

Individual Oral Sounds

Teacher says, “Listen to me, I’m going to say a sound.” Teacher says, “**aaa**” (pop finger up while saying the sound)

Teacher says, “Your turn, when my finger pops up, you say **aaa**.” (pop finger up). Yes, aaaaa.

*Repeat for assorted continuous sounds that can be sustained. In this progression the sound introduction order is not relevant.

Examples:

e (as in eat), r (as in rose) e (as in egg) o(as in ox) v (as in vote)

o(as in oak) i (as in ice) n(as in nest) f (as in fix) s (as in sam)

m(as in man) i (as in it) L(as in live) u (as in up) w (as in we)

Say It Fast Orally (T. says it slow, Students say it fast)

Teacher says, "Let's play Say It Fast. Listen, **peanut**----(2 second pause)---**butter**."

(Pop first finger up for first word and second finger for second word)

Teacher says, "Say it fast. " (signal group for a unison response)

Students say, "**peanutbutter**."

*Repeat until firm. MORE EXAMPLES (progress from compound words and gradually mix in two syllable word and finally mix in one syllable words)

COMPOUND WORDS	TWO SYLLABLES	ONE SYLLABLE
fire---works	taaaa---ble	nnnnnoooooo
glow---worm	oooo---pen	ooooonnnn
life---boat	sis-----ter	mmmmeeee
grass---hopper	eeeeea-gle	rrraannnn
grey---hound	pannnn----cake	mmmmmyyyyy
motor---boat	maaa----gic	noooose
fish---bowl	tiii-----ger	zzzo0000
knee---cap	spiii-----der	wwwweeee
hair---brush	suuu---per	iiiiisssss
life---guard	muuu---sic	Ssseeeee
	po000--cket	rrrrroooooow
		sssuuuunnnn

Saying a Word Slowly (T. says it slow, Students say it fast.)

Teacher says, “I’m going to say some words slowly, without stopping.

Then you’ll say them slow with me. First I’ll say, me, slowly.”

Teacher says, “Listen, **mmmmeeee**.” (Signal by raising one finger for each sound)

Teacher says, “Now it’s your turn to slowly say the word **mmmmeeee**. Take a big breath and we’ll say **mmmmeeee**. Get ready.” (Signal by raising one finger for each sound. Say it with the students.)

Teacher says, “Now I’ll say, **ran**, slowly. Listen, **rrraaaannnn**.” (Raise one finger as you say each sound)

Teacher says, “Now it’s your turn to slowly say the word **rrraaannn**. Take a big breath and we’ll say **rrraaaannnn**. Get ready.” (Signal by raising one finger for each sound. Say it with the students.)

More examples: aaaannn, mmmmaaaannn, nnnnoooo, wwwweeee, Ssssiiiiit, rrrroooock, sssseeeee, nnnniiiiice, ssssuuunn, mmmmyy (Use words from #2 single syllable.)

Saying the Word Slowly, and Then Fast (normal rate)

Teacher says, “First you’re going to say a word slowly, without stopping between the sounds. Then you’re going to say the word the fast way.”

Teacher says, “Listen, say, **mmmmeeee**.” (Signal by raising one finger for each sound.)

Teacher says, “Say it the fast way(signal). Yes, **me**. Great job saying it fast!” Teacher says, “New word, listen, say, **rrraaaannnn**.” (Signal by raising one finger

for each sound.)

Teacher says, “Say it the fast way (signal). Yes, **ran**. Great job saying it fast!” *Repeat until firm.

Same examples as #2 and 3, only this time they must say them slow and then fast.

Teaching Progression #5,
+saying a sound slowly and then fast
A lead-up to sounding out letters.

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≈ lessons 14 to 26

Saying a Sound Slowly, Then Fast

Teacher says, “First you’re going to say a sound slowly, then you will say it fast.” Teacher says, “Say **aaa** slowly (signal). Now say it fast (signal). Yes, **a!**”

Teacher says, “Say **mmm** slowly (signal). Now say it fast (signal). Yes, **m!**”

*Repeat until firm. Repeat for three lessons.

Following lessons: sss and aaa, mmm and sss, eee and mmm, eee and sss, mm and eee, rrr and aaa, eee and rrr,