PRACTICE LESSON 3

i = (ĭ)

PREREQUISITES

Multisensory Letter Introduction 1, i = (ĭ)

MATERIALS

Teacher: *Soundations! Phonological Awareness Games and Activities*

Students: Small mirror

PRACTICE ACTIVITIES

Oral Phoneme Blending Practice

Continue phoneme blending practice daily until students are able to blend four sounds into a word easily, as described in *Soundations! Phonological Awareness Games and Activities*

Identify Letters in Initial, Medial, and Final Positions

Review the concepts of initial, medial, and final. Clarify the difference between exact middle position and medial position. Medial means **anything** between the first (initial) and the last (final) positions.

Write a student's name on the board, then point to a letter randomly anywhere in the name and ask students to tell whether the letter is in initial, medial, or final position. Stress use of correct terminology.

Repeat as many times as needed, using different names.

Identify a Sound as Either a Vowel or Consonant Sound

Write:	Say as you write:
v	**This is the symbol we use to remind us about vowels. We have learned that a vowel sound usually causes the mouth to stay open, and the air can come from the mouth. There is nothing blocking the air. Vowel sounds are also voiced.**
c	**This is the symbol we use to remind us about consonants. We have learned that when consonant sounds are made, something is closing, or partly closing, keeping the air from coming out of the mouth.**

Distribute mirrors.

Watch me as I say a sound; you repeat the sound, watching your mouth in the mirror. We will take turns telling whether it is a vowel sound or a consonant sound. Explain how you decided whether a sound is a vowel or consonant sound.

Dictate randomly, letting students take turns identifying whether a sound is a vowel or a consonant sound.

(sh) (ō) (j) (v) (ŭ) (ă) (b) (n) (g) (ĕ) (ā) (th)

(ā) (f) (k) (ŭ) (ō) (ĕ)