

Explicit Instruction for Phonics Intervention

Skill: **Complex consonants – kn/gn**

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	Review Activity: Speed drills with grade level appropriate Dolch list words.	2 min.
Phonological Awareness and Articulation of Skill	This section is excluded because the focus of this lesson is to help students recognize the spelling pattern. Students at this level should already be proficient in articulating the /n/ sound.	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Introduce the /n/ spelled kn and gn. Show the cards and have the students say the sound. The teacher will give each student a list of words and have then highlight the kn and gn spellings.</p> <p>Word List: Words with gn or kn: know, knit, knot, gnat, sign, gnaw, gnark</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: knight, gnat, knee, sign, know, knit, knoll, knack, knead, known, knack, gnarl, gnarl,gnome</p> <p>I Do: Chose the word from the bag and read it aloud.</p> <p>We Do: Have students choose a card from the bag. Read it aloud. Place the card in the gn row or the kn row.</p> <p>You Do: Take turns reading words from the bag and placing in the appropriate column.. The word will have gn or kn.</p>	5 min.
Word Work	<p>Word Building Words: know, knit, gnat, sign, knight, knee</p> <p>I Do: I am going to say some words. Look at the word gnat. Watch me say the sounds in the word. I am going to use a marker to represent each sound in the word. Then I am going to write the letters that represent the word. /n /a/ /t/</p> <p>We Do: Let's do one together, Look at the word. It is knit. What sounds are in knit. (Teacher sounds it out with the markers.) Let's write the letters that represent the sounds. /n /i/ /t//</p> <p>You Do: Ask the students to do the same with the following words.</p>	5 min.
Dictation	<p>Gnark the gnat</p> <p>Knight Steve</p> <p>Gnaw on the tree knots.</p>	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	Review Activity: Speed drills with grade level appropriate Dolch list words.	2 min.
Phonological Awareness and Articulation of Skill	This section is excluded because the focus of this lesson is to help students recognize the spelling pattern. Students at this level should already be proficient in articulating the /n/ sound.	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Explain to the students our focus today is on/n/ spelled kn and gn. Show lists with words and have the students say the words. When the letters gn and kn appear in words the initial consonants will be silent. Give the students a word list. have each student highlight the silent letters.</p> <p>Word List: knight, gnat, gnaw, gnark, know, knots, knee, sign, know, knit, knoll, knack, knead, known, knack, gnarl, gnarl,gnome</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: knight, gnat, gnaw, Gnark, know, sign, knit, knee, kneel</p> <p>I Do: I will read the words to you. Listen and track under them with your finger as I read.</p> <p>We Do: Let us read these words together, Which letter is silent? How do I read the kn spelling? How do I read the gn spelling?</p> <p>You Do: Show students various words with the kn and gn spelling of /n/. Have students read the words with their partners.</p>	5 min.
Word Work	<p>Word Building Words: knight, gnat, gnaw, Gnark, know, sign, knit, knee, kneel</p> <p>I Do: Model think aloud process while making the word knight.</p> <p>We Do: Have students assist while making the word knat and gnaw (if necessary).</p> <p>You Do: Continue with the list of words checking students letter arrangements.</p>	5 min.
Dictation	The knight knew that the gnat would knit a hat.	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	Review Activity: Speed drills with grade level appropriate Dolch list words.	2 min.
Phonological Awareness and Articulation of Skill	This section is excluded because the focus of this lesson is to help students recognize the spelling pattern. Students at this level should already be proficient in articulating the /n/ sound.	3 min.
Letter-Sound Correspondence	Letter sound Correspondence: Word List: <i>If skill is secure, then spend this time in text application.</i>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	Word Reading List: sign, knees, known, knit, knight, gnat, knee, kneel, live, friend, rein, reign, eight I Do: I will read the words with the kn and gn using the /n/ sound. The sound will appear at the beginning and the end of the word. Choose the word card for sign from the pocket chart and read it aloud. Do a think aloud; sound out the word and say it. We Do: We will read the words with the kn and the gn with /n/ sound. The sound will appear at the beginning or the end of the word. Ask the students to choose a card from the pocket chart (knees). Read the word and place it in the row with the kn sound. Choose a word that does not have kn or gn and place in the row for other words. You Do: Take turns reading the cards from the pocket chart. The cards will be silent gn kn words or sight words that do not have a silent kn or gn	5 min.
Word Work	Word Building Words: sign, knees, known, knit, knight, reign, gnat, knee, kneel I Do: I am going to say some words. Listen to me say the sounds in the word (gnat). I am going to use these 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. We Do: Let's do one together. Listen to the sounds in this word. What are the sounds in knee. Let's write the letters that represent the sounds. kn/n/ee/s You Do: Ask students to do the same with the following words and pictures.	5 min.
Dictation	He had to kneel on his knees before the king.	3 min.
Text Application	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	Review Activity: Speed drills with grade level appropriate Dolch list words.	2 min.
Phonological Awareness and Articulation of Skill	This section is excluded because the focus of this lesson is to help students recognize the spelling pattern. Students at this level should already be proficient in articulating the /n/ sound.	3 min.
Letter-Sound Correspondence	Letter sound Correspondence: Word List: <i>It skill is secure, spend this time in text application.</i>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	Word Reading List: know, knit, knee, kneel, know, knight, knots, gnat, gnarl, gnaw, Gnark I Do: Show the students the gn flip book. Begin with the word gnat. "I know the g is silent. Making the g silent, the word is gnat. Let's do one together." We Do: The teacher shows the next word, gnarl. Which letter is silent? How do I read the gn sound? Read the word. Continue with gnaw and Gnark You Do: Students read the kn flip book with a partner.	5 min.
Word Work	Word Building Words: Place the gn in a box to represent the /n/ sound: I Do: When I hear the word gnat, I know the /n/ is spelled gn. So to map the word, I put the gn in the first box. Then I hear /a/ spelled a. The last sound I hear is /t/ spelled t. There are four letters in the word but only three sounds. We Do: New word is gnarl. How many sounds? How do we map it? You Do: Each student gets a different words. Let the student explain how many letters and sounds. Word List: know, knit, knee, kneel, know, knight, knots, gnat, gnaw, gnark	5 min.
Dictation	known to have a big knife if the black knight did not kneel	3 min.
Text Application	1. Read story two.	10 min.

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Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	Review Activity: Speed drills with grade level appropriate Dolch list words.	2 min.
Phonological Awareness and Articulation of Skill	This section is excluded because the focus of this lesson is to help students recognize the spelling pattern. Students at this level should already be proficient in articulating the /n/ sound.	3 min.
Letter-Sound Correspondence	Letter sound Correspondence: Word List: <i>If skill is secure, then spend this time in text application.</i>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	Word Reading List: I Do: In the flip book show the first word knight. Keeping the k silent, the next word is Knee. Try it We Do: The students show the word knee You Do: Have the students read them individually, then allow them to read them to a partner.	5 min.
Word Work	Word Building Words: know, knit, knee, kneel, know, knight, knots, gnat, gnaw, Gnark I Do: When I hear the word gnat, I know the /n/ is spelled gn . Model writing gnat on their white boards. Dictate remaining gn words for a student to write with group support. We Do: We will hear the word knit and know the /n/ is spelled kn . Have students in partners write knit on their white boards. Dictate remaining kn words for students to write. You Do: Students independently complete above chains.	5 min.
Dictation	He then went to gnaw on a pear, but was bit by a gnat.	3 min.
Text Application	1. Read story three. 2. Formative Assessment: Student should read targeted skill words with the goal being 95% accuracy.	10 min.

Explicit Instruction for Phonics Intervention

Target Words For **Complex consonants – kn/gn** Stories

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Instructional Focus: Complex consonants kn/gn

Story Number: 1

Knight Steve

Knight Steve wanted to live with Gnark the gnat so he went home with him. Gnark's home was a bit small, but it was just Gnark and Knight Steve.

Knight Steve did not like what Gnark the gnat ate. It was gross! Gnark the gnat would gnaw on knots in wood. Knight Steve tried to gnaw on the knots in the wood, but it did not taste good! Gnark would gnaw on the wood knots all day. Knight Steve ate the knots and got sick. He did not like to gnaw on the tree knots.

Since Knight Steve cannot eat wood, and Gnark's house is small, he moved out. In his new house, Knight Steve now only eats steak.

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Instructional Focus: Complex consonants – kn/gn

Story Number: 2

The Knight and the Gnat

The black knight read a sign. The sign said he had to kneel on his knees before the king. He did not want to kneel because he had sore knees.

The king was known to have a big knife. He knew the king would use his knife if he did not kneel. If the black knight did not kneel, he would be told to leave. If he left, he did not know where he would go.

The knight went to a bench where he used to sit and knit. He went there to sit and think. He sat so long that it was dusk. The gnats came out and tried to gnaw on his skin. This made the knight choose to go back to the king. He would kneel on his sore knees to keep from being gnawed by gnats.

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Instructional Focus: Complex consonants kn/gn

Story Number: 3

The Knave

A knight knelt before the king. A knave took his knife and knocked on the knees of the knight. The knave knocked a gnat with the knife.

The knight stood when the king left the room. The knave held the knob of the door for the king. The king will ride to the woods with the knight and the knave. They will hunt for a gnu to cook for the feast.

They found a gnu in the woods. The knave jumped off his horse and ran after the gnu. The knave knew it was time to use his knife on the gnu when it gnashed its teeth at him. That was the end of the gnu. The king, the knight and the knave went home and made gnu stew for the feast.