Lesson 3 (pages 5 and 6)

Objectives
- To introduce medial consonant sounds
- To write words, sentences with middle consonants

1 What We Know
- Write all the consonants and their sounds on the chalkboard in the following manner of verse, leaving blanks as indicated:
  b a _____, a b says /b/
  c a _____, a c说 /k/
  d a _____, a d say /d/
- Have volunteers call out words that begin with the correct letter, to fill in the missing noun. For example, “B, a boat, a b says /b/.”
- Continue for all the remaining consonants. (Note that x requires final position, as in box.)

2 Something New
- Say, “Words can have a consonant sound at the beginning, middle, or end. Listen carefully to the beginning sound of lemon. What do you hear?” (/l/). “Listen carefully to the ending sound of lemon. What do you hear?” (/n/) “Listen to the middle sound of lemon. What do you hear?” (/m/)

Visual Learners
- Write riddles such as the following on the chalkboard:
  1. A baby can ride in this. Am I a buddy, buggy, or bunny?
  2. I do my work underground. Am I a miller, miner, or mixer?
  3. You ride in me or pull me. Am I a wobble, water, or wagon?
  4. I can spin a web. Am I a spider, special, or speaker?
- Have students read each riddle and write the answer in a complete sentence. Remind them to begin with capital letters and end with periods. Have volunteers write answers on the chalkboard so students can check their work.

Auditory Learners
- Say, “I will say three words. Listen carefully so you can tell me how they are alike.” Say middle, ladder, buddy. Ask, “How are these words alike?” (all have /d/ in the middle)
- Continue with lemon, timer, camel, bottle, button, later; etc.

Reading & Writing Corner

A little boy tricks the Wagon Man and sets free all the children he has captured.
Read the book aloud to the class. Allow time to discuss the story and enjoy the illustrations.

Searching for Middle Consonants
- Divide the class into small groups and distribute large sheets of drawing paper to each group. Have students print one of the words in this lesson on their papers. Then ask students to draw pictures of things that have medial consonants. Encourage them to look through books, magazines, or around the classroom for ideas. Display all work on a bulletin board.
Middle Consonants

3 Trying It Out

- Say, "Some consonants come at the middle of words. Who can think of a word that has a middle consonant?" As students suggest words, write them on the chalkboard.

4 How Did I Do?

- Have students identify each middle consonant and say its sound.
- At the end of the exercise, have students read all the words on the chalkboard together that have middle consonants.

5 Let's Get To Work!

- Have students turn to pages 5 and 6.
- Help students interpret the directions and work through one example on each page. Assign the pages.

TACTILE LEARNERS

- Put together a grab bag of objects or pictures of objects whose names contain consonants in different positions, such as pen, leaf, book, nut, lemon, or wagon. Make sure students have paper. Have a student pick an object from the bag without looking into it, hold up the object, and say its name.
- Have students at their desks write the letter that stands for the ending consonant sound in the object's name.
- Repeat the procedure with other students and other objects.

Exploring Differences

ESL STUDENTS

- Some Spanish-speaking students may need extra practice pronouncing the sound of "ll" (ll/ in Spanish). Also, because the k only occurs in Spanish in words borrowed from other cultures (kilo, etc.), some students may need help distinguishing /k/ from /g/.

PRACTICE

- Write tongue twisters on the chalkboard and have students practice saying them: Will Wally want a yellow pillow? Follow the fellow and yell hello.
- Have Spanish-speakers pronounce words that contain the consonants g and k, such as bigger, baker; beg, back, begin, bacon. Have students make up rhyming couplets and repeat them to each other.
Lesson 4 (pages 7 and 8)

Objectives
• To review and test consonant sounds
• To use context clues to complete words with consonant sounds

1 What We Know
• Tell students that you will say a word that has three consonant sounds—a beginning, a middle, and an ending consonant sound. Say, “Listen with your eyes closed. Then I will ask what consonant sound you hear in the beginning, in the middle, and at the end.”
• Use words such as basin, ladder, button.
• Now have three students stand in front. Have each one hold a card or slate with the letter g. Say, “Listen to wagon. Where do you hear /g/ in wagon?” (middle) Have the middle student hold up his or her card. Continue with game and bag.

2 Trying It Out
• Choose three new students to hold up the cards or slates. Repeat, using the following letters and words: z: buzz, lizard, zebra; t: bottle, team, sweet; r: rain, jar, garage; k: kick, baker, king; n: noise, lean, peanut; l: fill, like, salad.

CURRICULUM Connections

Science
• Have students point out the pictures of a toad, a rabbit, and a tiger in this unit. Call on students to describe the various homes, or habitats, of the animals.
• Write “habitat” column headings such as the following on the chalkboard: house, meadow, backyard, forest, ocean, pond, etc.
• Ask, “Can a rabbit live in the ocean? Can it live in a house? in a backyard? in a forest? in a field?” Print r (for rabbit) under each heading with a “yes” answer. Continue classifying other animal habitats.

REVIEW ACTIVITY 1
Missing Letters
• Hold up a picture of the numeral seven. Then write _e_e_ on the chalkboard. Call a student to the board to say the picture name and fill in the missing letters.
• Follow the same procedure with pictures of the numerals five and six and pictures of a robot, hose, lemon, button, cap, and dime.

REVIEW ACTIVITY 2
Sound Match
• Have students choose partners. Tell the class that you will say a word to each pair of students. They must listen to the beginning sound and say the sound together loudly. If students say different sounds, have them say the word and try the sound again.
• Continue until all pairs have had a few turns and you have covered all the initial consonant sounds.
• Then follow the same procedure with medial and ending consonant sounds.
Consonants

Directions: Say each picture name. Fill in the space next to the letter that will complete the picture name.

Example: uzzie

1. asket
2. wa_er
3. ho_
4. esk
5. ba_g
6. et
7. bea_er
8. poo_
9. shir_
10. mu_ic
11. bar_g
12. fo_ily
13. opole
14. wor
15. pa_er
16. ire
17. ar
18. ru_er
19. fu_
20. sandwich

Testing consonant sounds: using an adapted standardized test format.

Cumulative Review

Word Transformers

- Write the word tiger and ask, "Who can change the word tiger to make the word timer?" Have a student go to the chalkboard and change the g to m. Then say, "I'm going to say some pairs of words. Write the consonant in the first word of each pair that you need to change in order to make the second word. Then write the consonant in the second word that you would change it to."

- Proceed with: keep/deep; mouse/house; roof/room; buggy/buddy.

The Game Box

Tongue Twisters

Help students write alliterative tongue twisters using words with the same consonant sounds, then share theirs with the class. Give examples, such as:

1. Beautiful Bertha Bartholomew blew bouncy blue bubbles.
2. Clever Karl Kessler kept the ketchup in the cupboard.
3. Little Lela Ladder lugged a load of lovely lemons.
4. Jolly Julie Jackson juggled the juicy, jiggly jello.

Assessment Strategies

- Pass out paper and tell students to write the letter that stands for the consonant sound they hear at the beginning of each of these words: fold, size, hero, joy, warm, and belt.

- Then have students write the letters for the ending sounds in chin, mix, sell, flat, cheer, and herd. Finally, have them write the letters for the middle sounds in seven, buzzer, baton, hammer, pedal, and balloon.

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