

## Lesson Thirty: Queen—q- u- e- e- n

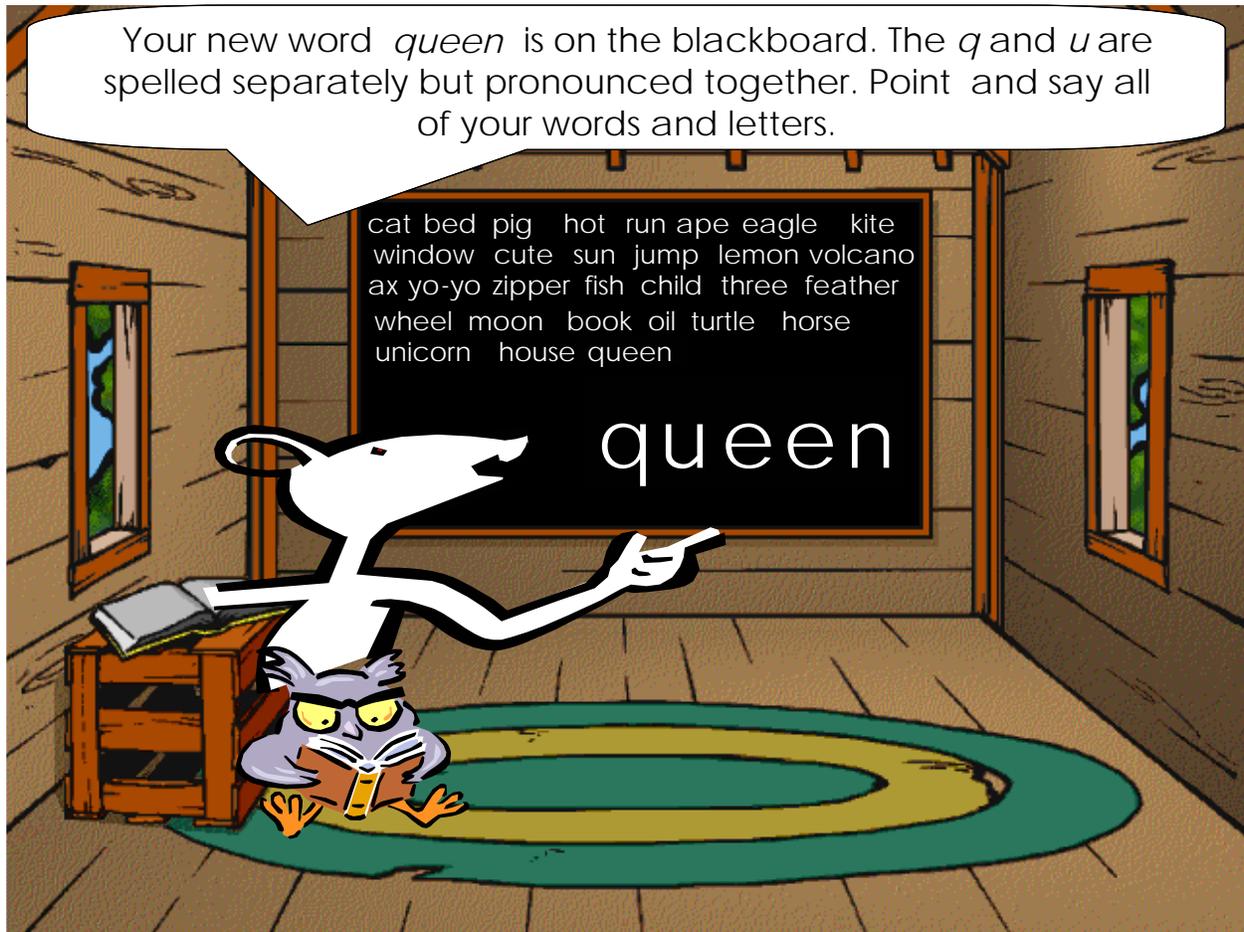
House is on the Word Wall. *H*, *ou/ow*, and *s* are bold and on the Tree of Sounds. Point and say *house* and your new sounds until you know them. Point and say all your words and sounds until you know them.

|         |         |       |      |        |        |      |
|---------|---------|-------|------|--------|--------|------|
| house   | unicorn |       |      |        |        |      |
| 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 *ou/ow* sound in *house*. Remind your student that this sound is spelled two different ways in different words.

The *ou* in *house* is used in these common words: *loud*, *out*, *hour*, *our*, *sound*, *about*, *scout*, *amount*, *found*, and *cloud*. The *ou* sound in *house* is also the *ow* sound in *owl*, *crown*, *cowboy*, *down*, *town*, *flower*, *towel*, *how*, *now*, *allow*, and *somehow*. Use the flash cards to learn both sets of these *ou/ow* words. Have your student sound each of these words.



### Coach's Corner:

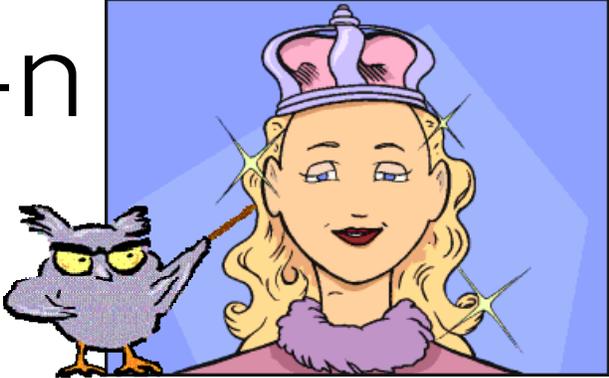
Be sure to point and say all of Mat's instructions.

Your student's new word *queen* has the spelling of *q* and *u*. The two letters make the sound *qu*. *Q* is always followed by *u*. At this point, focus on the spelling, and the sounding will be presented on the next page.

The *qu* in *queen* is used to begin several important words; such as *quart*, *quit*, *quite*, *quiet*, *quick*, and *quiz*. It is also in the middle of words such as, *square*, *equal*, *squirrel*, *liquid*, and *equipment*. Point out to your student that, in each of these words, *q* is followed by *u*.

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

queen  
q-u-e-e-n



queen  
qu-e-e-n

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 *queen*. Now point and say each letter. Point and say the second word *queen*. Now point and say each sound. The *qu* 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."

Remind your student the *q* is always followed by *u*.

## A Queen Named Elaine

Once there was a queen named Elaine.

I think she came from down the lane.



She dressed in gold and lace,

Walked with style and grace.

Though all the world praised her,

It did not in the least faze her.

So it was with the queen named Elaine.



### Coach's Corner:

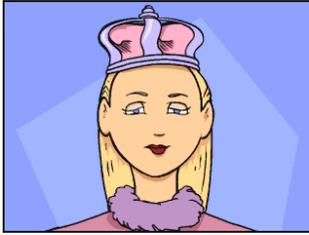
Mat's prompt:

Point and say the words all the way through. Now point and say the words line by line. Point and say *queen* each time it appears. Point and say each line with expression. Point out the *qu* in *queen*.

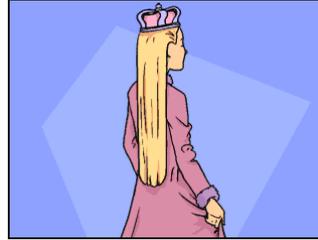
Ask your student the following questions: What does "I think she came from down the lane," tell you about the queen? What does "It did not in the least faze her," tell you about the queen?

Find the rhymes in the poem.

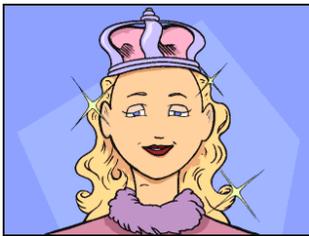
Queen, Queen, Caroline.  
Queen, queen, Caroline.



Her hair was straight in line.



They curled it and made it shine.



Queen, queen, Caroline.

--Adapted



Lavender's blue, Dilly, Dilly,  
Lavender's green.  
When I am king, Dilly, Dilly,  
You shall be queen.  
Call up your men, Dilly, Dilly,  
Set them to work.  
Some to the plow, Dilly, Dilly,  
Some to the cart.  
Some to make hay, Dilly, Dilly,  
Some to cut corn.  
Whilst you and I, Dilly, Dilly,  
Keep ourselves warm.

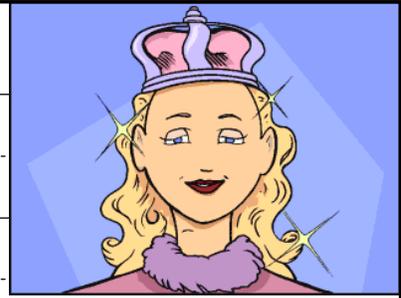
### Coach's Corner:

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. Hootie's song is on the software CD. Point out the *qu* in *queen*.

Both poems have lots of commas. Ask your student to read the lines with commas, and listen for the pause. Add commas to your student's list of punctuation marks: capitals, periods, question marks, exclamation marks, and, now, commas. Commas mark a pause in the middle of a sentence. The voice does not go up or down.



Go to your  
printing lesson.



q

u

qu

ee

n

queen

### Coach's Corner:

The letter to practice now is Xx. 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 ever met a queen,  
I would say...



### Coach's Corner:

Conversation is important to reading and writing. The starter asks for a conversation from your student. Help the student pretend there is a queen.

The starter has a comma. Listen for the pause. The following inflections of the voice will help your student punctuate: In "I am the queen." the voice drops for a period. In, "I *am* the queen!" the voice emphasizes or exclaims for an exclamation mark. In, "Am I the queen?" the voice rises for a question mark. In, "Queen Caroline, you are the queen," the voice pauses for a comma. Remember that your student uses inflections naturally when speaking. Listening is the key.

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. **Forward!**