

Lesson 13

Materials:

- ◆ Sight word flashcards
- ◆ *It's True*, by Mercer Mayer
- ◆ Worksheet 13

Skills:

❖ Recognize the sight words: **surprise, people.**

- ◆ Use flashcards to introduce the new sight words *surprise* and *people*. Have the child use each sight word in a sentence.
- ◆ Have the child review all of the previous sight words.
- ◆ Put flashcards in alphabetical order.
 - Use these flashcards: want, saw, been, surprise, people, kind, snowy, grown.
 - Have the child put the flashcards in alphabetical order. (*been, grown, kind, people, saw, snowy, surprise, want*)
 - Challenge your child to put all of the sight word flashcards into alphabetical order.

❖ Develop listening comprehension.

- ◆ Ask your child, "Can you describe polite or considerate behavior?" (*saying please and thank you, sitting quietly in church, sharing toys, etc.*)
- ◆ Read the following information to your child:

It is important to remember to use a kind voice and words like please and thank you when speaking with others. If you would like to use or borrow something that belongs to someone else you should ask first. Add the word please, and people are more likely to say, "Yes," to your request. For example, "Please may I use your pencil?" Remember to be willing to share your things if someone else politely asks to use them. If you bump into someone you should say, "Excuse me," or "Pardon me." Sometimes you will make a mistake or a poor choice and need to apologize to someone. Say, "I'm sorry," and be sincere, or honestly mean it when you say the words. Showing kindness and gentleness toward others is a good way to show that you love or care about them.

It is also important to tell the whole truth. When you tell the whole truth, people can trust what you say. John 8:32 says, "Then you will know the truth. And the truth will make you free."

- ◆ Have the child answer the following questions using complete sentences as often as possible:
 - What type of voice should you use when speaking to others? (*You should use a kind voice.*)
 - How should you ask to use a friend's crayons? (*Please may I use your crayons? or May I use your crayons, please?*)
 - When should you say, "I'm sorry." (*You should say "I'm sorry," when you need to apologize for a mistake. You should say "I'm sorry," when you hurt someone.*)
 - Give some examples of how you can show kindness and gentleness to family and friends.
 - Discuss John 8:32. Ask your child, "How do you feel when someone lies to you? How do you feel when you tell the truth?"

❖ Use word recognition skills and strategies to read and comprehend text.

- ◆ Have your child read *It's True*. Remind him to use phonics to sound out the short and long vowel words that follow the rules. Use context clues for sight words he may not recognize. Then have the child read the book a second time and focus on increased expression and fluency while reading.
- ◆ How did Little Critter's friends respond when he confessed to lying? (*His friends forgave him, and Miss Kitty was proud of him.*)

❖ Add a suffix to a word.

- ◆ Ask the child, "What is a suffix?" (*a letter or letters added to the end of a word*)
- ◆ Use worksheet 13 to teach the child the three sounds of the suffix *-ed*.
 - Read the words in part A, and have the child repeat each word. Notice the suffix *-ed* has three different sounds.
 - If the last sound to the word is "d" or "t", the *-ed* will sound like "id." (*wanted, mended*)
 - If the last sound to the word is voiced (uses some noise to make the sound), the *-ed* will sound like "d." (*cleaned, feared*) (Exception: words ending in *t* or *d*)
 - If the last sound to the word is unvoiced (uses only air to make the sound), the *-ed* will sound like "t." (*kissed, blinked*) (Exception: words ending in *t* or *d*)
 - In part B, have him add the suffix *-ed* to each of the words. Read each word aloud.
Answers: 1. sounded 2. cooled 3. fainted 4. missed
- ◆ The suffix *-ed* is used to show past tense, or something that has already happened.
- ◆ Have the child read the words in part C of worksheet 41. Randomly point to words in part C, and have the child read each one. Continue until the child is comfortable reading all of them.

Independent practice:

- ◆ Worksheet 13, part A: Read the words.
- ◆ Worksheet 13, part B: Add the suffix *-ed* to the end of each word
Answers: 1. sounded 2. cooled 3. fainted 4. missed
- ◆ Worksheet 13, part C: Read the words.
- ◆ Worksheet 13, part D: Read the sentences.
- ◆ Worksheet 13, part E: Write the correct word on the line.
Answers: 10. reach 11. yelling 12. cramped
- ◆ Worksheet 13, part F: Write the words in alphabetical order.
Answers: 13. cleaned 14. crush 15. lunch 16. plump 17. rafting 18. ranch
- ◆ Review the words at various times throughout the day.