



/oi/

Phonics  
First Grade

Instructional Strategies:

*Groupwork, Problem –Solving, Directed Teaching, Cross-Curricular Integration,  
Reading/Writing Integration, Critical Thinking*

**Objectives:**

- \* Students will be active and attentive during lesson and activity.
- \* Students will be able to correctly answer questions asked by the teacher.
- \* Students will not be disruptive during lesson or activity. Students will become familiar with the sound /oi/ by using it in a variety of words.
- \* Students will be able to recognize other common sound patterns within words.
- \* Student will be able to work cooperatively with other members of the class in their seats and on the carpet.
- \* Students will be able to accurately write new sounds within words at the end of class.

**PA Academic Standards:**

- \* **Academic Standards for Reading, Writing, Speaking, and Listening**

**1.1.3. Learning to Read Independently**

- C. Use knowledge of phonics, word analysis, syllabication, and picture and context clues to decode and understand new words during reading.
- D. Read text using self-monitoring comprehension strategies.
- H. Demonstrate fluency and comprehension in reading.
  - Read familiar materials aloud for accuracy.
  - Self-correct mistakes.
  - Use appropriate rhythm, flow, meter and pronunciation.

**1.6.3. Speaking and Listening**

- A. Listen to others.
  - Ask questions as an aid to understanding.
- D. Contribute to discussions.
  - Ask relevant questions.
  - Respond with appropriate information or opinions to questions asked.
  - Listen to and acknowledge the contributions of others.
  - Display appropriate turn-taking behaviors.
- E. Participate in small and large group discussions and presentations.
  - Participate in everyday conversations.
  - Present oral readings.

**Cross-curricular Integration:**

- \* writing

**Materials:**

- \* Partner Practice Booklets
- \* /oi/ Key Card

- \* Word Cards
- \* Letter Cards

**New Vocabulary:**

- \* /oi/

## Day #1

**Materials:**

- \* Partner Practice Booklets
- \* /oi/ Key Card
- \* Word Cards
- \* Letter Cards

**Instructional Procedure:**

*Anticipatory Set:*

- \* Review word wall words with the students. Time students to see how quickly they can complete word wall words in one minute.
- \* Point to the letter groups on the wall in a mixed order and have students recite the sound each pair of letters make and the poem that accompanies the letter combination. Review any sounds that students do not know instantaneously.
- \* As a group, recite the alphabet with the students.
- \* Invite students back to the carpet for phonics class. Have students come back to carpet with their phonics books.
- \* Say each of the words below and then have students say the sounds in Alphie Talk.

|              |                |              |               |
|--------------|----------------|--------------|---------------|
| <b>bowl</b>  | /b-ow-l/ (3)   | <b>soil</b>  | /s-oi-l/ (3)  |
| <b>boil</b>  | /b-oi-l/ (3)   | <b>sole</b>  | /s-o-le/ (3)  |
| <b>spoil</b> | /s-p-oi-l/ (4) | <b>*sold</b> | /s-o-l-d/ (4) |

- \* Review sounds from the previous lesson using the green cards. Place sound cards in the holder and have students sound and blend the words together.

**paw                      saw                      law**

*Developmental Activities:*

- \* Ask students to practice their letter sounds, using the first two boxes on the first page of their books. Students will take turns reading in their groups (peanut butters and jellies).
- \* Monitor students as they read together in groups and check for difficulties and understanding.
- \* As a group, review the first two boxes on the first page of their Partner Practice Books.
- \* Next, have students turn to Lesson 53, Day 1 in their Partner Practice Booklets. Students will be asked to read the first two boxes with their partners (peanut butters and jellies).
- \* Monitor students as they read together in groups and check for difficulties and understanding.
- \* Read the first two boxes together as a class.
- \* Say each of the following words and have the students repeat it. (Emphasize the new vowel sound in each word).  

**coin                  join                  foil**
- \* Say: **What sound can you hear in those words? (/oi/).** Say each word again, and have students repeat each one. Stretch the /oi/ sound in each word.
- \* Show the “oi” Key Card. **Let’s look at this picture card to learn more about our sound for the day. This is a picture of two women singing. One has a little voice and the other has a big voice. “Little voice, big voice.” Let’s say that sentence together.**
- \* Look really hard at the “oi,” and imagine seeing little voice and the big voice. Flip the card over so the students can see the letters “oi.” What do these letters say? (/oi/) Show the picture side of the card again. Here’s a way to help us remember to say /oi/ when we see these letters. When I point to “oi,” I want you all to say: /oi/, “Little voice, big voice,” “oi”
- \* Stretch and read the words below. Have students read each sound individually and gradually put the words together.  

**coin                  join                  foil**
- \* Have students turn to Lesson 53, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together (peanut butter and jellies)
- \* Monitor students as they read together.
- \* Group read with students after everyone has completed the last box in Lesson 53, Day 1.

*Closure:*

- \* Using the white board, write the following word on the board and ask students how they would change the word from how it is written to another word.

**paw...jaw...jam...ham...hay...day...lay...ray...gray**

- \* Have students return to their seats and take out the small white sheet of paper in their baskets. Ask students to write their names on the one side of the paper.
- \* Make the sound for each of the letters listed below. Have students write the letters.

**/ee/ as in tree**

**/ue/ as in blue**

**/-y/ as in happy**

**/oy/ as in toy**

**/or/ in horse**

**/oi/ as in join**

- \* Use each word in a simple sentence, if necessary, to make sure students hear the word correctly.

**join**

**coin**

**boil**

**spoil**

**foil**

**\*spoiled**

- \* Once every student has completed their work have them check it as a group.

## Day #2

### Materials:

- \* Partner Practice Booklets
- \* /oi/ Key Card
- \* Word Cards
- \* Letter Cards

### Instructional Procedure:

#### *Anticipatory Set:*

- \* Review word wall words with the students. Time students to see how quickly they can complete word wall words in one minute.
- \* Point to the letter groups on the wall in a mixed order and have students recite the sound each pair of letters make and the poem that accompanies the letter combination.
- \* As a group, recite the alphabet with the students.
- \* Invite students back to the carpet for phonics class. Have students come back to carpet with their phonics books.
- \* Say each sound in the words below and then have students blend the sounds together into words.

/s-p-i-n/      spin  
/s-p-ou-t/     spout  
/s-p-oi-l/     spoil

/p-r-i-ze/     prize  
/p-r-o-ve/     prove  
\*/p-r-i-n-t/   print

- \* Review sounds from the previous lesson using the green cards. Place sound cards in the holder and have students sound and blend the words together.

**coin**

**join**

**foil**

#### *Developmental Activities:*

- \* Ask students to practice their letter sounds, using the first two boxes on the first page of their books. Students will take turns reading in their groups (peanut butters and jellies).
- \* Monitor students as they read together in groups and check for difficulties and understanding.
- \* As a group, review the first two boxes on the first page of their Partner Practice Books.

- \* Next, have students turn to Lesson 53, Day 2 in their Partner Practice Booklets. Students will be asked to read the first two boxes with their partners (peanut butters and jellies).
- \* Monitor students as they read together in groups and check for difficulties and understanding.
- \* Read the first two boxes together as a class.
- \* After group reading is completed, have students try to form a "mind movie" sentence from the word *SWIMMING*.
- \* Say each of the following words and have the students repeat it. (Emphasize the new vowel sound in each word).  
**coin                  voice                  foil**
- \* Ask students to identify the sound that they hear in all the words.
- \* Show students the "oi" Key Card.
- \* Ask students: **What do you say when you see this picture?**  
(responses) **That's right. "Little voice, big voice."** Flip the card over so the student can only see the letters "oi." **What sound do these letters make? (/oi/) Yes, the sound is /oi/ - /oi/.**
- \* Stretch and read the words below. Have students read each sound individually and gradually put the words together.  
**join                  coin                  foil**
- \* Have students turn to Lesson 53, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together (peanut butter and jellies)
- \* Monitor students as they read together.
- \* Group read with students after everyone has completed the last box in Lesson 53, Day 2.

**Closure:**

- \* Using the white board, write the following word on the board and ask students how they would change the word from how it is written to another word.

**join...coin...coil...oil...boil...foil**

- \* Have students return to their seats and take out the small white sheet of paper in their baskets. Ask students to write their names on the one side of the paper.
- \* Use each word in a simple sentence, if necessary, to make sure students hear the word correctly.

**short  
penny  
spout**

Tell students to use /oi/ as in boil.

**soil**

**join**

**boiled**

- \* Tell students that Cami has brought a sentence that she thinks she can write. Have Cami read this sentence.

**I will join a baseball team.**

- \* Once every student has completed their work have them check it as a group.

**Assessment:**

- \* Students will be assessed on their ability to cooperatively work within a small and large group.
- \* Students will be assessed on their ability to listen attentively to the teacher during lecture and while giving directions.
- \* Students will be assessed through observation on their ability to correctly pronounce the /oi/ sound and other words.

**Special Needs Adaptations:**

- \* none