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XO, Malia

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PHONICS INTERVENTIONS

SKILL-

Provide reteaching or extended practice for phonics skills. Specifically:

- Letter Sounds
- CVC Words (with specific focus on beginning, middle, and ending sounds)
- Digraphs
- Floss Rule
- Magic E
- Beginning Blends
- Ending Blends
- Vowel Teams
- Diphthongs
- R-Influenced Vowels
- Trigraphs
- Triple Blends

PREP-

Print a copy of the teacher prompt pages and student pages for each intervention you would like to complete.

ACTIVITY-

1. Assess students – deliver the placement assessment to students. Based on their scores, proceed to the intervention lesson if needed.
2. Deliver the intervention lesson – Use the prompts to complete an intervention lesson with students. Each lesson follows an “I Do”, “We Do”, “You Do” pattern. Use the provided word lists to complete up to 6 lessons for each skill.

PHONICS INTERVENTION

I DO

T: *We are going to work on some three-letter words together. First, I will write a word and say each sound in it. Then I will blend the sounds together and say the word.*

T: (Write "get" on your whiteboard.)

T: (Point your finger underneath G.) *The first sound in our word is /g/. (Point underneath the letter T and then E.) The last sound is /t/ and the middle sound is /e/ like in the words bed and men. I wrote that middle sound /e/ with the letter E.*

T: (Slide your finger from left to right underneath the word.) *I'm going to blend our three sounds together: /g/ /e/ /t/. Get.*

Note: For more spelling rules and notes, refer to the CVC lessons in the Phonics Toolkit.

WE DO

T: *Now let's change the middle sound together. I will erase the /e/ and change it to /o/. Then we will say the sounds, blend the sounds, and say the word together.*

T: (Change the E to O.)

T: (Point underneath the middle letter, O.) *What is the middle sound in our new word?*

T&S: /o/

T: *Now let's blend /o/ with the /g/ and /t/.*

T&S: (Point underneath the letters as you say them.) /g/ /o/ /t/

T&S: (Slide your finger from left to right underneath the word as you blend the sounds.) *Got.*

YOU DO

T: *Next, you will do some on your own. I will change the middle sound again. You will say the sounds, blend them together, and then say the word.*

T: (Change the O to U.)

S: (Points underneath the letters.) /g/ /u/ /t/

T: *Great! Now blend those sounds together.*

S: (Slides their finger from left to right underneath the word.) *Gut.*

MAKE IT MULTISENSORY

Students can use the digital or physical blending board to build the words as they say each individual sound.

If blending is difficult, give the child a rubber band. Have them stretch the rubber band out as they say the sounds of a three-letter word like "jog" and clap their hands together (shrinking the rubber band) when they blend the sounds together like this: /j/ (stretch the band) /o/ (stretch it more) /g/ (stretch it again) /jog/ (clap).

Alternatively, have the student sing the sounds instead of saying them in a conversational voice to help their brain learn to flow from one sound to the next. Words with continuous sounds (instead of stop sounds) are great for this. For instance, you can have the child sing these words:

- Fish
- Leg
- Man
- Nose
- Rat
- Sit
- Van
- Zip

PHONICS INTERVENTION

LESSON 1

PROMPT

ban → bin → Ben → bun

bed → bid → bud → bod

dog → dig → dug → dog

hat → hit → hut → hot

pig → pug → peg → pig

LESSON 2

PROMPT

ham → Him → bud → bod

tap → tip → top → tap

fin → fan → fun → fin

get → gut → got → get

pot → pit → pat → pet

LESSON 3

PROMPT *introducing nonsense words

rib → rab → rob → rub

bat → bot → bit → bet

ham → hum → him → hom

jet → jot → jat → jut

log → leg → lug → lig

LESSON 4

PROMPT

mud → mid → mad → med

tug → tag → tig → tug

zip → zap → zep → zup

pen → pon → pan → pun

net → not → nut → net

LESSON 5

PROMPT

fan → fin → fun → fan

led → lud → lad → lod

tax → tix → tux → tex

ram → rim → rem → rom

bog → big → bug → bag

LESSON 6

PROMPT

gum → gam → gom → gim

tan → ton → tin → ten

jam → Jim → jom → jum

sit → sat → sot → sut

hip → hop → hap → hup

NAME _____

DATE OF PRETEST _____ POST TEST _____

DIGRAPH WORDS

Hand the student the digraph word sheet and ask them to read each word. Answers are correct as long as the student reads the digraph correctly.

		STUDENT RESPONSE	PRETEST	STUDENT RESPONSE	POST TEST
path	/th/				
chap	/ch/				
cash	/sh/				
whiz	/wh/				
ping	/ng/				
knit	/kn/				
		TOTAL CORRECT	/6	TOTAL CORRECT	/6

COMMENTS

INTERVENTION PLACEMENT: If a student receives a score of 0-4, begin intervention instruction for this skill.

PHONICS ASSESSMENT – DECODING DIGRAPH WORDS

Read each word...

path

chap

cash

whiz

ping

knit

PHONICS ASSESSMENT – DECODING DIGRAPH WORDS

Read each word...

path

chap

cash

whiz

ping

knit

PHONICS ASSESSMENT – DECODING DIGRAPH WORDS

Read each word...

path

chap

cash

whiz

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knit

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