

## Lesson Twenty-eight: Unicorn—u- n- i- c- o- r- n

**Word Wall:**

Āā Aa Bb Cc Dd Ēē Ee Ff Gg **Hh** Īī Ii Jj  
 Kk Ll Mm Nn Ōō Oo Pp Rr **Ss** Tt Ūū Uu Vv  
 Ww Xx Yy Zz er sh ch th th  
 wh oo oo oi ur **or**

*Horse* is on the Word Wall. *H*, *or*, and *s* are bold and on the Tree of Sounds. Point and say *horse* and your new sounds until you know them. Point and say all your words and sounds until you know them.

horse	turtle	oil	book	moon	wheel
feather	child	fish	zipper	yo-yo	ax
volcano	sun	cute	window	kite	
eagle	hot	pig	bed	cat	
three					
jump					
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 *or* sound in *horse*. The new lesson will have the *or* sound in *unicorn*.

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

Use the flash cards to help your student learn these new words by sight. Sound out each word on the cards, and break *order*, *before*, and *story* into syllables to help pronounce them.



### Coach's Corner:

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

Your student's new word *unicorn* has the spelling of *o* and *r*. The two letters make the sound *or*. This is the same *or* sound your student learned in *horse*. At this point, focus on the spelling, and the sounding will be presented on the next page.

The *u* in *unicorn* has the same long *u* sound that your student learned in the word *cute*. The beginning long *u* in words is a single syllable, as in *unicorn*, *uniform*, *unit*, *universe*, and *usual*.

Make flash cards to help your student learn these new words by sight. Help your student break the longer words into syllables, and sound them out.

unicorn

u-n-i-c-o-r-n



unicorn

u-n-i-c-or-n



Two letters  
make one  
sound.

'u-ni-corn

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 *unicorn*. Now point and say each letter. Point and say the second word *unicorn*. 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 prompt: "Two letters make one sound."

*Unicorn* is a three syllable word. Your student can attack longer words by breaking them into syllables. Sound out *unicorn* syllable by syllable and say it several times all as one word. Ask your student to try this with a similar word *uniform*. Find words of more than one syllable around the house, and try it. *Potato* and *Cheerios* will work.

## This Strange Uniform

A unicorn is a horse I suppose,  
With a horn just above its nose.  
I have thought and thought  
About this strange uniform,  
And I guess it's not for me,  
But it's OK for the unicorn.



### 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 *unicorn* each time it appears. Point and say each line with expression. Point out the long *u* and the *or* in *unicorn* and *uniform*.

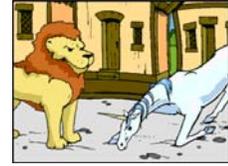
The *unicorn* is an imaginary, mythical character. Ask your student to dream up an imaginary character, describe it, and give it a name. Can your student draw the character?

## The Lion and the Unicorn

The lion and the unicorn  
were fighting for the crown.



The lion beat the unicorn  
all about the town.



Some gave them white bread  
and some gave them brown.



Some gave them plum cake  
and drummed them out of town.



--Traditional

### 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 *unicorn* each time it appears. Point and say each line with expression. Point out the long *u* and the *or* in *unicorn*.

Ask your student several questions in order to help understand the meaning of the story. Who are the characters? Don't leave out the townspeople. What were they fighting over? Who won the fight? Why were both drummed out of town? Why would they be given bread and cake before being drummed out of town? Do winners of fights win in the long run?



Go to your  
printing lesson.



u

n

i

c

or

unicorn

### Coach's Corner:

The letter to practice now is Vv. 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:

I think the unicorn's  
uniform is. . . .



### Coach's Corner:

An important part of life and literature is what one thinks. It is important for your young student to become an independent thinker. From the earliest age, children should be encouraged to have opinions and think for themselves.

"I think the unicorn's uniform is. . ." starts this writing by focusing on your student's own thoughts. On this subject there is no right or wrong, only what your student thinks.

Things to remember: Encourage the use of the dictionary, but misspellings are OK and spelling for your student is OK. Take an editorial stance on beginning capitals, end marks, commas, quotation marks, and *s*, *es*, and *ies* plurals. Provide an audience for all writings.

**Next lesson!**