

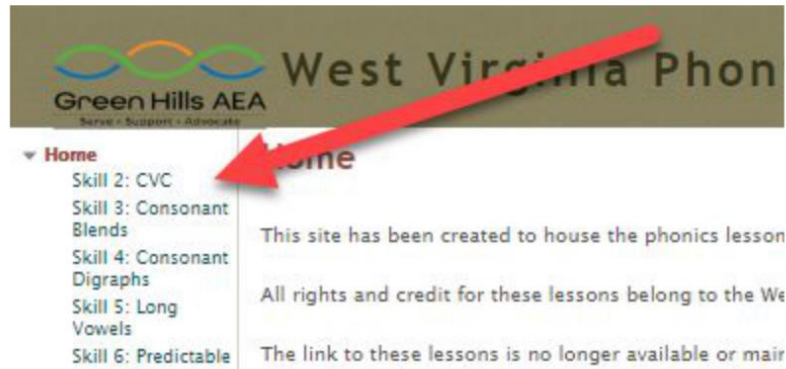


DIRECTIONS TO ACCESS AND USE THE WEST VIRGINIA PHONICS LESSONS

Click on [West Virginia Phonics](#) lessons to open the resource page.



Use the side navigation pane to locate lessons for specific skills.



Understanding the skills

Each skill has 2 - 3 weeks of daily lessons. All lessons have directions and printable resources for instruction.

Skill 2: CVC

- Closed syllable words, with short vowel sounds

Skill 3: Consonant Blends

- Works on -l-, -r-, and -s blends

Skill 4: Consonant Digraphs

- Focuses on -wh-, -ph-, -th-, -ch-, -ck-, -sh

Skill 5: Long Vowels

- Teaches students to move from closed syllable words to long-vowel words with an -e at the end (CVCe)

Skill 6: Predictable Vowel Teams

- Focuses on -ai-, -ay-, -ew-, -ue-, -oa-, -igh-, -y-, -oi-, -oy-, -au-, -aw

Skill 7: Vowel Teams Multiple Sounds

- Teaches multiple sounds of -ea-, -ie-, -oo-, -ou-, -ow

Skill 8: Vowel R

- Focuses on -ar-, -er-, -ir-, -ur-, -or

Skill 9: Complex Consonants



- Teaches the hard and soft sounds of c and g, -tch-, -wr-, -kn-, -gn

Skill 10: Multisyllabic Words

- Students work with multisyllabic words combining the six syllable types













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<p><u>LESSONS</u> Accessing the Lessons</p> <p>Click on the skill on the left side</p>	 <p>Skill 2: CVC Skill 3: Consonant Blends Skill 4: Consonant Digraphs</p>												
<p>This opens the resource materials by week</p>	 <p>Skill 2, Week 1 Skill 2, cvc review, Week 1.doc Skill 2, short a, Week 1.doc Skill 2, Week 2 Skill 2, Short a, Week 2.doc Skill 2, Short e, Week 2.doc Skill 2, Week 3 Skill 2, cvc review, Week 3.doc skill 2, short a, week 3.doc</p>												
<p>Click on view to open and see the lesson.</p>	<p style="text-align: center;">Explicit Instruction for Phonics Intervention Skill: CVC Review Instructional Day: One</p> <table border="1" data-bbox="542 1281 1497 1740"> <thead> <tr> <th>Section</th> <th>Instructional Routine</th> <th>Time</th> </tr> </thead> <tbody> <tr> <td>Warm-up Activities</td> <td>Review Activity: Sound link - Using chain links, students take off a link for the sound deleted in the word. Examples: fat - at; cat - ca; big - ig Word List: fat, cat, big, pig, pet, fox, run, hop, mud, bug, Bub, Ned, Bob</td> <td>2 min.</td> </tr> <tr> <td>Phonological Awareness and Articulation of Skill</td> <td>Activate Phonemic Awareness: Picture sort: words with short a/short e from available resources. If not available, Students touch a red manipulative if they hear short a, touch blue manipulative if hear short e. Articulation: 1. Model for students short a sound. Have students watch your mouth, imitate you chorally. 2. Have students look in mirrors. What's the shape of your mouth when you say /a/? Repeat same process for short e.</td> <td>3 min.</td> </tr> <tr> <td>Letter-Sound Correspondence</td> <td>Letter sound Correspondence: Hold up the letter a - tell students that the letter a stands for /a/ in CVC words. Have students hold up a letter a card when you say /a/. Repeat for short e. Practice short a / short e sound and students identifying sound. Word List: men, Cat, Cap, tap, can, met, dad, ten, Ben, set, yet, web, Dan, Sam</td> <td>2 min.</td> </tr> </tbody> </table>	Section	Instructional Routine	Time	Warm-up Activities	Review Activity: Sound link - Using chain links, students take off a link for the sound deleted in the word. Examples: fat - at; cat - ca; big - ig Word List: fat, cat, big, pig, pet, fox, run, hop, mud, bug, Bub, Ned, Bob	2 min.	Phonological Awareness and Articulation of Skill	Activate Phonemic Awareness: Picture sort: words with short a/short e from available resources. If not available, Students touch a red manipulative if they hear short a, touch blue manipulative if hear short e. Articulation: 1. Model for students short a sound. Have students watch your mouth, imitate you chorally. 2. Have students look in mirrors. What's the shape of your mouth when you say /a/? Repeat same process for short e.	3 min.	Letter-Sound Correspondence	Letter sound Correspondence: Hold up the letter a - tell students that the letter a stands for /a/ in CVC words. Have students hold up a letter a card when you say /a/. Repeat for short e. Practice short a / short e sound and students identifying sound. Word List: men, Cat, Cap, tap, can, met, dad, ten, Ben, set, yet, web, Dan, Sam	2 min.
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<p>Lesson Components</p> <p>The top of the lesson tells you what day you will complete this in the instructional sequence.</p>													



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	<p>Explicit Instruction for Phonics Intervention Skill: CVC Review Instructional Day: One </p>									
<p>1. Section: This is the breakdown of the components of each lesson.</p> <p>2. Instructional Routine: The directions you will follow to complete this section.</p> <p>3. Time: How long you should dedicate to this section.</p>	<table border="1"> <thead> <tr> <th data-bbox="597 491 776 523">Section</th> <th data-bbox="776 491 1295 523">Instructional Routine 2</th> <th data-bbox="1295 491 1360 523">Time</th> </tr> </thead> <tbody> <tr> <td data-bbox="597 523 776 634">1  Warm-up Activities</td> <td data-bbox="776 523 1295 634"> Review Activity: Sound link - Using chain links, students take off a link for the sound deleted in the word. Examples: fat - at; cat - ca; big - bg Word List: fat, cat, big, pig, pet, fox, run, hop, mud, bug, Bub, Ned, Bob </td> <td data-bbox="1295 523 1360 634">2 min. </td> </tr> <tr> <td data-bbox="597 634 776 753">Phonological Awareness and Articulation of Skill</td> <td data-bbox="776 634 1295 753"> Activate Phonemic Awareness: Picture sort: words with short a/short e from available resources. If not available, Students touch a red manipulative if they hear short a, touch blue manipulative if hear short e. Articulation: 1. Model for students short a sound. Have students watch your mouth, imitate you chorally. 2. Have students look in mirrors. What's the shape of your mouth when you say/aaaaa/? Repeat same process for short e. </td> <td data-bbox="1295 634 1360 753">3 min. </td> </tr> </tbody> </table>	Section	Instructional Routine 2	Time	1  Warm-up Activities	Review Activity: Sound link - Using chain links, students take off a link for the sound deleted in the word. Examples: fat - at; cat - ca; big - bg Word List: fat, cat, big, pig, pet, fox, run, hop, mud, bug, Bub, Ned, Bob	2 min. 	Phonological Awareness and Articulation of Skill	Activate Phonemic Awareness: Picture sort: words with short a/short e from available resources. If not available, Students touch a red manipulative if they hear short a, touch blue manipulative if hear short e. Articulation: 1. Model for students short a sound. Have students watch your mouth, imitate you chorally. 2. Have students look in mirrors. What's the shape of your mouth when you say/aaaaa/? Repeat same process for short e.	3 min. 
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<p>Lesson Materials</p> <p>After the lessons you will find materials needed to complete each section.</p> <p>These materials may include word resources or stories.</p>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Explicit Instruction for Phonics Intervention</p> <p>Target Words For CVC Review Stories</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Story 1</th> <th colspan="2" style="width: 50%;">Story 2</th> <th style="width: 25%;">Story 3</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Skill Specific New words (10-14)</td> <td style="text-align: center;">Skill Specific New Words (5-7)</td> <td style="text-align: center;">Skill Specific Words From Story 1 (5-7)</td> <td style="text-align: center;">Skill Specific New words (10-14 words)</td> </tr> </tbody> </table> </div> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;">Story Number: 1</p> <hr style="border: 1px solid black; margin: 10px 0;"/> <p style="text-align: center;"><u>Dad and the Cat</u></p> <p style="text-align: center;">A man sees a cat with a cap. The man gives Dad the cat with a cap. Dad and the cat go to see Dan. Dan is the vet.</p> </div>	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)	
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