

# Support for English Learners

## Unit 7, page 70: Short o Words

Some children may have difficulty pronouncing words containing the short o sound.

### Listen

Explain that the /*ɒ*/ sound in the Basic Word *on* is called the short o sound. Say: *Let's listen to the short o sound in on.* Say: /*ɒ*/, /*ɒ*/ /*ɒ*/ /*ɒ*/, *ɒ*ɒɒn, on. *The word on also helps us talk about where something or someone is.* Place a book or classroom object on a desk and say: *The (book) is on the desk.*

Model the Basic Words *fox* and *box*, using the procedure described above.

### Speak and Read

Say *on*, *fox*, and *box*, emphasizing the vowel sound in each word. Say: *Let's practice the Basic Words on, fox and box together:* /*ɒ*/, /*ɒ*/ /*ɒ*/ /*ɒ*/, /*ɒ*ɒɒn, on; /*ɒ*/, /*ɒ*/ /*ɒ*/ /*ɒ*/, f*ɒ*ɒɒx, fox; /*ɒ*/, /*ɒ*/ /*ɒ*/ /*ɒ*/, b*ɒ*ɒɒx, box. Have children repeat after you.

Write the Basic Words *on*, *fox*, and *box* on word cards and provide one set of cards to pairs of children. Say: *Many words have the short o vowel sound. We spell the short o sound with the letter o.* Ask each child to read a word card aloud to his or her partner.

### Spell

**Beginning/Preproduction** Write the Basic Words *on*, *got*, *box*, and *not* on the board. Spell each word aloud and have children clap when you spell the letter *o*. Ask: *What letter spells the /*ɒ*/ sound?* Have children copy the words into their word-study notebooks.

**Early Production/Speech Emergent** Create and distribute word cards for the Basic Words *on*, *got*, *box*, and *not*. Say each word aloud and have children hold up the matching card. Ask: *What letter spells the /*ɒ*/ sound?* Have children copy the words into their word-study notebooks.

**Intermediate/Advanced** Have each child write the Basic Words *on*, *got*, *box*, *not*, and *fox* on word cards. Ask: *What letter spells the /*ɒ*/ sound in (got)?* Have partners match cards and use the words in simple sentences. Have children copy the words into their word-study notebooks.

got

box