

## Onestop Phonics: controlled *a* and controlled *o*

by Rachel Finnie

**Level:** Starter; Starters (Cambridge Young Learner tests)

**Target age:** 4+

**Time needed:** 30 minutes

**Materials:** *Phonics podcast (downloaded from [www.onestopenglish.com](http://www.onestopenglish.com)); flashcard; copies of worksheet 1 and 2 for each child*

### Controlled *a* and controlled *o*

#### Vocabulary

**ar** /ɑ:/ *park, shark, car, star*

**or** /ɔ:/ *store, corn, more, horse*

**Note:** We have included the phonemic symbols here for your information. You can also refer to the interactive phonemic chart on onestopenglish: <http://www.onestopenglish.com/skills/pronunciation/phonemic-chart-and-app/>

The vocabulary words all appear in the fun rhyme that is used to present the sounds initially. Some of these words will be new to your learners and may require pre-teaching. You may like to use onestopenglish flashcards to pre-teach the words. Another option would be to use pictures from books, magazines or posters, draw pictures on the board or, where appropriate, use realia. Alternatively, you might choose to start by inviting the children to guess the meaning of the words from the context of the rhyme.

The thing to remember is this: the more difficult words in the rhymes are only receptive. They are there to help the rhymes scan properly, and the children WILL remember the words easily as part of the rhyme, even if they don't always know the exact meanings of the words.

#### Procedure

- Start by telling the children: We are going to learn about what we call controlled 'a' and controlled 'o' today. Explain that this means the children will be learning the sound of those letters when they are together with another letter. Remind the children that both a and o are vowels (check that they remember all five of the vowels: a, e, i, o, u).

- Write the letter pairs ar and or on the board and see if any of the children can think of a word with one of those letter pairs in it. Some of them might even have one of the letter pairs in their name. If they can suggest any words, write them on the board. If not, suggest common words like jar, car, door, floor, etc.

- Say the letter pairs that are the focus of today's lesson, one at a time. If you are using the flashcards, you might like to hold up the flashcard for this lesson (or stick it on the board) and say one word for each sound (e.g. car for ar, corn for or).

- Say to the children: We are now going to listen to the new sounds in a rhyme. Then play the audio for this lesson. Ask the children to listen carefully. Play the audio a second time if you think it is necessary.

#### Hand out Worksheet 1

- Play the audio again. This time, say to the children: Look at the rhyme and follow the words in the rhyme with your finger as you listen.

- Then read the rhyme one line at a time. Each time, ask the children to repeat it.

- For each line of the rhyme, ask the children: Which letter pair did you hear? and choose children to call out the sounds.

- Then choose children to call out the words from the rhyme that include those two letters. Write the words on the board if you wish.

- For each letter pair, see if the children can think of any other words with that same sound. If they can, write their suggestions on the board.

- Read the rhyme as a class.

- If you think your class will be able to do this, write some other rhyming words that contain the letter pairs on the board (e.g. stork/fork, short/fort, guitar/jar, dark/lark, etc.). Then ask the children to think of a new two-line verse like the ones in the rhyme. They can be as silly as they like!

- Suggest that the children take their pictures home (worksheet 1) to colour them in however they want.

- Ask the children to bring their coloured pictures to the next lesson. You can then ask for volunteers to bring their coloured pictures to the front and to read the rhyme to the class, to help to consolidate/revise the previous sounds.

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### Transcript:

*Mum, mum, let's go to the park  
to play with the dragons and feed the shark!*

*Mum, mum, let's go to the store.  
I ate all the corn and now I want more!*

*Mum, mum, let's get in the car  
and drive and drive till we get to the stars!*

*Mum, mum let's ride a horse  
we'll be home in time for bed, of course!*

### Hand out Worksheet 2

- Ask the children to look at the pictures around the wordsearch grid. Make sure they know the words for each picture. If they don't, tell them the word, but don't actually write it at this stage.

#### Key:

*fork, torch, guitar, farm, jar, arm, car, stork, horn, corn*

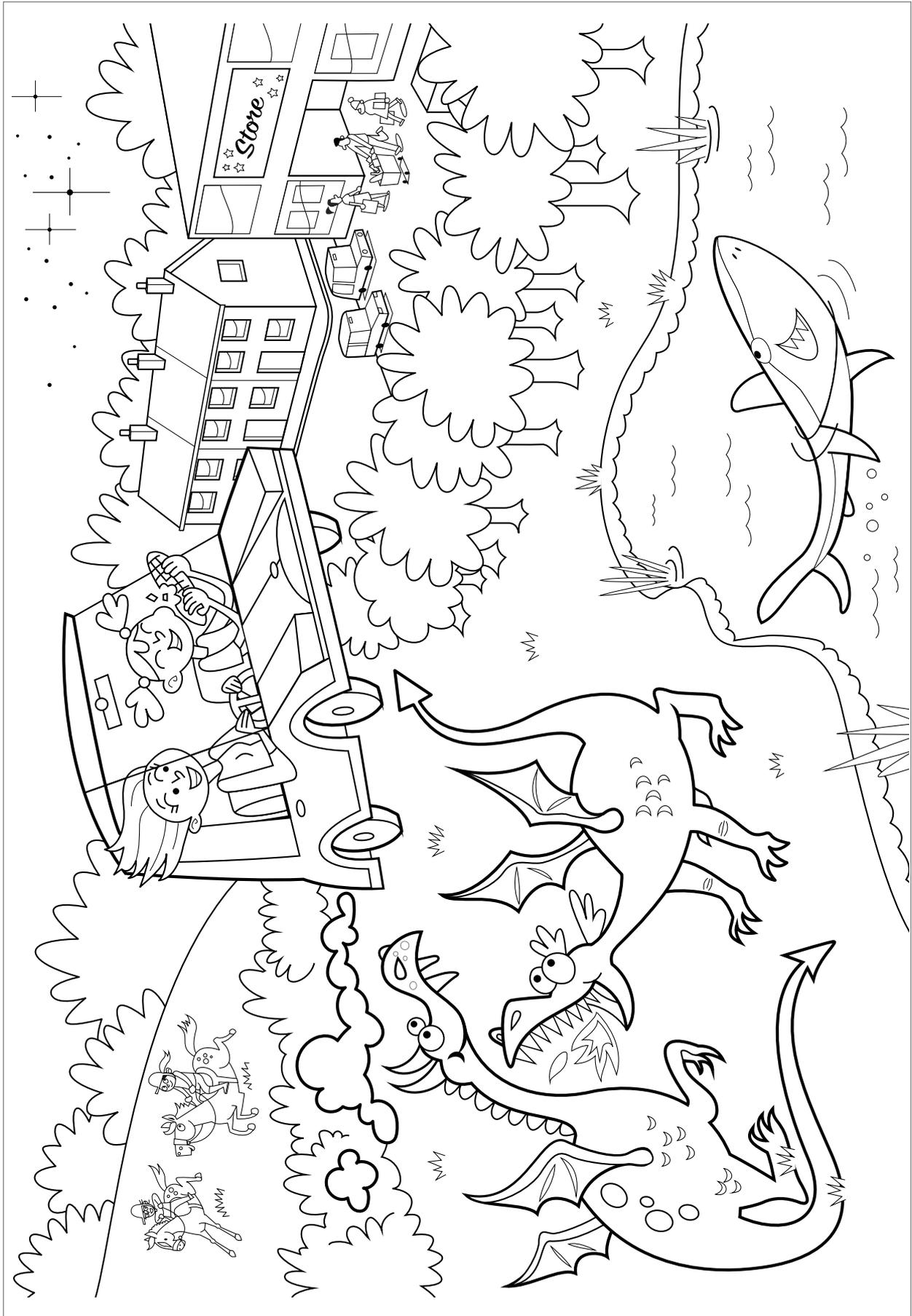
- Explain that the children are going to find and circle the words in the wordsearch. Then they are going to write the words below each picture.
- Ask the children to start looking for the words in the wordsearch grid.
- Walk round as they are working, to check what they are doing.
- When the children have found and circled all the words, ask them to write the words under the pictures.
- Again, walk round as they are working to check what they are doing.
- When they have all finished, hold up the worksheet and point to the pictures one at a time, each time, the children call out the word.
- End the lesson by asking the children to say the rhyme again as a class. You can invite them to tap on their desks as they say the rhyme this time.

### Fun activity

Gather the children around you. Read out the rhyme – this time, you are the mum. The children all act out their 'suggestions' as you read.

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YOUNG LEARNERS WORKSHEET 1



Mum, mum, let's go to the **park**  
to play with the dragons and feed the **shark!**

Mum, mum, let's go to the **store**.  
I ate all the **corn** and now I want **more!**

Mum, mum, let's get in the **car**  
and drive and drive till we get to the **stars!**

Mum, mum let's ride a **horse**  
we'll be home in time **for** bed, of course!

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Find and circle. Then say.

e	w	t	y	u	j	a	r	n	f
s	r	b	h	n	m	p	u	k	s
w	a	d	o	l	m	q	u	x	t
v	<b>c</b>	<b>a</b>	<b>r</b>	b	m	p	t	z	o
p	w	r	n	k	f	t	o	s	r
z	v	b	n	h	e	t	r	m	k
q	f	o	r	k	p	y	c	e	t
a	a	x	d	y	u	w	h	j	k
g	r	m	u	p	c	o	r	n	l
h	m	e	g	u	i	t	a	r	w



car

