

Explicit Instruction for Phonics Intervention

Skill: **Unpredictable Vowel Team ea**

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Phoneme Addition Add a new sound at the beginning of _____. What is the new word?</p> <p>Word List: rod – add /p/ -- prod led – add /s/ -- sled log – add /c/ -- clog hop – add /h/ -- shop</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Have children give thumbs up sign for words with long e sound, give thumbs down sign for words with short e sound.</p> <p>Articulation: demonstrate 3 sounds with words meat (front part of the tongue is high in the mouth and lips are unrounded with facial muscles relatively tense).health (front part of the tongue is midheight in the mouth and lips are unrounded with relaxed facial muscles).</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Tell students that the vowel team ea can represent three sounds. Two of the sounds are long e and short e. It is long e 51% of the time. It is short e 26% of the time. Tell students if they are not sure which sound to make, try long e first followed by short e. (Long a is used a minimal amount of time for this skill.)</p> <p>Word List: head, east, beach, sea, leash, seal, leap, thread, Heath, Tread</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: east, sea, leash, leap, thread, Heath, Tread</p> <p>I Do: Show students the word <i>east</i>. Think aloud how the word could be read. Read it with long e and short e sounds. Tell them that /est/ is not a word, but east is so it must make the long e sound.</p> <p>We Do: Read the word <i>sea</i> together. Try it with the different sounds. Ask students which way the word should be read to make sense.</p> <p>You Do: The students will use the words on the chart and read them using the different sounds. They will then decide which word is wanted.</p>	5 min.
Word Work	<p>Write New Words: head, east, beach, sea, leash, seal, leap, thread, Heath, Tread</p> <p>I Do: Model making the word head with magnetic letters.</p> <p>We Do: Have students make the word east and beach with their magnetic letters.</p> <p>You Do: Students make remaining words given by teacher with their magnetic letters.</p>	5 min.
Dictation	head, east, beach, sea, leash	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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Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight Word Speed Drill</p> <p>Word List: Grade level appropriate Dolch list words</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Give the thumbs up sign for words with the long e sound, give the thumbs down sign for short e.</p> <p>Articulation: Demonstrate the difference in the sounds using a long e words, a short e word, and a long a word. meat (front part of the tongue is high in the mouth and lips are unrounded with facial muscles relatively tense). health (front part of the tongue is midheight in the mouth and lips are unrounded with relaxed facial muscles)</p> <p>Examples: head, east, beach, sea, leash, seal, leap, thread, Heath, Tread</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Tell students that the vowel team ea can represent three sounds. Two of the sounds that the vowel team can represent are long e and short e. The third sound which is used very little is long a. Tell students that if they are not sure which sound to make, try long e first, short e second and long a last.</p> <p>Word List: head, east, beach, sea, leash, seal, leap, thread, Heath, Tread</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: head, east, beach, sea, leash, seal, leap, thread, Heath, Tread</p> <p>I Do: Display word cards grouped by sounds long e, short e. Use a think aloud to read and place word in proper category. Repeat.</p> <p>We Do: As a group, have students read and place two words.</p> <p>You Do: Mix cards up, with a partner read words and place them under the words with the same sound.</p>	5 min.
Word Work	<p>Write New Words: head, east, beach, sea, leash, seal, leap, thread, Heath, Tread</p> <p>I Do: Using letter tiles, model how to encode the word sea. Now make the word head. Show students how the ea letter pattern didn't change but the sound did.</p> <p>We Do: Have students use their letter tiles to create the words east and thread along with the teacher</p> <p>You Do: Students use their letter tiles to encode the remaining words.</p>	5 min.
Dictation	seal, leap, thread, Heath, Tread	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: Sight Word Review</p> <p>Word List: Grade level appropriate Dolch list words</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: 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 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>Read New Words: Word reading with word cards - head, east, beach, sea, leash, seal, leap, thread, Heath, Tread</p> <p>I Do: Teacher models reading two words from the word list for students.</p> <p>We Do: Students chorally read two words from the word list.</p> <p>You Do: Students read all of the words independently.</p>	5 min.
Word Work	<p>Write New Words: head, east, beach, sea, leash, seal, leap, thread, Heath, Tread</p> <p>I Do: List and read words as a column header (one for each sound)</p> <p>We Do: Have students repeat words with teacher. Model writing one word in the appropriate column.</p> <p>You Do: Students read words from card and come to chalkboard and write the word under the correct column heading with the same vowel sound.</p>	5 min.
Dictation	<p>Words/Phrases/Sentences to write:</p> <p>Heath's mom fresh bread spread jam</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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Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight Word Speed Drill</p> <p>Word List: Grade level appropriate Dolch list words</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: 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:</p> <p><i>If this skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Read New Words: eat, Heath, cream, Tread, clean, leash, bread, leaped, spread, lead</p> <p>I Do: "Watch me read a word:. Show the word and read from index card.</p> <p>We Do: Do one together, read silently then when teacher points, read together.</p> <p>You Do: Give each child his own stack of word cards, they read to themselves. When they finish they read the cards to the teacher.</p>	5 min.
Word Work	<p>Write New Words: Phoneme/grapheme mapping: eat, Heath, cream, Tread, clean, leash, bread, leaped, spread, lead</p> <p>I Do: Demonstrate writing letters from word, one sound for each box. Stress that ea is written in one box together because they make only one sound.</p> <p>We Do: Do one together.</p> <p>You Do: Choose word card, write letters in sound boxes.</p>	5 min.
Dictation	<p>Sentences to write:</p> <p>I will sleep on my break. We had peas and bread for lunch.</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

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Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Bang! Put grade level appropriate Dolch word cards and six cards that say Bang in a bag. Students take turns drawing a word card from the bag. If a student reads the word, he keeps it. When a Bang! card is pulled out of the bag the student who drew it has to return all their cards to the bag.</p> <p>Word List: Grade level appropriate Dolch list words</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: 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 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>Read New Words: eat, Heath, cream, Tread, clean, leash, bread, leaped, spread, lead</p> <p>I Do: Teacher will read and sort three words by the their target sounds.</p> <p>We Do: Students will repeat this same process with two more words.</p> <p>You Do: Student will sort the remaining words independently.</p>	5 min.
Word Work	<p>Write New Words: eat, Heath, cream, Tread, clean, leash, bread, leaped, spread, lead</p> <p>I Do: Teacher will encode the words eat and Heath on the chalkboard.</p> <p>We Do: Students will repeat this process with two more words.</p> <p>You Do: Students will encode the remaining words independently.</p>	5 min.
Dictation	<p>Heath and Tread saw a seal in the sea.</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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Instructional Focus: Unpredictable Vowel Team ea

Story Number: 1

Heath at the Beach

Heath was glad to be at the beach. He loved the sand at the beach. He liked to leap in the sea at the beach.

He brought his dog named Tread with him to the beach. Heath put Tread on a leash and they walked east down the beach. They saw a seal in the sea.

Tread wants to chase the seal. He pulls on the leash and snap! The thread holding the leash together breaks. Tread gets away and the leash hits Heath in the head. Tread leaps into the sea to chase after the seal. The seal swims away and Tread goes back to Heath. Now Tread is wet and Heath's head is cut from the leash. This was not a good day at the beach.

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Story Number: 2

Tread's Mess

Heath could not wait to eat ice cream after lunch. He has worked all day to clean his room. His dog, Tread, had leaped on his bed with mud on his paws and made a mess. His mom said he would not get ice cream after lunch if he did not clean up the mess.

Heath's mom called him for lunch. Mom gave Heath warm bread. He spread grape jam on it. Yum! Yum! Heath loved jam on fresh bread. Heath was sad. The bread was not fresh. It was old and felt like lead. Too bad Tread was tied on the leash. He would have fed the lead bread to Tread. How sad. Heath will not get his ice cream until he eats the bread.

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Story Number: 3

The Peach Drips

Bea loves the taste of a fresh peach. She walks to the peak of the hill. At the top of this hill there is a peach tree with green leaves. Bea gets a sweet peach from this tree. She can't wait to taste it.

As Bea bites the peach it drips on her jeans. She dreads going home. Her mom will yell at her because her jeans are not clean. Bea sneaks back home. She goes in the back so she does not have to speak to her mom. Oh No! Bea met her mom in the hall. Mom did not see the mess on her jeans. Bea breathed in deep and ran to her room.