

**INSTRUCTOR'S GUIDE**  
**PRONUNCIATION-Levels 1 & 2- -**  
**LESSON #5 - SOUNDS OF "b," "c," & "d"**

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 "b" - 1 sound**



**bird**  
The **bird** is blue.



**bag**  
The **bag** is brown.

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 axe blade is **bsharp.**

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 5 - 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. bud

6. lap

2. soup

7. valley

3. bolt

8. deep

4. broom

9. bee**f**

5. coat

10. bid

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 "c" - 1<sup>st</sup> of 2 sounds.



**cup**  
The cup is full.



**cat**  
The cat is white.

**Additional Sentences:**

The cage is small.

The car is black.

1. corn

6. told

2. cub

7. pill

3. fan

8. can

4. dish

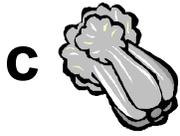
9. ball

5. cane

10. call

## Lesson 5 - cont.

Sound of "c" - 2<sup>nd</sup> of 2 sounds.



**celery**  
The celery is green.



**city**  
The city is big.

**Additional Sentences:**

He has ten cents.

The ceiling is white.

1. circle

6. bold

2. cigar

7. fill

3. pan

8. face

4. jet

9. oven

5. center

10. cellar

Sound of "d" - 1 sound.



**desk**  
The man is at his desk.



**dog**  
The dog is an animal.

## Lesson 5 - cont.

**Additional Sentences:**

The deck is wood.

The doll is cute.

1. day

2. dig

3. pan

4. fish

5. dart

6. told

7. bill

8. bald

9. duck

10. hive

**INSTRUCTOR'S GUIDE**  
**PRONUNCIATION-Levels 1 & 2- -**  
**LESSON #6 - SOUNDS OF "f," "g," & "h"**

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 "f" - 1 sound.**



**frog**  
The **frog** is green.



**flag**  
The **flag** has stripes.

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 **fan** is on.

The **fur** is soft.

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 6 - 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. fact
2. lamp
3. fence
4. pinch
5. food
6. fuse
7. neck
8. feed
9. tube
10. fort

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 "g" - 1<sup>st</sup> of 2 sounds.



girl  
The girl is reading a book.



gas  
The car needs gas.

**Additional Sentences:**

The grass is green.

The goat is fat.

1. glass
2. flame
3. get
4. go
5. gone
6. horse
7. gum
8. dime
9. cube
10. got

## Lesson 6 - cont.

Sound of "g" - 2<sup>nd</sup> of 2 sounds.



**gems**

The gems are rare.



**gym**

The girl exercises at the gym.

**Additional Sentences:**

The giant is big.

The general is retired.

1. gist

6. pat

2. ham

7. gingerbread

3. gentle

8. mine

4. firm

9. cube

5. gin

10. giraffe

Sound of "h" - 1 sound.



**hand**

A pen is in her hand.



**horse**

It is a fast horse.

## Lesson 6 - cont.

**Additional Sentences:**

The house is empty.

The water is hot.

1. hen

6. help

2. same

7. hum

3. hotel

8. dime

4. hill

9. boat

5. done

10. hurt

# INSTRUCTOR'S GUIDE

## PRONUNCIATION-Levels 1 & 2 - -

### LESSON #7 - SOUNDS OF "j," "k," & "l"

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 "j" - 1 sound.**



**jump**  
The girl can **jump** rope.



**jack**  
The **jack** is in the trunk.

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:**

**His jeans are blue.**

**The jam is sweet.**

## Lesson 7 - 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>jar</b>   | 6. <b>jolt</b> |
| 2. <b>game</b>  | 7. <b>jail</b> |
| 3. <b>jet</b>   | 8. <b>time</b> |
| 4. <b>job</b>   | 9. <b>lip</b>  |
| 5. <b>stone</b> | 10. <b>jog</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.

**Sound of "k" - 1 sound.**



**kick**  
It is a good kick.



**kiss**  
He gave the girl a kiss.

**Additional Sentences:**

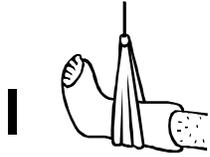
The key is gold.

The kitten is cute.

- |                       |                          |
|-----------------------|--------------------------|
| 1. <b><u>k</u>ind</b> | 6. <b><u>k</u>ite</b>    |
| 2. <b>name</b>        | 7. <b><u>k</u>itchen</b> |
| 3. <b><u>k</u>eep</b> | 8. <b>dime</b>           |
| 4. <b>blob</b>        | 9. <b><u>k</u>ing</b>    |
| 5. <b>ton</b>         | 10. <b>dug</b>           |

## Lesson 7 - cont.

Sound of "l" - 1 sound.



**l**eg  
His **l**eg is hurt.



**l**amp  
The **l**amp is on the table.

**Additional Sentences:**

The girl is **l**ate.

The **l**ight is off.

1. **l**ost

2. **l**ame

3. **l**et

4. **l**o

5. **l**oan

6. **l**o

7. **l**o

8. **l**o

9. **l**o

10. **l**o

# INSTRUCTOR'S GUIDE

## PRONUNCIATION-Levels 1 & 2- -

### LESSON #8 - SOUNDS OF "m," "n," & "p"

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 "m" - 1 sound.



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 **mittens** are red.

The room is a **mess**.

## Lesson 8 - 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. <u>m</u> ap   | 6. bolt          |
| 2. ga <u>m</u> e | 7. ja <u>m</u>   |
| 3. le <u>t</u>   | 8. ti <u>m</u> e |
| 4. <u>m</u> e    | 9. ti <u>p</u>   |
| 5. sto <u>p</u>  | 10. <u>m</u> en  |

Sound of "n" - 1 sound.



**next**  
The chair is next to the desk.



**n**   
**name**  
Spell your name for me.

**Additional Sentences:**

The ant is black.

The news is good.

- |                    |                   |
|--------------------|-------------------|
| 1. <u>n</u> ap     | 6. <u>n</u> o     |
| 2. mo <u>n</u> ey  | 7. pa <u>n</u>    |
| 3. le <u>t</u> ter | 8. sa <u>m</u> e  |
| 4. <u>n</u> eck    | 9. ta <u>p</u> e  |
| 5. to <u>p</u>     | 10. la <u>n</u> d |

**Lesson 8 - cont.**

Sound of "p" - 1 sound.



**pan**  
The **pan** is hot.



**pig**  
The **pig** is big.

**Additional Sentences:**

The **pants** are black.

The **pin** is sharp.

1. **map**

6. **lock**

2. **lid**

7. **paint**

3. **lip**

8. **same**

4. **dime**

9. **tip**

5. **stop**

10. **purse**