

Week 23

**Standards addressed:**

- **RF.K.1.D:** Recognize and name all upper and lowercase letters of the alphabet.
- **RF.K.1.B:** Recognize that spoken words are represented in written language by specific sequences of letters.
- **RF.K.2.A:** Recognize and produce rhyming words.
- **RF.K.2.D:** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
- **RF.K.3.C:** Read common high-frequency words by sight
- **0.4.G-iii:** Identify the long vowel sounds and correctly read common long-vowel patterns
- **0.4.G-iv:** Write long vowel patterns that match the heard long vowel sound in independent writing

**Focus:** vowel team chunks **oa, ow,** and **oe**

**Spelling Words:** old, coat, tow, know

**Review word:** were

**Sight Words:** your, are (*in shared reading*)

**Notes:**

- Reinforce the vowel team rule “**When two vowels go walking, the first one does the talking, and it says its name!**”
- **OA/ō/:** The vowel team oa says /ō/. OA usually comes in the middle of a words like in boat and road. It can also come at the beginning of a word like in oat and oak.
- **OW /ō/:** The vowel team OW also says /ō/. OW comes at the end of a word like in show and grow. It can also come in the middle of a word like in bowl.
- **OE /ō/:** The vowel team OE says /ō/. OE only comes at the end of a word
  - When spelling independently, students can use **oa, ow,** or **oe interchangeably,** but correct students as needed when you are supporting them.

**Weekly Materials:**

[Lifework](#)

Haggerty book

[slides](#)

[worksheets](#)

- includes words to blend independently or as a small group
  - 1 per student
- includes musical words list
  - 1 per class or 1 per student, depending on the chosen activity
- includes sentence paper for Friday- 1 per student

## Kindergarten Word Study

slates and markers

pencil for marking up word lists

[spelling test paper](#) (Friday)

Week 23- Day 1

Pacing	Activity	Materials Needed
10 min	<p><b>Phonemic Awareness Warm Up: Heggerty lesson week 23</b> Do all of the daily lesson and use any letter they know for the Alphabet Knowledge section.</p>	<b>Heggerty Book</b>
5 min	<p><b>Wall Cards + Letters</b></p> <ul style="list-style-type: none"> <li>● Practice digraph, vowels and consonants</li> <li>● Review letters: Tell them that each time they see the letter in the next few slides, you want them to say with you, "Letter is . <i>Sound is /_/_</i>."                             <ul style="list-style-type: none"> <li>○ <b>Notes:</b> <ul style="list-style-type: none"> <li>■ Now that students know that vowels can say two sounds make sure students say all the learned sounds the letter says.</li> <li>■ <b>For wall cards, ensure students tell you if the letter is a consonant or vowel.</b></li> </ul> </li> </ul> </li> </ul>	slides
2 min	<p><b>Introduce Vowel teams</b></p> <ul style="list-style-type: none"> <li>● Remind students, "<b>When two vowels go walking, the first one does the talking, and it says its name!</b>"</li> <li>● <b>Show students the update Long O wall card.</b></li> <li>● <b>Tell students that oa, ow, and ow all make the long /ō/ sound.</b></li> </ul>	
3 min	<p><b>Movement Break/Activity/Song: Slide 43</b> <i>Play the video have students stand up, dance, and read the words with the video. They should be looking at the words in the video while dancing.</i></p> <p><a href="https://www.youtube.com/watch?v=NZHn2UhrLZM">https://www.youtube.com/watch?v=NZHn2UhrLZM</a></p>	
7 min	<p><b>Spelling word practice</b></p> <ul style="list-style-type: none"> <li>● <b>Have students write their words on each line of their slates. Have them keep all four words up so that they can start to notice the new spelling patterns.</b></li> <li>● Introduce spelling words of the week using the following steps have students repeat these same steps as you:                             <ul style="list-style-type: none"> <li>○ <b>SPELLING WORDS: old, coat, toe, know</b></li> <li>○ Our new spelling word is _____</li> <li>○ Use the word in a sentence.</li> <li>○ Call on 2-3 kids to use the word in a sentence</li> </ul> </li> </ul>	slates and markers

	<ul style="list-style-type: none"> <li>○ Model how to chop the word using choppers.</li> <li>○ Draw lines for every sound you hear in the word</li> <li>○ Have students write the letters they think say the sounds</li> <li>○ Give students the correct letters that make the sounds and have them edit their spelling             <ul style="list-style-type: none"> <li>■ know                 <ul style="list-style-type: none"> <li>● Students will likely spell it no. Tell students that this does sound like the word no, but this is actually a different word know. Like I know a lot of letter sounds. There is a silent letter k at the start that they have to keep in their heart and they need the chunk OW to say the long /ō/ sound.</li> </ul> </li> </ul> </li> </ul>	
<p>5 min</p>	<p><b>Blending Practice</b></p> <ul style="list-style-type: none"> <li>● Have students read the following words on their slates. <b>The word chain sequence below was created so that only one phoneme or grapheme changes at a time allowing students to make the connection between the two. This will help students develop more automaticity as they notice spelling patterns. (Consider reading <a href="#">Step 6 in the UFLI teacher manual.</a>)</b></li> <li>● <b>Make sure students are doing the letter substitutions and blending the new word on their slates.</b></li> <li>● <b>Note you can use slide 46-54 each word appears one at a time.</b> <ul style="list-style-type: none"> <li>○ Write the /t/ sound, the vowels oa. Write the /d/ sound.</li> <li>○ <b>oa says the long /ō/ sound.</b></li> <li>○ Let's circle this chunk</li> <li>○ Let's read each sound and see what it says /t/ /ō/ /d/ → /toad/</li> <li>○ <b>Now let's delete the /t/ sound add the /l/ sound. The word is?</b></li> <li>○ <b>Try and read the new word!</b> <ul style="list-style-type: none"> <li>■ You can scaffold this as needed and have students blend each individual sound together.</li> </ul> </li> <li>○ <b>Let's delete the /d/ sound and add the /n/ sound. The word is?</b></li> <li>○ Continue this with the words:                 <ul style="list-style-type: none"> <li>■ toad → load → loan → moan → moat → moa → mow → bow</li> </ul> </li> <li>○ For words that might be unknown quickly use it in a sentence or give students a kid-friendly definition. Get through as many words as you can.</li> </ul> </li> </ul>	<p>slates and markers</p>

5 min	<b>Worksheet</b> <ul style="list-style-type: none"><li>● Tell students what the pictures are. Have students chop the words and write the words. You can tell students that they need to use <b>OA to make the long /ō/ sound.</b><ul style="list-style-type: none"><li>○ toast</li><li>○ coat</li><li>○ float</li><li>○ boat</li><li>○ toad</li></ul></li><li>● If you have time, have students read the list of words as a class, small group, or with a partner. <b>Have students circle the chunks that they see.</b></li></ul>	worksheets
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Week 23- Day 2

Pacing	Activity	Materials Needed
10 min	<p><b>Phonemic Awareness Warm Up: Heggerty lesson week 23</b> Do all of the daily lesson and use any letter they know for the Alphabet Knowledge section.</p>	Heggerty Book
5 min	<p><b>Wall Cards + Letters</b></p> <ul style="list-style-type: none"> <li>● Practice digraph, long and short vowels.</li> <li>● Review letters: Tell them that each time they see the letter in the next few slides, you want them to say with you, “Letter is . <i>Sound is /_/_.</i>” <ul style="list-style-type: none"> <li>○ Note: Now that students know that vowels can say two sounds make sure students say all the learned sounds the letter says.</li> <li>○ <b>For wall cards, ensure students tell you if the letter is a consonant or vowel.</b></li> </ul> </li> <li>● If you have extra time, you can review sight words from previous weeks. You can create new flash cards for this or use the ones from shared reading. You can use <a href="#">these slides</a> to review as a class.</li> </ul>	slides
10 min	<p><b>Spelling word practice</b></p> <ul style="list-style-type: none"> <li>● On slates introduce the spelling words for the week</li> <li>● <b>Have students write all the words on their slate, without erasing after each one, and then have them read all the words once you are done spelling them.</b> <ul style="list-style-type: none"> <li>○ Review: <b>old, coat, toe, know</b> <ul style="list-style-type: none"> <li>■ chop the word with students and model drawing a line for each sound they hear</li> <li>■ Kids try to write the word.</li> <li>■ Show the word to the kids.</li> <li>■ Say the letters to spell the word.</li> <li>■ Snap the letters while spelling the word.</li> <li>■ Whisper the letters while spelling the word.</li> </ul> </li> </ul> </li> </ul>	slates and markers
3 min	<p><b>Movement Break/Activity/Song:</b> Play the video and have students stand up, dance, and read the words with the video. They should be looking at the words in the video while dancing.</p>	

10 min	<p><b>Blending Practice</b></p> <ul style="list-style-type: none"> <li>● Have students read the following words on their slates. <b>The word chain sequence below was created so that only one phoneme or grapheme changes at a time, allowing students to make the connection between the two. This will help students develop more automaticity as they notice spelling patterns. (Consider reading <a href="#">Step 6 in the UFLI teacher manual.</a>)</b></li> <li>● <b>Note: Follow a procedure similar to the word blending from yesterday, but use a slate and marker to model the letter substitution. (This way, you can model proper handwriting as well, and students can focus on blending)</b> <ul style="list-style-type: none"> <li>○ Write the letters that say the /gr/ sounds. Write the vowels <b>OW</b>. <b>What sound does OW say?</b></li> <li>○ The word is? /grow/</li> <li>○ Let’s delete the /g/ sound.</li> <li>○ The word is? /row/</li> <li>○ <b>Let’s delete the /r/ sound and the /sh/ sound. The word is? /show/</b></li> <li>○ <b>Let’s delete the letter h. The word is? /sow/</b></li> <li>○ <b>Have students individually whisper read each new word!</b> <ul style="list-style-type: none"> <li>■ <b>If needed, you can scaffold and have students blend each individual sound .</b></li> <li>■ Continue this with the words. Get through as many as possible:</li> <li>■ <b>grow→ row→ show→ sow</b></li> </ul> </li> <li>○ <b>Start a new chain</b> <ul style="list-style-type: none"> <li>■ <b>goat, boast, roast, toast</b></li> <li>■ <b>toe, doe, foe</b></li> </ul> </li> </ul> </li> <li>○ <b>Tell students what each word means.</b></li> </ul>	
10 min	<p><b>Worksheet</b></p> <ul style="list-style-type: none"> <li>● Have students circle the chunks they see and blend each word. <b>Point to the picture of doe and hoe and tell students what they are called.</b></li> <li>● Have students cut out the bottom part of their worksheet. They can glue the words to the correct picture.</li> <li>● If you are running low on time you could just have students write the word, but this is a great time for students to work on fine motor skills with scissors and glue.</li> </ul>	worksheets

Week 23- Day 3

Pacing	Activity	Materials Needed
10 min	<p><b>Phonemic Awareness Warm Up: Heggerty lesson week 23</b> Do all of the daily lesson and use any letter they know for the Alphabet Knowledge section.</p>	Heggerty Book
5 min	<p><b>Wall Cards + Letters</b></p> <ul style="list-style-type: none"> <li>● Review letters: Tell them that each time they see the letter in the next few slides, you want them to say with you, “Letter is . <i>Sound is /_/_.</i>”</li> <li>● Review chunks</li> <li>● Optional Sight Word Practice                             <ul style="list-style-type: none"> <li>○ Whack It!: <a href="#">sight word whack it</a> Project the slide and have kids use fly swatters to find the words. You can do it individually or make it a competition and see who gets the word first.</li> </ul> </li> </ul>	slides
10 min	<p><b>Spelling word practice</b></p> <ul style="list-style-type: none"> <li>● Review the spelling words for the week and have students spell them using the following steps.</li> <li>● Spelling words: <b>old, coat, toe, know, were (review)</b> <ul style="list-style-type: none"> <li>○ correct individual students as needed or address specific misconceptions of the whole class.</li> </ul> </li> <li>● <b>Have students write all the words on their slate without erasing after each one and then have them read all the words once you are done spelling them.</b></li> </ul>	slates and markers
3 min	<p><b>Movement Break/Activity/Song:</b> Play the video and have students stand up, dance, and read the words with the video. They should be looking at the words in the video while dancing.</p> <p><a href="https://www.youtube.com/watch?v=NZHn2UhrLZM">https://www.youtube.com/watch?v=NZHn2UhrLZM</a></p>	

<p>10 min</p>	<p><b>Blending Practice and Sort</b></p> <ul style="list-style-type: none"> <li>● Reinforce the spelling patterns of the week.             <ul style="list-style-type: none"> <li>○ <b>oa, ow, oe say the long /ō/ sound</b></li> </ul> </li> <li>● Tell students that we are going to blend our words. <b>Make sure students have the worksheet with them and are blending.</b> <ul style="list-style-type: none"> <li>○ <b>Have students circle the chunks they see before blending.</b></li> <li>○ Get through as many as you can.                 <ul style="list-style-type: none"> <li>■ <u>Options for differentiation:</u> <ul style="list-style-type: none"> <li>● Keep a group of students on the rug</li> <li>● Send students, who are ready, to read the rest of the words with a partner.</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>worksheet and pencil</p>
<p>5 min</p>	<p><b>Worksheet</b></p> <ul style="list-style-type: none"> <li>● Have students read the spelling words and practice spelling them.</li> <li>● <b>If students have extra time:</b> <ul style="list-style-type: none"> <li>○ <b>Have them look for words with OE, OW, and OA in their independent reading books.</b></li> <li>○ <b>You can also practice spelling different OE, OW, OA words together using words from the worksheet. (They include the most common high-frequency words)</b></li> </ul> </li> </ul>	<p>worksheets</p>

Week 23- Day 4

Pacing	Activity	Materials Needed
10 min	<p><b>Phonemic Awareness Warm Up: Heggerty lesson week 23</b> Do all of the daily lesson and use any letter they know for the Alphabet Knowledge section.</p>	<b>Heggerty Book</b>
5 min	<p><b>Wall Cards + Letters</b></p> <ul style="list-style-type: none"> <li>● Practice digraph, long, and short vowel sounds</li> <li>● Review letters: Tell them that each time they see the letter in the next few slides, you want them to say with you, “Letter is . <i>Sound is /_/</i>.” <ul style="list-style-type: none"> <li>○ Note: Now that students know that vowels can say two sounds make sure students say all the learned sounds the letter says. <ul style="list-style-type: none"> <li>■ For example: <ul style="list-style-type: none"> <li>● “Letter is y. Sounds are /y/ and /ī/”</li> <li>● “Letter is a. Sounds are /ă/ and /ā/”</li> <li>● “Letter is s. Sounds are /s/ and /z/”</li> </ul> </li> </ul> </li> <li>○ <b>For wall cards, ensure students tell you if the letter is a consonant or vowel.</b></li> </ul> </li> </ul>	slides
10 min	<p><b>Spelling word practice</b></p> <ul style="list-style-type: none"> <li>● Review the spelling words for the week and have students spell them using the following steps.</li> <li>● Spelling words: <b>old, toe, know, coat, were (review)</b> <ul style="list-style-type: none"> <li>○ Correct individual students as needed or address specific misconceptions of the whole class.</li> </ul> </li> <li>● <b>Have students write all the words on their slate and then have them read all the words once you are done spelling all of them.</b></li> </ul>	slates and markers
3 min	<p><b>Movement Break/Activity/Song:</b> Play the video have students stand up, dance, and read the words with the video. They should be looking at the words in the video while dancing.</p> <p><a href="https://www.youtube.com/watch?v=NZHn2UhrLZM">https://www.youtube.com/watch?v=NZHn2UhrLZM</a></p>	

<p>10 min</p>	<p><b>Blending Practice with Musical Words</b></p> <ul style="list-style-type: none"> <li>● Tell students that today we are going to practice blending with a game, musical words.             <ul style="list-style-type: none"> <li>○ Cut out the words ahead of time.</li> <li>○ <b>Option 1:</b> Each student should get a card to start. They dance around the rug/room switching and reading cards until the music stops. When the music stops they need to read the word they are holding. If they can read the word they sit down. If they can't read it they keep playing.                 <ul style="list-style-type: none"> <li>■ Note:                     <ul style="list-style-type: none"> <li>● We recommend playing in short rounds for a minute and then restarting the game.</li> <li>● You can also be strategic about which words you give students.</li> </ul> </li> </ul> </li> <li>○ <b>Option 2:</b> Have students stand in a line. They take turns reading. If they get the word right, they get to sit down and get a sticker (to prevent students from intentionally getting words wrong). If they get it wrong they go to the back of the line and try again.                 <ul style="list-style-type: none"> <li>■ Note:                     <ul style="list-style-type: none"> <li>● A sticker is recommended for everyone at the end so no one feels left out, especially if no one cries or pouts!</li> </ul> </li> </ul> </li> <li>○ <b>Option 3:</b> Print a copy of the musical words and practice reading them together on the rug. Or have students who are ready for a challenge read it with a partner.                 <ul style="list-style-type: none"> <li>■ Note:                     <ul style="list-style-type: none"> <li>● For your fluent readers, you could turn this into a sort. <b>o, o_e, oa, ow, oe</b></li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>Cards are at the end of the worksheets</p>
<p>5 min</p>	<p><b>Worksheet</b></p> <ul style="list-style-type: none"> <li>● Blend and Draw→ have students blend the words in each phrase and draw what it says</li> <li>● Opportunities for differentiation             <ul style="list-style-type: none"> <li>○ Have students who are successfully blending work on this independently while you support a small group of students</li> </ul> </li> </ul>	<p>worksheets</p>

Week 23- Day 5

Pacing	Activity	Materials Needed
10 min	<p><b>Phonemic Awareness Warm Up: Heggerty lesson week 23</b> Do all of the daily lesson and use any letter they know for the Alphabet Knowledge section.</p>	<b>Heggerty Book</b>
5 min	<p><b>Wall Cards + Letters</b></p> <ul style="list-style-type: none"> <li>● Practice digraph, long, and short vowel sounds</li> <li>● Review letters: Tell them that each time they see the letter in the next few slides, you want them to say with you, "Letter is . <i>Sound is /_/.</i>"</li> <li>● Review chunks: Have students tell you what sound the digraphs, consonant blends, and vowel teams say.</li> </ul>	slides
3 min	<p><b>Movement Break/Activity/Song:</b> Play the video. Have students stand up, dance, and read the words with the video. They should be looking at the words in the video while dancing.</p> <p><a href="https://youtu.be/7fb3Pdt8kxg?si=UhcXX_YUUKUtCjUi">https://youtu.be/7fb3Pdt8kxg?si=UhcXX_YUUKUtCjUi</a></p>	
10 min	<p><b>Sentence Writing</b></p> <ul style="list-style-type: none"> <li>● Tell your students that today we are going to practice writing sentences. We need to remember that if we hear a long vowel sound we usually need a sneaky "e" at the end or two vowels next to each other. <ul style="list-style-type: none"> <li>○ 1. Will my rose grow?</li> <li>○ 2. We have ten toes.</li> <li>○ 3. She has the same coat!</li> </ul> </li> <li>● Reinforce that <ul style="list-style-type: none"> <li>○ "Every sentence starts with a capital letter and ends with punctuation! If it is telling, period, period, period! If it is asking, question mark, question mark, question mark! If it is a strong feeling, exclamation point!"</li> </ul> </li> <li>● You will likely only get through the first two sentences which is okay. I included a third in case some of your advanced writers need a challenge.</li> </ul>	worksheet  Slates

## Kindergarten Word Study

10 min	<b>Spelling Test</b> <ul style="list-style-type: none"><li>● On spelling Paper have students spell the following words<ul style="list-style-type: none"><li>○ 1. know “I know you can spell tricky words”</li><li>○ 2. toe</li><li>○ 3. coat</li><li>○ 4. old</li><li>○ 5. were</li></ul></li></ul>	<a href="#">spelling test paper</a>
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