# Year 1 phonics – lesson 12

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## Video transcript

Hello everyone, and welcome to year one phonics lesson 12, and you're back with Simone, and we're going to have a look at our homework that we did yesterday for [ow] says /ow/ and cow. So here was the homework I asked you to have a look at each word, write it down, and then, put your dots, and your dashes, /c/-/ow, /n/-/ow/, /d/-/ow/-/n/, /h/-/ow/-/l/, and so on. If you've got that paper with you, when we're finished today, you could have a read through, read them to someone, and have a practice with those words. I also asked you to see if you could write the sentence, 'Here is the brown cow eating hay,' and draw a picture. Would you like to see my picture? Here is the brown cow eating hay. Here's the brown cow. The brown cow's looking pretty happy because that hay is looking very tasty. So if you did that homework, great work.

Time now for some phonological awareness. So switch your listening ears on. We're going to manipulate the sounds in words. We're going to manipulate and change the initial sound. So if I said, hat, you say, hat, change /h/ to /b/, bat. Okay, we ready? Our first word is, dock, dock, you say dock, change /d/ to /t/, tock. Say, tock, tock, change /t/ to /m/, mock. Say mock, mock, change /m/ to/s/, sock. Great job. Now we're going to do something a little bit different, so instead of nonsense words we're going to listen really carefully for some rhyming words. So I'm going to give you three words, but I just want you to repeat back the two words that rhyme. So for example if I said goose, wet, pet, - which are the two rhyming words? - goose, wet, pet.  Wet and pet are the rhyming words, so you'll say, wet pet. Are we ready? Let's practice. We'll use that one to start with, - goose, wet, pet. Wet, pet. Great job. Rice, mice, dog, - rice, mice. Free, kite, tea,- free, tea. Sun, sit, run, - sun, run. Good job. Last one, shoe, pie, tie,- pie, tie. Great effort. If you got them, give yourselves a pat on the back. If you didn't, you can rewind and have another practice. It is a bit tricky but we're going to practice a few more of those over the next day, so you'll get to practice them a bit more.

So it's time now for us to have a look at some of the definitions that we've been practicing. So first one, see if you can say this with me, a phoneme is a single sound in a word. A phoneme is a single sound in a word. Good job. A grapheme is a letter or group of letters that represent one sound. A grapheme is a letter or group or letters that represent one sound.  Good job. A digraph is two letters together that represent one sound. A digraph is two letters together that represent one sound. A homophone is two or more words that sound the same, but have different meanings, sea, see. Good job. It's time now to practice some of the digraphs we've been learning. [a] [i], rain /ai/, [o] [y], boy /oi/, double [oo], book /oo/, double [oo], moon, /oo/ [e] [a], eat /ea/, [y], happy, /ee/, double [ee], feet, /ee/. [a] [y] play, /ay/, [o] [u], house /ou/, from yesterday, [o] [w], cow. /ow/. Good job. Let's practice some of those words that are hard to sound, out, my, one, said, to, you, was, here, there, what, have, go, so, no, four, do. Good job, and remember you can practice those if you need to.

Let's have a look some words to read to help us practice the sounds that we've been learning over the last few lessons. So the sounds that we're focusing on today, we have [o] [w] says /ow/ in cow [o] [u] says /ou/ in house double [oo] says /oo/ in book, double [oo] says /oo/ in moon and finally [e] [a] says /ea in eat. Okay, I'm going to use a coloured texta. Let's have a look at our first word, /b/-/ow/, bow, /p/-/ou/-/n/-/d/, /p/-/ound/, pound, /w/-/oo/-/f/, /w/-/oof/, woof. The sound a dog makes. /b/-/r/-/ow/. /b/-/r/-/ow/, brow. Bow, /p/-/ound/, /w/-/oof/, woof, /b/-/r/-/ow/. brow bow pound, woof, brow, /b/-/ou/-/n/-/d/, /b/-ound/ bound, /v/-/ow/, vow. This vow is like if you promise to do something. I vow I'll try my hardest this lesson, vow. Good job. /l/-/ou/-/d/, loud, /h/-/oo/-/f/, hoof. Good job. /b/-/ound/, bound, vow, loud, hoof. bound, vow, loud, hoof. /g/-/r/-/ow/-/l/, growl. /s/-/t/-/oo/-/d/, /s/-/t/-/oo/-/d/, stood, /s/-/w/-/oo/-/p/, swoop, Can you see the two /oo/ and /oo/ sounds? /s/-/c/-/r/-/ea/-/m/, scream growl, stood, swoop, scream. And our last row, /n/-/ow/, /p/-/ea/-/n/-/u/-/t/, peanut, /s/-/ou/-/n/-/d/, sound, /b/-/e/-/d/-/r/-/oo/-/m/, a compound word, - bed-room, now, peanut, sound, bedroom, - quickly,- now, peanut, sound, bedroom. Good job. I'm going to give you a tricky word to try and find. This is if I'm just exhausted wipe my brow, if I'm exhausted. Can you do  that? Get ready, get your hand ready. you're exhausted, oh wipe my brow, brow. /b/-/r/-/ow/. Let's have a look in the top row, bow. That's close, pound, woof brow, brow. This is my eyebrow, like my brow. Good job. One more, um, let's have a look at the word that I said we would use if we promised to do something. It was in this row. Can you see if you can find it? Vow, that's right. I make a solemn serious promise. I make a vow. Great reading. It's time now for you to get something to write on, and something to write with. So while you do that I'm going to pause, and make a silly face. You can pause me, and go and get organized. You ready? Good job.

Let's go. Here are the sounds that we're going to be practicing today [o] [w] says /ow/ in cow, [o] [u] says /ou/, in house, double [o] book /oo/, double [o] moon. /oo/. [e[ [a[, eat, /ea/. Our first word is hound, hound, a big dog. Say the word with me, hound, /h/-/ou/-/n/-/d/, /h/-/ou/-/n/-/d/, hound You have a go at writing hound at home. /h/-/ou/-/n/-/d/ Does your hound look like my hound? If it does give yourselves a tick. Our next word is hood. The hood on my jacket, hood. Do we want the double [o] sound don't we from book and look? We ready? Say the word with me, hood, hood, /h/-/oo/-/d/. /h/-/oo/-/d/. hood, Write the word, /h/-/oo/-/d/ and the word is hood. Give yourselves a tick, and our next word, and we haven't seen this one, we didn't read it yesterday. Our next word is clown. Can you say clown with me, clown, clown. Good job. Let's sound it out /c/-/l/-/ow/-/n/, /c/-/l/-/ow/-/n/. You have a go at writing clown at home. If you're not sure, you can watch me, /c/-/l/-/ow/-/n/, clown. Good job. Give yourselves a tick. Our next word is cheap. I like cheap stuff, cheap. Say with me cheap, cheap, /ch/-/ea/-/p/, /ch/- /ea/-/p/. Let's have a go, /ch/- /ea/-/p/. If your cheap looks like my cheap, give yourselves a tick.

Now it's time for our new learning. What do you notice? I'm not sure you probably noticed that my jewellery hadn't changed and you're thinking, Simone, Simone, Simone, where's your new necklace for the new digraph? Well, bit like /o/double [o] making two sounds [o] [w]  can make two sounds as well. So today [o] [w] blow. /ow/ - Can you say that with me? [o] [w], blow /ow/. Can you blow? (Haaa) One more time [o] [w], blow, /ow/. Okay, stand up. Let's do some sky writing. Get your two fingers ready. We ready? [o] [w], /ow/, [o] [w], /ow/, [o] [w], /ow/. Great job. If you're not already standing up, make sure you stand up now. Give yourselves a bit of a wiggle and a shake and a stretch because we're going to do some Kung Fu blending, and our first word is blow, blow, /b/-/l/-/ow/, blow, crow, crow, /c/-/r/-/ow/ crow. slow, slow, /s/-/l/-/ow/ slow, and our last one, throw, throw, /th/-/r/-/ow/, throw. Great job. Let's have a look now at some words that have the new /ow/ sound in them. Hey, our first word is our keyword for this sound. Let's put that up here to help us remember. /b/-/l/-/ow/, blow, /s/-/ow/, sow, c/-/r/-/ow/, crow, /b/-/ow/, bow, blow, sow, crow, bow, blow, sow, crow, bow. Good reading.  Very quickly, this is another homophone. This means sow to spread our seeds to help them grow. Not sowing a dress, that's a different spelling. So this is sow the seeds. Let's have a look at our next row, /f/-/l/-/-ow/, flow, /g/-/r/-/ow/, grow, /l/-/ow/, low, /r/-/ow/, row. flow, grow, low, row, and quickly, - flow, grow, low, row. If you sow the seeds they will grow. That's a good way to remember it. Let's have a look at our final row, /m/-/ow/, mow, /sh/-/ow/-/s/, shows, /s/-/l/-/ow/, slow. Can you say that with me really slowly? Are you ready? Slow, good job. And our last word /w/-/i/-/n/-/d/-/ow/, win-dow, window. Let's read them together, mow, shows, slow, window. Let's read them again, but quickly,- mow, shows, slow, window. Good job. I'd like you to find a word. This is something that you might tie if you put a ribbon in your hair or if you tie your shoelaces. You might tie them in a, have a look in the first row, you might tie them in a did you think of bow? Good job if you did, bow. How about oh this is something that sometimes happens on the weekend when the grass in the yard gets too long. It's time for someone to do what to the lawn? Have a look in this row. Is it time for someone to mow the lawn? Great reading.

Okay, grab your pen or pencil on your paper, so we're going to do some spelling now, using our new /ow/ sound. At the top of your page, I'd like you to  write [o] [w] says /ow/. Good job. Our first word is tow. I'm going to tow the caravan to Port Turton. Let's say that together, tow, /t/-/ow/, /t/-/ow/, /t/-/ow/. You write tow at home. Have a go, /t/-/ow/. Good job. Give yourselves a tick. Our next word is grow. I hope you eat all your vegetables so that you grow tall and strong. Let's say the word together, grow, grow, /g/-/r/-/ow/, /g/-/r/-/ow/. Say the sounds as you write them, /g/-/r/-/ow/, grow. Good job. If yours doesn't look like that you can fix it and have another go. Our next word is show. I'm going to show you. Say it with me, show, show, /sh/-/ow/, ooh, two digraphs, excellent, /sh/-/ow/. You have a go writing show at home, /sh/-/ow/. Give yourselves a tick, and our last word blow. Can you say blow with me? blow, /b/-/l/-/ow/, /b/-/l/-/ow/, blow. Have a go writing that at home, /b/-/l/-/ow/, blow. If your blow looks like my blow, give yourselves a tick. Great job.

It's time now for us to have a look at some sentences and practice reading fluently.  So let's have a look at the first sentence. He /c/-/a/-/n/, can, oh here's our new digraph. /t/-/ow/, tow. He can tow /th/-/e/-/m/, them, out. he can tow /th/-em, out, but he /m/-/u/-/s/-/t/, must /g/-/o/, go /s/-/l/-/ow/. Here's our digraph again isn't it? He can tow them out but he must go slow. Let's read that sentence again as if we were reading it in a book. So listen to how I read it first, and then we'll read it together. He can tow them out but he must go slow. Sounds like a bit of a warning doesn't it? Let's read that together. He can tow them out but he must go slow. One more time. He can tow them out but he must go slow. Great reading.  Let's have a look at another passage. I can see our new /ow/ diagraph a few times the /s/-/n/- snow, snow is deep. /d/-/ee/-/p/ and the /w/-/i/-/n/-/d/, wind, is /b/-/l/-/ow/-/i/-/ng/, blowing. The snow is deep, the snow is deep and the wind is blowing. Sounds freezing doesn't it? Can you just do a little shiver like you're freezing, and let's read this as if we're really, really, cold. Are you ready? The snow is deep and the wind is blowing. It sounds like a tough place to be. Let's read that one more time, the snow is deep and the wind is blowing. It's hard to know isn't it? I haven't really seen snow for a very long time.  We don't get it much in South Australia do we?

We're going to have some dictation now so I'd like you to grab something to write with, something to write on, and this is the sentence we're going to write. So listen very carefully. Why did you throw some snow? Can you hear the end of that sentence? I went up a little bit. Why did you throw some snow? It's a question isn't it? Can you say it with me? Why did you throw some snow? Your turn. Why did you throw some snow? Good job. Let's count the words. Why did you throw some snow? Six words. So it's a question. What do we want to know? We want to know why. Let's write that first. Remember we need a capital letter the beginning of a sentence why.  This is one of the words we can't sound out.  Why, why did you, why did and you, it's another one of the words, we can't sound out. These are the words we just need to practice and learn by heart. Why did you? Why did you what? Why did you throw some snow, throw some snow, throw, /th/-/r/-/ow/ throw, some, another tricky word, some snow. Now remember I said this is a question, so we always need a full stop don't we, but we can add a question mark and that turns this into a question. Let's read it together one more time, why did you throw some snow? I don't know, maybe just because it's lots of fun. Great work today.

Let's have a little refresh.  What did we learn? We learnt that [o] [w] blow says /ow/. Let's do a little bit of sky writing and just practice that one more time. Are we ready? [o] [w] says /ow/, [o] [w] says /ow/, [o] [w] says /ow/. And now it's time for some homework. So what I'd like you to do is have a look at each of your words, read the word, blow, blow, write the word, /b/-/l/-/ow/, and then put your dots and your dashes underneath each word to help you remember that /ow/ is our digraph. When you've done all of those words on your paper, I'd like you to copy this sentence.  Why did you throw some snow? And I'd like you to draw me a picture of someone.  Why did you throw some snow? Maybe they're scared, maybe they're cross, I don't know.  You'll have to show me tomorrow. So thank you very much for your hard work today.  You've been wonderful and I've been wonderful too. Let's face it, I'd like you to have a wonderful rest of the day. See you later alligator.

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