

pronounce the words correctly, they may not notice — or be able to notice — any difference between the sounds.

It is the intention that the teacher adjust the lesson to the capacity of the child, omitting what is too difficult. A similar course may be adopted in dealing with difficult distinctions in other vowel sounds, for example, **fir** and **fur**.

## LESSON 46

Purpose. — To teach different sounds of **a**.

T. Read these words and give the first sound in each,  
**am, aim.**

C. **am, ă. aim, ā.**

T. Say **all** slowly, and give the first sound.

C. **ă-1, ä.**

T. This is the word **all**. Look at the first letter in the word and give the first sound.

C. **ä.**

T. What three sounds have we learned for **a**.

C. **ă, a, ā.**

T. Take a mirror in your hand and stand so that the light shines in your mouth. Look at the top of the middle of your tongue. Say **all, at, aim**, and then say **ă ă, ā**, as in the three words and tell me where the top of the middle of the tongue is, each time.

C. **All, at, aim; ä, ă, ā.** My tongue is in the bottom of my mouth when I say **a** in **all**, the middle is higher up when I say **a** in **at**, and near the roof of my mouth when I say **a** in **aim**.