

Sound It Out Cards: Set 7

(qu, ou, oi, ue, er, ar)

Recommended age: 4+

Preparation:

1. Listen to the Jolly Phonics sounds:

<http://jollylearning.co.uk/british-english-group-7/>

2. Print the 2 pages of *Sound It Out Cards: Set 7* (lamine for durability).
3. Cut along the **bold** lines to create 6 cards from each page (one big picture and three small boxes per card).

How to use the cards:

In this activity the student needs to separate the sounds in a word. This is called segmenting.

1. Place one card in front of the student.
2. With the student, look at the picture on the card and name it. The name of each picture is listed below on this instruction page.
3. Model for the student how to do the activity, for example: "The word is **fern**. There are 3 sounds in the word **fern** and I am going to tap a box for each sound, (tap each box as you say) **f-er-n**. Now you try." The student copies your example.
4. If the student has difficulty, try saying the word slowly, stretching each sound.

ALTERNATIVE:

1. Use the word list below. Say a word aloud and ask the student to tap the table or clap or hold up a finger for every sound they hear in the word (e.g. sharp: sh-ar-p = 3 taps)
2. If the student is segmenting well, challenge the student by asking questions such as, "What is the middle sound?" or "What is the end sound?"

Word list:

Page 1: queen (qu-ee-n = 3); house (h-ou-s = 3); coin (c-oi-n = 3), argue (ar-g-ue = 3);
fern (f-er-n = 3); star (s-t-ar = 3).

Page 2: quilt (qu-i-l-t = 4); cloud (c-l-ou-d = 4); point (p-oi-n-t = 4); rescue (r-e-s-c-ue = 5);
scarf (s-c-ar-f = 4); mermaid (m-er-m-ai-d = 5).

Alternative words: out (ou-t = 2); oil (oi-l = 2); car (c-ar = 2); sharp (sh-ar-p = 3); kerb (k-er-b = 3);
quiz (qu-i-z = 3); quick (qu-i-ck = 3); loud (l-ou-d = 3); shirt (sh-ir-t = 3); ground (g-r-ou-n-d = 5);
statue (s-t-a-t-ue = 5); carpark (c-ar-p-ar-k = 5).