

Instructions SOS PowerPoint Lesson 19

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 long 'oa' sound.

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

A bad-tempered goat lives in a field at the side of a road. He gets very cross if any other animal comes into his field. Mona and her brother, Jonah, often walk past the field and talk to the goat. One windy day, Mona and Jonah are going to the park to have a picnic and sail Jonah's model boat. As they pass by, they can see the goat is very cross. He is stamping his hooves and snorting beside an oak tree, which is blowing in the wind. Up in the tree are two cheeky robins and a squirrel. The robins have been flying down and stealing oats from the goat. The goat charges at the tree and butts the trunk as hard as he can. CRASH! The tree falls on top of the goat. "Oh!" say Mona and Jonah. They run to get the farmer, who comes to rescue the goat.

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

Slide 8: Writing 'oa' and 'ow' 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 9: The 4 most common ways of writing long 'oa' sound in English are:

'o-e' (most common), 'oa' next most common, 'ow' (usually on the end of a word, and 'o'.

Slide 10: The 4 most common ways of writing long 'oa' sound in English.

* means it is a homophone (This is a good time to explain this term to students). Notes (#): In the words 'open' and 'over' the 'e' is doing two jobs-changing 'o' into long 'oe' and making an 'er' sound in 'over' and 'e' sound in 'open'.

Slide 11: A large group of words, many from other languages just use 'o' saying its long name on the end. Have students blend the words to work out what they are.

animals	technical terms	food	musical terms	other words
rhino	stereo	tomato	allegro	so
palomino	video	potato	alto	cargo
buffalo	audio	avocado	banjo	domino
armadillo	disco	cappucino	bongo	echo
bronco	dynamo	espresso	calypso	hallo
dingo	micro	mango	cello	halo
dodo	mono	matzo	concerto	hero
flamingo	radio	oregano	fandango	judo
gecko	turbo	ouzo	flamenco	logo
hippo		pimento	oratorio	memo
jumbo		risotto	piano	photo
mosquito		taco	piccolo	veto
			mambo	casino
			solo	curio
			soprano	inferno
			tango	patio
				studio
				tobacco
				tornado
				torpedo
				volcano
				yo-yo
				zero

Slide 12: How many long 'oa' words can students make?

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.