

Listening for /h/

- ◆ Tell students that you are going to say some words and that they should give the established signal when they hear /h/ at the beginning of a word. If they do not hear the sound, they should do nothing. Say the following words:

hat	hit	hot	not	hop
top	hip	rip	hide	side
hope	heap	deep	roam	home
house	mouse	kite	bold	happy
hair	hungry	tape	hammock	hurry

- ◆ Have students say words that begin with /h/. If any students have names that begin with /h/, have them say their names for the class to repeat.
- ◆ Conclude the activity by pointing to **Sound/Spelling Card** 8—Hound and reviewing the name of the card and /h/ spelled *h*_. Tell students that they can remember this sound and spelling by looking at the card and thinking about the sound that Harry the Hound makes as he hurries: /h/ /h/ /h/ /h/ /h/.



Teacher Tips

REPETITION Some students may benefit from saying the words after you and then responding.

ADDING ACTIONS Some teachers find it helpful to have students use actions as an aid in remembering the sounds for some spellings. For example, for /h/ spelled *h*_, you might have students run in place, moving their arms and huffing as if out of breath as they say /h/ /h/ /h/ /h/ /h/.

Differentiating Instruction

English Learners

IF . . . students are native speakers of Spanish, **THEN . . .** they might have difficulty pronouncing the /h/ sound. In Spanish, *h* is always silent. Have students practice making the /h/ sound while holding a mirror close to their mouths. The fogging of the mirror will signal a correct pronunciation.