UNIT 11
Open vowels

Unit Objectives
Students will:
• Orally segment and blend the sounds in words
• Listen for final sounds in words
• Recognize open vowels in print
• Associate the sounds of open vowels with the letters o and e
• Blend words that contain open vowels
• Read new sight words sometimes, walk, long, when, and car and review sight words
• Spell words containing open vowels

Core Materials
All of these materials can be downloaded from http://phonicsresources.benchmarkeducation.com.
DAY 1

Phonemic Awareness

Listen for Long Vowel Sounds
• Show students picture card me (picture side only).
• Say: This is a picture for the word me. Listen for the ending sound as I say the word again: /m/ /e/. The word me has the long e vowel sound at the end. Listen again to the ending sound: /m/ /e/.
• Repeat with picture card buffalo to point out final long o.

Distribute blackline master 6 and instruct students to complete it at home.

Sound/Symbol Relationships

Model
• Hold up the open vowels frieze card so that the picture side faces students.
• Have students say the name of the object in the picture. Point out that the o in buffalo stands for the long o sound. Explain that when a vowel does not have another letter after it, as with the o in buffalo and the e in me, it is called an open vowel and it stands for a long vowel sound.
• Repeat the picture name and ask: What sound do you hear at the end? What letter stands for that sound?

Practice with the Letter Cards
• Give students letter cards g, n, o, m, w, and e. Have them line the cards up on their workmats.
• Say the word go and ask students to pull down the letter for the beginning sound in the word. Then have them pull down the letter for the ending vowel sound in go.
• Have them push up each letter as they say the sound the letter stands for.
• Repeat with the words no, me, and we.

Assessment Tip: Watch to make sure students are pulling down the letters o and e for the long o and e vowel sounds.

Blending Sounds

Model
• Write the word me on the board. Sound out the word by moving your hand under each letter as you say the sound.
• Say: First I see the letter m. I know m stands for /m/. Then I see the vowel letter e. I know an ending vowel often stands for a long vowel sound. Watch my finger and listen as I blend this word: /mmmːe/.
• Ask students to sound out the word with you.
• Repeat with other examples if you feel students need additional support.

Practice with the Word List
• Distribute blackline master 1.
• Have students point to the word me. Ask them to sound out the word with you, holding each sound for at least one second. Then ask them to say the word at regular speed.
• Repeat with the words he, so, and go. Students who are able to read the words without blending each sound should do so.
Spelling Words

Model
- Use the spelling transparency.
- Say: Today we are going to learn to spell go and so. Listen as I say go slowly: \(/g\bar{o}/\).
- Model recording the letters for the sounds on the transparency. Say: The first sound is \(/g/\). I know that the letter g stands for the \(/g/\) sound. I’ll write the letter g in the first box. Let’s listen for the last sound: \(/\bar{o}/\). I hear \(/\bar{o}/\). I know that the letter o can stand for the long o sound at the end of a word, so I will write the letter o in the last box.
- Have students blend the sounds to check the spelling of the word.

Practice with the Workmat
- Have students identify and record the letters that stand for the sounds they hear in the word go on side 2 of their workmats.
- Have them blend the sounds to check the spelling of the word.
- Have students practice writing go on side 1 of their workmats.

Repeat the modeling and guided practice with the word so.

Sight Words

Review
- Place sight word cards is, my, are, the, I, to, then, says, his, too, and have in the pocket chart. Let students take turns reading the words.
- Ask volunteers to write the words on the board, using the word cards as models, while the rest of the group uses their fingers to write the words on their desks.

Introduce
- Place sight word cards sometimes, walk, long, when, and car in the pocket chart. Have students identify any words they think they know. Then read the words aloud and have students say them after you.
- Talk about each of the sight words. Point to letters in the words and ask students to identify them. Note that the word sometimes is made up of two smaller words, some and times. Then have a volunteer use sometimes in an oral sentence.

Write
Ask students to write the sight words sometimes, walk, long, when, and car on side 1 of their workmats. Remind them to use the word cards in the pocket chart as models.
**Day 2**

**Independent Activities**

**Open Vowel Art** Have students use paper the size of picture cards to create additional picture cards for the long o open vowel sound. Possible pictures are tomato, piano, auto, rhino, potato, and zero.

**Listen** Have students listen to the recording of the poem *Come On, Jo* in the listening center.

**Decodable Word Cards** Have pairs of students place the Unit 11 decodable word cards facedown. They then take turns choosing a card, reading the word, and taking the card. When a word comes up with the same ending vowel sound as a word just read, either player may say “Match,” read the two matching words, and tell what letter stands for the ending vowel sound.

**Make Words** Ask students to build any of the Unit 11 decodable words by cutting out letters from newspaper headlines and ads and pasting them in order on a sheet of construction paper.

**Blend Game** Place the Unit 11 decodable word cards in a bag. One partner chooses a card from the bag and blends the sounds in the word. The other partner writes the word on side 1 of his or her workmat.

**Phonemic Awareness**

**Listen for Long Vowel Sounds**
- Read or listen to the recording of the poem *Come On, Jo* several times. Have students identify words with long vowel sounds at the end.

**Assessment Tip:** Note which students don’t respond and provide a quick check of these students using the assessment materials. While you work with individual students, you may wish to assign Independent Activities for the rest of the class.

**Sound/Symbol Relationships**

**Practice with the Poetry Poster**
- Display and reread the poem, pointing to each word as you read.
- Ask volunteers to identify words in the poem that end with a long vowel sound.
- On the board list the words that students identified. Have volunteers underline the open vowel in each word.

**Practice with the Picture and Decodable Word Cards**
- Place picture cards me and buffalo in the pocket chart. Ask students to identify the pictures and tell what vowel sound they hear at the end of each picture name.
- Distribute the Unit 11 decodable word cards. Have students take turns reading each word and placing the card under the picture with the same ending vowel sound.
- Have students read all the words under a picture. Ask them to tell how the words in each group are alike.

**Blending Sounds**

**Spelling Words**

**Sight Words**

- Place sight word cards sometimes, walk, long, when, and car in the pocket chart.
- Point to each word and have students read the word.
- Ask students to make up questions that begin with when and that include one of the words sometimes, walk, long, or car: When do you ride in a car? Let classmates answer the questions, using both sight words in their answer: I ride in the car when we go to the store.
- Place the Unit 21 sight word cards faceup on a table. Say a sight word and have a volunteer find the word card and read the word.
Phonemic Awareness

Blend and Segment Phonemes
• Say: Listen as I say the sounds that make up a word. Then tell me what the word is. Say these sounds slowly: /h/ /e/. Ask: What is the word? (he)
• Repeat the activity using the following: /w/ /e/, we; /sh/ /e/, she; /t/ /o/ /p/, top; /k/ /e/ /p/, tape; /s/ /e/, so; /n/ /e/ /st/, nest; /n/ /e/, no.
• Say the following words and ask students to say the sounds in each word: go, me, try, stick, hand, place, he, she.

Blending Sounds
• Have students blend the words go, so, me, and be, using the procedures for Day One.

Spelling Words
• Have students practice the spelling words by writing them several times on side 1 of their workmats.
• Follow the procedure for Day One to model and practice the words he and we.

Sight Words
• Sort the Unit 11 sight words by number of letters—two, three, four, and more than four. Place the cards in columns in the pocket chart. Let students choose the column of words they want to read.
• Make a path on the floor using five to ten sight word cards. Let students follow the path by reading the words. Ask them to make a new path using more of the sight word cards.

Distribute blackline master 8 and instruct students to complete it at home.

Decodable Book
Work with small groups of students to read Jo and Me on Days Three and Four. Assign blackline master 3 and Independent Activities for the rest of the class on Day Three.

Introduce the Book
• Show students the cover of the book. Point to the title, Jo and Me, and read it with students.
• Ask: What do you see on the cover?

Read the Book
• Give each student a copy of the book. Have them sound out the words in their heads and then read the first sentence aloud so you can check their reading.
• If students need modeling, have them turn to page 2 and put their fingers on the first word. Point out that this word ends with an open vowel. Have students run their fingers under the word as they sound it out (/jo–/).
• Have students continue to sound out the decodable words in the sentence and read the sight words quickly. Then have them read the whole sentence.
• If students can sound out the words without difficulty, have them whisper-read the rest of the text. Remind them to sound out words as needed.
• If students have difficulty, continue guiding them in blending words on each page until they are able to continue reading on their own.

Discuss the Book
• When students have finished reading, ask: Who is Jo? Who is “me”? What are some ways Jo and her friend get from place to place? What are some ways you get from place to place?

Support TIPS for English Language Learners

Develop/Reinforce Third Person Singular Verb Ending -s
• Before reading, give pictures showing common verbs, such as sit and eat, to one student to act out without showing the pictures to the other students.
• Ask the other students to guess what the first student is doing. Accept single-word responses and expand the responses to complete simple sentences to model the target verb structure: Diane eats. Have students repeat the sentence.
• Have two or three other students repeat the pantomime activity for different verb pictures. Ask the rest of the group to guess and model the target verb structure.
**Independent Activities**

**Decodable Book**

**Familiar Rereading** Have pairs of students read the decodable book together. When they read a page that tells about a way to travel, they can pantomime the action.

**Personal Reading** Have students read the decodable book independently and draw a picture of their favorite way to travel.

**Sight Words**

**Locate the Words** Have students find the sight words *sometimes, walk, long, when,* and *car* in the decodable book *Jo and Me* and mark the words with sticky notes.

**Sight Word Maze** Make a maze on a sheet of paper. Write sight words along the path. Provide copies of the paper in the literacy center. Students draw a line through the maze, reading the words as they go.

**Choose and Write** Place the sight word cards in the literacy center. Have students choose five sight words to practice writing on side 1 of their workmats using the cards as models.

**Spelling**

**Independent Practice** Write the week’s spelling words on index cards and place them in the literacy center. Provide the letter cards needed to build the words and have students use the cards to spell the words.

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**Phonemic Awareness**

**Final Sounds**

- Say the word *we*. Ask: *What sound do you hear at the end?* (/ɛ/) Then say *stem* and have students identify the ending sound (/m/). Ask them what is different about the ending sounds in *we* and *stem*. (*We* ends with a vowel sound. *Stem* ends with a consonant sound.)
- Continue saying words and having students identify the ending sounds. Use these words: *sip, no, me, pot, so, can, she, hello, bed, zero, rhino.*

**Assessment Tip:** Note which students have difficulty recognizing final sounds and provide practice in a small group setting. While you work with the small groups, you may wish to assign Independent Activities for the rest of the class.

**Blending Sounds**

- Have students blend the words *she, we, hello,* and *no* using the procedures for Day One.

**Spelling Words**

**Review**

- Have students write the spelling words several times on their workmats.
- Provide pairs of students with blackline master 2. While one student reads the words, the other student should write them.
- The partner places a check mark next to correctly spelled words. The partner may prompt the student by sounding out words that were spelled incorrectly while the student attempts to spell the words a second time. If the second spelling is correct, the partner places a check mark in the “Second Try” column.

**Assessment Tip:** Collect students’ completed blackline masters and note which words gave students difficulty.

**Sight Words**

- Let each student choose a sight word card. Give students a few minutes to practice spelling and using their sight word.
- Write each student’s name on a small piece of paper and put the names in a bag.
- Draw a name from the bag. The student whose name is drawn says the sight word he or she chose, writes it on the board without looking at the card, and uses the word in an oral sentence.
- Continue until each student has presented his or her word.

**Decodable Book**

- Read the decodable book *Jo and Me* with the remaining small groups while the rest of the class completes blackline master 4 and Independent Activities.

**Assessment Tip:** Use the completed blackline master to assess how well students can make connections between sounds and the letters that stand for those sounds.
Spelling Assessment

Use the following procedure to assess students’ spelling of the Unit 11 words:
- Say each spelling word and use it in a sentence.
- Have students write the word on their papers.
- Continue with the next word on the list.
- When students have finished, collect their papers and analyze their spelling of the words.
- Use the assessment to plan small group or individual practice.

Small Group Activities

The following small group activities can be used to provide practice for students who need additional support. Assign blackline master 5 and Independent Activities for the rest of the class.

PHONOLOGICAL AWARENESS

Sorting Sounds Show students the Unit 11 picture cards and have them identify the pictures. Say the following words and have students tell which picture name has the same ending vowel sound as each word: she, hello, tomato, we, solo, he.

Identify the Vowel Sound Say these words: me, hello, we, hero, she, echo, he, radio. Tell students to raise their hands if they hear the long o sound at the end of a word and to put their hands over their mouths if they hear the long e sound at the end.

SOUND/SYMBOL RELATIONSHIPS

Final Vowel Sort Give each student a set of Unit 11 decodable word cards. Have students sort the cards into two sets of words with the same vowel sound at the end. Ask students to read each set of cards.

Make Words Give students letter cards g, n, p, r, m, w, h, and e. Say the word go, and ask students to use their letters to make the word. Then ask students to change one letter and make the word no and then the word so. Repeat with the words me, we, and he.

SPELLING

Change the Words Give students letter cards g, n, s, o, m, w, h, and e. Say the word go, and ask students to use their letters to make the word. Then ask students to change one letter and make the word no and then the word so. Repeat with the words me, we, and he.

Spelling Help Say a spelling word. Ask a volunteer to suggest a way to remember how to spell the word. Have students write the word. Continue with the other spelling words.

SIGHT WORDS

Speed Drill Show the Unit 11 sight word cards to see how quickly students can recognize the words. Place known words in one pile and unknown words in another pile. Review the unknown words with students.

Make a Story Place ten sight word cards in a bowl. One student in the group chooses a card, reads the word, and uses it in an oral sentence to begin a story. The next student takes a card, reads the word, and makes up a sentence that continues the story. Continue until all the cards have been used.

Trace and Read Give each student a sight word card. Have students trace the letters with their fingers and then read the word. Give another sight word to each student and repeat the procedure.
UNIT 11 Quick-Check: Open vowels

Phonemic Awareness: Identifying Final Sounds

Directions: Say the word and ask the student to tell you the ending sound. If the student answers correctly, put a ✔. If the student misses the sound, record the error.

Example: she. /e/

- silo (/oʊ/)  
- bee (/i/)  
- pro (/oʊ/)  
- polo (/oʊ/)  
- tree (/i/)  
- echo (/oʊ/)  

Score /6

Phonics: Segmenting and Blending Sounds

Directions: Explain that these nonsense words use sounds the student has been learning. Have the student point to each word on the corresponding student sheet, say each sound, and then blend the sounds together. Put a ✔ if the student’s response is correct. If the student misses the word, record the error.

Example: vo. /v/ /o/, vo.

- plo (/pl/ /o/, plo)  
- spe (/sp/ /e/, spe)  
- dre (/dr/ /e/, dre)  
- squo (/skw/ /o/, squo)  
- sko (/sk/ /o/, sko)  
- cle (/kl/ /e/, cle)  

Score /6

Sight Words

Directions: Have the student point to the first sight word on the corresponding student sheet and read across the lines, saying each word as quickly as possible. Put a ✔ if the student successfully reads the word and an X if the student hesitates more than a few seconds. If the student misses the word, record the error.

- car  
- when  
- long  
- walk  
- sometimes  

Score /5