

## Explicit Instruction for Phonics Intervention

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

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Review Short a using the Change That Sound Activity. Teacher asks students to change the beginning or ending sound of words to make new words using different colored manipulatives to indicate change.</p> <p><b>Word List:</b> cat, bat, ham, map, bag, lap, clap, grab, brag, mad, cap, sat, ran, fan</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> 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><b>Articulation:</b> The front part of the tongue is mid-height in the mouth. The lips are unrounded and the facial muscles are relatively tense. Model articulation of sound. Explain and model 2 vowel teams (ai/ay) stand for the long a sound. Practice chorally and individually.</p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> The teacher will pass out word cards having different vowel spellings to students. Students who have words with the ai or ay vowel team will group themselves together with their vowel spelling. Others will remain seated.</p> <p><b>Word List:</b> May, Gail, play, rain ,stray, day, stays, tail, gray, trail, pain, waits</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> May, Gail, play, rain, stray, day, stays, tail, gray, trail, pain, waits Read words from Word Cards</p> <p><b>I Do:</b> Teacher reads words on word cards. Model blending routine (ex. Ashlock, core reading series)</p> <p><b>We Do:</b> Teacher and students read words on word cards together using blending routines students have been taught .</p> <p><b>You Do:</b> 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><b>Word Building Words:</b> May - day, stay, play: rain - pain, pail, tail Word Chains with magnetic letters.</p> <p><b>I Do:</b> Tell students to think about where the /ā/ sound is in the word. Most often if it is in the middle of the word the spelling is usually ai. When the sound /ā/ is at the end of the word, the spelling is usually ay. Teacher models one word chain for students. Builds 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><b>We Do:</b> Teacher and students do one word chain together. day - bay</p> <p><b>You Do:</b> Students do words chains individually; teacher continually monitors and provides feedback. .</p>	5 min.
Dictation	<p>May, Gail, play, rain, stray, day, stays, tail, gray, trail, pain, waits</p>	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: **Predictable Vowel Teams – ai, ay**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Review Short a using Thumbs up activity for short a words.</p> <p><b>Word List:</b> cat, bat, hit, map, bag, log, clap, grab, brag, mad, cap, sit, ran, fun</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> Teacher will say words with long a . Students will determine whether the long a sound is in the medial or final position</p> <p><b>Articulation:</b> Not usually done but can add if needed by students.</p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> 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><b>Word List:</b> May, Gail, play, rain, stray, day, stays, tail, gray, trail, pain, waits,</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> May, Gail, play, rain, stray, day, stays, tail, gray, trail, pain, waits Read words using letter cards.</p> <p><b>I Do:</b> Teachers models changing beginning and ending sound letter cards to form words. Teacher then reads the new word. Use blending routines.</p> <p><b>We Do:</b> Teacher and student repeat the above activity together using appropriate blending routines.</p> <p><b>You Do:</b> Individual students are called on to change sounds to create new words and then read them.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> May, Gail, play, rain, stray, day, stays, tail, gray, trail, pain, waits</p> <p><b>I Do:</b> Tell students to think about where the /ā/ sound is in the word. Most often if it is in the middle of the word the spelling is usually ai. When the sound /ā/ is at the end of the word, the spelling is usually ay. Teacher models word building activity using words from word lists. Model using think aloud and appropriate segmenting/blending routines.</p> <p><b>We Do:</b> Teacher and students build words together.</p> <p><b>You Do:</b> Teacher dictates words for students to build.</p>	5 min.
Dictation	<p>stay gray Gails plays wait rain clay tray</p>	3 min.
Text Application	<p>Read story one with identified target words. Read clean copy of story one.</p>	10 min.

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 Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Review sight words using Popcorn words activity.</p> <p><b>Word List:</b> and, to, is, at, the, on, they, from, with, for, want, about, a, it (or sight words appropriate for your students)</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> Teacher will say words with long and short a vowel sounds. Students will stand up if the words have a long a sound.</p> <p><b>Articulation:</b> 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><b>Letter sound Correspondence:</b> The teacher will pass out word cards to students having different vowel spellings. Students who have the ai or ay spelling will group themselves together with their vowel spelling. Others will remain seated.</p> <p><b>Word List:</b> day, gray, rain, May, gail, play, wait, trail, tail  <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><b>Word Reading List:</b> day, gray, rain, May, gail, play, wait, trail, tail            Flip Books</p> <p><b>I Do:</b> Show a new word with the flip book with the sn on one side and the ail on the other Read the new words using think aloud and modeling blending routines.</p> <p><b>We Do:</b> Teacher and student use the flip book to make a new word and read it together.</p> <p><b>You Do:</b> Have students make new words using the flip book and read them.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> day, gray, rain, May, gail, play, wait, trail, tail            Magnetic Letters</p> <p><b>I Do:</b> Teacher models using the magnetic letters to build a word.</p> <p><b>We Do:</b> Teacher and students use magnetic letters to build another word.</p> <p><b>You Do:</b> Students use magnetic letters to build remaining words.</p>	5 min.
Dictation	<p>may play            frail snail            in the rain            way plain</p>	3 min.
Text Application	<p>Identify target words in story 2.            Read story 2.</p>	10 min.

## Explicit Instruction for Phonics Intervention

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

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Review Sight Words using Pancake Word Activity</p> <p><b>Word List:</b> and, to, is, at, the, on, they, from, with, for, want, about, a, it (can substitute words more specific to your student group if they are previously taught sight words)</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> Teacher will say words with long a. Using Elkonin boxes and a chip, students will indicate whether the long a sound is in the medial or final position</p> <p><b>Articulation:</b> Do if needed by students</p> <p><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> Give each student a list of words with ai and ay spellings. Have students circle ai and ay in each word.</p> <p><b>Word List:</b> snail, plain, way, bay, lay, sail, frail, wails, faint,</p> <p><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><b>Word Reading List:</b> snail, plain, way, bay, lay, sail, frail, wails, faint</p> <p>Closed Word Sort ai/ay</p> <p><b>I Do:</b> Teacher models word sort activity. Think aloud identification of vowel team and placing word on correct side of sort.</p> <p><b>We Do:</b> Teacher and students do word sort together.</p> <p><b>You Do:</b> Students do word sort individually.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> snail, plain, way, bay, lay, sail, frail, wails, faint,</p> <p>Building Words using Letter Tiles</p> <p><b>I Do:</b> Teacher models word building with letter tiles. Use think aloud strategy to emphasize application of target skill.</p> <p><b>We Do:</b> Teacher and students do word sort together.</p> <p><b>You Do:</b> Students build words using letter tiles.</p>	5 min.
Dictation	<p>The frail snail wails. The way to the bay is plain</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

## Explicit Instruction for Phonics Intervention

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

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Change That Sound -Teacher asks students to change blocks to show where the sound in the words change</p> <p><b>Word List:</b> cake, rake, name, same, tale, take, shake, flame, cape, grape, cave, wave, make, brake</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> Do odd one out activity. Give student three words. Student must pick the word that does not have the long a sound.</p> <p><b>Articulation:</b> Use as needed. See previous lessons.</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><b>Letter sound Correspondence:</b> Review letter sound association. Students practice sound chorally &amp; individually.</p> <p>Letter Sound Correspondence: Give students sentences with new words and have them to circle new words.</p> <p><b>Word List:</b> May, Gail, play, rain, stray, day, stays, tail, gray, trail, pain, waits, snail, plain, way, bay, lay, sail, frail, wails</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><b>Word Reading List:</b> Closed Sort using Pocket Chart: May, Gail, play, rain, stray, day, stays, tail, gray, trail, pain, waits, snail, plain, way, bay, lay, sail, frail, wails,</p> <p><b>I Do:</b> Teacher models sort using two word cards and pocket chart.</p> <p><b>We Do:</b> Teacher and students do word sort together using two more word cards and pocket chart.</p> <p><b>You Do:</b> Students sort remaining word cards in pocket chart.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> Write Words with Paper and Pencil: May, Gail, play, rain, stray, day, stays, tail, gray, trail, pain, waits</p> <p><b>I Do:</b> 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.</p> <p><b>We Do:</b> Teacher and students practice the above activity together. Encourage student think aloud to allow teacher to assess application of skill.</p> <p><b>You Do:</b> Teacher dictates remaining words and students write them on paper.</p>	5 min.
Dictation	<p>The day stays gray. Rain is on the way. The dog is in pain.</p>	3 min.
Text Application	<p>Read story three. Formative Assessment: Student should read targeted skill words with the goal being 95% accuracy.</p>	10 min.

## Explicit Instruction for Phonics Intervention

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	sail	Gail	Jay
gray	lay	may	train
rain	way	day	main
May	frail	bay	mail
Gail	snail		grain
play	plain		Spain
wait	wails		Ray
trail	faint		Clay
tail			sways
stays			rails
okay			pails
			fails
			pays

## Explicit Instruction for Phonics Intervention

### Instructional Focus: Predictable Vowel Teams – ai, ay

#### Story Number: 1

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#### The Stray Dog

The day is gray. It may rain. May and Gail want to play at the pond. They will meet on the trail to the pond. May gets to the trail first and waits for Gail.

Gail finds a stray dog on the trail. The dog is in pain. The dog tucks his tail as Gail comes close. May sees Gail and runs to meet her. Gail stays with the dog and sends May for help. May will bring help. The dog will be okay.

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**Instructional Focus: Predictable Vowel Teams – ai, ay**

**Story Number: 2**

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**A Day at the Bay**

Gail and May plan a day at the bay. May and Gail want to sail on the bay and lay in the sun. On the way to the bay, they see a frail snail and a plain frog on a log. The plain frog gulps the frail snail and May wails!

Gail and May get to the bay. First they lay in the sun. They get so hot they start to feel faint. Then they go to the dock and get a boat to sail. As they sail on the bay, they cool off. May and Gail have a fun day at the bay.



## Explicit Instruction for Phonics Intervention

### Instructional Focus: Predictable Vowel Teams – ai, ay

#### Story Number: 3

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#### The Train to Spain

Jay drives a train on the main line. The train takes mail and grain to Spain. Jay pays for Ray and Clay to ride the train with him to Spain.

The train sways and comes off the rails. The grain spills on the mail. Ray and Clay use pails to pick up the mail and the grain. Jay fails to get the mail and grain to Spain on time.