

LESSON 61

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

New material: Common endings or suffixes

Explain that prefixes and suffixes are common endings and beginnings that create new words with new meanings.

Explain that the base word “help” changes dramatically when it becomes “helpless” and less dramatically when it becomes “helpful.” There is a huge difference between “careless” and “careful”!

ful (meaning: full of, as in “helpful”)

careful helpful wasteful tasteful wishful skillful wishful

ness (meaning: state of being, as in “goodness”)

**goodness kindness richness sickness crispness
softness illness witness**

less (meaning: without, as in “childless”)

careless helpless homeless reckless hopeless strapless

en (meaning: made of, as in “golden” or when an adjective such as “thick” becomes a verb, as in “thicken”)

rotten waxen sunken thicken sadden widen soften

ic (meaning: related to, as in “fantastic”)

tropic classic frantic problematic comic heroic patriotic

al (pronounced “ul” and meaning: related to, as in “global”)
brutal pivotal metal parental local fatal legal

ical (meaning: related to, as in “musical”)
radical medical pivotal whimsical musical classical
critical optical critical

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:

though, although¹

Have the student read:

“Even though I am not as old as you, I can still be helpful with the big lunch,” my sis said.

The man had been homeless for a long time.

Although the day was cold, Gram hosted the lunch outside.

The kindness of the girl impressed the old woman who had seen some careless children in her day.

Have the student write from your dictation:

The boy could be reckless when he was having fun.

The man had spoken to the children about how to make useful boxes.

¹ **though** and **although**: **th** is decodable; **ough** making the long “o” sound is irregular; **al** in “although” will be decodable in Lesson 102

Although the cake looked good, it was old and rotten inside!

More phrases to read or write from dictation:

a medical problem

a pivotal moment

a radical act of kindness

a broken metal lock

an amazing likeness

a sudden sickness

an optical trick

wishful thinking

his fundamental goodness

a comic novel

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

ful (meaning: full of, as in “helpful”)
careful helpful wasteful tasteful wishful skillful wishful

ness (meaning: state of being, as in “goodness”)
goodness kindness richness sickness crispness
softness illness witness

less (meaning: without, as in “childless”)
careless helpless
homeless reckless hopeless strapless

en (meaning: made of, as in “golden” or when an
adjective such as “thick” becomes a verb, as in “thicken”)
rotten waxen sunken thicken sadden widen soften

ic (meaning: related to, as in “fantastic”)
tropic classic frantic problematic comic heroic
patriotic

al (pronounced “ul” and meaning: related to, as in
“global”)
brutal pivotal metal parental local fatal legal

ical (meaning: related to, as in “musical”)
radical medical pivotal whimsical musical classical
critical optical critical

though although

“Even though I am not as old as you, I can still be helpful
with the big lunch,” my sis said.

The man had been homeless for a long time.

Although the day was cold, Gram hosted the lunch outside.

The kindness of the girl impressed the old woman who had seen some careless children in her day.

LESSON 62

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

New material: Common prefixes

Pronounce the following common prefixes with your student and discuss their meanings:

un (meaning not, as in “unskilled”)
unwell until undo undress unfinished unlike unkind
unhelpful unprovoked unpunished undetected

dis (meaning not or away, as in “dismiss”)
distract discredit dislike dispose distinct distant
disintegrate disconnect

de (meaning off, away, or opposite as in “defend” or “decode”)
demand decline destruct depressed despite developed
desegregate defendant degrade defund devise delete
detested

re (meaning back or again as in “redo”)
remind reflex refresh response respond represent regret
resist restrict respectful redistribute reflect revise
remake rethink

pre (meaning before as in “prepare”)
pretend predict prevent predate predestined prefabricate
presold

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:

walk, talk²

Have the student read:

On the long walk, the man reflected on some distressing events of his day.

Ms. Jones reminded me that I was not supposed to talk with my friends while we were still in class.

The cat knocked a drinking glass onto the floor. Sam was careful when disposing of all the broken bits of glass left behind.

My sis asked, “Is my humming distracting you?”

Have the student write from your dictation:

The unfinished project was on my mind all day.

No one could detect who was behind the prank, and so he or she got away with it and went unpunished.

More phrases to read or write from dictation:

an unintended insult
a shocking development
an unprovoked tantrum
a refreshing and candid talk

a disconnected wire
devising a reckless prank
a distressing problem
lots of prefixes

²walk and talk: w, t, and k are decodable; al makes the “ah” sound (with l silent) and will be decodable in Lesson 102

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

un (meaning not, as in “unskilled”)
unwell until undo undress unfinished unlike unkind
unhelpful unprovoked unpunished undetected

dis (meaning not or away, as in “dismiss”)
distract discredit dislike dispose distinct distant
disintegrate disconnect

de (meaning off, away, or opposite as in “defend” or
“decode”)
demand decline destruct depressed despite
developed desegregate defendant degrade defund
devise delete detested

re (meaning back or again as in “redo”)
remind reflex refresh response respond represent
regret resist restrict respectful redistribute reflect
revise remake rethink

pre (meaning before as in “prepare”)
pretend predict prevent predate predestined
prefabricate presold

walk talk

On the long walk, the man reflected on some distressing events of his day.

Ms. Jones reminded me that I was not supposed to talk with my friends while we were still in class.

The cat knocked a drinking glass onto the floor. Sam was careful when disposing of all the broken bits of glass left behind.

My sis asked, "Is my humming distracting you?"

an unintended insult
a shocking development

an unprovoked tantrum
a refreshing and candid talk

a disconnected wire
devising a reckless
prank
a distressing problem
lots of prefixes

LESSON 63

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

New material: More common prefixes

Pronounce the following common prefixes with your student and discuss their meanings:

up (meaning up, as in “uphold”) **uptake uphill upstanding
upgrade uprising upheld**

in (meaning in, into, or not, as in “inspect” and “insane”)
intake inmate inspire inside index intend insult

ex (meaning out or out of, as in “exhale”)
exhibit exclude expand exist expired extreme extend

post (meaning after) **postpone postscript postretirement
postdate postgame postnatal**

pro (meaning forward) **promote protect profess provide
propel prohibit provoke**

mis (meaning wrongly or falsely) **mistake misspell misled
misfire misuse misbehave mistook misfit**

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:

group, sign³

Have the student read:

The kind woman forgot to invite her friend to the big lunch. She had not intended to exclude her pal, but, by mistake, she had.

I like group projects because I get to talk to more people in the class.

Daffodils and robins are signs of spring.

We walked uphill and huffed and puffed.

Even though Sal could upgrade his phone for the latest model, he concluded that his old phone was still just fine.

Have the student write from your dictation:

Our group was looking to find the sign for the exit, so that we would be on time for the bus.

³ **group:** **gr** is decodable; **ou** making the “oo” sound (as in “zoo”) will be decodable in Lesson 88; **p** is decodable; **sign:** **s** is decodable; **ign** making “ine” is irregular, though other words like “benign” and “assign” also have this pattern

Is the milk expired or is it still fresh?

Ms. Smith wanted to talk to a group of us. She said that we were laughing and talking so much in class that it was distracting.

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

up (meaning up, as in “uphold”) uptake uphill
upstanding upgrade uprising upheld

in (meaning in, into, or not, as in “inspect” and “insane”)
intake inmate inspire inside index intend insult

ex (meaning out or out of, as in “exhale”)
exhibit exclude expand exist expired extreme extend

post (meaning after) postpone postscript
postretirement postdate postgame postnatal

pro (meaning forward) promote protect profess
provide propel prohibit provoke

mis (meaning wrongly or falsely) mistake misspell
misled misfire misuse misbehave mistook misfit

group

sign

The kind woman forgot to invite her friend to the big lunch. She had not intended to exclude her pal, but, by mistake, she had.

I like group projects because I get to talk to more people in the class.

Daffodils and robins are signs of spring.

We walked uphill and huffed and puffed.

Even though Sal could upgrade his phone for the latest model, he concluded that his old phone was still just fine.

Big, Safe Words with Short, Open, and Silent-E Syllables

Here are some big words that show us how far we have come! Do you and your student recognize the prefixes, suffixes, and syllable types in these long words? Pick some words to talk about and use together.

pretended rejected, hopelessness, relocating, dislocate, resentment, protected, demented, projected, restricted, distributing, retirement, presenting, placating, evening, unprogrammed, postponement, enrichment, implicated, recognized, enfranchise, fabricating, inflating, salesmanship, tantalizing, contracted, establishment, protagonist, antagonize, requirement, environment, liquidated, invalidates, uncomplicated, metropolitan, democratic, revolving, consolidated, unintimidated, gratitude, solitude, disintegrating, accommodating, postponement, eradicated, migrated, gravitates, opponent, disapproval, Republican, Democrat, masticating, gamesmanship, hospitalized, tranquilizes, unrecognized, prefabricated, intoxicated, misrepresented, undiluted, mindfulness, propagandize, prohibited, recultivating, Titanic, landscaping, stipulated,

**miscommunicated, pontificating, compensating, episodes,
contrived, Buffalo, dilapidated, paradise, parasite,
ventriloquist, aristocrat, undetected, microwaved**

LESSON 64

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

New material: The vowel team

Explain that when two (or more) vowels stand together to make one sound, we call it a vowel team.

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:

ai (which makes the long “a” sound, as in “rain”) and appears in the middle of words

Words to read and write:

mail pail tail fail wait nail snail stain claim waist plain explain contain complain detail remain maintain
--

Explain the concept of “homophones,” which are words that sound the same but have different spellings and meanings. Discuss the meanings of the following words:

mail/male fare/fair plain/plane tail/tale waist/waste main/mane pain/pane pail/pale
--

Explain that in words or syllables that end in **-air**, the vowel makes the “air” sound:

chair fair airplane stairs fair pair repair hair

Note: Spelling is now more difficult than in earlier lessons. The student needs to understand that spelling “mistakes” come with the territory of more advanced phonics because now there are

different spellings to represent the same sound. When students make mistakes that make sense in terms of phonics (for example, writing the word “claim” as “clame” or “snail” as “snale”), it is helpful to point out that their spellings make perfect sense for producing they want but is not how the dictionary has decided that we spell the word. You can also tell students that English, in comparison to some other languages, is known for its variety and complexity in spelling patterns.

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:

very, almost⁴

Have the student read:

If it rains again today, it will wreck my plans to set up my tent.

Bill made a very big claim. He said that at sunset we could take a walk and see snakes come through the grass and cross the pond.

Mr. Smith was waiting for me on the path. He let me stop, and I had some time to rest. Then he said, “Let us go and find your friends who are almost at the lake.”

Have the student write from your dictation:

Nat very much loves getting mail but does not like having to write back.

⁴ **very**: v is decodable; er making the “air” sound will be decodable in Lesson 114; y making the long “e” sound is decodable in Lesson 86

almost: al will be decodable in Lesson 102; **most** is decodable

Kate explained that you can use very plain fabric to make some good gifts.

Our mailman is almost always on time. I do not know how he does it.

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

mail pail tail fail wait nail snail stain claim waist
plain explain contain complain detail remain
maintain

mail/male fare/fair plain/plane tail/tale waist/waste
main/mane pain/pane

chair fair airplane stairs fair pair repair hair

very

almost

If it rains again today, it will wreck my plans to set up my tent.

Bill made a very big claim. He said that at sunset we could take a walk and see snakes come through the grass and cross the pond.

Mr. Smith was waiting for me on the path. He let me stop, and I had some time to rest. Then he said, "Let us go and find your friends who are almost at the lake."

LESSON 65

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:

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

Words to read and write:

pay may say tray play gray day spray stray Sunday today delay runway payment hairspray stingray betray payoff essay relay okay display playmate halfway
--

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

every, everything, everyone⁵

Have the student read:

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

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

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

⁵ **every**: **ev** is decodable; **er** will be decodable in Lesson 74; **y** making the long “e” sound will be decodable in Lesson 86; **thing** is decodable; “one” is an irregular word that has been previously taught

Have the student write from your dictation:

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

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

Sal takes the same train home every day.

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

pay may say tray play gray day spray stray
Sunday today delay runway payment hairspray
stingray betray payoff essay relay okay display
playmate halfway

every everything everyone

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

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

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

LESSON 66

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:

ea (which makes the long “e” sound, as in “eat”)

Words to read and write:

team meat eat meal dream cream steal read beat leaf beach seal cheat weak please plea squeal flea reason reveal backseat cheapest defeat mealtime meaningful mainstream mislead peacock
--

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

ear fear tear earbuds hear hearing clear

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:

word, world, work⁶

Have the student read:

When May comes each year, we dream about long days at the beach.

⁶ **word, world, work:** **wor**, which has the “er” sound as in “fern,” will be decodable in Lesson 103; the final consonants of “word,” “world,” and “work” are decodable

**“If you do not eat your meal, then we will not go for a treat,”
said Gran.**

**For me, a rich cream milkshake is the best treat in the world,
but all Sam drinks is plain tea.**

**In Pat’s dream, she could play the flute and speak any
French word she wanted. It felt so real!**

The boy had eaten way too much cake and now felt sickened.

Have the student write from your dictation:

“If you will not take your seats, how can we begin our play?” said
Ms. Kim.

I will not cheat on the test. If I do not pass, I know that Ms. Ko will
work with me on the math again.

“Please” is a very good word to use when you are asking
someone for help.

If someone says, “You are living in a dream world,” they may be
asking you to wake up to something real.

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

team meat eat meal dream cream steal read
beat leaf beach seal cheat weak please plea
squeal flea reason reveal backseat cheapest
defeat mealtime meaningful mainstream
mislead peacock

ear fear tear earbuds hear hearing clear

word world work

When May comes each year, we dream about long days at the beach.

“If you do not eat your meal, then we will not go for a treat,” said Gran.

For me, a rich cream milkshake is the best treat in the world, but all Sam drinks is plain tea.

In Pat’s dream, she could play the flute and speak any French word she wanted. It felt so real!

The boy had eaten way too much cake and now felt sickened.

LESSON 67

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:

ee (which makes the long “e” sound, as in “tree”)

Words to read and write:

street meet feet greet sheep free need freed fee bee sweet feel eel bleed coffee chimpanzee committee sleepless screenplay offscreen

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

cheerful volunteer beer sheer peer peerless
--

Discuss the meanings of the homonyms below:

be/bee meet/meat see/sea beet/beat beech/beach peel/peal steel/steal

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:

ready, already, Dr.⁷

Have the student read:

The heat of the sun made the swim meet seem long.

⁷ **ready**: r is decodable; **ea** making the short “e” sound will be decodable in Lesson 115; **d** is decodable; **y** making the long “e” sound will be decodable in Lesson 86
already: **al** will be decodable in Lesson 102

“Excuse me, I did not mean to steal your seat when you got up to get coffee. Please feel free to take it back.”

The team had a big game. To stay in the running, they need to win today.

The words of Dr. King’s “I have a dream” speech inspire me every time I hear them.

To get ready for the holiday lunch, Jim chopped the salad and set out the plates, napkins, and utensils.

Have the student write from your dictation:

All the trees in the world help us to breathe fresh air.

“We have already had too many sweets,” Mom said when the tot asked for a treat.

Sheep graze on grass and seem without a care in the world.

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

street meet feet greet sheep free need freed fee
bee sweet feel eel bleed coffee chimpanzee
committee sleepless screenplay offscreen

cheerful volunteer beer sheer peer peerless

be/bee meet/meat see/sea beet/beat beech/beach
peel/peal steel/steal

ready already

Dr.

The heat of the sun made the swim meet seem long.

“Excuse me, I did not mean to steal your seat when you got up to get coffee. Please feel free to take it back.”

The team had a big game. To stay in the running, they need to win today.

The words of Dr. King’s “I have a dream” speech inspire me every time I hear them.

To get ready for the holiday lunch, Jim chopped the salad and set out the plates, napkins, and utensils.

LESSON 68

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:

igh (which makes the long “i” sound, as in night)

Explain that in this pattern the consonants “g” and “h” are acting as part of a vowel team.

Words to read and write:

**nigh sigh high
fright fight night light slight
highest lightest might right tight knight
highlight nightmare delightful flashlight playwright
tightrope twilight nightclub highjack**

Discuss the meanings of the homonyms below:

**mind/mined night/knight right/write find/fined mite/might
wine/whine sighed/side hi/high**

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:

answer, question, tonight⁸

⁸ **answer**: **ans** is decodable; **w** is silent; **er** will be decodable in Lesson 73

question: **ques** is decodable; **tion** makes a “chin” or “chun” sound and will be decodable in Lesson 120

tonight: **to** (making the “oo” sound) is irregular; **night** is decodable

Have the student read:

Sal asked the question: “When is the best time to play hide and seek?”

Tim answered, “At night!”

Jim was right. I did not have the slightest excuse for stealing his ketchup.

Phil had a sleepless night. The film he saw right before going to bed gave him frightening dreams.

Have the student write from your dictation:

Many stray cats come out at night.

Bill has strong legs and can run up even the highest hills.

The tales the old woman told gave Kim a big fright.

My best pants have gotten too tight.

More sentences for practice:

Moms and dads do not like the sight of kids playing on phones and not answering their questions.

Tickets may sell out, so we should get them tonight.

Mr. Pete knew that his question did not have just one right answer.

We can use your phone to prepay for our meals.

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

nigh sigh high
fright fight night light slight
highest lightest might right tight knight
highlight nightmare delightful flashlight playwright
tightrope twilight nightclub highjack

mind/mined night/knight right/write find/fined
mite/might wine/whine sighed/side hi/high

answer
question
tonight

Sal asked the question: "When is the best time to play hide and seek?"

Tim answered, "At night!"

Jim was right. I did not have the slightest excuse for stealing his ketchup.

Phil had a sleepless night. The film he saw right before going to bed gave him frightening dreams.

Moms and dads do not like the sight of kids playing on phones and not answering their questions.

Tickets may sell out, so we should get them tonight.

Mr. Pete knew that his question did not have just one right answer.

We can use your phone to prepay for our meals.

LESSON 69

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:

oa (which makes the long “o” sound, as in boat)

Words to read and write:

boat float soak soap oak toast boast roast coast coat moan groan throat oak bemoan cockroach railroad goalpost oatmeal loading oath uploading
--

Discuss the meanings of the homonyms below:

loan/lone road/rode yolk/yoke load/lode no/know knows/nose

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:

other, mother, brother, another⁹

Have the student read:

When Ralph is in our group, he always boasts that he knows all the right answers and that others are always wrong.

Let us go through the oak trees to find a camping spot on the other side of the lake.

⁹ **other**: o making the “uh” sound is irregular; **th** is decodable; **er** will be decodable in Lesson 74

mother, brother, another: **m, br,** and **n,** are decodable; **a** making the “uh” sound in another will be decodable in Lesson 106

My brother roasts chicken for our big feast on Sunday.

My mother groans and says, “Someone is on the other line. Can I call you back?”

Gram did not know how to upload music onto a phone. When I told her that it was no big deal to do that, and that I would help her, she was thrilled.

Have the student write from your dictation:

A long soak in the tub feels so good.

Mother reminds us to take our coats when it is cold.

The class moans when Mr. James gives homework for the weekend. His students tell him that they have other plans.

I dislike oatmeal, but right now oatmeal is the only thing I see to make.

Can we pick another film to rent? I have already seen that film and did not like it very much.

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

boat float soak soap oak toast boast roast coast coat
moan groan throat oak bemoan cockroach railroad
goalpost oatmeal loading oath uploading

loan/lone road/rode yolk/yoke load/lode no/know
knows/nose hi/high

other mother brother another

When Ralph is in our group, he always boasts that he knows all the right answers and that others are always wrong.

Let us go through the oak trees to find a camping spot on the other side of the lake.

My brother roasts chicken for our big feast on Sunday.

My mother groans and says, "Someone is on the other line. Can I call you back?"

Gram did not know how to upload music onto a phone. When I told her that it was no big deal to do that, and that I would help her, she was thrilled.

LESSON 70

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:

oe (which makes the long “o” sound, as in “toe”)

Words to read and write:

toe hoe woe Joe foe goes oboe aloe

Point out the common words “shoe” and “canoe” that have the “oo” 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:

school, shoe, canoe¹⁰

Have the student read:

It is most sad when people who were friends become foes.

Every day at school, Joe makes his friends laugh.

One way dogs are like us is that they have toes and toenails. Some dogs get their nails clipped, but we have not done that for our dog, Franklin, and he seems just fine.

¹⁰ **school**: s is decodable; **ch** making the “k” sound will be decodable in Lesson 112; **oo** will be decodable in Lesson 88; **l** is decodable

shoe: **sh** is decodable; **oe** making the “oo” sound is irregular

canoe: **c** is decodable; **a** makes the schwa sound “uh”; **n** is decodable; **oe** making the “oo” sound is irregular

Bill likes school, but sometimes when he goes to math class, he becomes glum. He dislikes the fact that Mr. Smith likes to give his classes pop quizzes.

My dog picks up my tennis shoe with his teeth to tell me that he wants me to take him on a walk.

Have the student write from your dictation:

Jill's dog, Sniff, picks up her leash and brings it to Jill to tell her that she needs a walk.

Meg said, "Is aloe a kind of plant?" Jan answered, "Yes, that is right, and people use aloe on their skin."

A new hoe and rake made the work fun.

Joe said that we should get new life jackets for the canoe trip. Bob stubbed his toe on the rock path.

"Oh, yuck," said Joe, "I think I just got gum on my shoe."

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

toe hoe woe Joe foe goes oboe aloe

school

shoe

canoe

It is most sad when people who were friends become foes.

Every day at school, Joe makes his friends laugh.

One way dogs are like us is that they have toes and toenails. Some dogs get their nails clipped, but we have not done that for our dog, Franklin, and he seems just fine.

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