

LESSON 106

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

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.”

Student View

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)

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double trouble

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LESSON 107

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

Make the sounds with your student:

cial and **tial** (pronounced “shul” as in “special” and “partial”)

New Concept: Explain that **ci** and **ti** work together as a consonant blend, making the “sh” sound. **Cial** and **tial** both are endings that mean “related to” and are found at the end of a lot of words. Notice that when a vowel precedes the ending, it will be spelled **cial**. When there is a consonant before the ending, it is more often spelled **tial**. **Cian** is used at the end of words that describe an occupation.

*Words to read and write with **cial**:*

official special commercial financial beneficial social
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*Words to read and write with **tial**:*

essential confidential partial residential initial potential

*Words to read and write with **cian** (pronounced “shin” or “shun”):*

electrician pediatrician musician politician physician
magician optician technician (with ch pronounced “k”)

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:

recipe, earth²

Have the student read:

The mystery novel opened with a man all by himself in a spooky house during a torrential rainstorm.

This special recipe has been in our family for decades.

Mr. Martinez was very excited about the special surprise he had planned for his daughter's birthday. He and his wife had secretly hired a magician, and his daughter and her friends knew nothing about it.

Mr. Kennedy, my Social Studies teacher, always lets us socialize for a few minutes at the end of class if all our work is done.

A local politician always comes to celebrate Earth Day at our school.

Phil's pediatrician advises him to drink milk, even though Phil does not like milk.

In the old days, people got recipes from cookbooks or even in newspapers. Now, more people find new recipes online.

Have the student write from your dictation:

Ms. Simpson called her husband and said excitedly: "I've just seen a town house for sale, and I think it has a lot of potential for us!"

² **recipe:** "recipe" is a three-syllable word; r is decodable; e making the short "e" sound is irregular; cip making "sip" is decodable; e making the long "e" sound is irregular
earth: ear making the "er" sound is irregular, though "learn," "earn," "search," and "pearl" share this pattern

Franklin made a special effort to be polite to his sister and, in general, to stay out of trouble during the holiday weekend.

An electrician can create new outlets, even outlets for the outside.

Gail turned in her homework late but still got partial credit.

Mrs. Fernandez has the best recipe on earth for pumpkin cheesecake. We should ask her if she will share it with us before Thanksgiving.

Choose any of the stories in [Group 9 \(Soft “c” and “g” Stories\)](#), [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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essential confidential partial residential initial potential

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recipe

earth

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