

LESSON 37

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

Make the sounds with your student and have your student write the lowercase letters of these sounds on a whiteboard three times while saying the sound. Create flashcards for the sound-letter deck:

- st (as in “past”)
- sp (as in “crisp”)
- sk (as in “mask”)
- pt (as in “kept”)
- mp (as in “jump”)
- ft (as in “soft”)
- xt (as in “next”)

Warm Up With Sound Play:

Explain that in these blends (that end 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 end with the following blends.”

- st: west, best, taste, twist, boast, toast, waste, just, must
- sp: gasp, raspy, grasp, wasp, wispy, clasp
- sk: ask, task, disk, risk, husk, desk, frisk, whisk
- pt: kept, leapt, interrupt, bankrupt, swept, attempt, wept, slept
- mp: hump, camp, slump, limp, damp, stamp, dump, grumpy
- ft: left, crafty, spacecraft, drift, lift, loft, gift, thrifty, draft, shift
- xt: text, pretext, context, next

Words to read and write:

**west best dust ask task whisk apt camp lamp
pump dump damp limp opt wisp help lost quest
kept test dusk cusp primp skimp crisp text sift
lift raft left**

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:

Ms., over, into¹

Have the student read:

They are glad to jump in and swim.

Mom had not slept well and was glum.

Gram wept at the end of the film. It was such a sad end for the good man.

On the ranch, hens and chicks peck in the dust.

Have the student write from your dictation:

On the path, there are some bumps and logs to jump over.

Ms. Smith did help us set up camp and put up our tents.

Mr. and Mrs. Sands sent mints to all the cast in the skit.

The dogs are glad to jump into the pond and swim.

¹ **over:** o making the long “o” sound will be decodable in Lesson 47; v is decodable; er will be decodable in Lesson 73

into: int is decodable; o making the “oo” sound is irregular

More sentences for practice:

Our lunch will cost a lot if we get drinks and chips.

A crust with plum jam is just a snack.

Mr. Bill has an ax and helps us split the logs.

My dad said, “If you are stuck in a bad spot, stop and think to get your best plan.”

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

west best dust ask task whisk apt camp lamp
pump dump damp limp opt wisp help lost quest
kept test dusk cusp primp skimp crisp text sift
lift raft left

Ms.

over

into

They are glad to jump in and swim.

Mom had not slept well and was glum.

Gram wept at the end of the film. It was such a sad end for the good man.

On the ranch, hens and chicks peck in the dust.

Our lunch will cost a lot if we get drinks and chips.

A crust with plum jam is just a snack.

Mr. Bill has an ax and helps us split the logs.

My dad said, "If you are stuck in a bad spot, stop and think to get your best plan."