

Instructions SOS PowerPoint Lesson 11

Slide 2: Counting sounds in a word. The answer is frequently not the same as the number of letters in the word.

Slide 3: Aural blending: h-a-m-er, r-a-b-i-t, s-u-m-er. Blending and segmenting are the basis to synthetic spelling. Some students find this difficult and will need additional help.

Slide 4: Hearing the initial sound in a word. Finding they all begin with 'm'.

Slide 5: Knowing vowels and consonants is vital for learning spelling rules. Multisensory learning (feeling the formation of a sound) is useful for many students. Rule 1: If the short vowel pronunciation doesn't work to make a word try the long vowel.

Slide 6: Rule 2 Doubling rule. The most common rule applied in English. If two vowels are separated by only a single consonant, the second vowel usually makes the first say its long vowel name. This rule is important for both reading and writing. It tells us when to double when writing and how to pronounce when reading.

Slide 7: Writing 'M' 'm' and linking. 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 8: Writing 'm' in the space and working out what the words are. Some words may be tricky words they have already learnt.

Slide 9: Read the story for 'm' aloud. Ask each student to keep a tally of how many 'm' sounds they hear in the story. Compare results. They need to use ears not eyes.

Mrs Morris and her son Marvin have invited his friends, Milly and Molly, for dinner. They are playing outside when they hear the call for dinner. They come in, wash their hands and sit down at the table.

"I'm hungry!" says Marvin, rubbing his tummy, "mmmmm, I hope it's spaghetti and meat balls."

“I hope it’s hot dogs, mmmmm” says Molly.

“I hope it’s hamburgers,” says Milly, rubbing her tummy.

Mrs Morris comes in, carrying their meal. “Lamb and peas”, say the children, “mmmmm.”

“I like that the most!” says Marvin.

“Mmmmmm,” says Dan

Print the story on the next page. Hand each student a copy of the story. Read it aloud again and have students mark each ‘m’ sound as they go. BEWARE! WARN STUDENTS some words may have a silent m.

Slide 11: Students are asked to build words (use bottle top letters) – it is more fun and easier to correct if it is not a word. A letter sound can be repeated as many times as they like in a word. Encourage multi syllable words. Don’t worry if they do not double consonants we will learn this later. Encourage them to try to apply the doubling rule.

Slides 12 - 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. Learn here, there, where together and point out the similarities and differences. If they learn here all they have to do is put 1 letter in front to make there and where. Point out they are all place words which helps with the homophones for each later.

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