

Lesson Twenty: Three—t- h- r- e- e

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

Aa	Aa	Bb	Cc	Dd	Ee	Ee	Ff	Gg	Hh	Ii	ii	Jj
Kk	Ll	Mm	Nn	Oo	Oo	Pp	Rr	Ss	Tt	Uu	Uu	Vv
Ww	Xx	Yy	Zz	er	sh	ch						

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

Coach's Corner:

Follow Mat's instructions and be sure your student knows the sounds, especially those that take two letters to write.

Review that the plural of *child* is *children*. Your student must remember this. The plural of *dog* is *dogs*, and most naming words form the plural by adding *s*. *Fish* is the same for singular or plural forms.

Your new word is *three*. The *t* 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:

The *th* in *three* is one of two sounds which are spelled *th* but are slightly different. The second sound for *th* will be presented in the next lesson with the lesson word *feather*. The *th* in *three* is said to be voiceless, since it is formed by air escaping between the tongue and the teeth.

The *th* in *feather* is formed the same way, but it has the slightest voiced sound with it. Have your student say, "Three feathers flew in the wind." Can the student hear the difference in the two sounds? Other words like *three* are *thistle*, *thread*, and *theme*. Other words like *feather* are *the*, *their*, and *that*. Since children know this difference orally, and since the sounds are so close in sound and in how they are made, do not insist on mastery.

Make flash cards for the following words: *find*, *long*, *down*, *day*, *did*, *get*, *come*, *made*, *may*, and *part*. Your student now knows words that make up over two-thirds of all written material.

three

t-h-r-e-e

three

th-r-e-e

Two letters make one sound.

This e is silent.




Coach's Corner:

Follow Mat's prompt:

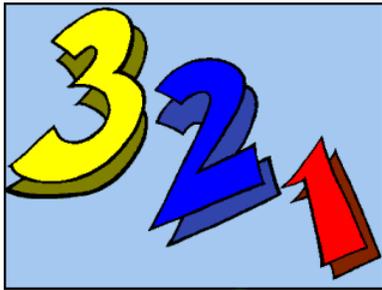
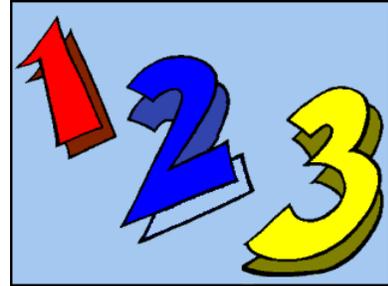
Spelling is how we see a word on the page. Sounding is how we say it. Point and say the first word *three*. Now point and say each letter. Point and say the second word *three*. Now point and say each sound. The *th* forms a single sound. Repeat this until you know the word, its letters, and its sounds.

Point and say Hootie's prompts: Two letters make one sound, and this *e* is silent. Practice the breathless *th*. Count the little men.



One, Two, Three

One, two, three
is the way counting begins.



Three, two, one
is not the way it ends.



I saw three ships come sailing by,
Come sailing by, come sailing by,
I saw three ships come sailing by
On New Year's Day in the morning.

And what was in those ships of three,
Those ships of three, those ships of three?
And what was in those ships of three
On New Year's Day in the morning?

Three pretty girls were in all three,
Were in all three, were in all three.
Three pretty girls were in all three
On New Year's Day in the morning.

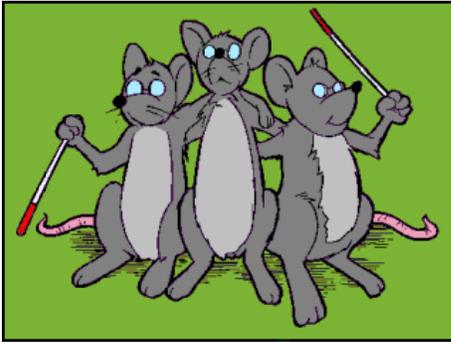
One could whistle and one could sing
And one could play on the violin.
The story there was at my wedding
On New Year's Day in the morning.

Coach's Corner:

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

Point and say Hootie's poem. You may also sing it. The song is on the software CD.

Write out the names of the numbers: 1 (one) and 2 (two).



Three Blind Mice!

Three blind mice!

They all ran
after the farmer's wife.

Three blind mice!

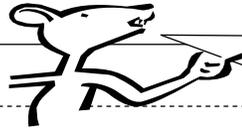


Coach's Corner:

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

Three Blind Mice is a traditional nursery rhyme. Have your student pick out the rhyming words. What is the singular of *mice*? *Mouse*. *Mouse* and *mice* are words like *child* and *children*. Your student must remember the plural is *mice* and not *mouses*. They already know this distinction orally and will say it most times.

The song, *Three Blind Mice*, is on the software CD.



Go to your
printing lesson.

t

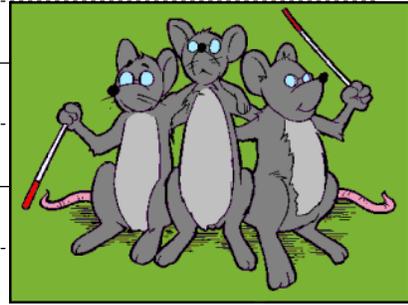
th

r

e

ee

three



Coach's Corner:

The letter to practice now is Nn. 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:

My three best
times were...



Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, for student writing.

Coach's Corner:

In order to become a better writer, your student needs ways to invent what to say. *My three best times* is a sentence starter that invites invention. For example, ask your student to list the three best times. Now have the student put these three best times in order of importance with the most important coming last. The last place in a sentence, or writing, is the most emphatic.

Now have your student write, using this simple three-point outline to organize the writing. **Avoid** the words *invention* and *organization* with your student. Rather, allow the student to learn *invention* and *organization* by doing.

Remember to put the printing and the writing in the folder. Then go on to the next lesson. **Great!**