LESSON 29

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

New material:

**sh** (as in “shut”)

- Make the sound with your student
- Have the student write the lowercase letters 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, “‘sh’ makes one sound and can be found at the beginning, in the middle, or at the end of words. Let’s brainstorm a list of words that begin with the ‘sh’ sound.”

Examples: shout, shampoo, ship, shape, shower, shop, short, show, shoe, shark, shocking, shaving, shiver, shot, share

“Let’s brainstorm a list of words that have ‘sh’ in the middle or at the end:

Examples: wishing, washing, childish, paintbrush, toothbrush, sluggish, finish, publish, fresh, polish, dashed, trash, cash, dish

Or, brainstorm by taking turns drawing pictures:
(Words with “sh”
Row 1: shampoo, share, shower  Row 2: leash, shapes, ship)

*Continue to Warm Up With Sound Play:*

“Listen to these nonsense words. Can you repeat these syllables and unscramble them in your mind to find the names of animals?”

affe, gir (giraffe)
bee, ble, bum (bumblebee)
ten, kit  (kitten)
ger, ti (tiger)

*Words for reading and writing:*

ship  wish  mash  bash  shot  shag  hush  fish
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:

blue, green

Have the student read:

On the log, there were three bags. One was blue, one was red, and one was green.

We ran to get to the shack on top of the hill.

We will have to rush or we will miss that ship.

We were in the shed with the chicks.

We wish we had hot dogs and chips with us.

Have the student write from your dictation:

The dip for the chips are in that blue dish.

There were chips with the fish.

Look at that green shag rug in our den.

Ed ran to the shop to get gum and pop.

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

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1 blue: b and l are already decodable and will be practiced as a blend in Lesson 33; ue will be decodable in Lesson 73

green: g and r are already decodable and will be practiced as a blend in Lesson 33; ee will be decodable in Lesson 69; n is decodable.
On the log, there were three bags. One was blue, one was red, and one was green.

We ran to get to the shack on top of the hill.

We will have to rush or we will miss that ship.

We were in the shed with the chicks.
We wish we had hot dogs and chips with us.