

UNIT STRUCTURE
Teaching vowel sounds
CLASS – III

Unit Over-view	Rationale	Unit Outcomes				Methodology Support					Additional Reading		
		Learning Outcomes	Learning Gaps to be addressed	Related Lessons	Unit Objectives	Introduction	Case Study 1	Activity 1	Case Study 2	Activity 2		Summary	Suggested Questions
<p>Overview of the language skill</p> <p>What the Gunotsav assessment shows us</p>		<p>LO 3.07 : The learner writes/types dictation of words/phrases/sentences</p>	<p>Sub Area: Spell (emphasis is on vowel sound)</p>	<p>Unit 3 Little by Little The Enormous Turnip Unit 4 Sea Song A Little Fish Story Unit 5 The Balloon Man The Yellow Butterfly</p>	<p>In this unit you will read ways of helping learners to :</p> <p>⇒ practise words to learn correct spelling</p>	<p>What this unit will teach you</p>	<p>Spelling (vowel sounds)</p>	<p>Spelling (vowel sounds)</p>	<p>i</p>	<p>i</p>	<p>What you learnt in this unit</p>	<p>Sample Question : Q. Fill in the blank with - a, e, i, o, u (i) m _ l _ _ n (ii) m _ t _ (iii) sq _ _ r _ (iv) p _ r p l _ (v) s _ r p r _ s _ d</p>	<p>↪ www.tess-india.edu.in</p>

Overview

The aim of this unit is to help the teachers to enable the students to acquire correct English spelling. Students of vernacular medium schools find spellings of English words very difficult. Some of the reasons why students find English spellings difficult include :

- ★ The difference between English vowel sounds and the words in the mother tongue.
- ★ The lack of correspondence between English letters and sounds.
- ★ The lack of exposure of children to English.

Rationale

During Gunotsav 2017 the class III students are assessed in 3 different areas – reading, writing and numeracy. As per the data it is seen that the performance of students in L₂ (English) is very poor. In reading 9.917% of students have got '0' (zero), and in writing 11.14% of students have got '0' (zero). It means these students could not even read or write a single word, i.e., they are very poor in 'spelling'. The 'reading' or 'writing' section in Gunotsav is about to read or write a frame consists of 3 words and 2 sentences. So, when a student gets '0' (zero) in these sections it represents his/her level of language acquisition. Therefore, to bridge this gap we have to fulfill the Learning Outcome designed for class III related to this particular area – LO 3.07.

Introduction

My students do not like when I take spelling tests. Is this the same condition of your students too ??? But as we all know that without knowing a correct spelling one cannot say that (s)he knows a language.



So, there's the need of finding out a way in between 'learning a spelling' and a 'spelling test'. It is nothing but a spelling game called 'spelethon'. However, before we proceed to this game we should help our students to learn the correct spellings and then through this game the students themselves can assess their word stock/spelling stock with full enjoyment and they do not even feel any pressure. This can very easily be done by calling students to the blackboard to write down the spellings of the words they have selected from the lesson(s).

Try it and see its outcomes.....

Unit Objectives

In this unit you will read ways of helping learners to :

- ★ practise words to learn correct spelling

Case Study 1 : Spelling (emphasis is on vowel sound)

Recently, I met one of my students, who is now a TET teacher, on 05/03/2018 in Guwahati during his 3-day Workshop on NAS/Gunotsav result assessment. He is Mamun Ahmed and he has been working in an LP school at Hailakandi. During our conversation I shared with him the problems faced by Biraj Malakar related to teaching reading to his students, especially the vowel sounds. I have come to know that his students too are very weak in spelling, especially in detecting the differences of vowel sounds.

Let's read what sort of trouble Mamun faces in the class and how he overcomes this -

My students commit mistakes mostly related to the use of vowel sounds when they take dictation. It might be because they cannot make out which letter produces what sort of sound. Then, I plan out a technique. It goes something like this-

- ★ I ask them to open a particular page from one of the lessons (as per academic calendar)
- ★ Then I ask them to underline all the words having 3/4 letters of the alphabet.
- ★ Then I write all the 5 vowels - a, e, i, o, u on the blackboard and call them one-by-one to the board to write at least one word which comes under a particular vowel
- ★ As they finish writing all the words, I read out loudly and ask them to repeat after me.
- ★ Now, I make another list on the blackboard and ask my students to write down on their note books.

e.g. - [Lesson - The Enormous Turnip]

'a' = man, plant, and, that etc.
'a' = want
'a' = came, said
'e' = help
'e' = they
'i' = will
'i' = time
'o' = not, boy
'o' = old
'o' = to
'u' = up
'u' = pull

- ★ Then I ask them to read out these words loudly ask them to feel how they are pronounced.
- ★ As they get the actual pronunciation I ask them to take a dictation from the very page.
- ★ When I evaluate their note books I find less error in comparison to the evaluation done before intervention.

Likewise, I proceed to the next page and what I see is that my students have started understanding the differences in the vowel sounds. Now, the degree of error is much lesser than they make in the earlier days.

Let's stop and think

- ★ Why did Mamun ask his students to underline the words in the lesson/page by themselves ?
- ★ Why did Mamun ask to underline only those words having 3/4 letters?
- ★ Why did Mamun ask the students to write down the words on the blackboard first ?
- ★ Would you have asked the students to write down all the words categorically first or you too have done like Mamun ?
- ★ Do you have any other activity in your mind replacing Mamun's ?

Activity 1 : Spelling (emphasis is on long vowel sounds)

Teaching long vowel sounds is a bit more difficult than teaching short vowel sounds. It is because the spelling patterns are quite complex to learn. You must adopt such a technique with which you can show that - to produce a long vowel sound more than one letter can be used. The activity which I feel can be helpful is categorizing the vowel sounds and practising them with related words. For this activity, what you need to do is to prepare word lists. Let's see how you can make the lists - [words taken from : unit 1 to unit 5 ; Marigold, Book 3]

Long vowel sounds : 'a'

- 'a' = an, acorn, sprang, man, potato, plant, sand etc.
- 'a_e' = ate, name, snake, paper, safe, tale, came etc.
- 'ai' = said, straight, again, rain, tail, sail etc.
- '_ay' = day, always, play, way, away, bay etc.

Long vowel sounds : 'e'

- 'e' = evening, even etc.
- 'e_e' = these, complete, here etc.
- 'ea' = eat, each, leaves, weak, sea, team etc.
- 'ee' = tree, bees, creeping, indeed, sweet, beetles, sheet, week etc.

Long vowel sounds : 'i'

- 'i' = child, climb, ice cream, idea, find etc.
- 'i_e' = wide, smile, like, five, write, pride, time, white, side, rice etc.
- 'igh' = night, high, mighty, right, might etc.
- 'ie' = tied, cried, tried, quite, wire etc.
- '_y' = fly, sky, rhyme, my, cry, butterfly, why, try etc.

Long vowel sounds : 'o'

- 'o' = told, so, most, marigold, golden, old, no etc.
- 'o_e' = nose, home, rose, shore etc.
- 'oa' = oak, goat, boat, float etc.
- 'ow' = own, grow, slowly, crow etc.
- 'oe' = toe, foe etc. (not from lesson)

Long vowel sounds : 'u'

- 'u' = uniform, student, music etc.
- 'u_e' = use, June etc.
- 'ew' = grew, dew, flew etc.

'oo' = too, school, roots, tools, look, shook, moo, balloon etc.

'ue' = blue, true, clue etc.

As you are ready with the lists taking words from the concerned lesson(s), now you may proceed following these steps -

- ★ First, write down the word list of only one vowel on the blackboard and ask your students to try to read the words aloud.
- ★ If they get stuck in any word, help them to pronounce that word. Help them practise the list twice or thrice.
- ★ Now, ask them to find out similar word(s) from the given lesson/page. As they are ready with the words they may be asked to write down the words on their notebooks. Now, you may ask one student randomly to read out one word what (s)he has written.
- ★ Likewise, you go on asking all the students one-by-one. When one student reads, the others will listen to him/her carefully and will put a tick on that particular word in their notebook.
- ★ The students can go on adding(writing) words if they have not written any just by listening to the others.
- ★ As soon as the students finish learning all the long vowel sounds in a particular page/ lesson, you can read the text aloud asking your students to listen to you attentively. After 2/3 times of loud reading of the text both by you and your students, you may ask them to take a dictation.
- ★ After taking the dictation, ask them to exchange their notebooks with their bench-mates and let them check. This will help the students to realize their mistakes and to overcome it.

Let's stop and think

- ★ Will this activity help you to teach the long vowel sounds ?
- ★ Why did I select students randomly ?
- ★ Why have all the words been taken from the prescribed lessons ?
- ★ Do you think it is alright to engage students in a reading activity before dictation ? If yes, why ?

Unit Summary

In this unit you have looked at ways to help your students' to develop their knowledge through some activities related to spelling. It is essential to practise pronunciation of English words before taking a dictation. Until and unless we give importance to pronunciation drilling, the acquisition of spelling is always difficult. So, a language teacher's first preference should be teaching a word with its correct pronunciation and spelling, else the acquired knowledge about a particular language remains incomplete.

Additional Reading

Note : 1

Difference between a 'letter' and a 'sound' :

When we talk about spelling, we need to keep in mind the difference between the written language and the spoken language. It's important to be clear about the difference between 'letters' and 'sounds' - how we write words and how we say them. In English, there are 26 letters in the alphabet. But, in spoken English we use almost 44 different sounds representing the 26 letters of the alphabet.

e.g. - 'bat' / 'ball' / 'task'

In all these three words the vowel letter is - 'a'. However, it is pronounced in three different ways. Though only one letter is used, this single letter 'a' represents three different sounds in - 'bat', 'ball' and 'task'.

Likewise, each of the vowel letters - a, e, i, o, u represent all the 20 vowel sounds.

Again, we have 19+2=21 consonant letters and they represent 24 consonant sounds.

Note : 2

Giving dictation to students:

Giving dictation is important for improving writing skill of the students at the early stage. It helps students to develop their listening skill and also to improve their handwriting, spelling etc. It further helps students to be confident in free writing and composition.

Suggested Questions

- 1. Which of these is correct ? (easy)
 - (a) anormous
 - (b) enormous
 - (c) enarmous
 - (d) enormus

- 2. Fill in the blank with - a, e, i, o, u (easy)
 - (i) m _ l l _ _ n
 - (ii) m _ t _
 - (iii) sq _ _ r _
 - (iv) p _ r p l _
 - (v) s _ r p r _ s _ d

- 3. Fill in the blank with the correct spelling - (average)
 - (i) The old man _____ (pulled/pooled) the turnip.
 - (ii) I found a _____ (sell/shell), a curly one.
 - (iii) How many fish are there in the _____ (sea/see) ?
 - (iv) Sonu saw a _____ (buterfli/butterfly) in the garden.
 - (v) I eat my _____ (breakfast/brakefast) at 8.00 a.m.

- 4. Rearrange the letters to form meaningful words - (average)
 - (i) llaboons (ii) ulbe (iii) ploEEP
 - (iv) olcorus (v) cunlh (vi) inary
 - (vii) rrtoca (viii) nirutp (ix) mtes

- 5. Go on filling with vowel letters - [Hard]
 - (i) **Animals** : c _ m _ l ; t _ g _ r ; z _ b r _
 m _ n k _ y ; h _ r s _

 - (ii) **Flowers** : r _ s _ ; m _ r _ g _ l d ; l _ t _ s
 s _ n f l _ w _ r ; p _ p p y

 - (iii) **Birds** : p _ _ c _ c k ; p _ r r _ t ; _ _ g l _
 c r _ w ; p _ g _ _ n
 - (iv) **Vegetables** : c _ b b _ g _ ; b _ _ n s ; b r _ n j _ l
 c _ _ l _ f l _ w _ r ; t _ r n _ p

 - (v) **Fruit** : m _ n g _ ; _ r _ n g _ ; p _ n _ _ p p l _
 b _ n _ n _ ; g r _ p _ s

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