

LESSON 80

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 letters of this sound on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:

ow (as in “snow”)

Words to read and write:

blow row grow mow tow low bowl shadow window willow pillow shallow narrow arrow growth

Discuss the meaning of these homophones:

tow/toe row/roe road/rowed/rode groan/grown ode/owed rose/rows so/sow (as in planting seeds)

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:

both, money¹

Have the student read:

Gran saw my brother and me and said, “My, you two have both grown!”

¹ **both**: **b** is decodable; **o** (while in a closed syllable) making the long “o” sound is irregular; **th** is decodable
money: **m** is decodable; **o** making the “uh” sound is irregular; **ey** making the long “e” sound is irregular in these materials, though words like “key” and “monkey” also have this pattern

They bought a low chair and put a pillow on it for the small girl to sit on.

The girl wished for a beautiful snowstorm and a day off from school for tomorrow.

The dog looked at his bowl and growled. He was getting to be quite an old grump.

Have the student write from your dictation:

Because a big snowstorm was expected, we brought both the cows and the pigs into the barn.

If we can find the money to rent a rowboat, we can both go see the beaver dam at the other end of the lake.

The stream starts here and flows all the way down to the river.

Choose any of the stories in Group 5 (R-Controlled Stories), Group 4 (First Vowel Teams Stories), or Group 3 (Open-and-Closed-Syllable Stories) for a “triple read.”

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window willow pillow shallow narrow arrow
growth

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money

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