

LESSON 11

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

New material:

S/s (as in “sit”)

- Make the sound with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

Warm Up With Sound Play:

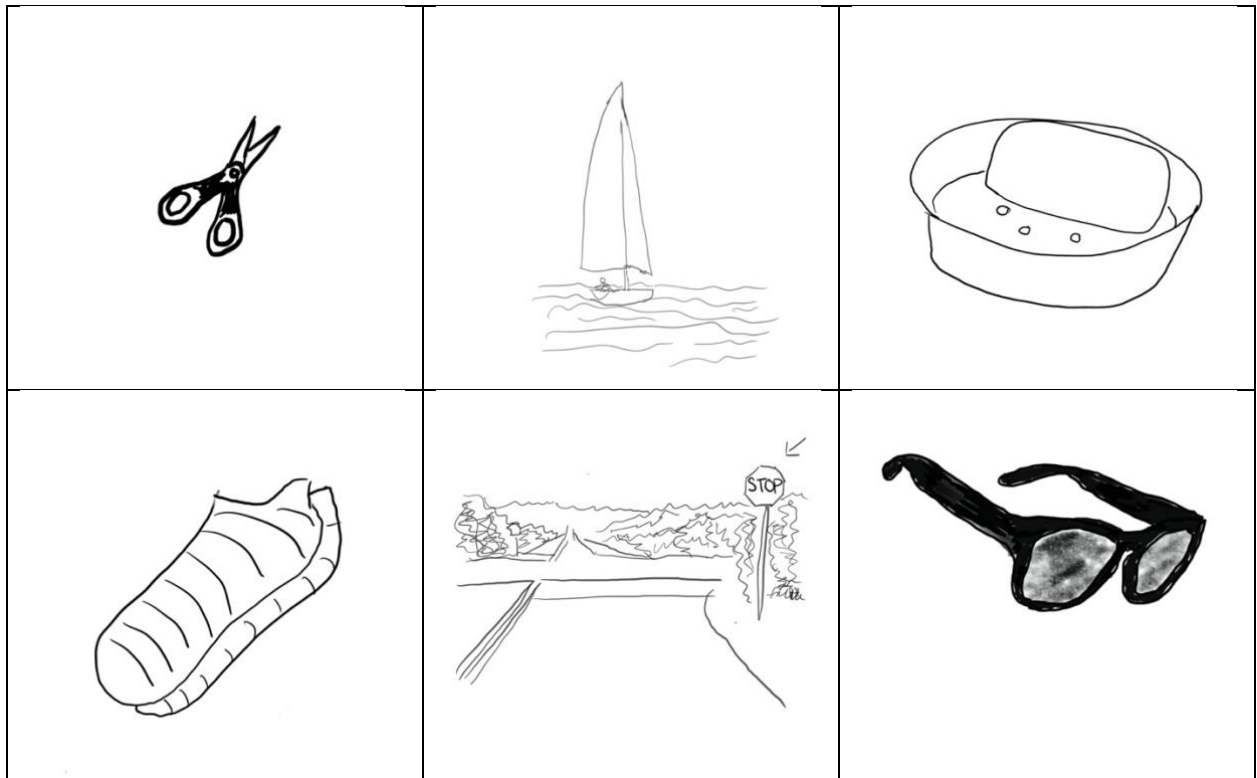
Say, “‘s’ is another consonant sound that we find at the beginning, middle, and end of words. Let’s brainstorm a list of words that begin with the ‘s’ sound.”

Examples: sandal, sick, sack, sister, sting, snow, stop, sandwich, something, somewhere, soft, sorry, sitting, standing, sorting, stuff, sale

Say, “Let’s brainstorm some words that end with the ‘s’ sound.”

Examples: gas, mess, kiss, fuss, pass, bus, face, rice, mouse, house, mice, fence

Or, brainstorm by taking turns drawing pictures:



(Words with “s” as in “sit”

Row 1: scissors, sailing, soap Row 2: socks, stop, sunglasses)

Continue to Warm Up With Sound Play:

“Now, let’s find and count all the sounds that are in the word ‘spin.’”

(s---p---i---n) 4

“Now, let’s find and count all the sounds in ‘make.’”

(m---a---k) 3

“Now, let’s find and count all the sounds in ‘flame.’”

(f---l---a---m) 4

Words to read and write:

sip sap Sam Sal sim

Introduce the new high-frequency word you have written onto a flashcard. Have the student write the high-frequency word three times while pronouncing the word:

was¹

Have the student read:

Sal will have to sit in my lap.

Sam said, “The ham was for my cat.”

Have the student write from your dictation:

Will Sal and Sid fit in the pit?

The good jam was for Mac.

Will Sam nab the good ham for the cat?

Have the student do a “triple read” of some of the sentences above.

¹**was:** **w** will be decodable in Lesson 19; **a** making the “u” sound is irregular; **s** making the “z” will be decodable in Lesson 25

Student View

sip sap Sam Sal sim

was

Sal will have to sit in my lap.

Sam said, "The ham was for my cat."

LESSON 12

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

New material:

D/d (as in “dog”)

- Make the sound with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

Warm Up With Sound Play:

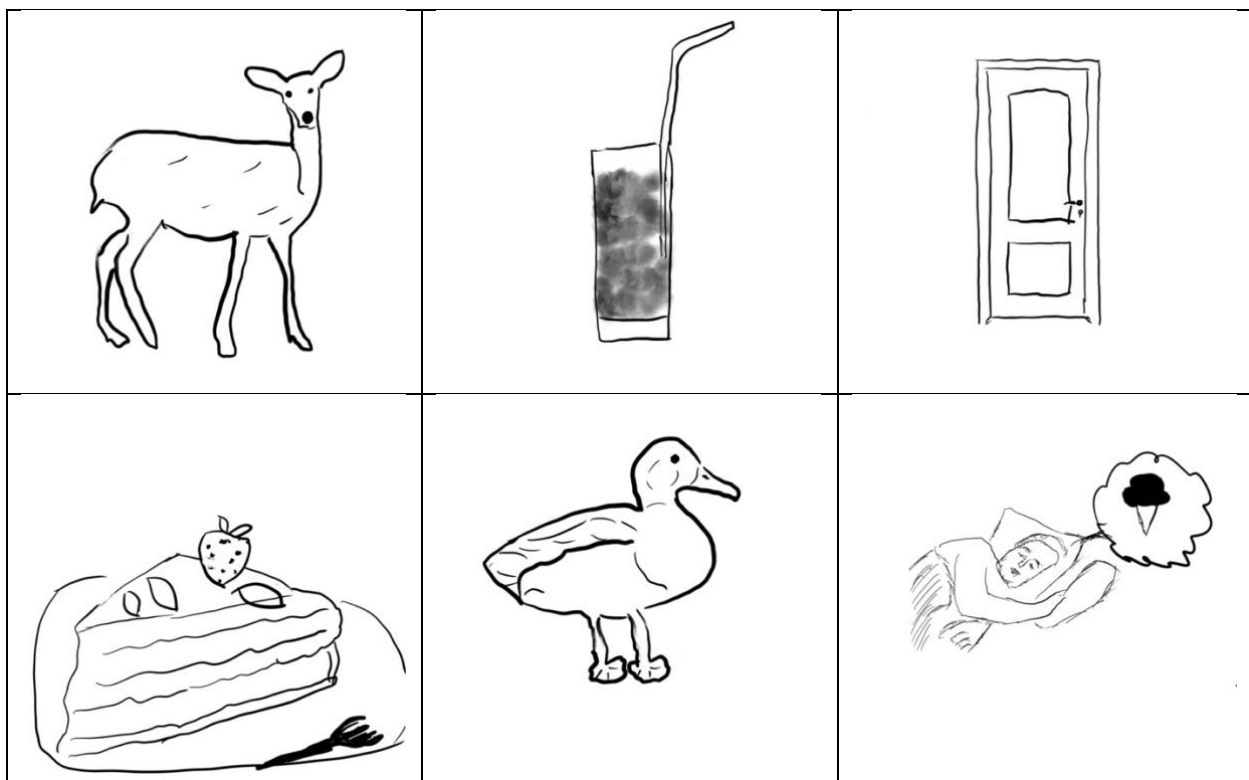
Say, “‘d’ is another consonant sound that we find at the beginning, middle, and end of words. Did you notice the ‘d’ sound in ‘middle’? Let’s brainstorm some words that begin with the ‘d’ sound.”

Examples: dig, dog, deny, date, dunk, donut, dark, drive, desk, door, doctor, deep, draw, dinner, dessert, danger

“Let’s brainstorm some words that end with the ‘d’ sound.”

Examples: bad, find, grad, greed, grade, head, dead, shed, wind, good, pad, mud, feed, fed, bed

Or, brainstorm by taking turns drawing pictures:



(Words with “d” as in “dog”

Row 1: deer, drink, door Row 2: dessert, duck, dream)

Continue to Warm Up With Sound Play:

Say, “I am going to say four words. Can you say the one that does **not** end with the ‘d’ sound?”

bend, get, bed, sled (get)

said, led, set, bud (set)

bled, Fred, egg, land (egg)

Words to read and write:

bid dip fad mad dad dim dam cad
--

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:

of, with²

Have the student read:

A bit of jam was good for the ham.

Dad said, “Sit in the cab with Sam.”

I had to fit in the cab with my cat.

Dad was mad at the bad cat.

Sid was sad, and Jim was mad.

Have the student write from your dictation:

Dan did a good lap with Sam.

I had a dip with my dad.

I had a bit of jam with my ham.

It was a good hit for Sal.

Have the student do a “triple read” of some of the sentences above.

² **of**: o making “uh” sound is irregular; **f** making “v” sound is irregular

with: **w** will be decodable in Lesson 19; **i** is already decodable; **th** will be decodable in Lesson 27

Student View

bid dip fad mad dad dim dam cad

of

with

A bit of jam was good for the ham.

Dad said, “Sit in the cab with Sam.”

I had to fit in the cab with my cat.

Sid was sad, and Jim was mad.

Dad was mad at the bad cat.

LESSON 13

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

New material:

G/g (as in “go”)

- Make the sound with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

Warm Up With Sound Play:

Note: We exclude words like “ginger” or “gym,” which will be introduced later, because in them the letter **g** makes a “j” sound rather than a “g” sound as in “go.” If a student brings up such a word, you might say, “You’re right, that word does begin with **g**, but let’s keep thinking in sounds, not letters, so let’s brainstorm more words with a ‘g’ sound.”

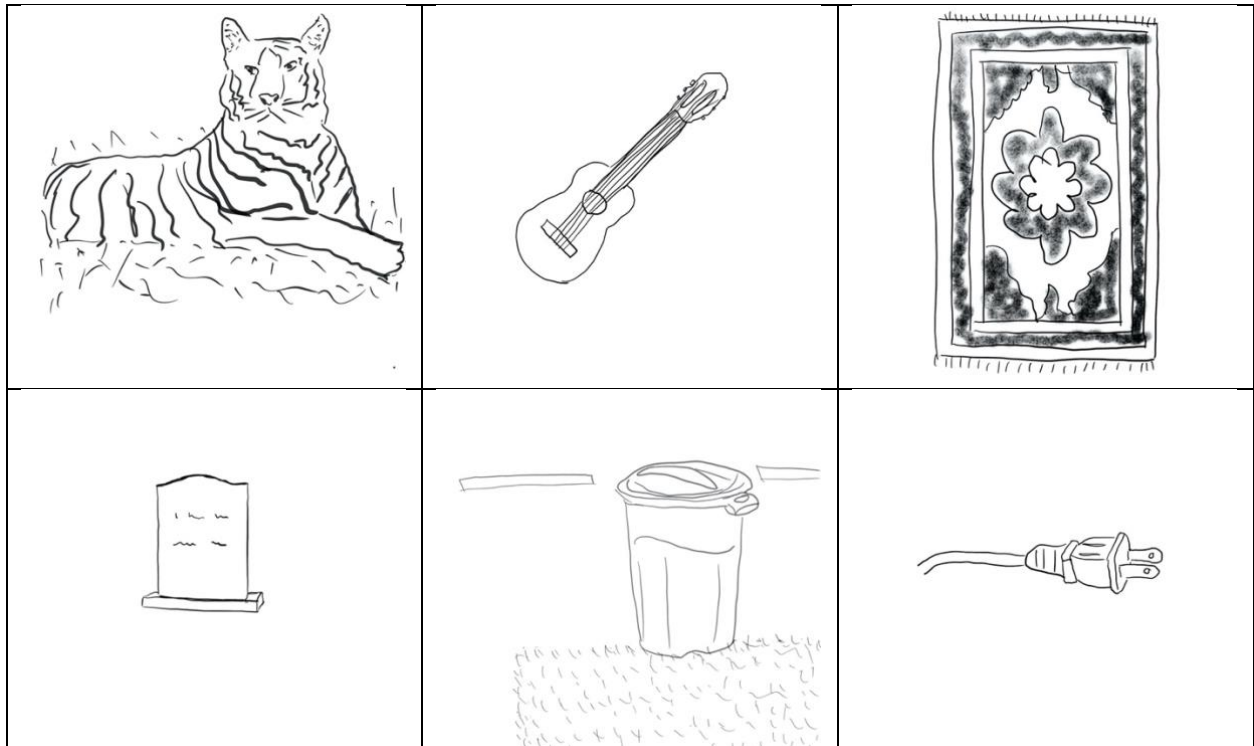
Say, “Let’s brainstorm some words that start with the ‘g’ sound.”

Examples: gorilla, girl, guitar, guest, garbage, garage, gaze, grapes, green, grass, good, goat, great, gone, grab, grade, guess

“Let’s brainstorm some words that end with the ‘g’ sound.”

Examples: rag, bag, big, tag, flag, jog, hug, tug, dig, leg

Or, brainstorm by taking turns drawing pictures:



(Words with “g” as in “get”

Row 1: tiger, guitar, rug Row 2: grave, garbage, plug)

“Now, say the word ‘rate.’ If you add a ‘g’ sound to the beginning, what do you get?” (great)

“Now say the word ‘rhyme.’ Now, add a ‘g’ sound to the beginning. What do you have?” (grime)

Words to read and write:

bag hag big mag gat gam gab

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:

she, he³

Have the student read:

He can dig in the big pit.

The hag with a bag sat in the big pit.

The nag bit the fat cat.

She did gab with my pal Sam.

Have the student write from your dictation:

The bit of fig jam is for my dad.

She can dig a gap in the big pit.

A bit of gas was in the tin can.

He did a jig in the pit.

Have the student do a “triple read” of some of the sentences above.

³ **she:** **sh** will be decodable in Lesson 29; **e** making the long “e” sound will be decodable in Lesson 48
he: **h** is already decodable; **e** same as above

Student View

bag hag big mag gat gam gab

she

he

He can dig in the big pit.

The hag with a bag sat in the big pit.

The nag bit the fat cat.

She did gab with my pal Sam.

LESSON 14

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

New material:

O/o (as in “octopus”)

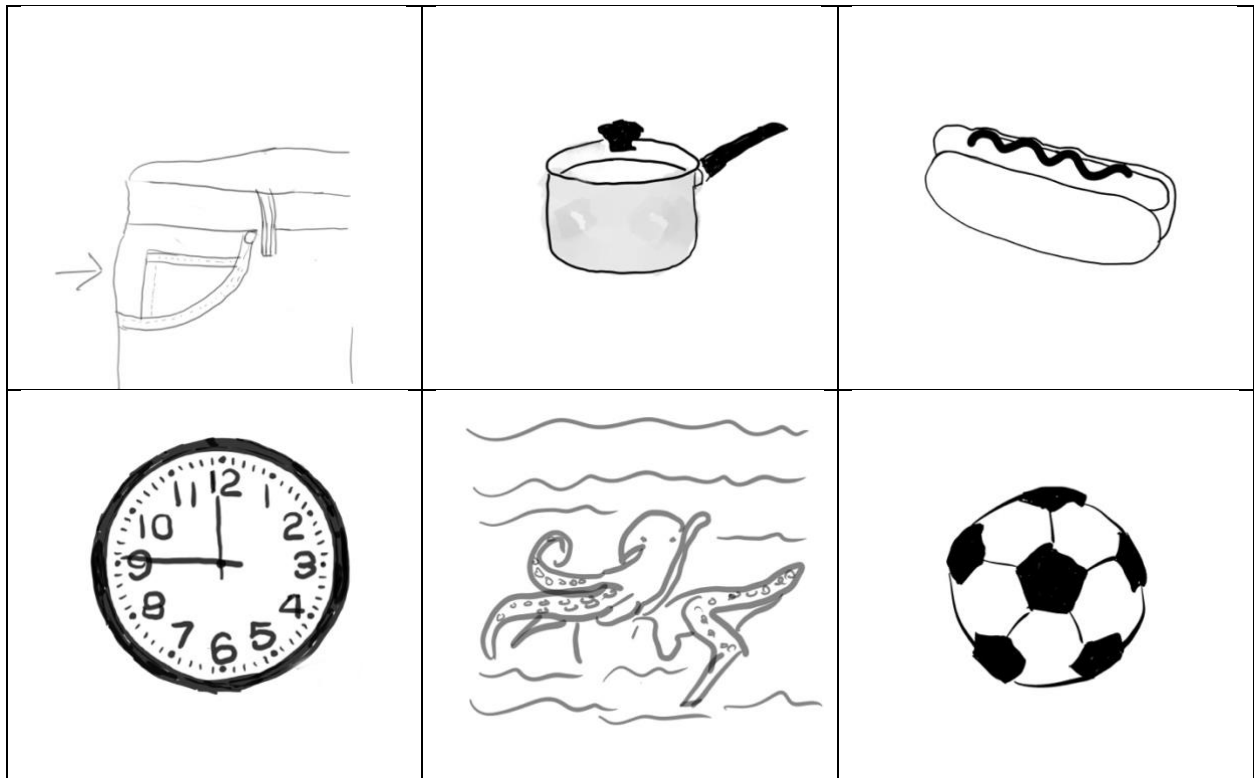
- Make the sound with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

Warm Up With Sound Play:

Say, “‘o’ is another vowel sound. We can find it in the beginning of a few words like ‘octopus,’ ‘on,’ or ‘Oscar,’ but mostly we will find it in the middle of words. Let’s brainstorm a list of words with the ‘o’ sound.”

Examples: top, croc, frock, block, hop, cotton, drop, stop, flop, flock, gone, wrong, frog, boss, toss

Or, brainstorm by taking turns drawing pictures:



(Words with “o”

Row 1: pocket, pot, hotdog Row 2: clock, octopus, soccer ball)

Continue to Warm Up With Sound Play:

“Now say the word ‘map.’ What do you get if you take out the ‘a’ sound and put in the ‘o’ sound?” (mop)

“Now say the word ‘hit.’ What if you take out the ‘i’ sound and put in the ‘o’ sound?” (hot)

“Now, say the word ‘stack.’ What if you take out the ‘a’ sound and put in the ‘o’ sound?” (stock)

Words to read and write:

hog hot bop tot mob gob hop hob
--

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:

you, me⁴

Have the student read:

Can you jog in the fog?

The big fat hog was in the bog.

Hal and Bob sat on the log.

Have the student write from your dictation:

Will you jog to the big log with me?

She did jog with me. She got to the top.

It was hot. The hog sat in the bog.

Have the student do a “triple read” of some of the sentences above.

⁴ **you:** **y** will be decodable in Lesson 23; **ou** making the long “u” sound will be decodable in Lesson 112
me: **m** is decodable; **e** making the long “e” sound will be decodable in Lesson 48

Student View

hog hot bop tot mob gob hop hob

you

me

Can you jog in the fog?

The big fat hog was in the bog.

Hal and Bob sat on the log.

LESSON 15

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

New material:

V/v (as in “van”)

- Make the sound with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

Warm Up With Sound Play:

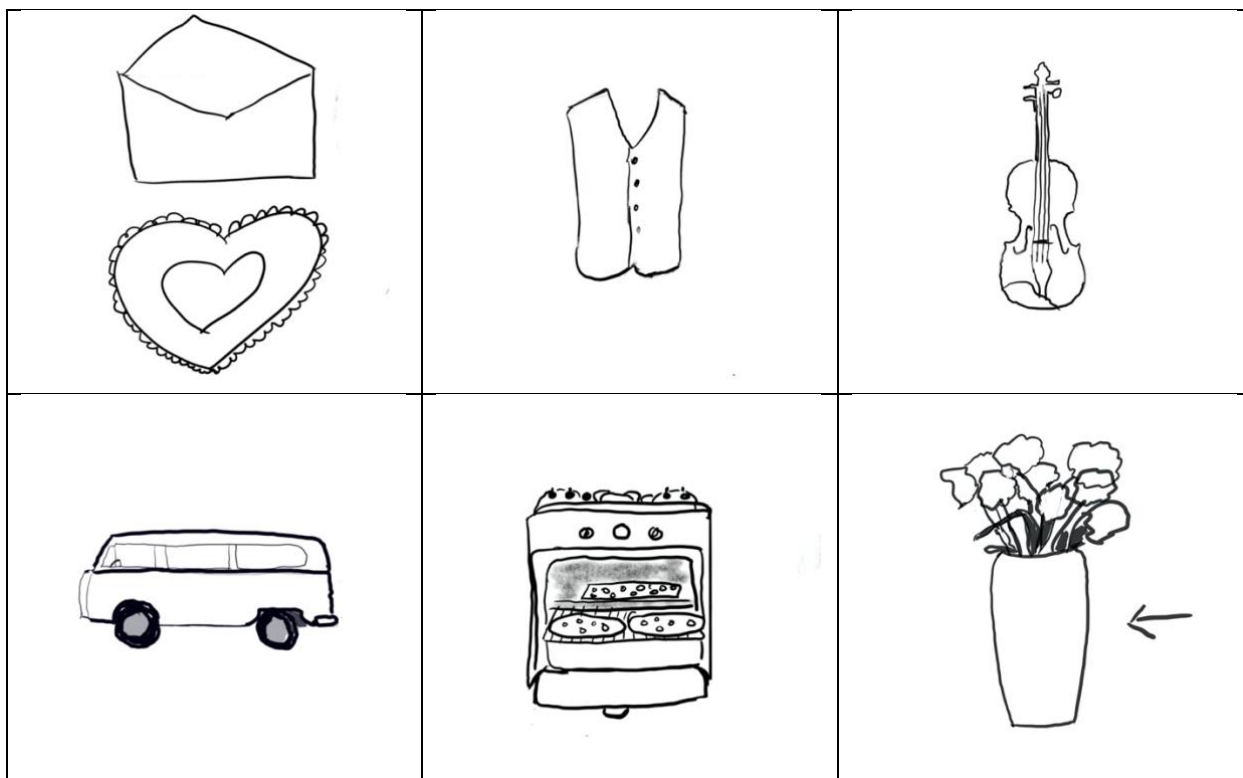
Say, “‘v’ is another consonant sound we find at the beginning, middle, and end of words. Let’s brainstorm a list of words that begin with the ‘v’ sound.”

Examples: vase, vat, vampire, victory, van, vent, vintage, vacuum cleaner, vegetables, very, valentine

“Now, let’s brainstorm a list of words that end with the ‘v’ sound.”

Examples: love, move, live, glove, brave, have, grave, dove, dive, hive, stove

Or, brainstorm by taking turns drawing pictures:



(Words with “v” as in “van”

Row 1: Valentine, vest, violin Row 2: van, oven or stove, vase)

Words to read and write:

vop vim vig vam van vin vab vat

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:

are, by⁵

Have the student read:

The hog, the bat, and the dog are in the big van.

⁵are: are will be decodable in Lesson 77.

by: b is already decodable; y making the long “i” sound will be decodable in Lesson 92

The cat is not with the dog. The cat is in the cab.

Val had a hot pot of jam on the log.

Have the student write from your dictation:

Val and my sis are by the big log.

Hal and Vin are in the van with the ham.

A pot of jam is a lot of jam.

Have the student do a “triple read” of some of the sentences above.

Student View

vop vim vig vam van vin vab vat

are

by

The hog, the bat, and the dog are in the big van.

The cat is not with the dog. The cat is in the cab.

Val had a hot pot of jam on the log.

LESSON 16

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

New material:

R/r (as in “rat”)

Explain that “r” sound is not like the “er” sound in “fern” but just the brief “r” sound as in the beginning of the word “ruff.”

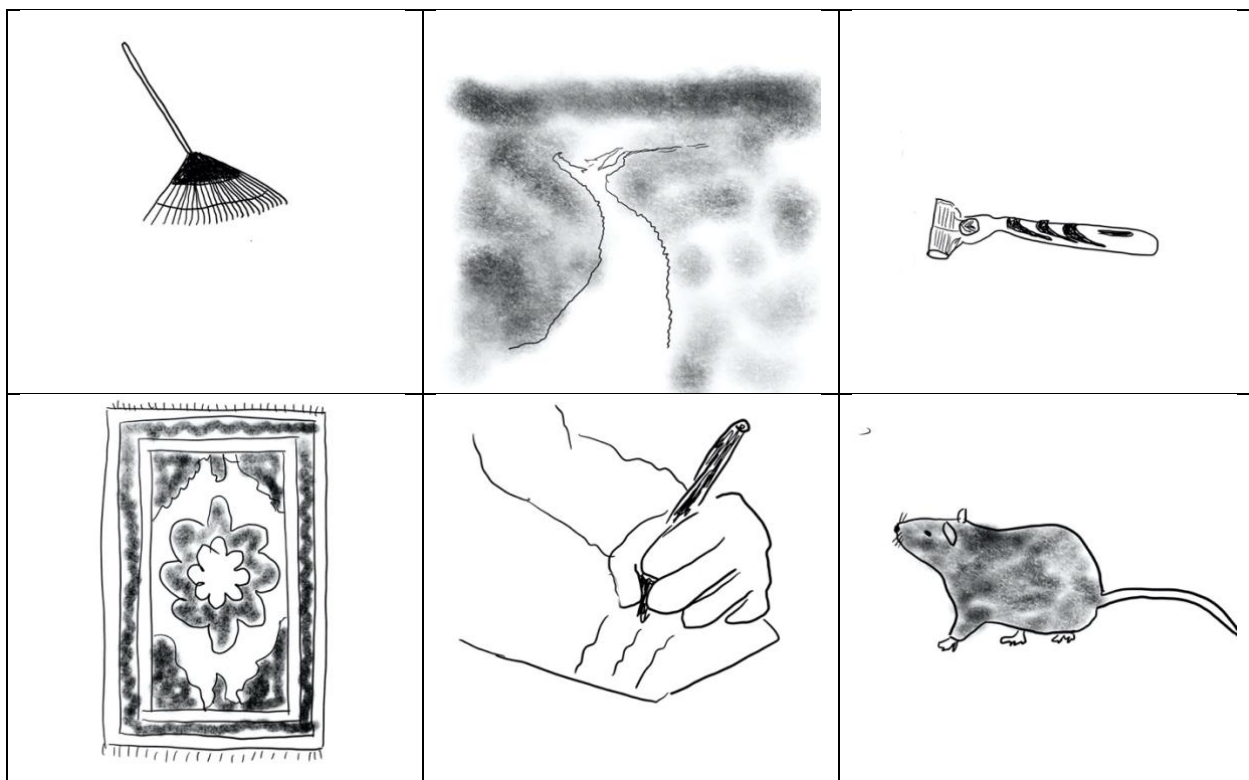
- Make the sound with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

Warm Up With Sound Play:

Say, “‘r’ is another consonant sound that we find at the beginning of words. We almost sound like a puppy beginning to bark when we make the ‘r’ sound. (We are not making the “eeerrrr” sound but just the “r” sound.) Let’s brainstorm some words that have the ‘r’ sound at the beginning.”

Examples: ridge, ride, raid, rake, room, rest, wrist, write, rain, rope, real, rag, red, ring

Or, brainstorm by taking turns drawing pictures:



(Words with “r” as in “ran”

Row 1: rake, river, razor Row 2: rug, write, rat)

Continue to Warm Up With Sound Play:

“Now say the word ‘ridge.’ What happens when you add a ‘b’ at the beginning?” (bridge)

“Now say the word ‘ream.’ What happens when you add a ‘d’ at the beginning?” (dream)

“Now say the name ‘Mick.’ What happens when you take away the ‘m’ sound and replace it with the ‘r’ sound?” (Rick)

Words to read and write:

rob rid rap rot rig ram rod rad

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:

they, off⁶

Have the student read:

They are by the rim of the dam.

Bob and Hal had a big rig.

The cat got a fat rat and did a big jig.

Val and Vin had a hot dog and a rib.

They ran off to the big pit and got rid of the bag.

Sal and Rob did dig in the pit and got hot.

Have the student write from your dictation:

The big dog ran off with the rib.

They ran to the rim of the dam.

Rob had a hot rod.

Have the student do a “triple read” of some of the sentences above.

⁶**they:** **th** will be decodable in Lesson 27; **ey** making the long “a” sound is irregular
off: **off** is decodable; the FLOSS spelling rule will be taught in Lesson 26

Student View

rob rid rap rot rig ram rod rad

they

off

Bob and Hal had a big rig.

The cat got a fat rat and did a big jig.

Val and Vin had a hot dog and a rib.

They ran off to the big pit and got rid of the bag.

Student View

Sal and Rob did dig in the pit and got hot.

LESSON 17

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

New material:

E/e (as in “edge”)

- Make the sound with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

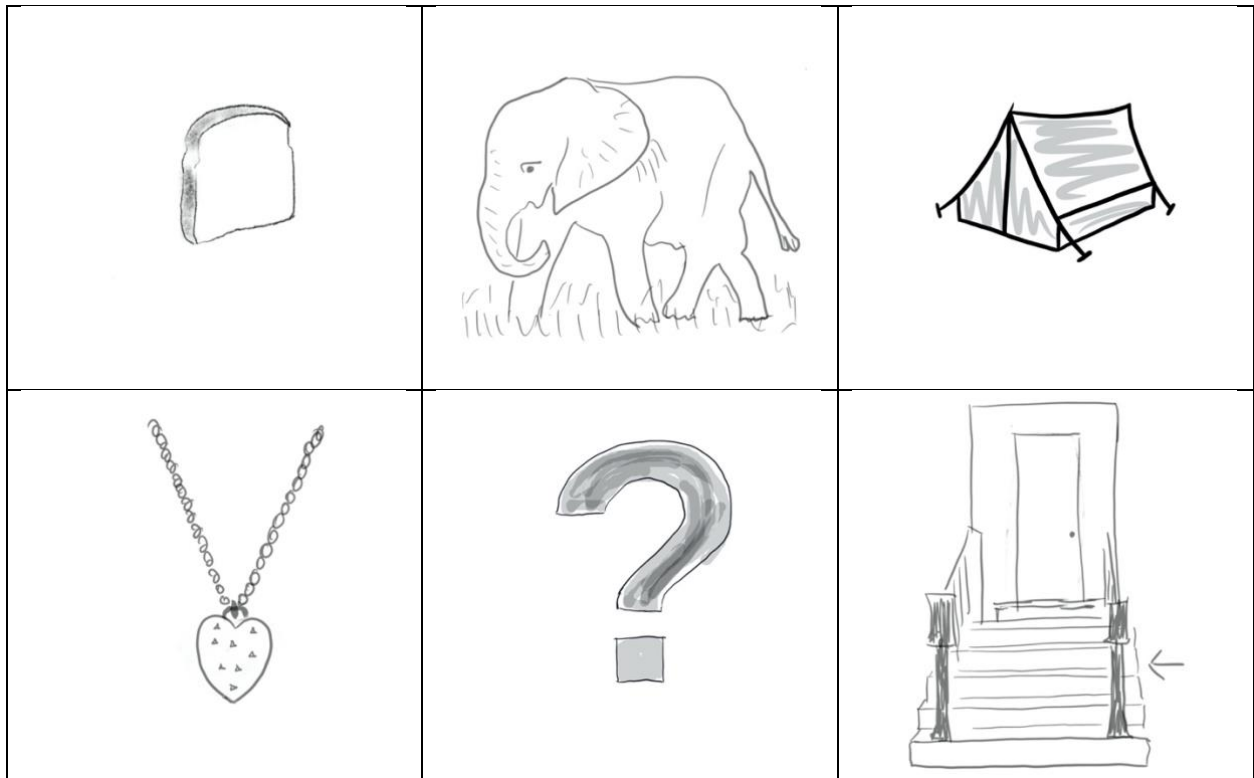
Warm Up With Sound Play:

Say, “**e** is a vowel that makes the ‘eh’ sound. Sometimes we can find this sound at the beginning of words like ‘edge,’ ‘elephant,’ and ‘egg,’ but most of the time we will find this sound in the middle of words.

Let’s brainstorm a list of words with the ‘e’ sound.”

Examples: head, bed, said, step, bet, sled, pen, leg, pencil, depend, end, friend, send, lend, west, rest, best, wreck, egg, nest

Or, brainstorm by taking turns drawing pictures:



(Words with “e” as in “edge”

Row 1: bread, elephant, tent Row 2: necklace, question, steps)

Continue to Warm Up With Sound Play:

“Say the word ‘plod.’ Now, replace the ‘o’ sound with the ‘e’ sound, and what do you get?” (pled)

“Say the word ‘end.’ What do you get if you put ‘b’ at the beginning?”

(bend)

“Now can you take out the ‘e’ sound and put in an ‘a’ sound?” (band).

“Now can you add an ‘r’ sound after the ‘b’ sound?”

(brand)

Words to read and write:

pen hem Jem Deb set bed fed

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:

do, does, from⁷

Have the student read:

Jan and Deb beg for me to do a jig with my pig.

A red hen does sit in the hot pen.

“An egg is good for you,” said Dad.

“You can pet my dog and you will not get bit,” I said.

Jim does have a cat.

Have the student write from your dictation:

I got a wag from my dog.

“Get off my mat,” said Jed.

Peg sat with Sal in the den and got a hot dog from him.

My dog Ted was fed a fat rib.

⁷**do:** **d** is already decodable; **o** making the “oo” sound is irregular

does: **d** is already decodable; **oe** making the “u” sound is irregular; **s** making the “z” sound will be decodable in Lesson 25

from: **f** and **r** are already decodable (and will be practiced as a blend in Lesson 33); **o** making the “u” sound is irregular; **m** is already decodable

Have the student do a “triple read” of some of the sentences above.

Student View

pen hem Jem Deb set bed fed

do

does

from

Jan and Deb beg for me to do a jig with my pig.

A red hen does sit in the hot pen.

“An egg is good for you,” said Dad.

“You can pet my dog and you will not get bit,” I said.

LESSON 18

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

New material:

K/k (as in “kick”) and **ck** (as in “lick”)

Explain that **ck** is the most common spelling for the “k” sound at the end of a short-syllable word. (Hint: As in the case of high-frequency words that are hard to spell, show the student lots of encouragement. Gently remind the student who “forgets” the **ck** that it is the most common spelling at the end of a word. When the student spells correctly with the **ck**, point this out by saying something like: “Wow! You are on fire! You are spelling these words that end in a “ck” like a pro!)

- Make the sound with your student
- Have the student write the lowercase letter(s) on a dry-erase board three times while saying the sound
- Make flashcards for your sound/letter deck

Warm Up With Sound Play:

Say, “The ‘k’ sound is a consonant sound that we find at the beginning, middle, and end of words. Let’s brainstorm some words that have a ‘k’ sound at the beginning.”

Examples: kid, kitten, cat, kangaroo, can, craft, kiss, clip, cut, crack, cop, call

“Let’s brainstorm some words that have a ‘k’ sound at the end.”

Examples: stick, stack, pack, back, lick, shake, cake, make, hike, bike, break, whack, pick

Continue to Warm Up With Sound Play:

“Listen to these groups of words. Can you say the word that does not have the ‘k’ sound?”

slick, step, crack, cat (step)
backpack, kitten, stopping, stacking (stopping)
making, flame, flake, pricking (flame)
misting, kissing, crafting, breaking (misting)
junk, skate, skin, brand (brand)

Words to read and write:

kit kin sack rack tick mack deck pack back

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:

your, our⁸

Have the student read:

Kim does have a dog for a pet.

Jack does get back at ten.

⁸ **your:** y will be decodable in Lesson 23; **our** making the “or” sound is irregular
our: our will be decodable in Lesson 83

I will pack your hot dog and rib.

Your cat is fat. Our dog is not as fat as your cat.

Have the student write from your dictation:

Jack and Rick have your sack.

Your pal can come with me to pet the sad dog.

Our jam is in the big sack.

My dog does lick my neck if I am sad.

Have the student do a “triple read” of some of the sentences above.

Student View

kit kin sack rack tick mack deck pack
back

your

our

Kim does have a dog for a pet.

Jack does get back at ten.

I will pack your hot dog and rib.

Your cat is fat. Our dog is not as fat as
your cat.

LESSON 19

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

New material:

W/w (as in “wet”)

- Make the sound with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

Warm Up With Sound Play:

Say, “‘w’ is a consonant sound that we mostly find at the beginning of words. Let’s brainstorm a list of words that begin with the “w” sound.”

Examples: wagon, wet, wish, white, wonder, weather, water, wake, waiting, win, winning, wall, walk, winter, wall

Continue to Warm Up With Sound Play:

“Say the word ‘sit.’ What happens when you take away the ‘s’ sound and replace it with the ‘w’ sound?” (wit)

“Say the word ‘daughter.’ What happens when you take away the ‘d’ sound?” (otter)

“What happens when you add a ‘w’ sound at the beginning?” (water)

Words to read and write:

wet wag win wom wig web wog wit
--

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:

come, go⁹

Have the student read:

My good dog Ted does come and wag for me.

The deck was wet.

My sis did win a pig and a wig.

“Come in! You will get wet!” my dad said.

Have the student write from your dictation:

Go back to the pit with the kit.

Jack will go and win the bet.

My cat got off the wet deck.

Kip is a good kid and a good pal to Rick and Jack.

Have the student do a “triple read” of some of the sentences above.

⁹ **come:** c and m are decodable; o-consonant-e making the “u” sound is irregular
go: g is decodable; o making the long “o” sound will be decodable in Lesson 48

Student View

wet wag win wom wig web wog wit

come

go

My good dog Ted does come and wag for me.

The deck was wet.

My sis did win a pig and a wig.

“Come in! You will get wet!” my dad said.

LESSON 20

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

New material:

U/u (as in “up”)

- Make the sound with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

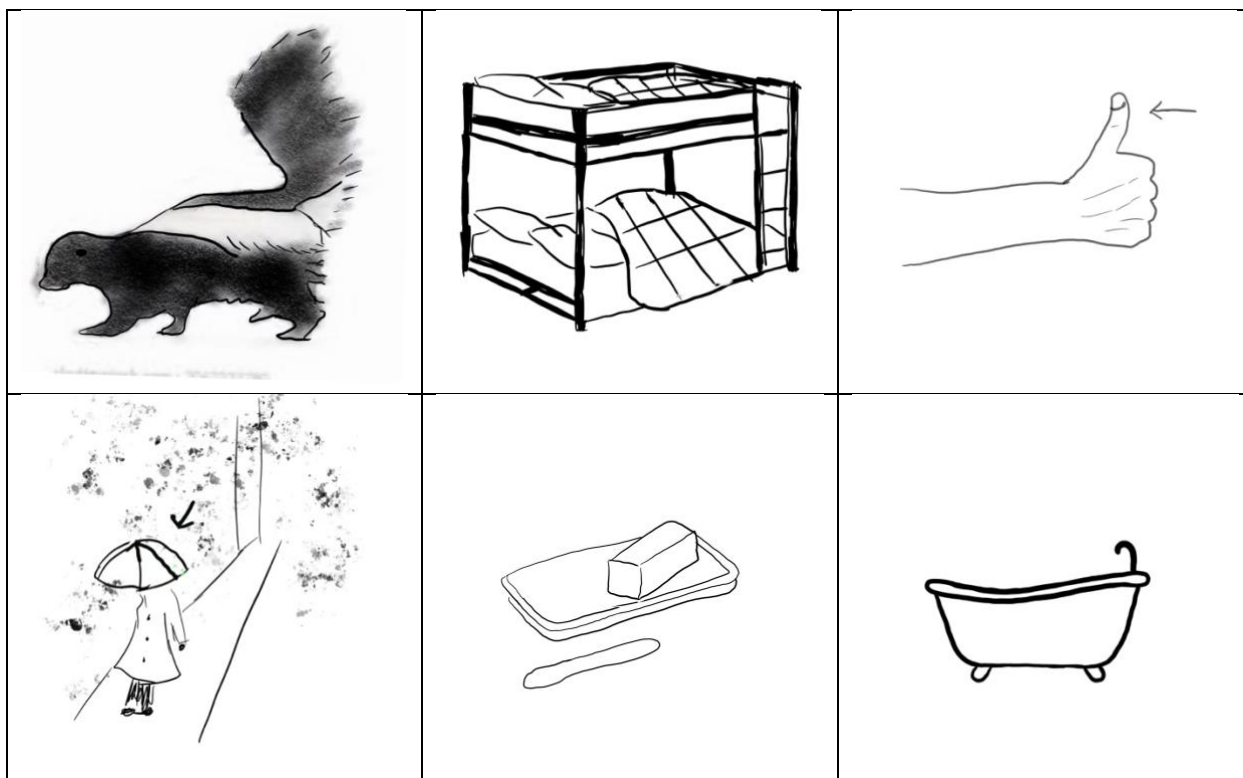
Warm Up With Sound Play:

Say, “This is exciting! The ‘u’ sound is our last short vowel sound. We can find the ‘u’ sound mostly in the middle of words and at the beginning of words like ‘up’ and ‘umbrella.’”

“Let’s brainstorm a list of words with the ‘u’ sound.”

Examples: rug, hug, chuckle, plug, thumb, stub, rub, stuck, mud, stump, hump, hum, strum, drum, dumb, fluffy, rough, tough, stuff

Or, brainstorm by taking turns drawing pictures:



(Words with “u”

Row 1: skunk, bunks or bunk beds, brush Row 2: umbrella, butter, bathtub)

Continue to Warm Up With Sound Play:

Say, “Which words in the following lists have the ‘u’ sound?”

bumblebee, tumble, top, chop (bumblebee, tumble)

check, block, chuck, chick (chuck)

suntan, sock hop, chunk, bump (suntan, chunk, bump)

Words to read and write:

up but cup gut jut nut bum muck puck lub

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:

there, here¹⁰

Have the student read:

“Get up,” I said. “Peg ran off to the hut with our Kit Kat!”

Sal got up and said, “I will get it back.”

Sal and I ran to the hut, but Peg was not there.

Peg was on a log.

“Come here!” said Peg. “I have a Kit Kat for you.”

Have the student write from your dictation:

There was a pup and a kit at the top of the dam.

Jud said, “I was here and the sun was hot.”

The pup did lick my cup.

There was a wet rug in our hut.

¹⁰ **there:** **th** will be decodable in Lesson 27; **er** making the “air” sound will be decodable in Lesson 115
here: **h** is already decodable; **ere** will be decodable in Lesson 52

Have the student do a “triple read” of some of the sentences above.

Student View

up but cup gut jut nut bum muck puck
lub

there

here

“Get up,” I said. “Peg ran off to the hut with our Kit Kat!”

Sal got up and said, “I will get it back.”

Sal and I ran to the hut, but Peg was not there.

Peg was on a log.

Student View

“Come here!” said Peg. “I have a Kit Kat for you.”