

INSTRUCTOR'S GUIDE
PRONUNCIATION-Levels 1 & 2- -
LESSON #9 - SOUNDS OF "q," "r," & "s"

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).

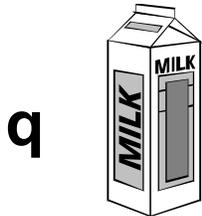
Step 5: Have each student, **individually**, verbally repeat the sentence. To develop the students' comprehension of the sample word, use the illustrations provided on the Student Handout.

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

Sound of "q" - 1 sound



queen
The **queen** has a crown.



quart
It is a **quart** of milk.

NOTE: Explain to the students that the letter "q" is always followed by the letter "u."

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 boy is **quick.**

The class was **quiet.**

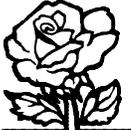
Step 8: The purpose of this Step of the Lesson is to develop the students ability to hear the proper sounds of letters. Read the following list of words, one word at a time, to the students - pronouncing each word clearly (as you read each word, also read the corresponding number).

- ✓ 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. <u>q</u> uiz | 6. <u>q</u> uick |
| 2. m <u>a</u> n | 7. r <u>a</u> ng |
| 3. <u>q</u> uit | 8. <u>q</u> uote |
| 4. <u>q</u> uail | 9. p <u>e</u> p |
| 5. m <u>a</u> le | 10. <u>q</u> uarter |

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 "r" - 1 sound

r  **rose**
He gave her a rose .

r  **rake**
He will rake the garden.

Additional Sentences:

He had rice for dinner.
The rug is dirty.

- | | |
|---------------------------|---------------------------|
| 1. <u>r</u> ate | 6. <u>r</u> ise |
| 2. s <u>a</u> nd | 7. f <u>a</u> r |
| 3. <u>r</u> isk | 8. <u>r</u> ope |
| 4. <u>r</u> iv <u>e</u> r | 9. n <u>e</u> t |
| 5. m <u>a</u> n | 10. G <u>i</u> r <u>l</u> |

Lesson 9 - cont.

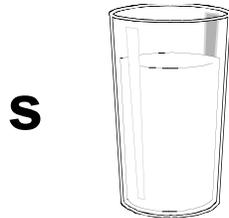
Sounds of "s" - 1st of 2 sounds.



salad
We had green salad.



sick
I am very sick.



glass
I had a glass of milk.

NOTE: Explain to the students that the double "ss" sounds the same as a single "s."

Additional Sentences:

The glass is green.

She will save money at the sale.

1. night

6. six

2. sand

7. rang

3. sit

8. sock

4. quail

9. sink

5. brass

10. robe

Lesson 9 - cont.

Sounds of "s" - 2nd of 2 sounds.



pans
The pans are dirty.



dessert
We had ice cream for dessert.



is
He is sick.

NOTE: Explain to the students that the “double s” has only one “s” sound.
Use the words "is" and "sick" to compare the two sounds of "s" for the students.

Additional Sentences:

The desert is hot.

The man is busv.

1. berris

6. news

2. hose

7. bang

3. beans

8. pens

4. duck

9. visor

5. hall

10. tube

INSTRUCTOR'S GUIDE

PRONUNCIATION-Levels 1 & 2- -

LESSON #10 - SOUNDS OF "t," "v," & "w"

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 "t" - 1 sound.



table
We sat at a big table.



tire
The tire is flat.

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 ant is black.

The turn is sharp.

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).

Lesson 10 - cont.

- ✓ 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. tree
2. stand
3. sit
4. save
5. time
6. talk
7. rang
8. stock
9. pink
10. tub

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 "v" - 1 sound.



vase
The vase is glass.

v 2 + 3 = 5

five
Two plus three equals five.

NOTE: Use the word "five" to explain the "silent e" to the students.

Additional Sentences:

He gave her a rose.

We live in the city.

1. verse
2. hive
3. top
4. save
5. dime
6. very
7. sang
8. came
9. vote
10. tall

Lesson 10 - cont.

Sound of "w" - 1 sound.

W



woman

The woman is pretty.

W



water

The dog was in the water.

Additional Sentences:

The wagon is red.

The candle is made of wax.

1. wash

6. walk

2. sand

7. sang

3. ton

8. wEEK

4. wave

9. pine

5. wit

10. word

INSTRUCTOR'S GUIDE

PRONUNCIATION-Levels 1 & 2- -

LESSON #11 - SOUNDS OF "x," "y," & "z"

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 "x" - 1 sound.



x-ray
An x-ray is a picture of bones.



wax
The candles are wax.

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:

He went out the exit.

The axe blade is sharp.

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).

Lesson 11 - cont.

- ✓ 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. tax
2. extra
3. ripe
4. gave
5. box
6. examine
7. bad
8. example
9. rank
10. fax

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 "y" - 1st of 3 sounds.



yellow
The sun is **y**ellow.



yarn
The **y**arn is orange.

Additional Sentences:

This will be a good **y**ear.

The **y**ard is big.

1. **y**es
2. same
3. **y**ams
4. move
5. **y**our
6. run
7. sad
8. **y**et
9. sank
10. **y**olk

Lesson 11 - cont.

Sounds of "y" - 2nd of 3 sounds.



cry
We cry when we are sad.



fry
We fry food on the stove.

Additional Sentences:

He will try to be on time.

They had rye bread.

- | | |
|---------|--------|
| 1. buy | 6. sun |
| 2. game | 7. mad |
| 3. why | 8. fly |
| 4. pack | 9. red |
| 5. dye | 10. my |

Sounds of "y" - 3rd of 3 sounds.



country
The United States is a country.



city
We live in the city.

Lesson 11 - cont.

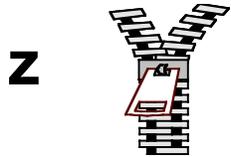
Additional Sentences:

He is sleepy.

She will save moneyy at the sale.

1. bunny
2. bid
3. hungry
4. win
5. funny
6. ran
7. note
8. honey
9. turn
10. sorry

Sounds of "z" - 1 sound.



zipper
The zipper is broke.



zebra
The zebra has stripes.

Additional Sentences:

The girl went to the zoo.

My zip code is 89431.

1. zap
2. fill
3. zone
4. band
5. zig
6. tub
7. glad
8. zero
9. hen
10. zoom