



Instructions SOS PowerPoint Lesson 3

Slide 2: Counting the words in a sentence- if you can't differentiate words it is very hard to write them.

Slide 3: Counting sounds in a word. The answer is frequently not the same as the number of letters in the word.

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: Differentiating between words which begin with 't' and those which don't. If the graphics give rise to different words then discuss and modify answers accordingly.

Slide 7: Differentiating between words beginning and ending with 't'.

Slide 8: Picking a common sound. Initial, final or middle.

Slide 9: Answers to slide 8

Slide 10: Aural blending: t-e-n-i-s, c-r-i-k-e-t, t-o-i-l-e-t. Blending and segmenting are the basis to synthetic spelling. Some students find this difficult and will need additional help.

Slide 11: writing 't' and 'T' and 'tt' and linking to 'a'. 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 12: Read the story for 't' aloud. Ask each student to keep a tally of how many 't' sounds they hear in the story. Compare results. BEWARE! WARN STUDENTS NOT EVERY LETTER t ON THE PAGE WILL SOUND LIKE 't'. They need to use ears not eyes.

Tom and Tamiko have been watching an important tennis match on television. There was a crowd waiting for the match to begin. The players came on to the court and the crowd clapped. The match began, and they hit the ball to each other, "t, t, t."

The people in the crowd turned their heads from side to side, watching the ball. Now Tom and Tamiko are outside, pretending to be the tennis players at the match. They hit the tennis ball to each other, "t, t, t". Some animals among the tulips are watching them play. They turn their heads from side to side, watching the ball, just like the crowd at the match.

Print the story on the next page. Hand each student a copy of the story. Read it aloud again and have students mark each 't' as they go. Note 'ed' sounds like 't' on clapped.

Slide 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. Revise words learnt previously before learning the new words. Note varying pronunciation of the and thee with schwa and long vowel 'ee'. If students learn the rule "If the short vowel doesn't work use the long vowel then these words are not non phonetic."

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