Lesson Objectives

Day 1
Students will:
- Recognize ambiguous vowel patterns
- Understand why these vowel patterns are called ambiguous
- Understand that ou makes two different vowel sounds
- Read and write words with ambiguous vowel sounds in accented syllables

Day 2
Students will:
- Sort words by common features and spelling patterns

Materials:
- Anchor Poster
- BLM 2: Category Cards
- BLM 4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—oy, oi, ow = about, ou = country
- Teacher Word Cards—same as BLM 3

Day 3
Students will:
- Sort words according to the accented syllable

Materials:
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—First Syllable Accented, Second Syllable Accented
- Teacher Word Cards—bounty, enjoy

Day 4
Students will:
- Identify words with vowel sounds spelled oy, oi, ow, and ou
- Create lists of words organized by their spelling and sound patterns
- Write and spell words with ambiguous vowel 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 ambiguous vowel sounds in accented syllables

Materials:
- Quick-Check Assessment

Additional Materials:
- Word Study Notebooks
- Pocket Chart

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

Anchor Chart (BLM 1)
Category Cards (BLM 2)
Word Cards (BLM 3)
Word Cards (BLM 4)
Word Cards (BLM 5)
Take-Home Activity (BLM 6)
Classroom Activity (BLM 7)
Take-Home Activity (BLM 8)
Reading Passage (BLM 9)
Spelling Dictation (BLM 10)
Spelling Peer Check (BLM 11)
Day One

Supporting ELs

Point out to Spanish-speaking ELs that many Spanish words are similar to words in English. Provide the Spanish words and the related English words: el contador/counter; leal/loyal; doble/double. Write the words on the chalkboard and have ELs explain the meaning of the Spanish 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 counter on the chalkboard. Show how you divide the word into two syllables between the consonant n and the consonant t. Explain that you now have two syllables. Reinforce that the first syllable is accented and contains the ambiguous vowel sound ou, and the second syllable has an r-controlled vowel sound /ar/ (schwa). Read each syllable and then blend the syllables together: coun/ter: counter. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Long and Short u Patterns in Accented Syllables

Focus Words: shampoo, newborn, foolish, fewer, punish, summary

Write this sentence on the chalkboard: You must be careful when you use shampoo on a newborn baby. Ask students what they remember about words such as shampoo and newborn. (They have the long or short u sound in the accented syllable.)

Write the words foolish, fewer, punish, and summary on the chalkboard. Ask students to work with a partner to use each of the words in an oral sentence.

Introduce Ambiguous Vowels (oy/oi, ou/ow) in Accented Syllables

Model

Write the words voyage, drowsy, and country on the chalkboard and say them aloud. Discuss the meanings of the words. Say: These words have vowels that are neither long nor short. Listen as I say the words again and notice which syllable is stressed. Repeat the words aloud. The first syllable is stressed. Circle the vowel patterns in each word.

Write the words destroy and about on the chalkboard. Say them aloud and have students repeat. Say: These words also have vowels that are neither long nor short. Listen as I say these words and notice which syllable is stressed. Repeat the words aloud. In these words the second syllable is stressed. Circle the vowel patterns in each word.

Write the word moisture on the chalkboard and read it aloud. Tell students that this word has the same vowel sound as voyage in the accented syllable, but it is spelled differently. Circle the oi diphthong.

Explain to students that these words can be sorted by their spelling pattern. Point out the oy in voyage, the ow in drowsy, and the oi in moisture. Show students that both about and country have the ou spelling pattern, but have different accented syllables and sounds.

Guide

Write oy, oi, ow, ou = about, and ou = country in a row on the chalkboard. Have students sort the words according to their spelling patterns and sounds. Guide students to help you identify in which column the words on the chalkboard belong. Write the words in the correct column on the chalkboard.
Apply

Have students copy the chart from the chalkboard in their word study notebooks. Write the words *annoy, poison, allow, county, and trouble* on the chalkboard. Read the words aloud, emphasizing the accented syllable in each word. Ask students to work with a partner to sort the words according to their spelling patterns and sounds and place them in the correct columns of their charts.

Spelling Words with Ambiguous Vowels

**Unit Spelling Words:** poison, counter, trouble, avoid, allow, loyal, thousand, double

Write the spelling words on the chalkboard. Say each spelling word aloud, emphasizing the ambiguous vowel sounds in the accented syllables of each word. Have students repeat the words after you.

Invite students to revisit the five-column chart they created in the initial activity. Then, have students write the spelling words in the appropriate column in the chart in their word study notebooks. Ask students to compare their chart with a partner’s. Then, invite several volunteers to tell the group which column each spelling word belongs in. Write students’ responses on the chart on the chalkboard.

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 an ambiguous vowel sound. You can also have students keep the anchor chart on BLM 1 next to them so that they can see 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

Sound and Pattern Sort

<table>
<thead>
<tr>
<th>oy</th>
<th>oi</th>
<th>ow</th>
</tr>
</thead>
<tbody>
<tr>
<td>annoy</td>
<td>moisture</td>
<td>allow</td>
</tr>
<tr>
<td>employ</td>
<td>noisy</td>
<td>coward</td>
</tr>
<tr>
<td>loyal</td>
<td>poison</td>
<td>drowsy</td>
</tr>
<tr>
<td>voyage</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ou = about**

<table>
<thead>
<tr>
<th>about</th>
<th>countr</th>
<th>country</th>
</tr>
</thead>
<tbody>
<tr>
<td>counter</td>
<td></td>
<td>double</td>
</tr>
<tr>
<td>county</td>
<td></td>
<td>trouble</td>
</tr>
</tbody>
</table>

**Review Ambiguous Vowels (oy/oi, ou/ow) in Accented Syllables**

Display the anchor poster and review the ambiguous vowel sounds.

Write the word pairs voyage/annoy, moisture/poison, drowsy/allow, about/country, and country/trouble on the chalkboard. Ask each student to turn to a partner and tell what is the same in each word pair. (Each word pair has the same ambiguous vowel sound spelled the same way.)

Remind students that words such as these have ambiguous vowel sounds, or vowel sounds that are neither long nor short.

Sound and Pattern Sort

**Teacher Word Cards:** same as BLM 3

**Teacher Category Cards:** oy, oi, ow, ou = about, ou = country

Place the category cards in a pocket chart next to each other. Hold up the word cards about and country and read them aloud.

**Think aloud:** I hear the ambiguous vowel sound in these words. The vowels in the accented syllable are the same as in about and country, but the sound is different. Put the word cards for about and country under their respective category cards. Hold up the word card counter and read it aloud. Counter has the same sound in the accented syllable as about. I’ll place the word under ou = about.

Have students help you place the remaining word cards in the correct category in the pocket chart and ask them to explain why each word belongs in the category.

Buddy Sound and Pattern Sort

Give pairs of students the category cards for spelling patterns from BLM 2 and the word cards from BLM 4. Invite one student to read a word aloud and ask in which category to place the word. When the other student responds and the word is placed, that student chooses a word and asks where the word should be sorted. Encourage students to read each word aloud several times before they decide in which category to place it.

**Spelling.** Have students practice writing each spelling word. Then have them choose three of the words and write a sentence for 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.
**Buddy Sound Sort**

**Teacher Word Cards:** bounty, enjoy

**Teacher Category Cards:** First Syllable Accented, Second Syllable Accented

Place the category cards in a pocket chart. Hold up the word card *bounty* and read it aloud, emphasizing the accent on the first syllable.

**Think aloud:** When I say the word *bounty*, I can hear the accent on the first syllable. I will place this card in the **First Syllable Accented** category. Place the card in the category in the pocket chart.

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

**Think aloud:** When I say the word *enjoy*, I can hear the accent on the second syllable. I will place this card in the **Second Syllable Accented** category. Place the card in the pocket chart.

Give pairs of students the **First Syllable Accented** and **Second Syllable Accented** category cards 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 read the words they have in each category.

**Applying Meaning.** Give students BLM 7 and have them complete the activity, circling the letters in each word that make the ambiguous vowel sound in the accented syllable.

---

**Sound Sort**

<table>
<thead>
<tr>
<th>First Syllable Accented</th>
<th>Second Syllable Accented</th>
</tr>
</thead>
<tbody>
<tr>
<td>bounty</td>
<td>scoundrel</td>
</tr>
<tr>
<td>boycott</td>
<td>shower</td>
</tr>
<tr>
<td>brownie</td>
<td>soybean</td>
</tr>
<tr>
<td>lousy</td>
<td>trowel</td>
</tr>
<tr>
<td>oyster</td>
<td>turmoil</td>
</tr>
<tr>
<td>pointed</td>
<td>voucher</td>
</tr>
<tr>
<td>rowdy</td>
<td></td>
</tr>
<tr>
<td>enjoy</td>
<td>exploit</td>
</tr>
<tr>
<td>rejoice</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.
Day Four

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 ambiguous vowel sounds in the accented syllables.

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 ambiguous vowels in the accented syllables.

Ask students to read the passage through to themselves. Then read a few lines with students and model finding and underlining words with the target sounds and spellings. Ask students to complete the word hunt on their own.

Have students write the words they find in their word study notebooks and underline the syllable that contains the ambiguous vowel 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 them write the new words in their word study notebooks.

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: shampoo, Sunday, renew.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMS: voyage, thousand, avoid.

Dictate the following sentence and have students write it on their papers:

*I am so hungry that I could eat a thousand double chocolate brownies.*

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 words with ambiguous vowel sounds in accented syllables using the Quick-Check for Unit 9.

Suggestions for Independent Practice

Speed Read. Have pairs of students select up to twenty word cards and read the words to each other. Then have them take turns reading the words while the other student times their reading with a stopwatch.

Concept Sort. Give pairs or small groups of students a set of word cards. Ask the students to sort them into categories of related meanings. For example, counter, country, and county might be grouped together because all three words begin with count. Then have the groups try to guess how the group has sorted their words.

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.

Blind Writing Sort. To practice their spelling, give pairs of students one set of category cards and one set of word cards. Have them write the categories in a row in their word study notebooks. The first reader chooses a card and pronounces the word without showing the card, and his or her partner writes the word in the correct category. Remind students to switch roles.

Answer Key Unit 9 Quick-Check

Answer Key BLM 6

<table>
<thead>
<tr>
<th>oy</th>
<th>oi</th>
<th>ow</th>
</tr>
</thead>
<tbody>
<tr>
<td>annoy</td>
<td>toilet</td>
<td>prowler</td>
</tr>
<tr>
<td>oyster</td>
<td>rejoice</td>
<td>shower</td>
</tr>
<tr>
<td>royal</td>
<td>ginkgo</td>
<td>rowdy</td>
</tr>
</tbody>
</table>

ou = about ou = country

<table>
<thead>
<tr>
<th>ou</th>
<th>ou</th>
</tr>
</thead>
<tbody>
<tr>
<td>lousy</td>
<td>troubl</td>
</tr>
<tr>
<td>soundrel</td>
<td>southern</td>
</tr>
<tr>
<td>trousers</td>
<td>youngster</td>
</tr>
</tbody>
</table>

Answer Key BLM 7

1. joyful 9. employ
2. counter 10. avoid
3. poison 11. poison
4. ahoy 12. turquoise
5. lousy 13. pointed
6. exploit 14. voyage
7. bounty 15. southern
8. announce

Answer Key BLM 8

1. coward 9. profound
2. trousers 10. loyal
3. surround 11. powder
4. destroy 12. appoint
5. amount 13. boycott
6. rejoice 14. avoid
7. double 15. toilet
8. pointed
Unit 9 Quick-Check: Ambiguous Vowels (oy/oi, ou/ow) in Accented Syllables

Answer Questions
Directions: Circle the word in each group that has the same sound as the target word.

1. about appoint county country
2. trouble double employ poison
3. counter avoid coward thousand
4. southern around amount youngster

Apply
Directions: In the space below, list five to ten words you know that contain an ambiguous vowel sound (oy/oi, ou/ow) in the accented syllable.

____________   ____________   ____________   ____________   ____________   ____________   ____________   ____________   ____________

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

<table>
<thead>
<tr>
<th>ou = about</th>
<th>ou = country</th>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>employ, powder, appoint, amount, turquoise, brownie, southern, council, double, boycott</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>oy</th>
<th>oi</th>
<th>ow</th>
</tr>
</thead>
</table>

Think and Write about Ambiguous Vowels (oy/oi, ou/ow) in Accented Syllables
Directions: In the space below, explain how understanding words with ambiguous vowel sounds in accented syllables helps you as a reader, speller, and writer.