

CONSONANTS ON PARADE

CONTENTS

INTRODUCTION	1
USING THE PROGRAM	1
Lesson 1: The Letter B	3
Lesson 2: Hard and Soft C	4
Lesson 3: The Letter D	5
Lesson 4: The Letters H, F, and J	6
Lesson 5: Hard and Soft G	8
Lesson 6: The Letters L and M	9
Lesson 7: The Letters N and P	10
Lesson 8: The Letter R	11
Lesson 9: The Letter S	13
Lesson 10: The Letters Q and T	14
Lesson 11: The Letters K, V, and W	15
Lesson 12: The Letters X, Y, and Z	16
MORE TO DO	18
Reproducible Activity Sheets	Following Teacher's Guide

INTRODUCTION

Consonants on Parade is a multimedia series of 12 lessons designed to supplement and individualize reading instruction for students in grades 2 through 4. The program focuses on the visual and aural recognition of the consonant letters. The lessons employ audio media and three reproducible activity sheets. This combination of media allows students to work independently, with the audio providing an external support system which enables students to increase recognition and recall of the consonants and their sounds.

Each audio-directed lesson begins with a lively introduction which sets the stage for the letter or letters to be studied. Special effects and lively dramatizations featuring humorous story characters are used to heighten students' interest in the material to be learned. The audio narrator then guides the students through written exercises on the student response sheets. Games, rhymes, puzzles, secret messages, and illustrations are just a few of the ideas used to create interest in the lessons. Most exercises are grouped around a specific consonant so that students may practice recognizing and using that consonant.

Although the program is designed to be used in second through fourth grade, it can be a valuable tool in remedial work at higher grade levels.

Because of the individual response times necessary to complete the exercises on the activity sheets, *Consonants on Parade* lessons can be used most effectively on an individual basis. However, the program may be used by small groups of students who are performing at approximately the same level in reading.

Every effort has been made to make all elements of the program enjoyable to students. All lessons are self-directing and self-correcting, which allows students to work through the lessons at an independent rate and to evaluate their performances privately.

USING THE PROGRAM

The Audio

The audio lessons in *Consonants on Parade* employ a variety of motivational techniques which are designed to capture and hold the interest of students. Each audio lesson begins with an entertaining introduction. The student is then carefully guided through the entire lesson by a narrator who uses a friendly, positive approach to reading instruction. Immediate evaluation of student responses and additional instruction for difficult concepts give the students strong personal support.

Each audio with its accompanying activity sheets is a self-contained lesson. Timed pauses are included in the audio to allow the student to complete brief responses on the activity sheets. However, when more than a few seconds are needed to complete a response, the student is told to stop the audio and complete the work. As an added reminder, the audio contains an electronic tone which signals the student to stop the player. When the audio is started again, the narrator assists the student in checking his or her work. Students should be reminded that they may stop the audio whenever additional response time is needed, or to replay any material they may wish to hear again.

The use of headsets is recommended to avoid distracting other students in the classroom and to reinforce the interaction between student and narrator. The running times of the audio average approximately 15 minutes. The average working time of each lesson is about 25 minutes. It should be remembered that this time is only an approximation. Since the student stops and starts the player several times during the course of each lesson to read material or to complete exercises, the actual time needed will depend on the student's working speed.

The Activity Sheets

Three illustrated reproducible activity sheets are used in each lesson of the program. The activity sheets offer a variety of skill-building games and enjoyable activities which are closely correlated with the audio instruction. All activities are completed by the student as the audio presentation progresses.

In a few instances, an activity page contains an exercise which requires the use of special materials such as a ruler or a pair of scissors. These pages are clearly marked in the lesson summaries.

Responses for all exercises on the activity sheets are checked by the narrator. If you wish students to mark their mistakes, or to correct their work as they go along, be sure to explain this before the lesson has begun.

The Teacher's Guide

This guide contains individual summaries of the 12 lessons in the program. Each summary lists the skills objectives of the lesson, a description of each written activity, and reproductions of all student activities with answers overprinted.

Included in the final pages of this guide are several creative followup activities which may be used with small groups of students to reinforce the skills taught in the program.



Lesson 1: The Letter B

Objectives

- to strengthen visual recognition of the letter B
- to develop the ability to recognize the sound of the letter B
- to provide practice in discriminating visually between lowercase B and lowercase D
- to reinforce identification of words containing the letter B
- to develop the ability to recognize the sound of B in the initial, medial, and final positions in words

In the Lesson

In this lesson, students accept the “mission” to learn and practice the skills needed to read words with the letter B in them.

The activity on page 1 provides valuable practice for students who have perceptual or reversal problems. A grid containing both correctly formed and reversed letter B's is presented, and students are directed to circle only the letter B's that are made correctly. After checking and correcting their work with the help of the narrator, students are told to color the boxes containing reversed B's. The colored boxes should form a large X. Next, students repeat a tongue twister which is illustrated at the bottom of the page. This activity reinforces aural and visual recognition of B in the initial position.

On page 2, students listen to the names of 15 objects pictured at the top of the page, and circle the numbers of those objects whose names contain the sound of the letter B. They then shade in the corresponding numbered shapes in a puzzle at the bottom of the page. If all work is completed correctly, a large capital B will appear in the puzzle.

The exercise on page 3 reinforces the student's ability to recognize the sound of B in the initial, medial, or final position in a word. As the narrator reads a list of eight words, the student indicates the position of the letter sound by shading in one of the three circles for each word.


Lesson 1
The Letter B

**CONSONANTS
ON PARADE**

Page 1

1. B	2. B	3. b	4. b	5. B	6. d
7. b	8. q	9. b	10. B	11. p	12. b
13. b	14. B	15. d	16. B	17. B	18. b
19. b	20. b	21. p	22. p	23. b	24. B
25. B	26. d	27. b	28. b	29. d	30. b
31. B	32. B	33. b	34. B	35. B	36. B
















Betty Bender bought big bags of bitter butter for *Billy* Bundy.

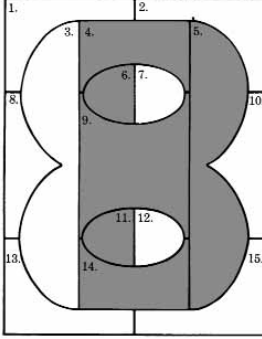


Lesson 1

**CONSONANTS
ON PARADE**


Page 2

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 
10. 	11. 	12. 
13. 	14. 	15. 




CONSONANTS ON PARADE


Lesson 1 Page 3




1. b _ _ O
2. _ b _ O
3. _ _ b ●




1. b _ _ _ O
2. _ _ b _ ●
3. _ _ _ b O




1. b b _ _ _ O
2. _ _ b b _ _ ●
3. _ _ _ _ b b O




1. b _ _ ●
2. _ b _ O
3. _ _ b O




1. b _ _ ●
2. _ b _ O
3. _ _ b O



1. b _ _ O
2. _ b _ O
3. _ _ b ●



1. b _ _ _ ●
2. _ _ b _ O
3. _ _ _ _ b O



1. b _ _ _ _ ●
2. _ _ b _ _ O
3. _ _ _ _ b O

At this point, the narrator introduces a vowel clue for determining whether a C is hard or soft. The clue states; "If C is followed by E or I, C has the soft sound. If C is followed by any other letter, C has the hard sound."

At the top of page 2, students are presented with six pictures and three possible spellings of the word represented by each picture. Using aural clues, they determine which spelling is correct for each object.

On the last page, students are challenged to solve a "shapes" puzzle. First, they circle the number of each word in the list which contains a soft C sound. Next, they shade in the corresponding numbered shapes in the puzzle. If they do the work correctly, the word "CAN" will appear in block letters in the puzzle.

Lesson 2: Hard and Soft C

Objectives

- to strengthen visual recognition of the letter C
- to develop the ability to recognize the hard sound of C in the initial, medial, or final position
- to develop the ability to recognize the soft sound of C in the initial, medial, or final position
- to reinforce the ability to recognize and discriminate between the hard and the soft sounds of C


In the Lesson


Lesson 2 first introduces the sound of hard C, then teaches the sound of soft C, and, finally, develops the student's ability to discriminate between the two sounds.


The lesson opens with an animal guessing game which introduces the students to the sound of hard C. The narrator then names eight objects pictured at the top of page 1. Each object has three C's printed in a row next to it. The students circle the first, second, or third C for each picture to indicate whether they hear the hard sound of C at the beginning, the middle, or at the end of the word. On the bottom half of the page, a series of words and pictures is used to introduce the soft sound of C in the initial, medial, and final positions.


CONSONANTS ON PARADE


Lesson 2 Page 1
Hard and Soft C


1.  C - C - C


3.  C - C - C


5.  C - C - C







7.  C - C - C


2.  C - C - C


4.  C - C - C


6.  C - C - C


8.  C - C - C


 **Cigar**  **bracelet**  **ACE**
 **CENT**  **RECIPE**  **bounce**


1.  ctyi ityc **city**


2.  afec **face** fec a


3.  **cell** ellc lecl

4.  craer **race** recar

5.  cmie **mice** melc

6.  cneilp pincl **pencil**

C followed by E or I has the soft  sound.

C followed by any other Letter has the hard  sound.

Lesson 3: The Letter D

Objectives

- to strengthen visual recognition of the letter D
- to reinforce the ability to recognize the sound of the letter D
- to strengthen discrimination between lowercase D and lowercase B
- to develop the ability to recognize the sound of D in the initial, medial, and final positions in words

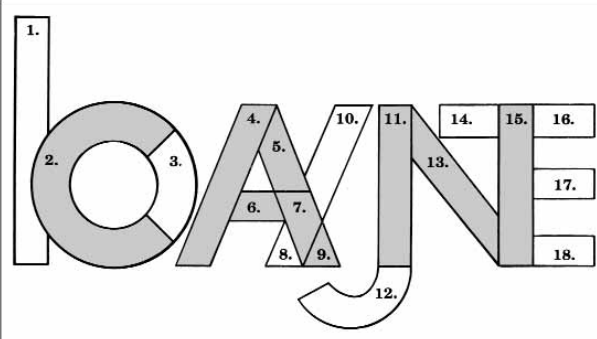
In the Lesson

Students are introduced to the sound of the letter D by a folk singer who forgets the words to a familiar song, and uses the sound of D as a substitute. This is followed by an activity on page 1 which provides valuable practice for students who have perceptual or reversal problems. A grid containing both correctly formed and reversed letter D's is presented on this page. The student is directed to find all of the correctly made D's in the grid and circle their numbers.

On page 2, a mystery-bag game gives the students practice in listening for the sound of D in the initial, medial, and final positions. Each of the three mystery bags has six objects pictured next to it. For the first bag, the students listen to the names of the objects and determine which names have the letter D in the initial position. They then circle on the mystery bag numbers which correspond to the numbers of those objects. They follow the same procedure on the second and third bags, listening for the sound of D in the medial and final positions, respectively.

Page 3 contains a maze that gives further practice in identifying the sound of the letter D in the initial position. By following picture clues that begin with the sound of D, the students find a path through the maze to allow a hungry deer to reach some dandelion greens.

- | | | |
|-----------|-----------|------------|
| 1. truck | 7. rice | 13. decide |
| 2. celery | 8. coffee | 14. act |
| 3. cone | 9. mice | 15. cider |
| 4. cement | 10. card | 16. crack |
| 5. ice | 11. race | 17. corn |
| 6. ace | 12. black | 18. cap |

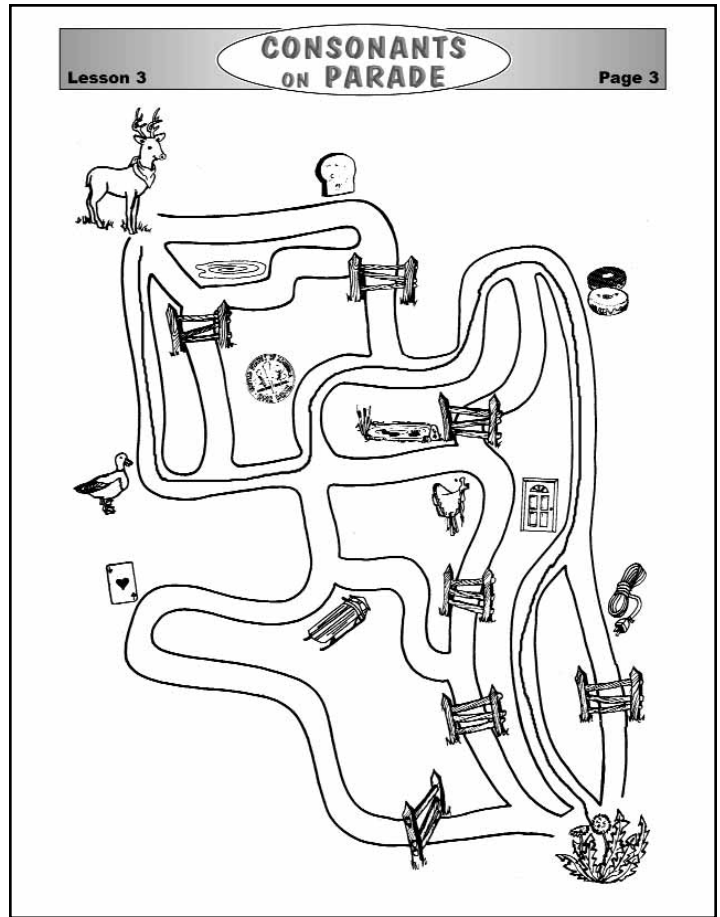


Lesson 3
The Letter D

CONSONANTS ON PARADE

Page 1

1. d	2. b	3. D	4. b	5. d
6. b	7. D	8. D	9. d	10. D
11. D	12. b	13. D	14. D	15. d
16. d	17. d	18. D	19. b	20. D
21. D	22. D	23. b	24. d	25. D



Lesson 3

CONSONANTS ON PARADE

Page 2

I. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840. 841. 842. 843. 844. 845. 846. 847. 848. 849. 850. 851. 852. 853. 854. 855. 856. 857. 858. 859. 860. 861. 862. 863. 864. 865. 866. 867. 868. 869. 870. 871. 872. 873. 874. 875. 876. 877. 878. 879. 880. 881. 882. 883. 884. 885. 886. 887. 888. 889. 890. 891. 892. 893. 894. 895. 896. 897. 898. 899. 900. 901. 902. 903. 904. 905. 906. 907. 908. 909. 910. 911. 9

words have the sound of H. They do so by circling the numerals on the base paths which correspond to the number of each word containing the sound of H.

Letter F and its sound are introduced on page 2. Students are given practice in aural identification of the sound of F in the initial, medial, and final positions. The format of a television game show is used as the narrator reads the names of prizes which are illustrated on the page. The name of each prize contains the letter F in the initial, medial, or final position. The narrator instructs the students to write the number of the prize on door 1 pictured at the top of the page if they hear the sound of F at the beginning of the name. Doors 2 and 3 are used for prizes whose names have F in the medial and final positions, respectively.

The voice of Jolly Jerry, the "jet-powered disc jockey," introduces the letter J and its sound. Jolly Jerry reinforces identification of the J sound by reporting results of a listeners' poll on which of the rock music groups pictured on page 3* is the most popular. The groups are the Jellybean Jugglers, the Judo Jokers, the Jumping Jockeys, and the Jumbo Jackrabbits. The discrimination exercise on the page requires students to identify words that contain the sound of J. Students connect pairs of dots for each "J" word, following the narrator's instructions. By connecting the correct dots, they produce a large star on the page.

*Students will need a ruler to work the exercise on page 3.

CONSONANTS ON PARADE

Lesson 4 Page 2

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

CONSONANTS ON PARADE

Lesson 4 Page 1
The Letters H, F, and J

HAT *ahead*

horse **FOREHEAD**

hand **oh**

CONSONANTS ON PARADE

Lesson 4 Page 3

Jellybean Jugglers

Jumping Jockeys

Lesson 5: Hard and Soft G

Objectives

- to strengthen visual recognition of the letter G
- to develop the ability to recognize the hard sound of G in the initial, medial, and final positions
- to develop the ability to recognize the soft sound of G in the initial, medial, and final positions
- to reinforce the ability to recognize and discriminate between the hard and soft sounds of G

In the Lesson

Lesson 5 uses a "This Is Your Life" format to introduce the dual personality of Mr. G. The lesson introduces the sound of hard G, then teaches the sound of soft G, and, finally, asks the student to discriminate between the two sounds.

Six characters, all with names containing the hard sound of the letter G, are pictured on page 1 of the activity sheets. As the narrator names each person, the students print a G on one of the three lines to indicate the position of the letter in the name.

On the top half of page 2, a series of words and pictures is used to introduce the soft sound of G in initial, medial, and final positions. At this point, the narrator introduces a vowel clue for determining whether a G is hard or soft. The clue states that when G is followed by E, I, or Y, G usually has the soft sound.

The exercise at the bottom of page 2 presents the students with six pictures and three possible spellings of the word represented by each picture. Using both the vowel clue and aural clues, they determine which spelling is correct for each object.

On page 3 students distinguish between the hard and soft sound of G in six illustrated words. They indicate the sound of each G by circling either a nail (hard) or a cloud (soft).

Lesson 5
Hard and Soft G

**CONSONANTS
ON PARADE**

Page 1

Gg

ALPHABET HEADQUARTERS

1

2

3

4

5

6

COMPLAINT DEPARTMENT

Lesson 5

**CONSONANTS
ON PARADE**

Page 2

Gg

cage

SURGEON

giant

GIRAFFE

Gypsy

GYROSCOPE

1

merg
grem
germ

2

terigser
register
gerister

3

angel
ganel
anleg

4

gerab
barge
begar

5




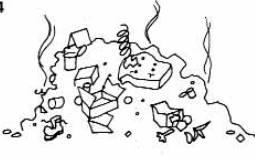
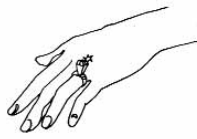
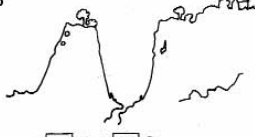
gmy
myg
gym

6

agent
ganet
taneg

CONSONANTS ON PARADE

Lesson 5 Page 3

<p>Gg</p> <p>1  garage</p>	<p>2  gadgets</p>
<p>3  gigantic</p>	<p>4  garbage</p>
<p>5  engagement</p>	<p>6  gorge</p>

The second activity page is devoted to the next guest—letter M and its sound. Through a series of words and pictures, the narrator introduces the sound of M in the initial, medial, and final positions.

Next, the narrator reads the names of the eight objects illustrated at the bottom of page 2. Students listen for the sound of M and write an M on one of three lines next to the picture to indicate the letter's position in the word.

The "L and M" crossword puzzle on page 3 provides both aural and visual reinforcement of the two letters. Each of the 12 pictured clues has both an L and an M in its name. Students must decide where these letters are heard in each word, then print them in the correct boxes of the puzzle.

Lesson 6: The Letters L and M

Objectives

- to strengthen visual recognition of the letters L and M
- to reinforce the ability to associate the letters L and M with their sounds
- to reinforce identification of words containing L or M
- to develop the ability to recognize the sounds of L or M in the initial, medial, and final positions in words







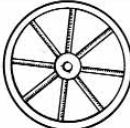

In the Lesson

As the lesson opens, an interview program called "The Larry and Mary Show" is in progress, and students are introduced to two famous alphabet characters, letters L and M.

First on stage is letter L who is featured on page 1 of the activity sheets in an L-sound quiz. The quiz consists of eight pictures and three possible spellings of the word represented by each picture. Students are asked to circle the correct spelling for each illustrated word. As a clue to the correct spelling, they must listen for the position of the sound of L in each word as it is read by the narrator.

CONSONANTS ON PARADE

Lesson 6 Page 1
The Letters L and M

<p>1.  loac alco coal</p>	<p>2.  llipow pillow powill</p>
<p>3.  leg elg egl</p>	<p>4.  llba blla ball</p>
<p>5.  lljey jelly jeyll</p>	<p>6.  lettuce ettluce ettucel</p>
<p>7.  lwhee whlee wheel</p>	<p>8.  ldandeion dandelion dandeionl</p>



1. _ _ m

2. m _

3. _ m _

4. m _

5. _ _ m

6. _ m _

7. _ m _

8. _ m _

Lesson 7: The Letters N and P

Objectives

- to strengthen visual recognition of the letters N and P
- to reinforce the ability to associate the letters N and P with their sounds
- to reinforce identification of words containing the letters N or P
- to develop the ability to recognize the sounds of N or P in the initial, medial, and final positions

In the Lesson

In a play to get more recognition, the letter N threatens to drop out of the alphabet. This causes such a stir that letter N realizes how important he is and agrees to stay in the alphabet.

The activity on page 1 gives practice in locating the sound of N in words. A map of the United States is shown at the top of the page with the letter N printed on each state which has that letter in its name. The outlines of six of these states are reproduced at the bottom of the page. As the narrator reads the names of the states, students listen for the sound of N. They then print the letter on one of three lines inside the state outline to indicate the letter's position in the name.

Page 2 is devoted to the letter P. The narrator leads the students through an activity which reinforces visual and aural recognition of the letter P.

The exercise at the bottom of this page contains illustrations of eight fruits and vegetables. Students are instructed to listen for the sound of P in the name of each of the fruits and vegetables. They then print a P on one of three lines beneath the picture to indicate the position of the letter in the word.

Pictured on page 3 are six "famous nappers." Under each picture is the napper's name with blanks left for the letters N and P. Students must listen for one or both letter sounds in each name and then print the letters in the appropriate blanks.

1. P L U M 2. S

I U 3. L 4. M E L O N

M S 5. A 6. I 7. U

E C A M E L 8. M

L P 9. B

10. M U L E 11. E

A 12. M A R B L E

13. M I L K 14. L

ACROSS

1. 6.

8. 9.

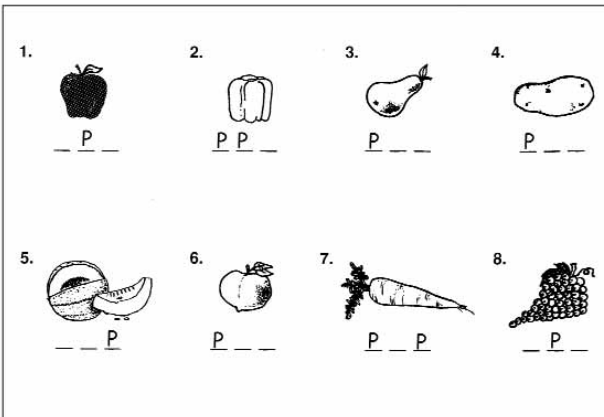
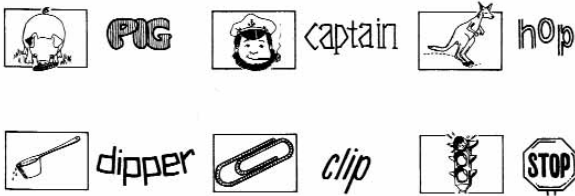
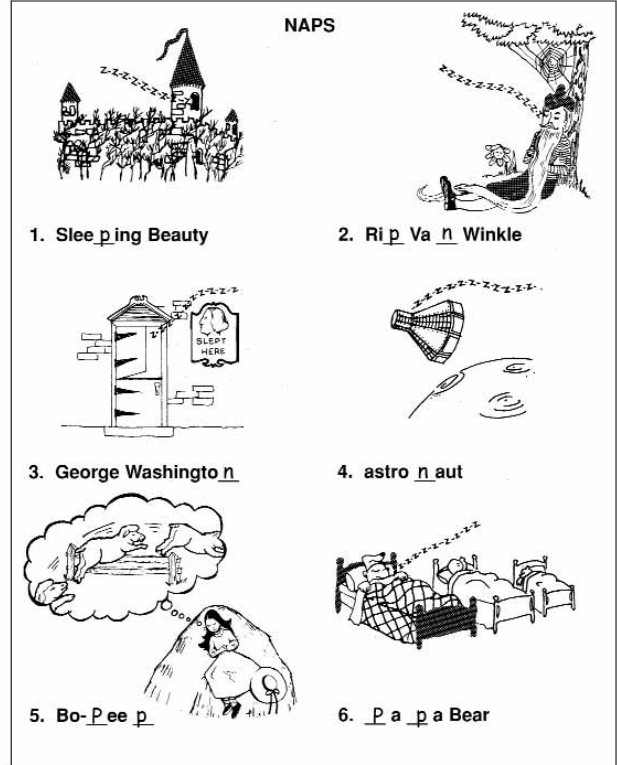
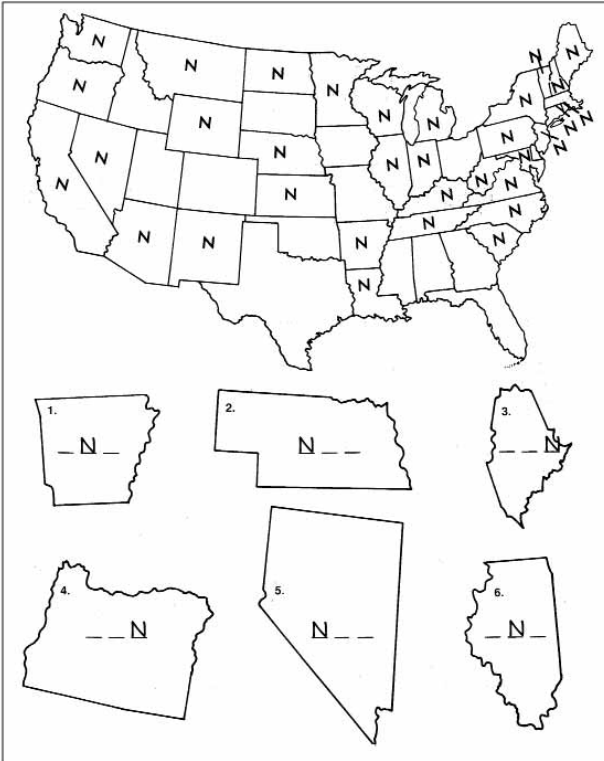
10. 11.

DOWN

2. 3.

4. 5.

7. 9.



Lesson 8: The Letter R

Objectives

- to strengthen visual recognition of the letter R
- to reinforce the ability to recognize the sound of the letter R
- to reinforce identification of words containing the letter R
- to develop the ability to recognize the sound of R in the initial, medial, and final positions in words

In the Lesson

The narrator leads the students through the laboratories of inventor Dr. Ralph Rabbit who introduces them to his secret project, a giant robot named Roger. Roger explains why robots will one day make letter R the most important letter of the alphabet.

Next, students meet Rupert the robot rooster who has been programmed to swallow anything that begins with the sound of R. Pictured on page 1 is a rubbish heap that contains nine objects. Students listen to the names of the objects and circle the numbers of those objects whose names have the letter R in the initial position. Sound effects provide clues to help students correct their work.

(Continued on next page.)


On page 2, students are presented with eight pictures and three possible spellings of the word represented by each picture. To find the correct spelling, they must listen for the position of the sound of R in each word as it is read by the narrator.

The activity on the last page gives further practice in locating the sound of R in words. Pictured on the page is Roger, the robot. The seven workers needed to repair Roger are arranged around him. As the narrator reads the occupation of each worker, students listen for the sound of R. They print an R on one or more of three lines beneath the picture to indicate the position of the letter in the word.


CONSONANTS ON PARADE

Lesson 8 Page 2


Rr



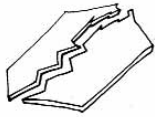
1. rflowe florwe **flower**




2. **carrot** rrcaot caotrr




3. rood **door** doro




4. pir pri **rip**




5. bibart tibbar **rabbit**



6. hoser **horse** rhose



7. **butterfly** flybutter ruttebfly

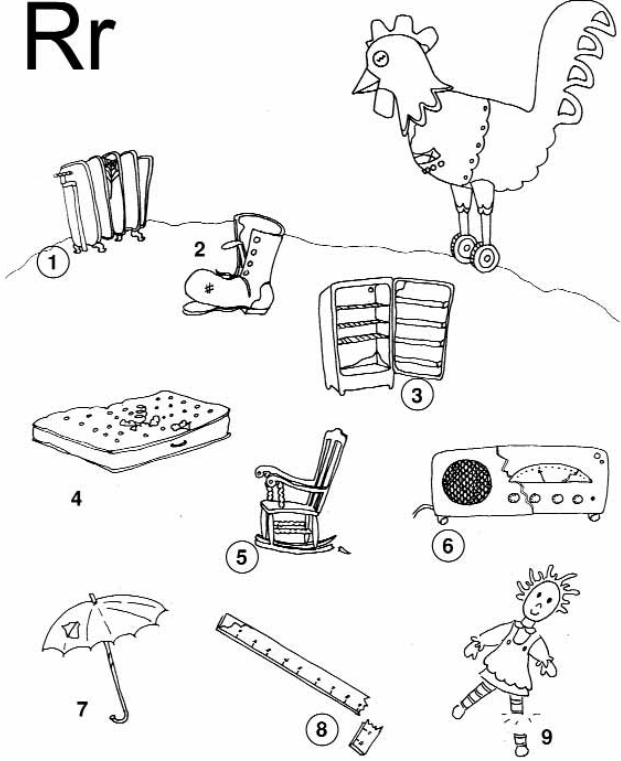


8. stoar **roast** toras

CONSONANTS ON PARADE

Lesson 8 Page 1
The Letter R

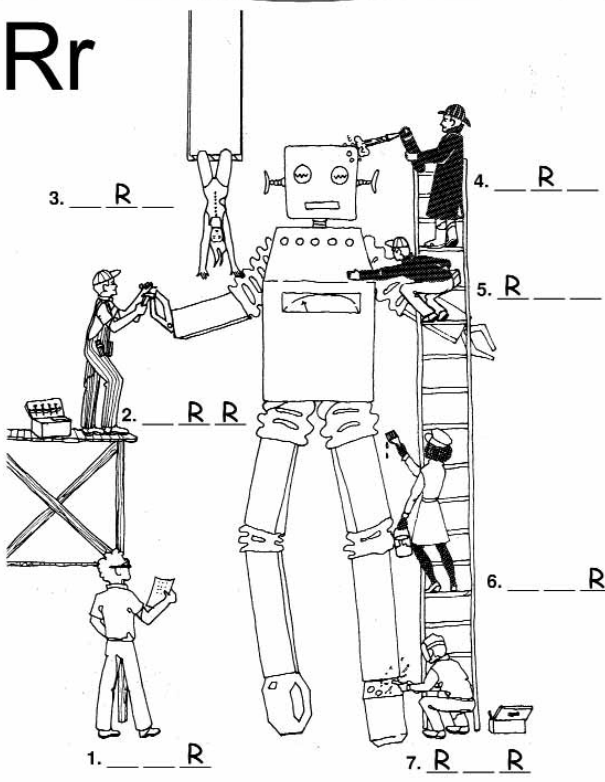
Rr



CONSONANTS ON PARADE

Lesson 8 Page 3

Rr



3. _ R _

4. _ R _

5. _ R _

6. _ R _

7. _ R _ R

1. _ R _

2. _ R R _

Lesson 9: The Letter S

Objectives

- to strengthen visual recognition of the letter S
- to develop the ability to recognize the sound of S in the initial, medial, and final positions
- to develop the ability to recognize another sound of S (the Z sound) in the medial and final positions
- to reinforce the ability to recognize and discriminate between the two sounds of S

In the Lesson

In a humorous detective story, the student is introduced to the sound of S, then to the Z sound of S, and, finally, is asked to discriminate between the two sounds.

On page 1, the narrator reads a list of six cities which corresponds to a numbered flight board in an illustration. Students listen for the sound of S in the name of each city and write an S on one or more of three lines next to the numeral to indicate the letter's position in the word. This activity acts as a clue in the story.

At the top of page 2, a series of words and pictures is used to introduce the Z sound of S in the medial and final positions. At this point, the narrator reminds the students that the letter S has the Z sound only when it is in the medial or final positions in words.

The exercise at the bottom of page 2 contains two sets of numbered footprints which have been made by the suspect in the story. As the narrator reads a list of words, the students listen for the Z sound of S and circle the corresponding number on the footprint.

Page 3 provides further practice in discriminating between the two sounds of S. Pictured on the page are ten objects found in an old house where the suspect is hiding. The students must determine if the objects pictured have the sound of S or the Z sound in their names. They circle all the objects which contain a Z sound. By tracing over the dotted trail on the page, students connect all the pictures that have the Z sound of S in their names. After following these instructions and then turning the page sideways, the hidden letter S can be seen on the page.

Lesson 9
The Letter S

**CONSONANTS
ON PARADE**

Page 1

Ss

1		_	S	_	_
2		S	_	_	_
3		_	_	S	_
4		S	_	S	_
5		_	_	S	_
6		_	S	_	_

Lesson 9

**CONSONANTS
ON PARADE**

Page 2

Ss

Cheese

rosin

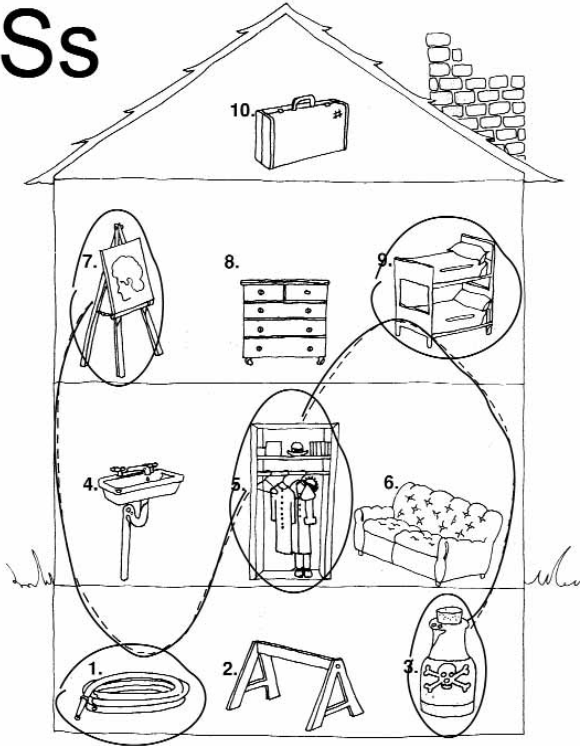
peas

roses

pies

daisy

Ss



The written activity on page 1 is a puzzle which is incorporated into a queen's crown. The puzzle is divided into 12 irregular shapes. Students are asked to listen to a word and to determine if the word has the sound of Qu in the initial position. If it does, they circle the numeral which corresponds to the word. After assisting the students in checking and correcting their work, the narrator instructs them to color all the shapes containing circled numerals. By following these instructions and then turning the page sideways, the hidden letters Qu can be read on the page.

On page 2 the students listen in on a basketball game between the Terrible Tigers and the Powerful Pandas. As the narrator reads the names of each player, students determine which players belong on which team. If a player's name contains the sound of the letter T, students write the corresponding numeral on the line in the Terrible Tigers' box on the page. The Powerful Panda players are those whose names do not have the sound of T in them.

On the next page where half-time activities are in progress, students are presented with pictures of six animal mascots and three possible spellings for each picture. To find the correct spelling, they must listen for the position of the sound of T in each word as it is read by the narrator.

Lesson 10: The Letters Q and T

Objectives

- to strengthen visual recognition of the letters Q and T
- to develop the ability to recognize the sound of Qu and of the letter T
- to reinforce identification of words containing Qu or T
- to develop the ability to recognize the sound of T in the initial, medial, and final positions in words
- to teach that the letter Q is almost always followed by U
- to develop the ability to recognize the sound of Qu in the initial and medial positions in words

In the Lesson

In a humorous dramatization, the letter Q is reminded that he is almost always followed by letter U. Students are then introduced to the letter Q in the initial and medial positions through words and pictures presented on page 1 of the activity sheets.



quarrel



quit





QUARTER



Tt



	
1	2
4	3
5	6
8	7
10	9

Lesson 11: The Letters K, V, and W

Objectives

- to strengthen visual recognition of the letters K, V, and W
- to reinforce the ability to associate the letters K, V, and W with their sounds
- to develop the ability to recognize the sound of K in the initial position
- to reinforce identification of words containing K, V, or W
- to develop the ability to recognize the sound of V in the initial, medial, and final positions
- to develop the ability to recognize the sound of W in the initial and medial positions

In the Lesson

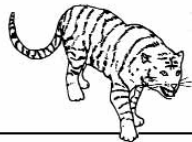
This lesson opens with an exercise that introduces the “kingly” letter K. Found on page 1 of the activity sheets is a puzzle divided into 12 irregular shapes. Each shape contains a picture of an object. Students are asked to listen to the name of each object and to circle the picture if its name has the sound of K in the initial position. After assisting the students in correcting their work, the narrator instructs them to color all the shapes containing pictures which they have circled. By following these instructions and then turning the page sideways, the hidden word “KING” can be read on the page.

Vampires and witches stalk the studies of the letters V and W in the remainder of the lesson.

The activity on page 2 gives practice in locating the sounds of V in words. Six obstacles which block the road to Vincent the Vampire’s castle are pictured. As the narrator reads the names of the obstacles, the students listen for the sound of V. They then print the letter on one of three lines under each obstacle to indicate the letter’s position in the word.

On page 3 the narrator, with the help of Wilma the Witch, leads the students through an activity which involves items found in the narrator’s pockets. Students listen to the names of eight objects and circle the numbers of those objects whose names contain the sound of the letter W.

Tt



1



retuky
turkey
keyurt

2



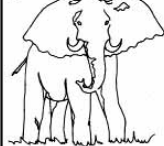
nighthawk
hawknight
tawkhighn

3



enriter
terrier
rerriet

4



telephan
pheeltean
elephant

5



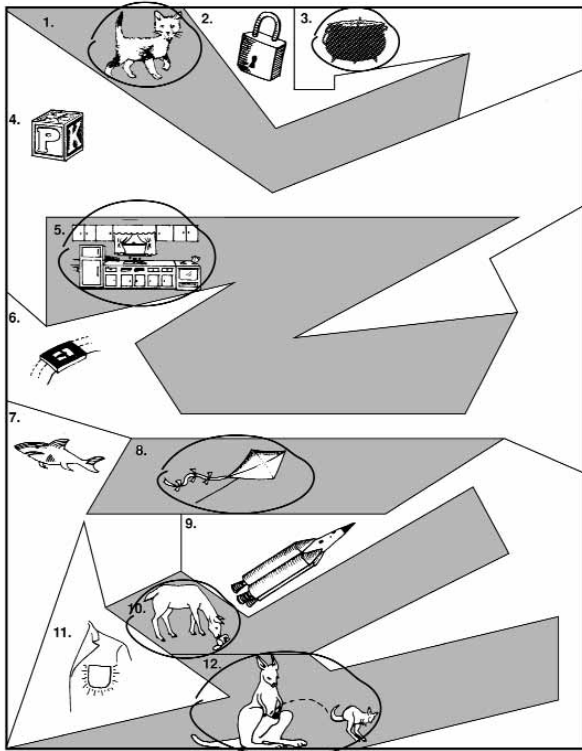
antelope
teanlope
lopeenat

6



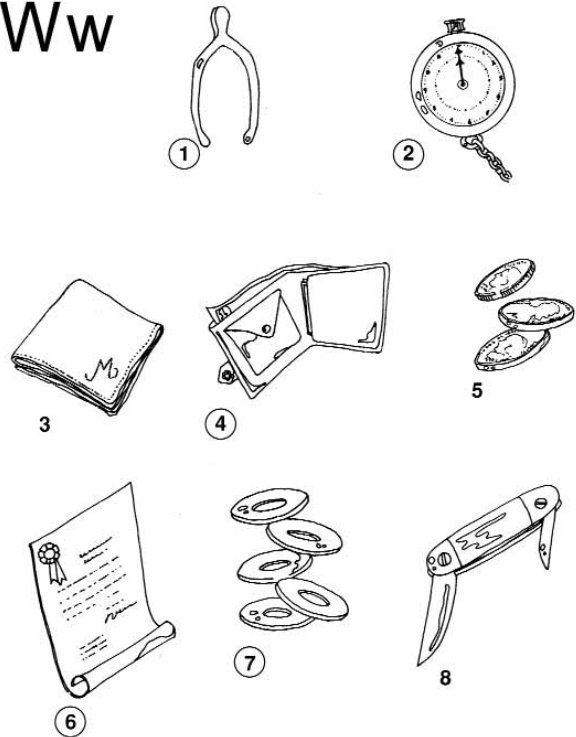
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ratmusk
musktrat

CONSONANTS ON PARADE

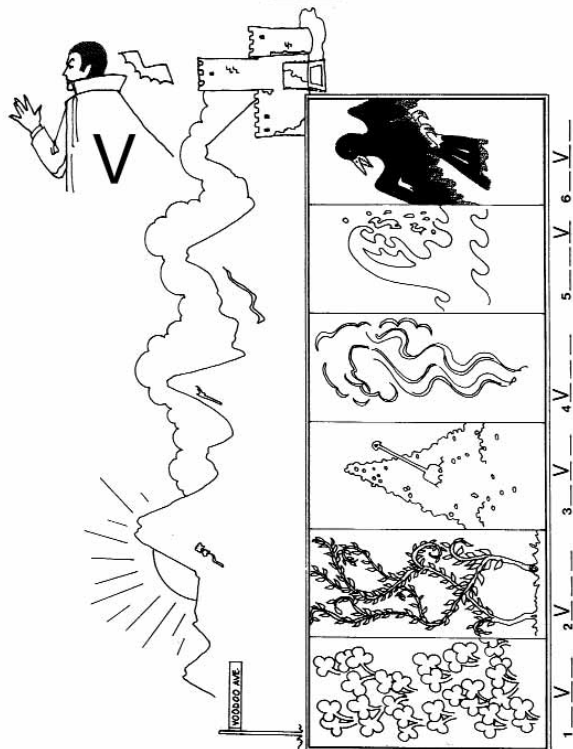


CONSONANTS ON PARADE

Ww



CONSONANTS ON PARADE



Lesson 12: The Letters X, Y, and Z

Objectives

- to strengthen visual recognition of the letters X, Y, and Z
- to reinforce the ability to associate the letters X and Z with their sounds and the letter Y with its consonant sound
- to reinforce identification of words containing X, Y, or Z
- to develop the ability to recognize the sounds of X in the initial, medial, and final positions
- to develop the ability to recognize the consonant sound of Y in the initial and medial positions
- to develop the ability to recognize the sound of Z in the initial position

In the Lesson

In this lesson, Dr Alphabet herself makes an appearance and introduces two of her children, letters X and Y. Later in the lesson, letter Z arrives upon the scene.

On page 1 of the activity sheets, students are presented with pictures of six tables which have been set up at an outdoor market. Each table holds two items. As the narrator names each pair of illustrated items, students circle the one whose name contains the sound of the letter X.

(Continued on next page.)

The second activity sheet deals with the consonant sound of Y in the initial and medial positions. The narrator reads a series of eight words which correspond to eight sets of illustrations. Students shade in the circle below the first illustration in a set if they hear the consonant sound of Y in the initial position. They shade in the circle below the second illustration if the consonant sound of Y is in the medial position. Sound effects are used after each example to reinforce the correct response.

Letter Z and its sound is handled on page 3.* A jigsaw puzzle on the page is divided into four large pieces. Each piece contains numbered shapes. As the narrator reads a list of words, the students circle the numerals that correspond to words which have the sound of Z in the initial position. With the help of the narrator, the students check and correct their work. They are then instructed to shade in all shapes which contain circled numerals, and, finally, to cut out the puzzle pieces and fit them together. After following these directions, students should see a large Z hidden in the puzzle.


*Students will need a pair of scissors to complete the exercise on page 3.

CONSONANTS ON PARADE

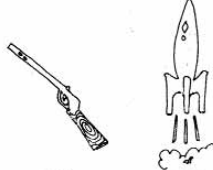
Lesson 12 Page 2

Yy

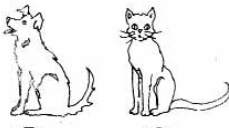
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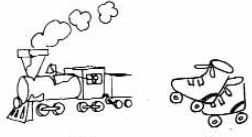
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3



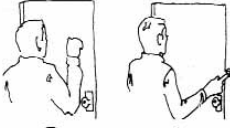
4




5




6



7



8



CONSONANTS ON PARADE

Lesson 12 Page 1
The Letters X, Y, and Z

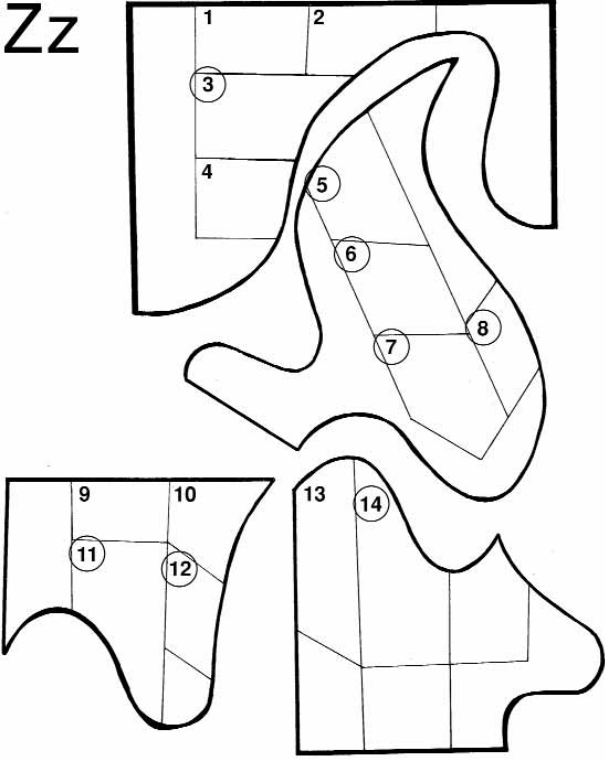
Xx



CONSONANTS ON PARADE

Lesson 12 Page 3

Zz



MORE TO DO

You may wish to use the following activities to reinforce recognition of the consonant letters and their sounds.

NAME GAMES

1. Ask each student to make a list of boys' or girls' names that begin with each of the consonants. Later, let them compare their lists.
2. Have the students list the consonants contained in the names of a particular group of children in the room. For example, if the group includes Bob, Don, Frances, and Pamela, the student should list the consonants as follows: 1. B b, 2. D n, 3. F r n c s, 4. P m l.

CARD GAMES

To provide additional discrimination practice for students with reversal problems, make a deck of cards using capital and lowercase letters B, P, and D. Make six of each card (36 cards in all).

1. Three of a Kind (two to four players)

Each player is dealt six cards. The rest of the cards are placed face down in the middle of the table. The students try to make books of three of a kind by drawing and discarding cards in turn. The student who uses all the cards in his hand first is the winner.

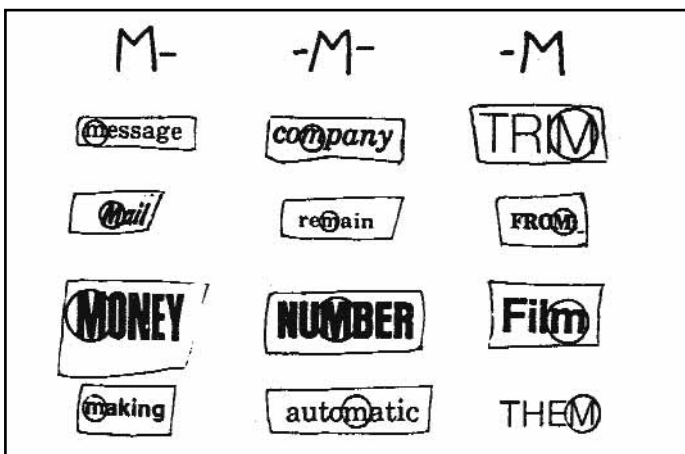
2. Go Fish! (two to four players)

The players are dealt six cards each. They take turns asking any player they choose if he has a certain card. If the player who is asked has the card, he must give it to the one who has asked for it. If he does not have it, he says, "Go fish." The "fisher" must then draw a card from the pile in the middle. The first player to use up all his cards by making books of three of a kind is the winner.

LETTER HUNT

Have the student choose a consonant that was particularly difficult for him or her. Direct them to old newspapers and magazines to find words that have this consonant in either the initial, medial, or final position. Have them paste the words on a sheet of paper in columns and circle the chosen consonant in each word.

Example:



CONSONANT SPIN

Make a cardboard arrow and attach it with a paper fastener to the center of a paper plate. Then, write the consonants around the edges. To play the game, students, in turn, spin the arrow to select a consonant. They then have to name as many words as they can which contain that consonant. As a variation of the game, students may be instructed to name only words beginning or (if appropriate) ending with the consonant.

CONSONANT BINGO

To reinforce aural and visual recognition of the consonants, have the students construct a set of bingolike cards. Each card should be divided into 25 squares with each square containing a consonant in capital or lowercase form. (No two cards should have the same letter placement, but each card may repeat some letters.) Have two or more students compile a set of "call" words. Each word should have one or more of the consonants in the initial, medial, or final position.

To play the game, a student or the teacher calls a word from the set, and the other students cover each letter whose sound is heard in the word. (Beans, corn, or small squares of paper may be used.) The first player to cover a row of letters horizontally, vertically, or diagonally is the winner.

To vary the game, have the students divide the "call" words into three sets—an initial-consonant set, a medial-consonant set, and a final-consonant set. Then, using one of the sets, a student calls a word, and the other students cover each consonant whose sound he hears in the position indicated.

CONSONANT CHARACTERS

Have the student choose one of the consonants and make up a monster character whose name has the sound of the consonant in the initial position. Then, have him record a story about his character using words which contain the consonant in the initial, medial, or final position. He may also illustrate his story with a comic strip, a montage, or a flipchart.

NOTES