

# Explicit Instruction for Phonics Intervention

Skill: **2-syllable vowel teams**

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Speed drill with sight word cards appropriate for group or those listed below.</p> <p><b>Word List:</b> about clean keep today eight mouse school mouse boar clean laugh three their would green goes read sleep always because does found</p>	2 min.
Syllable Type	<p>This is the fourth of the six syllable type to be introduced to students. Multisyllabic words are comprised of more than one syllable. These words contain vowel teams. Vowel teams are made up of more than 1 letter and represent a vowel sound. It is difficult to know where to divide the word with one consonant between the vowels. We will have to flex the sounds to decide if we will divide the words before the consonant or after the consonant. If the word is a compound word, we will divide between the words.</p> <p><b>Word list:</b> hoodwink, football, peanut, rainbow, sunray, notebook, teaspoon, raindrops, without roadside, wheelchair, moonbeam, firehouse, doghouse text</p>	3 min.
Syllable Division Rule(s)	<p>The syllable division rule that we will use for these words is: These words contain vowel teams that can represent long (hay) vowel sounds or a variant of a vowel (stew). Students will need to identify the vowel team and use open syllable closed syllable rules to divide the words into syllables. Remind students that to divide compound words they divide between the two words.</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> hoodwink, enjoy, football, peanut, rainbow, sunray, notebook, teaspoon, raindrops, without, roadside, wheelchair, moonbeam, firehouse, doghouse Read words chorally</p> <p><b>I Do:</b> Choose a card from the deck and read the word aloud. Do a think aloud as decoding words emphasize vowel team sound correspondence.</p> <p><b>We Do:</b> Have students identify vowel teams in syllables. Blend orally and encourage students to participate in think aloud.</p> <p><b>You Do:</b> Each student will draw a card and determine syllable division and vowel team by marking on card. Have students explain to a partner.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> hoodwink, football, peanut, rainbow, sunray, notebook, teaspoon, raindrops, without roadside, wheelchair, moonbeam, firehouse, doghouse Match words with pictures</p> <p><b>I Do:</b> Choose a picture card from the top and read the word aloud. Do a think aloud as blend the word to highlight the vowel team and syllable division. Choose the picture that matches.</p> <p><b>We Do:</b> Ask the student to help you match the next word on the pile with its picture card. Ask questions to guide students through the think aloud process and have them say the word together.</p> <p><b>You Do:</b> Students will work in pairs to match words with pictures. Make sure students are saying the words aloud.</p>	5 min.
Dictation	Rainbow doghouse mermaid floating	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: **2-syllable vowel team**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> give students word cards with both spellings of oi and oy. Have them underline the letters representing the /oi/ sound and say the word.</p> <p><b>Word List:</b> coin, coy, Joy, noise, oil, ploy, point, spoil, soil, toy, boy, boil</p>	2 min.
Syllable Type	<p><b>Introduce open and closed syllables with vowel teams.</b> Multisyllabic words are comprised of more than one syllable. These words contain vowel teams. Vowel teams are made up of more than 1 letter and represent a vowel sound. We will have to decide if we will divide the words before the consonant or after the consonant. If the word is a compound word, we will divide between the words..</p>	3 min.
Syllable Division Rule(s)	<p>The syllable division rule that we will use for these words is: These words contain vowel teams that can represent long (hay) vowel sounds or a variant of a vowel (stew). Students will need to identify the vowel team and use open syllable closed syllable rules to divide the words into syllables. Remind students that will divide compound words between the words.</p> <p><b>Word List:</b> football, peanut sunray notebook floating teaspoon rooted rainbow houses</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> football, peanut, sunray, floating, teaspoon, rooted, rainbow, houses, fleeting, booted, raindrops, looking, hoodwink, boxes</p> <p>Word sort</p> <p><b>I Do:</b> With pocket charts on the wall and given a word card, think aloud to determine if the word could be divided into two smaller words or if the word has an inflectional ending that forms a syllable. Place the word card in correctly labeled pocket.</p> <p><b>We Do:</b> Ask students guiding questions to help determine where a word card will go</p> <p><b>You Do:</b> With individual student word cards and individual pocket charts student will sort two syllable words.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> hoodwink, football, storeroom, peanut, rainbow, sunray, notebook, teaspoon</p> <p>Students will join cards to form 2-syllable words.</p> <p><b>I Do:</b> Looking over the syllable cards spread on the table, find two that form a compound word – intentionally make a mismatch- think aloud to correct and model decoding.</p> <p><b>We Do:</b> Use questions to prompt students to make another two-syllable match.</p> <p><b>You Do:</b> Students work in pairs to create additional pairs, record and reread each word.</p>	5 min.
Dictation	<p>Sunray in the doghouse Notebook and teaspoon</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: 2-syllable vowel teams

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Stepping up: Students form a line. If word read has a long /a/ students take a step forward.</p> <p><b>Word List:</b> about, play, clean, keep, today, straight, school, mouse, rain, boat clean, laugh, three, their</p>	2 min.
Syllable Type	<p><b>Introduce open and closed syllables with vowel teams.</b> Multisyllabic words are comprised of more than one syllable. These words contain vowel teams. Vowel teams are made up on more than 1 letter and represent a vowel sound. We will have to decide if we will divide the words before the consonant or after the consonant. If the word is a compound word, we will divide between the words.</p>	3 min.
Syllable Division Rule(s)	<p>The syllable division rule that we will use for these words is: These words contain vowel teams that can represent long (hay) vowel sounds or a variant of a vowel (stew). Students will need to identify the vowel team and use open syllable closed syllable rules to divide the words into syllables. Remind students that we will divide compound words between the words.</p> <p><b>Word Reading List:</b> peanut, mermaid, football, notebook, rainbow, sunray, floating, campground, teaspoon, raindrop</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> peanut, mermaid, football, notebook, rainbow, sunray, floating, campground, teaspoon, raindrop</p> <p>Syllable Card Sort</p> <p><b>I Do:</b> Using syllable cards from the review, have student sort by open or closed syllables. Model with mermaid.</p> <p><b>We Do:</b> Show the students a word card that has ‘proceed’ marked into syllables. Does each syllable end in a consonant or long vowel sound. Read each syllable chorally. Repeat with the word ‘reveal.’</p> <p><b>You Do:</b> Give each student different word cards to determine open or closed syllable.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> peanut, football, notebook, rainbow, sunray, campground, teaspoon, without, contain, Building open-closed two syllable words</p> <p><b>I Do:</b> Write “tain” on the board. Think aloud and say which prefix goes with the closed syllable and make a new word. Model “con/tain”</p> <p><b>We Do:</b> Have students pick a closed syllable card and then choose another syllable that will form a word that contains vowel teams.</p> <p><b>You Do:</b> Partners build two –syllable words. Teacher monitor in order to provide error correction.</p>	5 min.
Dictation	<p>Cute as a peanut. Under the rainbow. Floating over the waves.</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: **Two-syllable vowel team**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Sight word drill</p> <p><b>Word List:</b> after, every, just, know, let some, cold, made, sing, tell, their, there, wish, work, always, has, off, both, call, have, round or other grade level appropriate Dolch list words.</p>	2 min.
Syllable Type	<p><b>Introduce open and closed syllables with vowel teams.</b> Multisyllabic words are comprised of more than one syllable. These words contain vowel teams. Vowel teams are made up on more than 1 letter and represent a vowel sound. We will have to decide if we will divide the words before the consonant or after the consonant. If the word is a compound word, we will divide between the words.</p>	3 min.
Syllable Division Rule(s)	<p>The syllable division rule that we will use for these words is: These words contain vowel teams that can represent long (hay) vowel sounds or a variant of a vowel (stew). Students will need to identify the vowel team and use open syllable closed syllable rules to divide the words into syllables. Remind students that will divide compound words between the words.</p> <p><b>Word Reading List:</b> hoodwink, harbor, peanut, rainbow, sunray, notebook, mermaid, floating, teaspoon, however, raindrops, without, away</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> hoodwink, harbor, peanut, rainbow, sunray, notebook, mermaid, floating, teaspoon, however, raindrops, without, away In pairs, students will read words and time themselves to see if they increase their fluency</p> <p><b>I Do:</b> Read words aloud and record on a graph how much time was used to read the entire list.</p> <p><b>We Do:</b> Ask a student to read words to you and record the time on the graph. Read words to the student and record time.</p> <p><b>You Do:</b> In pairs, students will take turns reading words and timing. Record times on a graph.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> teaspoon, however, raindrops, without, away, floating</p> <p><b>I Do:</b> Say a word and think aloud how to spell it. Talk about vowel teams and syllable patterns. Write the word.</p> <p><b>We Do:</b> Say a word to students and guide them as they think it aloud. Have students write the word.</p> <p><b>You Do:</b> Dictate a list of words for the students. Students will write the words on paper.</p>	5 min.
Dictation	<p>Sam will find a rainbow. Peanut will toss the football.</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Pancake drill with sight words.</p> <p><b>Word List:</b> some, round, where, yellow, jump, once, ask, fly, came did , good must, like, put, she soon, white, with or other grade level appropriate Dolch list words.</p>	2 min.
Syllable Type	<p><b>Introduce open and closed syllables with vowel teams.</b> Multisyllabic words are comprised of more than one syllable. These words contain vowel teams. Vowel teams are made up on more than 1 letter and represent a vowel sound. We will have to decide if we will divide the words before the consonant or after the consonant. If the word is a compound word, we will divide between the words.</p>	3 min.
Syllable Division Rule(s)	<p>The syllable division rule that we will use for these words is: These words contain vowel teams that can represent long (hay) vowel sounds or a variant of a vowel (stew). Students will need to identify the vowel team and use open syllable closed syllable rules to divide the words into syllables. Remind students that will divide compound words between the words.</p> <p><b>Word Reading List:</b> peanut, mermaid, football, notebook, rainbow, sunray, floating, campground, pinwheel, clubhouse, scrapbook, sometime</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> peanut, mermaid, football, notebook, rainbow, sunray, floating, campground, pinwheel, clubhouse, scrapbook, sometime</p> <p>Word sort: two syllable words that have long a sound and those that do not</p> <p><b>I Do:</b> Choose a card from the table and read the word aloud . Do a think aloud; I see a vowel team and say “ai”. It represents /ā/. Place under the long a column.</p> <p><b>We Do:</b> Choose another word (raindrop) and ask guiding questions so students decode using vowel teams and syllable division rules. Identify if have long a vowel team or do not.</p> <p><b>You Do:</b> Each student should be given words to identify vowel team and sort into appropriate columns.</p>	5 min.
Word Work	<p><b>Word Building Words::</b> peanut, mermaid, football, notebook, rainbow, sunray, floating, campground, pinwheel, clubhouse, scrapbook, sometime</p> <p>Write skill words.</p> <p><b>I Do:</b> Using syllable cards from previous lesson, place first syllable card of pair. Show how to read the syllable. Then choose a second syllable to complete the word. Write the new word. Model teaspoon.</p> <p><b>We Do:</b> Choose another syllable card. Guide students as they think it aloud and pronounce it. Ask guiding questions to choose a second syllable. Students will chorally read the new word and write it on dry-erase boards.</p> <p><b>You Do:</b> Students will work in pairs to complete the word list.</p>	5 min.
Dictation	<p>Use your football notebook to record the play. The rainbow was under the sunray. The mermaid ate a peanut in her clubhouse.</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.
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## Explicit Instruction for Phonics Intervention

Skill: **Two-syllable vowel team**

Instructional Day: Five

## Explicit Instruction for Phonics Intervention

Target Words For **Two-syllable vowel team** 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)
Hoodwink	clubhouse	sunray	storeroom
daydream	floated	Peanut	classroom
peanut	outside	rainbow	Teacher's
rainbow	playing	notebook	beneath
sunray	campground	mermaid	playhouse
notebook	teacup		roadhouse
mermaid	pinwheel		houseboat
floating	underneath		bedspread
teaspoon	saucer		footrest
raindrops	scrapbook		beehive
without	drowsy		Freeman
away	football		
however			
coffee			

## **Explicit Instruction for Phonics Intervention**

### **Instructional Focus: 2-syllable vowel teams**

#### **Story Number: 1**

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##### **Hoodwink and Peanut**

Hoodwink tied his boat in the harbor. His friend, Peanut, saw a rainbow. Hoodwink looked at the rainbow and saw a sunray come through. Hoodwink wrote in a notebook what he and Peanut had seen.

When Hoodwink and Peanut finished writing, they saw a mermaid. The mermaid was floating while holding a cup of coffee. Hoodwink and Peanut wanted to offer the mermaid a snack. Peanut went to get a teaspoon of honey for her coffee and put some cookies on a saucer.

However, raindrops fell and without notice the mermaid and rainbow faded away into the sunset. Perhaps the mermaid was just a daydream. They have even more to write in their notebook now!



## **Explicit Instruction for Phonics Intervention**

### **Instructional Focus: 2-syllable vowel teams**

#### **Story Number: 2**

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##### **Peanut and Teacup**

Peanut went camping at a campground where he met a mermaid named Teacup. Peanut and Teacup floated in the pool on a sunny day until they were drowsy. Teacup showed Peanut how to do a pinwheel turn underneath the water. Peanut showed Teacup how to do a flip. They both loved playing football in the pool.

Next, they went to the clubhouse and made crafts. Peanut placed his craft in a notebook and Teacup placed hers in a scrapbook. When they returned outside, they saw a rainbow with a sunray shining through.

## **Explicit Instruction for Phonics Intervention**

### **Instructional Focus: 2-syllable vowel teams**

#### **Story Number: 3**

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##### **Freeman and his Tweezers**

Freeman had a huge thorn in his foot. Freeman looked all over for his tweezers. He checked the storeroom. He peeked into the playhouse. Freeman could not find his tweezers.

Freeman even went to look in the old houseboat, but no tweezers could be found. Freeman looked in the roadhouse. They were not under the footrest. Freeman did not find his tweezers. He found a beehive instead! Could they be in Jan's playhouse under her bedspread? No tweezers. The tweezers had to be somewhere. They were in the classroom beneath the teacher's desk. Freeman found the tweezers and removed the thorn from his sore foot!