. Use the words from the word list below.</p> <p>Word List: slow - blow; ride - hide; beg - bet; rain - rake; ate - ape; biker - baker</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Say hard and soft g words. Stand up when hearing hard g and sit down for soft g.</p> <p>Articulation: Demonstrate how to form your tongue, lips, mouth to make the correct pronunciation of hard and soft g. Give the children mirrors so they can watch how they say each sound.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Review rule for hard and soft g: g followed by "e", "i", or "y" is pronounced as a soft g. Others are pronounced as a hard g. Give each student two post-its notes that say "Hard G" (/g/) and "Soft G." (/j/). Give each student a list of words below. Have them highlight the words with "soft g" blue and the words with "hard g" yellow.</p> <p>Word List: Page, age, stage, gazed, got, gave, gym, dodge, large, verge, good, wage</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading: Closed Word Sort with Word Cards</p> <p>I Do: Show students 2 column headers - "hard g" and "soft g". Do a "Think Aloud" on how to read words and decide which column it goes in. Demonstrate with two words.</p> <p>We Do: As a group, allow kids to read word cards orally and put in columns.</p> <p>You Do: Give students their own stack of word cards to sort</p> <p>Word List: Page, stage, gym, gazed, large, song, sing, verge, gave, dodge, good, wage</p>	5 min.
Word Work	<p>Word Building: Substitution</p> <p>I Do: Model changing letters to form new words. Write "charge", drop ch, and add l to form new word. What is the new word? (large) Is this a hard or soft g? (soft) Why? (because the g is followed by an e)</p> <p>We Do: Do one together. Write "dodge". Change the "d" in dodge to "l". What is the new word? (lodge) Ask: Is the g hard or soft? (soft) Why? (because the g is followed by e)</p> <p>You Do: Have the students do the following while you provide assistance as necessary: gage - cage; goose - loose; game - lame</p> <p>Word List: gage/cage, goose/loose, game/fame.</p>	5 min.
Dictation	<p>goose verge stage</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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Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: R Controlled Vowel Popcorn words. Flash word cards while students take turns "popping" up out of their seats to read words.</p> <p>Word List: birch, car, porch, mark, lurch, park.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Say hard and soft g words. Students will touch their head for hard g words touch their stomach for soft g.</p> <p>Articulation: Demonstrate how to form your tongue, lips, mouth to make the correct pronunciation of hard and soft g. Give the children mirrors so they can watch how they say each sound.</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: Review rule for soft g- (g followed by "e", "i", or "y" is a soft g.) Give the students the list of words below. Have them circle the soft g words and put a box around the hard g words.</p> <p>Word List: gym, age, gas, go, Marge, gum.</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: -arge and -age Flip Books</p> <p>I Do: Think aloud how to read word & flip page to change letter thus changing words. Demonstrate how to change large to barge using flip book.</p> <p>We Do: Allow students to come up and flip initial letters to make new words such as Marge and sarge.</p> <p>You Do: Allow students to work independently with the -arge and -age flip books to make new soft g words.</p> <p>Word List: large, barge, Marge, age, cage, page, stage.</p>	5 min.
Word Work	<p>Word Building: Word chains.</p> <p>I Do: Tell students we are going to change words by chaining them. Model chaining page to stage.</p> <p>We Do: With student assistance change stage to rage. Then change rage to rag.</p> <p>You Do: stage-stag- wag- wage-cage- age- bag</p> <p>Word List: page, stage, change, rage, rag, stage-stag- wag- wage-cage- age- bag</p>	5 min.
Dictation	<p>gaze in the garden</p> <p>merge into the game</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Identify target words in story 2. 2. Read story 2. 	10 min.

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Skill: **Complex Consonant - Hard and Soft g**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight Word Speed Drill with lists Students work as a group or in partners to read sight word lists to improve automaticity.</p> <p>Word List: would, around, before, always, write, first, again, because, does, right, your or other grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Say hard and soft g words. Thumbs up when hearing hard g and thumbs down for soft g. This is done with eyes closed.</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: Show each word card below to the students. Have them hold up their hand when the word is pronounced with a soft g.</p> <p>Word List: gave, gut, age, bridge, wedge, gum, cage, page, gaze, gave, gym <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: Flash cards</p> <p>I Do: Model reading the words from the flash cards using a think aloud. Hold up the word cage. Say, "I see an "e" after the "g" so I know this word will be pronounced with a soft g /j/. Then blend the sound together orally.</p> <p>We Do: Have students chorally read the word cards as you "flash" them.</p> <p>You Do: Allow students to partner read the word list.</p> <p>Word List: large, barge, Marge, age, cage, page, stage, gazed, got, gave, gym, dodge, large, verge, wage, gum.</p>	5 min.
Word Work	<p>Word Building: Substitution</p> <p>I Do: Think aloud to model changing letters to form new words. Write "charge" drop "ch" and add "l" to form new word. What is the new word? (large) Is it pronounced with a soft g or hard g? (soft) Why? (because an e follows the g)</p> <p>We Do: Let's do one together. Write "dodge." Change the "l" to "d." What is the new word? (lodge) Is it pronounced with a soft g or hard g? (soft g) Why? (because an e follows the g)</p> <p>You Do: Now it's your turn. Follow the above routine with the word chain below.</p> <p>Word List: age, cage, page, stage; large, barge, Marge; rag, rage, stage, stag, wag, wage</p>	5 min.
Dictation	<p>goose got loose gob of gum</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

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Skill: **Complex Consonant - Hard and Soft g**

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Name that Word on a Pocket Chart Sight word cards are turned upside down in a pocket chart. Students take turns choosing a card and reading it.</p> <p>Word List: would, around, before, always, write, first, again, because, does, right, your or other grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Have students stand. Say hard and soft g words. Have students step forward when they hear a soft g /j/ word and step backwards when they hear a hard g /g/ word.</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: Review the rule for silent g. Give each student a list of words. Have students color the soft g words purple and hard g words red.</p> <p>Word List: girth, purge, girl, urge, go, barge, gone, giggle, George.</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: Open Word Sort with Word Cards I Do: Show students three column headers: "Hard G" (/g/) and "Soft G." (/j/) and Other. Take first card from stack. Think aloud how to read each word and decide which column to put it in.</p> <p>We Do: Students choose word card from stack. Place in pocket chart under correct heading.</p> <p>You Do: Give each student a group of word cards and have them sort them on their own. Monitor the students and provide assistance and corrective feedback as necessary.</p> <p>Word List: age, cage, page, stage, large, barge, Marge, rag, rage, stage, stag, wag, wage, got, gym.</p>	5 min.
Word Work	<p>Word Building: Brainstorming I Do: Model brainstorming hard and soft g words. Place the brainstormed words in two columns, hard and soft g.</p> <p>We Do: Practice brainstorming 2 or 3 words together and placing those words in the correct column.</p> <p>You Do: Have the students brainstorm hard and soft g words and record in appropriate columns.</p> <p>Word List: Create your own</p>	5 min.
Dictation	<p>Gabe gave the guy a gold ring. Page will merge into the large group.</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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Target Words For **Complex Consonant - Hard and Soft g** 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)
Page	Gene	gym	Gage
stage	huge	large	golf
gym	cage	dodge	guide
gazed	bridge	gaze	goofed
large	rage		game
wage			gave
good			glass
verge			germs
gave			gulp
dodge			gee

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Instructional Focus: Complex Consonant - Hard and Soft g

Story Number: 1

Page on Stage

Page was on the stage in the gym. She gazed at the large crowd in front of the stage. Page had a song to sing but was on the verge of tears. Page had stage fright, but she smiled and gave her best show. Page did so well on stage that she took a bow in front of the large crowd. As she left the gym, Page had to dodge the large crowd. Page did so well when she sang her song on the stage her boss paid her nice wage!

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Instructional Focus: Complex Consonant - Hard and Soft g

Story Number: 2

Gene's Cage

Gene had to take a huge cage to the school gym. It was for the dog show at noon. He was told to leave the cage in the gym and keep it very clean for the show.

On his way to the large gym he had to get gas near a huge bridge. After Gene got his gas, he had to dodge the mud that was on the bridge. As Gene drove over the bridge a truck splashed the mud all over the huge cage!

Gene was in a rage when he got back to the gym. Now he had to clean the huge cage! Gene worked and worked to get the mud off the huge cage. It took until noon to clean the cage. When it was time for the dog show Gene gazed at the huge cage with a smile. He had it clean in time for the show.

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Instructional Focus: Complex Consonant - Hard and Soft g

Story Number: 3

Gage's Golf Guide

Gage liked to play golf, but his golf guide goofed around too much. Gage's golf balls rolled in the pond when his golf guide goofed up and dropped his golf bag.

Gee whiz! What a mess! Gage hoped the guide would leave his job so he would not goof up Gage's game again.

When the golf game came to an end, Gage had a huge thirst. His golf guide gave him a glass of milk. The glass was full of germs. Gage had a gulp of the milk and the germs made him sick. The next day he fired his golf guide.