Phonics First® Lesson 4-11
oy = /oi/ toys

Concept Introduction:

- **Oy** is the second /oi/ diphthong sound learned. (Diphthongs are two vowels that come together to form a new vowel sound that is neither long nor short.) The "oy" is usually found at the end of a word.

Multisensory Activities:

- **Toy Art:** Students draw their favorite toy on an index card. Ask students to think about sounds and listen as you say words. When the word contains an /oy/ sound at the end, students hold their cards up.

- **Toy Graph:** Make a classroom/group graph of the students' favorite toys.

- **Create a Toy:** Encourage students to design their own toy:
  - What could you do with it?
  - What would it look like?
  - Who would like to play with it?
  - What would you call it?

Fun Facts:

- The world's No. 1 tire manufacturer is LEGO. They produce 306 million tiny tires a year.

- The second-oldest toy in the world is believed to be the yo-yo. The yo-yo originated in the Philippines as a weapon in the 16th century.

- The largest distributor of toys in the world is McDonalds.

- Mr. Potato Head was the first toy advertised on TV. Originally, children used real potatoes to play with this toy.

- By their 10th birthday, the average child in the United States will wear down 730 crayons.

- Since 1935, over 5 billion Monopoly houses have been built.

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Toy Joy Word Cards Activities *(Use the Toy Joy Word Cards on the following pages.):*

- **Go Fish:** *(Make **two** copies of the Toy Joy Word Cards and cut apart.)* Mix the cards, deal 3 to each player, and place the rest face down on the desk. When playing "Go Fish", students ask for the match to one of the cards in their hand. If the other player has it, he/she must hand it over. The first player lays that pair to the side and it is the other person's turn. If the other player does not have it, the person who asked picks a card from the card pack.
    - **Challenge:** Use the word in a sentence or define.

- **Memory:** *(Make **two** copies of the Toy Joy Word Cards and cut apart.)* Place cards face down on the table. Students take turns flipping over two cards. Students say each word. If the words are a match, the student keeps the pair. Play passes to the next player. If the cards are not a match, the cards are replaced, and it is the next person's turn.
    - **Challenge:** students define or use the word in a sentence when they have a match.

Toy Joy Word Cards:

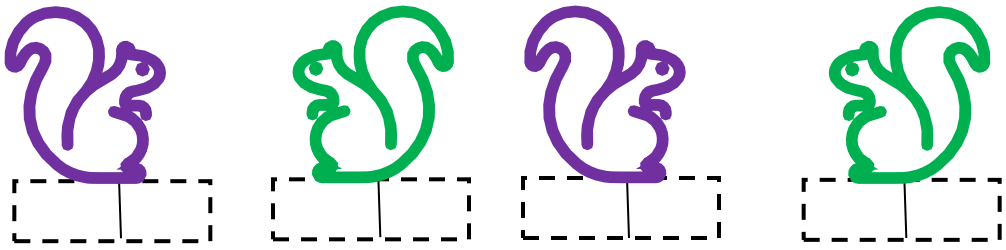
 toy	 soy	 boy	 joy
 ploy	 coy	 overjoy	 enjoy
 employ	 decoy	 convoy	 destroy
 foyer	 oyster	 cowboy	 deploy

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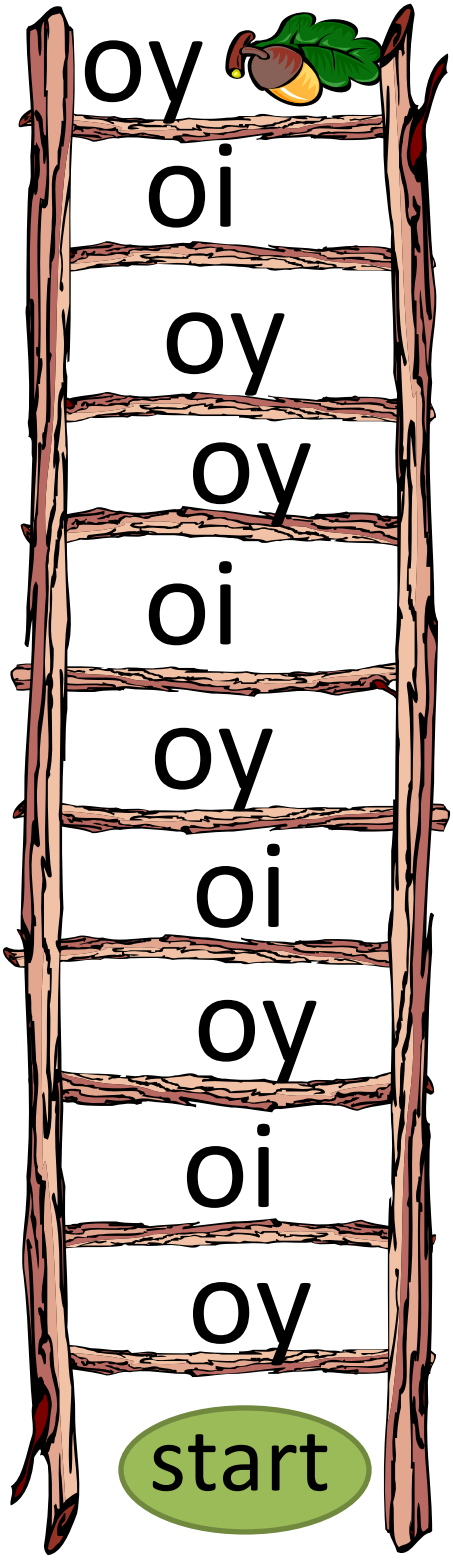
More Activities:

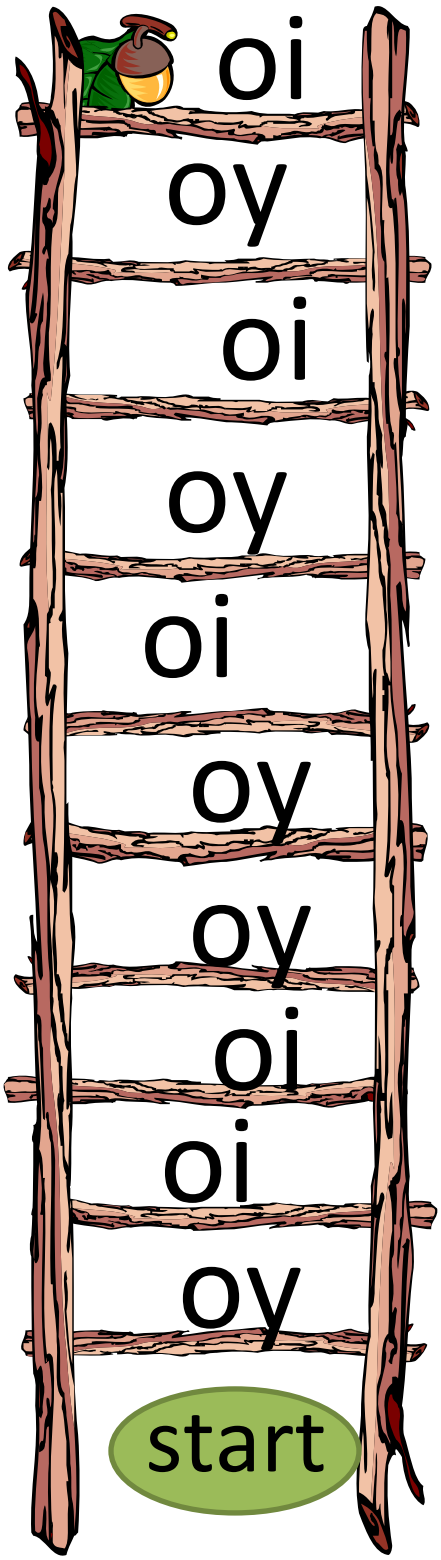
- ***Squirrel Ladder Game* (to be played after both /oi/ sounds – oi and oy – have been introduced):**
  - Make **one** copy each of the Squirrel Ladder Game Board, Cards, and Tokens on the following pages.
  - Prepare Squirrel Ladder Game Cards by cutting them apart, shuffling the deck, and placing them face down on the desk.
  - Prepare Squirrel Tokens *(below)* by cutting around two squirrels (leave the rectangle attached and cut along the outer dotted lines; cut up the solid middle line from the bottom of the rectangle to the bottom of the squirrel. Bend each tab, one to the front and one to the back so the squirrel will be free standing).
  - Place each squirrel at the bottom of the ladders on start. You are now ready to play the Squirrel Ladder Game.
  - The first player turns over the top card on the Card Deck and "reads" the word (the blank space represents the /oi/ sound – so the card with: sp ___ l, stands for the word: spoil). The first player then decides which spelling to use for that word (*oi* or *oy*) and moves his/her squirrel up the ladder to that diphthong. Then it is the next person's turn. Play continues until one squirrel reaches the top of his/her ladder with the correct spelling next to the acorns.
  - ***Note:** Remind students of the rule for "oi" and "oy" spellings: **Use "oy" at the end of the word; use "oi" in front of any sound.***

Squirrel Ladder Game Tokens (One Squirrel per player):



Squirrel Ladder Game:





Squirrel Ladder Game Cards:

c____ n	t ____
sp ____ l	s ____
br ____ l	b ____
p ____ nt	destr ____
m ____ st	empl ____
br ____ ler	pl____
sirl ____ n	conv ____
expl ____ t	enj ____

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Dictation Words Activities *(Use the Dictation Word Cards on the following pages.):*

- **Go Fish:** *(Make **two** copies of the Dictation Word Cards and cut apart.)* Mix the cards, deal 3 to each player, and place the rest face down on the desk. When playing "Go Fish", students ask for the match to one of the cards in their hand. If the other player has it, he/she must hand it over. The first player lays that pair to the side and it is the other person's turn. If the other player does not have it, the person who asked picks a card from the card pack.
    - **Challenge:** Use the word in a sentence or define.

- **Memory:** *(Make **two** copies of the Dictation Word Cards and cut apart.)* Place cards face down on the table. Students take turns flipping over two cards. Students say each word. If the words are a match, the student keeps the pair. Play passes to the next player. If the cards are not a match, the cards are replaced, and it is the next person's turn.
    - **Challenge:** students define or use the word in a sentence when they have a match.

- **Word Sort:** *(Words and Sort Charts on the following pages.)* Sort Dictation Word cards into categories (noun/verb/both, oi/-oy, etc.)

- **Tic-Tac-Toe:** *(Make **one** copy of the Dictation Word Cards and cut apart.)* Draw a Tic-Tac-Toe board on a white board or paper. Play "Tic-Tac-Toe" by placing the Dictation Word Cards face down in a pile and choosing two different colored markers (anything except red). Players take turns picking a word card and reading it to the other player. The other player must then pound, fingertap, and write the word in a space of his/her choice. Continue taking turns until someone gets 3 in a row of their color or the game is a tie.

- **Sentence Savvy:** *(Make **one** copy of the Dictation Word Cards and cut apart.)* Students select an "oy" Dictation Word Card and create a sentence using that word. Students then write the sentence* on lined paper while gluing the word card into the sentence.
    - **Challenge**:
        - Ask students to use 2 or more words in one sentence*
        - Ask students to use these words in questions*, exclamations*, titles*, quotes*, etc. **Remember to only make corrections on phonetic words and Red Words which have already been taught.*

- **Race to Read:** *(Make **one** copy of the Dictation Word Cards and cut apart. Place in a stack face down.)* Use a stopwatch to time students as they read the Dictation Word cards (correctly) one at a time. Record their time. Repeat often as students constantly try to "beat" their old records.

Dictation Word Cards:

toy	soy	boy	joy
Floyd	Troy	ploy	Roy
coy	enjoy	employ	decoy
convoy	oyster	destroy	joyful

Fingertapping:

- **Teacher says**: "coy"
- **Students say**: "coy" (pound)
- Students fingertap: "/k/, /oi/", Write.
  (Read from the clean copy)

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Dictation Word Sorts:

Noun	Verb	Both

Note: the word, *joyful,* is an adjective.

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More Dictation Words Sorts:

oi	-oy

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Dictation Sentences Activities *(Make **one** copy of the Cut-Apart Dictation Sentences on the following page and cut apart to use with the following activities.)*

- **Dictation Sentence Match:** Give students the sentence parts and match to create correct sentences while practicing fluency and comprehension.

- **Match Me:** Give the first part of the *Cut-Apart* Dictation Sentences (starts with a capital letter) to half of your group and the last part (ends with punctuation) to the other half. Students then find their "match".

- **Memory:** Place *Cut-Apart* Dictation Sentence Cards face down on the table. Students take turns flipping over two cards. Students read each phrase. If the phrases are a match (makes a Dictation Sentence), the student reads the sentence and keeps the pair. Play passes to the next player. If the cards are not a match, the cards are replaced, and it is the next person's turn.

- **Sentence Savvy:** Students select one part of a *Cut-Apart* Dictation Sentence and create a different beginning/end for that sentence. Students may then write their new sentence* on lined paper while gluing the sentence part card into the sentence.
    - **Challenge**:
        - Ask students to write a sentence which may come before/after their sentence*
        - Ask students to create questions*, exclamations*, titles*, quotes*, etc. using their sentence part.

    **Remember to only make corrections on phonetic words and Red Words which have already been taught.*

More Dictation Sentences Activities:

- **Find the Sound:** (Make **two** copies of the *Find-the-Sound* Dictation Sentences.) Give one copy of the Sentences and a highlighter to each person. At, "One, two, three, Go!" both participants race to find and highlight the words with *oy*. Practice reading the highlighted words and sentences.

Cut-Apart **Dictation Sentences:**

Did Troy	like that toy?

The Jeep	was in a convoy.

That boy	has much joy.

Did you enjoy	that oyster?

Did you already eat	the soybean?

Roy didn't destroy	the flowers.

Anyone might enjoy	a ride downtown.

That woman will employ Bill	for one year.

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