

Explicit Instruction for Phonics Intervention

Skill: **2-syllable vowel teams**

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Say multisyllable words, clapping once for each syllable</p> <p>Word List: mermaid, yellow, beneath, balloon, approaches, blue, fingernail</p>	2 min.
Syllable Type	<p>Introduce vowel teams as a syllable for students.</p> <p>Multisyllabic words are comprised of more than one syllable. Every syllable in a word has only one vowel sound. When two vowels appear in a long word, they often stay in the same syllable. Vowel teams are made up of more than 1 letter and represent a vowel sound, usually a long sound.</p>	3 min.
Syllable Division Rule(s)	<p>The syllable division rule:</p> <p>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 keep them in the same syllable.</p> <p>Do the steps:</p> <ol style="list-style-type: none"> 1. Show the words <i>pea, zoo, rain, boat</i> and <i>leaf</i>. Ask students: <i>How many vowels do you see in each?</i> (two) 2. Ask: <i>What does each word end with?</i> (some consonants, some with two vowels) 3. Have students read the words. Ask: <i>What is the same about the vowel sound in each word? What is the same about the way the vowel is written?</i> 4. Have the students complete the sentence. A vowel-team syllable contains _____. The vowel sound is _____. 	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: mermaid, yellow, beneath, balloon, appears, shallow, enjoy, elbow, withdraws, approach, again, fingernail, away, raccoon, window</p> <p>I Do: 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>We Do: Have students identify vowel teams in syllables. Blend orally and encourage students to participate in think aloud.</p> <p>You Do: 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>Word Building Words: mermaid, yellow, beneath, balloon, appears, shallow, enjoy, elbow, withdraws, approach, again, fingernail, away, raccoon, window</p> <p>I Do: 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>We Do: 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>You Do: Students will work in pairs to match words with pictures. Make sure students are saying the words aloud.</p>	5 min.
Dictation	mermaid, yellow, beneath, appears, shallow	3 min.
Text Application	<ol style="list-style-type: none"> 1. Have students identify the words in story one that contain the targeted skill. 2. Read the identified words. 3. Read Story One. 	10 min.

Explicit Instruction for Phonics Intervention

Skill: **2-syllable vowel team**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Show syllable cards quickly for students to pronounce.</p> <p>Syllable List: mer, maid, be, neath, de, cay, half, way, un, fair, re, lease, a, gain, en, joy, el, bow, yel, low, rac, coon, com, plain, thir, teen</p>	2 min.
Syllable Type	<p>Introduce vowel teams as a syllable for students.</p> <p>Multisyllabic words are comprised of more than one syllable. Every syllable in a word has only one vowel sound. When two vowels appear in a long word, they often stay in the same syllable. Vowel teams are made up of more than 1 letter and represent a vowel sound, usually a long sound.</p>	3 min.
Syllable Division Rule(s)	<p>The syllable division rule:</p> <p>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 keep them in the same syllable.</p> <p>Do the steps:</p> <ol style="list-style-type: none"> 1. Show the words <i>pea, zoo, rain, boat</i> and <i>leaf</i>. Ask students: <i>How many vowels do you see in each?</i> (two) 2. Ask: <i>What does each word end with?</i> (some consonants, some with two vowels) 3. Have students read the words. Ask: <i>What is the same about the vowel sound in each word? What is the same about the way the vowel is written?</i> 4. Have the students complete the sentence. A vowel-team syllable contains _____. The vowel sound is _____. 	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: word sort</p> <p>Vowel Teams: mermaid, yellow, beneath, balloon, appears, shallow, enjoy, elbow, withdraws, approach, again, fingernail, away, raccoon, window</p> <p>Not a Vowel Team: catnip, mishap, blanket, mental, vivid, secret, unit, cobra, global, dat, cupid, zebra, tidal, open</p> <p>I Do: With pocket charts on the wall and given a word card, think aloud to determine if the word has a vowel team. Place the word card in correctly labeled pocket.</p> <p>We Do: Ask students guiding questions to help determine where a word card will go</p> <p>You Do: With individual student word cards and individual pocket charts student will sort two syllable words.</p>	5 min.
Word Work	<p>Word Building Words: Students will join cards (from warm-up activity) to form 2-syllable words.</p> <p>I Do: Looking over the syllable cards spread on the table, find two that form a word – intentionally make a mismatch- think aloud to correct and model decoding.</p> <p>We Do: Use questions to prompt students to make another two-syllable match.</p> <p>You Do: Students work in pairs to create additional pairs, record and reread each word.</p>	5 min.
Dictation	<p>beneath the shallow water, a raccoon at the window</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Read story one with identified target words. 2. Read clean copy of story one. 	10 min.

Explicit Instruction for Phonics Intervention

Skill: **2-syllable vowel teams**

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Say multisyllable words, clapping once for each syllable</p> <p>Word List: mermaid, yellow, beneath, balloon, approaches, blue, fingernail, vocal, activate, activity, auditorium, unsatisfactory</p>	2 min.
Syllable Type	<p>Introduce vowel teams as a syllable for students.</p> <p>Multisyllabic words are comprised of more than one syllable. Every syllable in a word has only one vowel sound. When two vowels appear in a long word, they often stay in the same syllable. Vowel teams are made up of more than 1 letter and represent a vowel sound, usually a long sound.</p>	3 min.
Syllable Division Rule(s)	<p>The syllable division rule:</p> <p>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 keep them in the same syllable.</p> <p>Do the steps:</p> <ol style="list-style-type: none"> 1. Show the words <i>pea, zoo, rain, boat</i> and <i>leaf</i>. Ask students: <i>How many vowels do you see in each?</i> (two) 2. Ask: <i>What does each word end with?</i> (some consonants, some with two vowels) 3. Have students read the words. Ask: <i>What is the same about the vowel sound in each word? What is the same about the way the vowel is written?</i> 4. Have the students complete the sentence. A vowel-team syllable contains _____. The vowel sound is _____. 	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Card Sort</p> <p>Vowel Teams: mermaid, yellow, beneath, balloon, appears, shallow, enjoy, elbow, withdraws, approach, again, fingernail, away, raccoon, window</p> <p>Closed: catnip, mishap, blanket, mental, vivid, frantic, napkin, muffin, sandwich</p> <p>Open: secret, unit, cobra, global, data, cupid, zebra, tidal, open</p> <p>I Do: Using a think aloud, sort by open, closed or vowel team. Model one of each.</p> <p>We Do: Student chooses a card. Read chorally and sort.</p> <p>You Do: Give each student different word cards to determine open, closed or vowel team syllable.</p>	5 min.
Word Work	<p>Word Building Words: Building vowel team multisyllable words using white boards.</p> <p>I Do: Write “tain” on the board. Think aloud and say which prefix goes with the closed syllable and make a new word. Model “con/tain”. Change to attain, explain, remain.</p> <p>We Do: Have students chain: aloud, away, agree, about, abound</p> <p>You Do: Partners build two –syllable words. One dictates while one spells. Teacher monitor in order to provide error correction.</p> <p>Chain 1: employ, emcee, enjoy, elbow Chain 2: retreat, reveal, release, remain</p>	5 min.
Dictation	<p>The mermaid has yellow hair.</p> <p>The raccoon at the window ran away.</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 vowel team**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Say multisyllable words, clapping once for each syllable</p> <p>Word List: mermaid, yellow, beneath, balloon, approaches, blue, fingernail</p>	2 min.
Syllable Type	<p>Introduce vowel teams as a syllable for students.</p> <p>Multisyllabic words are comprised of more than one syllable. Every syllable in a word has only one vowel sound. When two vowels appear in a long word, they often stay in the same syllable. Vowel teams are made up of more than 1 letter and represent a vowel sound, usually a long sound.</p>	3 min.
Syllable Division Rule(s)	<p>The syllable division rule:</p> <p>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 keep them in the same syllable.</p> <p>Do the steps:</p> <ol style="list-style-type: none"> Show the words <i>pea, zoo, rain, boat</i> and <i>leaf</i>. Ask students: <i>How many vowels do you see in each?</i> (two) Ask: <i>What does each word end with?</i> (some consonants, some with two vowels) Have students read the words. Ask: <i>What is the same about the vowel sound in each word? What is the same about the way the vowel is written?</i> Have the students complete the sentence. A vowel-team syllable contains _____. The vowel sound is _____. 	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: mermaid, yellow, beneath, balloon, appears, shallow, enjoy, elbow, withdraws, approach, again, fingernail, away, raccoon, window, catnip, mishap, blanket, mental, vivid, secret, unit, cobra, global, data, cupid, zebra, tidal, open</p> <p>In pairs, students will read words and time themselves to see if they increase their fluency</p> <p>I Do: Read words aloud and write on a graph how much time</p> <p>We Do: Ask a student to read words to you and write time on graph. Read words to the student and record time.</p> <p>You Do: In pairs, students will take turns reading words and timing. Record times on a graph.</p>	5 min.
Word Work	<p>Word Building Words: Vowel Teams: mermaid, yellow, beneath, balloon, appears, shallow, enjoy, elbow, withdraws, approach, again, fingernail, away, raccoon, window, catnip, mishap, blanket, mental, vivid, secret, unit, cobra, global, data, cupid, zebra, tidal, open, teaspoon, however, raindrops, without, away, floating</p> <p>I Do: Say a word and think aloud how to spell it. Talk about vowel teams and syllable patterns. Write the word.</p> <p>We Do: Say a word to students and guide them as they think it aloud. Have students write the word.</p> <p>You Do: Dictate a list of words for the students. Students will write the words on paper.</p>	5 min.
Dictation	<p>The balloon hit my elbow. A mermaid is beneath the shallow water.</p>	3 min.
Text Application	<ol style="list-style-type: none"> Read story two. 	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Two-syllable vowel team**

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Show syllable cards quickly for students to pronounce.</p> <p>Syllable List: mer, maid, be, neath, de, cay, half, way, un, fair, re, lease, a, gain, en, joy, el, bow, yel, low, rac, coon, com, plain, thir, teen</p>	2 min.
Syllable Type	<p>Introduce vowel teams as a syllable for students.</p> <p>Multisyllabic words are comprised of more than one syllable. Every syllable in a word has only one vowel sound. When two vowels appear in a long word, they often stay in the same syllable. Vowel teams are made up of more than 1 letter and represent a vowel sound, usually a long sound.</p>	3 min.
Syllable Division Rule(s)	<p>The syllable division rule:</p> <p>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 keep them in the same syllable.</p> <p>Do the steps:</p> <ol style="list-style-type: none"> Show the words <i>pea, zoo, rain, boat</i> and <i>leaf</i>. Ask students: <i>How many vowels do you see in each?</i> (two) Ask: <i>What does each word end with?</i> (some consonants, some with two vowels) Have students read the words. Ask: <i>What is the same about the vowel sound in each word? What is the same about the way the vowel is written?</i> Have the students complete the sentence. A vowel-team syllable contains _____. The vowel sound is _____. 	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Open Sort</p> <p>Word Reading List: mermaid, yellow, beneath, balloon, appears, shallow, enjoy, elbow, withdraws, approach, again, fingernail, away, raccoon, window, catnip, mishap, blanket, mental, vivid, frantic, napkin, muffin, sandwich, secret, unit, cobra, global, data, cupid, zebra, tidal, open</p> <p>I Do: Choose a card from the table and read the word aloud. Do a think aloud.</p> <p>We Do: choose another word and ask guiding questions so students decode using vowel teams and syllable division rules. Identify the possible methods for sorting.</p> <p>You Do: Each group is given word cards to sort. After completing they will explain their sorting method.</p>	5 min.
Word Work	<p>Word Building Words: Vowel Teams: mermaid, yellow, beneath, balloon, appears, shallow, enjoy, elbow, withdraws, approach, again, fingernail, away, raccoon, window, catnip, mishap, blanket, mental, vivid, secret, unit, cobra, global, data, cupid, zebra, tidal, open, teaspoon, however, raindrops, without, away, floating</p> <p>I Do: Say a word and think aloud how to spell it. Talk about vowel teams and syllable patterns. Write the word.</p> <p>We Do: Say a word to students and guide them as they think it aloud. Have students write the word.</p> <p>You Do: Dictate a list of words for the students. Students will write the words on paper.</p>	5 min.
Dictation	<p>Use your football notebook to play in the campground. The mermaid ate a peanut in her clubhouse.</p>	3 min.
Text Application	<ol style="list-style-type: none"> Read story three. 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 with Vowel Teams'** 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)
mermaid	peanut	enjoys	moonbeam
yellow	cuckoo	balloons	monkey
beneath	display	beneath	exploits
balloon	fourteen		baboon
appears	feathers		donkey
shallow	mistreat		raccoon
enjoy	repeat		trainer
elbow	cartoons		contained
withdraws	chimney		canteen
approaches	agree		oatmeal
again			coffee
fingernail			appear
away			yourself

Explicit Instruction for Phonics Intervention
Instructional Focus: 2-syllable vowel teams

Story Number: 1

The Mermaid

A mermaid with yellow hair is in the shallow water beneath the red balloon. The mermaid appears to enjoy the balloon. She pokes the balloon with her elbow and withdraws. The balloon does not move. The mermaid approaches again. She pokes the balloon with her fingernail. The balloon does not move, so the mermaid grabs the balloon and swims away.

Explicit Instruction for Phonics Intervention
Instructional Focus: 2-syllable vowel teams

Story Number: 2

Peanut

Peanut is the name of my cuckoo bird. He likes to display his fourteen, lovely feathers. We would never mistreat Peanut. Peanut enjoys playing with balloons. He can repeat what we say. He also repeats phrases from the cartoons on TV. Once Peanut flew up our chimney. When we caught him, his feathers were black. Peanut sits beneath a cloth when he sleeps in his cage. My cuckoo bird, Peanut, is a great pet. If you could meet Peanut you would agree.

Explicit Instruction for Phonics Intervention
Instructional Focus: 2-syllable vowel teams

Story Number: 3

Moonbeam

Moonbeam, the monkey, is in many books.

Moonbeam has many exploits. In his books, he has met a baboon, a donkey and a raccoon. Moonbeam, the monkey, has a trainer. Moonbeam was trained to go into space. The spaceship contained a canteen, oatmeal and coffee. Moonbeam and his trainer appear in many books that students enjoy. Try one if Moonbeam's books for yourself.