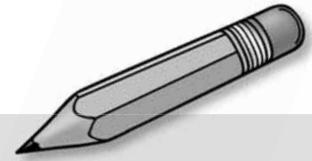


## Lesson 1 -ow, -ou Word Families

### Objectives #1, #2, and #3



### Teacher Notes

- This lesson focuses on -ow, -ou word families. Below is a list of -ow, -ou words appropriate for second grade students.

<b>-ow</b>	bow	low	mow	row	tow	blow	crow
	flow	glow	grow	know	show	slow	throw
	below	borrow	hollow	narrow	swallow	window	yellow
<b>-ou</b>	our	out	pout	scout	shout	snout	sprout
	found	ground	hound	mound	pound	sound	around
	blouse	house	mouse	mouth	fountain	mountain	count
	ourselves	outdoors	outfield	outgrown			

- Lesson One has five parts. It is suggested that you teach one part each day.

### Guided Practice

- Direct students to pages 4–8 in their *Guided Practice Books* to complete the activities.



### Differentiation

- You might choose to differentiate instruction using the ideas listed at the beginning of this unit.

### Transparencies

- For this lesson, you will need transparencies 1–4.

### Additional Resources

- For additional practice, see the *Teacher Resources* section and *Teacher Resource CD* for a list of word card activities. You will also find the Unit 1, Lesson 1 Word Cards on the *Teacher Resource CD*.
- For the Home-School Connection, see the *Teacher Resources* section and *Teacher Resource CD* for Poetry Pack activities.
- See the *Teacher Resource CD* for Unit 1, Lesson 1 Take-Home Poems to be sent home with the Poetry Pack or used for additional practice.
- For additional practice with word families, see Riddle Writing Template on the supplementary CD.

## Lesson 1 -ow, -ou Word Families

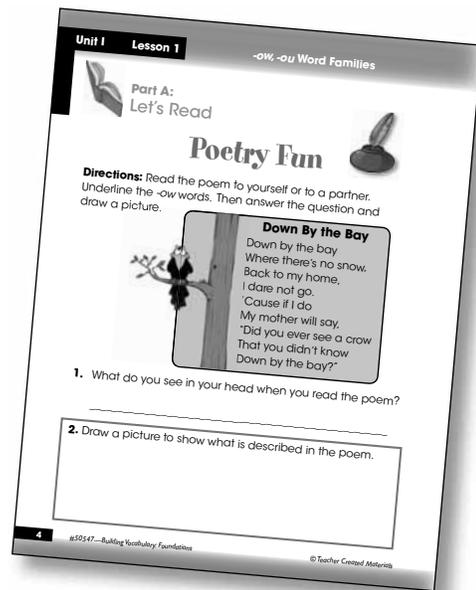


### Part A: Let's Read

#### Down By the Bay

Down by the bay  
Where there's no snow,  
Back to my home,  
I dare not go.  
'Cause if I do  
My mother will say,  
"Did you ever see a crow  
That you didn't know  
Down by the bay?"

1. Direct students to page 4 in the *Guided Practice Book*. Show the poem on **Transparency #1**. (The poem is also shown above.)
2. Read the poem aloud while you point at the words. Then echo-read the poem; you read a line, and then students read the same line chorally. Finally, read the entire poem chorally with students.
3. Write the word family -ow on the board. Explain to students that -ow sometimes sounds like *crow*, which is the focus of this lesson, and sometimes sounds like *cow*. Then reread the poem line by line. At the end of each line, ask students to identify the -ow words (as in *crow*). Underline these words.
4. Make a chart with three columns. Label the columns with the following titles: *-ow words from the poem*, *other -ow words*, and *interesting words from the poem*. Put the -ow words from the poem in the first column. Ask students to spell them as you write them on the chart.
5. Invite students to provide other -ow words; add these to the second column. You may want to provide hints. For



example, "I can see the sun when I look out my \_\_\_\_\_." (window)

6. Then ask students to suggest other interesting words from the poem. Put these in the third column. Make a word wall for these words. Instruct students to be on the lookout for additional -ow (as in *crow*) words to add to the word wall during the week. You and the students can read the words on the chart in unison, by taking turns (boys, girls, by shirt color, table number, etc.), in a whisper or silly voice, or by echo-reading. As students become familiar with the words, start reading in different places on the chart to encourage looking at the words and not just reciting them from memory.
7. Direct students to page 4 in the *Guided Practice Book* for additional work with the poem. Depending on students' needs, work with the class or a small group, or have students work with partners to complete the activity.

#### Answers

**Words underlined in the poem:** snow, crow, know

1. Students' answers will vary.
2. Students' drawings will vary.

## Lesson 1 -ow, -ou Word Families

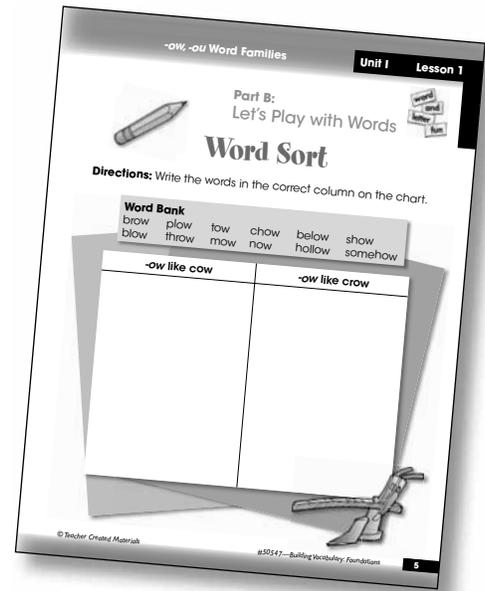
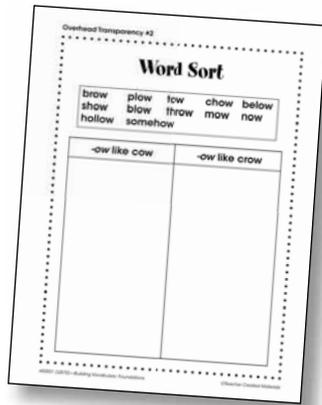


### Part B: Let's Play with Words

1. Reread the poem from Part A. Ask students to work with partners. Each partner should read the poem aloud two times.

2. Show students **Transparency #2**, which is the same as page 5 in the *Guided Practice Book*. Remind them that -ow has two sounds:

*cow* or *crow*. Ask students to say the words in the Word Bank and decide which column to put them in according to the sound of -ow. Provide assistance if needed. Depending on students' needs, work with the class or a small group, or have students work with partners to complete the activity.



### Answers

**-ow like cow:** brow, plow, chow, now, somehow

**-ow like crow:** tow, below, show, blow, throw, mow, hollow

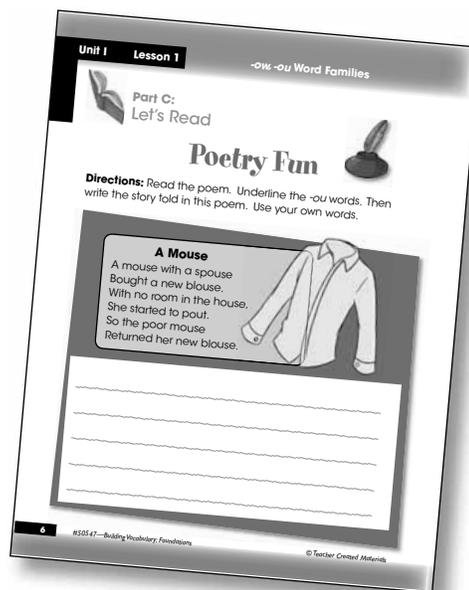
## Lesson 1 -ow, -ou Word Families



### Part C: Let's Read

#### A Mouse

A mouse with a spouse  
Bought a new blouse.  
With no room in the house,  
She started to pout.  
So the poor mouse  
Returned her new blouse.



1. Direct students to page 6 in the *Guided Practice Book*. Show the poem on **Transparency #1**. (The poem is also shown above.)
2. Read the poem aloud while you point at the words. Then echo-read the poem with students; you read a line and they read the same line chorally. Finally, read the entire poem chorally with students.
3. Write the word family *-ou* on chart paper. Then reread the poem line by line. At the end of each line, ask students if they heard any *-ou* words that sound like *out*, and ask students to share these words. (**Note:** Point out the word *bought*, and explain that the *-ou* in this word does not sound like *out*.) Underline the *-ou* words in the poem. Ask students to spell the *-ou* words as you write them on the chart.
4. Invite students to provide other *-ou* words to the chart. You may want to provide hints. For example, "My brother \_\_\_\_\_ so much that his throat was sore." (shouted)
5. Use this chart as a word wall. Invite students to be on the lookout for additional *-ou* words to add to the word

wall during the week. If they find *-ou* words that do not sound like *out* (e.g., through, should), write them at the bottom of the word wall. Explain that these words have the *-ou* spelling but do not sound like *out*.

6. Display the chart as a word wall. You and the students can read the words on the chart in unison, by taking turns (boys, girls, by shirt color, table number, etc.), in a whisper or silly voice, or by echo-reading. As students become familiar with the words, start reading in different places on the chart to encourage looking at the words and not just reciting them from memory.
7. Direct students to page 6 in the *Guided Practice Book* for additional work with the poem. Depending on students' needs, work with the class or a small group, or have students work with partners to complete the activity.

#### Answers

**Words underlined in the poem:** mouse, spouse, blouse, house, pout

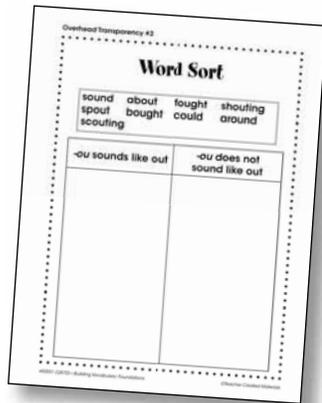
Students' answers will vary.

## Lesson 1 -ow, -ou Word Families

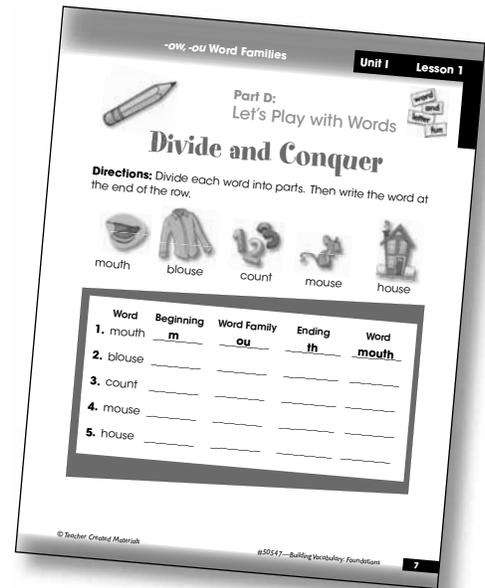
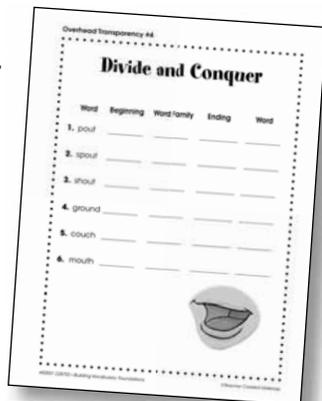


### Part D: Let's Play with Words

1. Reread the poem from Part C. Ask students to work with partners. Each partner should read the poem aloud two times.
2. Show students **Transparency #3**. Remind them that sometimes *-ou* sounds like the word *out* and sometimes it doesn't. Talk them through sorting the first few words, then ask students to take the lead in sorting the remainder. If time permits, you could ask students to provide a sentence or phrase using each *-ou* word.



3. Now show students **Transparency #4**, which introduces the "Divide and Conquer" activity. (**Note:** If students used Building Vocabulary in level one, they will be familiar with this strategy. If not, you may want to take more time with this transparency, perhaps by asking students to divide and conquer additional *-ou* words.)



4. Direct students to page 7 in the *Guided Practice Book* for more practice with divide and conquer. Depending on students' needs, work with the class or a small group, or have students work with partners to complete the activity.

### Answers

1. m ou th mouth
2. bl ou se blouse
3. c ou nt count
4. m ou se mouse
5. h ou se house

## Lesson 1 -ow, -ou Word Families



### Part E: Let's Grow

1. For this activity, duplicate the word cards that are found in the *Teacher Resources* section and on the *Teacher Resource CD*. Make one sheet for each student. Read the words to them, and ask them to read the words with you. Then ask students to cut the word cards apart. With these, students can:

- Play Memory (in partners)
- Play Go Fish (in groups of three or four). Deal out seven cards to each player. Put the remaining cards in the middle of the group. The person whose turn it is can ask someone else for a word that starts the same or has the same word family. If the other person has this card, it should be given to the student who asked for it. If not, the student who asked is told to "go fish" (i.e., to take a card from the middle). Two of a kind (e.g., two words that start the same, two words with same word family) can be put down on the table if the student can read them. The student who has all cards on the table first is the winner.

Suggested Word Cards: show, shout, showed, shouted, sparrow, spout, snow, snout, showing, shouting, snowing, hollow, house, blow, blouse (See the *Teacher Resources* section and the *Teacher Resource CD* for the Unit I, Lesson 1, Part E Word Cards.)

2. Now direct students to page 8 in the *Guided Practice Book*. Depending on students' needs, work with the class or a small group, or have students work with partners to complete the activity.



### Answers

**One letter before word family:** house, mouse

**More than one letter before word family:** show, shouted, showed, sparrow, snow, showing, hollow, blow, blouse, snowing

**One syllable:** show, showed, snow, house, mouse, blow, blouse

**Two syllables:** shouted, sparrow, showing, hollow, snowing

**-ow words:** show, showed, sparrow, snow, showing, hollow, blow, snowing

**-ou words:** shouted, house, mouse, blouse