

LESSON 16

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

New material:

R/r (as in “rat”)

Explain that “r” sound is not like the “er” sound in “fern” but just the brief “r” sound as in the beginning of the word “ruff.”

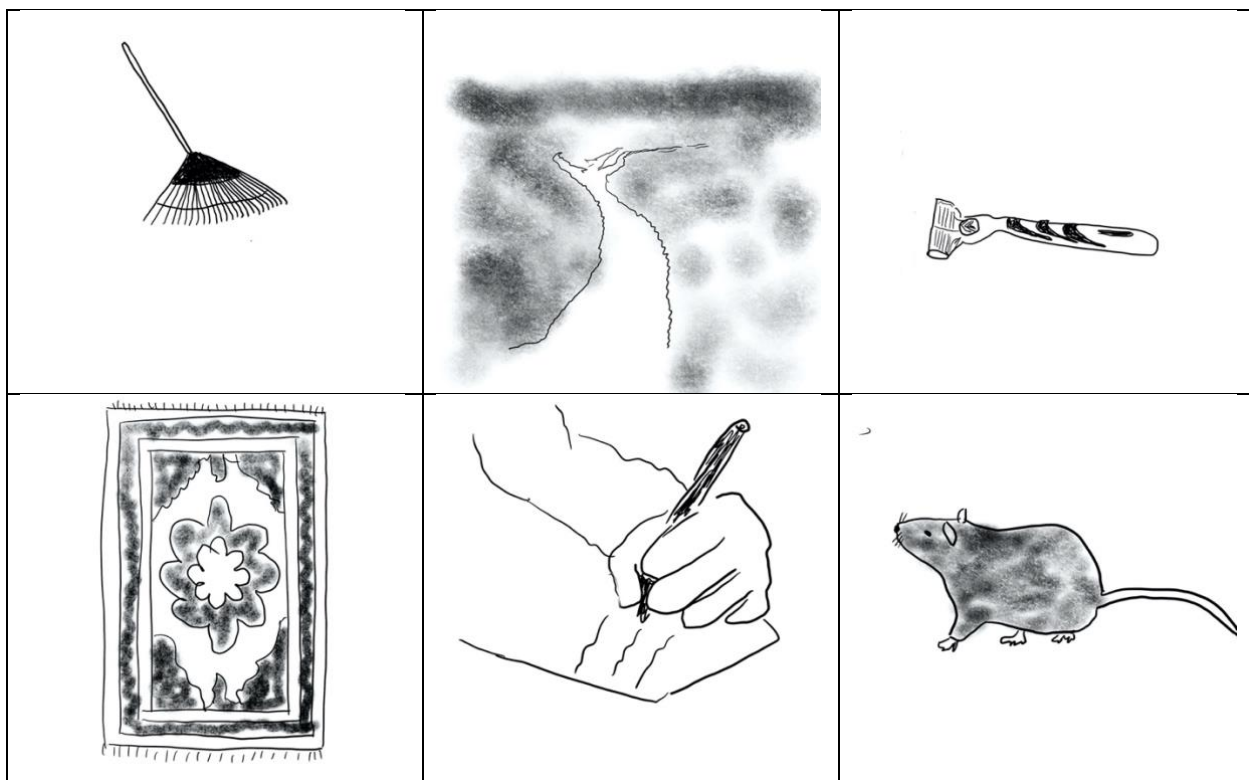
- Make the sound with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

Warm Up With Sound Play:

Say, “‘r’ is another consonant sound that we find at the beginning of words. We almost sound like a puppy beginning to bark when we make the ‘r’ sound. (We are not making the “eeerrrr” sound but just the “r” sound.) Let’s brainstorm some words that have the ‘r’ sound at the beginning.”

Examples: ridge, ride, raid, rake, room, rest, wrist, write, rain, rope, real, rag, red, ring

Or, brainstorm by taking turns drawing pictures:



(Words with “r” as in “ran”

Row 1: rake, river, razor Row 2: rug, write, rat)

Continue to Warm Up With Sound Play:

“Now say the word ‘ridge.’ What happens when you add a ‘b’ at the beginning?” (bridge)

“Now say the word ‘ream.’ What happens when you add a ‘d’ at the beginning?” (dream)

“Now say the name ‘Mick.’ What happens when you take away the ‘m’ sound and replace it with the ‘r’ sound?” (Rick)

Words to read and write:

rob rid rap rot rig ram rod rad

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:

they, were, off¹

Have the student read:

They were by the rim of the dam.

Bob and Hal were in the big rig.

The cat got a fat rat and did a big jig.

Val and Vin had a hot dog and a rib.

They ran off to the big pit and got rid of the bag.

Sal and Rob did dig in the pit and got hot.

Have the student write from your dictation:

The big dog ran off with the rib.

They ran to the rim of the dam.

Rob had a hot rod.

Len and Nat got in the cab. Bob and Sal were sad.

¹**they:** **th** will be decodable in Lesson 27; **ey** making the long “a” sound is irregular
were: **w** will be decodable in Lesson 19; **er** will be decodable in Lesson 75 (with **e** silent)
off: **off** is decodable; the FLOSS spelling rule will be taught in Lesson 26

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

Student View

rob rid rap rot rig ram rod rad

they

were

off

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They ran off to the big pit and got rid of the bag.

Sal and Rob did dig in the pit and got hot.