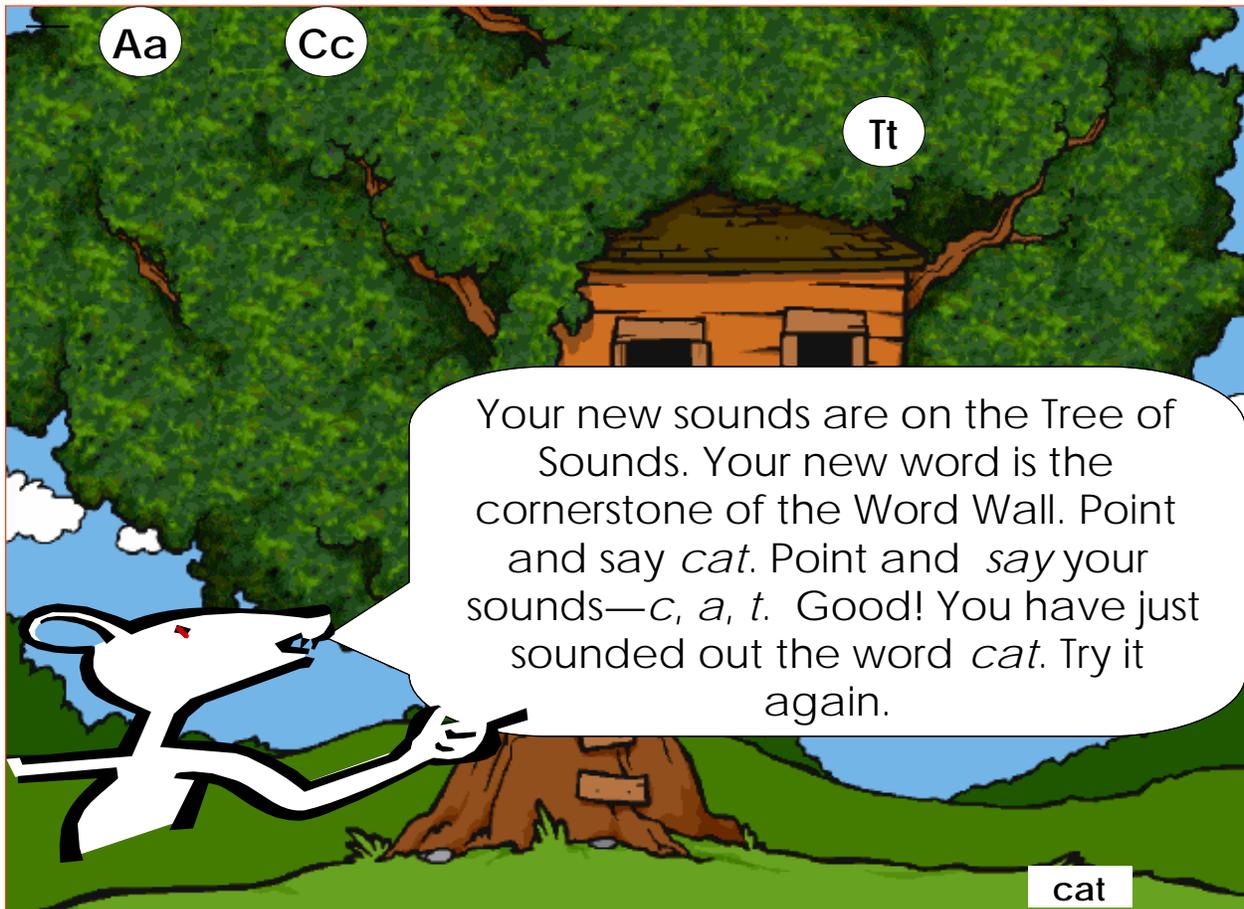


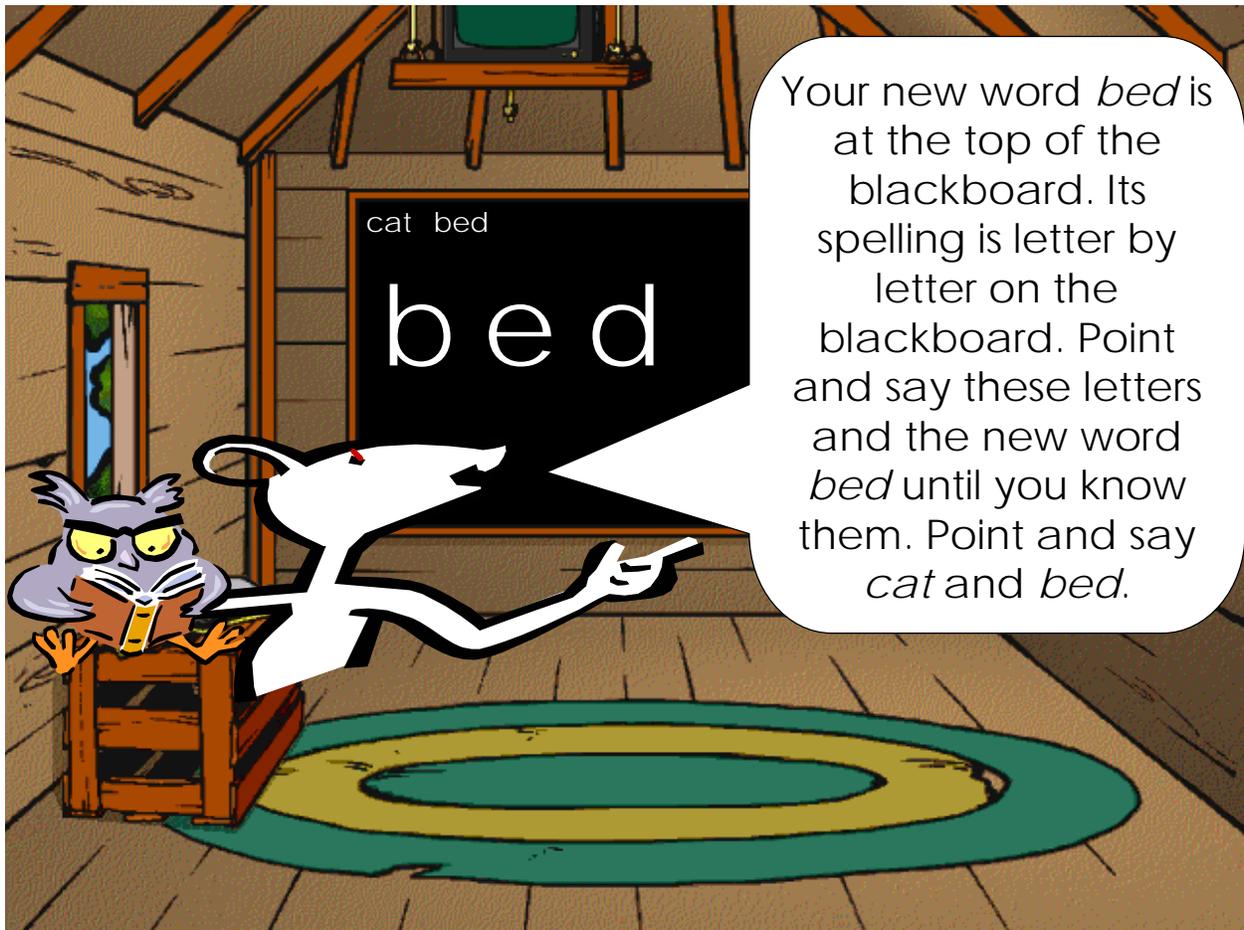
## Lesson Two: Bed—b- e- d



### Coach's Corner:

It is very important that you implement the point and say technique correctly. Let's review: Point and say all the words line by line, as if you were reading any book. Next, have your student say the words with you as you point. Then, have the student point and you say. Finally, have the student point and you both say. As you progress, the student will be able to point and say alone, with occasional prompts from you. Never hesitate to prompt.

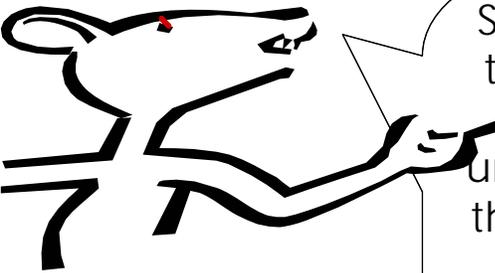
From now on, the first screen of each lesson will be a review of the previous lesson word and its sounds, in this case *cat*. After you have pointed and said Mat's instructions, follow them with your student. The faster the student points and says the sounds, the more they will sound like the word. See if the student can independently point and say. When you are finished, go to the next page where the student will return to the tree house in order to learn the next lesson word *bed*.



### Coach's Corner:

*Bed* is the second lesson word. It contains the second short vowel *e* of *a, e, i, o, u*. It also contains *b* and *d*. With *cat* and *bed*, the student has the beginning letters of the alphabet: *a, b, c*, and *d*. The student is progressing through the short vowels and the alphabet—two building blocks of written language.

Point and say Mat's instructions, and follow them with your student. Be sure the letters can be named and the words said. At this time, some students will begin reading the words as sight words. This is good since all reading and writing, except for new words, depend on sight recognition to gain fluency and speed. However, because a student recognizes a word by sight—*bed* in this case—the student is not excused from the spelling and pronunciation lessons. These lessons build word attack skills. Review the flash cards, and make new ones rhyming with *bed*: *red, Fred, Ted, led*, and *sled*.



Spelling is how we see the word on the page. Sounding is how we say it. Point and say the first word *bed* until you know it. Now point and say the names of each letter below the word *bed* until you know them. Now point and then say the second word *bed*. Now point and say the sounds of the last row of letters until you know them

bed  
b-e-d

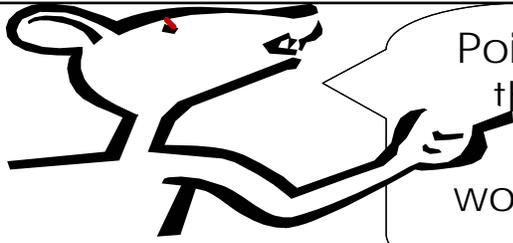
bed  
b-e-d



### Coach's Corner:

Point and say Mat's instructions. Be sure to have your student point and say with you. Now point and say the first word *bed* and spell it with the letters that follow. Once the student knows the spelling of the word *bed*, point and say the second word *bed*, and pronounce it by sounding the letters that follow. Repeat the procedure until the student knows *bed*, the letters, and the sounds.

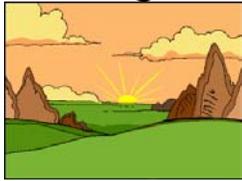
Use the picture to relate the meaning of *bed* to the word *bed*. How *big* is your *bed*? How soft is your *bed*? Why do we need sleep? Use your flash cards to show that the *e* and the *d* in *bed* are the same sounds as the *e* and *d* in *red*, *Fred*, *Ted*, *led*, and *sled*.



Point and say the words all the way through. Now point and say the words line by line. Point to the word *bed* and say it. Spell it: *b, e, d*. Sound it out: *b, e, d*.

## When the Day Is Done

When the day is done      Night falls too soon  
With the setting of the sun,      With the stars and the moon.



All tired and worn,  
I go to my **bed**,

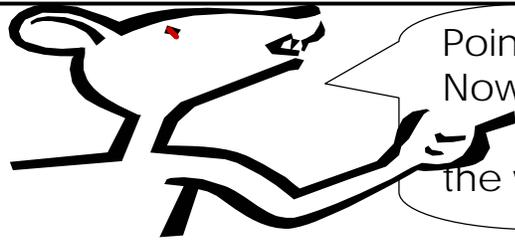
And misty dreams  
Float in my head.



### Coach's Corner:

Point and say Mat's instructions. You may be tempted to speed through the instruction, but using the balloon is showing your student the relationship of writing to speech. Be patient and go slowly. As you point and say the poem the first time, do it with expression so that the student will get the sense of the flow of the language as it is taken from paper. In all future readings, read with expression. When the student is saying the lines with you, get the student to say them with expression.

Now work with the rhymes. Can the student invent more rhymes? Try *done, sun, run*; or *soon, moon, goon, boon*; or *bed, head, red, fed*. Rhyme has great power to generate new words. Can the student name the objects in the pictures? Have the student look at the pictures and tell an original story. "Talk is the sea on which all else floats" (James Britton). Talk about pictures; talk about the characters; all talk is helpful in understanding the sense of reading and writing.



Point and say to read the whole poem.  
Now point and say each word of each  
line in the poem. Point and say all  
the words *bed*. Pronounce *bed*: *b, e, d*.



## Bedtime, Bedtime

Bedtime, **bed**time,  
Rock-a-bye my baby.

Bedtime, **bed**time,  
Rock-a-bye my baby.  
Sleep time, sleep time,  
Hush! Don't you cry.

Morning will come  
To the **bed** where you lie.

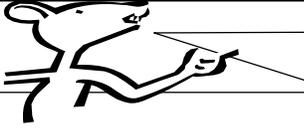


### Coach's Corner:

Point and say Mat's instructions. Be sure to point and say all the words *bed*. Have the student pick out the rhyming words. This poem is a lullaby. You may want to sing it with your student. Make up your own melody, and point to the words as you sing. Hootie also has a traditional lullaby which is on the multimedia CD.

Rock-a-bye baby  
On the tree top.  
When the wind blows,  
The cradle will rock.  
When the bough breaks,  
The cradle will fall,  
And down will come baby,  
Cradle and all.

Be sure to have your student say the words and lines with expression.



Go to your printing lesson.

b

e

d

b e d

b e d

b e d



### Coach's Corner:

Point and say Mat's directions. Now point and say each letter; and with your student's finger, trace the letter to show how the letters are made. Have your child copy an entire row of each letter. Use lined primary writing paper. If your student has difficulty making the letters, make entire pages of shapes. Make circles, squares, triangles, straight lines, and squiggles. Make these large on a blackboard or flip chart paper.

Do not insist that letters be exact or that students stay in the lines. Tracing over the letters with a finger will help. Remember our objectives: know *bed*; the sounds of *b*, *e*, and *d*; and the names of the letters *b*, *e*, *d*. Finally, it will be good, but not absolutely necessary, to print *bed*. Go to the next page when you are finished. Save the student's work in the portfolio.




bed

cat at bat

bed bead bat

b \_ \_ b \_ \_ d b \_ \_

Ask a parent or friend to help. Write about your bed. Start with: My cat is in my bed.

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**Coach's Corner:**

Point and say Mat's instructions. Coach the student to point and say. Say the words, call the letters, and sound out the sounds of the letters. Call attention to the new words that we are making: *at*, *bat*, and *bead*. Once the make words are done on paper, go back to the writing assignment. With the proper prompt—*My cat is in my bed*—your student will have thoughts on the subject. These are called language-borne thoughts. Your job is to get them out on paper.

*My cat is in my bed* may be copied to get started. Some students may add real words, even sentences. Some will write in playacting, pretend writing that you cannot read. Some will have to complete their writing orally, saying their meaning out loud. You will write it down for them. Whatever you get, however fragmentary, have the student read it back to you. As the coach, get all you can on paper, but take what you do get with appreciation and praise. Save the *bed* printing and writing in the portfolio. Go to the next lesson. **Praise** your student for progress and effort.