

PRONUNCIATION PRACTICE

Subject

English

Prepared By

[Instructor Name]

Grade Level

2

Overview

This lesson plan covers teaching content for;

1. Pronunciation of vowel sounds and diphthongs
2. Distinguishing between vowel sounds and Diphthongs

Objectives

Students should be able to;

- Pronounce vowel sounds and Diphthongs correctly
- Distinguish between vowel sounds and diphthongs

Teacher Guide

Day 3/ Lesson 3: 15 Mins

1. Tell students Diphthongs are glided vowel sounds that combine two individual sounds within a single syllable. Two common diphthongs in English are the /ow/ sound as in the word cow and the /oy/ sound as in the word boy.
2. Say, "Today, we are focusing on words with the /ow/ sound and the

Activity Starter/Instruction

1. You say the target sound and have your students repeat it after you. If you are teaching a long word with multiple syllables, start with the final syllable of the word and have your class repeat it.
2. Then add the penultimate syllable and say the two together having your class repeat after you. Work backwards in this manner until your students are able to pronounce the entire word correctly.

Teacher Guide

Day 1/ Lesson 1: 15 Mins

1. Minimal pairs are a great way to focus pronunciation on just one sound. If you are not familiar with linguistics, a minimal pair is two words that vary in only one sound. For example, rat and rate are minimal pairs because only the vowel sound differs between the two words.

Guided Practice

Day 2/ Lesson 2: 25 Mins

1. When your students are facing a pronunciation challenge, it could be that English spelling is adding to the mystery of the spoken word. Instead of spelling new vocabulary out on the white board, try using phonetic symbols to represent the sounds (rather than the alphabet to represent the spelling). If you were to use phonetic symbols, the word seat would be written /si:t/ and eat would be written /i:t/.
2. Show a vowel diagram: If you are using phonetic symbols to help you teach vowel pronunciation, a diagram of where each English vowel sound is produced can be eye opening for your students. Print copies to distribute in class or show your students where they can find this diagram online. When students know which area of the mouth in which they should be making their

Materials Required

- Board
- Mirror
- Dictionary

Additional Resources

- <https://busyteacher.org/8168-top-10-ways-teach-vowel-pronunciation-in-english.html>
- <https://www.actionfactor.com/pages/lesson-plans/v2.05-diphthongs.html>
- <https://www.brighthubeducation.com/lesson-plans-grades-1-2/101853-teaching-diphthong-activities/>
- <https://aminghori.blogspot.com/2016/02/lesson-plan-of-long-and-short-vowel-and.html>

Additional Notes

/oy/ sound. We call these sounds diphthongs.” (Note that the spelling is “diphthong,” not “diphthong.”)

3. Say, “What do you notice about every set of two words?” (They rhyme; they have the same spelling patterns) Say, “What is the common sound in the words out and shout?” /out/ “How is it spelled?” (o-u-t) “Who knows a word that rhymes with out and shout?” (about, route, spout, stout, without, scout) As each word is offered, ask “How is /out/ spelled in this word?” (o-u-t)

4. Write students’ examples on the board and ask them to spell them aloud.

Assessment Activity

1. Divide the class into small groups. Write four different diphthongs on

2. Additional minimal pairs are pin and pen, dim and dime, and bat and pat. You can use minimal pairs to help your students with their pronunciation by focusing on one particular sound. In addition to the pronunciation benefits, your students will also expand their vocabularies when you teach minimal pairs.

3. Giving your students a chance to view their own physical movements while they are working on their pronunciation can be of great value. You can always encourage your students to look at your mouth and face as you pronounce certain sounds, but they will also benefit from seeing what movements *they* are making as they speak.

4. Sometimes, becoming aware of the physical movements involved in pronunciation is all your students will need to correct pronunciation issues of which they are unaware.

Summary

- Learners often have problems discriminating between diphthong sounds (and also certain vowel sounds which are similar) and exercises that raise awareness and practice recognition are useful.

sounds, they may have an easier time distinguishing between similar sounds because they are produced in different areas of the mouth.

3. Make use of tongue twisters: they are a valuable resource for vowel practice. Not only are they a challenge to your students’ pronunciation abilities, they add an element of fun to the classroom that can help your students relax and therefore free them to be more daring in their attempts.

Guided Practice

Day 4/ Lesson 4: 25 Mins

1. Divide students into pairs, and instruct each student to make up to three sentences with the diphthongs on the list. For example, they might write “The boy had a toy” or “I set soil on the foil.” After they have written three sentences, encourage them to pair up and read each other’s sentences.

2. The advantage of this practice activity is twofold. It not only gives students practice in reading the diphthongs, but it also enables them to write the diphthongs and to check each other’s work. Remind students to correct their partner’s sentences gently.

3. Circulate during the paired practice session, and listen to how students are

the board, ask the students to think of a word that rhymes with the word on the board, remind them to keep the spelling pattern the same unless they think they have thought of an exception. Allow 5 minutes for this activity.

2. Ask each group to check the spelling of any words they have written by looking in the dictionary.

sounding out diphthongs. If students need more help, give additional instruction on the specific diphthongs that seem to be throwing them off. These activities have been successful if students are able to sound out most diphthongs most of the time.

Summary		
1.		