

Explicit Instruction for Phonics Intervention

Skill: Two syllable words – vowel r, Week 1

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: One syllable vowel-r. Teacher flashes word cards and students read.</p> <p>Word List: barn, bark, cart, fork, born, short, fur, Burt, lurk, shirt, firm, stir, dirt, firm, her, verb</p>	2 min.
Syllable Type	<p>Word List: cartoon, summer, sister, Rover, morning, corner, never</p> <p>R controlled vowels in multisyllabic words.</p> <p>Of the six syllable types, this should be the fifth syllable type introduced to students.</p> <p>When dividing a word into syllables, the vowel plus the r usually stay in the same syllable.</p> <p>Show the word garlic. "There are two vowels in the word, so it probably has two syllables. Since the r follows the a, I should keep the a and the r in the same syllable. I will divide the word after the r." Read the first syllable /gär/, then the second /lik/. "The word is garlic."</p>	3 min.
Syllable Division Rule(s)	<p>When you examine a word, if you see a vowel followed by an r, try the vowel and the r in the same syllable. The vowel sound in the syllable containing the vowel-r has the same sound as it would in a one syllable word.</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: winter, border, market, cartoon, corner, carpet, turnip, urban, catnip, pepper, girlish, quirky, dirty, shirtless</p> <p>I Do: Using the word "carpet" show the students 3 steps: 1. Underline the vowels and divide the word between the 2 consonants remembering to keep the r with the vowel it follows. 2. Read each syllable as if it were a single syllable. 3. Put both syllables together and say the word.</p> <p>We Do: One the board, write the word "summer" and ask the students to underline vowels and divide the word into syllables. Remind students to keep the r with the vowel that it follows. Ask students why they divided where they did. Together, read the word parts and blend.</p> <p>You Do: Give the students the remaining word cards and have them follow above routine.</p>	5 min.
Word Work	<p>Word Building Words: winter, border, market, cartoon, corner, carpet, turnip, urban, catnip, pepper, girlish, quirky, dirty, shirtless</p> <p>I Do: Say the word "winter". Think aloud: "I hear 2 syllables, /win/ and /tûr/. I'll write the word "winter." Underline the vowel r combination.</p> <p>We Do: Ask students to make the word "border", Repeat the steps with them: 1. Say the word. 2. How many syllables do you hear in the word, write "bor" and "der."</p> <p>You Do: Students write words dictated by the teacher.</p>	5 min.
Dictation	<p>My mother wore an apron. The color of the visor is purple.</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Have students identify the words in story one that contain the targeted skill. 2. Read the identified words. 3. Read Story One. 	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Two syllable words – vowel r, Week 1**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Phonemic Awareness. Substitute /er/ for /ar/ and /or/. What's the new word?</p> <p>Word List: color, cartoon, artist, terror, over, father, corner, stormy, purple, carpet</p>	2 min.
Syllable Type	<p>Word List: cartoon, summer, sister, Rover, morning, corner, never</p> <p>R controlled vowels in multisyllabic words.</p> <p>Of the six syllable types, this should be the fifth syllable type introduced to students. When dividing a word into syllables, the vowel plus the r usually stay in the same syllable. Show the word warning. "There are two vowels in the word, so it probably has two syllables. Since the r follows the a, I should keep the a and the r in the same syllable. I will divide the word after the n." Read the first syllable /wärn/, then the second /ing/. "The word is warning."</p>	3 min.
Syllable Division Rule(s)	<p>When you examine a word, if you see a vowel followed by an r, try the vowel and the r in the same syllable. The vowel sound in the syllable containing the vowel-r has the same sound as it would in a one syllable word.</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: clever, cartoon, artist, picture, farther, border, parchment, winter, teacher</p> <p>I Do: Place word cards on the table, model reading the first word with a think aloud using your syllabication strategies.</p> <p>We Do: Have students read a word with teach guidance on the syllabication rules. Read another word by asking students to silently sound out the new word and say it on cue.</p> <p>You Do: Ask students to read the remaining new word cards.</p>	5 min.
Word Work	<p>Word Building Words: Word Chains: marker-barker-darker; paper-caper-taper.</p> <p>I Do: Using your letter cards, show students with a think aloud how to spell one word at a time in the following word chain: mother-brother-smother</p> <p>We Do: Let's do one together. The first word is "sister." What happens if we change the "s" to "bl"? Tell the students they they are now going to use their letter cards to show "blister."</p> <p>You Do: Dictate the word chains above for each child to write on paper.</p>	5 min.
Dictation	<p>The teacher is an artist. The cartoon is colorful.</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Read story one with identified target words. 2. Read clean copy of story one. 	10 min.

Explicit Instruction for Phonics Intervention

Skill: Two syllable words – vowel r, Week 1

Instructional Day: Three

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

Explicit Instruction for Phonics Intervention

Skill: **Two syllable words – vowel r, Week 1**

Instructional Day: Four

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

Explicit Instruction for Phonics Intervention

Skill: **Two syllable words – vowel r, Week 1**

Instructional Day: Five

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

Explicit Instruction for Phonics Intervention

Target Words For **Two syllable words – vowel r** Stories

Story 1	Story 2		Story 3
Skill Specific New words (10-14)	Skill Specific New Words (5-7)	Skill Specific Words From Story 1 (5-7)	Skill Specific New words (10-14 words)
morning	clever	father	super
mother	summer	brother	stormy
father	sailor	mother	garner
brother	borders		paper
sister	started		marker
torn	winter		story
rover	artist		fortress
cower	teacher		laser
laughter	parents		warrior
whimper	texture		purple
never	picture		loser
curtain	colors		dinner
	coloring		guarded
	carton		figure
	carpet		terror return

Explicit Instruction for Phonics Intervention

Instructional Focus: Two syllable words – vowel r, Week 1

Story Number: 1

Rover's Mishaps

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

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

Explicit Instruction for Phonics Intervention

Instructional Focus: Two syllable words – vowel r, Week 1

Story Number: 2

Clever Artists

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

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

Explicit Instruction for Phonics Intervention

Instructional Focus: Two syllable words – vowel r, Week 1

Story Number: 3

Time for Dinner

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

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

“Bart, time for dinner,” mother called.

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

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

Explicit Instruction for Phonics Intervention

Skill: **Skill 10, Vowel r, Week 2**

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Review single syllable vowel-r words with flash cards. Teacher flashes cards, student reads.</p> <p>Word List: air, chair, care, burn, churn, fur, hurt, first, dirt, born, pore, port</p>	2 min.
Syllable Type	<p>R controlled vowels in multisyllabic words. Of the six syllable types, this should be the fifth syllable type introduced to students. When dividing a word into syllables, the vowel plus the r usually stay in the same syllable. Show the word garlic. "There are two vowels in the word, so it probably has two syllables. Since the r follows the a, I should keep the a and the r in the same syllable. I will divide the word after the r." Read the first syllable /gâr/, then the second /lik/. "The word is garlic." Word List: supper, pepper, anger, garnish, garlic, center, dinner, harvest, garden, skirmish, cherished, hunger, Jared, shaker</p>	3 min.
Syllable Rule Division	<p>When you examine a word, if you see a vowel followed by an r, try the vowel and the r in the same syllable. The vowel sound in the syllable containing the vowel-r has the same sound as it would in a one syllable word.</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: supper, pepper, anger, garnish, garlic, center, dinner, harvest, garden, skirmish, cherished, hunger, shaker</p> <p>I Do: Using the word <i>supper</i> show the students 3 steps: 1. Underline the vowels and divide the word between the 2 consonants remembering to keep the r with the vowel it follows. 2. Read each syllable as if it were a single syllable. 3. Put both syllables together and say the word.</p> <p>We Do: On the board, write the word <i>anger</i> and ask the students to underline vowels and divide the word into syllables. Remind students to keep the r with the vowel that it follows. Ask students why they divided where they did. Together, read the word parts and blend.</p> <p>You Do: Give the students the remaining word cards and have them follow above routine.</p>	5 min.
Word Work	<p>Word Building Words: supper, pepper, anger, garnish, garlic, center, dinner, harvest, garden, skirmish, cherished, hunger, Jared, shaker</p> <p>I Do: Say the word <i>pepper</i>. Think aloud: "I hear 2 syllables, /pep/ and /per/. I'll write the word "pepper." Underline the vowel r combination. Repeat with the word <i>anger</i>.</p> <p>We Do: Ask students to make the word <i>center</i> Repeat the steps with them: 1. Say the word. 2. How many syllables do you hear in the word, write "cen" and "ter." Repeat with <i>garnish</i>.</p> <p>You Do: Have students write remaining words, underline vowels, and show division between the syllables.</p>	5 min.
Dictation	<p>harvest Jared garnish cherished</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: **Skill 10, Vowel r, Week 2**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Students step up if the teacher says a word with vowel-r sound and back one step if she says word that does not.</p> <p>Word List: corn, clown, glare, glass, scare, scat, bear, beat</p>	2 min.
Syllable Type	<p>Word List: supper, pepper, anger, garnish, garlic, center, dinner, harvest, garden, skirmish, cherished, hunger, Jared, shaker</p> <p>R controlled vowels in multisyllabic words.</p> <p>Of the six syllable types, this should be the fifth syllable type introduced to students.</p> <p>When dividing a word into syllables, the vowel plus the r usually stay in the same syllable.</p> <p>Show the word garden. "There are two vowels in the word, so it probably has two syllables. Since the r follows the a, I should keep the a and the r in the same syllable. I will divide the word after the r." Read the first syllable /gar/, then the second /den/. "The word is garden."</p>	3 min.
Syllable Division Rules	<p>When you examine a word, if you see a vowel followed by an r, try the vowel and the r in the same syllable. The vowel sound in the syllable containing the vowel-r has the same sound as it would in a one syllable word.</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: supper, pepper, anger, garnish, garlic, center, dinner, harvest, garden, skirmish, cherished, hunger, Jared, shaker</p> <p>I Do: Place word cards on the table, model reading the first word with a think aloud using your syllabication strategies. Repeat with a second word.</p> <p>We Do: Have students read a word with teacher guidance on the syllabication rules. Read another word by asking students to silently sound out the new word and say it on cue.</p> <p>You Do: Ask students to read the remaining new word cards.</p>	5 min.
Word Work	<p>Word Building Words: supper, pepper, anger, garnish, garlic, center, dinner, harvest, garden, skirmish, cherished, hunger, Jared, shaker</p> <p>I Do: Say the word "dinner." Say the segments of the two syllables. Write the segments "din" and "ner". Underline the vowels and divide between the two syllables.</p> <p>We Do: Ask students to write the word "pepper". Repeat the steps.</p> <p>You Do: Students write all the words dictated by the teacher.</p>	5 min.
Dictation	<p>harvest the garden</p> <p>garlic and pepper for supper</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: **Skill 10, Vowel r, Week 2**

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight words are turned upside down in pocket chart. Students take turns choosing a card and reading it.</p> <p>Word List: after, again, know, stop, then, when, some, them, where, when or other grade level appropriate Dolch list words</p>	2 min.
Syllable Type	<p><i>If additional practice is needed, see previous lessons.</i></p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Syllable Division Rule	<p><i>If additional practice is needed, see previous lessons.</i></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>Word Reading List: supper, pepper, anger, garnish, garlic, center, dinner, harvest, garden, skirmish, cherished, hunger, Jared, shaker barn, bark, park, smart, heart, lunch, hit, creek, yarn, dirt, firm, her, joke, moat</p> <p>I Do: Using word cards, sort two or three words into one syllable and two-syllable words.</p> <p>We Do: Ask children to join in sorting a few more words.</p> <p>You Do: In pairs, students independently sort the words on word cards.</p>	5 min.
Word Work	<p>Word Building Words: supper, pepper, anger, garnish, garlic, center, dinner, harvest, garden, skirmish, cherished, hunger, Jared, shaker</p> <p>I Do: Write “garden” on the dry erase board. Think aloud, underlining and counting the vowels. Place a slash mark and write the syllables on each side that divide the word.</p> <p>We Do: Write the word “supper.” Ask “How many vowels?” Which letters go to the right and left side of the slash?</p> <p>You Do: Dictate words from the list for students to write on individual white boards following the modeled step.</p>	5 min.
Dictation	<p>Mom had a skirmish in her garden between a rabbit and a cat. Dad did not want us to use pepper as a garnish for supper.</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: **Skill 10, Vowel r, Week 2**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Students take turns reading sight words from flash cards.</p> <p>Word List: after, every, going, how, live, open, from, give, ask, old, take, think or other grade level appropriate Dolch list words.</p>	2 min.
Syllable Rule	<p><i>If additional practice is needed, see previous lessons.</i></p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Syllable Division Rule	<p><i>If additional practice is needed, see previous lessons.</i></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>Word Reading List: supper, pepper, anger, garnish, garlic, center, dinner, harvest, garden, skirmish, cherished, hunger, Jared, shaker, confirmed, letters, concerned, doctor, comfort, concern, modern, rumor, severe, careful, heartburn</p> <p>I Do: Using the sorting mat, place one word card for each pattern in the corresponding column: 'er, ir, ur' and 'ar' and 'or.'</p> <p>We Do: As a whole group, one student chooses a word card and then group decides in which column to place the card. Repeat with another word.</p> <p>You Do: Using their own sorting mat and word cards, students independently sort the words.</p>	5 min.
Word Work	<p>Word Building Words: supper, pepper, anger, garnish, garlic, center, dinner, harvest, garden, skirmish, cherished, hunger, Jared, shaker, confirmed, letters, concerned, doctor, comfort, concern, modern, rumor, severe, careful, heartburn</p> <p>I Do: Write heartburn on the board. Model with a think aloud. Repeat with concerned.</p> <p>We Do: As a group, allow a student to write <i>letters</i> on the board with group support. Repeat with <i>doctor</i>.</p> <p>You Do: Students individually complete remaining words on whiteboards.</p>	5 min.
Dictation	<p>He felt a severe pain in his chest and side. He thought it was heartburn after supper. She was concerned about the rumor.</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

Explicit Instruction for Phonics Intervention

Skill: Skill 10, Vowel r, Week 2

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: One syllable, vowel r words are flashed on cards for students to read.</p> <p>Word List: glare, scare, pear, wear, swear, dawn, talk, ball, storm, horn, whirl, jerk, bird, clerk, perch.</p>	2 min.
Syllable Rule	<p><i>If additional practice is needed, see previous lessons.</i></p> <p><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Syllable Division Rule	<p><i>If additional practice is needed, see previous lessons.</i></p> <p><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>Word Reading List supper, pepper, anger, garnish, garlic, center, dinner, harvest, garden, skirmish, cherished, hunger, Jared, shaker, confirmed, letters, concerned, doctor, comfort, concern, modern, rumor, severe, careful, heartburn</p> <p>I Do: Model reading several words. Provide a think aloud for sorting words in an open sort.</p> <p>We Do: As a class, determine possible categories and sort a few more words.</p> <p>You Do: Students work with a partner to complete an open sort.</p>	5 min.
Word Work	<p>Word Building Words: supper, pepper, anger, garnish, garlic, center, dinner, harvest, garden, skirmish, cherished, hunger, Jared, shaker, confirmed, letters, concerned, doctor, comfort, concern, modern, rumor, severe, careful, heartburn</p> <p>I Do: Model writing two words on the board for the students.</p> <p>We Do: Dictate three words for students to write on a whiteboard with a partner.</p> <p>You Do: Teacher dictates words for students to independently write on whiteboards.</p>	5 min.
Dictation	<p>He decided to write a severe letter to the doctor. Jared was careful to not put too much pepper in the shaker. The modern coat did not give much comfort.</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 **Skill 10, Vowel r, week 2**

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)
supper	confirmed	dinner	unhurt
pepper	letters	pepper	suburbs
anger	concerned	shaker	proverb
garnish	doctor	garlic	headfirst
garlic	comfort	garnish	sunburn
center	concern	Jared	ajar
dinner	modern		alarm
harvest	rumor		depart
garden	severe		guitar
skirmish	careful		lifeguard
cherished	heartburn		party
hunger			before
Jared			
shaker			

Explicit Instruction for Phonics Intervention

Instructional Focus: Skill 10, Vowel r, Week 2

Story Number: 1

Jared's Dinner

Jared was glad to harvest what had grown in his garden. He cherished the results of his hard work in his garden. He loaded a box with lots of peas, onions, and garlic that had grown in the center of his garden. He toted the boxful of things to his kitchen. Jared planned to cook pea soup for dinner that evening. He would cook a lot of soup so he could have it for dinner for many days.

Jared worked hard to cook his soup. Jared could feel pains of hunger in his tummy as he smelled the lovely smell. The hunger got worse the longer he smelled the soup.

He poured some soup into a bowl. He grabbed the salt shaker and the pepper shaker to sprinkle some on the top of the soup as a garnish. Splash! The lid came off the pepper shaker, and too much pepper went into the soup! Jared was very angry! His supper was ruined! He would now have to get a new bowl of soup to eat for supper.

Explicit Instruction for Phonics Intervention

Instructional Focus: Skill 10, Vowel r, Week 2

Story Number: 2

Severe Pain

Jared began to feel hunger again. He ate a bowl of soup for dinner. He was very careful with the pepper shaker. He did not want to get too much pepper in his soup. He added chopped garlic to the soup as a garnish. He loved the taste of garlic.

That night, Jared began to get concerned. He felt a severe pain in his chest and side. He thought it might be heartburn. When the severe pain did not go away, he decided to go to see the doctor. He heard a rumor that there was a really good doctor at the new modern office building.

Jared saw a young man he knew must be the doctor. The doctor had the letters M.D. after his name on his name badge. Jared told the young doctor about the severe pain he was having. He confirmed the pain was caused by heartburn and told Jared not to eat so much garlic.

Explicit Instruction for Phonics Intervention

Instructional Focus: Skill 10, Vowel r, Week 2

Story Number: 3

A Beach Party

The lifeguard was on duty at the beach. It was his job to see that people on the beach remained unhurt. One time he had gotten sunburned. It was a bad sunburn. He did not want to get sunburned again. He now used sun block every day.

One day, some folks who lived in the suburbs came to the beach. They dove headfirst into the ocean. The lifeguard did not see them put on any sun block. This caused great alarm to the lifeguard. They would get a sunburn.

They came out of the water to play their guitar. They sang and laughed and did not notice the lifeguard. He wanted them to be unhurt, but he was afraid the sun was too hot. He worried they would get sunburned. He just walked on the beach and watched the other swimmers.

Later, the lifeguard saw their car door ajar, and he knew they were about to depart. He asked them if they had gotten sunburned. They said they were unhurt because they had put on some sun block before they came to the beach. So there was no need for the lifeguard's alarm. The people went back to the suburbs, and the lifeguard dove headfirst into the surf for a swim. It had been a long day.

Explicit Instruction for Phonics Intervention

Skill: Skill 10, Vowel r, Week 3

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Review single syllable vowel-r words with flash cards. Teacher flashes cards, student reads.</p> <p>Word List: air, chair, care, burn, churn, fur, hurt, first, dirt, born, pore, port, fir, sir, stare, burn</p>	2 min.
Syllable Type	<p>R controlled vowels in multisyllabic words. Of the six syllable types, this should be the fifth syllable type introduced to students. When dividing a word into syllables, the vowel plus the r usually stay in the same syllable. Show the word garlic. "There are two vowels in the word, so it probably has two syllables. Since the r follows the a, I should keep the a and the r in the same syllable. I will divide the word after the r." Read the first syllable /gär/, then the second /lik/. "The word is garlic." Word List: scarlet, charter, Northwest, afford, desert</p>	3 min.
Syllable Division Rule(s)	<p>When you examine a word, if you see a vowel followed by an r, try the vowel and the r in the same syllable. The vowel sound in the syllable containing the vowel-r has the same sound as it would in a one syllable word.</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: afford, airplane, scarlet, better, charter, desert, explore, Northwest, silver, timber</p> <p>I Do: Using the word <i>afford</i> show the students 3 steps: 1. Underline the vowels and divide the word between the 2 consonants remembering to keep the r with the vowel it follows. 2. Read each syllable as if it were a single syllable. 3. Put both syllables together and say the word.</p> <p>We Do: On the board, write the word <i>scarlet</i> and ask the students to underline vowels and divide the word into syllables. Remind students to keep the r with the vowel that it follows. Ask students why they divided where they did. Together, read the word parts and blend.</p> <p>You Do: Give the students the remaining word cards and have them follow above routine.</p>	5 min.
Word Work	<p>Word Building Words: afford, airplane, scarlet, better, charter, desert, explore, Northwest, silver, timber</p> <p>I Do: Say the word <i>afford</i>. Think aloud: "I hear 2 syllables, /af/ and /ford/. I'll write the word afford. Underline the vowel r combination. Repeat with another word.</p> <p>We Do: Ask students to make the word <i>better</i>. Repeat the steps with them: 1. Say the word. 2. How many syllables do you hear in the word, write bet and ter. Repeat with another word.</p> <p>You Do: Have students write remaining words, underline vowels, and show division between the syllables.</p>	5 min.
Dictation	<p>scarlet airplane silver explore</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: **Skill 10, Vowel r, Week 3**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Students step up if the teacher says a word with vowel-r sound and back one step if she says word that does not.</p> <p>Word List: corn, clown, glare, glass, scare, scat, bear, beat, scar, time, out, air</p>	2 min.
Syllable Type	<p>R controlled vowels in multisyllabic words. Of the six syllable types, this should be the fifth syllable type introduced to students. When dividing a word into syllables, the vowel plus the r usually stay in the same syllable. Show the word garden. "There are two vowels in the word, so it probably has two syllables. Since the r follows the a, I should keep the a and the r in the same syllable. I will divide the word after the r." Read the first syllable /gar/, then the second /den/. "The word is garden." Word List: scarlet, charter, Northwest, afford, desert</p>	3 min.
Syllable Division Rule(s)	<p>When you examine a word, if you see a vowel followed by an r, try the vowel and the r in the same syllable. The vowel sound in the syllable containing the vowel-r has the same sound as it would in a one syllable word.</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: afford, airplane, scarlet, better, charter, desert, explore, Northwest, silver, timber I Do: Place word cards on the table, model reading the first word with a think aloud using your syllabication strategies. Repeat with a second word. We Do: Have students read a word with teacher guidance on the syllabication rules. Read another word by asking students to silently sound out the new word and say it on cue. You Do: Ask students to read the remaining new word cards.</p>	5 min.
Word Work	<p>Word Building Words: afford, airplane, scarlet, better, charter, desert, explore, Northwest, silver, timber I Do: Say the word explore. Say the segments of the two syllables. Write the segments ex and plore. Underline the vowels and divide between the two syllables. Repeat with another word. We Do: Ask students to write a word from the list and follow the steps. Repeat the steps with another word. You Do: Students write all the words dictated by the teacher.</p>	5 min.
Dictation	<p>the scarlet desert timber in the Northwest a better airplane</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: Skill 10, Vowel r, Week 3

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight words are turned upside down in pocket chart. Students take turns choosing a card and reading it.</p> <p>Word List: Grade level appropriate Dolch list word</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: afford, airplane, scarlet, better, charter, desert, explore, Northwest, silver, timber, time, plane, barn, sir, day, cup, truck, leaf, roof, card, chair, lamp</p> <p>I Do: Using word cards, sort two or three words into one syllable and two-syllable words.</p> <p>We Do: Ask children to join in sorting a few more words.</p> <p>You Do: In pairs, students independently sort the words on word cards.</p>	5 min.
Word Work	<p>Word Building Words: afford, airplane, scarlet, better, charter, desert, explore, Northwest, silver, timber</p> <p>I Do: Write desert on the dry erase board. Think aloud, underlining and counting the vowels. Place a slash mark and write the syllables on each side that divide the word.</p> <p>We Do: Write the word scarlet. Ask "How many vowels?" Which letters go to the right and left side of the slash?</p> <p>You Do: Dictate words from the list for students to write on individual white boards following the modeled steps.</p>	5 min.
Dictation	<p>silver airplane afford better timber explore the scarlet desert</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: **Skill 10, Vowel r, Week 3**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight words are turned upside down in pocket chart. Students take turns choosing a card and reading it.</p> <p>Word List: Grade level appropriate Dolch list word</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: afford, airplane, scarlet, better, charter, desert, explore, Northwest, silver, timber, monster, mortal, spider, temper, tearful, confirm</p> <p>I Do: Using the sorting mat, place one word card for each pattern in the corresponding column: er, ir, ar and or.</p> <p>We Do: As a whole group, one student chooses a word card and then group decides in which column to place the card. Repeat with another word.</p> <p>You Do: Using their own sorting mat and word cards, students independently sort the words.</p>	5 min.
Word Work	<p>Word Building Words: afford, airplane, scarlet, better, charter, desert, explore, Northwest, silver, timber, monster, mortal, spider, temper, tearful</p> <p>I Do: Write spider on the board. Model with a think aloud. Repeat with concerned.</p> <p>We Do: As a group, allow a student to write tearful on the board with group support. Repeat with another word.</p> <p>You Do: Students individually complete remaining words on whiteboards.</p>	5 min.
Dictation	<p>The scarlet spider was a monster to me. His temper made me tearful. It was better to charter a bus we could afford.</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Skill 10, Vowel r, Week 3**

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Students step up if the teacher says a word with vowel-r sound and back one step if she says word that does not.</p> <p>Word List: corn, clown, glare, glass, scare, scat, bear, beat, scar, time, out, air</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: afford, airplane, scarlet, better, charter, desert, explore, Northwest, silver, timber, supper, pepper, anger, garnish, garlic, center, dinner, harvest, garden, skirmish, cherished, hunger, Jared, shaker, confirmed, letters, concerned, doctor, comfort, concern, modern, rumor, severe, careful, heartburn</p> <p>I Do: Model reading several words. Provide a think aloud for sorting words in an open sort.</p> <p>We Do: As a class, determine possible categories and sort a few more words.</p> <p>You Do: Students work with a partner to complete an open sort.</p>	5 min.
Word Work	<p>Word Building Words: afford, airplane, scarlet, better, charter, desert, explore, Northwest, silver, timber</p> <p>I Do: Model writing two words on the board for the students.</p> <p>We Do: Dictate three words for students to write on a whiteboard with a partner.</p> <p>You Do: Teacher dictates words for students to independently write on whiteboards.</p>	5 min.
Dictation	<p>We will explore the Northwest and look for new types of timber. The scarlet and silver airplane is the one we will charter. The monster had a bad temper.</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 **Skill 10, Vowel r, week 3** 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)
afford	monster	scarlet	otter
airplane	mortal	silver	tractor
scarlet	spider	desert	thunder
better	temper	explore	whisker
charter	tearful	better	under
desert			gerbil
explore			hammer
Northwest			burlap
silver			cellar
timber			turnip
			sharing

Explicit Instruction for Phonics Intervention

Instructional Focus: Skill 10, Vowel r, Week 3

Story Number: 1

A New Airplane

Bob really wanted an airplane. He would sit and watch all the airplanes in the sky. At one time, Bob paid to charter an airplane. He flew over the desert so he could explore the desert from the sky. Bob liked it when he could charter an airplane, but he wanted an airplane of his own.

Bob thought he could afford an airplane if he found a better job.

So Bob moved to the Northwest. He found a better job and got a scarlet and silver airplane. He flew over the vast land of the Northwest and looked down on the timber. It was a grand sight. The timber went as far as Bob could see from his scarlet and silver airplane.

Explicit Instruction for Phonics Intervention

Instructional Focus: Skill 10, Vowel r, Week 3

Story Number: 2

Monster in the Desert

While walking in the desert to explore, I was sure I heard a noise very near to me. I was not about to turn around and look. I just kept walking. I knew it had to be a monster. The noise could not be that of a mortal man.

In my mind, I could see that the desert monster was tall, with scarlet eyes and long silver teeth. He had to have a mean temper. Any monster with scarlet eyes and silver teeth had to have a mean temper.

I had the same feelings I have when a spider is near me. I hate to see a spider, and I knew I would hate to see this monster. Out of great fear, I began to be tearful. I told myself to not cry. I had not even looked to see what the noise was.

It was time to face the monster with scarlet eyes and silver teeth. This would be better than walking in fear. So, I turned. There he was - a small rabbit!

Explicit Instruction for Phonics Intervention

Instructional Focus: Skill 10, Vowel r, Week 3

Story Number: 3

Offer in the Cellar

Last night, we had a storm. There was a lot of thunder, and I was scared. In the morning, the sky was clear and the sun was out. Dad went in the barn to get the tractor so we could get to work. He did not come out of the barn on the tractor. Instead, Dad called for me to come and take a look.

Under the tractor was a small otter. I guess the thunder scared the otter too. Dad and I had to get the otter out from under that tractor so we could get to work. Dad grabbed his hammer and made a loud noise when he hit the side of the tractor. The otter came right out from under the tractor and headed for the cellar!

Dad and I went in the cellar to find the otter. We saw a burlap sack. This would be a good place for an otter to hide. So, we looked inside the burlap sack. We saw a whisker twitch. We knew we had the otter.

We found the otter sharing a turnip with a gerbil!