
Lessons 15 and 16**LESSONS 15 AND 16****THE SOUND /R/****WARM UP****5 Minutes****SOUNDS ALIKE!**

1. Place students in groups of three or four.
2. Explain how homophones are words that are spelled differently, have different meanings but sound the same when spoken.
3. Hand out envelopes of homophones.
4. Instruct students to work as a group to pair all the homophones together.

*** Homophone templates are in Appendix B.**



ACTIVITY A FORMULA MATCH 5-10 Minutes

This activity provides the students with practice of vowels followed by /R/ through the use of minimal pairs written in pronunciation formulas. Since each word in this activity is a real English word, you can draw the students' attention to how one pronunciation feature can change the sound together with the meaning of a word.

Instructions

Circle the pronunciation formula that matches the word on the left.

	A	B	C	D
1. heart	HΛ~<RT	HΛΓ	HΛ~RT	HΛ~<RT~
2. cord	KUΓ~	KU~<RT	KU~<RT~	KU<T
3. dark	T~ΛK	T~Λ~RK	T~Λ~<RK	TΛK~
4. pot	P UT	P U~<RT	P~ U~<T	P U<T
5. shot	ʃU~<RT	ʃU~T	ʃU<T	ʃΔT
6. caught	KU~<T	KU<T	KU~<RT	KΔT
7. part	P ΔΓ	P Λ~<RT	P Λ~RT	P U~<RT



SOME SUGGESTED WORDS

board	cart	card	cord	rock	dark
bark	bar	bard	tar	car	art
ark	arc	oar	boar	orb	rot
rod	rob	or	rat	rack	dart



ACTIVITY C**VIRTUAL VOWELS****10 Minutes**

This activity helps the students review R-colored vowel blends and demonstrate how the vowel quality changes as it is followed by R. It also reinforces the sound formation sequence. For this activity the students will have to remember the layout of the Virtual Keyboard since it is not provided for them. They should write the pronunciation formula for the sounds using the appropriate sequence and spatial position of each feature. You may wish to demonstrate the vowel formation sequence of the first two words on the board. You can also complete this activity as a class, rather than individually. Before beginning this activity, tell the students that they only have to illustrate the vowel, not the whole word. Point out to the students that it is long vowels (as represented by the symbol ~) that are followed by R.

Instructions

On a blank sheet of paper, write down the pronunciation formula sequence for the vowels that are bolded in the following words. Your teacher will demonstrate the first two. For this activity, the Virtual Keyboard is not provided for you, but try to write the symbols in where the keys would be on the keyboard.

1. spa
2. spark
3. pot
4. port
5. **caught**
6. **court**
7. hut
8. hur



Lessons 17 and 18**LESSONS 17 AND 18****THE SOUNDS /e/ AND /æ/****WARM UP**

Catch the word will help students practice distinguishing and pronouncing some of the tougher words of the English language.

Catch the Word

1. Write this paragraph on the chalkboard:

Sid sat in front of the principal's office with his head in his hands. Miss Matter, the principal, asked what Sid had done to get in trouble. Sid continued to hide his head and said he had made a mess in the gym and had not cleaned it up. Miss Matter sighed and gave Sid a giant garbage bag to clean up his big mess.

2. Ensure that all students can see the board and the writing.

3. The teacher erases one word at a time and as he/she erases the words the students have to call out the word that he/she just erased.

4. For every word that the students get correct, they get a point. For every word the students miss, the teacher gets a point. Play until all the words are erased.

ACTIVITY A

READ MY LIPS

5-10 Minutes

This activity helps the students review the three different degrees of mouth opening. Read one word from each group *silently* to the students. Suggest to the students that they read the three words on the line before they watch you say one of the words. Draw their attention to the degree of mouth opening as the distinguishing feature of each group. You can review the phonetic formulas for these three sounds /ɪ/, /e/, and /æ/ (I, I<, and I<<), and point out the relationship between the formula and the front view of the mouth. Give the students a practice round by showing the difference in:

mitt

met

mat

After you complete all ten series, you can ask the students to do this activity in pairs.

Instructions

Your teacher will *silently* say one word from each line. Your teacher's lips will move, but you will not hear the sounds. Circle the word your teacher is making.

	/ɪ/	/e/	/æ/
1.	pit	pet	pat
2.	Sid	said	sad
3.	pin	pen	pan
4.	miss	mess	mass
5.	kin	Ken	can
6.	sit	set	sat
7.	hid	head	had
8.	bit	bet	bat
9.	big	beg	bag
10.	gym	gem	jam

SOME SUGESTED WORDS

e - bed, rest, wrestle, tent.

ea - head, ready, thread, instead.

a - many.

ai - again, against.

ue - guess.

ie - friend.



ACTIVITY C**MIX AND MATCH****15 Minutes**

This activity helps the students review the pronunciation of the sounds /I/, /e/, and /æ/ and the use of the pronunciation formulas. As a warm-up for this activity, you can review the pronunciation formulas for /I/, /e/, and /æ/. You can also ask the students what the modifier symbols ~ and < stand for.

Instructions

Match the spelling of the word with its pronunciation formula.

- | | |
|---------------|------------|
| 1. _____ pat | a. SI<T |
| 2. _____ big | b. PIT |
| 3. _____ hid | c. PI<<T |
| 4. _____ beg | d. HI<T~ |
| 5. _____ pet | e. P~I<<K~ |
| 6. _____ bag | f. HIT~ |
| 7. _____ head | g. PI<T |
| 8. _____ set | h. HI<<T~ |
| 9. _____ pit | i. P~IK~ |
| 10. _____ had | j. P~I<K~ |

ACTIVITY D CATEGORY CRUNCHERS 10 Minutes

This activity provides the students with practice of spelling patterns and pronunciation.

As a follow-up for this activity, have the students read the words out loud. You could also review the basic spelling patterns of /æ/, /ʌ/, and /ɒ/.

Instructions

Divide these words into three groups according to the sound of the **bold** letters.

- a) cop
- b) pack
- c) cup
- d) pat
- e) **o**dd
- f) bug
- g) **o**p
- h) bag
- i) cap
- j) **a**d
- k) puck
- l) rug
- m) rag

1. the words with /æ/:

2. the words with /ʌ/:

3. the words with /ɒ/ :



Lesson 19 and 20**LESSONS 19 AND 20****THE SOUNDS /R/ AND /L/****WARM UP****5-10 Minutes****Spelling Patterns**

1. Teacher writes a chart on the chalkboard and asks students to come up and add new words to the chart.

Tide	Ice	Rain
Snide	Spice	Stain



ACTIVITY A PARTNER PRONUNCIATION 10 Minutes

This activity provides the students with practice of listening comprehension skills and pronunciation as well as spelling skills. Divide the students into pairs. Give each student a list of words (A or B). Ask one student to read his/her list while the other student writes the words down. The students cannot look at each other's lists until they are finished. Ask them to exchange roles. Once they are finished, the students can compare their lists. You can ask them to discuss any discrepancies they had encountered and decide what caused these discrepancies.

Instructions

STUDENT 1: Read the following words to your partner. Your partner should write them down without looking at your list.

1. rip
2. loom
3. led
4. lip
5. rack
6. room
7. call
8. red
9. lack
10. core



Instructions

STUDENT 2: Read the following words to your partner. Your partner should write them down without looking at your list.

1. rock
2. cold
3. doll
4. law
5. door
6. leap
7. raw
8. cord
9. lock
10. reap



ACTIVITY B**SPELLING PATTERNS****5 Minutes**

This activity helps the students focus on spelling patterns for the sound /L/. For this activity, you could ask the students to analyze their answers for the silent L spelling patterns. This could be done in pairs or individually. You could also ask them to think of and write down more words that follow the same spelling patterns.

SILENT & SNEAKY**Instructions**

Circle the words in which the letter *l* is silent.

lip**feel****walk****talk****law****should****cold****salt****milk****palm****calm****would****bill****pool**

ACTIVITY C CREATIVE WRITING 15-20 Minutes

This writing activity provides the students with practice of vocabulary, pronunciation, and listening skills. This activity can be done individually, in pairs, or as a group. As each story is told, the other students can listen to it, check off which words on the list were used, and determine whether these words were pronounced correctly.

Instructions

Create a short story that includes five words found in this word list. The words do not have to be used in order.

red	led	bill
read	lead	bell
rock	lock	call
room	loom	rest
wrist	list	wreath
rid	lid	park
rack	lack	card
rip	lip	heart
raw	law	sort

A SAMPLE STORY

I can't find that *red* Christmas *card* with the beautiful *wreath* on it. Have you seen it anywhere around the *room*? I haven't *read* it yet.

