

LESSON 12

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

Make the sound with your student and have your student write the lowercase letter of this sound on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:

D/d (as in “dog”)

Warm Up With Sound Play:

Say, “‘d’ is another consonant sound that we find at the beginning, middle, and end of words. Did you notice the ‘d’ sound in ‘middle’? Let’s brainstorm some words that begin with the ‘d’ sound.”

Examples: dig, dog, deny, date, dunk, donut, dark, drive, desk, door, doctor, deep, draw, dinner, dessert, danger

“Let’s brainstorm some words that end with the ‘d’ sound.”

Examples: bad, find, grad, greed, grade, head, dead, shed, wind, good, pad, mud, feed, fed, bed

Say, “I am going to say four words. Can you say the one that does not end with the ‘d’ sound?”

bend, get, bed, sled (get)

said, led, set, bud (set)

bled, Fred, egg, land (egg)

Words to read and write:

bid dip fad mad dad dim dam cad

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:

of, with¹

Have the student read:

A bit of jam was good for the ham.

Dad said, “Sit in the cab with Sam.”

I had to fit in the cab with my cat.

Dad was mad at the bad cat.

Have the student write from your dictation:

Dan did a good lap with Sam.

I had a dip with my dad.

I had a bit of jam with my ham.

It was a good hit for Sal.

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

¹ **of**: o making “uh” sound is irregular; **f** making “v” sound is irregular

with: **w** will be decodable in Lesson 19; **i** is already decodable; **th** will be decodable in Lesson 27

bid dip fad mad dad dim dam cad

of

with

A bit of jam was good for the ham.

Dad said, "Sit in the cab with Sam."

I had to fit in the cab with my cat.

Dad was mad at the bad cat.