

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

str: stripe, strong, strange, strap, strode, stride, strict, stroll
shr: shred, shrewd, shrub, shriek, shrimp, shrunk
thr: throat, throttle, three, threaten, thrifty, thrash, throw, throne

Words to read and write:

shred shrug scam scrap splat splash thrum shrink strip strap strum squid spring sprig thrill throb split

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, says¹

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 scam.

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?

¹**day** 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 and "Will you Come with me to the Dock?"

Will you Come with me to the Dock?

Jazz says to Kath, "Do you want to come to the dock with me and Ned?"

Jazz wants to bring her dog Ned to the dock to swim for sticks. It will be fun to have a pal to chat with.

Kath says, "I do not think so. I do not want to get wet."

Jazz thinks. She does get wet when she brings Ned to the dock. It is fun to have a splash, and Ned will be sad if she does not go in.

“How about I go in with Ned, but we will not splash you. We will bring a rug to put on the dock. You can drink in the sun and get a tan.”

Kath said, “Then, yes! Let’s stop and get a big bag of chips to split and some drinks for the day.”

Jazz is glad.

Ned is glad. He licks his chops. He runs with Jazz and Kath with a spring in his step. Snacks at the dock is a top plan for the day.

Student View

shred shrug scram scrap splat splash
thrum shrink strip strap strum squid
spring sprig thrill throb split

day

say

says

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.

Student View

Glen had a brash plan to grab Stan's Kit Kats and scam.

Sal had a full day of sun and was hot.