



## TARGET.

Students will spell words in which the vowel digraphs *ou* and *ough* have variant sounds.



## INTRODUCTION.

Give First Look as directed and graph the score. Tell students they have already learned the regular spellings for the *ou* sound. This lesson includes words with variant sounds of the vowel digraph *ou*. Students must look carefully at the spellings and memorize the words. The *ou* usually spells the *ou* sound as in *out*, and the *gh* is silent. Ask students which words in this list are homophones (*coarse, course; boulder, bolder*, and *bough, bow*). Discuss the different meanings.

Note that the word *sought* has a variant spelling of the *o* sound as in *ought, thought, bought* and *brought*.



## HOME BASE WORDS.

Home Base Word suggestions are *although, roughly, coughing, enough, shoulders, brought* and *soul*. If you are learning the countries, use *Switzerland, France, and Norway*. If you are learning the Books of the Bible, include the following: *Joshua* and *Judges*.



## EXERCISES.

**A. Seeing the Form. (10 min)** This exercise helps the student to see the form of each word and to develop strong visual discrimination that will strengthen their overall perception of the word. Students are asked to write the list word in cursive form. Encourage students to look at the shaded digraph and think about the variant sound in each word. Then, write the shaded digraphs to feel the flow of the word.

**B. Home Base Words. (5 min)** Students should fill in Exercise B. with their own Word Forms.

Many words in our language are not spelled the way we expect. We must study these words carefully to see how the actual spelling differs from the expected spelling. Most of the words in this list use the vowel digraph *ou*. Because this digraph has many different pronunciations, you must study the words carefully.

**A**

Seeing the Form. Print each list word in the correct form.

- |  |   |
|--|---|
| 1. <input type="text" value="course"/>         | 12. <input type="text" value="throughout"/> |
| 2. <input type="text" value="coarse"/>         | 13. <input type="text" value="drought"/>    |
| 3. <input type="text" value="adjourn"/>        | 14. <input type="text" value="oughtn't"/>   |
| 4. <input type="text" value="poultry"/>        | 15. <input type="text" value="would've"/>   |
| 5. <input type="text" value="hiccough"/>       | 16. <input type="text" value="tournament"/> |
| 6. <input type="text" value="sourly"/>         | 17. <input type="text" value="encounter"/>  |
| 7. <input type="text" value="boulder"/>        | 18. <input type="text" value="route"/>      |
| 8. <input type="text" value="sought"/>         | 19. <input type="text" value="resounding"/> |
| 9. <input type="text" value="though"/>         | 20. <input type="text" value="bough"/>      |
| 10. <input type="text" value="thoroughly"/>    |   |
| 11. <input type="text" value="thoughtlessly"/> |   |

**B**

Home Base Words. Make a form for each of your Home Base Words.

- |                          |                          |
|--------------------------|--------------------------|
| 21. <input type="text"/> | 23. <input type="text"/> |
| 22. <input type="text"/> | 24. <input type="text"/> |
|                          | 25. <input type="text"/> |



## DEVOTIONAL THOUGHT.

(5 min) **Matthew 6:33** focuses on material versus spiritual security. This lesson teaches trust in God. Discuss with students that this verse comes from a passage of Scripture known as "The Sermon on the Mount," Matthew 5-7. It is a practical explanation from Jesus on how and why we are to have faith in God to meet our daily needs and not worry about the concerns of tomorrow. As a teacher you might also want to be reminded that these verses apply to your own life as well.



## EXERCISES.

**C. Learning Your Words. (10 min)**  
Students practice learning the variant sounds of list words along with analogy and context clue practice.

**D. Extraordinary Origin. (10 min)**  
*Through* and *thorough* are targets of discussion. Make sure students understand the difference in spelling, pronunciation, and meaning. You may want to put them on the board and use school dictionaries to discuss all the variant meanings according to how they are used grammatically.



## SPECIAL NEEDS.

Since the ou sound is represented by au in Spanish, spelling the ou sound may be difficult. You may want to just reinforce the regular sound of ou as in *couch*. Put the word *couch* on the board and ask students to think of other words that have the same sound (*trout*, *ouch*). Ask students to identify list words with that same vowel sound.

Use the same activity for Asian students, since they may substitute another vowel in place of o when spelling.



## CLASS ACTIVITY

Chalkboard Spelling Bee. (30 min.) All students stand by their desks with chalkboard in front of them. You give a word. Everyone writes; and at a signal, all students turn their boards toward you. You check, and students correct errors. Only those who have the word spelled correctly remain standing. You repeat this procedure until there is only one student standing.



## MID-WEEK EVALUATION.

If desired, give a spelling test, have students correct their mistakes and rewrite their words similar to the way it is done in First Look. Or, use the Chalkboard Spelling Bee as suggested in the Class Activity above.



## Learning Your Words.

Rough. So ou spells u and gh spells f?  
Bough. So ou spells ou and gh is silent?  
Cough. So ou spells o and gh spells f?  
Bought. So ou spells o and gh is silent?  
Thought. So ou spells o and gh is silent?  
Through. So ou spells o and gh is silent?  
How can these things be?

1. Write the four list words that have the long o sound.

- a. though  
b. poultry  
c. boulder  
d. thoroughly

2. Write the list word that makes sense in the following analogy:  
Buy is to bought as seek is to sought.

3. Write the three words that end with ly.

- a. thoroughly  
b. sourly  
c. thoughtlessly

4. Write the word that has the variant sound pronounced hĭk up.

hiccough



**Extraordinary Origin.** *through* and *thorough*  
The gh has either become silent in English words as in *bought*, *bough*, *though*, *thorough*, and *through* or has been changed to the f sound, as in *cough* and *rough*. These are all hard spellings and must be memorized. *Through* can be used as an adverb or preposition. *Through* means completely and entirely: *He is a scoundrel through and through.* *Thorough* is an adjective and means complete or all that is needed: *He did a thorough job on his test.*



5. Which words have the ou sound you hear in *scout*? Circle the vowel digraph in each word that has that sound.

- a. route  
b. encounter  
c. drought  
d. throughout  
e. resounding  
f. sourly  
g. bough

6. Write out the two contractions.

- a. oughn't ought not  
b. would've would have

7. When several teams meet to compete, it is called a tournament.

8. We will adjourn the meeting at 9 p.m.



## ENRICHMENT AND RECOVERY.

Provide newspapers or old magazines. Ask students to find as many words as they can in a given time that contain the vowel digraph ou, then circle it. See who can find the most words and pronounce them. This may be a team or an individual activity in a learning center.

Have students write the list word, its diacritical respelling, then pronounce it to you or another student. Encourage students to make lists of rhyming words for the variant spellings of the ou sounds.



**E. Homophone Practice. (10 min)** This lesson will strengthen vocabulary through learning the variant meanings of the homophones. Encourage students to use their Glossaries and Word Building.

**F. Quotation Practice. (10 min)** This exercise provides opportunity to review and improve punctuation and capitalization skills, thus improving writing ability. You may want to review basic punctuation and capitalization skills with students at the top of the student page.

**G. Word Building Practice. (10 min)** Exercise G. gives opportunity to spell other forms of list words. This will increase vocabulary and teach students how to build and spell new words. Be sure students understand how to do this exercise by looking at the + sign to add a word part, or the - sign to drop a word part.



**BLACKLINE MASTER.**

This worksheet challenges students to learn word meanings through phrase context clues.



**SENTENCES.**

- Pronounce the word before and after you read the sentence.
1. Let us *adjourn* the meeting until all members can be present.
  2. Please bring me a *bough* from the apple tree.
  3. A huge *boulder* fell off the cliff.
  4. We like *coarse* ground meal for cornbread.
  5. It is good to plot a *course* before starting on your vacation.
  6. Many farm ponds have no water because of the *drought*.
  7. The Battle of Gettysburg was a fierce *encounter*.
  8. Mary had to *hiccough* after drinking her milk too fast.
  9. *You oughtn't* disobey your parents.

**E Homophone Practice.** Remember, homophones are words that sound alike but have different meanings. Complete the sentences below with the correct homophone or one of its related forms. Refer to your Glossary or dictionary if necessary.

*bough and bow*


1. The actor took a **bow** as the audience applauded.
2. He broke a **bough** from the tree.
3. Branches of trees are also called **boughs**.
4. The children **bow** their heads to pray.

*coarse and course*

1. The airplane was flying off **course**.
2. Of **course**, we will help you.
3. Sometimes Jack has **coarse** manners.
4. The **coarse**ness of the fabric rubbed my skin.

**F Quotation Practice.** In a sentence, quotation marks are placed before and after the words of a speaker. Example: James said, "The soccer game will be on Thursday." Notice that the period at the end of the example sentence is before the last quotation marks. A comma follows the word *said*, and the first word following the quotation marks is always capitalized. In each sentence below, put quotation marks before and after the speaker's words, put a comma after the word that introduces the quote, and capitalize the word that follows the first quotation marks.

1. Mother said, "Take a direct route to the store and back."
2. Tom answered, "I hope I don't encounter the mean dog at the corner."
3. Mother said, "You shouldn't see the dog at this time of day."
4. Tom answered, "May I go another route if I see that the dog is out?"
5. Mother replied, "Of course, Tom, I don't want you to get hurt."



**G Word Building Practice.** Write the list spelling words on the first line. Write the new word on the second line. Use the equation to add or subtract a word part. Example: adjourn adjourn + ed = adjourned

1. **resounding** resound - ing = **resound**
2. **thoroughly** thorough - ly = **thorough**
3. **throughout** through - out = **through**
4. **adjourn** adjourn + ing = **adjourning**
5. **encounter** encounter + ing = **encountering**
6. **hiccough** hiccough + ed = **hiccoughed**
7. **boulder** boulder + s = **boulders**
8. **sourly** sour - ly = **sour**
9. **thoughtlessly** thought - less - ly = **thought**

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**Phrase Maze.** Find your way through the maze by writing in list words for the short definitions.

START:

not fine; rough manners	involuntary gulp	long period of dry weather	
<b>coarse</b>	<b>hiccough</b>	<b>drought</b>	
a way to go	domesticated birds	should not; not likely	tried to find
<b>route</b>	<b>poultry</b>	<b>oughtn't</b>	<b>sought</b>
completely	even if	carelessly	
<b>thoroughly</b>	<b>though</b>	<b>thoughtlessly</b>	
in every part	unpleasantly; disagreeably	large rock worn smooth and rounded	dismiss until a later time
<b>throughout</b>	<b>sourly</b>	<b>boulder</b>	<b>adjourn</b>
series of contests with many players	wished to; was willing to	echoing; giving back sound	
<b>tournament</b>	<b>would've</b>	<b>resounding</b>	
branch of a tree	the direction taken	coming up against something	
<b>bough</b>	<b>course</b>	<b>encounter</b>	

FINISH

**4**


10. John planned to enter his *poultry* in the fair.
11. The hills are *resounding* with the sounds of springtime.
12. What *route* did you take to Yellowstone Park?
13. "I *sought* the Lord, and He heard me, and delivered me from all my fears." (Ps.34:4)
14. He responded *sourly* to the suggestion to clean up his room.
15. He *thoroughly* chewed every bite of his food before swallowing.
16. "Though He slay me, yet will I trust Him...." (Job 13:15)
17. He *thoughtlessly* tossed the empty pop can out the car window.
18. The Bible says your adversary, the devil, walks *throughout* the earth, seeking whom he may devour. (See I Peter 5:8)
19. The *tournament* was canceled because of bad weather.
20. The project *would've* been a success if everyone had helped.

- 21.
- 22.
- 23.
- 24.
- 25.

 **EXERCISES.**

**H. Word Building. (10 min)** This exercise gives related forms of list spelling words. Orally discuss this list. You may want to review the generalizations on Word Building. Call on students to orally make sentences out of the Word Forms. The purpose of this activity is to increase vocabulary and to teach students how to build, spell, and understand new words.

**I. Reading and Writing. (10 min)** This lesson gives students background on the Devotional Thought and key verse. It is a practical application on faith



**LESSON**  
**4**

**H** Word Building.

course	encounter	sought	bough	though	adjourn	oughtn't	route	resounding	tournament	drought	coarse	hiccough	poultry	would've	thoroughly	throughout	boulder	sourly	thoughtlessly
adjourns, adjournment		hiccoughing, hiccoughs, hiccup, hiccupped		encountered, encounters		thought, thoughtless, thoughtlessness		courses, coursing, discourse, recourse		coarseness		boulders		resound, resounded, resoundingly		boughs		routes, rerouted, routing	
seek, seeker, sought		thorough, thoroughness		sour, sourness, soured															
S T A D I U M																			

**I** Reading and Writing. In Matthew 5:7, Jesus went to the mountain near the Sea of Galilee and taught people to live the kind of life that pleases God. This passage of Scripture is called the "Sermon on the Mount." Jesus said we should serve God first and not worry about the concerns of the world.

Read Matthew 6:24-34. Then write Matthew 6:33 below. Circle the word which is a base word for *sought*.

But seek first the kingdom of God and His righteousness, and all these things shall be added to you.

What do you think Jesus' teaching in Matthew 6:33 means? Is it practical? Use as many list words and Word Building forms as you can. Underline them.


Answers will vary.

**J** Journal Interview. You are going to find the meaning of Matthew 6:33 from the lives of other people. Interview two people and have them answer the following questions in your journal:

1. If you had to flee your home at a moment's notice, what would you take with you?
2. Why are those items so valuable to you?

and trust in God to supply our needs. You may want to read Matthew 6:24-34 together and review the context of this passage. Discuss how this teaching is practical. Guide students to an understanding of how we can live for God today and not worry about tomorrow.

**J. Journal Interview.** The Devotional Thought and Reading and Writing discussions provide the background for this exercise. Make sure students know how to conduct an interview. You may want to allow time to practice interviewing in teams. Encourage at least three responses in students' journals.

 **FINAL EVALUATION.**  
 Give the final examination and graph the scores.