

DISCRIMINATION OF VOWEL AND CONSONANT SOUNDS

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Subject

English

Prepared By

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Grade Level

4

Overview

This lesson plan covers teaching content for;

1. Learning to differentiate between vowels and consonants.
2. Learn to write a letter or letters to represent consonant and short-vowel sounds

Objectives

Students should be able to;

- Students will be able to differentiate between vowels and consonants.
- Students will be able to write a letter or letters to represent consonant and short-vowel sounds

Assessment Activity

1. Pass out personal whiteboards and whiteboard markers to each student. Pre-select 3-5 CVC words (e.g. cat, hut, dog) and explain to the students that you are going to say a word aloud and you want them to write the word on their whiteboard.
2. Reinforce that they should try their best, and even if they aren't sure what letter or letters represent the consonant or vowel they should just write down the

Activity Starter/Instruction

1. Start singing the alphabet song. Students should follow along.
2. Ask students to look at the alphabet chart and say it slowly.
3. Ask students if they know what vowels and consonants are.
4. Explain to students that each letter has a purpose when it comes to sound, writing, spelling, and talking.

Guided Practice

Day 2/ Lesson 2: 15 Mins

1. Give each student a paper or their copy book.
2. Ask students to write the alphabet in order, consonants in blue and vowels in red.
3. Give students a limited time to finish the activity.
4. When time is up, ask them to share with their peers to make sure they have the same letters colored red and blue

Teacher Guide

Day 1/ Lesson 1: 15 Mins

1. Separate the board into two sections.
2. On one side put the heading "vowels" and the other side write "consonants."
3. Ask each student to look at the alphabet chart and pick a letter.
4. If a student picks a vowel make a "ding ding ding" sound and write the vowel in the vowel section.
5. If a student picks a consonant make a different sound like "poump poump poump" and write it in the consonant section.
6. Continue like this until all the letters of the alphabet are on the board.
7. While pointing at the letters ask the class what sound the vowels make.
8. Reiterate that vowels are AEIOU and sometimes Y, but the Y will be taught at a later date.
9. Ask students to brainstorm words for each letter. Two or three words are sufficient.

Materials Required

- Alphabet chart
- Alphabet flash cards
- Red markers
- Blue markers
- Magnetic letters
- Personal whiteboards and whiteboard markers

Additional Resources

- <https://educatingalpacas.com/auditory-discrimination-of-vowel-sounds/>
- <https://educatingalpacas.com/5-activities-analysing-consonant-sounds/>
- <https://educatingalpacas.com/vowel-discrimination-activities/>
- <http://www.teach-nology.com/tutorials/teaching/phonics/>
- <https://www.theschoolrun.com/what-are-vowels-and-consonants>

Additional Notes

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- letter or letters they think they hear.
3. Say the words one by one, and give students sufficient time to write down their responses.
 4. Ask students to circle vowels in red.
 5. Encourage students to share their answers with the rest of the class to check for understanding.

Summary

1. Ask students to say the alphabet, and when a vowel is called, they can either stand or clap.
2. Put magnetic letters on a desk near the board. Ask students to group them into consonants and vowels on the board.
3. When doing the review make sure you erase the lesson on the board.

Teacher Guide

Day 3/ Lesson 3: 20mins

1. Say two words beginning with short vowels – /a,e,i,o,u/
2. Ask your students to tell you whether they sound the same or different.
3. (Obviously if they are the same, the words will be identical).
4. You don't have to use real words, which makes it much easier to think up words on the spot.
5. Begin by using vowels which sound very different, such as /o/ and /e/, since these are easier to discriminate.
6. Slowly narrow the pairs down to the real targets, which are most likely those tricky pairs of a/u and e/i.
7. If you were aiming at a/u confusion, some examples would be: if/off -> add/add->egg/ugg->in/an->up/up->um/om->and/and->app/up->up/app and so on.
8. Be careful that you don't fall into a pattern of same, different, same, or any other pattern.
9. Children are quick to respond to patterns so they don't have to do the actual work.

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10. Try to write the words next to the letter to which they belong.

Teacher Guide

Day 4/ Lesson 4: 15mins

1. Have students finish a sentence, using the clues of the context of the sentence and the first sound of the missing word.
2. Example: "The boy rode his b___."
3. You could leave out more than one word when this becomes easy, or make the missing word less predictable.
4. For example, "The boy rode his bike along the p___ (path)" is less predictable than the first example.
5. Draw a picture of a train with an engine and two carriages (or use a toy).
6. It is best if the last carriage really looks like the end of the train.
7. Feel free to change the objects to keep it more interesting.
8. Have the students tell you the first sound as they point to the engine of the train, and the last sound as they point to the last carriage.

Guided Practice

Day 5/ Lesson 2: 10 Mins

1. Ask students to sort out flash cards into two groups, consonants and vowels.
 2. Ask students to write their names and circle all the vowels.
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