

Support for English Learners

Unit 9, page 66: Vowel Sounds: /ou/, /ô/

Some students may have difficulty identifying and pronouncing the /ou/ and /ô/ vowel sounds.

Listen

Remind students that some vowels are not long or short. Say: *Let's listen to the vowel sound in the Basic Word south.* Say /ou/, elongate the sound separately and as part of the word *south*, then say *south*.

Say: *Now let's listen to the vowel sound in the Basic Word hawk:* /ô/, /ôôô/, hôôô, hawk.

Speak and Read

Say: *Let's practice saying the /ou/ sound in the Basic Word south.* Say /ou/, elongate the sound separately and as part of the word *south*, then say *south*. Have volunteers model the pronunciation of the /ou/ sound. Then say: *Now let's practice saying the /ô/ sound in the Basic Word claw:* /ô/, /ôôô/, clôôô, claw. Have volunteers model the pronunciation of the /ô/ sound.

Write the Basic Words *aloud*, *south*, *tower*, and *howl* on the board. Say: *The /ou/ sound is often spelled with the letters o-u and o-w.* Have volunteers circle the letters that make the /ou/ sound in the words.

Continue with the Basic Words *bald*, *hawk*, *claw*, and *faucet*, mentioning that the /ô/ sound can be spelled *a-w*, *a-u*, or spelled *a* before the letter *l*.

Spell

Beginning/Preproduction Create and distribute word cards for /ou/ and /ô/. Read aloud the Basic words *hawk*, *south*, *tower*, *balk*, and *fault*. Ask students to hold up the appropriate card as you say each word. Then have them repeat each word after you, elongating the vowel sound.

Early Production/Speech Emergent Create and distribute word cards for the Basic Words *proud*, *howl*, *hawk*, *faucet*, *claw*, and *cause*. Write simple sentences on the board for each word. As you read each sentence, cover up the Basic Word, pausing when you get to it. Have students hold up the appropriate word card and read it aloud.

Intermediate/Advanced Have students choose two words from the Basic Words list. One word should have the /ou/ vowel sound and one should have the /ô/ vowel sound. Have students write a sentence for each word and circle the spelling for the /ou/ or /ô/ sound.

Sort

Pair students of different proficiency levels. Write the Basic Words *bald*, *south*, *tower*, *faucet*, *howl*, *hawk*, *allow*, *cause*, and *claw* on the board. Have students copy and complete the chart below into their word-study notebooks.

/ou/ Sound	/ô/ Sound