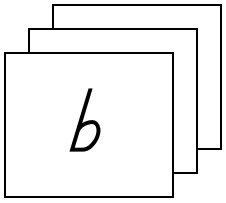
# Danco Phonics Intervention
# 3 Day Lesson Plan

## *Day 1*

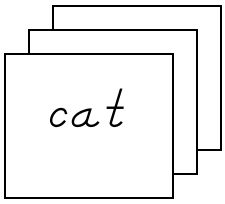
### *Review Previous Sounds & Introduce New Sounds*

- □ Sound Flash Cards
- □ Special Sound Card (if any)
- □ Table Writing



### *Decoding Words*

- □ Word Flash Cards

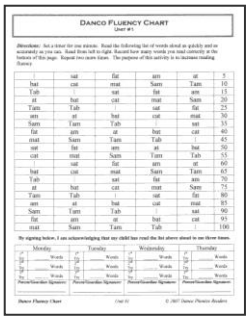



### *Word Work*

- □ Word Construction Tiles (for decodable words)
- □ Arm Spelling (for sight words)

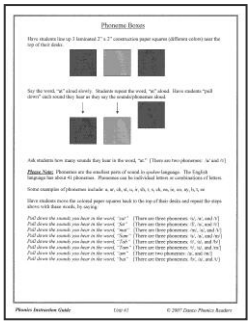
### *Fluency*

- □ Danco Fluency Chart



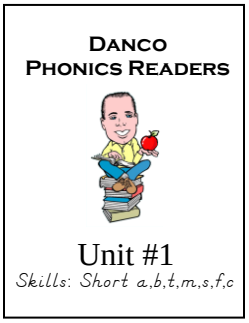

### *Phonemic Awareness*

- □ Phoneme Boxes




### *Reading*

- □ Phonics Readers – Echo Reading

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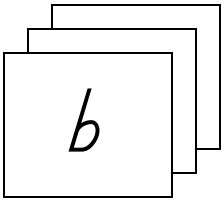
# Danco Phonics Intervention
# 3 Day Lesson Plan

## *Day 2*

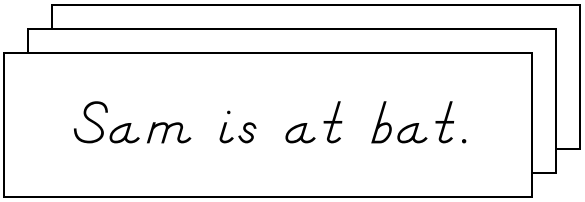
### *Review Sounds*

- □ Sound Flash Cards
- □ Sky Writing



### *Decoding Words*

- □ Sentence Strips

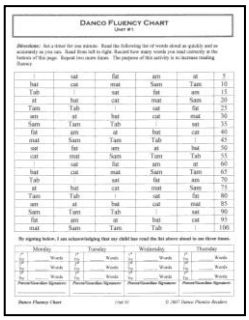



### *Word Work*

- □ Salt Trays (for decodable words)
- □ Arm Spelling (for sight words)

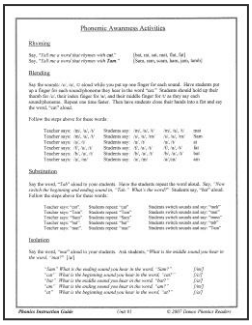
### *Fluency*

- □ Danco Fluency Chart



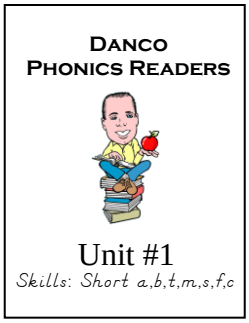

### *Phonological Awareness*

- □ Rhyming
- □ Blending




### *Reading*

- □ Phonics Readers – Whisper Reading

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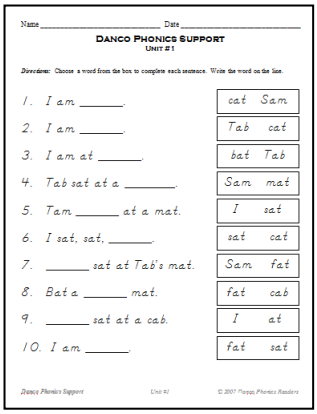
# Danco Phonics Intervention
# 3 Day Lesson Plan

## *Day 3*

### *Phonics Worksheet*

- □ Danco Phonics Support


Name _____ Date _____

**Danco Phonics Support**
Unit # 1

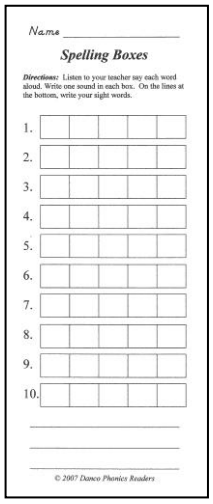
*Directions:* Choose a word from the box to complete each sentence. Write the word on the line.

| | |
|---|---|
| 1. I am _____. | cat Sam |
| 2. I am _____. | Tab cat |
| 3. I am at _____. | bat Tab |
| 4. Tab sat at a _____. | Sam mat |
| 5. Tam _____ at a mat. | I sat |
| 6. I sat, sat, _____. | sat cat |
| 7. _____ sat at Tab's mat. | Sam fat |
| 8. Bat a _____ mat. | fat cab |
| 9. _____ sat at a cab. | I at |
| 10. I am _____. | fat sat |

*Danco Phonics Support* Unit #1 © 2007 Danco Phonics Readers

### *Word Work*

- □ Spelling Boxes


Name _____

**Spelling Boxes**

**Directions:** Listen to your teacher say each word aloud. Write one sound in each box. On the lines at the bottom, write your sight words.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

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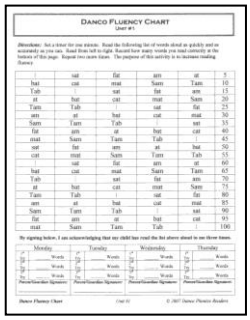
### *Fluency*

- □ Danco Fluency Chart


**Danco Fluency Chart**
Unit #1

*Directions:* Set a timer for one minute. Read the following list of words aloud as quickly and as accurately as you can. Read from left to right. Record how many words you read correctly at the bottom of this page. Repeat two more times. The purpose of this activity is to increase reading fluency.

| | | | | | |
|---|---|---|---|---|---|
| I | sat | fat | am | at | 5 |
| bat | cat | mat | Sam | Tam | 10 |
| Tab | I | sat | fat | am | 15 |
| at | bat | cat | mat | Sam | 20 |
| Tam | Tab | I | sat | fat | 25 |
| am | at | bat | cat | mat | 30 |
| Sam | Tam | Tab | I | sat | 35 |
| fat | am | at | bat | cat | 40 |
| mat | Sam | Tam | Tab | I | 45 |
| sat | fat | am | at | bat | 50 |
| cat | mat | Sam | Tam | Tab | 55 |
| I | sat | fat | am | at | 60 |
| bat | cat | mat | Sam | Tam | 65 |
| Tab | I | sat | fat | am | 70 |
| at | bat | cat | mat | Sam | 75 |
| Tam | Tab | I | sat | fat | 80 |
| am | at | bat | cat | mat | 85 |
| Sam | Tam | Tab | I | sat | 90 |
| fat | am | at | bat | cat | 95 |
| mat | Sam | Tam | Tab | I | 100 |

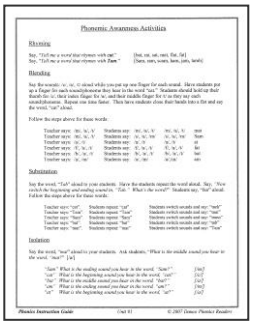
By signing below, I am acknowledging that my child has read the list above aloud to me three times.

| Monday | Tuesday | Wednesday | Thursday |
|---|---|---|---|
| 1st ____ Words | 1st ____ Words | 1st ____ Words | 1st ____ Words |
| 2nd ____ Words | 2nd ____ Words | 2nd ____ Words | 2nd ____ Words |
| 3rd ____ Words | 3rd ____ Words | 3rd ____ Words | 3rd ____ Words |
| Parent/Guardian Signature | Parent/Guardian Signature | Parent/Guardian Signature | Parent/Guardian Signature |

*Danco Fluency Chart* Unit #1 © 2007 Danco Phonics Readers

### *Phonological Awareness*

- □ Deletion/Substitution/Syllables
- □ Isolation


**Phonemic Awareness Activities**

**Rhyming**

Say, "Tell me a word that rhymes with /at/." [bat, cat, sat, mat, flat, fat]
Say, "Tell me a word that rhymes with Tam." [ham, ram, wam, ham, jam, lamb]

**Blending**

Say the words /s/, /a/, /t/ aloud while you put up one finger for each sound. Have students put up a finger for each sound/phoneme they hear in the word "sat." Students should hold up their thumb for /s/, their index finger for /a/, and their middle finger for /t/ as they say each sound/phoneme. Repeat one time faster. Then have students close their hands into a fist and say the word, "sat" aloud.

Follow the steps above for these words:

| | | | | |
|---|---|---|---|---|
| Teacher says: /m/, /a/, /t/ | Students say: /m/, /a/, /t/ | /m/, /a/, /t/ | mat |
| Teacher says: /s/, /a/, /t/ | Students say: /s/, /a/, /t/ | /s/, /a/, /t/ | Sam |
| Teacher says: /a/, /t/ | Students say: /a/, /t/ | /a/, /t/ | at |
| Teacher says: /t/, /a/, /t/ | Students say: /t/, /a/, /t/ | /t/, /a/, /t/ | tat |
| Teacher says: /b/, /a/, /t/ | Students say: /b/, /a/, /t/ | /b/, /a/, /t/ | bat |
| Teacher says: /a/, /m/ | Students say: /a/, /m/ | /a/,/m/ | am |

**Substitution**

Say the word, "Tab" aloud to your students. Have the students repeat the word aloud. Say, "Now switch the /t/ sound to /k/ sound." Students say, "Tab." What is the word?" Students say, "tab" aloud. Follow the steps above for these words:

| | | |
|---|---|---|
| Teacher says "cat", | Students repeat "cat", | Students switch sounds and say "tack" |
| Teacher says "Tom" | Students repeat "Tom" | Students switch sounds and say "ton" |
| Teacher says "bat" | Students repeat "bat" | Students switch sounds and say "bad" |
| Teacher says "hat" | Students repeat "hat" | Students switch sounds and say "had" |
| Teacher says, "mat". | Students repeat "mat" | Students switch sounds and say "Tam" |

**Isolation**

Say the word, "mat" aloud to your students. Ask students, "What is the middle sound you hear in the word, 'mat?'" [/a/]

| | |
|---|---|
| "Sam." What is the ending sound you hear in the word, "Sam?" | [/m/] |
| "Tab." What is the beginning sound you hear in the word, "Tab?" | [/t/] |
| "Ant." What is the middle sound you hear in the word, "Ant?" | [/a/] |
| "pin." What is the ending sound you hear in the word, "pin?" | [/n/] |
| "at." What is the beginning sound you hear in the word, "at?" | [/a/] |

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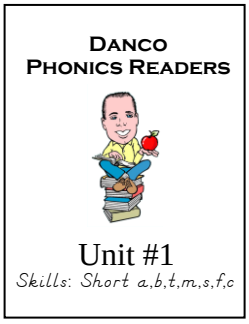
### *Reading*

- □ Phonics Readers – Partner Reading or silent reading


**Danco Phonics Readers**



Unit #1
*Skills: Short a,b,t,m,s,f,c*

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