

# Unit 11

Long o: ow, oa, o

# UNIT INTRODUCTION

## Unit 11 Materials

- **Student Edition**, pp. 62–67
- **Unit 11 Online Word Sort Activity or Word Sort Cards** (MyZBPortal.com)

### For Differentiated Practice

- **Teacher Resource Book**, pp. 99–108\*
- **Texas State Assessment Practice**, pp. 63–68\*
- **Spelling Support for English Language Learners**, p. 15\*
- **Unit 11 Online Games & Activities** (MyZBPortal.com)

\*Available at MyZBPortal.com



## The Science of Spelling

In English the letter **o** is used individually and in combination to spell vowel sounds. The **long o** sound can be spelled multiple ways, including **ow** as in **blow**, **oa** as in **float**, and **o** as in **almost**. These spelling patterns, among the most common for **long o**, are covered in this unit. Other spellings for **long o** include **o-consonant-e** as in **stone**, **oe** as in **toe**, and **ough** as in **though**. Approximately 82% of the time, **long o** is spelled **o** or **o-consonant-e** (**locate**, **lone**). The other major spellings of **long o** are **oa** 5% of the time (**boat**) and **ow** (**grow**) 10% of the time.

## Go Digital!

Throughout the week, students can scan the QR codes with a mobile device to study their Unit 11 spelling words.



**Digital Tutor**  
Spelling Practice  
at Home



## Unit 11 Spelling Words

Before beginning the unit, give the unit pretest and use the results to assign the appropriate word list to each student to differentiate instruction. Some on-level words (shown in blue below) also appear in the below-level and above-level lists.

**Time-Saving Tip:** Have students take the pretest online as a center activity.

◆ On Level	● Below Level	■ Above Level
1. snow	1. snow	1. volcano
2. toast	2. road	2. toast
3. almost	3. almost	3. fold
4. blow	4. blow	4. roam
5. soak	5. grow	5. soak
6. window	6. window	6. swallow
7. foam	7. follow	7. foam
8. stony	8. coat	8. stony
9. ocean	9. piano	9. ocean
10. piano	10. float	10. zero
11. throw	11. below	11. throw
12. float	12. soap	12. loaf
13. tomato		13. tomato
14. below		14. solo
15. soap		15. pillow
		16. coast

## Center Activities

Materials for these optional centers are available at MyZBPortal.com.

**Word Sorting** Use the Unit 11 Word Sort Cards for Individual, Buddy, and Speed Sorts.

**Online Games** Play Unit 11 online games to practice on-level, below-level, or above-level spelling words for the unit.

**Spelling Board Games** Use the Spelling Game Mats to practice the unit's spelling words with a partner or small group.

**Flip Folder** Study spelling words for the unit using a prepared folder and the Flip Folder practice master.

5-DAY PLAN	UNIT 11 PLANNER		3-DAY PLAN
DAY 1	<b>Unit Pretest</b>	Prefest sentences (on-level words)	DAY 1
	<b>Teach &amp; Practice</b>	Teacher-led sort using Unit 11 Online Word Sort Activity or Word Sort Cards Learn the Spelling Words, Student Edition, p. 62	
<b>Differentiate</b>	Differentiated word lists, <i>Teacher Resource Book</i> , pp. 99, 101, 103		
DAY 2	<b>Teach &amp; Practice</b>	Connect to Phonics, Student Edition, p. 63 Buddy Sort using Unit 11 Word Sort Cards	
	<b>Differentiate</b>	Extra Pattern Practice Masters, <i>Teacher Resource Book</i> , pp. 105–107	
DAY 3	<b>Teach &amp; Practice</b>	Connect to Reading, Student Edition, p. 64	DAY 2
	<b>Differentiate</b>	Word Sort Practice Master, <i>Teacher Resource Book</i> , p. 108	
DAY 4	<b>Teach &amp; Practice</b>	Connect to Writing, Student Edition, p. 65 Individual or Speed Sort using Unit 11 Word Sort Cards	
	<b>Differentiate</b>	Online games	
DAY 5	<b>Unit Posttest</b>	Posttest sentences or standardized test practice masters, <i>Texas State Assessment Practice</i> , pp. 63–68	DAY 3
	<b>Teach &amp; Practice</b>	Optional extra practice: Word Study and Connect to Content Areas, Student Edition, pp. 66–67	

## Unit 11 Pretest Sentences (On-Level Words)

Follow the pretest routine or have students take the pretest online at MyZBPortal.com.

1. The winter ground was covered with **snow**.
2. We are **almost** ready to perform our class play.
3. Soon the wind began to **blow**.
4. I like to watch the birds outside my **window**.
5. I am learning to play the **piano**.
6. A balloon can **float** high in the air.
7. The opposite of *above* is **below**.
8. Wash your face and hands with **soap**.
9. I eat my **toast** with jam.
10. Tammy had to **soak** her sore thumb.
11. The waves made **foam** on top of the water.
12. It's hard to walk on a **stony** path.

13. Some rivers flow directly into the **ocean**.
14. Shameka can **throw** a ball far.
15. We planted a **tomato** seedling in our garden.

**Pretest Routine:** Say the spelling word, read the sentence aloud, and say the word again. Have students self-check their pretests. Use the chart below to score pretests and assign differentiated word lists.

Pretest Score	Word List to Assign
7/15 or lower	● <b>Below Level</b>
8/15–13/15	◆ <b>On Level</b>
14/15 or higher	■ <b>Above Level</b>

# Unit 11

Long o: ow, oa, o

## ELL SUPPORT

At the beginning of the unit, review the pronunciation and meanings of this unit's spelling words with English language learners. Then use the activities below any time during the unit to reinforce and deepen English language learners' understanding of the pronunciation, meanings, and usage of the spelling words.

### Beginning

**Understanding Word Meaning** Present the words **snow**, **almost**, **window**, **piano**, and **below** using real objects, pictures, and gestures to clarify word meaning and provide context.

Write the words on the board. Then read and act out student friendly definitions and have students identify the corresponding word. For example, say, *This word means "cold, white stuff that falls from the sky."* (**snow**)

**Pronouncing Words with the Long o Sound** Teach the **long o** vowel sound. Have students repeat the on-level words both individually and in chorus. Make sure students are pronouncing the **long o** sound correctly. Then write selected on-level spelling words on the board, leaving a blank for the letters that make the **long o** sound. Have students copy the list and then work in pairs to fill in the letters **o**, **ow**, or **oa** to make the **long o** sound.

### Intermediate

**Understanding Word Meaning** Write the on-level spelling words on flash cards. Show each card and read it aloud. Use real objects, pictures, and gestures to clarify word meaning and provide context.

**Word Pictures** Play a "draw the word" game with two teams. Whisper a word to a student. Have the student draw picture clues. If the team correctly writes the word on the board within 30 seconds, the team receives a point.

**Listening for Long o** When you say a word with **long o**, have students say *oh, oh, oh!* Have them say *no, no, no* when you say a word that does not have the **long o** sound. Make sure to include unit spelling words as well as other words with **short o** and **/ou/**.

**Pronouncing Words with the Long o Sound** Have students repeat the on-level words both individually and in chorus. Make sure students are pronouncing the **long o** sound correctly.

### Support for Spanish Speakers

**Comparing Spanish and English** The Spanish language does have a sound similar to the **long o** sound, but it is more clipped. Therefore, help Spanish-speaking students elongate the **long o** sound in English words. Also, Spanish speakers will not be familiar with the letter combinations **oa** and **ow** to make the **long o** sound. Students may not be familiar with the letter **w** at all as it only appears in Spanish in words that are borrowed from other languages.

**Cognates** Challenge students to find the cognates in this unit: **float/flotar**; **coast/costa**; **solo/solo(a)**; **zero/cero**; **tomato/tomate**.

## Advanced

**Understanding Word Meanings** Have students write questions using definitions of the on-level spelling words. For example, *What is the opposite of above?* (**below**) *What can you see through?* (**window**)

**Playing Charades** Organize the class into two teams. Have teams take turns picking a flash card and acting out the spelling word on the card. Students on the other team must guess the word and write it correctly on the board to receive a point.

**Pronouncing Words with Long o** Introduce or review the **long o** sound spelled **oa**, **ow**, or **o**. Have students practice pronouncing each spelling word. Pay special attention that they pronounce the **long o** sound correctly. Provide support by having students listen to and interact with an online dictionary.

## Advanced High

**Understanding Word Meaning** Have students introduce the on-level spelling words using real objects, pictures, pantomime, and student-friendly definitions to provide context and support the meaning of unknown words.

**Pronouncing Words with Long o** Teach or review the **long o** sound. Have students practice pronunciation by repeating the spelling words after you, paying special attention to clear pronunciation of vowels and final consonants.

**Using a Dictionary** Have students use a print or electronic dictionary to discover the origin of words in the spelling list. Help them make a chart of origins including Anglo-Saxon, Latin, and Greek.

**Writing Words and Sentences** Show students how to write a complex sentence. For example, *When you mix **soap** with water, you get **foam**.* Work with students to generate one or two more examples. Then have students work in pairs to write a complex sentence using two spelling words.

**Identifying Content Area Words** Provide books from several content areas, such as science, math, and social studies. Then have partners scan the books for words with the unit spelling patterns. For example, a chapter in a science book might have the word **float**, **ocean**, or **below**. Have students attach sticky notes to the pages where they find the words and then share with the class.

## Spelling Support for English Language Learners

**Cloze Sentences With Limited Word Choice** Unit 11

Name \_\_\_\_\_

snow	throw	almost	blow
toast	window	soak	

Write the word that fits the sentence.

1. Today we had the first \_\_\_\_\_ of winter!  
snow window soak

2. I went out to \_\_\_\_\_ snowballs.  
blow toast throw

3. Joe saw me out his \_\_\_\_\_ and came too.  
toast window snow

4. A freezing wind began to \_\_\_\_\_.  
blow soak almost

5. We \_\_\_\_\_ froze.  
soak almost throw

6. Once inside, wet snow began to \_\_\_\_\_ our socks.  
blow window soak

7. My mom made us tea and hot \_\_\_\_\_.  
toast snow blow

Write about a real or imaginary experience with snow.

English Language Learners 15

Use the ELL Practice Master any time during the unit to give students extra practice with the on-level spelling words.

English/Spanish word lists are available in the **Teacher Resource Book**.

### Student Objective

Read, identify spelling patterns, and write words with **long o** spelled **ow**, **oa**, and **o**.

**Unit Pretest** Before beginning the unit, give students the unit pretest and assign the below-level, on-level, or above-level word lists based on the results.

### 1. Teach

Write **snow**, **float**, and **stony** on the board. Then explain that **long o** can be spelled **ow**, as in **snow**, **oa** as in **float**, and **o** as in **stony**. The **oa** spelling of **long o** can be found at the beginning (**oats**) or middle (**float**) of a word. The **o** and **ow** spellings, however, can be found anywhere in a word (**over**, **most**, **banjo**; **owner**, **flown**, **window**).

**Teacher-Led Sort** Have students sort the spelling words under your direction using the Unit 11 Online Word Sort Activity or the Word Sort Cards.

### 2. Practice

Using page 62, have students read each spelling word and context sentence to a partner. Then have them complete the page independently.

### 3. Differentiate

Give each student the appropriate differentiated word list from the **Teacher Resource Book**. Have students take one list home and keep the other at school.

Long o spelled ow

1. snow

2. blow

3. window

4. throw

5. below

Long o spelled oa

6. toast

7. soak

8. foam

9. float

Long o spelled o

10. soap

11. almost

12. stony

13. ocean

14. piano

15. tomato

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## Learn the SPELLING Words

The **long o** sound can be spelled in different ways: **ow** as in **snow**, **oa** as in **toast**, and **o** as in **piano**.

### Read the spelling words and sentences.

- |            |               |  |
|------------|---------------|--|
| 1. snow    | <i>snow</i>   | The new <b>snow</b> is white and fresh.            |
| 2. toast   | <i>toast</i>  | We will <b>toast</b> marshmallows on the campfire. |
| 3. almost  | <i>almost</i> | I am <b>almost</b> nine years old.                 |
| 4. blow    | <i>blow</i>   | Mae will <b>blow</b> out the candles.              |
| 5. soak    | <i>soak</i>   | I <b>soak</b> my sore foot in hot water.           |
| 6. window  | <i>window</i> | The <b>window</b> lets in a lot of light.          |
| 7. foam    | <i>foam</i>   | Wind makes <b>foam</b> on the water.               |
| 8. stony   | <i>stony</i>  | I want to climb the <b>stony</b> wall.             |
| 9. ocean   | <i>ocean</i>  | Does this river flow into the <b>ocean</b> ?       |
| 10. piano  | <i>piano</i>  | I enjoy playing the <b>piano</b> .                 |
| 11. throw  | <i>throw</i>  | Please <b>throw</b> me the ball.                   |
| 12. float  | <i>float</i>  | I can <b>float</b> on the water.                   |
| 13. tomato | <i>tomato</i> | I like <b>tomato</b> on my sandwiches.             |
| 14. below  | <i>below</i>  | Your coat is <b>below</b> mine in the pile.        |
| 15. soap   | <i>soap</i>   | Wash with warm water and <b>soap</b> .             |

### Sort the spelling words.

- 1–5. Write the words with the **long o** sound spelled **ow**.  
6–10. Write the words with the **long o** sound spelled **oa**.  
11–15. Write the words with the **long o** sound spelled **o**.



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at Home



TEKS 3.2Bi Spell multisyllabic words with closed syllables; open syllables; and vowel teams, including digraphs. 3.2Biv Spell multisyllabic words with multiple sound-spelling patterns.



TEKS 3.2Bi Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; and vowel teams, including digraphs. 3.2Biv Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

### On Level

Home/School Spelling Practice Master\*, TRB, p. 99

### Below Level

Home/School Spelling Practice Master\*, TRB, p. 101

### Above Level

Home/School Spelling Practice Master\*, TRB, p. 103

## 6 Syllable Types

Point out that the spelling words **piano**, **stony**, **ocean**, and **tomato** have the **long o** sound spelled **o** in a syllable that ends with that vowel. Explain that this is called an **open syllable** because the vowel is “open” to the end or the rest of the word. It is one of the six common syllable types in English.

You can find the Home/School Spelling Practice Masters in the **Teacher Resource Book**.

\*Available in English and Spanish



**Understand Word Structure**

Replace the underlined letter or letters with **o**, **oa**, or **ow** to write a spelling word.

- 1. windy
- 2. fleet
- 3. three
- 4. snap

**Identify Rhyme**

Write a one-syllable spelling word that belongs in each rhyming group.

- 5. hope, scope, \_\_\_\_\_
- 6. home, roam, \_\_\_\_\_
- 7. snow, grow, \_\_\_\_\_
- 8. joke, broke, \_\_\_\_\_
- 9. coast, roast, \_\_\_\_\_



**Use the Dictionary**

Your **Spelling Dictionary** shows how words are divided into syllables. Find the words below in the **Spelling Dictionary**. Write each word and use a slash to divide it between the syllables.

- 10. almost
- 11. below
- 12. ocean
- 13. piano
- 14. stony
- 15. tomato

**TEKS 3.2Bi** Spell multisyllabic words with closed syllables; open syllables; and vowel teams, including digraphs. **3.2Biv** Spell multisyllabic words with multiple sound-spelling patterns. **3.2Bv** Spell words using knowledge of syllable division patterns.

**Understand Word Structure**

- 1. **window**
- 2. **float**
- 3. **throw**
- 4. **snow**  
*Identify Rhyme*
- 5. **soap**
- 6. **foam**
- 7. **blow**
- 8. **soak**
- 9. **toast**  
*Use the Dictionary*
- 10. **al/most**
- 11. **be/low**
- 12. **o/cean**
- 13. **pi/an/o**
- 14. **ston/y**
- 15. **to/ma/to**

**Student Objectives**

- Identify word structure and rhyme and write words with **long o** spelled **ow**, **oa**, and **o**.
- Use a dictionary to check syllabication.

**1. Teach**

Tell students how to complete the activities on page 63.

Have students underline the **long o** spelling in each word that they write. Review that the **oa** spelling is only found at the beginning or in the middle of a word, while the **ow** and **o** spellings can be found in all positions of a word.

Review that a syllable has only one vowel sound. For the Use the Dictionary activity, encourage students to first divide the words into syllables and then check the syllabication in the **Spelling Dictionary**.

**2. Practice**

Have students complete page 63 independently.

**Center Idea** Have partners use the Unit 11 Word Sort Cards to do a **Buddy Sort**.

**3. Differentiate**

Have students complete the Extra Pattern Practice Masters from the **Teacher Resource Book** for differentiated practice with their spelling words.

**TEKS 3.2Bi** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; and vowel teams, including digraphs. **3.2Biv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns. **3.2Bv** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns.

**On Level**

Extra Pattern Practice Master,  
TRB, p. 105

**Extra Pattern Practice**

Name \_\_\_\_\_

snow	almost	blow	window	piano
float	below	soap	toast	soak
foam	stony	ocean	throw	tomato

A. Write the spelling words that follow each pattern. In each word, circle the letters that stand for long o.

ow	o	oa
_____	_____	_____
_____	_____	_____
_____	_____	_____

B. In each group, write the spelling word that has the long o sound.

- 1. stir, stony, stairs \_\_\_\_\_
- 2. foam, fame, fell \_\_\_\_\_
- 3. pot, pitch, piano \_\_\_\_\_

Teacher Resource Book 105

**Below Level**

Extra Pattern Practice Master,  
TRB, p. 106

**Extra Pattern Practice**

Name \_\_\_\_\_

coat	follow	grow	road
snow	almost	blow	window
piano	float	below	soap

A. Use a spelling word to finish each sentence.

\_\_\_\_\_ piano \_\_\_\_\_ coat \_\_\_\_\_ float \_\_\_\_\_

- 1. I am taking \_\_\_\_\_ lessons.
- 2. When it's cold, I wear my \_\_\_\_\_.
- 3. The boat will \_\_\_\_\_ down the river.

B. Draw a ring around the three rhyming words to win each tic-tac-toe game.

window	coat	road
grow	float	follow
below	snow	soap

follow	coat	window
almost	blow	soap
float	piano	snow

C. Finish each spelling word with o, ow, or oa. Then write the word.

- 6. alm \_\_\_\_\_ st \_\_\_\_\_
- 7. wind \_\_\_\_\_
- 8. s \_\_\_\_\_ p \_\_\_\_\_
- 9. r \_\_\_\_\_ d \_\_\_\_\_

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**Above Level**

Extra Pattern Practice Master,  
TRB, p. 107

**Extra Pattern Practice**

Name \_\_\_\_\_

room	soak	foam	stony
ocean	throw	volcano	coast
fold	pillow	solo	leaf
zero	swallow	toast	tomato

A. Add and subtract letters to make spelling words.

- 1. farm - ar + oa = \_\_\_\_\_
- 2. leaves - ves + f a = \_\_\_\_\_
- 3. potatoes - pot + tom - es = \_\_\_\_\_
- 4. chew - ch + thr - e + o = \_\_\_\_\_
- 5. hero - h + z = \_\_\_\_\_
- 6. than - th + oce = \_\_\_\_\_
- 7. scant - s + vol - l + o = \_\_\_\_\_

B. Complete each spelling word by writing the correct long o spelling pattern.

- 8. st \_\_\_\_\_ ny
- 9. l \_\_\_\_\_ st
- 10. c \_\_\_\_\_ st
- 11. s \_\_\_\_\_ l
- 12. r \_\_\_\_\_ m
- 13. pill \_\_\_\_\_
- 14. swall \_\_\_\_\_
- 15. f \_\_\_\_\_ ld
- 16. s \_\_\_\_\_ k

Teacher Resource Book 107

You can find the Extra Pattern Practice Masters in the **Teacher Resource Book**.

### Student Objective

Use synonyms, alliteration, and inferences to reinforce comprehension of spelling words.

### 1. Teach

Tell students how to complete the activities on page 64.

Explain that a synonym is a word that means the same or nearly the same as another word (**above** and **over**).

Explain alliteration as the repetition of the same sound at the beginning of words. For example, the phrase *four fluffy feathers* is alliterative.

As an extra activity, have students create their own riddles for the spelling words.

### 2. Practice

Have students complete page 64 independently.

### 3. Differentiate

Have students do a written word sort using their word lists from Day 1 (My School Word List) and the Word Sort Practice Master below.

#### Use Synonyms

1. **almost**

2. **below**

3. **throw**

4. **foam**

#### Use Alliteration

5. **float**

6. **toast**

7. **soap**

8. **stony**

9. **soak**

#### Solve the Riddles

10. **snow**

11. **blow**

12. **piano**

13. **window**

14. **ocean**

15. **tomato**

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### Connect to

# READING

snow	toast	almost	blow	soak
window	foam	stony	ocean	piano
throw	float	tomato	below	soap

### Use Synonyms

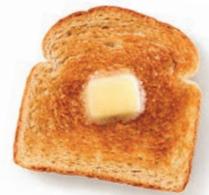
Write the spelling word that is a synonym for the underlined word.

- We are nearly ready for the spelling bee.
- We stood under the bridge.
- Tim will pitch the trash into the can.
- The sink was filled with soapy bubbles.

### Use Alliteration

Write the spelling word that best completes each sentence.

- Five ferries \_\_\_\_\_ on Flower Lake.
- Today Terry tasted tasty \_\_\_\_\_.
- The slippery \_\_\_\_\_ slid in the sink.
- Stan stood on the top step of a \_\_\_\_\_ staircase.
- Sissy and Susie had to \_\_\_\_\_ their smelly socks in soap and hot water.



### Solve the Riddles

Write a spelling word to solve each riddle.

- I often fall when it is cold.
- Winds do this.
- I have keys but no keyhole.
- You can see through me.
- I am another word for **sea**.
- Often I am called a vegetable, but actually I am a fruit.

**TEKS 3.2Bi** Spell multisyllabic words with closed syllables; open syllables; and vowel teams, including digraphs. **3.2Biv** Spell multisyllabic words with multiple sound-spelling patterns.

**TEKS 3.2Bi** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; and vowel teams, including digraphs. **3.2Biv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

## All Levels

Word Sort Practice Master, *TRB*, p. 108

Spelling Connections Grade 3 © Zaner-Bloser, Inc.

**Word Sort Practice** Unit 11

Name \_\_\_\_\_

Use your Unit 11 Word List to complete the Word Sort.

Long o spelled ow	Long o spelled oa	Long o spelled o

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### 1-Minute Handwriting Hint

The checkstroke ending of the lowercase **o** retraces and then swings wide to form the top of the letter **a**.



You can find the Word Sort Practice Master in the **Teacher Resource Book**.

**Informational Text: Proofread Directions**

Circle eight words that are not spelled correctly in the directions below. Then rewrite the directions on the lines using correct spelling. Make the corrections shown by the proofreading marks, too.

¶ Jumping in an oashen wave is fun. Wait until the wave is almost ready to crash. Then thro yourself into the wave just belo the fome on top. Make sure you go against the flow of the water. keep your mouth shut and bloe air out through your nose. Then just floe as you soke in the water.

**Proofreading Marks**

- ≡ Make uppercase
- / Make lowercase
- ^ Add
- ↵ Delete
- ⊙ Add a period
- ¶ Indent

**Jumping in an ocean wave is fun. Wait until the wave is almost ready to crash. Then throw yourself into the wave just below the foam on top. Make sure you go against the flow of the water. Keep your mouth shut and blow air out through your nose. Then just float, as you soak in the water.**

TEKS 3.2Bi Spell multisyllabic words with closed syllables; open syllables; and vowel teams, including digraphs. 3.2Biv Spell multisyllabic words with multiple sound-spelling patterns. 3.11Dxi Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

**Student Objective**

Reinforce spelling skills by proofreading a set of directions that contains errors in words with long o spelled **ow**, **oa**, and **o**.

**1. Teach**

Read the directions on page 65 with students. Review proofreading marks as needed.

**2. Practice**

Have students explain what the purpose of a set of directions is. **(to give someone steps or instructions for doing a task or learning a skill)** Discuss the importance of specific language and time and order words, such as **then**, **next**, and **first**, in this kind of text.

Have students complete page 65 independently.

**Center Idea** Have students use the Unit 11 Word Sort Cards to do an **Individual** or **Speed Sort**.

**3. Differentiate**

**Center Idea** Have students play any of the Unit 11 online games to practice for the unit posttest. The games are differentiated by level (below, on, and above).

TEKS 3.2Bi Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; and vowel teams, including digraphs. 3.2Biv Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns. 3.11Dxi Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.



**Featured Online Game:**

**Crack the Safe**

In this game, students must spell words correctly to unlock the safe and reveal the mystery object inside.

Assign more games and activities on MyZBPortal.com.



**Crack the Safe**

### Student Objectives

- Demonstrate mastery of the unit spelling words.
- Review and generalize spelling patterns.

### 1. Assess

Give the unit posttest using either the posttest sentences or the standardized test practice masters. Both posttest options are differentiated by level (below, on, and above).

### 2. Optional Extra Practice

The Word Study activities give students practice with the below-level, on-level, and above-level words in this unit.

Have students find the one spelling word that has a digraph blend; that is, a digraph joined with another consonant. (**throw**)

Ask students what they notice about all the words that rhyme with **tow**. With **boat**? Students might note that the words rhyming with **tow** all have the **ow** spelling, which can occur at the ends of words. The words rhyming with **boat** all have the **oa** spelling, which must be followed by a consonant.

Have students complete the activities on page 66 individually or in pairs to reinforce their understanding of word meanings and the unit spelling patterns.

### Pattern Power

1. **soap**

2. **grow**

3. **snow**

4. **blow**

5. **throw**

6. **coat**

7. **float**

8. **window**

9. **below**

10. **pillow**

11. **swallow**

### Meaning Mastery

12. **piano**

13. **window**

14. **tomato**

15. **foam**

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# WORD STUDY

coat	blow	roam	tomato	zero
follow	window	soak	coast	swallow
grow	piano	foam	fold	toast
road	float	stony	pillow	volcano
snow	below	ocean	solo	
almost	soap	throw	loaf	

### Pattern Power

Complete the exercises below.

1. Write the word that rhymes with **hope** but is spelled with **oa**.
- 2–5. Write the one-syllable words that rhyme with **tow**.
- 6–7. Write the words that rhyme with **boat**.
- 8–11. Write the two-syllable words that end with the **long o** spelling pattern in **follow**.

### Meaning Mastery

Write the spelling word that matches each definition. Use your **Spelling Dictionary** to check your answers.

12. a musical instrument
13. a glass-covered opening in a house
14. a reddish fruit that is commonly grown
15. a quantity of small bubbles



**TEKS 3.2Bi** Spell multisyllabic words with closed syllables; open syllables; and vowel teams, including digraphs. **3.2Biv** Spell multisyllabic words with multiple sound-spelling patterns.



**TEKS 3.2Bi** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; and vowel teams, including digraphs. **3.2Biv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

## Unit 11 Posttest Sentences

Follow the posttest routine (say the word, read the sentence aloud, say the word again), or have students take the posttest online at MyZBPortal.com.

### ◆ On Level

1. The bird flew **almost** to the nest.
2. Put your name **below** the star.
3. Can you **float** on top of the water?
4. I am practicing a song for the **piano** recital.
5. The wind will **blow** my hat away.
6. The four boys played in the **snow**.
7. He will wash his face with **soap**.
8. A bird flew by the **window**.
9. I put my **tomato** plant outside.
10. Whales call the **ocean** their home.
11. She cleaned the rug with **foam**.
12. I ate **toast** with milk when I was sick.
13. I fell on the **stony** path.

14. The rain will **soak** the grass.

15. Can you **throw** me the rope?

### ● Below Level

Use **On-Level** sentences 1–8 and the following four sentences:

1. I wore my **coat** to school.
2. Please **follow** the boy in front of you.
3. The seeds will **grow** into beautiful flowers.
4. My grandmother lives down the **road**.

### ■ Above Level

Use **On-Level** sentences 9–15 and the following nine sentences:

1. The **coast** of Maine is beautiful.
2. My father will **fold** the sheets.
3. Please fluff my **pillow**.
4. The girl in the choir sang a **solo**.
5. I like to eat meat **loaf**.
6. Two million plus **zero** is two million.
7. Chew the food well and then **swallow** it.
8. My puppy loves to **roam** around the back yard.
9. The **volcano** erupted a long time ago.

**Informational Text: Technology**

Read the text. It has lots of words with **long o** spelled **ow**, **oa**, or **o**. Then answer the questions below the text.

Did you ever watch a driver use a GPS? GPS stands for *global positioning system*. Using satellite data, GPS units can find anyone's location. They are very useful to drivers, but were you aware that sailors use them, too?

Imagine that a sailor wanted to make a solo sail on the ocean or along a coast. First he or she would map the route using charts on the GPS unit. During the trip, the GPS shows exactly where the boat is on the chart. That makes the trip safer. Fog does not throw the sailor off course. Other features, such as a buoy or an island, can be seen on the chart.



1. What does GPS stand for? Circle the word with the **long o** sound in your answer.

Global Positioning System

2. Where do sailors use the GPS?

on the ocean or along a coast

3. How can a GPS chart help a sailor? Write your answer. Then circle any word in your answer that has **long o** spelled **ow**, **oa**, or **o**.

It can show the sailor exactly where his or her boat is on the chart.

**TEKS 3.2Bi** Spell multisyllabic words with closed syllables; open syllables; and vowel teams, including digraphs. **3.2Biv** Spell multisyllabic words with multiple sound-spelling patterns.

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**Student Objectives**

- Recognize words with **long o** spelled **ow**, **oa**, or **o** in an informational text.
- Answer text-dependent comprehension questions about an informational text.

**Optional Extra Practice**

Tell students that the text on page 67 includes several words that have **long o** spelled **ow**, **oa**, or **o**. Ask a volunteer to read the first paragraph aloud and identify any words that have **long o** spelled **ow**, **oa**, or **o**. (*global, location*) Point out that this is an informational text because it gives information about a kind of technology.

Have students read the text and answer the comprehension questions. Remind them to circle any words with **long o** spelled **ow**, **oa**, or **o** in their answers to the first and third questions.

You can find the standardized test practice masters in the **Texas State Assessment Practice** book.

**TEKS 3.2Bi** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; and vowel teams, including digraphs. **3.2Biv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

Unit 11 Standardized Test Practice

**On Level**

Texas State Assessment Practice, pp. 63–64

Standardized Test Practice Unit 11

each question.

1. What change, if any, should be made in sentence 2?  
 A Change soap to searp  
 B Change off to ovl  
 C Change clothes to doathles  
 D Make no change

2. What change needs to be made in sentence 3?  
 F Change foam to fome  
 G Change foam to foam  
 H Change clothes to doathles  
 J Make no change

3. How does sentence 4 need to be changed?  
 A Change soak to soke  
 B Change widow to windo  
 C Change friends to frends  
 D Sentence 4 does not need to be changed.

4. What change should be made in sentence 5?  
 F Change passed to pass  
 G Change woman to wamin  
 H Change belo to below  
 J No change should be made.

5. What change needs to be made in sentence 8?  
 A Change sloany to slony  
 B Change moat to moast  
 C Change there to thir  
 D Make no change

6. How should sentence 9 be changed?  
 F Change were to wer  
 G Change row to roe  
 H Change own to oan  
 J Sentence 9 should not be changed.

7. What change, if any, should be made in sentence 10?  
 A Change Blue to Blou  
 B Change bund to banch  
 C Change throw to throo  
 D Make no change

8. What change needs to be made in sentence 11?  
 F Change flow to floot  
 G Change stream to streem  
 H Change stream to streem  
 J No change needs to be made.

9. What change, if any, should be made in sentence 13?  
 A Change carrying to carryng  
 B Change way to waye  
 C Change oshun to oshin  
 D Make no change

10. What change should be made in sentence 14?  
 F Change flow to floe  
 G Change clean to cleen  
 H Change almost to alnost  
 J No change should be made.

STOP

**Below Level**

Texas State Assessment Practice, pp. 65–66

Standardized Test Practice Unit 11

each question.

1. What change, if any, should be made in sentence 1?  
 A Change looked to lookt  
 B Change windo to window  
 C Change windo to windoa  
 D Make no change

2. What change needs to be made in sentence 3?  
 F Change sno to snow  
 G Change two to snowe  
 H Change kept to keept  
 J Make no change

3. How should sentence 5 be changed?  
 A Change washed to washt  
 B Change soap to sop  
 C Change bow to boal  
 D Sentence 5 should not be changed.

4. What change should be made in sentence 6?  
 F Change threw to throo  
 G Change cofe to coaf  
 H Change outside to outsid  
 J No change should be made.

5. What change needs to be made in sentence 7?  
 A Change goal to gowl  
 B Change down to down  
 C Change need to need  
 D Make no change

6. What change should be made in sentence 8?  
 F Change got to gut  
 G Change dose to doze  
 H Change follow to folloe  
 J Make no change

7. What change, if any, should be made in sentence 9?  
 A Change people to peopple  
 B Change there to there  
 C Change almost to alnost  
 D Make no change

8. What change needs to be made in sentence 10?  
 F Change were to wer  
 G Change belo to below  
 H Change own to oan  
 J No change needs to be made.

9. How does sentence 12 need to be changed?  
 A Change threw to throo  
 B Change flid to floot  
 C Change flid to flout  
 D Sentence 12 does not need to be changed.

10. What change should be made in sentence 14?  
 F Change thir to thare  
 G Change crops to cropps  
 H Change gro to grow  
 J Make no change

STOP

**Above Level**

Texas State Assessment Practice, pp. 67–68

Standardized Test Practice Unit 11

each question.

1. What change should be made in sentence 2?  
 A Change clothes to doathles  
 B Change soak to soke  
 C Change life to loaf  
 D Make no change

2. What change needs to be made in sentence 3?  
 F Change watered to waterd  
 G Change potato to potatoo  
 H Change famale to famooe  
 J No change needs to be made.

3. How does sentence 4 need to be changed?  
 A Change pince to piece  
 B Change lost to loast  
 C Change crow to croe  
 D Sentence 4 does not need to be changed.

4. What change, if any, should be made in sentence 5?  
 F Change swallo to swallow  
 G Change water to waterd  
 H Change water to water  
 J Make no change

5. What change needs to be made in sentence 7?  
 A Change passed to pass  
 B Change field to fiold  
 C Change rose to room  
 D Make no change

6. How should sentence 8 be changed?  
 F Change When to Whin  
 G Change river to revery  
 H Change slony to sloany  
 J Sentence 8 should not be changed.

7. What change, if any, should be made in sentence 9?  
 A Change foam to fowm  
 B Change where to were  
 C Change wild to wiled  
 D Make no change

8. What change needs to be made in sentence 10?  
 F Change Blow to Bloe  
 G Change three to threow  
 H Change throo to throo  
 J No change needs to be made.

9. What change, if any, should be made in sentence 11?  
 A Change almost to almost  
 B Change oaf to oaf  
 C Change field to fiold  
 D Make no change

10. What change should be made in sentence 13?  
 F Change flow to floe  
 G Change oshun to ocean  
 H Change clean to cleen  
 J No change should be made.

STOP