

LESSON 41

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

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
--

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:

two, become¹

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.

"Today we go for your checkup," Dad said.

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

¹ **two**: t is decodable; w is silent; o saying "oo" (as in "zoo") is irregular
become: "be" and "come" have already been introduced as high-frequency words

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

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

two

become

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?

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 whiteboards.

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

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 splashes pocket bashful blacktop kingship stricken flashbulb backlog bathtub

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 class 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 got a 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 73

more: **m** is decodable; **ore** will be decodable in Lesson 76

down: **d** and **n** are decodable; **ow** will be decodable in Lesson 79

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.

**goblin cactus happen absent until plastic
blanket basket dentist insect tennis subject
content inject suspect extend inquest**

**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.

**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 got a bucket of
chicken.**

LESSON 43

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

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 73

before: **b** and **f** are decodable; **e** making the long “e” sound will be decodable in Lesson 47; **ore** will be decodable in Lesson 76

across: **a** making the short “u” sound will be decodable in Lesson 106; **cross** is decodable

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?

One or two 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 will win today.

The student can write from dictation:

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

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

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

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

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.”

**tantrum pumpkin hundred untwist dandruff
children implant backstab backflip transplant
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?

One or two 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 will win today.

Big, Safe Words with Closed Syllables:

**selfishness, admitting, suspecting, fantastic,
helplessness, diminish, neglected, suspected,
extended, pandemic, disgusted, inhabit, disinfect,
investment, imprisonment, punishment, athletic,
classical, insipid, Atlantic, craftsmanship,
embedded, Wisconsin, fulfillment, enrichment,
disinfectant, expectant, colossal, implanted,
pragmatic, catalog, consultant, indistinct,
dramatic, volcanic, optical, optimist,
mannequin, mathematical, problematic, upended,
practical, pan-African, Livingston,
fragmented, academic, unethical, subsequent,
extravagant, fragmenting, maximum, established,
minimum, whimsical, residents, activists,
competent, consistent, apathetic, reckoning,
difficult, brandishing, signaling, skeptical,
abolishing, fundamentals, banishment, instincts,
collapsed, mammoth, transacted, pivoting,**

**attempted, skulking, critical, mammals, embellishing,
pundits, medical, contracted, unquenched,
significant, medical, ticketed, disconnected,
connectedness, transatlantic, blemished**

Phrases for reading or writing from dictation:

a difficult problem

skin rashes and blemishes

connecting the dots

a significant fact

expecting a quiz

a good investment

a long imprisonment

an extravagant gift

a trip to Wisconsin

collecting tickets

LESSON 44

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

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)

*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:*

old (as in gold)
ost (as in most)
olt (as in bolt)

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.

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 did find the gold and guns left in the old shack.

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

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

**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.

The bandits did find 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 whiteboards.

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)

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:

ind (as in find)

ild (as in wild)

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 trash?

The boy finds a stick to drag in the sand.

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

⁵ **boy:** b is decodable; oy will be decodable in Lesson 108

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

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

**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 whiteboards.

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
--

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

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

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.

A leg is a limb.

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

bomb crumb dumb lamb numb thumb limb debt

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 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, eye⁷

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 project.

“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.”

⁷ **girl**: g is decodable; ir will be decodable in Lesson 73; l is decodable
eye: “eye” making the long “i” sound is irregular

**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 project.

“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 48

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

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)

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

Make the long “a” 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:

a_e (as in “bake”)

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**

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, women⁸

Have the student read:

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.

⁸ **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

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

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.

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

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."

**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.

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 **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
--

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:

saw, away⁹

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.

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.

⁹ **saw**: s is decodable; **aw** will be decodable in Lesson 100

away: a making the “uh” sound will be decodable in Lesson 106; **w** is decodable; **ay** making the long “a” sound will be decodable in Lesson 65

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

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

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

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

saw

away

**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.**

LESSON 50

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 **o-consonant-e** words

Warm Up With Sound Play:

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

Examples: cold, homerun, drove, stroke, poke, roll, row, rode, blow

“Now, let’s count the number of sounds we hear in the following words:

blow (3) b---l---ow

blister (6) b---l---i---s---t---er

homerun (6) h---o---m---r---u---n

shone (3) sh---o---n

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

Make the long “o” 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:

o_e (as in “poke”)

Words to read and write:

**not/note cop/cope rob/robe mop/mope slop/slope
glob/globe cod/code rod/rode hop/hope**

stove explode drove vote frozen smoked close (with “s” sound meaning near) **close** (with “z” sound meaning to close a door)

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:

only, because¹⁰

Have the student read:

With only one inning to go, Matt slid safe into home plate, as the fans went wild.

Meg gave me a note that said Jan was mad at me. Because I was upset, I spoke to Jan. Then Meg said the note was a joke. What a dumb joke!

Ed’s cabin is the only one on that hill of pines. You can tell when he is home, because he makes a fire, and smoke rises over the pines.

Close your eyes and think only about the lake and the wild times we had going there with the five Robinson kids last spring.

Have the student write from your dictation:

¹⁰ **only:** o making the long “o” sound when closed by a consonant is irregular; n and l are decodable; y making the long “e” sound will be decodable in Lesson 86

because: be is decodable; c is decodable; au making the “uh” sound is irregular; se making the “z” sound is decodable

Ed pokes the logs in his stove. The fire blazes and Ed puts hot dogs on sticks to make his lunch.

I voted for Meg because she cares about some things that I care about too.

Frank woke up at nine only because he could smell pancakes in the kitchen.

Meg said, "Tim's cake was so good that I could have had the whole thing for myself."

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

**not/note cop/cope rob/robe mop/mope
slop/slope glob/globe cod/code rod/rode
hop/hope**

stove explode drove vote frozen smoked close

only

because

With only one inning to go, Matt slid safe into home plate, as the fans went wild.

Meg gave me a note that said Jan was mad at me. Because I was upset, I spoke to Jan. Then Meg said the note was a joke. What a dumb joke!

Ed's cabin is the only one on that hill of pines. You can tell when he is home, because he makes a fire, and smoke rises over the pines.

Close your eyes and think only about the lake and the wild times we had going there with the five Robinson kids last spring.