

## LESSON 45

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

*New material:*

**ind** (as in find)

**ild** (as in wild)

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

*Warm Up With Sound Play:*

Say, “Let’s brainstorm some words that have the long ‘i’ sound.”

Examples: night, bite, right, eye, buy, lie, cry, try, my, drive, mice

Say, “What happens if you add the ‘t’ sound to the end of the word ‘by’?” (bite)

“Now, what happens if you replace the ‘b’ sound with the ‘m’ sound?” (might)

“What happens if you replace the ‘t’ sound with the ‘n’ sound?” (mine)

*Words to read and write:*

<b>mind child grind find blind bind grind kind grandchild</b>
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Point out the common exception “wind” as in weather, which is spelled the same but pronounced differently than “wind” as in “winding a clock.”

*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:*

**boy, someone, something<sup>1</sup>**

*Have the student read:*

**Would you mind if my child brings her mug of water into your truck?**

**When his mind is too full, Patrick cannot think about something well.**

**A gust of mild wind twisted the long grass by the pond.**

**Look at that small boy by the water. Someone should go check to see what he is doing.**

*Have the student write from your dictation:*

**The old, blind man naps by the tranquil pond.**

**When it is two, Gran will wind up the old clock again.**

**After lunch, will someone help me to collect all the rubbish and find a trash bin?**

**The boy finds a stick to drag in the sand.**

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<sup>1</sup> **boy:** **b** is decodable; **oy** will be decodable in Lesson 109

**someone:** “some” and “one” have already been introduced as high-frequency words;

**something:** “some” same as above; “thing” is decodable

Choose any of the stories in **Group 1 (Short-Syllable Stories)** for a “triple read.”

## Student View

mind child grind find blind bind grind kind  
grandchild

boy

someone

something

Would you mind if my child brings her mug of water into your truck?

When his mind is too full, Patrick cannot think about something well.

A gust of mild wind twisted the long grass by the pond.

Look at that small boy by the water. Someone should go check to see what he is doing.