

Explicit Instruction for Phonics Intervention

Skill: Predictable Vowel Team – oy, oi, Week 1

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sound Substitution Students will move colored blocks to show which sound is changing in each set of words below.</p> <p>Word List: mop – top bake – take rid – rip flip - flop</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Ask students to give thumbs up when they hear a word with they /oi/ sound and a thumbs down if they don't. Use the word list below.</p> <p>Articulation: Show students what your mouth looks like as you say /oi/. Tell students that when saying /oi/ the mouth changes in the middle of the sound. The sound starts at the back of the mouth and the lips are rounded. Then the sound glides to the front and the lips are open slightly and smiling. Have students look in mirrors as they say the /oi/ sound.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Show letter cards with oi and oy. Explain to students that the /oi/ sound is represented by two spellings - oi or oy. Give students cards with both spellings and have them underline the oi or oy, then say the word.</p> <div style="text-align: center;">  </div> <p>Word List: /oi/ Words: boy, Roy, soy, noise, point, join Other Words: jail, team, mule, house</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading: Word Cards</p> <p>I Do: Place word cards on the table. Read the word boy with a "think aloud"; sound out and blend the word orally. Read the word join the same way. Discuss the difference in letter spellings - oi is in the middle of words and oy is at the end of words.</p> <p>We Do: Let's read a couple together. Ask students to silently sound out the new word and say it aloud on cue. Do this with three words.</p> <p>You Do: Ask students to take turns orally reading the word cards. Listen to each student and provide feedback</p> <p>Word List: boy, join, Roy, toy, coin, soil, moist, soy</p>	5 min.
Word Work	<p>Word Building: Magnetic Letters</p> <p>I Do: There are two different spellings for /oi/ oi and oy. To spell the word boy, place the magnetic letters oy at the end of the word. To spell the word join, place the oi in the middle of the word. What spelling comes at the end of a word? (oy) Middle? (oi)</p> <p>We Do: The word is toy. Will you use oi or oy? (oy) Will it come in the middle or at the end of the word? (end) Lets spell it with our magnetic tiles. Repeat this routine with the word moist.</p> <p>You Do: Have students create the words listed below using magnetic letters on a board</p> <p>Word List: boy, join, Roy, toy, coin, soil, moist, soy</p>	5 min.
Dictation	boy, join, Roy, toy, coin, soil, moist, soy	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: Predictable Vowel Team – oy, oi, Week 1

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Picture Sort - short e and short i Give every child a picture. Each student joins either the short i or short e group as appropriate for their picture.</p> <p>Word List: Short i picture cards: bib, stick, tick Short e picture cards: net, bed, red</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Have the students stand up if they hear a word with the /oi/ sound. Use the word list in the following section.</p> <p>Articulation: Show students what your mouth looks like as you say /oi/. Tell students that when saying /oi/ the mouth changes in the middle of the sound. The sound starts at the back of the mouth and the lips are rounded. Then the sound glides to the front and the lips are open slightly and smiling. Have students look in mirrors as they say the /oi/ sound.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Introduce the /oi/ sound; then show a card with oi and oy written on it. Have students say the letters and make the sound. Give the students each a card with the letters oi and oy written on it. The teacher says words and when the word contains the /oi/ sound, each student holds up their /oi/ card.</p> <div style="text-align: center;">  </div> <p>Word List: /oi/ words: Roy, toy, noise, droid, coins Other Words: road, tall, nose, drew, corner</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading: Chorally with Word Cards</p> <p>I Do: Listen to me read this word. (droid) Blend the word out orally. I hear the /oi/ sound in the middle of the word.</p> <p>We Do: Let's do some together. Chorally blend the following words together. (Roy, noise) Was the /oi/ sound in the middle or at the end of the word?</p> <p>You Do: Allow the students to take turns individually selecting a word card and reading it orally to the group.</p> <p>Word List: Roy, toy, soy, soil, boy, broil, nose, oil, droid, point.</p>	5 min.
Word Work	<p>Word Building: Word Chain with Letter Tiles</p> <p>I Do: Watch me use my letter tiles. To spell the word soy, place the s and then the oy at the end of the word. Remember: /oi/ at the end of a word is spelled oy. If I wanted to change my word from soy to toy I would only change the beginning letter. Demonstrate.</p> <p>We Do: Let's do one together. Write the word boy. Change the /b/ to /r/. What word do you have? Let's do one together with the /oi/ sound in the middle of the word spelled oi. Write the word boil. Change the /b/ to /s/. What word do you have?</p> <p>You Do: Have students create the word chains listed below with letter tiles.</p> <p>Word List: oi word chain: point - joint - join oy word chain: soy - toy - Roy</p>	5 min.
Dictation	boy, toy, Roy, join, coin, foil	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: Predictable Vowel Team – oy, oi, Week 1

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Pancake Sight Words - Flip it and Say it Foam "pancakes" with sight words written on them are laid out face down. Students choose a pancake and flip it over to read the word.</p> <p>Word List: would, around, before, always, write, first, again, because, does, right, your</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Say the word "toil" and ask the students what sound they hear in the middle of the word. Say the word "soy" and ask the students what sound they hear at the end of the word. Do this with at least two more words and then have students try to come up with their own words that have the /oi/ sound in the medial or final position.</p> <p>Articulation: Show students what your mouth looks like as you say /oi/. Tell students that when saying /oi/ the mouth changes in the middle of the sound. The sound starts at the back of the mouth and the lips are rounded. Then the sound glides to the front and the lips are open slightly and smiling. Have students look in mirrors as they say the /oi/ sound.</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: Show the two different spellings of /oi/. Give each student a list of words. Have students highlight words with the final /oi/ sound blue and highlight words with the medial /oi/ sound yellow.</p> <div style="text-align: center;">  </div> <p>Word List: toil, foil, oil, moist, broil, boil, soy, boy, join, Roy</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: Word reading with oy and/or oi flip books.</p> <p>I Do: Show the word "toil" with a flip book. The flip book will show the medial /oi/ sound. Read the word aloud demonstrating the blending of the word.</p> <p>We Do: Flip the book together to build these words: toil - foil - oil - broil - boil</p> <p>You Do: Give students flip books. Allow them to flip different letter combinations with the medial /oi/ sound to build new words.</p> <p>Word List: toil, foil, oil, moist, broil, boil, join</p>	5 min.
Word Work	<p>Word Building: White Board</p> <p>I Do: We are going to practice writing words with the /oi/ sound on our white board today. Watch me write the word toil. Blend this word out orally as you demonstrate how to write the letter sounds on the board. Is the /oi/ sound in the medial or final position? (Medial-oi)</p> <p>We Do: Let's try some together. Spell the word foil. Is the /oi/ sound in the medial or final position? (medial) How do we spell it? (oi) Spell the word soy. Is the /oi/ sound in the medial or final position? (final) How do we spell it? (oy)</p> <p>You Do: Have students practice writing these words: oil, moist, Roy, boy</p> <p>Word List: toil, foil, oil, moist, broil, boil, soy, boy, join, Roy</p>	5 min.
Dictation	<p>The oil will boil. The soil is dark brown. Roy will join the band.</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: Predictable Vowel Team – oy, oi, Week 1

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Picture sort with /or/ and /oi/ picture cards Students take turns choosing a picture card that they will either place in the /oi/ or /or/ category.</p> <p>Word List: /or/ cards: corn, fork, cork /oi/ cards: foil, boil, boy</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Students put a finger on their nose when they hear a word with the /oi/ sound.</p> <p><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Use Elkonin sound boards and chips. Show the word card boy and say it orally. Move a disk for each sound you say. Count the sounds (2) and count the letters (3). Repeat with /oi/ words in the word list.</p> <p>Word List: Roy, toy, coin, soil, noise, foil, soy</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: 2 - Column Closed Word Sort on Pocket Chart</p> <p>I Do: Choose a card from the table and read the word aloud. (boy) Do a think aloud; sound out the word and say it, identify where the /oi/ sound is and how it is spelled. (end-oy) Place it under the appropriate column.</p> <p>We Do: Ask a student to choose a card from the table. Students sound the word out and identify where the /oi/ sound is and how it is spelled. Students tell teacher where to place the card.</p> <p>You Do: Take turns reading cards from table and placing them under the correct columns by spelling.</p> <p>Word List: /oi/ words: Roy, toy, coin, soil, moist, noise, soy, toil, foil, broil, boy</p>	5 min.
Word Work	<p>Word Building: Magnetic Letters</p> <p>I Do: Using the magnetic letters on an overhead, the teacher models how to spell the word coin. Point out that it is spelled with oi because the /oi/ sound is in the medial position and even though it has four letters, it only makes three sounds. Follow this routine with the word soy.</p> <p>We Do: Lets try some together. Have students try encoding the following words with their magnetic letters as you demonstrate on the overhead. (point, boy)</p> <p>You Do: Now it's your turn. Try to spell these word with your magnetic letters. Give the words below and walk around to check their work. Provide feedback and correction as needed.</p> <p>Word List: Roy, point, soil, boy, coins toy, soil, foil</p>	5 min.
Dictation	point to it; boil the oil; black soil	3 min.
Text Application	1. Read story two.	10 min.

Explicit Instruction for Phonics Intervention

Skill: Predictable Vowel Team – oy, oi, Week 1

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Stepping Up Students form a line. If the word the teacher says has a long o sound, they step forward; if the word has a short o, they step back.</p> <p>Word List: goat, mop, hole, soft, go, smoke, Todd, roast, rode, body, dot, cove</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: The sound we will be working with today is /oi/. I am going to say words, some of which have the /oi/ sound. If you hear the /oi/ sound, put your finger on your nose. Say: joy, man, toy, Tom, moist, mom</p> <p><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Show letter cards with oi and oy. Explain to students that the /oi/ sound is represented by two spellings - oi or oy. Give students cards with both spellings and have them highlight the oi or oy, then say the sound.</p> <p>Word List: Roy, toy, coins, soil, moist, noise, soy, toil, foil, broil, boy, join, point</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: Open Word Sort on Pocket Chart</p> <p>I Do: Choose a card from the table and read the word aloud. (boy) Do a think aloud; sound out the word and say it, identify where the /oi/ sound is and how it is spelled. (end-oy) Place it under the appropriate column.</p> <p>We Do: Ask a student to choose a card from the table. Students sound the word out and identify where the /oi/ sound is and how it is spelled. Students tell teacher where to place the card.</p> <p>You Do: Take turns reading cards from table and placing them under the correct columns. Choose from oi, oy, or other.</p> <p>Word List: /oi/ words: Roy, toy, coins, soil, moist, noise, soy, toil, foil, broil, boy other words: lunch, clean, cakes, food, play, games, found</p>	5 min.
Word Work	<p>Word Building: Write Words with Paper and Pencil</p> <p>I Do: I am going to say some words and think about how to spell them. I ha e to remember to think about where the /oi/ sound is and which spelling to use. My first word is foil. I hear the /oi/ sound in the middle of the word, so the spelling must be oi. I spelled the word f-o-i-l.</p> <p>We Do: Let's do one together. The word is moist. Where is the /oi/ sound? (middle) How is it spelled? (oi) Students write the word, sounding it out if necessary.</p> <p>You Do: Dictate the list of words; students write on paper.</p> <p>Word List: Roy, toy, coins, soil, moist, noise, soy, toil, foil, broil, boy, join, poin</p>	5 min.
Dictation	<p>Mom had a cup of oil. I point to my new toy. The black soil is moist.</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: Predictable Vowel Team – oy, oi, Week 1

Story Number: 1

Roy's Toy Pig

Roy has a toy pig that he likes to play games with. Roy hides coins in the soil. The toy pig digs in the soil to find the coins. If the soil is moist, the toy pig finds lots of coins. Roy and his toy pig make lots of noise when they find all of the coins. After they play with the coins in the moist soil, Roy and his toy pig have a soy snack.

Explicit Instruction for Phonics Intervention

Instructional Focus: Predictable Vowel Team – oy, oi, Week 1

Story Number: 2

Roy & the Soy Cakes

Mom toils to make lunch every day. She puts food in foil, adds oil to keep it moist, and broils it. She also boils some soy cakes in hot oil on the stove. Mom makes a lot of noise as she makes the food.

Roy, her boy, joins her for lunch. Roy points to the stuff he likes and makes a lot of noise when he eats. Roy likes soy cakes and milk the best. Mom likes soy cakes too.

Roy joins mom to help her clean up after lunch. They make a lot of noise as they try to get all of the oil off the pots and pans. They put the soy cakes that were left in foil, so dad can eat them when he gets home.

Explicit Instruction for Phonics Intervention

Instructional Focus: Predictable Vowel Team – oy, oi, Week 1

Story Number: 3

The Coy Son

A mom and her coy son went to the mall. The son's ploy was to get a new game to play with his friend Floyd. He found a coil of rope. He tried to hoist the coil of rope off the rack, so he could foist it in the bag. Mom helped her son foist the coil of rope into the bag. The coy son's ploy had worked! Not only did his mom help him foist the rope into the bag, she paid for the rope, too!

When the son got home, he and his friend, Floyd, played with the coil of rope with joy. He tied one end of the rope on Floyd's leg and the other end on his leg. They played with joy till the coy son fell. Then mom took the coil of rope away from Floyd and her coy son. Now the son will not fall again.

Explicit Instruction for Phonics Intervention

Skill: **Vowel Teams – Predictable oy/oi, Week 2**

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Phoneme Addition Add a new sound at the beginning of _____. What is the new word?</p> <p>Word List: rod – add /p/ -- prod led – add /s/ -- sled log – add /c/ -- clog hop – add /h/ -- shop</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Ask students to give a thumbs up when they hear a word with they /oi/ sound and a thumbs down if they don't. Use the word list below.</p> <p>Articulation: Show students what your mouth looks like as you say /oi/. Tell students that when saying /oi/ the mouth changes in the middle of the sound. The sound starts at the back of the mouth and the lips are rounded. Then the sound glides to the front and the lips are open slightly and smiling. Have students look in mirrors as they say the /oi/ sound.</p> <p>Word List: Coy, voice, flag, joy, point, poised, rush, spoil</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Show letter cards with oi and oy. Explain to students that the /oi/ sound is represented by two spellings - oi or oy. Give students cards with both spellings and have them underline the oi or oy, as they say /oi/.</p> <div style="text-align: center;">  </div> <p>Word List: joy, oil, Floyd, ploy, poised, voice</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: (Word Cards) ploy, joy, spoil, Coy, voice, toy, coin, moist, soy</p> <p>I Do: Place word cards on the table. Read the word <i>boy</i> with a think aloud; sound out and blend the word orally. Read the word <i>join</i> the same way. Discuss the difference in letter spellings - oi is in the middle of words and oy is at the end of words.</p> <p>We Do: Let's read a couple together. Ask students to silently sound out the new word and say it aloud on cue. Do this with three words.</p> <p>You Do: Ask students to take turns orally reading the word cards. Listen to each student and provide feedback</p>	5 min.
Word Work	<p>Word Building Words: Magnetic Letters</p> <p>I Do: There are two different spellings for /oi/ <i>oi</i> and <i>oy</i>. To spell the word <i>boy</i>, place the magnetic letters <i>oy</i> at the end of the word. To spell the word <i>join</i>, place the <i>oi</i> in the middle of the word. What spelling comes at the end of a word? (<i>oy</i>) Middle? (<i>oi</i>)</p> <p>We Do: The word is <i>toy</i>. Will you use <i>oi</i> or <i>oy</i>? (<i>oy</i>) Will it come in the middle or at the end of the word? (end) Let's spell it with our magnetic tiles. Repeat this routine with the word <i>moist</i>.</p> <p>You Do: Have students create the words listed below using magnetic letters on a board</p> <p>Word List: ploy, joy, spoil, voice, poised, coin, soy</p>	5 min.
Dictation	<p>Coy ploy voice moist</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: Teams – Predictable oy/oi, Week 2

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Picture Sort for Short a and Short u Each child will have a picture. Students will group themselves based on the picture they have.</p> <p>Word List: Short a – hat, bag, flag, snack Short u – rug, bug, mug, jug</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Give students Elkonin Box cards with three spaces and give each student a chip. As you say words, if the student hears /oi/ in the medial position, he/she will put the chip in the middle box. If he/she hears the /oi/ sound at the end of the word, the chip is placed in the final box.</p> <p>Word List: Roy, coin, moist, noise, joy, voice, toy, Floyd, point</p> <p>Articulation: Show students what your mouth looks like as you say /oi/. Tell students that when saying /oi/ the mouth changes in the middle of the sound. The sound starts at the back of the mouth and the lips are rounded. Then the sound glides to the front and the lips are open slightly and smiling. Have students look in mirrors as they say the /oi/ sound.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Show the two different spellings of /oi/. Give each student a list of words. Have students highlight words with the final /oi/ sound blue and highlight words with the medial /oi/ sound yellow. As students highlight, they will say /oi/ or /oy/.</p> <p>Word List: moist, toil, coin, spoil, soy, voice, foil, join, ploy, poised, oil</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: coin, toy, ploy, spoil, noise, oil, soy, Floyd, choice, droid</p> <p>I Do: Listen to me read this word. (droid) Blend the word. I hear the /oi/ sound in the middle of the word. Listen to me read this word (boy). Blend the word. I hear the /oi/ sound at the end of the word.</p> <p>We Do: “Let’s do some together.” Students will chorally blend the following words. After each word, stop to ask if the /oi/ sound is in the middle or at the end of the word. <i>joy</i> and <i>boil</i></p> <p>You Do: Students will take turns selecting a word card to read to the group.</p>	5 min.
Word Work	<p>Word Building Words: Word Chain with Letter Tiles</p> <p>I Do: Watch me use my letter tiles. To spell the word <i>soy</i>, place the <i>s</i> and then the <i>oy</i> at the end of the word. Remember: /oi/ at the end of a word is spelled <i>oy</i>. If I wanted to change my word from <i>soy</i> to <i>toy</i> I would only change the beginning letter. Demonstrate.</p> <p>We Do: Let’s do one together. Write the word <i>boy</i>. Change the /b/ to /r/. What word do you have? Let’s do one together with the /oi/ sound in the middle of the word spelled <i>oi</i>. Write the word <i>boil</i>. Change the /b/ to /s/. What word do you have?</p> <p>You Do: Have students create the word chains listed below with letter tiles.</p> <p>Word Chains: oi – toil – foil – boil - soil oy - joy – soy – boy - toy</p>	5 min.
Dictation	<p>ploy spoil poised Coy</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: Teams – Predictable oy/oi, Week 2

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Pancake Sight Words - Flip it and Say it Place foam pancakes in the middle of the table. Students are given a spatula to turn pancakes over and read the word.</p> <p>Word List: think, walk, wash, soon, pretty, four, brown, again, cold, does, don't, or grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: <i>If additional practice is needed, see previous lessons.</i></p> <p>Articulation: <i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: <i>If additional practice is needed, see previous lessons.</i></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: Word reading with oi flip books.</p> <p>Word List: spoil, toil, foil, join, point, voice, choice</p> <p>I Do: Show the word <i>toil</i> with a flip book. The flip book will show the medial /oi/ sound. Read the word aloud demonstrating the blending of the word.</p> <p>We Do: Flip the book together to build these words: toil - foil - oil - broil - boil</p> <p>You Do: Give students flip books. Allow them to flip different letter combinations with the medial /oi/ sound to build new words.</p>	5 min.
Word Work	<p>Word Building Words: Magnetic Letters</p> <p>I Do: Using the magnetic letters on an overhead (or Elmo), the teacher models how to spell the word coin. Point out that it is spelled with oi because the /oi/ sound is in the medial position and even though it has four letters, it only makes three sounds. Follow this routine with the word soy.</p> <p>We Do: Let's try some together. Have students try encoding the following words with their magnetic letters as you demonstrate on the overhead. point, boy</p> <p>You Do: Students will try to spell these word with magnetic letters. Give the words below and walk around to check their work. Provide feedback and correction as needed.</p> <p>Word List: point, broil, toy, coin, foist, ploy</p>	5 min.
Dictation	<p>spoil the joy Coy with poise voice of Floyd</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: Teams – Predictable oy/oi, Week 2

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Letter Card Flash The teacher will flash letter cards for short a, long a, short i, long i, short o, long o, and students will make the sounds.</p> <p>Word List: Vowel Letter Cards</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: <i>If additional practice is needed, see previous lessons.</i></p> <p>Articulation: <i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter so Letter sound Correspondence: <i>If additional practice is needed, see previous lessons.</i></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: 2 - Column Closed Word Sort on Pocket Chart Coy, ploy, Floyd, joy, spoli, voice, poised, noise, foil</p> <p>I Do: Choose a couple of cards from the table and read the words aloud. (boy) Do a think aloud; sound out the word and say it, identify where the /oi/ sound is and how it is spelled. (end-oy) Place it under the appropriate column.</p> <p>We Do: Ask a student to choose a card from the table. Students sound the word out and identify where the /oi/ sound is and how it is spelled. Students tell teacher where to place the card. Repeat.</p> <p>You Do: Take turns reading cards from table and placing them under the correct columns by spelling.</p>	5 min.
Word Work	<p>Word Building Words: White Board</p> <p>Word List: ploy, Floyd, choice, noise, poised, soy, joy, toil</p> <p>I Do: We are going to practice writing words with the /oi/ sound on our white board today. Watch me write the word <i>toil</i>. Blend this word out orally as you demonstrate how to write the letter sounds on the board. Is the /oi/ sound in the medial or final position? (Medial-oi)</p> <p>We Do: Let's try some together. Spell the word <i>foil</i>. Is the /oi/ sound in the medial or final position? (medial) How do we spell it? (oi) Spell the word <i>soy</i>. Is the /oi/ sound in the medial or final position? (final) How do we spell it? (oy)</p> <p>You Do: Have students practice writing these words: oil, moist, Roy, boy</p>	5 min.
Dictation	<p>Coy will have joy. Put poised in your voice.</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

Explicit Instruction for Phonics Intervention

Skill: Teams – Predictable oy/oi, Week 2

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Closed Word Sort (st and sp blends) Students will work in pairs to sort word cards</p> <p>Word List: st – stain, still, stoop, stir, stand, stack sp - space, spark, spend, spike, spit</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: <i>If additional practice is needed, see previous lessons.</i></p> <p>Articulation: <i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: <i>If additional practice is needed, see previous lessons.</i></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: Closed Word Sort on Pocket Chart /oi/ words: Roy, toy, coins, soil, moist, noise, soy, toil, foil, broil, boy other words: find, brown, came, give, open, ounce, these</p> <p>I Do: Choose a card from the table and read the word aloud. (boy) Do a think aloud; sound out the word and say it, identify where the /oi/ sound is and how it is spelled. (end-oy) Place it under the appropriate column. Repeat.</p> <p>We Do: Ask a student to choose a card from the table. Students sound the word out and identify where the /oi/ sound is and how it is spelled. Student tells teacher where to place the card. Repeat.</p> <p>You Do: Take turns reading cards from table and placing them under the correct columns. Choose from oi, oy, or other.</p>	5 min.
Word Work	<p>Word Building Words: Write Words with Paper and Pencil</p> <p>I Do: I am going to say some words and think about how to spell them. I have to remember to think about where the /oi/ sound is and which spelling to use. My first word is <i>boy</i>. I hear the /oi/ sound at the end of the word, so the spelling must be <i>oy</i>. I spelled the word <i>b-oy</i>.</p> <p>We Do: Let's do one together. The word is moist. Where is the /oi/ sound? (middle) How is it spelled? (oi) Students write the word, sounding it out if necessary.</p> <p>You Do: Dictate the list of words; students write on paper.</p>	5 min.
Dictation	<p>Floyd dug the moist soil. The boy toils in the soy.</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 Teams – Predictable oy/oi** 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)
Coy	choice	Floyd	choice
ploy	moist	joy	coil
Floyd	boiled	voice	Roy
joy		noise	Royce
spoil			toil
voice			oil
poised			joint
coin			boy
noise			point
toy			
*Due to a limited number of words for this skill, fewer words have been included in passages and some words have been repeated in passages.			

Explicit Instruction for Phonics Intervention

Instructional Focus: Vowel Teams – Predictable oy/oi, Week 2

Story Number: 1

Coy and His Ploy

Coy had a ploy. It was to spoil Floyd's joy. Floyd was poised to sing with joy in his voice. Floyd did not know that Coy had a ploy. The ploy was to spoil Floyd's joy.

Coy's plan was to make a noise with a toy coin. The toy coin rolled away from Coy. Floyd tripped on the toy coin and fell. Now, Floyd was not poised to sing with joy in his voice.

Explicit Instruction for Phonics Intervention

Instructional Focus: Vowel Teams – Predictable oy/oi, Week 2

Story Number: 2

Floyd Makes a Choice

Floyd made a choice. He liked Joy's voice. It made a nice noise. No one had a voice like Joy. One day, Joy lost her voice.

Floyd made a choice to help Joy get back her voice. He boiled broth for Joy. The broth made Joy's throat moist. Now Joy's voice makes a nice noise again.

Explicit Instruction for Phonics Intervention

Instructional Focus: Vowel Teams – Predictable oy/oi, Week 2

Story Number: 3

The Rolls Royce

Roy and the boy will try to ride in a Rolls Royce. The Rolls Royce will not go. There is no oil in it. Roy and the boy point Dad to the Rolls Royce for help. Roy and the boy will help Dad toil with the Rolls Royce and put oil in it.

When Dad got under the Rolls Royce, he found a snake in a coil. The coiled snake made dad run away. He fell and broke the joint in his hip. Now, Roy and the boy will not get to ride in the Rolls Royce.