

# Sounds of ou, ow (page 42)



## Materials:

- letter flashcards Aa-Zz
- **o**, **u** and **w** flashcards
- **ou** and **ow** flashcards
- picture cards (house, owl, loud, cow, mouse, sound, cow and any other words with the /ou/ sound spelled with **ou** or **ow**)
- word cards (house, owl, loud, cow, mouse, sound, cow and any other words with the /ou/ sound spelled with **ou** or **ow**)
- string or 2 hula hoops
- page 42

## Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
  - *Hint:* You should develop a routine when doing this.
  - Teacher: "Letter?" Students: "A."
  - Teacher: "Sound?" Students: "/a/."
  - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.
- You can also choose to play any of the games that have been taught in previous lessons.
  - Around the World
  - Flyswatter
  - Beanbag Toss
  - Relay Race
- Just adapt any of the games to help you review the letter names and sounds of the alphabet.

## Preview: 5 minutes

- Show the **o** flashcard and review the sound it makes.
  - Teacher: "o, /o/ /o/ /o/" Students: "o, /o/ /o/ /o/"
- Show the **u** flashcard and review the sound it makes.
  - Teacher: "u, /u/ /u/ /u/" Students: "u, /u/ /u/ /u/"
- Now put the two letters together and explain that when the **o** and **u** are put together, they make one sound. It is no longer /o/ and /u/ it is /ou/.
- Do the same thing with the **o** and the **w**.

### Modeling: 7-10 minutes

- Put the students in groups of 3. Review how to make the letters, **o**, **u** and **w** with their bodies.
- Show a picture card and say the word that goes with the picture. Have the students repeat.
  - Now ask the students what letters they think make the /ou/ sound in the word.
    - If they think it is **ou**, the group should use their bodies to make an **o** and a **u**.
    - If they think it is **ow**, they should use their bodies to make an **o** and a **w**.
  - Now hold up the word that matches the picture card.
  - Have the students tell you what letters they see in the word that are making the /ou/ sound.
  - The students should check what body letters they made and make corrections if necessary.
  - Once all of the students have made the correct body letters, read the word together.
  - Continue with as many picture and word cards as is necessary.

### Guided Practice: 5-7 minutes

- Play Relay Sort.
  - Make two circles at one end of the room. Label one **ou** and one **ow**.
  - Divide the class into two teams.
  - Give the first students in each line a picture card with the /ou/ sound.
  - Teacher says go and the students move to the end of the room with the circles and place their picture card in the correct circle. Then they return back to line.
- Continue until all students have placed a card in a circle.
- Hold up each card and have the students tell you if it is in the correct circle and which /ou/ spelling is used in the word.

### Independent Practice: 5-7 minutes

- Explain how to do page 42.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 42 to each student.

**Assessment:** (during Independent Practice)

- As the students are completing page 42, monitor and give guidance/support/correction/praise, as needed.
- As you are walking around, ask the students to read you a sentence from the bottom of page 42.
- Use page 42 as a record and be sure to take note of students who may need more practice and/or instruction.

**Closure:** 1-2 minutes

- Show a /ou/ word card and read together. Have the students say how the /ou/ sound is made in the word.
  - Teacher and students: “/h/ /ou/ /s/, house”      Students: ou
  - Teacher and students: “/ou/ /l/, owl”      Students: ow
  - Teacher and students: “/l/ /ou/ /d/, loud”      Students: ou
  - Teacher and students: “/k/ /ou/, cow”      Students: ow

