

MRS. JAMESON IS TEACHING STUDENTS SH SOUND AND THE CH SOUND. STUDENTS LEARN, PRACTICE AND REVIEW WORDS

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TEACHING YOUNG LEARNERS THE NUANCES OF ENGLISH PRONUNCIATION CAN BE BOTH A REWARDING AND CHALLENGING EXPERIENCE. MRS. JAMESON, A DEDICATED ELEMENTARY SCHOOL TEACHER, HAS TAKEN ON THE TASK OF HELPING HER STUDENTS MASTER THE DISTINCT SOUNDS OF "SH" AND "CH." THESE SOUNDS ARE FUNDAMENTAL BUILDING BLOCKS IN ENGLISH, APPEARING FREQUENTLY IN EVERYDAY VOCABULARY. HER APPROACH EMPHASIZES NOT ONLY UNDERSTANDING THE SOUNDS BUT ALSO PRACTICING AND REVIEWING WORDS TO ENSURE RETENTION AND PROPER PRONUNCIATION. THIS ARTICLE EXPLORES MRS. JAMESON'S EFFECTIVE METHODS FOR TEACHING THESE SOUNDS, THE IMPORTANCE OF PHONICS IN EARLY EDUCATION, AND PRACTICAL ACTIVITIES THAT CAN BE USED TO REINFORCE LEARNING.

THE SIGNIFICANCE OF SH AND CH SOUNDS IN ENGLISH LANGUAGE LEARNING

UNDERSTANDING THE SOUNDS AND THEIR ROLE

THE "SH" AND "CH" SOUNDS ARE CONSONANT BLENDS THAT CAN SOMETIMES BE CONFUSING FOR EARLY LEARNERS BECAUSE THEY ARE SIMILAR IN PRONUNCIATION BUT DIFFERENT IN SPELLING AND USAGE. THE "SH" SOUND IS A VOICELESS POSTALVEOLAR FRICATIVE, PRODUCED BY DIRECTING AIR BETWEEN THE TONGUE AND THE PALATE, CREATING A HISSING SOUND. WORDS LIKE "SHIP," "SHOE," AND "SHARK" FEATURE THIS SOUND.

CONVERSELY, THE "CH" SOUND IS A VOICELESS AFFRICATE, FORMED BY COMBINING A STOP (T) AND A FRICATIVE (SH), AS HEARD IN WORDS LIKE "CHAIR," "CHEESE," AND "CHOCOLATE." MASTERING THESE SOUNDS AIDS IN PHONEMIC AWARENESS, SPELLING, READING FLUENCY, AND PRONUNCIATION ACCURACY.

WHY FOCUS ON SH AND CH?

FOCUSING ON THESE SOUNDS HELPS STUDENTS:

- DISTINGUISH SIMILAR PHONEMES, REDUCING CONFUSION.
- IMPROVE PRONUNCIATION AND CLARITY.
- ENHANCE DECODING SKILLS FOR READING NEW WORDS.
- BUILD CONFIDENCE IN SPEAKING AND SPELLING.

MRS. JAMESON EMPHASIZES THAT EARLY MASTERY OF THESE SOUNDS LAYS A SOLID FOUNDATION FOR MORE ADVANCED PHONICS AND VOCABULARY DEVELOPMENT.

METHODS USED BY MRS. JAMESON TO TEACH SH AND CH SOUNDS

EXPLICIT PHONICS INSTRUCTION

MRS. JAMESON BEGINS HER LESSONS WITH EXPLICIT INSTRUCTION, INTRODUCING THE SOUNDS WITH CLEAR EXPLANATIONS AND DEMONSTRATIONS. SHE USES VISUAL AIDS, SUCH AS FLASHCARDS SHOWING WORDS WITH "SH" AND "CH," AND ARTICULATES EACH SOUND SLOWLY, ENCOURAGING STUDENTS TO IMITATE HER PRONUNCIATION.

MULTISENSORY LEARNING ACTIVITIES

Mrs. Jameson integrates multisensory activities to reinforce learning:

- Tactile activities: Students write "sh" and "ch" words in sand trays or with finger paint.
- Auditory exercises: Listening to recordings of words and identifying the sounds.
- Visual cues: Using pictures and word cards to associate sounds with images.

USE OF MINIMAL PAIRS

To help students distinguish between "sh" and "ch," Mrs. Jameson employs minimal pairs—word pairs that differ by only one sound:

- Ship vs. Chip
- Shoe vs. Chew
- Shop vs. Chop
- Shine vs. Chime

This method sharpens phonemic awareness and aids in correct pronunciation.

INTERACTIVE GAMES AND ACTIVITIES

Engagement is key, so Mrs. Jameson incorporates fun games:

- Sound Sorting: Students sort a list of words into "sh" and "ch" categories.
- Word Bingo: Bingo cards filled with "sh" and "ch" words.
- Flashcard Race: Students quickly identify the correct sound on flashcards.

PRACTICE STRATEGIES FOR MASTERY OF SH AND CH WORDS

GUIDED PRACTICE

Mrs. Jameson guides students through pronunciation drills, encouraging repetition. She models correct pronunciation and provides immediate feedback, ensuring students are making accurate sounds.

INDEPENDENT PRACTICE ACTIVITIES

Students engage in activities such as:

- Word Matching Worksheets: Matching pictures to words with "sh" or "ch."
- Sentence Creation: Using words from each sound category to write simple sentences.
- Reading Practice: Reading short stories or sentences containing "sh" and "ch" words.

USE OF TECHNOLOGY AND DIGITAL RESOURCES

Mrs. Jameson utilizes educational apps and online games that focus on phonics. These resources often include interactive exercises, pronunciation practice, and instant feedback, making learning engaging and effective.

REVIEW AND REINFORCEMENT TECHNIQUES

WEEKLY REVIEW SESSIONS

REGULAR REVIEW HELPS CONSOLIDATE LEARNING. MRS. JAMESON SCHEDULES WEEKLY SESSIONS WHERE STUDENTS REVISIT "SH" AND "CH" WORDS THROUGH GAMES, QUIZZES, AND GROUP ACTIVITIES.

WORD WALL DISPLAYS

SHE MAINTAINS A WORD WALL IN THE CLASSROOM FEATURING "SH" AND "CH" WORDS, WHICH STUDENTS CAN REFERENCE AT ANY TIME. THIS VISUAL REINFORCEMENT SUPPORTS INDEPENDENT WORD RECOGNITION AND SPELLING.

HOME PRACTICE ASSIGNMENTS

MRS. JAMESON ASSIGNS SIMPLE HOMEWORK ACTIVITIES, SUCH AS:

- WRITING A LIST OF "SH" AND "CH" WORDS.
- READING ALOUD FROM A PROVIDED LIST.
- IDENTIFYING "SH" OR "CH" WORDS IN THEIR READING BOOKS.

PEER TEACHING AND GROUP ACTIVITIES

STUDENTS WORK IN PAIRS OR SMALL GROUPS TO QUIZ EACH OTHER, FOSTERING COLLABORATIVE LEARNING AND REINFORCING THEIR UNDERSTANDING OF THE SOUNDS.

CHALLENGES AND TIPS FOR TEACHERS AND PARENTS

COMMON CHALLENGES

- DIFFERENTIATING SOUNDS FOR STUDENTS WITH SPEECH DELAYS.
- ENSURING CONSISTENT PRONUNCIATION PRACTICE.
- OVERCOMING CONFUSION BETWEEN SIMILAR SOUNDS.

TIPS FOR SUCCESS

- USE VISUAL AND AUDITORY CUES CONSISTENTLY.
- INCORPORATE FUN, ENGAGING ACTIVITIES.
- PROVIDE POSITIVE REINFORCEMENT.
- BE PATIENT AND OFFER ADDITIONAL SUPPORT WHEN NEEDED.
- ENCOURAGE DAILY PRACTICE, BOTH IN CLASS AND AT HOME.

CONCLUSION: THE IMPACT OF EFFECTIVE PHONICS INSTRUCTION

MRS. JAMESON'S DEDICATED APPROACH TO TEACHING "SH" AND "CH" SOUNDS EXEMPLIFIES THE IMPORTANCE OF COMPREHENSIVE PHONICS INSTRUCTION. BY COMBINING EXPLICIT TEACHING, MULTISENSORY ACTIVITIES, ENGAGING GAMES, AND REGULAR REVIEW, SHE HELPS HER STUDENTS DEVELOP STRONG DECODING SKILLS, PRONUNCIATION, AND CONFIDENCE. EARLY MASTERY OF THESE SOUNDS NOT ONLY IMPROVES READING FLUENCY BUT ALSO LAYS THE GROUNDWORK FOR LIFELONG LANGUAGE SKILLS. EDUCATORS AND PARENTS ALIKE CAN ADOPT SIMILAR STRATEGIES TO SUPPORT YOUNG LEARNERS IN MASTERING THESE ESSENTIAL ENGLISH PHONEMES, SETTING THEM ON A PATH TOWARD LITERACY SUCCESS.

FREQUENTLY ASKED QUESTIONS

WHAT ARE SOME EFFECTIVE METHODS MRS. JAMESON USES TO TEACH THE 'SH' AND 'CH' SOUNDS TO STUDENTS?

MRS. JAMESON INCORPORATES HANDS-ON ACTIVITIES, VISUAL AIDS, AND REPETITION EXERCISES TO HELP STUDENTS DISTINGUISH AND PRACTICE THE 'SH' AND 'CH' SOUNDS EFFECTIVELY.

HOW DO STUDENTS PRACTICE DIFFERENTIATING BETWEEN THE 'SH' AND 'CH' SOUNDS DURING LESSONS?

STUDENTS PRACTICE THROUGH LISTENING GAMES, IDENTIFYING WORDS WITH 'SH' AND 'CH' SOUNDS, AND SAYING WORDS ALOUD IN GUIDED PRONUNCIATION DRILLS TO REINFORCE THEIR UNDERSTANDING.

WHAT COMMON CHALLENGES DO STUDENTS FACE WHEN LEARNING THE 'SH' AND 'CH' SOUNDS, AND HOW DOES MRS. JAMESON ADDRESS THEM?

STUDENTS OFTEN CONFUSE THE SOUNDS OR HAVE TROUBLE ARTICULATING THEM DISTINCTLY. MRS. JAMESON ADDRESSES THIS BY MODELING CORRECT PRONUNCIATION, PROVIDING TARGETED PRACTICE, AND ENCOURAGING PEER CORRECTION.

CAN YOU GIVE EXAMPLES OF WORDS THAT MRS. JAMESON USES TO TEACH THE 'SH' AND 'CH' SOUNDS?

YES, EXAMPLES INCLUDE 'SHIP', 'SHARK', 'SHEEP' FOR THE 'SH' SOUND, AND 'CHAIR', 'CHICKEN', 'CHAMP' FOR THE 'CH' SOUND.

WHAT REVIEW ACTIVITIES DOES MRS. JAMESON INCORPORATE TO REINFORCE THE 'SH' AND 'CH' SOUNDS?

SHE USES WORD MATCHING GAMES, SPELLING EXERCISES, AND QUICK RECALL QUIZZES TO HELP STUDENTS REVIEW AND SOLIDIFY THEIR UNDERSTANDING OF THE SOUNDS.

HOW DOES MRS. JAMESON ASSESS STUDENT PROGRESS IN MASTERING THE 'SH' AND 'CH' SOUNDS?

MRS. JAMESON ASSESSES PROGRESS THROUGH OBSERVATION DURING PRACTICE, LISTENING QUIZZES, AND STUDENT RECORDINGS TO ENSURE CORRECT PRONUNCIATION AND RECOGNITION.

WHY IS IT IMPORTANT FOR STUDENTS TO LEARN THE 'SH' AND 'CH' SOUNDS EARLY IN THEIR LITERACY DEVELOPMENT?

LEARNING THESE SOUNDS EARLY HELPS STUDENTS DECODE WORDS MORE ACCURATELY, IMPROVES READING FLUENCY, AND BUILDS A STRONG FOUNDATION FOR SPELLING AND VOCABULARY GROWTH.

ADDITIONAL RESOURCES

MRS. JAMESON IS TEACHING STUDENTS SH SOUND AND THE CH SOUND. STUDENTS LEARN, PRACTICE AND REVIEW WORDS

TEACHING YOUNG LEARNERS HOW TO DIFFERENTIATE BETWEEN SIMILAR SOUNDS IS A FOUNDATIONAL STEP IN DEVELOPING THEIR READING AND PRONUNCIATION SKILLS. IN HER CLASSROOM, MRS. JAMESON IS FOCUSING ON THE SH SOUND AND THE CH SOUND—TWO COMMON CONSONANT BLENDS THAT CAN OFTEN BE CONFUSING FOR STUDENTS JUST STARTING THEIR PHONICS

JOURNEY. BY CAREFULLY GUIDING STUDENTS THROUGH THE NUANCES OF THESE SOUNDS, SHE HELPS THEM LEARN, PRACTICE, AND REVIEW A VARIETY OF WORDS, ULTIMATELY BUILDING THEIR CONFIDENCE AND FLUENCY IN READING AND SPEAKING.

UNDERSTANDING THE SH AND CH SOUNDS: A PHONETIC OVERVIEW

BEFORE DIVING INTO TEACHING STRATEGIES, IT'S IMPORTANT TO UNDERSTAND WHAT MAKES THE SH AND CH SOUNDS UNIQUE.

THE SH SOUND (/ʃ /)

- DESCRIPTION: THE SH SOUND IS A VOICELESS CONSONANT SOUND PRODUCED BY PLACING THE TONGUE CLOSE TO THE ROOF OF THE MOUTH WITHOUT TOUCHING IT, CREATING A NARROW CHANNEL THROUGH WHICH AIR IS FORCED, PRODUCING A HISSING SOUND.
- EXAMPLES: SH, SHIP, SHELL, BRUSH, SHEEP, WISH

THE CH SOUND (/tʃ /)

- DESCRIPTION: THE CH SOUND IS A VOICELESS AFFRICATE, FORMED BY BRIEFLY STOPPING THE AIRFLOW WITH THE TONGUE AGAINST THE PALATE AND THEN RELEASING IT WITH A HISSING SOUND.
- EXAMPLES: CH, CHAIR, CHEESE, CHIN, LUNCH, MATCH

KEY DIFFERENCES

- SOUND PRODUCTION: THE SH SOUND IS SMOOTHER AND MORE PROLONGED, WHILE THE CH SOUND INVOLVES A QUICK STOP AND RELEASE.
- WORD POSITION: BOTH SOUNDS CAN APPEAR AT THE BEGINNING, MIDDLE, OR END OF WORDS, BUT TEND TO HAVE DIFFERENT SPELLING PATTERNS.

EFFECTIVE STRATEGIES FOR TEACHING SH AND CH SOUNDS

MRS. JAMESON EMPLOYS A VARIETY OF INSTRUCTIONAL STRATEGIES TO HELP HER STUDENTS DISTINGUISH, LEARN, AND MASTER THESE SOUNDS.

1. EXPLICIT PHONICS INSTRUCTION

- INTRODUCTION OF SOUNDS: BEGIN BY CLEARLY DEMONSTRATING THE SH AND CH SOUNDS, EMPHASIZING MOUTH POSITIONING AND BREATH CONTROL.
- USE OF VISUALS: SHOW PICTURES REPRESENTING WORDS THAT START OR CONTAIN THESE SOUNDS TO REINFORCE THE CONNECTION BETWEEN THE SOUND AND THE WORD.

2. MODELING AND DEMONSTRATION

- MODEL CORRECT PRONUNCIATION: MRS. JAMESON MODELS THE CORRECT PRONUNCIATION OF WORDS CONTAINING THE SOUNDS.
- CHORAL READING: STUDENTS REPEAT WORDS AND SENTENCES ALOUD TOGETHER, REINFORCING PROPER PRONUNCIATION.

3. HANDS-ON PRACTICE

- SORTING ACTIVITIES: PROVIDE STUDENTS WITH PICTURE CARDS OR WORD CARDS THAT THEY SORT INTO SH AND CH CATEGORIES.
- WORD BUILDING: USE LETTER TILES OR MAGNETIC LETTERS TO BUILD WORDS WITH /SH/ AND /CH/ SOUNDS, SUCH AS SHIP AND CHIP OR CHAIR AND SHARE.

4. CONTEXTUAL LEARNING

- SENTENCE PRACTICE: INCORPORATE WORDS INTO SIMPLE SENTENCES TO HELP STUDENTS UNDERSTAND HOW THESE SOUNDS FUNCTION IN CONTEXT.

- STORYTELLING: READ STORIES EMPHASIZING SH AND CH WORDS, ENCOURAGING STUDENTS TO LISTEN FOR AND IDENTIFY THESE SOUNDS.

5. REVIEW AND REINFORCEMENT

- GAMES AND QUIZZES: USE ENGAGING GAMES LIKE BINGO, MEMORY MATCHING, OR ONLINE QUIZZES TO REINFORCE LEARNING.
- HOME PRACTICE: PROVIDE TAKE-HOME ACTIVITIES FOR STUDENTS TO PRACTICE WITH FAMILY MEMBERS.

LEARNING, PRACTICING, AND REVIEWING WORDS WITH SH AND CH SOUNDS

MRS. JAMESON'S APPROACH INVOLVES A SYSTEMATIC PROGRESSION THROUGH LEARNING, PRACTICING, AND REVIEWING WORDS TO ENSURE MASTERY.

LEARNING PHASE: INTRODUCING NEW WORDS

- PRESENT A CURATED LIST OF WORDS THAT CONTAIN THE SH AND CH SOUNDS.
- USE VISUAL AIDS, GESTURES, AND PHONETIC BREAKDOWNS TO CLARIFY PRONUNCIATION.
- EXAMPLE WORD LISTS:

SH WORDS:

- SHIP
- SHELL
- BRUSH
- SHEEP
- WISH
- SHUT

CH WORDS:

- CHAIR
- CHEESE
- CHIMP
- LUNCH
- MATCH
- CHAT

PRACTICE PHASE: ACTIVE ENGAGEMENT

- WORD SORTING: STUDENTS SORT WORDS INTO SH AND CH CATEGORIES.
- PARTNER ACTIVITIES: STUDENTS WORK IN PAIRS TO READ AND PRONOUNCE WORDS, CORRECTING EACH OTHER GENTLY.
- MATCHING GAMES: MATCH PICTURES TO CORRESPONDING WORDS OR SOUNDS.
- SENTENCE CONSTRUCTION: STUDENTS CREATE SENTENCES USING SH AND CH WORDS, PROMOTING COMPREHENSION AND PRONUNCIATION.

REVIEW PHASE: REINFORCING RETENTION

- WEEKLY QUIZZES: SHORT ASSESSMENTS TO GAUGE RETENTION.
- WORD WALL: MAINTAIN A CLASSROOM DISPLAY OF SH AND CH WORDS FOR REFERENCE.
- STORY RETELLING: STUDENTS RETELL STORIES EMPHASIZING THE KEY SOUNDS.
- LISTENING GAMES: IDENTIFY WHETHER A WORD STARTS WITH SH OR CH IN SPOKEN WORD ACTIVITIES.

SAMPLE WORD LISTS FOR STUDENTS

TO FACILITATE SYSTEMATIC LEARNING, HERE ARE COMPREHENSIVE LISTS CATEGORIZED BY SOUND, INCLUDING COMMON AND LESS COMMON WORDS:

SH SOUND WORDS

- SHIP
- SHELL
- BRUSH
- SHEEP
- WISH
- SHUT
- SHINE
- SHARK
- SHOE
- SHOP
- SHOCK
- SHOWER
- SHRIMP
- SASH
- SMASH

CH SOUND WORDS

- CHAIR
- CHEESE
- CHIMP
- LUNCH
- MATCH
- CHAT
- CHICK
- CHOCOLATE
- CHIP
- CHURCH
- CHEEK
- CHEST
- CHOKE
- CHASE
- CHALK

SAMPLE CLASSROOM ACTIVITIES FOR SH AND CH

ENGAGING ACTIVITIES HELP SOLIDIFY STUDENTS' UNDERSTANDING AND MAKE LEARNING FUN.

1. SOUND SCAVENGER HUNT

STUDENTS SEARCH AROUND THE CLASSROOM FOR OBJECTS OR PICTURES BEGINNING WITH SH OR CH.

2. LISTENING AND IDENTIFYING

READ ALOUD A LIST OF WORDS; STUDENTS RAISE A CARD OR SIGNAL WHEN THEY HEAR A SH OR CH WORD.

3. PHONICS BINGO

CREATE BINGO CARDS WITH SH AND CH WORDS; CALL OUT THE WORDS FOR STUDENTS TO MARK.

4. ART AND WORD ASSOCIATION

STUDENTS DRAW PICTURES OF SH AND CH WORDS AND LABEL THEM, REINFORCING SPELLING AND PRONUNCIATION.

5. SENTENCE WRITING

STUDENTS WRITE SENTENCES USING A SET OF SH OR CH WORDS, PRACTICING CONTEXTUAL UNDERSTANDING.

COMMON CHALLENGES AND HOW TO ADDRESS THEM

WHILE TEACHING THESE SOUNDS, STUDENTS MAY ENCOUNTER COMMON DIFFICULTIES:

CONFUSING THE SOUNDS

- SOLUTION: USE VISUAL AND TACTILE CUES (E.G., HAND GESTURES FOR /ʃ / AND /tʃ /) AND COMPARE MOUTH POSITIONS.

SPELLING DIFFICULTIES

- SOLUTION: EMPHASIZE SPELLING PATTERNS AND COMMON LETTER COMBINATIONS (E.G., SH AS IN SHIP, CH AS IN CHAIR).

MISPRONUNCIATION IN CONTEXT

- SOLUTION: PROVIDE AMPLE REPETITION, MODELING, AND CORRECTION IN BOTH ISOLATED WORDS AND SENTENCES.

ASSESSING STUDENT PROGRESS

REGULAR ASSESSMENT ENSURES THAT STUDENTS ARE MASTERING THE SH AND CH SOUNDS.

FORMAL ASSESSMENTS

- SHORT QUIZZES ON IDENTIFYING AND PRONOUNCING WORDS.
- SPELLING TESTS FOCUSING ON SH AND CH WORDS.

INFORMAL OBSERVATION

- LISTENING DURING READING ACTIVITIES.
- MONITORING STUDENT PRONUNCIATION DURING CLASS DISCUSSIONS.

PORTFOLIO COLLECTION

- COLLECT STUDENT WORK, SUCH AS WRITTEN SENTENCES AND WORD SORTS, TO TRACK PROGRESS OVER TIME.

TIPS FOR EFFECTIVE PHONICS INSTRUCTION

- BE PATIENT: MASTERY OF SOUNDS TAKES TIME AND PRACTICE.
- MAKE IT MULTISENSORY: INCORPORATE VISUAL, AUDITORY, KINESTHETIC, AND TACTILE ACTIVITIES.
- USE REPETITION: FREQUENT PRACTICE REINFORCES LEARNING.
- CONNECT TO REAL LIFE: USE REAL OBJECTS AND FAMILIAR CONTEXTS TO MAKE LEARNING MEANINGFUL.
- DIFFERENTIATE INSTRUCTION: TAILOR ACTIVITIES TO MEET DIVERSE LEARNING NEEDS.

FINAL THOUGHTS: BUILDING A STRONG PHONICS FOUNDATION

MRS. JAMESON'S FOCUS ON TEACHING THE SH AND CH SOUNDS EXEMPLIFIES AN EFFECTIVE APPROACH TO PHONICS INSTRUCTION. BY SYSTEMATICALLY INTRODUCING, PRACTICING, AND REVIEWING THESE SOUNDS AND THEIR CORRESPONDING WORDS, SHE HELPS HER STUDENTS DEVELOP ESSENTIAL DECODING SKILLS. THIS FOUNDATION NOT ONLY SUPPORTS READING FLUENCY BUT ALSO BOOSTS CONFIDENCE AND A LOVE FOR LANGUAGE. THROUGH ENGAGING ACTIVITIES, CLEAR MODELING, AND ONGOING REVIEW, STUDENTS BECOME PROFICIENT IN DISTINGUISHING AND USING THESE COMMON SOUNDS—KEY STEPS ON THEIR JOURNEY TO

BECOMING CONFIDENT, FLUENT READERS.

EMPOWERING STUDENTS WITH A SOLID UNDERSTANDING OF PHONICS PATTERNS LIKE SH AND CH UNLOCKS THE DOOR TO LIFELONG LITERACY SUCCESS.

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