

Vowel Team 'oa': Student Read Sheet with Words, Phrases, and Sentences

For this activity, students will practice reading words, phrases, and sentences with the vowel team 'oa'. Students will decode words, build accuracy and fluency, and strengthen their vocabulary.

Materials:

- vowel team 'oa' 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 vowel team 'oa' 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, "**Boast** means to talk a great deal about something you take pride in. Sometimes *boasting* can be like bragging."
- Students can turn and talk about something that they could *boast* about.

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 _____

Vowel Team 'oa' Review

Read the words.

boat	coat	goat	toad
moan	soak	load	soap
oak	road	float	toast
goal	boast	loan	foam
loaf	throat	coast	croak

Read the phrases.

off the coast	toad will croak	will foam
can grab the coat	will load it	don't boast
can loan it	the big oak tree	a cute goat
got the soap	did not float	score the goal

Name _____ Date _____

Vowel Team 'oa' Review

Read the sentences.

I ate oatmeal today before I went to class.

The toad is croaking and the duck is quacking.

Soap can float and make foam in the sink.

I have to take a coat with me in case it rains.

We watched the boat coast on the river.

The sick goat moaned in pain until the vet gave it a pill.

The big oak has been there for a long time.

I will load the bags into the trunk.

Will you loan me your new shirt?

I hit the puck into the goal.