

Instructions SOS PowerPoint Lesson 8

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 'e'.

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 'e' 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 'e' and those which have 'e' 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'. Introduce soft 'c' when 'e' comes after 'c' the 'c' sounds like 's'.

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' and 'e'. There are a few exceptions to these generalisations but they apply for most words.

Slide 9: Aural blending: E-l-e-v-a-i-t-or, b-u-k-e-t, e-s-c-a-l-a-i-t-or. Blending and segmenting are the basis to synthetic spelling. Some students find this difficult and will need additional help. See folder on blending on SOS disk.

Slide 10: Writing 'E', 'e', 'ee' and linking to 'f' 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 11: Read the story for 'e' aloud. Ask each student to keep a tally of how many 'e' sounds they hear in the story. Compare results. BEWARE! WARN STUDENTS some words may have a silent 'e' or 'e' combined with another

letter to make a new sound. Some students may pick up the 'ea' making an 'e' sound which is great listening. They need to use ears not eyes.

It is almost the end of the summer, and Eric and his family have gone to stay on Ten Acre Farm for seven days' holiday. Every day, they get up early to watch the cows being milked. First, they help get the buckets of water from the well and pour them into the troughs for the cows. Then they feed the hens and collect the eggs. They take the eggs into the kitchen for breakfast. Ellie, the farmer's wife, cracks open the shells on the side of the pan. They all eat fried eggs for breakfast.

Print the story on the next page. Hand each student a copy of the story. Read it aloud again and have students mark each 'e' sound as they go. Note you do not mark every 'e' letter.

Slides 13 - 14: 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 the homophone some and explain the meaning

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