

Lesson Thirteen: Lemon—l- e- m- o- n

Word Wall letters: **Aa**, **Bb**, **Cc**, **Dd**, **Ee**, **Gg**, **Hh**, **Ii**, **Jj**, **Kk**, **Ll**, **Mm**, **Nn**, **Oo**, **Pp**, **Rr**, **Ss**, **Tt**, **Uu**, **Vv**, **Ww**

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

j ump	sun	cute	window	kite		
eagle	ape	run	hot	pig	bed	cat

Coach's Corner:

After you and your student follow Mat's instruction, review the long and short vowels on the Tree of Sounds. Begin by showing the *u* in *jump* is one of the short vowels.

Review the use of adding *ing* to acting words like *jump*. Review the use of little helper words: *I am jumping*; *we are jumping*; and *we will be jumping*.

Review all your flash cards.



Coach's Corner:

Follow Mat's instructions carefully. *Lemon* introduces no new letters. On the spelling and pronunciation page of the lesson, *lemon* will illustrate that letters and combinations of letters do not always have the sounds usually associated with the letter but, in fact, have the sound of another letter.

Can you pick out the letter in *lemon* that has the sound of another letter? Study the spelling and pronunciation page for the answer.

Make flash cards for the following words: *at, be, this, have, from, or, one, had, by, and word.* Your student now knows the words that make up about one third of all printed material.

Sometimes letters are not pronounced the way that they are spelled. *Lemon* is spelled with an *o* but pronounced like the *u* in *sun* and *run*. Point and say the *o* several times to hear this.

lemon
l-e-m-o-n

lemon
l-e-m-o-n

Coach's Corner:

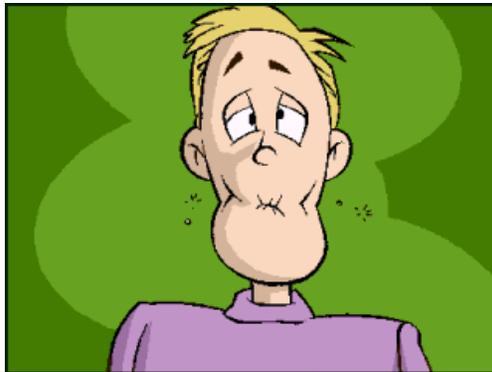
Student prompt:

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

Point and say Mat's new prompt. Follow the arrow to the circle to find that the *o* is pronounced *u* as in *run*. English has many exceptions like this. Sight recognition of the words becomes important. These spelling/sound exceptions will be easily remembered and recalled when needed. Say the sounds of the short vowels *a*, *e*, *i*, *o*, and *u*. You will hear that the short vowel sounds are very close together. The word *lemon* will be identified from the student's oral vocabulary when the student gets close to the sound of any short vowel sound. This will be true of other similar words. Effort is important.

The Yellow Lemon

The yellow lemon is
a sour, sour fruit.
It makes us pucker
from head to boot.



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 *lemon* each time it appears. Point and say each line with expression.

The puckering caused by a sour *lemon* illustrates taste. *Taste* is one of five senses: *taste, smell, look, sound, and feel*. Explore the five senses by applying them to things in the kitchen. We say: "That looks good," but, "I see well." "That sounds good," but, "I hear well."

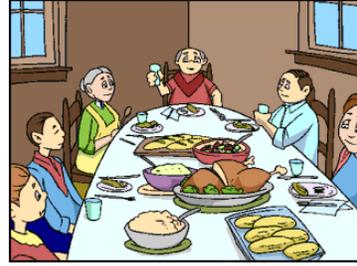
Lemon Pie

On Thanksgiving Day,

As we sat down
to our dinner with glee,

Grandma said,
with the deepest sigh:

“What this dinner needs
is lemon pie!”

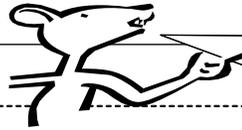


Coach's Corner:

Student prompt:

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

Point and say to read the poem. Look closely at what Grandma said: “What this dinner needs is *lemon* pie!” Usually sentences begin with a capital letter and end with a period. This sentence starts and ends with quotation marks. Teach your student to put quotation marks (“___”) around sentences that say exactly what someone says. After the last word *pie*, there is an exclamation mark. Use an exclamation mark (“___!”) to show emphasis or excitement. Students enjoy using marks of punctuation. Encourage them to try these in their writing.



Go to your
printing lesson.

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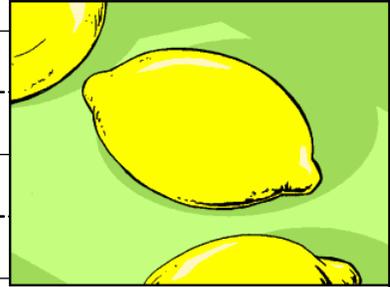
e

m

o

n

lemon



Coach's Corner:

The letter to practice now is Gg. 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

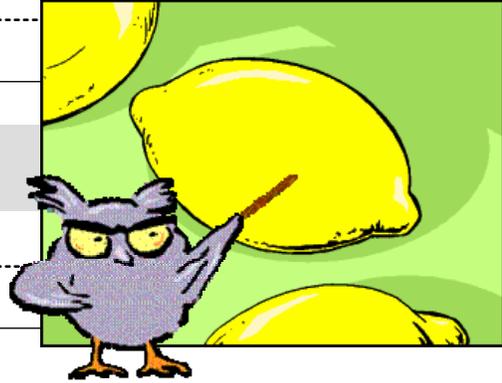
0 1 2 3 4 5 6 7 8 9 10



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

Start your writing:

Lemons are
sour to eat.



Coach's Corner:

"Lemons are sour to eat." is a sentence starter. In addition, use the picture to get the flow going. A real motivator will be a lemon to suck. Writing from real experience excites thoughts and words. How did it taste? Why are you puckering?

As your student makes faces and exclaims, have them write it down using exclamation marks. If the writing directly quotes someone, use quotation marks. Students enjoy using these marks in the writing. Be very cautious in criticizing students for not using marks. Overly critical coaching will impede their writing, as they become overly cautious. If they fail to master or omit marks, nothing will be lost, yet the skills will be acquired easily later.

Go to the next lesson. **Good work!**