LESSON 35

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

New material:

spl (as in “splash”)  
spr (as in “spring”)  
squ (as in “squid”)  
scr (as in “scram”)  
str (as in “strip”)  
shr (as in “shrink”)  
thr (as in “thread”)

- 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 individual consonant sounds. The sounds are so close together that they may sound and feel almost like one sound.

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

spl: splat, splatter, splurge, splinter, splendid, splotch  
spr: spray, sprain, sprung, sprout, sprinkle, spry  
squ: squad, squirm, squish, squash, squeeze, squint  
scr: scratch, scrub, scrape, scroll, script, scrap, scrimp
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:

day, say, says

Have the student read:

Splish, splash, they put my dog in the bath.

A squid can swim, and I can swim.

Mom says that in spring we will have to plan a day for a trip to see Gram.

Glen says he has a brash plan to grab Stan’s Kit Kats and scram.

Sal had a full day of sun and was hot.

If I say that I will think about your plan for the trip, will you think about my plans for the trip?

1day and say: d and s are decodable; ay making the long “a” sound will be decodable in Lesson 67

says: s is decodable; ay making the short “e” sound is irregular
Have the student write from your dictation:

See them strap the logs on the truck for Cal.

A scrap of jam is all there is for me.

I got all the snacks and my stack of cash shrank.

It was not a good day, but we will shrug it off.

The kids did pull up the trap, and it was full of crabs.

Have the student do a “triple read” of some of the sentences above.
Splish, splash, they put my dog in the bath.

A squid can swim, and I can swim.

In spring, we plan to have the thrill of a big trip.
Glen had a brash plan to grab Stan’s Kit Kats and scram.

Sal had a full day of sun and was hot.