**Explicit Instruction for Phonics Intervention**

**Skill:** Long u (cvce)

**Instructional Day:** One

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<tr>
<th>Section</th>
<th>Instructional Routine</th>
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</thead>
</table>
| **Warm-up Activities**                      | **Review Activity:** Review Short u Words  
Teacher flashes word cards while students read the words chorally.  
**Word List:** us, cut, cub, dun, tub, put, fun, hun, nun, bus,                                                                                          | 2 min.|
| **Phonological Awareness and Articulation of Skill** | **Activate Phonemic Awareness:** Thumbs up for words with short vowels. The teacher will say long and short vowel sounds. Students will give thumbs up for the short vowel words. Use word list. Below.  
**Articulation:** (not necessary)                                                                                                                      | 3 min.|
| **Letter-Sound Correspondence**             | **Letter sound Correspondence:** Use Elkonin boxes and chips. Say cut. Move chip for each sound you say. Count the sounds (3). Count the letters (3). Show the word card cute. Have students push chips for the sounds (3). Now show the word cute and count the letters (4). Show that the e is silent, and causes the vowel in the middle to say its long sound. Place the e in the last box and draw an arrow to the middle vowel. Tell students there can only be one consonant between the vowel and silent e.  
**Word List:** cut-e, us-e, cub-e, dun-e, tub-e                                                                                                           | 2 min.|
| **Word Reading Blending Routines**          | **Word Reading List:** Duke, flute, tune, cute, prune, fume, puke, fuse  
**I Do:** Choose a card from a deck and read the word aloud. Model how to read the word first looking to see if whether e on end follows pattern of only one consonant between vowel and e.  
**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.  
**You Do:** Each student reads words from an individual stack of cards including. Listen to each student read his stack and provide feedback.                                                                 | 5 min.|
| **Word Work**                               | **Word Building Words:** Make words using magnetic board and letters.  
**I Do:** I am going to say some words. Watch me segment the word with my fingers to help me get ready to build the word. Using the magnetic board and letters, I am going to spell the word cut. Do a think aloud using the magnetic letters. Then spell cute with a think aloud.  
**We Do:** Let’s do one together. Remind the students to segment the sounds they hear in the word. Long or short vowel? Read. Add an e. Long or short? Read chorally. Students spell the word using their letters.  
**You Do:** Ask the students to do the same thing using the following words. us-e, cub-e, dun-e, tub-e                                                                 | 5 min.|
| **Dictation**                               | flute, tune, cute, prune, fume, puke                                                                                                                                                                               | 3 min.|
| **Text Application**                        | 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 u (cvce)  
**Instructional Day:** Two

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<thead>
<tr>
<th>Section</th>
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</table>
| **Warm-up Activities** | **Review Activity:** Sight Word Cards  
**Word List:** funny, must, have, was, two, four, six, now | 2 min. |
| ** Phonological Awareness and Articulation of Skill** | **Activate Phonemic Awareness:** Thumbs up for words with short vowels. The teacher will say long and short vowel sounds. Students will give thumbs up for the short vowel words. Use word list. Below.  
**Articulation:** (not necessary) | 3 min. |
| **Letter-Sound Correspondence** | **Letter sound Correspondence:** Use Elkonin boxes and chips. Say cut. Move chip for each sound you say. Count the sounds (3). Count the letters (3). Show the word card cute. Have students push chips for the sounds (3). Now show the word cute and count the letters (4). Show that the e is silent, and causes the vowel in the middle to say its long sound. Place the e in the last box and draw an arrow to the middle vowel. Tell students there can only be one consonant between the vowel and silent e.  
**Word List:** cut-e, us-e, cub-e, dun-e, tub-e | 2 min. |
| **Word Reading Blending Routines (sound-by-sound or continuous)** | **Word Reading List:** Duke, flute, tune, cute, prune, fume, puke, fuse  
**I Do:** Choose a card from a deck and read the word aloud. Model how to read the word first looking to see if whether the e on the end follows the pattern of only one consonant between vowel and e.  
**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.  
**You Do:** Each student reads words from an individual stack of cards including. Listen to each student read his stack and provide feedback. | 5 min. |
| **Word Work** | **Word Building Words:** Make words using white boards.  
**I Do:** I am going to say some words. Watch me segment the word with my fingers to help me get ready to build the word. Using the white board spell the word cut. Then spell cute with a think aloud.  
**We Do:** Let’s do one together. Remind the students to segment the sounds they hear in the word us. Long or short vowel? Read the word. Add an e. Long or short? Read chorally. Students spell the word using their white boards.  
**You Do:** Ask the students to do the same thing using the following words. us-e, cub-e, dun-e, tub-e | 5 min. |
| **Dictation** | cute flute, Duke’s tune | 3 min. |
| **Text Application** | 1. Read story one with identified target words.  
2. Read clean copy of story one. | 10 min. |
# Explicit Instruction for Phonics Intervention

**Skill:** Long u (cvce)

**Instructional Day:** Three

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<tr>
<th>Section</th>
<th>Instructional Routine</th>
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| **Warm-up Activities**                   | **Review Activity:** Phoneme Substitution/Initial Sound: Swap that sound. Say several words and have the students add a sound to the beginning of the words to make new words.  
**Word List:** Change the /c/ in cat to /b/ (bat), dog/frog, day/gray, dim/trim, book/hook | 2 min.|
| **Phonological Awareness and Articulation of Skill** | **Activate Phonemic Awareness:** If additional practice is needed, see previous lessons.  
**Articulation:** If skill is secure, then spend this time in text application. | 3 min.|
| **Letter-Sound Correspondence**          | **Letter sound Correspondence:** If additional practice is needed, see previous lessons. If skill is secure, then spend this time in text application. | 2 min.|
| **Word Reading Blending Routines** (sound-by-sound or continuous) | **Word Reading List:** Word List Sheets: Sheet 1—duck-duke; Sheet 2—fun-fume-plume-prune-pun; Sheet 3—puke-puck-pike-pick-pack; Sheet 4—tune-prune-June-jut-cut-cute  
**I Do:** Model and think aloud how to read from list 1 words.  
**We Do:** Let’s read one together. Have students silently read the word on list 2. Say the word together. Then continue reading the list with teacher providing appropriate prompting & scaffolding.  
**You Do:** Create partners. Whisper read list 3 & 4 together. | 5 min.|
| **Word Work**                            | **Word Building Words:** Word Chain with White Boards  
**I Do:** Model for students how to encode the word flute. Change flute to fume to fuse to fuss. Each time, talk about flexing the word. Remind students that there can only be one consonant between the vowel and silent e.  
**We Do:** Let’s do one together. Have students encode list 2 above.  
**You Do:** Dictate the word chain below for students to write. tune-prune-June-jut-cut-cute, puke-puck-pike-pick-pack | 5 min.|
| **Dictation**                            | The flute plays a tune. A fuse is lit. | 3 min.|
| **Text Application**                     | 1. Identify target words in story 2.  
2. Read story 2. | 10 min. |
Explicit Instruction for Phonics Intervention

Skill: Long u (cvce)
Instructional Day: Four

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<tr>
<th>Section</th>
<th>Instructional Routine</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td><strong>Warm-up Activities</strong></td>
<td><strong>Review Activity:</strong> Phoneme Substitution – Initial/Final Sound: Swap that sound. Say several words and have the students swap a sound at the beginning or end of the words to make new words. <strong>Word List:</strong> bleed-bleach, creek-creep, slug-slush, brim-brick, cloud-clown, soon-spoon, chip-ship, team-cream, Dan-plan, play-gray</td>
<td>2 min.</td>
</tr>
<tr>
<td><strong>Phonological Awareness and Articulation of Skill</strong></td>
<td><strong>Activate Phonemic Awareness:</strong> If additional practice is needed, see previous lessons. <strong>Articulation:</strong> <em>If skill is secure, then spend this time in text application.</em></td>
<td>3 min.</td>
</tr>
<tr>
<td><strong>Letter-Sound Correspondence</strong></td>
<td><strong>Letter sound Correspondence:</strong> If additional practice is needed, see previous lessons. <em>If skill is secure, then spend this time in text application.</em></td>
<td>2 min.</td>
</tr>
<tr>
<td><strong>Word Reading Blending Routines</strong></td>
<td><strong>Word Reading List:</strong> Closed Sort, long u (cvce) and not long u (cvce)—duke, flute, tune, cute, prune, fume, puke, fuse, cut, pun, duck, fun, puck, fuss, vote, bus, hut, bike, bit, dive, cane, mate, spine <strong>I Do:</strong> 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. <strong>We Do:</strong> Ask students to read card silently. Discuss short e? short a? sight word? <strong>You Do:</strong> Students take turns sorting the remaining words.</td>
<td>5 min.</td>
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</tbody>
</table>
| **Word Work**                        | **Word Building Words: Write Words on White Boards**  
   **I Do:** I am going to say some words. Watch me say the word *fume*. I am going to use these boxes (phoneme grapheme 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. Write the silent e in the box with the m (in the lower right hand corner).  
   **We Do:** Let’s do one together. Say this word: cute. What are the sounds in cute? (Teacher sounds it out with cubes in boxes.) Let’s write the letters that represent the sounds. Write the silent e in the box with the m (in the lower right hand corner).  
   **You Do:** Your turn. Spell: duke, flute, tune, prune, puke, fuse | 5 min. |
<p>| <strong>Dictation</strong>                        | Duke eats prunes in June. Gas fumes make me ill.                                                                 | 3 min. |
| <strong>Text Application</strong>                 | 1. Read story two.                                                                                              | 10 min. |</p>
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<tbody>
<tr>
<td>Warm-up Activities</td>
<td><strong>Review Activity:</strong> Phoneme Substitution – Medial Sound: Swap that sound. Say several words and have the students swap a sound in the middle of the words to make new words.</td>
<td>2 min.</td>
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<td><strong>Word List:</strong> black-block, crash-crush, slid-sled, click-clock, guess-gas</td>
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<tr>
<td>Phonological Awareness and Articulation of Skill</td>
<td><strong>Activate Phonemic Awareness:</strong> If additional practice is needed, see previous lessons.</td>
<td>3 min.</td>
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<td><strong>Articulation:</strong>                                                                                       <em>If skill is secure, then spend this time in text application.</em></td>
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<tr>
<td>Letter-Sound Correspondence</td>
<td><strong>Letter sound Correspondence:</strong> If additional practice is needed, see previous lessons.                                                                       <em>If skill is secure, then spend this time in text application.</em></td>
<td>2 min.</td>
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<td>Word Reading Blending Routines (sound-by-sound or continuous)</td>
<td><strong>Word Reading List: Open Sort</strong>— duke, flute, tune, cute, prune, fume, puke, fuse, cut, pun, duck, fun, puck, fuss, vote, bus, hut, bike, bit, dive, cane, mate, spine, Luke, rule, use, June, ride, nose, bone, tame</td>
<td>5 min.</td>
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<td><strong>I Do:</strong> Choose a card from a deck and read the word aloud. Do a “think aloud” after saying the word. Place the word in a column. Discuss column headers. Model until at least one card is in each column.</td>
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<td></td>
<td><strong>We Do:</strong> Ask students to read card silently. Place in column.</td>
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<td></td>
<td><strong>You Do:</strong> Students take turns sorting the remaining words. They may create headers that are different from the teacher. Discuss thinking afterwards.</td>
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<tr>
<td>Word Work</td>
<td><strong>Word Building Words: Write Words on White Boards</strong>                                                   <em>I Do:</em> I am going to say some words. Watch me say the word <em>Luke</em>. I am going to use these boxes (phoneme grapheme 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. Write the silent e in the box with the <em>k</em> (in the lower right hand corner).</td>
<td>5 min.</td>
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<tr>
<td></td>
<td><strong>We Do:</strong> Let’s do one together. Say this word: <em>use</em>. What are the sounds in <em>use</em>? (Teacher sounds it out with cubes in boxes.) Let’s write the letters that represent the sounds.</td>
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<td></td>
<td><strong>You Do:</strong> Your turn. Spell: <em>rule, tunes, flutes, prune, fuse</em></td>
<td></td>
</tr>
<tr>
<td>Dictation</td>
<td>Duke plays a cute tune on the flute in June.</td>
<td>3 min.</td>
</tr>
<tr>
<td>Text Application</td>
<td>1. Read story three.</td>
<td>10 min</td>
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<tr>
<td></td>
<td>2. Formative Assessment: Student should read targeted skill words with the goal being 95% accuracy.</td>
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### Target Words for Long U (cvce) Stories

<table>
<thead>
<tr>
<th>Story 1</th>
<th>Story 2</th>
<th>Story 3</th>
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<tr>
<td><strong>Skill Specific New words (10-14)</strong></td>
<td><strong>Skill Specific New Words (5-7)</strong></td>
<td><strong>Skill Specific Words From Story 1 (5-7)</strong></td>
</tr>
<tr>
<td>flute</td>
<td>rule</td>
<td>cute</td>
</tr>
<tr>
<td>tune</td>
<td>use</td>
<td>tune</td>
</tr>
<tr>
<td>cute</td>
<td>tunes</td>
<td>flute</td>
</tr>
<tr>
<td>prune</td>
<td>June</td>
<td>flute</td>
</tr>
<tr>
<td>fume</td>
<td>flutes</td>
<td>flute</td>
</tr>
<tr>
<td>puke</td>
<td></td>
<td>flute</td>
</tr>
<tr>
<td>fuse</td>
<td></td>
<td>flute</td>
</tr>
</tbody>
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### Skill Specific Words From Story 1 (5-7)

- Duke
- flute
- tune
- cute
- prune
- fume
- puke
- fuse
- flute
- flute

### Skill Specific New words (10-14)

- Duke
- flute
- tune
- cute
- prune
- fume
- puke
- fuse
- flute
- flute

### Skill Specific New words (5-7)

- Duke
- flute
- tune
- cute
- prune
- fume
- puke
- fuse
- flute
- flute

### Skill Specific New words (10-14 words)

- Duke
- flute
- tune
- cute
- prune
- fume
- puke
- fuse
- flute
- flute
Duke’s Flute

Duke can play his flute. The tune of the flute is cute. Duke ate a prune with a funny fume. The fume of the prune made Duke puke in his flute. Duke’s fuse will turn red when Duke has to get the puke out of the flute that plays the cute tune.
Explicit Instruction for Phonics Intervention

Instructional Focus: Long U (cvce)

Story Number: 2

Luke and Duke

Luke and Duke can play a cute tune on the flute. The rule is, when you play the flute you must use funny tunes. Luke and Duke will use the flutes in June. Luke will play four cute tunes. Duke will play two cute tunes. They now have six flute tunes.
Luke the Mule

Luke the Mule was on the mute juke box. It was no fluke. The cube did not play. Luke the mule went for help. Luke came to a dune. On the dune was a cube and a tube.

Luke said, “I muse, a cube and a tube on a dune.” This will not help with a mute juke box.

Then came Duke the Mule with a flute. Now Luke can play a tune on the dune and not the mute juke box. What a fluke, Duke had a flute.