Lesson 52   OY and OI

Objective This lesson teaches phonograms <u>oy</u> and <u>oi</u> and words containing those phonograms.

You Will Need ☐ *Leap into Reading* pages 357-364 ☐ Phonogram Cards 39 and 40

☐ letter tiles <u>oy</u> and <u>oi</u> ☐ Word Cards 263-272

Before You Begin

Preview Phonograms OY and OI

In this lesson, your student will learn two related phonograms: <u>oy</u> and <u>oi</u>. Both phonograms say /oy/.

Phonogram <u>oy</u> is found mainly at the end of words, as in *boy*, but also in the beginning and middle of several words, as in *oyster*. Read the following examples and listen for the /oy/ sound.

    toy   **ploy**   **joy**   **oyster**   **coy**

Phonogram <u>oi</u> is found only in the beginning or middle of words, as in *oil* and *point*. It isn't found at the end of words because, except for the word *I*, English words don't end in <u>i</u>. Read the following examples and listen for the /oy/ sound.

    point   **choice**   **soil**   **join**   **voice**
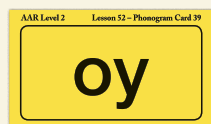
When we practice the Phonogram Card for <u>oy</u>, we say "/oy/, /oy/ that we **may** use at the end of English words."
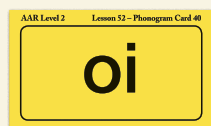
When we practice the Phonogram Card for <u>oi</u>, we say "/oy/, /oy/ that we **may not** use at the end of English words."

When we use the <u>oy</u> and <u>oi</u> letter tiles, we only say the sound /oy/. To facilitate blending, we don't say the second part, "that we may/may not use at the end of English words."

For reading purposes, the student just needs to know that <u>oy</u> and <u>oi</u> both say /oy/. We include the additional phrases "that we **may** use at the end of English words" and "that we **may not** use at the end of English words" on the flashcards so your student won't have to relearn the flashcards for spelling purposes later.

oy oi The <u>oy</u> and <u>oi</u> tiles are stored under the Vowel Teams category.
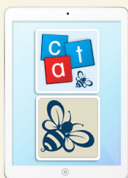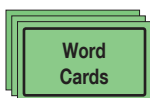
Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the <u>oy</u> and <u>oi</u> phonogram sounds.

Review

Phonogram Cards

Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).

Word Cards

Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.

Previous Concepts

Build the following words with letter tiles. Have your student divide the words using the Two Consonant Tiles rule, label with syllable tags, and read.
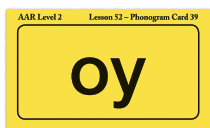
ginger

Closed Syllable	Bossy R Syllable
g i n	g er

entire
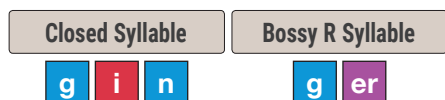
Closed Syllable	Name Game Syllable
e n	t i r e

New Teaching

Teach New Phonograms OY and OI

Hold up the <u>oy</u> Phonogram Card.
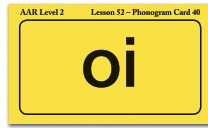
AAR Level 2   Lesson 52 – Phonogram Card 39

oy

"<u>O</u>-<u>y</u> says /oy/, /oy/ that we **may** use at the end of English words. Repeat

after me: /oy/, /oy/ that we **may** use at the end of English words." *Student repeats the sound.*

Hold up the <u>oi</u> Phonogram Card.

"<u>O</u>-<u>i</u> says /oy/, /oy/ that we **may not** use at the end of English words. Repeat after me: /oy/, /oy/ that we **may not** use at the end of English words." *Student repeats the sound.*

Mix in several other flashcards for mixed review and practice until your student can say the sounds of <u>oy</u> and <u>oi</u> accurately. File the Phonogram Cards behind the Review divider in the Reading Review Box.

Move the <u>oy</u> and <u>oi</u> tiles into the workspace.   oi   oy

"Both of these tiles say /oy/. When you see these tiles, say just the sound, /oy/. You don't have to say *oy/ that we **may/may not*** *use at the end of English words* when we are building with tiles, just when we are using the flashcards."

Mix in several other letter tiles for mixed review and practice with the new phonograms until your student can say the sounds accurately.

> For extra practice with the new phonograms, try the activity "Jump On It." For instructions, look for this icon in Appendix L.
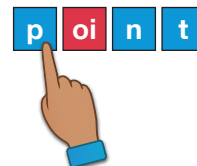
Blend Sounds with the OI Letter Tile

"All the words you will learn today contain the sound /oy/. First we'll use the <u>oi</u> tile."

Build the word *point*.   p oi n t

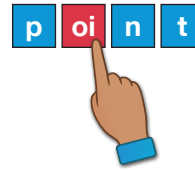"I'll sound out this first word, and then you'll sound out the next word."

Touch under the <u>p</u> and say */p/.*   p oi n t
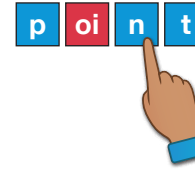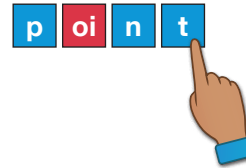
Touch under the <u>oi</u> and say /oy/.
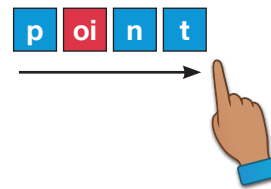
Touch under the <u>n</u> and say /n/.

Touch under the <u>t</u> and say /t/.

Now go back to the beginning of the word. Slide your finger under the letters <u>p</u>-<u>oi</u>-<u>n</u>-<u>t</u> and say *point* slowly.

Finally, read the word *point* at a normal pace as we do when we speak.

Using the same procedure for blending, have your student sound out the word *oil*.
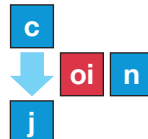
Play "Change the Word" with OI

Build the word *join*.

"What is this word?" *Join*.

"I'm going to change the first part of this word."

"What does this new word say?" Encourage your student to sound out the new word, *coin*.

Continue to change one or two tiles at a time to form the following words. Each time, have your student sound out the new word.

coin → coil → boil → soil → spoil

Build the word *noise*.   `n` `oi` `s` `e`

"In this word, the s̲ says /z/ because it is between two vowels. The Silent E keeps the word from looking like a plural. What is this word?" *Noise.*

Blend Sounds with the OY Letter Tile

"Now let's work with the o̲y̲ tile, which also says /oy/."
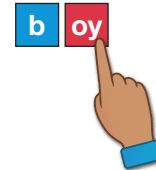
Build the word *boy*.   `b` `oy`

"I'll sound out this first word, and then you'll sound out the next word."

Touch under the b̲ and say */b/.*   `b` `oy`

Touch under the o̲y̲ and say */oy/.*   `b` `oy`

Now go back to the beginning of the word. Slide your finger under the letters b̲-o̲y̲ and say *boy* slowly.

`b` `oy`
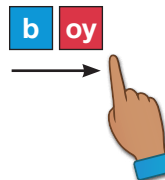
Finally, read the word *boy* at a normal pace as we do when we speak.

Using the same blending procedure, have your student sound out the word *enjoy*.

`e` `n` `j` `oy`

Play "Change the Word" with OY

Build the word *toy*. | t | oy |

"I'm going to change the first part of this word."

| j |
| ↓ |
| oy |
| t |

"What does this new word say?" Encourage your student to sound out the new word, *joy*.

Continue to change tiles to form the following words. Each time, have your student sound out the new word.

joy → soy → coy → ploy

Complete Activity Sheet

"Are you ready to collect some oysters?"

A Bucket of Oysters
Remove pages 357-360 from the *Leap into Reading* activity book.

Cut a slit along the dotted line on the oyster pail. Cut out the oyster cards and arrange them around the pail with the words facing down.

Have your student select a card and read the word aloud. If he reads the word correctly, he may add the oyster card to the pail, pushing it through the slit. If he reads the word incorrectly, return the card to its place so your student can try again later.
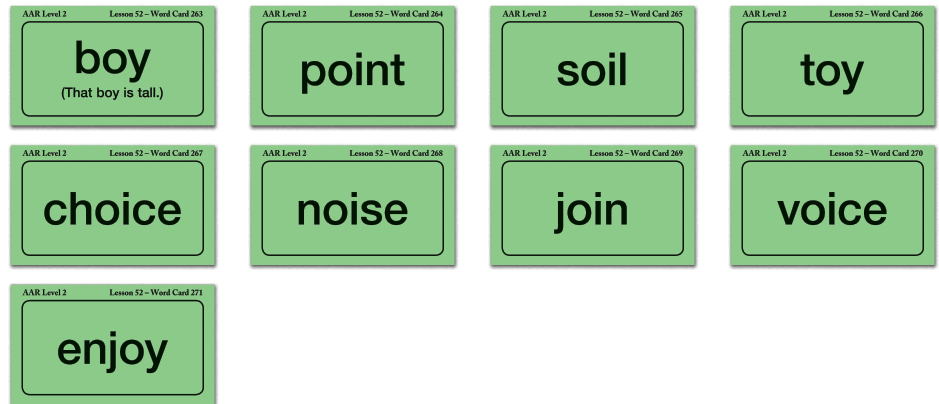
Continue until your student has collected all the oysters and placed them in the pail.

Practice Reading Words

Have your student practice reading the words on Word Cards 263-271.

AAR Level 2 Lesson 52 – Word Card 263	AAR Level 2 Lesson 52 – Word Card 264	AAR Level 2 Lesson 52 – Word Card 265	AAR Level 2 Lesson 52 – Word Card 266
boy (That boy is tall.)	**point**	**soil**	**toy**

AAR Level 2 Lesson 52 – Word Card 267	AAR Level 2 Lesson 52 – Word Card 268	AAR Level 2 Lesson 52 – Word Card 269	AAR Level 2 Lesson 52 – Word Card 270
choice	**noise**	**join**	**voice**

AAR Level 2   Lesson 52 – Word Card 271
enjoy

File the Word Cards behind the Review divider in the Reading Review Box.

Teach a Leap Word: *were*

Show Word Card 272 to your student.
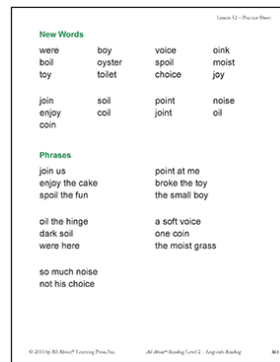
AAR Level 2   Lesson 52 – Word Card 272
were (They were late.)
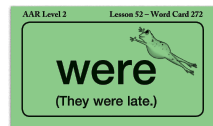
"This word is *were* as in *They were late*. Silent E doesn't have a job in the word *were*, so it is a Leap Word."

Review this Leap Word several times today and then file it behind the Review divider in the Reading Review Box.

Practice Fluency

Turn to pages 361-364 in the activity book.

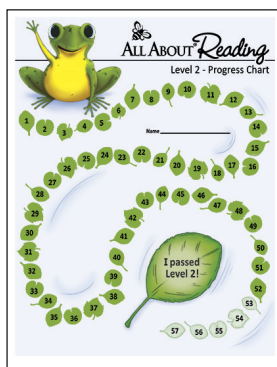Have your student read from the Practice Sheets.

Read a Story or Poem

Read aloud to your student for twenty minutes.

Mark the Progress Chart

Have your student mark Lesson 52 on the Progress Chart.

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