

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, drew¹

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.

¹new, 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.

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an unintended insult
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a disconnected wire
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prank
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lots of prefixes