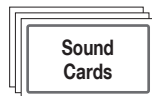
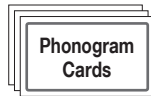


## Step 25 – Vowel Teams OW and OU

*This lesson will teach how to spell words with the sound of /ow/.*

You will need: blank red tile, Word Cards 221-230

### Review



### Concept Review

“What are the long vowel sounds?” *Student replies /ā/-/ē/-/ī/-/ō/-/ū/.*

“You have learned the four ways to make a long vowel sound.” Review the following information with your student, either by showing him this chart or by building the example words.

1	A vowel can be long in an open syllable. <p style="text-align: center;">p r e   v e n t</p>
2	A vowel can be long in a Vowel-Consonant-E syllable. <p style="text-align: center;">n o t e</p>
3	Letters <u>i</u> and <u>o</u> can be long before two consonants. <p style="text-align: center;">ch i l d h o l d</p>
4	A long vowel sound can be made using a vowel team. <p style="text-align: center;">f ee t</p>

“You will be learning more vowel teams that make long vowel sounds in the next level.”

## New Teaching

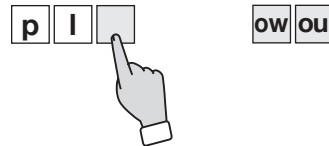
### Teach a Generalization about OW and OU

“Today we will spell words that have the sound of /ow/. Repeat these words after me, and listen for the /ow/ sound: *cow, sound, town.*”

*Student repeats words.*

“Pull down the two tiles that can say /ow/.” *Student pulls down ow and ou.*

Build the word *plow*, putting a blank red tile in place of the ow tile. “I want to spell the word *plow*.”



“The /ow/ sound is at the **end** of the word. Which of these two tiles will I use to spell the /ow/ sound?” Ow.

“Why can’t I use the ou tile?” *Because English words don’t end in u.*

“Good. So at the end of a word, we use ow.”

“Spell the word *cow*.” *Student spells with the tiles.*

“Why did you choose ow?” *Because we use ow at the end of a word. (Or, English words don’t end in u.)*

Build the words *round* and *down*. 

r	ou	n	d
---	----	---	---

d	ow	n
---	----	---

“In the **middle** of a word, sometimes we use ou and sometimes we use ow.”

The sound of /ow/ can also be spelled ough, but only in a few words such as *plough, bough, and sough*. This spelling will be taught in a later level.



## New Teaching

(continued)

### Label Syllable Types

Build the word *found*. f ou n d



“Ou is a vowel team, so this is a vowel team syllable. Label the syllable.”

Vowel Team  
f ou n d

Build the word *outside*. Have your student divide the word into syllables and label each syllable with the proper tag.

Vowel Team VCE  
ou t s i d e

### Word Cards 221-230: 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.

**221. brown**

**222. cow**

**223. round**

**224. our** Our cat had kittens.

**225. how**

**226. flower** Lilacs are my favorite flower.

**227. owl**

**228. found**

**229. now**

**230. down**

When the sound /ow/ occurs at the **end** of a word, the choice is easy: use ow.


When the sound /ow/ occurs at the **beginning** or **middle** of a word, it gets a little trickier. Your student will need to practice the words on the spelling list in order to remember whether to use ou or ow in these words.

Within a word, /ow/ is most frequently spelled ou. But it is interesting to note that before n, l, el, and er, we often use ow.

## New Teaching

(continued)

## Spell on Paper

Once your student is able to spell the words using the tiles, dictate Word Cards 221-230 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 25. Have your student spell them for additional practice.

**clown**

**count**

**crown**

**loud**

**mouth**

**out**

**outside**

**south**

**town**

**without**

### Dictate Phrases

Dictate several phrases each day.

**south end of town**

**brown cow**

**found a coin**

**pink flower**

**how much**

**round ball**

### Dictate Sentences

Dictate several sentences each day.

**Her child found a red flower.**

**It was down in the dark cave.**

**How old is your dog?**

**Will you go now?**

**The loud truck went into town.**

**You let the fire go out.**

**Celebrate!**

**Present Your Student with the  
Certificate of Achievement**





# ALL ABOUT<sup>®</sup> Spelling

The program that takes the struggle out of spelling

## Did you enjoy this activity? Then you'll love *All About<sup>®</sup> Spelling!*

*All About Spelling* is a seven-level program that teaches encoding, reliable spelling rules, and multisensory strategies to help your student become a proficient speller for life. Based on the latest research, this award-winning program provides complete and comprehensive instruction using the Orton-Gillingham approach. We take the struggle out of spelling!

- Lightly scripted “open and go” lesson plans
- Mastery-based with no gaps
- Suitable for all ages and learning styles
- 100% guarantee and lifetime support



To learn more about *All About<sup>®</sup> Spelling*, please visit  
[www.AllAboutSpelling.com](http://www.AllAboutSpelling.com)  
or call us at 715-477-1976.