

Lesson Twelve: Jump—j- u- m- p

Word Wall:

Āā Aa Bb Cc Dd Ēē Ee Gg Hh Īī Ii
Kk Ll Nn Ōō Oo Pp Rr Ss Tt Ūū Uu
Ww

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

Word Cards:

sun	cute	window	kite
hot	pig	bed	cat

Word Cards:

eagle	ape	run
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Coach's Corner:

The *s* in *sun* continues to fill in the consonant sounds on the Tree of Sounds. Remind your student that *s* added to naming words makes them mean more than one. When they are more than one, they are called plural.

Practice this skill by adding *s* to each of the words on the Word Wall. Watch out for action words like *run*, since the *s* makes *run*, *runs* which is singular, as in *He runs*. Also, describing words like *hot* and *cute* do not ordinarily take the *s*, since they apply to one or more than one. By using the flash cards you have made, see how many plural words your student can make.

Your new word appears at the top of the blackboard. Its spelling is letter by letter on the blackboard. Point and say these letters and the new word until you know them. Point and say all of your words.



Coach's Corner:

After following Mat's instructions, notice that *jump* is a doing word. Ask your student to jump in order to experience the action. Doing words are important to reading and writing since they say what we do. We already know *run*. Can your student think of more doing words: *eat, play, hop, skip, stand up, etc?* All sentences have doing, being, or state of being words, such as *I jump; I am; and I look good.*

The new letter is *j*. Make up more words with *j*: *Jack, Jill, Jim, jam, jelly, joy, and jet.*

Make flash cards for the following words: *he, was, for, on, are, as, with, his, they, and I.*

jump

j-u-m-p

jump

j-u-m-p



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 *jump*. Now point and say each letter. Point and say the second word *jump*. Now point and say each sound. Repeat this until you know the word, its letters, and its sounds.

The grasshopper is *jumping*, a doing word. The cowboy is *riding*. Have your student add *ing* to *run* and see how the *n* is doubled: I am *running*. Can your student add *ing* to other words? When you use *ing* words in a sentence, they usually take a little helper word to go with them: I *am* jumping. He *is* jumping. We *are* jumping. Your student uses these helper words easily in speech. Can your student use *am*, *is*, *are* with *running* in writing? Be sure that your student can spell and pronounce *jump*.

Jump up in the Morning

Jump up in the morning;



Jump in bed at night.



Hop, skip, and jump,



Through a day that's bright!



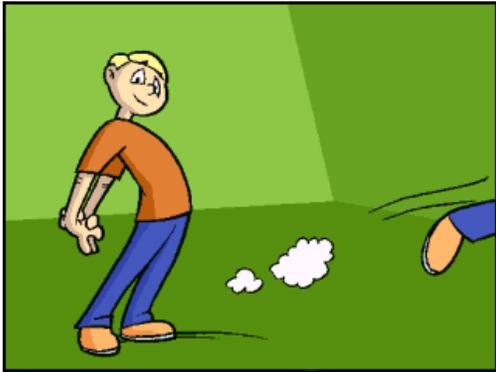
Coach's Corner:

Student prompt:

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

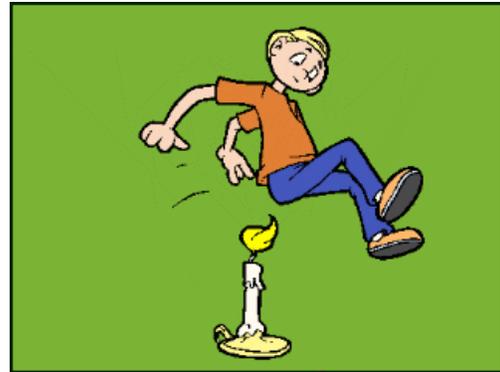
When a word ends in a consonant, preceded by a vowel, the consonant is doubled in order to add *ing*. In *jumping* there is no vowel preceding the *p*. In *hopping* and *skipping* a vowel precedes the *p*. It will be helpful to your student's writing to teach this principle. Have your student change the acting words by adding *ing* and using the new words in sentences.

Jack, Jump over the Candlestick!



Jack, be nimble;

Jack, be quick;



Jack, jump over
the candlestick!

--Traditional



Coach's Corner:

Student prompt:

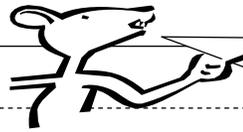
Point and say the words all the way through. Now point and say the words line by line. Point and say *jump* each time it appears. Point and say each line with expression.

Jack, Jump over the Candlestick is another nursery rhyme. Have your student memorize it. Hootie has another rhyme that can be sung. Hootie's song is on the software CD.

Jack and Jill went up the hill
To fetch a pail of [water](#).
Jack fell down and broke his
crown,
And Jill came tumbling after.

Then up got Jack
And said to Jill,
As in his arms he took her,
Let's fetch that pail of [water](#).

So Jack and Jill went up the hill
To fetch the pail of [water](#),
And took it home to Mother dear,
Who thanked her son and
daughter.



Go to your
printing lesson.

j

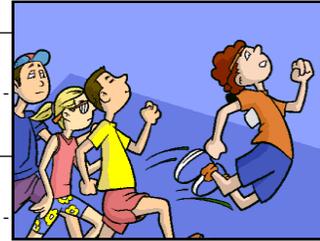
u

m

p

jump

jump



Coach's Corner:

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

Put the printing in the folder:

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

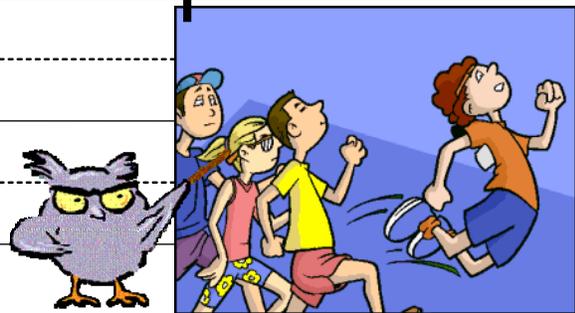


Point and say the words below.
These will start your writing.

Start your writing:

Cats run and jump.

I run and jump.



Coach's Corner:

The writing prompts in this lesson use sentence starters. After pointing and saying all the sentences, ask your student to write the starter sentences: *Cats run and jump. I run and jump.* The picture can be used as an additional prompt to get the flow going. Show how *cats* is a naming word that means more than one cat.

Be sure to allow your student to read the composition to you and others. It is important that writers have an audience for their work. Post the writing on a bulletin board or on the refrigerator.

Place the writing and the printing in the folder. When you are finished, go to the next lesson. **Wonderful!**