

## Instructions SOS PowerPoint Lesson 20

**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 'ie' 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 the long 'ie' sound aloud. Ask each student to keep a tally of how many 'ie' sounds they hear in the story. Compare results. They need to use ears not eyes.

Clive has been invited to a party. Clive's dad is a sailor in the navy and he has given Clive a hat from his ship. Clive wants to dress up as a sailor like his dad and wear the hat to the party. His mother makes him a sailor's outfit. Just before the party, Clive's dad comes home on leave. Clive insists on wearing his new outfit to meet him off the ship. He waves and waves when he sees his dad and runs up and gives him a big hug. Dad admires his outfit and says, "If you are a sailor, you will have to learn how to salute and say, 'ie, ie!'" When they get home, he shows Clive how to salute. Clive has a go in front of the mirror, saluting and saying, "ie, ie!"

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

**Slide 8:** Writing 'ie' 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 most common ways of writing long 'ie' sound in English are: 'i-e' (most common), 'y' (usually on the end of a short word, and 'igh' and 'ie'.

**Slide 10:** The 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).

**Slide 11:** How many long 'ie' words can students make?

**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.