

Onestop Phonics: *wh*- sound

by Rachel Finnie

Level: Starter; Starters (Cambridge Young Learner tests)

Target age: 4+

Time needed: 30 minutes

Materials: Phonics podcast (downloaded from www.onestopenglish.com); flashcard; copies of worksheet 1, 2 and 3 for each child

wh- sound

Vocabulary

***wh*-** /w/ (*where, what, which, when, wherever, whenever*)

Note to teachers: We have included the phonemic symbols here for your information. Should you wish to refer to the onestopenglish phonemics chart, follow the link:

www.onestopenglish.com/skills/pronunciation/phonemic-chart-and-app/

The vocabulary words all appear in the fun rhyme that is used to present the sounds initially.

Some of the words in the rhyme might be new to your learners and may require pre-teaching. You may like to use onestopenglish flashcards to pre-teach the words.

Alternatively, you might choose to start by inviting the children to guess the meaning of the words from the context of the rhyme. With the *wh*- rhyme, it's a little more difficult as the words are all question words and are abstract. So teaching them through questions might be the best option.

The thing to remember is this: the more difficult words in the rhymes are only receptive. They are there to help the rhymes scan properly, and the children WILL remember the words easily as part of the rhyme, even if they don't always know the exact meanings of the words.

Procedure

- Start by telling the children: *We are going to learn about the sound the letters 'w' and 'h' make together today.* Explain what this means: *when 'w' and 'h' are together in a word, they are pronounced 'wh' as in 'where' or 'why'.*
- Demonstrate the position of the lips when saying the *wh*- sound. Ask the children to copy you.

- Ask the children if they can think of any words with '*wh*' in them. Remind the children that most of the words have *wh*- at the beginning and are words we use when we ask questions.

- If they can think of words, write the words on the board as they say them.

- If they can't think of any words, ask them questions (e.g. *What's your name? Where's my book? When is your birthday?*) and ask the children to repeat the *wh*- word from the question. Write the *wh*- words on the board as you use them.

- When all the words are on the board, ask for volunteers to come up and point to a word then say that word.
- Say to the children: *We are now going to listen to the new sounds in a rhyme.* Then play the podcast for this lesson. Ask the children to listen carefully. Play the audio a second time if you think it is necessary.

Hand out Worksheet 1 and 2

- Play the audio again. This time, say to the children: *Look at the Worksheet and follow the words in the rhyme with your finger as you listen.*
- Then read the rhyme one line at a time. Each time, ask the children to repeat it.
- For each line of the rhyme, ask the children: *Which 'wh' word did you hear?*
- Read the rhyme as a class.
- Suggest that the children take their pictures home to colour them in however they want.
- Ask the children to bring their coloured pictures to the next lesson. You can then ask for volunteers to bring their coloured pictures to the front and to read the rhyme to the class, to help to consolidate/revise the previous sounds.

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Audioscript:

'What's your name?'
 'Where do you live?'
 'What are you going to do?'
 'Which month is your birthday?'
 'When do you go to bed?'
 'Now answer these questions for you!'

'Sebastian – that's my name!'
 'I live wherever I like!'
 'And right now I'm going to eat.'
 'My birthday's in November.'
 'And because I'm a snail, with my house on my back,
 '... I go to bed whenever I please!'

Hand out Worksheet 3

Ask the children to look at the word snakes and explain that every word snake contains a *wh-* word, but that the children must find the right letters for the word each time.

Work through the example with the class. Ask the children to circle the letters that make *wh-* words in the other four word snakes.

Walk round as they are working, to check what they are doing.

When they have found all the words, ask them to write the words on the lines.

When they have all finished writing, hold up the worksheet and point to the words one at a time (or write them on the board). Each time, the children call out the word.

Key:

1. *where*; 2. *which*; 3. *what*; 4. *when*; 5. *wherever*

End the lesson by asking the children to say the rhyme again as a class. You can invite them to stand up and march by their desks in time to the rhyme as they recite it.

Fun activity

Put the children in pairs. They take turns to say one of the *wh-* question words. Their partner has to think of a question to ask them, starting with that word.

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YOUNG LEARNERS WORKSHEET 2

‘What’s your name?’

‘Where do you live?’

‘What are you going to do?’

‘Which month is your birthday?’

‘When do you go to bed?’

‘Now answer these questions for you!’

‘Sebastian – that’s my name!’

‘I live wherever I like!’

‘And right now I’m going to eat.’

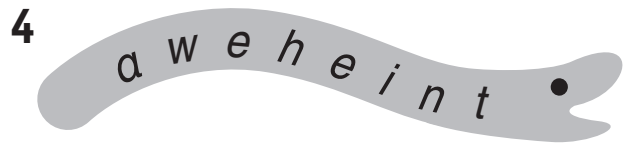
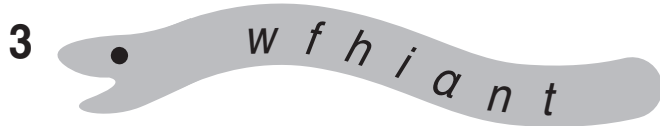
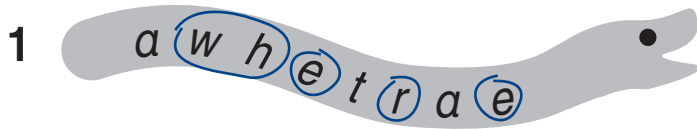
‘My birthday’s in November.’

‘And because I’m a snail, with my house on my back,

‘ ... I go to bed whenever I please!’

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Find and circle. Write and say.



1 ? ?
1 where 2 _____

 ? ? ?
3 _____ 4 _____ 5 _____