

LESSON 34

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

New material:

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”)

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

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, snore, 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:

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

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, full¹

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.

Stan is full of skill and grit. He can do this job.

Have the student write from your dictation:

¹ **put:** p and t are decodable; u making the “oo” sound (as in “foot”) is irregular

pull and full: p and f are decodable; ull making the “oo” sound (as in “wool”) will be decodable in Lesson 48

We are glad to be snug in our twin beds.

Fran pulls the sled up the hill.

I scan the hills for cats.

I step and spin and do a jig. I am full of vim!

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

Have the student do a “triple read” “What To Do When You Get a Cut or Scab?” and some of the sentences above. (“What To Do When You Get a Cut or Scab?” was first published at www.freereading.net, and its Creative Commons copyright allows it to be adapted here.)

What To Do When You Get a Cut or Scab

If you get a bad cut, it is good tell your mom or dad.

They will want to dab it with stuff that smells. It will sting a bit. But you want this stuff on your cut.

Then the cut will get a scab on top.

Do not pick at the scab.

The scab is good for your cut.

If you want your cut to get well quick, do not pick at the scab.

Student View

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

put

pull

full

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.

Student View

Stan is full of skill and grit. He can do this job.