

Welcome

to

Back to School

Night

Maire School

First Grade

Welcome to Mrs. Hunwick's First Grade Classroom

Background:

This will be my twenty third year teaching and my twenty first year teaching first grade at Maire Elementary. Within this time I have met and worked with many wonderful children and parents and look forward to working with you as well. During this time I also obtained my Masters degree in School Counseling.

Dear Parents,

The excitement of the new school year has arrived! The last couple of weeks have been fun filled with classroom routines and procedures. I am extremely delighted to be welcoming you and your child to room 107, a place where learning is always present because knowledge, creativity and caring are daily visitors. I am looking forward to meeting each and every one of you personally.

Listed below are some updated items of interest to our room such as procedures and routines. If you have questions or concerns my e-mail address is: michelle.hunwick@gpschools.org. or my voicemail is 432.5435.

Late Start Monday Special: 2:00-2:40	Tuesday-Friday Special: 1:50-2:35
A Day- Library B Day- Music C Day- Art D Day- Gym-Wear tennis shoes. Lunch Hour-11:56-12:46 Dismissal- 3:38	A Day- Library B Day- Music C Day- Art D Day- Gym-Wear tennis shoes. Lunch Hour-11:36-12:26 Dismissal- 3:38

Monday Recess- 2:45-3:04

Tuesday-Friday: 2:40-3:00

Computers: One hour afternoon session and use of ipads in the classroom.

Orange Take Home Folders: This folder will go home with your child each day with the accumulated work from the day and important notices. Each night I encourage you to go through the folder with your child and ask them what their assignments were. These folders help your child gain responsibility and good organizational skills. Please make sure your child brings this folder to school with them each day.

Green Work In Progress Folder: This folder is the home for continuing projects in the classroom.

Blue Math Folder: This folder contains important math tools and charts for your child to use during math instruction at school.

Yellow Weather Folder: This folder will hold all the compiled weather information learned in Science throughout the school year.

Red Spelling Folder: Spelling will begin informally each day and formally at mid-year. We will use FAST Spelling and Dolch words.

Writers' Workshop Folder/ Journal: Many of the topics and ideas your child will be writing about will be centered on the current reading program theme, prior knowledge and experiences. At this time many of the children are expressing their ideas through illustrations and letter strings.

Homework: Students will be assigned homework periodically. Every night I encourage students to look at books and read. Any unfinished work from the day becomes homework for that evening. If your child is absent; work will be made up upon your child's return to school. As the school year progresses, so will your child, therefore please encourage your child to do homework individually. This fosters independence and self-direction. Math links will be sent home each night.

Daily Snack: Please provide your child with a small nutritious daily snack such as an apple, banana, crackers etc. Please see snack list. Fruits and vegetables are best.
(Gentle Reminder: No yogurt, Go-gurt, applesauce or fruit in a cup please)

Birthday's: On your child's birthday the class will sing to them, their name will be read on the announcements and they will receive a birthday letter from the class. However, they will not be bringing in a birthday treat. A large portion of our curriculum focuses on weather and seasons in first grade, so we will be celebrating our birthdays seasonally. This means we will have 4 larger birthday parties. We will start in September with those students who had summer birthdays (June 21

Room Parents:

We need two room parents to run the parties. The room parents could always use a helping hand at the various parties. If there is a specific party you would like to help with please sign up as a helper. The parties include: Halloween, Winter Holiday, Valentine's Day and the End of the Year Picnic.

Grading:

Finished work will be sent home in the Take Home Folder. These are things that we worked on in class and have completed. This pocket should be emptied nightly. Some, but not all of these papers will have marks on them (stars, grades, stickers or stamps).

Read at Home:

Please remember that the key to success is practice, practice, practice. I recommend that each child has a goal of reading for 20 minutes, 5 nights a week. Please consider this homework.

Reading:

Readers Workshop Units of Study:

Building good habits, Using print strategies to support conventional reading, Using pattern books to read with accuracy, fluency and comprehension, Readers talk about books to grow ideas, Nonfiction study, and Character study

Reading "Just Right Books"

Students will be reading independently, with partners, as well as with small groups. The groups will be organized according to need. Adjustments will be made depending on assignments, reading levels, learning styles or abilities.

We will also be using the Making Meaning program to build our comprehension and vocabulary.

Writing:

We will be writing in all curriculum areas in a variety of forms including Writer's Workshop and journaling. Writer's Workshop will include all the steps of the writing process (brainstorm/prewriting, drafting, editing, revising, and publishing).

Our units of study are Small Moments (personal narratives), Opinion Letters, How To and All About Stories (Nonfiction), Poetry, and Prompt Writing.

Write Traits Writing Program

This program teaches the six traits of writing which include: Ideas, Organization, Voice, Word Choice, Sentence Fluency and Conventions.

Spelling:

Word wall/high frequency words
FAST Spelling Program

Handwriting:

Please use the Houghton Mifflin traditional manuscript as a guide for your child's handwriting. Neat penmanship is necessary.

Math:

We will be using the Everyday Math Program which aligns with the Michigan Grade Level Content Expectations. There are five areas of focus. They are Number and Operations, Algebra, Geometry, Measurement and lastly, Data and Probability.

Homework will be coming home most nights. It should be returned the next day. You can find your child's math homework in their Take Home Folder on the Return To School side.

Please note that measurement includes telling time to the hour and half hour mark as well as reading and writing amounts of money up to a dollar. These are both concepts that will need to be reinforced at home when they are introduced later on in the year.

Social Studies:

We will be working our way through the Scott Foresman Social Studies Units of Study. They include, Belonging to a Group, Problem Solving, Communities, Symbols, Work, Goods and Services, and Our Earth. We will also be investigating the DeBug System with our Problem Solving unit.

Science:

We will be focusing on three units this year: Solids and Liquids, Weather, and New Plants.

Shoes:

If your child is wearing tie shoes to school and has not yet learned how to tie please help them learn. It is our school policy that no flip flops or open backed shoes be worn to school. They pose safety concerns. Also, if your child wears crocks they must have the back strap around their heels while out on the playground.

Classroom Helpers: Every week your child will have an opportunity to volunteer for a classroom job. This helps students to gain responsibility and pride for the work they do. So far the classroom is filled with enthusiastic workers waiting to fill these positions!

Positive Behavior Support: PBS:

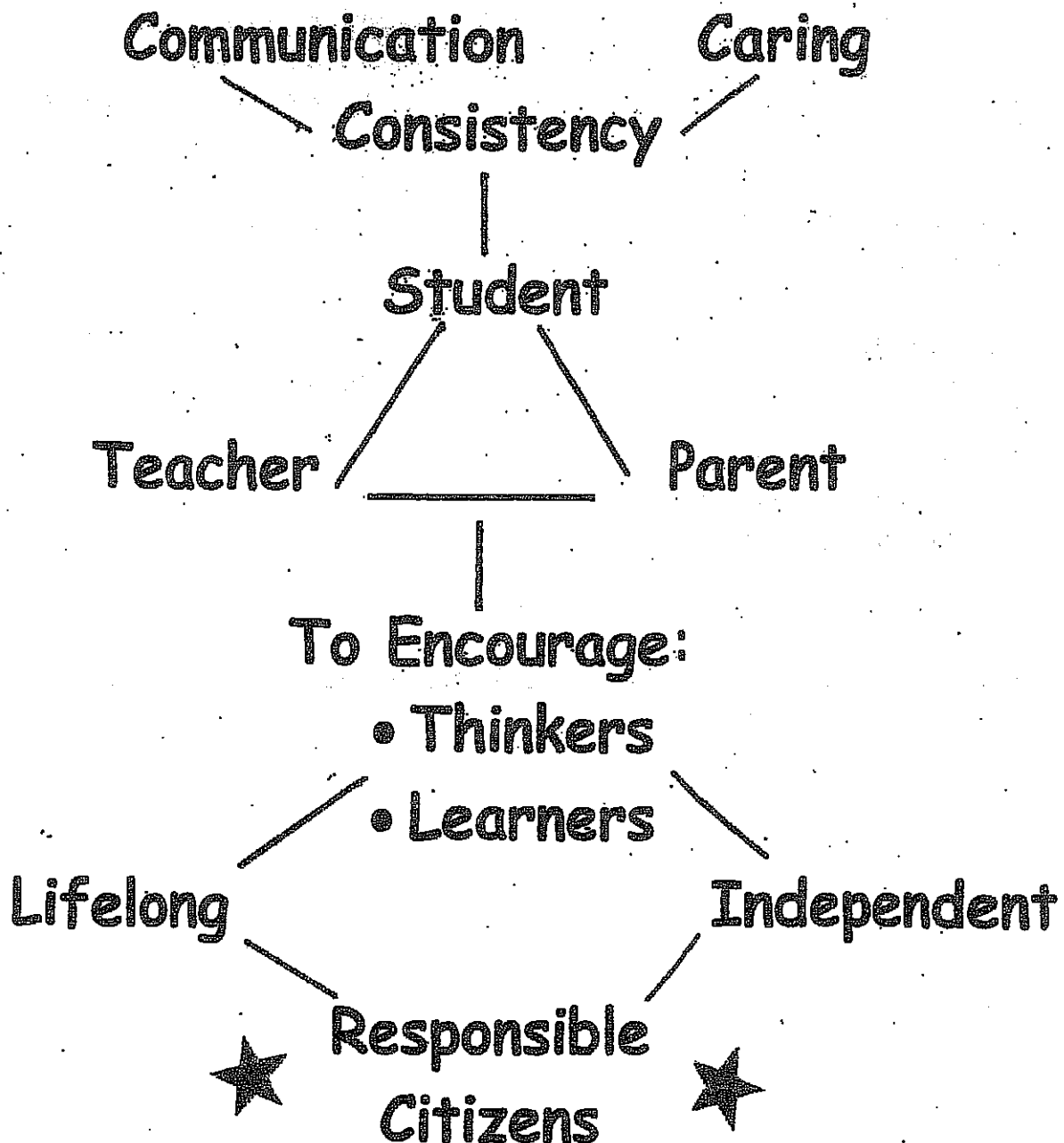
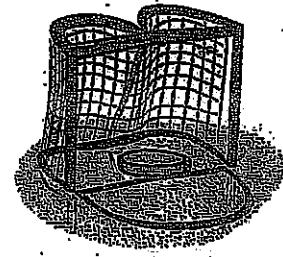
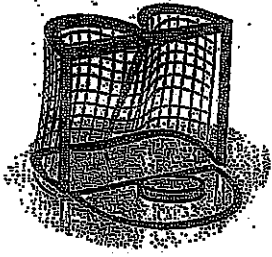
We will be using the school wide PBS system at Maire. The program focuses on promoting positive behavior choices throughout the school day. The three core values of Maire's PBS system are respect, responsibility and safety. The Behavior Expectations Matrix lists the main behaviors that students should be following at school. Procedures for specific behaviors will be taught by staff members so that students clearly understand the expectations. Students will be able to earn " Bear Bucks" and school wide rewards throughout the year for good behavior choices in PBS.

The colored card system portable pocket chart is important because it helps students to know and understand that the expectations for their behavior continue outside the classroom.

Please Remember to:

1. Look for Sign-Up Genius Conference schedule coming soon.
2. Leave note for your child.
3. Take the note from your child.
4. Fill out and leave Goals Sheet.
5. Daily Schedule Sheet

This is going to be a great year! Thank you for your cooperation!
Mrs. Michelle Hunwick



**Our first grade program
will encourage your child to :**

- become an avid reader**
- enjoy solving math problems**
- speak and write well**
- be creative**
- make decisions independently**
- develop physical coordination**
- have good study skills**
- get along well with others**
- be self-confident**
- enjoy learning**
- love school**

AGE-APPROPRIATE*

chores for kids

Toddler (ages 2-3)

- Pick up/ put away toys
- Unload the dishwasher (*silverware, plastic cups, tupperware*)
- Dust with feather duster/microfiber rag
- Swiffer the floor
- Put clothes in the dirty clothes hamper
- Collect dirty clothes
- Help move clothes from washer to dryer
- Put clothes away
- Make bed
- Wipe cabinets
- Wipe baseboards (*soapy water*)

Preschooler (ages 4-5)

- *Any previous chores*
- Load the dishwasher
- Vacuum couch/ chairs/ cushions
- Take out recycling
- Set table
- Clear table
- Wash dishes (*with supervision*)
- Clean windows
- Wipe out bathroom sinks
- Match socks
- Fold dish towels
- Weed
- Water indoor plants
- Feed pets

Early Elementary (ages 6-8)

- *Any previous chores*
- Meal prep (*wash produce, find ingredients, simple cutting*)
- Wipe bathroom sinks, counters, toilets
- Hang out laundry
- Sweep
- Vacuum
- Collect garbage
- Get mail
- Fold/hang laundry
- Clean microwave
- Rake leaves

Elementary (ages 9-11)

- *Any previous chores*
- Make simple meals
- Take garbage/ recycling to the curb
- Wash/ dry clothes
- Clean toilets
- Mop floors

Middle School (ages 12-14)

- *Any previous chores*
- Clean tub/ shower
- Make full meals/ meal plan
- Clean out fridge/ freezer
- Mow yard
- Supervise younger children's chores

* You should take into account your child's specific abilities and maturity level when assigning chores. This is a list of possible chores that most children in each age group are able to do. You can select the number of chores that you feel is appropriate for your child.

Characteristics of a First Grader

The best thing you can do for your children is to enjoy them. Laugh with them when they are active and happy. Give them time to learn. Expect mistakes and much forgetting. Don't let your ideals for them make you require too much of them. Being aware of several general characteristics common to first grade children will help you in understanding your children as they grow month by month.

Physical Development

- Growth proceeding more slowly, a lengthening out
- Large muscles better developed than small muscles
- Eleven to twelve hours of sleep are needed
- Eyes not yet mature, tendency toward farsightedness
- Permanent teeth beginning to appear
- Heart in period of rapid growth
- High activity level - can stay still only for short periods

Characteristic Behavior

- Eager to learn, exuberant, restless, overactive, easily fatigued
- Self-assertive, aggressive, wants to be first; less cooperative than at five, keenly competitive, boastful
- Whole body involved in whatever she/he does
- Learns best through active participation
- Inconsistent in level of maturity evidenced - regresses when tired, often less mature at home than with outsiders
- Inept at activities using small muscles
- Relatively short periods of interest
- Has difficulty making decisions
- Group activities popular, boys' and girls' interests beginning to differ
- Much spontaneous dramatization

Special Needs

- Encouragement, ample praise, warmth, and great patience for adults.
- Ample opportunity for activity of many kinds, especially for use of large muscles.
- Wise supervision with minimum interference.
- Friends - by the end of the year, a best friend.
- Concrete learning situations and active, direct participation.
- Some responsibilities, but without pressure and without being required to make complicated decisions or achieve rigidly set standards.
- Help in developing acceptable manners and habits.

First Grade Writers

First graders love to make marks on paper. They use both pictures and letters, mixing them freely to put their meanings on paper. At this time, children are working on the relationships between letters and sounds.

As children become writers, they invent spellings for words they want to use. Invented spelling is what we call children's misspellings before they learn all the rules adults use to spell. Children's errors give us a window on what they know. If a child spells dinosaur "dnrsr" we see that he is using beginning sounds heavily and is relying on the consonant sounds instead of vowels. This is exactly what she/he should be doing at this developmental stage.

Invented spelling does **not** interfere with children's ability to spell correctly later. It is an appropriate developmental step just like the "mmm" and "ddd" sounds your child made as a beginning speaker. There are lots of advantages for the child who uses invented spelling, such as:

Invented spelling:

- encourages children to figure out the alphabet**
- makes children independent as writers; they don't have to ask how to spell words; it frees them from depending on others**
- encourages children to write longer, more colorful stories; they can write anything they can say; writing more = writing better**
- moves children beyond words they know how to read; they are not limited to writing only words they can read; it helps them learn to read**
- encourages children to take responsibility for their own learning; they are in control of what they write and how they write it; they make the writing system their own**
- provides extensive practice in phonics; children practice their sounds as they write - using letter to represent the sounds they hear in words,**

Be assured that invented spelling is a developmental step. Children go on to learn to spell even better than they would if they had not been allowed to take these beginning steps. Most importantly, they become much better writers earlier because they are encouraged to use invented spellings. Children write more and learn to read more easily because of the confidence it gives them to master print.

Balanced Literacy

Speaking → Reading → Writing

Celebrating Literacy

- Author's chair
- Enthusiasm
- Passion
- Response
- Publishing
- Performance

Reading To Children

- Exposure to a variety of genre
- Model good reading
- Demonstrate purpose

Shared Reading

- Bedtime story feel
- Teach strategies
- Modeling
- Extend meaning
- Discussion

Language Experience

- Relating writing and reading to real life
- Discussion

Guided Reading

- Practice strategies
- Reinforce skills
- Questioning
- Discussion

Independent Reading

- Practice, practice, practice
- Free choice
- Time
- Talk

Independent Writing

- Student choice
- Risk-taking
- Self-monitored
- Time
- Talk

Shared Writing

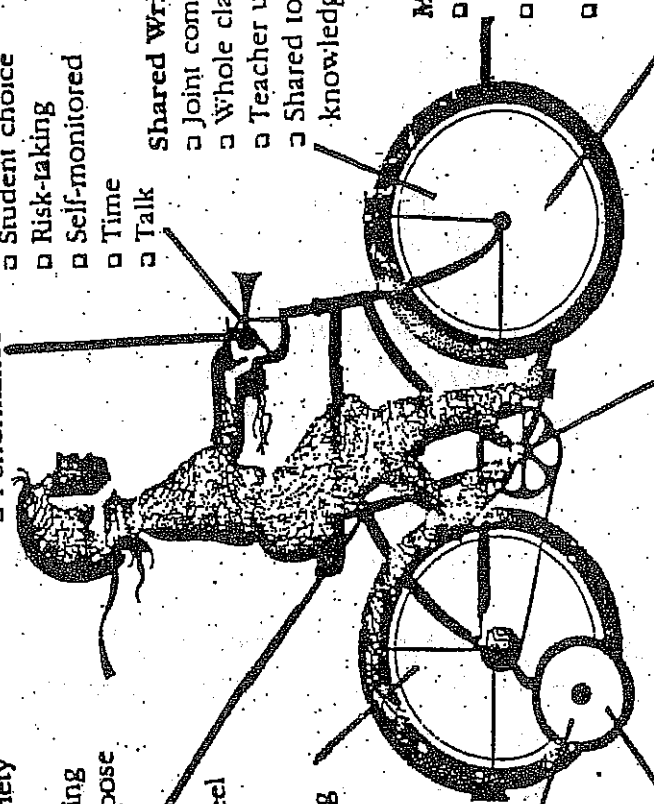
- Joint compositions
- Whole class or group
- Teacher usually scribes
- Shared topic
- Shared knowledge

Modeled Writing

- Demonstrates good writing strategies
- Demonstrates thought process
- Discussion

Assessment

- By teacher
- By peers
- By self
- Detached
- Participant
- Collector
- Parents



BALANCED LITERACY

Parent Reading Strategy Guide

Emergent readers are beginning to develop a variety of reading strategies that need to be practiced . . . not handed to them! You can help them with this by reading the strategies below and using them with your child as he or she reads.

Try reminding him/her of these strategies before giving them a word they are stuck on.

1. Remind him/her to use their pointing finger as they read each word. (Please don't point for them.)
2. Remind him/her to look at the picture for clues. (The picture is essential in the beginning stages of reading. Trust that this will become less necessary as they develop as readers.)
3. Ask her/him . . . "Does what you just read make sense?" Children very often will here their own mistakes if given time to think about their reading.
4. Say . . . "Get your mouth ready for the first sound of the word."
5. Remind them to . . . "Go back and get a running start." After a child has decoded a word or two they will lose the meaning of what they are reading. The running start from the beginning of the sentence helps to regain that meaning.
6. Sometimes a child will decode the beginning of one word and confuse it for a similar one that begins the same. (Ex: cat/cap) Ask them to . . . "Look at the ending sound."
7. Ask the reader . . . "Does the word have an ending?" Once they have been introduced to the suffixes of words they will need finding them in text. (Ex.: er, ing, s, est, ed, es)
8. Ask your reader to "Look for a little word in a big word."
(Ex: tea pot)
9. Ask the reader to . . . "Look for chunks in words you know." (Ex: l it tle)
Sometimes they will decode small pieces of a word at a time.
10. Sometimes your reader should . . . "Skip the word. Finish the sentence and go back and guess the word." This strategy works well with the "Does it make sense strategy!"

Reading Strategies

Use Your Reading finger.



Sound it out all the way through.

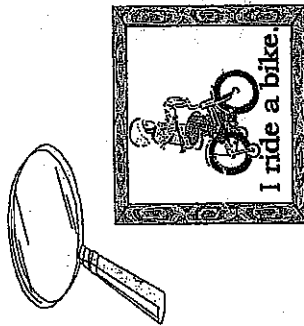


c.....a.....t



c..a..t

Look at the pictures for clues.



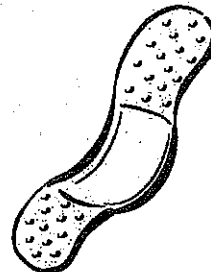
Skip it, Go on,



then reread.



Self-correct



Say the first sound.



Fluency
Ask: Does it sound like the way we talk?



Look for the parts you know.

Chair sit slide

back cat

played jumping

ASK YOURSELF:

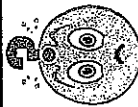
Does it look right?



Does it sound right?



Does it make sense?



Pencil Position Reminder

Hold at the end of
Pencil with Thumbkin
and Pointer. Rest of
fingers,
Middleman, Ringman and
Pinky are curled under.

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj Kk

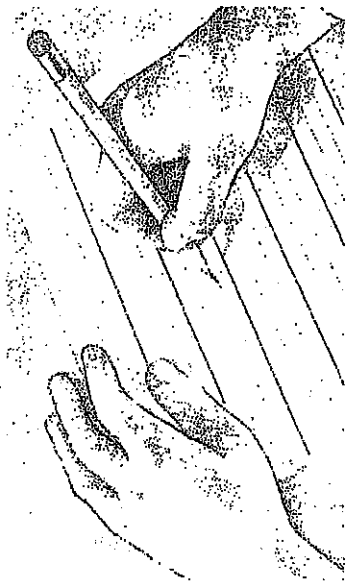
Ll Mm Nn Oo Pp

Qq Rr Ss Tt Uu

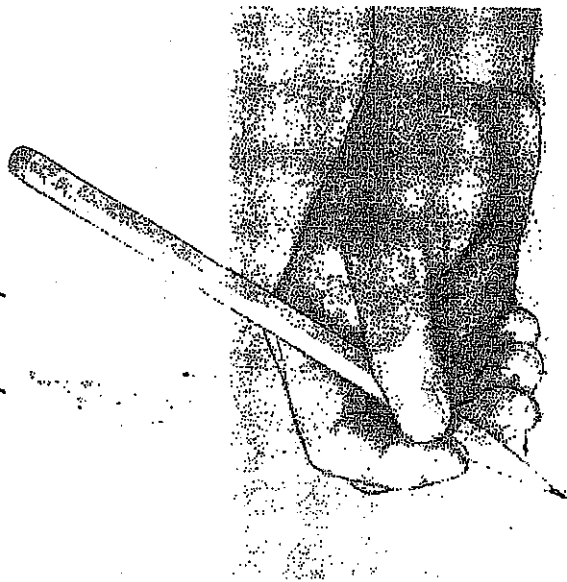
Vv Ww Xx Yy Zz

0 1 2 3 4 5 6 7 8 9

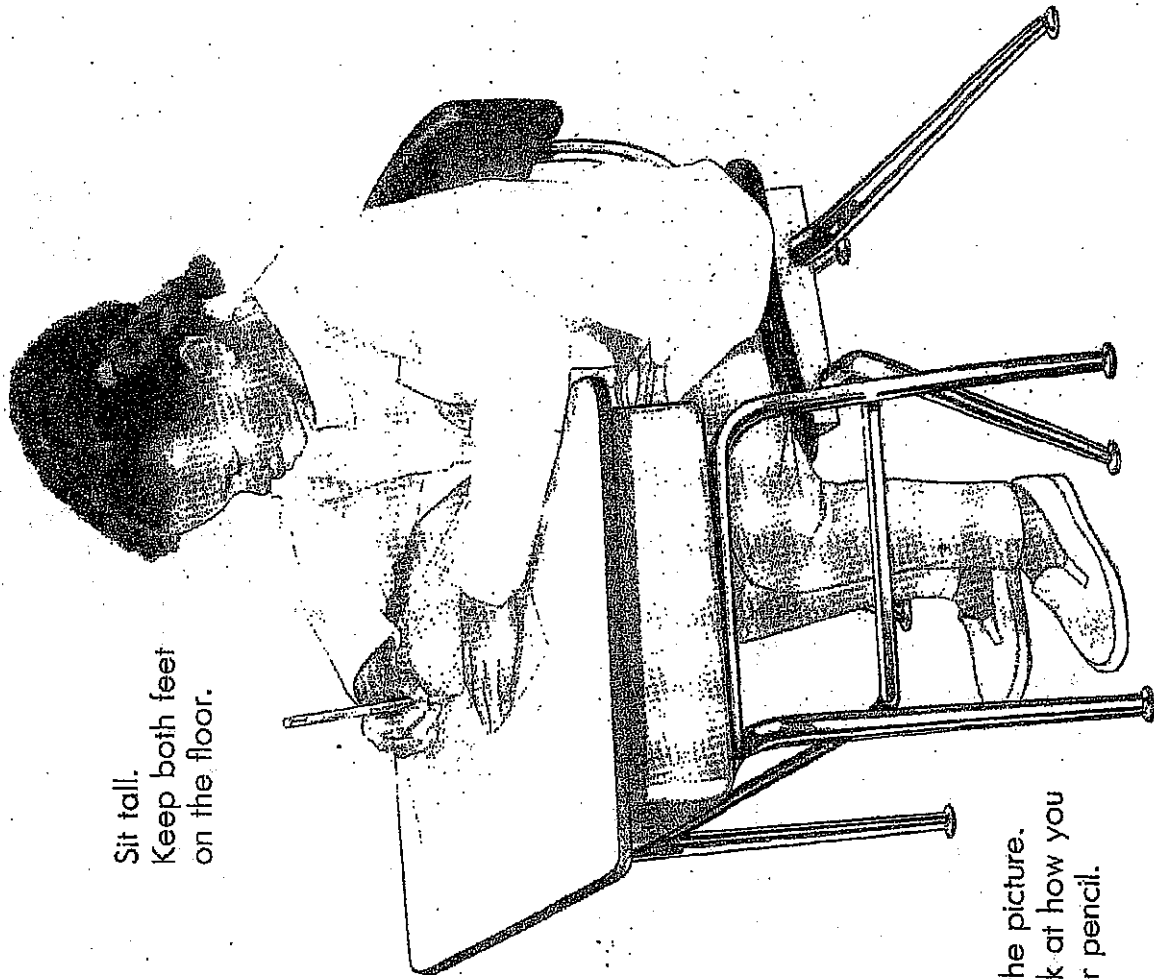
Right-handed Writers



Slant your paper like this.
Hold it steady with your left hand.

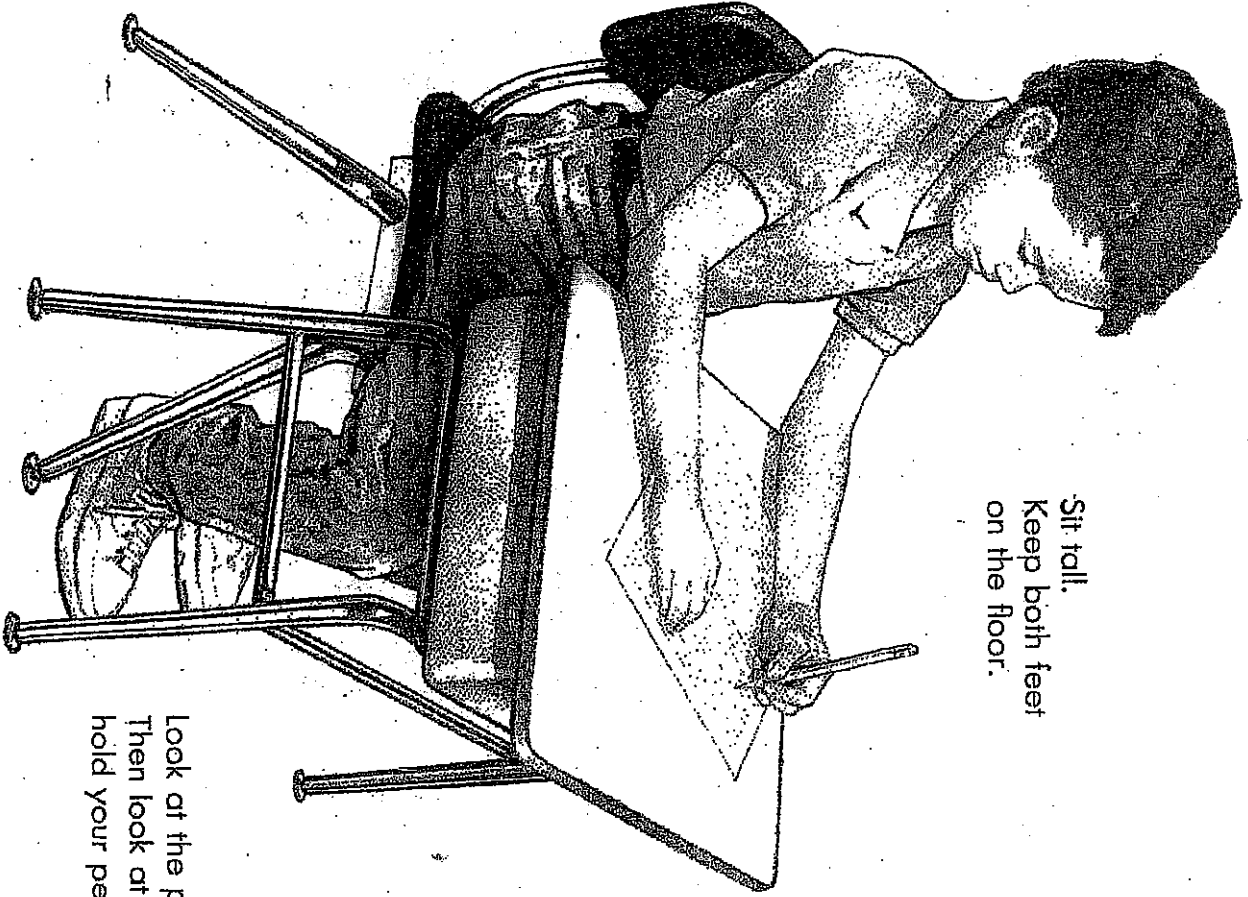


Look at the picture.
Then look at how you
hold your pencil.



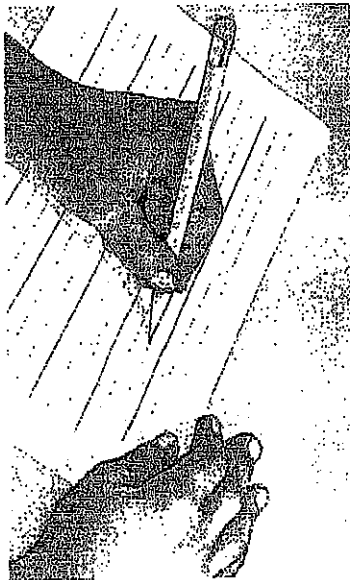
Sit tall.
Keep both feet
on the floor.

Left-handed Writers

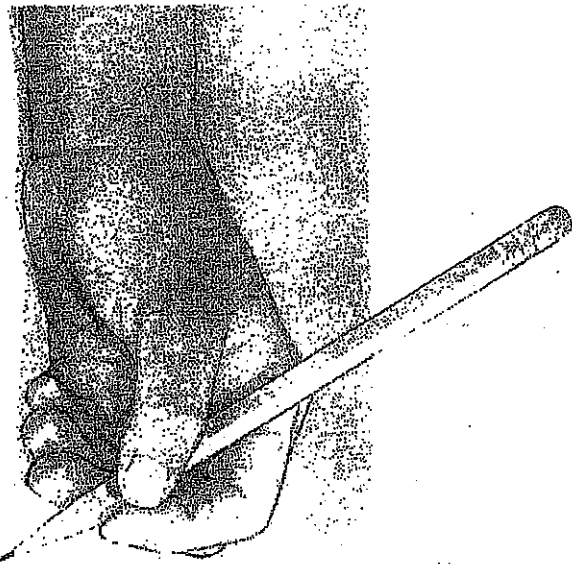


Sit tall.
Keep both feet
on the floor.

Look at the picture.
Then look at how you
hold your pencil.



Slant your paper like this.
Hold it steady with your right hand.



Alphabet Stroke Chart

11

Formation of the Manuscript Letters and Numbers

The following chart is provided for reference for parents and teachers who are assisting students in practicing letter and number formation. The students should write in a size appropriate to their grade level and muscle coordination, preferably on lined paper.

a 1. a 2. a

b 1. b 2. b

c 1. c

d 1. d 2. d

e 1. e 2. e

f 1. f 2. f

g 1. g 2. g

h 1. h 2. h

i 1. i 2. i

j 1. j 2. j

k 1. k 2. k 3. k

l 1. l

m 1. m 2. m 3. m

n 1. n 2. n

o 1. o

A 1. A 2. A 3. A

B 1. B 2. B 3. B

C 1. C

D 1. D 2. D

E 1. E 2. E 3. E 4. E

F 1. F 2. F 3. F

G 1. G 2. G

H 1. H 2. H 3. H

I 1. I 2. I 3. I

J 1. J


































K 1. K 2. K 3. K

L 1. L 2. L

M 1. M 2. M 3. M 4. M

N 1. N 2. N 3. N

O 1. O

q  r  s t  u  v  w    x  y  z   Q  R   S T  U V  W    X  Y   Z   0 1 2  3  4   5   6 7  8 9  

Lower Case "Sayings"

Page 2

b

Put down the bat, kick out the ball in FRONT.

p

Start at the middle line, drive down below the bottom line, drive BACK up, and go around the block in the front.

f

Bump the top line, drive down, bar across the middle.

h

m

n

Tall/short stick down, drive back up to make one hill or two hills.

k

Tall stick down, shlaunch up to the middle line, then stick out your foot.

l

Tall stick down.

t

Tall stick down, bar across the middle.

r

Short stick down, drive back up, and make half a hill.

i

Short stick down, dot the "i."

e

Drive to the corner, STOP! Go half way around the block.

s

Bump the middle wire, skate around.

u

Make a cup and give it a handle.

w

Two cups stuck together.

y

Cup and a monkey tail.

j

Drive down a make a monkey tail, dot.

x

Shlaunch this way and that way.

v

Shlaunch down and back up.

z

Drive to the corner, shlaunch down the freeway, get off at next exit.

Lower Case "Sayings"

Baby "c" Family - all letters begin with Baby "c"

o

Make baby "c" and close her mouth.

a

Make baby "c," close her mouth, short stick down.

d

Make baby "c," close her mouth, drive way up to the top line, drive back down.

g

Make baby "c," close her mouth, drive down below the line, and make a monkey tail.

q

Make baby "c," close her mouth, drive down below the line, and hiccup!

Introduction

You hold in your hands a brand new tool for elementary school teachers. The *Making Meaning*® program is a reading comprehension curriculum for kindergarten through grade eight, and the first program of its kind to bring together the very latest research in reading comprehension with support for fostering your students' growth as caring, collaborative, and principled people.

We are well aware of the demands that elementary school teachers face in the teaching of reading today. Among those demands are the many activities that must be squeezed into the school day, the pressure of increased standardized testing, and a student population with increasingly diverse needs. The *Making Meaning* program offers maximum support for teaching reading comprehension in this environment. It is not another loosely defined program that adds hours of preparation to an already crammed to-do list. Rather, it is a fully fleshed-out curriculum that integrates easily into what you already do, incorporates an understanding of how real classrooms function, and teaches the specific strategies students need to become effective readers, at a level and pace that is accessible to everyone.

You'll notice that in this, the second edition of the *Making Meaning* program, we've added new units and lessons designed to help your students read and make sense of expository nonfiction, including science and social studies books, articles, and functional texts. In addition, we have provided you with more support for helping your English Language Learners grow as readers. (See page xxviii for more information about supporting your English Language Learners.) To enhance the home-school connection, we have included after each unit samples of letters you can send home to parents offering suggestions for supporting students' independent reading at home.

designed to be accessible to all students, whatever their reading levels, and includes support for English Language Learners.

Please refer to the bibliography on page 343 for sources of research on reading and social and ethical development.

An Overview

The pages that follow provide a detailed scope and sequence for teaching reading comprehension at your grade level. The daily lessons revolve around clearly defined teaching objectives and build in complexity as students move through the program.

A week of lessons typically begins with a read-aloud of an engaging piece of text, followed by a whole-class discussion of what the text is about. This same read-aloud book is used on subsequent days to teach the students a comprehension strategy and to give them guided practice with the strategy. The week usually ends with the students practicing the strategy independently by using classroom library books and discussing their thinking. Each lesson typically requires 20–30 minutes of classroom time, depending on the grade level. In addition to the lessons, the students participate in Individualized Daily Reading, during which they read texts at their appropriate reading levels independently for up to 30 minutes each day.

The following comprehension strategies are taught in the *Making Meaning* program:

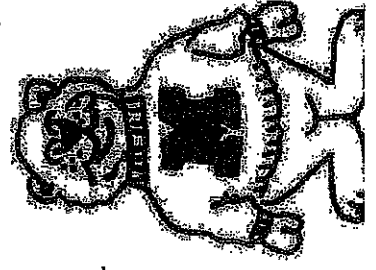
- Retelling
- Using schema/Making connections
- Visualizing
- Wondering/Questioning
- Making inferences
- Determining important ideas
- Understanding text structure
- Summarizing
- Synthesizing

These strategies reflect the most up-to-date research, state standards, and the standards of the National Council of Teachers of English.

Maire Elementary School Behavior Expectations Matrix

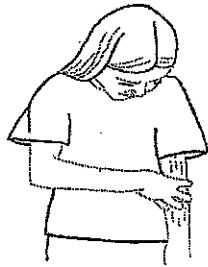
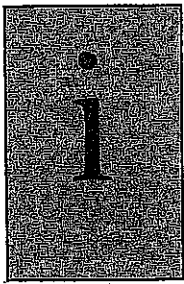
Draft

	Classrooms	Bathrooms	Office	Lunchroom	Arrival/Dismissal	Hallways/Stairways	Recess/Playground
Be Respectful	<ul style="list-style-type: none"> Use appropriate and positive language Listen when others are speaking. Speak when you are called upon, respect others, yourself and property 	<ul style="list-style-type: none"> Respect the privacy of others Keep bathrooms clean Use indoor voice 	<ul style="list-style-type: none"> Greet staff politely Wait quietly Use "please", "thank you", and "excuse me." 	<ul style="list-style-type: none"> Use appropriate and positive language Use good manners Follow all staff directions the first time given Use indoor voice 	<ul style="list-style-type: none"> Remove all hats and hoods upon arrival Use appropriate and positive language Follow all staff directions the first time given Use indoor voice 	<ul style="list-style-type: none"> Walk quietly Use indoor voice and appropriate language Work quietly in hallways 	<ul style="list-style-type: none"> Follow all staff directions the first time given Use appropriate and positive language Be kind to others Use DeBug system
Be Responsible	<ul style="list-style-type: none"> Be prepared Follow directions the first time they are given Take care of your personal belongings and clean up after yourself Stay on task Complete and turn in your work Exit and enter in orderly lines 	<ul style="list-style-type: none"> Report problems to a staff member Flush the toilet Clean up after yourself Return to class promptly 	<ul style="list-style-type: none"> Complete your task Return to class 	<ul style="list-style-type: none"> Sit at your assigned table Raise your hand for assistance Clean up after yourself Keep all food in the cafeteria Recycle when possible 	<ul style="list-style-type: none"> Arrive on time Follow established procedures Store items in locker Line up when bell rings at designated place 	<ul style="list-style-type: none"> Go directly to destination 	<ul style="list-style-type: none"> Report problems to staff members Follow playground rules Put away equipment after use
Be Safe	<ul style="list-style-type: none"> Keep hands, feet and object to yourself Walk Push in chairs 	<ul style="list-style-type: none"> Wash hands with soap and warm water 	<ul style="list-style-type: none"> Wait patiently while sitting or standing in one place 	<ul style="list-style-type: none"> Keep hands, feet and objects to yourself Get permission to leave your table Walk at a safe pace Do not share food 	<ul style="list-style-type: none"> Cross at designated corners Stay on sidewalks Keep hands, feet and objects to yourself Walk bikes on school property Go directly home (departure) 	<ul style="list-style-type: none"> Walk at a safe pace in a single file Keep hands, feet and object to yourself Do not open outside doors for anyone Stay to the right 	<ul style="list-style-type: none"> Enter and exit in an orderly line Keep hands, feet and objects to yourself Use games, equipment and materials properly



How to Teach the Sounds of the English Language

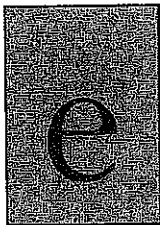
Phoneme	Sound	Gesture
/b/	Baby babbles	Place arms together as if holding a baby. Rock arms back and forth and say /b/, /b/, /b/
/k/	Clippers cut	Hold out index and middle fingers. Make a cutting motion and say /k/, /k/, /k/
/d/	Drums beat	Pretend to hold sticks and hit a drum. Say (to a beat) /d/, /d/, /d//d//d/, /d/
/f/	Flag flaps	Hold hand horizontally; flap back and forth and say /f/, /f/, /f/
/g/	Child gulps	Pretend to gulp a drink and say /g/, /g/, /g/
/h/	Child huffs	Pretend to huff say /h/, /h/, /h/
/j/	Turning on ignition of a jeep	Twist thumb and index fingers as if turning on an ignition and say, in a jerky fashion, /j/, /j/, /j/
/l/	Licking a lollipop	Pretend to lick a lollipop and say /l/, /l/, /l/
/m/	Mmm! Good	Rub tummy and say /mmmmm/
/n/	Horse neighs	Shake head, as if a horse were neighing, and say /nnnnnn/
/p/	Balloon pops	Pretend to pop a balloon and say /p/, /p/, /p/
/r/	Lion roars	Pretend to be a lion roaring and say /rrrrrr/
/s/	Snake hisses	Twist hand as a snake might slither, and say /ssssss/
/t/	Grandfather clock ticks	Point index finger down and move back and forth, to show the ticking of the clock and say /t/, /t/, /t/
/v/	The vacuum vacuums	Point index and middle fingers down in inverted v-shape and move forward, while say /vvvvvv/
/w/	Washing machine whirls the clothes	Make the w sign with index, middle, ring fingers, move in a circular way, while saying /w/, /w/, /w/
/x/	Person uses Kleenex to sniffle a sneeze	Put index finger under nose and pretend to sniffle a sneeze while saying /ks/, /ks/, /ks/
/y/	Child yawns	Lift up both arms and pretend to yawn, while saying /y/, /y/, /y/
/z/	Zipper zips	With thumb and index finger pretend to pull up a zipper while saying /zzzzzz/
Short Vowels		
/i/	Child itches	Scratch arm and say /i/, /i/, /i/
/e/	Child listens to echo	Cup hand behind ear and say /e/, /e/, /e/
/a/	Child cries	Pretend to rub eyes with a-shaped hands and say /a/, /a/, /a/
/u/	Child puts hand up on head	Lightly tap head with u-shaped hand, as if thinking hard, and say /u/, /u/
/o/	Saying /o/ for doctor	Hold o-shaped hand over open mouth and say /o/, /o/, /o/
Teams		
/ch/	Choo-choo train	Place arm in C-shape and move back-and-forth while saying /ch/, /ch/, /ch/
/sh/	Be quiet	Place index finger in front of mouth and say /sh/, /sh/, /sh/
/th/	Rude sound	Stick out tongue and say /th/, /th/, /th/
/wh/	Child blows candles	Pretend to blow out candles while saying /wh/, /wh/, /wh/
/qu/	Key Word - queen	Pretend that you addressing the queen and stutter, /qu/ /qu/ /qu/
/ng/	Key Word - king	Pretend to be a king with a stuffy nose while saying /ng/ /ng/ /ng/



itch

Scratch

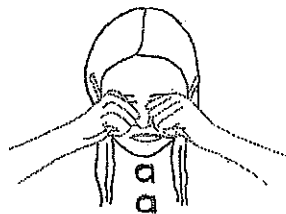
ĩ ĩ ĩ



echo

Echo in a seashell

ě ě ě

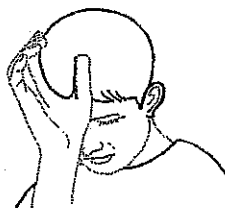
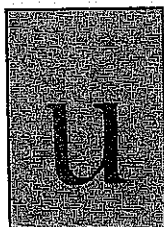


ax

Chopping wood or

Girl crying

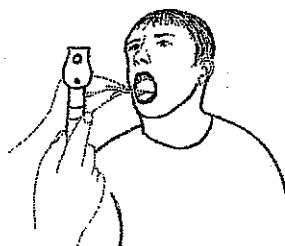
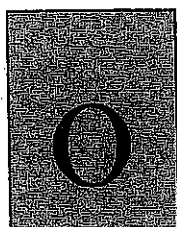
ǎ ǎ ǎ



up

Confused ~

ũ ũ ũ






odd

Doctor has you say

ǒ ǒ ǒ

How to Teach the Sounds of the English Language

 b	 c	 d	 f
 g	 h	 j	 k
 l	 m	 n	 p
 r	 s	 t	 v
 w	 x	 y	 z
 i	 e	 a	 u
 o	 ch	 sh	 th
 wh	 qu	 ng	 fast