

# Lesson 29

---

## Materials:

- ◆ Index cards
- ◆ *Froggy Gets a Doggy*, by Jonathan London
- ◆ Worksheet 29

## Skills:

### ❖ Recognize onomatopoeias.

- ◆ Onomatopoeia (“on-uh-mod-uh-pee-uh”) is when a word’s pronunciation imitates its sound. For example: splash, drip, kerplop, whoosh, beep, howl, hiss, zip, bang, boom. (Children typically enjoy saying the word *onomatopoeia*, so let him try it several times. See if he can say it three times quickly.)
  - Have the child think of other onomatopoeia words. (Other examples: eek, boom, cock a doodle doo, choo choo, knock knock, sizzle, pop, buzz, moo, slurp, hoo, tick tock, splat, blurp, pop, crash, crunch, zing, meow, munch, roar, rip, crackle, kerplunk, clank, woof, thunk, whiz, oink, sniff, snap, achoo, ding dong, pow, purr, whirl, ting)
  - Ask him to choose three onomatopoeias, and use each in a sentence.

### ❖ Decode words by breaking them into syllables.

- ◆ Have the child read the words on worksheet 29, part A.

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

- ◆ Have the child read *Froggy Gets a Doggy*.
- ◆ Have the child answer the questions on worksheet 29, part B using complete sentences as often as possible.

### ❖ Add a suffix to a word.

- ◆ Ask the child, “What is a suffix?” (*a letter or letters added to the end of a word*)
- ◆ The suffix *-ed* is used to show past tense, or something that has already happened.
- ◆ The suffix *-ed* has three different sounds. Review the sounds of *-ed*.
  - 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*)
  - Have him add the suffix *-ed* to each of the words.  
*1. sound: sounded 2. cool: cooled 3. faint: fainted 4. miss: missed*
- ◆ Adding a suffix to a word changes how it is used in a sentence. Other suffixes that are commonly added to words are *s, ly, ful, less*.
  - Have the child add suffixes to these words:
    - \* care (-ful, -less): careful, careless
    - \* careless (-ly): carelessly
    - \* quick (-ly): quickly
    - \* cheer (-ful): cheerful
    - \* swim (-s): swims
- ◆ The root word is the word before a suffix (or prefix) is added. Ask, “What is the root word of *adding*?” (*add*) “What is the root word of *dogs*?” (*dog*)

## ❖ Recognize compound words.

- ◆ Ask the child, “What is a compound word?” (*two words put together to make a new word*) Give an example of a compound word (butterfly).
- ◆ Have the child write the following words on index cards:
  - out
  - coast
  - cow
  - horse
  - finger
  - side
  - line
  - boy
  - fly
  - nail
- ◆ Play a compound word memory game.
  - Lay the index cards face down in even rows.
  - Player one turns over two cards.
  - A “match” is a correct compound word.
  - If the cards match, set them aside.
  - If the cards do not match, put them back face down.
  - Player two does the same.

*Answers: outside, coastline, cowboy, horsefly, fingernail*

## Independent practice:

- ◆ Worksheet 29, part A: Read the words.
- ◆ Worksheet 29, part B: Read the questions about *Froggy Gets a Doggy*. Write the answers on the lines.

*Answers:*

  1. *He wanted a doggy more than anything in the world.*
  2. *He went to the animal shelter.*
  3. *Answers will vary. Possible answers: He had to be reminded not to stick his hand in the cage. He and his sister chanted for a doggy.*
  4. *Put on her new collar; fill her water bowl; show Doggy her bed; put her on a leash; take her for a walk; teach her to come and sit and wait; use the pooper scooper.*
  5. *She brought Mom’s underwear.*
  6. *Probably not. Doggy snored*
- ◆ Worksheet 29, part C: Name eight onomatopoeias from the story.

*Answers: yippee, zip, zoop, zup, zut, zat, flop, munch, crunch, slurp, znap, glug, ploof, sniff, arf, snuffle, wheeze, scritch*
- ◆ Worksheet 29, part D: Write the correct word in the blank.

*Answers:*

  7. *thankful*
  8. *coats, finally*
  9. *mouthful*
  10. *careless*

name \_\_\_\_\_



Part A: Read the words.

window	darling	fetch	bananas	cutest	smacking
shelter	baking	animal	fading	fluffed	badminton
singing	licking	ruling	joined	shining	Pollywogilina
leash	dressed	scooper	laughed	instead	chocolate
hoping	messy	collar	smiling	melted	underwear

Part B: Read the questions about *Froggy Gets a Doggy*. Write the answers on the lines.

1. Why do you think the moon looked like the tail of a happy doggy to Froggy?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Where did Froggy go to adopt a pet?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Do you think Froggy had trouble following directions?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Name some things Froggy had to do for Doggy when they got home.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What did Doggy fetch instead of the stick?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

