

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 **īīī**. What sound? (Signal.) *īīī*. Yes, **īīī**.
2. (Repeat step 1 until firm.)
3. Listen: **it**, **fit**, **miff**. Your turn: **it**. Say it. (Signal.) *It*. Yes, **it**.
4. Next word: **fit**. Say it. (Signal.) *Fit*. Yes, **fit**.
5. Next word: **miff**. Say it. (Signal.) *Miff*. Yes, **miff**.
6. (Repeat steps 3–5 until firm.)
7. What's the middle sound in the word **ffīīīit**? (Signal.) *īīī*. Yes, **īīī**. (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 **mmmăăăt**. (Pause.) **mmm**. What's the first sound? (Signal.) *mmm*. Yes, **mmm**.
3. Say the middle sound in the word **mmmăăăt**. Get ready. (Signal.) *ăăă*. Yes, **ăăă**.

To correct:

- a. (Hold up one finger.) **mmm**.
- b. (Hold up two fingers.) **ăăă**.
- c. What's the middle sound in the word **mmmăăăt**? (Signal.) *ăăă*. Yes, **ăăă**.
- d. (Repeat step 3 until firm.)

4. Listen: **meet**. Say it. (Signal.) *Meet*.

5. I'll say the first sound in the word **mmmēēēt**. (Pause.) **mmm**. What's the first sound? (Signal.) *mmm*. Yes, **mmm**.
6. Say the middle sound in the word **mmmēēēt**. Get ready. (Signal.) *ēēē*. Yes, **ēēē**.
7. One of those words has the middle sound **ēēē**. I'll say both words again: **mat** (pause) **meet**. Which word has the middle sound **ēēē**? (Signal.) *Meet*. Yes, **meet**.

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 **ē**, **m**, **ī**, **r**, **d**, **ă**, **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

f e m
i r d
a t s

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: **fffēēē**. (Hold up a finger for each sound.)
2. Say the sounds in (pause) **fffēēē**. Get ready. (Hold up a finger for each sound.) **fffēēē**. (Repeat until the students say the sounds without stopping.)
3. Say it fast. (Signal.) Fee.
4. What word? (Signal.) Fee. Yes, 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.)

eed



Task B Seed

1. (Touch the ball of the arrow:) **Sound it out. Get ready.** (Touch under **s, ee, d**:) sssēēēd. (Repeat until the students say the sounds without pausing.)
2. **Again. Sound it out. Get ready.** (Touch under **s, ee, d**:) sssēēēd. (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.**)

seed

seem

at

eet

it

if

Task C Im [īm]

1. (Touch the ball of the arrow for the next word:) **Sound it out. Get ready.** (Touch under **i, m**:) ĩĩmmm. (Repeat until the students say the sounds without pausing.)
2. **Again. Sound it out. Get ready.** (Touch under **i, m**:) ĩĩmmm. (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, fă.**)

im

am

sa

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**:) *fffēēē*. (Repeat until the students say the sounds without pausing.)
2. **Again. Sound it out. Get ready.** (Touch under **f**, **ee**:) *fffēēē*. (Repeat until firm.)
3. (Touch the ball of the arrow:) **Say it fast.** (Slash right:) *Fee. Yes, fee.*
4. (Repeat steps 1–3 for *fī*, *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 *sssääämmm*.** (Pause.) *sss.* **What's the first sound?** (Signal.) *sss. Yes, sss.*
3. **Say the middle sound in the word *sssääämmm*.** **Get ready.** (Signal.) *äää.* **Yes, äää.**

To correct:

- a. (Hold up one finger.) *sss.*
- b. (Hold up two fingers.) *äää.*
- c. **What's the middle sound in *sssääämmm*?** (Signal.) *äää.* **Yes, äää.**
- d. (Repeat step 3 until firm.)

4. **Listen: seem. Say it.** (Signal.) *Seem.*
5. **I'll say the first sound in the word *sssēēēmmm*.** (Pause.) *sss.* **What's the first sound?** (Signal.) *sss. Yes, sss.*
6. **Say the middle sound in the word *sssēēēmmm*.** **Get ready.** (Signal.) *ēēē.* **Yes, ēēē.**
7. **One of those words has the middle sound *äää*. I'll say both words again: *sam* (pause) *seem*.** **Which word has the middle sound *äää*?** (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.**

A

B

C

Lesson
6

1

iemfrdats

fisedmta

iretsadm

2

1. mat →
2. Sat →

3

1. im →

2. if →

3. it →

4. sa →

5. eet →

6. reem →

7. fit →

8. seem →

9. ad →

10. fa →

11. sad →

4

if →
sad →

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Lesson 6 7

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.) *īīī*. Yes, *īīī*.
3. Touch the next sound. ✓
- What sound? (Clap.) *ēēē*. Yes, *ēēē*.
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.) *fff*. What sound? (Clap.) *fff*.
- Write it in the first blank.
(Observe students and give feedback.)
6. Next sound. (Pause.) *īīī*. What sound? (Clap.) *īīī*.
- Write it in the next blank.
(Observe students and give feedback.)

7. (Repeat step 6 for *sss*, *ēēē*, *d*, *mmm*, *t*, *āāā*, *īīī*, *rrr*, *ēēē*, *t*, *sss*, *āāā*, *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:) *āāāt*. (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) *at*.
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*.

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:) *ĩĩmmm*. (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. Everybody, touch the sound _____. What sound? (Signal.)
- c. (Repeat step 2.)

3. Again. Sound it out. Get ready. (Clap for each sound:) *ĩĩmmm*.
- Say it fast. (Signal.) *im*. Yes, *im*.

To correct errors:

- a. (Say the correct word:) *im*.
- b. What word? (Signal.) *im*.
- c. You're going to sound it out again. Get ready. (Clap for each sound:) *ĩĩmmm*.
- d. Say it fast. (Signal.) *im*.
- e. (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:) *ĩĩfff*. (Repeat until the students say the sounds without pausing.)
6. Again. Sound it out. Get ready. (Clap for each sound:) *ĩĩfff*.
- Say it fast. (Signal.) *if*. Yes, *if*.
7. (Repeat steps 4–6 for words 3–11: *it*, *să*, *eet*, *reem*, *fit*, *seem*, *ad*, *fă*, *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.) *ĩĩ*.
4. (Repeat step 3 for *s*, *r*, *t*, *ē*.)
5. Later, you'll draw lines to match the letters.

EXERCISE 11

MATCHING AND COPYING SOUNDS

1. Everybody, touch part 6. ✓
2. Later, 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*.

5. Circle the sounds and finish the rest of your Workbook lesson.
(Observe students and give feedback.)

EXERCISE 13

WORKBOOK CHECK

Note: See the Teacher's Guide for Workbook correction procedures.

1. (Check each student's Workbook.)
2. (Award points for Workbook performance.)
3. (Record the student's total points in Box B.)

0–1 error	8 points
2–3 errors	3 points
4 or more errors	0 points

INDIVIDUAL READING CHECKOUTS

EXERCISE 14

WORD-READING CHECKOUT

- Study all the words in your Workbook. You'll each get a turn to sound out each word and say it fast. You can earn as many as 6 points for this reading.
- If you read all the words with no more than 1 error, you'll earn 6 points.
- If you make more than 1 error, you do not earn any points. But you'll have another chance to earn 6 points by studying the words some more and reading them again.
- (Check the students individually.)
- (Record either 6 or 0 points in Box C.)

Lesson point total

(Tell students to write the point total in the last box at the top of the Workbook page. Maximum for the lesson = 20 points.)

Point Summary Chart

(Tell students to write this point total in the box for Lesson 6 in the Point Summary Chart.)

END OF LESSON 6

Lesson
6

5

6

7

① m f i r d a t s f m i r d f t f d i f m e m e m f t ⑬

f t m f t m f m e m f m e r m e f e r d f e d f e

① f t i r d f i t m f i t f d f m t m f e r m i r a t s f t ⑪

f t i s f a i s f i t f i t i r m f i r m f s t r s i f r t

① t i r e d f i m f i t i r m a s i f i e m f i d s a s m d f ⑬

t i e m d i f t i e m d i f m e d i f e t f e d f r t r f f

8 Lesson 6
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