Lesson Objectives

Day 1
Students will:
- Understand that words with long o sounds can be spelled in different ways
- Read and write words with long and short o vowel sounds

Day 2
Students will:
- Sort words by their long o spelling patterns

Materials:
- Anchor Poster
- BLM 2: Category Cards
- BLM 4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—First Syllable Accented, Second Syllable Accented
- Teacher Word Cards—same as BLM 3

Day 3
Students will:
- Sort words according to their accented syllables
- Recognize long o spelling patterns in words
- Write meaningful sentences using words with long and short o

Materials:
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—First Syllable Accented, Second Syllable Accented
- Teacher Word Cards—unfold, topic

Day 4
Students will:
- Identify words with short o, oCC, and oa patterns
- Write and spell words with the long and short o sounds in accented syllables

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

Day 5
Students will:
- Spell words with the long and short o sound in accented syllables

Materials:
- Quick-Check Assessment

Additional Materials:
- Word Study Notebooks
- Pocket Chart
**Day One**

**Supporting ELs**

Point out to Spanish-speaking English Learners that many Spanish words are similar to words in English. Give Spanish-speaking ELs the following Spanish words and related English words: el soldado/soldier; moderno(a)/modern; la tostadora/toaster; el producto/product. Have ELs explain the meanings of the Spanish words to other students. Use simple words, gestures, or pictures to explain the meanings of the English words.

**Blending Practice**

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word product on the chalkboard. Explain that in this word, we divide the word after the consonant d, not before it: prod/uct. This makes the two syllables both closed syllables. Read each syllable and then blend the syllables together: prod/uct: product. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

**Review Long and Short i Patterns in Accented Syllables**

**Focus Words:** figure, symbol, lightning, differ, crystal, frighten

Write the focus words on the chalkboard and have students read them aloud with you. Ask students what they remember about the spelling patterns in these words. (They have short i spelled i or y and long i spelled igh in accented syllables.)

Ask students to work with a partner and use each word in an oral sentence.

**Introduce Long and Short o Patterns in Accented Syllables**

**Model**

Write the word honest on the chalkboard and read it aloud. Say: I can hear the accent on the first syllable in the word honest. I can also hear the short o sound in the accented syllable.

Write hostess and approach on the chalkboard and read them aloud. Say: These words have the long o sound in their accented syllables. In hostess it is in the first syllable. In approach it is in the second syllable.

Point to the letters st after the letter o in the first syllable of hostess. Explain to students that when the letter o is followed by the consonants st, ll, or ld, the vowel sound is usually long.

Point to the vowel digraph oa in approach. Explain that the long o sound is spelled oa.

Write the categories Short o, oCC, and oa on the chalkboard. Point out each heading and explain to students that these are the different ways to sort words with long and short o sounds in accented syllables.

**Guide**

Provide practice by having students sort words according to the long or short o sound in the accented syllables. Ask students to write the category headings from the chalkboard in their word study notebooks. Guide them to write the words hostess, approach, and honest in the correct columns in their word study notebooks as you write the words in the columns on the chalkboard. Once all students have finished, have them compare their charts with the chart on the chalkboard and make any necessary corrections.
Apply

Write the words *common, postage, and coaching* on the chalkboard. Ask students to say the words aloud with you, emphasizing the long or short o sound in each word. Ask students to work with a partner to sort the words according to the long or short o sound in the accented syllables and write them in the correct columns in their word study notebooks.

Spelling Words with Long and Short o Patterns

*Unit Spelling Words: modern, soldier, roadway, poster, toaster, product, almost, unload*

Write the word *modern* on the chalkboard and read it aloud, emphasizing the short o sound in the first accented syllable. **Say:** *The first syllable of modern is accented, which means you place more emphasis on it when you say it aloud. You can also hear the short o sound in the first syllable. I will write it in the category Short o.*

Write the word *soldier* on the chalkboard, say it aloud and have students repeat. Point out the long o sound in the first accented syllable, spelled o, l, d. **Say:** *I can hear the accent and the long o sound in the first syllable of soldier. I can see that it is spelled with the letter o followed by two consonants ld. I will write soldier in the category oCC.*

Repeat this process with the remaining spelling words, having students identify the accented syllable, the long or short o sound, and how the sound pattern is spelled. Have students tell you in which column to write each word.

Ask students to write the spelling words in their word spelling notebooks. Have partners check each other’s spellings. Ask students to underline the accented syllable in each word. Have partners check each other’s underlining.

Assessment Tip

Note which students have difficulty telling you in which column to write the words. You may want to work with these students, pointing out the spelling pattern in the accented syllable that contains either the long or short o sound. You can also have students keep the anchor chart on BLM 1 next to them so that they can see sentences with examples of words with these spellings.

Home/School Connection

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

Common Features Sort

<table>
<thead>
<tr>
<th>Short o</th>
<th>oCC</th>
<th>oa</th>
</tr>
</thead>
<tbody>
<tr>
<td>common</td>
<td>almost</td>
<td>approach</td>
</tr>
<tr>
<td>forgot</td>
<td>hostess</td>
<td>coaching</td>
</tr>
<tr>
<td>honest</td>
<td>postage</td>
<td>roadway</td>
</tr>
<tr>
<td>modern</td>
<td>soldier</td>
<td>toaster</td>
</tr>
<tr>
<td>product</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Buddy Sort

<table>
<thead>
<tr>
<th>Short o</th>
<th>oCC</th>
<th>oa</th>
</tr>
</thead>
<tbody>
<tr>
<td>operate</td>
<td>coldness</td>
<td>afloat</td>
</tr>
<tr>
<td>opposite</td>
<td>enrolled</td>
<td>coastal</td>
</tr>
<tr>
<td>problem</td>
<td>scolded</td>
<td>coastline</td>
</tr>
<tr>
<td>product</td>
<td>stroller</td>
<td>reproach</td>
</tr>
<tr>
<td></td>
<td></td>
<td>soapy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>unload</td>
</tr>
</tbody>
</table>

Review Long and Short o Patterns in Accented Syllables

Display the anchor poster and have students refer to it as you review long and short o patterns.

Write the word *operate* on the chalkboard. Ask students what they notice about the initial syllable of the word. (It has the short o sound and is accented.)

Write the words *enrolled* and *roadway* on the chalkboard. Have students turn to a partner and identify the accented syllable that contains the long o sound in each word.

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 the directions. Also pronounce and define each word for them.

Common Features Sort

Teacher Word Cards: same as BLM 3
Teacher Category Cards: Short o, oCC, oa

Place the category cards in a pocket chart.

Show the word cards for *almost* and *approach* to students and read them aloud.

Think aloud: *I hear the long o sound in the second syllable of almost and in the second syllable of approach. In almost, the o is followed by the two consonants st. I will place that word in the oCC category. In approach, the o sound is spelled with the vowel digraph oa. I will place that word in the oa category.* Place the word cards in the correct category in the pocket chart.

With students, read aloud each remaining word card from BLM 3, and place the remaining cards in the appropriate categories in the pocket chart. Ask students to explain why each word belongs in its category.

Buddy Sort

Give pairs of students the category cards from BLM 2 and the word cards from BLM 4. Invite one student to read a word and ask in which category to place the word. After the other student responds and the word is placed, this student chooses a word and asks where the word should be sorted.

When students have finished sorting, ask them to tell which words they have in each category.

Spelling. Have students sort the spelling words according to the vowel sounds and how they’re spelled.
Buddy Sound Sort

Teacher Word Cards: unfold, topic
Teacher Category Cards: First Syllable Accented, Second Syllable Accented

Place the category cards in a pocket chart.

Hold up the word **unfold** and read it aloud, emphasizing the accent on the second syllable.

**Think aloud:** *When I say the word unfold, I can hear that the accent is on the second syllable. I will place this card in the Second Syllable Accented category.*

Place the card in the category in the pocket chart.

Hold up the word card **topic** and read it aloud, emphasizing the accent on the first syllable.

**Think aloud:** *When I say the word topic, I can hear that the accent is on the first syllable. I will place this card in the First Syllable Accented category.*

Place the card in the pocket chart.

Give pairs of students the First Syllable Accented and Second Syllable Accented category cards from BLM 2 and the word cards from BLM 5. Have them take turns reading each word aloud and placing it in the appropriate category. After students have finished sorting, ask them to tell which words they have in each category.

**Applying Meaning.** Give students BLM 7 and have them complete the activity, circling the word that doesn’t fit with the others in the set, circling the word that has the same sound or spelling as the target word, and writing sentences with words with long and short **o** patterns in accented syllables.

<table>
<thead>
<tr>
<th>First Syllable Accented</th>
<th>Second Syllable Accented</th>
</tr>
</thead>
<tbody>
<tr>
<td>boastful</td>
<td>occupy</td>
</tr>
<tr>
<td>dolphin</td>
<td>oxygen</td>
</tr>
<tr>
<td>floatable</td>
<td>solid</td>
</tr>
<tr>
<td>goalpost</td>
<td>coachable</td>
</tr>
<tr>
<td>hollow</td>
<td>topic</td>
</tr>
<tr>
<td>beyond</td>
<td>controlling</td>
</tr>
<tr>
<td>encroach</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Tip**

Use students’ completed BLM 7 to assess their understanding of the spelling patterns for the words. Note whether they need more practice in applying the different spellings.

**Providing Support**

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner and a dictionary 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 and the meanings of the words since there may not be anyone at home who speaks English well enough to help them complete it.
Word Hunt

Give each student a copy of the passage on BLM 9. Tell them that they will be going on a word hunt, looking for examples of words with long or short o in the accented syllables. Tell them to watch for words with the long o open pattern, as well as digraph oa and oCC patterns in accented syllables.

Read a few lines with students and model finding and underlining words with the target sounds and spellings. Then ask students to complete the word hunt on their own.

Ask them to write the words they find in their word study notebook and have them circle the syllable that contains either the long or short o sound.

Ask students to go through what they have read recently, either in class or for pleasure, to find words that fit the target spelling pattern.

Have students meet in small groups and read aloud the words they found to the group. As students respond, write their words in a word bank on the chalkboard.

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: kitchen, mystery, tonight.

Dictate the following words from this week’s unit, one at a time, having students write them on their BLMs: unload, poster, product.

Dictate the following sentence and have students write it on their papers: Ask that soldier to unload the truck parked along the roadway.

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.
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 words with long or short o in accented syllables using the Quick-Check for Unit 7.

Suggestions for Independent Practice

Concept Sort. Give small groups of students a set of word cards. Ask them to sort them into categories of related meanings. For example, coastal might be put in the same category as coastline because they both contain the word coast. Then have other students guess how the group sorted their words.

Acrostics. Have pairs of students use a sheet of graph paper and a set of word cards to create an acrostic. One student picks a card and reads the word aloud. The other student writes the word on the graph paper. Then, the students reverse roles. After the first turn, students must write their word so that it uses at least one letter from one word already on the paper. Challenge students to fit all the words in their acrostic.

Scrambled Words. Have students scramble ten words from the word cards and write them on a sheet of paper. Students exchange papers with another student and try to unscramble the words. Students can time themselves with a stopwatch and see who can unscramble the words the fastest.

Make Words. Have students choose a word from the word cards and see how many words they can make using the letters in their chosen word.

Answer Key Unit 7 Quick-Check

<table>
<thead>
<tr>
<th>Short o</th>
<th>oCC</th>
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</tr>
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<td>operate</td>
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<td>hostess</td>
<td>roadway</td>
</tr>
<tr>
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<td>coldness</td>
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</tr>
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<td>stroller</td>
<td>unfold</td>
<td>reproach</td>
</tr>
<tr>
<td>dolphin</td>
<td>unfold</td>
<td>nearly</td>
<td>boastful</td>
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Answer Key BLM 6

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</table>

Answer Key BLM 7

1. coastline 7. scolded
2. scolded 8. soapy
3. modern 9. common
4. coachable 10. scolded
5. unfold 11. almost
6. common 12. soapy

Answer Key BLM 8

1. operate 7. coastal
2. postage 8. dolphin
3. coaching 9. controlling
4. oxygen 10. afloat
5. controlling 11. dolphin
6. product 12. hostess
Unit 7 Quick-Check: Long and Short o Patterns in Accented Syllables

Answer Questions
Directions: Circle the word that has the same sound and vowel pattern of the target word in each set.

1. opposite  
   a. coastline  
   b. common  
   c. scolded

2. coldness  
   a. controlling  
   b. soldier  
   c. soapy

3. toaster  
   a. modern  
   b. almost  
   c. boastful

Apply
Directions: In the space below, list three to five words you know that contain the long or short o sound in the accented syllable.

_________________________  __________________________  __________________________

Directions: Using the words from the word bank, complete the following sort. Write each word in the appropriate sort category.

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<tbody>
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<td>Word Bank</td>
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<td></td>
</tr>
<tr>
<td>floatable, operate, occupy, hostess, coaching, almost, scholar, unload, encroach</td>
<td></td>
<td></td>
</tr>
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</table>

Think and Write about Long and Short o Patterns in Accented Syllables
Directions: In the space below, explain how understanding words with long or short o patterns in accented syllables helps you as a reader, speller, and writer.

_____________________________________________________________________________
_____________________________________________________________________________