

LESSON 104

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

New material: More common suffixes

ive (meaning being or doing and pronounced with the short “i” sound)
positive, expressive, explosive, expensive

ite (meaning of or pertaining to and pronounced with a long “i” sound or with a short “i” sound)
polite, contrite, termite (long “i”)
definite, opposite, exquisite, favorite (short “i”)

ate (meaning to act on and pronounced with the long “a” sound at the end of verbs) insulate, navigate, procrastinate, translate, decorate, hesitate, estimate, evaluate

ate (pronounced “iht” or “uht” at the end of nouns and adjectives) desperate, legitimate, inadequate, estimate, immediate, accurate, corporate, approximate, candidate, literate, senate, private

ous (meaning full of and pronounced “us” or “iss”)
enormous, scandalous, ridiculous, nervous, miraculous, fabulous

ious (meaning full of and pronounced “eeus” or “eeiss”)
studious, glorious, obvious, tedious, previous, curious

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:

double, trouble¹

Have the student read:

It is time to finalize the plan to create our dinner so that we can shop for what we need at the store. We don't want to find ourselves in a desperate hurry this afternoon.

The team manager was responsible for keeping track of everyone's gear and equipment.

Fran is very studious but loves having fun too.

Our dog barks when the mail comes through the mail slot but is quite polite most other times.

Have the student write from your dictation:

Joan chose an inexpensive dress for the party and looked great.

Sam tries to be polite even when discussing explosive topics.

Many brides and grooms seem to think that tropical weddings are a glorious idea.

For the studious boy, the final question was no trouble at all.

My immediate plan is to drink a milkshake and to create a packing and to-do list.

¹ **double** and **trouble**: **ou** making the "uh" sound is irregular; everything else about "double" and "trouble" is decodable

Choose any of the stories in [Group 9 \(Soft “c” and “q” Stories\)](#), [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a “triple read.”

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