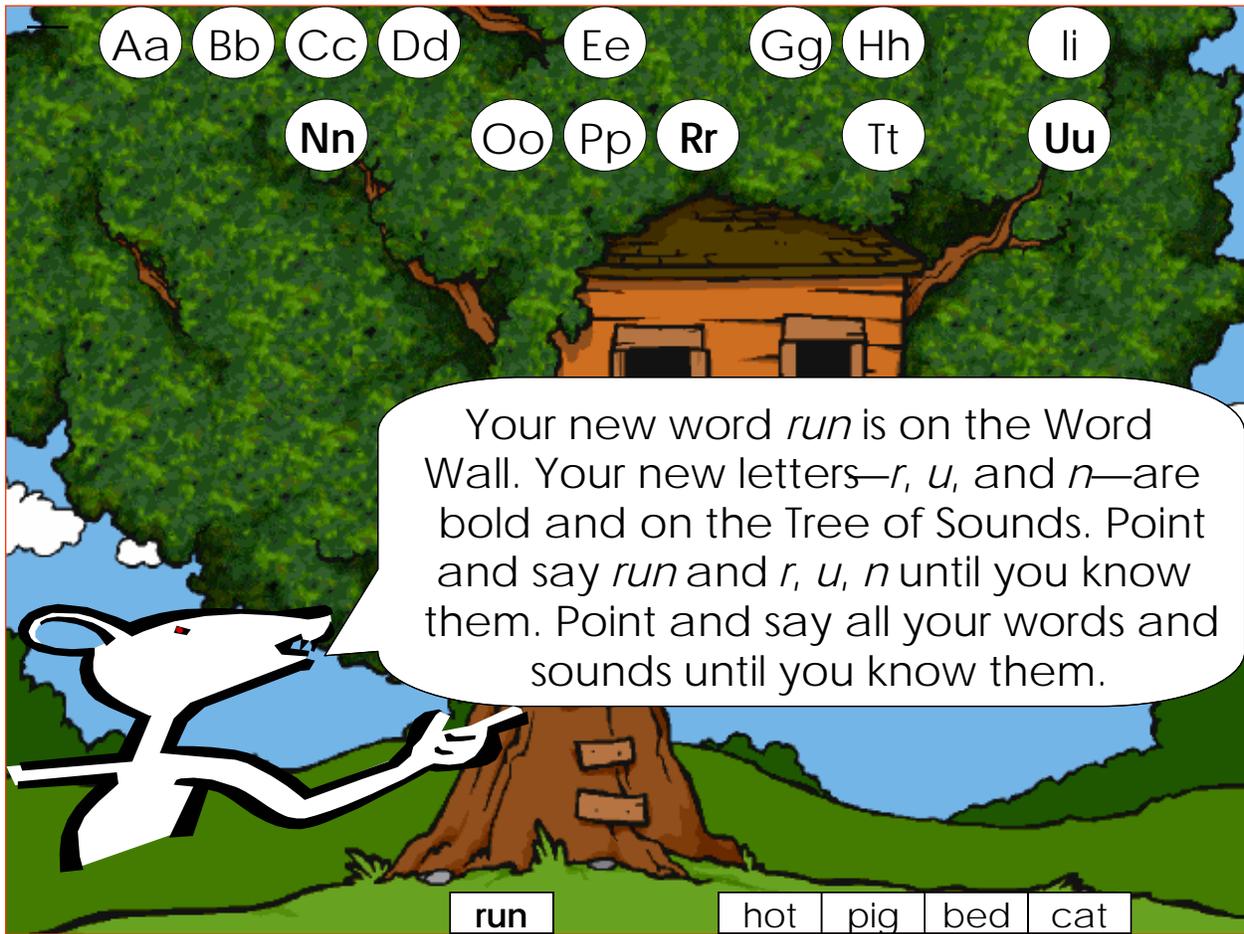


Lesson Six: Ape—a- p- e

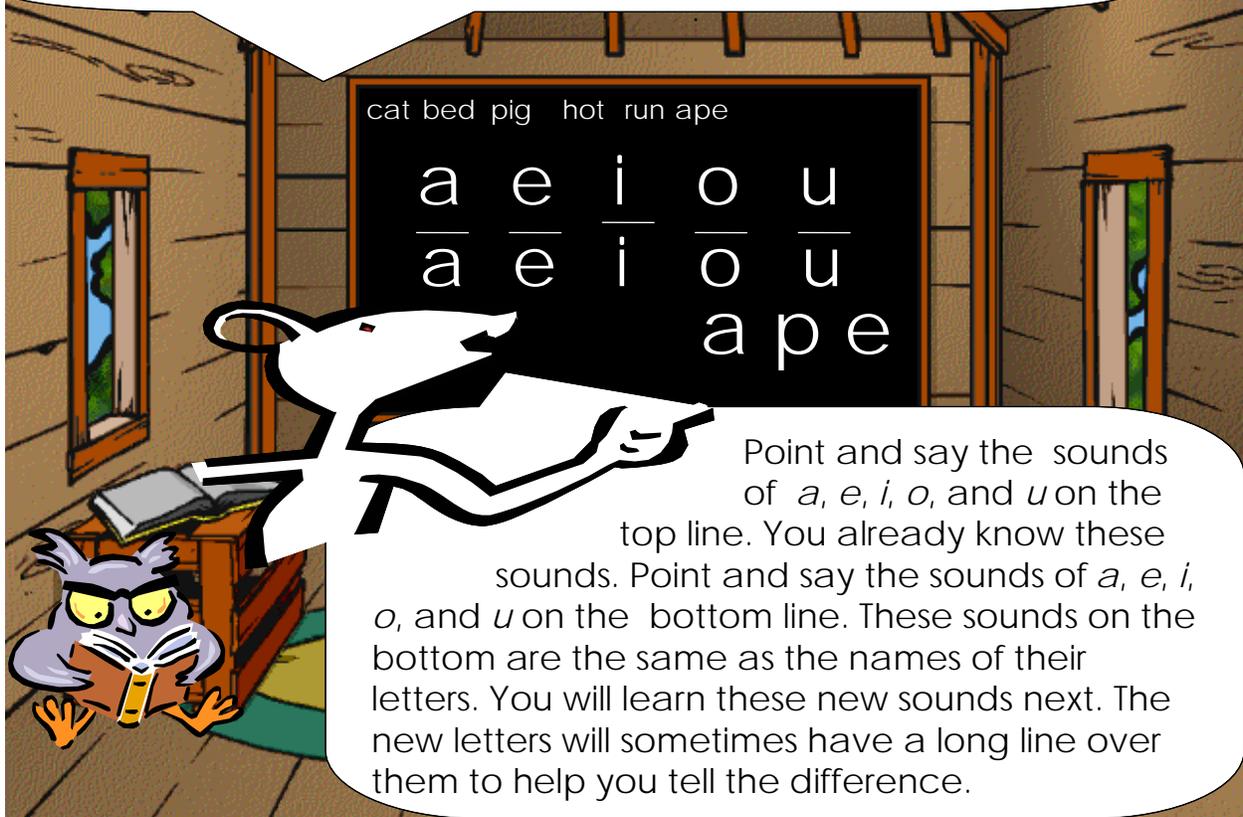


Coach's Corner:

The review word is *run*. Follow Mat's instructions. Be sure to include all the words and sounds. You can see that the short vowels are on the Tree of Sounds. These are the building blocks for many new words. Be sure your student knows the sounds of the five short vowels.

On the next page Mat will introduce the long vowels. The names of the long vowel letters are the same as the short vowels. The sounds are different.

Point and say the new word *Ape*. On the blackboard, point and say the letters of your new word *ape*: *a, p, e*.



Coach's Corner:

Start with Mat's instructions at the top, and learn the new word, *ape*, before you go on. Be exact in pointing and saying the instructions. The second set of instructions introduces the long vowels. As Mat tells your student, the long and the short vowels have the same letter name but different sounds. The long vowels have the same sound as their letters:

A is *a* as in *ape* and *a* as in *cat*.

E is *e* as in *eagle* and *e* as in *bed*.

I is *i* as in *kite* and *i* as in *pig*.

O is *o* as in *window* and *o* as in *hot*.

U is *u* as in *cute* and *u* as in *run*.

Make flash cards of words that rhyme with *ape*: *grape, tape, shape,* and *scrape*. Coach your student on the beginning sounds. Do not feel obligated to keep drilling on the short vowel words. Focus on the new long vowel words.

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

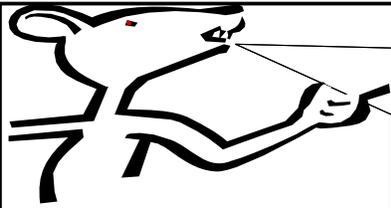
ape
a pe
ape
a p e

The *e* is silent when we say *ape*, but we use it to spell *ape*.

Coach's Corner:

Follow Mat's instructions carefully. Is your student taking the lead in pointing and saying? Hootie Owl is prompting the student on the silent *e* at the end of words with a long vowel. It is important for your student to grasp this concept since it will often occur. Point and say the pronunciation of the letters in *ape* over and over. Listen for the silence of the final *e*. Point and say Hootie Owl's prompt over and over again.

The arrow will be used to point out silent letters. There are many other silent letters in English.



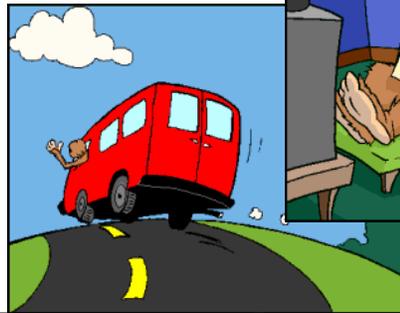
Point and say the words all the way through. Now point and say the words line by line. Point and say *ape* each time it appears. Point and say each line with expression.

An Ape Has Lots of Fun

An ape has lots of fun.

Apes love to swing
and jump and run.

An ape acts and
seems just like a man,
But don't let apes
use the family van!

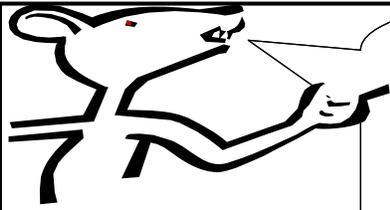


Coach's Corner:

Point and say Mat's instructions carefully. Linger on the word *ape* to make sure the student grasps the long sound *a* and the silent *e*.

For comprehension, ask the student to tell the story from the pictures. Why would you not let the *ape* use the family van? Why are apes not like a man? What other things are like a man: manikins, scarecrows, and statues? *Fun* and *run*, *man* and *van* are the rhymes of this poem. Can your student add rhymes to these?

Have your student name the actions in the pictures and name the things in the pictures. Describe the van. Describe the living room.



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

Apes Are the Greatest to Play and Act

Apes are the greatest to play and act.

Their fun is great; and that's a fact,
And sometimes an ape will pat its tummy.

So we say, "Don't go ape,"
Or "Stop aping me."

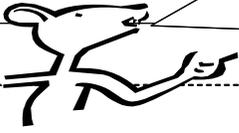


Coach's Corner:

Point and say to follow Mat's instructions. In the two poems about apes, figures of speech have been used to compare and contrast apes and people:

- Seems just like a man.
- We go ape.
- Stop aping me.

Point out these lines and ask your student to finish several sentences: My dog is like_____. My bike is like_____. My bed is like_____.



Go to your printing lesson.

a

p

e

ape

ape

ape



Coach's Corner:

Using the chart, begin your student making the ABCs. If they do not know them orally, go back to the song in the last lesson.

Remember that staying in the lines is not critical. To say the letters or sing them is good enough at this time. Students may copy, and you may prompt. Place the printing in the folder.

Aa Bb Cc Dd Ee

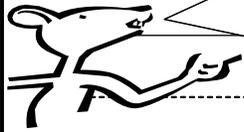
Ff Gg Hh Ii Jj Kk

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



In the last writing lesson, you made sentences. Now try to make a story of your own about an ape, a dog, or a cat. Begin by saying your story out loud to get started. If you need help, ask a parent or a friend.



Coach's Corner:

This is the first free writing experience. Use the pictures as prompts. Have the student start by telling about one of the pictures. If your student does not write it easily, have the student tell you the writing out loud. You will write down the story or writing. Point and say the writing with the student. Have the student copy down the writing from what you have written. Have the student read the writing. Accept what you get from make-believe writing to oral telling of the writing. The effort is what is important. Corrections will come much, much later.

Be sure you are keeping all the printings and writings in the portfolio. When you have finished, go to the next lesson. Long vowels, silent *e*'s, figures of speech, and making meaning on paper. **Wow!**