

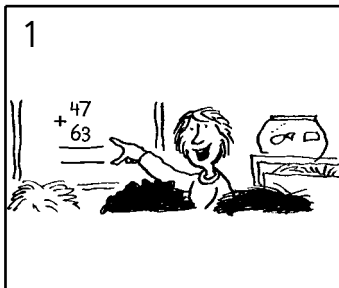
1.6 PRIMARY PRONUNCIATION BOX

Sound stickers

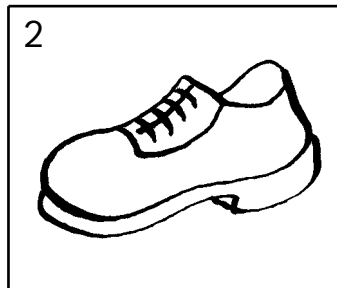
Listen and say

Charlie likes chicken, chips, cheese and chocolate.

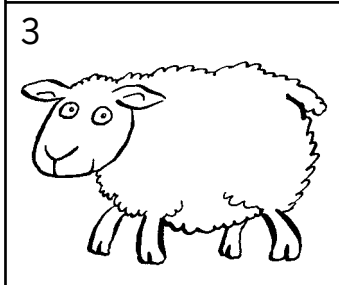
Shirley sheep likes shirts, shoes and shorts.



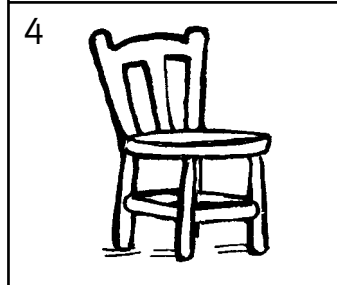
tea ch er



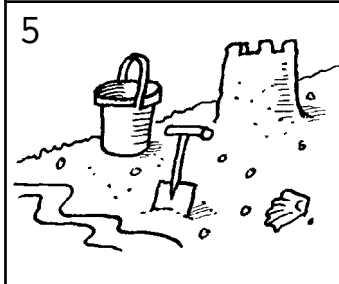
oe



ee p



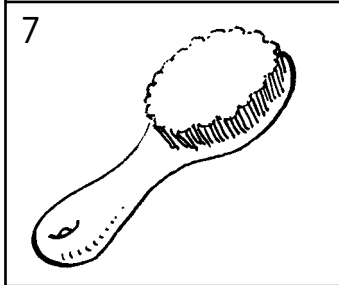
air



bea



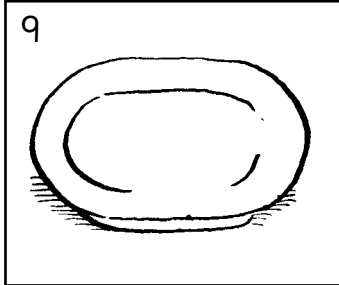
kit en



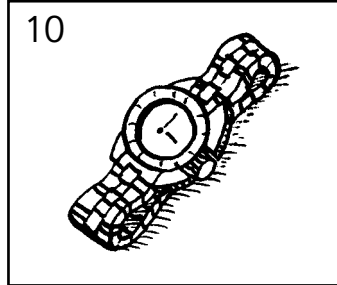
bru



fi ing

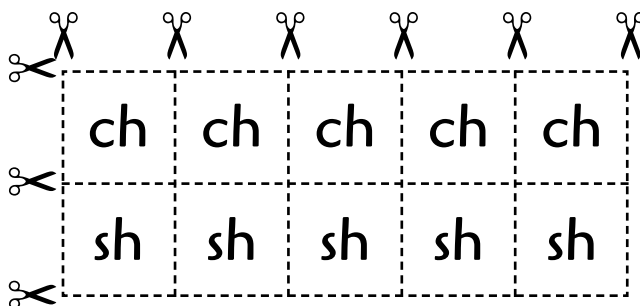


di



wat

Read, cut and stick



PRIMARY PRONUNCIATION  
BOX

1.7

# Word slide

**ACTIVITY TYPE**

make and do, whole class  
and pairwork game

**PRONUNCIATION  
FOCUS**

rhyming word formation

**TIME**

40 minutes

**MATERIALS**

an enlarged copy of the *Word slide* worksheet, a copy of the *Word slide* worksheet per pupil, scissors

**Before class**

- Make one enlarged copy of the *Word slide* worksheet. Cut out the first word slide (–at), colour the pictures attractively and make it up for demonstration. Make one copy of the *Word slide* worksheet for each pupil.

**In class**

- 1 Revise or pre-teach vocabulary from the worksheet using realia or flashcards. (1. cat, fat, hat, rat, 2. hen, men, pen, ten, 3. ball, small, tall, wall.)
- 2 Write *cat* on the board. Say, *listen and repeat, cat*. Stress the vowel and final phoneme /æ/ and /t/. Wait for your class to repeat. Correct pronunciation if necessary.
- 3 Erase the 'c' and replace it with 'f'. Say, *listen and repeat, fat*. Again, stress the vowel and final phoneme.
- 4 Repeat the procedure, substituting the first letter with the following each time: f, h, m, r and repeating each new word.
- 5 Say, *Cat-hat. Do they rhyme?* Repeat the question with *cat-fat* and the other words so that pupils can see the rhyming pattern. Show pupils that for words to rhyme they must have the same middle vowel and the same final phoneme, but the initial phoneme can change.
- 6 Hold up your *Word slide*. Show pupils that by pulling the vertical strip of paper through the slits in the horizontal one a new rhyming word is formed each time. Ask pupils to say these words aloud (*cat, fat, hat, rat*). Correct pronunciation if necessary.
- 7 Using the enlarged photocopy of the worksheet, demonstrate to pupils how to make up the *Word slides*:
  - Colour in the pictures.
  - Cut along the dotted lines to cut out the horizontal and vertical strips.
  - Match the horizontal and vertical strips by number (1, 1 etc.).
  - Fold the left-hand side of each horizontal strip under and cut along the dotted lines to make two horizontal slits.
  - Pass the corresponding vertical strip through these slits, going over the strip of paper in the centre so that the letters can be clearly seen.
- 8 Circulate to monitor and help.
- 9 When pupils have made up their *Word slides*, practise sliding the strip of paper and saying each new word collectively.
- 10 'Frame' a word on one of your *Word slides* in secret and call it out for pupils to frame the right word on theirs. Then ask individual pupils to call out words for the rest of the class to 'frame'.

**Extension**

- Pupils can continue doing this in pairs.

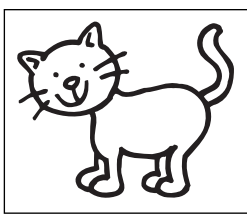
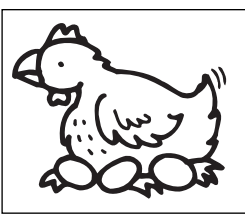
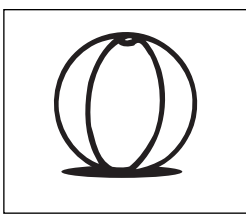
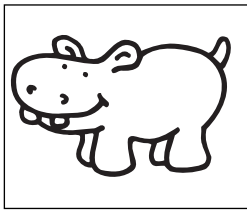

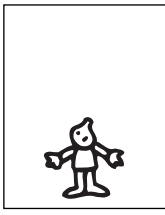
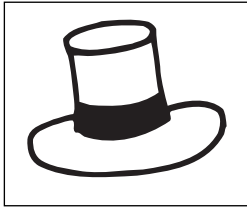
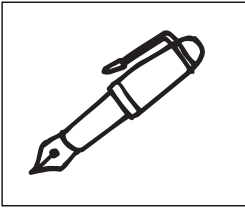
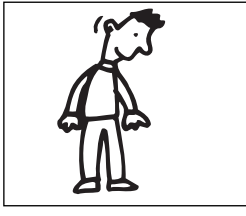
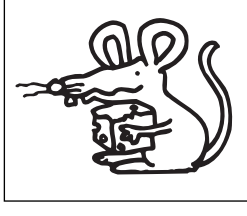
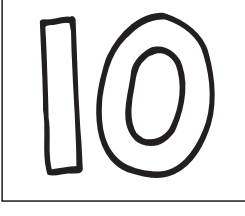
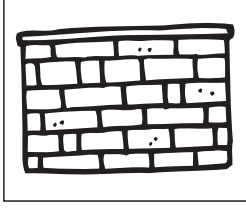
**Option**

The colouring stage of the procedure can be omitted, or pupils could colour the pictures in at home to save class time. Pupils could make one *Word slide* in a lesson, over three lessons.

1.7 PRIMARY PRONUNCIATION BOX

Word slide

Word slide template with dashed lines for cutting and folding. The words 'at', 'en', and 'all' are printed on the right side of the template. A vertical dashed line is labeled 'Fold here' in three places. Scissors icons indicate where to cut.

1	 c	2	 h	3	 b
	 f		 m		 sm
	 h		 p		 t
	 r		 t		 w