

⚡ PREPARE

CONCEPT The vowel combinations *oi* and *oy* have the /oi/ sound. The /oi/ sound at the beginning or in the middle of a word is spelled *oi*, as in the words *oil* and *boil*. The /oi/ sound at the end of a word is spelled *oy* as in the word *toy*. Learning the /oi/ spelling patterns helps students spell words that have similar sounds.

TEACHER TIPS

- The descriptors in the Anchor Chart help students remember the spelling patterns for the vowel combinations that make one sound.
- A few words do not follow these spelling guidelines. For example, /oi/ is spelled *oy* in the middle of some multisyllable words, such as *loyal*.
- Provide more examples to demonstrate the concept as necessary.
- Review unfamiliar vocabulary.
- Read the directions with students.
- Refer to the Anchor Chart as necessary throughout.

⚡ INSTRUCT

ANCHOR CHART [Display Reproducible page 1.]

- **Introduce** the **Concept** of this lesson. (See above.)
- **Refer** to the **Anchor Chart** to review the definition of the /oi/ spelling pattern.
- **Point** to the vowel combinations in the middle of the Anchor Chart and explain that these vowel combinations make the *same* sound.
 - **Point to /oi/.** Tell students that there are two ways to spell the /oi/ sound (*oi*, *oy*). Help students notice that the vowels join together to make the sound /oi/ (e.g., vowels *o* and *i* join together to make the sound /oi/ in *oil*).
 - **Point to *oil*.** **Prompt students:** *Listen to this word, oil. What vowel sound do you hear? (/oi/) How is it spelled? (oi) Now listen to the word boy. What is the vowel sound? (/oi/) How is it spelled? (oy) Both words have the same vowel sound, but it is spelled differently!*
- **Refer** to the text to the right of the patterns. **Explain** the general pattern that when the /oi/ sound comes at the beginning or in the middle of words, it is often spelled **oi**. When the sound comes at the ends of words, it is spelled **oy**.
- **Read** the example words in the **At A Glance** section, noting the position of the /oi/ sound.
- **Read** the words at the bottom with students. Have **students explain** how they know how to spell words with the /oi/ sound. **Discuss** how adding a suffix does not change the o-y spelling of the base word even though the /oi/ sound no longer comes at the end.

⚡ PRACTICE

[Display Reproducible page 2, Reading and Sorting Words, Part A.]

- **Students read** the words in the box and **write** them in the correct columns.

[Display Reproducible page 2, Writing Words, Part B.]

- **Dictate** the following words, using each in a sentence. Prompt students to say the word aloud.
o *foil, boy, join, destroy, point, joy*

[Display Reproducible page 2, Reading Sentences and Spelling Words, Part C.]

- **Students read** the sentences. Using the clues in the boxes, **students determine** the missing word and **write** it on the line. Then, as a bonus activity, **students find and underline** five other words with the /oi/ spelling pattern in the sentences. (Provide support as necessary.)

★ *Note that an Answer Key is available for teacher reference on Lesson page 3.*

ANSWER KEY FOR TEACHER REFERENCE

[Blank student copies are found on Reproducible page 2.]

[Reproducible page 2, Reading and Sorting Words, Part A]

<i>oi</i>	<i>oy</i>
spoil oil joint broil poise	annoy decoy cowboy employ soy

[Reproducible page 2, Writing Words, Part B]

- | | |
|----------------------------|-------------------------------|
| 1. _____ foil _____ | 4. _____ <u>destroy</u> _____ |
| 2. _____ <u>boy</u> _____ | 5. _____ <u>point</u> _____ |
| 3. _____ <u>join</u> _____ | 6. _____ <u>toy</u> _____ |

[Reproducible page 2, Reading Sentences and Spelling Words, Part C]

1. Leroy planted the tomato seeds in the _____ soil _____.
2. Tamika made a choice about which _____ toy _____ to get the baby.
3. The _____ noise _____ from the traffic annoys me at bedtime.
4. Sara felt _____ joy _____ when she was asked to join the team.
5. Did you enjoy the sound of the speaker's deep _____ voice _____?

ground where things grow

something you play with

loud sounds

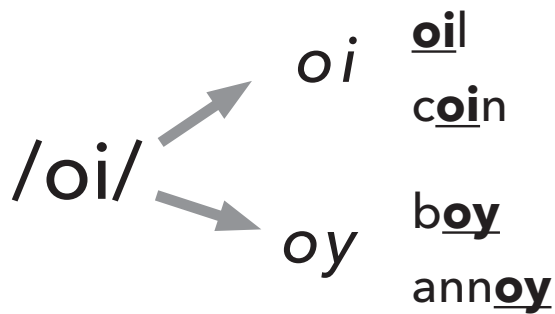
a happy feeling

sound of a person speaking

ANCHOR CHART

Spelling Patterns: oi & oy

The vowel combinations **oi** and **oy** make the sound /oi/. It is one sound with two spellings.

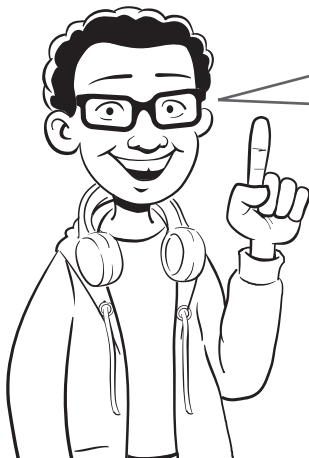


Use **oi** at the beginning or in the middle.

Use **oy** at the end.

AT A GLANCE

oi	oy
toiling	soy
joint	toy
moist	employ
ointment	enjoyed



Usually use **oi** at the beginning or in the middle.

avoid	avoyd
joy	joi
foil	foyl

⚡ PRACTICE

Reading and Sorting Words

A. Read each word in the box. Then, write it in the correct column.

spo~~il~~ annoy oil decoy joint broil cowboy employ poise soy

<i>oi</i>	<i>oy</i>
spoil	

Writing Words

B. Your teacher will dictate a word with the /oi/ sound. Repeat the word aloud. Decide if the /oi/ sound should be spelled **oi** or **oy**. Write the word on the line.

"foil"

The /oi/ sound is in the middle of the word, so it is probably spelled oi.

- | | |
|---------------------|----------|
| 1. _____ foil _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Reading Sentences and Spelling Words

C. Read the sentences. Use the clues to figure out the missing words with the /oi/ sound. Write the words that have the spelling patterns **oi** and **oy**. Bonus: Find and underline five other words with the /oi/ sound in these sentences.

1. Leroy planted the tomato seeds in the _____ soil _____.
2. Tamika made a choice about which _____ to get the baby.
3. The _____ from the traffic annoys me at bedtime.
4. Sara felt _____ when she was asked to join the team.
5. Did you enjoy the sound of the speaker's deep _____?

ground where things grow

something you play with

loud sounds

a happy feeling

sound of a person speaking