

Objectives

- answer questions about a story
- learn the rhyme for /y/
- distinguish the /y/ sound
- write the letter y
- learn Star Word *you*
- sound and spell words beginning with /y/

Class Preparation

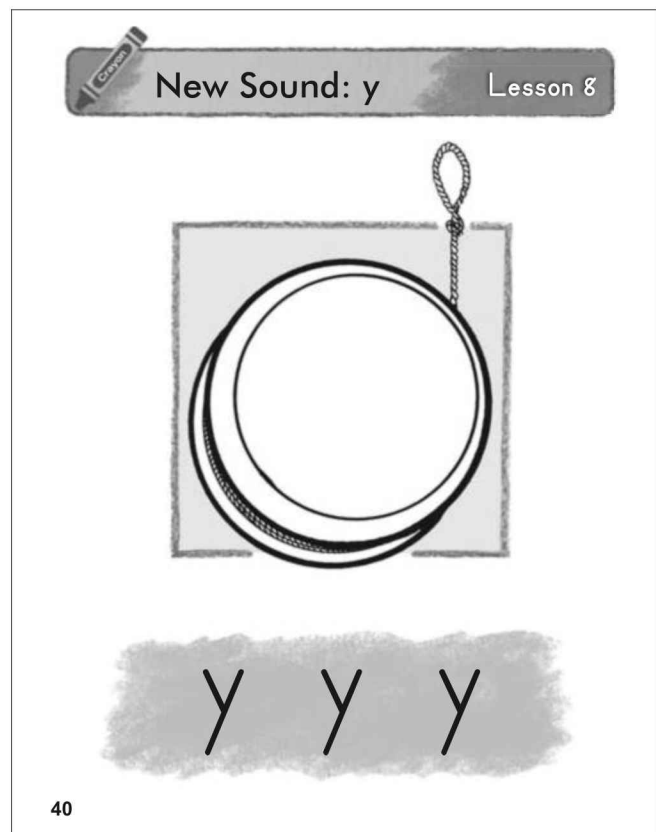
- y card with yo-yo
- kinesthetic reinforcement materials
- word flash cards 103–9, 10; 104–1-8
- phrase flash cards 103–9; 104–1-8
- Word List bookmark, cut out

Optional Activity Materials

- objects beginning /y/: *yo-yo, yarn, etc.*
- small card with letter y for each child
- sound slider
- *Learning to Read Practice Sheet 104–8*

Extra Activity Materials

- y items for consonant train
- make and duplicate work sheet with yo-yo



Review: *w, l, /ō/, and v* rhymes



Listening to a Story



Show the yo-yo card. What is this? Does anyone have a yo-yo at home? If you have brought a yo-yo, you could show them how it

works or let one of them demonstrate if they know how. Call attention to the /y/ sound. Tell the children to listen for it while you read the story.

Yo-yo for Yost

When Yost was six years old, his friend Yonie gave him a yellow yo-yo. “That’s your birthday present,” said Yonie. “A yellow yo-yo for you.”

Yost was very fond of the yo-yo. Up and down, up and down went the yo-yo as Yost chattered, “y, y, y, y, Yo-yo for Yost, it’s the toy he likes the most.”

One morning as Mom was dressing Yost’s little sister Yolanda, Mom said, “Yost, will you please tie Yanky to his doghouse? Yolanda wants to play in the sandbox, and she is afraid of Yanky.”

“Yes, Mom,” replied Yost as he grabbed his yellow yo-yo and dashed outside. Up and down went the yo-yo as Yost repeated, “y, y, y, y, Yo-yo for Yost, it’s the toy he likes the most.”

Just then, Yost saw a yellow butterfly fluttering close to him. Quickly he laid his yellow yo-yo on the steps and tried to catch the butterfly. The butterfly flew over the yellow tulips, always just out of Yost’s reach. Then when Yost almost had it, the butterfly flew up in the air and was gone.

Yost turned back to the steps to get his yo-yo, but it wasn’t there! What could have happened to it? He looked all over the steps, but it was nowhere in sight. Then he caught a glimpse of something yellow that Yanky was playing with.

“Yanky, what do you have?” Yost cried. “It’s my yo-yo, and it’s all scratched and chewed up!” Yost clutched it in his hand as tears filled his eyes. “It will never be as pretty again, but at least it’s not torn. I should have obeyed Mom right away; then this wouldn’t have happened. I’m going to tie Yanky right now.”



Read these sentences about the story. The children should ring their answers.

1. Yolanda was just _____. (*little*)
2. When Yanky chewed the yo-yo, he was _____. (*bad*)
3. When Yost found the yo-yo he was _____. (*sad*)
4. It is best to obey Mom _____. (*now*)



Learning a Sound

/y, y, y, y/ Yo-yo for Yost,
It’s the toy he likes the most.

Hand motion: Move your hand up and down as if playing with a yo-yo.

Lesson 8

Ring 1.

| | | | |
|---|-------|-------|----------|
| 1 | bit | big | (little) |
| 2 | dab | bat | (bad) |
| 3 | sod | (sad) | sag |
| 4 | (now) | not | nod |

Student's name _____

y y y y y y

y y y y y y

v v v u u u

yip yap van

yip yap van

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Explore the way we form the /y/ sound with our tongues.



Name objects beginning with /y/, such as *yo-yo*, the color *yellow*, etc.



Penmanship

Review the /y/ rhyme.

The letter that says /y/ is named *y*. Point out the *v* in the *y*. Children should notice that this is another letter with a tail going down through the baseline. Demonstrate several on the board while saying, **Begin at the midline and slant forward, begin at the midline and slant back, go through the baseline to the bottom. Slant forward, slant back way down.**



Y yells, “Good-bye, Mr. Smiley” and slants away. *Y* looks like *v*, but he props himself on one long leg.

Use kinesthetic reinforcement for more practice.



41 The children will write their names on the first line, then practice writing *y* and review *v* and *u*.

The children should trace and copy the words, sounding them as they write.



Working with Sounds

Raise your hand when you hear the /y/ sound.

| | | |
|--------------|------------------|----------------|
| <i>your</i> | <i>yesterday</i> | <i>yawn</i> |
| <i>yolk</i> | <i>yogurt</i> | <i>yeast</i> |
| <i>today</i> | <i>yonder</i> | <i>custard</i> |
| <i>yacht</i> | <i>young</i> | <i>yak</i> |
| <i>field</i> | <i>yank</i> | <i>yard</i> |
| <i>vast</i> | <i>yearn</i> | <i>yield</i> |
| <i>yarn</i> | <i>boat</i> | |









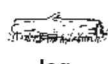













42 Write beginning sounds.



Third row, second picture is *volleyball*, not *ball*.

Lesson 8

| | | | | |
|--|--|---|--|---|
|  yo-yo |  yard |  yarn |  yak |  vase |
| Y | Y | Y | Y | V |
|  van |  lemon |  yak |  log |  yoke |
| V | Y | Y | Y | Y |
|  yo-yo |  volleyball |  yarn |  yardstick |  limb |
| Y | V | Y | Y | Y |
|  yoke |  yawn |  vegetables |  window |  yell |
| Y | Y | V | W | Y |

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Blending Fun

| | | | | | |
|-------|--------|-------|-------|--------|-------|
| close | drill | sound | stub | skip | think |
| frame | fresh | sweet | taste | smile | best |
| shrub | grin | feast | slick | bless | clean |
| clip | grease | mesh | snail | please | kept |



Reading Skills

Word Drill

Review: Word flash cards 103–9 to 104–7

New: Word flash cards 104–8

Star Words: *you*

Teach *you*. Show how we can use the word *you* instead of always using a person's name. *You* can mean one person or many people. Let the children use *you* in oral sentences.



Read Star Words as a class and remind the children that they will read the words to you later.

Blends

Introduce the new blends: *ya-*, *yi-*, and *yu-*. As a class, read the blends in the pink box.

Call on individual students to read a blend set. Let the children use each word in a sentence.

Phrases

Review: Phrase flash cards 103–9 to 104–7

New: Phrase flash cards 104–8

Sentences

Read sentences as a class and call on several students to read them.

Lesson 8

★ Words

you

very

have

under

| | | | |
|------|------|-----|-----|
| rat | sap | rip | hug |
| pan | mill | rib | rub |
| sock | win | cup | van |
| lock | dip | pup | vat |

| | | | | | |
|-----------|-----------|-----------|-----------|-----------|-----------|
| ya | yi | yu | va | la | wi |
| yam | yip | yum | vat | lad | wig |
| yap | yuck | van | lag | win | |

Jill had a little doll. You have a very big doll.

Tim had a yam for Mom.

The pup will yip at Tim.

The cob is for Pam.

The van is for Dad.

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Word List

Read the Word List with your students and remind them to practice reading the list so they can read the words to you later.

Time each student as he reads the Word List.

Listen while he reads the Star Words.



Skill Application



At the bottom, only one sentence fits each picture. Read both sentences and draw a line from the picture to the correct sentence.



Oral Reading



Read “The Pup for Tim” orally and use these questions for discussion: **What did Tim get?** **What did the puppy want to do to him?** **Did a puppy ever lick you?** **What could the puppy do?** **What could Tim do?**

Tim and the puppy could not play together all the time. After a while, Tim had to go into the house to eat lunch. What did Tim have for lunch? Did he like the lunch? What did the puppy do while Tim was eating? Why?

  End of First Class  




Oral Reading 2

We Explore: page 26, “Little Pup”

Questions for discussion:

1. How was Bud bad?
2. What did Bob do to Bud?
3. How do we know Bob and Bud are still friends?

 Lesson 8

The Pup for Tim

Little pup is here. The pup is for Tim. Tim is kind to the pup. Will the pup lick him?


Little pup could dig. Little Tim could run. Tim could pat the pup. Now all will have fun.


God is good to Tim. Tim can have some ham. It is very good. Tim can have a yam.

You can yap, little pup.

You will not have the ham. You can yap, yap, yap, yap.

You will not have the yam.





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Sound Review

Review the /y/ rhyme and how to write *y*.

Practice blending *ya, yo, yi, yu*.

Review blending *h, j, r*, and *b* with /ă/, /ō/, /ī/, and /ū/.

Send the children to the board and tell them to write the beginning sound of each word you say.

yarn

yoke

yam

little

vest

yellow

yank

wood

watch

yard

yell

vane

yo-yo

ladder

yonder

limp



Spelling

Have the children write these words on a sheet of paper. Pronounce the words, separating each letter sound slightly.

yam, yap, yip, vat, rub, tuck



Visual Discrimination



Circle the word that is the same as the one on the left side of the line.



Dot Maps



Copy the dot designs correctly.

Lesson 8

Ring 1.

| | | | | |
|--------|-------|--------|--------|--------|
| closed | close | closet | closed | closeb |
| work | work | word | worm | worb |
| woo | woe | woo | wood | wool |
| tub | tub | tug | tube | tud |
| pair | paid | pair | pain | pail |
| seal | sea | seat | seam | seal |
| sac | sac | sack | sad | sap |
| runs | run | runt | rung | runs |

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Extra Activities

1. The children may color the yo-yo on page 40 of the lesson, saying the word *yo-yo* over and over as they think about the beginning sound.
2. Prepare a sheet on which you have drawn a yo-yo. Provide pictures beginning with /y/ for the children to cut out and paste on top of the yo-yo.

Learning to Read Practice Sheet 104–8

Lesson 9 Review; Self Check

(Pages 46-52)

Objectives

- review formation of *w*, *l*, /*ũ*/, *v*, and *y*
- review writing beginning and ending sounds
- prepare for and take self check

Class Preparation

- word flash cards 103–10; 104–1-9
- phrase flash cards 104–1-8
- Word List bookmark, cut out

Optional Activity Materials

- sound slider
- *Learning to Read Practice Sheet 104–9*

Extra Activity Materials

- writing paper



Reviewing Letters

Call on the children by turns to say the sounds they hear at the beginning of these words.

| | | | | |
|-----------------|-----------------|------------------|-----------------|--------------------|
| <i>dome</i> | <i>hallway</i> | <i>yesterday</i> | <i>kindling</i> | <i>tomorrow</i> |
| <i>filler</i> | <i>jungle</i> | <i>return</i> | <i>humid</i> | <i>caterpillar</i> |
| <i>vacation</i> | <i>mansion</i> | <i>record</i> | <i>lens</i> | <i>Savior</i> |
| <i>bishop</i> | <i>neighbor</i> | <i>purse</i> | <i>golden</i> | <i>woven</i> |



Penmanship

Review the rhymes for *w*, *l*, /*ũ*/, *v*, and *y* and practice writing these letters.



Trace and copy the words.



Reading Skills

Word Drill

Review: Word flash cards 103–10 to 104–8

New: Word flash card 104–9

Star Words: (no new word)



Read Star Words as a class and remind the children that they will read the words to you later.

Blends

As a class, read the blends in the pink box.

Call on individual students to read a blend set.

Phrases

Review: Phrase flash cards 104–1-8

Word List

Read the Word List with your students and remind them to practice reading the list so they can read the words to you later.

Time each student as he reads the Word List.

Listen while he reads the Star Words.



Skill Application



Write the beginning and ending sound for each picture in the first two rows. If the word needs two consonants to make the ending sound, write both of them in the second blank.

Review; Self Check
Lesson 9

yip van

yip van

lock cut

lock cut

★ Words

was

little

under

have

very

you

| | | | |
|-----|-----|-----|------|
| yam | top | yip | duck |
| van | lad | bib | dug |
| ham | hop | wig | fun |
| rat | job | kid | cut |

| | | | |
|-----------|-----------|------------|-----------|
| ug | at | uck | ot |
| bug | cat | yuck | hot |
| tug | vat | duck | tot |

Lesson 9

| | | |
|-----------|----------|------------|
| water | lock | hill |
| w r | l ck | h ll |
| van | yawn | kitten |
| v n | y n | k n |

| | | | |
|---------|----------|---------|---------|
| bus | hill | cup | nut |
| top | duck | rug | van |



Skill Application

Spelling



At the bottom, sound out the name of each picture and write it on the line.



Oral Reading



Read “Is Sam Kind?” and discuss it. Who is older, Sam or Tim? Which picture shows Sam?

Which picture shows Tim?

What is Sam doing at the beginning of the story? What did Tim do when he came along? Do you think he meant to be mean, or do you think he just wanted to have some fun with the blocks too? Now what did Sam do to Tim? What did Tim do?

Mom heard Tim crying and came to see what was wrong. Why was Mom sad? What did she do? Why? Why was Sam sad? Try to bring out the response that he was sad because he was sorry for the mean way he had treated his little brother.

How does Sam feel now? What do you suppose Sam said to Tim? Sam gave Tim some blocks. He let him try to help stack the blocks. Are the boys having fun now? Why do all of them have joy now?

End of First Class




Oral Reading 2


We Explore: page 28, “On the Bus”

Lesson 9


Is Sam Kind?



Sam is big.




Tim is little.



Sam was mad.
Sam hit Tim. Tim did sob.

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Lesson 9



Here is Mom. Mom is very sad.

Sam was not kind. It is bad to hit Tim.

Mom had Sam sit.

Now Sam was very sad.

Sam is good to Tim now.


Put it on here, Tim.

It is for you.

Sam could have fun.

Tim could have fun.

All have joy now.




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Extra Activity

Give each child a piece of writing paper. Hand out two or more word flash cards to each child and ask them to write simple sentences using the words you gave them. Remind them to begin each sentence with a capital letter and end it with a period.

Learning to Read Practice Sheet 104–9

104–Self Check

 There are two different exercises on this page.

 **51** Top: Write the beginning consonant sound.

Bottom: Write the vowel sound.

 **52** Top: Spell the words.






Middle: Ring the two words that are alike in each row.






Bottom: Match each phrase to a picture.

Lesson 9





SELF CHECK





(2 points each letter.) [20]

| | | | | |
|--|---|--|--|--|
|  watch |  yak |  volcano |  cabin |  lid |
| W | Y | V | C | I |

| | | | | |
|---|--|---|---|--|
|  vegetables |  king |  window |  yarn |  lemon |
| V | K | W | Y | L |

(3 points each letter.) [24]




| | | | |
|---|---|--|--|
|  duck |  nuts |  cup |  cat |
| U | U | U | A |

| | | | |
|--|--|--|--|
|  bus |  cot |  tub |  pin |
| U | O | U | I |

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Lesson 9




(3 points each word.) [9]

| | | |
|--|--|---|
|  jug |  sun |  hill |
|--|--|---|

Ring 2. (2 points each possibility.) [32]

| | | | |
|------------|-------------|-------------|-------------|
| pail | pain | <u>pair</u> | <u>pair</u> |
| foods | <u>food</u> | foot | <u>food</u> |
| jaw | <u>jay</u> | <u>jay</u> | jam |
| <u>elk</u> | elm | <u>elk</u> | elf |

(5 points each phrase.) [15]

| | | |
|---|---|---|
|  kind lad |  big hill |  little pup |
|---|---|---|

| | | |
|----|-----|-------------|
| 80 | 100 | Score _____ |
|----|-----|-------------|

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