

**ADULT ESOL LESSON PLAN**  
**LCP C - High Beginning**  
**PHONEMIC AWARENESS INFUSION**  
**Pronunciation and Recognition of Word Families**

**Instructor Presentation – Handout A**

**ESOL Competencies:** 20.01 Identify job promotion requirements  
34.01 Pronunciation and recognition of word families

**Objective:** Content focus- Identify requirements for job promotions, practicing pronunciation, recognizing word families and meaning in context.

Language focus- Demonstrate the pronunciation features of word families or phonograms, decoding their meaning and grammatical usage, with practice of accurate production syllable stress.

**Goal:** To understand how to produce these pronunciation features, recognize the various phonograms within words, understand their meaning, hear the sounds, produce them correctly when thinking about it, and practice correct pronunciation and usage to be understood by others.

**Materials:** Handout A- Instructor’s Pronunciation Lesson  
Handout B- Student Reading Passage

**Procedures:**

**1. Explanation**

Word families, also known as phonograms, are predictable language patterns found in words. Students can recognize these “chunks” of letters found in frequently used words, which will help them to decode new words. Breaking down words into chunks that they are familiar with assists in their production of the sounds, as well as their reading skills. Noting the word family and the various prefixes or suffixes, provides meaning and understanding as to its use grammatically within the sentence.

**2. Articulation presentation and demonstration**

Many students need help when they encounter long words that are new to their vocabulary. Teaching students strategies to help them divide long words, assists in their ability to “sound out” the word correctly and also “see” parts which carry meaning. This builds oral vocabulary as they develop their phonemic awareness and aids in effectively learning new reading vocabulary.

**Basic Strategies:**

A. Look for letter patterns in the middle of the word.

**Example:** basket

- B. Look for two smaller words in a compound word.  
**Example: sea shell**
- C. Cover familiar endings like **-es** – **ed**, and **-ing** and read the **root word**. Then uncover the ending and blend the parts.  
**Example: dishes- cover-es**, say **dish**, then add the **-es** pronunciation
- D. Look for familiar syllables. Divide the word, keeping the syllable together.  
**Example: person- per son**
- E. If a word has an “a” at the beginning and another vowel, divide the word after the “a” and pronounce the “a” as a schwa /ə/.  
**Example: asleep- a sleep ; ago- a go**
- F. Look for a familiar prefix or suffix and cover it. Read the **root word** and then uncover the ending and blend the parts.  
**Example: replace- re place; motivation- motiva(te) tion**

### 3. Reading Infusion (see Handout B)

- A. Read aloud with the class two times. Pronounce the bolded letters loud and strong, with emphasis to reinforce the placement of articulators and correct production. Listen as your instructor explains the grammatical usage (noun- tion; verb- ed) , pointing out the **root word or base phonogram**.
- B. With a partner, read the passage aloud with normal stress (emphasis) and intonation (expression). Think about the sounds demonstrated and modeled by your teacher in the lesson as you read. Listen for the correct pronunciation. Your partner will tell you if s/he hears the correct sounds and understands your pronunciation.