

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, through¹

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."

Student View

knife knapsack knit knock knob knack

laugh

through

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, group²

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."

Student View

wrap written write wring wreck wrist wrong
wren

always

group

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, although³

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.”

Student View

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

Student View

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:

un (meaning not, as in “unskilled”)
**unwell 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 revere**

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:

new, few, drew⁴

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.

⁴new, 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.”

Student View

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 revere

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

new few drew

On the long walk home, the man reflected on a few of the distressing events of his day.

Student View

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 shocking development

an unprovoked tantrum
a refreshing and candid talk

a disconnected wire
devising a reckless
prank
a distressing problem
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:

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:

sign, design, assign⁵

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.”

Student View

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

sign design assign

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:

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:

very⁶

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.”

Student View

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

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, everyone⁷

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."

Student View

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 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:

**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 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, work⁸

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.”**

Student View

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 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:

**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.⁹

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.”

Student View

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.

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:

**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, tonight¹⁰

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.”

Student View

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.