

LESSON 81

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:

ow (as in “cow”)

Words to read and write:

crowd tower flower down brown frown drown town growl towel shower browser power glower cower

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:

thought, bought, brought¹

Have the student read:

When the bell rang, Ms. Fran frowned. She thought the class needed more time for clean-up.

Outside cats often go on the prowl to kill birds.

Ms. Ko brought in a vase of flowers to put on her desk.

When Mr. Lee thinks deep thoughts, he puts his hand to his brow.

¹ **thought**, **bought**, and **brought**: **th**, **b**, and **br** are decodable; **ought** will be decodable in Lesson 118

At the garden store, Bill was very enthused. He bought a hanging basket of flowers to decorate his deck.

Have the student write from your dictation:

The sailors brought many new things from the towns they stopped in while at sea.

Sal thought that the brown and white dog roaming the streets was the one that had bitten his brother.

Frank loved to go downtown and explore the crowded streets.

Which browser do you use when you surf the internet?

Choose any of the stories in [Group 5 \(R-Controlled Stories\)](#), [Group 4 \(First Vowel Teams Stories\)](#), or [Group 3 \(Open-and-Closed-Syllable Stories\)](#) for a “triple read.”

Student View

crowd tower flower down brown frown drown town
growl towel shower browser power glower cower

thought bought brought

When the bell rang, Ms. Fran frowned. She thought the class needed more time for clean-up.

Outside cats often go on the prowl to kill birds.

Ms. Ko brought in a vase of flowers to put on her desk.

When Mr. Lee thinks deep thoughts, he puts his hand to his brow.

At the garden store, Bill was very enthused. He bought a hanging basket of flowers to decorate his deck.

LESSON 82

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:

ow (as in “snow”)

Words to read and write:

blow row grow mow tow low bowl shadow window willow pillow shallow narrow arrow growth

Discuss the meaning of these homophones:

tow/toe row/roe road/rowed/rode groan/grown ode/owed rose/rows so/sow (as in planting seeds)

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:

both, money²

Have the student read:

Gran saw my brother and me and said, “My, you two have both grown!”

² **both**: **b** is decodable; **o** (while in a closed syllable) making the long “o” sound is irregular; **th** is decodable
money: **m** and **n** are decodable; **o** making the short “u” sound is irregular; **ey** making the long “e” sound is irregular in these materials (but is a pattern in other words such as “monkey” and “honey”).

They bought a low chair and put a pillow on it for the small girl to sit on.

The girl wished for a beautiful snowstorm and a day off from school for tomorrow.

The dog looked at his bowl and growled. He was getting to be quite an old grump.

Have the student write from your dictation:

Because a big snowstorm was expected, we brought both the cows and the pigs into the barn.

If we can find the money to rent a rowboat, we can both go see the beaver dam at the other end of the lake.

The stream starts here and flows all the way down to the river.

Choose any of the stories in [Group 5 \(R-Controlled Stories\)](#), [Group 4 \(First Vowel Teams Stories\)](#), or [Group 3 \(Open-and-Closed-Syllable Stories\)](#) for a “triple read.”

Student View

blow row grow mow tow low bowl shadow window
willow pillow shallow narrow arrow growth

tow/toe row/roe road/rowed/rode groan/grown
ode/owed rose/rows so/sow (as in planting seeds)

both

money

Gran saw my brother and me and said, “My, you two have both grown!”

They bought a low chair and put a pillow on it for the small girl to sit on.

The girl wished for a beautiful snowstorm and a day off from school for tomorrow.

The dog looked at his bowl and growled. He was getting to be quite an old grump.

LESSON 83

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:

ou (as in “cloud”)

Words to read and write:

loud sound pound ground found pout shout doubt mouse round our cloud surround doubt (silent b) our

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:

sure, nothing³

Have the student read:

Frank checked to see if our outbound flight would leave on time.

There is nothing in life better than a sure friend.

Gwen thought she heard the slightest sound coming from under the stairs.

³ **sure:** s making the “sh” sound is irregular in these materials (although **su** making a “sh” occurs in other words like “sugar” and “issue”); **ure** is decodable if you pronounce it to rhyme with “fir,” but some people pronounce “sure” as “shore.”

nothing: o making the “uh” sound is irregular; everything else about nothing is decodable

When Wren was sure she had found the right answer, she shouted it out.

Have the student write from your dictation:

Peter was very proud to get the lead role in the play, and Ben was proud when he came home from fishing with a big trout.

The droppings on the kitchen counter told us for sure that there was still a mouse in the house.

My sister made a loud sound to make us all laugh.

Frank thought he saw a gold ring on the ground but it turned out to be nothing.

Choose any of the stories in [Group 6 \(Snow, Cow, Cloud Stories\)](#), [Group 5 \(R-Controlled Stories\)](#), or [Group 4 \(First Vowel Teams Stories\)](#) for a “triple read.”

loud sound pound ground found pout shout doubt
mouse round our cloud surround doubt (silent b) our

sure

nothing

Frank checked to see if our outbound flight would leave on time.

There is nothing in life better than a sure friend.

Gwen thought she heard the slightest sound coming from under the stairs.

When Wren was sure she had found the right answer, she shouted it out.

LESSON 84

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 contractions

Explain that two words are sometimes combined into one word. An apostrophe takes the place of the “left out” letters. Take time to discuss how contractions are used in everyday speech by brainstorming more sentences where you might use a contraction.

Contractions with “not” spelled as “n’t”:

is not	isn’t	She isn’t here.
did not	didn’t	He didn’t stay for lunch.
<u>could</u> not	<u>couldn’t</u>	She <u>couldn’t</u> fix <u>the</u> problem.
<u>should</u> not	<u>shouldn’t</u>	We <u>shouldn’t</u> stay out late.
<u>would</u> not	<u>wouldn’t</u>	I <u>wouldn’t</u> like that.
<u>were</u> not	<u>weren’t</u>	<u>They weren’t</u> home.
<u>was</u> not	<u>wasn’t</u>	I <u>wasn’t</u> <u>there</u> yet.
<u>do</u> not	<u>don’t</u>	I <u>don’t</u> like the taste of fish.
will not	<u>won’t</u>	She <u>won’t</u> go on the ride.
are not	aren’t	<u>They aren’t coming.</u>

Other common contractions:

let us	s	Let’s go shopping.
<u>have</u>	ve	We’ve got a lot to do.
is	s	It’s starting. She’s sweet.
<u>would</u>	d	He’d take the job. They’d <u>love</u> it <u>here</u>.

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:

don't, won't⁴

Have the student read:

Mrs. Woods won't mind if Franco doesn't come to class today as long as he's done his homework for tomorrow.

They wouldn't have bought so much meat for the dinner if they had known that the Woodruffs weren't coming.

Let's go tomorrow to the beach even if it's raining.

Have the student write from your dictation:

Aren't snowstorms the most fun?

We weren't sure if we had enough hamburgers for everyone.

We should've asked the teacher to explain the problem again.

If you don't give me a ride, I won't be on time.

Choose any of the stories in Group 6 (Snow, Cow, Cloud Stories), Group 5 (R-Controlled Stories), or Group 4 (First Vowel Teams Stories) for a "triple read."

⁴ **don't** and **won't**: o making the long "o" sound is irregular; the other letters are decodable

Student View

is not	isn't	She isn't here.
did not	didn't	He didn't stay for lunch.
could not	couldn't	She couldn't fix the problem.
should not	shouldn't	We shouldn't stay out late.
would not	wouldn't	I wouldn't like that.
were not	weren't	They weren't home.
was not	wasn't	I wasn't there yet.
do not	don't	I don't like the taste of fish.
will not	won't	She won't go on the ride.
are not	aren't	They aren't coming.

let us	let's	Let's go shopping.
have	we've	We've got a lot to do.
is	it's	It's starting. She's sweet.
would	He'd	He'd take the job. They'd love it here.

don't	won't
-------	-------

Mrs. Woods won't mind if Franco doesn't come to class today as long as he's done his homework for tomorrow.

They wouldn't have bought so much meat for the dinner if they had known that the Woodruffs weren't coming.

Let's go tomorrow to the beach even if it's raining.

LESSON 85

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

*Review the prefixes **de**, **re**, and **pre** and discuss the meanings of the words below:*

de (meaning away or opposite) decrease, deform, detain, determined

re (meaning again or back) return, repair, reform, restrain, repeat, reorganize, reclaim

pre (meaning before, in front of) prepay, prefurnished, preowned, preheat, predict

*Pronounce and discuss the suffixes **ize** and **ment** and discuss the meanings of the words below:*

ize (meaning to make something become something) stabilize, democratize, popularize, normalize, subsidize, finalize, empathize

ment (meaning the act of doing something or the result of an action and pronounced “ment,” “muhnt,” or “mint”) document, experiment, compliment, adjustment, shipment, punishment, equipment, moment

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:

front, color, cover⁵

Have the student read:

My dad and I have been looking to buy a used truck for some time.

The car dealer said, “We have lots of fantastic preowned trucks in stock.”

The teacher said my essay was not long enough and that I needed to cover the subject in more detail. She also said that I needed to document the facts and quotes I included.

The light reflects off the windows in front of our house.

The mean girl pretended she didn’t see the person standing right in front of her. I think she does not empathize with others as a rule.

The girl said, “Please return my blue crayon. I can’t finalize my clouds and background without that color.”

Have the student write from your dictation:

The plumber was waiting for a new shipment of bolts, pipes, and other equipment.

Deb reminded Beth to return her jacket.

⁵ **front:** o making the “uh” sound is irregular; everything else about “front” is decodable

color: the first o making the “uh” sound is irregular; l is decodable; or making the “er” sound is irregular

cover: o making the “uh” sound is irregular; everything else about “cover” is decodable

The student had a prepaid phone card.

Sal bought some blinds to cover the windows.

The mother said, "Will you please make an effort not to antagonize your sister in the car? As you know, she sometimes gets carsick during long rides."

Jess had been waiting in front of the school to meet her friend.

Jan's mom found Jan some pants that were a perfect fit. The problem was Jan disliked the color.

Choose any of the stories in [Group 6 \(Snow, Cow, Cloud Stories\)](#), [Group 5 \(R-Controlled Stories\)](#), or [Group 4 \(First Vowel Teams Stories\)](#) for a "triple read."

Student View

de (meaning away or opposite) decrease, deform, detain,
determined

re (meaning again or back) return, repair, reform,
restrain, repeat, reorganize, reclaim

pre (meaning before, in front of) prepay, prefurnished,
preowned, preheat, predict

ize (meaning to make something become something)
stabilize, democratize, popularize, normalize, subsidize, finalize,
empathize

ment (meaning the act of doing something or the result of an
action and pronounced “ment,” “muhnt,” or “mint”)
document, experiment, compliment, adjustment, shipment,
punishment, equipment, moment

front

color

cover

My dad and I have been looking to buy a used truck for
some time.

Student View

The car dealer said, "We have lots of fantastic preowned trucks in stock."

The teacher said my essay was not long enough and that I needed to cover the subject in more detail. She also said that I needed to document the facts and quotes I included.

The light reflects off the windows in front of our house.

The mean girl pretended she didn't see the person standing right in front of her. I think she does not empathize with others as a rule.

The girl said, "Please return my blue crayon. I can't finalize my clouds and background without that color."

LESSON 86

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

New material: Consonant-le syllables

Explain that the sixth and final syllable type is **consonant-le**. Unlike the other syllable types, consonant-le cannot stand on its own and always comes after another syllable.

Review the first five syllable types with your student:

closed: (short vowels closed with one or more consonants) cat

open: (long vowel not closed with a consonant) be and music

silent e: (a **silent e** follows a vowel and consonant) bake

vowel team: (two or more vowels together make one sound) boat

r-controlled (an **r** follows a vowel and changes the vowel sound to “er,” “or,” “ar”) barn

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

ble (which makes the sound “bul” as in dribble)

fle (which makes the sound “ful” as in sniffle)

tle (which makes the sound “tul” as in beetle)

dle (which makes the sound “dul” as in needle)

gle (which makes the sound “gul” as in bugle)

kle (which makes the sound “kul” as in sparkle)

ple (which makes the sound “pul” as in purple)

zle (which makes the sound “zul” as in drizzle)

Explain that to keep the vowel sound short, there must be two consonants before the “le.” If there is only one consonant before the “-le,” the preceding consonant is doubled (as in “battle” and “dribble”). When the vowel is long, as in “table,” there is only one consonant before the “le.”

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:

touch, chocolate⁶

Words to read and write:

angle simple apple sizzle crinkle able fable table maple wiggle candle tattle bumble jungle giggle crumple bottle whittle battle sprinkle ankle cradle struggle beagle peddle rumple dimple meddle eagle

Have the student read:

Panthers live in jungles and forests. They make simple plans to hunt deer and rabbits for their dinners.

Dazzle us with your new song.

When I was a child, I loved a simple fable that explained how the elephant got his long nose.

The rough and tumble play ended when the kids crashed into a table. What started as fun ended in tears.

⁶ **touch:** **ou** making the “uh” sound is irregular; everything else about “touch” is decodable

chocolate: In American-English pronunciation, “chocolate” is a two-syllable word, with the second **o** silent; “choc” is decodable; **l** is decodable; **ate** as a suffix making the “iht” or “uht” sound will be decodable in Lesson 106

That store is giving out free samples of their donuts, and I want one with chocolate frosting and sprinkles.

A sign on the truck said, “This vehicle makes wide turns.”

The class settled the argument by having a vote.

If I had time to iron these pants, they would be perfect for work, but right now they are too wrinkled.

In the 1960s, the Beatles popularized a haircut called the mop-top.

Have the student write from your dictation:

He drizzles melted chocolate on the cupcakes and then adds sprinkles.

My mom brought the birthday cake to the table and then lit the candles.

The old man can juggle three apples at the same time.

I am able to stay in touch with Gran by texting her words and photos.

Choose any of the stories [in Group 7 \(Consonant-le Stories\)](#), [Group 6 \(Snow, Cow, Cloud Stories\)](#), [Group 5 \(R-Controlled Stories\)](#), or [Group 4 \(First Vowel Teams Stories\)](#) for a “triple read.”

Student View

angle simple apple sizzle crinkle able fable table
maple wiggle candle tattle bumble jungle giggle
crumple bottle whittle battle sprinkle ankle cradle
struggle beagle peddle rumple dimple meddle eagle

touch

chocolate

Panthers live in jungles and forests. They make simple plans to hunt deer and rabbits for their dinners.

Dazzle us with your new song.

When I was a child, I loved a simple fable that explained how the elephant got his long nose.

The rough and tumble play ended when the kids crashed into a table. What started as fun ended in tears.

That store is giving out free samples of their donuts, and I want one with chocolate frosting and sprinkles.

A sign on the truck said, "This vehicle makes wide turns."

The class settled the argument by having a vote.

Student View

If I had time to iron these pants, they would be perfect for work, but right now they are too wrinkled.

In the 1960s, the Beatles popularized a haircut called the mop-top.

LESSON 87

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

New material: Common suffixes **ible** and **able**

Explain that the suffixes **ible** and **able** are common endings that turn words into adjectives.

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

sensible horrible incredible flexible possible destructible visible feasible gullible convertible
--

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

respectable loveable likeable disposable doable unspeakable considerable understandable laughable arguable probable sizable solvable fixable usable
--

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:

minute, knowledge⁷

Have the student read:

After lunch, the seventh grade class can be pretty wild. Thank goodness Ms. Smith is so unflappable.

⁷ **minute**: **min** is decodable; **ute** making the “iht” sound is irregular

knowledge: **kn** is decodable; **ow** making the “ah” sound is irregular; **l** is decodable; **e** is unaccented and makes the schwa sound (ih); **dge** will be decodable in Lesson 100

Mr. Yang is so knowledgeable about any kind of bird or wildlife.

The math problem became much more understandable when the class worked on it together for a few minutes.

Have the student write from your dictation:

Beth's uncle has a red convertible that he drives all summer long with the top down. I think he loves every minute that he is in his car.

My dad always wants to know that I am a sensible and defensive driver.

Is it possible that there are still some cupcakes left over for us?

Mr. Hubble reminded his students that lunch time was a perfect time for chatting, while class time should be reserved for gaining knowledge.

Choose any of the stories in [Group 7 \(Consonant-le Stories\)](#), [Group 6 \(Snow, Cow, Cloud Stories\)](#), [Group 5 \(R-Controlled Stories\)](#), or [Group 4 \(First Vowel Teams Stories\)](#) for a "triple read."

Student View

sensible horrible incredible flexible possible
destructible visible feasible gullible convertible

respectable loveable likeable disposable doable
unspeakable considerable understandable laughable
arguable probable sizable solvable fixable usable

minute

knowledge

After lunch, the seventh grade class can be pretty wild. Thank goodness Ms. Smith is so unflappable.

Mr. Yang is so knowledgeable about any kind of bird or wildlife.

The math problem became much more understandable when the class worked on it together for a few minutes.

More Big, Safe, Words with Consonant-le Syllables

**convertible, considerable, inexplicable, embezzlement,
puzzlement, unflappable, understandable, expandable,
particles, spectacles, popsicles, pinnacles, obstacles,
vehicles, articles, inexcusable, indomitable,
uninhabitable, non-transferable, undesirable, inflexible,
comprehensible, irreproachable, inevitable, unreasonable,
candlelight, befuddlement, intermeddlers, rekindles,
mishandled, paddleboats, needlelike, brittleness,
rekindles, wheedles, toddler, hurdled, fickleness,
sprinklers, unshackled, ramshackle, unwrinkled,
sticklers, outsparkled, unbuckled, bedazzles,
unmuzzled, outdazzled, unfrazzled, entanglements,
stranglehold, intermingles, newfangled, bedraggled,**

singletons, jungle-like, reshuffled, turtlenecks,
outwrestled, belittled, gentlemen, simpleminded,
suppleness, uncrumpled, durable, irritable

LESSON 88

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 letter of this sound on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:

y (which makes the long “e” sound at the end of words, as in “baby”)

Explain that to keep a vowel sound short, there must be two (or more) consonants before the **y**, as in “mommy,” so in words with only one consonant before the **y**, the consonant is doubled to keep the vowel short.

*Short vowel words with **y** to read and write:*

**funny stinky crabby squishy sticky tummy teddy penny
hobby messy fussy bossy crunchy dummy daddy
tricky runny muddy**

In long vowel words with **y**, there is only one consonant before the **y**. Explain that in **silent e** words, the **silent e** is dropped when a **y** is added.

*Long vowel words with **y** to read and write:*

**grime/grimy whine/whiny haze/hazy shine/shiny
ease/easy slime/slimy poke/poky craze/crazy**

*More long vowel words with **y** to read and write:*

**beefy greedy brainy phony flighty tidy pony tiny speedy
family**

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:

gym⁸

Have the student read:

Betsy and Dean’s dog Rosy is a real trickster.

Rosy steals anything she can find in the trash, but she is easy to love anyway.

In the tale, a greedy old king entertained all the nobles of the land with an extravagant feast. The king’s phony pals put on fake smiles and pretended the night was full of fun.

Justin keeps track of how many times he goes to the gym with an app on his phone.

Have the student write from your dictation:

My furry kitten, Zuzu, is happy to cuddle even when she is sleepy.

The baby wants to snuggle with his teddy and take a nap.

After a few months in the summer of sleeping late, I began to feel very lazy.

Choose any of the stories in [Group 7 \(Consonant-le Stories\)](#), [Group 6 \(Snow, Cow, Cloud Stories\)](#), [Group 5 \(R-Controlled](#)

⁸**gym:** g making the “j” sound will be decodable in Lesson 98; y making the “ih” sound will be decodable in Lesson 93

Stories), or Group 4 (First Vowel Teams Stories) for a “triple read.”

Student View

funny stinky crabby squishy sticky tummy teddy
penny hobby messy fussy bossy crunchy dummy
daddy tricky runny muddy

grime/grimy whine/whiny haze/hazy shine/shiny
ease/easy slime/slimy poke/poky craze/crazy

beefy greedy brainy phony flighty tidy pony tiny
speedy family

month

gym

Betsy and Dean's dog Rosy is a real trickster.

Rosy steals anything she can find in the trash, but she is easy to love anyway.

In the tale, a greedy old king entertained all the nobles of the land with an extravagant feast. The king's phony pals put on fake smiles and pretended the night was full of fun.

Justin keeps track of how many times he goes to the gym with an app on his phone.

LESSON 89

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

New material: common suffixes with y

Common suffixes with y, making the long “e” sound:

ly (which creates an adjective or adverb) swiftly, quickly, lovely, cuddly, safely, beautifully

ty (meaning state of being or condition and creates a noun) safety, unity, sixty, liberty

ity (meaning state of being or condition and creates a noun) possibility, reality, tranquility, gravity

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:

science, police⁹

Have the student read:

In science class today we will study gravity.

“Listen closely,” my camp buddy said, “and I will tell you the most creepy ghost story.”

The teacher primly asked the wild girl to take her seat and to be less bubbly so that she would not distract others.

⁹ **science**: **sc** and **c** making the “s” sound will be decodable in Lesson 96; other letters are decodable

police: **po** is decodable; **l** is decodable, **i-consonant-e** making the long “e” sound is irregular; **ce** making the “s” sound will be decodable in Lesson 96

Dad checked his phone and said, “There is a high possibility of thunderstorms.”

Have the student write from your dictation:

The policeman strove to gain the trust of the community by consistently responding to community requests.

It was a lovely day for a picnic outside.

Our science teacher said, “Safety goggles are a must for this activity.”

Choose any of the stories in [Group 7 \(Consonant-le Stories\)](#), [Group 6 \(Snow, Cow, Cloud Stories\)](#), [Group 5 \(R-Controlled Stories\)](#), or [Group 4 \(First Vowel Teams Stories\)](#) for a “triple read.”

Student View

ly (which creates an adjective or adverb) swiftly, quickly, lovely, cuddly, safely

ty (meaning state of being or condition and creates a noun) safety, unity, sixty, liberty

ity (meaning state of being or condition and creates a noun) possibility, reality, tranquility, gravity

science

police

science, police

In science class today we will study gravity.

“Listen closely,” my camp buddy said, “and I will tell you the most creepy ghost story.”

The teacher primly asked the wild girl to take her seat and to be less bubbly so that she would not distract others.

Dad checked his phone and said, “There is a high possibility of thunderstorms.”

LESSON 90

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:

oo (as in “zoo”)

Words to read and write:

zoo too bloom loom loot soon groom room doom choose mood proof afternoon roof google broom tooth boot pool loose kangaroo raccoon noodle snooze poodle choosy
--

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:

Monday, Wednesday¹⁰

Have the student read:

The bride and groom stepped into the crowded party room and smiled to see their beautiful cake.

It was a dark and gloomy Wednesday night, perfect for telling a ghost story or playing a game of Scrabble.

¹⁰ **Monday:** o making the “uh” sound is irregular; other letters are decodable

Wednesday: is pronounced as a two-syllable word (Wens day) with **d** and the second **e** silent

I have the oddest feeling that this zoo is not exactly what it seems.

“Have you ever been on a Zoom call?” Gwen asked.

Kevin advised us to reboot the computer in case that would solve the problem.

Have the student write from your dictation:

Gail and Nan would meet at the park on Monday mornings to shoot some hoops before school.

I save the cartoons for last when I read the paper.

On a cool day, Nick does not feel like swimming laps at the pool.

The kind waitress asked us if we would prefer a booth or a table.

Gary is such a picky eater.

Choose any of the stories in [Group 7 \(Consonant-le Stories\)](#), [Group 6 \(Snow, Cow, Cloud Stories\)](#), [Group 5 \(R-Controlled Stories\)](#), or [Group 4 \(First Vowel Teams Stories\)](#) for a “triple read.”

Student View

zoo too bloom loom loot soon groom room doom
choose mood proof afternoon roof google broom
tooth boot pool loose kangaroo raccoon noodle
snooze poodle choosy

Monday

Wednesday

The bride and groom stepped into the crowded party room and smiled to see their beautiful cake.

It was a dark and gloomy Wednesday night, perfect for telling a ghost story or playing a game of Scrabble.

I have the oddest feeling that this zoo is not exactly what it seems.

“Have you ever been on a Zoom call?” Gwen asked.

Kevin advised us to reboot the computer in case that would solve the problem.