

Lesson Twenty-five: Oil—o- i- l

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj
 Kk Ll Mm Nn Oo Pp Rr Ss Tt Uu Vv
 Ww Xx Yy Zz er sh ch th th
 wh oo oo

Your new word *book* is on the Word Wall. Your new sounds—*b*, *oo*, and *k*—are bold and on the Tree of Sounds. Point and say *book* and your new sounds until you know them. Point and say all your words and sounds until you know them.

feather	three	child	fish	zipper	yo-yo	ax
volcano	lemon	jump	sun	cute	window	kite
eagle	ape	run	hot	pig	bed	cat

Coach's Corner:

Point and say all of Mat's instructions. After following all Mat's instructions, have your student pay special attention to the *oo* sound in *book*. Point out that *moon* had an *oo* sound too. Make sure your student hears the difference in the two *oo* sounds.

Remember that this *oo* combination in *book* is in many important words: *look*, *good*, *foot*, *took*, *wood*, *cookie*, *shook*, and *good-bye*.

Use your flash cards to help your student learn these new words by sight.

Your new word *oil* is on the blackboard. The *o* and *i* are spelled separately but pronounced together. Point and say all of your words and letters.



Coach's Corner:


Be sure to point and say all of Mat's instructions.

Your student's new word *oil* has the spelling of *o* and *i*. The two letters make the sound *oi*. At this point, focus on the spelling, and the sounding will be presented on the next page. Sometimes the *oi* sound is spelled *oy*.

The *oi* combination is in many important words: *oily, join, point, boil, voice, and soil*. The *oi* sound spelled *oy* is in *loyal, toy, joy, enjoy, coy, and cowboy*.

Write the new words on flash cards, and help your student learn these new words by sight. Use what your student has learned about syllables to help sound out longer words, such as *'loy-al, en-'joy, and 'cow-boy*.

oil
o-i-l
oil
oi-l



Two letters make one sound.

Coach's Corner:

Mat's prompt:

Spelling is how we see a word on the page. Sounding is how we say it. Point and say the first word *oil*. Now point and say each letter. Point and say the second word *oil*. Now point and say each sound. The *oi* forms a single sound. Repeat this until you know the word, its letters, and its sounds.

Be sure to do Hootie's prompt: "Two letters make one sound."

Oil Is Slippery, Slick, and Slimy

Oil is slippery, slick, and slimy.



And get under barefoot toes.



But oil makes gas for the car



So oil-slippery, slick, and slimy-
Has a soft side.

Oil will ruin your clothes,



Oil is black as night and blacker;



And heat for the house.



And oil-black as night and blacker-
Has a sunny side.

Coach's Corner:

Mat's prompt:

Point and say the words all the way through. Now point and say the words line by line. Point and say *oil* each time it appears. Point and say each line with expression. Point out the *oi* in *oil* each time it appears.

Once you have followed Mat's instructions, ask your student to look at the lines of the poem, and find the good things about *oil*. Now find the bad things about *oil*.

Many times, words are put together with the same beginning sound. Help your student find the following sets of words: *slippery, slick, and slimy*; *black as night and blacker*; and *sunny side*. Practice hearing how these beginning sounds are the same.

Oil on Clothes Is Soil.

Oil on clothes
is soil.



Oil burning at
midnight is toil.

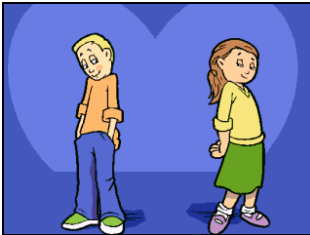


Oil heated hot
enough will boil.



The oi in boil is the oy in boy,

And the way we
act called coy,



And an Oriental
sauce called soy,



And in a name for
a plaything — toy.



Coach's Corner:

Point and say the words all the way through. Now point and say the words line by line. Point and say each word with *oi* or *oy* in it. Point and say each line with expression.

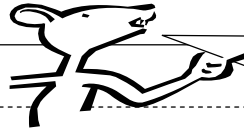
Point and read Hootie's song. Can your student see how *boy* has the *oi* sound but is spelled *oy*?

Oh where have you been, Billy boy, Billy boy?
Oh where have you been, charming Billy?
I have been to seek a wife; she's the joy of my life.
She's a young thing and cannot leave her mother.

Did she ask you to come in, Billy boy, Billy boy?
Did she ask you to come in, charming Billy?
Yes, she asked me to come in; there's a dimple on
her chin.
She's a young thing and cannot leave her mother.

How old is she, Billy boy, Billy boy?
How old is she, charming Billy?
Three times six and four times seven; twenty-
eight and eleven.
She's a young thing and cannot leave her mother.

How young is Billy's girl friend? The song is on the software CD.



Go to your
printing lesson.

oi

l

oil

t

oy

toy



Coach's Corner:

The letter to practice now is Ss. Show the difference in capitals and lowercase (small) letters.

Put the printing in the folder and go to the next page.

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj Kk

Ll Mm Nn Oo Pp

Qq Rr Ss Tt Uu Vv

Ww Xx Yy Zz

0 1 2 3 4 5 6 7 8 9 10



Point and say the words below.
These will start your writing.

Start your writing:

I spilled the oil
and made the
biggest mess.



Coach's Corner:

This starter sentence describes a messy situation. Reflecting on experiences that were embarrassing, joyous, or disastrous gets the flow of writing started. Good ways to start are telling the writing out loud first and listing what happened in order, making a simple outline.

In editing of your student's writing, focus on beginning capitals and ending marks: periods, question marks, and exclamation marks. Work with the *s*, *es*, and *ies* for plurals. Do not overemphasize correct spelling, since many words will be spelled as they sound. Correct spelling is a proofreading skill that will come later with the use of a dictionary. Overemphasis on correctness impedes the flow for beginning writers. Always take an editorial, helping stance with your student. Place both the printing and writing in the folder. **Go forward** to the next lesson!