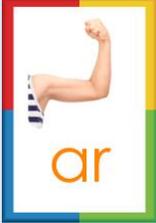


## Explicit Instruction for Phonics Intervention

### Skill: **Vowel r – ar, Week 1**

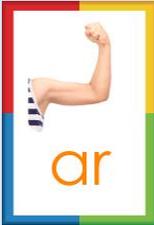
Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Teacher will say words and students will give a thumbs up/down for words with the /är/ sound. /or/ has been previously taught</p> <p><b>Word List:</b> cord, mars, short, Bart, car, purse, far, torn, turn, star, arm, yard, fern, sharp, bird, shirt, ark, fork, start, spark, charm</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> Say the words arm, sharp and car. Ask where the students hear the /är/ sound –beginning, middle or end of the word.</p> <p><b>Articulation:</b> To make the sound, position your tongue so that it is raised in the middle and the back of the tongue will touch the top of your mouth and the sides of your back teeth. Have students look in the mirror while making the /är/ sound and notice the position of their mouth</p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> Tell students that the /är/ sound has letter r controlling the vowel /a/ so that it no longer says /a/ but now says /är/. Show a letter card with ‘ar’ on it. Have students say the letters and make the sound. Give students each a card with ‘ar’ . The teacher says words and when the word contains the /är/ sound each student holds up their ‘ar’ card.</p> <div style="text-align: center;">  </div> <p><b>Word List:</b> arm, car, far, bar, yard, art, hard, park, soon, that, bird, her, ground, warm</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> Mars, star, arm, car, Bart, yard, sharp, ark, far, Mark, start, spark, charm</p> <p><b>I Do:</b> Watch me read through this list of /är/ word cards. Model accuracy and fluency.</p> <p><b>We Do:</b> Children join you in reading word cards. Notice their accuracy and fluency.</p> <p><b>You Do:</b> Students read through their own set of word cards focusing on accuracy and fluency.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> word chain 1: car-bar-far-star-tar-par-mar- word chain 2: car-bar-far-star-tar</p> <p><b>I Do:</b> Model with magnetic letters, change the initial sound only, limited choice of consonants</p> <p><b>We Do:</b> The word is car. What letter do we need to change? Change the /c/ to /b/ to make bar. Students should show the word bar. Ask where the /är/ is in bar (end). How many letters? (3) How many sounds? (2)</p> <p><b>You Do:</b> Have students create the word chains listed using magnetic letters on a board.</p>	5 min.
Dictation	Car, bar, far, star, tar, par, mar	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Have students identify the words in story one that contain the targeted skill.</li> <li>2. Read the identified words.</li> <li>3. Read Story One.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

Skill: **Vowel r – ar, Week 1**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Student sort: Give each child a picture. Each child joins either the /är/ or /or/ group as appropriate for his picture</p> <p><b>Word List:</b> pictures of corn, fork, fort, horn, horse, thorn, car, arm, barn, jar, park, scarf</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> What sound do you hear in the middle of Mars?</p> <p><b>Articulation:</b> To make the sound, position your tongue so that it is raised in the middle and the back of the tongue will touch the top of your mouth and the sides of your back teeth.</p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> Show the spelling of /är/. Give each student a list of words with /är/ in the beginning, middle and end of the word. Have students highlight the /är/ in each word.</p> <div style="text-align: center;">  </div> <p><b>Word List:</b> Mars, star, arm, sharp, Mark, spark, car, Bart, yard, ark, far, start, charm</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> car, bar, far, star, char, tar, par, mar</p> <p><b>I Do:</b> Watch me change these /är/ words by changing each beginning sound. Teacher changes stack of letters beginning sounds with /är/ rimes.</p> <p><b>We Do:</b> Let's read them together. Students join you in reading through the cards.</p> <p><b>You Do:</b> Ask students to read on their own as teacher changes beginning sound cards.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> farm-harm-hard-card-cart-chart-charm</p> <p><b>I Do:</b> Model with letter tiles. Change a few initial and some final sounds.</p> <p><b>We Do:</b> The word is hard. What letter do we need to change to make harm? Then what would we change to make farm?</p> <p><b>You Do:</b> Have students create the word chain using letter tiles on a mat.</p>	5 min.
Dictation	<p>Farm, harm, start, car, far, charm</p>	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Read story one with identified target words.</li> <li>2. Read clean copy of story one.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

Skill: **Vowel r – ar, Week 1**

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Teacher flashes word cards while students read words chorally.</p> <p><b>Word List:</b> about, better, clean, bring, carry, grow, hurt, keep, laugh, never, show, together</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Articulation:</b> <i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Word List:</b> <i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> car-cart-card, bar-bark-Bart, ark-arm-art, harm-hark-hard-harp</p> <p><b>I Do:</b> Watch me change these /är/ words by changing each ending sound. Show the word card with a flipbook /car/ /d/ Read aloud model blending.</p> <p><b>We Do:</b> Flip a /t/ where the /d/was, showing the word cart. Ask students to say sounds and ask them to blend the word.</p> <p><b>You Do:</b> Students flip different endings showing /car/ at the beginning of the word and then bar, then har, etc.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> farm, barn, park, card, dark, part, spark, start</p> <p><b>I Do:</b> Show words with 2 letters missing (c _ _ d). Ask, "If we want to spell card, what 2 letters do we need?"</p> <p><b>We Do:</b> "Help me with the next word. Let's do the word barn together."</p> <p><b>You Do:</b> Let partners do the next few words.</p>	5 min.
Dictation	<p>Play a harp At the park See the stars Fix the car</p>	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Identify target words in story 2.</li> <li>2. Read story 2.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

Skill: **Vowel r – ar, Week 1**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Change /or/ to /är/ on the board to make new words. Change <b>for</b> to <b>far</b>. Ask “What’s the new word.”</p> <p><b>Word List:</b> form/farm, born/barn, pork/park, cord/card, dork/dark, port/part</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Articulation:</b> <i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Word List:</b> <i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> Bart, arm, jar, car, start, children, goes, draw, drink</p> <p><b>I Do:</b> Model and “think aloud” how to do word sort and place card in the appropriate column.</p> <p><b>We Do:</b> Students sound out a word and identify sounds and where word belongs</p> <p><b>You Do:</b> Take turns reading cards from the table and placing them under the correct columns.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> form-farm-harm-hard-card-cord-corn</p> <p><b>I Do:</b> Teacher uses chips to represent each sound. The word farm has 3 chips: /f/ /är/ /m/. Let’s change the first sound to /h/... farm becomes harm.</p> <p><b>We Do:</b> Let’s do one together. What happens if I change the medial sound /är/ to /or/ farm to form</p> <p><b>You Do:</b> Ask students to write words in chains on individual dry erase boards. Teacher dictates words in this order as listed above.</p>	5 min.
Dictation	<p>Send a card Throw a dart Mow the yard</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

## Explicit Instruction for Phonics Intervention

Skill: **Vowel r – ar, Week 1**

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Speed drill with list of sight words</p> <p><b>Word List:</b> about, better, clean, bring, carry, grow, hurt, keep, laugh, never, show, together</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Articulation:</b> <i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Word List:</b> <i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> smart, pork, form, short, charm, horn, sport, chart, march, shark, wait, feed, boat, light, stay, coil, enjoy</p> <p><b>I Do:</b> Model and “think aloud” how to do the word sort and place card in the appropriate column.</p> <p><b>We Do:</b> Students sound out a word and identify where /är/ and /or/sound is and how it is spelled</p> <p><b>You Do:</b> Take turns reading cards from the table and placing them under the correct columns by spelling</p>	5 min.
Word Work	<p><b>Word Building Words:</b> start, sharp, spark, charm, yard, art</p> <p><b>I Do:</b> “I am going to say some words and think about how to spell them. I have to remember to think about whether I here /är/ in the word.</p> <p><b>We Do:</b> “The word is scarf. Do I hear /är/? Where is the /är/sound?(middle) How is it spelled?</p> <p><b>You Do:</b> Dictate lists of words. Students write words on paper.</p>	5 min.
Dictation	<p>Mark has a cut on his arm. Clark sent a card to Bart.</p>	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Read story three.</li> <li>2. Formative Assessment: Student should read targeted skill words with the goal being 95% accuracy.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

Target Words For **vowel r- ar** 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)
Bart	smart	Bart	Barb
yard	park	far	Spark
arm	jar	Mark	farm
sharp	hard	sharp	Marsh
car	harm	start	scarves
start	art		yarn
Mars	large		barn
far	chart		dark
star	cards		snarl
Ark			barked
spark			dart
charm			marched
Mark			Carl
			shark
			cart

**Explicit Instruction for Phonics Intervention**  
**Instructional Focus: Vowel r – ar, Week 1**

**Story Number: 1**

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**Bart's Arm**

Bart went to the yard to work. Bart cut his arm on a sharp rake. Bart went to get help but his car would not start.

Just then, a man from Mars fell in Bart's yard! "Hi, Bart! I am Mark, from a far away star called Ark! I will make your car start with a spark from my star charm!"

Poof! Bart's car did start and he left to go get help for his arm.

**Explicit Instruction for Phonics Intervention**  
**Instructional Focus: Vowel r – ar, Week 1**

**Story Number: 2**

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**Bart and Mark's Jar**

Bart and his friend, Mark, walked far to the park to find things to put in a jar. They found things that were sharp and hard but would not harm them. They filled the jar.

Then Bart and Mark took their jar to art class. Bart and Mark did start a chart of all the things they found. Bart and Mark worked hard to make large word cards from the chart. This will make them smart!

**Explicit Instruction for Phonics Intervention**  
**Instructional Focus: Vowel r – ar, Week 1**

**Story Number: 3**

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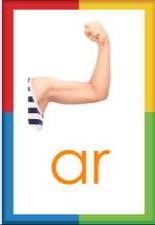
**Snarl in the Barn**

Barb and her dog Spark live on a farm in the town of Marsh. Barb likes to make scarves out of yarn. Barb and Spark took a cart full of scarves to the barn. It was dark in the barn. Barb heard a snarl. Spark barked and did dart out of the barn!

Out marched Barb's son Carl dressed as a shark!

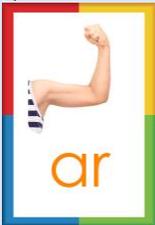
## Explicit Instruction for Phonics Intervention

Skill: ar, Week 2  
Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Word sort sh- ch</p> <p><b>Word List:</b> shut, shin, chap, chip, shop, chi, chop, ship</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> Thumbs up for words with /är/</p> <p><b>Articulation:</b> To make the sound, position your tongue so that it is raised in the middle and the back of the tongue will touch the top of your mouth and the sides of your back teeth. Have students look into mirrors while making the /är/ sound. Have children note the tongue location and movement. Position your tongue so that it is raised in the middle and the back of the tongue will touch the top of your mouth and the sides of your back teeth.</p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> Each child will raise a card with ar when he hears /är/.</p> <p><b>Word List:</b> barn, farm, yard, car, far, hard, top, bun, sail, chop, bug</p> <div style="text-align: center;">  </div>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> scar, jar, lard, star, hard, dark, barn, farm, yard, car, mark, lark, far, cart</p> <p><b>I Do:</b> Watch me read a word. Model sounding and blending barn.</p> <p><b>We Do:</b> Show the word farm. Sound and blend as a group. Repeat steps for hard.</p> <p><b>You Do:</b> Give students card with /är/ words. Allow them to whisper read words to themselves and then read aloud to the teacher.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> car, far, tar, jar, mar, bar</p> <p><b>I Do:</b> Writing words with letter tiles: Begin with the chunk ar. Have students read that sound. Add C for initial sound (car)</p> <p><b>We Do:</b> Have students make car. Have them read it. Remove initial sound. Have students replace it with f (far).</p> <p><b>You Do:</b> Use different tiles to make new words as teacher guides verbally.</p>	5 min.
Dictation	barn, farm, yard, dark, cart, lard, scar	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Have students identify the words in story one that contain the targeted skill.</li> <li>2. Read the identified words.</li> <li>3. Read Story One.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

Skill: ar, Week 2  
Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Long a: Finger count words using the long a sound. Have students determine if the sound is at the beginning, middle, or end of the word.</p> <p><b>Word List:</b> pail, mail, tame, pay, tray, sail, bale, male</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> APA: Thumbs up for words with /är/ sound.</p> <p><b>Articulation:</b> To make the sound, position your tongue so that it is raised in the middle and the back of the tongue will touch the top of your mouth and the sides of your back teeth. Have students look in the mirror while making the sound. How does your tongue move when you make the /är/ sound?</p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> Have students raise the ar card when hearing /är/.</p> <p><b>Word List:</b> barn, farm, yard, car, mark, lark, far, cart, dark, hard, star, lard, jar, scar mule, mop, mug, dad, snake, moon, book, pie</p> <div style="text-align: center;">  </div>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> barn, farm, yard, car, mark, lark, far, cart, dark, hard, star, lard, jar, scar</p> <p><b>I Do:</b> Teacher models sounding and reading a word (barn)</p> <p><b>We Do:</b> Allow students to read words (farm, yard) as a group.</p> <p><b>You Do:</b> Students work in pairs to read the word cards.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> barn, yarn, yard, car, far, farm, mark, lark, dark, hard, lard, star, jar, scar, cart</p> <p><b>I Do:</b> Model making a word using letter tiles. (barn)</p> <p><b>We Do:</b> Teacher and students work together to change barn into yarn, followed by yard.</p> <p><b>You Do:</b> Teacher calls remaining words allowing students to manipulate tiles to make the words.</p>	5 min.
Dictation	<p>barn, farm, dark, mark, jar, lark, Bart, barn, sharp, marsh, harm</p>	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Read story one with identified target words.</li> <li>2. Read clean copy of story one.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

Skill: ar, Week 2  
Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Word family "op" review with speed drill.</p> <p><b>Word List:</b> mop, lop, top, cop, sop, bop, pop, clop</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> Read list of words aloud. Have students display thumbs up if the word has the /är/ sound.</p> <p><b>Articulation:</b> To make the sound, position your tongue so that it is raised in the middle and the back of the tongue will touch the top of your mouth and the sides of your back teeth. Watch the teacher's mouth when /är/ is said. Discuss the shape. Have students make a quick sketch of what it looks like.</p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b></p> <p><b>Word List:</b></p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> sharp, shark, farm, barn, led, cart, yard, lard, mark, March, Lark, Bart, arm cop, dip, lid, stop, step, mop, cot, tic, zip, pool, sip, let, cup</p> <p><b>I Do:</b> Closed word sort: Teacher selects word card and places in pocket chart in appropriate column (sharp, cop)</p> <p><b>We Do:</b> With student assistance, choose word card (shark, dip) and place on pocket chart.</p> <p><b>You Do:</b> With a partner, have students categorize remaining words.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> scar, star, start, dark, dart</p> <p><b>I Do:</b> Write new words on white boards: Model think aloud sounding and writing part and hard.</p> <p><b>We Do:</b> Dictate words and write along with the students.</p> <p><b>You Do:</b> Have students write remaining words.</p>	5 min.
Dictation	<p>The sharp car hit my arm. The shark made a mark on my harmed arm.</p>	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Identify target words in story 2.</li> <li>2. Read story 2.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

Skill: ar, Week 2  
Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> word families /at/ List cat on board. Quickly change initial sound and have the students read the word.</p> <p><b>Word List:</b> cat, bat, fat, hat, mat, pat, rat, sat, tat</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b></p> <p><b>Articulation:</b></p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><b>Letter-sound Correspondence:</b></p> <p><b>Word List:</b></p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> Marsh, Bart, Lark, harm, arm, sharp, shark, start, dart, farm, barn, mark, cart, yard, part</p> <p><b>I Do:</b> Reading word cards with the /är/ sound: Select a card from the pile and model reading the word. (hard, star)</p> <p><b>We Do:</b> Show one card at a time. Have students read word with teacher guidance. (jar, far)</p> <p><b>You Do:</b> Now you will work with a partner using you r own stack of cards. One partner will read their cards, and the other partner will read.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> car, bar, bark, dark, dart, cart, start, lard, hard</p> <p><b>I Do:</b> Write new words on white boards: Model think aloud sounding and writing part and hard.</p> <p><b>We Do:</b> Dictate words and write along with the students.</p> <p><b>You Do:</b> Have students write remaining words.</p> <p><b>Word List:</b> car, bar, bark, dark, dart, cart, start, lard, hard</p>	5 min.
Dictation	<p>Lark was in the barn. The cart had a sharp part.</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

## Explicit Instruction for Phonics Intervention

Skill: ar, Week 2  
Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Sight word flash cards</p> <p><b>Word List:</b> now, give, could, find, said, pick, myself, four, eat, do, did, came, have, has, are, or other grade level appropriate Dolch List words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> .</p> <p><b>Articulation:</b></p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b></p> <p><b>Word List:</b></p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> sharp, Lark, far, cart, dark, shark, hard now, give, could, find, said, pick, four,</p> <p><b>I Do:</b> Read words on Word Cards : Choose a card from the deck and read with a think aloud (sharp, give). Model determining if the card would go into the stack for words with the /är/ sound or the stack without.</p> <p><b>We Do:</b> Turn over the next word cards (Lark, now). Ask students to read the word silently and decide to themselves where it should go. After appropriate think time, have students chorally respond.</p> <p><b>You Do:</b> Each student will read and sort their own word cards.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> star, jar, shark, arm, scar</p> <p><b>I Do:</b> Writing new words. Teacher models with think alouds how to encode the word star.</p> <p><b>We Do:</b> Let's do one together. The word is jar.</p> <p><b>You Do:</b> Have the students try the words shark, arm, and scar.</p>	5 min.
Dictation	<p>Mark and Lark drove to the farm. The car was dark red. The barn had a red star.</p>	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Read story three.</li> <li>2. Formative Assessment: Student should read targeted skill words with the goal being 95% accuracy.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

### Target Words For ar 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)
barn	marsh	farm	spark
farm	Bart	barn	park
yard	harmed	mark	art
car	arm	cart	start
mark	sharp	yard	tarp
lark	shark	lark	scarf
far	harm		tart
cart			march
dark			chart
hard			Clark
star			card
lard			
jar			
scar			

## Explicit Instruction for Phonics Intervention

**Instructional Focus:** ar, Week 2

### Story Number: 1

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#### Mark and Lark's Scar

Mark and Lark drove to the farm. The car was dark red. The car went far. The farm had a black barn with a star. In the yard was a cart. The cart had a jar of lard. Mark and Lark can open the jar to put the lard on their scars. The lard was too hard to get out of the jar. Mark and Lark drove home from the farm.

## Explicit Instruction for Phonics Intervention

**Instructional Focus:** ar, Week 2

### Story Number: 2

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Bart, Mark and Lark

Bart and Mark met Lark at the farm. Lark was in the barn. In the barn was a cart. The cart had a sharp part. Lark's arm was harmed when he hit it on the cart. Bart took the cart with Lark to the farm yard.

Then Mark and Bart went to the marsh and saw a shark. There was no harm to Mark and no harm to Bart.

## Explicit Instruction for Phonics Intervention

### Instructional Focus: ar, Week 2

### Story Number: 3

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#### Art and Clark

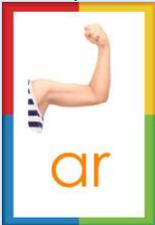
Art and Clark went to the park in March. At the park, Clark found a card on a tarp. When Clark found the card, it was a start. Then Clark and Art found a scarf.

Clark and Art took the scarf. It was cool now in the park. Clark gave Art the scarf to hold and lit a fire. The scarf went in the fire. Clark and Art saw a spark. The scarf was burned. Poor Clark and Art.

Clark and Art went home. On the way they found a tart piece of gum. The gum was so tart it was off the chart! Yuck! Chart and Art spit out the gum.

## Explicit Instruction for Phonics Intervention

Skill: ar, Week 3  
Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Word sort sh- ch</p> <p><b>Word List:</b> shed, shy, shut, shot, chew, chop, chug, chat</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> Thumbs up for words with /är/. Thumbs down for other words. Use the word list in the next section.</p> <p><b>Articulation:</b> Position your tongue so that it is raised in the middle and the back of the tongue will touch the top of your mouth and the sides of your back teeth.</p> 	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> Place a card with “ar” and “other” on the table. Sort the cards by placing the cards with “ar” under the header card. As you sort the cards say /är.</p> <p><b>Word List:</b> part, hard, dark, stars, card, top, sun, sail, chop, chug</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> barn, farm, yard, car, star, Bart</p> <p><b>I Do:</b> Watch me read a word. Model sounding and blending barn.</p> <p><b>We Do:</b> Show the word barn. Sound and blend as a group. Repeat steps.</p> <p><b>You Do:</b> Give students cards with /är/ words. Allow them to whisper read words to themselves and then read aloud to the teacher.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> car, bar, tar, jar, far</p> <p><b>I Do:</b> Making words with letter tiles. Begin with the chunk /är/. Have students read that sound. Add C for initial sound (car).</p> <p><b>We Do:</b> Have students make car. Have them read it. Remove initial sound. Have students replace it with f (far).</p> <p><b>You Do:</b> Work with a partner to make all of the words using letter tiles.</p>	5 min.
Dictation	Cart, dart, part, farm, tart	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Have students identify the words in story one that contain the targeted skill.</li> <li>2. Read the identified words.</li> <li>3. Read Story One.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

Skill: ar, Week 3  
Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Long a: Finger count words using the long a sound. Have students determine if the sound is at the beginning, middle, or end of the word.</p> <p><b>Word List:</b> pail, mail, tame, pay, tray, sail, bale, male</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> Thumbs up for words with /är/. Thumbs down for other words. Use the word list in the next section.</p> <p><b>Articulation:</b> Position your tongue so that it is raised in the middle and the back of the tongue will touch the top of your mouth and the sides of your back teeth.</p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> Sort word cards with vowel sounds highlighted into paper bags. Have bags labeled AR and OTHER. As you place a word with /är/ in the correct bag remember to say the /är/ sound.</p> <p><b>Word List:</b> barn, pal, car, stir, turn, cart, dark, burn, yard, star</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading:</b> barn, farm, yard, car, star, Bart, far, cart, dark, Mark, tar</p> <p><b>I Do:</b> Teacher models sounding and reading a word. (barn)</p> <p><b>We Do:</b> Allow students to read words (farm, yard) as a group.</p> <p><b>You Do:</b> Students work in pairs to read the word cards.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> barn, yarn, yard, car, far, farm, mark, lark, dark, hard, lard, star, jar, scar, cart</p> <p><b>I Do:</b> Model making a word using letter tiles. (barn)</p> <p><b>We Do:</b> Teacher and students work together to change barn into yarn, followed by yard.</p> <p><b>You Do:</b> Teacher calls remaining words allowing students to manipulate tiles independently to make the words.</p>	5 min.
Dictation	barn, yarn, yard, car, far, farm, mark, lark	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Read story one with identified target words.</li> <li>2. Read clean copy of story one.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

Skill: ar, Week 3  
Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Word family "op" review with speed drill.</p> <p><b>Word List:</b> cop, bop, prop, shop, plop, flop, cop, mop</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b></p> <p><b>Articulation:</b></p> <p style="color: red; text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b></p> <p><b>Word List:</b></p> <p style="color: red; text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> lark, dark, hard, lard, star, jar, scar, cart</p> <p><b>I Do:</b> Closed word sort ("ar" and "other"): Teacher selects two word cards and places in pocket chart in appropriate column (sharp, cop)</p> <p><b>We Do:</b> With student assistance, choose two word cards (shark, dip) and place on pocket chart.</p> <p><b>You Do:</b> With a partner, have students categorize remaining words.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> lark, dark, hard, lard, star, jar, scar, cart</p> <p><b>I Do:</b> Write new words on white boards. Model think aloud while encoding the words part and hard.</p> <p><b>We Do:</b> With the students assistance, encode two more words.</p> <p><b>You Do:</b> Have students encode the remaining words.</p>	5 min.
Dictation	<p>hard tar hit my arm mark on the dark barn</p>	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Identify target words in story 2.</li> <li>2. Read story 2.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

Skill: ar, Week 3  
Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> word families /at/ List cat on board. Quickly change initial sound and have the students read the word.</p> <p><b>Word List:</b> cat, bat, fat, hat, mat, pat, rat, sat, tat</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b></p> <p><b>Articulation:</b></p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><b>Letter-sound Correspondence:</b></p> <p><b>Word List:</b></p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> Marsh, Bart, Lark, harm, arm, sharp, shark, start, dart, farm, barn, mark, cart, yard, part</p> <p><b>I Do:</b> Select a card from the card pile and model reading the word. (hard, star)</p> <p><b>We Do:</b> Show one card at a time. Have students read the words with teacher guidance. (jar, far)</p> <p><b>You Do:</b> Now you will work with a partner using your own stack of cards. One partner will read their cards, and then the other partner will read.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> car, bar, bark, dark, dart, cart, start, lard, hard</p> <p><b>I Do:</b> Model encoding the word car on the white board. Change beginning sound to "b" and read the word. Add another sound at the end "k." Read the word.</p> <p><b>We Do:</b> Let's do one together. Lets make the word "dart." If we change the ending /t/ to /k/, what word will we have? (dark)</p> <p><b>You Do:</b> Do the following word chain with a partner: car, bar, bark, dark, dart, cart, start</p>	5 min.
Dictation	<p>lark in yard sharp part on cart</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

## Explicit Instruction for Phonics Intervention

Skill: ar, Week 3  
Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Sight word flash cards</p> <p><b>Word List:</b> now, give, could, find, said, pick, myself, four, eat, do, did, came, have, has, are, or other grade level appropriate Dolch list words</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> Thumbs up for words with /är/ sound.</p> <p><b>Articulation:</b></p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> Provide students a copy of the word list. Have them highlight the letters making the /är/ sound as the teacher reads them.</p> <p><b>Word List:</b> arm, barn, lard, car, harm, mark, farm, yard, marsh</p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> stop, farm, barn, mop, plop, dark, bark, dart, star, shop, turn</p> <p><b>I Do:</b> Choose a card from the deck and read with a think aloud (sharp, give). Model determining if the card would go into the stack for words with the /är/ sound or the stack without.</p> <p><b>We Do:</b> Turn over the next word cards (Lark, now). Ask students to read the word silently and decide to themselves where it should go. After appropriate think time, have students chorally respond.</p> <p><b>You Do:</b> Each student will read and sort their own word cards.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> barn, yarn, yard, car, far, farm, mark, lark, dark, hard, lard, star, jar, scar, cart</p> <p><b>I Do:</b> Model encoding the word barn on the white board. Change beginning sound to "y" and read the word. Add another sound at the end "d." Read the word.</p> <p><b>We Do:</b> Let's do one together. Lets make the word "mark." If we change the beginning /m/ to /l/, what word will we have? (lark)</p> <p><b>You Do:</b> Do the following word chain with a partner: barn, yarn, yard, hard, lard, lark, mark, dark</p>	5 min.
Dictation	<p>The hard tar hit my arm. The star made a mark on the dark barn. The car went far past the yard.</p>	3 min.
Text Application	<p>1. Read story three.</p>	10 min.

## Explicit Instruction for Phonics Intervention

Target Words for **ar** 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)
barn	Marsh	Dark	Art
farm	Bark	Star	Bar
yard	Spark	Yard	Scar
car	Dart	Far	Yarn
star	Charged	car	Guard
Bart			Cart
far			Scarf
cart			Hard
dark			sharp
Mark			arm
tar			

## Explicit Instruction for Phonics Intervention

**Instructional Focus:** ar, Week 3

### Story Number: 1

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#### Mark and Bart's Cart

Mark and Bart drove to the farm. They wished to see the black cow at the barn. They had to drive very far to get to the farm. When they got to the farm they could not take their car to the barn. They had to get in a go cart to go around the yard to get to the barn. By the time they got to the barn it was dark. They could see the stars in the dark sky, but they could not see the black cow. Mark and Bart were sad that they could not see the black cow. It was so dark they could not even see where they walked. As they left the barn, Bart stepped in a cow pie that was black as tar. What a bad day.

## Explicit Instruction for Phonics Intervention

**Instructional Focus:** ar, Week 3

### Story Number: 2

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#### Spark at the Marsh

My dog Spark likes to chase cats. Spark is not to go out of the yard. A cat walks by and Spark barks. He does not like that cat but he likes to charge at the cat. The cat darts back and forth in front of Spark and then takes off toward the marsh. Spark does not stay in the yard. He takes off after the cat and runs far away toward the marsh. Spark barks and barks at the cat as it darts through the marsh. Spark leaps at the cat and bites him hard. The cat yelps and runs away into the dark. Spark looks around and does not know where he is. He barks and barks until mom comes to get him in the car. She yells at Spark and says he should never run off again.

## Explicit Instruction for Phonics Intervention

**Instructional Focus:** ar, Week 3

### Story Number: 3

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#### Art the Guard

Art was a guard at the mine. He had to stand in the cold and guard the mine every day. Art's wife bought him a scarf made of yarn to wear to keep warm. She made him wear it every day. One day Art had to help load a big iron bar in a cart for his friend Bill. The big iron bar was very hard and had a sharp point on it.

As they picked up the iron bar, Bill's hands slipped. Bill dropped the bar and it hit Art's arm. Ouch! Art's arm had blood on it. The sharp iron bar cut his arm. It was a good thing Art's wife made him wear his scarf that day. Art took off his yarn scarf and wrapped it around his arm until he could get to the nurse. Bill took Art to see the nurse. She took off the scarf, cleaned the cut, and stitched it. It took three months to heal. Now Art has a scar on his arm from the iron bar.

