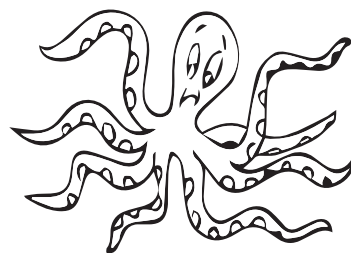
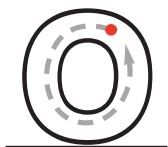
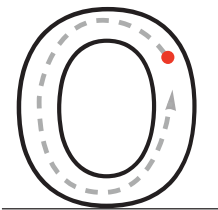


Multi-skills Activities

O



Learn the code: This letter is code for the sound /o/ as in **octopus**.



O

o

O

Link letter formation with sounds: Finger trace the letter shapes from the dots, then write the capital and lower case letters, while saying the sound /o/.



Phonemic awareness puzzle: Where can you hear the sound /o/ in these words? otter log bag ostrich

n p i t a s k o m d g

H O T R I P E G A S

on cot hop got top

hot rock stop spot crops

Decoding: Point under the letters and letter groups from left to right and say the sounds. Sound out and blend to read the words. **Encoding:** Use some of these words for the *spelling routine*.



p a n



s k i p



Oral segmenting with spelling: Say the words, identify and *tally* the sounds, write a *sound dash* for each sound. Write the graphemes on the dashes.

See the letters, say the sounds: m d g o

Mini Story

s a t i p n c
k -ck e h r th

Say the sounds.



the as has
is his

Read the words.

The Pin Lid

Sam drops it. Then
Dad stands. Dad is mad
and hops on. Dad gets
the pin tin. Dad got on
it! Dad is cross that the top
has gone. Sam has hidden it.
Sam hid his pet cricket in it!

Differentiation: Note that copywriting and self-dictation are important ways of enabling learners to work within their own capacity and at their own speed. In contrast, when a teacher dictates to a group or class of learners, the pace is influenced by the slowest learners and this does not utilise the teacher's time well nor enable quicker learners to reach their full potential.

Note: Many words in English are spelt with letter 'e' at the end. Generally, never sound out this last letter.

Encourage very careful copywriting in a lined exercise book while saying the sounds of the graphemes silently or aloud. When appropriate, train learners how to do a 'self-dictation' in their exercise books. They read, reread and then write each sentence of the story held in memory – sentence by sentence.

Grapheme search: Underline **O** and **o** and note the total. **Read, write, discuss and draw:** Sound out and blend to read new words. Re-read and talk about the sentences. Draw a picture. Write some sentences (in a lined exercise book) while you say the sounds of each word *in your head*.

See the letters, say the sounds: m d g o