

## Lesson Thirty-two: Dog—d- o- g

Aā Aa Bb Cc Dd Eē Ee Ff Gg Hh Iī Ii Jj  
 Kk Ll Mm Nn Oō Oo Pp Rr **Ss** Tt Uū Uu Vv  
 Ww Xx Yy Zz er sh ch th th  
 wh oo oo oi ur or ou/ow qu **aw/au**

*Saw* is on the Word Wall. *S* and *aw* are bold and on the Tree of Sounds. Point and say *saw* and your new sounds until you know them. Point and say all your words and sounds until you know them.

<b>saw</b>	queen	house	unicorn
turtle	oil	book	moon
wheel			
child	fish	zipper	yo-yo
ax			
sun	cute	window	kite
horse			
feather	three		
volcano	lemon	jump	
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 *aw* sound in *saw*. The *aw* sound in *saw* is the same sound as the *au* in *auto*. The *aw* sound is also spelled with an *o* as in this lesson's word *dog*.

Remind your student that 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*.

Use the flash cards to help your student learn these new words by sight. Help your student break the longer words into syllables. Sound out each word.



### Coach's Corner:


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

Your student's new word *dog* has the spelling of *o* which is pronounced like the *aw/au* sound. At this point, focus on the spelling, and the sounding will be presented on the next page.

The *o* in *dog* is used in these common words: *fog, hog, log, frog, off, often, office, on, onto, soft, long, cost, wrong, and cloth*. Make flash cards for these words. Have your student sound out each of these words on the flash cards as the words are learned by sight.

dog  
d-o-g

dog  
d-o-g



This *o* has  
the same sound  
as *aw/au*.

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 *dog*. Now point and say each letter. Point and say the second word *dog*. Now point and say each sound. Repeat this until you know the word, its letters, and its sounds.

Be sure to do Hootie's prompt: "This *o* has the same sound as *aw/au*."

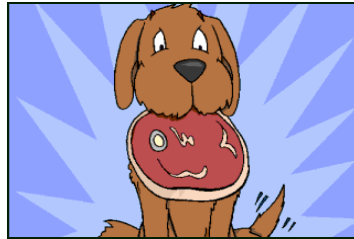
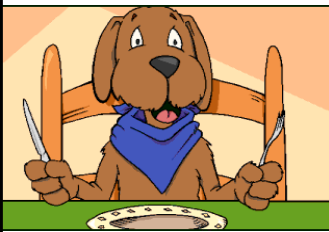
# My Dog Came out to Play

My dog came out to play,  
Running down the street.



He barked to say:

"The weather is fine,  
And it's time to dine.  
Dog food is neat,  
But I'll take meat!"



## Coach's Corner:

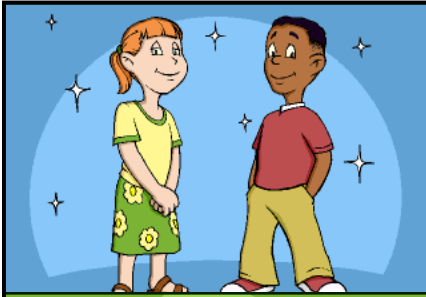
Mat's prompt:

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

The dog in the story makes an exclamatory statement. Ask your student how it is marked. It has quotation marks and an exclamation mark.

How is it that a dog can speak? What else might the dog say?

Review your work on contractions. Can your student tell you what words make *I'll* and *it's*?



## And Puppy Dog Tails

Some kids are  
sugar and spice

And everything nice.

Others are  
hammers and nails

And puppy dog tails.

--Adapted from Traditional



### Coach's Corner:

Point and say the words all the way through. Now point and say the words line by line. Point and say *dog* each time it appears.

### Where Has My Little Dog Gone?

Oh where! Oh where has my little dog gone?  
Oh where! Oh where can he be?  
With his ears cut short and his tail cut long,  
Oh where! Oh where is he?

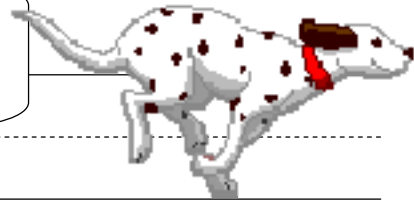
Point and say each line with expression. Point and read Hootie's song.

Can you find the exclamation marks in the song? What do these mean?  
Can you find the question marks in the song? What do these mean?

Are you sugar and spice and everything nice? Or hammers and nails and puppy dog tails? Hootie's song is on the software CD.



Go to your  
printing lesson.



d

o

g

dog

dog

dog

### Coach's Corner:

The letter to practice now is Zz, the last letter of the alphabet. 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

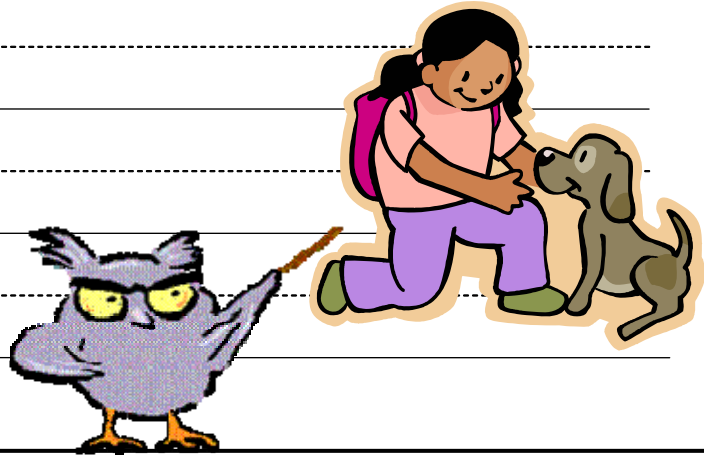




Point and say the words below.  
These will start your writing.

Start your writing:

I saw a puppy dog  
in the store window.



### Coach's Corner:

Skills in observation make a good writer. Have your student pretend to look into a pet shop window and see a dog. List everything in detail: color, size of ears, tail, frisky or not, eyes, sad or not. After making a list, write about what is in the window. Begin with the starter sentence: *I saw a puppy dog in the store window.*

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. **Go to the next lesson!**