

# AURAL DISCRIMINATION OF SOUNDS

## Subject

English

## Prepared By

[Instructor Name]

## Grade Level

3

## Overview

This lesson plan covers teaching content for;

1. Expressing Phonemic Sounds
2. Intonation and Pronunciation

## Objectives

Students should be able to;

1. Distinguish consonants and vowels sounds
2. Demonstrate greater phonemic awareness
3. Begin assembling phonemes in order to construct simple words
4. Students will practice reading with speed, accuracy, and appropriate intonation

## . Activity Starter/ Instruction

1. Thumbs Up/Thumbs Down for Beginning Sounds.  
You say two words and kids have to determine if the initial sound is the same. If it is, then it's a thumbs up. If the initial sounds are not the same, then thumbs down. Examples of thumbs down word pairs would be: map/nap, light/sound, highlight/violet, brown/down.
2. Recognize which words in a set of words begin with the same sound ("Bell, bike, and boy all have /b/ at the beginning.")
3. Isolate and say the first or last sound in a word ("The beginning sound of dog is /d/." "The ending sound of sit is /t/.")
4. Combine, or blend the separate sounds in a word to say the word("/m/, /a/, /p/ – map.")

## Teacher Guide

### Day 1/ Lesson 1: 15 Mins

1. Begin by reading an example sentence aloud to the students (for example: Can you sing a song?)
2. Read the sentence the first time pronouncing each word carefully
3. Read the sentence a second time in natural speech.
4. Ask students which reading seemed more natural and why it seemed more natural.
5. Using the ideas students come up with, explain the idea of English having rising and falling tones.
6. All yes/no answers having questions are rising tones and all others questions besides yes/no are having falling tones.
7. Students often focus on pronouncing each word correctly and therefore tend to pronounce in an unnatural manner.

## Materials Required

- Hand Mirror
- Picture Cards

## Additional Resources

- <http://www.readingrockets.org/teaching/re-basics/phonemic>
- <https://www.scholastic.com/teachers/blog-posts/brian-smith/phonological-awareness-activities/>
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## Additional Notes

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### Guided Practice

Day 2/ Lesson 2: 20 Mins

1. The teacher dictates words in a natural manner.
2. All students repeat the word.
3. All students shout the word with clamped lips.
4. All students show how many syllables using their fingers.
5. Repeat these steps with as many as 15 words. Early lessons should include words with one and two syllables. Then include words with three syllables. When students are proficient, introduce some challenge words with four or more syllables. Remember to include one, two, and three syllable words as well.

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### Teacher guide

Day 5/ Lesson 5:25 Mins

1. Let's identify the sound at the beginning of [moon]. [Mmm] is the first sound we hear in [moon]. Let's all say it together: [mmm].
2. Can you think of other words that have the same initial sound as [moon]? Teacher Takes several oral responses. Then the teacher asks students to find the picture From a group of three that begins with the same sound, [m].
3. The teacher then models for the group how to play the card game Picture Card Snap. As individual students select picture cards, the teacher identifies the picture. Students repeat the name of the picture and emphasize the initial sound they hear Before attempting to match the card.

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### Guided Practice

Day 4/ Lesson 4: 15 Mins

1. The teacher says: "You will learn a new consonant sound. The sound is: [sound]. Listen again: [sound]."
2. Students repeat the sound 4 or 5 times as the teacher walks through the room listening.
3. Ensure all students are saying the sound correctly and not adding the /uh/ to the trailing end of the consonant.
4. For correction, describe how the sound is formed (lips, teeth, tongue), use hand mirrors so students can see themselves making the sounds.
5. The teacher calls on 6 to 10 individual students to say the sound.
6. All students say the sound

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### Assessment Activity

1. Ask students to write out 10 words with one or more syllables
2. Ask the students to write out five different rhyming words.
3. Move around the room, helping students with any difficulties

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### Summary

1. Close the lesson by asking one of the students to make a short presentation on what they learned today.
2. Ask them to individually pronounce the first sound in their names.

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Summary		
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