

AURAL CONSONANT SOUNDS

Subject

English

Prepared By

[Instructor Name]

Grade Level

3

Overview

This lesson plan covers teaching content for;

1. Distinguishing between the sounds.
2. Recognizing the sounds in words
3. Identification of Consonant letters and Proper Pronunciation
4. Drawing the contrast between sounds when they use the words
5. Discriminating between two pairs of consonants

Objectives

Students should be able to;

- Distinguish between sounds
- Recognize the sounds in words
- Identify the consonant letters and proper pronunciation
- Draw the contrast between sounds when they use the words.
- Discriminate between two pairs of consonants.

Activity Starter/Instruction

1. Tell students that today you will be talking about consonants in English Language
2. Tell students that today you will be talking about Aural Discrimination of Consonant Sounds
3. Tell students that today you will be talking about Contrasting Consonant Sounds

Guided Practice

Day 2/ Lesson 2: 25Mins

1. Provide cards with the consonant sounds.
2. Tell the students that Aural refers to the ear or hearing, and oral to the mouth or speaking.
3. Practice and discriminate the following words and sounds listed below:

Teacher Guide

Day 1/ Lesson 1: 30 Mins

1. Provide cards with the consonant sounds
2. Tell the students that Consonants are all the non-vowel sounds, or their corresponding letters: A, E, I, O, U and sometimes Y are not consonants
3. Tell the students that consonants represent sound that is made when part of the vocal tract is closed.
4. Tell the students that they require a specific position of the lips, cheeks and tongues.
5. Tell the students that consonant is a sound made with your mouth fairly closed.
6. Tell the students that when we talk, consonants break up the stream of vowels and they function as syllable onsets and codas.
7. Tell the students that Consonant can also be an adjective that describes things that

Materials Required

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

Additional Resources

- <https://www.theschoolrun.com/what-are-vc>
- <https://slideplayer.com/slide/7053874/>
- <https://www.teachingenglish.org.uk/article/>
- <https://www.google.com/search?q=what-is->
- <https://www.google.com/url?sa=i&source=il-consonants-vowels-diphthongs-ipa-chart%2F>

Teacher Guide

Day 3/Lesson 3: 30mins

On a Piece of Chart or Board

Additional Notes

write these words below;
they can be used as phonetic
exercises for practicing
contrasting consonant
sounds.

Contrasting consonants in
pairs

1. [p] – [b]

Pete – beat; peer – beer;
pill – bill; pit – bit; pet – bet;
pack – back;

part – Bart; pair – bare;
pore – bore; pond – bond;
pay – bay; pale – bail; pie –
buy; pile – bile; pound –
bound; poise – boys;

prim – brim; prick – brick;
pray – bray; praise – braise;
pride – bride;

ripping – ribbing; happy –
habit; taps – tabs; ropes –
robes; cops – cobs;

rip – rib; lip – lib; lap – lab;
tap – tab; cop – cob; mop –
mob;

rope – robe; pulp – bulb;
tripe – tribe;

[p] – [b]: pick a book; pack
your bags; pay back; pour
beer; poor boy; keep
rubbing; help Rob;

[b] – [p]: bad part; bear
pain; buy a pie; birthday

AURAL DISCRIMINATION CONSONANTS

/t/ and /ð/

tin thin

tank thank

wit with

/d/ and /ð/

dear there

dough though

wordy worthy

/l/ and /r/

late rate

low row

belly berry

/s/ and /z/

price size

sip zip

seal zea

/ʌ/ and /ɜ:/

Cup curb

Luck lurk

Gull girl

Bust burst

Aural consonants as:

Chop shop

Catch cash

Very. ferry

Have. half

seem like they should go together, things
that are "agreeable." You could say a
nation's offer of aid is consonant with
their treaties.

party; tribal people; rubber
tape; grab a cup;

2.[t] – [d]

team – deem; tip – dip; tan
– Dan; ten– den; ton –
done; tuck – duck; tug–
dug; two – do; tune – dune;
tore– door; tear – dear;
tear – dare;

tie – die; time – dime; town
– down; toe – dough; trip –
drip; tread –dread; true –
drew; train – drain; try –
dry; trout – drought; writer
– rider; little – riddle;
matter – madder; latter –
ladder; title – tidal; feet –
feed; neat – need; kit – kid;
hit– hid; bet – bed; let– led;
spent – spend; set – said;
cart – card; heart – hard;
court – cord; fort – Ford;
moot – mood; route – rude;
hurt – heard; mutt – mud;
mate– made; rate – raid;
eight – aid; height – hide;
tight – tide; write – ride;
wrote – road; coat – code;
ripped – ribbed; stopped –
robbed; locked – logged; lift
– lived; sift – sieved;

Assessment Activity

1. Give students a list of word to sound properly.
2. Allow students to discriminate between the consonants 't', 'th' and 'd',

Summary

- Encourage students to practice more in speaking and using the consonant sounds correctly
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Summary

1.
