

Explicit Instruction for Phonics Intervention

Skill: **2-Syllable Silent e, Week 1**

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight words with flashcards</p> <p>Word List: (first grade) has, again, could, were, some, (second grade) because, does, use, would, your or other grade level appropriate Dolch list words.</p>	2 min.
Syllable Type	<p>This is the third syllable type of the six patterns to be introduced to students. Show the word inside. "I know that each syllable has one vowel sound. I see three vowels in this word. However, the word ends in an e. I will keep the e and the vowel before it in the same syllable because that is type of syllable we will be studying: VCe. I will divide the word between the n and the s. I pronounce these two parts /in/ /sīd/."</p> <p>Words to model: amaze, cupcake, outside, surprise</p>	3 min.
Syllable Division Rule(s)	<p>Remember when examining a word for syllabication; always look for a final e. This is called a VCe syllable. The final e is silent and the vowel sound before it is long. Then use your syllabication strategies for open and closed syllables to divide and read the word.</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: amaze, baseball, cupcake, amuse, outside, provide, sidewalk, cyclone, surprise, Tyrone</p> <p>I Do: Using syllable cards made by breaking the words into syllables, place first syllable card of a pair, show how to read the syllable followed by the next syllable. If the first syllable is open or closed, model this syllable. Model each VCe syllable. Read both syllables together. Repeat with another word.</p> <p>We Do: In whole group, students will look at two more pairs of syllables. With each pair of syllables, guide the discussion to point out the VCe syllable and any open or closed syllable. Read the entire word chorally.</p> <p>You Do: Give student partners different syllable pairs to read with corrective feedback.</p>	5 min.
Word Work	<p>Word Building Words: amaze, baseball, cupcake, amuse, outside, provide, sidewalk, cyclone, surprise, Tyrone</p> <p>I Do: Model think aloud of breaking apart a word from the list and writing it. Repeat with another word.</p> <p>We Do: Guide students in think aloud to break apart and write a word from the list. Repeat with another word.</p> <p>You Do: Dictate all words from the list so students can independently write them with corrective feedback.</p>	5 min.
Dictation	<p>when I am outside inside my sweet cupcake</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.

Explicit Instruction for Phonics Intervention

Skill: **2-Syllable Silent e, Week 1**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight words</p> <p>Word List: (Second grade) were, again, because, wash, goes, buy, does (first words) once, give, by or other grade level appropriate Dolch list words.</p>	2 min.
Syllable Type	<p>This is the third syllable type of the six patterns to be introduced to students. Show the word inside. "I know that each syllable has one vowel sound. I see three vowels in this word. However, the word ends in an e. I will keep the e and the vowel before it in the same syllable because that is type of syllable we will be studying: VCe. I will divide the word between the n and the s. I pronounce these two parts /in/ /sɪd/."</p> <p>Words to model: inside, cupcake, outside, surprise, provide</p>	3 min.
Syllable Division Rule(s)	<p>Remember when examining a word for syllabication; always look for a final e. This is called a VCe syllable. The final e is silent and the vowel sound before it is long. Then use your syllabication strategies for open and closed syllables to divide and read the word.</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: amaze, baseball, cupcake, amuse, outside, provide, sidewalk, cyclone, surprise, Tyrone</p> <p>I Do: Using syllable cards made by breaking the words into syllables, place first syllable card of a pair, show how to read the syllable followed by the next syllable. If the first syllable is open or closed, model this syllable. Model each VCe syllable. Read both syllables together. Repeat with another word.</p> <p>We Do: In whole group, students will look at two more pairs of syllables. With each pair of syllables, guide the discussion to point out the VCe syllable and any open or closed syllable. Read the entire word chorally.</p> <p>You Do: Give student partners different syllable pairs to read with corrective feedback.</p>	5 min.
Word Work	<p>Word Building Words: amaze, baseball, cupcake, amuse, outside, provide, sidewalk, cyclone, surprise, Tyrone</p> <p>I Do: Model think aloud of breaking apart a word from the list and writing it. Repeat with another word.</p> <p>We Do: Guide students in think aloud to break apart and write a word from the list. Repeat with another word.</p> <p>You Do: Dictate all words from the list so students can independently write them with corrective feedback.</p>	5 min.
Dictation	<p>surprise on the sidewalk amuse us outside baseball in the cupcake</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: **2-Syllable Silent e, Week 1**

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Review sight words using flash cards</p> <p>Word List: Sight words from Day 1 and 2 along with always, been, found, pull, right or other grade level appropriate Dolch list words.</p>	2 min.
Syllable Type	<i>If skill is secure, then spend this time in text application.</i>	3 min.
Syllable Division Rule(s)	<i>If skill is secure, then spend this time in text application.</i>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: amaze, baseball, cupcake, amuse, outside, provide, sidewalk, cyclone, surprise, Tyrone</p> <p>I Do: Using word cards, model counting the vowels and using syllabication strategies to examine syllables. Read the word. Repeat with another word.</p> <p>We Do: As a group, analyze two more words.</p> <p>You Do: Give each student the word cards to read orally with a partner.</p>	5 min.
Word Work	<p>Word Building Words: amaze, baseball, cupcake, amuse, outside, provide, sidewalk, cyclone, surprise, Tyrone</p> <p>I Do: Teacher says the word from the list, counts the vowels, and splits according to the division rule. Repeat the word. Follow steps with another word.</p> <p>We Do: All students repeat the word after the teacher. All write the word. Students underline the vowels and split according to the division rule. Teacher provides corrective feedback. Repeat with another word.</p> <p>You Do: Students repeat the process independently, saying the word quietly to themselves, as the teacher says each word.</p>	5 min.
Dictation	<p>She went outside to eat her cupcake. Tyrone will amuse his friend with the baseball. Stand on the sidewalk and wait for the surprise.</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Identify target words in story 2. 2. Read story 2. 	10 min.

Explicit Instruction for Phonics Intervention

Skill: **2-Syllable Silent e, Week 1**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Popcorn Words: Read sight words using flash cards</p> <p>Word List: grade level appropriate words from Dolch list</p>	2 min.
Syllable Type	<i>If skill is secure, then spend this time in text application.</i>	3 min.
Syllable Division Rule(s)	<i>If skill is secure, then spend this time in text application.</i>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: amaze, baseball, cupcake, amuse, outside, provide, sidewalk, cyclone, surprise, Tyrone, hillside, Jolene, sunshine, inside, beehive</p> <p>I Do: Using inside, show the student four steps: 1. Underline the vowels, 2. Divide the word into syllables, 3. Read each part separately, and 4. Read the whole word. Repeat with another word.</p> <p>We Do: Show a word. Ask the students to underline the vowels and divide into syllables. Ask them why they chose where they did. Together read and blend the word.</p> <p>You Do: Give each student three words so he can follow the steps with a partner.</p>	5 min.
Word Work	<p>Word Building Words: amaze, baseball, cupcake, amuse, outside, provide, sidewalk, cyclone, surprise, Tyrone, hillside, Jolene, sunshine, beehive, inside</p> <p>I Do: Teacher says the word from the list, counts the vowels, and splits according to the division rule. Repeat the word. Follow steps with another word.</p> <p>We Do: All students repeat the word after the teacher. All write the word. Students underline the vowels and split according to the division rule. Teacher provides corrective feedback. Repeat with another word.</p> <p>You Do: Students repeat the process independently, saying the word quietly to themselves, as the teacher says each word.</p>	5 min.
Dictation	<p>Jolene used the beehive to amaze her friend inside the lab. Will you provide me with a path up the hillside?</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

Explicit Instruction for Phonics Intervention

Skill: **2-Syllable Silent e, Week 1**

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	Review Activity: Speed drill with Dolch sight word lists Word List: Dolch site word list.	2 min.
Syllable Type	<i>If skill is secure, then spend this time in text application.</i>	3 min.
Syllable Division Rule(s)	<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: amaze, baseball, cupcake, amuse, outside, provide, sidewalk, cyclone, surprise, Tyrone, hillside, Jolene, sunshine, inside, beehive I Do: Explain to students that they are going to complete a word sort of words with the VCe syllable type. The three categories are <i>open</i> , <i>closed</i> , and <i>other</i> . Choose a word card from the list and think aloud as you determine the syllable types. After modeling the VCe and the other syllable, chose the correct category. Repeat with another word. We Do: Ask students as a group where to place another word card and why. Repeat with another word. You Do: Students , as a group, sort all the word cards with corrective feedback.	5 min.
Word Work	Word Building Words: amaze, baseball, cupcake, amuse, outside, provide, sidewalk, cyclone, surprise, Tyrone, hillside, Jolene, sunshine, inside, beehive I Do: Teacher says the word from the list, counts the vowels, and splits according to the division rule. Repeat the word. Follow steps with another word. We Do: All students repeat the word after the teacher. All write the word. Students underline the vowels and split according to the division rule. Teacher provides corrective feedback. Repeat with another word. You Do: Students repeat the process independently, saying the word quietly to themselves, as the teacher says each word.	5 min.
Dictation	Tyrone turned so fast he looked like a cyclone. May we walk up the hillside and look for a beehive? The cupcake may melt in the warm sunshine.	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.

Explicit Instruction for Phonics Intervention

Target Words For **2-Syllable Silent e** 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)
amaze	hillside	amaze	ablaze
baseball	Jolene	cupcake	bathrobes
cupcake	inside	outside	bedtime
amuse	sunshine	Tyrone	beside
outside	beehive	sidewalk	campfire
provide			Darlene
sidewalk			driveway
cyclone			firemen
surprise			fireplace
Tyrone			homemade
			entire
			nighttime
			sunrise

Explicit Instruction for Phonics Intervention

Instructional Focus: 2-Syllable Silent e, Week 1

Story Number: 1

The Big Surprise

I like to provide my own fun when I am outside. It is not hard because lots of things amuse me. I can act like a cyclone and turn and turn. Or, I can play baseball. I will look for some friends to join me. Today, Mom had a surprise for me before I went outside to play.

She gave me a cupcake to eat outside. I sat on the sidewalk. Mom had put a surprise inside the cupcake to amaze me. I found a tiny baseball inside my cupcake. Mom had planned quite a surprise for me.

I showed Tyrone my surprise baseball. Tyrone was as surprised as I was.

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Instructional Focus: 2-Syllable Silent e, Week 1

Story Number: 2

Jolene and Tyrone

Jolene and Tyrone were sitting outside in the sunshine eating a cupcake and drinking some soda. A snake came to their picnic spot, and they ran up the hillside. Jolene and Tyrone were surprised when the snake turned away.

Then Jolene and Tyrone found they were too close to a beehive. The sunshine made the bees act out more, and the bees chased them because they had cupcake and soda on their hands. They raced back down the hillside and went inside the house. They washed the cupcake and soda off their hands.

During lunch Jolene and Tyrone sat on the sidewalk and told their mom about the snake and beehive. They told their tale to their mom to surprise and amaze her.

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Instructional Focus: 2-Syllable Silent e, Week 1

Story Number: 3

Blazing Sunrise

Last night, while Steven and Darlene were doing homework, Dad started a fire in the fireplace. It had been snowing all day. The snowflakes covered the driveway. When homework time was over, Dad said, "Steven and Darlene, put on your bathrobes. It is bedtime. When you're dressed for bed we'll pretend the fire in the fireplace is a campfire." We cooked homemade s'mores over the pretend campfire and ate them until we were stuffed.

In the nighttime an ember from the fireplace hit a cloth that was beside the fireplace and caught it on fire. By sunrise our entire living room was ablaze. The firemen came and put out the fire while we stood in the driveway and watched. It was an exciting time.

Explicit Instruction for Phonics Intervention

Skill: 2-Syllable Silent e, Week 2

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Flashcards of 1 syllable, long a_e</p> <p>Word List: ate, gate, late, tame, gale, sale, mate, hate, lame, same, tale, wade</p>	2 min.
Syllable Type	<p>This is the third syllable type of the six patterns to be introduced to students. Show the word inside. "I know that each syllable has one vowel sound. I see three vowels in this word. However, the word ends in an e. I will keep the e and the vowel before it in the same syllable because that is type of syllable we will be studying: VCe. I will divide the word between the n and the s. I pronounce these two parts /in/ /sīd/."</p> <p>Words to model: reptile, locate, estate</p>	3 min.
Syllable Division Rule(s)	<p>Remember when examining a word for syllabication; always look for a final e. This is called a VCe syllable. The final e is silent and the vowel sound before it is long. Then use your syllabication strategies for open and closed syllables to divide and read the word.</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: reptile, backstroke, estate, pancake, landscape, replete, confuse, collide, combine, locate</p> <p>I Do: Using syllable cards made by breaking the words into syllables, place first syllable card of a pair and tell what kind of syllable (open or closed), identify the vowel, and show how to read the syllable. Follow the steps for the next syllable. Place the cards together and read the word. Repeat with another pair of syllables.</p> <p>We Do: As a group, discuss another pair of syllables which create a word. Follow the same procedure and guide the discussion. Repeat with another pair of syllables.</p> <p>You Do: Give student partners a complete set of syllable pairs to read .</p>	5 min.
Word Work	<p>Word Building Words: reptile, backstroke, estate, pancake, landscape, replete, confuse, collide, combine, locate</p> <p>I Do: Model think aloud of breaking apart a word from the list and writing it. Repeat with another word.</p> <p>We Do: Guide students in think aloud to break apart and write a word from the list. Repeat with another word.</p> <p>You Do: Dictate all words from the list so students can independently write them with corrective feedback.</p>	5 min.
Dictation	<p>collide while doing the backstroke reptile on the estate</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.

Explicit Instruction for Phonics Intervention

Skill: 2-Syllable Silent e, Week 2

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: long o_e: Students will select words that follow the o_e pattern from flashcards</p> <p>Word List: rode, spoke, toke, tome, bode, ate, gate, late, sale, mate</p>	2 min.
Syllable Type	<p>This is the third syllable type of the six patterns to be introduced to students. Show the word inside. "I know that each syllable has one vowel sound. I see three vowels in this word. However, the word ends in an e. I will keep the e and the vowel before it in the same syllable because that is type of syllable we will be studying: VCe. I will divide the word between the n and the s. I pronounce these two parts /in/ /sɪd/."</p> <p>Words to model: reptile, locate, estate</p>	3 min.
Syllable Division Rule(s)	<p>Remember when examining a word for syllabication; always look for a final e. This is called a VCe syllable. The final e is silent and the vowel sound before it is long. Then use your syllabication strategies for open and closed syllables to divide and read the word.</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: reptile, backstroke, estate, pancake, landscape, replete, confuse, collide, combine, locate, cactus, legal, hidden, cedar</p> <p>I Do: Teacher explains the category heading of final VCe, closed- closed, open-closed. The teacher models placing the word minus and comic and combine in a word sort.</p> <p>We Do: Ask students as a group where to place the word pancake, cactus, and legal</p> <p>You Do: Students , as a group, continue with remaining words.</p>	5 min.
Word Work	<p>Word Building Words: reptile, backstroke, estate, pancake, landscape, replete, confuse, collide, combine, locate</p> <p>I Do: Model think aloud of breaking apart a word from the list and writing it. Repeat with another word.</p> <p>We Do: Guide students in think aloud to break apart and write a word from the list. Repeat with another word.</p> <p>You Do: Dictate all words from the list so students can independently write them with corrective feedback.</p>	5 min.
Dictation	<p>locate the landscape cars collide pancake mix</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: 2-Syllable Silent e, Week 2

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: long i_e Students will select words that follow the i_e pattern from flashcards</p> <p>Word List: kite, hike, lime, dime, mike, like, time, spoke, gate, same, wade</p>	2 min.
Syllable Type	<i>If skill is secure, then spend this time in text application.</i>	3 min.
Syllable Division Rule(s)	<i>If skill is secure, then spend this time in text application.</i>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: reptile, backstroke, estate, pancake, landscape, replete, confuse, collide, combine, locate</p> <p>I Do: Using word cards, model counting the vowels and using syllabication strategies to examine syllables in a word. Read the word. Repeat steps with a second word.</p> <p>We Do: As a group, analyze a word from the list. Repeat with another word.</p> <p>You Do: Give each student the word cards to read orally with a partner.</p>	5 min.
Word Work	<p>Word Building Words: reptile, backstroke, estate, pancake, landscape, replete, confuse, collide, combine, locate</p> <p>I Do: Teacher says the word from the list, counts the vowels, and splits according to the division rule. Repeat the word. Follow steps with another word.</p> <p>We Do: All students repeat the word after the teacher. All write the word. Students underline the vowels and split according to the division rule. Teacher provides corrective feedback. Repeat with another word.</p> <p>You Do: Students repeat the process independently, saying the word quietly to themselves, as the teacher says each word.</p>	5 min.
Dictation	<p>The reptile liked the landscape on the estate. The plant was replete with blooms. I do not want to confuse you, but I think that is my pancake!</p>	3 min.
Text Application	<ol style="list-style-type: none"> Identify target words in story 2. Read story 2. 	10 min.

Explicit Instruction for Phonics Intervention

Skill: 2-Syllable Silent e, Week 2

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: long o_e and u_e Students will select words that follow the o_e and u_e pattern from flashcards</p> <p>Word List: fuse, flute, use, rude, spoke, broke, choke, cute, mule, pole, cone, close</p>	2 min.
Syllable Type	<i>If skill is secure, then spend this time in text application.</i>	3 min.
Syllable Division Rule(s)	<i>If skill is secure, then spend this time in text application.</i>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: reptile, backstroke, estate, pancake, landscape, replete, confuse, collide, combine, locate, tadpole, athlete, frustrate, misspoke, compete</p> <p>I Do: Using word cards, model counting the vowels and using syllabication strategies to examine syllables in a word. Read the word. Repeat steps with a second word.</p> <p>We Do: As a group, analyze a word from the list. Repeat with another word.</p> <p>You Do: Give each student the word cards to read orally with a partner.</p>	5 min.
Word Work	<p>Word Building Words: reptile, backstroke, estate, pancake, landscape, replete, confuse, collide, combine, locate, tadpole, athlete, frustrate, misspoke, compete</p> <p>I Do: Teacher says the word from the list, counts the vowels, and splits according to the division rule. Repeat the word. Follow steps with another word.</p> <p>We Do: All students repeat the word after the teacher. All write the word. Students underline the vowels and split according to the division rule. Teacher provides corrective feedback. Repeat with another word.</p> <p>You Do: Students repeat the process independently, saying the word quietly to themselves, as the teacher says each word.</p>	5 min.
Dictation	<p>The landscape of the estate could confuse a reptile. When I misspoke, the athlete could not locate the field. One car from the estate may collide with a second car if they both drive up the lane at the same time</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

Explicit Instruction for Phonics Intervention

Skill: 2-Syllable Silent e, Week 2

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: sight word flash cards with long vowel silent e</p> <p>Word List: time, cake, white, those, ride, take, make, came, write, gave, made, game, come, rice, fade, fuse</p>	2 min.
Syllable Type	<i>If skill is secure, then spend this time in text application.</i>	3 min.
Syllable Division Rule(s)	<i>If skill is secure, then spend this time in text application.</i>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: reptile, backstroke, estate, pancake, landscape, replete, confuse, collide, combine, locate, tadpole, athlete, frustrate, misspoke, compete</p> <p>I Do: Explain to students that they are going to complete a word sort of words with the VCe syllable type. The two categories are <i>open</i> and <i>closed</i>. Choose a word card from the list and think aloud as you determine the syllable types. If the other syllable is closed, place the word card in that category. Repeat with another word.</p> <p>We Do: Ask students as a group where to place another word card and why.</p> <p>You Do: Students, as a group, sort all the word cards with corrective feedback.</p>	5 min.
Word Work	<p>Word Building Words: reptile, backstroke, estate, pancake, landscape, replete, confuse, collide, combine, locate, tadpole, athlete, frustrate, misspoke, compete</p> <p>I Do: Teacher says the word from the list, counts the vowels, and splits according to the division rule. Repeat the word. Follow steps with another word.</p> <p>We Do: All students repeat the word after the teacher. All write the word. Students underline the vowels and split according to the division rule. Teacher provides corrective feedback. Repeat with another word.</p> <p>You Do: Students repeat the process independently, saying the word quietly to themselves, as the teacher says each word.</p>	5 min.
Dictation	<p>The male reptile swam the backstroke in the pool on the estate. The snack was replete with pancakes. Please combine two colors to make a new color. You confuse and frustrate me.</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.

Explicit Instruction for Phonics Intervention

Target Words For **2-Syllable Silent e** 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)
reptile	tadpole	backstroke	Hambone
backstroke	athlete	estate	advice
estate	frustrate	landscape	alone
pancake	misspoke	confuse	inmate
landscape	compete	stampede	escape
replete		reptile	mistake
confuse			invite
collide			partake
combine			insane
locate			incite
			inside

Explicit Instruction for Phonics Intervention

Instructional Focus: 2-Syllable Silent e, Week 2

Story Number: 1

The Reptile

The reptile wanted to try to swim the backstroke in the pool on the estate. While on his back, he watched the landscape go by a little bit at a time. The landscape on the estate started to confuse the reptile. So, the reptile began to focus on a lily pad. The lily pad looked like a pancake. All at once, the pool was replete with pancakes! The reptile had a feeling he would collide with a large lily pad – there were so many. It was time to get out of this mess.

The reptile knew he could combine his skills and get out of the pool. He flipped over so that he did not do the backstroke. He swam under the lily pads that were like pancakes. He swam to the edge of the pool. Then he crawled off the estate to locate a safe place to do the backstroke.

Explicit Instruction for Phonics Intervention

Instructional Focus: 2-Syllable Silent e, Week 2

Story Number: 2

The Athlete

The tadpole was the main athlete at the estate pool. The tadpole could do the backstroke with such speed that he could beat the reptile.

The reptile was so sure he could swim the backstroke and beat the tadpole if he could compete on his best day. If the reptile could just stay up with the tadpole and pass him right at the end of the race, this would frustrate the tadpole.

The reptile had a plan. He told the tadpole he could not get in the pool due to a bad cold. The tadpole knew he could beat the reptile once more, so the tadpole begged the reptile to race. The reptile told the tadpole he would try, and the race began.

The reptile stayed up with the tadpole for most of the race. Then the reptile passed the tadpole at the end of the race. The tadpole felt frustration. Then the reptile said, "I may have misspoken. I do not have a cold. I am cold."

Explicit Instruction for Phonics Intervention

Instructional Focus: 2-Syllable Silent e, Week 2

Story Number: 3

Hambone

Hambone and one other inmate planned an escape.

Hambone and the inmate were tired of the inside of the jail.

Hambone thought about the escape every day while he was an

inmate. The small cell and the four walls began to incite fear in

Hambone and made him insane. Hambone did not want to try the

escape alone, so he slipped a note to the other inmate to invite him

to be part of the escape.

Well, as we know, to plan an escape from jail is a big mistake.

Our advice to Hambone and the other inmate would be to stay in jail

and not partake in an escape. An escape would break one more

rule. The breaking of rules is what put Hambone and the other

inmate in jail from the start!

Explicit Instruction for Phonics Intervention

Skill: 2-Syllable Silent e, Week 3

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Flashcards of 1 syllable, long a_e</p> <p>Word List: fate, gave, cave, cake, make, state, wake, tame, page, lake, cane, jade</p>	2 min.
Syllable Type	<p>This is the third syllable type of the six patterns to be introduced to students. Show the word inside. "I know that each syllable has one vowel sound. I see three vowels in this word. However, the word ends in an e. I will keep the e and the vowel before it in the same syllable because that is type of syllable we will be studying: VCe. I will divide the word between the n and the s. I pronounce these two parts /in/ /sīd/."</p> <p>Words to model: reptile, locate, estate</p>	3 min.
Syllable Division Rule(s)	<p>Remember when examining a word for syllabication; always look for a final e. This is called a VCe syllable. The final e is silent and the vowel sound before it is long. Then use your syllabication strategies for open and closed syllables to divide and read the word.</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: immune, stampede, trombone, bathrobe, outside, inside, inhale, unmade, complete, erase</p> <p>I Do: Using syllable cards made by breaking the words into syllables, place first syllable card of a pair and tell what kind of syllable (open or closed), identify the vowel, and show how to read the syllable. Follow the steps for the next syllable. Place the cards together and read the word. Repeat with another pair of syllables.</p> <p>We Do: As a group, discuss another pair of syllables which create a word. Follow the same procedure and guide the discussion. Repeat with another pair of syllables.</p> <p>You Do: Give student partners a complete set of syllable pairs to read .</p>	5 min.
Word Work	<p>Word Building Words: immune, stampede, trombone, bathrobe, outside, inside, inhale, unmade, complete, erase</p> <p>I Do: Model think aloud of breaking apart a word from the list and writing it. Repeat with another word.</p> <p>We Do: Guide students in think aloud to break apart and write a word from the list. Repeat with another word.</p> <p>You Do: Dictate all words from the list so students can independently write them with corrective feedback.</p>	5 min.
Dictation	<p>the stampede outside immune from blame inhale and erase stress</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.

Explicit Instruction for Phonics Intervention

Skill: 2-Syllable Silent e, Week 3

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: long o_e: Students will select words that follow the o_e pattern from flashcards</p> <p>Word List: mole, hose, bone, drove, woke, ate, gate, late, sale, mate, broke, zone, date, slime</p>	2 min.
Syllable Type	<p>This is the third syllable type of the six patterns to be introduced to students. Show the word inside. "I know that each syllable has one vowel sound. I see three vowels in this word. However, the word ends in an e. I will keep the e and the vowel before it in the same syllable because that is type of syllable we will be studying: VCe. I will divide the word between the n and the s. I pronounce these two parts /in/ /sɪd/."</p> <p>Words to model: reptile, locate, estate</p>	3 min.
Syllable Division Rule(s)	<p>Remember when examining a word for syllabication; always look for a final e. This is called a VCe syllable. The final e is silent and the vowel sound before it is long. Then use your syllabication strategies for open and closed syllables to divide and read the word.</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: immune, stampede, trombone, bathrobe, outside, inside, inhale, unmade, complete, erase, minus, comic, pancake, cactus, legal, tandem, magnet, raven, feline</p> <p>I Do: Teacher explains the category heading of final VCe, closed- closed, open-closed. The teacher models placing the word minus and comic and combine in a word sort.</p> <p>We Do: Ask students as a group where to place the word pancake, cactus, and legal</p> <p>You Do: Students, as a group, continue with remaining words.</p>	5 min.
Word Work	<p>Word Building Words: immune, stampede, trombone, bathrobe, outside, inside, inhale, unmade, complete, erase</p> <p>I Do: Model think aloud of breaking apart a word from the list and writing it. Repeat with another word.</p> <p>We Do: Guide students in think aloud to break apart and write a word from the list. Repeat with another word.</p> <p>You Do: Dictate all words from the list so students can independently write them with corrective feedback.</p>	5 min.
Dictation	<p>complete the unmade toy inhale the outside air erase outside</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: 2-Syllable Silent e, Week 3

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: long i_e Students will select words that follow the i_e pattern from flashcards</p> <p>Word List: spine, pride, hide, tide, wipe, bride, gate, same, wade, made, kite, bade, smoke</p>	2 min.
Syllable Type	<i>If skill is secure, then spend this time in text application.</i>	3 min.
Syllable Division Rule(s)	<i>If skill is secure, then spend this time in text application.</i>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: immune, stampede, trombone, bathrobe, outside, inside, inhale, unmade, complete, erase</p> <p>I Do: Using word cards, model counting the vowels and using syllabication strategies to examine syllables in a word. Read the word. Repeat steps with a second word.</p> <p>We Do: As a group, analyze a word from the list. Repeat with another word.</p> <p>You Do: Give each student the word cards to read orally with a partner.</p>	5 min.
Word Work	<p>Word Building Words: immune, stampede, trombone, bathrobe, outside, inside, inhale, unmade, complete, erase</p> <p>I Do: Teacher says the word from the list, counts the vowels, and splits according to the division rule. Repeat the word. Follow steps with another word.</p> <p>We Do: All students repeat the word after the teacher. All write the word. Students underline the vowels and split according to the division rule. Teacher provides corrective feedback. Repeat with another word.</p> <p>You Do: Students repeat the process independently, saying the word quietly to themselves, as the teacher says each word.</p>	5 min.
Dictation	<p>I am immune from a cold. Go outside and inhale the clean air. I went to the door in my bathrobe.</p>	3 min.
Text Application	<ol style="list-style-type: none"> Identify target words in story 2. Read story 2. 	10 min.

Explicit Instruction for Phonics Intervention

Skill: 2-Syllable Silent e, Week 3

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: long o_e and u_e Students will select words that follow the o_e and u_e pattern from flashcards</p> <p>Word List: fuse, flute, use, rude, spoke, broke, choke, cute, mule, pole, cone, close</p>	2 min.
Syllable Type	<i>If skill is secure, then spend this time in text application.</i>	3 min.
Syllable Division Rule(s)	<i>If skill is secure, then spend this time in text application.</i>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: immune, stampede, trombone, bathrobe, outside, inside, inhale, unmade, complete, erase, headache, lifetime, skyline, escape, tightrope</p> <p>I Do: Using word cards, model counting the vowels and using syllabication strategies to examine syllables in a word. Read the word. Repeat steps with a second word.</p> <p>We Do: As a group, analyze a word from the list. Repeat with another word.</p> <p>You Do: Give each student the word cards to read orally with a partner.</p>	5 min.
Word Work	<p>Word Building Words: immune, stampede, trombone, bathrobe, outside, inside, inhale, unmade, complete, erase, headache, lifetime, skyline, escape, tightrope</p> <p>I Do: Teacher says the word from the list, counts the vowels, and splits according to the division rule. Repeat the word. Follow steps with another word.</p> <p>We Do: All students repeat the word after the teacher. All write the word. Students underline the vowels and split according to the division rule. Teacher provides corrective feedback. Repeat with another word.</p> <p>You Do: Students repeat the process independently, saying the word quietly to themselves, as the teacher says each word.</p>	5 min.
Dictation	<p>I tried to get rid of my headache when I went outside the room. The skyline was dark. Do not let the rat escape from the cage inside the house. Make the unmade bed.</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

Explicit Instruction for Phonics Intervention

Skill: 2-Syllable Silent e, Week 3

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	Review Activity: sight word flash cards with long vowel silent e Word List: time, cake, white, those, ride, take, make, came, write, gave, made, game, come, rice, fade, fuse	2 min.
Syllable Type	<i>If skill is secure, then spend this time in text application.</i>	3 min.
Syllable Division Rule(s)	<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: immune, stampede, trombone, bathrobe, outside, inside, inhale, unmade, complete, erase, lifetime, skyline, escape I Do: Explain to students that they are going to complete a word sort of words with the VCe syllable type. The two categories are <i>open</i> and <i>closed</i> . Choose a word card from the list and think aloud as you determine the syllable types. If the other syllable is closed, place the word card in that category. Repeat with another word. We Do: Ask students as a group where to place another word card and why. You Do: Students, as a group, sort all the word cards with corrective feedback.	5 min.
Word Work	Word Building Words: immune, stampede, trombone, bathrobe, outside, inside, inhale, unmade, complete, erase, lifetime, skyline, escape, headache, tightrope I Do: Teacher says the word from the list, counts the vowels, and splits according to the division rule. Repeat the word. Follow steps with another word. We Do: All students repeat the word after the teacher. All write the word. Students underline the vowels and split according to the division rule. Teacher provides corrective feedback. Repeat with another word. You Do: Students repeat the process independently, saying the word quietly to themselves, as the teacher says each word.	5 min.
Dictation	The stampede began with an earthquake. I went inside from outside in my bathrobe. The trombone will complete the band.	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.

Explicit Instruction for Phonics Intervention

Target Words For **2-Syllable Silent e** 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)
immune	headache	inhale	handmade
stampede	lifetime	inside	desire
trombone	skyline	outside	bagpipes
bathrobe	escape	bathrobe	despite
outside	tightrope	erase	invite
inside			snowflakes
inhale			ignite
unmade			birdcage
complete			springtime
erase			handshake

Explicit Instruction for Phonics Intervention

Instructional Focus: 2-Syllable Silent e, Week 3

Story Number: 1

The Storm Outside

I went outside in my bathrobe to look at what was left from the storm. I tried to erase the complete outside scene from my mind, but I could not. Things looked bad outside.

I had left my trombone outside on the stoop. My trombone was part of a complete set of toys. Now, it looked like a stampede of horses had run right over it. I knew that all I had to do was complete the form and my trombone would be fixed inside of a week. I still did not feel great about my poor trombone. I could not erase the frown from my face.

Inside, the house had been immune from the force of the storm. The only thing that I had to take care of inside was my unmade bed. I knew I had to inhale and try to calm down. Outside the sun shone now. So, all would be well.

Explicit Instruction for Phonics Intervention

Instructional Focus: 2-Syllable Silent e, Week 3

Story Number: 2

Erase the Dream

This was a once in a lifetime dream. I looked out at a dark skyline and thought about what to do since my escape from jail. I had a bad headache and tried to inhale fresh air to clear my head.

I knew at this point that I was in my bathrobe. How did I get in my bathrobe? This was an escape from jail!

Then, I stood on a tightrope high over a cliff. The bathrobe was not the best thing to have on if I was to stay on that tightrope. I had to get over the cliff and inside to a safe place.

When I woke, I thought about that tightrope over the cliff. I still felt like I was on the tightrope which gave me a real headache. I was glad though that I was inside, safe and sound. Now I could erase the dream about the escape, the dark skyline, and the tightrope over the cliff.

The headache would be gone soon too. I could erase the whole scene.

Explicit Instruction for Phonics Intervention

Instructional Focus: 2-Syllable Silent e, Week 3

Story Number: 3

The Homemade Bagpipes

I have a handmade set of bagpipes I like to play when I desire. When it is cold and the snowflakes fall, I desire not to play them much. But, this year a man called to invite me to play the bagpipes in his band. I knew the bagpipes would make sweet sounds despite what most folks thought. So, when it was time, I played the bagpipes as doves were let out of a birdcage.

When my song was complete, I got a handshake. No one had ever heard me play the handmade bagpipes so well. In fact, the band may invite me back again.

The snowflakes will soon come to an end, and springtime will be here. I could play my handmade bagpipes again and this time ignite a crowd to stand on their feet.