

DISCRIMINATING BETWEEN THE VOWEL SOUNDS

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Subject

English

Prepared By

[Instructor Name]

Grade Level

3

Overview

This lesson plan covers teaching content for;

1. Learning vowel sounds in English Language
2. Identifying vowels and distinguishing between short and long vowel sounds

Objectives

Students should be able to;

- Learn vowel sounds in English Language
- Identify vowels and distinguish between short and long vowels.

Activity Starter/Instruction

1. Tell students that today you will be talking about the English Language phonetics
2. Tell students that today you will be talking about Vowel Sounds and their Pronunciations
3. Tell students that today you will be talking about classification of vowels sounds

Guided Practice

Day 2/ Lesson 2: 25 Mins

1. Provide cards with the vowel alphabets.
2. Tell the students that the Vowels are sounds in which the flow of air from the lungs passes through the mouth.
3. Tell the students vowels functions as a resonance chamber, with minimal obstruction and without audible friction.
4. Tell the students that most times they are usually produced with vibrating vocal cords.

Teacher Guide

Day 1/ Lesson 1: 25 Mins

1. Tell students that in English phonetics, there are 12 vowel sounds and 24 consonant sounds (& 8 diphthongs).
2. Tell the students the vowel sound is classifiable on the basis of frontness height and roundedness (in the oral cavity).
3. Tell the students that the consonant is classifiable on the basis of three-term labeling i.e. place, manner and voicing
4. Tell the students that the 12 **Vowel** includes [i] [ɪ] [e] [æ](front), [ɜ] [ə] [ʌ] [ɑ](central), [u] [ʊ] [ɔ] [o](back)
5. Tell the students that the **Consonants** are (24 in number) [p] [b] [t] [d] [k] [g].....(plosives); [f] [v] [θ] [ð] [s] [z] [ʃ] [ʒ](fricatives); [dʒ] [tʃ](affricates); [m] [n] [ŋ] [h] [l] [r] [j] [w](approximants).
6. Tell the students that the **Diphthongs** are (8 in number)

Materials Required

- Learning beginnings Vowel Sound
- Worksheet
- Marker
- Board
- Course Book

Additional Resources

- <http://entomology.ifas.ufl.edu/frank/KISS/ki>
- <https://jakubmarian.com/international-phonetic-alphabet-ipa-for-english-vowels/>
- <https://www.youtube.com/watch?v=JwTDPt>
- <http://usefulenglish.ru/phonetics/english-vowels-sounds>
- <https://www.londonschool.com/blog/phonetic-alphabet/>

Additional Notes

Teacher Guide

Day 3/Lesson 3: 30mins

1. On a chart write the three headings "High, Low and Mid Vowels
2. Tell the students that the vowel sounds can be classified as High, Low and Mid. Vowels
3. Tell the students that the

- high vowel** (such as *i* in “machine” and *u* in “rule”) is pronounced with the tongue arched toward the roof of the mouth.
4. Tell the students that a **low vowel** (such as *a* in “father” or “had”) is produced with the tongue relatively flat and low in the mouth and with the mouth open a little wider than for high vowels
5. Tell the students **Mid-vowels** (such as *e* in “bed” and *o* in “pole”) have a tongue position between the extremes of high and low.
6. Tell the students that high, middle, and low vowels are also classified according to a front-to-back dimension.
7. Tell the students that a front vowel is pronounced with the highest part of the tongue pushed forward in the mouth and somewhat arched. The “*a*” in “had,” the *e* in “bed,” and the *i* in “fit” are front vowels.
8. Tell the students that a back vowel—e.g., the “*u*” in “rule” and the “*o*” in “pole”—is produced with the back part of the tongue

5. Tell the students that vowels may be pronounced without vibration, resulting in a voiceless, or whispered, sound
6. Tell the students that from the viewpoint of articulatory phonetics, vowels are classified according to the position of the tongue and lips
7. Tell the students that sometimes they are classified according to whether or not the air is released through the nose.

Assessment Activity

1. Ask students to tell you the vowels.
2. Ask students to tell you the short and long sounds of the give vowels.
3. Ask students to give examples of short and long vowels.
4. Assess students' understanding based on their answers.

- [ʊə] — as in **poor** /pʊə/
- [oʊ] — as in **boast** /boʊst/
- [aʊ] — as in **arouse** /əˈraʊz/
- [aɪ] — as in **sprite** /sprɔɪt/
- [eɪ] — as in **jail** /dʒeɪl/
- [ɔɪ] — as in **soil** /sɔɪl/
- [ɪə] — as in **mere** /mɪə/
- [eə] — as in **spare** /speə/

Guided Practice

Day 4/ Lesson 4: 30mins

1. On a chart card, write these letters /ɪ/ OR /ə/. Tell the students they are found in words like: **burn**, **herd**, **earth**, **bird**, **worm**, **amateur**, **winner**.
2. Tell the students that Letters that usually represent it: “er,” “ear,” “ir,” “or,” “ur,” “eur”
3. Write /Æ/, tell the students that they are found in words like: **cat**, **lad**, **bat**
4. Tell the students that Letters that usually represent it is “a”
5. Write /ɑ/ Tell the students they are found in words like: **off**, **loss**, **cloth** and Letters that usually represent it: “o,” “a”
6. Write /ɔ/, tell the students that they are found in words like: **law**, **caught**, **all**, **talk** Letters that usually represent it: “a,” “aw,”

raised toward the soft
palate (velum).

Summary

- Encourage students practice more in speaking phonetics and writings.

“au,” “al”

7. Write /ə/, tell the students that they are found in words like: **a**bout, **th**e, spotted, lemon, basil, analysis, acumen
 8. Tell the students that letters that usually represent it: almost any vowel
 9. Write /ɪ/, tell the students they are found in words like: sit, hidden, amiss and Letters that usually represent it: “i,” “y”
 10. Write /i/, tell the students that they are found in words like: city, **see**, **meat**, theme, fluorine, **peo**ple and the Letters that usually represent it: “ee,” “ea,” “y,” “i”
 11. Write /ɛ./, Found in words like: **bed**, **instead**, **friend**
Letters that usually represent it: “e,” “ea”
 12. Write /ɜ/, Found in words like: **burn**, **herd**, **earth**, **bird**, **worm** (Received Pronunciation)
Letters that usually represent it: “er,” “ear,” “ir,” “or,” “ur,” “eur”
 13. Write /ʌ/, tell the students that they are found in words like: **run**, **won**, **flood**, **sudden**, **alumnus**. Letters that usually represent it: “u,” “o,” “oo”
 14. Write /ʊ/, tell the students that they are found in words like: **put**, **look**, **would**
Letters that usually represent it: “oo,” “oul,” “u”
 15. Write /u/ tell the students that they are in words like: **tube**, **you**, **choose**, **through**, **threw**, **issue**. Letters that usually represent it: “oo,” “u,” “ou,” “ew”
 16. Write /O/, tell the students that they are
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		found in words like: no , toe , soap , throw , though and Letters that usually represent it: "o," "oe," "oa," "ow"
Summary		
1.		