

STUDENT NAME: _____ DATE: _____ GRADE / CLASS: _____ SCORE: _____

LESSON 62 • VOWEL DIGRAPH **ōa** (/oʊ/)Original Page 36 • **ōa** = o long

1 Spell these words orally, and copy each word carefully on the handwriting line:

oat

boat

coat

goat

roaring

oar

roar

roam

foam

foaming

load

toad

loaf

float

boasting

coast

boast

moan

board

2 Sort the lesson words into their Rhyme and Phonogram Families:

-OAT FAMILY (E.G., BOAT)**-OAD • -OAM FAMILIES (E.G., LOAD)****-OAST • -OAR FAMILIES (E.G., COAST)**

3 Choose any four words from the lesson and write a complete sentence for each:

1. Word chosen: _____

2. Word chosen: _____

3. Word chosen: _____

4. Word chosen: _____

 RULES TO REMEMBER • LESSON 62**Rule 1 • Digraph ōa**When **o** and **a** stand together, they spell the long **ō** sound (/oʊ/) as in *boat* and *coat*.**Rule 2 • Adding Suffix -ing**When adding **-ing** to a root word ending in a consonant (*roar* → *roaring*, *foam* → *foaming*), simply add the suffix.**Rule 3 • Sound of -oar • -oard**When followed by **r**, the digraph **oa** blends into /ɔɪ/ as in *oar*, *roar*, and *board*.

TEACHER: Master Key / Orthographic Guide

LEVEL: Grade 2 / Primary Phonics

FOCUS: Vowel Digraph OA (ōa = /oʊ/) & Suffix -ing

STANDARD: Wheeler Page 36 (Lesson 62)

LESSON 62 • TEACHER INSTRUCTIONAL KEY & PHONOGRAM MATRIX

Page 36 • Digraph ōa

Pedagogical Purpose: Systematic study of the vowel team **oa** producing the long /oʊ/ phoneme. Pupils analyze predictable rime families (-oat, -oad, -oam, -oan, -oast, -oaf), contrast r-controlled variants (-oar, -oard), and construct original grammatically complete sentences.

PHONOGRAM FAMILY	TARGET WORDS	PHONETIC & STRUCTURAL NOTES
-oat Family	oatboatcoatgoatfloat	Long /oʊ/ followed by voiceless dental stop /t/. float features initial consonant blend /fl-/.
-oad & -oaf Families	loadtoadloaf	Long /oʊ/ with voiced stop /d/ or labiodental fricative /f/. Note irregular plural (loaf → loaves).
-oam & -oan Families	roamfoammoan	Long /oʊ/ preceding bilabial nasal /m/ or alveolar nasal /n/. Note homophone alert: moan / mown.
-oar & -oard Families	oarroarboard	R-controlled vowel variant (/ɔ:r/). Homophone alerts: oar / ore / or, board / bored.
-oast Family	coastboast	Ending with consonant blend /st/. Both words can function as noun or verb.
Derived Participles (-ing)	roaringfoamingboasting	Simple suffixation rule: no spelling change to root when base ends in two vowel letters + consonant.

EXERCISES 1, 2, & 3: COMPLETE MASTER SOLUTIONS

Exercise 1 (Word Copying): Check for neat cursive/print letter formation, correct placement on midline, and accurate spelling of **oa** digraph.

Exercise 2 (Rime Family Sorting):

- oat Family: oat, boat, coat, goat (or float).
- oad / -oam Families: load, toad, roam, foam (also loaf, moan).
- oast / -oar Families: coast, boast, oar, roar (also board).

Exercise 3 (Sample Sentence Models):

- 1. (boat) The little white boat can float upon the lake.
- 2. (coat) He wore a warm wool coat near the chilly coast.
- 3. (roar) We heard the roaring waves crash along the shore.
- 4. (toad) A green toad sat quietly under the wooden board.

SOCRATIC PROMPT 1 (VOWEL TEAM RULE)
"When two vowels go walking, the first one does the talking! Look at boat and soap. Which letter talks? Which letter stays quiet?"

SOCRATIC PROMPT 2 (R-CONTROLLED SHIFT)
"Listen closely to coat, then listen to roar. How does the bossy letter r change the sound of the vowel team oa?"

ORAL PRACTICE & DICTATION SENTENCES (TEACHER READ-ALoud)

- The small wooden boat will float safely near the rocky coast.
- He put on his warm winter coat before he went out to roam.
- We saw the foaming waves roaring loudly against the sandy shore.
- Do not boast of a heavy load before you have carried it home.