

Explicit Instruction for Phonics Intervention

Skill: **CVC – short u**

Instructional Day: One

| Section | Instructional Routine | Time | | | | | | | | | | |
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| Warm-up Activities | <p>Review Activity: Phoneme Substitution: Change that Sound</p> <p>Say several words and have the students delete the beginning sounds and add new sounds to make new words.</p> <p>Word List:</p> <table><tr><td>Bug – change the /b/ to /r/ = rug</td><td>Sun – change the /s/ to /f/ = fun</td></tr><tr><td>Rug – change the /r/ to /p/ = pug</td><td>Fun – change the /f/ to /b/ = bun</td></tr><tr><td>Pug – change the /p/ to /t/ = tug</td><td>Bun – change the /b/ to /n/ = nun</td></tr><tr><td>Tug – change the /t/ to /m/ = mug</td><td>Nun – change the /n/ to /g/ = gun</td></tr><tr><td></td><td>Gun – change the /g/ to /w/ = won</td></tr></table> | Bug – change the /b/ to /r/ = rug | Sun – change the /s/ to /f/ = fun | Rug – change the /r/ to /p/ = pug | Fun – change the /f/ to /b/ = bun | Pug – change the /p/ to /t/ = tug | Bun – change the /b/ to /n/ = nun | Tug – change the /t/ to /m/ = mug | Nun – change the /n/ to /g/ = gun | | Gun – change the /g/ to /w/ = won | 2 min. |
| Bug – change the /b/ to /r/ = rug | Sun – change the /s/ to /f/ = fun | | | | | | | | | | | |
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| | Gun – change the /g/ to /w/ = won | | | | | | | | | | | |
| Phonological Awareness and Articulation of Skill | <p>Activate Phonemic Awareness: Point up for words with /u/.</p> <p>Articulation: The central part of the tongue is mid-height in the mouth. The lips are unrounded and the facial muscles are lax. Look at the teacher’s mouth. Watch the way the mouth is shaped while making the /uuu/ sound</p> <p>Words for activity: thick, mud, under, toss, ax, jug, up, shut, bed</p> | 3 min. | | | | | | | | | | |
| Letter-Sound Correspondence | <p>Letter sound Correspondence: Introduce the short u sound; then show a letter u. Have the students say the letter and make the sound. Introduce key word: up. Teacher demonstrates how to write upper and lowercase u. Students draw an arrow pointing up and writes the letter u in it. When the teacher says a word that contains the /u/ sound, each student holds up their arrow with the u.</p> <p>Word List: bug, fun, cat, pup, fox, pen, run, up, hit, mud</p> | 2 min. | | | | | | | | | | |
| Word Reading Blending Routines (sound-by-sound or continuous) | <p>Word Reading List: Russ, cub, tub, muff, hum, cup, nut, tug, fuss</p> <p>I Do: Using PowerPoint or Quizlet, display the first word. Model how to sound out the word and read “club”. Pass out word lists to each student. Display the first word on PowerPoint or Quizlet. Read the first word on the list aloud; sound out word and say Russ. Display the next word on the list.</p> <p>We Do: Let’s do the next one together. Ask student to silently sound out the new word and say it aloud on cue (cub). Next word?(tub)</p> <p>You Do: Ask students to silently read remaining words on the list. On cue read together (muff, hum, cup, nut, tug, fuss)</p> | 5 min. | | | | | | | | | | |
| Word Work | <p>Word Chains with Letter Tiles</p> <p>Word Building Words: Chain 1 – mum, bum, sum Chain 2 – cut, hut, rut</p> <p>I Do: Using letter tiles, show students with a “think aloud” how to spell one word at a time in the following word chain: bug, mug, rug</p> <p>We Do: Let’s do one together. The first word is fun - /f/ /u/ /n/. What happens if we change the /f/ to /s/? Tell students that they are now going to use their magnetic letters to make the word run.</p> <p>You Do: Dictate the word chains for each child to make using their letters.</p> | 5 min. | | | | | | | | | | |
| Dictation | <p>Look and listen, echo and unblend, spell and write, reread</p> <p>up, bug, rug, pup, mud, hum, gun, jump, lug</p> | 3 min. | | | | | | | | | | |
| Text Application | <ol style="list-style-type: none">Have students identify the words in story one that contain the targeted skill and highlight or underline them.Read the identified words.Chorally read Story One. | 10 min. | | | | | | | | | | |

Explicit Instruction for Phonics Intervention

Target Words For **CVC – short u** Stories

| Story 1 |
|--|
| Skill Specific New words (10-14) |
| Russ |
| cub |
| tub |
| muff |
| hum |
| cup |
| nut |
| tug |
| fuss |

Explicit Instruction for Phonics Intervention

Instructional Focus: CVC – short u

Story Number: 1

Mutt and the Bug

Mutt is the pup. He will run. Mutt will run to the rug. A bug is on the rug. The bug and Mutt hug. Mutt and the bug go for a run in the sun.

A bud was in the sun by the mud. The bud was a mum. Mutt cut the mum. Mutt and the bug had fun.