Phonics Instructional Routine: Decode and Write Words

Preparation/Materials: Words with two or three phonemes (e.g., sad, me, mat, fat, fit) written on word cards, paper and pencil for each student.

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**TEACHER EXPLAINS TASK**

We are going to read and write words.

**TEACHER MODELS TASK**

*Display the word card for “sad.”*

Listen and watch. I will say each sound slowly. /sss/ /aaa/ /d/

I will blend the sounds. “sad”

Turn over the word card for “sad.”

I will say “sad” slowly and hold up 1 finger for each sound. /sss/ /aaa/ /d/

Now I will write each letter as I say its sound slowly. /sss/ /aaa/ /d/ “sad”

I have read and written “sad.”

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**TEACHER & STUDENTS PRACTICE TASK TOGETHER**

*Display the word card for “sad.”*

Let’s say each sound. /sss/ /aaa/ /d/

Blend the sounds and read the word. • “sad”

Turn over the word card for “sad.”

Say “sad” slowly and hold up 1 finger for each sound. • /sss/ /aaa/ /d/

On your paper write each letter as we say its sound slowly. • /sss/ /aaa/ /d/ “sad”

Read the word. • “sad”

Yes. We have read and wrote “sad.”

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**STUDENTS PRACTICE TASK**

Students read and write from their paper.

Your turn. Put your finger on the “s”.

Say each sound slowly. /sss/ /aaa/ /d/

Now blend the sounds. “sad”

Turn your paper over. Say “sad” slowly and hold up 1 finger for each sound. /sss/ /aaa/ /d/

Now write each letter as you say its sound slowly. /sss/ /aaa/ /d/

Read the word. “sad”

Yes. You read and wrote the word “sad.”
Adaptations using this instructional routine:
• Use letter-sound cards as a visual aid to spell and/or transfer the word to paper.
• Use words with four or five phonemes (e.g., brain, street).

For further independent student practice, refer to the FCRR Kindergarten and First Grade Student Center Activities at [http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part4.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part4.pdf)
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