

Lesson Nineteen: Child—c- h- i- l- d

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

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

Coach's Corner:

Point and say Mat's instructions. The *f* is the last sound of the 26 letters of the alphabet to be made with one letter. *Q* will come later, but it will always have a *u* with it. In all there are 51 sounds, the rest of which will be represented by more than one letter. Focus on the *er* and *sh* sound. When your student leaves this page, it is important to understand that some sounds are made with more than one letter in writing.

This will be a good place to point out that *fish* refers to one *fish* or more than one *fish*. There is no *s* added to make the plural of *fish* as was the case with *cats* and *dogs*. For example, *there are many fish in the pond*. Or *there is one fish in the pond*. Other similar words are *sheep* and *deer*.

Your new word is *child*. The *c* 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:

Your student's new word *child* has the spelling of *c* and *h*. The two letters make the sound *ch*.

The plural of *child* is *children* and not *childs*. This irregular plural form must be remembered. Other common words with irregular plural forms are *man – men*, *foot – feet*, *mouse – mice*, *woman – women*, to name a few. Make flash cards on these words and work with your student until they are mastered. Your student knows the oral expression of these words.

Your student knows that the plural of most nouns is made by adding *s*, as in *cats* and *dogs*; that the plural of some words are the same as the singular form, as in *fish* and *sheep*; and, now, that some plural forms have to be remembered, as in *child*.

Make flash cards for the following words: *my*, *than*, *first*, *water*, *been*, *call*, *who*, *oil*, *its*, and *now*.

child
c-h-i-l-d



child
ch-i-l-d

Two letters
make one
sound.


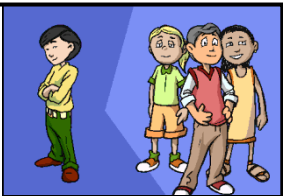






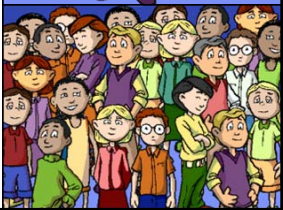


Coach's Corner:

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

Point and say Hootie's prompt. Pay special attention to how two letters, *c* and *h*, make the *ch* sound.

What is in the picture? *Children*. Point to each *child* and say, "This is a *child*." Point to all the *children* and say, "These are the *children*."

	<h2>Child and Children</h2>	
	Child and children make an interesting pair.	
	So a child is one and children is more;	
	But s like in <i>dogs</i> and <i>cats</i> just isn't there.	
	It's <i>children</i> for two, three, and even four—	
	Ten, twenty, thirty and, yes, more.	

Coach's Corner:

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

The reading shows the difference in ways to form some plurals: *s* is added to *dog* and *cat* and most words. *Children* has to be remembered. One *child* in a picture is called a *child*. One *child* plus one *child* in a picture are called *children*.

Can your student find the contractions in the reading?

There Was an Old Woman Who Lived in a Shoe

There was an old woman
who lived in a shoe

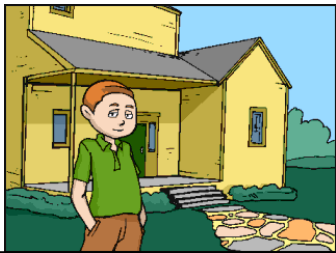


Who had so many children
she didn't know what to do.

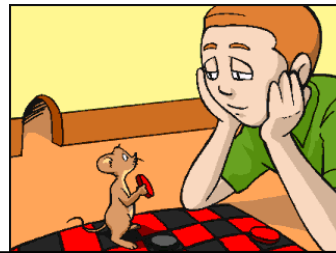


This rhyme of a woman and a shoe
every child knows well and true;

But instead of a shoe
this child lives in a house



Where the only playmate
is a wee little mouse!

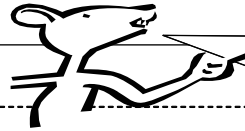


Coach's Corner:

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

Using the pictures, compare *child* and *children*. What is the plural of *house*? Add an *s* to make *houses*. What is the plural of *mouse*? The plural of *mouse* is *mice* and must be remembered. In the last picture, there is one *child* and one *mouse*.

Your student must remember that the plural of *child* is *children*.



Go to your
printing lesson.

c

h

i

t

d

child

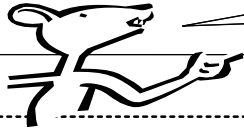


Coach's Corner:

The letter to practice now is Mm. 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:

I am a happy
child when . . .



Coach's Corner:

This starter sentence allows the student to voice inner feelings, which are easily transferred to language-borne thought and can be described in words. Writing becomes an outward mirror of inward thoughts which verbalizes feelings. As your student voices these feelings, the writing will be personal. The voice in personal writings will be the true voice of the writer. When writers write in their true voice, their writings are most powerful and most expressive. Such writings are called expressive writings. In future lessons, your student will be directed toward expressive writings.

Be alert that your student may change the topic to one that voices a deeper and more urgent thought such as, *I am a sad child when . . .* Be sure all the printings and writings are going into the folder. **Good going!**