

Lesson Eight: Kite—k- i- t- e

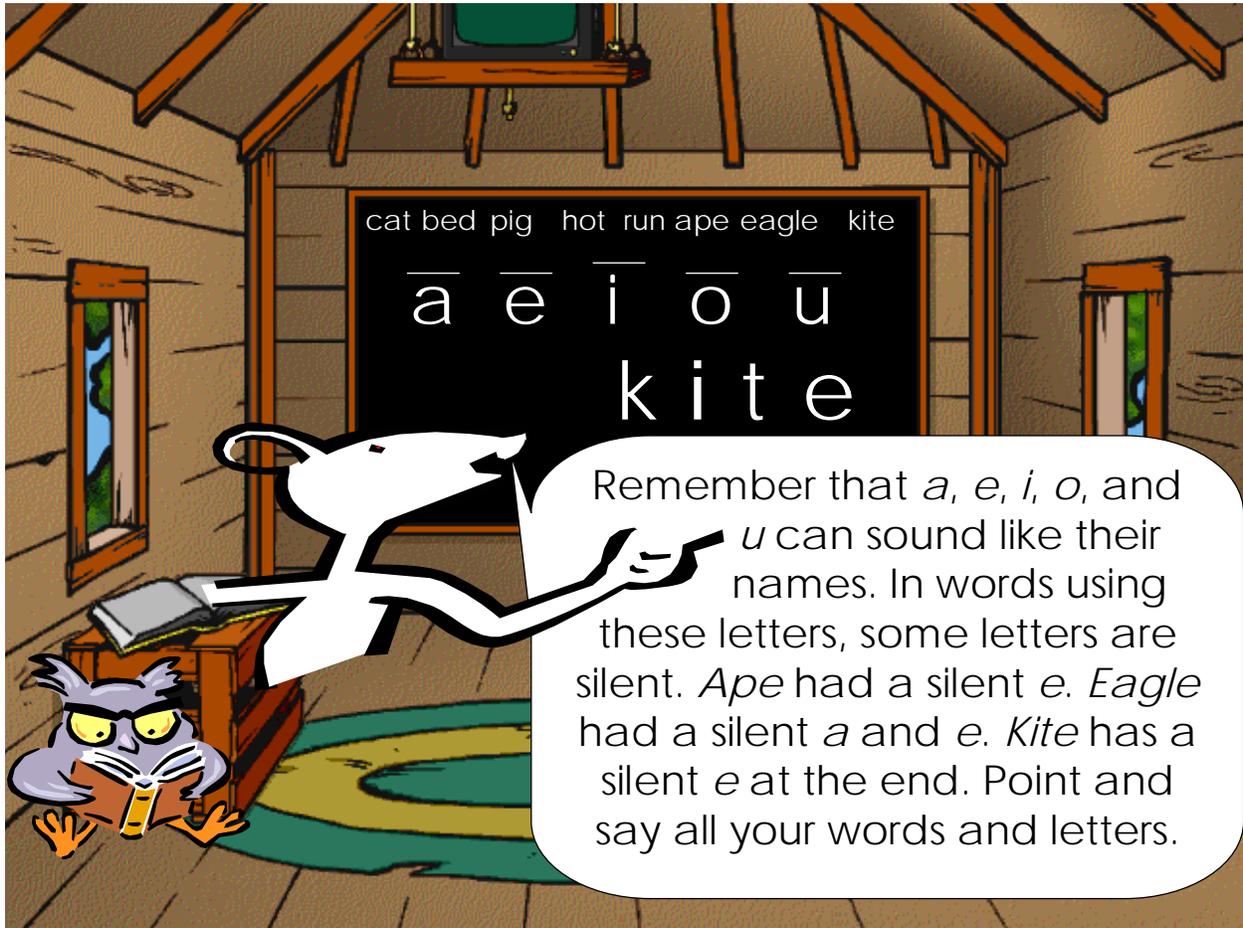
Point and say all the letters and words. The bold letters are your new sounds. Point and say each bold letter's sound until you know it. The bold word, *eagle*, is your new word.

Aa Aa Bb Cc Dd **Ee** Ee **Gg** Hh Ii
Ll Nn Oo Pp Rr Tt Uu

eagle ape run hot pig bed cat

Coach's Corner:

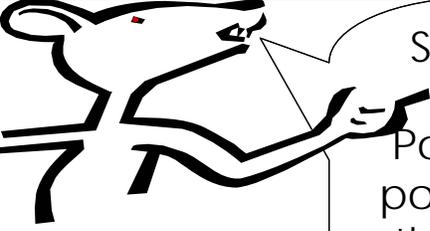
Emphasize the point and say technique, leaving nothing out. Beginning with this lesson, we will diminish the use of Mat's prompts. We will leave only those prompts in that are new or necessary. It will be a move toward independence for your student to point and say all the material without having to be prompted by Mat. The prompt will appear in the Coach's Corner just in case it is needed. Be sure *eagle* and its sounds are mastered. Review all the words and sounds.



Coach's Corner:

Kite introduces the third long vowel, the long *i*. Start with this lesson to point out that some letters mean themselves. A good example: *I* is *I* as in the sentence, *I go to the store*. Another letter used as itself is the long *a* as in the sentence, *I am flying a kite*.

Make flash cards to learn words that rhyme with *kite*: *bite*, *quite*, *white*, *write*, and *Sprite*. Review all the flash cards made with the long vowels.



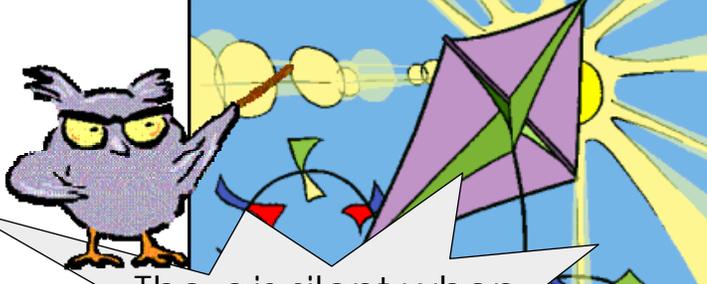
Spelling is how we see a word on the page. Sounding is how we say it. Point and say the first word *kite*. Now point and say each letter. Point and say the second word *kite*. Now point and say each sound. Repeat this until you know the word, its letters, and its sounds.

kite

k-i-t-e

kite

k-i-t-e



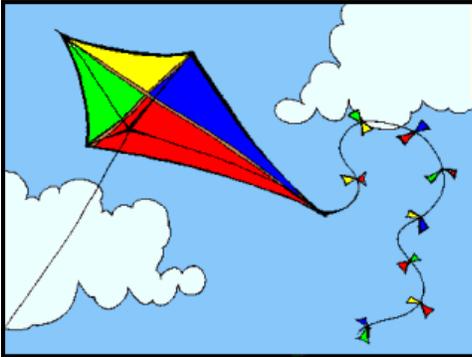
The *e* is silent when we say *kite*, but we use it to spell *kite*.



Coach's Corner:

After finishing all Mat's instructions, focus on the silent *e* at the end of words with a long vowel. This rule works most of the time. There are exceptions where words have long vowel sounds and do not end in an *e*: *queen*, *seen*, etc.

Can your student spell and sound out *kite*?



High in the Sky

High in the sky,
The kite swirls around.

The kite goes up,

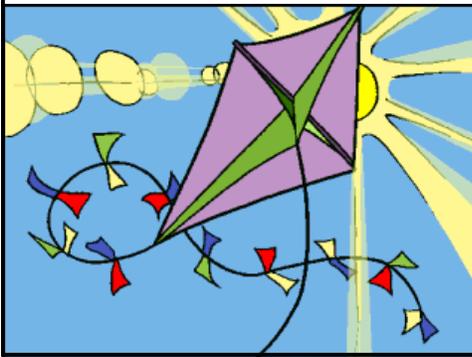
up,

up!

Then it comes down,

down,

down!



Long tail and colors ablaze,

Can you see the kite
In the summer haze?

Coach's Corner:

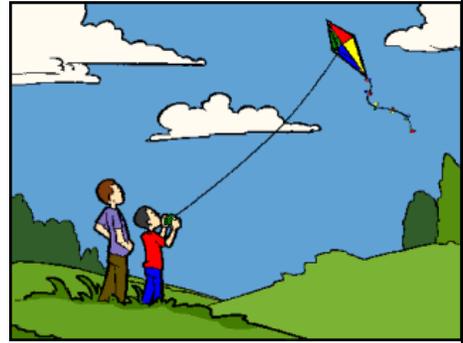
From now on Mat's prompt on the poems and stories will be in the Coach's Corner:

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

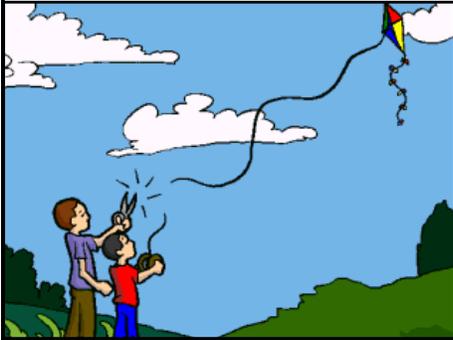
Use the prompt to make sure you are following the instructions with your student. Notice that the shapes of the poem's lines follow the meaning. *Long tail*, *colors ablaze*, and *summer haze* use describing words to paint a verbal picture. Have your student use describing words to paint such a picture: *trees in the wind*, *lightning in the sky*, etc.

My Father Made a Kite for Me

My father made a kite for me.
It was the largest kite to see.
We took the kite
to a high, high hill,



And flew it until,
He cut the kite loose
and said, "Go Free!"

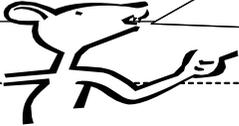


Coach's Corner:

Mat's reading prompt:

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

This story tells about a boy and an adult in a dramatic situation. What did the father do that was unexpected? Why did he cut the kite loose? Ask your student to tell a story about a student and an adult. Include something unexpected. To help the student get started, use the starter phrase: I remember when . . .



Go to your printing lesson.

k

i

t

e

kite

kite



Coach's Corner:

For the next 25 lessons, have your students practice one letter each lesson. The letter to practice now is Bb. Show the difference in capitals and lowercase (small) letters.

Put 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



From the words you know, we will make some very important small words. These words will help you write sentences. Read with me. Get a parent or friend to help.

a, t as in cat is at. _____ The cat is at the door. _____

d, o as in dog is do. _____ Dogs do bark. _____

I as in kite is I. _____ I fly the kite. _____

b, e as in bed is be. _____ I will be going to bed. _____

i, t as in kite is it. _____ It is a kite. _____

Your new words are at, do, I, be, and it. _____

Now try to make a story of your own.
Begin by saying your story out loud to get started.
If you need help, ask a parent or a friend.



Coach's Corner:

Pay close attention to Mat and Hootie Owl as they prompt the student to make new words: *at*, *do*, *I*, *be*, and *it*. These little words are building blocks to make sentences.

After your student does the story for Hootie Owl, see if the student can find these little words in the writing.

Repeat the pointing and saying until the student knows these new little words. Put the student's writing in the folder.

When you have finished, you are ready for the next lesson. **Hurray!**
Hurray!