

Lesson Two

Spelling oa Words, Reading oa Words with s added, Covering the Letter x, and Marking Vowel Patterns

Summary: This lesson will introduce the first four of the Seven Special Spelling Steps, guide students through the decoding of oa words that end in s (plurals), and introduce an activity for marking vowel patterns.

Materials: For the teacher, Beginning Level Teaching Card Number 6 (if available) and word cards from Appendix D. For each student, copies of spelling strips from Appendix E, pages 4-6 from the *Overlapping Student Book*, and page 1 of *Basic Blue Reading Book One* (optional).

Integrals: Integral 6. Knowledge of letters is assumed in this book. (This includes many of the Beginning Green Level Integrals. See Introduction.)

When you begin your teaching sessions, it is usually helpful to spend a few minutes warming up by briefly reviewing material taught in previous lessons. This lesson begins with a brief review of the mnemonic story about oa. You can also use vocabulary words, writing tasks, reading games or other activities for warm-up. In many lessons, this manual will suggest specific warm-up activities, but other tasks may be more important for your particular students.

Part 1: Spelling

Prepare to have the first page of word cards from Appendix D available. Also, you can use Beginning Teaching Card 6 or a similar illustration which you create on the board. Warm up by drawing your students' attention to Beginning Level Teaching Card 6 (or the recreation). Repeat the following questions and elicit the responses:

- Whom do you see? (The friends o and a.)
- Who is first in line? (o)
- Who shouts his sound? (o)
- Why does o get to shout his sound? (because he's first in line)
- What if he forgets to say his sound? (a kicks him)
- Then what does he say? (/o-o-o/)
- So what sound do o and a make **together**? (/o-o-o/)

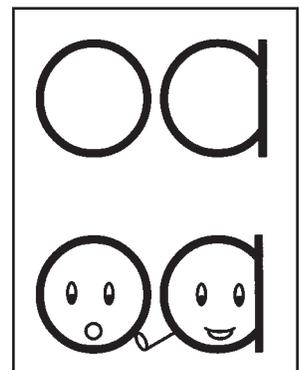


Figure 2.1
Beginning Card 6
Or Your Illustration

Next, take the first four word cards from Appendix D and perform the following simple visual discrimination exercise.

- Hold up the word card for goat.
- Ask students if they see the two friends. (yes) Ask students what sound the friends make when they are together in this word. (/o/)
- Hold up the word card for got from Appendix D.
- Ask students if they see the two friends. (no) Tell them that letter o has a different job to do in this word and he makes a different sound. They will learn that sound later (although many may know it already).



Figure 2.2
The First Two Word Cards from Appendix D

Shuffle the remaining cards and repeat the same questions with word cards for coat, cot, load, loan, lot, moan, not, pop, soak, soap, sock, road, rod, rock, and toad. Many students will try to read all the words. Discourage them from doing so. This exercise is intended to have them focus on the presence or absence of the friends (the vowel pattern). Some pupils will think that oc in sock and rock are friends because they will assume the middle two letters always are. Point out that round o and round a who leans on a stick are the friends.

This visual discrimination may seem very simple, but it will play an important role in improving both reading and spelling. (See Commentary.)

Now pass out spelling strips copied from Appendix E. Explain to your pupils that they will often use these strips of paper. Repeat or paraphrase:

Do you see the house at the top of your spelling strip? [Hold up a strip and point to the house at the top. See Figure 2.3.] This house has three rooms - the first room, the middle room and the last room. [Point to the rooms as you speak.] Point to the first room for me. [Walk around the room to check students.] Now point to the middle room. Finally, point to the last room.

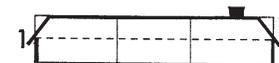


Figure 2.3

I am going to say words, and I want you to listen carefully to the **whole word**. When you are spelling a word I say, the first step you should always take is to listen to the whole word. The first word is load. Do you hear /o/ in load? (yes) Where did you hear /o/ - in the beginning of the word, in the middle of the word, or at the end? (in the middle) We heard /o/ in the middle, so I want you to write o in the middle room. [Demonstrate on the board. See Figure 2.4] After we write o, we must write o's friend. If we don't, he won't be able to say /o/. Who is o's friend? (a) So put a after o in the middle room. [See Figure 2.5.]



Figure 2.4



Figure 2.5

The next word is feet. Do you hear /o/ in the word feet? (no) That's right, so we're going to put an X in the middle room because the oa friends are not at home. [Line 2 on students' papers should look like Figure 2.6.]



Figure 2.6

Continue in the same manner with the words boat, coat, loaf, pain, need, goat, sail and soap. The final product should look like Figure 2.7 on the next page. Students should complete this auditory discrimination activity before trying to spell whole words. **If your pupils cannot do this task fairly easily, you should read the Commentary at the end of this lesson.**

The spelling strips will help improve students' phonemic awareness, but pupils also need a certain minimum level of phonemic awareness to perform the task successfully.

The activity students just completed essentially represents the first two of the Seven Special Spelling Steps, which are:

1. Listen to the whole word.
2. Write the vowel pattern.

Now you will add the next two steps:

3. Write the beginning sound.
4. Write the ending sound.

Distribute a fresh spelling strip. Reproduce the house and control lines on the board. It is important to demonstrate the next steps for the first word while students also work on their strips. Read or paraphrase:

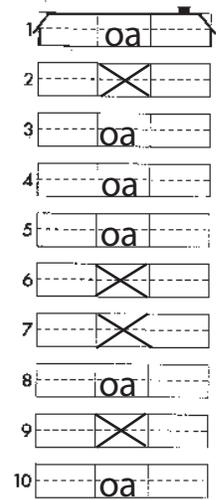


Figure 2.7

Now we will spell some complete words on your spelling strips. I am going to say a word. The first thing I want you to do is listen to the whole word. What is the first thing you are going to do? (Listen to the whole word.)

The word is load. I have a load of books. Do you hear /o/ in load? (yes) Where do you hear /o/ in load? (in the middle of the word) So where will we print the letter who says /o/ on your strips? (in the middle room) [Demonstrate. Print o on the board as they print on their strips. See Figure 2.8] Can this letter make his /o/ sound alone? (no) Print his friend right next to him. [You and students print a next to o. See Figure 2.9]

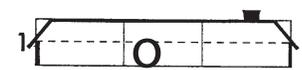


Figure 2.8



Figure 2.9

Now, what is the first sound you hear in load? (/l/) Let's print the letter that makes the /l/ sound in the first room. [Print l in the first room on the board and walk around to observe that students do the same. Figure 2.10] Good.



Figure 2.10

What is the last sound you hear in load? (/d/) Good. Where do you think the letter that makes the /d/ sound goes on your strips? (in the last room) Good, let's print that letter there. [Print d in the last room on the board as in Figure 2.11. Walk around to observe that students do the same.] Great! Now we have the whole word load. Let's do some more words.



Figure 2.11

Continue in a similar fashion with the remainder of the list below. When students hear pail and seed, they should put an X in the middle room, and they should **not** try to finish the steps. The final strip should look like Figure 2.12.

Word List: load, coat, loaf, goal, pail, goat, foal, seed, toad, coal

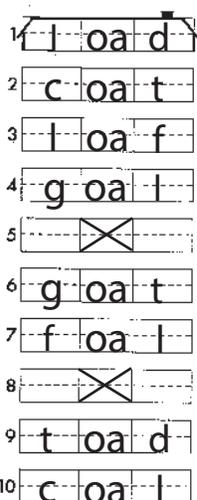


Figure 2.12



Have students complete Page 4 in the *Overlapping Student Book* at this time.

Part 2: Plurals and More Vocabulary

Next, tell your students that you want them to read some words with g on the end. Print goal on the board. Read or paraphrase as you demonstrate:

goal

Letter g does some interesting things. Let's read this word. [Guide students with the Seven Special Reading Steps only if necessary.] Now I will add the letter s. [Add s and underline it. Then point to it.] What sound does this letter make? (/ss/) Good. Let's read the word and then add that sound to the end. (goals) [Encourage students to exaggerate the /s/ sound a little.]

goals

Can anyone tell me how that one letter changed the word? [Welcome any student's reasonable response.] That's right. The word goal means we are talking about only one thing. The word goals means we are talking about more than one thing. That is one of the important jobs that the letter g can do when it goes at the end of a word. Later we will learn other jobs letter g has.

Next print toads on the board with the g underlined. Read or paraphrase:

toads

Here is another word ending with g. You know this word, but sometimes it can be a little more difficult to read the word with the extra letter on the end. For a while, when you see words like this in your reading book, you will see that the g on the end is underlined. If you have trouble reading a word like that, cover the underlined g with your finger and read the rest of the word using the steps you have learned. Then uncover the g and add the /s/ sound.

To convince older students that this activity is useful, you can say, "sometimes g interferes with their visual discrimination of the linguistic structure."

At this point, reinforce plural g with a writing activity. Print the words foal, boat, and coat on the board and ask students to copy them onto their papers. (Do not dictate the words for spelling.) Tell your class that you want them to change each word so it means more than one thing. Walk around the classroom and check students' writing to see that they are adding g to the words.

**foal foals
boat boats
coat coats**



Have students read the sentences in Section A on page 5 in their *Overlapping Student Book*.

For more Vocabulary Building, print goad on the board. Ask students to read the word. Do not be surprised if they try to read the word as goat. It is common for students to try to make an unfamiliar word into a familiar one. Use the Seven Special Reading Steps if necessary.

goad

Complete the following Vocabulary Steps:

- For **Imaging**, tell students to picture a cow in a field. A farmer gently pokes the cow with a stick to get it to go to the barn. Tell students that another name for the word poke is goad.
- For **Defining**, ask pupils to chant three times: To goad means to poke.

- For **Demonstrating**, ask the class to act out an appropriate story.
- For **Illustrating**, ask the class to draw a picture of a farmer goading cows. They should write the word goad below the drawing.

When you are certain students grasp the concrete meaning of goad just discussed, teach its subtler meaning by reading (or paraphrasing) the following:

The word goad can also mean to urge someone to do something. Sometimes, for example, bigger boys who are not so nice try to goad smaller boys into doing something silly or wrong. Can you remember times that someone goaded you to do something? [Elicit responses.] This meaning of goad is not as easy to picture in your mind as the farmer poking cows, but we all know what it's like to be goaded into something. It is like being poked with words.



To reinforce Part 2, have students complete the writing activity at the bottom of Page 5 in their Student Books.

For an effective demonstration, pretend to be the cow and ask a student volunteer to pretend to goad you. Students will always remember the teacher being “goaded.”

Part 3: The Letter x and Pattern Marking

Print hoax on the board. Below the x in hoax, print ks. Explain:

hoax
ks

In this word, the letter x is on the end. You may have made the mark of an x before, but the letter x is not used in very many words, so it can be tricky to read. Letter x has the strange sound of these two letters. [Point to ks.] These letters sound almost like the word kiss. Repeat after me - /ks/.

Take students through the Seven Special Reading Steps to decode the word hoax, adding the /ks/ sound of x in Step 7. Discuss the meaning of hoax using the Stevenson Vocabulary Building Steps as follows:

For **Imaging**, read or paraphrase:

A young boy, Ryan, wanted to tag along with some older boys, but they didn't want him around. So the older boys said to Ryan, “We'll tell you a secret. There is a box with a lot of money buried under the swing in your backyard. Go home and dig it up. Then you can come back here with the money, and we will take you to the store to buy toys.”

We often begin the Imaging Step by telling students. “Get your brains ready to make pictures in your mind.”

Ryan went home and dug and dug, but he didn't find anything. Then he went back to find the older boys, but they had all left. Can you picture this? Do you know what happened? The older boys played a hoax on Ryan. You can also say that they hoaxed Ryan.

For **Demonstrating**, students can act out a story about a hoax. Pupils probably have suggestions. If not, use the story about Ryan. For illustrating, ask students

to draw pictures for the story. If time is a problem, omit the illustrating step or complete it later.

For **Defining**, ask students to chant three times: A hoax is a trick. They can also chant: To hoax means to trick someone.



Have students read Section B on page 6 of the *Overlapping Student Book*.

Next print roam, foal, hoax, goad and loan on the board. Have students take turns reading each word aloud, and guide them with the Seven Special Steps as necessary. Ask students to copy these words in a column on their papers. (They should copy the words, not be asked to spell them from dictation.) Then tell the students you want them to find the friends in each word, underline the friends and write the letters beside the word. Demonstrate with the word roam, then check students as they complete the rest of the words themselves. When they are finished, read or paraphrase the following:

roam oa
foal
hoax
goad
loan

We will do this activity often. I will ask you to underline the friends and write the friends next to the word. There is another phrase we can use to describe the friends. They are both vowels, and when we put them together, they can be called by the fancy phrase “vowel pattern.” When you do this underlining activity, it can be called “pattern marking.” For now we will call these letters “friends” most of the time because that word will make your brain deal with these letters in a different way than if I said “vowel pattern.” Eventually, we will use the fancy phrase.



To reinforce the pattern marking activity, have students complete the bottom of page 6 in their Student Books.



Students can also read Section A on page 1 of *Basic Blue Reading Book One*, if they did not already do so in Lesson 1.

A Note About no, go and so

Most students using this book will probably be able to read the words no, go and so from previous experience. However, if some students wonder why these words are not spelled with the oa friends or why the letter o makes the /o/ sound when he is alone, you can print noa, soa and goa on the board and provide the following explanation:

noa
goa
soa

In these words, the letter a doesn't want to hang out at the end the word. So a hides behind big round o who is not afraid to hang out at the end of these words. [Create an illustration like the one on the left with the word no to show a in the process of hiding behind o.]

noa
noa
no

Hints on Pacing

If you choose to work at a relaxed pace because the Stevenson Program is new to both you and your students (see Hints on Pacing in the last lesson), this lesson could take three teaching sessions. Otherwise, expect to handle it in two. For most students, Part 2 will be fairly easy and could easily be combined with either Part 1 or Part 3. In a few instances, a teacher who is very familiar with the Stevenson Program and who also has an hour to work with the students, can finish the whole lesson in one session.

Additional Reinforcement

If you feel students need additional reading practice, you could assign more reading from any of the pages 4,6-8,10,11,13 of *Beginning Green Reading Book One*. In general, you can use the table in Appendix L to determine which Beginning Green Level materials can be coordinated with the lessons in this *Overlapping Strategy Teacher's Manual*. However, if you find yourself using the Beginning Green materials often because your students need additional practice, you should consider simply switching the students into that level.

Modifications

Spelling activities play an important role in this and many subsequent lessons. Therefore, if students cannot print or write, it is very helpful if you can provide a keyboard, letter cards or letter tiles and a small tray for them to perform the same activity. If you are creating letter cards, use lowercase letters, since those are what the student is actually going to be reading the vast majority of the time.

Commentary

The directives for the spelling activities in Part 1 may seem extremely detailed for such “simple” tasks. However, spelling is both an important skill in its own right, and an excellent way to develop word attack skills that improve reading. Also, the number of students who struggle with spelling is much greater than those who struggle with reading. It is not enough to rely only on visual memory for accurate spelling, since many pupils simply do not have good visual memories for letter patterns (even if they have a good visual memory for other things). For all these reasons, and more, taking your students through spelling procedures in this manual will be very helpful.

As you see in this lesson, the early phase of Stevenson spelling instruction emphasizes encoding - changing sounds into symbols. Although encoding skill is not sufficient for becoming a good speller, it is necessary. To encode accurately and consistently, students must be able to discriminate sounds. The first activity

in this lesson focuses students on discriminating the vowel sounds in words. If students have a great deal of difficulty with this activity, they may need to complete the more extensive phonemic awareness activities at the Beginning Level of the Stevenson Program first. If students do this activity very easily, they will be able to move faster, but they should still complete it. In Lesson Six of this manual, other spelling strategies will begin to appear, and by the time they complete the Basic Blue Level, students will have a repertoire of devices to help them spell. However, auditory discrimination will remain important throughout the program.

If older students seem bothered by how simple the early spelling exercises are, you may wish to explain the terms “encoding” and “auditory discrimination.” Then point out that these are important foundation skills. Athletes cannot excel at sports and musicians cannot perform well if they do not practice certain foundation skills. The same principal applies to them.

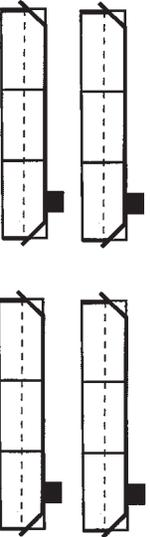
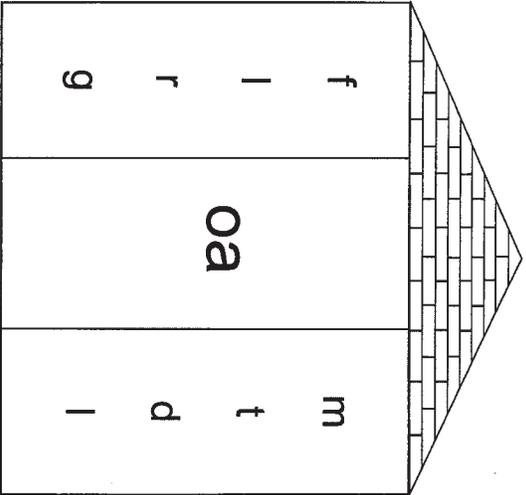
Although the activity below seems very simple, some students, even older students, with certain kinds of learning problems can find it very difficult. If your students do this task easily and quickly, you will be able to move ahead more quickly.

Name _____ Date _____

Overlapping Student Book

Lesson 2, Part 1

Teacher: Students select letters from the first and last columns to make a word and then write the word into a house below until all the houses are filled. There are multiple possible answers.



4

Feed Words: and are by in like make of on

Some students tend to stumble when s is added to the end of a word they know and others handle it with ease. Have all your students complete the reading and writing activities below. However, if they handle the task with ease, you may be able to omit similar activities in the future.

Lesson 2 - IR _____

A

1. The toads are in the boat.
2. Joan can make loads of goals.
3. The foals are by the road.
4. Joan likes boats.
5. Soap is on the coats.
6. Can goats moan and roar?
7. The loads of coal are on the road.
8. I like toads and goats.

Name _____ Date _____

Overlapping Student Book

Lesson 2, Part 2

Teacher: Students read each word and then write words that refer to only one thing in the first column and words that refer to more than one thing in the second column.

load boats	road goal	foals coats
One 1		More Than One 1+
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____

5

Feed Words: and can do go is like made near not off to you

Make sure you have performed the Vocabulary Building Steps in the lesson before you assign Section B below.

Lesson 2 - IR

- B**
1. I do not like a hoax.
 2. The hoax made Joan moan.
 3. I can goad the goats to go off the road.
 4. The load in the coat is a hoax.
 5. Can you loan a coat to Mike?
 6. The foal and the goat like to roam near the road.

Name _____ Date _____

Overlapping Student Book

Lesson 2, Part 3

Teacher: Students write each word in the lines below, then underline the "friends" (the vowel pattern) and write the "friends" again in the lines beside the word.

- | | | | |
|---------|---------|---------|---------|
| 1. goal | 3. load | 5. foam | 7. soap |
| 2. coax | 4. goad | 6. hoax | 8. moan |

1. <input type="text"/>	<input type="text"/>	5. <input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>	6. <input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>	7. <input type="text"/>	<input type="text"/>
4. <input type="text"/>	<input type="text"/>	8. <input type="text"/>	<input type="text"/>

Feed Words: and be can could did does for from had has have he his if in into is like make not of on to will would you

Section A is reproduced here in case you did not cover it in Lesson One. Section B will be covered in the next lesson. When you reach the word moat, see if students know its meaning. If not, use Vocabulary Steps to teach it.

Basic Blue Reading Book One

IR 1

- A**
1. A load of coal is on the road.
 2. Joan could soak the coat in soap.
 3. The goat will not go on the road.
 4. A boat is in the moat, and load is in the boat.
 5. Load could loan his boat to Joan.
 6. A toad would not roar, and a goat would not soar.
 7. Joan would not like to soak in a moat.
 8. Load does not like to load coal into a boat.
 9. The toad did go from the road to the moat.
 10. Load did not go to the goal.

- B**
1. Joan and Gail could wait for the mail.
 2. Load has to wait on the road for Joan.
 3. A goat would have pain if he had a nail in his tail.
 4. Load would moan if he had to wait in the rain and hail.
 5. Gail has a goal to sail a boat.
 6. A toad would not like to be in a pail.
 7. Gail has fair hair, and Gail can be vain.
 8. Would you roam on a main road in the rain?
 9. Joan does not like to fail.
 10. A vain maid would make load moan.