

INTRODUCTION

The *Sound It* program is a multimedia series of 24 lessons designed to develop auditory discrimination of the sounds of the consonants and vowels. This supplementary reading readiness program consists of two separate sections. The first section, Unit I, contains 12 lessons which provide practice in recognizing the sounds of the consonants in the initial, medial, and final positions. (All consonants are included except Q and X.) The second section, Unit II, consists of 12 lessons which introduce the long and short vowel sounds and the common vowel digraphs and diphthongs.

Sound It is an audiovisual learning tool that will combine with your knowledge of the early learning process to lay a strong foundation on which to build the listening, speaking and reading skills of your students. The program is intended to aid you in carrying out the critically important task of making the child ready to read. The program is designed to aid your students in communicating more effectively by

- acquainting the child with the sounds of the letters
- providing him or her with ear-training in sound differences
- giving practice in using the correct sounds of standard English.

Although the program is designed to be used in kindergarten through second grade, it can be a valuable tool in remedial work at higher grade levels. It may also be used to good advantage with learning disabled children at the primary and intermediate grade levels.

Materials needed to complete each lesson include audio media, one or more reproducible activity sheets, and a pencil or crayon.

USING THE PROGRAM

THE AUDIO

Each audio lesson introduces a particular sound or set of sounds. The narrator gives specific examples of the letter sound, asks for oral responses to encourage the learner to imitate the sound, then repeats the sound for reinforcement of the correct pronunciation. Careful directions for the games and activities which involve the listener in written responses are included. Timed pauses are built into the audio to allow the student to complete the responses on the activity sheets. The lessons, each approximately 12 minutes long, may be used by individual students or in small or large group instruction. Headsets are recommended for individual and small group use of the program.

BLACK-LINE REPRODUCIBLE ACTIVITY RESPONSE SHEETS

Each audio lesson is accompanied by one or more illustrated response sheets. As the student listens to the lesson, he records his written responses on the sheets by marking pictures. No reading is required of the student and all work is corrected by the narrator, thus ensuring immediate correction and reinforcement.

THE TEACHER'S GUIDE

This guide includes individual summaries of the 12 lessons in Unit I. Summaries of Unit II lessons can be found in the guide for Unit II of the program.

Each lesson in the guide contains a brief summary of the taped lesson, followed by reproductions of the response sheets, with correct answers overprinted. Also included in this guide are follow-up activities and enrichment exercises.

These activities include games, listening exercises, and riddles which are designed to be used over a four-day period following each listening session.

WORD LISTS

A list of words containing the sounds taught in each lesson is provided at the end of each lesson in this guide. These lists can be used in a variety of ways to reinforce discrimination of the sounds taught in the program. A few suggestions follow:

- Construct riddles around appropriate words. For instance, referring to the word fish from the list for f, you might say, "I am thinking of something that swims in the water. The beginning sound in the word is f." Or, "I am thinking of something you might do when you have a bad cold. The ending sound is f." (cough)
- Write words on large sheets of paper and ask the children to make matching illustrations. If the children cannot read, assign the words orally.
- Select words from the list and ask children to say a rhyming word for them.
- Select several key words from the list and ask the children to use the words in a sentence or in a simple story.
- Say a sentence but leave out the key word. Ask a child to say the missing word correctly.
- Play a bingo sound game. Prepare bingo cards with five vertical and five horizontal rows of squares. In each square, write a letter for one of the sounds you are teaching. (If children are immature, you might substitute pictures that match the sounds.) Be sure the distribution pattern of sounds differ on each card. Instruct the children to mark an X on the square that matches a sound in the word as you read from the list.

*As a variation of the bingo game. you might play a short-vowel-sound game. Prepare bingo cards by putting in the top row of squares the pictures of a cat, a bed, a carton of milk, a sock, and a truck. In each of the remaining squares, write, in random order, the vowel letters. Tell the students to listen for the vowel sounds as you read the words from the lists. Be sure to read the words slowly. If the short sound of letter A is heard, the player must mark that letter under the picture of the cat. If the short sound of letter E is heard, he or she must mark that letter in the column under the picture of the bed. If the short I-, O-, or U-sound is heard, the player must mark a letter under the picture of the milk, the sock, or the truck, respectively. For instance, if you say *pan*, he or she must mark the letter A in a square under the cat. If you say *cut*, he or she would mark the letter U under the truck.

*Play a chain game with students whose vocabulary is adequate. Read a word from the list and ask a student to repeat your word and then say another word that begins with (or ends with) the sound you are teaching.

INDIVIDUALIZED INSTRUCTION

The final decision of how to individualize instruction must rest with the teacher. A few guidelines are included here to assist you with the task. An informal inventory will help you determine the specific deficiencies of individual students. You may then select the audio lesson which corresponds with the errors your students are making. However, educationally disadvantaged students whose speech is substandard will benefit from the entire program.

In all cases, it is suggested that you check the activity sheets after an audio lesson has been completed. If the student has had great difficulty with a lesson, use should be made of the additional work included in this guide. Students who have had severe difficulty should repeat the audio lessons after participating in the follow-up activities included in this guide.

VOWEL KEY WORDS

NOTE: Throughout this guide the sound of the letter is indicated by the underlined, lowercase letter- Read capital letters as names of the letters. The sound, not the letter name, should be used in the following sentences.

e is for tree which gives shade to me.

i for milk, as white as the silk.

a is for cake, which my mom can make.

e is for bed, where I rest my head.

a is for cat that chases a rat.

o is for sock, I put by the clock.

u is for truck of good Fireman Buck.

aw is for saw that's used by my paw.

oa is for boat that gently will float.

oo is for book at which we all look.

oo is for boot of my buddy Hoot.

i is for five new bees in the hive.

oy is for boy who's his mother's joy.

Note: The so-called long u is not included on this list. The long u (as in music) closely approximates a combining of i and oo, but is phonetically the consonant sound indicated by the y sound as in yard or you.

The letter Y may indicate either an i sound as in *hymn* or an i sound as in *my*.