

## Lesson Twenty-seven: Horse—h- o- r- s- e

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 oo oo oi **ur**

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

<b>turtle</b>	oil	book	moon	wheel
child	fish	zipper	yo-yo	ax
sun	cute	window	kite	
hot	pig	bed	cat	

feather	three
volcano	lemon
eagle	ape
jump	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 *ur* sound in *turtle*. Compare the sound of the *ur* in *turtle* to the *er* in *zipper*. The sounds *ur* and *er* are the same, but the spellings are different.

Remember that the *ur* combination is in many important words: *turn*, *burn*, *hurry*, *curl*, *purple*, *hurt*, *turkey*, *church*, *fur*, and *nurse*. Use your student's knowledge of syllables to pronounce 'hur-ry, 'pur-ple, and 'tur-key.

Use 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 *horse* has the spelling of *o* and *r*. The two letters make the sound *or*. At this point, focus on the spelling, and the sounding will be presented on the next page.

The *or* sound is in many important words: *or, order, short, born, fork, before, story, store, for, and more*. *For, before, and or* will help your student write sentences.

Make flash cards, and help your student learn these new words by sight.

horse

h-o-r-s-e

horse

h-or-s-e

Two letters  
make one  
sound.

This e  
is  
silent.



### Coach's Corner:

Mat's prompt:

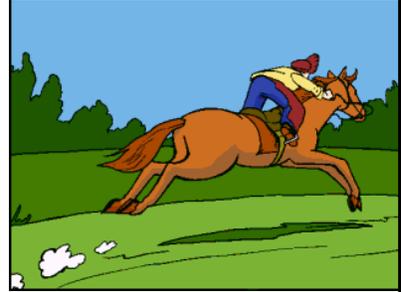
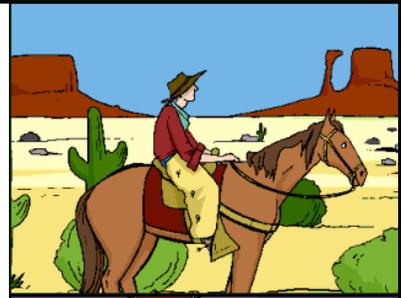
Spelling is how we see a word on the page. Sounding is how we say it. Point and say the first word *horse*. Now point and say each letter. Point and say the second word *horse*. Now point and say each sound. The *or* forms a single sound. Repeat this until you know the word, its letters, and its sounds.

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

## I'll Ride Away, Ride Away

The cowboy and his horse  
Rode the wild and woolly west.  
A play horse and a rocking horse  
Are my sad, sorry best.

But maybe a real horse  
Will sneak in with the rest.  
I'll ride away, ride away,  
With great zeal and zest!



### Coach's Corner:

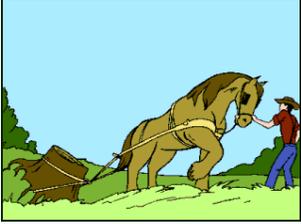
Point and say the words all the way through. Now point and say the words line by line. Point and say *horse* each time it appears. Point and say each line with expression. Point and read Hootie's song. Point out the *or* in *horse* and *wh* in *white*. The song is on the software CD.

Have your student find the rhymes in each of the selections.

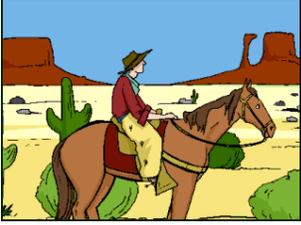
### Ride a Cock Horse

Ride a cock horse  
To Banbury Cross  
To see a fine lady  
Upon a white horse.  
With rings on her fingers  
And bells on her toes,  
She allowed music  
Wherever she goes.

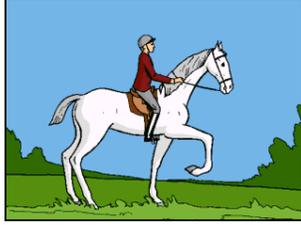
The Horse in Horsey



Work horses,  
play horses,

Cow horses,  
show horses--



They put the horse  
in horsey,

But so do cranky people.



**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 *horse* each time it appears. Point and say each line with expression. Point out the *or* in *horse, horses, and horsey*.

*Horsey* is a play on words where a characteristic of one thing is given to another. Help your student find these plays-on-words in common kitchen items. *Sticky hands* might be *jam fingers*. *Slippery hands* might be *butter fingers*. How many plays-on-words can your student think of? If you have more than one student or child, have a contest.



Go to your  
printing lesson.

h

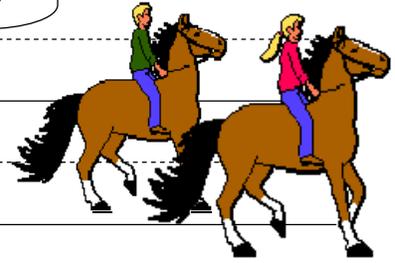
or

s

e

horse

horse



### Coach's Corner:

The letter to practice now is Uu. 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

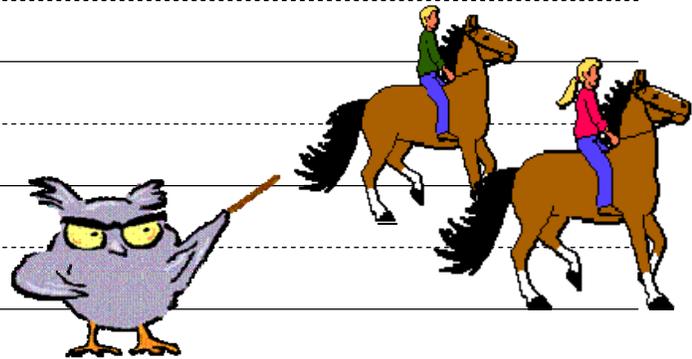
0 1 2 3 4 5 6 7 8 9 10



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

Start your writing:

If I had a horse,  
I would ride away.



### Coach's Corner:

This starter sentence calls for imaginary adventure. The outcome will be a pure story made up by your student. You can help by asking your student following questions: Who is going? Where are they going? Why are they going? What will they be doing? These questions will get your student to the basics of setting, plot, character, and dramatic situation without being technical.

Take an editorial stance to help your student. Misspellings are OK, but it is good to spell for your student when asked. Begin to use a dictionary once in a while. Stick to beginning capitals, end marks, and plurals.

Give your student an audience for all the writings. Read them to friends and family. Post them on the refrigerator or other conspicuous places.  
**Next lesson!**