

## LESSON 34

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

*Make the sounds with your student and have your student write the lowercase letters of these sounds on a whiteboard three times while saying the sound. Create flashcards for the sound-letter deck:*

**sc** (as in “scam”)

**st** (as in “sting”)

**sn** (as in “snap”)

**tw** (as in “twin”)

**sw** (as in “swing”)

**sp** (as in “spin”)

**sm** (as in “smash”)

**sk** (as in “skim”)

*Warm Up With Sound Play:*

Explain that in these blends (that begin words) we can hear two consonant sounds. The sounds are so close together that they may sound and feel almost like one sound. Keep in mind that we are “working in sounds” so we can include words (like school) that have the sound we are brainstorming.

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

sc (and sk): school, skate, scar, skip, sky, scooter, score, scum

st: star, sticker, stamp, stone, stiff, stitch, stain, start, store

sn: snicker, snip, snake, snuck, sniffle, snide, snow, snoop

tw: twist, twine, twinkle, twilight, twice, twitter, tweak, tween

sw: swim, sweep, sweet, swallow, switch, swan, swag

sp: spit, spoon, spend, sports, special, spaghetti, speed, spare  
sm: smooth, smile, smoke, small, smart, smear, smell

*Words to read and write:*

<b>stung twill swell spill skill spit span scat snip spell smell stop stink swish spat stick smog spot skit snag smack</b>
--

*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:*

**put, pull**<sup>1</sup>

*Have the student read:*

**Grab the sticks and twigs on the grass and put them in the trash.**

**Fred did crush the bag and toss it in the trash.**

**If you swim in a bog with globs of mud, do not drink a drop of the scum.**

**Fran has the skill and the grit to do this job.**

*Have the student write from your dictation:*

**We are glad to be snug in our twin beds.**

**Fran pulls the sled up the hill.**

---

<sup>1</sup> **put:** p and t are decodable; u making the “oo” sound (as in “foot”) is irregular  
**pull:** p and l are decodable; u making the “oo” sound (as in “wool”) is irregular

I scan the hills for cats.

I step and spin and do a jig.

Fred swung on the swing and then did a big flip.

*Have the student do a "triple read" of some of the sentences above.*

stung twill swell spill skill spit span scat snip  
spell smell stop stink swish spat stick  
smog spot skit snag smack

put

pull

Grab the sticks and twigs on the grass and put them in the trash.

Fred did crush the bag and toss it in the trash.

If you swim in a bog with globs of mud, do not drink a drop of the scum.

Fran has the skill and the grit to do this job.