

Unit 14

Vowel Teams: ou, ow

Unit Focus: Students learn words with the Vowel Teams **ou** and **ow** which both have the /ow/ sound in **how**.

DAY 1 - WORD MEANING AND STRUCTURE

You'll need:

✓ Word Study Cards: WSC-G23

▼ TG TR: Unit 14 Word List, Word Sort

✓ Grade Three Copymasters: Unit 14

Review: Read the Review Words with your students. Ask them to explain the changes to **y**.

Unit 14 Word List for Spelling			Expand Vocabulary	
Review Words	Spelling Words		Vocabulary Words	Challenge Words
cities	frown	bounce	doubt	accompany
copied	mouth	grouchy	willpower	composed
relying	crowd	crown	announced	
smooth	sound	allowed	comedy	
group	aloud	ground	improvise	

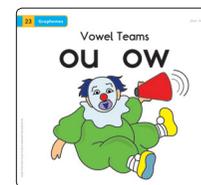
Project the *Unit 14 Word List* and distribute copies of the *Grade Three Copymaster, Unit 14* to each student.

Words and meanings

- Read five words at a time, first **to** the children and then **with** them. Do the same with each group of Spelling, Vocabulary, and Challenge Words.
- Guide students in saying and discussing the meanings of the Spelling Words. Examples below:
- **Demonstrations:** Point to your mouth. Make a frown. Do you look like a grouchy person, now? How does a grouchy person sound? Can you pretend to bounce a ball on the ground? Can you put an imaginary crown on a neighbor's head? Can you whisper the beginning of the alphabet? Now can you say it aloud? Aloud doesn't have to be really loud, it just means you are using your full voice and not just whispering.
- **Questions and examples:** Here is another word allowed. With the **-ed** suffix, it sounds the same as 'aloud.' What is something that you might not be allowed to do on your own? What are some things you are allowed to do on your own?

Word Structure

- Introduce the WSC-G23 **ou, ow** with the Key Words **loud clown**. Students learn to give the Key Words when shown the picture and to give the sound.
- Ask students to find Spelling Words with each spelling and say the word and the sound.



Letterland lore: You could remind children of the stories about Oscar Orange and Walter Walrus. See pages 174-177.



Word Sort

- Display the Word Sort (TG TR) on the screen. Students use their own copy from the Copymaster.
- Choose a few Spelling Words and have students explain where they belong in the sort and why. Remind them to say each word before and after they write it.
- If complete, students should read their Word Sort to a partner and discuss any differences in their answers, making changes as necessary.

At home: Complete Word Sorts. Students should also read the *Unit Word List* two times to a parent/carer.



DAY 2 - STRUCTURE AND SPELLING

You'll need:

- ✓ *Grade Three Copymasters: Unit 14*
- ✓ *WSC-G23*

- ✓ *Grade Three Posters: Quick Coding*
- ▼ *TG TR: Word List, Word Sort Answer Key, Quick Coding*

Homework review: Check answers with the projected *Word Sort Answer Key (TG TR)*. Help students clarify any confusion. Students read *Unit Word List* to two different classmates who sign their paper.

Word Structure

- Review *WSC-G23* Vowel Teams **ou**, **ow**. Children give the Key Words, the sound, and the type of syllable the spellings are found in. Show the Quick Coding on the reverse side for the Key Words.

Quick Coding

- Quick Code the word **grouchy** on the board as children do the same on their paper. Describe each step including circling the suffix **-y** and underlining the Vowel Team **ou**.
- Then Quick Code **allowed** with the children telling you the steps and markings.
- Give the children 4-6 minutes to complete Quick Coding the Spelling Words. If they do not finish, it can be completed as homework.



Robot Talk

Guide students in Robot Talking the words as described below to support correct spelling.

- In Robot Talk air-trace the **ou** or **ow** to help remember the correct spelling.
- In these examples, air-trace the underlined letters as you Robot Talk the syllable. Point out the **bounce** is a vowel team syllable. Slash the final silent **e**, which is there to make the **c** say /s/.

bounce **b**ouns allowed **ā**...low...**ē**d aloud **ā**...loud

Practice the ten Spelling Words with children taking turns saying a word from the *Unit Word List* in Robot Talk. Everyone repeats the Robot Talk and then says the word as it is normally pronounced.



At home: Any remaining Quick Coding may be completed for Homework.

DAY 3 - EXPAND VOCABULARY

You'll need:

- ✓ *Grade Three Copymasters: Unit 14 Passage*

- ▼ *TG TR: Word List, Quick Coding Answer Key*

Homework review: Display the *Quick Coding Answer Key*. Students check and correct their own work.

Vocabulary Discussion

Use the suggestions below to talk about the Vocabulary Words. Say each word and have the children repeat it. Be sure that children use the word in their answers.

doubt – If you doubt something is true, you are not sure, but you think maybe it is not true. You can also doubt that something is going to happen, again you are not sure, but you think maybe it won't happen.

willpower – You need willpower if you are really pushing yourself to do something that is difficult but that you really are determined to do. It may take a lot of willpower to get all your school work done. It is usually something good for you, but actually doing it is hard to do or hard to concentrate on. Can you think of anything you might need willpower to do?

announced – If you announce something, you are making it known for the first time and telling it probably to a group of people. Or you are announcing an event such as a play or sports game. What are some things that you've heard of being announced?

comedy – A comedy is something funny that you can watch, like a movie, a play, or a television show. Name

some comedies you have seen.

improvise – If you improvise, you find a way to do something in a different way. You maybe don't have the things you need to do it, but you work out a way to do it. Sometimes people improvise when they are cooking. They don't have some ingredients they need so they use other things. Sometimes people improvise when something gets broken. Maybe they don't have the tools or parts they need but they find a way to fix it. Sometimes you might improvise a game—you don't have a soccer ball so you use a pine cone.

Provide a copy of *Unit 14 Passage (Grade Three Copymaster)* for every student.

Passage introduction: Evelyn's third grade class created and presented a ballet—a way of telling a story with dancing.

Read the first part of the passage to students as they follow on their copy. Ask the children to suggest Vocabulary Words that may fit in the first blank. Continue reading aloud to students and saying '**blank**' for each omitted Vocabulary Word. Do not attempt to choose the words at this time but help clarify the meaning of the passage.



Hooray! Ballet! by Evelyn

Our visiting dance teacher (**announced**) to our class that we were going to present a story to our school. Everyone cheered. When she said we would tell the story with ballet dancing, no one made a sound. Then Austin said with (**doubt**) in his voice, “Do we have to wear tutus?”

The teacher laughed and so did the class. “No, you’re allowed to skip that part. I was thinking we could choose a folktale and you could pick whatever music you like.”

Then I asked, “I think it’s going to be funny seeing us all try ballet. Is there such a thing as a ballet (**comedy**).

“I think that’s a great idea,” said the teacher. “We don’t have to stick to ballet strictly. We can (**improvise**) our own dances.”

At that point, everyone got interested. We decided to use the story about the princess who never laughed.

I played the grouchy princess with a crown on my head and a frown on my face. It took a lot of (**willpower**) not to crack a smile as my friends did funny dances to try make me laugh. One group dressed up like clowns. They would bounce up in the air to the music and then fall down in a pile on the ground.

When we took our bows, the crowd seemed to have loved it. We were all proud to have presented an original ballet comedy.

Small Groups or Partners: Students continue reading the passage with peers taking turns reading, discussing clues, choosing a Vocabulary Word and rereading the sentence with the added word. Students could also underline the Spelling Words in the text.

Write about it: At first the students were not excited about presenting a ballet. What causes had the effect of changing their minds?



At home: Finish filling in the Unit Passage blanks, if needed. Read the story at home to an adult. Write a few sentences in answer to the ‘Write about it’ question below the passage (*Grade Three Copymasters*).

DAY 4 - APPLY LEARNING

You'll need:

✓ *Grade Three Copymasters: Unit 14 Passage*

▼ *(Optional) TG TR: Word Structure / Vocabulary Activity*

Homework review: Students read their 'Write about it' response to the passage to two classmates.

Optional: Volunteers share their work with the whole class.

Unit Passage Discussion

Whole class discussion: Guide a whole class discussion with groups sharing their word choices for the blanks in the passage. Students explain their choices and discuss any alternatives.

Context clues: Read the concluding portion of the passage aloud to the class. Ask them to work with partners or in small groups to formulate definitions for the Challenge Words. Let several share their answers.

For our ballet we had a local rock band to **accompany** our dancing. They even **composed** an original song to go along with our story.

Compare the class's definitions of the Challenge Words to a (online) dictionary.



Supplemental Exercises (Optional) (TG TR)

Option 1: Word Structure: The exercise for this Unit provides interactive ideas to consolidate learning.

Option 2: Vocabulary: Students explore words related to the Unit 14 Vocabulary.



At home: Ask parent/carer to call out the words in the *Unit Word List* for the child to write down as practice for their spelling test. For any words misspelled, students use Look-Say-Cover-Write-Check (see page 18).

DAY 5 - ASSESSMENT

You'll need:

✓ *Paper for Assessment*

✓ *(Optional) Game boards pages 154-169*

Spelling Assessment

Choose two Review Words and call these out, interspersed at random among the ten Spelling Words. Students write the twelve words on a piece of paper.

Vocabulary Assessment

Read the sentences below. Students listen and write four Vocabulary Words and one Challenge Word.

1. If you are hot, and there is no fan to cool you off, you might _____ by waving a magazine in front of your face. (improvise)
2. If your friend tells you he has a live dinosaur in his basement, you might _____ his story. (doubt)
3. Sometimes if you are learning something new, it may take _____ to keep trying. (willpower)
4. You might have heard about a talent show when it was _____ at school. (announced)
5. If you are going to sing in the talent show, you might want someone to _____ you on the piano. (accompany)

Games (Optional) Play a Word Structure, Vocabulary, or Spelling Game, pages 154-169.