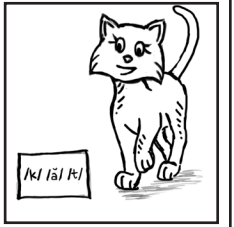# Phonemic Awareness

Sound Discrimination

Read the sound pairs in the Teacher's Manual aloud to the student, pausing between the two sounds. Cover your mouth as you say the sounds. Ask, **"Are these two sounds the same or different?"** Have the student color the hats below the same color if the sounds are the same and a different color if the sounds are different. Begin with the sound pair /k/ - /g/. Continue as directed in the Teacher's Manual.
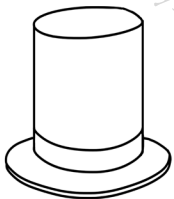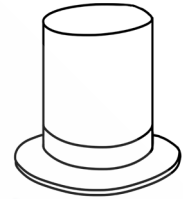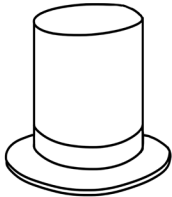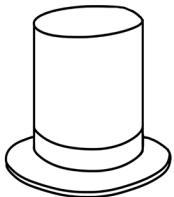
1)
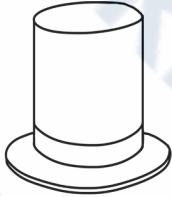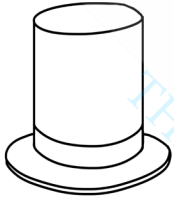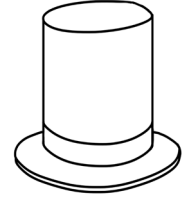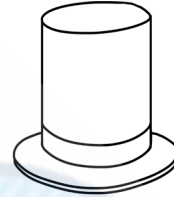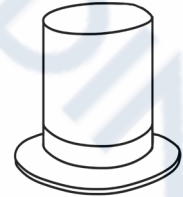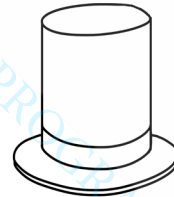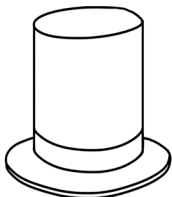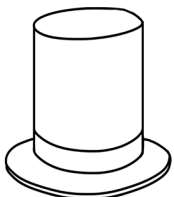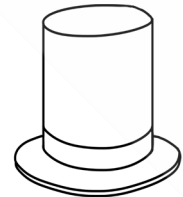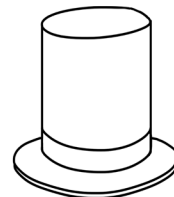
2)

3)

4)

5)

6)

7)

8)

Write My Symbol

Introduce the Letter of the Week

Cut out the picture cards below and show them to the student (hat, horse, hammer, hand, hippo, house).
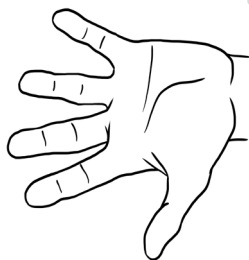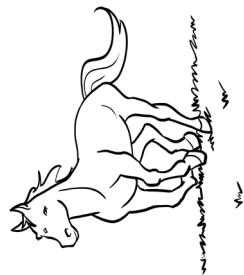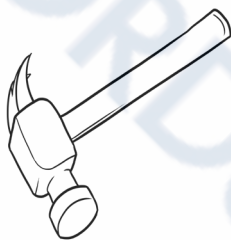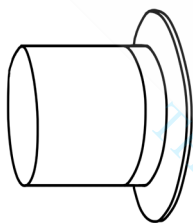Ask the student to name these pictures (tell them the target word if needed). Ask what sound we hear at the beginning of each word.

Storage Reference Card

<u>h</u> as in hat
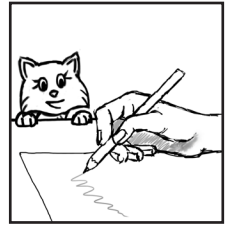
Lesson 11

hat, horse, hammer, hand, hippo, house

Lesson 11, Monday

Handwriting Practice

On the first line of this workbook page, show how to write lowercase <u>h</u> with correct sizing and formation: "start at the top of the sun and go straight down to the ground. Then bounce up to the top of the tree, curve around and go straight down to the ground again." **Each time <u>h</u> is written, whether by the teacher or student, the writer should say, "<u>h</u>, hat, /h/."**

Ask the student to complete the page by writing lowercase <u>h</u> several times on each line. Observe closely to make sure formation and size are correct, and to make sure the student says "<u>h</u>, hat, /h/" while writing each one.
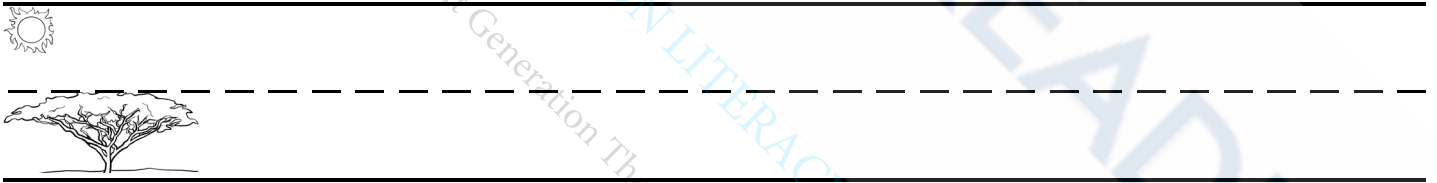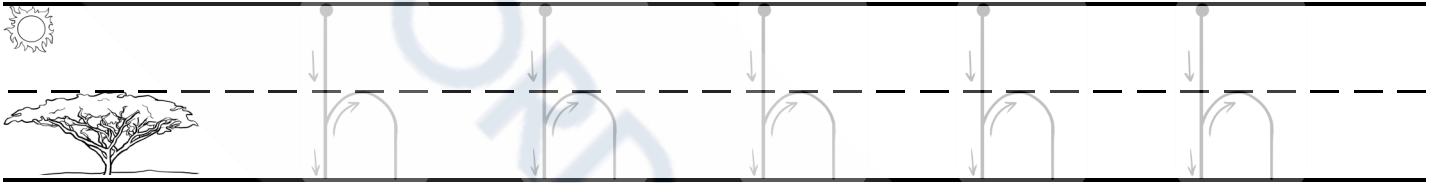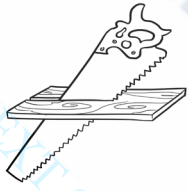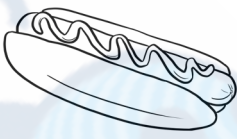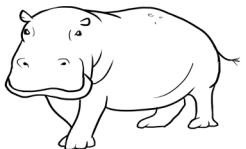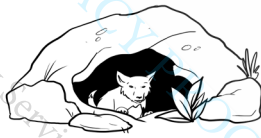
Auditory Discrimination

Initial Sound

Have the student say the name of each picture. Then circle two pictures that <u>begin</u> with the same sound. Write the letter for the sound on the line.
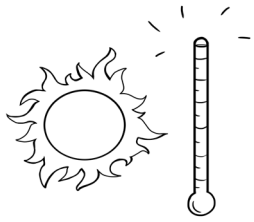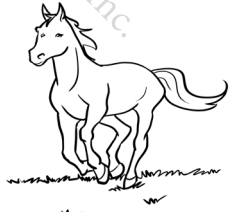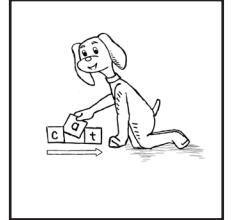
Blending

Place the tiles h and a on the first two spaces of the Blending Strip and ask the student to blend them, "hă." Now add the d tile onto the third space and show the student how to blend /hă/-/d/ to make "hăd." Continue as instructed in the teacher's manual.