

# Diphthong 'ow' (Long 'o'): Student Read Sheet with Words, Phrases, and Sentences

For this activity, students will practice reading words, phrases, and sentences with the diphthong 'ow' (long 'o'). Students will decode words, build accuracy and fluency, and strengthen their vocabulary.

## Materials:

- diphthong 'ow' (long 'o') read sheet for each student
- pencil for each student

## Directions:

This activity can be used with a whole class or in a small group.

The initial reading of this page should focus on decoding the words accurately. Subsequent readings should focus on fluency.

## STEPS FOR READING WORDS IN ISOLATION:

1. Have each student highlight the diphthong 'ow' in the single words at the top. As they highlight, they say the long 'o', /ō/, sound.
2. Start with the first row and guide students to tap out or segment the sounds in the words.
3. Tell students that they will see the words repeated on the following lines. Say, **"If you see the word and can read it, say the whole word without making each sound in the word."** (The repeated words aid students in moving from decoding every sound in the words to reading the whole word without segmenting.)
4. Have students continue reading the words in isolation.
5. If you feel that they would benefit from rereading all rows of the words in isolation before moving on to the phrases, have them do so.
6. Next, tell students that the phrases and sentences contain the words above that they have already decoded and have practiced reading.



## STEPS FOR READING PHRASES AND SENTENCES:

### Option A

1. Read one phrase at a time with students and make sure that they can accurately decode each word in the phrase.
2. After a phrase has been decoded, have the students reread the phrase, this time trying to read the whole phrase without segmenting the sounds in each word.
3. For the third reading, choose an emotion (happy, sad, angry, surprised, etc.) and have the students read the phrases that way.
4. Continue until all phrases have been read.
5. Follow this procedure with each sentence on the activity page.

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## Option B

1. For the first reading, read each phrase and have students follow along (track) as you read.
2. For the second reading, read each phrase together with the students.
3. For the next reading, have the students read together without you.
4. Tell students, "If you get stuck or are moving too fast or slow, I will turn my voice back on."
5. Repeat the process with the sentences.
6. For the final reading, which can be done during the lesson or at a later time, students can partner-read or whisper-read the whole page independently.

**For Vocabulary Building:** You can help build students' vocabulary by addressing words on the activity page that have multiple meanings or words that students may not know.

- For example, you can say, "To **tow** is to pull something along."
- Have students repeat the definition. Ask them to tell their partner why someone might have to tow a car.

**Teacher Tip:** Store each student's read sheets in a folder or binder so they can use them for additional practice, if needed.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Diphthong 'ow' (Long 'o') Review

Read the words.

|             |               |               |                |
|-------------|---------------|---------------|----------------|
| <b>mow</b>  | <b>sow</b>    | <b>grow</b>   | <b>tow</b>     |
| <b>bow</b>  | <b>stow</b>   | <b>low</b>    | <b>slow</b>    |
| <b>flow</b> | <b>row</b>    | <b>show</b>   | <b>know</b>    |
| <b>glow</b> | <b>blow</b>   | <b>throw</b>  | <b>crow</b>    |
| <b>snow</b> | <b>window</b> | <b>fellow</b> | <b>shallow</b> |

Read the phrases.

|                       |                     |                      |
|-----------------------|---------------------|----------------------|
| <b>out the window</b> | <b>a pink bow</b>   | <b>tow the truck</b> |
| <b>will mow it</b>    | <b>slow or fast</b> | <b>does flow</b>     |
| <b>do not know</b>    | <b>will glow</b>    | <b>throw it</b>      |
| <b>a black crow</b>   | <b>in the snow</b>  | <b>is shallow</b>    |

Name \_\_\_\_\_ Date \_\_\_\_\_

## Diphthong 'ow' (Long 'o') Review

Read the sentences.

I do not know if I can blow a bubble with my gum.

Can you show me the way to throw a fastball?

I can stand in the shallow part of the lake.

Can you row us back to the dock?

I love to watch the firefly glow in the dark.

The girl wore a huge pink bow for the party.