

o-e ow oa o

# Unit One

In this unit your child will:

- do a spelling chain
- do a reading chain
- do a phoneme manipulation exercise
- sort ways to spell the /oa/ sound
- analyze 8 high frequency words with the /oa/ sound
- practice reading these words
- complete some sentences with the target words in the Unit
- read the Storybook, *The Quest*

### Spelling Chain

Have your child open her workbook to page 4.

You can lay out the letter tiles indicated and have your child use the letter tiles to spell the words, or you can lay a sheet of acetate over the page and your child can write the words using a dry erase pen.

**We're going to warm up with an activity called a spelling chain. I will ask you to spell some words with these letters. Most of the words will be nonsense words.**

**Please spell brip.**

Your child spells the word with the letter tiles.

**Now change one sound in brip to make brop.**

Your child replaces the *i* with an *o*.

Repeat these steps for the remaining words:

1. Say, "Change one sound in <old word> to make <new word>."
2. Your child makes the appropriate spelling change.

Here is the list of words for this exercise.

1. brip	6. slip
2. brop	7. slup
3. brap	8. slap
4. blap	9. flap
5. blip	10. frap

### Reading Chain

Have your child open her workbook to page 5.

**Great job! Now please read this list of words. It is a chain. Only one sound changes as you go from word to word.**

Your child reads the words.

Here is the list of words for this exercise.

1. trap	6. dop
2. trip	7. dip
3. drip	8. dap
4. drup	9. dag
5. dup	10. dug

### Phoneme Manipulation

**Now we are going to play a quick sound game.**

**Say sit.**

Your child says, *sit*.

**Now say sit, but instead of /i/ say /a/.**

NOTE: You are identifying the change by SOUND, not letter.

Your child should say *sat*.

Repeat these steps for the remaining words.

The frame for your directions is:

Say <word>. Now say <word>, but instead of <sound>, say <new sound>.

Say:	Instead of:	say:	Correct Rersponse
sit	/i/	/a/	sat
cup	/u/	/a/	cap
bag	/a/	/i/	big
hope	/oa/	/o/	hop
not	/o/	/oa/	note
coat	/oa/	/a/	cat
get	/e/	/o/	got
ship	/i/	/o/	shop
ten	/e/	/u/	ton
bit	/i/	/a/	bat

## Sorting Words

Have your child open her workbook to pages 6 and 7.

1	2	3	4
o-e	ow	oa	o

**Today we will be sorting words that have the sound /oa/. Say /oa/.**

*NOTE: You are saying a SOUND, not letter names.*

Your child says /oa/.

**Please read the first word.**

Your child reads the word.

*NOTE: It's fine if the student recognizes the whole word and calls it out without saying the individual sounds first. In that event, the teacher should say, "Good job reading the word. Let's do a tap-and-say." The teacher will then tap the letters and the student will say the sounds.*

**Where does boat go on our sorting chart? Where is the match for how we spell /oa/ in this word?**

Your child indicates it goes in column 3.

**That's right. Now let's say-and-write boat in column 3.**

Have your child say the sounds in the word. Each time she says a sound, she should write how it is spelled.

You should also write the word one sound at a time on a dry erase board.

Repeat these steps for the remaining words.

1. Ask your child to read the word.
2. Ask your child to say-and-write the word in the appropriate column on her sorting chart..

## Special directions for recording words with o-e

The teacher should use the following dialogue when the student comes to the word rope.

**Please read word number 6.**

Your child says *rope*.

**Where does rope go on the sorting chart?**

Your child indicates it goes in column 1.

**Nice work! There's a special trick I want you to try when you write this word on your sorting chart. Watch me say-and-write this word so you can learn my trick.**

Ask your child to tell you the sounds in "rope."

As she says each sound, you write it on a dry erase board.

When you come to the /oa/ sound, write the *o* and the *e* at the same time, but with some space between them:

r o e

Then connect the *o* and the *e* with a curved line as shown below:

r o e  


When you say the /p/ sound, you will write the letter *p* in between the *o* and the *e*.

r o p e  


Ask your child to try writing "rope" on your dry erase board using your trick. Repeat as necessary until she understands what to do. Then have her record "rope" on her sorting sheet using her new "trick."

Students should use this technique for recording all words with o-e, and, in subsequent units, e-e, a-e, i-e, and u-e.

*NOTE: The teacher should avoid referring to these spellings by special terms such as silent e or magic e. The simplest, most direct, and*

most effective way to present this spelling is to point to it and say, "This is /oa/."

Repeat these steps for the remaining words:

1. Your child reads the word.
2. Your child records the word in the appropriate column on the sorting chart.

The figure below shows what the completed sorting sheet should look like.

1 o-e	2 ow	3 oa	4 o
rope	show	boat	most
home	low	coat	go
note	grow		
bone	snow		

### Breaking Words Apart

Have your child turn to page 8 of the student workbook.

**Here is another list of words to practice.**

Point to the first word.

**This is the word go.**

**Say each sound in go and circle how it is spelled.**

Your child says the sounds of the word one at a time and circles how it is spelled.

You should write the word on a dry erase board and circle how each sound is spelled so that you can model the markings she is about to do.

You and your child should say /g/ and circle the letter "g," and then say the sound /oa/ and circle the letter "o."

**Good job. How do we spell /oa/ in go?**

You are saying just a single sound, the last sound in the word.

Your child should say, "o." (She is saying a letter-name here.)

**That's right. How do we spell the whole word go?**

Your child spells the word out loud. At this point, the word is still visible to her.

**Now I'm going to cover up the word and you will write it on the line.**

Cover the word "go" with a card.

**Please write go.**

Your child writes "go" on the line underneath the word you have covered.

Make any corrections as necessary, pointing out what letter was not the correct way to spell a particular sound. If your child did make a mistake, cover the word again and have her write it again from memory.

Repeat these steps for the remaining words:

1. Read the word to your child.
2. Have your child say each sound in the word and then circle how each sound is spelled.
3. Ask your child questions about how particular sounds in the word are spelled. Ask the questions not in the same order that the sounds appear in the word.

Questions should be both about how to spell individual sounds as well as combinations of sounds within the word.

However, it is not necessary to ask about every possible combination of sounds. The point of the questioning is to refine the student's understanding of the connection between the sounds of the words and the letters in the words and to help them pay attention to details about the spelling of the word.

Make sure to ask questions about the target spelling in the unit (in Unit 1, that is, how the /oa/ sound is spelled) as well as any other unusual spellings.

Always end the questioning by having the student spell the entire word.

*It is important to note that all of the responses in this step are oral.*

Here are some examples of questions to ask for the words in this lesson:

know

How do we spell /oa/ in "know?"

How do we spell /n/ in "know?"

How do we spell “know?”

boat

How do we spell /oa/ in “boat?”

How do we spell /oat/ in “boat?”

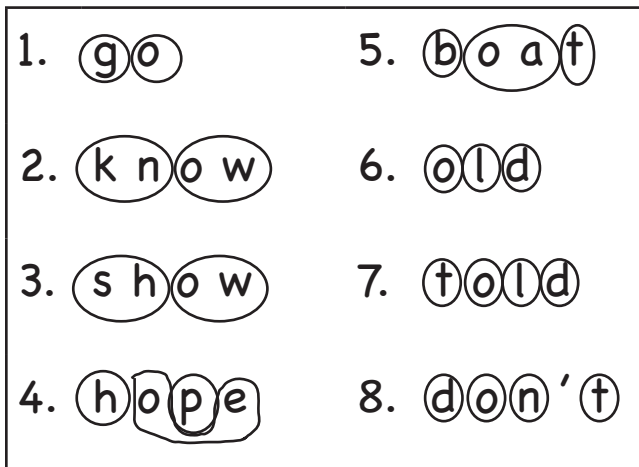
How do we spell /boa/ in “boat?”

How do we spell “boat?”

4. Cover up the word and have your child write the word on the line underneath the covered word.

Correct as necessary. If your child does make a mistake, have her repeat writing the word from memory until she gets it correct.

The following figure shows the correct markings for the words.



Notes about words

**Don't** This is the first time that your child will have seen a contraction in ABeCeDarian. After you tell your child the word and she has said the individual sounds and circled how they are spelled, point to the apostrophe and say: “This word has a special mark in it. It's there to remind us that a letter has been left out.”

Write “do not” in her workbook underneath “don't.” Say, “Don't is a short way of saying ‘do not’” When we write don't we leave out one letter that is in ‘do not.’ What is it?”

Your child says that the “o” in “not” is left out. (Don't be surprised if it takes a while for your child to figure out what has been left out.) If your child can't figure out the missing letter draw lines from each letter in “don't” to the corresponding letters in “do not,” and say, “We have left out the

letter ‘o’ in ‘not.’ To show we've left out a letter we put this little mark.”

Word Reading Practice

Have your child turn to page 9 of the student workbook.

show	told	don't	know	old	boat	go	hope
old	show	told	don't	hope	go	know	boat
told	boat	don't	old	go	know	show	hope
don't	know	old	show	told	go	hope	boat

**Now we are going to practice reading the words you've just studied.**

**Please read all of the words in the top row.**

Your child reads the words in the row.

Before having your child read the next row, review any words she had to tap-and-say or didn't read in 2 seconds or fewer using the following procedure:

1. Dictate one of the words to review and ask your child to point to it in the first row.
2. Have your child say the sounds in the word.
3. Ask your child questions about how the sounds in the word are spelled. End by having your child spell the whole word out loud.

Have your child read the second row, and repeat the review procedure for any words that she had to tap-and-say or didn't read in 2 seconds or fewer.

Then have her read the last 2 rows.

Completing Sentences

Have your child turn to page 10 of the student workbook.

**This page has some sentences for you to read. Each sentence has a missing word to fill in.**

**I'll do the first one myself to show you how to fill in the missing word.**

**I don't blank that old man.**

**The first choice is boat.**

Point to the word *boat* under the blank line.

**Let me see if that works. I don't boat that old man.**

Emphasize the word *boat* when reading the sentence.

***That doesn't make any sense, so I'll try the other word.***

***I don't know that old man.***

Emphasize the word *know* when reading the sentence.

***That makes sense, so I'll write know on the line.***

Write *know* on the blank line in sentence 1.

Repeat these steps for the remaining sentences:

1. Your child reads a sentence, saying *blank* when she comes to the blank line.

2. Your child chooses the word under the blank line that yields a sensible sentence and writes that word on the blank line.

The activity continues on page 11.

The sentences correctly completed are below.

1. I don't know that old man.
2. I hope I don't get sick.
3. Tom will show us his big boat.
4. Sam told an old joke.
5. I hope that Jill will help us.
6. The old cat got on the boat.
7. Tom can go to the show.
8. I told Sam to get us a cold drink.
9. Tom and Jill don't have to go on the boat.
10. I don't have to go with them.

*Reading Storybook 10, "The Quest"*

Have your child read this story out loud.

This is the tenth and last story in the Storybooks for Level A.

If you began your child in Level B1 and did not buy the materials for Level A, it is fine to skip this activity.

*Unit Checkouts*

Before moving on to the next unit, your child should be able to do the following:

1. Read each of the target words in the unit in 2 seconds or fewer.