The 'OW' sound

There are two common spelling patterns for writing this sound. It is a good idea to work with some high-frequency words that contain both patterns.

A mnemonic that helps students remember the sound associated with the patterns is to draw a drawing pin under the patterns and ask students what would you say if you stood on a drawing pin – OW!

Make up two cards – one for the OW pattern and one for the OU pattern, plus flashcards for these words.

about, allowed, around, down, found, house, how, now, out, town, loud, cow, clown, cloud, mouse, frown, brown, drown, proud, mound, shower, crown, shout

Colour code the 'ow' patterns and draw a drawing pin under each one.

Today we are going to read some words that all have an 'ow' sound in them – the sort of sound you might make if you stood on a drawing pin. OW!

Write the OW pattern on the board with a drawing pin underneath it.

We can write the 'ow' sound another way as well.

Like this. OU

Draw a drawing pin underneath this pattern as well.

I'm going to give you each a card that has an OW word on it.

See if you can read the word I give you.

Hand out the cards – one to each student.

Each student tries to read their word then holds the card facing away from them.

Now I want you to all stand up and show your cards to each other. See if you can read the words on other people's cards.

Students stand up and walk around the room, trying to read each other's words.

Now I want everyone to stop and have a careful look at their words. Everyone who has a word where the 'ow' sound is written like this - Hold up an OW pattern card - needs to come and stand together over here.

Everyone who has a word where the 'ow' sound is written like this - Hold up an OU pattern card - needs to come and stand together over here.
So now we’ve found two ways of writing the ‘ow’ sound.

Let’s all read the O   W ‘ow’ words together.

Everyone reads the cards the OW students are holding.

Now let’s all read the O   U ‘ow’ words together.

Collect the cards and students sit back on the mat.

Who can remember the word they had on their card?

As students tell you the words, write them up on the whiteboard.

Who could be a Word Detective and come up and circle the letters that write the ‘ow’ sound in these words.

Read each word and one student at a time circles the ow spelling pattern in each one.

Use Activity Sheet 1.32
Read the sentences to the students, one at a time.
Underline the words that have an 'ow' sound in them.

How brown is your cow?
I had to bow at the end of my dance.
There is a mouse in my house.
The queen wore her best gown and a gold crown.
Don’t frown and growl.
The cloud brought a shower of rain.
Learn to swim so you don’t drown.
Dad gave Mum a bunch of flowers.
I like to go to town when it is late night shopping.
The ‘OW’ Sound

There are many high frequency words that contain the ‘ow’ sound and there are two main spelling patterns for writing it.

The goals for this topic are for students to:
- Identify and isolate the ‘ow’ sound in words
- Write this sound in unknown words using one or other of its common spelling patterns – ow or ou
- Develop sight word recall for high frequency words that contain this sound and be able to write these words using the correct spelling pattern

For example: Words such as

Call out the words and choose students to help you spell them on the board. Write them in two separate lists according to whether they have an ow or an ou spelling pattern.

now    about
cow    our
how    round
down    house
town    out

All these words have one sound that is the same.

Can anyone tell me what that sound is?
Yes, it’s the ‘ow’ sound.

Look at the words in the first list.
How have we written the ‘ow’ sound in those words?

If necessary, write the words in Elkonin boxes to illustrate the ‘ow’ sound and spelling patterns.

We’ve used the ow spelling pattern to write the ‘ow’ sound in these words.

Now look at the words in the second list.
How have we written the ‘ow’ sound in those words?

That’s right, we have used the ou spelling pattern to write the ‘ow’ sound in those words.

Can anyone think of some more words that have an ‘ow’ sound in them?

Write the words on the board as the students give them to you, in the correct list.

A student who is thinking of the ow spelling pattern might give you words such as etc. If this happens you need to explain what they have done.

I can see that Jimmy is thinking of the ow spelling pattern and he has thought of a word that has this pattern. Listen to this word – show.

Write the word on the board and circle the ow pattern.

Sh ow

Can you hear that the ow pattern is writing a long ‘o’ sound in show?
Jimmy's word has taught us something new. We've found out that the **ow** pattern writes two sounds.

What are they?

Yes, the 'ow' sound in **now** and the long 'o' sound in **know**.

We're just thinking of words that have the 'ow' sound in them today.

Who could be a clever Word Detective and come up and circle the spelling patterns that are writing the 'ow' sound in these words?

Well done. We've found lots of words that use the **ow** and **ou** spelling patterns to write the 'ow' sound.

**Dictation**

Dictate these sentences to the students and they underline all the words that have an 'ow' sound in them. Write the correct sentences on the board for them to check afterwards.

Students then help you circle the spelling patterns for the 'ow' sound.

- Wow, it's a brown cow!
- I am going for a ride around the town.
- It takes one hour to drive to our house from here.

Use **Activity Sheet 2.30**
The words in the box all have an ‘ow’ sound in the middle. Read each sentence and find the correct word in the box to help you fill in the gap with an ‘ow’ spelling pattern – ow or ou?

<table>
<thead>
<tr>
<th>allowed</th>
<th>cow</th>
<th>loud</th>
<th>how</th>
</tr>
</thead>
<tbody>
<tr>
<td>house</td>
<td>found</td>
<td>mountain</td>
<td>our</td>
</tr>
</tbody>
</table>

I f_ _ nd my lost pen under a book.

Will you show me h_ _ to tie my shoelaces?

The music was too l_ _d so I covered my ears.

When we went to the farm we saw lots of c_ _ s.

David and I both brought _ _ r pets to school today.

I live in the last h _ _se in the street.

Sir Edmund Hillary climbed the highest m_ _ntain in the world.

Because I had been naughty, I was not all_ _ ed to play with my friends.
The ‘ow’ sound
(Revision)
This sound has been covered in both Stage 1 and Stage 2. If students are beginning at Stage 3 and have not worked through the earlier lessons, you may need to refer to Topic 6, Stage 1 and Topic 5, Stage 2. There are also a variety of practice activities to accompany these earlier lessons.

The goals are for students to:
- Revise the two spelling patterns for the ‘ow’ sound
- Learn which spelling pattern to use when the ‘ow’ sound is in different positions in words

Today we are going to be working with the ‘ow’ sound.
There are two common spelling patterns for writing the ‘ow’ sound.
Let’s see if we can find them.

Ask students to brainstorm words that have an ‘ow’ sound in them.
Write them on the board in two lists according to their spelling patterns.

Who can see the patterns for the ‘ow’ sound in these words.
Come and write the patterns at the top of each list.

ow ou

We are going to find out how to decide when to use these two spelling patterns in words.

I am going to put some words on the board and I want you to break them into syllables.

coward mountain power
found now council

cow/ard moun/tain pow/er
found/ now/ coun/cil

What pattern have we used to write the ‘ow’ sound when it is at the end of a syllable?
That’s right, it’s the ow spelling pattern.
If you hear the ‘ow’ sound at the end of a word or at the end of a syllable, you should use the ow spelling pattern to write it.

Can you think of more words that have the ‘ow’ sound at the end of the word or the end of the syllable?

If students have difficulty thinking of them, give them the first word in each of these word lists.

<table>
<thead>
<tr>
<th>cow</th>
<th>cow/ard</th>
<th>cow/boy</th>
<th>cow/er</th>
<th>cow/er/ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>how</td>
<td>how/ever</td>
<td>how/dy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>now</td>
<td>now/a/days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bow</td>
<td>bow/er</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pow/er</td>
<td>pow/er/ful</td>
<td>pow/er/less</td>
<td></td>
<td></td>
</tr>
<tr>
<td>row</td>
<td>row/dy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tow/er</td>
<td>tow/er/ing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vow</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Make sure the words have an ‘ow’ sound at the end of a syllable.

For example: cow - cow/ard, cow/boy, cow/girl, cow/er, cow/er/ing etc.

NOT count/, count/ing etc. where it is in the middle of a syllable.

Make sure students don’t give you words with an ow spelling pattern when it is writing the long ‘o’ sound – etc. If they do, just tell them “It has the ow spelling pattern but its writing a different sound!”

Can you see that the ‘ow’ sound is almost always spelled with the ow pattern when it is on the end of a syllable or the end of a whole word.

When the ‘ow’ sound is inside a syllable it is usually written with the ou pattern. However, there are two groups of words that use the ow pattern to write the ‘ow’ sound inside a syllable. Let’s find them.

Help me spell these words.

Write them on the board

ground loud house mouth pouch mountain ounce frown growl

Highlight or rewrite the ‘ow’ sound and following consonants (the rime).

...ound ...oud ...ouse ...outh ...ouch ...ount ...ounce ...own ...owl

Now I want you to work in pairs to see how many words you can think of that contain the sound patterns I have highlighted - ‘ound’, ‘oud’ etc

For example: mountain, fountain, mount, count, counter

ounce, pounce, bounce, council, counsellor

Try putting different letters before each sound pattern (b, k, sh, bl, fl etc.).

Students share the words they have brainstormed. Check that the words they suggest do actually contain the rimes - outh works for and but not for ; own works for and but not for .

What are the two sound patterns (rimes) that use an ow spelling pattern to write the ‘ow’ sound inside a syllable?

Yes - the ‘own’ and ‘owl’ words. Most other words use the ou spelling pattern when the ‘ow’ sound is inside a syllable.

NB. The word is an exception to this pattern. Students must just learn it as a one-off word that does not follow the usual convention.

Help me fill in this cloze sentence with what we have learned about writing the ‘ow’ sound.

When the ‘ow’ sound is at the end of a syllable or the end of a word, we use the ______ spelling pattern.

When the ‘ow’ sound is inside a syllable, we usually use the ______ spelling pattern.

The ow spelling pattern is used inside a syllable for words that contain the ______ and ______ sounds.
When the 'ow' sound is at the end of a syllable or the end of a word, we use the **ow** spelling pattern.

When the 'ow' sound is inside a syllable, we usually use the **ou** spelling pattern.

The **ow** spelling pattern is used inside a syllable for words that contain the 'own' and 'owl' sounds.

Students who need more practice working with this sound, could use some of the activities from the earlier stages. They could also work with Elkonin boxes to help highlight these patterns.

**For example:**
Call out these words and students tell you how many sounds in each one. Draw Elkonin boxes for each word. Students then write the spelling patterns for each sound in the sound boxes.

<table>
<thead>
<tr>
<th>Word</th>
<th>Elkonin Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>drown</td>
<td>d r ow n</td>
</tr>
<tr>
<td>thousand</td>
<td>th ou s a n d</td>
</tr>
<tr>
<td>mouse</td>
<td>m ou se</td>
</tr>
<tr>
<td>crowd</td>
<td>c r ow d</td>
</tr>
<tr>
<td>pound</td>
<td>p ou n d</td>
</tr>
<tr>
<td>rowdy</td>
<td>r ow d y</td>
</tr>
</tbody>
</table>

**More words for Elkonin boxes**

<table>
<thead>
<tr>
<th>Word</th>
<th>Elkonin Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>counter</td>
<td>c ou n t er</td>
</tr>
<tr>
<td>loud</td>
<td>l ou d</td>
</tr>
<tr>
<td>growl</td>
<td>g r ow l</td>
</tr>
<tr>
<td>fountain</td>
<td>f ou n t ai n</td>
</tr>
<tr>
<td>mountain</td>
<td>m ou n t ai n</td>
</tr>
<tr>
<td>pounce</td>
<td>p ou n ce</td>
</tr>
<tr>
<td>tower</td>
<td>t ow er</td>
</tr>
<tr>
<td>frown</td>
<td>f r ow n</td>
</tr>
<tr>
<td>sprout</td>
<td>s p r ou t</td>
</tr>
</tbody>
</table>
Dictation
A mouse was found drowned in a flower pot after a heavy shower of rain.

I’ve lost count of how many times I have found your towel on the ground!

The dog gave a loud growl when it saw the cat come round the corner.

The cat pounced on the mouse as it ran down the curtain in the lounge.

Students underline all the words containing an ‘ow’ sound. They then circle the ‘ow’ spelling pattern in each word.

Exercises 180 - 182 from “Practice activities to accompany Spelling Under Scrutiny” also provide practice activities for working with the ‘ow’ sound.

Use Activity Sheets 3.50 and 3.51 to work with the ‘ow’ sound.
Write these words into two lists according to the spelling pattern for the 'ow' sound.

<table>
<thead>
<tr>
<th>OW words</th>
<th>OU words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write sentences that use these pairs of words.

doubt count

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

powder trousers

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

however power

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
Divide these words into syllables.

For example:

<table>
<thead>
<tr>
<th>cow/ard</th>
<th>frown/</th>
<th>loud/</th>
<th>thous/and</th>
</tr>
</thead>
<tbody>
<tr>
<td>mountain</td>
<td>down</td>
<td>proud</td>
<td>growl</td>
</tr>
<tr>
<td>counter</td>
<td>however</td>
<td>bounce</td>
<td>boundary</td>
</tr>
<tr>
<td>clown</td>
<td>doubtful</td>
<td>council</td>
<td>cowboy</td>
</tr>
<tr>
<td>dowdy</td>
<td>found</td>
<td>house</td>
<td>howl</td>
</tr>
<tr>
<td>mouth</td>
<td>noun</td>
<td>powerful</td>
<td>fountain</td>
</tr>
<tr>
<td>shower</td>
<td>power</td>
<td>pounce</td>
<td>pouch</td>
</tr>
<tr>
<td>powder</td>
<td>rowdy</td>
<td>south</td>
<td>sour</td>
</tr>
<tr>
<td>sound</td>
<td>towel</td>
<td>tower</td>
<td>town</td>
</tr>
<tr>
<td>voucher</td>
<td>vowel</td>
<td>vow</td>
<td>ounce</td>
</tr>
</tbody>
</table>

Mark this with your teacher now

Rewrite each of the words above into the correct column, according to the position of the 'ow' sound in the syllable.

<table>
<thead>
<tr>
<th>'ow' at the end</th>
<th>'ow' in the middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>of a syllable</td>
<td>of a syllable</td>
</tr>
</tbody>
</table>

Write the words that have the 'ow' sound in the middle of a syllable into word families, according to 'ow' spelling pattern and the following sound.

For example: count, ounce, down, frown, mound, south, pouch, ouch

<table>
<thead>
<tr>
<th>own</th>
<th>oud</th>
<th>ous</th>
<th>oun</th>
<th>owl</th>
<th>outh</th>
<th>ouch</th>
</tr>
</thead>
</table>