
Lessons 1, 2, and 3**LESSONS 1, 2, and 3****THE SOUNDS /P/, /T/, /K/, /U/, /I/ AND /Δ/****WARM UP****5 Minutes****Cookie Jar Chant**

This chant enables the teacher to model correct pronunciation of letter sounds for the students as well as have the students practice their pronunciation.

Class: Who took the cookies from the cookie jar?

Teacher: [Student's name] took the cookies from the cookie jar!

Student: Who, me?

Class: Yes, you.

Student: Couldn't be.

Class: Then who?

Student: [Next student's name] took the cookies from the cookie jar!

Next student: Who, me?



ACTIVITY A**WORD MATCH****10 Minutes**

You can read out the list of words before the students begin this activity. The students can work individually or in pairs. Students should read each of the words out loud and decide which box to place the word into.

Instructions

Match the vowels in the following words with the corresponding phonetic symbol.

Say each word out loud and write the word in the correct box.

- | | | |
|---------|---------|--------|
| 1. kick | 4. cook | 7. pit |
| 2. cup | 5. pup | 8. put |
| 3. tip | 6. took | 9. cut |

U	I	Λ
	kick	



ACTIVITY B

WORD SEARCH

10 Minutes

This activity provides the students with practice of pronunciation and spelling. As a warm-up for this activity, you can read the list of words, or the students can also take turns reading the list out loud. The students can work individually or in pairs. As they are looking for the words, encourage the students to say the word out loud over and over again. Point out to the students that some words are written horizontally and others are written vertically. Furthermore, some letters can be used twice.

Instructions

Find each of the words in the 'Letter Square' and cross them out. Say the words out loud while you are looking for them.

1. pip
2. cook
3. cut
4. pit
5. pick
6. took
7. cup
8. tuck
9. kit

O	I	P	K	K	T	O	P
P	I	O	O	K	U	K	P
U	P	O	P	I	C	K	O
K	O	P	I	K	K	U	P
I	C	U	P	I	C	U	K
T	O	I	O	P	C	U	T
T	O	O	K	P	O	P	O
O	K	P	I	T	O	P	I



ACTIVITY C WHAT DID YOU SAY? 10 Minutes

This activity reviews pronunciation formulas and practices listening comprehension. Read the following words out loud and have the students circle the correct pronunciation formula. You can repeat this activity by varying the words that you read.

Read: 1. CUP 2. TICK 3. PUTT 4. TOOK 5. KICK 6. TUCK

Instructions

Read the following words that are written in pronunciation formulas. Your teacher will say a word. Circle the one that you hear.

- | | | |
|---------------|------------|------------|
| A. KIK | KAP | KUK |
| B. TIP | TAK | TIK |
| C. PIT | PAT | PUT |
| D. KUK | TAK | TUK |
| E. KIK | TAK | TUK |
| F. PAT | TAK | KAP |



Lessons 4 and 5**LESSONS 4 and 5****THE SOUNDS /F/, /θ/, AND /H/****FAMILY REUNION**

Word families are groups of words that have a common feature or pattern of spelling that makes the words sound similar. For example, “at” is the base sound for the word family that includes: cat, fat, sat, hat, mat, and chat.

In this warm up half of the students have index cards with common consonants such as t, h, g, d, c, b, m, and, l. The other half of the students have word family bases written on their index cards such as : ack, ain, ake, ale, all, ame, an, ank, ap, ash, at, ate, aw ay, eat, ell, est, ice, ick, ide, ight, ill, in, ine, ing, ink, ip, it, ock, oke, op, ore, ot, uck ,ug, ump, unk.

***See Appendix B for printable cards.**

Children then have to mingle throughout the classroom and when they encounter one another they have to make a word by putting their two cards together. When children have made all the matches possible they can gather around the teacher and share with each other what words they made. The teacher can support this activity by writing down the words as they share. Students can then sort them into their word families with the teachers help.



ACTIVITY A**RHYME TIME****5-10 Minutes**

This activity helps the students review the vowels from the previous lesson and provides practice of the new consonant sounds.

As the students are completing this activity, encourage them to say all four words on a line before circling the one that does not rhyme.

Instructions

Say the words on each line. Circle the word that **does not** rhyme (does not end with the same sounds).

A	B	C	D
1. fit	kit	foot	hit
2. pick	puck	kick	thick
3. hut	cut	put	tut
4. hook	thick	tick	pick
5. puck	took	hook	cook
6. tip	fit	hip	pip



7. pit hit fit foot

8. putt cut put hut

ACTIVITY B MIX AND MATCH 5-10 Minutes

This activity provides the students with practice of pronunciation formula recognition and vocabulary. As a warm-up for this activity, the students can review the pronunciation formulas in Lessons 1 through 4.

Instructions

Match the definition with its pronunciation formula.

- | | |
|---|--------------------------|
| 1. <u>E</u> _____ The lower part of the leg. | A. PIK |
| 2. _____ You use this for drinking. | B. K UK |
| 3. _____ Great distance from one side to another. | C. FIT |
| 4. _____ Make food. | D. KIK |
| 5. _____ A tool with a wooden handle. | E. FUF |
| 6. _____ A small building. | F. θIK |
| 7. _____ Hit with your foot. | G. K AP |
| 8. _____ Healthy and strong. | H. H AI |



ACTIVITY C**LISTEN CLOSELY!****5-10 Minutes**

This activity is directed towards listening comprehension skills. For this activity, you could either read the sentences to the students or ask the students to take turns reading them. You can repeat this activity several times by varying your choice of words. To check this activity, have a student say the word that he/she has circled. You could also ask the students to give an example of how the meaning of the word and sentence changes depending on the sound used.

Instructions

Circle the word that you hear to complete the sentence.

1. We need another (**hut, hit**).
2. At the restaurant I saw a (**hook, cook**) by the door.
3. In golf make sure you (**putt, cut**) the ball correctly.
4. (**Pick, Kick**) the ball.
5. She has a (**cup, pup**) in her hand.
6. I could not (**fit, hit**) it in.
7. I saw a little (**tick, tip**) on the table.
8. Let's find that (**shop, ship**).
9. Have you seen my (**book, back**)
10. Can you pass me the (**tape, tack**)?



Lessons 6 and 7

LESSONS 6 and 7**THE SOUNDS /B/, /D/, AND /G/****WARM UP****5-10 Minutes****Tongue Twisters**

These tongue twisters can be written up on chart paper or printed out to be taken home for extra practice. They focus on the lessons sounds. The teacher can have students perform different tongue twisters in groups or practice the twisters all together.

**Betty was bitter when she opened her biggest birthday box
and found a billion buttons. Betty babbled, “a billion
buttons bring Betty boredom!”**

**Douglas, a dangerous dentist, dabbled in dark doings,
which directly led to his disastrous demise.**

**Greg’s grammar was so ghastly; Greg’s great-grandmother
grew greatly grumpy!**



ACTIVITY A**LINGO GAME****10-15 Minutes**

This activity is directed towards listening comprehension and reading (i.e., scanning) skills. The students should each pick a game card. If there are more than four players, two students can have the same game card; or you can write more cards using the words in the following list. Randomly read from the list of words. You can decide how many times to repeat each word. You can also make up a sentence to illustrate the word (e.g., 'duck' – "I saw a *duck* swimming in the pond").

Word List:

duck	buck	tick	putt	pick	book
fit	took	dud	hit	tug	pub
gut	pig	dip	thick	bib	hut
bug	foot	hook	pup	tut	hit
bit	cut				

Instructions

Pick one of the game cards. Your teacher will read words. If you have the word, cross it out. The first person to cross out all of the words and call out "LINGO" is the winner.

LINGO 1

duck	foot	hook
tut	thick	hit



took**bib****bug****ACTIVITY B****LINGO GAME****10-15 Minutes****Instructions**

Pick one of the game cards. Your teacher will read words. If you have the word, cross it out. The first person to cross out all of the words and call out "LINGO" is the winner.

LINGO 2**tick****cut****book****fit****buck****dud****hit****hut****bug**

ACTIVITY C**LINGO GAME****10-15 Minutes****Instructions**

Pick one of the game cards. Your teacher will read words. If you have the word, cross it out. The first person to cross out all of the words and call out "LINGO" is the winner.

LINGO 3

hut	took	book
gut	tick	pig
tug	dig	foot



ACTIVITY D**LINGO GAME****10-15 Minutes****Instructions**

Pick one of the game cards. Your teacher will read words. If you have the word, cross it out. The first person to cross out all of the words and call out "LINGO" is the winner.

LINGO 4

tug	pub	thick
cut	putt	foot
bit	tut	pick



ACTIVITY E VOICED VS VOICELESS 5 Minutes

This listening activity helps the students to focus on voicing. As a warm-up for this activity, you could review voicing. Randomly say contrasting voiced and voiceless sounds, such as /P/ and /B/, /T/ and /D/, /K/ and /G/, and ask the students whether they can hear a difference. Remind them that the vocal cord vibration is the only difference between these pairs. Read the following words so that the students can determine whether the initial sound is voiced or voiceless. As a follow-up for this activity, have the students think of words that begin with voiced and voiceless sounds.

Instructions

Listen to your teacher read the following words and decide whether the **first** sound in each word is voiced or voiceless.

pup	buck
bib	good
kit	pip
gut	kick
dud	duck
tuck	cut

1.	voiced	voiceless
----	--------	-----------

2.	voiced	voiceless
----	--------	-----------

3.	voiced	voiceless
----	--------	-----------

4.	voiced	voiceless
----	--------	-----------



5. **voiced** **voiceless**

6. **voiced** **voiceless**

7. **voiced** **voiceless**

8. **voiced** **voiceless**

9. **voiced** **voiceless**

10. **voiced** **voiceless**

11. **voiced** **voiceless**

12. **voiced** **voiceless**



ACTIVITY F

MIX AND MATCH

10 Minutes

This activity helps students review pronunciation formulas and practices pronunciation. As a follow-up for this activity, the students can read all of the pronunciation formulas and decide (1) whether or not it is a real English word, and (2) whether it includes symbols that are not used in a real pronunciation formula (e.g., the formula for PIG has a “G” which should be K~). You can also ask the students how K~ represents G. Additionally, you can ask the students to explain why they read the formulas the way they did.

Instructions

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

1. **duck** T~ UK T ΔK~ T~ ΔK~ T~ ΔK

2. **bib** PIP P~ IP ~ PIP ~ BIB

3. **pig** PIG P~ IK PIK ~ P~IK~

4. **dud** T~ ΔT~ T~ UT~ T~ UK ~ T~IT~

5. **thick** θ~IK θIK θICK θIK~

6. **book** P ~ ΔK P~UK P~OOK P~ UK

7. **dip** T~IP~ DIP TIP T~IP



8. fifth	FIθ	FΛθ	FIFθ	FΛFθ
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Lessons 8 and 9**LESSONS 8 AND 9****THE SOUNDS /w/, /i/, /I/, and /U/****WARM UP****5 Minutes****CHALK TALK**

1. Split the students into groups. Depending on the number of students. Three or four to a group is good.
2. You can use a stopwatch or keep track of minutes/ seconds on a wristwatch.
3. The front person from each group writes a word on the board e.g. "flat"
4. The next person from the group comes up and writes a word that starts with the last letter of the previous word. For example, if the last word was "flat" the new word could be "tail" or "tattoo"
5. The teacher controls how long the game will go for.
6. When the time is up, see which team has the most words!



ACTIVITY A**PATTERNS****10 Minutes**

This activity helps the students review pronunciation and sound discrimination as well as spelling patterns for frequently confused sounds. As a warm-up for this activity, practice the pronunciation of the sounds /**u**/, /**i**/, /**I**/, and /**U**/ with the students. As a follow-up for this activity, you could review the spelling patterns of /**u**/, /**i**/, /**I**/, and /**U**/ and discuss frequently confused patterns, such as “OO” for “tooth” and “hook”.

Word Sort**Instructions**

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

- | | |
|----------------|------------------|
| 1. tea | 7. two |
| 2. boot | 8. put |
| 3. book | 9. tooth |
| 4. key | 10. pick |
| 5. hip | 11. who |
| 6. hood | 12. could |

1. the words with /**I**/: _____
2. the words with /**U**/: _____
3. the words with /**i**/: _____
4. the words with /**u**/: _____



ACTIVITY B**SAY WHAT?****10 Minutes**

This activity helps the students focus on the difference in length of English vowels. You could begin this activity by discussing vowel length. Ask the students what the difference is in the words “hip” and “heap”. You can then tap your hand once while saying the short vowel in “hip” and twice when saying the long vowel in “heap”. During the activity, silently mouth one word from each pair. For words with short vowels, tap your hand on a table once; for words with long vowels, tap your hand twice. You can repeat this activity by randomly selecting different words or by having a student choose and read the words. As a follow-up for the activity, the students could read the words out loud while tapping their hands.

Instructions

Your teacher will *silently* say one word from each pair. You will be able to see the teacher saying the word, but you will not hear it. The teacher will tap his/her hand as he/she is saying the vowel sounds. If it is a long vowel, there will be two taps. If it is a short vowel, there will only be one tap. Circle the one your teacher is silently making.

- | | |
|----------|-------|
| 1. beat | bit |
| 2. foot | food |
| 3. hut | hurt |
| 4. could | cooed |



- | | |
|----------|------|
| 5. fit | feet |
| 6. peak | pig |
| 7. bird | bud |
| 8. who'd | hood |
| 9. her | he |
| 10. heat | hid |

