Lesson 26

Mastery Check

1. Review the material taught in the previous lesson.
2. Carry on with Lesson 26 if the student has mastered or is close to mastering the material. If not, repeat the material taught in previous lessons.

Letter-sound rules

Materials: *Whiteboard*

1. Next rule.
2. **Some sounds are made by more than one letter or letter group**. Say that rule.
3. Write **ai** on the whiteboard.
   What sound?
4. Write **ay** next to **ai**. **This letter group also makes /ae/** (as in say). What sound?
5. Write **ay** on a different part of the whiteboard.
6. What sound?

Whiteboard sounds

Materials: *Whiteboard*

1. Write **ay** on the whiteboard along with j, w, oa, ai, g, b, ou, or, ll, ss.
2. Point to **ay**. What sound?
3. Point to a number of other "letter sounds" to distract the student before cycling back to **ay**.
4. Continue until 5-6 correct responses for **ay** have been obtained.

3-step spelling

Materials: *Mini-whiteboard*

Prompt the correct spelling choice when there is more than one plausible spelling choice (e.g., AI/AY or O/OA).

AY is the usual spelling choice when the /ae/ sound occurs in the final position (e.g., SAY).

1. Say **wait**.
   Say it slowly.
   Now write it.
2. Repeat for **joust**, **rain**, **stay**, **boat**, **day** and **may**.

Whiteboard spelling

Materials: *Mini-whiteboard*

1. Write **way** on your board.
2. Make **way** into **wait** on your board.
3. Repeat for **wait-bait-boat-bay-lay-load-lord-loud**.

Nonword-spelling

Materials: *Mini-whiteboard*

1. Say **spay**.
   Say it slowly.
   Now write it.
2. Repeat for **troap**, **jaisp**, **sporm**, **mouft** and **weck**.

Whiteboard words

Materials: *Whiteboard*

1. Now you are going to read some words.
   I have two rules for these words. If you know a word, just say it. If you don't know a word, look carefully, and sound it out.
2. Write **rain** on the whiteboard.
3. What word?
4. Change **rain** into **main**. What word?
5. Repeat for **main-moan-may-Jay-job-cob-club-cloak-clay-play-plain-plan-loan-droan-dray-tray-train-ray-day-stay-stout-bout-bot-bet-best-west-wait-way-ray-raid-rain-train-torn-tout-stout-stay-stork-soak-say-sort-port-sport**.

Word-list reading

Materials: *Wordlist in Student Booklet*

1. You are going to read some more words.
   If you know a word, just say it. If you don't know it, sound it out.

Irregular-word reading

Materials: *Whiteboard, Irregular-words: me, when*

1. **Some words can't be sounded out**.
   Say the rule.
2. Write the words one at a time on the whiteboard.
3. To introduce each word: This word is **me**. What word?
4. Write a selection of previously mastered irregular-words on the whiteboard alongside the words being taught in this lesson.
5. Point to the words *in random order* while indicating for the student to name the word. Continue until the student has correctly named the new words 5-6 times.

Sentence reading

Materials: *Sentences in Student Booklet*

1. You are going to read some sentences.
   The words that can't be sounded out are written in red.
2. First sentence. Remember: if you know the word, just say it. If you don't know it, look carefully and sound it out.

■ **END OF LESSON 26**

Lesson 27

Mastery Check

1. Review the material taught in the previous lesson.
2. Carry on with Lesson 27 if the student has mastered or is close to mastering the material. If not, repeat the material taught in previous lessons.

Letter-sound rules

Materials: *Whiteboard*

1. Next rule.
2. Write **ch** on the whiteboard.
3. **This letter group makes /ch/** (as in chip). What sound?
4. Write **ch** on a different part of the whiteboard. What sound?

Whiteboard sounds

Materials: *Whiteboard*

1. Write **ch** on the whiteboard along with ay, w, j, oa, ai, g, b, or, ou.
2. Point to **ch**. What sound?
3. Point to a number of other "letter sounds" to distract the student before cycling back to **ch**.
4. Continue until 5-6 correct responses for **ch** have been obtained.

Sound writing

Materials: *Mini-whiteboard*

1. Say **chat**.
   What's the first sound in **chat**? (/ch/)
   Write the letters that make **/ch/**.
2. Repeat for **aim**, **gust**, **chin**, **out**, **oats**, **chest** and **west**.

3-step spelling

Materials: *Mini-whiteboard*

Prompt the correct spelling choice when there is more than one plausible spelling choice (e.g., A/AI or O/OA).

1. Say **chip**.
   Say it slowly.
   Now write it.
2. Repeat for **much**, **load**, **chest** and **chain**.

Whiteboard spelling

Materials: *Mini-whiteboard*

1. Write **way** on your board.
2. Make **way** into **wait** on your board.
3. Repeat for **wait-bait-bit-chit-chat-stat-stay-stain-chain**.

Nonword-spelling

Materials: *Mini-whiteboard*

1. Say **chaip**.
   Say it slowly.
   Now write it.
2. Repeat for **orch**, **mouch**, **spay**, **gult** and **chay**.

Whiteboard words

Materials: *Whiteboard*

1. Now you are going to read some words.
   I have two rules for these words. If you know a word, just say it. If you don't know a word, look carefully, and sound it out.
2. Write **map** on the whiteboard.
3. What word?
4. Change **map** into **chap**. What word?
5. Repeat for **chap-chip-chin-chain-pain-pin-punch-lunch-loan-roach-such-much-munch-ouch-couch-pouch-pay-pain-gain-goal-goat-wait-worn-way-may-much-such-crunch**.

Word-list reading

Materials: *Wordlist in Student Booklet*

1. You are going to read some more words.
   If you know a word, just say it. If you don't know it, sound it out.

Irregular-word reading

Materials: *Whiteboard, Irregular-words: come, put, old, here*

1. **Some words can't be sounded out**.
   Say the rule.
2. Write the words one at a time on the whiteboard.
3. To introduce each word: This word is **come**.
   What word?
4. Write a selection of previously mastered irregular-words on the whiteboard alongside the words being taught in this lesson.
5. Point to the words *in random order* while indicating for the student to name the word. Continue until the student has correctly named the new words 5-6 times.

Sentence reading

Materials: *Sentences in Student Booklet*

1. You are going to read some sentences.
   The words that can't be sounded out are written in red.
2. First sentence. Remember: if you know the word, just say it. If you don't know it, look carefully and sound it out.

■ **END OF LESSON 27**

Lesson 28

Mastery Check

1. Review the material taught in the previous lesson.
2. Carry on with Lesson 28 if the student has mastered or is close to mastering the material. If not, repeat the material taught in previous lessons.

Letter-sound rules

Materials: *Whiteboard*

1. Next rule.
2. **Some sounds are made by more than one letter or letter group**. Say that rule.
3. Write **ch** on the whiteboard.
   What sound?
4. Write **tch** next to **ch**. **This letter group also makes /ch/** (as in PITCH). What sound?
5. Write **tch** on a different part of the whiteboard.
   What sound?

Whiteboard sounds

Materials: *Whiteboard*

1. Write **tch** on the whiteboard along with ch, ay, w, j, oa, ai.
2. Point to **tch**. What sound?
3. Point to a number of other "letter sounds" to distract the student before cycling back to **tch**.
4. Continue until 5-6 correct responses for **tch** have been obtained.

3-step spelling

Materials: *Mini-whiteboard*

Prompt the correct spelling choice when there is more than one plausible spelling choice (e.g., CH/TCH).

1. Say **chain**.
   Say it slowly.
   Now write it.
2. Repeat for **patch**, **much**, **road**, **match** and **ray**.

Whiteboard spelling

Materials: *Mini-whiteboard*

1. Write **way** on your board.
2. Make **way** into **wait** on your board.
3. Repeat for **wait-bait-batch-bat-chat-hay-cray-catch**.

Nonword-spelling

Materials: *Mini-whiteboard*

1. Say **chup**.
   Say it slowly.
   Now write it.
2. Repeat for **oach**, **morst**, **potch** and **chay**.

Whiteboard words

Materials: *Whiteboard*

1. Now you are going to read some words.
   I have two rules for these words. If you know a word, just say it. If you don't know a word, look carefully, and sound it out.
2. Write **chat** on the whiteboard.
3. What word?
4. Change **chat** into **chant**. What word?
5. Repeat for **chant-pant-patch-catch-match-moan-grain-grinch-lunch-stitch-switch-witch-wait-stain-stitch-pitch-pound-patch-port-pay-play-stay-fay-finch-found-fort-ouch-glitch**.

Word-list reading

Materials: *Wordlist in Student Booklet*

1. You are going to read some more words.
   If you know a word, just say it. If you don't know it, sound it out.

Nonword-reading

Materials: *Non-wordlist in Student Booklet*

1. These are made up words. Look carefully and sound them out.
2. First word. Look at your book.

Irregular-word reading

Materials: *Whiteboard, Irregular-words: why, asked, water*

1. **Some words can't be sounded out**.
   Say the rule.
2. Write the words one at a time on the whiteboard.
3. To introduce each word: This word is **why**. What word?
4. Write a selection of previously mastered irregular-words on the whiteboard alongside the words being taught in this lesson.
5. Point to the words *in random order* while indicating for the student to name the word. Continue until the student has correctly named the new words 5-6 times.

Sentence reading

Materials: *Sentences in Student Booklet*

1. You are going to read some sentences.
   The words that can't be sounded out are written in red.
2. First sentence. Remember: if you know the word, just say it. If you don't know it, look carefully and sound it out.

■ **END OF LESSON 28**