

Unit 10

n no, bone

The Airplane

Miss Giggle, Pete, Kate, and Sue were playing together outside on a warm, sunny day. Pete heard a sound. “Nnnnn.” Pete wondered what made the sound. He told his friends to listen.



Miss Giggle pointed to the sky. She said, “Look! I see an airplane.” The children looked up. They listened to the airplane flying high in the sky. “Nnnnn.”

Miss Giggle said, “The airplane made the **n** sound. The letter ‘**n**’ makes the **n** sound, too. Let’s all pretend we are airplanes and make the **n** sound.” The kids spread out their arms to make wings.

Pete, Kate, and Sue pretended to fly like airplanes. They said, “Nnnnn. Look, we are airplanes. Nnnnn.”



Teacher Lesson Plan Overview

- Introduce the **n** sound and/or handshape as you guide children in making and throwing paper airplanes
- Introduce the Key Words **no & bone** in engaging activities
- Provide reading opportunities for high-frequency and Key Words
- Continue initial sound/letter instruction and practice syllable/fingerspelling segmentation

Student Learning Objectives

- Use vocabulary words during recall
- Produce the sound and/or handshape when presented with the letter '**n**'
- Segment words at the syllable/chunk level
- Identify the initial sound/letter in words beginning with **m, e, b, t**
- Attempt to blend the Key Words **no & bone**
- Blend familiar keywords
- ✂ Learn to fingerspell target letters and words



Day One - Lesson 37

Review: High-frequency words

Story: *The Airplane*

Language Activity: Playing airplane

Song: *Little Airplane*

Plan: Paper airplanes

Reading: Key Word Review

Practice Time

Storybook Time

Day Two - Lesson 38

Review: *The Airplane*

Story Retell: *The Airplane*

Song: *Little Airplane*

Language Activity: Making & throwing paper airplanes

Look & Listen: Initial sound/letter

Practice Time

Storybook Time

My Practice Books: Key Words

Day Three - Lesson 39

Review: Nn

Song: *Little Airplane*

Key Word Activity: no slide show

Key Word Blending: no

Look & Listen: Syllable/fingerspelling segmentation

Reading Activity: Making phrases

Reading Booklets: *A Girl and A Bee*

Practice Time

Storybook Time

Day Four - Lesson 40

Review: n and no

The Box: bone

Key Word Activity: *Pup, Where's Your Bone?*

Key Word Blending: bone

My Practice Books: Key Words and n, no & bone

Look & Listen: Initial sound/letter and Syllable/fingerspelling segmentation

Practice Time

Storybook Time

Vocabulary Unit

CORE	TARGET	CHALLENGE	EXTENSION
fly	make	press	flutter
paper	fold	propeller	toss
throw	guess	motor	pitch
home	took	high	create
cloud	wings	fling	aircraft
airplane	doghouse	glide	construct
sky	pretend	nosedive	crease
			got
			soar
			drift
			coast
			plummet
			take (the bone)
			take off (airplane)
			Get ready, get set, go!
			Look out!

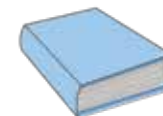


Storybook Time

Choose a book related to the week's theme. A list of suggested books are in digital resources.

Select 4 to 6 target words and create child-friendly definitions

✂ Find pictures for vocabulary



Unit 10 – Practice Time (see pages 50-66 for explanation of these activities)

DAY 1	DAY 2	DAY 3	DAY 4
<p>Blending Practice</p> <ul style="list-style-type: none"> • Blending Game • Key Word Bingo: Set 1A & 1B <p>Vocabulary</p> <ul style="list-style-type: none"> • Vocabulary Bingo <p>Reading</p> <ul style="list-style-type: none"> • Reading Phrases • Sentence of the Week • Reading Booklets 	<p>Letter Sound</p> <ul style="list-style-type: none"> • Sound Reading Chart 10A & 10B <p>Initial Sound/Letter</p> <ul style="list-style-type: none"> • Initial Sound Page <p>Vocabulary</p> <ul style="list-style-type: none"> • Vocabulary Bingo <p>Reading</p> <ul style="list-style-type: none"> • Reading Phrases • Sentence of the Week • Reading Booklets 	<p>Letter Sound</p> <ul style="list-style-type: none"> • Sound Reading Chart 10A & 10B <p>Narrative Practice</p> <ul style="list-style-type: none"> • Sequencing • Collaborative retell • Who and where questions <p>Vocabulary</p> <ul style="list-style-type: none"> • Vocabulary Bingo <p>Reading</p> <ul style="list-style-type: none"> • Reading Phrases • Sentence of the Week • Reread Reading Booklets 	<p>Blending Practice</p> <ul style="list-style-type: none"> • Blending Game • Key Word Bingo: Set 1A & 1B • Practice books – Key Word pages <p>Narrative Practice</p> <ul style="list-style-type: none"> • Sequencing • Collaborative retell • Who and where questions <p>Vocabulary</p> <ul style="list-style-type: none"> • Vocabulary Bingo
Storybook Time			
<p>Storybook Time</p> <p><i>First Reading</i></p> <ul style="list-style-type: none"> • Read the story. • Use the vocabulary chosen and ask questions to determine what the children do and do not know. • Based on student cues, choose three to five target vocabulary (unknown words) for the week. • Make vocabulary picture cards for the words, if needed or appropriate. 	<p>Storybook Time</p> <p><i>Second Reading</i></p> <ul style="list-style-type: none"> • Read/talk about the story. • Provide short definitions for target vocabulary throughout the reading; use picture cards if appropriate. • Ask open-ended question types. • Expand student answers by modeling a few more words/utterances to their response or gently providing the correct response. 	<p>Storybook Time</p> <p><i>Third Reading</i></p> <ul style="list-style-type: none"> • Read/talk about the story. • Encourage children to use the vocabulary and language of the story (target vocabulary and expanded answers from previous day). • Ask open-ended question types. Choose questions that elicit responses with the target vocabulary and language (comprehension questions). • Expand on children's answers. 	<p>Storybook Time</p> <p><i>Fourth Reading (optional)</i></p> <p>Do one of the following options:</p> <ul style="list-style-type: none"> • Repeat Third Reading. • Role-play the story. • Have a discussion about the story. • Encourage children to use the vocabulary and language of the story.

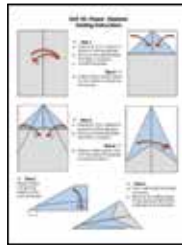
Student Learning Objectives

- Gain an understanding of the concepts represented by the vocabulary words
- Associate the **n** sound with the sound of an airplane
- Connect the **n** sound to the printed letter 'n'

Instructional Tips

Teacher's Take:

I actually showed the children the directions for folding the paper airplanes. We used one piece of paper in the box to make an example airplane. That way I could highlight the vocabulary for fold, press, throw, and fly. Tomorrow the children will make their own airplanes. I will bring in gray copy paper, stickers, and crayons, so the planes will be the right color and the children can decorate their planes. We wrote the sentences for our plan and taped the corresponding vocabulary cards to the sentences in the plan. Then we read the plan as a group.



UNIT 10 DAY 1 LESSON 37

Suggested Lesson Order

Review high-frequency words

Sequence Activities



Story:

Tell the story *The Airplane*. Post the large letter-sound card /large letter handshape card – **Nn**. Write the letter 'n'



Language Activity:

Now pretend to be airplanes and fly around the room making the **n** sound



Song:

Little Airplane

⌘ Use ASL video.



Plan:

For tomorrow using the vocabulary cards: **paper, fold, press, wings, fly,** and **pretend**. Decide how many pieces of paper you will need.



Reading:

Key Word Review
me, bee, bow, mow, boat, eat, tub



Practice Time:

Practice games of teacher's choice

Materials

- Vocabulary picture cards

CORE

fly
paper
airplane

TARGET

make
fold
guess
wings
pretend

CHALLENGE

press
propeller
motor

- Story card – *The Airplane*
- Story picture cards – *The Airplane*
- Three panel sequence mat
- Large letter-sound card – **Nn**
- Song card/ASL video – *Little Airplane*
- Blank card – letter 'n' for the box
- A piece of paper
- Airplane directions
- Key Word cards – **me, tea, bee, eat, bow, mow, toe**
- Sentence of the week
- Practice games
- Storybook
- ⌘ Large letter-handshape card

Storybook Time



Use the first read-through to find vocabulary the children may not know.

Day 1: Review & Sequence Activities

- Review the high-frequency words – **a, and, look, & the.**
- Sequence today's activities

Day 1: Story & Language Activity The Airplane

- Use the sequence pictures and vocabulary cards as you tell the story of *The Airplane*. Emphasize the **n** sound.
- Post the large sound card/large letter-handshape card – **Nn**, and prompt the children to imitate the **n** sound/handshape as you point to the letter(s). Write the letter 'n' on a card and stick it on the box.
- **Language Activity:** Now **pretend** to be **airplanes** and **fly** about the room, making the **n** sound like the children in the story.

Day 1: Song Little Airplane

⌘ Use ASL video.

Day 1: Plan Making paper airplanes

- Place a piece of paper on the table.
- Ask the children what they think you will do with the **paper**.
- Press the **paper** to **make wings**. Show the airplane directions to the children. Ask, "Do you want to make a **paper airplane**? We have just one piece of paper. We need more paper. How many pieces do we need?"
- Make a plan for tomorrow using the vocabulary cards: **paper, fold, press, wings, fly, and pretend**. A simple plan might be:
 - First, get _____ pieces of **paper**.
 - Next, **fold** the **paper**.
 - Last, **throw** the **airplane**.
- Discuss how the **airplanes** are not real, but **pretend**.

Day 1: Reading: Key Word Review me, bee, bow, mow, boat, eat, tub

- Give children picture only cards
 - Show a small sound, fingerspelled handshape, or print-only Key Word card to the group.
 - Ask a child to read the word. Provide corrections as necessary.
 - After one child reads the word, all children should read the word together.
 - Ask "Who has the picture of _____?"
 - Child keeps the pair of cards
- ⌘ Remember to talk about how you can represent a word through a picture, a sign, fingerspelling, and print. Make that children are signing and fingerspelling the word.



Student Learning Objectives

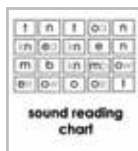
- Gain an understanding of the concepts represented by the vocabulary words
- Experience the **n** sound with while playing with a paper airplane
- Produce the **n** sound/handshape in response to seeing the printed letter ‘**n**’
- Engage in making a paper airplane
- Identify the initial sound/letter in words
- Segment words by syllables/fingerspelled chunks

Instructional Tips

Sound Reading Chart:

Have children practice sound reading with chart 10-A.

⌘ Have children produce the handshape instead of the sounds.



Retell. Try to let the students take the lead on the retell while you stand by ready to scaffold and expand their responses. You could mix up the story cards and see if they can “help” you put them in the correct order while they tell you about the card.

UNIT 10 DAY 2 LESSON 38

Suggested Lesson Order

Review: Nn

Sequence Activities



Miss Giggle & Friends story

Story Retell:

Support children’s retell. Pretend to be airplanes again and practice saying **n**.



song poem

Song: Little Airplane

⌘ Use ASL video.



special activity

Language Activity:

Use the plan to make paper airplanes. Write ‘**n**’ on the planes. Throw them.



look & listen

Look & Listen:

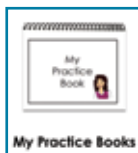
Initial sound/letter and syllable/ fingerspelling segmentation



practice time

Practice Time:

Practice games of teacher’s choice.



My Practice Books

My Practice Books:

Key words and **n** pages

Materials

- Vocabulary picture cards

CORE

fly
paper
throw
cloud
airplane
sky

TARGET

make
fold
wings
pretend

CHALLENGE

press
propeller
motor
high
fling
glide
nosedive

- Story card – *The Airplane*
- Story picture cards – *The Airplane*
- Three-panel sequence mat
- Song card/ASL video – *Little Airplane*
- Large letter-sound card – **Nn**
- Pieces of paper & a paper airplane
- Airplane directions
- My Practice Books – **n** page
- Syllable segmentation: tapping planes mat
- Initial sound picture cards for ‘**m**’, ‘**b**’, ‘**e**’, ‘**t**’
- Six-pocket chart or sorting tubs
- Small letter cards **m – t**
- Practice games
- Storybook for the week
- Sound reading chart – 10-A
- ⌘ Large letter-handshape card

Storybook Time



Use the second experience to target the chosen vocabulary, ask CROWD questions, and expand students’ answers.

Day 2: Review & Sequence Activities

- Review – **Nn**.
- Sequence today’s activities.

Day 2: Story Retell **Nn**

- Support children’s retell. Ask who and where questions.

Day 2: Song Little Airplane

- ⌘ Use ASL video.

Day 2: Language Activity Making paper airplanes

- Say, “Let’s use our plan to make paper airplanes.”
- Use the directions and vocabulary cards – **make**, **paper**, **press**, **fold**, **wings**, and **airplane** to model making an airplane. Then, guide the children as they make airplanes. Provide as much help as needed.
- Provide opportunities for the children to practice the **n** sound. Write ‘**n**’ on the airplanes.
- Talk about what you will do with the airplanes. Use the vocabulary cards – **throw**, **fling**, **fly**, **high**, **glide**, and **nosedive**.
- Have a competition to see whose airplane flies the furthest.
- Have the children pretend to be airplanes and fly to retrieve their planes. Provide a model if necessary.



Day 2: My Practice Books Key words & n

- First practice **Nn** then turn to any Key Word pages that need additional practice.



- ⌘ Use fingerspelling version (print from teacher flashdrive), fingerspell the word fluently and chain to the sign for the words at the top of the page. Sign the word at the bottom of the page.

Day 2: Look & Listen Initial sound/letter

- Use four small tubs or four pockets on the pocket chart labeled with the letters ‘**m**’, ‘**b**’, ‘**e**’ & ‘**t**’.
- Choose 2 or 3 initial sound pictures for each sound.
- Say the name of the picture, “_____.” Then say, “What is the beginning sound in _____?” Emphasize the **beginning sound**.
- ⌘ For students using sign-supported speech, cover the ‘**m**’ or ‘**b**’ to provide the contrast/choice of **b** with **e** or **m** with **e**. Avoid using **b** and **m** together due to the visual similarity.
- ⌘ Use the fingerspelling approach explained on page 53.



Day 2: Look & Listen Syllable/fingerspelling segmentation (optional)

- Choose seven or eight vocabulary or segmentation words to tap on the planes.
- Remember the goal is one tap or hit for each syllable. If students do not hit each plane in a row, that is okay.
- ⌘ Children who feel the need to touch each airplane no matter the number of syllables may need to hit just one plane repeatedly while you cover the rest.
- ⌘ For children using sign-supported speech, use the syllable count cards to make closed set of two choices. Once the child has chosen the correct syllable count card and placed it above the tapping planes, allow him to tap the correct number of planes. Some children may be able to tap the correct number without the syllable count cards. Others may need to use the syllable count cards without tapping the planes.
- ⌘ For children using ASL, have children identify the number of chunks in words you fingerspell. See details on page 53.

Student Learning Objectives

- Gain an understanding of the concepts represented by the vocabulary & high frequency words
- Associate the **n** sound/handshape with the printed letter 'n'
- Gain understanding of the concept **no** and practice saying/signing/fingerspelling it
- Blend the Key Word **no**
- Segment words at the syllable/chunk level

Instructional Tips

Teacher's Take: My students did exceptionally well with this activity. First, I reviewed all of the high-frequency words in a large group. Next, I presented each picture card and made sure they understood what was happening in the picture. Then, I gave each student three phrases to read and match to the corresponding picture. I used the extra pictures, making sure they were not too similar to the target picture, and making sure they always had two pictures to choose from.



Reminder: Add **no** to the word wall.

no

UNIT 10 DAY 3 LESSON 39

Suggested Lesson Order

Review: Nn and other sounds/handshapes

Sequence Activities



Song:

Remind the children that airplanes make the **n** sound. Sing *Little Airplane*.

✂ Use ASL video.



Key Word Activity:

Present the **no** slide show and encourage the students to answer the questions with a loud "no!"

✂ Use fingerspelling approach.



Key Word Blending:

Use the small sound cards **n** and **o** to blend the Key Word **no**.

✂ Use fingerspelling approach.



Look & Listen:

Syllable/fingerspelling segmentation



Reading Activity:

Use the high-frequency word cards and rebus cards to make phrases. Children will read and match phrases to the activity pictures.



Reading Booklets:

A Girl and a Bee



Practice Time:

Practice games of teacher's choice.

Materials

- Vocabulary picture cards

CORE

TARGET

CHALLENGE

airplane
fly

wings

- Large letter-sound card – **Nn**
- Song card/ASL video: *Little Airplane*
- No! slide show
- Computer
- Two-box Make-A-Word cards
- Key word cards – **me, tea, bee, eat, bow, mow, toe, no**
- Small sound cards – **n, o, m, e, b, t**
- Reading activity picture cards
- High frequency word cards – '**Look**', '**A**', '**a**', '**and**', '**the**', & '**in**'
- Rebus cards – *girl, house, bear, & runs*
- Reading booklets – *A Girl and a Bee*
- Sentence of the week
- Practice time games
- Storybook for the week

✂ Large letter-handshape card

✂ Small handshape cards

Storybook Time



Use the third experience to ask CROWD questions, elicit story related language, and expand students' answers.

Day 3: Review & Sequence Activities Nn

- Review the large letter-sound/handshape card – **Nn** and any other sound/handshape cards the children may need.
- Sequence today’s activities.

Day 3: Song Little Airplane

⌘ Use ASL video.

Day 3: Key Word Activity No! slide show

- Ask, “Who knows what happens when we put sounds together?” Provide the answer if children need it. Say, “When we put sounds together, we make words.”
- Say, “Today we will use our new sound **n** and another sound to make a word. First, we will play a game on the computer.”
- Click from the title slide to the slide with the airplane and read the question, “What is this?” Answer with the children “airplane.”
- Advance to the next slide and read the question, “Does an airplane have feet?” Click quickly and say, “**No!**”, loudly. Use a tone of voice and expression that makes it obvious that you think that is silly as you shake your head **no**. Have the students repeat **no** with you. (Do not add additional language that may take away from the emphasis of **no**.)
- Repeat the process on the following slides with an emphatic **no**.

Day 3: Key Word Blending no

- At the end of the slide show, blend the word **no** using the small sound cards.
- ⌘ Use the fingerspelling approach outlined on page 38.

Day 3: Look & Listen Syllable/Fingerspelling segmentation

- Choose seven or eight vocabulary or segmentation words to tap on the planes.
- Remember the goal is one tap or hit for each syllable. If students do not hit each plane in a row, that is okay.
- ⌘ Children who feel the need to touch each airplane no matter the number of syllables may need to hit just one plane repeatedly while you cover the rest.
- ⌘ For children using sign-supported speech, use the syllable count cards to make a closed set of two choices. Once the child has chosen the correct syllable count card and placed it above the tapping planes, allow him to tap the correct number of planes. Some children may be able to tap the correct number without the syllable count cards. Others may need to use the syllable count cards without tapping the planes.
- ⌘ Segment words into fingerspelled chunks. See details on page 53.



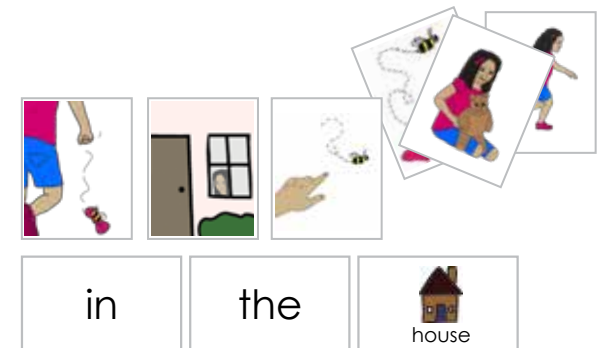
Day 3: Reading Activity A Girl and a Bee

- Review the high-frequency words: ‘**Look**’, ‘**A**’, ‘**a**’, ‘**and**’, ‘**the**’ & ‘**in**’, Key Words **bow**, **bee** & **no** and rebus cards girl, house, bear, & runs. Use the cards to form one of the following phrases:

In the house	No bee
The girl and a bear	Look A bee
The girl runs	A bow and a bee

- Have a child read a phrase then choose the corresponding picture from a set of three choices. Provide corrective feedback. Once a child has completed his turn, return the picture to the group to serve as an alternative choice for another phrase.”

⌘ Use bilingual reading strategies.



Day 3: Reading Booklets

- Engage the children in reading *A Girl and A Bee*.
- ⌘ Prompt students to use the fingerspelling strategy for print words that they do not recognize (i.e., use the sign). Children should chain the fingerspelled word to the sign.

Student Learning Objectives

- Gain an understanding of the concepts represented by the vocabulary words
- Produce the **m**, **e** or **b** sound/handshape when presented with the letter in print
- Gain an understanding of **bone**
- Practice saying **bone**
- Attempt to blend the word **bone**
- Segment words at the syllable/chunk level
- Identify the initial sound/letter in words

Instructional Tips

You may use a stuffed dog and toy bone, or you may let the children take turns pretending to be Pup looking for the hidden bone. (If you think children will put the bone in their mouths, you may wish to make a bone for each child.)

Cut a hole for the entry into the doghouse. Turn a shoebox on its side and tape the dog house picture to it. Tape on the top so children can lift the whole page if needed. Have Pup sit on the other side with her back towards the group.

Sound Reading Chart:

Have children practice sound reading with chart 10-B.

⌘ Have children produce the handshape instead of the sounds.



Reminders: Remember to add **bone** to the word wall.

⌘ Post all black letters word card



UNIT 10 DAY 4 LESSON 40

Suggested Lesson Order

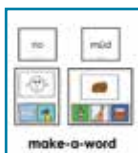
Review the large-sound card – **Nn**. Say the sounds in **no** and have the children tell you the word.

Sequence Activities



Key Word Activity:

Play the game, *Pup, Pup Where's Your Bone?*



Key Word Blending:

Use small sound cards and a three-sound Build-A-Word card to blend the Key Word **bone**

⌘ Use fingerspelling approach.



Look & Listen:

Practice initial sound/letter using the initial sound/handshape cards. Practice syllable/fingerspelling segmentation by clapping or using the tapping plane.



My Practice Books:

Review the sounds and words the children need to practice.



Practice Time:

Practice games of teacher's choice

Materials

- Vocabulary picture cards

CORE	TARGET	CHALLENGE
------	--------	-----------

home	guess	
	took	
	doghouse	

- Large letter-sound card – **Nn**
- Song card/ASL video – *Pup, Where's Your Bone?*
- Additional vocabulary cards: **in, on, under, behind, in front of** (Unit 7)
- Paper doghouse and dog bone
- Stuffed toy dog
- Small sound cards **b, o, n**
- Key word cards **bone**
- Three-sound Make-A-Word card
- My Practice Books – **bone, no**
- Small letter cards – '**n**', '**o**', '**m**', '**e**', '**b**', '**t**'
- Syllable segmentation – tapping plane
- Sorting tubs or six-pocket chart
- Initial sound picture cards – **m, b, e, t**
- Practice games
- Storybook
- Sound reading chart – 10-B

⌘ Large letter-handshape card

⌘ Small handshape cards

Storybook Time



Use the fourth experience to ask CROWD questions, elicit story related language, and expand students' answers.

Day 4: Review & Sequence Activities **Nn & no**

- Review the large letter-sound card – **Nn**. Remind the children that you made a new word with the new sound **n**. Say the two sounds **n - o**. Have the children identify the word.

⌘ Review the large letter-handshape card. Remind the children that you made a new word with the new letter **n**. Fingerspell **n - o**. Have the children identify the word.

- Sequence today's activities.

Day 4: Key Word Activity **Pup, Where's Your Bone?**

- Use the vocabulary cards and explain the activity to the children.
- Say, "Pup is a dog. He has a bone. A bone is food for a dog. We will take turns pretending to be Pup. Pup will go for a walk and the rest of us will hide his bone."
- Choose the first student to be Pup. Have Pup go for a walk.
- Have another child take his bone and hide it in the room. Say, "When Pup comes home he will see his bone is missing. We will say:

Pup, Pup where's your bone?
Somebody took it from your home.
Where – is – your – bone?"

- Encourage the children to join the chant. Prompt the children to say/sign bone each time it is in the chant.
- Have Pup look around the room to find his bone and bring it back to you.
- Have the children take turns pretending to be Pup while the others take turns hiding the bone.



- Use the preposition vocabulary from Unit 7 to talk about where the bone is hidden.

⌘ Introduce bone through the sign. Then chain the fingerspelled word to the sign. Encourage the children to produce the sign (and the FS-sign chain if appropriate).

Day 4: Key Word Blending **Bone**



- Say, "We know three sounds: **b** (hold up the **b** sound card), **o** (hold up the **o** sound card), and **n** (hold up the **n** sound card)." Give the children several turns to identify the sound for each card.
- Now say, "When we put sounds together, we make words. Let's make the word **bone!**" Show the Key Word picture card.
- Lay the **b**, **o**, and **n** sound cards and the Key Word picture card in a line on the table. Make sure the cards are facing the students.
- Slowly slide your finger above the sound cards as you continuously blend **b-oooo-n**, then point to the Key Word card and say, "**bone.**"
- Repeat the task as a group several times before giving individual turns. Make sure children are blending the sounds and signing/saying the word for each pass.
- Now give each child a turn. Provide a model if necessary.

⌘ Use the fingerspelling approach outlined on page 38.

Day 4: Look & Listen **Initial sound/letter or syllable/ fingerspelling segmentation**

- Use the sorting tubs or pocket chart marked with '**m**', '**b**', '**e**', '**t**', & '**n**.' Have students identify the beginning sounds or handshapes in targeted picture cards.
- Choose six 1 – 4 syllable words to tap on the tapping planes mat.

Day 4: My Practice Books **Nn, no, & bone**

- Use one **bone** Practice Page to model reading. Start with the first '**bone**' at the top of the page. Slide your finger under the word as you continuously blend **boooon**, then sign/say the word **bone**. Do this for each word at the top of the page.
 - Now point to the word at the bottom of the page and say "**bone**". (Do not segment the last word.)
 - Repeat this several times as a group.
- ⌘ Use the fingerspelling version on the teacher flashdrive and fingerspell the word fluently and chain to the sign for the words at the top of the page. Sign the word at the bottom of the page.

