



Multisyllable Skills

Phonics Lesson Library™

Skill 15.2: Vowel-r, Simple Multisyllable



dispark

lantern

Day 1 Lesson Plan for Phonics Intervention

Skill 15.2: Vowel-r, Simple Multisyllable

Multisyllable Words

Review

2 Minutes

Phonemic Awareness: Isolation

MATERIALS None

- Say _____. How many syllables are in the word?
- What's the vowel sound in the first syllable? Last syllable?

GOAL Students accurately count syllables and isolate vowel sounds in two-syllable words.

after	discard	extent	partner
armhole	eastern	lantern	perplex
bighorn	enter	mentor	sunburn
bombard	escort	outburst	turnpike

Teach New Concept

18 Minutes

1. Can you identify the syllable pattern with chips? 5 Minutes

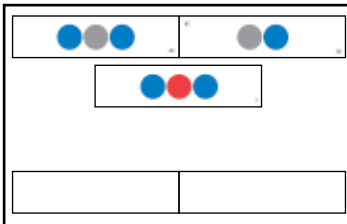
(Note: This step is optional if phonics chips are not available.)

MATERIALS Syllable bars, Sound-Spelling Mapping Mat (*Phonics Chip Kits* available from 95 Percent Group)

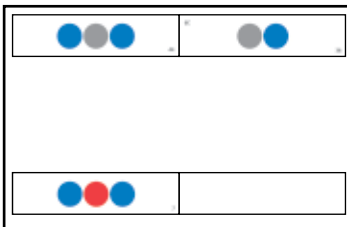
I DO Teacher models.

FIND THE PATTERN:

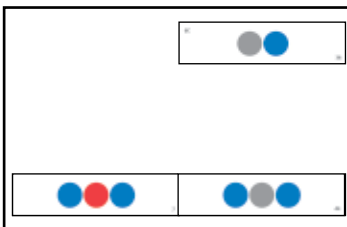
Today we're learning to read and spell multisyllable words with the vowel-r syllable pattern. Vowel-r syllables have a single vowel letter followed by an r, and the vowel sound is /ar/, /or/, or /er/. In words that contain the vowel-r pattern, one syllable has an /ar/, /or/, or /er/ vowel sound spelled with a single vowel followed by the letter r. We'll use pseudowords that look like words but are not real words.



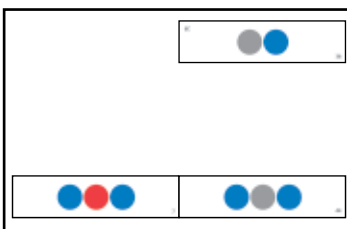
I'm going to use syllable bars to represent vowel-r syllables in a multisyllable word. Remember, blue chips represent consonant sounds, the red chip represents a short vowel sound, and the gray chip represents the vowel-r sound.



The first word is dispark. Clap syllables. Since I hear two syllables in this word, I'll need two syllable bars. Watch how I decide which syllable bars to use. The first syllable, dis, has the sounds /d/ /i/ /s/. I hear three sounds and the vowel sound is short, so I'll move a blue-red-blue syllable bar to cover the first box.



The second syllable is park. The sounds are /p/ /ar/ /k/. There are three sounds and the vowel sound is /ar/, so I'll move a blue-gray-blue vowel-r syllable bar to represent the syllable park.



Each syllable bar represents a syllable. When the syllable bars are placed side by side to represent the word dispark, I can see the word breaks between the two consonants. When there are two consonants between the vowel sounds, the word is divided between the two consonants. Let's review: The syllables are dis - park. The word is dispark. The colors on the syllable bars are blue-red-blue and blue-gray-blue.

Use pseudoword list on page 3 to practice more words.

Note: Use syllable bars #44, #38, and #7.

GOAL Students use syllable bars to represent sounds in spoken words.

MATERIALS Pseudoword List, whiteboard, colored markers (black, blue, and red)

2. Can you divide multisyllable words? 13 Minutes

I DO Teacher models process to divide two-syllable pseudowords.

• Now that you know how to identify and read a vowel-r syllable, we'll use that knowledge to divide two-syllable words where at least one syllable is vowel-r. Watch what I do to figure out where to divide this multisyllable pseudoword. A pseudoword is not a real word but looks like one and follows the same rules as real words.

• Use black marker to write the pseudoword *boghurd* on a whiteboard. Look at this multisyllable pseudoword.

• Find and Underline Vowels:

- (1) • First, I find the vowels. I see vowel letter *o* and vowel letter *u*.
- I touch under the vowel letter *o* with my left pointer finger and under the letter *u* with my right pointer finger.
- (2) • I underline the letter *o* because it spells the first vowel sound. Use blue marker. I underline the letters *ur* because they spell the second vowel sound.
- This word has two vowel sounds; therefore, it has two syllables.

• Divide Syllables:

- (3) • I look to see how many consonants are between the vowel sounds. When there are two consonants between the vowel sounds, we usually divide between those two consonants.
- This word is divided between the consonants *g* and *h*. I draw a line to show where to divide the word. Use red marker to draw a vertical line between the syllables.

• Identify Syllables and Vowel Sounds:

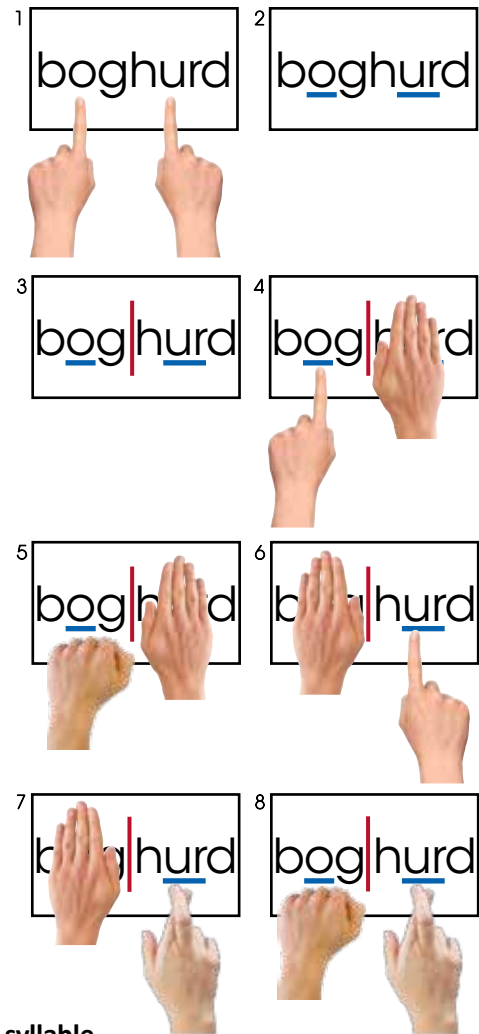
- (4) • Look at the first syllable. With my right hand, I'll cover the second syllable. Use left pointer finger to point to the vowel in first syllable.
- (5) • I see one vowel letter followed by one consonant. This is a closed syllable. I'll make a closed fist under the syllable.
- Since this is a closed syllable, the vowel is pronounced with its short sound, /*ɒ*/.
- (6) • Look at the second syllable. With my left hand, I'll cover the first syllable. Use right pointer finger to find the vowel in the second syllable.
- (7) • I see one vowel letter followed by an *r*. This is a vowel-r syllable, so I'll position crossed fingers under the syllable.
- Since this is a vowel-r syllable, the vowel is pronounced with the /*er*/ sound.
- (8) • Now I'll show the whole word. This is a closed-vowel-r word. I'll position a fist and crossed fingers under the syllables by using both hands. Do not read the word.

Use word list above to practice more pseudowords.

WORD LIST Set 1

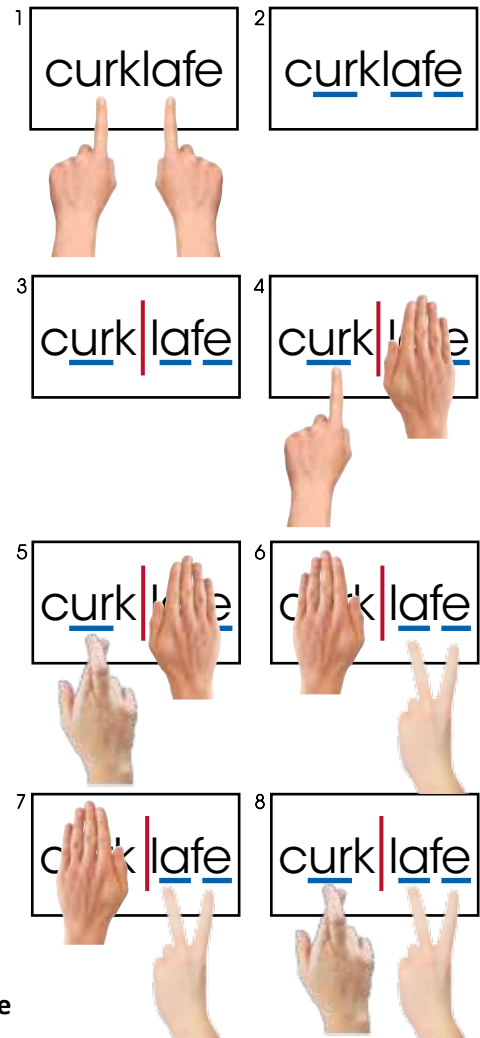
Pseudowords (no cards):

batmer, boghurd, cocar,
curklafe, ergbart, fighorn,
gortix, historm, lentur,
mardgop, rabterb



WE DO Teacher and students divide two-syllable pseudowords.

- Let's divide two-syllable pseudowords together. I'll gesture and answer with you.
- Use black marker to write a pseudoword. (curklafe) Look at this multisyllable pseudoword.
- Find and Underline Vowels:
 - (1) • First pretend to touch the vowel letters. Students hold up pointer fingers on each hand.
 - (2) • Which letters should I underline to represent the vowel sounds? **ur, a, and silent-e** Use blue marker to underline vowel letters.
 - How many vowel sounds? **Two** How many syllables? **Two**
- Divide Syllables:
 - (3) • Look between the vowel sounds. How many consonants? **Two** (Note: r is part of the vowel spelling.)
 - If there are two consonants between the vowel sounds, where should we divide? **Between k and l** Use red marker to draw vertical line between syllables.
- Identify Syllables and Vowel Sounds:
 - (4) • Look at the first syllable. Cover second syllable with right hand.
 - With your left pointer finger, pretend to touch the vowel letter.
 - How many vowel letters? **One**
 - Is it followed by the consonant *r*? **Yes**
 - (5) • Syllable type? **Vowel-r** It is one vowel followed by the consonant *r*. Make the gesture for vowel-r with your left hand. Crossed fingers
 - Sound? **/er/**
 - (6) • Look at the second syllable. Cover first syllable with left hand.
 - With your fingers in a v-shape, pretend to touch the vowel letters.
 - How many vowel letters? **Two**
 - Is there a consonant between the a and the final e? **Yes**
 - (7) • Syllable type? **Silent-e** With your right hand, show the gesture for silent-e. V-shape
 - Sound? **/ā/**
 - (8) • What are the syllable types in this word? **Vowel-r Silent-e** Use two hands to make crossed fingers and v-shape gestures under the syllables.



Use pseudoword list on page 3 to practice more words.

GOAL Students identify the vowel-r syllable pattern in pseudowords, make the correct gestures, correctly divide the words into separate syllables, and produce the appropriate vowel sounds.

Word Reading Accuracy

10 Minutes

Can you read the multisyllable words?

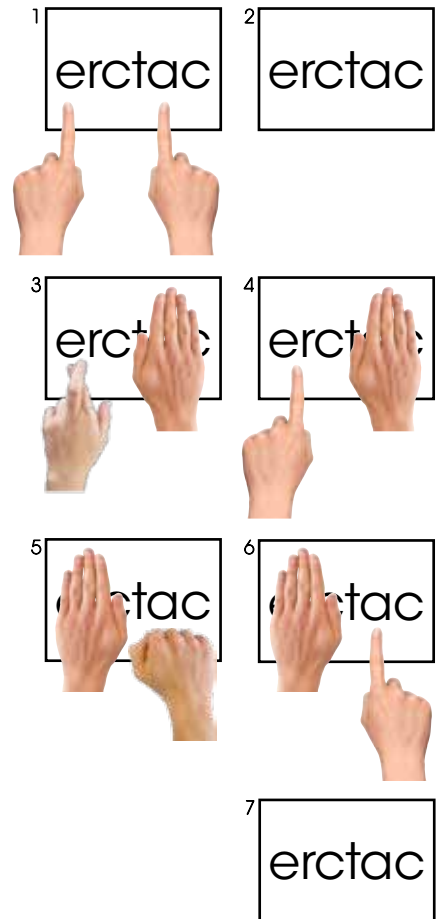
MATERIALS Teacher Word Cards Set 1

I DO Teacher models process to read Teacher Pseudoword Cards. 2 Minutes

- Now that we can identify and divide a word into syllables, we'll read some two-syllable words where one syllable is a vowel-r.
 - Watch what I do to read this multisyllable pseudoword. Show the first Teacher Word Card. (erctac)
- (1) • First, I find the vowel letter or letters. I'll use my pointer fingers on both hands to touch under the vowel letters.
 - (2) • I see an r and two consonants between the vowels. The word is divided between c and t.
 - I'll read the first syllable. Cover second syllable with right hand.
 - (3) • The syllable type is vowel-r. I'll make a crossed finger gesture.
 - (4) • Point under the vowel. I tap under the vowel and say the sound, /er/.
• Point to the beginning of the syllable. I sweep my finger and read the syllable, erc.
 - Now I'll read the second syllable. Cover first syllable with left hand.
 - (5) • The syllable type is closed. I'll make a closed fist.
 - (6) • Point under the vowel. I tap under the vowel and say the sound, /ă/.
• Point to the beginning of the syllable. I sweep my finger and read the syllable, tac.
 - (7) • Now I'll read the whole word. I'll sweep my finger and read the word, erctac.

WORD LIST Set 1

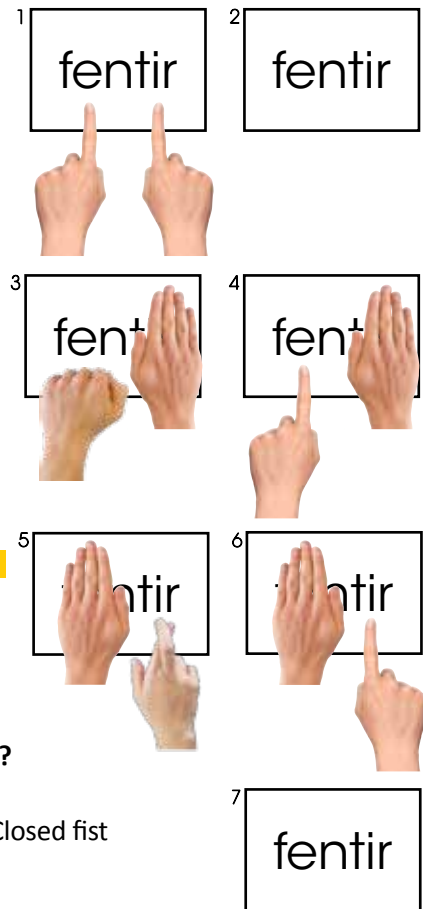
Pseudowords (cards): dispark, enmarf, eptord, erctac, fentir, hangor, jerblet, lomsard, manfurn, meestorn, mistert, tisturn



- Watch me read another multisyllable pseudoword. Show the Teacher Word Card. (fentir)
- (1) • **First, I find the vowel letter or letters.** Use pointer fingers on both hands to touch under the vowel letters.
 - (2) • **I see two consonants between the vowels. The word is divided into syllables between n and t.**
 - I'll read the first syllable. Cover second syllable with right hand.
 - (3) • **The syllable type is closed.** Make closed fist.
 - (4) • **I tap under the vowel and say the sound, /ĕ/.**
 - Point to the beginning of the syllable. I sweep my finger and read the syllable, fen.
 - Next, I'll read the second syllable. Cover first syllable with left hand.
 - First, I find the vowel letter.
 - (5) • **The syllable type is vowel-r.** Position a vowel-r crossed fingers under syllable.
 - (6) • Point under the vowel. I tap under the vowel and say the sound, /er/.
 - Point to the beginning of the syllable. I sweep my finger and read the syllable, tir. - (7) • **Now, I'll read the whole word.** I'll sweep my finger and read the word, fentir.

WORD LIST Set 1

Pseudowords (cards): dispark, enmarf, eptord, erctac, fentir, hangor, jerblet, lomsard, manfurn, meestorn, mistert, tisturn



WE DO Teacher and students read the Teacher Pseudoword Cards. **8 Minutes**

- Let's read more vowel-r words together. I'll gesture and answer with you. Show Teacher Word Card. (manfurn)
 - Pretend to touch the vowel letter or letters. Students hold up pointer fingers on each hand.
 - How many consonants between the vowels? **Two** Where is it divided? **Between n and f**
 - Cover second syllable. **Gesture and say the first syllable type. Closed** Closed fist
 - Sound? /ă/
 - Read syllable. **Man**
 - Cover first syllable. **Gesture and say the second syllable type. Vowel-r** Crossed fingers
 - Sound? /er/
 - Read syllable. **Furn**
 - **Word?** Answer varies.

Repeat with more pseudowords using the steps above. Teacher stops answering with students once they are accurate.

GOAL Students identify the vowel-r syllable pattern in pseudowords, correctly divide the words into separate syllables, make the correct gestures, produce the appropriate vowel sounds, and accurately read the words.

Lesson Plan for Phonics Intervention **Day 2**

Skill 15.2: Vowel-r, Simple Multisyllable

Multisyllable Words

Review

2 Minutes

Previous Phonics Skill

MATERIALS Skill 15.2 Phonics Review Grid Days 1-2

- Point to the left of the syllable and ask, **Syllable?**
- Tap under the syllable. Students accurately and fluently respond by reading the syllable after the tap.

GOAL Students accurately and fluently read syllables.

arb	birm	de	drap
dur	frep	gawn	girp
herf	mard	nup	org
perf	po	raim	rop
taug	tro	trud	vorm

Teach New Concept

11 Minutes

1. Can you divide multisyllable words?

I DO Teacher models process to divide two-syllable pseudowords. 2 Minutes

MATERIALS Pseudoword List, whiteboard, colored markers (black, blue, and red)

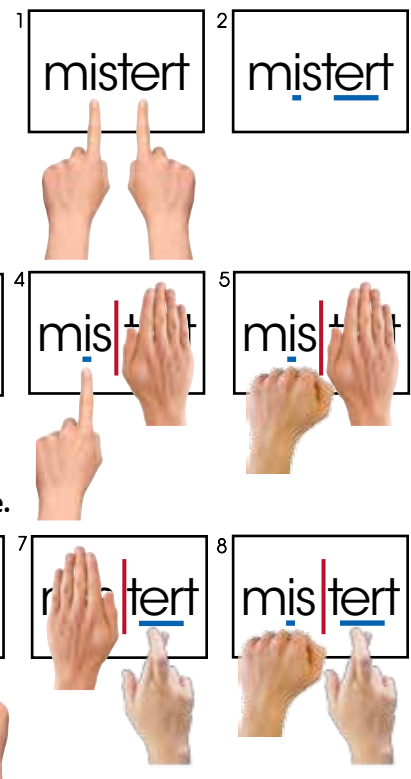
- Watch me identify the syllable type and make the appropriate vowel sounds in pseudowords. Show pseudocard. (mistert)
- Find and Underline Vowels:
 - First, I find the vowels. I see vowel letter *i* and vowel letters *er*.
- (1) • I touch under the *i* and *er* with my pointer fingers.
- (2) • I underline the letters *i* and *er* because they spell the vowel sounds. Use blue marker.
- This word has two vowel sounds; therefore, it has two syllables.
- Divide Syllables:
 - I look to see how many consonants are between the vowel sounds.
 - There are two consonants, so this word is divided between the *s* and *t*.
- (3) • I draw a line to show where to divide the word. Use red marker to draw a vertical line between the syllables.
- Identify Syllables and Vowel Sounds:
 - (4) • Look at the first syllable. With my right hand, I'll cover the second syllable.
 - (5) • I see one vowel letter followed by one consonant. Point below the vowel. This is a closed syllable. I'll make a closed fist under the syllable.
 - The vowel is pronounced with its short sound, /i/.
 - (6) • Look at the second syllable. With my left hand, I'll cover the first syllable.
 - (7) • I see one vowel letter followed by the letter *r*. This is a vowel-r syllable. I'll position my crossed fingers under the syllable.
 - Since this is a vowel-r syllable, the vowel is pronounced /er/.
 - (8) • I'll show the whole word. This is a closed-vowel-r word. I'll position a closed fist and crossed fingers under the syllables using both hands.

WORD LIST Set 1

Pseudowords (no cards):

dispark, enmarf, eptord, erctac, fentir, jerblet, lomsard, manfurn, mistert, tisturn

Real Words (no cards): arctic, bombard, confirm, discard, disturb, distort, eastern, embark, export, lantern, mentor, perplex



Repeat process with real words.

WE DO Teacher and students divide two-syllable pseudowords. 2 Minutes

- Let's review. What multisyllable pattern are we studying? **Vowel-r syllable pattern**
- What is a vowel-r syllable pattern? **A two-syllable word and one syllable has an r following a vowel**
- Where is it divided when there are two consonants between the vowel sounds? **Usually between the two consonants**
- What kind of vowel sound do you hear in the vowel-r syllable pattern? **/ar/, /or/, or /er/**
- Write a vowel-r pseudoword on your whiteboard.
- Look at this word. Pretend to touch the vowel letters. Which letters should I underline? Answer varies.
- How many vowel letters? Answer varies. How many consonants are between the vowels? **Two** Where should I draw the red line to divide the word? **Between the two middle consonants**
- Let's see if this word follows the vowel-r pattern.
 - **First syllable type and gesture?** Answer varies.
 - **Sound?** Answer varies.
 - **Second syllable type and gesture?** Answer varies.
 - **Sound?** Answer varies.

Repeat using real words from word list provided.

YOU DO Students independently divide two-syllable pseudowords. 7 Minutes

MATERIALS Teacher Real Word Cards Set 1; Whiteboard and markers for each student (black, blue, and red)

- Now it's your turn. I will place a word card in front of you. Write this word on your whiteboard.
- Using your pointer fingers, find the vowel letters. Underline the vowels in blue.
- Look between the two vowel sounds to decide where to divide. Draw a red line between the syllables. Remember, if there are two consonants between the vowel sounds, the word is usually divided between the two consonants.
- Gesture and say each syllable type. Say each vowel separately.
- I'll give you another word when you are done.

GOAL Students identify the vowel-r syllable pattern in words, correctly divide the words into separate syllables, make the correct gestures, and produce the appropriate vowel sounds.

Word Reading Accuracy

9 Minutes

Can you read the multisyllable words?

WE DO Teacher and students read Teacher Pseudoword and Real Word Cards. 2 Minutes

MATERIALS Teacher Pseudoword Cards Set 1, Real Word Cards Set 1

- Let's review how to identify the syllable type and divide a word into syllables to read it. We'll read some two-syllable words where one syllable is vowel-r. I'll answer with you.
 - Show the first Teacher Word Card. (tisturn)
- Pretend to touch the vowel letters. Students hold up pointer finger on each hand.
 - How many consonants between the vowels? **Two** Where is it divided? **Between the two middle consonants, s and t**
 - Cover second syllable. First syllable type and gesture? **Closed** Closed fist
 - Sound? **/i/**

WORD LIST Set 1

Pseudowords (cards): dispark, enmarf, eptord, erctac, fentir, hangor, jerblet, lomsard, manfurn, meestorn, mistert, tisturn

Real Words (cards): arctic, bombard, confirm, discard, disturb, distort, eastern, embark, export, lantern, mentor, perplex

Day 3 Lesson Plan for Phonics Intervention

Skill 15.2: Vowel-r, Simple Multisyllable

Multisyllable Words

Review

2 Minutes

Sight Words

MATERIALS Sight Word Review Grid

- Point to the left of the word and ask, **Word?**
- Tap under the word. Students accurately and fluently respond with sight word.

GOAL Students accurately and fluently read words.

action	oxygen	afraid	radio
settled	solution	allow	company
substances	cotton	triangle	determine
various	especially	located	sugar

Word Reading Accuracy

4 Minutes

Can you read the multisyllable words?

YOU DO Student independently read Student Pseudoword and Real Word Cards.

MATERIALS Student Pseudoword Card Set 2, Real Word Cards Set 2

- You are going to identify the syllable type and divide a word into syllables to read it.
- Mix up your word cards, and place them in a stack.
- Take the top card off the stack, and put it on the table in front of you.
- Using your pointer fingers, touch the vowel letters.
- Look between the two vowel sounds to decide where to divide it into syllables. Remember, if there are two consonants between the vowel sounds, the word is usually divided between the two consonants.
- Make the syllable gesture, and read each syllable separately.
- Then read the whole word.

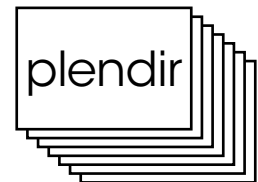
Once students are accurate and fluent reading pseudowords, repeat steps above with real words.

GOAL Students identify the vowel-r syllable pattern in pseudowords, correctly divide the words into separate syllables, make the correct gestures, provide the appropriate vowel sounds, and accurately read the words.

WORD LIST Set 2

Pseudowords (cards): blapper, darmgarm, embesh, forkmift, plackberm, plendir, shapper, shoudblirst, shuptor, skotter, stanner, thisferd

Real Words (cards): armrest, chapter, farmhand, forklift, outburst, platform, shimmer, slender, splatter, stagger, stammer, whisper



4 Minutes

Short Phrase Reading Fluency

MATERIALS 1 Fluency Progress Monitoring Graph per student, 1 Fluency sheet (words and 2-3 word phrases) per student

- In a moment I'll give you a set of phrases. Leave the paper face down until you hear the signal to start.
- When it's time to start, turn the paper face up and begin reading across the page to your partner. If you finish before time is up, start at the top and read it again.
- Your goal is to read at a quick, yet comfortable, pace so that you get as many phrases correct as possible.
- Ready? Start. After 1 minute, say "stop."
- Record the number of phrases read and number of errors. Erase and be ready to switch roles. Repeat timing for other partner.
- Now that you have both read, calculate your number of words in phrases read correctly by subtracting errors from words read. Then add a bar to your graph and shade it in.

The image shows two documents. On the left is a 'FLUENCY SHEET' with two sections: 'Words' and '2-3 Word Phrases'. The 'Words' section lists: alert, modern, number, perfect, slumber, survive, under, person, escort, early, slobber, very, perplex, summer, shimmer, covered, bombard, Bernard, breeders, power, stagger, winter, snowstorm, during, buffy, story, stories, whisper. The '2-3 Word Phrases' section lists: in the mountains, in the summer, in snowy climates, in a museum, to the rescue, before the rescue, through deep snow, from the storm, for the rescue, after the summer, for a person, around the world, in mountain storms, until the rescue, out in tears, to the museum, in the mountains, where they stumble, under the snow, in modern times, in the mountains, while it alternates, through the snow, of forest details, in the past, after the mountains, of the past, in the country.

On the right is a 'Progress Monitoring Table and Graph'. It has a table for recording 'Words Read' and 'Errors' for 'Words' and 'Phrases' (2-3 words and 4+ words) over 5 trials. To the right of the table is a 'Bar Graph' with a y-axis for 'Words Read' (0-100) and an x-axis for 'Trials' (1-5). A bar for trial 1 is shown, reaching approximately 80 on the y-axis.

GOAL Students accurately and fluently read pattern words in a text.

6 Minutes

Word Building

Syllable Mapping

MATERIALS Syllable Mapping paper and pencils/dry erase markers

I DO Teacher models. 1 Minute

- Today you'll learn how to spell vowel-r, two-syllable words. Watch how I use the Syllable Mapping paper. Each box holds one syllable.
- The word is arctic. I tap one box for each syllable I hear. Arc - tic. There are two syllables.
- Now I'll write the letters that represent each syllable.
- I write the first syllable arc in the left box.
- I write the second syllable tic in the right box.
- I read the word, arctic.

Model with the word bombard.

WORD LIST Set 1

Real Words: arctic, bombard, confirm, discard, disturb, distort, eastern, embark, export, lantern, mentor, perplex

arc	tic
bom	bard
con	firm
dis	turb

WE DO Teacher and students spell multisyllable words. 1 Minute

- Let's practice listening for syllables and writing the letters. The word is confirm. Word? Confirm
- Tell me the syllables in confirm. Con - firm How many syllables did you hear? Two
- Ask students to produce each sound and letter for each syllable as you write them in the boxes.
- Let's spell one more word. Repeat with another word. (disturb)

YOU DO Students independently spell words. 4 Minutes

- Now, it's your turn. I'll give each of you a word to spell.

As students finish their words, check the words and give them another word to spell until time runs out.

GOAL Students accurately spell pattern words using Syllable Mapping paper.

Lesson Plan for Phonics Intervention **Day 4**

Skill 15.2: Vowel-r, Simple Multisyllable

Multisyllable Words

Review

2 Minutes

Previous Phonics Skill

MATERIALS Skill 15.2 Phonics Review Grid Days 3-4

- Point to the left of the syllable and ask, **Syllable?**
- Tap under the syllable. Students accurately and fluently respond by reading the syllable after the tap.

GOAL Students accurately and fluently read syllables.

blard brald claup flirth
frilth merch parth prath
shar shra slark slee
slerch spram storb stral
strims strob torsh trosh

Word Reading Accuracy

5 Minutes

Can you read the multisyllable words?

WE DO Teacher and students read Pseudoword and Real Word Cards. 1 Minute

MATERIALS Teacher Pseudoword Cards Set 2, Real Word Cards Set 2

- **Let's review reading vowel-r words together.** Choose a pseudoword and a real word.
- **Pretend to touch the vowel letters.**
 - **Where do we divide the word? Between the two middle consonants**
 - **Look at the first syllable.**
 - **Syllable type?** Answer varies. **Gesture?** Answer varies.
 - **Vowel sound?** Tap under the vowel letter.
 - **Read the first syllable.** Sweep a finger under the syllable.
 - **Look at the second syllable.**
 - **Syllable type?** Answer varies. **Gesture?** Answer varies.
 - **Vowel sound?** Tap under the vowel letter.
 - **Read the second syllable.** Sweep a finger under the syllable.
- **Read the word.**

Practice two cards with students; then move to You Do.

YOU DO Students independently read Student Pseudoword and Real Word Cards. 4 Minutes

MATERIALS Student Pseudoword Cards Set 2, Real Word Cards Set 2

- **You are going to identify the syllable type and divide a word into syllables to read it.**
- **Mix up your word cards, and place them in a stack.**
- **Take the top card off the stack, and put it on the table in front of you.**
- **Using your pointer fingers, touch the vowel letters.**
- **Look between the two vowel sounds to decide where to divide. Remember, if there are two consonants between the vowel sounds, the word is usually divided between the two consonants.**
- **Make the syllable gesture, and read each syllable separately.**
- **Then read the whole word.**

Once students are accurate and fluent reading pseudowords, repeat steps above with real words.

GOAL Students identify the vowel-r syllable pattern in pseudowords, correctly divide the words into separate syllables, make the correct gestures, produce the appropriate vowel sounds, and accurately read the words.

WORD LIST Set 2

Pseudowords (cards): blapper, darmgarm, embesh, forkmift, plackberm, plendir, shapper, shoudblist, shuptor, skotter, stanner, thisferd

Real Words (cards): stammer, armrest, chapter, farmhand, forklift, outburst, platform, shimmer, slender, splatter, stagger, whisper

4-Plus Phrase Reading Fluency

5 Minutes

MATERIALS 1 Fluency Progress Monitoring Graph per student, 4-Plus Word Phrases, 1 Fluency sheet (4-Plus Phrases and sentences)

IMPORTANT: First do phrase-reading fluency, and then do sentence reading fluency. Instructions below apply to both types of fluency with any changes for sentence-reading fluency noted in parentheses.

- In a moment I'll give you a list of 4-plus-word phrases (sentences). Leave the paper face down until you hear the signal to start.
- When it's time to start, turn the paper face up and begin reading the phrases (sentences) to your partner. Read only the table of 4-plus-word phrases (sentences).
- If you finish the table before time is up, start at the top and read it again.
- Your goal is to read at a quick, yet comfortable, pace so that you get as many phrases (sentences) correct as possible.
- **Ready? Start.** After 1 minute, say "stop."
- Record the number of words read and number of errors. Erase and be ready to switch roles. Repeat timing for other partner.
- Now that you have both read, calculate your number of words in phrases (sentences) read correctly by subtracting errors from words read. Then add a bar to your graph and shade it in.

GOAL Students accurately and fluently read pattern words in a text.

Word Building

6 Minutes

Word Chains

MATERIALS Paper/pencil or whiteboard/dry erase marker

I DO Teacher models. 1 Minute

- We'll start with one word and then spell others in a word chain. We'll add, delete, or substitute one syllable at a time to spell a new word.
- I'll start by writing the word blanket. I want to change blanket to market. One syllable changes: I change the first syllable blan to mar.
- I'll write the word market under blanket.
- Finally, I'll change market to marvel. I change the second syllable ket to vel.

blanket
market
marvel

WE DO Teacher and students build a word chain. **1 Minute**

- Let's do this one together. I'll answer with you.
- We'll start with the word matter. How do you spell matter? **m - a - t - t - e - r**
- Now change matter to batter. Which syllable changes? **The first syllable *mat* changes to *bat***
- How do we spell the new word? **b - a - t - t - e - r**
- Now change batter to flatter. Which syllable changes? **The first syllable *bat* changes to *flat***
- How do we spell the new word? **f - l - a - t - t - e - r**
- Finally, let's change flatter to platter. Which syllable changes? **The first syllable *flat* changes to *plat***
- How do we spell the new word? **p - l - a - t - t - e - r**

matter
batter
flatter
platter

YOU DO Students independently build a word chain. **4 Minutes**

- Now you try one. Write the word ____ on your whiteboard.
- Change the word ____ to the word _____. Which syllable changes? Which letters change?
- Write the new word.
- Now change ____ to _____. Which syllable changes? Which letters change?
- Write the new word.

WORD CHAINS

- crayfish, crayon, rayon
- platform, reform, inform
- rethink, rewatch, stopwatch

Continue giving students words to add, delete, and substitute syllables.

GOAL Students accurately spell words to build a word chain.

Transfer to Text

12 Minutes

MATERIALS Teacher copy Passage 2, Student copy Passage 2 from Day 3

Passage 2	Steps
<p>Brother Fox Catches Brother Turtle: A Folktale from the South</p>	<ol style="list-style-type: none"> 1. Read passage with skill words highlighted. 2. Read unmarked copy of passage (no highlighted words).
CCSS Reading Standard 2 for Literature	
<ol style="list-style-type: none"> 1. What is the moral of this folktale? Explain. 2. Name three key details that helped you understand the moral. 3. The ending of the story had an unusual twist. How did turtle and fox switch roles in the 5th paragraph? 	

Skill 15.2: Vowel-r, Simple Multisyllable Passage 2

Brother Fox Catches Brother Turtle: A Folktale from the South

Brother Rabbit was good friends with Brother Turtle. Both of them liked being tricky to one another. One day Brother Fox was very mad when they had been out and over. So he went with great purpose that Brother Fox found Brother Turtle all alone on a sunny morning on the edge of a field.

Brother Fox decided that he'd catch the turtle and play a trick on Brother Turtle. The turtle looked confused when something hit him out of the bushes and walking away. "Hello, Brother Turtle, what's the matter with you?" asked Fox.

"Well, I walked into the bushes over there and the berries were along and out for the field. I'm not much of a runner, and the fox was faster than me. I pulled my arm and leg up to see what while the fox went by me. I think I think that the basket my own!" answered Brother Turtle.

Brother Fox thought he had the perfect plan. "Oh, Brother Turtle, let me check that out for you. You said it was a basket over there." Turtle looked and Brother Fox searched around and searched the field for some time and he said, "Well, I've got you now! You and Brother Rabbit have been in my side. You can't fool me for long!" He reached for the basket and pulled it to the fox, which he grabbed away from the turtle. "Haha, perhaps Fox," he thought. "He should that idea. The fox is going to get me. Wait, perhaps you?" he asked himself. At the fox he had the basket up in front of his face and said, "I'm going to get you. You see, I've always been in the pond." The fox looked at the turtle and said, "I'm going to get you."

Brother Turtle began to remember. "Please, p... please, see the pond!" "See the pond? Don't you know me? I have a basket!" Brother Fox opened the turtle's basket. "The fox pulled the basket from the basket bag, which was around by the fox and he had the basket into the corner of the pond. It was in the water and it was a basket through the water." Brother Fox began to realize. "He should that idea!" "Oh, no!" he thought. "The pond? Brother Turtle lives in that pond? I'm going to catch the turtle and get him back!"

Brother Fox walked to the edge of the pond. He didn't know how to swim. He took a look into the water. "What happened? Brother Fox had been so sure that he'd catch the turtle. He didn't remember the fox. Brother Fox couldn't remember the turtle's basket and he was in the water. He didn't see the fox in the water and said, "Hello, what's the matter?" "Brother Fox pulled the basket into the pond." Brother Turtle began to swim toward the fox. Fox saw the turtle's head and eyes looking right into his. He was sure that the turtle was coming to catch him. Brother Fox turned to see what was going on. "There were many splashes, splashes and splashes before Brother Fox could get out of the water."

Brother Fox saw, over behind Brother Turtle after that day.

GOAL Students identify and read pattern words in a text.

Day 5 Lesson Plan for Phonics Intervention

Skill 15.2: Vowel-r, Simple Multisyllable

Multisyllable Words

Review

2 Minutes

Syllable Review: Vowel-r Syllables

MATERIALS Whiteboard and dry erase marker

Write one word at a time on the board. Use word list provided.

- I will write some words on the board. Look carefully at each word. I will ask you:
 - First syllable type and gesture? Vowel sound? Syllable?
 - Second syllable type and gesture? Vowel sound? Syllable?
 - Word?

GOAL Students identify the vowel-r syllable pattern in pseudowords, correctly divide the words into separate syllables, make the correct gestures, produce the appropriate vowel sounds, and accurately read the words.

WORD LIST

stammer, armrest, chapter, farmhand, forklift, outburst, platform, shimmer, slender, platter, stagger, whisper

Sentence Fluency

5 Minutes

MATERIALS 1 Fluency Progress Monitoring Graph per student, 1 Fluency sheet (4-Plus Phrases and sentences)

- In a moment I'll give you a list of sentences. Leave the paper face down until you hear the signal to start.
- When it's time to start, turn the paper face up and begin reading the sentences to your partner.
- If you finish the table before time is up, start at the top and read it again.
- Your goal is to read at a quick, yet comfortable, pace so that you get as many words in sentences correct as possible.
- Ready? Start. After 1 minute, say "stop."
- Record the number of words read and number of errors. Erase and be ready to switch roles. Repeat timing for other partner.
- Now that you have both read, calculate your number of words read correctly by subtracting errors from words read. Then add a bar to your graph and shade it in.

GOAL Students accurately and fluently read pattern words in sentences.

Answer Key
Phonics Workbook for Grade 1/2/3/4/5/6/7/8/9/10/11/12

4-Plus Word Phrases		
on your brother's face	where the turtle lives	where the grass grows
on the edge of a field	what the baby's	what makes the stars in the night
into the bathroom over there	what a birthday song	what he wishes the Sun
is a handsome horse	what the pondwater is	if he laughs his muscles
into the air by his tail	what the tail	what he ignores brother's face
in front of the door	what happened the turtle	what the option
into the car on the first round	what many horses from	what the girls' names
off his own movement	what the monkey says	what he ignores the turtle
to the edge of the pond	what it gets to spin	if only he could learn

Progress Monitoring Table and Graph

Words	Progress-Monitoring Table			Bar Graph				
	Words Read	Errors	Words Read Correctly	0	50	100	150	200
Words (2-3 words)								
Phrases (2-4 words)								
Sentences (4+ words)								
Paragraphs								

Word Building 4 Minutes

Syllable Mapping

MATERIALS Syllable Mapping paper and pencils/dry erase markers

WE DO Teacher and students spell multisyllable words. 1 Minute

- Let's review listening for syllables and writing the letters. The word is **forklift**. Word? **Forklift**
- Tell me the syllables in forklift. **Fork - lift** How many syllables did you hear? **Two**
- Ask students to produce each sound and letter for each syllable as you write them in the boxes.
- Let's spell one more word. Repeat with another word. (platform)

WORD LIST Set 2
Real Words: stammer, armrest, chapter, farmhand, forklift, outburst, platform, shimmer, slender, splatter, stagger, whisper

fork	lift
plat	form
ex	port
per	plex

YOU DO Students independently spell words. 3 Minutes

- Now, it's your turn. I'll give each of you a word to spell.

Give each student his or her own word to spell. Monitor for accurate segmentation of the word and use of the Syllable Mapping paper.

As students finish their words, check the words and give them another word to spell until time runs out.

GOAL Students accurately spell pattern words using Syllable Mapping paper.

Sentence Dictation 4 Minutes

MATERIALS Paper/pencil or whiteboard/dry erase marker

Writing the sentence:

- I'll tell you a sentence. Then you'll repeat the sentence with me before you write it.
- The sentence is _____. Say it with me. Let's say the sentence one more time.
- Now, write the sentence on your paper/whiteboard. If you forget the sentence, I'll tell you the next words.

While students write the sentence, write the sentence with correct spelling and punctuation onto a whiteboard or sentence strip for proofreading.

Proofreading the sentence:

- Now that you are finished, look at my sentence. Put a dot under each letter that's correct. If you didn't spell it correctly, correct it now. Wait for us to check the second word.

Go through all of the words in the sentence, checking spelling one word at a time. When the students are finished proofreading, have them read the sentence aloud. OPTIONAL: Students may go back and underline pattern words in their sentence.

GOAL Students accurately write and proofread sentences containing pattern words.

Brother Rabbit was good
.....
friends with Brother Turtle.

Set 2 Sentences
Brother Rabbit was good friends with Brother Turtle.
Brother Turtle liked to ponder in the morning.
Brother Fox never bothered Brother Turtle.

Transfer to Text

Progress Monitoring: Cold Read

Instructions for teachers:

MATERIALS Teacher copy Passage 3, Student copy Passage 3

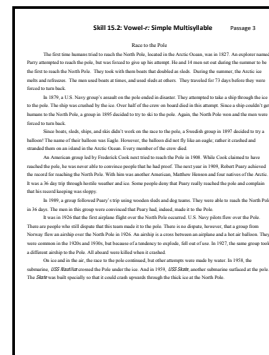
Listen to each student read Passage 3 for one minute. Calculate words read correctly and accuracy percentage for each student.

GOAL Students identify and read pattern words in a text.

Passage Fluency: Cold Read

MATERIALS Student copy Passage 3, 1 Progress Monitoring Table and Graph

- In a moment I'll give you a copy of the passage you just read to me. Leave the paper face down until you hear the signal to start.
- When it's time to start, turn the paper face up and begin reading the passage to your partner.
- Your goal is to read for one minute at a quick, yet comfortable, pace so that you get as many words correct as possible.
- Ready? Start. After 1 minute, say "stop."
- Record the number of words read and number of errors. Erase and be ready to switch roles. Repeat timing for other partner.
- Now that you have both read, calculate your number of words read correctly by subtracting errors from words read. Then add a bar to your graph and shade it in.



Progress Monitoring Table		Bar Graph					
Words	Words Read	Errors	Words Read Correctly	0%	20%	40%	60%
Words	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
	11						
	12						
	13						
	14						
	15						
	16						
	17						
	18						
	19						
	20						

CCSS Reading Standard 5 for Literature

1. What was the overall problem or goal described in the text?
2. Describe and list chronologically the unsuccessful solutions or attempts to reach the North Pole.
3. Describe and list chronologically the successful solutions or attempts to reach the North Pole.

GOAL Students accurately and fluently read pattern words in a text.

Word Lists

Skill 15.2: Vowel-r, Simple Multisyllable

Pattern Words Set 1		
	Pseudowords	Real Words
1.	dispark	arctic
2.	enmarf	bombard
3.	eptord	confirm
4.	erctac	discard
5.	fentir	disturb
6.	hangor	distort
7.	jerblet	eastern
8.	lomsard	embark
9.	manfurn	export
10.	meestorn	lantern
11.	mistert	mentor
12.	tisturn	perplex

NOTE: Words in shaded boxes above are the words on the 24 word cards for each Set.

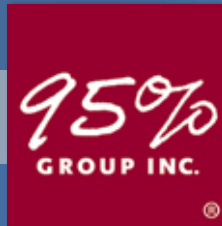
PSEUDOWORDS (no cards)	
Set 1	Set 2
batmer	blorspog
boghurd	blumber
cocar	clarfate
curklafe	congorst
ergbart	flapark
fighorn	glastir
gortix	oudbirst
historm	skittar
lentur	smargash
mardgop	stapper
rabterb	whisfer

Pattern Words Set 2		
	Pseudowords	Real Words
1.	blapper	armrest
2.	darmgarm	chapter
3.	embesh	farmhand
4.	forkmift	forklift
5.	plackberm	outburst
6.	plendir	platform
7.	shapper	shimmer
8.	shoudblirst	slender
9.	shuptor	splatter
10.	skotter	stagger
11.	stanner	stammer
12.	thisferd	whisper

NOTE: Words in shaded boxes above are the words on the 24 word cards for each Set.

Passage 3 Cold Read Words		
American	however	record
another	member	summer
artic	Norway	surfaced
disaster	occurred	under
during	others	upwards
every	over	water
explorer	parry	
Frederick	rather	

NOTE: Shaded words are three-syllable words.



Skill 15.2: Vowel-r, Simple Multisyllable

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