

Name: _____

Date: _____

Class / Grade: _____

Score: _____

LESSON 24. SHORT O (Ö) & LONG O (Ō)

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Phonological Study: Contrast short ö in closed syllables (*drop, bond, rob*) with long ô in closed exceptions (*-ld, -st*) and VCe split digraphs (*rope, hope, rode*).

SHORT Ö • LONG Ō

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1. Copy these words carefully. • 2. Spell them orally.

Pronounce each word clearly, distinguishing short ö from long ô, then transcribe neatly:

COL 1 • SHORT Ö

drop _____

stop _____

shop _____

COL 2 • LONG Ō (-LD)

old _____

gold _____

cold _____

COL 3 • SHORT Ö

bond _____

pond _____

fond _____

COL 4 • LONG Ō (VCE)

rope _____

hope _____

rode _____

COL 5 • SHORT Ö

rob _____

knob _____

throb _____

COL 6 • LONG Ō (-ST)

post _____

most _____

host _____

2

3. Write them neatly from dictation.

Listen as your teacher dictates the 18 target words. Transcribe accurately on the numbered lines:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

3

Phonological Discovery Questions (Short vs. Long O)

Analyze the vowel sounds in the columns and complete the phonetic explanations:

1. Give the sound which o has in the words in the first column:

This is called the _____ sound of o,
and is marked with a breve: _____ (e.g., *dröp, stöp, shöp*).

2. Give the sound which o has in the words in the second column:

This is called the _____ sound of o,
and is marked with a macron: _____ (e.g., *ōld, gōld, cōld*).

PHONICS & SPELLING RULES TO REMEMBER

★ 1. Short ö in Closed Syllables

In closed syllables ending in consonants (**-op, -ond, -ob**), vowel **o** makes its short sound /**ɒ**/ (**drop, bond, rob, knob**). Marked with a breve: **ö**.

★ 2. Long ô in VCe Pattern

In vowel-consonant-e words (**o_e**), silent final **e** makes vowel **o** say its long name /**ou**/ (**rope, hope, rode**). Marked with a macron: **ô**.

★ 3. Closed Exceptions (-ld & -st)

Before consonant clusters **-ld (old, gold, cold)** and **-st (post, most, host)**, vowel **o** breaks the closed rule and makes the long sound **ô**!

Spelling & Phonics Series • Lesson 24

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LESSON 24: SHORT O (Ö) & LONG O (Ō) — MASTER KEY

Phonetic Matrix, Alternating Column Structure & Science of Reading Closed Exception Guide

Official Solution

1. COMPLETE 18-WORD PHONETIC & ORTHOGRAPHIC MATRIX (6 COLUMNS × 3 WORDS)					
COL 1 • SHORT Ö	COL 2 • LONG Ō (-LD)	COL 3 • SHORT Ö	COL 4 • LONG Ō (VCE)	COL 5 • SHORT Ö	COL 6 • LONG Ō (-ST)
drop /drop/ dröp	old /ould/ ōld	bond /bōnd/ bönd	rope /roup/ rōpe	rob /rōb/ rōb	post /poust/ pōst
stop /stop/ stöp	gold /gould/ gōld	pond /pōnd/ pōnd	hope /houp/ hōpe	knob /nob/ knōb	most /moust/ mōst
shop /ʃop/ shöp	cold /kould/ cōld	fond /fōnd/ fōnd	rode /roud/ rōde	throb /θrob/ thrōb	host /houst/ hōst

2. MASTER ANSWERS & COLUMN CLASSIFICATION KEY

Question 1 (Sound of o in Column 1):
→ **Official Answer:** The words in the first column (drop, stop, shop) have the **short sound of o** (/ɒ/ or /ɑ:/), marked with a breve: **ö**.
• Other Short ö Columns in Lesson: **Column 3** (bond, pond, fond) and **Column 5** (rob, knob, throb).

Question 2 (Sound of o in Column 2):
→ **Official Answer:** The words in the second column (old, gold, cold) have the **long sound of o** (/oʊ/), marked with a macron: **ō**.
• Other Long ō Columns in Lesson: **Column 4** (rope, hope, rode — VCe magic e) and **Column 6** (post, most, host — closed exception -st).

Silent Letter & Digraph Analysis:
• **knob** (/nob/): Contains initial silent **k** in the kn- consonant digraph.
• **rope, hope, rode**: Contain silent final **e** acting as a long-vowel marker.
• **throb** (/θrob/): Features voiceless dental fricative digraph **th-** /θ/.

PRE-CLUSTER LENGTHENING (-LD & -ST)
In Old English (c. 9th century), short vowels underwent systematic lengthening before voiced homorganic sonorant clusters like **-ld** (eald → old, gold, cold). Similarly, before **-st**, vowel lengthening occurred in high-frequency closed monosyllables (post, most, host), creating standard "closed syllable exceptions." Wheeler organizes these exceptions in contrast with standard closed syllables so students recognize morphological patterns effortlessly.

PEDAGOGICAL RHYTHM: THE ALTERNATING MATRIX
Wheeler constructs an elegant alternating matrix: **Short → Long → Short → Long → Short → Long**. This deliberate binary pulsation sharpens auditory discrimination. Children articulate the open, rounded jaw position of short ö /ɒ/ followed immediately by the diphthongal glide of long ō /oʊ/. This structured cross-column synthesis reinforces orthographic memory.

4. ASSESSMENT RUBRIC (25 POINTS TOTAL)		
Task Focus	Instructional Standard & Criteria	Scoring
1. Copying Precision	Legible transcription of all 18 words across 6 columns with proper baseline alignment.	6 pts (1 pt / col)
2. Oral Spelling & Sound	Accurate letter-by-letter oral spelling and distinct pronunciation of short ö vs. long ō.	6 pts (1 pt / col)
3. Dictation Accuracy	Flawless spelling under teacher dictation, including tricky silent k in knob and magic e in rope, hope, rode.	6 pts (1 pt / col)
4. Question 1 Mastery	Correctly identifying short sound of o in Column 1 and stating diacritical mark breve (ö).	3.5 pts
5. Question 2 Mastery	Correctly identifying long sound of o in Column 2 and stating diacritical mark macron (ō).	3.5 pts