

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

## Long Oo Spelled oa or ow

PLAN

**Component:** Encoding

**Instructional Activity:** Words with Long Oo Spelled *oa* or *ow*

**Materials Needed:** sound-spelling cards, whiteboards, markers



**Approximate Time:**  
7 minutes



**Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

**State the objective(s).**

**A vowel team is a combination of two, three, or four letters that work together to make one vowel sound.**

**Today, we are going to practice spelling words with two vowel teams that can be used to spell the long O sound: *oa* and *ow*.**

REVIEW &  
VOCABULARY

**Review prerequisite skills and teach related vocabulary.**

Review as needed. 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.

**A *vowel team* is a combination of two, three, or four letters that work together to spell one vowel 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 O*. Point to the picture at the top of the card.

- The sound is /ōōō/. The key word is \_\_\_\_\_. What's the sound? Students: /ōōō/
- Point to the spelling patterns at the bottom of the card. There are several ways to spell the sound /ōōō/. We're going to look at the vowel teams *oa\_* and *ow* in this lesson.
  - When the sound /ōōō/ is at the beginning or in the middle of a word or syllable, it is sometimes spelled *oa\_*. What's one spelling for /ōōō/ at the beginning or in the middle of a word or syllable? Students: *oa\_*
  - The *blank* means there has to be a consonant sound after *oa* in order for it to make the sound /ōōō/. The spelling *oa* cannot be used to spell /ōōō/ at the end of a word.
  - When the sound /ōōō/ is at the end of a word, it is usually spelled *ow*. What's one spelling for /ōōō/ at the end of a word? Students: *\_ow*
  - In order for the pattern *ow* to make the sound /ōōō/, it can only be followed by two consonant sounds: /nnn/, as in *flown*, *grown*, and *known*, and /lll/, which only happens in the common word, *owl*.

I'm going to spell a word that contains the sound /ōōō/. In this word, the spelling for the sound /ōōō/ will be either *oa\_* or *ow*.

The word is *gloat*.

I stretch the word: /glllōōōt/. I ask myself: *Where do I hear the sound /ōōō/ in the word?* I hear the sound /ōōō/ in the middle of the word. There's a consonant sound after /ōōō/, but it's /t/, not /lll/ or /nnn/. I know I have to choose *oa\_*, so I stretch and spell the word: /g/ write *g*; /lll/ write *l*; /ōōō/ write *oa\_*; /t/ write *t* on the line or in the space after *oa*.

Then I check my work by pointing under each pattern in the word and saying the sound. I blend the sounds together and read the whole word: /glllōōōt/. The word is *gloat*!

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 sound /ōōō/, spelled either *oa\_* or *ow*. It's our job to figure out which pattern to use and spell the word.

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

**Stretch the sounds in *crow*.** Students and teacher: /krōōō/

**Where do you hear the sound /ōōō/ in the word?** Students and teacher: At the end of the word. There's isn't a consonant sound after /ōōō/.

**How can we spell the sound /ōōō/ when it's at the end of the word—*oa\_* or *ow*?** Students and teachers: *ow*

**Let's stretch and spell *crow*.** Students and teacher: /k/ write *k*; /rrr/ write *r*; /ōōō/ write *ow*.

**Check your work by sounding it out, then putting it together and reading the whole word.** Students and teacher: /k/ /rrr/ /ōōō/; *crow*.

Use the routine above to spell the words *slow* and *throat*.



If students need support with:	Then try this:
Segmenting phonemes	Try having the student use Elkonin boxes to push and say each phoneme before writing the graphemes.

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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.**
- **Stretch the word (say it slowly). Listen for the position of the *long O* sound. Do you hear it at the beginning, middle, or end of the word? What spelling pattern should you choose?**
- **Stretch and spell the word.**
- **Check your work. Point under each pattern and read it, then blend the sounds together and read the whole word.**

Word List	
snow	coach
roast	throw
croak	show



If students need support with:	Then try this:
Isolating the long vowel phoneme	Have students notice the change in their mouth formation to match the long O sound (use mirrors if available) as they say the word.

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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 a particular spelling pattern, such as oa or ow, have them look for and list words they find in text that use the pattern.