



Spelling

Diphthongs 2

Skill: Students will decode and spell words using diphthongs.

Materials: Word Cards (one set per student), scissors, blank paper (one page per student), writing utensils

Note: Words in bold are said aloud by the teacher.

Teach



- Distribute Word Cards to students. **Look over the words on this page.** Give students time to read the words silently. **Let's read these words together.**
- **Let's discuss some things you noticed about the words. Who would like to share what they noticed about these words?** Allow time for responses. Discuss the similar sounds among the words.
- **In addition to short and long vowels, there are many more vowel sounds, all of which have different spellings. These words are examples of words that contain neither a short nor a long vowel sound.**
- **These patterns are diphthongs. A diphthong is one vowel sound that is produced by two vowels. It begins with one vowel sound and ends with another.**
- **The diphthongs o-i and o-y make the /oi/ sound. O-y is usually used at the end of a syllable, as in toy. Say /oi/. Who can find another word from the word cards that has this same sound?**
Allow for responses.
- **Find the words crown and round. Words that have the /ou/ sound are spelled with the letters o-u and o-w. Who can find another word from the cards that has this same sound?**
Allow for responses.

Guided Practice



- Write the word *found* on the board. Have students repeat the word after you. **This word has the diphthong /ou/ in it. Listen as I read several words one at a time. When you hear a word with the same vowel spelling as found, I want you to give me a thumbs-up.**
- **Does everyone understand?** Clarify as needed.
- **Let's begin. Soil, joy, mouse, foil, wound.**
- **Let's do this with another word sound.** Write the word *boil* on the board. **Listen as I read several words one at a time. When you hear a word with the same vowel spelling as soil, I want you to give me a thumbs-up.**
- **Let's begin. Join, loyal, coil, house.**
- Monitor and assess how well students are able to audibly distinguish the vowel sounds. Provide more practice if necessary.
- Make two columns on the board and label one /oi/ and the other /ou/. Using a teacher set of word cards, call on students one at a time to come up and draw a card, read it, and write the word in the correct column. Make sure each student has a chance to come up at least once.
- **What other words do you know with similar spellings as these words?** Allow each student to take a turn and write a new word in the correct column.



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Guided Practice (cont.)

- Have students work in pairs with one sheet of paper per pair. Instruct them to divide the page into four sections and label each section with one of the following: *ou, oi, ow, oy*.
- **Sort the word cards into the four sections, paying close attention to the spellings.** Have students sort their word cards. Monitor students as they work and assist when necessary by guiding students in finding the mistake instead of pointing it out.

Independent Practice



- Have each student divide a blank page into four sections with the same labels as before: *ou, oi, ow, oy*.
- Call out words and have students write the word in the correct section.

Word Cards

round

join

house

mouse

sundown

soil

found

decoy

oyster

thousand

ouch

moist

Word Cards

growl

spoil

void

choice

loyal

downtown

flower

shout

noise

broil

voyage

crowd

Word Cards

mouth

employ

round