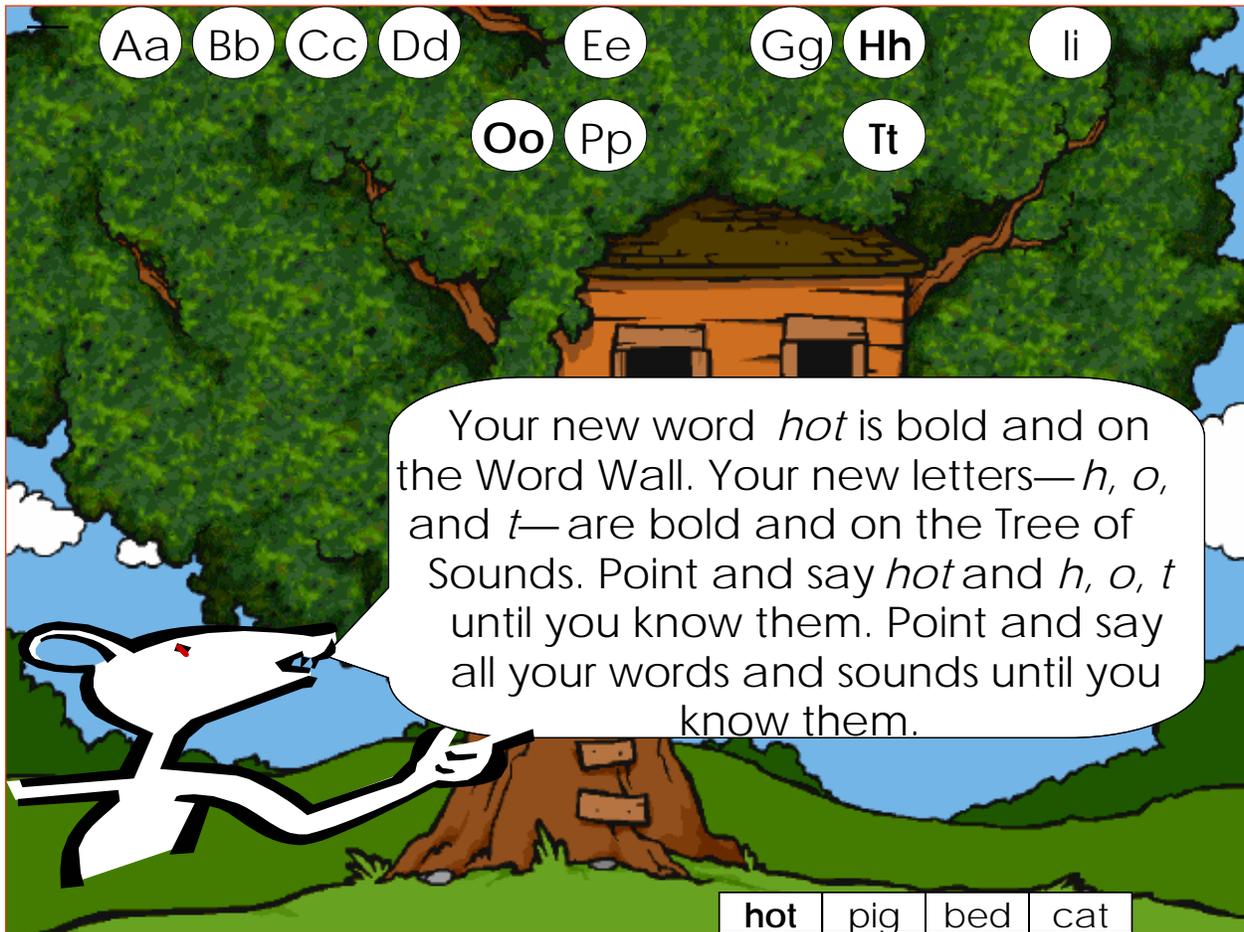


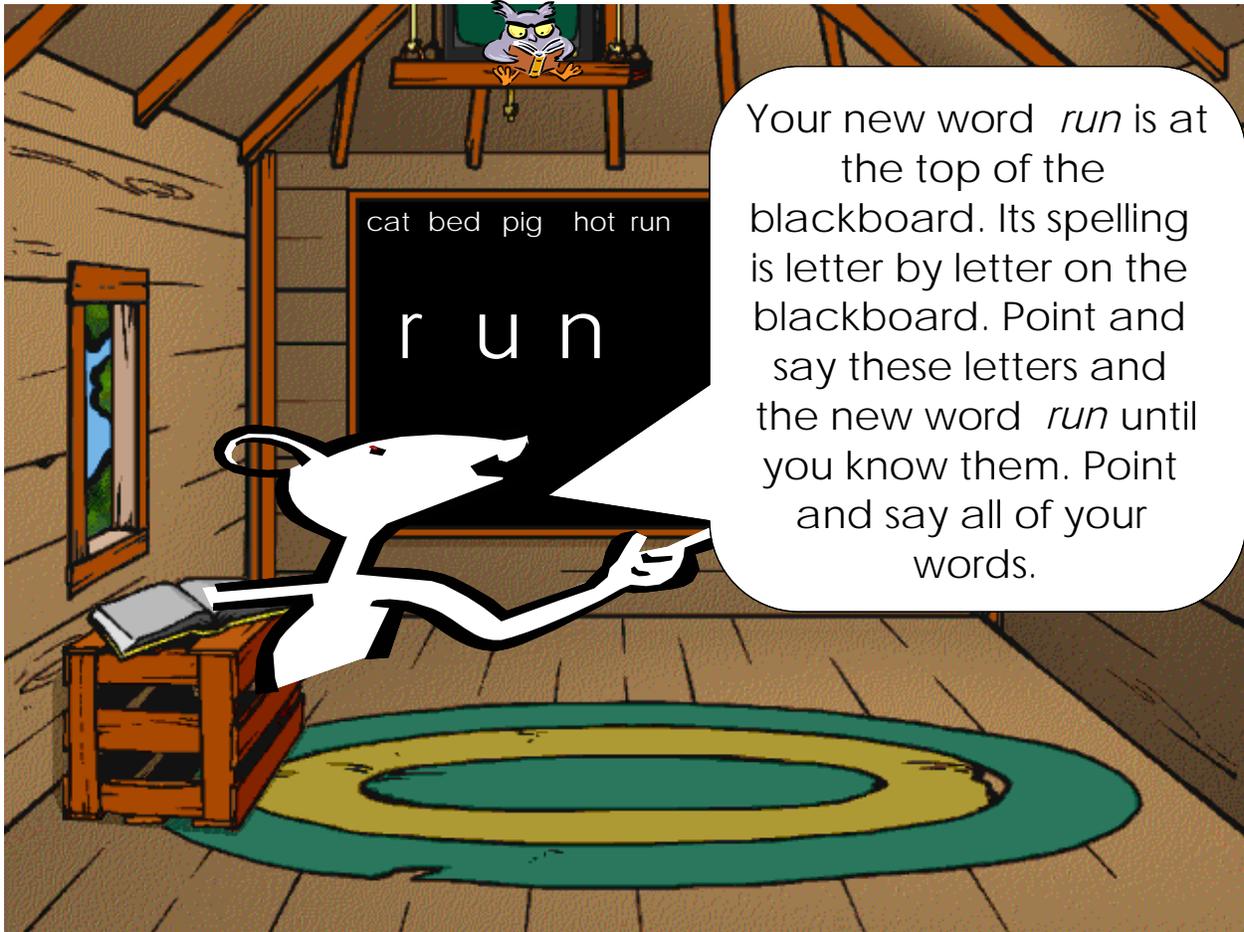
## Lesson Five: Run—r- u- n



### Coach's Corner:

Follow Mat's instructions and point and say all the words and sounds. Avoid the tendency to speed through the review. Since the Tree of Sounds and Word Wall will soon be filled up, it is better to spend time now than later. Pay special attention to the four short vowel sounds: *a*, *e*, *i*, and *o*.

On the next page, Mat will introduce the fifth and last short vowel, *u*.

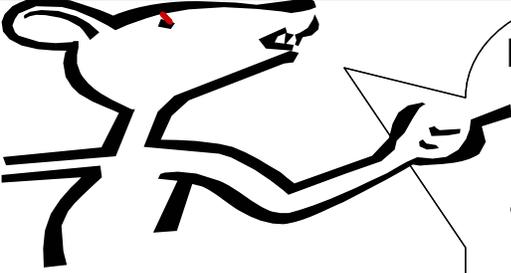


### Coach's Corner:

It is very important to implement point and say correctly. Make sure the student is pointing and saying all the words, letters, and instructions. The *u* in *run* is the final short vowel sound.

Spend extra time on learning to say the short vowel sounds and the names of their letters: *a, e, i, o, u*. Complete this job now, and, in the next lesson, Mat will begin teaching the long vowels and their sounds. The long vowels are also *a, e, i, o, u*. The next five lessons will introduce the long vowel sounds. Go back to the previous four lessons, if necessary, in order to review the short vowel sounds.

Ask your student to say words that rhyme with *run*. If help is needed, offer the student *bun, sun, and fun*. Put these words on flash cards. Prompt as needed. 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 *run* until you know it. Now point and say the name of each letter below the word *run* until you know them. Now point and then say the second word *run*. Point and say the sounds of the last row of letters until you know them.

run  
r-u-n

run  
r-u-n

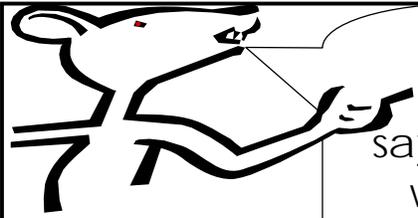


### Coach's Corner:

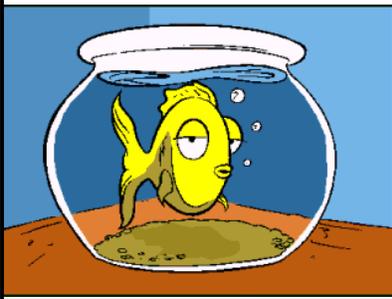
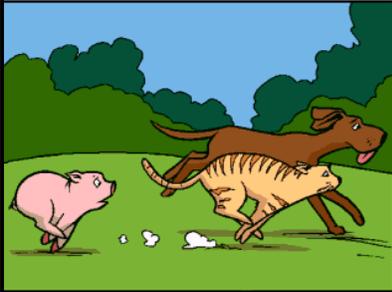
Point and say all of Mat's instructions. *Run* is our first action word. Explain to your student that we have had naming words—*cat*, *bed*, and *pig*. Look around the room, and name what you see. We have had one describing word—*hot*. Describe some of the objects you see in the room. Now we have one doing word—*run*. What can you do—*read*, *write*, *run*, and *jump*?

Point to the picture and have your student say what the boy is doing (running and kicking). Describe the objects of his clothes (colors, short pants, long socks). How many things can you name in the picture (ball, shirt, shorts, socks, hair)? Objects (things), actions, and descriptions will help build sentences.

Before you finish, make sure your student knows *run*, its letters, and its sounds.



Point and say the words all the way through. Now point and say the words line by line. Point to the word *run* and say it. Spell it: *r, u, n*. Sound it out: *r, u, n*.



## Very Fast

Dogs and cats run so fast!

And my little pig comes in last.

My goldfish can't run at all,

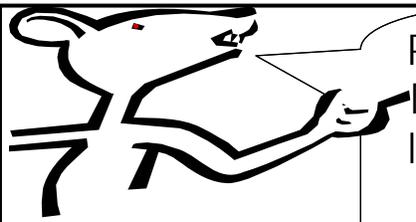
But they're very fast  
and never fall.

### Coach's Corner:

Point and say all of Mat's instructions. Follow them in the poem. Remember to say the words and lines with expression.

Have your student find the naming (objects and things) words, the describing words, and the doing words.

Relate the pictures to the lines of the poem. How can a fish be very fast and not run? How can a fish never fall? Why is the pig slower than the cat and dog? What can a fish do better than a cat or dog? What can a cat or dog do better than a fish?



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 *run*. Spell *run*: *r, u, n*.  
Pronounce *run*: *r, u, n*.



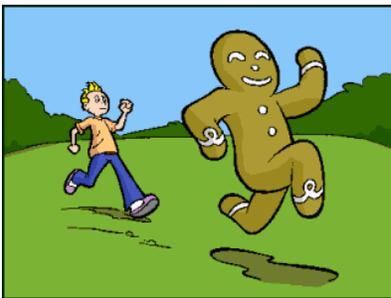
I'm the Gingerbread Man!

Run, run, run!

As fast as you can.

You can't catch me.

I'm the gingerbread man!



--Traditional

### Coach's Corner:

After pointing and saying and following Mat's instructions, relate the pictures to the nursery rhyme. This is a good rhyme to memorize and say by heart. Can your student say the traditional rhymes of the first four lessons? Go back to review them. The gingerbread man becomes a specific man when the describing word is put with a naming word. Have your student describe some other kinds of men by giving the naming word, *man*, a describing word. For example, police man, fast man, slow man.

An enrichment activity extends the reading lesson beyond itself. Perhaps, you and your student would like to make gingerbread. Point and say the names of all the ingredients. While you are eating the gingerbread, give it describing words: good, hot, sweet. Let the student be inventive.

Go to your printing lesson.

r

u

n

run

run

run

**Coach's Corner:**

The Alphabet Song is sung to the tune of [Twinkle, Twinkle, Little Star](#).

A, b, c, d,

e, f, g,

h, i, j, k,

l, m, n, o, p,

q, r, s,

t, u, v,

w, x,

y and z

Now I've said my A, B, Cs

Tell me what you think of me.

A variant changes the last two lines to:

Now I know my A, B, Cs  
 Won't you come and  
 play with me?

or

Next time won't you sing  
 with me?

Teach the Alphabet Song. Place the printing in the folder.

run

Pigs run.

Cats run.

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

If you add *s* to *pig* and *s* to *cat*, they become *pigs* and *cats*. *Pig* is one and *pigs* are more than one. *Cat* is one and *cats* are more than one. Point and say the sentences. Now you can write sentences. Ask a parent or friend to help.

---



---



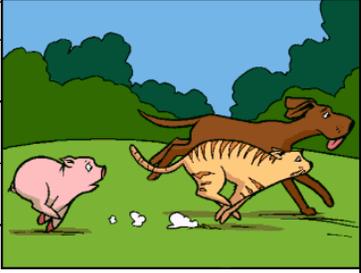
---



---



---



### Coach's Corner:

After pointing, saying, and following Mat's instructions, point and say Hootie Owl's prompt slowly and carefully. Pay close attention to the forming of plural naming words (objects and things).

Reinforce the use of capitals and periods in sentences. Remember capital letters start and periods stop. Have your student say and write an original sentence using *run* as the action word. The student may repeat the sentences in the lesson.



The next five lessons will cover the long vowels. Go to the next lesson. Say: **Wonderful!**