

INSTRUCTOR'S GUIDE
PRONUNCIATION - Levels 1 & 2 - - LESSON #15
SOUNDS OF: at, et, it, ot, & ut

In each of the following sound combination groups, present the Lesson using the following steps:

Step 1: Introduce the sound combination by writing it on the board and verbally model it for the students.

Step 2: Have the students, **individually**, pronounce the sound combination.

Step 3: Write each of the sample words on the board, one at a time, and verbally model it for the students. As you write each word, underline the sound combination.

Step 4: Have the students, **individually**, pronounce the word and write it in their student journals.

Step 5: Write each of the sample sentences on the board, one at a time, and verbally model it for the students. As you write each sentence, **underline the sample word**.

Step 6: Have the students, **individually**, pronounce the sample sentence and write it in their student journals.

NOTE: Comprehension of the words is not as important at this point in the students' progress as learning the sound. Do not spend considerable time on comprehension.

Step 7: If class time allows, repeat Steps 3 through 6, using the group of "extra words" and sentences of your choice. NOTE: Remember to keep the sentences simple in structure.

| <u>Sound:</u> | <u>Sample Word</u> | <u>Sample Sentence:</u> |
|----------------------|---------------------------|--|
| at | hat | He wore a brown <u>hat</u>. |
| | cat | The <u>cat</u> is white. |
| | fat | The cat is <u>fat</u>. |
| et | wet | My hair is <u>wet</u>. |
| | set | They will shop for a new TV <u>set</u>. |
| | jet | We will fly on a <u>jet</u> plane. |
| it | fit | Her dress does not <u>fit</u>. |
| | bit | The dog <u>bit</u> me. |
| | hit | I <u>hit</u> my elbow on the table. |
| ot | dots | Her dress has a red <u>dot</u> on it. |
| | spot | His shirt has a <u>spot</u> on it. |
| | lot | He works overtime a <u>lot</u>. |
| ut | cut | I <u>cut</u> my finger. |
| | hut | The man lives in a <u>hut</u> by the river. |
| | shut | She <u>shut</u> the door. |

Extra Words:

sat bat mat let bet pet sit bit pit
slot shot cot rut nut

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 & 2 - - Lesson #16
SOUNDS OF: an, en, in, on, & un

In each of the following sound combination groups, present the Lesson using the following steps:

Step 1: Introduce the sound combination by writing it on the board and verbally model it for the students.

Step 2: Have the students, **individually**, pronounce the sound combination.

Step 3: Write each of the sample words on the board, one at a time, and verbally model it for the students. As you write each word, underline the sound combination.

Step 4: Have the students, **individually**, pronounce the word and write it in their student journals.

Step 5: Write each of the sample sentences on the board, one at a time, and verbally model it for the students. As you write each sentence, **underline the sample word**.

Step 6: Have the students, **individually**, pronounce the sample sentence and write it in their student journals.

NOTE: Comprehension of the words is not as important at this point in the students' progress as learning the sound. Do not spend considerable time on comprehension.

Step 7: If class time allows, repeat Steps 3 through 6, using the group of "extra words" and sentences of your choice. **NOTE:** Remember to keep the sentences simple in structure.

| <u>Sound:</u> | <u>Sample Word</u> | <u>Sample Sentence:</u> |
|----------------------|---------------------------|--|
| an | pan | The <u>pan</u> on the stove is hot. |
| | fan | The <u>fan</u> keeps us cool. |
| | ran | He <u>ran</u> to the store for food. |
| en | hen | The fat <u>hen</u> is in the pen. |
| | men | The <u>men</u> will shop for a new TV set. |
| | ten | We will buy <u>ten</u> eggs at the store. |
| in | in | Her dress is <u>in</u> the other room. |
| | pin | She has a pretty <u>pin</u> on her dress. |
| | chin | I hit my <u>chin</u> with my hand. |
| on | on | Her dress has red dots <u>on</u> it. |
| | gone | He has <u>gone</u> to the store. |
| | control | He works on the <u>control</u> panel. |
| | onto | Put the pan <u>onto</u> the stove. |
| un | sun | The <u>sun</u> is hot. |
| | run | I will <u>run</u> to the store to get eggs. |
| | gun | He shot the deer with his <u>gun</u> . |

Extra Words:

van man tan den pen tent bin thin win pond concert monitor
bun fun under

INSTRUCTOR'S GUIDE
PRONUNCIATION - Levels 1 & 2 - - LESSON #17
SOUNDS OF: ad, ed, id, od, & ud

In each of the following sound combination groups, present the Lesson using the following steps:

Step 1: Introduce the sound combination by writing it on the board and verbally model it for the students.

Step 2: Have the students, **individually**, pronounce the sound combination.

Step 3: Write each of the sample words on the board, one at a time, and verbally model it for the students. As you write each word, underline the sound combination.

Step 4: Have the students, **individually**, pronounce the word and write it in their student journals.

Step 5: Write each of the sample sentences on the board, one at a time, and verbally model it for the students. As you write each sentence, **underline the sample word**.

Step 6: Have the students, **individually**, pronounce the sample sentence and write it in their student journals.

NOTE: Comprehension of the words is not as important at this point in the students' progress as learning the sound. Do not spend considerable time on comprehension.

Step 7: If class time allows, repeat Steps 3 through 6, using the group of "extra words" and sentences of your choice. NOTE: Remember to keep the sentences simple in structure.

| <u>Sound:</u> | <u>Sample Word</u> | <u>Sample Sentence:</u> |
|----------------------|---------------------------|--|
| ad | pad | The <u>pad</u> is on the table with the pen. |
| | fad | Hot pink was a <u>fad</u> color. |
| | sad | She is <u>sad</u> that he got sick. |
| ed | fed | The fat hen in the pen has been <u>fed</u> . |
| | led | The man <u>led</u> the band. |
| | red | I will buy the dress with <u>red</u> spots. |
| id | bid | I <u>bid</u> on the tan van. |
| | rid | She got <u>rid</u> of the pin on her red dress. |
| | lid | The <u>lid</u> is on the pan. |
| od | cod | We had <u>cod</u> for lunch. |
| | rod | He will catch a fish with his <u>rod</u> . |
| | pod | Take the seeds from the <u>pod</u> . |
| ud | bud | The rose <u>bud</u> is pretty. |
| | mud | The car was stuck in the <u>mud</u> . |
| | dud | The show was a <u>dud</u> . |

Extra Words:

mad bad glad wed shed bed did hid kid
nod odd cud suds

INSTRUCTOR'S GUIDE
PRONUNCIATION - Levels 1 & 2 - - LESSON #18
SOUNDS OF: all, ell, ill, oll, & ull

In each of the following sound combination groups, present the Lesson using the following steps:

Step 1: Introduce the sound combination by writing it on the board and verbally model it for the students.

Step 2: Have the students, **individually**, pronounce the sound combination.

Step 3: Write each of the sample words on the board, one at a time, and verbally model it for the students. As you write each word, underline the sound combination.

Step 4: Have the students, **individually**, pronounce the word and write it in their student journals.

Step 5: Write each of the sample sentences on the board, one at a time, and verbally model it for the students. As you write each sentence, **underline the sample word**.

Step 6: Have the students, **individually**, pronounce the sample sentence and write it in their student journals.

NOTE: Comprehension of the words is not as important at this point in the students' progress as learning the sound. Do not spend considerable time on comprehension.

Step 7: If class time allows, repeat Steps 3 through 6, using the group of "extra words" and sentences of your choice. NOTE: Remember to keep the sentences simple in structure.

| Sound: | Sample Word | Sample Sentence: |
|---------------|--------------------|---|
| all | all | <u>All</u> the pens are on the table. |
| | ball | He hit the <u>ball</u> to win the game. |
| | fall | She took a <u>fall</u> in the hall. |
| ell | bell | He has the church <u>bell</u> in the shed. |
| | cell | The bad man is in a <u>cell</u>. |
| | fell | When she was in the hall she <u>fell</u>. |
| ill | bill | I got the <u>bill</u> for the pan. |
| | fill | <u>Fill</u> the pan with water. |
| | hill | The kid ran up the <u>hill</u>. |
| oll | doll | The girl has a pretty <u>doll</u>. |
| | roll | He has a <u>roll</u> of paper and a bunch of pens. |
| | toll | The <u>toll</u> fee was a dollar. |

NOTE: Explain difference in short and long "o" sounds when used with double "l."

| | | |
|------------|-------------|---|
| ull | bull | The red <u>bull</u> is mad. |
| | dull | The <u>dull</u> man is in the cell with the bad man. |
| | full | The pan on the stove is <u>full</u>. |
| | pull | The man will <u>pull</u> the van full of mad bulls. |

NOTE: Explain difference in short and long "u" sounds when used with double "l."

Extra Words:

call tall wall sell tell shell mill pill still

INSTRUCTOR'S GUIDE
PRONUNCIATION - Levels 1 & 2 - - LESSON #19
SOUNDS OF: ab, ib, ob, ub, ag, eg, ig, og, & ug

In each of the following sound combination groups, present the Lesson using the following steps:

Step 1: Introduce the sound combination by writing it on the board and verbally model it for the students.

Step 2: Have the students, **individually**, pronounce the sound combination.

Step 3: Write each of the sample words on the board, one at a time, and verbally model it for the students. As you write each word, underline the sound combination.

Step 4: Have the students, **individually**, pronounce the word and write it in their student journals.

Step 5: Write each of the sample sentences on the board, one at a time, and verbally model it for the students. As you write each sentence, **underline the sample word**.

Step 6: Have the students, **individually**, pronounce the sample sentence and write it in their student journals.

NOTE: Comprehension of the words is not as important at this point in the students' progress as learning the sound. Do not spend considerable time on comprehension.

Step 7: If class time allows, repeat Steps 3 through 6, using the group of "extra words" and sentences of your choice. NOTE: Remember to keep the sentences simple in structure.

| <u>Sound:</u> | <u>Sample Word</u> | <u>Sample Sentence:</u> | <u>Extra Words:</u> |
|----------------------|---------------------------|---|---|
| ab | cab | She takes the <u>cab</u> to the mall. | lab tab crib |
| | dab | He had a <u>dab</u> of mud on his shoe. | |
| ib | bib | There was a <u>bib</u> on the little kid. | mob rob tub |
| | ribs | He broke his <u>ribs</u> when he fell. | |
| ob | cob | He had corn on the <u>cob</u>. | rag tag keg |
| | job | She got a <u>job</u> at the dress shop. | |
| ub | cub | The <u>cub</u> was in the den. | peg wig hog |
| | rub | He will <u>rub</u> the pig in the pen. | |
| ag | bag | The man has the eggs in a <u>bag</u> in the van. | log hug rug |
| | gag | They will <u>gag</u> the man that is in the mob. | |
| eg | beg | He will <u>beg</u> the man in the van. | |
| | leg | He hit his <u>leg</u> on the tub. | |
| ig | big | The <u>big</u> pig is in the pen. | |
| | dig | He will <u>dig</u> a hole in the mud. | |
| og | dog | The girl pet the <u>dog</u>. | |
| | fog | The <u>fog</u> is thick. | |
| ug | bug | The <u>bug</u> was on the dog in the hall. | |
| | dug | He <u>dug</u> a hole in the mud for the hog. | |

INSTRUCTOR'S GUIDE
PRONUNCIATION - Levels 1 & 2 - - LESSON #20
SOUNDS OF: am, em, im, um, ap, ip, op, & up

In each of the following sound combination groups, present the Lesson using the following steps:

Step 1: Introduce the sound combination by writing it on the board and verbally model it for the students.

Step 2: Have the students, **individually**, pronounce the sound combination.

Step 3: Write each of the sample words on the board, one at a time, and verbally model it for the students. As you write each word, underline the sound combination.

Step 4: Have the students, **individually**, pronounce the word and write it in their student journals.

Step 5: Write each of the sample sentences on the board, one at a time, and verbally model it for the students. As you write each sentence, **underline the sample word**.

Step 6: Have the students, **individually**, pronounce the sample sentence and write it in their student journals.

NOTE: Comprehension of the words is not as important at this point in the students' progress as learning the sound. Do not spend considerable time on comprehension.

Step 7: If class time allows, repeat Steps 3 through 6, using the group of "extra words" and sentences of your choice. **NOTE:** Remember to keep the sentences simple in structure.

| <u>Sound:</u> | <u>Sample Word</u> | <u>Sample Sentence:</u> |
|----------------------|---------------------------|--|
| am | am dam | I <u>am</u> sad he is mad. He will build a <u>dam</u> on the river. |
| em | hem stem | There was not a <u>hem</u> in the red dress. He cut the <u>stem</u> of the plant. |
| im | him dim | He fed <u>him</u> corn on the cob. It was <u>dim</u> in the hall when she fell. |
| um | hum gum | He will <u>hum</u> to the kid in the crib. She has fun when she has <u>gum</u>. |
| ap | cap tap | The man has a <u>cap</u> and a hat in the van. He will <u>tap</u> his foot on the floor. |
| ip | chip hip | He will <u>chip</u> the log. He hit his <u>hip</u> on the tub. |
| op | mop chop | The <u>mop</u> is in the shed. He will <u>chop</u> the log to get chips. |
| up | up cup | The girl catch <u>up</u> with the man in the van. There is a chip in the rim of the <u>cup</u>. |

Extra Words:

ham jam yam gem rim timid sum bum map lap ship lip
shop stop pup

INSTRUCTOR'S GUIDE
PRONUNCIATION - Levels 1 & 2 - - LESSON #21
SOUNDS OF: ack, ask, ax, eck, ick, ix, ock, ox, & uck

In each of the following sound combination groups, present the Lesson using the following steps:
Step 1: Introduce the sound combination by writing it on the board and verbally model it for the students.

Step 2: Have the students, **individually**, pronounce the sound combination.

Step 3: Write each of the sample words on the board, one at a time, and verbally model it for the students. As you write each word, underline the sound combination.

Step 4: Have the students, **individually**, pronounce the word and write it in their student journals.

Step 5: Write each of the sample sentences on the board, one at a time, and verbally model it for the students. As you write each sentence, **underline the sample word**.

Step 6: Have the students, **individually**, pronounce the sample sentence and write it in their student journals.

NOTE: Comprehension of the words is not as important at this point in the students' progress as learning the sound. Do not spend considerable time on comprehension.

Step 7: If class time allows, repeat Steps 3 through 6, using the group of "extra words" and sentences of your choice. **NOTE:** Remember to keep the sentences simple in structure.

Sound: Sample Word Sample Sentence:

| | | |
|------------|--------------|---|
| ack | back | The cab has gas to get <u>back</u> to the mall. |
| | pack | He will <u>pack</u> the bag of chips on his back. |
| ask | ask | He will <u>ask</u> the man in the van for a pack of gum. |
| | task | She did the <u>task</u> the boss ask her to do on the job. |
| ax | axe | He will chop the tree into logs with the <u>axe</u>. |
| | tax | There will be <u>tax</u> on the dress she sells at the shop. |
| eck | deck | The <u>deck</u> of the ship is wet. |
| | check | He will <u>check</u> if the man fed the pig in the pen. |
| ick | kick | Do not <u>kick</u> the dog. |
| | sick | If he kicks the dog it will get <u>sick</u>. |
| ix | fix | He will <u>fix</u> the dents on the tan van. |
| | mix | He will <u>mix</u> the wet mud and the chips. |
| ock | dock | The ship will <u>dock</u> at six o'clock. |
| | rocks | He will fill the pit with <u>rocks</u>, chips and sand. |
| ox | ox | He will pull the sled full of rocks with an <u>ox</u>. |
| | box | She will lock the <u>box</u> in the shed. |
| uck | luck | He will win his bid on the van if he has <u>luck</u>. |
| | duck | The <u>duck</u> is in the pen with the big fat hen. |

Extra Words: rack black basket mask wax lax wax lax neck peck
 quick lick six sock lock fox struck truck

INSTRUCTOR'S GUIDE
PRONUNCIATION - Levels 1 & 2 - - LESSON #22
SOUNDS OF: ang, nk, ing, ink, ung, unk, edge, & udge

In each of the following sound combination groups, present the Lesson using the following steps:

Step 1: Introduce the sound combination by writing it on the board and verbally model it for the students.

Step 2: Have the students, **individually**, pronounce the sound combination.

Step 3: Write each of the sample words on the board, one at a time, and verbally model it for the students. As you write each word, underline the sound combination.

Step 4: Have the students, **individually**, pronounce the word and write it in their student journals.

Step 5: Write each of the sample sentences on the board, one at a time, and verbally model it for the students. As you write each sentence, **underline the sample word**.

Step 6: Have the students, **individually**, pronounce the sample sentence and write it in their student journals.

NOTE: Comprehension of the words is not as important at this point in the students' progress as learning the sound. Do not spend considerable time on comprehension.

Step 7: If class time allows, repeat Steps 3 through 6, using the group of "extra words" and sentences of your choice. **NOTE:** Remember to keep the sentences simple in structure.

| <u>Sound:</u> | <u>Sample Word</u> | <u>Sample Sentence:</u> |
|----------------------|---------------------------|---|
| ang | bang sang | She hit the wall with a bang . The gang sang songs. |
| ank | bank thank | He went to the bank in a tank top. He wants to thank the man in the van for the hat. |
| ing | ring thing | He got the ring for her when they wed. The thing was in the pen with the big dog. |
| ink | pink think | The dress was pink with checks. He will think about getting gas for the van. |
| ung | rung hung | The phone has rung six times. The rake is hung up in the shed. |
| unk | bunk dunk | He has six bunk beds in the tent. She will dunk her hand in the pond. |
| edge | edge ledge | The big pot is on edge of the stove. The birds are on the ledge . |
| udge | budge fudge | The dog in the path will not budge . They had fudge when they went to the mall. |

Extra Words:

hang rang rank sank king sing ink wink lung sung hunk chunk
 hedge wedge judge nudge

INSTRUCTOR'S GUIDE
PRONUNCIATION - Levels 1 & 2 - - LESSON #23
SOUNDS OF: ash, ish, ich, itch, of, off, ough, & uff

In each of the following sound combination groups, present the Lesson using the following steps:

Step 1: Introduce the sound combination by writing it on the board and verbally model it for the students.

Step 2: Have the students, **individually**, pronounce the sound combination.

Step 3: Write each of the sample words on the board, one at a time, and verbally model it for the students. As you write each word, underline the sound combination.

Step 4: Have the students, **individually**, pronounce the word and write it in their student journals.

Step 5: Write each of the sample sentences on the board, one at a time, and verbally model it for the students. As you write each sentence, **underline the sample word**.

Step 6: Have the students, **individually**, pronounce the sample sentence and write it in their student journals.

NOTE: Comprehension of the words is not as important at this point in the students' progress as learning the sound. Do not spend considerable time on comprehension.

Step 7: If class time allows, repeat Steps 3 through 6, using the group of "extra words" and sentences of your choice. **NOTE:** Remember to keep the sentences simple in structure.

Sound: Sample Word Sample Sentence:

| | | |
|------------|-------------|--|
| ash | cash | She will buy the dress with <u>cash</u>. |
| | dash | He will <u>dash</u> to the store to get eggs. |

| | | |
|------------|-------------|---|
| ish | dish | There was jam on the rim of the <u>dish</u>. |
| | fish | He had his rod to catch the <u>fish</u>. |

| | | |
|------------|--------------|---|
| ich | rich | He will be <u>rich</u> if he wins his bet. |
| | which | <u>Which</u> dress will fit best? |

| | | |
|-------------|--------------|---|
| itch | itch | I <u>itch</u> where the dog bit me. |
| | ditch | He will dig a <u>ditch</u> by the rocks. |

| | | |
|-----------|--------------|---|
| of | of | I think <u>of</u> the cat that got bit on the leg. |
| | often | I <u>often</u> think of the cat that got bit on the leg. |

| | | |
|------------|------------|---|
| off | off | I often turn <u>off</u> the stove. |
|------------|------------|---|

NOTE: two short sounds of "o" when followed by "f" and same sound of "f" when it is double "ff"

| | | |
|-------------|--------------|-------------------------------------|
| ough | rough | The big man is <u>rough</u>. |
| | tough | The big man is <u>tough</u>. |

NOTE: sound of "ough" is like "f"

| | | |
|------------|-------------|--|
| uff | puff | He will huff and <u>puff</u> when he walks up the hill. |
| | cuff | He has a spot on the <u>cuff</u> of his shirt. |

Extra Words: rash ash wish punish pitch stitch office muff cuff

INSTRUCTOR'S GUIDE
PRONUNCIATION - Levels 1 & 2 - - LESSON #24
SOUNDS OF: *ibe, obe, ace, ice, ade, ide, ode, afe, & ife*

In each of the following sound combination groups, present the Lesson using the following steps:

Step 1: Introduce the sound combination by writing it on the board and verbally model it for the students.

Step 2: Have the students, **individually**, pronounce the sound combination.

Step 3: Write each of the sample words on the board, one at a time, and verbally model it for the students. As you write each word, underline the sound combination.

Step 4: Have the students, **individually**, pronounce the word and write it in their student journals.

Step 5: Write each of the sample sentences on the board, one at a time, and verbally model it for the students. As you write each sentence, **underline the sample word**.

Step 6: Have the students, **individually**, pronounce the sample sentence and write it in their student journals.

NOTE: Comprehension of the words is not as important at this point in the students' progress as learning the sound. Do not spend considerable time on comprehension.

Step 7: If class time allows, repeat Steps 3 through 6, using the group of "extra words" and sentences of your choice. **NOTE:** Remember to keep the sentences simple in structure.

Sound: Sample Word Sample Sentence:

NOTE: Teach students the "silent e" by putting a "/" line through it when you write it on the board.

| | | |
|------------|--------------|--|
| ibe | bribe | The man did not take the <u>bribe</u>. |
| | tribe | There was a <u>tribe</u> of kids at the game. |
| obe | robe | He was in his <u>robe</u> when the man came. |
| | globe | She can find the country on the <u>globe</u>. |
| ace | face | He will wash his <u>face</u> with soap. |
| | pace | What <u>pace</u> will he set to win the race? |
| ice | ice | She has <u>ice</u> in her glass. |
| | dice | He will pitch the <u>dice</u> in the game. |
| ide | hide | He will <u>hide</u> in the bush behind the pen. |
| | ride | She will <u>ride</u> in the cab to the mall. |
| afe | safe | The pig will be <u>safe</u> in the pen. |
| ife | life | The big man ran for his <u>life</u>. |
| | wife | His <u>wife</u> is nice. |

Extra Words:

scribe lobe strobe race lace mice rice side wide guide knife strife

NOTE: Using the word "knife," teach students "silent k."

INSTRUCTOR'S GUIDE
PRONUNCIATION - Levels 1 & 2 - - LESSON #25
SOUNDS OF: ake, ike, oke, ale, ile, ole, ame, ime, & ome

In each of the following sound combination groups, present the Lesson using the following steps:

Step 1: Introduce the sound combination by writing it on the board and verbally model it for the students.

Step 2: Have the students, **individually**, pronounce the sound combination.

Step 3: Write each of the sample words on the board, one at a time, and verbally model it for the students. As you write each word, underline the sound combination.

Step 4: Have the students, **individually**, pronounce the word and write it in their student journals.

Step 5: Write each of the sample sentences on the board, one at a time, and verbally model it for the students. As you write each sentence, **underline the sample word**.

Step 6: Have the students, **individually**, pronounce the sample sentence and write it in their student journals.

NOTE: Comprehension of the words is not as important at this point in the students' progress as learning the sound. Do not spend considerable time on comprehension.

Step 7: If class time allows, repeat Steps 3 through 6, using the group of "extra words" and sentences of your choice. **NOTE:** Remember to keep the sentences simple in structure.

Sound: Sample Word Sample Sentence:

| | | |
|-----|--------------|---|
| ake | bake take | She will <u>bake</u> a dish for lunch. He had to <u>take</u> a cab to the store to get eggs. |
|-----|--------------|---|

| | | |
|-----|--------------|--|
| ike | hike mike | They will <u>hike</u> to the rim of the lake. He will use a <u>mike</u> to sing the song. |
|-----|--------------|--|

| | | |
|-----|--------------|---|
| oke | coke joke | She often gets a <u>coke</u> at the store. He will tell a <u>joke</u> to the man in the van. |
|-----|--------------|---|

| | | |
|-----|-------------|---|
| ale | ale bale | He drank the glass full of <u>ale</u> . He broke the <u>bale</u> of hay and fed the hog. |
|-----|-------------|---|

| | | |
|-----|--------------|---|
| ile | file pile | I think the <u>file</u> is on the desk. The file was in her <u>pile</u> on the desk. |
|-----|--------------|---|

| | | |
|-----|--------------|---|
| ole | hole pole | He dug a <u>hole</u> in the mud. He stuck the <u>pole</u> in the well. |
|-----|--------------|---|

| | | |
|-----|--------------|--|
| ame | game same | The man hit the ball to win the <u>game</u> . They take the <u>same</u> bus to the store. |
|-----|--------------|--|

| | | |
|-----|--------------|---|
| ime | dime time | He will not spend a <u>dime</u> . He has <u>time</u> on his hands. |
|-----|--------------|---|

| | | |
|-----|--------------|---|
| ome | home dome | He will come <u>home</u> when he gets done. The <u>dome</u> is on the top of the church. |
|-----|--------------|---|

Extra Words: rake stake bike like broke spoke pale sale mile smile
 whole role name tame lime crime

INSTRUCTOR'S GUIDE
PRONUNCIATION - Levels 1 & 2 - - LESSON #26
SOUNDS OF: *ane, ine, one, ape, ipe, ope, ase, ise, & ose*

In each of the following sound combination groups, present the Lesson using the following steps:

Step 1: Introduce the sound combination by writing it on the board and verbally model it for the students.

Step 2: Have the students, **individually**, pronounce the sound combination.

Step 3: Write each of the sample words on the board, one at a time, and verbally model it for the students. As you write each word, underline the sound combination.

Step 4: Have the students, **individually**, pronounce the word and write it in their student journals.

Step 5: Write each of the sample sentences on the board, one at a time, and verbally model it for the students. As you write each sentence, **underline the sample word**.

Step 6: Have the students, **individually**, pronounce the sample sentence and write it in their student journals.

NOTE: Comprehension of the words is not as important at this point in the students' progress as learning the sound. Do not spend considerable time on comprehension.

Step 7: If class time allows, repeat Steps 3 through 6, using the group of "extra words" and sentences of your choice. **NOTE:** Remember to keep the sentences simple in structure.

Sound: Sample Word Sample Sentence:

ane **cane** **He walked with a cane after he hurt his leg.**
 lane **He walked down the lane with his cane.**

ine **fine** **He is fine now that his leg is healed.**
 nine **He will use nine eggs in the cake.**

one **bone** **He broke a bone in his leg.**
 phone **She will talk on the phone.**

ape **ape** **The ape is big and brown.**
 cape **She will wear a white cape with the dotted dress.**

ipe **pipe** **He will smoke his pipe before lunch.**
 wipe **He will wipe the spot on the table with a rag.**

ope **hope** **He has hope his leg will heal.**
 rope **He hung the rope in the shed.**

ase **base** **The man hit the ball and ran to first base.**
 case **They will face the judge to win the case.**

NOTE: Teach students similar sound of "ace" and "ase"

ise **rise** **The sun will rise in the morning.**
 wise **He is a wise man to win the prize.**

NOTE: Teach students similar sound of "ise" and "ize"

ose **hose** **He will water the grass with the hose.**
 those **Those eggs are bad.**

close rose nose

Extra Words: plane mane mine line cone stone grape tape ripe stripe
 slope pope vase chase

INSTRUCTOR'S GUIDE
PRONUNCIATION - Levels 1 & 2 - - LESSON #27
SOUNDS OF: ate, ite, ote, ave, ive, ove, aze, ize, & oze

In each of the following sound combination groups, present the Lesson using the following steps:
Step 1: Introduce the sound combination by writing it on the board and verbally model it for the students.

Step 2: Have the students, **individually**, pronounce the sound combination.

Step 3: Write each of the sample words on the board, one at a time, and verbally model it for the students. As you write each word, underline the sound combination.

Step 4: Have the students, **individually**, pronounce the word and write it in their student journals.

Step 5: Write each of the sample sentences on the board, one at a time, and verbally model it for the students. As you write each sentence, **underline the sample word**.

Step 6: Have the students, **individually**, pronounce the sample sentence and write it in their student journals.

NOTE: Comprehension of the words is not as important at this point in the students' progress as learning the sound. Do not spend considerable time on comprehension.

Step 7: If class time allows, repeat Steps 3 through 6, using the group of "extra words" and sentences of your choice. **NOTE:** Remember to keep the sentences simple in structure.

Sound: Sample Word Sample Sentence:

ate **ate** **She ate the eggs for lunch.**
 date **He had to take a cab on his date with her.**

ite **bite** **She ate a bite of the eggs for lunch.**
 write **He will write the words to a song.**

ote **note** **She often makes a note of what she wants at the store.**
 wrote **He wrote the words to the song.**

ave **gave** **He gave a rose to her on their date.**
 save **He will save the bale of hay for the hog.**

ive **five** **I think the five pens are on the desk.**
 dive **The frog will dive into the pond.**

ove **dove** **The frog dove into the pond.**
 grove **He ran to the grove of trees.**

aze **gaze** **They will gaze at the stars.**
 blaze **The fire will blaze when he adds the log.**

ize **size** **The dress is a size nine.**
 prize **He was wise to get the prize.**

oze **doze** **He will doze when his day is done.**
 froze **The water froze in the hose.**

Extra Words: gate late white kite vote quote cave grave hive drive
drove stove daze graze

INSTRUCTOR'S GUIDE

PRONUNCIATION - Levels 1 & 2 - - LESSON #28

SOUNDS OF: ai, ea, & oa

In each of the following sound combination groups, present the Lesson using the following steps:
Step 1: Introduce the sound combination by writing it on the board and verbally model it for the students.

Step 2: Have the students, **individually**, pronounce the sound combination.

Step 3: Write each of the sample words on the board, one at a time, and verbally model it for the students. As you write each word, underline the sound combination.

Step 4: Have the students, **individually**, pronounce the word and write it in their student journals.

Step 5: Write each of the sample sentences on the board, one at a time, and verbally model it for the students. As you write each sentence, **underline the sample word**.

Step 6: Have the students, **individually**, pronounce the sample sentence and write it in their student journals.

NOTE: Comprehension of the words is not as important at this point in the students' progress as learning the sound. Do not spend considerable time on comprehension.

Step 7: If class time allows, repeat Steps 3 through 6, using the group of "extra words" and sentences of your choice. **NOTE:** Remember to keep the sentences simple in structure.

Sound: Sample Word Sample Sentence:

| | | |
|----|---|---|
| ai | bail aim grain paid wait waist paint faith | The judge set bail for the bad man. He had to aim when he shot the deer. She will give the grain to the chickens. He paid the man for the van. He had to wait for the cab to go to the store. The dress did not fit her waist . He will paint the shed red. He has faith the rain will come. |
|----|---|---|

| | | |
|----|--|--|
| ea | sea each bead leaf meal leak team mean eat | She sat by the sea . He gave eggs to each of us. She found a bead on the table. The leaf fell from the tree in fall. He will have bread with his meal . The pipe will leak under the sink. The team will win the game. The dog was mean to the cat. She will eat bread with her meal. |
|----|--|--|

| | | |
|----|--|---|
| oa | road loaf coal soak foam loan coat | They drove the car down the road . He got a loaf of bread at the store. He heat the meat on the coal stove. She will soak the dress in water. There is foam on the water. She will loan him money to fix the van. She has a brown coat on. |
|----|--|---|

Extra Words:

| | | | | | | | | | | | |
|-------|-------|------|-------|------|-------|-----|-------|-------|------|-------|-------|
| nail | claim | pain | laid | bait | faint | tea | teach | read | deal | sneak | cream |
| clean | cheap | meat | coach | load | goal | oak | roam | groan | boat | | |

INSTRUCTOR'S GUIDE
PRONUNCIATION - Levels 1 & 2 - - LESSON #29
SOUNDS OF: ee, eeze, eese, ease, eeve, eave, o, oe, ow, & ol

In each of the following sound combination groups, present the Lesson using the following steps:

Step 1: Introduce the sound combination by writing it on the board and verbally model it for the students.

Step 2: Have the students, **individually**, pronounce the sound combination.

Step 3: Write each of the sample words on the board, one at a time, and verbally model it for the students. As you write each word, underline the sound combination.

Step 4: Have the students, **individually**, pronounce the word and write it in their student journals.

Step 5: Write each of the sample sentences on the board, one at a time, and verbally model it for the students. As you write each sentence, **underline the sample word**.

Step 6: Have the students, **individually**, pronounce the sample sentence and write it in their student journals.

NOTE: Comprehension of the words is not as important at this point in the students' progress as learning the sound. Do not spend considerable time on comprehension.

Step 7: If class time allows, repeat Steps 3 through 6, using the group of "extra words" and sentences of your choice. **NOTE:** Remember to keep the sentences simple in structure.

Sound: Sample Word Sample Sentence:

| | | |
|-----------|-------------|--------------------------------------|
| ee | free | Your class is <u>free</u>. |
| | beef | He had <u>beef</u> for lunch. |

NOTE: In the following sounds, explain to the students that they must remember when "s" has a "z" or an "s" sound (there is no rule).

"z" sounds:

| | | |
|-------------|---------------|--|
| eeze | sneeze | Dust makes me <u>sneeze</u>. |
| eese | cheese | He had <u>cheese</u> with his beef for lunch. |
| ease | please | <u>Please</u> pass the bread. |

"s" sounds:

| | | |
|-------------|---------------|---|
| eese | geese | The <u>geese</u> are in the park. |
| ease | grease | She will use <u>grease</u> in the pan. |

NOTE: Teach the students the similar sounds in the following:

| | | |
|-------------|---------------|---|
| eeve | sleeve | The <u>sleeve</u> of his shirt has a spot on it. |
| eave | leave | We will be sad when you <u>leave</u>. |

NOTE: Teach the students the similar sounds in the following:

| | | |
|-----------|-------------|---|
| o | go | He will <u>go</u> to the store in the car. |
| oe | toe | He hurt his <u>toe</u> when he fell. |
| ow | grow | He will <u>grow</u> corn in the garden. |
| | own | She will make her <u>own</u> dress. |
| ol | old | She is an <u>old</u> woman. |

Extra Words: tree speech need feel seem green keep feet teeth
no hoe snow below yellow growth bolt

INSTRUCTOR'S GUIDE
PRONUNCIATION - Levels 1 & 2 - - LESSON #30
SOUNDS OF: ay, azy, ey, ie, & ye

In each of the following sound combination groups, present the Lesson using the following steps:

Step 1: Introduce the sound combination by writing it on the board and verbally model it for the students.

Step 2: Have the students, **individually**, pronounce the sound combination.

Step 3: Write each of the sample words on the board, one at a time, and verbally model it for the students. As you write each word, underline the sound combination.

Step 4: Have the students, **individually**, pronounce the word and write it in their student journals.

Step 5: Write each of the sample sentences on the board, one at a time, and verbally model it for the students. As you write each sentence, **underline the sample word**.

Step 6: Have the students, **individually**, pronounce the sample sentence and write it in their student journals.

NOTE: Comprehension of the words is not as important at this point in the students' progress as learning the sound. Do not spend considerable time on comprehension.

Step 7: If class time allows, repeat Steps 3 through 6, using the group of "extra words" and sentences of your choice. **NOTE:** Remember to keep the sentences simple in structure.

| <u>Sound:</u> | <u>Sample Word</u> | <u>Sample Sentence:</u> |
|----------------------|---------------------------|--|
| ay | pay play | Your class is free, you do not <u>pay</u> for it. He will <u>play</u> cards with his brother. |
| azy | lazy crazy | He is a <u>lazy</u> man. They have the <u>crazy</u> man in the cell. |
| ey | key honey | He has the <u>key</u> to the van. The bee will make <u>honey</u> in the hive. |
| ie | tie pie | He will <u>tie</u> the horse to the fence with the rope. We will eat <u>pie</u> for dessert. |
| ye | eye rye | He has dirt in his <u>eye</u> . He will get <u>rye</u> bread at the store. |

Extra Words: day say spray hazy valley turkey lie die aye (as in "yes") dye

INSTRUCTOR'S GUIDE
PRONUNCIATION - Levels 1 & 2 - - LESSON #31
SOUNDS OF: oo, ue, ew, oy, & oi

In each of the following sound combination groups, present the Lesson using the following steps:

Step 1: Introduce the sound combination by writing it on the board and verbally model it for the students.

Step 2: Have the students, **individually**, pronounce the sound combination.

Step 3: Write each of the sample words on the board, one at a time, and verbally model it for the students. As you write each word, underline the sound combination.

Step 4: Have the students, **individually**, pronounce the word and write it in their student journals.

Step 5: Write each of the sample sentences on the board, one at a time, and verbally model it for the students. As you write each sentence, **underline the sample word**.

Step 6: Have the students, **individually**, pronounce the sample sentence and write it in their student journals.

NOTE: Comprehension of the words is not as important at this point in the students' progress as learning the sound. Do not spend considerable time on comprehension.

Step 7: If class time allows, repeat Steps 3 through 6, using the group of "extra words" and sentences of your choice. **NOTE:** Remember to keep the sentences simple in structure.

Sound: Sample Word Sample Sentence:

NOTE: In the following sounds, explain to the students that "oo" has two sounds.

| | | |
|----|------|--|
| oo | boot | His <u>boot</u> hurt his toe. |
| | loop | The belt <u>loop</u> on his pants broke. |

| | | |
|----|------|---------------------------------|
| oo | foot | His boot hurt his <u>foot</u> . |
| | roof | The cat is on the <u>roof</u> . |

NOTE: In the following sounds, explain the similar sounds of "ue" and "ew"

| | | |
|----|-------|---|
| ue | argue | They will <u>argue</u> over the price of the van. |
| | value | His home went up in <u>value</u> . |

| | | |
|----|------|---|
| ew | few | He had a <u>few</u> pens on his desk. |
| | view | They had a great <u>view</u> of the valley. |

NOTE: In the following sounds, explain the similar sounds of "oy" and "oi"

| | | |
|----|-----|--|
| oy | boy | The <u>boy</u> hit a home run to win the game. |
| | joy | Seeing the children play gave her <u>joy</u> . |

| | | |
|----|-------|---------------------------------------|
| oi | oil | He will cook the eggs in <u>oil</u> . |
| | broil | He will <u>broil</u> the fish. |

**Extra Words: shoot tooth too look book barbecue clue rescue blue
review pew toy royal employ voice join noise**

INSTRUCTOR'S GUIDE
PRONUNCIATION - Levels 1 & 2 - - LESSON #32
SOUNDS OF: ar, air, ear, ir, or, & rr

In each of the following sound combination groups, present the Lesson using the following steps:

Step 1: Introduce the sound combination by writing it on the board and verbally model it for the students.

Step 2: Have the students, **individually**, pronounce the sound combination.

Step 3: Write each of the sample words on the board, one at a time, and verbally model it for the students. As you write each word, underline the sound combination.

Step 4: Have the students, **individually**, pronounce the word and write it in their student journals.

Step 5: Write each of the sample sentences on the board, one at a time, and verbally model it for the students. As you write each sentence, **underline the sample word**.

Step 6: Have the students, **individually**, pronounce the sample sentence and write it in their student journals.

NOTE: Comprehension of the words is not as important at this point in the students' progress as learning the sound. Do not spend considerable time on comprehension.

Step 7: If class time allows, repeat Steps 3 through 6, using the group of "extra words" and sentences of your choice. **NOTE:** Remember to keep the sentences simple in structure.

Sound: Sample Word Sample Sentence:

NOTE: Explain to the students how the sound changes with "ar" when you add "e" or "y"

| | | |
|---------|-------|---|
| ar(e/y) | car | They took a trip in the <u>car</u>. |
| | care | They took <u>care</u> of the sick dog. |
| | scary | The show was <u>scary</u>. |

NOTE: Explain to the students the similar sounds of "_are" and "air"

| | | |
|------|-------|---|
| air | hair | She has brown <u>hair</u>. |
| | chair | He sat in the <u>chair</u> at the table. |
| airy | dairy | The cow at the <u>dairy</u> gives milk. |

NOTE: Explain to the students the two sounds of "_ear"

| | | |
|-----|------|--|
| ear | ear | Her <u>ear</u> hurts. |
| | year | He bought the van this <u>year</u>. |
| | tear | He will <u>tear</u> his pants on the fence. |

NOTE: Explain to the students how the sound changes with "ir" when you add "e"

| | | |
|-------|------|--|
| ir(e) | firm | The man stood <u>firm</u> on his bid. |
| | fire | They had a big <u>fire</u> in the valley. |

NOTE: Explain to the students how the sound stays the same in the following:

| | | |
|-------|------|--|
| or(e) | for | The police are looking <u>for</u> a clue in the case. |
| | more | They will find <u>more</u> clues today. |

| | | |
|-----|------|-----------------------------------|
| oar | roar | The lion will <u>roar</u>. |
|-----|------|-----------------------------------|

NOTE: Explain to the students how "rr" has only a one "r" sound

| | | |
|----|-------|--|
| rr | carry | The man will <u>carry</u> the eggs in a bag. |
| | merry | They had a <u>merry</u> time at the party. |
| | worry | She will <u>worry</u> until the bill is paid. |

Extra Words: dare glare vary stair pair fair hairy fairy near hear wear
 hire tire store tore wore soar oar