

# INSTRUCTOR'S GUIDE

## PRONUNCIATION - Levels 1 & 2 - - LESSON #3 - SOUNDS OF "a" & "e"

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.

**Short sound of the letter "a"...1<sup>st</sup> of 4 sounds.**

a  **hat**  
The **hat** is brown.

a  **apple**  
The **apple** is red.

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:**

The **ant** is black.

The **axe** is sharp.

### Lesson 3 - 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 letter(s) on their Student Handout that have the sound of the letter you have just taught them.
- ✓ Have the students cross out the letter(s) that don't have the sound.

NOTE: This is the first time the students have been exposed to this type of exercise – take the time to demonstrate the instructions for the exercise by writing the first three words with their corresponding number on the board, circling or crossing out the appropriate words as shown. As you continue with the list, view each students work and assist them in circling or crossing out as necessary – this usually only takes a couple of times.

- |                     |               |                  |
|---------------------|---------------|------------------|
| 1. <u>axe</u>       | 4. took       | 7. <u>valley</u> |
| 2. <del>olive</del> | 5. vote       | 8. <u>add</u>    |
| 3. <u>ask</u>       | 6. <u>ant</u> | 9. beef          |

Step 9: Repeat Steps 2 through 8 for each sound of the letter.

Long sound of the letter "a"...2<sup>nd</sup> of 4 sounds.

a  **ape**  
The ape is big.

a  **apron**  
Her apron is white.

**Additional Sentences:**

The acorn is a nut.

The ace is red.

- |                    |                  |               |
|--------------------|------------------|---------------|
| 1. cup             | 4. <u>acre</u>   | 7. fish       |
| 2. dish            | 5. bird          | 8. <u>ace</u> |
| 3. <u>ailments</u> | 6. <u>agency</u> | 9. girl       |

Lesson 3 - cont.

Irregular sound of the letter "a"...3<sup>rd</sup> of 4 sounds.



Additional Sentences:

The almond is a nut.

The author wrote the book.

- |                  |                |                    |
|------------------|----------------|--------------------|
| 1. <u>arc</u>    | 4. neck        | 7. pup             |
| 2. kick          | 5. fish        | 8. <u>although</u> |
| 3. <u>autumn</u> | 6. <u>amen</u> | 9. boy             |

Schwa sound of the letter "a"...4<sup>th</sup> of 4 sounds. (1<sup>st</sup> schwa sound)



Additional Sentences:

The bird flew away.

The girl danced around the room.

Lesson 3 - cont.

1. afraid

4. peck

7. dog

2. net

5. dish

8. about

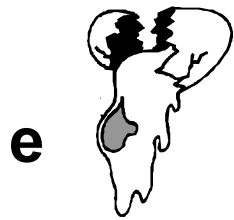
3. goat

6. against

9. just

NOTE: Follow Steps 1 through 9 as previously outlined to teach the students the following sounds.

Short sound of the letter "e"...1<sup>st</sup> of 4 sounds.



egg  
The egg is broken.



elbow  
He hurt his elbow.

Additional Sentences:

The cup is empy.

The edge of the table is sharp.

1. extra

4. peek

7. pil

2. mouse

5. zip

8. ever

3. caught

6. enter

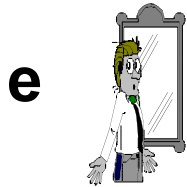
9. soon

Lesson 3 - cont.

Long sound of the letter "e"...2<sup>nd</sup> of 4 sounds.

NOTE: In this Lesson, you are also teaching the long "e" sound of double "ee."

**e** 2+2= 4 **equals**  
Two plus two **equals** four.



**me**  
Oh, that is **me**!



**tree**  
The **tree** is green.

**Additional Sentences:**

It is **evening**.

**He** is tall.

Your class is **free**.

1. **ether**

4. rang

7. **bee**

2. bill

5. sip

8. **even**

3. **peel**

6. **we**

9. soon

Lesson 3 - cont.

Irregular sound of the letter "e"...3<sup>rd</sup> of 4 sounds.

NOTE: This "e" is pronounced as the short "i" in "into."



**electric**  
The fan is electric.



**excited**  
He is excited.

Additional Sentences:

The eraser is dirty.

The doctor examined me.

1. erase

4. bang

7. map

2. smile

5. dip

8. extend

3. eclipse

6. equator

9. catch

Schwa sound of the letter "e"...4<sup>th</sup> of 4 sounds. (2<sup>nd</sup> schwa sound)



**ehind**  
The sun is ehind the clouds.



**e the**  
The e sun is ehind the e clouds.

**Lesson 3 - cont.**

**Additional Sentences:**

The kittenen is black.

He has a degree.

**NOTE: As this is the 2<sup>nd</sup> schwa sound, put examples of the 1<sup>st</sup> and 2<sup>nd</sup> on the board and model the similarity in sounds.**

**a            above      The shoes are above the box.**

**e            behind      The sun is behind the clouds.**

**1. e          actress**

**6. e          sell**

**2. e/a       about**

**7. e          nap**

**3. e          calendar**

**8. e          escape**

**4. e          defend**

**9. e          mitten**

**5. e/a       away**

**10. e        file**

# INSTRUCTOR'S GUIDE

## PRONUNCIATION - Levels 1 & 2- -LESSON #4 - SOUNDS OF "i," "o," & "u"

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).

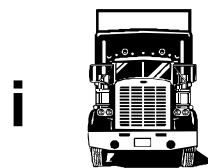
Step 5: Have each student, **individually**, verbally repeat the sentence. To develop the students comprehension of the sample word, use the illustrations provided on the Student Handout.

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

**Short sound of the letter "i"...1<sup>st</sup> of 3 sounds.**



**in**  
The fish is **in** the bowl.



**big**  
The truck 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 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:**

The **pig** is fat.

The **in**sect can fly.



## Lesson 4 - 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 letter(s) on their Student Handout that have the sound of the letter you have just taught them.
- ✓ Have the students cross out the letters that don't have the sound.

**NOTE:** This is only the second lesson the students have had with this type of exercise – take the time to demonstrate the instructions for the exercise by writing the first three words with their corresponding number on the board, circling or crossing out the appropriate words as shown. As you continue with the list, view each students work and assist them in circling or crossing out as necessary – this usually only takes a couple of times.

- |                    |           |          |
|--------------------|-----------|----------|
| 1. <u>into</u>     | 4. saddle | 7. dig   |
| 2. <del>hive</del> | 5. less   | 8. ink   |
| 3. <u>disk</u>     | 6. income | 9. erase |

**Step 9:** Repeat Steps 2 through 8 for each sound of the letter.

**Long sound of the letter "i" ...2<sup>nd</sup> of 3 sounds.**

**i**  **ice**  
She skates on the ice.

**i**  **iron**  
The iron is hot.

**Additional Sentences:**

That is a good idea.

The kite is green.

- |         |          |
|---------|----------|
| 1. pile | 5. brick |
| 2. pup  | 6. idle  |
| 3. wish | 7. file  |
| 4. iris | 8. item  |

Lesson 4 - cont.

Schwa sound of the letter "i"...3<sup>rd</sup> of 3 sounds. (3<sup>rd</sup> schwa sound)

i  **animal**  
The dog is an animal.

i  **limit**  
The speed limit is 35.

**Additional Sentences:**

Go out the exit.

He took the medicine.

**NOTE:** As this is the 3<sup>rd</sup> schwa sound, put the 1<sup>st</sup> and 2<sup>nd</sup> on the board and model the similarity in sounds.

a	<b><u>a</u>bove</b>	<b>The bridge is <u>a</u>bove the river.</b>
e	<b><u>b</u>ehind</b>	<b>The sun is <u>b</u>ehind the clouds.</b>
i	<b>an<u>i</u>mal</b>	<b>The dog is an an<u>i</u>mal.</b>

1. i      condiment

6. i      fox

2. i/e/a    about

7. i/e/a    salute

3. i      diliute

8. i      capital

4. i      Arizona

9. i/e/a    escape

5. i      stem

10. i      exit

Lesson 4 - cont.

Short sound of the letter "o"...1<sup>st</sup> of 3 sounds.

o  **box**  
The **box** is empty.

o  **on**  
The boy is **on** the bike.

Additional Sentences:

The fan is **off**.

He sings in the **opera**.

- |                    |                    |
|--------------------|--------------------|
| 1. <b>coat</b>     | 6. <b>odd</b>      |
| 2. <b>octopus</b>  | 7. <b>opposite</b> |
| 3. <b>least</b>    | 8. <b>office</b>   |
| 4. <b>operator</b> | 9. <b>wade</b>     |
| 5. <b>tell</b>     | 10. <b>just</b>    |

Long sound of the letter "o"...2<sup>nd</sup> of 3 sounds.

o  **open**  
The box is **open**.

o  **over**  
The bridge is **over** the river.

Additional Sentences:

He has an ice cream **cone**.

The man is **old**.

Lesson 4 - cont.

- |                 |                  |                  |
|-----------------|------------------|------------------|
| 1. <u>b</u> one | 4. <u>s</u> lope | 7. <u>o</u> lder |
| 2. <u>i</u> ll  | 5. <u>b</u> ell  | 8. <u>r</u> ipe  |
| 3. <u>o</u> nly | 6. <u>c</u> oke  | 9. <u>p</u> ope  |

Schwa sound of the letter "o"...3<sup>rd</sup> of 3 sounds. (4<sup>th</sup> schwa sound)



**oven**  
The stove has an oven.



**onion**  
The onion is white.

**Additional Sentences:**

His glove is brown.

He is her brother.

**NOTE:** As this is the 4<sup>th</sup> schwa sound, put the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> on the board and model the similarity in sounds.

<b>a</b>	<b><u>a</u>bove</b>	<b>The bridge is <u>a</u>bove the river.</b>
<b>e</b>	<b><u>b</u>ehind</b>	<b>The sun is <u>b</u>ehind the clouds.</b>
<b>i</b>	<b><u>a</u>nimal</b>	<b>The dog is an <u>a</u>nimal.</b>
<b>o</b>	<b><u>o</u>ven</b>	<b>The stove has an <u>o</u>ven.</b>

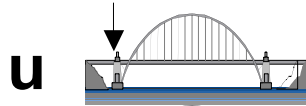
- |                                     |                            |
|-------------------------------------|----------------------------|
| 1. o/i/e/a <u>p</u> ilot            | 6. o/i/e/a <u>b</u> acon   |
| 2. o <u>p</u> ill                   | 7. o/i/e/a <u>a</u> bove   |
| 3. o/i/e/a <u>o</u> ther            | 8. o/i/e/a <u>m</u> other  |
| 4. o/i/e/a <u>f</u> reed <u>o</u> m | 9. o <u>t</u> rip          |
| 5. o/i/e/a <u>a</u> nimal           | 10. o/i/e/a <u>b</u> ehind |

Lesson 4 - cont.

Short and schwa sound of the letter "u"...1<sup>st</sup> of 2 sounds. (5<sup>th</sup> schwa sound - Note: the short "u" and schwa "u" sounds are alike)



**cup**  
The cup is hot.



**under**  
The river is under the bridge.

**Additional Sentences:**

The dog is ugly.

He is in the bathub.

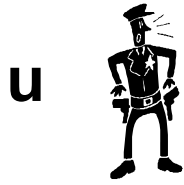
**NOTE:** As this is the 5<sup>th</sup> schwa sound, put the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> on the board and model the similarity in sounds.

a	<b><u>a</u>bove</b>	<b>The bridge is <u>a</u>bove the river.</b>
e	<b>b<u>e</u>hind</b>	<b>The sun is b<u>e</u>hind the clouds.</b>
i	<b>an<u>i</u>mal</b>	<b>The dog is an <u>a</u>nimal.</b>
o	<b><u>o</u>ven</b>	<b>The stove has an <u>o</u>ven.</b>
u	<b><u>u</u>nder</b>	<b>The river is <u>u</u>nder the bridge.</b>

- |              |                      |              |                      |
|--------------|----------------------|--------------|----------------------|
| 1. u/o/i/e/a | <b><u>u</u>ntil</b>  | 6. u/o/i/e/a | <b><u>u</u>sher</b>  |
| 2. u/o/i/e/a | <b>circ<u>u</u>s</b> | 7. u/o/i/e/a | <b><u>u</u>p</b>     |
| 3. u         | <b>time</b>          | 8. u/o/i/e/a | <b><u>o</u>ven</b>   |
| 4. u/o/i/e/a | <b>an<u>i</u>mal</b> | 9. u/o/i/e/a | <b><u>e</u>raser</b> |
| 5. u/o/i/e/a | <b><u>a</u>bove</b>  | 10. u        | <b>dig</b>           |

Lesson 4 - cont.

Long sound of the letter "u"...2<sup>nd</sup> of 2 sounds.



**uniform**  
He is in uniform.



**use**  
She will use the compututer.

**Additional Sentences:**

An ice ube will melt.

His uit is black.

1. u      union

6. u      ube

2. u      bill

7. u      trip

3. u      utility

8. u      unicorn

4. u      song

9. u      with

5. u      ghost

10. u      usic