LESSON 120

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

Make the sounds with your student:
- **tion** (which makes the “shun” or “shin” sound, as in “invention”)
- **sion** (which makes the “shun,” “shin,” “zhun” or “zhin” sound as in “television”)

**Words to read and write with tion making the “shun” or “shin” sound:**

<table>
<thead>
<tr>
<th>Completion</th>
<th>Direction</th>
<th>Attention</th>
<th>Connection</th>
<th>Faction</th>
<th>Vacation</th>
<th>Station</th>
<th>Conversation</th>
<th>Reaction</th>
<th>Invention</th>
<th>Location</th>
<th>Revolution</th>
<th>Pollution</th>
<th>Invention</th>
<th>Solution</th>
<th>Information</th>
<th>Complication</th>
<th>Implication</th>
<th>Detention</th>
</tr>
</thead>
</table>

**Words to read and write with sion making the “shun” or “shin” sound:**

<table>
<thead>
<tr>
<th>Mansion</th>
<th>Admission</th>
<th>Expansion</th>
<th>Tension</th>
<th>Expression</th>
</tr>
</thead>
</table>

**Words to read and write with “sion” making the “zhun” or “zhin” sound because sion is preceded by a vowel:**

<table>
<thead>
<tr>
<th>Television</th>
<th>Inclusion</th>
<th>Vision</th>
<th>Envision</th>
<th>Fusion</th>
</tr>
</thead>
</table>

Have the student read:

At the completion of the seventh season of the show, Sandra concluded that she had wasted too much time on this series and **would not recommend it to her friends**.

Sam envisioned spending a lot of time resting and drawing over the winter vacation from school.
The gears on Sam’s bike are not functioning properly.

Andreas felt a great sense of satisfaction when he finished his sketch.

I love the end of a mystery novel and the extreme tension I feel before finding out the solution to the puzzle.

Have the student write from your dictation:

Watching too much television gives me a headache.

Ralph is very mechanical and aspires to create a fantastic invention someday.

Janet’s family has a connection to the tiny town of Covelo where her great aunt, Isabelle, taught in a one room schoolhouse.

The substitution of rice flour for wheat flour worked perfectly in Felix’s pie crust.

Do a “triple read” of “The Civil Rights Act of 1964” in Group 10 (Advanced Phonics Stories) or choose any of the stories in Group 9 (Soft “c” and “g” Stories), in Group 8 (“Y” as a Vowel Stories), or Group 6 (Snow, Cow, Cloud Stories) for a “triple read.”
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