

# Lesson 2

## Lonely o

**Summary:** The student will learn how to recognize lonely o, what sound o makes without his jelly or layer cake friends, and how to discriminate between short o words and long o words.

**Materials:** Blackboard or whiteboard for demonstration, paper and sharpened standard sized pencil for each student. Copies of Appendix A and B, copies of Appendix C and D on card stock, and scissors for the teacher.

*Please Note that this book is designed to be used after Lesson 37 of the Beginning I Teacher-Student Manual. This lesson will not make any sense unless your students have learned the other Beginning Level material first. Please read the User's Guide section of the Introduction before teaching from this manual.*

### Part 1: Recognizing Lonely o

This part of the lesson is designed to teach students how to recognize when letter o makes a short vowel sound. It is important to read Part One of the Introduction first before proceeding with this lesson. Certain students with severe blending problems may need more time and practice reading the long vowel sandwich and cake words words before tackling short vowels. If you are confident that your students have mastered the reading of the cake and sandwich words presented thus far, you may continue with this lesson.

Print soap on the board and ask students if they see the two friends in the word. Then ask them to tell you about these letters. Encourage the following responses:

**soap**

- The letters o and a are friends. O is first in line, a is second.
- O gets to say his sound, a must be quiet.
- If o forgets to say his sound, a has an invisible foot which he uses to kick o to make him say /o/ long and loud.
- Sometimes o dresses up as crunchy peanut butter and a dresses up like jelly.

- Other letters dress up like bread. They stand on each side of oa to make crunchy peanut butter and jelly words.

Print rope on the board and ask students to remind you about the different parts of this layer cake word. Encourage the following responses:

- Letter r wears a cake costume.
- Letter o wears the crunchy filling costume.
- Letter p wears the costume for the other layer of cake.
- Letter e wears the fluffy, white frosting costume.
- We do not hear frosting when we eat it, so we do not hear e frosting in a word.
- Letter e frosting at the end of a word can reach out and kick the crunchy filling to make him say his sound long and loud.

Next print o all alone on the board and point to the letter as you continue with the following dialogue:

Sometimes, o doesn't have any vowel friends with him. He doesn't have a jelly friend, he doesn't have a frosting friend e, or any of the other vowel friends you've met. He misses his friends, so he is sad and lonely. He says /aw/. [Pronounce this like the o in hot, but elongate it and add a tone of sadness.] In fact, lonely o is so sad, he starts to cry just a little. [Hold up duplication of Appendix A.] He makes the sound /aw/ /aw/ /aw/. Continue to use the short o sound, but instead of elongating the /aw/, now pronounce it with short, staccato sounds.

It is important that students use the short, staccato sound /aw/ /aw/ /aw/ when working with short o at this point in order for them to contrast it with the long /o/ sound they are familiar with in the sandwich and cake words. To reinforce this way of sounding out short o, you are going to present another mnemonic clue. Print on on the board and repeat or paraphrase the following:

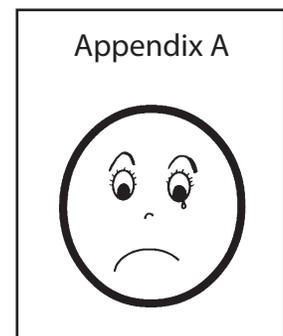
Look at this word. Do you see any peanut butter and jelly friends? (no) Do you see creamy e frosting? (no) This is a lonely o word. It is the word on. You have seen this word many times. [Hold up duplication of Appendix B.] In this picture, where is lonely o? (on the table) Let's say that again with the funny sound that lonely o makes. [Repeat with your students, "Lonely o is /aw/ /aw/ /on/ the table."] Sometimes we call this funny /aw/ /aw/ /aw/ sound a "warm-up" sound because it helps us warm up to say the correct sound for lonely o.

Print the word top on the board and repeat or paraphrase the following:

Look at the whole word. Is this a peanut butter and jelly word? (no) Is this a layer cake word? (no) Is o the only vowel friend you see? (yes)

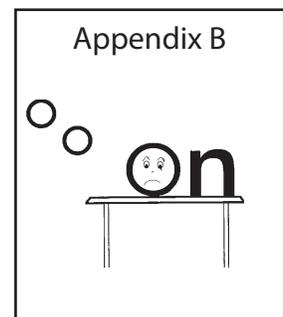
**rope**

**o**



**Figure 2.1**

**on**



**Figure 2.2**

**top**

So this is lonely o. What sound does lonely o make when he is crying?  
(/aw/ /aw/ /aw/)

Lonely o is so sad to be alone that he wants another letter to help him make a vowel pattern. So when we underline the vowel pattern in lonely o words, we underline the o **and** the next letter. [Underline op in the word top on the board.] Let's sound out this vowel pattern by making the lonely o vowel sound and sliding it onto the next letter. [Pronounce this along with your students to encourage them to use the warm-up sound.] (/aw/ /aw/ /op/)

**top**

Now let's read this word in the same way we have read other new words. Look at the whole word. What sound does the vowel pattern make? (/op/) What sound does the first letter make? (/t/) Slide them together. (/top/) Are there any other sounds after the vowel pattern? (no) Then what is the word? (top)

Print log on the board and ask students to read the word using the Seven Special Steps you see in the dialogue that follows:

**log**

- Look at the whole word.
- What sound does the vowel pattern make? (/aw/ /aw/ /og/)
- What sound does the first letter make? (/l/)
- Slide the sounds together. (/log/)
- Repeat the blending of these two sounds if necessary.
- Are there any sounds after the vowel pattern? (no)
- What is the word? (log)

Have students copy the word onto their papers and pattern mark it. Then print the words in the list below on the board for students to read, copy and pattern mark. They only need to use the Seven Special Steps if they make a mistake.

**Word List:** pot, sob, hog, jot, bob, bog, rod, not, pop, dog



Before continuing, have students read in turns Section A on page 2 of *The Lonely Vowels Reading Book*.



You may assign page 3 of *The Lonely Vowels Workbook* now, or at any subsequent time, for reinforcement.

## Part 2: Discriminating Between Peanut Butter and Jelly oa and Lonely o

Print coat on the board. Then repeat or paraphrase the following:

**coat**

Do you see the two friends in this word? (yes) Who is the crunchy peanut butter? (o) Who is smooth jelly? (a) So what is the vowel pattern in this word? (oa) [Underline the vowel pattern and write it next to the word.] Can you read this word for me? (coat)

**coat oa**

Print cot on the board. Repeat or paraphrase the following:

**cot**

Do you see the crunchy peanut butter and jelly friends? (no) That's right, o is alone in this word. What is the vowel pattern in this word? (ot) That's right. [Underline ot and write it next to the word.] What sound does lonely o make? (/aw/ /aw/ /aw/) So what sound does the vowel pattern make? (/ot/) Can you read this word for me? (cot)

**cot ot**

Ask your students if they know what a cot is. Some of them will not. Make sure students understand that this word is spelled differently and has a different meaning from the word caught. Use the Stevenson Vocabulary Building Steps to teach the meaning of cot. Help students picture the word in their minds by describing a family that goes camping but does not want to sleep on the ground. They have small fold-up beds that fit in their car. Students can draw pictures of this small type of bed to illustrate cot. They can chant the following definition three times, "a cot is a fold-up bed." Help students categorize the word by asking them if it is a name word or an action word. If time allows, you may describe different kinds of cots, such as the roll-away kind that some people keep in their homes for visitors.

Photocopy Appendix C onto card stock and cut out each word (or, if easier, write each word from the list below onto index cards or oak tag).

**Word List:** foam, soak, load, goal, moat, boat, hot, fog, mop, rod, pot, hop

Shuffle the cards so that the words on them appear randomly. Then ask the following questions:

If you are holding up a peanut butter and jelly word (such as load) -

- Look at the whole word. Do you see the vowel friends? (yes)
- So what is the vowel pattern? (oa)
- What sound does the vowel pattern make? (/o/)

If you are holding up a lonely o word (such as hot) -

- Look at the whole word. Do you see the vowel friends? (no)
- Do you see lonely o? (yes)
- What is the vowel pattern? (ot)
- What sound does the vowel pattern make? (/aw/ /aw/ /ot/)

At this point, make sure students answer the last question with the warm-up sound /aw/ /aw/ /ot/, not simply /ot/.

After you have gone through the entire set of cards once, shuffle them and repeat the process. This time, after the last question, ask the students to read the whole word. If students have any difficulty, take them through the Seven Special Steps. Below you will see the Seven Special Steps applied to the lonely o word rod. You may also need to use vocabulary building steps for this word.

- Look at the whole word.
- What sound does the vowel pattern make? (/aw/ /aw/ /od/)
- What sound does the first letter make? (/r/)
- Slide the sounds together. (/rod/)
- [Repeat the blending of these two sounds if necessary.]
- Are there any sounds after the vowel pattern? (no)
- What is the word? (rod)

In the Seven Special Steps above, please note that when the students are sliding the first sound and the vowel sound together, they should not use the warm-up sound again (/aw/ /aw/ /aw/). The purpose of the warm-up sound is to emphasize the new short vowel sound, but once the sound has been identified correctly, the stacatto repetition would inhibit the smooth blending of the word.



Before continuing, have students read in turns Section B on page 2 of *The Lonely Vowels Reading Book*.



You may assign page 4 of *The Lonely Vowels Workbook* now, or at any subsequent time, for reinforcement.

### Part 3: Discriminating Between Layer Cake, Peanut Butter and Jelly and Lonely o Words

Print bone on the board. Then repeat or paraphrase the following:

**bone**

Is this a peanut butter and jelly or layer cake word? (layer cake) That's right. Who is the crunchy filling? (o) Who is the creamy silent frosting?

(e) Very good. Can you read this word for me? (bone)

Next print dot on the board. Repeat or paraphrase the following:

**dot**

Do you see any crunchy peanut butter and jelly friends? (no) Do you see any creamy e frosting? (no) That's right, o is alone in this word. What is the vowel pattern in this word? (ot) That's right. [Underline ot and write it next to the word.] What sound does lonely o make? (/aw/ /aw/) So what sound does the vowel pattern make? (/ot/) Can you read this word for me? (dot)

**dot ot**

Photocopy Appendix D onto card stock and cut out each word, (or, if easier, write each word from the list below onto index cards or oak tag.)

**Word List:** tot, hog, cop, pod, rot, pop, poke, tote, rope, cone, home, mole

Shuffle the cards so that the words on them appear randomly. Then ask the following questions:

If you are holding up a layer cake word (such as home) -

- Look at the whole word. Do you see creamy e frosting? (yes)
- So what is the vowel pattern? (o-e)
- What sound does the vowel pattern make? (/o/)

If you are holding up a lonely o word (such as hog) -

- Look at the whole word. Do you see the vowel friends? (no)
- Do you see lonely o? (yes)
- What is the vowel pattern? (og)
- What sound does the vowel pattern make? (/aw/ /aw/ /og/)

***Later students will meet sandwich words with creamy e frosting, e.g. leave. At this point, all words ending in e are layer cake.***

After you have gone through the entire set of cards once, shuffle them and repeat the process. This time, after the last question, ask students to read the whole word. If students have any difficulty, take them through the Seven Special Steps.

Next shuffle all the cards from Part 2 of Lesson 2 with the cards you are currently using for Part 3. You are going to use the same procedure that you have just completed, only you will change the first step slightly. After reminding students to look at the whole word, ask first, "Do you see the peanut butter and jelly friends?" If the answer is no, ask next, "Do you see creamy e frosting?" If the answer is no again, ask, "Do you see lonely o?" When you get to the positive answer, you may move on to the question, "What is the vowel pattern?" Then proceed to asking what sound the vowel pattern makes, and ask them to read the word.

**Please Note:** The card exercises from Parts 2 and 3 of this Lesson are

designed to strengthen students' visual discrimination. Some students may find these activities quite easy while others will find them difficult. With the students who struggle, repeat the exercises regularly, but for brief periods. Also note that some students will pick up the short vowel sounds easily. For those students you may not need to continue using the warm-up sound /aw/ /aw/ /aw/ in subsequent lessons.

### *The Words got and of*

Many people pronounce the word got as if it were spelled gut. The pronunciation of the word varies from region to region, according to dialect. If necessary, help your students adjust to the word got by printing it on the board and having them decode it. Using the skills they have been taught in this lesson, they will probably decode it as /gawt/. Simply explain that, once upon a time, the word was pronounced that way, but our mouths got lazy over the years and now we pronounce it /gut/ (or however your students currently pronounce it).

Similarly, the word of is pronounced /uv/, not /off/. Most students make the adjustment to the correct pronunciation naturally because of the context of which of usually appears. You may, however, wish to help your students adjust to this word as you did the word got. Print of on the board. Point out that we should pronounce this lonely vowel word /off/, but our mouths got lazy, and now we say /uv/. (Tell students they will learn how off is spelled later.) If students have problems reading these words during the practice passages for this lesson, remind them of how the pronunciations of got and of have changed over the years.



Before continuing, have students read Section C on page 3 of *The Lonely Vowels Reading Book*. For additional practice, you may assign the PR sections on pages 4 and 5 now or at any subsequent time.



You may assign pages 5 and 6 of *The Lonely Vowels Workbook* now, or at any subsequent time, for reinforcement.

**Feed Words:** and, at, but, did, for, has, his, is, it, of, she, the, to, will, with

**Reminder:** Please read the User's Guide section of the Introduction for an explanation of the lesson format, including the meanings of "IR" and "PR."

IR 2

**A**

1. Don has a hog with a dot on top of his tail.
2. Tom ate a hot dog.
3. Fay likes to mop for her mom.
4. Jake ate cod and rice for his meal.
5. Could a hog jog on a log?
6. It is hot, but we need to jog a mile.
7. Eve would like to eat a hot dog at the game.
8. Gail makes pea pods in the wok.
9. Mike will take a seat on the cot.
10. Does she feel hot by the fire?

**B**

1. Joan needs to use a lot of soap for the pot.
2. The goat can not leap and hop.
3. Joad is hot as he mops.
4. Abe would like to jog and so would Joan.
5. The log is on top of the coal in the fire.
6. He rides his bike on the road in the fog.
7. Kay did not make a goal.
8. Jane would not jog in the road.
9. Don will not loan his boat to Bob.
10. The hog will roam, and the toad will hop.

**Vocabulary:**  
Use vocabulary building steps (see Introduction) to teach the meaning of the words cod and wok.

**Feed Words:** and, can, for, has, his, in, is, she, the, will, with

IR 2

**The words got and of:** *If necessary, help students adjust the pronunciation of these words. Remind them how the words have changed over the years.*

**C**

1. Joan will go home with Tom.
2. The rope is on top of the boat.
3. The dog likes the bone.
4. Jan got a home loan.
5. Cole ate five hot dogs and is in pain.
6. Don got a lot of goals in the game.
7. Dean has a toad, a goat and a dog.
8. Mike gave his mom a rose.
9. Joan is five, so she can not vote for Bob.
10. He can see nine dots on the toad, maybe more.

**Feed Words:** after, all, am, and, are, at, but, can, did, for, have, her, his, if, in, is, it, our, plays, the, then, with

**Comments:** Remember to read about Feed Words in the User's Guide section of the Introduction. Different students will have different reactions to the feed words. Many will know the smaller words by sight, but some will not. Some student may recognize have as a layer cake word and then read it as /haiv/. Some students may recognize the ay in play, but not be able to handle the blend. In all

cases, simply feed the correct pronunciations to students. They will eventually learn to decode all these words.

PR 2

1. Mom did not like his tone, and it made her sore.
2. Ron feels games are a bore, but he likes jokes.
3. The day is hot, so I soak Jon with the hose.
4. The toad is on a log in the bog near the cove.
5. Rose can doze on the cot all day.
6. Dave takes soap and a mop to his home.
7. I got a bone for the dog, but not for the goat.
8. Dom is mean and makes Joad sob and go home.
9. Would Rob mope if he did not make a goal?
10. We can hear Abe sob and moan in pain.

**Vocabulary:**  
You may need to use vocabulary steps to teach the words bog and doze.

### The Hot Day

Joan, Jon and I are at our home on the lake. It is a hot day. We hop in the boat with my mom and sail on the lake. We have ice tea in the boat. I am hot so I mope, but Joan plays a joke, and I roar. After the boat ride, I soak Jon with the hose. He soaks Joan, but not me! Then we doze on cots in the hot rays. It is a nice day!

### Don , Tom and Ron

Don has a hog with a dot on top of his tail. The name of his hog is Tom. Don jogs in the road with his hog, Tom, and his dog, Ron. They jog near the bog, and Tom, the hog, likes to go in to soak on hot days. Don and Ron doze on top of a rock by the bog. When Tom is done, they go home. It is late in the day. Don gives Ron a bone and gives Tom feed. They eat and lay near a fire as it roars.

### A Nail in the Boat

Joan got a nail in her boat on the same day that Don got a job. He makes cakes. She is sore that she can not sail so Don makes her a cake with roses on top. The cake makes her feel nice, so she makes Don a huge kite. They make the kite soar from nine until five, then they go home. Don was nice to Joan on the day that she got a nail in her boat.