

Lesson 2: Words with the long o sound

Objectives

- To be able to spell words with multiple sound-spelling patterns
- To spell words that contain graphemes with the long o sound

This week's words

*notice	ozone	shoulder	explosive	approach
provoke	composer	bloated	doughnut	overflow

* indicates high-frequency words

Revise

- Starter:** Share **2.1**. Read the words aloud and ask children if they can identify the grapheme that spells the **long o** sound in each word.
- Children could use whiteboards to record their answers for ease of assessment. Share answers and correct where necessary.

Introduction

- This Week's Words:** Introduce this week's words on **2.2** and read aloud. Explain that the focus of the lesson is the different ways the **long o** sound can be spelled.
 - Ask children if they can spot the base word in *explosive* (explode) and *composer* (compose). Explain that in *composer*, the suffix **-er** is added to change it into an agent noun. Agent nouns show someone that does something.
- Syllable Sort:** Share **2.3** and ask children to hum each word to count the syllables. Sort words to the correct number of syllables.
- Spelling Patterns:** Share **2.4** and explain that these are most of the ways that the **long o** sound can be spelled. Establish that some patterns are much more common than others.
 - Click to sort the words to the graphemes that can spell the **long o** sound.

Main Teaching Input

- Etymology:** Share **2.5** and **2.6** explain the etymology of the words *doughnut* and *explode*.
- Morphology Matrix:** Share **2.7** and **2.8** and discuss the meaning of the base words *explode* and *compose*. What new words can we create by adding a prefix and/or suffix? Click to review possible answers.
 - Remind students when adding a vowel suffix to words that end in **e**, the **e** is dropped.
 - Note:** When adding the **-ion** or **-ive** suffix to words ending in **d** or **de**, drop the **d** or **de** and add an **s** before the suffix.
 - For **2.8**, remind children of the rules for reading and using a word matrix: "Read a matrix from left to right. Make only complete words. Can you use that word in a sentence? You don't need to take an element from every column, but you can't jump over a column to another suffix. Be careful adding suffixes, sometimes letters are omitted when they are added."
- Syllable and Phoneme Maps:** Show **2.9** and model how count syllables in the word *approach* by humming the word. Remind students that every vowel sound stands for one syllable.
 - Model how to break the graphemes down into phoneme boxes. Separate the sounds of the word using the grid to demonstrate. Show how the digraphs (**pp**, **oa**, **ch**) spell one sound, and they go in a box together. Remind children that when the first syllable only contains an /u/ schwa sound, it is usually spelled with the letter **a**.
 - Ask children to then work with a partner/individually to map out the syllables and sounds for *shoulder* and *provoke*.
 - Share answers and correct where necessary. Review the open schwa sound in the first syllable in *pro|v|oke*.
- Word Mapping:** Ask the children to complete the grid on **2.10**. For each word, they will break down the word into syllables and phonemes, write the grapheme that spells the **long o** sound, and write the whole word.
 - Answers on **2.11**. Remind students that if **c** is followed by **e**, **i**, or **y**, it spells a soft /s/ sound. Most words that end in a /v/ sound are followed by an unpronounced **e**. Any **e** that is unpronounced needs to be marked out.

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Independent

Apply - Share **2.12**, ask children to match the words to the definitions. Review answers on **2.13**.

On **2.14**, ask children to put the words in alphabetical order. Then they will use all the words in sentences. They may use more than one word in a sentence. Review answers on **2.15**.

Investigate - Share **2.16** with the children. Explain that they are going to complete the Word Shed grids based on the word provoke. Possible answers on **2.17**.

Consolidation / Reinforcement

→ **Pass It On:** Share **2.18**. Get into small groups of three or four. The first person chooses a word from this week's word list and writes the first letter of the word on a mini whiteboard, then passes the board to their left. The next person writes the next letter and so on until the word is complete. The last person checks the spelling of the word and then chooses another word to start again. Alternatively, you could have children spell by graphemes and/or syllables.

Optional Independent Extended Learning Ideas

Syllable Match

Share **2.19** and ask children to cut out the syllables and match them up to make this week's words. For an challenge, ask them to add syllables on the blank cards to use with some of the other syllables and make new words.

Game Versions:

- Students could work in groups, each with their own set of syllables laid out in front of them. One student puts down a syllable and the first person to lay down the rest of the correct syllables gets to keep the word. The one with the most words at the end wins.
- Pass out one or more syllables to each student and have them find their matching syllables to make a word.

Word Shed

Print additional copies of the blank Word Shed on **2.20**. Students can investigate other words on this week's list.

Morphology Matrix

Print additional copies of the Morphology Matrix on **2.21**. Invite the children to choose a word on this week's list and see what new words they can create by adding prefixes and suffixes. Provide support to those that need it by suggesting prefixes and suffixes that could be used with particular words.