

Support for English Learners

Unit 4, page 36: Short o and Long o

Some students may have difficulty differentiating between the short o and long o sounds.

Listen

Say: *The /ɒ/ sound in block is called the short o sound. Let's listen to the short o sound in the Basic Word block: /ɒ/, /ɒ/ /ɒ/ /ɒ/, blɒɔ̃ɔ̃ck, block. Ask: What short vowel does the Basic Word block have?*

Remind students that the /o/ sound in coast is called the long o sound. Say: *Let's listen to the long o sound in the Basic Word coast. Say: /o/, /o/ /o/ /o/, koõst, coast.*

Continue with the short o sound, and the long o sound, using the Basic Words *shock/wrote* and *odd/slope*.

Speak and Read

Say: *Let's practice saying the short o sound in the Basic Word block together: /ɒ/, /ɒ/ /ɒ/ /ɒ/, blɒɔ̃ɔ̃ck, block. Have a volunteer repeat after you and model the pronunciation of the short o sound in block. Continue with the long o sound in the Basic Word coast.*

Write *block* on the board and circle the *o*. Say: *The short o sound, /ɒ/, is usually spelled o followed by a consonant sound.*

Write the Basic Words *coast, shown, host, and slope* on the board. Circle *oa, ow, o, and oe*. Say: *The long o sound, /o/, can be spelled o-a, o-w, o, and o-consonant-e.*

Spell

Beginning/Preproduction Create word cards for the Basic Words *block, solve, shown, coast, locate, and wrote*. Divide the board into two sections. On one side, write *bl_ck* and *s_lve*. On the other side, write *sh__n, c__st, l_cate, and wr_t_*. Have volunteers match the cards with the words on the board and write in the missing letters. Then have them read the words aloud, emphasizing the short o or long o sound.

Early Production/Speech Emergent On the board, write the Basic Words *block, solve, shown, coast, locate, and wrote*. Have students copy the words into their word-study notebooks and circle the short o and long o spellings.

Intermediate/Advanced Create word cards for the Basic Words *odd, block, solve, stock, shown, coast, locate, and wrote*. Draw a T-Chart on the board with the headings *Short o Sound* and *Long o Sound*. Have students tape each card under the correct heading.

