

## LESSON 91

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

*Make the sound with your student and have your student write the lowercase letters of this sound on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:*

**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:*

<b>mystery Phyllis system symbol</b> (“bol” sounds like “bull”) <b>synthetic synthesize synthesizer typical</b> (“cal” sounds like “cull”) <b>physical physics</b>
--

*Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:*

**nature, future, picture** (all pronounced with “cher”)<sup>1</sup>

*Have the student read:*

**Meg likes to sing hymns in church, but she sings softly when she does not know the tune.**

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<sup>1</sup> **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.”

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 92

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

*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, drew<sup>2</sup>**

*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.**

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<sup>2</sup> **draw** and **drew**: **dr** is decodable; **aw** will be decodable in Lesson 100; **ew** will be decodable in Lesson 109

*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."*

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



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 93

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

***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:*

<b>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</b>
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*Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:*

**aunt, cousin<sup>3</sup>**

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<sup>3</sup> **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.”*

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 94

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

*Make the sound with your student and have your student write the lowercase letters of this sound on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:*

**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:*

<b>nice city science disgrace face rice recent decent cymbal Cindy race velocity space grace necessary cyber decided noticed bicycle celebrate</b>
--

*Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:*

**America, Americans**<sup>4</sup>

*Have the student read:*

**New York City is an exciting place to visit.**

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<sup>4</sup> **America**: the first and last **a** are pronounced “uh” and will be decodable in Lesson 106; **er** is pronounced “air” and will be decodable in Lesson 114; 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.”

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 95

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

*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:*

<b>success vaccine</b> (ine pronounced “een”) <b>access succeed</b> <b>accident accent accessory accept</b>
--

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:*

<b>practice service justice office notice cowardice</b> <b>prejudice malice solstice lattice hospice apprentice</b> <b>artifice accomplice</b>
--

*Words to read and write in which the **ice** ending has the long “i” sound:*

<b>advice entice device suffice sacrifice</b>
---

*Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:*

**clothes, country<sup>5</sup>**

*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.**

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<sup>5</sup> **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.

She exudes elegance.

He is ignorant of history.

Ignorance of history is a problem.

Mars is a distant planet.

What is the distance we need to travel?

She has a confident smile.

He lacks confidence.

He has an absent look.

He has too many absences.

An **ance** or **ence** ending is also added to verbs to make nouns:

She tolerates his music.

Tolerance is important in getting along with others.

He disturbed our sleep.

She created a disturbance in class.

He influenced his peers.

He is a good influence.

*More words to read and write with **ance** and **ence**:*

<b>significance</b> <b>reference</b> <b>presence</b> <b>silence</b> <b>sentence</b> <b>sequence</b> <b>conference</b> <b>violence</b> <b>ambulance</b> <b>resistance</b> <b>fragrance</b> <b>extravagance</b> <b>influence</b> <b>endurance</b> <b>consequence</b>
---

*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.”*

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.

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 96

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

*Make the sound with your student and have your student write the lowercase letters of this sound on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:*

**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**:*

<b>ginger huge wage garage (the ge sounds like zh) strange change urgent gym gem gentle danger germ geology gender geography agitated emergency register college</b>
--

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, business**<sup>6</sup>

*Have the student read:*

**The man said that he had urgent business downtown.**

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<sup>6</sup> **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

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."



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 97

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

*Make the sound with your student and have your student write the lowercase letters of this sound on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:*

**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:*

<b>guide guinea pig guarantee guard guilty guild guitar</b>
---

*Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:*

**language, guy**<sup>7</sup>

*Have the student read:*

**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.**

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<sup>7</sup> **language**: **lang** is decodable; **uage** making the “gwij” sound is irregular  
**guy**: **g** is decodable; **uy** making the long “i” sound is irregular in these lessons

**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.”*

guide guinea pig guarantee guard guilty guild guitar

language

guy

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 98

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

*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:*

<b>edge sledgehammer ledge bridge fridge lodge hedge cringe lunge fringe grudge hinges</b>
--

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**:*

<b>rage page huge cage stage charge large splurge</b>
---

*Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:*

**lose, young<sup>8</sup>**

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<sup>8</sup> **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.”*

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 99

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

*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:*

<b>roach batch latch stitch each beach stretcher brunch reach teach bunch flinch pinch match catch clutch switch snatch sketch</b>
--

*Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:*

**toward, watch**<sup>9</sup>

*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.**

**On Mondays, Mrs. Strange plays bridge, and she always makes a batch of her tasty fudge for the group to nibble on**

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<sup>9</sup> **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 will be decodable in Lesson 102; **tch** is decodable



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.”

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 100

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

*Make the sound with your student and have your student write the lowercase letters of this sound on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:*

**aw** (which makes the “ah” sound, as in “draw”)

*Words to read and write:*

<b>straw paw lawnmower draw crawl brawl jaw flaw raw flawless brawny drawstring withdraw gawk</b>
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*Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:*

**million, billion, trillion, zillion<sup>10</sup>**

*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.**

**“A million is one thousand times one thousand, and that is a huge number,” Dad explained.**

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<sup>10</sup> million, billion trillion, zillion: mill, bill, trill, zill, are decodable; ion making the “yun” sound is irregular

**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 \(Soft “c” and “q” Stories\)](#), [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a “triple read.”*

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.