

Lesson Fourteen: Volcano—v- o- l- c- a- n- o

Aa Bb Cc Dd Ee Gg Hh Ii Jj
 Kk Ll Mm Nn Oo Pp Rr Ss Tt Uu
 Vv Ww

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

| | | | | | | |
|-------|------|-----|------|--------|------|-----|
| lemon | jump | sun | cute | window | kite | |
| eagle | ape | run | hot | pig | bed | cat |

Coach's Corner:

After following Mat's instructions carefully, remind your student that the *u* sound in *lemon* is written with an *o*. In this review, point and say the words in the box. These are words with different spellings for the long vowel sounds. In English there are over 800 sound/spelling combinations. Use the ones in the box to show your student how this works. These phonetic exceptions will be acquired as the student becomes a better reader and writer. Now is a good time to make flash cards of these words. Drill with these to help your student learn these important exceptions.

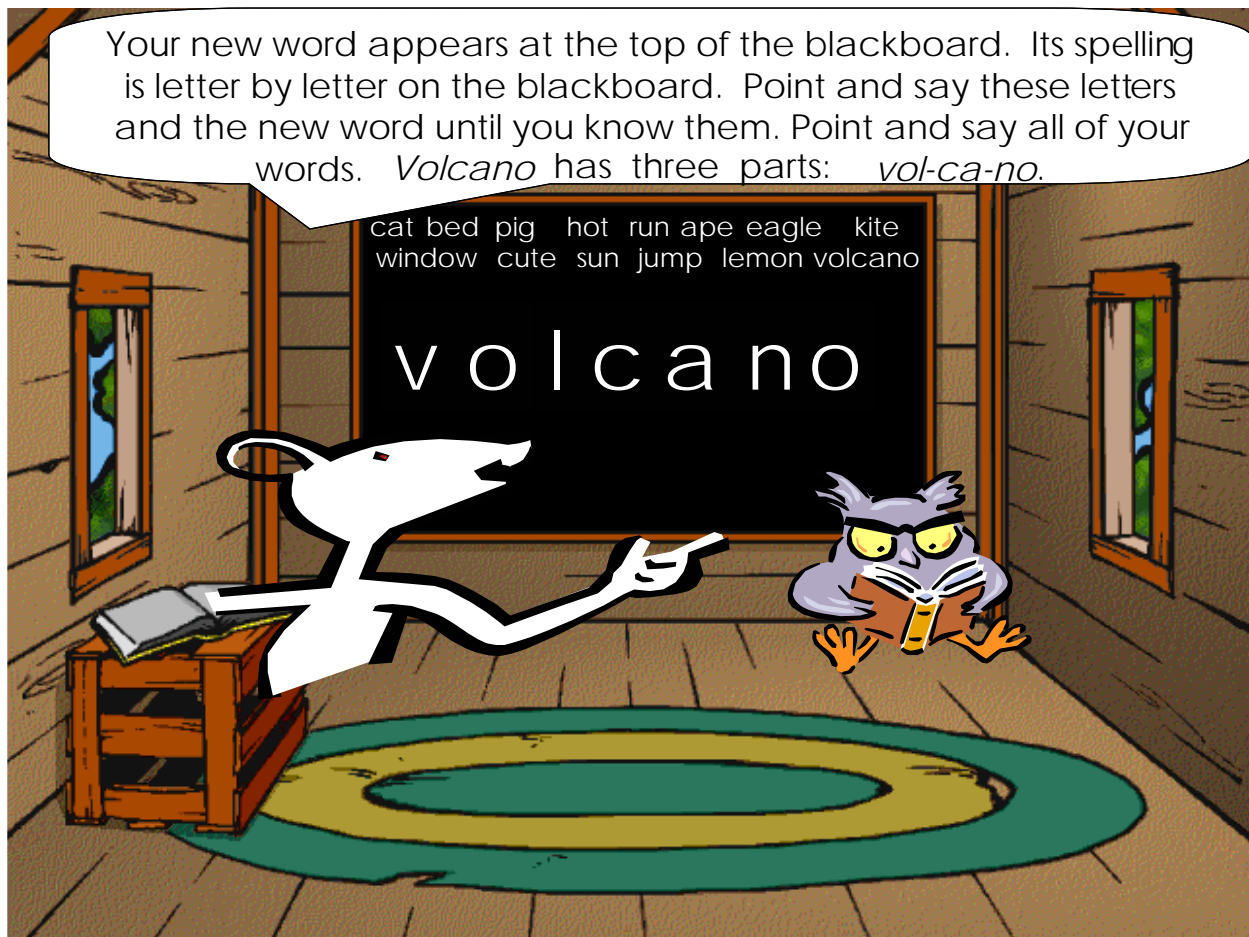
long a: eight, sleigh, bait, rain,

long e: receive, believe, tea

long i: pie, cry, shy, island

long o: goat, float, oat, boat

long u: few, you, youth



Coach's Corner:

Follow Mat's instructions very carefully. When you are finished, ask your student to find the three parts of *vol-ca-no*. Point and say each part. These are called syllables. Many words are divided into syllables. Each syllable will have at least one of the vowels and at least one consonant at the beginning and/or end of the syllable. *Lem-on* and *vol-ca-no* are examples of one vowel syllables. *Re-ceive* and *be-lieve* are syllables with more than one vowel. *Lem*, *vol*, *ceive*, and *lieve* are syllables with two consonants.

If your student listens carefully, the syllables are clearly heard. Learning to separate words into syllables is an important word attack skill. Work patiently with your student on this concept. If, after a while, your student does not understand, come back later. Avoid frustration.

Make flash cards for the following words: *but*, *not*, *what*, *all*, *were*, *we*, *when*, *your*, *can*, and *said*.

volcano
volcano



volcano
volcano

vol - 'ca - no

Coach's Corner:

Follow Mat's prompt for the spelling and pronunciation of this lesson:

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

Now extend the lesson to the last line. From now on, words with two or more syllables will be added to the page. This will show how the word is broken up in syllables. In English, one syllable in a word will have an accent. Work with your student to hear the syllables and the accent. Be very patient, and, after a reasonable time, go to the next page. Avoid frustration.

Is That a Snore?

Some volcanoes are
awake and alive.

They spit soot, smoke,
and fire.

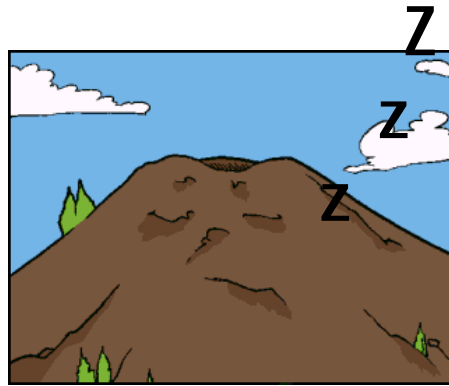
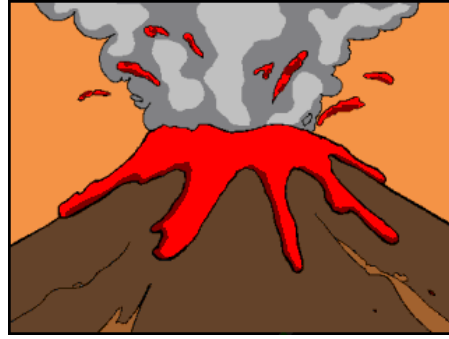
They fume and roar.

Other volcanoes are
quietly asleep.

They lie gently.

Wait! Listen!

Is that a snore?



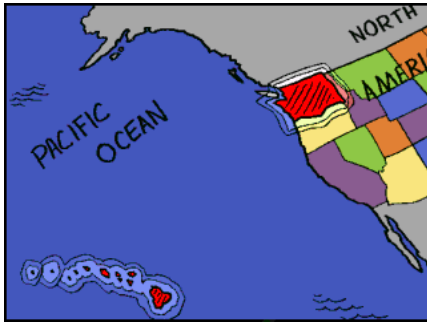
Coach's Corner:

Follow Mat's instruction first:

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

Point out that the plural of *volcano* is *volcanoes*. We have already learned that an *s* added to a naming word makes it more than one: *cat* and *cats*; *pig* and *pigs*. Sometimes *es* is added to make a naming word more than one; and sometimes an ending *y* is dropped, and an *ies* is added. Point out this exception in plurals as you read, and your student will acquire the skill to recognize them. How can a volcano sleep and snore? How do trees sleep?

Volcanoes

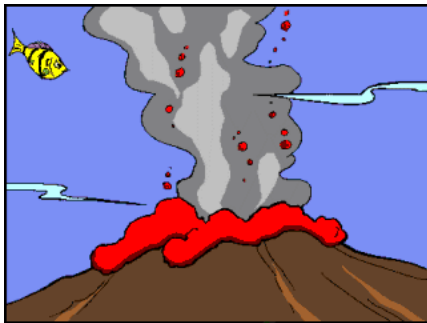


Volcanoes are found
in Hawaii

And in Washington state
too.

They also lie deep
under the sea,

And bubble hot lava,
red in hue.

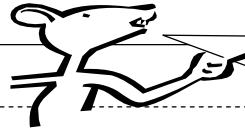


Coach's Corner:

Follow Mat's instruction:

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

We have studied naming words like *lemon*, *pig*, and *cat*. Some naming words name a specific person or place. These specific naming words are like your student's name. Specific naming words begin with a capital letter. What two words in the reading have specific names? What letter is the capital letter of each one? What other specific names do you know? What is the name of your town? What is the name of your street? Name others.

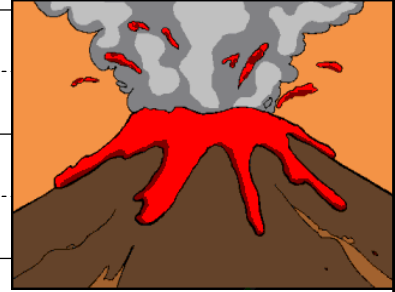


Go to your
printing lesson.

vol

can

o



volcano

volcano

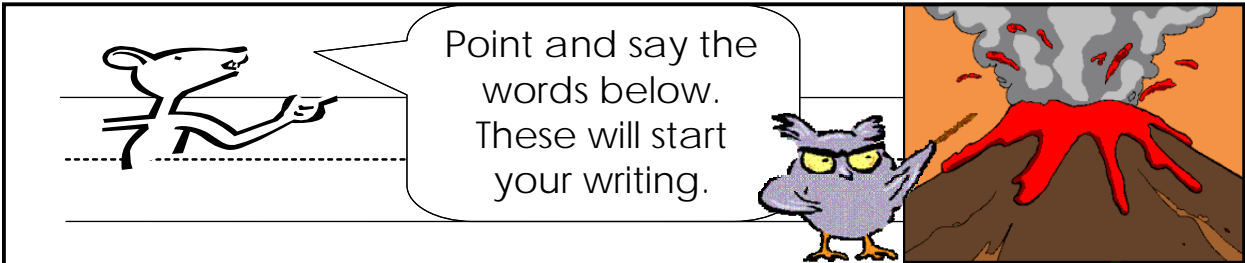
volcano

Coach's Corner:

The letter to practice now is Hh. 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:

Some volcanoes are
awake and alive.

Coach's Corner:

Most of the prompts to get the writing flow going will now be sentence starters. You may also use the vivid words of the story to help start: *awake, alive, smoke, fire*, etc. As you discuss the topic with your student, use how and why questions. These provoke much more thoughtful responses and bring out those language-borne thoughts from your student. Why do volcanoes erupt? How does the lava form islands and lands?

This is a good time to begin little research projects: What do the dictionary and encyclopedia say about volcanoes? Can you find out about volcanoes on the Internet?

Remember, all the writings and printings go in the folder. **Excellent! Next lesson.**