

Lesson 68

Mastery Check

1. Review the material taught in the previous lesson.
2. Carry on with Lesson 68 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 **wr** on the whiteboard.
3. **This letter group makes /r/** (as in WRITE).
What sound?
4. Write **wr** on a different part of the whiteboard.
What sound?

Whiteboard sounds

Materials: *Whiteboard*

1. Write **wr** on the whiteboard along with ue (two sounds: /ew/ as in blue and /yew/ as in argue), ew (/ew/ as in flew and /yew/ as in new), dge, ge, eer, ear, ce, ci, cy, y (three sounds: /ee/ as in lucky, /y/ as in yes and /ie/ as in cry), oy, -are, air, oi, wh.
2. Point to **wr**. *What sound?* (/r/)
3. Point to a number of other “letter sounds” to distract the student before cycling back to **wr**.
4. Continue until 5-6 correct responses for **wr** have been obtained.

3-step spelling

Materials: *Whiteboard or paper*

Prompt the correct spelling choice when there is more than one plausible spelling choice (e.g., R/WR or IGH/final E).

1. **Say dance.**
Say it slowly.
Now write it.
2. Repeat for **write, few, stage, city, true, wrong** and **wrinkle**.

Whiteboard spelling

Materials: *Whiteboard or paper*

1. Write **bite** on your board.
2. Make **bite** into **write**.
3. Repeat for **write-wrong-tong-twist-wrist**.

Nonword-spelling

Materials: *Mini-whiteboard*

1. **Say wrodge.**
Say it slowly.
Now write it.
2. Repeat for **plue**³⁰, **nair**, **wrop** and **stoy**.

Whiteboard words

Materials: *Whiteboard*

1. Write **char** on the whiteboard.
2. *What word?*

³⁰ Accept PLEW

3. Change **char** into **charge**. *What word?*
4. Repeat for **charge-chance-cage-budge-page-age-hedge-huge-how-flow-fuel-cruel-true-few-face-fist-wrist-wrap-trap-trace-true-treat-wreath-wise-wrote-wrinkle-write-wrong-long-leave-lair-pair-page-cage-urge-cage-crumbs-thumbs-thorn-worn-west-wrest-wring-wristband**.

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: won, favourite*

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 won. 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.

Story-reading

Materials: *Story in Student Booklet*

1. You are going to read a story now. Remember, if you know a word, just say it. If you don't know a word, look carefully, and sound it out.

■ END OF LESSON 68

Lesson 69

Mastery Check

1. Review the material taught in the previous lesson.
2. Carry on with Lesson 69 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 **or** on the whiteboard.
What sound? (/or/ as in FOR)
4. Write **aw** on a different part of the whiteboard.
This letter group also makes /or/.
What sound?

Whiteboard sounds

Materials: *Whiteboard*

1. Write **aw** on the whiteboard along with **wr, ue** (two sounds: /ew/ as in blue and /yew/ as in argue) **ew** (/ew/ as in flew and /yew/ as in new), **dge, ge, eer, ear, ce, ci, cy, y** (three sounds: /ee/ as in lucky, /y/ as in yes and /ie/ as in cry).
2. Point to **aw**. *What sound? (/or/)*
3. Point to a number of other “letter sounds” to distract the student before cycling back to **aw**.
4. Continue until 5-6 correct responses for **aw** have been obtained.

3-step spelling

Materials: *Whiteboard or paper*

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

1. Say **saw**.
Say it slowly.
Now write it.
2. Repeat for **wrong, few, stage, city, straw, true** and **draw**.

Whiteboard spelling

Materials: *Whiteboard or paper*

1. Write **far** on your board.
2. Make **far** into **few**.
3. Repeat for **few-drew-draw-saw-song-wrong-long-law-limb**.

Nonword-spelling

Materials: *Mini-whiteboard*

1. Say **plaw**.
Say it slowly.
Now write it.
2. Repeat for **plue, nadge, wrop** and **vaw**.

Whiteboard words

Materials: *Whiteboard*

1. Write **year** on the whiteboard.
2. What word?
3. Change **year** into **yawn**. What word?
4. Repeat for **yawn-sawn-sue-clue-claw-draw-drew-threw-thaw-saw-straw-chance-cage-cow-flow-flaw-flew-new-grew-crew-craw-cruel-true-few-face-fist-wrist-wrap-trap-trace-true-treat-wreath-wise-wrote-write-raw-rear-cheer**.

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: beautiful*

1. **Some words can't be sounded out.** Say the rule.
2. Write **beautiful** on the whiteboard.
3. This word is **beautiful**. 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 word 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.

Story-reading

Materials: *Story in Student Booklet*

1. You are going to read a story now. Remember, if you know a word, just say it. If you don't know a word, look carefully, and sound it out.

■ END OF LESSON 69

Lesson 68

wrap tennis seemed limbs joined threw

wrote blue rubbish write thumb gentle

wreck written true stare wrinkle chairs

wrist wrong bridge wrinkle rage wreck

joined wren writing joy dear darling

wrung wreak boxes third flew wrecking

term wretch snooze white towel wrecker

Nonword List for Lesson 68

slairs skurse wrog spow spue parve

lew wrew lear wroon wrost smicker

doiler gloy wroist wrert wrex ciff

donce wroggle quirm ceag wrinkle wrigh

Sentences for Lesson 68

1. "You should watch your mother play for her new footy team this weekend," said Jack's dad.
2. Mark's favourite team won the match.
3. Jenny was excited because her favourite teacher wrote a new book.
4. The blue bird was watching the mouse as it flew around in quick circles.
5. Watching TV was Jack's favourite thing to do.
6. Jack said it was true. His favourite shirt had wrinkles all over it.
7. "The wrong team won the game," said Blair. "My favourite team should have won."

Comprehension for Lesson 68

The drums started making noise. Then came the floats full of people. Mike knew he was in the wrong place. He couldn't hear himself think because of all the noise.

1. What happened before the floats came?
2. Was there more than one float?
3. What was on the floats?
4. Why couldn't Mike hear himself think?

Jeff needed to hear why Blair wanted the spoon before he would give it to him.

1. What did Jeff need?
2. What did Blair want?
3. What had to happen before Jeff would give Blair the spoon?

The firemen couldn't contain the fire. It ended up burning a big part of the township.

1. Who couldn't contain the fire?
2. What couldn't the firemen do?
3. What did the fire do?
4. What did the fire burn?
5. How much of the township was burnt?

Bob's favourite thing to do was sleep. He slept too much because he wasn't fit. He needed to get out more.

1. Who slept?
2. What did Bob do?
3. Why did he sleep too much?
4. What happened because Bob was not fit?
5. What did Bob need to do?
6. What might happen if Bob got out more?

Story for Lesson 68

The cute little dog was playing under the shade of the tree. It was quite happy playing alone, but it went mad when it saw Pete.

Pete had his favourite kite with him. He had won it at the fair for writing the best story.

The kite had a really long tail. It was so long that Pete had to wrap it around his wrist when he carried it to the park.

The dog was called Oscar. Oscar really wanted to bite the tail.

"Oscar, sit!" yelled Pete. "Sit!"

Finally, Oscar sat. "Now Oscar," said Pete. "You are very cute. But if you try to bite my kite I'll be very mad. You can play with me but make sure you leave my kite alone."

Of course, Oscar had no idea what Pete said. But he did forget about the kite for a bit while he went off to scratch his bum on the tree.

"What a good dog," said Pete. "And smart too. I didn't know I could speak Dog. Maybe I should go on TV."

But just then, out of the corner of his eye, Pete saw Oscar ripping into his kite with his big white teeth. Poor Pete. The kite was in bits and the tail was hanging out of Oscar's smelly mouth.

"Oh well," said Pete. "Maybe I was wrong. I can't talk Dog. What a shame. I would have liked being on TV."

Lesson 69

straw due stage bridge steer saw
draw new airport dear drying few
jaw pointed hawk wrong muzzle churches
write thaw wrist quest merge inform
law serve attach except threw clue
wrap argue boy girl cashew circle

Nonword List for Lesson 69

spaw wrog lew wrew skurse slue
stodge spow spue parve taw onpaw
slear slair wroon traw ciff wrigh
ceag lawk donce wrex froy poncer
wroich flawk lufty mannel whep stoondle

Sentences for Lesson 69

1. "I saw you watching your cousin play soccer for his new school," said Jack's friend.
2. Mark likes to draw on his cousin's favourite pencil case.
3. Mark's favourite team won a great match.
4. Jenny was excited because her favourite teacher drew a beautiful picture.
5. Jimmy wasn't having a great time. He felt dumb.
6. Blair thought his cousin was the greatest and most beautiful movie star ever.
7. Jack thought he might be able to watch the beautiful blue bird fly in lazy circles through the air all day.
8. "Oh great," said Blair. "The ice looks like it will thaw before we can get back across the river. We might have to look for another way around."

Comprehension for Lesson 69

The kids thought it was great. They grabbed their coats and hats and kept splashing in the puddles. Their teachers thought the rain had spoiled a beautiful day.

1. What has happened?
2. Why did the kids think it was great?
3. Why were the teachers upset?

Mark hit his cousin in the jaw with his straw. Rebecca ran and told his mother.

1. What did Mark do?
2. Whose straw was it?
3. Who was Rebecca?
4. What did Rebecca do?

Mark will do his maths when he gets home. He will attempt to get it finished before football training.

1. What will Mark do?
2. When will Mark do his maths?
3. By when will he try to get his maths finished?

"Ring me when you get to Cousin Jeff's cabin," said Rick's sister. "I'll be waiting up for you."

1. What did Rick's sister want?
2. Who is going to ring?
3. When does Rick have to ring his sister?
4. What will Rick do when he gets to the cabin?
5. What will Rick's sister be doing?

Story for Lesson 69

The dog wagged its tail when it saw Pete.

Pete was drawing on his kite.

Pete wasn't fussed about the dog. He was concerned that it might bite his kite.

Pete started flying his kite. The cute dog began to jump and bark. Pete didn't blame the dog. Flying the kite was fun!

Soon it was dark. Pete stopped flying the kite and sat on the ground. The little dog sat too.

Pete took out his lunchbox and attempted to eat. But the dog was looking at him with such sad eyes that he couldn't.

Pete rubbed his jaw as he thought about what to do. After a few moments he recognised that it would be wrong to keep the food to himself. He couldn't be cruel to a starving animal.