



### Daily and Supporting Learning Targets

- Opening A: I can read, identify the syllable type, and spell words with the spelling patterns “ow” and “oa.” (RF.2.3, L.2.2)
  - I can decode a word with a vowel team (two vowels that make a long vowel sound) in the middle.
  - I can decode (regularly spelled) two-syllable words with long vowels.
  - I can identify spelling patterns based on syllable type.
- Work Time A: I can write a sentence using words with the spelling patterns “ow” and “oa.” (RF.2.3, L.2.2d)
  - I can identify spelling patterns based on syllable type.
  - I can use spelling patterns I know to spell words correctly.

### Ongoing Assessment

- Observe students sharing the pen (or following along) during Work Time A. Determine whether they can write the given sentence, following basic concepts of print such as directionality and spacing.
- Observe students during Work Time A.
- Determine whether they can identify syllable types of /ō/ words spelled with “ow” and “oa.”
- Determine whether they can apply spelling patterns in writing words on whiteboards.
- Exit ticket (see Differentiated Small Groups: Work with Teacher)

### Agenda

1. **Opening (3–5 minutes)**
  - A. Words Rule Review: /ō/ Words Spelled with “ow” and “oa”: “blow,” “shadow,” “float,” “moan”
2. **Work Time (10 minutes)**
  - A. Interactive Writing: Writing a Silly Sentence with “ow” and “oa” Words
3. **Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning
4. **Differentiated and Small Group Instruction (40–45 minutes)**

### Teaching Notes

#### In advance:

- Prepare possible silly sentence examples (students may also generate their own; optional): “My coach is sure to own a toaster that throws oats at windows.” “The wind blows snow on slow roads when a yellow goat and crow row a boat to school.”
- Copy and cut apart Words Rule Word Cards for Work Time A (one set to display; one set per pair).

- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher).

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- interact, interactive, pattern, proficient (L)

## Materials

- ✓ Words Rule Word Cards (one set to display; one set per pair)
- ✓ Whiteboards or sheet protectors with white cardboard inside (one per student or pair)
- ✓ Whiteboard markers (one per student)
- ✓ Whiteboard erasers (or tissues, socks, etc.; one per student)

## Opening

### A. Words Rule Review: /ō/ words spelled with “ow” and “oa”: “blow,” “shadow,” “float,” “moan”

- (Suggested transition song, sung to the tune of “The Muffin Man”):

**Teacher:** “Can you take a closer look, a closer look, a closer look? Can you take a closer look at these words today?”

**Students:** “Yes, we’ll take a closer look, a closer look, a closer look. Yes, we’ll take a closer look to group the words today.”

- Begin the Words Rule Review instructional practice:
  1. Teacher displays **Words Rule Word Cards** on board and reads aloud “ow” and “oa” words in random order: “blow,” “float,” “shadow,” “moan.”
  2. Teacher says: “Talk to an elbow partner about the rule we have learned about these vowel teams for /ō/” (“ow” is at the end of the syllable; “oa” is in the middle)
  3. Teacher says: “Right! We know that the vowel team ‘ow’ makes the /ō/ sound at the end of a syllable. Like ‘blow’ and ‘shadow.’”
  4. Teacher underlines the “ow” in “blow” and “shadow” and invites students to notice how it is at the end of the syllable most of the time.
  5. Teacher says: “We know that the vowel team ‘oa’ spells the /ō/ sound when it is in the middle of the syllable, like ‘float’ and ‘moan.’”
  6. Teacher underlines the “oa” in “float” and “moan” and invites students to notice its position in the middle.
  7. Teacher says: “Now you will partner up and practice more /ō/ words that are spelled with ‘ow’ or ‘oa.’ Each partner will take turns reading the words then writing the words they hear.”
  8. Teacher distributes Word Rules Word Cards and **whiteboards, whiteboard markers, and whiteboard erasers** to paired students.

9. Students divide Word Rules Word Cards equally with a partner and take turns reading “ow” and “oa” words:
  - Student A reads word.
  - Student B identifies each word as “ow” or “oa” vowel team spelling and writes the word on his or her whiteboard.
  - Student B reads all words written.
  - Students switch roles.

### Meeting Students' Needs

- Consider providing support as students make connections between spelling patterns and syllable types with sentence frames. Example:
  - “I notice the word ‘play’ is a \_\_\_\_ syllable word.”
- The generalization that the vowel team “ow” makes the long “o” sound at the end of the syllable may be confusing to some students when they see the suffix “-s” added to a base word ending in “ow” (e.g., “show” vs. “shows”). They may think the vowel team is in the middle. Students need to understand that despite the fact that the suffix is added, the base word itself still contains the vowel team “ow” at the end (“show”). Consider showing them this by adding the suffix “-s” to “blow” and “shadow” and inviting them to identify the base words and see that the “ow” is still at the end of the base word. In addition, there are exceptions to this generalization with “-own” (as with “grown,” “shown,” and “own”).

## Work Time

### A. Interactive Writing: Writing a Silly Sentence with “ow” and “oa” Words

- (Suggested transition song, sung to the tune of “The Muffin Man”):
  - Teacher:** *“Do you know the words we’ll write, the words we’ll write, the words we’ll write? Do you know the words we’ll write on our boards today?”*
  - Students:** *“Yes, we know the words we’ll write, the words we’ll write, the words we’ll write. Yes, we know the words we’ll write on our boards today!”*
- Begin the Interactive Writing instructional practice:
  1. Teacher says: “Today we will use the words we know to make a silly sentence. We will use the words with the ‘ow’ and ‘oa’ pattern. Let’s think of words we can use!”
  2. Teacher asks:
    - “Who can think of a word with an ‘ow’ or ‘oa’ pattern?” (“float”)**
  3. Teacher makes a T-chart (refer to Teaching Notes) on the whiteboard (“ow” and “oa”), writes the word in the correct column, and repeats the word.
  4. Teacher says: “Yes, ‘float’ fits the pattern!”
  5. Teacher asks:
    - “What do you notice about the word? Why did I put it in the ‘oa’ column?” (It has an ‘oa’ in the middle.)**

6. Teacher says: “Great job! Now it’s time to use your whiteboards to record the words with me.”
7. Students draw the same T-chart on their own whiteboards.
8. Teacher says: “After we make our list, we will be writing a silly sentence together. The sentence has to have at least one ‘ow’ and one ‘oa’ word in it. If we want our sentence to be really silly, we want to have lots of words to choose from. So, we are going to work together to think of as many ‘ow’ and ‘oa’ words as we can. You will think of as many ‘ow’ and ‘oa’ words as you can and write them on your whiteboard in the correct column.”
9. Students write words individually or in pairs for 1–2 minutes.
10. Volunteers share out words from their list, specifying which column the word should go under in the T-chart. If a student identifies the incorrect column (incorrectly spells the word), teacher guides student to correct the mistake.
  - Example: If a student spelled “row” as “roa”: “Great word! Remember the rule: ‘ow’ is at the end of the syllable, and ‘oa’ is in the middle. So how would you spell this word?” (“row”)
11. Student(s) correct on their whiteboard(s).
12. Teacher adds the words to his or her whiteboard in the correct column.
13. Repeat steps 10–12 with several more words if necessary (enough from which to choose to create a silly sentence). Students follow along by circling words on their own whiteboard that were shared by others.
14. Teacher says: “Wow! Look at all the words we’ve come up with that match our pattern! Now we are ready to write a silly sentence! We need a few high-frequency words to make our sentence, too. So I will be looking there to find some more words to finish our sentence.”
15. Teacher says: “A silly sentence makes us laugh because we use words that don’t usually go together or that give us a funny picture in our head.”
16. Teacher says a silly sentence. Example (use student-generated words): “My coach is sure to own a toaster that throws oats at windows.”
17. Teacher asks:

**“How many words are in the sentence?” (thirteen)**
18. Teacher says: “Yes! We will write a thirteen-word sentence together.”
19. Teacher repeats the sentence, tapping out each word on the chart paper or whiteboard.
20. Teacher and students share the pen to take turns interactively writing the sentence (refer to the Interactive Writing lessons in EL Education’s Grade 1, Modules 1 and 2, for additional guidance).
21. Teacher stops to review punctuation rules as needed.
22. When sentence is finished, teacher says: “Let’s read our silly sentence we came up with from the words we know.”
23. Students and teacher read the sentence together.

### Meeting Students' Needs

- Observe students as they write. Encourage them to fix the spelling of their sentences as they review what the teacher has written.
- Consider providing students with pre-assigned partners to work with.
- If time is a consideration, shorten the lesson by calling on students to brainstorm words instead of having them write on their own individual whiteboards.
- Depending on students' needs, allow them to air-write words instead of writing on their whiteboards.
- Consider providing students who need support a sentence frame to help them generate a silly sentence.
- Consider coming up with a structure for celebrating the silly sentences. As the classroom generates more silly sentences, consider making them into a silly poem.
- To promote regular analysis of morphemes, invite students to identify the base word and suffix in any words with a suffix (examples: "roads") and articulate the effect the suffix has on the base word.
- The concept of homophones (two words with the same pronunciation but different sound) may present itself in the course of this lesson (example: "rode" and "road"). When it does, acknowledge it and consider collecting examples on an anchor chart to be displayed in the room and added to over time.

## Closing and Assessment

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### A. Reflecting on Learning

- Emphasize that successful learners take responsibility for their own learning. Invite students to reflect on ways they took responsibility for their learning during whole group instruction or how they plan to take responsibility during differentiated small group instruction. Example:
  - "I used the ending chunk 'own' and made new words like 'grown,' 'thrown,' and 'shown.'"
- Invite a volunteer to share. Afterward, invite any students who did something similar to indicate that in an interactive way (example: give a thumbs-up).

### Meeting Students' Needs

- For students who need additional support organizing their ideas: Provide sentence frames. Examples:
  - "When I spelled \_\_\_\_, I \_\_\_\_."
  - "When I thought of the silly sentence \_\_\_\_, I \_\_\_\_."

## Differentiated Small Groups: Work with Teacher

*Suggested Plan: Teacher works with students in the Partial Alphabetic and Full Alphabetic groups. If possible, teacher should also meet with the Consolidated Alphabetic group at least once per week.*

*Note: Groups not working with the teacher at a given time should be engaged in purposeful independent rotation work. Refer to the Independent and Small Group Work Guidance document for more details (see K–2 Skills Resource Manual).*

### Partial Alphabetic:

- Students complete exit ticket:
  - Students work with teacher to interactively create a new silly (or normal) sentence, possibly using CVC, CCVC, and CVCC words instead of vowel teams.
- Use the Assessment Conversion chart to determine appropriate Grade 1 lessons and Activity Bank ideas to use in differentiated small group instruction.
- Check in with Accountable Independent Reading.

### Full Alphabetic:

- Students complete exit ticket:
  - Students work with teacher or in pairs to interactively create new silly (or normal) sentences using words with the spelling patterns “ow” and “oa.” Teacher provides immediate feedback and support.
  - Consider using a Writing Checklist, modified for the needs of this group. Encourage students to peer- or self-edit their sentences based on the Checklist criteria (see Supporting Materials for Lesson 22).
- Check in with Accountable Independent Reading.

### Consolidated Alphabetic

- Students complete exit ticket:
  - Students write their own silly (or normal) sentences using words with the spelling patterns “ow” and “oa.” Students use the Writing Checklist to peer- or self-edit their writing (see Supporting Materials for Lesson 22).
  - Consider keeping these sentences to be used for fluency practice with the Full and Partial Alphabetic students during differentiated small group instruction for the Fluency lesson (Lesson 24).
- Use leveled readers for fluency practice (refer to the Independent and Small Group Work Guidance document for guidance; see K–2 Skills Resource Manual).
- Check in with Accountable Independent Reading.
- Additional Supporting Materials:
  - If silly sentences are being used for fluency practice in Lesson 24, have students write the sentences on chart paper or sentence strips.