

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

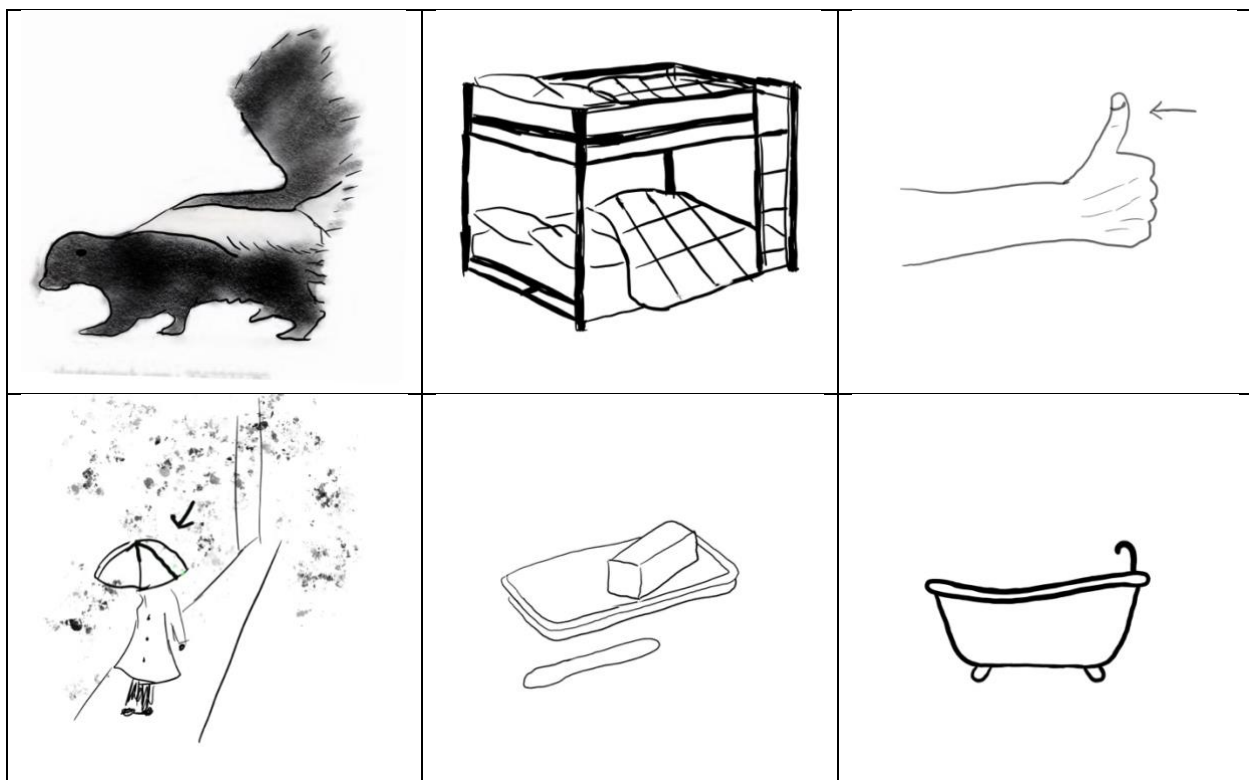
Warm Up With Sound Play:

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, here¹

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.

¹ **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

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

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