

Lesson Twenty-six: Turtle—t- u- r- t- l- e

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

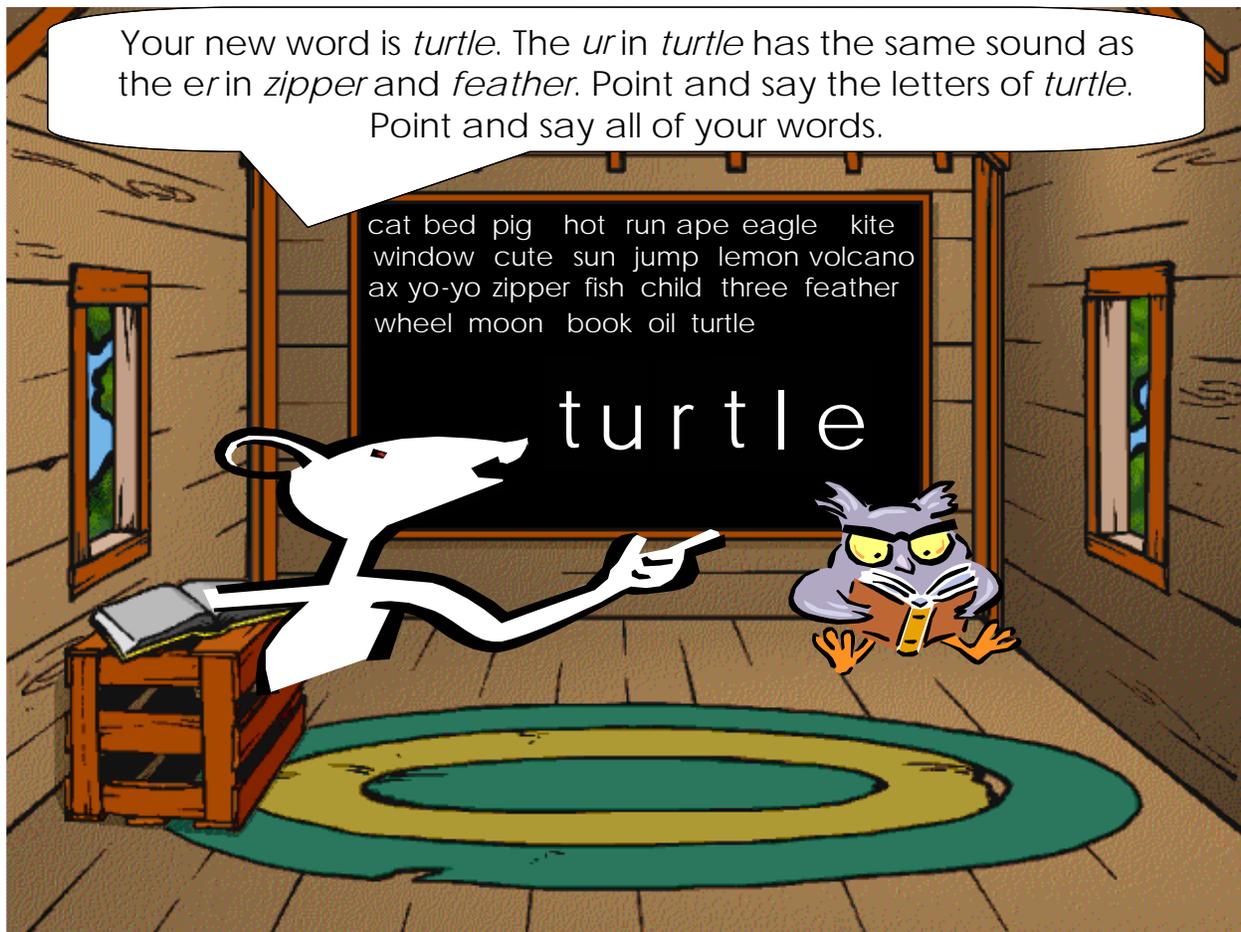
oil	book	moon	wheel
child	fish	zipper	yo-yo
ax	sun	cute	window
kite	hot	pig	bed
cat			

feather	three
volcano	lemon
jump	eagle
ape	run

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 *oi* sound in *oil*.

Remember that the *oi* combination is in many important words: *oily*, *join*, *point*, *boil*, *voice*, and *soil*. The *oi* sound is also spelled *oy*: *loyal*, *toy*, *joy*, *enjoy*, *coy*, and *cowboy*. Be sure to make the flash cards, and help your student learn these new words by sight. Review all of your student's flash cards.



Coach's Corner:

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

Your student's new word *turtle* has the spelling of *u* and *r*. The two letters make the sound *ur*. At this point, focus on the spelling and the sounding will be presented on the next page.

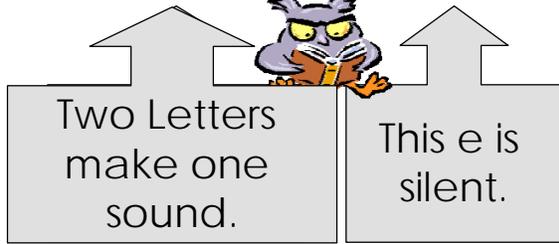
The *ur* combination is in many important words: *turn, burn, hurry, curl, purple, hurt, turkey, church, fur, and nurse*. Write the words on flash cards, and help your student learn these new words by sight. Use your student's knowledge of syllables to pronounce 'hur-ry, 'pur-ple, and 'tur-key.

turtle

t-u-r-t-l-e

turtle

t-ur-t-l-e



'tur-tle

Coach's Corner:

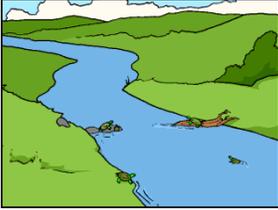
Mat's prompt:

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

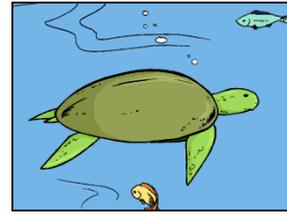
Be sure to do Hootie's two prompts: "Two letters make one sound," and "This *e* is silent."

Turtle has two syllables, and the accent is on the first syllable. Help your student use the parts of *turtle* in order to help pronounce it.

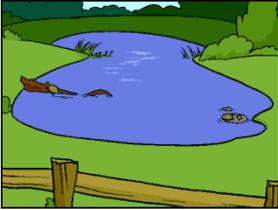
Grandpa's Turtles



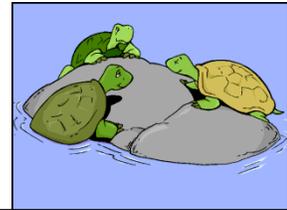
Turtles live in the river;
Turtles live in the sea;



Turtles live in Grandpa's pond,
Just down the street from me.



The turtles warm in the sun.
Will you come with me and see?
We will have the greatest fun--
Grandpa's turtles, you, and me.



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 *turtles* each time it appears. Point and say each line with expression. Point out the *ur* in *turtles*.

Have your student imagine who is doing the talking in this poem. To whom is this person talking? What is the invitation? What will be the outcome?

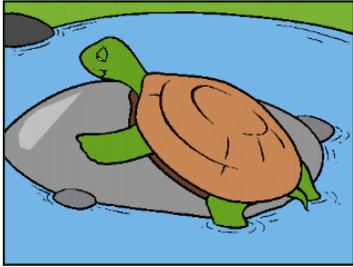
Have your student pick out and say all the rhyming words.

The Turtle Jumped into the Water for Fun

The turtle came out of the water to sun.

The turtle jumped into the water for fun.

I say: The turtle jumped into the water for fun!



How So Many Turtles Got in the Park Pond

The old black dog, head cocked and listening, sat beside the boy on the curb. The boy said to the dog: "Dad says that Turtle has to go, Dog. His shell is soft and he's very, very sick. If he doesn't get well, then it'll just be you and me, Dog. No Turtle anymore!"

He paused and threw a stick at the stream of water caused by melting street-ice and watched as it floated a zigzag course down the hill and out of sight. Boy, dog, and turtle left for the pond. The boy carried the shoe box lightly, carefully, so as not to shake the sick turtle.

At the pond, they paused – boy, dog, and the soft-shelled turtle.

"Dog, don't be sad," the boy said. "It's for Turtle's own good. He'll get well in the park pond."

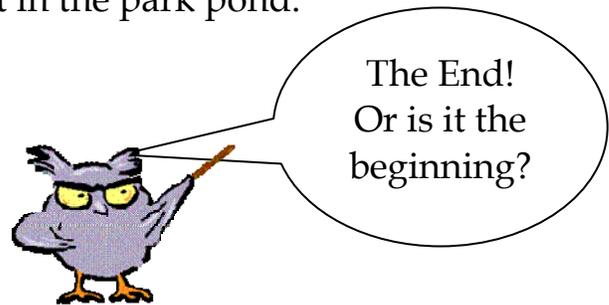
Finally, the boy bent and freed the turtle from the old shoe box, releasing him to cold spring water.

"Good-bye," the boy said. "It's truly best for you, Turtle. You heard what Dad said."

Turtle swam away among the rocks in the fresh, fresh water of the pond, and he found a new home and new friends and a new hard shell.

At least once each springtime, the boy visits the pond to see where Turtle had gone. And each year the boy—now, a man—hears the little turtles tell the story of how a turtle, long ago, had come to the pond sick with a soft shell. To some of the turtles, the boy's turtle is dad; to others, he is granddad; and to still others, he is great granddad.

And that's how so many turtles got in the park pond.



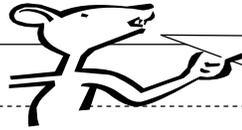
Coach's Corner:

Mat's prompt:

Point and say the words all the way through. Now point and say the words line by line. Point and say *turtle(s)* each time it appears. Point and say each line with expression. Point out the *ur* in *turtle(s)*.

Hootie has introduced a longer story. Your student will already know many of the words. Read the story to your student while the student points to the words. Now, you point to the words and let the student try to read the story. When the student does not know a word, help the student sound it out. Finally, tell the student what the unknown words are. After reading the story in this manner, go back and let the student try it again. Do this as long as the student likes.

Begin to encourage your student to read many other things: comic strips, directions on cereal boxes, TV captions, signs on the road, and many books.



Go to your
printing lesson.

t

ur

t

l

e

turtle



Coach's Corner:

The letter to practice now is Tt. 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

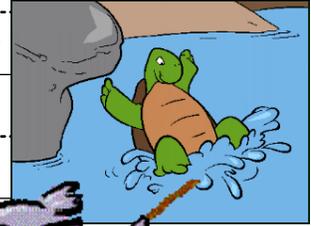
0 1 2 3 4 5 6 7 8 9 10



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

Start your writing:

When the turtle
jumped into
the water...



Coach's Corner:

“When the turtle jumped into the water” is dependent on what happens next. To finish this sentence and complete the story of what happened to the turtle, your student must imagine outcomes. Encourage your student to get the flow going by asking what happened next. Was the water cold or hot? Were there other turtles? Were there fish? What happened?

Continue to take an editorial stance, helping your student with beginning capitals and ending marks for their sentences. Also help with plurals and spelling when asked.

Be sure to put the printing and the writing in the folder. **On to the next lesson!**