

Language Objectives

- Decode words with common vowel teams, including vowel digraphs.
- Spell words using sound-spelling patterns, including common vowel teams.

Building Literacy

A digraph is two letters that represent one sound. There are several vowel digraphs, or vowel teams, that represent the long vowel sounds. In this lesson:

- Children learn two vowel digraphs, or letter teams, that represent the sound /ō/: oa and ow.

Focus on Language

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

coat	low
snow	loaf
soap	float
bow	toaster
road	arrow
crow	goal
glow	row
toad	boat
goat	knows
own	shows
bowl	



ENGLISH LANGUAGE LEARNERS

Vowels are never silent in Spanish. As a result, Spanish speakers may pronounce oa with two vowel sounds. Point out this difference between Spanish and English and provide additional practice by having students pronounce words with oa after you. Then have them work in pairs and read the words aloud to each other, focusing on pronouncing oa as /ō/.

➔ show me

Have children look at their Targeted Lessons Student Book, p. 55. Tell children that sometimes two letters together are said as one vowel sound. **Today you will learn to read and spell words with the sound /ō/ spelled with the letters oa or ow.**

Point to the vowel teams oa and ow at the top of the page. **The letters oa and ow spell the sound /ō/.**

The first picture is a coat. What is the vowel sound that you hear in coat? (/ō/) The letters oa spell the sound /ō/ in coat. Have children write oa to complete the word coat. Point out that the sound /ō/ in coat is in the middle of the word.

Continue the activity with snow, explaining that in this word the letters ow stand for the sound /ō/. Have children write ow to complete the word snow. Point out that the sound /ō/ in snow is at the end of the word.

SPELLING PATTERNS



- In general, when two vowels appear together in a word or syllable, the first vowel usually represents its long sound and the second vowel is silent. (When two vowels go walking, the first one does the talking.) There are many exceptions to this generalization, but it can be a useful tool for remembering the sound-spelling patterns for common vowel-team spellings of long vowel sounds.
- The sound /ō/ may be spelled oa within a word or syllable or ow at the end of a word or syllable.
- Other spellings for the sound /ō/ include o (go), oe (toe), and o_e (note).

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Long o Digraphs oa, ow

➔ show me

Name each picture. Write the letters that spell the sound long o in each word.

oa	ow
 <div>c o a t</div>	 <div>s n o w</div>

guide me

Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the letters that spell the sound /ō/ in each word.)





The first picture shows a bar of soap. Let’s say the sounds in soap: /s/ /ō/ /p/, soap. Have children repeat the segmented sounds and blend the sounds to say the word. What letters do we need to spell the sound /ō/ in soap? (oa) Continue the activity in the same way, guiding children to write oa or ow to complete the words bow, road, and crow.

work time

Have children look at their Targeted Lessons Student Book, p. 56. Read the words in the word bank and have children repeat each one after you. Ask volunteers to provide example sentences to clarify meaning and make sure everyone knows what all the words mean. Then read the directions together. Tell children that they will write each word from the word bank in the oa list or the ow list, depending on the spelling of the sound /ō/. Model sorting the first few words if necessary.

guide me

Name each picture. Write the letters that spell the sound long o in each word.

oa  s _ o _ a p	ow  b _ o _ w
 r _ o _ a d	 c r _ o _ w

PHONICS AND SPELLING 55

19 Long o Digraphs oa, ow

work time

Read each word. Sort the words.

glow	toad	goat	own	bowl
low	loaf	float	toaster	arrow

oa	ow
1. <u>toad</u>	6. <u>glow</u>
2. <u>goat</u>	7. <u>own</u>
3. <u>loaf</u>	8. <u>bowl</u>
4. <u>float</u>	9. <u>low</u>
5. <u>toaster</u>	10. <u>arrow</u>

56 PHONICS AND SPELLING

➞ guide me

High-Frequency Words Have children look at their Targeted Lessons Student Book, p. 57. Remind children that some words are common words that they will see often as they read. *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 first word on the page, *so*. This word is *so*. The word *so* has the sound long o. What letter spells the sound /ō/ in *so*? Who can say a sentence that uses the word *so*? The next word is *soon*. *Soon* is a word that tells about time. Can someone use the word *soon* in a sentence? Tell children that they will read the words *so* and *soon* in the story *Joan Rows a Boat*.

➞ work time

Decodable Text Have children look at the story *Joan Rows a Boat*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children point to the words with the sound /ō/ (*Joan, rows, boat, goal, row, boat, knows, so, shows, own*) and circle the letters that spell the sound in each word.

➞ check for understanding

Write the letter *b*. What is the sound for this letter? (/b/) Write the letters *oa*. What is the sound for these letters? (/ō/) Write the letter *t*. What is the sound for this letter? (/t/) Listen as I blend the sounds together: /b/ /ō/ /t/, *boat*. Blend the sounds with me: /b/ /ō/ /t/, *boat*. Blend the sounds without me. Write the letter *r*. What is the sound for this letter? (/r/) Write the letters *ow*. What is the sound for these letters? (/ō/) Listen as I blend the sounds together: /r/ /ō/, *row*. Blend the sounds with me: /r/ /ō/, *row*. Blend the sounds without me. Continue the activity using *Joan* and *goal* for *oa* and *own* for *ow*. If you feel like children won't be overwhelmed by the silent *k*, you can also use the word *know*.

Let's spell words with the sound and letters we learned. The first word we will spell is *coat*. What sounds do you hear in *coat*? (/k/ /ō/ /t/) What letter spells the sound /k/ at the beginning of *coat*? (*c*) Write the letter *c* on your sheet of paper. What two letters spell the sound /ō/? (*oa*) Write the letters *oa*. What is the letter for the sound /t/ at the end of *coat*? (*t*) Write the letter *t*. Let's read the word: /c/ /ō/ /t/, *coat*. Continue with *snow*.

➞ reflect

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

Long o Digraphs oa, ow 19

➞ guide me

so soon

➞ work time

Read the story.

Joan Rows a Boat

Joan has a goal. She wants to row a boat.

Ron has a boat. Ron knows what to do.

So he shows Joan how to row.



Soon Joan can row the boat on her own.

PHONICS AND SPELLING 57

Long o Digraphs oa, ow





➤ show me

Name each picture. Write the letters that spell the sound long o in each word.

oa	ow
 c _ _ t	 s n _ _

➤ guide me

Name each picture. Write the letters that spell the sound long o in each word.

oa	ow
 s _ _ p	 b _ _
 r _ _ d	 c r _ _

work time

Read each word. Sort the words.

glow

toad

goat

own

bowl

low

loaf

float

toaster

arrow

oa

1. _____

2. _____

3. _____

4. _____

5. _____

ow

6. _____

7. _____

8. _____

9. _____

10. _____

➤ guide me
.....

so

soon

➤ work time
.....

Read the story.

Joan Rows a Boat

Joan has a goal. She wants to row a boat.

Ron has a boat. Ron knows what to do.

So he shows Joan how to row.

Soon Joan can row the boat on her own.

