

This is an oral task. Pronounce **c** as in **tack**.

PRONUNCIATION

EXERCISE 1

Children say the sounds

- a. You're going to say some sounds. When I hold up my finger, say (pause) **c**. Get ready. (Hold up one finger.) **c**.
- b. Next sound. Say (pause) **īīī**. Get ready. (Hold up one finger.) **īīī**.
- c. Next sound. Say (pause) **nnn**. Get ready. (Hold up one finger.) **nnn**.
- d. (Repeat c for sounds **c**, **īīī**, and **nnn**.)
- e. (Call on individual children to do a, b, or c.)
- f. Good saying the sounds.

SOUNDS
EXERCISE 2

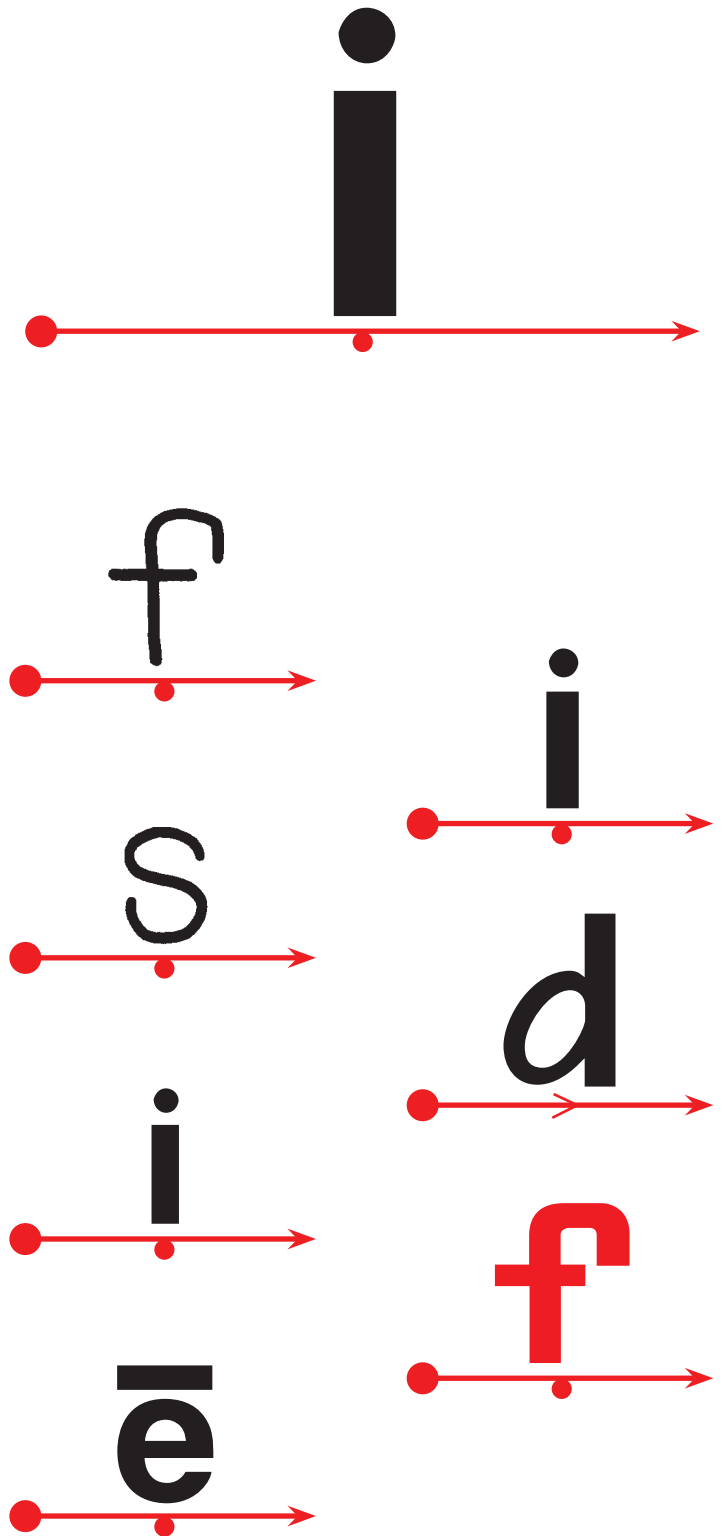
Introducing the new sound **i** as in **if**

- a. (Touch the first ball of the arrow for **i**.) Here's a new sound. My turn to say it. Get ready. (Move quickly to the second ball. Hold.) **īīī**.
- b. (Return to the first ball.) My turn again. Get ready. (Move quickly to the second ball. Hold.) **īīī**.
- c. (Return to the first ball.) My turn again. Get ready. (Move quickly to the second ball. Hold.) **īīī**.
- d. (Return to the first ball.) Your turn. Get ready. (Move quickly to the second ball. Hold.) **īīī**. Yes, **īīī**.
- e. (Return to the first ball.) Again. Get ready. (Move quickly to the second ball. Hold.) **īīī**. Yes, **īīī**.
- f. (Repeat e until firm.)
- g. (Call on individual children to do d.)
- h. Good saying **īīī**.

EXERCISE 3

Sounds firm-up

- a. (Point to the sounds.) Get ready to tell me all these sounds. Remember, if a sound has a little arrow under it, you have to say it fast. Don't get fooled.
- b. (Touch the first ball of the arrow for **i**. Pause one second.) Get ready. (Move quickly to the second ball. Hold.) **īīī**. Yes, **īīī**.
- c. (Repeat b for each remaining sound. For **d**, slash to the end of the arrow.)
- d. (Repeat b and c until all children are firm on all sounds.)
- e. (Call on individual children to say all the sounds.)
- f. Good. You said all the sounds.



RHYMING

EXERCISE 4

Children rhyme with it

- a. (Touch the first ball of the arrow for **m**. Move quickly to the second ball.) **You're going to start with this sound and rhyme with (pause) it.**
- b. (Return to the first ball of the arrow.) **Tell me the sound you're going to say first.** (Move quickly to the second ball.) *mmm*.
 - **Then what will you say?** (Slash to the end of the arrow.) *it*.
- c. (Return to the first ball of the arrow.) **Again. Tell me the sound you're going to say first.** (Move quickly to the second ball.) *mmm*.
 - **Then what will you say?** (Slash to the end of the arrow.) *it*.
- d. (Repeat c until firm.)
- e. (Return to the first ball of the arrow.) **Get ready.** (Move to the second ball.) *mmm*. (Then slash to the end of the arrow.) *(mmm)it*.
- f. (Return to the first ball of the arrow.) **Again. Get ready.** (Move quickly to the second ball.) *mmm*. (Then slash to the end of the arrow.) *(mmm)it*.
- g. (Return to the first ball.) **Say it fast.** (Slash.) *Mitt*.
 - **Yes, mitt. You rhymed with (pause) it.**
- h. (Call on individual children to do *f* and *g*.)



EXERCISE 5

Children rhyme with it

- a. (Touch the first ball of the arrow for **s**. Move quickly to the second ball.) **You're going to start with this sound and rhyme with (pause) it.**
- b. (Return to the first ball of the arrow.) **Tell me the sound you're going to say first.** (Move quickly to the second ball.) *sss*.
 - **Then what will you say?** (Slash to the end of the arrow.) *it*.
- c. (Return to the first ball of the arrow.) **Again. Tell me the sound you're going to say first.** (Move quickly to the second ball.) *sss*.
 - **Then what will you say?** (Slash to the end of the arrow.) *it*.
- d. (Repeat c until firm.)
- e. (Return to the first ball of the arrow.) **Get ready.** (Move to the second ball.) *sss*. (Then slash to the end of the arrow.) *(sss)it*.
- f. (Return to the first ball of the arrow.) **Again. Get ready.** (Move quickly to the second ball of the arrow.) *sss*. (Then slash to the end of the arrow.) *(sss)it*.
- g. (Return to the first ball.) **Say it fast.** (Slash.) *Sit*.
 - **Yes, sit. You rhymed with (pause) it.**
- h. (Call on individual children to do *f* and *g*.)



EXERCISE 6

Children rhyme with it

- a. (Touch the first ball of the arrow for **f**. Move quickly to the second ball.) **You're going to start with this sound and rhyme with (pause) it.**
- b. (Return to the first ball of the arrow.) **Tell me the sound you're going to say first.** (Move quickly to the second ball.) *fff*.
 - **Then what will you say?** (Slash to the end of the arrow.) *it*.
- c. (Return to the first ball of the arrow.) **Again. Tell me the sound you're going to say first.** (Move quickly to the second ball.) *fff*.
 - **Then what will you say?** (Slash to the end of the arrow.) *it*.
- d. (Repeat c until firm.)
- e. (Return to the first ball of the arrow.) **Get ready.** (Move to the second ball.) *fff*. (Then slash to the end of the arrow.) *(fff)it*.
- f. (Return to the first ball of the arrow.) **Again. Get ready.** (Move quickly to the second ball.) *fff*. (Then slash to the end of the arrow.) *(fff)it*.
- g. (Return to the first ball.) **Say it fast.** (Slash.) *Fit*.
 - **Yes, fit. You rhymed with (pause) it.**
- h. (Call on individual children to do *f* and *g*.)



EXERCISE 7

Children rhyme with **an**

- a. (Touch the first ball of the arrow for **r**. Move quickly to the second ball.) **You're going to start with this sound and rhyme with** (pause) **an**.
- b. (Return to the first ball of the arrow.) **Tell me the sound you're going to say first.** (Move quickly to the second ball.) *rrr*.
 - **Then what will you say?** (Slash to the end of the arrow.) *an*.
- c. (Return to the first ball of the arrow.) **Again. Tell me the sound you're going to say first.** (Move quickly to the second ball.) *rrr*.
 - **Then what will you say?** (Slash to the end of the arrow.) *an*.
- d. (Repeat c until firm.)
- e. (Return to the first ball of the arrow.) **Get ready.** (Move to the second ball.) *rrr*. (Then slash to the end of the arrow.) *(rrr)an*.
- f. (Return to the first ball of the arrow.) **Again. Get ready.** (Move quickly to the second ball.) *rrr*. (Then slash to the end of the arrow.) *(rrr)an*.
- g. (Return to the first ball.) **Say it fast.** (Slash.) *Ran*.
 - **Yes, ran. You rhymed with** (pause) **an**.
- h. (Call on individual children to do *f* and *g*.)



EXERCISE 8

Children rhyme with **an**

- a. (Touch the first ball of the arrow for **f**. Move quickly to the second ball.) **You're going to start with this sound and rhyme with** (pause) **an**.
- b. (Return to the first ball of the arrow.) **Tell me the sound you're going to say first.** (Move quickly to the second ball.) *fff*.
 - **Then what will you say?** (Slash to the end of the arrow.) *an*.
- c. (Return to the first ball of the arrow.) **Again. Tell me the sound you're going to say first.** (Move quickly to the second ball.) *fff*.
 - **Then what will you say?** (Slash to the end of the arrow.) *an*.
- d. (Repeat c until firm.)
- e. (Return to the first ball of the arrow.) **Get ready.** (Move to the second ball.) *fff*. (Then slash to the end of the arrow.) *(fff)an*.
- f. (Return to the first ball of the arrow.) **Again. Get ready.** (Move quickly to the second ball.) *fff*. (Then slash to the end of the arrow.) *(fff)an*.
- g. (Return to the first ball.) **Say it fast.** (Slash.) *Fan*.
 - **Yes, fan. You rhymed with** (pause) **an**.
- h. (Call on individual children to do *f* and *g*.)

SOUNDS
EXERCISE 9

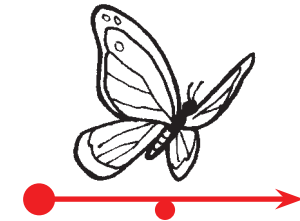
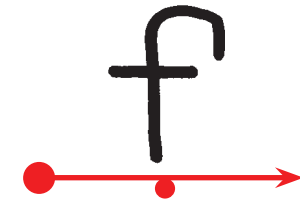
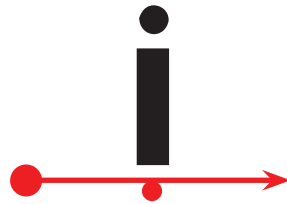
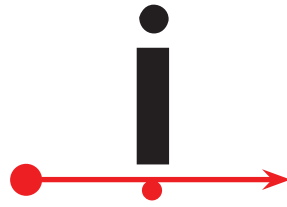
Sounds firm-up

- a. (Point to the sounds in the columns.) See if you can say all these sounds without making a mistake.
- b. (Touch the first ball of the arrow for **i**. Pause one second.) Get ready. (Move quickly to the second ball. Hold.) *iii*. Yes, **iii**.
- c. (Repeat *b* for each remaining sound.)
- d. (Repeat *b* and *c* until all children are firm on all sounds.)
- e. (Call on individual children to say all the sounds.)
- f. Good. You said all the sounds.

SAY THE SOUNDS—SAY IT FAST
EXERCISE 10

Children say the word slowly, then say it fast

- a. First you're going to say a word slowly without stopping between the sounds. Then you're going to say the word fast.
- b. Listen. (Hold up a finger for each sound.) Say (pause) **mmmēēē**. Get ready. (Hold up a finger for each sound.) *Mmmēēē*.
 - Again. Get ready. (Hold up a finger for each sound.) *Mmmēēē*.
 - Say it fast. (Signal.) *Me*. Yes, **me**.
- c. Listen. (Hold up a finger for each sound.) Say (pause) **fffēēēd**. Get ready. (Hold up a finger for each sound.) *Fffēēēd*.
 - Again. Get ready. (Hold up a finger for each sound.) *Fffēēēd*.
 - Say it fast. (Signal.) *Feed*. Yes, **feed**.
- d. (Repeat *b* and *c* until firm.)
- e. (Call on individual children to do *b* or *c*.)



READING VOCABULARY

EXERCISE 11

Children say the sounds, then sound out the word

- (Touch the first ball of the arrow for **fēēd**.) I'm going to sound out this word. Then you'll say it fast. (Point to the ball for **f**.) What sound am I going to say first? (Touch the ball.) *fff*. Yes, **fff**.
- (Point to the ball for **ē**.) What sound am I going to say next? (Touch the ball.) *ēēē*. Yes, **ēēē**.
- (Point to the ball for **ē**.) What sound am I going to say next? (Touch the ball.) *ēēē*. Yes, **ēēē**.
- (Point to the ball for **d**.) What sound am I going to say next? (Touch the ball.) *d*. Yes, **d**.
- (Return to the first ball.) My turn to sound it out. (Move under each sound as you say:) **fffēēēd**. (Return to the first ball.) Say it fast. (Slash.) *Feed*. Yes, **feed**.
- (Return to the first ball.) Now you're going to sound out this word and then say it fast. Sound it out. Get ready. (Move quickly under each sound. Hold.) *Fffēēēd*.
- (Repeat c until firm.)
- (Return to the first ball.) Say it fast. (Slash.) *Feed*.
- Yes, **feed**. You read the word **feed**. The father will (pause) **feed** (pause) the baby.
- (Call on individual children to do c and e.)

fēēd

EXERCISE 12

Children say the sounds, then sound out the word

- (Touch the first ball of the arrow for **mad**.) You're going to sound it out. (Point to the ball for **m**.) What sound are you going to say first? (Touch the ball.) *mmm*. Yes, **mmm**.
- (Point to the ball for **a**.) What sound are you going to say next? (Touch the ball.) *aaa*. Yes, **aaa**.
- (Point to the ball for **d**.) What sound are you going to say next? (Touch the ball.) *d*. Yes, **d**.
- (Return to the first ball.) Everybody, when I move my finger, say the sounds **mmaaad**. Don't stop between the sounds. Get ready. (Move quickly under each sound. Hold.) *Mmmaaad*.
- (Return to the first ball.) Again. Sound it out. Get ready. (Move quickly under each sound. Hold.) *Mmmaaad*.
- (Repeat c until firm.)
- (Return to the first ball.) Say it fast. (Slash.) *Mad*.
- Yes, **mad**. You read the word **mad**.
- (Call on individual children to do c and e.)

mad

EXERCISE 13

Children say the sounds, then sound out the word

- (Touch the first ball of the arrow for **am**.) You're going to sound it out. (Point to the ball for **a**.) What sound are you going to say first? (Touch the ball.) *aaa*. Yes, **aaa**.
- (Point to the ball for **m**.) What sound are you going to say next? (Touch the ball.) *mmm*. Yes, **mmm**.
- (Return to the first ball.) Everybody, when I move my finger, say the sounds **aaamm**. Don't stop between the sounds. Get ready. (Move quickly under each sound. Hold.) *Aaamm*.
- (Return to the first ball.) Again. Sound it out. Get ready. (Move quickly under each sound. Hold.) *Aaamm*.
- (Repeat c until firm.)
- (Return to the first ball.) Say it fast. (Slash.) *Am*.
- Yes, **am**. You read the word **am**. Do you know who I (pause) **am**?
- (Call on individual children to do c and e.)

am

WORKSHEET 34

★ READING VOCABULARY

EXERCISE 14

Children sound out the word and say it fast

- a. (Pass out Worksheet 34 to each child.)
- b. (Hold up side 1 of your worksheet.)
Everybody, look at my worksheet. (Point to the word **am**.) Touch the first ball for this word on your worksheet. ✓
(Put down your worksheet.)
- c. Everybody, you're going to read this word. You're going to sound it out and then say it fast. What sound are you going to say first? (Signal.) *aaa*. Yes, **aaa**.
 - What sound are you going to say next? (Signal.) *mmm*. Yes, **mmm**.
- d. (Repeat c until firm.)
- e. Sound it out. Get ready. (Tap for each sound, pausing about two seconds between taps. Check that the children are moving their finger under each sound as they say *aaamm*.)
- f. Again, finger on the first ball of the arrow. ✓
 - Sound it out. Get ready. (Tap for each sound, pausing about two seconds between taps.) *Aaamm*.
- g. (Repeat f until firm.)
- h. Everybody, say it fast. (Signal.) *Am*.
 - What word? (Signal.) *Am*. Yes, **am**.
- i. (Repeat f and h until firm.)

Individual test

- a. Everybody, follow along with your finger as I call on individual children to read the word.
- b. Everybody, finger on the first ball of the arrow. ✓
 - (Call on a child.) Sound it out. Get ready. (Tap for each sound, pausing about two seconds between taps.) *Aaamm*.
 - Say it fast. (Signal.) *Am*.
 - Yes, **am**. I (pause) **am** (pause) happy.
- c. (Call on individual children to do b.)

SUMMARY OF INDEPENDENT ACTIVITY

Introduction to independent activity

- a. (Hold up Worksheet 34.)
- b. Everybody, you're going to finish this worksheet on your own. (Tell the children when they will work the remaining items.)
 - Let's go over the things you're going to do.

Matching

- a. (Point to the first column of sounds in the Matching Game on side 1.) You're going to draw lines for these sounds.
- b. (Point to **r**.) What's the first sound you're going to make a line for? (Signal.) *rrr*. Yes, **rrr**.

Cross-out game

(Point to the boxed **d** in the Cross-out Game.) Here's the sound you're going to cross out today. What sound? (Signal.) *d*. Yes, **d**.

Sound writing

- a. (Point to the sound-writing exercise on side 2.) Everybody, I'll touch the sounds you're going to write today. You say the sounds.
- b. (Touch each sound.) *The children respond*.
- c. Remember to write a sound on each bar.

Pair relations

(Point to the pair-relations exercise.) You're going to fix up each row. First you find the box in each row that's fixed up. Then you fix up the other boxes.

Picture completion

(Point to the picture-completion exercise on side 1.) After you fix up all the boxes, follow the dots and finish this picture. Then you can color it.

END OF LESSON 34