L AND R PHONEME PRODUCTION FOR ADULT ENGLISH LANGUAGE STUDENTS

CURRICULUM PROJECT

by

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A capstone submitted in partial fulfillment of the requirements for the degree of Master of Arts in English as a Second Language

Hamline University
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Content Expert: Sharon Hilberer
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The Project

This curriculum project was designed with the complementary Capstone paper, *Fossilization of L and R Phonemes and Effective Pronunciation Teaching Practices For Adult English Language Students*. The Capstone research question focused on: *in order to implement effective pronunciation instruction, to what extent does fossilization affect adult learners’ ability to acquire another language?* My rationale for choosing this area of language acquisition has two reasons: my fascination with phonetics and the physical properties of sounds, and how pronunciation instruction can be conducive for English learners to acquire sounds in the target language. This project introduces the reader to pronunciation activities and tasks associated with pronunciation issues that many adult students encounter at this stage of learning. The target audience for this curriculum is adult Karen speakers originally from Burma, who as English learners, struggle with the lack of distinction of /l/ and /r/ phoneme production. Thus, this curriculum project aids in the production and articulation of these two sounds. The following resources facilitated the completion of the curriculum.

The primary resources used for this curriculum project were *Teaching Pronunciation: A Course Book and Reference Guide* (Celce-Murcia, Brinton, & Goodwin, 2010) and *Understanding By Design* (Wiggins, G., & McTighe, 2006). The first source covers useful techniques and activities for phoneme articulation, production and recognition. It is also a comprehensive resource for educators who seek useful activities about listening discrimination, guided practice and communicative practice for students. The second source became the basis for the lessons. I used the approach called “backward design” which involves three key steps. First, one must begin by setting the desired results or learning goals. Next, one must choose what sort
of evidence or assessments will be required to determine if students have met the desired results (Wiggins & McTighe, 2006). Lastly, once the desired results and acceptable evidence have been determined, then the instructor may plan lessons and activities that will help students achieve the desired results (Wiggins & McTighe, 2006).

**Project Description**

This project follows a curriculum format for five weeks that centers on the unit, School and Family. Each week targets a phase, which is part of an overall framework meant to help learners progress in their /l/ and /r/ phoneme production. The phases are as follows: Description and Analysis, Listening Discrimination, Controlled Practice and Feedback, Guided Practice and Feedback, and Communicative Practice and Feedback. There are two lessons for each phase, for a total of ten, for the five-week unit. Each phase throughout the unit should build on one another as learners continually progress with the phonemes.

**Unit Time Frame**

The timeframe for the lessons is determined by the instructor, but the suggested maximum takes 30 minutes of instruction per lesson for all ten lessons. This means one thirty-minute pronunciation lesson for Tuesdays and Thursdays. Mondays are reserved for review from the previous week. Wednesdays are reserved for review from Tuesday’s lesson. Fridays are reserved for review from Thursday’s lesson. This allotted timeframe is brief on Tuesdays and Thursdays, but the review days compensate for the short periods. In essence, these brief, weekly lessons allow learners to practice the phonemes in context, and build accuracy through identification and production with the sounds.
**Audience**

The curriculum has been developed for a class of English learners, although it can be adapted for other levels. Although the focus is on two phonemes /l/ and /t/, the concepts and ideas can be adapted for any other phoneme pair that students have difficulties with. These lessons are designed in ways that promote accurate identification and production of the two sounds during classroom tasks since many Karen students struggle with these sounds in English.

The lessons are also suitable for students whose first languages are not Karen. Teachers and English as a Second Language (ESL) professionals can use or adapt the materials to fit the needs of students whose languages are different. This might mean that teachers adapt the materials to be more culturally responsive to other students’ backgrounds, or even focus on two other phonemes that lack distinction in English. Not all students will be need explicit /l/ and /t/ practice, so adapting the materials for other phonemes might be more suitable depending on the students’ needs.
### School and Family Unit Overview

Lessons: 10 | Suggested Time: 30 minutes per lesson

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;Description and Analysis</td>
<td>Lesson 1</td>
<td>Students will be able to (SWBAT) see and learn how to produce /l/ and /r/ phonemes using cues and an animated sagittal section diagram from <a href="http://soundsofspeech.uiowa.edu/resources/english/english.html">http://soundsofspeech.uiowa.edu/resources/english/english.html</a>. Students will practice using phonemes with content vocabulary: family tree, relatives, extended family, parents, grandparents.</td>
</tr>
<tr>
<td></td>
<td>Lesson 2</td>
<td>SWBAT analyze and know where /l/ and /r/ occur with given sets of words in categories: body parts and colors.</td>
</tr>
<tr>
<td><strong>Week 2</strong>&lt;br&gt;Listening Discrimination</td>
<td>Lesson 3</td>
<td>SWBAT contrast /l/ and /r/ phonemes through listening activities with minimal-pair sentences.</td>
</tr>
<tr>
<td></td>
<td>Lesson 4</td>
<td>SWBAT discriminate between /l/ and /r/ phonemes with a dictation exercise of minimal pair words.</td>
</tr>
<tr>
<td><strong>Week 3</strong>&lt;br&gt;Controlled Practice and Feedback</td>
<td>Lesson 5</td>
<td>SWBAT read and perform a dialogue with using vocabulary from lesson: culture, customs, traditions, family, heritage.</td>
</tr>
<tr>
<td></td>
<td>Lesson 6</td>
<td>SWBAT give directions of place names of various locations to distinguish the difference between /l/ and /r/.</td>
</tr>
<tr>
<td><strong>Week 4</strong>&lt;br&gt;Guided Practice and Feedback</td>
<td>Lesson 7</td>
<td>SWBAT fill in calendars through an information gap activity. Students will focus on articulation of sounds.</td>
</tr>
<tr>
<td></td>
<td>Lesson 8</td>
<td>SWBAT fill in answers for a jigsaw activity to practice the /l/ and /r/ sounds.</td>
</tr>
<tr>
<td><strong>Week 5</strong>&lt;br&gt;Communicative Practice and Feedback</td>
<td>Lesson 9</td>
<td>SWBAT write a story using a list of words with /l/ and /r/ sounds. Students will write the words accurately without error in context and pronounce each word correctly.</td>
</tr>
<tr>
<td></td>
<td>Lesson 10</td>
<td>SWBAT write a story using a list of words in context. Students will practice meaning and fluency with the targeted /l/ and /r/ sounds.</td>
</tr>
</tbody>
</table>
Week 1, Lesson 1: Tuesday | Description of /l/ and /r/

Materials
1. Projector
2. Mini hand mirrors (for each student)
3. Sagittal section diagram from
   http://soundsofspeech.uiowa.edu/resources/english/english.html
4. List of vocabulary (teacher’s reference only)
5. Student Copy A

Desired Results
1. Students will be able to (SWBAT) see, hear, and produce /l/ and /r/ phonemes using cues
   and an animated sagittal section diagram from
   http://soundsofspeech.uiowa.edu/resources/english/english.html
2. Students will distinguish between /l/ and /r/

Acceptable Evidence
1. Students will demonstrate the production of the consonants with the corresponding mouth
   shape. They will form the /l/ phoneme by bringing the tongue to the alveolar ridge (roof
   of the mouth), and the /r/ phoneme by pulling tongue back without touching the top.
2. Students will correctly use the phonemes with content vocabulary: family tree, siblings,
   family, parents, children, grandparents

Learning Experiences and Instruction
1. Explain that the focus will be different phonemes /l/ and /r/ and how the sounds are
   similar.
2. Project website for students to view manner and production. Click manner → liquid →
   /l/ or /r/
3. Demonstrate both /l/ and /r/ sounds with mini hand mirror. Students imitate teacher’s jaw
   movement.
4. Pass out hand mirrors to students. Students practice by bringing the tongue to the alveolar
   ridge (roof of mouth) to produce /l/ and pulling tongue back without touching the top to
   form /r/.
5. Teacher dictates the graphics from Student Copy A. Students repeat what they hear.
6. As an ongoing activity, distribute Student Copy A to the class.
7. Students work in pairs or small groups. Student A dictates, Student B points to the correct
   photo.
   a. Student B must match the photo with the correct phoneme they produce the
      sound.
8. Students switch and repeat activity.
Week 1, Lesson 2: Thursday | Analysis of /l/ and /r/

Materials
1. Projector
2. Whiteboard, dry-erase markers
4. Student Copies B, C, D, E

Desired Results
1. Students will be able to (SWBAT) produce and know where /l/ and /r/ occur with given sets of words in categories: body parts and colors.

2. Students will identify phonemes in the initial, middle and final positions in certain words.

Acceptable Evidence
1. Students will correctly mark the positions of the phonemes in given words. They will match the correct color and identify the correct phonemes.

2. Students will demonstrate their abilities to hear and produce the phonemes by saying the given words.

Learning Experiences and Instruction

Analysis 1
1. Project website for students to view manner and production. Click manner → liquid → /l/ or /r/
2. Explain that students will focus on production of /l/ and /r/ with certain words.
3. Present the first category: colors. Ask students to think individually about what colors they know.
4. Group or pair students together. Students will share their knowledge of colors and recite them.
5. Students share their answers with their group mates or expand to the whole class.
6. Write students’ answers on the board: red, yellow, blue, green, brown, purple, black, gray, silver, gold
   a. Ask students while pointing to each color: Is it led? (no.) It’s red.
      i. Gesture and say it out loud together as a group: red.
      ii. Repeat previous step for each color.
   b. Emphasize production of sound with mouth.
7. Give students Student Copy B. Dictate colors.
a. Students listen for the phonemes according to their position (first, middle, or last) in a given word.
b. Students mark an “X” or check the box where the sound occurs. Students may mark if the sounds occur more than once.

8. Debrief as a group and survey how many students were successful with listening activity.

9. Distribute Student Copy C.
   a. Students practice in small groups or pairs. Student A says color aloud. Student B points to the correct color. Student B must match the photo with the correct phoneme they produce the sound.

Analysis 2

1. Present the second category: body parts. Ask students to think individually about what body parts they know.
2. Group or pair students together. Students will share their knowledge of body parts and recite them.
3. Students share their answers with their group mates or expand to the whole class.
4. Write students’ answers on the board: elbow, arm, shoulder, finger, palm, hair, ankle, forehead, ear, wrist
   a. Ask students while pointing to each body part: Is it alm? (no.) It’s arm.
      i. Gesture and say it out loud together as a group: arm.
      ii. Repeat previous step for each body part.
   b. Emphasize production of sound with mouth.
5. Give students Student Copy D. Dictate body parts.
   a. Students listen for the phonemes according to their position (first, middle, or last) in a given word.
   b. Students mark an “X” or check the box where the sound occurs. Students may mark if the sounds occur more than once.
6. Debrief as a group and survey how many students were successful with listening activity.
7. Distribute Student Copy E.
   c. Students practice in small groups or pairs. Student A says body part aloud. Student B points to the correct body part. Student B must match the photo with the correct phoneme they produce the sound.
Week 2, Lesson 3: Tuesday | Listening Discrimination

Materials
1. Student Copy F
2. Student Copy G

 Desired Results
1. Students will be able to (SWBAT) contrast /l/ and /r/ phonemes minimal-pair sentences.
2. SWBAT correctly pronounce /l/ and /r/ in a set of sentences.

Acceptable Evidence
1. Students will accurately identify and produce /l/ and /r/ phonemes through a focused exercise.
2. Students will circle the correct word as dictated by the instructor.

Learning Experiences and Instruction
1. Review #1 and #2 from Week 1, Lesson 2: Thursday.
2. Explain to students they will listen for the correct sound in each sentence.
3. Distribute copies of Student Copy F.
4. Students will listen for the correct word. Students will circle the correct word with the correct phoneme.
5. Debrief as a whole group and check answers.
6. Group students together in small groups or pairs.
7. Distribute Student Copy G.
   a. Directions
      i. Student A reads the sentences with the correct bolded word.
      ii. Student B listens for the correct word with the corresponding phoneme.
   b. Directions
      i. Students switch roles and repeat the activity. Student B reads. Student A listens and circles.
8. Debrief as a whole group and discuss any difficulties with the activity.
Week 2, Lesson 4: Thursday | Listening Discrimination

Materials
1. Student Copy H
2. Student Copy I
3. Mini hand mirrors
4. Blue Index Cards
5. Green Index Cards

Desired Results
1. SWBAT discriminate between /l/ and /r/ phonemes with a dictation exercise of minimal pair words.

Acceptable Evidence
1. Students will accurately identify and produce /l/ and /r/ phonemes through a focused exercise.
2. Students will choose the correct word as dictated by the instructor.

Learning Experiences and Instruction
1. Review #1 and #2 from Week 1, Lesson 2: Thursday.
2. Demonstrate /l/ and /r/ phoneme production with mini hand mirrors.
3. Explain to students they will listen to two words at a time. They will choose if the words demonstrate the phonemes similarly (same) or differently.
4. Distribute Student Copy H.
5. Dictate two of the following words randomly or in pairs:

   a. lice  rice
   b. alive  arrive
   c. fly  fry
   d. long  wrong
   e. light  right
   f. blue  brew
   g. glass  grass
   h. lane  rain
   i. play  pray
   j. collect  correct

6. Demonstrate for students how to correctly say each pair of words with the /l/ and /r/ phonemes
7. Now practice the same activity from #5. Students will say if the phonemes are same or different from what they hear.

8. Give students colored index cards - one of each color to each student.

9. Tell students they will listen to each word. Tell students they show will a card for each sound.
   a. For /l/, students show blue card
   b. For /r/, students show green card

10. Demonstrate for students. Students decide which word has the phoneme /l/ or /r/.

11. Pair students together or have them work in small groups.

12. Distribute Student Copy I to Student A in each pair or group.
   a. Student A dictates.
   b. Student(s) B listens and shows cards.

13. Students switch roles. Repeat steps #12a and b.
Week 3, Lesson 5: Tuesday | Controlled Practice and Feedback

Materials
1. Student Copy J

Desired Results
1. Students will be able to (SWBAT) read and perform a dialogue with content vocabulary: culture, belief, traditions, family, heritage

2. SWBAT practice /l/ and /r/ distinction through a controlled exercise with simple to intermediate vocabulary.

Acceptable Evidence
1. Students will distinguish phonemes through controlled practice with a dialogue.

2. Students will practice dialogue with a partner and accurately pronounce each phoneme. They will pay special attention to the pronunciation of /l/ and /r/.

Learning Experiences and Instruction
1. Explain to students that they will participate in a dialogue between two people.
2. Explain the word: dialogue (conversation) - some students may not know.
3. Practice and model the dialogue with a student.
4. Ask students to listen for what happens in the story.
5. After modeling with a student, ask students for brief summary of the dialogue.
6. Pair students together or have them work in small groups.
7. Distribute Student Copy J.
8. Have students highlight all /l/ and /r/ phonemes: /l/ - yellow, /r/ - green.
9. Students practice in pairs or small groups and take turns reading each line.
10. After each group finishes, students switch roles and start over.
Week 3, Lesson 6: Thursday | Controlled Practice and Feedback

Materials
1. Paper or digital map of current location
2. Student Copy K (students may cut into cards or leave as-is)
3. Student Copy L (students may cut into cards or leave as-is)

Desired Results
1. Students will be able to (SWBAT) give directions of place names of various locations to distinguish the difference between /l/ and /r/.

Acceptable Evidence
1. Students will say the place names accurately while giving directions to other students.

Learning Experiences and Instruction
1. Begin by reviewing the concept of a map (we use maps because …) and how to give simple directions.
   a. Have students build a vocabulary list of direction-related words and phrases
   b. Turn left, turn right, go straight, across from, etc.
2. After a short review, show or project the map of the current location.
3. Ask students to point out any familiar place names (what do you see?)
4. Ask a few students give two place names (e.g. college campus, bank, park, etc.)
5. Take two place names and model for students how to get from one destination to the next destination using simple directions.
   a. Turn left, turn right, go straight for three blocks to get to the college, across from
6. Once students are ready, split students into pairs or small group.
7. Distribute Student Copy K to class.
8. Students take turn and practice giving directions with focus on correct pronunciation of phonemes.
   a. Student A chooses two locations.
   b. Student B gives directions with the map.
9. Once students have finished and mastered the first round, distribute Student Copy L.
10. Students practice once more but switch roles.
   a. Student B chooses two locations.
   b. Student A gives directions with the map.
Week 4, Lesson 7: Tuesday | Guided Practice and Feedback

Materials
1. Projector
2. Teacher Copies A, B
3. Student Copies M, N
4. Physical or digital calendar

Desired Results
1. Students will be able to (SWBAT) fill in calendars through a jigsaw activity. Students will focus on articulation of sounds.

Acceptable Evidence
1. Students will fill in calendars using the information gap method containing pieces of information about an individual’s (fictional) plans.
2. Students will engage in a similar task to what they will complete later in the lesson independently. Students and teacher collaboratively complete the task as an example.

Learning Experiences and Instruction
1. Begin by asking what students do every day.
2. Ask students if they used a calendar in their home countries. (Did you use a calendar in your home country?)
3. Students elicit and share answers with other students around them.
4. Project or show a copy of a calendar. Show this month.
5. Elicit answers from students about what events are happening this month.
6. Show Teacher Copy A (pre-filled with fictional activities and events).
7. Elicit answers from students about what events are happening this month.
8. Show Teacher Copy B (pre-filled with fictional activities and events).
9. Elicit answers once more.
10. Explain this process of how to do the information gap activity
   a. Divide into pairs
   b. Teacher gives each student in the pair a different version of the calendar (A or B)
      i. Student Copy M for Student A
      ii. Student Copy N for Student B
   c. Students fill in the missing information and ask each other questions about the blank dates
      i. Sample questions: What are your plans on April 14th? Are you busy on the 15th? What are you doing on April 18th?
10. Distribute Student Copy M and Student Copy N to each pair.
Week 4, Lesson 8: Thursday | Guided Practice and Feedback

Materials
1. Student Copy O
2. Student Copy P
3. Teacher Copy C

Desired Results
1. Students will practice the information gap activity to practice the /l/ and /r/ sounds.

Acceptable Evidence
1. Students will accurately fill in missing components in the information gap exercise.

Learning Experiences and Instruction
1. Begin by telling students they will complete a similar task as the previous day.
2. Remind the students of the previous day’s lesson about calendars and filling in missing information.
3. Project or show a copy of the grid.
4. Model activity with a student. Follow these steps:
   a. Student asks, “what word is in box B1?”
   b. Teacher replies “alive”
   c. Student writes “alive” on their copy in empty box B1.
5. Students practice in pairs. Follow these steps:
   a. Student A asks which word goes in one of the empty boxes (e.g. box C2)
   b. Student B pronounces the word in their box, and Student A will write down the word they hear.
   c. Continue process until grid is completely filled.
Week 5, Lesson 9: Tuesday | Communicative Practice and Feedback

Materials
1. Teacher Copy D
2. Projector

Desired Results
1. Students will be able to (SWBAT) write a story using a list of words with /l/ and /r/ sounds. Students will write the words accurately without error in context and pronounce each word correctly.

Acceptable Evidence
1. Students will write a story with the target phonemes /l/ and /r/.
2. Students will identify for words with target phonemes in the stories.

Learning Experiences and Instruction
1. Tell students they will create their own stories about the topic school, using words with /l/ and /r/. This may be difficult for some students, so it is best to pair lower-level students with higher-level students.
2. Divide class into pairs or small groups based on language abilities.
3. Each group writes a story.
   a. The stories must have logical flow.
   b. Each group will create a collaborative story.
      i. Each student will have the same copy.
4. Students read their stories to the class.
   a. Students will listen for gist – no writing.
5. Students read their stories again and take turns for each sentence.
6. Students make a T-chart. Left side is /l/, right side is /r/.
   a. Listeners tally /l/ and /r/ words that they hear.
7. As an ongoing activity, another group can try to retell the story from the previous group’s turn.
Week 5, Lesson 10: Thursday | Communicative Practice and Feedback

Materials
1. Index Cards
2. Teacher Copy E
3. Projector

Desired Results
1. Students will be able to (SWBAT) write a story using a list of words in context. Students will practice meaning and fluency with the targeted /l/ and /r/ sounds.

Acceptable Evidence
1. Students will work collaboratively to write stories on topics of their choice.

Learning Experiences and Instruction
1. Begin by preparing 10 index cards with topics written on them. They can range from general to specific (e.g. school, going to the store, riding the bus, going on vacation, complaining about a neighbor, first time in the U.S., living in the U.S., etc.)
2. Tell students they will create their own stories about their chosen topics, using words with /l/ and /r/. This may be difficult for some students, so it is best to pair lower-level students with higher-level students.
3. Divide class into pairs or small groups based on language abilities.
4. Go to each group and let one student draw a card from the deck.
5. Each group writes a story.
   a. The stories must have logical flow.
   b. Each group will create a collaborative story.
6. Each student will have the same copy. Students read their stories to the class.
   a. Students will listen for gist – no writing.
7. Students read their stories again and take turns for each sentence.
   a. Students make a T-chart. Left side is /l/, right side is /r/
8. As an ongoing activity, ask two groups to switch stories. Students read aloud the other group’s story.
Family Tree

Family

Parents

Siblings

Children

Grandparents
**Student Copy B**

Directions: Listen to the teacher. Write an “X” where you hear the L and R sounds.

<table>
<thead>
<tr>
<th>Color</th>
<th>First</th>
<th>Middle</th>
<th>Last</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color #1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Color #2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Color #3</td>
<td></td>
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<td>Color #10</td>
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</tbody>
</table>
**Student Copy C**

Directions:  
Student A: Read the color.  
Student B: Point to the color you hear.

<table>
<thead>
<tr>
<th>Red</th>
<th>Yellow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue</td>
<td>Green</td>
</tr>
<tr>
<td>Orange</td>
<td>Purple</td>
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<tr>
<td>Grey</td>
<td>Black</td>
</tr>
<tr>
<td>Gold</td>
<td>Silver</td>
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</table>
**Student Copy D**

Directions: Listen to the teacher. Write an “X” where you hear the L and R sounds.

<table>
<thead>
<tr>
<th>Body Part</th>
<th>First</th>
<th>Middle</th>
<th>Last</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body Part #1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body Part #2</td>
<td></td>
<td></td>
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<td>Body Part #3</td>
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<td></td>
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<tr>
<td>Body Part #4</td>
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<tr>
<td>Body Part #5</td>
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<td>Body Part #6</td>
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<td>Body Part #7</td>
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<td>Body Part #8</td>
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<tr>
<td>Body Part #9</td>
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<td></td>
</tr>
<tr>
<td>Body Part #10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Student Copy E**

Directions: Student A: Read the body part.  
Student B: Point to the body part you hear.

| ![Arm](image1) | ![Elbow](image2) |
| ![Back](image3) | ![Hand](image4) |
| ![Foot](image5) | ![Ear](image6) |
| ![Leg](image7) | ![Head](image8) |
Directions: Listen to the teacher read the sentences. Circle the bold word you hear.

1. The ram/lamb went to market.
2. That’s the wrong/long way home.
3. Pirates/pilots have affected air safety.
4. Now, please correct/collect the papers.
5. A great war/wall divides the nation.
6. Mom told me to share/shell these walnuts.

----------------------------------

Student Copy G

Directions: Student A: Listen to your partner read the sentences.
            Student B: Circle the bolded word you hear.

1. Her lace/race was lost.
2. John was always right/light.
3. The judge thought that it was a real climb/crime.
4. My friend comes from a very loyal/royal family.
5. The people erected/elected their hero.

Directions: Student B reads. Student A circles the word.
Student Copy H

Same or Different
Directions: Listen to the teacher. Circle “Same” or “Different”.

1. Same  Different
2. Same  Different
3. Same  Different
4. Same  Different
5. Same  Different
6. Same  Different
7. Same  Different
8. Same  Different
9. Same  Different
10. Same  Different
**Student Copy I**

Directions: Read each word. Your partner will listen for the L or R sound. Your partner will show the blue card or green card.

<table>
<thead>
<tr>
<th>/l/</th>
<th>/r/</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. lice</td>
<td>rice</td>
</tr>
<tr>
<td>b. alive</td>
<td>arrive</td>
</tr>
<tr>
<td>c. fly</td>
<td>fry</td>
</tr>
<tr>
<td>d. long</td>
<td>wrong</td>
</tr>
<tr>
<td>e. light</td>
<td>right</td>
</tr>
<tr>
<td>f. blue</td>
<td>brew</td>
</tr>
<tr>
<td>g. glass</td>
<td>grass</td>
</tr>
<tr>
<td>h. lane</td>
<td>rain</td>
</tr>
<tr>
<td>i. play</td>
<td>pray</td>
</tr>
<tr>
<td>j. collect</td>
<td>correct</td>
</tr>
</tbody>
</table>
Student Copy J

Task 1
Directions: Read the dialogue with your partner.

Lee: Hi, Raul! Welcome to our English class.

Raul: Thanks, Lee! I’m nervous but ready learn.

Lee: You started at a good time. I’m really looking forward to talking about different cultures.

Raul: Me too. This class has many people from all over the world! It is international!

Lee: It’s great! Raul, may I ask what your heritage is?

Raul: Of course! I am Portuguese - from Brazil. Lee, may I ask what your heritage is?

Lee: Of course! Wow, that is wonderful, I have never met anyone from Brazil. I am Hmong - my family came from Laos.

Raul: That’s very neat, Lee. You have many customs, beliefs, and traditions you can share. I

Lee: Yes, I know you have many too. We can learn from each other and maybe cook food to share, too!

Raul: Absolutely!

Task 2
Directions: Switch with your partner and read the dialogue again.
Student Copy K

Directions: Choose two place names. Give directions on your map on how to get from the first place to the second place.

<table>
<thead>
<tr>
<th>Clinic</th>
<th>Park</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Laundromat</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>Grocery Store</td>
</tr>
<tr>
<td>Mall</td>
<td>Library</td>
</tr>
</tbody>
</table>
Student Copy L

Directions: Choose two places from the photos. Give directions with your map on how to get from the first place to the second place.
### April 2018

<table>
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<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<td>Dinner with parents</td>
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<td>Library - 10:00 am</td>
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<td>17</td>
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<td>Buy groceries</td>
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<td>Pay rent</td>
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April 2018

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<td></td>
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<td>Buy present for Clara</td>
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<td>Rock climbing at 1:30 pm</td>
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<td>Go to the grocery store</td>
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<td>Hair appointment 10:30 am</td>
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<td>Purchase new phone</td>
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<td>Library 4:00 pm</td>
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<td>First day of soccer practice</td>
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<td>Worship and prayer 10:00 am</td>
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### April 2018

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<td>Dinner with parents 7:00 pm</td>
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<tr>
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<td>Buy groceries</td>
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<td>Concert 7:00 pm</td>
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<td></td>
<td>Lacrosse practice 6:00 pm</td>
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<td>Dinner with friends 7:00 pm</td>
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<td>Library 10:00 am</td>
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<td>27</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Lacrosse practice 6:00 pm</td>
<td></td>
<td>Pick up Laura - airport 7:00 pm</td>
<td></td>
<td></td>
<td>Buy flowers: lilies</td>
</tr>
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<td>30</td>
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</tbody>
</table>
Teacher Copy C

Some of these words are in the grids. Students will work together and ask questions to fill in the corresponding boxes.

Taken from: Week 2, Lesson 4

1. lice  rice  
2. alive  arrive  
3. fly  fry  
4. long  wrong  
5. light  right  
6. blue  brew  
7. glass  grass  
8. lane  rain  
9. play  pray  
10. collect  correct
## Student Copy O
### Version A

<table>
<thead>
<tr>
<th>A1</th>
<th>B1</th>
<th>C1</th>
<th>D1</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>alive</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>B2</th>
<th>C2</th>
<th>D2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>long</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A3</th>
<th>B3</th>
<th>C3</th>
<th>D3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>correct</td>
<td>fry</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>B4</th>
<th>C4</th>
<th>D4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>pray</td>
<td></td>
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</tbody>
</table>
### Student Copy P
**Version B**

<table>
<thead>
<tr>
<th>A1</th>
<th>B1</th>
<th>C1</th>
<th>D1</th>
</tr>
</thead>
<tbody>
<tr>
<td>light</td>
<td></td>
<td>rice</td>
<td>brew</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>B2</th>
<th>C2</th>
<th>D2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>pray</td>
<td>collect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A3</th>
<th>B3</th>
<th>C3</th>
<th>D3</th>
</tr>
</thead>
<tbody>
<tr>
<td>arrive</td>
<td>glass</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A4</th>
<th>B4</th>
<th>C4</th>
<th>D4</th>
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<tbody>
<tr>
<td>rain</td>
<td></td>
<td>wrong</td>
<td>fly</td>
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</table>
**Teacher Copy D**

Students will use these words in their stories. You may project or write on the board.

Taken from: Week 2, Lesson 4

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>lice</td>
</tr>
<tr>
<td>2.</td>
<td>alive</td>
</tr>
<tr>
<td>3.</td>
<td>fly</td>
</tr>
<tr>
<td>4.</td>
<td>long</td>
</tr>
<tr>
<td>5.</td>
<td>light</td>
</tr>
<tr>
<td>6.</td>
<td>blue</td>
</tr>
<tr>
<td>7.</td>
<td>glass</td>
</tr>
<tr>
<td>8.</td>
<td>lane</td>
</tr>
<tr>
<td>9.</td>
<td>play</td>
</tr>
<tr>
<td><strong>10.</strong></td>
<td><strong>collect</strong></td>
</tr>
</tbody>
</table>
**Teacher Copy E**

Students will use these words in their stories. You may project or write on the board.

Taken from: Week 2, Lesson 4

1. lice       rice
2. alive      arrive
3. fly        fry
4. long       wrong
5. light      right
6. blue       brew
7. glass      grass
8. lane       rain
9. play       pray
10. collect   correct
REFERENCES


VISUAL REFERENCES


Black Circle Clipart [Digital Image]. (n.d.), from

http://agk.wikia.com/wiki/File:Black_Circle.png


Children Clipart [Digital Image]. (n.d.), from


Elbow Clipart [Digital Image]. (n.d.), from


Green Circle Clipart [Digital Image]. (n.d.)., from


Laundromat [Digital Image]. (n.d.)., from


Lock Clipart [Digital Image]. (n.d.)., from

Mall [Digital Image]. (n.d.)., from


Parents Clipart [Digital Image]. (n.d.)., from