

Lesson Twenty-four: Book—b- o- o- k

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
 wh oo

Your new word *moon* is on the Word Wall. Your new sounds—*m*, *oo*, and *n*—are bold and on the Tree of Sounds. Point and say *moon* 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:

Point and say all of Mat's instructions. After following all Mat's instructions, have your student pay special attention to the *oo* sound in *moon*. The new lesson will have another *oo* sound, the *oo* in *book*.

Remember that 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*. Be sure to make the flash cards and help your student learn these new words by sight.



Coach's Corner:

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

Your student's new word, *book*, has the spelling of *o* and *o*. The two letters make the sound *oo* as in *book*. At this point, focus on the spelling, and the sounding will be presented on the next page. Keep pointing out to your student the difference in the *oo* sound in *moon* and this *oo* sound in *book*.

This *oo* combination in *book* is in many important words: *look, good, foot, took, wood, cookie, shook, and good-bye*.


Write the words on flash cards, and help your student learn these new words by sight. Review all your words on flash cards.

book

b-o-o-k

book

b-oo-k



Two letters
make one
sound.

Coach's Corner:

Mat's prompt:

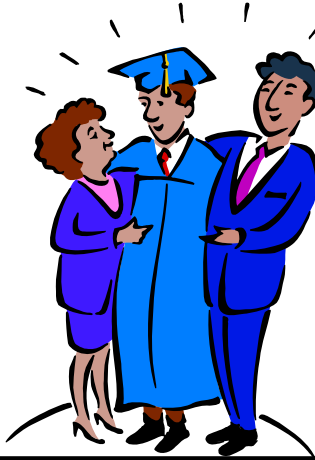
Spelling is how we see a word on the page. Sounding is how we say it. Point and say the first word *book*. Now point and say each letter. Point and say the second word *book*. Now point and say each sound. The *oo* forms a single sound. Repeat this until you know the word, its letters, and its sounds.

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

To Read a Book Is a Wonderful Thing

To read a book is a wonderful thing.
We taste wonders of the learning spring.

So drink deep! Don't stop!
Books will take you to the top.



Coach's Corner:

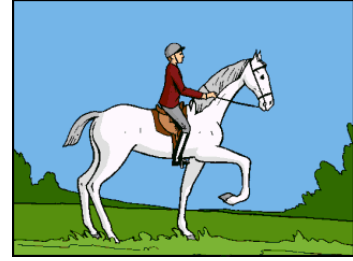
Mat's prompt:

Point and say the words all the way through. Now point and say the words line by line. Point and say *book* each time it appears. Point and say each line with expression. Point out the *oo* in *book* and *books*.

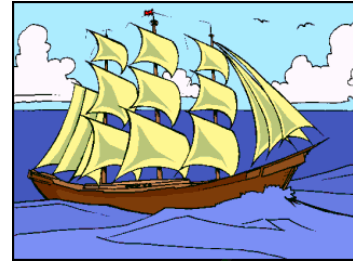
This poem presents an excellent time for you to discuss the importance of reading with your student. What does it mean to taste the wonders of the learning spring? Why should one want to go to the top? Is reading important to school? How does one drink deep of the learning spring?

B is for Book!

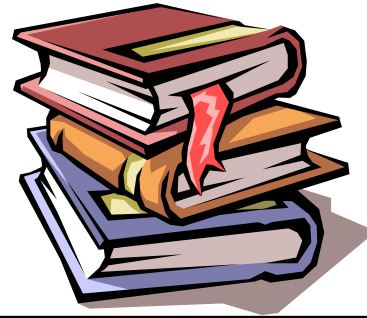
B is for book!
And when you read,
You can pick your horse—
An English racer, an Arabian steed.



B is for book!
Don't put them down.
Take your pick, whatever you need—
Sailboats and clipper ships all around.



B is for book!
Take a longer look;
World-wide adventure is easily found.
To find it at home, just look in a book!

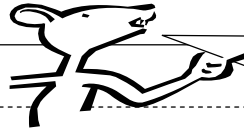


Coach's Corner:

Mat's prompt:

Point and say the words all the way through. Now point and say the words line by line. Point and say *book* each time it appears. Point and say each line with expression. Point out the *oo* in *book* and *look*.

At this point, encourage your student to move independently toward books: books for learning and adventure, too. The entire world opens up as your student imagines the experiences that others have written about. Even though they may not leave their home neighborhood, the whole world is at their fingertips. **"Just look in a book!"**



Go to your
printing lesson.

b

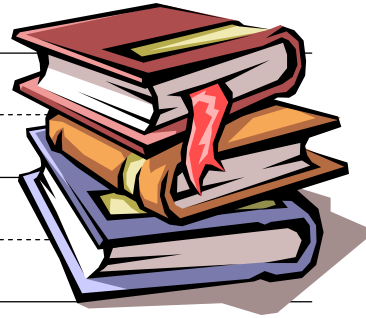
o

oo

k

book

book



Coach's Corner:

The letter to practice now is Rr. 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 best book I ever
read was. . .



Coach's Corner:

Past experience will be a source of information and meaning for your student. The student can draw on this past for information, experience, and excitement. To help your student with this starter sentence, review the books that the student has read or that have been read to the student.

Perhaps it will be something like *The Cat in the Hat* or *The Little Engine that Could*. Encourage the student to write about the best ever book. Your prompting should continue to be gentle, and corrections should be positive. Remember the editorial stance.

Be sure to give an audience for the writing and to put the writing and the printing into the folder. **Onward to the next lesson!**