

Lesson Sixteen: Yo-yo—y- o—y- o

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

Your new word *axis* on the Word Wall. Your new sounds—*a* and *x*—are bold and on the Tree of Sounds. Point and say *ax* and your new sounds until you know them. Point and say all your words and sounds until you know them.

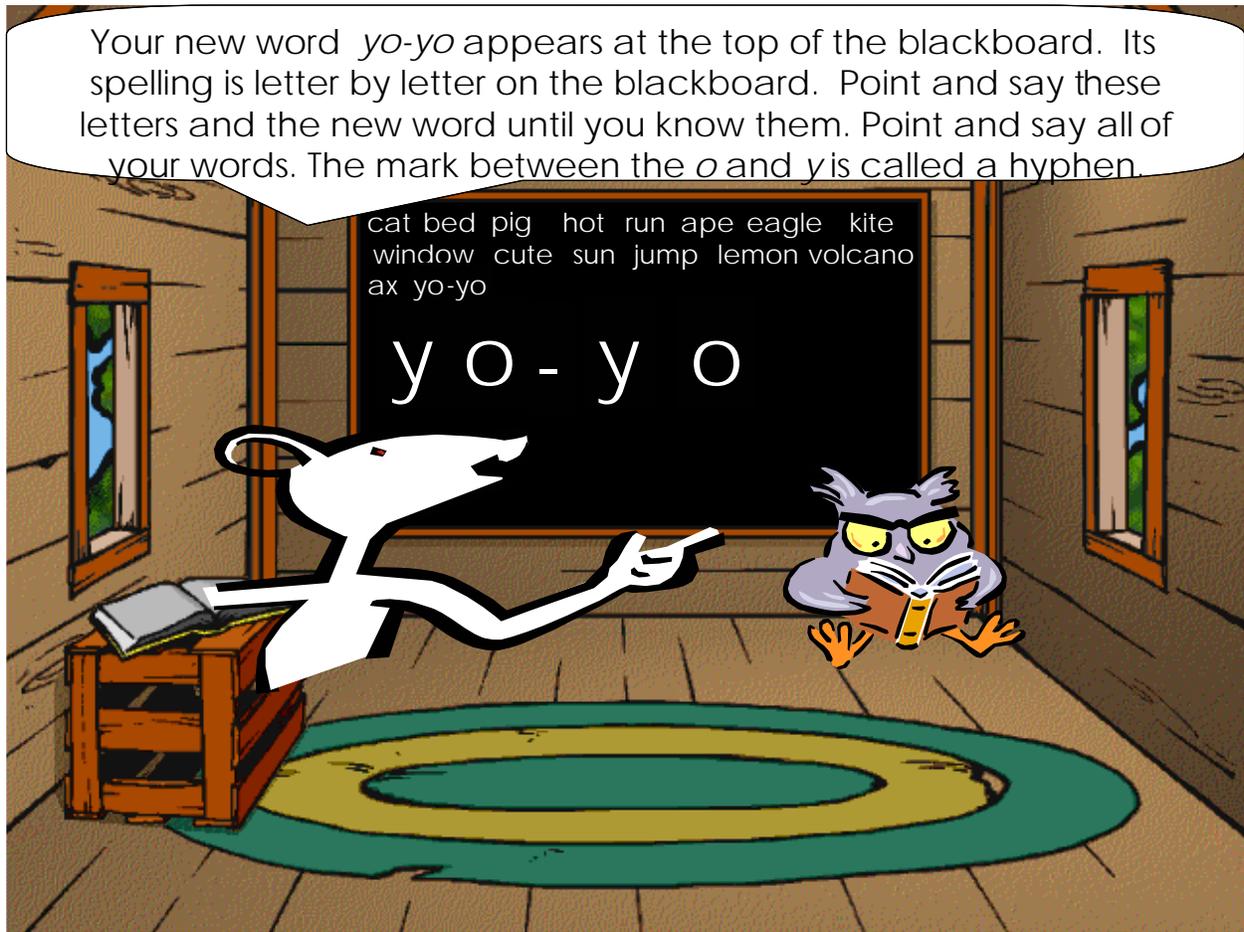
| | | | | | | |
|---------|-------|------|-----|------|--------|------|
| volcano | lemon | jump | sun | cute | window | kite |
| eagle | ape | run | hot | pig | bed | cat |

ax

Coach's Corner:

Follow Mat's prompt carefully.

X is the beginning of a group of letters that usually go together: XYZ. Other groups are ABC and LMN. "Learn your ABCs," children are told. ABC points to the beginning of things; LMN points to middle; and XYZ signals the end of things. XY and Z are the end of the alphabet. Point and say both the sounds and letters of the *a*, the *b*, and the *c*. Point and say the sounds and letters of the *l*, the *m*, and the *n*.



Coach's Corner:

Follow Mat's prompt and pay special notice to the statement: "The mark between the *o* and the *y* is called a hyphen." The hyphen is a mark that puts two words together into one. The meaning and use of hyphens will be acquired easily. Hyphens are most commonly used to write compound numbers: *thirty-six*, *twenty-one*, etc. Also, hyphens are commonly used to break words at syllables at the end of lines. Compound words like *yo-yo* also use hyphens.

Study the punctuation marks presented here. Periods mark the end of a sentence. Capital letters mark the beginning of sentences. Exclamation marks show an excited or emphatic statement. Question marks follow questions. And quotation marks enclose the exact words spoken by someone. Point these out when they appear. Don't be critical if they are not used.

Make flash cards for *will*, *up*, *other*, *about*, *out*, *many*, *then*, *them*, and *these*.

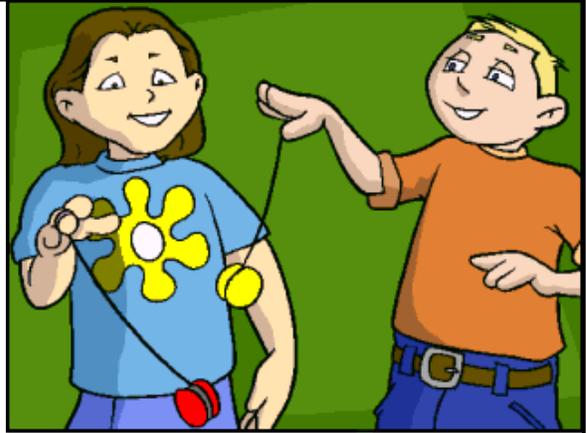
yo-yo

y-o—y-o

yo-yo

y-o—y-o

'yo-yo



Coach's Corner:

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

On this page the hyphens are exaggerated to show the difference between them and the dashes that help with spelling and pronunciation. When you point and say the last line, have your student exaggerate the accent on the first syllable of *yo-yo*.

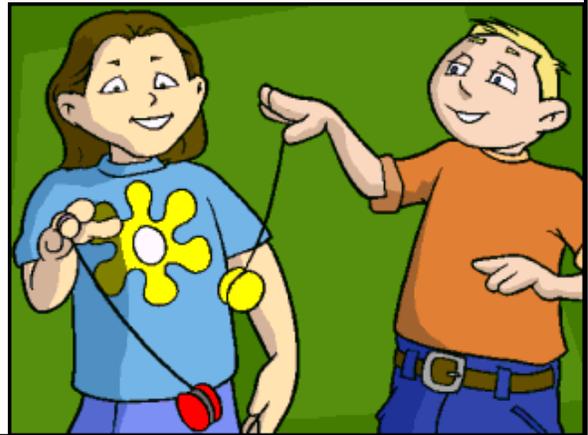
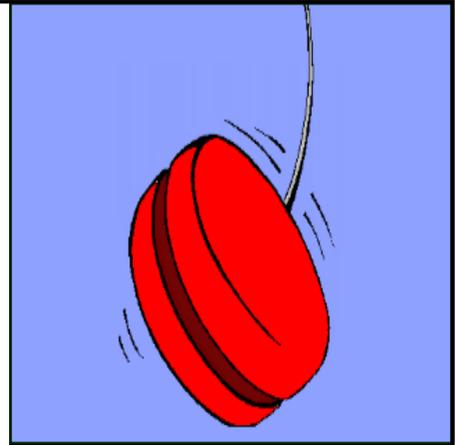
Yo-yo All About!

Yo-yo up and yo-yo down.

Yo-yo all around.

Yo-yo in and yo-yo out.

Yo-yo all about.



Coach's Corner:

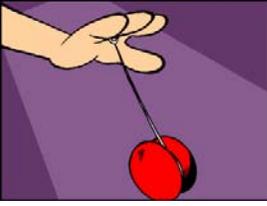
Mat's prompt:

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

Many words can be doing words and also naming words. Yo-yo is the name of a toy, but here the children "yo-yo all about." Name some common things whose word can also be a doing word. Some examples are *name, hit, cook, jump*, etc.

Yo-yo is a word of Filipino origin. We get many of our words from other places.

Yo-yo!



Yo us out and yo us back.

We're the yo-yo toys.

We walk the dog out,
then back;

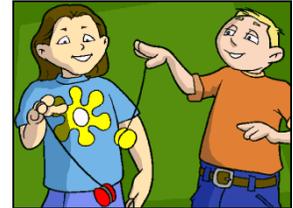
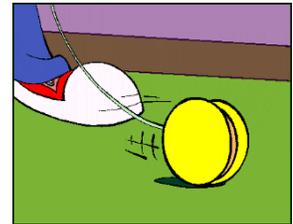
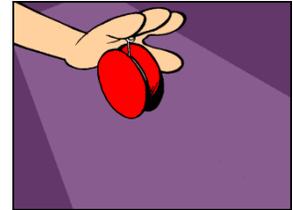
And go round the world.

We're fun for boys
and fun for girls.

So take your yo-yo pick

And see what makes us tick.

Yo-yo!

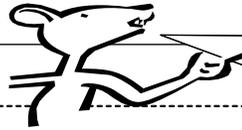


Coach's Corner:

Mat's prompt:

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

In this poem the speaker is the *yo-yo*. Children often make-believe that animals and toys can talk. An important comprehension device is to understand who the speaker is in a written piece. *Who is speaking* and *to whom are they speaking* are always good questions to ask your students in order to better comprehend a writing. To whom are the yo-yos speaking?

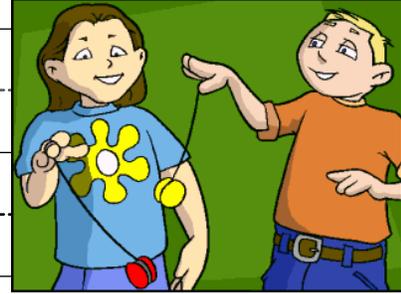


Go to your
printing lesson.

y

o

-



y

o

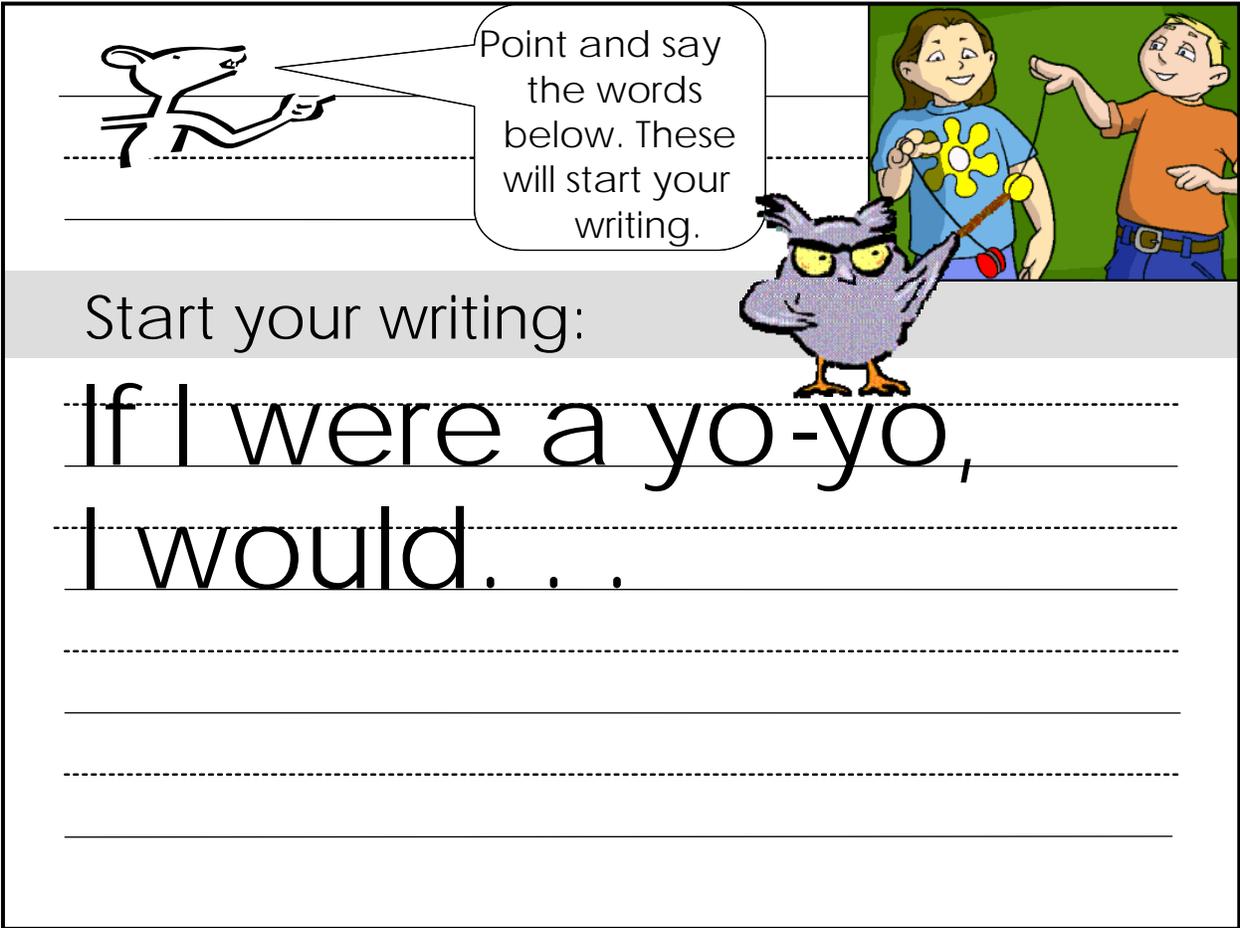
yo-yo

Coach's Corner:

The letter to practice now is Jj. 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:

If I were a yo-yo,
I would. . .

Coach's Corner:

The starter sentence asks the student to take the position of an inanimate object—the *yo-yo*. Children are used to doing this in their pretend games where they become the thinker and speaker for a toy: teddy bear, toy car, or other toy. It is easy at this early stage to get them to write from the point of view of the *yo-yo*. Later this skill will help them create and speak for complex characters in their writings. All of this will help them put their thoughts into writing.

To get the flow going, let the student say the writing out loud first. Be sure to give the student an audience to hear what has been written. Do not correct punctuation errors, but start editing them. In fact, you should always take an editorial stance with your student. Help them get it right, but do not criticize. **Go to the next lesson. Great!**