Running Head: LESSON PLAN

Targeted Lesson Plan

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Objective: Student will practice and produce /ər/ and /or/ sound in different environments, focusing on *not* deleting the /r/ sound. Student will learn the position of one’s mouth when making these words and learn to self-monitor himself when producing these sounds.

Prerequisites: Learner Profile and Diagnostic Analysis. Student should not have trouble pronouncing the sounds which are not the focus of this lesson.

Materials: Diagram, Word List, & Digital Recorder

I. Introduce topic /ər/ (5min.)

A. Why are we focusing on this? Explain results of Diagnostic Analysis and why it’s important to focus on this sound in accordance to the Learner Profile.

B. Answer any questions.

II. Sammy Diagram [attached] (10-15min.)

 A. Use this diagram to explain American /r/ tongue position.

B. Have student practice making the /ər/ and /or/ sounds in isolation. Talk about the differences in tongue and mouth position between the two sounds.

C. Take time to answer specific questions.

III. Activity (20-25min.)

Use the following word list:

burr bore Learn girl bored bird roar choir her Ford Door turn

purr pour teacher more informal Doctor other number brother

fur for Theater purple or shore mermaid yearn morbid nor circle

A. Read the list two times to student. First time normal speed, second time slowly with emphasis on /or/ and /ər/ sounds.

B. See if student wants the definition to any words.

C. Read a word, then have student repeat…when there is trouble, focus on tongue position. Repeat this as many times as necessary, speeding up each time.

D. Have student produce sounds alone, stopping him and spending time on trouble spots, focusing on tongue position. Repeat as many times as necessary, speeding up each time.

IV. Self-monitoring (20-25min.)

 A. Have the student read the list of words into the digital recorder without stopping him.

B. Student will listen to himself as many times as necessary, determine problem words (circle or write them down), and attempt to explain why these problems are occurring (using the Sammy Diagram in reference to tongue position and place of articulation).

 C. Student will then attempt to correct the problem words, recording them into the digital recorder.

 D. Student should listen to the recording again and evaluate his pronunciation and progress. Keep trying to listen and correct the problem words.

V. Wrap-up (3-5min.)

 A. Give feedback and evaluation

 B. Answer any questions

 C. Briefly discuss next lesson’s focus: /w/ sound.

Assessment: Student’s self-monitoring: is he able to correctly identify problem words and then effectively correct his pronunciation due to learning about tongue positioning?

Sammy Diagram



