LESSON 67

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

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:

**ay** (which makes the long “a” sound, as in “pay”) and appears at the end of words

Words to read and write:

<table>
<thead>
<tr>
<th>pay</th>
<th>may</th>
<th>say</th>
<th>tray</th>
<th>play</th>
<th>gray</th>
<th>day</th>
<th>spray</th>
<th>stray</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>today</td>
<td>delay</td>
<td>runway</td>
<td>payment</td>
<td>hairspray</td>
<td>stingray</td>
<td>betray</td>
<td>payoff</td>
<td>essay</td>
<td>relay</td>
</tr>
</tbody>
</table>

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:

**every, everything, everyone**

Have the student read:

Ned was a stray when we got him at two years old.

My dad said, “Quick! We have to train Ned so he will know how to play with kids and dogs.”

I like gray Sundays when everyone at my house gets to rest.

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1 every: ev is decodable; er will be decodable in Lesson 75; y making the long “e” sound will be decodable in Lesson 88; thing is decodable; “one” is an irregular word that has been previously taught
Have the student write from your dictation:

Meg said to Finn, “If I have to pay for everything that we are doing today, it is unfair.”

A game of chess may take too long for everyone to play.

Sal takes the same train home every day.

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.”
Ned was a stray when we got him at two years old.

My dad said, “Quick! We have to train Ned so he will know how to play with kids and dogs.”

I like gray Sundays when everyone at my house gets to rest.