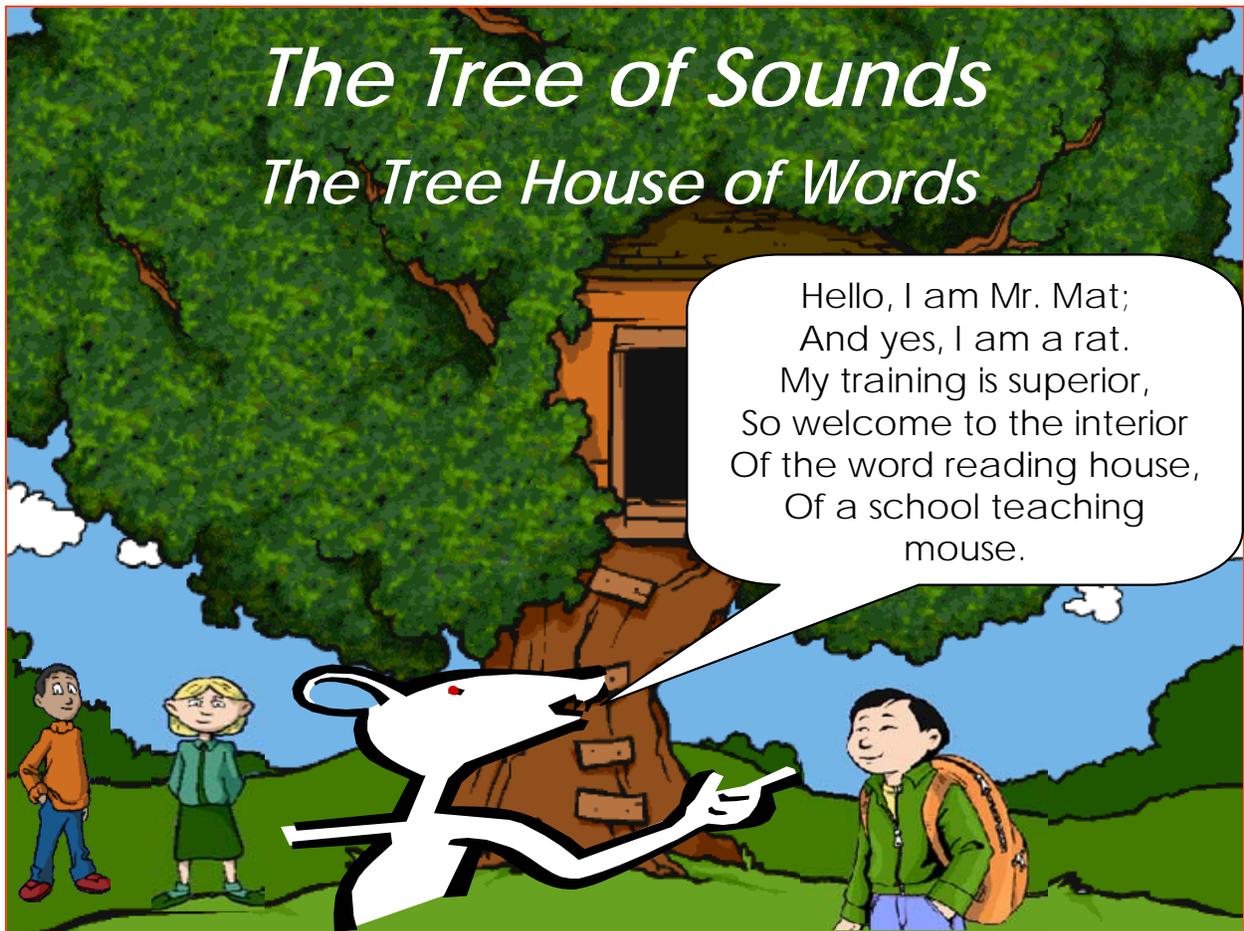


Lesson One: Cat—c- a- t



Coach's Corner:

Point to and say all the words line by line as if you were reading any book. Next, have your student say the words with you as you point. Then, have the student point and you say. Finally, have the student point and you both say. As you progress, the student gradually will be able to point and say alone, with occasional prompts from you. This will be called *Point and Say* in each of the lessons.

In future lessons, the sounds will appear on the Tree of Sounds and new words—those learned in the previous lesson—will form a Word Wall. Mat's teaching will be in the balloons, just like in a comic book. Balloons are an excellent way to represent oral speech. Read Mat's instructions while you point at each word. Do not expect the student to learn specific words. Just get the idea.

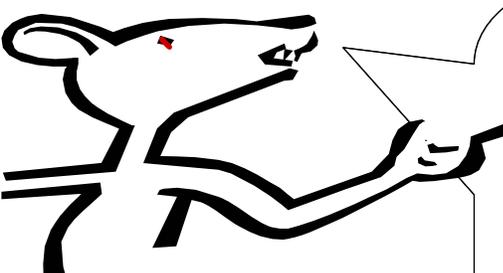


Coach's Corner:

Using the *point and say* technique, explained on the previous page, point and say each of the words in Mat's instruction. Next, point and say *cat* at the top of the blackboard. Now point and say *c*, *a*, and *t*. Do this until the student knows the new word. Remember, all that we are teaching at this point is *cat* – *c a t*. Each new word and its letters will be introduced in the same fashion.

Encourage your student to say and spell *cat* from memory without looking at the board. Notice that *a* in *cat* is the first vowel of the short vowels: *a*, *e*, *i*, *o*, and *u*. The short vowel lesson words will be *cat*, *bed*, *pig*, *hot*, and *run*.

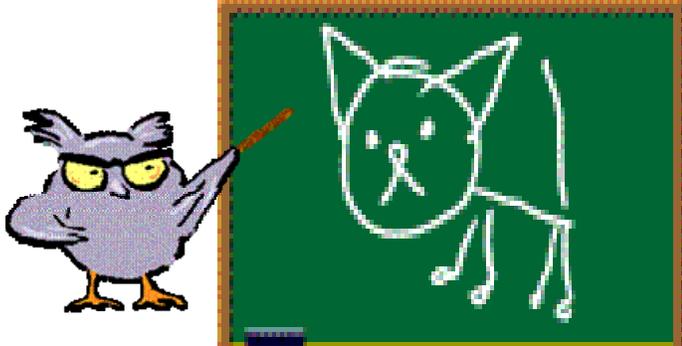
Make flash cards of rhyming short *a* words: *hat*, *rat*, *bat*, and *sat*. Review these words with your student.



Spelling is how we see a word on the page. Sounding is how we say it. Point and say the first word *cat* until you know it. Now point and say the names of each letter below the word *cat* until you know them. Now point and say the second word *cat*. Now point and say the sounds of the letters until you know them.

cat
c-a-t

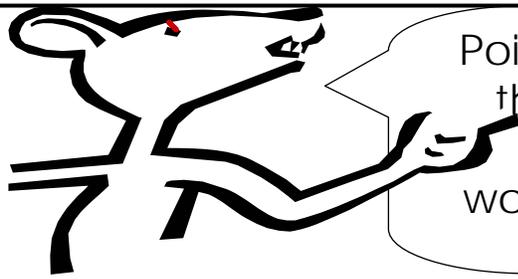
cat
c-a-t



Coach's Corner:

Before you begin this spelling and pronunciation page, review the three step *point and say* method: Point and say all the words line by line, as if you were reading any book. Next, have your student say the words with you as you point. Then, have the student point, and you say. Finally, have the student point and you both say. As you progress, the student will be able to point and say alone, with occasional prompts from you. Carefully, take the student through the instructions step by step. The names of the letters and the spelling of the word are important. However, correct spelling should never interfere with writing and efforts to make meaning.

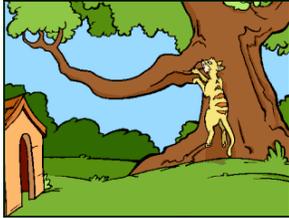
The phonics in our lessons are in the last two repeated lines. Say the word and make the sounds of each letter. Use your flash cards to show other words with the *a* and the *t* sounds. Even though the student knows the word, make sure the letters and sounds in each lesson are mastered before going to the next.



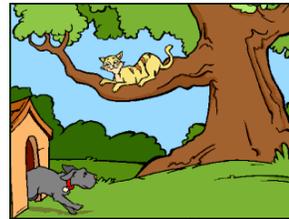
Point and say the words all the way through. Now point and say the words line by line. Point to the word *cat* and say it each time. Say together "Cat, c- a- t-, cat."

The **Cat** Ran up the Tree

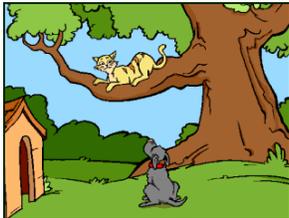
The **cat** ran up the tree.



The dog ran out to see.



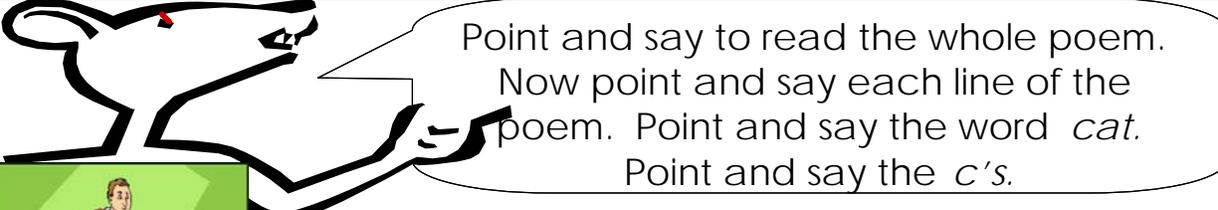
"You can never catch me," Shouted the **cat** with glee.



Coach's Corner:

Previously, the objective was to teach the word *cat*, the names of the letters *c*, *a*, and *t*, and the sounds of the letters *c*, *a*, and *t*. Now we want to see how these letters and sounds make words; how these words make sentences; and how sentences make stories and poems. The sense of reading is seeing that oral words are written words on paper. Use point and say to read through the entire poem. Now use point and say to read each line. Find, point, and say the word *cat* in the lines.

Pay special attention to the rhymes: *tree*, *glee*, *me* and *see*. Can your student think of other words that rhyme with these? Try *tea*, *sea*, and *be*. Pay special attention to the word *cat*. Can your student think of other words that rhyme with *cat*? Try *hat*, *pat*, *Mat*, and *sat*. Use the pictures to create awareness of the meaning. Point and name the various objects in the pictures.



Point and say to read the whole poem.
 Now point and say each line of the poem. Point and say the word *cat*.
 Point and say the *c*'s.



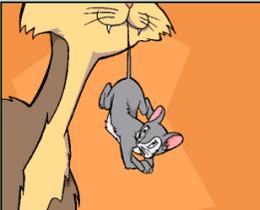



There Was a **C**rooked Man

There was a **c**rooked man.
 And he walked a **c**rooked mile.
 He found a **c**rooked sixpence
Across a **c**rooked stile.

He bought a **c**rooked **c**at.
 Which **c**aught a **c**rooked mouse,
 And they all lived together
 In a **c**rooked house.

Traditional




Coach's Corner:

Follow the point and say procedure: Be sure to have your student point and say with you. Hootie's song of this poem can be found on the software CD.

By now we should know *cat*, and we have seen *cat* in the context of a poem. In this poem, there is a *cat*, but the main word is *crooked*. Let's see if our student can see that the *c* sound in *cat* is the same as the *c* sound in *crooked*. Point and say every *c* as in *cat* sounds in the poem. Do not insist that the student see the connection.

Point and say the rhyming words: *mile* and *stile*; *mouse* and *house*. Can your student think of other words to rhyme with these; try *smile* and *louse*? Explore each picture and relate its objects to the poem. See if the student can point to the pictures and tell the story of the poem.

Coach's Corner:

Point and say Mat's direction. Now point and say each letter and with your student's finger, trace the arrows that show how the letters are made. Have your child copy an entire row of each symbol; an entire row of straight lines; of *o*'s, of *c*'s, of *a*'s, of *t*'s, and of *cat*. Use lined primary writing paper which can be found in tablets at Target, K-Mart, or Wal-Mart at affordable prices.

If your student has difficulty making the letters, make entire pages of shapes. Make circles, squares, triangles, and straight lines. Make these large on a blackboard or flip chart paper. Fill entire pages with the shapes and letters. Do not insist that letters are exact or that students stay in the lines. Tracing over the letters with the finger will help. Do not allow frustration to creep in. The effort is what is important. All printing charts are modified to fit computer generated type. Save the student's work in a file folder for a portfolio.

Cat 

Point and say the words and letters. Point and say the letters that are left out of five of the words. Write all your words on your writing paper. Fill in the blanks.

cat c a t

cat c _ _

cat _ _ t

at a _

Mat M _ _

Mat _ _ t



Coach's Corner:

Use point and say to read Mat's instructions. Include your student in the pointing and saying. The objective here is to see how words are made on paper. Starting with the now familiar *cat*, the student writes all the words on the writing paper. The student will write—copying is OK—*cat* several times. Next the student will make the word *cat* from *c_ _* and *_ _ t*. If all goes well, the student will finish *a _* and *M_ _*, and *_ _ t*.

Remember, staying in the lines and being exact is not important. Getting the flow going and keeping it going is the secret to beginning writing. Save this first writing and put it with the first printing in a folder. We are beginning a portfolio of the 37 first printings and 37 first writings. You will see remarkable progress. Go to the next lesson. Tell your student, "**Good job!**"