

Lesson Twenty-one: Feather—f- e- a- t- h- e-r

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

Your new word *three* is on the Word Wall. Your new sounds—*th*, *r*, and *e*—are bold and on the Tree of Sounds. Point and say *three* and your new sounds until you know them. Point and say all of your words and sounds until you know them.

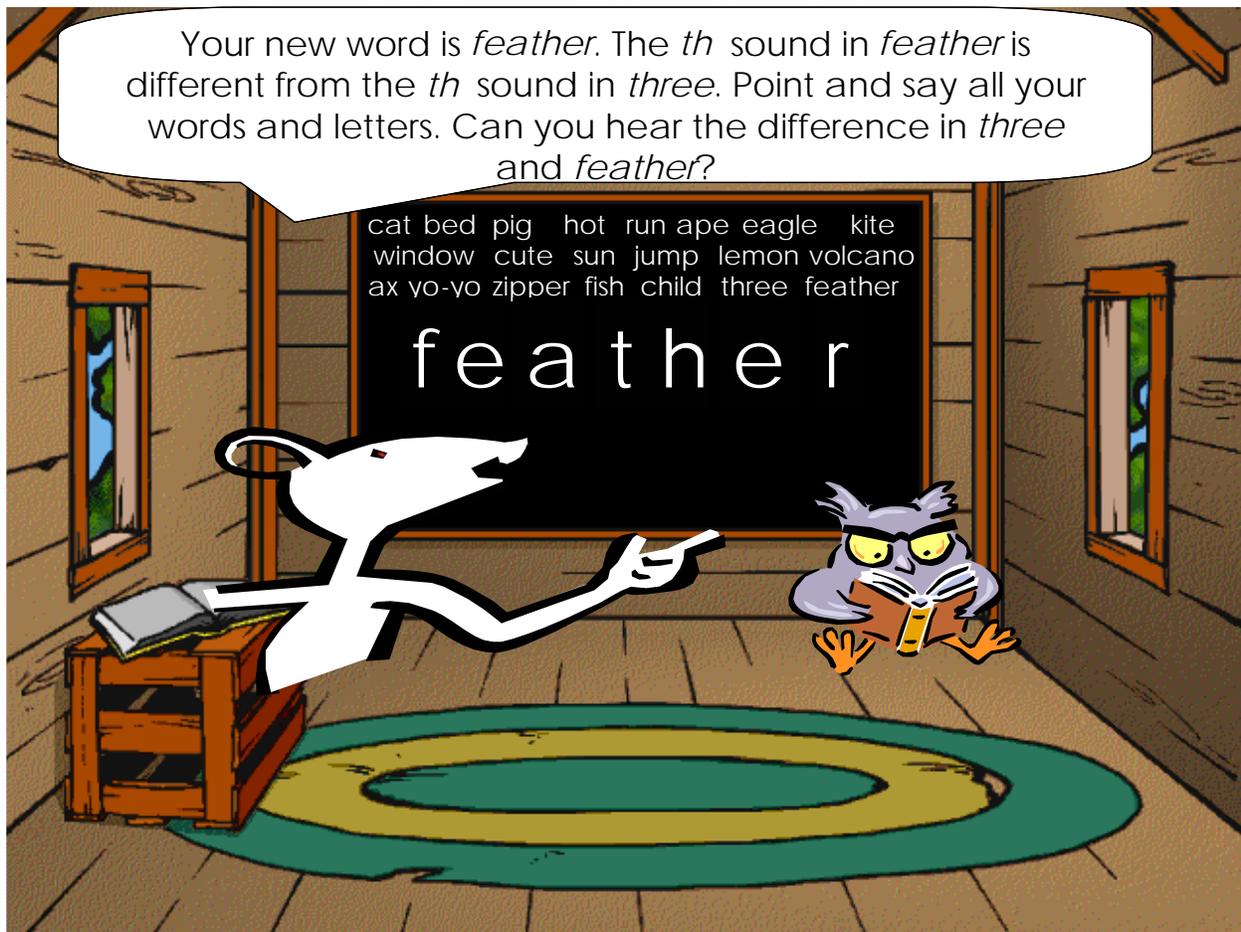
volcano	lemon	three	child	fish	zipper	yo-yo	ax
eagle	ape	jump	sun	cute	window	kite	
		run	hot	pig	bed	cat	

Coach's Corner:

After following Mat's instructions, pay special attention to the *th* sound in *three*. Remember that the *th* in *three* is said to be voiceless, since it is formed by air escaping between the tongue and the teeth.

The new word for this next lesson is *feather*. *Feather* also has a *th* sound. The *th* in *feather* is formed the same way, but it has the slightest voiced sound with it.

Practice making the *th* in *three*.



Coach's Corner:

Follow Mat's instructions carefully.

Feather has a *th* sound. Have your student say, "Three feathers flew in the wind." Can the student hear the difference between *th* in *three* and the *th* in *feathers*?

Other words like *three* are *thistle*, *thread*, and *theme*. Other words like *feather* are *the*, *their*, and *that*. Make flash cards for your student to use while learning these words. Point out the difference in the two sounds, but do not overemphasize the point or insist on mastery.

feather

f-e-a-t-h-e-r



feather

f-e-a-th-er



↑ This <i>a</i> is silent.	↑ Two letters make one sound.	↑ Two letters make one sound.
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'fea-ther

Coach's Corner:

Mat's instructions:

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

Pay close attention to the silent *a*, to *th* making one sound, and to *er* making one sound. Remember the silent *a* in *eagle*? Can your student point to the silent *a* in *feather*?

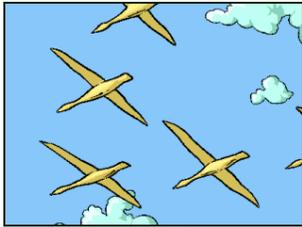
The last '*fea-ther* shows the syllables. Review how syllables help with pronouncing new words.

Feathers Are Soft

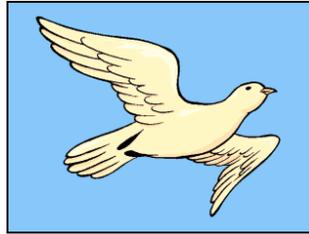
Feathers are soft
and fly in the wind.



Birds of a feather
flock together.



Birds are soft and fly
without the wind.



But feathers are at the
whim of the weather



And never, never stay together.

Coach's Corner:

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

Comprehension is understanding what is read. After a careful reading, help your student understand meaning more clearly. What do birds and feathers have in common? They are both soft. What are some differences? One flies with the wind and the other flies without the wind. Why can birds flock together? Why do feathers never, never stay together?

Feathers Are Pretty

Feathers are pretty and that's that.
The lady wears feathers on her hat.
And the Native American chief
wears his wonderful bonnet
With beautiful feathers upon it.
Feathers are so very important that
If you do well, they often say,
"That's a feather in your hat!"



Coach's Corner:

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

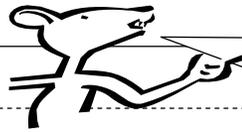
Hootie has a reading, "Yankee Doodle."

Your student may sing this song. "Stuck a feather in his cap" is a well-remembered line. The the song is on the software CD.

What does "that's a feather in your cap" mean?

Yankee Doodle came to town
A-riding on a pony.
Stuck a feather in his cap
And called it macaroni.

Yankee Doodle, keep it up,
Yankee Doodle dandy.
Mind the music and the step
And with the girls be handy.



Go to your
printing lesson.

f

ea

th

er

feather

feather



Coach's Corner:

The letter to practice now is Oo. 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

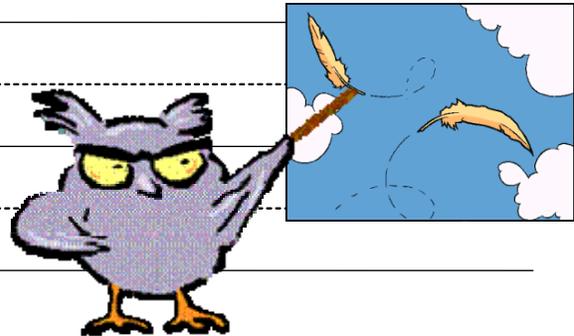
0 1 2 3 4 5 6 7 8 9 10



Point and say the words below.
These will start your writing.

Start your writing:

Where did the feather
go, blowing in the
wind?



Coach's Corner:

This starter sentence—*Where did the feather go, blowing in the wind?*—requires imagination. Your student does not really know where it went. Encourage the student to think about the possibilities.

Such thinking will help your student create the things to say. Going over them ahead of time will help with organization. Remember that saying them orally will often get the flow of writing started.

Continue to give your student an audience for the writings. Include the writing and the printing in the folder. This is a good time to review the use of question marks. See if your student can hear the voice go up at the end of a question and drop at the end of a regular sentence that makes a statement. Encourage your student before going on to the next lesson.
Very good!