

Lesson Thirty-four: Heart—h- e- a- r- t

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 aw/au
air

Chair is on the Word Wall. Ch and air are bold and on the Tree of Sounds. Point and say chair and your new sounds until you know them. Point and say all your words and sounds until you know them.

Tree of Sounds:

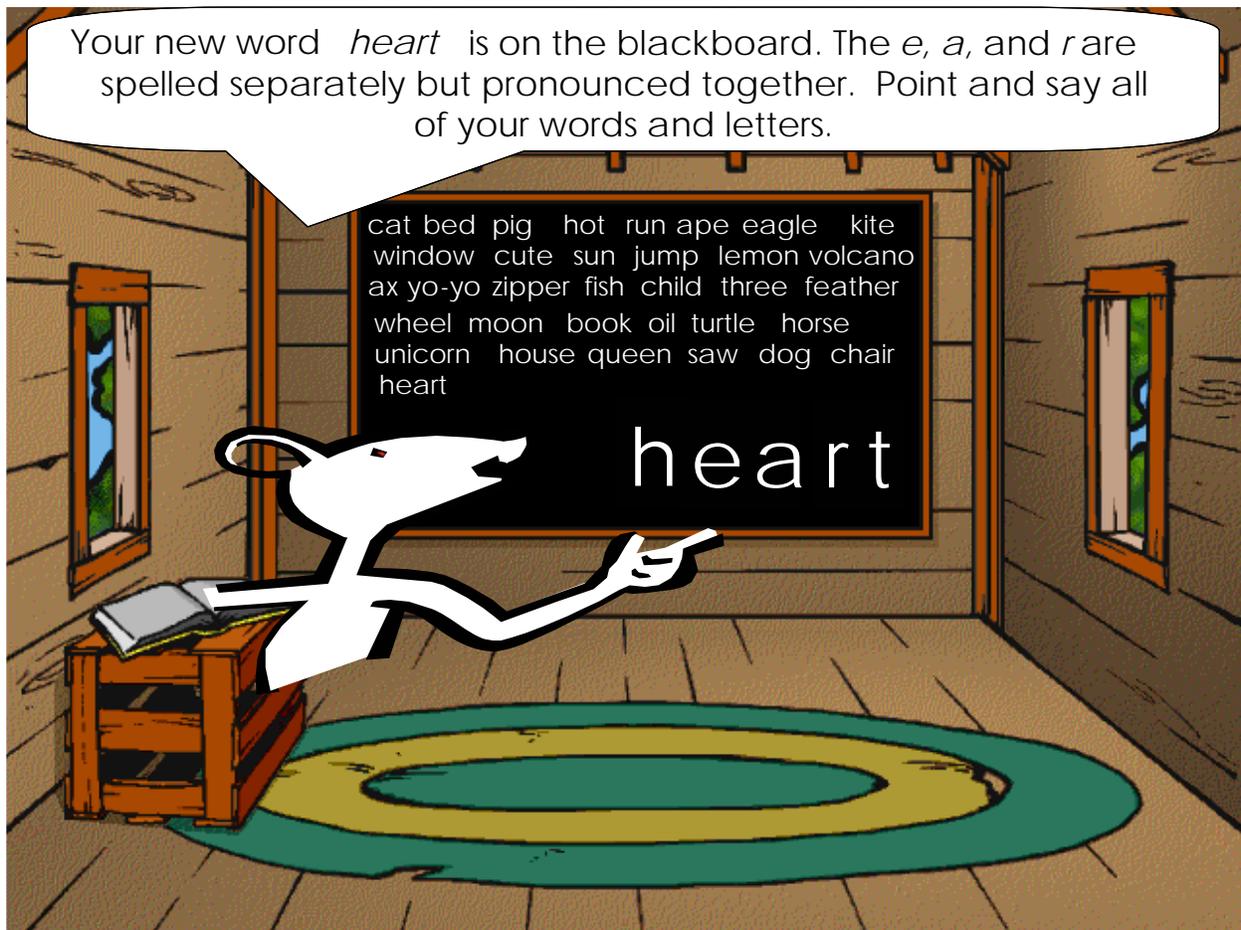
dog	saw	queen	house	unicorn	chair
turtle	oil	book	moon	wheel	
child	fish	zipper	yo-yo	ax	
sun	cute	window	kite		
hot	pig	bed	cat		

horse
 feather three
 volcano lemon jump
 eagle ape run

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 *air* sound in *chair*. The *air* sound is made up of three letters.

Remember that 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*, *careful*, *rare*, and *stare*. Use the flash cards to help your student learn these new words by sight. Sound out each word on the cards, and break *library*, *canary*, and *careful* into syllables to help pronounce them.



Coach's Corner:

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

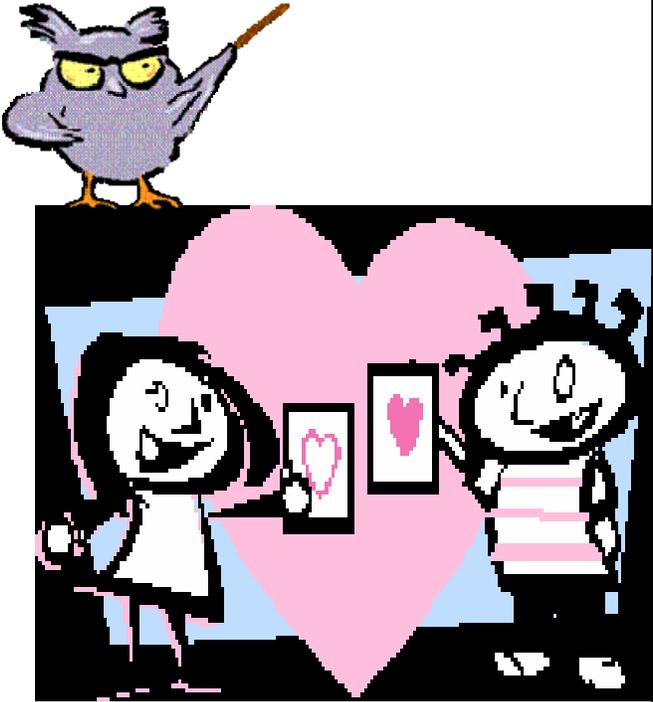
Your student's new word, *heart*, has the spelling of *a* and *r*. The two letters make the sound *ar*. At this point, focus on the spelling, and the sounding will be presented on the next page.

The *ar* in *heart* is used in these common words: *are, arm, army, art, card, yard, car, jar, far, and star*.

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.

heart
h-e-a-r-t

heart
h-e-ar-t



This e is silent.

Two letters make one sound.

Coach's Corner:

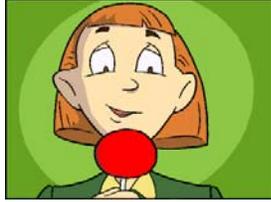
Mat's prompt:

Spelling is how we see a word on the page. Sounding is how we say it. Point and say the first word *heart*. Now point and say each letter. Point and say the second word *heart*. Now point and say each sound. The *ar* forms a single sound. Repeat this until you know the word, its letters, and its sounds.

Be sure to do Hootie's two prompts: "This *e* is silent." and "Two letters make one sound."

She's My Mommy!

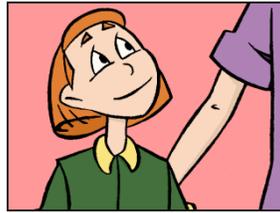
I love candy;
I think it's dandy.



I love dogs;
I think they're handy.



But I love her with all my heart,
And she loves me with her big heart.



She's my mommy!

Coach's Corner:

Mat's prompt:

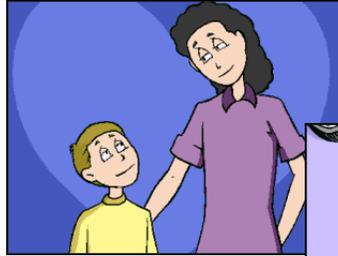
Point and say the words all the way through. Now point and say the words line by line. Point and say *heart* each time it appears. Point and say each line with expression. Point out the *ar* in *heart*.

Ask your student why there is an exclamation mark after "She's my mommy!" How does this mark affect the way your student should read the sentence? What does the word *heart* mean here? What is another meaning for the word *heart*? How many people can a person love?

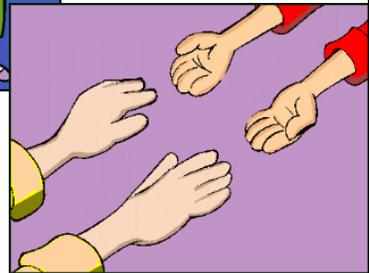
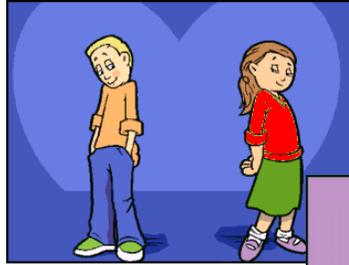
Can your student find the contraction in this reading?

Our Hearts May Never Part

My first love was
my mother,
And my second was
my teacher,
But Helen Ruth stole
my heart.



I love her more
than any other.
If I stretch out my hand
to reach her,
Our hearts may
never part.



Coach's Corner:

Point and say the words all the way through. Now point and say the words line by line. Point and say *heart* each time it appears. Point and say each line with expression. Point and read Hootie's song. The song is on the software CD.

My Bonnie lies over the ocean;
My Bonnie lies over the sea.
My Bonnie lies over the ocean;
So bring back my Bonnie to me.
Bring back, bring back,
Oh, bring back my Bonnie to me, to
me.
Bring back, bring back,
Oh, bring back my Bonnie to me!

Help your student understand the poem and the song. What do the poem and Hootie's song have in common? How long can love last? How far can love reach?



Go to your
printing lesson.



h

e

ar

t

heart

heart

Coach's Corner:

The numbers to practice writing now are 3 and 4.

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

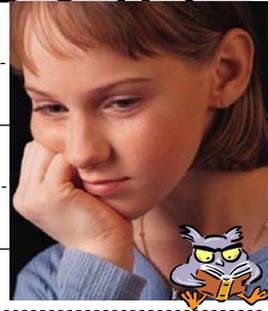
0 1 2 3 4 5 6 7 8 9 10



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

Start your writing:

My heart was not in
my school work.
I wish I were . . .



Coach's Corner:

Imagination is important to good writing. This sentence starter opens the door to the imagination by using the word *wish*. Other words that help are *dream*, *think*, *imagine*, and *remember*.

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.

Forward!