

Instructions SOS PowerPoint Lesson 5

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 'i'.

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 'i' 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 'i' and those which have 'i' in the middle. Not many words in English end with short vowel 'i'.

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

Slide 9: Answers to slide 8

Slide 10: Aural blending: W-a-g-o-n, v-ie-o-l-i-n, h-i-p-o-e-p-o-t-u-m-u-s. Blending and segmenting are the basis to synthetic spelling. Some students find this difficult and will need additional help.

Slide 11: Writing 'I', 'i' and linking to 's' and 't'. 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 'i' aloud. Ask each student to keep a tally of how many 'i' sounds they hear in the story. Compare results. BEWARE! WARN STUDENTS NOT EVERY LETTER 'i' on THE PAGE WILL SOUND LIKE 'i'. They need to use ears not eyes.

Zack has a white pet mouse. She lives in a cage on the desk in his bedroom. One evening, Zack forgets to close the cage door properly. The little mouse climbs out of the cage and starts looking around the desk. Suddenly, she sees the cat watching her. She squeaks, "i, i, i," and quickly runs across the top of the desk. Crash! She bumps into a bottle of ink and knocks it over. The top comes off, and the ink spills out everywhere, even over the little mouse. The mouse keeps on running as fast as she can, scampering off the desk and across the room to a mouse hole she had seen from her cage. Safe in the mouse hole, she scrubs and scrubs, but she cannot get all the ink off. She decides that from now on she will make this her new home and call herself Inky Mouse. All Zack can find is a set of inky footprints across the carpet, leading from the desk and into the mouse hole.

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