

## 4.47 Initial sounds

**Topic:** Measurement  
**Subtopic:** Weight  
**Activity type/skill:** Pronunciation  
**Literacy focus:** Vocabulary

### Objective

- Differentiate initial consonants when listening.
- Pronounce initial consonants more accurately.

### What you need

- Student worksheet (see next page)

### What to do

1. Write the words 'pull' and 'bull' on the blackboard and say them clearly.
2. Draw a hand beside 'pull' and explain that the students must put up their right hand each time you say a word that starts the same way as 'pull'. If you say a word starting the same way as 'bull', they must keep still. Ask them to shut their eyes, then read the words from list 1.

List 1	List 2	List 3
parcel	take	pie
possible	leaf	lie
push	left	part
body	lift	pink
born	teach	link
piece	together	pull
part	top	pause
pair	touch	port
bottom	land	less
pat	large	pile
bush	tube	love
pain	tin	line
pattern	tape	ledge
book	lip	pop

3. Repeat for the words 'tie' and 'lie' using list 2, and the words 'pip' and 'lip' using list 3.
4. Look at box B at the bottom of the student worksheet. Say the words beginning with 'L' and have the students repeat them after you, concentrating on saying the initial consonant correctly. Do the same with the words beginning with 'P'.
5. Have the students work in pairs and point to any word in the box. Their partner must say it with a very clear initial consonant.

### Extending the activity

- Use this activity frequently, substituting initial sounds that students are having difficulty identifying or saying.

## Activity forty-six

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Activity forty-seven

A.

pull



bull

tie



lie

pip



lip

B.

lift

leaf

less

like

light

large

pull

parcel

possible

piece

pair

part