

Explicit Instruction for Phonics Intervention

Skill: **Hard and soft c**

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight Words—Popcorn Words Activity. Teacher prompts students with prepared sight word cards. Students read words as they “pop” up.</p> <p>Word List: our, please, myself, town, early, send, wide, believe, quietly, carefully or grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Students stand up when they hear soft /c/ sounds, and sit when they hear hard /c/ sounds.</p> <p>Articulation: Students look in mirrors while articulating the /s/ and /k/ sound. Emphasize that the /k/ is a stop sound and the /s/ is a continuous sound.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Students sort words by sound as teacher reads the words. Teacher tells students to notice that the “c” represented /s/ when followed by an “i,” “e,” or “y.” The hard /k/ sound is used when “c” is followed by any other letter.</p> <p>Word List: creamy, cap, cool, create, cooked, cakes, cupcakes, Cathy</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: cider, scent, lace, face, place, icing, space, cub, scare</p> <p>I Do: Teacher models how to read each word.</p> <p>We Do: Let’s read one together. The word is cub. Is the c hard or soft? Hard. Why? It is hard because it is not followed by e, i, or y.</p> <p>You Do: Give students the word list. Let them partner read each word.</p>	5 min.
Word Work	<p>Word Building Words: cent, coat, cash, fence, cell, coast, place, cast, cell,</p> <p>I Do: Teacher models activity. Teacher segments word, and records spelling of segmented parts on the board. In words that have the soft /c/ sound, teacher circles the “c” and the following vowel to emphasize the teaming of the “c” and following vowel that produces the soft /c/ sound. In words that have a hard /c/ sound no markings are made.</p> <p>We Do: Teacher leads students through process using the words <i>cent</i> and <i>cot</i>.</p> <p>You Do: Students would write the remaining words and make the appropriate markings.</p>	5 min.
Dictation	<p>Cindy likes to dance in France. Cathy can catch catfish.</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.

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Skill: **Hard and soft c**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Teacher says word pairs, students determine if words rhyme. If they rhyme, students clap.</p> <p>Word List: ice and nice, face and fence, fleece and fight, cat and cab, dance and France, twice and slice, caper and taper</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Teacher says words, students give thumbs up for /k/ sound and thumbs down for /s/ sound.</p> <p>Articulation: Students demonstrate hard /k/ stop sound and soft /s/ continuous sounds.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Teacher shows students word cards. Students predict (based on skill spelling) what the skill sound will be.</p> <p>Word List: cent, ice, cob, cow, cute, face, came, mice, cut, coal, pencil, camp</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: can, cold, curl, cook, care, count, cent, dance, circus, rice, once</p> <p>I Do: Teacher will show students list of soft/hard /c/ words on board. Teacher will read the words and underline the “c” and following vowel emphasizing the sounds.</p> <p>We Do: Students will echo read the words as teacher reads the list from board.</p> <p>You Do: Students will whisper read to partners and to teacher as she circulates around the room.</p>	5 min.
Word Work	<p>Word Building Words: race-face-space-spice-rice-ice-nice-twice-slice</p> <p>I Do: Teacher writes the word race on the board. Teacher prompts children with the question “What would I need to do to change race to face? Where in the word do you hear the change?”</p> <p>We Do: Collaboratively spell space and change it to spice.</p> <p>You Do: Teacher continues dictating words while students write words in the chain.</p>	5 min.
Dictation	<p>ice is nice place in the race center of space</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: **Hard and soft c**

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Speed drill with sight word cards</p> <p>Word List: Use grade level appropriate Dolch list words.</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><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><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: space, cake, fence, car, scared, once, card, pencil, cow, chance, fleece, cold, count, curve, coat, race</p> <p>I Do: Teacher will show 2 column headers in pocket chart with /s/ and /k/ sounds and model examples of both.</p> <p>We Do: As a class we read and sort words from word list on to the chart.</p> <p>You Do: Students will work with partners and will be given index cards with soft and hard /c/ words. Students will read word and sort word accordingly.</p>	5 min.
Word Work	<p>Word Building Words: cent, car, cap, cold, cook, cash, pieces, can, fence, cat</p> <p>I Do: With magnetic letters teacher will show a word such as <i>cent</i>.</p> <p>We Do: Student and teacher will do the same with the word <i>car</i>.</p> <p>You Do: Teacher will read words for students to spell with magnetic letters.</p>	5 min.
Dictation	<p>the cool cat eat ice cream a piece of cake</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: **Hard and soft c**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight word speed drill with word cards.</p> <p>Word List: would, around, don't before, thank, always, write, work, first, or grade appropriate Dolch list words.</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><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><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: piece, crumb, fence, car, crashed, scared, cake, once, space (Word Sort)</p> <p>I Do: The teacher models sorting with a few word cards. The teacher thinks aloud and models for the group.</p> <p>We Do: Students and teacher work together to sort a few more words from the list.</p> <p>You Do: Each child sorts a set of word cards independently.</p>	5 min.
Word Work	<p>Word Building Words: pieces, crumble, fence, car, crashed, scared, cake, once, space</p> <p>I Do: The teacher will say a word. The teacher will segment the word. The teacher will use tiles and push one tile for each sound in the word and then write the letters that represent the sounds.</p> <p>We Do: Student and teacher will do one together. What are the sounds? Teacher pushes tiles while all students repeat the sounds. All students will write the letters that represent the sounds.</p> <p>You Do: Ask student to do the same individually using words from the list.</p>	5 min.
Dictation	<p>The cool cow ate a cake. Colt paid ten cents for the ball.</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Hard and soft c**

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight Words speed drill</p> <p>Word List: around, was, mother, brother, saw, said, they, though, when, been, don't, their or grade level appropriate Dolch list words.</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><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><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: cap, cool, cakes, place, scared, school, color, fence, camp, cave, coast, cord, court, cube, ace, force, place, trace, spruce</p> <p>I Do: Teacher models reading at least one hard c and one soft c word. Remind students of the rule.</p> <p>We Do: Teacher and students chorally read the list.</p> <p>You Do: Students partner read word list as teacher monitors.</p>	5 min.
Word Work	<p>Word Building Words: cap, cool, cakes, place, scared, school, color, fence, camp, cave, coast, cord, court, cube, ace, force, place, trace, spruce</p> <p>I Do: Teacher models spelling word on the board.</p> <p>We Do: With partners, students work together to spell dictated words.</p> <p>You Do: Student spell words dictated by teacher.</p>	5 min.
Dictation	<p>Carl likes to bake cakes.</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 **Hard and soft c** 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)
Carl	scared	Cal	nice
cakes	piece	cake	called
scent	fence		Cliff
cool	crashed		coat
cap	car		slice
cream	once		cap
Cal	space		ice
place	since		cream
cook			spiced
			race
			cool
			creek

Explicit Instruction for Phonics Intervention

Instructional Focus: Hard and soft c

Story Number: 1

The Small Cakes

Cal and Carl like cake. Cal drinks milk with his cake. Carl smells the scent of cakes as they cook. Cal and Carl sing a song about cakes. They cap the cakes with whipped cream. The whipped cream will make the cakes taste great.

Cal and Carl take the cakes in their lunch box to school. They share the cakes at lunch time at the cool place under the tree.

Explicit Instruction for Phonics Intervention

Instructional Focus: Hard and soft c

Story Number: 2

Space Cakes

June, Pam and Cal once had to do school work about space. Since they love to cook they chose to bake cakes to be each star. The sun was the big cake and more small cakes were the stars around it. They were scared to take the cakes to school on the bus. They rode in Mom's car to school. The car crashed into the fence and the cakes flew out the car door onto the road. Each kid tried to grab a piece, but it was too late!

Explicit Instruction for Phonics Intervention

Instructional Focus: Hard and soft c

Story Number: 3

The Race

Carl called Cliff and asked him to race to the creek. Since it would be cool at the creek, Cliff wore a coat. Carl wore his red cap.

Carl and Cliff made it to the creek. Cliff made it to the creek first. Carl called out to Cliff, "Good Job!" The prize for the first place was a nice slice of spiced pie with ice cream. Cliff shared the slice of pie and ice cream with Carl.