



The students will spell words with the vowel digraphs ou and ow.



Administer First Look as directed. The words in this lesson are all spelled with the vowel digraphs ou or ow. These include the plurals *houses* and *cowboys*. All the words except four have the primary pronunciation for ou and ow. Review this sound and point out the exception. The words are listed in order of frequency.



This lesson brings a reminder to all of us of the power of the tongue. As you share this truth with your students use the time to model before them the power of praise. Share with them something you see that is special about each one of them or have them take turns complimenting each other for genuine strengths. Some of our children may hear very little of this sort of praise. Let the Lord use you as His mouthpiece today.



A. Ou and Ow. (10 min) Look over the words together and point out the two digraphs in various words. Be sure students realize that they need to draw two shape boxes around the words.

B. Home Base Words. (5 min) Do as directed.

four* □□
houses □□
out □□
our □□
down □□
about □□
how □□
now □□
around □□
mouth □□
south □□
mouse □□
towel □□
cowboys □□
flower □□
□□
□□
□□


LESSON 20 Target: Vowel digraphs **ou** and **ow**

A **OU and OW.** All your list words have **ou** or **ow**. Write them below in the list where they belong. Draw a shape box around each one with a red crayon and again with a blue crayon. The first one is done for you.

ou ow

four down
houses how
out now
our towel
about cowboys
around flower
mouth
south
mouse

B **Home Base Words.** Write your Home Base Words and draw shape boxes around them.

 Color the cowboy if you put your Home Base Words in the Glossary.

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C. Rhyming Words. (5 min) Do as directed.

D. Write a Story. (10 min) Discuss the life of cowboys with the students before they start this exercise. If it is helpful they can draw their pictures first.



BULLETIN BOARD.

Make a roundup scene bulletin board with cowboys and cowgirls roping and leading cows. Many commercial patterns are available for these figures or look in simple coloring books. On the cows write the list words for the week. Change the words for several weeks to accommodate the new list words. A possible title for this board would be "Spelling Roundup."



LABORERS TOGETHER.

Encourage the students to write short stories about cowboy life in the Old West. Put out pictures and books depicting this era. Have the students illustrate their stories and share them with the class. These could be added to the Bulletin Board idea above.



HOME BASE WORDS.

Be sure to encourage students to enter their Home Base Words in the appropriate section of the Glossary. They should color the cowboy when this is completed.

LESSON
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C **Rhyming Words.** Write the list words that rhyme with the words below.

cow
 blouse
 mouse

how
 now
 flower

pout
 out
 about
 power
 four

Two list words rhyme and fit these shape boxes. Write them.

s

o

u

t

h

m

o

u

t

h

D **Write a Story.** Try to use the words cowboys, south, around, about, out and four. Draw a picture for your story. Use your Word Bank if you need help with spelling.

Answers will vary.

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EXERCISES.

E. Homophones. (5 min) Review homophones if necessary. You may want to do this exercise as a class so that the meanings of words can be reinforced.

F. Robbie Robot. (5 min) Do as directed.

G. Number Names. (5 min) This is a review of number words *zero* through *ten*. The students had the word *nine* in first grade and *nineteen* in this grade.



ENRICHMENT AND RECOVERY.

The fascinating subject of cowboys may really engage your enrichment students. Provide extra reading and writing experiences as time permits.

Recovery students may need extra help with the writing exercise. Be especially accepting of their invented spelling attempts. You may want to start an individual word banking system for each of these students. Use a large metal ring that opens and cut index cards into halves. Punch a hole in the corner of each card. Write words that are frequently misspelled on the cards and place them on the ring in alphabetical order. The student can refer to this ring anytime he needs spelling assistance. As words are consistently spelled correctly, the cards can be transferred to another ring or simply removed. This is a great way to individualize spelling instruction for students.



BLACKLINE MASTER.

The master for this lesson is a cut and paste exercise with spelling words. Have the students do the paper as directed.

E Homophones. Our and hour are homophones. They sound alike but their spellings and meanings are different. Put them with the correct meaning.

belonging to us our

sixty minutes hour

For and four are homophones. Write them in the sentences.

One less than five is four.

This gift is for you.

Flower and flour are homophones. Match them with the correct meanings.

something to bake with flour

the bloom of a plant flower



MUSIC	9:30
RECESS	10:15
LUNCH	12:00



F Robbie Robot. Put a funny mouth on Robbie. Label all the parts of his face that you know.



G Number Names. Write the number name for each circle.



zero



one



two



three



four



five



six



seven



eight



nine



ten

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Find the missing pieces to the words on the houses on the bottom of the page. Cut them out and paste them where they go. Be sure to color the houses when you are finished.

au	about	towel	around	ow
au	out	cowboys	down	ow
au	south	flower	now	ow
au	flour	our	houses	ow
au	how	mouse	mouth	ow

EXERCISES.

H. Words to Help or Hurt. (7 min) Do as directed. This is an opportunity to discuss the Devotional Thought above.

I. Fill-Ins. (5 min) Encourage students to select words that make sense in the sentences.



SENTENCES.

1. We have *four* dogs.
2. The *houses* on our street are nice.
3. Billy took the garbage *out*.
4. *Our* mail is late today.
5. The water in the tub went *down* the drain.
6. We read *about* horses at school today.
7. Jean learned *how* to knit.
8. Now it is time for lunch.
9. Lisa wore flowers *around* her head at the wedding.
10. The baby puts everything in her *mouth*.
11. Texas is *south* of Oklahoma.
12. The little grey *mouse* ran into the hole.
13. Patty got a *towel* out of the closet.
14. The book about *cowboys* was good.
15. Christina picked a *flower* for her mother.
- 16.
- 17.
- 18.



FINAL EVALUATION.

Give students time to fill in the scoring boxes as usual. Use these sentences as desired.

H Words to Help or Hurt. The Bible says that your mouth is very powerful. We can bring happiness to or hurt people with words from our mouths. Use your mouth to praise the Lord and be kind to others. Copy Psalm 71:8 in your best handwriting. Draw and decorate a pretty border around the verse.

"Let my mouth be filled with Your praise
and with Your glory all the day."



four
houses
out
our
down
about
how
now
around
mouth
south
mouse
towel
cowboys
flower

I Fill-Ins. Use list words to complete the sentences.

There are twelve houses on our street.



That is a sweet smelling flower.



That town is south of here.



Mother gave me a towel for my bath.



Tony had a mouse as a pet.

