

- The long /ō/ digraph category of phonetic elements includes: *oa*, *oe*, and *ow*.

This lesson is divided into two sections. Section 1 is the core lesson, which can be used with most students in a whole-class or small-group setting. The core lesson is designed to introduce, model, and practice the phonetic element taught. Section 2 consists of optional activities designed to reinforce the element taught in the core lesson. These optional activities work well for small-group and individual instruction.

	MATERIALS	DECODABLE BOOK
Long /ō/ digraph picture cards	Bingo cards and place markers	<i>Joan's Goats and Moe's Crows</i>
Word cards	Index cards	
Long /ō/ digraph cards	Practice sheet	
Word-family cards	Workmats	
Letter cards		

SECTION 1
Student Objectives

- Introduce long /ō/ digraphs
- Blend long /ō/ digraph words
- Blend onset and rime
- Sort words
- Practice decoding
- Introduce new high-frequency words: *know*, *too*
- Read the decodable book

Introduce Long /ō/ Digraphs
Materials: Long /ō/ digraph picture cards

- Show students the long /ō/ digraph picture card for *soap*. Ask them to name the picture and tell you the sound they hear in the middle of the word. Point to the letters *oa* on the card and tell students that the letters *o* and *a* together stand for the long /ō/ vowel sound they hear in the word *soap*.
- Explain that the *oa* letter combination is one of the letter combinations that stand for the long /ō/ sound. The other letter combinations are *oe* and *ow*. Explain to students that these letter combinations are called long /ō/ digraphs.
- Say the words *coat* and *cot* aloud. Ask students which word contains the same vowel sound as in *soap*. Make sure students can differentiate between the two vowel sounds.
- Show students the long /ō/ digraph picture cards one by one. Have them name each picture, point to the digraph, and say the digraph sound. Point out that the long /ō/ digraph in these words occurs both in the middle and at the end of the word. Ask students to name other words with the long /ō/ digraph. Write the words on the board and invite students to circle the digraph in each word.

Blend Long /ō/ Digraph Words

Materials: Workmats, long /ō/ digraph cards, letter cards

NOTE: If students have mastered individual sound/symbol relationships, you may want to skip this section and go directly to Blend Onset and Rime.

- Write the word *toe* on the board. Point out the long /ō/ digraph and ask students to blend the *o* and *e* together to make the long /ō/ sound. Next, run your finger under the letters as you blend the two sounds in *toe*: t/oe. Point out that even though there are three letters, there are two sounds blended together to form the word. Then have students blend the word aloud with you as you run your finger under the letters.
- Repeat the blending activity with the words *tow*, *row*, *roam*, *coal*, and *coat*. Take one word at a time, pointing out the letter combinations of the long /ō/ digraphs. When students have blended the words, ask volunteers to come up and circle the long /ō/ digraph in each word. Have a student point to each long /ō/ digraph as the rest of the group says the sound.
- If students need more work with blending words, have them use the letter/digraph workmat, one of each long /ō/ digraph card, and the letter cards to blend the words above. Have students line up the card for each sound in each word under the boxes on their workmat. Group the words according to each long /ō/ digraph so that students know which long /ō/ digraph card to use for each word. Model how to push up the long /ō/ digraph card into the box on the workmat and indicate the sound the digraph makes. Then have students push up and sound out the remaining letters of the word in order on their workmat.

Blend Onset and Rime

Materials: Letter cards, word-family cards

- Tell students they are going to practice reading words with the long /ō/ digraph spelling. Model using the letter and word-family cards.
 - ❶ Place the *oad* word-family card in a pocket chart or along the ledge of a chalkboard. Remind students that this is the *oad* word family. Then place the *r* letter card in front of *oad*. Have students listen while you model sounding out the word by blending the sound in the onset with the sounds in the rime: r/oad. Have students repeat.
 - ❷ Replace the *r* card with the *t* card. Repeat the process with the new word.
 - ❸ Take out the cards and replace the *oad* card with the *oak* card. Have students name the new word family. Place the *cr* card in front of *oak*. Model sounding out the word by blending the sounds in the onset with the sounds in the rime: cr/oak. Have students repeat.
 - ❹ Replace the *cr* card with the *s* card. Repeat the process with the new word.

- 5 Take out the cards and replace the *oak* card with the *oat* card. Have students name the new word family. Place the *b* card in front of *oat*. Have students listen while you model sounding out the word by blending the sound in the onset with the sounds in the rime: b/oat. Have students repeat.
- 6 Replace the *b* card with the *fl* card. Repeat the process with the new word.
- 7 Take out the cards and replace the *oat* card with the *oe* card. Have students name the new word family. Place the *f* card in front of *oe*. Have students listen while you model sounding out the word by blending the sound in the onset with the sound in the rime: f/oe. Have students repeat.
- 8 Replace the *f* card with the *h* card. Repeat the process with the new word.
- 9 Take out the cards and replace the *oe* card with the *ow* card. Have students name the new word family. Place the *gr* card in front of *ow*. Have students listen while you model sounding out the word by blending the sounds in the onset with the sound in the rime: gr/ow. Have students repeat.
- 10 Replace the *gr* card with the *l* card. Repeat the process with the new word.
- 11 Replace the *l* card with the *sh* card. Remind students that the letters *s* and *h* together make the /sh/ sound. Repeat the process with the new word.

Sort Words

Materials: Word-family cards, word cards

- Place the word-family cards on the top row of a pocket chart or along the ledge of a chalkboard. Ask volunteers to come up one at a time, select a word card, say the word, and place it under the correct word family. Continue until all the word cards are placed correctly. Once all the words have been sorted, have students read aloud the words under each word family, pointing to the long /ō/ digraph in each word.

Practice Decoding

Materials: Decodable book *Joan's Goats and Moe's Crows*, practice sheet

- For students who seem to have a grasp of decoding long /ō/ digraph words and previously taught decodable and high-frequency words, provide extra practice with the text by allowing them to independently read:

the practice sheet
the decodable book *Joan's Goats and Moe's Crows*
- Some students may benefit from having the decodable book introduced and pre-taught before they read the book. Strategies might include introducing and practicing high-frequency words used in the book, teaching special word structures, and doing a book walk.

Introduce New High-Frequency Words: *know, too*

- Tell students they are going to learn two new words that they need to be able to recognize and read quickly. Write the word *know* on the board and read it as you point to the word. Then have students read the word with you.
- Have students write the word *know* in the air with their finger as you spell it out loud with them, pointing to each letter on the board as you say the letter name. Repeat the process with the word *too*.
- Use each high-frequency word in a sentence. Have students make up their own sentence using the high-frequency word. You might want to challenge them to make up a sentence that also includes other high-frequency words they have already learned.

Read the Decodable Book

Materials: Decodable book *Joan's Goats and Moe's Crows*

NOTE: See the “Elements Used in This Book” section, found at the start of the decodable book, for a list of words and skills covered in the book. Pre-teach these elements as necessary.

- Show students the cover of the book. Have them read the title with you as you run your finger under each word. Ask students what they see in the picture and what they think the story might be about. Ask a student to point to the long /ō/ digraph in the words *Joan*, *Goat*, *Moe*, and *Crow*.
- Give students a copy of the book. Have them preview the pictures and predict the story. When they get to page 9, ask them where the girl is taking her goats and why she is taking them there.
- Have students read the book. You may want them to whisper read so you can monitor their progress. When they have finished reading, take time to discuss the book and check for understanding. Ask students what Joan’s problem was and how she solved the problem.

SECTION 2 Optional Lesson Activities (for students who need additional practice)

Student Objectives

- Blend long /ō/ digraph words
- Blend onset and rime
- Spell and write long /ō/ digraph words
- Complete learning center activities

Blend Long /ō/ Digraph Words
Materials: Workmats, long /o/ digraph cards, letter cards

- Give students the letter/blend workmat, one of each long /ō/ digraph card, and the letter cards. Say the word *doe* and have students listen for the sounds in the word. Explain to students that a *doe* is a female deer. Have students select the *oe* long /ō/ digraph card and the letter card they need to spell *doe*. Provide help as needed. Have students line up the card for each sound under the boxes on their workmat. Have them blend the sounds as they push up the letters into the boxes. Then have them say the word *doe* aloud.
- Repeat the process with the words *mow*, *slow*, *goat*, and *goal*. Make sure to tell students which long /ō/ digraph card to use.

Blend Onset and Rime
Materials: Workmats, letter cards, word-family cards

- Give students the onset/rime workmat, the letter cards, and the word-family cards. Say the word *low*. Ask students what rime sound they hear at the end of the word. Have them place the *ow* word-family card in the box on the right of their workmat. Have them identify the onset they need to put at the beginning of *ow* to make the word *low*. Have them place the *l* card in the box on the left. Write the same word on the board. Have students check their spelling of the word on their workmat with the word on the board. Then have them blend the sound in the onset with the sound in the rime.
- Say the words *grow*, *show*, *foe*, *hoe*, *road*, *toad*, *croak*, *soak*, *boat*, and *float* one at a time, and have students use the letter and word-family cards to spell the words on their workmat. When students spell the *oe* and *ow* words, make sure to tell them which long /ō/ digraph card to use. Have them blend the onset and rime as they make each word. Write each word on the board as students finish making the word on their workmat. Have students check their spelling of each word on their workmat with the word on the board.
- Once all of the words have been made, have students read the words on the board. You can extend the activity by having students make their own words on their workmat.

Spell and Write Long /ō/ Digraph Words

- Dictate *oa* long /ō/ digraph words and have students write or spell them (*boat, road*).
- Dictate simple sentences for students to write.
I want to go in the boat.
We drive on the road.
- Repeat the process with *oe* long /ō/ digraph words (*hoe, toe*).
I hoe the weeds.
I do not like to stub my toe.
- Repeat the process with *ow* long /ō/ digraph words (*row, show*).
We row the boat.
Can I bring my pet for show and tell?

Learning Center Activities

Materials: Letter cards, word-family cards, word cards, Bingo cards, place markers, index cards

- Laminate a set of letter cards and a set of word-family cards, and place them face down into two piles in the center of the table. Have students take turns drawing one letter card (onset) and one word-family card (rime), and blending the sounds of the onset and rime together. Return the cards to the bottom of the pile after each turn.
- Give each student a blank Bingo card. Have them write long /ō/ digraph words from the word cards on their Bingo card. Place the word cards face down. Have students take turns drawing a word and saying it aloud. Have them put a place marker on their card if they find a word that matches the one read. Continue playing until a student has marked three words in a row on his/her card.
- Have students choose four to six long /ō/ digraph words other than those on the long /ō/ digraph picture cards. Have them create a flashcard for each of the words chosen. Have them write the word at the bottom of an index card, underlining the long /ō/ digraph. Then have them draw a picture of the word above it.