



# S.P.I.R.E.<sup>®</sup>

Specialized Program Individualizing Reading Excellence

4th Edition

Level 4, Lesson 5: oa

## SAMPLER

includes content from

- *S.P.I.R.E. STAR* Digital Teacher Companion
- Teacher's Guide
- Student Workbook
- Blackline Masters



# Admit every student into a reader's world of wonder.

**NEW** *S.P.I.R.E.*® 4th Edition opens up the wondrous world of reading imagination to nonreaders, struggling readers, and students with dyslexia in all these ways:

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GRADES Pre-K-8+





**NEW S.P.I.R.E. 4th Edition**

with Digital Teacher Companion

# S.P.I.R.E. STAR Digital Teacher Companion

**NEW** with the 4th Edition, *S.P.I.R.E.* now adds the option of a full-featured online teaching platform: the *S.P.I.R.E. STAR* Digital Teacher Companion. It gives teachers new flexibility to toggle between digital and print-based teaching tools, depending on their preferences and learning environment, while their students work in print.

## AN AID TO INSTRUCTION

*S.P.I.R.E. STAR* gives teachers new capabilities for digital instruction and assessment. It also affords digital access to existing *S.P.I.R.E.* teacher materials, including the lessons and activities in the Teacher’s Guide, all structured in parallel to printed *S.P.I.R.E.* with clear connections between the two formats. Instruction is organized online by scene, with each scene referenced on the left of the Teacher’s Guide instructional pages.

**S.P.I.R.E. STAR**

1.5 • Short e (Preview)

**Step 1: Phonogram Cards**

1 of 3 scenes

Display Phonogram Card 25.

The name of this letter is e. What is the name of this letter? (e) The letter e is a vowel. You will learn how to read and spell words with the vowel e.

1.5 • Short e (Preview)

**Step 1: Phonogram Cards**

1 of 3 scenes

The key word for e is bed. The key word helps us “unlock” the sound to remember it. What is the key word? (bed) Listen as I say the key word slowly.

Say bed slowly, emphasizing the /ē/ sound.

What is the key word for e? (bed) What is the letter’s name? (e) The sound the letter e makes is /ē/. What sound does e make? (/ē/) Say bed, /ē/. (bed, /ē/)

Have students repeat e, /ē/, bed, /ē/ several times.

1.5 • Short e (Preview)

**Step 3: Word Building**

Students use the Small Letter Set from their Manipulatives Kit to build words.

Listen as I say a word: met. Say met. (met) Let’s sound out met using our fingers.

**Teacher’s Guide**

Short e

Lesson 5 Short e introduces students to the concept of the short vowel e. This sound is often difficult for students, which is why it is presented as the last of the short vowels. The key word, bed, has been deliberately chosen not only to develop the short-e concept, but also to assist with frequent b/d confusion. The key word bed is easily recalled because we can make the word look like an actual bed. The student can visualize the b forming the headboard and the d forming the foot of the bed.

1 **Step 1: Phonogram Cards**

Review all previously learned Phonogram Cards. Display Phonogram Cards 1–24.

I will show these letters one at a time. When I show a letter, say the letter’s name and then its sound.

Model the first item for students. For example, for Phonogram Card 1, say the following:

This is the letter p. The letter p stands for the /p/ sound. When I show this card, you say: p, /p/.

Review Phonogram Cards 1–24.

2 Display Phonogram Card 25.

The name of this letter is e. What is the name of this letter? (e) The letter e is a vowel. You will learn how to read and spell words with the vowel e.

3 Display Key Word Sheet e.

The key word for e is bed. The key word helps us “unlock” the sound to remember it. What is the key word? (bed) Listen as I say the key word slowly.

Say bed slowly, emphasizing the /ē/ sound.

What is the key word for e? (bed) What is the letter’s name? (e) The sound the letter e makes is /ē/. What sound does e make? (/ē/) Say bed, /ē/. (bed, /ē/)

Have students repeat e, /ē/, bed, /ē/ several times.

4 **Step 2: Phonological Awareness**

**Sound Identification**

Students listen for the short e sound in the words you say, raising their hands when they hear the sound.

Use your eyes. I will say a word. Repeat the word, and if you hear the /ē/ sound, raise your hand.

met. (met) Do you hear /ē/ in met? (yes) So, you should raise your hand.

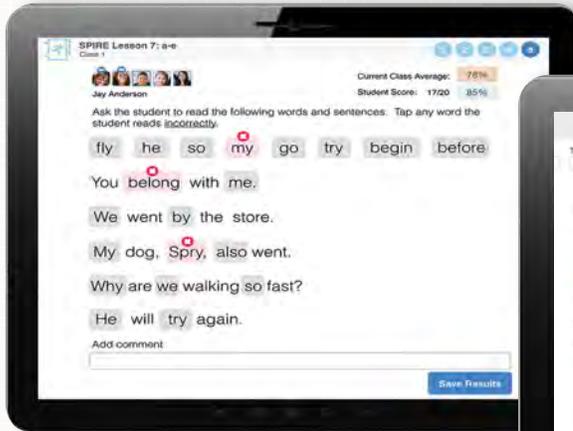
run. (run) Do you hear /ē/ in run? (no) So, you should not raise your hand.

Use the activity with the following words: let, red, cat, yes, get, sun, bed, hat, left, and best.

Introductory Lesson 5 189

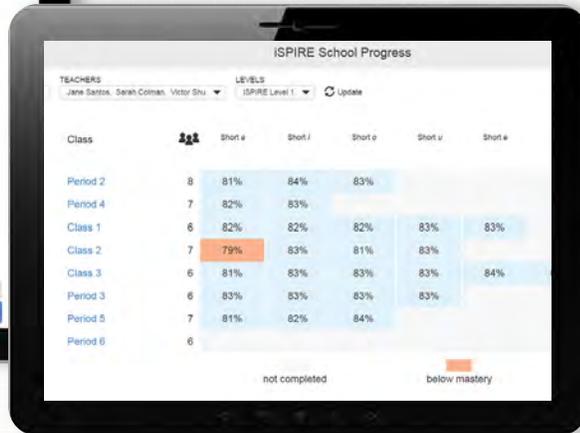
## ASSESSMENT WITH DIGITAL SCORING AND REPORTING

*S.P.I.R.E. STAR* lets teachers score students' print assessments, record their fluency and accuracy, and track student progress online in real time. It also consolidates this information into at-a-glance reports you can share at the class, school, or district level.



### Concept Assessment

As the student reads from the print assessment, the teacher records the student's responses digitally. The responses are automatically scored and the data entered to create individual and class reports.



Report shows how individual students and groups of students are mastering each new skill in the Concept Assessment.

### Pre/Post Test

S.P.I.R.E. Progress Report

REPORT: Pre/Post-Test LEVEL: Level 2

		Pre-Test				Date	Post-Test				Date
		DW	DS	CWPM	Comp		DW	DS	CWPM	Comp	
AC	Amanda ...	90%	75%	77	60%	9/15/19	93%	95%	103	80%	2/10/20
CL	Carlie Lig...	63%	85%	125	80%	9/15/19	98%	95%	65	80%	2/10/20
CS	Charlie S...	70%	85%	22	40%	9/15/19	88%	90%	108	80%	2/10/20
FM	Frank Mo...	80%	50%	67	60%	9/15/19	90%	80%	62	80%	2/10/20
GD	Gordon D...	85%	90%	149	40%	9/15/19	93%	95%	91	100%	2/10/20
TB	Tom Brown	78%	85%	184	60%	9/15/19	80%	85%	72	100%	2/10/20

DW - Decodable words  
DS - Decodable sentences  
CWPM - Correct words per minute  
Comp - Comprehension

Compare the progress of individual students and groups of students from the beginning of each level to its completion.

## CREATED EXPRESSLY FOR TEACHERS

Note that students cannot sign in to the digital platform, nor use it directly. *S.P.I.R.E. STAR* is a resource built exclusively for teachers to facilitate class instruction and individual student assessment, scoring, and tracking.



**S.P.I.R.E.**®

Specialized Program Individualizing Reading Excellence

**4th Edition**



***Level 4***

Teacher's Guide

Sheila Clark-Edmands

**EDUCATORS PUBLISHING SERVICE**



## Introductory Lesson 5: oa

Lesson Overview		
Step	Materials	Activity / Procedure
<b>Step 1: Phonogram Cards</b>	<ul style="list-style-type: none"> <li>Phonogram Cards 1–84</li> <li>Key Word Sheet <i>oa</i> (BLM p. 9)</li> </ul>	<ul style="list-style-type: none"> <li>Review previously taught Phonogram Cards</li> <li>Introduce Phonogram Card 84 (<i>oa</i>)</li> <li>Introduce key word <i>goat</i></li> </ul>
<b>Step 2: Phonological Awareness</b>	<ul style="list-style-type: none"> <li>1 green and 3 white circles (Manipulatives Kit)—1 set per student</li> <li>Phoneme Segmentation Sheet (Workbook p. 5 or BLM p. 1)</li> </ul>	<ul style="list-style-type: none"> <li>Segmentation: use circles to represent sounds; say letters to make a word</li> </ul>
<b>Step 3: Word Building</b>	<ul style="list-style-type: none"> <li>Small Letter Set (Manipulatives Kit)—1 per student</li> </ul>	<ul style="list-style-type: none"> <li>Use letters to build words and sound them out</li> </ul>
<b>Step 4: Decoding and Sentence Reading</b>	<ul style="list-style-type: none"> <li>Words and Sentences (Workbook p. 61)</li> </ul>	<ul style="list-style-type: none"> <li>Decoding words with <i>oa</i></li> <li><i>oa</i> automaticity</li> <li>Vocabulary development</li> </ul>
<b>Step 5: Prereading</b>		<ul style="list-style-type: none"> <li>Phoneme-grapheme analysis: letter/sound analysis</li> </ul>
<b>Step 6: Reading</b>	<ul style="list-style-type: none"> <li>Word Find (Workbook p. 62)</li> <li>Words and Sentences (Workbook p. 61)</li> </ul>	<ul style="list-style-type: none"> <li>Word Find</li> <li>Sentence reading</li> </ul>
<b>Step 7: Sound Dictation</b>	<ul style="list-style-type: none"> <li>Lesson Dictation Paper (BLM p. 17)—1 per student</li> </ul>	<ul style="list-style-type: none"> <li>Write known spellings for sounds</li> </ul>
<b>Step 8: Prespelling</b>		<ul style="list-style-type: none"> <li>Phonological awareness: identify phonemes in <i>coast</i></li> </ul>
<b>Step 9: Spelling</b>	<ul style="list-style-type: none"> <li>Lesson Dictation Paper (from Step 7)</li> <li><i>Optional:</i> Alternate Dictation Words (Appendix)</li> </ul>	<ul style="list-style-type: none"> <li>Say and spell words</li> <li>Identify vowel teams</li> </ul>
<b>Step 10: Sentence Dictation</b>	<ul style="list-style-type: none"> <li>Lesson Dictation Paper (from Step 7)</li> <li><i>Optional:</i> Alternate Dictation Sentences (Appendix)</li> </ul>	<ul style="list-style-type: none"> <li>Make a dash for each word in a sentence</li> <li>Write and say sentences</li> </ul>
<b>Independent Practice &amp; Assessment</b>	<ul style="list-style-type: none"> <li>Independent Practice 1 and 2 (Workbook pp. 63–64)</li> <li>Concept Mastery Fluency Drill 4.5 (BLM pp. 53–54)—1 master copy and 1 copy per student</li> </ul>	<ul style="list-style-type: none"> <li>Assign Independent Practice while assessing individual students</li> <li>Assess student fluency reading words with <i>oa</i></li> </ul>

• **Lesson 5 oa** introduces the vowel team *oa*. The vowel team *oa* makes the sound /ō/ and is usually found in the middle of words. This is the third spelling of /ō/ that students will learn. They have already learned *o-e* and open-syllable *o*, as in *so*. There is no way to know which spelling of /ō/ to use by simply listening to the word. For example, the word pronounced /bōt/ could be spelled *bote* or *boat*. It is only through many experiences seeing, spelling, and writing *oa* words that students build an automatic visual/kinesthetic memory of them. This is why it is important to have students orally spell, before they write, to eliminate as many written errors as possible. With practice, students will learn how to spell these words automatically.

1

### Step 1: Phonogram Cards

Review all previously learned Phonogram Cards. Display Phonogram Cards 1–83.

**I will show these consonants, vowels, letter teams, and vowel teams one at a time. When I show a consonant or vowel, say the name of the letter and then say its sound. When I show a letter team or vowel team, say the name of the letters and then say their sound.**

Model the first item for students. Review Phonogram Cards 1–83.

2

**Today you will learn a new vowel team. Who remembers what a vowel team is?** (two vowels that work together to make one sound)

Display Phonogram Card 84.

**This is the vowel team *oa*. The letters *oa* make the sound /ō/.**

3

Display Key Word Sheet *oa*.

**Look at the picture of the goat. The key word for *oa* is *goat*. Say *goat*. (goat) Listen as I say the word *goat* slowly. Say *goat* slowly, stretching out each sound. The vowel team *oa* says /ō/.**

4

Display Phonogram Card 84.

**Listen and watch as I say this vowel team's name and its sound: *oa*, /ō/.**

Have students repeat *oa* and /ō/ several times.

5

Display Key Word Sheet *oa*.

**Now listen and watch as I say the key word and its sound: *goat*, /ō/.**

Have students repeat *goat* and /ō/ several times.

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### Step 2: Phonological Awareness

#### Segmentation

Students use 1 green and 3 white circles from their Manipulatives Kit to identify and manipulate sounds in words.

Students can use the Phoneme Segmentation Sheet on page 5 of their workbook, or you may choose to make a copy for each student.

Digital  
scene

- Put your circles in the gray box at the top of your sheet. I will say a word, and you will bring a circle down for each sound you hear. Use green circles for vowel sounds. Use white circles for consonant sounds.
- The first word is *road*. How many sounds do you hear? (3) Bring down a circle for each sound you hear. Remember to use a green circle for a vowel sound. Wait for students to finish.
- Check to be sure that students bring down three circles and have used a green circle for the vowel sound.
- Sound out the word, pointing to each circle. (/r/ /ō/ /d/) Now say the whole word fast. (road)
- Let's change *road* to *toad*. Sound out *road*. (/r/ /ō/ /d/) Now sound out *toad*. (/t/ /ō/ /d/)
- What sound will you change? (change the /r/ to /t/) Push up the first white circle and bring down another white circle to show that the sound changed. Wait for students to finish.
- Point to each circle and say its sound. (/t/ /ō/ /d/) Now say the whole word. (toad)
- Repeat the second part of the activity by having students change *toad* to *load*, *load* to *loaf*, *loaf* to *loam*, *loam* to *loan*, *loan* to *moan*, *moan* to *moat*.

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### Step 3: Word Building

- Students will use the Small Letter Set from their Manipulatives Kit to build words.
- What sound does the vowel team *oa* make? (/ō/) Today we are going to build words with the /ō/ sound.
- Say *road*. (road) How many sounds do you hear in the word *road*? (3) What is the first sound you hear in *road*? (/r/) Bring down the Small Letter that makes the sound /r/. What is the letter? (r) What vowel sound do you hear in *road*? (/ō/) Bring down the new green Small Letter *oa*. What is the last sound you hear in *road*? (/d/) Bring down the Small Letter that makes the sound /d/. What is the letter? (d) Sound out the word, pointing to each letter, team, prefix, or suffix as you say its sound or sounds. (/r/ /ō/ /d/) Underline *oa*. What sound do these letters make? (/ō/) Now go back to the beginning of the word and glide your finger under the word, saying it fast. (road)
- Repeat the procedure with the following words: *toad*, *loaf*, *loan*, and *moat*.

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### Step 4: Decoding and Sentence Reading

#### Decoding

- Use the top half of workbook page 61, "Words and Sentences."
- Open your workbook to page 61 and look at the words on the top of the page. Put your finger under the first word and say it aloud. (oak) Underline the vowel team. What is the name of the vowel team? (oa) What sound does it make? (/ō/)

▼ scene

oa

- **Point to each letter, team, prefix, or suffix and say its sound or sounds.** (/ō/ /k/) **Go back to the beginning of the word and glide your finger under the word, saying it fast.** (oak)
- **Who can use this word in a sentence?** (Answers will vary.)

• Continue reading the words, from left to right and row by row, using the same procedure. Have students underline the vowels or any vowel teams, draw a smile under any letter teams, draw a line between any syllables, mark any silent e's by crossing out the e and drawing a curved line from the e back over the consonant (omitting the curved line for any silent e's that don't change the sound of the vowel or vowels in the word), draw a circle around any s that comes before a silent e, draw a box around any suffixes or prefixes, and cross out any silent gh's. Ask students to use the word in a sentence if you are unsure whether they understand it.

• After five minutes, move on to Step 5.

#### Vocabulary Development

• The following words may present meaning challenges for some students: *poach* and *cloak*. Check that students understand the meanings of the words. Discuss unknown vocabulary with students using the strategies described in Vocabulary Development, in the Appendix.

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### Step 5: Prereading

#### Phoneme-Grapheme Analysis

• Write *loaf* on the board.

• **This word is *loaf*. What is this word?** (loaf)

• **In the word *loaf*, what letter says /l/?** (l)

• **In the word *loaf*, what two letters say /ō/?** (oa)

• **In the word *loaf*, what letter says /f/?** (f)

• **In the word *loaf*, what does the letter l say?** (/l/)

• **In the word *loaf*, what do the two letters oa say?** (/ō/)

• **In the word *loaf*, what does the letter f say?** (/f/)

• **Say *loaf*.** (loaf) **Say *loaf* again, but instead of /f/, say /d/.** (load)

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### Step 6: Reading

• Use workbook page 62, "Word Find."

• **Open your workbook to page 62. What vowel team do you see in the center of your Word Find?** (oa) **What sound do these letters make?** (/ō/)

• **Look at all the words. Find the words that have the vowel team oa in them and color the vowel team. Then read each word and circle it. See how many words with oa you can find and read in five minutes.**

• After five minutes, have students take turns reading their circled words aloud. As a word is read, write it on the board and have students check it off on their page.

Digital scene

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Use the bottom half of workbook page 61, "Words and Sentences."

**Open your workbook to page 61 and look at the sentences on the bottom of the page.**

**Look at the first sentence: 1. Glen likes to float on the waves in his boat. Circle the first *oa* word in the sentence. What is the word? (float) Now say each sound in the word. (/f/ /l/ /ō/ /t/)**

Have students circle the remaining words that have *oa* in the first sentence. Next, ask students to read the circled words and then the sentence aloud. Finally, read the sentence together with students.

Repeat the procedure with each sentence. Remind students to make a picture in their minds as they read to make sure they understand each sentence.

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### Step 7: Sound Dictation

Distribute Lesson Dictation Paper to each student.

- Say /ō/. (/ō/) What two letters did you just learn that make this sound? (oa) What other ways do you know to write this sound? (o-e, o, ou) When I dictate the sound /ō/, write all the ways you know to spell the sound. Write o-e, o, ou, and oa on your paper, naming the letters as you write. (o-e, o, ou, oa) Now look at the letters you just wrote. What are the names of the letters? (o-e, o, ou, oa) What sound does o-e make? (/ō/) What sound does o make at the end of a word or syllable? (/ō/) What sound can ou make? (/ō/) What sound does oa make? (/ō/)**

Repeat with the following sounds. If a sound can be represented multiple ways, students should write all known ways to represent that sound. 2. /ō/ (o); 3. /īng/ (ing); 4. /er/ (er); 5. /pŭl/ (ple); 6. /gŭl/ (gle); 7. /ō/ (o-e, o, ou, oa); 8. /ē/ (e-e, e, y, ea); 9. /ā/ (a-e, ay, ea); 10. /wŏ/ (wa)

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### Step 8: Prespelling

#### Phonological Awareness

**Say coast. (coast) Now say a word that rhymes with coast. (Sample answers: roast, toast, most) What is the first sound you hear in coast? (/k/) What vowel sound do you hear in coast? (/ō/) What is the next sound you hear in coast? (/s/) What is the last sound you hear in coast? (/t/)**

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### Step 9: Spelling

Students use the same sheet of Lesson Dictation Paper distributed in Step 7.

Alternate Dictation Words covering the same skills, found in the Appendix, are available for older students.

- Say coast. (coast) Who can spell the word coast, writing the letters on the board as you name them? Have a student come to the board to write the word. (c, o, a, s, t) Let's spell coast together. (c, o, a, s, t) Now pick up your pencil and write coast, naming the letters as you write. (c, o, a, s, t)**

• **Look at the word you just wrote and underline the vowel team. What sound does *oa* make? (/ō/)** Go to the beginning of the word and sound out each letter, team, prefix, or suffix. (/k/ /ō/ /s/ /t/) **Now glide your finger under the word and say it fast.** (coast)

• Repeat with the following words: 2. coat; 3. toast; 4. goal; 5. toad; 6. goat; 7. float; 8. road; 9. soap; 10. foam

• When finished, have students take turns reading the words aloud.

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### Step 10: Sentence Dictation

• Students use the same sheet of Lesson Dictation Paper distributed in Step 7.

• Alternate Dictation Sentences covering the same skills, found in the Appendix, are available for older students.

• **Listen carefully as I say a sentence, and watch as I make a dash on the board for each word in the sentence.**

#### 1. We will float the boat with oars up the coast.

• Make a dash on the board as you say each word.

• **Say the sentence as I point to each dash.** (We will float the boat with oars up the coast.)

• **Let's say the sentence again, and this time you make a dash on your paper for each word.** (We will float the boat with oars up the coast.) **Look at your dashes again and say the sentence, pointing to each dash as you say each word.** (We will float the boat with oars up the coast.)

• **Now write the sentence on your paper, writing one word on each dash.** (Wait for students to finish writing.)

• **Put your pencil down when you finish, and go back and check the sentence. If you find a mistake, do not erase it. Put brackets around the mistake, and write the correct word above it.**

• You may need to demonstrate bracketing a mistake and making a correction, as shown in Sentence Dictation, in the Appendix. Help students check and correct the sentence.

• **Which four words in this sentence have the /ō/ sound spelled *oa*?** (float, boat, oars, coast) **Did you remember to spell the /ō/ sound as *oa* when you heard it in these words?** (Answers will vary.)

• Repeat the procedure with the following sentence:

#### 2. We can soak with soap and make foam.

• When students finish, have them read both sentences aloud.

Digital  
scene

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### Independent Practice

While you are administering the Concept Mastery Fluency Drill to students one at a time, the other students may complete independent practice for extra reinforcement of this lesson's concepts.

**Independent Practice 1:** Have students turn to page 63 in their workbook. Discuss the illustrations, identifying each picture. Then read the words at the top of the page with the students. Next, have them find a word that matches the first picture and write it in the space under the picture. Encourage students to complete the page independently.

**Independent Practice 2:** Have students turn to page 64 in their workbook. With students, read the words below the sentences and then read the first sentence. Have students find a word that completes the sentence and write it in the space. Encourage students to complete the page independently.

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### Concept Mastery Fluency Drill

Test students one at a time. Select the student being tested and give the student Concept Mastery Fluency Drill 4.5. For information on using the Concept Mastery Fluency Drill for fluency instruction and additional assessment, see Rereading for Fluency in the Appendix.



**Paper Assessment:** Follow the directions for administration and scoring, found in *Blackline Masters for Instruction and Assessment*.



**Digital Assessment:** Follow the directions for administration and scoring, found in Lesson 4.5, Scene 17.



**Reinforcing Lesson 5a: oa**

Lesson Overview		
Step	Materials	Activity / Procedure
<b>Step 1: Phonogram Cards</b>	<ul style="list-style-type: none"> <li>Phonogram Cards 1–84</li> <li>Decodable 1 Word Cards 47–49</li> <li>Sight Word Cards 124–127</li> </ul>	<ul style="list-style-type: none"> <li>Review previously taught Phonogram and Word Cards</li> <li>Introduce Decodable 1 Word Cards 47–49</li> <li>Introduce Sight Word Cards 124–127</li> </ul>
<b>Step 2: Phonological Awareness</b>		<ul style="list-style-type: none"> <li>Sound providing: say sounds heard in parts of a word</li> </ul>
<b>Step 3: Word Building</b>	<ul style="list-style-type: none"> <li>Small Letter Set (Manipulatives Kit)—1 per student</li> </ul>	<ul style="list-style-type: none"> <li>Use letters to build words and sound them out</li> </ul>
<b>Step 4: Decoding and Sentence Reading</b>	<ul style="list-style-type: none"> <li>Words and Sentences (Workbook p. 65)</li> </ul>	<ul style="list-style-type: none"> <li>Word decoding</li> <li>Sentence comprehension</li> </ul>
<b>Step 5: Prereading</b>		<ul style="list-style-type: none"> <li>Phoneme-grapheme analysis: letter/sound analysis</li> <li>Introducing the story: build background, vocabulary, and concepts</li> </ul>
<b>Step 6: Reading Comprehension</b>	<ul style="list-style-type: none"> <li>Passage (Workbook pp. 66–67)</li> <li>Graphic Organizer (Workbook p. 68 or BLM p. 18)</li> <li>Fluency Tracking Sheet (Workbook p. 230)</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading</li> <li>Comprehension activity: graphic organizer</li> <li>Rereading for fluency</li> </ul>
<b>Step 7: Sound Dictation</b>	<ul style="list-style-type: none"> <li>Lesson Dictation Paper (BLM p. 17)—1 per student</li> </ul>	<ul style="list-style-type: none"> <li>Write known spellings for sounds</li> </ul>
<b>Step 8: Prespelling</b>		<ul style="list-style-type: none"> <li>Phonological awareness: identify phonemes in <i>roam</i></li> </ul>
<b>Step 9: Spelling</b>	<ul style="list-style-type: none"> <li>Lesson Dictation Paper (from Step 7)</li> <li><i>Optional:</i> Alternate Dictation Words (Appendix)</li> </ul>	<ul style="list-style-type: none"> <li>Say and spell words</li> <li>Identify consonants, vowels, letter teams, and syllables</li> </ul>
<b>Step 10: Sentence Dictation</b>	<ul style="list-style-type: none"> <li>Lesson Dictation Paper (from Step 7)</li> <li><i>Optional:</i> Alternate Dictation Sentences (Appendix)</li> </ul>	<ul style="list-style-type: none"> <li>Make a dash for each word in a sentence</li> <li>Write and say sentences</li> </ul>
<b>Independent Practice &amp; Assessment</b>	<ul style="list-style-type: none"> <li>Independent Practice 1 and 2 (Workbook pp. 69–70)</li> <li><i>Optional:</i> Decodable Reader <i>Mick and Granddad's Doughnuts</i> (Set 4B)</li> <li>Concept Assessment 4.5a (BLM p. 77)—1 master copy and 1 copy per student</li> </ul>	<ul style="list-style-type: none"> <li>Assign Independent Practice while assessing individual students</li> <li>Assess student fluency reading words with <i>oa</i></li> </ul>

Digital  
scene

1

**Step 1: Phonogram Cards**

Review all previously learned Phonogram Cards. Display Phonogram Cards 1–84.

**I will show these consonants, vowels, letter teams, and vowel teams one at a time. When I show a consonant or vowel, say the name of the letter and then say its sound. When I show a letter team or vowel team, say the name of the letters and then say their sound.**

Model the first item for students. Review Phonogram Cards 1–84.

2

**Today you will learn some new words. These words are important to practice because you use them often. They are on green cards because you can sound them out.**

Display Decodable 1 Word Card 47.

**This word is *road*. What is this word? (road) Do you see the vowel team *oa* in this word? (yes) Who can use *road* in a sentence? (Answers will vary.)**

Using the same procedure, introduce Decodable 1 Word Cards 48 and 49.

3

Review Decodable 1 Word Cards 47–49.

4

**Today you will also learn some new sight words. They are on red cards because if you try to sound them out, they will not make all the sounds you would expect.**

Display Sight Word Card 124.

**This word is *doughnut*. What is this word? (doughnut) You've seen this word before. The vowel team *ou* makes the sound /ō/, and the letters *gh* are silent. *Doughnut* is a sight word because the letters *gh* are silent. Who can use the word *doughnut* in a sentence? (Answers will vary.)**

Using the same procedure, introduce Sight Word Cards 125–127, explaining that although students have seen these words before, they are sight words because the *gh* is silent.

5

Review Sight Word Cards 124–127.

6

**Step 2: Phonological Awareness****Sound Providing**

**Say *groan*. (groan) What is the first sound you hear in *groan*? (/g/) What is the next sound you hear in *groan*? (/r/) What vowel sound do you hear in *groan*? (/ō/) What is the last sound you hear in *groan*? (/n/)**

Repeat the activity with the following words: *float*, *croak*, *throat*, *toad*, and *coal*.

7

**Step 3: Word Building**

Students will use the Small Letter Set from their Manipulatives Kit to build words.

**Today let's build words with the vowel team *oa*. What sound does *oa* make? (/ō/)**

**Say *groan*. (groan) How many sounds do you hear in the word *groan*? (4) What is the first sound you hear in *groan*? (/g/) Bring down the Small Letter that makes the sound /g/.**

**What is the letter? (g) What is the second sound you hear in *groan*? (/r/) Bring down the Small Letter that makes the sound /r/. What is the letter? (r) What vowel sound do you hear in *groan*? (/ō/) Bring down Small Letter *oa*. What is the last sound you hear in *groan*? (/n/) Bring down the Small Letter that makes the sound /n/. What is the letter? (n) Sound out the word, pointing to each letter, team, prefix, or suffix as you say its sound or sounds. (/g/ /r/ /ō/ /n/) Now go back to the beginning of the word and glide your finger under the word, saying it fast. (groan)**

Repeat the activity with the following words: *float*, *croak*, *throat*, *toad*, and *coal*.

8

**Step 4: Decoding and Sentence Reading****Decoding**

Use the top half of workbook page 65, "Words and Sentences."

**Open your workbook to page 65 and look at the words on the top of the page. Put your finger under the first word and say it aloud. (toasted) Underline any vowels or vowel teams, draw a box around any suffixes, and draw a line between any syllables.**

**Point to each letter, team, prefix, or suffix and say its sound or sounds. (/t/ /ō/ /s/ /t/ /ē/ /d/) Go back to the beginning of the word and glide your finger under the word, saying it fast. (toasted)**

Continue reading the words, from left to right and row by row, using the same procedure. Have students underline the vowels or any vowel teams, draw a smile under any letter teams, draw a line between any syllables, mark any silent *e*'s by crossing out the *e* and drawing a curved line from the *e* back over the consonant (omitting the curved line for any silent *e*'s that don't change the sound of the vowel or vowels in the word), draw a circle around any *s* that comes before a silent *e*, draw a box around any suffixes or prefixes, and cross out any silent *gh*'s. Ask students to use the word in a sentence if you are unsure whether they understand it.

After five minutes, move on to Sentence Comprehension.

9

**Sentence Comprehension**

Use the bottom half of workbook page 65, "Words and Sentences."

**Open your workbook to page 65 and look at the sentences on the bottom of the page.**

**Read the first sentence silently. We will discuss any words you don't know when you are finished. Remember to make a picture in your mind as you read to make sure you understand what you're reading. Look up when you are finished.**


 Digital scene

Let's read the first sentence aloud together.

1. Mom chopped a handful of nuts to put into the cake batter.

**What did Mom put in the cake batter?** (a handful of nuts)

Read the next sentence silently. Look up when you are finished.

2. Beth stayed home with a sore throat.

**Why did Beth stay home?** (She had a sore throat.) Choose a student to read the sentence aloud. (Beth stayed home with a sore throat.) **Now let's read the sentence aloud together.** (Beth stayed home with a sore throat.)

Repeat the activity with the remaining sentences:

3. Do not make rude comments.

**What should you not do?** (make rude comments)

4. Please stop slouching in your seat.

**What should you stop doing?** (slouching in your seat)

5. Lex groaned as he lifted the heavy box.

**When did Lex groan?** (when he lifted the heavy box)

6. My dad coached our winning team.

**What did this person's dad do?** (He coached the winning team.)

7. The frog croaked in the pond.

**What did the frog do?** (It croaked in the pond.)

8. At breakfast, I had poached eggs and toast.

**What did this person have for breakfast?** (poached eggs and toast)

9. The film was a thriller.

**What kind of film was it?** (a thriller)

10. That box has a big hole.

**What does that box have?** (It has a big hole.)

10

### Step 5: Prereading

#### Phoneme-Grapheme Analysis

Write *coax* on the board.

**This word is *coax*. What is this word?** (*coax*)

**In the word *coax*, what letter says /k/?** (c)

- In the word *coax*, what two letters say /ō/? (oa)
- In the word *coax*, what letter says /ks/? (x)
- In the word *coax*, what does the letter *c* say? (/k/)
- In the word *coax*, what do the two letters *oa* say? (/ō/)
- In the word *coax*, what does the letter *x* say? (/ks/)
- Say *coax*. (coax) Say *coax* again, but instead of /ks/, say /t/. (coat)

11

### Introducing the Story

#### Build Background, Vocabulary, and Concepts

- Have you ever been in a boat? Where did you go? Who drove the boat? Were you able to drive it? (Answers will vary.) Can you think of a time that you acted responsibly? (Answers will vary.) Maybe you cared for a pet or something that you own, like a bicycle. Maybe you helped someone. What did you do? (Answers will vary.)
- In this story, Rob lives on Cape Cod, a place near the sea. He loves to ride in a boat on the water, and he plans to save enough money to buy his own boat. A boat is a big responsibility, and Rob's dad doesn't know if Rob is ready. Let's read the story to see what happens.

12

### Step 6: Reading Comprehension

- Use the passage on workbook pages 66–67: *Rob's Wish*.
- In this step, students read sections of the passage silently, answer questions about each section, and then read the passage again. The passage, with numbered sections, can be found in the annotated workbook pages in the Appendix.
- **Open your workbook to the passage on pages 66 and 67 and read the title aloud.** (*Rob's Wish*) **Read the first section silently. Remember to make a picture in your mind as you read. Look up when you are finished.**
- **Section 1: Where does Rob Santos live?** (on Cape Cod) **Where does Rob want to spend his time?** (by the sea and on the sea) **What is Rob's goal?** (He wants to make enough cash to get a small boat.) **What will Rob do if he gets a boat?** (He will roam the seas and head up the coast.)
- Use the same procedure with the following passage sections:
  - **Section 2: What is Rob's problem?** (He has to coax his dad into letting him have a boat.) **Why is this a big problem for Rob?** (Last summer Rob was careless with his dad's boat.) **What happened to his dad's boat?** (Rob lost an oar and banged the boat on the dock.) **Why does a boat need oars?** (to paddle it) **Did Rob treat his dad's boat with care?** (no)
  - **Section 3: What did Rob do to repair the boat?** (He went to the store to get an oar, and he fixed the boat.) **How did Rob's dad feel after Rob fixed the boat?** (His dad didn't think that was enough. He didn't think Rob could be trusted to take care of a boat.)

Digital scene

- **Section 4: Where is Rob on this summer day?** (on the beach) **Why does Rob sit up?** (He hears a scream.) **Who is on the rubber raft?** (a small child) **Who screams?** (the child's mother) **Why does the child's mother run into the waves?** (to get her child) **Is she able to get the child?** (no)
- **Section 5: What does Rob do next?** (He jumps into his dad's boat.) **What does Rob do after he grabs the oars?** (He locks them in the oarlocks.) **What is an oarlock?** (a metal piece used to hold an oar in place) **Was Rob rowing quickly or slowly?** (quickly) **Is Rob working hard?** (yes) **How can you tell?** (He is sweating.)
- **Section 6: What does Rob do once he reaches the child?** (He pulls her into his boat.) **How does she feel to be rescued?** (happy) **How does Rob get the raft back to shore?** (He ties the raft to his boat and drags it behind him.)
- **Section 7: What happens when Rob reaches the shore?** (The child's mom hugs Rob.) **Why does the child's mom hug Rob?** (She is happy he saved her child.) **Why do people pat him on the back?** (They're proud of him for saving the child.)
- **Section 8: Who calls Rob's name?** (his dad) **Why is Rob's dad proud?** (because Rob saved the child) **What has Rob's dad decided to do?** (He will let Rob use his boat for the summer. If Rob takes care of it, he will help Rob get his own boat.) **Will Rob's wish come true?** (Yes, if he takes care of his dad's boat.)
- **Go to the beginning and silently read the entire passage without stopping. When you finish, look at me.**

Choose students to read sections of the passage aloud to the group.

13

**Comprehension Activity**

**Cause and Effect**

Have students open their workbook to the Graphic Organizer on page 68. You may also draw or project the Graphic Organizer found in *Blackline Masters for Instruction and Assessment*. Work with students to fill in the answers as they find causes and effects in *Rob's Wish*.

**We will use the passage to complete the Graphic Organizer. On the left side, we need to write three causes in *Rob's Wish*. On the right side, we need to write three effects. Remember that a cause is something that happens, and an effect is a result of what happens.**

Complete the Graphic Organizer using the passage.

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68

Cause	Effect
Rob hears a loud scream.	Rob leaps into his dad's boat.
Rob saves the child.	The child's mother hugs Rob.
Rob's dad is proud that Rob saved the child.	Rob's dad is going to let Rob use the boat all summer.

4.5a.001

Graphic Organizer

14

**Rereading for Fluency**

- To strengthen oral reading fluency and to obtain a words-correct-per-minute (wcpm) score, have students complete a one-minute fluency probe using the passage *Rob's Wish* on pages 66 and 67 of their workbook.
- Students should use the Fluency Tracking Sheet in their workbook to track their wcpm score.
- For directions, see Rereading for Fluency, in the Appendix.

15

**Step 7: Sound Dictation**

Distribute Lesson Dictation Paper to each student.

- Say /ō/. (/ō/) What are four ways you know to spell the sound /ō/? (o-e, o, ou, oa) When I dictate the sound /ō/, write o-e, o, ou, and oa. Write o-e, o, ou, and oa on your paper, naming the letters as you write. (o-e, o, ou, oa) Now look at the letters you just wrote. What are the names of the letters? (o-e, o, ou, oa) What sound does o-e make? (/ō/) What sound does o make at the end of a syllable or word? (/ō/) What sound can ou make? (/ō/) What sound does oa make? (/ō/)**

Repeat with the following sounds. If a sound or sounds can be represented multiple ways, students should write all known ways to represent that sound. 2. /ā/ (a-e, ay, ea); 3. /ēd/ (ed); 4. /ī/ (i-e, y); 5. /ch/ (ch, tch); 6. /ō/ (o-e, o, ou, oa); 7. /ōl/ (oll); 8. /t/ (t, ed); 9. /ē/ (e-e, e, y, ea); 10. /ě/ (e, ea)

16

**Step 8: Prespelling****Phonological Awareness**

- Say roam. (roam) How many sounds do you hear in the word roam? (3) What is the first sound you hear in roam? (/r/) What vowel sound do you hear in roam? (/ō/) What is the last sound you hear in roam? (/m/)**

17

**Step 9: Spelling**

Students use the same sheet of Lesson Dictation Paper distributed in Step 7.

Alternate Dictation Words covering the same skills, found in the Appendix, are available for older students.

- Say roam. (roam) Who can spell roam, writing the letters on the board as you name them? Have a student come to the board to write the word. (r, o, a, m) Let's spell roam together. (r, o, a, m) Now pick up your pencil and write roam, naming the letters as you write. (r, o, a, m)**

Look at the word you just wrote and underline the vowel team. What sound does *oa* make? (/ō/) Go to the beginning of the word and sound out each letter, team, prefix, or suffix. (/r/ /ō/ /m/) Now glide your finger under the word and say it fast. (roam)

Repeat with the following words: 2. coach; 3. five; 4. team; 5. toast; 6. throat; 7. helped; 8. coarse; 9. goals; 10. roadrunner

When finished, have students take turns reading the words aloud.

18

### Step 10: Sentence Dictation

Students use the same sheet of Lesson Dictation Paper distributed in Step 7.

Alternate Dictation Sentences covering the same skills, found in the Appendix, are available for older students.

**Listen carefully as I say a sentence, and watch as I make a dash on the board for each word in the sentence.**

#### 1. Coach Tom helped the team make five goals.

Make a dash on the board as you say each word.

**Say the sentence as I point to each dash.** (Coach Tom helped the team make five goals.)

**Let's say the sentence again, and this time you make a dash on your paper for each word.**

(Coach Tom helped the team make five goals.) **Look at your dashes again and say the sentence, pointing to each dash as you say each word.** (Coach Tom helped the team make five goals.)

**Now write the sentence on your paper, writing one word on each dash.** (Wait for students to finish writing.)

**Put your pencil down when you finish, and go back and check the sentence. If you find a mistake, do not erase it. Put brackets around the mistake, and write the correct word above it.**

You may need to demonstrate bracketing a mistake and making a correction, as shown in Sentence Dictation, in the Appendix. Help students check and correct the sentence.

**Which two words in this sentence have the /ō/ sound spelled *oa*?** (Coach, goals) **Did you remember to spell the /ō/ sound as *oa* when you heard it in these words?** (Answers will vary.)

Repeat the procedure with the following sentence:

#### 2. My throat is dry today.

When students finish, have them read both sentences aloud.

19

### Independent Practice

While you are administering the Concept Assessment to students one at a time, the other students may complete independent practice for extra reinforcement of this lesson's concepts.

**Independent Practice 1:** Have students turn to page 69 in their workbook. Discuss the illustrations with students, and then have students look at the letters at the top of each column. Briefly review with students that *o-e*, as in *rope*, and *oa*, as in *goat*, both make the sound /ō/. Then read the words in the box with students. Look at the first word, *coat*, and help students decide whether the word is spelled with *o-e* or *oa*. Then have students write *coat* in the *oa* column. Encourage students to complete the page independently.

**Independent Practice 2:** Have students turn to page 70 in their workbook. For the first activity, discuss the illustration, prompting students to tell what they remember about the passage *Rob's Wish*. Then read and discuss the first question with students. When possible, students should answer in complete sentences. For the second activity, read the directions with students. Help them understand the difference between homophones by reviewing the meanings of the words *road* and *rode*. Then have students complete each sentence with *road* or *rode* and write it in the space. Encourage students to complete the page independently.

If students are ready to read a new decodable book independently or in pairs, invite them to read Set 4B: Decodable Reader *Mick and Granddad's Doughnuts*.

20

### Concept Assessment

Test students one at a time. Select the student being tested and give the student Concept Assessment 4.5a.



**Paper Assessment:** Follow the directions for administration and scoring, found in *Blackline Masters for Instruction and Assessment*.

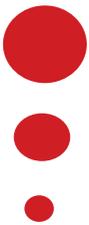


**Digital Assessment:** Follow the directions for administration and scoring, found in Lesson 4.5a, Scene 20.



**S.P.I.R.E.**®

**4th Edition**



***Level 4***  
**Workbook**

Sheila Clark-Edmands

**EDUCATORS PUBLISHING SERVICE**

**4.5: oa****Words and Sentences**

1. oak toad loaf load road
  2. boat goat coat soak moan
  3. foam loan goal coal soap
  4. poach groan cloak croak oar
  5. roam roar board roast toast
- 

1. Glen likes to float on the waves in his boat.
2. Jake and Ann made meatloaf.
3. The silly goat boasted that he could eat the dashboard.
4. I soaked in the tub after a long road trip.
5. Try to coax the tot to eat his oatmeal.

4.5: oa

Word Find

oak **Fun** **poached**  
 trade **blackboard** **loan**  
 loaf **game** Coach  
**drive** **BREAD** roar  
 jingle **oa** toad  
 whiff Roadrunner **ROAM**  
**coating** hayloft skateboard  
 coax **OATMEAL** mildness  
**tugboat** Settle

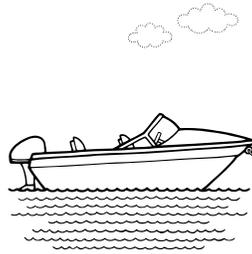
4.5: oa

Independent Practice 1

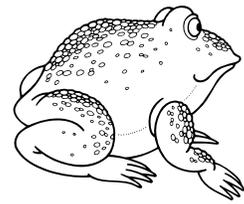
boat	oar	coat	toast
board	goat	soap	road
roar	goal	toad	oatmeal



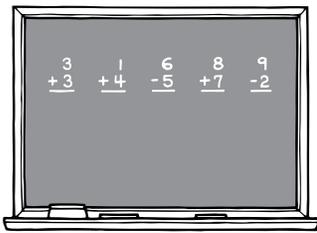
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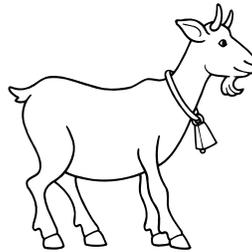
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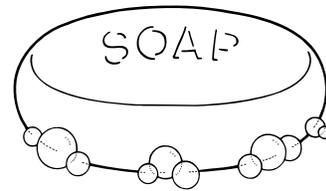
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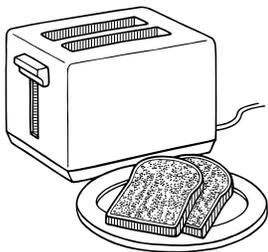
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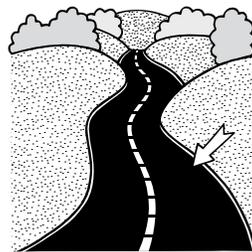
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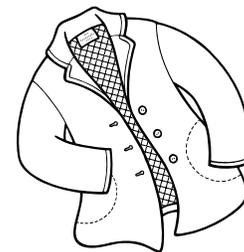
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## 4.5: oa

## Independent Practice 2

Find the best word to complete each sentence.

1. It was so cold, I had to wear three \_\_\_\_\_.
2. The \_\_\_\_\_ tree was taller than the house.
3. The frog \_\_\_\_\_ and then jumped quickly into the pond.
4. Wash your hands with \_\_\_\_\_ before you eat.
5. The \_\_\_\_\_ munched grass all day long.

---

coats

croaked

oak

goat

soap

---

## 4.5a: oa

## Words and Sentences

- |    |         |          |          |         |
|----|---------|----------|----------|---------|
| 1. | toasted | sounded  | floats   | little  |
| 2. | temple  | restless | boasting | roasted |
| 3. | useless | thriller | boss     | risky   |
| 4. | seat    | slouch   | throat   | sore    |
| 5. | stayed  | groaning | sitting  | handful |

.....

1. Mom chopped a handful of nuts to put into the cake batter.
2. Beth stayed home with a sore throat.
3. Do not make rude comments.
4. Please stop slouching in your seat.
5. Lex groaned as he lifted the heavy box.
6. My dad coached our winning team.
7. The frog croaked in the pond.
8. At breakfast, I had poached eggs and toast.
9. The film was a thriller.
10. That box has a big hole.

4.5a: oa

Passage

## Rob's Wish

Cape Cod was home to Rob Santos. The sea was all 11  
 around him on the Cape, which was fine with Rob. He 22  
 wanted to spend as much time as he could by the sea and 35  
 on the sea. His goal was to make enough cash, with help 47  
 from his dad, to get a small boat. Then he would roam the 60  
 seas, maybe head up the coast. 66

Rob had just one problem, and it was not a small one. He 79  
 had to coax his dad into letting him have a boat. This would 92  
 not be so simple. Last summer, Rob was careless with his 103  
 dad's boat. He had lost one of the oars. Then he had badly 116  
 banged the boat when he had pulled in to the dock. His dad 129  
 had said that Rob hadn't treated the boat with care. 139

Rob had gone to the store to get an oar. He had fixed the 153  
 boat. But his dad did not think that was enough. He did not 166  
 trust Rob to take care of a boat. Rob had to make it clear to 181  
 his dad that he could be trusted. But what could he do? 193

Then one summer day, Rob was at the beach, near the 204  
 dock, soaking up some sun. Suddenly, there was a loud 214  
 scream. Rob quickly sat up. A small child was floating on 225  
 a rubber raft out at sea. The wind must have come up 237  
 suddenly and pushed the rubber raft out from shore. The 247

## 4.5a: oa

## Passage

child's mom was the one who had screamed. Rob watched 257  
her run into the waves to get her child, but the child was 270  
out of reach. 273

Rob quickly jumped up, dashed to the dock, and leaped 283  
into his dad's boat. He grabbed the oars and locked them 294  
into the oarlocks. He headed out quickly. As Rob pulled 304  
on the oars, sweat dripped off his chin. He pushed the boat 316  
faster and faster through the waves. 322

At last, Rob reached the child and pulled her into his 333  
boat. She was happy to be safe and gave him a hug. Tying 346  
the raft to his boat with a rope, Rob dragged the raft  
behind him to shore.

When Rob got back on land, the child's mom ran and hugged  
him. As she held her child, some watchers came up  
to Rob and patted him on the back. He had acted quickly  
and bravely, they told him.

"Rob," someone said. Rob spun around. It was his dad.  
"I am proud of what you just did. So here is what I am  
going to do. I will let you use my boat all summer. If you  
take care of it, then I will help you get a boat that is all  
yours. What do you say?"

Rob stuck out his hand. "It's a deal, Dad," he said with a  
big grin.

4.5a: oa Graphic Organizer

**Effect**

Three vertical lines for writing in the first effect box.

Three vertical lines for writing in the second effect box.

Three vertical lines for writing in the third effect box.

**Cause**

Three vertical lines for writing in the first cause box.

Three vertical lines for writing in the second cause box.

Three vertical lines for writing in the third cause box.



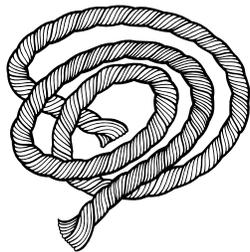
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4.5a: oa

Independent Practice 1

coat	road	rode	toast
hope	soap	home	float
smoke	goal	pole	rope
stove	boat	more	load

o-e



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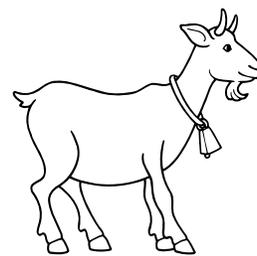
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oa



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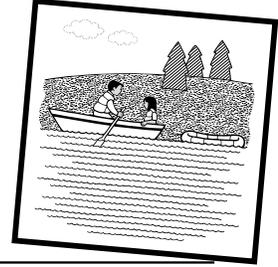
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4.5a: oa

Independent Practice 2

## Rob's Wish



1. What was Rob's wish?

---



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2. What made it difficult for Rob to get his wish?  
What was his problem?

---



---



---

3. What did Rob do to make it clear to his dad  
that he could be trusted with a boat?

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Complete using *road* or *rode*.

The \_\_\_\_\_ is bumpy and has holes.

Rob \_\_\_\_\_ in the boat.

Is this the \_\_\_\_\_ to your house?

Do not cross the \_\_\_\_\_.

Jack \_\_\_\_\_ in the back seat.



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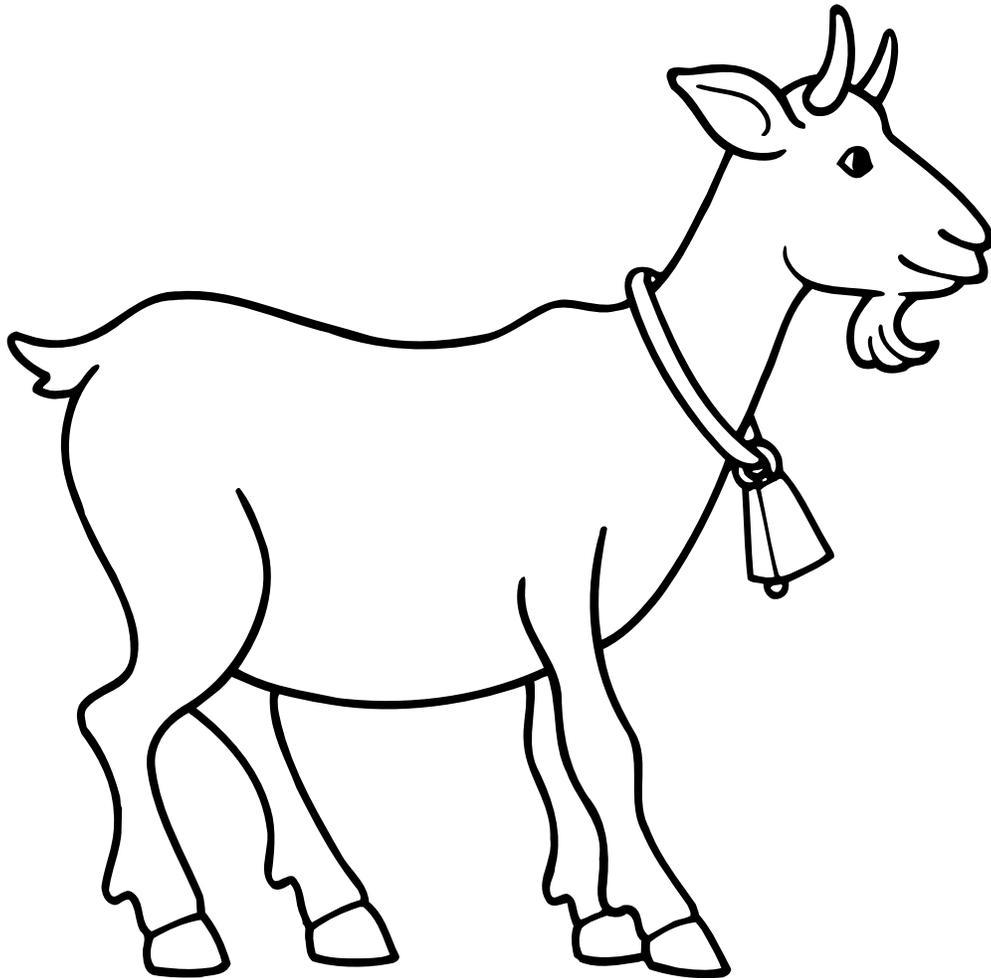
***Level 4***

Blackline Masters for  
Instruction and Assessment

Sheila Clark-Edmands

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**oa**



**gooat**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Sounds**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

**Words**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Total Word Count: 136

## Lesson 4.5 Concept Mastery Fluency Drill

coast coat load road soap load loaf boat road coast

loaf road coat boat road coast boat loaf road loaf

load coat coast load soap coast coat load loaf boat

road boat loaf board coast coat load road 8

soap load soap road load coat coast 15

board loaf boat load loaf boat road coast 23

boat loaf road coat boat road coast boat 31

loaf road coat road loaf load soap coast 39

road load loaf load soap coast coat loaf 47

boat road coast boat loaf road coat boat 55

road coast boat loaf road coat loaf road 63

boat loaf board load loaf boat road coast 71

boat loaf road coat boat road coast boat 79

loaf road coat road loaf coast coat load 87

road soap load load loaf boat road coast 95

boat loaf road coat boat road coast boat 103

loaf road loaf soap road load coat coast 111

load soap coast coat load loaf boat road 119

coast boat loaf road coat road boat loaf 127

board load road soap load soap road load 135

coat 136

**Lesson 4.5a Concept Assessment**

goat      load      coast      soak      soap  
road      roast      goal      coax      poach

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The boat was stuck on a shoal.

A frog's croak comes from its throat.

Is a cloak the same thing as a coat?

The team boasted about the pitching coach.

Though mom will let me skateboard, dad will not.