

## Sort 39 OU, OW

**Generalisation:** A new sound, /ou/, is spelled with *ou* and *ow*. *Ow* also spells long *o*.

<i>ow = ō</i>	<i>ou</i>	<i>ow</i>	Oddballs
show	out*	how*	
glow	cloud	down*	rough
crow	round	growl	through
	ground	clown	
	found*	owl	
	shout	brown*	
	count	frown	
	mouth	gown	
	south	prow	
		town	

### Sorting and Discussion:

1. Read over the words and talk about meaning as needed. Ask, **What do you notice about these words? Use your eyes and ears.** Students can sort independently, or you can introduce the key words and sort together. You can also start with sound sort using the picture header from the Appendix (*cloud*) and a picture for long *o* (*bone*).
2. Check each column for sound and then ask, **How are the words in each category alike? What pattern and sound is familiar? What is new? Add the pattern headers. Does the position of the pattern matter?** As with *au* and *aw*, words that end with a single consonant are more likely to be spelled with *ow* than *ou*, and only *ow* can come at the end. **Do certain ending consonants tend to go with certain patterns?** Yes, *t* and *d* go with *ou*, while *n* and *l* go with *ow*. **What are the oddballs and why?**

3. Reflect by asking, **What did you learn from this sort?** Help students conclude that both *ou* and *ow* can spell the same sound, while *ow* can also spell another sound. You and your students may feel somewhat overwhelmed with these ambiguous vowels. Assure students that while these are the hardest vowel patterns in English, they already know many of them. Explain that lots of practice with the others will help students remember how they are spelled.

**Extend:** Follow the standard weekly routines. Word hunts for this sound and patterns will turn up many words, but students will have to pay careful attention to the sounds. Sorting all the words by rhyming family and brainstorming more rhyming words will help students see that the patterns tend to fall into families with the same ending consonants. Knowing how to spell one word, such as *round*, can often help you spell others like *pound* and *hound*. There are plenty of *ou/ow* words to use for an additional week of study, and you may want to spend a little more time with this complex sound using the words listed below.

**Apply:** Ask students to spell some additional words (*drown, pout, brow, stow*) and talk with a partner about their spelling strategy: *drown* (rhymes with *down* and *clown*), *pout* (rhymes with *out* and *shout*), *brow* (rhymes with *now* and *prow*), *stow* (rhymes with *show* and *grow*). Words for Word-O: *found, shout, couch, brown, owl, prow*.

**Additional Words:** *loud, proud, sound, pound, hound, snout, stout, pout, scout, ouch, couch, foul, mouse, pounce, house, ounce, drought, doubt, grow, throw, stow, now, howl, fowl, prow, scowl, drown, brow, vow* (oddballs: *own, young, tough, touch*)

SORT 39 *OU, OW*

<b><i>ou</i></b>	<b><i>ow</i></b>	<b><i>ow = ō</i></b>
<b>out</b>	<b>how</b>	<b>show</b>
cloud	clown	growl
round	down	ground
brown	owl	found
shout	rough	frown
gown	mouth	prow
south	glow	town
count	through	crow