

Explicit Instruction for Phonics Intervention

Multisyllable closed-closed, Week 1

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Clap for syllables</p> <p>Word List: hatbox, tablet, zigzag, Chihuahua, fabulous, vacation, pepperoni, alligator</p>	2 min.
Syllable Type	<p>Word List: goldfish, sunlight, barnyard, catnap, hilltop, absent, husband, plaster</p> <p>New Concept: This should be the first multisyllabic lesson introduced to students. Every syllable in a word has only one vowel sound. Write napkin on the board. Underline the vowels and divide the word between the two consonants. The first syllable in the word ends in a consonant; therefore it is called a closed syllable. Closed syllables usually have a short vowel sound. Repeat this process for the words in the word list.</p>	3 min.
Syllable Division Rule(s)	<p>Explain that every syllable in a word has a vowel sound. In a closed syllable the syllable ends in a consonant. To divide a closed-closed word into syllables, we divide the word after the consonant at the end of the first syllable.</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: kitten, mittens, catnip, rabbit, catnap, basket, sunset, crimson, problem, hungry, dismal, campus</p> <p>I Do: Teacher will model for the students how to separate a 2-syllable closed-closed word. Think aloud with kitten: I know that each syllable has one vowel sound. I see two vowels separated by two consonants. I will divide the word between the consonants. Both syllables are closed since they end with a consonant, therefore I will try the short vowel sound when trying to pronounce each syllable. /kit/ /ten/</p> <p>We Do: The teacher and students will do the words: catnip and rabbit using the steps above.</p> <p>You Do: Give each student a different 2 syllable closed-closed word and ask them to complete the steps above.</p>	5 min.
Word Work	<p>Word Building Words: kitten, mittens, catnip, rabbit, catnap, basket, sunset, crimson, problem, hungry, dismal, campus</p> <p>I Do: Say the word "crimson". Say each syllable within 2 syllable closed-closed word. Write the words "crim" and "son" on a dry erase board. Show the word spelled crimson. Underline the vowels. Divide between the two syllables- crim/son.</p> <p>We Do: Ask students to write the word "tidbit". Repeat the three steps from section 2 with the students.</p> <p>You Do: Students write words on dry erase boards, underline vowels, and show division between the syllables. After each word is written and divided, they read each part then read it again blended.</p>	5 min.
Dictation	<p>rabbit problem catnap hilltop</p>	3 min.
Text Application	<ol style="list-style-type: none"> Have students identify the words in story one that contain the targeted skill. Read the identified words. Read Story One. 	10 min.

Explicit Instruction for Phonics Intervention

Multisyllable closed-closed, Week 1

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: The teacher shows short vowel words and the students give a thumbs up for short a or the short e sound, and a thumbs down for words with other vowel sounds.</p> <p>Word List: cat, fan, sap, rap, net, pet, ten, men, hit, mug, tub, pop, top</p>	2 min.
Syllable Type	<p>Word List: cookbook, corncob, goldfish, barnyard, catnap, hilltop, absent, husband, plaster</p> <p>New Concept: This should be the first multisyllabic lesson introduced to students. Every syllable in a word has only one vowel sound. Write sunlight on the board. Underline the vowels and divide the word between the two consonants. The first syllable in the word ends in a consonant; therefore, it is called a closed syllable. Closed syllables usually have a short vowel sound. Repeat this process for the words in the word list.</p>	3 min.
Syllable Division Rule(s)	<p>Explain that every syllable in a word has a vowel sound. In a closed syllable the syllable ends in a consonant. To divide a closed-closed word into syllables, we divide the word after the consonant at the end of the first syllable.</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: kitten, mittens, catnip, rabbit, catnap, basket, sunset, crimson, problem, hungry, dismal, campus</p> <p>I Do: Using the word dismal show the students four steps: 1. Underline the vowels. 2. Divide the word into syllables between the two consonants. Point out that the division leaves a vowel in each syllable. 3. Read each word separately. Read the whole compound word.</p> <p>We Do: Show the word suntan and ask students to underline the vowels and divide it into syllables (if necessary, tell them that each word is a syllable). Ask students to tell you why they divided it as they did. Together, read each word part and then blend the word.</p> <p>You Do: Give each student a different word and ask them to complete the four steps above.</p>	5 min.
Word Work	<p>Word Building Words: kitten, mittens, catnip, rabbit, catnap, basket, sunset, crimson, problem, hungry, dismal, campus</p> <p>I Do: Say the word basket. Say each syllable within the 2 syllable closed-closed word. Write the syllable bas and then ket. Show the word spelled basket. Underline the vowels. Divide between the two syllables - bas/ket</p> <p>We Do: Ask students to write the word tidbit. Repeat the four steps with the students.</p> <p>You Do: Students write words, underline vowels, and show division between the two words that make up the 2 syllable closed-closed word. After the word is written and divided, they read each part. Then read it again blended.</p>	5 min.
Dictation	<p>the tablet the kitten with white paws</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Read story one with identified target words. 2. Read clean copy of story one. 	10 min.

Explicit Instruction for Phonics Intervention

Multisyllable closed-closed, Week 1

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight word speed drill with word cards</p> <p>Word List: our, am, there, their, where, different, right, such, years, again, people, came, each, write, why, time, were, little, through, before, around, use, could, which, yellow, your, goes, going, together or other grade appropriate Dolch list words.</p>	2 min.
Syllable Type	<p>Word List: postcard, magnet, inlet, nostril, contact, vivid, witness, zigzag</p> <p>New Concept: This should be the first multisyllabic lesson introduced to students. Every syllable in a word has only one vowel sound. Write magnet on the board. Underline the vowels and divide the word between the two consonants. The first syllable in the word ends in a consonant; therefore, it is called a closed syllable. Closed syllables usually have a short vowel sound. Repeat this process for the words in the word list.</p>	3 min.
Syllable Division Rule(s)	<p>Explain that every syllable in a word has a vowel sound. In a closed syllable the syllable ends in a consonant. To divide a closed-closed word into syllables, we divide the word after the consonant at the end of the first syllable.</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Single and Multi-Syllable Word Sort : kitten, mitten, catnip, basket, problem, common, victim, chive, scream, trap, health, stop</p> <p>I Do: Place column labels on the table (single syllable, two syllables). Place a deck of word cards face down on the table. Turn over the card and think aloud does the word have one syllable or does it have two syllables. Model until there is one word in each column.</p> <p>We Do: Place card on table. Ask students to read the word silently. One syllable or two syllables? Which column?</p> <p>You Do: Students will take turns sorting the remaining words</p>	5 min.
Word Work	<p>Word Building Words:</p> <p>I Do: Say the word hiccup. Say each syllable within the word. Write the syllables 'hic' and then 'cup.' Show the word spelled hiccup. Underline the vowels. Divide between the two words - post/card.</p> <p>We Do: Ask students to write the word transit. Repeat the four steps with the children.</p> <p>You Do: Students write words, underline vowels, and show division between the two syllables that make up word. After each word is written and divided, they read each part then read it again blended.</p>	5 min.
Dictation	<p>eat some pumpkin inside the basket a crimson sunset</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Identify target words in story 2. 2. Read story 2. 	10 min.

Explicit Instruction for Phonics Intervention

Multisyllable closed-closed, Week 1

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	Review Activity: Sight word speed drill with word cards Word List: Grade appropriate Dolch list words.	2 min.
Syllable Type	See previous lessons	3 min.
Syllable Division Rule(s)	See previous lessons	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	Word Reading List: Read the words with wordcards: puppet, madcap, manner, fender, cutlet, cosmic, anklet, bonnet, cancer, goblin I Do: Model drawing a card, examining the vowels, reading each syllable and then the entire word. We Do: Place card on table. Ask students to read the word silently. On cue, respond chorally. You Do: Students partner read the remaining words.	5 min.
Word Work	Word Building Words: I Do: Model writing the word puppet with a think aloud. We Do: Have students write the word cutlet with group support. You Do: Students write words, underline vowels, and show division between the two syllables that make up the word. After each word is written and divided, they read each part then read it again blended. Word List: puppet, madcap, manner, fender, cutlet, cosmic, anklet, bonnet, cancer, goblin, cactus, hilltop, sunup, canyon, insect	5 min.
Dictation	The hungry kitten ate catnip. The basket was full of pumpkins.	3 min.
Text Application	1. Read story two.	10 min.

Explicit Instruction for Phonics Intervention

Multisyllable closed-closed, Week 1

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Flash word cards while students take turns "popping" up out of their chair to read the words.</p> <p>Word List: about, try, work, never, do, before, would, both, their, goes, could, been, call, first, talk, only, start, why, because, found, or other grade appropriate Dolch list words.</p>	2 min.
Syllable Type	See previous lessons	3 min.
Syllable Division Rule(s)	See previous lessons	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: previous word reading word cards.</p> <p>I Do: Have the word "laptop" written on the board. Use the following steps: 1) Underline the vowels 2) Look between the vowels 3) Draw a line between the consonants. 4) Say the first syllable 5) Say the second syllable 6) say the entire word.</p> <p>We Do: Write the word "helmet" on the board and ask the students to think about where the vowels are and where they would chunk the word. After the students have thought through the process. Orally they will say the first syllable, second syllable, then entire word.</p> <p>You Do: Have students read wordcards from previous days lessons.</p>	5 min.
Word Work	<p>Word Building Words: cactus, hilltop, insect, canyon, puppet, madcap, manner, fender, cutlet, cosmic, anklet, bonnet, cancer, princess, pigment, summit, velvet</p> <p>I Do: Model writing the word cactus with a think aloud.</p> <p>We Do: Have students write the word hilltop with group support.</p> <p>You Do: Students write remaining words, underline vowels, and show division between the two syllables that make up the word. After each word is written and divided, they read each part then read it again blended.</p>	5 min.
Dictation	In the basket were kittens and puppies.	3 min.
Text Application	<ol style="list-style-type: none"> 1. Read story three. 2. Formative Assessment: Student should read targeted skill words with the goal being 95% accuracy. 	10 min.

Explicit Instruction for Phonics Intervention

Target Words For **Multisyllable closed-closed**
Stories

Story 1	Story 2		Story 3
Skill Specific New words (10-14)	Skill Specific New Words (5-7)	Skill Specific Words From Story 1 (5-7)	Skill Specific New words (10-14 words)
kitten	Cactus	sunset	Bluedog
Mittens	hilltop	rabbit	bulldog
catnip	sunup	kitten	pumpkin
rabbit	vultures	problem	sandwich
catnap	insects	basket	chickens
basket	canyon		paddock
sunset			denim
crimson			cotton
problem			blanket
hungry			tractor
			tantrum
			cottage
			suspect

Explicit Instruction for Phonics Intervention

Instructional Focus: Multisyllable closed-closed, Week 1

Story Number: 1

Mittens

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

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

Explicit Instruction for Phonics Intervention

Instructional Focus: Multisyllable closed-closed, Week 1

Story Number: 2

Cactus Jack

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

Explicit Instruction for Phonics Intervention

Instructional Focus: Multisyllable closed-closed, Week 1

Story Number: 3

My Pet Bluedog

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

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

Explicit Instruction for Phonics Intervention

Skill: **Multi-syllable_Closed/Closed, Week 2**

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Students will review the complex consonant –tch by clapping when they hear a word with –tch.</p> <p>Word List: –tch words: hitch, catch, match, patch, latch, scratch other: hound, call, mouse, paint, light, scream</p>	2 min.
Syllable Type	<p>Word List: : damsel, ransom, instant, pummel, inject, signet, dragon, happen, subject, distress</p> <p>The teacher will explain that multisyllabic words are comprised of more than one syllable, and each syllable will have one vowel sound. Also, the teacher will explain that a syllable that ends with a consonant is a closed syllable and usually has a short sound.</p> <p>The teacher will read multisyllabic word cards once with fluency and a second time emphasizing each separate syllable. As students hear the words read aloud, they will cut individual word cards into syllables with guidance. Students will read the syllables separately, then place them together and read the entire word again with a partner.</p>	3 min.
Syllable Division Rule(s)	<p>The syllable division rule that we will use for these words is: If two consonants come between two vowels, divide between the consonants. Since both syllables are closed, try a short sound when pronouncing each syllable. rab-bit; gal-lon</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: damsel, ransom, instant, pummel, inject, signet, dragon, happen, subject, distress</p> <p>I Do: Underline the vowels in two words on the word list. Draw a line between the consonants to divide the word into syllables. Read each syllable separately. Read the entire word.</p> <p>We Do: Show a word on the board. Have a student divide and read the word with group support. Have the student explain why he divided where he did. Repeat with a second student and a new word.</p> <p>You Do: Students will independently repeat the routine with individual word cards.</p>	5 min.
Word Work	<p>Word Building Words: damsel, ransom, instant, pummel, inject, signet, dragon, happen, subject, distress</p> <p>I Do: Say the first word. Have the students chorally repeat the word and clap to count the number of syllables in the word. Model writing the first syllable, then the second. Model reading the entire word. Repeat with a second word.</p> <p>We Do: Have a student orally read a word while the others clap to count the syllables. The student will write each syllable and read the entire word. Repeat with a second student and another word.</p> <p>You Do: Students will work in pairs to read, clap, and write all the words.</p>	5 min.
Dictation	ransom Instant signet dragon	3 min.
Text Application	<ol style="list-style-type: none"> 1. Have students identify the words in story one that contain the targeted skill. Call attention to the consonant blend –dr in Mildred. 2. Read the identified words. 3. Read Story One. 	10 min.

Explicit Instruction for Phonics Intervention

Skill: Multi-syllable_Closed/Closed, Week 2

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Students will review hard and soft c by playing BANG! Place word cards in a standing paper bag. Each student draws a card and reads the word. If successful, the student keeps the word card. If the BANG! card is drawn, all cards are placed back in the bag, and the game resumes.</p> <p>Word List: cone, count, cent, coal, come, cow, ace, ice, lace, mice, cell, trace, coin, could, cub</p>	2 min.
Syllable Type	<p>Word List: : damsel, ransom, instant, pummel, inject, signet, dragon, happen, subject, distress</p> <p>The teacher will explain that multisyllabic words are comprised of more than one syllable, and each syllable will have one vowel sound. Also, the teacher will explain that a syllable that ends with a consonant is a closed syllable and usually has a short sound.</p> <p>The teacher will read multisyllabic word cards once with fluency and a second time emphasizing each separate syllable. As students hear the words read aloud, they will cut individual word cards into syllables with guidance. Students will read the syllables separately, then place them together and read the entire word again with a partner.</p>	3 min.
Syllable Division Rule(s)	<p>The syllable division rule that we will use for these words is: If two consonants come between two vowels, divide between the consonants. Since both syllables are closed, try a short sound when pronouncing each syllable. rab-bit; gal-lon</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: damsel, ransom, instant, pummel, inject, signet, dragon, happen, subject, distress</p> <p>I Do: Underline the vowels in two words on the word list. Draw a line between the consonants to divide the word into syllables. Read each syllable separately. Read the entire word.</p> <p>We Do: Show a word on the board. Have a student divide and read the word with group support. Have the student explain why he divided where he did. Repeat with a second student and a new word.</p> <p>You Do: Students will independently repeat the routine with individual word cards.</p>	5 min.
Word Work	<p>Word Building Words: damsel, ransom, instant, pummel, inject, signet, dragon, happen, subject, distress</p> <p>I Do: Say the first word. Have the students chorally repeat the word and clap to count the number of syllables in the word. Model writing the first syllable, then the second. Model reading the entire word. Repeat with a second word.</p> <p>We Do: Have a student orally read a word while the others clap to count the syllables. The student will write each syllable and read the entire word. Repeat with a second student and another word.</p> <p>You Do: Students will work in pairs to read, clap, and write all the words.</p>	5 min.
Dictation	<p>happen inject subject instant pummel</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: **Multi-syllable_Closed/Closed, Week 2**

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight word speed drill</p> <p>Word List: 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: damsel, ransom, instant, pummel, inject, signet, dragon, happen, subject, distress</p> <p>I Do: Underline the vowels in two words on the word list. Draw a line between the consonants to divide the word into syllables. Read each syllable separately. Read the entire word.</p> <p>We Do: Show a word on the board. Have a student divide and read the word with group support. Have the student explain why he divided where he did. Repeat with a second student and a new word.</p> <p>You Do: Students will independently repeat the routine with individual word cards.</p>	5 min.
Word Work	<p>Word Building Words: damsel, ransom, instant, pummel, inject, signet, dragon, happen, subject, distress</p> <p>I Do: The teacher will write the words on the board and read them orally.</p> <p>We Do: Students will chorally read the word list on the board.</p> <p>You Do: Pairs of students will be given the word list on paper to read to one another with corrective feedback from the teacher.</p>	5 min.
Dictation	<p>damsel in distress ring with a signet Instant dragon</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: **Multi-syllable_Closed/Closed, Week 2**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Students will stand when they hear a word with /oi/.</p> <p>Word List: hoist, boil, play, joy, point, spoil, hat, choice, nose, check, toy, Roy, poison, pill</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: contest, splendid, suspect, discussed, impress, distant, kingdom, damsel, ransom, instant, pummel, inject, signet, dragon, happen, subject, distress</p> <p>I Do: Underline the vowels in two words on the word list. Draw a line between the consonants to divide the word into syllables. Read each syllable separately. Read the entire word.</p> <p>We Do: Show a word on the board. Have a student divide and read the word with group support. Have the student explain why he divided where he did. Repeat with a second student and a new word.</p> <p>You Do: Students will independently repeat the routine with individual word cards.</p>	5 min.
Word Work	<p>Word Building Words: contest, splendid, suspect, discussed, impress, distant, kingdom, damsel, ransom, instant, pummel, inject, signet, dragon, happen, subject, distress</p> <p>I Do: Say the first word. Have the students chorally repeat the word and clap to count the number of syllables in the word. Model writing the first syllable, then the second. Model reading the entire word. Repeat with a second word.</p> <p>We Do: Have a student orally read a word while the others clap to count the syllables. The student will write each syllable and read the entire word. Repeat with a second student and another word.</p> <p>You Do: Students will work in pairs to read, clap, and write all the words.</p>	5 min.
Dictation	<p>the most splendid dragon win the contest ransom for the subject of the kingdom</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 **Multi-syllable_Closed/Closed, Week 2**

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight word speed drill as students take turns flashing a light on word cards</p> <p>Word List: 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: contest, splendid, suspect, discussed, impress, distant, kingdom, damsel, ransom, instant, pummel, inject, signet, dragon, happen, subject, distress</p> <p>I Do: Underline the vowels in two words on the word list. Draw a line between the consonants to divide the word into syllables. Read each syllable separately. Read the entire word.</p> <p>We Do: Show a word on the board. Have a student divide and read the word with group support. Have the student explain why he divided where he did. Repeat with a second student and a new word.</p> <p>You Do: Students will independently repeat the routine with individual word cards.</p>	5 min.
Word Work	<p>Word Building Words: contest, splendid, suspect, discussed, impress, distant, kingdom, damsel, ransom, instant, pummel, inject, signet, dragon, happen, subject, distress</p> <p>I Do: The teacher will write the words on the board and read them orally.</p> <p>We Do: Students will chorally read the word list on the board.</p> <p>You Do: Pairs of students will be given the word list on paper to read to one another with corrective feedback from the teacher.</p>	5 min.
Dictation	<p>The girl felt like a damsel in distress. The dragon was the subject of a tall tale. The mom was impressed with her son.</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

Target Words For **Multi-syllable_Closed/Closed** Stories

Story 1	Story 2		Story 3
Skill Specific New words (10-14)	Skill Specific New Words (5-7)	Skill Specific Words From Story 1 (5-7)	Skill Specific New words (10-14 words)
damsel	contest	dragon	wistful
ransom	splendid	ransom	Melvin
instant	suspect	Mildred	mandrill
pummel	discussed	happen	magnet
subject	impress	subject	sunlit
inject	distant		mascot
signet	kingdom		confess
Mildred			thicket
dragon			insect
happen			dismal
distress			catnap
			picnic

Explicit Instruction for Phonics Intervention

Instructional Focus: Multi-syllable_Closed/Closed, Week 2

Story Number: 1

A Dragon in the Woods

What will happen if you meet a dragon in the woods? Just ask Mildred. In an instant, her life was changed. When Mildred came upon the dragon, she was the subject of a strange fall in an instant.

She fell over a tree stump and knocked the signet off her best ring. The signet was gold and rare. She felt like a damsel in distress and began to cry. Mildred would now have to offer a ransom for anyone who found the signet.

Then Brad came to save Mildred, the damsel in distress. He came to inject the help Mildred needed. Brad began to pummel the dragon, and the dragon left.

Explicit Instruction for Phonics Intervention

Instructional Focus: Multi-syllable_Closed/Closed, Week 2

Story Number: 2

Dragon Contest

Mildred wanted to be in the contest to choose the most splendid dragon in the kingdom. In order to win the contest and choose the most splendid dragon, Mildred had to write a short book and read it out loud. She hoped her book would impress the contest judge.

She thought the subject of her book would be a prince from a distant land. The prince could be held for ransom. His mean twin could be the suspect, the one who held the prince for ransom. The mean twin would be stopped in the end so that the prince could be found.

Mildred discussed her short book about the prince with her friends. They liked it. Mildred was sure she would win the contest to choose the most splendid dragon in the kingdom.

Explicit Instruction for Phonics Intervention

Instructional Focus: Multi-syllable_Closed/Closed, Week 2

Story Number: 3

Melvin the Mandrill

Melvin, the mandrill sighed to himself. It was hard to be the mascot for all the apes in the zoo. He was dismal from lack of sleep. As the mascot, Melvin had to be up at the crack of dawn to greet those coming to the zoo each day. It was no picnic for Melvin. He had a hard job to do. The zoo looked to Melvin to be a mascot who could make the young kids laugh.

Melvin had to confess. He wished he could take a catnap in the thicket and pick up an insect or two off the sunlit grass. He wished he could be wistful like his ape friends.

His friends were glad Melvin was their mascot. Melvin did a good job. He could hide how dismal he was. Melvin made the young kids laugh and the zoo a great place to be.

Explicit Instruction for Phonics Intervention

Skill: **Skill 10, Closed/Closed, Week 3**

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Phoneme substitution with beginning sounds. Have the students replace the beginning sound with the new beginning sound to make a new word.</p> <p>Word List: change rip to tip, bat to sat, rail to tail, rake to fake, kill to kit, can to cap, sun to sin, lunch to lynch</p>	2 min.
Syllable Type	<p>Word List: button, attic, pumpkin, lunchbox, napkin, tunnel, comic, fabric, exit, victim</p> <p>The teacher will explain that multisyllabic words are comprised of more than one syllable, and each syllable will have one vowel sound. Also, the teacher will explain that a syllable that ends with a consonant is a closed syllable and usually has a short sound.</p> <p>The teacher will read multisyllabic word cards once with fluency and a second time emphasizing each separate syllable. As students hear the words read aloud, they will cut individual word cards into syllables with guidance. Students will read the syllables separately, then place them together and read the entire word again with a partner.</p>	3 min.
Syllable Division Rule	<p>The syllable division rule that we will use for these words is: If two consonants come between two vowels, divide between the consonants. Since both syllables are closed, try a short sound when pronouncing each syllable. rab-bit; gal-lon</p> <p>Highlight words that do not follow this rule: pumpkin, lunchbox, comic, exit</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: button, attic, pumpkin, lunchbox, napkin, tunnel, comic, fabric, exit, victim</p> <p>I Do: Teacher will show students how to separate the syllables by covering up the last syllable and saying the first syllable in the word, then covering up the first syllable and saying the last syllable, then uncover both syllables and say the entire word. Two words will be used for modeling.</p> <p>We Do: The teacher and students will together analyze two more words from the list.</p> <p>You Do: Students will work in pairs to analyze all the words from the list.</p>	5 min.
Word Work	<p>Word Building Words: button, attic, pumpkin, lunchbox, napkin, tunnel, comic, fabric, exit, victim</p> <p>I Do: Say the first word. Have the students chorally repeat the word and clap to count the number of syllables in the word. Model writing the first syllable, then the second. Model reading the entire word. Repeat with a second word.</p> <p>We Do: Have a student orally read a word while the others clap to count the syllables. The student will write each syllable and read the entire word. Repeat with a second student and another word.</p> <p>You Do: Students will work in pairs to read, clap, and write all the words.</p>	5 min.
Dictation	<p>lunchbox dapple exit button</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, Closed/Closed, Week 3

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: The teacher shows short vowel words and the students give a thumbs up for a short /a/ sound and a thumbs down for words with other vowel sounds.</p> <p>Word List: at, ate, hat, hate, gab, Gabe, bake, basket, arm, aim, hand, sake, late, bat</p>	2 min.
Syllable Type	<p>Word List: button, attic, pumpkin, lunchbox, napkin, tunnel, comic, fabric, exit, victim</p> <p>The teacher will explain that multisyllabic words are comprised of more than one syllable, and each syllable will have one vowel sound. Also, the teacher will explain that a syllable that ends with a consonant is a closed syllable and usually has a short sound.</p> <p>The teacher will read multisyllabic word cards once with fluency and a second time emphasizing each separate syllable. As students hear the words read aloud, they will cut individual word cards into syllables with guidance. Students will read the syllables separately, then place them together and read the entire word again with a partner.</p>	3 min.
Syllable Division Rule	<p>The syllable division rule that we will use for these words is: If two consonants come between two vowels, divide between the consonants. Since both syllables are closed, try a short sound when pronouncing each syllable. rab-bit; gal-lon</p> <p>Highlight words that do not follow this rule: pumpkin, lunchbox, comic, exit</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: button, attic, pumpkin, lunchbox, napkin, tunnel, comic, fabric, exit, victim</p> <p>I Do: Underline the vowels in two words on the word list. Draw a line between the consonants to divide the word into syllables. Read each syllable separately. Read the entire word.</p> <p>We Do: Show a word on the board. Have a student divide and read the word with group support. Have the student explain why he divided where he did. Repeat with a second student and a new word.</p> <p>You Do: Students will independently repeat the routine with individual word cards.</p>	5 min.
Word Work	<p>Word Building Words: button, attic, pumpkin, lunchbox, napkin, tunnel, comic, fabric, exit, victim</p> <p>I Do: Say a word from the list. Say each syllable within the two-syllable word. Then write each syllable. Show the full word. Underline the vowels and divide between the syllables. Repeat with another word.</p> <p>We Do: Together have students direct the teacher to follow the steps on a different word. Repeat with another word.</p> <p>You Do: Have students work in pairs to divide all the word and explain to each other their rationale for dividing.</p>	5 min.
Dictation	<p>napkin in the lunchbox victim in a tunnel</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, Closed/Closed, Week 3**

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight Word speed drill.</p> <p>Word List: soon, this, was, there, under, went, say, pretty, eat, but, be, black, brown, all, am, are, at, good, like, like, now, ride, saw, was, white.</p>	2 min.
Syllable Type	<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: button, attic, pumpkin, lunchbox, napkin, tunnel, comic, fabric, exit, victim</p> <p>I Do: Underline the vowels in two words on the word list. Draw a line to divide the word into syllables. Read each syllable separately. Read the entire word. Repeat with another word.</p> <p>We Do: Show a word on the board. Have a student divide and read the word with group support. Have the student explain why he divided where he did. Repeat with a second student and a new word.</p> <p>You Do: Students will independently repeat the routine with individual word cards.</p>	5 min.
Word Work	<p>Word Building Words: button, attic, pumpkin, lunchbox, napkin, tunnel, comic, fabric, exit, victim</p> <p>I Do: The teacher will write the words on the board and read them orally.</p> <p>We Do: Students will chorally read the word list on the board.</p> <p>You Do: Pairs of students will be given the word list on paper to read to one another with corrective feedback from the teacher.</p>	5 min.
Dictation	<p>The comic lost a button. Place the napkin under the pumpkin.</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: **Skill 10, Closed/Closed, Week 3**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Change short sounds to long sounds to create new words.</p> <p>Word List: bit to bite, rid to ride, pin to pine, hat to hate, kit to kite, sit to site.</p>	2 min.
Syllable Type	<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: button, attic, pumpkin, lunchbox, napkin, tunnel, comic, fabric, exit, victim, hidden, until, pencil, upset, panic</p> <p>I Do: Underline the vowels in two words on the word list. Draw a line between the consonants to divide the word into syllables. Read each syllable separately. Read the entire word.</p> <p>We Do: Show a word on the board. Have a student divide and read the word with group support. Have the student explain why he divided where he did. Repeat with a second student and a new word.</p> <p>You Do: Students will independently repeat the routine with individual word cards.</p>	5 min.
Word Work	<p>Word Building Words: button, attic, pumpkin, lunchbox, napkin, tunnel, comic, fabric, exit, victim, hidden, until, pencil, upset, panic</p> <p>I Do: Say the first word. Have the students chorally repeat the word and clap to count the number of syllables in the word. Model writing the first syllable, then the second. Model reading the entire word. Repeat with a second word.</p> <p>We Do: Have a student orally read a word while the others clap to count the syllables. The student will write each syllable and read the entire word. Repeat with a second student and another word.</p> <p>You Do: Students will work in pairs to read, clap, and write all the words.</p>	5 min.
Dictation	<p>fabric with a lost button the napkin in the lunchbox the victim hidden in the attic</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Skill 10, Closed/Closed, Week 3**

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Flash word cards while student jump out of their chairs to read the words.</p> <p>Word List: fast, call, before, always, pull, sit, those, these, upon, which, wish, your, been, bean, found, don't, first, may, right, read.</p>	2 min.
Syllable Type	<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: button, attic, pumpkin, lunchbox, napkin, tunnel, comic, fabric, exit, victim, hidden, until, pencil, upset, panic</p> <p>I Do: Underline the vowels in two words on the word list. Draw a line between the consonants to divide the word into syllables. Read each syllable separately. Read the entire word.</p> <p>We Do: Show a word on the board. Have a student divide and read the word with group support. Have the student explain why he divided where he did. Repeat with a second student and a new word.</p> <p>You Do: Students will independently repeat the routine with individual word cards.</p>	5 min.
Word Work	<p>Word Building Words: button, attic, pumpkin, lunchbox, napkin, tunnel, comic, fabric, exit, victim, hidden, until, pencil, upset, panic</p> <p>I Do: The teacher will write the words on the board and read them orally.</p> <p>We Do: Students will chorally read the word list on the board.</p> <p>You Do: Pairs of students will be given the word list on paper to read to one another with corrective feedback from the teacher.</p>	5 min.
Dictation	<p>The comic did not panic until no one laughed. The pencil, button, and napkin were all in the fabric lunchbox. Please exit into the hidden attic for the next step of our tour.</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, 2 Syllable Word Closed/Closed, week 3**

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)
button	hidden	button	sandwich
attic	until	lunchbox	helmet
pumpkin	pencil	pumpkin	timid
lunchbox	upset	napkin	jacket
napkin	panic	nickel	rapid
tunnel			content
comic			rustic
victim			sudden
exit			chipmunk
fabric			chestnut

Explicit Instruction for Phonics Intervention

Instructional Focus: Skill 10, 2 Syllable Word Closed/Closed, Week 3

Story Number: 1

The Comic and His Lunchbox

The comic used his lunchbox to play tricks on his friends each day at school. When one of his friends left a napkin at her place, the comic would take a nickel out of his lunchbox and place the nickel under the napkin. When his friend would come back and pick up the napkin, there the nickel would be!

One day, the comic found an old fake pumpkin in the attic. The fake pumpkin was made of orange and green fabric, so it did look real. He decided to play a trick on his school friends at play time. The comic placed a button on the pumpkin. Then the comic told his friends to press the button on the pumpkin.

When his friends pressed the button, the pumpkin made a loud noise and scared his friends. The comic laughed so hard. But, his friends did not laugh. They placed the pumpkin in a tunnel near the school yard exit so that they could find it after school and get rid of it. The comic left first after school and found the pumpkin with the button. He placed it back in the attic so he could play this trick again with one more victim.

Explicit Instruction for Phonics Intervention

Instructional Focus: Skill 10, 2 Syllable Word Closed/Closed, Week 3 Story Number: 2

The Hidden Lunchbox

My best lunchbox is the color of a pumpkin. I use it each day at school. My lunchbox has room for my lunch, a napkin, a button that falls off my shirt, and a pencil. I have room for a nickel too if I need to take a nickel to school for a new pencil. In fact, until today, my lunchbox has come to school with me each day of the week.

But, now I am so upset. I cannot find my best lunchbox. It is hidden from me! I have looked all around. Now I do not have a nickel for a new pencil if I need one. I will try not to panic.

I must find my best lunchbox. Where would a lunchbox stay hidden? I will look under my desk. I will look in the school box which holds my other pencil and my books.

Oh, I know now where my best lunchbox is. I left it at my aunt's house. She wanted it to show the man at the store the color of pumpkin she would buy for her new house paint!

Explicit Instruction for Phonics Intervention

Instructional Focus: Skill 10, 2 Syllable Word Closed/Closed, Week 3
Story Number: 3

Champ the Chipmunk

Champ, the chipmunk, lives in rustic part of the woods in a grove of chestnut trees. Champ is content in his rustic part of the woods. He loves the chestnut trees. Before it gets cold, he can stock up on nuts so he has much to eat. His fur forms a kind of jacket around him, so he is warm and well fed.

When it gets warm, Champ finds bits of a sandwich left by scouts who camp under the chestnut trees. Champ is timid and will not go after the bits of a sandwich until all the scouts have left. But the other day, Champ got into a bit of a mess.

He sat and watched for bits of a sandwich when all of a sudden, a nut with rapid speed fell from the chestnut tree. Then nut after nut fell from the chestnut trees. Champ's head was in need of a helmet to keep him safe from hard chestnuts. His head would be hurt if he was hit by nuts falling with such rapid speed.

Champ found a shell from a large nut to use as a helmet. Now, his head would not be hurt from the nuts falling with such rapid speed.