

TARGET.

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



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.

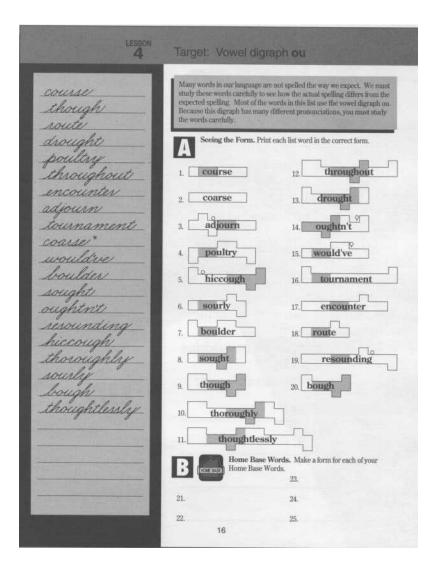
HOME BASE WORDS.

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.



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.



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 "Me 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.



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.

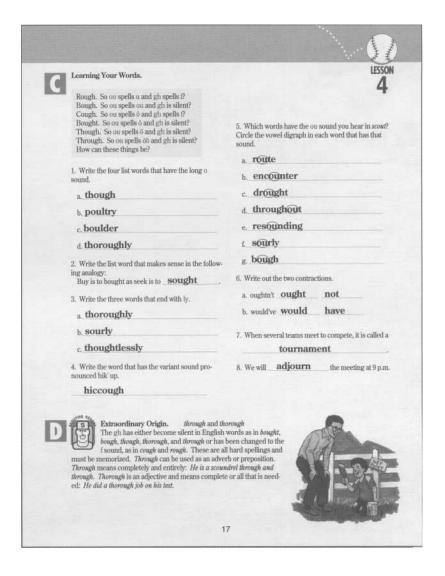
Use the same activity for Asian students, since they may substitute another vowel in place of o when spelling.

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.



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.

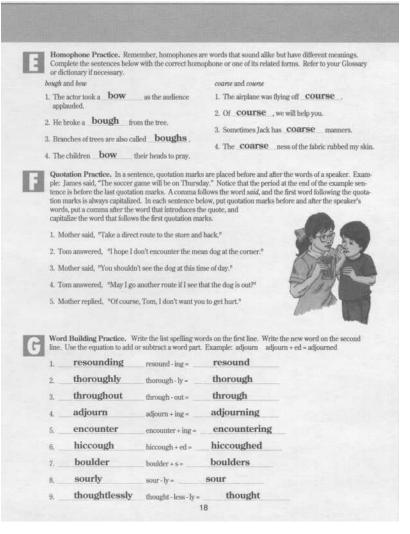
This worksheet challenges students to learn word meanings through phrase context clues.

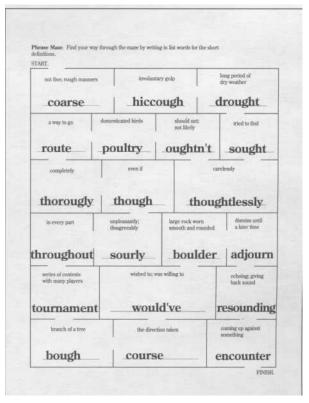


SENTENCES.

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.







- 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.

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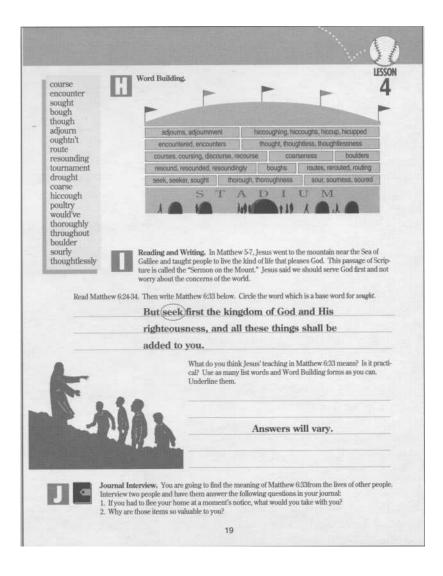
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- H. Word Building. (10 min) This exercise gives related forms of list spelling words. Orally discuss this list. You may want to review the generalizations on Word Building. Call on students to orally make sentences out of the Word Forms. The purpose 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



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.



Give the final examination and graph the scores.