

Lesson Seventeen: Zipper—z- i- p- p- e- r

Your new word *yo-yo* is on the Word Wall. Your new sounds—*y* and *o*—are bold and on the Tree of Sounds. Point and say *yo-yo* and your new sounds until you know them. Point and say all your words and sounds until you know them.

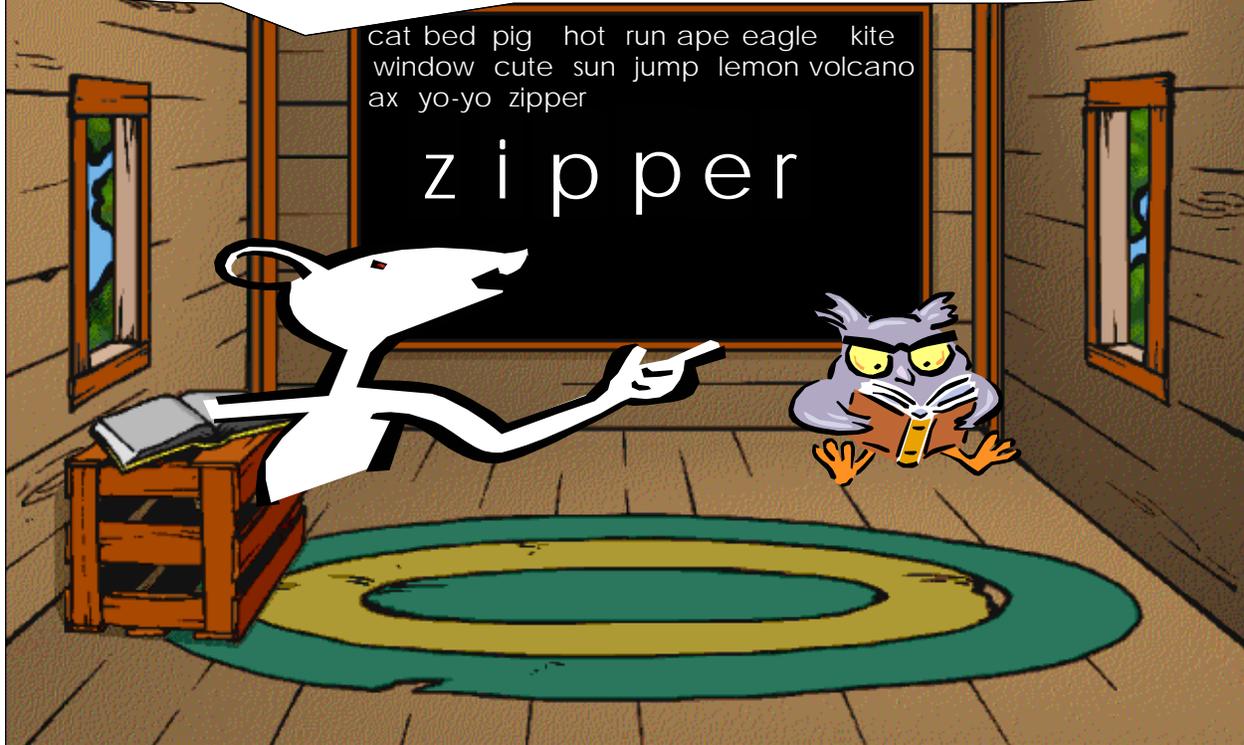
volcano	lemon	jump	yo-yo	ax		
eagle	ape	run	sun	cute	window	kite
			hot	pig	bed	cat

Coach's Corner:

Follow Mat's prompt carefully.

Before going to the next page, review the use of the hyphen in making compound words (one word out of two), to split a word at the end of a line, and to write compound numbers—like thirty-six. As you go forward, show these uses when they occur, but do not insist on memorizing them or using them.

Your new word *zipper* appears at the top of the blackboard. The *e* and *r* are spelled separately but pronounced together. All your new words will include a blending of more than one letter to make one sound. Point and say all your words and letters.



Coach's Corner:

Point and say Mat's instruction.

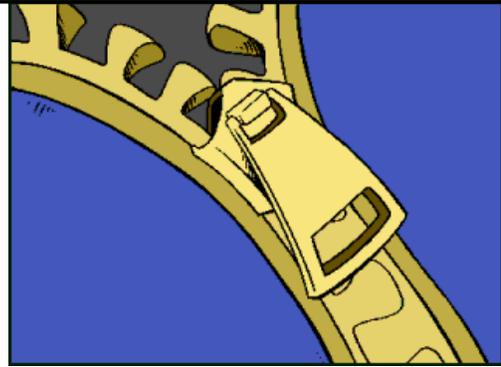
With the addition of the *z* as in *zipper*, your student has learned 25 letters of the alphabet and their sounds. They have yet to learn the *f* sound. Now they will learn sounds which take two or three letters to make them. The *er* in *zipper* is the first of these sounds which will be called blends because two letters blend together to make one sound.

It is very important to learn the spelling of *zipper*, because the sound of *er* is a blend of the sounds of the two letters. Almost one-half the sounds are formed by more than one letter when printed.

Make flash cards for the following words: *some, her, would, make, like, him, into, time, has, and look.*

zipper

z-i-p-p-e-r



zipper

z-i-p-p-e-r

Two letters make one sound.

This *p* is added and silent when *er* is added to *zip*.

'zip-per



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 *zipper*. Now point and say each letter. Point and say the second word *zipper*. Now point and say each sound. Repeat this until you know the word, its letters, and its sounds. The final *zipper* shows the syllables with the accent on the first syllable. Point and say 'zip per.

Point and say Hootie's two prompts. Pay special attention to how *e* and *r* make the *er* sound. Also another *p* is added to *zip* before the *er* is added to *zip*. *If a word ends in a consonant – any letter that is not a vowel – preceded by a vowel, double the final consonant to add er, ed, or ing.* Memorize this rule and reinforce it when other like-words appear. Be sure your student can spell *zipper* and sound out *zipper*. Do not forget the syllables.

Zip It Up

Zip it up,
And zip it down!
Jeans, jackets,
And book bags.
Where would you be
Without the zipper?



Coach's Corner:

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

Have your student illustrate the sense of *zip*, *zipping*, and *zipper* by using the *zipper* on a jacket or book bag. What do *zippers* do? They *zip*. What do you say when the *zipper* is actually *zipping*? The *zipper* is *zipping*. How would things change without the *zipper*?

Z Worse Mistake

Z mistake

Was zipping around
Z teacher in Z hall.



Z worse mistake

Was not seeing
Z principal standing
against Z wall!

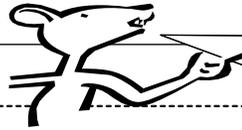


Coach's Corner:

Mat's prompt:

Point and say the words all the way through. Now point and say the words line by line. Point and say each line with expression.

Z substituted for *the* is a common word game and lots of fun. The substitution reinforces how words are merely symbols of thought. Have your student substitute *z* for the objects around the room; i.e., *z egg is frying in z pan*. The fact that *z* rhymes with *the* adds to the fun.



Go to your
printing lesson.

z

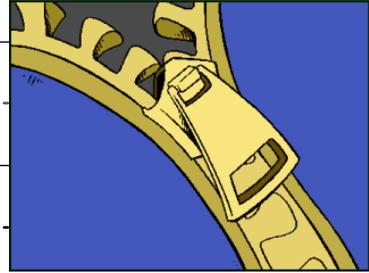
i

p

zip

per

zipper



Coach's Corner:

The letter to practice now is Kk. 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

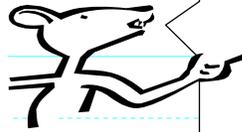
Ff Gg Hh Ii Jj Kk

Ll Mm Nn Oo Pp

Qq Rr Ss Tt Uu Vv

Ww Xx Yy Zz

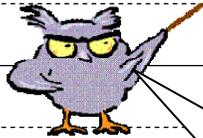
0 1 2 3 4 5 6 7 8 9 10



Point and say the words below. The longer words are made by adding *s*, *er*, or *ing* to some words. See how the last letter in the short word is repeated when you add *er* or *ing* to some words. Add these endings to the words in your writing.

zip zips zipper zipping
run runs runner running
hop hops hopper hopping
sit sits sitter sitting
zigzag zigzags zigzagger zigzagging

Start your writing:



I have a reading!

Coach's Corner:

Follow Mat's instructions exactly. This is our most powerful writing principle yet. By adding endings, your student can make several words for each short action word that the student knows. Spend time getting the oral sense of this lesson first by pointing and saying. Your student will already be adding and changing endings in speech to make better meaning of what is said. Have your student memorize these common suffixes: *-s*, *-ing*, *-ed*, *-er*, *-ly*, and *-est*.

There is no writing prompt with this writing; however, Hootie has a reading. Point and read Hootie's reading with your student. Ask your student to write on the zigzag way.



The Zigzag Way

I decided to take the zigzag course.

I zigged in and zagged out without remorse.

And as I was zigging and zagging,

And as I was zagging and zigging,

I thought my, what a good zigger

And what a good zagger.

I must really be a zigzagger.

So with a zigzag here

And with a zigzag there,

I zigzagged everywhere.

This lesson is plain and true,

For boys and girls, me and you:

If you wake to a zigzag day,

You must take the zigzag way.