

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

## Long Oo Spelled o\_e

PLAN

**Component:** Encoding

**Instructional Activity:** Words with Long *Aa* Spelled *a\_e*

**Materials Needed:** sound-spelling cards, 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. One common spelling pattern for /ōōō/ is *o\_e*. Read the pattern as *o-blank-e*. You will practice spelling 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 and long vowel sound for *Oo*. Repeat after me. Point to *Oo*. The short vowel sound is /ōōō/. What's the short vowel sound? Students: /ōōō/ The long vowel sound is /ōōō/. What's the long vowel sound? Students: /ōōō/**

**A *syllable* is a chunk of a word that contains one vowel sound. Write *o\_e* on the board. Point to the letters as you explain: If a *syllable* ends in a *vowel* followed by a *single consonant* and then a *final e*, the *syllable* is called a *silent e syllable*. The *silent e* changes the sound of the vowel before it to its *long* sound.**

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 any spellings at the bottom of the card that have not yet been taught. Make sure o\_e is uncovered for this lesson. Point to the picture at the top of the card.

- **The sound is /ōōō/. The key word is \_\_\_\_\_. What's the key word?** Students: \_\_\_\_\_
- **The sound /ōōō/ can be held a long time. Listen: /ōōō/. Hold the sound for 2-3 seconds. What's the sound?** Students: /ōōō/
- 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*. **What's one way to spell /ōōō/?** Students: *o\_e* Make sure students say *o-blank-e*.
- **A silent e syllable always ends with a consonant sound.**

I'm going to spell a word that contains the long vowel sound /ōōō/ spelled *o-blank-e*.

The word is *slope*. *Slope* refers to an area of ground that is slanted.

First, I count the syllables. I'll hold up one finger for each syllable I hear: *slope*. One syllable.

I stretch the sounds in *slope*: /sssllōōōp/. I ask myself: *Where do I hear the sound /ōōō/ in the syllable?* I hear the sound /ōōō/ in the middle of the syllable. There's a consonant sound before and after the sound /ōōō/.

I think: How can I spell the sound /ōōō/ when there's a consonant sound after it in the syllable? I know! I can use the spelling *o-blank-e*.

I stretch and spell the word *slope*: /sss/ write s; /lll/ write l; /ōōō/ write o\_e; /p/ write p in the blank between o and e.

*Note: As students become more familiar with the vowel-consonant-silent e pattern, teach them how to hold the e in their head and write the vowel and the consonant, then the e. But for now, as they are learning the pattern, have them write it as o\_e, then put the letter representing the consonant sound in the blank.*

I DO IT!

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WE DO IT!

**Provide guided practice.**

Distribute student whiteboards, markers, and erasers.

**Let’s spell some words together. Each word contains the long o sound spelled with o\_e.**

**The first word is *tadpole*. What word?** Students and teacher: *tadpole*

**Count the syllables in *tadpole*.** Prompt: Hold up one finger for each syllable. Students and teacher: *tad-pole*. *Two syllables*.

**What’s the first syllable?** Students and teacher: *tad-*

**Does it contain a long vowel sound?** Students and teacher: *no*

**Stretch and spell the syllable.** Students and teacher: /t/ write *t*; /ăăă/ write *a*; /d/ write *d*.

**What’s the second syllable in *tadpole*?** Students and teacher: *-pole*

**Does it contain a long vowel sound?** Students and teacher: *yes*

**Is there a consonant sound after the long vowel sound in the syllable?** Students and teacher: *yes*

**What spelling pattern will you use for the long o in *tadpole*?** Students and teacher: *o\_e*

**Stretch and spell *-pole*.** Students and teacher: /p/ write *p*; /ōōō/ write *o\_e*; /lll/ write *l* in the blank between *o* and *e*.

**Check your work by pointing under each syllable in the word and reading it, sounding it out if needed, then putting it all together and reading the whole word.** Students and teacher: /tăăăd//pōōōlll/ *tadpole*.

Use the routine above to spell the words *drove* and *hopeful*.



If students need support with:	Then try this:
Segmenting syllables	To make the activity more visual have the student use manipulatives to push and say each syllable OR have students hum the word to determine the number of syllables in the word.

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YOU DO IT!

**Provide independent practice.**

Now it's your turn to spell words on your own. I will walk through the steps with you, but you will spell the word by yourself. I'll be looking at your whiteboards to see how you're doing.

Follow this routine using words from the Word List.

- Repeat the word.
- Count the syllables.
- Say the first syllable. If there's a long vowel sound in it, think: Do you hear it at the beginning, middle, or end of the syllable? What spelling pattern should I choose?
- Stretch and spell the first syllable.
- If the word has more than one syllable, say the next syllable. If there's a long vowel sound in it, think: Do you hear it at the beginning, middle, or end of the syllable? What spelling pattern should I choose?
- Stretch and spell the next syllable.
- Continue until you've spelled all of the syllables in the word.
- Check your work. Point under each syllable and read it, then put the syllables together and read the whole word.

Word List	
globe	throne
homesick	stovetop
pothole	bathrobe



If students need support with:	Then try this:
Isolating phonemes	Use manipulative letter tiles to push and say each phoneme

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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.*

To familiarize students with the VCe spelling pattern, have them look for and list words they find in text that use the pattern.