

Lesson Plan 6: Pronunciation Micro Teaching

Micro Lesson Video Link: <https://www.youtube.com/watch?v=ZNKZbbe1BW0>

Begins at 5 minutes into lesson, with Instruct and Model.

Business/Materials	Lesson Objectives			
List of minimal pairs for vowel contrasts: https://www.speech-language-therapy.com/pdf/vowelsdeckduck.pdf https://edshelf.com/tool/plickers/	To be able to use the correct vowel sound for the vowels “u” and “e”, working with minimal pairs.			
Warm-up and Objective Discussion (5 minutes)				
<p>Tell students a story using the wrong word in a minimal pair. Exaggerate the incorrect pronunciation to make it humorously unclear. Explain the importance of using the correct minimal pair in communicating with other people. It can be the difference between being understood and not.</p>				
Instruct and Model (15 minutes)	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<p>Show students slide of the minimal pairs for the vowel sounds “u” and “e”. Begin by going through each minimal pair so the students can hear the word contrasts. Then go through them again, but now the students must decide which word you said in the pair, the right or left side.</p> <p>Use the Plickers App to let students “vote” for their choice of the correct word. You can easily use your tablet device to quickly discover how many students have the correct answer. There will be no need for manual tallying up the answers.</p>				
Guided Practice (15 minutes)	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S

Play the telephone number activity for pronunciation. Assign a number 0-9 for each word in the minimum pairs. Write them on the board for everyone to see. The students will then take turns telling their partner their phone number using the “code” written on the board. The partner must record the number on paper.

Independent Practice (10 minutes)

R

W

L

S

Students will tell a short story to the class using at least two minimal pairs. This can be an impromptu speech, with the student simply looking at the board to choose a couple of pairs to include.

Assessment (10 minutes)

R

W

L

S

Students will demonstrate their ability to differentiate the two vowel sounds by having a quiz with the teacher pronouncing several words and the student must write down their answer. Depending on level of students, the teacher can leave the words written on the board so that the students simply have to choose the correct word.