WORD-ATTACK SKILLS

EXERCISE 1

PRONUNCIATIONS

Note: Do not write the words on the board. This is an oral exercise.

Task A
1. Listen. His glasses had a gold rim. (Pause.) Rim. Say it. (Signal.) Rim.
2. Next word: if. Say it. (Signal.) If.
3. (Repeat step 2 for im, reem, ram.)
4. (Repeat all the words until firm.)

Task B
It, fit, miff
1. I’ll say words that have the sound îîî. What sound? (Signal.) îîî. Yes, îîî.
2. (Repeat step 1 until firm.)
6. (Repeat steps 3–5 until firm.)
7. What’s the middle sound in the word fffîîî? (Signal.) îîî. Yes, îîî. (Repeat step 7 until firm.)

Task C
Mat, meet
1. Listen: mat. Say it. (Signal.) Mat.
2. I’ll say the first sound in the word mmmâââ. (Pause.) mmm. What’s the first sound? (Signal.) mmm. Yes, mmm.

To correct:
 a. (Hold up one finger.) mmm.
 b. (Hold up two fingers.) âââ.
 c. What’s the middle sound in the word mmmâââââ? (Signal.) âââ. Yes, âââ.
 d. (Repeat step 3 until firm.)


Task D
It, fit, miff
1. I’ll say words that have the sound îîî. What sound? (Signal.) îîî.
2. (Repeat step 1 until firm.)
6. (Repeat steps 3–5 until firm.)
7. What’s the middle sound in the word fffîîî? (Signal.) îîî. Yes, îîî. (Repeat step 7 until firm.)

EXERCISE 2

SOUND INTRODUCTION

1. (Point to f:) This letter makes the sound fff. What sound? (Touch.) fff.
2. Your turn. Say each sound when I touch it.
3. (Point to f:) What sound? (Touch under f:) fff.
4. (Repeat step 3 for ë, m, i, r, ã, t, s.)

To correct:
 a. (Say the sound loudly as soon as you hear an error.)
 b. (Point to the sound:) This sound is _____. What sound? (Touch.)
 c. (Repeat the series of letters until all the students can correctly identify all the sounds in order.)

f e m
i r d
a t s

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Lesson 6

**Individual test**
I’ll call on different students to say all the sounds. If everybody I call on can say all the sounds without making a mistake, we’ll go on to the next exercise. (Call on two or three students. Touch under each sound. Each student says all the sounds.)

**EXERCISE 3**
NEW SAY THE SOUNDS

**Note:** Do not write the words on the board. This is an oral exercise.

1. Listen: *ffeēēe*. (Hold up a finger for each sound.)
2. Say the sounds in (pause) *ffeēēē*. Get ready. (Hold up a finger for each sound.) *ffeēēē*. (Repeat until the students say the sounds without stopping.)
3. Say it fast. (Signal.) Fee.
5. (Repeat steps 2–4 for *if, fish, sam, at, me, rim, she, we, ship, fat, miff*.)

**EXERCISE 4**
WORD READING

**Task A Eed**

1. You’re going to read each word. First you sound it out; then you say it fast.
2. (Touch the ball of the arrow for the first word:) Sound it out. Get ready. (Touch under *ee, d*: *ēēēd*.) (Repeat until the students say the sounds without pausing.)

**To correct sound errors:**

a. (Say the correct sound loudly as soon as you hear an error.)
b. (Point to the sound:) What sound? (Touch.)
c. (Repeat until firm.)
d. (Repeat step 2.)

3. Again. Sound it out. Get ready. (Touch under *ee, d*: *ēēēd*.) (Repeat until firm.)
4. (Touch the ball of the arrow:) Say it fast. (Slash right, along the arrow:) *eed*. Yes, *eed*.

**To correct say-it-fast errors:**

a. (Say the correct word:) *eed*.
b. (Touch the ball of the arrow:) Say it fast. (Slash right:) *eed*.
c. (Return to step 2.)
Task B  Seed
1. (Touch the ball of the arrow:) **Sound it out.** Get ready. (Touch under **s**, **ee**, **d:**) **sssēēēéd.** (Repeat until the students say the sounds without pausing.)
2. Again. **Sound it out.** Get ready. (Touch under **s**, **ee**, **d:**) **sssēēēéd.** (Repeat until firm.)
3. (Touch the ball of the arrow:) **Say it fast.** (Slash right:) Seed. **Yes, seed.**
4. (Repeat steps 1–3 for **seem**, **at**, **eet**, **it**, **if.**)

Task C  Im [ɪm]
1. (Touch the ball of the arrow for the next word:) **Sound it out.** Get ready. (Touch under **i**, **m:**) **ɪɪɪmmm.** (Repeat until the students say the sounds without pausing.)
2. Again. **Sound it out.** Get ready. (Touch under **i**, **m:**) **ɪɪɪmmm.** (Repeat until firm.)
3. (Touch the ball of the arrow:) **Say it fast.** (Slash right:) Im. **Yes, im.**
4. (Repeat steps 1–3 for **am**, **să**, **see**, **fa.**)
Task D Fee

1. (Touch the ball of the arrow for the next word:) Sound it out. Get ready. (Touch under f, ee) ʃʃʃ ẽ. (Repeat until the students say the sounds without pausing.)
2. Again. Sound it out. Get ready. (Touch under f, ee) ʃʃʃ ẽ. (Repeat until firm.)
3. (Touch the ball of the arrow:) Say it fast. (Slash right:) Fee. Yes, fee.
4. (Repeat steps 1–3 for fi, fit, fat, feet.)

fee

fi

fit

fat

feet

EXERCISE 5

PRONUNCIATIONS

Note: Do not write the words on the board. This is an oral exercise.

1. Listen: sam. Say it. (Signal.) Sam.
2. I’ll say the first sound in the word sssăăăămm. (Pause.) sss. What’s the first sound? (Signal.) sss. Yes, sss.

To correct:
   a. (Hold up one finger.) sss.
   b. (Hold up two fingers.) āāā.
   c. What’s the middle sound in sssăăăămm? (Signal.) āāā. Yes, āāā.
   d. (Repeat step 3 until firm.)

5. I’ll say the first sound in the word sssēēēēmm. (Pause.) sss. What’s the first sound? (Signal.) sss. Yes, sss.
7. One of those words has the middle sound āāā. I’ll say both words again: sam (pause) seem. Which word has the middle sound āāā? (Signal.) Sam. Yes, sam.

WORKBOOK EXERCISES

Note: Pass out the Workbooks. Direct the students to open their Workbooks to Lesson 6.

(Award 6 points if the group worked well during the word attack. Then say:) Remember, you can earn up to 8 points for doing a good job on your Workbook lesson.)
EXERCISE 6

SOUND DICTATION

1. Everybody, touch part 1 in your Workbook. ✓
   • These are the sounds you did before. Say all the sounds once more before you write the letters.
2. Touch the first sound. ✓
   • What sound? (Clap.) ĭĭī. Yes, ĭĭī.
3. Touch the next sound. ✓
   • What sound? (Clap.) ĭēē. Yes, ĭēē.
4. (Repeat step 3 for each remaining sound.)
5. Now you’re going to write the letters for the sounds I say. First sound. (Pause.) ff. What sound? (Clap.) ff.
   • Write it in the first blank. (Observe students and give feedback.)
   • Write it in the next blank. (Observe students and give feedback.)
7. (Repeat step 6 for sss, ĭēē, d, mmm, ĭ, ĭāā, ĭĭī, ĭrr, ĭēē, t, sss, ĭāā, d, mmm.)
8. (Check that students can write all the letters without errors.)

EXERCISE 7

NEW WORD COMPLETION

1. Everybody, touch word 1 in part 2. ✓
2. Sound it out. Get ready. (Clap for each sound as the students touch under a, t: ĭaat.) (Repeat until the students say the sounds without pausing.)
3. Say it fast. (Signal.) At. Yes, at.
4. You’re going to change at to say (pause) mat. What will it say? (Signal.) Mat.
5. The first sound in mat is mmm. What sound? (Signal.) mmm.
   • Write the letter for mmm before (pause) at. (Observe students and give feedback.)
6. You started with the word (pause) at. Now you have the word mat. What word did you start with? (Signal.) At. Yes, at.
   • And what word do you have now? (Signal.) Mat. Yes, mat.
7. Touch the word on the next arrow. ✓
   • That word says (pause) ĭat. (Observe students and give feedback.)
8. You’re going to change at to say (pause) sat. What will it say? (Signal.) Sat.
9. The first sound in sat is sss. So, what do you write before (pause) at? (Signal.) sss. Yes, sss.
   • Do it. (Observe students and give feedback.)
10. You started with the word (pause) at. What word do you have now? (Signal.) Sat. Yes, sat.
Lesson 6

EXERCISE 8

WORD READING: Workbook

1. Everybody, touch word 1 in part 3. ✓
2. Sound it out. Get ready. (Clap for each sound as the students touch under i, m): ĩĭĭĭmmm. (Repeat until the students say the sounds without pausing.)

To correct sound errors:
- (Say the correct sound loudly as soon as you hear an error.)
- Everybody, touch the sound ______. What sound? (Signal.)
- (Repeat step 2.)

- Say it fast. (Signal.) im. Yes, im.

To correct errors:
- (Say the correct word) im.
- What word? (Signal.) im.
- You’re going to sound it out again. Get ready. (Clap for each sound) ĩĭĭĭmmm.
- Say it fast. (Signal.) im.
- (Go to the next word.)

4. Touch word 2. ✓
5. Sound it out. Get ready. (Clap for each sound as the students touch under i, f): ĩĭĭĭfff. (Repeat until the students say the sounds without pausing.)
6. Again. Sound it out. Get ready. (Clap for each sound) ĩĭĭĭfff.
- Say it fast. (Signal.) If. Yes, if.
7. (Repeat steps 4–6 for words 3–11: it, să, eet, reem, fit, seem, ad, ŭă, sad.)

Individual test
(Call on each student to read two words in part 3) Sound out each word and then say it fast. Remember to touch the sounds as you say them. Don’t stop between the sounds.

EXERCISE 9

NEW WORD COPYING

1. Everybody, touch part 4. ✓
- You’re going to write some of the words you just read.
2. The word you’re going to write on the first arrow is if. What word? (Signal.) If.
3. Find if and write it just as it is written in part 3. (Observe students and give feedback.)
4. The word you’re going to write on the next arrow is sad. What word? (Signal.) Sad.
5. Find sad and write it just as it is written in part 3. (Observe students and give feedback.)

EXERCISE 10

MATCHING SOUNDS

1. Everybody, touch part 5. ✓
- You’re going to draw lines to match the letters. Get ready to say the sounds of the letters in the first column.
2. Touch the first letter. ✓
- What sound? (Clap.) fff.
3. Touch the next letter. ✓
- What sound? (Clap.) ĭĭĭĭ.
4. (Repeat step 3 for s, r, t, ĭēēē.)
5. Later, you’ll draw lines to match the letters.

EXERCISE 11

MATCHING AND COPYING SOUNDS

1. Everybody, touch part 6. ✓
- You’ll write letters in the blanks of this matching exercise.

EXERCISE 12

NEW CIRCLE GAME

1. Everybody, touch part 7. ✓
2. What will you circle in the first two lines? (Clap.) fff.
3. What will you circle in the next two lines? (Clap.) t.
4. What will you circle in the last two lines? (Clap.) fff.