

Lesson 158

Materials

crayons or markers
Alphafriend Cards
Letter Cards
Word Cards
“The Bug Hut” (Phonics Library)
The Music Break: Disc Two

Books

Feathers for Lunch
Practice Book, Volume 2
The Tub (Early Phonics Storybook)
Phonics Library
Teacher Aids

Student Assignments

- ☐ **DISCUSSION**
 - ___ Participate in an opening activity
 - ___ Continue to explore vocabulary words
- ☐ **MATHEMATICS**
 - ___ Complete today’s lesson
- ☐ **READING COMPREHENSION**
 - ___ Listen to pp. 1–31, *Feathers for Lunch*
 - ___ Answer comprehension questions in the lesson
 - ___ Complete p. 147, *Practice Book*
- ☐ **PHONICS**
 - ___ Sing “Dudley Duck’s Song”
 - ___ Blend and read short **u** words
 - ___ Read “The Bug Hut,” *Phonics Library*
 - ___ Complete p. 148, *Practice Book*
 - ___ Complete Reading Checkpoint ☒
- ☐ **WRITING**
 - ___ Review “Which Pet?” pp. 33–39, *Feathers for Lunch*
 - ___ Write a list of directions for how to care for a pet
- ☐ **THE MUSIC BREAK** 
 - ___ Complete today’s lesson
- ☐ **GAMES & ACTIVITIES**
 - ___ Play “Ask a Question”

Notes

Discussion

Vocabulary

This is the final day to discuss some general-knowledge vocabulary using these words:

bridge	lock	ambulance
scale	museum	
athlete	instrument	

Mathematics

Complete Lesson 158 in the Calvert Math Manual.

Reading Comprehension

Objectives: to identify the problem and the solution; to recognize the beginning and end of a sentence

Introduction: Display *Feathers for Lunch*. Have your student share what he remembers about this story. Explain that he will hear the story again. Remind him to enjoy the colorful pictures, and look for the *JINGLES* and birdcalls!

Instruction: Ask: If you want to tell someone else about this story, what should you think about as we reread it? (the problem and solution) What will that help you do? Reread pp. 1–31 aloud.

Discuss the following ideas and questions after reading the appropriate pages in the story.

p. 3: Ask: What clues tell you which is the first word of the sentence? (a capital letter) What clue shows you the end of the sentence? (end punctuation; an exclamation point) When would you see a question mark? (at the end of an asking sentence)

pp. 4–15: Ask: What problem does the cat have? (He is hungry.) What is he trying to do in the story? (catch a wild bird for lunch)

pp. 20–27: Ask: Does the cat ever solve his problem? (No, he never catches a bird. His owner catches him and probably feeds him lunch.)

Application: Assist your student in completing p. 147 in the *Practice Book*.

Phonics

Objective: to identify words with initial consonant **d**, /d/

Introduction: Ask your student what letter and sound he thinks of when he sees Dudley Duck. (**d** and /d/) Display the Alphafriend Card Dudley Duck and sing or read the lyrics to “Dudley Duck’s Song,” found in Phonemic Awareness Lesson 101. Have your student clap for each /d/ word. Write **D** and **d** on a sheet of paper, and list words from the song. (*dandy, duck, Dudley, dig, day, dive, and dance*)

Instruction: Tell your student that he will build a word with **d**, but first he will need a vowel (“helper letter”).

Display Alphafriend Card Umbie Umbrella. Ask: Do you remember Umbie? Umbie’s letter is the vowel **u**. One sound that **u** stands for is /ü/.

Hold up Letter Card **u**. Say: Listen for /ü/ in these words: /ü/ *under*, /ü/ *up*, and /ü/ *us*.

Display Letter Cards **d**, **u**, and **g**. Model blending the sounds, pointing with a sweeping motion. Say: I say the sounds in order: first /d/, then /ü/, then /g/. I hold each sound until I say the next one: /d/ /ü/ /g/, *dug*. I have made the word *dug*. Now try it with me.

Ask your student what letters he would choose to build *jug*, *bug*, and *rug*. (**b**, **g**, **j**, **r**, and **u**) Display the Letter Cards for each word and have him blend as you point.

Display Letter Cards **c**, **u**, and **t**. Model blending the sounds as you point to the letters with a sweeping motion: /c/ /ü/ /t/, *cut*. Remember to exaggerate the /ü/ sound. Repeat, having your student blend the word on his own. Repeat with the word *but*.

Display Letter Cards **h**, **j**, **r**, **t**, and **u** to build the words *hut*, *jut*, and *rut*. Have your student blend the sounds as you point to the letters.

Application: Show your student the story “The Bug Hut” from the *Phonics Library*. Say: We know the first word in the title. It is *The*. The next word begins with capital **B**. The sound for **B** is /b/. We know the sounds for **u** and **g**. Let’s blend these sounds to read this word: *Büüüg*, *Bug*. We know the sounds for the next word too: /h/ /ü/ /t/. Let’s blend these letters: *Hüüüt*, *Hut*. Now we’ll read the title

together, *The Bug Hut*. Have your student look at the picture on the title page, p. 17. Ask him to suggest what the bugs look like they are doing (having a birthday party). Read the birthday banner aloud and model blending the word *Jan*.

Have your student read each page silently before he reads it aloud to you. Remind him to look at each letter as he sounds out the word. Use prompts such as these to help him read the story:

pp. 18–19: What are the bugs doing to get ready for the party? (putting out presents, putting on hats)

pp. 20: Find a word that rhymes with *Bug*. (hug) What letters are the same in these words? (ug)

pp. 22–23: Do you think Jan Bug had a happy birthday? Why? (Answers will vary.)

Assist your student in completing p. 148 in the *Practice Book*.

Complete Reading Checkpoint

Writing

Objectives: to think of sentences to contribute to a list of directions; to use order words

Introduction: Remind your student of how he uses order words to help readers know when things happen in his writing. Reread the article “Which Pet?” on pp. 33–39 of *Feathers for Lunch* and discuss different pets.

Instruction: Tell your student he will be writing about how to care for a pet. Have him choose a pet to write about. Write the heading “How to Care for a (fill in the chosen pet).”

Ask: What equipment would you need to care for this pet? What chores would you need to do to care for this pet?

Write your student’s answers and ideas.

Application: Together review the steps involved in caring for this pet. Rewrite complete sentences in order, adding the words *first*, *next*, *then*, and *finally*.

Show your student as you read the sentences how you wrote a capital letter at the beginning of each sentence and how you put a punctuation mark at the end.

Note: Save this paper for use in Writing Lesson 160.

The Music Break

 Listen to “London Bridge,” “Frère Jacques” (review), and “The Music Tree” (closing song), found on **Tracks 37–39 of The Music Break: Disc Two**.

“Ask a Question”

Tell your student you are thinking of something that can be seen in the room. He may ask as many questions as he wants, but you can answer only with *yes* or *no*. He may ask questions like *Is it round? Is it green? Is it bigger than I am?* Have him continue until he guesses the object correctly.

Now make the game harder by thinking of something that cannot be seen in the room. After two or three turns, reverse roles and let him think of something, answering your questions only with *yes* or *no*.



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