

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 **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**, **most**, **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

Lesson 26

toast	way	moan	round	fork	stay
swell	found	may	laid	hiss	gain
cloud	say	bus	lay	wait	Jay
goat	stuff	ray	bait	day	clock
play	spray	bent	fluff	stray	Kay

Sentences for Lesson 26

1. Mort **is** in pain.
2. "Wait for **me** on **the** trail," **said** Jack's dad.
3. "Tell **me** when you get **there**," **said** her mum.
4. "**You** can play on **me**," **said** Jack.
5. "**When** will you do it?" **said** Jack's dad.
6. It's fun **to** play in **the** playground.
7. It's on **the** railway track.
8. "Paint **one** for **me**," **said** Jack.
9. "**Do one** for **me** as well," **said** Jack's mum.
10. "Tell **me** when it's out of **the** way," **said** Bill.
11. "**What** do you have for **me** Granddad?" **said** Jack.

Lesson 27

chip way stain much sway rich
kept say cloud chin chain play
roach fill wait jog stiff porch
coach paint boss chop chant mend
such hay ouch fray tack just
check bench frill chug playground

Sentences for Lesson 27

1. "Tell me when it's out of the way," said Bill.
2. "Come to the end of the porch," said Greg.
3. Greg put the old dog on the chain.
4. The old dog will come here if you tell it to.
5. "Stay out of the way," said Jack's mum.
6. They had to get a winch to help get the old truck back on the track.
7. "Put the train on the tracks," said Will.
8. "Here they are," said her mum as they went into the kitchen.
9. They were on the old train.
10. You will come to wait for the old boat.
11. Put the chops on the bench.

Lesson 28

chain catch coach fork such way
Jay match gull ouch trek fetch
bliss much drop patch wait lunch
chuff fetch grain pitch itch play

Nonword List for Lesson 28

chaip cotch moach spork snutch gway
Tay motch goll oach kouf fotch
bluss filch wep putch pait dunch
choff futch graif drotch wutch nay

Sentences for Lesson 28

1. "Why did they put it there?" asked Mitch.
2. "Come with me," said the old man. "Put the water on the bench."
3. "When will you tell me why you were in the ditch?" asked Mitch.
4. "Some of us have had some water," said the coach.
5. "Why do you want to go in the water?" asked Jack.
6. The truck can not get out of the water.
7. "Come to the tent," said Greg.
8. He asked her if she had water on her hand.
9. "Are they still on the train?" asked her dad.
10. You will have to wait for the boat to come out of the water.
11. "Ouch," said Jack, as his mum put his neck in the water.
12. "Can I come into the water?" asked Greg.
13. "Tell me when it's out of the way," said Bill.
14. Greg put the old dog on the chain.

15. The old dog will come here if you tell it to.
16. "Here they are," said her mum as they went into the kitchen.