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Objective for Unit 1
To examine the properties of words ending in vowels other than e

Part 1
You need OHT 1; dry-wipe boards or notebooks; dictionaries; Pupil’s Book pages 2–3; PCM 1

Whole class
- Focus on the top half of the OHT. Ask the children what they notice about the words (all names of clothes; all end in a vowel other than e).
- Sort the words into groups according to the vowel ending.
- Prompt them to notice that most of them are foreign words and point out that the written forms of most English words end in a consonant or e.
- Explain that English has many imported words, some old, some new. Why might these words have been adopted? (imported fashions)
- Discuss where the clothes originally come from and check in a good dictionary, showing the children how to find the origin of a word (generally in brackets at the end of an entry; explain the abbreviations, e.g. Fr: French). Write the origins next to the words.
- Ask the children if they can see any patterns (e.g. o is a common Spanish ending – poncho, sombrero).
- Time Out/Show Me: discuss how to form the plural of each word. Try out spellings on dry-wipe boards and then check (all just add s).
- Explain that some words ending in o add es, e.g. potatoes. Ask for more examples (e.g. tomatoes, echoes, heroes).
- Compose sentences using the plurals and other appropriate foreign words, e.g. Wear kimonos at the pagodas. Wear sombreros during siestas.
- Introduce the oddbod: clothes – see below.

Pupil activities
A: Make plurals with animal words and write alliterative sentences.
B: Make plurals with musical words and write a story/poem.
C: Vowel ending quiz.

Extra challenge: Find plant names ending in a.

Review
- Can the children think of other words ending in a, i, o, or u? (e.g. sofa, ski, disco) Write the plurals together, recappping the rules and picking up on the two alternative plurals of buffalo (buffalo/buffaloes) and banjo (banjos/banjoes).
- What about plurals ending in two vowels? (e.g. blue, zoo, area) Establish the rule: add s.

Homework
Find food names with vowel endings and list the countries of origin.

Oddbod clothes 🎵 📚 🎠
- Highlight cloth and the.
- Point out the ‘long’ o in contrast to the ‘short’ o in cloth (same letter string, different sounds) and link to both. (If appropriate, also link to verb ‘to clothe’: cf. bath/bathe, breath/breathe.)
- Think of a mnemonic, e.g. the cloth makes clothes.

Snip-snap Syllable Specials 🎵 📚
- Sort the clothes words according to the number of syllables.
- Build up spellings by syllabic parts, e.g ba/la/cla/va.
- Make up rhythmic patterns (e.g. 2, 3, 2, 3 syllable line: parka, kimono, tutu, bikini), chanting the words and clapping the rhythms.
I went shopping and I bought some ...

- Use this familiar word game to practise plurals of words ending in o and a.
- Start with a (e.g. avocados, aspidistras) and continue through the alphabet.
- The children will need some thinking time in pairs, spelling plurals on dry-wipe boards before contributing to the class alphabet.

Key Word Soccer

- Two or more teams compete to spell key words from the NLS list for Y 4 and 5 – or words frequently mis-spelt by your class.
- Each correct spelling scores a goal.
- Differentiate words according to the ability of individual players.

OB We're going shopping to buy some new clothes.
A I don't like eating tomatoes or fish.
   To make pizzas you need some dough.
B My musical sister sings and plays the banjo.
   Potatoes and vegetables are good for you.
C The thief wore a black balaclava.

Recap the main collections of a and o endings – food, clothes, animals, music, plants – and the fact that the words are generally foreign imports.
You could discuss why the words might have been imported (link to history and geography work) and make a class display with a map.

Homework review.
Look at homework findings and discuss patterns.

Collect more examples of words ending in two vowels (e.g. ia, ea, oo).

You need OHT 1; dry-wipe boards or notebooks

Focus on the bottom half of the OHT. Ask the children to identify the theme (food) and to recognise word endings.
Show Me: children guess word origins and offer definitions, using a dictionary where necessary.
Discuss likes and dislikes, and make up menus.
Look for common patterns, e.g. Spanish word ending lla, and Italian word endings lli, tti.
Work out the plural spellings together, checking in a dictionary. N.B. Many are ‘uncountable’ nouns, and so can’t be pluralised (e.g. spaghetti, sushi).
Time Out: compose a few alliterative slogans for chosen foods, first giving the children an example through shared writing, e.g. mouthwatering macaroni, superb sushi.