

Activity 1

Spelling and Pronunciation

Before viewing Video Segment A, discuss in groups and write in the space provided:

A. the functions of the 26 letters

The English sounds are written down using the 26 letters.

B. the problems you had with spelling and pronunciation when you were learning English

No fixed answers

Activity 2

Phonics and Phonetics

- A. The following table summarizes the differences between phonics and phonetics. Discuss with a partner and complete the table by using the 4 expressions in the shaded ovals.

Phonics e.g. c a sh	Phonetics e.g. /k æ ʃ/
Studying the basic letter-sound relationships	
	Ways of writing down pronunciation
Cutting up words into pronunciation units	
	Used by older learners and teachers as a reference to pronunciation

Used by young learners in their reading and spelling

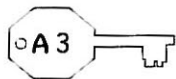
Using phonetic symbols (e.g. the International Phonetic Alphabet) to represent the pronunciation units

Comparing the 44 different sound units that make a difference to meanings of words

Ways of teaching young learners how to pronounce words

- B. Discuss in groups why primary pupils should be taught phonics instead of phonetics.

Some phonetic symbols are the same as English letters and confusing to primary pupils.



Activity 3



Phonics

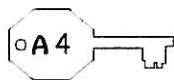
While you are viewing Video Segment B, note and record the explanation related to the following questions.

A. What is phonics?

Phonics is one way of teaching reading. It includes the teaching of the basic letter-sound relationships and the application of such knowledge to facilitate reading and spelling.

B. What are the limitations of phonics?

Phonics is about learning the basic letter-sound relationships. It involves the learning of pronunciation and spelling rules but not all English words follow spelling rules.



Activity 4

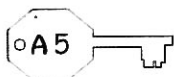
Limitations of Phonics

- A. Read aloud the 3 words in each row. Circle the words which have the same pronunciation for the underlined parts. What do you notice? Can your pupils pronounce these words correctly? If not, how do they pronounce them? Why?

1.	<u>pear</u>	<u>bear</u>	<u>dear</u>
2.	<u>sugar</u>	<u>sure</u>	<u>Susan</u>
3.	<u>change</u>	<u>character</u>	<u>chemistry</u>
4.	<u>climbing</u>	<u>rubbing</u>	<u>bombing</u>
5.	<u>singer</u>	<u>hanger</u>	<u>ginger</u>
6.	<u>knock</u>	<u>king</u>	<u>know</u>
7.	<u>tomb</u>	<u>Bob</u>	<u>tab</u>

- B. Discuss and write down what teachers should be aware of when they teach phonics.

Teachers may teach phonics to help pupils learn some basic pronunciation and spelling rules and develop the concept of letter-sound relationships. However pupils should also understand that rules are not reliable all the time.



Activity 5



Unpredictable Pronunciation and Spelling

Read the following poem once in groups. Listen to the Audio CD and pay special attention to the words in bold. What do you notice?

Letter-sound relationships are not consistent.

Unpredictable Pronunciation and Spelling

I take it you already know
Of **tough** and **bough** and **cough** and **dough**?
Others may stumble, but not you,
On **hiccough**, **thorough**, **enough** and **through**?
Well done! And now you wish, perhaps,
To learn of less familiar traps?

Beware of **heard**, a dreadful word,
That looks like **beard** and sounds like **bird**,
And **dead**, it's said like **bed**, not **bead** -
For goodness sake don't call it "**deed**"!
Watch out for **meat** and **great** and **threat**
(They rhyme with **suite** and **straight** and **debt**.)

A **moth** is not a moth in **mother**
Nor **both** in **bother**, **broth** in **brother**,
And **here** is not a match for **there**,
Nor **dear** and **fear** for **bear** and **pear**,
And then there's **dose** and **rose** and **lose** -
Just look them up - and **goose** and **choose**,
And **cork** and **work**, and **card** and **ward**,
And **font** and **front** and **word** and **sword**,
And **do** and **go**, and **thwart** and **cart** -
But that's not all, so don't lose heart!
There's **come** and **home** and **crumb** and **hum**
As well as **comb**, **bomb**, **tomb** and **numb**.

You **live** in a house, but you're **alive**,
(I'd learned it all when I was **five**.)

Activity 6

Significant Groups of Letter Sounds

- A. Work in groups and read aloud the underlined part in each word in the boxes below. Put them under the right group of letter sounds.

<u>a</u> im	<u>a</u> go	<u>y</u> ear	<u>s</u> ing	<u>f</u> ew	<u>f</u> at	<u>t</u> ee <u>th</u>
<u>h</u> ill	<u>t</u> all	<u>d</u> rive	<u>b</u> oat	<u>j</u> ump	<u>s</u> low	<u>s</u> aid
<u>m</u> ilk	<u>f</u> arm	<u>t</u> wenty	<u>p</u> lay	<u>c</u> up	<u>d</u> rew	<u>e</u> gg
<u>p</u> hone	<u>s</u> chool	<u>s</u> ee	<u>o</u> ff	<u>c</u> ow	<u>s</u> oil	<u>f</u> irst

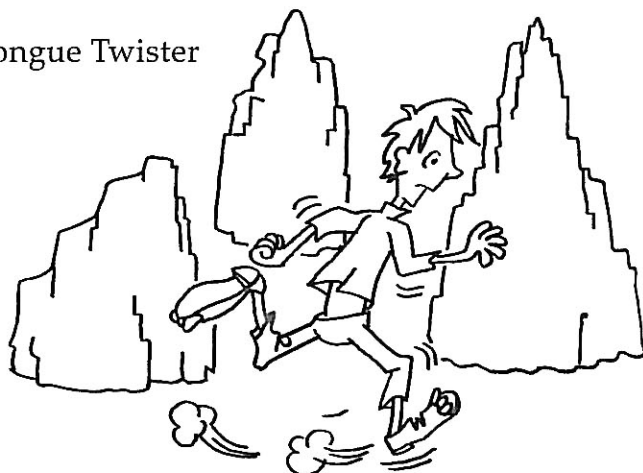
Short vowels					
e.g. <u>a</u> m					
<u>e</u> gg	<u>h</u> ill	<u>o</u> ff	<u>c</u> up	<u>f</u> at	
Long vowels					
e.g. <u>e</u> an					
<u>a</u> im	<u>b</u> oat	<u>f</u> ew	<u>d</u> rive	<u>p</u> lay	
Other vowels					
e.g. <u>a</u> rm					
<u>d</u> rew	<u>a</u> go	<u>c</u> ow	<u>f</u> arm	<u>t</u> all	<u>s</u> oil
Initial consonants					
e.g. <u>k</u> ee <u>p</u>					
<u>s</u> ee	<u>p</u> hone	<u>y</u> ear	<u>t</u> wenty	<u>s</u> low	<u>s</u> chool
Ending consonants					
e.g. <u>h</u> am					
<u>s</u> aid	<u>s</u> ing	<u>t</u> ee <u>th</u>	<u>f</u> irst	<u>m</u> ilk	<u>j</u> ump

- B. Find a few more examples for each group of letter sounds. Use the 'English Letter Sounds' card to help you.

Activity 7

Initial r

Letter-sound Tongue Twister



Round the Ragged Rocks
Round and round the ragged rocks
the ragged rascal ran.

- Read aloud the tongue twister. Circle all the 'initial r' sounds.
- How many questions can you think of to ask about the tongue twister?
Write them here.

Example: Who ran round the ragged rocks?

Where did the ragged rascal run round?

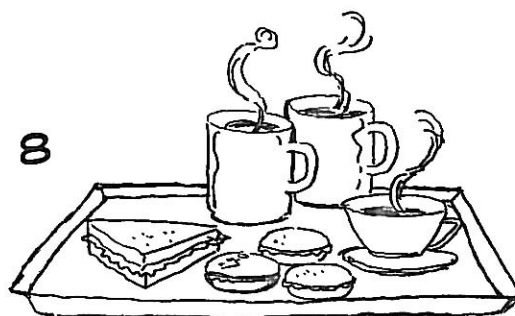
What were the rascal's clothes like?

Did the ragged rascal run round the ragged rocks?

- Find a partner and practise asking and answering questions about the tongue twister.
- Get into groups and compete by reading the tongue twister as fast as you can. Choose one member to be the timekeeper.

Activity 8

Initial c



Letter-sound Riddle

A. Read the following riddle aloud. Do you know the answer to this riddle?

You can eat cakes and drink coffee in me. I am not a classroom but you can find me in some schools. My name begins with the same letter as 'certificate', 'cinema' and 'century'.

The answer is canteen

B. Write the beginning letter of the answer here: c

C. Circle all the words beginning with the letter 'c' in the riddle.

You may accept 'classroom'. Remind the participants that 'cl' is a consonant blend and should be grouped separately.

D. Read the riddle again. Is 'c' pronounced the same in all these words? Put them under two columns according to the pronunciation of the letter 'c'. Then think of more examples.

Column A	Column B
e.g. <u>c</u> akes	e.g. <u>c</u> ertificate
<u>c</u> an	<u>c</u> inema
<u>c</u> offee	<u>c</u> entury
<u>c</u> ut	<u>c</u> ent
<u>c</u> ome	<u>c</u> ity
<u>c</u> ar	<u>c</u> ircle

E. Circle the appropriate answers in the shaded parts.

⇒ 'c' is pronounced (k) s in the words in Column A. It is called (hard c) soft c. It precedes letters (a) e / i / (o) (u).

⇒ 'c' is pronounced k (s) in the words in Column B. It is called hard c / soft c. It precedes letters a / (e) (i) o / u.

Activity 9

Initial Consonants, Consonant Digraphs and Consonant Blends

A. Fill in the blanks with suitable words from the shaded ovals:

letters

sounds

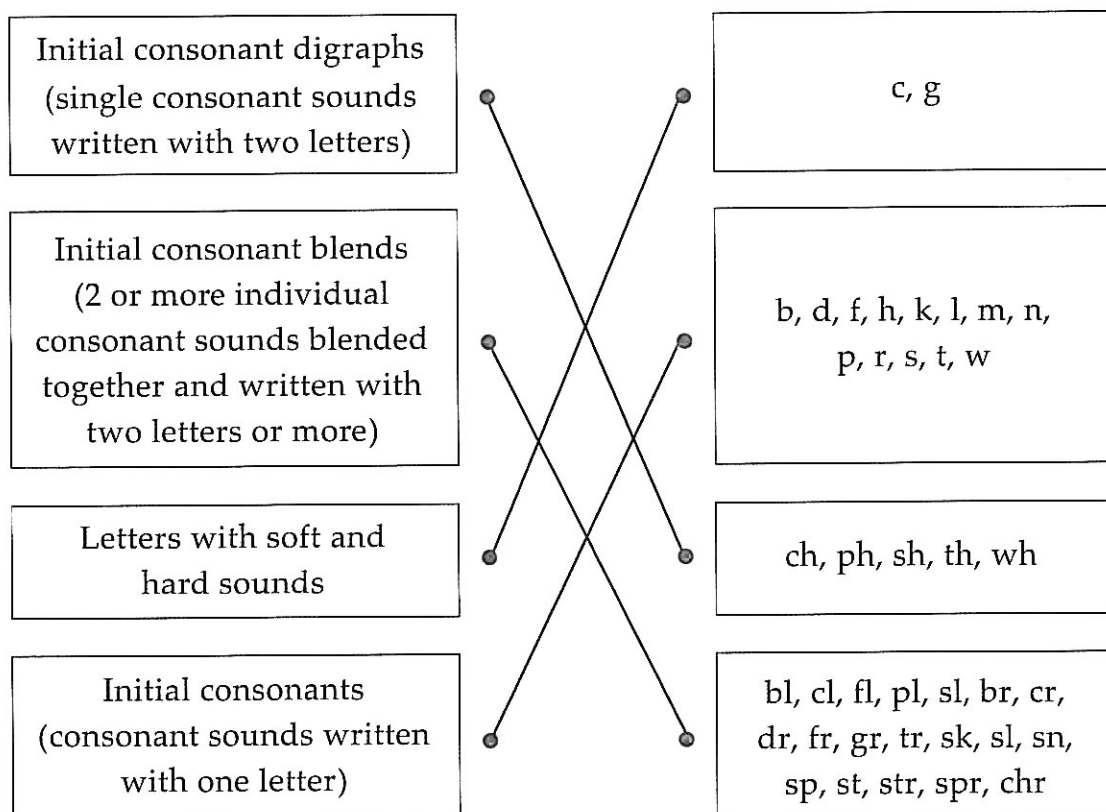
There are 21 consonant letters and

24 consonant sounds in English.

Consonant sounds are represented by a single or

a combination of the 21 consonant letters.

B. Match the descriptions with the examples of letter sounds.



C. Refer to the 'Useful Groups of Letter Sounds' word list to find words containing the letter sounds listed in Part B. Then find more examples for each group of letter sounds.

Activity 10

Initial Consonants

Letter-sound Word Steps

A. Read the following word steps describing 'a tiger'.

tiger					
thin	tiger				
the	thin	tiger			
trapped	the	thin	tiger		
trapped	the	tall	thin	tiger	
Twiggy	trapped	the	tall	thin	tiger

Work in groups and think of more words beginning with the letter 't' to fill in the word steps. You can also use consonant digraphs (e.g. th) and consonant blends (e.g. tw) beginning with t.

B. Work in groups and choose another consonant letter from the list in the shaded oval below. Think of words beginning with this letter to make new word steps. Also use consonant digraphs and consonant blends beginning with the same letter.



ball					
blue	ball				
bright	blue	ball			
big	bright	blue	ball		
Bonnie's	big	bright	blue	ball	
Buy	Bonnie's	big	bright	blue	ball

C. Compare the initial letter sounds of the words in the word steps and discuss how to group them in a phonics book.

Only words beginning with the same letter sound are grouped together, i.e. 't' and 'th' are grouped separately in a phonics book.

Activity 11

Short Vowels

While you are viewing Video Segment D, note and record the explanation related to the following questions.

- A. What is the main difference between vowel and consonant sounds?

When vowel sounds are made, there is no obstruction of the airflow.
When consonant sounds are made, there is obstruction of the airflow.

- B. What are the 5 short vowels? Can you read them aloud?

<i>short a</i>	<i>short e</i>	<i>short i</i>	<i>short o</i>	<i>short u</i>
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- C. Write down the key words which help you remember the pronunciation of the 5 short vowels. Then underline the target letter sound.

<i><u>a</u>pple</i>	<i><u>e</u>lephant</i>	<i><u>i</u>nk</i>	<i><u>o</u>ctopus</i>	<i><u>u</u>mbrella</i>
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- D. Look at the picture of the sick elephant and find more words with the short vowels. Underline the letter(s) representing the vowel sound in each word.

Short a	Short e	Short i	Short o	Short u
<i><u>c</u>ap</i>	<i><u>p</u>en</i>	<i><u>i</u>nk</i>	<i><u>b</u>ox</i>	<i><u>c</u>up</i>
<i><u>a</u>pple</i>	<i><u>b</u>ed</i>	<i><u>p</u>ink</i>	<i><u>O</u>ctober</i>	<i><u>tr</u>unk</i>
<i><u>m</u>at</i>	<i><u>E</u>ddie</i>	<i><u>w</u>ing</i>	<i><u>O</u>ctopus</i>	<i><u>u</u>mbrella</i>
<i><u>p</u>ad</i>	<i><u>E</u>lephant</i>	<i><u>n</u>ib</i>	<i><u>b</u>ottle</i>	<i><u>d</u>uck</i>
<i><u>m</u>an</i>	<i><u>r</u>ed</i>	<i><u>l</u>id</i>	<i><u>h</u>ot</i>	<i><u>u</u>p</i>

- E. Refer to the 'English Letter Sounds' card and find more words with short vowels. Underline the letter(s) representing the vowel sound in each word and read it aloud. Discuss in groups how you would group them when you teach phonics and why.

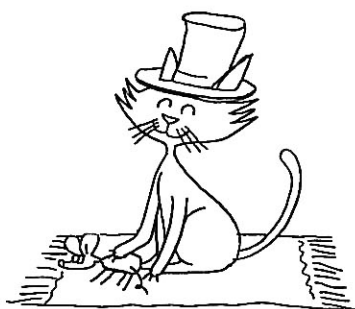
In phonics, we study the letter-sound relationships and group words with the same letter sound together, e.g. egg and tell are in the same group, but not egg and head; up and cup are in the same group, but not up and put.

Activity 12

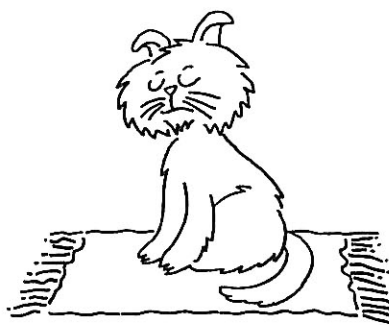
Short a

The Happy Cat and the Sad Cat

- A. Look at the 2 pictures. Fill in the missing words for the second rhyme. Then read aloud the rhymes.



The happy cat
Has a hat
And a rat
Sitting on a mat.



The sad cat
Doesn't have a hat
Nor a rat
Sitting on a mat.

- B. Circle all the words with the letter sound 'a' as in 'hat'. This letter sound is called short a. Find more words with the same letter sound from the 'Useful Groups of Letter Sounds' word list.
- C. What do you notice about the last word on each line?
They all end with the letter sounds at. They are rhyming words.
- D. Now work in groups and write another rhyme using rhyming words containing the 'short a' letter sound (e.g. man) in the box below.

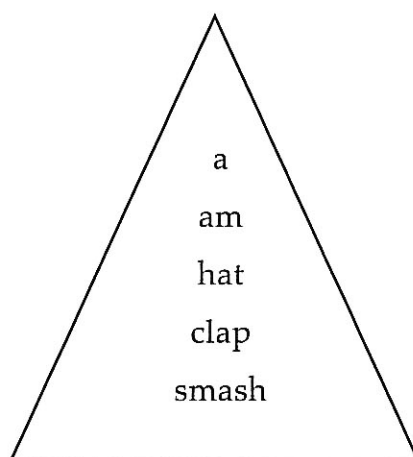
A mad <u>man</u>
Holding a <u>fan</u>,
Tapping a <u>can</u>
Sitting in a <u>van</u>.

Activity 13

Short Vowels

Word Pyramid

- A. Read aloud the words in the following word pyramid on 'short a' from top to bottom. Circle the 'short a' letter sound in each word and then read aloud the letter sound only. Do they have the same pronunciation?



- B. Now select another short vowel letter sound and create your word pyramid. Begin with the short vowel letter sound you select. Then working from top to bottom, write a new word containing the same short vowel letter sound plus one more letter on the following lines.

e.g.

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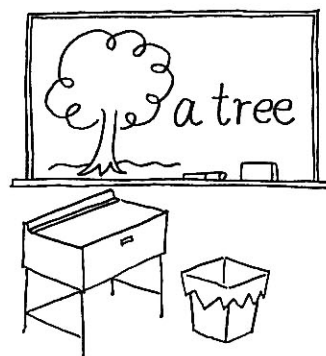
      i
     i n
    l i p
   h i n t
  c h i m p
 s h r i m p
 w i n d o w
s l i p p e r s
  
```

Accept words with the target short vowel letter sound only, i.e. words with the same letter-sound relationship.

Note:

- Do not accept 'pine' here because 'i' is pronounced as 'eye'.
- Do not accept 'many' here because the spelling for the 'short i' sound is 'y' and not 'i'.

Activity 14



Ending Consonants

Word Maze

- A. Read the following word maze on classroom objects. Circle 9 words hidden in it. The words may appear horizontally or vertically.

w	c	h	a	l	k	d
a	b	s	h	e	l	f
n	b	m	y	w	c	j
c	o	w	a	l	l	r
s	a	n	s	f	a	n
i	r	u	a	b	i	n
n	d	e	s	k	r	p
k	b	p	b	o	o	k

- B. Write the words you circled in the box below. Identify the initial consonant, vowel and ending consonant letter sounds in each word. Then underline all the ending consonant letter sounds.

ch-al-k

sh-e-lf

w-al-l

f-a-n

b-i-n

d-e-sk

b-oo-k

s-i-nk

b-oar-d

- C. Read aloud the words in Part B and then the ending consonants. Discuss which may be difficult for your pupils to pronounce and why.

Some ending consonants are not common in Cantonese, e.g. k, lf, sk, nk, d.

Activity 15

Ending Consonants, Consonant Digraphs and Consonant Blends

A. Match the descriptions with the examples of letter sounds.

Ending consonants (consonant sounds written with one letter)	ft, ld, lk, lt, mp, nd, nt, sk, st
Ending consonant digraphs (single consonant sounds written with two letters)	b, c, d, f, g, k, l, m, n, p, s, t
Ending consonant blends (2 individual consonant sounds blended together and written with two letters)	autumn <u>n</u> , climb <u>b</u> , column <u>n</u> , comb <u>b</u> , high <u>gh</u> , sigh <u>gh</u> , tomb <u>b</u>
Silent letters (letter(s) that will not be pronounced in a word)	j, qu, wh
Consonants which cannot be found at the end of words.	ch, ck, gh, ng, nk, ph, sh, th

Find other examples for each group of letter sounds. Write the answers in the boxes above. You may refer to the 'Useful Groups of Letter Sounds' word list.

B. Discuss in groups why it is necessary to teach ending consonants to the pupils.

- *In English, these sounds are generally heard and pronounced.*
- *The final consonants can change the meaning of a word, e.g. sin, sink. If they are not pronounced clearly, it may cause misunderstanding during verbal communication.*
- *Pupils may find it difficult to pronounce the final consonant sounds as they are not common in Cantonese, e.g. st, ch.*

Activity 16

Ending k



Take a Look at my Cook Book

- A. Rick has made a cake but it is stuck to the cake tin. Now he is asking his friend, Mike, for help. Complete the following dialogue using words with ending consonant letter sounds of k, e.g. Rick, Mike, pink.

Rick: Oh no! Look, Mike! What bad luck ! My cake has got stuck in the tin!

Mike: Didn't you use butter to make it not stick , Rick? Use this pink brush next time. I've learnt about it from a cook book.

Rick: Which one? Can I read it?

Mike: Yes, of course. Take a look at this book . It shows you how to make a better cake. You can also learn how to make cookies and milk shakes.

Rick: Thank you, Mike.

- B. Put words with the same ending consonant letter sounds of k in the word cakes below.



- C. Work in pairs. Practise reading the dialogue and pay special attention to the ending consonant letter sounds of words in the blanks. Does it cause difficulty in pronunciation for your pupils? Why? Should the 4 letter sounds in Part B be taught at the same time to primary pupils? Why?

There is no ending consonant letter sound of 'k' in Cantonese so pupils may find it difficult to pronounce. The 4 letter sounds should not be taught at the same time to primary pupils because they are confusing to young learners.

Activity 17

Long Vowels

Eve Played an Old Tune

- A. Read aloud the following sentence and then the underlined letter sounds.

On Friday, Eve played an old tune
to a cat sitting in a cup on a bed.



Complete the following table using words with long or short vowels from the sentence above:

Long/Short	Short Vowels	Long Vowels
a	<u>c</u> <u>a</u> t	<u>p</u> <u>l</u> <u>a</u> <u>y</u> <u>e</u> d
e	<u>b</u> <u>e</u> d	<u>E</u> <u>v</u> <u>e</u>
i	<u>s</u> <u>i</u> <u>t</u> <u>t</u> <u>i</u> <u>n</u> <u>g</u>	<u>F</u> <u>r</u> <u>i</u> <u>d</u> <u>a</u> <u>y</u>
o	<u>o</u> <u>n</u>	<u>o</u> <u>l</u> <u>d</u>
u	<u>c</u> <u>u</u> p	<u>t</u> <u>u</u> <u>n</u> <u>e</u>

There are 5 short vowels and 5 long vowels.

The long vowels say their own names.

- B. Long vowels may have 2 or 3 different spelling patterns, usually consisting of more than one letter. Refer to the 'English Letter Sounds' card and write down possible spellings of each long vowel sound.

Vowel Sound	Letter sound	Example	Letter sound	Example	Letter sound	Example
Long a	ai	<u>tr</u> <u>a</u> <u>i</u> <u>n</u>	<u>a</u> - <u>e</u>	<u>m</u> <u>a</u> <u>k</u> <u>e</u>	<u>a</u> y	<u>p</u> <u>l</u> <u>a</u> y
Long e	e	<u>m</u> <u>e</u>	<u>e</u> <u>e</u>	<u>s</u> <u>e</u> <u>e</u>	<u>e</u> <u>a</u>	<u>e</u> <u>a</u> t
Long i	ie	<u>t</u> <u>i</u> <u>e</u>	<u>i</u> - <u>e</u>	<u>f</u> <u>i</u> <u>v</u> <u>e</u>	y	<u>c</u> <u>r</u> <u>y</u>
Long o	oa	<u>b</u> <u>o</u> <u>a</u> t	<u>o</u> - <u>e</u>	<u>n</u> <u>o</u> <u>s</u> <u>e</u>	<u>o</u> <u>w</u>	<u>s</u> <u>n</u> <u>o</u> <u>w</u>
Long u	ew	<u>f</u> <u>e</u> <u>w</u>	<u>u</u> - <u>e</u>	<u>c</u> <u>u</u> <u>b</u> <u>e</u>	<u>u</u> <u>e</u>	<u>T</u> <u>u</u> <u>e</u> <u>s</u> <u>d</u> <u>a</u> y

- C. Discuss how phonics helps young learners with spelling.

Phonics helps young learners learn how to group words with the same letter sound and understand the letter-sound relationships better. They become more able to predict unfamiliar spellings.

Activity 18

Magic e

Careless Pete and Puzzled Grace

- A. Pete has written a letter to his wife, Grace, from summer camp. However he is very careless and has made some spelling mistakes. Grace feels very puzzled when she receives the letter. Help Grace understand the letter by finding out Pete's spelling mistakes, circling them and writing down the correct words.

wife
My dear (wif),

hope
How are you? I (hop) you're well.

time
I'm having a very good (tim) at summer camp.

fine
The weather here is very (fin) every day.

made nice kite shape cute
I have (mad) a (nic) (kit) in the (shap) of a (cut) bird.

come home
I'll fly it with you when I (com) (hom).

Love
Pete (Pet)

- B. What is 'Magic e'? What may the 'Magic e' do to a vowel sound?

The addition of 'e' after a vowel followed by a consonant changes the vowel sound from a short vowel sound to a long vowel sound.

It also makes the letters 'a, e, i, o, u' say their own names.

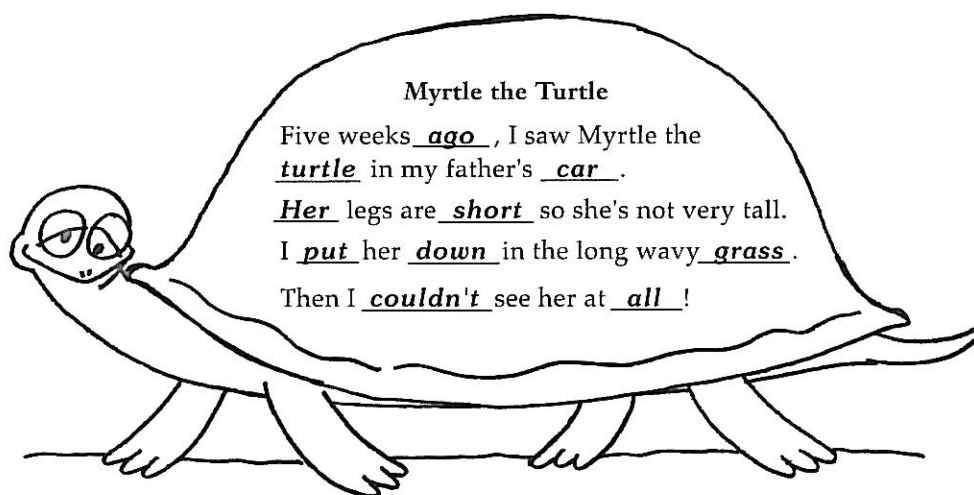
- C. Find other examples of words with 'Magic e'.

Activity 19

Other Vowels

Myrtle the Turtle

- A. Listen and complete the poem 'Myrtle the Turtle' on Myrtle's back.



- B. Identify words from the poem 'Myrtle the Turtle' with the following vowel sounds and put them in the appropriate boxes. Then refer to the 'English Letter Sounds' card or the 'Useful Groups of Letter Sounds' word list and find more spellings of these vowel letter sounds.

Vowel sound	Letter sound	Example	Letter sound	Example	Letter sound	Example	Letter sound	Example
ar	ar	far <u>car</u>	a	<u>grass</u> father's				
ir	ir	bird <u>shirt</u>	er	<u>her</u> term	yr	<u>Myrtle</u>	ur	<u>turtle</u>
or	or	short <u>port</u>	al	<u>tall</u> <u>all</u>	aw	<u>saw</u>	au	<u>caught</u>
oi	oi	boil <u>coin</u>	oy	<u>boy</u> <u>toy</u>				
ou	ow	down <u>frown</u>	ou	<u>house</u> <u>loud</u>				
Long oo	oo	moon <u>spoon</u>	ew	<u>drew</u>	ue	<u>blue</u>	u-e	<u>use</u> <u>rule</u>
Short oo	u	put <u>push</u>	oo	<u>good</u> <u>look</u>	oul	<u>couldn't</u>		
Schwa	a	away <u>ago</u>	er	<u>teacher</u> <u>sister</u>	or	<u>actor</u>		

Activity 20

Schwa

- A. What is the difference between the pronunciation of the articles 'a', 'an', 'the' when you read them in isolation and in the following proverb? Then underline all the schwa sounds you find.

An apple a day keeps the doctor away.

Monday ■■■ Tuesday ■■■ Wednesday ■■■ Thursday ■■■ Friday ■■■ Saturday ■■■ Sunday

The vowel sounds in 'a', 'an', 'the' are reduced to the schwa sound.

- B. What do you notice about the identified schwa sounds in the proverb? Put ticks in the following sentences which describe what you have discovered:
- The schwa is the most frequently occurring vowel sound. ☒
 - Schwa often appears in weak syllables, e.g. ago, postman ☒
 - In connected speech, the schwa is often used in unstressed words, e.g. He bought a book for Tom. ☒
- C. Read the following dialogue aloud. Find the weak syllables and unstressed words containing the schwa sounds.

Victor: Hello, Doctor Wong's clinic.

Peter: Hello, this is Peter Chan speaking. Is Doctor Wong in?

Victor: I'm sorry he went out five minutes ago. He'll be back in an hour. He has a meeting with a policman and a postman at the Summer Coffee Shop.

Peter: Can I leave a message? Tell him that I'd like to invite him for dinner this evening at the Winter Restaurant. Ask him to bring along his wife and daughter.

Victor: Alright. I'll write that down.

Peter: Thank you! Bye!

Peter: Bye.

Discuss how you should teach the schwa sound to primary pupils.

Teachers should highlight the use of the schwa sound in function words such as articles (e.g. a, an, the), connectives (e.g. and, but) and prepositions (e.g. for, from) in context.

Activity 21

Onsets & Rimes

My Mad Cat

A. Complete the poem 'My Mad Cat' with the help of the picture prompts.

Brad my mad cat

Thinks he's a bat

He sleeps on my hat

Which he knocks on the mat

He snores and wheezes

When he sleeps as he pleases

He's almost as bad

As my old Dad.



B. Monosyllabic words can be divided into 2 phonological units. The opening unit is called the 'onset' and the ending unit the 'rime'.

e.g. mad

onset	rime
m	ad

Read the poem again. Find words with the same onset or rime and put them in the appropriate column in the grid below.

Words with the same rime:

	onset	rime
<u>mad</u>	m	ad
<u>bad</u>	b	ad
<u>Dad</u>	D	ad
<u>had</u>	h	ad
<u>glad</u>	gl	ad
<u>lad</u>	l	ad

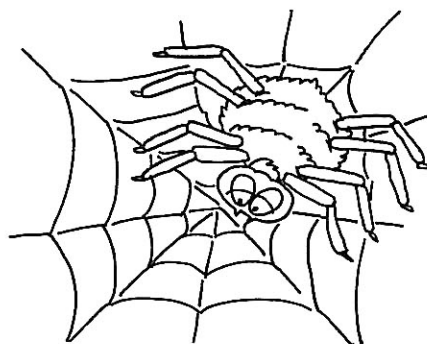
Words with the same onset:

	onset	rime
<u>mad</u>	m	ad
<u>man</u>	m	an
<u>my</u>	m	y
<u>me</u>	m	e
<u>meat</u>	m	eat
<u>mix</u>	m	ix

Write down more words with the same onset or rime.

Activity 22

Rimes & Rhyme



Spiders Spin

- A. Complete the following sentences which explain onsets and rimes:

An **onset** is the opening unit of a word or syllable that comes **before** the vowel sound. Words with the same **onset** are alliterative.

A **rime** is the ending unit of a word or syllable that includes the **vowel** and the following **consonant sounds**. Words with the same rime **rhyme**.

- B. Find a list of rhyming words you can see in the following poem. Underline them and practise reading the poem in pairs.

Spiders Spin

By Mike Murphy

Spiders <u>spin</u>	Sunbeams <u>shine</u>
Crocodiles <u>grin</u>	Puppy dogs <u>whine</u>
Farmers <u>sow</u>	Small lambs <u>bleat</u>
Flowers <u>grow</u>	Pandas <u>eat</u>
Church bells <u>ring</u>	Guard-dogs <u>growl</u>
Bluebirds <u>sing</u>	Tigers <u>prowl</u>
Donkeys <u>bray</u>	Eagles <u>fly</u>
Horses <u>neigh</u>	Babies <u>cry</u>
Swallows <u>glide</u>	Cobras <u>hiss</u>
Kittens <u>hide</u>	Love-birds <u>kiss</u>
Raindrops <u>fall</u>	Cuckoos <u>call</u>
Turtles <u>crawl</u>	And that is <u>all!</u>
Dolphins <u>leap</u>	
Koalas <u>sleep</u>	

- C. Discuss how knowledge about rimes can help your pupils with reading aloud and spelling.

Not all rhyming words contain the same rime. Knowledge about rimes helps pupils read aloud and spell the rhyming words more accurately.

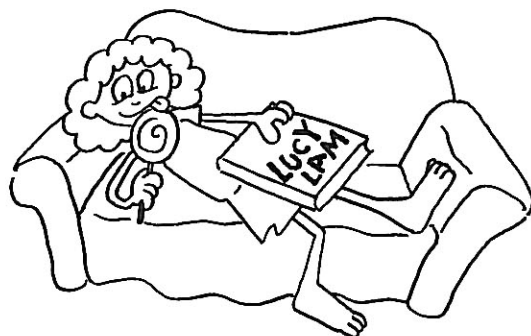


Activity 23

Onsets & Alliteration

Tongue Twisters

A. Practise the following tongue twister.

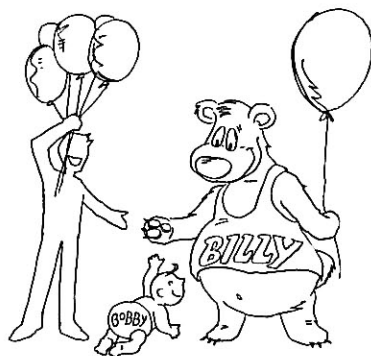


Lazy Lucy Lam licked a lemon lollipop.

B. Look at the picture below and find 2 animals/objects that begin with the letter sound 'b'. Write the words in the box on the right and use them to make up a tongue twister about the picture. Add more words beginning with the letter sound 'b' to the tongue twister.

Can you use words beginning with 'bl' or 'br'? Why?

No. 'bl' and 'br' are 2 different letter sounds. They will confuse the pupils.



bear
balloon

Write the tongue twister here:

Billy Bear buys a big balloon for Baby Bobby.

C. Work in groups and create a new tongue twister for another onset.

Discuss how you should create tongue twisters to help your pupils with learning phonics.

Use a suitable context and focus on one onset in each tongue twister.

Activity 24

Syllables

Spiders Spin

- A. Listen to the poem 'Spiders Spin' by Mike Murphy again. Focus on the following words below. How many syllables do they have? Draw a line between the syllables.

e.g. Spi/ders	<i>Flow/ers</i>	<i>Blue/birds</i>	<i>Swall/ows</i>	<i>Tur/tles</i>
<i>Pupp/y</i>	<i>Pan/das</i>	<i>Ti/gers</i>	<i>Co/bras</i>	<i>Cuc/koos</i>

- B. How did you break the word 'Puppy' up into syllables? Tick the box and compare it with other group members' answers.

Pup/py

Pu/ppy

Pupp/y

How should we teach pupils to break up multisyllabic words? Why?

Syllables are chunks of sounds. We should teach pupils to break up words according to the chunks of sounds. Pupils need to learn how to blend chunks of sounds into syllables and then pronounce the whole word.

- C. Read aloud the following words from the poem 'Spiders Spin'. Draw a line between the syllables.

e.g. Spi/ders	<i>Cro/co/diles</i>	<i>Far/mers</i>	<i>Flow/ers</i>	<i>Church bells</i>
<i>Blue/birds</i>	<i>Don/keys</i>	<i>Hor/ses</i>	<i>Swall/ows</i>	<i>Kitt/ens</i>
<i>Rain/drops</i>	<i>Tur/tles</i>	<i>Dol/phins</i>	<i>Ko/a/las</i>	<i>Sun/beams</i>
<i>Pupp/y</i>	<i>Small lambs</i>	<i>Pan/das</i>	<i>Guard/-dogs</i>	<i>Ti/gers</i>
<i>Ea/gles</i>	<i>Ba/bies</i>	<i>Co/bras</i>	<i>Love/-birds</i>	<i>Cuc/koos</i>

Activity 26

Developing an Overall Plan for Phonics Mini Lessons

Work in groups and study the 'Exemplar Overall Plans for Phonics Mini Lessons'.

- A. Compare Exemplar Plan 1 and Exemplar Plan 2 in the choice of letter sound groups.

- *Plan 1 & Plan 2 are the same. They teach the same number of consonant and vowel letter sounds in each group.*
- *Plan 2 provides more information on the choice of initial and ending consonants.*

- B. Look at Exemplar Plan 1 and compare the letter sound groups covered at each level.

- *Long and short vowels are taught in P1.*
- *Other vowels are taught in P2.*
- *More vowel letter sounds are taught in P2 and P3.*
- *Consonant digraphs and consonant blends are introduced in P2 and P3 only.*

- C. Discuss in groups and develop an overall plan for phonics mini lessons. Work out the number of letter sounds to teach in each group and at each level. Then identify which letter sounds to teach and illustrate them with examples. Explain your choice to the other groups when you finish.

- *Each group's choice of letter sounds can be accepted as long as appropriate justification is provided.*
- *There is no fixed number of letter sounds to teach at each level. The participants should explain why it is neither necessary nor possible to teach all the letter sounds.*
- *Consonant blends should not be taught until P2 or P3.*

- D. Discuss and suggest how you would introduce the letter sounds not covered in the phonics mini lessons.

- *Draw pupils' attention to the letter sounds not covered in the phonics mini lessons as they appear in the learning/teaching resources.*
- *Help pupils associate them with the letter sounds they have learnt, if necessary.*