

Sound Discrimination: Set 6

(y, x, ch, sh, th_(think), th_(that))

Recommended age: 4+

Preparation:

1. Listen to the Jolly Phonics sounds:
<http://jollylearning.co.uk/british-english-group-6/>
2. Print the *Sound Discrimination Cards: Set 6, Level 1 and Set 6, Level 2*. (Laminate for durability) and/or the *Sound List/Word Pair List: Set 6* (page 2 of this document).
3. 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. Please note the difference between the sounds 'th' (as in 'think') and 'th' (as in 'that'). These sounds are only printed with the words to help with sound differentiation - only say the sounds during the activity.

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. "x-x"
3. The student responds with:
 - a thumbs-up when the sounds are exactly the same, e.g. "x-x" sound the same, or
 - a thumbs-down when the sounds are different, e.g. "x-ch" 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

At level 2 the student needs to **hear** if two words you say are the same or different. The student does not see what is written on the card. In this activity, the beginning sounds are 'y', 'th' (as in 'that'), 'th' (as in 'think'), 'ch', and 'sh', the middle sound is 'x' and the end sounds are 'th' (as in 'think'), 'x', 'ch' and 'sh'. Therefore the student will need to focus on beginning, middle and end sounds in words. Only the set 6 sounds in the words have been changed. The other sounds remain consistent.

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. "fox-fox".
3. The student responds with:
 - a thumbs-up when the words are the same, e.g. "fox-fox" sound the same, or
 - a thumbs-down when the words are different, e.g. "yes-chess" 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 6 – Level 1	
y-y	sh-y
y-x	sh-x
y-ch	sh-ch
y-sh	sh-sh
y-th ^(think)	sh-th ^(think)
y-th ^(that)	sh-th ^(that)
x-y	th ^(think) -y
x-x	th ^(think) -x
x-ch	th ^(think) -ch
x-sh	th ^(think) -sh
x-th ^(think)	th ^(think) -th ^(think)
x-th ^(that)	th ^(think) -th ^(that)
ch-y	th ^(that) -y
ch-x	th ^(that) -x
ch-ch	th ^(that) -ch
ch-sh	th ^(that) -sh
ch-th ^(think)	th ^(that) -th ^(think)
ch-th ^(that)	th ^(that) -th ^(think)

Word Pair List

Set 6 – Level 2
yes-chess
box-bog
chop-cop
sit-six
then-ten
moth-moss
yell-shell
fox-fox
cheer-year
short-sort
that-that
thin-tin
yak-shack
chip-chip
fix-fish
shelf-self
than-tan
tick-thick
yes-yes
cash-cash
wash-watch
chat-cat
with-wit
yap-chap
moth-moth
text-test
three-tree