

Lesson Nine: Window—w- i- n- d- o- w

Ⓐā Ⓐa Ⓑb Ⓒc Ⓓd Ⓔē Ⓔe Ⓖg Ⓕh Ⓙī Ⓛi

Ⓚk Ⓛl Ⓝn Ⓞo Ⓟp Ⓡr Ⓣt Ⓤu

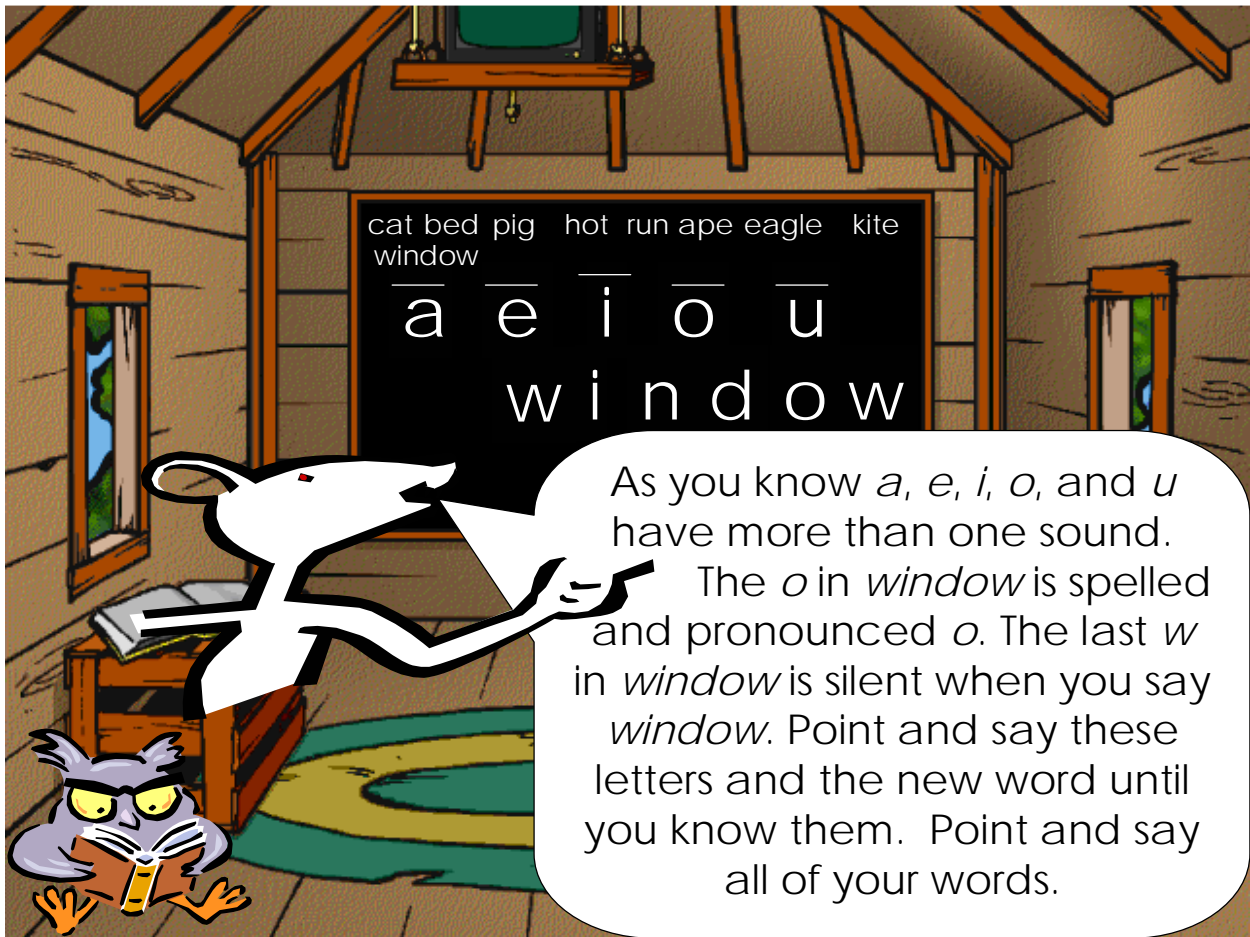
Your new word, *kite*, is on the Word Wall. Your new sounds—*k*, *i*, and *t*—are bold and on the Tree of Sounds. Point and say *kite* and *k*, *i*, and *t* until you know them. Point and say all your words and sounds until you know them.

eagle | ape | run | hot | pig | bed | cat | **kite**

Coach's Corner:

Finish all of Mat's instructions. Remember that many of the prompts are being taken from the student and placed in the Coach's Corner. Most students will know the prompts by now. Help your student as help is needed. Coach as much as you like.

Be sure that all the words and sounds are mastered.



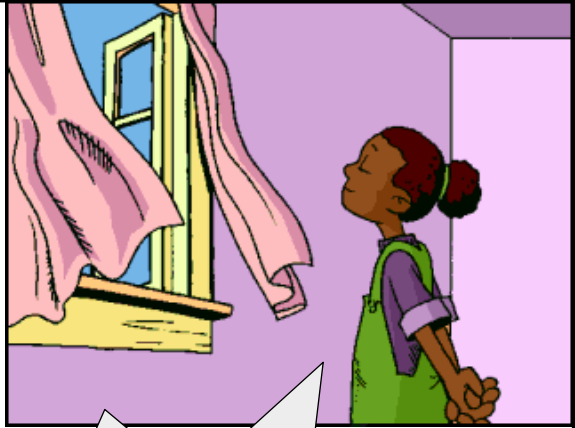
Coach's Corner:

Window ends with a silent *w*. Go over this until your student understands. Be sure that your student knows all the words and letters before you go on.

Follow Mat's instructions.


Make flash cards of words which rhyme with *window*: *bow, know, low, row, blow, snow, and grow*. Coach your student with the initial sounds if necessary. Review all of your long vowel flash cards.

window
w-i-n-d-o-w



window
w-i-n-d-o-w

The *w* is silent when we say *window*, but we use it to spell *window*.

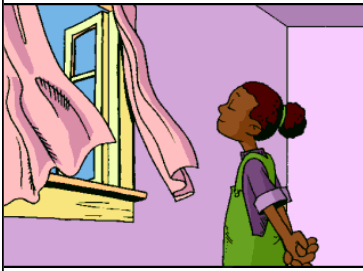


Coach's Corner:

Mat's instructions are dropped from the student's part of the page. From now on they will appear in the Coach's Corner:

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

If your student needs help with the prompt, go over it, but make sure that the student knows what to do. Pay close attention to Hootie's prompt on the silent *w*.

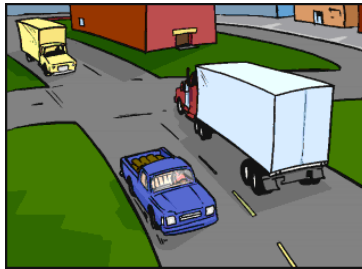
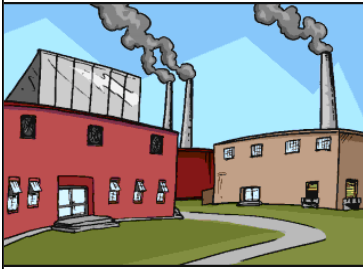


From My Window

From my window
I see the whole city--



Factories and smokestacks,
streets and trucks,
stores and signs.



The wind blows in the window,
And I wonder!



Coach's Corner:

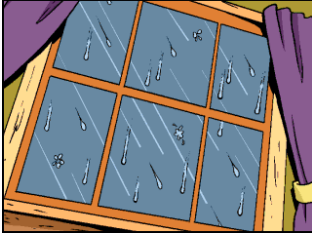
The student prompt: "Point and say the words all the way through. Now point and say the words line by line. Point and say *window* each time it appears. Point and say each line with expression."

Relate the sentences to the pictures. How are *window* and *wonder* similar? What is similar about Hootie's song and *window* and *wonder*? *Wind*, *warm*, and *wing*?

Hootie's song is on the software CD.

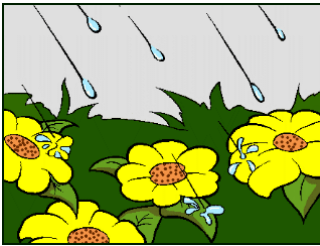
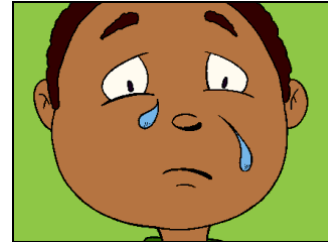
The north wind doth blow,
And we shall have snow,
And what will poor robin do then,
 poor thing?
He'll sit in the barn,
And keep himself warm,
And hide his head under his wing,
 poor thing.

Raindrops on My Window



Raindrops on my window

Run down the glass like tears.



They bring morning flowers.

Coach's Corner:

Mat's prompt:

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

What do tears and raindrops have in common? Water, shape, wet? How are raindrops and tears different? Look at the last two pictures: crying and growing, sad and happy.

Raindrops run down the glass like tears compares raindrops to tears. Try these starters: Flowers grow like_____. Smiles are like_____.

W

i

n

d

o

window

Go to your printing lesson.

Coach's Corner:

The letter to practice now is Cc. 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

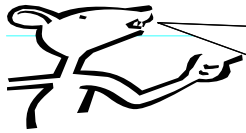
Ff Gg Hh Ii Jj Kk

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



From the word *window*, we can make more important little words. Read with me. Ask a parent or friend to help.

W, i, n in window is win.

We win the game.

W, i, n, d in window
is wind.

The wind blows in
the window.



I, n in window is in.

The wind blows in the window.

N, o in window is no.

No, no, Wind, do not blow.

Your new words are win, wind, in, and no.

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:

This lesson shows how many words can come from the letters and sounds of another word. As you point and say the new words, be sure to point and say the sentences that go with them. Repeat Mat's instructions until your student knows the new words and can point and say the words in the sentences.

Hootie's prompt is more general. There is no subject to write about. If your student has trouble getting started, say: "Pretend you are looking out of the window like the girl in the picture. Write what you see out of your window."

Be sure all of your printing and writing lessons are in the folder – there should be nine of each. Go to the next lesson. **Great! Only one more long vowel to go.**