

LESSON 41

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

Warm Up With Sound Play:

Say, “How many sounds do you hear in the word ‘aim’? (Two: a---m) “What do you get if the ‘m’ sound is first and the ‘a’ sound is last?” (May)

“How many sounds do you hear in the word ‘lame’? (Three: l---a---m) What do you get if the ‘m’ sound is first and the ‘l’ sound is last?” (mail)

“How many sounds do you hear in the word ‘eat’? (Two: e---t) What do you get if the ‘t’ sound is first and the ‘e’ sound is last?” (tea)

New material: Compound words

Explain that a syllable is a word or part of a word with one vowel sound, for example: set, can, sun, bed, ship, and tan.

One-syllable words can be combined to make new words called compound words. Read and write the following words with your student, “finding” the two words in each compound word.

Words to read and write:

drumstick catnip sunset uphill backpack cobweb pigpen suntan bedbug whiplash dishpan gumdrop handbag upset standstill fishnet flapjacks himself laptop

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:

become, school¹

Have the student read:

In Meg's backpack there were two gumdrops.

We had a backlog of jobs to do when we went fishing for two days.

We got lost on our trek to the pond and had to backtrack uphill.

The sled crashed into a big rock. The kids rubbed their necks and checked for whiplash.

The bandstand is up the hill, and the hot dog stand is on the left.

Is there milk left over to have with my ham?

Have the student write from your dictation:

Ben went uphill to the pond and fished for catfish.

¹**become:** "be" and "come" have already been introduced as high-frequency words

school: s is decodable; ch making the "k" sound will be decodable in Lesson 113; oo making the "oo" sound will be decodable in Lesson 90

“Today we have your checkup. I will pick you up from school.”
Dad said.

At sunset, my cat becomes as limp as a ragdoll.

Hank had the best day at school. He met his two best pals for lunch.

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

Student View

drumstick catnip sunset uphill backpack
cobweb pigpen suntan bedbug
whiplash dishpan gumdrop handbag
upset standstill fishnet flapjacks himself
laptop

become

school

In Meg's backpack there were two gumdrops.

We had a backlog of jobs to do when we went fishing for two days.

We got lost on our trek to the pond and had to backtrack uphill.

Student View

The sled crashed into a big rock. The kids rubbed their necks and checked for whiplash.

The bandstand is up the hill, and the hot dog stand is on the left.

Is there milk left over to have with my ham?

Notes Before Lesson 42

Students so far have been able to trust their ears in order to read and write consonants, blends, and vowels. When we move into two-syllable words, we begin to deal with the issue of accented and unaccented syllables. Accented syllables are emphasized, and we pronounce the vowels clearly. Unaccented vowels are pronounced more softly and are swallowed. In an unaccented syllable, also known as a schwa, the vowels tend to sound like “uh” or “ih.” Sandals may sound like “sanduhls.” Cactus may sound like “cactiss.” Children may sound like “childrin” or “childruhn.”

When tutoring, you will notice that students’ misspellings rarely occur in the accented syllable (“san,” “cac,” or “chil” above). Moreover, a student’s misspelling of the schwa syllable often captures the way that syllable is actually pronounced.

Using a resource like Dictionary.com can help you when dealing with unaccented schwa syllables. Dictionary.com gives audio pronunciations of words, divides words into syllables, shows which syllable gets the accent, and respells the syllables to approximate how they sound.

Dividing words into their syllable parts helps the student divide words into manageable chunks when reading or spelling. Thus, we practice counting and dividing syllables not just for the fun of it, but also because it helps students read and spell words.

To help students divide words into syllables, ask them to repeat a word such as “frantic.” Then, ask the student how many beats the word has. If students have trouble counting beats, ask them to put their hands under their chins to feel their chins drop with vowel beats. Direct students to draw two lines on the whiteboard to represent the two beats.

Remind students that every syllable has a vowel sound, so that each line will contain a vowel. You can say, “So, if I want to divide ‘frantic’ I know that the first space is going to have an **a** for the ‘a’ sound, and the second space will have an **i** for the ‘i’ sound.” Then write this on the whiteboard:

_____ a _____ i _____

“Now, I can put in the consonants.”

_____ fran _____ tic _____

In Lesson 42, there will be two consonants between the vowels, and students can divide the word right down the middle between these two consonants.

Keep in mind that **qu**, which makes the “kw” sound, always sticks together:

banquet: _____ ban _____ quet _____

Similarly, the digraphs **sh**, **ch**, and **th** make one sound and stick together:

wishful: _____ wish _____ ful _____

menthol: _____ men _____ thol _____

ranches: _____ ran _____ ches _____

In Lesson 43, the student will divide more words that have more than two consonants between the vowels. In these words, you

and the student decide which consonants are blends that should stick together:

_____ un _____ _____ twist _____

_____ pump _____ _____ kin _____

Even when a student makes a “mistake,” writing sandul for sandal, you can praise all the things the student got right. You might say, “Good job, you got the right number of syllables and all the sounds are there. It’s just that it’s spelled with an **a** rather than a **u** even though, of course, we don’t pronounce sanDAL to rhyme with GAL.” The student may like hearing the silly way the word would sound if the unaccented vowel was pronounced “correctly” as spelled.

LESSON 42

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

New material: Two-syllable words

Explain that a word has as many syllables as it has vowel sounds.

Explain that sometimes it helps us to read or spell a word to divide it into syllables in order to sound it out or spell it.

Write the word “rabbit” on the whiteboard and ask the student to name the vowel sounds. Underline the vowels. Now draw two lines on the whiteboard:

Then write:

_____ rab _____ bit _____

Explain that in words with two consonants between the vowels, we divide the consonants right down the middle.

Words to divide into syllables:

goblin	cactus	happen	absent	until	plastic
blanket	basket	dentist	insect	tennis	subject
content	inject	suspect	extend	inquest	fungus
instant	insists	traffic	campus		

Explain to the student that **qu** stays together, as do **sh**, **th**, **wh**, **ch**, and **ck**.

More words to divide into syllables:

banquet wishful ranches menthol bashful blacktop kingship stricken flashbulb backlog bathtub

Explain to the student that sometimes a short syllable can begin with a vowel, as in “epic.” We would divide these words into syllables like this:

<u>ep</u>	<u>ic</u>
<u>den</u>	<u>im</u>
<u>sev</u>	<u>en</u>
<u>pock</u>	<u>et</u>
<u>splash</u>	<u>es</u>

More words to read, write, or divide into syllables:

finish vivid habit signal second thicken given basket cabin novel credit metal travel pivot methods level tenants exits novel topic
--

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:

water, more, down²

Have the student read:

Jack will be absent from school until he is well.

The velvet blanket was on the top shelf. Frank got it down for Mom.

I will water your plants until you come back.

What more can I do to help with your trip?

Tom and Jeff left the picnic basket down in the den.

Dad was upset to see the bedbug on the bed.

Fran got a bucket of shrimp, and Dan picked up a second bucket of chicken.

² **water**: **w** and **t** are decodable; **a** making the “ah” sound after **w** will be decodable in Lesson 102; **er** will be decodable in Lesson 75

more: **m** is decodable; **ore** will be decodable in Lesson 78

down: **d** and **n** are decodable; **ow** will be decodable in Lesson 81

Have the student write from your dictation:

Dad put a basket down by the picnic bench for us to put our rubbish in.

Stan wants more chicken and less shrimp today.

Meg called us over to see the cactus.

I hid the tablet in the attic.

You can often see insects on the water.

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

Student View

goblin cactus happen absent until
plastic blanket basket dentist insect
tennis subject content inject suspect
extend inquest fungus instant insists
traffic campus

banquet wishful ranches menthol
splashes pocket bashful blacktop
kingship stricken flashbulb backlog
bathtub

water

more

down

Jack will be absent from class until he is well.

Student View

The velvet blanket was on the top shelf. Frank got it down for Mom.

I will water your plants until you come back.

What more can I do to help with your trip?

Tom and Jeff left the picnic basket down in the den.

Dad was upset to see the bedbug on the bed.

Fran got a bucket of shrimp, and Dan picked up a second bucket of chicken.

LESSON 43

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

New material: Two-syllable words with consonant blends

Explain that many two-syllable words have consonant blends. Remind students of blends they know such as **str** in “string” or **nd** in “band.” In blends, we can hear the individual sounds, but the sounds are squished together. In many two-syllable words, there are more than two consonants between the vowels. We keep the blends together.

Write the word “express,” and say the word. Ask the student if he sees the two consonants that belong together in a blend.

(pr) Then divide the word on two lines on the whiteboard:

_____ ex _____ _____ press _____

Read and divide the following words in the same way, choosing the blends that you will keep together:

tantrum pumpkin hundred untwist dandruff children implant backstab backflip transplant handgrip
--

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:

after, before, across³

³ **after**: **aft** is decodable; **er** will be decodable in Lesson 75

before: **b** and **f** are decodable; **e** making the long “e” sound will be decodable in Lesson 48; **ore** will be decodable in Lesson 78

Have the student read:

Just before sunset, the children go down to the public dock for swimming lessons.

Fran can swim across the pond all by herself.

In my small handbag, there are still lots of gumdrops.

Who left their sandals on the deck after our swimming lesson?

Two or three chipmunks ran off with small chunks of my muffin.

Liz did a backflip before splashing into the water.

I do not often win at tennis, but I think that I will win today.

After school Kevin will finish the shed for his cats that he is constructing.

The student can write from dictation:

After our math quiz, what will we be doing in school today?

My dad asked for the drumstick, and my sis asked for the wing.

Mom dusted off one or two small cobwebs from the picnic basket before handing it to us to pack.

When my kitten has a small bit of catnip, she becomes tranquil.

across: a making the short "u" sound will be decodable in Lesson 57; **cross** is decodable

The dentist becomes upset when a small kid has a tantrum.

Stan lives down the block, across from Fran.

Choose any of the stories in **[Group 1 \(Short-Syllable Stories\)](#)** for a “triple read.”

Student View

tantrum pumpkin hundred untwist dandruff
children implant backstab backflip trans
plant handgrip

after

before

across

Just before sunset, the children go down to the public dock for swimming lessons.

Fran can swim across the pond all by herself.

In my small handbag, there are still lots of gumdrops.

Who left their sandals on the deck after our swimming lesson?

Two or three chipmunks ran off with small chunks of my muffin.

Liz did a backflip before splashing into the water.

I do not often win at tennis, but I think that I will win today.

After school Kevin will finish the shed for his cats that he is constructing.

Student View

Big, Safe Words with Closed Syllables:

selfishness admitting suspecting

fantastic helplessness neglected

prompted ravishing extended

pandemic disgusted inhabited

disinfect investment athletic

penmanship punishment

backgammon vanishing Atlantic

constructed craftsmanship

Student View

blemishes Wisconsin enrichment

expectant implanted volcanic

transplanted problematic

optical upended practical

fragmented brandishing transacted

unquenched ticketed transatlantic

signaling consistent pivoting,

disconnected constructed

embedded uplifting unpacking

blossoming

Student View

Phrases for reading or writing from dictation:

a consistent problem

skin rashes and blemishes

connecting the dots

a trip to Wisconsin

expecting a quiz

a good investment

a long imprisonment

an expectant mom

an impactful lesson

athletic skill

a fantastic topic to discuss

an uninhabited shack

LESSON 44

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

New material:

old (as in gold)

ost (as in most)

olt (as in bolt)

- 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:

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

Examples: broken, no, snow, go, float, open, hippo, hello, okay
toast, boat, hole, joke

Say, “What do you get if you say ‘mold’ without the ‘d’ sound?
(mole) “Then, what do you get if you replace the ‘l’ sound with the
‘d’ sound?” (mode)

“Now what happens if you put the ‘d’ sound first and the ‘m’ sound
last?” (dome)

Words to read and write:

hold most jolt scold ghost (silent h) bold fold told gold bolt postman post-it threshold

Explain that “cost” and “lost” are common exceptions.

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:

should, would, could⁴

Have the student read:

The old host begged us to drink too much punch.

The colt would bolt if the man did not run with him.

Jan could post her blog on the web and ask pals to post comments on it too.

Have the student write from your dictation:

Should we drink the pop if the pop does not fizz?

I would drink some cold pop or some cold Tang.

Bill folded up his math quiz and passed it up to Mr. Melk.

More sentences for practice:

Al’s dog got lost when Al ran with him in the long grass.

⁴ **should, would, could**: **sh, w,** and **c,** are decodable; **oul** making the “oo” sound (as in “wood”) is irregular; **d** is decodable

Kids should let dogs come on runs with them. Dogs get sad when kids are selfish.

Most things have a cost, but twigs, rocks, and sticks do not.

The bandits spotted the gold and guns left in the old shack.

Choose any of the stories in [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

Student View

hold most jolt scold ghost (silent h)
bold fold told gold bolt postman post-
it threshold

should would could

The old host begged us to drink too much punch.

The colt would bolt if the man did not run with him.

Jan could post her blog on the web and ask pals to post comments on it too.

Al's dog got lost when Al ran with him in the long grass.

Kids should let dogs come on runs with them. Dogs get sad when kids are selfish.

Most things have a cost, but twigs, rocks, and sticks do not.

Student View

The bandits spotted the gold and guns left in the old shack.

LESSON 45

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

New material:

ind (as in find)

ild (as in wild)

- 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:

Say, "Let's brainstorm some words that have the long 'i' sound."

Examples: night, bite, right, eye, buy, lie, cry, try, my, drive, mice

Say, "What happens if you add the 't' sound to the end of the word 'by'?" (bite)

"Now, what happens if you replace the 'b' sound with the 'm' sound?" (might)

"What happens if you replace the 't' sound with the 'n' sound?" (mine)

Words to read and write:

mind child grind find blind bind grind kind grandchild

Point out the common exception “wind” as in weather, which is spelled the same but pronounced differently than “wind” as in “winding a clock.”

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:

boy, someone, something⁵

Have the student read:

Would you mind if my child brings her mug of water into your truck?

When his mind is too full, Patrick cannot think about something well.

A gust of mild wind twisted the long grass by the pond.

Look at that small boy by the water. Someone should go check to see what he is doing.

Have the student write from your dictation:

The old, blind man naps by the tranquil pond.

When it is **two**, Gran will wind up **the** old clock **again**.

After lunch, will someone help me to collect all the rubbish and find a trash bin?

The boy finds a stick to drag in the sand.

⁵ **boy:** **b** is decodable; **oy** will be decodable in Lesson 109

someone: “some” and “one” have already been introduced as high-frequency words;

something: “some” same as above; “thing” is decodable

Choose any of the stories in **Group 1 (Short-Syllable Stories)** for a “triple read.”

Student View

mind child grind find blind bind grind kind
grandchild

boy

someone

something

Would you mind if my child brings her mug of water into your truck?

When his mind is too full, Patrick cannot think about something well.

A gust of mild wind twisted the long grass by the pond.

Look at that small boy by the water. Someone should go check to see what he is doing.

LESSON 46

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

Warm Up With Sound Play:

Say, “Let’s brainstorm some words with the long ‘e’ sound.”

Examples: he, these, she, be, week, treat, three, me, see, easy, sleep

“Can you say meat with the ‘t’ sound first and the ‘m’ sound last?”
(team)

“Can you say meat without the ‘t’ sound?” (me)

“Can you say slide, but replace the ‘d’ sound with a ‘t’ sound?”
(slight)

New material: Spelling with words that have a silent **b**

Explain that in most words with a silent **b**, the word is pronounced just as it would be without the **b**, but in some words, like “comb,” “tomb,” and “climb,” the vowel sound changes.

Words to read and write:

bomb crumb dumb lamb numb thumb limb debt
comb tomb climb womb

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:

half, been, hour⁶

The student can read:

He took the quiz that he had been thinking about all day.

I bet that the ants took a full day to climb across this log.

Will someone lend me a comb? I do not want to look dumb when my pals get here.

The lamb climbs up the ramp to get to a tin bucket of snacks.

Without mittens or pockets, Pam's hands got numb with cold in just half an hour.

The student can write from dictation:

The ants climbed up the hill with more crumbs from our picnic.

Jim handed his pup half his muffin.

Gwen stuck a pin in Frank's thumb.

It took hours for us to finish the climb.

In the old days, men would travel to visit old tombs to see if gold had been left there.

There was a wild hint that a bomb had been hidden in that old shack.

⁶ **half**: l is silent; everything else is decodable

been: b and n are decodable; ee making the short "i" sound is irregular

hour: h is silent; our will be decodable in Lesson 81

A leg is a limb.

Choose any of the stories in [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

Student View

bomb crumb dumb lamb numb thumb limb
debt comb tomb climb womb

half

been

hour

He took the quiz that he had been thinking about all day.

I bet that the ants took a full day to climb across this log.

Will someone lend me a comb? I do not want to look dumb when my pals get here.

The lamb climbs up the ramp to get to a tin bucket of snacks.

Without mittens or pockets, Pam's hands got numb with cold in just half an hour.

LESSON 47

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

New material:

-all, -oll, -ull

- 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

Explain: Sometimes the vowels **a**, **o**, and **u** make a different sound when followed by **ll** or **l**.

Words that end in **-all** most often have the short “o” sound as in “ball,” with “shall” being an exception (making the short “a” sound as in “bag”).

Words that end in **-oll** sometimes have the short “o” sound as in “doll,” but sometimes have a long “o” sound as in “roll.”

Words that end in **-ull** sometimes have the short “u” sound as in “skull” but other times have the “oo” sound (as in “book”) in words like “pull.” (This difference in sound is small and may go unnoticed by adults and children, but the words “gull,” “skull,” and “sullen” have the short “u” sound, whereas the words “bull,” “full,” and “pull” have the “oo” sound as in “book.”)

Words to read and write:

ball fall tall wall small hall mall stall call pall almost
roll troll poll scroll toll enroll control patrol
pull full bull skull dull gull wishful bashful

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:

walk, talk⁷

Have the student read:

Fran felt bold that day; she enrolled in the singing class Ms. Gwen holds after school.

Beth went onto her laptop to find the link Ms. Smith had posted about the trip. She kept scrolling and scrolling but did not see it.

Frank had had a big lunch and felt too full to go with his pals to the snack shop after school.

Gwen polled the class to find the best day for the picnic.

Have the student write from your dictation:

Liz talked with Gil about the missing dish of gumdrops that had been on Ms. Smith's desk.

⁷ **walk** and **talk**: **w**, **t**, and **k** are decodable; a following **w** making the short "o" sound will be decodable in Lesson 104; **l** is silent

On their walk to school, Gwen and Frank talked about all their plans for after school.

Can we walk to the mall from here?

Student View

ball fall tall wall small hall mall stall call pall
almost roll troll poll scroll toll enroll control
patrol pull full bull skull dull gull wishful bashful

walk

talk

Fran felt bold that day; she enrolled in the singing class Ms. Gwen holds after school.

Beth went onto her laptop to find the link Ms. Smith had posted about the trip. She kept scrolling and scrolling but did not see it.

Frank had had a big lunch and felt too full to go with his pals to the snack shop after school.

Gwen polled the class to find the best day for the picnic.

LESSON 48

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

New material: Open syllables

Warm Up With Sound Play:

Say, “Let’s brainstorm some words with the long ‘u’ sound (as in ‘cute’) or the ‘oo’ sound (as in ‘flute’).”

Examples: blue, new, grew, flu, soup, fruit, rule, swimsuit, glue

Say, “Can you say new but replace the ‘n’ sound with the ‘b’ sound?” (boo)

Say, “Can you count the syllables (or beats) in boomerang?” (3)

Say, “Can you count the syllables in university? (5)

Explain that when a syllable ends with a vowel, it is called an open syllable. So far, we have worked with closed syllables because the syllables have been “closed off” with a consonant. When the syllable is “open,” the vowel says its name.

Words to read and write:

so go yo-yo Jo no be he me she we hi I flu Wi-Fi Flo

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:

girl, eye⁸

Have the student read:

The girls and boys hunted for their yo-yos.

When Dad called JoJo to help with the dishes, she looked glum.

We bring a small dish to fill with water for our pup, and our pup looks at us with glad eyes.

Dan had to rest in bed with the flu, so he missed the class trip.

“Ho, ho, ho,” Mom said, “There is no Wi-Fi at the cabin, so you kids will have to find something fun to do.”

Have the student write from your dictation:

The kitten looked at us with big, sad eyes, wanting to be let out.

We said “hi” to the small girl who was put in our class just for the day.

“What kind of thing is a pogo stick and did you have one?” JoJo asked her mom.

Choose any of the stories in [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

⁸ **girl**: g is decodable; ir will be decodable in Lesson 73; l is decodable
eye: “eye” making the long “i” sound is irregular

Student View

so go Jo no be he me she we hi I flu
Wi-Fi Flo yo-yo

girl
eye

The girls and boys hunted for their yo-yos.

When Dad called JoJo to help with the dishes, she looked glum.

We bring a small dish to fill with water for our pup, and our pup looks at us with glad eyes.

Dan had to rest in bed with the flu, so he missed the class trip.

“Ho, ho, ho,” Mom said, “There is no Wi-Fi at the cabin, so you kids will have to find something fun to do.”

LESSON 49

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

New material: Using a “magic,” **silent e** in **a-consonant-e** words

a_e (as in “bake”)

- 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

Explain that the **a** says its name in words where **a** is followed by a single consonant and then **silent e**.

Warm Up With Sound Play:

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

Examples: great, make, take, grade, cake, ate, stay, May, gray

Say, “Now, let’s brainstorm some words that have the ‘air’ sound as in ‘chair.’”

Examples: fair, bear, care, where, blare, lair, dare, stare, merry

Say, “I am going to say some words; can you say the word that has the ‘air’ sound?”

take, tac, hair, hat (hair)

make, tire, cheer, lair (lair)

spare, stain, rain, bland (spare)

Words to read and write:

**tap/tape cap/cape scrap/scrape mat/mate hat/hate
fad/fade**

Explain that in words with an ending (as in “tapes ” or “hated ”), the **silent e** still makes the vowel say its name.

More words to read and write:

**tale male grade trade inflate inflame grave brakes
mistake baseball**

Explain that **-are** makes the “air” sound.

Words to read and write with **are**:

care bare blare stare dare careful flare fare share

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:

woman, women⁹

Have the student read:

That girl made a shape in the sand with a stick just for fun.

⁹ **woman**: **w, m, n** are decodable; **o** making the “oo” sound (as in “wool”) is irregular; **a** is unaccented and makes the schwa “uh” sound

women: **w, m, n** are decodable; **o** making the short “i” sound is irregular; **e** is unaccented and makes the schwa “ih” sound

After getting undressed at the end of the day, the blind woman puts her cane next to her bed where she can find it when she wakes up.

The kind woman put on some makeup and went out.

Fred had too much fun on the swings and fell. He scraped off the mud from his pants and came in late to class.

Bill traded two mints, one cake, and a box of red twists for Sal's small, stuffed snake.

Have the student write from your dictation:

Someone must have left this small, old raft by the lake.

Mom baked a cake and called me in to frost it for her.

Today at two, the tot will take a long nap.

Jen has a baseball game after school.

The women put the drinks and the cakes on a bench in the shade.

Choose any of the stories in [Group 1 \(Short-Syllable Stories\)](#) for a "triple read."

Student View

tap/tape cap/cape scrap/scrape mat/mate
hat/hate fad/fade

tale male grade trade inflate inflame grave
brakes mistake

care bare blare stare dare careful flare fare
share

woman

women

That girl made a shape in the sand with a stick just for fun.

After getting undressed at the end of the day, the blind woman puts her cane next to her bed.

The kind woman put on some makeup and went out.

Fred had too much fun on the swings and fell. He scraped off the mud from his pants and came in late to class.

Bill traded two mints, one cake, and a box of red twists for Sal's small, stuffed snake.

LESSON 50

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

New material: Using a “magic,” **silent e** in **i-consonant-e** words

Warm Up With Sound Play:

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

Examples: night, sight, I, try, fly, hike, bike, hide, fries, drives, cries

Say, “Can you say sight without the ‘t’ sound at the end?” (sigh)

“Can you take away the ‘s’ sound and replace it with an ‘m’ sound?” (my)

“Now, Can you put the ‘k’ sound at the end?” (Mike)

Explain that **i** says its name in words where **i** is followed by a single consonant and then **silent e**.

Make the long “i” 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:

i_e (as in “bike”)

Words to read and write:

pin/pine fin/fine bit/bite shin/shine dim/dime kit/kite slim/slime

More words to read and write:

**hive stride hide like hike lime slime bike miles tiled
drive strike widen pride glide smiled tire hire fire wire
white shine**

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:

away, teacher¹⁰

Have the student read:

I wish a ticket for the ride cost just a dime like it did when my mom was five.

Meg would like a wild ride in a hot rod, but Jake would just hate that.

My pup Fred would nip my shins and hands.

Pups who nip are fine, but dogs who bite are not.

His dad saw the grime on the old slide and wiped it off with a rag.

Jill went away to camp. Sometimes at bedtime she missed her dog and the rest of the family.

The teacher asked Mr. Glenn how long it would take to install the software on her laptop.

¹⁰ **away**: a making the “uh” sound will be decodable in Lesson 57; w is decodable; ay making the long “a” sound will be decodable in Lesson 67

teacher: t and ch are decodable; ea making the long “e” sound will be decodable in Lesson 68; er will be decodable in Lesson 75

Have the student write from your dictation:

If you grab the brass ring, you can win nine rides.

Helen went away from the campsite, mad at her pals.

Pam let go of the string and saw her kite drift away.

Over time, too much sun will fade our drapes and rugs.

Mr. Sanchez said that there would be a prize for the whole class when we were finished with the big math test. I am glad that my teacher thinks up fun prizes and fun things for us to do!

Choose any of the stories in [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

Student View

pin/pine fin/fine bit/bite shin/shine dim/dime
kit/kite slim/slime

hive stride hide like hike lime slime bike miles tiled
drive strike widen pride glide smiled tire hire fire
wire white shine

away

teacher

I wish a ticket for the ride cost just a dime like it did when my mom was five.

Meg would like a wild ride in a hot rod, but Jake would just hate that.

My pup Fred would nip my shins and hands.

Pups who nip are fine, but dogs who bite are not.

His dad saw the grime on the old slide and wiped it off with a rag.

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