

# Lesson 74

## Mastery Check

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1. Review the material taught in the previous lesson.
2. Carry on with Lesson 74 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*

Note: remember that –ion is a morpheme, not a letter-sound rule. However, this Lesson, like Lesson 72, treats the word ending –SION as a unit of sound rather than meaning.

1. **Some letters or letter groups make more than one sound. Say the rule.**
2. Write **-sion** on the whiteboard.  
*What sound?* (/shən/ as in MANSION)
3. **This letter group also makes /zhən/** (as in OCCASION). *What sound?*
4. Write **mansion** and **occasion** on the whiteboard. Underline **sion** in both words. Point to **sion**.
5. **This letter group can make two sounds: /shən/ as in mansion and /zhən/ as in occasion.** *What sounds?*
6. **When I ask for the two sounds this letter group makes you say /shən/ as in mansion and /zhən/ as in occasion.**
7. **Let's try. Point to sion. What are the two sounds that this letter group makes?** (/shən/ as in mansion and /zhən/ as in occasion).
8. **Teacher note:** The student can say the sounds in any order. It doesn't always have to be (/shən/ as in mansion first.

## Whiteboard sounds

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Materials: *Whiteboard*

1. Write **-sion** on the whiteboard along with ph, oi, oy, aw, al, -tion, wh, wr, ea (two sounds: /ee/ as in eat and /e/ as in head).
2. **What are the two sounds this letter group can make?** (/shən/ as in mansion and /zhən/ as in occasion).
3. Point to a number of other "letter sounds" to distract the student before cycling back to **-sion**.
4. Continue until 5-6 correct responses for "both sounds" of **-sion** have been obtained.

## 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., E/EA or R/WR).

1. **Say confusion.**  
*Say it slowly.*  
*Now write it.*
2. Repeat for **deaf, action, phone, talking, version, sweat, mansion** and **meant**.

## Whiteboard spelling

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Materials: *Whiteboard or paper*

1. Write **had** on your board.
2. Make **had** into **head**.
3. Repeat for **head-dead-deaf-deck-beck-ball-all-act-action**.

## Nonword-spelling

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Materials: *Mini-whiteboard*

1. Say **lorsion**.  
Say it slowly.  
Now write it.
2. Repeat for **groph**, **yodge**, **palk**, **uction**, **montion** and **phow**.

## Whiteboard words

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Materials: *Whiteboard*

1. Write **pen** on the whiteboard.
2. What word?
3. Change **pen** into **pension**. What word?
4. Repeat for **pension-confusion-confuse-use-fuse-fraction-feather-weather-week-walk-talk-tone-phone-photo-vote-version-excursion-incursion-explosion-expect-expectation**.

## 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.

## 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.

## Story-reading

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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 74

# Lesson 75

## Mastery Check

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1. Review the material taught in the previous lesson.
2. Carry on with Lesson 75 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 **gu** on the whiteboard.  
**This letter group makes the sound /g/.**  
What sound?
3. Write **gu** on a different part of the whiteboard.  
What sound?

## Whiteboard sounds

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Materials: *Whiteboard*

1. Write **gu** on the whiteboard along with ph, oi, oy, aw, al, -tion, -sion (two sounds: /shən/ as in mansion and /zhən/ as in occasion), wh, wr, ea (two sounds: /ee/ as in eat and /e/ as in head).
2. Point to **gu**. **What sound?** (/g/).
3. Point to a number of other “letter sounds” to distract the student before cycling back to **gu**.
4. Continue until 5-6 correct responses for **gu** have been obtained.

## 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., E/EA or R/WR).

1. **Say guess.**  
Say it slowly.  
Now write it.
2. Repeat for **deaf, action, phone, guest, version, guard, mansion** and **meant**.

## Whiteboard spelling

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Materials: *Whiteboard or paper*

1. Write **mess** on your board.
2. Make **mess** into **guess**.
3. Repeat for **guess-guest-quest-best-west-guest-guard-gall-ball-all-act-action**.

## Whiteboard words

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Materials: *Whiteboard*

1. Write **confess** on the whiteboard.
2. **What word?**
3. Change **confess** into **guess**. **What word?**
4. Repeat for **guess-guest-quest-hest-hard-guard-guarding-acting-action-fraction-mission- passion-part-partly-guilty-dunny-deaf-breath-weather-week-walk-talk-tone-phone-photo-vote-version-excursion-explosion-guideline**.

## 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.

## 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.

## Story-reading

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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 75

## Wordlist for Lesson 74

care	Phillip	wrong	telephone
phase	family	about	different
shower	photo	deliver	emphasise
dolphin	walk	phone	photograph
fraction	gentle	bridge	graphic
morph	window	reach	alphabet
graph	careless	argue	dancer
rescue	struggle	decision	happen
talking	phonics	example	dolphin
alphabet	large	phrase	emphasise

## Nonword list for Lesson 74

muggle	oktion	phiff	mession
fleach	pince	slair	thew
voip	scurve	sneech	wibble
coge	cheem	spinch	dooch
phurp	larph	shoffle	spooch
narce	indord	drong	montion
niffle	fortion	charge	chy
fince	loction	karch	dorph

## Comprehension for Lesson 74

Reece and **his** family lived on a farm. **They** had **their** food and **other** things flown in on a plane.

1. **Why didn't** Reece and **his** family just drive **to** the shop **to** get **their** food?

**The** sailboat had been stuck for a long time, but now **the** wind had started blowing it **was** really moving.

1. **What** had just happened **to** make **the** boat move?

**The** sailing boat **was** really starting **to** fly.

1. **Was the** boat really flying?
2. **What was the** boat **doing**?

**The** faster **you** move, **the** more energy **is** required.

1. If Reece runs **to the** shop and Jake walks, **who** uses more energy?
2. How **do you know**?

## Story for Lesson 74

Kenny **was** finally becoming a proper koala. **He could** move along branches and get **to the** best leaves. **He could** even jump from tree **to tree** if **he** needed **to**. **He** learned **the** jumping trick from **his cousin**, Phillip.

Kenny also observed **the other animals** closely. **He** had lots **of** questions about **the** strange possums, owls, blue wrens, and lizards that **he** saw moving **through the** forest. **The** question that **he** asked **the most** was, "Why don't koalas **have** tails?"

Kenny's **mother** **didn't** quite **know** how **to** answer him **because** it had never occurred **to her** that a koala **would** need a tail. **She** looked puzzled **as she** said, "Why should koalas **have** tails?"

"Well, every **other animal** in **the** forest has a tail. **Why** don't **we**? If **we** had a tail **we could** swing **through the** trees like a phantom. **We** wouldn't **have to** jump. **Watch me** Mum."

Kenny edged out **onto the** end **of** a branch. **He was** about **to** swing on **his** back legs when **he** heard a loud CRAAAAAACK! **The** branch snapped under him.

Kenny grabbed a handful **of** leaves, but **it wasn't enough**. **The** leaves did nothing **to** slow **his** fall. **He was** falling, falling, falling like a little grey bowling ball. **What** made it worse **was** that **he** could hear **his cousin** Phillip **laughing** at him **as he** fell. **It was** lucky **he was** brave.

## Wordlist for Lesson 75

deadly	Phil	wrong	feather
photo	spread	sweaty	telephone
phase	wise	decision	weather
shower	ready	fraction	head
dolphin	walk	tread	wealthy
mention	gentle	bridge	instead
window	meant	carefully	alphabet
argue	dancer	threat	straw
chew	sauce	thread	dolphin
alphabet	large	bread	ready

## Nonword list for Lesson 75

Phol	wrop	meather	lirsp
phane	pread	sweally	heaf
phose	oktion	voip	scurve
sneech	wibble	palking	nedge
cirfle	dulphin	narce	indord
drong	montion	charge	chy
fince	loction	karch	dorph

## Comprehension for Lesson 75

The plane was about to take off. Jake's hands were sweating and he started to shake.

1. How was Jake feeling?
2. Why was Jake worried?

Kim was out of breath by the time she got to the top of the stairs.

1. Why might Kim have been out of breath?

Phillip was hammering nails into the deck at the back of his house. He let out a really loud yell of pain.

1. What most likely happened to Phillip?

We went away for the weekend. When we came home, all the water tanks were overflowing.

1. What happened on the weekend?

The bigger your brain, the smarter you are.

1. Tim is smarter than Jackson. Who most likely has the bigger brain?
2. How do you know?

"I meant to tell you to charge your phone before I left for school," said Jack.

1. What was Jack meant to do?
2. When was he meant to do it?

The man was wealthy because he was selling weapons to the bad guys.

1. Who was wealthy?
2. Why was he wealthy?
3. Who was he selling weapons to?