

Lesson Twenty-two: Wheel—w- h- e- e- l

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** **th** **th**

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

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

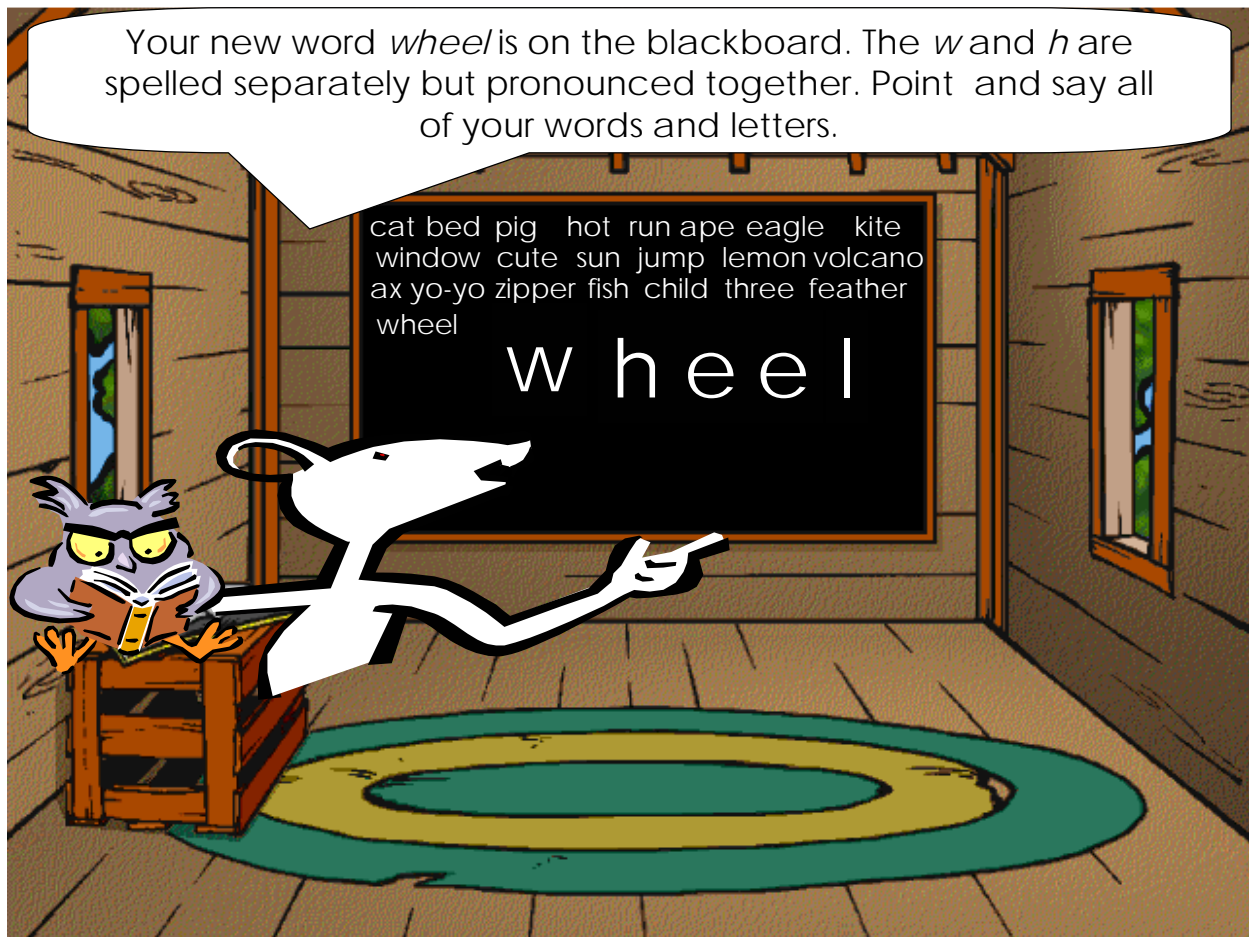
Coach's Corner:

Follow all of Mat's instructions. Your student has already studied how there are two *th* sounds. Go over *th* in *three* and the *th* in *feather*.

Examples of voiceless *th* as in *three*: *thank, think, thing, third, something, nothing, bathtub, toothbrush, with, both, teeth, and truth.*

Examples of voiced *th* as in *feather*: *the, that, them, they, this, these, mother, other, bother, father, weather, and smooth.*

Write the words on flash cards and help your student learn them by sight.



Coach's Corner:

Be sure to point and say all of Mat's instructions.

Your student's new word *wheel* has the spelling of *w* and *h*. The two letters make the sound *wh*. At this point, focus on the spelling and the sounding will be presented on the next page.

The *wh* combination is in many important words: *when, what, which, whether, where, white, while, and why*. These words appear in many sentences, and knowing them will help your student write better sentences. Often they are used to ask questions.

Write the words on flash cards, and help your student learn them by sight.

wheel

w-h-e-e-l

wheel

wh-e-e-l

Two
letters
make one
sound.

This e
is silent.



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 *wheel*. Now point and say each letter. Point and say the second word *wheel*. Now point and say each sound. The *wh* forms a single sound. Repeat this until you know the word, its letters, and its sounds.

Be sure to read Hootie's two prompts: "Two letters make one sound," and "This *e* is silent."

It's Whiz and Zip

The wheel goes round and round.

If we're in cars on the go,

It's whiz and zip--

First fast, then slow.

Wheels slide and slip,

If we're on the snow.

If you're driving on ice,

Keep the gas from your toe.



Coach's Corner:

Mat's prompt:

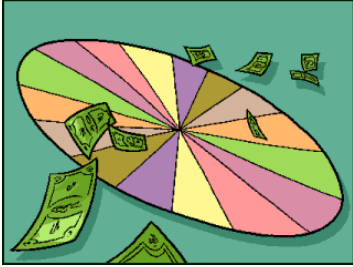
Point and say the words all the way through. Now point and say the words line by line. Point and say *wheel* each time it appears. Point and say each line with expression.

Try to help your student extend the meaning of this poem to a broader idea of safety. Driving too fast and being careful on ice and snow are two examples. What are the consequences of driving too fast? How do snow and ice increase the danger?

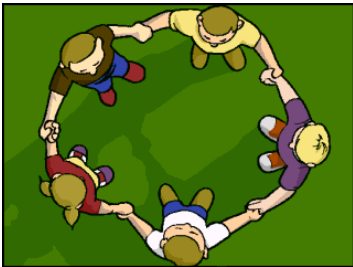
Ask your student to find the contractions. What are the long forms? *We are, you are, it is, etc.*, are examples.

The Wheel of Fortune Spins Our Way

The wheel of fortune
spins our way,



Grace and peace sound
better to me,



But money doesn't
come to stay.



So love all your friends
and family.




Coach's Corner:

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

Naming words are used for persons, places, and things. Sometimes we can touch, hear, smell, see, or taste these persons, places, or things. This poem introduces things that are abstract. Your student cannot touch, hear, smell, see, or taste them. See if your student can find the naming words for abstract things in this poem: *grace, peace, and love*.


What other words can your student name that are names of abstract things: *kindness, friendliness, fear, etc.?*

Make this point on abstract names. Explore the idea but do not insist on mastery. Be easy and gentle if your student does not see the point. In time, it will be self-evident.



w

wh



e

ee

l

wheel

Coach's Corner:

The letter to practice now is Pp. 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:

The wheels were
rolling very fast.



Coach's Corner:

This starter sentence places your student in an imaginary situation. What does it feel like to be in a race car with the wheels rolling very fast? Or how does it feel to be riding in the school bus full of students?

Drawing on their five senses is a good way for students to gather information for their writing: How does it feel? How does it sound? How does it smell? How does it taste? This also is a chance to discuss and write about abstract words: *fear, fun, danger*, etc.

Be sure to include the writing in the folder, and go to the next lesson.
Forward!