

## LESSON 30

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

*New material:*

**wh** (as in “when”)

- Make the sound with your student
- Have the student write the lowercase letters on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

*Warm Up With Sound Play:*

Explain that “wh” makes one sound and can be found at the beginning of words.

Say, “Let’s brainstorm words beginning with ‘wh.’”

Examples: wheel, whistle, white, whale, where, why, when, what, whack

(Because students are thinking in sounds not letters, they may include words like “want,” “wipe,” or “wish,” and that is fine. The sound of “wh” and “w” is the same (or almost the same) in English as we speak it in the US. In the UK, speakers may pronounce the “wh” with more of a whistling sound.)

Say, “Listen to these nonsense words. Can you repeat these syllables and unscramble them in your mind to find the names of animals?”

munk, chip (chipmunk)  
gle, ea (eagle)  
pan, zee, chim (chimpanzee)  
ter, fly, but (butterfly)  
in, rob (robin)

*Words to read and write:*

**whit whack whim wham whiz whiff**

*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:*

**some, their**<sup>1</sup>

Students often mix up “there” and “their” so take time to discuss the different meanings and usage. One trick that some students like is that “there” is about place and contains the word “here” in its spelling, and “their” is about possession and contains the word “heir” (as in an heir to the throne) in its spelling.

*Have the student read:*

**She is such a math whiz.**

**Wham! He got a big hit!**

**My mom can whip up a good dish for us.**

**Some chicks were in the shack.**

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<sup>1</sup> **some:** s and m are decodable; o-consonant-e making the “uh” sound is irregular  
**their:** th is decodable; eir making the “air” sound will be decodable in Lesson 119

**The chicks were in their pen.**

**Let me not whiff when I get to bat!**

*Have the student write from your dictation:*

It was such a shock when a big log fell on her deck.

Which dip do you want with the chips?

There is a whiff of fish in the cab.

They want some chips with their fish.

## Student View

*Have the student do a “triple read” of the story below:*

### **Bill is at Bat**

“Look, Bill is at bat,” Chip said. “This is bad.”

“When Bill is at bat, we will not get a hit, and we will not win. Bill whiffs.”

Mr. Quinn sees how much Chip wants to win.

“Hush,” said Mr. Quinn to Chip. “You have had some hits, and Bill has had some hits. Let us wish that Bill gets a hit.”

“Go, Bill,” said Chip. “Get a big hit!”

The bat went whack as Bill got his hit.

Student View

whit whack whim wham whiz whiff

some

their

She is such a math whiz.

Wham! He got a big hit!

My mom can whip up a good dish for us.

Some chicks were in the shack.

The chicks were in their pen.

Let me not whiff when I get to bat!