

## Lesson Eighteen: Fish—f- i- s- h

Word Wall:

Āā	Aa	Bb	Cc	Dd	Ēē	Ee	Gg	Hh	Īī	Ii	Jj	
Kk	Ll	Mm	Nn	Ōō	Oo	<b>Pp</b>	Rr	Ss	Tt	Ūū	Uu	Vv
Ww	Xx	Yy	<b>Zz</b>	<b>er</b>								

Speech bubble:

Your new word *zipper* is on the Word Wall. Your new sounds—*z*, *i*, *p*, and *er*—are bold and on the Tree of Sounds. Point and say *zipper* and your new sounds until you know them. Point and say all your words and sounds until you know them.

Tree of Sounds:

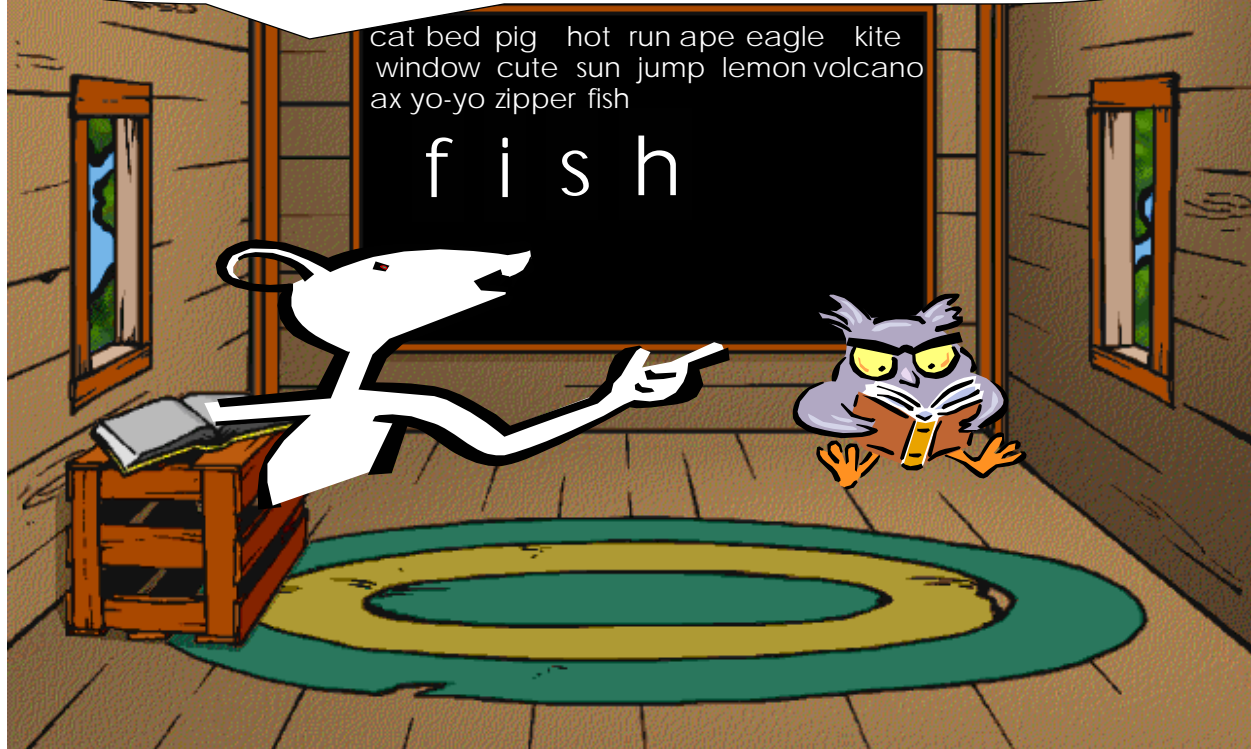
volcano	lemon	jump	zipper	yo-yo	ax	
eagle	ape	run	sun	cute	window	kite
			hot	pig	bed	cat

### Coach's Corner:

After pointing, saying, and following Mat's instructions, be sure your student understands that the *er* sound in *zipper* is one sound in speaking, but it is made up of two letters in writing. All the new sounds in coming lessons will take more than one letter in writing to make a single speech sound.

The following lesson words and their sounds constitute the remaining lessons: *fish*—*sh*; *child*—*ch*; *three*—*th*; *feather*—*th*; *wheel*—*wh*; *moon*—*oo*; *book*—*oo*; *oil*—*oi*; *turtle*—*ur*; *horse*—*or*; *unicorn*—*or*; *house*—*ou*; *queen*—*qu*; *saw*—*aw*; *dog*—*aw/ au*; *chair*—*air*; *heart*—*ar*; *tears*—*ear*; *ring*—*ing*; *sing*, *sang*—*ang*; *sung*—*ung*; *song*—*ong*.

Your new word is *fish*. The *s* and *h* 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 instructions. As your student follows them, focus on the two letters of the *sh* sound.

Review the syllables in 'ea gle, 'win dow, 'le mon, vol 'ca no, 'yo-yo and 'zip per.

Make flash cards for the following words with *sh* sound: *dish, wish, swish, she, shall, show, ship, finish, shape, and shine.*

Make flash cards for the following words: *two, more, write, go, see, number, no, way, could, and people.*

fish  
f-i-s-h



fish  
f-i-sh

Two letters make one sound.



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

Point and say Hootie's prompt. Pay special attention to how *s* and *h* make the *sh* sound. Make sure your student can spell and pronounce *fish*.

*Sh* can appear at the beginning of some words: *she, shall, show, ship*; and at the end of other words: *fish, wish, and dish*.

# I Have Other Fish to Fry!

That's a fish tale.



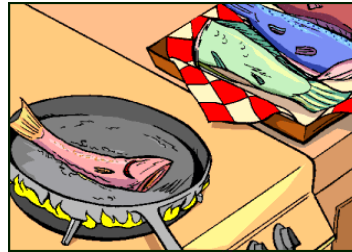
The big fish got away.



That's a fine kettle of fish.



I have other fish to fry!



## Coach's Corner:

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

Each sentence in the reading is a common expression. Each one means something other than what it literally says. Can your student figure out the literal meaning? Can your student figure out the broader meaning? Why is *fish tale* an overstatement? What other fish does your student have to fry? Playing? Going somewhere?

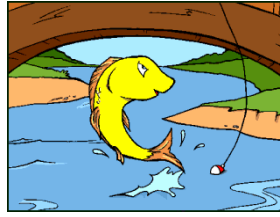
Does your student know of other sayings that have two meanings?

*That's* is a contraction of *that* and *is*. Common contractions are *I'm* for *I am*, *isn't* for *is not*, and *don't* for *do not*, to mention only a few. Point out contractions as they occur in the readings. Show how the apostrophe takes the place of the missing letters.

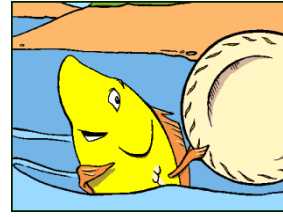
## I Went Upon a Bridge to Fish



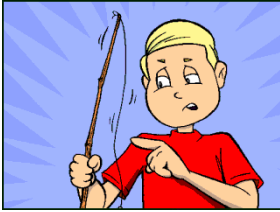
I went upon  
a bridge to fish.



Out of the water  
jumped the fish.

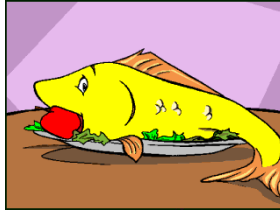


"Ha! Ha! Ha!"  
He laughed at me.



"You'll never get me  
on a dish."

I said, "Get on this  
line, you fish."



"No! No! No!"  
he said.

"I am a fish. I will  
always be a fish,  
But not on a dish!"



So you just wish  
and wish and wish

For another fish  
on your dish."

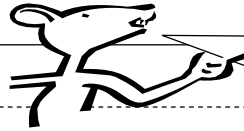
### Coach's Corner:

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

Ask your student to find all the words that rhyme with fish. What happened to the fish in the end? How is it that the fish is speaking? Do fish really speak? Do you have toys or pets that speak to you?

Wishing is often an unexpressed thought. Ask these questions: What is a wish? What do you wish for?

Can your student find the contraction in the reading? The pronoun *you* is combined with the verb *will* to form a commonly used contraction.



Go to your  
printing lesson.

f

i

s

h

sh

fish



### Coach's Corner:

The letter to practice now is Ll. 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:

On a bright sunny  
day, I went fishing  
and then...

Yikes! A  
whale!



### Coach's Corner:

Follow Mat's instructions exactly. The starter sentence is ordinary. Your student went fishing. But then the whale rises and adds another character and an element of danger. This becomes a dramatic situation: your student who is the fisherman, the whale who is known to be more dangerous than it looks, and the outcome. Focus your student's attention on what happens next.

If your student has difficulty, start by telling the outcome first and then writing it. Remember to jointly edit periods, exclamation marks, quotation marks, and question marks. Do not correct or criticize. Spelling the words as they sound is good. Correct spelling is also a proofreading skill, where together, you can find the correct spelling in a dictionary. **Good job!** Go to the next lesson.