LESSON 61

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

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

kn (as in “knife”)

**Words to read and write:**

| knife | knapsack | knit | knock | knob | knack |

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:

*laugh, through*¹

Have the student read:

Rob has quite a knack for taking good photos.

A handknit hat is a good gift but takes a long time to make.

Ralph fell over when Kim knocked into him, and the whole class laughed.

We told Ralph that we knew he was fine and laughed just because he and Kim looked so panicked.

¹ *laugh*: l is decodable; *au* making the short “a” sound is irregular; *gh* making the “f” sound is irregular in these lessons (though it occurs in other words like “rough”)

*through*: *thr* is decodable; *ough* making the “oo” sound (as in “boom”) is irregular
I put my lunch in my knapsack for a picnic by the pond.

Have the student write from your dictation:

The knobs on the old cabinet were made of cut glass.

Pam was asking, “Can you see me through this knothole?”

The knife cut through the big ham with no problem.

She concluded that Phil was telling so many jokes because he loves making his friends laugh.

Choose any of the stories in Group 2 (Silent-E Stories) or Group 1 (Short-Syllable Stories) for a “triple read.”
Rob has quite a knack for taking good photos.

A handknit hat is a good gift but takes a long time to make.

Ralph fell over when Kim knocked into him, and the whole class laughed.

We told Ralph that we knew he was fine and laughed just because he and Kim looked so panicked.

I put my lunch in my knapsack for a picnic by the pond.
LESSON 62

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

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

wr (which makes the “r” sound as in “write”)

Words to read and write:

| wrap | written | write | wring | wreck | wrist | wrong | wren |

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:

**always, group**

Have the student read:

When wrapping presents, Robin **always** writes tags, so the gifts **do not go to the wrong people**.

Helen wrote a **thank-you note to Gran**. Gran **loves getting notes and always writes back**.

**Because I twisted my wrist, let us not shake hands.**

---

2 **always**: al is decodable; **w** is decodable; ay will be decodable in Lesson 67, **s** is decodable

**group**: g, r, and p are decodable; ou will be decodable in Lesson 112
Phillip’s group was tasked with making a list of items the students would require to complete the craft project.

Have the student write from your dictation:

Texting friends is also writing.

Ms. Fran said, “When you write, you get to think through what is in your mind.”

Bob knew that his mom was upset when he saw her wring her hands.

Beth felt that she had too many group chats on her phone. She was getting confused.

Winifred thinks that handwritten thank you notes are splendid to get, so she writes them for her pals.

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.”
When wrapping presents, Robin always writes tags, so the gifts do not go to the wrong people.

Helen wrote a thank-you note to Gran. Gran loves getting notes and always writes back.

Because I twisted my wrist, let us not shake hands.
LESSON 63

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

New material: Common 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 |
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, although

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 some would say that the day was a bit cold, Gram chose to host 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.

3 though and although: th is decodable; ough making the long “o” sound is irregular; al is decodable
The man had spoken to the children about how to make useful boxes.

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

I was tempted to take a look at the bike for sale even though my bike still rides well.

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.”
<table>
<thead>
<tr>
<th><strong>ful</strong> (meaning: full of, as in “helpful”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>careful helpful wasteful tasteful wishful skillful wishful</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ness</strong> (meaning: state of being, as in “goodness”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>goodness kindness richness sickness crispness softness illness witness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>less</strong> (meaning: without, as in “childless”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>careless helpless homeless reckless hopeless strapless</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>en</strong> (meaning: made of, as in “golden” or when an adjective such as “thick” becomes a verb, as in “thicken”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>rotten waxen sunken thicken sadden widen soften</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ic</strong> (meaning: related to, as in “fantastic”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>tropic classic frantic problematic comic heroic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>al</strong> (pronounced “ul” and meaning: related to, as in “global”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>brutal pivotal metal parental local fatal legal</td>
</tr>
</tbody>
</table>
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 some would say that the day was a bit cold, Gram chose to host the lunch outside.

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

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
LESSON 64

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

New material: Common prefixes

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

<table>
<thead>
<tr>
<th>Common Prefix</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>un</strong></td>
<td>unskilled, unwell, undo, undress, unfinished, unlike, unkind, unhelpful, unprovoked, unpunished, undetected</td>
</tr>
<tr>
<td><strong>dis</strong></td>
<td>distract, discredit, dislike, dispose, distinct, distant, disintegrate, disconnect</td>
</tr>
<tr>
<td><strong>de</strong></td>
<td>demand, decline, destruct, depressed, despite, developed, desegregate, defendant, degrade, defund, devise, delete, detested</td>
</tr>
<tr>
<td><strong>re</strong></td>
<td>remind, reflex, refresh, response, respond, represent, regret, resist, restrict, respectful, redistribute, reflect, revise, remake, rethink, revere</td>
</tr>
<tr>
<td><strong>pre</strong></td>
<td>pretend, predict, prevent, predate, predestined, prefabricate, presold</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:

new, few, drew

Have the student read:

On the long walk home, the man reflected on a few of the 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.

Sal picked up his pen and drew Leon’s new kitten.

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

Have the student write from your dictation:

The teacher was thinking all day about a new project for the class.

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

Sara was absent just a few times, and she tended to arrive to class on time.

new, few, and drew: n, f, and dr are decodable; ew making the “oo” sound will be decodable in Lesson 110
Stan drew a line in the sand to indicate where home base could be.

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

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.”
On the long walk home, the man reflected on a few of the 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.

Sal picked up his pen and drew Leon’s new kitten.

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

an unintended insult  a disconnected wire
a shocking development devising a reckless prank
an unprovoked tantrum a distressing problem
a refreshing and candid talk lots of prefixes
LESSON 65

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

New material: More common prefixes

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>up</td>
<td>uptake, uphill, upstanding, upgrade, uprising, upheld</td>
</tr>
<tr>
<td>in</td>
<td>intake, inmate, inspire, inside, index, intend, insult</td>
</tr>
<tr>
<td>ex</td>
<td>exhibit, exclude, expand, exist, expired, extreme, extend</td>
</tr>
<tr>
<td>post</td>
<td>postpone, postscript, postretirement, postdate, postgame, postnatal</td>
</tr>
<tr>
<td>pro</td>
<td>promote, protect, profess, provide, propel, prohibit, provoke</td>
</tr>
<tr>
<td>mis (meaning wrongly or falsely)</td>
<td>mistake misspell misled misfire misuse misbehave mistook misfit</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:*

- **sign, design, assign**

*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 when we are **assigned 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.**

**Rufus designed a pamphlet to promote an end of the year school picnic.**

*Have the student write from your dictation:*

---

5 **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
Our group was looking to find the sign for the exit, so that we would be on time for the bus.

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.

“How many of you have completed all of your assignments?” Ms. Smith asked.

The ad was designed to make the new product look useful.

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.”
<table>
<thead>
<tr>
<th>Prefix</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>up</strong> (meaning up, as in “uphold”)</td>
<td>uptake, uphill, upstanding, upgrade, uprising, upheld</td>
</tr>
<tr>
<td><strong>in</strong> (meaning in, into, or not, as in “inspect” and “insane”)</td>
<td>intake, inmate, inspire, inside, index, intend, insult</td>
</tr>
<tr>
<td><strong>ex</strong> (meaning out or out of, as in “exhale”)</td>
<td>exhibit, exclude, expand, exist, expired, extreme, extend</td>
</tr>
<tr>
<td><strong>post</strong> (meaning after)</td>
<td>postpone, postscript, postretirement, postdate, postgame, postnatal</td>
</tr>
<tr>
<td><strong>pro</strong> (meaning forward)</td>
<td>promote, protect, profess, provide, propel, prohibit, provoke</td>
</tr>
<tr>
<td><strong>mis</strong> (meaning wrongly or falsely)</td>
<td>mistake, misspell, misled, misfire, misuse, misbehave, <strong>mistook</strong>, misfit</td>
</tr>
<tr>
<td><strong>sign</strong></td>
<td>design, assign</td>
</tr>
</tbody>
</table>
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 Closed, 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,
resentment, protected, demented, projected,
distributing, retirement, presenting, placating,
evening, unprogrammed, postponement, enrichment,
implicated, recognized, enfranchise, fabricating,
inflating, landscaping, restricting, dislocate
salesmanship, tantalizing, contracted, establishment,
protagonist, antagonize, requirement, environment,
liquidated, invalidates, uncomplicated, metropolitan,
democratic, revolving, consolidated, unintimidated,
gratitude, solitude, disintegrating, accommodating,
eradicated, migrated, gravitates, opponent,
Republican, Democrat, compensating, gamesmanship, hospitalized, tranquilizes, unrecognized, intoxicated, misrepresented, undiluted, mindfulness, propagandize, prohibited, recultivating, Titanic, stipulated, miscommunicated, pontificating, episodes, Buffalo, dilapidated, paradise, parasite, ventriloquist, aristocrat, microwaved
LESSON 66

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

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:

<table>
<thead>
<tr>
<th>mail</th>
<th>pail</th>
<th>tail</th>
<th>fail</th>
<th>wait</th>
<th>nail</th>
<th>snail</th>
<th>stain</th>
<th>claim</th>
<th>waist</th>
<th>plain</th>
</tr>
</thead>
<tbody>
<tr>
<td>explain</td>
<td>contain</td>
<td>complain</td>
<td>detail</td>
<td>remain</td>
<td>maintain</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**

*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.*

---

6 *very:* v is decodable; er making the “air” sound will be decodable in Lesson 115; y making the long “e” sound is decodable in Lesson 88
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.”
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 67

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

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

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

Words to read and write:

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, everyone

Have the student read:

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

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

7 every: ev is decodable; er will be decodable in Lesson 75; y making the long “e” sound will be decodable in Lesson 88; thing is decodable; “one” is an irregular word that has been previously taught
I like gray Sundays when everyone at my house gets to rest.

Have the student write from your dictation:

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

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

Sal takes the same train home every day.

Choose any of the stories in Group 3 (Open-and-Closed-Syllable Stories), Group 2 (Silent-E Stories) or Group 1 (Short-Syllable Stories) for a “triple read.”
Ned was a stray when we got him at two years old.

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

I like gray Sundays when everyone at my house gets to rest.
LESSON 68

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

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

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

*Words to read and write:*

<table>
<thead>
<tr>
<th>team</th>
<th>meat</th>
<th>eat</th>
<th>meal</th>
<th>dream</th>
<th>cream</th>
<th>steal</th>
<th>read</th>
<th>beat</th>
<th>leaf</th>
</tr>
</thead>
<tbody>
<tr>
<td>beach</td>
<td>seal</td>
<td>cheat</td>
<td>weak</td>
<td>please</td>
<td>plea</td>
<td>squeal</td>
<td>flea</td>
<td>reason</td>
<td>reveal</td>
</tr>
<tr>
<td>backseat</td>
<td>cheapest</td>
<td>defeat</td>
<td>mealtime</td>
<td>meaningful</td>
<td>mainstream</td>
<td>mislead</td>
<td>peacock</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**ear** fear tear earbuds hear hearing clear near year

*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, work**

Have the student read:

When May **comes** each year, we dream **about** long days at the **beach** and taking off **from work**.

---

8 **word, world, work:** **wor**, which has the “er” sound as in “fern,” will be decodable in Lesson 105; 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.”
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 69

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

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

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

Words to read and write:

<table>
<thead>
<tr>
<th>street</th>
<th>meet</th>
<th>feet</th>
<th>greet</th>
<th>sheep</th>
<th>free</th>
<th>need</th>
<th>freed</th>
<th>fee</th>
<th>bee</th>
</tr>
</thead>
<tbody>
<tr>
<td>sweet</td>
<td>feel</td>
<td>eel</td>
<td>bleed</td>
<td>coffee</td>
<td>chimpanzee</td>
<td>committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sleepless</td>
<td>screenplay</td>
<td>offscreen</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>be/bbee</th>
<th>meet/meat</th>
<th>see/sea</th>
<th>beet/beat</th>
<th>beech/beach</th>
</tr>
</thead>
<tbody>
<tr>
<td>peel/peal</td>
<td>steel/steal</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:

**ready, already, Dr.**

Have the student read:

---

9 **ready**: **r** is decodable; **ea** making the short “e” sound will be decodable in Lesson 116; **d** is decodable; **y** making the long “e” sound will be decodable in Lesson 88

**already**: **al** is decodable
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.

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.”
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.
Student View

To get ready for the holiday lunch, Jim chopped the salad and set out the plates, napkins, and utensils.
LESSON 70

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

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

**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:**

<table>
<thead>
<tr>
<th>nigh</th>
<th>sigh</th>
<th>high</th>
</tr>
</thead>
<tbody>
<tr>
<td>fright</td>
<td>fight</td>
<td>night</td>
</tr>
<tr>
<td>light</td>
<td>slight</td>
<td></td>
</tr>
<tr>
<td>highest</td>
<td>lightest</td>
<td>might</td>
</tr>
<tr>
<td>right</td>
<td>tight</td>
<td>knight</td>
</tr>
<tr>
<td>highlight</td>
<td>nightmare</td>
<td>delightful</td>
</tr>
<tr>
<td>flashlight</td>
<td>playwright</td>
<td></td>
</tr>
<tr>
<td>tightrope</td>
<td>twilight</td>
<td>nightclub</td>
</tr>
<tr>
<td>highjack</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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, tonight**

---

10 **answer**: ans is decodable; w is silent; er will be decodable in Lesson 75  
**question**: ques is decodable; tion makes a “chin” or “chun” sound and will be decodable in Lesson 120  
**tonight**: t is decodable; o (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.”
Sal asked the question: “When is the best time to play hide and seek?”

Tim answered, “At night!”

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