

Explicit Instruction for Phonics Intervention

Skill: **Vowel Team – oa, Week 1**

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Eat that sound Students eat cheerios when the short /o/ sound is heard in a word.</p> <p>Word List: Short /o/ Words: got, fought, shop, lot, forgot, pot, rot Other Words: game, go, bike, look, book, take, took</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Repeat Eat that Sound activity with target skill words "oa" listed in the next section listening for the long o sound.</p> <p>Articulation: The back part of the tongue is mid-height in the mouth. The lips are rounded and the facial muscles are relatively tense. Give each student a mirror and have them watch the positioning of their mouths and tongue as they say the sound /ō/.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Show words on word cards. Students hold their hands in the shape of an O say the sound /ō / when the pattern "oa" is shown.</p> <div style="text-align: center;">  </div> <p>Word List: /ō / words: Joan, broach, coat, boat, float Other words: vote, dog, tone, Tom, lone, John</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Joan, broach, coat, boat, float</p> <p>I Do: Choose a word card from a pocket chart and read it. Show the word. Blend the word orally. Ex. Joan /j/ /ō / /n/ say each sound as you move your fingers under the letters. Then say the whole word (Joan) and make one line with your finger under the word. Repeat this procedure with one more word.</p> <p>We Do: Pick a student to choose a card. Have the class sound it out silently and then blend it together on cue using the procedure above. Do this with the three remaining words.</p> <p>You Do: Have each student silently read the words from the pocket chart. Listen to each student read their words and then read the words chorally together.</p>	5 min.
Word Work	<p>Word Building Words: Joan, broach, coat, boat, float, loan, roan</p> <p>I Do: Write "Joan" on the board. Blend the word orally and then substitute "l" for "J." Blend the new word orally. Follow this procedure again by substituting "r" for "l" making the nonsense word doan.</p> <p>We Do: Write "coat" on the board. Have the students read the word silently and say it together on cue. Substitute the "c" with "b." Have the students read the new word silently and then say it together on cue. Repeat this procedure by changing the "b" to fl"</p> <p>You Do: Have the students complete the following word chain with their own letter tiles. broach – coach - poach</p>	5 min.
Dictation	<p>Joan broach coat boat float</p>	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: **Vowel Team – oa, Week 1**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Pancake Flip Pictures Students flip over "pancakes" with pictures on them. They have to flip a match of rhyming words.</p> <p>Word List: Any pictures of rhyming words</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Have students show a thumbs up if they hear the / ō / sound in a word and a thumbs down if they do not. Use the word list from the next section for this activity.</p> <p>Articulation: The back part of the tongue is mid-height in the mouth. The lips are rounded and the facial muscles are relatively tense. Give each student a mirror and have them watch the positioning of their mouths and tongue as they say the sound / ō /.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Give students a list of the words below. Have them highlight the "oa" pattern in the ō words. Make sure they whisper the / ō / sound as they highlight the pattern.</p> <p>Word List: ō words: Joan, broach, coat, boat, float, loan Other words: vote, dog, tone, Tom, lone, John</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: Joan, broach, coat, boat, float, loan</p> <p>I Do: Choose a word card from a pocket chart and read it. Show the word. Blend the word orally. Ex. Joan /j/ / ō / /n/ say each sound as you move your fingers under the letters. Then say the whole word (Joan) and make one line with your finger under the word. Repeat this procedure with one more word.</p> <p>We Do: Pick a student to choose a card. Have the class sound it out silently and then blend it together on cue using the procedure above. Do this with the four remaining words.</p> <p>You Do: Have each student read the words to a partner. Listen to each student read their words and then read the words chorally together.</p>	5 min.
Word Work	<p>Word Building Words: Joan, broach, coat, boat, float, loan</p> <p>I Do: Model using Elkonin boxes. Show the students how to write the appropriate letters in each square in the box. Tell them that each box makes one sound. Use the following words to model the procedure: "Joan" 1. Write "J" in the first box 2. Write "oa" in the second box. (This is because "oa" makes only 1 sound.) 3. Write "n" in the last box. Repeat this procedure with broach.</p> <p>We Do: Have students use their Elkonin Boxes to do the following words following the procedure above. coat, boat, float, loan</p> <p>You Do: Give students a list of all 6 words and have them use the Elkonin Boxes to separate the letters/sounds in each word. Monitor and provide feedback.</p>	5 min.
Dictation	<p>broach on Joan's coat floats in the boat Joan had a loan</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: **Vowel Team – oa, Week 1**

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Thumbs Up/Thumbs Down Students give a thumbs up when hearing a word with a long vowel sound and a thumbs down when hearing a word with a short vowel sound.</p> <p>Word List: Long Vowel Words: race, bike, Pete, cake, hope, mule, tune Short Vowel Words: hot, bit, kid, mat, pig, bat, pet, beg</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Have students stand up when hearing the long o words and sit down when hearing a word with another sound. Use the word list from the next section for this activity.</p> <p>Articulation: See previous day. Use as needed. <i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Show the students flashcards from the word list below. Have them stand up and say "O" when they see the "oa" pattern or sit down and say "no" when they don't.</p> <p>Word List: /ō / words: boat, floats, moans, groans, cloak, coast, soak Other words: vote, dog, tone, Tom, lone, John, rock, ride, bet, beg <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: /ō / words: coast, soak, moan, groan</p> <p>I Do: Watch as I read the "oa" words on the pocket chart. Read "coast." When I see "c" I say /c/. Next I see "oa" and I say /o/. When I see "s" I say /s/ and finally I see "t" and I say /t/. I blend the sounds: c – oa – s – t . Model this procedure again with "moan."</p> <p>We Do: Let students blend the following words chorally by following the procedure above. soak – groan - cloak</p> <p>You Do: Let the students blend the words with a partner as you listen. Provide corrective feedback as necessary.</p>	5 min.
Word Work	<p>Word Building Words: /ō / words: coast, soak, moan, groan, cloak</p> <p>I Do: Write the word "sak" on the board. Blend the word orally. Now add an "o" between the "s" and "a." Blend the new word orally "soak." Now I am going to change the "s" to a "cl." My new word is "cloak." (Blend this word orally.)</p> <p>We Do: Have the students do it on dry erase boards as you use the regular board. Have the students write the word "moan" on their dry erase boards. Have the students silently read the word and say it together on cue. Have them change the "m" to "gr." Have the students silently read the word and say it together on cue.</p> <p>You Do: Have the students complete the following word chain on their dry erase boards independently. Provide feedback as necessary. coast – roast – loast (nonsense word)</p>	5 min.
Dictation	<p>moans and groans floats to the coast jumps from the boat</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: **Vowel Team – oa, Week 1**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Stepping Up Students step up when they hear a word with a /ch/ sound and step back when they hear a word with a /ck/ sound.</p> <p>Word List: /ch/ Words: witch, batch, choke, champ, watch, cheese /ck/ Words: back, racket, sack, socket, lack, check, wreck</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Repeat Stepping Up activity from Section 1 with "oa" and non "oa" words listed below.</p> <p>Articulation: See previous day. Use as needed. <i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Give students a list of words and have them highlight the words with the "oa" pattern. Make sure they whisper the o sound as they highlight the pattern.</p> <p>Word List: /ō / words: coast, soak, moan, groan, cloak Other words: vote, dog, tone, Tom, lone, John, rock, ride, bet, beg <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: coast, soak, moan, groan, cloak, maid, laid, paid</p> <p>I Do: Watch and listen to me read and sort these words. They will either go in the "oa" column or the "ai" column. Orally blend and sort the following words: coast, maid Explain why each word went in the appropriate column. Repeat this same procedure with the words paid and groan.</p> <p>We Do: Now lets do it together. Let students blend the following words silently and say them together on cue. Then have a student tell you which column it belongs. Words to use: soak, laid</p> <p>You Do: Allow the students to read and sort the words below with a partner. coast, soak, moan, groan, cloak, maid, laid, paid</p>	5 min.
Word Work	<p>Word Building Words: /ō / words: coast, soak, moan, groan, cloak</p> <p>I Do: Watch me write this long o word using the "oa" pattern. Write the word "cloak" blending the sounds as you write. Ask the students how many letters are in the word. (4) Ask them how many sounds it makes. (3) Repeat with "soak."</p> <p>We Do: Have the students use a magnadoodle to write the word "coast." Ask them what letter they wrote first? (c) What letters did you write next? (oa) What letters did you write next? (s) What letter did you write last? (t) How many letters? (5) How many sounds? (4) Repeat with "moan."</p> <p>You Do: Have the students write the following words with a partner following the procedure above. coast – soak – moan – groan - cloak</p>	5 min.
Dictation	float the boat soak your coat by the coast	3 min.
Text Application	1. Read story two.	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Vowel Team – oa, Week 1**

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Pancake Sight Words Students flip over “pancakes” and read the sight words written on the back.</p> <p>Word List: have, came, ate, did, out Or use any other sight words appropriate for your group</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: As the teacher says words orally the students stand up and make an O shape with their hands if the word says ō. Use the word list in the next section.</p> <p>Articulation: See previous day. Use as needed. <i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Give students a list of the words below and have them color the "oa" pattern orange. Make sure students whisper the / ō / sound as they highlight the pattern.</p> <p>Word List: / ō / words: goat, boat, Toad, Roach, floats, moat, moans, groans, croaks Other words: vote, dog, tone, Tom, lone, John, rock, ride, bet, beg <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: / ō / words: coast, coat, toad, moat, moan, roach, Joan /oi/ words: boy, toy, droid, foil, spoil Other words: dog, take, vote, tone, rock, ride, bog</p> <p>I Do: Show the students 3 columns: “oa”, “oy/oi”, and “other.” Take the 1st card "coast" and blend the word orally. Then tell the students what column it would go in and why. Repeat this procedure with boy and take.</p> <p>We Do: Show the card "moat." Allow students to read the word silently and say it together on cue. Then ask for a volunteer to tell the class what column it would go in and why. Repeat this procedure with droid and dog.</p> <p>You Do: Put students in pairs and let them work together sorting all the words listed.</p>	5 min.
Word Work	<p>Word Building Words: / ō / words: goat, boat, Toad, Roach, floats, moat, moans, groans, croaks</p> <p>I Do: I know I can spell /o/ with the letters "oa" as in boat. /b/ / ō / /t/. What makes the /b/ sound? (Write and say "b") What makes the / ō / sound? (Write and say "oa") What makes the /t/ sound? (Write and say "t") Do this same procedure with the word toad.</p> <p>We Do: Help me with the next word, roach. Ask students what sound they hear first and what letter(s) they will write. (/r/ "r") Ask students what sound they hear next and what letter(s) they will write. (/ ō / "oa") Ask students what sound they hear last and what letters they will write. (/ch/ "ch") Repeat this with the word floats.</p> <p>You Do: Have students work with partners writing the listed words using the same procedure as above. One dictates the word and the other spells the word. Then switch positions.</p>	5 min.
Dictation	<p>The boat floats in the moat. Toad sees Roach croak. Joan moans and groans.</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Read story three. 2. Formative Assessment: Student should read targeted skill words with the goal being 95% accuracy. 	10 min.

Explicit Instruction for Phonics Intervention

Instructional Focus: Vowel Team – oa, Week 1

Story Number: 1

Joan

Joan put the broach on her coat. Joan went to the dock to get on her boat. She wants to float down the coast. Joan got too close to the side of the boat and fell in the lake. Joan got her coat and broach soaked! Joan moans and groans because her coat and broach are wet. Now Joan has to float down the coast in her wet coat.

Explicit Instruction for Phonics Intervention

Instructional Focus: Vowel Team – oa, Week 1

Story Number: 2

Joan the Goat

Joan the goat is on the boat with Toad and Roach. The boat floats in the moat. The boat rocks Toad, Joan, and Roach. Roach moans and groans and then croaks. Toad sees Roach croak so Toad eats Roach. Now Joan and Toad float in the moat without Roach!

Explicit Instruction for Phonics Intervention

Instructional Focus: Vowel Team – oa, Week 1

Story Number: 3

The Foal

The coal black foal looks for a load of oats. He trots through the grass to the road. He walks down the road to seek his goal, a load of oats.

“I will not roam,” said the foal, “I will meet my goal. I will find those oats.” The foal did not roam. He went right to the oats in his stall! The coal black foal ate his oats.

“I will not boast,” said the foal. I will tell the other foals there were no oats. The roan foal looks in the stall to be sure. He tells the rest of the foals there are no oats!

Explicit Instruction for Phonics Intervention

Skill: **Vowel Team - oa**

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Students give a thumbs up when hear /th/ diagraph in word.</p> <p>Word List: Short /o/ Words: path, thin, thick, oath, truth, bath Other Words: game, go, bike, look, book, take, took</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Repeat thumbs up activity with target skill words "oa" listening for the long o sound listed in the next section.</p> <p>Articulation: Give each student a mirror and have them watch the positioning of their mouths and tongue as they say the sound /ō/. The back part of the tongue is midheight in the mouth. Lips are rounded. Facial muscles are relatively tense.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Show words on word cards. Students hold up an O sign with their hands and say /ō/ when the pattern "oa" is shown.</p> <p>Word List: /ō/ words: roam, boat, toast, foam, roast Other words: vote, dog, tone, Tom, lone, John</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: gloat, poach, loaf, oat, goat, roam, boat, toast, foam, roast</p> <p>I Do: Choose a word card from a pocket chart and read it. Show the word. Blend the word orally. Repeat this procedure with one more word.</p> <p>We Do: Have a student choose a card. Have students sound it out silently and then blend it together on cue. Do this with the three remaining words.</p> <p>You Do: Have each student partner read the words from the pocket chart. Listen to each student read words. Read the words chorally, time permitting.</p>	5 min.
Word Work	<p>Word Building Words: gloat, poach, loaf, oat, goat, roam, boat, toast, foam, roast</p> <p>I Do: Write "boat" on the board. Blend the word orally and then substitute "g" for "b." Blend the new word orally. Follow this procedure again by substituting "p" for "b" making the nonsense word poat.</p> <p>We Do: Write "roam" on the board. Have the students read the word silently and say it together on cue. Substitute the "r" with "f." Have the students read the new word silently and then say it together on cue. Repeat this procedure by changing the "f" to "m."</p> <p>You Do: Have the students complete the following word chain with their own letter tiles. broach – coach - poach</p>	5 min.
Dictation	gloat, poach, loaf, oat, goat, roam, boat, toast, foam, roast	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: **Vowel Team - oa**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Matching game with picture words (ending sound)</p> <p>Word List: Students sort pictures with ending sound – teachers can substitute with available games ex. matching rhyming words, beginning sound, ending sound, etc.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Have students give a thumbs up if they hear the /ō/ sound in a word and a thumbs down if they do not. Use the word list from the next section for this activity.</p> <p>Articulation: Give each student a mirror and have them watch the change of positioning of their mouths and tongue as they say the sound /ō/.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Give students a list of the words below. Have them highlight the "oa" pattern in the /ō/ words. Make sure they whisper the /ō/ sound as they highlight the pattern.</p> <p>Word List: /oa/ words: gloat, poach, loaf, oat, goat, roam, boat, toast, foam, roast Other words: vote, dog, tone, Tom, lone, John</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: gloat, poach, loaf, oat, goat, roam, boat, toast, foam, roast</p> <p>I Do: Choose a word card from a pocket chart and read it. Show the word. Blend the word orally. Repeat this procedure with one more word.</p> <p>We Do: Have a student choose a card. Have the class sound it out silently and then blend it together on cue. Do this with the remaining words as time allows.</p> <p>You Do: Have each student read the words to a partner. Listen to each student read their words and then read the words chorally together.</p>	5 min.
Word Work	<p>Word Building Words: gloat, poach, loaf, oat, goat, roam, boat, toast, foam, roast</p> <p>I Do: Model using Elkonin boxes. Show the students how to write the appropriate letters in each square in the box. Tell them that each box makes one sound. Use the following words to model the procedure: "loaf" 1. Write "l" in the first box 2. Write "oa" in the second box. (This is because "oa" makes only 1 sound.) 3. Write "f" in the last box. Repeat this procedure with toast.</p> <p>We Do: Have students use their Elkonin Boxes to do the following words following the procedure above.</p> <p>You Do: Give students a list of all 6 words and have them use the Elkonin Boxes to separate the letters/sounds in each word. Monitor and provide feedback.</p>	5 min.
Dictation	<p>loaf on a boat roast the oats toast the roast</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: **Vowel Team - oa**

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Stand up/Sit Down Students stand up when they hear a word with the /o/ and sit down when they hear a word with a short vowel sound.</p> <p>Word List: Other words: bit, kid, mat, pig, bat, pet, beg, chimp, note, ramp Short o Words: hot, romp, slob, dock, fond, knot, box, knob, chomp</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness:</p> <p>Articulation: See previous day. Use as needed. <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:</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>Word Reading List: /oa/ words: gloat, poach, loaf, oat, goat, roam, boat, toast, foam, roast (as time allows)</p> <p>I Do: Watch as I read the "oa" words on the pocket chart. Read "gloat." When I see "g" I say /g/. Then I see "l" and that stands for /l/. Next I see "oa" and I say /o/. When I see "t" I say /s/ and finally I see "t" and I say /t/. I blend the sounds: g-l – oa – t. Model again with "roam."</p> <p>We Do: Let students blend the following words chorally by following the procedure above.</p> <p>You Do: Let the students blend the words with a partner as you listen. Provide corrective feedback as necessary.</p>	5 min.
Word Work	<p>I Do: Watch me write this long o word using the "oa" pattern. Write the word "gloat" blending the sounds as you write. Ask the students how many letters are in the word. (4) Ask them how many sounds it makes. (3) Repeat with "loaf."</p> <p>We Do: Have the students use a magnadoodle if available to write the word "toast." Ask them what letter they wrote first? (c) What letters did you write next? (oa) What letters did you write next? (s) What letter did you write last? (t) How many letters? (5) How many sounds? (4) Repeat with "roam."</p> <p>You Do: Have the students write the words from above with a partner following the procedure above.</p>	5 min.
Dictation	<p>poach the oats gloat on the goat get the foam</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: **Vowel Team - oa**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Stepping Up Students step up when they hear a word with a /ch/ sound and step back when they hear a word with a /ck/ sound.</p> <p>Word List: /ch/ Words: witch, batch, choke, champ, watch, cheese /ck/ Words: back, racket, sack, socket, lack, check, wreck</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Repeat Stepping Up activity from Section 1 with "oa" and non "oa" words listed below.</p> <p>Articulation: See previous day. Use as needed. <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: gloat, poach, loaf, oat, goat, roam, boat, toast, foam, roast, float, soak, groan, moat</p> <p>I Do: Watch and listen to me read and sort these words. They will either go in the "oa" column or the "ai" column. Orally blend and sort the following words: coast, maid Explain why each word went in the appropriate column. Repeat this same procedure with the words paid and groan.</p> <p>We Do: Now lets do it together. Let students blend the following words silently and say them together on cue. Then have a student tell you which column it belongs. Words to use: soak, laid</p> <p>You Do: Allow the students to read and sort the words below with a partner. coast, soak, moan, groan, cloak, maid, laid, paid</p>	5 min.
Word Work	<p>Word Building Words: /oa/ gloat, poach, loaf, oat, goat, roam, boat, toast, foam, roast, float, soak, groan. moat</p> <p>I Do: Model segmenting and writing graphemes in "loaf". Write on chart paper as model.</p> <p>We Do: Have the students write on dry erase boards as you model on chart paper with choral participation.</p> <p>You Do: Have students write on materials next few words. Provide visual model for students to check own work as teachers checks as well.</p> <p>Word Building Words: /oa/ words: gloat, poach, loaf, oat, goat, roam, boat, toast, foam, roast</p>	5 min.
Dictation	<p>soak the goat eat the loaf roam on a boat toad on a float</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Vowel Team - oa**

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Pancake Sight Words Students flip over “pancakes” and read the sight words written on the back.</p> <p>Word List: have, came, ate, did, out Or use any other grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness:</p> <p>Articulation: See previous day. Use as needed. <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: /oa/ words: roast, float, oath, moat, soak, groan, oaf, toad Other words: stop, dog, top, mop, clot, dig, step, brag</p> <p>I Do: Show the students 3 columns: /ō/, /o/ and other. Take the first card coast and blend the word orally. Then tell the students what column in which it belongs and why. Repeat this procedure with stop and brag.</p> <p>We Do: Show the card moat. Allow students to read the word silently and say it together on cue. Then ask for a volunteer to tell the group where to place the card and why. Repeat this procedure with step and dog.</p> <p>You Do: Put students in pairs and let them work together sorting all the words listed.</p>	5 min.
Word Work	<p>Word Building Words: /ō/ words: roast, float, oath, moat, soak, groan, oaf, toad</p> <p>I Do: I know I can spell /ō/ with the letters "oa" as in boat. /b/ /ō/ /t/. What letter represents /b/? (Write and say b.) What letter represents /ō/? (Write and say o) What letter represents /t/? (Write and say t) Do this same procedure with the word toad.</p> <p>We Do: Repeat as a group with the word groan.</p> <p>You Do: Have students work with partners writing the listed words using the same procedure as above. One gives the word and the other spells the word. Then switch positions.</p>	5 min.
Dictation	<p>Will we eat the roast? I can make toast. The toad can float.</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Read story three. 2. Formative Assessment: Student should read targeted skill words with the goal being 95% accuracy. 	10 min.

Explicit Instruction for Phonics Intervention

Target Words For **Vowel Team - oa** 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)
roam	float	boat	broach
boat	oath	gloat	cloak
toast	moat	roam	loan
foam	soak	foam	soap
roast	groan	loaf	Joan
gloat	oaf		coach
poach	toad		goal
loaf			boast
oat			moan
goat			road
poached			

Explicit Instruction for Phonics Intervention

Instructional Focus: Vowel Team - oa

Story Number: 1

The Foam Toast

The goat on the boat ate a lot. She ate foam from the boat. She ate an egg that she did poach. The goat ate roast on a loaf of oat bran toast.

The goat would roam around the boat and gloat about her roast on oat bran toast. So, the other goats on the boat did not like to hear her gloat. They stayed away from her.

Explicit Instruction for Phonics Intervention

Instructional Focus: Vowel Team - oa

Story Number: 2

The Toad and the Oaf

There is a toad on a foam boat in a moat. The toad in the moat likes to float with an oaf who is in the moat too! The toad and the oaf will roam in the moat as they soak in the sun.

The toad loves the sun on him while he is in the moat. The oaf will groan when the sun shines on him in the moat. He does not like to be hot! The toad will float as long as the sun shines.

Explicit Instruction for Phonics Intervention

Instructional Focus: Vowel Team - oa

Story Number: 3

Joan's Broach

Joan has a nice broach. Joan got the broach from her coach when she made a goal. Joan has the broach on her cloak. Joan boasts that her coach gave her a broach, and her friends moan.

Joan did not want to loan her broach to her friends. Joan's friends took her broach. They ran down the road with the broach. Joan's friends hid the broach under some bars of soap. Joan will get her broach from under the soap and go home.

Explicit Instruction for Phonics Intervention

Skill: **Vowel Team – oa, Week 3**

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: <i>Eat that sound</i> Students eat cheerios when the short /i/ sound is heard in a word.</p> <p>Word List: Short /i/ Words: rid, pig, did, fig, jig, gig, fib Other Words: fame, made, bike, like, moon, take, cook</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Repeat <i>Eat that Sound</i> activity with target skill words "oa" listed in the next section listening for the long o sound.</p> <p>Articulation: The back part of the tongue is mid-height in the mouth. The lips are rounded and the facial muscles are relatively tense. Give each student a mirror and have them watch the positioning of their mouths and tongue as they say the sound /ō/.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Show words on word cards. Students hold their hands in the shape of an O say the sound /ō / when the pattern "oa" is shown.</p> <div style="text-align: center;">  </div> <p>Word List: /ō / words: coach, goal, oak, road, goat, boast, whoa, toad, loan, throat, croak Other words: broke, dog, tote, Tom, tone, tow</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: coach, goal, oak, road, goat, boast, whoa, toad, loan, throat, croak</p> <p>I Do: Choose a word card from a pocket chart and read it. Show the word. Blend the word orally. Ex. road /r/ /ō /d/ say each sound as you move your fingers under the letters. Then say the whole word (road) and make one line with your finger under the word. Repeat this procedure with one more word.</p> <p>We Do: Pick a student to choose a card. Have the class sound it out silently and then blend it together on cue using the procedure above. Do this with the three remaining words.</p> <p>You Do: Have each student silently read the words from the pocket chart. Listen to each student read their words and then read the words chorally together.</p>	5 min.
Word Work	<p>Word Building Words: coach, goal, oak, road, goat, boast, whoa, toad, loan, throat, croak</p> <p>I Do: Using magnetic letters, form the word "coach" on the board. Blend the word orally using a think aloud. Repeat with two more words.</p> <p>We Do: Using partners, students will form two words with magnetic letters.</p> <p>You Do: Independently, students will form remaining words dictated by the teacher.</p>	5 min.
Dictation	coach, goal, oak, road, goat, boast	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: **Vowel Team – oa, Week 3**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Pancake Flip Pictures Students flip over "pancakes" with pictures on them. They have to flip a match of rhyming words.</p> <p>Word List: Any pictures of rhyming words</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Have students show a thumbs up if they hear the / ō / sound in a word and a thumbs down if they do not. Use the word list from the next section for this activity.</p> <p>Articulation: The back part of the tongue is mid-height in the mouth. The lips are rounded and the facial muscles are relatively tense. Give each student a mirror and have them watch the positioning of their mouths and tongue as they say the sound / ō /.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Give students a list of the words below. Have them highlight the "oa" pattern in the ō words. Make sure they whisper the / ō / sound as they highlight the pattern.</p> <p>Word List: ō words: coach, goal, oak, road, goat, boast, whoa, toad, loan, throat, croak Other words: broke, dog, tote, Tom, tone, tow</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: coach, goal, oak, road, goat, boast, whoa, toad, loan, throat, croak</p> <p>I Do: Choose a word card from a pocket chart and read it. Show the word. Blend the word orally. Ex. Joan /r/ / ō / /d/ say each sound as you move your fingers under the letters. Then say the whole word (road) and make one line with your finger under the word. Repeat this procedure with one more word.</p> <p>We Do: Pick a student to choose a card. Have the class sound it out silently and then blend it together on cue using the procedure above. Do this with the remaining words.</p> <p>You Do: Have each student read the words to a partner. Listen to each student read their words and then read the words chorally together.</p>	5 min.
Word Work	<p>Word Building Words: / ō / words: coach, goal, oak, road, goat, boast, whoa, toad, loan, throat, croak</p> <p>I Do: Using magnetic letters, put "rad" on the board. Blend the word orally. Now add an "o" between the "r" and "a." Blend the new word orally "road." Now I am going to change the "r" to a "t." My new word is "toad." (Blend this word orally.)</p> <p>We Do: Have the students do it on dry erase boards as you use the regular board. Have the students write the word "gal" on their dry erase boards. Have the students silently read the word and say it together on cue. Have them add the "o" to make "goal". Then change the "l" to "t" changing goal-goat. Have the students silently read the word and say it together on cue.</p> <p>You Do: Have the students form remaining words using magnetic letters. Provide feedback.</p>	5 min.
Dictation	<p>Goat is goal Toad croaks Oak in road</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: **Vowel Team – oa, Week 3**

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Thumbs Up/Thumbs Down Students give a thumbs up when hearing a word with a long vowel sound and a thumbs down when hearing a word with a short vowel sound.</p> <p>Word List: Long Vowel Words: rate, make, light, bite, goad, most, meek, weak Short Vowel Words: trot, lot, hat, bat, fit, wit, bet, hut</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Have students stand up when hearing the long o words and sit down when hearing a word with another sound. Use the word list from the next section for this activity.</p> <p>Articulation: See previous day. Use as needed. <i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Show the students flashcards from the word list below. Have them stand up and say "O" when they see the "oa" pattern or sit down and say "no" when they don't.</p> <p>Word List: /ō / words: coach, goal, oak, road, goat, boast, whoa, toad, loan, throat, croak Other words: tote, throw, yoke, nose, pole, told, broke <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: /ō / words: coach, goal, oak, road, goat, boast, whoa, toad, loan, throat, croak</p> <p>I Do: Watch as I read the "oa" words on the pocket chart. Read "goal." When I see "g" I say /g/. Next I see "oa" and I say /o/. When I see "l" I say /l/. I blend the sounds: g-oa-l. Model this procedure again with "moan."</p> <p>We Do: Let students blend the following words chorally by following the procedure above. oak – goat -boast</p> <p>You Do: Let the students blend the words with a partner as you listen. Provide corrective feedback as necessary.</p>	5 min.
Word Work	<p>Word Building Words: coach, goal, oak, road, goat, boast, whoa, toad, loan, throat, croak</p> <p>I Do: Model using Elkonin boxes. Show the students how to write the appropriate letters in each square in the box. Tell them that each box makes one sound. Use the following words to model the procedure: "goal" 1. Write "g" in the first box 2. Write "oa" in the second box. (This is because "oa" makes only 1 sound.) 3. Write "l" in the last box. Repeat this procedure with coach.</p> <p>We Do: Have students use their Elkonin Boxes to do the following words following the procedure above. oak, road, goat, boast, whoa, toad, loan, throat, croak</p> <p>You Do: Give students a list of all words and have them use the Elkonin Boxes to separate the letters/sounds in each word. Monitor and provide feedback.</p>	5 min.
Dictation	<p>Coach makes a loan. Toad sat on the road.</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: **Vowel Team – oa, Week 3**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Stepping Up Students step up when they hear a word with a /ch/ sound and step back when they hear a word with a /sh/ sound.</p> <p>Word List: /ch/ Words: church, cheese, chest, Chuck, chisel /sh/ Words: shut, ship, push, sharp, shingle, mash, trash</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Repeat Stepping Up activity from Section 1 with "oa" and non "oa" words listed below.</p> <p>Articulation: See previous day. Use as needed. <i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Give students a list of words and have them highlight the words with the "oa" pattern. Make sure they whisper the o sound as they highlight the pattern.</p> <p>Word List: /ō / words: coach, goal, oak, road, goat, boast, whoa, toad, loan, throat, croak, moan, coal, load, roast, soap, oat, toast, loaf Other words: throw, show, Joe, yellow, clothes, fold, folks <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: moan, coal, load, roast, soap, oat, toast, loaf, coach, goal, oak, road, goat, boast, whoa, toad, loan, throat, croak</p> <p>I Do: Watch and listen to me read and sort these words. They will either go in the "long o" column or the "short o" column. Orally blend and sort the following words: coast, pot. Explain why each word went in the appropriate column. Repeat this same procedure with the words trot and groan.</p> <p>We Do: Now lets do it together. Let students blend the following words silently and say them together on cue. Then have a student tell you which column it belongs. Words to use: moan, pop and oak, mop</p> <p>You Do: Allow the students to read and sort the words below with a partner.</p>	5 min.
Word Work	<p>Word Building Words: /ō / words: moan, coal, load, roast, soap, oat, toast, loaf, coach, goal, oak, road, goat, boast, whoa, toad, loan, throat, croak</p> <p>I Do: Watch me write this long o word using the "oa" pattern. Write the word "croak" blending the sounds as you write. Ask the students how many letters are in the word. (5) Ask them how many sounds it makes. (4) Repeat with "soap."</p> <p>We Do: Have the students use a magnadoodle to write the word "coach." Ask what letter they wrote first? (c) What letters did you write next? (oa) What letters did you write next? (ch) How many letters? (5) How many sounds? (3) Repeat with "moan."</p> <p>You Do: Have the students write remaining words with a partner following the procedure.</p>	5 min.
Dictation	<p>I croaked. My throat was dry. Coach moaned.</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Vowel Team – oa, Week 3**

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Pancake Sight Words Students flip over “pancakes” and read the sight words written on the back.</p> <p>Word List: Grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: As the teacher says words orally the students stand up and make an O shape with their hands if the word says ō. Use the word list in the next section.</p> <p>Articulation: See previous day. Use as needed. <i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Give students a list of the words below and have them color the "oa" pattern orange. Make sure students whisper the / ō / sound as they highlight the pattern.</p> <p>Word List: / ō / words: coach, goal, oak, road, goat, boast, whoa, toad, loan, throat, croak, moan, coal, load, roast, soap, oat, toast, loaf Other words: throw, show, Joe, yellow, clothes, fold, folks <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: Open sort: coach, goal, oak, road, goat, boast, whoa, toad, loan, throat, croak, moan, coal, load, roast, soap, oat, toast, loaf, pop, top, drop, trot, mop, pots, tote, vote, tone, phone, bone, cone, code, strode</p> <p>I Do: Explain to the students they will be completing an open sort. Teacher models reading words and sorting. Possible sort could include oa, short o, o_e. Model sorting until there is one word in each category.</p> <p>We Do: With group support, have a student select a word and place appropriately in column.</p> <p>You Do: Put students in pairs and let them work together sorting all the words listed.</p>	5 min.
Word Work	<p>Word Building Words: / ō / words: coach, goal, oak, road, goat, boast, whoa, toad, loan, throat, croak, moan, coal, load, roast, soap, oat, toast, loaf</p> <p>I Do: Model encoding three words using a think aloud.</p> <p>We Do: Select a student to write a word on the board with group support. Repeat.</p> <p>You Do: Students will write words as dictated by the teacher.</p>	5 min.
Dictation	<p>We had to use soap. I ate a loaf of oat bran bread. I roasted hot dog.</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Read story three. 2. Formative Assessment: Student should read targeted skill words with the goal being 95% accuracy. 	10 min.

Explicit Instruction for Phonics Intervention

Target Words For **Vowel Team - oa** 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)
coach	moan	throat	float
goal	coal	coach	coast
oak	load	Croak	foam
road	roast	road	soak
goat	soap	Oak	groan
boast	oat		moat
whoa	toast		coat
toad	loaf		roam
loan			boat
throat			gloat
croak			Joan

Explicit Instruction for Phonics Intervention

Instructional Focus: Vowel Team – oa, Week 3

Story Number: 1

The Toad

My goal is to run every day and see new things. Coach Bob loaned me a pair of shoes to help me meet my goal. I get to see new things as I run in them each day.

Coach Bob drove us to a field. I see a goat at the other end of the field by an oak tree. Since I have not seen a goat my goal is to run to the oak tree at the end of the field to see it. I run all the way to the oak tree and look at the goat.

I am very hot and my throat is dry. I sit down at the oak tree to rest and see a toad. It gave a croak and hopped into the road. Whoa! The road is not safe. My new goal was to save the toad! I jumped and ran to get the toad out of the road.

I grabbed the toad and held it with two hands. I ran past the oak tree with the toad. I ran past the goat with the toad. I ran all the way to Coach Bob to show him the toad and tell him that I did a good deed.

Explicit Instruction for Phonics Intervention

Instructional Focus: Vowel Team – oa, Week 3

Story Number: 2

Coach's Hot Dog Roast

Coach had a hot dog roast at his home. We all got in the truck to go to the hot dog roast. It was a long trip. Coach lived at the very end of the road. We helped Coach make a big fire for the hot dog roast. We went out and got lots of sticks from his old oak tree. We used the sticks to make big fire for the hot dog roast.

After we built a fire, we had to use soap to wash our hands. Then we got out the hot dogs and oat bran buns. I put a hot dog on an oat bran bun and put it on a stick to toast it over the fire.

I was still hungry and put a hot dog on the stick. I held the stick over the fire too long. "Oh, no!" I moaned, "My hot dog is as black as coal." I put it on the oat bran toast and ate it. It did not taste like coal. It was dry and it stuck in my throat. I croaked because my throat was too dry. I moaned and Coach gave me a drink of pop.

Explicit Instruction for Phonics Intervention

Instructional Focus: Vowel Team – oa, Week 3

Story Number: 3

Joan and Vic Go to the Coast

Joan and Vic went to the coast. They liked walking in the foam made by the waves. They roamed on the sand.

Joan and Vic brought a boat to float in the waves. The boat looked small on the big wave. It did not float. The boat flipped over. The boat went under the wave. Joan and Vic could not see it. They groaned, “Oh, no! The boat is gone. It would not float.”

Joan and Vic chose to build a sand fort. They used pails to pile sand and make the fort tall. They dug a moat around the fort. The moat was wide. The fort looked good!

Joan and Vic wished to gloat about the fort to their pal, Max. They found Max in his red coat and took him to the fort. It was gone! A wave crashed the fort and soaked the sand. It was now part of the coast.