

## LESSON 81

*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:*

**ou** (as in “cloud”)

*Words to read and write:*

|   |
|---|
| <b>loud sound pound ground found pout shout mouse<br/>round our cloud surround doubt (silent b) our</b> |
|---|

*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, nothing<sup>1</sup>**

*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.**

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

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<sup>1</sup> **sure**: s making the “sh” sound is irregular (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

*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  
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 82

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

*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”:

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

Other common contractions:

|                          |               |                                    |
|--------------------------|---------------|------------------------------------|
| <b>let us</b>            | <b>let’s</b>  | <b>Let’s go shopping.</b>          |
| <b>we <u>have</u></b>    | <b>we’ve</b>  | <b>We’ve got a lot to do.</b>      |
| <b>It is</b>             | <b>it’s</b>   | <b>It’s starting. She’s sweet.</b> |
| <b><u>they would</u></b> | <b>they’d</b> | <b>They’d love it here.</b>        |
| <b>he would</b>          | <b>he’d</b>   | <b>He’d ride to work.</b>          |

*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't<sup>2</sup>**

*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."*

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<sup>2</sup> **don't** and **won't**: o making the long "o" sound is irregular; the other letters are decodable

|            |           |                                 |
|------------|-----------|---------------------------------|
| 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.          |
| we have    | we've  | We've got a lot to do.      |
| It is      | it's   | It's starting. She's sweet. |
| they would | they'd | They'd love it here.        |
| he would   | he'd   | He'd ride to work.          |

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 83

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

*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 or 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, cover<sup>3</sup>**

*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.**

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<sup>3</sup> **front:** o making the “uh” sound is irregular; everything else about “front” is decodable  
**color:** the first o making the “uh” sound is irregular; everything else about “color” is decodable  
**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.”*

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

**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 or 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.

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 84

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

*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.”

*Words to read and write:*

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

*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, chocolate<sup>4</sup>**

*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.**

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<sup>4</sup> **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** making the “iht” or “uht” sound will be decodable in Lesson 104

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.”

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.

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 85

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

*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**:*

|  |
|--|
| <b>sensible horrible incredible flexible possible destructible<br/>visible feasible gullible convertible</b> |
|--|

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

|  |
|--|
| <b>respectable loveable likeable disposable doable<br/>unspeakable considerable understandable laughable<br/>arguable probable sizable solvable fixable usable</b> |
|--|

*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, knowledge<sup>5</sup>**

*Have the student read:*

**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.**

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<sup>5</sup> **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 98

**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."*

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 86

*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 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:*

**month, gym<sup>6</sup>**

*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](#)**

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<sup>6</sup> **month:** o making the “uh” sound is irregular; everything else about “month” is decodable  
**gym:** g making the “j” sound will be decodable in Lesson 96

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

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 87

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

*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

**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, police<sup>7</sup>**

*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.**

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<sup>7</sup> **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.”*

**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

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 88

*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:*

**oo** (as in “zoo”)

*Words to read and write:*

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

*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, Wednesday**<sup>8</sup>

*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.**

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

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<sup>8</sup> **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

“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.”*

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.

## LESSON 89

*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:*

**oo** (as in “book”)

*Words to read and write:*

|  |
|--|
| <b>hook book took look shook hoof wood good foot<br/>lookout goodbye crooked cookout hood wooden</b> |
|--|

*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:*

**build, mountain<sup>9</sup>**

*Have the student read:*

**The man shook his fist at the car that was speeding down the street.**

**My mother looked in the kitchen cabinets for the broth she needed to cook her dish.**

**When the dog gave a little woof, JoJo opened the door.**

*Have the student write from your dictation:*

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<sup>9</sup> **build**: **ui** making the “ih” sound is irregular; other letters are decodable  
**mountain**: **mount** is decodable; **ain** making the “in” sound is irregular

She curled up on the couch with her book.

A bright moon shone on the mountain.

The woman found a spot by a brook to build a platform for the tents.

For a fun project, Mr. Woodruff helped the kids build a treehouse.

*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.”*

hook book took look shook hoof wood good foot  
lookout goodbye crooked cookout hood wooden

build

mountain

The man shook his fist at the car that was speeding down the street.

My mother looked in the kitchen cabinets for the broth she needed to cook her dish.

When the dog gave a little woof, JoJo opened the door.

## LESSON 90

*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:*

**y** (long “i” sound, as in “cry”)

Explain that **y** makes the long “i” sound when it is the vowel at the end of a one-syllable word. There are also a few multisyllable words like “butterfly” where **y** makes the long “i” sound.

*Words to read and write:*

|   |
|---|
| <b>fly cry dry spy shy my by try sly why style diversify<br/>supply July multiply rely clarify unify hybrid</b> |
|---|

*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:*

**great, break**<sup>10</sup>

*Have the student read:*

**Manny’s family has two cars; one is electric and the other is a hybrid.**

**Phil does try to go to the gym three days per week.**

**My brother cooked us all a great dinner for Thanksgiving.**

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<sup>10</sup> **great** and **break**: **ea** making the long “a” sound will be decodable in Lesson 116; other letters are decodable

Rob heard thunder and quickly ran to get his shirt which was draped on a chair outside to dry.

Old people say, "There is no use crying over spilled milk." This phrase means that you can't undo a mistake by feeling sad.

*Have the student write from your dictation:*

I don't know why people say, "If pigs had wings, they could fly." The whole idea of pigs flying makes no sense.

"Try your best on the quiz and I think you will do great," Ms. Ko said to her student.

A butterfly landed on my deck and made me smile.

A bright moon shone in the night sky.

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."

fly cry dry spy shy my by try sly why style diversify  
supply July multiply rely clarify unify hybrid

great break

Manny's family has two cars; one is electric and the other is a hybrid.

Phil does try to go to the gym three days per week.

My brother cooked us all a great dinner for Thanksgiving.

Rob heard thunder and quickly ran to get his shirt which was draped on a chair outside to dry.

Old people say, "There is no use crying over spilled milk." This phrase means that you can't undo a mistake by feeling sad.