| Step 21 – Words Ending in the Sounds of /v/ and /ū/ |
|---|
| This lesson will teach three new phonograms and that words don't |
| end in \underline{u} or \underline{v} . The student will learn to add a silent \underline{e} to words |
| ending in the sounds of $ v $ and $ \bar{u} $. |
| You will need: letter tiles <u>aw</u> , <u>au</u> , and <u>ow</u> , Phonogram Cards 41-43, |
| Sound Cards 41-43, Key Card 6, Word Cards 181-190 |
| |

Review

Phonogram Cards Sound Cards Word Cards

Word Bank for EE

One of the jobs of Silent E is to keep a word from ending in U or V.

Take a look at pages 106-108 to see how we teach this concept using the letter tiles.



Quickly review selected cards from behind the Mastered dividers.

Concept Review

Build the word *hinge*. h i n g e

"What is the job of Silent E in this word?" To make the g soft.

Build the word *lakes*.

"What is the job of Silent E in this word?" To make the <u>a</u> long.

Build the word stage. stage e

"What are the two jobs of Silent E in this word?" To make the g soft and to make the \underline{a} long.

New Teaching Teach New Phonograms AW, AU, and OW

"We have three new tiles today."

Point to the <u>aw</u> tile. aw

"This tile says /aw/ that we <u>may</u> use at the end of English words." Repeat after me: /aw/ that we may use at the end of English words." Student repeats.

Excerpted from All About Spelling Level 2

New Teaching (continued)

Point to the <u>au</u> tile.



"This tile says /aw/ that we may <u>not</u> use at the end of English words. Repeat after me: /aw/ that we may not use at the end of English words." *Student repeats*.

"We can't use this tile at the end of English words because there is a rule that English words don't end in <u>u</u>."

Point to the <u>ow</u> tile. **ow**

"This tile says $/ow/-/\bar{o}/$. Repeat after me: $/ow/-/\bar{o}/$." Student repeats.

"Good. These tiles are vowel teams, so let's put them in the right spot in our letter tile setup." Help your student organize the new tiles.



Point to the aw and ow letter tiles.

"We usually don't think of the letter \underline{w} as being a vowel, but when it is paired with the letters \underline{a} and \underline{o} , it acts like a vowel. That's why we can store these tiles under the Vowel Teams label."

Take out Phonogram Cards 41-43 and practice them with your student.

Practice Sound Cards 41-43 with your student. Dictate the sound and have your student write the phonogram.

File the cards behind the appropriate Review dividers in the Spelling Review Box.

Teach Key Card 6: U or V at the End of a Word

"You already know the rule that English words don't end in \underline{i} or \underline{j} . Today you will learn the rest of the rule, which states that English words usually don't end in \underline{u} or \underline{v} ."

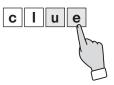
Excerpted from All About Spelling Level 2

New Teaching (continued)

We have a few words in our vocabulary that do end in <u>u</u>, including *you* and *thou*. From French we borrow the words *ecru*, *menu*, *lieu*, *caribou*, and *impromptu*; from Japanese we borrow the words *haiku*, and *tofu*. The word *flu* comes from the shortened French word *influenza*.

"I want to spell the word *clue*." **c I u**

"English words usually don't end in u, so we add Silent E at the end."



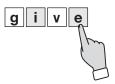
"Spell the word true with the tiles." Student spells the word.



"What is the job of Silent E? It keeps u from being the last letter.

"Now I want to spell the word give." **g** i v

"English words usually don't end in v, so I add Silent E."



"The job of Silent E here is to keep the \underline{v} from being the last letter in the word."

"What sound does the \underline{i} make in this word?" $/\check{i}/.$

"Right. Silent E doesn't make the <u>i</u> long in this word. If the <u>e</u> is doing another job, it doesn't always make the vowel before it long."

Here is a memorable way to explain \underline{e} 's job: "Silent E keeps the \underline{v} from tipping over."



Build the word *love*.



Point to the \underline{o} . "Tell me the sounds of \underline{o} ." $/\bar{o}/-/\bar{o}/-/\bar{o}/-/\bar{u}/$.

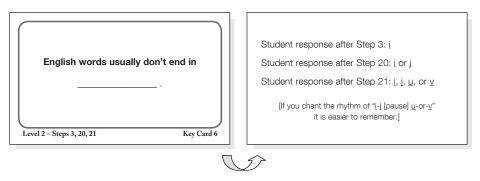
"This word uses the fourth sound of \underline{o} . This word says...?" Love.

"What is the job of Silent E?" It keeps the \underline{v} from being the last letter.

New Teaching

(continued)

Read the third part of Key Card 6 with your student and then file it behind the Review divider.



Word Cards 181-190: Spell with Tiles

Dictate the words and have your student spell them with tiles. Follow the **Procedure for Spelling with Tiles**, illustrated in Appendix C.

181. give
182. love
183. have Do you have a cold?
184. live How long did the turtle live?
185. carve
186. clue
187. due The book is due today.
188. blue The kitten has blue eyes.
189. true
190. glue

Spell on Paper

Once your student is able to spell the words using the tiles, dictate Word Cards 181-190 and have him spell the words on paper.

File the Word Cards behind the Review divider.

Reinforcement More Words

The following words reinforce the concepts taught in Step 21. Have your student spell them for additional practice.

twelve forgive Sue

Reinforcement

(continued)

Dictate Phrases

Dictate several phrases each day.

true love

twelve cats

glue and tape

a big clue

blue rocks

due date

Dictate Sentences

Dictate several sentences each day.

Sue will give the dog a bath.

Is it true?

Long live the king!

He did not have glue.

I have a big garden.

Give him a big push on the swing.