

## LESSON 7

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

*New material:*

**C/c** (as in “cat”)

- 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:*

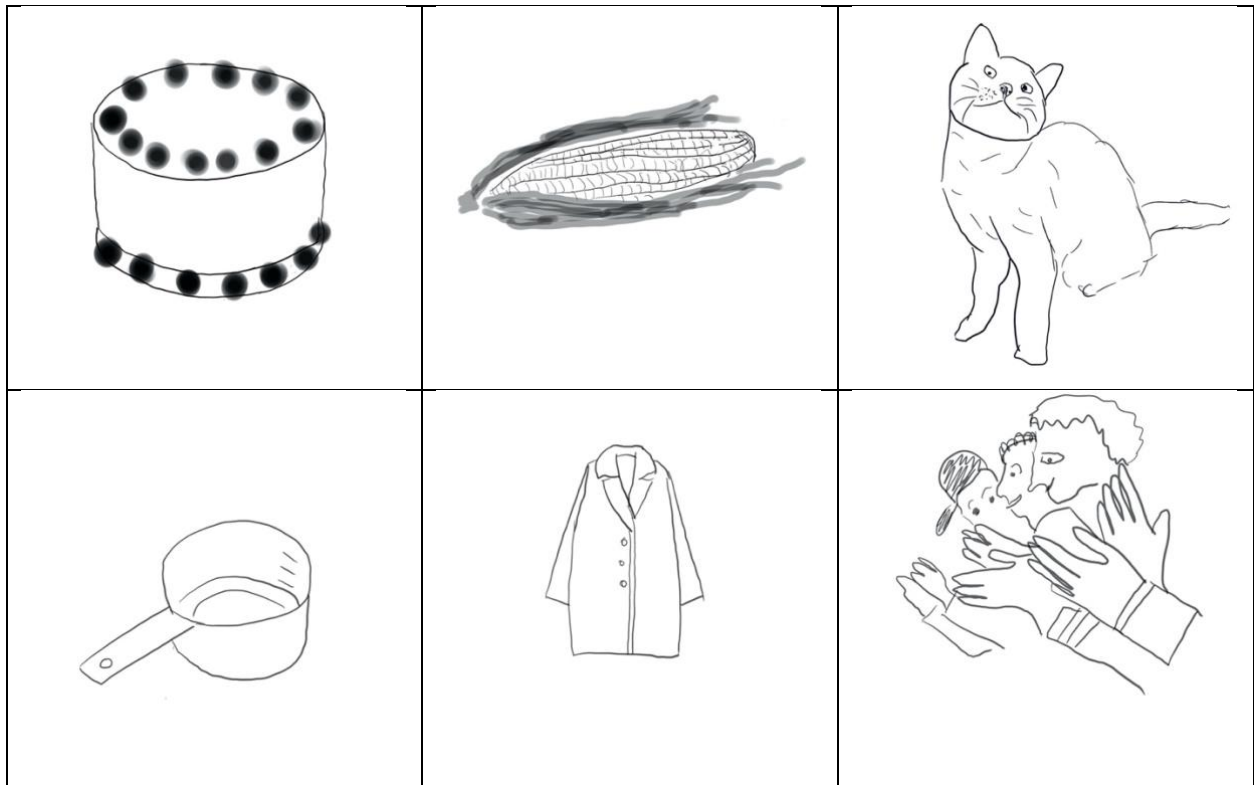
Say, “The letter **c** makes the ‘k’ sound. The letter **k** makes that sound too. Let’s brainstorm a list of words that have a ‘k’ sound at the beginning.”

Examples: crab, kangaroo, crackers, cranberry, kick, clean, careful, cry, cradle, camp, kiss, cake, cookies, crumbs, cramp, cap, kitten

Say, “Now, let’s brainstorm words that have a ‘k’ sound at the end.”

Examples: backpack, break, kick, hike, stack, peak, creek, lick, cake

Or, brainstorm by taking turns drawing pictures.



(Words with “k” as in “cat”

Row 1: cake, corn, cat or kitten Row 2: cup, coat, clap)

*Continue to Warm Up With Sound Play:*

Say, “Now listen to the word ‘bite.’ Take off the ‘t’ sound, and what do you have?” (bi) “Now, add a ‘k’ sound to the end and what do you get?” (bike)

Say, “Listen to the word ‘mitten.’ Take off the ‘m’ sound and tell me what we have.” (itten) “Now add the ‘b’ sound and what do we have?” (bitten)

Say, “Listen to the word ‘croak.’ Now take the ‘cr’ sounds away. What do we have?” (oak) “Wow, great job with that! You took two sounds away, no problem.”

Say, “Listen to the word ‘coke.’ Now take away the last ‘k’ sound and what do we have? (co). Now add a ‘d’ sound to the end and what do we have?” (code)

*Words to read and write:*

<b>bic mac cab cam tic tac</b>
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*Introduce the new high-frequency word you have written onto a flashcard. Have the student write the high-frequency word three times while pronouncing the word:*

**a** (pronounced “uh”)<sup>1</sup>

*Have the student read:*

**Mac said, “My cat is in a cab.”**

**Pip said, “The cap is for Tim, and the good map is for him.”**

**Pam said my map is a hit.**

*The student can write from your dictation:*

**a cat and a cap**

**My cat is in a pit.**

**The fat cat bit the good ham.**

*Have the student do a “triple read” of some of the sentences above.*

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<sup>1</sup>a: a making the “uh” sound will be decodable in Lesson 57

Student View

bic mac cab cam tic tac

a

Mac said, "My cat is in a cab."

Pip said, "The cap is for Tim, and the good map is for him."

Pam said my map is a hit.