

Decode and Spell CVC Words: Short o, Consonants *Ff/f/, Bb/b/, Gg/g/*

3

Language Objectives

- Decode words in isolation and in context by applying common letter-sound correspondences.
- Spell words using sound-spelling patterns.

Building Literacy

Research has shown that students who receive phonics instruction that is explicit and systematic become better readers than students who do not. Explicit instruction explains concepts clearly and models skills. Systematic instruction teaches sound-spellings in a logical sequence. In this lesson:

- Children learn the sound-spellings of *f*, *b*, and *g*, three commonly used consonants in English.
- Children learn short *o*. Combined with the three consonants and previously learned consonants, this vowel allows them to decode many CVC words.

Focus on Language

These English words are used in this lesson. Consider displaying pictures of each to make sure the English learners have these words in their vocabulary.

foot	hop
book	pig
game	bib
leaf	gas
crab	pot
frog	fan
ox	bug
hot	dog
bat	bag
mop	got
off	bop



ENGLISH LANGUAGE LEARNERS

The English sound short *o* is similar to the sound represented by *a* in some languages, including Spanish. Consequently, there is negative transfer from Spanish to English with this sound-spelling. Give students extra practice in relating *o* to /*o*/ and in reading words with *o/o*.



show me

Have children look at their Targeted Lessons Student Book, p. 7. Have them name the three letters that they see at the top of the page. Remind children that the uppercase and lowercase letters *Ff*, *Bb*, and *Gg* are consonants.

Next, have children name the letter in the bottom chart. Remind them that uppercase *O* and lowercase *o* are vowels. **Today you will learn how to spell the sounds /f/, /b/, /g/, and /o/.**

Uppercase and lowercase *Ff* spell the sound /f/. The first picture under *Ff* is a foot. What is the first sound in *foot*? (/f/) The letter *f* spells the sound /f/. Have children write *f* in front of the foot.

Continue the activity with *Bb/b/* and *Gg/g/*, having students identify the sound /b/ spelled *b* at the beginning of *book* and the sound /g/ spelled *g* at the beginning of *game*.

Now look at the leaf. What sound do you hear at the end of *leaf*? (/f/) What letter spells the sound /f/? (*f*) Point out that *foot* starts with the sound /f/ spelled *f* and *leaf* ends with the sound /f/ spelled *f*. Have children write *f* after the leaf.

Continue the activity with *Bb/b/*, having students identify the sound /b/ spelled *b* at the end of *crab*, and *Gg/g/*, having students identify the sound /g/ spelled *g* at the end of *frog*.

Upper- and lowercase *Oo* can spell the sound /o/ as in *ox*. We're going to learn more about the sound /o/. Point out that in the word *ox*, the sound /o/ is spelled *o* and is at the beginning of the word. Have children write *o* in front of the ox. Point out that the boy is hot, and segment the sounds in *hot*: /h/ /o/ /t/. The sound /o/ is in the middle of the word *hot*. Have children write *o* on the line.

SPELLING PATTERNS

f, ff/f/ The sound /f/ may be spelled *f* or *ph*. It can be spelled *ff* at the ends of some words.

b/b/ The sound /b/ is always spelled *b*.




g/g/ The sound /g/ is always spelled *g*. The sound /j/ may be spelled *g*.

o/o/ The sound /o/ is usually spelled *o* at the beginning or in the middle of a word.




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show me

Name each picture. Write the letter that spells the first sound in each word.

Ff	Bb	Gg
 <u> </u>	 <u> </u>	 <u> </u>

Name each picture. Write the letter that spells the last sound in each word.

Ff	Bb	Gg
 <u> </u>	 <u> </u>	 <u> </u>

Name each picture. Write the letter that spells the vowel sound.

Oo	Oo
 <u> </u>	 <u> </u>

guide me

Have children look at their Targeted Lessons Student Book, p. 8. Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the missing letter or letters in each word.)

The first picture is of a bat. Let's say the sounds in *bat*. I'll go first and then you can say the sounds after me: /b/ /a/ /t/, *bat*. Have children repeat the segmented sounds and then blend the sounds to say the word. The first letter is missing. What is the first sound in *bat*? (/b/) What letter spells the sound /b/? (b)

The next picture is of a mop. Let's say the sounds in *mop*. Say the segmented sounds in *mop* and then have children repeat the sounds after you: /m/ /o/ /p/, *mop*. Then have children blend the sounds to say the word. The middle letter is missing. What is the middle sound in *mop*? (/o/) What letter spells the sound /o/? (o)

The sound /f/ is usually spelled *f*. It can also be spelled *ff* when the sound /f/ comes at the end of a word. Here's an example. In the next picture, the woman turns off a light. The sound /f/ at the end of *off* is spelled with two *f*'s. Have children write *ff* in the blanks under the third picture.

work time

Have children name the pictures: *hop*, *pig*, *bib*, *gas*, *pot*, *fan*, *bug*, *dog*, *bag*. Read the directions together. Remind children to say the sounds in each word to help determine the missing sound. Have children complete each item by writing the letter that spells the missing sound. For the last item, have children write the letters to spell the whole word. (*bag*)

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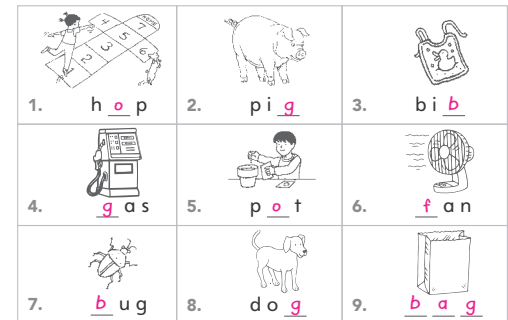
guide me

Name each picture. Fill in the blank or blanks with the missing *ff*, *b*, *g*, or *o*.



work time

Name each picture. Write the letter that spells the missing sound in each word. For the last one, spell the word.



guide me

High-Frequency Words Have students turn to p. 9 in the Targeted Lessons Student Book. Explain to students 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, *play*. *This word is play. What does play mean?* (to take part in a game; to have fun) Have children repeat the word after you as they point to it. *The next word is good. Good begins with the sound /g/ spelled g. What does good mean?* (better than average) Have children repeat the word after you as they point to it. Tell children that they will read the words *play* and *good* as they read the story *Bob Can Play!*

work time

Decodable Text Have children look at *Bob Can Play!* 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 and read the words with the sound /o/. (*Bob, got, Mom, bop*) Have children point to and read the word with the sound /f/. (*fan*) Continue for the sounds /b/ (*Bob, bat, big, bop, bam*) and /g/. (*got, big, good*)

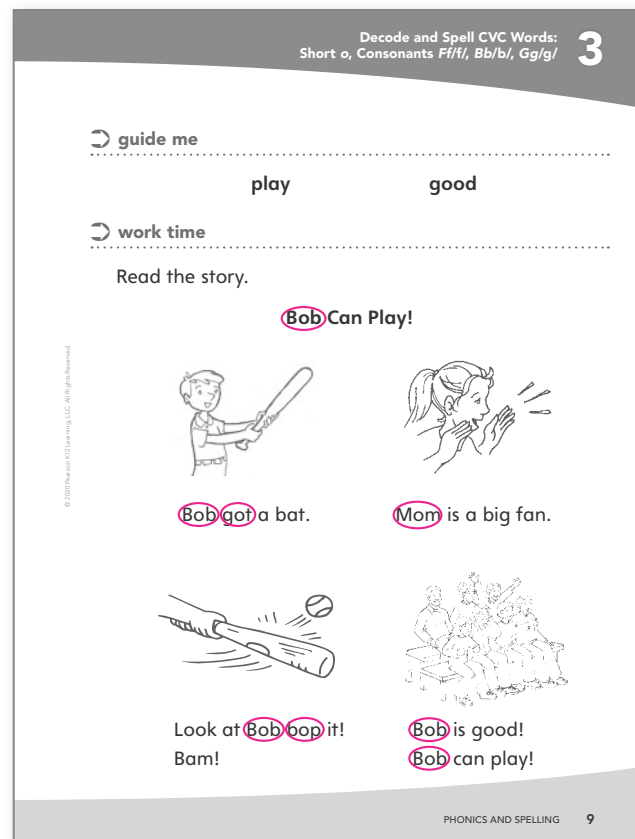
check for understanding

Write the letter o. *What is the sound for this letter?* (/o/) Write the letter n. *What is the sound for this letter?* (/n/) Listen as I blend the sounds together: /o/ /n/, *on*. Blend the sounds with me: /o/ /n/, *on*. Blend the sounds without me. Write *fog*, blend the sounds, and then have children blend with you. Review the vowel sound /i/ and continue the activity with *big* and *bit*. Review the vowel sound /a/ and continue the activity with *gas* and *gap*. Make sure children identify the correct sounds for *f*, *b*, *g*, and *o*.

Let's spell words with the sounds and letters we've learned. The first word we will spell is *fog*. What sounds do you hear in *fog*? (/f/ /o/ /g/) What is the letter that spells the sound /f/? (*f*) Write the letter *f* on a sheet of paper. What is the letter for the sound /o/? (*o*) Write the letter *o*. What is the letter for the sound /g/? (*g*) Write the letter *g*. Let's read the word: /f/ /o/ /g/, *fog*. Continue with *big*, *got*, and *fan*.

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?*




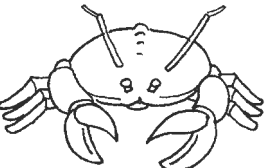

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➤ show me

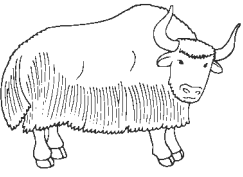

Name each picture. Write the letter that spells the first sound in each word.

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— 	— 	— 

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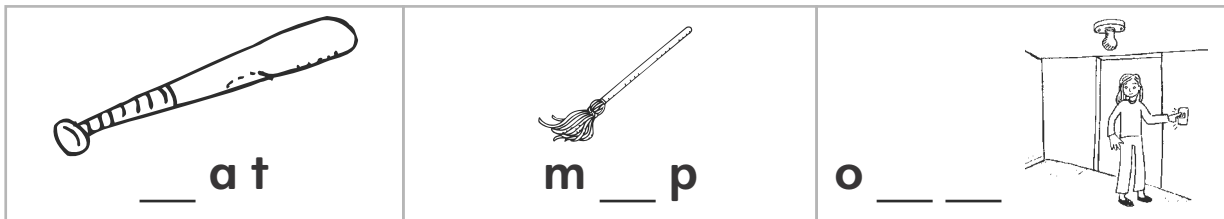
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Oo	Oo
— 	 h _ t

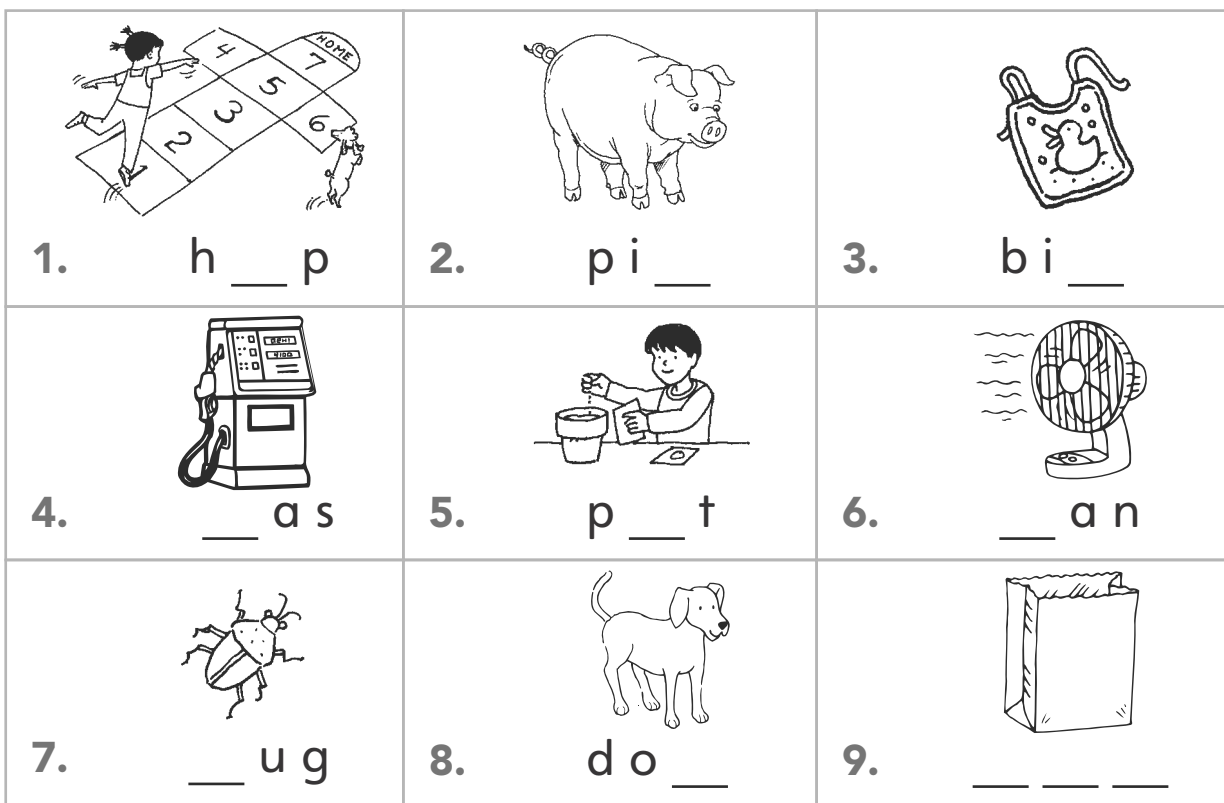
guide me

Name each picture. Fill in the blank or blanks with the missing *ff*, *b*, *g*, or *o*.



work time

Name each picture. Write the letter that spells the missing sound in each word. For the last one, spell the word.



➤ guide me

play

good

➤ work time

Read the story.

Bob Can Play!



Bob got a bat.



Mom is a big fan.



Look at Bob bop it!
Bam!



Bob is good!
Bob can play!