

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”)
cr (as in “crash”)
gr (as in “grab”)
dr (as in “drink”)
pr (as in “prim”)
fr (as in “frog”)
tr (as in “trap”)

- 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:

**clam prank drunk flag trip drip grab
frog grim crop glib bled slap slim drug
bran grin drop plod crab glob trap
brat prim clog plug plum drab**

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 “Pop, Plop, Drip” and some of the sentences above. (“Pop, Plop, Drip” was first published on www.freereading.net and has a Creative Commons copyright, allowing it to be adapted here.)

Pop, Plop, Drip

Pop, plop, plop went the drip in the sink.

“This is bad,” said Bill.

There are lots of things that Bill can fix, but a sink that drips is not one of them.

Pop, pop, plop went the drip in the sink.

“How will we get it to stop?” Bill said to Fred.

Fred said, “I got it. We can chat with Ann. Ann can fix a sink.” Ann was a good pal to Fred and Bill.

When Ann got to Bill’s, she said, “Let me see your sink. There are some things that I can fix, but not all things.”

“Thanks, Ann! I am so glad you have come.”

Pop, pop, plop went the drip in the sink.

“You are in luck,” said Ann when she saw the sink. “I think this is a drip that I can fix.”

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saw

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