

Lesson 114 • the sound oa

Learning objectives

Children will:

- identify the sound oa.
- read and write oa words.
- make compound words.

Common Core State Standards

Reading

Phonics and Word Recognition:

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.

RF.2.3.B Know spelling-sound correspondences for additional common vowel teams.

RF.2.3.C Decode regularly spelled two-syllable words with long vowels.

RF.2.3.F Recognize and read grade-appropriate irregularly spelled words.

Fluency:

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

RF.2.4.A Read grade-level text with purpose and understanding.

Language

Conventions of Standard English:

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2.D Generalize learned spelling patterns when writing words.

Word families

soap, moan, loaf, oats, road, toad, roast, coast, toast, coat, boat, float, goat, soak, oak, foam, goal

Vocabulary words

picture, flowers, house, find, waterfall, thunderstorm, sailboat, raincoat, tophat, houseboat, overcoat

Extra assistance

The digraph *oa* makes the same long *o* sound as the split digraph *o-e*, for example, *boat* and *bone*. There is no rule for when to use one or the other, the individual spellings must be learned. It may help to make a divided list of long *o* sound words with *o-e* on one side and *oa* on the other, (you may want a third section for other spellings eg *toe*, *bow*, *go*) that students can refer to when writing in class.

Classroom activities

For Starters

Put the rime *oast* on the board in magnetic letters. Put all the letters of the alphabet around it. Students take turns to make *oast* words by simply changing the initial phoneme. Can anyone use a blend at the start?

Change the rime to *oat*, then *oad*, and repeat the activity.

Memory Game

Write the word *overcoat* on the board. Sound it out with the class and discuss the two words within it. Have students trace the word on someone's back or in the air with their finger. Rub out the word and write these words on the board: *offcoat*, *overcoat*, *offercoat*, *overcote*, *overcot*. Ask them to identify which is correct, then discuss what is wrong with the other versions.

Reading Eggs Lesson sequence	TEACH Content and skills	PRACTICE Children will:	APPLY
Hear: <i>Animated Lesson</i>	Introduce the digraph <i>oa</i> making the long <i>o</i> sound through the song <i>Oats wants to go to Ireland</i> .	identify the sound <i>oa</i> and make <i>oa</i> words.	Worksheet 1 Phonics
Write: <i>Syllable Crunch, Broken Sentence, Bird Words</i>	Identify syllables in a word and make the word. Recognize correct word order for a sentence.	select the correct syllables to make the word. Choose the correct words to make a sentence.	Worksheet 2 Reading
Find: <i>Word Family, 1, 2, 3, 4, Hairy Heads</i>	Identify the correct onset letter to complete a word. Identify the order of a sequence of events. Recognize a given word.	choose the correct letter to make the word. Put pictures in order to show a sequence. Find the given word in a group.	Worksheet 3 Vocabulary
Vocabulary: <i>Today's Topic Words, Scrapbook, Groups</i>	Build vocabulary skills: Recognize key vocabulary. Identify parts of a compound word. Recognize categories of words.	match pictures to words. Choose two words to make a compound word. Match pictures to categories.	Worksheet 4 Check
Read: <i>Book</i>	Read aloud book.	listen, follow the reading and read along.	Reading Eggs Story book <i>Goat on a Boat</i>

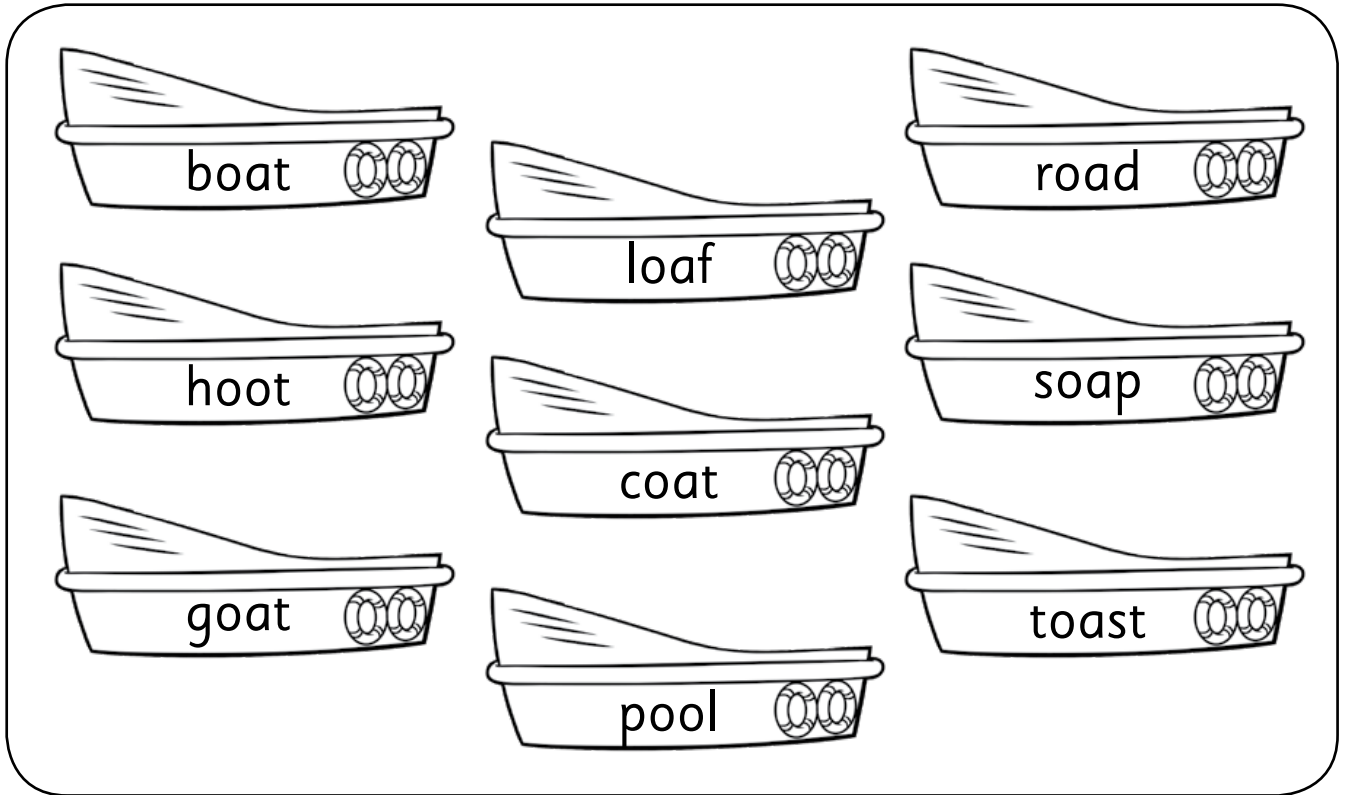
oa

Name _____

Phonics

Lesson 114 • Worksheet 1

1 Color the boats that have an **oa** sound.



2 Use Floaty Boat's **oa** to make words. Write each word.
Read each word.



l oa d

f ___ m

r ___ d

s ___ k

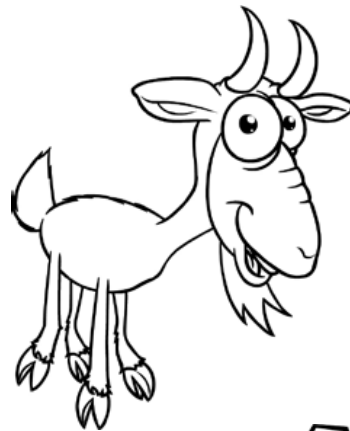
1 Read the text.

The goat has a soak in some foamy soap. “My goal today is to get on a boat,” said the goat. “I cannot miss that boat!”

Underline the correct answer.

2 Who has a soak?

- the boat
- the soap
- the goat
- the foam



3 What is the goat's goal?

- to have a soak
- to get on a boat
- to miss the boat
- to make some foam



4 What can the goat not miss?

- the bus
- the party
- the soap
- the boat



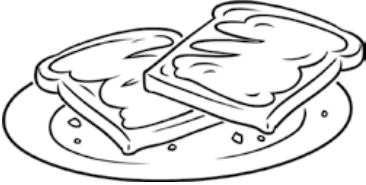



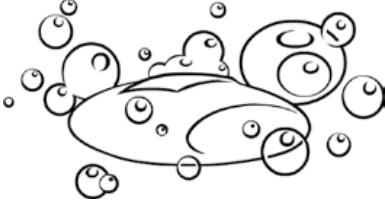

oa

Name _____

Vocabulary

Lesson 114 • Worksheet 3

1 Match each word to a picture.

	<input type="text" value="oats"/>	
	<input type="text" value="coast"/>	
	<input type="text" value="road"/>	
	<input type="text" value="toast"/>	
	<input type="text" value="soap"/>	
	<input type="text" value="float"/>	

2 Complete the sentences.

float toast oats soap

I ate _____ and jam for breakfast.

Wash your hands with _____ and water.

Boats can _____ on the sea.

I would like a bowl of hot _____.

Check

1 Circle the rhyming word in each row.

goat

heat foot boat part

soak

seek sink park oak

goal

foal hill girl fall

toast

feast nest roast taste

2 Complete the sentences.

goat oats boat soak toast

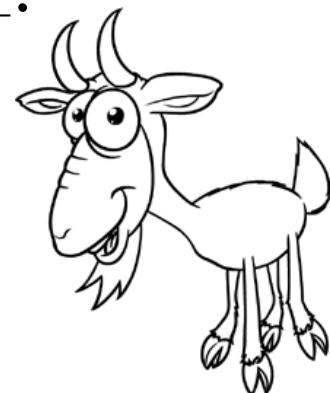
The goat had a _____ in some soap.





























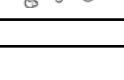
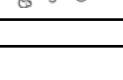

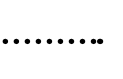
Do you want toast or _____?

I cannot miss that _____!

He made some _____.


The _____ missed the boat.



Goat on a Boat • Word count: 171 • Excerpt: 66 words									Color soap for each oa word	
The	goat	has	a	soak	in	some	foamy	soap.		
.		
“My	goal	today	is	to	get	onto	a	boat,”		
.		
said	the	goat.	“I	cannot	miss	that	boat!”			
.		
“Do	I	want	toast	or	oats?”	the	goat	moans.		
.		
“I	want	both.”	He	cuts	the	loaf.	He			
.		
makes	some	toast.	The	goat	eats	his	toast			
.		
and	his	oats.	“I	cannot	miss	that	boat!”			
.		
The	goat	needs	to	get	his	coat.				
.		

Activity 1

 Draw and color a piece of toast each time you read the book.




I read Goat on a Boat _____ times!

Activity 2

 Color the dialogue.
 Question = blue Exclamation = green
I can read dialogue.

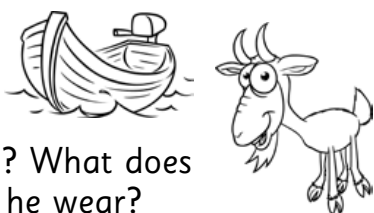
Activity 3

 Draw and label the oa words.
I can draw and label oa words.



Activity 4

 Find the answer.
 What is goat's goal? What does he eat? What does he wear?
I can understand the book, Goat on a Boat.



Able to read independently

Needs assistance to read

Reading Eggs **Goat on a Boat**



Goat on a Boat

Level	Word count	Lexile
5	171	320L

Words to know

oa words

goat	toast
boat	coat
soak	road
soap	coast
oats	

Reading Eggs
Goat on a Boat
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Goat on a Boat



Written by Katy Pike

The goat has a soak in some foamy soap.

“My goal today is to get onto a boat,” said the goat. “I cannot miss that boat!”



“Do I want toast or oats?” the goat moans. “I want both.”

He cuts the loaf. He makes some toast. The goat eats his toast and his oats. “I cannot miss that boat!”

cut



The goat needs to get his coat.

“Do I need a raincoat or an overcoat? A raincoat will stop me getting soaked. I cannot miss that boat,” said the goat.



The goat needs to get on the right road.

“Do I take the oak road or the coast road?” said the goat.
“The coast road will take me to the boats.”

cut



The goat needs to find the right boat. “Is it a sailboat or a row boat?” asked the goat.

“It’s a ferry boat,” said the goat.
“Whoa! Don’t go little boat.”

The goat missed the boat.



The goat will catch the next boat.
“I cannot miss that boat,” said
the goat.

cut

Focus Questions

What is the goat's goal?

What did the goat
do before getting on
the boat?

Circle the **oa** words
in the story.

The goat
needs to find
the right boat.

I'd like a boat with

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