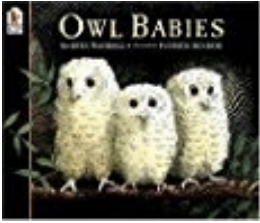


# Foundations for Literacy II

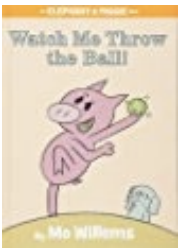
## O-w says “Ow!” or “Oh!”



**Read: *Owl Babies*, by Martin Waddell**

\*Motion- Lay one hand flat on table or knee. Gently pound it with your other hand that's balled into a fist. Shake the hand you hit and say, “Ow!”

Read the book, *Owl Babies*. Ask your readers to gently pound their hands and then shake it saying, “Ow!” every time you say the word *owl*. (*It's a lot!*)



**Read: *Watch Me Throw the Ball*, by Mo Willems**

Next, introduce the book, *Watch Me Throw the Ball*. Say the word *throw* so the o-w says, “Ow!” Ask if that makes sense? The cover usually gives enough of a hint that the kids figure out that the word says *throw*. **Say: O-W usually says /Ow!/ (shake hand like it's just been pounded), but it can also say /Oh!/ (place fingers on tip of thumb to form the letter o and draw an imaginary o around it with the other hand).**

Note that since o-w USUALLY says “Ow!” kids should try that one first to decode words. If it doesn't make a word they know, then they will “**flip it**” to the other sound. (The first sound we teach is the most common sound made with the featured letter combination.)

**Say: O-W says “Ow!” (hit hand) or “Oh! Make an o with one hand and draw an o around it with the other.** Repeat this a few times and have kids do it with you.

### **o-w Word Sort**

materials include: o-w word cards, o-w word sort sheet (with images of a Cow Tale, a Blow Pop, and a Mounds bar)



Give each student a sorting sheet. Initially, fold the Mounds image under so it's not showing.

We're only going to focus on the two sounds for o-w to begin. Provide o-w word cards so kids can practice decoding them, flipping the sound for o-w from /Ow!/ to /Oh!/, as needed, to make words they know.

Cow Tale

clown

plow

Blow Pop

glow

show

## **o-w Board Game**

materials include: o-w game boards, movers, dice, crayons

Use movers and dice to play the o-w x 2 sounds game. Each student will use his or her own game board. Students will roll their dice, move their movers that number of spaces on the board, decode the word, and you'll color in the correctly read words when you confirm that they've read the word correctly. Remember, students won't land upon the colored spaces again. Play will continue until all words have been accurately decoded and all spaces are colored in. The game can be played across a couple of days.

## **o-w Spelling**

materials include: handwriting/spelling papers with candy images, sharpened pencils

Have your readers spell 5-7 words from today's practice on the ow spelling practice page. Have the students fold under the Mounds column as they did with the word sort headers. The students will stretch out the sounds and record the corresponding spellings in the column representing the sounds they hear for the o-w's. Note that students will not record any words in the right-most column. You'll coach to ensure the students are decoding accurately, placing the words in the proper columns, and are using proper letter formations. You'll continually remind your readers of the rules you're learning in this lesson and every lesson you've taught to date.

## **Watch it Grow! (optional)**

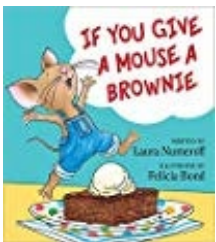
materials include: information page, capsule creatures



Show the information page to students. Have them read with you, "Wow! Watch it grow!" Note the two sounds for o-w. Send students home with a capsule as a reminder of the two sounds for o-w.

These inexpensive grow capsules can be used to inspire kids to expand their reading skills.

## **o-u Says "OW!" Too**



### **Read: If You Give a Mouse a Brownie**

Before reading the book, examine the title with your students. Note that *mouse* and *brownie* both have the /Ow!/ sound. Note that *brownie* has the expected o-w and that *mouse* has, instead, an o-u. Share that o-u AND o-w can say /Ow!/.

## **o-u Word Decoding**

materials include: o-u and o-w word cards, o-w word sort sheet (with images of a Cow Tale, a Blow Pop, and a Mounds bar)

Support students as they decode lots of words with o-u saying, “Ow!” Then, mix up the o-w and o-u cards and have the kids sort the word cards on the candy-themed sorting page, this time, with the Mounds candy bar showing. Notice together that the words featuring the /Ow!/ sound are on the **outside** of the sorting sheet. The words saying /Oh!/ are in the **middle row**.

### **o-u & o-w Board Game**

materials include: o-u & o-w (mixed) game boards, movers, dice, crayons

Use movers and dice to play the o-w x 2 including the o-u saying /Ow!/ game. Each student will use his or her own game board. Students will roll their own dice, move their movers that number of spaces around the board, decode the word, and you’ll color in the correctly read words as you confirm that they’ve read them correctly. Remember, students won’t land upon the colored spaces again. Play will continue until all words have been accurately decoded and are colored. The game can be played across a couple of days.

### **o-u Spelling Practice**

materials include: handwriting/spelling papers with candy images (this time, with the Mounds candy bar showing), sharpened pencils

Support students as they spell lots of words with o-u saying, “Ow!” in the Mounds column. Note with your students that we almost never use o-u to say /Ow!/ at the ends of words. O-w says /Ow!/ at the ends of words.

Next, mix up some o-w and o-u cards and have the kids spell them, placing them in the correct columns on the candy-themed spelling sorting page. Notice together that the words featuring the /Ow!/ sound are on the outside of the sorting sheet. The words saying /Oh!/ are in the middle row.

***TIP: To avoid student frustration, invite your students to guess which column the words will be written. Students show their best guesses by placing their pencils where they think they’ll be recording the word. After students have made their best guesses, given what they know about these words, you share the correct spelling/which column is the correct one. Kids will not waste their time writing a word in the wrong spot, and they won’t become frustrated by making errors. Instead, the students will better remember, the next time, whether to use an o-u or an o-w. We’re promoting orthographic mapping.***

*I was right! (They’ll likely remember it the next time.)*

*Darn. I was wrong! (They’ll likely remember it the next time.)*

*Either way, everyone wins. The work is gamified, and no one feels small for mistakes made.*

### **o-u in the word you**

materials include: Y-o-u Spells you practice page, sharpened pencils

Refer to the title of the book *If You Give a Mouse a Brownie*. This time, notice the word *you*. Note that the o-u doesn’t say /Ow!/ here. The word is *you*. Share with your students that o-u says /oo/ very rarely. We see it happen in the words *you, soup, group, routine and through*, but it’s rare. In an upcoming lesson, we’ll teach our students that the letters o-u-g-h are really tough. Until then, we can acknowledge the odd spelling of the word *you*, practice it, and move on.

Provide each student with a “Y-o-u Spells You” practice page. Invite the student to read the first sentence. Ask them to write the word *you*, in the proper spot, by stretching out the sounds (y-oo) and recording the letters y-o-u, acknowledging that, very rarely, o-u says /oo/.

Please address the need for using an uppercase Y when the word *you* is at the beginning of a sentence. Note and model the proper formation on an uppercase y, too.

#### **o-u in the word would**

materials include: o-u-l saying /oo/ (as in book)

We used this practice page when learning the two sounds for o-o. We’re adding it here for additional practice noticing, again, the sound for o-u in these irregularly spelled words.

#### **Decodable Book (optional)**

materials include: *How Plants Grow* by Dona Herweck Rice

Invite students to make the sounds they see as they read *How Plants Grow*. This book features many words with ow saying /Ow!/ and /Oh!/. Remind your scholars to “set up for good reading” by placing both hands on their books—one is the hand with the finger that slides across the pages as they point to the letters as they’re decoding each word, and the other is the holding hand, so the pages remain flat and the book doesn’t move as their fingers slide across the pages.

#### **Silent g-h (optional)**

materials include: information page re: silent g-h with *bough* and *drought*

In an upcoming lesson, we’re going to learn that a silent g-h follows many words with a-u. There are far fewer words with o-u and a silent g-h, but there are two—*bough* and *drought*. If it’s near Christmastime, it could be beneficial to share these words to expand your students’ vocabularies.

#### **Dictated Sentence and Decoding Sentence Practice Page**

materials include: dictated sentence practice pages, pencils

Students will be challenged to write one sentence from the dictated sentence page for this lesson. You will read a sentence of your choice, as many times as needed, as the students record that sentence—using capitals, spaces, and end marks. You will coach them to correctly use the phonics rule you’ve been teaching this week and in previous weeks.

TIP: With the dictated sentence page in front of your students, on their table or at their desks, have them flip the paper upside down and fold on the dotted line so the handwriting lines show at the bottoms of their papers. When done this way, it’ll be easy for your students to flip that fold back up to check their sentence writing. Their sentences will be right side up when they unfold them.

This self-checking promotes skilled reading and writing. This work is not to be graded. This is practice. We want to use no-stakes assessments, so our kids feel comfortable taking risks and trying out the skills they’re learning.

Finally, your scholars will practice decoding words, featuring this new learning, as they decode the remaining sentences.