

Book Title	Lil Dreams of Music
Materials	Whiteboards, whiteboard markers, Diphthong Letter Cards (oi, oy, ow, ou)
Phonics Patterns	Diphthongs (oi, oy)

Before Reading

Choose 2-3 Phonemic Awareness activities:

- ☒ Phoneme Isolation
(initial, final, medial)

Final Sound Isolation: **boy**, **toy**, **enjoy** Medial Sound Isolation: **noise**, **foil**, **choice**, **join**

Pre-Reading activities

Show cards and review the diphthongs with students for the sounds: oi, oy, ow, ou

I DO: We know that the sound /oi/ can be spelled more than one way. Remember, when spelling a word with the /oi/ sound we need to listen to where the sound is located.

- If the sound /oi/ is in the middle of a word or syllable we use the spelling oi. Listen to this word: point. Watch me tap the sounds, /p - oi - n - t/. I hear 4 sounds.
- Draw a line on the whiteboard and say each sound again. /p - oi - n - t/.
- /p/ is the first sound, I write the letter 'p'.
- /oi/ is the next sound. Where do I hear /oi/ in the word? In the middle, I write the letters 'oi'.
- The next sound is /n/, I write the letter 'n'.
- /t/ is the last sound, I write the letter 't'.

WE DO: Let's try one together. Listen to this word: boy.

- Let's tap the sounds we hear. /b - oi/. How many sounds did we hear? 2 sounds
- Let's say those sounds again and draw a line for each sound we hear. /b - oi/.
- Teachers and students draw lines on their white boards. /b/ is the first sound, what letter stands for the /b/ sound? Letter b. Let's write the letter b.
- /oi/ is the next sound we hear. We know there is more than one way to spell the

sound /oi/. Remember, we need to listen for where we hear the /oi/ sound to help us spell it correctly. We hear /oi/ at the end of the word. We use the spelling oy.

- Teacher and students write 'oy'.
- Let's touch each sound and read the word. /b/-oi/, boy.

YOU DO: Now it is your turn. I will say a word, you will tap the sounds. Draw a line for each sound and then match the letters that stand for the sounds you hear.

- These words will have the /oi/ sound. Remember to listen for where you hear the /oi/ sound. /oi/ in the middle is usually spelled 'oi' and /oi/ at the end of a word or syllable is usually spelled 'oy'.
- Have students spell the words: toy, coin, spoil, joy, boil

Teacher provides error correction and feedback.

Vocabulary/Story Words: Define, Example, Connection

We will read the story, *Lil Dreams of Music*. In this story, the character Lil plays a pump organ.

- The word organ can have more than one meaning. In this story, the word organ is an instrument that you play with your fingers and your feet. A pump organ is a type of organ. An organ looks a lot like a piano, but plays a different sound. (Shows a picture of an organ and writes the word 'organ' for students to read.)

Preview the Story: Brief overview, predictions/wonderings

In this story, the character Lil loved to play the pump organ. It was her dream to play in a jazz band. Let's read to find out if Lil was able to achieve her dream.

During Reading

Choose a way for children to read the story. Listen in as students read and write down your observations below:

- ☐ Echo read ☐ Choral read ☐ Partner read ☐ Independent read



More support

Less Support

Add notes here...

After Reading

Choose 1-2 activities

- ☐ Dictation
 - ☐ Words
 - ☐ Sentence
- ☒ Comprehension Check: Use the *Thinking about your reading* questions to check for understanding. Call on individual students or have them respond in pairs.
- ☐ Written Summary
- ☒ Other: Have students complete the writing prompt in the back of the book and answer the question: What kind of job would you like to have when you grow up? Encourage students to answer, using the sentence "I would like to be...because..." Check for students' spelling of the word *would* and any other phonics patterns that have been explicitly taught.

