

# INSTRUCTOR'S GUIDE

## PRONUNCIATION-Levels 1 & 2- -LESSON #12 - SOUNDS OF "sh" & "ch"

Step 1: Pass out the Student Handouts for this part of the Lesson.

Step 2: Introduce each sound of the letter by first printing the letter on the board and then the sample word. Model the sound of the letter, then the word for the students – underline the letter that is being introduced in the word (as shown). NOTE: Model only the sound of the letter – **not the name of the letter**.

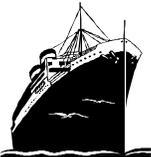
Step 3: Have each student, **individually**, repeat the sound of the letter and the sample sound word. As each student verbally repeats the sound and the word, closely watch their facial motions as they form the sound and the word for the correct sound. If the student verbalizes the sound or the word incorrectly, take the time to again model the sound and the word for him/her and have them verbally repeat the sound and the word. Repeat this correcting exercise up to three times with the student before going on to the next student.

Step 4: Print the sample sentence on the board; again, underlining the letter in the sample sound word in the sentence (as shown).

Step 5: Have each student, **individually**, verbally repeat the sentence. To develop the students' comprehension of the sample word, use the illustrations provided on the Student Handout.

Step 6: Have the students write the letter, sample sound word, and sentence in their student journals.

### Sound of "sh" - 1 sound

sh  **ship**  
It is a big **ship**.

sh  **shoes**  
The **shoes** are for a girl.

sh  **shbrush**  
I can **shbrush** my hair.

sh  **shcash**  
I will pay **shcash** for the food I buy.

Step 7: Further develop the students' ability to recognize and speak the sound by writing the two additional sample sentences on the board; again underling the letter in the sample sound word in the sentence as shown. Model the sentences (one at a time) for the students and have each student, **individually**, verbally repeat the sentence. Have the students write the sentences in their student journals.

## Lesson 12 - cont.

### Additional Sentences:

He will shop for food.

She will crush the ice.

Step 8: The purpose of this Step of the Lesson is to develop the students ability to hear the proper sounds of letters. Read the following list of words, one word at a time, to the students - pronouncing each word clearly (as you read each word, also read the corresponding number).

- ✓ Have the students circle the words on their Student Handout that have the sound of the letter you have just taught them.
- ✓ Have the students cross out the words that don't have the sound.

1. shirt

6. shut

2. same

7. sand

3. shot

8. fish

4. quail

9. pep

5. show

10. dish

Step 9: Repeat Steps 2 through 8 for each sound of the letter(s) that are to be introduced as part of this Lesson.

### Sound of "ch" - 1 sound

ch



children

The children are happy.

ch



chest

His chest hurts.

Lesson 12 - cont.

ch



**maches**

The maches are in the box.

ch

**wach**

You can tell time with a wach.

**Additional Sentences:**

We go to church on Sunday.

The witch is witched.

1. chart

6. itch

2. fold

7. did

3. shot

8. cachu

4. change

9. king

5. chease

10. child

# INSTRUCTOR'S GUIDE

## PRONUNCIATION-Levels 1 & 2 - - LESSON #13 - SOUNDS OF "th"

Step 1: Pass out the Student Handouts for this part of the Lesson.

Step 2: Introduce each sound of the letter by first printing the letter on the board and then the sample word. Model the sound of the letter, then the word for the students – underline the letter that is being introduced in the word (as shown). NOTE: Model only the sound of the letter – **not the name of the letter**.

Step 3: Have each student, **individually**, repeat the sound of the letter and the sample sound word. As each student verbally repeats the sound and the word, closely watch their facial motions as they form the sound and the word for the correct sound. If the student verbalizes the sound or the word incorrectly, take the time to again model the sound and the word for him/her and have them verbally repeat the sound and the word. Repeat this correcting exercise up to three times with the student before going on to the next student.

Step 4: Print the sample sentence on the board; again, underlining the letter in the sample sound word in the sentence (as shown).

Step 5: Have each student, **individually**, verbally repeat the sentence. To develop the students' comprehension of the sample word, use the illustrations provided on the Student Handout.

Step 6: Have the students write the letter, sample sound word, and sentence in their student journals.

### Sounds of "th" - 1<sup>st</sup> of 2 sounds

th



**three**

Three people are at the table.

th



**throw**

The man can throw the ball.

th

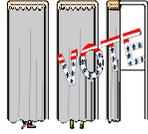


**theeth**

The dentist pulled theeth.

Lesson 13 - cont.

th



**booth**  
**We vote in a booth.**

Step 7: Further develop the students' ability to recognize and speak the sound by writing the two additional sample sentences on the board; again underling the letter in the sample sound word in the sentence as shown.

Model the sentences (one at a time) for the students and have each student, **individually**, verbally repeat the sentence. Have the students write the sentences in their student journals.

**Additional Sentences:**

He is thirsty.

It is a path.

Step 8: The purpose of this Step of the Lesson is to develop the students ability to hear the proper sounds of letters. Read the following list of words, one word at a time, to the students - pronouncing each word clearly (as you read each word, also read the corresponding number).

- ✓ Have the students circle the words on their Student Handout that have the sound of the letter you have just taught them.
- ✓ Have the students cross out the words that don't have the sound.

1. **tooth**

6. **with**

2. **three**

7. **camp**

3. **shot**

8. **think**

4. **like**

9. **belt**

5. **math**

10. **thank**

Step 9: Repeat Steps 2 through 8 for each sound of the letter(s) that are to be introduced as part of this Lesson.

**Sounds of "th" - 2<sup>nd</sup> of 2 sounds**

th



**mother**

Lesson 13 - cont.

She is the mother.

th



weather

They dressed for cold weather.

Additional Sentences:

The plane had a smooth landing.

The girl is with her brother.

1. father

6. farther

2. then

7. lamp

3. shut

8. there

4. bird

9. melt

5. gather

10. prank

# INSTRUCTOR'S GUIDE

## PRONUNCIATION-Levels 1 & 2 - - LESSON #14 - SOUNDS OF "wh" & "ph"

Step 1: Pass out the Student Handouts for this part of the Lesson.

Step 2: Introduce each sound of the letter by first printing the letter on the board and then the sample word. Model the sound of the letter, then the word for the students – underline the letter that is being introduced in the word (as shown). NOTE: Model only the sound of the letter – **not the name of the letter**.

Step 3: Have each student, **individually**, repeat the sound of the letter and the sample sound word. As each student verbally repeats the sound and the word, closely watch their facial motions as they form the sound and the word for the correct sound. If the student verbalizes the sound or the word incorrectly, take the time to again model the sound and the word for him/her and have them verbally repeat the sound and the word. Repeat this correcting exercise up to three times with the student before going on to the next student.

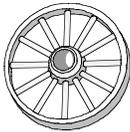
Step 4: Print the sample sentence on the board; again, underlining the letter in the sample sound word in the sentence (as shown).

Step 5: Have each student, **individually**, verbally repeat the sentence. To develop the students' comprehension of the sample word, use the illustrations provided on the Student Handout.

Step 6: Have the students write the letter, sample sound word, and sentence in their student journals.

### Sounds of "wh" - 1 sound

wh



**wheel**

The **wheel** is round.

wh



**whale**

The **whale** is big.

Step 7: Further develop the students' ability to recognize and speak the sound by writing the two additional sample sentences on the board; again underlining the letter in the sample sound word in the sentence as shown. Model the sentences (one at a time) for the students and have each student, **individually**, verbally repeat the sentence. Have the students write the sentences in their student journals.

#### Additional Sentences:

The egg is **white**.

What color is her **white** dress?

## Lesson 14 - cont.

Step 8: The purpose of this Step of the Lesson is to develop the students' ability to hear the proper sounds of letters. Read the following list of words, one word at a time, to the students - pronouncing each word clearly (as you read each word, also read the corresponding number).

- ✓ Have the students circle the words on their Student Handout that have the sound of the letter you have just taught them.
- ✓ Have the students cross out the words that don't have the sound.

- |                       |                           |
|-----------------------|---------------------------|
| 1. <b>time</b>        | 6. <b><u>wh</u>ich</b>    |
| 2. <b><u>wh</u>at</b> | 7. <b>ramp</b>            |
| 3. <b>ripe</b>        | 8. <b><u>wh</u>en</b>     |
| 4. <b>bike</b>        | 9. <b><u>wh</u>ile</b>    |
| 5. <b><u>wh</u>y</b>  | 10. <b><u>wh</u>istle</b> |

Step 9: Repeat Steps 2 through 8 for each sound of the letter(s) that are to be introduced as part of this Lesson.

### Sounds of "ph" - 1 sound

**NOTE: Explain to the students that the "ph" sound sounds like the "f" sound.**

**ph**  **telephone**  
The telephone rang.

**NOTE: Before doing the next "ph" sound, do the additional sentences and listening exercise at the end of the Lesson. Do this "ph" sound at the end of the Lesson.**

**ph** <sup>A</sup>  
          B  
          C

**alphabet**  
These are the letters of the alphabet -  
abcdefghijklmnopqrstuvwxyz

## Lesson 14 - cont.

**NOTE:** When you model the last "ph" sound and the sample word "alphabet" write the alphabet on the board and have the students repeat it, naming the letters. Then, congratulate the students for having mastered the sounds of the alphabet as they are used in American English.

**Additional Sentences:**

The pharmacy is closed.

The photo is in color.

- |                       |                    |
|-----------------------|--------------------|
| 1. shot               | 6. <u>ph</u> rase  |
| 2. <u>ph</u> ase      | 7. camp            |
| 3. pipe               | 8. <u>ph</u> onics |
| 4. <u>ph</u> an       | 9. tell            |
| 5. <u>ph</u> otograph | 10. <u>ph</u> ant  |