

## Lesson Twenty-nine: House—h- o- u- s- e

Word Wall contents:

- Row 1: Āā, Aa, Bb, **Cc**, Dd, Ēē, Ee, Ff, Gg, Hh, īi, ii, Jj
- Row 2: Kk, Ll, Mm, **Nn**, Ōō, Oo, Pp, Rr, Ss, Tt, Ūū, Uu, Vv
- Row 3: Ww, Xx, Yy, Zz, er, sh, ch, th, th
- Row 4: wh, oo, oo, oi, ur, **or**

Speech bubble text:

*Unicorn is on the Word Wall. U, n, i, c, and or are bold and on the Tree of Sounds. Point and say unicorn and your new sounds until you know them. Point and say all your words and sounds until you know them.*

Word Grid:

				<b>unicorn</b>		
horse	turtle	oil	book	moon	wheel	
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 *or* sound in *unicorn*. This is the same *or* sound as the *or* in *horse*. Now look closely at the *u* in *unicorn*. This is the same *u* sound as the *u* in *cute*. Point and say these words together.

Remember that the beginning long *u* in words is a single syllable, as in *unicorn, uniform, unit, universe, and usual*.

Use the flash cards to help your student learn these new words by sight. Sound out each word on the cards.



### Coach's Corner:

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

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

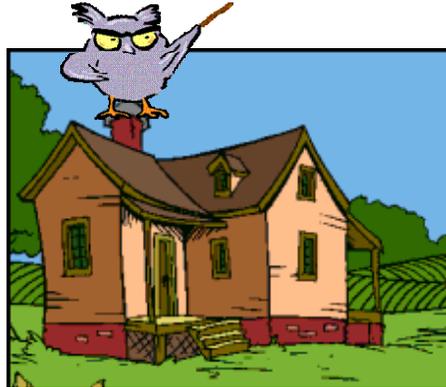
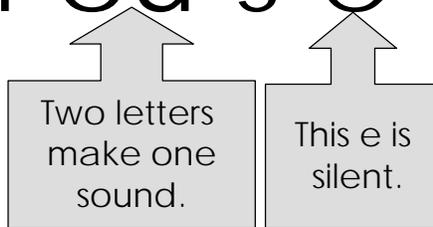
The *ou* in *house* is used in these common words: *loud, out, hour, out, sound, about, scout, amount, found, and cloud*. The *ou* sound in *house* is also the *ow* sound in many words: *owl, crown, cowboy, down, town, flower, towel, how, now, allow, and somehow*. Make flash cards for both sets of words, and learn the *ou* and *ow* way of making this sound together. Have your student sound each of these words on the flash cards as the words are learned by sight.

house

h-o-u-s-e

house

h-ou-s-e



### Coach's Corner:

Mat's prompt:

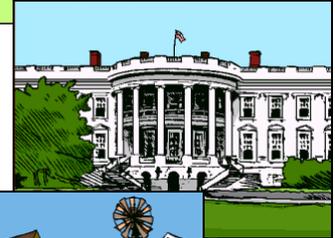
Spelling is how we see a word on the page. Sounding is how we say it. Point and say the first word *house*. Now point and say each letter. Point and say the second word *house*. Now point and say each sound. The *ou* forms a single sound. Repeat this until you know the word, its letters, and its sounds.

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

## Perhaps I'll Build a House

There is the schoolhouse  
Where we learn all day.  
And there is the White House  
Where the presidents stay.

Farmhouses and boathouses  
Are found along the way.  
Perhaps I'll build a house  
With my own hands some day.



### 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 *house* each time it appears. Point and say each line with expression. Point out the *ou* in *house* and *houses*.

Ask your student to match the pictures with the lines of text. How is the last picture different from the rest? Can you imagine being older? What will you be when you grow up? Where will you work?

Ask your student to find the rhyming words: *day*, *stay*, *way*, and *day*. What other words can your student add to the list?

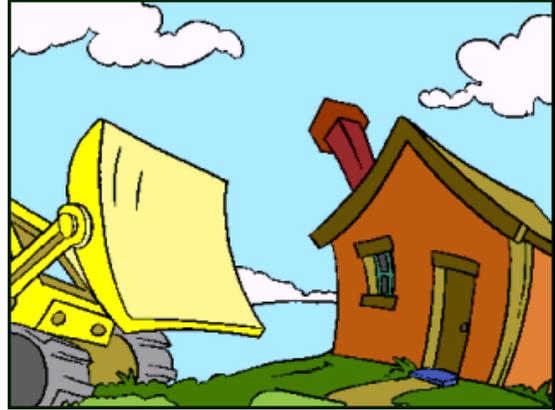
## Builder, Spare That House.

Builder, spare that house.

Touch not a single shingle.

It sheltered me in youth.

I will protect it now!



--Adapted from *Woodsman Spare that Tree*

### 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 *house* each time it appears. Point and say each line with expression. Point out the *ou* in *house*.

To help your student understand dramatic situations in reading, ask the following questions: Why is the house in danger? Why doesn't the speaker want the house hurt? What will the speaker do for the house? Do you have things that you would like to protect?



Go to your  
printing lesson.



h

ou

s

e

house

house

### Coach's Corner:

The letter to practice now is Ww. 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:

There are many  
houses on my street.



### Coach's Corner:

The starter sentence says, "There are many houses on my street." This will help your student invent material for writing by creating a simple catalog. Start out by having your student list the houses on the street. Next, ask the student to say something descriptive about each one: color, size, residents, etc. Finally, have the student write a simple sentence on each one, the sum of which will be a quite extensive writing.

Remember these things: 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!**