



Key Card

Presenting /oa/

Break-It-Down

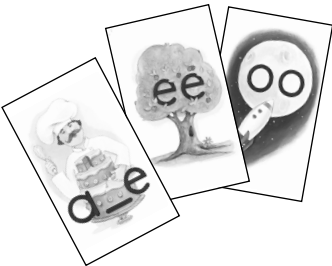
Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

go	/g-o/ (2)	boats	/b-oa-t-s/ (4)
goats	/g-oa-t-s/ (4)	float	/f-l-oa-t (4)
glow	/g-l-ow/ (3)	*floated	/f-l-oa-t-ed/ (5)

Class Review—Sounds and Words



Animated Alphabet:
Review



Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts. Remind students that they can hear the “e” in “ed” just a little when there is a “d” or “t” just before the ending.

floated

morning

clues

Partner Practice—Sounds and Words

Ask students to practice their letter sounds, using the first two boxes on the first page of their books. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 54, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they work together.

corn	spoil	pointed
drawing	Sue	balloon

* Did you hear that noise?

Partner Practice Booklet 6

Monitor →

When students have finished, review letters as needed, and have partnerships share their work as before.



Key Card

Quick Erase

Use the following sequence:

paw...jaw...jam...ham...hay...day...lay...ray...gray

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them.

goat

load

goal

Ask: **What sound can you hear in those words?** [/oa/] Say each word again, and have students repeat each one. Stretch the /oa/ sound in each word.

Key Picture—Show the Key Card for “oa.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a goat in a boat. “Goat in a boat.” Let’s say that sentence together.** [Goat in a boat.] Say each word in the phrase, and ask students to repeat it. Stretch the /oa/ sound in each word.



Animated Alphabet:
/oa/

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

Build a strong connection between the picture and the letters. Point to the letter group “oa” in the picture. **When I look at the letters “oa,” I think about the phrase “Goat in a boat.”** Run your finger over “oa” as you repeat the /oa/ sound three times. **Look really hard at “oa,” and imagine seeing the goat in a boat.** Flip the card over so the students can only see the letters “oa.” **What do these letters say?** [/oa/] Stretch /oa/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /oa/ when we see these letters. When I point to “oa,” I want you all to say:**

/oa/

“Goat in a boat”

“oa”

Post the picture side of the Key Card for “oa” in the Letter Group Frieze.

Stretch and Read with the New Sound

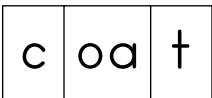
With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.

coat

goat

road

Video Option: The Sound and the Furry—Introduce and play the Sound-It-Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**



Letter Blending Cards Decks 1 & 2



The Sound and the
Furry: Sound-It-Out

boat	goal	road
coal	load	goat

Partner Practice Booklet 6

With a Partner—Have students turn to Lesson 54, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other's work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ee/ as in tree /or/ as in horse /oy/ as in toy

/_y/ as in happy /ue/ as in blue /oi/ as in join

o a

Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Tell students to use /oa/ as in boat when they hear the /oa/ sound. Have partners check each other's work after you have finished the list, then have the class Stretch and Spell the words together to tell you what to write on the board.

boat	coat	road
load	coal	soap

54

DAY 2

Say-It-Fast (optional)

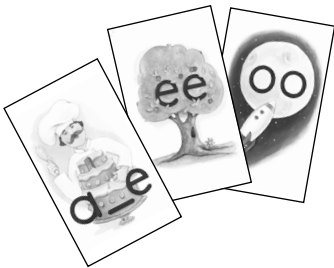
Say each sound in the words listed below. Have students blend the sounds into words.

/j-oi-n/	<i>join</i>	/b-ir-d/	<i>bird</i>
/l-aw-n/	<i>lawn</i>	/m-ea-n/	<i>mean</i>
/g-l-ue/	<i>glue</i>	*/p-ay/	<i>pay</i>

Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.



Partner Practice

Ask students to practice their letter sounds, using the first two boxes on the first page of their books. Have them write down any letters that they have trouble with in their Partner Writing Books.

tied	higher	raining
oily	facing	stroke

* Dan poked the balloon with a pin. It popped.
--

Partner Practice Booklet 6

Monitor →

Then have students turn to Lesson 54, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished, review the letters as needed, and have partnerships read the words and sentences for the class, and share their made-up sentences.

Quick Erase

Use the following sequence:

join...coin...coil...oil...boil...foil

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the vowel sound in the following words.

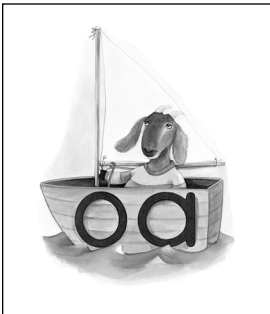
coat

road

goat

Ask students to identify the sound that they hear in all three words.

Key Picture—Show students the “oa” Key Card. **What do you say when you see this picture?** [*responses*] **That's right. “Goat in a boat.”** Flip the card over so the students can only see the letters “oa.” **What sound do these letters make?** [*/oa/*] **Yes, the sound is /oa/—>/oa/.**



Key Card

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students.

road

load

boat

With a Partner—Have students turn to Lesson 54, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

toad	oak	soap
roam	road	toast

Partner Practice Booklet 6

Monitor →

Monitor students as they read together. Have students initial each other's books after they have read the words correctly.

When students have finished, choose a partnership randomly and have them read the words together.

o o

Write Words and Sentences

Write Words—Show the /oa/ Key Card and tell students that some of the words they will write will use the /oa/ sound. Other words they write will use different letters for the long o sound. Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class Stretch and Spell the words together.

Tell students to use /o_e/ as in joke.

hope

hoped

Tell students to use /ow/ as in snow.

show

own

Tell students to use /oa/ as in goat.

float

***floating**

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

I saw a boat floating in the lake.

Discuss the meaning of the sentence briefly. Have partners work **separately** and write the sentence in their Partner Writing Books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone's growing skills.