

LESSON 17

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:

E/e (as in “edge”)

Warm Up With Sound Play:

Say, “**e** is a vowel that makes the ‘eh’ sound. Sometimes we can find this sound at the beginning of words like ‘edge,’ ‘elephant,’ and ‘egg,’ but most of the time we will find this sound in the middle of words.

Let’s brainstorm a list of words with the ‘e’ sound.”

Examples: head, bed, said, step, bet, sled, pen, leg, pencil, depend, end, friend, send, lend, west, rest, best, wreck, egg, nest

“Say the word ‘plod.’ Now, replace the ‘o’ sound with the ‘e’ sound, and what do you get?” (pled)

“Say the word ‘end.’ What do you get if you put ‘b’ at the beginning?”

(bend)

“Now can you take out the ‘e’ sound and put in an ‘a’ sound?” (band).

“Now can you add an ‘r’ sound after the ‘b’ sound?”

(brand)

Words to read and write:

pen hem Jem Deb set bed fed

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:

do, from¹

Have the student read:

Jan and Deb beg for me to do a jig with my pig.

A red hen sat in the hot pen.

“An egg is good for you,” said Dad.

“You can pet my dog and you will not get bit,” I said.

Have the student write from your dictation:

I got a wag from my dog.

“Get off my mat,” said Jed.

Peg sat with Sal in the den and got a hot dog from him.

My dog Ted was fed a fat rib.

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

¹**do:** d is already decodable; o making the “oo” sound is irregular

from: f and r are already decodable (and will be practiced as a blend in Lesson 33); o making the “u” sound is irregular; m is already decodable

pen hem Jem Deb set bed fed

do

from

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