

Lesson 12: ou, ow

► The “Real Rules” of English

Two ways to spell /ou/

Beginning/ middle ou	End ow
<i>round</i>	<i>cow</i>
<i>house</i>	<i>how</i>
<i>mouse</i>	<i>brow</i>
<i>count</i>	<i>bow</i>

An unusual spelling of *ou* is *ough* as in *bough*

When a word ends in *l* or *n*,
use *ow*.

<u>_owl</u>	<u>_own</u>
<i>owl</i>	<i>town</i>
<i>scowl</i>	<i>frown</i>

Monitor reading levels!

Is the story or book too easy, too difficult, or just right?

1. Too easy

Must figure out fewer than 2 words per 100

2. Too difficult

Must figure out more than 5 words per 100

3. Just right

Must figure out 2 -5 words per 100

A student will not make good progress in reading if the book is too easy or too difficult.

The spellings *ou* and *ow*

The phoneme /ou/ has two spellings, *ou* and *ow*. Use *ou* in the middle of a word and *ow* at the end. Use *ow* in the middle if the word ends in *l* as in *owl* and *scowl* or ends in *n* as in *frown* and *town*. There are a few exceptions words: *tower*, *flower*, *power*, and *drowsy*.

Other phonemes

Other phonemes use the spellings of *ou* or *ow*. These will be introduced later.

Phoneme	Spelling	Example
/ō/	<u>_ow</u> An end spelling	<i>blow</i> <i>row</i>
/uh/	<i>ou</i> A middle spelling	<i>country</i> <i>cousin</i>
/o/	<i>ou</i> A middle spelling	<i>coupon*</i> <i>bouquet*</i>

*pronunciation depends upon accent

Monitor reading levels

Carefully monitor the reading students are doing. With this program, they can make rapid progress.

1. Check to see if they are reading 30 minutes five days a week.
2. Check the number of pages being read and the amount of time it takes to read those pages. You should see students reading more pages during the amount of time with fewer and fewer words recorded.
3. Note how many words students must figure out. This will indicate whether the book is at the appropriate level or not.

Periodically have students read a couple of pages of their selected book to you. If they do not have to figure out 2 to 5 words per 100, the book is too easy. If they have to figure out more than 5 words per 100, the book is too difficult. They *must* read at the instructional level to make good progress.

► Chip Game

See instructions on page 34. What you say in this activity is in the script box.

- Lay down a chip for every sound you hear in ____.

proclamation	sophisticated	abundant	exchange
●●○●●○●○●○●	●○●○●○●○●○●○●	○●○●●○●●●	○●●○●●

► Sound Card Game

See instructions on page 35. If you are working with only one student, say the word and let them show it to you. You don't have to say, "Find, Show, Sound."

Say the word. . . Repeat the word. . . Find. . . Show. . . Sound

Dark Blue cards:
a, e, i, o, u, oo

What sound do you hear in the middle of . . .

* Which spelling is used at the end?

inspire	rate	flea	waver	tired
joke*	pune	scope	fleece	trait

Light Blue cards:
a, e, i, o, u

What sound do you hear in the middle of . . .

Which spelling is used at the end? (ck, dge after a short vowel)

bundle	ridge*	notch	tick*	fret
lack*	novel	spend	strut	facts

Pink cards:
oi, ou, ar

What sound do you hear at the end of . . .

Which spelling is used at the end?

star	annoy*	employ*	ajar	destroy*
enjoy*	bar	tar	joy*	afar

► PowerWrites

See instructions on page 36. Give the first set of words all at once. Then help the students make any corrections. Then continue until you have give all three sets.

- Write five ways to spell the sound /j/. . . Write three ways to spell /k/. . .
- Write. . . (Give a set of words all at once.)

Group A Words			OR	Group B Words		
Set 1	Set 2	Set 3		Set 1	Set 2	Set 3
hurt	voice	sharp		voices	nature	purse
unhurt	choice	sharpen		choices	pasture	nurse
hurtful	rejoice	sharpened		rejoices	mixture	curve

► Concepts to teach

<ul style="list-style-type: none"> • <i>ou</i> is the beginning or middle spelling of /ou/. • <i>ow</i> is the end spelling of /ou/. 	<p>What spelling of /ou/ do you use at the beginning or middle of a word?</p> <p>What spelling of /ou/ do you use at the end?</p>
<ul style="list-style-type: none"> • Use <i>ow</i> in the middle if the word ends in <i>l</i> as in <i>owl</i> and <i>scowl</i> or ends in <i>n</i> as in <i>frown</i> and <i>town</i>. 	<p>What spelling of /ou/ do you use if the word ends in <i>l</i> or <i>n</i>?</p>

► Introduce the sound and spelling

<p>Direct Instruction</p> <p>2 - 3 minutes</p>	<ul style="list-style-type: none"> • What are three markers? <i>e, i, y</i> • What do they do? <i>Make the vowel long; make the c say /s/, and the g say /j/.</i> • How do you spell /cher/ when you hear it at the end of a word? <i>_ture</i> • How do you spell the sound /ou/? <i>ou, ow</i> <i>ou is the middle spelling of /ou/.</i> <i>Write the word cloud.</i> • ow is the end spelling of /ou/. <i>Write the word cow.</i> • We use ow in the middle if the word ends in l or n. <i>Write the word owl and brown.</i> Notice the l and n at the end.
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► Words to spell - Group A

Choose Group A or Group B words.

Use the questions below the words to guide students as they write the words. Be sure students spell the words correctly. Help students stretch out the word if they can't hear all the sounds. If they don't know the answer to a question, tell them. **Do not let them use capital letters. Talk about the meanings of the words as students write them.**

Group A Words			
Prefix: a		Suffix: ful, ly	
how		power	powerful, powerfully
bow	bowed, bowing	flour	
town	downtown*	round	around
clown		round	pounding
frown	frowned, frowning	proud	proudly
scowl	scowled, scowling	amount	
crowd	crowded	count	counter, countdown*
tower	towering	house	houses
flower	flowers	mouse	mice
shower	showers	shout	shouting

* Dictate the two separate words and then dictate the compound word.

Questions to ask while giving the words

Give the base word. Use it in a sentence. Then have students add the various endings and prefixes. Skip the suffixes that students are able to add without help.

- Write the word . . . What sounds do you hear at the beginning? In the middle? At the end?
- Listen carefully for all the sounds.
- We will use the *ow* spelling of /ow/.
- How do you change the word ___ to ___? What do you hear? How do you spell it? We don't have to worry about the marker in the suffixes. *(Always have students write the base word first and then add the prefixes and suffixes).*
- Why do we use the *ow* spelling in *town*, *clown*, etc.? We use *ow* when a word ends in an *l* or *n*.
- We use *ow* in *tower*, *flower*, etc. What spelling of /r/ will we use? **er**
- What spelling of /ou/ will we use in the middle of the word? **ou**
- How do you spell /uh/ when we add it to the beginning of a word? **a**
- How do you spell /lee/ when you add it to the end of a word? **ly**
- What sound do you hear at the end of *mice*? How do you spell it? **ce** **It is a nice clean /s/ sound.**

► Words to spell - Group B

Group B Words			
Prefix: a, dis, en, mis, ad, re		Suffix: ful, ly, ment	
clown		round	around, surround, surrounded
frown	frowned, frowning	pound	pounding
drown	drowned, drowning	proud	proudly
scowl	scowled, scowling	crouch	crouches
crowd	crowded	amount	
tower	towering	count	counter, discount, countdown,
flower	flowers	account	account
shower	showering	mouse	mice
power	powerful, powerfully	noun	pronoun
flour		shout	shouting
Challenge			
announce	announcement	renounce	renouncing
pronounce	pronouncement	count	encounter, encountered
	mispronounce		

* Dictate the two separate words and then dictate the compound word.

Questions to ask while giving the words

- Write the word . . . Listen carefully for all the sounds.
- We will use the *ow* spelling of /ow/.
- How do you change the word ___ to ___? What do you hear? How do you spell it? We don't have to worry about the marker in the suffixes. *(Always have students write the base word first and then add the prefixes and suffixes).*
- Why do we use the *ow* spelling in *town*, *clown*, etc.? We use *ow* when a word ends in an l or n.
- We use *ow* in *tower*, *flower*, etc. What spelling of /r/ will we use? **er**
- What spelling of /ou/ will we use in the middle of the word? **ou**
- How do you spell /uh/ when we add it to the beginning of a word? **a**
- How do you spell /lee/ when you add it to the end of a word? **ly**
- *Account* is really *ad + count*. The *d* changes to a *c*.
- How do you spell /lee/ when you add it to the end of a word? **ly**
- What sound do you hear at the end of *mice*? How do you spell it? **ce** **It is a nice clean /s/ sound.**
- **Challenge:** How do you spell ____ when you add it to the beginning/end of a word? *(Always have students write the base word first).*
- *Announce* is actually the Latin prefix *ad* + the Latin root *nounce*. The *d* changes to *n*.

► Decode and read

Read the words

Print the appropriate group of words found in *RoxieReading 3: Words and Activities* and have students read the words. For students who need practice decoding, read the story.

Read the challenge words

Teach students how to break apart multisyllable words and blend them together. By this time, students may be able to break the words apart mentally.

► Dictation

Instructions are found on page 45.

Dictation: Group A Words

- Row 1: Write two ways to spell /ou/.
Write two ways to spell /oi/.
- Row 2: Write the word *couches*. . . *proudly*. . .
- Row 3: Write the word *houses*. . . *powerful*. . .
- Row 4: Write the word *flour*. . . *count*. . .
- Row 5: Write. . . *The noisy crowd shouted at the turkeys.*
- Row 6: Write. . . *The mouse asked a question about the brown tower.*

ou	ow	oi	oy
couches		proudly	
houses		powerful	
flour		count	
The noisy crowd shouted at the turkeys.			
The mouse asked a question about the brown tower.			

Dictation: Group B Words

- Row 1: Write two ways to spell /ou/. . .
Write two ways to spell /oi/. . .
- Row 2: Write the word *drowned*. . . *frowning*. . .
- Row 3: Write the word *account*. . . *pronounce*. . .
- Row 4: Write the word *crowded*. . . *surround*. . .
- Row 5: Write. . . *The banker made an announcement about the discount.*
- Row 6: Write. . . *The powerful wind destroyed the tower.*

ou	ow	oi	oy
drowned		frowning	
account		pronounce	
crowded		surround	
The banker made an announcement about the discount.			
The powerful wind destroyed the tower.			

- Give students the answer key and have them correct their errors.
- Check their work. Have them correct any errors they missed.

► Writing assignment

Choose one of the types of paragraphs in *RoxieReading 3: Words and Activities*. Assign the same type of paragraph at least three times in a row so students become comfortable with the format.

Model the assignment for students. Students will complete this assignment as homework and bring it to the next lesson. At that time, help them revise and edit if necessary. Let them make the corrections on their own paper.