

Instructions SOS PowerPoint Lesson 7

Slide 2: Counting sounds in a word. The answer is frequently not the same as the number of letters in the word.

Slide 3: Hearing the initial sound in a word. Finding they all begin with 'c'.

Slide 4: 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 5: Differentiating between words which begin with 'c' and those which don't. If the graphics give rise to different words then discuss and modify answers accordingly.

Slide 6: Differentiating between words which begin with 'c' and those which have 'c' in the middle or on the end.

Slide 7: Beginning to look for patterns in words to differentiate when to use 'c', 'k', or 'ck'.

Slide 8: Answers to slide 7. This will be completed when we have learnt the other vowels. At this stage encourage students to notice 'ck' is used on the end of a word or syllable after a short vowel. 'K' is used after the consonant 'n'. C is used before a letter 'a' and 'k' is used before the letter 'i'. There are a few exceptions to these generalisations but they apply for most words.

Slide 9: Aural blending: s-c-r-a-ch, s-c-r-ee-m, c-r-ay-o-n. Blending and segmenting are the basis to synthetic spelling. Some students find this difficult and will need additional help.

Slide 10: Writing 'c', 'k', and 'ck' and linking to 'k' and 'i'. 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 11: Read the story for 'c' aloud. Ask each student to keep a tally of how many 'c' sounds they hear in the story. Compare results.

The Khan family is on a trip to Spain. They hire a car and decide to drive out to a small village to visit the castle there. On the way, they pass a donkey carrying a big bundle of sticks. After they have seen the castle, they come back to the village for a snack. Outside the café is the same donkey they saw before, enjoying a rest and a big bucket of water. While they are eating, they spot a cat and her kittens playing outside. As the clock strikes four, some Spanish dancers come out and perform in the courtyard in front of the café. The ladies carry castanets and wear dresses in bright reds, yellows and blues. They clap and dance, swirling their dresses around and clicking their castanets, “c, c, c, c, c, c!”

Print the story on the next page. Hand each student a copy of the story. Read it aloud again and have students mark each ‘c’, ‘k’, ‘ck’ as they go. BEWARE! WARN STUDENTS NOT EVERY LETTER ‘C’ ON THE PAGE WILL SOUND LIKE ‘C’. They need to use ears not eyes. (When the letter ‘c’ is followed by an ‘e’, ‘i’ or ‘y’ it sounds like a ‘s’).

Slide 13: 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. ‘Are’ is only tricky because of the silent ‘ee’ after they have learnt digraph ‘ar’. ‘all’ is a very common grouping and can be linked with similar words like, **ball, call, tall, mall** etc.

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