

LESSON 31

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

New material:

ang (as in “bang”)

ing (as in “king”)

ong (as in “long”)

ung (as in “rung”)

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

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, stiffened, flinging (stiffened)

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, so¹

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 two long songs at the jazz gig. It was so fun!

Have the student write from your dictation:

Chicks have wings.

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

¹ **again:** a making the “u” sound will be decodable in Lesson 57; 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 48

Pam wins at ping pong. I hang on rings.

The bell was rung again at ten.

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.

Student View

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

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 two long songs at the jazz gig. It was so fun!

LESSON 32

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

New material:

ank (as in “bank”)

ink (as in “sink”)

onk (as in “honk”)

unk (as in “sunk”)

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

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)

clasp (5 sounds: c_l_a_s_p)

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, small²

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.

² all, call, small: c is decodable; all will be decodable Lesson 47; sm will be practiced as a blend in Lesson 34

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.

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.

Student View

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 dry-erase boards.

New material:

bl (as in “black”)
cl (as in “clap”)
pl (as in “plan”)
fl (as in “flat”)
gl (as in “glad”)
sl (as in “slam”)

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”)

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

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:

**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**

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:

saw³

³ **saw**: s is decodable; **aw** will be decodable in Lesson 102

Have the student read:

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

I saw a green frog hop in the grass.

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 and cups for our trip.

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

The pup saw the clam dip in the green dish and thinks it is for him.

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

Student View

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

saw

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 dry-erase boards.

New material:

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”)

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

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, snore, 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:

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

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, full⁴

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.

Stan is full of skill and grit. He can do this job.

Have the student write from your dictation:

⁴ **put**: **p** and **t** are decodable; **u** making the “oo” sound (as in “foot”) is irregular

pull and full: **p** and **f** are decodable; **ull** making the “oo” sound (as in “wool”) will be decodable in Lesson 48

We are glad to be snug in our twin beds.

Fran pulls the sled up the hill.

I scan the hills for cats.

I step and spin and do a jig. I am full of vim!

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

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

Student View

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

put

pull

full

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.

Student View

Stan is full of skill and grit. He can do this job.

LESSON 35

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

New material:

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”)

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

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 split**

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:

day, say, says⁵

Have the student read:

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

A squid can swim, and I can swim.

**Mom says that in spring we will have to plan a day for
a trip to see Gram.**

**Glen says he has a brash plan to grab Stan's Kit Kats
and scam.**

Sal had a full day of sun and was hot.

**If I say that I will think about your plan for the trip, will
you think about my plans for the trip?**

⁵**day** and **say**: **d** and **s** are decodable; **ay** making the long "a" sound will be decodable in Lesson 67
says: **s** is decodable; **ay** making the short "e" sound is irregular

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.

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.

Student View

shred shrug scram scrap splat splash
thrum shrink strip strap strum squid
spring sprig thrill throb split

day

say

says

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.

Student View

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 dry-erase boards.

New material:

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

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

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:

**pants wind bend bunch melt land flint
kelp felt dent ant belt munch branch crunch
tilt yelp band sent help bend bland and sulk silk
bent ranch punch elk sulk**

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. family⁶

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.

When our dog Stan sees the family pack for a trip, he looks so glum.

When Gram comes to the pond with us, Dad brings lunch and lots of snacks for the family to munch on.

⁶ **family:** **famil** all the preceding letters are decodable and two syllable words will be practiced in Lesson 43; **y** making the long “e” sound will be decodable in Lesson 88

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.

Student View

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

A Family Trip

Mr. and Mrs. Brink want the family to have a fun trip. But a good plan for a family trip can be a trick to come up with. Zak will say that he does not want to go to such a spot, or Trish will say she has so much stuff to do for class.

Mrs. Brink said to Mr. Brink, “I have a plot. When we tell Zak and Trish that we want them to come with us on a trip, they tend to brush us off. Let us now tell them that it is Gram who wants a trip to Glen Pond. We will say that a trip will be the thing to get their Gram up and out.”

Mr. Brink said, “That is not a bad trick!”

Student View

The trip to Glen Pond was lots of fun. The lunch and all the snacks were a big hit.

Gram said, “I am so glad to see Trish and Zak out and about!”

“Thanks to you,” said Mrs. Brink.

Student View

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.

family

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.

Student View

When our dog, Stan, sees the family pack
for a trip, he looks so glum.

When Gram comes to the pond with us,
Dad brings lunch and lots of snacks for the
family to munch on.

LESSON 37

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

New material:

-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”)
-mpt (as in “tempt”)

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

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, 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
-mpt: tempt, unkempt, attempt, prompt

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 tempt prompt**

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, into⁷

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.

**Ms. Kath got up from her desk and said to the class,
“Next up, we will do some math so that when we have
our test all of you will do your best.”**

⁷ **over:** o making the long “o” sound will be decodable in Lesson 48; v is decodable; er will be decodable in Lesson 75

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

Our dog yelps when she wants to go out.

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.

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.

Student View

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.

Student View

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

Ms. Kath got up from her desk and said to the class, "Next up, we will do some math so that when we have our test all of you will do your best."

Our dog yelps when she wants to go out.

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 dry-erase boards.

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 “tid” or “did” as in “planted” or “landed.” 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 in which **ed** makes a “t” or “d” sound without an extra beat:*

jumped	banged	milked	wished	passed	camped
missed	asked	dressed	bossed	sulked	crossed
pumped	bumped	backed	crashed	checked	pecked
whisked	rushed	packed	slinked	gaped	stacked
crunched	limped	stamped	helped		

Explain that when a word ends with **t** or **d** our mouths would find it too hard to add a second “t” or “d” sound (try it and see how hard it would be to say “land-d” or “rest-t”) so **ed** will have its own syllable beat and sound like “tid” or “did.”

Words to read and write where **ed** is pronounced with its own syllable beat:

**landed lifted dusted sanded ended twisted
hunted crafted rested printed texted tested
handed sifted rusted hinted**

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

**skip/skipped stun/stunned wet/wetted plan/planned
whip/whipped tap/tapped flip/flipped sip/sipped
wet/wetted drip/dripped beg/begged rub/rubbed
pad/padded hum/hummed**

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, today⁸

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.

⁸ **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 67

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, and I was tempted to add some chips.

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.

Val texted Frank to see if he wanted to come over for brunch.

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

Student View

jumped banged milked wished passed
camped missed asked dressed bossed
sulked crossed pumped bumped
backed crashed checked pecked
whisked rushed packed slinked gasped
stacked crunched limped stamped
helped

landed lifted dusted sanded ended
twisted hunted crafted rested printed
texted tested handed sifted rusted
hinted

skip/skipped stun/stunned wet/wetted
plan/planned whip/whipped tap/tapped
flip/flipped sip/sipped wet/wetted
drip/dripped beg/begged rub/rubbed
pad/padded hum/hummed

Student View

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 dry-erase boards.

*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:

melting smashing wishing tending drinking singing thinking sanding bumping blending
--

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

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

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”)⁹

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!

The snack looked good, but Sam was still too full from his lunch to want it.

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.

⁹ **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

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

Student View

melting smashing wishing tending
drinking gushing singing thinking
sanding bumping blending whiffing

slip/slipping swim/swimming
step/stepping sit/sitting wed/wedding
log/logging tap/tapping plan/planning
rub/rubbing

doing

too

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

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

Student View

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

That drink is tipping over!

The snack looked good, but Sam was still too full from his lunch to want it.

LESSON 40

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

*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 listen¹⁰

Have the student read:

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.

¹⁰ **often** and **listen**: both words contain a **t** that is not pronounced, the consonants are decodable; e making the schwa “ih” sound will be decodable in Lesson 42

whole: **w** is not pronounced; **o-consonant-e** making the long “o” sound will be decodable in Lesson 51

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.

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.

Student View

miss/misses	fix/fixes	rush/rushes
kiss/kisses	tax/taxes	mash/mashes
bus/buses	rich/riches	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.