

LESSON 51

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 **e-consonant-e** words

Warm Up With Sound Play:

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

Examples: freedom, peace, happy, flea, tree, street, feet, sea, money, deep

“Say the word ‘vent.’ What happens if you put an ‘e’ sound at the beginning?” (event)

“Say the word ‘cheese.’ What happens if you put an ‘o’ sound instead of the ‘e’ sound?” (chose)

“Say the words ‘these’ and ‘those.’ How many sounds in these words are the same?” (2, “th” and “z”)

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

Make the long “e” 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:

e_e (as in “mete”)

Words to read and write:

Pete these eve evening even complete Steve

Explain that in words or syllables with **-ere** the “e” sound is distorted by the r and sounds like “ear”:

here mere adhere revere severe

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:

know, knew, known¹

Have the student read:

Complete these tasks that Mom put on the list.

Pete passed a note to his pals in code. He did not know that Ms. Ven knew the code. That was quite a mistake that Pete made.

Sam gave Steve a long list of tasks to complete.

Have the student write from your dictation:

In the evening, I stop and think about my day.

Did you know that Sam is over here in Cleveland? I did not know that he was planning a visit.

Eve knew how to make a cape with just fabric and string.

¹ **know** and **known**: **kn** making the “n” sound will be decodable in Lesson 59; **ow** making the long “o” sound will be decodable in Lesson 79; **n** in “known” is decodable
knew: **kn** same as above; **ew** making the “oo” sound (as in “zoo”) will be decodable in Lesson 109

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

Pete these eve evening even complete Steve

here mere adhere revere severe

knew

know

known

Complete these tasks that Mom put on the list.

Pete passed a note to his pals in code. He did not know that Ms. Ven knew the code. That was quite a mistake that Pete made.

Sam gave Steve a long list of tasks to complete.

LESSON 52

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 **u-consonant-e** words

Warm Up With Sound Play:

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

Examples: computer, chew, few, new, pollute, group, rules

“Listen to these sentences and say the words that have the long ‘u’ or ‘oo’ sound:

After the teacher confiscated the note, Meg realized that passing a note in class had been a stupid idea. (stupid)

The trip was fun but a bit disorganized. The friends had not had much time to communicate about their plans. (communicate)

Marissa loves to play the tuba, and Greta loves to play the flute.” (tuba, flute)

Explain that **u** says its name or makes the “oo” sound in words where **u** is followed by a single consonant and then a **silent e**.

Make both 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 a flashcard for the sound-letter deck:

u_e (says its name as in “cute”)

u_e (says “oo” as in “tube”)

Words to read and write:

cut/cute us/use tub/tube crud/crude plum/plume dun/dune mutt/mute dud/dude

More words to read and write:

exclude include exhume distribute salute contribute duke fluke rude
--

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:

any, many, people²

Have the student read:

You can use any old tube to make a long dog shape.

A flute has the shape of a thin tube.

The rude man cut in line again. He makes many people upset when he does not adhere to the rules.

“Compute as many of these problems as you can,” Ms. Ko said to her math class.

Jan’s win at tennis was a fluke because Jess was sick.

One of these strings on my uke must be out of tune.

² **any** and **many**: **a** making the short “e” sound is irregular; **n** is decodable; **y** making the long “e” sound will be decodable in Lesson 86; **m** in “many” is decodable

people: **p** is decodable; **eo** making the long “e” sound is irregular; **ple** making the “pul” sound will be decodable in Lesson 84

Max takes pride in himself as a kid who adheres to class rules.

Have the student write from your dictation:

Ben knew that it was the cute cat who had made off with the string.

Only Liz spoke, while her pals were mute.

Frank will use many things that most people toss out.

In old, old times, people had only drums and lutes to sing with.

Choose any of the stories in [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

cut/cute us/use tub/tube crud/crude plum/plume
dun/dune mutt/mute dud/dude

exclude include exhume distribute salute contribute
duke fluke rude

any

many

people

You can use any old tube to make a long dog shape.

A flute has the shape of a thin tube.

The rude man cut in line again. He makes many people upset when he does not adhere to the rules.

“Compute as many of these problems as you can,” Ms. Ko said to her math class.

Jan’s win at tennis was a fluke because Jess was sick.

One of these strings on my uke must be out of tune.

Max takes pride in himself as a kid who adheres to class rules.

LESSON 53

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 **silent e**

Words to read and write:

pancake sunshine milkshake mistake tadpole compute useless pavement landslide confide basement inside umpire stockpile excuse springtime update smokestack unsafe inspire homeless dislike volume
--

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:

house, anyone, someday³

Have the student read:

Pat **knew** that it **was** unsafe **to** ride **a** bike **without** **a** helmet.

While I **was** at Meg's **house** with my dog Fritz, Fritz snuck **away** and made **a** colossal mess in **their** basement.

Many things that **we** use in **our** lifetimes pollute **our** planet. **People** **should** strive **to** use less **of** these things.

In **our** basement, **we** **do** not have rags with gas on them **because** rags with gas can ignite and explode when **they** get **too** hot.

³ **house**: **h** is decodable; **s** is decodable; **ou** will be decodable in Lesson 81

anyone and **someday**: "any" and "some" were previously taught; **day** will become decodable in Lesson 65

In June, I hope to drink many milkshakes while I sit outside in the sunshine.

Mom dislikes it when people make excuses for not putting their things away.

Have the student write from your dictation:

Someday we will drive to see the campsite by the lake.

Many women confide in Pam because they know she will not share their problems with anyone.

At the end of the tale, the bandits put the stockpile of guns in their hideout.

The children gazed at the brave women who swung on the trapeze.

Choose any of the stories in [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

pancake sunshine milkshake mistake tadpole compute
useless pavement landslide confide basement inside
umpire stockpile excuse springtime update
smokestack unsafe inspire homeless dislike volume

house

anyone

someday

Pat knew that it was unsafe to ride a bike without a helmet.

While I was at Meg's house with my dog Fritz, Fritz snuck away and made a colossal mess in their basement.

Many things that we use in our lifetimes pollute our planet. People should strive to use less of these things.

In our basement, we do not have rags with gas on them because rags with gas can ignite and explode when they get too hot.

In June, I hope to drink many milkshakes while I sit outside in the sunshine.

Mom dislikes it when people make excuses for not putting their things away.

LESSON 54

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

New material: Spelling rule with **v**

Explain that no English word ends in **v**. Thus, a **silent e** appears at the end of **v** words. Sometimes the vowel stays short (give); sometimes the vowel changes sound (move or love); and sometimes the vowel is long (brave).

Words to read and write:

move prove live give love glove have shave brave thrive drive strive strove hive stove grave

Introduce the new high high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

give, love, glove, dove, move, prove, live (short “i” sound)

Have the student read:

Sometimes there are live (long “i” sound) crabs in the tank for sale.

Sam lives (short “i” sound) with five cats in a snug cabin. Often his vet bills are expensive.

Beth loves tales that have to do with vampires.

Have the student write from your dictation:

Mike will help Sam move his stuff to his new home.

Zack gave his dogs some chips but would not give any to me! What a rude thing.

The last quiz proved that Sal can subtract well, but he still does not love doing math.

My dad saved his old glove from when he was a boy to give to me.

Choose any of the stories in [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

move prove live give love glove have shave brave
thrive drive strive strove hive stove grave

give, love, glove, dove, move, prove, live

Sometimes there are live crabs in the tank for sale.

Sam lives (short "i" sound) with five cats in a snug cabin.
Often his vet bills are expensive.

Beth loves tales that have to do with vampires.

LESSON 55

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

New material: Open and closed syllables

Your student has just learned that the **silent e** changes the vowel to its long sound where the vowel says its name. The vowel also most often says its name in “open” syllables. An “open” syllable ends with a vowel, whereas a “closed” syllable ends with one or more consonants. So far we have mostly been working with “closed” syllables.

Compare closed and open syllables:

bet	be
wet	we
met	me
hot	ho
got	go
it	l
sod	so
job	jo
pot	po
hit	hi
pup	pu
stud	stu
rat	ra

When a word has only one consonant between two vowels, the first syllable is most likely to end with an open vowel. When reading a word we don't know, we should first try to break up the word making the first syllable open. See examples below:

taken: ta ken

climax: cli max

bacon: ba con

Steven: Ste ven

Mavis: Ma vis

When there are two consonants between the vowels, blends may be sticking together in such a way that the first syllable still remains open and the vowel makes its long sound. (Thus it's not prog/ram, but pro/gram, and it's not put/rid, but pu/trid). Sounding out words with open syllables will be quite challenging at first but will get easier with time and practice reading and writing these words.

Read and write more words that begin with an open syllable:

basic pretend begin stupid humid stolen music locust open radon raven focus relax crisis virus secret student broken putrid bonus moment even protect program dilute digress evil trident fragrant frequent
--

In a much smaller percentage of words in which there is a single consonant between the vowels, the first syllable will be closed and short in sound:

seven: sev en

robin: rob in

Alan: Al an

habit: hab it

limit: lim it

Read and write words that begin with a closed syllable:

**finish blemish panic static driven model devil chisel
travel**

Read and write words that end with an open syllable:

**hippo tempo banjo bingo condo menu Wi-Fi
oregano gizmo casino mosquito (i has the
long “e” sound) broccoli (i has the long “e”
sound) Mexico hello**

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:

poor, door, floor⁴

Have the student read:

Bill likes an up-tempo tune to jog with.

The climax of the tale was when the poor student’s bike was stolen.

JoJo pretended that a lack of bacon with her pancakes is a crisis. “Is there no more bacon?” she asked with a fake sob.

The student opened the test. She was glad to find that Ms. Liz had put a bonus problem at the end.

⁴ poor, door, and floor: p, d, and fl are decodable; oor making the “or” sound is irregular

Mopping the floor was a frequent task because of the pup and her messes.

Did you know that if you were in El Paso, Texas you could drive just nine miles to be in Mexico?

Have the student write from your dictation:

“Pick up your pens, open your vocab quiz, and begin,” Ms. Novak said.

Music helps pass the time while Ed bakes the cupcakes.

Crickets and locusts make music that LuAnn likes.

Simon told me a secret.

To be safe in a pandemic, we isolate indoors, even if we miss our pals.

Review the three syllable types your student now knows:

Closed: The vowel is “closed off” with a consonant and makes its short sound, as in “rat.”

Open: The vowel is not “closed off” and makes its long sound as in “be.”

Silent e: The vowel makes its long sound (says its name) when it is followed by a consonant and a **silent e** as in “bake.”

With your help, the student can count the syllables and identify the syllable types in the following words: isolate, absolute, populist, stimulus, daffodil, coconut, pretending, relocate.

i so late	(open, open, silent e)
ab so lute	(closed, open, silent e)
pop u list	(closed, open, closed)
stim u lus	(closed, open, closed)
daf fo dil	(closed, open, closed)
co co nut	(open, open, closed)
pre tend ing	(open, closed, closed)
re lo cate	(open, open, silent e)
de fined	(open, silent e)
sev en	(closed, closed)
e lev en	(open, closed, closed)

Use the whiteboard to show how to write a multisyllable word from dictation. First, the student will say the word and count the syllables. For example, the word “un/pro/grammed” has three beats or syllables.

The student will draw three lines on the whiteboard, one for each beat:

Then, the student will write in each syllable, knowing that each space has a vowel (or a vowel with **silent e**):

_____ un _____ pro _____ grammed _____

_____ post _____ pone _____ ment _____

_____ fab _____ ri _____ ca _____ ting _____

sulked

sev

en

de

men

ted

ro

man

tic

Choose any of the stories in [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

bet	be
wet	we
met	me
hot	ho
got	go
it	l
sod	so
job	jo
pot	po
hit	hi
pup	pu
stud	stu
rat	ra

**basic pretend begin stupid humid stolen music locust
open radon raven focus relax crisis virus secret
student broken putrid bonus moment even protect
program dilute digress evil trident fragrant frequent**

finish blemish panic static driven model devil chisel
travel

hippo tempo banjo bingo condo menu Wi-Fi
oregano gizmo casino mosquito
broccoli Mexico hello

poor door floor

Bill likes an up-tempo tune to jog with.

The climax of the tale was when the poor student's bike was stolen.

JoJo pretended that a lack of bacon with her pancakes is a crisis. "Is there no more bacon?" she asked with a fake sob.

The student opened the test. She was glad to find that Ms. Liz had put a bonus problem at the end.

Mopping the floor was a frequent task because of the pup and her messes.

Did you know that if you were in El Paso, Texas you could drive just nine miles to be in Mexico?

LESSON 56

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

New material: Spelling rules about when to double consonants before endings, such as **ing**, **en**, and **est**

The suffix **ing** ends many words, creating a present participle. To keep the vowel sound short, you must double the consonant between the vowel and the **ing** ending.

Examples:

swim/swimming	sip/sipping
flip/flipping	spit/spitting
bat/batting	grip/gripping
pit/pitting	plan/planning

In a word that has two consonants before the **ing** you do not need to double the consonant.

Examples:

sift/sifting	toss/tossing
sing/singing	craft/crafting
drink/drinking	text/texting

In a word that has a **silent e** and a long vowel sound, the **silent e** is dropped.

Examples:

bake/baking	tube/tubing
strike/striking	flake/flaking
hope/hoping	compete/competing

The suffix **en** is used to make a past participle for many irregular verbs (verbs that do not simply use the ending **ed** to make the past participle).

Examples:

bit/bitten	strike/stricken
hide/hidden	spoke/spoken
drive/driven	take/taken

The suffix **est** makes an adjective a “superlative” (meaning “the most”). To keep the vowel sound short, the last consonant is doubled if the word ends in a single consonant.

Examples:

fat/fattest	wet/wettest
big/biggest	sad/saddest

In words with two or more final consonants, no doubling is needed.

Examples:

dumb/dumbest	slick/slickest
soft/softest	fast/fastest

In words with long vowels, no doubling is needed.

Examples:

brave/bravest	fine/finest
rude/rudest	safe/safest
late/latest	

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:

father, daughter⁵

Have the student read:

The father and daughter went running and swimming. They wanted to be at their fittest.

That is the saddest looking dog. I think he wants his bone back.

The gang went tubing and had a full day of sun and fun.

Her daughter is competing in a diving contest.

JoJo's pal is moving to Cleveland in June.

Have the student write from your dictation:

I said to my father, "I am loving this sandwich."

Pam has the softest kitten!

That is the wettest dog! Do not let him in or we will be mopping up a big mess.

We are planning the most fun trip for spring—a trip to the Grand Canyon.

Choose any of the stories in [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a "triple read."

⁵**father:** f is decodable; a making the "ah" sound is irregular; th is decodable; er will be decodable in Lesson 74
daughter: d is decodable; augh making the "ah" sound will be decodable in Lesson 117; t is decodable; er will be decodable in Lesson 73

swim/swimming
flip/flipping
bat/batting
pit/pitting

sip/sipping
spit/spitting
grip/gripping
plan/planning

sift/sifting
sing/singing
drink/drinking

toss/tossing
craft/crafting
text/texting

bake/baking
strike/striking
hope/hoping

tube/tubing
flake/flaking
compete/competing

dumb/dumbest
soft/softest

slick/slickest
fast/fastest

brave/bravest
rude/rudest
late/latest

fine/finest
safe/safest

father

daughter

The father and daughter went running and swimming. They wanted to be at their fittest.

That is the saddest looking dog. I think he wants his bone back.

The gang went tubing and had a full day of sun and fun.

Her daughter is competing in a diving contest.

JoJo's pal is moving to Cleveland in June.

Notes Before Lesson 57

This lesson is for you, the tutor, not for the student! Here's why: As you move forward into multisyllable words, you will need to be more aware of the schwa and how accented and unaccented syllables are pronounced. In unaccented syllables, the vowels will not be pronounced as expected. These "schwa syllables" often make a soft "uh" or "ih" sound. Before (or during) tutoring, I often want to look up words when I am not sure how the word is pronounced, how many syllables there are, and which syllable gets the accent. Dictionary.com makes this easy to do. It provides an audio recording pronouncing the word and it transcribes the word to indicate how the syllables are pronounced.

Here are some examples from Dictionary.com. The accented syllables appear in bold:

banana *buh-nan-uh*
resentment ri-**zent**-*muht*
patio **pat**-ee-oh
enrichment en-**rich**-*muht*
violin vahy-*uh*-**lin**
radio **rey**-dee-oh
Ohio oh-**hahy**-oh

Accented syllables can be sounded out easily. The nan in banana rhymes with can. The lin in violin rhymes with pin. The zent in resentment rhymes with bent. The hahy in Ohio rhymes with I. As in the early lessons, students can spell these syllables by "using their ears."

Unaccented syllables are different. They are swallowed when we speak, and they are often not spelled the way we would expect by listening to the word; instead they most often make an "uh" or "ih" sound.

The letter **i** is particularly weird. In unaccented syllables, it sometimes has the short “i” sound, the “uh” sound, or even the long “e” sound as in “radio” and “patio.” Right now, we are excluding words where **i** makes a long “e” sound, but they will be taught later in Lesson 93.

When working on spelling long words, you can recognize the sophisticated choices students are having to make. You can sympathize with them about the fact that in English, spelling errors are inevitable because in English there are different spellings for the same sounds and because we “swallow” many sounds in words. A student who has misspelled “experiment” may like to hear something like, “Yeah, I hear it like ‘mint’ too! But, in this case, it is spelled ‘ment’ like all those other words we have seen with ‘ment.’” The message to the student is: I’m not frightened by these weird and annoying unaccented syllables, and you don’t need to be either.

I like to remember, too, that my goal is not coaching the student to become a champion speller (though good spelling is great). My main goal is making reading more effortless. All the reading, spelling, and writing from dictation we are doing together is helping to achieve this goal.

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:

done, gone, none⁶

Have the student read:

Drinking lots of fluids before you go on a run is supposed to be a good thing.

I think Stan has gone to Cleveland, Ohio, for a quick hello to his mom and to pick up his video equipment.

When you are done making that racket, could we have some quiet, so I can finish my math?

Lois's dad is French and her mom is from Mexico. Lois is fluent in French, Spanish, and English!

"You all have had half of the cupcakes, and I have had none, and now you are grabbing more? This is creating a problem for me," Alex said.

Have the student write from your dictation:

There was a note on the door that said "Gone Fishing," so I think none of the people are there. I do not know if actual fishing is happening.

Zack loves the violin, Frank loves the flute, and Zeke likes to sing.

That man is on trial for theft. He is the client of Mr. Sanchez who is defending him.

⁶ **done** and **none**: **d** and **n** are decodable; **o-consonant-e** making the short "u" sound is irregular
gone: **g** and **n** are decodable; **o-consonant-e** making the short "o" sound (as in "pond") is irregular

What have you done with all the plastic lions and zebras I put on that shelf?

Choose any of the stories in [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

video cameo neon quiet Ohio violins poems
fluid riots bionic create actual (has a “chu” sound)
trial vial client eons

done gone none

Drinking lots of fluids before you go on a run is supposed to be a good thing.

I think Stan has gone to Cleveland, Ohio, for a quick hello to his mom and to pick up his video equipment.

When you are done making that racket, could we have some quiet, so I can finish my math?

Lois’s dad is French and her mom is from Mexico. Lois is fluent in French, Spanish, and English!

“You all have had half of the cupcakes, and I have had none, and now you are grabbing more? This is creating a problem for me,” Alex said.

LESSON 58

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

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

ph (as in “phone”)

Explain that **ph** can be found in the beginning, middle, and end of words.

Words to read and write:

phone dolphin Phil photograph graphite Phillip elephant prophet phrase phase sophisticated triumph

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:

tomorrow, friend⁷

Have the student read:

Ralph looked at the pamphlet and gave it to his friend Phil.

Phil saw the photographs of dolphins jumping and doing tricks and said, “Yes, we should go tomorrow.”

There is a wise phrase, “Do not put off until tomorrow those things you can do today.”

⁷ **tomorrow**: t is decodable; o making the “oo” sound is irregular; m is decodable; or making the “ar” sound is irregular; r is decodable; ow will be decodable in Lesson 80
friend: fr is decodable; ie making the short “e” sound is irregular; nd is decodable

My friend Beth crossed the finish line with a triumphant smile. She knew that she was now the fastest girl in our class.

Have the student write from your dictation:

My friend Jill had a problem in math class where she had to make graphs.

Sometimes it takes only a moment to know that people will be friends.

Ralph's best friend moved away, but they are still close and chat by phone.

Choose any of the stories in [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a "triple read."

phone dolphin Phil photograph graphite Phillip
elephant prophet phrase phase sophisticated
triumph

tomorrow

friend

Ralph looked at the pamphlet and gave it to his friend Phil.

Phil saw the photographs of dolphins jumping and doing tricks and said, "Yes, we should go tomorrow."

There is a wise phrase, "Do not put off until tomorrow those things you can do today."

My friend Beth crossed the finish line with a triumphant smile. She knew that she was now the fastest girl in our class.

LESSON 59

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

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

kn (as in “knife”)

Words to read and write:

knife knapsack knit knock knob knack

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:

laugh, through⁸

Have the student read:

Rob has quite a knack for taking good photos.

A handknit hat is a good gift but takes a long time to make.

Ralph fell over when Kim knocked into him, and the whole class laughed.

We told Ralph that we knew he was fine and laughed just because he and Kim looked so panicked.

I put my lunch in my knapsack for a picnic by the pond.

⁸ **laugh:** l is decodable; **au** making the short “a” sound is irregular; **gh** making the “f” sound is irregular (though it occurs in other words like “rough”)

through: **thr** is decodable; **ough** making the “oo” sound (as in “boom”) is irregular

Have the student write from your dictation:

The knobs on the old cabinet were made of cut glass.

Pam was asking, "Can you see me through this knothole?"

The knife cut through the big ham with no problem.

She concluded that Phil was telling so many jokes because he loves making his friends laugh.

Choose any of the stories in [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a "triple read."

knife knapsack knit knock knob knack

laugh

through

Rob has quite a knack for taking good photos.

A handknit hat is a good gift but takes a long time to make.

Ralph fell over when Kim knocked into him, and the whole class laughed.

We told Ralph that we knew he was fine and laughed just because he and Kim looked so panicked.

I put my lunch in my knapsack for a picnic by the pond.

LESSON 60

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

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

wr (which makes the “r” sound as in “write”)

Words to read and write:

wrap written write wring wreck wrist wrong wren
--

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:

always, also⁹

Have the student read:

When wrapping presents, Robin always writes tags, so the gifts do not go to the wrong people.

Helen wrote a thank-you note to Gran. Gran loves getting notes and always writes back.

Because I twisted my wrist, let us not shake hands.

⁹ **always**: al will be decodable in Lesson 102; w is decodable; ay will be decodable in Lesson 65, s is decodable
also: al same as above; so is decodable

Have the student write from your dictation:

Texting friends is also writing.

Ms. Fran said, “When you write, you get to think through what is in your mind.”

Bob knew that his mom was upset when he saw her wring her hands.

Choose any of the stories in [Group 3 \(Open-and-Closed-Syllable Stories\)](#), [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

wrap written write wring wreck wrist wrong wren

always

also

When wrapping presents, Robin always writes tags, so the gifts do not go to the wrong people.

Helen wrote a thank-you note to Gran. Gran loves getting notes and always writes back.

Because I twisted my wrist, let us not shake hands.