LESSON 108

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

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:

oi (as in “boil”)

Explain that “oi” comes in the middle of words.

Words to read and write:

| boil | coil | moist | foist | spoil | join | coin | joint | point | choice | voice | pointless | thyroid | disappointed | exploited | joined |

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:

length, strength

Have the student read:

Some people go to great lengths to see their favorite bands and singers.

Bill dug a hole and put a shiny penny in the soil just for fun.

One of the strengths of the investment firm was the diversity of its workforce.

1 length and strength: e making the short “i” sound is irregular; everything else about “length” and “strength” is decodable
The members of the club faced a difficult and sensitive choice between the two candidates and thus decided to vote by secret ballot.

Have the student write from your dictation:

Father boiled water for the tea and put a moist muffin on the plate.

The length of the old tablecloth is perfect for our table.

The outlaw’s evil plots were foiled, and the town was saved from turmoil.

More sentences for practice:

Ms. Ko wanted to build on her students’ strengths by doing a joint project with Mr. Arkin, the art teacher.

Jane had the strength to hoist the large bag and bring it to the curb.

Emily’s recipe called for half a cup of milk. She hoped that the old container of milk in the refrigerator was not spoiled.

Choose any of the stories in Group 9 (Soft “c” and “g” Stories), Group 8 (“Y” as a Vowel Stories), Group 7 (Consonant-le Stories), or Group 6 (Snow, Cow, Cloud Stories) for a “triple read.”
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