

# Lesson 104 • the sound o-e

## Learning objectives

Children will:

- identify the rimes that can be made with o-e.
- read and write o-e 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

nose, hose, rose, note, vote, joke, smoke, rode, code, goat, boat, float, coat

## Vocabulary words

pond, ribbons, stripes, flagpole, seaweed, tadpole, wavy, around, together, through, behind, tangled, molehill, underwater, bigger, swimming, getting, puffing

## Extra assistance

When making a word family list for the split digraph o-e, students will identify words with the long o sound which have a different spelling – *boat*, *flow*, or *toe* for example. It is important to explain why these words don't fit into the o-e list while still praising the student for finding the correct long o sound. As the alternate spelling will be taught later, put these words in a list to be brought out then.

## Classroom activities

### For Starters

Put the rime ose on the board in magnetic letters. Put all the letters of the alphabet around it. Students take turns to make ose words by simply changing the initial phoneme. For a challenge get students to use a blend. Change the rime to *oke*, then *ode*, then *ote* and repeat the activity.

### Run to it!

This is best done in a hall or on the playground. Label four corners or areas with signs saying *ose*, *oke*, *ote*, and *ode*. The students stand in the middle and when the teacher calls out a word containing one of these sounds, they must run to the matching corner. Try harder words, with more than one syllable, for example *decode*, *remote*, *awoke*, *suppose*.

Reading Eggs Lesson sequence	TEACH Content and skills	PRACTICE Children will:	APPLY
Hear: <i>Animated Lesson</i>	Review the sound o-e with a variety of consonants.	identify the letters that make the long o sound. Make o-e words.	<b>Worksheet 1</b> Word families
Write: <i>Write the Banner</i>	Recognize correct word order for a sentence.	choose the correct words to make a sentence.	<b>Worksheet 2</b> Read and draw
Find: <i>Word Family, Dragon Fire, Squirreler, Snowman, Buzzy's Word Machine</i>	Identify the correct onset letter to complete the word. Recognize a given word. Identify word endings.	choose the correct initial letter to make the word. Find the given word in a group. Match the word to its ending.	<b>Worksheet 3</b> Vocabulary
Vocabulary: <i>Today's Topic Words, Scrapbook</i>	Build vocabulary skills: Recognize key vocabulary. Identify the parts of a compound word.	match pictures to words. Choose two words to make a compound word.	<b>Worksheet 4</b> Check
Read: <i>Q &amp; A, Book</i>	Comprehend the meaning of a text. Read aloud book.	read the text and answer the questions. Listen, follow the reading and read along.	<b>Reading Eggs Story book</b> The Pond Cup

# o-e

Name \_\_\_\_\_

## Word families

### Lesson 104 • Worksheet 1

1 Say the word for each picture. Complete the word families.



r ose

n \_\_\_\_\_

h \_\_\_\_\_

cl \_\_\_\_\_



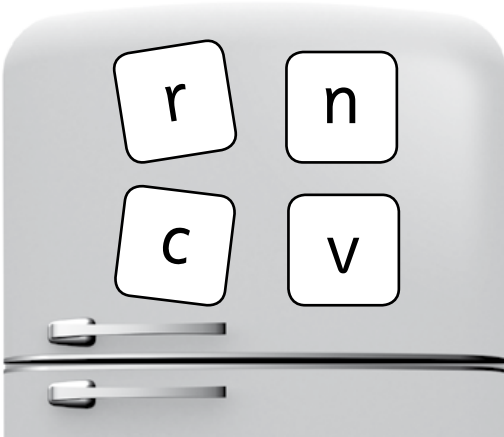
sm oke

j \_\_\_\_\_

p \_\_\_\_\_

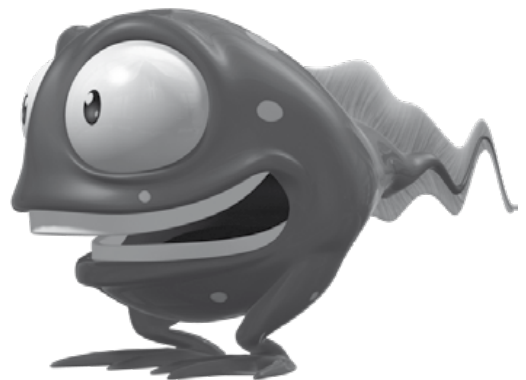
w \_\_\_\_\_

2 Complete the words using the letters on the fridge.



\_\_\_\_\_ote \_\_\_\_\_ode

\_\_\_\_\_ote \_\_\_\_\_ode



Name \_\_\_\_\_

# Read and draw

Lesson 104 • Worksheet 2

Draw a picture for each sentence.

Coal the tadpole  
lives in a pond.

Tony the tadpole  
has green spots.  
He gets tangled  
in seaweed.

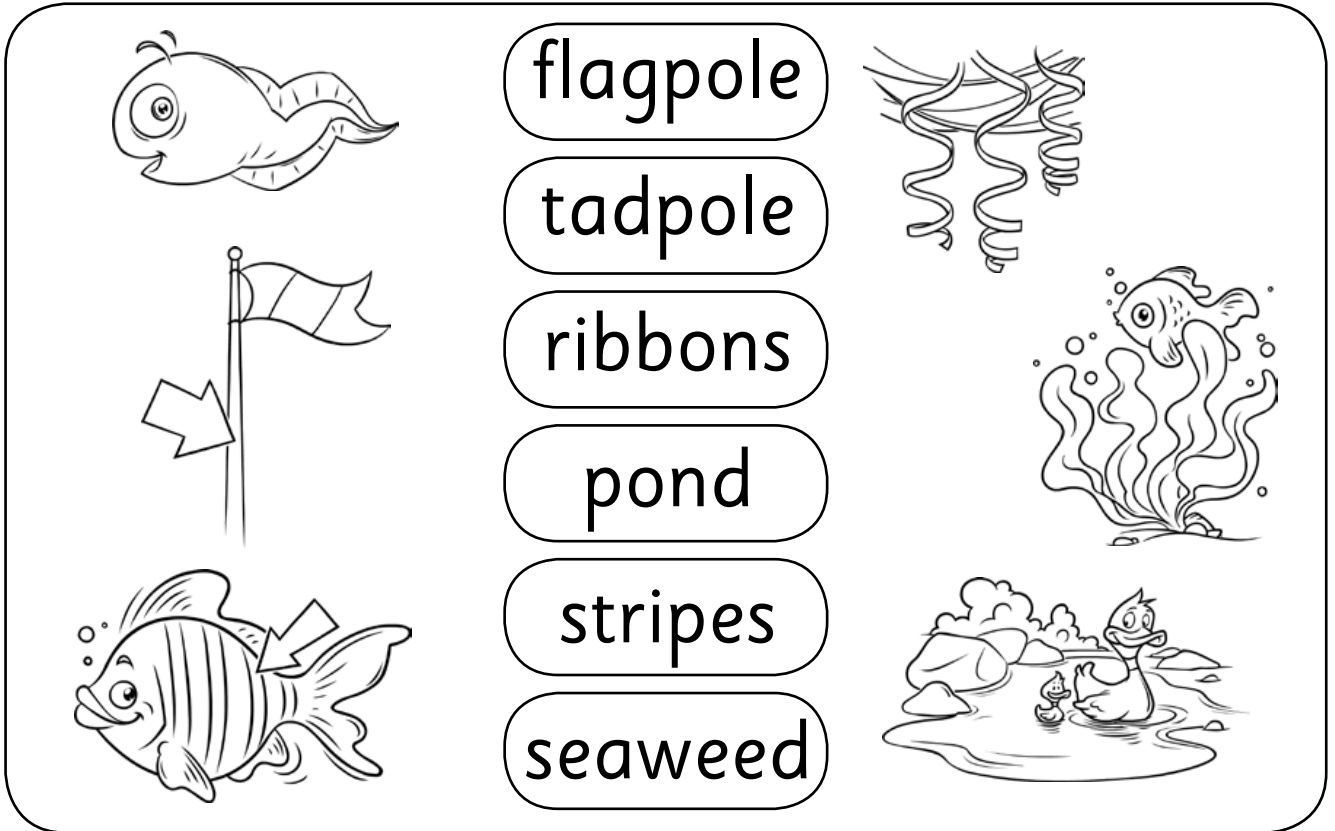
The tadpoles race  
under the bubbly  
foam and over  
the blue stones.

# Vocabulary

Name \_\_\_\_\_

## Lesson 104 • Worksheet 3

1 Join each word to a picture.



flagpole  
tadpole  
ribbons  
pond  
stripes  
seaweed









2 Color the correct word. Cross out the wrong word.

Coal the tadpole lives in a  stripes  pond.

Every year, the  ribbons  tadpoles have a race around the pond.

Poor Tony got stuck in some  seaweed  flagpole.

1 Color the tadpoles if they have a **long o** sound.

 stone	 hole	 joke
 pot	 not	 nose
 cup		 code

2 Label the pictures.



n \_\_\_\_\_



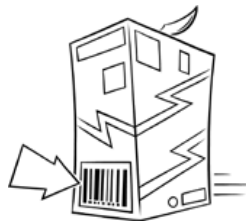
j \_\_\_\_\_



st \_\_\_\_\_



h \_\_\_\_\_




c \_\_\_\_\_



tad \_\_\_\_\_

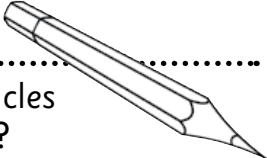
<b>The Pond Cup • Word count: 219 • Excerpt: 62 words</b>							<b>A two syllable word</b>	
Coal	the	tadpole	lives	in	a	pond.	_____	
.	.	.	.	.	.	.		
Every	year,	the	tadpoles	have	a	race	_____	
.	.	.	.	.	.	.		
around	the	pond.		It's	a	big	event.	
.	.	.	.	.	.	.	.	
The	winner	takes	home	the	Pond	Cup.	_____	
.	.	.	.	.	.	.		
Coal	the	tadpole	is	a	very	fast	swimmer.	
.	.	.	.	.	.	.	.	
He	really	wants	to	win	the	Pond	Cup.	
.	.	.	.	.	.	.	.	
Other	tadpoles	want	to	win	the	Pond	Cup	too.
.	.	.	.	.	.	.	.	
Joan	has	red	ribbons	and	is	bigger	than	Coal.
.	.	.	.	.	.	.	.	

**Activity 1**  
 .....  
 Color a cup each time you read the book.




*I read The Pond Cup \_\_\_\_\_ times!*


**Activity 2**  
 .....  
 Draw a pond. What obstacles might be in the Pond Cup?  
*I can draw a pond.*



**Activity 3**  
 .....  
 Make the Pond Cup.  
 What would be on a tadpole's trophy?  
*I can connect with The Pond Cup.*



**Activity 4**  
 .....  
 Where does Coal live?  
 What is the Pond Cup?  
 Who is bigger Joan or Coal?  
*I can understand the book, The Pond Cup.*



Able to read independently   
 Needs assistance to read



## The Pond Cup

Level	Word count	Lexile
5	219	350L

### Words to know

a	little
and	out
are	the
has	them
in	they
is	to

Reading Eggs  
*The Pond Cup*  
 Copyright © 2020 Blake eLearning

[www.readingeggs.com](http://www.readingeggs.com)

Written by Katy Pike  
 Editor: Amy Russo  
 Design and layout: The Modern Art Production Group

## The Pond Cup



Written by Katy Pike

Coal the tadpole lives in a pond. Every year, the tadpoles have a race around the pond. It's a big event. The winner takes home the Pond Cup.

Coal the tadpole is a very fast swimmer. He really wants to win the Pond Cup.



Other tadpoles want to win the Pond Cup too.

Joan has red ribbons and is bigger than Coal. Tony has green spots and is just as fast as Coal. Everyone thinks Tiny Joe is a bit of a joke. He's too little to win.

cut



The race starts and Joan shoots to the front. They race around the flagpole. Then they swim through the hole in the rock. Coal races after Joan. She is super fast!

Ouch! Joan gets a sore tail. She has to stop swimming.





Tony and Coal are now neck and neck. It's a long race and they are both getting tired. They race under the bubbly foam and over the blue stones. Tiny Joe is just behind them.

cut



Oh no! Tony gets tangled in seaweed, and he falls out of the race.

Tiny Joe is huffing, and Coal is puffing. Suddenly, Coal stops and waits for Tiny Joe. They both cross the finish line together.



cut

## Focus Questions

Who is in the Pond Cup?

---

What is the Pond Cup?

---

Who wins the Pond Cup?

---

fold



It's a great day for Coal and Tiny Joe. It's a great day for the Pond Cup.

Will Coal the tadpole win the Pond Cup?

I like to race \_\_\_\_\_

---

For lessons, games and hundreds more books head to

