

## Lesson Thirty-one: Saw—s- a- w

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 Ou/ow **qu**

Tree of Sounds:

queen	house	unicorn
turtle	oil	book
moon	wheel	
child	fish	zipper
yo-yo	ax	
sun	cute	window
kite		
hot	pig	bed
cat		

Speech Bubble:

Queen is on the Word Wall. *Qu*, *e*, and *n* are bold and on the Tree of Sounds. Point and say *queen* and your new sounds until you know them. Point and say all your words and sounds until you know them.

### 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 *qu* sound in *queen*. *Q* is always followed by *u*.

Review that the *qu* in *queen* is used to begin *quart*, *quit*, *quite*, *quiet*, *quick*, and *quiz*. It is also in the middle of *square*, *equal*, *squirrel*, *liquid*, and *equipment*.

Use the flash cards to help your student learn these new words by sight. Sound out each word on the cards, and break *equal*, *squirrel*, *liquid*, and *equipment* 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, *saw*, has the spelling of *a* and *w*. The two letters make the sound *aw*. This sound is also spelled *au* as in *auto* and *August* and spelled *o* as in *dog* and *off*. The *o* spelling of the *aw/au* sound will be in the next lesson word *dog*. Focus on the spelling of *saw*, and the sounding will be presented on the next page.

The *aw* in *saw* is found in *awful*, *lawn*, *drawn*, *hawk*, *yawn*, *crawl*, *draw*, *jaw*, *law*, *straw*, and *paw*. The *au* spelling is found in *auto*, *August*, *author*, *autumn*, *because*, *caught*, *daughter*, *cause*, and *dinosaur*. Make the 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.

saw

s-a-w

saw

s-aw



Two letters  
make one  
sound.

Coach's Corner:

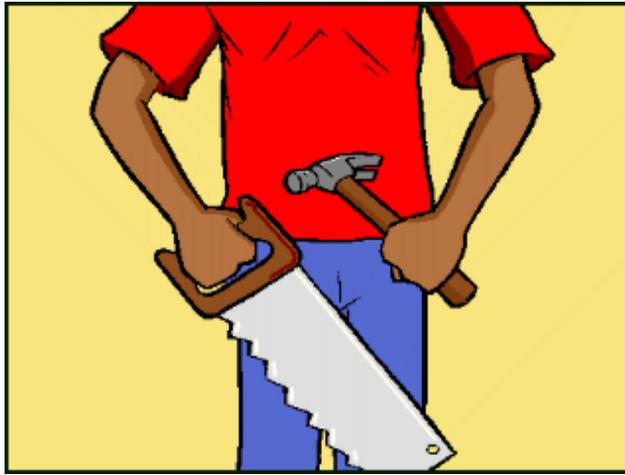
Mat's prompt:

Spelling is how we see a word on the page. Sounding is how we say it. Point and say the first word *saw*. Now point and say each letter. Point and say the second word *saw*. Now point and say each sound. The *aw* 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."

# "I See," Said the Man

"I see," said the man,  
As he picked up his hammer and saw.



## Coach's Corner:

Mat's prompt:

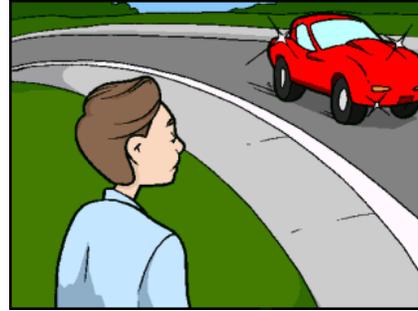
Point and say the words all the way through. Now point and say the words line by line. Point and say *saw* each time it appears. Point and say each line with expression. Point out the *aw* in *saw*.

In this writing the man is speaking: *"I see," said the man.* In reading and writing, when speakers speak directly, their words are enclosed with quotation marks. Point these quotation marks out for your student. Can the student make them on paper?

*Saw* is a naming word in this writing. Can your student think of another meaning as an acting word? Go to the next page to find the answer.

# I See, I Saw, I Seesaw

If we see it now, we say, "I see."



If we saw it sometime before, we say, "I saw."

If we ride it up and down,  
we call it a seesaw.



So we say: "I see, I saw, I seesaw."



Seesaw, Majorie Daw,  
Johnny shall have a new master.  
He shall have but a penny a day,  
Because he can't work any faster.

**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 *saw* each time it appears. Point and say each line with expression. Point out the *aw* in *saw* and *seesaw*.

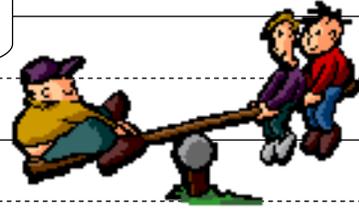
Help your student play with the words *see*, *saw*, and *seesaw*. The meaning of the past tense of acting words is embedded in *see* and *saw* and their respective picture representations. What is the past action of *seesaw*? *Seesawed*. *Saw* and *seesaw* are also naming words.

Continue to help your student point out the quotation marks in the sentences. Remind your student that quotation marks represent direct speech. *Seesaw Marjorie Daw* is a song on the software CD.



Go to your  
printing lesson.

s



a

w

s

aw

saw

### Coach's Corner:

The letter to practice now is Yy. 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:

The best thing that  
I ever saw was. . . .



### Coach's Corner:

The best writing will come from your student's own experiences. Once your student finds what *the best thing that I ever saw was. . .*, help by asking for a list of details surrounding the event. This will help your student in thinking of things to write and in putting them in order.

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.

Be sure that all the printing and writing papers are in the file. **Next lesson!**