

Explicit Instruction for Phonics Intervention

Skill: **Predictable Vowel Teams – ai, ay**

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Review short a using the change that sound activity. Teacher asks students to change the beginning or ending sound of words to made new words using different colored manipulatives to indicate change.</p> <p>Word List: bad, tab, cab, wag, sag, bag, cap, map, fat, bat, cat, mat, sat</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: The teacher will say words with long and short a vowel sounds. Students will give thumbs up for words containing the long a vowel sound.</p> <p>Articulation: Model articulation of /ā/ sound. The front part of the tongue is mid-height in the mouth. Lips are unrounded and facial muscles are somewhat tense. Student will stand when they hear /ā/. Practice chorally and individually.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: The teacher will distribute word cards having ai and ay vowel spellings. Students who have words with the ai will group themselves together and say /ā/. Students with the ay spelling will group themselves together and say /ā/.</p> <p>Word List: day, Jay, play, gray, sail, away, may, spray</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: day, Jay, play, gray, sail, away, may, spray Read words from Word Cards</p> <p>I Do: Teacher reads words on word cards. Model blending routine (ex. Ashlock, core reading series)</p> <p>We Do: Teacher and students read words on word cards together using blending routines students have been taught .</p> <p>You Do: Students read words on word cards together. Students whisper read -teacher moves around to listen to each student individually to provide immediate, corrective feedback.</p>	5 min.
Word Work	<p>Word Building Words: day, Jay, play, gray, away, may, spray Word Chains with magnetic letters.</p> <p>I Do: Teacher models one word chain for students. Build the word may - change to day. Use think aloud to model explicitly for student. ex. "may to day: (segment the sounds with routine taught) m - /ay/ d - /ay/ the /m/ changes to /d/ so I'll move the m out and slide in the d "</p> <p>We Do: Teacher and students do one word chain together. day – bay - say</p> <p>You Do: Students do words chains individually; teacher continually monitors and provides feedback. .Word Chain: day, Jay, play, gray, away, may, spray</p>	5 min.
Dictation	day, Jay, play, gray, sail, away, may, spray	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	<p>Review Activity: Review Short a using Thumbs up activity for short a words.</p> <p>Word List: tad, glad, fad, dad, pap, clap, fat, hat, sag, wag, bag</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Teacher will say words with ai and ay patterns. Students will determine whether the /ā/ sound is in the medial or final position. Use word list in next section.</p> <p>Articulation: Model articulation of /ā/ sound. The front part of the tongue is mid-height in the mouth. Lips are unrounded and facial muscles are somewhat tense. Student will stand when they hear /ā/. Practice chorally and individually.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Give each student a list of words with ai and ay spellings. Have students circle ai and ay in each word. Review with students ay, ai are vowel teams that stand for the long a sound.</p> <p>Word List: day, Jay, play, gray, sail, away, may, spray</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List day, Jay, play, gray, away, may, spray</p> <p>Read words using letter cards.</p> <p>I Do: Teachers models changing beginning sound letter cards to form words. Teacher then reads the new word. Use blending routines.</p> <p>We Do: Teacher and student repeat the above activity together using appropriate blending routines.</p> <p>You Do: Individual students change sounds to create new words and then read them.</p>	5 min.
Word Work	<p>Word Building Words day, Jay, play, gray, sail, away, may, spray</p> <p>I Do: Teacher models word building activity with magnetic letters using words from word lists. Model using think aloud and appropriate segmenting/blending routines on two words.</p> <p>We Do: Teacher and students build two words together using magnetic letters.</p> <p>You Do: Teacher dictates words for students to build using magnetic letters.</p>	5 min.
Dictation	day, Jay, play, gray, sail, away, may, spray	3 min.
Text Application	<p>Read story one with identified target words.</p> <p>Read clean copy of story one.</p>	10 min.

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Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Review sight words using Popcorn words activity.</p> <p>Word List: and, to, is, at, the, on, they, from, with, for, want, about, a, it, or grade level appropriate Dolch list words</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness:</p> <p>Articulation: Not usually done but can add if needed by students. <i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence:</p> <p>Word List: <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: gray, day, away, play, may, spray, stray, say</p> <p>Flip Books</p> <p>I Do: Show a new word with an “ay” flip book. Read the new words using think aloud and modeling blending routines.</p> <p>We Do: Teacher and student use the flip book to make a new word and read it together.</p> <p>You Do: Have students make new words using the flip book and read them.</p>	5 min.
Word Work	<p>Word Building Words: paint, gray, day, away, play, may, spray, stray, say</p> <p>Magnetic Letters</p> <p>I Do: Teacher models using the magnetic letters to build a word.</p> <p>We Do: Teacher and students use magnetic letters to build another word.</p> <p>You Do: Students use magnetic letters to build remaining words.</p>	5 min.
Dictation	<p>paint, gray, day, away, play, may, spray, stray, say</p>	3 min.
Text Application	<p>Identify target words in story 2.</p> <p>Read story 2.</p>	10 min.

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Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	Review Activity: Review Sight Words using Pancake Word Activity Word List: and, to, is, at, the, on, they, from, with, for, want, about, a, it, or other grade level appropriate Dolch list words	2 min.
Phonological Awareness and Articulation of Skill	Activate Phonemic Awareness: Articulation: <i>If skill is secure, then spend this time in text application.</i>	3 min.
Letter-Sound Correspondence	Letter sound Correspondence: Word List: <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: Clay, Kay, mail, paid, tail, sway, air Closed Word Sort ai/ay I Do: Teacher models word sort activity. Think aloud the identification of the vowel team and which column it belongs. We Do: Teacher and students do two words together. You Do: Students do word sort individually.	5 min.
Word Work	Word Building Words: Clay, Kay, mail, paid, tail, sway, air Building Words using Letter Tiles I Do: Teacher models word building with letter tiles. Use think aloud strategy to emphasize application of target skill. We Do: Teacher and students build two words together. You Do: Students independently build all words using letter tiles.	5 min.
Dictation	Clay does sway Mail the sail	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 speed drill Word List: Grade level appropriate Dolch list words	2 min.
Phonological Awareness and Articulation of Skill	Activate Phonemic Awareness: Articulation: <i>If skill is secure, then spend this time in text application.</i>	3 min.
Letter-Sound Correspondence	Letter sound Correspondence Word List: <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: day, Jay, play, gray, sail, stray, away, may, say, spray, sail Closed Sort using Pocket Chart I Do: Teacher models sort using two word cards and a pocket chart. We Do: Teacher and students do word sort together using two more word cards. You Do: Students sort remaining word cards in pocket chart.	5 min.
Word Work	Word Building Words: day, Jay, play, gray, sail, stray, away, may, say, spray, sail Write Words with Paper and Pencil I Do: Teacher models activity by saying the word and reminding students to think about where the sound is in the word in order to know which spelling to use. Write two examples on the board while using think aloud. We Do: Teacher and students practice the above activity together. You Do: Teacher dictates remaining words and students write them on paper.	5 min.
Dictation	Today Jay is gray. Sail away for the day. May you say and play.	3 min.
Text Application	Read story three. Formative Assessment: Student should read targeted skill words with the goal being 95% accuracy.	10 min.

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Target Words For **(Predictable Vowel Teams – ai, ay)** 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)
day	Clay	Jay	grain
Jay	Kay	day	pain
Play	mail	gray	drain
gray	paid	away	strain
sail	tail	sail	faint
stray	sway		Gail
away	air		trail
may			frail
say			stay
			tray
			pail
			grain
			pain

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Instructional Focus: Predictable Vowel Teams – ai, ay

Story Number: 1

The Gray Sail

One day Jay wished to play with his toy boat. Jay asked his mom, “May I play all day?” She said, “Yes, just stay and play all day. You may spray paint the sail gray after you play.”

Jay went to the pond to play with his boat. Jay would paint the sail gray after he played. He played all day and did not stray away from the pond. It will take all day to spray and play and that is just how Jay spent the day.

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Story Number: 2

The Kite

Kay, Clay and Jay got a kite kit in the mail. Their mom paid for it. They had to put the wings and tail on so it would sail. It was gray and blue. It sailed far away into the sky. It would sway as it sailed through the air. It was the best day for Kay, Clay and Jay to play with the kite as it would sail and sway with its' gray tail.

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Story Number: 3

The Drain of the Rain

Gail's mom is frail. She needs Gail to take a pail of grain to the calf. She can't do it. The load of the pail will strain her back. The pain in her back will make her faint.

Gail walks down the trail so she can get a pail of grain. Gail puts the grain in the calf's tray to eat. Gail stays while the calf eats. When the calf is done, Gail takes the pail and walks up the trail to get back to her mom's home.