

Sound Discrimination: Set 3

(g, o, u, l, f, b)

Recommended age: 4+

Preparation:

1. Listen to the Jolly Phonics sounds:
2. <http://jollylearning.co.uk/british-english-group-3/>
3. Print the *Sound Discrimination Cards: Set 3, Level 1 and Set 3, Level 2*. (Laminate for durability) and/or the *Sound List/Word Pair List : Set 3* (page 2 of this document).
4. Cut along the **bold** lines to create 9 cards from each page.

How to use the cards/list:

Level 1: Discriminating single sounds

In this activity the student needs to **hear** if the two sounds you say are **exactly** the same or different. The student does not see what is written on the card. Remember to use the sounds not the letter names.

Here is an example of the instructions:

1. Introduce the student to the activity by saying "I am going to call out 2 sounds. You need to listen to the sounds and tell me if they sound **exactly** the same or different. Show me a thumbs-up if they are the same and a thumbs-down if they are different."
2. Call out a sound pair from the card or list, e.g. "g-g"
3. The student responds with:
 - a thumbs-up when the sounds are exactly the same, e.g. "g-g" sound the same, or
 - a thumbs-down when the sounds are different, e.g. "g-b" sound different
4. Repeat steps 1-3 for each sound pair. Give feedback and correct the student when necessary.

Level 2: Discriminating sounds at the beginning of words

In this activity the student needs to **hear** if the beginning sound, of the two words you say, is the same or different. The student does not see what is written on the card.

Here is an example of the instructions:

1. Introduce the student to the activity by saying "I am going to call out 2 words. You need to listen to the words and tell me if the beginning sound is the same or different. Show me a thumbs-up if they are the same and a thumbs-down if they are different." OR Introduce the student to the activity by saying "I am going to call out 2 words. You need to listen to the words and tell me if they sound **exactly** the same or different. Show me a thumbs-up if they are the same and a thumbs-down if they are different."
2. Call out a word pair from the card or list, e.g. go-go.
3. The student responds with:
 - a thumbs-up when the beginning sound is the same, e.g. "go-go" sound the same, or
 - a thumbs-down when the beginning sound is different, e.g. "goat-boat" sound different.
4. Repeat steps 1-3 for each word pair. Give feedback and correct the student when necessary.

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Sound List

Set 3 – Level 1	
g-g	l-g
g-o	l-o
g-u	l-u
g-l	l-l
g-f	l-f
g-b	l-b
o-g	f-g
o-o	f-o
o-u	f-u
o-l	f-l
o-f	f-f
o-b	f-b
u-g	b-g
u-o	b-o
u-u	b-u
u-l	b-l
u-f	b-f
u-b	b-b

Word Pair List

Set 3 – Level 2
goat-boat
ox-ox
laid-fade
bake-lake
land-band
fate-gate
get-let
line-fine
olive-olive
bind-find
fat-bat
up-up
box-ox
lock-block
fan-fan
lip-flip
lot-lot
beast-feast
loss-boss
bin-fin
goal-bowl
fat-fat
land-land
gold-fold
glad-bad
float-boat
back-back