

LESSON 1

A/a (as in “apple”)

M/m (as in “mom”)

T/t (as in “top”)

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

Warm Up With Oral Brainstorming:

Remember that in this part of the lesson we refer to sounds and not to the names of letters. Here is what you might say: “The vowel sound ‘a’ like in ‘apple’ is found most often in the middle of words like ‘can’ and sometimes at the beginning of words like ‘and’ or ‘am.’ Let’s brainstorm at least five more words that have the ‘a’ sound.”

Examples: camera, cap, cat, clap, am, as, happen, flat, bat, sand, giraffe, grass, plants, ants

To make brainstorming more fun, you can make it like a guessing game. You can say, “I was thinking of something you take pictures with” and pretend to hold a camera. Or, “I was thinking of what people do at the end of a play or concert” and pretend to clap. Or, “I was thinking of the animal at the zoo with the very long neck...”

Tell the student that “mmmm” is a consonant sound that can be at the beginning, middle, or end of words. Again, remember that in sound play, you make the sound rather than name the letter. You

might say, “Mom and mop both start with ‘mmmm.’ Can you think of other words that start with ‘mmmm’?”

Examples: monkey, make, more, mud, mind, mad, medium-sized, magic, magnet, muffin, McDonald’s, mug, milk

Say, “Can you think of some words that end with ‘mmmm’?” (Brainstorming end sounds will be more difficult than brainstorming beginning sounds.)

Examples: hum, thumb, lamb, him, trim, brim, tame, lame, flame, time

You can prompt a student to think of a word by giving the beginning of a thought that ends with the word, like, “Hurry! We are running out of....” Or, “Uh oh, I was hammering a nail and hit my....” Or, “My hair is so long, I need a....”

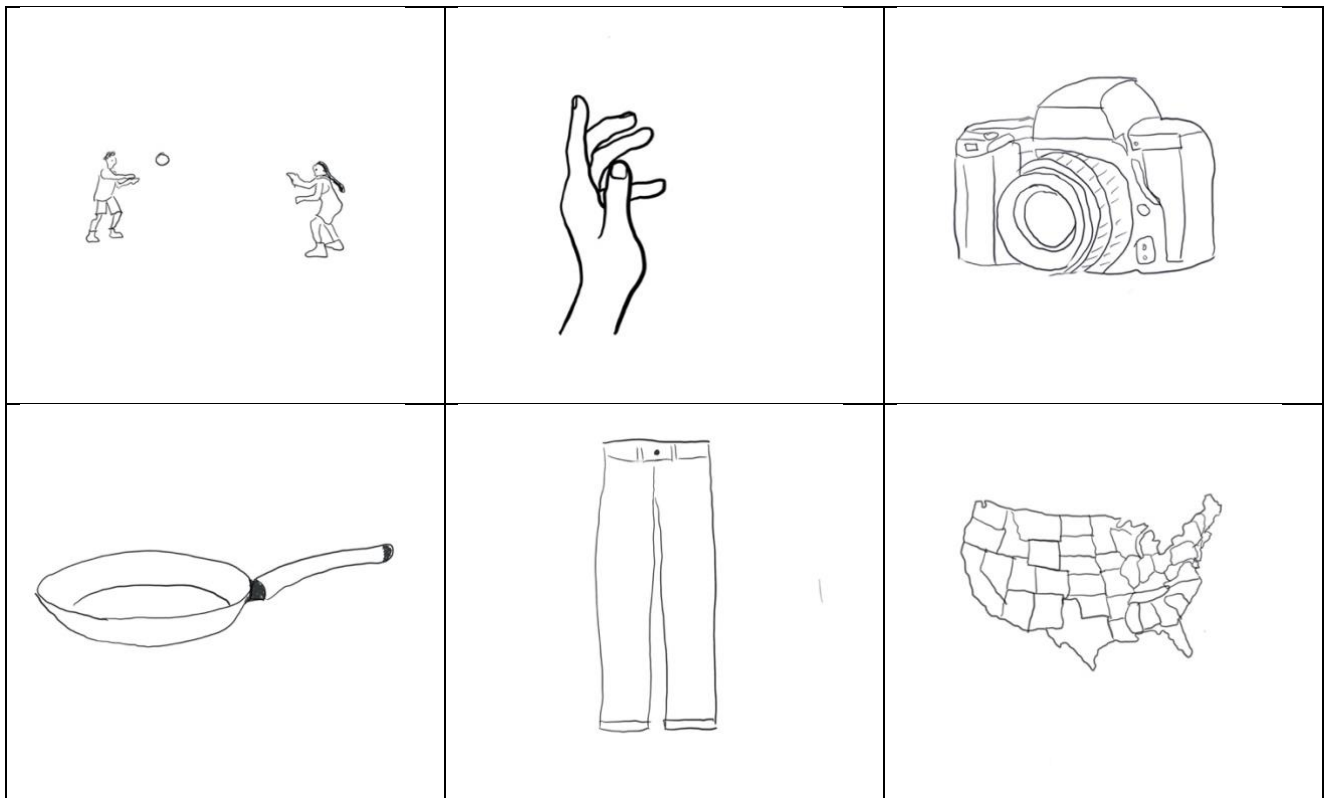
Finally, “t” is another consonant sound that can be at the beginning, middle, or end of words. (Remember to make the “t” sound rather than say the letter name, and not to say “tuh,” but make a quick “t.”) Ask the student, “Can you think of some words that begin with the ‘t’ sound?”

Examples: tickle, tackle, time, take, tiger, touch, table, trap

Then say, “Can you think of some words that end with the ‘t’ sound, like ‘hit’?” You can prompt students to guess words by playing with opposites, like, “I am thinking of a time that is NOT day but.... I am thinking of a road that is NOT hilly but is.... My favorite pants are loose, but these pants feel so....”

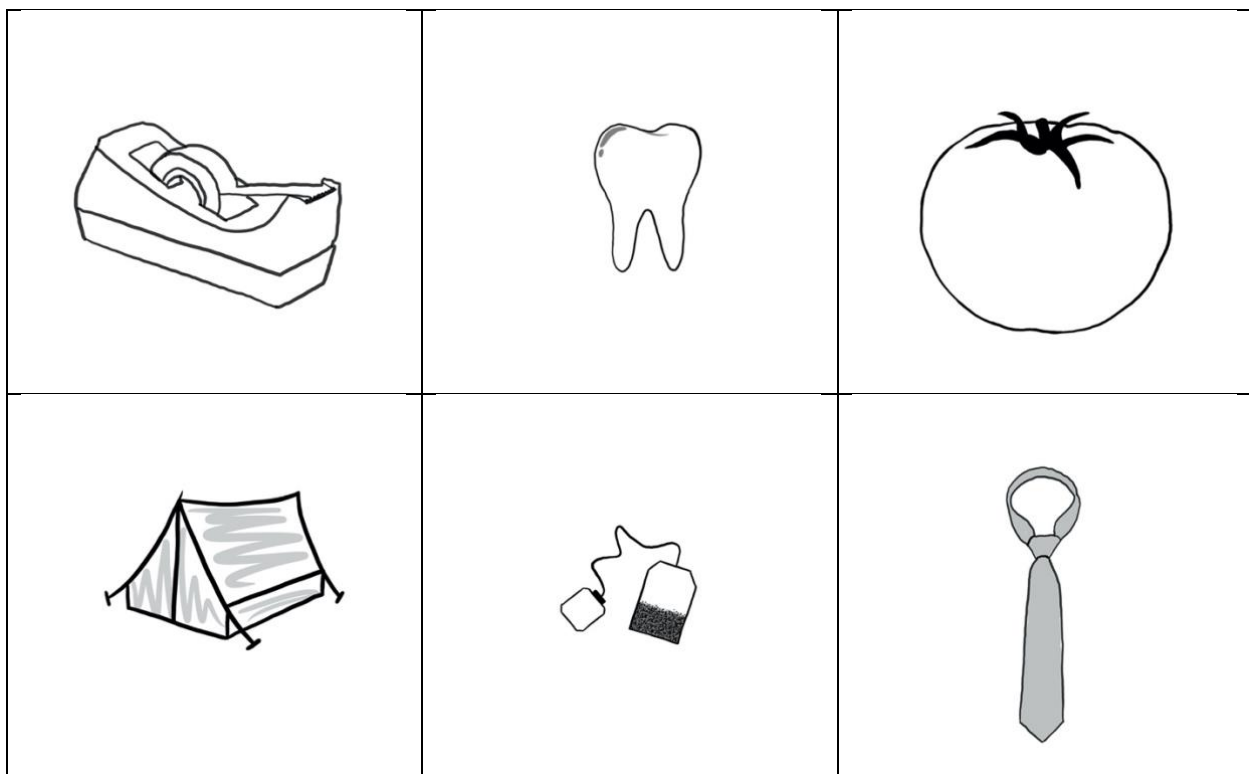
Examples: bat, cat, fat, fit, mitt, bite, fight, night, flat, kite, tight

Another fun way to brainstorm is by taking turns drawing pictures to suggest words with the target sound. Here again, it is the sound not the spelling that counts, and just like in the game Pictionary “bad” drawings can be more fun than good ones. It is easiest to think of words that have the target sound at the beginning, but you and your student can throw in a challenge by drawing a word that has the target sound at the middle or end rather than as the first sound. Here are a few ideas to get you started.



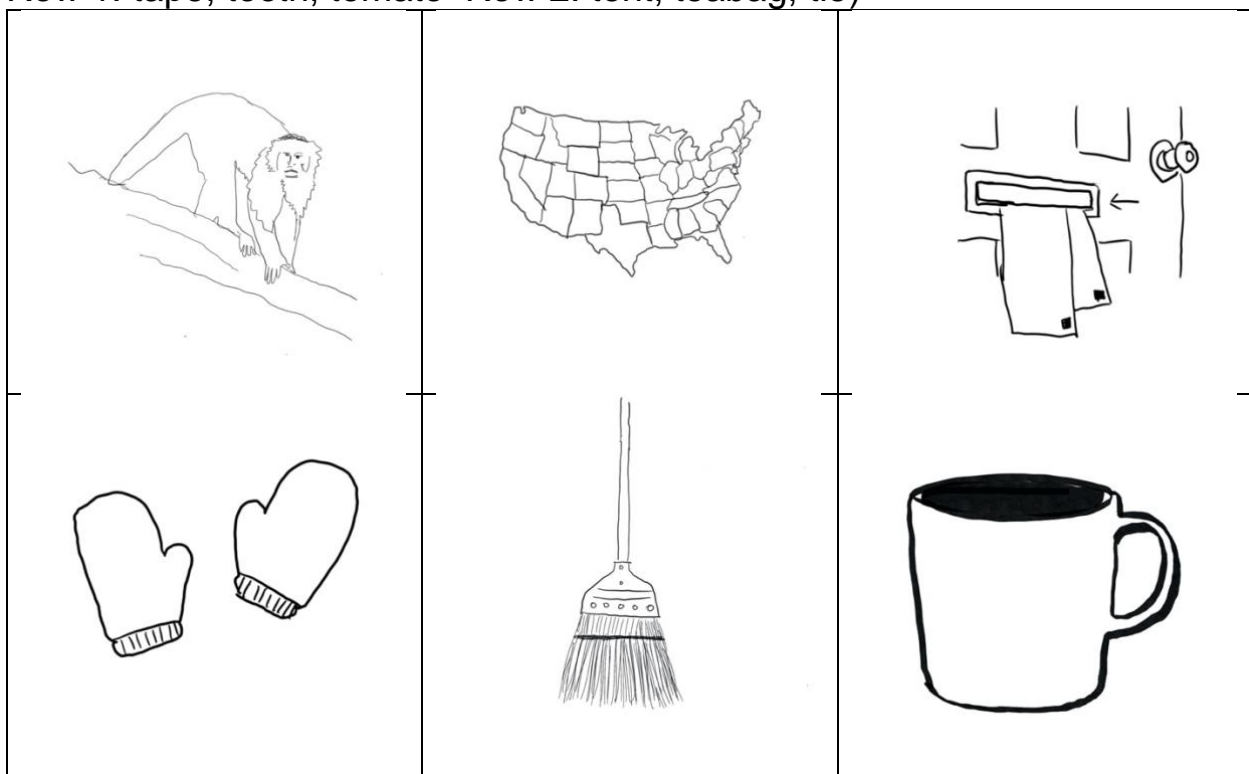
(Words with “a” as in “apple”

Row 1: pass, hand, camera Row 2: pan, pants, map)



(Words with “t” as in “top”

Row 1: tape, tooth, tomato Row 2: tent, teabag, tie)



(Words with “m” as in “map”

Row 1: monkey, map, mail Row 2: mittens, broom, mug

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:

the, and¹

Have the student read:

am

at

mat

Have the student write from your dictation:

the mat

am and at

¹ **the**: **th** will be decodable in Lesson 27; **e** making an “uh” sound is irregular
and: **a** is already decodable; **nd** will be decodable (and practiced as a blend) in Lesson 36

Student View

the

and

am

at

mat

LESSON 2

New material:

F/f (as in “fox”)

- 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 Oral Brainstorming:

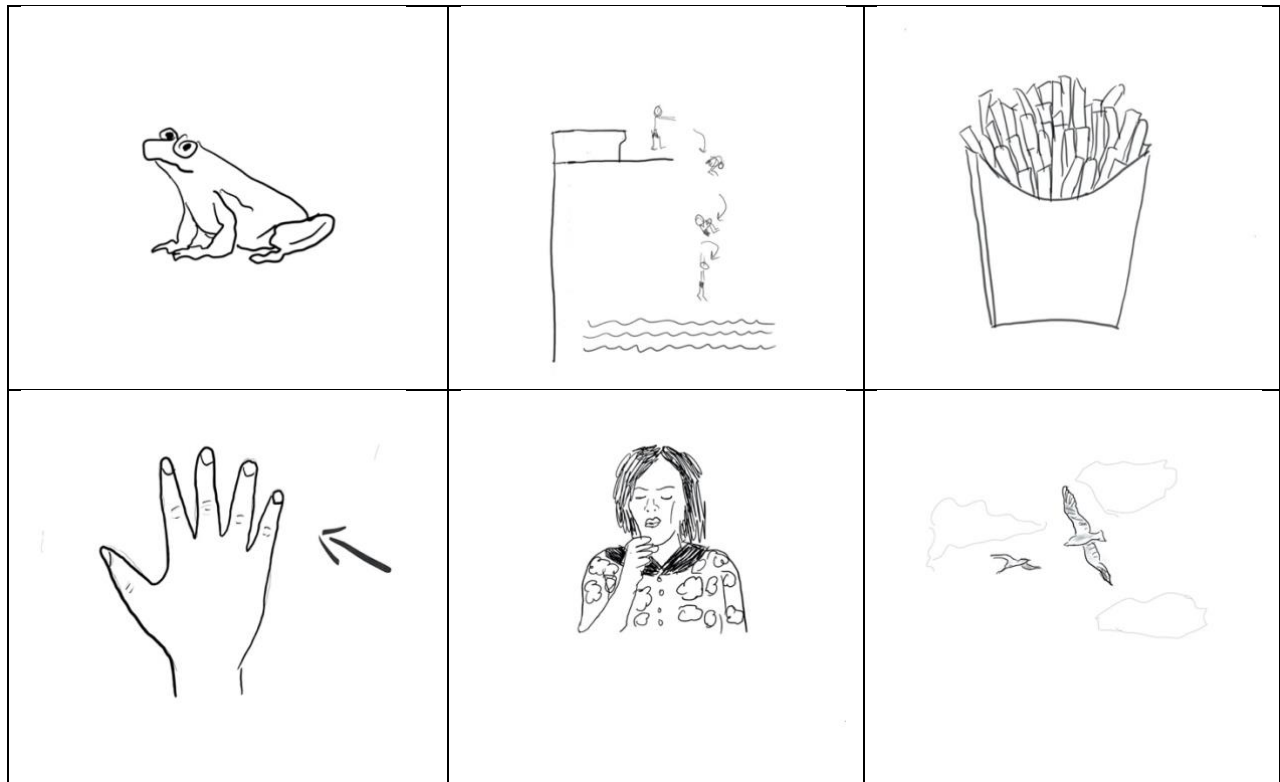
Say, “‘f’ is another consonant sound that can be found in the beginning, middle, and end of words. Let’s think of some words that begin with ‘f.’”

Examples: fight, fine, feel, fantastic, fix, family, phone, fender, fountain, fish, food, French fries, fans, fingers, face

Say, “Now let’s think of some words that end with ‘f.’” (Again, remember to make the sound rather than name the letter and to pronounce a quick “f,” not “fuh.”)

Examples: laugh, off, cough, sniff, huff, stuff, giraffe, tough, rough, fluff, puff, bluff, if, stiff

Or, brainstorm by taking turns drawing pictures:



(Words with “f” as in “fox”

Row 1: frog, flip, French Fries Row 2: fingers, cough, fly)

Continue to Warm Up With Sound Play:

Say, “Now, listen to the word ‘it.’ What happens if you add the ‘f’ sound to the beginning of the word?” (fit)

Say, “Listen to the word ‘laugh.’ Now take away the ‘l’ sound at the beginning. What do you have left?” (af)

Ask the student, “Should we do one more? Should we start by adding or taking away the ‘f’ sound?”

To add:

“Listen to the word ‘able.’ Add ‘f’ and what do we get?” (fable)

“Now take away the ‘f’ and what do we get?” (able)

“Now let’s add the ‘t’ sound to the beginning and what do we get?” (table)

To take away:

“Listen to the word ‘file.’ Now take away the ‘f’ sound and what do you get?” (ile)

“Now listen to the word ‘ile.’ What do you get if you put ‘m’ sound at the beginning?” (mile)

“Listen to the word ‘sniff.’ Now take away the ‘sn’ at the beginning. What do you get?” (if)

Introduce the new high-frequency word you have written onto a flashcard. Have the student write the high-frequency word three times while pronouncing the word:

good²

Have the student read:

maf

am

fat

² **good**: **g** will be decodable in Lesson 13; **oo** (rhyming with book) in Lesson 91; **d** in Lesson 12

Have the student write from your dictation:

the good mat

fat and tat

tam and am

Student View

good

maf

am

fat

LESSON 3

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

New material:

B/b (as in “baby”)

- 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 Oral Brainstorming:

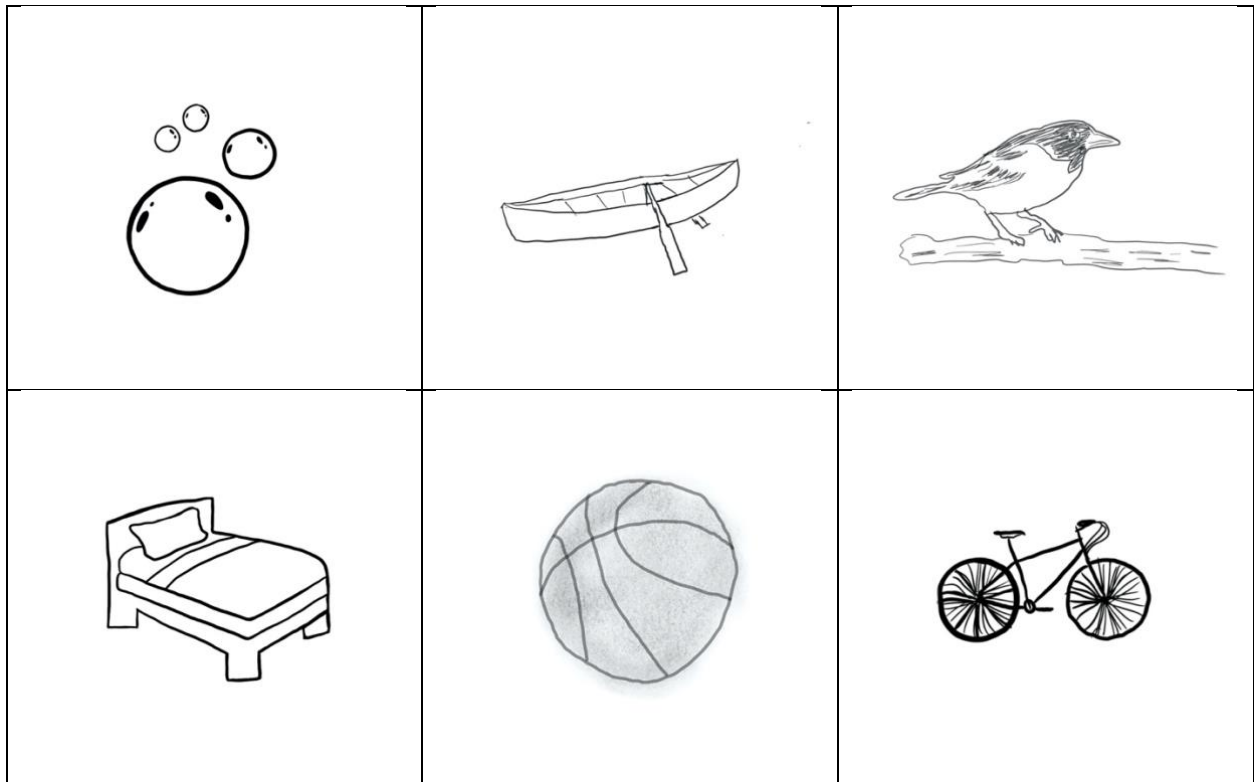
Say, “‘b’ is another consonant sound that can be found at the beginning, middle, and end of words. Can you think of words that start with ‘b’?” (Say just a brief “b”; avoid saying “buh.” If students say “buh,” you can tell them to snip off the sound with pretend scissors.)

Examples: basketball, bakery, books, big, bug, beach, breakfast, bacon, ball, building, bed

Say, “Can you think of words that end with a ‘b’ sound?”

Examples: grab, fib, rub, rib, bib, cab, robe, tube, cube, tub

Or, brainstorm by taking turns drawing pictures:



(Words with “b” as in “baby”

Row 1: bubble, boat, bird Row 2: bed, basketball, bike or bicycle)

Continue to Warm Up With Sound Play:

Say, “Now repeat the following words—can you hear a ‘b’ sound in them? Where in the word did you hear the sound?” (Say the words slowly, and ask students if they want to hear the word again before starting.)

table (Yes, in the middle)

bed (Yes, in the beginning)

tend (No, I can’t hear it)

crab (Yes, at the end)

before (Yes, at the beginning)

bubble (Yes, beginning and in the middle)

Remember to give positive feedback. Saying something like, “Wow, you are really using your ears to pick out these sounds!” may be good encouragement. If the student “gets it wrong” be positive and enthusiastic: “Let’s try it again.” Often students will find this work fun when they see how much success they are having.

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:

is, I³

Have the student read:

fat, fam, fab

bat, bam, tab

the mat

Have the student write from your dictation:

the mat

the tab

Bam! The bat is fat.

³ is: i will be decodable in Lesson 5; s making the “z” sound will be decodable in Lesson 25
I: I making the long “i” sound will be decodable in Lesson 48

Student View

is

I

fat, fam, fab

bat, bam, tab

the mat

LESSON 4

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

New material:

H/h (as in “hat”)

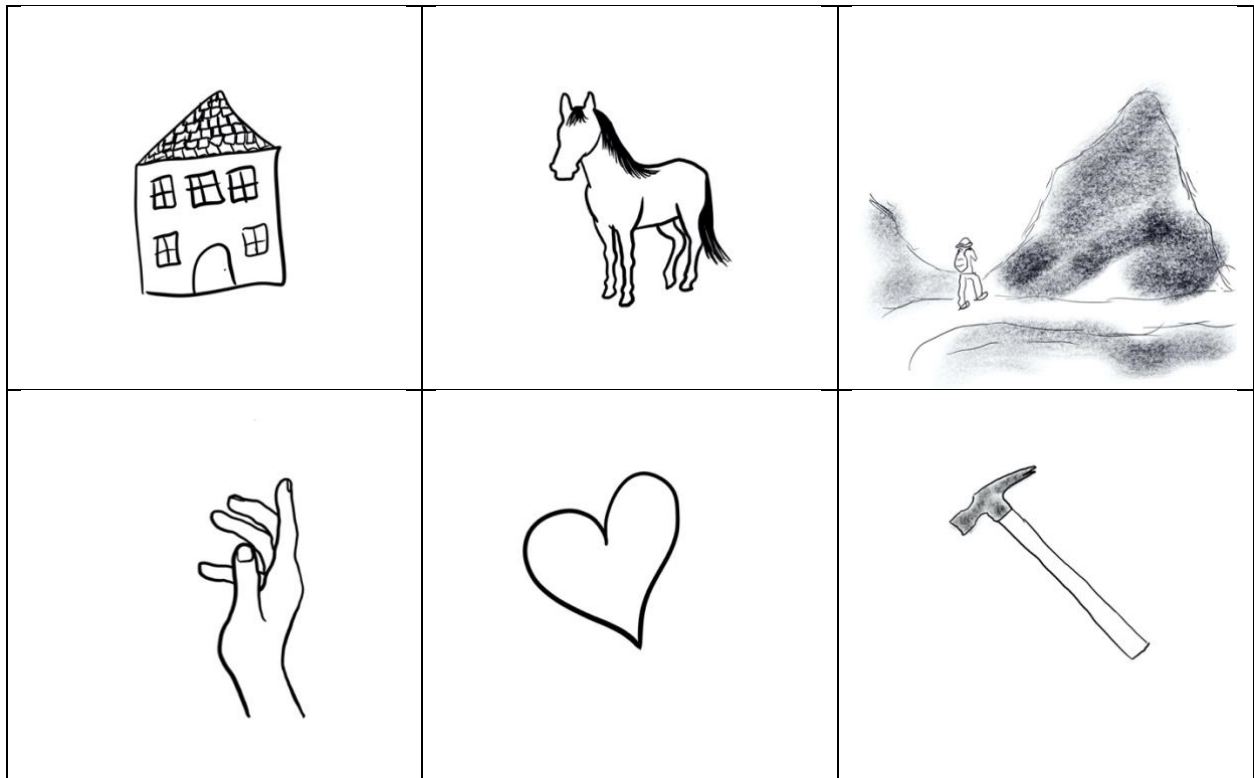
- Make the sound with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

Warm Up With Oral Brainstorming:

Say, “The ‘h’ sound is a consonant sound that we find at the beginning of words. Can you think of some words that begin with the ‘h’ sound?”

Examples: hat, hamburger, hero, hit, hide, hate, howl, here, hand, handsome, hamster, home, Halloween, holiday, hot, hold, hole, high, hello

Or, brainstorm by taking turns drawing pictures.



(Words with “h” as in “hat”

Row 1: house or home, horse, hike, Row 2: hand, heart, hammer)

Continue to Warm Up With Sound Play:

Say, “Listen to the word ‘mouse.’ Now take away the ‘m’ sound at the beginning. What do you have?” (ouse). “Now put a ‘h’ sound at the beginning. What do you have now?” (house).

Say, “Say the word ‘eat.’ Put an ‘h’ in front of it and what do you get?” (heat)

Words to read and write:

hat ham hab haf

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:

for, in⁴

Have the student read:

The tab is in the hat.

The good ham is for the bat.

Have the student write from your dictation:

The tab is in the hat.

The fab ham is for the bat.

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

⁴ **for**: **f** is already decodable; **or** will be decodable in Lesson 78
in: **i** will be decodable in Lesson 5; **n** will be decodable in Lesson 8

Student View

hat ham hab haf

for

in

The tab is in the hat.

The good ham is for the bat.

LESSON 5

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

New material:

I/i (as in “itch”)

- 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 Oral Brainstorming:

You might say, “‘i’ is another vowel sound. Most of the time we will find it in the middle of words like ‘mix,’ but sometimes it is at the beginning of a word like ‘itch.’ Remember all the words we brainstormed that had the ‘a’ sound? Let’s now make a big list of words with the ‘i’ sound. By the way, I just noticed that ‘big’ and ‘list’ both have the ‘i’ sound!”

Examples: fit, lizard, chimp, spill, six, kitten, mitten, blister, sister, pillow, slipper, tip, swim, scissors, sit, lip

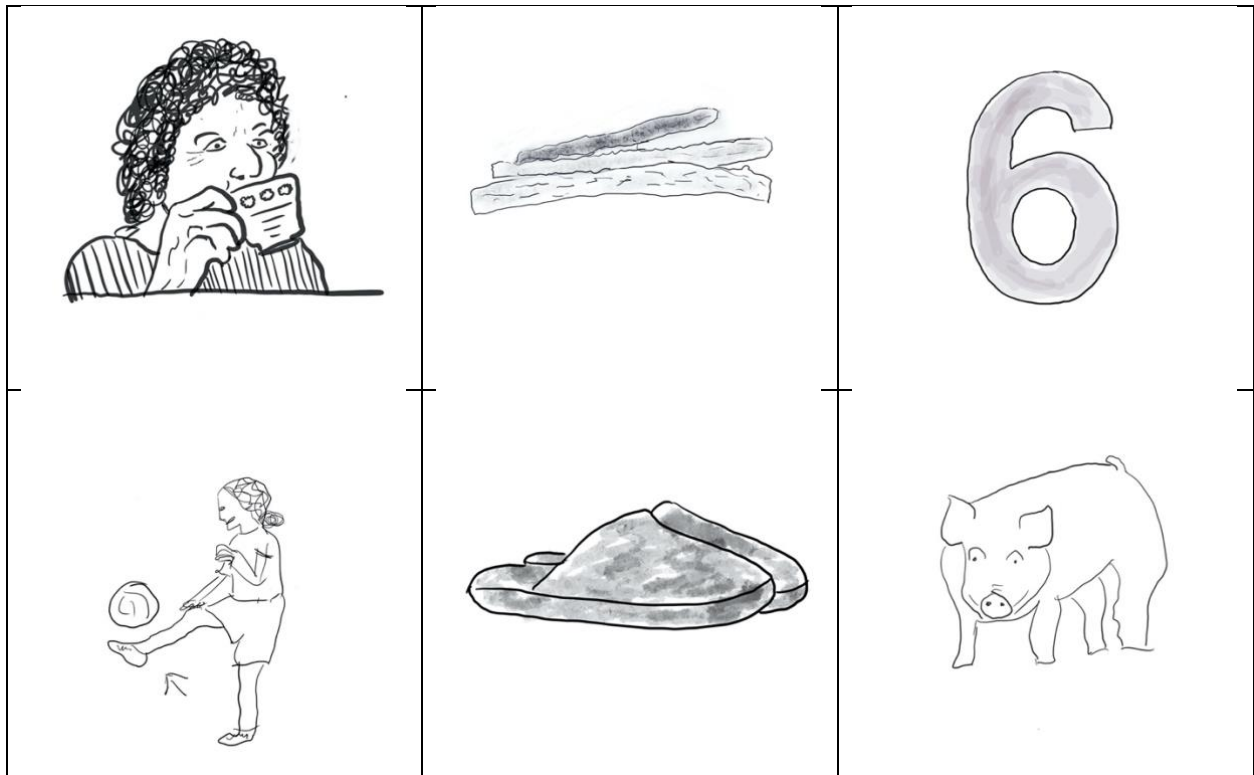
“Hmm, can you think of candy that has the ‘i’ sound?”

Examples: Kit Kat, Snickers, Twix, Twizzlers, Milky Way, Skittles, Swedish Fish, Sour Patch Kids

“That is a lot of candy! Can we think of other foods that have the ‘i’ sound?”

Examples: milk, spinach, fish, chicken, pickles, chips, sandwiches, fish sticks

Or, brainstorm by taking turns drawing pictures.



(Words with “i” as in “itch”

Row 1: sip or drink, sticks, six Row 2: kick, slippers, pig)

Continue to Warm Up With Sound Play:

Say, “Listen to the word ‘bag.’ What if you replace the ‘a’ sound with the ‘i’ sound?” (big)

Say, “Listen to the word ‘champ.’ What if you replace the ‘a’ sound with the ‘i’ sound?” (chimp)

Words to read and write:

Tim bit fit hit tib

Introduce the new high-frequency word you have written onto a flashcard. Have the student write the high-frequency word three times while pronouncing the word:

my⁵

Have the student read:

Tim bit the good ham.

I am fit.

My hat is good.

Have the student write from your dictation:

My good hat fit Tim.

The hit is good.

Tam is at bat.

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

⁵ **my**: **m** is already decodable; **y** making the long “i” sound will be decodable in Lesson 92

Student View

Tim bit fit hit tib

my

Tim bit the good ham.

I am fit.

My hat is good.

LESSON 6

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

New material:

P/p (as in “pat”)

- 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 Oral Brainstorming:

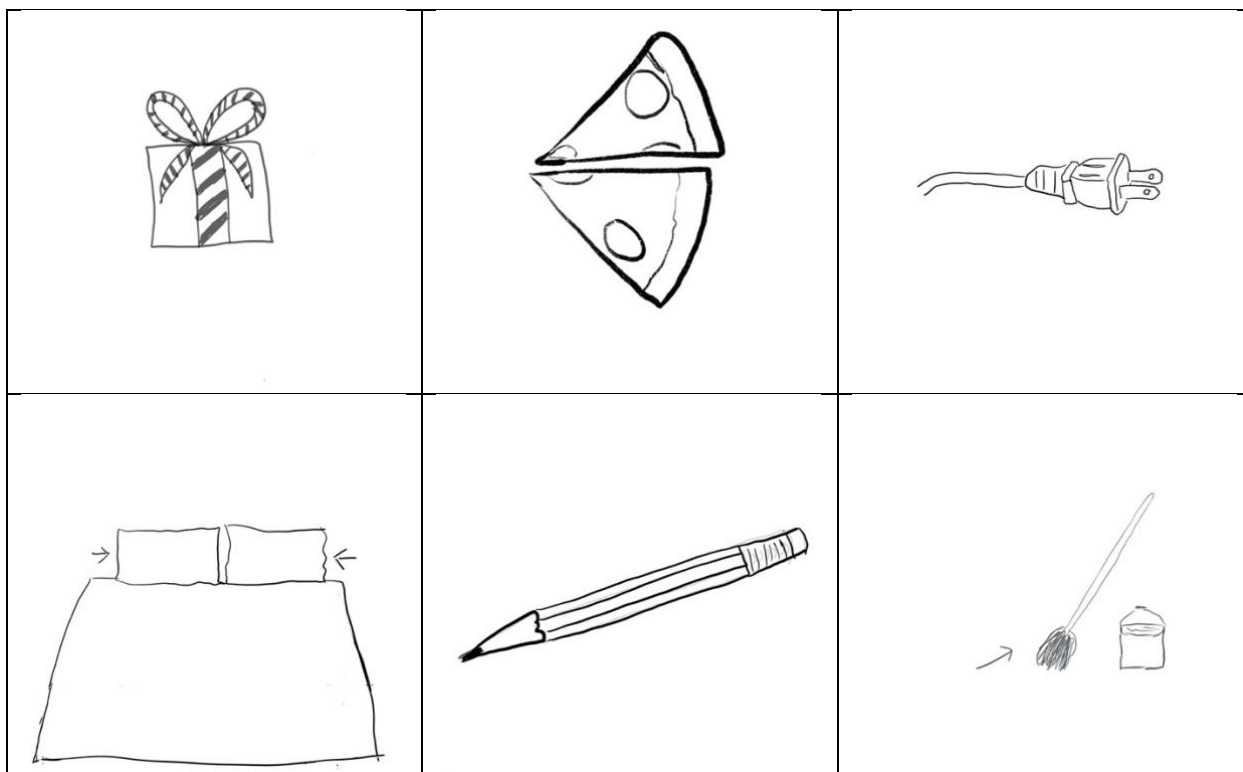
Say, “‘p’ is another consonant sound that we can find in the beginning, middle, and end of words. Let’s brainstorm words that start with the ‘p’ sound.” (Sound just the brief “p”; avoid saying “puhhh.” If students say “puhhh,” tell them to snip off the sound with pretend scissors.)

Examples: pancake, puppy, panther, practice, pants, pack, paint, pine, pole, point, polite, plate, play, pizza, put, pencil, plant

Say, “Now let’s brainstorm some words that end with the ‘p’ sound.”

Examples: hop, pop, cap, top, ape, grape, type, tape, stop, heap, Jeep, sweep, leap, type, pipe

Or, brainstorm by taking turns drawing pictures.



(Words with “p” as in “pat”

Row 1: present, pizza, plug Row 2: pillows, pencil, mop)

Continue to Warm Up With Sound Play:

Say, “Now, repeat the following words and say whether there is a ‘p’ sound in the beginning, middle, or end of the word.”

plastic (beginning)

paper (beginning and middle)

flipper (middle)

happened (middle)

weather (not there)

pumpkin (beginning and middle)

clapping (middle)

Say, “Now, can you think of some words to try on me, and I’ll listen?”

Words to read and write:

pat pit hip hap map Pam pip tip

Introduce the new high-frequency word you have written onto a flashcard. Have the student write the high-frequency word three times while pronouncing the word:

said⁶

Have the student read:

I said, “Pam is good at bat.”

Pat and Tim tap the mat.

Have the student write from your dictation:

Tim said, “Bam!”

Pam and Tim pat the mat.

Tam is in the pit.

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

⁶ **said**: s will be decodable in Lesson 11; ai making the short “e” sound is irregular; d is already decodable

Student View

pat pit hip hap map Pam pip tip

said

I said, "Pam is good at bat."

Pat and Tim tap the mat.

LESSON 7

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

New material:

C/c (as in “cat”)

- 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 Oral Brainstorming:

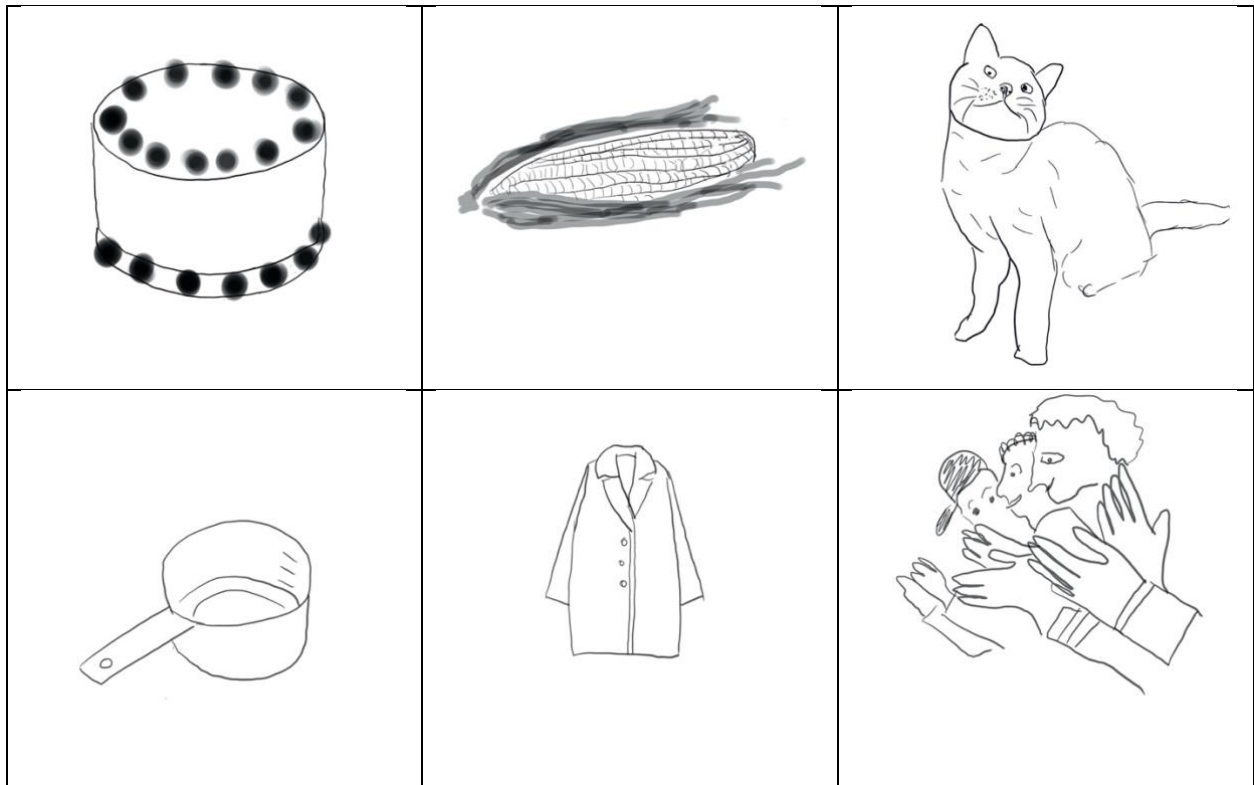
Say, “The letter **c** makes the ‘k’ sound. The letter **k** makes that sound too. Let’s brainstorm a list of words that have a ‘k’ sound at the beginning.”

Examples: crab, kangaroo, crackers, cranberry, kick, clean, careful, cry, cradle, camp, kiss, cake, cookies, crumbs, cramp, cap, kitten

Say, “Now, let’s brainstorm words that have a ‘k’ sound at the end.”

Examples: backpack, break, kick, hike, stack, peak, creek, lick, cake

Or, brainstorm by taking turns drawing pictures.



(Words with “k” as in “cat”

Row 1: cake, corn, cat or kitten Row 2: cup, coat, clap)

Continue to Warm Up With Sound Play:

Say, “Now listen to the word ‘bite.’ Take off the ‘t’ sound, and what do you have?” (bi) “Now, add a ‘k’ sound to the end and what do you get?” (bike)

Say, “Listen to the word ‘mitten.’ Take off the ‘m’ sound and tell me what we have.” (itten) “Now add the ‘b’ sound and what do we have?” (bitten)

Say, “Listen to the word ‘croak.’ Now take the ‘cr’ sounds away. What do we have?” (oak) “Wow, great job with that! You took two sounds away, no problem.”

Say, “Listen to the word ‘coke.’ Now take away the last ‘k’ sound and what do we have? (co). Now add a ‘d’ sound to the end and what do we have?” (code)

Words to read and write:

bic mac cab cam tic tac

Introduce the new high-frequency word you have written onto a flashcard. Have the student write the high-frequency word three times while pronouncing the word:

a (pronounced “uh”)⁷

Have the student read:

Mac said, “My cat is in a cab.”

Pip said, “The cap is for Tim, and the good map is for him.”

Pam said my map is a hit.

The student can write from your dictation:

a cat and a cap

My cat is in a pit.

The fat cat bit the good ham.

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

⁷a: a making the “uh” sound will be decodable in Lesson 57

Student View

bic mac cab cam tic tac

a

Mac said, "My cat is in a cab."

Pip said, "The cap is for Tim, and the good map is for him."

Pam said my map is a hit.

LESSON 8

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

New material:

N/n (as in “nap”)

- 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 Oral Brainstorming:

You might say, “The ‘n’ sound is another consonant sound that we find in the beginning, middle, and end of words. Let’s brainstorm words that begin with the ‘n’ sound.”

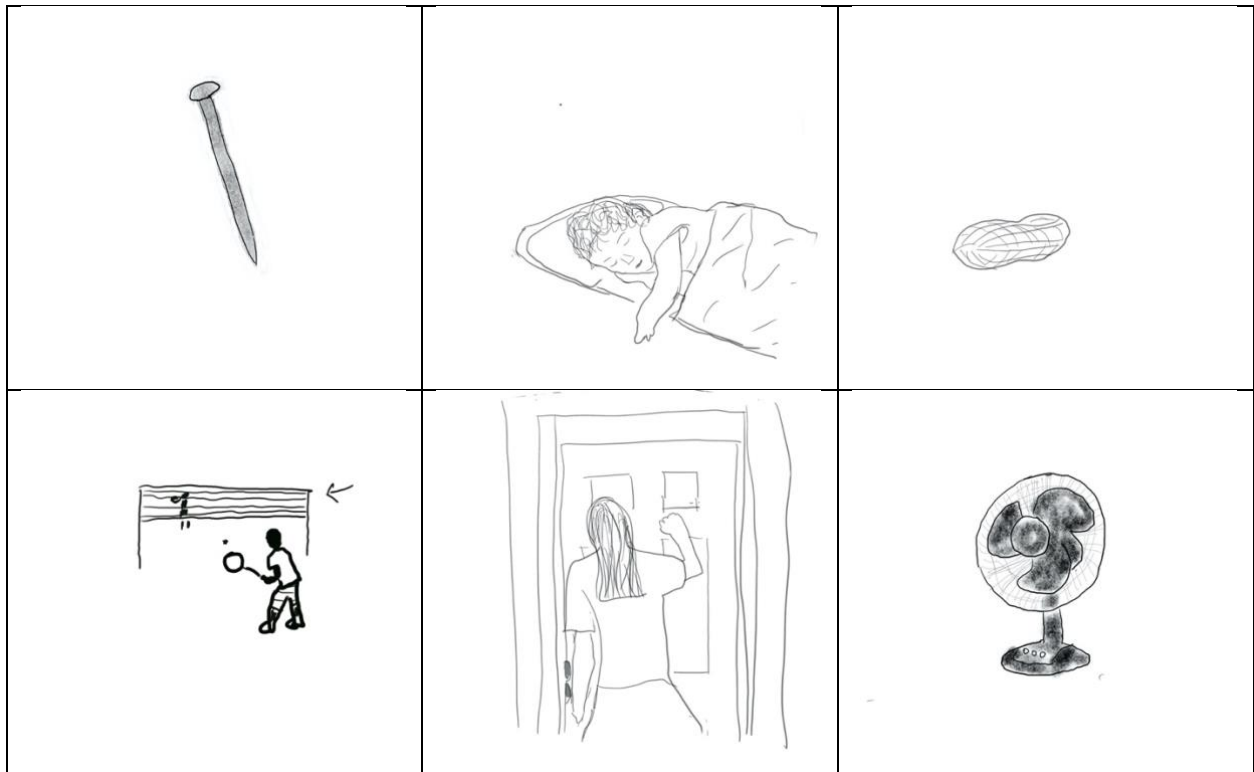
Examples: nice, nine, nap, none, no, napkin, needle, net, nickel

Also, the picture cards at the end of the lesson provide ideas for drawings that can prompt students to think of words with the “n” sound.

Say, “Let’s brainstorm a list of words that end with the ‘n’ sound.”

Examples: man, ten, golden, plan, one, pin, fin, fan, Dan, fun, done, rain, drain, pain, phone, fine

Or, brainstorm by taking turns drawing pictures.



(Words with “n” as in “nap”

Row 1: nail, nap, peanut or nut Row 2: net, knock, fan)

Continue to Warm Up With Sound Play:

Say, “Now, I am going to say four words. In each set, two words have the ‘n’ sound. Can you say those words?”

cup, man, boat, pen (man, pen)

step, tin, blame, plane (tin, plane)

cane, ten, tip, Tim (cane, ten)

plan, flip, mean, tip (plan, mean)

Words to read and write:

nan fan fin nab han pan can pin
--

Introduce the new high-frequency word you have written onto a flashcard. Have the student write the high-frequency word three times while pronouncing the word:

will⁸

Have the student read:

Tim will nab the cat for Pam.

A cap, a cat, and a man will fit in a cab.

The good cap fit Nan.

A nap is good for my cat.

Have the student write from your dictation:

I can nab a good map.

Tim will pat the cat.

My pin is good.

Mac will tip the pan.

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

⁸**will:** **w** is decodable in Lesson 19; **i** is already decodable; **I** will be decodable in Lesson 9; FLOSS spelling rule will be taught in Lesson 26

Student View

nan fan fin nab han pan can pin

will

Tim will nab the cat for Pam.

A cap, a cat, and a man will fit in a cab.

The good cap fit Nan.

A nap is good for my cat.

LESSON 9

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

New material:

L/I (as in “lap”)

- 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, “Let’s brainstorm some words that begin with the ‘l’ sound.”

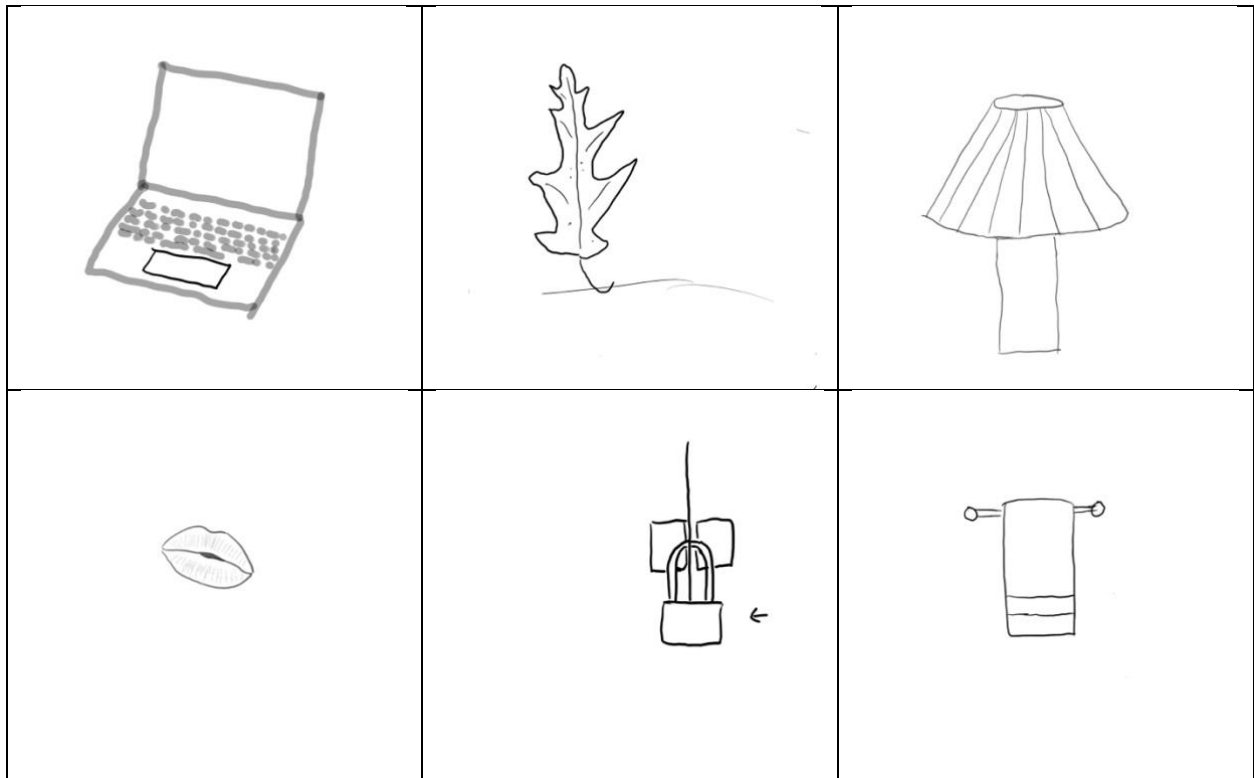
Examples: love, like, land, lake, lizard, lion, lazy, leopard, list, lap, lemon, lime, loud, letter, lawn, lost, laundry, little

(If you want to add some fun to the brainstorming, you can try a variety of prompts to suggest words, like: “I’m thinking of an animal at the zoo who is like a tiger.” Or, “Sometimes I am out of clean clothes and need to do some....” Or, “His voice is the opposite of quiet; it’s...”)

Say, “Let’s brainstorm some words that end with the ‘l’ sound.”

Examples: spill, will, ball, call, fall, sandal, tail, mail, tall, hall, travel, gravel, skill, bubble, trouble, table, until, bowl

Or, brainstorm by taking turns drawing pictures:



(Words with “l”

Row 1: laptop, leaf, lamp Row 2: lips, lock, towel)

Continue to Warm Up With Sound Play:

Say, “Let’s take away a sound from the middle of a word. Listen to the word ‘flake.’ Now, take away the ‘l’ sound. What do we have?” (fake)

“Now, listen to the word ‘steal.’ Take away the ‘t’ sound. What do we have?” (seal)

“Now, listen to the word ‘brake.’ Take away the ‘r’ sound. What do we have?” (bake)

“Now, take the ‘t’ sound away from stop. What do you get?” (sop)

Words to read and write:

lip lit lab pal lam lib

Introduce the new high-frequency word you have written onto a flashcard. Have the student write the high-frequency word three times while pronouncing the word:

have⁹

Have the student read:

I have a good ham for my pal.

I can nip, I can nab, and I can nap.

Lin said, “I will nab a cab for my pal.”

Have the student write from your dictation:

Pam will have a good nap.

The cat bit my lip!

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

⁹ **have:** **h** and **a** are already decodable; **v** will be decodable in Lesson 15; spelling rules for words ending in **v** will be taught in Lesson 55

Student View

lip lit lab pal lam lib

have

I have a good ham for my pal.

I can nip, I can nab, and I can nap.

Lin said, “I will nab a cab for my pal.”

LESSON 10

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

New material:

J/j (as in “juice”)

- 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:

Explain that “j” is a consonant sound we find at the beginning of words. Brainstorm with your student some words that begin with the “j” sound.

Examples: January, jet, jar, justice, junk, jog, June, jump, jeans, Japan, jokes, jaw, job, jogging, jail, jewelry, jacket

To help your student distinguish all the sounds in a word, you might try the following. Say, “Now, I am going to say some words slowly, almost as if I were stretching a big piece of gum out of my mouth while I say them. We’ll separate each sound and then count them.”

bend b---e---n---d (4)

clam c---l---a---m (4)

stick s---t---i---ck (4)

jump j---u---m---p (4)

Words to read and write:

jab jib jat jam jit Jan Jim

Introduce the new high-frequency word you have written onto a flashcard. Have the student write the high-frequency word three times while pronouncing the word:

to¹⁰

Have the student read:

Jan said, “A cat in the lap is good.”

Jim will have to nab the cat for Jan.

The cap is for Jim.

Have the student write from your dictation:

my jam

Jim and Jan will fit in the cab.

Jim and Jan have a bat for a pal.

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

¹⁰ **to**: t is decodable; o making the “oo” sound is irregular

Student View

jab jib jat jam jit Jan Jim

to

Jan said, "A cat in the lap is good."

Jim will have to nab the cat for Jan.

The cap is for Jim.

LESSON 11

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

New material:

S/s (as in “sit”)

- 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:

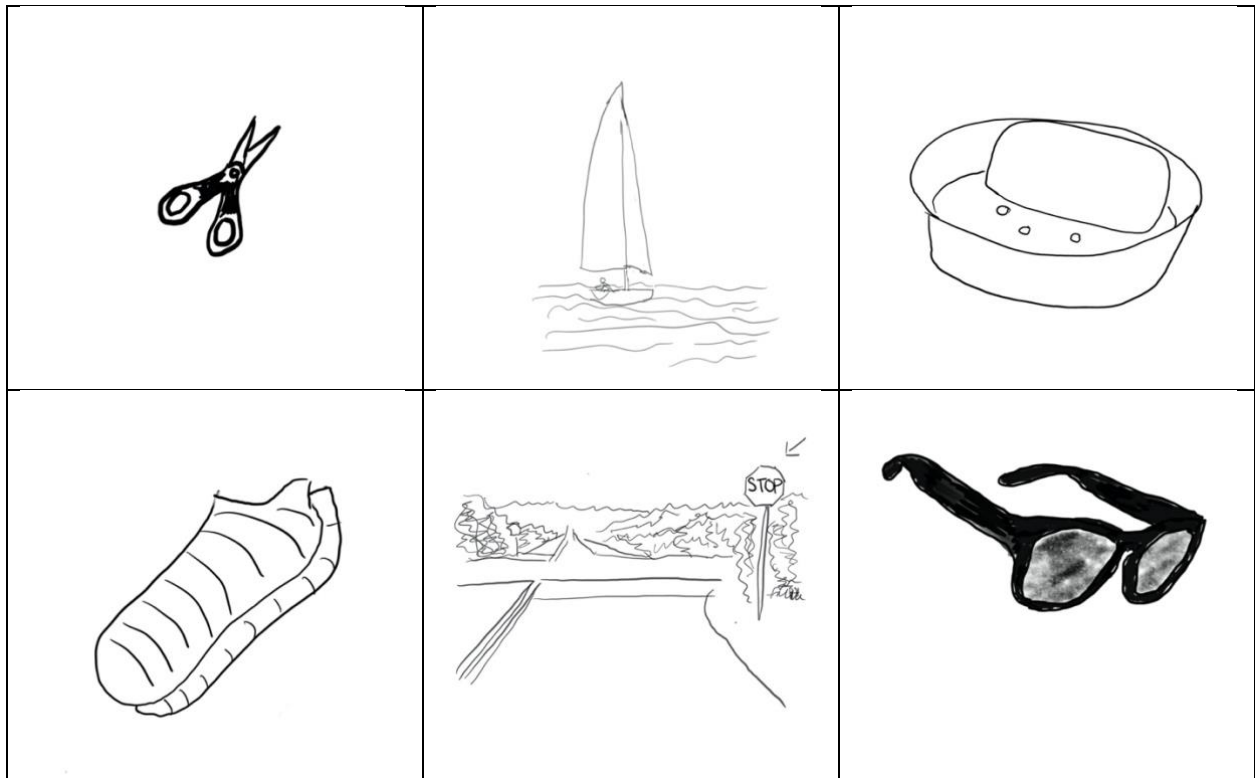
Say, “‘s’ is another consonant sound that we find at the beginning, middle, and end of words. Let’s brainstorm a list of words that begin with the ‘s’ sound.”

Examples: sandal, sick, sack, sister, sting, snow, stop, sandwich, something, somewhere, soft, sorry, sitting, standing, sorting, stuff, sale

Say, “Let’s brainstorm some words that end with the ‘s’ sound.”

Examples: gas, mess, kiss, fuss, pass, bus, face, rice, mouse, house, mice, fence

Or, brainstorm by taking turns drawing pictures:



(Words with “s” as in “sit”

Row 1: scissors, sailing, soap Row 2: socks, stop, sunglasses)

Continue to Warm Up With Sound Play:

“Now, let’s find and count all the sounds that are in the word ‘spin.’”

(s---p---i---n) 4

“Now, let’s find and count all the sounds in ‘make.’”

(m---a---k) 3

“Now, let’s find and count all the sounds in ‘flame.’”

(f---l---a---m) 4

Words to read and write:

sip sap Sam Sal sim

Introduce the new high-frequency word you have written onto a flashcard. Have the student write the high-frequency word three times while pronouncing the word:

was¹¹

Have the student read:

Sal will have to sit in my lap.

Sam said, “The ham was for my cat.”

Have the student write from your dictation:

Will Sal and Sid fit in the pit?

The good jam was for Mac.

Will Sam nab the good ham for the cat?

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

¹¹**was:** **w** will be decodable in Lesson 19; **a** making the “u” sound is irregular; **s** making the “z” will be decodable in Lesson 25

Student View

sip sap Sam Sal sim

was

Sal will have to sit in my lap.

Sam said, "The ham was for my cat."

LESSON 12

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

New material:

D/d (as in “dog”)

- 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:

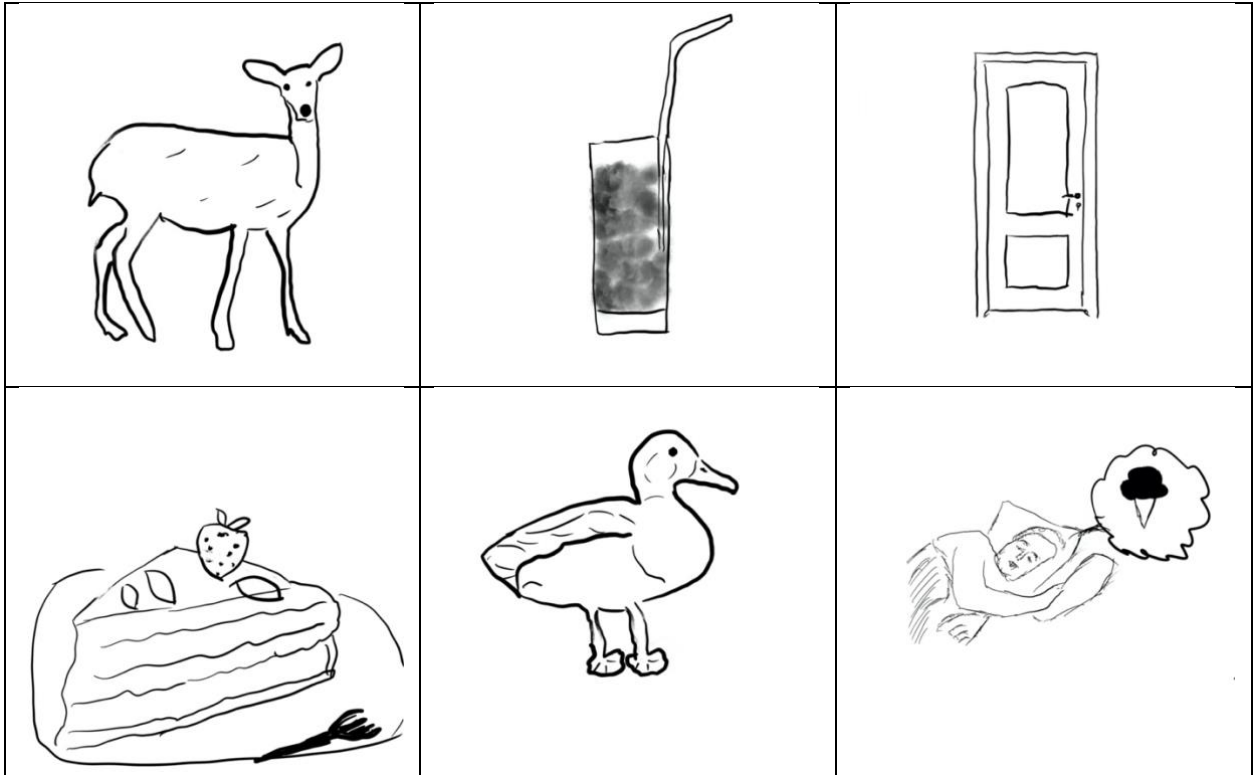
Say, “‘d’ is another consonant sound that we find at the beginning, middle, and end of words. Did you notice the ‘d’ sound in ‘middle’? Let’s brainstorm some words that begin with the ‘d’ sound.”

Examples: dig, dog, deny, date, dunk, donut, dark, drive, desk, door, doctor, deep, draw, dinner, dessert, danger

“Let’s brainstorm some words that end with the ‘d’ sound.”

Examples: bad, find, grad, greed, grade, head, dead, shed, wind, good, pad, mud, feed, fed, bed

Or, brainstorm by taking turns drawing pictures:



(Words with “d” as in “dog”

Row 1: deer, drink, door Row 2: dessert, duck, dream)

Continue to Warm Up With Sound Play:

Say, “I am going to say four words. Can you say the one that does **not** end with the ‘d’ sound?”

bend, get, bed, sled (get)

said, led, set, bud (set)

bled, Fred, egg, land (egg)

Words to read and write:

bid dip fad mad dad dim dam cad
--

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:

of, with¹²

Have the student read:

A bit of jam was good for the ham.

Dad said, “Sit in the cab with Sam.”

I had to fit in the cab with my cat.

Dad was mad at the bad cat.

Sid was sad, and Jim was mad.

Have the student write from your dictation:

Dan did a good lap with Sam.

I had a dip with my dad.

I had a bit of jam with my ham.

It was a good hit for Sal.

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

¹² **of**: o making “uh” sound is irregular; **f** making “v” sound is irregular
with: **w** will be decodable in Lesson 19; **i** is already decodable; **th** will be decodable in Lesson 27

Student View

bid dip fad mad dad dim dam cad

of

with

A bit of jam was good for the ham.

Dad said, “Sit in the cab with Sam.”

I had to fit in the cab with my cat.

Sid was sad, and Jim was mad.

Dad was mad at the bad cat.

LESSON 13

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

New material:

G/g (as in “go”)

- 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:

Note: We exclude words like “ginger” or “gym,” which will be introduced later, because in them the letter **g** makes a “j” sound rather than a “g” sound as in “go.” If a student brings up such a word, you might say, “You’re right, that word does begin with **g**, but let’s keep thinking in sounds, not letters, so let’s brainstorm more words with a ‘g’ sound.”

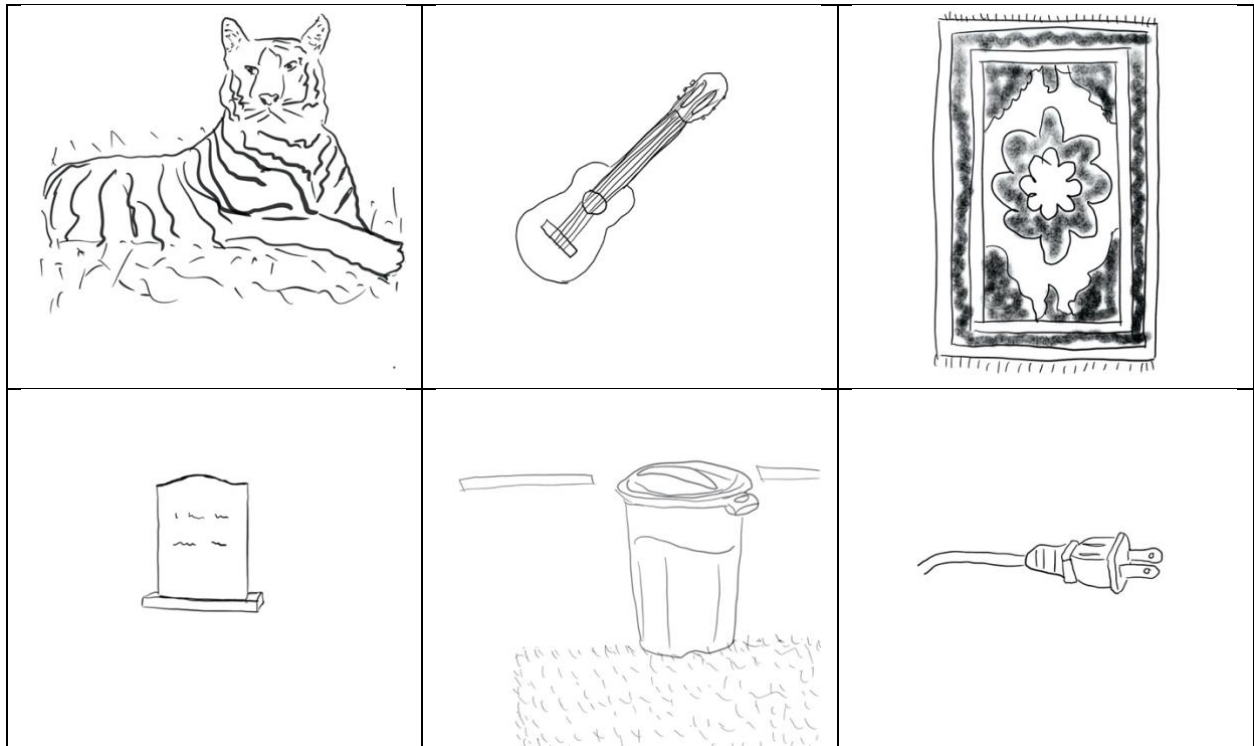
Say, “Let’s brainstorm some words that start with the ‘g’ sound.”

Examples: gorilla, girl, guitar, guest, garbage, garage, gaze, grapes, green, grass, good, goat, great, gone, grab, grade, guess

“Let’s brainstorm some words that end with the ‘g’ sound.”

Examples: rag, bag, big, tag, flag, jog, hug, tug, dig, leg

Or, brainstorm by taking turns drawing pictures:



(Words with “g” as in “get”

Row 1: tiger, guitar, rug Row 2: grave, garbage, plug)

“Now, say the word ‘rate.’ If you add a ‘g’ sound to the beginning, what do you get?” (great)

“Now say the word ‘rhyme.’ Now, add a ‘g’ sound to the beginning. What do you have?” (grime)

Words to read and write:

bag hag big mag gat gam gab

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:

she, he¹³

Have the student read:

He can dig in the big pit.

The hag with a bag sat in the big pit.

The nag bit the fat cat.

She did gab with my pal Sam.

Have the student write from your dictation:

The bit of fig jam is for my dad.

She can dig a gap in the big pit.

A bit of gas was in the tin can.

He did a jig in the pit.

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

¹³ **she:** **sh** will be decodable in Lesson 29; **e** making the long “e” sound will be decodable in Lesson 48
he: **h** is already decodable; **e** same as above

Student View

bag hag big mag gat gam gab

she

he

He can dig in the big pit.

The hag with a bag sat in the big pit.

The nag bit the fat cat.

She did gab with my pal Sam.

LESSON 14

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

New material:

O/o (as in “octopus”)

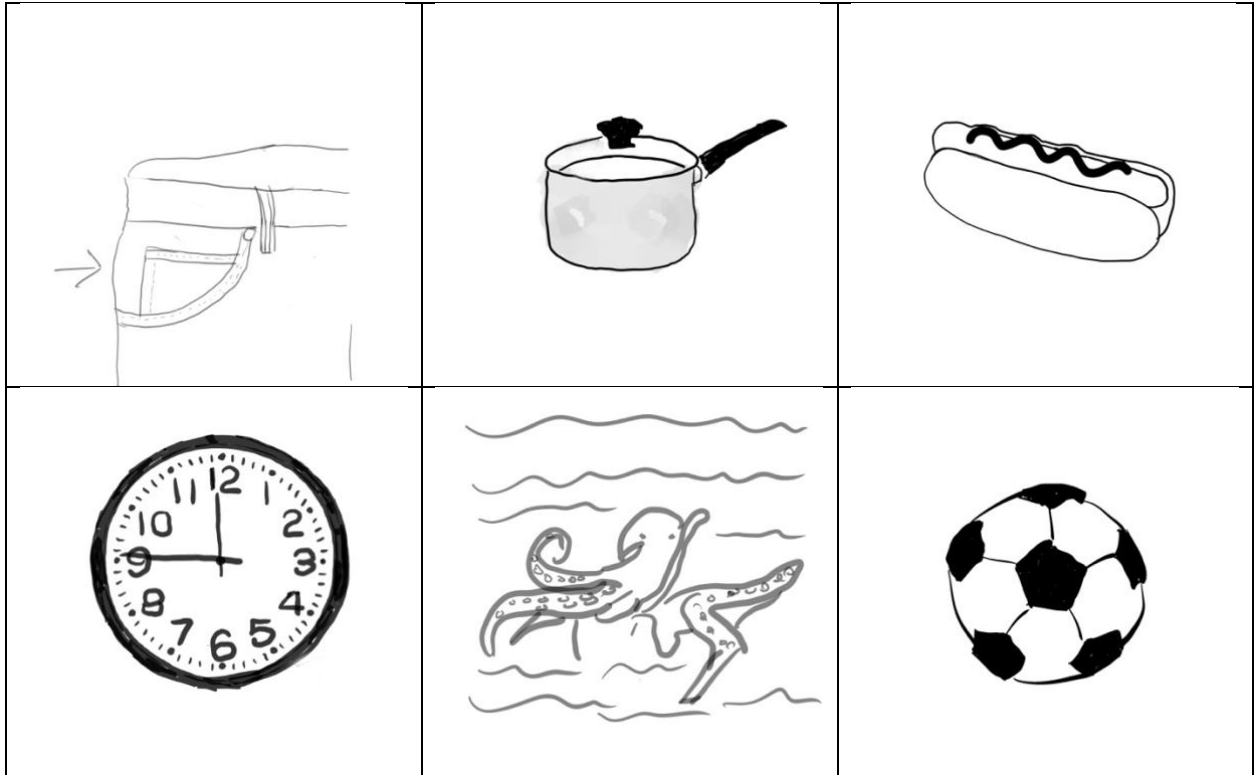
- Make the sound with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

Warm Up With Sound Play:

Say, “‘o’ is another vowel sound. We can find it in the beginning of a few words like ‘octopus,’ ‘on,’ or ‘Oscar,’ but mostly we will find it in the middle of words. Let’s brainstorm a list of words with the ‘o’ sound.”

Examples: top, croc, frock, block, hop, cotton, drop, stop, flop, flock, gone, wrong, frog, boss, toss

Or, brainstorm by taking turns drawing pictures:



(Words with “o”

Row 1: pocket, pot, hotdog Row 2: clock, octopus, soccer ball)

Continue to Warm Up With Sound Play:

“Now say the word ‘map.’ What do you get if you take out the ‘a’ sound and put in the ‘o’ sound?” (mop)

“Now say the word ‘hit.’ What if you take out the ‘i’ sound and put in the ‘o’ sound?” (hot)

“Now, say the word ‘stack.’ What if you take out the ‘a’ sound and put in the ‘o’ sound?” (stock)

Words to read and write:

hog hot bop tot mob gob hop hob
--

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:

you, me¹⁴

Have the student read:

Can you jog in the fog?

The big fat hog was in the bog.

Hal and Bob sat on the log.

Have the student write from your dictation:

Will you jog to the big log with me?

She did jog with me. She got to the top.

It was hot. The hog sat in the bog.

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

¹⁴ **you:** **y** will be decodable in Lesson 23; **ou** making the long “u” sound will be decodable in Lesson 112
me: **m** is decodable; **e** making the long “e” sound will be decodable in Lesson 48

Student View

hog hot bop tot mob gob hop hob

you

me

Can you jog in the fog?

The big fat hog was in the bog.

Hal and Bob sat on the log.

LESSON 15

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

New material:

V/v (as in “van”)

- 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:

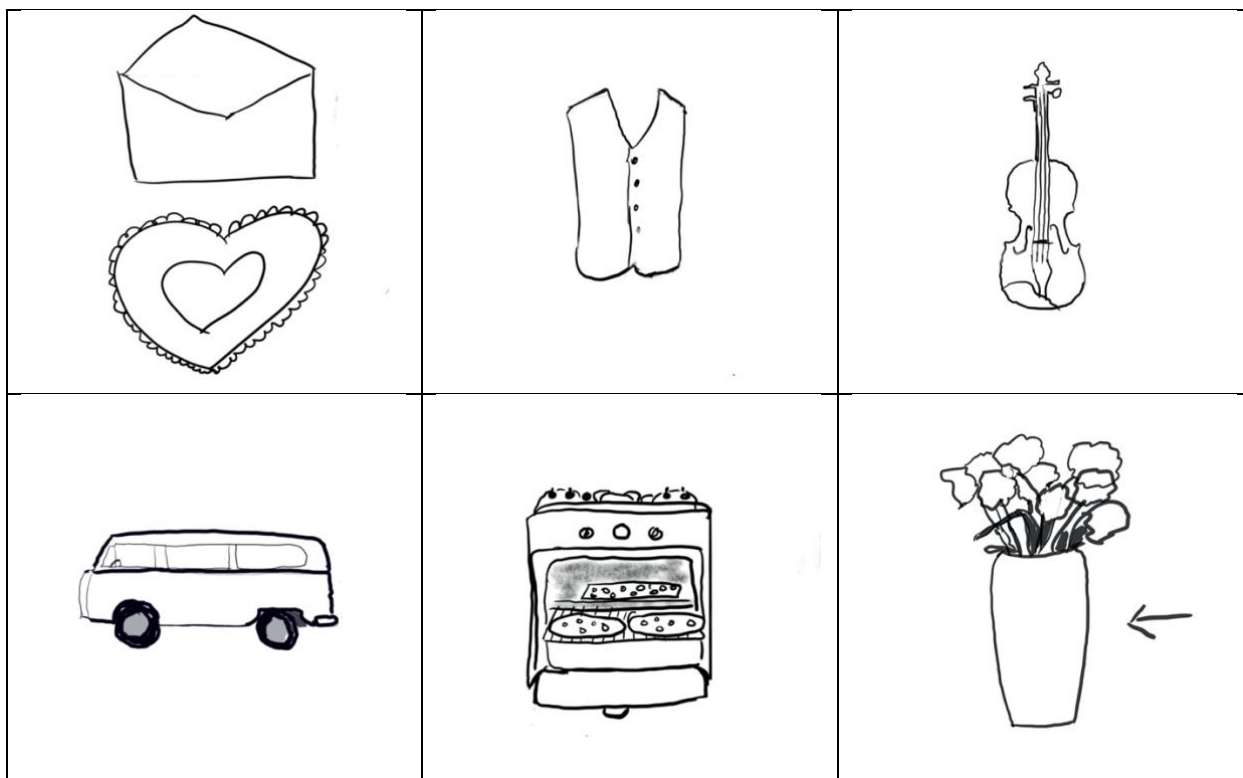
Say, “‘v’ is another consonant sound we find at the beginning, middle, and end of words. Let’s brainstorm a list of words that begin with the ‘v’ sound.”

Examples: vase, vat, vampire, victory, van, vent, vintage, vacuum cleaner, vegetables, very, valentine

“Now, let’s brainstorm a list of words that end with the ‘v’ sound.”

Examples: love, move, live, glove, brave, have, grave, dove, dive, hive, stove

Or, brainstorm by taking turns drawing pictures:



(Words with “v” as in “van”

Row 1: Valentine, vest, violin Row 2: van, oven or stove, vase)

Words to read and write:

vop vim vig vam van vin vab vat

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:

are, by¹⁵

Have the student read:

The hog, the bat, and the dog are in the big van.

¹⁵**are:** are will be decodable in Lesson 77.

by: b is already decodable; y making the long “i” sound will be decodable in Lesson 92

The cat is not with the dog. The cat is in the cab.

Val had a hot pot of jam on the log.

Have the student write from your dictation:

Val and my sis are by the big log.

Hal and Vin are in the van with the ham.

A pot of jam is a lot of jam.

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

Student View

vop vim vig vam van vin vab vat

are

by

The hog, the bat, and the dog are in the big van.

The cat is not with the dog. The cat is in the cab.

Val had a hot pot of jam on the log.

LESSON 16

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

New material:

R/r (as in “rat”)

Explain that “r” sound is not like the “er” sound in “fern” but just the brief “r” sound as in the beginning of the word “ruff.”

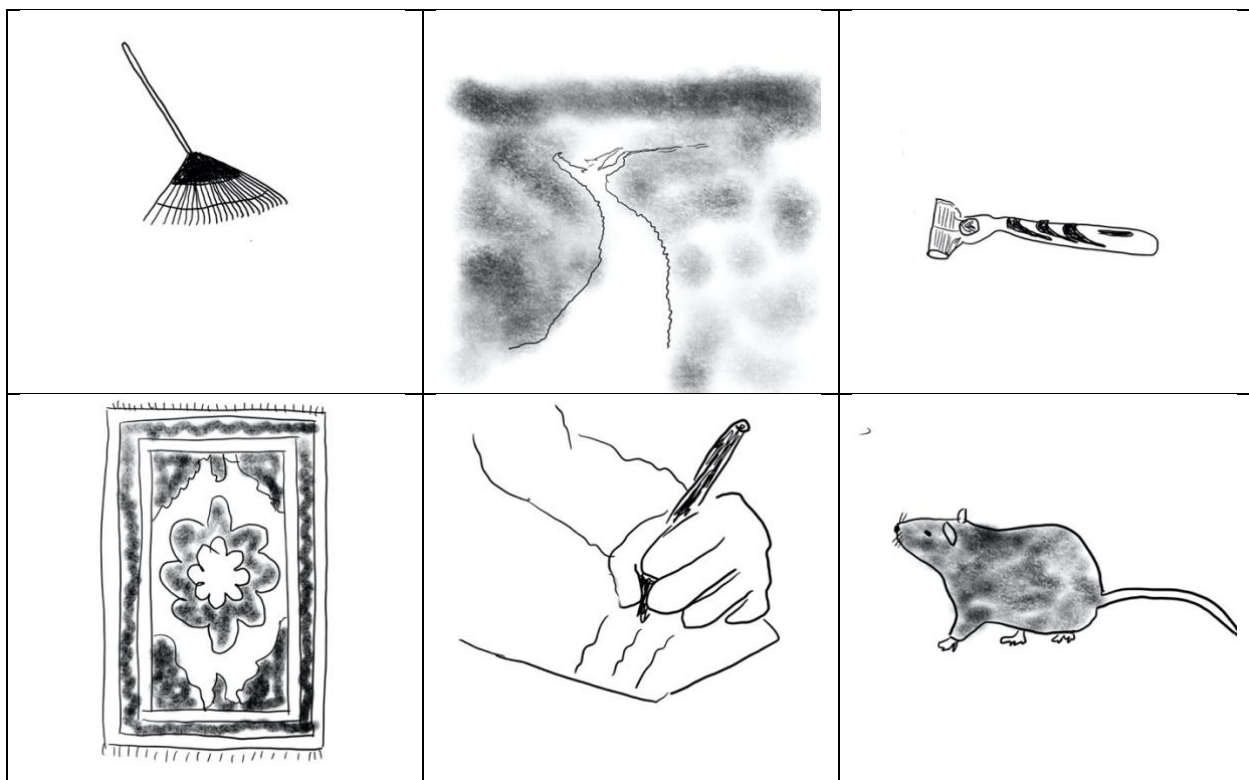
- Make the sound with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

Warm Up With Sound Play:

Say, “‘r’ is another consonant sound that we find at the beginning of words. We almost sound like a puppy beginning to bark when we make the ‘r’ sound. (We are not making the “eeerrrr” sound but just the “r” sound.) Let’s brainstorm some words that have the ‘r’ sound at the beginning.”

Examples: ridge, ride, raid, rake, room, rest, wrist, write, rain, rope, real, rag, red, ring

Or, brainstorm by taking turns drawing pictures:



(Words with “r” as in “ran”

Row 1: rake, river, razor Row 2: rug, write, rat)

Continue to Warm Up With Sound Play:

“Now say the word ‘ridge.’ What happens when you add a ‘b’ at the beginning?” (bridge)

“Now say the word ‘ream.’ What happens when you add a ‘d’ at the beginning?” (dream)

“Now say the name ‘Mick.’ What happens when you take away the ‘m’ sound and replace it with the ‘r’ sound?” (Rick)

Words to read and write:

rob rid rap rot rig ram rod rad

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:

they, were, off¹⁶

Have the student read:

They were by the rim of the dam.

Bob and Hal were in the big rig.

The cat got a fat rat and did a big jig.

Val and Vin had a hot dog and a rib.

They ran off to the big pit and got rid of the bag.

Sal and Rob did dig in the pit and got hot.

Have the student write from your dictation:

The big dog ran off with the rib.

They ran to the rim of the dam.

Rob had a hot rod.

Len and Nat got in the cab. Bob and Sal were sad.

¹⁶**they:** **th** will be decodable in Lesson 27; **ey** making the long “a” sound is irregular
were: **w** will be decodable in Lesson 19; **er** will be decodable in Lesson 75 (with **e** silent)
off: **off** is decodable; the FLOSS spelling rule will be taught in Lesson 26

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

Student View

rob rid rap rot rig ram rod rad

they

were

off

They were by the rim of the dam.

Bob and Hal were in the big rig.

The cat got a fat rat and did a big jig.

Val and Vin had a hot dog and a rib.

They ran off to the big pit and got rid of the bag.

Sal and Rob did dig in the pit and got hot.

LESSON 17

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

New material:

E/e (as in “edge”)

- 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

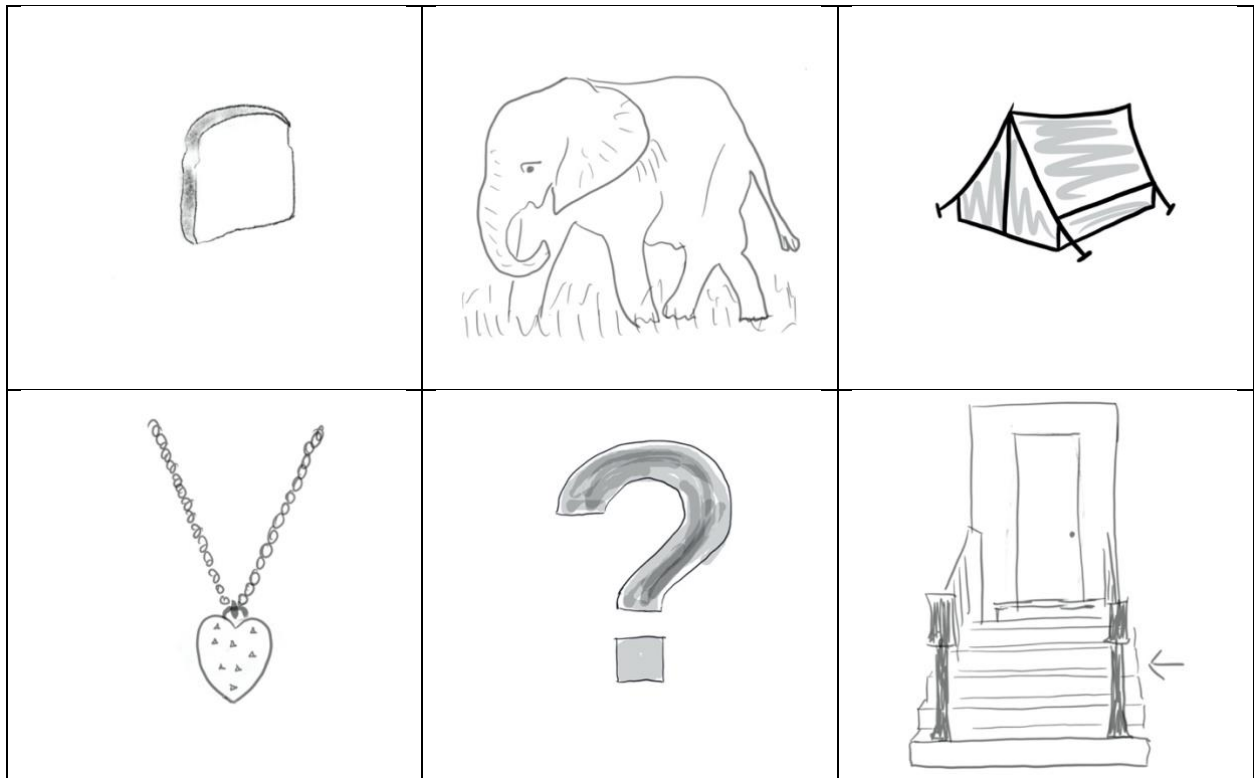
Warm Up With Sound Play:

Say, “**e** is a vowel that makes the ‘eh’ sound. Sometimes we can find this sound at the beginning of words like ‘edge,’ ‘elephant,’ and ‘egg,’ but most of the time we will find this sound in the middle of words.

Let’s brainstorm a list of words with the ‘e’ sound.”

Examples: head, bed, said, step, bet, sled, pen, leg, pencil, depend, end, friend, send, lend, west, rest, best, wreck, egg, nest

Or, brainstorm by taking turns drawing pictures:



(Words with “e” as in “edge”

Row 1: bread, elephant, tent Row 2: necklace, question, steps)

Continue to Warm Up With Sound Play:

“Say the word ‘plod.’ Now, replace the ‘o’ sound with the ‘e’ sound, and what do you get?” (pled)

“Say the word ‘end.’ What do you get if you put ‘b’ at the beginning?”

(bend)

“Now can you take out the ‘e’ sound and put in an ‘a’ sound?” (band).

“Now can you add an ‘r’ sound after the ‘b’ sound?”

(brand)

Words to read and write:

pen hem Jem Deb set bed fed

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:

do, does, from¹⁷

Have the student read:

Jan and Deb beg for me to do a jig with my pig.

A red hen does sit in the hot pen.

“An egg is good for you,” said Dad.

“You can pet my dog and you will not get bit,” I said.

Jim does have a cat.

Have the student write from your dictation:

I got a wag from my dog.

“Get off my mat,” said Jed.

Peg sat with Sal in the den and got a hot dog from him.

My dog Ted was fed a fat rib.

¹⁷**do:** **d** is already decodable; **o** making the “oo” sound is irregular

does: **d** is already decodable; **oe** making the “u” sound is irregular; **s** making the “z” sound will be decodable in Lesson 25

from: **f** and **r** are already decodable (and will be practiced as a blend in Lesson 33); **o** making the “u” sound is irregular; **m** is already decodable

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

Student View

pen hem Jem Deb set bed fed

do

does

from

Jan and Deb beg for me to do a jig with my pig.

A red hen does sit in the hot pen.

“An egg is good for you,” said Dad.

“You can pet my dog and you will not get bit,” I said.

LESSON 18

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

New material:

K/k (as in “kick”) and **ck** (as in “lick”)

Explain that **ck** is the most common spelling for the “k” sound at the end of a short-syllable word. (Hint: As in the case of high-frequency words that are hard to spell, show the student lots of encouragement. Gently remind the student who “forgets” the **ck** that it is the most common spelling at the end of a word. When the student spells correctly with the **ck**, point this out by saying something like: “Wow! You are on fire! You are spelling these words that end in a “ck” like a pro!”)

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

Warm Up With Sound Play:

Say, “The ‘k’ sound is a consonant sound that we find at the beginning, middle, and end of words. Let’s brainstorm some words that have a ‘k’ sound at the beginning.”

Examples: kid, kitten, cat, kangaroo, can, craft, kiss, clip, cut, crack, cop, call

“Let’s brainstorm some words that have a ‘k’ sound at the end.”

Examples: stick, stack, pack, back, lick, shake, cake, make, hike, bike, break, whack, pick

Continue to Warm Up With Sound Play:

“Listen to these groups of words. Can you say the word that does not have the ‘k’ sound?”

slick, step, crack, cat (step)
backpack, kitten, stopping, stacking (stopping)
making, flame, flake, pricking (flame)
misting, kissing, crafting, breaking (misting)
junk, skate, skin, brand (brand)

Words to read and write:

kit kin sack rack tick mack deck pack back

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:

your, our¹⁸

Have the student read:

Kim does have a dog for a pet.

Jack does get back at ten.

¹⁸ **your:** y will be decodable in Lesson 23; **our** making the “or” sound is irregular
our: our will be decodable in Lesson 83

I will pack your hot dog and rib.

Your cat is fat. Our dog is not as fat as your cat.

Have the student write from your dictation:

Jack and Rick have your sack.

Your pal can come with me to pet the sad dog.

Our jam is in the big sack.

My dog does lick my neck if I am sad.

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

Student View

kit kin sack rack tick mack deck pack
back

your

our

Kim does have a dog for a pet.

Jack does get back at ten.

I will pack your hot dog and rib.

Your cat is fat. Our dog is not as fat as
your cat.

LESSON 19

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

New material:

W/w (as in “wet”)

- 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, “‘w’ is a consonant sound that we mostly find at the beginning of words. Let’s brainstorm a list of words that begin with the “w” sound.”

Examples: wagon, wet, wish, white, wonder, weather, water, wake, waiting, win, winning, wall, walk, winter, wall

Continue to Warm Up With Sound Play:

“Say the word ‘sit.’ What happens when you take away the ‘s’ sound and replace it with the ‘w’ sound?” (wit)

“Say the word ‘daughter.’ What happens when you take away the ‘d’ sound?” (otter)

“What happens when you add a ‘w’ sound at the beginning?” (water)

Words to read and write:

wet wag win wom wig web wog wit
--

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:

come, go¹⁹

Have the student read:

My good dog Ted does come and wag for me.

The deck was wet.

My sis did win a pig and a wig.

“Come in! You will get wet!” my dad said.

Have the student write from your dictation:

Go back to the pit with the kit.

Jack will go and win the bet.

My cat got off the wet deck.

Kip is a good kid and a good pal to Rick and Jack.

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

¹⁹ **come:** c and m are decodable; o-consonant-e making the “u” sound is irregular
go: g is decodable; o making the long “o” sound will be decodable in Lesson 48

Student View

wet wag win wom wig web wog wit

come

go

My good dog Ted does come and wag for me.

The deck was wet.

My sis did win a pig and a wig.

“Come in! You will get wet!” my dad said.

LESSON 20

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

New material:

U/u (as in “up”)

- 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

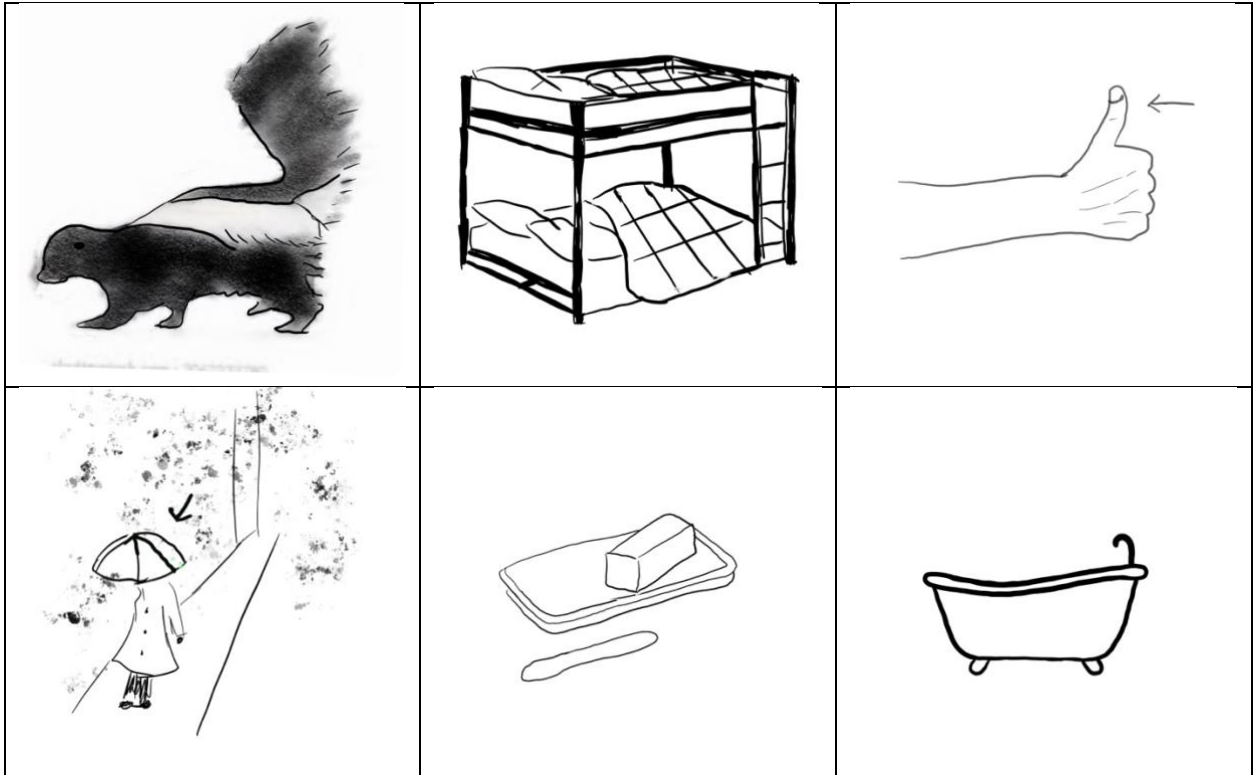
Warm Up With Sound Play:

Say, “This is exciting! The ‘u’ sound is our last short vowel sound. We can find the ‘u’ sound mostly in the middle of words and at the beginning of words like ‘up’ and ‘umbrella.’”

“Let’s brainstorm a list of words with the ‘u’ sound.”

Examples: rug, hug, chuckle, plug, thumb, stub, rub, stuck, mud, stump, hump, hum, strum, drum, dumb, fluffy, rough, tough, stuff

Or, brainstorm by taking turns drawing pictures:



(Words with “u”

Row 1: skunk, bunks or bunk beds, brush Row 2: umbrella, butter, bathtub)

Continue to Warm Up With Sound Play:

Say, “Which words in the following lists have the ‘u’ sound?”

bumblebee, tumble, top, chop (bumblebee, tumble)

check, block, chuck, chick (chuck)

suntan, sock hop, chunk, bump (suntan, chunk, bump)

Words to read and write:

up but cup gut jut nut bum muck puck lub

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:

there, here²⁰

Have the student read:

“Get up,” I said. “Peg ran off to the hut with our Kit Kat!”

Sal got up and said, “I will get it back.”

Sal and I ran to the hut, but Peg was not there.

Peg was on a log.

“Come here!” said Peg. “I have a Kit Kat for you.”

Have the student write from your dictation:

There was a pup and a kit at the top of the dam.

Jud said, “I was here and the sun was hot.”

The pup did lick my cup.

There was a wet rug in our hut.

²⁰ **there:** **th** will be decodable in Lesson 27; **er** making the “air” sound will be decodable in Lesson 115
here: **h** is already decodable; **ere** will be decodable in Lesson 52

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

Student View

up but cup gut jut nut bum muck puck
lub

there

here

“Get up,” I said. “Peg ran off to the hut with our Kit Kat!”

Sal got up and said, “I will get it back.”

Sal and I ran to the hut, but Peg was not there.

Peg was on a log.

Student View

“Come here!” said Peg. “I have a Kit Kat for you.”

LESSON 21

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

New material:

Qu/qu (“kw” as in “quick”)

Explain that **qu** always stays together.

- 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, “‘qu’ makes the sounds of ‘k’ and ‘w’ squished together. Can you hear the ‘kw’ sound in the word ‘squished’?”

“Let’s brainstorm some words with the ‘kw’ sound.”

Examples: squish, queen, squid, squad, question, squat, quick, quiet, square, squander, quest, quote, quake

Continue to Warm Up With Sound Play:

“Now, I’m going to say some words. Let me know if you hear the ‘kw’ sound and where you hear it.”

requested (yes, in the middle)

quaint (yes, in the beginning)

frantic (no)

banquet (yes, in the middle)
quidditch (yes, in the beginning)

Words to read and write:

quick quack quit quip quid

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:

where, his, her²¹

Have the student read:

Quick! Run and get me a wet rag.

Where is the ham? I will get the pup to come.

The man quit the job to get back to the pup.

His pig is in the pen. Her duck is in the mud.

Have the student write from your dictation:

The duck said, “Quack, quack.”

Come quick! I have a big job for you.

I will not quit. I will run and get to the top.

Where is our duck?

²¹ **where:** **wh** will be decodable in Lesson 30; **er** making the “air” sound will be decodable in Lesson 115
his: **h** and **i** are already decodable; **s** making the “z” sound will be decodable in Lesson 25
her: **h** is decodable; **er** will be decodable in Lesson 75

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

Student View

quick quack quit quip quid

where

his

her

Quick! Run and get me a wet rag.

Where is the ham? I will get the pup to come.

The man quit the job to get back to the pup.

His pig is in the pen. Her duck is in the mud.

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
--

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, what²²

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.

²² **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?

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

Student View

“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?

LESSON 23

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

New material:

Y/y (as in “yet”)

- 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 **y** makes the consonant sound ‘y’ that is found in the beginning of words.”

“Let’s brainstorm a list of words that begin with the ‘y’ sound.”

Examples: yes, yellow, yesterday, young, youth, yonder, yuck, yak, yip, year, yogurt, you, yard, yell, yolks, yap

“Say the word ‘vest.’ Take out the ‘s’ sound and what do you get?” (vet)

“Now, take out the ‘v’ and replace it with the ‘y’ and what do you get?” (yet)

“Say the word ‘yellow.’ Now say it without the ‘y’ sound. (ellow) Now put a ‘b’ sound after the ‘l’ sound.” (elbow)

Words to read and write:

yip yes yam yum yet yit yig yim
--

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:

want, or²³

Have the student read:

“Yup,” said Bob, “There is a bug in my cup.”

“Yuck,” said Sal, “I do not want to sit in the muck.”

Max, the fat cat, said, “Yep, I was in the box. I was not in the pit, and I was not in the pot.”

Have the student write from your dictation:

My mom does not want to get a cat or a dog yet.

A yam is good with ham and jam.

My pup will yip or yap for ham.

Will one of you come with me to get the pup?

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

²³ **want:** **w** is already decodable; **a** making the “ah” sound will be decodable in Lesson 104; **n** and **t** are both decodable and will be practiced as a blend in Lesson 36
or: **or** will be decodable in Lesson 78

Student View

yip yes yam yum yet yit yig yim

want

or

“Yup,” said Bob, “There is a bug in my cup.”

“Yuck,” said Sal, “I do not want to sit in the muck.”

Max, the fat cat, said, “Yep, I was in the box. I was not in the pit, and I was not in the pot.”

LESSON 24

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

New material:

Z/z (as in “zebra”)

- 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 ‘z’ sound is a consonant sound at the beginning, middle, and end of words.”

“Let’s brainstorm words that begin with the ‘z’ sound.”

Examples: zip, zipper, zoo, zillion, zucchini, zigzag, zombie, zoom, zebra, zero

“Let’s brainstorm words that have the ‘z’ sound at the end or in the middle.”

Examples: prize, fizz, jazz, chimpanzee, freeze, organize, recognize, grizzly, drizzle, fizzle, frozen, breeze, sneeze, size

Say, “I am going to say three short sentences. Each sentence has a word with the ‘z’ sound. Can you say that word?”

Janet picked up a brush and her bronzer. (bronzer)

Frank gazed at the starry sky. (gazed)

Mom put on a snazzy dress. (snazzy)

What size drink should he get? (size)

Words to read and write:

zit Oz zen zom liz zat fez zig zag

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:

one, two, three²⁴

Have the student read:

Mom said, “Do you want a Kit Kat?” I said, “Yum, I want one!”

Kim said, “I can zip, and I can zap.”

Bob said, “Why was there a quiz? Was it a bad one?”

“What is a fez?” “A fez is a hat.”

Did they get a cat or a dog?

Two or three of us can fit in one cab.

²⁴ **one:** If “one” were spelled as it sounds, it would be spelled “wun,” so only the **n** sound is decodable.

two: **t** is decodable; **w** is silent; **o** making the “oo” sound is irregular

three: **th** will be decodable in Lesson 27; **r** is decodable; **ee** making the “long e” sound will be decodable in Lesson 69.

Have the student write from your dictation:

My dog will hop and do a zig zag for a bit of ham.

What pet is in the hut? Is it a pig or a pup?

Zeb said, "Can you zip my pack?"

Her pack had a big three on it.

Meg said, "Yuck! It is a big, fat zit!"

Two of us will sit in the hut with the pup.

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

Student View

zit Oz zen zom liz zat fez zig zag

one

two

three

Kim said, “I can zip, and I can zap.”

Bob said, “Why was there a quiz? Was it a bad one?”

“What is a fez?” “A fez is a hat.”

Did they get a cat or a dog?

Two or three of us can fit in one cab.

LESSON 25

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

New material: The use of **s** to make the “z” sound, the use of **s** as an ending to make nouns plural, the use of **s** as an ending in present tense verbs, the use of an apostrophe with **s** to show possession

Warm Up With Sound Play:

In the lessons so far, we have focused on getting the student to hear the individual sounds that letters make. In this lesson, we are going to introduce syllables. You might say, “A syllable is a word, or part of a word, that has at least one vowel sound that holds it together. An easy way to count the syllables in a word is to put your hand under your chin. When you say a word, you will feel your chin drop a little when you make the vowel sound.”

“Let’s say the following words with our hands under our chins and count how many beats, or syllables, each word has.”

danger (2)
whispering (3)
deciding (3)
blade (1)
chimpanzee (3)
wickedly (3)
speeding (2)
America (4)
rollercoaster (4)

Explain that **s** sometimes makes the “z” sound. Create a flashcard for the second sound of **s**.

Words to read and write:

as has is bags lens pins runs his pans hogs lags

Explain that **s** makes nouns plural:

bag	bags	(“z” sound)	map	maps	(“s” sound)
pan	pans	(“z” sound)	hit	hits	(“s” sound)
pig	pigs	(“z” sound)	lip	lips	(“s” sound)

Explain that **s** is found at the end of present-tense verbs.

sit	Meg sits
hit	Bob hits
run	Cal runs

Explain that we use an apostrophe with **s** to indicate possession:

Ann’s cat
the man’s hat
Mac’s rig

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:

out, about²⁵

Have the student read:

There were lots of bugs in my cup.

Mac had one box of yams in the back of his rig.

²⁵ **out:** **ou** making the “ow” sound will be decodable in Lesson 83; **t** is already decodable
about: **a** making the “uh” sound will be decodable in Lesson 57; **b** is already decodable

Two of Sal's dogs got out and ran to the bog.

The jam is in Meg's bags.

Jim was about to run out of gas.

Sal's mom said, "Sal wants to come with you to the dam."

Have the student write from your dictation:

Are there hogs in the bog?

Where are the bags you want me to pick up?

Nan hops from the log and gabs about Jim's dogs.

The pup licks my leg. He wants to go out.

Dan's mom did not let Dan get in the cab.

Jack pins Tom to the mat.

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

Student View

as has is bags lens pins runs his
pans hogs lags

out
about

There were lots of bugs in my cup.

Mac had one box of yams in the back of his rig.

Two of Sal's dogs got out and ran to the bog.

The jam is in Meg's bags.

Jim was about to run out of gas.

Student View

Sal's mom said, "Sal wants to come with you to the dam."

LESSON 26

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

New material: the FLOSS spelling rule

Explain that the FLOSS spelling rule says that most often the letters **f**, **l**, **s**, and **z** are doubled at the end of words.

Words to read and write:

tiff miff jiff off ruff muff cuff puff
bell tell sell sill bill fill will
cuff muff ruff dull
pass mass mess miss kiss
toss boss moss loss
jazz fizz fuzz razz

Note: At this point, we are excluding words like “roll” or “ball,” which will be introduced later in Lesson 47 because the vowel makes a different sound. We are also excluding “bull,” “full,” and “pull” because **u** makes the “oo” sound as in “foot.”

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:

see, seen, sees²⁶

Have the student read:

²⁶ **see, seen, sees:** **s** and **n** are already decodable; **ee** making the long “e” sound will be decodable in Lesson 69

Tell Bill to get two bags to pack for us.

Jazz is a lot of fun.

If we let the three dogs come in, Tim's hut will be a big mess.

We huff and puff as we run up the hills.

Have you seen my muff? Toss it to me.

See where they sell the pop? I will get it for us.

There is a lot of fizz in my pop.

We are ill and will not do the jazz gig.

Have the student write from your dictation:

My dog Ruff fell in the pit.

I see that Jim set up a box of dolls to sell.

Bill sees three red cups with pop.

My boss was ill but did not want to quit the job.

Will you pass me the ham and the jam?

Will the pup be in the cab with us?

Student View

Have the student do a “triple read” of “Tim’s Dogs.”

Tim’s Dogs

Tim’s dogs want to be with us. When we come to Tim’s hut, Tim’s dogs wag and wag and do a jig. When Tim’s dogs see that we are about to go out, they are sad.

When we come back, Tim’s dogs run up the hill to Tim’s hut. They want to be with us.

But if the dogs have been in the mud or if they are wet, Tim does not want them to come in. He does not want his hut to be a mess. And Tim will not let one dog in and have two sad dogs be out.

The three dogs beg to come in. Tim huffs. He gets up and picks up a rag. If there is a mess, he will mop it up. He lets the three dogs in.

Student View

tiff miff jiff off ruff muff cuff puff
bell tell sell sill bill fill will
cuff muff ruff dull
pass mass mess miss kiss
toss boss moss loss
jazz fizz fuzz razz

see

sees

seen

Tell Bill to get two bags to pack for us.

Jazz is a lot of fun.

Student View

If we let the three dogs come in, Tim's hut
will be a big mess.

We huff and puff as we run up the hills.

Have you seen my muff? Toss it to me.

See where they sell the pop? I will get it for
us.

There is a lot of fizz in my pop.

We are ill and will not do the jazz gig.

LESSON 27

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

New material:

th (as in “this” or “that”)

- 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:

Say, “‘th’ makes one sound and can be found in the beginning, middle, and end of words.”

“Let’s brainstorm a list of words that start with the ‘th’ sound.” (Remember that you can make this into a guessing game by prompting some responses.)

Examples: thin, thick, that, Thanksgiving, thanks, thread, thunder, thousand, thermostat, theater, threaten, thermos

“Now, let’s brainstorm a list of words that end with ‘th’ or have the sound somewhere in the middle.”

Examples: healthy, math, bath, death, breath, weather, smooth, north, south, mouth, teeth, tooth, booth

“Now, listen to these lists and find the word that does not have the ‘th’ sound.”

feather, father, west, bath (west)

smooth, thinking, thought, children (children)

change, thicken, math, both (change)

Words for reading and writing:

this that them with bath thick thud math with thin path
--

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:

how, now²⁷

Have the student read:

Who fell off the log with that big thud?

I want a thick bit of ham.

Do you see that thin cat on the path? Let's get her fed.

How did the ducks get out of the pen?

If the dog has a bath now, he will get this bed wet.

Have the student write from your dictation:

²⁷ **how** and **now**: **h** and **n** are already decodable; **ow** will be decodable in Lesson 81

I want a bath now. Then I will go to bed.

How do we do this math?

That dog is thin. We will get him a bit of ham.

Beth will be quick in the bath.

Student View

Have the student do a “triple read” of “The Math Quiz”:

The Math Quiz

Bill was sad. He had been out with his dog Rags for a quick run. And then he met his pal, Kath, who was out with her dog, Buck.

The kids and dogs had lots of fun. Bill and Kath ran up to the log on the hill. The dogs ran up the hill and sat by Bill and Kath who had a good gab.

But now that Bill was about to go to bed, he was a bit sad.

Bill said to Rags, “What luck you have! A dog does not have to do math. A dog does not have to sit for a quiz.”

Rags did not want Bill to be sad, but what can Rags do?

Rags has a kiss, a lick, and a wag for Bill,
and Bill has a pet for Rags.

Student View

this that them with bath thick thud
math with thin

how

now

Who fell off the log with that big thud?

I want a thick bit of ham.

How did the ducks get out of the pen?

If the dog has a bath now, he will get this
bed wet.

LESSON 28

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

New material:

ch (as in “chip”)

- 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:

Say, “‘ch’ makes one sound and can be found in the beginning, middle, and end of words.”

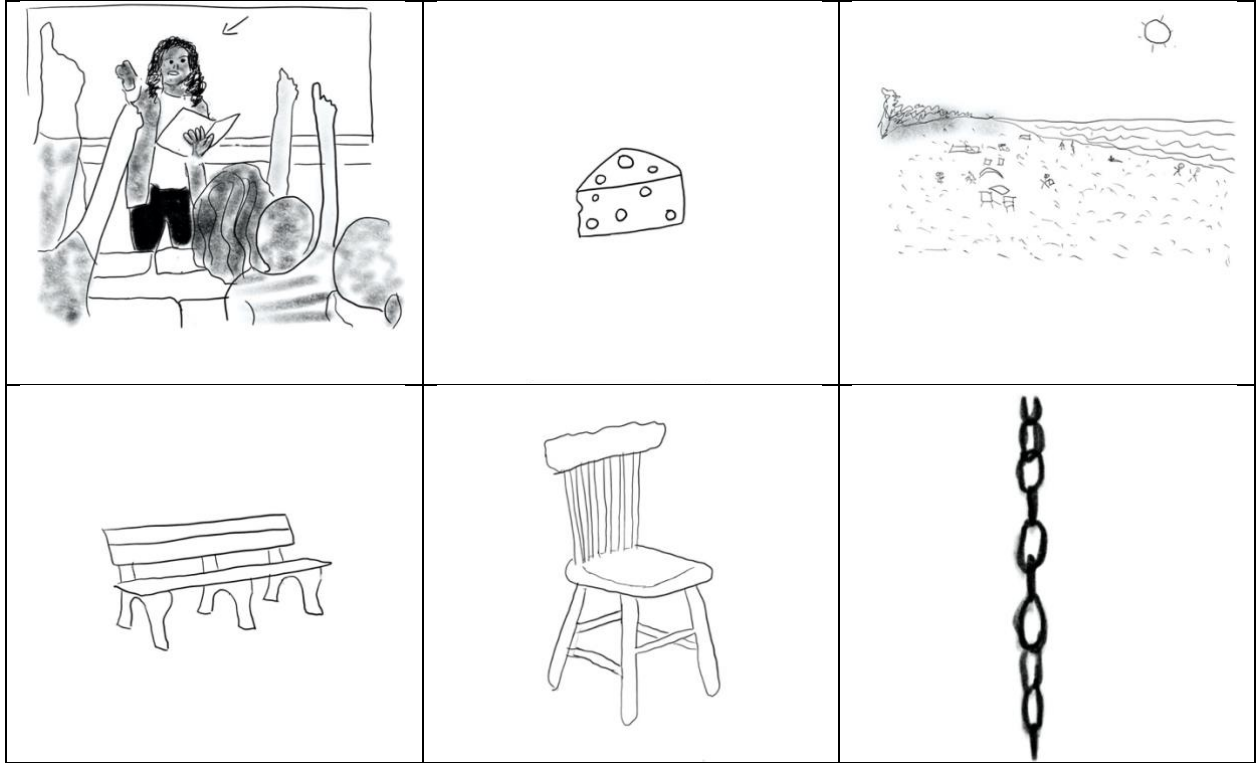
“Let’s brainstorm words that begin with the ‘ch’ sound.”

Examples: chat, channel, change, chapter, chimney, chop, child, children, church, chilly, chili, chocolate, choke, chair, cheerleader, chicken, cherry, chum, cheetah

“Let’s brainstorm words that have the ‘ch’ sound in the middle or at the end.”

Examples: bench, ranch, branch, teacher, sandwich, catch, screech, French fries, smooch, touch, witch, peach, porch

Or, brainstorm by taking turns drawing pictures:



(Words with “ch” as in “chip”

Row 1: teacher, cheese, beach Row 2: bench, chair, chain)

Continue to Warm Up With Sound Play:

“Now, let’s reverse some syllables.”

“Can you say ‘fish/cat,’ with the ‘cat’ first and ‘fish’ last?”

(catfish)

“Can you say ‘wich/sand,’ with the ‘sand’ first and ‘wich’ last?”

(sandwich)

“Can you say ‘ster/ham,’ with the ‘ham’ first and ‘ster’ last?”

(hamster)

“Can you say ‘dent/stu,’ with the ‘stu’ first and the ‘dent’ last?”

(student)

Words to read and write:

chat chill much such chick chug chub chip

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:

took, look²⁸

Have the student read:

Who will come with us now to cash the checks?

Look at that good dip for the chips!

Chess can be such fun.

Ben took Sal's Kit Kats, and Sal now looks sad.

Have the student write from your dictation:

Chuck will chop the logs for us.

They will be sad to miss a chat with you.

Come now to look at the chicks as they peck.

Chad took the math quiz.

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

²⁸**took** and **look**: t, k, and l are decodable; oo (as in “book”) will be decodable in Lesson 91

Hens and Chicks

Jon has lots of hens in a big pen.

His pal Ben has chicks. Ben puts the chicks in a box. Ben gets in his van and comes to see Jon with his box of chicks.

Jon puts the chicks in his big pen with his hens.

This is not good. The hens run to the chicks.

Peck, peck, peck.

The chicks will not do well in that big pen!

Ben and Jon did not get how hens are with chicks. But they get it now!

“Quick,” says Ben. “Get the chicks! We will have to fix a pen for them. But, for now, let’s put the chicks back in the van.”

chat chill much such chick chug

took

look

Who will come with us now to cash the checks?

Look at that good dip for the chips!

Chess can be such fun.

Ben took Sal's Kit Kats, and Sal now looks sad.

LESSON 29

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

New material:

sh (as in “shut”)

- 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:

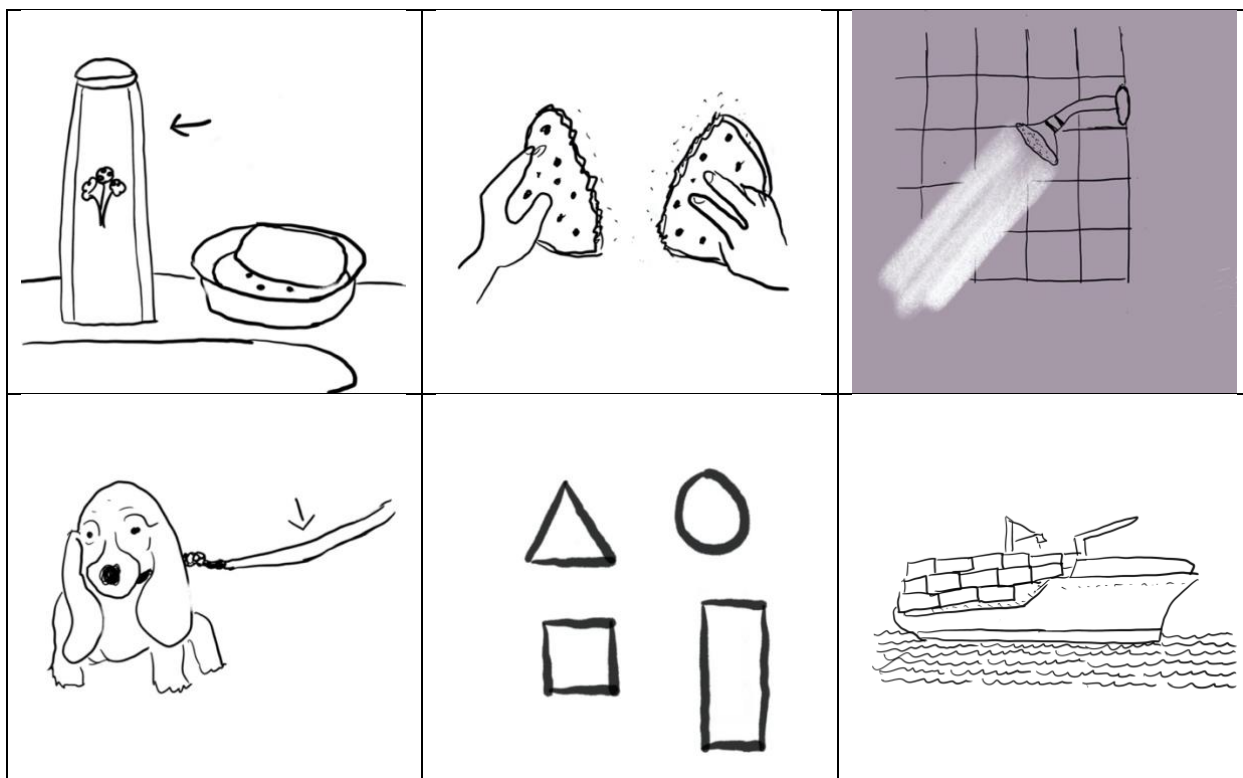
Say, “‘sh’ makes one sound and can be found at the beginning, in the middle, or at the end of words. Let’s brainstorm a list of words that begin with the ‘sh’ sound.”

Examples: shout, shampoo, ship, shape, shower, shop, short, show, shoe, shark, shocking, shaving, shiver, shot, share

“Let’s brainstorm a list of words that have ‘sh’ in the middle or at the end:

Examples: wishing, washing, childish, paintbrush, toothbrush, sluggish, finish, publish, fresh, polish, dashed, trash, cash, dish

Or, brainstorm by taking turns drawing pictures:



(Words with “sh”

Row 1: shampoo, share, shower Row 2: leash, shapes, ship)

Continue to Warm Up With Sound Play:

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

affe, gir (giraffe)

bee, ble, bum (bumblebee)

ten, kit (kitten)

ger, ti (tiger)

Words for reading and writing:

ship wish mash bash shot shag hush fish

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:

blue, green²⁹

Have the student read:

On the log, there were three bags. One was blue, one was red, and one was green.

We ran to get to the shack on top of the hill.

We will have to rush or we will miss that ship.

We were in the shed with the chicks.

We wish we had hot dogs and chips with us.

Have the student write from your dictation:

The dip for the chips are in that blue dish.

There were chips with the fish.

Look at that green shag rug in our den.

Ed ran to the shop to get gum and pop.

Have the student do a “triple read” of “Kip Has a Wish” below:

²⁹ **blue:** **b** and **l** are already decodable and will be practiced as a blend in Lesson 33; **ue** will be decodable in Lesson 73

green: **g** and **r** are already decodable and will be practiced as a blend in Lesson 33; **ee** will be decodable in Lesson 69; **n** is decodable.

Kip Has a Wish

(story word: no)

Kip has a wish. A wish for a hut or shack.
No one will be in this shack or hut but Kip!

In Kip's shack or hut there will be a blue
shag rug. This rug is where Kip will sit. He
will not nap there. He will sit. And sit.

Why will this be good?

Kip will tell you that it can be good to not do
much. It can be good to be shut off from the
buzz, buzz, buzz and the chat, chat, chat or
the pics, pics, pics or the shop, shop, shop
out there.

When Kip sits in his shack, will he have a wish? Yes, Kip now will wish for a ship!

ship wish mash bash shot shag
hush fish

blue

green

On the log, there were three bags. One was blue, one was red, and one was green.

We ran to get to the shack on top of the hill.

We will have to rush or we will miss that ship.

We were in the shed with the chicks.

We wish we had hot dogs and chips
with us.

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, their³⁰

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.

³⁰ **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!

LESSON 31

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

New material:

ang (as in “bang”)

ing (as in “king”)

ong (as in “long”)

ung (as in “rung”)

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

Warm Up With Sound Play:

Explain that “ng” makes one sound and is found at the end of words.

Say, “Let’s brainstorm some words that have the ‘ng’ sound.”

Examples: ring, bring, sing, thing, nothing, dancing, long, strong

Say, “I am going to say three words. Can you repeat the words and then tell me which one does not have the ‘ng’ sound?”

pin, sting, rang (pin)

pond, long, tang (pond)

bluffing, stiffened, flinging (stiffened)

fangs, wags, wings (wags)

Words to read and write:

bang rang sang fang ding king sing ring thing long song bong dong hung rung dung lung
--

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:

again, so³¹

Have the student read:

Bugs were hung up in the web.

Val and Nan have so much fun with ping pong.

Can you ring the bell again, so the gang will come?

We sang two long songs at the jazz gig. It was so fun!

Have the student write from your dictation:

Chicks have wings.

The king rang a gong and bid his pals to sing.

³¹ **again:** **a** making the “u” sound will be decodable in Lesson 57; **g** and **n** are decodable; **ai** making the short “e” sound is irregular

so: **s** is decodable; **o** making the long “o” sound will be decodable in Lesson 48

Pam wins at ping pong. I hang on rings.

The bell was rung again at ten.

The sun was hot, so Mac let his pals come in his shack.

Have the student do a “triple read” of “The Jazz Gig” and some of the sentences above.

The Jazz Gig

“I have to rush off,” Chad said to his Rick, the boss at the pet shop.

“For your gig?” said Rick. “Good luck!”

Chad gets in his tux. Then he hops in a cab to get to the jazz gig.

He sees the fans. And with the fans, he sees his mom and sis!

Chad has a wish. He wants to sing well. He wants his fans, and his mom, and his sis to see how well he can sing.

The fans hush. Chad’s mom looks at him. She nods and nods again.

That nod tells Chad, “Come on, you can do this!”

Chad fills his lungs. He sings the long jazz song.

bang rang sang fang
ding king sing ring thing
long song bong dong
hung rung dung lung

again

so

Bugs were hung up in the web.

Val and Nan have so much fun with ping pong.

Can you ring the bell again, so the gang will come?

We sang two long songs at the jazz gig. It was so fun!

LESSON 32

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

New material:

ank (as in “bank”)

ink (as in “sink”)

onk (as in “honk”)

unk (as in “sunk”)

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

Warm Up With Sound Play:

Explain that “nk” makes two sounds squished together: the “ng” sound followed by the “k” sound. The “nk” blend is found at the end of words.

Say, “Let’s brainstorm some words that end with ‘nk.’”

Examples: drink, pink, link, think, rink, bank, bunk, stunk, gunk

Say, “Let’s say the following words and count the number of sounds they make.”

flake (4 sounds: f_l_a_k)

shrink (5 sounds: sh_r_i_ng_k)

blank (5 sounds: b_l_a_ng_k)

clasp (5 sounds: c_l_a_s_p)

Words to read and write:

bank dank tank shank sink link rink wink pink bonk honk zonk wonk bunk funk gunk hunk junk chunk

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:

all, call, small³²

Have the student read:

There is so much junk in that small pink tank.

We all think that dunk tanks are fun.

That punk did rob my pal Hank of all of his Kit Kats.

“I am out of luck. My ship has sunk,” the man said.

Jack said, “Can you call a cab for my pal?”

Have the student write from your dictation:

My sis and I fell off the log and sank in the bog.

³² **all, call, small:** c is decodable; **all** will be decodable Lesson 47; **sm** will be practiced as a blend in Lesson 34

We call and call, “Yank us out now!”

Hank did wink at me when I sang my song.

I will get that small bit of gunk off your pot.

I took all your Kit Kats, and now you are so mad at me.

Have the student do a “triple read” of “Nan Has to Go to the Bank” and some of the sentences above.

Nan Has to Get to the Bank

“I have to go to the bank,” said Nan, Hank’s sis.

“Why?” said Hank.

“I have a big check to cash from my job at the hot dog shop,” said Nan.

“Is your bank the one by Ben’s Pet and Fish?” said Hank.

“I think so,” said Nan.

“I want a net and a small tank for Ned, my pet fish,” said Hank.

“Is Ben’s Pet and Fish by that shop that sells the good chips in the pink bags?” said Nan.

“Yes, and they sell pop and Kit Kats too,”
said Hank.

“Yum. You can have some of my chips, if I
can have a small chunk of your Kit Kat,”
said Nan.

“Let’s go,” said Hank.

Student View

bank dank tank shank
sink link rink wink pink
bonk honk zonk wonk
bunk funk gunk hunk junk chunk

all

call

small

There is so much junk in that small pink tank.

We all think that dunk tanks are fun.

That punk did rob my pal Hank of all of his Kit Kats.

“I am out of luck. My ship has sunk,” the man said.

Jack said, “Can you call a cab for my pal?”

LESSON 33

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

New material:

bl (as in “black”)
cl (as in “clap”)
pl (as in “plan”)
fl (as in “flat”)
gl (as in “glad”)
sl (as in “slam”)

br (as in “brag”)
cr (as in “crash”)
gr (as in “grab”)
dr (as in “drink”)
pr (as in “prim”)
fr (as in “frog”)
tr (as in “trap”)

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

Warm Up With Sound Play:

Explain that in these blends (that begin words) we can hear two consonant sounds. The sounds are so close together that they may sound and feel almost like one sound.

Say, “Let’s brainstorm some words that start with the following blends.”

Examples:

bl: blink, blue, blood, black, blame, blister, bloom

cl: claim, clap, cluster, close, clippers, climb

pl: plan, plane, place, plop, plastic, please, Pluto

fl: flat, flame, flicker, fly, flop, fling, flipper, float

gl: glad, glimmer, gloat, glisten, glob, glue, glide

sl: slam, slinky, slip, slope, sly, sloppy, slipper

br: broken, brag, brick, bright, brain, bridge, bring

cr: crabby, cry, crime, croak, cricket, crinkle, crash

gr: great, grab, grow, grind, grandma, grandpa, grade

dr: drink, droop, dry, draw, drain, drove, dragon

pr: pride, prank, prick, pro, protein, pray, printer

fr: fright, frantic, front, French fries, friend, free, frisky

tr: try, trip, trap, train, trophy, tricky, true, treat

Words to read and write:

**clam prank drunk flag trip drip grab
frog grim crop glib bled slap slim drug
bran grin drop plod crab glob trap
brat prim clog plug plum drab**

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:

saw³³

³³ **saw**: s is decodable; aw will be decodable in Lesson 102

Have the student read:

He was glad to see the fun plans for our class on the blog.

I saw a green frog hop in the grass.

Gran had a good crop of plums.

Clip, clop, the nag drags the sled up the hill.

Have you seen frogs in the grass?

Have the student write from your dictation:

Frank will bring fresh crab for us.

Stan was glad to bring drinks and cups for our trip.

If you cluck at the chicks, they will come in a flash.

The pup saw the clam dip in the green dish and thinks it is for him.

Have the student do a “triple read” of “Pop, Plop, Drink” and some of the sentences above.

Pop, Plop, Drip

Pop, plop, plop went the drip in the sink.

“This is bad,” said Bill.

There are lots of things that Bill can fix, but a sink that drips is not one of them.

Pop, pop, plop went the drip in the sink.

“How will we get it to stop?” Bill said to Fred.

Fred said, “I got it. We can chat with Ann. Ann can fix a sink.” Ann was a good pal to Fred and Bill.

When Ann got to Bill’s, she said, “Let me see your sink. There are some things that I can fix, but not all things.”

“Thanks, Ann! I am so glad you have come.”

Pop, pop, plop went the drip in the sink.

“You are in luck,” said Ann when she saw the sink. “I think this is a drip that I can fix.”

clam prank drunk flag trip drip grab
frog grim crop glib bled slap slim drug
bran grin drop plod crab glob trap
brat prim clog plug plum drab

saw

He was glad to see the fun plans for our class on the blog.

Gran had a good crop of plums.

Clip, clop, the nag drags the sled up the hill.

Have you seen frogs in the grass?

LESSON 34

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

New material:

sc (as in “scam”)

st (as in “sting”)

sn (as in “snap”)

tw (as in “twin”)

sw (as in “swing”)

sp (as in “spin”)

sm (as in “smash”)

sk (as in “skim”)

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

Warm Up With Sound Play:

Explain that in these blends (that begin words) we can hear two consonant sounds. The sounds are so close together that they may sound and feel almost like one sound. Keep in mind that we are “working in sounds” so we can include words (like school) that have the sound we are brainstorming.

Say, “Let’s brainstorm some words that start with the following blends.”

sc (and sk): school, skate, scar, skip, sky, scooter, score, scum

st: star, sticker, stamp, stone, stiff, stitch, stain, start, store
sn: snicker, snip, snake, snuck, sniffle, snore, snow, snoop
tw: twist, twine, twinkle, twilight, twice, twitter, tweak, tween
sw: swim, sweep, sweet, swallow, switch, swan, swag
sp: spit, spoon, spend, sports, special, spaghetti, speed, spare
sm: smooth, smile, smoke, small, smart, smear, smell

Words to read and write:

**stung twill swell spill skill spit span scat snip
spell smell stop stink swish spat stick
smog spot skit snag smack twit**

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:

put, pull, full³⁴

Have the student read:

Grab the sticks and twigs on the grass and put them in the trash.

Fred did crush the bag and toss it in the trash.

If you swim in a bog with globs of mud, do not drink a drop of the scum.

Stan is full of skill and grit. He can do this job.

Have the student write from your dictation:

³⁴ **put:** p and t are decodable; u making the “oo” sound (as in “foot”) is irregular
pull and full: p and f are decodable; ull making the “oo” sound (as in “wool”) will be decodable in Lesson 48

We are glad to be snug in our twin beds.

Fran pulls the sled up the hill.

I scan the hills for cats.

I step and spin and do a jig. I am full of vim!

Fred swung on the swing and then did a big flip.

Have the student do a "triple read" "What To Do When You Get a Cut or Scab?" and some of the sentences above.

What To Do When You Get a Cut or Scab

If you get a bad cut, it is good tell your mom or dad.

They will want to dab it with stuff that smells. It will sting a bit. But you want this stuff on your cut.

Then the cut will get a scab on top.

Do not pick at the scab.

The scab is good for your cut.

If you want your cut to get well quick, do not pick at the scab.

Student View

stung twill swell spill skill spit span
scat snip spell smell stop stink swish
spat stick smog spot skit snag smack

put

pull

full

Grab the sticks and twigs on the grass and put them in the trash.

Fred did crush the bag and toss it in the trash.

If you swim in a bog with globs of mud, do not drink a drop of the scum.

Student View

Stan is full of skill and grit. He can do this job.

LESSON 35

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

New material:

spl (as in “splash”)

spr (as in “spring”)

squ (as in “squid”)

scr (as in “scram”)

str (as in “strip”)

shr (as in “shrink”)

thr (as in “thread”)

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

Warm Up With Sound Play:

Explain that in these blends (that begin words) we can hear individual consonant sounds. The sounds are so close together that they may sound and feel almost like one sound.

Say, “Let’s brainstorm some words that start with the following blends.”

spl: splat, splatter, splurge, splinter, splendid, splotch

spr: spray, sprain, sprung, sprout, sprinkle, spry

squ: squad, squirm, squish, squash, squeeze, squint

scr: scratch, scrub, scrape, scroll, script, scrap, scrimp

str: stripe, strong, strange, strap, strode, stride, strict, stroll
shr: shred, shrewd, shrub, shriek, shrimp, shrunk
thr: throat, throttle, three, threaten, thrifty, thrash, throw, throne

Words to read and write:

**shred shrug scam scrap splat splash thrum
shrink strip strap strum squid spring sprig thrill
throb split**

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:

day, say, says³⁵

Have the student read:

Splish, splash, they put my dog in the bath.

A squid can swim, and I can swim.

Mom says that in spring we will have to plan a day for a trip to see Gram.

Glen says he has a brash plan to grab Stan's Kit Kats and scam.

Sal had a full day of sun and was hot.

If I say that I will think about your plan for the trip, will you think about my plans for the trip?

³⁵**day** and **say**: **d** and **s** are decodable; **ay** making the long "a" sound will be decodable in Lesson 67
says: **s** is decodable; **ay** making the short "e" sound is irregular

Have the student write from your dictation:

See them strap the logs on the truck for Cal.

A scrap of jam is all there is for me.

I got all the snacks and my stack of cash shrank.

It was not a good day, but we will shrug it off.

The kids did pull up the trap, and it was full of crabs.

Have the student do a "triple read" of some of the sentences above and "Will you Come with me to the Dock?"

Will you Come with me to the Dock?

Jazz says to Kath, "Do you want to come to the dock with me and Ned?"

Jazz wants to bring her dog Ned to the dock to swim for sticks. It will be fun to have a pal to chat with.

Kath says, "I do not think so. I do not want to get wet."

Jazz thinks. She does get wet when she brings Ned to the dock. It is fun to have a splash, and Ned will be sad if she does not go in.

“How about I go in with Ned, but we will not splash you. We will bring a rug to put on the dock. You can drink in the sun and get a tan.”

Kath said, “Then, yes! Let’s stop and get a big bag of chips to split and some drinks for the day.”

Jazz is glad.

Ned is glad. He licks his chops. He runs with Jazz and Kath with a spring in his step. Snacks at the dock is a top plan for the day.

Student View

shred shrug scram scrap splat splash
thrum shrink strip strap strum squid
spring sprig thrill throb split

day

say

says

Splish, splash, they put my dog in the bath.

A squid can swim, and I can swim.

In spring, we plan to have the thrill of a big trip.

Student View

Glen had a brash plan to grab Stan's Kit Kats and scam.

Sal had a full day of sun and was hot.

LESSON 36

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

New material:

-nd (as in “fund”)
-nt (as in “went”)
-nch (as in “lunch”)
-lt (as in “felt”)
-lk (as in “milk”)
-lp (as in “help”)

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

Warm Up With Sound Play:

Explain that in these blends (that end words) we can hear individual consonant sounds. The sounds are so close together that they may sound and feel almost like one sound.

Say, “Let’s brainstorm some words that end with the following blends.”

-nd: land, expand, ground, hand, second, find, found, sound
-nt: fingerprint, front, accident, distant, scent, event, sent, dent
-nch: ranch, branch, scrunch, wrench, brunch, punch, inch
-lt: melt, adult, bolt, built, tilt, insult, result, fault, halt, spilt, salt
-lk: silk, sulk, elk, bulk, hulk, skulk

Words to read and write:

**pants wind bend bunch melt land flint
kelp felt dent ant belt munch branch crunch
tilt yelp band sent help bend bland and sulk silk
bent ranch punch elk sulk**

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:

Mr., Mrs. family³⁶

Have the student read:

He hung the wet rags on the twigs of that branch.

There was a big dent on the truck.

The wind helps to bend the branch.

She had a sack full of sticks and shells.

When our dog Stan sees the family pack for a trip, he looks so glum.

When Gram comes to the pond with us, Dad brings lunch and lots of snacks for the family to munch on.

³⁶ **family:** **famil** all the preceding letters are decodable and two syllable words will be practiced in Lesson 43; **y** making the long “e” sound will be decodable in Lesson 88

Have the student write from your dictation:

Mr. Banks did put a bunch of sticks on his truck.

The dogs see the pond and yelp.

Kath got a mint drink with her lunch that day.

Student View

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

A Family Trip

Mr. and Mrs. Brink want the family to have a fun trip. But a good plan for a family trip can be a trick to come up with. Zak will say that he does not want to go to such a spot, or Trish will say she has so much stuff to do for class.

Mrs. Brink said to Mr. Brink, “I have a plot. When we tell Zak and Trish that we want them to come with us on a trip, they tend to brush us off. Let us now tell them that it is Gram who wants a trip to Glen Pond. We will say that a trip will be the thing to get their Gram up and out.”

Mr. Brink said, “That is not a bad trick!”

Student View

The trip to Glen Pond was lots of fun. The lunch and all the snacks were a big hit.

Gram said, “I am so glad to see Trish and Zak out and about!”

“Thanks to you,” said Mrs. Brink.

Student View

pants wind bend bunch melt land flint
kelp felt dent ant belt munch branch
crunch tilt yelp band sent help bend
bland and

Mr.

Mrs.

family

He hung the wet rags on the twigs of that branch.

There was a big dent on the truck.

The wind helps to bend the branch.

She had a sack full of sticks and shells.

Student View

When our dog, Stan, sees the family pack
for a trip, he looks so glum.

When Gram comes to the pond with us,
Dad brings lunch and lots of snacks for the
family to munch on.

LESSON 37

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

New material:

-st (as in “past”)
-sp (as in “crisp”)
-sk (as in “mask”)
-pt (as in “kept”)
-mp (as in “jump”)
-ft (as in “soft”)
-xt (as in “next”)
-mpt (as in “tempt”)

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

Warm Up With Sound Play:

Explain that in these blends (that end words) we can hear individual consonant sounds. The sounds are so close together that they may sound and feel almost like one sound.

Say, “Let’s brainstorm some words that end with the following blends.”

-st: west, best, taste, twist, boast, toast, waste, just, must
-sp: gasp, raspy, grasp, wasp, wispy, clasp
-sk: ask, task, disk, risk, husk, desk, frisk, whisk
-pt: kept, leapt, interrupt, bankrupt, swept, wept, slept

-mp: hump, camp, slump, limp, damp, stamp, dump, grumpy
-ft: left, crafty, spacecraft, drift, lift, loft, gift, thrifty, draft, shift
-xt: text, pretext, context, next
-mpt: tempt, unkempt, attempt, prompt

Words to read and write:

**west best dust ask task whisk apt camp lamp
pump dump damp limp opt wisp help lost quest
kept test dusk cusp primp skimp crisp text sift
lift raft left tempt prompt**

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:

Ms., over, into³⁷

Have the student read:

They are glad to jump in and swim.

Mom had not slept well and was glum.

Gram wept at the end of the film. It was such a sad end for the good man.

On the ranch, hens and chicks peck in the dust.

**Ms. Kath got up from her desk and said to the class,
“Next up, we will do some math so that when we have
our test all of you will do your best.”**

³⁷ **over:** o making the long “o” sound will be decodable in Lesson 48; v is decodable; er will be decodable in Lesson 75

into: int is decodable; o making the “oo” sound is irregular

Our dog yelps when she wants to go out.

Have the student write from your dictation:

On the path, there are some bumps and logs to jump over.

Ms. Smith did help us set up camp and put up our tents.

Mr. and Mrs. Sands sent mints to all the cast in the skit.

The dogs are glad to jump into the pond and swim.

More sentences for practice:

Our lunch will cost a lot if we get drinks and chips.

A crust with plum jam is just a snack.

Mr. Bill has an ax and helps us split the logs.

My dad said, “If you are stuck in a bad spot, stop and think to get your best plan.”

Have the student do a “triple read” of “Off To Camp in a Truck” some of the sentences above.

Off to Camp in a Truck

Camp is a lot of fun, but you must pack well for it. It helps to have a good think about what you will want when you are there. When you are at camp, you will be glad that you did not pack for the trip in a rush.

Bring a tent, a grill, and a big bag that you can fill with some nuts, chips, and cans of pop.

If you come in a truck, you can put the tent and the grill in the back.

When you get there, you can set up your tent on some soft grass.

It helps to bring a soft mat for your tent too. If you do not, you can end up with a stiff neck!

Student View

west best dust ask task whisk apt
camp lamp pump dump
damp limp opt wisp help lost quest
kept test dusk cusp primp skimp crisp
text sift lift raft left

Ms.

over

into

They are glad to jump in and swim.

Mom had not slept well and was glum.

Gram wept at the end of the film. It was
such a sad end for the good man.

Student View

On the ranch, hens and chicks peck in the dust.

Ms. Kath got up from her desk and said to the class, "Next up, we will do some math so that when we have our test all of you will do your best."

Our dog yelps when she wants to go out.

Our lunch will cost a lot if we get drinks and chips.

A crust with plum jam is just a snack.

Mr. Bill has an ax and helps us split the logs.

My dad said, "If you are stuck in a bad spot, stop and think to get your best plan."

LESSON 38

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

New material: Adding **ed** as an ending

Explain that the ending **ed** is used to make a verb past tense. Sometimes **ed** sounds like “t” as in “kicked.” Sometimes **ed** sounds like “d” as in “grabbed.” And sometimes **ed** will have its own syllable beat and sound like “tid” or “did” as in “planted” or “landed.” Explain to students that we spell with **ed** when we’re putting something in the past tense, no matter how it sounds.

*Words to read and write in which **ed** makes a “t” or “d” sound without an extra beat:*

jumped	banged	milked	wished	passed	camped
missed	asked	dressed	bossed	sulked	crossed
pumped	bumped	backed	crashed	checked	pecked
whisked	rushed	packed	slinked	gaped	stacked
crunched	limped	stamped	helped		

Explain that when a word ends with **t** or **d** our mouths would find it too hard to add a second “t” or “d” sound (try it and see how hard it would be to say “land-d” or “rest-t”) so **ed** will have its own syllable beat and sound like “tid” or “did.”

Words to read and write where **ed** is pronounced with its own syllable beat:

**landed lifted dusted sanded ended twisted
hunted crafted rested printed texted tested
handed sifted rusted hinted**

Explain that in short vowel words ending with one consonant, the last consonant before the **ed** is doubled:

**skip/skipped stun/stunned wet/wetted plan/planned
whip/whipped tap/tapped flip/flipped sip/sipped
wet/wetted drip/dripped beg/begged rub/rubbed
pad/padded hum/hummed**

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:

push, today³⁸

Have the student read:

Sal's mom dished out some lunch for us and then Vic spilled his milk.

Fred and Val pushed me into the pond and splashed me.

Today I got up at ten and missed our math quiz.

My dad pulled me up, and we ran to the dock.

³⁸ **push**: **p** and **sh** are decodable; **u** making the "oo" sound (as in "book") is irregular

today: **t** is decodable; **o** making the "oo" sound (as in "boom") is irregular; **d** is decodable; **ay** making the long "a" sound will be decodable in Lesson 67

My mom dished up a quick lunch, and we left with the dogs for the pond.

Have the student write from your dictation:

I planned to get a hot dog for lunch, and I was tempted to add some chips.

The man tipped his hat as Ms. Liz went by.

We planted plum pits over there.

The mom pushed her tot on the swings. The tot kicked her legs and was glad.

The king looked out over his vast lands.

Val texted Frank to see if he wanted to come over for brunch.

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

Student View

jumped banged milked wished passed
camped missed asked dressed bossed
sulked crossed pumped bumped
backed crashed checked pecked
whisked rushed packed slinked gasped
stacked crunched limped stamped
helped

landed lifted dusted sanded ended
twisted hunted crafted rested printed
texted tested handed sifted rusted
hinted

skip/skipped stun/stunned wet/wetted
plan/planned whip/whipped tap/tapped
flip/flipped sip/sipped wet/wetted
drip/dripped beg/begged rub/rubbed
pad/padded hum/hummed

Student View

push

today

Sal's mom dished out some lunch for us and then Vic spilled his milk.

Fred and Val pushed me into the pond and splashed me.

Today I got up at ten and missed our math quiz.

My dad pulled me up, and we ran to the dock.

My mom dished up a quick lunch, and we left with the dogs for the pond.

LESSON 39

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

*New material: Adding **ing** as an ending*

Warm Up With Sound Play:

“Let’s warm up by counting the number of syllables in some longer words. I’ll say the word, and then you say the word and count the syllable beats.” (Remind students that they can put their hands under their chins when counting for help.)

misunderstanding (5)

biographical (5)

musical (3)

unimportant (4)

fabulous (3)

Words to read and write:

melting smashing wishing tending drinking singing thinking sanding bumping blending
--

Explain that in short vowel words ending with a single consonant, the last consonant before the **ing** is doubled:

slip/slipping swim/swimming step/stepping sit/sitting wed/wedding log/logging tap/tapping
--

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:

doing, too (as in “too much”)³⁹

Have the student read:

We went sledding and just missed crashing into a big log.

They will be doing crafts and skipping the swim test today.

My dog Ned thinks splashing in a pond is so fun.

That drink is tipping over!

The snack looked good, but Sam was still too full from his lunch to want it.

Have the student write from your dictation:

I was sitting in the sun for too long and got hot.

She passed the swimming dock and jogged to the hot dog stand.

Stepping over the cat, I tripped on the rug and bumped into the bed.

The cat was so mad it was spitting.

³⁹ **doing:** d is decodable; o making the “oo” sound (as in “zoo”) is irregular; **ing** is decodable
too: t is decodable; oo making the “oo” sound (as in “zoo”) will be decodable in Lesson 88

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

Student View

melting smashing wishing tending
drinking gushing singing thinking
sanding bumping blending whiffing

slip/slipping swim/swimming
step/stepping sit/sitting wed/wedding
log/logging tap/tapping plan/planning
rub/rubbing

doing

too

We went sledding and just missed crashing into a big log.

They will be doing crafts and skipping the swim test today.

Student View

My dog Ned thinks splashing in a pond is so fun.

That drink is tipping over!

The snack looked good, but Sam was still too full from his lunch to want it.

LESSON 40

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

*New material: Adding **es** as an ending*

Explain that words ending in **s**, **x**, **z**, **ch**, and **sh** require **es** rather than **s** as an ending. The ending makes an “iz” sound and has an extra syllable beat.

miss/misses

fix/fixes

rush/rushes

kiss/kisses

tax/taxes

mash/mashes

bus/buses

rich/riches

fizz/fizzes

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:

whole, often, and listen⁴⁰

Have the student read:

Our sled skips and skids and then crashes to a stop.

I ran to the bog and got some bugs on my socks.

The red boxes were in the shed.

She rushes to the shack to get to her pup.

⁴⁰ **often** and **listen**: both words contain a **t** that is not pronounced, the consonants are decodable; **e** making the schwa “ih” sound will be decodable in Lesson 42

whole: **w** is not pronounced; **o-consonant-e** making the long “o” sound will be decodable in Lesson 51

My sis often messes up the job when she rushes.

Can he fix the whole thing?

I will listen to the whole song and then tell you what I think.

Have the student write from your dictation:

Where are the axes? They were in her shed.

Meg's job is to do the dishes.

Bob passes some ham and jam to me.

My dad often said, "Listen, we are not rich, but there are riches in us."

The whole day was spent splitting logs.

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

Student View

miss/misses	fix/fixes	rush/rushes
kiss/kisses	tax/taxes	mash/mashes
bus/buses	rich/riches	fizz/fizzes

whole

often

listen

Our sled skips and skids and then crashes to a stop.

I ran to the bog and got some bugs on my socks.

The red boxes were in the shed.

She rushes to the shack to get to her pup.

My sis often messes up the job when she rushes.

Can he fix the whole thing?

I will listen to the whole song and then tell you what I think.

LESSON 41

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

Warm Up With Sound Play:

Say, “How many sounds do you hear in the word ‘aim’? (Two: a---m) “What do you get if the ‘m’ sound is first and the ‘a’ sound is last?” (May)

“How many sounds do you hear in the word ‘lame’? (Three: l---a---m) What do you get if the ‘m’ sound is first and the ‘l’ sound is last?” (mail)

“How many sounds do you hear in the word ‘eat’? (Two: e---t) What do you get if the ‘t’ sound is first and the ‘e’ sound is last?” (tea)

New material: Compound words

Explain that a syllable is a word or part of a word with one vowel sound, for example: set, can, sun, bed, ship, and tan.

One-syllable words can be combined to make new words called compound words. Read and write the following words with your student, “finding” the two words in each compound word.

Words to read and write:

drumstick catnip sunset uphill backpack cobweb pigpen suntan bedbug whiplash dishpan gumdrop handbag upset standstill fishnet flapjacks himself laptop

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:

become, school⁴¹

Have the student read:

In Meg's backpack there were two gumdrops.

We had a backlog of jobs to do when we went fishing for two days.

We got lost on our trek to the pond and had to backtrack uphill.

The sled crashed into a big rock. The kids rubbed their necks and checked for whiplash.

The bandstand is up the hill, and the hot dog stand is on the left.

Is there milk left over to have with my ham?

Have the student write from your dictation:

Ben went uphill to the pond and fished for catfish.

⁴¹**become:** "be" and "come" have already been introduced as high-frequency words

school: s is decodable; ch making the "k" sound will be decodable in Lesson 113; oo making the "oo" sound will be decodable in Lesson 90

"Today we have your checkup. I will pick you up from school."
Dad said.

At sunset, my cat becomes as limp as a ragdoll.

Hank had the best day at school. He met his two best pals for lunch.

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

Student View

drumstick catnip sunset uphill backpack
cobweb pigpen suntan bedbug
whiplash dishpan gumdrop handbag
upset standstill fishnet flapjacks himself
laptop

become

school

In Meg's backpack there were two
gumdrops.

We had a backlog of jobs to do when we
went fishing for two days.

We got lost on our trek to the pond and had
to backtrack uphill.

Student View

The sled crashed into a big rock. The kids rubbed their necks and checked for whiplash.

The bandstand is up the hill, and the hot dog stand is on the left.

Is there milk left over to have with my ham?

Notes Before Lesson 42

Students so far have been able to trust their ears in order to read and write consonants, blends, and vowels. When we move into two-syllable words, we begin to deal with the issue of accented and unaccented syllables. Accented syllables are emphasized, and we pronounce the vowels clearly. Unaccented vowels are pronounced more softly and are swallowed. In an unaccented syllable, also known as a schwa, the vowels tend to sound like “uh” or “ih.” Sandals may sound like “sanduhls.” Cactus may sound like “cactiss.” Children may sound like “childrin” or “childruhn.”

When tutoring, you will notice that students’ misspellings rarely occur in the accented syllable (“san,” “cac,” or “chil” above). Moreover, a student’s misspelling of the schwa syllable often captures the way that syllable is actually pronounced.

Using a resource like Dictionary.com can help you when dealing with unaccented schwa syllables. Dictionary.com gives audio pronunciations of words, divides words into syllables, shows which syllable gets the accent, and respells the syllables to approximate how they sound.

Dividing words into their syllable parts helps the student divide words into manageable chunks when reading or spelling. Thus, we practice counting and dividing syllables not just for the fun of it, but also because it helps students read and spell words.

To help students divide words into syllables, ask them to repeat a word such as “frantic.” Then, ask the student how many beats the word has. If students have trouble counting beats, ask them to put their hands under their chins to feel their chins drop with vowel beats. Direct students to draw two lines on the whiteboard to represent the two beats.

Remind students that every syllable has a vowel sound, so that each line will contain a vowel. You can say, “So, if I want to divide ‘frantic’ I know that the first space is going to have an **a** for the ‘a’ sound, and the second space will have an **i** for the ‘i’ sound.” Then write this on the whiteboard:

_____ a _____ i _____

“Now, I can put in the consonants.”

_____ fran _____ tic _____

In Lesson 42, there will be two consonants between the vowels, and students can divide the word right down the middle between these two consonants.

Keep in mind that **qu**, which makes the “kw” sound, always sticks together:

banquet: _____ ban _____ quet _____

Similarly, the digraphs **sh**, **ch**, and **th** make one sound and stick together:

wishful: _____ wish _____ ful _____

menthol: _____ men _____ thol _____

ranches: _____ ran _____ ches _____

In Lesson 43, the student will divide more words that have more than two consonants between the vowels. In these words, you

and the student decide which consonants are blends that should stick together:

_____ un _____ twist _____

_____ pump _____ kin _____

Even when a student makes a “mistake,” writing sandul for sandal, you can praise all the things the student got right. You might say, “Good job, you got the right number of syllables and all the sounds are there. It’s just that it’s spelled with an **a** rather than a **u** even though, of course, we don’t pronounce sanDAL to rhyme with GAL.” The student may like hearing the silly way the word would sound if the unaccented vowel was pronounced “correctly” as spelled.

LESSON 42

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

New material: Two-syllable words

Explain that a word has as many syllables as it has vowel sounds.

Explain that sometimes it helps us to read or spell a word to divide it into syllables in order to sound it out or spell it.

Write the word “rabbit” on the whiteboard and ask the student to name the vowel sounds. Underline the vowels. Now draw two lines on the whiteboard:

Then write:

_____ rab _____ bit _____

Explain that in words with two consonants between the vowels, we divide the consonants right down the middle.

Words to divide into syllables:

goblin	cactus	happen	absent	until	plastic
blanket	basket	dentist	insect	tennis	subject
content	inject	suspect	extend	inquest	fungus
instant	insists	traffic	campus		

Explain to the student that **qu** stays together, as do **sh**, **th**, **wh**, **ch**, and **ck**.

More words to divide into syllables:

banquet wishful ranches menthol bashful blacktop kingship stricken flashbulb backlog bathtub

Explain to the student that sometimes a short syllable can begin with a vowel, as in “epic.” We would divide these words into syllables like this:

<u>ep</u>	<u>ic</u>
<u>den</u>	<u>im</u>
<u>sev</u>	<u>en</u>
<u>pock</u>	<u>et</u>
<u>splash</u>	<u>es</u>

More words to read, write, or divide into syllables:

finish vivid habit signal second thicken given basket cabin novel credit metal travel pivot methods level tenants exits novel topic
--

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:

water, more, down⁴²

Have the student read:

Jack will be absent from school until he is well.

The velvet blanket was on the top shelf. Frank got it down for Mom.

I will water your plants until you come back.

What more can I do to help with your trip?

Tom and Jeff left the picnic basket down in the den.

Dad was upset to see the bedbug on the bed.

Fran got a bucket of shrimp, and Dan picked up a second bucket of chicken.

⁴² **water:** **w** and **t** are decodable; **a** making the “ah” sound after **w** will be decodable in Lesson 102; **er** will be decodable in Lesson 75

more: **m** is decodable; **ore** will be decodable in Lesson 78

down: **d** and **n** are decodable; **ow** will be decodable in Lesson 81

Have the student write from your dictation:

Dad put a basket down by the picnic bench for us to put our rubbish in.

Stan wants more chicken and less shrimp today.

Meg called us over to see the cactus.

I hid the tablet in the attic.

You can often see insects on the water.

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

Student View

goblin cactus happen absent until
plastic blanket basket dentist insect
tennis subject content inject suspect
extend inquest fungus instant insists
traffic campus

banquet wishful ranches menthol
splashes pocket bashful blacktop
kingship stricken flashbulb backlog
bathtub

water

more

down

Jack will be absent from class until he is well.

Student View

The velvet blanket was on the top shelf. Frank got it down for Mom.

I will water your plants until you come back.

What more can I do to help with your trip?

Tom and Jeff left the picnic basket down in the den.

Dad was upset to see the bedbug on the bed.

Fran got a bucket of shrimp, and Dan picked up a second bucket of chicken.

LESSON 43

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

New material: Two-syllable words with consonant blends

Explain that many two-syllable words have consonant blends. Remind students of blends they know such as **str** in “string” or **nd** in “band.” In blends, we can hear the individual sounds, but the sounds are squished together. In many two-syllable words, there are more than two consonants between the vowels. We keep the blends together.

Write the word “express,” and say the word. Ask the student if he sees the two consonants that belong together in a blend. (pr) Then divide the word on two lines on the whiteboard:

_____ ex _____ press _____

Read and divide the following words in the same way, choosing the blends that you will keep together:

tantrum pumpkin hundred untwist dandruff children implant backstab backflip transplant handgrip
--

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:

after, before, across⁴³

⁴³ **after**: **aft** is decodable; **er** will be decodable in Lesson 75

before: **b** and **f** are decodable; **e** making the long “e” sound will be decodable in Lesson 48; **ore** will be decodable in Lesson 78

Have the student read:

Just before sunset, the children go down to the public dock for swimming lessons.

Fran can swim across the pond all by herself.

In my small handbag, there are still lots of gumdrops.

Who left their sandals on the deck after our swimming lesson?

Two or three chipmunks ran off with small chunks of my muffin.

Liz did a backflip before splashing into the water.

I do not often win at tennis, but I think that I will win today.

After school Kevin will finish the shed for his cats that he is constructing.

The student can write from dictation:

After our math quiz, what will we be doing in school today?

My dad asked for the drumstick, and my sis asked for the wing.

Mom dusted off one or two small cobwebs from the picnic basket before handing it to us to pack.

When my kitten has a small bit of catnip, she becomes tranquil.

across: a making the short “u” sound will be decodable in Lesson 57; **cross** is decodable

The dentist becomes upset when a small kid has a tantrum.

Stan lives down the block, across from Fran.

*Choose any of the stories in [**Group 1 \(Short-Syllable Stories\)**](#) for a “triple read.”*

Student View

tantrum pumpkin hundred untwist dandruff
children implant backstab backflip
transplant handgrip

after

before

across

Just before sunset, the children go down to the public dock for swimming lessons.

Fran can swim across the pond all by herself.

In my small handbag, there are still lots of gumdrops.

Who left their sandals on the deck after our swimming lesson?

Two or three chipmunks ran off with small chunks of my muffin.

Liz did a backflip before splashing into the water.

I do not often win at tennis, but I think that I will win today.

After school Kevin will finish the shed for his cats that he is constructing.

Student View

Big, Safe Words with Closed Syllables:

selfishness admitting suspecting

fantastic helplessness neglected

prompted ravishing extended

pandemic disgusted inhabited

disinfect investment athletic

penmanship punishment

backgammon vanishing Atlantic

constructed craftsmanship

Student View

blemishes Wisconsin enrichment

expectant implanted volcanic

transplanted problematic

optical upended practical

fragmented brandishing transacted

unquenched ticketed transatlantic

signaling consistent pivoting,

disconnected constructed

embedded uplifting unpacking

blossoming

Student View

Phrases for reading or writing from dictation:

a consistent problem

skin rashes and blemishes

connecting the dots

a trip to Wisconsin

expecting a quiz

a good investment

a long imprisonment

an expectant mom

an impactful lesson

athletic skill

a fantastic topic to discuss

an uninhabited shack

LESSON 44

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

New material:

old (as in gold)

ost (as in most)

olt (as in bolt)

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

Warm Up With Sound Play:

Say, "Let's brainstorm some words that have the long 'o' sound."

Examples: broken, no, snow, go, float, open, hippo, hello, okay
toast, boat, hole, joke

Say, "What do you get if you say 'mold' without the 'd' sound?
(mole) "Then, what do you get if you replace the 'l' sound with the
'd' sound?" (mode)

"Now what happens if you put the 'd' sound first and the 'm' sound
last?" (dome)

Words to read and write:

hold most jolt scold ghost (silent h)

bold fold told gold bolt postman post-it threshold

Explain that “cost” and “lost” are common exceptions.

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:

should, would, could⁴⁴

Have the student read:

The old host begged us to drink too much punch.

The colt would bolt if the man did not run with him.

Jan could post her blog on the web and ask pals to post comments on it too.

Have the student write from your dictation:

Should we drink the pop if the pop does not fizz?

I would drink some cold pop or some cold Tang.

Bill folded up his math quiz and passed it up to Mr. Melk.

More sentences for practice:

Al’s dog got lost when Al ran with him in the long grass.

⁴⁴ **should, would, could:** sh, w, and c, are decodable; oul making the “oo” sound (as in “wood”) is irregular; d is decodable

Kids should let dogs come on runs with them. Dogs get sad when kids are selfish.

Most things have a cost, but twigs, rocks, and sticks do not.

The bandits spotted the gold and guns left in the old shack.

Choose any of the stories in [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

Student View

hold most jolt scold ghost (silent h)
bold fold told gold bolt postman post-
it threshold

should would could

The old host begged us to drink too much punch.

The colt would bolt if the man did not run with him.

Jan could post her blog on the web and ask pals to post comments on it too.

Al's dog got lost when Al ran with him in the long grass.

Kids should let dogs come on runs with them. Dogs get sad when kids are selfish.

Most things have a cost, but twigs, rocks, and sticks do not.

Student View

The bandits spotted the gold and guns left in the old shack.

LESSON 45

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

New material:

ind (as in find)

ild (as in wild)

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

Warm Up With Sound Play:

Say, “Let’s brainstorm some words that have the long ‘i’ sound.”

Examples: night, bite, right, eye, buy, lie, cry, try, my, drive, mice

Say, “What happens if you add the ‘t’ sound to the end of the word ‘by’?” (bite)

“Now, what happens if you replace the ‘b’ sound with the ‘m’ sound?” (might)

“What happens if you replace the ‘t’ sound with the ‘n’ sound?” (mine)

Words to read and write:

mind child grind find blind bind grind kind grandchild

Point out the common exception “wind” as in weather, which is spelled the same but pronounced differently than “wind” as in “winding a clock.”

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:

boy, someone, something⁴⁵

Have the student read:

Would you mind if my child brings her mug of water into your truck?

When his mind is too full, Patrick cannot think about something well.

A gust of mild wind twisted the long grass by the pond.

Look at that small boy by the water. Someone should go check to see what he is doing.

Have the student write from your dictation:

The old, blind man naps by the tranquil pond.

When it is two, Gran will wind up the old clock again.

After lunch, will someone help me to collect all the rubbish and find a trash bin?

The boy finds a stick to drag in the sand.

⁴⁵ **boy:** **b** is decodable; **oy** will be decodable in Lesson 109

someone: “some” and “one” have already been introduced as high-frequency words;

something: “some” same as above; “thing” is decodable

Choose any of the stories in **Group 1 (Short-Syllable Stories)** for a “triple read.”

Student View

mind child grind find blind bind grind kind
grandchild

boy

someone

something

Would you mind if my child brings her mug of water into your truck?

When his mind is too full, Patrick cannot think about something well.

A gust of mild wind twisted the long grass by the pond.

Look at that small boy by the water. Someone should go check to see what he is doing.

LESSON 46

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

Warm Up With Sound Play:

Say, "Let's brainstorm some words with the long 'e' sound."

Examples: he, these, she, be, week, treat, three, me, see, easy, sleep

"Can you say meat with the 't' sound first and the 'm' sound last?"
(team)

"Can you say meat without the 't' sound?" (me)

"Can you say slide, but replace the 'd' sound with a 't' sound?"
(slight)

New material: Spelling with words that have a silent **b**

Explain that in most words with a silent **b**, the word is pronounced just as it would be without the **b**, but in some words, like "comb," "tomb," and "climb," the vowel sound changes.

Words to read and write:

bomb crumb dumb lamb numb thumb limb debt
comb tomb climb womb

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:

half, been, hour⁴⁶

The student can read:

He took the quiz that he had been thinking about all day.

I bet that the ants took a full day to climb across this log.

Will someone lend me a comb? I do not want to look dumb when my pals get here.

The lamb climbs up the ramp to get to a tin bucket of snacks.

Without mittens or pockets, Pam's hands got numb with cold in just half an hour.

The student can write from dictation:

The ants climbed up the hill with more crumbs from our picnic.

Jim handed his pup half his muffin.

Gwen stuck a pin in Frank's thumb.

It took hours for us to finish the climb.

In the old days, men would travel to visit old tombs to see if gold had been left there.

There was a wild hint that a bomb had been hidden in that old shack.

⁴⁶ **half:** l is silent; everything else is decodable

been: b and n are decodable; ee making the short "i" sound is irregular

hour: h is silent; our will be decodable in Lesson 81

A leg is a limb.

Choose any of the stories in [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

Student View

bomb crumb dumb lamb numb thumb limb
debt comb tomb climb womb

half

been

hour

He took the quiz that he had been thinking about all day.

I bet that the ants took a full day to climb across this log.

Will someone lend me a comb? I do not want to look dumb when my pals get here.

The lamb climbs up the ramp to get to a tin bucket of snacks.

Without mittens or pockets, Pam's hands got numb with cold in just half an hour.

LESSON 47

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

New material:

-all, -oll, -ull

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

Explain: Sometimes the vowels **a**, **o**, and **u** make a different sound when followed by **ll** or **l**.

Words that end in **-all** most often have the short “o” sound as in “ball,” with “shall” being an exception (making the short “a” sound as in “bag”).

Words that end in **-oll** sometimes have the short “o” sound as in “doll,” but sometimes have a long “o” sound as in “roll.”

Words that end in **-ull** sometimes have the short “u” sound as in “skull” but other times have the “oo” sound (as in “book”) in words like “pull.” (This difference in sound is small and may go unnoticed by adults and children, but the words “gull,” “skull,” and “sullen” have the short “u” sound, whereas the words “bull,” “full,” and “pull” have the “oo” sound as in “book.”)

Words to read and write:

ball fall tall wall small hall mall stall call pall almost
roll troll poll scroll toll enroll control patrol
pull full bull skull dull gull wishful bashful

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:

walk, talk⁴⁷

Have the student read:

Fran felt bold that day; she enrolled in the singing class Ms. Gwen holds after school.

Beth went onto her laptop to find the link Ms. Smith had posted about the trip. She kept scrolling and scrolling but did not see it.

Frank had had a big lunch and felt too full to go with his pals to the snack shop after school.

Gwen polled the class to find the best day for the picnic.

Have the student write from your dictation:

Liz talked with Gil about the missing dish of gumdrops that had been on Ms. Smith's desk.

⁴⁷ **walk** and **talk**: **w**, **t**, and **k** are decodable; **a** following **w** making the short "o" sound will be decodable in Lesson 104; **i** is silent

On their walk to school, Gwen and Frank talked about all their plans for after school.

Can we walk to the mall from here?

Student View

ball fall tall wall small hall mall stall call pall
almost roll troll poll scroll toll enroll control
patrol pull full bull skull dull gull wishful bashful

walk

talk

Fran felt bold that day; she enrolled in the singing class Ms. Gwen holds after school.

Beth went onto her laptop to find the link Ms. Smith had posted about the trip. She kept scrolling and scrolling but did not see it.

Frank had had a big lunch and felt too full to go with his pals to the snack shop after school.

Gwen polled the class to find the best day for the picnic.

LESSON 48

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

New material: Open syllables

Warm Up With Sound Play:

Say, “Let’s brainstorm some words with the long ‘u’ sound (as in ‘cute’) or the ‘oo’ sound (as in ‘flute’).”

Examples: blue, new, grew, flu, soup, fruit, rule, swimsuit, glue

Say, “Can you say new but replace the ‘n’ sound with the ‘b’ sound?” (boo)

Say, “Can you count the syllables (or beats) in boomerang?” (3)

Say, “Can you count the syllables in university? (5)

Explain that when a syllable ends with a vowel, it is called an open syllable. So far, we have worked with closed syllables because the syllables have been “closed off” with a consonant. When the syllable is “open,” the vowel says its name.

Words to read and write:

so go yo-yo Jo no be he me she we hi I flu Wi-Fi Flo

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:

girl, **eye**⁴⁸

Have the student read:

The girls and boys hunted for their yo-yos.

When Dad called JoJo to help with the dishes, she looked glum.

We bring a small dish to fill with water for our pup, and our pup looks at us with glad eyes.

Dan had to rest in bed with the flu, so he missed the class trip.

“Ho, ho, ho,” Mom said, “There is no Wi-Fi at the cabin, so you kids will have to find something fun to do.”

Have the student write from your dictation:

The kitten looked at us with big, sad eyes, wanting to be let out.

We said “hi” to the small girl who was put in our class just for the day.

“What kind of thing is a pogo stick and did you have one?” JoJo asked her mom.

*Choose any of the stories in [**Group 1 \(Short-Syllable Stories\)**](#) for a “triple read.”*

⁴⁸ **girl**: g is decodable; ir will be decodable in Lesson 73; l is decodable
eye: “eye” making the long “i” sound is irregular

Student View

so go Jo no be he me she we hi I flu
Wi-Fi Flo yo-yo

girl
eye

The girls and boys hunted for their yo-yos.

When Dad called JoJo to help with the dishes, she looked glum.

We bring a small dish to fill with water for our pup, and our pup looks at us with glad eyes.

Dan had to rest in bed with the flu, so he missed the class trip.

“Ho, ho, ho,” Mom said, “There is no Wi-Fi at the cabin, so you kids will have to find something fun to do.”

LESSON 49

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

New material: Using a “magic,” **silent e** in **a-consonant-e** words

a_e (as in “bake”)

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

Explain that the **a** says its name in words where **a** is followed by a single consonant and then **silent e**.

Warm Up With Sound Play:

Say, “Let’s brainstorm some words that have the long ‘a’ sound.”

Examples: great, make, take, grade, cake, ate, stay, May, gray

Say, “Now, let’s brainstorm some words that have the ‘air’ sound as in ‘chair.’”

Examples: fair, bear, care, where, blare, lair, dare, stare, merry

Say, “I am going to say some words; can you say the word that has the ‘air’ sound?”

take, tac, hair, hat (hair)

make, tire, cheer, lair (lair)

spare, stain, rain, bland (spare)

Words to read and write:

**tap/tape cap/cape scrap/scrape mat/mate hat/hate
fad/fade**

Explain that in words with an ending (as in “tapes ” or “hated ”), the **silent e** still makes the vowel say its name.

More words to read and write:

**tale male grade trade inflate inflame grave brakes
mistake baseball**

Explain that **-are** makes the “air” sound.

Words to read and write with **are**:

care bare blare stare dare careful flare fare share

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:

woman, women⁴⁹

Have the student read:

That girl made a shape in the sand with a stick just for fun.

⁴⁹ **woman**: **w, m, n** are decodable; **o** making the “oo” sound (as in “wool”) is irregular; **a** is unaccented and makes the schwa “uh” sound

women: **w, m, n** are decodable; **o** making the short “i” sound is irregular; **e** is unaccented and makes the schwa “ih” sound

After getting undressed at the end of the day, the blind woman puts her cane next to her bed where she can find it when she wakes up.

The kind woman put on some makeup and went out.

Fred had too much fun on the swings and fell. He scraped off the mud from his pants and came in late to class.

Bill traded two mints, one cake, and a box of red twists for Sal's small, stuffed snake.

Have the student write from your dictation:

Someone must have left this small, old raft by the lake.

Mom baked a cake and called me in to frost it for her.

Today at two, the tot will take a long nap.

Jen has a baseball game after school.

The women put the drinks and the cakes on a bench in the shade.

*Choose any of the stories in **[Group 1 \(Short-Syllable Stories\)](#)** for a "triple read."*

Student View

tap/tape cap/cape scrap/scrape mat/mate
hat/hate fad/fade

tale male grade trade inflate inflame grave
brakes mistake

care bare blare stare dare careful flare fare
share

woman

women

That girl made a shape in the sand with a stick just for fun.

After getting undressed at the end of the day, the blind woman puts her cane next to her bed.

The kind woman put on some makeup and went out.

Fred had too much fun on the swings and fell. He scraped off the mud from his pants and came in late to class.

Bill traded two mints, one cake, and a box of red twists for Sal's small, stuffed snake.

LESSON 50

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

New material: Using a “magic,” **silent e** in **i-consonant-e** words

Warm Up With Sound Play:

Say, “Let’s brainstorm some words that have the long ‘i’ sound.”

Examples: night, sight, I, try, fly, hike, bike, hide, fries, drives, cries

Say, “Can you say sight without the ‘t’ sound at the end?” (sigh)
“Can you take away the ‘s’ sound and replace it with an ‘m’ sound?” (my)

“Now, Can you put the ‘k’ sound at the end?” (Mike)

Explain that **i** says its name in words where **i** is followed by a single consonant and then **silent e**.

Make the long “i” 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:

i_e (as in “bike”)

Words to read and write:

pin/pine fin/fine bit/bite shin/shine dim/dime kit/kite slim/slime

More words to read and write:

**hive stride hide like hike lime slime bike miles tiled
drive strike widen pride glide smiled tire hire fire wire
white shine**

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:

away, teacher⁵⁰

Have the student read:

I wish a ticket for the ride cost just a dime like it did when my mom was five.

Meg would like a wild ride in a hot rod, but Jake would just hate that.

My pup Fred would nip my shins and hands.

Pups who nip are fine, but dogs who bite are not.

His dad saw the grime on the old slide and wiped it off with a rag.

Jill went away to camp. Sometimes at bedtime she missed her dog and the rest of the family.

The teacher asked Mr. Glenn how long it would take to install the software on her laptop.

⁵⁰ **away:** **a** making the “uh” sound will be decodable in Lesson 57; **w** is decodable; **ay** making the long “a” sound will be decodable in Lesson 67

teacher: **t** and **ch** are decodable; **ea** making the long “e” sound will be decodable in Lesson 68; **er** will be decodable in Lesson 75

Have the student write from your dictation:

If you grab the brass ring, you can win nine rides.

Helen went away from the campsite, mad at her pals.

Pam let go of the string and saw her kite drift away.

Over time, too much sun will fade our drapes and rugs.

Mr. Sanchez said that there would be a prize for the whole class when we were finished with the big math test. I am glad that my teacher thinks up fun prizes and fun things for us to do!

Choose any of the stories in [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

Student View

pin/pine fin/fine bit/bite shin/shine dim/dime
kit/kite slim/slime

hive stride hide like hike lime slime bike miles tiled
drive strike widen pride glide smiled tire hire fire
wire white shine

away

teacher

I wish a ticket for the ride cost just a dime like it did
when my mom was five.

Meg would like a wild ride in a hot rod, but Jake
would just hate that.

My pup Fred would nip my shins and hands.

Pups who nip are fine, but dogs who bite are not.

His dad saw the grime on the old slide and wiped it
off with a rag.

Jill went away to camp. Sometimes at bedtime she missed her dog and the rest of the family.

The teacher asked Mr. Glenn how long it would take to install the software on her laptop.

LESSON 51

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

New material: Using a “magic,” **silent e** in **o-consonant-e** words

Warm Up With Sound Play:

Say, “Let’s brainstorm some words with the long ‘o’ sound.”

Examples: cold, homerun, drove, stroke, poke, roll, row, rode, blow

“Now, let’s count the number of sounds we hear in the following words:

blow (3) b---l---ow

blister (6) b---l---i---s---t---er

homerun (6) h---o---m---r---u---n

shone (3) sh---o---n

Explain that **o** says its name in words where **o** is followed by a single consonant and then **silent e**.

Make the long “o” 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:

o_e (as in “poke”)

Words to read and write:

**not/note cop/cope rob/robe mop/mope slop/slope
glob/globe cod/code rod/rode hop/hope**

stove explode drove vote frozen smoked close (with “s” sound meaning near) **close** (with “z” sound meaning to close a door)

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:

only, because⁵¹

Have the student read:

With **only one** inning to go in the baseball game, Matt slid safe **into** home plate and **the** fans went wild.

Meg gave me **a** note that **said** Jan was mad at **me**. **Because** I **was** upset, I spoke **to** Jan. Then Meg **said** **the** note **was** **a** joke. **What** **a** dumb joke!

Ed’s cabin is **the only one** on that hill **of** pines. **You** can tell when he is home, **because** he makes **a** fire, and smoke rises **over the** pines.

Close **your eyes** and think **only about the** lake and **the** wild times we had going **there** with **the** five Robinson kids last spring.

⁵¹ **only**: o making the long “o” sound when closed by a consonant is irregular; n and l are decodable; y making the long “e” sound will be decodable in Lesson 88

because: be is decodable; c is decodable; au making the “uh” sound is irregular; se making the “z” sound is decodable

On Sundays, Trish's dad makes homemade rolls.

Have the student write from your dictation:

Ed pokes the logs in his stove. The fire blazes and Ed puts hot dogs on sticks to make his lunch.

I voted for Meg because she cares about some things that I care about too.

Frank woke up at nine only because he could smell pancakes in the kitchen.

Meg said, "Tim's cake was so good that I could have had the whole thing for myself."

Choose any of the stories in [Group 1 \(Short-Syllable Stories\)](#) for a "triple read."

Student View

not/note cop/cope rob/robe mop/mope
slop/slope glob/globe cod/code rod/rode
hop/hope

stove explode drove vote frozen smoked close

only

because

With only one inning to go, Matt slid safe into home plate and the fans went wild.

Meg gave me a note that said Jan was mad at me. Because I was upset, I spoke to Jan. Then Meg said the note was a joke. What a dumb joke!

Ed's cabin is the only one on that hill of pines. You can tell when he is home, because he makes a fire, and smoke rises over the pines.

Close your eyes and think only about the lake and the wild times we had going there with the five Robinson kids last spring.

On Sundays, Trish's dad makes homemade rolls.

LESSON 52

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

New material: Using a “magic,” **silent e** in **e-consonant-e** words

Warm Up With Sound Play:

Say, “Let’s brainstorm some words that have the long ‘e’ sound.”

Examples: freedom, peace, happy, flea, tree, street, feet, sea, money, deep

“Say the word ‘vent.’ What happens if you put an ‘e’ sound at the beginning?” (event)

“Say the word ‘cheese.’ What happens if you put an ‘o’ sound instead of the ‘e’ sound?” (chose)

“Say the words ‘these’ and ‘those.’ How many sounds in these words are the same?” (2, “th” and “z”)

Explain that **e** says its name in words where **e** is followed by a single consonant and then **silent e**.

Make the long “e” 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:

e_e (as in “mete”)

Words to read and write:

Pete these eve evening complete Steve

Explain that in words or syllables with **-ere** the “e” sound is distorted by the **r** and sounds like “ear”:

here mere adhere

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:

know, knew, known⁵²

Have the student read:

Complete these tasks that Mom put on the list.

Pete passed a note to his pals in code. He did not know that Ms. Ven knew the code. That was quite a mistake that Pete made.

Sam gave Steve a long list of tasks to complete.

Jill likes to act and sing. She hopes that one day she will be quite well known for these talents.

Do you know if Cleveland has some well-known jazz clubs? My pal Stan would like to see some jazz when he visits.

Have the student write from your dictation:

In the evening, I stop and think about my day.

⁵² **know** and **known**: **kn** making the “n” sound will be decodable in Lesson 61; **ow** making the long “o” sound will be decodable in Lesson 82; **n** in “known” is decodable
knew: **kn** same as above; **ew** making the “oo” sound (as in “zoo”) will be decodable in Lesson 110

Did you know that Sam is over here in Cleveland? I did not know that he was planning a visit.

Eve knew how to make a cape with just fabric and string.

Jack knows that our plan was to have a snack here before visiting the rest of the family.

Choose any of the stories in [**Group 1 \(Short-Syllable Stories\)**](#) for a “triple read.”

Student View

Pete these eve evening even complete Steve

here mere adhere

knew

know

known

Complete these tasks that Mom put on the list.

Pete passed a note to his pals in code. He did not know that Ms. Ven knew the code. That was quite a mistake that Pete made.

Sam gave Steve a long list of tasks to complete.

Jill likes to act and sing. She hopes that one she will be well known for these talents.

Do you know if Cleveland has some well-known jazz clubs? My pal Stan would like to see some jazz when he visits.

LESSON 53

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

New material: Using a “magic,” **silent e** in **u-consonant-e** words

Warm Up With Sound Play:

Say, “Let’s brainstorm some words that have the long ‘u’ or ‘oo’ sound.”

Examples: computer, chew, few, new, pollute, group, rules

“Listen to these sentences and say the words that have the long ‘u’ or ‘oo’ sound:

After the teacher confiscated the note, Meg realized that passing a note in class had been a stupid idea. (stupid)

The trip was fun but a bit disorganized. The friends had not had much time to communicate about their plans. (communicate)

Marissa loves to play the tuba, and Greta loves to play the flute.” (tuba, flute)

Explain that **u** says its name or makes the “oo” sound in words where **u** is followed by a single consonant and then a **silent e**.

Make both sounds with your student and have your student write the lowercase letters of these sounds on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:

u_e (says its name as in “cute”)

u_e (says “oo” as in “tube”)

Words to read and write:

cut/cute us/use tub/tube crud/crude plum/plume dun/dune mutt/mute dud/dude tun/tune
--

More words to read and write:

exclude include exhume distribute salute contribute duke fluke rude
--

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:

any, many, people⁵³

Have the student read:

You can use any old tube to make a long dog shape.

A flute has the shape of a thin tube.

The rude man cut in line again. He makes many people upset because he does not adhere to the rules.

“Compute as many of these problems as you can,” Ms. Ko said to her math class.

Jan’s win at tennis was a fluke because Jess was sick.

One of these strings on my uke must be out of tune.

⁵³ **any** and **many**: **a** making the short “e” sound is irregular; **n** is decodable; **y** making the long “e” sound will be decodable in Lesson 88; **m** in “many” is decodable

people: **p** is decodable; **eo** making the long “e” sound is irregular; **ple** making the “pul” sound will be decodable in Lesson 86

Max takes pride in himself as a kid who adheres to class rules.

Have the student write from your dictation:

Ben knew that it was the cute cat who had made off with the string.

Only Liz spoke, while her pals were mute.

Frank will use many things that most people toss out.

In old, old times, people had only drums and lutes to sing with.

Choose any of the stories in [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

Student View

cut/cute us/use tub/tube crud/crude plum/plume
dun/dune mutt/mute dud/dude tun/tune

exclude include exhume distribute salute
contribute duke fluke rude

any

many

people

You can use any old tube to make a long dog shape.

A flute has the shape of a thin tube.

The rude man cut in line again. He makes many people upset because he does not adhere to the rules.

“Compute as many of these problems as you can,”
Ms. Ko said to her math class.

Jan's win at tennis was a fluke because Jess was sick.

One of these strings on my uke must be out of tune.

Max takes pride in himself as a kid who adheres to class rules.

Notes Before Lesson 54

In the previous lessons, we learned how to divide words into syllables by sounding out. Another way that readers make long words easy to sound out and spell is by looking for suffixes and prefixes—these are “chunks” that have meanings and help us to understand the meanings of longer words.

Already, you have practiced adding endings such as **s**, apostrophe **s**, **ed**, **ing** to words. These endings are called “inflectional morphemes.” They do not create whole new words but rather add something to the meaning of the word to which they are attached. For instance, in using the word “help,” we would say, “Fran **helps**, Sid **helped**, and the class is **helping**.” In the dictionary, “helps,” “helped,” and “helping” are included in the entry for the verb “help”—they do not get their own entries.

Starting in Lesson 44 (and then in other lessons where we are working with prefixes and suffixes), students will be looking at morphemes (prefixes and suffixes) that change the meaning of words: for example, the root word “help” has a *changed* meaning when we add morphemes, as in **helplessness**, and **unhelpful**. There is a big difference between “careful” and “careless”!

Learning how to use and spell common prefixes and suffixes makes reading and writing easier. Just as a student who can divide words into syllable beats will be able to read and write them more easily, a student who can spot prefixes and suffixes will find words easier to read, write, and understand because the student is breaking down the word into manageable chunks.

When working on a lesson that is about prefixes and suffixes, you and the student take a break from learning new spelling patterns that make syllable sounds, because the prefixes and suffixes are featured only after those spellings already have been taught.

Thus, these lessons are a chance for students to spread their wings and read and write longer words with the spelling patterns they know and to think about meaning and vocabulary.

Some students might find it fun to see how common these prefixes and suffixes are by highlighting them in a random page from a newspaper. Moreover, this is a time to discuss words that you and your student find interesting by looking up definitions and talking about them.

LESSON 54

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

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

New material:

Common prefixes and suffixes

Explain: Another way to look at words is by breaking them into meaningful chunks. All words have a “root” part of the word and many words have prefixes that come before the root or suffixes that come after the root. Knowing the meaning of prefixes as suffixes helps us understand the meaning of the word. For example, if you know that “dis” means “not” or “opposite,” and then you see the word “distrust,” you know that “distrust” means *not* trusting.

Oral discussion of common prefixes and suffixes

Discuss the meanings of the following prefixes and ask your student to brainstorm words that could start with the prefix. In this oral brainstorming, all words and ideas are fair game—we do not need to limit ourselves to what we can read or spell. Think of ways that you can suggest words with clues or pantomime.

Prefixes to discuss and brainstorm:

un (meaning not): unfair, unlike, unhelpful, ungraded, unskilled,

unkind

mis (meaning ill or wrongly): mistake, misplaced, misspelled,
misbehave

dis (meaning opposite or reverse): distrust, disturb, disagree,
dislike dishonest, disprove

sub (meaning underneath or lower): subtract, subtitle, subway,
submerge

in (meaning in, on, or not): inquest, invent, invest, invoke, intake
invalid, inept

out (meaning better or greater): outgrow, outdo, outnumber,
outplay

trans (meaning go across or beyond, change): transform,
transfer, transmit

Suffixes to discuss and brainstorm:

-ish (meaning something like, making an adjective out of a noun):
childish, grayish, boyish, sweetish

-ness (meaning having the quality of): goodness, softness,
greatness, playfulness, rudeness

-less (meaning without): helpless, tireless, friendless, selfless

-ment (meaning something resulting from an action): investment,
shipment, entertainment, agreement

*Words to read and write with prefixes **un**, **mis**, and **dis**:*

**unzip unfit undo unfelt unsafe unkind misprint mishap
mistrust mistake misspell misfit misled distrust disgust
disinfect distract dislike**

*Words to read and write with prefixes **sub**, **in**, **trans**, and **out**:*

**subtract sublet subtest subsist subside insist infect
inject influx intact intend inside outrun outspend outran
outlast outdo outline transmit transact transplant
translate**

*Words to read and write with suffixes **-ish**, **-ness**, and **-less**:*

**impish ticklish selfish gladness promptness sadness
goodness helpless strapless childish useless blameless
nameless timeless homeless**

*Words to read and write with suffixes **-ment** and **-ful**:*

**fragment segment pavement figment shipment helpful
wishful handful skillful**

*Two-syllable words with silent **e**:*

**pancake sunshine milkshake tadpole compute
landslide confide basement umpire stockpile excuse
springtime update smokestack volume**

Explain: We can now use the prefixes and suffixes we already know to make longer words. Let's review the suffixes and prefixes we have studied and write some big words on the dry-erase board.

prefix

root

suffix

un	time take care	-ment
dis	tire pave late	-ful
mis	line tune wire	-less
up	close like rode	-ness
trans	taste late state	-ed/ing
out	spoke rude shape	-ish
	side child climb	
	mind hope home	
	blind find hold	
	most plant scribe	

(Possible responses: wireless, tuneful, wasteful, pavement, translate, translated, mistake, tireless, carefulness, timeless, distaste, distasteful, unbaked, statement, outlined)

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:

house, **anyone**, **someday**⁵⁴

Have the student read:

Pat **knew** that it **was** unsafe **to** ride **a** bike **without** **a** helmet.

While I **was** at Meg's **house** with my dog Fritz, Fritz snuck **away** and made **a** colossal mess in **their** basement.

⁵⁴ **house**: h is decodable; s is decodable; **ou** will be decodable in Lesson 83

anyone and **someday**: "any" and "some" were previously taught; **day** will become decodable in Lesson 67

Many things that we use in our lifetimes pollute our planet. People should strive to use less of these things.

In our basement, we do not have rags with gas on them because rags with gas can ignite and explode when they get too hot.

In June, I hope to drink many milkshakes while I sit outside in the sunshine.

Mom dislikes it when people make excuses for not putting their things away.

The man felt helpless and inept. He had not intended to let the cat out and now was not skilled at getting her to come back in.

Our address was misspelled, and thus our shipment was lost in transit for nine days.

Have the student write from your dictation:

Someday we will drive to see the campsite by the lake.

Many women confide in Pam because they know she will not share their problems with anyone.

While the rest of us are huffing and puffing, Jan outlasts us all and sprints to the finish.

The children gazed at the brave women who swung on the trapeze.

In the spring we will transplant the shrub to a spot that gets more sun.

Choose any of the stories in [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

Student View

prefix

root

suffix

un	time take care	-ment
dis	tire pave late line tune wire	-ful
mis	close like rode taste late state	-less
up	spoke rude shape side child climb	-ness
trans	mind hope home blind find hold	-ed/ing
out	most plant scribe	-ish

pancake sunshine milkshake tadpole
compute landslide confide basement umpire
stockpile excuse springtime update smokestack
volume

house

anyone

someday

Student View

Pat knew that it was unsafe to ride a bike without a helmet.

While I was at Meg's house with my dog Fritz, Fritz snuck away and made a colossal mess in their basement.

Many things that we use in our lifetimes pollute our planet. People should strive to use less of these things.

In our basement, we do not have rags with gas on them because rags with gas can ignite and explode when they get too hot.

In June, I hope to drink many milkshakes while I sit outside in the sunshine.

Mom dislikes it when people make excuses for not putting their things away.

LESSON 55

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

New material: Spelling rule with **-ve** and **-se**

Explain that no English word ends in **v**. Thus, a **silent e** appears at the end of **v** words. Sometimes the vowel stays short (give); sometimes the vowel changes sound (move or love); and sometimes the vowel is long (brave).

Words to read and write:

move prove live give love glove have shave brave thrive drive strive strove hive stove grave shove shovel solve involve
--

Explain that sometimes words that end -se have long vowel sounds as we would expect from a “magic **e**” pattern (“close,” “rise,” “use,” and “base”). But sometimes a **silent e** appears at the end of words with short vowel sounds, as in “dense.” You can point out that this **silent e** helps us to understand that the word is not a plural (as in “dens”) but a different word that happens to be spelled with an **s** at the end. You will also notice that words that end in **se** have the first sound (s) not the second sound (z) of **s**.

Words to read and write:

rinse pulse sense tense dense else expense lapse intense

Introduce the new high high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

give, love, glove, dove, move, prove, shove, live (short “i” sound)⁵⁵

Have the student read:

Sometimes there are live (long “i” sound) crabs in the tank for sale.

Kevin thinks that his pulse is running fast, so he checks it.

Sam lives (short “i” sound) with five cats in a snug cabin. His vet bills are often a big expense.

Beth loves tales that have to do with vampires.

The teacher solved the problem of too much chatting in class by requesting that classmates move their desks away from pals they were tempted to chat with.

⁵⁵ In all these -ve words, the consonants are decodable; o makes the short “u” sound in “glove, dove, love,” etc. but the “oo” sound in “move” and “prove”

Have the student write from your dictation:

Mike will help Sam move his stuff to his new home.

Zack gave his dogs some chips but would not give any to me! What a rude thing.

The last quiz proved that Sal can subtract well, but he still does not love doing math.

My dad saved his old glove from when he was a boy to give to me.

Gwen gave the pan a quick rinse before putting it on the stove.

Max felt intense gladness when his cat came back inside after having been out for two whole days.

Choose any of the stories in [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

Student View

move prove live give love glove have shave
brave thrive drive strive strove hive stove
grave shove shovel

give, love, glove, dove, move, prove, shove, live

Sometimes there are live crabs in the tank for sale.

Kevin thinks that his pulse is running fast, so he checks it.

Sam lives with five cats in a snug cabin. His vet bills are often a big expense.

Beth loves tales that have to do with vampires.

The teacher solved the problem of too much chatting in class by requesting that classmates move their desks away from pals they were tempted to chat with.

LESSON 56

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

New material: Open and closed syllables

Your student has just learned that the **silent e** changes the vowel to its long sound where the vowel says its name. The vowel also most often says its name in “open” syllables. An “open” syllable ends with a vowel, whereas a “closed” syllable ends with one or more consonants. So far we have mostly been working with “closed” syllables.

Compare closed and open syllables:

bet	be
wet	we
met	me
hot	ho
got	go
it	l
sod	so
job	Jo
pot	po
hit	hi
pup	pu
stud	stu
rat	ra

When a word has only one consonant between two vowels, the first syllable is most likely (about 75% likely) to end with an open vowel. When reading a word we don't know, we should first try to

break up the word making the first syllable open. See examples below:

taken: ta ken

climax: cli max

bacon: ba con

Steven: Ste ven

Mavis: Ma vis

When there are two consonants between the vowels, blends may be sticking together in such a way that the first syllable still remains open and the vowel makes its long sound. (Thus it's not prog/ram, but pro/gram, and it's not frag/rant, but fra/grant. Sounding out words with open syllables will be quite challenging at first but will get easier with time and practice reading and writing these words.

Read and write more words that begin with an open syllable:

basic pretend begin stupid humid stolen music locust open raven focus relax crisis virus secret student broken prevent bonus moment even protect program dilute digress evil trident fragrant frequent

In a much smaller percentage of words (about 25%) in which there is a single consonant between the vowels, the first syllable will be closed and short in sound:

seven: sev en

robin: rob in

Alan: Al an

habit: hab it

limit: lim it

Read and write words that begin with a closed syllable:

finish blemish panic static driven model devil chisel

Read and write words that end with an open syllable:

**hippo tempo banjo bingo condo menu Wi-Fi
oregano gizmo casino mosquito (i has the
long “e” sound) broccoli (i has the long “e”
sound) Mexico hello also solo tofu**

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:

poor, door, floor⁵⁶

Have the student read:

Bill likes an up-tempo tune to jog with.

The climax of the tale was when the poor student’s bike was stolen.

JoJo pretended that a lack of bacon with her pancakes was a crisis. “Is there no more bacon?” she asked with a fake sob.

The student opened the test. She was glad to find that Ms. Liz had put a bonus problem at the end.

⁵⁶ poor, door, and floor: p, d, and fl are decodable; oor making the “or” sound is irregular

Lucas likes tofu, Rachel likes chicken, and I like both chicken and tofu.

Mopping the floor was a frequent task because of the pup and her messes.

One method of preventing wild fires is to dispose of any brush that sits close to homes, sheds, or cabins.

Have the student write from your dictation:

“Pick up your pens, open your vocab quiz, and begin,” Ms. Novak said.

Music helps pass the time while Ed bakes the cupcakes.

Crickets and locusts make music that LuAnn likes.

Simon told me a secret.

In the pandemic, people were told to isolate indoors if they had been exposed to the virus.

The moment he opened the door, Gil saw the big box of frosted donuts on the teacher's desk.

Review the three syllable types your student now knows:

Closed: The vowel is “closed off” with a consonant and makes its short sound, as in “rat.”

Open: The vowel is not “closed off” and makes its long sound as in “be.”

Silent e: The vowel makes its long sound (says its name) when it is followed by a consonant and a **silent e** as in “bake.”

With your help, the student can count the syllables and identify the syllable types in the following words: isolate, absolute, populist, stimulus, daffodil, coconut, pretending, relocate.

i so late	(open, open, silent e)
ab so lute	(closed, open, silent e)
pop u list	(closed, open, closed)
stim u lus	(closed, open, closed)
daff o dil	(closed, open, closed)
co co nut	(open, open, closed)
pre tend ing	(open, closed, closed)
re lo cate	(open, open, silent e)
de fined	(open, silent e)
sev en	(closed, closed)
e lev en	(open, closed, closed)

Use the whiteboard to show how to write a multisyllable word from dictation. First, the student will say the word and count the syllables. For example, the word “un/pro/grammed” has three beats or syllables.

The student will draw three lines on the whiteboard, one for each beat:

Then, the student will write in each syllable, knowing that each space has a vowel (or a vowel with **silent e**):

un pro grammed

post pone ment

dip lo mat ic

sulked

sev en

de men ted

ro man tic

Choose any of the stories in [**Group 2 \(Silent-E Stories\)**](#) or [**Group 1 \(Short-Syllable Stories\)**](#) for a “triple read.”

Student View

bet	be
wet	we
met	me
hot	ho
got	go
it	I
sod	so
job	Jo
pot	po
hit	hi
pup	pu
stud	stu
rat	ra

basic pretend begin stupid humid stolen music
locust open radon favor raven focus relax
crisis virus secret student broken putrid bonus
moment even protect program dilute digress
evil trident fragrant frequent

finish blemish panic static driven model devil
chisel

Student View

hippo tempo banjo bingo condo menu Wi-Fi
gizmo casino mosquito broccoli Mexico hello
also tofu

poor door floor

Bill likes an up-tempo tune to jog with.

The climax of the tale was when the poor student's bike was stolen.

JoJo pretended that a lack of bacon with her pancakes was a crisis. "Is there no more bacon?" she asked with a fake sob.

The student opened the test. She was glad to find that Ms. Liz had put a bonus problem at the end.

Mopping the floor was a frequent task because of the pup and her messes.

Student View

One method of preventing wild fires is to dispose of any brush that sits close to homes, sheds, or cabins.

Lucas likes tofu, Rachel likes chicken, and I like both chicken and tofu.

Notes Before Lesson 57

This lesson is for you, the tutor, not for the student! Here's why: As you move forward into multisyllable words, you will need to be more aware of the schwa and how accented and unaccented syllables are pronounced. In unaccented syllables, the vowels will not be pronounced as expected. These "schwa syllables" often make a soft "uh" or "ih" sound. Before (or during) tutoring, I often want to look up words when I am not sure how the word is pronounced, how many syllables there are, and which syllable gets the accent. Dictionary.com makes this easy to do. It provides an audio recording pronouncing the word and it transcribes the word to indicate how the syllables are pronounced.

Here are some examples from Dictionary.com. The accented syllables appear in bold:

banana buh-**nan**-uh
resentment ri-**zent**-muhnt
patio **pat**-ee-oh
enrichment en-**rich**-muhnt
violin vahy-uh-**lin**
radio **rey**-dee-oh
Ohio oh-**hahy**-oh

Accented syllables can be sounded out easily. The nan in banana rhymes with can. The lin in violin rhymes with pin. The zent in resentment rhymes with bent. The hahy in Ohio rhymes with I. As in the early lessons, students can spell these syllables by "using their ears."

Unaccented syllables are different. They are swallowed when we speak, and they are often not spelled the way we would expect by listening to the word; instead they most often make an "uh" or "ih" sound.

The letter **i** is particularly weird. In unaccented syllables, it sometimes has the short “i” sound, the “uh” sound, or even the long “e” sound as in “radio” and “patio.” Right now, we are excluding words where **i** makes a long “e” sound, but they will be taught later in Lesson 95.

When working on spelling long words, you can recognize the sophisticated choices students are having to make. You can sympathize with them about the fact that in English, spelling errors are inevitable because in English there are different spellings for the same sounds and because we “swallow” many sounds in words. A student who has misspelled “experiment” may like to hear something like, “Yeah, I hear it like ‘mint’ too! But, in this case, it is spelled ‘ment’ like all those other words we have seen with ‘ment.’” The message to the student is: I’m not frightened by these weird and annoying unaccented syllables, and you don’t need to be either.

I like to remember, too, that my goal is not coaching the student to become a champion speller (though good spelling is great). My main goal is making reading more effortless. All the reading, spelling, and writing from dictation we are doing together is helping to achieve this goal.

LESSON 57

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

*New material: **a** as an open syllables that make a schwa sound*

***a** as an open syllable followed by **r** which making the “air” sound as in “parent”*

Explain that **a** as an unaccented first or final open syllable makes the schwa “uh” sound. (Thus, in words like “April” or “acorn” the **a** is the accented syllable and the **a** says its name, but in many words the **a** is not accented and says “uh.”)

Words to read and write:

**ago across awake adopt aside awoke adept alone
assist attend attract across abrupt alike amiss Atlanta
attack arrest panda cobra soda zebra extra yucca gala
sofa along tuna tuba umbrella granola China arena**

Explain that unaccented open syllables in the middle of words make the schwa “ih” or “uh” sound. Below, accented syllables appears in all caps and schwas appear in blue:

difficult maximum catalog optimist manifest radical

Words to read and write:

**hesitant musical critical radical president difficult
optimist catalog minimum benefit exhibit (silent h)
confident Mexico oregano ethical**

Explain the when a is followed by r in an open syllable it makes the “air” sound.

Words to read and write:

parent arid carrot parrot

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:

week, month, year⁵⁷

Have the student read:

Dr. Rona was awakened by a call. It was her week to be on call at the clinic.

Amanda loves to drink soda, and Coke is the soda she drinks most. Did you know that Coca-Cola is based in Atlanta?

Linda is in the band this year. She is glad that there is an extra tuba at school as it would be quite difficult to bring along her big tuba on her long walk to school.

Last month Franklin adopted two kittens. He adopted two so that no kitten would be left alone when he was not at home.

Have the student write from your dictation:

⁵⁷ **week:** w and k are decodable; **ee** making the long “e” sound will be decodable in Lesson 69

month: m is decodable; o making the short “u” sound is irregular; **nth** is decodable

year: y is decodable; **ea** making the long “e” sound will be decodable in Lesson 68; r is decodable

Sandra said to Tim, “Aside from me, who is your best pal?”

Donna made herself a tuna sandwich after school.

Gil was upset that he had not finished the test. When Ms. Ko saw that something was amiss she asked if Gil wanted extra time.

Drake is a good student, but this year he planned to do the maximum to improve his grades.

A week ago Jen texted Sal about the project, but Sal has not yet responded.

Student View

ago across awake adopt aside awoke adept
alone assist attend attract across abrupt alike
amiss Atlanta attack arrest panda cobra soda
zebra extra yucca gala sofa along tuna tuba
umbrella granola China arena

hesitant musical critical radical president difficult
optimist catalog minimum benefit exhibit (silent
h) confident Mexico oregano ethical

week

month

year

Dr. Rona was awakened by a call. It was her week to be on call at the clinic.

Amanda loves to drink soda, and Coke is the soda she drinks most. Did you know that Coca-Cola is based in Atlanta?

Linda is in the band this year. She is glad that there is an extra tuba at school as it would be quite difficult

Student View

to bring along her big tuba on her long walk to school.

Last month Franklin adopted two kittens. He adopted two so that no kitten would be left alone when he was not at home.

LESSON 58

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

New material: Spelling rules about when to double consonants before endings, such as **ing**, **en**, and **est**

The suffix **ing** ends many words, creating a present participle. To keep the vowel sound short, you must double the consonant between the vowel and the **ing** ending.

Examples:

swim/swimming

sip/sipping

flip/flipping

spit/spitting

bat/batting

grip/gripping

pit/pitting

plan/planning

In a word that has two consonants before the **ing** you do not need to double the consonant.

Examples:

sift/sifting

toss/tossing

sing/singing

craft/crafting

drink/drinking

text/texting

In a word that has a **silent e** and a long vowel sound, the **silent e** is dropped.

Examples:

bake/baking

tube/tubing

strike/striking

flake/flaking

hope/hoping

compete/competing

fabricate/fabricating

The suffix **en** is used to make a past participle for many irregular verbs (verbs that do not simply use the ending **ed** to make the past participle).

Examples:

bit/bitten	strike/stricken
hide/hidden	spoke/spoken
drive/driven	take/taken

The suffix **est** makes an adjective a “superlative” (meaning “the most”). To keep the vowel sound short, the last consonant is doubled if the word ends in a single consonant.

Examples:

fat/fattest	wet/wettest
big/biggest	sad/saddest

In words with two or more final consonants, no doubling is needed.

Examples:

dumb/dumbest	slick/slickest
soft/softest	fast/fastest

In words with long vowels, no doubling is needed.

Examples:

brave/bravest	fine/finest
rude/rudest	safe/safest
late/latest	

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:

father, daughter⁵⁸

Have the student read:

The father and daughter went running and swimming. They wanted to be at their fittest.

That is the saddest looking dog. I think he wants his bone back.

The gang went tubing and had a full day of sun and fun.

Sandra's daughter is competing in a diving contest, so Sandra is making the long drive to Cleveland to see it.

JoJo's pal is moving to Sacramento in June of this year.

Have the student write from your dictation:

I said to my father, "I am loving this sandwich."

Pam has the softest kitten!

That is the wettest dog! Do not let him in or we will be mopping up a big mess.

We are planning the most fun trip next month—a trip to the Grand Canyon.

⁵⁸**father:** f is decodable; a making the "ah" sound is irregular; th is decodable; er will be decodable in Lesson 75
daughter: d is decodable; augh making the "ah" sound will be decodable in Lesson 118; t is decodable; er will be decodable in Lesson 75

The swimming class is ten weeks long.

Choose any of the stories in [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

Student View

swim/swimming
flip/flipping
bat/batting
pit/pitting

sip/sipping
spit/spitting
grip/gripping
plan/planning

sift/sifting
sing/singing
drink/drinking

toss/tossing
craft/crafting
text/texting

bake/baking
strike/striking
hope/hoping

tube/tubing
flake/flaking
compete/competing

dumb/dumbest
soft/softest

slick/slickest
fast/fastest

brave/bravest
rude/rudest
late/latest

fine/finest
safe/safest

Student View

father

daughter

The father and daughter went running and swimming. They wanted to be at their fittest.

That is the saddest looking dog. I think he wants his bone back.

The gang went tubing and had a full day of sun and fun.

Sandra's daughter is competing in a diving contest, so Sandra is making the long drive to Cleveland to see it.

JoJo's pal is moving to Sacramento in June of this year.

LESSON 59

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

New material: Words with vowels next to each other acting independently

Explain to the student that in future lessons we will learn about vowel teams where two vowels stand next to each other and make one sound. But in this lesson we are reading and writing words where an open vowel is followed by a syllable that begins with a vowel. The syllables act on their own and have their own “beats.” [These syllables are called “split vowel teams” if you want to look up discussions of them on the internet.]

Words to read and write:

video	cameo	neon	quiet	Ohio	violins	poems	fluid	riots
bionic	create	actual	(“tu” has a “shu” sound)			trial	vial	client
eons	museum	idea	being					

Use the whiteboards to divide some of the above words into syllables. Remind the student to say the word first, count the syllable beats, and then draw the number of lines needed for the word.

_____	_____	_____
<u>vid</u>	<u>e</u>	<u>o</u>

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:

done, gone, none⁵⁹

Have the student read:

Drinking lots of fluids before you go on a run is supposed to be a good thing.

I think Stan has gone to Cleveland, Ohio, for a quick hello to his mom and to pick up his video equipment.

When you are done making that racket, could we have some quiet, so I can finish my math?

Lois's dad is French and her mom is from Mexico. Lois is fluent in French, Spanish, and English!

"You all have had half of the cupcakes, and I have had none, and now you are grabbing more? This is creating a problem for me," Alex said.

Have the student write from your dictation:

There was a note on the door that said "Gone Fishing," so I think none of the people are there. I do not know if actual fishing is happening.

Zack loves the violin, Frank loves the flute, and Zeke likes to sing.

That man is on trial for theft. He is the client of Mr. Sanchez who is defending him.

⁵⁹ **done** and **none**: **d** and **n** are decodable; **o-consonant-e** making the short "u" sound is irregular
gone: **g** and **n** are decodable; **o-consonant-e** making the short "o" sound (as in "pond") is irregular

What have you done with all the plastic lions and zebras I put on that shelf?

Choose any of the stories in [**Group 2 \(Silent-E Stories\)**](#) or [**Group 1 \(Short-Syllable Stories\)**](#) for a “triple read.”

Student View

video cameo neon quiet Ohio violins poems
fluid riots bionic create actual (has a “chu”
sound) trial vial client eons museum idea
being

done gone none

Drinking lots of fluids before you go on a run is supposed to be a good thing.

I think Stan has gone to Cleveland, Ohio, for a quick hello to his mom and to pick up his video equipment.

When you are done making that racket, could we have some quiet, so I can finish my math?

Lois’s dad is French and her mom is from Mexico. Lois is fluent in French, Spanish, and English!

“You all have had half of the cupcakes, and I have had none, and now you are grabbing more? This is creating a problem for me,” Alex said.

LESSON 60

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

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:

ph (as in “phone”)

Explain that **ph** can be found in the beginning, middle, and end of words.

Words to read and write:

phone dolphin Phil photograph graphite Phillip elephant prophet phrase phase sophisticated triumph emphasize emphasis
--

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:

tomorrow, friend⁶⁰

Have the student read:

Ralph looked at the pamphlet and gave it to his friend Phil.

⁶⁰ **tomorrow**: **t** is decodable; **o** making the “oo” sound is irregular; **m** is decodable; **or** making the “ar” sound is irregular; **r** is decodable; **ow** will be decodable in Lesson 82

friend: **fr** is decodable; **ie** making the short “e” sound is irregular; **nd** is decodable

Phil saw the photographs of dolphins jumping and doing tricks and said, “Yes, we should get tickets and go tomorrow.”

There is a wise phrase, “Do not put off until tomorrow those things you can do today.”

My friend Beth crossed the finish line with a triumphant smile. She knew that she was now the fastest girl in our class.

Have the student write from your dictation:

My friend Jill had a problem in math class where she had to make graphs.

Sometimes it takes only a moment to know that people will be friends.

Ralph’s best friend moved away, but they are still close and chat by phone.

Choose any of the stories in [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

Student View

phone dolphin Phil photograph graphite Phillip
elephant prophet phrase phase sophisticated
triumph

tomorrow

friend

Ralph looked at the pamphlet and gave it to his friend Phil.

Phil saw the photographs of dolphins jumping and doing tricks and said, “Yes, we should get tickets and go tomorrow.”

There is a wise phrase, “Do not put off until tomorrow those things you can do today.”

My friend Beth crossed the finish line with a triumphant smile. She knew that she was now the fastest girl in our class.

LESSON 61

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

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:

kn (as in “knife”)

Words to read and write:

knife knapsack knit knock knob knack

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:

laugh, through⁶¹

Have the student read:

Rob has quite a knack for taking good photos.

A handknit hat is a good gift but takes a long time to make.

Ralph fell over when Kim knocked into him, and the whole class laughed.

We told Ralph that we knew he was fine and laughed just because he and Kim looked so panicked.

⁶¹ **laugh**: l is decodable; **au** making the short “a” sound is irregular; **gh** making the “f” sound is irregular in these lessons (though it occurs in other words like “rough”)

through: **thr** is decodable; **ough** making the “oo” sound (as in “boom”) is irregular

I put my lunch in my knapsack for a picnic by the pond.

Have the student write from your dictation:

The knobs on the old cabinet were made of cut glass.

Pam was asking, "Can you see me through this knothole?"

The knife cut through the big ham with no problem.

She concluded that Phil was telling so many jokes because he loves making his friends laugh.

Choose any of the stories in [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a "triple read."

Student View

knife knapsack knit knock knob knack

laugh

through

Rob has quite a knack for taking good photos.

A handknit hat is a good gift but takes a long time to make.

Ralph fell over when Kim knocked into him, and the whole class laughed.

We told Ralph that we knew he was fine and laughed just because he and Kim looked so panicked.

I put my lunch in my knapsack for a picnic by the pond.

LESSON 62

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

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:

wr (which makes the “r” sound as in “write”)

Words to read and write:

wrap written write wring wreck wrist wrong wren
--

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:

always, group⁶²

Have the student read:

When wrapping presents, Robin always writes tags, so the gifts do not go to the wrong people.

Helen wrote a thank-you note to Gran. Gran loves getting notes and always writes back.

Because I twisted my wrist, let us not shake hands.

⁶² **always:** al is decodable; w is decodable; ay will be decodable in Lesson 67, s is decodable
group: g, r, and p are decodable; ou will be decodable in Lesson 112

Phillip's group was tasked with making a list of items the students would require to complete the craft project.

Have the student write from your dictation:

Texting friends is also writing.

Ms. Fran said, "When you write, you get to think through what is in your mind."

Bob knew that his mom was upset when he saw her wring her hands.

Beth felt that she had too many group chats on her phone. She was getting confused.

Winifred thinks that handwritten thank you notes are splendid to get, so she writes them for her pals.

Choose any of the stories in [Group 3 \(Open-and-Closed-Syllable Stories\)](#), [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a "triple read."

Student View

wrap written write wring wreck wrist wrong
wren

always

group

When wrapping presents, Robin always writes tags, so the gifts do not go to the wrong people.

Helen wrote a thank-you note to Gran. Gran loves getting notes and always writes back.

Because I twisted my wrist, let us not shake hands.

LESSON 63

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

New material: Common endings or suffixes

Explain that prefixes and suffixes are common endings and beginnings that create new words with new meanings.

Explain that the base word “help” changes dramatically when it becomes “helpless” and less dramatically when it becomes “helpful.” There is a huge difference between “careless” and “careful”!

ful (meaning: full of, as in “helpful”)

careful helpful wasteful tasteful wishful skillful wishful

ness (meaning: state of being, as in “goodness”)

**goodness kindness richness sickness crispness
softness illness witness**

less (meaning: without, as in “childless”)

careless helpless homeless reckless hopeless strapless

en (meaning: made of, as in “golden” or when an adjective such as “thick” becomes a verb, as in “thicken”)

rotten waxen sunken thicken sadden widen soften

ic (meaning: related to, as in “fantastic”)

tropic classic frantic problematic comic heroic

al (pronounced “ul” and meaning: related to, as in “global”)
brutal pivotal metal parental local fatal legal

ical (meaning: related to, as in “musical”)
radical medical pivotal whimsical musical classical
critical optical critical

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:

though, although⁶³

Have the student read:

“Even though I am not as old as you, I can still be helpful with the big lunch,” my sis said.

The man had been homeless for a long time.

Although some would say that the day was a bit cold, Gram chose to host the lunch outside.

The kindness of the girl impressed the old woman who had seen some careless children in her day.

Have the student write from your dictation:

The boy could be reckless when he was having fun.

⁶³ **though** and **although**: **th** is decodable; **ough** making the long “o” sound is irregular; **al** is decodable

The man had spoken to the children about how to make useful boxes.

Although the cake looked good, it was old and rotten inside!

I was tempted to take a look at the bike for sale even though my bike still rides well.

More phrases to read or write from dictation:

a medical problem

a pivotal moment

a radical act of kindness

a broken metal lock

an amazing likeness

a sudden sickness

an optical trick

wishful thinking

his fundamental goodness

a comic novel

Choose any of the stories in [Group 3 \(Open-and-Closed-Syllable Stories\)](#), [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

Student View

ful (meaning: full of, as in “helpful”)
careful helpful wasteful tasteful wishful skillful
wishful

ness (meaning: state of being, as in “goodness”)
goodness kindness richness sickness crispness
softness illness witness

less (meaning: without, as in “childless”)
careless helpless
homeless reckless hopeless strapless

en (meaning: made of, as in “golden” or when an
adjective such as “thick” becomes a verb, as in
“thicken”)
rotten waxen sunken thicken sadden widen
soften

ic (meaning: related to, as in “fantastic”)
tropic classic frantic problematic comic heroic

al (pronounced “ul” and meaning: related to, as in
“global”)
brutal pivotal metal parental local fatal legal

Student View

ical (meaning: related to, as in “musical”)
radical medical pivotal whimsical musical
classical critical optical critical

though although

“Even though I am not as old as you, I can still be helpful with the big lunch,” my sis said.

The man had been homeless for a long time.

Although some would say that the day was a bit cold, Gram chose to host the lunch outside.

The kindness of the girl impressed the old woman who had seen some careless children in her day.

a medical problem	a pivotal moment
a radical act of kindness	a broken metal lock
an amazing likeness	a sudden sickness
an optical trick	wishful thinking
his fundamental goodness	a comic novel

LESSON 64

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

New material: Common prefixes

Pronounce the following common prefixes with your student and discuss their meanings:

un (meaning not, as in “unskilled”)
**unwell undo undress unfinished unlike unkind unhelpful
unprovoked unpunished undetected**

dis (meaning not or away, as in “dismiss”)
**distract discredit dislike dispose distinct distant
disintegrate disconnect**

de (meaning off, away, or opposite as in “defend” or “decode”)
**demand decline destruct depressed despite developed
desegregate defendant degrade defund devise delete
detested**

re (meaning back or again as in “redo”)
**remind reflex refresh response respond represent regret
resist restrict respectful redistribute reflect revise
remake rethink revere**

pre (meaning before as in “prepare”)
**pretend predict prevent predate predestined prefabricate
presold**

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, drew⁶⁴

Have the student read:

On the long walk home, the man reflected on a few of the distressing events of his day.

Ms. Jones reminded me that I was not supposed to talk with my friends while we were still in class.

The cat knocked a drinking glass onto the floor. Sam was careful when disposing of all the broken bits of glass left behind.

Sal picked up his pen and drew Leon's new kitten.

My sis asked, "Is my humming distracting you?"

Have the student write from your dictation:

The teacher was thinking all day about a new project for the class.

No one could detect who was behind the prank, and so he or she got away with it and was unpunished.

Sara was absent just a few times, and she tended to arrive to class on time.

⁶⁴new, few, and drew: n, f, and dr are decodable; ew making the "oo" sound will be decodable in Lesson 110

Stan drew a line in the sand to indicate where home base could be.

More phrases to read or write from dictation:

an unintended insult
a shocking development
an unprovoked tantrum
a refreshing and candid talk

a disconnected wire
devising a reckless prank
a distressing problem
lots of prefixes

Choose any of the stories in [Group 3 \(Open-and-Closed-Syllable Stories\)](#), [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

Student View

un (meaning not, as in “unskilled”)
unwell until undo undress unfinished unlike unkind
unhelpful unprovoked unpunished undetected

dis (meaning not or away, as in “dismiss”)
distract discredit dislike dispose distinct distant
disintegrate disconnect

de (meaning off, away, or opposite as in “defend” or
“decode”)
demand decline destruct depressed despite
developed desegregate defendant degrade defund
devise delete detested

re (meaning back or again as in “redo”)
remind reflex refresh response respond represent
regret resist restrict respectful redistribute reflect
revise remake rethink revere

pre (meaning before as in “prepare”)
pretend predict prevent predate predestined
prefabricate presold

new few drew

On the long walk home, the man reflected on a few of the distressing events of his day.

Student View

Ms. Jones reminded me that I was not supposed to talk with my friends while we were still in class.

The cat knocked a drinking glass onto the floor. Sam was careful when disposing of all the broken bits of glass left behind.

Sal picked up his pen and drew Leon's new kitten.

My sis asked, "Is my humming distracting you?"

an unintended insult
a shocking development

an unprovoked tantrum
a refreshing and candid talk

a disconnected wire
devising a reckless
prank

a distressing problem
lots of prefixes

LESSON 65

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

New material: More common prefixes

Pronounce the following common prefixes with your student and discuss their meanings:

up (meaning up, as in “uphold”) **uptake uphill upstanding upgrade uprising upheld**

in (meaning in, into, or not, as in “inspect” and “insane”) **intake inmate inspire inside index intend insult**

ex (meaning out or out of, as in “exhale”) **exhibit exclude expand exist expired extreme extend**

post (meaning after) **postpone postscript postretirement postdate postgame postnatal**

pro (meaning forward) **promote protect profess provide propel prohibit provoke**

mis (meaning wrongly or falsely) **mistake misspell misled misfire misuse misbehave mistook misfit**

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:

sign, design, assign⁶⁵

Have the student read:

The kind woman forgot to invite her friend to the big lunch. She had not intended to exclude her pal, but, by mistake, she had.

I like when we are assigned group projects because I get to talk to more people in the class.

Daffodils and robins are signs of spring.

We walked uphill and huffed and puffed.

Even though Sal could upgrade his phone for the latest model, he concluded that his old phone was still just fine.

Rufus designed a pamphlet to promote an end of the year school picnic.

Have the student write from your dictation:

⁶⁵ **group:** **gr** is decodable; **ou** making the “oo” sound (as in “zoo”) will be decodable in Lesson 88; **p** is decodable; **sign:** **s** is decodable; **ign** making “ine” is irregular, though other words like “benign” and “assign” also have this pattern

Our group was looking to find the sign for the exit, so that we would be on time for the bus.

Is the milk expired or is it still fresh?

Ms. Smith wanted to talk to a group of us. She said that we were laughing and talking so much in class that it was distracting.

“How many of you have completed all of your assignments?” Ms. Smith asked.

The ad was designed to make the new product look useful.

Choose any of the stories in [Group 3 \(Open-and-Closed-Syllable Stories\)](#), [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

Student View

up (meaning up, as in “uphold”) uptake uphill
upstanding upgrade uprising upheld

in (meaning in, into, or not, as in “inspect” and “insane”)
intake inmate inspire inside index intend insult

ex (meaning out or out of, as in “exhale”)
exhibit exclude expand exist expired extreme extend

post (meaning after) postpone postscript
postretirement postdate postgame postnatal

pro (meaning forward) promote protect profess
provide propel prohibit provoke

mis (meaning wrongly or falsely) mistake misspell
misled misfire misuse misbehave mistook misfit

sign design assign

The kind woman forgot to invite her friend to the big lunch. She had not intended to exclude her pal, but, by mistake, she had.

I like group projects because I get to talk to more people in the class.

Daffodils and robins are signs of spring.

We walked uphill and huffed and puffed.

Even though Sal could upgrade his phone for the latest model, he concluded that his old phone was still just fine.

Big, Safe Words with Closed, Open, and Silent-E Syllables

Here are some big words that show us how far we have come! Do you and your student recognize the prefixes, suffixes, and syllable types in these long words? Pick some words to talk about and use together.

pretended, rejected, hopelessness, relocating,
resentment, protected, demented, projected,
distributing, retirement, presenting, placating,
evening, unprogrammed, postponement, enrichment,
implicated, recognized, enfranchise, fabricating,
inflating, landscaping, restricting, dislocate
salesmanship, tantalizing, contracted, establishment,
protagonist, antagonize, requirement, environment,
liquidated, invalidates, uncomplicated, metropolitan,
democratic, revolving, consolidated, unintimidated,
gratitude, solitude, disintegrating, accommodating,
eradicated, migrated, gravitates, opponent,

**Republican, Democrat, compensating, gamesmanship,
hospitalized, tranquilizes, unrecognized,
intoxicated, misrepresented, undiluted, mindfulness,
propagandize, prohibited, recultivating, Titanic,
stipulated, miscommunicated, pontificating,
episodes, Buffalo, dilapidated, paradise, parasite,
ventriloquist, aristocrat, microwaved**

LESSON 66

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

New material: The vowel team

Explain that when two (or more) vowels stand together to make one sound, we call it a vowel team.

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:

ai (which makes the long “a” sound, as in “rain”) and appears in the middle of words

Words to read and write:

mail pail tail fail wait nail snail stain claim waist plain explain contain complain detail remain maintain
--

Explain the concept of “homophones,” which are words that sound the same but have different spellings and meanings. Discuss the meanings of the following words:

mail/male fare/fair plain/plane tail/tale waist/waste main/mane pain/pane pail/pale
--

Explain that in words or syllables that end in **-air**, the vowel makes the “air” sound:

chair fair airplane stairs fair pair repair hair

Note: Spelling is now more difficult than in earlier lessons. The student needs to understand that spelling “mistakes” come with

the territory of more advanced phonics because now there are different spellings to represent the same sound. When students make mistakes that make sense in terms of phonics (for example, writing the word “claim” as “clame” or “snail” as “snale”), it is helpful to point out that their spellings make perfect sense for producing they want but is not how the dictionary has decided that we spell the word. You can also tell students that English, in comparison to some other languages, is known for its variety and complexity in spelling patterns.

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:

very⁶⁶

Have the student read:

If it rains again today, it will wreck my plans to set up my tent.

Bill made a very big claim. He said that at sunset we could take a walk and see snakes come through the grass and cross the pond.

Mr. Smith was waiting for me on the path. He let me stop, and I had some time to rest. Then he said, “Let us go and find your friends who are almost at the lake.”

Have the student write from your dictation:

Nat very much loves getting mail but does not like having to write back.

⁶⁶ **very**: **v** is decodable; **er** making the “air” sound will be decodable in Lesson 115; **y** making the long “e” sound is decodable in Lesson 88

Kate explained that you can use very plain fabric to make some good gifts.

Our mailman is almost always on time. I do not know how he does it.

*Choose any of the stories in **Group 3 (Open-and-Closed-Syllable Stories)**, **Group 2 (Silent-E Stories)** or **Group 1 (Short-Syllable Stories)** for a “triple read.”*

Student View

mail pail tail fail wait nail snail stain claim waist
plain explain contain complain detail remain
maintain

mail/male fare/fair plain/plane tail/tale waist/waste
main/mane pain/pane

chair fair airplane stairs fair pair repair hair

very

If it rains again today, it will wreck my plans to set up my tent.

Bill made a very big claim. He said that at sunset we could take a walk and see snakes come through the grass and cross the pond.

Mr. Smith was waiting for me on the path. He let me stop, and I had some time to rest. Then he said, "Let us go and find your friends who are almost at the lake."

LESSON 67

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

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:

ay (which makes the long “a” sound, as in “pay”) and appears at the end of words

Words to read and write:

pay may say tray play gray day spray stray Sunday today delay runway payment hairspray stingray betray payoff essay relay okay display playmate halfway
--

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:

every, everything, everyone⁶⁷

Have the student read:

Ned was a stray when we got him at two years old.

My dad said, “Quick! We have to train Ned so he will know how to play with kids and dogs.”

⁶⁷ **every**: **ev** is decodable; **er** will be decodable in Lesson 75; **y** making the long “e” sound will be decodable in Lesson 88; **thing** is decodable; “one” is an irregular word that has been previously taught

I like gray Sundays when everyone at my house gets to rest.

Have the student write from your dictation:

Meg said to Finn, "If I have to pay for everything that we are doing today, it is unfair."

A game of chess may take too long for everyone to play.

Sal takes the same train home every day.

Choose any of the stories in [Group 3 \(Open-and-Closed-Syllable Stories\)](#), [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a "triple read."

Student View

pay may say tray play gray day spray stray
Sunday today delay runway payment hairspray
stingray betray payoff essay relay okay display
playmate halfway

every everything everyone

Ned was a stray when we got him at two years old.

My dad said, "Quick! We have to train Ned so he will know how to play with kids and dogs."

I like gray Sundays when everyone at my house gets to rest.

LESSON 68

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

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:

ea (which makes the long “e” sound, as in “eat”)

Words to read and write:

**team meat eat meal dream cream steal read beat leaf
beach seal cheat weak please plea squeal flea reason
reveal backseat cheapest defeat mealtime meaningful
mainstream mislead peacock**

Explain that in words or syllables with **-ear** the long “e” sound is distorted by the r:

ear fear tear earbuds hear hearing clear near year

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:

word, world, work⁶⁸

Have the student read:

When May comes each year, we dream about long days at the beach and taking off from work.

⁶⁸ **word, world, work:** **wor**, which has the “er” sound as in “fern,” will be decodable in Lesson 105; the final consonants of “word,” “world,” and “work” are decodable

**“If you do not eat your meal, then we will not go for a treat,”
said Gran.**

**For me, a rich cream milkshake is the best treat in the world,
but all Sam drinks is plain tea.**

**In Pat’s dream, she could play the flute and speak any
French word she wanted. It felt so real!**

The boy had eaten way too much cake and now felt sickened.

Have the student write from your dictation:

**“If you will not take your seats, how can we begin our play?” said
Ms. Kim.**

**I will not cheat on the test. If I do not pass, I know that Ms. Ko will
work with me on the math again.**

**“Please” is a very good word to use when you are asking
someone for help.**

**If someone says, “You are living in a dream world,” they may be
asking you to wake up to something real.**

Choose any of the stories in [Group 3 \(Open-and-Closed-Syllable Stories\)](#), [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

Student View

team meat eat meal dream cream steal read
beat leaf beach seal cheat weak please plea
squeal flea reason reveal backseat cheapest
defeat mealtime meaningful mainstream
mislead peacock

ear fear tear earbuds hear hearing clear

word world work

When May comes each year, we dream about long days at the beach.

“If you do not eat your meal, then we will not go for a treat,” said Gran.

For me, a rich cream milkshake is the best treat in the world, but all Sam drinks is plain tea.

In Pat’s dream, she could play the flute and speak any French word she wanted. It felt so real!

The boy had eaten way too much cake and now felt sickened.

LESSON 69

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

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:

ee (which makes the long “e” sound, as in “tree”)

Words to read and write:

street meet feet greet sheep free need freed fee bee sweet feel eel bleed coffee chimpanzee committee sleepless screenplay offscreen

Explain that in words or syllables with **-eer** the long “e” sound is distorted by the r and sounds like “ear”:

cheerful volunteer beer sheer peer peerless
--

Discuss the meanings of the homonyms below:

be/bee meet/meat see/sea beet/beat beech/beach peel/peal steel/steal

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:

ready, already, Dr.⁶⁹

Have the student read:

⁶⁹ **ready**: r is decodable; **ea** making the short “e” sound will be decodable in Lesson 116; **d** is decodable; **y** making the long “e” sound will be decodable in Lesson 88
already: **al** is decodable

The heat of the sun made the swim meet seem long.

“Excuse me, I did not mean to steal your seat when you got up to get coffee. Please feel free to take it back.”

The team had a big game. To stay in the running, they need to win today.

The words of Dr. King’s “I have a dream” speech inspire me every time I hear them.

To get ready for the holiday lunch, Jim chopped the salad and set out the plates, napkins, and utensils.

Have the student write from your dictation:

All the trees in the world help us to breathe fresh air.

“We have already had too many sweets,” Mom said when the tot asked for a treat.

Sheep graze on grass and seem without a care in the world.

Choose any of the stories in [Group 3 \(Open-and-Closed-Syllable Stories\)](#), [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

Student View

street meet feet greet sheep free need freed fee
bee sweet feel eel bleed coffee chimpanzee
committee sleepless screenplay offscreen

cheerful volunteer beer sheer peer peerless

be/bee meet/meat see/sea beet/beat beech/beach
peel/peal steel/steal

ready already

Dr.

The heat of the sun made the swim meet seem long.

“Excuse me, I did not mean to steal your seat when you got up to get coffee. Please feel free to take it back.”

The team had a big game. To stay in the running, they need to win today.

The words of Dr. King’s “I have a dream” speech inspire me every time I hear them.

Student View

To get ready for the holiday lunch, Jim chopped the salad and set out the plates, napkins, and utensils.

LESSON 70

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

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:

igh (which makes the long “i” sound, as in night)

Explain that in this pattern the consonants “g” and “h” are acting as part of a vowel team.

Words to read and write:

**nigh sigh high
fright fight night light slight
highest lightest might right tight knight
highlight nightmare delightful flashlight playwright
tightrope twilight nightclub highjack**

Discuss the meanings of the homonyms below:

**mind/mined night/knight right/write find/fined mite/might
wine/whine sighed/side hi/high**

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:

answer, question, tonight⁷⁰

⁷⁰ **answer:** **ans** is decodable; **w** is silent; **er** will be decodable in Lesson 75

question: **ques** is decodable; **tion** makes a “chin” or “chun” sound and will be decodable in Lesson 120

tonight: **t** is decodable; **o** (making the “oo” sound) is irregular; **night** is decodable

Have the student read:

Sal asked the question: “When is the best time to play hide and seek?”

Tim answered, “At night!”

Jim was right. I did not have the slightest excuse for stealing his ketchup.

Phil had a sleepless night. The film he saw right before going to bed gave him frightening dreams.

Have the student write from your dictation:

Many stray cats come out at night.

Bill has strong legs and can run up even the highest hills.

The tales the old woman told gave Kim a big fright.

My best pants have gotten too tight.

More sentences for practice:

Moms and dads do not like the sight of kids playing on phones and not answering their questions.

Tickets may sell out, so we should get them tonight.

Mr. Pete knew that his question did not have just one right answer.

We can use your phone to prepay for our meals.

Choose any of the stories in [Group 3 \(Open-and-Closed-Syllable Stories\)](#), [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

Student View

nigh sigh high
fright fight night light slight
highest lightest might right tight knight
highlight nightmare delightful flashlight playwright
tightrope twilight nightclub highjack

mind/mined night/knight right/write find/fined
mite/might wine/whine sighed/side hi/high

answer
question
tonight

Sal asked the question: "When is the best time to play hide and seek?"

Tim answered, "At night!"

Jim was right. I did not have the slightest excuse for stealing his ketchup.

Phil had a sleepless night. The film he saw right before going to bed gave him frightening dreams.

Moms and dads do not like the sight of kids playing on phones and not answering their questions.

Tickets may sell out, so we should get them tonight.

Mr. Pete knew that his question did not have just one right answer.

We can use your phone to prepay for our meals.

LESSON 71

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

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:

oa (which makes the long “o” sound, as in boat)

Words to read and write:

boat float soak soap oak toast boast roast coast coat moan groan throat oak bemoan cockroach railroad goalpost oatmeal loading oath uploading
--

Discuss the meanings of the homonyms below:

loan/lone road/rode yolk/yoke load/lode no/know knows/nose

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:

other, mother, brother, another⁷¹

Have the student read:

When Ralph is in our group, he always boasts that he knows all the right answers and that others are always wrong.

Let us go through the oak trees to find a camping spot on the other side of the lake.

⁷¹ **other**: o making the “uh” sound is irregular; **th** is decodable; **er** will be decodable in Lesson 75
mother, brother, another: **m, br, and an**, are decodable; **other** same as above

My brother roasts chicken for our big feast on Sunday.

My mother groans and says, “Someone is on the other line. Can I call you back?”

Gram did not know how to upload music onto a phone. When I told her that it was no big deal to do that, and that I would do it for her, she was delighted.

Have the student write from your dictation:

A long soak in the tub feels so good.

Mother reminds us to take our coats when it is cold.

The class moans when Mr. James gives homework for the weekend. His students tell him that they have other plans.

I dislike oatmeal, but right now oatmeal is the only thing I see to make.

Can we pick another film to rent? I have already seen that film and did not like it very much.

Choose any of the stories in [Group 3 \(Open-and-Closed-Syllable Stories\)](#), [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

Student View

boat float soak soap oak toast boast roast coast coat
moan groan throat oak bemoan cockroach railroad
goalpost oatmeal loading oath uploading

loan/lone road/rode yolk/yoke load/lode no/know
knows/nose hi/high

other mother brother another

When Ralph is in our group, he always boasts that he knows all the right answers and that others are always wrong.

Let us go through the oak trees to find a camping spot on the other side of the lake.

My brother roasts chicken for our big feast on Sunday.

My mother groans and says, "Someone is on the other line. Can I call you back?"

Gram did not know how to upload music onto a phone. When I told her that it was no big deal to do that, and that I would do it for her, she was delighted.

LESSON 72

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

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:

oe (which makes the long “o” sound, as in “toe”)

Words to read and write:

toe hoe woe Joe foe goes oboe aloe

Point out the common words “shoe” and “canoe” that have the “oo” 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:

shoe, canoe⁷²

Have the student read:

It is most sad when people who were friends become foes.

Every day at school, Joe makes his friends laugh.

⁷² **shoe**: **sh** is decodable; **oe** making the “oo” sound is irregular

canoe: **c** is decodable; **a** makes the schwa sound “uh”; **n** is decodable; **oe** making the “oo” sound is irregular

One way dogs are like us is that they have toes and toenails. Some dogs get their nails clipped at the pet shop, but we have not taken our dog, Franklin, for that, and he seems just fine.

Bill likes school, but sometimes when he goes to math class, he becomes glum. He dislikes the fact that Mr. Smith likes to give his classes pop quizzes.

My dog picks up my tennis shoe with his teeth to tell me that he wants me to take him on a walk.

Have the student write from your dictation:

Jill's dog, Sniff, picks up her leash and brings it to Jill to tell her that she needs a walk.

Meg said, "Is aloe a kind of plant?" Jan answered, "Yes, that is right, and people use aloe on their skin."

A new hoe and rake made the work fun.

Joe said that we should get new life jackets for the canoe trip.

Bob stubbed his toe on the rock path.

"Oh, yuck," said Joe, "I think I just got gum on my shoe."

Choose any of the stories in [Group 3 \(Open-and-Closed-Syllable Stories\)](#), [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a "triple read."

Student View

toe hoe woe Joe foe goes oboe aloe

shoe

canoe

It is most sad when people who were friends become foes.

Every day at school, Joe makes his friends laugh.

One way dogs are like us is that they have toes and toenails. Some dogs get their nails clipped at the shop, but we have not taken our dog, Franklin, for that, and he seems just fine.

Bill likes school, but sometimes when he goes to math class, he becomes glum. He dislikes the fact that Mr. Smith likes to give his classes pop quizzes.

My dog picks up my tennis shoe with his teeth to tell me that he wants me to take him on a walk.

LESSON 73

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 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,⁷³

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.

⁷³ **pour** and **four**: **p** and **f** are decodable; **our** making the “or” sound is irregular
eight: **eight** making the long “a” sound will be decodable in Lesson 119; **t** is decodable

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.

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 four 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.”

Student View

blue due glue rescue value Tuesday sue
continue blueprint fondue unglued

pour

four

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 74

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

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, wonderful⁷⁴

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)

⁷⁴ **won**: **w** is decodable; **o** making the “uh” sound is irregular; **n** is decodable
wonder : same as above with **er** becoming decodable in Lesson 75

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.”

Student View

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

wonderful

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.

Student View

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, misconstrued**

LESSON 75

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

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:

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		

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:

eight⁷⁵

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.

⁷⁵ **eight:** **eight** making the long “a” sound will be decodable in Lesson 119; **t** is decodable

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.”

Student View

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		

eight

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.

Student View

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 76

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

*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:

batter runner flatter matter hatter bitter fitter thinner dinner litter hitter

In other cases, **er** is simply added to the word:

twirler sister camper maker hiker boater teacher bluster blister subscriber thicker
--

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**⁷⁶

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.

⁷⁶ **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 missing 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."

Student View

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 77

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

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:

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

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, pretty⁷⁷

Have the student read:

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

⁷⁷ **once**: **on** making the “wun” sound is irregular; **ce** making the “s” sound will be decodable in Lesson 96
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 88

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 that person 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.”

Student View

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 78

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

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:

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

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:

beautiful⁷⁸

Have the student read:

In the beautiful farmyard, chickens peck for corn.

⁷⁸ **beautiful**: **b** is decodable; **eau** making the “yoo” sound is irregular; **tiful** is decodable

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.

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.”

Student View

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

beautiful

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 79

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

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 tutor tutorial**

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, enough⁷⁹

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.

⁷⁹ 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.”

Student View

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

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

Student View

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 80

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

New material: Multisyllable words with r-controlled syllables

Words to read and write:

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

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, guy⁸⁰

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.

⁸⁰**heard:** **h** is decodable; **ear** making the “er” sound is irregular; **d** is decodable
Buy and **guy:** **b** and **g** are decodable; **uy** making the long “i” is irregular

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.”

Student View

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

heard

buy

guy

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, 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 81

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

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:

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

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, brought⁸¹

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.

⁸¹ **thought, bought, and brought:** **th**, **b**, and **br** are decodable; **ought** will be decodable in Lesson 118

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.”

Student View

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 82

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

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:

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

Discuss the meaning of these homophones:

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

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, money⁸²

Have the student read:

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

⁸² **both**: **b** is decodable; **o** (while in a closed syllable) making the long “o” sound is irregular; **th** is decodable
money: **m** and **n** are decodable; **o** making the short “u” sound is irregular; **ey** making the long “e” sound is irregular in these materials (but is a pattern in other words such as “monkey” and “honey”).

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.”

Student View

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.

LESSON 83

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

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:

ou (as in “cloud”)

Words to read and write:

loud sound pound ground found pout shout doubt mouse round our cloud surround doubt (silent b) our

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:

sure, nothing⁸³

Have the student read:

Frank checked to see if our outbound flight would leave on time.

There is nothing in life better than a sure friend.

Gwen thought she heard the slightest sound coming from under the stairs.

⁸³ **sure:** s making the “sh” sound is irregular in these materials (although **su** making a “sh” occurs in other words like “sugar” and “issue”); **ure** is decodable if you pronounce it to rhyme with “fir,” but some people pronounce “sure” as “shore.”

nothing: o making the “uh” sound is irregular; everything else about nothing is decodable

When Wren was sure she had found the right answer, she shouted it out.

Have the student write from your dictation:

Peter was very proud to get the lead role in the play, and Ben was proud when he came home from fishing with a big trout.

The droppings on the kitchen counter told us for sure that there was still a mouse in the house.

My sister made a loud sound to make us all laugh.

Frank thought he saw a gold ring on the ground but it turned out to be nothing.

Choose any of the stories in [Group 6 \(Snow, Cow, Cloud Stories\)](#), [Group 5 \(R-Controlled Stories\)](#), or [Group 4 \(First Vowel Teams Stories\)](#) for a “triple read.”

loud sound pound ground found pout shout doubt
mouse round our cloud surround doubt (silent b) our

sure

nothing

Frank checked to see if our outbound flight would leave on time.

There is nothing in life better than a sure friend.

Gwen thought she heard the slightest sound coming from under the stairs.

When Wren was sure she had found the right answer, she shouted it out.

LESSON 84

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

New material: Using contractions

Explain that two words are sometimes combined into one word. An apostrophe takes the place of the “left out” letters. Take time to discuss how contractions are used in everyday speech by brainstorming more sentences where you might use a contraction.

Contractions with “not” spelled as “n’t”:

is not	isn’t	She isn’t here.
did not	didn’t	He didn’t stay for lunch.
<u>could</u> not	<u>couldn’t</u>	She <u>couldn’t</u> fix <u>the</u> problem.
<u>should</u> not	<u>shouldn’t</u>	We <u>shouldn’t</u> stay out late.
<u>would</u> not	<u>wouldn’t</u>	I <u>wouldn’t</u> like that.
<u>were</u> not	<u>weren’t</u>	<u>They weren’t</u> home.
<u>was</u> not	<u>wasn’t</u>	I <u>wasn’t</u> <u>there</u> yet.
<u>do</u> not	<u>don’t</u>	I <u>don’t</u> like the taste of fish.
will not	<u>won’t</u>	She <u>won’t</u> go on the ride.
are not	aren’t	<u>They aren’t coming.</u>

Other common contractions:

let us	s	Let’s go shopping.
<u>have</u>	ve	We’ve got a lot to do.
is	s	It’s starting. She’s sweet.
<u>would</u>	d	He’d take the job. They’d <u>love</u> it <u>here</u>.

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:

don't, won't⁸⁴

Have the student read:

Mrs. Woods won't mind if Franco doesn't come to class today as long as he's done his homework for tomorrow.

They wouldn't have bought so much meat for the dinner if they had known that the Woodruffs weren't coming.

Let's go tomorrow to the beach even if it's raining.

Have the student write from your dictation:

Aren't snowstorms the most fun?

We weren't sure if we had enough hamburgers for everyone.

We should've asked the teacher to explain the problem again.

If you don't give me a ride, I won't be on time.

Choose any of the stories in [Group 6 \(Snow, Cow, Cloud Stories\)](#), [Group 5 \(R-Controlled Stories\)](#), or [Group 4 \(First Vowel Teams Stories\)](#) for a “triple read.”

⁸⁴ **don't** and **won't**: o making the long “o” sound is irregular; the other letters are decodable

Student View

is not	isn't	She isn't here.
did not	didn't	He didn't stay for lunch.
could not	couldn't	She couldn't fix the problem.
should not	shouldn't	We shouldn't stay out late.
would not	wouldn't	I wouldn't like that.
were not	weren't	They weren't home.
was not	wasn't	I wasn't there yet.
do not	don't	I don't like the taste of fish.
will not	won't	She won't go on the ride.
are not	aren't	They aren't coming.

let us	let's	Let's go shopping.
have	we've	We've got a lot to do.
is	it's	It's starting. She's sweet.
would	He'd	He'd take the job. They'd love it here.

don't	won't
-------	-------

Mrs. Woods won't mind if Franco doesn't come to class today as long as he's done his homework for tomorrow.

They wouldn't have bought so much meat for the dinner if they had known that the Woodruffs weren't coming.

Let's go tomorrow to the beach even if it's raining.

LESSON 85

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

*Review the prefixes **de**, **re**, and **pre** and discuss the meanings of the words below:*

de (meaning away or opposite) decrease, deform, detain, determined

re (meaning again or back) return, repair, reform, restrain, repeat, reorganize, reclaim

pre (meaning before, in front of) prepay, prefurnished, preowned, preheat, predict

*Pronounce and discuss the suffixes **ize** and **ment** and discuss the meanings of the words below:*

ize (meaning to make something become something) stabilize, democratize, popularize, normalize, subsidize, finalize, empathize

ment (meaning the act of doing something or the result of an action and pronounced “ment,” “muhnt,” or “mint”) document, experiment, compliment, adjustment, shipment, punishment, equipment, moment

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:

front, color, cover⁸⁵

Have the student read:

My dad and I have been looking to buy a used truck for some time.

The car dealer said, “We have lots of fantastic preowned trucks in stock.”

The teacher said my essay was not long enough and that I needed to cover the subject in more detail. She also said that I needed to document the facts and quotes I included.

The light reflects off the windows in front of our house.

The mean girl pretended she didn’t see the person standing right in front of her. I think she does not empathize with others as a rule.

The girl said, “Please return my blue crayon. I can’t finalize my clouds and background without that color.”

Have the student write from your dictation:

The plumber was waiting for a new shipment of bolts, pipes, and other equipment.

Deb reminded Beth to return her jacket.

⁸⁵ **front:** o making the “uh” sound is irregular; everything else about “front” is decodable

color: the first o making the “uh” sound is irregular; l is decodable; or making the “er” sound is irregular

cover: o making the “uh” sound is irregular; everything else about “cover” is decodable

The student had a prepaid phone card.

Sal bought some blinds to cover the windows.

The mother said, "Will you please make an effort not to antagonize your sister in the car? As you know, she sometimes gets carsick during long rides."

Jess had been waiting in front of the school to meet her friend.

Jan's mom found Jan some pants that were a perfect fit. The problem was Jan disliked the color.

Choose any of the stories in [Group 6 \(Snow, Cow, Cloud Stories\)](#), [Group 5 \(R-Controlled Stories\)](#), or [Group 4 \(First Vowel Teams Stories\)](#) for a "triple read."

Student View

de (meaning away or opposite) decrease, deform, detain,
determined

re (meaning again or back) return, repair, reform,
restrain, repeat, reorganize, reclaim

pre (meaning before, in front of) prepay, prefurnished,
preowned, preheat, predict

ize (meaning to make something become something)
stabilize, democratize, popularize, normalize, subsidize, finalize,
empathize

ment (meaning the act of doing something or the result of an
action and pronounced “ment,” “muhnt,” or “mint”)
document, experiment, compliment, adjustment, shipment,
punishment, equipment, moment

front

color

cover

My dad and I have been looking to buy a used truck for
some time.

Student View

The car dealer said, "We have lots of fantastic preowned trucks in stock."

The teacher said my essay was not long enough and that I needed to cover the subject in more detail. She also said that I needed to document the facts and quotes I included.

The light reflects off the windows in front of our house.

The mean girl pretended she didn't see the person standing right in front of her. I think she does not empathize with others as a rule.

The girl said, "Please return my blue crayon. I can't finalize my clouds and background without that color."

LESSON 86

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

New material: Consonant-le syllables

Explain that the sixth and final syllable type is **consonant-le**. Unlike the other syllable types, consonant-le cannot stand on its own and always comes after another syllable.

Review the first five syllable types with your student:

closed: (short vowels closed with one or more consonants) cat

open: (long vowel not closed with a consonant) be and music

silent e: (a **silent e** follows a vowel and consonant) bake

vowel team: (two or more vowels together make one sound) boat

r-controlled (an **r** follows a vowel and changes the vowel sound to “er,” “or,” “ar”) barn

Make the sounds with your student and have your students write the lowercase letters of these sounds on a whiteboard three times while saying the sound. Create flashcards for the sound-letter deck:

ble (which makes the sound “bul” as in dribble)

fle (which makes the sound “ful” as in sniffle)

tle (which makes the sound “tul” as in beetle)

dle (which makes the sound “dul” as in needle)

gle (which makes the sound “gul” as in bugle)

kle (which makes the sound “kul” as in sparkle)

ple (which makes the sound “pul” as in purple)

zle (which makes the sound “zul” as in drizzle)

Explain that to keep the vowel sound short, there must be two consonants before the “le.” If there is only one consonant before the “-le,” the preceding consonant is doubled (as in “battle” and “dribble”). When the vowel is long, as in “table,” there is only one consonant before the “le.”

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:

touch, chocolate⁸⁶

Words to read and write:

angle simple apple sizzle crinkle able fable table maple wiggle candle tattle bumble jungle giggle crumple bottle whittle battle sprinkle ankle cradle struggle beagle peddle rumple dimple meddle eagle

Have the student read:

Panthers live in jungles and forests. They make simple plans to hunt deer and rabbits for their dinners.

Dazzle us with your new song.

When I was a child, I loved a simple fable that explained how the elephant got his long nose.

The rough and tumble play ended when the kids crashed into a table. What started as fun ended in tears.

⁸⁶ **touch:** ou making the “uh” sound is irregular; everything else about “touch” is decodable

chocolate: In American-English pronunciation, “chocolate” is a two-syllable word, with the second o silent; “choc” is decodable; l is decodable; ate as a suffix making the “iht” or “uht” sound will be decodable in Lesson 106

That store is giving out free samples of their donuts, and I want one with chocolate frosting and sprinkles.

A sign on the truck said, “This vehicle makes wide turns.”

The class settled the argument by having a vote.

If I had time to iron these pants, they would be perfect for work, but right now they are too wrinkled.

In the 1960s, the Beatles popularized a haircut called the mop-top.

Have the student write from your dictation:

He drizzles melted chocolate on the cupcakes and then adds sprinkles.

My mom brought the birthday cake to the table and then lit the candles.

The old man can juggle three apples at the same time.

I am able to stay in touch with Gran by texting her words and photos.

Choose any of the stories [in Group 7 \(Consonant-le Stories\)](#), [Group 6 \(Snow, Cow, Cloud Stories\)](#), [Group 5 \(R-Controlled Stories\)](#), or [Group 4 \(First Vowel Teams Stories\)](#) for a “triple read.”

Student View

angle simple apple sizzle crinkle able fable table
maple wiggle candle tattle bumble jungle giggle
crumple bottle whittle battle sprinkle ankle cradle
struggle beagle peddle rumple dimple meddle eagle

touch

chocolate

Panthers live in jungles and forests. They make simple plans to hunt deer and rabbits for their dinners.

Dazzle us with your new song.

When I was a child, I loved a simple fable that explained how the elephant got his long nose.

The rough and tumble play ended when the kids crashed into a table. What started as fun ended in tears.

That store is giving out free samples of their donuts, and I want one with chocolate frosting and sprinkles.

A sign on the truck said, "This vehicle makes wide turns."

The class settled the argument by having a vote.

Student View

If I had time to iron these pants, they would be perfect for work, but right now they are too wrinkled.

In the 1960s, the Beatles popularized a haircut called the mop-top.

LESSON 87

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

New material: Common suffixes **ible** and **able**

Explain that the suffixes **ible** and **able** are common endings that turn words into adjectives.

*Words to read and write with **ible**:*

sensible horrible incredible flexible possible destructible visible feasible gullible convertible
--

*Words to read and write with **able**:*

respectable loveable likeable disposable doable unspeakable considerable understandable laughable arguable probable sizable solvable fixable usable
--

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:

minute, knowledge⁸⁷

Have the student read:

After lunch, the seventh grade class can be pretty wild. Thank goodness Ms. Smith is so unflappable.

⁸⁷ **minute**: **min** is decodable; **ute** making the “iht” sound is irregular

knowledge: **kn** is decodable; **ow** making the “ah” sound is irregular; **l** is decodable; **e** is unaccented and makes the schwa sound (ih); **dge** will be decodable in Lesson 100

Mr. Yang is so knowledgeable about any kind of bird or wildlife.

The math problem became much more understandable when the class worked on it together for a few minutes.

Have the student write from your dictation:

Beth's uncle has a red convertible that he drives all summer long with the top down. I think he loves every minute that he is in his car.

My dad always wants to know that I am a sensible and defensive driver.

Is it possible that there are still some cupcakes left over for us?

Mr. Hubble reminded his students that lunch time was a perfect time for chatting, while class time should be reserved for gaining knowledge.

Choose any of the stories in [Group 7 \(Consonant-le Stories\)](#), [Group 6 \(Snow, Cow, Cloud Stories\)](#), [Group 5 \(R-Controlled Stories\)](#), or [Group 4 \(First Vowel Teams Stories\)](#) for a "triple read."

Student View

sensible horrible incredible flexible possible
destructible visible feasible gullible convertible

respectable loveable likeable disposable doable
unspeakable considerable understandable laughable
arguable probable sizable solvable fixable usable

minute

knowledge

After lunch, the seventh grade class can be pretty wild. Thank goodness Ms. Smith is so unflappable.

Mr. Yang is so knowledgeable about any kind of bird or wildlife.

The math problem became much more understandable when the class worked on it together for a few minutes.

More Big, Safe, Words with Consonant-le Syllables

**convertible, considerable, inexplicable, embezzlement,
puzzlement, unflappable, understandable, expandable,
particles, spectacles, popsicles, pinnacles, obstacles,
vehicles, articles, inexcusable, indomitable,
uninhabitable, non-transferable, undesirable, inflexible,
comprehensible, irreproachable, inevitable, unreasonable,
candlelight, befuddlement, intermeddlers, rekindles,
mishandled, paddleboats, needlelike, brittleness,
rekindles, wheedles, toddler, hurdled, fickleness,
sprinklers, unshackled, ramshackle, unwrinkled,
sticklers, outsparkled, unbuckled, bedazzles,
unmuzzled, outdazzled, unfrazzled, entanglements,
stranglehold, intermingles, newfangled, bedraggled,**

singletons, jungle-like, reshuffled, turtlenecks,
outwrestled, belittled, gentlemen, simpleminded,
suppleness, uncrumpled, durable, irritable

LESSON 88

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

Make the sound with your student and have your student write the lowercase letter of this sound on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:

y (which makes the long “e” sound at the end of words, as in “baby”)

Explain that to keep a vowel sound short, there must be two (or more) consonants before the **y**, as in “mommy,” so in words with only one consonant before the **y**, the consonant is doubled to keep the vowel short.

*Short vowel words with **y** to read and write:*

**funny stinky crabby squishy sticky tummy teddy penny
hobby messy fussy bossy crunchy dummy daddy
tricky runny muddy**

In long vowel words with **y**, there is only one consonant before the **y**. Explain that in **silent e** words, the **silent e** is dropped when a **y** is added.

*Long vowel words with **y** to read and write:*

**grime/grimy whine/whiny haze/hazy shine/shiny
ease/easy slime/slimy poke/poky craze/crazy**

*More long vowel words with **y** to read and write:*

**beefy greedy brainy phony flighty tidy pony tiny speedy
family**

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:

gym⁸⁸

Have the student read:

Betsy and Dean’s dog Rosy is a real trickster.

Rosy steals anything she can find in the trash, but she is easy to love anyway.

In the tale, a greedy old king entertained all the nobles of the land with an extravagant feast. The king’s phony pals put on fake smiles and pretended the night was full of fun.

Justin keeps track of how many times he goes to the gym with an app on his phone.

Have the student write from your dictation:

My furry kitten, Zuzu, is happy to cuddle even when she is sleepy.

The baby wants to snuggle with his teddy and take a nap.

After a few months in the summer of sleeping late, I began to feel very lazy.

Choose any of the stories in [Group 7 \(Consonant-le Stories\)](#), [Group 6 \(Snow, Cow, Cloud Stories\)](#), [Group 5 \(R-Controlled](#)

⁸⁸**gym:** g making the “j” sound will be decodable in Lesson 98; y making the “ih” sound will be decodable in Lesson 93

Stories), or Group 4 (First Vowel Teams Stories) for a “triple read.”

Student View

funny stinky crabby squishy sticky tummy teddy
penny hobby messy fussy bossy crunchy dummy
daddy tricky runny muddy

grime/grimy whine/whiny haze/hazy shine/shiny
ease/easy slime/slimy poke/poky craze/crazy

beefy greedy brainy phony flighty tidy pony tiny
speedy family

month

gym

Betsy and Dean's dog Rosy is a real trickster.

Rosy steals anything she can find in the trash, but she is easy to love anyway.

In the tale, a greedy old king entertained all the nobles of the land with an extravagant feast. The king's phony pals put on fake smiles and pretended the night was full of fun.

Justin keeps track of how many times he goes to the gym with an app on his phone.

LESSON 89

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

New material: common suffixes with y

Common suffixes with y, making the long “e” sound:

ly (which creates an adjective or adverb) swiftly, quickly, lovely, cuddly, safely, beautifully

ty (meaning state of being or condition and creates a noun) safety, unity, sixty, liberty

ity (meaning state of being or condition and creates a noun) possibility, reality, tranquility, gravity

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:

science, police⁸⁹

Have the student read:

In **science** class **today** we will study gravity.

“**Listen** closely,” **my** camp buddy **said**, “and I will tell **you** **the** most creepy ghost story.”

The teacher primly asked **the** wild girl **to** take her seat and **to** be less bubbly so that she **would** not distract **others**.

⁸⁹ **science**: **sc** and **c** making the “s” sound will be decodable in Lesson 96; other letters are decodable
police: **po** is decodable; **l** is decodable, **i-consonant-e** making the long “e” sound is irregular; **ce** making the “s” sound will be decodable in Lesson 96

Dad checked his phone and said, “There is a high possibility of thunderstorms.”

Have the student write from your dictation:

The policeman strove to gain the trust of the community by consistently responding to community requests.

It was a lovely day for a picnic outside.

Our science teacher said, “Safety goggles are a must for this activity.”

Choose any of the stories in [Group 7 \(Consonant-le Stories\)](#), [Group 6 \(Snow, Cow, Cloud Stories\)](#), [Group 5 \(R-Controlled Stories\)](#), or [Group 4 \(First Vowel Teams Stories\)](#) for a “triple read.”

Student View

ly (which creates an adjective or adverb) swiftly, quickly, lovely, cuddly, safely

ty (meaning state of being or condition and creates a noun) safety, unity, sixty, liberty

ity (meaning state of being or condition and creates a noun) possibility, reality, tranquility, gravity

science

police

science, police

In science class today we will study gravity.

“Listen closely,” my camp buddy said, “and I will tell you the most creepy ghost story.”

The teacher primly asked the wild girl to take her seat and to be less bubbly so that she would not distract others.

Dad checked his phone and said, “There is a high possibility of thunderstorms.”

LESSON 90

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

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:

oo (as in “zoo”)

Words to read and write:

zoo too bloom loom loot soon groom room doom choose mood proof afternoon roof google broom tooth boot pool loose kangaroo raccoon noodle snooze poodle choosy
--

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:

Monday, Wednesday⁹⁰

Have the student read:

The bride and groom stepped into the crowded party room and smiled to see their beautiful cake.

It was a dark and gloomy Wednesday night, perfect for telling a ghost story or playing a game of Scrabble.

⁹⁰ **Monday:** o making the “uh” sound is irregular; other letters are decodable

Wednesday: is pronounced as a two-syllable word (Wens day) with **d** and the second **e** silent

I have the oddest feeling that this zoo is not exactly what it seems.

“Have you ever been on a Zoom call?” Gwen asked.

Kevin advised us to reboot the computer in case that would solve the problem.

Have the student write from your dictation:

Gail and Nan would meet at the park on Monday mornings to shoot some hoops before school.

I save the cartoons for last when I read the paper.

On a cool day, Nick does not feel like swimming laps at the pool.

The kind waitress asked us if we would prefer a booth or a table.

Gary is such a picky eater.

Choose any of the stories in [Group 7 \(Consonant-le Stories\)](#), [Group 6 \(Snow, Cow, Cloud Stories\)](#), [Group 5 \(R-Controlled Stories\)](#), or [Group 4 \(First Vowel Teams Stories\)](#) for a “triple read.”

Student View

zoo too bloom loom loot soon groom room doom
choose mood proof afternoon roof google broom
tooth boot pool loose kangaroo raccoon noodle
snooze poodle choosy

Monday

Wednesday

The bride and groom stepped into the crowded party room and smiled to see their beautiful cake.

It was a dark and gloomy Wednesday night, perfect for telling a ghost story or playing a game of Scrabble.

I have the oddest feeling that this zoo is not exactly what it seems.

“Have you ever been on a Zoom call?” Gwen asked.

Kevin advised us to reboot the computer in case that would solve the problem.

LESSON 91

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

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:

oo (as in “book”)

Words to read and write:

hook book took look shook hoof wood good foot lookout goodbye crooked cookout hood wooden
--

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:

build, mountain⁹¹

Have the student read:

The man shook his fist at the car that was speeding down the street.

My mother looked in the kitchen cabinets for the broth she needed to cook her dish.

When the dog gave a little woof, JoJo opened the door.

Have the student write from your dictation:

⁹¹ **build**: **ui** making the “ih” sound is irregular; other letters are decodable
mountain: **mount** is decodable; **ain** making the “in” sound is irregular

She curled up on the couch with her book.

A bright moon shone on the mountain.

The woman found a spot by a brook to build a platform for the tents.

For a fun project, Mr. Woodruff helped the kids build a treehouse.

Choose any of the stories in [Group 7 \(Consonant-le Stories\)](#), [Group 6 \(Snow, Cow, Cloud Stories\)](#), [Group 5 \(R-Controlled Stories\)](#), or [Group 4 \(First Vowel Teams Stories\)](#) for a “triple read.”

Student View

hook book took look shook hoof wood good foot
lookout goodbye crooked cookout hood wooden

build

mountain

The man shook his fist at the car that was speeding down the street.

My mother looked in the kitchen cabinets for the broth she needed to cook her dish.

When the dog gave a little woof, JoJo opened the door.

LESSON 92

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

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:

y (long “i” sound, as in “cry”)

Explain that **y** makes the long “i” sound when it is the vowel at the end of a one-syllable word. There are also a few multisyllable words like “butterfly” where **y** makes the long “i” sound.

Words to read and write:

fly cry dry spy shy my by try sly why style diversify supply July multiply rely clarify unify
--

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:

great, break⁹²

Have the student read:

Phil does try to go to the gym three days per week.

My brother cooked us all a great dinner for Thanksgiving.

Rob heard thunder and quickly ran to get his shirt which was draped on a chair outside to dry.

⁹² **great** and **break**: **ea** making the long “a” sound will be decodable in Lesson 117; other letters are decodable

Old people say, “There is no use crying over spilled milk.” This phrase means that you can’t undo a mistake by feeling sad.

Have the student write from your dictation:

I don’t know why people say, “If pigs had wings, they could fly.” The whole idea of pigs flying makes no sense.

“Try your best on the quiz and I think you will do great,” Ms. Ko said to her student.

A butterfly landed on my deck and made me smile.

A bright moon shone in the night sky.

Choose any of the stories in [Group 7 \(Consonant-le Stories\)](#), [Group 6 \(Snow, Cow, Cloud Stories\)](#), [Group 5 \(R-Controlled Stories\)](#), or [Group 4 \(First Vowel Teams Stories\)](#) for a “triple read.”

Student View

fly cry dry spy shy my by try sly why style diversify
supply July multiply rely clarify unify

great break

Phil does try to go to the gym three days per week.

My brother cooked us all a great dinner for Thanksgiving.

Rob heard thunder and quickly ran to get his shirt which was draped on a chair outside to dry.

Old people say, "There is no use crying over spilled milk." This phrase means that you can't undo a mistake by feeling sad.

LESSON 93

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

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:

y (which makes the short “i” sound, as in “gym”)

Explain that **y** makes the short “i” sound and appears in the middle of words, and that this use of **y** is not common. There are a huge number of words like “baby,” “puppy,” and “crazy,” and many words like “try” and “dry,” but few words like “gym” and “hymn.”

Words to read and write:

mystery Phyllis system symbol (“bol” sounds like “bull”) synthetic synthesize synthesizer typical (“cal” sounds like “cull”) physical physics
--

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:

nature, future, picture (all pronounced with “cher”)⁹³

Have the student read:

Meg likes to sing hymns in church, but she sings softly when she does not know the tune.

⁹³ **nature**, **future**, and **picture**: **na**, **fu**, and **pic**, are decodable; **ture** making the “cher” sound is irregular in these lessons, though other words such as “capture,” “puncture,” and “creature” also have this pattern

A synthetic fabric is a fabric that is man-made and not found in nature.

In the future, we need to have a better system for dividing our household chores.

Have the student write from your dictation:

In science class this year, we will study the solar system.

“Human nature is complex,” my mother often will say.

Patrick often thinks about his plans for the future.

Melissa loves myths and fairy tales.

Note: At this point your student has mastered so many sounds of **y**, and this is something to celebrate! Your student knows:

y as a consonant in “yell”

y as part of a vowel team as in “pay”

y as a vowel in “pony”

y as a vowel in “spy”

y as a vowel in “gym”

Ask your student to find and describe the different sounds of **y** in the sentences below:

Ms. Maybelle’s happy spot is the library, and Ms. Phyllis’s happy spot is Mr. Yang’s cozy bakery. Ms. Maybelle is

seventy-five and Ms. Phyllis is ninety. Both women have good systems for staying spry.

Choose any of the stories in [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), [Group 6 \(Snow, Cow, Cloud Stories\)](#), or [Group 5 \(R-Controlled Stories\)](#) for a “triple read.”

Student View

mystery Phyllis system symbol
synthetic synthesize synthesizer typical physical
physics

nature future picture

Meg likes to sing hymns in church, but she sings softly when she does not know the tune.

A synthetic fabric is a fabric that is man-made and not found in nature.

In the future, we need to have a better system for dividing our household chores.

Ms. Maybelle's happy spot is the library, and Ms. Phyllis's happy spot is Mr. Yang's cozy bakery. Ms. Maybelle is seventy-five and Ms. Phyllis is ninety. Both women have good systems for staying spry.

LESSON 94

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

New material: Spelling rules for adding endings to words that end in **y**

When adding an **s** or **ed** to a verb ending in **y**, the **y** is changed to **ie**:

carry	carries	carried
marry	marries	married
cry	cries	cried
dry	dries	dried
try	tries	tried
spy	spies	spied

When adding **ing** the **y** stays:

carrying marrying crying drying trying spying

When adding **er**, **est**, or **ly** to adjectives and adverbs the **y** is changed to an **i**:

cozy	cozier	coziest	cozily
pretty	prettier	prettiest	prettily
funny	funnier	funniest	funnily
lazy	lazier	laziest	lazily

When **y** is part of a vowel team, the **y** stays:

play plays played player

stay stays stayed

There are some exceptions to these common spelling patterns, such as:

pay/paid
shy/shyly
dry/dryly
sly/slyly

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:

draw, drew⁹⁴

Have the student read:

Cathy exclaimed, “Gosh, Meg, you drew the prettiest picture in just a few minutes. Is drawing one of your favorite hobbies?”

My cat, Mr. Franklin, may be the laziest cat in the world. Then, again, Mr. Franklin will turn eleven on Wednesday.

The little boy was crying. He had had a wonderful time at the party, but now he was just overtired.

The plumber drew on his many years of working with old pipes to diagnose what was going wrong with the kitchen drain.

⁹⁴ **draw** and **drew**: **dr** is decodable; **aw** will be decodable in Lesson 102; **ew** will be decodable in Lesson 110

Have the student write from your dictation:

When we got to the garden path, we saw the fluffiest little pet. We asked its owner if it was a dog or a cat because we couldn't tell.

Gwen is a terrific poker player. No one can ever be sure when she is bluffing or when she has a fantastic hand.

I had no idea what I wanted to draw. Finally, I drew a picture of a cabin in the mountains.

Choose any of the stories in [Group 8 \("Y" as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), [Group 6 \(Snow, Cow, Cloud Stories\)](#), or [Group 5 \(R-Controlled Stories\)](#) for a "triple read."

Student View

carry	carries	carried
marry	marries	married
cry	cries	cried
dry	dries	dried
try	tries	tried
spy	spies	spied

cozy	cozier	coziest	cozily
pretty	prettier	prettiest	prettily
funny	funnier	funniest	funnily
lazy	lazier	laziest	lazily

play	plays	played	player
stay	stays	stayed	

pay/paid
shy/shyly
dry/dryly
sly/slyly

draw

drew

Student View

Cathy exclaimed, “Gosh, Meg, you drew the prettiest picture in just a few minutes. Is drawing one of your favorite hobbies?”

My cat, Mr. Franklin, may be the laziest cat in the world. Then, again, Mr. Franklin will turn eleven on Wednesday.

The little boy was crying. He had had a wonderful time at the party, but now he was just overtired.

The plumber drew on his many years of working with old pipes to diagnose what was going wrong with the kitchen drain.

LESSON 95

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

New material: *i making the long “e” sound in the middle of words as in “medium”*

Explain to the student: “We have discussed how schwa vowels are pronounced, with an ‘uh’ sound or ‘ih’ sound. But guess what is even crazier? In the middle of words, **i** often makes the long ‘e’ sound. Why should ‘video’ be spelled with an **e**, and ‘radio’ be spelled with an **i**? If there is an answer, I don’t know it! But there are many words where **i** makes the long ‘e’ sound.”

Words to read and write:

happiness radio patio polio kiosk idiot pediatric India Indian trivial exfoliate stickiest craziest patriotic period media radiant ingredient piano broccoli casino mosquito librarian humiliate Ethiopia emporium cardio taxi Adrian obedient

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:

aunt, cousin⁹⁵

⁹⁵ **aunt:** **au** making the short “a” or “ah” sound is irregular (some speakers pronounce “aunt” like “ant” and others pronounce “aunt” like “ahnt”); the other letters are decodable
cousin: **c** is decodable; **ou** making the “uh” sound is irregular; **sin** is decodable

Have the student read:

Lydia looked radiant with happiness on her wedding day.

The bride was my cousin. I was so proud when she and my aunt asked me to play the piano at their important event.

The rude man was boasting and grandstanding. He did not seem intimidating, just idiotic.

My cousin Frank is a librarian. Stan asked me if Frank liked books, and I said, “Well, sure, he does! Frank loves books, which is why he became Indiana’s finest librarian!”

The wedding was outside on a patio, but there was a tent for cover in case it rained.

Have the student write from your dictation:

My cousin Sal was in the stickiest mess. He had agreed to take his buddies to the casino but had also volunteered to help my aunt paint her dining room this weekend. He would have to explain his thinking to someone.

Adrian reserved a taxi for the big event.

His aunt has a job in media. She covers sports for the evening news.

Choose any of the stories in [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), [Group 6 \(Snow, Cow, Cloud Stories\)](#), or [Group 5 \(R-Controlled Stories\)](#) for a “triple read.”

Student View

happiness radio patio polio kiosk idiot pediatric India
Indian trivial exfoliate stickiest craziest patriotic
period media radiant ingredient piano broccoli casino
mosquito librarian humiliate Ethiopia emporium cardio
taxi Adrian obedient

aunt

cousin

Lydia looked radiant with happiness on her wedding day.

The bride was my cousin. I was so proud when she and my aunt asked me to play the piano at their important event.

The rude man was boasting and grandstanding. He did not seem intimidating, just idiotic.

My cousin Frank is a librarian. Stan asked me if Frank liked books, and I said, "Well, sure, he does! Frank loves books, which is why he became Indiana's finest librarian!"

The wedding was outside on a patio, but there was a tent for cover in case it rained.

LESSON 96

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

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:

c (which makes the “s” sound, as in “ice”)

Explain that **c** makes what is called the “soft c” sound when it is followed by the vowels **e**, **i**, or **y**. Explain that in some words, like “scent,” there is an extra **s** before the **c**. Sometimes that extra **s** distinguishes words that sound the same but are spelled differently (as in scene/seen or cent/scent).

Words to read and write:

nice city science disgrace face rice recent decent cymbal Cindy race velocity space grace necessary cyber decided noticed bicycle celebrate
--

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:

America, Americans⁹⁶

Have the student read:

New York City is an exciting place to visit.

⁹⁶ **America**: the **er** is pronounced “air” and will be decodable in Lesson 115; all other letters are decodable
Americans: same as above for “Ameri”; **cans** is an unaccented shwa syllable that sounds like “kinz”

The scientist was in disgrace after it was reported that his evidence was faked.

The customer decided that the price for a slice of the fancy cheesecake was too high.

Cindy hates setting mousetraps to kill mice. Every time she has to check them, she braces herself for a nasty shock.

Felicity asked Sam to lend her a pencil even though she had one in her bag. Now, I wonder why she did this? Maybe she wanted a reason to talk with Sam.

Have the student write from your dictation:

Getting carpets cleaned can make a house smell nice.

In the center of the table was a big platter of dice for some new game.

Martin Luther King Jr. Day occurs in January in America, and it celebrates the life of Dr. Martin Luther King, a great American civil rights leader.

Frank wanted to know more about careers in cyber security.

More sentences for practice:

Tim's only part in the song is banging the cymbals at the end.

Grace had to remind Frank twice to return her mystery novel.

Let's make a fire in the fireplace and roast marshmallows.

Choose any of the stories in [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), [Group 6 \(Snow, Cow, Cloud Stories\)](#), or [Group 5 \(R-Controlled Stories\)](#) for a “triple read.”

Student View

nice city science disgrace face rice recent decent
cymbal Cindy race velocity space grace necessary
cyber decided noticed bicycle celebrate

America Americans

New York City is an exciting place to visit.

The scientist was in disgrace after it was reported that his evidence was faked.

The customer decided that the price for a slice of the fancy cheesecake was too high.

Cindy hates setting mousetraps to kill mice. Every time she has to check them, she braces herself for a nasty shock.

Felicity asked Sam to lend her a pencil even though she had one in her bag. Now, I wonder why she did this? Maybe she wanted a reason to talk with Sam.

Tim's only part in the song is banging the cymbals at the end.

Grace had to remind Frank twice to return her mystery novel.

Let's make a fire in the fireplace and roast marshmallows.

LESSON 97

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

New material: more words with the soft **c** and **ice** as a suffix

Explain that some words have a hard **c** (which makes the “k” sound) followed by a soft **c**.

Words to read and write:

success vaccine (ine pronounced “een”) access succeed accident accent accessory accept
--

Explain that **ice** is a common ending that means “state of.” In a one-syllable word like “mice,” the vowel is long, but in the majority of multisyllable words, **ice** is pronounced “iss.”

*Words to read and write in which the **ice** ending has the short “i” sound:*

practice service justice office notice cowardice prejudice malice solstice lattice hospice apprentice artifice accomplice
--

*Words to read and write in which the **ice** ending has the long “i” sound:*

advice entice device suffice sacrifice

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:

clothes, country⁹⁷

Have the student read:

The dancer knew that it was her many hours of practice that led to her success.

I noticed that my friend had bought some new clothes and shoes.

My sister can't stand being without a device like a phone for one minute.

Dr. Martin Luther King Jr. worked for economic justice, and so it makes sense that MLK Day is a day that people celebrate in our country by doing public service.

The policeman came to the scene of the car accident.

Vaccines are important for preventing illnesses.

⁹⁷ **clothes:** "clothes" is pronounced as a one-syllable word with a long "o" vowel sound; "thes" is pronounced "thz"; there are many videos on the internet about the pronunciation of "clothes" because it is well-known as a tricky word to pronounce

country: **ou** is pronounced "uh" which is irregular; other letters are decodable

Have the student write from your dictation:

Some people say they love the city more, and other people say they love the country. I can't decide which I prefer because I love them both.

A person who is an accessory to a crime is someone who helped another person commit a crime.

Ben's mother put the whole family on notice that everyone would be putting their own clothes and shoes away from now on.

Many nouns are formed with an **ance** or **ence** ending. See how the adjectives become nouns when they have an **ance** or **ence** ending:

She is an elegant lady.

He is ignorant of history.

Mars is a distant planet.

She has a confident smile.

He has an absent look.

She exudes elegance.

Ignorance of history is a problem.

What is the distance we need to travel?

He lacks confidence.

He has too many absences.

An **ance** or **ence** ending is also added to verbs to make nouns:

She tolerates his music.

He disturbed our sleep.

He influenced his peers.

Tolerance is important in getting along with others.

She created a disturbance in class.

He is a good influence.

*More words to read and write with **ance** and **ence**:*

significance reference presence silence sentence
sequence conference violence ambulance resistance
fragrance extravagance influence endurance
consequence

Choose any of the stories in [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), [Group 6 \(Snow, Cow, Cloud Stories\)](#), or [Group 5 \(R-Controlled Stories\)](#) for a “triple read.”

Student View

success vaccine access succeed accident accent
accessory accept

practice service justice office notice cowardice
prejudice malice solstice lattice hospice apprentice
artifice accomplice

advice entice device suffice sacrifice

clothes

country

The dancer knew that it was her many hours of practice that led to her success.

I noticed that my friend had bought some new clothes and shoes.

My sister can't stand being without a device like a phone for one minute.

Dr. Martin Luther King Jr. worked for economic justice, and so it makes sense that MLK Day is a day that people celebrate in our country by doing public service.

The policeman came to the scene of the car accident.

Student View

Vaccines are important for preventing illnesses.

She is an elegant lady.
He is ignorant of history.
problem.

She exudes elegance.
Ignorance of history is a

Mars is a distant planet.

What is the distance we
need to travel?

She has a confident smile.
He has an absent look.

He lacks confidence.
They have too many
absences.

She tolerates his music.

Tolerance is important in
getting along with others.

He disturbed our sleep.
class.

She created a disturbance in

He influenced his peers.

He is a good influence.

significance reference presence silence sentence
sequence conference violence ambulance resistance

fragrance extravagance influence endurance consequence

LESSON 98

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

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:

g (which makes the “j” sound, as in “age”)

Explain that so far **g** has made the hard “g” sound as in “gap.” But when a **g** is followed by an **i**, **e**, or **y**, it makes the “j” sound as in “ginger” and “huge.”

*Words to read and write with the soft **g**:*

ginger huge wage garage (the ge sounds like zh) strange change urgent gym gem gentle danger germ geology gender geography agitated emergency register college

Point out the common exceptions “girl,” “get,” “gill” which have the hard “g” 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:

busy, business⁹⁸

Have the student read:

⁹⁸ **busy**: **b** is decodable; **u** making the “ih” sound is irregular; **s** making the “z” sound is decodable; **y** making the long “e” sound is decodable

business: pronounced as a two-syllable word (with “i” not pronounced); “bus” is pronounced “biz” as above

The man said that he had urgent business downtown.

Cindy's weekend was busy enough given her goal of cleaning the whole garage.

The bride exchanged the costly gem for a more modest ring.

My sister started taking gymnastics at five, meaning when my sister was five not when it was five o'clock.

Have the student write from your dictation:

Even when Nancy is busy, she makes time to go to the gym.

Roger hates garlic, so let's prepare a dish with ginger.

The new business was thriving because customers noticed the expert service it delivered.

My dog, Ginger, makes a gentle woof when she needs to go outside.

Choose any of the stories in [Group 8 \("Y" as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), [Group 6 \(Snow, Cow, Cloud Stories\)](#), or [Group 5 \(R-Controlled Stories\)](#) for a "triple read."

Student View

ginger huge wage garage (the ge sounds like zh)
strange change urgent gym gem gentle danger germ
geology gender geography agitated emergency
register college

busy

business

The man said that he had urgent business downtown.

Cindy's weekend was busy enough given her goal of cleaning the whole garage.

The bride exchanged the costly gem for a more modest ring.

My sister started taking gymnastics at five, meaning when my sister was five not when it was five o'clock.

LESSON 99

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

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:

gu (as in “guitar”)

Explain that in words with **gu** the **u** is silent. (In “language” and “distinguish” the **gu** makes a “gw” sound, but we are excluding these words, except as high frequency words.) In words where the **gu** is followed by an **e** or **i**, the **g** makes the hard “g” sound not the soft “j.” Explain to the student that the **u** is saying “undo” that soft **g** spelling rule.

Words to read and write:

guide guinea pig guarantee guard guilty guild guitar

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:

language⁹⁹

Have the student read:

Mary wanted to be a fantastic guitarist.

⁹⁹ **language**: **lang** is decodable; **uage** making the “gwij” sound is irregular

Even a trained guide dog may bother a pet guinea pig. They may be trained, but they are still dogs, with dog instincts.

The guy who sold me his old laptop gave me a one-year guarantee.

When I hear people talking in another language, I love to guess what language they are speaking.

Have the student write from your dictation:

Denzel is a nice guy who is in my language class.

I feel guilty when I put off practicing my guitar.

Can you guess how old that puppy is?

Choose any of the stories in [Group 9 \(Soft “c” and “g” Stories\)](#), [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a “triple read.”

Student View

guide guinea pig guarantee guard guilty guild guitar

language

Mary wanted to be a fantastic guitarist.

Even a trained guide dog may bother a pet guinea pig. They may be trained, but they are still dogs, with dog instincts.

The guy who sold me his old laptop gave me a one-year guarantee.

When I hear people talking in another language, I love to guess what language they are speaking.

LESSON 100

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

New material: Spelling rule for words that end in **ge** and **dge**

Explain to the student that in short-syllable words, **dge** is used rather than just **ge**. The **d** is silent and acts as a second consonant to keep the vowel short.

*Words with **dge** keeping the vowel short to read and write:*

edge sledgehammer ledge bridge fridge lodge hedge cringe lunge fringe grudge hinges
--

Point out the exceptions “strange,” “change,” and “danger,” which have two consonants before the **ge**, but also have the long “a” sound.

*In words where the vowel is long or r-controlled, the ending is just **ge**:*

rage page huge cage stage charge large splurge

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:

lose, young¹⁰⁰

¹⁰⁰ **lose**: l is decodable; **o-consonant-e** making the “oo” sound is irregular; **se** is decodable
young: y is decodable; **ou** making the “u” sound is irregular; **ng** is decodable

Have the student read:

The young kids plunge into the pool, while the old people tend to wade in slowly.

Chess is a game where the best player almost never loses.

The guy told us that we would know we were getting close to the lake when the trail came to a wooden bridge crossing a stream.

The prom committee made a budget for food, drinks, flowers, and balloons.

Have the student write from your dictation:

It was strange to open the fridge and see only three things there.

Win or lose, Gran and Gramps have fun playing bridge with their friends.

Mr. and Mrs. Smith have run the lodge by the lake since they were young.

Mr. Woods is strong enough to lift himself on the high ledge.

Choose any of the stories in [Group 9 \(Soft “c” and “g” Stories\)](#), [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a “triple read.”

Student View

edge sledgehammer ledge bridge fridge lodge hedge
cringe lunge fringe grudge hinges

rage page huge cage stage charge large splurge

lose

young

The young kids plunge into the pool, while the old people tend to wade in slowly.

Chess is a game where the best player almost never loses.

The guy told us that we would know we were getting close to the lake when the trail came to a wooden bridge crossing a stream.

The prom committee made a budget for food, drinks, flowers, and balloons.

LESSON 101

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

New material: Spelling rule for words that end in **ch** and **tch**

Explain that spelling with **ch** and **tch** works similarly to spelling with **ge** and **dge**. After a long vowel sound (like “reach” or “beach”), you use **ch**. In words where the vowel stays short (like “patch”) and there is only one consonant, you use **tch** as the ending.

Words to read and write:

**roach batch latch stitch each beach stretcher brunch
reach teach bunch flinch pinch match catch clutch
switch snatch sketch**

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:

toward, watch¹⁰¹

Have the student read:

Coach Sanchez knew the team had to work on its pitching if it were to make progress toward having a winning season.

¹⁰¹ **toward:** “toward” is irregular in its spelling; most pronounce toward as a one syllable word “tord”; others pronounce it in two syllables with an unaccented schwa syllable “tuh” and then “ord.” As in “clothes,” there are many videos on the internet demonstrating the pronunciation of this word

watch: **w** is decodable; **a** making the “ah” sound after **w** will be decodable in Lesson 104; **t** is silent (and the spelling of tch will be practiced in Lesson 101); **ch** is decodable

On Mondays, Mrs. Strange plays bridge, and she always makes a batch of her tasty fudge for the group to nibble on while they play, even if it means that some of her cards get smudged.

The secret agent went to the fancy hotel to watch the businessman and senator have their meeting.

Have the student write from your dictation:

Lucy made a fantastic batch of cupcakes for the bake sale on Tuesday.

Sally switched from wheat flour to rice flour so that her cake would be gluten free.

The man was carried out on a stretcher.

In a pinch, Janet could rely on her mother to watch the kids.

Choose any of the stories in [Group 9 \(Soft “c” and “g” Stories\)](#), [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a “triple read.”

Student View

roach batch latch stitch each beach stretcher brunch
reach teach bunch flinch pinch match catch clutch
switch snatch sketch

toward

watch

Coach Sanchez knew the team had to work on its pitching if it were to make progress toward having a winning season.

On Mondays, Mrs. Strange plays bridge, and she always makes a batch of her tasty fudge for the group to nibble on while they play, even if it means that some of her cards get smudged.

The secret agent went to the fancy hotel to watch the businessman and senator have their meeting.

LESSON 102

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

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:

aw (which makes the “ah” sound, as in “draw”)

Words to read and write:

straw paw lawnmower draw crawl brawl jaw flaw raw flawless brawny drawstring withdraw gawk

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:

million, billion, trillion, zillion¹⁰²

Have the student read:

Luckily, there was a major flaw in the cruel outlaw’s plans.

Prawns are similar to shrimp but not exactly the same.

Stan said that he would bet a million dollars that he could beat Joe at ping pong.

¹⁰² **million, billion trillion, zillion:** mill, bill, trill, zill, are decodable; ion making the “yun” sound is irregular in these materials (but the pattern appears in other words like “onion”)

“A million is one thousand times one thousand, and that is a huge number,” Dad explained.

Mom said, “Anything with tomatoes, garlic, and butter sounds yummy to me.”

Have the student write from your dictation:

Let’s draw straws for who gets the first milkshake.

A billion is bigger than a million, and a trillion is bigger than a billion, and a zillion is bigger than a trillion.

I sat in the shade in a lawn chair and watched a bird build her nest.

More sentences for practice:

At nine months old, the baby crawled on a clean, soft rug.

In art class, I found that drawing a chair was not so easy.

In the minutes before dawn, owls hoot and birds chirp.

My father and mother walked on the beach and looked out at the ocean.

Jack mows lawns. He is saving money to buy a car.

Choose any of the stories in [Group 9 \(Soft “c” and “g” Stories\)](#), [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le](#)

Stories), or Group 6 (Snow, Cow, Cloud Stories) for a “triple read.”

Student View

straw paw lawnmower draw crawl brawl jaw flaw raw flawless brawny drawstring withdraw gawk

million billion trillion zillion

Luckily, there was a major flaw in the cruel outlaw's plans.

Prawns are similar to shrimp but not exactly the same.

Stan said that he would bet a million dollars that he could beat Joe at ping pong.

"A million is one thousand times one thousand, and that is a huge number," Dad explained.

Mom said, "Anything with tomatoes, garlic, and butter sounds yummy to me."

At nine months old, the baby crawled on a clean, soft rug.

In art class, I found that drawing a chair was not so easy.

In the minutes before dawn, owls hoot and birds chirp.

My father and mother walked on the beach and looked out at the ocean.

Jack mows lawns. He is saving money to buy a car.

LESSON 103

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

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:

au (which makes the “aw” sound, as in “author”)

Words to read and write:

fault vault auto autumn cause because fraud haul autograph cauliflower exhaust fraudulent authorize faucet

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:

view, review¹⁰³

Have the student read:

Paul is a weekend artist who paints whenever he has the time.

Business at the ice cream shop is fantastic in August.

It is against the law to fake service records for autos.

¹⁰³ **view:** v is decodable; **iew** making the long “u” sound is irregular
review: re is decodable; “view” same as above

At the start of the hike, you will have an awesome view of the mountain.

Most often, authors and artists have to practice their skills for years before selling their work.

Have the student write from your dictation:

When people say, “Keep this in the vault,” they mean that what they have told you must stay secret.

The car in front of me swerved and almost caused an accident.

Before we start a new game of Risk, we need to review the rules. Otherwise we are at risk of having another dispute.

Choose any of the stories in [Group 9 \(Soft “c” and “q” Stories\)](#), [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a “triple read.”

Student View

fault vault auto autumn cause because fraud haul
autograph cauliflower exhaust fraudulent authorize
faucet

view review

Paul is a weekend artist who paints whenever he has the time.

Business at the ice cream shop is fantastic in August.

It is against the law to fake service records for autos.

At the start of the hike, you will have an awesome view of the mountain.

Most often, authors and artists have to practice their skills for years before selling their work.

LESSON 104

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

Make the sound with your student and have your student write the lowercase letter of this sound on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:

a (which makes the “ah” or “aw” sound, as in “ball”)

Explain that **a** makes the “aw” sound in words where **a** is preceded by **w** or followed by **l** and in other words like “Mama” and “Papa.”

Words to read and write:

wad walnut ball call water watch stall fall wash washer Mama always all want waffle father

Explain that because **qu** makes the “kw” sound, **a** makes the “aw” sound after **qu**:

*Words with **qu** to read and write:*

quad quality quantity squad squat squawk squall squalid squash equal equality squabble

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:

action, orange¹⁰⁴

¹⁰⁴ **action**: **ac** is decodable; **tion** making the “shun” sound will be decodable in Lesson 120

orange: “orange” is pronounced with two syllables; **or** is decodable; **a** makes the schwa sound; **nge** is decodable

Have the student read:

It was painful to watch the silly man flaunt his big wad of cash.

The baseball player always drinks a lot of water after his practice and always does a lot of squats before it.

Some men begin going bald when they are quite young.

“Some people seem all talk and no action,” Lorenzo complained.

Have the student write from your dictation:

I called my grandma and asked her if we could bake her walnut cake with orange frosting.

Sometimes deciding what action to take to deal with a problem is tricky.

Randy seems to stall whenever you ask him what his plans are.

More sentences for practice:

My birthday falls on a Saturday this year.

I like watching the sky when the sun rises and sets.

Our cats squabble, but they keep each other entertained.

Do a “triple read” of “Janet’s Favorite Book” in [Group 10 \(Advanced Phonics Stories\)](#) or choose any of the stories in [Group 9 \(Soft “c” and “g” Stories\)](#), [Group 8 \(“Y” as a Vowel](#)

Stories), Group 7 (Consonant-le Stories), or Group 6 (Snow, Cow, Cloud Stories) for a “triple read.”

Student View

walk talk wad walnut ball call water watch stall fall
wash washer Papa Mama also always all want
waffle father

quad quality quantity squad squat squawk squall
squalid squash equal equality squabble

action

orange

It was painful to watch the silly man flaunt his big wad of cash.

The baseball player always drinks a lot of water after his practice and always does a lot of squats before it.

Some men begin going bald when they are quite young.

“Some people seem all talk and no action,” Lorenzo complained.

My birthday falls on a Saturday this year.

I like watching the sky when the sun rises and sets.

Our cats squabble, but they keep each other entertained.

LESSON 105

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 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:

war (which makes the “or” sound, as in “warm”)

wor (which makes the “er” sound, as in “world”)

Explain that the r-controlled syllables **ar** and **or** change when a **w** comes first. Thus, “war” rhymes with “for” and “wor” rhymes with “stir.”

*Words to read and write with **war**:*

warm warmth wart warlock warthog quart quarters
--

*Words to read and write with **wor**:*

worth world worthy work workers word worm worse worst worry worthwhile

Point out that “worn” is an exception.

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:

learn, earn, search¹⁰⁵

¹⁰⁵ **learn, earn, search:** **ear** making the “er” sound is irregular in these lessons, though other words like “pearl” and “earth” share this pattern

Have the student read:

Relaxing in the warmth of the summer sun, the man forgot about his business woes and felt that all was right with the world.

Franco likes fantasy books with witches and warlocks and always searches for new ones at the library.

In history class, we learned about Karl Marx, who wrote *The Communist Manifesto* and said, “Workers of the world, unite!”

Have the student write from your dictation:

In class, we learned about how people think about self-worth.

His old work boots were worn out.

Liz only spends the money she has earned from cleaning houses on things that she thinks are worth it.

I prefer books about the real world, while Simon loves fantasy books.

Hungry birds search for insects and worms in the dirt.

More sentences for practice:

After it rains you can often spy worms on the street.

A “house of worship” refers to places like temples and churches.

Brad hates talking about fancy or silly things. The job of being a wedding planner would be the worst job in the world for him.

The teacher knew that the work she did was worthwhile.

Mrs. Worthington sometimes gets worn out with worry.

The workers at the hardware store take great pride in their jobs and understand that customers rely on their advice.

Do a “triple read” of “The Worst Shot Ever” in [Group 10 \(Advanced Phonics Stories\)](#) or choose any of the stories in [Group 9 \(Soft “c” and “g” Stories\)](#), [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a “triple read.”

Student View

warm warmth wart warlock warthog quart quarters

worth world worthy work workers word worm worse
worst worry worthwhile

learn, earn, search

Relaxing in the warmth of the summer sun, the man forgot about his business woes and felt that all was right with the world.

Franco likes fantasy books with witches and warlocks and always searches for new ones at the library.

In history class, we learned about Karl Marx, who wrote *The Communist Manifesto* and said, “Workers of the world, unite!”

After it rains you can often spy worms on the street.

A “house of worship” refers to places like temples and churches.

Brad hates talking about fancy or silly things. The job of being a wedding planner would be the worst job in the world for him.

Student View

The teacher knew that the work she did was worthwhile.

Mrs. Worthington sometimes gets worn out with worry.

The workers at the hardware store take great pride in their jobs and understand that customers rely on their advice.

LESSON 106

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

New material: More common suffixes

ive (meaning being or doing and pronounced with the short “i” sound)
positive, expressive, explosive, expensive

ite (meaning of or pertaining to and pronounced with a long “i” sound or with a short “i” sound)
polite, contrite, termite (long “i”)
definite, opposite, exquisite, favorite (short “i”)

ate (meaning to act on and pronounced with the long “a” sound at the end of verbs) insulate, navigate, procrastinate, translate, decorate, hesitate, estimate, evaluate

ate (pronounced “iht” or “uht” at the end of nouns and adjectives) desperate, legitimate, inadequate, estimate, immediate, accurate, corporate, approximate, candidate, literate, senate, private

ous (meaning full of and pronounced “us” or “iss”)
enormous, scandalous, ridiculous, nervous, miraculous, fabulous

ious (meaning full of and pronounced “eeus” or “eeiss”)
studious, glorious, obvious, tedious, previous, curious

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:

double, trouble¹⁰⁶

Have the student read:

It is time to finalize the plan to create our dinner so that we can shop for what we need at the store. We don't want to find ourselves in a desperate hurry this afternoon.

The team manager was responsible for keeping track of everyone's gear and equipment.

Fran is very studious but loves having fun too.

Our dog barks when the mail comes through the mail slot but is quite polite most other times.

Have the student write from your dictation:

Joan chose an inexpensive dress for the party and looked great.

Sam tries to be polite even when discussing explosive topics.

Many brides and grooms seem to think that tropical weddings are a glorious idea.

For the studious boy, the final question was no trouble at all.

My immediate plan is to drink a milkshake and to create a packing and to-do list.

¹⁰⁶ **double** and **trouble**: **ou** making the “uh” sound is irregular; everything else about “double” and “trouble” is decodable

Choose any of the stories in [Group 9 \(Soft “c” and “q” Stories\)](#), [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a “triple read.”

Student View

ive (meaning being or doing and pronounced with the short “i” sound)

positive, expressive, explosive, expensive

ite (meaning of or pertaining to and pronounced with a long “i” sound or with a short “i” sound)

polite, contrite, termite (long “i”)

definite, opposite, exquisite, favorite (short “i”)

ate (meaning to act on and pronounced with the long “a” sound at the end of verbs) insulate, navigate,

procrastinate, translate, decorate, hesitate, estimate, evaluate

ate (pronounced “iht” or “uht” at the end of nouns and adjectives) desperate, legitimate, inadequate, estimate, immediate, accurate, corporate, approximate, candidate, literate, senate, private

ous (meaning full of and pronounced “us” or “iss”)

enormous, scandalous, ridiculous, nervous, miraculous, fabulous

ious (meaning full of and pronounced “eeus” or “eeiss”)

studious, glorious, obvious, tedious, previous, curious

double trouble

It is time to finalize the plan to create our dinner so that we can shop for what we need at the store. We don't want to find ourselves in a desperate hurry this afternoon.

The team manager was responsible for keeping track of everyone's gear and equipment.

Fran is very studious but loves having fun too.

Our dog barks when the mail comes through the mail slot but is quite polite most other times.

LESSON 107

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:

cial and **tial** (pronounced “shul” as in “special” and “partial”)

New Concept: Explain that **ci** and **ti** work together as a consonant blend, making the “sh” sound. **Cial** and **tial** both are endings that mean “related to” and are found at the end of a lot of words. Notice that when a vowel precedes the ending, it will be spelled **cial**. When there is a consonant before the ending, it is more often spelled **tial**. **Cian** is used at the end of words that describe an occupation.

*Words to read and write with **cial**:*

official special commercial financial beneficial social
--

*Words to read and write with **tial**:*

essential confidential partial residential initial potential

*Words to read and write with **cian** (pronounced “shin” or “shun”):*

electrician pediatrician musician politician physician
magician optician technician (with ch pronounced “k”)

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:

recipe, earth¹⁰⁷

Have the student read:

The mystery novel opened with a man all by himself in a spooky house during a torrential rainstorm.

This special recipe has been in our family for decades.

Mr. Martinez was very excited about the special surprise he had planned for his daughter's birthday. He and his wife had secretly hired a magician, and his daughter and her friends knew nothing about it.

Mr. Kennedy, my Social Studies teacher, always lets us socialize for a few minutes at the end of class if all our work is done.

A local politician always comes to celebrate Earth Day at our school.

Phil's pediatrician advises him to drink milk, even though Phil does not like milk.

In the old days, people got recipes from cookbooks or even in newspapers. Now, more people find new recipes online.

Have the student write from your dictation:

Ms. Simpson called her husband and said excitedly: "I've just seen a town house for sale, and I think it has a lot of potential for us!"

¹⁰⁷ **recipe:** "recipe" is a three-syllable word; **r** is decodable; **e** making the short "e" sound is irregular; **cip** making "sip" is decodable; **e** making the long "e" sound is irregular
earth: **ear** making the "er" sound is irregular, though "learn," "earn," "search," and "pearl" share this pattern

Franklin made a special effort to be polite to his sister and, in general, to stay out of trouble during the holiday weekend.

An electrician can create new outlets, even outlets for the outside.

Gail turned in her homework late but still got partial credit.

Mrs. Fernandez has the best recipe on earth for pumpkin cheesecake. We should ask her if she will share it with us before Thanksgiving.

Choose any of the stories in [Group 9 \(Soft “c” and “g” Stories\)](#), [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a “triple read.”

Student View

official special commercial financial beneficial social

essential confidential partial residential initial potential

electrician pediatrician musician politician physician
magician optician technician (with ch pronounced "k")

recipe

earth

The mystery novel opened with a man all by himself in a spooky house during a torrential rainstorm.

This special recipe has been in our family for decades.

Mr. Martinez was very excited about the special surprise he had planned for his daughter's birthday. He and his wife had secretly hired a magician, and his daughter and her friends knew nothing about it.

Mr. Kennedy, my Social Studies teacher, always lets us socialize for a few minutes at the end of class if all our work is done.

A local politician always comes to celebrate Earth Day at our school.

Phil's pediatrician advises him to drink milk, even though Phil does not like milk.

In the old days, people got recipes from cookbooks or even in newspapers. Now, more people find new recipes online.

LESSON 108

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

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:

oi (as in “boil”)

Explain that “oi” comes in the middle of words.

Words to read and write:

boil coil moist foist spoil join coin joint point choice voice pointless thyroid disappointed exploited joined

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:

length, strength¹⁰⁸

Have the student read:

Some people go to great lengths to see their favorite bands and singers.

Bill dug a hole and put a shiny penny in the soil just for fun.

One of the strengths of the investment firm was the diversity of its workforce.

¹⁰⁸ **length** and **strength**: e making the short “i” sound is irregular; everything else about “length” and “strength” is decodable

The members of the club faced a difficult and sensitive choice between the two candidates and thus decided to vote by secret ballot.

Have the student write from your dictation:

Father boiled water for the tea and put a moist muffin on the plate.

The length of the old tablecloth is perfect for our table.

The outlaw's evil plots were foiled, and the town was saved from turmoil.

More sentences for practice:

Ms. Ko wanted to build on her students' strengths by doing a joint project with Mr. Arkin, the art teacher.

Jane had the strength to hoist the large bag and bring it to the curb.

Emily's recipe called for half a cup of milk. She hoped that the old container of milk in the refrigerator was not spoiled.

Choose any of the stories in [Group 9 \(Soft "c" and "g" Stories\)](#), [Group 8 \("Y" as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a "triple read."

Student View

boil coil moist foist spoil join coin joint point choice voice pointless thyroid disappointed exploited joined

length, strength

Some people go to great lengths to see their favorite bands and singers.

Bill dug a hole and put a shiny penny in the soil just for fun.

One of the strengths of the investment firm was the diversity of its workforce.

The members of the club faced a difficult and sensitive choice between the two candidates and thus decided to vote by secret ballot.

Ms. Ko wanted to build on her students' strengths by doing a joint project with Mr. Arkin, the art teacher.

Jane had the strength to hoist the large bag and bring it to the curb.

Emily's recipe called for half a cup of milk. She hoped that the old container of milk in the refrigerator was not spoiled.

LESSON 109

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

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:

oy (as in “boy”)

Explain that **oy** is found at the end of words or syllables.

Words to read and write:

joy toy boy enjoy enjoyment deploy deployment employment destroy soy coy royal boycott loyal annoyed

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:

source, course, court¹⁰⁹

Have the student read:

When I was a boy, my father explained that fighting for racial justice is important. He explained to me about important court cases that contributed to the fight.

¹⁰⁹**source, course, court:** our making the “or” sound is irregular; everything else about “source,” “course,” and “court” is decodable

Joyce wrote a report about Rosa Parks. Parks helped to promote racial justice by organizing a boycott of buses in Alabama. Many people joined in, and the boycott was successful.

Sam was looking for employment. He applied for many jobs, sometimes applying in person and sometimes applying online.

A major source of income is employment.

Her enjoyment of the play was limited, of course, by the fact that she had an upset tummy.

Have the student write from your dictation:

Joyce enjoys buying clothes and often picks shirts and dresses with floral prints.

Frank enjoys gossiping about his co-workers and that has been a source of unhappiness at the store.

That lawn care business has many loyal customers.

My father used to say, "What a royal mess!" when he thought things had really gotten out of hand.

A ploy is another word for trick.

Of course I will come to your birthday bash!

Do a "triple read" of "Mr. Paul Shares a Different Perspective" in [Group 10 \(Advanced Phonics Stories\)](#) or choose any of the stories in [Group 9 \(Soft "c" and "g" Stories\)](#), [Group 8 \("Y" as](#)

a Vowel Stories), Group 7 (Consonant-le Stories), or Group 6 (Snow, Cow, Cloud Stories) for a “triple read.”

Student View

joy toy boy enjoy enjoyment deploy deployment
employment destroy soy coy royal boycott loyal
annoyed

source

course

court

When I was a boy, my father explained that fighting for racial justice is important. He explained to me about important court cases that contributed to the fight.

Joyce wrote a report about Rosa Parks. Parks helped to promote racial justice by organizing a boycott of buses in Alabama. Many people joined in, and the boycott was successful.

Sam was looking for employment. He applied for many jobs, sometimes applying in person and sometimes applying online.

A major source of income is employment.

Her enjoyment of the play was limited, of course, by the fact that she had an upset tummy.

LESSON 110

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 and have your student write the lowercase letters of these sounds on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:

ew (which makes the “oo” sound in “grew” or the long “u” sound in “few”)

Words to read:

screw dew threw knew stew blew news newspaper mildew shrewd screwup jewelry renew
--

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:

truth, heart¹¹⁰

Have the student read:

Manny’s daughter flew home from Atlanta. Manny made her favorite beef stew for her first night home.

A screwball pitch is hard to hit because it curves in a funny way.

¹¹⁰ **truth:** u making the long “u” sound (in a closed syllable) is irregular; everything else about “truth” is decodable
heart: ear making the “ar” sound is irregular

The bulbs we planted in autumn grew into beautiful tulips in spring.

Phew! I just heard that we will have a few more days to turn in the project without losing any credit.

In her heart, Phyliss knew the truth: She had loved Brendan for a very long time.

Have the student write from your dictation:

To tell you the truth, when I am at the mall chewing a salty pretzel, I am as happy as a clam.

Melissa's nephew works at Starbucks. He sometimes brings Melissa her favorite brew.

Once the store agreed to give him his money back, Mr. Woodruff withdrew his complaint.

Felix's dad called out, "Someone bring me my screwdriver, pronto!"

When Stacy is bored, she sometimes doodles, drawing little hearts and rainbows on her paper. Often she doesn't even know she is doing it!

More sentences for practice:

My mom sometimes buys used clothes.

When someone admires her dress and asks if it is new, she will say, "Well, it is new to me!"

Choose any of the stories in [Group 9 \(Soft “c” and “g” Stories\)](#), in [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a “triple read.”

Student View

screw dew threw knew stew blew news newspaper
mildew shrewd screwup jewelry renew

truth

heart

Manny's daughter flew home from Atlanta. Manny made her favorite beef stew for her first night home.

A screwball pitch is hard to hit because it curves in a funny way.

The bulbs we planted in autumn grew into beautiful tulips in spring.

Phew! I just heard that we will have a few more days to turn in the project without losing any credit.

In her heart, Phyliss knew the truth: She had loved Brendan for a very long time.

My mom sometimes buys used clothes.

When someone admires her dress and asks if it is new, she will say, "Well, it is new to me!"

LESSON 111

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 and have your student write the lowercase letters of these sounds on a whiteboard three times while saying the sounds. Create a flashcard for the sound-letter deck:

ie (which makes two sounds, the long “i” as in “pie” and the long “e” as in “chief”)

Words to read and write:

tries lie die flies fried denied relief belief grief niece piece cookie brownie families achieve believe grieve yield movie
--

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:

courage, promise¹¹¹

Have the student read:

Refusing to tell a lie requires courage in the moment.

My father said, “It is a great relief to tell the truth because you don’t have to struggle to remember what you have said.”

¹¹¹ **courage:** **our** making the “er” sound is irregular; everything else about “courage” is decodable
promise: **ise** making “iss” is irregular; everything else about “promise” is decodable

My niece baked a pecan pie and promised to save me a piece.

In the Greek Orthodox Church, priests can marry and have families.

In an important scene in the movie, the man put his hand over his heart and promised that he was telling the truth.

Have the student write from your dictation:

Archie had never made his own pie crust, but he had the flour, shortening, and courage to try.

Tim finds stories set in the future more interesting than stories set in the past.

My niece forgot her purse and had to drive back to the diner to retrieve it.

More sentences for practice:

In the future, do you believe that newspapers will all be online?

“To achieve your important goals for the future, it’s important to take care of all the little chores of the day,” Gran said.

Something fatal means something that caused someone to die. But sometimes people say, “That was a fatal mistake” to mean that a mistake was very bad for a project or plan (even though no one died).

Do a “triple read” of “A Fender Bender” in [Group 10 \(Advanced Phonics Stories\)](#) or choose any of the stories in [Group 9 \(Soft “c” and “g” Stories\)](#), [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a “triple read.”

Student View

tries lie die flies fried denied
relief belief grief niece piece cookie brownie families
achieve believe grieve yield movie

courage

promise

courage, promise

Refusing to tell a lie requires courage in the moment.

My father said, "It is a great relief to tell the truth because you don't have to struggle to remember what you have said."

My niece baked a pecan pie and promised to save me a piece.

In the Greek Orthodox Church, priests can marry and have families.

In an important scene in the movie, the man put his hand over his heart and promised that he was telling the truth.

In the future, do you believe that newspapers will all be online?

“To achieve your important goals for the future, it’s important to take care of all the little chores of the day,” Gran said.

Something fatal means something that caused someone to die. But sometimes people say, “That was a fatal mistake” to mean that a mistake was very bad for a project or plan (even though no one died).

LESSON 112

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

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:

ou (which makes the “oo” sound in “youth”)

ui (which makes the “oo” sound in “fruit”)

Words to read and write:

you youth group couth uncouth bayou (“bay” is pronounced “by”) **soup soupy cougar acoustics ghoul fruit suit juice**

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:

sugar, dessert¹¹²

Have the student read:

Of course, the soup is not as good as it was when it was hot, now that it is cold.

The acoustics in the hall were perfect for classical music.

¹¹² **sugar**: s making the “sh” sound is irregular in these materials (but appears in other words like “sure”); u makes the “oo” sound as in “book”; **gar** is decodable, where **ar** makes the “er” sound as in “dollar”

dessert: **d** is decodable; **e** makes the schwa sound “uh”; **ss** makes the “z” sound; and **ert** is decodable

Cougars live in sixteen states in the U.S., including New Mexico, Colorado, and Florida.

Tomato counts as a fruit, and tomato juice is my favorite juice of all.

The youth group leader wore a bright blue suit for the event.

Have the student write from your dictation:

The youth group was looking for a project they could do to help the community.

Gran said, "Of course I would like you to use your good manners and not behave in an uncouth way."

We settled in a booth and asked the waiter to bring us the soup of the day with crackers.

The man felt wronged in his business deal with the developer. He was now considering bringing a lawsuit against him.

Do a "triple read" of "Betsy's Favorite Book" in [Group 10 \(Advanced Phonics Stories\)](#) or choose any of the stories in [Group 9 \(Soft "c" and "g" Stories\)](#), [Group 8 \("Y" as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a "triple read."

Student View

you youth group couth uncouth bayou
soup soupy cougar acoustics ghoul
fruit suit juice

sugar

dessert

Of course, the soup is not as good as it was when it was hot, now that it is cold.

The acoustics in the hall were perfect for classical music.

Cougars live in sixteen states in the U.S., including New Mexico, Colorado, and Florida.

Tomato counts as a fruit, and tomato juice is my favorite juice of all.

The youth group leader wore a bright blue suit for the event.

LESSON 113

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

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:

ch (which makes the “k” sound, as in “school”)

Words to read and write:

chronic scholar chronicle chemist character chord ache chorus mechanic monarch technology high-tech chrysanthemum architect
--

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:

usual, usually, measure¹¹³

Have the student read:

She chose to buy chrysanthemums because they usually stay looking good for a long time.

If the chemistry test weren't on Tuesday, Sally would want to take a break and bake cookies with her friends.

¹¹³ **usual and usually:** **u** is decodable; **su** making the “zhu” sound is irregular; **al** is decodable; **ly** (in “usually”) is decodable

measure: **m** is decodable; **ea** making the short “e” sound will be decodable in Lesson 116; **sure** making the “zher” sound is irregular but appears in other words like “treasure” and “leisure”

A chronic pain is a pain that a person usually has.

The classroom was in complete chaos when the students saw the escaped hamster running for the door.

The scholar measured her words carefully.

The tailor measured the man's arms, neck, and chest.

Have the student write from your dictation:

Chrome faucets are shiny and fairly easy to keep clean.

Draco Malfoy is a rival character to Harry in *Harry Potter*.

The chorus sounded great, and the party after the concert was fun.

Chris usually wants to buy the latest high-tech device.

She does not measure the salt, she just puts a pinch or two in.

Fred cooks like a chemist. He measures every ingredient carefully.

More sentences for practice:

Some people believe that taking a sauna relieves chronic aches and pains.

The woman was a scholar of French textiles and collected old fabric, books, and pamphlets wherever she roamed.

Choose any of the stories in [Group 9 \(Soft "c" and "g" Stories\)](#),

Group 8 (“Y” as a Vowel Stories), Group 7 (Consonant-le Stories), or Group 6 (Snow, Cow, Cloud Stories) for a “triple read.”

Student View

chronic scholar chronicle chemist character chord
ache chorus mechanic monarch technology high-tech
chrysanthemum architect

usual usually

measure

She chose to buy chrysanthemums because they usually stay looking good for a long time.

If the chemistry test weren't on Tuesday, Sally would want to take a break and bake cookies with her friends.

A chronic pain is a pain that a person usually has.

The classroom was in complete chaos when the students saw the escaped hamster running for the door.

The scholar measured her words carefully.

The tailor measured the man's arms, neck, and chest.

Some people believe that taking a sauna relieves chronic aches and pains.

The woman was a scholar of French textiles and collected old fabric, books, and pamphlets wherever she roamed.

LESSON 114

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

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:

ch (which makes the “sh” sound, as in “chef”)

Words to read and write:

charade machine (“ine” is pronounced “een”) chagrin Chicago brochure chic parachute mustache pistachio schmooze

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:

ocean, honest, honor¹¹⁴

Have the student can read:

Michelle loves the ocean and plans to study oceanography in college.

¹¹⁴ **ocean**: **o** is decodable; **ce** making the sh sound is irregular; **an** makes the schwa “uhn” sound
honest and **honor**: “honest” and “honor” begin with a silent **h**; everything else is decodable

That woman is good at schmoozing with customers, but do you think she is always honest?

Charlotte got a brochure for an ocean fishing trip she knew her husband would like.

Frank was always good with machines and wanted to be a mechanic after he finished high school.

When asked to describe his grandfather in one phrase, Manny replied, “He was honorable.”

Have the student write from your dictation:

Jenn spied a parachute drifting over the edge of the ocean.

Much to my chagrin, I must be honest and admit that it was I who got up in the middle of the night and ate the rest of the brownies, leaving none for you.

A skillful chef can make a great meal with humble food.

Felix concluded his essay with the sentence: “Honor goes hand in hand with honesty; one cannot be dishonest and still live an honorable life.”

Do a “triple read” of “Toby Becomes a Real Mechanic” in [Group 10 \(Advanced Phonics Stories\)](#) or choose any of the stories in [Group 9 \(Soft “c” and “g” Stories\)](#), in [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a “triple read.”

Student View

charade machine
chagrin Chicago brochure chic parachute mustache
pistachio schmooze

ocean

honest

honor

Michelle loves the ocean and plans to study oceanography in college.

That woman is good at schmoozing with customers, but do you think she is always honest?

Charlotte got a brochure for an ocean fishing trip she knew her husband would like.

Frank was always good with machines and wanted to be a mechanic after he finished high school.

When asked to describe his grandfather in one phrase, Manny replied, "He was honorable."

LESSON 115

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

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:

err and **er** (which makes the “air” sound, as in “cherry”)

Words to read and write:

berry merry terror where whereas steroid heritage very America peril sterile (“ile” pronounced with a short “i”) terrify there error dexterity inheritance verified therapy perilous Terry Perry

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:

flood, **blood**¹¹⁵

Have the student read:

Heritage is another word for background or the place you came from. When people say Americans are diverse, they are pointing out that Americans are descended from people of many backgrounds.

My dad still likes to listen to his music on his old stereo.

¹¹⁵ **flood** and **blood**: oo making the short “u” sound is irregular; everything else about “flood” and “blood” is decodable

Some people love horror films full of blood and guts. They enjoy being terrified.

During Hurricane Katrina, there was massive flooding when multiple floodwalls and levees that protect the city of New Orleans failed.

Have the student write from your dictation:

The birthday party was full of merry children having fun.

My sister had to get a steroid shot after she hurt her knee.

This medical equipment must be sterilized after each use.

Meg prefers apple pie to cherry pie.

I don't think Pete should be a doctor or nurse. He cannot stand the sight of blood.

Choose any of the stories in [Group 9 \(Soft “c” and “g” Stories\)](#), in [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a “triple read.”

Student View

berry merry terror where whereas steroid heritage
very America peril sterile terrify there error dexterity
inheritance verified therapy perilous Terry Perry

flood blood

Heritage is another word for background or the place you came from. When people say Americans are diverse, they are pointing out that Americans are descended from people of many backgrounds.

My dad still likes to listen to his music on his old stereo.

Some people love horror films full of blood and guts. They enjoy being terrified.

During Hurricane Katrina, there was massive flooding when multiple floodwalls and levees that protect the city of New Orleans failed.

LESSON 116

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

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:

ea (which makes the short “e” sound, as in “head”)

Words to read and write:

bread stealth wealthy breakfast instead thread weather leather spread meant ready steady cleanse cleanser dead death

Introduce the new high-frequency word you have written onto a flashcard. Have the student write the high-frequency word three times while pronouncing the word:

early¹¹⁶

Have the student read:

Benjamin Franklin said, “Early to bed, early to rise, makes a man healthy, wealthy and wise.”

When the young man got a love text from his crush, he was as light as a feather.

Our teacher told us that Dr. Martin Luther King Jr. said, “Injustice anywhere is a threat to justice everywhere.”

¹¹⁶early: ear making the “er” sound is irregular; ly is decodable

When my father said, “I count my wealth in the things I can do without,” he meant that his brain was full of free ways to entertain himself.

Have the student write from your dictation:

I got up early and made toast and eggs for breakfast.

In stealth, the secret agent broke into the house and looked for the missing files.

On a weekend when the weather is nice, the streets of Annapolis are crowded with visitors.

The phrase, “Birds of a feather flock together,” means that friends are often alike and have similar qualities.

Do a “triple read” of “The Day of the Dead” in [Group 10 \(Advanced Phonics Stories\)](#) or choose any of the stories in [Group 9 \(Soft “c” and “g” Stories\)](#), [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a “triple read.”

Student View

bread stealth wealthy breakfast instead thread weath
leather spread meant ready steady cleanse cleanser
dead death

early

Benjamin Franklin said, “Early to bed, early to rise, makes a man healthy, wealthy and wise.”

When the young man got a love text from his crush, he was as light as a feather.

Our teacher told us that Dr. Martin Luther King Jr. said, “Injustice anywhere is a threat to justice everywhere.”

When my father said, “I count my wealth in the things I can do without,” he meant that his brain was full of free ways to entertain himself.

LESSON 117

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 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:

ea (which makes the long “a” sound, as in “great,” or the “air” sound as in “bear”)

eigh (which makes the long “a” sound, as in “neighbor”)

*Words to read and write with **eigh**:*

eight neighborhood neigh eighteen weigh

*Words to read and write with **ea**:*

**break steak wear greatest tear outbreak underwear
bear**

*Words to read and write with **eigh**:*

eight neighborhood neigh eighteen weigh

Introduce the new high-frequency word you have written onto a flashcard. Have the student write the high-frequency word three times while pronouncing the word:

restaurant¹¹⁷

Have the student read:

That restaurant makes the best steak sandwich and curly fries I have ever had.

The judge directed the witness to swear to tell the truth.

After an outbreak of the flu, the pre-school teacher cleaned the desks and tables frequently.

Beachwear seems very expensive given how little fabric is needed to make it.

After their big win, the debate team thought they should celebrate at a nice restaurant.

The lawyer needed to appear in court, so he put on his best suit.

The baker weighed the flour for the bread on his digital scale.

In rural towns, freight trains can sometimes be heard passing at high speeds.

Winnie always offers to shop and shovel snow for her elderly neighbors when the weather is bad.

¹¹⁷ **restaurant**: “restaurant” has three syllables; **res** is decodable; **tau** makes a schwa “tih” sound and is irregular; **rant** is decodable (with **a** making an “ah” sound)
Shove

Have the student write from your dictation:

There was some pushing and shoving as the kids got in line to get on the sleigh ride.

When Bill turns eighteen he plans to join the Navy.

In France it is usual to travel to neighboring villages by train. In the U.S., there aren't as many passenger trains.

Have the student write from your dictation:

The teacher began to talk about homework for the weekend and the students said, "Oh, come on, give us a break!"

There was a small tear in Jake's leather jacket but it was still wearable.

Joyce likes diners and restaurants that have cozy booths.

Choose any of the stories in [Group 9 \(Soft "c" and "g" Stories\)](#), [Group 8 \("Y" as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a "triple read."

Student View

break steak wear greatest tear outbreak underwear
bear

restaurant

That restaurant makes the best steak sandwich and curly fries I have ever had.

The judge directed the witness to swear to tell the truth.

After an outbreak of the flu, the pre-school teacher cleaned the desks and tables frequently.

Beachwear seems very expensive given how little fabric is needed to make it.

LESSON 118

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

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:

ought and **ought** (which makes the same sound with different spellings)

Words to read and write:

bought fought brought wrought ought taught daughter caught fraught

Introduce the new high-frequency word you have written onto a flashcard. Have the student write the high frequency word three times while pronouncing the word:

lawyer¹¹⁸

Have the student read:

The naughty boy cheated on the exam by copying the answers from the girl next to him.

Jane brought her mother a pair of beautiful candlesticks. They were a very thoughtful gift.

People use the phrase, “They see eye to eye,” to mean that those people tend to agree on things.

¹¹⁸ **lawyer**: l is decodable; aw making the “oy” sound is irregular; yer is decodable

After their big win, the debate team thought they should celebrate at a nice restaurant.

The lawyer needed to appear in court, so he put on his best suit.

The baker weighed the flour for the bread on his digital scale.

In rural towns, freight trains can sometimes be heard passing at high speeds.

Winnie always offers to shop and shovel snow for her elderly neighbors when the weather is bad.

Have the student write from your dictation:

There was some pushing and shoving as the kids got in line to get on the sleigh ride.

When Bill turns eighteen he plans to join the Navy.

In France it is usual to travel to neighboring villages by train. In the U.S., there aren't as many passenger trains.

Have the student write from your dictation:

The haughty princess refused to greet the humble old woman, not knowing that she was a powerful witch.

Many people do not eat meat because they do not believe in slaughtering live animals.

The lawyer was disorganized, and the judge was annoyed.

Phil thought he should return the money his grandma sent him for helping her move a few heavy things. He wanted her to know that he was happy to help her anytime.

Choose any of the stories in [Group 9 \(Soft “c” and “g” Stories\)](#), in [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a “triple read.”

Student View

bought fought brought wrought ought
taught daughter caught fraught

lawyer

The naughty boy cheated on the exam by copying the answers from the girl next to him.

Jane brought her mother a pair of beautiful candlesticks. They were a very thoughtful gift.

People use the phrase, “They see eye to eye,” to mean that those people tend to agree on things.

After their big win, the debate team thought they should celebrate at a nice restaurant.

The lawyer needed to appear in court, so he put on his best suit.

LESSON 119

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 and have your student write the lowercase letters of these sounds on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:

ei (which makes two sounds, the long “e” in “ceiling” and the long “a” in “vein”)

*Words to read and write with **ei** making the long “e” sound, often preceded by **c**.*

ceiling deceit receipt (silent p) perceive receive either neither weird
--

*Words to read and write with **ei** the long “a” sound:*

their heir reindeer veil vein
--

Have the student read:

“I must say, I have had enough of these weird spellings,” the student remarked politely.

To paint the ceiling, JoJo was careful to cover the floor with newspaper in case the paint from her brush dripped.

The bride wore a beautiful, lacy veil.

The conceited boy thought his boasts were believed by everyone.

Neither of us was in the mood to clean up the kitchen after making so many batches of cookies for the bake sale. Nevertheless, we knew it had to be done.

Have the student write from your dictation:

Are there still reindeer living in the wild?

Sally either has to finish the book by tomorrow or renew it at the library.

Neither of us received the weird note that was being passed around.

The paint on the ceiling is peeling off.

Choose any of the stories in [Group 9 \(Soft “c” and “g” Stories\)](#), in [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a “triple read.”

Student View

ceiling deceit receipt perceive receive
either neither weird

their heir reindeer veil vein

“I must say, I have had enough of these weird spellings,”
the student remarked politely.

To paint the ceiling, JoJo was careful to cover the floor
with newspaper in case the paint from her brush dripped.

The bride wore a beautiful, lacy veil.

The conceited boy thought his boasts were believed by
everyone.

Neither of us was in the mood to clean up the kitchen after
making so many batches of cookies for the bake sale.
Nevertheless, we knew it had to be done.

LESSON 119

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

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:

eigh (which makes the long “a” sound, as in “neighbor”)

Words to read and write:

eight neighborhood neigh eighteen weigh
--

Have the student read:

The baker weighed the flour for the bread on his digital scale.

In rural towns, freight trains can sometimes be heard passing at high speeds.

Winnie always offers to shop and shovel snow for her elderly neighbors when the weather is bad.

Have the student write from your dictation:

There was some pushing and shoving as the kids got in line to get on the sleigh ride.

When Bill turns eighteen he plans to join the Navy.

In France it is usual to travel to neighboring villages by train. In the U.S., there aren't as many passenger trains.

Choose any of the stories in [Group 9 \(Soft “c” and “g” Stories\)](#), in [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a “triple read.”

Student View

eight neighborhood neigh eighteen weigh

The baker weighed the flour for the bread on his digital scale.

In rural towns, freight trains can sometimes be heard passing at high speeds.

Winnie always offers to shop and shovel snow for her elderly neighbors when the weather is bad.

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:*

completion direction attention connection faction vacation station conversation reaction invention location revolution pollution invention solution information complication implication detention

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

mansion admission expansion tension expression

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

television inclusion vision envision fusion
--

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 \("Y" as a Vowel Stories\)](#), in [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a "triple read."

Student View

completion direction attention connection faction
vacation station conversation reaction invention
location revolution pollution invention solution
information complication implication detention

mansion admission expansion tension expression

television inclusion vision envision fusion

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.