

Advanced Vowels – oe, oa

INTRODUCE SKILL – 5 min

Show children the pictures of the hoe and the boat, and the letters 'oe' and 'oa'.

Say, "When a word has an 'oe' or 'oa', it will say the sound you hear when I say 'hoe' and 'boat'. Say this sound with me." "Listen as I say these words and give me a thumbs up if you hear me say /o/."

roast	voice
toe	Walt
rain	sound

(See Appendix for additional words)

SIGHT WORDS – 3 min

Sight word reinforcement should be consistent with that taught in the classroom and should be done the same way every day.

If no identifiable reinforcement, other recommendations could include: I do/We do/You do, Read/Write/Read, etc.

DECODABLE WORDS – 7 min

Sorting Word Cards: Say, "Sort these word cards into piles. Make one pile of words which follow the pattern and have 'oe' and 'oa'. Make another pile that does not follow the pattern."

Sentences: Say, "I would like you to write some sentences for me." Read the following sentences at a pace the children are able to write them:

- Joan might gloat about her great roast.
- Joe will hoe the garden and hope the doe stays out.
- Moe will see if the soap will float.

Pay special attention and guide the children to start sentences with a capital letter, use proper word spacing, and use ending punctuation.

WORD BANK

DECODABLE WORDS

roast	loaf	toe	doe
		hoe	Moe

ADDITIONAL WORDS

rain	sound	voice	show
------	-------	-------	------

NONSENSE WORDS

roal	soe	boem	cloat
------	-----	------	-------

DAILY SUMMARY

DAY ONE

- › Introduce Skill
- › Sight Words - Review
- › Decodable Words - Have children write decodable words AND additional words on index cards OR tutor may pre-write words on cards before lesson.

DAY TWO

- › Sight Words - Review
- › Decodable Words - Have children sort decodable and additional word cards and read them.
- › Decodable Words - Write sentences using decodable words.
- › Passages - Highlight & Read

DAY THREE

- › Sight Words - Review
- › Decodable Words - Have children read and write decodable words.
- › Decodable Words - Write sentences using decodable words.
- › Passages - Highlight & Read

DAY FOUR

- › Sight Words - Review
- › Decodable Words - Have children read and write decodable words.
- › Decodable Words - Write sentences using decodable words.
- › Passages - Highlight & Read.

DAY FIVE

- › Sight Words - Review
- › Nonsense Words - Include cards of nonsense words with other cards and have children read.
- › Passages - Read all three passages.

Advanced Vowels –oe, oa (cont.)

Passages - 8 min

Found in Appendix

Have children highlight the decodable words/skill words in the passage. After doing so, model reading the passage for the children. Then, have children read the passage.

Assess: Does each child read with fluency? Does he /she accurately read the words with the /oe/ and /oa/? Do you feel that they know the sound? If yes, proceed to the next lesson and follow for only Advanced Vowels missed on phonics screener. If not, continue daily lessons for same skill until children reads words containing /oe/ and /oa/ fluently and accurately. When student has mastered all Advanced Vowels lessons, as evident by phonics screener, the student will have shown they know all phonics skills.

IDEAS

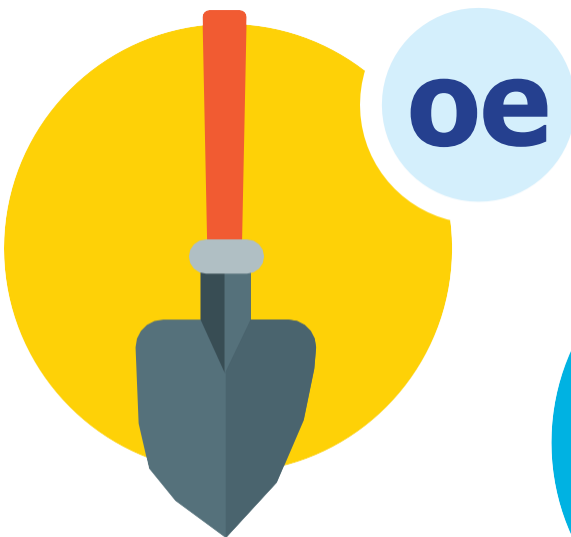


- › Instead of notecards, write words on popsicle sticks .
- › Using empty 2 liter bottles, write decodable words on stickers and place one on each bottle . Set bottles up at one end of room and let students roll a ball to knock down decodable words, as tutor calls them out .

NONSENSE WORDS – 3 min

Nonsense words are important to ensure a child has truly mastered a skill and not merely memorized words.

Write nonsense words from word bank on index cards and mix in with all other words from skill bank. Use these as flash cards and have children practice all words several times.



OE, OA

-OE- foe, woe, Joe, oboe

-OA- groan, Joan, gloat, coat, load, road, soap, coach, toast, goal

CONNECTED TEXT PASSAGES: (Including CVC; Digraphs: sh, ch, wh, th, ck, ng | Blends: cl, gl, sl | sp, sn, st | tr, cr, pr | nt, nd | mp, tw Silent E: a_e, i_e, o_e R-Controlled: ar | er, ir, ur | or Adv Cons: tch | dge | kn | wr | qu | x | hard and soft c and g | mb Adv Vowels: ai, ay | al, aw, au | igh | ou, ow | oe, oa)

Joan wants to see if the soap will float, or if it will sink. She plans to go out on the pond in the rowboat on a cloudy day to test her idea. It is plain that if the soap is lighter than the water, it will not sink. But there is the hitch. Joan does not know if her soap is lighter than water. If it slips out of her grasp and is not lighter than water, her quest will come to an end, because she will have lost her soap. So maybe it would be better for Joan to fetch a bucket to try out her plan first, before going out to the edge of the pond. Then, if her plan fails, at least she will still have her bar of soap.

Coach Joe has asked everyone to meet him in the gym for a game where we will all stack cups. We have been practicing this game for a month now and we think the coach wants to form a team of twenty players to go against the next town's team. Yes, we are right. Coach Joe asks us to stand against the wall, count off into teams of five, and be ready to show our stuff. I get number three. Did it work out so that the guys are against the girls? It would be awful if some clumsy person knocked down the whole stack before the timer went off. We all need to have gentle hands today. The crowd watching is numb with anticipation. Oh no! The audience groans as one team knocks their tower over. Who will be the champ? The coach is ready to hand the prize to the team who took the most care with their turns.

Oh no! Our foes, the Giant Cobras, have snuck upon us while we were loafing and not watching our goal. We did not hear them approach. How did they do that so quietly? We are certain that they did not ride bicycles too far from the field. So how did they do it? Oh, this is a wretched mess. Now they have stolen our golden toad and are back at their goal, gloating at us. How can we get our mascot back? Maybe we can sneak around the edge of the field and snatch it away? Or maybe we can entice them to go and eat the snacks on the south end of the wall by the garden. If we throw in the towel, we could use the week to form a flawless plan that nobody could imagine. Then we could return next week and use our trick play that will crush them, allowing us to slip in and hoist our golden toad high. We will be the toast of the town for our clever plan!

Advanced Vowels



OE, OA

Joan wants to see if the soap will float, or if it will sink.

She plans to go out on the pond in the rowboat on a cloudy day to test her idea. It is plain that if the soap is lighter than the water, it will not sink.

But here is the hitch. Joan does not know if her soap is lighter than water.

If it slips out of her grasp and is not lighter than water, her quest will come

to an end because she will have lost her soap. So maybe it would be better for Joan to fetch a bucket to try out her plan first, before going out to the edge of the pond. Then, if her plan fails, at least she will still have her bar of soap.

Coach Joe has asked everyone to meet him in the gym for a game where we will all stack cups.

We have been practicing this game for a month now and we think the coach wants to form a team of twenty players to go against the next town's team. Yes, we are right. Coach Joe asks us to stand against the wall, count off into teams of five, and be ready to show our stuff. I get number three. Did it work out so that the guys are against the girls? It would be awful if some clumsy person knocked down the whole stack before the timer went off. We all need to have gentle hands today. The crowd watching is numb with anticipation. Oh no! The audience groans as one team knocks their tower over. Who will be the champ? The coach is ready to hand the prize to the team who took the most care with their turns.

Oh No! Our foes, the Giant Cobras, have snuck up on us while we were loafing and not watching our goal. We did not hear them approach. How did they do that so quietly? We are certain that they did not ride bicycles to our end of the field. So how did they do it? Oh, this is a wretched mess. Now they have stolen our golden toad and are back at their goal, gloating at us. How can we get our mascot back? Maybe we can sneak around the edge of the field and snatch it away? Or maybe we can entice them to go and eat the snacks on the south end of the wall by the garden. If we throw in the towel, we could use the week to form a flawless plan that nobody could imagine. Then we could return next week and use our trick play that will crush them, allowing us to slip in and hoist our golden toad high. We will be the toast of the town for our clever plan!