

Sound Discrimination: Set 4

(ai, j, oa, ie, ee, or)

Recommended age: 4+

Preparation:

1. Listen to the Jolly Phonics sounds:
2. <http://jollylearning.co.uk/british-english-group-4/>
3. Print the *Sound Discrimination Cards: Set 4, Level 1 and Set 4, Level 2*. (Laminate for durability) and/or the *Sound List/Word Pair List : Set 4* (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. "ai-ee"
3. The student responds with:
 - a thumbs-up when the sounds are exactly the same, e.g. " ai-ai" sound the same, or
 - a thumbs-down when the sounds are different, e.g. "ai-ee" sound different
4. Repeat steps 1-3 for each sound pair. Give feedback and correct the student when necessary.

Level 2: Discriminating sounds in words

In this activity the student needs to **hear** if the two words you say are the same or different. Many of the Set 4 sounds are used as middle or end sounds, therefore the student will need to focus on the middle and end sounds, as well as the 'j' sound at the beginning of words. 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 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. jog-jog.
3. The student responds with:
 - a thumbs-up when they sound the same, e.g. " jog-jog", or
 - a thumbs-down when they sound different, e.g. "road-rod" sound different as the middle sound has changed.
4. Repeat steps 1-3 for each word pair. Give feedback and correct the student when necessary.

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Sound List

Set 4 – Level 1	
ai-ai	ie-ie
ai-j	ie-ai
ai-oa	ie-j
ai-ie	ie-oa
ai-ee	ie-ee
ai-or	ie-or
j-j	ee-ee
j-ai	ee-ai
j-oa	ee-j
j-ie	ee-ie
j-ee	ee-oa
j-or	ee-or
oa-oa	or-or
oa-ai	or-oa
oa-j	or-j
oa-ie	or-ai
oa-ee	or-ie
oa-or	or-ee

Word Pair List

Set 4 – Level 2
ran-rain
jog-jog
goat-got
lied-lid
bleed-bled
corn-con
pain-pan
jet-jet
jug-tug
cot-coat
feet-feet
sport-spot
torn-torn
road-rod
seed-said
float-fleet
tie-tee
get-jet
fort-feet
job-rob
born-born
bee-bee
coast-cost
tail-tell
jam-ham
pie-pie
man-main