

Minimal Pairs

Materials

- Minimal pairs picture card mats
- Note: More minimal pairs picture cards categorised by pair type are available at:
http://www.speech-language-therapy.com/index.php?option=com_content&view=article&id=13:contrasts&catid=9:resources&Itemid=117

Activity






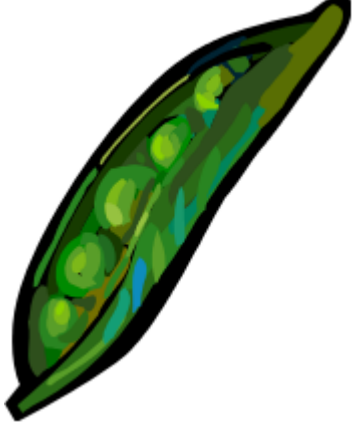


After the teacher says one of the words contained in the minimal pair, students place a marker on the picture representing the word said aloud.

1. Place a minimal pair picture card mat in front of each student.
2. Work with students to name the two pictures represented. Introduce new vocabulary when necessary or when the picture is unclear. (e.g., “This picture shows ‘near’. That means something is close. The ball is **near** the hole. This picture shows ‘knee’. The man is on his **knee**.”)
3. Tell students to listen carefully. Say the word of only one picture represented in the minimal pair. (e.g., “Listen carefully. I will say one word. Put your counter on the word I say. ‘Near’.”)
4. Students place a marker on the picture of the word that was said.
5. Continue until each minimal pair has been complete.

Picture Cards

See below for 4 sample sets.

Set 1: Vowel Contrasts

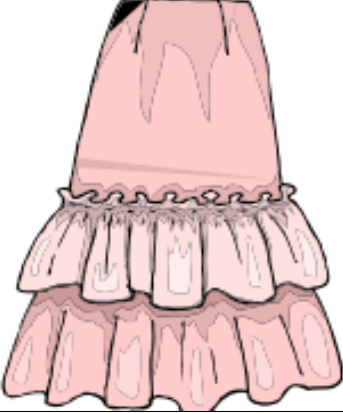







Teacher Talk (hide from students)	Picture 1	Picture 2
<p>near</p> <p>knee</p>		
<p>ear</p> <p>e</p>		
<p>pier</p> <p>pea</p>		
<p>deer</p> <p>d</p>		

tear

tee



Set 2: Consonant Cluster Pairs – sn vs. sl

Teacher Talk (hide from students)	Picture 1	Picture 2
<p>slip</p> <p>snip</p>		
<p>slaw</p> <p>snore</p>		
<p>sleep</p> <p>sneak</p>		
<p>slow</p> <p>snow</p>		

sloop
snoop



slap
snap



slack
snack



slug
snug


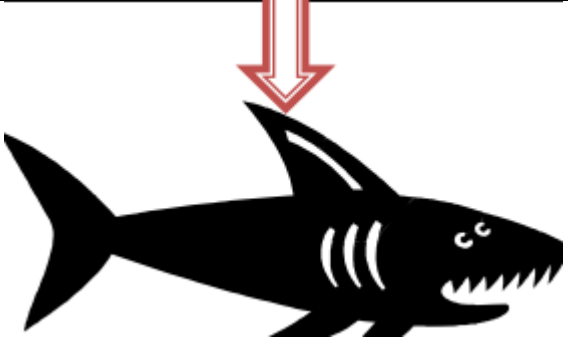






slob









snob



Set 3: Consonant Comparison – th vs. f

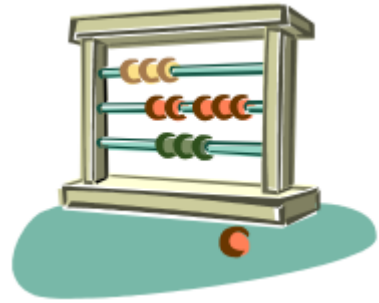
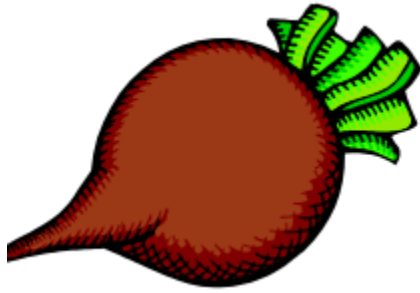
Teacher Talk (hide from students)	Picture 1	Picture 2
thin fin		
three free		
thread Fred		

Set 4: Consonant Word Final Devoicing

Teacher Talk (hide from students)	Picture 1	Picture 2
coat code		
cup cub		
cop cob		
pat pad		

beet

bead



wet

wed



bat

bad



eight

aid



mat

mad



back

bag



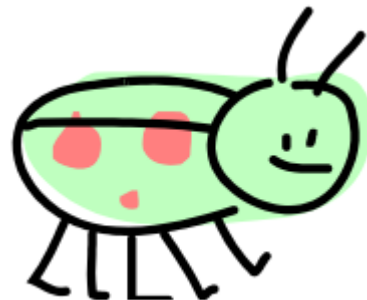
cart

card



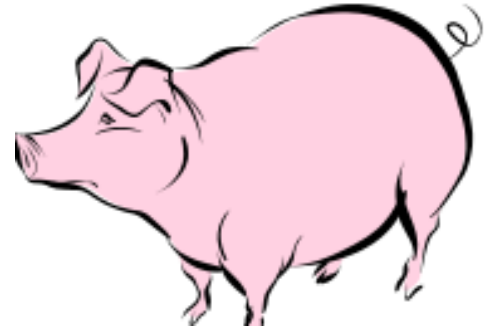
buck

bug



pick

pig



rope

robe



nip

nib



cap

cab



court

cord



mate

maid



feet

feed



heart

hard



seat

seed



surf

serve



bus

buzz



leaf

leave



fife

five



rice

rise



ice

eyes



batch

badge



Word Discrimination Pop Down

Materials

- List of word pairs – sample list below or use another list created by the teacher

Activity

After the teacher says a pair of words, students stay standing if the words are the same or “pop down” (sit down) if the words are different.

1. Explain the rules of the game to students. The teacher will say two words. If the words are exactly the same, stay standing, but if the two words are different, sit down.
2. Teacher models the activity for students and sets clear behavioural expectations.
3. Have all students stand up.
4. Say a pair of words. Students take appropriate action – stay standing or “pop down”.
5. Continue the game with several other word pairs.

Sample List of Word Pairs

- cat / mat
- far / far
- rest / away
- ten / ten
- wind / water
- pop / tear
- hand / foot
- hand / hand
- coat / goat
- chip / ship
- desk / desk
- fat / vet
- girl / curl
- two / two
- pear / bear
- love / love
- key / tea
- run / run
- talk / talk
- talk / yell
- rice / rise
- pets / pest

Modifications

Instead of standing up and “popping down”, students can slap or tap when the word is different. Alternatively, they can be given small √ and × signs to hold up when words are the same or different or they can show same with thumbs up and different with thumbs down.

Sound Discrimination Pop Down

Materials

- List of sound pairs – sample list below or use another list created by the teacher

Activity

After the teacher says a pair of sounds, students stay standing if the sounds are the same or “pop down” (sit down) if the sounds are different.

1. Explain the rules of the game to students. The teacher will say two sounds. If the sounds are exactly the same, stay standing, but if the two sounds are different, sit down.
2. Teacher models the activity for students and sets clear behavioural expectations.
3. Have all students stand up.
4. Say a pair of sounds. Students take appropriate action – stay standing or “pop down”.
5. Continue the game with several other sound pairs.

Sample List of Word Pairs

- /s/ /s/
- /p/ /s/
- /t/ /n/
- /m/ /n/
- /w/ /w/
- /p/ /h/
- /e/ /v/
- /d/ /b/
- /i/ /y/
- /g/ /j/
- /k/ /b/
- /g/ /k/
- /ch/ /sh/
- /sh/ /sh/
- /f/ /th/
- /f/ /f/
- /th/ /th/
- /s/ /sh/
- /p/ /b/
- /l/ /l/
- /k/ /t/

Modifications

Instead of standing up and “popping down”, students can slap or tap when the sound is different, they can be given small ✓ and ✗ signs to hold up when sounds are the same or different, or they can show same with thumbs up and different with thumbs down.

Word Discrimination Odd One Out

Materials

- Odd One Out picture cards
- Counters or blocks or chips, etc.

Activity

After the teacher says a series of three words – two words which are the same and one word which is the distractor – students determine what word is different.

1. Explain the rules of the learning activity to students. The teacher will say three words. Put a counter (or block or chip) on the picture of the word that is different.
2. Teacher models the activity for students.
3. Give each student a picture card mat and several counters.
4. Say a word series (always two that are the same and one that is different).
5. Have students place a counter on the picture of the word that is different.
6. Continue with several three word series.

Picture Cards

See below for an example set.





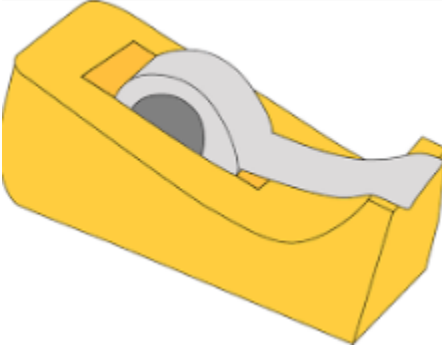



Modifications




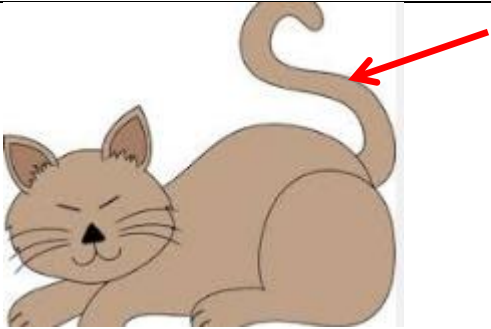



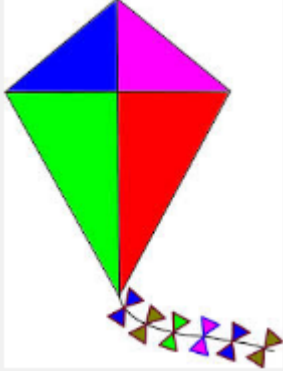
The Word Discrimination Odd One Out learning task can also be completed without picture cards and solely with auditory discrimination. For this, say a word series (three words, two of which are the same and one which is the distractor) and have students tell you what word is different. When using this approach in a whole class setting or in a small instructional group, students can whisper the different word to an elbow partner before discussing the different word as a whole class.

Sample List of Word Series for Auditory Discrimination

- fan / yarn / fan
- chain / chain / shorts
- shoe / turn / turn
- boot / book / boot
- wall / water / water
- kite / light / kite
- snail / small / snail
- zip / zap / zip
- run / rain / run
- bowl / bun / bun
- pig / piper / pig

Word Discrimination Odd One Out Picture Cards

Teacher Talk (hide from students)		
cook / caught / cook		
tar / tool / tool		
tape / tape / car		
teach / tore / teach		

<p>core / drink / core</p>		
<p>tail / toy / toy</p>		
<p>fish / bag / fish</p>		
<p>lettuce / lettuce / kite</p>		

bake / lake / lake



sand / cake /
sand



Sound Discrimination Odd One Out

Materials

- List of sound series – sample below or another list generated by the teacher

Activity

After the teacher says a series of three sounds – two sounds which are the same and one sound which is the distractor – students determine what sound is different.

1. Explain the rules of the learning activity to students. The teacher will say three sounds. Whisper to your partners the sound that is different.
2. Say a sound series (always two that are the same and one that is different).
3. Have students tell their elbow partner what sound was different.
4. As a group, discuss the different sound.
5. Continue with several three sound series.

Sample List of Sound Series

- /s/ /d/ /s/
- /p/ /p/ /s/
- /t/ /t/ /n/
- /n/ /m/ /n/
- /w/ /w/ /r/
- /p/ /h/ /p/
- /e/ /v/ /v/

Word Counters

Materials

- Counters or blocks or bead strings, etc.
- List of sentences – sample below or another list generated by the teacher

Activity

As the teacher says a sentence, have students move a counter in front of them as each word is dictated, to scaffold counting the number of words in a sentence. If using the bead string, have students pull down a bead for each word.

1. Teacher models the learning activity first.
2. Students place counters in front of them. Each counter represents a word.
3. Teacher slowly dictates the sentence (up to 4 simple, monosyllabic words in length for simple segmenting and up to 6 more complex, multisyllabic words in length for complex segmenting).
4. As each word is dictated, students move a counter or block or bead.
- (One counter should be moved for each word in the sentence.)
5. After students have placed their markers, the teacher repeats the sentence and students can touch each counter as the sentence is repeated to check their thinking.
6. Continue with several additional sentences.



Modifications

Students can also count the number of words in a sentence by tapping up their arm. (One tap represents a word. See picture below.) To increase the complexity of the task, the action picture cards from “Word Hop”, or other picture cards, can be used so a student generates the sentence for the class/small instructional group instead of the teacher dictating a sentence.

Sample List of Simple Sentences

- My mom loves me.
- I like school.
- The plane will fly.
- Dad has a car.
- The pig is pink.
- My name is _____.
- What is your name?

Sample List of Complex Sentences

- I went swimming yesterday.
- How are you feeling today?
- Tomorrow will be Tuesday.
- Marcus saw an iguana at the pool.



Word Hop

Materials

- Large coloured circles or lily pads (made out of construction paper) or mats or bean bags, etc. placed on the floor and spaced a small distance apart
- Sample action picture cards

Activity

After the student draws a picture card from the bag, he/she develops a sentence and subsequently moves along the spots on the floor – with one spot representing one word.

1. Place four to six coloured markers on the floor (e.g., construction paper coloured circles or lily pads, mats, bean bags, etc.).
2. Teacher models the first example by drawing an action card from the mystery bag, developing and stating a short sentence relevant to the picture card (e.g., “She likes to swing.”) and moving down the coloured markers repeating the sentence, clearly standing on one marker per word.
3. Have a student select a picture card and develop a short, but relevant, sentence.
4. Support the student as he/she repeats the sentence, stepping on one marker for each word.
5. Continue with other students in the whole class or small instructional group.

Action Picture Cards

See below for an example set.

Modifications

Alternatively, the teacher can dictate a sentence instead of using the picture cards to require students to generate their own short sentence. This will decrease the complexity of the task. To increase the complexity of the task, place more word markers on the floor, increase the length of the sentences, and increase the complexity of the words used within sentences (e.g., multisyllabic words). Also, after this learning activity has been modeled and practiced in several whole class and small group sessions, it can be added as a learning centre task, with a pair of students working at it.

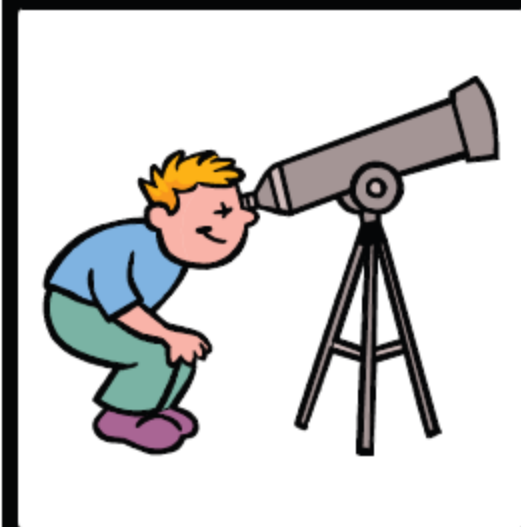


Action Picture Cards









Listening Centre: Sentence Game

Materials

- Listening centre with individual headphone sets
- CD with recorded sentences (see attached sample teacher script to use to record)
- Segmenting sentences game board
- Game pieces (e.g., markers or counters or blocks)

Activity

Using the pre-recorded instructions and sentences, students play the Sentence Game.

1. Introduce students to this listening centre activity after several lessons on segmenting sentences have already been completed in whole class and small group instructional settings. Model the centre expectations and provide opportunities for students to practice the centre task before engaging independently.
2. Set-up the listening centre with the CD player, headphones and game board with markers at the START space.
3. Students select a game piece to be theirs.
4. Students put on headphones and listen to their recorded directions.
5. Taking turns, students listen to the sentence on the recording once. Then, the second time it's repeated, students move their game piece one space per word.
6. Students continue taking turns until all players have reached the END space.

Sample Teacher Script to be Recorded and Burned to CD

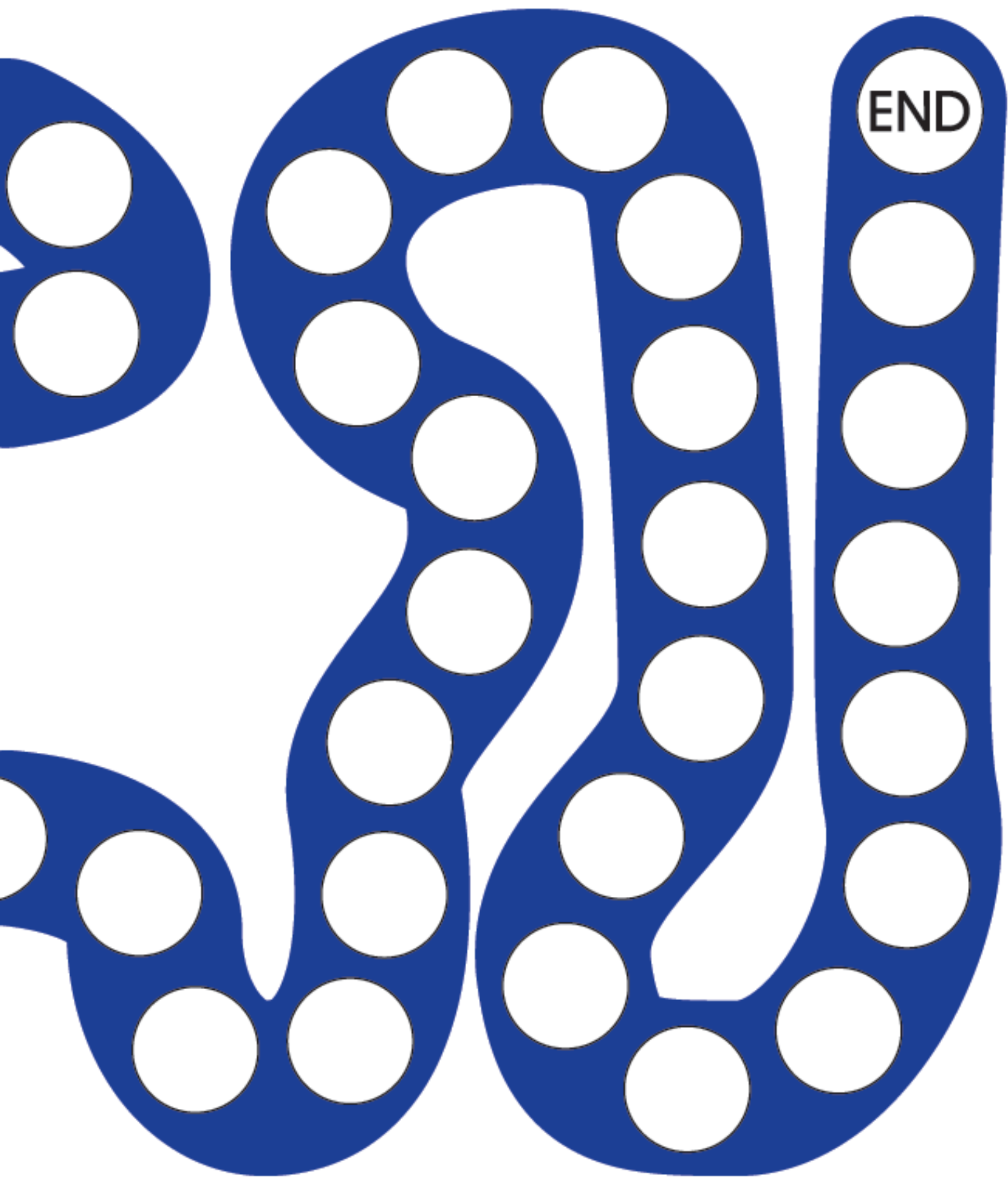
See below for an example script.

Modifications

After students have completed the learning task with the sample teacher script, record another set of sentences so students can visit the listening centre again.



START



Sample Teacher Script

Preparation: Record each item using the Microphone tool on your laptop and burn to a CD. Ensure during your recording, you pause, allowing enough time for students to think about how many words are in the sentence and to move their game piece. Note: During recording, it's important to say sentences at an even rate; not to emphasise each word.

Teacher begins recording:

I will say a sentence two times. The first time I will say "listen" and you will listen very carefully. Then I will say "listen and move". I will repeat the sentence and you will move your game piece one space for every word I say. After you have taken your turn, it will be the next player's turn.

Your game pieces are at the start line so let's begin.

Listen: Puppies are cute.

Listen and move: Puppies are cute.

Listen: Cookies are easy to bake.

Listen and move: Cookies are easy to bake.

Listen: Reading is fun.

Listen and move: Reading is fun.

Listen: The man wore a hat.

Listen and move: The man wore a hat.

Listen: He laughed.

Listen and move: He laughed.

Listen: It was raining.

Listen and move: It was raining.

Listen: I sang.

Listen and move: I sang.

Listen: The baby cried.

Listen and move: The baby cried.

Listen: He saw his mother.

Listen and move: He saw his mother.

Listen: Iguanas climb trees.

Listen and move: Iguanas climb trees.

Listen: Granny cooks stew.

Listen and move: Granny cooks stew.

Listen: My sister danced.

Listen and move: My sister danced.

Listen: All animals eat food.

Listen and move: All animals eat food.

Listen: The sun was hot and bright.

Listen and move: The sun was hot and bright.

Listen: Mice are nice.

Listen and move: Mice are nice.

Listen: Birds fly.

Listen and move: Birds fly.

Listen: Brad ran home.

Listen and move: Brad ran home.

Listen: A balloon floated high.

Listen and move: A balloon floated high.

Listen: The children played games.

Listen and move: The children played games.

Listen: Mommy cooks.

Listen and move: Mommy cooks.

Listen: We wear hats.

Listen and move: We wear hats.

Listen: My brother hugs me.

Listen and move: My brother hugs me.

Listen: He pets the cat.

Listen and move: He pets the cat.

Listen: Fish swim in the sea.

Listen and move: Fish swim in the sea.

Listen: An elephant is big.

Listen and move: An elephant is big.

Listen: Dogs like to chase cats.

Listen and move: Dogs likes to chase cats.

Listen: I like to read.

Listen and move: I like to read.

Listen: We eat lunch in the canteen.

Listen and move: We eat lunch in the canteen.

Listen: The waves were big.

Listen and move: The waves were big.

Sentence Segmenting Place Mats

Materials

- Sentence segmenting place mats (4 box place mat for simple sentences, 6 box place mat for more complex sentences)
- Counters or blocks or chips, etc.
- List of sentences – sample below or another list generated by the teacher

Activity

Students place a counter on the segmenting place mat for each word in the sentence.

1. Teacher models the activity for students.
2. Give each student a sentence segmenting place mat and enough counters (e.g., 4 counters for simple sentences, 6 counters for complex sentences).
3. Have students place the counters on the picture of the train.
4. Remind students each counter represents one word.
5. Tell students to listen carefully. Say a sentence (of appropriate length depending on the level of complexity targeted for this lesson). Repeat the same sentence and have students place a counter in the box for each word of the sentence.
6. Share and discuss how many words were in the sentence.
7. Have students push their counters back on to the train.
8. Continue segmenting sentences using a variety of sentence lengths.

Sample List of Simple Sentences

- I love my school.
- It is raining.
- I can read.
- The library has books.
- I like to run.
- My kite is flying.
- The thunder is loud.
- What is your name?

Sample List of Complex Sentences

- The fish is swimming quickly.
- Football is my favourite sport.
- Jack went up the hill.
- I like to eat warm soup.
- Peppa Pig is my favourite cartoon.
- Tomorrow we are going to town.

Modifications

In addition to using the sentence segmenting place mats, 5 frames or 10 frames from numeracy can also be used.



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Sentence Graphs

Materials

- Sentence graphing sheet
- Pencil or crayons or markers, etc.
- List of sentences – sample provided below or another list generated by the teacher

Activity

Students count and graph the number of words in a dictated sentence.

1. Teacher models activity for students.
2. Provide students with a sentence graphing template.
3. Remind students each box represents a word.
4. Tell students to listen carefully. Say a sentence (of appropriate length for intended level of complexity). Repeat the same sentence and have students colour in or place an 'x' in a box for each word of the sentence.
5. Share and discuss how many words were in the sentence.
6. Continue graphing sentence length using a variety of sentence lengths.

Sample List of Sentences

- The jet was very loud.
- The dog is brown and white.
- Insects always have six legs.
- Yellow and pink flowers grew.
- Clowns wear funny clothes and shoes.
- The cat jumped on the fence.
- We saw an iguana at school.
- Granny will bake a special cake.

