

PRONOUNCIATION OF GIVEN WORDS CORRECTLY

3.20.2019

Subject

English

Prepared By

[Instructor Name]

Grade Level

1

Overview

This lesson plan covers teaching content for;

1. Pronunciation of given words correctly

Objectives

Students should be able to;

1. Pronounce words correctly
2. Recognize the short vowel sound.
3. Students will understand the CVC (consonant vowel sound) pronunciation rule.

Activity Starter/Instruction

1. Remind students that nonfiction books are books about real life with true facts.
2. Share that while reading; you may come across tricky words. You might not be able to read a word, or know what the word means.
3. Tell students that when they get stuck, you can stop and use clues to help you read the words and understand the book.
4. Explain that you can use the pictures as visual clues to help you understand new or unfamiliar words.
5. Explain that you can also use the beginning sound of the word to help you read new words.
6. Explain that the other words in the sentence can also help you understand tricky words.

Teacher Practice

Day 2, Lesson 2: 30 Mins

Pronouncing the short "i" vowel sound.

1. Write the word 'it' on the chalkboard.
Pronounce the word 'it' placing emphasis on the short 'i' sound.

Guided Practice

Day 1 Lesson 1- 30 mins

1. Tell your students that they will be reading non-fiction texts that will provide information about a topic.
2. Distribute grade level nonfiction books to pairs of students. Let them read with a partner and anticipate them getting stuck on a word.
3. Ask the student, "What can you do to read this tricky word?"
4. Have the student use the sentence frame, "I think the word is ____ because ____."
5. Prompt the student to check the picture, use the beginning sound, and think about the other words in the sentence.
6. After you read the word together, ask the students, "Does this word make sense?"
7. As students work in partners, circulate and prompt them to use the strategies for reading unknown words.

Materials Required

- Picture cards
- Non-fiction textbooks

Additional Resources

- <https://esol.britishcouncil.org/sites/default/>
- <https://www.weareteachers.com/cracking-t-skills/>
- <http://www.reconnectioncompany.com/TLR>
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Additional Notes

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2. Ask students to say the word. Ask your students to say the sound they hear at the beginning of the word.
 3. Write the word 'wig' on the chalkboard and ask your students to pronounce the word 'wig' placing emphasis on the short 'i' sound.
 4. Ask students to say the word and the sound they hear at the middle of the word.
 5. Write the word 'lip' on the chalkboard.
 6. Pronounce the word 'lip' placing emphasis on the short 'i' sound.
 7. Ask students to say the word.
 8. Ask students to say the sound they hear at the middle of the word.
 9. Call one student up to the chalkboard to underline the letter in the word 'it' that makes that 'i' (short 'i') sound.
 10. Call up two other students to do the same for the words 'wig' and 'lip'

.Day 4 Lesson 4: 15 Mins:

1. When a short word has only one vowel, that vowel will usually have its short sound.
2. Provide students with a list of CVC words with the short 'o' sound, and ask them to sound out the words using this rule.

Assessment Activity

Guided Practice

Day 3 Lesson 3: 20 Mins

Pronouncing the short “o” vowel sound.

1. Provide a series of pictures of words with a short 'o' vowel sound. Ask students to identify each picture.
2. Ask students what the names have in common. Elicit that they share the same vowel sound. Help students identify the pronunciation of that sound.
3. Show students the printed names of the pictures and elicit the idea that they spelled the vowel sound with the letter 'o.' Identify the sound as the short 'o' vowel sound.
4. Provide pairs with picture cards. Ask them to sort the pictures into those with and without a short 'o' vowel sound.
5. Students then glue some of the short 'o' pictures onto a large cutout of the letter.
6. Remind students of the CVC pronunciation rule.

Summary		
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