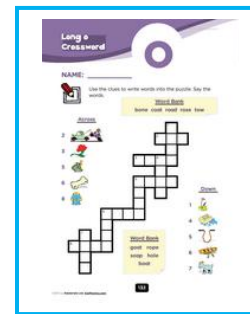


Long o Crossword (page 20)



Materials:

- letter flashcards Aa-Zz
- **long o** flashcards
- picture cards (goat, rope, soap, hole, boat, snow and any other **long o** words with **o/silent e, oa** or **ow**)
- word cards (goat, rope, soap, hole, boat, snow and any other **long o** words with **o/silent e, oa** or **ow**)
- string or 3 hula hoops
- page 20

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 make the **long o** sound by adding a **silent e** to the end of the word. We can put the letters **oa** together to make the **long o** sound. We can also put the letters **ow** together to make the **long o** sound. This usually is done if the **long o** sound is at the end of the 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/ goat"; students repeat

- Teacher: “/o/ /o/ rope”; students repeat
- Teacher: “/o/ /o/ soap”; students repeat
- Teacher: “/o/ /o/ hole”; students repeat
- Teacher: “/o/ /o/ boat”; students repeat
- Teacher: “/o/ /o/ snow”; students repeat

Modeling: 7-10 minutes

- 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.
 - If they think it is a **silent e**, they should put their finger to their mouth like they are asking someone to be quiet.
 - If they think it is **oa**, they should stand with their legs apart and their arms together over their head, like an uppercase A.
 - If they think it is **ow**, they need to hold up 3 fingers, like they are making the letter w.
 - 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 what motion they did and make corrections if necessary.
 - Once all of the students are doing the correct motion, read the word together.
 - Continue with as many picture and word cards as is necessary.

Guided Practice: 5-7 minutes

- Play Relay Sort.
 - Make three circles at one end of the room. Label one **o/silent e**, one **oa** and one **ow**.
 - Divide the class into two teams.
 - Give the first students in each line a picture card with the **long o** sound.
 - Teacher says go and the students move to the end of the room with the circles and place their picture card in the correct circle. Then they return back to line.
- Continue until all students have placed a card in a circle.
- Hold up each card and have the students tell you if it is in the correct circle and which **long o** spelling is used in the word.

Independent Practice: 5-7 minutes

- Explain how to do page 20.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 20 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 20, monitor and give guidance/support/correction/praise, as needed.
- Use page 20 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Show a **long o** word card and read together. Have the students say how the **long o** sound is made in the word.
 - Teacher and students: “/s/ /o/ /p/, soap” Students: oa
 - Teacher and students: “/h/ /o/ /l/, hole” Students: silent e
 - Teacher and students: “/sn/ /o/, snow” Students: ow

