



Instructions SOS PowerPoint Lesson 4

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 4: Hearing the initial sound in a word. Finding they all begin with 'p'.

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 'p' and those which don't. If the graphics give rise to different words then discuss and modify answers accordingly.

Slide 7: Differentiating between words which begin with 'p' and those which end with 'p'.

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

Slide 9: Answers to slide 8

Slide 10: Aural blending: m-a-ch-e-s, m-ie-c-r-oe-f-oe-n, p-e-l-i-c-a-n. Blending and segmenting are the basis to synthetic spelling. Some students find this difficult and will need additional help.

Slide 11: writing 'p', 'P' 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 'p' aloud. Ask each student to keep a tally of how many 'p' sounds they hear in the story. Compare results.

Paul likes to visit the city zoo near his home. His favourite animal there is the polar bear. "The polar bear has big paws for paddling in the pool," says the zoo keeper. It is Paul's birthday soon and his mother asks if he would like a teddy bear as his present. Paul thinks about this, and says that he would prefer a polar bear! When his birthday arrives, Paul's friends Peng, Pavlo and Pat come to his party. They all play games and eat the party food: pineapple, pizza and popcorn. Paul's mother gives Paul his present. He unwraps the paper to find a perfect toy polar bear. Then Paul's mother produces a cake with purple icing. She has put trick candles on the cake. Every time Paul blows out a candle, it lights up again! He tries to puff out the candles, "p, p, p, p, p", but they keep re-lighting. Everyone laughs and claps and tries to puff out the candles, "p, p, p"

Print the story on the next page. Hand each student a copy of the story. Read it aloud again and have students mark each 'p' as they go.

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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