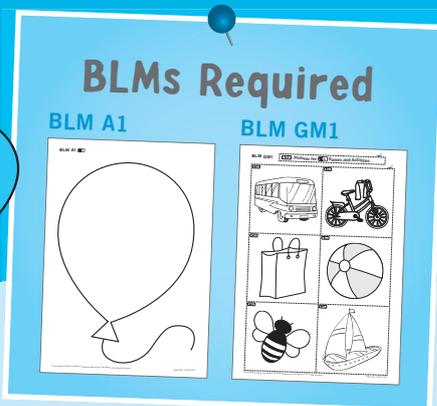
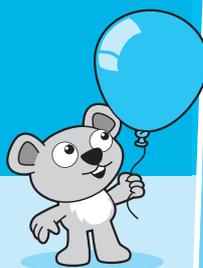


SOUND OF THE DAY



Introduce the Context

Select one or more

Discussion Starters

Display and discuss a variety of balloons: big, little, long, short, red, blue, round, sausage-shaped. Give each student a balloon. Have them form groups according to balloon attributes.

Play with the balloons—batting, bouncing and catching them.

Sharing, Reflecting, Responding

Read books and view other relevant visual material about balloons.

Say rhymes/poems and sing songs about balloons and with **b** words.

Make and Listen to Sounds

What do you hear:

- when we blow up a balloon and let it go?
- when we blow it up and stretch the top open?
- when we blow it up until it bursts?
- when we blow it up, tie it off and rub it/pinch it/stick a pin in it?

Identify Sounds

Stand behind students, who close their eyes. Make sounds with a balloon for students to identify and describe.

Discover the Focus Sound

Complete all

Identify **b**

Display objects such as a balloon, ball, book, bag, bell or basket—or use pictures on **BLM GM1**.

Say the name of each object, emphasising the initial sound. Ask:

- What sound do you hear at the start of each word?
- What do your lips and voice do as you say **b**?

Practise saying this sound. Feel your lips as you say it.

Look at other students' lips as they say **b**. See the Sound Production Key on page 96.

Introduce the Chant and Action

Listen to all chants on Track 3 of the *Let's Sing the Sounds* CD. Say the **b** chant with the action.

Chant: *Bounce balloons – b, b, b.*

Action: Hold hands out palm up. Move as if bouncing balloons up into the air.

Introduce the Sound Card and Icon

Display the **b** Sound Card. Discuss the icon. Tell students to say **b** whenever they see the picture of the balloon. Throughout the day, point to the Sound Card and say the chant with its action.

Brainstorm

Brainstorm words that start with **b**. Identify students with **b** in their names.

Segment, Blend and Select

Display the pictures on **BLM GM1**. Say the sounds **b**, **a**, **g**—holding up a finger for each sound. Students repeat the sounds, holding up a finger for each sound, then blend to form a word and select the picture with that name. See instructions on page 185.

Play and Learn

Select one or more

Play Who or What Am I? I Begin With **b**

Students listen carefully and give answers to the following clues:

- I am a very young person.
- I am fun to ride.
- I am a long, yellow fruit.
- I am good to read.
- You throw and catch me.
- I am an insect.
- You put me on bread.
- I carry lots of people.

Alliteration

Repetitively chant the following, while clapping, marching and slapping thighs, one action per word.

- *Bounce baby, bounce baby, bounce, bounce, bounce.*
- *Bat balls, bat balls, bat, bat, bat.*
- *Buzz bees, buzz bees, buzz, buzz, buzz.*

Find manipulative toys starting with **b**.

Add a Rhyming Word

Students supply the final rhyming word.

- *cab, dab, jab, lab, gra_*
- *rib, nib, fib, jib, bi_*
- *cob, bob, sob, mob, ro_*
- *cub, bub, hub, pub, ru_*

Scrapbook Icon Activity

Display the **b** page in the Scrapbook. Read through the activities and model what has to be done with students before they complete the page in their own books, to take home. See instructions on page 183.

Create Art

Draw faces or people on balloons. Group into families.

Print with three small balloons dipped into three different colours of paint. Dab lightly on icon outline on **BLM A1**. Print on both sides. Cut out, add strings and hang in the classroom.



Sound Production Key

Lips are together. The voice is turned on and air escapes through the nose.



Tips for Kids:

- lips together
- /m/ is a noisy, humming sound – use your voice!
- feel your nose vibrating.

Note: /m/ is an early developing sound and is one of the easiest to produce.

Warm Up

Perform all Chants and Actions. Display the Sound Card for each sound. You can find all the chants on Track 3 of the *Sound Waves Let's Sing the Sounds* CD.

Chant & Action

Mummy on the moon – m, m, m. (pronounced as )

Bounce outstretched arms as if moving in a low gravity environment.

See page 10 for Chant and Action ideas.

Story

Mummy Mouse wanted to go to the moon. She'd heard that you can bounce high in the air on the moon. It sounded fun.

Mummy Mouse knew she would have to catch a rocket to the moon so she went to see Marty, the marvellous astronaut at the rocket centre.

'You can bounce high in the air on the moon,' said Marty, 'but you have to be an astronaut to go to the moon.'

Mummy Mouse looked sad. *Never mind*, she thought, *if I can't bounce up high in the air on the moon, I'll do it on a trampoline. I can bounce up high and pretend I'm on the moon. I'll sing to myself: 'I'm Mummy on the moon – m, m, m.'*

Who was in the story?
What did Mummy want to do?
Why couldn't she do it?
How did she feel?
How did she solve the problem?

Now I am going to tell you the story again, and I want you to clap every time you hear the word **moon**.

What sound do you hear at the start of **moon**? What do your lips and voice do as you say .

Chant and Action, Sound Card and Icon

Display the  Sound Card. Talk about the icon. See Exploring Sounds on page 26. Say *Mummy* and *moon*, emphasising . Talk about the different parts of our mouth we use to make the sound. Perform the  Chant and Action. Ask students to walk around like Mummy on the moon.

Introduce the Grapheme

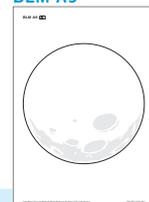
Demonstrate on the board how to write the letter **m**. Show the grapheme Flashcard (G1). See the suggested handwriting procedure on page 16.

When we want to write a word with  in it, we can write the letter **m** for . When you see the picture of the **moon** and this letter **m**, I want you to say .

Brainstorm

Brainstorm words containing . List the words on moon shapes (A3 copies of **BLM A9**). Include students' names. Highlight the grapheme for  in each word. Label anything in the room with  in its name.

BLM A9



Supporting Activities

Alliteration, Making and Listening for Sounds, Listening and Speaking, Art

See the  Sound Page on page 26 of Exploring Sounds.

Student Book

Look through the Student Book with students. Discuss the Contents page and how to use it. Look at the sound boxes and the icon pictures at the top of the pages. Ask students to say the sounds.

Locate Page

Students find page 4 in their books. Discuss the sound box, icon and grapheme.

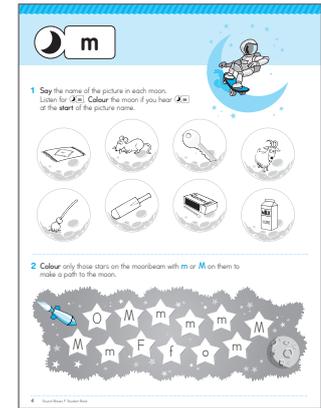
Activity 1

Ask students to point to the number **1** under the sound box. Read the instructions with the students pointing, word by word, as you read. Ask the students what they are to do. Identify the pictures with students. Students point to pictures they think should be coloured.

Activity 2

Continue as for Activity 1. Mark the activities with students when they have finished.

STUDENT BOOK PAGE 4

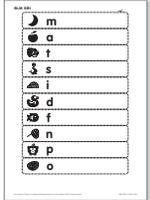


Working with Words

Make a Sound Book

See page 15

BLM SB1



BLM GM45



BLM G1



Handwriting Worksheet

See page 16

BLM HW1



Make a Sound Book

Each student compiles a book with a page for each sound. A sound box at the top (BLM SB1), picture examples of the sound (BLM GM45) and the grapheme (BLM G1), are glued on a page in an exercise book. This Make a Sound Book can be used as a reference when students begin writing words. See instructions on page 15.

Handwriting Worksheet

Print a copy of BLM HW1 for each student. Conduct as a small group activity, making sure students start and form the letters correctly. Discuss when to use the capital letter **M**. See instructions on page 16.

Word Building – Rhyming

Display  and  Sound Cards. Ask students to blend the two sounds to form **am**. Place the  Sound Card in front of the  and  Sound Cards and ask students to blend those sounds – **dam**. Continue similarly, replacing  with the , , ,  and  Sound Cards, one at a time, blending to form *Sam, Cam, ham, jam* and *Tam*.



Great Games

Play Match Up (Rhyming Pairs)

Attach the cards with *mat, man, mop, mug, ham* and *ram* (BLM GM45) in a list on the board. Attach the rest in a second list. With students, match the cards to make rhyming pairs. Next, distribute two copies of the BLM among students for a whole class game. This game can also be played in small groups or used as an individual 'colour, cut and paste' activity for each student. See instructions on page 178.

BLM GM45

