

Instructions SOS PowerPoint Lesson 17

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: Differentiating between short vowel 'a' and long vowel 'ai'.

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. Initially 3 ways to pronounce letter 'a'. In extended code there are more than 12.

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 'A' and 'a' 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 'a' 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 'ai' aloud. Ask each student to keep a tally of how many 'ai' sounds they hear in the story. Compare results. They need to use ears not eyes.

Ainsley has been having trouble with his hearing. Whenever his mother speaks to him, he puts his hand to his ear and says, "ai?" His mother tells him, "You should say 'pardon', not 'ai'." After awhile, his mother takes him to the doctor to have his hearing checked. In the waiting room is a box of toys. Ainsley plays with a whale and a sailing boat and a train. As he is pushing the train around the room, Dr Ail comes out and calls his name. Dr Ail looks in Ainsley's ears.

“You have a lot of wax in your ears. That’s why you’re having trouble with your hearing.” She gives him some eardrops. “Not another ‘ai’ now, Ainsley,” says his mother.

Print the story on the next page. Hand each student a copy of the story. Read it aloud again and have students mark each ‘ai’ sound as they go. Compare results. They need to use ears not eyes.

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: When to use ‘ai’, ‘ay’, and ‘ae’.

Slides 15 - 16: 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.