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AURAL DISCRIMINATION OF CONSONANTS, VOWEL AND DIPHTHONGS

Subject

English

Prepared By

[Instructor Name]

Grade Level

5

Overview

This lesson plan covers teaching content for;

1. Students will learn to pronounce the correct consonant sound when seeing the letter associated with that sound.
2. Students will learn to identify the correct consonant letter when hearing the sound associated with that letter.

Objectives

Students should be able to;

- Students will learn to pronounce the correct consonant sound, vowel sound and diphthongs when seeing the letter associated with that sound.
- Students will learn to identify the correct consonant letter, vowel letter and diphthongs when hearing the sound associated with that letter.

Assessment Activity

1. Students read all the words on charts 1 and 2.
2. Students pass a spelling test on all Chart words and class-generated examples.
3. Students spell diphthong words correctly in their

Activity Starter/Instruction

1. Tell students that this lesson will involve learning consonant sound, vowel sounds and Diphthongs.
2. Ask students to say out loud the consonants and vowel letters
3. Create a chart 1 with letters b, d, f, g, h, j, l, m, n, p, q, r, s, t, v, w, y, and z...
4. Create a balloon with combination of vowels
5. Create chart 2 with the following word out, shout, found, hound, cow, now, brown, crown, oil, boil, coin, join, toy, boy, joy, Roy

Guided Practice

Day 2/ Lesson 2: 15 Mins

1. Display consonant letter sets on walls around the room.
2. Ask students to bring in pictures from newspapers, magazines, advertisements, or

Teacher Guide

Day 1/ Lesson 1: 20 Mins

1. Say, "Now that you know all your letters, today, we are going to practice matching letters and sounds.
2. Display Charts 1
3. Pointing to letter B and say, "What letter is this?" (capital B) Point to letter b and say, "And what letter is this?" (small b or lower-case b
4. Say, "What sound do we say when we see a capital or lower-case b?" (/b/)
5. Say, "Now, I'm going to say a sound and you tell me what letter goes with that sound."
6. Pronounce the sounds /d/, /f/, /g/, /h/, and /j/ while pointing to the Chart letter sets. (Students respond by naming the letters with D, F, G, H, and J.)
7. Repeat this activity with other letters in chart 1

Materials Required

- Plastic letters, letter tiles, or alphabet cards
- Optional: picture cards or objects beginning w, y, and z...
- charts with the following printed words, out, brown, crown, oil, boil, coin, join, toy, boy, j
- Blank index cards and colored markers or otl
- Several dictionaries or spelling dictionaries
- Balloon with combination of vowels
- old scrabble tiles

Additional Resources

- <https://www.education.com/lesson-plan/sh>
- <https://www.readingrockets.org/teaching/r/course/modules/phonics/phonics-practice>
- <https://study.com/academy/lesson/vowel-d>
- <https://www.education.com/lesson-plan/dif-consonants/>
- <https://www.teachingenglish.org.uk/article/>
- http://www.teach-nology.com/lessons/lsn_pln_view_lessons.p
- <https://study.com/academy/lesson/diphtho-school.html>

Additional Notes

journals and other writing assignments.

4. Students write or select correct consonant letters when hearing the sounds /b/, /d/, /f/, /g/, /h/, /k/, /l/, /m/, /n/, /p/, /q/, /r/, /s/, /t/, /v/, /w/, /y/, /z/.

Summary

1. Review on some of the consonant sounds, vowel sounds and diphthongs.
2. Erase the board while doing this

other sources and place them under the appropriate letter set.

3. You might use the following starter set, using computer clip art or pattern books for the graphics:
4. Bb-boys, Dd-dog, Ff-fish, Gggirls, Hh-house, Jj-jam, Kk-kittens, Ll-lawn, Mm-mouse, Nn-newspaper, Pppig, Qq-queen, Rr-rabbit, Ss-sun, Tt-tiger, Vv-vegetables, Ww-walrus, Zz-zebra.
5. Ask students to match the consonant letters to each word.

Teacher Guide

Day 3/ Lesson 3: 25 Mins

1. Place the vowel combinations on a balloon with a permanent marker, or have the students do it themselves.
2. Pass the balloon from student to student.
3. They will then say the first vowel combination they see and then they share the sound that it makes.
4. In a more advanced version, they can share a word that uses that vowel combination.
5. If you are looking for something more durable than a balloon, you can purchase playground balls and write the vowel combinations on them.
6. Use old scrabble tiles.
7. Place two tiles together to make a vowel combination and then let the students come up with as many words as they can by adding additional tiles.
8. Write all the words down that are created into a list for all the students to see. For

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8. Say, "Now we are going to sing a song about letters and sounds.
 9. Say I will point to a letter set and say the sound three times like this /b-b-b/.
 10. Say When I ask you 'What's that sound?' you sing, 'That's the letter b.'
 11. Say We'll do it the same way for all the letters and sounds."

Teacher Guide

Day 4/ Lesson 4: 25 Mins

1. Say, "Today, we are focusing on words with the /ow/ sound and the /oy/ sound.
 2. We call these sounds diphthongs." (Note that the spelling is "diphthong," not "diphthong.")
 3. Point to the Charts 2.
 4. Say, "What is the vowel sound in each of these words?" (/ow/) "What are the two ways we can spell the /ow/ sound?" (o-u and o-w)
 5. Point to the chart 2 again, "What is the vowel sound in each of these words?" (/oy/) "What are the two ways we can spell the /ow/ sound?" (o-i and o-y)
 6. Say, "What do you notice about every set of two words?" (They rhyme; they have the same spelling patterns)
 7. Say, "What is the common sound in the words **out** and **shout**?"
 8. /out/ "How is it spelled?" (o-u-t) "Who knows a word that rhymes with out and shout?" (about, route, spout, stout, without, scout)
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added fun, they can add up all the numbers on the tiles to gain points.

9. If you don't have scrabble tiles, you can purchase small kitchen or bathroom tiles and write the letters on them with permanent markers.
10. If you get the small, rectangular tiles, they can't both vowel team letters on one tile.
11. Give the students a newspaper or magazine article and a highlighter.
12. Have them highlight all the vowel combinations they can find.
13. Then have them write all the words and as a group read the words aloud and discuss what sound the vowel combination makes in each word.

9. As each word is offered, ask "How is /out/ spelled in this word?" (o-u-t) Write students' examples on the board and ask them to spell them aloud.
10. Say, "So when we find a word that rhymes with one of the words in this song, chances are it is spelled with the same vowel pattern."

Guided Practice

Day 5/ Lesson 5: 15 Mins

1. Divide the class into small groups.
 2. Give each group a few blank index cards and an index card with one of the Chart 2 words.
 3. Ask the students to think of a word that rhymes with the word on their card and write it on the blank index card.
 4. If they think of more than one rhyming word, they can use the additional blank cards.
 5. Remind them to keep the spelling pattern the same unless they think they have thought of an exception.
 6. Allow 5 minutes for this activity.
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