

Explicit Instruction for Phonics Intervention

Skill: **er, ir, ur**
Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight Word Drill.</p> <p>Word List: Use grade level appropriate Dolch list words</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Thumbs up/down. Do you hear the /û/ sound?</p> <p>Articulation: Have students look in the mirror. What is the shape of your mouth when you say /û/? For explicit directions on making the sound, see Week 1 lesson.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: List of words. Have students highlight the words that have er, ir, or ur in them.</p> <p>Word List: Fern, Kirk, skirt, twirl, turn, hurt, her, dirt, church, swerve, dog, cat, house, like, school, bike</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Kirk, her, hurt, skirt, Fern, turn, twirl, swerve, church</p> <p>I Do: Model think aloud and blend words: Kirk, her, hurt</p> <p>We Do: Guide students in a group think aloud blending: skirt, Fern, turn</p> <p>You Do: Read individually: twirl, swerve, church</p>	5 min.
Word Work	<p>Word Building Words: swerve- nerve, turn- burn; skirt-dirt, and hurt-curt; Kirk-Dirk; burn- turn; dirt- skirt</p> <p>I Do: Model changing the initial sound: swerve- nerve, turn- burn</p> <p>We Do: Say word, change initial sounds, say new word as a group: skirt-dirt, and hurt-curt</p> <p>You Do: Say word, have students change initial sound and say new word: Kirk-Dirk; burn- turn; dirt- skirt</p>	5 min.
Dictation	Fern, burn, turn, her, dirt, skirt	3 min.
Text Application	<ol style="list-style-type: none"> Have students identify the words in story one that contain the targeted skill. Read the identified words. Read Story One. 	10 min.

Explicit Instruction for Phonics Intervention

Skill: **er, ir, ur**
Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight Word Drill.</p> <p>Word List: Use grade level appropriate Dolch list words</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Ask students to stand when hearing the /û/ sound in a word.</p> <p>Articulation: Have students make the /ir/, /er/, /ur/ sounds and discuss with the students the shape of their mouths.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Show flash cards with word being read by teacher. Have students stand when they see words with er, ir, ur.</p> <p>Word List: Fern, Kirk, skirt, twirl, turn, hurt, her, dirt, church, swerve, rake, crane, rat, ball, burn, curb</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Fern, Kirk, skirt, twirl, turn, hurt, her, dirt, church, swerve, burn, curb</p> <p>I Do: Watch me read these words from a pocket chart: Fern, Kirk, turn. Model the blending of sounds.</p> <p>We Do: Join me in blending these words together: Fern, skirt, hurt</p> <p>You Do: Call on individuals to read words: Kirk, twirl, skirt, turn, hurt, her, dirt, church, swerve</p>	5 min.
Word Work	<p>Word Building Words: swerve, church, skirt, Fern, Kirk, twirl, turn, hurt, her, dirt, curb</p> <p>I Do: Watch me write swerve. All of our /û/ spellings sound the same, so we have to pay attention to the correct spelling. Let's practice the words spelled with er first. (Teacher can repeat these steps with ur and ir again) (Teacher Note: Frequency of spellings er is 40%, ur is 26%, and ir is 13%)</p> <p>We Do: Have students write words with er from the word list as a group.</p> <p>You Do: Work with a partner to write remaining er words.</p>	5 min.
Dictation	shirt, twirl, swerve, church, hurt, stern	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.

Explicit Instruction for Phonics Intervention

Skill: **er, ir, ur**
Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	Review Activity: Sight Word Drill. Word List: Use grade level appropriate Dolch list words	2 min.
Phonological Awareness and Articulation of Skill	Activate Phonemic Awareness: : Articulation: <i>If skill is secure, then spend this time in text application.</i>	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: Burt, Third, first, girl, Vern, skirt, hurt, dirt, her, Fern, Kirk, I Do: Teacher reviews word list by sorting words into ER, IR, and UR rows. We Do: Using pocket charts, students (with teacher guidance) will sort words into ER, IR, and UR categories. You Do: Students individually sort and paste pre-cut word cards into categories.	5 min.
Word Work	Word Building Words: Fern, Kirk, skirt, twirl, turn, hurt, her, dirt, church, swerve, burn, shirt I Do: Teacher demos writing a word. Teacher does a think aloud with writing Vern. Teacher models changing the word to Fern. We Do: Teacher gives word and sound to change. A student models the change for the group. Girl-whirl You Do: Teacher calls words. Students write word list on white boards.	5 min.
Dictation	dirt on my skirt Burt's blue shirt will hurt you	3 min.
Text Application	1. Identify target words in story 2. 2. Read story 2.	10 min.

Explicit Instruction for Phonics Intervention

Skill: **er, ir, ur**
Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	Review Activity: Sight Word Drill. Word List: Use grade level appropriate Dolch list words	2 min.
Phonological Awareness and Articulation of Skill	Activate Phonemic Awareness: Articulation: <i>If skill is secure, then spend this time in text application.</i>	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: her, girl, dirt, hurt, turn, skirt, Vern, Fern, third I Do: Think aloud sorting the following words: er- her; ir-girl; ur- hurt We Do: Read the words chorally and have students determine where to place the word. er-jerk; ir-dirt; ur-turn You Do: Students will independently sort the words that were just sorted.	5 min.
Word Work	Word Building Words: I Do: Model think aloud for writing these words: first, turn, Vern We Do: Have students work together to write girl, hert, her You Do: Have students independently write skirt, Burt, jerk, and any words from the I Do or We Do sections as time permits. Word List: first, turn, Vern, girl, hert, her, skirt, Burt, jerk	5 min.
Dictation	Vern ran from the girl. Burt has a blue shirt.	3 min.
Text Application	1. Read story two.	10 min.

Explicit Instruction for Phonics Intervention

Skill: **er, ir, ur**
Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	Review Activity: Sight Word Drill. Word List: Use grade level appropriate Dolch list words	2 min.
Phonological Awareness and Articulation of Skill	Activate Phonemic Awareness: Articulation: <i>If skill is secure, then spend this time in text application.</i>	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: her, girl, turn, swerve, skirt, hurt, Fern, first, church, word, mud, spoon, loon I Do: Open Sort- ER, IR, UR and other: Teacher models a think aloud placing her, girl, turn, and farm into the appropriate column. We Do: Teacher selects a card, the group reads the word, and everyone places their copy of that card in the appropriate column. Use, swerve, skirt, hurt, bar. You Do: Students continue sorting their words into appropriate columns.	5 min.
Word Work	Word Building Words: her, girl, turn, swerve, skirt, hurt, Fern, first, church I Do: Writing words in shaving cream: Teacher sounds and blends a word to model how to write the word. We Do: The teacher says a word and asks the students for guidance in writing the word. You Do: The teacher distates words as the students write them.	5 min.
Dictation	She could twirl and turn. Fern has a red skirt. Burt, Vern, and Fern went out to play.	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 **er, ir, ur** Stories

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)
Fern	Burt	skirt	bird
Kirk	third	hurt	chirp
skirt	first	dirt	curl
twirl	girl	her	perch
turn	Vern	Fern	fur
hurt		Kirk	fir
her			burr
dirt			Dirk
church			Herb
swerve			purr
burn			
shirt			
curb			

Explicit Instruction for Phonics Intervention

Instructional Focus: er, ir, ur

Story Number: 1

Story Title

Fern and Kirk

Fern and Kirk went to church. Fern had on her red skirt. She could twirl and turn. As she twirled, Fern fell on the curb. She hurt her leg and got dirt on her skirt. Kirk had to swerve so he would not get dirt on his blue shirt. Kirk was stern and cursed Fern. "Dern Fern, Do not turn so fast Fern or you will burn, burn, burn."

Explicit Instruction for Phonics Intervention

Instructional Focus: er, ir, ur

Story Number: 2

Burt, Fern and Vern Play

Burt, Vern and Fern go out to play ball. Burt has a blue shirt. Fern has a red skirt. First, Vern puts dirt on Burt's shirt. Burt says, "Vern, do not put dirt on my shirt."

Next, Vern put dirt on Fern's skirt. Fern said, "Vern, do not put dirt on my skirt, or I will hurt you!"

Then, Vern ran from the girl toward third base. Now Bert and Fern do not play with Vern.

Explicit Instruction for Phonics Intervention

Instructional Focus: er, ir, ur

Story Number: 3

Derk's Cat

Derk and Herb sat on the log by the fir tree. Up in the fir tree the bird sat on a perch. Down in the yard of the farm Derk's cat had a burr in its fur. It was too sad to purr. The burr in Derk's cat's fur made its tail curl.

The bird in the fir tree flew from its perch down to the yard by Derk. The bird gave a sad chirp. It gave a chirp when it heard the cat burp.

Then Herb pulled the burr from Derk's cat's fur. Derk's cat gave a big purr.