



/v/



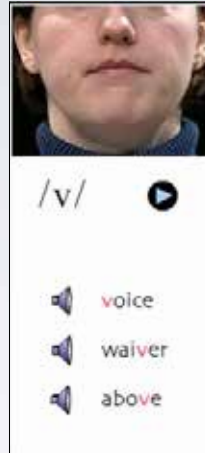
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## PHONEMIC AWARENESS

- Let's start by learning how the phoneme /v/ should be sounded.
- To make the /v/ sound, place your bottom lip under your top teeth, vibrate your vocal cords to feel the vibration between your lip and teeth.
- Use the link in the online lessons to go to the *Iowa University website* and click on the triangle to hear how the phoneme /v/ should be sounded.



**American Pronunciation**  
[University of Iowa](#)

**Australian Pronunciation**  
[Get Reading Right](#)

**British Pronunciation**  
[Phonics International](#)

Scroll to the middle of the page.

You must have Flash 7 or higher plug-in to use these pages.

## PHONEMIC AWARENESS

- Tell the students they are going to learn the /v/ sound.
- Demonstrate how the word "valentine" has the /v/ sound at the beginning of the word.
- Download the Song Sheet "Waiting for a Valentine"
- Read out, or sing the song, "Waiting for a Valentine," emphasizing the /v/ sound at the beginning of the word valentine.



**Song Sheet**  
[Waiting for a Valentine](#)  
SongSheet from KIDiddles



## PHONEMIC AWARENESS

- Tell the students that the word “vacuum” begins with the /v/ sound.
- Pretend to vacuum the floor while saying “vvvvvvvvvvvv” like a vacuum cleaner.
- Ask students to do the same. Tell them to use this movement when they say or hear the /v/ sound in this lesson.



### Action for /v/

To help students remember phonemes, we associate an action with the sound. The action for /v/ is vacuum.

## PHONEMIC AWARENESS

- Get sound/symbol card 26.
- Show the front of the card and ask what is in the picture. Ask what sound “violin” begins with.
- Ask the students to listen for the /v/ sound and repeat it in the word “violin,” and to do the “vacuum” motion as they say the /v/ sound.



### Sound/Symbol Cards Week 6 Cards

Print on a thick paper or card. Fold the sheet down the center on the dotted line. Cut the cards into four and glue. For extra durability, you can laminate the cards.



## PHONEMIC AWARENESS

- Tell the students that you are going to say some words that begin with the /v/ sound and some that do not.
- Ask them to make the “vacuum” action and say /v/ when they hear the sound at the beginning of the word.
- Here are the words:

**vase, wait, fan, vote,  
wet, voice, fell, very**

- Be sure to leave plenty of time between saying each word for the students to respond.

**More words to use that have the /v/ sound at the beginning of words:**

valentine, van, violin, vat, veal, vent, verse, very, vest, view, vine, visit

## PHONEMIC AWARENESS

- Say the word **love** stressing the /v/ at the end of the word. Say that in this word the /v/ sound is at the end of the word.
- Tell the students that you are going to say some words that have the /v/ sound at the end of the words, and some that do not.
- Ask them to make the “vacuum” movement and say /v/ when they hear the sound in the middle of a word.
- Here are the words:

**love, dove, wish, wave,  
cut, save, pen, dive**

**More words to use that have the /v/ sound at the end of words:**

cave, cove, drive, five, give, glove, have, move, save, serve, shave, stove



## PHONEMIC AWARENESS

- Tell the students they should make the “vacuum” movement and say /v/ when they hear the /v/ sound at the beginning of a word in the verse you are going to read them.
- Here’s the verse:

**Vera came to visit the village one day.  
She arrived late, in a very big van.  
She brought a violin, a huge vase,  
Fifty video games and a frying pan.**

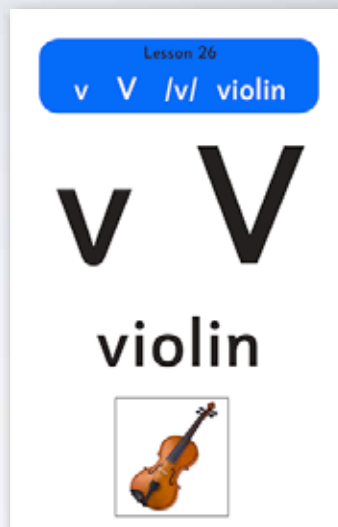
- Repeat the verse until the students can identify all the words beginning with /v/ in the verse.

## Another verse to help teach the /v/ sound

Vince put a vine in a vase,  
It was for Val, a valentine.  
He then took Val to the valley,  
They went in a van to dine.

## SOUND/LETTER RELATIONSHIP

- Give out the sound/symbol card for /v/.
- Show the back of the card.
- Point to the small **v** and say this is how we write the letter for the sound /v/.
- Point to the capital **V** and say this is how we write big /v/ which is for important words like people’s names.
- Point to the word “violin” and say this is how we write the word “violin.” Point out the letter **v** and say this is how we write the /v/ sound at the beginning of the word “violin.”

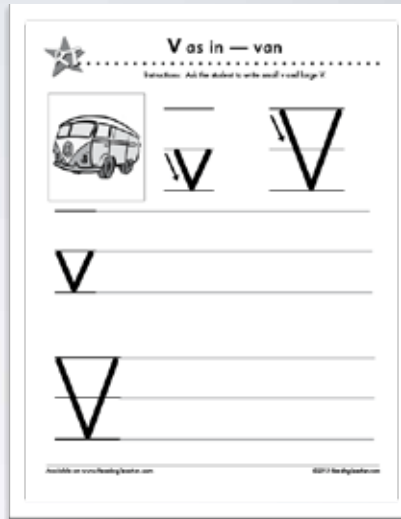


## Sound/Symbol Cards [Week 6 Cards](#)



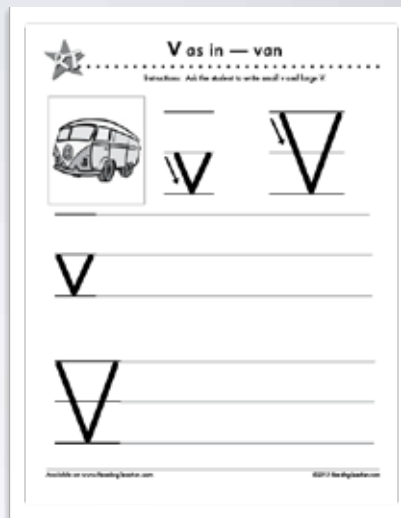
## SOUND/LETTER RELATIONSHIP

- Give out the writing practice sheet for **v V**.
- Point to the small **v** and say this is how we write the letter for the sound /v/.
- Point to the capital **V** and say this is how we write big /v/ which is for important words like people's names.
- Say the name "Victoria" begins with the sound /V/.
- Model the formation of the letter **v** for the students.



## SOUND/LETTER RELATIONSHIP

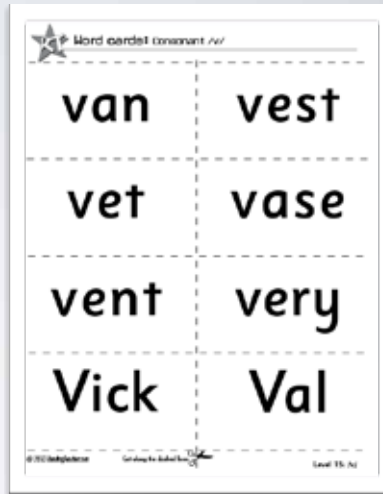
- Have students write the letter **v** in the air as they watch you write it.
- Have students trace the letters on the practice worksheets with their fingers.
- Ask the students to practice writing the small **v** and the large **V** on the practice worksheets.





## BLENDING

- Blending is the skill of sounding out letters all through a word into a natural sounding word.
- Using a Word Card, point to the first letter of the word and say the sound.
- Then pass your finger to the next letter and say the sound, and so on.
- For example, for the word **vet** say **vvv-eee-t**.
- Do this again more quickly until the word is pronounced naturally.



Cut where indicated to make eight cards

**Word Cards**  
[Word Cards](#)

## BLENDING

- Show the Word Card for **van**.
- Say that the word begins with **/v/**.
- Ask a student to point to the letter that stands for **/v/**.
- Sound out **van** while running a finger under each letter: **/vvv/aaa/n/**.
- Say the word quickly **van**.
- Have the students sound out the word with you.

