



# Welcome to Foundations for Literacy IV!

## FFL 4.1

### O-i & o-y say Oy! Like in the words *Toy Coin*

#### Review Game Board

Materials include: FFL 1-3 review game boards, movers, dice, crayons

Invite your students to play this board game to review each phonics lesson they've learned to date. Be sure to note student errors so you can review or reteach lessons accordingly. When listening to students as they decode each word, occasionally ask them to share how they know what the word says. We want students to share what they now know about how words work. They should be equipped to say things like, "I see a magic e, so that a says its name," or "That o-w says /Ow!/" As you confirm words that are correctly read, you can state the phonics rule too. For example, when a student says, "That word says *farm*," you can say, "You're right. In *farm* the a-r says /ar/ like a pirate." We want our students to be able to explain how words work. When they can do that, they are better equipped to decode and encode the words in the books they long to read.

#### Coin Toss

materials include: toy coins (not money)

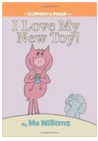


To kick off this lesson, present each of your students with a toy (plastic) coin. Tell them that, today, they are going to learn a very important life skill. Invite the students to make a fist. Ask them to tuck their thumbs (just barely) inside their bent pointer fingers so they can still see their thumb nails. Then, have each student position their toy coins so the coins are on lying on both the knuckles of their thumbs and the knuckles of their pointer fingers. The students may have to tip their fists back toward themselves a bit so the coin will balance there. Finally, the kids will quickly flick their thumbs, kind of like a snap, so the toy coin pops into the air.

Your students will find this task challenging and exciting, so you'll want to allow just a tiny bit of crazy time for practicing this new skill. You can further challenge your students to try flipping their coins and then catching them mid-air. Remember that our aim is to make each lesson memorable. You may wish to take this opportunity to share that people flip a coin at the beginnings of football games and to make other tough decisions like *Who gets to go first?* Since coin flipping is a game of chance, it's widely considered a fair way to decide. You may want to explain that the phrase, "It's a toss-up" comes from the idea that a decision could go two ways, and a decision could be made, fairly, by tossing a coin into the air.

When it gets a little rowdy, remember that this kind of lesson *sticks*, and that is our aim.

Have the students set their coins in front of them as you introduce the following book:



### **Read: I Love My New Toy**

Please share how each word in the title is decoded.

I – Share that I is a really short word with a vowel at the end, so the I says its name (open vowel).

Love – Note that Love has a magic e, but /l/ /Oh/ /v/ doesn't make a word we know. Remind your students that **no word in the English language can end with a v**, so that e is not there to do magic. It's actually keeping the v from being at the end of the word (like we see in *give*, *have*, and *live*). Remind them that we make the sounds we see, using what we know about how words work (like applying the magic e rule), but if it *doesn't* make a word we know, we can simply *flip the vowel sound*. When we flip it to the short o sound in *love*, we **do** hear a word we know.

My – Say, “When a really short word ends with a y, the y usually says /I/. (e.g., *my*, *by*, *shy*, *fly*) When longer words end with a y, the y usually says /ee/. (e.g., *happy*, *silly*, *crazy*, *mommy*) If you try these rules, and it doesn't make a word you know, just *flip it* to the other sound. (e.g., *any*, *rely*)

New – Say, “E-w says /ew/, like two o's, can say /ew/. We'll learn this rule in an upcoming lesson.”

**Toy – Say, “o-y says /oy/ like in *toy coin*.” Show the kids that our motion for this new rule is flipping an imaginary coin with our thumbs, just the way we flipped our plastic coins a moment ago.**

As you read this book, which beautifully demonstrates challenges that can come with friendship, have the kids flip their **imaginary coins** every time you say the word *toy*.

Then . . .



### **Read: Fancy Nancy, Poison Ivy Expert**

As you introduce this book, notice with your students the word *poison*. Share that when we see o-i, we make the sound /oy/ just as we did when we saw o-y. Say, “O-i **AND** o-y both say /oy/.” Ask the students to do the coin flipping motion every time you read, *poison*.

At the end of the book, Fancy Nancy mentions a song called “Poison Ivy,” by The Coasters. Be sure to let your students listen to a bit of this fun song from the 50's. With a quick search, you can listen to it for free on YouTube.

### **Coin Rubbings to Make Words With o-i and o-y**

materials include: coin rubbing practice page, coins, crayons

Present your students with the coin rubbings practice page. Teach them to place a coin under their papers where a letter is missing and to hold the coin in place (with a thumb nail) as they gently color over the whole coin to make an o shape. (Note that both o-i and o-y share the same initial letter, o.) As the kids make their coin rubbing o's, have them decode the words recalling that o-i and o-y both say /oy/ as in *toy coin*.

### **o-i and o-y Word Sort**

materials include: royal blue and turquoise headers, o-i and o-y word cards

After the students have done a number of rubbings, introduce the royal blue and turquoise headers that will be used for sorting word cards featuring words with o-i and o-y— which both make the same sound, /oy/.

Provide students with word cards and have them decode and then sort the words according to how the /oy/ sound is spelled.

**When this work is complete, notice together that words with the /oy/ sounds at the ends of words are spelled with o-y. No words ending with /oy/ are spelled with o-i. O-y is not always at the ends of words, but o-i is (almost) never at the ends of word. Note that this can be very helpful when making decisions about how to spell words with the /oy/ sound.**

Remember, accurate spelling comes with the orthographic mapping that takes place when your students decode words, moving from left to right across the words, making the sounds they see aloud, and applying what they know about how words work (phonics rules).

### **o-i and o-y Board Game**

materials include: o-i and o-y board game, movers, dice, turquoise & royal blue sticky dots (or crayons or markers/flair pens that are turquoise and royal blue)

Have your students set up their boards, movers, and dice so they're ready for play. Explain to your readers that the words on this gameboard feature words with both o-i and o-y saying /oy/. Their task will be to decode the words, making the sounds they see, and to identify which letter combination is making the /oy/ sound in each word. They'll identify the spelling by placing a color-coded sticker in the space (*or coloring if using crayons or circling the words if using markers/flair pens*) with the correct corresponding colors. You will listen in as students decode each word. Your students will not be color-coding their words until you have verified that the words were decoded accurately and you're confident that the word meanings were recognized. If your students aren't certain of a word meaning, quickly provide simple definition of the unknown word and/or use it in a relatable sentence that clarifies the meaning.

### **Spelling Practice with o-i and o-y**

materials include: o-i and o-y spelling practice page, sharpened pencils, word cards (from which you'll draw and call words to be spelled and then confirm proper spellings or offer coaching to so students correct misspelled words).

Remember that we want to coach our students to use what they know to be true about spelling words with the /oy/ sound. O-y is used to spell words ending with the sound /oy/. Much of the

time, when a word has the /oy/ sound in the middle, the /oy/ sound is spelled with o-i, though some words (*oyster, royal*) do have o-y's within words. Note that when we can identify a small base word (such as *joy*) within words, added endings do not change the spelling of that sound. This helps to explain why we have quite a few words (e.g., *joyful, boys, enjoying*) that have o-y's within words.

### **o-i and o-y Sweet Treat**

materials include: Almond Joy

Invite your students to taste a tiny bit of an Almond Joy candy bar. Ask them to, “Point your thumb up if you enjoyed the Almond Joy sample. Point your thumb down if you didn't enjoy the Almond Joy sample.” Notice, too, that the Almond Joy features both **royal blue** and **turquoise** coloring. Did they do that just for us? ☺