

Lesson Ten: Cute—c- u- t- e

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

Your new word *window* is on the Word Wall. Your new sounds—*w*, *i*, *n*, *d*, and *o*—are bold and on the Tree of Sounds. Point and say *window* and your new sounds until you know them. Point and say all your words and sounds until you know them.

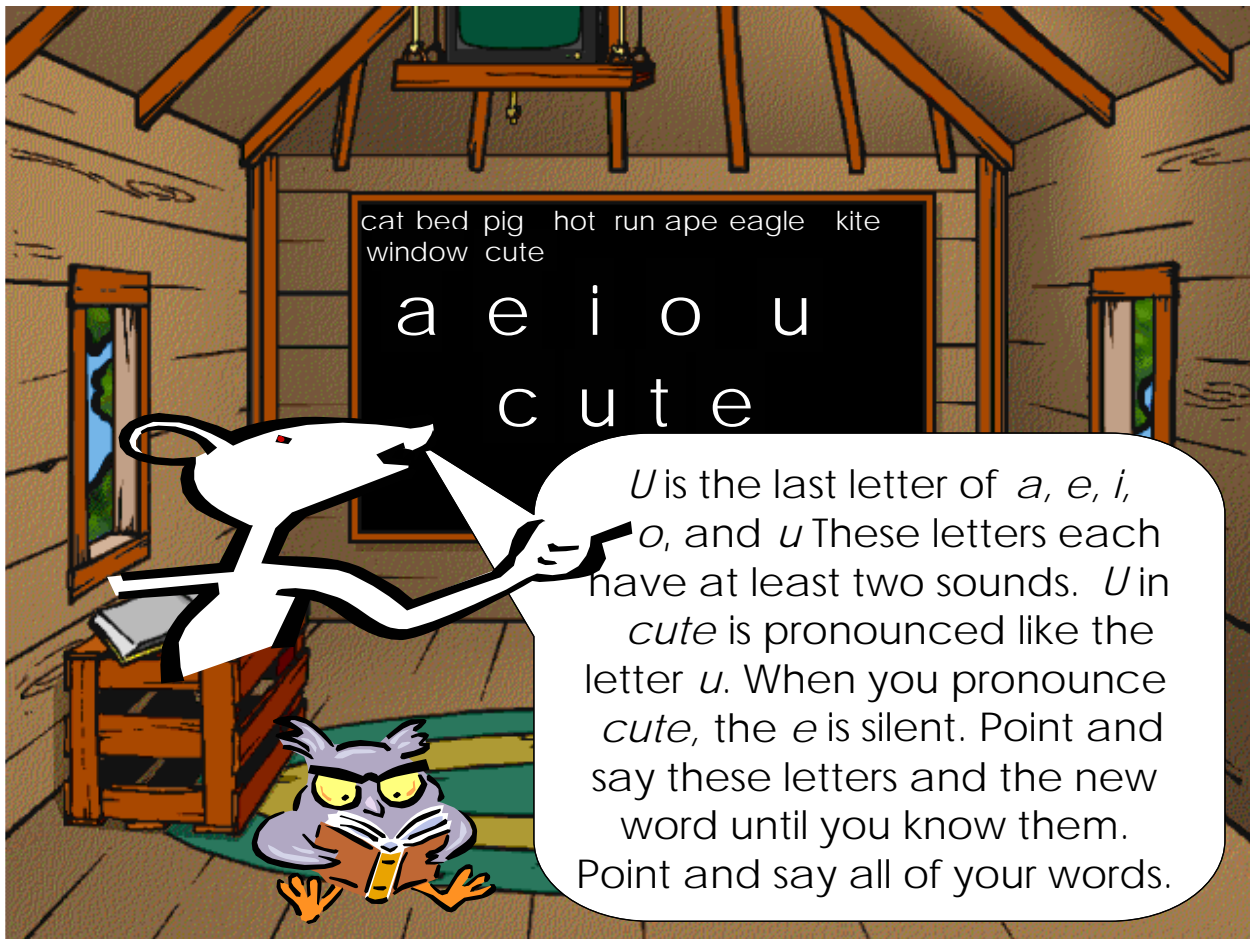
Word Wall: eagle | ape | run | hot | pig | bed | cat | **window** | kite

Coach's Corner:

By now your student is used to reviewing the sounds and words. If any difficulty is found in sounding, use the lesson as a cue: *a* as in *ape*, or *a* as in *cat*. As we proceed, there will finally be 51 sounds on the Tree of Sounds and 40 words on the Word Wall.

Now is a good time to make sure your student has learned the sounds and words. If you find it necessary, go back and review some of the preceding lessons.

Review all of your long vowel flash cards.

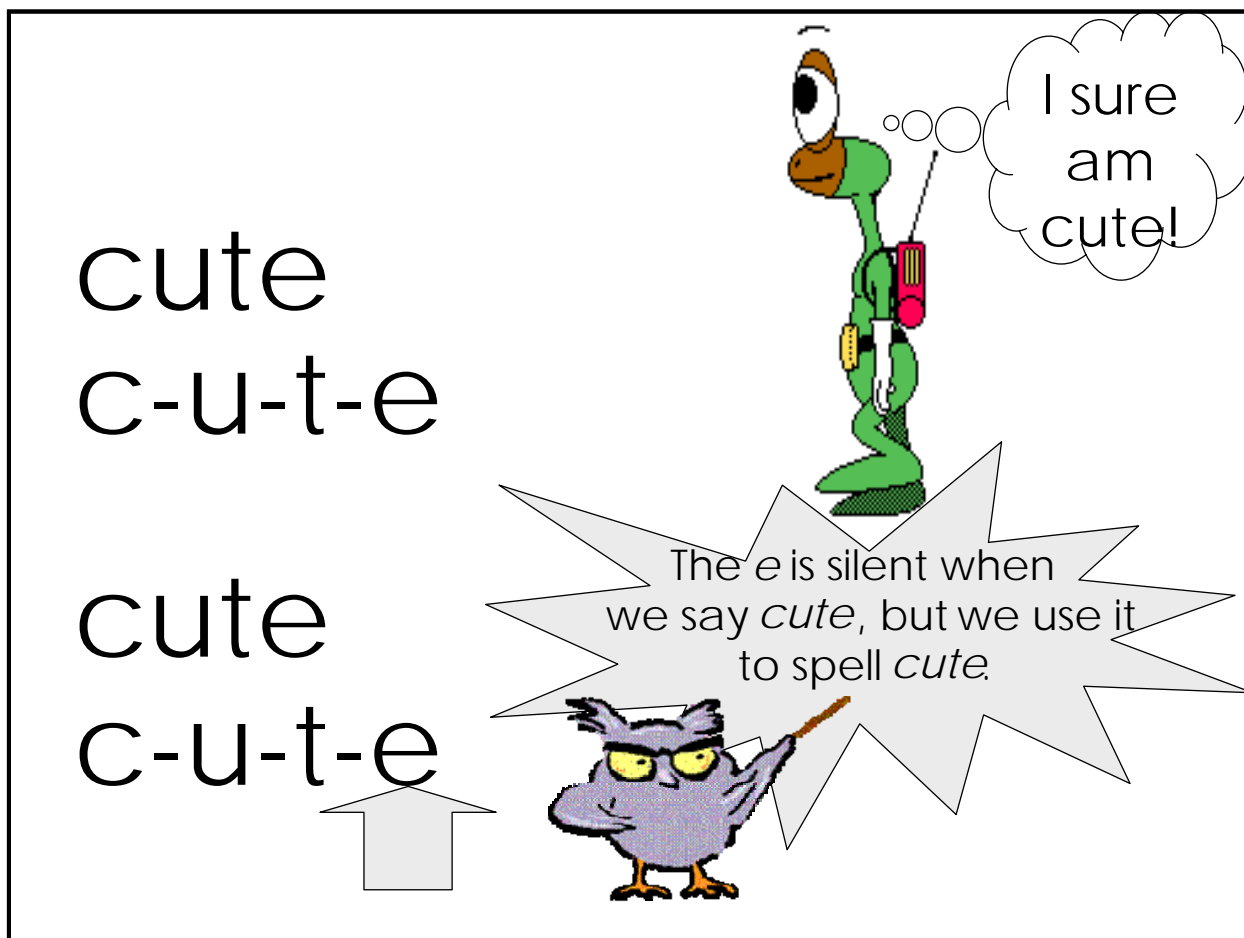


Coach's Corner:

The long *u* in *cute* is the last of the long vowels: *a, e, i, o, u*. Every word in English will have at least one vowel—long or short—and sometimes two vowels together. If the five long and five short vowels are mastered now, reading and writing will be much easier.

Make sure your student does Mat's review: "Point and say all of your words."

Make flash cards of words that rhyme with *cute*: *mute* and *flute*. Include other long *u* words: *unit, pupil, and menu*.



Coach's Corner:

Student prompt:

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

Be sure to cover Hootie's silent *e*.

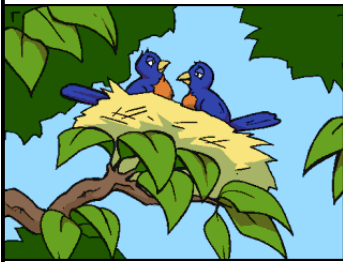
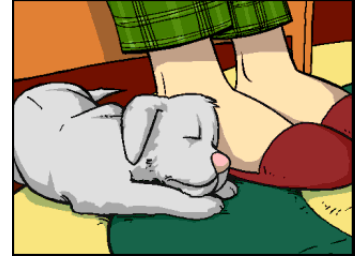
Cute is a describing word. Find things in the room that are *cute*.

The World Is Full of Cute Things to Love



Kittens are cute,
so soft and neat.

And so is the puppy dog at my feet.



Cute are the birds
in the nest above.

The world Is full of cute things to love.



Coach's Corner:

Student prompt:

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

As you point and say, wait for your student to go first if ready. Prompt and help your student sound out words as you go along.

For comprehension, make a list of the cute things in the life of the student. Are any of these cute things in the pictures? Why is something said to be *cute*?

Cute!

I got all dressed up to go.

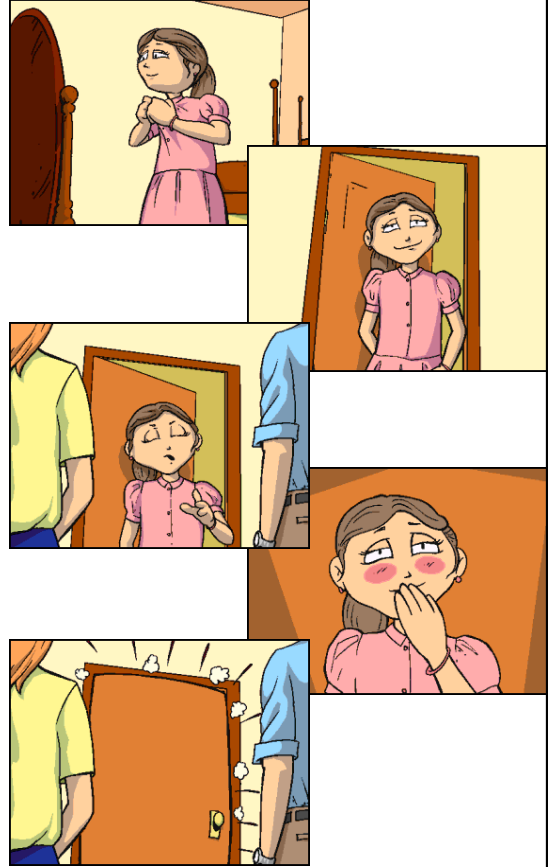
"You're so cute!" they said!

And my face turned hot.

"Cute, cutie pie!" they said.

I felt the heat, and said,
"I'm not!"

I closed the door and
stopped their show!




Coach's Corner:

Student prompt:

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

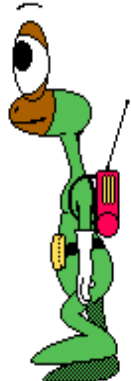
This reading has a dramatic situation. There is conflict between the characters. Why is the girl feeling the heat (blushing)? How does she respond? If you were the girl, what would you do? How do you feel when you are embarrassed?

What words rhyme?



Go to your printing lesson.

c
u
t
e
cute
cute



Yes! I am a cute dude!

Coach's Corner:

The letter to practice now is Dd. Show the difference in capitals and lowercase (small) letters.

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

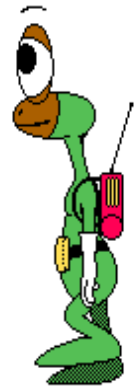
Aa Bb Cc Dd Ee
Ff Gg Hh Ii Jj Kk
Ll Mm Nn Oo Pp
Qq Rr Ss Tt Uu Vv
Ww Xx Yy Zz
0 1 2 3 4 5 6 7 8 9 10



Now you know two sounds each for *a*, *e*, *i*, *o*, and *u*. Point and say each of the letters below to hear the difference. Then point and say each word of the five sets of words to hear the difference.

a cat a cake
 e bed e bead
 i pig i pile
 o hot o hotel
 u cut u cute

Yes! I am a cute dude!



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.

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Coach's Corner:

This is the final effort to hear the difference in the long and short vowels. Follow Mat's directions slowly and carefully. Pause long enough to hear the sounds. Work on Mat's instructions long enough for your student to read each set of words.

Hootie's instructions lack a specific prompt. If your student cannot begin writing, start with: *Yes! I am a cute dude!* Remember, telling the writing out loud is a good way to start.

Your student has completed 10 lessons and mastered the long and short vowels. Be sure that you have 10 printing and 10 writing lessons in the folder. **Good! Good! Good!**