

LESSON 9

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

New material:

L/I (as in “lap”)

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

Warm Up With Sound Play:

Say, “Let’s brainstorm some words that begin with the ‘l’ sound.”

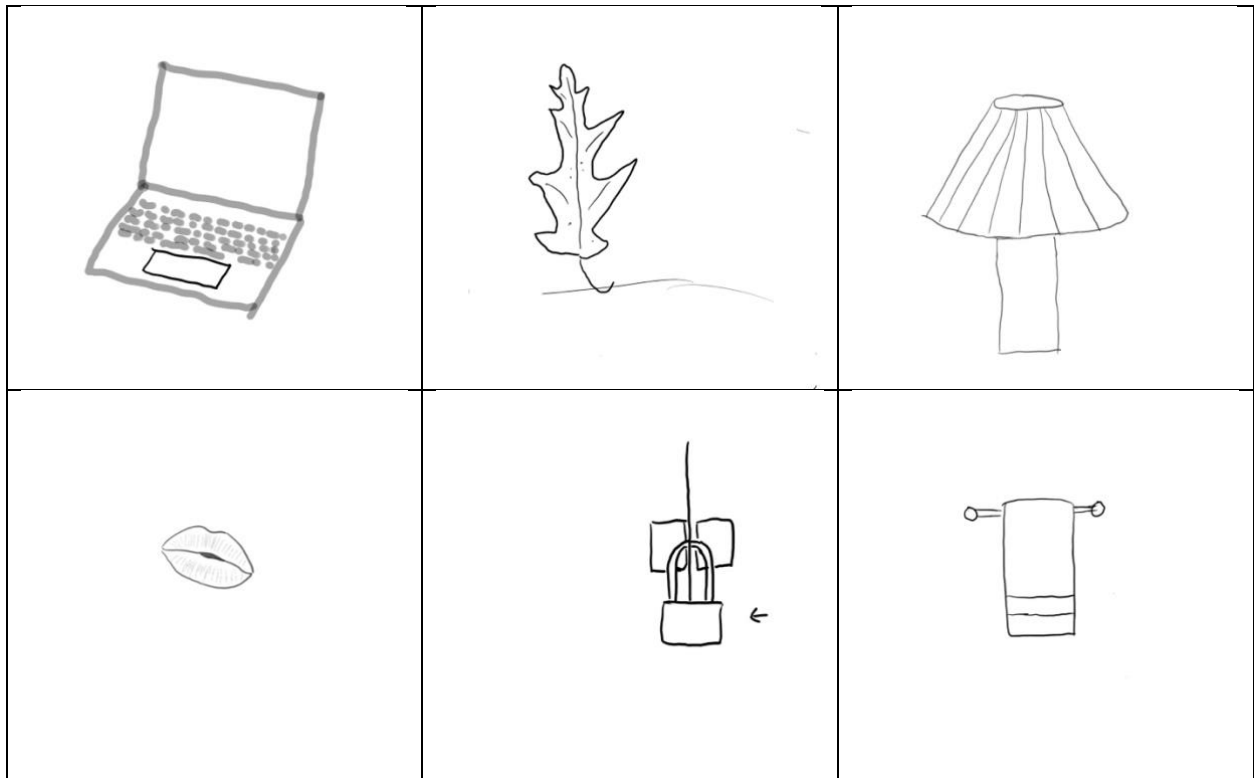
Examples: love, like, land, lake, lizard, lion, lazy, leopard, list, lap, lemon, lime, loud, letter, lawn, lost, laundry, little

(If you want to add some fun to the brainstorming, you can try a variety of prompts to suggest words, like: “I’m thinking of an animal at the zoo who is like a tiger.” Or, “Sometimes I am out of clean clothes and need to do some....” Or, “His voice is the opposite of quiet; it’s...”)

Say, “Let’s brainstorm some words that end with the ‘l’ sound.”

Examples: spill, will, ball, call, fall, sandal, tail, mail, tall, hall, travel, gravel, skill, bubble, trouble, table, until, bowl

Or, brainstorm by taking turns drawing pictures:



(Words with “l”

Row 1: laptop, leaf, lamp Row 2: lips, lock, towel)

Continue to Warm Up With Sound Play:

Say, “Let’s take away a sound from the middle of a word. Listen to the word ‘flake.’ Now, take away the ‘l’ sound. What do we have?” (fake)

“Now, listen to the word ‘steal.’ Take away the ‘t’ sound. What do we have?” (seal)

“Now, listen to the word ‘brake.’ Take away the ‘r’ sound. What do we have?” (bake)

“Now, take the ‘t’ sound away from stop. What do you get?” (sop)

Words to read and write:

lip lit lab pal lam lib

Introduce the new high-frequency word you have written onto a flashcard. Have the student write the high-frequency word three times while pronouncing the word:

have¹

Have the student read:

I have a good ham for my pal.

I can nip, I can nab, and I can nap.

Lin said, “I will nab a cab for my pal.”

Have the student write from your dictation:

Pam will have a good nap.

The cat bit my lip!

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

¹ **have:** **h** and **a** are already decodable; **v** will be decodable in Lesson 15; spelling rules for words ending in **v** will be taught in Lesson 55

Student View

lip lit lab pal lam lib

have

I have a good ham for my pal.

I can nip, I can nab, and I can nap.

Lin said, “I will nab a cab for my pal.”