

oa o-e o ow oe ough

Unit One

Lesson 1

In this lesson your child will:

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

Sorting Words

Have your child open her workbook to pages 4 and 5.

Today you will be reading words that have the /oa/ sound.

NOTE: You are saying a SOUND, not letter names.

Please say /oa/.

Your child repeats the sound.

Point to the column headings on page 5.

There are six different ways to spell this sound. You're going to sort how the /oa/ sound is spelled.

NOTE: There is no need to spell these column headings out loud or to ask your child to do so. She will be paying attention to the specific letters as she performs the activity.

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

Please read the first word.

Point to the word *boat* on page 4 of the student workbook.

NOTE: It's fine if she recognizes the whole word and calls it out without saying the individual sounds first.

Nice job. Now find which column we should put this word in. Where do you see the match for how /oa/ is spelled?

Your child should indicate that the word goes in column 1.

That's right. Please say-and-write boat in column 1.

Your child should say the sounds in the word one at a time. Each time she says a sound, she should write how it is spelled.

Repeat these steps for the remaining words:

1. Your child reads the word.
2. She indicates in which column the word goes.

3. She records the word in the appropriate column on her sorting sheet. When she records the word, she should say each sound in the word in isolation as she writes how that sound is spelled.

The figure below shows what the completed sorting sheet should look like.

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

The so-called silent *e* in *rope*, *home*, and *note* is different from any other grapheme your child has encountered so far. The grapheme consists of two letters, but the letters are separated, with the *e* coming after an intermediary letter. To help your child master this unusual grapheme, you will show her a special way to write it. Specifically, when she does her say-and-write and says the sound /oa/, she will write the letter *o*, then leave some space and then write the letter *e*. This helps preserve the connection between letters and sounds in a simple and straightforward way.

It is important to note that you will not provide any additional label or instruction. That is, you will NOT call this a *magic e* or a *silent e*. You will treat it as one of several ways to spell the /oa/ sound. The only distinction you will note is how to record it on the sorting sheet.

Please read word number 6.

Your child reads the word *rope*.

What column does rope go in?

Your child says it goes in Column 2.

NOTE: If your child thinks that rope should go into column 5, you 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.

Good reading. There's a special trick I want you to use when you write this word on your sorting chart. Watch me say-and-write this word so you can learn the trick.

What's the first sound of rope?

Your child should say /r/. You should write an *r* on a dry erase board.

What's the next sound of rope?

Your child should say /oa/. You should write an *o* on your dry erase board, then leave a space and write an *e*.

What's the last sound of rope?

Your child should say /p/. You should write a *p* on your board between the *o* and the *e*. Then draw a loop under the word connecting the *o* and the *e*.

Now you say-and-write rope in column 2. See if you can remember my trick.

Your child will use this technique for recording all words with *o-e*. In subsequent units she will use this technique for recording *e-e*, *a-e*, *i-e*, and *u-e* as well.

Variations

Instead of having your child write the words on a sorting sheet, you may wish to write the sorting words on separate index cards and have your child sort the cards. If you do so, make sure to write the words with the spacing in the list at the top of the page. You should also write the column headings *oa*, *o-e*, *o*, etc. on separate cards to help your child sort. This variation allows you to reduce the amount that your child has to write. You may also choose to use the sorting sheet but record each word yourself after your child has read it and indicated in which column it should go.

Breaking Words Apart

Have your child turn to page 6 of the student workbook.

Here is another list of words to practice. Please read the first word and then copy it in your workbook.

Your child reads the word and copies it.

You should write the word also on a dry erase board so that you can model the markings she is about to do.

Nice work. Now say each sound in the word and underline how it is spelled.

Your child says the sounds of the word one at a time and underlines how it is spelled. (See the following figure to see how the words should be marked.)

Repeat these steps for the remaining words:

1. Your child reads the word.
2. Your child copies the word neatly in her workbook.
3. Your child says the sounds of the word one at a time. As she says a sound, she underlines how that sound is spelled.

If your child is ever confused about how a particular sound is spelled, tell your child very directly.

Notes about words

Know When your child comes to this word, say, "This word has something you haven't seen yet. The word is know. I know the answer."

Have your child repeat the word and copy it in her workbook. Then ask her, as usual, to say the sounds and

underline how they are spelled. If your child says that the first sound is /k/, say, "If there were a /k/ sound at the beginning, then the word would be /knoa/ (pronounce the word with a /k/ sound at the beginning. But the word is /noa/. What's the first sound you hear in /noa/?"

Have your child underline the *kn* and say /n/. Avoid talking about silent letters to explain this spelling. Say simply, "This is one way to spell /n/ at the beginning of some words."

Don't This is the first time that your child will have seen a contraction in ABeCeDarian. When your child comes to this word, write *do not* on a dry erase board and explain that *don't* is a short form of *do not*. Explain further that the special mark between the *n* and *t* is used to show that we are leaving out the letter *o*.

The following figure shows the correct markings for the words.

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

NOTE: Your child should write the words with normal spacing between the letters. The spacing between the graphemes in the figure above has been exaggerated to make it easy to see the underlines.

Lesson 2

In this lesson your child 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

Have your child turn to page 7 of the student workbook.

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 wrote. Each row has the same words but in a different order. Please read all of the words as well as you can.

Your child reads the words going across each row. You may wish to place a card under the line she is reading to help her keep her place.

Correct any errors immediately.

Reading Chains

Have your child turn to page 8 of the student workbook.

Have your child read each word in order. There is a single sound change from word to word.

Use a blank index card as a guide. Keep the edge of the card under the word your child is reading. After she has read the word, move the card down to reveal the next word.

Repeat as necessary in subsequent lessons until your child can read most of the words without sounding them out sound by sound. For some of these review practices you can go from the last word to the first.

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

Completing Sentences

Have your child turn to page 9 of the student workbook.

This page has some sentences for you to read. Each has a blank space where a word has been left out. Your job is to read the sentence and fill the blank with one of the choices given underneath the blank. Your choice should make the sentence make sense.

Listen while I do the first one. When I come to the blank, I'll say the word blank.

I don't blank that old man.

The first choice is boat.

Point to the word *boat* under the blank line.

Let me see if that works. I don't boat that old man.

Emphasize the word *boat* when reading the sentence.

That doesn't make any sense, so I'll try the other word.

I don't know that old man.

Emphasize the word *know* when reading the sentence.

That makes sense, so I'll write know on the line.

Write *know* on the blank line in sentence 1.

Repeat these steps for the remaining sentences:

1. Your child reads a sentence, saying *blank* when she comes to the blank line.

2. Your child chooses the word under the blank line that yields a sensible sentence and writes that word on the blank line.

NOTE: If your child has great difficulty with handwriting, it's fine for you yourself to write the words on the blank lines. If you do so, however, make sure that your child dictates the sounds of the word to you one at a time.

The sentences correctly completed are below.

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.

Reading Storybook 10, "The Quest"

If your child did not complete ABeCeDarian Level A and you have not purchased the Set of 10 Storybooks for Level A, then you may skip this activity.

Give your child Storybook 10, *The Quest*, and have her read it. If it helps keep her focus, you can point to the words with your finger or a pencil.

If she makes a mistake, correct her using the basic ABeCeDarian error correction techniques and then have her read the sentence again after she has finished it the first time.

If you wish, you can read the fable to your child yourself before she tries to read it on her own. If you do so, read rather slowly, although with full expression, and point to the words as you read them. Make sure to discuss any vocabulary your child doesn't know. Have your child read the fable out loud to you immediately after you have read it.

In subsequent lessons have your child reread the Storybook until she can read it with virtually no mistakes and little hesitation. It's fine to read just a few pages at a time during these subsequent practice sessions. Provide lots of praise as your child's reading of the book improves.

Unit Checkouts

Before moving on to the next unit, your child 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.

If your child does not meet these checkouts, then provide additional practice as appropriate. Refer especially to the sections, *How to Review Words and Sentences* and *Working with Students Making Slow Progress* beginning on page 29.