

Date: _____

Spelling Vowel Diphthongs *ou/ow*

PLAN

Component: Encoding

Instructional Activity: Spelling Vowel Diphthongs *ou/ow*

Materials Needed: sound-spelling cards, whiteboards, markers, erasers



Approximate Time:
10 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

A diphthong is often a combination of two letters that work together to make a vowel sound that changes or moves as it is being pronounced. Today, we are going to practice spelling words with the vowel diphthong, /ow/.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

Refer to the sound-spelling cards as you review the vowels. **There are two kinds of letters: *consonants* and *vowels*. The vowels are *Aa*, *Ee*, *Ii*, *Oo*, and *Uu*. Sometimes the letter *Yy* can also make a vowel sound.**

There are two kinds of letters: *consonants* and *vowels*. The vowels are *Aa*, *Ee*, *Ii*, *Oo*, and *Uu*. Sometimes the letter *Yy* can also make a vowel sound.

A *vowel team* is a combination of two, three, or four letters that work together to spell one vowel sound.

A *diphthong* is often a combination of two letters that work together to make a vowel sound that changes or moves as it is being pronounced.

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Demonstrate. *Teach the new skill, model with clear explanations, verbalize your thinking process.*

Display or hold the sound-spelling card for /ow/. Point to the picture at the top of the card.

- **The sound is /ow/. The key word is _____. What's the sound?** Students: /ow/
- Point to the spelling patterns at the bottom of the card. **There are two ways to spell the sound /ow/.**
 - **When the /ow/ sound is in the middle of a word or syllable, it is sometimes spelled *ou*.** What's the spelling for /ow/ in the middle of a word or syllable? Students: *ou*
 - **When the /ow/ sound is in the middle or at the end of a word or syllable, it is sometimes spelled *ow*.** What's the spelling for /ow/ in the middle or at the end of a word or syllable? Students: *ow*

I'm going to spell a word that contains the diphthong /ow/. The word is *power*.

First, I count the syllables. I'll hold up one finger for each syllable I hear: /pow/ /ər/. Two syllables.

The first syllable is /pow/. I stretch it: /pow/. I ask myself: *Where do I hear the sound /ow/ in the syllable?* I hear the sound /ow/ at the end of the syllable. I know that when the /ow/ sound is in the middle or at the end of a word or syllable, it is sometimes spelled *ow*. I stretch and spell the syllable: /p/ write *p*; /ow/ write *ow*.

I say the word again and listen for the second syllable: /pow/ /ər/. The second syllable is /ər/. I ask myself: *How should I spell the sound /ər/?* I know that when I hear /ər/ at the end of a word or syllable, it's most frequently spelled *er*. I stretch and spell the syllable: /ər/ write *er*.

In order to check the second syllable, I rely on visual memory to see if the word looks familiar.

Then I check my work by pointing under each syllable in the word and reading it, sounding it out if I need to. I put the syllables together and read the whole word: /pow/ /er/. That's it! The word is *power*!

I DO IT!

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WE DO IT!

Provide guided practice.

Distribute student whiteboards, markers, and erasers.

Let's spell some words together. Each word contains the diphthong /ow/.

The first word is *shout*. What word? Students and teacher: *shout*

Count the syllables in *shout*. Prompt: Hold up one finger for each syllable. Students and teacher: *shout*. *One syllable*.

Stretch the sounds in *shout*. Students and teacher: /showt/.

Where do you hear the sound /ow/ in the syllable? Students and teacher: In the middle of the syllable. There's a consonant sound before and after the sound /ow/.

How can I spell the sound /ow/ when it's in the middle of the syllable? Students and teachers: *ou or ow*. Prompt: **We can write the word two ways to see which one looks familiar.**

Stretch and spell the word *shout*: Students and teacher: /sh/ write *sh* twice; /ow/ write *ou* beside the first *sh* and *ow* beside the second *sh*; /t/ write *t*

Which word looks familiar *shout* or *showt*? Students and teacher: *shout*. Prompt: ***out* is a frequent letter sequence, so when you hear /ow/ followed by /t/ in a word, you should spell it *out***

Check your work by sounding it out, then putting it together and reading the whole word. Students and teacher: /sh/ /ow/ /t/; *shout*

Use the routine above to spell the words *crowded* and *count*.



If students need support with:	Then try this:
Segmenting phonemes	Try having the student use Elkonin boxes to push and say each phoneme before writing the graphemes.

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YOU DO IT!

Provide independent practice.

Now it's your turn to spell words on your own. I will walk through the steps with you, but you will spell the word by yourself. I'll be looking at your whiteboards to see how you're doing.

Follow the below routine using words from the Word List.

- **Repeat the word.** The teacher should also say the word "like a robot" if it contains a schwa sound, and students should repeat it.
- **Count the syllables.**
- **Say the first syllable.** If there's an /oy/ sound in it, think: Do you hear it at the beginning, middle, or end of the syllable? What spelling pattern should I choose?
- **Stretch and spell the first syllable.**
- **Say the next syllable.** If there's an /oy/ sound in it, think: Do you hear it at the beginning, middle, or end of the syllable? What spelling pattern should I choose?
- **Stretch and spell the next syllable.**
- **Continue until you've spelled all of the syllables in the word.**
- **Check your work.** Point under each syllable and read it, then put the syllables together and read the whole word.

Word List	
flower	proud
louder	frown
grounded	downtown



If students need support with:	Then try this:
Spelling multisyllabic words with vowel diphthongs	Try having students spell single syllable words with vowel diphthongs.

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ASSESS

Assess students (formally or informally). *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice. Scaffold or correct all errors. Provide specific feedback for accurate responses.

ENRICH/EXTEND

Enrichment/Extension. *Provide enrichment and extension activities for students who need less support.*

To familiarize students with a particular spelling pattern, such as *ou* or *ow*, have them look for and list words they find in text that use the pattern.