LESSON 92

Review the material from the previous lessons using the soundletter 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:

y (long "i" sound, as in "cry")

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

Words to read and write:

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

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

great, break¹

Have the student read:

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

My brother cooked us all a great dinner for Thanksgiving.

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

¹ great and break: ea making the long "a" sound will be decodable in Lesson 117; other letters are decodable

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

Have the student write from your dictation:

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

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

<u>A</u> butterfly landed on <u>my</u> deck and made me smile.

<u>A</u> bright moon shone in <u>the</u> night sky.

Choose any of the stories in <u>Group 7 (Consonant-le Stories)</u>, <u>Group 6 (Snow, Cow, Cloud Stories)</u>, <u>Group 5 (R-Controlled</u> <u>Stories)</u>, or <u>Group 4 (First Vowel Teams Stories)</u> for a "triple read." Student View

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great break

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