

Understanding Phonics

Session 3

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Session 3: Ending Consonants, Consonant Digraphs, Consonant Blends, Long Vowels and Other Vowels

Objectives

This 2-hour workshop is intended for teachers who need some background knowledge about phonics. By the end of the workshop, the participants will know more about:

- ending consonants;
- ending consonant digraphs;
- ending consonant blends;
- long vowels;
- other vowels; and
- significant ending consonant, consonant digraph, consonant blend, long vowel and other vowel letter sounds.

Programme

Introduction	5 min
Activity 14 ♦ Ending Consonants	15 min
Video Segment E & Activity 15 ♦ Ending Consonants, Consonant Digraphs and Consonant Blends	15 min
Activity 16 ♦ Ending k	15 min
Video Segment F & Activity 17 ♦ Long Vowels	15 min
Activity 18 ♦ Magic e	15 min

Video Segment G & Activity 19 ♦ Other Vowels	20 min
Activity 20 ♦ Schwa	15 min
Conclusion	5 min
Total	120 min

Pre-workshop Preparation

- Before the participants arrive, write the objectives and programme for Session 3 on the board or transparencies.
- For this workshop, you will need copies of **Handouts E5-6, A14-20** for each participant.
- **Keys A14-20** which provide suggested answers to the activities are mainly for your reference. You may decide if it is necessary to make copies for the participants.
- After reading the description of the workshop and planning your session, you may also want to make transparencies of **Overheads 10-17** for ease of reference during the workshop.
- Set **Video Tape One** or **VCD One** for **Video Segments E, F & G**.
- Set the **Audio CD** for 'Myrtle the Turtle' for Activity 19.
- Copies of the 'English Letter Sounds' card and the 'Useful Groups of Letter Sounds' word list can be provided for each participant as useful references for Activities 15, 16, 17 and 19.
- Since the participants may have varying levels of knowledge about the content, their responses in each activity will help you gauge how much explanation is required or if the video segments should be replayed. Walk around to listen to and look at the kinds of things the participants are discussing or writing. Make mental notes and pick up on some of the points the participants have brought up, either immediately after the activity, or at relevant points during the workshop.

Workshop Session 3

Introduction

- Revise with the participants the initial consonant and short vowel letter sounds learned in Session 2. Introduce the content

of this session: ending consonants and some other vowels.

- Distribute Handout E5 and ask the participants to evaluate their prior understanding of ending consonants, long vowels and other vowels. Do not collect the evaluation forms from the participants.



Activity 14

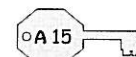
- Tell the participants that they will first look at ending consonants.
- Display Overhead 10 to introduce a word maze on classroom objects. Tell the participants that there are 9 words hidden in this word maze. Circle the word 'chalk' as an example and invite the participants to find 2 more words. Refer to Key A14 for suggested answers.
- Distribute Handout A14. Invite the participants to work in pairs and complete Part A. When all groups have finished, invite them to circle the words in the word maze on Overhead 10. Refer to Key A14 for suggested answers.
- Ask the participants to work on Part B in pairs. They write down the words circled in Part A and then break up each word into 3 letter sounds: initial consonant, vowel and ending consonant. After that, ask them to underline all the ending consonant letter sounds. Demonstrate how to break up the word 'chalk' into 'ch, al, k' and underline 'k' as an example. Refer to Key A14 for suggested answers.
- When all groups have finished, invite them to share their answers. Display Overhead 11 to help them check their answers.
- Invite the participants to work on Part C together by reading aloud the words from Part B and then the ending consonant letter sounds. Ask them to discuss which ending letter sounds may be difficult for their pupils to pronounce and why. Refer to Key A14 for suggested answers.



Video Segment E & Activity 15

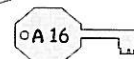
- Revise with the participants the types of initial consonants introduced in Session 2. Elicit from them the terms 'initial consonants', 'initial consonant digraphs' and 'initial consonant blends'.

- Tell the participants that they are going to watch a video segment on ending consonants. Ask them to find out if ending consonants can also be digraphs and blends.
- Display the word tree on Overhead 12 and ask the participants if they know how to make it. Tell the participants that in the video segment, the teacher presents a set of instructions for making a word tree. Draw the participants' attention to the 5 words under the word tree: First, Second, Third, Then, Last. Explain that the teacher uses these words to introduce the instructions.
- Underline the ending consonants of the 5 words on Overhead 12 and ask the participants what type of ending consonants they are.
- Play Video Segment E (length: 3 min) once through without any pauses.
- After viewing, distribute Handout A15. Ask the participants to complete Part A in groups. They first match the descriptions with examples of letter sounds. Then they find words containing the letter sounds listed in each group. Encourage them to find other examples of letter sounds from the 'Useful Groups of Letter Sounds' word list. Invite them to share their answers in class. Refer to Key A15 for suggested answers.
- Ask the participants to complete Part B in groups. Invite them to share their views on why ending consonants should be taught to primary pupils. Refer to Key A15 for suggested answers.



Activity 16

- Distribute Handout A16.
- Ask the participants to complete the dialogue in Part A. Suggest that they can refer to the 'Useful Groups of Letter Sounds' word list. Write the words they suggest on the board or a transparency. Then check the answers with them. Refer to Key A16 for suggested answers.
- Invite the participants to work in pairs and complete Part B. Check if the participants know that 'k', '-k-', 'lk' and 'nk' are 4 different ending consonant letter sounds. Ask them to use words from the dialogue in Part A and think of more words to put in each word cake. Suggest that they can refer to the 'Useful Groups of Letter Sounds' word list. Refer to Key A16 for suggested answers.



- Invite the participants to work in pairs and complete Part C. They discuss whether the ending 'k', '-k-', 'lk' and 'nk' letter sounds are difficult for their pupils to pronounce and why. Then ask them to discuss if the 4 letter sounds should be taught at the same time to primary pupils and why. Refer to Key A16 for suggested answers.

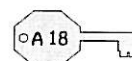
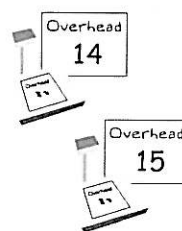
Video Segment F & Activity 17

- Write 'Short a, e, i, o, u' on the board or a transparency and then invite the participants to read aloud the 5 short vowels learnt in Session 2. They may refer to the 'English Letter Sounds' card if necessary.
- Write 'Long a, e, i, o, u' on the board or a transparency and tell the participants that they will now look at the 5 long vowels.
- Display the first sentence on Overhead 13. Invite the participants to read it aloud paying special attention to the pronunciation of the vowel letter sounds.
- Display the second sentence on Overhead 13. Ask the participants to read aloud the underlined vowel letter sounds only.
- Distribute Handout A17. Invite the participants to complete Part A in groups. They identify and list the 5 short and 5 long vowel letter sounds from the sentence. Then check the answers with them and ask them to read aloud the 5 long vowel letter sounds. Refer to Key A17 for suggested answers.
- Tell the participants that they are going to watch a video segment on long vowels. The content of the video segment may help them complete Part B.
- Play Video Segment F (length: 5 min) once through without any pauses.
- After viewing, invite the participants to work in groups and complete Part B. Encourage them to refer to the 'English Letter Sounds' card or the 'Useful Groups of Letter Sounds' word list. Then check the answers with them. Refer to Key A17 for suggested answers.
- Ask the participants what they have learnt about the letter-sound relationships of long vowels. Invite them to share their views on how phonics helps their pupils with spelling and tell them to complete Part C. Refer to Key A17 for suggested answers.



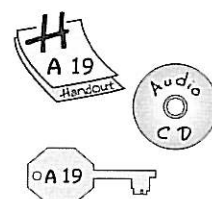
Activity 18

- Put Overhead 14 on top of Overhead 15 and display them together. Turn Overhead 14 only and introduce to the participants that this is a word spinner to practise the 'Magic e'. Then explain how the addition of the letter 'e' changes short vowels into long vowels.
- Discuss with the participants if the word spinner can help pupils practise other letter sounds.
- Distribute Handout A18. Invite the participants to complete Activity 18 in groups. They circle the spelling mistakes in the letter and write the correct words nearby. Refer to Key A18 for suggested answers.
- Ask the participants if they have realized that the 'Magic e' corrects the mistakes. Ask them to read aloud the pairs of words.
- Invite the participants to work in groups and complete Parts B and C. They may refer to the 'Useful Groups of Letter Sounds' word list for more examples of words with the 'Magic e'. Refer to Key A18 for suggested answers.



Video Segment G & Activity 19

- Display Overhead 16 and do a quick revision of long vowel, short vowel and consonant letter sounds. Ask the participants to read aloud the vowel letter sounds and think of words containing each vowel by inserting ending and/or initial consonant letter sounds.
- Display Overhead 17. Introduce to the participants that they are going to learn 8 more vowels which are grouped under 'Other Vowels' in this resource package. Invite them to think of words containing these vowel letter sounds by inserting ending and/or initial consonant letter sounds. Suggest that they refer to the 'English Letter Sounds' card, if necessary.
- Distribute Handout A19. Play the recording of the poem 'Myrtle the Turtle' from the Audio CD. Ask the participants to listen and complete Part A. Refer to Key A19 for suggested answers.
- Tell the participants that the words they have used in Part A contain the 8 other vowel letter sounds. Refer to Part B for the list of 'Other Vowels'.



- Tell the participants that they are going to watch a video segment which may help them complete Part B.
- Play Video Segment G (length: 4 min) once through without any pauses.
- After viewing, ask the participants to work on Part B in groups. Then check the answers with them. Refer to Key A19 for suggested answers. Invite them to read aloud the vowel sounds in the first column of Part B.
- Ask the participants to work in groups and complete Part B. Remind them that there may be different spellings for each vowel sound. They may refer to the 'English Letter Sounds' card or the 'Useful Groups of Letter Sounds' word list if necessary.



Activity 20

- Ask the participants to review what they have learnt about schwa from Video Segment G. Ask them to read aloud the schwa sound together.
- Write the words 'a', 'an', 'the' on the board. Ask the participants to read them aloud and discuss if there is any difference in their pronunciation as isolated words and in a sentence.
- Distribute Handout A20. Ask the participants to complete Part A in groups. They compare the pronunciation of the articles in the proverb and as isolated words. Then ask them to underline all the schwa sounds in the proverb. Refer to Key A20 for suggested answers.
- Invite them to discuss and complete Part B together. They discuss where the schwa sound occurs frequently.
- Ask the participants to do Part C in groups. They study the use of the schwa sound in a dialogue. Suggest that they can refer to the 'Useful Groups of Letter Sounds' word list when necessary. Then check the answers with them. Refer to Key A20 for suggested answers.
- Ask the participants to discuss in groups how they should teach the schwa sound to their pupils. Refer to Key A20 for suggested answers.
- Remind the participants about the limitations of phonics discussed in Session 1. Tell them to teach the schwa sound in weak syllables and unstressed words in context and highlight



the use of the schwa sound in function words such as articles, connectives and prepositions.

Conclusion

- Ask the participants to reflect on what they have learnt in Session 3. Invite them to name the key terms introduced in this session, e.g. long vowels, other vowels, Magic e, schwa, ending consonants.
- Distribute Handout E6 and ask the participants to evaluate their understanding of ending consonants, long vowels and other vowels now. Invite them to compare it with the evaluation form filled in at the beginning of Session 3.

