

## LESSON 3

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

*New material:*

**B/b** (as in “baby”)

- Make the sound with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

*Warm Up With Oral Brainstorming:*

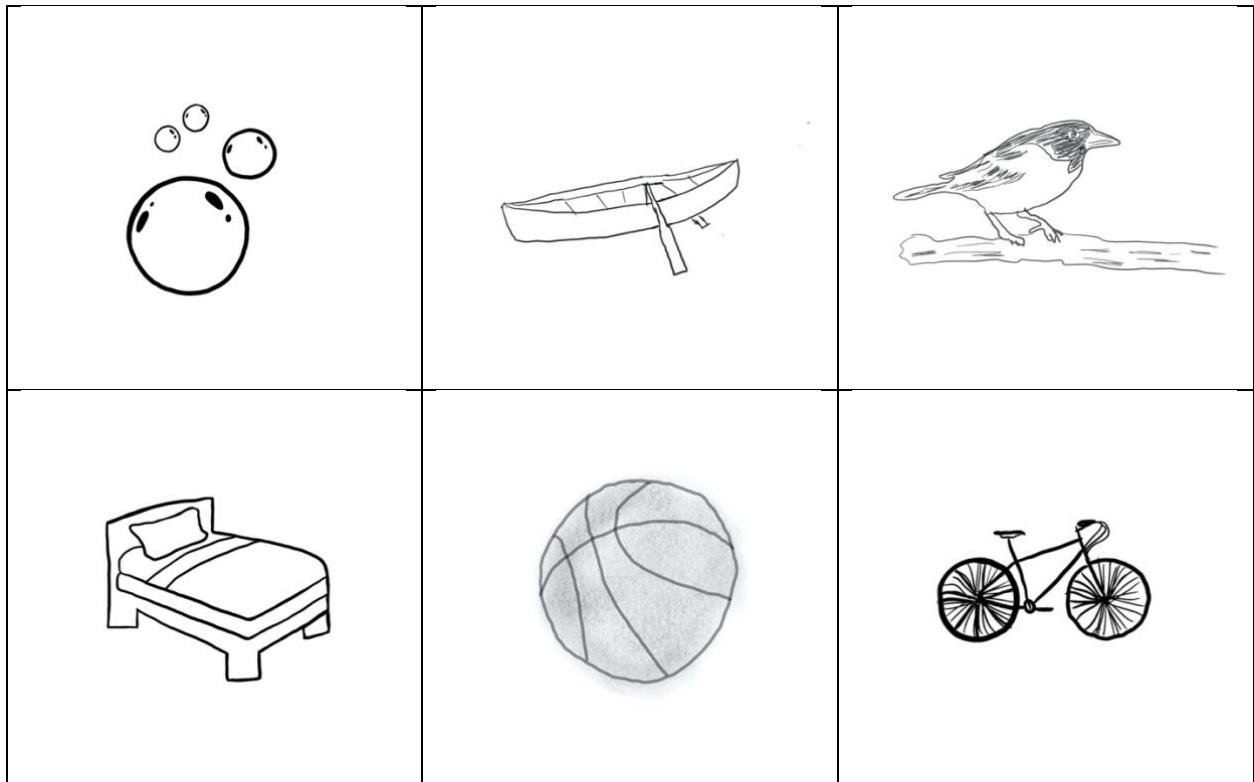
Say, “‘b’ is another consonant sound that can be found at the beginning, middle, and end of words. Can you think of words that start with ‘b’?” (Say just a brief “b”; avoid saying “buh.” If students say “buh,” you can tell them to snip off the sound with pretend scissors.)

Examples: basketball, bakery, books, big, bug, beach, breakfast, bacon, ball, building, bed

Say, “Can you think of words that end with a ‘b’ sound?”

Examples: grab, fib, rub, rib, bib, cab, robe, tube, cube, tub

Or, brainstorm by taking turns drawing pictures:



(Words with “b” as in “baby”

Row 1: bubble, boat, bird Row 2: bed, basketball, bike or bicycle)

*Continue to Warm Up With Sound Play:*

Say, “Now repeat the following words—can you hear a ‘b’ sound in them? Where in the word did you hear the sound?” (Say the words slowly, and ask students if they want to hear the word again before starting.)

table (Yes, in the middle)

bed (Yes, in the beginning)

tend (No, I can’t hear it)

crab (Yes, at the end)

before (Yes, at the beginning)

bubble (Yes, beginning and in the middle)

Remember to give positive feedback. Saying something like, “Wow, you are really using your ears to pick out these sounds!” may be good encouragement. If the student “gets it wrong” be positive and enthusiastic: “Let’s try it again.” Often students will find this work fun when they see how much success they are having.

*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:*

**is, I<sup>1</sup>**

*Have the student read:*

**fat, fam, fab**

**bat, bam, tab**

**the mat**

*Have the student write from your dictation:*

the mat

the tab

Bam! The bat is fat.

---

<sup>1</sup> is: i will be decodable in Lesson 5; s making the “z” sound will be decodable in Lesson 25  
I: I making the long “i” sound will be decodable in Lesson 48

## Student View

is

I

fat, fam, fab

bat, bam, tab

the mat