

# Scripts for Phonology Videos

## UNIT 1

### Video #1 – The alphabet and classroom rules

| Visuals   | Script  |
|---|---|
| Title card: The alphabet  |   |
| Character generated letters appearing as spoken: <b>Recognition</b><br><br>One speaker could use ASL to accompany saying the letters.<br><br>Character generated letters appear as they are said. | Teacher: A<br>PCV: A<br><br>Teacher: B<br>PCV: B<br><br>Teacher: C<br>PCV: C<br>(continue to say and repeat the letters of the alphabet)  |
| Character generated: <b>Articulation</b>  | <Alberto to insert information on segmenting a word into phonemes>  |
| Character generated: <b>Production</b><br><br>Subtitles   | PCV: Practice production with us!<br><br>Teacher: May, m ... a... y ... May I use your pencil?<br>PCV: May, m ... a ... y ... May I use our pencil?<br>Teacher: Say, s ... a... y ... Say please.<br>PCV: Say, s ... a... y ... Say please.<br>Teacher: Raise ... r ... a... i...s...e ... Raise your hand.<br>PCV: Raise ... r ... a... i...s...e ... Raise your hand. |

### Video #2 – Spelling names

| Visuals   | Script                                       |
|---|--|
| Title card: Spelling names  |  |
| Character generated letters appearing as spoken: <b>Recognition</b> | Teacher: N<br>PCV: N<br>Teacher: A<br>PCV: A |

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| Subtitles  | <p>Teacher: M<br/> PCV: M<br/> Teacher: E<br/> PCV: E<br/> Teacher: My name is ___(name)____. (name) is spelled _ _ _ _<br/> PCV: My name is ___(name)____. (name) is spelled _ _ _ _</p>   |
| Character generated:<br><b>Articulation</b>  | <Alberto to insert information on spelling or how to articulate What is your name? or something applicable>   |
| Character generated:<br><b>Production</b><br><br>Dialogue is shown with subtitles. | <p>PCV: Practice production with us!</p> <p>Teacher: Hi. My name is _____. What is your name?</p> <p>PCV: Hi. My name is _____. How do you spell your name?</p> <p>Teacher: (Name) is spelled _ _ _ _ . How do you spell your name?</p> <p>PCV: (Name) is spelled _ _ _ _ .</p> <p>Teacher (looking at camera): How do you spell your name?</p> |

### Video #3 – Substituting initial sounds

| Visuals   | Script  |
|---|---|
| Title card:<br>Substituting initial sounds  |   |
| Character generated letters appearing as spoken: <b>Recognition</b><br><br>Subtitles. | <p>PCV: Dad, mad</p> <p>Teacher: Dad, mad</p> <p>PCV: Sister, mister</p> <p>Teacher: Sister, mister</p> <p>PCV: Brother, mother</p> <p>Teacher: Brother, mother</p> |
| Character generated:<br><b>Articulation</b>   | <Alberto to insert information on changing initial phonemes>  |
| Character generated:<br><b>Production</b>   | <p>Teacher: Practice production with us!</p> <p>PCV: What is your dad's name?</p>   |

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|----------------------------|---|
| Use subtitles for dialogue | <p>Teacher: I am mad you do not know.</p> <p>PCV: What is your sister's name?</p> <p>Teacher: Hey, mister, you really don't know?</p> <p>PCV: I know your brother's name. I know your mother's name.</p> <p>Teacher: Well that is a good start!</p> |
|----------------------------|---|

## Video #4– Substituting medial sounds

| Visuals  | Script   |
|--|--|
| Title card:<br>Substituting medial sounds  |  |
| Character generated letters appearing as spoken: <b>Recognition</b><br><br>Subtitles | <p>PCV: Dad, did</p> <p>Teacher: Dad, did</p> <p>PCV: Dog, dug</p> <p>Teacher: Dog, dug</p> <p>PCV: Greet, great</p> <p>Teacher: Greet, great</p>  |
| Character generated: <b>Articulation</b>   | <Alberto to insert information on changing medial phonemes>  |
| Character generated: <b>Production</b><br><br>Use subtitles for dialogue             | <p>Teacher: Practice production with us!</p> <p>PCV: Did dad dig a hole in the yard?</p> <p>Teacher: No, the dog dug a hole.</p> <p>PCV: Hi! Hey! Hello!</p> <p>Teacher: Those are great ways to greet me.</p> |

## Video #5– Substituting final sounds

| Visuals | Script |
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|---|---|
| <p>Title card:<br/>Substituting final sounds</p>  |   |
| <p>Character generated letters appearing as spoken: <b>Recognition</b></p> <p>Subtitles</p> | <p>PCV: Sis, sit</p> <p>Teacher: Sis, sit</p> <p>PCV: Grandma, grandpa</p> <p>Teacher: Grandma, grandpa</p> <p>PCV: Mom, mop</p> <p>Teacher: Mom, mop</p>   |
| <p>Character generated: <b>Articulation</b></p>   | <p>&lt;Alberto to insert information on changing final phonemes&gt;</p>   |
| <p>Character generated: <b>Production</b></p> <p>Use subtitles for dialogue</p>             | <p>Teacher: Practice production with us!</p> <p>PCV: Hey sis, sit down. The floor is wet.</p> <p>Teacher: I forgot mom said she was going to mop the floor.</p> <p>PCV: When are grandma and grandpa going to arrive?</p> <p>Teacher: I do not know but I am ready to greet them.</p> |

# UNIT 2

## Video #1 – Replacing initial sounds to create new words

| Visuals  | Script   |
|--|--|
| Title card: Replacing initial sounds to create new words                             |  |
| Character generated letters appearing as spoken: <b>Recognition</b><br><br>Subtitles | Teacher: night ... light<br>PCV: night ... light<br><br>Teacher: lunch ... brunch<br>PCV: lunch ... brunch<br><br>Teacher: dinner ... winner<br>PCV: dinner ... winner<br><br>Teacher: bath ... math<br>PCV: bath ... math<br><br>Teacher: brush ... flush<br>PCV: brush ... flush<br><br>Teacher: wake ... take ... make<br>PCV: wake ... take ... make<br><br>Teacher: nap ... lap<br>PCV: nap ... lap |
| Character generated: <b>Articulation</b>   | <Alberto to insert information>  |
| Character generated: <b>Production</b><br><br>Subtitles                              | PCV: Practice production with us!<br><br>Teacher: Are we eating lunch or brunch with Grandma and Grandpa?<br><br>PCV: The winner meal is the dinner meal.  |

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|--|--|
|  | <p>Teacher: Oh good! I will have time to take a bath.</p> <p>PCV: Please don't make us late.</p> <p>Teacher: You do the math. We have several hours.</p> <p>PCV: That's right. Hmm... I may take a nap or make a lap around the block!</p> |
|--|--|

## Video #2 – Replacing initial sounds to create new words (continued)

| Visuals  | Script   |
|--|--|
| Title card: Replacing initial sounds to create new words                             |  |
| Character generated letters appearing as spoken: <b>Recognition</b><br><br>Subtitles | <p>Teacher: flunk ... junk</p> <p>PCV: flunk ... junk</p> <p>Teacher: choices ... voices</p> <p>PCV: choices ... voices</p> <p>Teacher: food ... mood</p> <p>PCV: food ... mood</p>  |
| Character generated: <b>Articulation</b>   | <Alberto to insert information>  |
| Character generated: <b>Production</b><br><br>Subtitles                              | <p>Teacher: Practice production with us!</p> <p>PCV: Don't flunk when it comes to choices.</p> <p>Teacher: Don't eat junk but also use your voices.</p> <p>PCV: Say no to bad and yes to good food.</p> <p>Teacher: It will help your body and even your mood.</p> |

## Video #3– Replacing medial sounds to create new words

| Visuals   | Script   |
|---|--|
| Title card: Replacing medial sounds to create new words                                     |  |
| <p>Character generated letters appearing as spoken: <b>Recognition</b></p> <p>Subtitles</p> | <p>PCV: cell ... call</p> <p>Teacher: cell ... call</p> <p>PCV: board ... beard</p> <p>Teacher: board ... beard</p> <p>PCV: cards ... cords</p> <p>Teacher: cards ... cords</p> <p>PCV: mall ... mill</p> <p>Teacher: mall ... mill</p> <p>PCV: thank ... think</p> <p>Teacher: thank ... think</p>  |
| Character generated: <b>Articulation</b>  | <Alberto to insert information on replacing initial sounds to create new words>  |
| <p>Character generated: <b>Production</b></p> <p>Subtitles</p>                              | <p>Teacher: Practice production with us!</p> <p>PCV: Call me on my cell if you want to go to the mall.</p> <p>Teacher: Let me mill it over. And I will definitely call.</p> <p>PCV: Take your time to think but I will thank you if you come. I have lots to do and need your help to get it done.</p> <p>Teacher: What exactly do you need to buy?</p> <p>PCV: I need a board, some cords, and a few cards.</p> <p>Teacher: That's a lot of stuff. This could be hard.</p> <p>PCV: Oh and one more thing. It's kinda weird. My dad needs a razor to shave his long beard.</p> |

## Video #4– Replacing final sounds to create new words

| Visuals   | Script  |
|---|---|
| Title card: Replacing final sounds to create new words                                      |   |
| <p>Character generated letters appearing as spoken: <b>Recognition</b></p> <p>Subtitles</p> | <p>PCV: Spend ... spent</p> <p>Teacher: Spend ... spent</p> <p>PCV: Send ... sent</p> <p>Teacher: Send ... sent</p> <p>PCV: Teeth ... teen</p> <p>Teacher: Teeth ... teen</p> <p>PCV: Read ... reap</p> <p>Teacher: Read ... reap</p> <p>PCV: Chill ... chip</p> <p>Teacher: Chill ... chip</p>   |
| Character generated: <b>Articulation</b>  | <Alberto to insert information on replacing initial sounds to create new words>   |
| <p>Character generated: <b>Production</b></p> <p>Subtitles</p>                              | <p>Teacher: Practice production with us!</p> <p>PCV: I have spent too much money. I cannot spend any more.</p> <p>Teacher: I have sent too many texts but I still need to send four.</p> <p>PCV: Have you seen what students eat? How do they keep their teeth clean?</p> <p>Teacher: They learn to brush after every meal – every child, every teen.</p> <p>PCV: Have you ever heard the saying, you will reap what you sow?</p> <p>Teacher: I read it once. It's a good thing to know.</p> <p>PCV: It is almost the weekend. What's your favorite way to chill?</p> <p>Teacher: Eat a chip. Drink a soda. And take some time to be still.</p> |

## Video #5– Replacing sounds to create new words

| Visuals  | Script  |
|--|---|
| Title card: Replacing sounds to create new words                                     |   |
| Character generated letters appearing as spoken: <b>Recognition</b><br><br>Subtitles | Teacher: dove ... love<br>PCV: dove ... love<br><br>Teacher: like ... live<br>PCV: like ... live<br><br>Teacher: switch ... hitch<br>PCV: switch ... hitch<br><br>Teacher: English ... wish<br>PCV: English ... wish  |
| Character generated: <b>Articulation</b>   | <Alberto to insert information>   |
| Character generated: <b>Production</b><br><br>Subtitles                              | Teacher: Practice production with us!<br><br>PCV: A dove becomes love with a single letter switch. Like becomes live when the letters change their hitch.<br><br>PCV: I have no hate when learning English. But a little less confusion is sometimes my wish. |

# UNIT 3

## Video #1 – Short vowel sounds (-at)

| Visuals   | Script   |
|---|--|
| Title card: Short vowel sounds (-at)                                |  |
| Character generated letters appearing as spoken: <b>Recognition</b> | Teacher: cat<br>PCV: cat   |
| Subtitles   | Teacher: bat<br>PCV: bat<br>Teacher: rat<br>PCV: rat<br>Teacher: hat<br>PCV: hat<br>Teacher: fat<br>PCV: fat<br>Teacher: sat<br>PCV: sat   |
| Character generated: <b>Articulation</b>                            | <Alberto to insert information>  |
| Character generated: <b>Production</b>                              | PCV: Practice production with us!  |
| Subtitles   | Teacher: The fat cat sat in the hat to see the bat run after the rat.<br>PCV: The fat cat sat in the hat to see the bat run after the rat. |
| Can we get art produced that illustrates the sentence?              |  |

## Video #2– Short vowel sounds (-en)

| Visuals | Script |
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|---------|--------|

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|---|---|
| Title card: Short vowel sounds (-en)  |   |
| <p>Character generated letters appearing as spoken: <b>Recognition</b></p> <p>Subtitles</p> | <p><i>(Play a clip of the music video Come to Costa Rica.)</i></p> <p><i>Your work day never ends</i><br/> <i>You need restoring</i><br/> <i>So let's go exploring</i><br/> <i>To a waterfall with all of your friends.</i></p> <p>PCV: end, ends<br/> Teacher: end, ends</p> <p>PCV: friend, friends<br/> Teacher: friend, friends</p> <p>PCV: pen<br/> Teacher: pen</p> <p>PCV: lend<br/> Teacher: lend</p> <p>PCV: send<br/> Teacher: send</p> <p>PCV: tend<br/> Teacher: tend</p> |
| Character generated: <b>Articulation</b>  | <Alberto to insert information>   |
| <p>Character generated: <b>Production</b></p> <p>Subtitles</p>                              | <p>Teacher: Your work day never ends. Come to Costa Rica with all your friends.</p> <p>PCV: Your work day never ends. Come to Costa Rica with all your friends.</p> <p>Teacher: Are you going to lend me your pen?</p> <p>PCV: Are you going to lend me your pen?</p> <p>Teacher: I must tend to business and send an email.</p> <p>PCV: I must tend to business and send an email.</p>   |

## Video #3– Short vowel sounds (-ad)

| Visuals   | Script   |
|---|--|
| Title card: Short vowel sounds (-ad)                                |  |
| Character generated letters appearing as spoken: <b>Recognition</b> | Teacher: mad<br>PCV: mad   |
| Subtitles   | Teacher: dad<br>PCV: dad<br>Teacher: sad<br>PCV: sad<br>Teacher: bad<br>PCV: bad<br>Teacher: glad<br>PCV: glad<br>Teacher: had<br>PCV: had   |
| Character generated: <b>Articulation</b>                            | <Alberto to insert information>  |
| Character generated: <b>Production</b>                              | PCV: Practice production with us!  |
| Subtitles   | Teacher: The boy is mad. His dad is sad. They feel bad. The family is glad. What a vacation they had!<br>PCV: The boy is mad. His dad is sad. They feel bad. The family is glad. What a vacation they had! |

## Video #4– Short vowel sounds

| Visuals  | Script   |
|--|--|
| Title card: Short vowel sounds   |  |
| Character generated letters appearing as spoken: <b>Recognition</b><br><br>Subtitles | PCV: at<br>Teacher: at<br><br>PCV: that<br>Teacher: that<br><br>PCV: friend<br>Teacher: friend<br><br>PCV: end<br>Teacher: end<br><br>PCV: sad<br>Teacher: sad<br><br>PCV: had<br>Teacher: had   |
| Character generated: <b>Articulation</b>   | <Alberto to insert information>  |
| Character generated: <b>Production</b><br><br>Subtitles                              | PCV: Practice production with us!<br><br>PCV: I do not know where you are at<br>If you are happy right here or want to change that<br>But one thing I know and must say as a friend<br>Is that you have a choice and in the end<br>If where you are makes you lonely or sad<br>Make plans to go or you'll wish you had.<br><br>Teacher: (repeats and with PCV does the following motions)<br><br>I do not know where you are at ( <i>Shaking head no</i> )<br>If you are happy right here ( <i>Smiling, pointing to floor for "here"</i> )<br>or want to change that ( <i>rolling hand over hand and then up in air for "change"</i> )<br><br>But one thing I know ( <i>Holding up one finger</i> )<br>and must say as a friend ( <i>making hand "talk" like a puppet</i> )<br>Is that you ( <i>Pointing to other person</i> )<br>have a choice and in the end ( <i>showing left hand and then right</i> )<br>If where you are makes you lonely or sad ( <i>Sad face</i> ) |

|  |   |
|--|---|
|  | Make plans to go or you'll wish you had. ( <i> Holding up palm like a piece of paper and making a check mark with finger on other hand</i> )<br>, |
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# Unit 4

## Video #1 – Inflectional endings (s)

| Visuals   | Script   |
|---|--|
| Title card: Inflectional endings (s)                                |  |
| Character generated letters appearing as spoken: <b>Recognition</b> | Teacher: Heads of lettuce<br>PCV: Heads of lettuce   |
| Subtitles   | Teacher: Oranges<br>PCV: Oranges<br>Teacher: Avocadoes<br>PCV: Avocadoes<br>Teacher: Vegetables<br>PCV: Vegetables<br>Teacher; Dollars<br>PCV: Dollars<br>Teacher: Cents<br>PCV: Cents |
| Character generated: <b>Articulation</b>                            | <Alberto to insert information>  |
| Character generated: <b>Production</b>                              | Teacher: Practice production with us!  |
| Subtitles   | PCV: (moving arm like a snake as each s sound is produced)   |
|   | The Snake Poem   |

|  |   |
|--|---|
|  | <p>by Douglas J. Wulf</p> <p>I <i>hiss</i>. You <i>hiss</i>. We <i>hiss</i>. They <i>hiss</i>.<br/> This form <u>here</u> never miss<u>es</u>.<br/> But my snake add<u>s</u> one <i>S</i> to this.<br/> Each time <u>he</u> bite<u>s</u> and hiss<u>es</u>.</p> <p>Teacher: (moving arm like a snake as each s sound is produced)</p> <p>I <i>hiss</i>. You <i>hiss</i>. We <i>hiss</i>. They <i>hiss</i>.<br/> This form <u>here</u> never miss<u>es</u>.<br/> But my snake add<u>s</u> one <i>S</i> to this.<br/> Each time <u>he</u> bite<u>s</u> and hiss<u>es</u>.</p> |
|--|---|

## Video #2 – Inflectional endings (-ing)

| Visuals  | Script   |
|--|--|
| Title card:<br>Inflectional endings<br>-ing  |  |
| Character generated letters appearing as spoken: <b>Recognition</b><br><br>Subtitles | PCV: shopping<br>Teacher: shopping<br><br>PCV: buying<br>Teacher: buying<br><br>PCV: making a list<br>Teacher: making a list<br><br>PCV: wearing<br>Teacher: wearing<br><br>PCV: breaking a bill<br>Teacher: breaking a bill |
| Character generated: <b>Articulation</b>   | <Alberto to insert information>  |

|   |   |
|---|---|
| Character generated:<br><b>Production</b> | Teacher: Practice production with us!   |
| Subtitles                                 | PCV: (looking at Teacher) ___Name___ is wearing a ... He is also wearing shoes. I am thinking about buying new shoes.<br><br>Teacher: We are making a list because we are going shopping.<br><br>PCV: I must look for change. Stores do not like breaking a large bill. |

### Video #3 – Inflectional endings (ed)

| Visuals   | Script   |
|---|--|
| Title card: Inflectional endings - ed                               |  |
| Character generated letters appearing as spoken: <b>Recognition</b> | Teacher: Shopped around  |
| Subtitles   | PCV: Shopped around  |
|   | Teacher: Canned goods  |
|   | PCV: Canned goods  |
|   | Teacher: Shoplifted  |
|   | PCV: Shoplifted  |
|   | Teacher: Purchased   |
|   | PCV: Purchased   |
|   | Teacher: Used  |
|   | PCV: Used  |
|   | Teacher: Changed   |
|   | PCV: Changed   |
|   | Teacher: Budgeted  |
|   | PCV: Budgeted  |
|   | Teacher: Saved   |
|   | PCV: Saved   |
| Character generated: <b>Articulation</b>                            | <Alberto to insert information about past tense and explain the vibration in the throat> |

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|--|---|
| <p>Character generated:<br/><b>Production</b></p> <p>Subtitles</p> | <p>PCV: Practice production with us!</p> <p>Teacher: I have shopped around and found a great place to buy canned goods and used clothes.</p> <p>PCV: Thanks for telling me about the store. I have saved a lot of money there.</p> <p>Teacher: I am sad that some of their costs are higher because some people shoplifted things. When other people steal from stores, we pay for their crimes in higher prices.</p> <p>PCV: I think they have purchased a new security system.</p> <p>Teacher: They have also changed the store hours.</p> <p>PCV: I am glad you told me about the store. I budgeted less this month to save for money for Christmas.</p> |
|--|---|

**Video #4 – Inflectional endings (-s, -ed, ing) and identifying their functions; tense, plurality, comparison and part of speech**

| Visuals   | Script  |
|---|---|
| Title card: Inflectional endings  |   |
| <p>Character generated letters appearing as spoken: <b>Recognition</b></p> <p>Subtitles</p> | <p>Teacher: shops, purchases, budgets</p> <p>PCV: shops, purchases, budgets</p> <p>Teacher: shopped, purchased, budgeted</p> <p>PCV: shopped, purchased, budgeted</p> <p>Teacher: shopping, purchasing, budgeting</p> <p>PCV: shopping, purchasing, budgeting</p> |
| Character generated: <b>Articulation</b>  | <Alberto to insert information on tense, parts of speech>   |
| Character generated: <b>Production</b>  | <p>Teacher: Practice production with us!</p> <p>PCV: I shop, she shops, we shop.</p>  |

Subtitles

Teacher: I shopped, she shopped, we shopped.

PCV: Two little letters and we have made a change in time!

Teacher: From present tense to past in one simple rhyme.

PCV: One shop, two shops, three shops

Teacher: A purchase to purchases

PCV: And that -s as an addition

Teacher: Makes a plural of what we mentioned.

PCV: Shopping and purchasing

Teacher: without an "am," "was" or "have been"

Teacher: And three tiny letters turns a verb into a noun

PCV: Yes! That -ing means a gerund is what we've found.

## Unit 5

Decoding regularly spelled multisyllabic words and compound words, including the sounds represented by consonant blends, consonant/ vowel digraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and controlled vowels.

**NOTE: THE LESSON PLANS HAVE INCORRECT INFO ON THESE. WE NEED TO CORRECT.**

### Video #1 – Decoding ... digraphs

| Visuals  | Script   |
|--|--|
| Title card: Decoding digraphs  |  |
| Character generated letters appearing as spoken: <b>Recognition</b><br><br>Subtitles | Teacher: August 15 <sup>th</sup> .<br><br>PCV: August 15 <sup>th</sup> .<br><br>Teacher: September 15 <sup>th</sup><br><br>PCV: September 15 <sup>th</sup><br><br>Teacher: December 25 <sup>th</sup><br><br>PCV: December 25 <sup>th</sup>   |
| Character generated: <b>Articulation</b>   | <Alberto to insert information> Digraph: A Digraph is two letters that spell one sound.<br>Digraphs that spell consonant sounds include the letter pairs sh, ch, th, wh, ck, ph, ng.<br>Digraphs that spell vowel sounds include the letter pairs ai, ay, ee, ea, ie, ei, oo, ou. ow, oe, oo, ue, ey, ay, oy, oi, au, aw.              |
| Character generated: <b>Production</b><br><br>Subtitles                              | PCV: Practice production with us!<br><br>Teacher: Mother's Day is August 15 <sup>th</sup> .<br><br>PCV: Mother's Day is August 15 <sup>th</sup> .<br><br>Teacher: Independence Day is September 15 <sup>th</sup><br><br>PCV: Independence Day is September 15 <sup>th</sup><br><br>Teacher: Christmas Day is December 25 <sup>th</sup> |

|  |   |
|--|---|
|  | PCV: Christmas Day is December 25 <sup>th</sup> |
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## Video #2– Decoding ... diphthongs

| Visuals  | Script  |
|--|---|
| Title card: Decoding ... diphthongs  |   |
| Character generated letters appearing as spoken: <b>Recognition</b><br><br>Subtitles | PCV: may<br>Teacher: may<br><br>PCV: play<br>Teacher: play<br><br>PCV: holiday<br>Teacher: holiday<br><br>PCV: rain<br>Teacher: rain<br><br>PCV: paid<br>Teacher: paid<br><br>PCV: trait<br>Teacher: trait  |
| Character generated: <b>Articulation</b>   | <Alberto to insert information><br>Diphthongs: A diphthong is one vowel sound formed by the combination of two vowel sounds.<br><br>A diphthong begins as one vowel sound and moves toward another, such as the vowel sounds in coin or loud. Diphthongs can be contrasted with two monophthong vowel sounds together that form two syllables, such as in chaos, triage, or violin. |
| Character generated: <b>Production</b>   | PCV: Practice production with us!   |

|           |  |
|-----------|--|
| Subtitles | <p>Teacher: I may play on my next holiday.</p> <p>PCV: Planning ahead is a good trait!</p> <p>Teacher: I hope it doesn't rain.</p> <p>PCV: And that it comes after you get paid!</p> |
|-----------|--|

### Video #3 – Decoding ... diphthongs (continued)

| Visuals  | Script   |
|--|--|
| Title card: ...  |  |
| Character generated letters appearing as spoken: <b>Recognition</b><br><br>Subtitles | <p>Teacher: how, crowd, town</p> <p>PCV: how, crowd, town</p> <p>Teacher: doubt, loud, shout</p> <p>PCV: doubt, loud, shout</p> <p>Teacher: found, around, announce</p> <p>PCV: found, around, announce</p>  |
| Character generated: <b>Articulation</b>   | <Alberto to insert information>  |
| Character generated: <b>Production</b><br><br>Subtitles                              | <p>Teacher: Practice production with us!</p> <p>PCV: Let me tell you <u>how</u> to get a <u>crowd</u> to come to <u>town</u>.</p> <p>Teacher: I have no <u>doubt</u> that a <u>loud shout</u> is not the way to do it.</p> <p>PCV: No, I have <u>found</u> that all <u>around</u> all you need is to <u>announce</u></p> <p>Teacher: A festival and then stand back and watch as everyone comes to it.</p> |

### Video #4 – Decoding ... diagraphs (continued)

|         |        |
|---------|--------|
| Visuals | Script |
|---------|--------|

|   |  |
|---|--|
| Title card: Decoding diagraphs  |  |
| <p>Character generated letters appearing as spoken: <b>Recognition</b></p> <p>Subtitles</p> | <p>Teacher: Share</p> <p>PCV: Share</p> <p>Teacher: Shoes</p> <p>PCV: Shoes</p> <p>Teacher: Chance</p> <p>PCV: Chance</p> <p>Teacher: What, when, where, why</p> <p>PCV: What, when, where, why</p>  |
| Character generated: <b>Articulation</b>  | <Alberto to insert information>  |
| <p>Character generated: <b>Production</b></p> <p>Subtitles</p>                              | <p>PCV: Practice production with us!</p> <p>Teacher: Before you judge someone, walk a mile in his shoes.</p> <p>PCV: That gives you a chance to share culture</p> <p>Teacher: And see from different views.</p> <p>PCV: Asking questions is another way that makes culture easier to learn.</p> <p>Teacher: What, when, where and why are good to ask when talking and it's your turn.</p> |

## Unit 6 – REPEATS

**Note: SHOULD WE DO ADDITIONAL VIDEOS FOR THESE OR JUST LET THEM USE THE FIRST ONES???**

### Phonology

Short vowel sounds (-at, -en, -ad) in orally stated single syllable words. (e.g., hen, hat, mad, etc.)

### Video #1– Short Vowel Sounds (-at)

| Visuals   | Script  |
|---|---|
| Title card: Short Vowel Sounds - at                                 |   |
| Character generated letters appearing as spoken: <b>Recognition</b> | Teacher: at<br>PCV: at  |
| Subtitles   |   |
| Character generated: <b>Articulation</b>                            | <Alberto to insert information>   |
| Character generated: <b>Production</b>                              | Teacher: Practice production with us!<br>PCV: There are prepositions of time  |
| Subtitles   | Teacher: And there are prepositions of place<br>PCV: At is a preposition<br>Teacher: That covers both clocks, dates and space<br>PCV: I stand at the door<br>Teacher: I play at the park<br>PCV: Dinner starts at 7 o'clock<br>Teacher: At bedtime, it is dark. |

|  |  |
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|  |  |
|--|--|

## Video #2 – Short vowel sounds (-en)

| Visuals  | Script   |
|--|--|
| Title card: Short vowel sounds -en   |  |
| Character generated letters appearing as spoken: <b>Recognition</b><br><br>Subtitles | PCV: when<br>Teacher: when<br><br>PCV: friend<br>Teacher: friend<br><br>PCV: send<br>Teacher: send<br><br>PCV: then<br>Teacher: then   |
| Character generated: <b>Articulation</b>   | <Alberto to insert information>  |
| Character generated: <b>Production</b><br><br>Subtitles                              | PCV: Practice production with us!<br><br>Teacher: WHEN you want to meet a FRIEND you should SEND them directions and THEN be on time.<br><br>PCV: When you arrive on time then your friend will be glad.<br><br>Teacher: When your directions are wrong, then your friend may be mad.<br><br>PCV: So send good directions then show up when you say.<br><br>Teacher: Then everyone will be happy and you can all play. |

## Video #3 – Short vowels sounds (-ad)

| Visuals                             | Script |
|-------------------------------------|--------|
| Title card: Short vowel sounds - ad |        |

|   |   |
|---|---|
| <p>Character generated letters appearing as spoken: <b>Recognition</b></p> <p>Subtitles</p> | <p>PCV: sad</p> <p>Teacher: sad</p> <p>PCV: mad</p> <p>Teacher: mad</p> <p>PCV: bad</p> <p>Teacher: bad</p> <p>PCV: glad</p> <p>Teacher: glad</p>                                 |
| <p>Character generated: <b>Articulation</b></p>   | <p>&lt;Alberto to insert information&gt;</p>  |
| <p>Character generated: <b>Production</b></p> <p>Subtitles</p>                              | <p>PCV: Practice production with us!</p> <p>Teacher: Don't be sad. Don't be mad.</p> <p>PCV: Today is the day you won't feel bad.</p> <p>Teacher: Pick a partner and be glad.</p> |