

Lesson Plan

Micro Lesson Video Link: https://www.youtube.com/watch?v=769lCa_2vzY

Business/Materials	Lesson Objectives
<ul style="list-style-type: none"> • Shared digital screen (Zoom) • UI • Digital annotation tools • Visuals of mouth positions for /ɪ/ and /i:/ • Small block and long stick (or similar objects for gestures) • Mirror or camera (for student) • List of minimal pair words/pictures for practice 	<p><u>SWBAT:</u></p> <ul style="list-style-type: none"> • Hear the difference between /ɪ/ and /i:/. • Say /ɪ/ and /i:/ more clearly.
Warm-up and Objective Discussion	
<p><u>Activities:</u></p> <p>Warm-up (Gain Attention):</p> <ul style="list-style-type: none"> --Welcome student. Introduce topic: mastering /ɪ/ vs /i:/ --Use visual of soundwaves or mouth articulating sounds. <p>Objective Discussion (Why These Sounds Matter):</p> <ul style="list-style-type: none"> --Playfully demonstrate potential for confusion between "ship" and "sheep" using 	

pictures (Slide 2).

--Clearly state lesson objectives.

--Teacher demonstrates /ɪ/ and /i:/ sounds with distinct gestures (short tap for /ɪ/, long stretch for /i:/) and objects (small block, long stick or whatever is available).

Instruct and Model	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
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Activities:

Listening First:

--Ask student about similar sounds in their L1 (Spanish).

--Teacher models target sounds /ɪ/ and /i:/ clearly and repeatedly, using gestures and objects.

--Emphasize focused listening before production. Student identifies if they hear a difference.

How to Make the /ɪ/ Sound (like in "ship", "it", "is"):

--Explain and demonstrate articulation of /ɪ/ (mouth a little open, lips relaxed, tongue a little high/front/relaxed, short/quick sound).

--Show visual of mouth position. Use "lazy i" analogy.

--Student uses mirror, attempts to make the sound (muted initially).

How to Make the /i:/ Sound (like in "sheep", "eat", "see"):

--Explain and demonstrate articulation of /i:/ (smile, lips spread wide, tongue high/front/tense, long/stretched sound).

--Show visual of mouth position.

--Student uses camera or mirror, attempts to make the sound (muted initially).

Comparing /ɪ/ vs /i:/

--Show visual comparing mouth positions for /ɪ/ and /i:/

--Teacher models minimal pairs (ship/sheep, bit/beat, chip/cheap, sit/seat, fill/feel) clearly, using gestures and objects.

--Student listens attentively for the difference.

Guided Practice

☐ R

☐ W

☐ L

☐ S

Activities:

Listening Practice (Which Sound?):

--Teacher says a word from a list (e.g., sit, seat, chip, cheap, live, leave)

--Student identifies if it has the /ɪ/ sound (type '1' or show block) or the /i:/ sound (type '2' or show stick).

--Teacher provides immediate confirmation with visual/gestural cues.

Speaking Practice (Let's Say Them Together!):

--Choral repetition (student muted or one by one) of isolated sounds /ɪ/ and /i:/ with gestures.

--Choral repetition of minimal pair words (ship/sheep, bit/beat, etc.) with gestures. Students can click/tap words on screen.

--Individual repetition, teacher provides specific feedback (e.g., "For /ɪ/, relax your jaw a little more.").

Independent Practice

☐ R

☐ W

☐ L

☐ S

Activities:

Picture Cued Production:

--Teacher shows a picture (ship, sheep, chip, cheap, bit, beat, fill, feel).

--Student says the word (chat or orally). Teacher provides feedback on sound and mouth shape.

Minimal Pair "Chat Poll" Game:

--Teacher says a word (from list like ship, sheep, bit, beat, fill, feel, it, eat).

--Student types '1' for /ɪ/ or '2' for /i:/ in chat.

Simple Phrase Production:

--Teacher shows a picture (e.g., 'ship'), starts a sentence ("It's a ____."), student completes it.

--Teacher asks comprehension check questions about the word (e.g., "Is it a big animal with wool?").

Assessment	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
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Activities:**Individual Production Check:**

--Teacher shows 3-4 random minimal pair pictures.

--Student says the word. Teacher notes clarity and consistency of /ɪ/ and /i:/ and mouth shape.

Listening Check:

--Teacher says 5 words (from list like bin, bean, fit, feet).

--Student types 'S' for short /ɪ/ or 'L' for long /i:/.

Feedback:

--Teacher gives overall group feedback (e.g., "Many of you are really getting the relaxed /ɪ/! For /i:/, remember that big smile!").

Transfer Question:

- Teacher shows 'ship' picture, asks "Is this /ʃi:p/?" (deliberately mispronouncing).
- Student responds. Teacher observes confidence/speed.

Wrap--up & Extension (Enhance Retention & Transfer):

- Reinforce importance of continued practice using gestures/objects.
- Suggest homework: listen for sounds in English, practice 'it'/'eat' in mirror focusing on mouth shape and feeling.

Welcome, Student.

My name is David Lee Brown.

You can call me Mr. Brown.

English Vowel Sounds: /ɪ/ vs /i:/

Start Session



Let's Tune Up Your English Sounds!

Why These Sounds Matter



Hello Student! Today, we're going to look at two English sounds that can be a little tricky, but are very important for clear speaking.

These sounds can change the meaning of words! For example, 'ship' (points to ship picture) is a boat. 'Sheep' (points to sheep picture) is an animal. Small sound, big difference in meaning!

Today, you will learn to:

Let's Listen First!

Do you know any English words that sound a bit like 'ee' or 'ih' from Spanish? (You can type in the chat!)

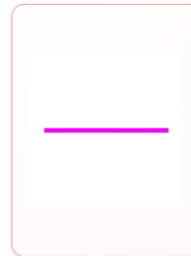
Now, listen carefully. First, just listen. Don't say it yet. We are building the sound in your ear-memory.

/ɪ/



(Short, tap gesture)

/i:/



(Long, stretch gesture)

The 'Short i' Sound: /ɪ/ (like in "ship", "it", "is")

Short i looks like:



Look at my mouth on camera. Now, look at your mirror if you have one.

- **Mouth:** A "little" open.
- **Lips:** "Relaxed". Not smiling, not tight.
- **Tongue:** A little high, a little to the front. Relax your tongue.







The 'Long ee' Sound: /i:/ (like in "sheep", "eat", "see")

I

Look at my mouth on camera. Now, look at your mirror.

- **Mouth:** Smile! Lips spread wide, like a rubber band.
- **Tongue:** High and to the front. Feel a little tension.
- **Sound:** It's a **long, stretched sound, like pulling something**.

Let's Compare! /ɪ/ vs /i:/

	Tongue	Jaw	Lips
I	centre-front 	mid-close 	relaxed 
i:	front 	close 	spread 

Now, let's hear them together. Listen for the difference.

Teacher: Say Pairs

- /ɪ/ (tap block) - /i:/ (slide stick)
- ship (tap block) - sheep (slide stick)
- bit (tap) - beat (slide)

Listening Practice: Which Sound?

1: /ɪ/ (ship)



2: /i:/ (sheep)



Teacher: Start Listening Activity

I will say a word. You decide if it has the /ɪ/ sound (like 'ship') or the /i:/ sound (like 'sheep').

Type '1' for /ɪ/ or '2' for /i:/ in the chat, OR hold up your block or stick!

Speaking Practice: Let's Say Them Together!

First, let's practice just the sounds with the gestures. Repeat after me.

Teacher: "tʌ" (shows block, short gesture). Students repeat (muted or one by one) several times.

Teacher: "fiː" (shows stick, long gesture). Students repeat (muted or one by one) several times.

Try to self-correct based on the teacher's model!

Now, let's try the words. Click or tap on the words to feel the sound! Repeat after me, using the gestures!

ship

(tap block)

sheep

(slide stick)

bit

(tap block)

beat

(slide stick)

chip

(tap block)

cheap

(slide stick)

Independent Practice: You Say It!

Picture Cued Production

I will show a picture. You say the word and think about the gesture (block or stick). You can type it in the chat or say it if I call on you.



Teacher: Next Picture

Check Your Understanding

Individual Production Check

I will show you a picture. Please say the word. Try to use the correct mouth shape and sound. (Teacher may use private chat or call on students individually if feasible).



Teacher: Next Assessment Picture

Keep Practicing!

i:

Excellent work today with /ɪ/ and /i:/! Remember the block (or short gesture) for /ɪ/ and the stick (or long gesture) for /i:/! (Teacher demonstrates gestures again).

Homework Ideas:

- ☐ This week, when you hear English, try to listen for these two sounds. Can you hear the 'ship' sound or the 'sheep' sound?
- ☐ Practice saying 'it' (tap block) and 'eat' (slide stick) in the mirror. *Feel the difference in your mouth – relaxed and short for 'it', smile and long for 'eat'. Make your mouth match the gesture!*

English Vowel Sounds: /ɪ/ vs /i:/

[Start Session](#)

Lesson Reflection: Your Experience

Please take a moment to reflect on today's lesson. Your honest feedback helps in tailoring future sessions to be even more effective. Rate each aspect based on your experience.

Mental Demand

How much mental activity was required (e.g., thinking, deciding, remembering)? Was the lesson easy or demanding, simple or complex?

Low/Easy ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 High/Demanding