Lesson 91

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 (which makes the short “i” sound, as in “gym”)

Explain that y makes the short “i” sound and appears in the middle of words, and that this use of y is not common. There are a huge number of words like “baby,” “puppy,” and “crazy,” and many words like “try” and “dry,” but few words like “gym” and “hymn.”

Words to read and write:

<table>
<thead>
<tr>
<th>mystery</th>
<th>Phyllis</th>
<th>system</th>
<th>symbol</th>
<th>(“bol” sounds like “bull”)</th>
<th>synthetic</th>
<th>synthesize</th>
<th>synthesizer</th>
<th>typical</th>
<th>(“cal” sounds like “cull”)</th>
<th>physical</th>
<th>physics</th>
</tr>
</thead>
</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:

nature, future, picture (all pronounced with “cher”)

Have the student read:

Meg likes to sing hymns in church, but she sings softly when she does not know the tune.

---

1 nature, future, and picture: na, fu, and pic, are decodable; ture making the “cher” sound is irregular in these lessons, though other words such as “capture,” “puncture,” and “creature” also have this pattern
A synthetic fabric is a fabric that is man-made and not found in nature.

In the future, we need to have a better system for dividing our household chores.

Have the student write from your dictation:

In science class this year, we will study the solar system.

“Human nature is complex,” my mother often will say.

Patrick often thinks about his plans for the future.

Melissa loves myths and fairy tales.

Note: At this point your student has mastered so many sounds of y, and this is something to celebrate! Your student knows:

y as a consonant in “yell”
y as part of a vowel team as in “pay”
y as a vowel in “pony”
y as a vowel in “spy”
y as a vowel in “gym”

Ask your student to find and describe the different sounds of y in the sentences below:

Ms. Maybelle’s happy spot is the library, and Ms. Phyllis’s happy spot is Mr. Yang’s cozy bakery. Ms. Maybelle is seventy-five and Ms. Phyllis is ninety. Both women have good systems for staying spry.
Choose any of the stories in **Group 8 ("Y" as a Vowel Stories),** **Group 7 (Consonant-le Stories),** **Group 6 (Snow, Cow, Cloud Stories),** or **Group 5 (R-Controlled Stories)** for a “triple read.”
Meg likes to sing hymns in church, but she sings softly when she does not know the tune.

A synthetic fabric is a fabric that is man-made and not found in nature.

In the future, we need to have a better system for dividing our household chores.

Ms. Maybelle’s happy spot is the library, and Ms. Phyllis’s happy spot is Mr. Yang’s cozy bakery. Ms. Maybelle is seventy-five and Ms. Phyllis is ninety. Both women have good systems for staying spry.
LESSON 92

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

New material: Spelling rules for adding endings to words that end in **y**

When adding an **s** or **ed** to a verb ending in **y**, the **y** is changed to **ie**:

- carry  carries  carried
- marry  marries  married
- cry    cries    cried
- dry    dries    dried
- try    tries    tried
- spy    spies    spied

When adding **ing** the **y** stays:

- carrying  marrying  crying  drying  trying  spying

When adding **er**, **est**, or **ly** to adjectives and adverbs the **y** is changed to an **i**:

- cozy  cozier  coziest  cozily
- pretty  prettier  prettiest  prettily
- funny  funnier  funniest  funnily
- lazy  lazier  laziest  lazily

When **y** is part of a vowel team, the **y** stays:
play  plays  played  player
stay  stays  stayed

There are some exceptions to these common spelling patterns, such as:

pay/paid
shy/shyly
dry/dryly
sly/slyly

*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:*

**draw, drew**

*Have the student read:*

Cathy exclaimed, “Gosh, Meg, you drew the prettiest picture in just a few minutes. Is drawing one of your favorite hobbies?”

My cat, Mr. Franklin, may be the laziest cat in the world. Then, again, Mr. Franklin will turn eleven on Wednesday.

The little boy was crying. He had had a wonderful time at the party, but now he was just overtired.

---

2 **draw** and **drew**: dr is decodable; aw will be decodable in Lesson 100; ew will be decodable in Lesson 109
The plumber drew on his many years of working with old pipes to diagnose what was going wrong with the kitchen drain.
Have the student write from your dictation:

When we got to the garden path, we saw the fluffiest little pet. We asked its owner if it was a dog or a cat because we couldn’t tell.

Gwen is a terrific poker player. No one can ever be sure when she is bluffing or when she has a fantastic hand.

I had no idea what I wanted to draw. Finally, I drew a picture of a cabin in the mountains.

Choose any of the stories in Group 8 (“Y” as a Vowel Stories), Group 7 (Consonant-le Stories), Group 6 (Snow, Cow, Cloud Stories), or Group 5 (R-Controlled Stories) for a “triple read.”
Cathy exclaimed, “Gosh, Meg, you drew the prettiest picture in just a few minutes. Is drawing one of your favorite hobbies?”

My cat, Mr. Franklin, may be the laziest cat in the world. Then, again, Mr. Franklin will turn eleven on Wednesday.

The little boy was crying. He had had a wonderful time at the party, but now he was just overtired.

The plumber drew on his many years of working with old pipes to diagnose what was going wrong with the kitchen drain.
LESSON 93

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

New material: *i* making the long “e” sound in the middle of words as in “medium”

Explain to the student: “We have discussed how schwa vowels are pronounced, with an ‘uh’ sound or ‘ih’ sound. But guess what is even crazier? In the middle of words, *i* often makes the long ‘e’ sound. Why should ‘video’ be spelled with an *e*, and ‘radio’ be spelled with an *i*? If there is an answer, I don’t know it! But there are a many words where *i* makes the long ‘e’ sound.”

Words to read and write:

happiness radio patio polio kiosk idiot pediatric India Indian trivial exfoliate stickiest craziest patriotic period media radiant ingredient piano broccoli casino mosquito librarian humiliate Ethiopia emporium cardio taxi Adrian obedient

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:

*aunt, cousin*[^3]

[^3]: aunt: *au* making the short “a” or “ah” sound is irregular (some speakers pronounce “aunt” like “ant” and others pronounce “aunt” like “ahnt”); the other letters are decodable

cousin: *c* is decodable; *ou* making the “uh” sound is irregular; *sin* is decodable
Lydia looked radiant with happiness on her wedding day.

The bride was my cousin. I was so proud when she and my aunt asked me to play the piano at their important event.

The rude man was boasting and grandstanding. He did not seem intimidating, just idiotic.

My cousin Frank is a librarian. Stan asked me if Frank liked books, and I said, “Well, sure, he does! Frank loves books, which is why he became Indiana’s finest librarian!”

The wedding was outside on a patio, but there was a tent for cover in case it rained.

Have the student write from your dictation:

My cousin Sal was in the stickiest mess. He had agreed to take his buddies to the casino but had also volunteered to help my aunt paint her dining room this weekend. He would have to explain his thinking to someone.

Adrian reserved a taxi for the big event.

His aunt has a job in media. She covers sports for the evening news.

Choose any of the stories in Group 8 ("Y" as a Vowel Stories), Group 7 (Consonant-le Stories), Group 6 (Snow, Cow, Cloud Stories), or Group 5 (R-Controlled Stories) for a “triple read.”
Lydia looked radiant with happiness on her wedding day.

The bride was my cousin. I was so proud when she and my aunt asked me to play the piano at their important event.

The rude man was boasting and grandstanding. He did not seem intimidating, just idiotic.

My cousin Frank is a librarian. Stan asked me if Frank liked books, and I said, “Well, sure, he does! Frank loves books, which is why he became Indiana’s finest librarian!”
The wedding was outside on a patio, but there was a tent for cover in case it rained.
LESSON 94

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:

c (which makes the “s” sound, as in “ice”)

Explain that c makes what is called the “soft c” sound when it is followed by the vowels e, i, or y. Explain that in some words, like “scent,” there is an extra s before the c. Sometimes that extra s distinguishes words that sound the same but are spelled differently (as in scene/sewn or cent/scent).

Words to read and write:

<table>
<thead>
<tr>
<th>nice</th>
<th>city</th>
<th>science</th>
<th>disgrace</th>
<th>face</th>
<th>rice</th>
<th>recent</th>
<th>decent</th>
</tr>
</thead>
<tbody>
<tr>
<td>cymbal</td>
<td>Cindy</td>
<td>race</td>
<td>velocity</td>
<td>space</td>
<td>grace</td>
<td>necessary</td>
<td></td>
</tr>
<tr>
<td>cyber</td>
<td>decided</td>
<td>noticed</td>
<td>bicycle</td>
<td>celebrate</td>
<td></td>
<td></td>
<td></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:

America, Americans

Have the student read:

New York City is an exciting place to visit.

---

4 America: the first and last a are pronounced “uh” and will be decodable in Lesson 106; er is pronounced “air” and will be decodable in Lesson 114; all other letters are decodable
Americans: same as above for “Ameri”; cans is an unaccented shwa syllable that sounds like “kinz”
The scientist was in disgrace after it was reported that his evidence was faked.

The customer decided that the price for a slice of the fancy cheesecake was too high.

Cindy hates setting mousetraps to kill mice. Every time she has to check them, she brace herself for a nasty shock.

Felicity asked Sam to lend her a pencil even though she had one in her bag. Now, I wonder why she did this? Maybe she wanted a reason to talk with Sam.

Have the student write from your dictation:

Getting carpets cleaned can make a house smell nice.

In the center of the table was a big platter of dice for some new game.

Martin Luther King Jr. Day occurs in January in America, and it celebrates the life of Dr. Martin Luther King, a great American civil rights leader.

Frank wanted to know more about careers in cyber security.

More sentences for practice:

Tim’s only part in the song is banging the cymbals at the end.

Grace had to remind Frank twice to return her mystery novel.

Let’s make a fire in the fireplace and roast marshmallows.
Choose any of the stories in **Group 8 ("Y" as a Vowel Stories), Group 7 (Consonant-le Stories), Group 6 (Snow, Cow, Cloud Stories), or Group 5 (R-Controlled Stories)** for a “triple read.”
New York City is an exciting place to visit.

The scientist was in disgrace after it was reported that his evidence was faked.

The customer decided that the price for a slice of the fancy cheesecake was too high.

Cindy hates setting mousetraps to kill mice. Every time she has to check them, she braces herself for a nasty shock.

Felicity asked Sam to lend her a pencil even though she had one in her bag. Now, I wonder why she did this? Maybe she wanted a reason to talk with Sam.
LESSON 95

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

New material: more words with the soft c and ice as a suffix

Explain that some words have a hard c (which makes the “k” sound) followed by a soft c.

Words to read and write:

<table>
<thead>
<tr>
<th>success</th>
<th>vaccine (ine pronounced “een”)</th>
<th>access</th>
<th>succeed</th>
</tr>
</thead>
<tbody>
<tr>
<td>accident</td>
<td>accent</td>
<td>accessory</td>
<td>accept</td>
</tr>
</tbody>
</table>

Explain that ice is a common ending that means “state of.” In a one-syllable word like “mice,” the vowel is long, but in the majority of multisyllable words, ice is pronounced “iss.”

Words to read and write in which the ice ending has the short “i” sound:

<table>
<thead>
<tr>
<th>practice</th>
<th>service</th>
<th>justice</th>
<th>office</th>
<th>notice</th>
<th>cowardice</th>
</tr>
</thead>
<tbody>
<tr>
<td>prejudice</td>
<td>malice</td>
<td>solstice</td>
<td>lattice</td>
<td>hospice</td>
<td>apprentice</td>
</tr>
<tr>
<td>artifice</td>
<td>accomplice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Words to read and write in which the ice ending has the long “i” sound:

<table>
<thead>
<tr>
<th>advice</th>
<th>entice</th>
<th>device</th>
<th>suffice</th>
<th>sacrifice</th>
</tr>
</thead>
</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:

*clothes, country*\(^5\)

Have the student read:

The dancer knew that it was her many hours of practice that led to her success.

I noticed that my friend had bought some new clothes and shoes.

My sister can’t stand being without a device like a phone for one minute.

Dr. Martin Luther King Jr. worked for economic justice, and so it makes sense that MLK Day is a day that people celebrate in our country by doing public service.

The policeman came to the scene of the car accident.

Vaccines are important for preventing illnesses.

---

\(^5\) *clothes:* “clothes” is pronounced as a one-syllable word with a long “o” vowel sound; “thes” is pronounced “thz”; there are many videos on the internet about the pronunciation of “clothes” because it is well-known as a tricky word to pronounce

*country:* *ou* is pronounced “uh” which is irregular; other letters are decodable
Have the student write from your dictation:

Some people say they love the city more, and other people say they love the country. I can’t decide which I prefer because I love them both.

A person who is an accessory to a crime is someone who helped another person commit a crime.

Ben’s mother put the whole family on notice that everyone would be putting their own clothes and shoes away from now on.

She is an elegant lady. She exudes elegance.
He is ignorant of history. Ignorance of history is a problem.
Mars is a distant planet. What is the distance we need to travel?
She has a confident smile. He lacks confidence.
He has an absent look. He has too many absences.

She tolerates his music. Tolerance is important in getting along with others.
He disturbed our sleep. She created a disturbance in class.
He influenced his peers. He is a good influence.

More words to read and write with ance and ence:

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>significance</td>
<td>reference</td>
</tr>
<tr>
<td>presence</td>
<td>silence</td>
</tr>
<tr>
<td>sentence</td>
<td>sequence</td>
</tr>
<tr>
<td>conference</td>
<td>violence</td>
</tr>
<tr>
<td>ambulance</td>
<td>resistance</td>
</tr>
</tbody>
</table>
Choose any of the stories in Group 8 ("Y" as a Vowel Stories), Group 7 (Consonant-le Stories), Group 6 (Snow, Cow, Cloud Stories), or Group 5 (R-Controlled Stories) for a “triple read.”
The dancer knew that it was her many hours of practice that led to her success.

I noticed that my friend had bought some new clothes and shoes.

My sister can’t stand being without a device like a phone for one minute.
Dr. Martin Luther King Jr. worked for economic justice, and so it makes sense that MLK Day is a day that people celebrate in our country by doing public service.

The policeman came to the scene of the car accident.

Vaccines are important for preventing illnesses.

<table>
<thead>
<tr>
<th>She is an elegant lady.</th>
<th>She exudes elegance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>He is ignorant of history.</td>
<td>Ignorance of history is a problem.</td>
</tr>
<tr>
<td>Mars is a distant planet.</td>
<td>What is the distance we need to travel?</td>
</tr>
<tr>
<td>She has a confident smile.</td>
<td>He lacks confidence.</td>
</tr>
<tr>
<td>He has an absent look.</td>
<td>He has too many absences.</td>
</tr>
<tr>
<td>She tolerates his music.</td>
<td>Tolerance is important in getting along with others.</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>He disturbed our sleep.</td>
<td>She created a disturbance in class.</td>
</tr>
<tr>
<td>He influenced his peers.</td>
<td>He is a good influence.</td>
</tr>
</tbody>
</table>

significance reference presence silence sentence sequence conference violence ambulance resistance fragrance extravagance influence endurance consequence
LESSON 96

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:

g (which makes the “j” sound, as in “age”)

Explain that so far g has made the hard “g” sound as in “gap.” But when a g is followed by an i, e, or y, it makes the “j” sound as in “ginger” and “huge.”

Words to read and write with the soft g:

<table>
<thead>
<tr>
<th>ginger</th>
<th>huge</th>
<th>wage</th>
<th>garage (the ge sounds like zh)</th>
<th>strange</th>
</tr>
</thead>
<tbody>
<tr>
<td>change</td>
<td>urgent</td>
<td>gym</td>
<td>gem</td>
<td>gentle</td>
</tr>
<tr>
<td>gender</td>
<td>geography</td>
<td>agitated</td>
<td>emergency</td>
<td>register</td>
</tr>
</tbody>
</table>

Point out the common exceptions “girl,” “get,” “gill” which have the hard “g” sound.

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:

busy, business

Have the student read:

The man said that he had urgent business downtown.

---

6 busy: b is decodable; u making the “ih” sound is irregular; s making the “z” sound is decodable; y making the long “e” sound is decodable

business: pronounced as a two-syllable word (with “i” not pronounced); “bus” is pronounced “biz” as above
Cindy’s weekend was busy enough given her goal of cleaning the whole garage.

The bride exchanged the costly gem for a more modest ring.

My sister started taking gymnastics at five, meaning when my sister was five not when it was five o’clock.

*Have the student write from your dictation:*

Even when Nancy is busy, she makes time to go to the gym.

Roger hates garlic, so let’s prepare a dish with ginger.

The new business was thriving because customers noticed the expert service it delivered.

My dog, Ginger, makes a gentle woof when she needs to go outside.

Choose any of the stories in **Group 8 (“Y” as a Vowel Stories), Group 7 (Consonant-le Stories), Group 6 (Snow, Cow, Cloud Stories), or Group 5 (R-Controlled Stories)** for a “triple read.”
The man said that he had urgent business downtown.

Cindy's weekend was busy enough given her goal of cleaning the whole garage.

The bride exchanged the costly gem for a more modest ring.

My sister started taking gymnastics at five, meaning when my sister was five not when it was five o'clock.
LESSON 97

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:

**gu** (as in “guitar”)

Explain that in words with **gu** the **u** is silent. (In “language” and “distinguish” the **gu** makes a “gw” sound, but we are excluding these words, except as high frequency words.) In words where the **gu** is followed by an **e** or **i**, the **g** makes the hard “g” sound not the soft “j.” Explain to the student that the **u** is saying “undo” that soft **g** spelling rule.

**Words to read and write:**

| guide | guinea pig | guarantee | guard | guilty | guild | guitar |

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:

**language, guy**

Have the student read:

Mary **wanted to be** a fantastic guitarist.

Even a trained guide dog may bother a pet guinea pig. They **may be trained, but they are still dogs, with dog instincts.**

---

7 **language:** **lang** is decodable; **uage** making the “gwij” sound is irregular

**guy:** **g** is decodable; **uy** making the long “i” sound is irregular in these lessons
The guy who sold me his old laptop gave me a one-year guarantee.

When I hear people talking in another language, I love to guess what language they are speaking.

Have the student write from your dictation:

Denzel is a nice guy who is in my language class.

I feel guilty when I put off practicing my guitar.

Can you guess how old that puppy is?

Choose any of the stories in Group 9 (Soft “c” and “g” Stories), Group 8 (“Y” as a Vowel Stories), Group 7 (Consonant-le Stories), or Group 6 (Snow, Cow, Cloud Stories) for a “triple read.”
Mary wanted to be a fantastic guitarist.

Even a trained guide dog may bother a pet guinea pig. They may be trained, but they are still dogs, with dog instincts.

The guy who sold me his old laptop gave me a one-year guarantee.

When I hear people talking in another language, I love to guess what language they are speaking.
LESSON 98

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

New material: Spelling rule for words that end in ge and dge

Explain to the student that in short-syllable words, dge is used rather than just ge. The d is silent and acts as a second consonant to keep the vowel short.

Words with dge keeping the vowel short to read and write:

edge sledgehammer ledge bridge fridge lodge hedge
cringe lunge fringe grudge hinges

Point out the exceptions “strange,” “change,” and “danger,” which have two consonants before the ge, but also have the long “a” sound.

In words where the vowel is long or r-controlled, the ending is just ge:

rage page huge cage stage charge large splurge

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:

lose, young

---

8 lose: l is decodable; o-consonant-e making the “oo” sound is irregular; se is decodable
young: y is decodable; ou making the “u” sound is irregular; ng is decodable
Have the student read:

The young kids plunge into the pool, while the old people tend to wade in slowly.

Chess is a game where the best player almost never loses.

The guy told us that we would know we were getting close to the lake when the trail came to a wooden bridge crossing a stream.

The prom committee made a budget for food, drinks, flowers, and balloons.

Have the student write from your dictation:

It was strange to open the fridge and see only three things there.

Win or lose, Gran and Gramps have fun playing bridge with their friends.

Mr. and Mrs. Smith have run the lodge by the lake since they were young.

Mr. Woods is strong enough to lift himself on the high ledge.

Choose any of the stories in Group 9 (Soft “c” and “g” Stories), Group 8 (“Y” as a Vowel Stories), Group 7 (Consonant-le Stories), or Group 6 (Snow, Cow, Cloud Stories) for a “triple read.”
The young kids plunge into the pool, while the old people tend to wade in slowly.

Chess is a game where the best player almost never loses.

The guy told us that we would know we were getting close to the lake when the trail came to a wooden bridge crossing a stream.
The prom committee made a budget for food, drinks, flowers, and balloons.
LESSON 99

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

New material: Spelling rule for words that end in ch and tch

Explain that spelling with ch and tch works similarly to spelling with ge and dge. After a long vowel sound (like “reach” or “beach”), you use ch. In words where the vowel stays short (like “patch”) and there is only one consonant, you use tch as the ending.

Words to read and write:
roach  batch  latch  stitch each  beach  stretcher  brunch  reach  teach  bunch  flinch  pinch  match  catch  clutch  switch  snatch  sketch

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:

toward, watch

Have the student read:

Coach Sanchez knew the team had to work on its pitching if it were to make progress toward having a winning season.

On Mondays, Mrs. Strange plays bridge, and she always makes a batch of her tasty fudge for the group to nibble on

---

9 toward: “toward” is irregular in its spelling; most pronounce toward as a one syllable word “tord”; others pronounce it in two syllables with an unaccented schwa syllable “tuh” and then “ord.” As in “clothes,” there are many videos on the internet demonstrating the pronunciation of this word.

watch: w is decodable; a making the “ah” sound will be decodable in Lesson 102; tch is decodable
while they play, even if it means that some of her cards get smudged.

The secret agent went to the fancy hotel to watch the businessman and senator have their meeting.

Have the student write from your dictation:

Lucy made a fantastic batch of cupcakes for the bake sale on Tuesday.

Sally switched from wheat flour to rice flour so that her cake would be gluten free.

The man was carried out on a stretcher.

In a pinch, Janet could rely on her mother to watch the kids.

Choose any of the stories in Group 9 (Soft “c” and “g” Stories), Group 8 (“Y” as a Vowel Stories), Group 7 (Consonant-le Stories), or Group 6 (Snow, Cow, Cloud Stories) for a “triple read.”
Coach Sanchez knew the team had to work on its pitching if it were to make progress toward having a winning season.

On Mondays, Mrs. Strange plays bridge, and she always makes a batch of her tasty fudge for the group to nibble on while they play, even if it means that some of her cards get smudged.

The secret agent went to the fancy hotel to watch the businessman and senator have their meeting.
LESSON 100

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:

aw (which makes the “ah” sound, as in “draw”)

Words to read and write:

<table>
<thead>
<tr>
<th>straw</th>
<th>paw</th>
<th>lawnmower</th>
<th>draw</th>
<th>crawl</th>
<th>brawl</th>
<th>jaw</th>
<th>flaw</th>
<th>raw</th>
</tr>
</thead>
<tbody>
<tr>
<td>flawless</td>
<td>brawny</td>
<td>drawstring</td>
<td>withdraw</td>
<td>gawk</td>
<td></td>
<td></td>
<td></td>
<td></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:

million, billion, trillion, zillion

Have the student read:

Luckily, there was a major flaw in the cruel outlaw’s plans.

Prawns are similar to shrimp but not exactly the same.

Stan said that he would bet a million dollars that he could beat Joe at ping pong.

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10 million, billion trillion, zillion: mill, bill, trill, zill, are decodable; ion making the “yun” sound is irregular
“A million is one thousand times one thousand, and that is a huge number,” Dad explained.

Mom said, “Anything with tomatoes, garlic, and butter sounds yummy to me.”

Have the student write from your dictation:

Let’s draw straws for who gets the first milkshake.

A billion is bigger than a million, and a trillion is bigger than a billion, and a zillion is bigger than a trillion.

I sat in the shade in a lawn chair and watched a bird build her nest.

More sentences for practice:

At nine months old, the baby crawled on a clean, soft rug.

In art class, I found that drawing a chair was not so easy.

In the minutes before dawn, owls hoot and birds chirp.

My father and mother walked on the beach and looked out at the ocean.

Jack mows lawns. He is saving money to buy a car.

Choose any of the stories in Group 9 (Soft “c” and “g” Stories), Group 8 (“Y” as a Vowel Stories), Group 7 (Consonant-le
Stories), or Group 6 (Snow, Cow, Cloud Stories) for a “triple read.”
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In art class, I found that drawing a chair was not so easy.

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