

# Instructions SOS PowerPoint Lesson 15

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

**Slide 3:** Finding rhyming words.

**Slide 4:** Hearing common sound 'l'.

**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. L is usually doubled on the end of single syllable words.

**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 'l' and 'L' 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 'l' in the space and working out what the words are. Some words may be tricky words they have already learnt.

**Slide 9:** Students need to be encouraged to apply their growing knowledge of how our language works. Ask the questions. Examine the answers. Can they think of other words applying the same rules?

**Slide 10-11:** Read the story for 'l' aloud. Ask each student to keep a tally of how many 'l' sounds they hear in the story. Compare results. They need to use ears not eyes.

It is Luca's birthday. He is having a party. He has had lots of presents from his friends. They play some party games while the food is set out. There are lettuce sandwiches, cakes, liquorice, and lemonade to drink. Most important of all, there is a big decorated birthday cake. Luca and his friends play blind man's bluff and pin-the-tail-on-the-donkey. Lucy wins pin-the-tail-on-the-donkey and gets a lime lollipop as a prize. She licks her lollipop.

Print the story on the next page. Hand each student a copy of the story. Read it aloud again and have students mark each 'I' sound as they go. Remember not every letter 'I' and double 'II' will sound like one sound.

**Slide 12:** 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 13 - 14:** 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.

Uncle Bud often comes to visit his niece and nephew, Anna and Ulric. Today, he has brought them each a big umbrella. Anna's umbrella is spotty, and Ulric's umbrella has red and white stripes. Later, the family goes out for a walk. Although it is a sunny day, Anna and Ulric insist on bringing their umbrellas. Everyone laughs, except Uncle Bud. "I'll take my umbrella, too," he says. They set off for their walk in the sunshine. After a while, they notice there are big black clouds on the horizon. A little while later, they feel the first raindrops

starting to fall. Soon it is pouring with rain! Uncle Bud, Anna and Ulric put up their umbrellas, shouting, “u, u, up umbrellas!” They are the ones laughing now! They have a lovely time, splashing in the puddles and dancing under their umbrellas.