

LESSON 11

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:

S/s (as in “sit”)

Warm Up With Sound Play:

Say, “‘s’ is another consonant sound that we find at the beginning, middle, and end of words. Let’s brainstorm a list of words that begin with the ‘s’ sound.”

Examples: sandal, sick, sack, sister, sting, snow, stop, sandwich, something, somewhere, soft, sorry, sitting, standing, sorting, stuff, sale

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

Examples: gas, mess, kiss, fuss, pass, bus, face, rice, mouse, house, mice, fence

“Now, let’s find and count all the sounds that are in the word ‘spin.’”

(s---p---i---n) 4

“Now, let’s find and count all the sounds in ‘make.’”

(m---a---k) 3

“Now, let’s find and count all the sounds in ‘flame.’”

(f---l---a---m) 4

Words to read and write:

sip sap sad Sam Sal sim

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:

was¹

Have the student read:

Sal will have to sit in my lap.

Sid was sad and Jim was mad.

Sam said, “The ham was for my cat.”

Have the student write from your dictation:

Will Sal and Sid fit in the pit?

Sid was sad. The good jam was for Mac.

Will Sam nab the good ham for the cat?

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

¹**was:** w will be decodable in Lesson 19; a making the “u” sound is irregular; s making the “z” will be decodable in Lesson 25

sip sap sad Sam Sal sim

was

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Sam said, "The ham was for my cat."