

Date: _____

Long Oo Spelled o

PLAN

Component: Decoding

Instructional Activity: Words with Long Oo Spelled o

Materials Needed: Long Oo sound-spelling card, whiteboards, markers, erasers



Approximate Time:
10 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

The sound of long Oo, /ōōō/, can be spelled several ways. You're going to learn a common pattern for /ōōō/ and practice reading words containing the pattern.

REVIEW & VOCABULARY

Review prerequisite skills and teach related vocabulary.

Refer to the sound-spelling cards as you review the vowels. **There are two kinds of letters: *consonants* and *vowels*. The vowels are *Aa*, *Ee*, *Ii*, *Oo*, and *Uu*. Sometimes the letter *Yy* can also make a vowel sound.**

Each vowel can make two sounds: a *short vowel sound* and a *long vowel sound*. Say each *long vowel sound* after me. Remember to hold each sound like I do. Point to each vowel and say its long sound. Students repeat each sound after you.

Each long vowel sound can be spelled several different ways. In this lesson, we're going to learn how to spell the sound /ōōō/ when it comes at the end of a syllable.

If you have already introduced *open syllables*, review them now.

Date: _____

Demonstrate. Teach the new skill, model with clear explanations, verbalize your thinking process.

Display or hold the sound-spelling card for long *Oo*. Using sticky notes, cover over all of the spellings at the bottom of the card that have not yet been taught. Make sure the spelling *o* is uncovered. Point to the picture at the top of the card.

- The sound is /ōōō/. The key word is _____.
- The sound /ōōō/ can be held a long time. Listen: /ōōō/. Hold the sound for 2-3 seconds.
- Point to the spelling patterns at the bottom of the card. **One way to spell the sound /ōōō/ is with a single letter o.**
- The spelling *o* comes at the end of any syllable.

Write the word *frozen* on the board.

First, I underline the vowels in the word. Underline *o* and *e*. **There are two vowel sounds in the word. That means the word has two syllables.** I'll draw a line after the *o*. **That makes *fro-* an open syllable, because it ends in a single vowel.**

Now, I sound out and read each syllable. Point under each letter as you say its sound: /fff rrr ōōō/ -- *fro-* /zzz ěěě nnn/ -- *-zen*. **I put the two syllables together: *frozen*. The word is *frozen*.**

I ask myself, does the word *frozen* make sense? Have I heard the word before? If I have, then I'm pretty sure I figured out the word and read it correctly!

I DO IT!

Date: _____

WE DO IT!

Provide guided practice.

Let's review. Show students the sound-spelling card for long *Oo*.

The key word is _____. What's the key word? Students: _____

The sound is /ōōō/. Sound? Students respond with letter sound: /ōōō/.

One spelling pattern we can use for the sound /ōōō/ is *o*. What's one spelling pattern for the sound /ōōō/? Students: *o*

We're going to read some words together. All of these words contain an open syllable.

If you recognize the word, please don't blurt it out. We're going to figure it out together.

Write the word *robot* on the board.

What vowels are in this word? Students and teacher: *o* and *o* (Teacher underlines each vowel.)

Since the word has two vowel sounds, how many syllables does it have? Students and teacher: two

Teacher draws a line between *o* and *b*. Teacher points to the first syllable, *ro-*. **How will we pronounce the *o* in this syllable?** Students and teacher: /ōōō/. **Why?** Call on 2-3 students to respond, *or* have students *Turn and Talk* about the answer with a partner. Examples of correct responses: it's an open syllable; open syllable vowels make their long sound; when a single vowel comes at the end of any syllable, it makes the long vowel sound.

Teacher points to the first syllable, *ro-*: **Read the first syllable. Sound it out if you need to.** Students and teacher: /rrr ōōō/ *ro-*

Teacher points to the last syllable, *-bot*: **Read the last syllable. Sound it out if you need to.** Students and teacher: /b ōōō t/ *-bot*

Put the syllables together and read the word. Students and teachers: *robot*

Follow the routine with the words below.

open	moment
total	cargo
oval	protect



If students need support with:	Then try this:
Recognizing open syllables in two syllable words	Back up to decoding open syllables in single syllable words.

Date: _____

YOU DO IT!

Provide independent practice.

Give each student an individual whiteboard, marker, and eraser.

Your turn. You will figure out the word. Then I'll call on one student to read the word.

Write the word *program* on the board. **Copy this word onto your whiteboard.**

Draw a line under each vowel sound.

Think: How many syllables does this word have? (2)

Draw a line after the first vowel to divide the word into two syllables. Prompt: Draw a line after the o.

Sound out and read the first syllable. Students sound out and read *pro-*.

Sound out and read the last syllable. Students sound out and read *-gram*.

(Student name), what's the word? Student: *program*

Continue the routine, calling on other students to respond one at a time. Use the words below.

protest	donut
hello	banjo
propel	over

ASSESS

Assess students (formally or informally). *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.

Scaffold or correct all errors. Provide specific feedback for accurate responses.

ENRICH/EXTEND

Enrichment/Extension. *Provide enrichment and extension activities for students who need less support.*

For students who show mastery for decoding words with open syllable patterns, consider moving to the instructional protocol for encoding words with open syllable patterns.