

Lesson 8

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ **Read and write long vowel sound spelled with the vowel digraph 'o_e' > /oe/ (RF.1.3c)**
- ✓ **Read one-syllable words in the Vowel Flip Book that include the letter-sound correspondences taught (RF.1.3b)**
- ✓ **Segment and blend phonemes during Pop-Out Chaining and Digraph Dictation to form one-syllable words (RF.1.2d)**
- ✓ **Spell chains of one-syllable long vowel words (that include the letter-sound correspondence 'i_e' > /ie/) using Large Cards in which one sound is added, substituted, or omitted (RF.1.3b)**

At a Glance	Exercise	Materials	Minutes
Chaining	Pop-Out Chaining	Large Cards for 'm', 'n', 't', 'd', 'k', 'f', 'p', 'b', 'r', 'h', 'i', 'e'	10
Introducing the Sound	Hearing Medial Sounds	Vowel Code Flip Book; Spelling Card for 'o_e' > /oe/ (<i>home</i>); Individual Code Chart; green markers	10
Introducing the Spelling	Teaching Modeling	Vowel Digraph Chart	25
	Digraph Dictation	Worksheet 8.1	15
Take-Home Material	"At the Reef"	Worksheet 8.2	*

Chaining

10 minutes

Pop-Out Chaining

- Pass out the following Large Cards, reviewing each card's sound as you pass it out: 'm', 'n', 't', 'd', 'k', 'f', 'p', 'b', 'r', 'h', 'i', 'e'.
- Hand the 'e' card to a student, reminding the class that it is the magic letter 'e'. Ask students, "Why do we say the 'e' is magic?" (It changes vowel sounds in a word.)
- Explain that when you say "Alakazam!" the student with the magic 'e' card is to jump up, lift up the card, or turn around to reveal the letter on his or her card.
- Say the word *bit* and tell the students who are holding cards with spellings in that word to go to the front of the room and stand in the order that spells *bit*. Ask the class to read the word aloud.

- Tell students that you are going to magically change the vowel sound in the word. Then say “Alakazam!” and have your helper add the Large Card ‘e’ to the end of *bit* to create *bite*.
- Ask students, “Even though they aren’t side by side in this word, which two letters are working together as team?”
- Have students holding the ‘i’ and the ‘e’ step forward and stand side by side.
- Point out that the ‘i’ and ‘e’ in the word *bite* work together to stand for the sound /ie/.

Note: This pop-out chaining allows for extra practice segmenting words. Start by standing behind students holding the Large Cards. To segment the word, hold your hand over the head of the students holding the cards, saying the sound each letter represents as a class. When you arrive to the first letter of the separated digraph, hold one hand over the student holding the vowel card and the other hand over the magic ‘e’ card at the same time. You may point out to students that your arms are making a V-shape similar to what they have seen in the worksheets.

- Repeat this process with the remaining word pairs.
- Allow several different students to take a turn playing the magician with the magic ‘e’.

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|-------------|-------------|
| 1. dim—dime | 5. rid—ride |
| 2. fin—fine | 6. hid—hide |
| 3. kit—kite | 7. rip—ripe |
| 4. pin—pine | |

Introducing the Sound

10 minutes

Hearing Medial Sounds

Remember that this is oral practice. Students are only listening for the /oe/ sound, not seeing the different spellings.

- Tell students that today’s sound is /oe/ as in *note*.
- Have students say the /oe/ sound several times.
- Ask students to repeat the following words that have the /oe/ sound at the beginning: *oat*, *omen*, *old*, *ogre*.
- Ask students to repeat the following words that have the /oe/ sound in the middle: *rope*, *boat*, *phone*, *coat*, *hope*.
- Ask students to repeat the following words that have the /oe/ sound at the end: *snow*, *toe*, *grow*, *blow*, *no*.

For students needing additional practice with digraphs, please see Pausing Point objective "Recognize and Isolate the Sounds Reviewed in Unit 2." You may also refer to the *Assessment and Remediation Guide*.

For extra segmenting practice, have the students segment each word before deciding if it contains the /oe/ sound.

- Ask students if they think /oe/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth and an unobstructed flow of air.)
- Tell students that you are going to say a number of words. Some of the words will have the /oe/ sound as their middle sound and some will not.
- Have students close their eyes and listen carefully.
- Tell students to raise their hands when they hear a word that has the /oe/ sound as its middle sound.

Note: If the students have trouble hearing a word's middle sound, say the word in a segmented fashion: /ch/ . . . /oe/ . . . /k/. Then repeat the word in its blended form: *choke*.

You may have students who know that some of the words they listened to earlier, such as *old*, are written with spellings other than 'o_e'. If students point this out, congratulate them for recognizing this and already knowing other spellings for the /o_e/ sound. Tell them that they will learn these spellings for /o_e/ at a later time, and for now they just have to focus on the 'o_e' spelling.

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|----------|---------|---------|----------|
| 1. choke | 3. joke | 5. vote | 7. shout |
| 2. hot | 4. moon | 6. boat | 8. goat |

Introducing the Spelling

40 minutes

Teacher Modeling

25 minutes

ee	weed, bee, feet
a_e	game, fade, name
i_e	pine, five, lime
o_e	rode, hope, vote

Note: We recommend that in today's lesson you update the chart for the digraphs taught in this unit. As you introduce each new digraph, add a new line and list two or three example words.

Please ensure you have the Vowel Code Flip Book and the Spelling Card mentioned in the At a Glance chart.


Vowel Code Flip Book

1. 'o_e' > /oe/ (*hope*) Vowel Code Flip Book p. 9



- Tell students that you are going to show them how to write the /oe/ sound.
- Explain that today's spelling is another separated spelling, or magic 'e' spelling, like 'a_e' in *name* and 'i_e' in *time*.
- Write 'o_e' on handwriting guidelines and explain that the two letters work together to stand for the /oe/ sound. Be sure to leave a space between the letters.

rope



Present the vowel digraphs taught so far on a chart like this.

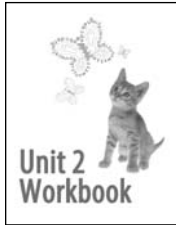
- Explain that when you write an actual word, you will fill in the space between the letter 'o' and the letter 'e' with the spelling for the sound that comes after the /oe/ sound.
- Add 'r' and 'p' to make *rope*.
- Read the word and explain that the letters 'o' and 'e' work together to stand for the /oe/ sound even though there is a letter between them.
- Illustrate this by drawing a v-shaped mark connecting 'o' and 'e' (see illustration).
- Point to each spelling in *rope* as you say its sound: "/r/ (point to 'r' with your index finger), /oe/ (simultaneously point to 'o' with your index finger and 'e' with your middle finger), /p/ (point to 'p' with your index finger)."
- Explain that the word *rope* contains four letters ('r', 'o', 'p', 'e') but only three sounds (/r/, /oe/, /p/).
- Now write *note* on the board. Explain that this is another example of the 'o'-space-'e' spelling for the /oe/ sound.
- Draw a v-shaped mark under *note* as you did with *rope*. Ask students to read the word.
- Now ask students to help you spell the word *hope*.
- Have students identify the first sound in *hope*. Write an 'h' on the board.
- Have students identify the second sound in *hope*.
- Once the /oe/ sound has been identified, write an 'o' on the board next to the 'h'.
- Explain that the letter 'o' is the first part of the spelling for the sound /oe/. You will write the second part after you write the spelling for the sound that comes after the /oe/ sound.
- Have students identify the last sound in *hope*. Write a 'p' on the board next to the 'o'.
- Explain to students that if you left the word like this, it would be pronounced *hop*. To spell *hope*, you need to add the letter 'e'.
- Remind students that 'o' and 'e' work together to stand for the /oe/ sound.
- Turn to **Vowel Code Flip Book page 9**. Show students the spelling card for 'o_e' > /oe/ (*hope*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.
- Have students turn to **Individual Code Chart page 3**. Have them locate and trace the code information for 'o_e' > /oe/ in green marker.
- As students look at the spellings they have outlined in green thus far, ask if they see recurring patterns. Be sure to point out that the magic 'e' acts as part of a vowel team with the letters 'a', 'i', and 'o' to change the way that each vowel is sounded in a word. The double 'e' also acts as a vowel team to stand for the /ee/ sound.

If you prefer, you can use any of the following terms: split digraph, separated spelling, split spelling, separate letter team, split letter team.

- Tell students that whenever the spelling ‘o_e’ appears on a worksheet or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for one sound.

Digraph Dictation

15 minutes



Worksheet 8.1

Please see either the Pausing Point or the *Assessment and Remediation Guide* for students needing additional practice with letter teams.

- Distribute Worksheet 8.1.
- Explain that each thick black line on the page stands for one letter.
- Have students look at the example at the top of the page.
- Say the word *not*, hold up three fingers, and segment the word, /n/ /o/ /t/.
- Point out that the word *not* contains three sounds and is spelled with three letters.
- Say the word *note*, hold up three fingers, and segment the word, /n/ /oe/ /t/.
- Point out that the word *note* also contains three sounds but is spelled with four letters.
- Draw attention to the v-shaped mark under the word *note*.
- Explain that this arrow shows that the letters ‘o’ and ‘e’ are working together even though they are not right next to each other.
- Explain that you will dictate five more word pairs and that you want the students to write the words sound by sound on the lines. As you say and students write each word, use it in an oral sentence.

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|----|------|-------|
| 1. | rob | robe |
| 2. | hop | hope |
| 3. | dot | dote |
| 4. | mop | mope |
| 5. | slop | slope |

- Have students trace and copy the words on the back of the worksheet. You may have them write the word three times, or more if time permits. Tell the students to say the sounds as they write the spellings.

Take-Home Material

“At the Reef”

- Have students take home Worksheet 8.2 to read with a family member.

Supplemental Materials

If you have students who work quickly, give them the lists of words and chains to read, dictate, copy, or illustrate. You can also have them write silly sentences or stories with the words. Also use them in exercises that you choose from the Pausing Point.

The words with asterisks are on the Dolch and/or Fry Word List.

- Newly decodable words:

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|-----------|----------|----------|-----------|
| 1. close* | 5. broke | 9. nose | 13. rose |
| 2. home* | 6. holes | 10. note | 14. spoke |
| 3. those* | 7. hope | 11. pole | 15. smoke |
| 4. bones | 8. stone | 12. rope | 16. vote |

- Chains:

1. stone > tone > lone > bone > bode > mode > rode > rope > hope > home
2. hole > pole > pile > mile > male > made > mad > sad > seed > seen

- Phrases and sentences:

1. a red rose
2. a king on his throne
3. just skin and bones
4. home sweet home
5. pinch the nose
6. send a note
7. Do not toss stones!
8. Their dog dug a hole.
9. Where there's smoke, there's fire.
10. My red robe is so soft.
11. When did they drop by?
12. Be home by six!

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 510 and 645 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 516 and 650 of those words would be completely decodable.
- The students have now been taught at least one way to write 34 of the 44 sounds in English.
- The sound /oe/ is the 28th most common sound in English.
- The sound /oe/ is spelled 'o_e' approximately 16 percent of the time.
- The spelling alternatives 'o' as in *no*, 'oe' as in *toe*, 'ow' as in *know*, and 'oa' as in *oats* will be taught at a later time.