LESSON 66

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

New material: The vowel team

Explain that when two (or more) vowels stand together to make one sound, we call it a vowel team.

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:

**ai** (which makes the long “a” sound, as in “rain”) and appears in the middle of words

**Words to read and write:**

<table>
<thead>
<tr>
<th>mail</th>
<th>pail</th>
<th>tail</th>
<th>fail</th>
<th>wait</th>
<th>nail</th>
<th>snail</th>
<th>stain</th>
<th>claim</th>
<th>waist</th>
<th>plain</th>
<th>explain</th>
<th>contain</th>
<th>complain</th>
<th>detail</th>
<th>remain</th>
<th>maintain</th>
</tr>
</thead>
</table>

Explain the concept of “homophones,” which are words that sound the same but have different spellings and meanings. Discuss the meanings of the following words:

<table>
<thead>
<tr>
<th>mail/male</th>
<th>fare/fair</th>
<th>plain/plane</th>
<th>tail/tale</th>
<th>waist/waste</th>
<th>main/mane</th>
<th>pain/pane</th>
<th>pail/pale</th>
</tr>
</thead>
</table>

Explain that in words or syllables that end in **-air**, the vowel makes the “air” sound:

<table>
<thead>
<tr>
<th>chair</th>
<th>fair</th>
<th>airplane</th>
<th>stairs</th>
<th>fair</th>
<th>pair</th>
<th>repair</th>
<th>hair</th>
</tr>
</thead>
</table>

Note: Spelling is now more difficult than in earlier lessons. The student needs to understand that spelling “mistakes” come with
the territory of more advanced phonics because now there are different spellings to represent the same sound. When students make mistakes that make sense in terms of phonics (for example, writing the word “claim” as “clame” or “snail” as “snele”), it is helpful to point out that their spellings make perfect sense for producing they want but is not how the dictionary has decided that we spell the word. You can also tell students that English, in comparison to some other languages, is known for its variety and complexity in spelling patterns.

*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:*

**very**¹

*Have the student read:*

If it rains **again today**, it will wreck **my plans** to set up **my** tent.

Bill made a **very** big claim. He **said** that at sunset we could take a walk and see snakes **come through** the grass and cross **the** pond.

Mr. Smith was waiting for me on the path. He let me stop, and I had **some time** to rest. Then he **said**, “Let us go and find **your friends** who are almost **at** the **lake**.”

*Have the student write from your dictation:*

Nat **very much** **loves** getting mail but **does not like** **having to write** back.

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¹ **very**: *v* is decodable; *er* making the “air” sound will be decodable in Lesson 115; *y* making the long “e” sound is decodable in Lesson 88
Kate explained that you can use very plain fabric to make some good gifts.

Our mailman is almost always on time. I do not know how he does it.

Choose any of the stories in Group 3 (Open-and-Closed-Syllable Stories), Group 2 (Silent-E Stories) or Group 1 (Short-Syllable Stories) for a “triple read.”
If it rains again today, it will wreck my plans to set up my tent.

Bill made a very big claim. He said that at sunset we could take a walk and see snakes come through the grass and cross the pond.

Mr. Smith was waiting for me on the path. He let me stop, and I had some time to rest. Then he said, “Let us go and find your friends who are almost at the lake.”