

Snappy Lesson Plan
Sound /oa/ written as o-e

Date:

Learning Objectives: to learn the main ways of spelling the sound/oa/;to blend and segment words and sentences containing o-e

Tricky Words: I, the, was, to, there, put

Reading	Spelling
1. Review Sounds (read flashcards) <ul style="list-style-type: none"> ie i-e igh y i oa 	7. Write down Sounds (dictation) <ul style="list-style-type: none"> ie i-e igh y i oa
2. Focus Sound oa ('grab game'-optional) Today's new spelling is O-e (flashcard) (see Sound Discovery® Manual p 53)	8. New Spelling: O-e <ul style="list-style-type: none"> The teacher checks the letter formation
3. Oral Blending (Robot Game): <ul style="list-style-type: none"> Teacher says sounds p-(o-e)-l, pupils listen and say word for pole woke note envelope 	9. Flicking/Phoneme Fingers: <ul style="list-style-type: none"> The teacher says a word and the pupils flick fingers for each sound in p-(o-e)-l w-(o-e)-k n-(o-e)-t e-n-v-e-l-(o-e)-p
4. Manipulate Sounds and Graphemes o o-e (/oa/ sound) (change one or more sounds/graphemes) c h n p r t (explain homophones and/or meanings in a sentence) <ul style="list-style-type: none"> not-note-rote-rot-hot-hop-hope-cope-cop-cot-not 	
5. Read Words (read as a pack) <ul style="list-style-type: none"> pole woke note envelope 	10. Write dictated Words (tap and write) <ul style="list-style-type: none"> pole woke note envelope
6. Read Sentences (and controlled texts) Was there a flag on the pole? They woke at three in the morning. The note invited him to the party. I put the letter in an envelope.	11. Write dictated Sentences (After writing, pupils read back sounds, words and sentences) Was there a flag on the pole? They woke at three in the morning. The note invited him to the party. I put the letter in an envelope.
	12. Speak then Write own sentence
Comments (to inform next plan and IEP)	