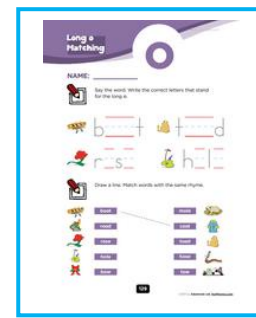


# Long o Matching (page 17)



## Materials:

- letter flashcards Aa-Zz
- **long o** flashcards
- picture cards (boat, coat, road, toad, rose, hose, hole, mole, bow, tow)
- word cards (boat, coat, road, toad, rose, hose, hole, mole, bow, tow)
- individual word cards for each pair of students (boat, coat, road, toad, rose, hose, hole, mole, bow, tow)
- individual cards with **oa** on one, **o silent e** on another and **ow** on the last
- page 17

## Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
  - *Hint:* You should develop a routine when doing this.
  - Teacher: "Letter?" Students: "A."
  - Teacher: "Sound?" Students: "/a/."
  - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.
- You can also choose to play any of the games that have been taught in previous lessons.
  - Around the World
  - Flyswatter
  - Beanbag Toss
  - Relay Race
- Just adapt any of the games to help you review the letter names and sounds of the alphabet.

## Preview: 5-7 minutes

- Show them the 3 different **long o** flashcards and talk about how each one makes the **long o** sound.
  - Discuss how we can put the letters **oa** together to make the **long o** sound. We can also put the letter **o with a silent e** to make the **long o** sound. Another way to make the **long o** sound is to put the letters **ow** together.
    - You can tell the students that **ow** usually makes the **long o** sound when it is at the end of a word.
  - Teacher: "O /o/ /o/ /o/ Students: "O /o/ /o/ /o/
- Show them the **long o** picture cards, emphasizing the **long o** sound in each word.
  - Teacher: "/o/ /o/ boat"; students repeat

- Teacher: “/o/ /o/ coat”; students repeat
- Teacher: “/o/ /o/ road”; students repeat
- Teacher: “/o/ /o/ toad”; students repeat
- Teacher: “/o/ /o/ rose”; students repeat
- Teacher: “/o/ /o/ hose”; students repeat
- Teacher: “/o/ /o/ hole”; students repeat
- Teacher: “/o/ /o/ mole”; students repeat
- Teacher: “/o/ /o/ bow”; students repeat
- Teacher: “/o/ /o/ tow”; students repeat

### Modeling: 7-10 minutes

- Give each student three cards, one with **oa**, one with **o silent e** and one with **ow**.
- Show a picture card and say the word that goes with the picture. Have the students repeat.
  - Now ask the students what letters they think make the **long o** sound in the word.
  - The students should hold up the flashcard that matches what letters they think make the **long o** sound in the word.
  - Now hold up the word that matches the picture card.
  - Have the students tell you what letters they see in the word that are making the **long o** sound.
  - The students should check the card they are showing and make corrections if necessary.
  - Once all of the students are showing the correct **long o** card, read the word together.
  - Continue with as many picture and word cards as is necessary.

### Guided Practice: 5-7 minutes

- Play Memory.
  - Put students into groups of 2 with an individual set of word cards.
  - They spread the word cards out, between them, face down.
  - One student draws a card from the cards on the floor. They look at the card and read the word and say what letters are used to make the **long o** sound.
  - The same student draws another card and reads the word and says the letters that are used to make the **long o** sound.
  - If the student draws two word cards that rhyme, they keep the two cards. If they do not rhyme, they put the cards back and it is the next person’s turn.
  - They continue play until all of the cards are gone. If there is time left they can spread the cards out and play again.

**Independent Practice:** 5-7 minutes

- Explain how to do page 17.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 17 to each student.

**Assessment:** (during Independent Practice)

- As the students are completing page 17, monitor and give guidance/support/correction/praise, as needed.
- Use page 17 as a record and be sure to take note of students who may need more practice and/or instruction.

**Closure:** 1-2 minutes

- Read each pair of rhyming long o words at the bottom of page 17. Have the students say which **long o** spelling is used in each pair of words.

