

Teaching Alternative Spellings Sound Discovery® Step 3A.5

Lesson 17 Sound /oa/ written as o-e, oa, o, ow

Learning Objectives: to review a set of letter/sound correspondences; to learn the main ways of spelling the sound /oa/, read these spelling choices in words and sentences and write them in dictated words and sentences.

- Review sounds and focus sound for reading: ar er or b o-e oa o ow
- Write down sounds from dictation: ar er or b o-e oa o ow

o-e	oa	o	ow
home	coat	no	low
hope	goat	so	grow
nose	road	go	snow
those	foal	old	slow
spoke	boast	don't	window
stone	float	most	yellow

- The teacher draws the blank grid on the board and explains that today the class/group will be finding the main ways that the phoneme /oa/ can be written down.
- The pupils are asked to say one way e.g. **o-e** as in **home** and to say which column it goes into and the teacher writes the choice in the correct column.
- The pupils continue to generate examples with the teacher scribing the choice in the correct column until the columns are full.
- One pupil comes to the board, reads the words in that column, underlines the pattern in a colour and comments on the position of the pattern in the word.
- The pupils come to the board in turn until all the alternative spelling patterns have been read, underlined and the position commented on.
- The pupils draw the grid in their books and fill in the choices that will be referred to in subsequent lessons.
- This lesson continues with the teacher choosing one alternative spelling pattern. **Today it is o-e.** The grid is removed from the board and **o-e** words and sentences are dictated as shown below:

home	hope	nose
those	spoke	stone
bone	alone	explode

**He got in his car to go home.
Her nose gets red in the winter.
The artist spoke to us about his painting.**

**I hope it is a good book.
Those plums from the tree are sweet.
The stone hit Bert on the arm.**

After writing the dictation in their books, the pupils read it back.