

Explicit Instruction for Phonics Intervention

Multisyllable closed-closed

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Clap for syllables</p> <p>Word List: hatbox, tablet, zigzag, Chihuahua, fabulous, vacation, pepperoni, alligator</p>	2 min.
Syllable Type	<p>Word List: goldfish, sunlight, barnyard, catnap, hilltop, absent, husband, plaster</p> <p>New Concept: This should be the first multisyllabic lesson introduced to students. Every syllable in a word has only one vowel sound. Write napkin on the board. Underline the vowels and divide the word between the two consonants. The first syllable in the word ends in a consonant; therefore it is called a closed syllable. Closed syllables usually have a short vowel sound. Repeat this process for the words in the word list.</p>	3 min.
Syllable Division Rule(s)	<p>Explain that every syllable in a word has a vowel sound. In a closed syllable the syllable ends in a consonant. To divide a closed-closed word into syllables, we divide the word after the consonant at the end of the first syllable.</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: kitten, mittens, catnip, rabbit, catnap, basket, sunset, crimson, problem, hungry, dismal, campus</p> <p>I Do: Teacher will model for the students how to separate a 2 syllable closed-closed word. Think aloud with kitten: I know that each syllable has one vowel sound. I see two vowels separated by two consonants. I will divide the word between the consonants. Both of these syllables are closed since they end with a consonant, therefore I will try the short vowel sound when trying to pronounce each syllable. /kit/ /ten/</p> <p>We Do: The teacher and students will do the words: catnip and rabbit using the steps above.</p> <p>You Do: Give each student a different 2 syllable closed-closed word and ask them to complete the steps above.</p>	5 min.
Word Work	<p>Word Building Words: kitten, mittens, catnip, rabbit, catnap, basket, sunset, crimson, problem, hungry, dismal, campus</p> <p>I Do: Say the word "crimson". Say each syllable within 2 syllable closed-closed word. Write the words "crim" and "son" on a dry erase board. Show the word spelled crimson. Underline the vowels. Divide between the two syllables- crim/son.</p> <p>We Do: Ask students to write the word "tidbit". Repeat the three steps from section 2 with the students.</p> <p>You Do: Students write words on dry erase boards, underline vowels, and show division between the syllables. After each word is written and divided, they read each part then read it again blended.</p>	5 min.
Dictation	<p>rabbit problem catnap hilltop</p>	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.

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Multisyllable closed-closed Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: The teacher shows short vowel words and the students give a thumbs up for short a or the short e sound, and a thumbs down for words with other vowel sounds.</p> <p>Word List: cat, fan, sap, rap, net, pet, ten, men, hit, mug, tub, pop, top</p>	2 min.
Syllable Type	<p>Word List: cookbook, corncob, goldfish, barnyard, catnap, hilltop, absent, husband, plaster</p> <p>New Concept: This should be the first multisyllabic lesson introduced to students. Every syllable in a word has only one vowel sound. Write sunlight on the board. Underline the vowels and divide the word between the two consonants. The first syllable in the word ends in a consonant; therefore it is called a closed syllable. Closed syllables usually have a short vowel sound. Repeat this process for the words in the word list.</p>	3 min.
Syllable Division Rule(s)	<p>Explain that every syllable in a word has a vowel sound. In a closed syllable the syllable ends in a consonant. To divide a closed-closed word into syllables, we divide the word after the consonant at the end of the first syllable.</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: kitten, mittens, catnip, rabbit, catnap, basket, sunset, crimson, problem, hungry, dismal, campus</p> <p>I Do: Using the word dismal show the students four steps: 1. Underline the vowels. 2. Divide the word into syllables between the two consonants. Point out that the division leaves a vowel in each syllable. 3. Read each word separately. Read the whole compound word.</p> <p>We Do: Show the word suntan and ask students to underline the vowels and divide it into syllables (if necessary, tell them that each word is a syllable). Ask students to tell you why they divided it as they did. Together, read each word part and then blend the word.</p> <p>You Do: Give each student a different word and ask them to complete the four steps above.</p>	5 min.
Word Work	<p>Word Building Words: kitten, mittens, catnip, rabbit, catnap, basket, sunset, crimson, problem, hungry, dismal, campus</p> <p>I Do: Say the word basket. Say each syllable within the 2 syllable closed-closed word. Write the syllable bas and then ket. Show the word spelled basket. Underline the vowels. Divide between the two syllables - bas/ket</p> <p>We Do: Ask students to write the word tidbit. Repeat the four steps with the students.</p> <p>You Do: Students write words, underline vowels, and show division between the two words that make up the 2 syllable closed-closed word. After the word is written and divided, they read each part. Then read it again blended.</p>	5 min.
Dictation	<p>the tablet the kitten with white paws</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.

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Multisyllable closed-closed Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight word speed drill with word cards</p> <p>Word List: our, am, there, their, where, different, right, such, years, again, people, came, each, write, why, time, were, little, through, before, around, use, could, which, yellow, your, goes, going, together or other grade appropriate Dolch list words.</p>	2 min.
Syllable Type	<p>Word List: postcard, magnet, inlet, nostril, contact, vivid, witness, zigzag</p> <p>New Concept: This should be the first multisyllabic lesson introduced to students. Every syllable in a word has only one vowel sound. Write magnet on the board. Underline the vowels and divide the word between the two consonants. The first syllable in the word ends in a consonant; therefore it is called a closed syllable. Closed syllables usually have a short vowel sound. Repeat this process for the words in the word list.</p>	3 min.
Syllable Division Rule(s)	<p>Explain that every syllable in a word has a vowel sound. In a closed syllable the syllable ends in a consonant. To divide a closed-closed word into syllables, we divide the word after the consonant at the end of the first syllable.</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Single and Multi-Syllable Word Sort : kitten, mitten, catnip, basket, problem, common, victim, chive, scream, trap, health, stop</p> <p>I Do: Place column labels on the table (single syllable, two syllables). Place a deck of word cards face down on the table. Turn over the card and think aloud does the word have one syllable or does it have two syllables. Model until there is one word in each column.</p> <p>We Do: Place card on table. Ask students to read the word silently. One syllable or two syllables? Which column?</p> <p>You Do: Students will take turns sorting the remaining words</p>	5 min.
Word Work	<p>Word Building Words:</p> <p>I Do: Say the word hiccup. Say each syllable within the word. Write the syllables 'hic' and then 'cup.' Show the word spelled hiccup. Underline the vowels. Divide between the two words - post/card.</p> <p>We Do: Ask students to write the word transit. Repeat the four steps with the children.</p> <p>You Do: Students write words, underline vowels, and show division between the two syllables that make up word. After each word is written and divided, they read each part then read it again blended.</p>	5 min.
Dictation	<p>eat some pumpkin inside the basket a crimson sunset</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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Multisyllable closed-closed Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	Review Activity: Sight word speed drill with word cards Word List: Grade appropriate Dolch list words.	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)	Word Reading List: Read the words with wordcards: puppet, madcap, manner, fender, cutlet, cosmic, anklet, bonnet, cancer, goblin I Do: Model drawing a card, examining the vowels, reading each syllable and then the entire word. We Do: Place card on table. Ask students to read the word silently. On cue, respond chorally. You Do: Students partner read the remaining words.	5 min.
Word Work	Word Building Words: I Do: Model writing the word puppet with a think aloud. We Do: Have students write the word cutlet with group support. You Do: Students write words, underline vowels, and show division between the two syllables that make up the word. After each word is written and divided, they read each part then read it again blended. Word List: puppet, madcap, manner, fender, cutlet, cosmic, anklet, bonnet, cancer, goblin, cactus, hilltop, sunup, canyon, insect	5 min.
Dictation	The hungry kitten ate catnip. The basket was full of pumpkins.	3 min.
Text Application	1. Read story two.	10 min.

Explicit Instruction for Phonics Intervention

Multisyllable closed-closed

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Flash word cards while students take turns "popping" up out of their chair to read the words.</p> <p>Word List: about, try, work, never, do, before, would, both, their, goes, could, been, call, first, talk, only, start, why, because, found, or other grade 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: previous word reading word cards.</p> <p>I Do: Have the word "laptop" written on the board. Use the following steps: 1) Underline the vowels 2) Look between the vowels 3) Draw a line between the consonants. 4) Say the first syllable 5) Say the second syllable 6) say the entire word.</p> <p>We Do: Write the word "helmet" on the board and ask the students to think about where the vowels are and where they would chunk the word. After the students have thought through the process. Orally they will say the first syllable, second syllable, then entire word.</p> <p>You Do: Have students read wordcards from previous days lessons.</p>	5 min.
Word Work	<p>Word Building Words: cactus, hilltop, insect, canyon, puppet, madcap, manner, fender, cutlet, cosmic, anklet, bonnet, cancer, princess, pigment, summit, velvet</p> <p>I Do: Model writing the word cactus with a think aloud.</p> <p>We Do: Have students write the word hilltop with group support.</p> <p>You Do: Students write remaining words, underline vowels, and show division between the two syllables that make up the word. After each word is written and divided, they read each part then read it again blended.</p>	5 min.
Dictation	In the basket were kittens and puppies.	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 **Multisyllable closed-closed**
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)
kitten	Cactus	sunset	Bluedog
Mittens	hilltop	rabbit	bulldog
catnip	sunup	kitten	pumpkin
rabbit	vultures	problem	sandwich
catnap	insects	basket	chickens
basket	canyon		paddock
sunset			denim
crimson			cotton
problem			blanket
hungry			tractor
			tantrum
			cottage
			suspect

Explicit Instruction for Phonics Intervention
Instructional Focus: Multisyllable closed-closed

Story Number: 1

Mittens

My kitten has two paws that are white. We call her Mittens. Mittens loves to eat catnip. Once she chased a rabbit in the yard. She got so tired she took a catnap under the basket. When Mittens woke up, it was sunset and the sky was crimson. Mittens was stuck under the basket. She cried, "Meow Meow!" I heard her but couldn't find her. What a problem!

Mittens got hungry and cried louder. I looked and looked for her. Finally I saw two white paws waving from under the basket. It was Mittens, my kitten. Since that day, Mittens has never gone near the basket again!

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Instructional Focus: Multisyllable closed-closed

Story Number: 2

Cactus Jack

Cactus Jack lived on a hilltop. At sunup, he woke and went for a walk. At sunset, he sat on the porch and watched the animals. He saw rabbits, vultures, kittens and insects. Cactus Jack could see he had a problem. The vultures were circling above the kittens. Cactus Jack scooped the kittens into a basket and ran to the canyon he had seen on his walk at sunup. He hid the kittens in the canyon and went back to his porch to enjoy the sunset.

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Instructional Focus: Multisyllable closed-closed

Story Number: 3

My Pet Bluedog

Once upon a time I had a bulldog named Bluedog. I called her Bluedog because she was so grey she looked blue. She would eat anything! She loved to eat a sandwich, pumpkins in the garden, and even rocks. Bluedog would chase the chickens in the coop and the horse in the paddock. She would even chase Dad when he drove the tractor. Then she would roll in smelly, rotten cow pies. Mom would have a tantrum when she came back to our cottage.

When Bluedog was tired she slept on a bed covered with denim and rolled in a cotton blanket. Bluedog looked so angelic, you would never suspect that she could cause such havoc.