

# LESSON PLAN GUIDE

PictureBook English Reading Series — Phonics

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<b>Category</b>	Phonics	<b>Title</b>	Phonics Book 19 – Tower, Tower, Flower Tower
<b>Ages</b>	4-7	<b>Theme</b>	Diphthongs — ow, ou, oi, oy, oo, ew

## INTRODUCTION OF THE BOOK

In this book, children explore diphthongs — vowel sounds that glide from one sound to another within a single syllable. Using rhymes and chants, the book introduces common diphthong patterns in a fun, memorable way. On the first page of each set, children see rhyming words with the same diphthong sound. On the next page, a new word is created by combining the rhyming elements.

An important teaching point in this book is that 'ow' can make two different sounds — /ow/ as in flower and /oh/ as in bowl. The rhyming format helps children hear these differences naturally. Pick your favourite tune, chant along, and enjoy learning together!

## DIPHTHONG PATTERNS REFERENCE

Pattern	Sound	Example words	Pattern	Example words	Note
<b>ow</b>	/ow/ (as in cow)	tower, flower, power, crown	<b>ou</b>	house, cloud, mouth	same /ow/ sound as ow
<b>ow</b>	/oh/ (as in bowl)	bowl, snow, glow, show	<b>oa</b>	boat, road, toast	different from /ow/ above!
<b>oi</b>	/oy/ (as in oil)	coin, boil, join	<b>oy</b>	toy, boy, joy	same /oy/ sound as oi
<b>oo</b>	/oo/ (long, as in moon)	moon, food, cool	<b>ew</b>	new, drew, flew	same long /oo/ sound
<b>oo</b>	/oo/ (short, as in book)	book, cook, look			shorter, softer sound

## LEARNING OBJECTIVES

Children will be able to:

- Recognise and produce common diphthong sounds — /ow/, /oh/, /oy/, /oo/ (long and short)
- Understand that some spellings — like ow — can make more than one sound
- Use rhyming pairs to identify and practise diphthong sounds
- Read diphthong words with growing fluency through chanting and repetition

## LEARNING ACTIVITIES

### 1. Introduce diphthongs as gliding sounds

Before reading, explain that a diphthong is a special vowel sound that starts in one place and glides to another — almost like two sounds in one. Demonstrate with 'ow': your mouth starts open and then closes as you say it. Ask your child to feel their mouth moving as they say 'cow' or 'flower'. This physical awareness helps children produce the sounds correctly.

### 2. Watch out for ow — it has two sounds!

Point out early that 'ow' is a special case — it can say /ow/ as in flower, or /oh/ as in bowl. Say both words clearly and ask your child: 'Can you hear the difference?' The rhyming format in the book uses context to make the correct pronunciation clear. Remind your child: 'Listen to the rhyme to know which sound to use!'

### 3. Say the first rhyme word — let your child say the second

As you work through each set of rhyming words, say the first word yourself clearly and slowly. Then pause and let your child say the second rhyming word. Since both words share the same diphthong sound, hearing the first word makes the second much easier. This call-and-response approach builds both listening and pronunciation skills naturally.

### 4. Chant with a favourite tune

Encourage your child to pick their favourite tune and chant the rhyming words along to it. The combination of rhyme, rhythm, and music is one of the most effective ways to help diphthong sounds stick in memory. The sillier and more energetic the chanting, the better!

### 5. Read again and again

The rhyming and chanting format makes this book a pleasure to revisit. Encourage your child to re-read it until all the diphthong sounds feel automatic and natural.

## FOLLOW-UP ACTIVITIES

Play a Diphthong Rhyming Chain. Start with a diphthong word — for example: 'tower' — and take turns adding a rhyming word. Tower, flower, power, shower... How long can you make the chain? Then try a new diphthong: 'coin, join, loin...' or 'boy, toy, joy, Roy...' This playful activity builds phonological awareness, vocabulary, and a love of the sounds of English all at once.

Try the fun online learning activities for this book on our website!

[Click here to try the online learning activities](#)

## TEACHER'S NOTES AND TIPS

Diphthongs are genuinely complex for ESL learners because the gliding motion of the vowel sound is unfamiliar in many languages. The most confusing point in this book is the dual behaviour of 'ow' — children who have learned 'ow = snow' from earlier books may be surprised to find 'ow = cow' here too. The rhyming context is the best guide: if a word rhymes with 'tower', use the /ow/ sound; if it rhymes with 'bowl', use the /oh/ sound. For classroom settings, a sorting activity — two columns labelled 'ow as in cow' and 'ow as in snow' — is a highly effective consolidation exercise that children find genuinely interesting.