

Language Objectives

- Decode words with diphthongs *ow* and *ou* in isolation and in context.
- Spell words with diphthongs *ow* and *ou* using sound-spelling patterns.

Building Literacy

Diphthongs are known as gliding vowels because they are formed by a gliding action in the mouth. When saying the sound /ou/, the tongue and lip positions change as the vowel sound is formed. In this lesson:

- Children learn the sound-spellings of diphthongs *ow* and *ou*.
- Children will recognize and read words that contain diphthongs *ow* and *ou*.

Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

town	howl
shout	plow
bow	couch
cloud	round
crown	loud
house	mouth
crowd	proud
count	found
cow	around
mouse	sound
owl	outside
clown	meow
flower	how
frown	down



ENGLISH LANGUAGE LEARNERS

In Spanish, there is some sound transfer for the sound /ou/, but there is no sound-symbol match for *ou* and *ow*. In Cantonese there is an approximate sound transfer for the sound /ou/, but no sound-symbol match for *ou* and *ow*.



show me

Have children look at their Targeted Lessons Student Book, p. 115. Have them name each pair of letters they see at the top of the page. Remind children that they have already learned that the letters *ow* can stand for the sound long *o*, as in *show*. Today you will learn that the letters *ow* can spell the vowel sound /ou/. And the vowel sound /ou/ can also be spelled *ou*.

The first picture shows a town. What is the vowel sound that you hear in *town*? (/ou/) The letters *ow* spell the vowel sound /ou/ in *town*. Have children write the letters *ow* on the lines.

Continue the activity with *shout*, explaining that in this word the letters *ou* stand for the sound /ou/, and then *bow*, in which the letters *ow* stand for the sound /ou/. (Point out that the letters *ow* can also stand for the sound long *o* in the word *bow*, as in a ribbon.) Have children say each word as they write the letters *ou* and *ow*.

Now let's name each picture and complete the word with the missing letters for the sound /ou/. The first picture is a cloud. What are the missing letters that stand for the sound /ou/ in *cloud*? Have children write the letters *ou* on the lines. Segment the sounds in *cloud*: /k/ /l/ /ou/ /d/. Continue in the same way with the remaining pictures: *crown*, *house*, *crowd*, *count*.

SPELLING PATTERNS

ow/ou, ou/ou/ The diphthong sound /ou/ is almost always spelled *ow* or *ou*.

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Diphthongs ow, ou

show me

Name the picture. Write the letters that spell the vowel sound in each word.

<div>ow</div> <div>t o w n</div>	<div>ou</div> <div>sh o u t</div>	<div>ow</div> <div>b o w</div>
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Name each picture. Write the letters that spell the vowel sound in each word.

<div>ou</div> <div>cl o u d</div>	<div>ow</div> <div>cr o w n</div>	<div>ou</div> <div>h o u se</div>
<div>ow</div> <div>cr o w d</div>	<div>ou</div> <div>c o u nt</div>	

PHONICS AND SPELLING 115

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➤ guide me

Have children look at their Targeted Lessons Student Book, p. 116. Read the directions together. Ask children to tell you in their own words what they are supposed to do. (They will write the letters *ow* or *ou* to spell the vowel sound /ou/ in each word.)

The first picture shows a cow. Let's say the sounds in cow. I'll go first and then you can say the sounds after me: /k/ /ou/, *cow*. Have children repeat the segmented sounds and blend the sounds to say the word. What is the vowel sound in cow? (/ou/) What letters spell the sound /ou/ in cow? (*ow*) Have children write the letters *ow* on the lines. Continue the activity, guiding children to write the letters *ou* and *ow* for the missing sounds in *mouse* and *owl*.




➤ work time

Read the words in the box and have children repeat each one after you. Point out that each word has the vowel sound /ou/. Ask children to use each word in a sentence to make sure they understand its meaning. Then read the directions together. Tell children that they will write each word from the box in the *ow* list or in the *ou* list, depending upon the spelling for the sound /ou/.

39Diphthongs ow, ou

➤ guide me

Name each picture. Write the letters that spell the vowel sound in each word.

ow	ou	ow
		
c _ o _ w	m _ o _ u _ se	_ o _ w _ l

➤ work time

Say each word. Sort the words.

couch	clown	round	loud	flower
frown	mouth	howl	plow	proud

ow

1. clown

2. flower

3. frown

4. howl

5. plow

ou

6. couch

7. round

8. loud

9. mouth

10. proud

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PHONICS AND SPELLING 155

guide me

High-Frequency Words Have children look at their Targeted Lessons Student Book, p. 117. Tell children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, *could*. This word is *could*. Let's use the word *could* in a sentence. The next word is *where*. We usually see this word at the beginning of a question. Can you make up a question with the word *where*? Tell children that they will read the words *could* and *where* as they read the story *Lost and Found*.

work time

Decodable Text Have children look at the story *Lost and Found*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the sound /ou/. (*found*, *Scout*, *around*, *house*, *sound*, *outside*, *meow*, *out*, *how*, *down*)

check for understanding

Write the letters *ow* and *ou*. What sound do these letters stand for? (/ou/) Write the word *found*. Listen as I blend the sounds together: /f/ /ou/ /n/ /d/, *found*. Blend the sounds with me: /f/ /ou/ /n/ /d/, *found*. Now blend the sounds without me. Write the word *scout*. Listen as I blend the sounds together: /s/ /k/ /ou/ /t/, *scout*. Blend the sounds with me: /s/ /k/ /ou/ /t/, *scout*. Now blend the sounds without me. Continue the activity for *house*, *sound*, *outside*, *meow*, *how*, and *down*. Make sure children blend the sounds correctly.

Let's spell words with the sounds and letters we learned. The first word we will spell is *house*. What sounds do you hear in *house*? (/h/ /ou/ /s/) What is the letter that spells the sound /h/? (*h*) Write the letter *h*. What are the letters that spell the sound /ou/? (*ou*) Write the letters *ou*. What is the letter for the sound /s/? (*s*) Write the letter *s*. Point out that the final *e* in *house* is silent. Write the letter *e*. Let's read the word: /h/ /ou/ /s/, *house*. Continue with *crowd*, *count*, *frown*, *round*, and *howl*.

reflect

Have children turn and talk to a partner about what they have learned. What new words can you read and spell now? How does being able to read and spell these words help you?

Diphthongs ow, ou 39

guide me

could where

work time

Read the story.

Lost and Found

Max could not find his cat.

Scout was missing!

Max looked all around the house.

Where could she be?

Then a soft sound came from outside.

Meow!

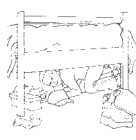

Max went out to look.

There was Scout up in a tree!

"How did you get up there?" asked Max.

Mom helped Max get Scout down.

Then Max gave her a big hug!







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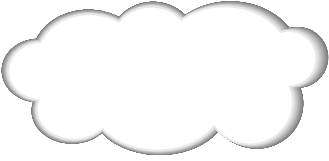


Diphthongs ow, ou


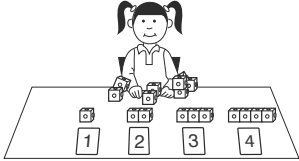
➤ show me

Name the picture. Write the letters that spell the vowel sound in each word.

ow	ou	ow
		
t _ _ n	sh _ _ t	b _ _

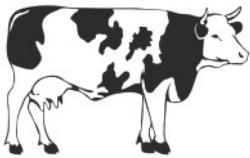


Name each picture. Write the letters that spell the vowel sound in each word.

ou	ow	ou
		
cl _ _ d	cr _ _ n	h _ _ se

ow	ou
	
cr _ _ d	c _ _ nt

➤ guide me

Name each picture. Write the letters that spell the vowel sound in each word.

ow	ou	ow
		
c _ _	m _ _ se	_ _ l

➤ work time

Say each word. Sort the words.

couch	clown	round	loud	flower
frown	mouth	howl	plow	proud

ow

1. _____

2. _____

3. _____

4. _____

5. _____

ou

6. _____

7. _____

8. _____

9. _____

10. _____

➤ **guide me**

.....

could

where

➤ **work time**

.....

Read the story.

Lost and Found

Max could not find his cat.

Scout was missing!

Max looked all around the house.

Where could she be?

Then a soft sound came from outside.

Meow!

Max went out to look.

There was Scout up in a tree!

“How did you get up there?”
asked Max.

Mom helped Max get Scout down.

Then Max gave her a big hug!

