

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
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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
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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, almost¹

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.

¹ **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.”