

LESSON 25

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

New material: The use of **s** to make the “z” sound, the use of **s** as an ending to make nouns plural, the use of **s** as an ending in present tense verbs, the use of an apostrophe with **s** to show possession

Warm Up With Sound Play:

In the lessons so far, we have focused on getting the student to hear the individual sounds that letters make. In this lesson, we are going to introduce syllables. You might say, “A syllable is a word, or part of a word, that has at least one vowel sound that holds it together. An easy way to count the syllables in a word is to put your hand under your chin. When you say a word, you will feel your chin drop a little when you make the vowel sound.”

“Let’s say the following words with our hands under our chins and count how many beats, or syllables, each word has.”

danger (2)
whispering (3)
deciding (3)
blade (1)
chimpanzee (3)
wickedly (3)
speeding (2)
America (4)
rollercoaster (4)

Explain that **s** sometimes makes the “z” sound. Create a flashcard for the second sound of **s**.

Words to read and write:

as has is bags lens pins runs his pans hogs lags

Explain that **s** makes nouns plural:

bag bags (“z” sound) map maps (“s” sound)
lip lips (“s” sound) pan pans (“z” sound)
pig pigs (“z” sound)

Explain that **s** is found at the end of present-tense verbs.

sit Meg sits
hit Bob hits
run Cal runs

Explain that we use an apostrophe with **s** to indicate possession:

Ann’s cat
the man’s hat
Mac’s rig

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:

out, about¹

Have the student read:

There are lots of bugs in my cup.

Mac had one box of yams in the back of his rig.

¹ **out:** **ou** making the “ow” sound will be decodable in Lesson 79; **t** is already decodable
about: **a** making the “uh” sound will be decodable in Lesson 106

One of Sal's dogs got out and ran to the bog.

The jam is in Meg's bags.

Jim was about to run out of gas.

Sal's mom said, "Sal wants to come with you to the dam."

Have the student write from your dictation:

Are there hogs in the bog?

Where are the bags you want me to pick up?

Nan hops from the log and gabs about Jim's dogs.

The pup licks my leg. He wants to go out.

Dan's mom did not let Dan get in the cab.

Jack pins Tom to the mat.

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

as has is bags lens pins runs his pans hogs
lags

out
about

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