

LESSON 22

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

New material:

X/x (as in “tax”)

X/x (as in “exam”)

Explain that **x** makes two sounds that are squished together. Sometimes **x** sounds like the **k** and **s** squished together as in the word “tax,” and sometimes the **x** sounds like the **g** and **z** squished together as in the word “exam.” We find these sounds in the middle or at the end of words.

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

Warm Up With Sound Play:

Say, “The letter **x** also makes two sounds that are squished together. Sometimes it sounds like ‘k’ and ‘s’ squished together, as in the word ‘tax,’ and sometimes it sounds like ‘g’ and ‘z’ squished together as in ‘exam.’ We find these sounds in the middle or at the end of words.”

“Let’s brainstorm a list of words with either of the sounds **x** makes.”

Examples: wax, fox, box, six, mix, tax, fax, maximum, next, text, hex, hoax, exit, exam, extra, toxic, exciting, exhibit, exact

“Listen to these lists of words and say the one that does not have a ‘ks’ or ‘gz’ sound”:

experts, exit, sandwich, taxes (sandwich)

intoxicate, detonate, sixteen, foxes (detonate)

greasy, tuxedo, waxy, box (greasy)

toxic, exist, relax, pretend (pretend)

flexible, ox, sensible, ax (sensible)

Words to read and write:

ax ox fix tux nix max box wax mix six tax fox
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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:

why, who, what¹

Have the student read:

Why does Sam have a tux on? Is it for the gig?

Who can fix the pig pen for me?

There is a red box with a Kit Kat in it.

¹ **why:** **wh** will be decodable in Lesson 30; **y** making the long “i” sound will be decodable in Lesson 92

who: **wh** making the “h” sound is irregular; **o** making the “oo” sound (as in “zoo”) is irregular

what: **wh** will be decodable in Lesson 30; **a** making the “uh” sound is irregular; **t** is already decodable

“What is a hex?” Jen said. “A hex is not good. It is bad luck,” the man said.

Jack hit the box with his ax.

Who will get the pup to come with us?

Have the student write from your dictation:

Quick! Can you fix my pack for me?

Who will tuck me in bed?

Why does the pig have a Kit Kat? The Kit Kat was for me.

Why does the pup lick my neck?

Where is my ax? Is it in the box?

What is in the sack? Is it our jam and ham?

Have the student do a “triple read” of some of the sentences above.

Student View

ax ox fix tux nix max box wax mix six
tax fox

why

who

what

Why does Sam have a tux on? Is it for the gig?

Who can fix the pig pen for me?

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Student View

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