Lesson Objectives

**Day 1**

**Students will:**
- Identify long o patterns _ow_, _oCe_, and _o_ in words with more than one syllable
- Understand that accented syllables usually have the long vowel sound
- Hear the long vowel and accented syllables in words
- Read and write words with long o patterns

**Materials:**
- Anchor Poster

**Day 2**

**Students will:**
- Understand the rules for words with long o patterns
- Recognize the long o patterns
- Hear accented syllables in words with long o patterns
- Sort words according to their long o pattern

**Materials:**
- Anchor Poster
- BLM 2: Category Cards
- BLM 3: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—_ow_, _oCe_, Open o-
- Teacher Word Cards—bowling, compose, donate

**Day 3**

**Students will:**
- Recognize words with long o patterns
- Sort words into long o pattern categories
- Sort words by the accented syllable

**Materials:**
- BLM 2: Category Cards
- BLMs 4–5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—rowboat, alone, frozen

**Day 4**

**Students will:**
- Recognize words with long o patterns in a reading passage
- Categorize words with long o patterns and indicate accented syllables
- Correctly spell the spelling words
- Correctly write the dictated sentence

**Materials:**
- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check

**Day 5**

**Students will:**
- Correctly spell the long o pattern words

**Materials:**
- Quick-Check Assessment

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**Word Study & Vocabulary 1: Unit 17: Long**

**Lesson Objectives**

**Day 1**

**Students will:**
- Identify long o patterns _ow_, _oCe_, and _o_ in words with more than one syllable
- Understand that accented syllables usually have the long vowel sound
- Hear the long vowel and accented syllables in words
- Read and write words with long o patterns

**Materials:**
- Anchor Poster

**Day 2**

**Students will:**
- Understand the rules for words with long o patterns
- Recognize the long o patterns
- Hear accented syllables in words with long o patterns
- Sort words according to their long o pattern

**Materials:**
- Anchor Poster
- BLM 2: Category Cards
- BLM 3: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—_ow_, _oCe_, Open o-
- Teacher Word Cards—bowling, compose, donate

**Day 3**

**Students will:**
- Recognize words with long o patterns
- Sort words into long o pattern categories
- Sort words by the accented syllable

**Materials:**
- BLM 2: Category Cards
- BLMs 4–5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—rowboat, alone, frozen

**Day 4**

**Students will:**
- Recognize words with long o patterns in a reading passage
- Categorize words with long o patterns and indicate accented syllables
- Correctly spell the spelling words
- Correctly write the dictated sentence

**Materials:**
- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check

**Day 5**

**Students will:**
- Correctly spell the long o pattern words

**Materials:**
- Quick-Check Assessment

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**Word Study & Vocabulary 1: Unit 17: Long**

**Lesson Objectives**

**Day 1**

**Students will:**
- Identify long o patterns _ow_, _oCe_, and _o_ in words with more than one syllable
- Understand that accented syllables usually have the long vowel sound
- Hear the long vowel and accented syllables in words
- Read and write words with long o patterns

**Materials:**
- Anchor Poster

**Day 2**

**Students will:**
- Understand the rules for words with long o patterns
- Recognize the long o patterns
- Hear accented syllables in words with long o patterns
- Sort words according to their long o pattern

**Materials:**
- Anchor Poster
- BLM 2: Category Cards
- BLM 3: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—_ow_, _oCe_, Open o-
- Teacher Word Cards—bowling, compose, donate

**Day 3**

**Students will:**
- Recognize words with long o patterns
- Sort words into long o pattern categories
- Sort words by the accented syllable

**Materials:**
- BLM 2: Category Cards
- BLMs 4–5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—rowboat, alone, frozen

**Day 4**

**Students will:**
- Recognize words with long o patterns in a reading passage
- Categorize words with long o patterns and indicate accented syllables
- Correctly spell the spelling words
- Correctly write the dictated sentence

**Materials:**
- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check

**Day 5**

**Students will:**
- Correctly spell the long o pattern words

**Materials:**
- Quick-Check Assessment
Day One

Supporting ELs

If students are having difficulty hearing the long o sound and the accented syllables, slowly say each word and tap the syllables on a desk or another hard surface. Over-exaggerate the stress on the accented syllable. Ask students to repeat the word and tap the syllables with you.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word frozen on the chalkboard. Show how you divide the word into two syllables between the open vowel and next consonant. Explain that you now have an open o-pattern and a consonant at the beginning of the next syllable. Read each syllable and then blend the syllables together: fro/zen. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Long i Patterns in Accented Syllables

Focus Words: apply, minus, dryer, surprise, trial, supply

Write the focus words on the chalkboard. Ask students to identify the long i pattern in each word and tell which syllable is accented.

Introduce Long o Patterns in Accented Syllables

Model

Write the following words on the chalkboard and read them aloud: below, suppose, pony. Say: The long o pattern in accented syllables follows the same rules as long a and long i patterns. The accented syllable is usually the syllable with the long vowel sound. When I say the word below, I hear a long o sound in the second syllable, which is the accented syllable. The letters that stand for the long o sound are ow. In the word suppose, the long o is in the second syllable, which is also accented. Here the VCe pattern stands for the long o sound. In the word pony, the long o sound is in the first syllable. It has an open vowel pattern.

Guide

Write the words lower, lonely, and sofa on the chalkboard. Ask students to say the first word and listen for the long o sound and the accented syllable. Have them identify the letters that stand for the long o sound. Repeat with the words lonely and sofa.

Apply

Write the words owner, remote, and notice on the chalkboard.

Have students read the words and then turn to a neighbor and say each word, name the long o vowel pattern, and then say where they heard the accented syllable.
**Spelling Words with Long o Patterns**

**Unit Spelling Words:** explode, suppose, rowboat, snowfall, unknown, stolen, rotate, notice

Write the spelling words on the chalkboard. **Say:** All of these spelling words have a long o vowel pattern and are all two-syllable words. Look at the words explode and suppose. Which syllables have the long o sound? What letters stand for the long o sound in these words? Circle the oCe pattern in both words.

Look at the words rowboat, snowfall, and unknown. Which of these words has the long o sound in the first syllable? What letters stand for the long o sound in all three words? Circle the ow pattern in each word.

Ask students to read the remaining three words aloud with you. Have them tell where they hear the long o sound and what letters stand for the long o. Circle the long o pattern in each word.

Have volunteers use the spelling words in oral sentences. Make sure students can hear that the accented syllable is the syllable that has the long o sound. Show students the anchor poster and tell them this will help them remember the patterns for long o.

Tell students to write each spelling word in their word study notebooks. After writing each word, have them circle the long o vowel pattern and underline the accented syllable.

**Assessment Tip**

Observe students to see if they recognize the long o vowel patterns. Also observe if they are able to determine the accented syllables in words. Are they making the connection that accented syllables usually have the long vowel sound?

**Home/School Connection**

Students can take home a list of the unit spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Providing Support
Remind students to look carefully at their words to determine where the long o vowel pattern appears in the word. Tell them that saying a word out loud will make it easier to hear the long o sound and the accent in a word.

**Sound Sort**

<table>
<thead>
<tr>
<th>ow</th>
<th>oCe</th>
<th>Open o-</th>
</tr>
</thead>
<tbody>
<tr>
<td>below</td>
<td>lonely</td>
<td>pony</td>
</tr>
<tr>
<td>owner</td>
<td>erode</td>
<td>chosen</td>
</tr>
<tr>
<td>lower</td>
<td>suppose</td>
<td>notice</td>
</tr>
<tr>
<td>bowling</td>
<td>compose</td>
<td>sofa</td>
</tr>
<tr>
<td>showroom</td>
<td>remote</td>
<td>global</td>
</tr>
</tbody>
</table>

**Home/School Connection**
Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

**Supporting ELs**
Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand what they are supposed to do on the BLM.

Review Long o Patterns in Accented Syllables
Write the words snowfall, erode, and chosen on the chalkboard. Display the anchor poster and use it to help students review the long o patterns. Remind students that the rules for long o patterns in accented syllables are the same as the rules they learned about long a and long i patterns. Ask students to tell you which syllable is accented in each word on the chalkboard, which syllable has the long o sound, and what letters spell the long o sound.

**Sound Sort**

**Teacher Word Cards:** bowling, compose, donate
**Teacher Category Cards:** ow, oCe, Open o-

Place the category cards in the pocket chart. Hold up the word card for bowling.

**Think aloud:** When I sort words by their vowel patterns, I listen to where I hear the long o sound and the accented syllable. I also need to look at each word to determine the long o vowel pattern. As I say the word bowling, I hear the long o sound in the first syllable, bow/ling. The first syllable, with the ow vowel pattern, has the accent. I’ll place this card under ow.

Hold up the card for compose. **Say:** When I say the word compose, I hear the long o sound in the last syllable. I see the silent final e and recognize the oCe pattern in the second syllable, which is also where I hear the accent. I’ll place this card under oCe.

Hold up the word card for donate and ask students to tell you what the long o pattern is and where they hear the accent in the word.

Give pairs of students the word cards from BLM 3 and category cards for the vowel patterns from BLM 2. Tell them to say each word, listening for the long o sound and the accented syllable. Have them sort each word into the correct category.

**Spelling.** Ask students to copy the categories at the top of a new page in their word study notebooks to make a three-column chart. Tell them to write each of the unit spelling words in the correct column. Ask pairs of students to check each other’s sorts and the spelling of the words.
**Pattern Sort**

**Teacher Word Cards:** rowboat, alone, frozen  
**Teacher Category Cards:** ow, oCe, Open o-

Place the category cards in a row in the pocket chart and the three word cards in a group to the side of the chart. **Say:** We've been working with long o patterns. Look at these three words. Which word has the long o sound with the ow pattern? Which word has a long o sound with the oCe pattern? Which word has a long o sound with an open o- pattern?

Guide students to recognize the long o patterns and sort the word cards into the appropriate categories. Point out that rowboat has two long o sounds. Model checking the dictionary for the accented syllable in the word rowboat. (row/boat)

Give pairs of students word cards from BLM 4 and the long o pattern category cards from BLM 2. Have students work with a partner to sort words according to their long o patterns.

**Sound Sort**

**Teacher Word Cards:** rowboat, alone, frozen  
**Teacher Category Cards:** First Syllable, Second Syllable

Move the word cards into a group at the side of the pocket chart and replace the pattern category cards with the syllable category cards. **Say:** Let's look at these three words again. We've already talked about the long o vowel pattern in each word, so now we're going to sort the words according to where we hear the accented syllable.

Listen as I say rowboat. Did you hear the accented syllable in the first syllable or the final syllable? Where should I put this word card? Listen as I say alone. Is the accented syllable in the first syllable or final syllable? What about the word frozen? Which syllable has the accent or stress?

Give pairs of students word cards from BLM 5 and the syllable category cards from BLM 2. Have students work with a partner to sort words according to where they hear the accented syllables.

**Applying Meaning.** Give students BLM 7 and have them find the words with the long o pattern, and identify the accented syllable and the long o pattern.

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**Assessment Tip**

Monitor students to make sure they are able to identify which long o vowel pattern is used in words and which syllable has the long o sound. Also note if students can hear the accented syllables in words. Encourage them to check their dictionaries when they aren't sure where they hear the accented syllables.

**Providing Support**

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner to read and complete it.

**Home/School Connection**

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

**Supporting ELs**

Make sure that ELs understand what to do on BLM 8 since there may not be anyone at home who speaks English well enough to help them complete it.
Providing Support

Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choral-read the passage straight through. Then have them work as a team to find examples of words with long o vowel patterns.

Word Hunt

Give each student a copy of the reading passage on BLM 9.

Say: When you read your passage today, you’ll be searching for words with more than one syllable that have a long o vowel pattern. Remember the long o patterns you’ll be looking for are ow, oCe, and open o-. When you find a word with a long o pattern, underline the word.

After students have found all of the long o pattern words, have them write the words they found on the chart they created in their word study notebooks on Day Two. Have them circle the long o pattern and draw a line under the stressed syllable in each word.

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: minus, polite, dryer.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: explode, rotate, snowfall.

Dictate the following sentence and have students write it on their papers: I suppose the time when the rowboat was stolen is unknown.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Day Five

Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:
- Say a spelling word and use it in a sentence.
- Have students write the word on their papers.
- Continue with the remaining words on the list.
- When students have finished, collect their papers and analyze their spelling of the words.
- Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of long o patterns in accented syllables using the Quick-Check for Unit 17.

Suggestions for Independent Practice

Write a Story. Have students select at least eight word cards with long o patterns. Tell them to write a short story using their words. Have students trade their stories with a partner. The partners will search for and circle the long o patterns in words and underline the accented syllables. Tell students to give the stories back and check to make sure all of the long o pattern words were found.

Open Sort. Give pairs of students word cards from BLM 4. Tell them to think of as many ways as they can to sort the words. For example, vowel sound, accented syllable, words with more than one long vowel sound, beginning letter, and so on. Have them keep a list of their different sorts.

Write Words. Have students work with a partner. Each student should select six to eight word cards from BLMs 3–5. Tell students to take turns saying one of the words and asking their partner to write the word and say the long o vowel pattern. Then have them say where they heard the accented syllable.

Where’s the Accent? Have pairs of students work together to say words from BLMs 3–5 and state where they hear the accented syllable. Together they will select the top card, say the word, and then say the word again as they tap the syllables. Remind them to tap harder for the syllable where they hear the accent. Have students check with each other to see if they both heard the accented syllable correctly. If they disagree, have them try again and then look the word up in the dictionary to confirm the accented syllable.

Answer Key Unit 17 Quick-Check

Answer Key BLM 6

<table>
<thead>
<tr>
<th>ow</th>
<th>oCe</th>
<th>Open o-</th>
</tr>
</thead>
<tbody>
<tr>
<td>owner</td>
<td>suppose</td>
<td>sofa</td>
</tr>
<tr>
<td>below</td>
<td>remote</td>
<td>pony</td>
</tr>
<tr>
<td>bowling</td>
<td>hopeful</td>
<td>donut</td>
</tr>
</tbody>
</table>

Answer Key BLM 7

1. locate: circle o, underline lo
2. notebook: circle ote, underline note
3. pony: circle o, underline po
4. hopeful: circle ope, underline hope
5. mower: circle ow, underline mow
6. ocean: circle o, underline o
7. stolen: circle o, underline sto

Answer Key BLM 8

1. notice: circle o, underline no
2. owner: circle ow, underline own
3. robot: circle o, underline ro
4. remote: circle ote, underline mote
5. obey: circle o, underline o
6. lower: circle ow, underline low
7. broken: circle o, underline bro
Unit 17 Quick-Check: Long o Patterns in Accented Syllables

Answer Questions

**Directions:** Read each long o pattern word in the first column and then circle the word that has the correct accented syllable.

1. expose: ex/pose  ex/pose
2. ocean: ocean  o/cean
3. unknown: un/known  un/known
4. program: pro/gram  pro/gram

**Apply**

**Directions:** In the space below, list one word with an ow pattern, one word with an oCe pattern, and one word with an open o- pattern.

_______________________   _______________________   _______________________

**Directions:** Using the words from the word bank, complete the following sort by writing the words in the appropriate category.

<table>
<thead>
<tr>
<th>ow</th>
<th>oCe</th>
<th>Open o-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Word Bank**

compose, program, slowly, mower, awoke, spoken

**Think and Write about Long o Patterns in Accented Syllables**

**Directions:** In the space below, explain how understanding long o patterns in accented syllables helps you as a reader, speller, and writer.