



Why do we get sick?

Long and Short Vowel Sounds: o



blow
bowl
coat
crow
doe
dog
float
goes
hoe
hole
hot
Joe
nose
oats
on
rope
slow
snow
soap
stove
throat
toe
whole



nose



toe



blow



soap



dog



hot



doe



slow



snow



hole



float



rope

Unit 3

Why do we get sick?

What will students do?

In this unit, students will learn to identify and distinguish between long and short “o” sounds and spelling patterns.

Long “o” /oʊ/

blow, bowl, coat, crow, doe, float, goes, hoe, hole, Joe, nose, oats, rope, slow, snow, soap, stove, throat, toe, whole

Short “o” /ɔ/

dog, hot, on

Engage

Students learn that long vowels say their names, but short vowels don’t say their names.

Students identify long and short “o” in words.

Explore

Students learn common long vowel teams. Students identify long and short vowel sounds in a more extensive set of words.

Phonics Skills

Distinguish long and short vowels.

Identify spelling-sound correspondences for common vowel teams.

Why are these phonics skills important?

Words in English often have long or short vowel sounds, which can be formed using a combination of letters and spelling patterns. As students become more familiar with these sounds and patterns, they will be able to read more fluently and to decode unfamiliar words.

Skill Expansion

Phonics Log 1: Unit 2 (Short Vowel Sounds)

Phonics Log 1: Unit 5 (Long Vowels with Silent e)

Sessions Preview

	Page	Session Stage	Teaching Resources
Session 1	18	Engage	Track 3.1 Note cards with vowels Note cards with spelling patterns A small soft toy or ball Tape (optional)
Session 2	19	Engage	Tracks 3.2–3.4
Session 3	Digital	Digital Practice	Track 3.4
Session 4	20	Explore	Tracks 3.5 and 3.6 Unit 3 Flashcards Note cards with spelling patterns
Session 5	21	Explore	Track 3.7 Note card signs Sticky notes
Session 6	22	Explore	Track 3.8 Note cards with spelling patterns Coins
Session 7	23	Review	Track 3.9 Unit 3 Flashcards Slips of paper A box or paper bag Mural paper Buttons Paperclips Dry pasta
Session 8	Digital	Digital Consolidation	Unit 3 Flashcards Note cards with spelling patterns Note cards signs Class mural

Engage

Teaching Resources Track 3.1; note cards, each with a large vowel on it: A, E, I, O, U; note cards, each with a spelling pattern on it: *ow*, *oa*, *oe*, *o_e*; a small soft toy or ball; tape (optional)

Session 1

Phonics Log p. 18

Lead into the Lesson (10 min.)

- Set the vowel cards next to each other on the floor. If they are slippery, use tape to hold them in place.
- Have students take turns tossing the toy or ball onto one of the cards. They say the name of the vowel it lands on or near.

1 3.1 Look, listen and point. (10 min.)

- Have students look at the pictures. Ask: *Which picture is your favorite?*
- Point out the words under the pictures. Focus students' attention on the first word and picture.
- Play the track and encourage students to point to the words as they hear them.

► Listen again and repeat.

- Tell students that these words have a long "o" sound. Remind them that long "o" sounds like the name of the letter: *o*. Invite students to say or shout "o."
- Play the track again and have students repeat the words after they hear them.

2 Trace the letters. (15 min.)

- Elicit the long "o" sound again. Tell students to look at the words. Say: *These words all have a long "o" sound.* Have them trace the letters.
- Have students look at the letters they traced. Display the note cards with spelling patterns: *ow*, *oa*, *oe*, *o_e*. Say: *Words with these letter combinations usually have a long "o" sound.*
- Invite students to say long "o" again as a class.

► Say the words.

- Invite students to say each word in chorus as they point to the words in the activity.
- Tell students to practice saying the words individually.

Wrap Up the Lesson (15 min.)

- Play Chain Game (see page ix) with the class. Hold up a small soft toy or ball and say a word from this session: *toe*. Toss the soft toy or ball to a volunteer. Guide them to repeat the word you said and add another long "o" word from this session: *snow*. Invite the class to repeat both words in chorus. Then have the volunteer toss the ball to a classmate, who should repeat both words and add a new word from this session. Invite the class to repeat all three words.
- Continue in the same way, giving hints if needed. See how many words the class can remember and say.



Why do we get sick?

Long and Short Vowel Sounds: o



throat



toe



blow



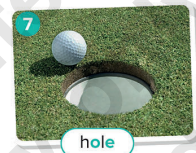
nose



Joe



soap



hole



snow

1 3.1 Look, listen and point.

► Listen again and repeat.

2 Trace the letters.

1 blow	snow	3 Joe	toe
2 throat	soap	4 hole	nose

► Say the words.

18

Engage

Teaching Resources Tracks 3.2–3.4

Session 2

Phonics Log p. 19

Lead into the Lesson (5 min.)

- Call out the long “o” sound quietly at first, getting a little louder until students notice. Encourage them to join in and say the long “o” sound.
- Remind students that in the last session, we learned about words with long “o.” Invite students to say any long “o” words from the last session that they remember.

Present the Phonics Skill (10 min.)

- Guide students through the entry.
- Confirm students’ understanding and encourage them to make a small circle with their mouths and say “o.” Remind them that long “o” says its name. Model the long and short sounds as needed, inviting volunteers to say the example words.

3 3.2 Listen and repeat the short “o” words. (5 min.)

- Have students look at the pictures and the words. Say: *These are short “o” words.*
- Play the track for students to repeat in chorus.

► Trace the short “o” sound.

- Invite volunteers to say the words under the pictures.
- Tell students to trace the short “o” sound.

4 3.3 Listen and repeat. (10 min.)

- Tell students to look at the words. Play the track and have students point to the words as they hear them. Explain that some words have a short “o” sound and some have a long “o” sound.
- Play the track again and invite students to repeat the words.

► Choose the short “o” words.

- Form pairs. Have them find and choose the words with a short “o” sound. Check as a class.

Answers hot, dog

5 3.4 Listen and follow the chant. (10 min.)

- Remind students of the unit question *Why do we get sick?* Point to the boy in the picture. Ask: *What’s wrong?* (He’s sick./ He has a cold.)
- Direct students’ attention to the chant. Play the track for students to follow along. Ask: *Who is the boy?* (Joe) *How does he feel?* Encourage students to give answers from the chant.

► Listen again and repeat.

- Play the track again. Have students say the chant.

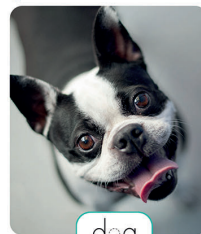
Wrap Up the Lesson (10 min.)

- Form pairs or small groups. Have them act out a line from the chant for their classmates to guess.

Engage

Unit 3

3 3.2 Listen and repeat the short “o” words.



dog



hot



on

► Trace the short “o” sound.

4 3.3 Listen and repeat.

soap nose
blow dog
hot toe

► Choose the short “o” words.

5 3.4 Listen and follow the chant.

Joe’s throat hurts.
He blows his nose.
His face is hot.
His toes are cold.
Oh, no! Poor Joe!

► Listen again and repeat.

Long and Short Vowel Sounds: o

The long “o” sound /oo/ says the name of the letter: o. Your mouth is a small circle!

blow, soap, nose, toe

Open your mouth to make a short “o” sound /ɒ/.

dog, on, hot



Long and Short Vowel Sounds: o

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Digital Practice

Teaching Resources Track 3.4

Session 3

Lead into the Lesson (10 min.)

- Play Track 3.4. Pause after each line for students to repeat.
- Play the track again and have students jump or raise their hand when they hear a long “o” word.
- **Manage Your Class:** Some students may have limited mobility. You can adapt the activity so that students raise their hands instead of jumping.
- **Know Your Students:** Some students may notice that *cold* and *Oh, no!* are also long “o” words.

1 Match the words with the same vowel sound. (10 min.)

- Have students look at the word options and items 1–5. Direct their attention to item 1. Invite a volunteer to say the word: *hot*. Ask: *Which word has the same vowel sound as hot?* Tell students to drag the word *dog* from the word pool to the gray box next to *hot*.
- Have students match the rest of the words in the same way, paying attention to vowel sounds and spelling patterns. Monitor and help as needed. Point out the *Clear* button for any students who want to clear their answers and start over.
- When students finish, tell them to go to the next screen.

2 Sort the words. (10 min.)

- Point out the features on the screen: the words at the top, the red and blue boxes, and the *Drop!* button.
- Point out the highlighted word at the top. Tell students to click *Drop!* when the highlighted word is directly above the correct box. If the answer is correct, the box around the word will turn green. It will turn red if the answer is incorrect.

- Have students continue in the same way with the other words. Point out the *Pause* button if students need more time, and the *Resume* button to continue the game.
- When students are finished, have them go to the next screen.

3 Say and check your pronunciation. (10 min.)

- Direct students’ attention to the pictures and the words. Tell students to practice saying the words. Help them scroll down using the scroll bar on the right side of the activity screen.
- Point out the microphone icon and the *Speak* button in item 1. Explain that this button records what they say. When students are ready, have them press the button, wait for the beep and say the word. They can press *Play* to hear the recording. Students can re-record the word if they want to by pressing *Speak*.
- Tell students to say and record all the words. When they finish, have them click *Submit* on the bottom right-hand corner of the screen to see their score. Remind them to click on *Go back* to see the answers and that they can click *Clear* and *Try again* in each screen to get additional practice or improve their score. Otherwise, they can click *Close* to end the session.

Wrap Up the Lesson (10 min.)

- Play Action Stations (see page ix) with the class using long “o” and short “o” stations. Say words from Sessions 1 and 2 and have students move to the correct station.

Digital Practice

COMPASS BE

1 Match the words with the same vowel sound.

throat blow toe dog nose

1 hot [] 2 Joe [] 3 snow []

4 soap [] 5 hole []

1 2 3

Clear Try again

Digital Practice

COMPASS BE

2 Sort the words.

soap hot blow on

Long "o" Short "o"

1 2 3

Drop! Pause II Clear Try again

Digital Practice

COMPASS BE

3 Say and check your pronunciation.

1 soap

2 nose

3

4

1 2 3

Clear Try again Submit

Explore

Teaching Resources Tracks 3.5 and 3.6; Unit 3 Flashcards; note cards, each with a spelling pattern on it: *ow, oa, oe, o_e* (one set per team)

Session 4

Phonics Log p. 20

Lead into the Lesson (10 min.)

- Display the flashcards. Form pairs and have students say the words. Elicit the “o” sound for each word.
- **Manage Your Class:** To review words quickly with larger classes, point to the flashcards and have students call out the words. Ask whether each word has a long or short “o” sound.

1 3.5 Listen and repeat. Which “o” sound do you hear? (10 min.)

- Have students look at the pictures and words.
- Play the track for students to repeat the words in chorus. Ask: *Which “o” sound do you hear?* (long “o”)

► Underline the long “o” spelling patterns.

- Remind students that there are different spelling patterns for long “o.”
- Elicit the spelling patterns that they see in each word.
- Tell students to underline the letters that make the long “o” sound. If necessary, do the first one together.

Answers 1 bowl 2 doe 3 stove 4 coat

2 Complete the words from activity 1. (10 min.)

- Direct students’ attention to the first incomplete word. Have students look at the words in activity 1 and find the missing letters. Elicit the letters and the word (oa–coat).
- Have students use the words in activity 1 to complete the rest of the words.

Answers coat, bowl, doe, stove

► Match the words with the same spelling pattern.

- Direct students’ to the arrows. Say: *coat–soap, coat–throat*. Point out that they all have the same spelling pattern: *oa*.
- Have students look at *bow*l. Point to the words on the left and ask: *Which word uses the same spelling pattern?* (snow) Tell students to draw an arrow from *bow*l to *snow*.
- Do the same with the words on the right.
- Form pairs and have them match the rest of the words. Monitor and check.

Answers bowl–snow, blow; doe–Joe, toe; stove–hole, nose

3 3.6 Listen and repeat. (10 min.)

- Tell students to look at the words. Play the track for students to repeat the words in chorus.

► Choose the word with a different “o” sound.

- Say each word in the first set and elicit the vowel sound: *doe–long “o,” Joe–long “o,” on–short “o.”* If students have difficulty, remind them that long “o” says its name, “o.”
- Ask: *Which word has a different “o” sound?* (on) Tell students to choose *on*.
- Continue saying the sets of words and have students choose the word in each set with a different “o” sound.

Answers 1 on 2 hot 3 dog 4 hot 5 throat

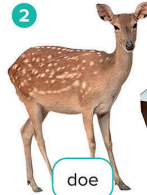
Explore

1 3.5 Listen and repeat. Which “o” sound do you hear?



bowl

2



doe

3



stove

4

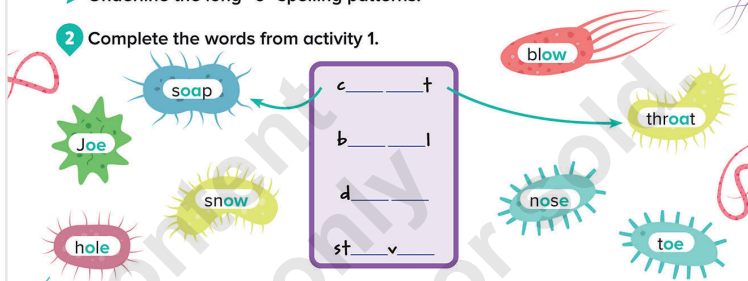


coat

► Underline the long “o” spelling patterns.

2 Complete the words from activity 1.

c _ _ t
 b _ _ l
 d _ _
 st _ v _



► Match the words with the same spelling pattern.

3 3.6 Listen and repeat.

1 doe Joe on

2 hot nose stove

3 blow coat dog

4 hole hot bowl

5 on throat dog

► Choose the word with a different “o” sound.

20

Wrap Up the Lesson (10 min.)

- Form small teams and distribute the note cards with spelling patterns. Say a word from this session: *soap*. Teams choose the spelling pattern. After fifteen seconds, say: *Time’s up!* Teams hold up the spelling pattern. Teams get a point for each correct answer.
- Repeat until you have said all words from this session. Collect the note cards to use in Session 6.

Explore

Teaching Resources Track 3.7; note card signs, one that says *Long "o"* and another that says *Short "o"*; sticky notes (one per student), each with a long or short "o" word on it (from the previous sessions only, repeated as needed)

Session 5

Phonics Log p. 21

Lead into the Lesson (10 min.)

- Display the *Long "o"* and *Short "o"* signs. Tell students to look under their seat for a sticky note. Have them read the word and point to the correct sign. When all students have participated, read through the words and check that they have pointed to the correct signs.

4 3.7 Listen, point and say. (10 min.)

- Point out the four sets of pictures. Say: *The words in each set have the same spelling pattern.*
- Play the track and have students point to the words as they hear them.
- Form pairs and encourage students to predict the missing letters without writing.

► Listen again and complete the words.

- Play the track again and have students use the spelling patterns to complete the words. Do the first set together if necessary.
- Check as a class.

Answers 1 oats 2 hoe 3 whole 4 slow

5 Choose the words with a short "o" sound. (10 min.)

- Say: *Look! The boy is blowing bubbles.* Direct students' attention to the words in the three bubbles.
- Read the instructions and have students look at the first set of words. Say each word and ask: *Short or long "o"?* Tell students to choose the word with a short "o" sound.
- Have students look at the other bubbles and choose the other words with short "o" sounds. Encourage them to check answers with a classmate.

Answers on, hot, dog

6 Read and choose the correct spelling. (10 min.)

- Say: *When we write words, we need to use the correct vowel teams.*
- Tell students to look at item 1. Ask: *Which word is correct?* (coat) Tell students to choose *coat*. Point out the *oa* spelling pattern.
- Form pairs and have them complete the activity. Invite volunteers to say and spell the words.

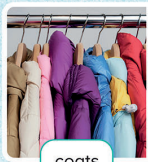
Answers 1 coat 2 hot 3 stove 4 hoe 5 dog 6 bowl

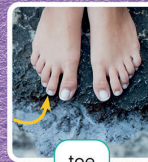
Wrap Up the Lesson (10 min.)

- Play Stand Up! (see page x) with the class. Say words with long and short "o" sounds from the unit. Tell students to stand up every time they hear a word with a long "o" sound and sit down when they hear a word with a short "o" sound.

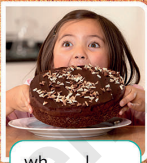
Unit 3

4 3.7 Listen, point and say.

1

coats 
_____ts

2

toe 
h_____

3

hole 
wh_____

4

snow 
sl_____

► Listen again and complete the words.

5 Choose the words with a short "o" sound.

oats
nose
stove
on

slow
whole
hot
Joe

doe
coat
dog
hoe

6 Read and choose the correct spelling.

1 cowl coat
2 hot hote
3 stoav stove

4 hoa hoe
5 dog dowg
6 bowl boal

Long and Short Vowel Sounds: o 21



Explore

Teaching Resources Track 3.8; note cards, each with a long “o” spelling pattern: *ow, oa, oe, o_e* (one set per group); coins (one per group)

Session 6

Phonics Log p. 22

Lead into the Lesson (10 min.)

- Form small groups and give each group a set of cards with spelling patterns.
- Tell them to place the cards face down and mix them around.
- Have students take turns drawing a card and saying a word from the unit with that spelling pattern.
- Then they replace the note card and mix the cards around again for the next player.
- Know Your Students:** Some students may need to refer to the unit to find words.

7 3.8 Listen, trace and say. (10 min.)

- Invite students to look at the pictures and words. Play the track and have students trace and say the words. Pause between words if needed.
- Encourage students to notice the long “o” spelling pattern in each word.

8 Follow and color the short “o” words. (5 min.)

- Form pairs and tell them to look at the words in the box.
 - Ask: *Which words have a short “o” sound?*
 - Have students color the words to find a path to the finish line.
- Answers** hot, on, dog

9 Color the long “o” words. (15 min.)

- Direct students’ attention to the picture. Explain that they will color the spaces with long “o” words to complete the picture. Remind students that long “o” says its name.
 - Have students work in pairs to identify the long “o” words. Encourage them to only mark the words if they are unsure. Monitor and have students complete the coloring.
- Answers** bowl, snow, Joe, goes, soap, float, oats, hole, nose, rope

Practice the words with a classmate.

- Have students work in their pairs. Tell them to take turns pointing to words for their classmate to say.

Wrap Up the Lesson (10 min.)

- Form groups and give each group a coin.
- Tell them to take turns flipping the coin. If the coin is “heads,” the student says a long “o” word. If the coin is “tails,” then the student says a short “o” word.
- Manage Your Class:** Some students may be able to say and spell the words.

7 3.8 Listen, trace and say.



8 Follow and color the short “o” words.



9 Color the long “o” words.



Practice the words with a classmate.

Review

Teaching Resources Track 3.9, Unit 3 Flashcards, slips of paper with unit words (one per student), a box or paper bag, mural paper, buttons, paperclips, dry pasta

Session 7

Phonics Log p. 23

Lead into the Lesson (5 min.)

- Display the flashcards and a long “o” spelling pattern: o_e. Go through the flashcards and have students say *Stop* when you get to a flashcard with the spelling pattern: *nose*. Repeat with other patterns.

1 Match the parts of the words. (10 min.)

- Have students look at the parts of the words. Focus their attention on item 1: *wh*. Point to the second column. Ask: *Which long “o” word can we form with “wh” and one of these endings?* (whole) Have students draw a line to match the parts of the word.

- Tell students to match the rest of the words. Check as a class.

Answers 1 whole 2 slow 3 nose 4 float 5 stove 6 doe

Practice the words with a classmate.

- Form pairs. Tell them to say a number for their classmate to say the corresponding word: *three* (nose). Have them switch roles and play again.

2 Look and complete. Say the long “o” words. (10 min.)

- Point out the code chart and the “secret” encoded messages. Have students work in pairs to decode and say the long “o” words. Do the first word together if needed.

Answers 1 coat 2 oats 3 float 4 snow 5 crow 6 bowl 7 rope 8 hole 9 stove 10 goes 11 toe 12 hoe

3 3.9 Listen and follow the poem. (10 min.)

- Have students look at the picture at the bottom of the page. Say: *Look! It’s Joe*. Remind students about Joe’s story at the beginning of the unit. Ask: *What is wrong with Joe?* (He’s sick.) Say: *Look at the doctor. What advice do you think he has?*
- Play the track and have students follow the poem. Ask: *Is this good advice?* Accept all answers.

Practice the poem with a classmate.

- Form pairs and have students practice saying the poem.
- Invite volunteers to recite the poem.

Wrap Up the Lesson (15 min.)

- Remind students of the unit question: *Why do we get sick?* Encourage them to share their ideas with the class. Help with unfamiliar words as needed.
- Next, have students take a slip of paper from the bag. Place the mural paper on the floor. Tell students to write their word on the mural paper, but not with a pencil or marker.
- Have them glue small objects to form the “o” sound letters in the word. Give students an idea of the size they should make their words. Monitor and help as needed.
- Then remind students of the advice in the poem. Encourage students to decorate the mural with drawings of things we can do when we are sick. Set aside the materials for the next session.

Review

Unit 3

1 Match the parts of the words.

1 wh	ow
2 sl	ose
3 n	ole
4 fl	oe
5 st	ove
6 d	oat

blow	hoe	slow
bowl	hole	snow
coat	hot	soap
crow	Joe	stove
doe	nose	throat
dog	oats	toe
float	on	whole
goes	rope	

Practice the words with a classmate.

2 Look and complete. Say the long “o” words.

3 3.9 Listen and follow the poem.

Blow your nose. Wash with soap.
Wear a coat in the snow.
Eat whole oats in a bowl.

Practice the poem with a classmate.



Long and Short Vowel Sounds: o 23

Know Your Students

- All students should be able to identify and distinguish between long and short “o” sounds.
- Most students will be able to identify spelling patterns for long and short “o” sounds.
- Some students will be able to produce long and short “o” sounds in words not taught in the unit.

Digital Consolidation

Teaching Resources Unit 3 Flashcards; note cards with long “o” spelling patterns; note card signs, one that says *Long “o”* and another that says *Short “o”*; class mural from Session 7

Session 8

Lead into the Lesson (10 min.)

- Display the note cards with spelling patterns around the room, along with the *Short “o”* and *Long “o”* signs.
- Display the flashcards and elicit the words.
- For each word, invite a volunteer to point to the corresponding sign.

1 Listen and choose the correct option. (10 min.)

- Direct students’ attention to the pictures, the control bars and the spelling patterns: *oa*, *oe*, *o_e*, *ow*. Tell students to practice saying the words for the pictures. Help them scroll down using the scroll bar on the right side of the activity screen.
- Show students how to use the control bar. Tell them to press the *Play* button to hear the word in the first item. This is the same word represented in the picture. Students can use the volume button on the right side of the control bar to adjust the volume.
- Once students listen to the word, they should click on the spelling pattern for the word. Have students continue the activity on their own.
- When students finish, tell them to go to the next screen.

2 Say the words. Choose the words with a long “o” sound. (5 min.)

- Tell students to practice saying the words. Ask: *Which words have a long “o” sound?* Remind students that long “o” says its name. Have them click on the long “o” words.
- When students are finished, have them go to the next screen.

3 Listen and complete. (10 min.)

- Have students look at the picture. Ask: *What do you see?* (a dog, snow, a hole)
- Point out the control bar and the play and volume buttons. Then direct students’ attention to the sentence and the words with missing letters. Have students listen to the track and follow along with the sentence.
- Have students click on the missing letter in the first word. Tell them to play the track again and type the missing letter. Make sure students know how to use the pause button on the control bar. Tell them they can listen as many times as they need to complete the words with missing letters. Monitor and help as needed.
- When students finish, have them click *Submit* on the bottom right-hand corner of the screen to see their score. Remind them to click on *Go back* to see the answers and that they can click *Clear* and *Try again* in each screen to get additional practice or improve their score. Otherwise, they can click *Close* to end the session.

Wrap Up the Lesson (15 min.)

- Set out the students’ mural and make encouraging comments describing students’ work so far.
- Give students time to complete the mural. Once dry, display the “o” mural in the classroom or the school.

Digital Consolidation
COMPASS BE

1 Listen and choose the correct option.

1

00:00
00:02

oa / oe / o_e / ow

2

00:00
00:02

oa / oe / o_e / ow

3

4

1 2 3

Clear
Try again



2 Say the words. Choose the words with a long "o" sound.

dog crow coat Joe hot doe on float



1 2 3



Clear

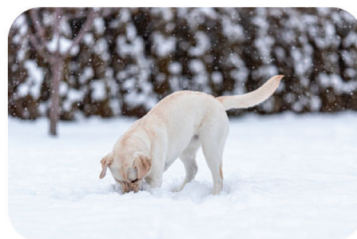
Try again



3 Listen and complete.

▶ 00:00 00:12 🔊

The d_g made a h_l_ in the sn_ with its
n_s_ and its t_s_ !



1 2 3



Clear

Try again

Submit