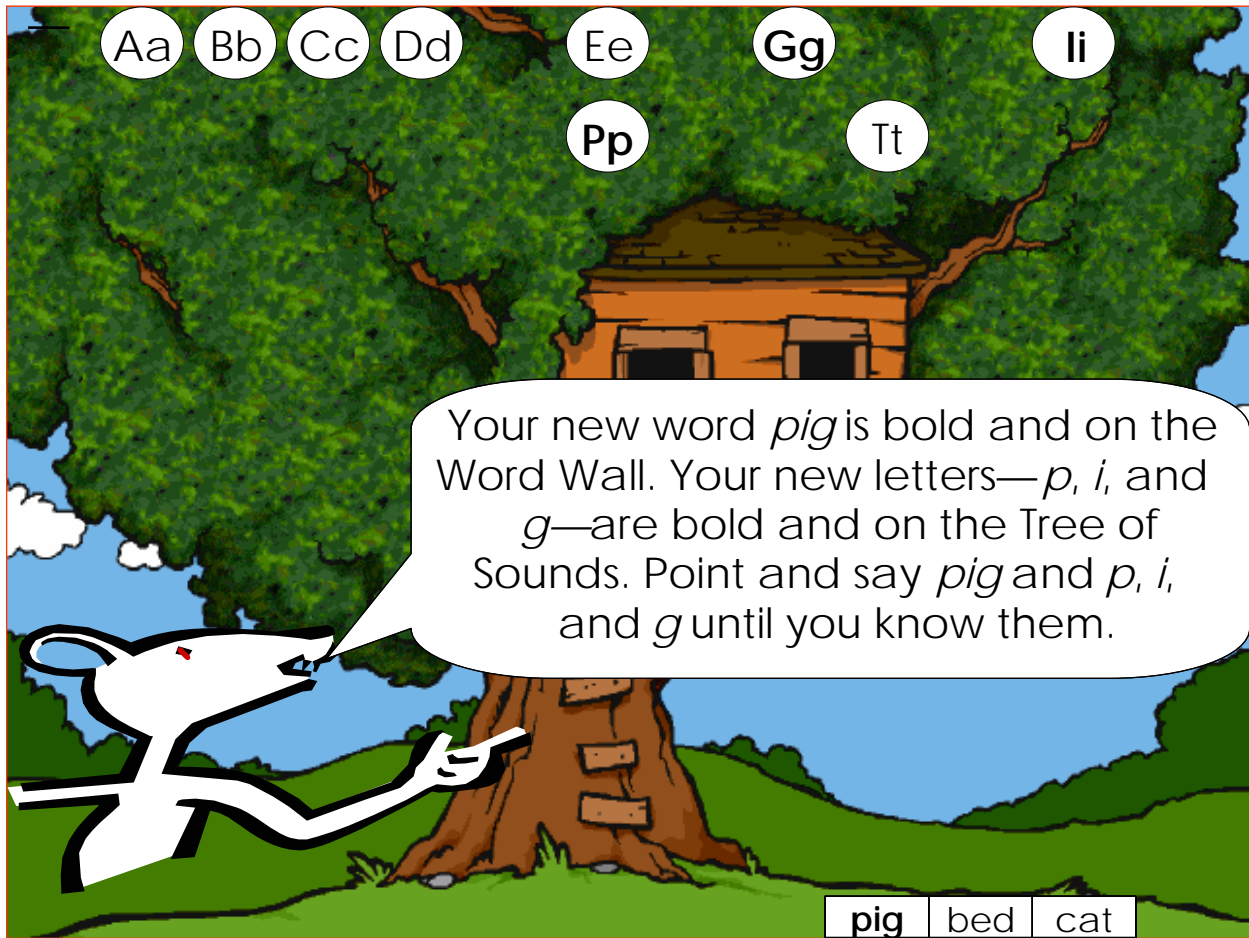


Lesson Four: Hot—h- o- t

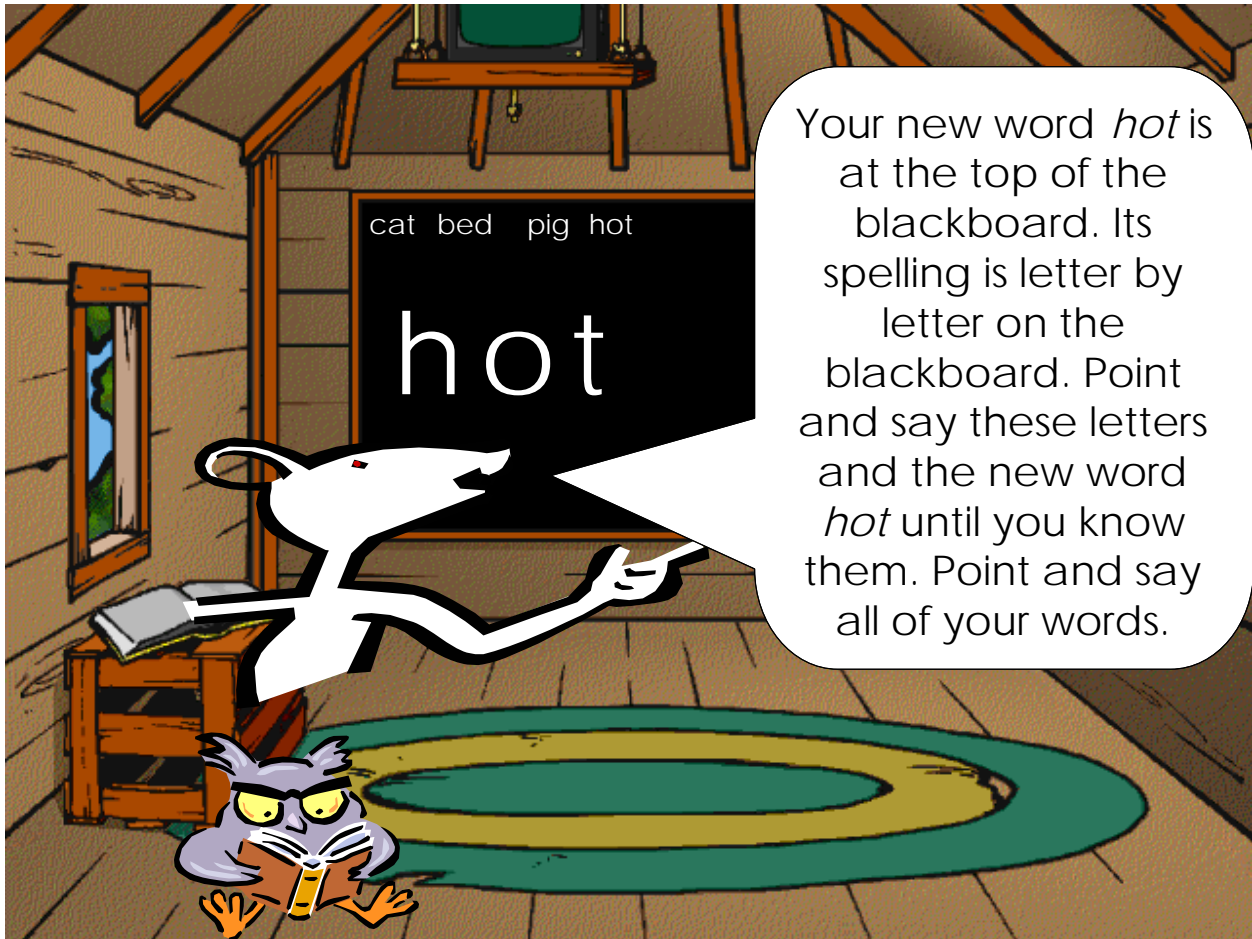


Coach's Corner:

Remember to be patient with point and say. Allow your student to be as self-directed as possible. This is a good time to make sure the student is pointing and saying all of Mat's instructions. Be sure to stick with the new word *pig* and its sounds until they are mastered. Now review by pointing and saying all the words and their sounds.

Can your student point and say the sounds of each word on the Word Wall in order? The faster the sounds are said together, the more they sound like the words.

When your student has learned the words and their sounds, go to the next page, and Mat will teach the new word *hot*.

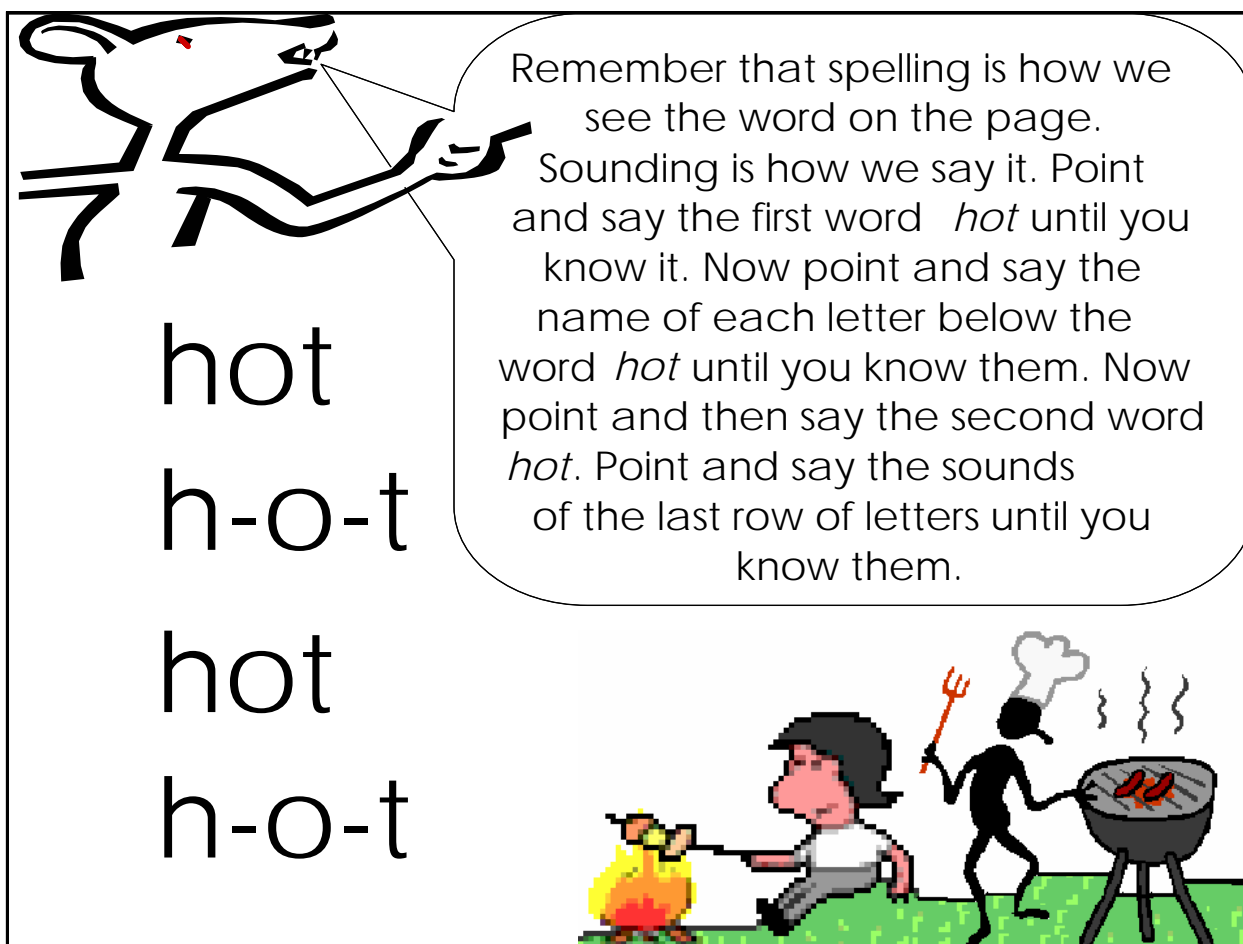


Coach's Corner:

Begin by reviewing the point and say technique. Be sure your student is pointing and saying with you. Follow Mat's instructions exactly.

Hot has a short *o*, bringing our short vowels up to four: *a*, *e*, *i*, and *o*. Now is a good time to review these four letters. You need not label them as vowels. Can your student memorize and recite these vowels for you? It is not critical that your student does this, since we will be on the vowels for six more lessons.

Make flash cards with words rhyming with *hot*: *got*, *not*, *pot*, *lot*, *knot*, and *dot*. Prompt on the introductory sounds which the student may not know. Where possible, show the visual representation, such as the *pot* in the cabinet or the *knot* on the shoe. Review all the flash cards.



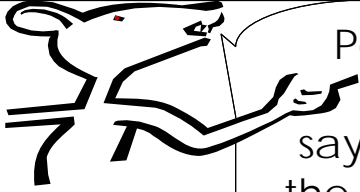
Remember that spelling is how we see the word on the page. Sounding is how we say it. Point and say the first word *hot* until you know it. Now point and say the name of each letter below the word *hot* until you know them. Now point and then say the second word *hot*. Point and say the sounds of the last row of letters until you know them.

hot
h-o-t
hot
h-o-t

Coach's Corner:

Follow Mat's instructions with your student. Be careful to make sure your student is pointing and saying. *Hot* is our first descriptive word. It describes an object. Our other words have named things: *cat*, *pig*, and *bed*. Have your student use *hot* to describe *cat*, *pig*, and *bed*. Have the student say, "*Hot cat, hot pig, and hot bed.*"



Point to the fire and grill and have the student say: "*Hot fire, hot grill, hot dogs, and hot marshmallows.*" Now play a game. Have the student name other *hot* things. The opposite of *hot* is *cold*. Name all the *cold* things in the house. Before you leave this page, make sure your student knows the letters and sounds of *hot*.



Point and say the words all the way through. Now point and say the words line by line. Point to the word *hot* and say it. Spell it: *h, o, t*. Sound it out: *h, o, t*.

I'm Hot! I'm Hot!

Once you heat something, you say, "It's hot!"
 On a hot day, you say, "I'm hot!"
 Once you get something, you say "I got."
 Once you lose something, you say, "It's not."
 Once you eat something, you say, "I emptied the pot."
 Once you get it on your shirt, you say, "See that spot."
 Once you get enough, you say, "That's a lot."
 When things go well, you say, "I'm hot!"

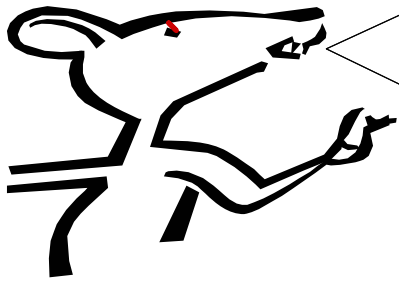



Coach's Corner:

Follow Mat's instructions carefully. As you point and say with your student, notice the word *hot* is not in bold. The practice until now has been to bold the lesson word so that it is easy to pick out. It is time to see the lesson word as regular print.

Go very slowly with your student to make sure that the lesson word is seen. *Hot, got, not, pot, spot,* and *lot* are very similar, differing only in one letter. Point and say these words until the difference in spelling and pronunciation are evident. Ask your student to say the words slowly and to listen for the difference.

The pictures are not in the same order as the writing that they represent. Ask the student to place the proper picture with each line. You may coach the student as much as you like.

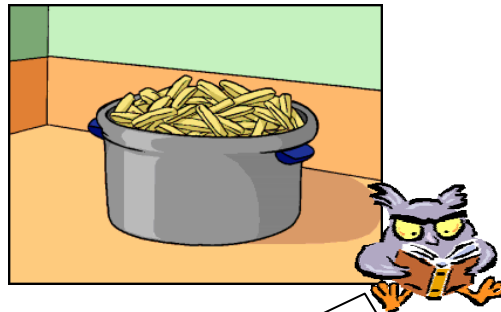
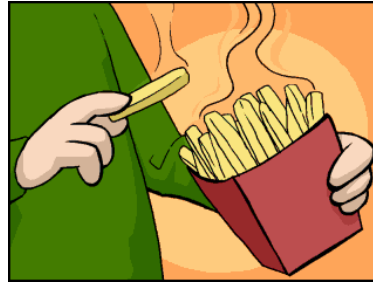


Point and say to read the whole poem. Now point and say each word of each line through the poem. Point and say all the words *hot*. Spell *hot*: *h, o, t*. Pronounce *hot*: *h, o, t*.

French Fries Hot

French fries hot!
French fries cold!

French fries in the pot
Nine days old.



--Adapted from Traditional

Coach's Corner:

Follow Mat's instructions very carefully. Once you are finished, teach your student the following rhyme, which is the original from which *French Fries Hot* was taken.

Peas porridge hot!
Peas porridge cold!
Peas porridge in the pot
Nine days old.

Hot cross buns!
Hot cross buns!
One a penny; two a penny
Hot cross buns!
Give 'em to your daughters.
Give 'em to your sons.
One a penny; two a penny;
Hot cross buns!

Teach your student *Hot Cross Buns*, which uses the word *hot*. The song version is on the software CD.

h

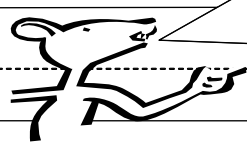
o

t


hot

hot

hot



Go to your printing lesson.

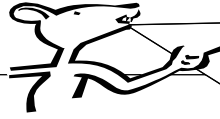


Coach's Corner:

Proceed with the printing. If your student is having difficulty, go back and read the troubleshooting directions of the previous lessons. Some students may do better on a chalkboard, where they can make bigger letters.

When you are finished, compare the printing to the first ones in the portfolio. If there is little progress, go back to making big shapes: circles, squares, triangles, lines, and squiggles.

Put the printing in the portfolio and go to the next page.

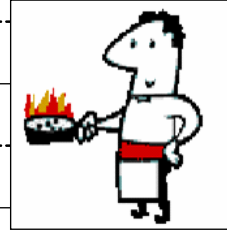


Point and say each word, row by row. See how you can make new words from letters that you already know.

hot got

hot not spot

hot lot pot



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

The cat is hot.



Coach's Corner:

Point and say Mat's instructions carefully. After pointing and saying, copy all the words and sentences to the writing paper. Point out the capital letter at the beginning and the period at the end of the sentence. Make sure your student starts and stops the sentence with a capital letter and a period. Remember: the capital letter is like a green light that says go, and the period is like a red light that says stop.

The lesson on *hot* is over. Put the writing in the portfolio with the printing, and go to the next lesson. Say: **Good going.**