

oa o-e o ow oe ough

Unit One

Lesson 1

In this lesson the students will:

- sort ways to spell the /oa/ sound
- write and analyze 8 high frequency words with the /oa/ sound

Sorting Words

Display the *Sorting Words* pages for Unit 1.

Have the students turn to pages 4 and 5 of their workbooks.

Today we will be reading words that have the sound /oa/. Everyone say /oa/.

The class repeats the sound chorally.

NOTE: The teacher and students are saying a SOUND, not letter names.

There are six different ways to spell this sound. We're going to sort them. If you can read word number 1, then quietly touch your nose.

Call on a student.

1 oa	2 o-e	3 o	4 ow	5 oe	6 ough

The student reads the word.

NOTE: It's fine if the student recognizes the whole word and calls it out without saying the individual sounds first. In that event, the teacher should say, "Good job reading the word. Let's do a tap-and-say." The teacher will then tap the letters and the student will say the sounds.

Nice job. Now help me figure out where this word goes. Where do you see the match?

The student says that the word goes in column 1.

That's right. Now let's say-and-write boat in column 1. Everyone, what's the first sound in boat?

The class says, "/b/."

The teacher and students write *b* in the first column of their record sheets.

And the next sound in boat?

The class says, "/oa/."

Everyone writes *oa*.

And the last sound of boat?

The class says /t/.

Everyone writes *t*.

Great job. Everyone, what word did we just write?

The class says the word.

Repeat these steps for the remaining words:

1. Call on a student to read the next word on the list and identify which column the word goes in.

If the student doesn't tap-and-say the word when reading it, have him do so for the benefit of the class.

2. Ask the class for the first sound of the word and model how to write it in the correct location on the sorting sheet.

3. Repeat this step for the remaining sounds in the word.

4. After the word has been recorded correctly, have the class say the whole word chorally.

1 oa	2 o-e	3 o	4 ow	5 oe	6 ough
boat	rope	most	show	toe	though
loaf	home	go	grow		
coat	note				

Special directions for recording words with o-e

Use the following dialogue when the student comes to the word *rope*.

Please read word number 6.

The student says the word.

What column does rope go in?

The student says that it goes in column 2.

NOTE: If the student thinks that rope should go into column 5, the teacher should point out that in column 5 the o and the e are touching, whereas in column 2, there is a little dash to show that another letter comes in between the o and the e. The word rope should go in column 2 because there is a letter coming in between the o and the e.

That's right. There's a special trick I want you to try when you write this word on your sorting chart. Watch me say-and-write this word so you can learn my trick.

/r/

Write *r* on your own board.

/oa/

Add an *o*, leave a space, and write an *e*.

/p/

Add the *p*.

Draw a loop under the word connecting the *o* and the *e*.

Now everyone say-and-write rope in column

2. See if you can remember my trick.

Students should use this technique for recording all words with *o-e*, and, in subsequent units, *e-e*, *a-e*, *i-e*, and *u-e*.

NOTE: The teacher should avoid referring to these spellings by special terms such as silent e or magic e. The simplest, most direct, and most effective way to present this spelling is to point to it and say, "This is /oa/."

Breaking Words Apart

Display the *Breaking Words Apart* for Unit 1.

Have the students turn to page 6 in their workbooks.

Here is another list of words to practice. If you can read the first word, please put a quiet finger on your chin.

The teacher calls on a student.

The student says *go*.

That's right. Everyone, what's the word?

The class says *go* chorally.

Good job. Now copy that word on the following line in your best handwriting.

The students copy the word on the appropriate line in their workbooks.

You should also write the word on your displayed sorting sheet.

Great. Everyone, please tell me the first sound in go.

The class says /g/.

Everyone, please underline how we spell /g/ in this word.

The students underline the *g*. Model what to do by underling the *g* on your own display.

What's the next sound in go.

The class says /oa/.

Everyone, please underline how we spell /oa/ in this word.

The students underline the *o*. Again, you should model by underling the *o* on your own display.

NOTE: The two underlines should be separated by some space, i.e. g o

Repeat these steps for the remaining words:

1. Call on a student to read the next word.
2. Ask the student to identify in which column the word belongs.
3. Have the class record the word in the proper column. Direct the class to say one sound at a

time. After the class says a sound, both you and they write it on your record templates.

The following figure shows the correct markings for the words.

1. <u>g</u> o	5. <u>b</u> o <u>a</u> t
2. <u>kn</u> o <u>w</u>	6. <u>o</u> l d
3. <u>sh</u> o <u>w</u>	7. t <u>o</u> l d
4. <u>h</u> o <u>p</u> e	8. <u>d</u> o n ' t

Notes about words

Know When the student comes to the word *know*, the teacher says: "This word has something you haven't seen yet. The word is 'know.' 'I know the answer.'"

The teacher should have the student repeat the word and copy it on the line. Then the teacher should ask for the first sound. If the student says /k/, the teacher says, "There is no /k/ sound in 'know.' The first sound is /n/. When the student underlines the first sound, he must underline the *kn*. The teacher should NOT talk about silent letters, but say simply, "This is one way to spell /n/ at the beginning of some words."

Lesson 2

In this lesson the students will:

- practice reading the words she analyzed in the last lesson
- do a Reading Chain
- complete some sentences with the target words in the Unit
- read the Storybook, *The Quest*

Word Reading Practice

Display the *Word Reading Practice* page for Unit 1.

show	told	don't	know	old	boat	go	hope
old	show	told	don't	hope	go	know	boat
told	boat	don't	old	go	know	show	hope
don't	know	old	show	told	go	hope	boat

Here are the words you just studied. We're going to practice reading them. I'll say a word, then you repeat it.

My turn.

Point to the first word and read it.

Then lift your finger off of the word.

Your turn.

Prompt the students by pointing to the word. The class is to read the word chorally. Repeat as necessary to get a firm, choral response.

Repeat these steps for all of the words on the first line.

Now it's your turn to read the words on the second line by yourself. These are the same words we just practiced, but in a different order.

When I point to the word, you're going to think it silently in your head. Then I'll tell you all to say it out loud.

Point to the first word on the second line.

Think it.

Pause for about 2 seconds.

Say it.

The class says the word.

Repeat the "Think It, Say It" routine for the remaining words on the second line.

Now we'll play a little game with the 3rd line. When I point to the first word, I want only the boys to read it. When I point to the next word, I want only the girls to read that. We'll go back and forth this way for the whole line. Get ready!

Point to the words. The boys should read the odd words and the girls the even words. Of course, you can divide the group into any easily identifiable groups you want, including having you read half and the class all together reads the other half.

Repeat this alternating reading for the last line.

Students should continue practicing the words on this page until they can read them easily.

They can read them to a classmate with whom they have been partnered, or to an adult.

If the student has difficulties with a particular word, he should say-and-write it a couple of times.

NOTE: All of the words in the Word Reading Practice Exercises in Level B-1 are available on a file at www.abcdrp.com. The teacher can use this file to make sets of word cards for individual student practice.

Reading Chain

Display the *Reading Chain* page for Unit 1.

1. grunt	7. bat
2. grant	8. fat
3. grand	9. fast
4. brand	10. past
5. band	11. pant
6. bad	12. plant

Here is a Reading Chain for you to do.

In this list only one sound changes as you go from word to word.

If you would like to read the first word, quietly raise your hand.

Call on a student.

The student reads the word. It's fine at this point if she needs to tap-and-say the word to figure it out.

Great job! Everyone, what's the word.

The class says the word chorally.

Repeat these steps for the remaining words:

1. Call on a student to read the word.
2. Have the class read the word chorally.

Completing Sentences

Display the *Completing Sentences* page for Unit 1.

Have the students turn to page 9 in their workbooks.

Here are some sentences for you to read. They will give you practice reading the words you have been working on.

Each sentence has a blank line. Your job is to read each sentence and fill the blank with one of the choices at the end of the line.

I'll do the first sentence. When I come to the blank line, I'll say the word blank.

"I don't blank that old man."

The first choice is boat. Let me see if that makes sense. I don't boat that old man.

No, that doesn't make any sense. Let me try the next word, know. I don't know that old man. That sounds fine, so I'm going to write know on the line. You should also write know on the line in your workbook.

Both you and class write the word *know* on the line in number 1. You should say the sounds of the word as you write the word with the class.

Let's read sentence 1 together. Say each word as I point to it. Get ready!

Point to each word in turn to prompt the class to read chorally. You should make sure that you are getting a good choral response. If you are not, you should have the students read the sentence again.

Good reading. If you would like to read sentence number 2, please put a quiet finger on your chin.

Call on a student.

The student reads the sentence. Make sure that she says the word *blank* when she comes to the blank line.

Good reading. Now try the two words at the end in the blank and see which makes sense.

The student tries the words and determines that the word *don't* is the right one.

Nice thinking. Everyone, write don't on the blank line.

Both you and the class write *don't* on the blank line. You should say the sounds one at a time as you write how each sound is spelled.

Now let's read sentence 2 together. Say each word as I point to it. Get ready!

Point to each word in turn to prompt the class to read it chorally. Make sure that you are getting a good choral response. If not, you should have the students read the sentence again.

Excellent reading.

The teacher repeats these steps for the remaining sentences:

1. Call on a student to read the sentence. The student should say the word *blank* when she comes to the blank line.
2. Have the student try the two words underneath the blank to select the word that makes the most sense in the sentence.
3. Lead the class in recording the word on the blank line by saying and writing each sound in the word one at a time.
4. Have the class read the completed sentence chorally.

The following figure contains all of the sentences properly filled in.

1. I don't know that old man.
2. I hope I don't get sick.
3. Tom will show us his big boat.
4. Sam told an old joke.
5. I hope that Jill will help us.
6. The old cat got on the boat.
7. Tom can go to the show.
8. I told Sam to get us a cold drink.
9. Tom and Jill don't have to go on the boat.
10. I don't have to go with them.

Students should continue to practice reading the sentences until they can read all of them easily.

When having the students read all of the sentences chorally, a good variation is to have two groups that alternate reading the sentences by word. The first group would read the first word, the second group the second, the first group the third, and so on. Effective groupings include: teacher/class, boys/girls, left half of room, right half of room.

Students can also practice the sentences by reading to classmates they are partnered with or to an adult.

If a student has difficulty with a particular word, he should say-and-write the word a couple of times in isolation, and then read the sentence again.

A copy of the sentences with the words filled in is available at www.abcdrp.com. The teacher may choose to have students do their practice using this copy of the sentences if students have a difficult time reading their own handwriting.

Reading Storybook 10, "The Quest"

This Storybook is the last in the Set of 10 Storybooks for Level A. If you have not purchased this book, then you may skip this activity.

Read Storybook 10 to the class, making sure that they can see the picture on the page you are reading. You should read rather slowly, although with full expression. Discuss any vocabulary the students might not know. At appropriate points ask the students what they will think will happen next.

After you read the book to the class, have the students read the book themselves by repeating these steps for each page:

1. Display the page and call on an individual student to read the page. Cue her by pointing to the words. Repeat as necessary until the student can read the page easily. If the students makes a

mistake, correct her using the basic ABeCeDarian error correction techniques.

2. Have the class read the page chorally. Cue the students by pointing to the words. Repeat as necessary until you get a firm and accurate choral response.

NOTE: It is not necessary to have the students read every page in the Storybook in a single lessons. This activity can certainly be broken up over two or three lessons.

In subsequent lessons have the students reread the Storybook to themselves and to each other. Review until students can read the book with virtually no mistakes and little hesitation.

Unit Checkouts

Before moving on to the next unit, students should be able to do the following accurately and without much hesitation:

1. Read the 8 target words in the unit easily.
2. Read the sentences presented in the Completing Sentences activity easily.
3. Read *The Quest* ,easily.

When working with the Completing Sentences material, aim for very fluent reading with virutally 100% accuracy. When reading the Storybook, the goal is that she will have to sound out two or fewer words per page. Pay particular attention that she is able to read the common and frequently repeated words without having to sound these out.