

Language Objectives

- Decode words in isolation and in context by applying common letter-sound correspondences.
- Spell words using sound-spelling patterns.
- Decode words with long vowels and consonant blends.

Building Literacy

Learning about common spelling patterns is important in phonics instruction. Learning to recognize and decode common spelling patterns will help children read and spell many words. In this lesson:

- Children learn two spelling patterns in which the letter *i* has the sound long *i*, as in *mild* and *kind*.
- Children learn two spelling patterns in which the letter *o* has the sound long *o*, as in *bold* and *host*.

Focus on Language

These English words are used in this lesson. Consider displaying pictures, using gestures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

child	wild
rind	hold
cold	behind
post	kind
mild	most
grind	old
told	scold
host	find
folds	



ENGLISH LANGUAGE LEARNERS

In Spanish, each vowel has only one sound. Spanish speakers may find it difficult to pronounce and spell words with variant vowel sounds in English. Let children practice saying and writing groups of words that have the sound long *i*, as in *mild* and *blind*, and the sound long *o*, as in *bold* and *host*.



show me

Have children look at their Targeted Lessons Student Book, p. 79. Remind children that when there is a long vowel sound, the vowel says its name. **Today you will learn spelling patterns with the sound long *i* and with the sound long *o*.**

Point to the picture and the word *child*. This picture shows a child. This is the word *child*. Listen to the sounds in the word *child*: /ch/ /ī/ /l/ /d/. Say the word *child* with me: *child*. What vowel sound do you hear in the middle of the word *child*? (/ī/) What sound comes next in the word *child*? (/l/) What is the last sound in the word *child*? (/d/) Have children underline the letters *ild*. When a word has the *-ild* spelling pattern, the letter *i* often has the sound /ī/. Repeat the process with the word *rind*.

Point to the picture and the word *cold*. The girl is cold. This is the word *cold*. Listen to the sounds in the word *cold*: /k/ /ō/ /l/ /d/. Say the word *cold* with me: *cold*. What vowel sound do you hear in the middle of the word *cold*? (/ō/) What sound comes next in the word *cold*? (/l/) What is the last sound in the word *cold*? (/d/) Have children underline the letters *old*. When a word has the *-old* spelling pattern, the letter *o* often has the sound /ō/. Repeat the process with the word *post*.

SPELLING PATTERNS

ild When a word has the *-ild* spelling pattern, the letter *i* often has the sound long *i*.

ind When a word has the *-ind* spelling pattern, the letter *i* often has the sound long *i*.

old When a word has the *-old* spelling pattern, the letter *o* often has the sound long *o*.




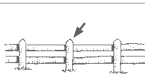
ost When a word has the *-ost* spelling pattern, the letter *o* often has the sound long *o*.

27

Long *i*: *i* and Long *o*: *o*

➞ show me

Name the picture. Underline the letters that spell the last three sounds in the word.

child 	rind 
cold 	post 

© 2021 Savvas Learning Company LLC. All Rights Reserved.

➤ **guide me**

Have children look at the bottom part of p. 79 in their Targeted Lessons Student Book. Read the directions together. Ask children to tell you in their own words what they are to do. (They will write each word from the word bank under the heading *-ild*, *-ind*, *-old*, or *-ost*, depending on the last three sounds in the word.)

Read the words in the word bank and have children repeat each one after you. Remind children to pay attention to the last three sounds in each word. Ask volunteers to provide example sentences to clarify meaning and make sure everyone knows what all the words mean. Guide children to write each word under the appropriate heading. Model sorting the first few words, if necessary.

➤ **guide me**

Read each word. Sort the words.

told	grind	mild	host
-ild	-ind	-old	-ost
mild	grind	told	host

PHONICS AND SPELLING 79





➤ **work time**

Have children look at their Targeted Lessons Student Book, p. 80. Read the directions together. Guide children to read each pair of words and choose the correct word. Encourage them to read the sentence with the word to make sure it makes sense. Have children complete each item by circling and then writing the word that completes the sentence.

27 Long i: i and Long o: o

➤ **work time**

Circle a word to finish each sentence. Then write the word on the line.

folds fills	
1. She <u>folds</u> the paper to make a plane.	
wild will	
2. The <u>wild</u> tiger hides in the grass.	
hole hold	
3. This box can <u>hold</u> a lot of fruit.	
behind being	
4. The deer is <u>behind</u> the tree.	

80 PHONICS AND SPELLING

Copyright © Savvas Learning Company LLC. All Rights Reserved.

guide me

High-Frequency Words Have children look at their Targeted Lessons Student Book, p. 81. Explain that some words are common words that they will see often as they read. Sometimes they can sound these words out, but sometimes they can't. We use these words often, so if you remember what the words look like, you'll be able to read them. Have them look at the words *don't* and *ate*. Point to *don't*. This word is *don't*. Point out the apostrophe. *Don't* is a special kind of word made up of two words put together. *Don't* means *do not*. Who can use *don't* in a sentence? Point to *ate*. This word is *ate*. It's related to the word *eat*. Today I eat. Yesterday I ate. Tell children that they will read the words *don't* and *ate* as they read the story *Jojo the Wild Dog*.

work time

Decodable Text Have children look at the story *Jojo the Wild Dog*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the spelling patterns *-ild*, *-ind*, *-old*, and *-ost* (*wild*, *kind*, *mild*, *most*, *old*, *sold*, *told*, *find*) and identify the long vowel sound in each word.

check for understanding

Write the letters *old*. When a word has the spelling pattern *-old*, what sound does the letter *o* stand for? (/ō/) Write the letters *ind*. When a word has the *-ind* spelling pattern, what sound does the letter *i* stand for? (/ī/) Repeat the process with the spelling patterns *-ost* and *-ild*.

Let's spell words with the sounds and letters we learned. The first word we will spell is *grind*. What sounds do you hear in *grind*? (/g/ /r/ /ī/ /n/ /d/) What letter spells the sound /g/ at the beginning of *grind*? (g) Write the letter *g*. What letter spells the sound /r/? (r) Write the letter *r*. What letter spells the sound /ī/? (i) Write the letter *i*. What letter spells the sound /n/? (n) Write the letter *n*. What letter spells the sound /d/? (d) Write the letter *d*. Let's read the word: /g/ /r/ /ī/ /n/ /d/, *grind*. Continue with the words *mold*, *host*, *rind*, and *child*.

reflect

Have children think about what they have learned. What new words can you read and spell? How does being able to read and spell these words help you?

Long i: i and Long o: o 27

guide me

don't ate

work time

Read the story.

Jojo the Wild Dog

This is my dog Jojo.
I don't know what kind of dog she is.
But she is never mild.
She is always wild.


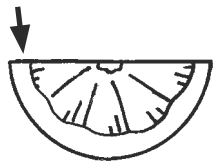

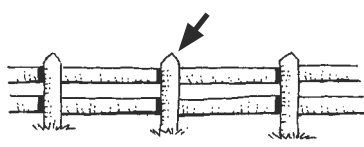
Most dogs play with sticks.
Not Jojo! She plays with old socks.
One day, she ate my new socks.
I had to scold her.
I told her, "Go find a bone to eat!"

PHONICS AND SPELLING 81

Long *i*: *i* and Long *o*: *o*

➤ show me

Name the picture. Underline the letters that spell the last three sounds in the word.

child	rind
	
cold	post
	

➤ guide me

Read each word. Sort the words.

told	grind	mild	host
------	-------	------	------

-ild

-ind

-old

-ost

work time

Circle a word to finish each sentence. Then write the word on the line.

folds **fills**

1. She _____ the paper to make a plane.



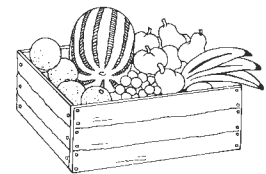
wild **will**

2. The _____ tiger hides in the grass.



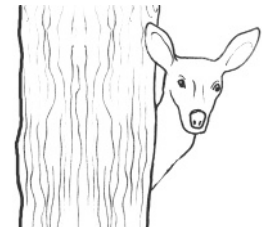
hole **hold**

3. This box can _____ a lot of fruit.



behind **being**

4. The deer is _____ the tree.



➤ guide me

.....

don't

ate

➤ work time

.....

Read the story.

Jojo the Wild Dog

This is my dog Jojo.

I don't know what kind of
dog she is.

But she is never mild.

She is always wild!



Most dogs play with sticks.

Not Jojo! She plays with old socks.

One day, she ate my new socks.

I had to scold her.

I told her, "Go find a bone to eat!"

