

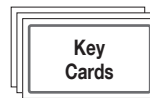
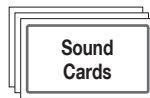
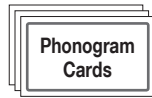
Step 9 – Vowel Teams OA and OW

In this lesson your student will learn two more ways to spell the sound of /ō/:

oa and ow.

You will need: Word Bank for OA/OW, Word Cards 51-60

Review



Word Analysis

p o n y

“Divide this word into syllables.” *Student divides the word after the o.*

“Read this word.” *Pony.*

“Why is the o long?” *It is in an open syllable.*

“What is the last sound you hear in the word *pony*?” */ē/.*

“How do we usually spell /ē/ at the end of a word?”
With a y.

“Label the syllables.” *Student uses **Open** tags over both syllables.*

New Teaching

Teach Two More Ways to Spell /ō/

Build the words *open* and *home*. **o p e n** **h o m e**

“You have learned several ways to spell the sound of /ō/. Let’s look at two of the ways.”

Divide the word *open* into syllables. **o** **p e n**

“Why is the o long in the word *open*?” *Because it is at the end of a syllable.*

“Good. The first way to spell the sound of /ō/ is to put it in an open syllable.”

New Teaching

(continued)

Point to the word *home*. “Why is the o long in *home*?” *Because of Silent E.*

“Right. The second way to spell the sound of /ō/ is to add Silent E.”

“You have also learned two other phonograms that make the sound of /ō/. Pull down those tiles.” *Student pulls down the oa and ow tiles.*

oa **ow**

“Today we will work on spelling words with the sound of /ō/ spelled oa and ow.”

“Which of these tiles can be used at the end of a word?” *Ow.*

“Good. When you hear the sound of /ō/ at the **end** of a word, it is often spelled ow, as in the word *snow*.”

s **n** **ow**

“Change *snow* to *grow*.” *Student changes tiles to spell grow.*

Have your student spell these words with tiles:

slow **low** **blow** **window**

“Some words use the ow tile in the middle of the word, too. Here is an example.”

Build the word *own*. **ow** **n**

Point to the oa tile. “This tile is used to spell the sound of /ō/ only in the **middle** of a word.”

Build the word *boat*. **b** **oa** **t**

Point to the oa tile. “Oa is used to spell the /ō/ sound in the word *boat*. It is also used to spell the sound of /ō/ in these next words.”

Have your student spell these words with tiles:

goat **float** **soap** **soak** **oak**

New Teaching

(continued)

Label Syllable Types

Set out the syllable tags. Build the word *toast*.

t	oa	s	t
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“What type of syllable is this word?” *Vowel team syllable, because oa is a vowel team.*

Build the following words. Have your student divide the words into syllables and label each syllable with the proper tag.

yellow

Closed Syllable	Vowel Team			
y	e	l	l	ow

owner **window**

Vowel Team	R-controlled	Closed Syllable	Vowel Team				
ow	n	er	w	i	n	d	ow

Introduce the Word Bank for OA/OW

Have your student read through the **Word Bank for OA/OW** to improve visual memory. There are several ways to spell the sound of /ō/ and we want students to become very familiar with the words in this Word Bank. This will enable the student to choose the correct spelling of long o when he needs to spell one of these words.

Word Cards 51-60: Spell on Paper

Dictate the words and have your student spell them on paper.



51. snow

52. coat

53. road The road is slippery.

54. own

55. window

56. yellow

57. boat

58. show

59. grow

60. soap

File the Word Cards behind the Review divider.

Reinforcement

More Words

blow	crow	float	foam
glow	goat	load (a heavy load)	loan (loan a book)
low	oak	oar (oar of a boat)	railroad
soak	slow (slow down)	throw	toad
toast			

Dictate Sentences

Dictate several sentences each day.

That boy loves the snow!

I blow the foam off my milk.

Do you own a boat?

The oak tree is slow to grow.

A goat ate my toast!

Did Sam throw the soap?

A black crow sat in my window.

I saw a yellow toad by the road.

Will you loan me a coat?

The sky will glow if the sun is low.

Show me how to float on the water.

Dad must soak that load of dishes.



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