

Lesson 7

Spelling Alternatives Grammar

✓ 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.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational text read independently (RI.2.1)
- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)

At a Glance	Exercise	Materials	Minutes
The /oe/ Sound and Its Spellings	Today's Focus Spelling	Vowel Code Flip Book; Spelling Cards for 'oa' > /oe/ (<i>boat</i>), 'oe' > /oe/ (<i>toe</i>); tape; Individual Code Chart; green fine-tip markers	20
	Chaining	board	5
	Word Sort	Worksheet 7.1; projection system	15
Grammar	Nouns	Worksheet 7.2	20
Take-Home Material	Practice with /oe/	Worksheet 7.3	*

Advance Preparation

Write the following words on leaves to add to the Spelling Tree for this lesson: *coat, soap, toast, road, loaf, toe, Joe, foe, rain | coat, rail | road, cock | roach, sail | boat, tip | toe*.

You should bold or underline the spellings for the sound on the leaves as written above.

Note to Teacher

Please note the multi-syllable words for the Spelling Tree should be written on the leaves without the syllable division provided here. Syllable division is provided for your information as you assist students who are experiencing difficulty.

Today's Focus Spellings

20 minutes

- Display the Vowel Code Flip Book; also have the Spelling Cards listed in the At a Glance chart readily available.
- Today's letter-sound correspondences can be found on the following page of the Vowel Code Flip Book.

Vowel Code Flip Book

1. 'oa' > /oe/ (*boat*) Vowel Code Flip Book on page 10
2. 'oe' > /oe/ (*toe*) Vowel Code Flip Book on page 10

- Point to the /oe/ Spelling Tree. Tell students today they will focus on two spellings for the /oe/ sound.
- Explain the first spelling is 'oa' as in *boat*.
- Read the 'oa' words aloud from the Spelling Tree.
- Turn to **Vowel Code Flip Book page 10** and put the Spelling Card on the appropriate space. Discuss the power bar.
- Today's letter-sound correspondences can be found on the following page of the Individual Code Chart.

Individual Code Chart

1. 'oa' > /oe/ (*boat*) Individual Code Chart on page 8
2. 'oe' > /oe/ (*toe*) Individual Code Chart on page 8

- Distribute the green markers. Have students turn to **Individual Code Chart page 8**. Guide students as they outline the appropriate card and spelling on the chart.
- Write the following words on the board, one at a time, and read each one aloud as a class.

'oa'

- | | |
|----------|---------|
| 1. oak | 4. loaf |
| 2. float | 5. goal |
| 3. coal | 6. goat |

- Circle the 'oa' spelling and point out 'oa' is used to spell the /oe/ sound in these words.

- Explain the second spelling is 'oe' as in *toe*.
- Turn to **Vowel Code Flip Book page 10** and put the Spelling Card on the appropriate space. Discuss the power bar.
- Have students turn to **Individual Code Chart page 8**. Guide students as they outline the appropriate card and spelling on the chart.
- Write the following words on the board, one at a time, and read each one aloud as a class.

'oe'

- | | |
|---------|--------------------|
| 1. goes | 4. tor na does |
| 2. doe | 5. hoe |
| 3. foe | 6. Joe |

- Circle the 'oe' spelling and point out the 'oe' spelling usually comes at the end of the word.
- Shuffle the leaves you have prepared with the 'oa' and 'oe' spellings.
- Hold up one of the leaves and call on students to read the word. Then have a student tape the leaf to the appropriate branch of the Spelling Tree.
- Continue until all the words have been read and the leaves have been placed on the appropriate branches.

Chaining

5 minutes

- Write *oak* on the board.
- Read the word, first in a segmented fashion and then blended.
- Erase 'k' and replace it with 't' to create *oat*. As you make this change, say to students, "If that is *oak*, what is this?"
- Continue this process with the remaining words.

- | |
|--|
| 1. oak > oat > moat > boat > bat > bad > lad > load > road > toad |
| 2. hop > hope > mope > mop > lop > lope > slope > slip > slice > slick |

Word Sort

15 minutes

- Display Worksheet 7.1.
- Ask students to turn to Worksheet 7.1.
- Explain the words in the box all contain the sound /oe/; they either have the spelling 'oa', 'oe', or 'o_e'.
- Point out the three columns below the word box. Tell students each column is for one of the /oe/ spellings.



Worksheet 7.1

- Ask students to sort the words by spelling and writing them in the correct columns.
- Point out the first word, *toes*, has already been sorted.
- Have students read the second word in the box, *choke*. Ask students to circle the target spelling and read the word; then ask them where you should write the word.
- Add the word to the correct column and circle the /oe/ spelling. Have students do the same on their worksheets.
- Repeat this process until all of the words have been read and sorted.
- Have students select a few words from the worksheet to add to the Spelling Tree for /oe/.

Grammar

20 minutes

Nouns



Worksheet 7.2

- Write the following scrambled sentence on the board:
had ball park the playing Sam fun at
- Unscramble the sentence as a class. Remind students a sentence starts with a capital letter. (Sam had fun playing ball at the park.)
- Write another scrambled sentence on the board and unscramble it with students:
pink painted Jane the green vase and
(Jane painted the vase green and pink.
Jane painted the vase pink and green.)
- Remind students they learned about nouns last year. Remind students a noun is a word naming a person, place, or thing.
- Have students identify the nouns in the unscrambled sentences and circle them.
- Make a chart on the board with three columns labeled: person, place, and thing.

Person	Place	Thing

- Ask students to name the nouns and indicate the column under which they should be written.
- Write the words on the chart as students respond. Ask students to orally provide other examples of nouns for people, then nouns for places, and then nouns for things. (Proper nouns will be covered in a later lesson.)

Person	Place	Thing
Sam	park	ball
Jane		vase
(Record student responses here)	(Record student responses here)	(Record student responses here)

- Next write the following sentences on the board, including the numbers in parentheses:
 - Did the girl catch the ball at the game? (3)
 - The man ran fast to catch the dog. (2)
- Point out the number after the sentence and explain to students the number lets them know how many nouns are in each sentence.
- Have a student circle the nouns in each sentence. (*girl, ball, game, man, dog*)
- Have the student indicate whether each noun names a person, place, or thing.
- Have students take out Worksheet 7.2. Complete at least the first two items with students as guided practice.
- Circle the nouns in each sentence. After circling a noun, write the word in the correct column at the bottom of the page before going to the next noun. Note that the number of nouns in a sentence is written at the end of the sentence.

Take-Home Material

Practice with /oe/

- Have students complete Worksheet 7.3 at home.

Supplemental Materials

- Decodable words:

- | | |
|----------|-----------|
| 1. coat | 8. Joe |
| 2. goes | 9. boat |
| 3. road | 10. foe |
| 4. toes | 11. toast |
| 5. coast | 12. oats |
| 6. hoe | 13. coach |
| 7. coal | 14. moat |

- Decodable homophones:

1. lone/loan
2. rode/road

- Phrases and sentences:

- | | |
|-------------------------------|--------------------------------|
| 1. foaming at the mouth | 5. The horse is munching oats. |
| 2. rock the boat | 6. code load |
| 3. She has ten toes. | 7. roast beef |
| 4. The farmer is using a hoe. | 8. lump of coal |

- Wiggle Cards:

- | | |
|-------------------|--------------------|
| 1. moan and groan | 3. tap your throat |
| 2. get your coat | 4. sniff your toes |

- Chains:

1. foal > coal > coat > boat > beat > beet > bet > bent > tent > lent > let
2. hoe > toe > foe > fee > feed > fad > tad > toad > road > load > loan

Code Knowledge

- Before today's lesson: if students read 1,000 words in a trade book, on average 665–819 of those words would be completely decodable.
- After today's lesson: if students read 1,000 words in a trade book, on average 667–821 of those words would be completely decodable.
- 'oa' and 'oe' are both generally pronounced /oe/, though 'oa' can also be part of the 'oar' spelling for /or/.