

Lesson Twenty-three: Moon—m- o- o-n

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

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

Tree of Sounds:

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

wheel

Coach's Corner:

Point and say all of Mat's instructions. After following all Mat's instructions, have your student pay special attention to the *wh* sound in *wheel*.

Remember that *wh* is used to make several important words: *when*, *what*, *which*, *whether*, *where*, *while*, and *why*. These will help in asking questions and in writing better sentences. Other common words using the *wh* sound are *whisper*, *wheat*, *whiz*, *everywhere*, *somewhere*, *anywhere*, and *nowhere*.

Add any new words to flash cards, and help your student learn them by sight.



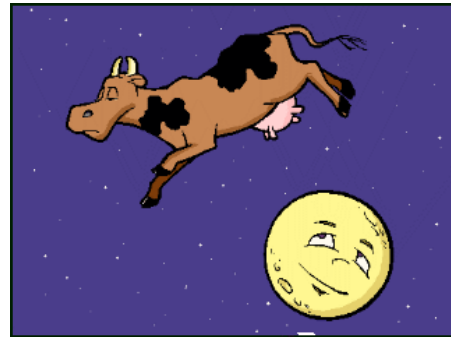
Coach's Corner:

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

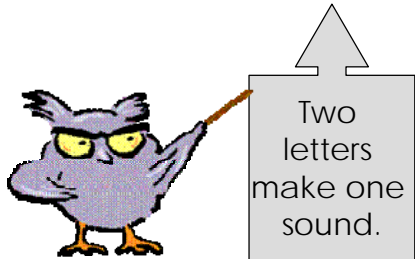
Your student's new word, *moon*, has the spelling of *o* and *o*. The two letters make the sound *oo*. At this point, focus on the spelling; the sounding will be presented on the next page.

The *oo* combination is in many important words: *soon*, *school*, *room*, *food*, *smooth*, *tooth*, *took*, and *moon*. The *oo* is at the end of other important words: *too*, *zoo*, and *shampoo*. Write the words on flash cards, and help your student learn these new words by sight.

moon
m-o-o-n



moon
m-oo-n



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

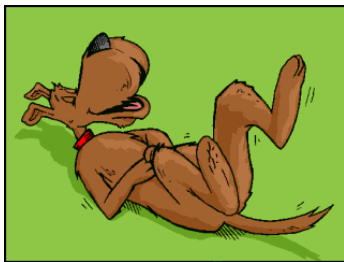
Be sure to do Hootie's prompt: "Two letters make one sound."

The Cow Jumped over the Moon

Hey diddle, diddle,
the cat and the fiddle--



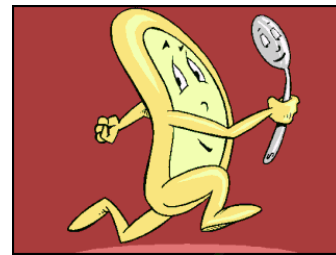
The little dog laughed
to see such sport,



The cow jumped
over the moon.



And the dish ran away
with the spoon.



--Traditional



I see the moon and the moon
sees me.

The moon sees the
somebody I'd like to see,
God bless the moon and
God bless me,

And God bless the
somebody I'd like to see.

Coach's Corner:

Point and say the words all the way through. Now point and say the words line by line. Point and say *moon* each time it appears. Point and say each line with expression. Point and read Hootie's song. Point out the *oo* in *moon* and *soon*. Hootie's song is on the software CD.

To help your student understand figurative language, ask the following questions:

- How can a cat play a fiddle?
- How can a cow jump over the moon?
- Why would the dish want to run away with the spoon?

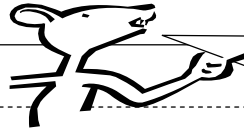
Under the Evening Moon	
	
A peanut sat on the railroad track Under the evening moon.	His heart was all aflutter.
	
The 10:15 came rushing by!	Toot, toot, peanut butter!
--Adapted from Anonymous	

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 *moon* each time it appears. Point and say each line with expression. Point out the *oo* in *moon* and *toot*.

This poem is a lot of fun. Many times poems and stories give characters human qualities: a peanut sitting on a railroad track. Although the consequence is good for the peanut, it would be bad for you and me, boys and girls. Caution your students against playing out stories that might hurt them. *In this case, never, never sit on a railroad track!*



Go to your printing lesson.

m

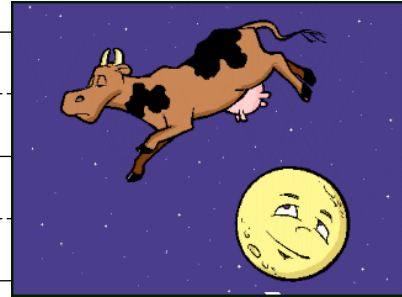
o

oo

n

moon

moon



Coach's Corner:

The letter to practice now is Qq. 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 moon was bright
in the night sky.



Coach's Corner:

All stories have settings and characters. The setting is the place where the stories occur. The setting creates atmosphere and gives children something to say. What is it like on a moonlit night? Why is the moon bright?

Characters are the people or animated things that act out the story. Is there a man in the moon? Can a cow jump over the moon? Why is Hootie sitting on that moon?

Have your student begin with the moonlit night, and add to the setting. Have your student write out what the characters are doing. Start with the starter sentence.

Put the writing in the folder and go to the next lesson. **Good!**