LESSON 74

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

New material: Two- and three-syllable words with vowel teams

Two-syllable words with vowel teams to read and write:

<table>
<thead>
<tr>
<th>payment</th>
<th>nightmare</th>
<th>freedom</th>
<th>training</th>
<th>woeful</th>
<th>daylight</th>
</tr>
</thead>
<tbody>
<tr>
<td>coastline</td>
<td>nighttime</td>
<td>contain</td>
<td>painting</td>
<td>cockroach</td>
<td>sailboat</td>
</tr>
<tr>
<td>playdate</td>
<td>oatmeal</td>
<td>drainpipe</td>
<td>subdue</td>
<td>sleepless</td>
<td>speedboat</td>
</tr>
<tr>
<td>coffee</td>
<td>painless</td>
<td>pigtail</td>
<td>highway</td>
<td>peanut</td>
<td>cleanup</td>
</tr>
<tr>
<td>seamless</td>
<td>toenail</td>
<td>exclaim</td>
<td>beneath</td>
<td>tiptoe</td>
<td>mislead</td>
</tr>
<tr>
<td>breathing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Three-syllable words with vowel teams to read and write:

<table>
<thead>
<tr>
<th>chimpanzees</th>
<th>potatoes</th>
<th>multigrain</th>
<th>valueless</th>
<th>continue</th>
</tr>
</thead>
<tbody>
<tr>
<td>revenue</td>
<td>tomatoes</td>
<td>holiday</td>
<td>devalue</td>
<td>meaningless</td>
</tr>
<tr>
<td>reasoning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:

won, wonder, wonderful¹

Your student now knows four of the six types of syllables.

Closed (bit, cash, in)

Silent e (fate, time, cute)

Open (betray, demand, go, me, and I)

Vowel team (pay, tail, team)

¹ won: w is decodable; o making the “uh” sound is irregular; n is decodable

wonder : same as above with er becoming decodable in Lesson 75
Practice dividing syllables and identifying syllable types.

pay/ment (vowel team, closed)
ex/claim (closed, vowel team)
pea/nut (vowel team, closed)
to/ma/toes (open, open, vowel team)
de/lay (open/vowel team)
hol/i/day (closed, open, vowel team)
stair/case (vowel team/silent e)

Have the student read:

**Before leaving for her trip, Mrs. Greenleaf dropped off her absentee ballot.**

The student **saw** that the class had a substitute and **wondered** if Ms. Lopez **was** sick or absent for another reason.

The dish **calls for two large tomatoes**, so I chopped up **four small ones**.

Frank broke a toenail and **took a week off from the tennis team to help it heal.**

Have the student write from your dictation:

We had almost finished mashing the potatoes.

The reason Bill **could not answer** his phone **was** that he **was giving his dog a bath.**

A painting holiday combines a trip with time spent painting.

Meg leaves her backpack on the staircase when she comes in.
Choose any of the stories in Group 4 (First Vowel Teams Stories), Group 3 (Open-and-Closed-Syllable Stories), and Group 2 (Silent-E Stories) for a “triple read.”
Before leaving for her trip, Mrs. Greenleaf dropped off her absentee ballot.

The student saw that the class had a substitute and wondered if Ms. Lopez was sick or absent for another reason.

The dish calls for two large tomatoes, so I chopped up four small ones.
Frank broke a toenail and took a week off from the tennis team to help it heal.