

INSTRUCTOR'S GUIDE

PRONUNCIATION - Levels 1 & 2 - - REVIEW LESSON I

SOUNDS TO BE REVIEWED:

“b” & “v”

“d” – “g” – “j” – “l” – “t”

“m” & “n”

“r”

Note: These sounds are the hardest for students to pronounce correctly. It is important that they learn proper placement of their lips, mouth, and tongue when pronouncing these sounds.

Step 1: Sounds of “b” & “v”

- Introduce the two sounds by printing the two letters on the board, side-by-side, and modeling the sounds for the students. As you model the sounds, face the students and point to your mouth as you exaggerate your mouth position while modeling the sound.
- Using *individual response*, have each student model the pair of sounds. As each student models the sound, closely monitor the placement of his/her mouth.
- Print the following list of words on the board, each pair of words side-by-side. After you have finished printing the list model each pair of words for the students. Again, as you model each pair of words, face the students so they can see your mouth position.

bird	vote
blue	view
brown	visit
bag	love
black	vase
bib	five
crib	save

- Using *individual response*, have each student model the pair of words. As each student models the sound, closely monitor the placement of his/her mouth.

Step 2: Sounds of “d” – “g- as in gem” – “j” – “l” – “t”

- Introduce the two sounds by printing the letters on the board, side-by-side, and modeling the sounds for the students. As you model the sounds, face the students and point to your mouth as you exaggerate your mouth position while modeling the sound – showing them that when pronouncing these sounds your tongue is behind your upper teeth.
- Using *individual response*, have each student model the sounds. As each student models the sound, closely monitor the placement of his/her tongue.
- Print the following set of words on the board, one set at a time. Model each set of words for the students. Again, as you model each set of words, face the students so they can see your tongue position.

REVIEW LESSON I - cont.

desk	dog	bald	dig
gym	gist	gems	gentle
jack	jump	jam	jog
leg	lamp	land	pull
table	tire	ant	stand

- Using *individual response*, have each student model the pair of words. As each student models the sound, closely monitor the placement of his/her mouth.

Step 3: Sounds of “m” & “n”

- Introduce the two sounds by printing the two letters on the board, side-by-side, and modeling the sounds for the students. As you model the sounds, face the students and point to your mouth as you exaggerate your mouth position while modeling the sound.
- Using *individual response*, have each student model the pair of sounds. As each student models the sound, closely monitor the placement of his/her mouth.
- Print the following list of words on the board, each pair of words side-by-side. After you have finished printing the list model each pair of words for the students. Again, as you model each pair of words, face the students so they can see your mouth position.

mittens	neck
game	land
time	dine
me	no
map	nap
mop	ant

- Using *individual response*, have each student model the pair of words. As each student models the sound, closely monitor the placement of his/her mouth.

Step 4: Sound of “r”

- Introduce the sound by printing the letter on the board and modeling the sound for the students. As you model the sounds, face the students and point to your mouth as you exaggerate your mouth position while modeling the sound.
- Using *individual response*, have each student model the sound. As each student models the sound, closely monitor the placement of his/her mouth.
- Print the following list of words on the board. After you have finished printing the list model the words for the students. Again, as you model each word, face the students so they can see your mouth position.

rate rang far rope river rake rose quart

- Using *individual response*, have each student model the pair of words. As each student models the sound, closely monitor the placement of his/her mouth.

Note: If class time allows, randomly use words from the various steps in sentences. Model the sentence for the students; and, using *individual response*, have each student model the sentence.

INSTRUCTOR'S GUIDE

PRONUNCIATION - Levels 1 & 2 - - REVIEW LESSON II

SOUNDS TO BE REVIEWED:

at, et, it, ot, & ut

an, en, in, on & un

ad, ed, id, od, & ud

all, ell, ill, oll, & ull

ab, ib, ob, ub, ag, eg, ig, og & ug

am, em, im, um, ap, ip op, & up

ack, ask, ax, eck, ick, ix, ock, ox, & uck

ang, nk, ing, ink, ung, unk, edge, & udge

ash, ish, ich, itch, of, off, ough, & uff

ibe, obe, ace, ice, ade, ide, ode, afe, & ife

Step 1: Sounds of: at, et, it, ot, ut, an, en, in, on, & un

- Introduce the sounds by printing the sets of letters on the board, side-by-side, and modeling the sounds for the students. Using *individual response*, have each student model the sounds. As each student models the sound, closely monitor his/her pronunciation and correct if necessary.
- Print the following list of words on the board. **Do not** model the words for the students.

sat let bit slot rut bat pet sit shot nut

- Using *individual response*, have each student pronounce the set of words. As each student models the words, closely monitor his/her pronunciation and correct if necessary.

Step 2: Sounds of : an, en, in, on & un

- Repeat the process in Step 1 using the following list of words:

van den bin pond bun tan tent thin gone under

Step 3: Sounds of : ad, ed, id, od, & ud

- Repeat the process in Step 1 using the following list of words:

bad bed hid odd mud sad fed rid bud

Step 4: Sounds of : all, ell, ill, oll, & ull

- Repeat the process in Step 1 using the following list of words:

all sell mill doll dull fall bell bill roll pull

REVIEW LESSON II - cont.

Step 5: Sounds of : ab, ib, ob, ub, ag, eg, ig, og , & ug

- Repeat the process in Step 1 using the following list of words:

**lab crib mob tub rag keg wig hog rug
hug log pig peg bag scrub job bib cab**

Step 6: Sounds of : am, em, im, um, ap, ip, op, & up

- Repeat the process in Step 1 using the following list of words:

**ham gem him gum map ship shop up
cup mop chip cap sum rim stem jam**

Step 7: Sounds of : ack, ask, ax, eck, ick, ix, ock, ox, & uck

- Repeat the process in Step 1 using the following list of words:

**back task tax deck kick mix rock box luck
truck fox sock fix sick neck wax ask black**

Step 8: Sounds of : ang, nk, ing, ink, ung, unk, edge, & udge

- Repeat the process in Step 1 using the following list of words:

**bang thank ring think hung dunk edge fudge
judge hedge hunk lung ink king sank rang**

Step 9: Sounds of : ash, ish, ich, itch, of, off, ough, & uff

- Repeat the process in Step 1 using the following list of words:

**cash dish rich itch of off rough cuff
rash fish which ditch often tough stuff**

Step 10: Sounds of : ibe, obe, ace, ice, ade, ide, ode, afe, & ife

- Repeat the process in Step 1 using the following list of words:

**bribe robe face ice hide safe life
wife ride rice race globe tribe**

Note: If class time allows, randomly use words from the various steps in sentences. Model the sentence for the students; and, using *individual response*, have each student model the sentence.

INSTRUCTOR'S GUIDE

PRONUNCIATION - Levels 1 & 2 - - REVIEW LESSON III

SOUNDS TO BE REVIEWED:

ake, ike, oke, ale, ile, ole, ame, ime, & ome

ane, ine, one, ape, ipe, ope, ase, ise, & ose

ate, ite, ote, ave, ive, ove, aze, ize, & oze

ai, ea, & oa

ee, eeze, eese, ese, eeve, eave, o, oe, ow, & ol

ay, azy, ey, ie, & ye

oo, ue, ew, oy, & oi

ar, air, ear, ir, or, & rr

Step 1: Sounds of: ake, ike, oke, ale, ile, ole, ame, ime, & ome

- Introduce the sounds by printing the sets of letters on the board, side-by-side, and modeling the sounds for the students. Using *individual response*, have each student model the sounds. As each student models the sound, closely monitor his/her pronunciation and correct if necessary.
- Print the following list of words on the board. **Do not** model the words for the students.

**bake hike joke bale file hole game dime home
dome crime name whole smile sale broke like take**

- Using *individual response*, have each student pronounce the set of words. As each student models the words, closely monitor his/her pronunciation and correct if necessary.

Step 2: Sounds of : ane, ine, one, ape, ipe, ope, ase, ise, & ose

- Repeat the process in Step 1 using the following list of words:

**lane fine bone ape pipe hope base rise hose
those wise rope stripe tape stone line plane**

Step 3: Sounds of : ate, ite, ote, ave, ive, ove, aze, ize, & oze

- Repeat the process in Step 1 using the following list of words:

**gate white vote gave five drove gaze size froze
doze prize daze stove drive save wrote write ate**

Step 4: Sounds of : ai, ea, & oa

- Repeat the process in Step 1 using the following list of words:

bail sea road nail each loaf paint meal coat

REVIEW LESSON III - cont.

Step 5: Sounds of : ee, eeze, eese, ease, eeve, eave, o, oe, ow & ol

- Repeat the process in Step 1 using the following list of words:

**free sneeze cheese please geese grease sleeve leave go toe
grow old bolt growth hoe no greave tree**

Step 6: Sounds of : ay, azy, ey, ie, & ye

- Repeat the process in Step 1 using the following list of words:

day lazy key pie eye rye die valley crazy say

Step 7: Sounds of oo, ue, ew, oy, & oi

- Repeat the process in Step 1 using the following list of words:

boot foot argue few boy oil join employ view value roof loop

Step 8: Sounds of : ar, air, ear, ir, or, & rr

- Repeat the process in Step 1 using the following list of words:

**car dare hairy hair chair dairy ear firm for carry
bar care stairs fairy year fire more merry**

Note: If class time allows, randomly use words from the various steps in sentences. Model the sentence for the students; and, using *individual response*, have each student model the sentence.

INSTRUCTOR'S GUIDE

PRONUNCIATION - Levels 1 & 2 - - REVIEW LESSON IV

Lesson Purpose: The purpose of this Lesson is to informally “test” the students’ competency in describing classroom objects and identifying colors, shapes, and patterns.

Teaching Aides: Vocabulary lists from Pronunciation Lessons 33 – 36; the classroom and students

Note: As you conduct the following exercise with the students, the following behaviors should be observed and corrected if necessary:

- ✓ Is each student pronouncing the words in correct English?
- ✓ Is each student answering in complete sentence structure?
- ✓ Is each student using a variety of vocabulary or limited vocabulary?

Step 1: Using objects, drawings of shapes, and clothing worn by students and yourself, point to an object or article of clothing and ask each student, ***individually***, a question about the object or article from the suggested question list.

Step 2: Have the students take turns coming to the board and writing their answer to your question on the board and verbally state their answer.

Step 3: Correct any grammatical error in the student’s written answer on the board beside the student’s original answer. Have the student verbally state the corrected version of his/her answer.

Suggested questions:

What is this?

What color is this?

What shape is this?

What pattern is this?