LESSON 33

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

New material:

bl (as in “black”)
cl (as in “clap”)
pl (as in “plan”)
fl (as in “flat”)
gl (as in “glad”)
sl (as in “slam”)

br (as in “brag”)

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

Warm Up With Sound Play:

Explain that in these blends (that begin words) we can hear two consonant sounds. The sounds are so close together that they may sound and feel almost like one sound.
Say, “Let’s brainstorm some words that start with the following blends.”

Examples:

bl: blink, blue, blood, black, blame, blister, bloom
cl: claim, clap, cluster, close, clippers, climb
pl: plan, plane, place, plop, plastic, please, Pluto
fl: flat, flame, flicker, fly, flop, fling, flipper, float
gl: glad, glimmer, gloat, glisten, glob, glue, glide
sl: slam, slinky, slip, slope, sly, sloppy, slipper
br: broken, brag, brick, bright, brain, bridge, bring
cr: crabby, cry, crime, croak, cricket, crinkle, crash
gr: great, grab, grow, grind, grandma, grandpa, grade
dr: drink, droop, dry, draw, drain, drove, dragon
pr: pride, prank, prick, pro, protein, pray, printer
fr: fright, frantic, front, French fries, friend, free, frisky
tr: try, trip, trap, train, trophy, tricky, true, treat

Words to read and write:

<table>
<thead>
<tr>
<th>clam</th>
<th>prank</th>
<th>drunk</th>
<th>flag</th>
<th>trip</th>
<th>drip</th>
<th>grab</th>
</tr>
</thead>
<tbody>
<tr>
<td>frog</td>
<td>grim</td>
<td>crop</td>
<td>glib</td>
<td>bled</td>
<td>slap</td>
<td>slim</td>
</tr>
<tr>
<td>bran</td>
<td>grin</td>
<td>drop</td>
<td>plod</td>
<td>crab</td>
<td>glob</td>
<td>trap</td>
</tr>
<tr>
<td>brat</td>
<td>prim</td>
<td>clog</td>
<td>plug</td>
<td>plum</td>
<td>plum</td>
<td>drab</td>
</tr>
</tbody>
</table>

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:

saw¹

¹ saw: s is decodable; aw will be decodable in Lesson 102
Have the student read:

He was glad to see the fun plans for our class on the blog.

I saw a green frog hop in the grass.

Gran had a good crop of plums.

Clip, clop, the nag drags the sled up the hill.

Have you seen frogs in the grass?

Have the student write from your dictation:

Frank will bring fresh crab for us.

Stan was glad to bring drinks and cups for our trip.

If you cluck at the chicks, they will come in a flash.

The pup saw the clam dip in the green dish and thinks it is for him.

Have the student do a “triple read” of some of the sentences above.
He was glad to see the fun plans for our class on the blog.

Gran had a good crop of plums.

Clip, clop, the nag drags the sled up the hill.

Have you seen frogs in the grass?