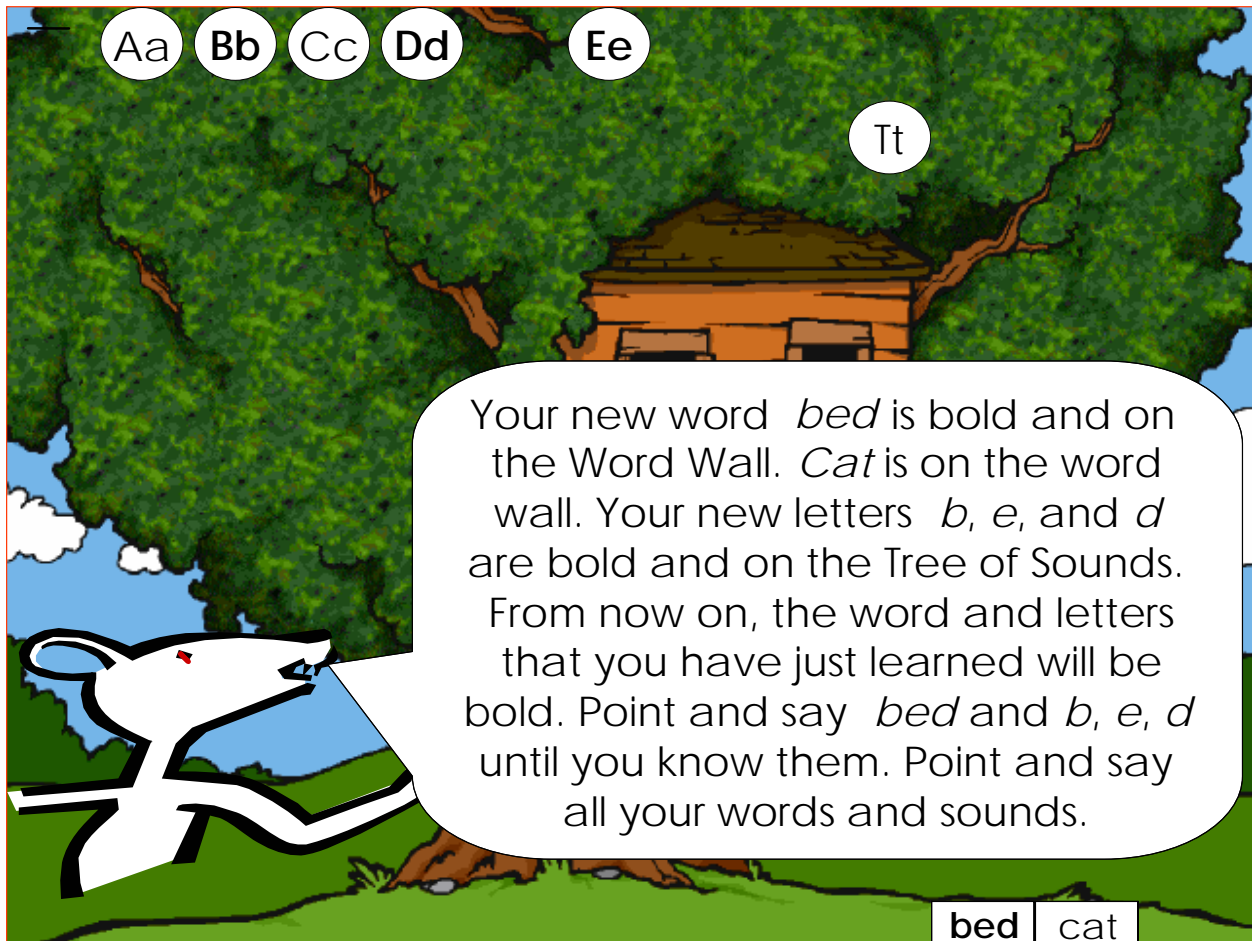


Lesson Three: Pig—p- i- g

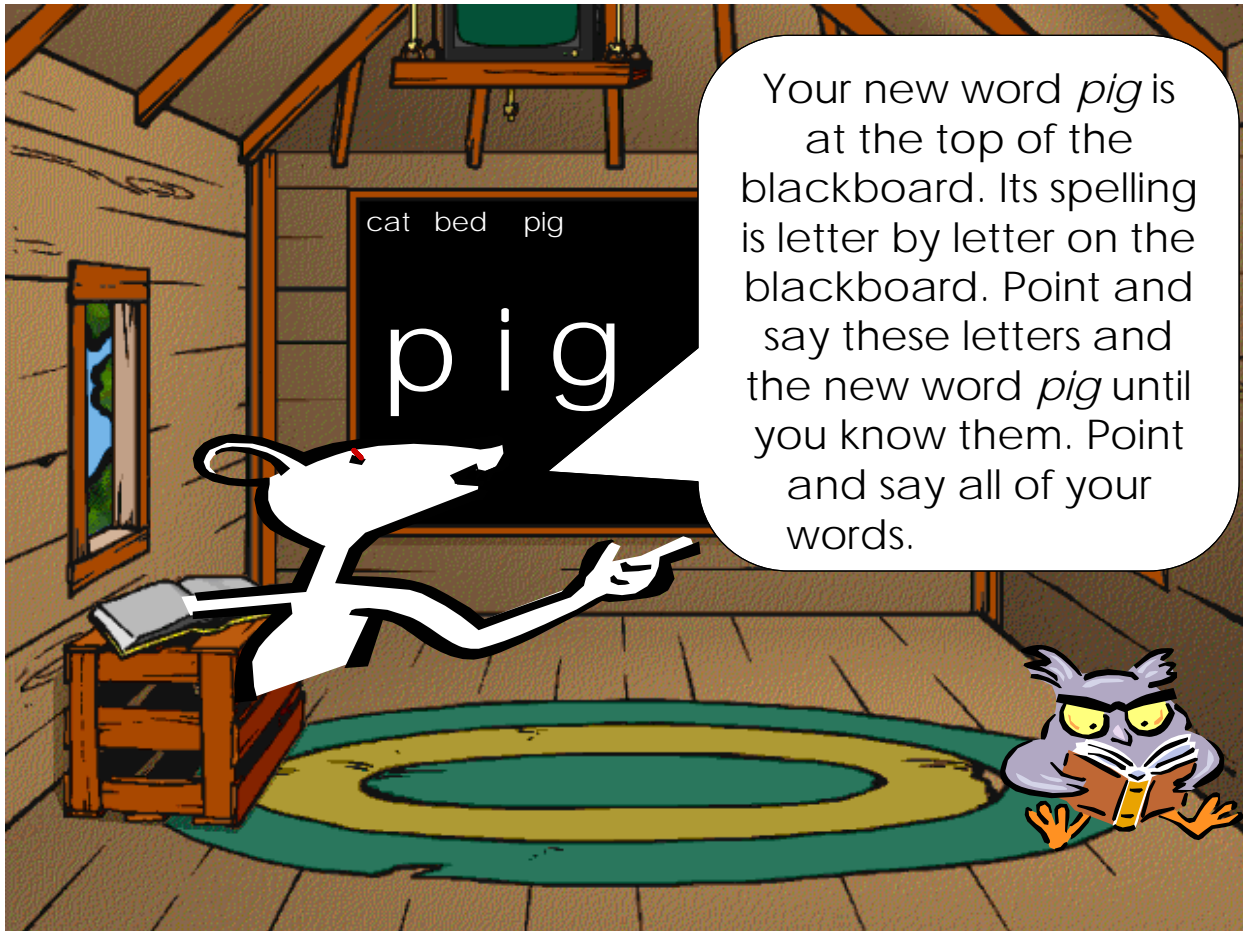


Coach's Corner:

It is important that you are patient with point and say. Gradually the Word Wall will grow larger with more words. More sounds will grow on the Tree of Sounds. Eventually there will be 40 words on the Word Wall and 51 sounds on the Tree of Sounds.

This is a good time to make sure the student is pointing and saying. It is time for review. Follow Mat's instructions and point and say the new word *bed*. Point and say each sound for the word *bed*. Now review by pointing and saying all the words and their sounds. When your student has learned the words and their sounds, review all of your student's flash cards.

Go to the tree house and the new word *pig* on the next page.

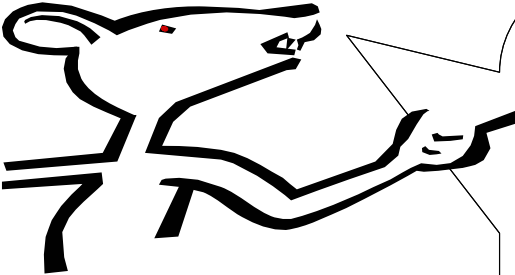


Coach's Corner:

Follow Mat's instructions. Be sure the student is pointing and saying. The new word, *pig*, has the third short vowel, *i*, embedded in it. So far the student has learned *a*, *e*, and *i* of *a*, *e*, *i*, *o*, *u*.

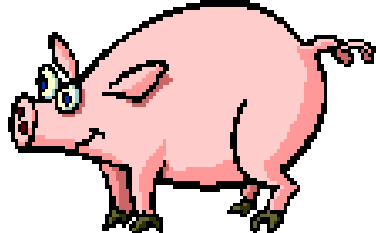
Your student should know the word and the spelling of *pig* before you go forward.

Make flash cards for words rhyming with *pig*: *big*, *dig*, *fig*, *jig*, and *wig*. Use your sounds of *i* and *g* in *pig* to sound out each word. Work with your student for quick word recognition of these small words. Effective reading depends on quick and easy word recognition.



Remember that spelling is how we see the word on the page. Sounding is how we say it. Point and say the first word *pig* until you know it. Then point and say the names of each letter below the word *pig* until you know them. Next point and say the second word *pig*. Finally point and say the sounds of the last row of letters until you know them.

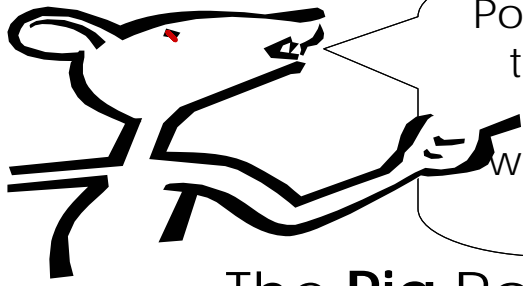
pig
p-i-g
pig
p-i-g



Coach's Corner:

Point and say Mat's instructions. Make sure the student is now taking the lead in pointing and is always saying with you. When the student sees the letters of a word on the page and can say the letters, printed sense is made of the word. When students see the letters of a word on the page and can sound them, the relationship of what they know orally to what they see on the page is apparent. The students capture their huge oral vocabulary as a great asset in learning printed words.

The spelling and pronunciation of these lesson words is building phonemic awareness. Students will see how sounds are put on paper and read. Once they learn the letters of the 51 sounds, they can attack any word. The sounds and letters combine in the student's mind to create a sound/letter correspondence. Growth in phonemic awareness and sound/letter correspondence will create the ability to grow exponentially in reading and writing.



Point and say the words all the way through. Now point and say the words line by line. Point to the word *pig* and say it. Spell it: *p, i, g*. Sound it out: *p, i, g*.

The **Pig** Rolls in an Oozy Mud

The **pig** rolls in an oozy mud,

With a wiggle and a giggle.

Fun is where you find it.

But don't you dare try it.

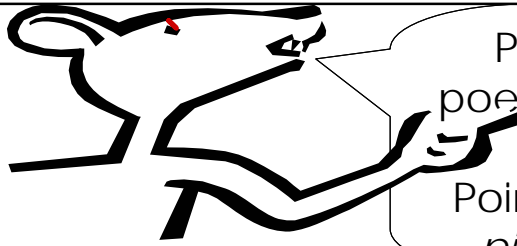
Your day will end in a **piggle**.



Coach's Corner:

Point and say all Mat's instructions. Remember to read with expression. Look at the words of the poem. Show the student how *piggle* is a made-up word. Can your student make up any words? Can your student write these words on a page? What does *oozy* mean? *Wiggle*? *Giggle*? *Piggle*? How will a day be that ends in a *piggle*? Oral responses are OK.

This is your first effort at building comprehension and reading for meaning. As you ask inquiring questions, include how and why questions. These encourage thought. Language-borne thought can be spoken; what is spoken can be written; and what is written can be read. As your student is telling you the answers, be patient and allow plenty of time. Encourage your student to also ask questions about the readings. Your student's personal inquiry into meaning is the foundation of reading comprehension.



Point and say to read the whole poem. Now point and say each word of each line through the poem. Point and say all the words *pig*. Spell *pig*: p, i, g. Pronounce *pig*: p, i, g.

This Little **Pig** Went to Market

This little **pig** went to market.

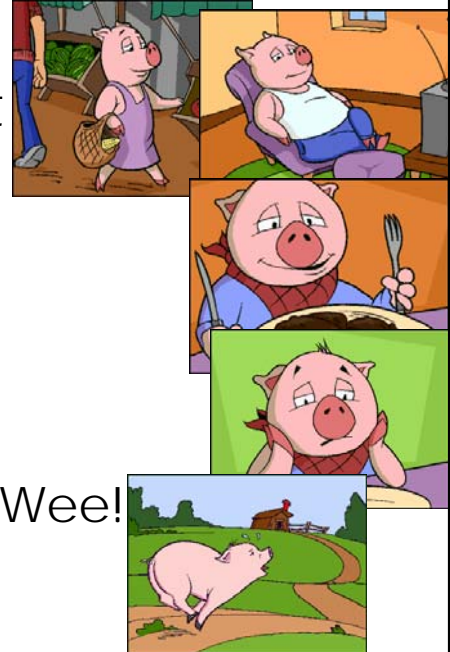
This little **pig** stayed home.

This little **pig** had roast beef.

This little **pig** had none.

This little **pig** cried, "Wee! Wee! Wee!"

All the way home.




--Traditional

Coach's Corner:

Be sure to allow your student to take the lead in following Mat's instructions. Once you are finished with the reading of the poem and the lines, go back and repeat the phrase *this little pig*. Remember our vowel sound was the short *i*, as in *pig*. Show your student how the *i* sounds in these three words are the same. Point and say each line again with emphasis on the phrase *this little pig*. Cover the writing over with a piece of paper, leaving the pictures showing. Have the student tell the story of the pictures.

We have covered three traditional nursery rhymes: *This Little Pig Went to Market*, *Rock-a-bye Baby*, and *There Was a Crooked Man*. If your student knows these, recite them for fun. Can you make a song of each of them? If your student does not know them, try memorizing *This Little Pig Went to Market* for starters.

The song, *This Little Pig Went to Market*, is on the software CD.



Go to your printing lesson.

p


i

g

pig

pig

pig




Coach's Corner:

Using the primary paper, follow Mat's instructions. Remember, the effort counts. Staying in the lines is not important at this point. If your student is still having difficulty, repeat the exercises on the Bed Print page.

I'm a little old pig,
 I can dance a jig,
 I have two hams,
 I can dance and jam.


Now will be a good time to learn the rhyme that goes with the little pig. Give it your own tune in order to sing it. Perhaps your student would like to make the tune. Point and say the rhyme, or point and sing its song. The song *I'm a Little Old Pig* is on the software CD, performed by Victoria Hawks.



Point and say each word, row by row. See how you can make new words from letters that you already know.

cat at pat
bed bat be
pig pit it

These words will help you write sentences.
Read with me. Get a parent or friend to help.

t is a c. It is a b_.
t is a p. 

Coach's Corner:

Point and say Mat's instructions, and point and say each of the words at the top. By moving around letters, we can make new words. Point and say each word and each letter. Sound the letters out. Point and say Hootie Owl's prompt, word for word. Explain that sentences are when we put more than one word together to say a thought. Point and say the sentences.

On paper, fill in the missing letters. Point out that sentences have a capital (big) letter to start and a period (dot) to stop. Tell your student to try to use a beginning capital letter to begin a sentence and a period to stop a sentence. The capital letter is like a green light to start the sentence, and the period is like a red light to stop the sentence.

When you have finished, go to the next lesson. Say: **Good job! Wonderful progress!**