**Activity 7.15 – Analyze a Curriculum Example**

*Apply your Knowledge*

Workbook



Review the curriculum example below. Decide whether or not the curriculum example sets the teacher up for maintaining a brisk pace.

*Helpful Hints:*

- *Keep a fast pace.*

*- Include opportunities for choral, small-group, and individual responses.*

*- Lesson should not take more than 20 minutes.*

Objectives: Students will practice letter sounds and practice being coach and reader.

**TEACHER: It’s time to do reading together.** (Point to a.) **Here is a letter you learned the last time we did reading. Say the sound of the letter with me: /aaa/.**

Students: /aaa/

**TEACHER: And here’s another sound you know.** (Point to m.) **Say the sound with me: /mmm/.**

Students: /mmm/

**TEACHER**: **Good.** (Point to the letter t.) **/t/ is our new sound today, like the first sound in turtle. My tongue touches the top of my mouth when I say /t/. See if your tongue touches the top of your mouth when you say /t/. Boys, say it with me: /t/.**

Boys: /t/

**TEACHER: Girls, say it with me: /t/.**

Girls: /t/

**TEACHER: Terrific. I heard you all say /t/ like the first sound in turtle.**

**I really like the way no one said “tuh.” “Tuh” is the wrong sound for this letter.** (Point to the t.) **Saying “tuh” would be like saying someone’s name wrong. If my name was Pat and you called me Patuh by accident, would I be happy?**

Students: No.

**TEACHER**: **It’s important to say the sound that the letter makes in the right way, just like I have to say your name the right way. The right way to say the sound this letter makes is /t/. Now, say the sound when I touch it. What sound?** (Point to t.)

Students: /t/

**TEACHER**: (Repeat until all students say the sound. Then point to the first star on the sheet.)

**Great. Let’s start. What sound?** (Practice the letters and the correction procedure until most students do it correctly. Have students take turns being the Coach.)

(Let students practice with partners for about 10 minutes.)

Does the curriculum example set the teacher up for maintaining a brisk pace? Explain below.