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## Lesson 77 /kr-/



Teach this consonant blend after teaching the /k/ and /r/ sounds. The articulation positions for the sounds are assumed simultaneously. The sounds are made together. A single Lissajous pattern, paper strip movement, or meter needle movement is indicative.

### *Prosodic Drill*

krækrækræ krækrækræ krækrækræ  
krækrækrækræ krækrækrækræ krækrækrækræ



crack

The board has a \_\_\_\_\_.

creek critter cress cram crumb

cruel crow crawl crowd cry

## Lesson 78 /tr-/



Teach this consonant blend after teaching the /t/ and /r/ sounds. The articulation positions for the sounds are assumed simultaneously. The sounds are made together. A single Lissajous pattern, paper strip movement, or meter needle movement is indicative.

### *Prosodic Drill*

tr|tr tr|tr tr|tr  
tr|tr tr|tr tr|tr
|  |

|  |


|  |

|  |

|  |

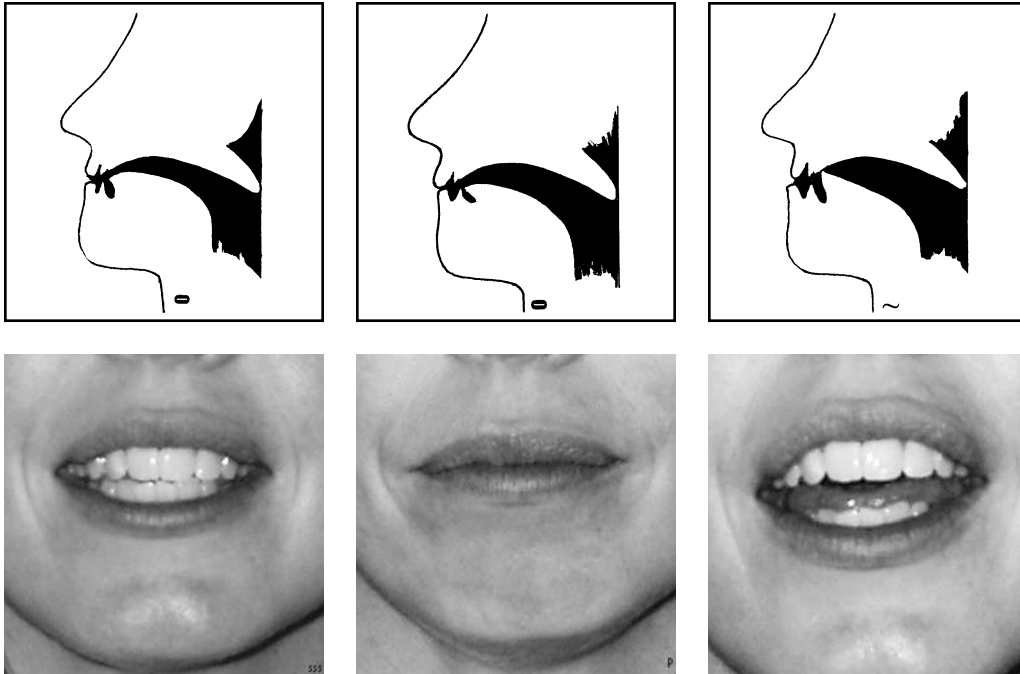


tree

That is a \_\_\_\_\_.

treat trip train trap truck  
true troll trot trout try

## Lesson 79 /spl-/



Teach this consonant blend after teaching the /s/, /p/, and /l/ sounds. Say the first sound, then the second and third sounds together, faster and faster, until the /spl-/ blend occurs. The successive parts of this blend are indicated by Lissajous patterns and paper strip and meter needle movements.

### *Prosodic Drill*

splæsplæsplæ splæsplæsplæ splæsplæsplæ  
 splæsplæsplæ splæsplæsplæsplæ splæsplæsplæsplæ

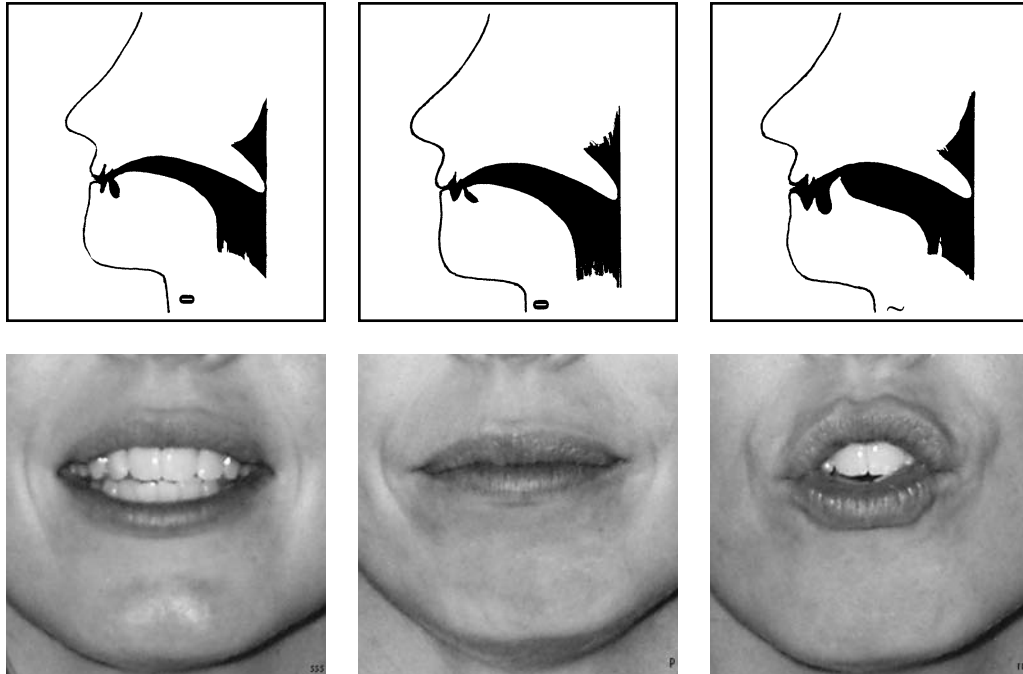


splash

See the water \_\_\_\_\_.

spleen split splendid splat  
 splurge splice

## Lesson 80 /spr-/



Teach this consonant blend after teaching the /s/, /p/, and /r/ sounds. Say the first sound, then the second and third sounds together, faster and faster, until the /spr-/ blend occurs. The successive parts of this blend are indicated by Lissajous patterns and paper strip and meter needle movements.

### *Prosodic Drill*

spresprespre spresprespre spresprespre  
 sprespresprespre sprespresprespre sprespresprespre



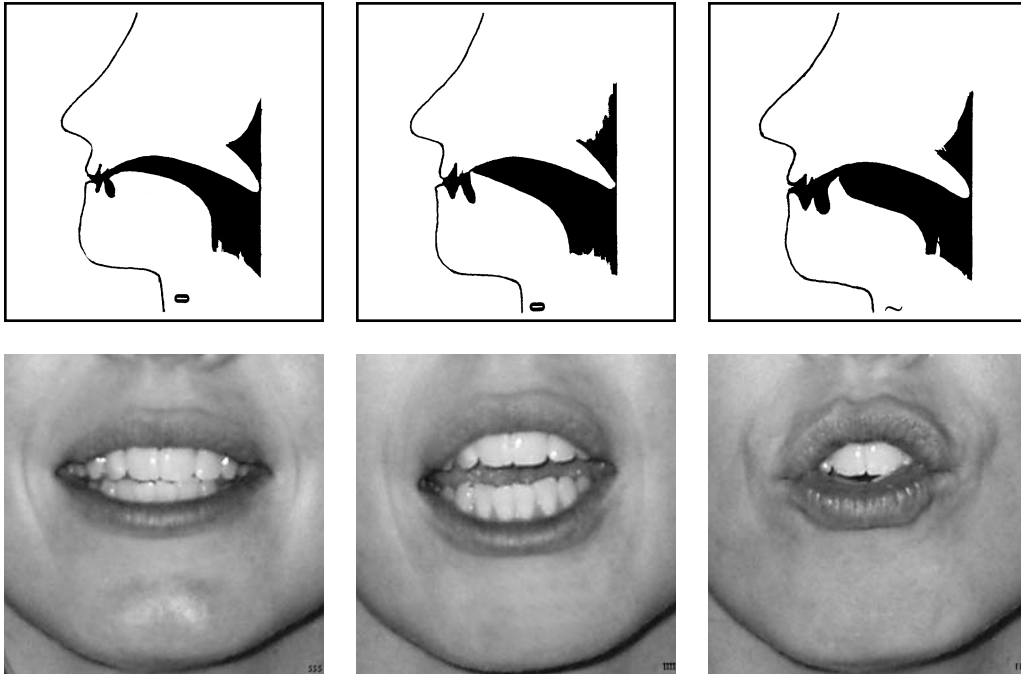
spray

See the water \_\_\_\_\_.

spree spring spread sprat  
 spruce sprawl sprout



## Lesson 81 /str-/



Teach this consonant blend after teaching the /s/, /t/, and /r/ sounds. Say the first sound, then the second and third sounds together, faster and faster, until the /str-/ blend occurs. The successive parts of this blend are indicated by Lissajous patterns and paper strip and meter needle movements.

### *Prosodic Drill*

stristristri stristristri stristristri  
 stristristristri stristristristri stristristristri



stream

That is a \_\_\_\_\_.

streak strip stretch strange strap strut  
 strove straw stride

## Lesson 82 /-fs/



Teach this consonant blend after teaching the /f/ and /s/ sounds. Say the two sounds in succession, faster and faster, until /-fs/ occurs. Both sounds are voiceless and high frequency. The successive parts of this blend are indicated by Lissajous patterns, paper strip movements, and meter needle movements.

### *Prosodic Drill*

Δfsəfsəfs əfsΔfsəfs əfsəfsΔfs  
 Δfsəfsəfsəfs əfsΔfsəfsəfs əfsəfsΔfsəfs

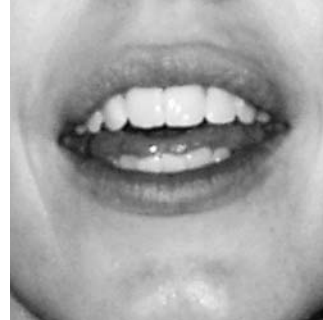
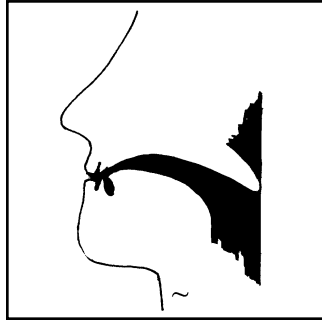
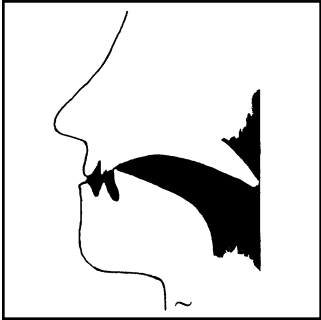


muffs

Those are ear \_\_\_\_\_.

reefs riffs chefs safes puffs  
 laughs surfs roofs loafs coughs

## Lesson 83 /-lz/



Teach this consonant blend after teaching the /l/ and /z/ sounds. Say the two sounds in succession, faster and faster, until /-lz/ occurs. Both sounds are voiced. The first is low frequency, the second low and high frequency. The successive parts of this blend are indicated by Lissajous patterns and meter needle movements.

### *Prosodic Drill*

lzlzlzlz lzlzlzlz lzlzlzlz  
 zlzlzlzlz zlzlzlzlz zlzlzlzlz



balls

Give me the \_\_\_\_\_.

peels bills sells pails pals pulls  
 pearls pools poles towels piles

## Lesson 84 /-mz/



Teach this consonant blend after teaching the /m/ and /z/ sounds. Say the two sounds in succession, faster and faster, until /-mz/ occurs. The first sound is nasal and low frequency, the second oral and low and high frequency. The successive parts of this blend are indicated by Lissajous patterns, paper strip movements, and meter needle movements.

### *Prosodic Drill*

Δmzəməzəməz əmzΔmzəməz əmzəməzΔmz  
 Δmzəməzəməzəməz əmzΔmzəməzəməz əmzəməzΔmzəməz



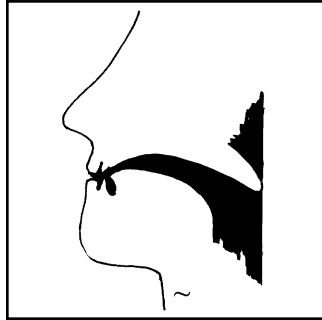
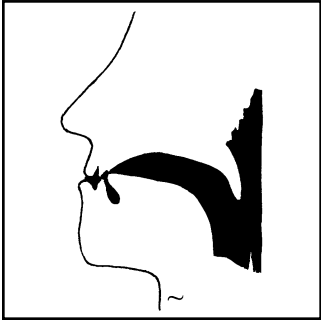
thumbs

We have two \_\_\_\_\_.

beams limbs tames comes worms

booms foams bombs times

## Lesson 85 /-nz/



Teach this consonant blend after teaching the /n/ and /z/ sounds. Say the two sounds in succession, faster and faster, until /-nz/ occurs. The first sound is nasal and low frequency, the second oral and low and high frequency. The successive parts of this blend are indicated by Lissajous patterns, paper strip movements, and meter needle movements.

### *Prosodic Drill*

ɔɪnzɔɪnzɔɪnz ɔɪnzɔɪnzɔɪnz ɔɪnzɔɪnzɔɪnz  
 ɔɪnzɔɪnzɔɪnzɔɪnz ɔɪnzɔɪnzɔɪnzɔɪnz ɔɪnzɔɪnzɔɪnzɔɪnz



coins

These are \_\_\_\_\_.

beans pins hens panes pans turns  
 spoons tones lawns towns signs

## Lesson 86 /-sn/



Teach this consonant blend after teaching the /s/ and /n/ sounds. Say the two sounds in succession, faster and faster, until /-sn/ occurs. The first sound is voiceless and high frequency, the second voiced and low frequency. The successive parts of this blend are indicated by Lissajous patterns, paper strip movements, and meter needle movements.

### *Prosodic Drill*

isn isn isn isn isn isn  
isn isn isn isn isn isn isn isn isn isn isn



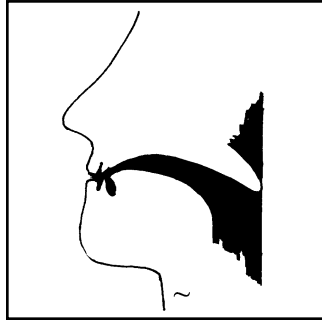
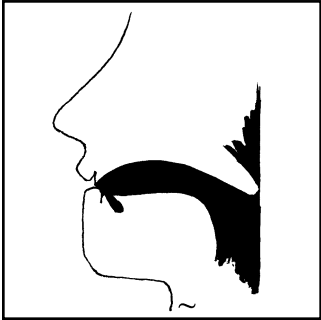
listen

Try to \_\_\_\_\_.

glisten hasten chasten mason

boatswain moisten

## Lesson 87 /vz/



Teach this consonant blend after teaching the /v/ and /z/ sounds. Say the two sounds in succession, faster and faster, until /vz/ occurs. They each have low and high frequency buzz energies. The successive parts of this blend are indicated by Lissajous patterns, paper strip movements, and meter needle movements.

### *Prosodic Drill*

arvzaivzaivz aivzarivzaivz aivzaivzarivz  
 arvzaivzaivzaivz aivzarivzaivzaivz aivzaivzarivzaivz



knives

Sharpen the \_\_\_\_\_.

leaves lives saves calves

loves moves coves lives