

## LESSON 31

*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 these sounds on a whiteboard three times while saying the sound. Create flashcards for the sound-letter deck:*

**ang** (as in “bang”)

**ing** (as in “king”)

**ong** (as in “long”)

**ung** (as in “rung”)

*Warm Up With Sound Play:*

Explain that “ng” makes one sound and is found at the end of words.

Say, “Let’s brainstorm some words that have the ‘ng’ sound.”

Examples: ring, bring, sing, thing, nothing, dancing, long, strong

Say, “I am going to say three words. Can you repeat the words and then tell me which one does not have the ‘ng’ sound?”

pin, sting, rang (pin)

pond, long, tang (pond)

bluffing, stiff, flinging (stiff)

fangs, wags, wings (wags)

*Words to read and write:*

**bang rang sang fang  
ding king sing ring thing  
long song bong dong  
hung rung dung lung**

*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:*

**again, so<sup>1</sup>**

*Have the student read:*

**Bugs were hung up in the web.**

**Val and Nan have so much fun with ping pong.**

**Can you ring the bell again, so the gang will come?**

**We sang a long song at the jazz gig.**

*Have the student write from your dictation:*

Chicks have wings.

The king rang a gong and bid his pals to sing.

Pam wins at ping pong. I hang on rings.

The bell was rung again at ten.

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<sup>1</sup> **again:** a making the “u” sound will be decodable in Lesson 106; g and n are decodable; ai making the short “e” sound is irregular

**so:** s is decodable; o making the long “o” sound will be decodable in Lesson 47

The sun was hot, so Mac let his pals come in his shack.

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

again

so

Bugs were hung up in the web.

Val and Nan have so much fun with ping pong.

Can you ring the bell again, so the gang will come?

We sang a long song at the jazz gig.

## LESSON 32

*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 these sounds on a whiteboard three times while saying the sound. Create flashcards for the sound-letter deck:*

**ank** (as in “bank”)

**ink** (as in “sink”)

**onk** (as in “honk”)

**unk** (as in “sunk”)

*Warm Up With Sound Play:*

Explain that “nk” makes two sounds squished together: the “ng” sound followed by the “k” sound. The “nk” blend is found at the end of words.

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

Examples: drink, pink, link, think, rink, bank, bunk, stunk, gunk

Say, “Let’s say the following words and count the number of sounds they make.”

flake (4 sounds: f\_l\_a\_k)

shrink (5 sounds: sh\_r\_i\_ng\_k)

blank (5 sounds: b\_l\_a\_ng\_k)

*Words to read and write:*

**bank dank tank shank  
sink link rink wink pink  
bonk honk zonk wonk  
bunk funk gunk hunk junk chunk**

*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:*

**all, call, small<sup>2</sup>**

*Have the student read:*

**There is so much junk in that small pink tank.**

**We all think that dunk tanks are fun.**

**That punk did rob my pal Hank of all of his Kit Kats.**

**I am out of luck. My ship has sunk,” the man said.**

**Jack said, “Can you call a cab for my pal?”**

*Have the student write from your dictation:*

**My sis and I fell off the log and sank in the bog.**

**We call and call, “Yank us out now!”**

**Hank did wink at me when I sang my song.**

**I will get that small bit of gunk off your pot.**

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<sup>2</sup> **all, call, small:** c is decodable; l is decodable; **sm** will be practiced as a blend in Lesson 34; **a** making the “ah” sound after l will be decodable in Lesson 102

I took all your Kit Kats, and now you are so mad at me.

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

bank dank tank shank  
sink link rink wink pink  
bonk honk zonk wonk  
bunk funk gunk hunk junk chunk

all  
call  
small

There is so much junk in that small pink tank.

We all think that dunk tanks are fun.

That punk did rob my pal Hank of all of his Kit Kats.

“I am out of luck. My ship has sunk,” the man said.

Jack said, “Can you call a cab for my pal?”



## LESSON 33

*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 these sounds on a whiteboard three times while saying the sound. Create flashcards for the sound-letter deck:*

**bl** (as in “black”)

**cl** (as in “clap”)

**pl** (as in “plan”)

**fl** (as in “flat”)

**gl** (as in “glad”)

**sl** (as in “slam”)

*Make the sounds with your student and have the student write the lowercase letters on the whiteboard three times while making the sound:*

**br** (as in “brag”)

**cr** (as in “crash”)

**gr** (as in “grab”)

**dr** (as in “drink”)

**pr** (as in “prim”)

**fr** (as in “frog”)

**tr** (as in “trap”)

*Warm Up With Sound Play:*

Explain that in these blends (that begin words) we can hear two consonant sounds. The sounds are so close together that they may sound and feel almost like one sound.

Say, "Let's brainstorm some words that start with the following blends."

Examples:

bl: blink, blue, blood, black, blame, blister, bloom

cl: claim, clap, cluster, close, clippers, climb

pl: plan, plane, place, plop, plastic, please, Pluto

fl: flat, flame, flicker, fly, flop, fling, flipper, float

gl: glad, glimmer, gloat, glisten, glob, glue, glide

sl: slam, slinky, slip, slope, sly, sloppy, slipper

br: broken, brag, brick, bright, brain, bridge, bring

cr: crabby, cry, crime, croak, cricket, crinkle, crash

gr: great, grab, grow, grind, grandma, grandpa, grade

dr: drink, droop, dry, draw, drain, drove, dragon

pr: pride, prank, prick, pro, protein, pray, printer

fr: fright, frantic, front, French fries, friend, free, frisky

tr: try, trip, trap, train, trophy, tricky, true, treat

*Words to read and write:*

<p><b>clam prank drunk flag trip drip grab</b> <b>frog grim crop glib bled slap slim drug</b> <b>bran grin drop plod crab glob trap</b> <b>brat prim clog plug plum drab</b></p>
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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:*

**our, see, seen<sup>3</sup>**

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<sup>3</sup> **our**: **our** will be decodable in Lesson 81

**see** and **seen**: **s** and **n** are decodable; **ee** making the long "e" sound will be decodable in Lesson 67

*Have the student read:*

**He was glad to see the fun plans for our class on the blog.**

**Gran had a good crop of plums.**

**Clip, clop, the nag drags the sled up the hill.**

**Have you seen frogs in the grass?**

*Have the student write from your dictation:*

Frank will bring fresh crab for us.

Stan was glad to bring drinks for our trip.

If you cluck at the chicks, they will come in a flash.

The pup has seen the clam dip and thinks it is for him.

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

clam prank drunk flag trip drip grab  
frog grim crop glib bled slap slim drug  
bran grin drop plod crab glob trap  
brat prim clog plug plum drab

our  
see  
seen

He was glad to see the fun plans for our class on the blog.

Gran had a good crop of plums.

Clip, clop, the nag drags the sled up the hill.

Have you seen frogs in the grass?

## LESSON 34

*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 these sounds on a whiteboard three times while saying the sound. Create flashcards for the sound-letter deck:*

**sc** (as in “scam”)

**st** (as in “sting”)

**sn** (as in “snap”)

**tw** (as in “twin”)

**sw** (as in “swing”)

**sp** (as in “spin”)

**sm** (as in “smash”)

**sk** (as in “skim”)

*Warm Up With Sound Play:*

Explain that in these blends (that begin words) we can hear two consonant sounds. The sounds are so close together that they may sound and feel almost like one sound. Keep in mind that we are “working in sounds” so we can include words (like school) that have the sound we are brainstorming.

Say, “Let’s brainstorm some words that start with the following blends.”

sc (and sk): school, skate, scar, skip, sky, scooter, score, scum

st: star, sticker, stamp, stone, stiff, stitch, stain, start, store

sn: snicker, snip, snake, snuck, sniffle, snide, snow, snoop

tw: twist, twine, twinkle, twilight, twice, twitter, tweak, tween

sw: swim, sweep, sweet, swallow, switch, swan, swag

sp: spit, spoon, spend, sports, special, spaghetti, speed, spare  
sm: smooth, smile, smoke, small, smart, smear, smell

*Words to read and write:*

<b>stung twill swell spill skill spit span scat snip spell smell stop stink swish spat stick smog spot skit snag smack</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:*

**put, pull**<sup>4</sup>

*Have the student read:*

**Grab the sticks and twigs on the grass and put them in the trash.**

**Fred did crush the bag and toss it in the trash.**

**If you swim in a bog with globs of mud, do not drink a drop of the scum.**

**Fran has the skill and the grit to do this job.**

*Have the student write from your dictation:*

**We are glad to be snug in our twin beds.**

**Fran pulls the sled up the hill.**

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<sup>4</sup> **put:** p and t are decodable; u making the “oo” sound (as in “foot”) is irregular  
**pull:** p and l are decodable; u making the “oo” sound (as in “wool”) is irregular

I scan the hills for cats.

I step and spin and do a jig.

Fred swung on the swing and then did a big flip.

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

stung twill swell spill skill spit span scat snip  
spell smell stop stink swish spat stick  
smog spot skit snag smack

put

pull

Grab the sticks and twigs on the grass and put them in the trash.

Fred did crush the bag and toss it in the trash.

If you swim in a bog with globs of mud, do not drink a drop of the scum.

Fran has the skill and the grit to do this job.



## LESSON 35

*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 these sounds on a whiteboard three times while saying the sound. Create flashcards for the sound-letter deck:*

**spl** (as in “splash”)

**spr** (as in “spring”)

**squ** (as in “squid”)

**scr** (as in “scram”)

**str** (as in “strip”)

**shr** (as in “shrink”)

**thr** (as in “thread”)

*Warm Up With Sound Play:*

Explain that in these blends (that begin words) we can hear individual consonant sounds. The sounds are so close together that they may sound and feel almost like one sound.

Say, “Let’s brainstorm some words that start with the following blends.”

spl: splat, splatter, splurge, splinter, splendid, splotch

spr: spray, sprain, sprung, sprout, sprinkle, spry

squ: squad, squirm, squish, squash, squeeze, squint

scr: scratch, scrub, scrape, scroll, script, scrap, scrimp

str: stripe, strong, strange, strap, strode, stride, strict, stroll

shr: shred, shrewd, shrub, shriek, shrimp, shrunk

thr: throat, throttle, three, threaten, thrifty, thrash, throw, throne

*Words to read and write:*

**shred shrug scam scrap splat splash thrum  
shrink strip strap strum squid spring sprig thrill  
throb splunk**

*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:*

**full, day<sup>5</sup>**

*Have the student read:*

**Splish, splash, they put my dog in the bath.**

**A squid can swim, and I can swim.**

**In spring, we plan to have the thrill of a big trip.**

**Glen had a brash plan to grab Stan's Kit Kats and scam.**

**Sal had a full day of sun and was hot.**

*Have the student write from your dictation:*

**See them strap the logs on the truck for Cal.**

**A scrap of jam is all there is for me.**

**I got all the snacks and my stack of cash shrank.**

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<sup>5</sup>**full:** f and l are decodable; u making the "oo" sound (as in "wool") is irregular  
**day:** d is decodable; ay making the long "a" sound will be decodable in Lesson 65

It was not a good day, but we will shrug it off.

The kids did pull up the trap, and it was full of crabs.

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

shred shrug scam scrap splat splash thrum  
shrink strip strap strum squid spring sprig thrill throb  
splunk

full  
day

Splish, splash, they put my dog in the bath.

A squid can swim, and I can swim.

In spring, we plan to have the thrill of a big trip.

Glen had a brash plan to grab Stan's Kit Kats and scam.

Sal had a full day of sun and was hot.

## LESSON 36

*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 of these blended consonants, which appear at the end of words, and have the student write the lowercase letters on the whiteboard three times while making the sounds:*

- nd** (as in “fund”)
- nt** (as in “went”)
- nch** (as in “lunch”)
- lt** (as in “felt”)
- lk** (as in “milk”)
- lp** (as in “help”)

*Warm Up With Sound Play:*

Explain that in these blends (that end words) we can hear individual consonant sounds. The sounds are so close together that they may sound and feel almost like one sound.

Say, “Let’s brainstorm some words that end with the following blends.”

- nd: land, expand, ground, hand, second, find, found, sound
- nt: fingerprint, front, accident, distant, scent, event, sent, dent
- nch: ranch, branch, scrunch, wrench, brunch, punch, inch
- lt: melt, adult, bolt, built, tilt, insult, result, fault, halt, spilt, salt
- lk: silk, sulk, elk, bulk, hulk, skulk

*Words to read and write:*

<p><b>pants wind bend bunch melt land flint kelp felt dent ant belt munch branch crunch tilt yelp band sent help bend bland and</b></p>
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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:*

**Mr., Mrs.**

*Have the student read:*

**He hung the wet rags on the twigs of that branch.**

**There was a big dent on the truck.**

**The wind helps to bend the branch.**

**She had a sack full of sticks and shells.**

*Have the student write from your dictation:*

Mr. Banks did put a bunch of sticks on his truck.

The dogs see the pond and yelp.

Kath got a mint drink with her lunch that day.

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

pants wind bend bunch melt land flint  
kelp felt dent ant belt munch branch crunch  
tilt yelp band sent help bend bland and

Mr.

Mrs.

He hung the wet rags on the twigs of that branch.

There was a big dent on the truck.

The wind helps to bend the branch.

She had a sack full of sticks and shells.

## LESSON 37

*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 these sounds on a whiteboard three times while saying the sound. Create flashcards for the sound-letter deck:*

- st (as in “past”)
- sp (as in “crisp”)
- sk (as in “mask”)
- pt (as in “kept”)
- mp (as in “jump”)
- ft (as in “soft”)
- xt (as in “next”)

*Warm Up With Sound Play:*

Explain that in these blends (that end words) we can hear individual consonant sounds. The sounds are so close together that they may sound and feel almost like one sound.

Say, “Let’s brainstorm some words that end with the following blends.”

- st: west, best, taste, twist, boast, toast, waste, just, must
- sp: gasp, raspy, grasp, wasp, wispy, clasp
- sk: ask, task, disk, risk, husk, desk, frisk, whisk
- pt: kept, leapt, interrupt, bankrupt, swept, attempt, wept, slept
- mp: hump, camp, slump, limp, damp, stamp, dump, grumpy
- ft: left, crafty, spacecraft, drift, lift, loft, gift, thrifty, draft, shift
- xt: text, pretext, context, next



*Words to read and write:*

**west best dust ask task whisk apt camp lamp  
pump dump damp limp opt wisp help lost quest  
kept test dusk cusp primp skimp crisp text sift  
lift raft left**

*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:*

**Ms., over, into<sup>6</sup>**

*Have the student read:*

**They are glad to jump in and swim.**

**Mom had not slept well and was glum.**

**Gram wept at the end of the film. It was such a sad end for the good man.**

**On the ranch, hens and chicks peck in the dust.**

*Have the student write from your dictation:*

On the path, there are some bumps and logs to jump over.

Ms. Smith did help us set up camp and put up our tents.

Mr. and Mrs. Sands sent mints to all the cast in the skit.

The dogs are glad to jump into the pond and swim.

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<sup>6</sup> **over:** o making the long “o” sound will be decodable in Lesson 47; v is decodable; er will be decodable in Lesson 73

**into:** int is decodable; o making the “oo” sound is irregular

*More sentences for practice:*

**Our lunch will cost a lot if we get drinks and chips.**

**A crust with plum jam is just a snack.**

**Mr. Bill has an ax and helps us split the logs.**

**My dad said, “If you are stuck in a bad spot, stop and think to get your best plan.”**

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

west best dust ask task whisk apt camp lamp  
pump dump damp limp opt wisp help lost quest  
kept test dusk cusp primp skimp crisp text sift  
lift raft left

Ms.

over

into

They are glad to jump in and swim.

Mom had not slept well and was glum.

Gram wept at the end of the film. It was such a sad end for the good man.

On the ranch, hens and chicks peck in the dust.

Our lunch will cost a lot if we get drinks and chips.

A crust with plum jam is just a snack.

Mr. Bill has an ax and helps us split the logs.

My dad said, "If you are stuck in a bad spot, stop and think to get your best plan."

## LESSON 38

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

*New material: Adding **ed** as an ending*

Explain that the ending **ed** is used to make a verb past tense. Sometimes **ed** sounds like “t” as in “kicked.” Sometimes **ed** sounds like “d” as in “grabbed.” And sometimes **ed** will have its own syllable beat and sound like “id” as in “planted.” Explain to students that we spell with **ed** when we’re putting something in the past tense, no matter how it sounds.

*Words to read and write:*

<b>jumped landed milked dusted passed misted missed asked dressed bossed sanded crossed ended bumped rusted crashed checked bossed</b>
--

Explain that in short vowel words ending with one consonant, the last consonant before the **ed** is doubled:

<b>skip/skipped stun/stunned wet/wetted plan/planned whip/whipped tap/tapped flip/flipped</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:*

**push, today**<sup>7</sup>

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<sup>7</sup> **push**: **p** and **sh** are decodable; **u** making the “oo” sound (as in “book”) is irregular

**today**: **t** is decodable; **o** making the “oo” sound (as in “boom”) is irregular; **d** is decodable; **ay** making the long “a” sound will be decodable in Lesson 65

*Have the student read:*

**Sal's mom dished out some lunch for us and then Vic spilled his milk.**

**Fred and Val pushed me into the pond and splashed me.**

**Today I got up at ten and missed our math quiz.**

**My dad pulled me up, and we ran to the dock.**

**My mom dished up a quick lunch, and we left with the dogs for the pond.**

*Have the student write from your dictation:*

I planned to get a hot dog for lunch.

The man tipped his hat as Ms. Liz went by.

We planted plum pits over there.

The mom pushed her tot on the swings. The tot kicked her legs and was glad.

The king looked out over his vast lands.

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

jumped landed milked dusted passed misted  
missed asked dressed bossed sanded crossed  
ended bumped rusted crashed checked bossed

skip/skipped stun/stunned wet/wetted plan/planned  
whip/whipped tap/tapped flip/flipped

push

today

Sal's mom dished out some lunch for us and then Vic spilled his milk.

Fred and Val pushed me into the pond and splashed me.

Today I got up at ten and missed our math quiz.

My dad pulled me up, and we ran to the dock.

My mom dished up a quick lunch, and we left with the dogs for the pond.

## LESSON 39

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

*New material: Adding **ing** as an ending*

*Warm Up With Sound Play:*

“Let’s warm up by counting the number of syllables in some longer words. I’ll say the word, and then you say the word and count the syllable beats.” (Remind students that they can put their hands under their chins when counting for help.)

misunderstanding (5)

biographical (5)

musical (3)

unimportant (4)

fabulous (3)

*Words to read and write:*

<b>melting smashing wishing tending drinking singing thinking sanding bumping blending</b>
--

Explain that in short vowel words ending with a single consonant, the last consonant before the **ing** is doubled:

<b>slip/slipping swim/swimming step/stepping sit/sitting wed/wedding log/logging tap/tapping</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:*

**doing, too** (as in “too much”)<sup>8</sup>

*Have the student read:*

**We went sledding and just missed crashing into a big log.**

**They will be doing crafts and skipping the swim test today.**

**My dog Ned thinks splashing in a pond is so fun.**

**That drink is tipping over!**

*Have the student write from your dictation:*

I was sitting in the sun for too long and got hot.

She passed the swimming dock and jogged to the hot dog stand.

Stepping over the cat, I tripped on the rug and bumped into the bed.

The cat was so mad it was spitting.

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

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<sup>8</sup> **doing**: d is decodable; o making the “oo” sound (as in “zoo”) is irregular; **ing** is decodable  
**too**: t is decodable; **oo** making the “oo” sound (as in “zoo”) will be decodable in Lesson 88



melting smashing wishing tending drinking  
singing thinking sanding bumping blending

slip/slipping swim/swimming step/stepping  
sit/sitting wed/wedding log/logging tap/tapping

doing

too

We went sledding and just missed crashing into a big log.

They will be doing crafts and skipping the swim test today.

My dog Ned thinks splashing in a pond is so fun.

That drink is tipping over!

## LESSON 40

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

*New material: Adding **es** as an ending*

Explain that words ending in **s**, **x**, **z**, **ch**, and **sh** require **es** rather than **s** as an ending. The ending makes an “iz” sound and has an extra syllable beat.

miss/misses

fix/fixes

rush/rushes

kiss/kisses

tax/taxes

mash/mashes

bus/buses

rich/riches

fizz/fizzes

*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:*

**whole, often, and listen**<sup>9</sup>

*Have the student read:*

**Or sled skips and skids and then crashes to a stop.**

**I ran to the bog and got some bugs on my socks.**

**The red boxes were in the shed.**

**She rushes to the shack to get to her pup.**

**My sis often messes up the job when she rushes.**

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<sup>9</sup> **often** and **listen**: both words contain a **t** that is not pronounced and are otherwise decodable

**whole**: **w** is not pronounced; **o-consonant-e** making the long “o” sound will be decodable in Lesson 50

Can he fix the whole thing?

I will listen to the whole song and then tell you what I think.

*Have the student write from your dictation:*

Where are the axes? They were in her shed.

Meg's job is to do the dishes.

Bob passes some ham and jam to me.

My dad often said, "Listen, we are not rich, but there are riches in us."

The whole day was spent splitting logs.

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

miss/misses

kiss/kisses

bus/buses

fix/fixes

tax/taxes

rich/riches

rush/rushes

mash/mashes

fizz/fizzes

whole

often

listen

Our sled skips and skids and then crashes to a stop.

I ran to the bog and got some bugs on my socks.

The red boxes were in the shed.

She rushes to the shack to get to her pup.

My sis often messes up the job when she rushes.

Can he fix the whole thing?

I will listen to the whole song and then tell you what I think.