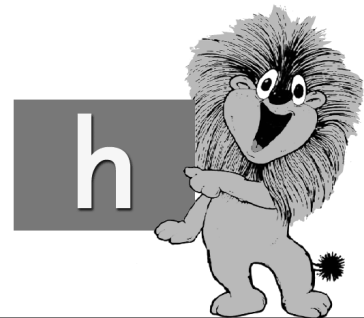




/h/

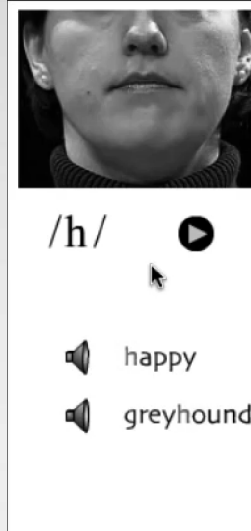


Contents

Page 2	Phonemic Awareness	Resources:	American Pronunciation Australian Pronunciation British Pronunciation Hush, Hush, Hushabye	website website website PDF b+w sheet
Page 3	Phonemic Awareness	Resources:	Sound/Symbol Cards	PDF color sheets
Page 4	Phonemic Awareness			
Page 5	Sound/Letter Relationship Sound/Letter Relationship	Resources:	Sound/Symbol Cards /h/ Writing Sheet	PDF color sheets PDF b+w sheets
Page 6	Sound/Letter Relationship Blending	Resources:	/h/ Writing Sheet Word Cards	PDF b+w sheets PDF b+w sheets
Page 7	Blending		Word Cards	PDF b+w sheets

PHONEMIC AWARENESS

- To make the **/h/** simply breathe out as if sighing.
- Go to the *Iowa University website* and click on the triangle to hear how the phoneme **/h/** should be sounded.



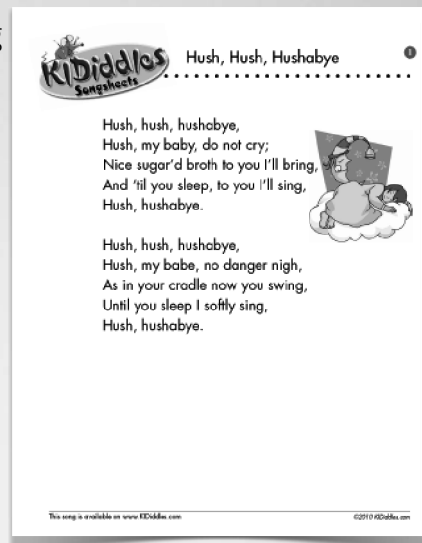
American Pronunciation
[University of Iowa](#)

Australian Pronunciation
[Get Reading Right](#)

British Pronunciation
[Phonics International](#)
 You must have Flash 7 or higher
 plug-in to use these pages.

PHONEMIC AWARENESS

- Tell the students they are going to learn the **/h/** sound.
- Demonstrate how the word “hush” begins with the **/h/** sound.
- Download the SongSheet “*Hush, Hush, Hushabye*,” from the Kididdles website.
- Read out, or sing the song, “*Hush, Hush, Hushabye*,” emphasizing the **/h/** sounds at the beginning of words.



Song Sheet
[Hush, Hush, Hushabye](#)
 SongSheet from KIDiddles

PHONEMIC AWARENESS

- Tell the students that the word “hot” begins with the **/h/** sound.
- Take your hand and fan yourself as you say “hot.” Emphasize the **/h/** sound.
- Ask students to do the same. Tell them to use this movement when they say or hear the **/h/** sound.

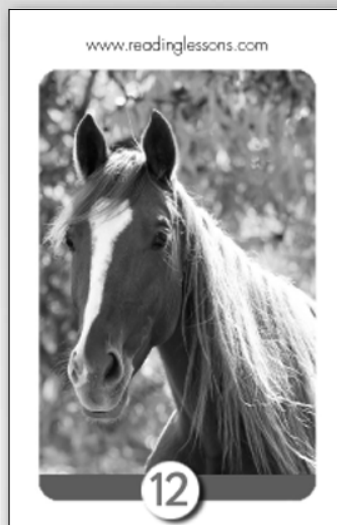


Action for /h/

To help students remember phonemes, we associate an action with the sound.

PHONEMIC AWARENESS

- Get *ReadingLessons* sound/symbol card 12.
- Show the front of the card and ask what animal is in the picture. Ask what sound “horse” begins with.
- Ask the students to listen for the **/h/** sound and repeat it in the word “horse,” and do the “hot” motion as you say the **/h/**.



Sound/Symbol Cards 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 **/h/** sound and some that do not.
- Ask them to make the “hot” movement and say **/h/** when they hear the sound at the beginning of the word.
- Here are the words:

**hop, happy, dog, hip,
pest, hiss, ten, heel**

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

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

hair, half, hall, ham, hammer, hand, hard, has, hat, hate, have, he, head, hear, heard, heart, heat, help, her, here, high, hill, his, hit, hog, hold, hole, home, hoof, hook, hope, horse, hot, house, how, hunt, hurt, hut

PHONEMIC AWARENESS

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

**Happy hogs dance with cats.
Ten hens hop with hats.
Happy hogs and ten hens?
Hand in hand our story ends.**

- Repeat the verse until the students can identify all the beginning **/h/** sounds in the verse.

Another verse to help teach the /h/ sound

Happy cat has a huge hat.
Why does she have a horrible hat like that?
Sad cat has a tiny hat on her head.
She should wear a hard hat instead.

SOUND/LETTER RELATIONSHIP

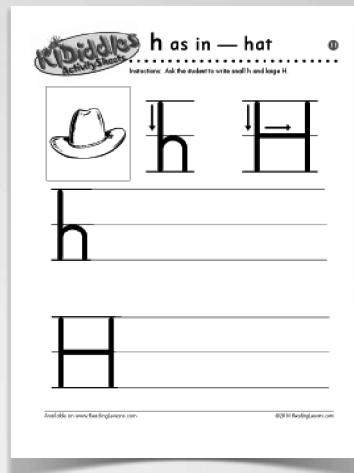
- Give out the sound/symbol card for **/h/**.
- Show the back of the card.
- Point to the small **h** and say this is how we write the letter for the sound **/h/**.
- Point to the capital **H** and say this is how we write big **/h/** which is for important words like people's names.
- Point to the word "horse" and say this is how we write the word "horse." Point out the letter **h** and say this is how we write the **/h/** sound at the beginning of the word "horse."



Sound/Symbol Cards Cards

SOUND/LETTER RELATIONSHIP

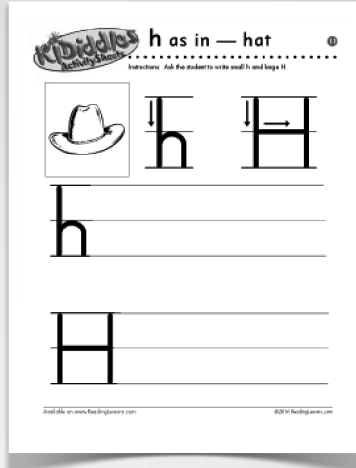
- Give out the *KIDiddles* writing practice sheets for **h H**.
- Point to the small **h** and say this is how we write the letter for the sound **/h/**.
- Point to the capital **H** and say this is how we write big **/h/** which is for important words like people's names.
- Say the name "Hannah" begins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



Writing Practice Sheets /h/ Writing Sheet

SOUND/LETTER RELATIONSHIP

- Have students write the letter **h** 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 **h** and the large **H** on the practice worksheets.

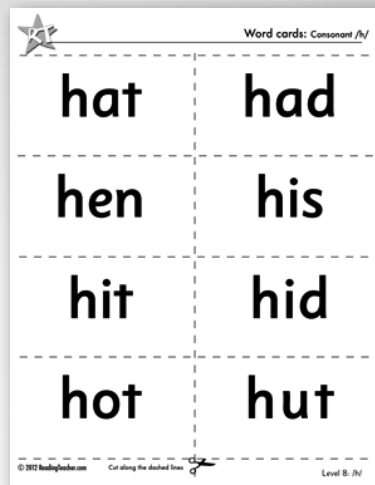


Writing Practice Sheets /h/ Writing Sheet

11

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 **hot** say hhh-ooo-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 **hat**.
- Say that the word begins with **/h/**.
- Ask a student to point to the letter that stands for **/h/**.
- Sound out **hot** while running a finger under each letter: **/hhh/aaa/t/**.
- Hold the sounds for a second, except for the stop sound **/t/**.
- Say the word quickly **hat**.
- Have the students sound out the word with you.



Word Cards
Word Cards