

Sounds of ow (page 45)



Materials:

- letter flashcards Aa-Zz
- **o** and **w** flashcards
- 2 sounds of ow flashcards
- picture cards (cow, crow, crown, bow, snow, owl, blow, clown and any other **ow** picture cards)
- word cards (cow, crow, crown, bow, snow, owl, blow, clown and any other **ow** picture cards)
- individual cards with **ow** - cow on one side and **ow** - snow on the other side
- page 45

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 **w** flashcard and review the sound it makes.
 - Teacher: "w, /w/ /w/ /w/" Students: "w, /w/ /w/ /w/"
- Now put the two letters together and explain that when the **o** and **w** are put together, they make a different sound. It is no longer /o/ and /w/ it is /ow/ or the long /o/ sound.
 - Teacher: "ow, /ow/ /ow/ cow"; students repeat
 - Teacher: "ow, /o/ /o/ snow"; students repeat

Modeling: 7-10 minutes

- Give each student a card with **ow** cow on one side and **ow** snow on the other side.
- Show the students a picture card that has one of the **ow** sounds.

- Say the name of the picture and have the students repeat.
 - Teacher: “/ow/ /ow/ cow”; students repeat
 - If the students think the **ow** sound is like cow, they show the **ow** cow side of their card. If they think the **ow** sound is like the word snow, they show the **ow** snow side of their card.
 - Show the matching word card and have the students read the word and emphasize the sound the letters **ow** make in the word.
 - The students can check if they are showing the correct side of their card. They can make corrections if needed.
- Repeat as many times as necessary with different picture and word cards.

Guided Practice: 5-7 minutes

- Play Which Side Game.
 - Label two sides of the room, the **ow** cow side and the **ow** snow side.
 - Have the students stand in a line in the middle of the room, between the two sides.
 - Show a picture card with one of the the **ow** sounds. Have the students say what the word is.
 - If the word has the **ow** sound like cow, the students slide to the **ow** cow side. If the word has the **ow** sound like snow, the students slide to the **ow** snow side.
- Continue play as long as is necessary.

Independent Practice: 5-7 minutes

- Explain how to do page 45.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 45 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 45, monitor and give guidance/ support/correction/praise, as needed.
- Use page 45 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Show an **ow** word card and read together. Have the students say which **ow** sound is made in the word.

○ Teacher and students: “/c/ /ow/, cow”	Students: ow - cow
○ Teacher and students: “/cr/ /o/, crow”	Students: ow - snow
○ Teacher and students: “/b/ /o/, bow”	Students: ow - snow
○ Teacher and students: “/cr/ /ow/ /n/, crown”	Students: ow - cow