

Sounds of oi, oy (page 44)



Materials:

- letter flashcards Aa-Zz
- **o**, **i** and **y** flashcards
- **oi** and **oy** flashcards
- picture cards (point, coin, toy, boy and any other **oi** or **oy** picture cards)
- word cards (point, coin, toy, boy and any other **oi** or **oy** picture cards)
- music of your choice
- page 44

Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
 - *Hint:* You should develop a routine when doing this.
 - Teacher: “Letter?” Students: “A.”
 - Teacher: “Sound?” Students: “/a/.”
 - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.
- You can also choose to play any of the games that have been taught in previous lessons.
 - Around the World
 - Flyswatter
 - Beanbag Toss
 - Relay Race
- Just adapt any of the games to help you review the letter names and sounds of the alphabet.

Preview: 5 minutes

- Show the **o** flashcard and review the sound it makes.
 - Teacher: “o, /o/ /o/ /o/” Students: “o, /o/ /o/ /o/”
- Show the **i** flashcard and review the sound it makes.
 - Teacher: “i, /i/ /i/ /i/” Students: “i, /i/ /i/ /i/”
- Now put the two letters together and explain that when the **o** and **i** are put together, they make one sound. It is no longer /o/ and /i/ it is /oi/.
- Do the same thing with the **o** and the **y**.

Modeling: 7-10 minutes

- Lay the picture cards out on the floor so that you can see all of the different pictures.

- Show the students one of the word cards and say each of the sounds and then blend them together to read the word.
 - Teacher: “/t/ /oi/ toy”
 - As you are saying the sounds, say what you are thinking as you are sounding out the word.
 - “The letter t makes the /t/ sound. I see **oy** together and we talked about that when **oy** is together it makes the /oi/ sound, so those letters say /oi/. /t/ /oi/ is the word toy.”
 - Now that you have read the word, see if you can find the matching picture. You can ask the students to help.
 - Once you find the matching picture, read the word again, toy.
 - Repeat with the rest of the **oi** and **oy** words on page 44. Make sure the students are helping to sound out the words and find the matching picture cards.

Guided Practice: 5-7 minutes

- Play Musical Picture Cards.
 - Place picture and word cards in a circle, making sure you have enough cards for each child in your classroom. Use the picture and word cards from this lesson and other picture and word cards with **oi** or **oy**.
 - If you need more picture or word cards, you can put in other sounds the students have learned as well.
 - Have each child stand next to a picture or word card.
 - *Hint:* Make sure you talk about walking next to the picture and word cards and not on the picture and word cards.
 - Play music and have the students walk around the circle, next to the different picture and word cards.
 - When the music stops, the students stop next to card they are by. The teacher calls out **oi** or **oy**. If the card they are by has the correct letters, they stay standing up. If the card they are by does not have the correct letters, they sit down.
 - Have the students standing up say the picture card they are standing by.
- Continue playing as long as is necessary.

Independent Practice: 5-7 minutes

- Explain how to do page 44.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 44 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 44, monitor and give guidance/support/correction/praise, as needed.
- As you are walking around, ask the students to read you a sentence from the bottom of page 44.
- Use page 44 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Show a /oi/ word card and read together. Have the students say how the /oi/ sound is made in the word.
 - Teacher and students: “/p/ /oi/ /nt/, point” Students: oi
 - Teacher and students: “/t/ /oi/, toy” Students: oy
 - Teacher and students: “/b/ /oi/, boy” Students: oy
 - Teacher and students: “/k/ /oi/ /n/, coin” Students: oi

