

# Lesson 35

## Mastery Check

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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

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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

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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

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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

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Materials: Whiteboard or paper

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

## Whiteboard words

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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-pin-pine-shine-short-shout-shock-shack-quack-quick-quit-quite-quith-quick-flick-flow-town-tone-thin-with**.

## Word-list reading

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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

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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

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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

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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

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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

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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

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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

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Materials: *Whiteboard*

1. Write **-y** on the whiteboard along with **qu**, **ow** (both sounds: /ou/ as in **now** and /oe/ as in **snow**), **th** (both sounds: /th/ as in **thin** and /ð/ as in **this**), **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

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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

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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

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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

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Materials: *Whiteboard or paper*

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

## Whiteboard words

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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

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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

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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

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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

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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

## Lesson 35

hat	hate	kit	kite	rip	ripe
sit	site	cut	cute	Rod	rode
tap	tape	pet	Pete	stay	porch
then	sharp	grime	throw	quite	stitch
farm	shine	chime	wait	coach	quack
made	town	hill	bike	down	ground

## Nonword List for Lesson 35

quist	hape	loke	flaip	julk	rabe
smish	sote	pefe	smish	bloast	roke
quom	quome	mape	lipe	skay	morch
thun	sharf	grome	thow	titch	larp
shaith	chome	dowp	wulk	gloap	tome
mide	gloud	porst	boke	repe	groke

## Sentences for Lesson 35

1. The kids ate lunch down by the lake.
2. Jack thinks that black dogs are cute.
3. "Oh, by the way," called Jack. "I will drive your car on Sunday."
4. Some children rode bikes to the game because they couldn't make the bus in time.
5. "Oh. I'm so sick," Jack said to his mother.
6. Mrs. Slime gave Pete a dog. He kept it because it was cute.
7. Mr. Snape called out to the people for help.
8. Mrs. Stone called out to Jack to tell him to take his bike into the yard.
9. Some of the slime got stuck on Mrs. Smith's boat.
10. I like my house because it has a grape vine in the garden.
11. Bill saw the bike. The people had left it on the ground when they left the park for the day.

## Comprehension for Lesson 35

Some kids can catch.

1. Who can catch?
2. What can some kids do?
3. Craig is a kid. Can he catch?

All ducks can float.

1. What can all ducks do?
2. What can float?
3. Nick is a duck. Can he float?
4. Jess can float. Is she a duck?

Some ducks think they can quack.

1. Who thinks?
2. What do some ducks do?
3. Shay is a duck. Does she think she can quack?

The kids all ate lunch at the lake.

1. Who ate?
2. What did the kids eat?
3. Where did they eat lunch?
4. Jeff is a kid. Where did he have lunch?

All the little boats will finish at sunset.

1. What will finish?
2. What will all the little boats do?
3. When will the little boats finish?



## Lesson 36

shine smelly chime loudly down quickly

fussy quite grime shark shortly darkly

then empty bossy strain lucky misty

float Sally jog itchy Kelly stray

short throw oath town sticky messy

Pete hardly how brake quit crunchy

## Nonword List for Lesson 36

shipe smolly chome shouk dowp quockly

fossy quat grome shart shorply darply

thow ompty bessy straip licky mispy

floak Solly jeg utchy Kully skay

moke outh lipe towf stucky kine

Pefe fissy ote wone quiff shorpy

## Sentences for Lesson 36

1. The children all know how to drive a car.
2. They asked their mother, but she said, "Oh. Not until we get some rain."
3. "Most of the kids can come inside," called their mother. "It's about to rain."
4. Mr and Mrs Jones gave most of the eggs to the children.
5. "Your house is messy!" called Mrs Lete. "Did you have a party?"
6. "I know it's messy," said Jane. "I will do something about it shortly."
7. "You kids make the most mess when I'm away," said their mother.
8. The kids asked their mother for some help with their homework.

## Comprehension for Lesson 36

Most of the children ride bikes to school.

1. Who rides bikes?
2. What do most children do?
3. What do they ride?
4. Where do they ride bikes?
5. Do all children ride to school?

The black dog was cute so Beth kept it for a pet.

1. What was cute?
2. What did the dog look like?
3. Why did Beth keep it for a pet?

The big stone broke most of the spokes on Tim's bike.

1. What did the stone do?
2. How many spokes broke?
3. What did the stone look like?
4. Who owned the bike?

They couldn't play on the ground because there had been so much rain.

1. Where couldn't they play?
2. Why couldn't they play on the ground?
3. How do you think they felt?

Mike had a problem. **He was** lost and **his** dog had run away. **He** shouted and shouted but Beth **didn't come** back.

1. **What was** Mike's problem?
2. **What was his** dog's name?
3. Did Mike **know where** Beth **was**?
4. How did Mike attempt **to** get **her** back?