

Explicit Instruction for Phonics Intervention

Skill: **Vowel Teams – multiple sounds - ou**

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	Review Activity: Sight word Drill with word cards. Use grade level appropriate Dolch word list.	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Students will hold up a green sign if there is an /ou/ sound in the word such as in “ouch.” Students will hold up a red sign if they hear the sound /oo/ as in soup. Students will repeat the sound /ou/ as in “ouch.” Students will repeat the sound /oo/ as in soup.</p> <p>/ou/ as in “ouch” – mouse, out, house, grouch, mouth ,hound /oo/ as in soup--- soup, coup, group, route</p> <p>Articulation: Demonstrate the difference in mouth shape between the /ou/ and /oo/ sounds. Students will watch themselves in mirrors as they practice both sounds.” Talk to students about their mouths making two movements to complete the sound /ou/ and one movement for /oo/.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Tell students that this vowel team can have more than one sound. Demonstrate both sounds of /ou/ as in mouse and /oo/ as in soup. Teach students that when they are not sure which sound to make, they can flex it (try it both ways) to see which way makes sense. We would want them to try the /ou/ sound first since it is used 35% of the time, while the /oo/ sound is 24%. (The third sound /ə/ as in trouble is found 41% of the time, but is often in two syllable words.)</p> <p>The teacher will model this by showing the printed word house, trying it as hoose and house. Then model again with soup trying it as sowp and soup.</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: hound, pounce, soup, mouth, house, croup, route,ground, shout, south</p> <p>I Do: Show the word “grouch.” “Think aloud how word can be read. Flex the sounds.Tell the students that “grooch” is not a word.</p> <p>We Do: Read the word “soup” together. Flex the sound both ways. Ask students which way makes sense.</p> <p>You Do: Give the students word cards to read and flex between sounds.</p>	5 min.
Word Work	<p>Word Building Words: Students will chain words with ou</p> <p>I Do: Watch me demonstrate how to encode the word croup. Change croup to soup.</p> <p>We Do: As a group chain loud, proud, cloud, clout</p> <p>You Do: Students chain out, gout, mount, mound</p> <p>Word List: croup, soup, loud, proud, cloud, clout, out, gout, mount, mound</p>	5 min.
Dictation	grouch soup mouth croup shout	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.

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Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	Review Activity: Sight word Drill with word cards. Use grade level appropriate Dolch word list.	2 min.
Phonological Awareness and Articulation of Skill	Activate Phonemic Awareness: Students will hold up a green sign if there is an /ou/ sound in the word such as in “ouch.” Students will hold up a red sign if they hear the sound /oo/ as in soup. Students will repeat the sound /ou/ as in “ouch.” Students will repeat the sound /oo/ as in soup. /ou/ as in “ouch” – mouse, out, house, grouch, mouth ,hound /oo/ as in soup--- soup, coup, group, route Articulation: Demonstrate the difference in mouth shape between the /ou/ and /oo/ sounds. Students will watch themselves in mirrors as they practice both sounds.” Talk to students about their mouths making two movements to complete the sound /ou/ and one movement for /oo/.	3 min.
Letter-Sound Correspondence	Letter sound Correspondence: Tell students that this vowel team can have more than one sound. Demonstrate both sounds of /ou/ as in mouse and /oo/ as in soup. Teach students that when they are not sure which sound to make, they can flex it (try it both ways) to see which way makes sense. We would want them to try the /ou/ sound first since it is used 35% of the time, while the /oo/ sound is 24%. (The third sound /ə/ as in trouble is found 41% of the time, but is often in two syllable words.) The teacher will model this by showing the printed crouch, trying it as crooch and crouch. Then model again with croup trying it as crowp and croup.	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	Word Reading List: mouse, house, couch, mouth, pound, soup, hound, route I Do: Place word cards on the table. Pick the first card and think aloud how to sound it out, flexing the sound. Show next card and repeat think aloud. We Do: Do next card as a group. Ask students to silently sound out the new word and say it aloud on cue. You Do: Students will take turns reading the new word cards from list below	5 min.
Word Work	Word Building Words: grouch, mouth, mouse, soup, loud, proud, cloud, clout, out, gout, mount, mound I Do: Using letter tiles, create /shout/ while thinking aloud We Do: Let's do one together. Let's form the word /house/. Ask questions to help the students think aloud. You Do: Dictate the words in the Word List	5 min.
Dictation	hound in the house grouch on the couch shout at the mouse	3 min.
Text Application	1. Read story one with identified target words. 2. Read clean copy of story one.	10 min.

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Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	Review Activity: Sight word Drill with word cards. Use grade level appropriate Dolch word list.	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Students will hold up a green sign if there is an /ou/ sound in the word such as in “ouch.” Students will hold up a red sign if they hear the sound /oo/ as in soup. Students will repeat the sound /ou/ as in “ouch.” Students will repeat the sound /oo/ as in soup.</p> <p>/ou/ as in “ouch” – mouse, out, house, grouch, mouth ,hound /oo/ as in soup--- soup, coup, group, route</p> <p>Articulation: Demonstrate the difference in mouth shape between the /ou/ and /oo/ sounds. Students will watch themselves in mirrors as they practice both sounds.” Talk to students about their mouths making two movements to complete the sound /ou/ and one movement for /oo/.</p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: If additional practice is needed, see previous lessons.</p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: mouse, house, douse, blouse, louse, spouse, mound, hound, sound, round</p> <p>I Do: The teacher will model using a flip book</p> <p>We Do: Students will chorally go through the flip book saying the words</p> <p>You Do: Students will use individual flip books to practice</p>	5 min.
Word Work	<p>Word Building Words: mouse, house, hound, sound, found, croup, soup, route</p> <p>I Do: Using letter cards, show students ,with a think aloud, how new words can be made one at a time by making changes in spelling. mouse, house, hound</p> <p>We Do: Students will do one together – hound, sound</p> <p>You Do: Dictate the chain above and have students write words</p>	5 min.
Dictation	<p>I found the hound. The mouse had soup.</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Identify target words in story 2. 2. Read story 2. 	10 min.

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Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	Review Activity: Sight word Drill with word cards. Use grade level appropriate Dolch word list.	2 min.
Phonological Awareness and Articulation of Skill	Activate Phonemic Awareness: If additional practice is needed, see previous lessons. Articulation: If additional practice is needed, see previous lessons. <i>If skill is secure, then spend this time in text application.</i>	3 min.
Letter-Sound Correspondence	Letter sound Correspondence: If additional practice is needed, see previous lessons. <i>If skill is secure, then spend this time in text application.</i>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	Word Reading List: mouse, house, grouch, soup, pound I Do: Show card with <i>mouth</i> and demonstrate saying the /ou/ sound. Then blend to say the word. We Do: Choose the <i>shout</i> card and have the a group say /ou/ sound then blend to say the word You Do: Give each child a set of cards have the students read the cards	5 min.
Word Work	Word Building Words: shout, pound, couch, grouch, hound, mouth I Do: Phoneme Grapheme boxes: spell out <i>shout</i> We Do: With phoneme grapheme boxes, spell <i>pound</i> together You Do: Write additional words with phoneme grapheme boxes.	5 min.
Dictation	The mouse sat on the couch. I shout with my mouth.	3 min.
Text Application	1. Read story two.	10 min.

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Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	Review Activity: Sight word Drill with word cards. Use grade level appropriate Dolch word list.	2 min.
Phonological Awareness and Articulation of Skill	Activate Phonemic Awareness: If additional practice is needed, see previous lessons. Articulation: If additional practice is needed, see previous lessons. <i>If skill is secure, then spend this time in text application.</i>	3 min.
Letter-Sound Correspondence	Letter sound Correspondence: If additional practice is needed, see previous lessons. <i>If skill is secure, then spend this time in text application.</i>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	Word Reading List: pout, house, trout, game, out, leave, ride, mouse, soup, pounce, night I Do: Show students three rows labeled on a wall pocket chart <i>ou words (/ou/)</i> , <i>ou words (/oo/)</i> and <i>other</i> . Sorted words with /ou/, /oo/, and words without /ou/ or /oo/. Place the word card for <i>mouse</i> in the correct row and the word card for <i>team</i> in the correct row. We Do: As a group, have students decide where to put <i>croup</i> , <i>shout</i> and <i>drink</i> . You Do: Students will take turns choosing a word card and placing it in the pocket chart	5 min.
Word Work	Word Building Words: cloud, out, trout, pout, route, couch I Do: I am going to say some a word and think how to spell it. Then I will write it on my wipe-off board. <i>round</i> We Do: We will do one together. <i>shout</i> You Do: Students will think about each word the teacher says before writing the word on their wipe-off boards.	5 min.
Dictation	The grouch started to shout. I will pet the hound.	3 min.
Text Application	1. Read story three. 2. Formative Assessment: Student should read targeted skill words with the goal being 95% accuracy.	10 min.

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Target Words For **(Vowel Teams – multiple sounds – ou)** 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)
mouse	cloud	mouse	proud
house	out	couch	count
grouch	trout	grouch	group
shout	ouch	shout	flour
hound	pout	house	mound
pounce	route		pound
couch	round		sound
soup	snout		round
mouth			coupe
pound			could

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Instructional Focus: Vowel Teams – multiple sounds ou

Story Number: 1

Small Mouse

The small mouse ran out of his house when he heard the old grouch shout. The hound did pounce off the couch when he saw the mouse in his soup. The grouch did shout for the hound to catch the mouse. The hound did not put the mouse in his mouth. So the grouch took the hound to the pound. He did not catch the mouse in the house.

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Story Number: 2

Mouse

The mouse sat on his couch being a grouch. He ran out of the house to shout. He could see a cloud of blue smoke. When the mouse went out to the smoke, out came a round trout and hit him on the snout. The mouse did shout, "Ouch!" The mouse sat back to pout. He did shout, "Get out!" and "Poof!" the trout went up in a cloud of smoke. The mouse took Route One back to his house. Now he is a grouch on his couch once again.

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Story Number: 3

A Proud Boy Scout

A proud boy scout in a red coupe could not count well. He was to fill a group of round cups with flour. The scout had a mound of white flour which weighed one pound. He had a mound of brown flour that weighed three pounds. The scout could not fill all the round cups with white flour so he filled the rest of the cups with brown flour. The scout has to count how many cups he filled. When he got to ten, he goofed up! The scout is not proud now.