

PRONUNCIATION OF CONSONANTS

Subject

English

Prepared By

[Instructor Name]

Grade Level

1

Overview

This lesson plan covers teaching content for;

1. Pronunciation of consonants and consonant clusters
2. Production of consonant sounds in isolation, words and in context
3. Pronunciation practice on consonant clusters

Objectives

Students should be able to;

1. Pronounce consonant sounds in isolation, in words and in sentences correctly.

Activity Starter/Instruction

1. Using letter cards, have students read the word **"Shop"** and say the number of letters (**four**) and sounds (**three**).
2. Compare students' answers to the number of letters and sounds in **"Stop"**.
3. Explain again that consonant clusters (blends) are two or three consonants right next to each other and that each letter makes its own sound.
4. Point out that the clusters (blends) can appear at the beginning or end of words.

Teacher Practice

Day2, Lesson 2: 30 Mins:

Segmenting sounds:

1. Dictate a word.
2. Have a student repeat the word (listen for correctness).
3. Have the student say each sound in the word and count the sounds in the word.
4. Have the student say the letters in the word.

Activity Starter/Instruction

1. A consonant cluster is when two consonants are positioned together. They can appear at the start of a word, for example:

st in stay
fr in friend
cr in croak

2. Or at the end of a word:

sk in task
st in fast
nt in went
nd in sound

Guided Practice

Day 1, Lesson 1, 25 Mins

Blending Sounds:

Teacher: Please read this word.

Students: shop

Teacher: Correct, the word is shop. How many letters in shop?

Students: S-h-o-p: four letters.

Teacher: And how many sounds in "shop"?

Materials Required

- Letter cards

Additional Resources

- <https://www.actionfactor.com/pages/lessor>
- <http://www.teach-nology.com/teachers/les>
- <https://www.texasgateway.org/sites/default>
- <https://www.teachingenglish.org.uk/article/>
- <https://www.actionfactor.com/pages/lessor>
- <https://www.fluentu.com/blog/educator-en>
- <https://www.phonics-literacy.com/consona>

Additional Notes

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5. Have the student say the letters again as he or she collects the corresponding letter cards.
 6. Have the student check by reading the word.

Teacher: I will show you some steps to follow when you spell words. Listen.

The first word is flop. What is the word?

Students: flop

Next, I count the sounds I hear in the word.

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Teacher: Model counting with your fingers.

/f/ /l/ /o/ /p/: I hear four sounds.

Teacher: Next, I think about what letters make those sounds. **/f/-f, /l/-l, /o/-o, /p/-p.**

Teacher: I say the letters again while I collect the letter cards: f, l, o, p.

Teacher: Now, I check the word by reading it: flop.

7. Repeat the sequence with new words, gradually reducing your modeling.

Student: /sh/ /o/ /p/: There are three sounds because the **sh** makes one sound, **/sh/**.

Teacher: Perfect! Watch as I remove **s** and **h** and replace them with **s** and **t**. This is a word you see frequently, so you probably already know it.

Students: Stop

Teacher: That's right. I'll ask the same question as before. How many letters are in **stop**?

Students: Four.

Teacher: Listen as I count the number of sounds. Use your fingers to count.

Teacher: **/s/ /t/ /o/ /p/:** There are four sounds because **s** and **t** each have their own sound. A

blend is when two consonants next to each other make two sounds, like **s** and **t** in **stop**.

Guided Practice

Day 3 Lesson 3: 20 Mins

Blending Maths:

1. Tell your students they are going to do a kind of maths called blending maths.
 2. On a piece of paper write out the 'maths' blends above in equation-form like this...
 - **b + l = bl**
 - **c + l = cl**
 - **f + l = fl**
 3. Model this to your child by reading aloud the first equation, then running the **b** and the **l** together smoothly and slowly at the end.
 4. Be careful to say the sounds of the letters, not their names.
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		<p>5. Point out that the l is sounded by putting the tongue up and resting it behind the front teeth.</p> <p>6.They love it if you tell them it is like using their tongue as a ladder and resting 'the ladder' up behind the top teeth.</p> <p>7.This stops them from saying 'luh' for l.</p> <p>8.Ask your child to read and say it just as you have. If they are unable to do it correctly, say gently "Let's try that again.</p> <p>9.This time let's carefully make the sounds of the letters and blend them together I'll say it first."</p> <p>10. Do not move on to the second 'equation' until your child can correctly pronounce the first one.</p> <p>11. Go at your student's speed. It is more important that they understand how to do it than be rushed.</p>
	<p>Assessment Activity</p> <ol style="list-style-type: none"> 1. Write one consonant blend per card: tr, sw, st, sp, sn, sm, sl, sc, pl, gr, fl, dr, cr, cl, br, and bl. 2. Give your child one card and have him make the sound the blend makes. 	<p>Assessment Activity</p> <ol style="list-style-type: none"> 1. Hand your child a bag, and give him 5 minutes to find objects that start with the blend that you just gave him. Offer him suggestions of words if he needs help. 2. After 5 minutes, go through the objects. Help your students find the remaining blend objects throughout your house, including the objects that were too big to put in the bag. 3. Give them points for each item they names!
Summary		