

Explicit Instruction for Phonics Intervention

Skill: Two syllable words – vowel r

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: One syllable vowel-r. Teacher flashes word cards and students read.</p> <p>Word List: barn, bark, cart, fork, born, short, fur, Burt, lurk, shirt, firm, stir, dirt, firm, her, verb</p>	2 min.
Syllable Type	<p>Word List: cartoon, summer, sister, Rover, morning, corner, never</p> <p>R controlled vowels in multisyllabic words.</p> <p>Of the six syllable types, this should be the fifth syllable type introduced to students.</p> <p>When dividing a word into syllables, the vowel plus the r usually stay in the same syllable.</p> <p>Show the word garlic. "There are two vowels in the word, so it probably has two syllables. Since the r follows the a, I should keep the a and the r in the same syllable. I will divide the word after the r." Read the first syllable /gär/, then the second /lik/. "The word is garlic."</p>	3 min.
Syllable Division Rule(s)	<p>When you examine a word, if you see a vowel followed by an r, try the vowel and the r in the same syllable. The vowel sound in the syllable containing the vowel-r has the same sound as it would in a one syllable word.</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: winter, border, market, cartoon, corner, carpet, turnip, urban, catnip, pepper, girlish, quirky, dirty, shirtless</p> <p>I Do: Using the word "carpet" show the students 3 steps: 1. Underline the vowels and divide the word between the 2 consonants remembering to keep the r with the vowel it follows. 2. Read each syllable as if it were a single syllable. 3. Put both syllables together and say the word.</p> <p>We Do: One the board, write the word "summer" and ask the students to underline vowels and divide the word into syllables. Remind students to keep the r with the vowel that it follows. Ask students why they divided where they did. Together, read the word parts and blend.</p> <p>You Do: Give the students the remaining word cards and have them follow above routine.</p>	5 min.
Word Work	<p>Word Building Words: winter, border, market, cartoon, corner, carpet, turnip, urban, catnip, pepper, girlish, quirky, dirty, shirtless</p> <p>I Do: Say the word "winter". Think aloud: "I hear 2 syllables, /win/ and /tûr/. I'll write the word "winter." Underline the vowel r combination.</p> <p>We Do: Ask students to make the word "border", Repeat the steps with them: 1. Say the word. 2. How many syllables do you hear in the word, write "bor" and "der."</p> <p>You Do: Students write words dictated by the teacher.</p>	5 min.
Dictation	<p>My mother wore an apron. The color of the visor is purple.</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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Skill: **Two syllable words – vowel r**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Phonemic Awareness. Substitute /er/ for /ar/ and /or/. What's the new word?</p> <p>Word List: color, cartoon, artist, terror, over, father, corner, stormy, purple, carpet</p>	2 min.
Syllable Type	<p>Word List: cartoon, summer, sister, Rover, morning, corner, never</p> <p>R controlled vowels in multisyllabic words.</p> <p>Of the six syllable types, this should be the fifth syllable type introduced to students.</p> <p>When dividing a word into syllables, the vowel plus the r usually stay in the same syllable.</p> <p>Show the word warning. "There are two vowels in the word, so it probably has two syllables. Since the r follows the a, I should keep the a and the r in the same syllable. I will divide the word after the n." Read the first syllable /wärn/, then the second /ing/. "The word is warning."</p>	3 min.
Syllable Division Rule(s)	<p>When you examine a word, if you see a vowel followed by an r, try the vowel and the r in the same syllable. The vowel sound in the syllable containing the vowel-r has the same sound as it would in a one syllable word.</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: clever, cartoon, artist, picture, farther, border, parchment, winter, teacher</p> <p>I Do: Place word cards on the table, model reading the first word with a think aloud using your syllabication strategies.</p> <p>We Do: Have students read a word with teach guidance on the syllabication rules. Read another word by asking students to silently sound out the new word and say it on cue.</p> <p>You Do: Ask students to read the remaining new word cards.</p>	5 min.
Word Work	<p>Word Building Words: Word Chains: marker-barker-darker; paper-caper-taper.</p> <p>I Do: Using your letter cards, show students with a think aloud how to spell one word at a time in the following word chain: mother-brother-smother</p> <p>We Do: Let's do one together. The first word is "sister." What happens if we change the "s" to "bl"? Tell the students they they are now going to use their letter cards to show "blister."</p> <p>You Do: Dictate the word chains above for each child to write on paper.</p>	5 min.
Dictation	<p>The teacher is an artist. The cartoon is colorful.</p>	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: Two syllable words – vowel r

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Stepping Up Students line up. They step forward one step if the teacher says words with the vowel-r sound and back one step if she says a word that does not.</p> <p>Word List: start/ed, morn/ing, moth/er, bor/der, pic/ture, car/toon, cor/ner, clev/er, art/ist, win/ter, teach/er</p>	2 min.
Syllable Type	<p>Word List: alarm, arson, carbon, doctor, distort, glory, labor R controlled vowels in multisyllabic words. Of the six syllable types, this should be the fifth syllable type introduced to students. When dividing a word into syllables, the vowel plus the r usually stay in the same syllable. Show the word turkey. “There are two vowels in the word, so it probably has two syllables. Since the r follows the a, I should keep the a and the r in the same syllable. I will divide the word after the n.” Read the first syllable /tûr/, then the second /kē/. “The word is turkey.”</p>	3 min.
Syllable Division Rule(s)	<p>When you examine a word, if you see a vowel followed by an r, try the vowel and the r in the same syllable. The vowel sound in the syllable containing the vowel-r has the same sound as it would in a one syllable word.</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: started, morning, mother, border, cartoon, corner, clever, artist, visor, teacher, picture, winter, barn, bark, cart, fork, born, short, fur, Burt, lurk, shirt, firm, stir, dirt, firm, her, verb</p> <p>I Do: Using word cards, sort words into one syllable and two syllable.</p> <p>We Do: Ask children to join in sorting a few words.</p> <p>You Do: Student reads words on cards and place accordingly.</p>	5 min.
Word Work	<p>Word Building Words: visor, color, purple, clever, mother, winter, teacher</p> <p>I Do: Write “visor” on a dry erase board. How many vowels? (2) Underline the vowels.</p> <p>We Do: Have two students work together to write clever.</p> <p>You Do: Dictate words from the list below for each student to write on individual white boards. Students write word first (check spelling.) Underline and count vowels. Read the word.</p>	5 min.
Dictation	<p>One morning in summer Rover showed his mother, father, and sister a cartoon.</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Identify target words in story 2. 2. Read story 2. 	10 min.

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Skill: **Two syllable words – vowel r**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Name that Word. Sight word cards are turned upside down in pocket chart. Students take turns choosing a card and reading it.</p> <p>Word List: they, who, taught, our have, with or other grade level appropriate Dolch list words.</p>	2 min.
Syllable Type	See previous lessons	3 min.
Syllable Division Rule(s)	See previous lessons	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Word Sort: colors, texture, carpet, visor, sailor, border, farther, artist, picture, parchment, winter, clever, father, flirting, dirty, birthday, thirty, furniture, current, burning</p> <p>I Do: Using the sorting mat, place one word card for each pattern in the corresponding column: ‘er, ir, ur’ and ‘ar’ and ‘or.’</p> <p>We Do: As a whole group, one student chooses a word card and then group decides in which column to place the card.</p> <p>You Do: Using their own sorting mat and word cards, students independently sort the words.</p>	5 min.
Word Work	<p>Word Building Words: (picture cards of these words) feather, customer, marble, person, mirror, burning, paper, scissors, carpet, colors, sailor, teacher, border, artist.</p> <p>I Do: Teacher chooses the card with picture of a feather. Using a think aloud, teacher identifies the picture, chunks the word. He/She says aloud “what letters go together to make the /ûr/ sound in feather. She then writes the word on her whiteboard.</p> <p>We Do: As a whole group, a student chooses a picture card and identifies the picture. Students work together to agree on the spelling pattern for the r-controlled sound in that word. Students spell the word aloud and everyone writes the word on their own whiteboard.</p> <p>You Do: Teacher shows the picture card to the group. Students identify and write the word on their whiteboard. They then hold up their board for the teacher to see for immediate feedback.</p>	5 min.
Dictation	I saw the sailor sitting on the carpet. The customer picked up the package. The artist colored the picture.	3 min.
Text Application	1. Read story two.	10 min.

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Skill: **Two syllable words – vowel r**

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: One syllable vowel-r words. Teacher flashes word cards and students read.</p> <p>Word List: barn, bark, cart, fork, born, short, fur, lurk, shirt, stir, dirt, fern, verb, her</p>	2 min.
Syllable Type	See previous lessons	3 min.
Syllable Division Rule(s)	See previous lessons	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: brother, over, carton, started, carpet, winter, colors, teacher, stormy, purple, never</p> <p>I Do: Show the students the words “carpet” and “colors.” Remind students of the above division rule. Place the words in the corresponding columns of ‘ur, er, ir’ and ‘ar’, and ‘or’ patterns to show the sorting procedure.</p> <p>We Do: As a group, decide into which column “winter” and “carton” should be sorted.</p> <p>You Do: Students work with partner to sort word cards into appropriate columns.</p>	5 min.
Word Work	<p>Word Building Words: Build Word Chains: started-carted-parted; never-lever-clever</p> <p>I Do: Write “teacher” on the board. Model chaining one letter at a time to make new words to form word chains. Change only initial or final consonants: teacher-preacher-leacher.</p> <p>We Do: As a group, complete the word chain. Dictate the first word. Allow students to write the word. Then dictate remaining words in the chain: brother-mother-smother cellar, stellar, umbellar (plant),</p> <p>You Do: Students individually complete word chains on their white boards: started-carted-parted; never-lever-clever</p>	5 min.
Dictation	<p>My mother wore an apron. The color of the visor is purple.</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Read story three. 2. Formative Assessment: Student should read targeted skill words with the goal being 95% accuracy. 	10 min.

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Target Words For **Two syllable words – vowel r** 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)
morning	clever	father	super
mother	summer	brother	stormy
father	sailor	mother	garner
brother	borders		paper
sister	started		marker
torn	winter		story
rover	artist		fortress
cower	teacher		laser
laughter	parents		warrior
whimper	texture		purple
never	picture		loser
curtain	colors		dinner
	coloring		guarded
	carton		figure
	carpet		terror return

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Instructional Focus: Two syllable words – vowel r

Story Number: 1

Rover's Mishaps

One morning, my mother, father, brother, and sister were eating breakfast when they heard a loud noise in the living room. Father ran into the living room and found the curtain torn and lying on the floor. In the corner, he saw Rover cowering behind the furniture. Father started to yell at Rover who began to whimper sadly. Instead of yelling, father gave Rover a warning to never chew on the curtain again.

Rover ran into the kitchen knocking over the carton of milk. Mother jumped up to yell but began to laugh instead. Everyone joined in laughter at Rover's mishaps.

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Instructional Focus: Two syllable words – vowel r

Story Number: 2

Clever Artists

My brother and I have such clever parents. They use parchment to make borders on pictures. They started in the winter with an artist who worked as a teacher. The artist loved colors and textures. He taught our mother and father to start by coloring on cartons and carpet to create the texture.

During the summer the clever artists painted a picture for a sailor on the beach. They enjoy their new hobby.

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Instructional Focus: Two syllable words – vowel r

Story Number: 3

Time for Dinner

It was a dark stormy night and Bart Garner was bored. He pulled out some paper and a purple marker and began to write a story.

“A brave warrior stood proudly on the wall of his fortress. Armed with his super sonic laser he guarded the kingdom. Suddenly, in the distant horizon a sinister figure appeared. Terror crept up his spine. The soldier raised his weapon and...”

“Bart, time for dinner,” mother called.

Bart places his marker on the desk and scowled. “I’ll return to you, you loser.”

Then, Bart bound out of the room looking forward to finishing the story after dinner.