Lesson 35

Mastery Check

1. Review the material taught in the previous lesson.
2. Carry on with Lesson 35 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. New rule.
2. Write **bit** on the whiteboard.
   What word?
   That's right, bit.
3. Write **bite** underneath **bit**. Underline the **i** in **bit**.
   What sound?
   Point to **bite**. Underline the **e**. What sound?
   That's right, it usually makes /e/ but in this word the 'e' is magic. Draw a curved line linking the **e** to the **i**. It's magic because when **e** is on the end of a word it doesn't make a sound on its own. Its job is to make the middle vowel say its name.
   Point to the **i** in **bite**. What name?
   That's right, the name is **i** (use letter name) so when the magic **e** is on the end of the word it makes the letter **i** say its name.
   What name? (i).
   What word? (bite).
4. Let's try some more.
   Write **kit** on the whiteboard. This word doesn't have a 'magic **e**' on the end.
   What word? (kit).
   Right, the word is **kit**. It has the vowel sound /i/.
5. Add an **e** to **kit**. Putting 'magic **e**' on the end makes the middle vowel say its name. In this word it changes the vowel sound from **/i/** to **/ie/**. So now we have the word **kite**.
6. Rub off the 'magic **e**'. What word? (kit).
   Right, we turned it back into **kit** with the short vowel /i/ because we took off the 'magic **e**'.
7. Add an **e** to **kit**. What word? (kite).
   Right, we turned it back into **kite** because we added the 'magic **e**'.

Whiteboard spelling

Materials: *Whiteboard or paper*

1. Write **rip** on the whiteboard.
2. What word? (rip)
3. Write **rip** on your board.
4. Watch as I make **rip** into **ripe**. Add an **e** to the end of **rip**. Point. What word? (ripe)
5. Make **rip** into **ripe** on your board.
6. Repeat for **ripe-ride-rid-hid-hide-hode-rode-rod-rid-mid-mad-made**.

3-step spelling

Materials: *Whiteboard or paper*

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

1. Say **farm**.
   Say it slowly.
   Now write it.
2. Repeat for **quit**, **quite**, **stay**, **bit**, **bite**, **rush** and **quick**.

Nonword-spelling

Materials: *Whiteboard or paper*

1. Say **pim**.
   Say it slowly.
   Now write it.
2. Repeat for **pime**, **shoth**, **quap** and **quape**.

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 **nap** on the whiteboard.
3. What word?
4. Change **nap** into **nape**. What word?
5. Repeat for **nape-tape-tap-rop-rope-ripe-rip-sit-site-spite-spit-slit-slim-slime-lime-dime-din-din-pin-pine-shine-short-shout-shock-shack-quack-quick-quit-quite-quith-quick-flick-flow-town-tone-thin-with**.

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: Mrs., oh*

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 **Mrs**. 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.

Comprehension

Materials: *Comprehension passages in Student Booklet*

1. Direct the student to read the first item. Then direct them to read each question *aloud* and answer it.
2. Repeat for remaining items if necessary.

■ END OF LESSON 35

Lesson 36

Mastery Check

1. Review the material taught in the previous lesson.
2. Carry on with Lesson 36 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 **-y** on the whiteboard.
3. **This letter makes the sound /ee/** (as in bumpy) when it is on the end of a word.
   What sound?
4. It has a little dash (point to the dash in front of the -y) to show that it goes on the end of a word because it makes a different sound at the start of a word.
5. Write **-y** on a different part of the whiteboard.
   What sound?

Whiteboard sounds

Materials: *Whiteboard*

1. Write **-y** on the whiteboard along with qu, ow (first sound; second sound), th (first sound; second sound), sh, tch, ay and oa.
2. Point to **-y**. What sound?
3. Point to a number of other "letter sounds" to distract the student before cycling back to **-y**.
4. Continue until 5-6 correct responses for **–y** have been obtained.

Sound writing

Materials: *Whiteboard or paper*

1. Say **bumpy**.
   What's the last sound in **bumpy**? (/ee/)
   Write the letter that makes **/ee/** at the end of a word.
2. Repeat for **for**, **star**, **happy** and **grumpy**.

3-step spelling

Materials: *Whiteboard or paper*

Prompt the correct spelling choice when there is more than one plausible spelling choice (e.g., Y/EE or OU/OW).

1. Say **lumpy**.
   Say it slowly.
   Now write it.
2. Repeat for **quickly**, **show**, **with**, **grumpy**, **car** and **bumpy**.

Whiteboard spelling

Materials: *Whiteboard or paper*

1. Write **luck** on your board.
2. Make **luck** into **lucky** on your board.
3. Repeat for **lucky-quickly-quit-quite-bite-bine-fine-finely**.

Nonword-spelling

Materials: *Whiteboard or paper*

1. Say **quarp**.
   Say it slowly.
   Now write it.
2. Repeat for **thistly**, **shoftly**, **quesp** and **spotly**.

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 **thick** on the whiteboard.
3. What word?
4. Change **thick** into **thickly**. What word?
5. Repeat for **thickly-quickly-quit-quite-site-shortly-skinny-stay-play-plenty-pain-main-moan-load-loud-loudly-late-lately-low-glow-show-slow-slowly-quickly**.

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: their, most*

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 **their**. 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.

Comprehension

Materials: *Comprehension passages in Student Booklet*

1. Direct the student to read the first item. Then direct them to read each question *aloud* and answer it.
2. Repeat for remaining items if necessary.

■ END OF LESSON 36