

PRODUCTION OF CONSONANT SOUNDS IN ISOLATION AND PRONUNCIATION PRACTICE OF CONSONANT CLUSTERS

3.20.2019

Subject

English

Prepared By

[Instructor Name]

Grade Level

2

Overview

This lesson plan covers teaching content for;

1. Production of consonant sounds in Isolation
2. Pronunciation Practice of consonant Clusters

Objectives

Students should be able to;

- Produce consonant sounds in isolation
- Pronounce consonant clusters.

Teacher Guide

Day 3/Lesson 3: 20 Mins

1. Explain what a consonant cluster is
2. Tell students that when we combine two or three consonants, they make consonant cluster words. Cluster means group, bunch or collection.

Activity Starter/Instruction

1. Pronounce consonant sounds in words and in sentences correctly.
2. Have students look through magazines to find pictures of different things that start with consonant sounds.
3. Challenge students to write a list of words that start with different consonant sounds.

Teacher Guide

Day 1/ Lesson 1: 15 Mins

1. Introduce the sounds of /s/ and /z/. Direct the students to hold the pronunciation of each sound and elicit from them what's the difference between them (vibration). Also, indicate to the students that there is

Guided Practice

Day 2/ Lesson2: 15 Mins

1. Ask students the difference between the /s/ & /z/ and the /j/ & /3/ sounds. Elicit from them that the tongue moves back a bit on the mouth, to the *palatal* region.
2. Now switch to the sounds of /t/ and /d/. Ask the students to 'hold' these sounds when they pronounce them. Well, the trick is they can't because they are plosive or stop sounds that cannot be held whereas the /s/, /z/, /j/, and /3/ sounds are fricative, where there is no 'stop' needed to pronounce them.
3. Ask students what type of sound will be produced when the /t/ is combined with the /j/ equaling a /tj/.

Materials Required

- Marker
- video/ audio recording on consonant clusters
- A magazine or storybook

Additional Resources

- <http://learnteachtravel.com/consonant-sounds-introductory-lesson/>
- <https://aminghori.blogspot.com/2016/06/lesson-plan-of-three-common-clusters-in.html>
- <https://prezi.com/6f9vphfapinm/the-lesson-plan-consonant-cluster/>
- <https://study.com/academy/lesson/how-to-teach-consonant-sounds.html>

Additional Notes

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3. Write 'ang' on the board.
- Ask students to discuss in groups and give possible answers for the consonants cluster in final position.
- Record their responses on the board.
4. Possible responses: hang, bang, rang, tang, gang, pang, sang, etc.

Assessment Activity

1. Choose songs and poems that incorporate the sound, and read, chant and sing them along with your students.
2. Assess students through their responses in the class during the lesson by checking their pronunciation.

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- more air being released when you pronounce the /s/ sound.
2. After that, introduce the sounds of /j/ and /ʒ/. You can write two examples of words that represent the sounds e.g. Ship & Vision so they have an idea of what the symbols represent.
 3. Then again have the students pronounce both of the sounds and hold them. Ask them what's the difference between the two sounds (vibration).
 4. Also bring to the students' attention that when they hold the /j/ sound it resembles the sound of air flowing i.e. from an oxygen tank or an air conditioner. Indicate to the students this the difference between voiced and unvoiced sounds (vibration).

Summary

1. A cluster is when two consonants of different places of articulation are produced together in the same syllable.

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4. Have them play with the sound for a moment until you write an example word on the board i.e. Chair

Guided practice

Day 4/ Lesson 4: 20 Mins

1. Guide students to Recognize words with consonant clusters.
2. Tell students to Use words with initial and final consonant cluster correctly.
3. Sound out and write words with consonant clusters.
4. Watch videos on consonant cluster.
5. Ask students to come up with all the consonant clusters that they know, write them on paper and present.
6. Get the students to do pair work on worksheet provided.

