

Lesson Thirty-three: Chair—c- h- a- i- r

*Dog is on the Word Wall. **D**, **aw/au**, and **g** are bold and on the Tree of Sounds. Point and say *dog* and your new sounds until you know them. Point and say all your words and sounds until you know them.*

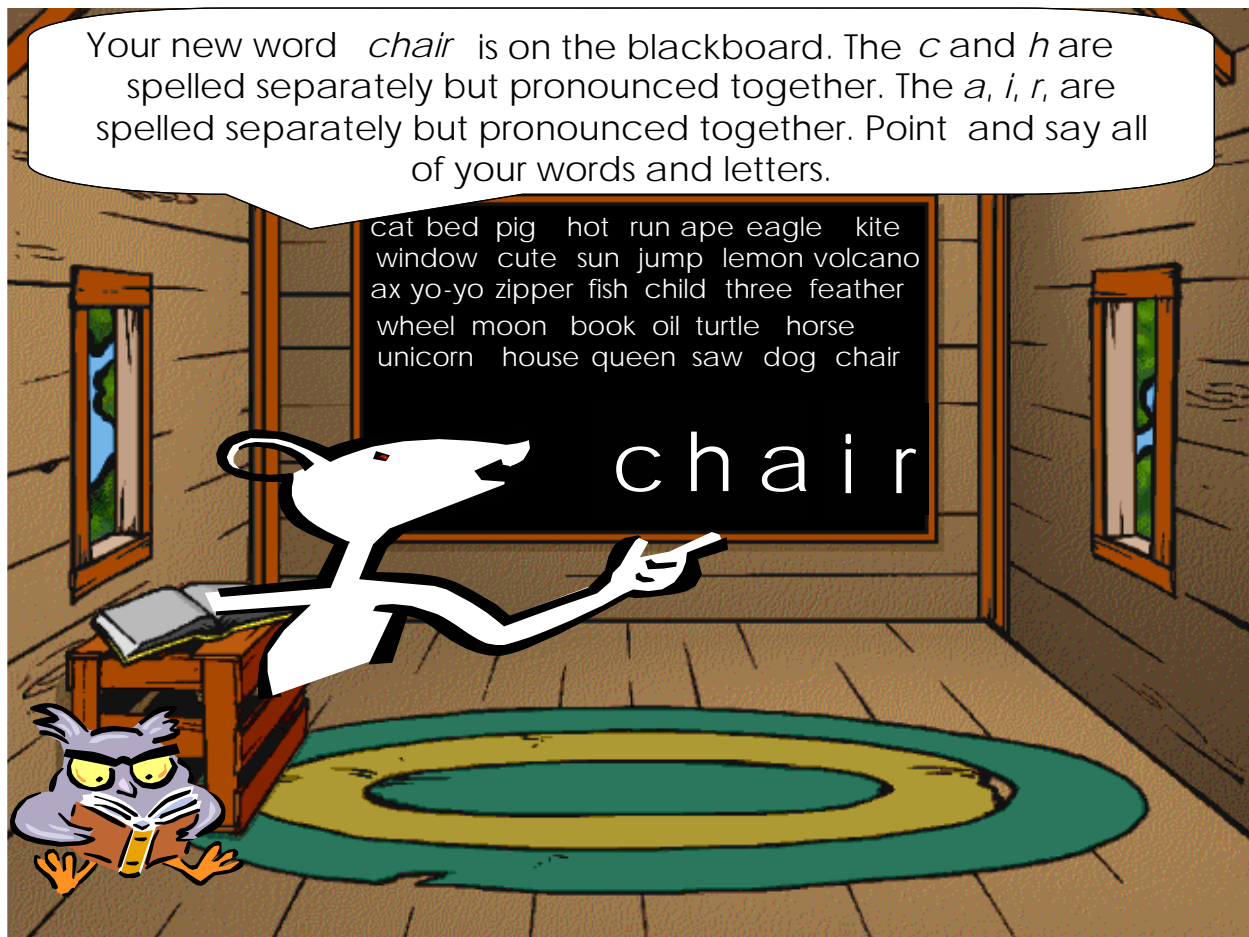
horse	dog	saw	queen	house	unicorn
feather	turtle	oil	book	moon	wheel
three	child	fish	zipper	yo-yo	ax
volcano	sun	cute	window	kite	
lemon	hot	ape	bed	cat	
jump					
eagle					

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 *o* sound in *dog*. The *o* sound in *dog* is the same as the *au/aw* sound in *saw* and *auto*.

Remember that 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*.

Help your student learn these new words by sight. Sound out each word on the flash cards, and break *often*, *office*, and *onto* 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, *chair*, has the spelling of *a*, *i*, and *r*. The three letters make the sound *air*. At this point, focus on the spelling, and the sounding will be presented on the next page.



The *air* sound in *chair* is used in these common words: *air*, *fair*, *hair*, *pair*, and *stair*. The *air* sound in *chair* is also spelled *ar* as in *parent* and spelled *are* as in *care*. The *air* sound spelled *ar* is found in: *library*, *canary*, and *parent*. The *air* sound spelled *are* is found in *beware*, *care*, *share*, *rare*, and *stare*. Make flash cards for each set of words, and learn the *air*, *ar*, and *are* ways of making this sound. Have your student sound out each of these words on the flash cards as the words are learned by sight. Break the long words into syllables.

chair

c-h-a-i-r

chair

ch-air



Two letters make one sound.

Three 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 *chair*. Now point and say each letter. Point and say the second word *chair*. Now point and say each sound. The *ch* forms a single sound and the *air* 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 "Three letters make one sound."

I Sit in a Wee Little Chair

My father sits in a great big chair.



Mother sits in a medium chair.



I sit in a wee little chair.

Just right for baby bear!

--Adapted from Traditional



Coach's Corner:

Mat's prompt:

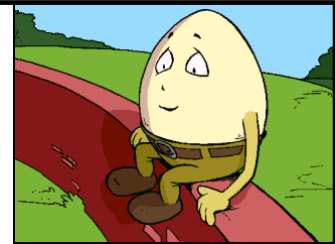
Point and say the words all the way through. Now point and say the words line by line. Point and say *chair* each time it appears. Point and say each line with expression. Point out the *air* in *chair*.

Help your student read for content. Who is the speaker in this poem? Who are the other characters? Do real bears sit in chairs? Where do real bears live?

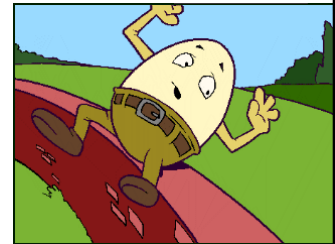
If you know the rest of the story, share it with your student.

Some Chair

Humpty Dumpty sat on a wall--
Some chair!

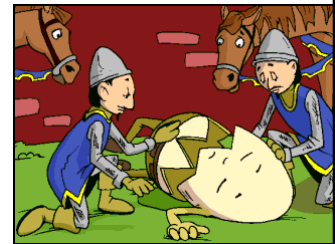


Humpty Dumpty had a great fall--
Some fall from a high chair!



All the king's horses
and all the king's men

Couldn't put Humpty Dumpty
together again!



--Adapted from Traditional

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 *chair* each time it appears. Point and say each line with expression. Point out the *air* in *chair*.

Help your student with the meaning of the story. Who is the main character? Who are the other characters? What happened to Humpty Dumpty? Why couldn't they put Humpty Dumpty back together again? What are eggs like? What happens if you break an egg?

Find the exclamation marks in the poem. What do they tell us?

King's is a possessive that is formed by adding 's to *king*. A possessive shows ownership. Can your student make other words possessive? Start with the student's name. *Plural possessives* are usually formed by adding *s'*. *Humpty Dumpty* is on the software CD.



Go to your
printing lesson.

c

ch

a

i

air

chair



Coach's Corner:

Now practice the numbers. Start with 0, 1, 2.

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 sat down in the
softest chair, nodded
off to sleep, and this is
what I saw in my
dreams.

Coach's Corner:

This is the longest starter sentence yet. Your student has been able to make these long sentences orally since about four years old. It is in the nature of the language for the student to write in longer sentences. Read the sentence with your student. Can your student hear the pauses where the commas are? Commas tie together phrases in longer sentences. Have your student finish the writing with what happened in the dream.

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. **Onward to the next lesson!**