

20-30 min Phonics Lesson Plan to incorporate into an ELA block or Stand-Alone ENL

Lesson Objective: oa vowel team

- 1. Review with Warm-up/Drills** (5 min) (Teacher must train students to do the drills quickly, and needs to build them up from just a few letter/sounds to approximately 6-8 per lesson)

Visual Drill: Teacher presents students with letter-symbols on cards or slides **from previously taught lessons.** Students produce the sound the letters make and trace the letter on table.

Letters:

(a, e, i, o, u) – students produce both short and long sounds “/ă/, /ā/”

Vowel-Consonant-e vowels (o-e)

vowel teams (ai, ay)

digraphs (ck, ch)

Audio Drill: Teacher says sound, students repeat the sound and write out all the spellings they know for that sound.

Teacher says: What says /ō/?

Students repeat long /ō/, write and say: “o, o-e”

“What says /ā/”

“/ā/” “a, a-e, ai, ay”

“What says /k/?”

“/k/” “c, k, ck”

Red/Sight words: there, their, they're (Options: students simply read the words from the board and identify which one is “they are”; and/or trace on desks and/or \write in notebooks – depending on how much time there is.)

Optional: If time allows, include a short word list and dictation of words with previously learned sound-symbols

2. Introducing New Information: (10-12 min)

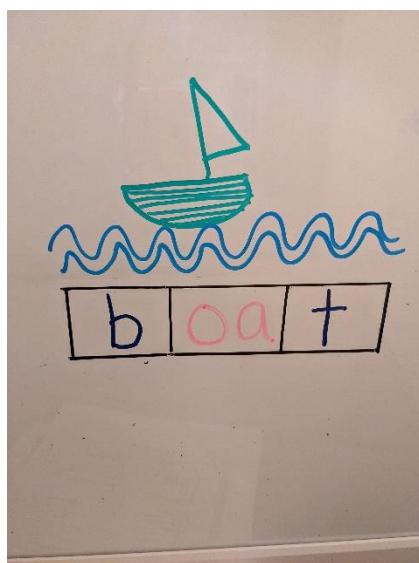
- **Mini-Lesson/Modeling:** Teacher explains there are different ways we can spell the long /ō/ sound in English. We already know how to spell 'o' in ro-bot and 'o-e' in pole, and now we're going to practice long o in vowel teams.

"Students, today we are going to learn a new vowel team. A vowel team is (usually) two letters that make one sound! Our new vowel team today is **oa**. **Oa** makes the long /ō/ sound as in **boat**. Say it with me! /ō/ like boat.

Let's tap out the sounds in **boat** on our fingers or desks: /b/ /ō/ /t/. Let's spell boat on the board in our boxes. Do you see how 'oa' only gets one box? That's because it makes only one sound.

Does everyone know what a boat is? It's something that can carry you on the water!"

Note: Draw or show any pictures after the demonstration – we want students to decode, not guess the word from the picture.



Teacher offers a couple of more examples: goat, oak

- Word list: Teacher tells students that the class will now practice reading words with oa.

Word list on a worksheet : (approximately 4-8 words)

coast
throat
foam
croak

Reinforce that oa makes the /ō/ sound and have students tap out one or two words for more phonemic awareness practice. Students underline the oa vowel team in each word.

Scaffold for emergent bilinguals: Can someone use the word coast in a sentence? How about foam? Having some pictures here is also helpful (Again, after they've read the words – we want them to decode first and not guess from the picture).

- Sentence reading: Student practice reading between 3-5 decodable sentences:

The frog is croaking.

Their boat is in the bay.

Put on your coat – it's cold!

3. Word and Sentence Dictation: (5-8 min)

- Teacher dictates and students spell the following words: road, goal, soap, soak
- Teacher dictates and students write out the following sentences:
*I soaked the dishes (before I washed them).
We felt proud (when we graduated).*

Wrap-up/Share-out: "Which vowel team did we learn today? What sound does it make? What are some words that are spelled with 'oa'?"

Optional: If time allows, students work with decodable readers, or spend more time reading and spelling individual words.

