

LESSON 71

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 this sound on a whiteboard three times while saying the sounds. Create a flashcard for the sound-letter deck:

ue (which makes the “oo” sound as in “blue” or the long “u” sound as in “continue”)

Words to read and write:

blue due glue rescue value Tuesday sue continue blueprint fondue unglued

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:

pour, four, eight¹

Have the student read:

Ms. Ko waited for the class to be quiet and then continued with the lesson.

The kind fireman rescued the kitten that had gotten stuck in the tree.

For the next four Tuesdays our painting class will focus on hue.

¹ **pour** and **four**: **p** and **f** are decodable; **our** making the “or” sound is irregular
eight: **eigh** making the long “a” sound will be decodable in Lesson 119; **t** is decodable

The envelope of the phone bill has a red “past due” stamp on it. We must be late in paying it.

Mr. Smith poured a lot of white paint onto our trays so that we could begin priming our canvases.

Have the student write from your dictation:

Beth and Jill had to stop work on the project when they ran out of glue.

The project is due in just eight days. It has a big value for our grade, so we should focus on it now.

Lake of the Pines is deep, cold, and blue.

If you are going downstairs to get some coffee, will you please pour me some too?

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.”

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pour

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