

## LESSON 101

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

*New material:* Spelling rule for words that end in **ch** and **tch**

Explain that spelling with **ch** and **tch** works similarly to spelling with **ge** and **dge**. After a long vowel sound (like “reach” or “beach”), you use **ch**. In words where the vowel stays short (like “patch”) and there is only one consonant, you use **tch** as the ending.

*Words to read and write:*

**roach batch latch stitch each beach stretcher brunch  
reach teach bunch flinch pinch match catch clutch  
switch snatch sketch**

*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:*

**toward, watch<sup>1</sup>**

*Have the student read:*

**Coach Sanchez knew the team had to work on its pitching if it were to make progress toward having a winning season.**

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<sup>1</sup> **toward**: “toward” is irregular in its spelling; most pronounce toward as a one syllable word “tord”; others pronounce it in two syllables with an unaccented schwa syllable “tuh” and then “ord.” As in “clothes,” there are many videos on the internet demonstrating the pronunciation of this word

**watch**: **w** is decodable; **a** making the “ah” sound after **w** will be decodable in Lesson 104; **t** is silent (and the spelling of tch will be practiced in Lesson 101); **ch** is decodable

On Mondays, Mrs. Strange plays bridge, and she always makes a batch of her tasty fudge for the group to nibble on while they play, even if it means that some of her cards get smudged.

The secret agent went to the fancy hotel to watch the businessman and senator have their meeting.

*Have the student write from your dictation:*

Lucy made a fantastic batch of cupcakes for the bake sale on Tuesday.

Sally switched from wheat flour to rice flour so that her cake would be gluten free.

The man was carried out on a stretcher.

In a pinch, Janet could rely on her mother to watch the kids.

Choose any of the stories in [Group 9 \(Soft “c” and “g” Stories\)](#), [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a “triple read.”

## Student View

roach batch latch stitch each beach stretcher brunch  
reach teach bunch flinch pinch match catch clutch  
switch snatch sketch

toward

watch

Coach Sanchez knew the team had to work on its pitching if it were to make progress toward having a winning season.

On Mondays, Mrs. Strange plays bridge, and she always makes a batch of her tasty fudge for the group to nibble on while they play, even if it means that some of her cards get smudged.

The secret agent went to the fancy hotel to watch the businessman and senator have their meeting.

## LESSON 102

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

*Make the sound with your student and have your student write the lowercase letters of this sound on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:*

**aw** (which makes the “ah” sound, as in “draw”)

*Words to read and write:*

<b>straw paw lawnmower draw crawl brawl jaw flaw raw flawless brawny drawstring withdraw gawk</b>
---

*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:*

**million, billion, trillion, zillion<sup>2</sup>**

*Have the student read:*

**Luckily, there was a major flaw in the cruel outlaw’s plans.**

**Prawns are similar to shrimp but not exactly the same.**

**Stan said that he would bet a million dollars that he could beat Joe at ping pong.**

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<sup>2</sup> **million, billion trillion, zillion:** mill, bill, trill, zill, are decodable; ion making the “yun” sound is irregular in these materials (but the pattern appears in other words like “onion”)

**“A million is one thousand times one thousand, and that is a huge number,” Dad explained.**

**Mom said, “Anything with tomatoes, garlic, and butter sounds yummy to me.”**

*Have the student write from your dictation:*

Let’s draw straws for who gets the first milkshake.

A billion is bigger than a million, and a trillion is bigger than a billion, and a zillion is bigger than a trillion.

I sat in the shade in a lawn chair and watched a bird build her nest.

*More sentences for practice:*

**At nine months old, the baby crawled on a clean, soft rug.**

**In art class, I found that drawing a chair was not so easy.**

**In the minutes before dawn, owls hoot and birds chirp.**

**My father and mother walked on the beach and looked out at the ocean.**

**Jack mows lawns. He is saving money to buy a car.**

*Choose any of the stories in [Group 9 \(Soft “c” and “g” Stories\)](#), [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le](#)*

Stories), or Group 6 (Snow, Cow, Cloud Stories) for a “triple read.”

## Student View

straw paw lawnmower draw crawl brawl jaw flaw raw  
flawless brawny drawstring withdraw gawk

million billion trillion zillion

Luckily, there was a major flaw in the cruel outlaw's plans.

Prawns are similar to shrimp but not exactly the same.

Stan said that he would bet a million dollars that he could beat Joe at ping pong.

"A million is one thousand times one thousand, and that is a huge number," Dad explained.

Mom said, "Anything with tomatoes, garlic, and butter sounds yummy to me."

At nine months old, the baby crawled on a clean, soft rug.

In art class, I found that drawing a chair was not so easy.

In the minutes before dawn, owls hoot and birds chirp.

My father and mother walked on the beach and looked out at the ocean.

Jack mows lawns. He is saving money to buy a car.



## LESSON 103

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

*Make the sound with your student and have your student write the lowercase letters of this sound on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:*

**au** (which makes the “aw” sound, as in “author”)

*Words to read and write:*

<b>fault vault auto autumn cause because fraud haul autograph cauliflower exhaust fraudulent authorize faucet</b>
---

*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:*

**view, review**<sup>3</sup>

*Have the student read:*

**Paul is a weekend artist who paints whenever he has the time.**

**Business at the ice cream shop is fantastic in August.**

**It is against the law to fake service records for autos.**

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<sup>3</sup> **view:** v is decodable; **iew** making the long “u” sound is irregular  
**review:** re is decodable; “view” same as above

At the start of the hike, you will have an awesome view of the mountain.

Most often, authors and artists have to practice their skills for years before selling their work.

*Have the student write from your dictation:*

When people say, "Keep this in the vault," they mean that what they have told you must stay secret.

The car in front of me swerved and almost caused an accident.

Before we start a new game of Risk, we need to review the rules. Otherwise we are at risk of having another dispute.

Choose any of the stories in [Group 9 \(Soft "c" and "q" Stories\)](#), [Group 8 \("Y" as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a "triple read."

## Student View

fault vault auto autumn cause because fraud haul  
autograph cauliflower exhaust fraudulent authorize  
faucet

view review

Paul is a weekend artist who paints whenever he has the time.

Business at the ice cream shop is fantastic in August.

It is against the law to fake service records for autos.

At the start of the hike, you will have an awesome view of the mountain.

Most often, authors and artists have to practice their skills for years before selling their work.

## LESSON 104

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

*Make the sound with your student and have your student write the lowercase letter of this sound on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:*

**a** (which makes the “ah” or “aw” sound, as in “ball”)

Explain that **a** makes the “aw” sound in words where **a** is preceded by **w** or followed by **l** and in other words like “Mama” and “Papa.”

*Words to read and write:*

<b>wad walnut ball call water watch stall fall wash washer Mama always all want waffle father</b>
---

Explain that because **qu** makes the “kw” sound, **a** makes the “aw” sound after **qu**:

*Words with **qu** to read and write:*

<b>quad quality quantity squad squat squawk squall squalid squash equal equality squabble</b>
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*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:*

**action**, **orange**<sup>4</sup>

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<sup>4</sup> **action**: **ac** is decodable; **tion** making the “shun” sound will be decodable in Lesson 120

**orange**: “orange” is pronounced with two syllables; **or** is decodable; **a** makes the schwa sound; **nge** is decodable

*Have the student read:*

It was painful to watch the silly man flaunt his big wad of cash.

The baseball player always drinks a lot of water after his practice and always does a lot of squats before it.

Some men begin going bald when they are quite young.

“Some people seem all talk and no action,” Lorenzo complained.

*Have the student write from your dictation:*

I called my grandma and asked her if we could bake her walnut cake with orange frosting.

Sometimes deciding what action to take to deal with a problem is tricky.

Randy seems to stall whenever you ask him what his plans are.

*More sentences for practice:*

My birthday falls on a Saturday this year.

I like watching the sky when the sun rises and sets.

Our cats squabble, but they keep each other entertained.

Do a “triple read” of “Janet’s Favorite Book” in [Group 10 \(Advanced Phonics Stories\)](#) or choose any of the stories in [Group 9 \(Soft “c” and “g” Stories\)](#), [Group 8 \(“Y” as a Vowel\)](#)

Stories), Group 7 (Consonant-le Stories), or Group 6 (Snow, Cow, Cloud Stories) for a “triple read.”

## Student View

walk talk wad walnut ball call water watch stall fall  
wash washer Papa Mama also always all want  
waffle father

quad quality quantity squad squat squawk squall  
squalid squash equal equality squabble

action

orange

It was painful to watch the silly man flaunt his big wad of cash.

The baseball player always drinks a lot of water after his practice and always does a lot of squats before it.

Some men begin going bald when they are quite young.

“Some people seem all talk and no action,” Lorenzo complained.

My birthday falls on a Saturday this year.

I like watching the sky when the sun rises and sets.

Our cats squabble, but they keep each other entertained.



## LESSON 105

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

*Make the sounds with your student and have your student write the lowercase letters of this sound on a whiteboard three times while saying the sound. Create flashcards for the sound-letter deck:*

**war** (which makes the “or” sound, as in “warm”)

**wor** (which makes the “er” sound, as in “world”)

Explain that the r-controlled syllables **ar** and **or** change when a **w** comes first. Thus, “war” rhymes with “for” and “wor” rhymes with “stir.”

*Words to read and write with **war**:*

<b>warm warmth wart warlock warthog quart quarters</b>
--

*Words to read and write with **wor**:*

<b>worth world worthy work workers word worm worse worst worry worthwhile</b>
---

Point out that “worn” is an exception.

*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:*

learn, earn, search<sup>5</sup>

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<sup>5</sup> **learn, earn, search**: **ear** making the “er” sound is irregular in these lessons, though other words like “pearl” and “earth” share this pattern

*Have the student read:*

Relaxing in the warmth of the summer sun, the man forgot about his business woes and felt that all was right with the world.

Franco likes fantasy books with witches and warlocks and always searches for new ones at the library.

In history class, we learned about Karl Marx, who wrote *The Communist Manifesto* and said, “Workers of the world, unite!”

*Have the student write from your dictation:*

In class, we learned about how people think about self-worth.

His old work boots were worn out.

Liz only spends the money she has earned from cleaning houses on things that she thinks are worth it.

I prefer books about the real world, while Simon loves fantasy books.

Hungry birds search for insects and worms in the dirt.

*More sentences for practice:*

After it rains you can often spy worms on the street.

A “house of worship” refers to places like temples and churches.

Brad hates talking about fancy or silly things. The job of being a wedding planner would be the worst job in the world for him.

The teacher knew that the work she did was worthwhile.

Mrs. Worthington sometimes gets worn out with worry.

The workers at the hardware store take great pride in their jobs and understand that customers rely on their advice.

*Do a “triple read” of “The Worst Shot Ever” in [Group 10 \(Advanced Phonics Stories\)](#) or choose any of the stories in [Group 9 \(Soft “c” and “g” Stories\)](#), [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a “triple read.”*

## Student View

warm warmth wart warlock warthog quart quarters

worth world worthy work workers word worm worse  
worst worry worthwhile

learn, earn, search

Relaxing in the warmth of the summer sun, the man forgot about his business woes and felt that all was right with the world.

Franco likes fantasy books with witches and warlocks and always searches for new ones at the library.

In history class, we learned about Karl Marx, who wrote *The Communist Manifesto* and said, “Workers of the world, unite!”

After it rains you can often spy worms on the street.

A “house of worship” refers to places like temples and churches.

Brad hates talking about fancy or silly things. The job of being a wedding planner would be the worst job in the world for him.

### Student View

The teacher knew that the work she did was worthwhile.

Mrs. Worthington sometimes gets worn out with worry.

The workers at the hardware store take great pride in their jobs and understand that customers rely on their advice.

## LESSON 106

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

*New material:* More common suffixes

**ive** (meaning being or doing and pronounced with the short “i” sound)  
positive, expressive, explosive, expensive

**ite** (meaning of or pertaining to and pronounced with a long “i” sound or with a short “i” sound)  
polite, contrite, termite (long “i”)  
definite, opposite, exquisite, favorite (short “i”)

**ate** (meaning to act on and pronounced with the long “a” sound at the end of verbs) insulate, navigate, procrastinate, translate, decorate, hesitate, estimate, evaluate

**ate** (pronounced “iht” or “uht” at the end of nouns and adjectives) desperate, legitimate, inadequate, estimate, immediate, accurate, corporate, approximate, candidate, literate, senate, private

**ous** (meaning full of and pronounced “us” or “iss”)  
enormous, scandalous, ridiculous, nervous, miraculous, fabulous

**ious** (meaning full of and pronounced “eeus” or “eeiss”)  
studious, glorious, obvious, tedious, previous, curious

*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:*

**double, trouble**<sup>6</sup>

*Have the student read:*

**It is time to finalize the plan to create our dinner so that we can shop for what we need at the store. We don't want to find ourselves in a desperate hurry this afternoon.**

**The team manager was responsible for keeping track of everyone's gear and equipment.**

**Fran is very studious but loves having fun too.**

**Our dog barks when the mail comes through the mail slot but is quite polite most other times.**

*Have the student write from your dictation:*

Joan chose an inexpensive dress for the party and looked great.

Sam tries to be polite even when discussing explosive topics.

Many brides and grooms seem to think that tropical weddings are a glorious idea.

For the studious boy, the final question was no trouble at all.

My immediate plan is to drink a milkshake and to create a packing and to-do list.

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<sup>6</sup> **double** and **trouble**: **ou** making the "uh" sound is irregular; everything else about "double" and "trouble" is decodable

Choose any of the stories in [Group 9 \(Soft “c” and “q” Stories\)](#), [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a “triple read.”



## Student View

ive (meaning being or doing and pronounced with the short “i” sound)

positive, expressive, explosive, expensive

ite (meaning of or pertaining to and pronounced with a long “i” sound or with a short “i” sound)

polite, contrite, termite (long “i”)

definite, opposite, exquisite, favorite (short “i”)

ate (meaning to act on and pronounced with the long “a” sound at the end of verbs) insulate, navigate,

procrastinate, translate, decorate, hesitate, estimate, evaluate

ate (pronounced “iht” or “uht” at the end of nouns and adjectives) desperate, legitimate, inadequate, estimate, immediate, accurate, corporate, approximate, candidate, literate, senate, private

ous (meaning full of and pronounced “us” or “iss”)

enormous, scandalous, ridiculous, nervous, miraculous, fabulous

ious (meaning full of and pronounced “eeus” or “eeiss”)

studious, glorious, obvious, tedious, previous, curious

double    trouble
-------------------

It is time to finalize the plan to create our dinner so that we can shop for what we need at the store. We don't want to find ourselves in a desperate hurry this afternoon.

The team manager was responsible for keeping track of everyone's gear and equipment.

Fran is very studious but loves having fun too.

Our dog barks when the mail comes through the mail slot but is quite polite most other times.

## LESSON 107

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

Make the sounds with your student:

**cial** and **tial** (pronounced “shul” as in “special” and “partial”)

*New Concept:* Explain that **ci** and **ti** work together as a consonant blend, making the “sh” sound. **Cial** and **tial** both are endings that mean “related to” and are found at the end of a lot of words. Notice that when a vowel precedes the ending, it will be spelled **cial**. When there is a consonant before the ending, it is more often spelled **tial**. **Cian** is used at the end of words that describe an occupation.

*Words to read and write with **cial**:*

<b>official special commercial financial beneficial social</b>
--

*Words to read and write with **tial**:*

<b>essential confidential partial residential initial potential</b>
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*Words to read and write with **cian** (pronounced “shin” or “shun”):*

<b>electrician pediatrician musician politician physician</b>
<b>magician optician technician</b> (with <b>ch</b> pronounced “k”)

*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:*

recipe, earth<sup>7</sup>

*Have the student read:*

**The mystery novel opened with a man all by himself in a spooky house during a torrential rainstorm.**

**This special recipe has been in our family for decades.**

**Mr. Martinez was very excited about the special surprise he had planned for his daughter's birthday. He and his wife had secretly hired a magician, and his daughter and her friends knew nothing about it.**

**Mr. Kennedy, my Social Studies teacher, always lets us socialize for a few minutes at the end of class if all our work is done.**

**A local politician always comes to celebrate Earth Day at our school.**

**Phil's pediatrician advises him to drink milk, even though Phil does not like milk.**

**In the old days, people got recipes from cookbooks or even in newspapers. Now, more people find new recipes online.**

*Have the student write from your dictation:*

**Ms. Simpson called her husband and said excitedly: "I've just seen a town house for sale, and I think it has a lot of potential for us!"**

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<sup>7</sup> **recipe:** "recipe" is a three-syllable word; r is decodable; e making the short "e" sound is irregular; cip making "sip" is decodable; e making the long "e" sound is irregular  
**earth:** ear making the "er" sound is irregular, though "learn," "earn," "search," and "pearl" share this pattern

Franklin made a special effort to be polite to his sister and, in general, to stay out of trouble during the holiday weekend.

An electrician can create new outlets, even outlets for the outside.

Gail turned in her homework late but still got partial credit.

Mrs. Fernandez has the best recipe on earth for pumpkin cheesecake. We should ask her if she will share it with us before Thanksgiving.

*Choose any of the stories in [Group 9 \(Soft “c” and “g” Stories\)](#), [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a “triple read.”*

## Student View

official special commercial financial beneficial social

essential confidential partial residential initial potential

electrician pediatrician musician politician physician  
magician optician technician (with ch pronounced "k")

recipe

earth

The mystery novel opened with a man all by himself in a spooky house during a torrential rainstorm.

This special recipe has been in our family for decades.

Mr. Martinez was very excited about the special surprise he had planned for his daughter's birthday. He and his wife had secretly hired a magician, and his daughter and her friends knew nothing about it.

Mr. Kennedy, my Social Studies teacher, always lets us socialize for a few minutes at the end of class if all our work is done.

A local politician always comes to celebrate Earth Day at our school.

Phil's pediatrician advises him to drink milk, even though Phil does not like milk.

In the old days, people got recipes from cookbooks or even in newspapers. Now, more people find new recipes online.

## LESSON 108

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

*Make the sound with your student and have your student write the lowercase letters of this sound on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:*

**oi** (as in “boil”)

Explain that “oi” comes in the middle of words.

*Words to read and write:*

<b>boil coil moist foist spoil join coin joint point choice voice pointless thyroid disappointed exploited joined</b>
---

*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:*

**length, strength**<sup>8</sup>

*Have the student read:*

**Some people go to great lengths to see their favorite bands and singers.**

**Bill dug a hole and put a shiny penny in the soil just for fun.**

**One of the strengths of the investment firm was the diversity of its workforce.**

---

<sup>8</sup> **length** and **strength**: e making the short “i” sound is irregular; everything else about “length” and “strength” is decodable



**The members of the club faced a difficult and sensitive choice between the two candidates and thus decided to vote by secret ballot.**

*Have the student write from your dictation:*

Father boiled water for the tea and put a moist muffin on the plate.

The length of the old tablecloth is perfect for our table.

The outlaw's evil plots were foiled, and the town was saved from turmoil.

*More sentences for practice:*

**Ms. Ko wanted to build on her students' strengths by doing a joint project with Mr. Arkin, the art teacher.**

**Jane had the strength to hoist the large bag and bring it to the curb.**

**Emily's recipe called for half a cup of milk. She hoped that the old container of milk in the refrigerator was not spoiled.**

*Choose any of the stories in [Group 9 \(Soft "c" and "g" Stories\)](#), [Group 8 \("Y" as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a "triple read."*

## Student View

boil coil moist foist spoil join coin joint point choice voice pointless thyroid disappointed exploited joined
---

length, strength
------------------

Some people go to great lengths to see their favorite bands and singers.

Bill dug a hole and put a shiny penny in the soil just for fun.

One of the strengths of the investment firm was the diversity of its workforce.

The members of the club faced a difficult and sensitive choice between the two candidates and thus decided to vote by secret ballot.

Ms. Ko wanted to build on her students' strengths by doing a joint project with Mr. Arkin, the art teacher.

Jane had the strength to hoist the large bag and bring it to the curb.

Emily's recipe called for half a cup of milk. She hoped that the old container of milk in the refrigerator was not spoiled.

## LESSON 109

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

*Make the sound with your student and have your student write the lowercase letters of this sound on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:*

**oy** (as in “boy”)

Explain that **oy** is found at the end of words or syllables.

*Words to read and write:*

<b>joy toy boy enjoy enjoyment deploy deployment employment destroy soy coy royal boycott loyal annoyed</b>
---

*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:*

**source, course, court**<sup>9</sup>

*Have the student read:*

**When I was a boy, my father explained that fighting for racial justice is important. He explained to me about important court cases that contributed to the fight.**

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<sup>9</sup>**source, course, court:** our making the “or” sound is irregular; everything else about “source,” “course,” and “court” is decodable

Joyce wrote a report about Rosa Parks. Parks helped to promote racial justice by organizing a boycott of buses in Alabama. Many people joined in, and the boycott was successful.

Sam was looking for employment. He applied for many jobs, sometimes applying in person and sometimes applying online.

A major source of income is employment.

Her enjoyment of the play was limited, of course, by the fact that she had an upset tummy.

*Have the student write from your dictation:*

Joyce enjoys buying clothes and often picks shirts and dresses with floral prints.

Frank enjoys gossiping about his co-workers and that has been a source of unhappiness at the store.

That lawn care business has many loyal customers.

My father used to say, “What a royal mess!” when he thought things had really gotten out of hand.

A ploy is another word for trick.

Of course I will come to your birthday bash!

Do a “triple read” of “Mr. Paul Shares a Different Perspective” in [Group 10 \(Advanced Phonics Stories\)](#) or choose any of the stories in [Group 9 \(Soft “c” and “g” Stories\)](#), [Group 8 \(“Y” as](#)

a Vowel Stories), Group 7 (Consonant-le Stories), or Group 6 (Snow, Cow, Cloud Stories) for a “triple read.”

## Student View

joy toy boy enjoy enjoyment deploy deployment  
employment destroy soy coy royal boycott loyal  
annoyed

source

course

court

When I was a boy, my father explained that fighting for racial justice is important. He explained to me about important court cases that contributed to the fight.

Joyce wrote a report about Rosa Parks. Parks helped to promote racial justice by organizing a boycott of buses in Alabama. Many people joined in, and the boycott was successful.

Sam was looking for employment. He applied for many jobs, sometimes applying in person and sometimes applying online.

A major source of income is employment.

Her enjoyment of the play was limited, of course, by the fact that she had an upset tummy.

## LESSON 110

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

*Make the sounds with your student and have your student write the lowercase letters of these sounds on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:*

**ew** (which makes the “oo” sound in “grew” or the long “u” sound in “few”)

*Words to read:*

<b>screw dew threw knew stew blew news newspaper mildew shrewd screwup jewelry renew</b>
--

*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:*

**truth, heart**<sup>10</sup>

*Have the student read:*

**Manny’s daughter flew home from Atlanta. Manny made her favorite beef stew for her first night home.**

**A screwball pitch is hard to hit because it curves in a funny way.**

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<sup>10</sup> **truth:** u making the long “u” sound (in a closed syllable) is irregular; everything else about “truth” is decodable  
**heart:** ear making the “ar” sound is irregular

**The bulbs we planted in autumn grew into beautiful tulips in spring.**

**Phew! I just heard that we will have a few more days to turn in the project without losing any credit.**

**In her heart, Phyliss knew the truth: She had loved Brendan for a very long time.**

*Have the student write from your dictation:*

**To tell you the truth, when I am at the mall chewing a salty pretzel, I am as happy as a clam.**

**Melissa's nephew works at Starbucks. He sometimes brings Melissa her favorite brew.**

**Once the store agreed to give him his money back, Mr. Woodruff withdrew his complaint.**

**Felix's dad called out, "Someone bring me my screwdriver, pronto!"**

**When Stacy is bored, she sometimes doodles, drawing little hearts and rainbows on her paper. Often she doesn't even know she is doing it!**

*More sentences for practice:*

**My mom sometimes buys used clothes.**

**When someone admires her dress and asks if it is new, she will say, "Well, it is new to me!"**



Choose any of the stories in [Group 9 \(Soft “c” and “g” Stories\)](#), in [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a “triple read.”

## Student View

screw dew threw knew stew blew news newspaper  
mildew shrewd screwup jewelry renew

truth

heart

Manny's daughter flew home from Atlanta. Manny made her favorite beef stew for her first night home.

A screwball pitch is hard to hit because it curves in a funny way.

The bulbs we planted in autumn grew into beautiful tulips in spring.

Phew! I just heard that we will have a few more days to turn in the project without losing any credit.

In her heart, Phyliss knew the truth: She had loved Brendan for a very long time.

My mom sometimes buys used clothes.

When someone admires her dress and asks if it is new, she will say, "Well, it is new to me!"

