

## LESSON 36

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

*New material:*

**-nd** (as in “fund”)

**-nt** (as in “went”)

**-nch** (as in “lunch”)

**-lt** (as in “felt”)

**-lk** (as in “milk”)

**-lp** (as in “help”)

- 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:*

Explain that in these blends (that end words) we can hear individual consonant sounds. The sounds are so close together that they may sound and feel almost like one sound.

Say, “Let’s brainstorm some words that end with the following blends.”

-nd: land, expand, ground, hand, second, find, found, sound

-nt: fingerprint, front, accident, distant, scent, event, sent, dent

-nch: ranch, branch, scrunch, wrench, brunch, punch, inch

-lt: melt, adult, bolt, built, tilt, insult, result, fault, halt, spilt, salt

-lk: silk, sulk, elk, bulk, hulk, skulk

*Words to read and write:*

**pants wind bend bunch melt land flint  
kelp felt dent ant belt munch branch crunch  
tilt yelp band sent help bend bland and sulk silk  
bent ranch punch elk sulk**

*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:*

**Mr., Mrs. family<sup>1</sup>**

*Have the student read:*

**He hung the wet rags on the twigs of that branch.**

**There was a big dent on the truck.**

**The wind helps to bend the branch.**

**She had a sack full of sticks and shells.**

**When our dog Stan sees the family pack for a trip, he looks so glum.**

**When Gram comes to the pond with us, Dad brings lunch and lots of snacks for the family to munch on.**

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<sup>1</sup> **family:** famil all the preceding letters are decodable and two syllable words will be practiced in Lesson 43; y making the long “e” sound will be decodable in Lesson 88

*Have the student write from your dictation:*

Mr. Banks did put a bunch of sticks on his truck.

The dogs see the pond and yelp.

Kath got a mint drink with her lunch that day.

## Student View

*Have the student do a “triple read” of the story below:*

### **A Family Trip**

Mr. and Mrs. Brink want the family to have a fun trip. But a good plan for a family trip can be a trick to come up with. Zak will say that he does not want to go to such a spot, or Trish will say she has so much stuff to do for class.

Mrs. Brink said to Mr. Brink, “I have a plot. When we tell Zak and Trish that we want them to come with us on a trip, they tend to brush us off. Let us now tell them that it is Gram who wants a trip to Glen Pond. We will say that a trip will be the thing to get their Gram up and out.”

Mr. Brink said, “That is not a bad trick!”

## Student View

The trip to Glen Pond was lots of fun. The lunch and all the snacks were a big hit.

Gram said, "I am so glad to see Trish and Zak out and about!"

"Thanks to you," said Mrs. Brink.

## Student View

pants wind bend bunch melt land flint  
kelp felt dent ant belt munch branch  
crunch tilt yelp band sent help bend  
bland and

Mr.

Mrs.

family

He hung the wet rags on the twigs of that branch.

There was a big dent on the truck.

The wind helps to bend the branch.

She had a sack full of sticks and shells.

## Student View

When our dog, Stan, sees the family pack for a trip, he looks so glum.

When Gram comes to the pond with us, Dad brings lunch and lots of snacks for the family to munch on.