

Lesson Seven: Eagle—e- a- g- l- e

Tree of Sounds letters: **Aa**, Aa, Bb, Cc, Dd, Ee, Gg, Hh, Ii, Nn, Oo, **Pp**, Rr, Tt, Uu

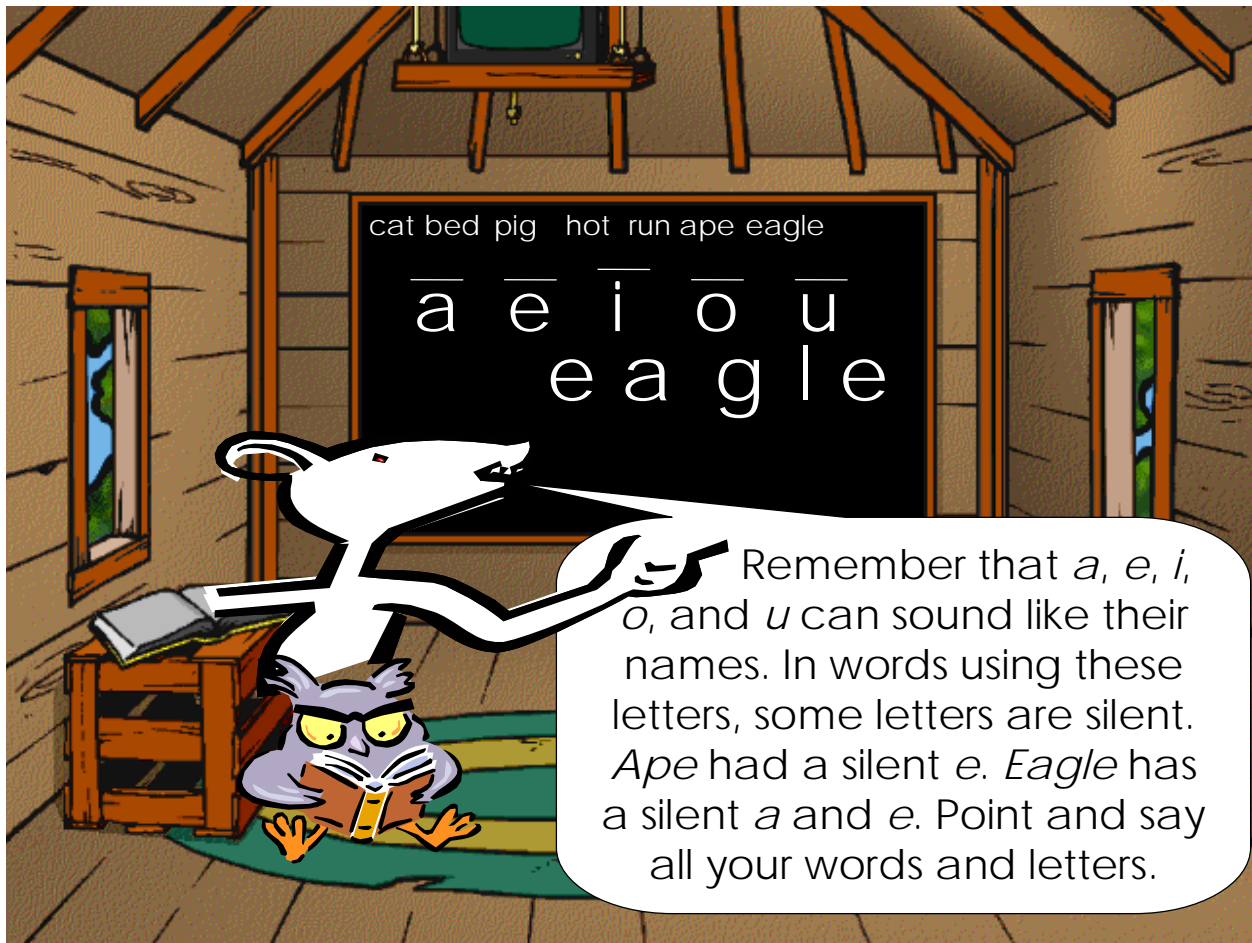
Word Wall: ape, run, hot, pig, bed, cat

Your new word *ape* is on the Word Wall. Your new sounds—*a* and *p*—are bold and on the Tree of Sounds. Point and say *ape* and *a*, *p* until you know them. Point and say all your words and sounds until you know them.

Coach's Corner:

With the addition of the long vowel *a*, there are two *a*'s. Point and say each of them until your student hears and can say the difference. As the long vowels are added to the Tree of Sounds, they will be marked by the line over them to show the difference. Be sure to point and say all the words and sounds.

As the tree grows sounds and as the Word Wall adds words, review will be more and more important. Sound out *ape*: *a*, *p*, *e*. Remember the *e* is silent.

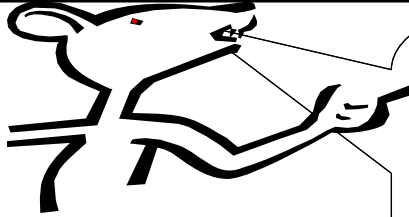


Coach's Corner:

Eagle introduces the second vowel sound – the long *e*. Continue to work on the rule that says that the final *e* in a word with a long vowel is often silent. Use *ape* and *eagle* to illustrate this point. Be sure that your student points and says all the letters in *eagle*. Even though they are silent when spoken, they are written and spelled.



Make flash cards of words that begin like *eagle* with a long *e* sound spelled *ea*: *ear*, *each*, and *easy*; words that have the long *e* (*ea*) sound in the middle: *neat*, *read*, *clean*, *meat*, and *peanut*; and words that have the long *e* (*ea*) sound at the end: *sea* and *tea*.

Make flash cards of words with a long *e* sound, spelled *ee*, in the middle: *sleep*, *seem*, *teeth*, and *week*; words that end in a long *e* sound, spelled *ee*, at the end: *see*, *three*, *tree*, *free*, *bee*, and *knee*.




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

eagle
e-a-g-l-e
eagle
e-a-g-l-e


Eagle has a silent *a* and *e*!



Coach's Corner:

Follow Mat's instruction and Hootie's prompt. Make sure your student can spell and sound *eagle*. Point out the silent *a* and *e* (see arrows).

This is the time to work with your student on silent letters. *Eagle* has two: *a* and *e*. The second *e* is silent and comes under the rule that says: a long vowel is often followed with a silent *e* at the end of the word. See if your student can commit this rule to memory. The second vowel is *a*, and it is silent. There are no rules for this type of silent vowel, and your student must be prepared to memorize words with such silent letters. Some common examples are *believe*, *receive*, *eight*, and *island*. Many of us go through the early reading saying *is-land* instead of *island* with a long *i* sound. Spelling is important to the written language, and sounding is important to the oral language.



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

Which Is Best?

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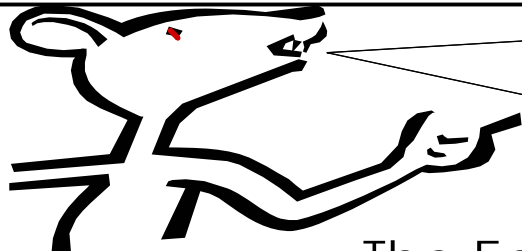
An eagle who thinks
he's a seagull,
Trying to swim all
through the day?

Or a seagull who thinks
he's an eagle,
Trying to swoop
down on his prey?

Coach's Corner:

Notice the pictures. Have your student say what the boy is thinking. What is the eagle in the water thinking? What are the mice thinking? These are thoughts that can be put in words. Have your student say in words the answers to these questions.

These are language-borne thoughts, and, if they are language-borne, they can be said and written by your student. Ask the student to tell his thoughts about each of the questions. Can your student try to write them on paper? Some may and some may not. Accept whatever your student does.



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



The Eagle Flies So High

The eagle flies so high
in skies of blue.

The eagle flies so brave, so
strong and true.



Even the youths grow weary,
And young men stumble and fall;
But those who hope in the Lord
Will renew their strength.
They will soar on wings like eagles;
They will run and not grow weary;
They will walk and not be faint. --Isaiah

Coach's Corner:

You have talked to your student about naming words, doing words, and describing words. In *The Eagle Flies So High*, several words can describe: *high*, *blue*, *brave*, and *true*. Have your student pick out several objects in the room and add describing words to their name, such as soft chair, hard floor, and high ceiling.

In Hootie Owl's reading from Isaiah, many words are doing words. See if your student can pick them out: *grow*, *stumble*, *fall*, *hope*, *soar*, *run*, and *walk*. Have your student do each of these actions. How can one do *hope* and *grow*? Stretch your body to grow, and show hope on your face.

e

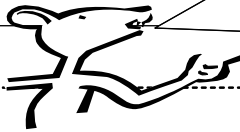

a

g

t

e

eagle

Coach's Corner:

For the next 26 lessons, have your students practice one letter each lesson. The letter to practice now is Aa. Show the difference in capitals and lowercase (small) letters.

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

Aa Bb Cc Dd Ee

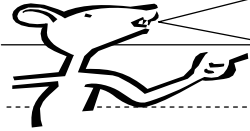
Ff Gg Hh Ii Jj Kk

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



Listen to the starter sentences below. Make your writing from one of them. Remember, say it out loud before you write. Start by writing the sentence over. Read your writing to your parent or a friend.



The eagles fly high.

My dog runs fast.



The cat stretches.



I can dance a jig.



Coach's Corner:

In this lesson, there are two types of prompts to get the writing going: the sentences, which are called starter sentences, and the pictures. Some students will go forward with writing; some will be able to copy the sentence and say their writing. If your student says the writing but cannot write it, write it down, point, and say with the student what you have written. Have the student read back what is on the paper.

Point out that the beginning of each sentence is a capital letter, and the end is a period. Do not overteach or correct the student. Get the flow going and keep it going. Remember, accept with praise whatever your student does.

Place the writing and the printing in the folder. You are finished with this lesson. Go to the next lesson. **Eureka!**