

## LESSON 41

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

*Warm Up With Sound Play:*

Say, “How many sounds do you hear in the word ‘aim’? (Two: a---m) “What do you get if the ‘m’ sound is first and the ‘a’ sound is last?” (May)

“How many sounds do you hear in the word ‘lame’? (Three: l---a---m) What do you get if the ‘m’ sound is first and the ‘l’ sound is last?” (mail)

“How many sounds do you hear in the word ‘eat’? (Two: e---t) What do you get if the ‘t’ sound is first and the ‘e’ sound is last?” (tea)

*New material:* Compound words

Explain that a syllable is a word or part of a word with one vowel sound, for example: set, can, sun, bed, ship, and tan.

One-syllable words can be combined to make new words called compound words. Read and write the following words with your student, “finding” the two words in each compound word.

*Words to read and write:*

<b>drumstick catnip sunset uphill backpack cobweb pigpen suntan bedbug whiplash dishpan gumdrop handbag upset standstill fishnet flapjacks himself laptop</b>
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*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:*

**become, school**<sup>1</sup>

*Have the student read:*

**In Meg's backpack there were two gumdrops.**

**We had a backlog of jobs to do when we went fishing for two days.**

**We got lost on our trek to the pond and had to backtrack uphill.**

**The sled crashed into a big rock. The kids rubbed their necks and checked for whiplash.**

**The bandstand is up the hill, and the hot dog stand is on the left.**

**Is there milk left over to have with my ham?**

*Have the student write from your dictation:*

Ben went uphill to the pond and fished for catfish.

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<sup>1</sup>**become:** “be” and “come” have already been introduced as high-frequency words

**school:** **s** is decodable; **ch** making the “k” sound will be decodable in Lesson 113; **oo** making the “oo” sound will be decodable in Lesson 90

"Today we have your checkup. I will pick you up from school."  
Dad said.

At sunset, my cat becomes as limp as a ragdoll.

Hank had the best day at school. He met his two best pals for lunch.

*Have the student do a "triple read" of "Sandbox" in **Group 1 (Short-Syllable Stories)**. (Soon, after students have practiced with multisyllable words in Lessons 42 and 43, all the stories in Group 1 will be decodable, and so feel free to check out any of them now with your student, just knowing that you may need to pitch in with decoding the multisyllable words.)*

## Student View

drumstick catnip sunset uphill backpack  
cobweb pigpen suntan bedbug  
whiplash dishpan gumdrop handbag  
upset standstill fishnet flapjacks himself  
laptop

become

school

In Meg's backpack there were two gumdrops.

We had a backlog of jobs to do when we went fishing for two days.

We got lost on our trek to the pond and had to backtrack uphill.

## Student View

The sled crashed into a big rock. The kids rubbed their necks and checked for whiplash.

The bandstand is up the hill, and the hot dog stand is on the left.

Is there milk left over to have with my ham?