

## LESSON 28

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

*New material:*

**ch** (as in “chip”)

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

*Warm Up With Sound Play:*

Say, “‘ch’ makes one sound and can be found in the beginning, middle, and end of words.”

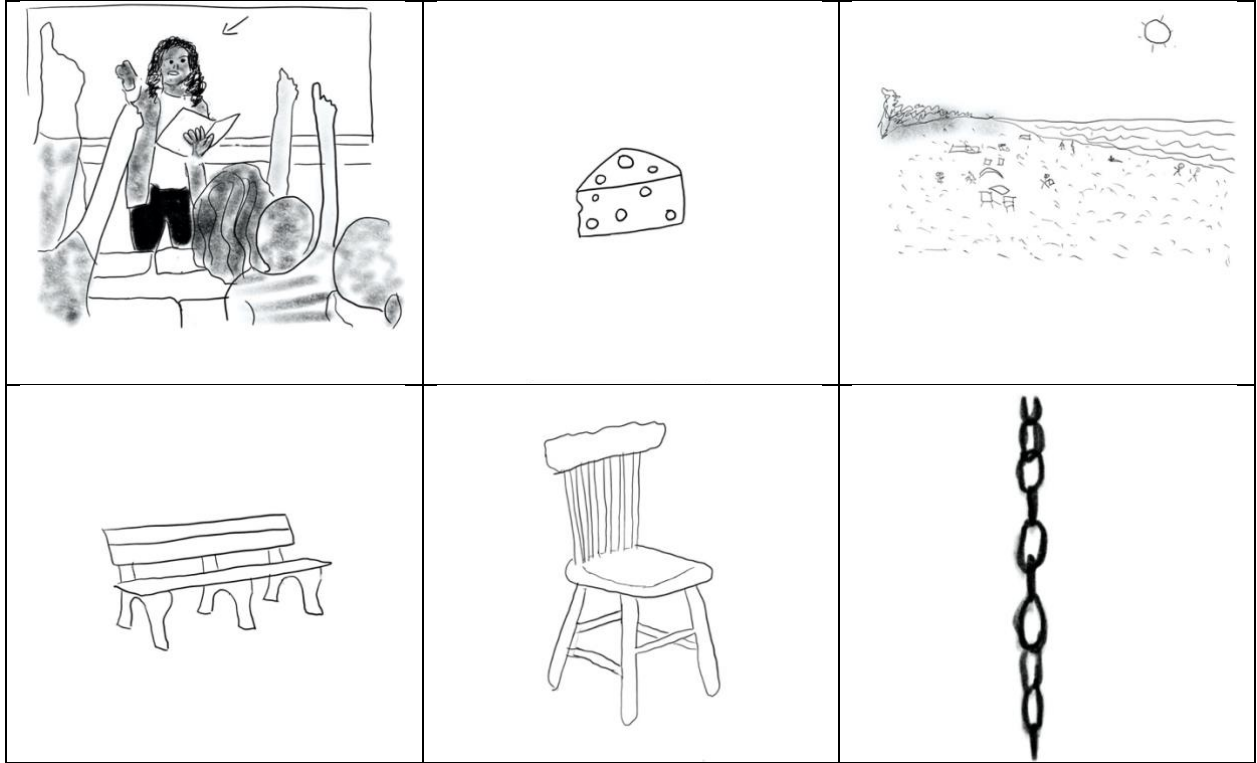
“Let’s brainstorm words that begin with the ‘ch’ sound.”

Examples: chat, channel, change, chapter, chimney, chop, child, children, church, chilly, chili, chocolate, choke, chair, cheerleader, chicken, cherry, chum, cheetah

“Let’s brainstorm words that have the ‘ch’ sound in the middle or at the end.”

Examples: bench, ranch, branch, teacher, sandwich, catch, screech, French fries, smooch, touch, witch, peach, porch

Or, brainstorm by taking turns drawing pictures:



(Words with “ch” as in “chip”

Row 1: teacher, cheese, beach Row 2: bench, chair, chain)

*Continue to Warm Up With Sound Play:*

“Now, let’s reverse some syllables.”

“Can you say ‘fish/cat,’ with the ‘cat’ first and ‘fish’ last?”

(catfish)

“Can you say ‘wich/sand,’ with the ‘sand’ first and ‘wich’ last?”

(sandwich)

“Can you say ‘ster/ham,’ with the ‘ham’ first and ‘ster’ last?”

(hamster)

“Can you say ‘dent/stu,’ with the ‘stu’ first and the ‘dent’ last?”

(student)

*Words to read and write:*

**chat chill much such chick chug chub chip**

*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:*

**took, look**<sup>1</sup>

*Have the student read:*

**Who will come with us now to cash the checks?**

**Look at that good dip for the chips!**

**Chess can be such fun.**

**Ben took Sal's Kit Kats, and Sal now looks sad.**

*Have the student write from your dictation:*

Chuck will chop the logs for us.

They will be sad to miss a chat with you.

Come now to look at the chicks as they peck.

Chad took the math quiz.

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

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<sup>1</sup>**took** and **look**: **t**, **k**, and **l** are decodable; **oo** (as in “book”) will be decodable in Lesson 91

## **Hens and Chicks**

Jon has lots of hens in a big pen.

His pal Ben has chicks. Ben puts the chicks in a box. Ben gets in his van and comes to see Jon with his box of chicks.

Jon puts the chicks in his big pen with his hens.

This is not good. The hens run to the chicks.

Peck, peck, peck.

The chicks will not do well in that big pen!

Ben and Jon did not get how hens are with chicks. But they get it now!

“Quick,” says Ben. “Get the chicks! We will have to fix a pen for them. But, for now, let’s put the chicks back in the van.”

chat chill much such chick chug

took

look

Who will come with us now to cash the checks?

Look at that good dip for the chips!

Chess can be such fun.

Ben took Sal's Kit Kats, and Sal now looks sad.