

Page 4

we play music
 we can sing
 la la sa sa
 va va va

Page 5

we play music
 guitars horns drums
 play and sing
 play for fun

Phonological Awareness



Phonemic Awareness

Segment Words by Onset and Rime: What's My Word? Tell the child you are going to say some words and then break them apart. Ask him to listen carefully for the first sound in the words. Say the word horn and ask him for the first sound. (/h/) Stretch out the /h/ sound and repeat the word as necessary. Then say the word horn in parts. Stretch out the beginning sound (/h/), followed by the rest of the word (-orn), then tell the child the word blended together (horn). Ask the child to say horn in the same manner; he should say the whole word, then stretch out the beginning sound (/h/), followed by the rest of the word (-orn).

Ask the child to say each of the following words, identify the beginning sound, then say the word in parts (/w/ -orn). Help with segmenting as necessary.

worn /w/ -orn
 morn /m/ -orn
 born /b/ -orn
 corn /c/ -orn
 torn /t/ -orn

Notes

Notes

Repeat the word list. Say each word in parts, as described above. Ask the child to say the word blended together.

<u>Teacher says</u>	<u>Child responds</u>
/m/ -orn	morn
/b/ -orn	born
/w/ -orn	worn
/c/ -orn	corn
/t/ -orn	torn

Ask the child to think of some words and say them out loud "broken apart" for you, the teacher, to put back together.

Reading



Braille Awareness

Alphabet and Letter Identification Give the child his workbook and ask him to turn to the alphabet on page 1. Say or sing the alphabet along with him. Encourage the child to match each spoken letter to the corresponding braille letter as fluently and independently as possible.

Now ask the child to find some specific letters on the page. Ideas for letter choices include the following:

- one that makes the initial sound of a word provided by the teacher
- one that stands for a specific alphabetic wordsign
- one with which the child is having difficulty