

Introduction of the Word Maker Square:

- Let students know that every word has a vowel in it
- Show what students' names would sound like without vowels in it
T: Vowels are very important. Pretend like you were across the playground and I wanted to call you. I would say, (students name without vowels). It would be hard to hear me, right? Vowels give words sound and volume.

- We are going to learn about these very important word makers by using a square shape to learn them. We will start on the left side of the square. A digital format of this is provided within this curriculum. Talk about mouth movement-the first part of the Word Maker square will slowly drop your jaw as you say them. These are called "Jaw Droppers."

T: When you say the first vowel in the word maker square your teeth are going to be very close together. Your mouth is then going to drop until it's as low as it can get until your mouth is wide open!

Demonstrate for them by going through the vowels on the left side of the square and having them watch as your mouth drops when you get to "au". As we "slide" across the bottom of the square, our mouth will need to get "slippery." The slippery vowels slide from one sound to the next. After we "slide", we will then make our mouth very round like a circle to say "OO!" (There are two ways to say "oo.") Then say, "We made it through the slippers! Now we are ready to get crazy again with the crazy R's as we move up the other side of the square. Finally, we will slide back across with the Magic E's."

a_e	e_e	i_e	o_e	u_e	or
i					ar
e					ur
a					ir
u					er
o					
au/aw	oi/oy	ou/ow			oo/oo!!

Introduction of the Vowel Groups:

- **T: We divide the vowels into several different groups based on how they feel when we say them. The first three groups are called jaw droppers, slippers, and circle teams. I'll say the first group: i, e, , a, u,o, au/aw. Do you think those sounds are jaw droppers, slippers or circle teams? (jaw droppers) I'll make the next group: oi/oy, ou/ow. Do you think those sounds are slippers or circle teams? (slippers) How about oo, and oo? How is my mouth? Is it round like a circle?**

Model the three groups while introducing to be sure the students understand the difference. Also demonstrate jaw droppers by using your finger. At the top, your finger barely fits between your teeth. As you go down the row your teeth are further apart. This technique is especially useful for feeling the difference between "i", "e", and "a."

Jaw Droppers: i, e, a, u,o, au/aw

***Note that at the beginning your teeth are pretty close together and then your jaw begins to drop as you go through them.**

- Determine which vowel drops your jaw the most by holding up two of the jaw dropper cards and making the sound for each. *EX. Which is more of a jaw dropper, i or e?* Once you have gone through all of them set them up in the correct order and review them. See vowel practice on page 30. (The blank word maker template for students to write on is on p. 88 in the resource section of this manual.)
- NOTE: These will not be taught all at once, but in stages. (See lesson plans)

Slipperies: oi/oy, ou/ow

***Note sliders make two different mouth movements. Your mouth slides as it goes from one movement to the other.**

- When introducing oi/oy and ou/ow make sure that the student says o-i and o-y say /oy/. And o-u and o-w say “ow”. The students should put their hands on their chins to feel the movement as to how their mouth is slippery as it slides from sound to sound. Do all the vowel practice reviews.

Circle Teams: oo (hook), and oo (school)

***Note the lips form a tight puckered circle when making these sounds.** The oo sound (like in *school*) will be the most puckered. It will be hard to fit your finger in your mouth with this sound.

- Determine which is the most round by using your finger.

REVIEW FOR ALL VOWELS:

1. The teacher says the Word maker square by pointing to each one as you read them.
2. The teacher and students say the word maker square together once again pointing to each one.
3. The students say the word maker square by themselves pointing to each one.

Crazy R's: er, ir, ur, ar, or

***Note that some vowels are together with the letter “r”. The r makes the vowel go crazy.**

- You say the crazy r's with the sound and lay them out in the correct order. **EX.** *E-r, i-r, u-r, all say ER.*
- A-r says the letter name R
- O-r says *or* like the word.

Do all the vowel practice reviews.

Magic E's: a_e, e_e, i_e, o_e, u_e

The E jumps over, bops the (A,E,I,O or U) on the head and says, “Say your own name in the alphabet (A,E,I,O or U)!”

This will be the first time that the student is introduced to a vowel rule. Show the E-rule card. (Slide 40, Phonics book 1)

VOWEL PRACTICES: (Students must do all 5 reviews every day until mastered.)

- 1. Circle Set Up** = The student takes the vowel cards and places them in the correct spot of the word maker square. Once done, the student is to read it out loud.
- 2. Goodnight Game**= The teacher says a vowel sound *EX. Show me (ae)*. The student has to match the sound and then turns the card over wishing it goodnight. *If a student gets it wrong then the card is not ready to go to bed and leave it face up.*
- 3. Wake-Up Game**= Teacher points to a card and the student has to give the sound and turn it over. *If the student gets it wrong then the card is still sleeping and remains face down.*
- 4. Flash Cards**= Teacher flashes the vowel cards. The student has to give the sound and the label. (in teacher resources)
- 5. Writing the Square**= Students fill out a blank word maker square. Have them say the sounds as they write each vowel. Once finished writing, have the students read the entire square out loud. (Blank template for this exercise is on p. 88 in the resource section of this manual.)

Correction Techniques:

If a student lays the vowels in the wrong order of the square then...

Hold up the two cards to your mouth and say their sounds and ask the student which opens your jaw more, slides, or is more round?

Or.....Have the student say the two sounds on their own and have them use their hand or mirror to determine which is more jaw dropping, sliding, or round.

If a student gives the wrong label, ask what he/she feels his/her mouth doing? Give choices if the student is stuck. "Is your mouth open, round, or sliding?" etc.

If a student gives the wrong sound, respond with the correct sound and have the student repeat the sound and label.

Word Maker Bingo:

Play like normal bingo. Use word maker cards and bingo sheet (both found in teacher resource section). One student is the caller and each of the other students has a bingo sheet. Cover and say the letter sound and group it belongs to. The first student with five in a row is the winner.

Word Maker Go Fish:

The game is played like normal Go-fish only students match vowel sounds. So, if one student has the word pool, he/she would need to ask for the oo sound. (Words to make go fish cards can be found in the resource section of this manual.)