

Date: \_\_\_\_\_

## Decoding Words with Diphthongs – oi/oy

PLAN

**Component:** Decoding

**Instructional Activity:** Decoding Words with Diphthongs oi/oy

**Materials Needed:** sound-spelling cards, whiteboards, markers



**Approximate Time:**  
7 minutes



**Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

**State the objective(s).**

We are going to learn a new sound today called a **diphthong** (pronounced *DIF-thong*). A **diphthong** is often a combination of two letters that work together to make a vowel sound that changes or moves as it is being pronounced.

We are going to learn the vowel diphthong /oy/, spelled *oi* and *oy*. We will also practice reading words containing the two patterns.

REVIEW &  
VOCABULARY

**Review prerequisite skills and teach related vocabulary.**

Refer to the sound-spelling cards as you review the vowels. There are two kinds of letters: **consonants** and **vowels**. The vowels are *Aa*, *Ee*, *Ii*, *Oo*, and *Uu*. Sometimes the letter *Yy* can also make a vowel sound.

A **vowel team** is a combination of two, three, or four letters that work together to spell one vowel sound.

A **vowel diphthong** is a combination of two letters that work together to make a vowel sound that changes or moves as it is being pronounced. The vowel diphthong /oy/ is counted as one sound, or phoneme, but if you listen closely and watch my mouth, you can hear and see the sound quickly move from the sound /aw/, like in the word *law*, to the long vowel sound /ē/, like in *key*.

Watch and listen as I say some words with the sound /oy/. Can you see my mouth move very quickly from /aw/ to /ē/ as I make the sound? *Boy, coy, joy, toy*. Discuss what students observed.

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## Decoding Words with Diphthongs – oi/oy

**Demonstrate.** Teach the new skill, model with clear explanations, verbalize your thinking process.

Display or hold the sound-spelling card for /oy/. Point to the picture at the top of the card.

- The sound is /oy/. The key word is \_\_\_\_\_. What's the sound? Students: /oy/
- Point to the spelling patterns at the bottom of the card. There are two ways to spell the sound /oy/.
  - When the /oy/ sound is in the middle of a word or syllable, it is spelled *oi*. What's the spelling for /oy/ in the middle of a word or syllable? Students: *oi*
  - When the /oy/ sound is at the end of a word or syllable, it is spelled *oy*. What's the spelling for /oy/ at the end of a word or syllable? Students: *oy*

I'm going to use our decoding strategy to read a word containing the diphthong /oy/ spelled *oi* or *oy*.

Write the word *point* on the board. Let's pretend we don't know this word.

First, I underline the vowels in the word. Underline *oi*. I underline *o* and *i* together, because the two vowels work together to make the diphthong, /oy/.

Next, I look for other parts I know. I put a dot under each of them. Dot under *p*, *n*, and *t* while saying the sound each makes. I know all the parts of this word, which means I can read it.

Now, I sound it out, beginning on the left: /p/ /oy/ /nnn/ /t/. *Point!* What's the word? Students: *Point!*

Write the word *employ* on the board. I can see that this word has multiple vowel patterns and syllables. I'm going to use the Reading Big Words strategy to figure out this word.

First, I underline the vowels in the word. Underline *e* and *oy*. I know a single *e* with a consonant after it in the syllable makes the sound /ěě/. I underline *o* and *y* together, because the two vowels work together to make one sound, /oy/.

Next, I look for other parts I know. I put a dot under each of them. Dot under *m*, *p*, and *l* while saying the sound each makes. I know all the parts of this word, which means I can read it.

I know the word has two vowel sounds, which means it has two syllables. I scoop under each syllable, making sure to include one vowel sound in each. I'll include a consonant or two before and/or after each vowel sound. Scoop under *em* and *ploy*.

Now, I read the syllables, sounding them out if I need to: /ěm/ /ploy/, *em'ploy'*. That doesn't sound quite right, so I'll flex the vowel sounds. I'll change the sound /ěě/ to the schwa sound: /əm/ /ploy/. *Employ!* That makes sense.

I DO IT!

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WE DO IT!

### Provide guided practice.

Distribute individual whiteboards, markers, and erasers to students. **Let's do some together. Remember, if you already know the word, don't blurt it out.**

Write the word *poison* on the board. **Write the word on your board.**

**First, underline the vowels. Remember, underline diphthongs once, because they work together.** Students underline *oi* and *o*. Teacher should provide support as needed and underline the vowels on the board so students may check their work.

**Look for other parts you know. Put a dot under each.** Students, then teacher, put a dot under *p*, *s*, and *n*.

**Think: How many vowel sounds are in the word? How do you know?** Call on students to respond. Scaffold for the response: *two vowel sounds equal two syllables. Scoop under the two syllables.* Students, then teacher, scoop under *poi* and *son*.

**Finally, read the syllables, sounding them out if you need to. Flex a vowel sound if you need to make it sound like a real word. Raise your hand when you know the word.** Call on 2-3 students to say the word and explain how they made it sound like a real word.

Follow the routine with the words below.

rejoice
destroy
avoid



If students need support with:	Then try this:
Segmenting syllables	Have students write each vowel sound (keeping vowel teams together) on separate pieces of paper, write the remaining graphemes in each syllable, then push the syllables together to read the word. For additional support, the teacher can show students where the syllable breaks occur then have the students decode each syllable.

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YOU DO IT!

### Provide independent practice.

This time, I'll write five words on the board. You choose one and write it on your whiteboard. Then, you'll use the Read Big Words routine to figure out the word. When you think you know the word, raise your hand. I'll come to you and let you whisper the word to me. If you're right, you can erase the word, choose another one, and write it. Follow this routine until you've read three words correctly to me.

Monitor the students, scaffolding only if necessary. Allow them to do the work as independently as possible. Use the words below.

turmoil
royal
toilet
annoy
ointment



If students need support with:	Then try this:
Decoding words with more than one syllable	Provide students with additional practice decoding single syllable words with diphthongs.

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## Decoding Words with Diphthongs – oi/oy

ASSESS

**Assess students (formally or informally).** *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice. Scaffold or correct all errors. Provide specific feedback for accurate responses.

ENRICH/EXTEND

**Enrichment/Extension.** *Provide enrichment and extension activities for students who need less support.*

For students who show mastery for decoding words with vowel diphthongs, consider moving to the instructional protocol for encoding words with vowel diphthongs.