

## Lesson Eleven: Sun—s- u- n

Your new word *cute* is on the Word Wall. Your new sounds—*c*, *u*, and *t*—are bold and on the Tree of Sounds. Point and say *cute* and your new sounds until you know them. Point and say all your words and sounds until you know them.

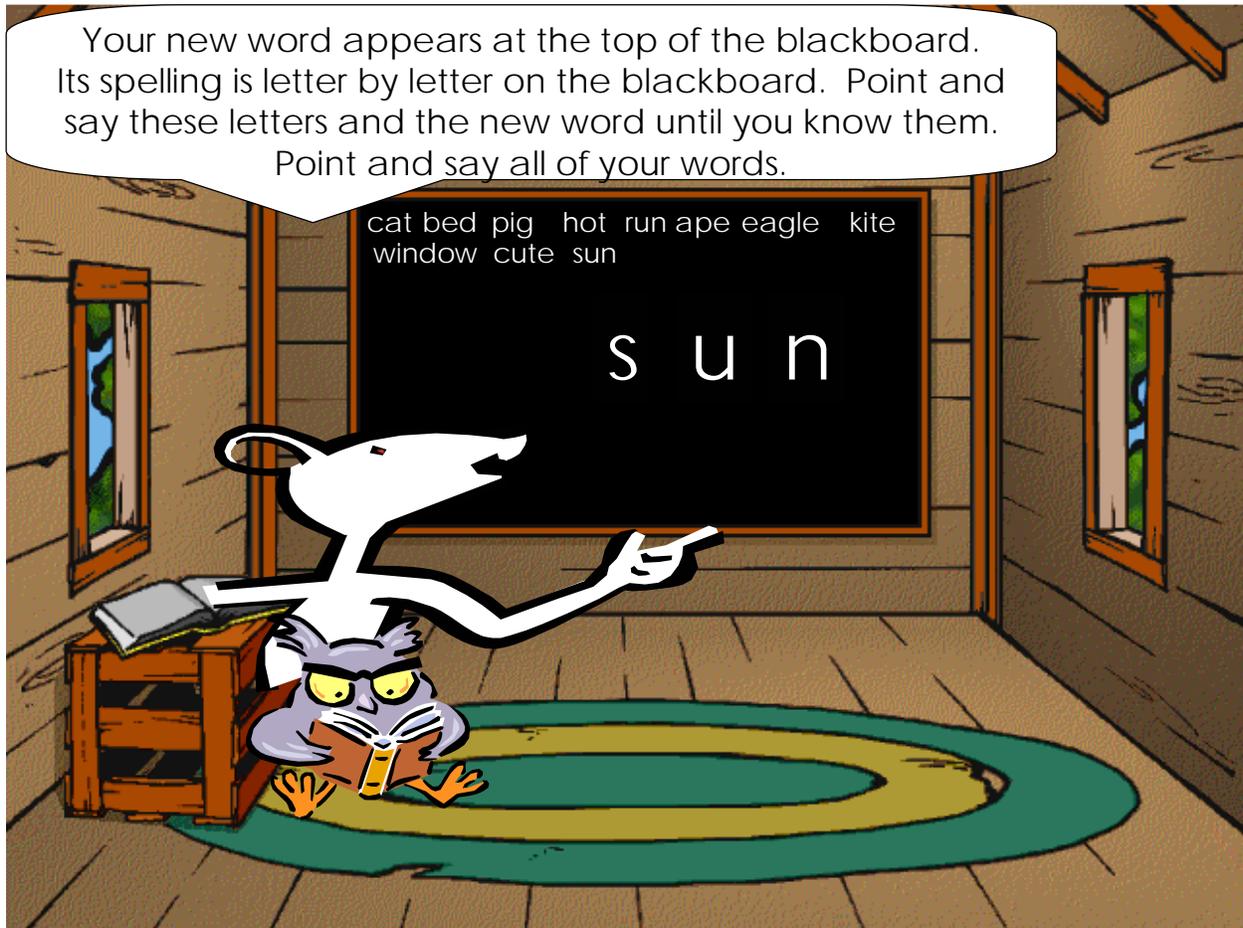
āa Aa Bb **Cc** Dd ēe Ee Gg Hh īi Ii  
Kk Ll Nn ōo Oo Pp Rr Tt ūu Uu  
Ww

eagle	ape	run	<b>cute</b>	window	kite
hot	pig	bed	cat		

### Coach's Corner:

This is a good time to review the vowel sounds, since your student has finished the long and short vowels. The *u* in *cute* is the long *u* sound in *a*, *e*, *i*, *o*, *u*. Point and say the long vowels. Now point and say the short vowels: *a*, *e*, *i*, *o*, *u*. Take enough time for your student to recite the names of the vowels and their long and short sounds.

Review all your flash cards created while studying the long and short vowels. In this lesson, your student will begin learning the 100 most common words responsible for about half of all reading material. As you will see, your student already knows many of these words.



### Coach's Corner:

Your new word is *sun*. The *s* is a consonant. Since your student has mastered the vowels and most of the consonants, the next few lessons will cover the remaining consonants.

The new letter is *s*. *S* as in *sun* is very important, since it is used to form most of the plurals.

For the next several lessons we will introduce 100 small words which make up about half of all written materials. Your student will know many of these words. However, a huge boost will come from learning them by sight. Make flash cards for the following words: *the, of, and, a, to, in, is, you, that, and it*.

Follow Mat's instructions carefully.

sun

s-u-n

sun

s-u-n



Coach's Corner:

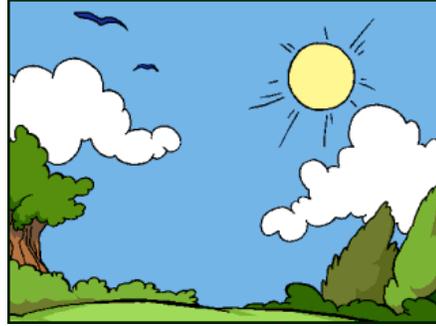
Student Prompt:

Spelling is how we see a word on the page. Sounding is how we say it. Point and say the first word *sun*. Now point and say each letter. Point and say the second word *sun*. Now point and say each sound. Repeat this until you know the word, its letters, and its sounds.

Be sure to learn *sun* and the letters and sounds before going on. What describing words go with *sun*? Try *hot*, *high*, and *warm*.

# The Sun Comes Up

The sun comes up  
and then  
goes down.



Seven suns  
up and down

Make one full week  
in our town.



Coach's Corner:

Student prompt:

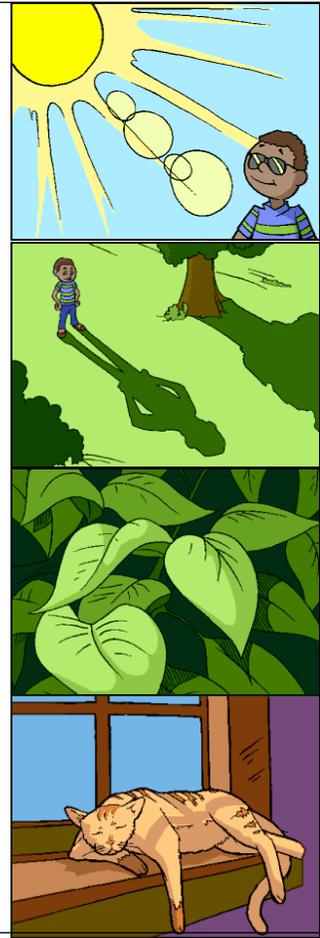
Point and say the words all the way through. Now point and say the words line by line. Point and say *sun* each time it appears. Point and say each line with expression.

How is a week made? What do we call one sun up and down? Why is it light during the day? Why is it darker during the night? Where does the moon get its light? Is there a man in the moon?

# Sun Warm Rosy

The sun makes the light  
that shines so bright.  
The sun makes my shadow  
that falls on the ground.  
The sun makes green leaves  
that grow on our trees.

The cat is sun warm cozy,  
And the day is sun warm rosy.

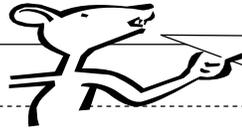


## Coach's Corner:

### Student prompt:

Point and say the words all the way through. Now point and say the words line by line. Point and say *sun* each time it appears. Point and say each line with expression.

How does the sun make light? Why do you have a shadow? Can you pick out the rhyming words? What does *sun warm cozy* mean? What does *sun warm rosy* mean? How can a day be *sun warm rosy*?



Go to your  
printing lesson.

s

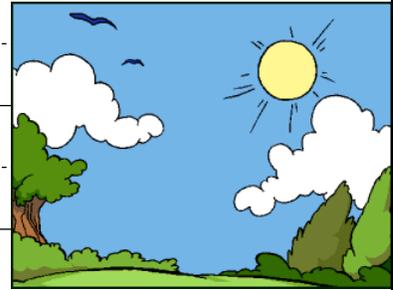
u

n

sun

sun

sun



### Coach's Corner:

The letter to practice now is Ee. Show the difference in capitals and lowercase (small) letters.

Put the printing in the folder and go to the next page.

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj Kk

Ll Mm Nn Oo Pp

Qq Rr Ss Tt Uu Vv

Ww Xx Yy Zz

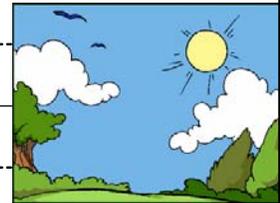
0 1 2 3 4 5 6 7 8 9 10



If you add the *s* in *sun* to the end of words you already know, you will make them mean more than one. Point and say each set of words below.

cat	cats	eagle	eagles
bed	beds	kite	kites
pig	pigs	window	windows
ape	apes	sun	suns

Now try to make a story of your own. Begin by saying your story out loud to get started. If you need help, ask a parent or a friend.



### Coach's Corner:

Study and follow Mat's instructions carefully. Learning this one principle of how plurals are made will double your student's reading vocabulary for objects and things. If the student can read the name, it is easy to add the *s* and read the name for more than one.

Go over the entire word list carefully, pointing and saying. Your student already knows how to make plurals orally; making them for reading and writing is easy.

Hootie's writing prompt can be carried out by describing the picture of a sunny day. When you are finished, go to the next lesson. Make sure all your printing and writing papers are in the folder. **Good show!**