

# Lesson 3 (pages 5 and 6)

## Objectives

- To introduce medial consonant sounds
- To write words, sentences with middle consonants

## 1 What We Know

- Write all the consonants and their sounds on the chalkboard in the following manner of verse, leaving blanks as indicated:
- b** a \_\_\_\_\_, a **b** says /b/  
**c** a \_\_\_\_\_, a **c** says /k/  
**d** a \_\_\_\_\_, a **d** says /d/
- Have volunteers call out words that begin with the correct letter, to fill in the missing noun. For example, "**B**, a **boat**, a **b** says /b/."
  - Continue for all the remaining consonants. (Note that **x** requires final position, as in **box**.)


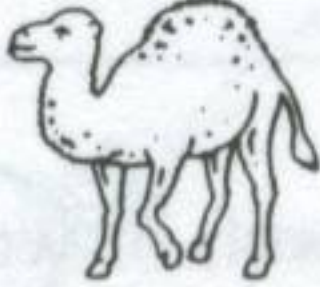












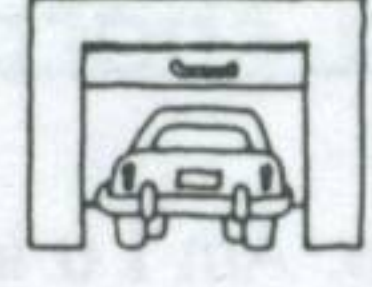





## 2 Something New

- Say, "Words can have a consonant sound at the beginning, middle, or end. Listen carefully to the beginning sound of **lemon**. What do you hear?" (/l/). "Listen carefully to the ending sound of **lemon**. What do you hear?" (/n/). "Listen to the middle sound of **lemon**. What do you hear?" (/m/)



1. Say each picture name.
2. Listen to the middle sound.
3. Write the letter that stands for the middle sound.

spider	camel	whistle	robot
tiger	hotel	sofa	salad
peanut	pedal	baker	bacon
lemon	seven	garage	wagon
bottle	mixer	apple	lizard

 d	 m	 s	 b
 g	 t	 f	 l
 n	 d	 k	 c
 m	 v	 r	 g
 t	 x	 p	 z

Introducing consonant sounds in medial position

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## READING & Writing CORNER

Crowley, Arthur. *The Wagon Man*. Houghton Mifflin Company, 1981.

A little boy tricks the Wagon Man and sets free all the children he has captured.

Read the book aloud to the class. Allow time to discuss the story and enjoy the illustrations.

### SEARCHING FOR MIDDLE CONSONANTS

- Divide the class into small groups and distribute large sheets of drawing paper to each group. Have students print one of the words in this lesson on their papers. Then ask students to draw pictures of things that have medial consonants. Encourage them to look through books, magazines, or around the classroom for ideas. Display all work on a bulletin board.

## VISUAL LEARNERS

- Write riddles such as the following on the chalkboard:
  1. A baby can ride in this. Am I a buddy, buggy, or bunny?
  2. I do my work underground. Am I a miller, miner, or mixer?
  3. You ride in me or pull me. Am I a wobble, water, or wagon?
  4. I can spin a web. Am I a spider, special, or speaker?
- Have students read each riddle and write the answer in a complete sentence. Remind them to begin with capital letters and end with periods. Have volunteers write answers on the chalkboard so students can check their work.

## AUDITORY LEARNERS

- Say, "I will say three words. Listen carefully so you can tell me how they are alike." Say **middle**, **ladder**, **buddy**. Ask, "How are these words alike?" (all have /d/ in the middle)
- Continue with **lemon**, **timer**, **camel**; **bottle**, **button**, **later**; etc.



## Middle Consonants

- 1 Read each riddle. 2 Circle the correct answer.  
3 Write the answer in a complete sentence.

1. I have four wheels. Am I a woman, wagon, or waxen?

A wagon has four wheels.

2. I am a beam of light. Am I a laser, later, or layer?

A laser is a beam of light.

3. You become this at school. Am I wider, wiper, or wiser?

You become wiser at school.

4. I am a small stone. Am I a pedal, petal, or pebble?

A pebble is a small stone.

5. I can win a foot race. Am I a runner, rudder, or rubber?

A runner can win a foot race.

6. You can write a letter on this. Am I paper, payer, or paler?

You can write a letter on paper.

7. I can make trees fall. Am I a beaker, beater, or beaver?

A beaver can make trees fall.

8. You can spread this on toast. Am I a buffer, butter, or buzzer?

You can spread butter on toast.

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Using language arts: writing sentences with words with consonant sounds in medial position

## Middle Consonants

### 3 Trying It Out

- Say, "Some consonants come at the middle of words. Who can think of a word that has a middle consonant?" As students suggest words, write them on the chalkboard.

### 4 How Did I Do?

- Have students identify each middle consonant and say its sound.
- At the end of the exercise, have students read all the words on the chalkboard together that have middle consonants.

### 5 Let's Get To Work!

- Have students turn to pages 5 and 6.
- Help students interpret the directions and work through one example on each page. Assign the pages.

## TACTILE LEARNERS

- Put together a grab bag of objects or pictures of objects whose names contain consonants in different positions, such as **pen**, **leaf**, **book**, **nut**, **lemon**, or **wagon**. Make sure students have paper. Have a student pick an object from the bag without looking into it, hold up the object, and say its name.
- Have students at their desks write the letter that stands for the ending consonant sound in the object's name.
- Repeat the procedure with other students and other objects.

## Spelling Sentences

Use the word list and dictation sentences to teach spelling and reinforce phonics.

- seven  
Clap seven times.
- robot  
The robot can walk.
- dinner  
Please be on time for dinner.

## EXPLORING Differences

### ESL STUDENTS

- Some Spanish-speaking students may need extra practice pronouncing the sound of **ll** (/y/ in Spanish). Also, because the **k** only occurs in Spanish in words borrowed from other cultures (*kilo*-, etc.), some students may need help distinguishing /k/ from /g/.

### PRACTICE

- Write tongue twisters on the chalkboard and have students practice saying them: **Will Wally want a yellow pillow? Follow the fellow and yell hello.**
- Have Spanish-speakers pronounce words that contain the consonants **g** and **k**, such as **bigger**, **baker**; **beg**, **back**; **begin**, **bacon**. Have students make up rhyming couplets and repeat them to each other.



# Lesson 4 (pages 7 and 8)

## Objectives

- To review and test consonant sounds
- To use context clues to complete words with consonant sounds

## 1 What We Know

- Tell students that you will say a word that has three consonant sounds—a beginning, a middle, and an ending consonant sound. Say, “Listen with your eyes closed. Then I will ask what consonant sound you hear in the beginning, in the middle, and at the end.”
- Use words such as **basin**, **ladder**, **button**.
- Now have three students stand in front. Have each one hold a card or slate with the letter **g**. Say, “Listen to **wagon**. Where do you hear /g/ in **wagon**?” (middle) Have the middle student hold up his or her card. Continue with **game** and **bag**.

## 2 Trying It Out

- Choose three new students to hold up the cards or slates. Repeat, using the following letters and words: **z**: **buzz**, **lizard**, **zebra**; **t**: **bottle**, **team**, **sweet**; **r**: **rain**, **jar**, **garage**; **k**: **kick**, **baker**, **king**; **n**: **noise**, **lean**, **peanut**; **l**: **fill**, **like**, **salad**.

## CURRICULUM Connections

### Science

- Have students point out the pictures of a toad, a rabbit, and a tiger in this unit. Call on students to describe the various homes, or habitats, of the animals.
- Write “habitat” column headings such as the following on the chalkboard: house, meadow, backyard, forest, ocean, pond, etc.
- Ask, “Can a rabbit live in the ocean? Can it live in a house? in a backyard? in a forest? in a field?” Print **r** (for **rabbit**) under each heading with a “yes” answer. Continue classifying other animal habitats.

## Unit Review: consonants

- 1 Read each sentence and look at the picture.
- 2 Write the letters that complete both words in the sentence.

- 1 The artis t is painting a picture.
- 2 The ra dio is playing a rock-and-roll song.
- 3 Mother is filling the tu b with wa ter.
- 4 The pa rade passed by my house.
- 5 Todd put the car d in the mailbo x.
- 6 May I tickle you with a feather?
- 7 Dad put some mo ney in the meter.
- 8 Flowers and vegetables grow in a garden.
- 9 Linda got a pre sent on her birthday.
- 10 Ken has a boo k about jets.

Unit review: using context clues to complete words with consonant sounds

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## REVIEW ACTIVITY 1

### Missing Letters

- Hold up a picture of the numeral **seven**. Then write ee on the chalkboard. Call a student to the board to say the picture name and fill in the missing letters.
- Follow the same procedure with pictures of the numerals five and six and pictures of a robot, hose, lemon, button, cap, and dime.

## REVIEW ACTIVITY 2

### Sound Match

- Have students choose partners. Tell the class that you will say a word to each pair of students. They must listen to the beginning sound and say the sound together loudly. If students say different sounds, have them say the word and try the sound again.
- Continue until all pairs have had a few turns and you have covered all the initial consonant sounds.
- Then follow the same procedure with medial and ending consonant sounds.

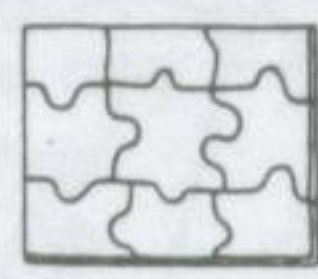


## Consonants

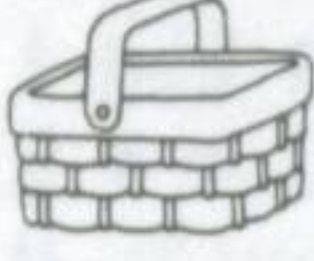



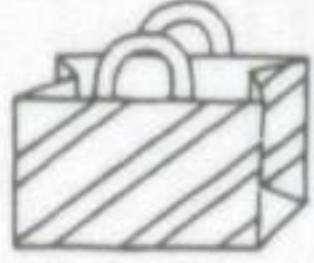












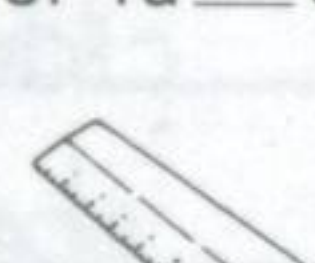


Directions: Say each picture name.  
Fill in the space next to the letter  
that will complete the picture name.

Example

\_\_\_uzzle



- ☐ d  
☒ p  
☐ n

1. ___asket  <input type="radio"/> m <input checked="" type="radio"/> b <input type="radio"/> v	2. wa___er  <input checked="" type="radio"/> t <input type="radio"/> l <input type="radio"/> b	3. ho___  <input type="radio"/> b <input checked="" type="radio"/> p <input type="radio"/> c	4. ___esk  <input type="radio"/> r <input checked="" type="radio"/> d <input type="radio"/> z
5. ba___  <input checked="" type="radio"/> g <input type="radio"/> v <input type="radio"/> d	6. ___et  <input type="radio"/> d <input type="radio"/> p <input checked="" type="radio"/> j	7. bea___er  <input type="radio"/> f <input checked="" type="radio"/> v <input type="radio"/> j	8. poo___  <input checked="" type="radio"/> l <input type="radio"/> s <input type="radio"/> m
9. shir___  <input type="radio"/> d <input type="radio"/> p <input checked="" type="radio"/> t	10. mu___ic  <input checked="" type="radio"/> s <input type="radio"/> r <input type="radio"/> k	11. bar___  <input type="radio"/> g <input checked="" type="radio"/> n <input type="radio"/> m	12. fa___ily  <input type="radio"/> r <input type="radio"/> s <input checked="" type="radio"/> m
13. ___adpole  <input checked="" type="radio"/> t <input type="radio"/> m <input type="radio"/> b	14. wor___  <input type="radio"/> k <input type="radio"/> t <input checked="" type="radio"/> m	15. pa___er  <input type="radio"/> j <input checked="" type="radio"/> p <input type="radio"/> w	16. ___ire  <input checked="" type="radio"/> f <input type="radio"/> d <input type="radio"/> m
17. ___ar  <input checked="" type="radio"/> c <input type="radio"/> h <input type="radio"/> f	18. ru___er  <input type="radio"/> b <input checked="" type="radio"/> l <input type="radio"/> x	19. fu___  <input type="radio"/> h <input checked="" type="radio"/> r <input type="radio"/> t	20. ___andwich  <input type="radio"/> j <input type="radio"/> z <input checked="" type="radio"/> s

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Testing consonant sounds; using an adapted standardized test format

## Review Consonants

### 3 How Did I Do?

- Say the words from the above list and call on students at their desks to identify whether a sound is at the beginning, middle, or end of the word. For example, "Listen for **z /z/** in **lizard**. Do you hear it at the beginning, middle, or end?"

### 4 Let's Get To Work!

- Have students turn to pages 7 and 8.
- Help students interpret the directions and work through one example on each page. Assign the pages.

## CUMULATIVE REVIEW

### Word Transformers

- Write the word **tiger** and ask, "Who can change the word **tiger** to make the word **timer**?" Have a student go to the chalkboard and change the **g** to **m**. Then say, "I'm going to say some pairs of words. Write the consonant in the first word of each pair that you need to change in order to make the second word. Then write the consonant in the second word that you would change it to."
- Proceed with: **keep/deep**; **mouse/house**; **roof/room**; **buggy/buddy**.

## The Game Box

### Tongue Twisters

Help students write alliterative tongue twisters using words with the same consonant sounds, then share theirs with the class. Give examples, such as:

- Beautiful Bertha Bartholomew blew bouncy blue bubbles.
- Clever Karl Kessler kept the ketchup in the cupboard.
- Little Lela Ladder lugged a load of lovely lemons.
- Jolly Julie Jackson juggled the juicy, jiggly jello.

## ASSESSMENT Strategies

- Pass out paper and tell students to write the letter that stands for the consonant sound they hear at the beginning of each of these words: **fold**, **size**, **hero**, **joy**, **warm**, and **belt**.
- Then have students write the letters for the ending sounds in **chin**, **mix**, **sell**, **flat**, **cheer**, and **herd**. Finally, have them write the letters for the middle sounds in **seven**, **buzzer**, **baton**, **hammer**, **pedal**, and **balloon**.