



Level 5
ow: Reinforcement Lesson 4





Reinforcing ow: Lesson 4

Step 1: Phonogram Cards (Materials on pages 6–8)

Review Materials

Phonogram Cards: all single consonants,

*a, i, o, u, e, sh, ch, th, wh, ang, ing, ong,
ung, ank, ink, onk, unk, ff, ll, ss, al, wa, qu,
ck, tch, V-e, so, he, fly, ild, old, ind, ost, oll,
ay, ed, s, es, ing, er, est, en, ish, ly, y, ful, ness,
less, ou, ea, Consonant-le, oa, ai, ee, oo, igh,
ie, soft c, soft g, er, ur, ir, ear, wor, dge, s /z/, ow*

Decodable 1 Word Cards (Green): *show, slow,*

*throw, grow, own, blow, yellow, low, below,
cow, owl, now, down, brown, town, power,
clown, how*

Shuffle and drill Phonogram Cards and Decodable 1 Word Cards. Tell students that at the end of the lesson you will give them these words to practice outside of the lesson.

Step 2: Phonological Awareness

Say:

Say puppies. Say puppies again but don't say /z/.

Say bunnies. Say bunnies again but don't say /z/.

Say funnies. Say funnies again but don't say /z/.

Say babies. Say babies again but don't say /z/.

Say houseflies. Say houseflies again but don't say /z/.

Say butterflies. Say butterflies again but don't say /z/.

Say buggies. Say buggies again but don't say /z/.

Say copied. Say copied again but don't say /d/.

Say easier. Say easier again but don't say /er/.

Say earlier. Say earlier again but don't say /er/.

Step 3: Word Building (Materials on page 9)

Distribute Phoneme-Grapheme Sheet and chips.

Say:

Today we will spell words that are two syllables and end with y saying the sound of /ē/. We will see that the y changes to i, but still says the sound of /ē/.

Say copy. What is the first syllable? Pull down a chip for each sound in the first syllable, cop. Push up the chips and write the letter that makes the /k/ sound. Say the second syllable, /ē/. We know that y says /ē/ at the end of a second syllable. Write the letter y. Go back and sound out the word. Now we want to make the word into copied. We will cross out the y and write an i above it, then write ed in the next space. Go back and sound out the word. Write the word copied again on the next line.

Follow the same procedures for the following words:

crazy to crazier, funny to funniest

Step 4: Decoding and Sentence Reading (Materials on page 10. Instruction on page 19)

Have students open their Reader to page 119. Follow the format on page [157](#) to teach this lesson. When going over the word list, call students' attention to new vocabulary. Check for comprehension by having students use the word in a sentence. After five minutes, move to the sentences at the bottom of the page.

Sentences

1. All the troops went into battle, ready to fight.
2. Fish do not take care of their young at all.
3. The geese have flown south for the winter.
4. The bird sat on the windowsill and ate seeds from the bird feeder.
5. The children cheered when the circus clowns marched into the center ring.
6. Last night, a raccoon was on the prowl and raided our trash cans.
7. You have to learn how to blow into a flute to make the right sound.
8. It is not safe to cross the street without looking both ways.
9. Some woodwinds have a reed in the mouthpiece.
10. You play a woodwind by blowing into it to make air move through.

Comprehension Questions

1. What did the troops do?
2. Is a fish a caring parent?
3. Where did the geese go?
4. What did the birds eat?

5. When did the children cheer?
6. What did the raccoon do?
7. Can you play a flute correctly the first time you pick it up?
8. What should you do before crossing the street?
9. Where do some woodwinds have a reed?
10. How do you play a woodwind?

Step 5: Prereading (See page 20 for further instruction)

Phoneme-Grapheme Analysis

(Teach the word *flower*, following the format on page [158](#). Then change *flower* to *flowering*.)

Introducing the Article

Build Background

For this article, you may want to bring in some detailed photographs or drawings of the four stages of butterfly metamorphosis: egg, caterpillar, chrysalis, and butterfly.

Say:

Did you know that there are more butterflies and moths than any other kind of insect except for beetles? There are thousands of different kinds. We are going to learn more about these fascinating creatures.

Stimulate Interest and Prior Knowledge

Say:

Describe any butterflies or moths that you have seen. What colors were they? How were the butterflies and the moths alike? How were they different? Have you ever stood close enough to a butterfly to see how it drinks nectar from a flower?

Step 6: Reading (Materials on pages 11–13)

Reader 5: The Butterfly and the Moth

(In this step, have students read one or more paragraphs silently, then ask the accompanying comprehension questions [below], one at a time. After each question, choose one student to read the sentence[s] aloud where he or she found the answer.)

Say:

Open up your books to page 120 and read the title and the first paragraph. (Review that a butterfly's wings are covered with very small scales. Explain that this kind of scale is not the device that tells you how much you weigh. These scales are flat, very thin, delicate plates that are so small you cannot really see them with your eyes. The plates overlap so that one

plate partly covers another like the tiles or shingles on the roof of a house. Ask if someone can volunteer to come forward and draw a picture of overlapping scales on the board.)

Read the next paragraph silently. How does a butterfly begin its life? Where does the butterfly lay its eggs? What kind of creature hatches from the eggs? What is its name? What is the next and final stage? (At this point, show the visuals you have brought to class.)

Read the next paragraph. What does a butterfly feed on? What makes it possible for the butterfly to sip nectar from the bottom of a flower? How does the butterfly uncurl its sucking tube?

*Read the next paragraph. What is the main way of telling moths and butterflies apart? Can you name two kinds of animals that are active in the daytime and two kinds that are active at night? (Introduce the word *nocturnal* and say that moths are nocturnal insects while butterflies are active during the day.)*

Read the next paragraph. Name three other differences between moths and butterflies. What is one way that butterflies and moths are similar?

Read the last paragraph. What is a simple way to tell a moth from a butterfly? How does a butterfly hold its wings? How does a moth? (If students feel comfortable, have two students use their arms to demonstrate how a moth spreads its wings out flat, and have two more students demonstrate how a butterfly holds its wings up.)

(Alternate readers. Explain any unfamiliar vocabulary. Collect books or have students put them in their desks when they are finished reading.)

Step 7: Sound Dictation (Materials on page 14 or 16)

Dictate the following ten sounds, using the procedure on page [160](#):

/ō/, /ch/, /j/, /ā/, /ē/, /ō/, /ou/, /ă/, /er/, /z/

Step 8: Prespelling

This step is auditory only; no words are seen. Discuss any unknown vocabulary.

Review the word *flower*, following the procedures on page [160](#).

Step 9: Spelling (Materials on page 14 or 16)

Have students spell the following ten words, using the format on pages [160–161](#). Then have students read the words out loud.

flowers, rose, ill, ginger, cake, mailbox, balloon, butterflies, bridge, pearl

Step 10: Sentence Dictation (Materials on page 15 or 16)

Dictate the following sentences, using the format on page [161](#):

My mom planted flowers in front of the house.

I felt ill when the ship was tossing on the high seas.

(At the close of the lesson, praise students for their work. Students file their Dictation Paper in their notebooks.)

Independent Work (Materials on pages 17 and 18)

Level 5 Workbook

Have students turn to page 61 in their Workbook. Tell students that they can add *ow* to finish all the words in the box, and then use each word in a blank below to finish the sentences. Help them write *ow* to finish the first word and then add it to a sentence. Have them read the finished sentence aloud to make sure their word makes sense. Encourage students to complete the page independently.

Have students turn to page 62 in their Workbook. Read and discuss the first question with students. Refer to *The Butterfly and the Moth* in the Reader if necessary. Tell them to write their answer on the lines below the question. Encourage students to complete the page independently.

wise

close

pleasant

present

suppose

those

show

slow

throw

grow

own

blow

yellow

low

below

cow

owl

now

down

brown

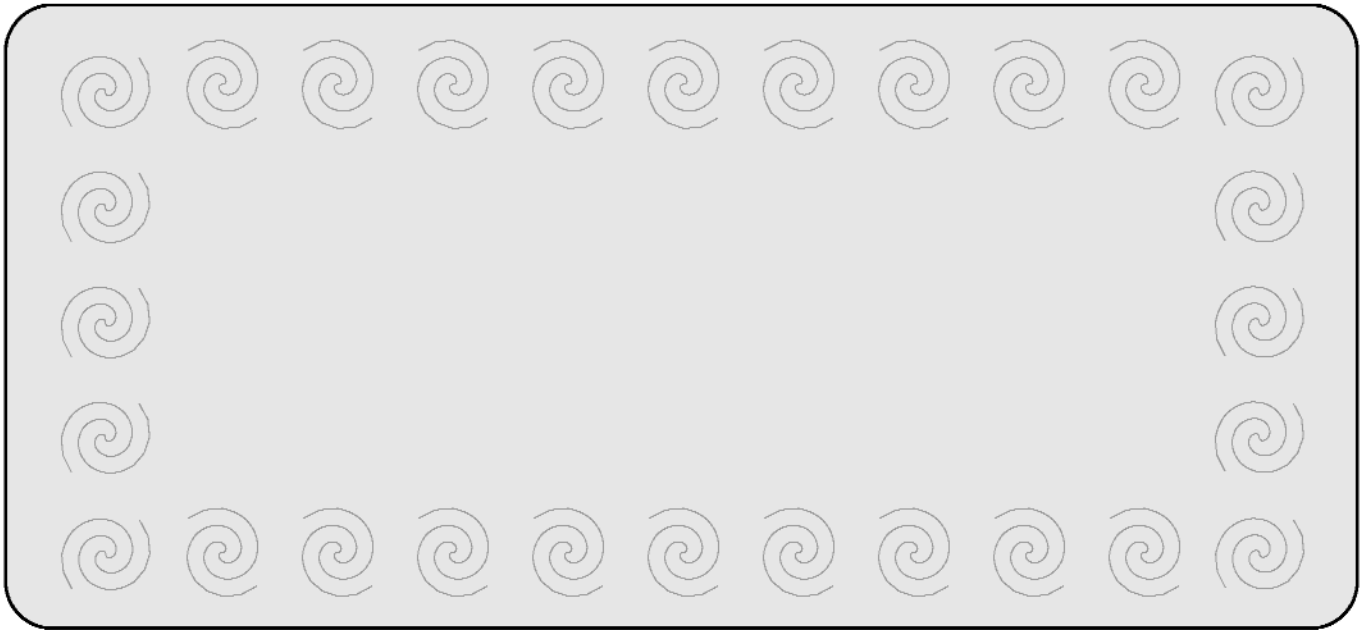
town

power

clown

how

Phoneme-Grapheme Sheet



rapid	glance	robins	hungry	succeed
leafy	summer	straggle	snowing	grand
rain	now	thousands	clenched	place
rattle	power	allow	clown	store
flown	seventy	surprise	crossroads	prowl

All the troops went into battle, ready to fight.

Fish do not take care of their young at all.

The geese have flown south for the winter.

The bird sat on the windowsill and ate seeds from the bird feeder.

The children cheered when the circus clowns marched into the center ring.

Last night, a raccoon was on the prowl and raided our trash cans.

You have to learn how to blow into a flute to make the right sound.

It is not safe to cross the street without looking both ways.

Some woodwinds have a reed in the mouthpiece.

You play a woodwind by blowing into it to make air move through.



Word Sheet 4

ow, s /z/, dge, er, ur, ir, ear, wor, soft g, soft c, ie, igh, oo, ee, ai, oa, consonant-le syllable, ea, ou, nontwin consonant syllable division, twin-consonant syllable division, suffixes, -ed, ay, exceptions, so, he, fly, V-e, tch, ck, qu, wa, al, ff, ll, ss, sh, ch, th, wh, ng, nk, short vowels

The Butterfly and the Moth

The butterfly, like its cousin the moth, is easily spotted by its lovely wings, which are covered with very small scales. If you handle a butterfly, you will see “dust” from its wings on your fingers. The dust is, in fact, thousands of these scales. The Latin name for butterfly means “wings with scales.”

A butterfly is an insect. It begins its life as a small egg. The eggs are laid in a place that gets a good deal of sunshine. The creature that hatches from the egg doesn't look at all like the grown-up insect it becomes. It hatches into a caterpillar. It eats as much food as it can and then surrounds itself in silk so that it becomes a chrysalis. The chrysalis hatches, and out comes a butterfly. Some butterflies spend the winter as a chrysalis and then come out as an adult butterfly in the warmer weather.



The Butterfly and the Moth
ow, s /z/, dge, er, ur, ir, ear, wor, soft g, soft c, ie, igh, oo, ee, ai, oa, consonant-le
syllable, ea, ou, nontwin consonant syllable division, twin-consonant syllable division, suffixes,
-ed, ay, exceptions, so, he, fly, V-e, tch, ck, qu, wa, al, ff, ll, ss, sh, ch, th, wh, ng, nk, short vowels

The butterfly feeds on nectar from flowers. The butterfly has a sucking tube in its mouth. It is very long and flexible and can reach right down to the bottom of the flower. The butterfly sucks up the nectar with this tube. When the butterfly has eaten, this tube rolls up under its head. To make the tube stick out again, the butterfly pumps blood into it so it uncurls.

Although a moth and a butterfly look alike in many ways, you can tell them apart. For one thing, most butterflies are out during the day, fluttering from flower to flower to feed. Most moths, on the other hand, come out at night.

A moth is likely to be plump and furry, while a butterfly is slim and hairless. Both insects have a pair of long feelers on the tops of their heads, called antennae. A butterfly's antennae are long and slender, with little bulbs at the ends.



The Butterfly and the Moth

ow, s /z/, dge, er, ur, ir, ear, wor, soft g, soft c, ie, igh, oo, ee, ai, oa, consonant-le syllable, ea, ou, nontwin consonant syllable division, twin-consonant syllable division, suffixes, -ed, ay, exceptions, so, he, fly, V-e, tch, ck, qu, wa, al, ff, ll, ss, sh, ch, th, wh, ng, nk, short vowels

But most moth antennae are hair-like and feathery, and don't have little bulbs at the ends.

A simple way to tell a moth from a butterfly, though, is by looking at how the insect holds its wings. When a butterfly rests on a flower, it tends to hold its wings up. When a moth rests on your bedroom window, it tends to spread its wings out flat.



The Butterfly and the Moth
ow, s /z/, dge, er, ur, ir, ear, wor, soft g, soft c, ie, igh, oo, ee, ai, oa, consonant-le
syllable, ea, ou, nontwin consonant syllable division, twin-consonant syllable division, suffixes,
-ed, ay, exceptions, so, he, fly, V-e, tch, ck, qu, wa, al, ff, ll, ss, sh, ch, th, wh, ng, nk, short vowels

Name: _____

Date: ____ / ____ / ____

Sounds

Words

1 _____

1 _____

2 _____

2 _____

3 _____

3 _____

4 _____

4 _____

5 _____

5 _____

6 _____

6 _____

7 _____

7 _____

8 _____

8 _____

9 _____

9 _____

10 _____

10 _____

Name: _____

Date: ____ / ____ / ____

Sentences



Name: _____

Date: ____/____/____

Sounds

Words

1

1

2

2

3

3

4

4

5

5

Sentences

Add *ow* to the word. Then fill in each blank with a different word from the box.

sh_____	elb_____	v_____el
t_____el	bl_____ing	foll_____
wind_____	dr_____sy	t_____ truck



1. The wind is _____ the leaves off of the trees.
2. If you look out of the _____, you can see the sky.
3. If you _____ me how, I can do it too.
4. Your _____ lets your arm bend.
5. Gerry stayed up late and felt _____ the next day.
6. My dog likes to _____ me around.
7. Curt mopped up the spilled water with a hand _____.
8. If your car breaks down, you can call a _____.
9. The letter *a* is a _____, not a consonant.

The Butterfly and the Moth



1. What is the dust on a butterfly's wings?

2. Describe the stages of a butterfly's life.

3. What are four differences between a butterfly and a moth?

- ---
- ---
- ---
- ---

4. Have you ever seen a caterpillar? Show what it might have looked like after it became a butterfly or a moth.