

Lesson Fifteen: Ax—a- x-

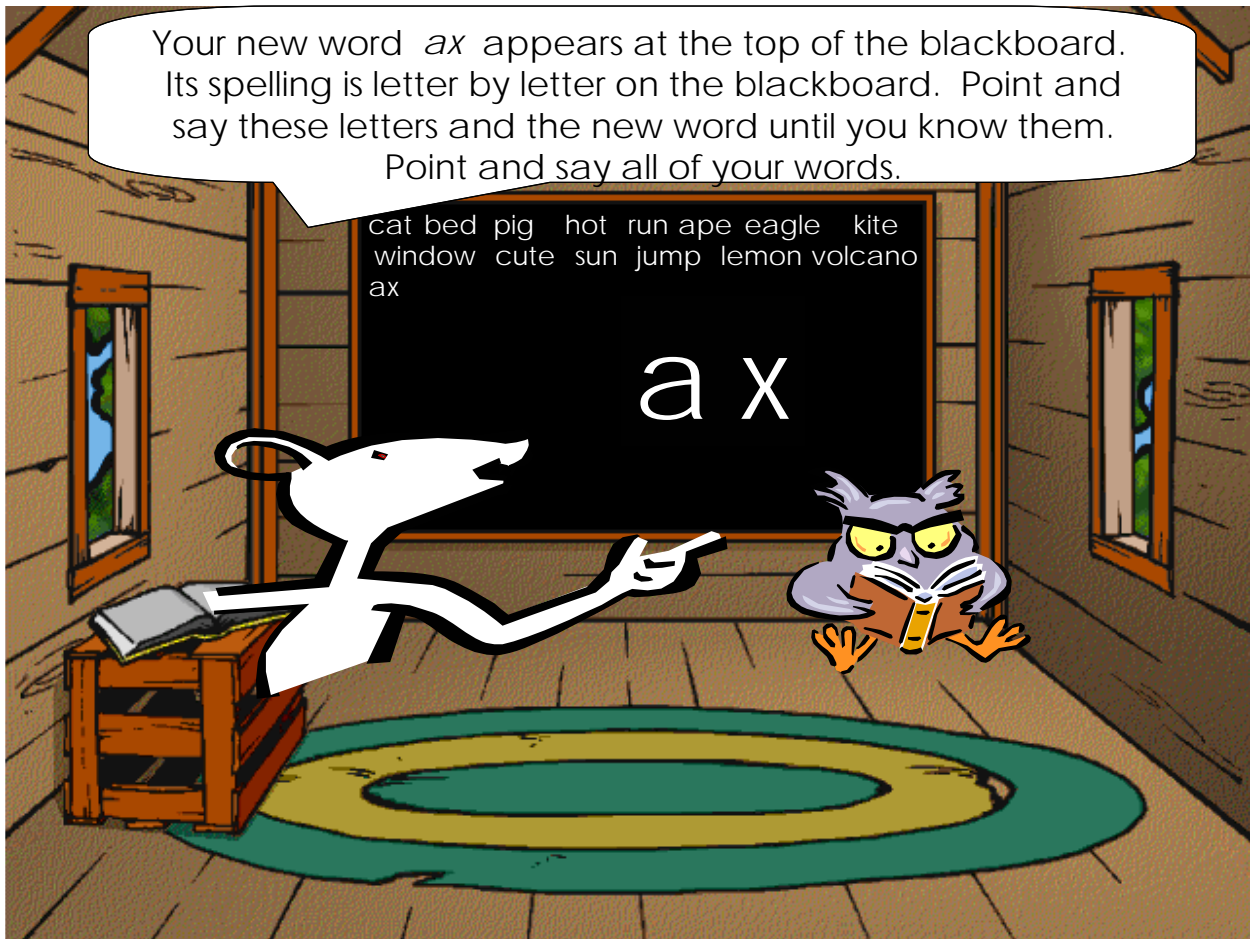
Aa Aa Bb **Cc** Dd **Ee** Ee Gg Hh **Ii** Ii Jj
 Kk **Ll** Mm **Nn** **Oo** Oo Pp Rr Ss Tt **Uu** Uu **Vv**
 Ww

Your new word *volcano* is on the Word Wall. Your new sounds—**v**, **o**, **l**, **c**, **a**, **n**, and **o**—are bold and on the Tree of Sounds. Point and say *volcano* and your new sounds until you know them. Point and say all your words and sounds until you know them.

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

Coach's Corner:

Follow Mat's instructions carefully. Remember to reteach the way that *volcano* has syllables. See if your student can remember how *volcano* is broken up. Look at other words that we now know which have more than one syllable: *le-mon*, *win-dow*, and *ea-ple*. Practice saying these words syllable by syllable as you point and say. Pay close attention to the accents: *vol 'ca no*, *'le mon*, *'win dow*, and *'ea ple*. Allow the student to say each of these words with an exaggerated accent in order to hear both the syllables and the accent.



Coach's Corner:

The *x* in *ax* introduces the first of the final three letters of the alphabet: *x*, *y*, and *z*. Review the *Alphabet Song*, learned earlier on page 58. Focus on the *x*, *y*, *z*. The Alphabet Song is sung to the tune of [Twinkle, Twinkle, Little Star](#).

A, b, c, d,
 e, f, g,
 h, i, j, k,
 l, m, n, o, p,
 q, r, s,
 t, u, v,
 w, x,
 y and z

Now I've said my A, B, Cs
 Tell me what you think of me.

A variant changes the last two lines to:

Now I know my A, B, Cs
 Won't you come and play
 with me?

or

Next time won't you sing
 with me?

Make flash cards for the following words: *there*, *use*, *and*, *each*, *which*, *she*, *do*, *how*, *their*, and *if*.

ax

a-x

ax

a-x



Coach's Corner:

Follow Mat's prompt:

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

When the letter *x* begins a word, it almost always sounds like *z*, as in *xenia*—pronounced *zenia* or as in *xylophone* and *Xerox*. *Xerox* is an example of both *x* sounds in one word. This point is worth making but not dwelling on, since there are so few words beginning with *x*.

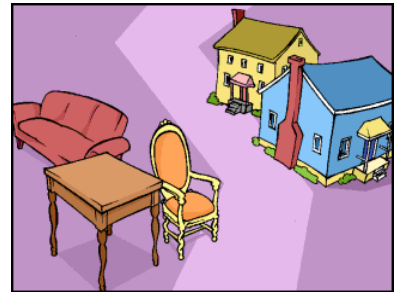
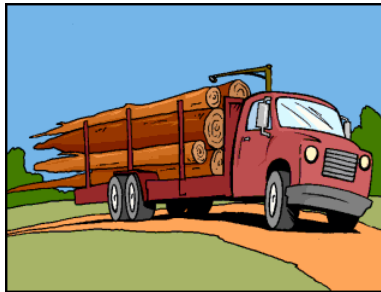
All Woodsmen Use a Sharp Ax.

All woodsmen use a sharp ax.

They cut trees and bring them back.

Wood for furniture and houses, too,

Comes from the woodsman's sharp, sharp ax.



Coach's Corner:

Follow Mat's prompt:

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

Relate the pictures to the lines of the writing. What other objects can you find that may have been cut with an *ax*? Firewood and wooden toys are examples. Why is wood good to build from? Why should we take care of forests?

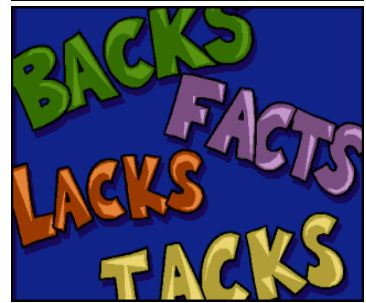
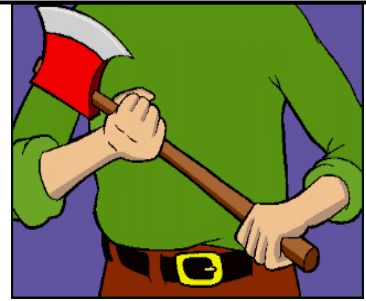
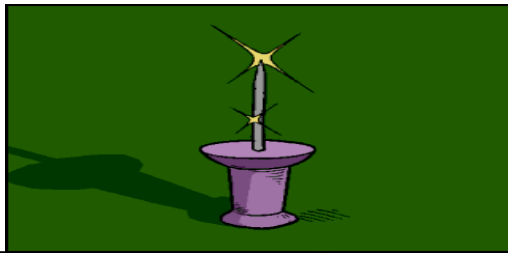
Get the Point?

Ax rhymes with the modern day
look-alike word fax;

But it also rhymes with words
that look nothing like it:

Backs, facts, tacks--

Get the point?



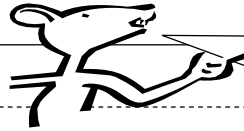
Coach's Corner:

Mat's prompt:

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

Point out that sounds are not always spelled the same: *ax* and *fax* sound like *backs*, *facts*, and *tacks*. Say *backs* and *tacks* slowly. Can your student hear the *x* in *cks*? *Facts* with its *cts* is different still. These are good sight words to put on the flash cards.

Riddle: What are two kinds of points? One is a fact and the other is a tack. Get the point or points?



Go to your
printing lesson.

a

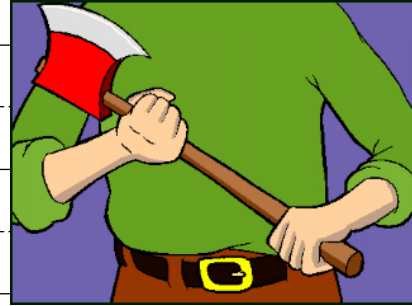
x

ax

tax

fax

ax



Coach's Corner:

The letter to practice now is li. 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 li 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:

The woodsman uses an ax to cut trees.

Coach's Corner:

If your student has difficulty getting the writing started, use the picture as an additional prompt. Telling the story orally first also helps. Copying the sentence first will often lead to further writing.

To spur the will to write, be sure to always give the student an audience for the written works. Have the student read the writing to other family members and friends. Post the work in conspicuous places like on the refrigerator or classroom wall. Share the portfolio of previous writings with the student so that the student has a feel for progress. We write to be read by others. Audience is a powerful motivating force for creativity. Be sure all the writing papers and printing papers are in the portfolio. Go to lesson sixteen. Say: **Timmberrrrrr!**