



Lesson Plan for Diphthongs 'oi' and 'oy'

Phonics Pattern for Focus: Vowel Teams and Diphthongs

OPEN WITH A LISTENING GAME: Warm up with a phonemic awareness activity to get students hearing sounds.

Teacher says a word. Students segment and tap its sounds, listening for the /oi/ sound. Then students say if the /oi/ sound is at the beginning, middle, or end of the word.

oil (/oi/, /l/; beginning)	coin (/k/ /oi/ /n/; middle)
boy (/b/, /oi/; end)	soil (/s/, /oi/, /l/; middle)
toy (/t/, /oi/; end)	ploy (/p/, /l/, /oi/; end)

Materials Needed:

- set of letter flash cards without pictures
- diphthongs 'oi' and 'oy' flash cards with pictures
- diphthongs 'oi' and 'oy' flash cards without pictures
- diphthongs 'oi' and 'oy' word list
- Split Dictation with 'oi' and 'oy'
- Diphthongs 'oi' and 'oy': Student Read Sheet with Words, Phrases, and Sentences
- pencil and paper for dictation

WARM UP WITH THE FLASH CARD DECK: Have students practice the sounds they know.

- Use flash cards for vowels and any previously introduced vowel teams or diphthongs. You can also include flash cards that will be used in the lesson, as well as any others students may need for additional practice.
- Show the flash card for each letter, choosing the card with or without the keyword picture as needed.
 - For flash cards with keyword pictures: Say the letter, keyword (picture), and sound. For example, "t, top, /t/."
 - For flash cards with letters only: Say the sound. For example, "/t/."

Important note: Listen for sound production and correct as needed.

Sounds to Review:

i-e	a-e	o-e		
a	e	i	o	u

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INTRODUCE THE VOWEL TEAM 'oi' AND 'oy':

- Say, "Today we are going to learn a new vowel sound. When we make this sound we are actually making two sounds, it glides from one sound into another. Watch me as I make this sound, /oi/. When I make this sound my lips start rounded and my tongue is in the middle of my mouth pulled back. Then, my tongue moves up and forward when my lips move into a little smile, /oi/. It is the sound we hear at the beginning of the word *oil*."
- Say and have students repeat the /oi/ sound.
- Show students the diphthong flash card for 'oi' with the keyword picture (boil).
- Point to the picture of the tea kettle *boiling* on the card. Say, "This is a picture to represent the word *boil*. I hear /b/, /oi/, /l/. In this word, the /oi/ sound is spelled 'oi'. 'oi' is a special kind of vowel team called a diphthong. The letters 'o' and 'i' team up and make the /oi/ sound. When you see 'o-i' together in a word, you say /oi/. Something that is important to know about the vowel team 'oi' is that it comes at the beginning or middle of a word. We will never see 'oi' at the end of a word."
- Say, "Listen to what we'll say when we see this card: 'o', 'i', *boil*, /oi/, at the beginning or middle of a word."
- Say and have students repeat, "'o', 'i', *boil*, /oi/, at the beginning or middle of a word."
- Say, "*Boil* is when you heat a liquid so hot that bubbles start to come up from the bottom and steam comes off the top. When we cook we might *boil* water to make pasta."
- Say, "Now let's look at another diphthong that makes the same /oi/ sound."
- Show students the diphthong 'oy' flash card with the keyword picture (toy).
- Point to the picture of the train on the card. Say, "This is a picture of a *toy*. I hear /t/, /oi/. In this word, the /oi/ sound is spelled 'oy'. 'oy' is a diphthong. The letters 'o' and 'y' team up and make the /oi/ sound. When you see 'oy' together in a word, you say /oi/. Something that is important to know about the diphthong 'oy' is that it usually comes at the end of a word or a syllable."
- Say, "Listen to what we'll say when we see this card: 'o', 'y', *toy*, /oi/, at the end of a word or a syllable."
- Say and have students repeat, "'o', 'y', *toy*, /oi/, at the end of a word or a syllable."
- Say, "Today, we will read and spell words that have the diphthongs 'oi' and 'oy'!"

PLAY WITH WORDS: Provide many opportunities for students to hear and decide how to spell the long 'a', /ā/, sound in words.

1. On the board write the following:

f__l pl____ p__nt ____l j____n

2. Begin with the first word. Say, "When we see the line, we are going to make the /oi/ sound. Then we are going to decide if it will be 'oi' or 'oy'. Remember that 'oy' comes at the end of a word and 'oi' can come at the beginning or in the middle of a word. Let's look at the first word. /f/, /oi/, /l/, *foil*. *Foil* can be something you use when you are cooking, like aluminum *foil*, or *foil* can mean to stop a plan. Which diphthong will we use in the word *foil*? [oi] Why? [because the /oi/ sound is in the middle of the word] Fill in the 'oi' and have the students read the word *foil*.

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- Continue this process with the rest of the words using these steps.
 - Say the sounds, making the /oi/ sound for the blank line.
 - Discuss where the /oi/ sound is in the word.
 - Have the students decide which diphthong to use ('oi' or 'oy') and explain why.
- After all words are filled in, have the students read back all of the words: *foil, ploy, point, oil, join*.

DICTATION: Have students listen to the sound and practice spelling the phoneme. We have outlined two days of dictation instruction for you to try. The first day students will work on deciding between when to use 'oi' and 'oy' in words. The next lesson follows our typical dictation routine building up from sounds to words, then phrases, and finally, sentences.

Dictation Day 1

Dictating Words: Give each student a copy of the Split Dictation with 'oi' and 'oy' paper which has example words and can be found at the end of this lesson plan packet.

- Say the word and have students repeat it.
- Tap each sound and have students identify where they hear the /oi/ sound (beginning, middle or end).
- Once the position of the /oi/ sound has been identified, students point to 'oi' or 'oy'.
- Students write the word in the correct column.
- Students read the word to themselves.
- Check together.
- Read back the word together and correct as needed.
- After all words have been dictated, students read back all of the words that they wrote.

Dictation Day 2

Dictating Sounds:

- Model saying **"/oi/ at the end of a word"** and write the letters 'o', 'y' as you say it.
- Students say /oi/ and write the letters 'o', 'y' on their dictation paper.
- Model saying **"/oi/ at the beginning or middle of a word"** and write 'o', 'i' as you say it.
- Students say /oi/ and write the letters 'o', 'i' on their dictation paper.
- Have students do this for each line in the sound section.
- Read back the sound together.
- Correct as needed.

Lesson Plan for Diphthongs 'oi' and 'oy'

Sounds to Dictate:

oy	oi	oy	oi
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Dictating Words:

1. Say, "Today when you hear the /oi/ sound in a word, you are going to use 'oi' or 'oy' to spell the /oi/ sound."
2. Say the word and have students repeat it.
3. Tap each sound in the word and have students identify where they hear the /oi/ sound (beginning, middle or end).
4. Students write the word.
5. Students read the word to themselves.
6. Check together.
7. Read back the word together and correct as needed.
8. After all words have been dictated, students read back all of the words that they wrote.

Words to Dictate:

point	joy	broil	ploy	join	enjoy
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Dictating Phrases and Sentences:

1. Say the phrase or sentence.
2. Students repeat the phrase or sentence.
3. Say the phrase or sentence again and hold up a finger for each word you say.
4. Students write the phrase or sentence. (You can repeat the entire phrase or sentence once or twice more with fluency.)
5. Check together.
6. Read back the phrase or sentence together.
7. Correct as needed.

Lesson Plan for Diphthongs 'oi' and 'oy'

Phrases to Dictate:

has a point	got soy milk
use the foil	felt a lot of joy

Sentences to Dictate:

The pencil has a sharp point.	The boy will enjoy the toy.
Can you boil the water?	She felt a lot of joy when she won the game.

BUILDING VOCABULARY: Select word(s) to focus on meaning and use.

- Discuss the multiple meanings for the following word(s). You can do this at any time throughout the lesson when words with multiple meanings come up.

foil	
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PRACTICE READING TO BUILD FLUENCY: Have students practice reading words with the new skill alone and in context.

Reading Dictation to Build Fluency:

- Tell students to track with their finger from left to right as they read back what they wrote during the dictation part of the lesson.

READING WORDS AND CONNECTED TEXT TO BUILD FLUENCY: Use the Reading Universe read sheets for this portion of the lesson.

Words:

- Show students words using letters that have already been explicitly taught. Students should have a copy in front of them, but also display the words on a screen or under a document camera.
- Go across the page, tapping out the sounds in words, and then blending the sounds together to read the words. You can then reread and just have students try to read the word without tapping all the sounds.
- Students can then reread with a partner.

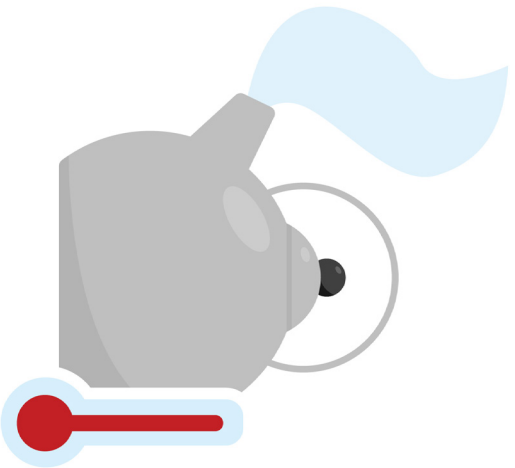
Lesson Plan for Diphthongs 'oi' and 'oy'

Phrases and Sentences:

- Display phrases or sentences for students and give them a copy. (Phrases and sentences should only contain words with patterns that have been taught and sight words that have been explicitly taught.)
- Say, "We will read each of these phrases/sentences three times. The first time is to be sure we read the words correctly. The second time is to be sure we read them at a good speed: not too slow and not too fast. The third time, let's be sure the way we read it matches what the words are trying to say."



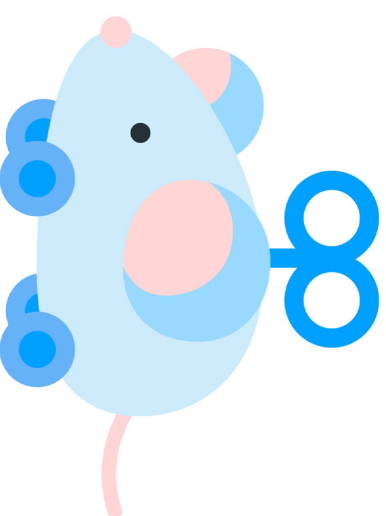
oi



oi, boil, /oi/

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oy



oy, toy, /oi/

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oi

ReadingUniverse.org

oy

ReadingUniverse.org



Diphthongs 'oi' and 'oy' List of Words, Phrases, and Sentences for Lesson Planning

Our word lists can help you plan for teaching the diphthongs 'oi' and 'oy'. Use them in your reading, spelling, and fluency-building lessons and activities. Remember that each interaction with words is an opportunity to build vocabulary. Consider pointing out words with multiple meanings to your students.

Words with 'oi'

oil	boil	coil	foil	soil	toil	broil	spoil	coin
join	joint	ointment	point	void	avoid	moist	voice	rejoice

Words with 'oy'

boy	coy	toy	joy	soy	enjoy	employ	ploy	deploy
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Phrases with 'oi' and 'oy'

in the soil	will spoil	can broil	toil in the yard	can join us	got the coins
use the foil	is poison	has a point	hoist it up	uncoiled the hose	recoiled quickly
sore joints	was boiled	boys were employed	felt joyful	enjoyed the toys	made a ploy
in the convoy	was a decoy	got soy milk	joining the club	fry in oil	convoy of trucks

Sentences with 'oi' and 'oy'

Jack boiled the lobster in a huge pot.	I like to put soy milk in my shakes.
Did you enjoy the play?	I boiled water to cook the pasta.
Are you joining any clubs at school?	The kids enjoyed the new toys they got from Grandma.
The boys were employed at the mall.	The pencil has a sharp point.
Use your voice to rejoice.	Last night we saw an asteroid in the sky.
Dad uncoiled the hose in the yard.	I will put the leftovers in foil so they do not spoil.
We will plant the seeds in the moist soil.	



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Split Dictation with Diphthongs 'oi' and 'oy'

In this activity, the teacher dictates words that have the /oi/ sound and students decide whether the words are spelled with 'oi' and 'oy'.

Materials:

- copies of 'oi' and 'oy' split dictation sheet
- pencil

Directions:

1. Tell students that you are going to dictate words that end in the /oi/ sound. Explain that they will need to decide when to use 'oi' and 'oy' and then write the word in the correct column on their dictation paper.
2. Say the word and have students repeat it.
3. Tap each sound in the word.
4. Talk through the process of determining when to use 'oi' and 'oy' at the end of the word with your students:
 - What vowel sound do you hear in the word?
 - Where is the /oi/ sound?
 - If it is at the beginning or in the middle, we use 'oi'.
 - If it is at the end, we use 'oy'.
5. Students write the word in the correct column.
6. Check together.
7. Read back the words together and correct as needed.
8. You can scaffold and lessen your explanations on how to determine which spelling to use as students display understanding.

Words for Split Dictation: When dictating the words below, switch between columns so that students have to vary which spelling they decide is correct. You can also choose words from Reading Universe's *Vowel Teams 'oi' and 'oy': List of Words, Phrases, and Sentences for Lesson Planning*.

oi	oy
boil	boy
coil	toy
soil	soy
void	ploy
coin	joy

Name _____ Date _____

Split Dictation with Vowel Teams 'oi' and 'oy'

Write the word in the correct column.

'oi'	'oy'

Diphthongs 'oi' and 'oy': Student Read Sheet with Words, Phrases, and Sentences

For this activity, students will practice reading words, phrases, and sentences with the diphthongs 'oi' and 'oy'. Students will decode words, build accuracy and fluency, and strengthen their vocabulary.

Materials:

- diphthongs 'oi' and 'oy' read sheet for each student
- pencil for each student

Directions:

This activity can be used with a whole class or in a small group.

The initial reading of this page should focus on decoding the words accurately. Subsequent readings should focus on fluency.

STEPS FOR READING WORDS IN ISOLATION:

1. Have each student highlight the diphthongs 'oi' and 'oy' in the single words at the top. As they highlight, they say /oi/.
2. Start with the first row and guide students to tap out or segment the sounds in the words.
3. Tell students that they will see the words repeated on the following lines. Say, **"If you see the word and can read it, say the whole word without making each sound in the word."** (The repeated words aid students in moving from decoding every sound in the words to reading the whole word without segmenting.)
4. Have students continue reading the words in isolation.
5. If you feel that they would benefit from rereading all rows of the words in isolation before moving on to the phrases, have them do so.
6. Next, tell students that the phrases and sentences contain the words above that they have already decoded and have practiced reading.



STEPS FOR READING PHRASES AND SENTENCES:

Option A

1. Read one phrase at a time with students and make sure that they can accurately decode each word in the phrase.
2. After a phrase has been decoded, have the students reread the phrase, this time trying to read the whole phrase without segmenting the sounds in each word.
3. For the third reading, choose an emotion (happy, sad, angry, surprised, etc.) and have the students read the phrases that way.
4. Continue until all phrases have been read.
5. Follow this procedure with each sentence on the activity page.



Diphthongs 'oi' and 'oy': Student Read Sheet with Words, Phrases, and Sentences

Option B

1. For the first reading, read each phrase and have students follow along (track) as you read.
2. For the second reading, read each phrase together with the students.
3. For the next reading, have the students read together without you.
4. Tell students, "If you get stuck or are moving too fast or slow, I will turn my voice back on."
5. Repeat the process with the sentences.
6. For the final reading, which can be done during the lesson or at a later time, students can partner-read or whisper-read the whole page independently.

For Vocabulary Building: You can help build students' vocabulary by addressing words on the activity page that have multiple meanings or words that students may not know.

- For example, you can say "To *hoist* is to raise by pulling or to lift something."
- Have students repeat the definition. Students can turn and talk about something that they could *hoist*.

Teacher Tip: Store each student's read sheets in a folder or binder so they can use them for additional practice, if needed.

Name _____ Date _____

Diphthongs 'oi' and 'oy' Review

Read the words.

boy	coy	joy	toy
ploy	soy	oil	soil
coin	join	boil	foil
toil	spoil	joint	broil
point	enjoy	employ	void
hoist	poison	decoy	convoy

Read the phrases.

in the soil	will spoil	can broil
toil in the yard	can join us	got the coins
used the foil	has a point	hoist it up
uncoil the hose	recoil quickly	sore joints
felt joy	made a ploy	joining the club

Name _____ Date _____

Diphthongs 'oi' and 'oy' Review

Read the sentences.

Jack boiled the lobster in a huge pot.

I like to put soy milk in my shakes.

Did you enjoy the play?

I boiled water to make the pasta.

Have you joined any clubs that you enjoy?

The kids enjoyed the new toys they got from Mom.

The boys were employed at the mall.

I will put the leftovers in foil so they do not spoil.

Can you spot the decoy?