

Lesson Plan: Building words- the long “o” sound (oa/ow)

Grade Level: 1

Objectives:

- 1) Students will be able to create words with the long “o” sound spelled with an “oa” or “ow” using cards with letters and letter combinations.
- 2) Students will be able to identify “oa” and “ow” words in a story.

Materials:

Letter cards for “oa” and “ow” words

“oa/ow” story (“My Pet Goat”) written on big paper or overhead

Time: 40 minutes

Procedure:

- 1) On the carpet, read the following poem to students out loud. Have story/poem written on big paper or on the overhead so students can read along. After reading, ask the class to identify words with the long “o” sound and underline them. Ask them what these words have in common and what spelling patterns they can find.
 - a. “My Pet Goat”: Once I had a pet goat. He was a bad goat. He ate all our grass until it did not grow anymore. One day he ate all of our oats. The next day my mother saw him chewing on her coat. She got so mad she threw him out in the snow. I know that she will let him come back soon.
- 2) Have students return to their desks. Pass out letter cards to students and ask them to make as many words as they can with the letters they have. Each student receives an “oa” card and one “ow” card, and each desk cluster receives a pile of consonant cards to share. Have them make words individually (they may discuss in their groups) and write down every word they make on a sheet of paper. Then, as a class, make a list of the words that we made. Some will be “oa” words and some will be “ow” words. Point out that they all make the same sound, but the “oa” words have the sound in the middle and the “ow” words have the sound at the end. Have them identify their spelling words for this week and review them.
- 3) Closing: Discuss how students knew how to spell the words written during the lesson, and how they can use this knowledge to spell and read words in the future.

Gearing up/Gearing down: Students may work in pairs if they have trouble making words on their own. Students who finish early or grasp the concept well may continue to hunt for “oa” and “ow” words in books or stories.

Assessment: I will assess students formatively during the lesson by discussing the words they form and how they made the words. A spelling test will be given the following day on “oa” and “ow” words, so their understanding of the long “o” sound will be assessed then as well.