

First Steps with Phonics

Book 3: OA and OE

by Mary Cooney



The Six Steps

Step 1: See the Phonogram

Step 2: Hear the Phonogram

Step 3: Sound out words and read

Step 4: Build the words and spell

Step 5: Learn new vocabulary

Step 6: Write the words

Step 7: Review Time!

First Steps with Phonics

Materials Needed:

- small sticky notes
- cardstock

Optional (but recommended!):

- Montessori Green Language Series cards from The Little Spark Company

Prerequisites:

Before starting on this program, your child should know:

- the names of all the letters of the alphabet
- the sounds of the consonants
- completion of First Steps with Phonics Books 1 and 2

Tips:

- Print all pages with word cards, pictures cards, and segmenting boards on card stock and for durability and review. Save them for future lessons.
- Consider keeping a binder to keep sentence pages, sorting pages, and handwriting/spelling pages in. This will serve as a good tool for review.
- Store phonogram tiles and word and picture cards in separate envelopes or boxes.
- Establish a daily review drill. Each day practice reading (sounding out), segmenting (breaking up a word into its sounds), and building (spelling) previously learned phonograms and words.

New Phonogram Tiles
Print on card stock and laminate. Cut into cards.



oo

says /o/

like:

oak

soap

boat

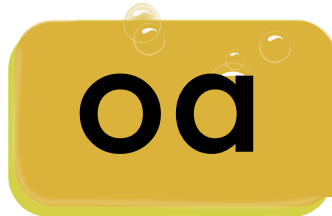
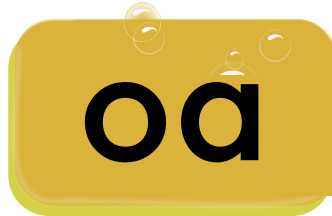
goat



Step 1: See the phonogram.

I See an OA!

Cut out the phonograms. Place them face down. Take turns picking them up and sorting them.
Soap bars with OA go under the soap dish. All other phonograms go into the garbage can.



Step 1: See the phonogram.

I See an OA!

Cut out the phonograms. Place them face down. Take turns picking them up and sorting them.
Soap bars with OA go under the soap dish. All other phonograms go into the garbage can.

oa	oa	ai	ai
oa	oa	ee	ee
oa	oa	igh	igh
oa	oa	ay	ay

Step 1: See the phonogram.

Find OA



Circle all the words with OA phonograms. Cross out the other words.

Extension: Make more on sticky notes. Put them on the walls around the room. Help your child find the words with OA.

can

this

boat

soap

bay

oar

feed

toad

Remember to go on an EE hunt around the house. Hint: Check the kitchen for Cheerios, cheese, etc.

Step 2: Hear the phonogram.

Sort the Sounds

Get the EE and AY picture cards. Cut out the OA pictures below. Place them face down.
Take turns picking them up and naming them. Listen to the word carefully.
All pictures with an OA sound go into the soap dish pile. All others go into the garbage pile.

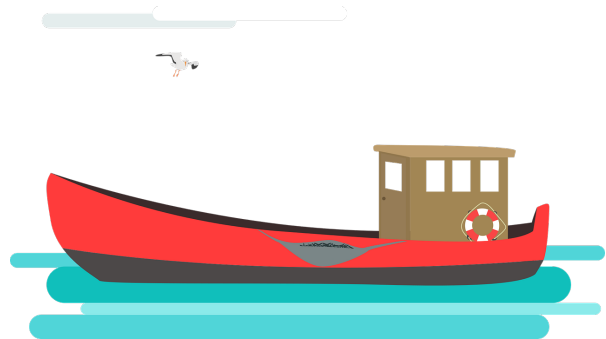
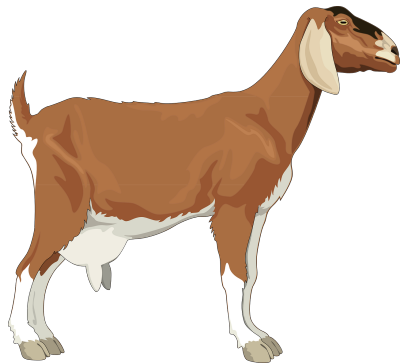


words pictured are: oat, coat, road, soap, roar, soar

Step 2: Hear the phonogram.

Sort the Sounds

Get the EE and AY picture cards. Cut out the OA pictures below. Place them face down.
Take turns picking them up and naming them. Listen to the word carefully.
All pictures with an OA sound go into the soap dish pile. All others go into the garbage pile.



words pictured are: foam, roam, goat, boat, toad, oar

Step 2: Hear the phonogram.

Sort the Sounds

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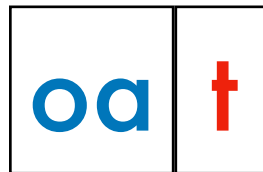
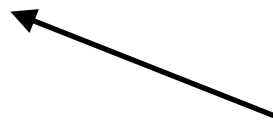
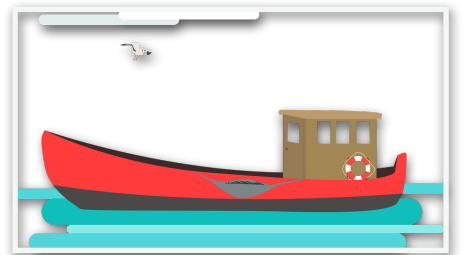
words pictured are: boar, foal, loaf, oak, moat

Step 3: Sound it out and read.

Let's read words with OA!

Activity 1 - Word tiles and picture cards

1. Lay out the following pictures from the previous activity: oat, moat, and boat. Help your child name them. Say the words slowly.
2. Using the tiles, spell "oat". Slowly **demonstrate** how to sound out the word, pointing to each phonogram as you say it. Then ask your child to choose the correct picture. Repeat with all the OA picture cards.



3. Repeat the activity again, this time inviting your child to sound out only the **last** phonogram (EE) after you sound out the first letter.
For example: You say "oooooh"
Your child says "t".
Together you say, "ooooooat..... at. Oat!"
Repeat this process with all the words.
4. Eventually, encourage your child to sound out both phonograms, always pointing to them.

Step 3: Sound it out and read.

Let's read words with OA !

Activity 2 (Optional) - Montessori picture and word cards

1. Take out all the OA picture and word cards
2. **Name the pictures** - Lay out three picture cards. Help your child name them and then say the words slowly, listening to the OA sound.
3. **Sound out the words and match** - Show your child a word card. Help your child to sound out the word and place it beneath the correct picture. Repeat with the other two cards. Read all the word cards.
4. Repeat with the rest of the cards, always presenting three cards at a time.

Step 3: Sound it out and read.

Let's read words with OA!

Cut out these word cards. Match them with their pictures from p. 5-7.

oat

coat

road

soap

roar

soar

Step 3: Sound it out and read.

Let's read words with OA!

Cut out these word cards. Match them with their pictures from p. 5-7.

foam

room

goat

boat

toad

oar

Step 3: Sound it out and read.

Let's read words with OA!

Cut out these word cards. Match them with their pictures from p. 5-7.

boar

foal

loaf

oak

moat

Step 3: Sound it out and read.

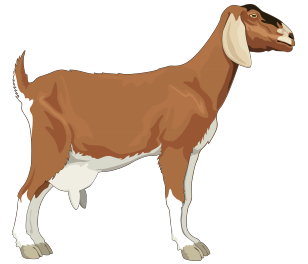
Let's read words with OA !

Cover each picture with a small sticky note. Help your child find and sound out all the OA words. Then, help your child read the following sentences. Uncover the picture after your child reads each sentence.

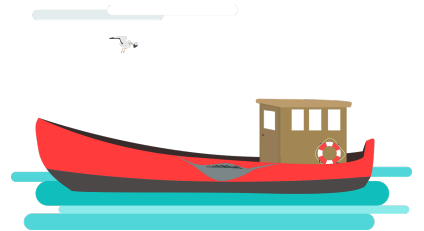
I see a road.



I see a goat.



I see a boat.



I see a foal.



Step 3: Sound it out and read.

Let's read words with OA !

Cover each picture with a small sticky note. Help your child find and sound out all the OA words. Then, help your child read the following sentences. Uncover the picture after your child reads each sentence.

This is an oak.



This is an oar.



This is a loaf.



This is a coat.



Step 3: Sound it out and read.

Let's read words with OA !

Cover each picture with a small sticky note. Help your child find and sound out all the OA words. Then, help your child read the following sentences. Uncover the picture after your child reads each sentence.

Here is foam.



Here is soap.



Here is a boar.



Here is a toad.



Remember to review the sentences from the previous week.

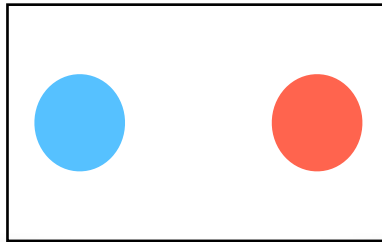
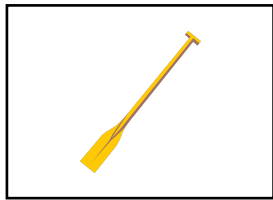
Let's build words with OA !

Activity 1 - Segment AI words

Take out: OA picture cards, segmenting cards 1 and 2.

Segmenting words with two sounds:

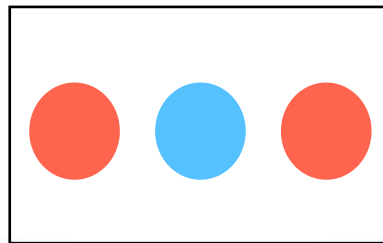
1. Take out the picture of "oar". Ask, "What's this?" After your child names it, say, "Let's say the word very slowly. Listen to the sounds."
2. Together, say "oooooooohrrrrrr". Place segmenting card no. 1 so the blue dot is first. As your child says "oooooooohhh", put your fist on the bus dot. As he/she says "rrrrr" move, your fist to the red dot.



3. Repeat this several times, moving your fist then your child's fist over the appropriate dots as you say the sounds in the word.
4. Repeat this with *oat* and *oak*.

Segmenting words with three sounds:

1. Take out the picture of "soap." Ask, "What's this?" After your child names it, say, "Let's say the word very slowly. Listen to the sounds."
2. Together, say "ssssoooooooohp". Put segmenting card no. 2 on the table.
3. As your child says "ssss", put your fist on the first dot.
4. As your child says "ooooooooh", put your fist on the second dot.
5. As he/she says "p" move, your fist to the third dot.



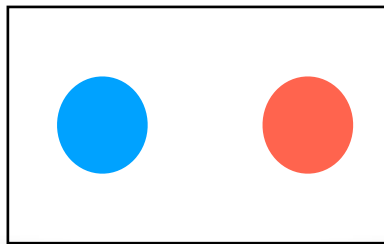
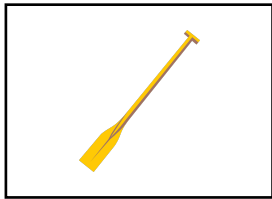
6. Repeat with the remaining OA pictures.

Step 4: Build the words and spell

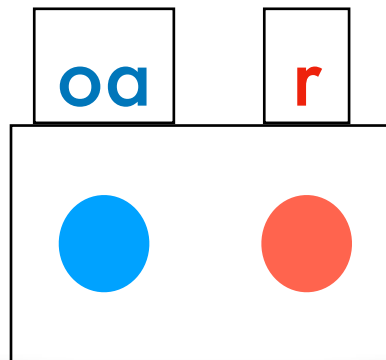
Let's build words with OA !

Activity 2 - Build OA words

1. Take out: phonogram tiles, OA picture cards, and the segmenting cards.
2. Take out the picture of "oar". Ask, "What's this?" After your child names it, say, "Let's say the word very slowly. Listen to the sounds.
3. Practice segmenting the word "oar" while helping your child move his/her fist on the segmenting card.



4. Lay out the R tile and the OA tile. Ask your child which tile should go above the red dot, and which should go above the blue dot.



6. Remove the segmenting card and push the tiles together. Say, "You just spelled oar!"
7. Repeat all the above steps with the rest of the OA words. *Be sure to use the correct segmenting card. Always give your child 3-4 phonograms to choose from, but no more.*
8. For additional practice, help your child segment and spell the following: *moan, loan, load*

Step 5: Learn new vocabulary
“Roam” and “Soar”



To **roam** is to wander around, to walk without a place to go.



To **soar** is to fly high in the sky.

Step 5: Learn new vocabulary

“Roam” and “Soar”

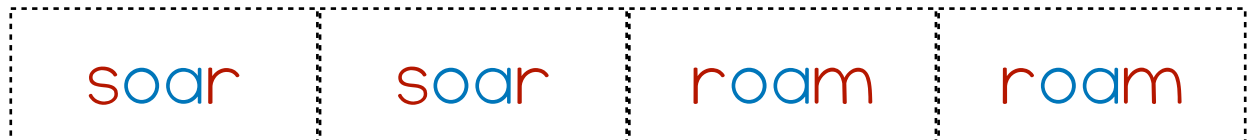
Read the sentences and help you child fill in the banks with the words below.
(Your child can write them in or cut and paste the words.)

The birds _____ high in the sky.

The children _____ around the neighborhood.

Let us _____ around town.

Eagles can _____ over the mountains.



Step 6: Write the words

Let's write words with EE !

Help your child say the word, fill in the missing letter, trace the word, and copy the word.



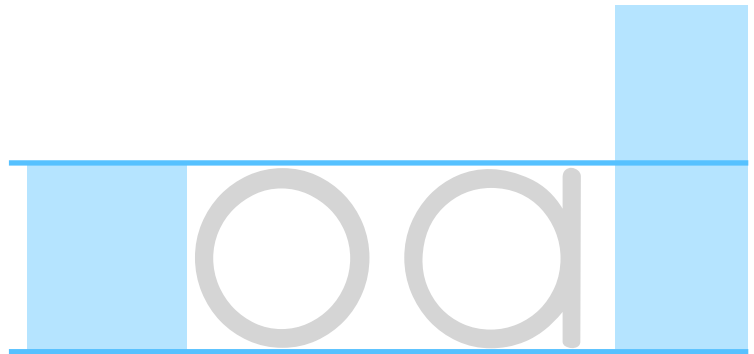
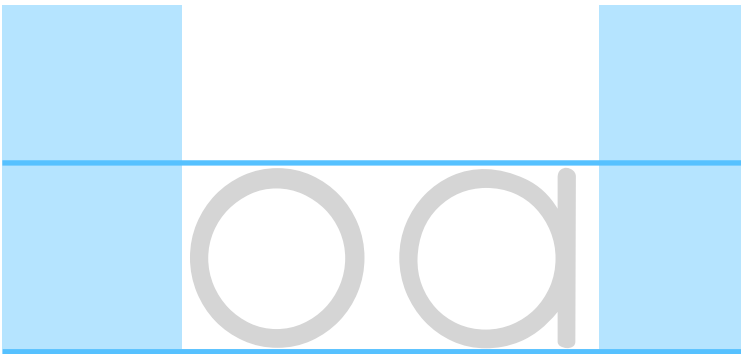
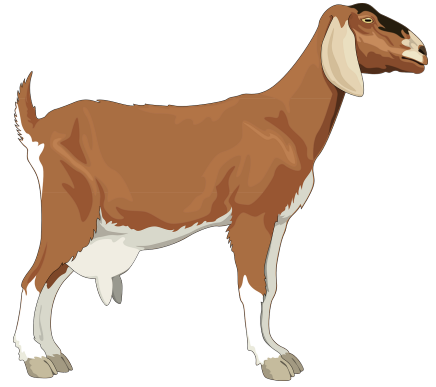
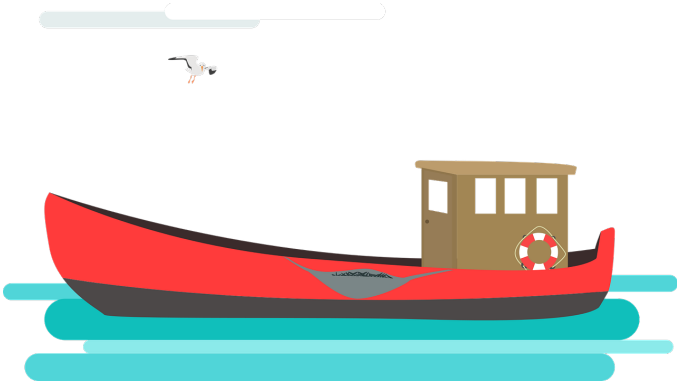
o o e

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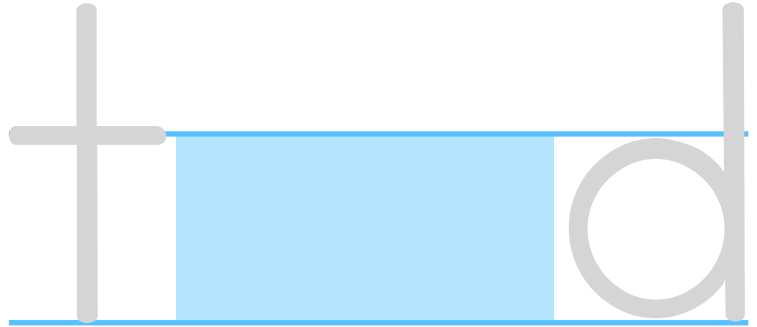
Two horizontal blue lines for writing practice.

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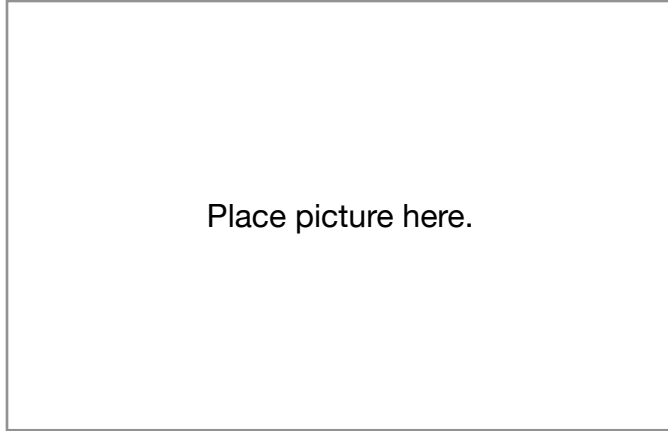
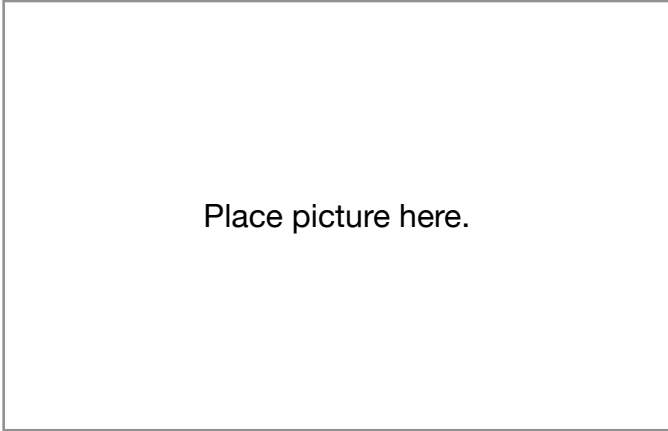


s p r d

Step 6: Write the words

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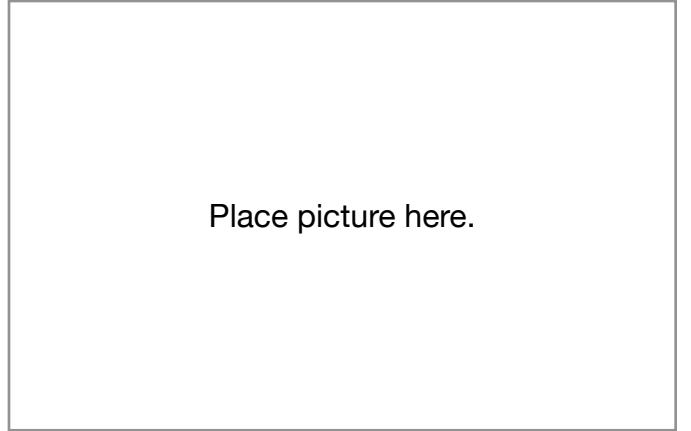
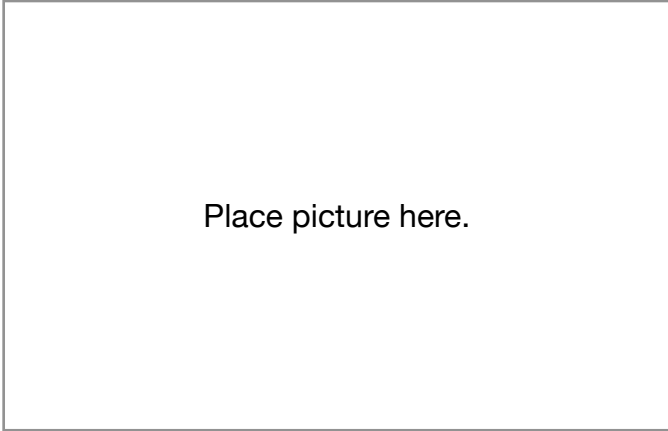
Show your child a OA picture card. Have your child dictate the spelling.
You write it down, then he/she traces or copies it.



Step 6: Write the words

Let's write words with OA

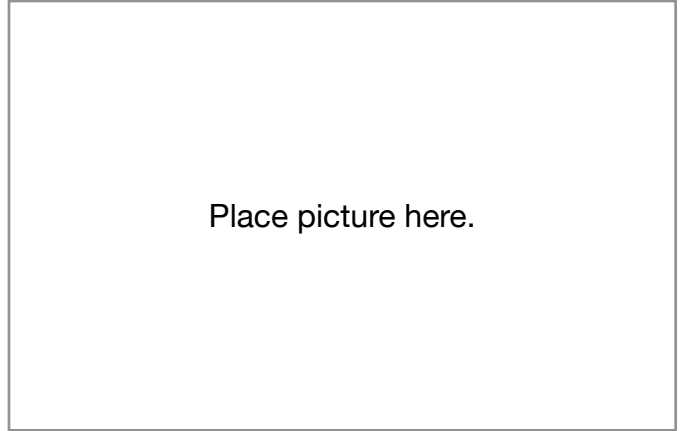
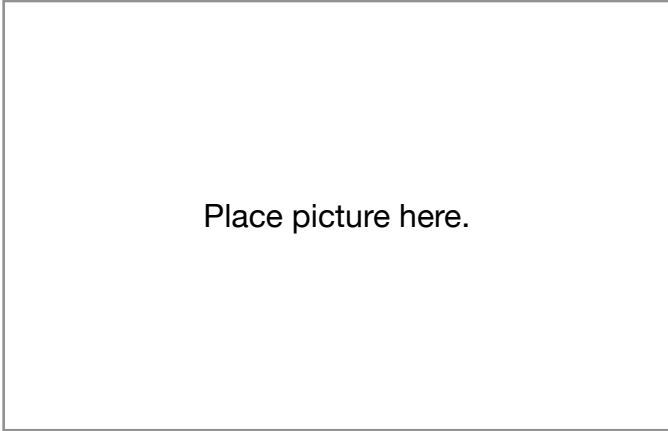
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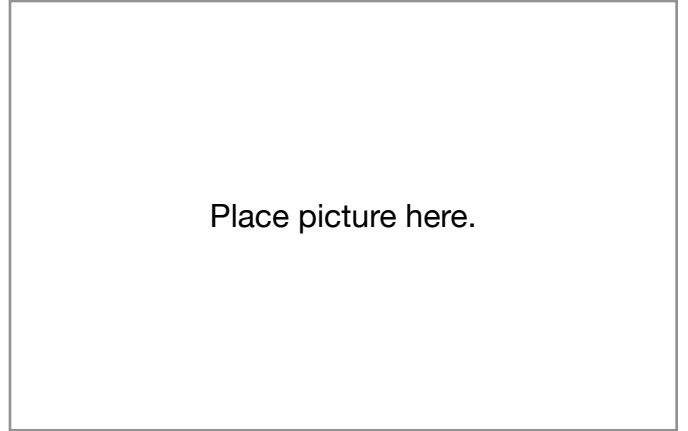
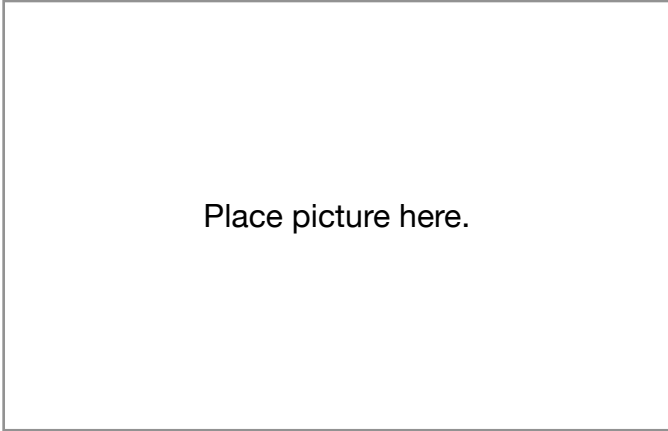
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Let's write words with OA

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Review Time!

Read and Point to the Picture

oat

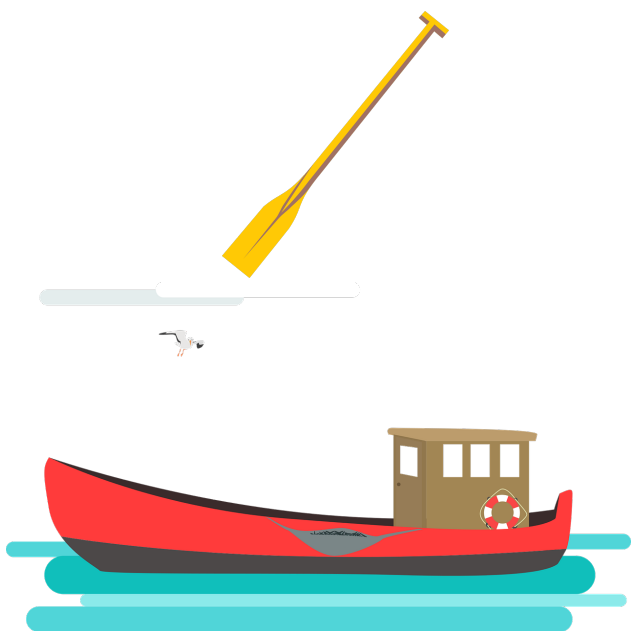
boat

coat

oar

roar

boar



Review Time!

Read and Point to the Picture

loaf

foal

foam

roam

road

load



Review Time!

Read and Point to the Picture

oar

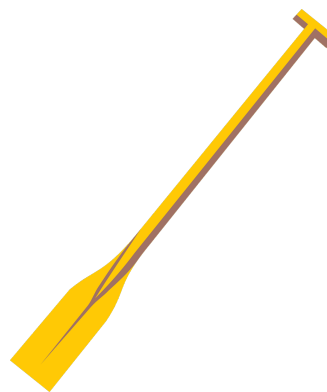
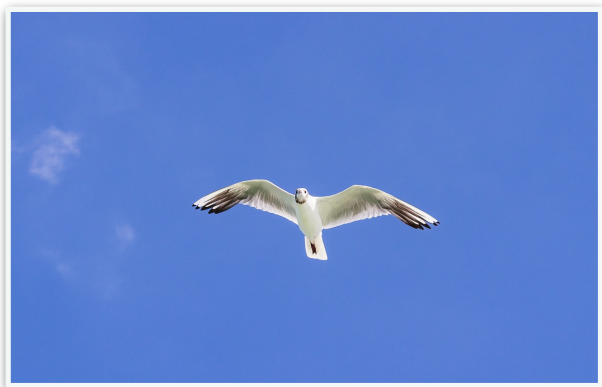
soar

soap

toad

moat

boat



Review Time!

Rhyming Sentences!

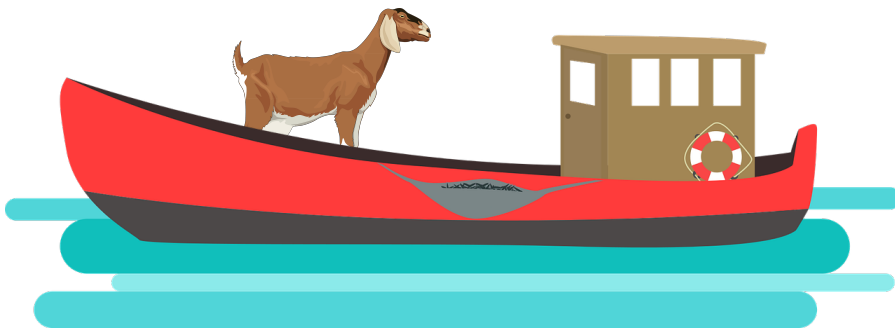
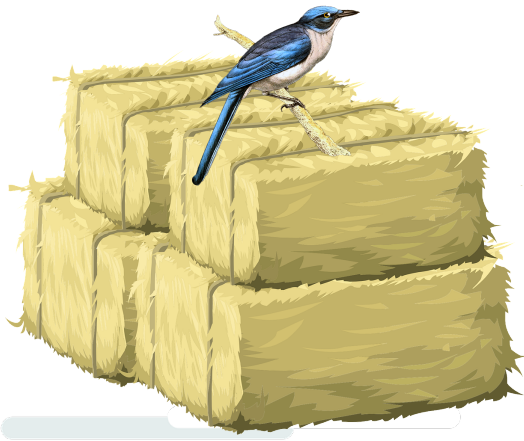
Help your child read these sentences
and find the matching picture on the next page.

A goat is in a boat.

A boat is on the moat.

A jay is on the hay.

A bee is in the tree.



Review Time!

Rhyming Sentences!

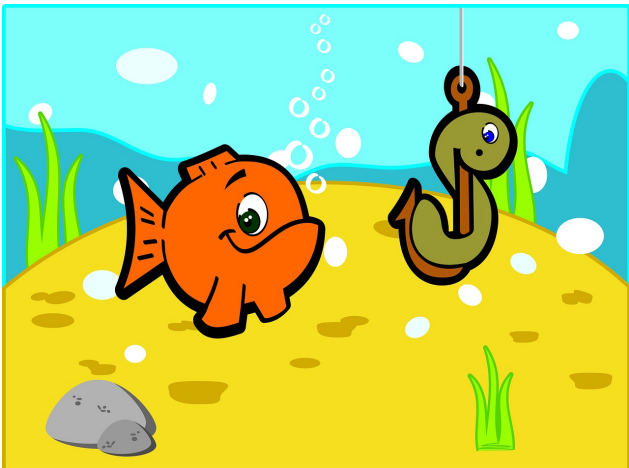
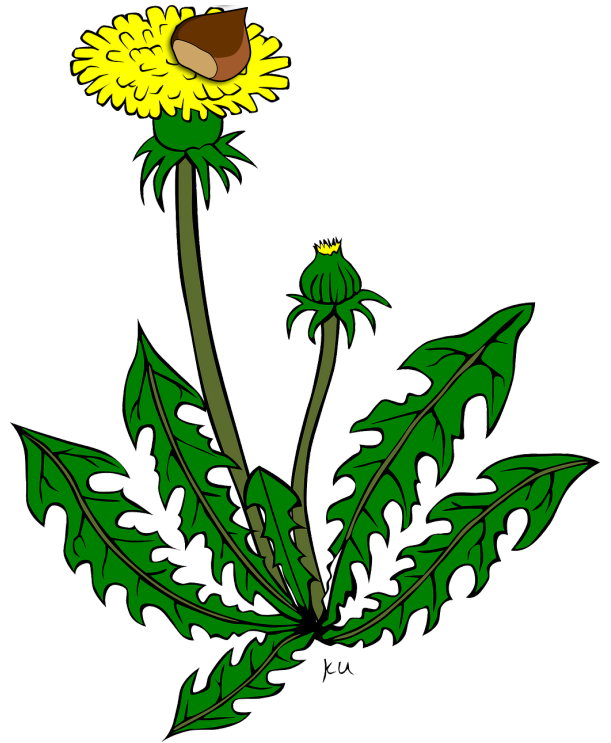
Help your child read these sentences
and find the matching picture on the next page.

Mail is in the pail.

A seed is on the weed.

A quail is in jail.

Wait for the bait.



Review Time!

OA Bingo!

Put the OA picture cards in a pile. Draw a picture card.

If the word is on your Bingo card, put chip on it.

boat	goat	moat	oat
boar	soar	oar	roar
foal	foam	loaf	oak
soap	coat	road	toad

Review Time!

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If the word is on your Bingo card, put chip on it.

boat	oar	loaf	soap
goat	soar	foam	coat
oat	roar	foal	road
moat	boar	oak	toad

Review Time!

Bingo!

Put all the picture cards in a pile. Draw a picture card.

If the word is on your Bingo card, put chip on it.

aim	bay	beef	high
maid	hay	eel	light
mail	day	feet	fight
quail	jay	jeep	tight

Review Time!

Bingo!

Put all the picture cards in a pile. Draw a picture card.

If the word is on your Bingo card, put chip on it.

oak	oar	boar	moat
fight	night	right	light
feed	peek	queen	deer
pail	rain	tail	rail

oe

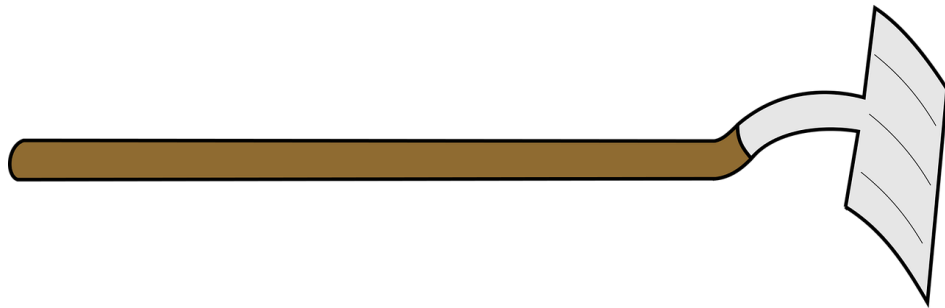
says /o/

like:

doe

toe

hoe



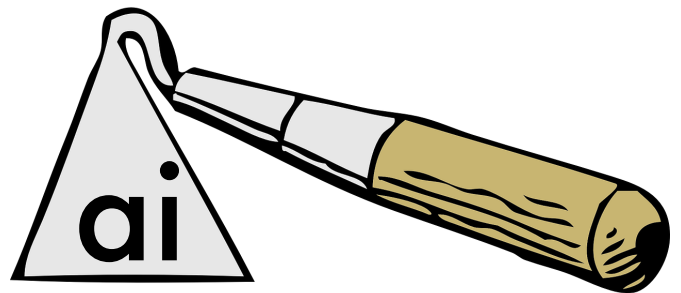
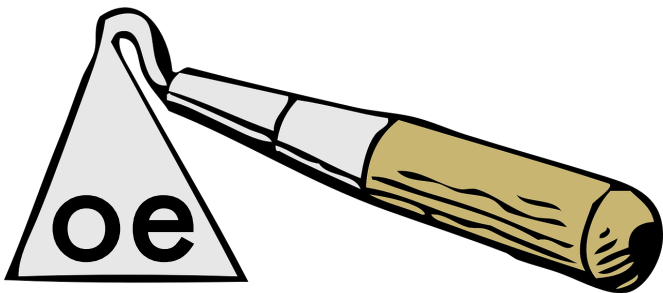
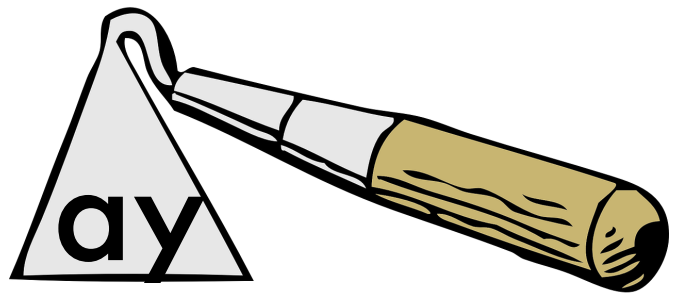
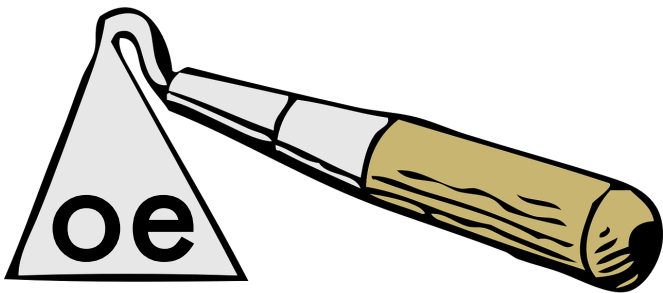
Step 1: See the phonogram.

I See an OE!

Cut out the phonograms. Place them face down. Take turns picking them up and sorting them.
Hoes with OE go under Farmer Joe. All other phonograms go into the garbage can.



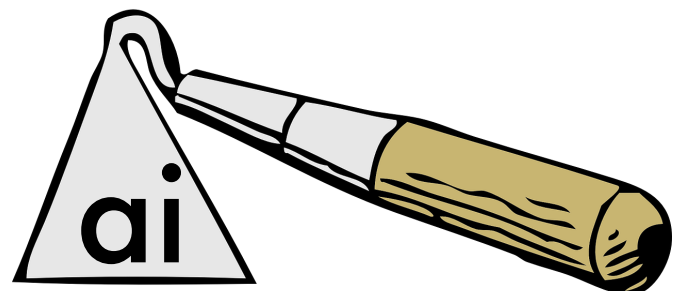
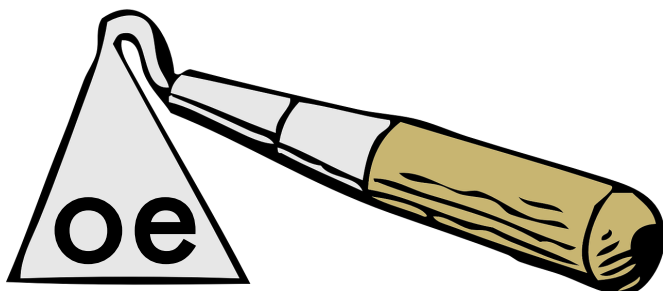
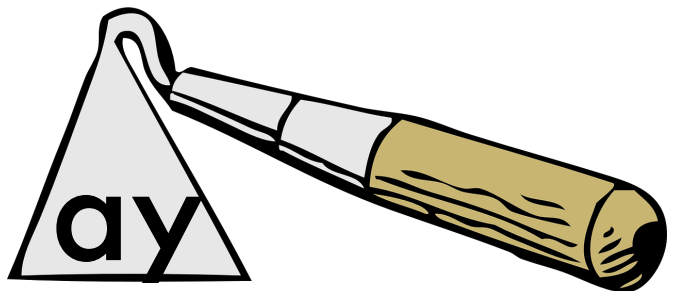
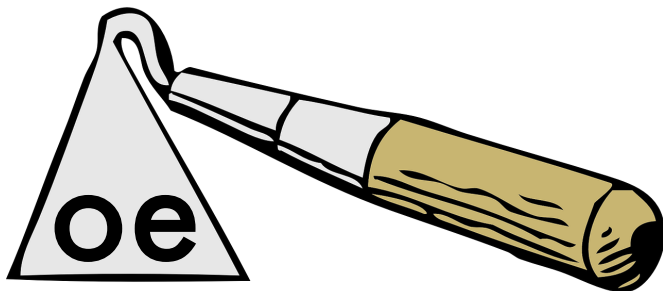
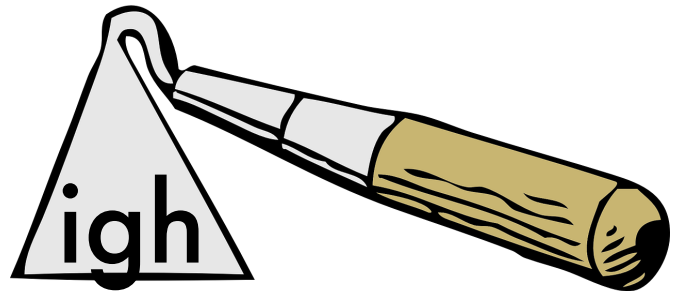
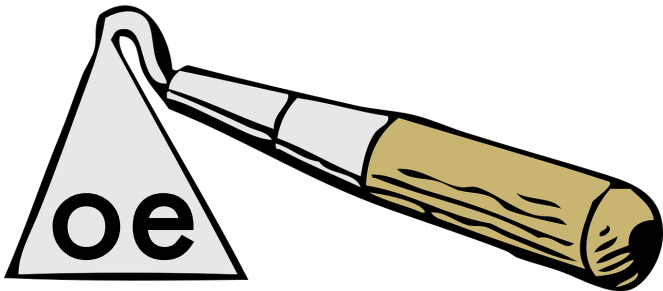
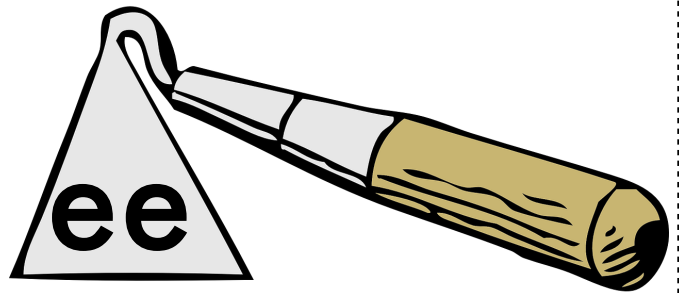
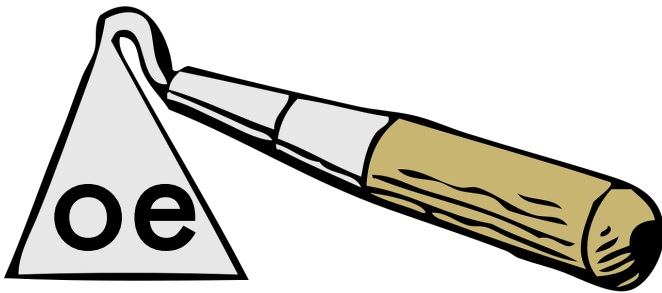
oe



Step 1: See the phonogram.

I See an OE !

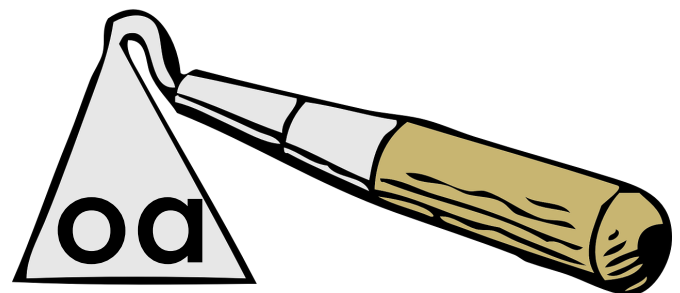
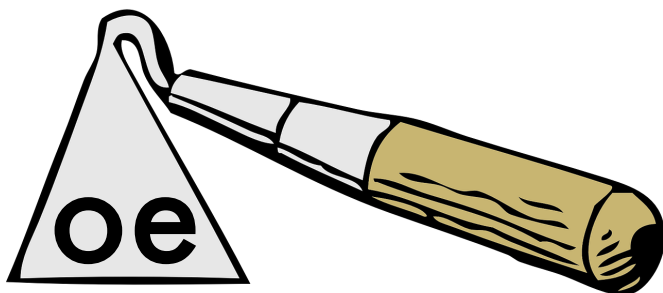
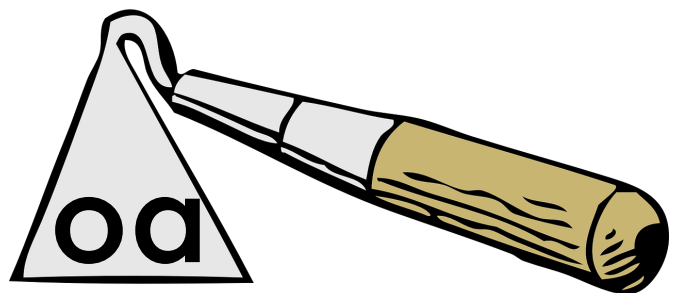
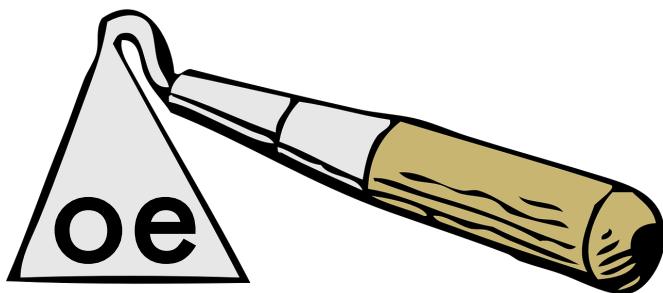
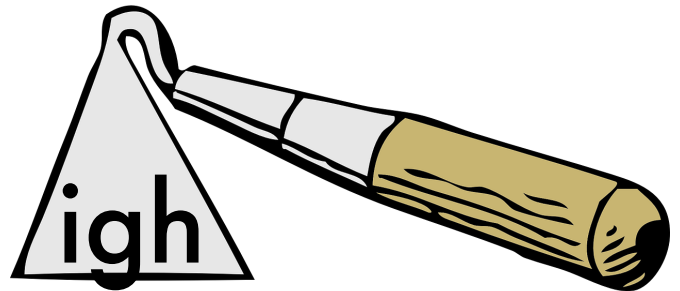
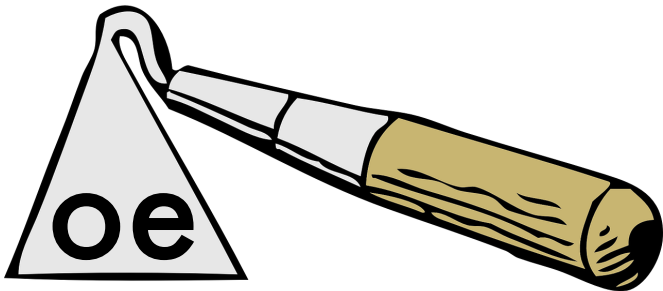
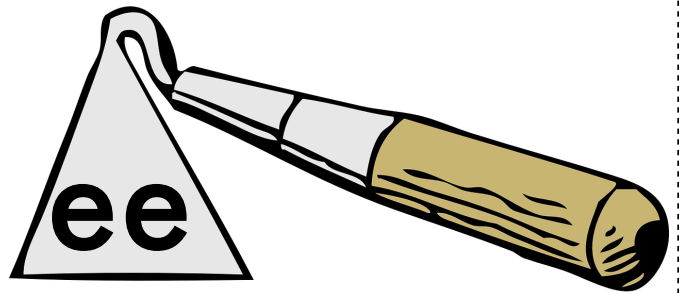
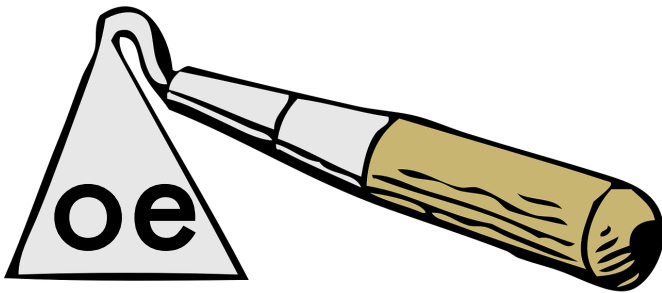
Cut out the phonograms. Place them face down. Take turns picking them up and sorting them.
Hoes with OE go under Farmer Joe. All other phonograms go into the garbage can.



Step 1: See the phonogram.

I See an OE!

Cut out the phonograms. Place them face down. Take turns picking them up and sorting them.
Hoes with OE go under Farmer Joe. All other phonograms go into the garbage can.



Step 1: See the phonogram.

Find OE



Circle all the words with OE phonograms. Cross out the other words.

Extension: Make more on sticky notes. Put them on the walls around the room. Help your child find the words with OA.

Joe

will

goat

hoe

high

poem

toe

ray

Remember to go on an EE hunt around the house. Hint: Check the kitchen for Cheerios, cheese, etc.


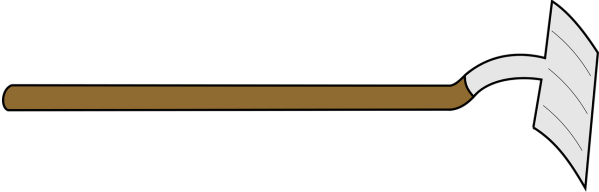


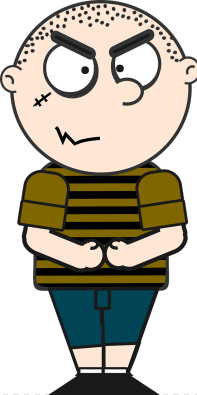
Step 2: Hear the phonogram.

Sort the Sounds

Get the EE, AY, and IGH picture cards. Cut out the OE pictures below. Place them face down.

Take turns picking them up and naming them. Listen to the word carefully.

All pictures with an OE sound go to Farmer Joe. All others go into the garbage pile.

	
	
	<p>Little Bird</p> <p>Once I saw a little bird Go hop, hop, hop So I cried, little bird Will you stop, stop, stop? And was going to the window To say, "How do you do?" But he shook his little tail And away he flew.</p>

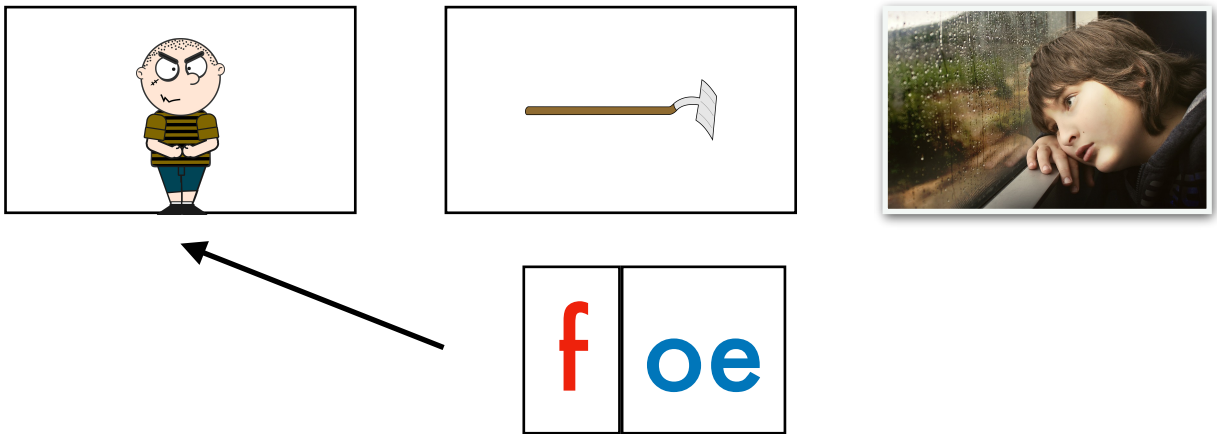
words pictured are: doe, hoe, toe, woe, foe, poem

Step 3: Sound it out and read.

Let's read words with OE!

Activity 1 - Word tiles and picture cards

1. Lay out the following pictures from the previous activity: foe, hoe, and woe. Help your child name them. Say the words slowly.
2. Using the tiles, spell "foe". Slowly **demonstrate** how to sound out the word, pointing to each phonogram as you say it. Then ask your child to choose the correct picture. Repeat with all the OA picture cards.



3. Repeat the activity again, this time inviting your child to sound out only the **last** phonogram (EE) after you sound out the first letter.
For example: You say "ffffff"
Your child says "oooooh".
Together you say, "fffffffooe..... foe. Foe!"
Repeat this process with all the words.
4. Eventually, encourage your child to sound out both phonograms, always pointing to them.

Step 3: Sound it out and read.

Let's read words with OE !

Activity 2 (Optional) - Montessori picture and word cards

1. Take out all the OE picture and word cards
2. **Name the pictures** - Lay out three picture cards. Help your child name them and then say the words slowly, listening to the OE sound.
3. **Sound out the words and match** - Show your child a word card. Help your child to sound out the word and place it beneath the correct picture. Repeat with the other two cards. Read all the word cards.
4. Repeat with the rest of the cards, always presenting three cards at a time.

Step 3: Sound it out and read.

Let's read words with OA!

Cut out these word cards. Match them with their pictures from p. 5-7.

doe

hoe

toe

woe

foe

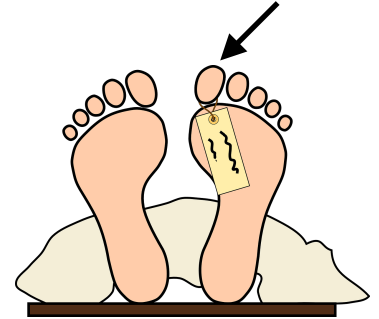
poem

Step 3: Sound it out and read.

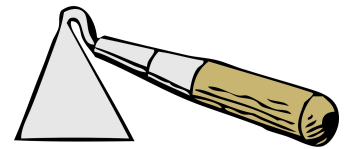
Let's read words with OE!

Cover each picture with a small sticky note. Help your child find and sound out all the OE words. Then, help your child read the following sentences. Uncover the picture after your child reads each sentence.

This is a toe.



This is a hoe.



This is a doe.



This is a poem.

Little Bird

Once I saw a little bird
Go hop, hop, hop
So I cried, little bird
Will you stop, stop, stop?
And was going to the window
To say, "How do you do?"
But he shook his little tail
And away he flew.

Step 4: Build the words and spell

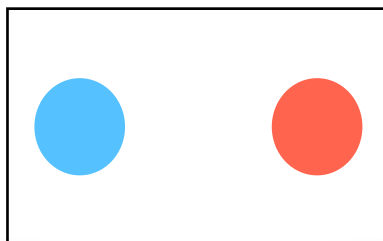
Let's build words with OE !

Activity 1 - Segment OE words

Take out: OA picture cards, segmenting cards 1 and 2.

Segmenting words with two sounds:

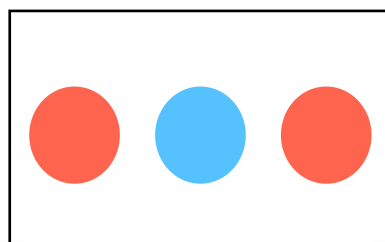
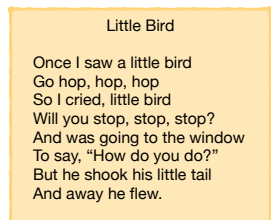
1. Take out the picture of "woe". Ask, "What's this?" After your child names it, say, "Let's say the word very slowly. Listen to the sounds."
2. Together, say "oooooooooe". Place segmenting card no. 1 so the blue dot is first. As your child says "oooooooo", put your fist on the bus dot. As he/she says "oooooe" move, your fist to the red dot.



3. Repeat this several times, moving your fist then your child's fist over the appropriate dots as you say the sounds in the word.
4. Repeat this with *foe*, *hoe*, *toe*, and *doe*

Segmenting words with three sounds:

1. Take out the picture of "poem." Ask, "What's this?" After your child names it, say, "Let's say the word very slowly. Listen to the sounds."
2. Together, say "ooooooooem". Put segmenting card no. 2 on the table.
3. As your child says "p", put your fist on the first dot.
4. As your child says "oooooooo", put your fist on the second dot.
5. As he/she says "m" move, your fist to the third dot.

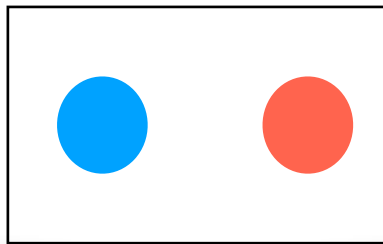
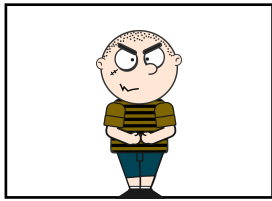


Step 4: Build the words and spell

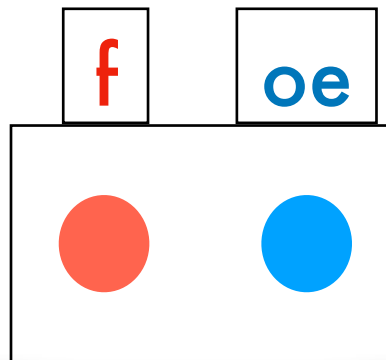
Let's build words with OE !

Activity 2 - Build OE words

1. Take out: phonogram tiles, OE picture cards, and the segmenting cards.
2. Take out the picture of "foe". Ask, "What's this?" After your child names it, say, "Let's say the word very slowly. Listen to the sounds.
3. Practice segmenting the word "foe" while helping your child move his/her fist on the segmenting card.

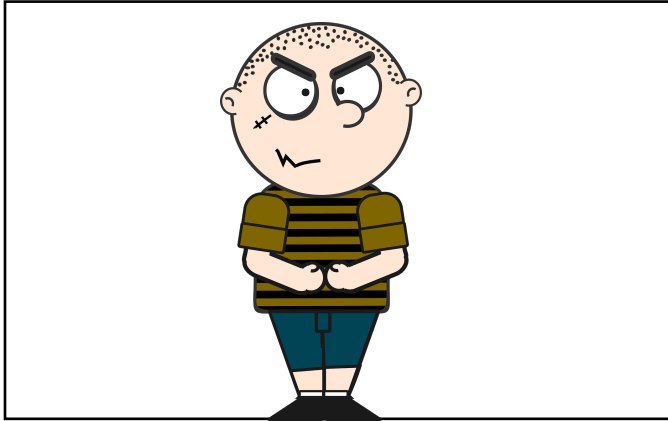


4. Lay out the F tile and the OE tile. Ask your child which tile should go above the red dot, and which should go above the blue dot.



6. Remove the segmenting card and push the tiles together. Say, "You just spelled *foe!*"
7. Repeat all the above steps with the rest of the OE words. *Be sure to use the correct segmenting card. Always give your child 3-4 phonograms to choose from, but no more.*
8. For additional practice, help your child segment and spell the following: *Joe, Joel, roe*

Step 5: Learn new vocabulary
“Foe” and “Woe”



A **f**oe is an enemy or someone who is mean to you.



Woe is the feeling of sadness.

Step 5: Learn new vocabulary

“Foe” and “Woe”

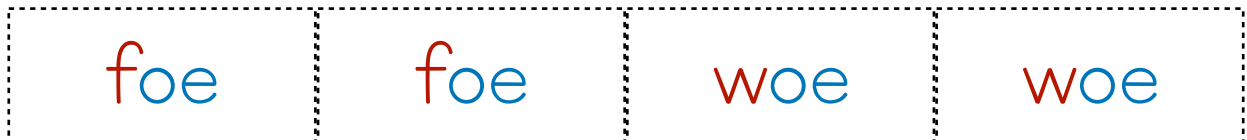
Read the sentences and help you child fill in the banks with the words below.
(Your child can write them in or cut and paste the words.)

The girl missed her Mom so much
that she felt great _____.

When I feel _____ I cry.

He is not my friend; he is so mean
he is a _____.

I hope I never have a _____.



Step 5: Learn new vocabulary

Word Alert!

Watch out for this misbehaving word!



shoe



Shoe is pronounced
“shoo” not “shō”



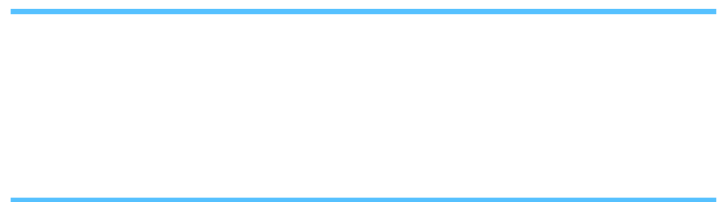
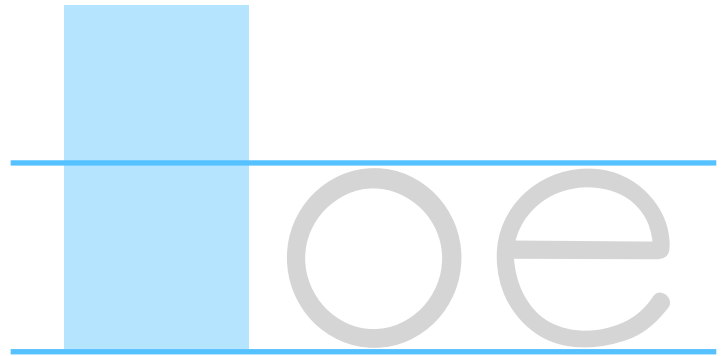
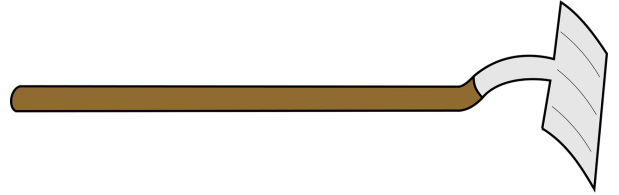
Think “new shoe” to
remember.

Add these cards to your word list. The hazard icon will remind your child that the word is a rule-breaker.

Step 6: Write the words

Let's write words with OE!

Help your child say the word, fill in the missing letter, trace the word, and copy the word.



Step 6: Write the words

Let's write words with OE !

Help your child say the word, fill in the missing letter, trace the word, and copy the word.



oe

oe

Step 6: Write the words

Let's write words with OE !

Help your child say the word, fill in the missing letter, trace the word, and copy the word.



Little Bird

Once I saw a little bird
Go hop, hop, hop
So I cried, little bird
Will you stop, stop, stop?
And was going to the window
To say, "How do you do?"
But he shook his little tail
And away he flew.

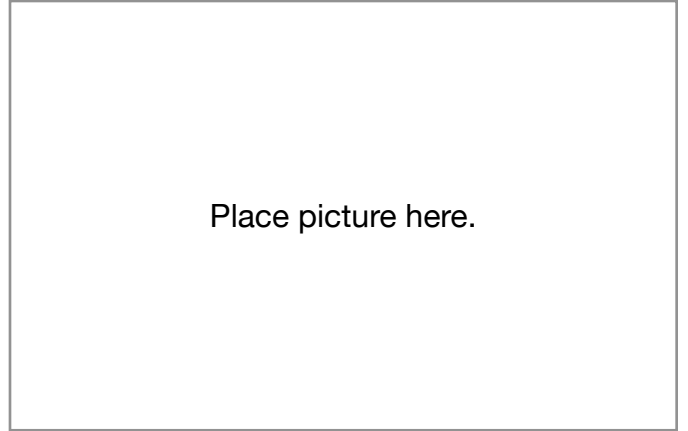
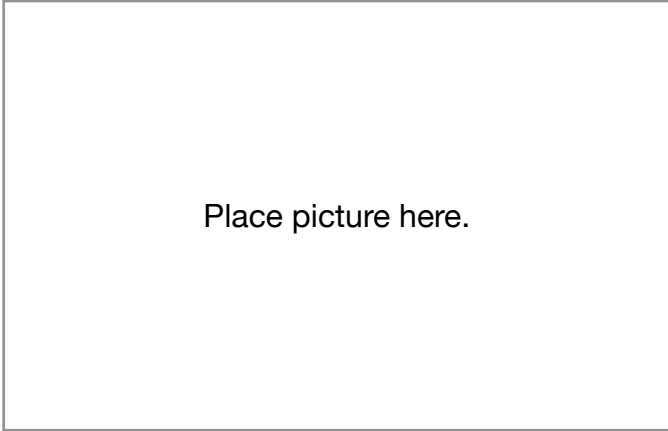
o e

o e

Step 6: Write the words

Let's write words with OE

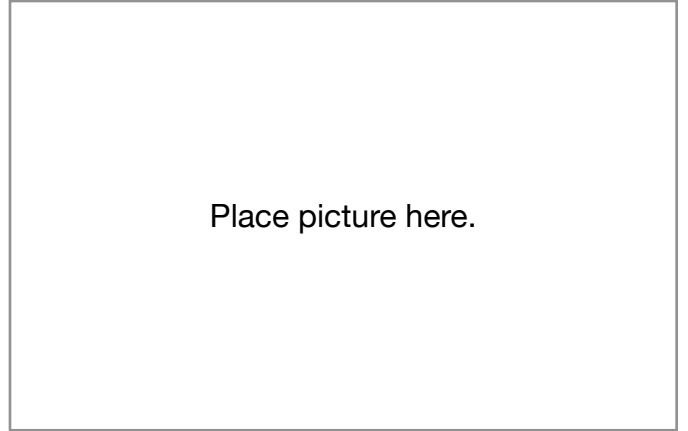
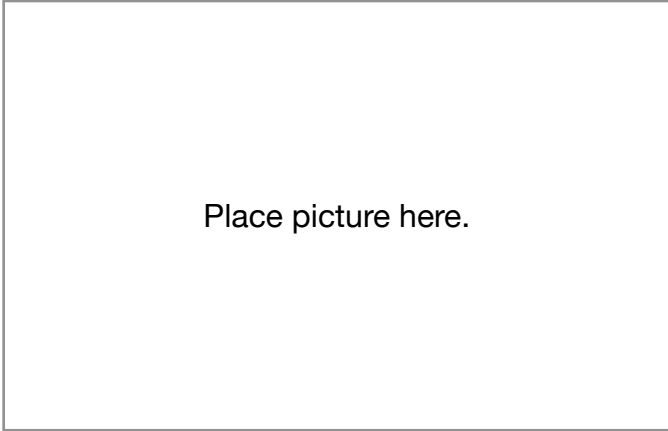
Show your child a OE picture card. Have your child dictate the spelling.
You write it down, then he/she traces or copies it.



Step 6: Write the words

Let's write words with OE

Show your child a OE picture card. Have your child dictate the spelling.
You write it down, then he/she traces or copies it.



Review Time!

Read and Point to the Picture

poem

doe

foe

hoe

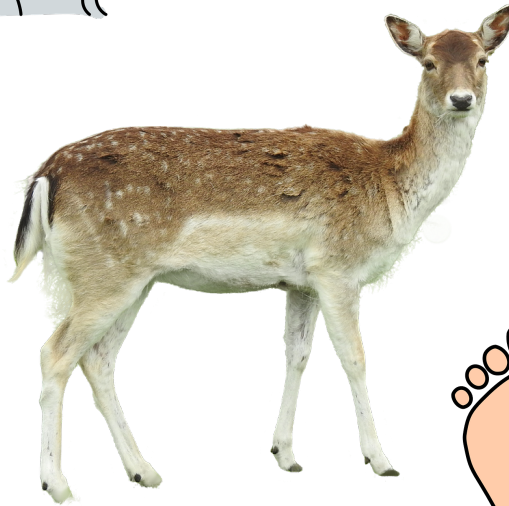
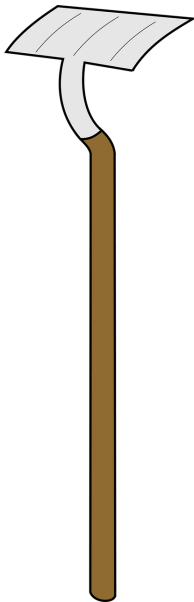
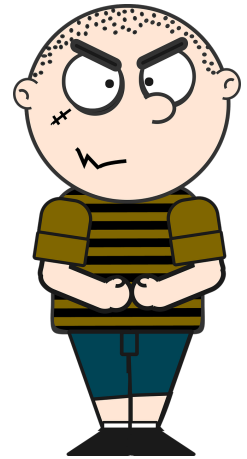
woe

toe



Little Bird

Once I saw a little bird
Go hop, hop, hop
So I cried, little bird
Will you stop, stop, stop?
And was going to the window
To say, "How do you do?"
But he shook his little tail
And away he flew.



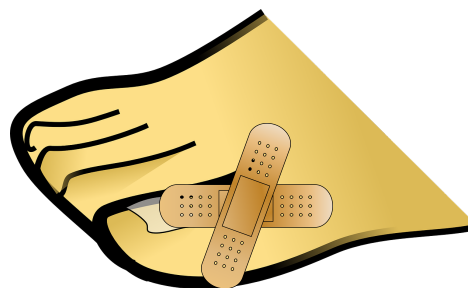
Review Time!

Rhyming Sentences!

Help your child read these sentences
and find the matching picture.

Joe has a hoe.

Woe to my toe !.



Review Time!

Let's Read More Sentences

Underline all the AY, AI, EE, IGH, OA, and OE phonograms.

Help your child read these sentences

A boat can sail on the bay.

Feed the foal.

Can I keep the deer ?

An Oak is a tree.

The maid has a pail.

Joe has a boat.

Review Time!

Let's Read More Sentences

Underline all the AY, AI, EE, IGH, and OA phonograms.

Help your child read these sentences

A toad is on the hay.

I see a light.

The Queen has light hair.

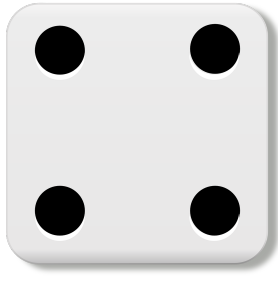
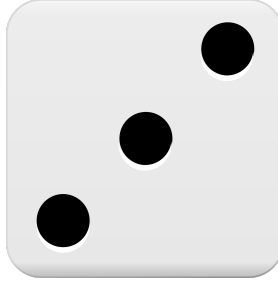
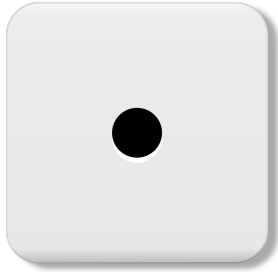
Do not roam at night.

The toad and the bee fight.

Feed the doe hay.

Roll and Read!

Roll a die. Read the words under the number you get.



oak	oar	oat
-----	-----	-----

boat	moat	moan
------	------	------

boar	roar	road
------	------	------

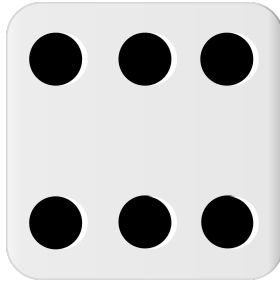
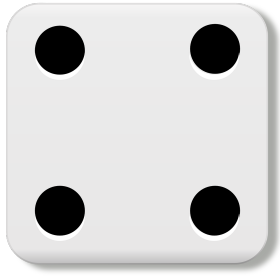
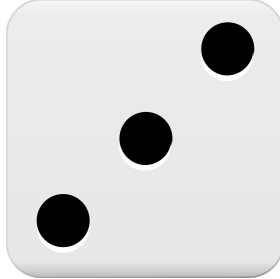
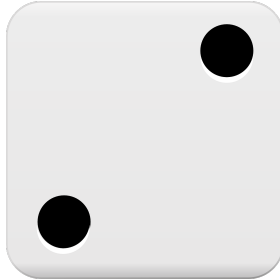
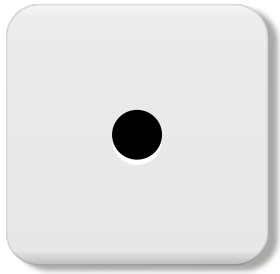
doe	hoe	toe
-----	-----	-----

Joe	woe	poem
-----	-----	------

goat	toad	roam
------	------	------

Roll and Read!

Roll a die. Read the words under the number you get.



aid	bay	bee
-----	-----	-----

high	oak	doe
------	-----	-----

bait	day	deep
------	-----	------

light	boat	foe
-------	------	-----

hair	lay	jeep
------	-----	------

night	loaf	toe
-------	------	-----

Credits:

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Also in the series:

First Steps with Phonics, Book 1: AY and AI
First Steps with Phonics, Book 2: EE and IGH
First Steps with Phonics, book 3: OA and OE
First Steps with Phonics, Book 4: EIGH

The following is also available at mercyformarthas.com:

Short Vowel Stories
Short Vowel Words: Tracing, Matching, and Spelling
Long Vowel CVCe Practice Book
Read to Me Duets