

## Lesson Thirty-five: Tears—t- e- a- r- s

The Word Wall contains the following words and sounds:

Aa	Bb	Cc	Dd	<b>Ee</b>	Ff	Gg	<b>Hh</b>	Ii	Jj	
Kk	Ll	Mm	Nn	Oo	Pp	Rr	Ss	<b>Tt</b>	Uu	Vv
Ww	Xx	Yy	Zz	er	sh	ch	th	th		
wh	oo	oo	oi	ur	or	ou/ow	qu	aw/au		
air	ar									

The Tree of Sounds contains the following words:

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

Coach's instructions in the speech bubble:

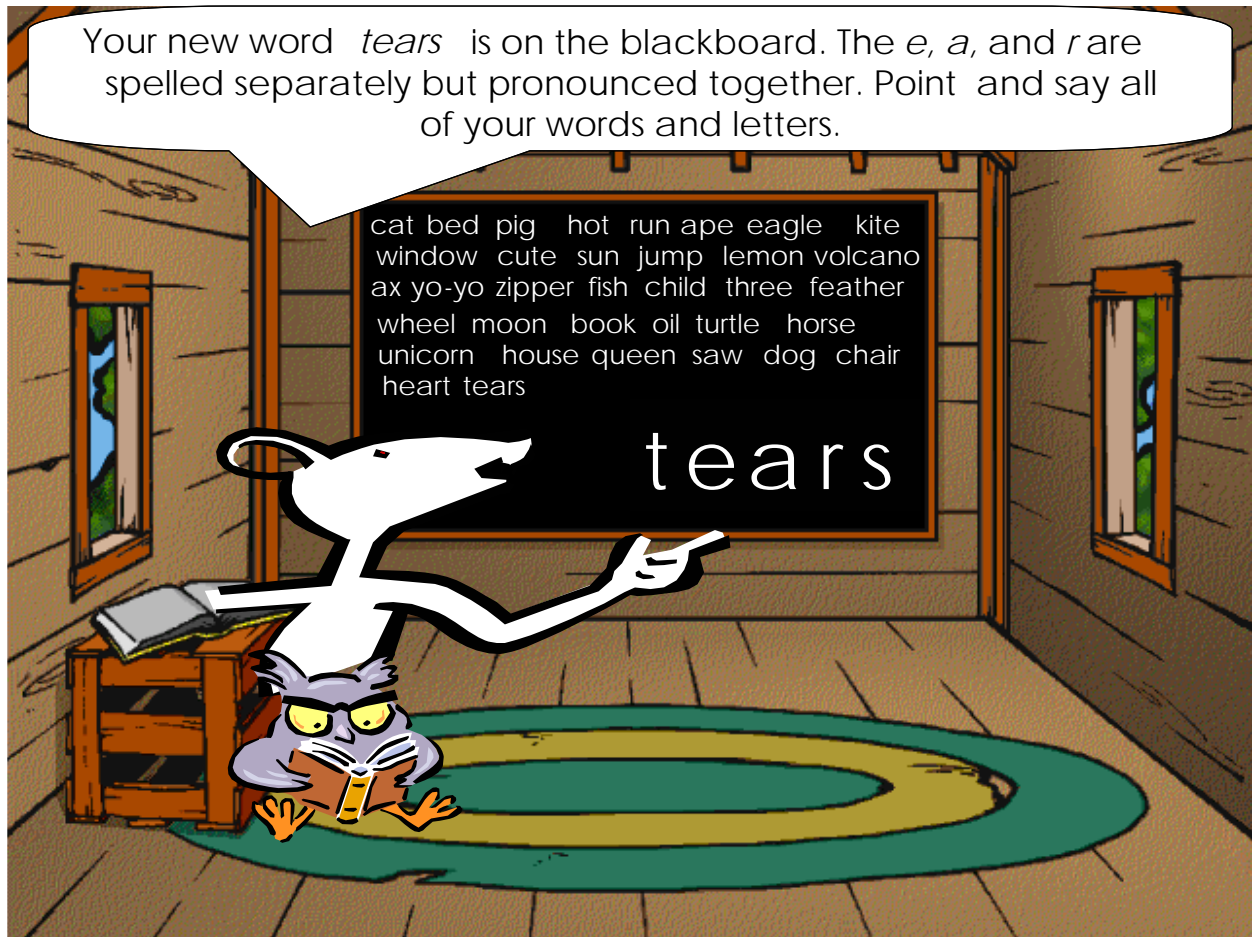
*Heart* is on the Word Wall. *H*, *ar*, and *t* are bold and on the Tree of Sounds. Point and say *heart* and your new sounds until you know them. Point and say all your words and sounds until you know them.

### 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 *ar* sound in *heart*.

Review the *ar* sound in *heart* and these common words: *are*, *arm*, *army*, *art*, *card*, *yard*, *car*, *jar*, *far*, and *star*.

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



### Coach's Corner:

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

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

The *ear* in *tears* is used in these common words: *dear*, *fear*, *hear*, *near*, *rear*, *year*, *clear*, *smear*, and *spear*. 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.

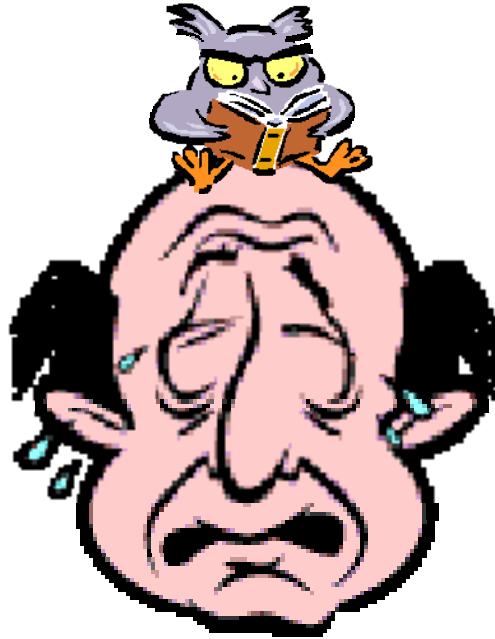
tears

t-e-a-r-s

tears

t-ear-s

↑  
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 *tears*. Now point and say each letter. Point and say the second word *tears*. Now point and say each sound. The *ear* forms a single sound. Repeat this until you know the word, its letters, and its sounds.

Be sure to do Hootie's prompt: "Three letters make one sound."

## Tears and Smiles Are Not Far Away!

Tears and smiles are not far away.  
"I'm so happy I could cry," we say.  
But when we skin our knees, we say,



"I laughed to keep from crying, today."



Tears and smiles are not far away!

### Coach's Corner:

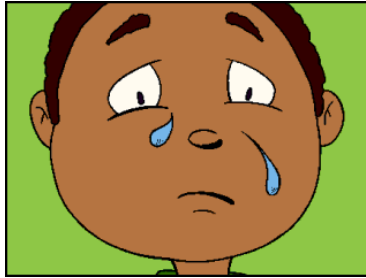
Mat's prompt:

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

Have your student answer the following question to help with understanding the writing. How are tears and smiles alike? How are they different? Why does the boy laugh to keep from crying?

Tears, Tears, Go Away!

Tears, tears, go away!



Let grins and smiles come today!



--Adapted from  
*Rain, Rain Go Away*



### Coach's Corner:

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

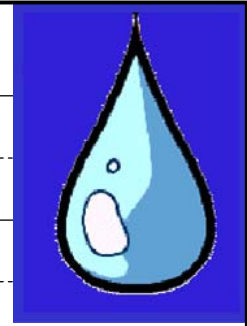
How can a person be sunshine? Is it OK for grown-ups to cry? Are there other reasons to cry besides being hurt?

### You Are My Sunshine

You are my sunshine,  
My only sunshine.  
You make me happy  
When skies are gray.  
You'll never know, dear,  
How much I love you.  
Please don't take  
My sunshine away.  
The other night, dear,  
While I was sleeping,  
I dreamt I held you in my arms.  
When I awoke, dear,  
I was mistaken,  
So I hung my head and cried.



Go to your  
printing lesson.



t

ear

s

tear

tears

tears

### Coach's Corner:

The numbers to practice writing now are 5 and 6.

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 laughed at the story  
until tears rolled  
down my cheeks.



### Coach's Corner:

Begin your student's writing with the starter sentence. Why were the tears rolling down the cheeks? Describe what was so funny. Description is an important part of writing. Encourage your student to explore how the person felt.

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. **On to the next lesson!**