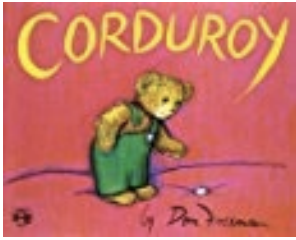


Foundations for Literacy II

O-r says OR



Read: *Corduroy*, by Don Freeman

materials include: Oreo cookies



As you introduce this book, say, “O-r (like we see in *Corduroy*) says /or/ like Oreos.” Then, show your readers the motion, which involves moving your hands, twisting in opposite directions like you’re twisting open an Oreo cookie. Give each student an Oreo and have them twist the Oreo to divide into two cookies. Invite them to enjoy the sweet treat while you read the book. Say, “O-r says /or/ like Oreos.”

o-r Word Search Around the Room

materials include: cookie-shaped o-r word cards (optional: tape to hang cookie words around the room), small flashlights, one per student

Tell your readers that, like the night watchman in *Corduroy*, they are going to search around the classroom, with a flashlight, but they are in search of o-r’s on some o-r word cards that are shaped like Oreo cookies. Your students will be *spotlighting* the o-r’s in words and decoding them, making the sounds they see, using a finger traveling under each letter, recalling that o-r says /or/ like Oreos.

Spot the o-r

materials include: o-r word list, black or yellow crayons (to match the Oreos)

Invite your students to use a black or yellow crayon to make “Oreo highlights” on the o-r’s within the words listed, and ask students to read the words aloud to you. Have students begin in different columns, some at the tops and some at the bottoms, so students are not simply overhearing what other students are saying and repeating what they’ve heard. Ask them to place their fingers under the words they’re decoding so it will be easier for them to read accurately and for you to see which words they’re working on. Your students will be teaching their brains to recognize the o-r combination when they see it and to remember that o-r says /or/ like Oreos.

o-r Bingo

materials include: bingo boards (option of 9 or 16 words), o-r word cards, cookie-shaped word covers

NOTE: If you do not wish to use the cookie shaped covers, you can simply have students turn their correctly read words word-side down.

Provide each student with a blank bingo board. Read the text at the bottom that says, “O-r says /or/!” Give the students each a baggie of the individual word cards and have them place the cards on their bingo boards, covering each spot with any card they choose.

To play bingo, you will draw words from another baggie of words, one-at-a-time, and call the words without showing them to the students. As the students locate the called words, leaning into the sounds, they may cover that word with a cookie-shaped word cover—or simply flip the card so it’s word-side down. When students get a tic-tac-toe, three (or four, depending on the bingo board you choose) in a row (vertically, horizontally, or diagonally), they will say, “**O-r says /or/!**”

Play until all words have been covered of flipped word-side down. When students’ boards have been covered (after lots of “O-R says /or/!”s), they’ll stand up and shout, “O-r says /or/!”

o-r Board Game

materials include: o-r board game (one per student), movers, dice, crayons

The students will use movers and dice to play the game. You will color in the words as you confirm the students have read them correctly. They won’t land on colored word spaces again. Play will continue until all the word spaces are colored in. The game can be played across a couple of days.

Let’s Get Clear About Your & You’re

materials include: information pages

Share with your students the irregular spellings of *your* and *you’re*. Teach the meanings of both words sharing how **the contraction is a dead giveaway for the word meaning you + are**. Talk about contractions again, and share that we’ll see contractions in print all around us. All we have to remember is to make the sounds, and we are able to decode contractions.

Irregular spellings of door, poor, floor & blood and flood

materials include: informational pages, practice pages, pencils

Note the irregular spellings of door, poor, and floor. Write each word with only one o and share that you’d understand if your students misspelled these words because that second o is a mystery. You can share that there are two doorknobs on a **door**, only two pennies in your pocket when you’re **poor**, and you’d like to find two Oreos on the **floor**. 😊

o-r Spelling

materials include: o-r handwriting papers and sharpened pencils

Have your readers spell 5-7 words from today’s practice using lined handwriting paper and remembering proper letter formations. Continually remind your students of the rule you’re learning and provide cues, so they spell the words correctly. We don’t want students to misspell words and then feel defeated. Coach your students to spell them correctly. Remember that this is not a quiz. You’re equipping your students to apply the same phonics rules they’ve been applying in their reading to their spelling.

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 one sentence, as many times as needed, as the students record that sentence— using

capitals, spaces, and end marks. You'll coach them to correctly use the phonics rules you've been teaching them.

TIP: With the dictated sentence page in front of your students, on their table or at their desks, have them flip their papers 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 them to flip that fold back up and check their sentence writing with the one on the page. Their sentences will be right side up when they unfold them.

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

Finally, have the students practice decoding words featuring this new phonics lesson, as they read the remaining sentences.

Two sounds for s

materials include: Hershey Kisses, Hershey Kisses image, s x 2 sounds information page, and Two Sounds for s practice page, pencils



Note with students the sounds for each s in Kisses.

Remind your students that when we have two of the same letters, side by side, we only make the sound one time. Soon we'll learn that doubles are often "blocker letters." They keep short vowels short (like in *Kisses*) so that e cannot do Magic.

You can also recognize that the s in the s-h in Hershey's makes a wholly unexpected sound. It's a digraph. Share that one s (actually two) in Kisses says /s/ as we'd expect, while the final s says /z/. That's odd.

Did you know that the letter s represents the /z/ sound in words more often than a letter z does?

Together, decode the words on the Two Sounds for s practice page. Have the students listen to determine whether the s says /s/ or /z/ and record the sound in the sound spaces above each s as shown in the example.