

## LESSON 21

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

*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 sounds. Create a flashcard for the sound-letter deck:*

**Qu/qu** (“kw” as in “quick”)

Explain that **qu** always stays together.

*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

“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**<sup>1</sup>

*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.**

*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 the duck?

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

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<sup>1</sup> **where:** **wh** will be decodable in Lesson 30; **er** making the “air” sound will be decodable in Lesson 114  
**his:** **h** and **i** are already decodable; **s** making the “z” sound will be decodable in Lesson 25

quick quack quit quip quid

where

his

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.

## LESSON 22

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

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

**X/x** (as in “tax”)

**X/x** (as in “exam”)

*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:*

<b>ax ox fix tux nix max box wax mix six tax fox</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:*

**why, who<sup>2</sup>**

*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.**

**The man said, “A hex is bad.”**

**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?

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<sup>2</sup> **why:** **wh** will be decodable in Lesson 30; **y** making the long “i” sound will be decodable in Lesson 90  
**who:** **wh** making the “h” sound is irregular; **o** making the “oo” sound (as in “zoo”) is irregular

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?

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

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

why

who

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.

The man said, "A hex is bad."

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 whiteboards.*

*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:*

**Y/y** (as in “yet”)

*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, yeast

“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, one**<sup>3</sup>

*Have the student read:*

**“Yup,” said Bob, “There is one 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.”**

**Mom said, “Who wants a Kit Kat?” I said, “Yum, I want one!”**

*Have the student write from your dictation:*

My mom does not want to get a dog yet.

A yam is good with ham and jam.

My pup will yip and yap for ham.

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

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<sup>3</sup> **want:** w is already decodable; a making the “ah” sound will be decodable in Lesson 102; n and t are both decodable and will be practiced as a blend in Lesson 36

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

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

yip yes yam yum yet yit yig yim

want

one

“Yup,” said Bob, “There is one 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.”

Mom said, “Who wants a Kit Kat?” I said, “Yum, I want one!”

## LESSON 24

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

*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:*

**Z/z** (as in “zebra”)

*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:*

<b>zit Oz zen zom liz zat fez zig zag</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:*

**what, or<sup>4</sup>**

*Have the student read:*

**Kim said, “I can zip, and I can zap.”**

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

**“What is a fez?” “A fez is a hat.”**

**Did they get a cat or a dog?**

*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?”

Meg said, “Yuck! It is a big, fat zit!”

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<sup>4</sup> **what:** **wh** will be decodable in Lesson 30; **a** making the “uh” sound is irregular; **t** is already decodable  
**or:** **or** will be decodable in Lesson 76

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

zit Oz zen zom liz zat fez zig zag

what

or

Kim said, "I can zip, and I can zap."

Bob said, "Why was there a quiz? Was it a bad quiz?"

"What is a fez?" "A fez is a hat."

Did they get a cat or a dog?

## LESSON 25

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

*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)
lip	lips (“s” sound)	pan	pans (“z” sound)
pig	pigs (“z” 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, about<sup>5</sup>**

*Have the student read:*

**There are lots of bugs in my cup.**

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

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<sup>5</sup> **out:** **ou** making the “ow” sound will be decodable in Lesson 79; **t** is already decodable  
**about:** **a** making the “uh” sound will be decodable in Lesson 106

**One 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.*

as has is bags lens pins runs his pans hogs  
lags

out  
about

One 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."

## LESSON 26

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

*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:*

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

Note: At this point, we are excluding words like “roll” or “ball,” which will be introduced later 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:*

**we, be**<sup>6</sup>

*Have the student read:*

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

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<sup>6</sup> **we**: **w** is already decodable; **e** making the long “e” sound will be decodable in Lesson 47  
**be**: **b** is already decodable; **e** same as above

**Jazz is a lot of fun.**

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

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

**Toss me my muff.**

**Tell me where they sell the pop, and 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.

He set up a box of dolls to sell.

Bill fills the 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?

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

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

we

be

Tell Bill to get the bags to pack for us.

Jazz is a lot of fun.

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

We huff and puff as we run up the hills.

Toss me my muff.

Tell me where they sell the pop, and 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 whiteboards.*

*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:*

**th** (as in “this” or “that”)

*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:*

<b>this that them with bath thick thud math with thin</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:*

**how, now**<sup>7</sup>

*Have the student read:*

**Who fell off the log with that big thud?**

**I want a thick bit of ham.**

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

*Have the student write from your dictation:*

**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.

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

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<sup>7</sup> **how:** h is already decodable; **ow** will be decodable in Lesson 79  
**now:** n is already decodable; **ow** same as above



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.

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 whiteboards.*

*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:*

**ch** (as in “chip”)

*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

“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**

*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, look**<sup>8</sup>

*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.

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<sup>8</sup>**took** and **look**: t, k, and l are decodable; oo (as in “book”) will be decodable in Lesson 89

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

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 whiteboards.*

*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:*

**sh** (as in “shut”)

*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

“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:*

**were, her**<sup>9</sup>

*Have the student read:*

**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:*

She had a dish for her chips and dip.

There were chips with the fish.

Look at that shag rug in the den.

Ed ran to the shop to get gum and pop.

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

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<sup>9</sup> **were** and **her**: **w** and **h** are decodable; **er** (as in “fern”) will be decodable in Lesson 73

ship wish mash bash shot shag hush fish

were

her

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 whiteboards.*

*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:*

**wh** (as in “when”)

*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, their**<sup>10</sup>

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.**

**The chicks were in their pen.**

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<sup>10</sup> **some:** s and m are decodable; **o-consonant-e** making the “u” sound is irregular  
**their:** th is decodable; **eir** making the “air” sound will be decodable in Lesson 118

*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.

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

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.