

Student Reading Activity Extension Ideas

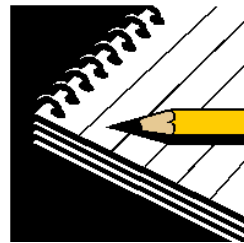
Pronunciation/Listening

- Have students listen to the tape recorded passage.
- Tape record several readings of the same passage with the following variations:
 - male voice
 - female voice
 - read slowly
 - read at normal rate
- Focus on modeling the correct pronunciation. Have students watch their placement in a mirror as they produce the targeted words.
- Listen and identify carriers of meaning (stress and intonation) that add information.
- Have students tape the passage or the targeted pronunciation vocabulary words.
- Think - Pair - Share: Instruct each student to ask and answer question(s) about the passage.



Reading

- Have students keep a pronunciation vocabulary log.
- Students can:
 - alphabetize the words.
 - write the definitions.
 - use the words in a sentence.
- Have students list sequence of events in the passage.
- Have students note on paper main ideas and supporting ideas or examples.
- Have students write questions about the passage.



I. Put the following words into the correct list

walks class branches sings	sees grabs mixes cuts	helps washes calls believes	closes eats dads badges	plays buzzes trucks laughs
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1
/s/

2
/z/

3
/ɪz/

**II. Write 5 sentences. Use one or two of the words above in each sentence.
Do not use any word more than once.**

1.

2.

3.

4.

5.

walked started branched breathed	seated washed braided worked	helped grabbed hated traded	closed believed charged discussed	played wanted replaced repaired
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3 - /ɪd/

**Write 5 sentences. Use one or two of the words above in each sentence.
Do not use any word more than once.**

1.

2.

3.

4.

5.

Phonemic Awareness: Comprehension Questions

18.01/34.01: Final “S” sounds “What does Ann do?”

1. What does Ann do?
2. Does Ann work during the night or day?
3. How many hours does she work each day?
4. What does “get off” mean? a. start b. work c. end d. think
5. Who does she save?

18.01/34.01: Final “S” sounds “What does Tim do?”

6. Where does Tim drive his police car?
7. Write at least one thing that Tim and Ann have *in common* (the same).
8. Does Tim work during the night or day?
9. How many hours does Tim work every week?
10. What time does he get off from work?

18.01b/34.02: Pronunciation of /j/ and /y/ “Looking for a job”

11. Where did Gina and Jeff find the job openings?
a. in the phone book b. on the internet c. in the classifieds d. on the TV news
12. What did Jeff do first?
a. he went to college b. he learned to fly a plane c. he worked at Joy’s restaurant
13. Can Jeff work on Saturdays and Sundays?

18.03/34.02: -ty & -teen “A job interview “

14. Why is Anna filling out an application?
15. What time was Anna’s interview? a.) 10:30 AM b) 10:30 PM
16. Who interviewed Anna?
17. When did Anna start working at union bank? a.) 1990 b) 1919
18. How long did she work at the bank? a.) 30 years b.) 13 years
19. What rate of pay does Anna want?

18.04/34.01: Multi-syllable words “Gus applies for a new job”

1. Is Gus interviewing or does he already have the job?
2. Is Ms. Henderson an employee at Jacobson’s Appliances?
3. Which piece of identification did she not ask to see?
a. his passport b. his alien reside card c. his birth certificate d. his driver’s license
4. Who made a photocopy?
5. Why was Ms. Henderson so happy with Gus?