

Example Lesson: The 'ow' sound — Year 1+

Use any of the sounds of English to teach vocabulary, sound analysis, pronunciation, phonemic awareness, phonics knowledge, reading and writing skills.

Purpose:
To teach the foundation concept of how written English works – the Alphabetic Principle
You are teaching students to discover these concepts:

- The words we say are made up of sounds
- The same sound can be heard in different words
- The same sound occurs in initial, medial and final positions in words
- We can write sounds down using letters of the alphabet
- The same sound can be written down in different ways using single letters and letter clusters

- Materials:**
- Whiteboard
 - Singing the Sounds of English Music CD, Track 16
 - Prowl for Vowels Poster for the 'ow' sound
 - Monty Mouse Goes Outside (Word-level reader)
 - Steps to Success DVD – Vowel 2
 - Word Detective Games level 1
 - Sounds and Letters Activity book 8
 - Frieze
 - Class Sound Dictionary Posters – 'ow' page
 - Switch on to Spelling Teacher's Guide and Student Practice Activities Book 1

Method
Complete Part 1 and Part 2 of the lesson and if there is time, use ideas from Part 3 and complete Part 4 for extra skill development to consolidate learning.

Part 1: Reading to hear the 'ow' sound in words

Read the story *Monty Mouse Goes Outside*. Discuss the vocabulary and events in the story as you read the book the first time. Use the vocabulary and comprehension teacher notes that accompany the book to guide you in discussing this book and the words and concepts it contains. Re-read the book a second time, this time asking students to listen for the 'ow' sound in words as you read. They could raise their hands whenever they hear an 'ow' sound in a word.

Note: For students reading at the appropriate level for *Monty Mouse Goes Outside*, use this book as an instructional reader with small groups. You can use it to focus on recognition of the 'ow' sound in print (phonics and decoding skills), for comprehension instruction, to build vocabulary knowledge, for phonemic awareness instruction and to develop phrasing and fluency. Students can also use the Talking Pen to assist with phrasing and fluency. Full teacher notes for all these areas accompany *Monty Mouse Goes Outside*. Refer to the inside back cover of the book.

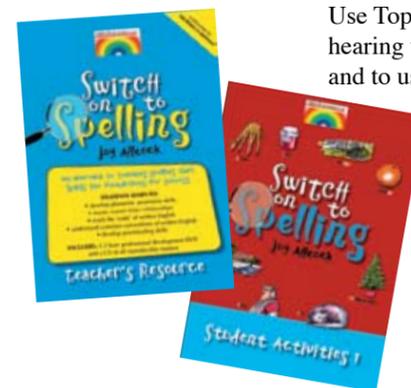
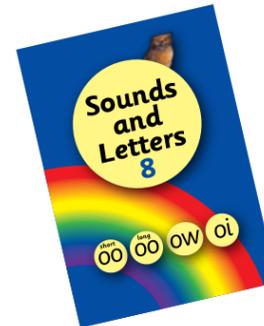
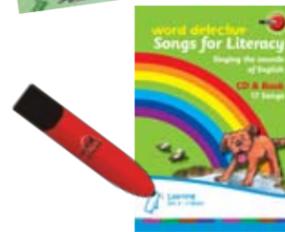
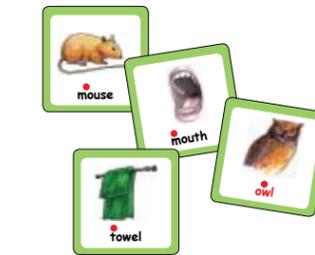
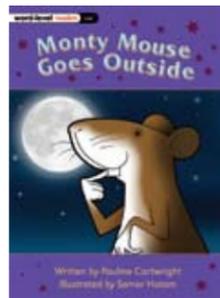
Part 2: Writing the 'ow' sound

Play the 'ow' verse from Track 16, Singing the Sounds of English.

Ask students if any of them have a 'ow' sound in their name. Write the names on the board.

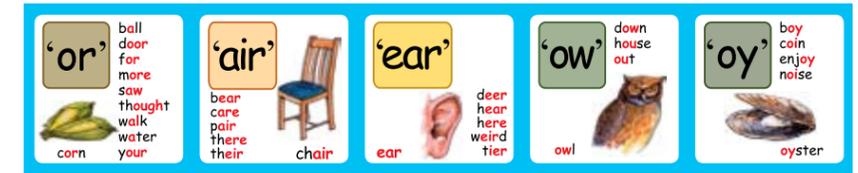
Remind students of the story *Monty Mouse Goes Outside*. Students work with a partner and see how many 'ow' words they can remember from the story and the song. Write the words the students remember on the board under two headings – Words that that end with 'ow' and words with 'ow' in the middle. Very few words begin with the 'ow' sound so it is easier to leave the initial sound out. Ask students for other words they know that contain the 'ow' sound. You could give a clue such as: "I am thinking of a colour that has the 'ow' sound in the middle of the word. It rhymes with down (brown)."

Tell students that the 'ow' sound is usually written in one of two ways – ow and ou. Write these two spelling patterns on the board.



Work through the lists of words that are on the board, asking students to tell you which letters you should circle for the 'ow' sound in the words on the board. Students can all call out which gives auditory reinforcement for the ou and ow spelling patterns. Circle the spelling patterns for the 'ow' sound in each word.

Display the frieze and ask students to find the 'ow' sound on it. Point out the ways the 'ow' sound is written on the frieze.



Part 3: Extra Practice to build Vocabulary, Pronunciation and Phonemic Awareness Skills

Select these cards from Word Detective Games Level 1 – mouse, mouth, owl, towel

Pronounce and discuss the image on each card and read the sentence and question on the back of the cards. Ask students to pronounce each word clearly.

Hold up each card. Ask students where in the word they hear the 'ow' sound – at the beginning, inside or at the end of the word.

You can try this blending exercise.

"What word am I saying? 'c' 'ow' 'h' 'ow' 'b' 'ow'
't' 'ow' 'n' 'd' 'ow' 'n'
'f' 'r' 'ow' 'n' 'b' 'r' 'ow' 'n'

Explain each word once the students have put the sounds together and pronounced them.

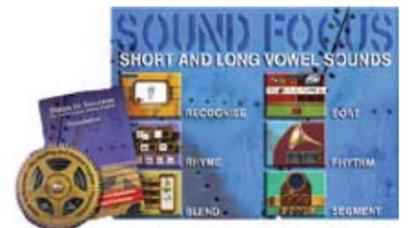
"The sound we have been listening for inside these words is..... 'ow'."

Use the *Prowl for Vowels* poster that focuses on 'ow' to build vocabulary knowledge, pronunciation skills and recognition of the 'ow' sound in print. Ask students to discuss the picture and to find all the things they know that contain 'ow'. Use the Talking Pen to help with pronunciation of the sound. Students can also listen to the pronunciation of the 'ow' sound by placing the pen on the different spelling patterns around the edge of the picture.

Use the booklet that accompanies the *Singing the Sounds of English* CD with the Talking Pen, for children to listen to Track 16 independently.

Use Book 8 from the *Sounds and Letters* activity books series. Choose the activities to suit the learning needs of your students.

Use *Steps to Success DVD – Vowels 2* for students to practise vocabulary and phonemic awareness skills, including blending and segmenting words that include the 'ow' sound.



Part 4: Extra Practice to develop spelling and writing skills

Use Topic 7, Stage 1, of *Switch on to Spelling* and student activities 1.32 to provide further practice hearing the 'ow' sound in words, learning to recognise the ou and ow spelling patterns when reading, and to use these spelling patterns to spell the 'ow' sound when writing.

Example Lesson: long 'a' sound — Year 1+

Use any of the sounds of English to teach vocabulary, sound analysis, pronunciation, phonemic awareness, phonics knowledge, reading and writing skills.

Purpose:

To teach the foundation concept of how written English works – the Alphabetic Principle.

You are teaching students to discover these concepts:

- The words we say are made up of sounds
- The same sound can be heard in different words
- The same sound can occur in initial, medial and final positions in words
- We can write sounds down using letters of the alphabet
- The same sound can be written down in different ways using letters and letter clusters
- The spelling of long vowels changes when they are in different positions in words

Materials:

- Singing the Sounds of English Music CD, Track 1
- Prowl for Vowels Poster for the long 'a' sound
- Amy the Snail and the Lucky Escape, The Birthday Skates, Grace's Neighbours (Word-level readers)
- Steps to Success DVD – Vowel 1
- Word Detective Games level 1
- Sounds and Letters Activity books 3 and 10
- Frieze
- Class Sound Dictionary Posters – long 'a' page

Method

Complete Part 1 and Part 2 of the lesson and if there is time, use ideas from Part 3 and complete Part 4 for extra skill development to consolidate learning.

Part 1: Reading to hear the long 'a' sound in words

Choose one of the books that focus on the long 'a' sound to suit the needs of your students. Read the story. Discuss the vocabulary and events in the story as you read the book the first time. Use the vocabulary and comprehension teacher notes that accompany the book to guide you in discussing this book and the words and concepts it contains. Re-read the book a second time, this time asking students to listen for the long 'a' sound in words as you read. They could raise their hands whenever they hear a long 'a' sound in a word.

Note: Use any of the three long 'a' books (*Amy the Snail and the Lucky Escape*, *The Birthday Skates*, *Grace's Neighbours*) as an instructional reader with small groups of students. You can use the book to focus on recognition of the long 'a' sound in print (phonics and decoding skills), for comprehension instruction, to build vocabulary knowledge, for phonemic awareness instruction and to develop phrasing and fluency. Students can also use the Talking Pen to assist with phrasing and fluency. Full teacher notes for all these areas accompany these three readers. Refer to the inside back cover of the book.

Part 2: Writing the long 'a' sound

Play Track 1 from Singing the Sounds of English which focuses on the long vowel sounds.

Ask students if any of them have a long 'a' sound in their name. Write the names on the board.

Remind students of the long 'a' story you have read. Students work with a partner and see how many long 'a' words they can remember from the story and the song. Write the words the students remember on the board under three headings – Words that start with a long 'a', words that end with a long 'a' and words with a long 'a' in the middle. Ask students for other words they know that contain the long 'a' sound.

You could give a clues such as: "I am thinking of something I might wear over my clothes to keep them clean when I cook (apron). I am thinking of a time when the sun shines. It isn't night, it's... (day). I'm thinking of something I might have on my birthday that has candles on it (cake)."



Tell students that the long 'a' sound can be written in many different ways. Show students the pages of the books – they will see the blue spelling patterns for the long 'a' sound. Ask them to tell you the spelling patterns they can see. Write these spelling patterns in a list on the board.

Work through the lists of words that are on the board, asking students to tell you which letters you should circle for the long 'a' sound in the words on the board. They can refer to the list of spelling patterns you have just written on the board. Students can all call out the spelling patterns which gives auditory reinforcement for the different spelling patterns. Circle the spelling patterns for the long 'a' sound in each word.

Display the frieze and ask students to find the long 'a' sound on it. Point out the ways the long 'a' sound is written on the frieze.



Part 3: Extra Practice to build Vocabulary, Pronunciation and Phonemic Awareness Skills

Select these cards from Word Detective Games Level 1 – *apron*, *ape*, *face*, *newspaper*

Pronounce and discuss the image on each card and read the sentence and question on the back of the cards. Ask students to pronounce each word clearly.

Hold up each card. Ask students where in the word they hear the long 'a' sound - at the beginning, inside or at the end of the word.

Try this blending exercise with words containing a long 'a' sound.

"What word am I saying?"

'a' 'ge'	'ai' 'm'	'a' 'te'
'c' 'a' 'ke'	't' 'a' 'ke'	'sh' 'a' 'ke'
'p' 'l' 'ay'	's' 't' 'ay'	'g' 'r' 'ay'

Explain each word once the students have put the sounds together and pronounced them.

Try this segmenting exercise with words that contain the long 'a' sound.

"How many sounds can we count in these words?"

face - 'f' 'a' 'ce' (3)
 train - 't' 'r' 'ai' 'n' (4)
 ape - 'a' 'pe'
 play - 'p' 'l' 'ay' (3)
 paint - 'p' 'ai' 'n' 't' (4)

Explain each word once the students have put the sounds together and pronounced them.

"The sound we have been listening for inside these words is.....the long 'a'."

Use the *Prowl for Vowels* poster that focuses on long 'a' to build vocabulary knowledge, pronunciation skills and recognition of the long 'a' sound in print. Ask students to discuss what is happening in the picture. The poster contains images of things that start with, end with and have the long 'a' sound inside words. Begin by asking students to find things that begin with the long 'a' sound then move on to things that end with the long 'a' sound and finally, find things that have a long 'a' sound inside the word. You can use the Talking Pen to help with pronunciation of the sound. Students can also listen to the pronunciation of the long 'a' sound by itself by placing the pen on the different spelling patterns around the edge of the picture.

Use the booklet that accompanies the *Singing the Sounds of English* CD with the Talking Pen, for children to listen to Track 1 independently.

Use Book 3 from the Sounds and Letters activity books series. Choose the activities to suit the learning needs of your students. Book 10 extends the knowledge taught in Book 3 by showing students the many ways the long 'a' sound can be written in words. Students can make up word families of words that contain the same spelling patterns for the long 'a' sound.

Use *Steps to Success DVD – Vowels 1* for students to practise vocabulary and phonemic awareness skills, including blending and segmenting words that include the long 'a' sound.



Part 4: Extra Practice to develop spelling and writing skills

Use Topics 8, 9 and 11, of Stage 2, *Switch on to Spelling* and accompanying student activities to provide further practice hearing the long 'a' sound in words, recognising the long 'a' spelling patterns, and using these spelling patterns to spell the long 'a' sound when writing.

