

## 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:*

<b>blue due glue rescue value Tuesday sue continue blueprint fondue unglued</b>
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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:*

**pour, four, eight<sup>1</sup>**

*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.**

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<sup>1</sup> **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.”*

blue due glue rescue value Tuesday sue  
continue blueprint fondue unglued

pour

four

eight

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.

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.

## LESSON 72

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

*New material: Two- and three-syllable words with vowel teams*

*Two-syllable words with vowel teams to read and write:*

**payment nightmare freedom training woeful daylight  
coastline nighttime contain painting cockroach sailboat  
playdate oatmeal drainpipe subdue sleepless speedboat  
coffee painless pigtail highway peanut cleanup  
seamless toenail exclaim beneath tiptoe mislead fondue  
breathing**

*Three-syllable words with vowel teams to read and write:*

**chimpanzees potatoes multigrain valueless continue  
revenue tomatoes holiday devalue meaningless  
reasoning**

*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:*

**won, wonder, large<sup>2</sup>**

Your student now knows four of the six types of syllables.

Closed (bit, cash, in)

**Silent e** (fate, time, cute)

Open (betray, demand, go, me, and I)

Vowel team (pay, tail, team)

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<sup>2</sup> **won**: **w** is decodable; **o** making the “uh” sound is irregular; **n** is decodable

**wonder**: same as above with **er** becoming decodable in Lesson 73

**large**: **l** is decodable; **ar** will be decodable in Lesson 75; **ge** making the “j” sound will be decodable in Lesson 96

Practice dividing syllables and identifying syllable types.

pay/ment (vowel team, closed)

ex/claim (closed, vowel team)

pea/nut (vowel team, closed)

to/ma/toes (open, open, vowel team)

de/lay (open/vowel team)

hol/i/day (closed, open, vowel team)

stair/case (vowel team/**silent e**)

*Have the student read:*

**Before leaving for her trip, Mrs. Greenleaf dropped off her absentee ballot.**

**The student saw that the class had a substitute and wondered if Ms. Lopez was sick or absent for another reason.**

**The dish calls for two large tomatoes, so I chopped up four small ones.**

**Frank broke a toenail and took a week off from the tennis team to help it heal.**

*Have the student write from your dictation:*

We had almost finished mashing the potatoes.

The reason Bill could not answer his phone was that he was giving his dog a bath.

A painting holiday combines a trip with time spent painting.

Meg leaves her backpack on the staircase when she comes in.

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.”

payment nightmare freedom training woeful daylight  
coastline nighttime contain painting cockroach sailboat  
playdate oatmeal drainpipe subdue sleepless  
speedboat coffee painless pigtail highway peanut  
cleanup seamless toenail exclaim beneath tiptoe  
mislead fondue breathing

chimpanzees potatoes multigrain valueless continue  
revenue tomatoes holiday devalue meaningless  
reasoning

won

wonder

large

Before leaving for her trip, Mrs. Greenleaf dropped off her absentee ballot.

The student saw that the class had a substitute and wondered if Ms. Lopez was sick or absent for another reason.

The dish calls for two large tomatoes, so I chopped up four small ones.

Frank broke a toenail and took a week off from the tennis team to help it heal.

## **Big, Safe Words with Vowel Teams**

**Encroachment, acquainted, unseasoned, freewheeling,  
subcommittees, nightmarish, gruesomeness, bequeathing,  
nearsightedness, absentee, highwaymen, sweetening,  
disagreements, unenlightened, pamphleteering,  
freethinking, domineering, tightfistedness, eavesdropped,  
lackadaisical, unconstrained, spotlighted, nightingales,  
squeamishness, unacquainted, loathsomeness,  
unseemliness, misleading, disdainfulness, fearfulness,  
displeasing, cluelessness, benightedness, airbrushing,  
unreasoning, impeachment, buffaloes, straitjacket,  
coastlines, prepayment, nearsighted, misconstrued**



## LESSON 73

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

*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 flashcards for the sound-letter deck:*

**er, ir, ur**

Explain that **er**, **ir**, and **ur** all make one sound, the “er” sound (as in “term,” “bird,” and “burn”). This means that students will pick among spellings based on memory rather than sound. When students make spelling mistakes such as “burd” for “bird,” remind them that misspellings are not uncommon when different letter combinations make the same sound.

*Words to read and write:*

<b>term</b>	<b>bird</b>	<b>burn</b>
<b>fern</b>	<b>dirt</b>	<b>fur</b>
<b>clerk</b>	<b>girl</b>	<b>turn</b>
<b>perch</b>	<b>firm</b>	<b>curl</b>
<b>jerk</b>	<b>irk</b>	<b>churn</b>
<b>bumper</b>	<b>twirl</b>	<b>surf</b>
<b>sister</b>	<b>first</b>	<b>church</b>
<b>teacher</b>	<b>third</b>	<b>curb</b>
<b>her</b>	<b>stir</b>	<b>blur</b>
<b>were</b>	<b>squirm</b>	<b>blurt</b>
<b>ever</b>	<b>virtual</b>	<b>furnished</b>
<b>never</b>		<b>Thursday</b>
<b>September</b>		
<b>checkered</b>		
<b>number</b>		

*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:*

**new, few<sup>3</sup>**

*Have the student read:*

**Meg knew that it was time to turn off the TV and get her work done for school.**

**The fire burns until the log is gone.**

**That girl has a cute, new shirt.**

**A few birds were perched on the branch of the tree by the stream.**

*Have the student write from your dictation:*

**A few birds are chirping.**

**My new skirt makes me feel like whirling and twirling.**

**Let us not fight about it! We can take turns for who goes first.**

**The fast runner stole third base.**

**Use a bike helmet when you ride or you could get hurt.**

*More sentences for practice:*

**Meg puts curlers in her hair for school.**

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<sup>3</sup> **new** and **few**: **n** and **f** are decodable; **ew** making the long “u” sound will be decodable in Lesson 109

**The preacher asked us not to distract others by squirming in our seats in the big church.**

**Mr. Bert was our long-term substitute, and we missed him after he was gone because he was entertaining and kind.**

**The teacher told us to hold up our hands to speak and not to blurt out our answers.**

**In winter, birds are quiet, but in spring they chirp and sing, sometimes even at night.**

**“Like a hot knife through butter” means something done well and with ease.**

*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.”*

term	bird	burn
fern	dirt	fur
clerk	girl	turn
perch	firm	curl
jerk	irk	churn
bumper	twirl	surf
sister	first	church
teacher	third	curb
her	stir	blur
were	squirm	blurt
ever	virtual	furnished
never		Thursday
September		
checkered		
number		

new	few
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Meg knew that it was time to turn off the TV and get her work done for school.

The fire burns until the log is gone.

That girl has a cute, new shirt.

A few birds were perched on the branch of the tree by the stream.

Meg puts curlers in her hair for school.

The preacher asked us not to distract others by squirming in our seats in the big church.

Mr. Bert was our long-term substitute, and we missed him after he was gone because he was entertaining and kind.

The teacher told us to hold up our hands to speak and not to blurt out our answers.

In winter, birds are quiet, but in spring they chirp and sing, sometimes even at night.

“Like a hot knife through butter” means something done well and with ease.

## LESSON 74

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

*New material:* Using **er** as a suffix

Explain that **er** often occurs in words that describe an occupation (as in “banker”) and at the end of adjectives to describe intensity (as in “faster”).

In a word with a short vowel and a single consonant, the consonant is doubled before adding **er** to keep the vowel sound short:

<b>batter runner flatter matter hatter bitter fitter thinner dinner litter hitter</b>
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In other cases, **er** is simply added to the word:

<b>twirler sister camper maker hiker boater teacher bluster blister subscriber thicker</b>
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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:*

**person, son**<sup>4</sup>

*Have the student read:*

**My sister invited a new person to our Sunday dinner.**

**After the teacher explained the math problems again, the students did much better.**

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<sup>4</sup> **son** and **person**: **s** is decodable; **o** making the “uh” sound is irregular; **n** is decodable; **per** is decodable

**A bitter fight will sometimes start with a misunderstanding and end with a laugh.**

**The backpackers invited us to share their campfire.**

*Have the student write from your dictation:*

Her son is a runner on the school's track team.

The person you should talk to about the missed quiz is your teacher.

She was flattered to be invited to the picnic.

Can you trust what that person will do when it matters?

*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."*

batter runner flatter matter hatter bitter fitter thinner  
dinner litter hitter

twirler sister camper maker hiker boater teacher  
bluster blister subscriber thicker

person

son

My sister invited a new person to our Sunday dinner.

After the teacher explained the math problems again, the students did much better.

A bitter fight will sometimes start with a misunderstanding and end with a laugh.

The backpackers invited us to share their campfire.



## LESSON 75

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

*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:*

**ar** (as in “barn”)

*Words to read and write:*

<b>park farm arm harm dark hard charm shard shark card car tar star start garden harden charcoal are</b>
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Note: At this point, we are excluding words like “war” and “warm,” which will come later because the vowel makes a different sound.

*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:*

**once, pretty<sup>5</sup>**

*Have the student read:*

**Jason loves card games and will play with pretty much anyone who does not cheat.**

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<sup>5</sup> **once**: **on** making the “wun” sound is irregular; **ce** making the “s” sound will be decodable in Lesson 94  
**pretty**: **pr** is decodable; **e** making the “ih” sound is irregular; **t** is decodable; **y** making the long “e” sound will be decodable in Lesson 86

Once you pass through the grove of birch trees, you will see the part of the park that is set up for kids with slides, swings, and sandboxes.

“Use a yardstick to make each side of the card six inches,”  
said Carl.

*Have the student write from your dictation:*

Once you know that a person is a card shark, never play with her for cash!

Oscar, the clerk at the car park, told us that rain was expected later tonight, so we took our umbrellas.

On a dark night, the old man puts on his coat and steps out of his cabin and skips on the dirt path, while singing an odd but pretty tune.

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.”

park farm arm harm dark hard charm shard shark  
card car tar star start garden harden charcoal are

once

pretty

Jason loves card games and will play with pretty much anyone who does not cheat.

Once you pass through the grove of birch trees, you will see the part of the park that is set up for kids with slides, swings, and sandboxes.

“Use a yardstick to make each side of the card six inches,” said Carl.

## LESSON 76

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

*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:*

**or** (as in “corn”)

*Words to read and write:*

<b>form torn corn worn born storm fork cork pork fort scorn short sort worn core score more shore before acorns store</b>
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Note: We are excluding words like “worm” and “worth” because the vowel makes the “er” sound rather than the “or” sound. Also, point out that most words that do not have a consonant after the “or” have a **silent e**, like “core.”

*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:*

**beautiful, idea<sup>6</sup>**

*Have the student read:*

**In the beautiful farmyard, chickens peck for corn.**

**JoAnn was born in late November, so her mom has lots of ideas for inside birthday games.**

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<sup>6</sup> **beautiful**: **b** is decodable; **eau** making the “yoo” sound is irregular; **tiful** is decodable  
**idea**: **i** is decodable; **de** is decodable; **a** making the “uh” sound will be decodable in Lesson 106

**The phrase “any port in a storm” refers to the time when sailors would be willing to dock at any safe spot in order to get to shore and survive.**

**Old people say “any port in a storm” to express the idea of needing to find a safe plan or spot even if the spot or plan is not perfect.**

*Have the student write from your dictation:*

I like jeans that are soft and worn, not new and stiff.

Jane wanted to get an idea of what the format of the test would be.

She hoped to get a close-to-perfect score in order to improve her grade.

When Carl is bored he sorts through his beautiful rocks and shells.

*More sentences for practice:*

**Our music teacher told us not to laugh into our recorders when we make a mistake.**

**The waitress explained that a “short stack” is three big pancakes. An order of six pancakes costs three dollars more.**

**The diver did a beautiful dive and got an almost perfect score.**

**Jan looked through the store hoping to find a dress for the prom.**

**To her delight, she saw a beautiful blue dress, and it was a perfect fit.**

**Franco sorted through all his junk and made his basement beautiful.**

**I put on new sneakers to go out with friends, but I like old sneakers for pattering in the house.**

*Choose any of the stories in [Group 5 \(R-Controlled Stories\)](#), [Group 4 \(First Vowel Teams Stories\)](#), or [Group 3 \(Open-and-Closed-Syllable Stories\)](#) for a “triple read.”*

form torn corn worn born storm fork cork pork fort  
scorn short sort worn core score more shore before  
acorns store

beautiful

idea

In the beautiful farmyard, chickens peck for corn.

JoAnn was born in late November, so her mom has lots of ideas for inside birthday games.

The phrase “any port in a storm” refers to the time when sailors would be willing to dock at any safe spot in order to get to shore and survive.

Old people say “any port in a storm” to express the idea of needing to find a safe plan or spot even if the spot or plan is not perfect.

Our music teacher told us not to laugh into our recorders when we make a mistake.

The waitress explained that a “short stack” is three big pancakes. An order of six pancakes costs three dollars more.

The diver did a beautiful dive and got an almost perfect score.

Jan looked through the store hoping to find a dress for the prom.

To her delight, she saw a beautiful blue dress, and it was a perfect fit.

Franco sorted through all his junk and made his basement beautiful.

I put on new sneakers to go out with friends, but I like old sneakers for pattering in the house.



## LESSON 77

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

*New material:* Common r-controlled prefixes and suffixes

When **or** is a suffix at the end of a word, it is pronounced “er” as in “doctor.” The suffix **or** is added to a word to mean person who does something, such as “actor.” It can also be found in words that do not refer to people, such as “factor.”

*Words to read and write:*

**actor tailor traitor realtor sculptor investor sailor  
collector impostor alligator flavor savor equator harbor  
major**

Similarly, when **ar** is the last unaccented syllable of a word, it is also pronounced “er,” such as in “burglar” or “dollar.” It often ends a word that is an adjective, such as “similar.”

*Words to read and write:*

**collar beggar caterpillar  
vulgar similar particular solar regular**

Common r-controlled prefixes

**fore** or **for** (meaning before or in front) foretell, foretold, forgo, foresee, foresight, forecast, forgive, forgave, foremost, forgot

**over** (meaning too much) overpay, overpaid, overworked, overdo, oversee, overeat, overtired, overdressed

**under** (meaning under or not enough) underpay, underpaid, underdog, undermine, underline, undershirt, underhanded

*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:*

**rough, tough, enough**<sup>7</sup>

*Have the student read:*

**The janitor did a tough job and was underpaid. He demanded a major pay increase to stay on the job.**

**The children had had enough fun at the birthday bash. They were overtired and had overeaten.**

**During their visit to the riverside park, the children saw many caterpillars.**

**The harbor was full of sailors, visitors, and beautiful boats.**

**Beth forgot to bring enough napkins for the picnic.**

*Have the student write from your dictation:*

**The student forgot to bring a fresh shirt for the dinner and felt underdressed.**

**Meg underlined the parts of the novel that foretold the ending.**

**Sal had a rough day. He felt overburdened with tough school work.**

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<sup>7</sup> rough, tough, enough: r, t, and en are decodable; ough making the “uff” sound is irregular

Choose any of the stories in [Group 5 \(R-Controlled Stories\)](#), [Group 4 \(First Vowel Teams Stories\)](#), or [Group 3 \(Open-and-Closed-Syllable Stories\)](#) for a “triple read.”

actor tailor traitor realtor sculptor investor sailor  
collector impostor alligator flavor savor equator  
harbor major

collar beggar caterpillar  
vulgar similar particular solar regular

collar beggar caterpillar  
vulgar similar particular solar regular

### Common r-controlled prefixes

fore or for (meaning before or in front) foretell, foretold,  
forgo, foresee, foresight, forecast, forgive, forgave,  
foremost, forgot

over (meaning too much) overpay, overpaid,  
overworked, overdo, oversee, overeat, overtired,  
overdressed

under (meaning under or not enough) underpay,  
underpaid, underdog, undermine, underline, undershirt,  
underhanded

rough tough enough

The janitor did a tough job and was underpaid. He demanded a major pay increase to stay on the job.

The children had had enough fun at the birthday bash. They were overtired and had overeaten.

During their visit to the riverside park, the children saw many caterpillars.

The harbor was full of sailors, visitors, and beautiful boats.

Beth forgot to bring enough napkins for the picnic.

## LESSON 78

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

*New material:* Multisyllable words with r-controlled syllables

*Words to read and write:*

<b>forever surpassing furnishings suburban regardless tornado forgiveness forgotten embarking misunderstanding misinformed determined gardening</b>
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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:*

**heard, buy<sup>8</sup>**

*Have the student read:*

**The bandits formulated their wicked plan while riding next to each other on horseback.**

**My brother gave me ten dollars to buy horseradish and cornstarch at the supermarket.**

**I heard that the doctor is looking for a translator to help at her clinic.**

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<sup>8</sup>**heard:** h is decodable; ear making the “er” sound is irregular; d is decodable

**buy:** b is decodable; uy making the long “i” remains irregular in these materials, though words like “guy” also have this pattern

*Have the student write from your dictation:*

Jumping into a cold lake feels invigorating.

Someday I would like to stand right on the equator. But how would I know that I was right on it?

The gathering was reserved for the stockholders. The stockholders felt that the stock had been underperforming.

Gwen can reorganize and redecorate like a pro.

Jan heard that you can buy meatless burgers at Burger King.

*Choose any of the stories in [Group 5 \(R-Controlled Stories\)](#), [Group 4 \(First Vowel Teams Stories\)](#), or [Group 3 \(Open-and-Closed-Syllable Stories\)](#) for a “triple read.”*

forever surpassing furnishings suburban regardless  
tornado forgiveness forgotten embarking  
misunderstanding misinformed determined gardening

heard

buy

The bandits formulated their wicked plan while riding next to each other on horseback.

My brother gave me ten dollars to buy horseradish and cornstarch at the supermarket.

I heard that the doctor is looking for a translator to help at her clinic.



## **Big Safe Words with R-Controlled Syllables**

**withered, dithered, cardigan, argument, regardless,  
harmless, bargain, kindergartner, partnership, particular,  
marketing, entertainment, bipartisan, disembarked,  
unarticulated, churchyard, archbishop, adornment,  
categorize, transforming, reorganized, thunderstorm,  
forgiveness, formulated, exploring, securing,  
unsupported, cheeseburgers, survivorship, churlishness,  
directedness, unconfirmed, irritating, semirural,  
shirtsleeves, conspirator, unforgotten, undershirt,  
incorporated, untransformed, shortsightedness, underscore,  
undermined, prioritized, fortitude, fortresses, forthright,  
undetermined, effortless, enduringness, personalized,  
insecure, burnishing, inarticulate, uncharted, chartered,  
garnishing, unforgiven, observant, unimportant,  
speakerphone, underperforming**

## LESSON 79

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

*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:*

**ow** (as in “cow”)

*Words to read and write:*

<b>crowd tower flower down brown frown drown town growl towel shower browser power glower cower</b>
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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:*

**thought, bought, brought**<sup>9</sup>

*Have the student read:*

**When the bell rang, Ms. Fran frowned. She thought the class needed more time for clean-up.**

**Outside cats often go on the prowl to kill birds.**

**Ms. Ko brought in a vase of flowers to put on her desk.**

**When Mr. Lee thinks deep thoughts, he puts his hand to his brow.**

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<sup>9</sup> **thought**, **bought**, and **brought**: **th**, **b**, and **br** are decodable; **ought** will be decodable in Lesson 117

At the garden store, Bill was very enthused. He bought a hanging basket of flowers to decorate his deck.

*Have the student write from your dictation:*

The sailors brought many new things from the towns they stopped in while at sea.

Sal thought that the brown and white dog roaming the streets was the one that had bitten his brother.

Frank loved to go downtown and explore the crowded streets.

Which browser do you use when you surf the internet?

Choose any of the stories in [Group 5 \(R-Controlled Stories\)](#), [Group 4 \(First Vowel Teams Stories\)](#), or [Group 3 \(Open-and-Closed-Syllable Stories\)](#) for a “triple read.”

crowd tower flower down brown frown drown town  
growl towel shower browser power glower cower

thought bought brought

When the bell rang, Ms. Fran frowned. She thought the class needed more time for clean-up.

Outside cats often go on the prowl to kill birds.

Ms. Ko brought in a vase of flowers to put on her desk.

When Mr. Lee thinks deep thoughts, he puts his hand to his brow.

At the garden store, Bill was very enthused. He bought a hanging basket of flowers to decorate his deck.

## LESSON 80

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

*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:*

**ow** (as in “snow”)

*Words to read and write:*

<b>blow row grow mow tow low bowl shadow window willow pillow shallow narrow arrow growth</b>
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*Discuss the meaning of these homophones:*

<b>tow/toe row/roe road/rowed/rode groan/grown ode/owed rose/rows so/sow (as in planting seeds)</b>
---------------------------------------------------------------------------------------------------------

*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:*

**both, money<sup>10</sup>**

*Have the student read:*

**Gran saw my brother and me and said, “My, you two have both grown!”**

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<sup>10</sup> **both**: **b** is decodable; **o** (while in a closed syllable) making the long “o” sound is irregular; **th** is decodable  
**money**: **m** is decodable; **o** making the “uh” sound is irregular; **ey** making the long “e” sound is irregular in these materials, though words like “key” and “monkey” also have this pattern

**They bought a low chair and put a pillow on it for the small girl to sit on.**

**The girl wished for a beautiful snowstorm and a day off from school for tomorrow.**

**The dog looked at his bowl and growled. He was getting to be quite an old grump.**

*Have the student write from your dictation:*

**Because a big snowstorm was expected, we brought both the cows and the pigs into the barn.**

**If we can find the money to rent a rowboat, we can both go see the beaver dam at the other end of the lake.**

**The stream starts here and flows all the way down to the river.**

***Choose any of the stories in [Group 5 \(R-Controlled Stories\)](#), [Group 4 \(First Vowel Teams Stories\)](#), or [Group 3 \(Open-and-Closed-Syllable Stories\)](#) for a “triple read.”***

blow row grow mow tow low bowl shadow window  
willow pillow shallow narrow arrow growth

tow/toe row/roe road/rowed/rode groan/grown  
ode/owed rose/rows so/sow (as in planting seeds)

both

money

Gran saw my brother and me and said, “My, you two have both grown!”

They bought a low chair and put a pillow on it for the small girl to sit on.

The girl wished for a beautiful snowstorm and a day off from school for tomorrow.

The dog looked at his bowl and growled. He was getting to be quite an old grump.