

Date: \_\_\_\_\_

## Long Oo Spelled o\_e

PLAN

**Component:** Decoding

**Instructional Activity:** Words with Long Oo Spelled o\_e

**Materials Needed:** Long Oo sound-spelling card, sticky notes



**Approximate Time:**

7 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. You've learned the short vowel sounds. You're going to say each one after me. Remember to hold each sound like I do.** Point to each vowel and say its short sound:

Point to Aa: /ăăă/ Students: /ăăă/

Point to Ee: /ĕĕĕ/ Students: /ĕĕĕ/

Point to Ii: /ĭĭĭ/ Students: /ĭĭĭ/

Point to Oo: /ŏŏŏ/ Students: /ŏŏŏ/

Point to Uu: /ŭŭŭ/ Students: /ŭŭŭ/

Note: Sound-spelling cards for long vowel sounds generally do not have letters at the top of each card. There is usually a picture representing a word that contains the long vowel sound, plus a list of the most frequently used spelling patterns for the sound.

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**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 except o\_e. 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 o\_e. (Read: o blank e.)
- o\_e usually comes at the end of a word. Sometimes you'll see it at the end of a syllable inside a big word. The pattern o\_e means there is a single o followed by a consonant, then followed by the letter e.

Write the word *not* on the board. I'll sound out this word. Listen: /nnn ōōō t/. The o makes its short sound, /ōōō/, because there's a single vowel followed by a consonant sound in the syllable. If you're teaching syllable types, explain that the word *not* is a closed syllable, so the vowel has to be short.

**Sound it out with me.** Point under each letter as students and teacher sound out the word: /nnn ōōō t/.

I'm going to change the short vowel sound, /ōōō/, to the long vowel sound, /ōōō/, by adding an e to the word *not*. Write an e after the t. At the end of the word, there is now a single vowel (point to o) followed by a consonant (point to t) with an e (point to e) after it. The e is silent, which means it doesn't make a sound, but it reaches back to the vowel before it and makes it say its long sound: /ōōō/. Draw a curved arrow from the e back to the o.

n o t e  


I'll sound out the word: /nnn/ touch under the n. /ōōō/ touch under the o. /t/ touch under the t.

The word is *note*.

I DO IT!

Date: \_\_\_\_\_

**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\_e.** What's one spelling pattern for the sound /ōōō/? Students: o\_e

**We're going to read some words together.** Some of the words are closed syllables, which means there's a single vowel followed by a single consonant at the end. The vowel will make its short sound. Some of the words are silent *e* syllables, which means there's a single vowel followed by a single consonant, with a final *silent e* at the end. The vowel will make its long sound.

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

Write the word *hop* on the board.

**What does the word end with—a single consonant or an *e*?** Students and teacher: *a single consonant*

**What sound will the vowel make?** Students and teacher: /ōōō/

**Why will the vowel make its short sound?** Scaffold to elicit responses such as: *It's a closed syllable; When a single vowel is followed by a single consonant in a word, the vowel makes its short sound; etc.*

**Sound out and read the word.** Students and teacher: /h/ /ōōō/ /p/; *hop*

Add an *e* to the word *hop* to make the word *hope*.

**Now, what does the word end with—a single consonant or an *e*?** Students and teacher: *e*

**What sound will the vowel that comes before the *e* make?** Students and teacher: /ōōō/; *its long sound*

**Why will the vowel make its long sound?** Scaffold to elicit responses such as: *It's a silent *e* syllable; When a single vowel is followed by a single consonant and a final silent *e* in a word, the vowel makes its long sound; etc.*

**Sound out and read the word.** Students and teacher: /h/ /ōōō/ /p/; *hope*

Follow the routine with the word pairs below.

mop	mope
dot	dote
rob	robe

WE DO IT!

**Provide independent practice.****Your turn. I'll ask one student at a time to respond.**Write the word *con* on the board.**(Student name), what does the word end with—a single consonant or an e?** Student: *a single consonant***What sound will the vowel make?** Student: /*ööö*/**Why will the vowel make its short sound?** Scaffold to elicit responses such as: *It's a closed syllable; When a single vowel is followed by a single consonant in a word, the vowel makes its short sound; etc.***Sound out and read the word.** Student: /*k/ / ööö / /n/; con*Add an *e* to the word *con* to make the word *cone*.**Now, what does the word end with—a single consonant or an e?** Student: *e***What sound will the vowel that comes before the e make?** Student: /*ööö /; its long sound***Why will the vowel make its long sound?** Scaffold to elicit responses such as: *It's a silent e syllable; When a single vowel is followed by a single consonant and a final silent e in a word, the vowel makes its long sound; etc.*

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

rod	rode
cop	cope
glob	globe
cod	code
tot	tote



If students need support with:	Then try this:
Switching from the short vowel to the long vowel sound	Try having students either draw an arrow between the final <i>e</i> and the <i>o</i> to signal the vowel change OR have students touch the word with two fingers when they are reading a word that has a VCe pattern.

YOU DO IT!

Date: \_\_\_\_\_

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.

SUPPORT

**Additional support.** *Provide scaffolded opportunities for students who need more support.*

Make a T-Chart with closed-syllable words containing o and silent-e syllables. Add words to both sides for additional reference and practice. See example below.

lob	lobe
wok	woke
slop	slope
rot	rote

If a student is decoding multi-syllabic words in text, consider using words such as *explode, pothole, tadpole, trombone, and hopeless.*

ENRICH/EXTEND

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

For students who show mastery of decoding words with *long Oo* patterns, consider moving to the instructional protocol for encoding words with long vowel patterns.