



advanced vowels

/ou/

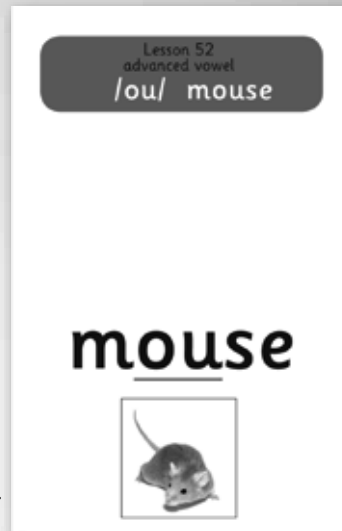
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PHONEMIC AWARENESS

- Tell students they are going to learn the **/ou/** sound. Say the sound is the sound they make when they get hurt - **/ou/** as in "ouch."
- Show students the card for "mouse."
- Ask students to name the picture and tell you the vowel sound they hear in the middle of the word.
- Turn over the card and point to the letters **ou** on the card and tell them that the letters together in this word stand for the vowel sound they hear in the word "mouse."

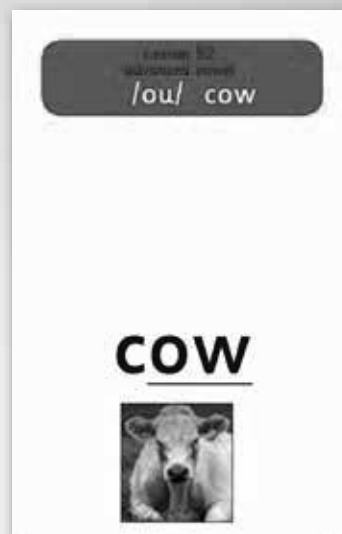


Sound/Symbol Cards Cards

Print on a thick paper or card. Fold the sheet down the center on the dotted line. Cut the cards into four and glue. For extra durability, you can laminate the cards.

PHONEMIC AWARENESS

- Tell the students that the **/ou/** sound can be written with different letters.
- Show the Sound/Symbol card for "cow."
- Ask students to name the picture and tell you the vowel sound they hear at the end of the word "cow."
- Turn over the card and point to the letters **ow** on the card and tell them that the **o** and **w** together represent the **/ou/** sound they hear in the word "cow."





PHONEMIC AWARENESS

- Explain to students that the letter combinations **ou** and **ow** are letter combinations that we call **advanced vowel sounds**.
- These vowels are neither long nor short.
- Ask students to listen for the **/ou/** sound in these examples of the sound “out,” “brown,” and “mouth.”

ou

ow

mouth

Word Cards
Word Cards

PHONEMIC AWARENESS

- Remind students that some times the **/ou/** sound uses different letters to represent it.
- Sometimes it is written **ow** as in “cow” and other times it is written **ou** as in “mouse.”

cow

mouse



PHONEMIC AWARENESS

- Say aloud the words “shout” and then “shot.” Ask students which word has the same vowel sound as in “cow.”
- Make sure that students can differentiate between the two vowel sounds.
- Ask students to name other words with the advanced vowel sound /ou/.
- Write the words on the board and ask students to circle the advanced vowel spelling.

shout

shot

Word Cards
Word Cards

PHONEMIC AWARENESS

- Show the Word Card for “town.”
- Point out the letter combination that represents the /ou/ sound. Tell them that the /ou/ sound in this word comes in the middle of the word.
- Tell them that even though there are four letters in the word “town,” there are only three sounds which blend to make the word.
- Repeat the exercise with the rest of the Word Cards. Ask students to blend the sounds to read each of the words.

town

cow	now
wow	gown
down	town

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PHONEMIC AWARENESS

- Tell the students that you are going to say some words that have the **/ou/** vowel sound and some that do not.
- Ask them to clap once and say **/ou/** when they hear the advanced vowel sound **/ou/** in the word.
- Here are the words:

**wow, wool, cow, cool,
hound, hand, fond, found**

- Be sure to leave plenty of time between saying each word for the students to respond.

BLENDING

- Show the Word Card for **down**.
- Say that the word has the **/ou/** sound in the middle.
- Ask a student to point to the letters that stand for **/ou/**.
- Sound out **down** while running a finger under each letter:
/d/ /ou/ /n/.
- Say the word quickly **down**.
- Have the students sound out the word with you.

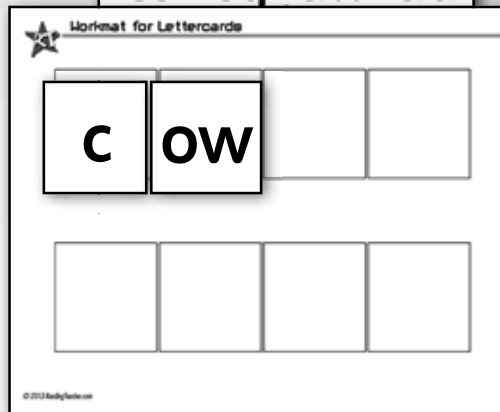
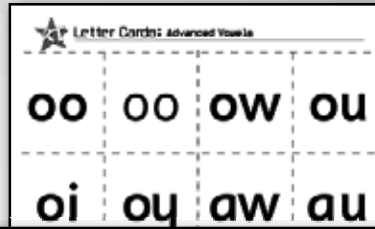
down

Word Cards
Word Cards



BLENDING

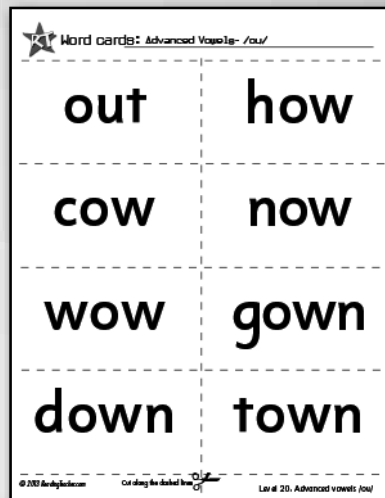
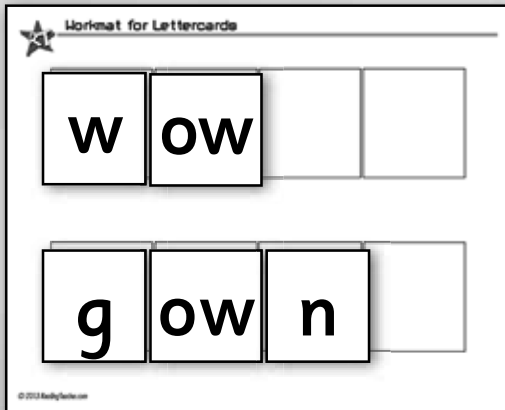
- Print out the Letter Card sheets and work mat for Level 20.
- Give each student two cards for each letter and a work mat.
- Say the word **cow** slowly. As you say the sounds, move up the relevant letter card onto a box on the work mat.
- Repeat and then have students do theirs along with you.



Letter Cards
 Letter Cards
 Work Mat

BLENDING

- Ask students to get the letters they need to spell **wow**. As you say the sound, move up the relevant letter card onto a box on the work mat.
- Continue, using words from the Word Cards for Level 20 - /ou/.





ADVANCED VOWELS

/oo/ /ou/ /oi/ /aw/

The next lesson will cover the advanced vowel /oi/ as in boy.