

# Module One

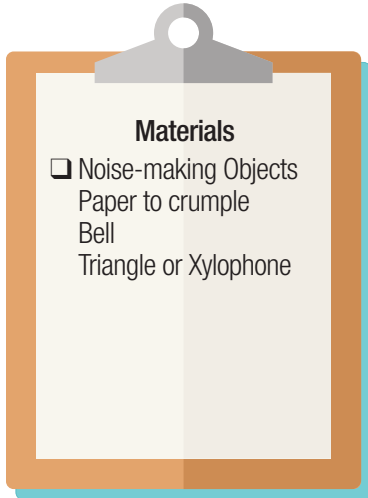
## Lesson 1

### Three Sounds in a Row

Anchor lesson to teach *beginning/first*



I can name the first or beginning sound I heard.



**Warm Up** Play Echo Game. **“I will say a sound and you will echo it: /l/, /r/, /s/, /f/, /m/.”**

**Prepare** Display objects.

**I Do** **“I will make three sounds in a row. When I am finished, tell me the first or beginning sound.”** Ring the bell, play the triangle, crumple the paper. **“The first sound was the bell.”**

**We Do** **“Let’s try another one. Everybody close your eyes.”** Repeat the activity in a different order. When students open their eyes, say, **“I will point to each object. If it was the first or beginning sound you heard, show me a thumbs-up.”** Confirm the answer by saying, **“Yes, we heard the \_\_\_ first.”** Repeat for the remaining time or as long as students are engaged.

Note: The terms *beginning* and *first* are used interchangeably so that students can recognize both terms.



### Teacher Tip

Teachers are encouraged to arrange for a teleconference to assess their accuracy in pronouncing sounds.



## Take Note!

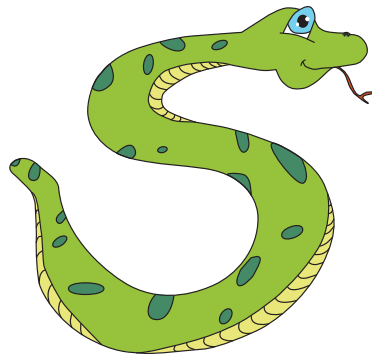
Make note of students that have difficulty with the lesson.

**Almost There! Needs a little more practice.**

**Extra Support Needed – Refer to page 40.**

# Module One

## Lesson 1



### The Letter and Sound /s/

#### Sound-Symbol Association

#### Note

Research supports teaching phonemic awareness using letters. Sound Play has added Sound-Symbol Association Lessons to teach these lessons. This lesson will occur at a different time than the Phonemic Awareness lesson, shown on the previous page.

#### Extra Facts about /s/



The sound /s/ is soft (unvoiced).



#### Description of Mouth

**Position:** Smile and push air out through your teeth.

#### Use Sound Picture Card 1

1. Show Sound Picture Card 1. **“Our new sound is /s/. Listen to this chant. You will hear /s/ many times.”**

Listen to the hissing  
Of the silver snake  
Sliding past the rocks.

2. Have students echo you as you reread the chant, line by line. **“What sound did you hear over and over? Yes, you heard /s/.”**
3. **“Say /s/ but first cup both hands over your ears. The sound is soft.”**
4. **“Watch my mouth as I say /s/. Now you say it.”**
5. Point to the picture on the card. **“Look at this picture. Sammy the snake hisses /s/. The hissing snake says /s/. We have a gesture for this sound picture, which will help us remember /s/.”**
6. Demonstrate gesture with its sound: **Twist hand forward (as a snake might slither), while saying /s/.**
7. Point to the letter on the card. **“This letter spells /s/. The name of the letter is S and its sound is /s/. When we see this letter, we will say its sound, /s/. Sounds help us read and spell.”**
8. Have students stand up. **“I will say some words. If the first sound of the word is /s/, make the gesture for that sound and say the sound. If you do not hear the /s/ sound, put your hands behind your back.”**

Use these words: **sister, top, zoo, sea, report, survey, summer, tooth, sail.**

# Module One

## Lesson 2

### The Same Game Beginning Sounds (continuous)

I can name objects that begin with the same sound.



**Materials**

- Objects:
  - /r/ ring, ruler, rock
  - /f/ (paper) fan, four, fork
  - /l/ leaf, letter, lid
  - /s/ sock, scissors, soap
  - /m/ marker, mirror, marble
  - /n/ nail, newspaper, necklace

- Warm Up** Play Echo Game. **“I will say a sound and you will echo it: /n/, /l/, /r/, /s/, /f/, /m/.”**
- Prepare** Display ring, ruler, rock.
- I Do** **“These objects all begin with the same sound. Listen: ring, ruler, rock! What sound do they begin with? Yes, /r/. Now I will add another object.”** Place fork after ruler. **“Let’s name each object. Which ones begin with the same sound? Yes, ring, ruler, rock all begin with the same sound /r/. Let’s try another.”**
- We Do** Display 4 objects; three of which begin with the same sound. Name each object together with the students. Say, **“Turn to your partner and name the three objects that begin with the same sound. Show me a thumbs-up when you have the answer.”** Call on a partner group to say the beginning sound, then confirm their answer. Example: **“Yes, fan, four and fork all begin with /f/.”** Continue with new objects as long as students are engaged.



### Teacher Tip

Remind students to look at your mouth as you say the words.

## Take Note!

Make note of students that have difficulty with the lesson.

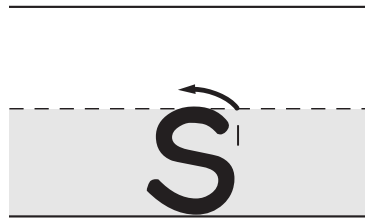
**Almost There! Needs a little more practice.**

**Extra Support Needed – Refer to page 40.**

# Module One

## Lesson 2

### The Letter and Sound /s/ Motor Memory Practice



#### Note

Research supports teaching phonemic awareness using letters. Sound Play has added Sound-Symbol Association Lessons to teach these lessons. This lesson focuses on the letter formation, which develops the motor memory for the letter and its sound. This lesson will occur at a different time than the Phonemic Awareness lesson, shown on the previous page.

#### Use Sound Picture Card 1

*Students are standing.*

1. Show Sound Picture Card 1 and review gesture and sound. Point to the letter on the card and say, **“Let’s write the lowercase letter in the air. Mirror me.”** Air write the lowercase letter as you say /s/.

2. Print the lowercase letter on the board. Trace the letter three times as you sing the chant to the tune of *Here We Go ‘Round the Mulberry Bush*.

**Curve ‘round and stop, then curl like a snake,  
Curve ‘round and stop, curl like a snake,  
Curve ‘round and stop, then curl like a snake,  
To make the letter for /s/.**

3. Lead – Air writing /s/, as you hold a bright-colored tennis ball, while singing the above chant. Remember that you must “air write” the letter backwards when facing students so that the letter will appear correct to them.

4. During Center time, print large letters on the board. If using a traditional chalkboard, have students trace the letters with a damp sponge. If using a white board, have students trace the letters with different colored markers.

