

Instructions SOS PowerPoint Lesson 1

Slide 2: Counting the words in a sentence- if you can't differentiate words it is very hard to write them.

Slide 3: Isolating 's' sound

Slide 4: Knowing vowels and consonants is vital for learning spelling rules. Multisensory learning (feeling the formation of a sound) is useful for many students.

Slides 5,6,7,8: Differentiating between words which begin with 's' and those which don't. If the graphics give rise to different words then discuss and modify answers accordingly.

BBQ	saw	sail	scratch	seat
scrabble	Scrubbing brush	scissors	pear	sand
sausage	sink	slide	skull	teapot
smile	skunk	snail	table	Slice
spider	sauce	turtle	Skate board	Screw driver

Slide 9: Aural blending. Blending and segmenting are the basis to synthetic spelling. Some students find this difficult and will need additional help.

Slide 10: Handwriting I have used Segoe Script because it is freely available on most computers . Research is now showing that linked script is more ergonomic and helps with retention of spelling. Many prospective employers are expecting job applications to be handwritten and many exams have to be handwritten. It is still a necessary skill.

Slide 11: Read the story for 's' aloud. Ask each student to keep a tally of how many 's' sounds they hear in the story. Compare results.

Slide 12: It is a sunny morning, and Sam is taking his dog, Samson, for a walk. They like to walk down to the pond. Sam looks around as they walk along. He sees a toadstool, a red and yellow caterpillar, and a blackbird on her nest. When they get to the pond, they spend some time watching the fish swim around. After a while, Samson goes off and snuffles around in the grass. He finds a stick, which he brings back to Sam. He barks at Sam, and Sam throws the stick for Samson to fetch. Samson runs around, looking for the stick in the grass.

Suddenly, Samson starts barking, "Woof, woof, woof!" Sam skips over to see what Samson has found. "Ssssss!" In front of Samson is a spotty snake. It is rearing up and is hissing loudly. Sam grabs hold of Samson, and the snake slithers quickly away.

Print the story on the next page. Hand each student a copy of the story. Read it aloud again and have students mark each 's' as they go. If they are able to differentiate those on the end of words which sound like 'z' – have them use a different colour. Note not all final s sound like z. When s is doubled in spelling it only counts as 1 sound. sh is not a s sound.

Slide 13: Tricky words. These words are high frequency, often non phonetic and have to be learnt by rote for both spelling and reading. Spell with alphabet names. Do not sound.

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