

LESSON 21

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

New material:

Qu/qu (“kw” as in “quick”)

Explain that **qu** always stays together.

- 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, “‘qu’ makes the sounds of ‘k’ and ‘w’ squished together. Can you hear the ‘kw’ sound in the word ‘squished’?”

“Let’s brainstorm some words with the ‘kw’ sound.”

Examples: squish, queen, squid, squad, question, squat, quick, quiet, square, squander, quest, quote, quake

Continue to Warm Up With Sound Play:

“Now, I’m going to say some words. Let me know if you hear the ‘kw’ sound and where you hear it.”

requested (yes, in the middle)

quaint (yes, in the beginning)

frantic (no)

banquet (yes, in the middle)
quidditch (yes, in the beginning)

Words to read and write:

quick quack quit quip quid

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:

where, his, her¹

Have the student read:

Quick! Run and get me a wet rag.

Where is the ham? I will get the pup to come.

The man quit the job to get back to the pup.

His pig is in the pen. Her duck is in the mud.

Have the student write from your dictation:

The duck said, “Quack, quack.”

Come quick! I have a big job for you.

I will not quit. I will run and get to the top.

Where is our duck?

¹ **where:** **wh** will be decodable in Lesson 30; **er** making the “air” sound will be decodable in Lesson 115
his: **h** and **i** are already decodable; **s** making the “z” sound will be decodable in Lesson 25
her: **h** is decodable; **er** will be decodable in Lesson 75

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

Student View

quick quack quit quip quid

where

his

her

Quick! Run and get me a wet rag.

Where is the ham? I will get the pup to come.

The man quit the job to get back to the pup.

His pig is in the pen. Her duck is in the mud.

LESSON 22

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

New material:

X/x (as in “tax”)

X/x (as in “exam”)

Explain that **x** makes two sounds that are squished together. Sometimes **x** sounds like the **k** and **s** squished together as in the word “tax,” and sometimes the **x** sounds like the **g** and **z** squished together as in the word “exam.” We find these sounds in the middle or at the end of words.

- 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, “The letter **x** also makes two sounds that are squished together. Sometimes it sounds like ‘k’ and ‘s’ squished together, as in the word ‘tax,’ and sometimes it sounds like ‘g’ and ‘z’ squished together as in ‘exam.’ We find these sounds in the middle or at the end of words.”

“Let’s brainstorm a list of words with either of the sounds **x** makes.”

Examples: wax, fox, box, six, mix, tax, fax, maximum, next, text, hex, hoax, exit, exam, extra, toxic, exciting, exhibit, exact

“Listen to these lists of words and say the one that does not have a ‘ks’ or ‘gz’ sound”:

experts, exit, sandwich, taxes (sandwich)

intoxicate, detonate, sixteen, foxes (detonate)

greasy, tuxedo, waxy, box (greasy)

toxic, exist, relax, pretend (pretend)

flexible, ox, sensible, ax (sensible)

Words to read and write:

ax ox fix tux nix max box wax mix six tax fox
--

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:

why, who, what²

Have the student read:

Why does Sam have a tux on? Is it for the gig?

Who can fix the pig pen for me?

There is a red box with a Kit Kat in it.

² **why:** **wh** will be decodable in Lesson 30; **y** making the long “i” sound will be decodable in Lesson 92

who: **wh** making the “h” sound is irregular; **o** making the “oo” sound (as in “zoo”) is irregular

what: **wh** will be decodable in Lesson 30; **a** making the “uh” sound is irregular; **t** is already decodable

“What is a hex?” Jen said. “A hex is not good. It is bad luck,” the man said.

Jack hit the box with his ax.

Who will get the pup to come with us?

Have the student write from your dictation:

Quick! Can you fix my pack for me?

Who will tuck me in bed?

Why does the pig have a Kit Kat? The Kit Kat was for me.

Why does the pup lick my neck?

Where is my ax? Is it in the box?

What is in the sack? Is it our jam and ham?

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

Student View

ax ox fix tux nix max box wax mix six
tax fox

why

who

what

Why does Sam have a tux on? Is it for the gig?

Who can fix the pig pen for me?

There is a red box with a Kit Kat in it.

Student View

“What is a hex?” Jen said. “A hex is not good. It is bad luck,” the man said.

Jack hit the box with his ax.

Who will get the pup to come with us?

LESSON 23

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

New material:

Y/y (as in “yet”)

- 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, “The letter **y** makes the consonant sound ‘y’ that is found in the beginning of words.”

“Let’s brainstorm a list of words that begin with the ‘y’ sound.”

Examples: yes, yellow, yesterday, young, youth, yonder, yuck, yak, yip, year, yogurt, you, yard, yell, yolks, yap

“Say the word ‘vest.’ Take out the ‘s’ sound and what do you get?” (vet)

“Now, take out the ‘v’ and replace it with the ‘y’ and what do you get?” (yet)

“Say the word ‘yellow.’ Now say it without the ‘y’ sound. (ellow) Now put a ‘b’ sound after the ‘l’ sound.” (elbow)

Words to read and write:

yip yes yam yum yet yit yig yim
--

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:

want, or³

Have the student read:

“Yup,” said Bob, “There is a bug in my cup.”

“Yuck,” said Sal, “I do not want to sit in the muck.”

Max, the fat cat, said, “Yep, I was in the box. I was not in the pit, and I was not in the pot.”

Have the student write from your dictation:

My mom does not want to get a cat or a dog yet.

A yam is good with ham and jam.

My pup will yip or yap for ham.

Will one of you come with me to get the pup?

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

³ **want:** **w** is already decodable; **a** making the “ah” sound will be decodable in Lesson 104; **n** and **t** are both decodable and will be practiced as a blend in Lesson 36
or: **or** will be decodable in Lesson 78

Student View

yip yes yam yum yet yit yig yim

want

or

“Yup,” said Bob, “There is a bug in my cup.”

“Yuck,” said Sal, “I do not want to sit in the muck.”

Max, the fat cat, said, “Yep, I was in the box. I was not in the pit, and I was not in the pot.”

LESSON 24

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

New material:

Z/z (as in “zebra”)

- 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, “The ‘z’ sound is a consonant sound at the beginning, middle, and end of words.”

“Let’s brainstorm words that begin with the ‘z’ sound.”

Examples: zip, zipper, zoo, zillion, zucchini, zigzag, zombie, zoom, zebra, zero

“Let’s brainstorm words that have the ‘z’ sound at the end or in the middle.”

Examples: prize, fizz, jazz, chimpanzee, freeze, organize, recognize, grizzly, drizzle, fizzle, frozen, breeze, sneeze, size

Say, “I am going to say three short sentences. Each sentence has a word with the ‘z’ sound. Can you say that word?”

Janet picked up a brush and her bronzer. (bronzer)

Frank gazed at the starry sky. (gazed)

Mom put on a snazzy dress. (snazzy)

What size drink should he get? (size)

Words to read and write:

zit Oz zen zom liz zat fez zig zag

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:

one, two, three⁴

Have the student read:

Mom said, “Do you want a Kit Kat?” I said, “Yum, I want one!”

Kim said, “I can zip, and I can zap.”

Bob said, “Why was there a quiz? Was it a bad one?”

“What is a fez?” “A fez is a hat.”

Did they get a cat or a dog?

Two or three of us can fit in one cab.

⁴ **one**: If “one” were spelled as it sounds, it would be spelled “wun,” so only the **n** sound is decodable.

two: **t** is decodable; **w** is silent; **o** making the “oo” sound is irregular

three: **th** will be decodable in Lesson 27; **r** is decodable; **ee** making the “long e” sound will be decodable in Lesson 69.

Have the student write from your dictation:

My dog will hop and do a zig zag for a bit of ham.

What pet is in the hut? Is it a pig or a pup?

Zeb said, "Can you zip my pack?"

Her pack had a big three on it.

Meg said, "Yuck! It is a big, fat zit!"

Two of us will sit in the hut with the pup.

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

Student View

zit Oz zen zom liz zat fez zig zag

one

two

three

Kim said, “I can zip, and I can zap.”

Bob said, “Why was there a quiz? Was it a bad one?”

“What is a fez?” “A fez is a hat.”

Did they get a cat or a dog?

Two or three of us can fit in one cab.

LESSON 25

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 use of **s** to make the “z” sound, the use of **s** as an ending to make nouns plural, the use of **s** as an ending in present tense verbs, the use of an apostrophe with **s** to show possession

Warm Up With Sound Play:

In the lessons so far, we have focused on getting the student to hear the individual sounds that letters make. In this lesson, we are going to introduce syllables. You might say, “A syllable is a word, or part of a word, that has at least one vowel sound that holds it together. An easy way to count the syllables in a word is to put your hand under your chin. When you say a word, you will feel your chin drop a little when you make the vowel sound.”

“Let’s say the following words with our hands under our chins and count how many beats, or syllables, each word has.”

danger (2)
whispering (3)
deciding (3)
blade (1)
chimpanzee (3)
wickedly (3)
speeding (2)
America (4)
rollercoaster (4)

Explain that **s** sometimes makes the “z” sound. Create a flashcard for the second sound of **s**.

Words to read and write:

as has is bags lens pins runs his pans hogs lags

Explain that **s** makes nouns plural:

bag	bags	(“z” sound)	map	maps	(“s” sound)
pan	pans	(“z” sound)	hit	hits	(“s” sound)
pig	pigs	(“z” sound)	lip	lips	(“s” sound)

Explain that **s** is found at the end of present-tense verbs.

sit	Meg sits
hit	Bob hits
run	Cal runs

Explain that we use an apostrophe with **s** to indicate possession:

Ann’s cat
the man’s hat
Mac’s rig

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:

out, about⁵

Have the student read:

There were lots of bugs in my cup.

Mac had one box of yams in the back of his rig.

⁵ **out**: **ou** making the “ow” sound will be decodable in Lesson 83; **t** is already decodable
about: **a** making the “uh” sound will be decodable in Lesson 57; **b** is already decodable

Two of Sal's dogs got out and ran to the bog.

The jam is in Meg's bags.

Jim was about to run out of gas.

Sal's mom said, "Sal wants to come with you to the dam."

Have the student write from your dictation:

Are there hogs in the bog?

Where are the bags you want me to pick up?

Nan hops from the log and gabs about Jim's dogs.

The pup licks my leg. He wants to go out.

Dan's mom did not let Dan get in the cab.

Jack pins Tom to the mat.

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

Student View

as has is bags lens pins runs his
pans hogs lags

out
about

There were lots of bugs in my cup.

Mac had one box of yams in the back of his rig.

Two of Sal's dogs got out and ran to the bog.

The jam is in Meg's bags.

Jim was about to run out of gas.

Student View

Sal's mom said, "Sal wants to come with you to the dam."

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

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:

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

Note: 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, sees⁶

Have the student read:

⁶ **see, seen, sees:** **s** and **n** are already decodable; **ee** making the long “e” sound will be decodable in Lesson 69

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.

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 that Jim 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.

LESSON 27

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

New material:

th (as in “this” or “that”)

- Make the sound with your student
- Have the student write the lowercase letters 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, “‘th’ makes one sound and can be found in the beginning, middle, and end of words.”

“Let’s brainstorm a list of words that start with the ‘th’ sound.” (Remember that you can make this into a guessing game by prompting some responses.)

Examples: thin, thick, that, Thanksgiving, thanks, thread, thunder, thousand, thermostat, theater, threaten, thermos

“Now, let’s brainstorm a list of words that end with ‘th’ or have the sound somewhere in the middle.”

Examples: healthy, math, bath, death, breath, weather, smooth, north, south, mouth, teeth, tooth, booth

“Now, listen to these lists and find the word that does not have the ‘th’ sound.”

feather, father, west, bath (west)

smooth, thinking, thought, children (children)

change, thicken, math, both (change)

Words for reading and writing:

this that them with bath thick thud math with thin path
--

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:

how, now⁷

Have the student read:

Who fell off the log with that big thud?

I want a thick bit of ham.

Do you see that thin cat on the path? Let's get her fed.

How did the ducks get out of the pen?

If the dog has a bath now, he will get this bed wet.

Have the student write from your dictation:

⁷ **how** and **now**: **h** and **n** are already decodable; **ow** will be decodable in Lesson 81

I want a bath now. Then I will go to bed.

How do we do this math?

That dog is thin. We will get him a bit of ham.

Beth will be quick in the bath.

Student View

Have the student do a “triple read” of “The Math Quiz”:

The Math Quiz

Bill was sad. He had been out with his dog Rags for a quick run. And then he met his pal, Kath, who was out with her dog, Buck.

The kids and dogs had lots of fun. Bill and Kath ran up to the log on the hill. The dogs ran up the hill and sat by Bill and Kath who had a good gab.

But now that Bill was about to go to bed, he was a bit sad.

Bill said to Rags, “What luck you have! A dog does not have to do math. A dog does not have to sit for a quiz.”

Rags did not want Bill to be sad, but what can Rags do?

Rags has a kiss, a lick, and a wag for Bill,
and Bill has a pet for Rags.

Student View

this that them with bath thick thud
math with thin

how

now

Who fell off the log with that big thud?

I want a thick bit of ham.

How did the ducks get out of the pen?

If the dog has a bath now, he will get this
bed wet.

LESSON 28

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

New material:

ch (as in “chip”)

- Make the sound with your student
- Have the student write the lowercase letters 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, “‘ch’ makes one sound and can be found in the beginning, middle, and end of words.”

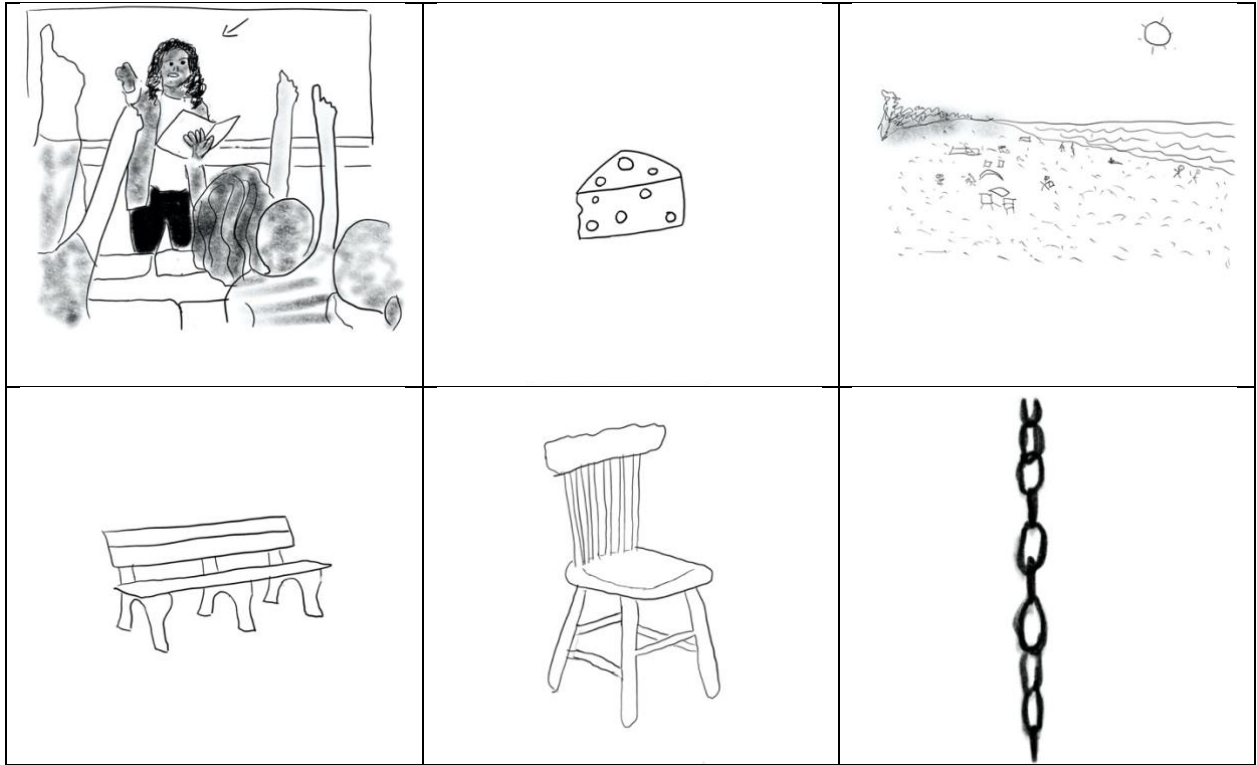
“Let’s brainstorm words that begin with the ‘ch’ sound.”

Examples: chat, channel, change, chapter, chimney, chop, child, children, church, chilly, chili, chocolate, choke, chair, cheerleader, chicken, cherry, chum, cheetah

“Let’s brainstorm words that have the ‘ch’ sound in the middle or at the end.”

Examples: bench, ranch, branch, teacher, sandwich, catch, screech, French fries, smooch, touch, witch, peach, porch

Or, brainstorm by taking turns drawing pictures:



(Words with “ch” as in “chip”

Row 1: teacher, cheese, beach Row 2: bench, chair, chain)

Continue to Warm Up With Sound Play:

“Now, let’s reverse some syllables.”

“Can you say ‘fish/cat,’ with the ‘cat’ first and ‘fish’ last?”

(catfish)

“Can you say ‘wich/sand,’ with the ‘sand’ first and ‘wich’ last?”

(sandwich)

“Can you say ‘ster/ham,’ with the ‘ham’ first and ‘ster’ last?”

(hamster)

“Can you say ‘dent/stu,’ with the ‘stu’ first and the ‘dent’ last?”

(student)

Words to read and write:

chat chill much such chick chug chub chip

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:

took, look⁸

Have the student read:

Who will come with us now to cash the checks?

Look at that good dip for the chips!

Chess can be such fun.

Ben took Sal's Kit Kats, and Sal now looks sad.

Have the student write from your dictation:

Chuck will chop the logs for us.

They will be sad to miss a chat with you.

Come now to look at the chicks as they peck.

Chad took the math quiz.

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

⁸**took** and **look**: **t**, **k**, and **l** are decodable; **oo** (as in "book") will be decodable in Lesson 91

Student View

chat chill much such chick chug

took

look

Who will come with us now to cash the checks?

Look at that good dip for the chips!

Chess can be such fun.

Ben took Sal's Kit Kats, and Sal now looks sad.

LESSON 29

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

New material:

sh (as in “shut”)

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

Warm Up With Sound Play:

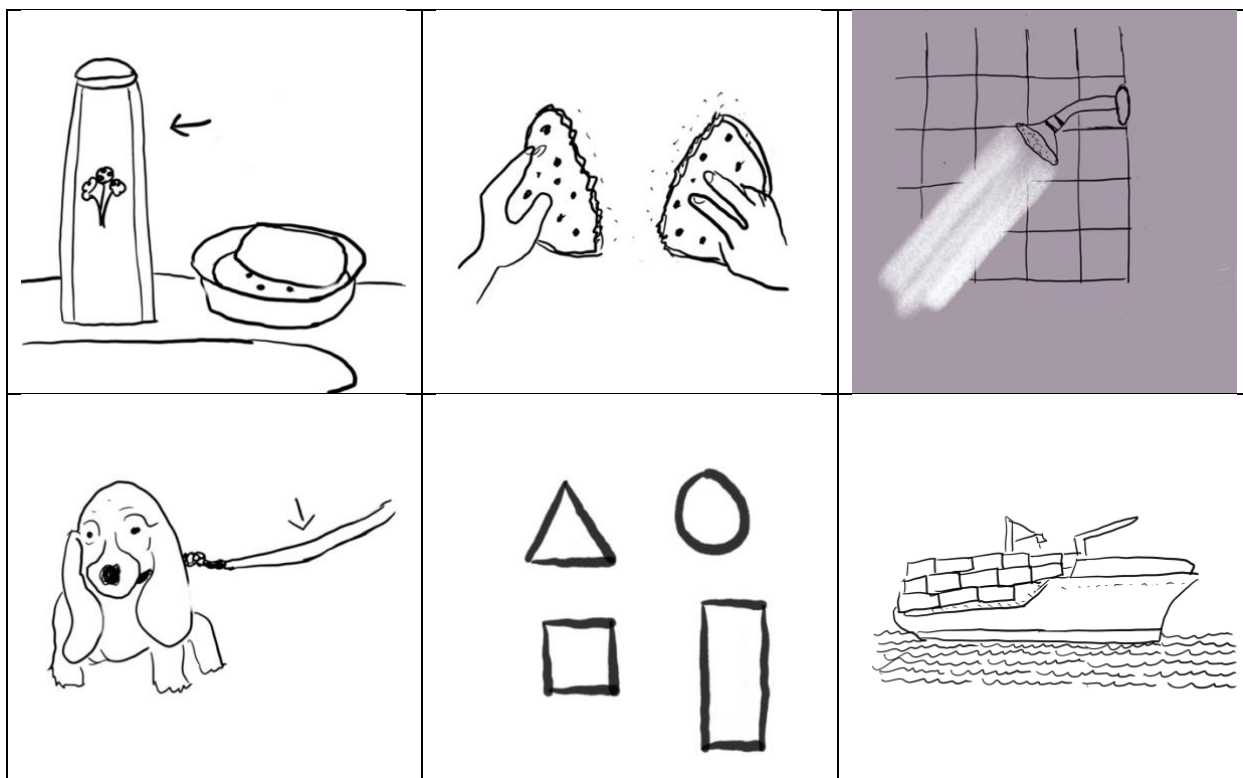
Say, “‘sh’ makes one sound and can be found at the beginning, in the middle, or at the end of words. Let’s brainstorm a list of words that begin with the ‘sh’ sound.”

Examples: shout, shampoo, ship, shape, shower, shop, short, show, shoe, shark, shocking, shaving, shiver, shot, share

“Let’s brainstorm a list of words that have ‘sh’ in the middle or at the end:

Examples: wishing, washing, childish, paintbrush, toothbrush, sluggish, finish, publish, fresh, polish, dashed, trash, cash, dish

Or, brainstorm by taking turns drawing pictures:



(Words with “sh”

Row 1: shampoo, share, shower Row 2: leash, shapes, ship)

Continue to Warm Up With Sound Play:

“Listen to these nonsense words. Can you repeat these syllables and unscramble them in your mind to find the names of animals?”

affe, gir (giraffe)

bee, ble, bum (bumblebee)

ten, kit (kitten)

ger, ti (tiger)

Words for reading and writing:

ship wish mash bash shot shag hush fish

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:

blue, green⁹

Have the student read:

On the log, there were three bags. One was blue, one was red, and one was green.

We ran to get to the shack on top of the hill.

We will have to rush or we will miss that ship.

We were in the shed with the chicks.

We wish we had hot dogs and chips with us.

Have the student write from your dictation:

The dip for the chips are in that blue dish.

There were chips with the fish.

Look at that green shag rug in our den.

Ed ran to the shop to get gum and pop.

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

⁹ **blue:** **b** and **l** are already decodable and will be practiced as a blend in Lesson 33; **ue** will be decodable in Lesson 73

green: **g** and **r** are already decodable and will be practiced as a blend in Lesson 33; **ee** will be decodable in Lesson 69; **n** is decodable.

Student View

ship wish mash bash shot shag
hush fish

blue

green

On the log, there were three bags. One was blue, one was red, and one was green.

We ran to get to the shack on top of the hill.

We will have to rush or we will miss that ship.

We were in the shed with the chicks.

We wish we had hot dogs and chips
with us.

LESSON 30

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

New material:

wh (as in “when”)

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

Warm Up With Sound Play:

Explain that “wh” makes one sound and can be found at the beginning of words.

Say, “Let’s brainstorm words beginning with ‘wh.’”

Examples: wheel, whistle, white, whale, where, why, when, what, whack

(Because students are thinking in sounds not letters, they may include words like “want,” “wipe,” or “wish,” and that is fine. The sound of “wh” and “w” is the same (or almost the same) in English as we speak it in the US. In the UK, speakers may pronounce the “wh” with more of a whistling sound.)

Say, “Listen to these nonsense words. Can you repeat these syllables and unscramble them in your mind to find the names of animals?”

munk, chip (chipmunk)
gle, ea (eagle)
pan, zee, chim (chimpanzee)
ter, fly, but (butterfly)
in, rob (robin)

Words to read and write:

whit whack whim wham whiz whiff
--

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:

some, their¹⁰

Students often mix up “there” and “their” so take time to discuss the different meanings and usage. One trick that some students like is that “there” is about place and contains the word “here” in its spelling, and “their” is about possession and contains the word “heir” (as in an heir to the throne) in its spelling.

Have the student read:

She is such a math whiz.

Wham! He got a big hit!

My mom can whip up a good dish for us.

Some chicks were in the shack.

¹⁰ **some:** s and m are decodable; o-consonant-e making the “uh” sound is irregular
their: th is decodable; eir making the “air” sound will be decodable in Lesson 119

The chicks were in their pen.

Let me not whiff when I get to bat!

Have the student write from your dictation:

It was such a shock when a big log fell on her deck.

Which dip do you want with the chips?

There is a whiff of fish in the cab.

They want some chips with their fish.

Student View

Have the student do a “triple read” of the story below:

Bill is at Bat

“Look, Bill is at bat,” Chip said. “This is bad.”

“When Bill is at bat, we will not get a hit, and we will not win. Bill whiffs.”

Mr. Quinn sees how much Chip wants to win.

“Hush,” said Mr. Quinn to Chip. “You have had some hits, and Bill has had some hits. Let us wish that Bill gets a hit.”

“Go, Bill,” said Chip. “Get a big hit!”

The bat went whack as Bill got his hit.

Student View

whit whack whim wham whiz whiff

some

their

She is such a math whiz.

Wham! He got a big hit!

My mom can whip up a good dish for us.

Some chicks were in the shack.

The chicks were in their pen.

Let me not whiff when I get to bat!