

## LESSON 26

*Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.*

*New material: the FLOSS spelling rule*

*Warm Up With Sound Play:*

Let's say some words and count their syllable beats. An easy way to do this is to say the words with our hands under our chins, because our chins drop a little with each beat.

finish (2)

history (3)

random (2)

finalize (3)

carnival (3)

Explain that the FLOSS spelling rule says that most often the letters **f**, **l**, **s**, and **z** are doubled at the end of words.

*Words to read and write:*

<b>tiff miff jiff off ruff muff cuff puff</b>
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**bell tell sell sill bill fill will  
cuff muff ruff dull  
pass mass mess miss kiss  
toss boss moss loss  
jazz fizz fuzz razz**

Spelling rules tend not to work 100% of the time. You can point out to the student words like “if,” “as,” “gas,” and “pal” that do not follow this rule.

Also, at this point, we are excluding words like “roll” or “ball,” which will be introduced later in Lesson 47 because the vowel makes a different sound. We are also excluding “bull,” “full,” and “pull” because u makes the “oo” sound as in “foot.”

*Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:*

see, seen, sees<sup>1</sup>

*Have the student read:*

**Tell Bill to get two bags to pack for us.**

**Jazz is a lot of fun.**

**If we let the three dogs come in, Tim’s hut will be a big mess.**

**We huff and puff as we run up the hills.**

**Have you seen my muff? Toss it to me.**

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<sup>1</sup> see, seen, sees: s and n are already decodable; ee making the long “e” sound will be decodable in Lesson 69

**See where they sell the pop? I will get it for us.**

**There is a lot of fizz in my pop.**

**We are ill and will not do the jazz gig.**

*Have the student write from your dictation:*

My dog Ruff fell in the pit.

I see Jim. He has set up a box of dolls to sell.

Bill sees three red cups with pop.

My boss was ill but did not want to quit the job.

Will you pass me the ham and the jam?

Will the pup be in the cab with us?

## Student View

*Have the student do a “triple read” of “Tim’s Dogs.”*

### **Tim’s Dogs**

Tim’s dogs want to be with us. When we come to Tim’s hut, Tim’s dogs wag and wag and do a jig. When Tim’s dogs see that we are about to go out, they are sad.

When we come back, Tim’s dogs run up the hill to Tim’s hut. They want to be with us.

But if the dogs have been in the mud or if they are wet, Tim does not want them to come in. He does not want his hut to be a mess. And Tim will not let one dog in and have two sad dogs be out.

The three dogs beg to come in. Tim huffs. He gets up and picks up a rag. If there is a mess, he will mop it up. He lets the three dogs in.

## Student View

tiff miff jiff off ruff muff cuff puff  
bell tell sell sill bill fill will  
cuff muff ruff dull  
pass mass mess miss kiss  
toss boss moss loss  
jazz fizz fuzz razz

see

sees

seen

Tell Bill to get two bags to pack for us.

Jazz is a lot of fun.

## Student View

If we let the three dogs come in, Tim's hut  
will be a big mess.

We huff and puff as we run up the hills.

Have you seen my muff? Toss it to me.

See where they sell the pop? I will get it for  
us.

There is a lot of fizz in my pop.

We are ill and will not do the jazz gig.