

LESSON 6

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:

P/p (as in “pat”)

Warm Up With Sound Play:

Say, “‘p’ is another consonant sound that we can find in the beginning, middle, and end of words. Let’s brainstorm words that start with the ‘p’ sound.” (Sound just the brief “p”; avoid saying “puhhh.” If students say “puhhh,” tell them to snip off the sound with pretend scissors.)

Examples: pancake, puppy, panther, practice, pants, pack, paint, pine, pole, point, polite, plate, play, pizza, put, pencil, plant

Say, “Now let’s brainstorm some words that end with the ‘p’ sound.”

Examples: hop, pop, cap, top, ape, grape, type, tape, stop, heap, Jeep, sweep, leap, type, pipe

Say, “Now, repeat the following words and say whether there is a ‘p’ sound in the beginning, middle, or end of the word.”

plastic (beginning)
paper (beginning and middle)
flipper (middle)
happened (middle)

weather (not there)
pumpkin (beginning and middle)
clapping (middle)

Say, “Now, can you think of some words to try on me, and I’ll listen?”

Words to read and write:

| |
|--|
| pat pit hip hap map Pam pip tip |
|--|

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:

said¹

Have the student read:

I said, “Pam is good at bat.”

Pat and Tim tap the mat.

Have the student write from your dictation:

Tim said, “Bam!”

Pam and Tim pat the mat.

Tam is in the pit.

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

¹ **said**: s will be decodable in Lesson 11; ai making the short “e” sound is irregular; d is already decodable

pat pit hip hap map Pam pip tip

said

I said, "Pam is good at bat."

Pat and Tim tap the mat.

