

Lesson 1

Letters: a d n s t

Words: at an and Dan tan ant sat sad sand

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **at**. We are **at** school.
2. Take the **t** away and add a different letter to make **an**. I ate **an** apple.
3. Add a letter to **an** and you can spell **and**. I like apples **and** bananas.
4. Now we are going to do a trick with **and**. Move the letters in and around so that they spell **Dan**. Stretch out **Dan** and listen for where you hear the **D** and the **a** and the **n**. (Look for a student who has **Dan** spelled with a capital letter **D**, and send that student to make **Dan** with the big letters.) My cousin's name is **Dan**.
5. Take the **D** away and add a letter to spell **tan**. I got a **tan** at the beach.
6. Now let's do the "move the letters around" trick with **tan** to spell **ant**. Stretch out **ant** with me and listen for where you hear the sounds. The **ant** is tiny.
7. Let's start over and make another 3-letter word, **sat**. The boy **sat** down.
8. Take the **t** away, add another letter, and you can spell **sad**. He was very **sad**.
9. Now we are going to spell a 4-letter word. Add 1 letter to **sad** and you can spell **sand**. Let's all say **sand** and listen for the letter we need to add. She digs in the **sand**.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-an** spelling pattern.

at	sat	Dan	tan
an	sad	and	
sand	and		

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

dog top sun add apple teacher doctor sister

Lesson 2

Letters: a m p s t

Words: am at mat sat Sam Pam map Pat past

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **am**. I am your teacher.
2. Take the **m** away and add a different letter to make **at**. We are at school.
3. Add a letter to **at** and you can spell **mat**. Wipe your feet on the mat.
4. Take the **m** away and add a letter to spell **sat**. I sat on the couch.
5. Take the **t** away and add a letter to spell **Sam**. I have a friend named Sam. I am looking for someone who has **Sam** spelled with a capital letter to make **Sam** with the big letters.
6. Take the **S** away and add a letter to spell another name, **Pam**. Pam is Sam's twin sister.
7. Now let's do the "move the letters around" trick with **Pam** to spell **map**. I need a map to help me find places.
8. Take 3 letters and spell one more name, **Pat**. Pat is Sam's and Pam's little sister.
9. Now we are going to spell a 4-letter word. Turn the **P** over to its lowercase side and add 1 letter to **pat** and you can spell **past**. She walked past the library. Let's all say **past** and listen for the letter we need to add.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-at** spelling pattern.

at	sat	mat	past
	am	Sam	map
			Pam

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

pet mop see Al after mother pencil supper

Lesson 3

Letters: a b l s t

Words: Al as at sat bat tab stab bats last

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **Al**. My brother's name is Al. What kind of letter will the name **Al** begin with?
2. Turn the **A** to the lowercase side and take the **l** away and add a different letter to make **as**. I am as tall as my sister.
3. Take the **s** away and add another letter to spell **at**. We start school at 8:30.
4. Add a letter to **at** and you can spell **sat**. We sat together on the bus.
5. Take the **s** away and add a letter to spell **bat**. We need a bat to play baseball.
6. Now let's do the "move the letters around" trick with **bat** to spell **tab**. Pull the tab to open the can.
7. Add a letter to **tab** to spell **stab**. Be careful you don't stab yourself with those scissors.
8. Move the letters in **stab** around and you will have **bats**. Let's all say **bats** and listen for where we hear the letters. We saw bats in the cave.
9. Now we are going to spell one more 4-letter word, **last**. I don't like to be the last in line. Let's all stretch out last and listen for the letters we need.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-at** spelling pattern.

at	sat	last	bat	tab
as	stab		bats	
Al				

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

tip bus light add soap lady baby table

Lesson 4

Letters: a d h n s

Words: an as sad had has Dan and sand hand

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **an**. I need **an** umbrella.
2. Take the **n** away and add a different letter to make **as**. That huge dog was **as** big **as** a horse.
3. Now take 3 letters and spell **sad**. I was **sad** when my old dog died.
4. Take the **s** away and add a letter to spell **had**. We **had** pizza for lunch.
5. Take the **d** away and add a letter to spell **has**. (NAME) **has** brown hair.
6. Now let's spell the name, **Dan**. **Dan** drives the school bus. Who remembers what kind of letter we need for a name?
7. Move the letters in **Dan** around and turn the **D** over to spell **and**. (NAME) **and** (NAME) are friends.
8. Add a letter at the beginning of **and** to spell **sand**. We love to dig in the **sand**.
9. Take the **s** away and add a different first letter to spell **hand**. Raise your **hand** to answer the question.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-an** spelling pattern.

an	sad	Dan	had	as
sand	has	hand	and	

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

hot dig soup ax summer dinosaur happy animal

Lesson 5

Letters: a m n t s

Words: am as an at sat mat man tan tans

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **am**. I am proud of you.
2. Take the **m** away and add a different letter to make **as**. My dog is as big as a bear.
3. Take the **s** away and add a different letter to spell **an**. I have an idea.
4. Take the **n** away and add a different letter to make **at**. We are at school.
5. Add a letter to make **sat**. He sat at his desk.
6. Take the **s** away and add a letter to spell **mat**. We have a mat at our door.
7. Now take the **t** away and add another letter to spell **man**. I like the ice-cream man.
8. Take the **m** away and add another letter to spell **tan**. We have a tan rug.
9. Now add one more letter to make a 4-letter word. Add 1 letter to **tan** and you can spell **tans**. Let's all say **tans** and listen for the letter we need to add. My brother tans easily in the summer.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-an** spelling pattern.

am	as	an	at
sat	mat	man	tan
tans			

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

after see many take second make answer trouble

Lesson 6

Letters: a b m n t

Words: an at bat mat man ban tan tab nab

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **an**. He ate **an** apple.
2. Take the **n** away and add a different letter to make **at**. They are **at** the movies.
3. Now add a letter to spell **bat**. I have a baseball **bat**.
4. Next, take away the **b** and add another letter to spell **mat**. My dog sleeps on a **mat**.
5. Take the **t** away and add a letter to spell **man**. My teacher is a **man**.
6. You can take the **m** away and add another letter to make **ban**. When you **ban** something, it's not allowed.
7. Now take away the **b** in ban and add another letter to spell **tan**. My purse is **tan**.
8. Take away the **n** and add another letter to spell **tab**. Your folder has a **tab** with your name on it.
9. For our last word, take the **t** away and add another letter to spell **nab**. Let's stretch out **nab** to see what letter we will need. I hope my favorite team will **nab** the title.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, find all of the words that end with the **-an** spelling pattern.
3. Finally, find all of the words that end with the **-at** spelling pattern.

an	bat	mat	man
at	tab	ban	nab
tan			

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

boy take act more now angry table new mother

Lesson 7

Letters: a b l n t

Words: as an at tan ban nab lab tab bat

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **as**. You are smart **as** I thought you were!
2. Now take away **s** and add a letter to make **an**. I wish I had **an** ice-cream cone.
3. Take away **n** and add a different letter to spell **at**. What will you do **at** recess?
4. Now let's make a 3-letter word. Add a letter to **at** to spell **bat**. A **bat** got into the attic one night.
5. Let's start over and make another 3-letter word, **tan**. My cat has **tan** fur.
6. Take away the **t** and add a different letter to spell **ban**. There is a **ban** on cell phones at school.
7. Now let's move around the letters in **ban** to make **nab**. The police will **nab** the jewel thief.
8. Next, take away the **n** and add a new letter to spell **lab**. My dog is a black **lab**.
9. Take the **l** away and add a different letter to spell **tab**. Did you pay the **tab** at the deli?

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort the words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ab** spelling pattern.

an	bat	lab	as
at	tab	ban	nab
tan			

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

army black tree little never action try because

Lesson 8

Letters: a b n s t

Words: as at an ban tan tab nab nabs tabs

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **as**. I am the same height **as** my brother.
2. Now take away the **s** and add a new letter to spell **at**. I sit with my friends **at** lunch.
3. Next, if you take away the **t** and add a different letter you can make **an**. **An** ocean has salt water.
4. Add a new letter to **an** to spell **ban**. What food would you **ban** from the cafeteria?
5. Take away the **b** and add a new letter to spell **tan**. Mix brown and white paint to make **tan**.
6. Now take away the **n** in tan to make **tab**. You can use the **tab** key to move across the page.
7. Now let's make a 4-letter word. Add one letter to spell **tabs**. When my mom is gone I have to keep **tabs** on my sister.
8. Take away the **t** and add a different letter to make **nabs**. I hope my mom **nabs** tickets to the baseball game.
9. Now take away a letter to make the 3-letter word **nab**. I want to **nab** that video game when it comes out.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort the words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-abs** spelling pattern.

as	at	an	ban
tan	tab	nab	nabs
tabs			

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

artist book tiny north any bed tell nature

Lesson 9

Letters: a l n p s

Words: as an pan nap sap lap slap laps naps

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **as**. As I pick a letter I can say the sound.
2. Take away the **s** to make **an**. An insect has 6 legs.
3. Now add a **p** to spell **pan**. We need a pan to make eggs.
4. Next we'll do a trick with **pan**. Rearrange the letters to make **nap**. My little brother takes a nap every day.
5. Take away the **n** and add a different letter to spell **sap**. Maple syrup is made from sap.
6. Take the **s** away and add a new letter to spell **lap**. My cat likes to sleep in my lap.
7. Let's make a 4-letter word. Add a letter to **lap** to spell **slap**. My dad has a drum that you slap with your hand.
8. Now here's a tricky one. Rearrange the letters in **slap** to make the word **laps**. My cousin likes to swim laps in the pool.
9. Now let's take away the **l** and add a different letter to spell **naps**. My cat naps all day long.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort the words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ap** spelling pattern.

as	an	pan	nap
sap	lap	slap	laps
naps			

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

art people nest live summer actor stop need

Lesson 10

Words: am and at had has

Letters and Sounds for Review: a (as an at); b d h l m n p s t

To review the letters and sounds, the big letters are put in the pocket chart and students are invited to come and make words they remember from each lesson. (Students do not have their little individual letters.) Students do not need to make all the words from every lesson. Be sure they make the five Word Wall words

Review

1. Put the big letters **a**, **d**, **n**, **s**, and **t** in the pocket chart. Let students come and make any words they can. If no one makes **and**, ask someone to come and make it. Show them the Word Wall card for **and**. Tell them that **and** was one of the first words added to the word wall because it's a word we use a lot.
2. Remove the **d** and **n** and add **m** and **p**. Again, let students come and make some words. Be sure they make **am** and show them the Word Wall card for **am**.
3. Remove the **m** and **p** and add **b** and **l**. Again, let students come and make some words. Be sure they make **at** and show them the Word Wall card for **at**.
4. Remove the **b**, **l**, and **t** and add **n**, **h**, and **d**. Again, let students come and make some words. Be sure they make **had** and **has** and show them the Word Wall cards for **had** and **has**.

Lesson 11

Letters: i g n s w

Words: is in win wig wigs wins sing wing

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **is**. (NAME) is a fast runner.
2. Take the **s** away and add a different letter to make **in**. We are in school.
3. Add a letter to spell **win**. We want our team to win.
4. Take the **n** away, add a letter, and you can spell **wig**. Do you wear a wig?
5. Add a letter to spell **wigs**. I know a lady who has ten wigs.
6. Change just 1 letter and spell **wins**. Our team wins almost every week.
7. Start over with your letters and spell another 4-letter word, **sing**. We sing every morning.
8. Change 1 letter and you can spell **wing**. The bird broke its wing.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ing** spelling pattern.

is	sing	win
In	swing	wins
		wig
		wigs
		wing

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

if wet sort will wagon iguana water soda

Lesson 12

Letters: i f g s t

Words: is if it sit fit fits fist sift gift

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **is**. Fruit **is** good for you.
2. Take the **s** away and add a different letter to make **if**. I will come **if** I can.
3. Take the **f** away and add a different letter to make **it**. **It** is my birthday.
4. Add a letter to spell **sit**. **Sit** on the couch.
5. Take the **s** away and add a letter to spell **fit**. Try on the shoes to see if they **fit**.
6. Add a letter to spell **fits**. This shoe **fits** fine.
7. Now let's do the "move the letters around" trick with **fits** to spell **fist**. I can make a **fist** with my hand.
8. Do the "move the letters around" trick again and change **fist** to **sift**. You **sift** flour to make cookies.
9. Take the **s** away and add 1 letter to spell **gift**. I need to buy a **gift** for the birthday party.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-it** spelling pattern.

is	sit	fit	gift
if	sift	fits	gifts
it		fist	

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

go food in song indeed garbage forest super

Lesson 13

Letters: i g n r s t

Words: is in it sit rig ring grin sing

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **is**. (NAME) is happy.
2. Take the **s** away and add a different letter to make **in**. We were in the library.
3. Take the **n** away and add another letter to spell **it**. It will be a great day.
4. Add a letter to **it** and you can spell **sit**. Let's sit on the rug.
5. We're going to spell one more 3-letter word, **rig**. A big truck is called a rig.
6. Add a letter to **rig** to spell **ring**. The bell will ring soon. Let's stretch out **ring** and listen for what letter to add and where to add it.
7. Move the letters in **ring** around and you can spell **grin**. The boy had a big grin on his face.
8. Let's spell one more 4-letter word, **sing**. We all love to sing.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ing** spelling pattern.

is	sit	ring	grin
in	sing	rig	
it			

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

sip ran if goat saddle itchy garden rabbit

Lesson 14

Letters: a i c g m n p

Words: in pin nip nap map man can cap camp

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **in**. I saw (NAME) **in** the grocery store.
2. Add a letter to make **pin**. **Pin** this on your shirt.
3. Move the letters in **pin** to spell **nip**. A puppy will **nip** at your feet.
4. Take the **a** away and add a letter to spell **nap**. If I'm tired, I like to take a **nap**.
5. Take the **n** away and add a letter to spell **map**. A **map** helps us find places.
6. Take the **p** away and add a letter to spell **man**. The **man** was fixing the car.
7. Take the **m** away and add a letter to spell **can**. We **can** read.
8. Take the **n** away and add a letter to spell **cap**. I am wearing my new **cap**.
9. Add 1 letter to **cap** to spell **camp**. I like to hike and **camp** in the woods. Let's stretch out **camp** and listen for what letter we need to add to **cap**.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ap** spelling pattern.

can	in	man	pin	nap
camp		map		nip
cap				

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

cat me no pick paper music never cookies

Lesson 15

Letters: a i n s r t

Words: in is tin tan ran ant sit sat tans

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and spell the word **is**. It is always nice to see you.
2. Take away the letter **s** and get a different letter to make **in**. We like to have fun in the afternoon.
3. Add a new letter to spell the word **tin**. Soup comes in a tin can.
4. Now take away **i** and add a different letter to make a new word, **tan**. A tan is all right, but a sunburn is bad for you.
5. Let's do the "move the letters around" trick to make a new word, **ant**. An ant is very strong for its size.
6. Next, let's add an **s** and move the letters around to make a 4-letter word, **tans**. We all got tans at the beach.
7. Take away the **t** and the **s** and add a new letter to spell the word **ran**. She ran around all the bases.
8. Now let's start over with 3 new letters to make the word **sit**. I never sit at my desk. Stretch the sounds out to hear what letters you will need for sit.
9. Take away the **i** and add another letter to spell **sat**. My dog sat next to the fire.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, sort words into columns according to the vowel sound in the word.

in	ran	tin	sit	ant
is		tan	sat	
		tans		

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

ill right tell slow army inside really story

Lesson 16

Letters: a i g w f s

Words: if is as fig wig wag sag wags figs

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and spell **if**. I'll clean up if you help.
2. Take the **n** away and add a different letter to spell **is**. Is your brother coming with us?
3. Next, take away the **i** and add another letter to spell **as**. Are you **as** thirsty **as** I am?
4. Now we're going to start over with 3 new letters to spell the word **fig**. A **fig** is a kind of fruit. Let's stretch out the sounds in **fig** so we can decide what letters we need.
5. Add another letter to **fig** to make a 4-letter word, **figs**. I can eat a lot of **figs**.
6. Take away the **f** and **s** in **figs** and add a different letter to spell **wig**. I wore a purple **wig** on Halloween.
7. Take away the **i** and add the letter **a** to make **wag**. Cats do not **wag** their tails.
8. Now we're going to make another 4-letter word. Add a letter to spell **wags**. My dog **wags** his tail when I come home. Let's say the word slowly so we can hear the letter we need.
9. Take away the **w** and move around the letters to make the word **sag**. My backpack can **sag** when it's full.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, find all of the words that end with the **-ig** spelling pattern.
3. Finally, find all of the words that end with the **-ag** spelling pattern.

if	as	fig	wig	sag
is		figs	wag	
			wags	

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

we same from inch what alley follow stormy

Lesson 17

Letters: a i m p r s

Words: am as is rap rip rips sip sap ram ramp

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and spell am. I am glad to see the sun shining.
2. Take away the m and add another letter to make as. I had dreams as I slept.
3. Now take away the a and add a different letter to make is. Is your cousin your best friend?
4. Let's start over with 3 new letters to make the word rap. Do you like rap music? Stretch the sounds out to see what letters you need to spell rap.
5. Take away the p and add another letter to make ram. A ram has big horns.
6. Now we're going to make a 4-letter word. Add a p to ram to spell ramp. He skated down the ramp.
7. Take the a and the m away and add a different letter to make rip. It's fun to rip wrapping paper.
8. To make another 4-letter word, let's add a different letter to spell rips. I hate when my baby brother rips my homework paper.
9. Take away the r and let's move the letters around to make sip. You have to sip hot coffee.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort the words into columns according to how many letters they have.
3. Finally, sort the words into columns according to the vowel sound in the word.

am	is	rap	sip
as		rip	
		ram	
		rips	
		ramp	

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

read shy Africa indoor room store invent ask insist

Lesson 18

Letters: a i t p f s

Words: at it fit pit tip tap pits spit spat

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **at**. Word work starts at (TIME).
2. Take away **a** and add a different letter to spell **it**. It is time to get to work!
3. Now add another letter to spell a 3-letter word, **fit**. We can fit if we squeeze together.
4. Take away **s** and add a different letter to spell **pit**. The peach had a big pit.
5. Let's add another letter to make a 4-letter word, **pits**. Pits are fruit seeds.
6. Now do the "move the letters around" trick to make another 4-letter word, **spit**. Eat the sunflower seed, but spit out the shell.
7. Take away **i** and add another letter to spell **spat**. My little brothers got into a spat.
8. Let's start over with 3 new letters to make **tip**. My mom left the waiter a tip. Stretch the sounds out to see what letters you will need to spell **tip**.
9. Take away **i** and add a different letter to spell **tap**. I like to tap dance.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort the words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-it** spelling pattern.

at	it	spit	pit	tip	fit
		spat	pits	tap	

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

treat stamp place sack trap instinct problem applause

Lesson 19

Letters: a i n g w s

Words: is as wig wag sag sang win wins wing

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters to make **is**. Is your brother older than you are?
2. Take away **i** and add another letter to spell **as**. As soon as you're ready, we can go.
3. Start with 3 new letters to spell **wig**. My friend put a wig on her dog.
4. Take away **i** and add a different letter to spell **wag**. Dogs wag their tails when they are happy.
5. Take **w** away and add another letter to spell **sag**. Don't let your face sag into a frown.
6. Now we are going to make a 4-letter word. Add one letter to make **sang**. I sang for the whole car ride. Let's stretch out the sounds in **sang** and think about the word ending we need.
7. Now start over with 3 new letters to spell **win**. I hope my favorite team will win!
8. Add one letter to spell **wins**. If my team wins, we'll celebrate.
9. Take **s** away and add 2 letters to make **wing**. A bird's wing has hollow bones. What letters will we need to make the -ng sound?

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort the words into columns according to how many letters they have.
3. Finally, find all of the words that end with the -ng spelling pattern.

is	as	sag	wig
		sang	wag
			win
			wins
			wing

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

was ant sun ink answer itself water second

Lesson 20

Words: if in it is can

Letters and Sounds for Review: i (is in it); a (as an at); c f g m n p r s t w

To review the letters and sounds, the big letters are put in the pocket chart and students are invited to come and make words they remember from each lesson. (Students do not have their little individual letters.) Students do not need to make all the words from every lesson. Be sure they make the five Word Wall words

Review

1. Put the letters **i**, **g**, **n**, **s**, and **w** in the pocket chart. Let students come and make any words they can. If no one makes **is** and **in**, ask someone to come and make them. Show them the Word Wall cards with **is** and **in**. Tell them that **is** and **in** are words we use a lot.
2. Remove the **w** and **n** and add **f** and **t**. Again, let students come and make some words. Be sure they make **if** and **it** and show them the Word Wall cards for **if** and **it**.
3. Remove the **f** and add **r** and **n**. Again, let students come and make some words.
4. Remove the **s**, **r**, and **t** and add **a**, **c**, **m**, and **p**. Again, let students come and make some words. Be sure they make **can** and show them the Word Wall card for **can**.

Lesson 21

Letters: u k n r s t

Words: us sun run runs ruts rut nut nuts stun rust

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **us**. Mom took **us** to the mall.
2. Take 3 letters and make **sun**. The **sun** is shining.
3. Change just the first letter and you can spell **run**. (NAME) can **run** fast.
4. Now add one letter to the end of **run** to spell **runs**. (NAME) also **runs** fast.
5. Take away the **n** in **runs** and add a new letter to make **ruts**. There are **ruts** in the road.
6. Now take away the last letter to make **rut**. When I'm in a **rut** I feel sad.
7. Change just the first letter and you can spell **nut**. The squirrel was eating a **nut**.
8. Add 1 letter to **nut** to spell **nuts**. Squirrels eat lots of **nuts**.
9. Move the letters in **nuts** around and you can spell **stun**. The news I am going to tell you will **stun** you.
10. We're going to spell 1 more 4-letter word, **rust**. The old car was covered with **rust**.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-un** spelling pattern and the **-ut** spelling pattern.

us	sun	run	runs
rut	ruts	nut	nuts
stun	rust		

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

up rug seat next tacos under number sister

Lesson 22

Letters: i u g j m n p

Words: up in pin nip pig jig jug mug gum jump

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **up**. I woke **up** early.
2. Now spell one of our Word Wall words, **in**. Go **in** the house.
3. Add a letter to **in** and you can spell **pin**. She wore a pretty **pin** on her sweater.
4. Now we're going to do a trick with **pin**. Make the **p** and **n** trade places to spell **nip**. My puppies **nip** at each other when they play.
5. Now we are going to start fresh with 3 letters to spell **pig**. We saw a baby **pig**.
6. Change just the first letter to spell **jig**. We danced a **jig**.
7. Now, change just the vowel and spell **jug**. Sometimes milk comes in a **jug**.
8. Change the first letter and spell **mug**. I drink coffee from a **mug**.
9. Now let's do the "move the letters around" trick again with **mug** to spell **gum**. (NAME) likes to chew bubble **gum**.
10. Now we are going to spell a 4-letter word, **jump**. (NAME) likes to **jump** rope. Let's all stretch out **jump** and listen for the letters we need.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **g** sound.

up	in	pin	nip
mug	gum	pig	jig
jug	jump		

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

jog good us man jogging umbrella goblins paper

Lesson 23

Letters: e u g j l n s

Words: us Gus leg lug jug jugs lugs slug legs

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **us**. Look at us.
2. Add a letter to **us** to spell the name, **Gus**. Gus is not here today. Do you remember what kind of first letter we use to spell names?
3. Now spell another 3-letter word, **leg**. The girl fell and broke her leg.
4. Change the vowel and you can spell **lug**. It was hard to lug the heavy box.
5. Change just the first letter to spell **jug**. We bought a jug of milk.
6. Add a letter to **jug** to spell **jugs**. We bought two jugs of milk.
7. Change just the first letter to spell **lugs**. (NAME) lugs all the heavy boxes.
8. Move the letters in **lugs** around and you will have **slug**. Let's all say **slug** and listen for where we hear the letters. A slug is a small, slimy animal.
9. Now we are going to spell one more 4-letter word, **legs**. I have two legs.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-ug** spelling pattern.

us	Gus	leg	lug	jug
jugs	lugs	slug	legs	

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

get lamp juice sip until jaguar laundry garage

Lesson 24

Letters: a i b r s t

Words: is it at sat sit bit bat rat rats brat

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Let's start by making one of our Word Wall words, **is**. (NAME) is working hard.
2. Let's make another Word Wall word, **it**. It was raining.
3. Now make another Word Wall word, **at**. I saw (NAME) at the mall.
4. Add a letter to spell **sat**. We sat together in the cafeteria.
5. Change the vowel and you can spell **sit**. Sit down.
6. Change the first letter and you can spell **bit**. The dog bit the boy.
7. Change the vowel and you can spell **bat**. Can I use your bat?
8. Change the first letter and you will have **rat**. I saw a big rat.
9. Add 1 letter to **rat** to spell **rats**. My friend has two white rats for pets!
10. Now take away the last letter and add a letter to the beginning of **rat** to spell **brat**. Sometimes my little cousin is a brat.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-at** spelling pattern.

is	it	at	sat
sit	bit	bat	rat
rats	brat		

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

big read six ask icky barber rescue attic

Lesson 25

Letters: a u n b r t

Words: run ran bun ban but tub tab at rat runt

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 3 letters and make the word **run**. I like to **run**.
2. Change the first letter in **run** to make the word **bun**. He had a sticky **bun** for breakfast.
3. Now change the middle letter in **bun** to make **ban**. Our teacher had to **ban** cell phones in class.
4. Change the first letter in **ban** to make **ran**. He **ran** all the way to school.
5. Start fresh with 3 letters to make **but**. She wanted to go, **but** her mom wouldn't let her.
6. Do the "mixing around" trick to trade the first and last letters in **but** to make **tub**. Take a bath in the **tub**.
7. Change the middle letter in **tub** to spell **tab**. The **tab** on my folder says "homework."
8. Now start fresh with 2 letters to make the word Word Wall word **at**. We are **at** school.
9. Add a letter to **at** to make **rat**. I saw a big **rat**.
10. Now we are going to make a 4-letter word that begins with **r** and ends with **t**. Make the word **runt**. Let's stretch out the sounds in **runt** to make sure we have the right letters. The puppy was the **runt** of the litter.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, sort words into columns according to the vowel sound in the word.

run	ran	bun	ban
but	tub	tab	at
runt			

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

Al tip ran before river after bus answer table

Lesson 26

Letters: e a s l n t

Words: as an ant net lets sat set sent lent

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and spell **as**. I am **as** happy **as** a clam.
2. Change the last letter to make **an**. She had **an** apple for snack.
3. Add a letter to **an** to spell **ant**. The red **ant** bit me.
4. Now start fresh with 3 letters to spell **net**. Throw the ball in the **net**.
5. Change the first letter of **net** to make **let**. Will you **let** us go out to recess?
6. Add a letter to **let** to spell **lets**. I hope she **lets** us play outside.
7. Start fresh with 3 letters to spell **sat**. We **sat** all day long.
8. Change the middle letter in **sat** to make **set**. He had to **set** the clock again.
9. Add a letter to set to make a 4-letter word, **sent**. Let's stretch out the sounds in **sent** to make sure we have all the letters. My mom **sent** my grandma an email.
10. Our last word also has 4 letters. Change the first letter in **sent** to make **lent**. His brother **lent** him his cd player.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, find all of the words that end with the **-at** spelling pattern.
3. Finally, find all of the words that end with the **-ent** spelling pattern.

as	an	ant	net
let	lets	sat	set
sent	lent		

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

apple nest little song long school angry now nothing

Lesson 27

Letters: a i b s t l

Words: it bit bits lab labs bat stab list last

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and spell **it**. It is sunny outside.
2. Add a letter to **it** to make **bit**. I ate every **bit** of my lunch.
3. Add a letter to **bit** to spell **bits**. She broke the cookie into little **bits** to share.
4. Now start fresh with 3 letters to spell **lab**. Her dog is a black **lab**.
5. Add a letter to **lab** to make **labs**. Scientists often work in **labs**.
6. Use 3 new letters to spell **bat**. Can I borrow your **bat**?
7. Now we are going to make a 4-letter word. Mix up the letters in **bat** and add another letter to spell **stab**. Let's stretch out the sounds in stab to make sure we have all the letters in the right places. When my teacher wants me to try, she says, "Take a **stab** at it!"
8. Let's start fresh with a new 4-letter word. Find 4 letters to make the word **list**. Let's stretch out the sounds carefully! My mom made a to-do **list**.
9. Finally, change one letter in **list** to spell **last**. This is our **last** new word for the day.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort the words into columns according to how many letters they have.
3. Finally, sort the words into columns according to the vowel sound in the word.

it	bit	bits	lab
labs	bat	stab	list
last			

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

ill indeed books said look later backward summer second

Lesson 28

Letters: i u m s n t

Words: in us is sum sun tin tins nut nuts mint

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and spell **in**. We are **in** school.
2. Change the last letter to make **is**. It **is** time for word work.
3. Change one letter in **is** to spell **us**. Are you going to work with **us**?
4. Use the two letters in **us** and add another letter to make **sum**. You'll have to listen carefully to put the letters in the right order! If you find the **sum** you are adding.
5. Change one letter in **sum** to make **sun**. The **sun** will be out all day.
6. Start fresh with 3 letters to make **tin**. My grandma gave us a **tin** of cookies.
7. Add a letter to spell **tins**. I wish we had 2 **tins** of cookies.
8. Start fresh and use 3 letters to make **nut**. We've had this word before! My mom says my uncle is a **nut**.
9. Add a letter to **nut** to spell **nuts**. Squirrels store **nuts** in trees.
10. Now we're going to make a 4-letter word. Find 4 letters to make the word **mint**. Stretch the sounds out so you know which letters you will need. I like **mint** cocoa.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort the words into columns according to how many letters they have.
3. Finally, find all of the words that have the word **in** inside them.

in	is	us	sum	sun
tin	tins	nut	nuts	mint

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

instinct tree never now mother music super soda soup

Lesson 29

Letters: i e j p t g k

Words: it jet pet pig jig king pink net tip pit

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters to make the Word Wall word **it**. It is cold outside today.
2. Keep the **t** and find 2 new letters to spell **jet**. Have you ever ridden on a **jet** plane?
3. Change one letter to spell **net**. You can use a **net** to catch fish.
4. Change one letter to make **pet**. Do you have a **pet**?
5. Keep the **p** and add 2 new letters to spell **pig**. I have a pet **pig**!
6. Change one letter in pig to spell **jig**. We've had that word before! We can dance a **jig**.
7. Now keep the **i** but choose 2 new letters to spell **tip**. She cut the **tip** of her finger.
8. We're going to use the "mix up the letters" trick to spell **pit**. A peach **pit** can grow a tree.
9. Now start fresh to make a 4-letter word, **king**. What letters do we need to make the **-ing** sound? A **king** lives in a castle.
10. Take away the **g** and add a **p**. Now we're going to mix the letters around to make the word **pink**. **Pink** has the word **ink** inside. What letters do we need? Stretch out the sounds carefully! He likes the colour **pink**.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort the words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-et** spelling pattern.

it	jet	pet	pig
jig	king	pink	net
tip	pit		

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

place plant jumping kingdom nest nature trip trap problem

Lesson 30

Words: run up us jump nuts

Letters and Sounds for Review: i (as in it); u (as in up); b g j k l m n p

To review the letters and sounds, the big letters are put in the pocket chart and students are invited to come and make words they remember from each lesson. (Students do not have their little individual letters.) Students do not need to make all the words from every lesson. Be sure they make the five Word Wall words.

Review

1. Put the big letters **u, k, n, r, s,** and **t** in the pocket chart. Let students come and make any words they can. If no one makes **us, run** or **nuts**, ask someone to come and make them. Show them the Word Wall cards for **us, run** and **nuts**.
2. Remove the **k, r, s,** and **t** and add **i, g, j, m** and **p**. Again, let students come and make some words. Be sure they make **up** and **jump** and show them the Word Wall cards for **up** and **jump**.
3. Remove all the letters except the **u, g,** and **j**; add **e, l, n,** and **s**. Again, let students come and make some words.
4. Remove all the letters except the **s,** and add **a, i, b, r,** and **t**. Again, let students come and make some words.

Lesson 31

Letters: e d n p s

Words: Ed Ned den pen end ends dens pens send

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **Ed**. I have an Uncle **Ed**. (Find someone who used a capital **E** to make **Ed** with the big letters).
2. Add 1 letter to **Ed** and you can spell another name, **Ned**. **Ned** is a nice name. (Help students see that you can't use a capital **E** in the middle of a name).
3. Turn the capital **N** over (or trade for a lowercase **n**), move the letters around, and you can spell **den**. Lions live in a **den**.
4. Change just the first letter and you can spell **pen**. She wrote the letter with a **pen**.
5. Let's spell one more 3-letter word, **end**. I didn't like the **end** of the movie.
6. Add just 1 letter to spell **ends**. The party **ends** at 4:00.
7. Move the letters in **ends** around and you can spell **dens**. Lots of lions need lots of **dens**.
8. Change 1 letter and you can spell **pens**. Everyone likes to write with **pens**.
9. Let's spell one more 4-letter word, **send**. I am going to **send** my friend a birthday card.
Let's all say **send** and stretch it out to hear all the letters.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-en** spelling pattern and the **-ens** spelling pattern.

Ed	Ned	den	pen
end	ends	dens	pens
send			

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

edge park door name doughnut sister enter nation

Lesson 32

Letters: e n p s t

Words: ten net pen pens pet pets pest nets nest sent

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 3 letters and make **ten**. I have **ten** fingers.
2. Move the letters around to change **ten** into **net**. Hit the ball over the **net**.
3. Keep **e** and **n** and add a letter to make **pen**. I lost my favorite **pen**.
4. Add a letter to spell **pens**. She has a set of coloured **pens**.
5. Take away **n** and **s** and add a letter to spell **pet**. I wish I had a **pet** pony.
6. Add a letter to spell **pest**. Sometimes, my puppy is a **pest**. Let's stretch out **pest** to see what letter to add where.
7. Do the "move the letters around" trick to turn **pest** into **pets**. My neighbor has 5 **pets**.
8. Change the first letter to spell **nets**. People catch butterflies in **nets**.
9. Do the "move the letters around" trick again and change **nets** to **nest**. The mother bird built a **nest** for her eggs.
10. Move the letters around again and spell **sent**. I **sent** an email to my friend.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-et** spelling pattern and the **-ets** spelling pattern.

pen	ten	net	pet
pest	pets	pens	nets
nest	sent		

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

peach song test night noodles party toaster silly

Lesson 33

Letters: e i b g s t

Words: is it sit set bet bit big beg best

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make the Word Wall word, **is**. (NAME) is smiling.
2. Let's make another Word Wall word, **it**. Where did you get it?
3. Add a letter to **it** and you can spell **sit**. I want to sit here.
4. Change the vowel and you can spell **set**. We got a new set of dishes.
5. Change the first letter and make **bet**. I bet you can spell bet.
6. Change the vowel and you can spell **bit**. Give me just a little bit.
7. Change the last letter and you can spell **big**. I ate a big cookie.
8. Change the vowel to spell **beg**. My dog will sit up and beg.
9. Now take 4 letters and spell **best**. Saturday is the best day of the week. Let's all stretch out **best** and listen for the letters we need.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, sort the words according to their middle vowel sound.

is	it	sit	big
set	beg	bit	bet
best			

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

sun bell if boat saddle itchy bacon surprise

Lesson 34

Letters: e i k n s t

Words: sit kit ten net nest sent tent test skin sink

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Let's start by making **sit**. I like to **sit** in the grass.
2. Change one letter to spell **kit**. I have a sewing **kit** at home.
3. Start fresh with 3 letters to spell **ten**. I go to bed at **ten** o'clock.
4. Move the letters around to make **net**. You can catch fish in a **net**.
5. Add just 1 letter to spell **nest**. The squirrel was in the **nest**.
6. Move the letters around to spell **sent**. I got mad and **sent** him home.
7. Change the first letter to spell **tent**. You can sleep outside in a **tent**.
8. Change just 1 letter to spell **test**. I passed the driving **test**.
9. Now we are going to start again and use 4 letters to spell **skin**. Your **skin** protects your body. Let's stretch out **skin** and listen for the letters we hear.
10. Move the letters around and you can spell **sink**. Wash your hands in the **sink**.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, sort the words according to their middle vowel sound.

sit	kit	ten	net
nest	sent	tent	test
skin	sink		

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

king toes see nine needle turtle kitchen size

Lesson 35

Letters: e i j s t g n

Words: is it sit jig get gets net nest jest gist

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and spell **is**. It **is** going to be a great day.
2. Change one letter to spell **it**. **It** is cold in here.
3. Add a letter to make **sit**. It's hard to **sit** still for a long time.
4. Start fresh to spell the word **jig**. What's your favorite **jig**?
5. Trade **j** and **i** for **e** and **t** and spell **get**. I hope I **get** my favorite cd for my birthday.
6. Add a letter to make **gets**. My little brother **gets** anything he wants.
7. Keep **e** and **t** and add a new letter to spell **net**. His big brother can reach the basketball **net**.
8. Add a letter to spell **nest**. I saw a tiny hummingbird **nest**.
9. Change just one letter to spell **jest**. When you **jest** it means you're kidding.
10. Now we're going to spell a tricky 4-letter word that sounds like it starts with **j** but it really starts with **g**. Find 3 more letters to spell **gist**. The **gist** of something is the point. Stretch out the sounds carefully to decide whether you need an **e** or an **i** to make **gist**.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find the words that end with the **-st** spelling pattern.

is	it	sit	jig	get
gets	net	nest	jest	gist

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

jug iguana nowhere nickel jiggle second sort itself insist

Lesson 36

Letters: e i m r s t

Words: is sit rim met mist rest stem slim slit

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and spell **is**. Is is one of our Word Wall words.
2. Add 1 letter to make **sit**. We've seen the word **sit** lots of times in our word work.
3. Keep the letter **i** and get 2 more letters to make **rim**. The **rim** of the tire is metal.
4. Start fresh with 3 letters to spell **met**. We **met** at the movies.
5. Take away **e** and add 2 letters to spell **mist**. There is a light **mist** of rain outside.
6. Change the first 2 letters to make **rest**. I will need a **rest** after lunch.
7. Now start fresh to make another 4-letter word, **stem**. A flower has a **stem**. Stretch out the sounds to decide which letters to use.
8. Keep **s** and **m** and add 2 more letters to make **slim**. Someone who is **slim** is thin.
9. Change just 1 letter to spell **slit**. I cut a small **slit** in the cloth.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort the words by the number of letters in the word.
3. Finally, find all of the words that begin with the **sl**- spelling pattern.

is	sit	rim	met
mist	rest	stem	slim
slit			

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

reach rope six song marry mix instinct indeed remove

Lesson 37

Letters: e i l p s r t

Words: pit pet lip lips let lit step pets pest pits

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 4 letters and make **pits**. If it rains all day that will be the pits!
2. Take away just 1 letter to spell **pit**. Don't eat the peach pit.
3. Change just 1 letter to spell **pet**. My dog wants me to pet him a lot.
4. Add just 1 letter to make **pets**. I have 4 pets.
5. Now let's do the "mix the letters around" trick to spell **pest**. My little brother is a pest.
6. Keep the **p** and add 2 letters to spell **lip**. I have a cut on my lip.
7. Add 1 letter to make **lips**. She was so cold that her lips were purple!
8. Keep the **l** and add 2 letters to spell **let**. I let my brother borrow my book.
9. Change just 1 letter to make **lit**. My dad lit a candle when the power went out.
10. Start fresh to make the next 4-letter word, **step**. Stretch the sounds out to make sure you get all the sounds in the right order. Don't trip on the bottom step.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort the words into columns according to how many letters they have.
3. Finally, sort the words into columns according to the vowel sound in the word.

pit	pet	lip	lips
let	lit	step	pets
pest	pits		

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

prince pencil lick store license pick sand saddle litter

Lesson 38

Letters: e i d n p s

Words: dip dips pin pen end ends send sip snip spin

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 3 letters and spell **dip**. She went to take a **dip** in the pool.
2. Add just 1 letter to spell **dips**. He got 2 **dips** of vanilla ice-cream.
3. Now start fresh with 3 letters to spell **pin**. I had to **pin** my sweater when it ripped.
4. Change 1 letter to make **pen**. The chickens live in a **pen**.
5. Take away **p** and add a different letter to spell **end**. Will you help me write the **end** of my story?
6. Add just 1 letter to spell **ends**. Summer vacation always **ends** too early!
7. Now do the "mix the letters around" trick to spell **send**. **Send** me an email this weekend and we can hang out.
8. Keep the **s** and add 2 letters to make **sip**. You have to **sip** the cocoa because it's hot.
9. Add 1 letter to make **snip**. I got a hair cut: **snip, snip, snip!**
10. Mix the letters around again to spell **spin**. If I **spin** around in a circle I get dizzy.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort the words into columns according to how many letters they have.
3. Finally, find all of the words end with the **-ip** spelling pattern.

dip	dips	pin	pen	end
ends	send	sip	snip	spin

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

prince pencil lick store license pick sand saddle litter

Lesson 39

Letters: e i h f s d n

Words: is if hid his fin fins fed shed fend send

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make the Word Wall word, **is**. It **is** nice to see you today.
2. Change 1 letter to spell **if**. **If** you work hard you'll do well.
3. Keep the **i** and add 2 letters to make **hid**. He **hid** behind the bushes.
4. Change 1 letter to spell **his**. **His** mom made us pizza.
5. Keep the **i** and add 2 letters to spell **fin**. The **fin** on the fish was brightly coloured.
6. Add 1 letter to spell **fins**. I wore **fins** to go snorkeling.
7. Keep the **f** and add 2 letters to spell **fed**. We **fed** my dog in the morning.
8. Add one letter to **fed** to make the word **fend**. The lone hunter had to **fend** for himself in the woods.
9. Change one letter in **fend** to spell **send**. I will **send** my grandma a birthday card.
10. We have to make one last 4-letter word, **shed**. Do you know which 2 letters you need to make the **sh**-sound? Now choose 2 more letters to complete the word **shed**. We keep our tools in a **shed**.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort the words into columns according to how many letters they have.
3. Finally, sort the words according to the middle vowel sound in each word.

is	if	hid	his
fin	fins	fed	shed
fend	send		

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

inside happy hotdog friends shoot icky itself hand fight

Lesson 40

Words: sit big end pet spin

Letters and Sounds for

Review: i (as in it); e (as in end); b d g k n p s t h f j

To review the letters and sounds, the big letters are put in the pocket chart and students are invited to come and make words they remember from each lesson. (Students do not have their little individual letters.) Students do not need to make all the words from every lesson. Be sure they make the five Word Wall words.

Review

1. Put the big letters **i, b, g, s, p, t** and **n** in the pocket chart. Let students come and make any words they can. If no one makes **sit, big,** or **spin,** ask someone to come and make them. Show them the Word Wall cards for **sit, bit** and **spin.**
2. Remove the **b, g, s** and **i** and add **d, n** and **e.** Again, let students come and make some words. Be sure they make **end** and **pet** and show them the Word Wall cards for **end** and **pet.**
3. Remove all the letters except **i, g, d** and **p;** add **h, f** and **j.** Again, let students come and make some words.
4. Remove all the letters except the **d,** and add **e, b, s, n** and **t.** Again, let students come and make some words.

Lesson 41

Letters: o d n p s

Words: so no on Don nod pod pods nods pond ponds

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **so**. You all did **so** well.
2. Change the first letter and make **no**. **No**, I don't want to go.
3. Move the letters around and you can spell **on**. What's **on** TV?
4. Add a capital letter and you can spell **Don**. I went to the mall with my friend **Don**.
5. Turn the **D** over (or trade it for a lowercase **d**) and move the letters around and you can spell **nod**. **Nod** your head if you mean yes.
6. Change the first letter to spell **pod**. Peas grow in a **pod**.
7. Add 1 letter and you can spell **pods**. She shelled the peas from the **pods**.
8. Change the first letter and you will have **nods**. (NAME) **nods** her head to show she wants to come.
9. Let's spell one more 4-letter word, **pond**. I like to fish in a **pond**. Let's all stretch out **pond** and listen for the letters we need.
10. I bet you can get the last word. Add your last letter to **pond** and what do you have? Yes. When you add **s** to **pond**, you have **ponds**. There are lots of **ponds** near here.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end in **s** to show more than one.

so	no	on	Don
nod	pod	pods	nods
pond	ponds		

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

odd dig purse night people otter doctor soda

Lesson 42

Letters: e o d p p s s t

Words: set pet pot dot top pop pest step stops

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 3 letters and make **set**. It's time to **set** the table.
2. Change just the first letter and spell **pet**. I had a **pet** turtle.
3. Just change the vowel and you can spell **pot**. (Which is the vowel in **pet**?) We cook spaghetti in a **pot**.
4. Change just the first letter to spell **dot**. Make a little **dot** next to your name.
5. Now, use 3 letters and spell **top**. I slept in the **top** bunk.
6. Change the first letter and spell **pop**. I like to watch popcorn **pop**.
7. Now, let's make a 4-letter word, **pest**. Sometimes, a little brother can be a **pest**. Let's all say **pest** and stretch it out so we can hear the letters we need.
8. Now let's do the "move the letters around" trick with **pest** to spell **step**. Be careful on that broken **step**.
9. Now change the vowel and you can spell **stop**. Next, we are going to use our last letter to make a 5-letter word, **stops**. Everyone **stops** at the stop sign.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, sort all of the words according to their middle vowel sound.

dot	pot	set	top
pet	step	pop	pest
stops			

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

tooth saw page do puppy Sunday dinosaur table

Lesson 43

Letters: e o c k p s t

Words: set pet pot pots spot stop step sock peck speck

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 3 letters and make **set**. Set the table.
2. Change the first letter to spell **pet**. Do you have a pet?
3. Change the vowel to spell **pot**. We can plant flowers in a pot.
4. Add one letter to make **pots**. Our garden is full of flower pots.
5. Now do the "move the letters around" trick with **pots** to spell **spot**. I spilled juice and it made a big spot on the rug.
6. Move the letters around and you can spell **stop**. The red light tells cars to stop.
7. Change the vowel and spell **step**. Step up here.
8. Now we are going to spell a 4-letter word and you will need the **c** and the **k** to spell the **k** sound. Take 4 letters and spell **sock**. I can only find one sock.
9. Let's use the **ck** again and spell **peck**. Chickens peck at their food.
10. Add 1 letter to **peck** and you can spell **speck**. Please wipe every speck of crumbs off your desk.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, sort all of the words that use **ck** to make the **k** sound.

set pet spot pot
pots stop step sock
peck speck

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

see pig park sandwich perfect Saturday

Lesson 44

Letters: a e n p r s t

Words: pen pan tan ten net nest rest rent pest past

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Let's start with a 3-letter word, **pen**. Can I borrow your **pen**?
2. Change the vowel and spell **pan**. Cook the eggs in a frying **pan**.
3. Change the first letter and spell **tan**. She drove a **tan** car.
4. Change the vowel again and spell **ten**. **Ten** is the number after nine.
5. Move the letters around and you can spell **net**. Shoot the ball into the **net**.
6. Add a letter and you can spell **nest**. The baby birds flew out of the **nest**. Let's all stretch out **nest** and listen for the letters we need.
7. Change one letter to make the word **rest**. After a long hike we needed a **rest**.
8. Now change one letter again to make the word **rent**. My mom is going to **rent** a new apartment.
9. Now keep just the **e** and the **t** and get 2 new letters and make the word **pest**. That mosquito is a **pest**.
10. Change the vowel and you can spell **past**. I walk **past** the post office on my way to school.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, sort the words according to their middle vowel sound.

pen	pan	tan	ten
net	nest	rest	rent
pest	past		

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

road neck paste top tornado nervous rescue pancakes

Lesson 45

Letters: i o t l c k s m

Words: so it sit lit sock pick tick tock mock lock

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and spell **so**. I am **so** happy to see you today!
2. Use 2 new letters to make **it**. We have made the word **it** before.
3. Add a letter to it to make **sit**. I like to **sit** on the floor.
4. Change the first letter to spell **lit**. He **lit** the fire with only one match!
5. Now we are going to make some 4-letter words that use **ck** to make the **k** sound. The first word is **sock**. I lost my **sock**.
6. Now make another **ck** word. The word is **pick**. Did you **pick** captains for the teams?
7. Change just the first letter to make **tick**. I found a **tick** in my sock.
8. Change the vowel to make **tock**. The clock goes tick-**tock**.
9. Change the first letter to spell **mock**. If you **mock** someone you are making fun of them.
10. Change the first letter one more time to make **lock**. Please **lock** the door when you leave.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, group the words that end in the **ck** spelling pattern. Regroup words that end in **ick** and **ock**.

so	it	sit	lit
sock	pick	tick	tock
mock	lock		

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

lick sister mother tooth people silly second little

Lesson 46

Letters: e i n d s p t

Words: in den tin pin pen pens tend send spin spit

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and spell **in**. We'll play **in** the afternoon.
2. Now make a 3-letter word, **den**. The lion sleeps in a **den**.
3. Now make the word **tin**. The soup came in a **tin** can.
4. Change the first letter to spell **pin**. I can **pin** a bow to my sweater.
5. Change the vowel to spell **pen**. I like my purple **pen**.
6. Add a letter to make **pens**. I have different coloured **pens**.
7. Now let's make another 4-letter word, **tend**. You have to **tend** to the flowers if you want them to grow.
8. Change the first letter to spell **send**. I'll **send** you an email when we leave.
9. Take 4 letters so make **spin**. You can **spin** wool into thread.
10. Now change just the last letter to spell **spit**. I bet I can **spit** further than you can.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, find all of the words that begin with the **sp** spelling pattern.
3. Finally, find all of the words that end with the **nd** spelling pattern.

in	den	tin	pin
pen	pens	tend	send
spin	spit		

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

dig prize tickle Sunday doctor today present pencil

Lesson 47

Letters: u o n d s t p

Words: up on no nut nuts pun pond spud spun stun dust

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 4 letters and make **pits**. If it rains all day that will be the pits!
2. Take away just 1 letter to spell **pit**. Don't eat the peach pit.
3. Change just 1 letter to spell **pet**. My dog wants me to pet him a lot.
4. Add just 1 letter to make **pets**. I have 4 pets.
5. Now let's do the "mix the letters around" trick to spell **pest**. My little brother is a pest.
6. Keep the **p** and add 2 letters to spell **lip**. I have a cut on my lip.
7. Add 1 letter to make **lips**. She was so cold that her lips were purple!
8. Keep the **l** and add 2 letters to spell **let**. I let my brother borrow my book.
9. Change just 1 letter to make **lit**. My dad lit a candle when the power went out.
10. Start fresh to make the next 4-letter word, **step**. Stretch the sounds out to make sure you get all the sounds in the right order. Don't trip on the bottom step.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort the words into columns according to how many letters they have.
3. Finally, sort the words into columns according to the vowel sound in the word.

pit	pet	lip	lips
let	lit	step	pets
pest	pits		

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

prince pencil lick store license pick sand saddle litter

Lesson 48

Letters: a i l p n s k

Words: an is lip lap pan pans spin span pack pick

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and spell **an**. I have **an** ice cream cone.
2. Use 2 new letters to make **is**. We know how to spell **is**.
3. Now let's make the 3-letter word, **lip**. He got a cut on his **lip**.
4. Change the vowel to spell **lap**. My cat likes to sit on my **lap**.
5. Now make the 3-letter word, **pan**. We make eggs in a **pan**.
6. Add 1 letter to spell **pans**. How many **pans** do we need to make dinner?
7. Now let's make a 4-letter word, **spin**. My little brother likes to **spin** in circles.
8. Change the vowel to spell **span**. He played well for the whole **span** of the game.
9. Make another 4-letter word, **pack**. Did you **pack** a lunch today?
10. Change just the vowel to spell **pick**. I need a tooth**pick**.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort the words into columns according to their vowel sound.
3. Finally, find all of the words end with the **-ck** spelling pattern.

am	is	lip	lap
pan	pans	spin	span
pack	pick		

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

America iguana last sprinkler price lamp lock crack arctic

Lesson 49

Letters: e o t d r s m

Words: so or rod dot met spot tops pond tend send

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **so**. It is **so** hot outside today!
2. Now make another 2-letter word, **or**. We'll make either pizza **or** spaghetti.
3. Now add 1 letter and mix around the letters to spell **rod**. I got a new fishing **rod**.
4. Here's another 3-letter word, **dot**. Don't forget to **dot** your i's.
5. Now take 3 new letters and make the word **met**. We **met** at the park.
6. Here's a 4-letter word, **spot**. **Spot** rhymes with **dot**.
7. Mix around the letters in **spot** to spell **tops**. Birds sit in the **tops** of trees.
8. Another 4-letter word is **pond**. We swam in the **pond**. Let's say the sounds in **pond** to decide which 2 letters make the **-nd** sound.
9. Here's another word that ends in **-nd**, **tend**. I **tend** to stay up late at night.
10. Change just the first letter to spell **send**. **Send** me an email this weekend.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort the words into columns according to their vowel sound.
3. Finally, find all the words that end in the **-nd** spelling pattern.

so	or	rod	dot
met	spot	tops	pond
tend	send		

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

ribbon dark mitten practice park sentence string bend friend

Lesson 50

Words: no on so top stop

Letters and Sounds for Review: i (as in it); o (as in ox); e (as in Ed);
n d s t k c p l m

To review the letters and sounds, the big letters are put in the pocket chart and students are invited to come and make words they remember from each lesson. (Students do not have their little individual letters.) Students do not need to make all the words from every lesson. Be sure they make the five Word Wall words.

Review

1. Put the big letters **o**, **n**, **t**, **p**, **s**, and **t** in the pocket chart. Let students come and make any words they can. If no one makes **no**, **on**, or **so**, ask someone to come and make them. Show them the Word Wall cards for **no**, **on** and **so**.
2. Again, let students come and make some words. Be sure they make **top** and **stop** and show them the Word Wall cards for **top** and **stop**.
3. Remove the letter **o** and add the letters **e**, **i**, **d**, **k**, **c**, **l**, and **m**. Again, let students come and make some words.

Lesson 51

Letters: i g h n s t

Words: in is his hit hits tin tins thin this sing

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and spell **in**. We are **in** school.
2. Change one letter to make **is**. It **is** going to rain today.
3. Add a letter to spell **his**. This is **his** house.
4. Change the last letter to make **hit**. The baseball player got a **hit**.
5. Add just one letter to spell **hits**. How many **hits** did he get in the game?
6. Now, let's spell another 3-letter word, **tin**. Some houses have **tin** roofs.
7. Add one letter to **tin** to make **tins**. We baked cookies and put them in **tins**.
8. Now, let's spell a new 4-letter word, **thin**. Paper is very **thin**. Which 2 letters go together to make the **th**- sound?
9. Change the last letter to spell **this**. I love **this** book.
10. You need 4 letters to spell our last word, **sing**. It is fun to **sing**.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort the words by the number of letters in the word.
3. Finally, find the words that begin with the **th**- spelling pattern. Can you **think** of any other words that begin with the **th**- spelling pattern?

in	is	his	hit
hits	tin	tins	thin
this	sing		

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

edge park door name donut sister enter nation

Lesson 52

Letters: e i c d h l n r

Words: Ed red rid hid lid led den hen rich chin

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and spell **Ed**. My uncle's name is Ed.
2. Add one letter to make **red**. His favorite colour is red.
3. Change the vowel and you can spell **rid**. I finally got rid of my old car.
4. Change one letter to make **hid**. She hid behind the tree.
5. Change the first letter again to spell **lid**. Don't forget to put the lid on the paint.
6. Now, change the vowel to spell **led**. The teacher led the students along the trail.
7. We're going to make a new 3-letter word, **den**. Bears sleep in a den.
8. Just change the first letter to spell **hen**. My friend acts like a mother hen.
9. Now we're going to make a 4-letter word, **rich**. People who have a lot of money are rich.
Which 2 letters will you need to make the **ch**- sound?
10. Our last word, **chin**, also has the **ch**-sound. Find 4 letters to make the word **chin**. Here is my chin.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find the words that have the **ch**- sound.

Ed	red	rid	hid
lid	led	den	hen
rich	chin		

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

cheer lunch child roar energy chocolate raccoon change

Lesson 53

Letters: e o d h p p s

Words: ho he she hop hops pop pops pep shed shop

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **ho**. Santa says "Ho, ho, ho."
2. Change the vowel and spell **he**. He is my friend.
3. Add a letter to **he** and you can spell **she**. She is my friend.
4. Let's spell another 3-letter word, **hop**. I like hip-hop music.
5. Add a letter to **hop** to spell **hops**. A rabbit hops.
6. Now take 3 letters to make **pop**. We ate popcorn at the movies.
7. Add a letter to spell **pops**. I call my dad Pops.
8. Keep the **p**'s and add one vowel to spell **pep**. When it is hot, my dog doesn't have much pep.
9. Now, let's spell a 4-letter word, **shed**. We keep our bikes in the shed. Which 2 letters do you need to make the **sh-** sound?
10. Keep the **sh-** and add 2 more letters to spell **shop**. I love to shop.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to their vowel sound.
3. Finally, find the words that have the sh- sound.

ho	he	she	hop
hops	pop	pops	pep
shed	shop		

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

here how pan ship shower power holiday

Lesson 54

Letters: a i c d h n s w

Words: is his ash cash dash dish wish inch chin shin

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Let's start with a 2-letter word, **is**. He **is** sick today.
2. Add a letter to spell **his**. **His** sister is sick today too.
3. Now let's spell a 3-letter word, **ash**. When wood burns, it leaves **ash**. Which 2 letters do we need to make the **sh**- sound?
4. Add a letter to spell **cash**. I need to **cash** a check.
5. Change the first letter to spell **dash**. I am going to **dash** into the store.
6. Change the vowel to spell **dish**. Here's a **dish** for your dessert.
7. Change the first letter to spell **wish**. Blow out the candles and make a **wish**.
8. Now start again and spell **inch**. The caterpillar was about an **inch** long. Which 2 letters do you need to make the **ch**- sound?
9. Move the letters around to spell **chin**. I fell and bumped my **chin**.
10. Keep -in and get 2 new letters for our last word, **shin**. I have a bruise on my **shin**.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, find the words that have the **ch**- sound.
3. Finally, find the words that have the sh- sound.

is	his	ash	cash
dash	dish	wish	inch
chin	shin		

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

help down chew wet it at children cat

Lesson 55

Letters: i a w h b t s

Words: it at hat sit sat wit that bath with this

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **it**. We know the word **it**.
2. Change the vowel to spell **at**. We are **at** school.
3. Add a letter to spell **hat**. I like your **hat**.
4. Now change the vowel to spell **sat**. He **sat** in the front row.
5. Change the vowel to spell **sit**. Where would you like to **sit** in the movies?
6. Now change the first letter to spell **wit**. Having a sharp **wit** means you are funny.
7. Now let's make a 4-letter word, **with**. You only have to add one letter. I'd like to have lunch **with** you. Which 2 letters do we need to make the **th**- sound in with?
8. Let's make another 4-letter word with the **th**- sound, **bath**. I gave my dog a **bath**.
9. This 4-letter word has the **th**- sound at the beginning. The word is **that**. The **th**- sounds a little different in this word. Is **that** your cousin?
10. Our last 4-letter word is **this**. **Th**- makes the same sound in **this** and **that**.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all the words that use the **th**- spelling pattern.

it	at	hat	sit
wit	sat	that	bath
with	this		

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

washer wink thin thistle barber sap spread break bank

Lesson 56

Letters: a i c h p r n

Words: hip pin pan ran rap rip chat chin chip rich

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 3 letters and make **hip**. I have a bruise on my **hip**.
2. Now make another 3-letter word, **pin**. I had to **pin** my shirt when it ripped.
3. Change the vowel to spell **pan**. That **pan** is heavy.
4. Change the first letter to spell **ran**. We **ran** all the way to school!
5. Change the last letter to make **rap**. I love **rap** music.
6. Now just change the vowel again to spell **rip**. Did you **rip** his homework?
7. Now let's make a 4-letter word, **chat**. Sometimes we **chat** on the internet. Which 2 letters do we need to make the **ch-** sound?
8. Keep the **ch-** and add 2 new letters to spell **chin**. He has a dimple in his **chin**.
9. Change the last letter to spell **chip**. She ate just one chocolate **chip**.
10. Our last word is **rich**. The **rich** woman owned a big boat.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort the words according to their vowel sound.
3. Finally, find all of the words that contain the **ch-** spelling pattern.

hip	pin	pan	ran
rap	rip	chat	chin
chip	rich		

Transfer: Say some _____ words in sentences and have the students repeat the words and decide what letter they begin with.

church happy prison regular champion history paper run chimp

Lesson 57

Letters: e u s h m n t

Words: me she hum hem hums hems shun shut mush mesh

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **me**. Will you sit by **me** at lunch?
2. Now take 3 letters and spell **she**. **She** is my favorite cousin.
3. Let's take 3 new letters and spell **hum**. Let's **hum** along to the tune.
4. Change the vowel to spell **hem**. The **hem** of your pants is the stitch along the bottom.
5. Add a letter to spell **hems**. The **hems** of both my pant legs are ripped.
6. Change the vowel to spell **hums**. My mom **hums** while she does laundry.
7. Let's make a 4-letter word that begins with the **sh**- sound. Which letters do we need? Our word is **shut**. Don't forget to **shut** the door.
8. Change the last letter to spell **shun**. When you **shun** someone you are keeping them out of your group.
9. The next word is **mush**. My dad's soup was just a brown **mush**.
10. Change the vowel to spell **mesh**. Our new saplings have **mesh** around them to protect them.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort the words into columns according to how many letters they have.
3. Finally, find all the words that have the **sh**-pelling pattern.

me she hum hem
hums hems shun shut
mush mesh

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

shock ship hungry messy push hit sell milk meet

Lesson 58

Letters: o a l p c r s h

Words: cop hop hops lap rash lash cash shop chop chap

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 3 letters and spell **cop**. My little sister wants to be a **cop** when she grows up.
2. Change the first letter to make **hop**. My friends and I played **hopscotch**.
3. Add one letter to spell **hops**. A rabbit **hops**.
4. Let's make one more 3-letter word, **lap**. Her cat was sitting on her **lap**.
5. Now let's make a 4-letter word, **rash**. Jack got a **rash** from Poison Ivy.
6. Change the first letter to spell **lash**. When I didn't clean my room, I got major **backlash** from my mom.
7. Change the first letter to spell **cash**. You need to bring **cash** to pay for parking.
8. Let's make a new 4-letter word, **shop**. We have to **shop** for groceries.
9. Change the first letter to make **chop**. We'll **chop** vegetables for dinner.
10. Change the vowel to spell **chap**. Do you have any **chapstick**?

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort the words into columns according to their vowel sound.
3. Finally, find all the words that have the **ch**- spelling pattern and all the words that have the **sh**- spelling pattern.

cop hop hops lap
rash lash cash shop
chop chap

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

crash lamp rip reason campsite carpet shampoo light

Lesson 59

Letters: i a t p c h s

Words: it at inch chip chap with this thin chin that

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and spell **it**. It is getting warmer outside.
2. Change the vowel to make **at**. Is your brother at school today?
3. Now let's make some 4-letter words. The first word is **inch**. There was an inchworm on the blade of grass.
4. The next word is **chip**. Pass me a potato chip.
5. Change the vowel to spell **chap**. I use Chapstick in the winter.
6. Now make another 4-letter word, **with**. My brother went with my mom to the store.
7. The next word is **thin**. When his sister was sick she was very thin.
8. Change the first 2 letters to spell **chin**. My cousin has a whisker on his chin. Which 2 letters do we need to make the **ch-** sound?
9. Now let's make another 4-letter word, **this**. This is going to be the best day ever.
10. Change the last 2 letters to spell **that**. That movie is her favorite.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their vowel sound.
2. Next, find all the words that have the **th-** spelling pattern.
3. Finally, find all the words that have the **ch-** spelling pattern.

it	at	inch	chip
chap	with	thin	chin
this	that		

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

igloo turtle think chirp itself inside test itchy

Lesson 60

Words: **he she his this red**

Letters and Sounds for Review: **e** (as in end); **e** (as in he); **i** (as in it);
a (as in at); **sh**; **ch**; **th**

To review the letters and sounds, the big letters are put in the pocket chart and students are invited to come and make words they remember from each lesson. (Students do not have their little individual letters.) Students do not need to make all the words from every lesson. Be sure they make the five Word Wall words.

Review

1. Put the letters **i, g, h, n, s,** and **t** in the pocket chart. Let the students come and make any words they can. If no one makes **his** and **this**, ask someone to come and make these words. Show them the Word Wall cards for **his** and **this**.
2. Remove the **n, g** and **t** and add **d, e, l,** and **r**. Again, let students come and make words. Be sure they make **he, she** and **red** and show them the Word Wall cards for **he, she** and **red**.

Lesson 61

Letters: a e m n s r

Words: me as an am Sam man mane mare same name

Teach letter sounds: Tell the students that the vowel **a** can have the sound you hear in **at** and the sound in **ate**. Have the students practice both sounds for **a**. Have the students hold up their **e**. Tell them that in some of the words they will make today they won't hear any sound for the **e**, but it will be the letter that changes the sound of the **a**.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **me**. Please give **me** the book.
2. Let's make another 2-letter word, **as**. (NAME) is **as** tall **as** (NAME).
3. Change the last letter and you can spell **an**. I ate **an** apple.
4. Change the last letter and spell the Word Wall word, **am**. I **am** very happy.
5. Add a letter and you can spell **Sam**. I have a friend named **Sam**.
6. Let's spell one more 3-letter word, **man**. I saw a **man** walking down the road.
7. Now we are going to change **man** to **mane** by adding that **e** that you won't hear. I brushed the horse's **mane**.
8. Now change one letter, and leave that silent **e** on the end, to spell **mare**. The female horse was a **mare**.
9. Let's spell another 4-letter word, **same**. I always eat the **same** kind of ice cream.
10. Change the first letter and you can spell **name**. What is your **name**?

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, sort the words according to their vowel sound, paying special attention to comparing words with the short **a** sound and words with the long **a** sound.

me	as	an	am
Sam	man	mane	mare
same	name		

Transfer: Tell the students that you want them to pretend they are reading and come to a word they don't know. They will use the rhyming words to help them figure it out. Show them the words **ham** and **came** and have them put these words under the words with the same rhyming patterns. DO NOT allow anyone to pronounce the new words until they are lined up under the rhymes. Finally, have the students pronounce the new words by making them rhyme with the other words.

Lesson 62

Letters: a e k m r t

Words: at ate rat mat mate rate rake take tame make

Teach letter sounds: Remind the students that the **a** can have the sound you hear in **at** and **ate** and that the **e** is often the letter that makes this change. You may want to tell them that some people call the **e** the “**magic e**” because of this.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make the Word Wall word, **at**. Come to my house **at** 8:30.
2. Add the **e** and spell **ate**. (NAME) **ate** two cheeseburgers.
3. Use 3 letters and you can spell **rat**. The **rat** ran under the house.
4. Change the first letter to spell **mat**. Wipe your feet on the **mat**.
5. Now add a letter and change **mat** to **mate**. The bear is looking for a **mate**.
6. Change the first letter and spell **rate**. How would you **rate** that movie?
7. Change 1 letter and spell **rake**. I like to **rake** leaves.
8. Change the first letter and spell **take**. Please **take** this note home.
9. Change 1 letter and spell **tame**. The gentle horse was very **tame**.
10. Now start fresh to spell **make**. Let's **make** some cookies to share.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, sort all of the words according to their middle vowel sound.

at	ate	rat	mat
mate	rate	rake	take
tame	make		

Transfer: Tell the students that they are going to pretend they are reading and come to a word they don't know. They will use the rhyming words to help them figure them out. Show them two words—**cake** and **date**—and have them put these words under the words with the same rhyming patterns. DO NOT allow anyone to pronounce these new words until they are lined up under the rhymes. Finally, have the students pronounce the new words by making them rhyme with the other words.

Lesson 63

Letters: a e d r t

Words: Ed ad at ate red Ted rat rate date dare

Teach Letter Sounds: Remind the students that the **a** can have the sound you hear in **at** and **ate** and that the **e** is often the letter that makes this change. You may want to tell them that some people call the **e** the “**magic e**” because of this.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **Ed**. Ed ate all the cookies.
2. Change the vowel to spell **ad**. I found this car through an ad on the internet.
3. Change the last letter to spell **at**. We are at school.
4. Add a letter and you can spell **ate**. Who ate all the cereal?
5. Start over and spell another 3-letter word, **red**. Her car is bright red.
6. Change the first letter and spell **Ted**. Ted ate all the cereal.
7. Let's spell one more 3-letter word, **rat**. The rat ate all the cereal.
8. Let's spell **rate**. How would you rate our team this year?
9. Change the first letter and you can spell **date**. What is today's date?
10. Change just 1 letter to spell **dare**. I dare you to hide Ted's lunch.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, sort all of the words according to whether or not they have the “**magic e**.”

Ed	ad	at	ate
red	Ted	rat	rate
date	dare		

Transfer: Let's pretend we are reading and come to some words we don't know. We will use the rhyming words to help figure them out. Show the students two words—**bed** and **gate**—and have them put these words under the words with the same rhyming patterns. DO NOT allow anyone to pronounce these new words until they are lined up under the rhymes. Finally, have the students pronounce the new words by making them rhyme with the other words.

Lesson 64

Letters: a e k r s t

Words: as at ate rat rats rate Kate take rake sake

Teach Letter Sounds: Remind students how **e** at the end of a word changes the sound of **a**.

Make Words: Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Let's start with a 2-letter, **as**. He was **as** hungry **as** a bear.
2. Now spell **at**. **At** was one of our first Word Wall words.
3. Add a letter and spell **ate**. I **ate** breakfast this morning.
4. Let's spell one more 3-letter word, **rat**. Did you see that **rat**?
5. Add a letter to **rat** to spell **rats**. My friend has pet **rats**.
6. Change the last letter to spell **rate**. The judges had to **rate** the performances.
7. Change the first letter to spell **Kate**. My sister's name is **Kate**.
8. Turn the letters around to spell **take**. **Take** this pie to your grandma.
9. Change the first letter to make **rake**. After we **rake** we jump in the leaves.
10. Change the first letter again to make **sake**. Ben keeps his room clean for his mom's **sake**.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort the words according to how many letters they have.
3. Finally, sort the words according to long and short vowel sounds.

as	at	ate	rat
rats	rate	Kate	take
rake	sake		

Transfer: Let's pretend we are reading and come to some words we don't know. We will use the rhyming words to help figure them out. Show the students two words—**chat** and **that**—and have them put these words under the words with the same rhyming patterns. DO NOT allow anyone to pronounce these new words until they are lined up under the rhymes. Finally, have the students pronounce the new words by making them rhyme with the other words.

Lesson 65

Letters: a e c n p s l

Words: as can pan nap sap cap cape sane lane cane

Name letters and their common sounds: Remind the students that the **a** can have the sound you hear in **at** and **ate** and that the **e** is often the letter that makes this change. You may want to tell them that some people call the **e** the “**magic e**” because of this.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **as**. I am **as** hungry **as** a bear today.
2. Now choose 3 new letters to spell **can**. **Can** you help me with this problem?
3. Change the first letter to spell **pan**. He loves **pan**cakes.
4. The next word is **sap**. You use **sap** to make maple syrup.
5. Change the first letter to spell **cap**. Don't forget to put the **cap** back on the toothpaste.
6. Add a silent letter to the end of **cap** to spell **cape**. The superhero wore a **cape**. What is the “magic” letter we use to change the sound the letter **a** makes?
7. Here is another 3-letter word, **nap**. My little sister has to take a **nap** this afternoon.
8. Make a new 4-letter word, **sane**. If you are not crazy, you are **sane**.
9. Change the first letter to spell **lane**. Another word for a road is **lane**.
10. Change the first letter to spell **cane**. He put a candy **cane** on the tree.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, sort all the words according to whether or not they have a silent **e** at the end.

as	can	pan	sap
cap	cape	nap	sane
lane	cane		

Transfer: Let's pretend we are reading and come to some words we don't know. We will use the rhyming words to help figure them out. Show the students two words—**fan** and **mane**—and have them put these words under the words with the same rhyming patterns. DO NOT allow anyone to pronounce these new words until they are lined up under the rhymes. Finally, have the students pronounce the new words by making them rhyme with the other words.

Lesson 66

Letters: a e m s p t l

Words: mat Sam pal mate tame same lame pale sale male

Name letters and their common sounds: Remind the students that the **a** can have the sound you hear in **at** and **ate** and that the **e** is often the letter that makes this change. You may want to tell them that some people call the **e** the “**magic e**” because of this.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 3 letters and spell **mat**. There is mud on the **mat**.
2. Now spell a new 3-letter word, **Sam**. My uncle's name is **Sam**.
3. Let's make another word, **pal**. A **pal** is a friend.
4. Here is our first 4-letter word, **mate**. Every shoe has a partner, or **mate**.
5. Let's play the mix-the-letters around trick to spell **tame**. She had to **tame** the wild horse.
6. Change the first letter to spell **same**. The twins looked the **same**.
7. Change the first letter again to spell **lame**. Having to clean my room is so **lame**!
8. Our next 4-letter word is **pale**. She burns in the sun because her skin is so **pale**.
9. Change the first letter to spell **sale**. The store is having a **sale** on towels.
10. Change the first letter to make our last word, **male**. A man is a **male**.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to how many letters they have.
2. Next, sort the words according to their vowel sound.
3. Finally, find all of the words that have the **magic e** (you should already have a these words grouped together!)

mat	Sam	pal	mate
tame	same	lame	pale
sale	male		

Transfer: Let's pretend we are reading and come to some words we don't know. We will use the rhyming words to help figure them out. Show the students two words—**fame** and **tale**—and have them put these words under the words with the same rhyming patterns. DO NOT allow anyone to pronounce these new words until they are lined up under the rhymes. Finally, have the students pronounce the new words by making them rhyme with the other words.

Lesson 67

Letters: a e c d t k m n

Words: at mad can cane made tad date cake take came

Name letters and their common sounds: Remind the students that the **a** can have the sound you hear in **at** and **ate** and that the **e** is often the letter that makes this change. You may want to tell them that some people call the **e** the “**magic e**” because of this.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and spell **at**. We have spelled **at** many times before.
2. Now make the 3-letter word, **mad**. Are you **mad** at me?
3. Spell another 3-letter word, **can**. **Can** you hang out after school?
4. Add a letter to **can** to spell **cane**. What is the silent letter we need to change the sound **a** makes? I gave a candy **cane** to my friend.
5. Let's make another 4-letter word with the magic **e**, **made**. Her dad **made** pancakes for breakfast.
6. Now we'll make another 3-letter word, **tad**. I'm still just a **tad** tired after my run.
7. Let's do the mix-the-letters around trick and add a magic **e** to the end of our word to spell **date**. Save the **date** for our Saturday barbecue.
8. Here's another magic **e** word, **cake**. We'll have **cake** after we eat burgers.
9. Just change one letter to spell **came**. Our whole family **came** on Saturday.
10. Our last word is **take**. My little sister has to **take** a nap every afternoon.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort the words into columns according to how many letters they have.
3. Finally, find all the words that have the **magic e**.

at	mad	can	cane
made	tad	date	cake
take	came		

Transfer: Let's pretend we are reading and come to some words we don't know. We will use the rhyming words to help figure them out. Show the students two words—**lad** and **make**—and have them put these words under the words with the same rhyming patterns. DO NOT allow anyone to pronounce these new words until they are lined up under the rhymes. Finally, have the students pronounce the new words by making them rhyme with the other words.

Lesson 68

Letters: a e t p n s

Words: at tap nap sap step spat span pane nape tape

Name letters and their common sounds: Remind the students that the **a** can have the sound you hear in **at** and **ate** and that the **e** is often the letter that makes this change. You may want to tell them that some people call the **e** the “**magic e**” because of this.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters to spell **at**. We are **at** school.
2. Now let's make a 3-letter word, **tap**. I heard a **tap** on the door.
3. Change the first letter to spell **nap**. She took a long **nap** on Saturday.
4. Change the first letter again to spell **sap**. The **sap** from maple trees makes syrup.
5. Now let's spell a 4-letter word, **step**. Be careful on the first **step**, it's wobbly.
6. Our next word is **spat**. Another word for an argument is a **spat**.
7. Change the last letter to spell **span**. Grandpa slept through the whole **span** of the football game.
8. Now let's make a magic **e** word, **pane**. One window **pane** was broken.
9. Change the letters around to spell **nape**. I have a bug bite on the **nape** of my neck.
10. Change the first letter to spell **tape**. Do you have any **tape**?

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, find all the words that begin with a blend, either **st-** or **sp-**. Make 2 groups.
3. Finally, find all the words that have the **magic e**.

at	tap	nap	sap
step	spat	span	pane
nape	tape		

Transfer: Let's pretend we are reading and come to some words we don't know. We will use the rhyming words to help figure them out. Show the students two words—**map** and **cape**—and have them put these words under the words with the same rhyming patterns. DO NOT allow anyone to pronounce these new words until they are lined up under the rhymes. Finally, have the students pronounce the new words by making them rhyme with the other words.

Lesson 69

Letters: a e m s k l d

Words: am as sad lad lake kale sale male made make

Name letters and their common sounds: Remind the students that the **a** can have the sound you hear in **at** and **ate** and that the **e** is often the letter that makes this change. You may want to tell them that some people call the **e** the “**magic e**” because of this.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and spell **am**. I am very glad to see you today.
2. Change the last letter to spell **as**. I'm as happy as a clam!
3. Now make a 3-letter word, **sad**. She was sad to see her friend go.
4. Change the first letter to spell **lad**. Another word for a boy is lad.
5. Let's make a 4-letter word, **lake**. They went swimming in the lake.
6. Mix the letters around to spell **kale**. Kale is a dark green vegetable.
7. Change the first letter to spell **sale**. Kale is on sale at the farmer's market.
8. Change the first letter again to spell **male**. Male birds are more colourful than female birds.
9. Change just one letter to spell **made**. My grandma made a ham for dinner.
10. Change just one letter again to spell **make**. I hope I make the team this year!

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their vowel sound.
2. Next, sort the words according to how many letters they have.
3. Finally, find all the words that have the **magic e**. What do you notice about the number of letters?

am	as	sad	lad
lake	kale	sale	male
made	make		

Transfer: Let's pretend we are reading and come to some words we don't know. We will use the rhyming words to help figure them out. Show the students two words—**mad** and **bale**—and have them put these words under the words with the same rhyming patterns. DO NOT allow anyone to pronounce these new words until they are lined up under the rhymes. Finally, have the students pronounce the new words by making them rhyme with the other words.

Lesson 70

Word Wall Words: as make me same am

Letters and Sounds for Review: a (as in at); a-e (as in make)

To review the letters and sounds, the big letters are put in the pocket chart and students are invited to come and make words they remember from each lesson. (Students do not have their little individual letters.) Students do not need to make all the words from every lesson. Be sure they make the five Word Wall words.

Review

1. Put the big letters **a, e, m, n,** and **s** in the pocket chart. Let students come and make any words they can. If no one makes **as, me, same** and **am**, as someone to come and make these words. Show the students the Word Wall cards for **as, me, same** and **am**.
2. Remove the **n** and **s**; add **k, r,** and **t**. Again let students come and make some words. Be sure they make the word **make** and show them the Word Wall card for **make**.

Lesson 71

Letters: e i d p r s

Words: is Ed red rid rip rips ripe dip ride side

Teach letter sounds: Tell the students that the vowel **i** can have the sound you hear in **it** and also the sound in **ice** and **idea**. Have the students practice both sounds for **i**. Have the students hold up their **e**. Tell them that in some words they will make today they won't hear any sound for the **e**, but it will be the letter that changes the sound of the **i**.

Make Words: Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make the Word Wall word, **is**. It is beautiful outside.
2. Let's spell a name we've spelled before, **Ed**. There is a horse named Ed.
3. Add a letter to spell **red**. Do you like red licorice?
4. Change the vowel to make **rid**. We got rid of our old lawn mower.
5. Change the last letter to spell **rip**. Be careful not to rip the picture.
6. Add a letter to spell **rips**. If we add a few rips to the sheet it will make a great costume.
7. Change the last letter to spell **ripe**. Are the peaches ripe?
8. Change 1 letter to spell **ride**. I got to ride the horse.
9. Change the first letter to spell **side**. Which side are you rooting for?
10. The last word is an easy one! Take 3 letters to spell **dip**. Don't double dip in the salsa.

Sort: Let's sort the rhyming words. We are looking for words with the same rhyming pattern. Who can go find some?" Have the students take the lead in finding the rhymes. Give them help as needed. Have them pronounce the rhyming words and identify the rhyming patterns **ed**, **id**, and **ide**.

Transfer: Tell the students that you want them to pretend they are reading and come to a word they don't know. They will use the rhyming words to help them figure it out. Show them the words **led** and **hide**, and have them put these words under the words with the same rhyming patterns. DO NOT allow anyone to pronounce the new words until they are lined up under the rhymes. Finally, have the students pronounce the new words by making them rhyme with the other words.

Lesson 72

Letters: e i b d r s

Words: be bed bid beds bids red rid ride rise side

Teach letter sounds: Remind the students that the **i** can have the sound you hear in **it** and **ice** and that the **e** is often the letter that makes this change. You may want to tell them that some people call the **e** the “**magic e**” because of this.

Make Words: Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and spell **be**. We will **be** home at 3:30.
2. Add a letter to make **bed**. I made the **bed**.
3. Change the vowel to spell **bid**. I went to the auction and made a **bid**.
4. Add a letter to make **bids**. How many **bids** did you make?
5. Change the vowel again to make **beds**. My brother and I have bunk **beds**.
6. Let's spell a word we've made many times before, red. We painted my bike **red**.
7. Change the vowel to spell **rid**. Let's clean out desks and get **rid** of the trash.
8. Add a letter to change **rid** into **ride**. I like to **ride** on the train.
9. Change just 1 letter to spell **rise**. Every morning the sun will **rise**.
10. Let's spell one more 4-letter word, **side**. He was on my **side**.

Sort: Let's sort the rhyming words. We are looking for words with the same rhyming pattern. Who can go find some?" Have the students take the lead in finding the rhymes. Give them help as needed. Have them pronounce the rhyming words and identify the rhyming patterns **ed**, **id**, and **ide**.

Transfer: Tell the students that they are going to pretend they are reading and come to a word they don't know. They will use the rhyming words to help them figure them out. Show them two words—**did** and **wide**—and have them put these words under the words with the same rhyming patterns. DO NOT allow anyone to pronounce these new words until they are lined up under the rhymes. Finally, have the students pronounce the new words by making them rhyme with the other words.

Lesson 73

Letters: e i d f n r s

Words: is in din fin fins rid ride side dine fine

Teach Letter Sounds: Remind the students how **e** at the end of a word changes the sound of **i**.

Make Words: Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make the Word Wall word, **is**. It **is** going to be a great day!
2. Let's spell another Word Wall word, **in**. We're going to be **in** art today.
3. Add a letter and spell **din**. **Din** means there is a whole lot of noise.
4. Change the first letter to spell **fin**. A fish has a **fin**.
5. Add a letter to **fin** to spell **fins**. I wore **fins** to go snorkeling.
6. Let's spell another 3-letter word, **rid**. Get **rid** of the trash.
7. Add a letter to **rid** to make **ride**. Do you want to **ride** the roller coaster?
8. Change the first letter and you can spell **side**. We painted the **side** of the bike.
9. Now let's spell another 4-letter word, **dine**. A fancy word to eat is **dine**.
10. Change the first letter to spell **fine**. Today is a **fine** day.

Sort: Let's sort the rhyming words. We are looking for words with the same rhyming pattern. Who can go find some?" Have the students take the lead in finding the rhymes. Give them help as needed. Have them pronounce the rhyming words and identify the rhyming patterns **in**, **ine** and **ide**.

Transfer: Let's pretend we are reading and come to some words we don't know. We will use the rhyming words to help figure them out. Show the students two words—**line** and **win**—and have them put these words under the words with the same rhyming patterns. DO NOT allow anyone to pronounce these new words until they are lined up under the rhymes. Finally, have the students pronounce the new words by making them rhyme with the other words.

Lesson 74

Letters: e i f g h n r t

Words: it in fin fine fire hire tire night fight right

Teach Letter Sounds: Tell the students that today they will make some words in which **i** has the sound you hear in **ice** and they will need the letters **igh** to spell that sound.

Make Words: Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Let's start with a 2-letter word, **it**. We have made **it** many times before.
2. Change the last letter to spell **in**. **In** is also a Word Wall word.
3. Add a letter to spell **fin**. I wore a **fin** in the pool.
4. Add a letter to change **fin** to **fine**. The builders did a **fine** job.
5. Change 1 letter to spell **fire**. The house caught on **fire**.
6. Change the first letter to spell **hire**. I asked the boss to **hire** me to do the job.
7. Change the first letter again to spell **tire**. The car had a flat **tire**.
8. Now you will need to use **igh** to spell **night**. It gets dark out at **night**.
9. Change the first letter to spell **fight**. The cats got into a **fight**.
10. Change the first letter again and spell **right**. You are **right**.

Sort: Let's sort the rhyming words. We are looking for words with the same rhyming pattern. Who can go find some?" Have the students take the lead in finding the rhymes. Give them help as needed. Have them pronounce the rhyming words and identify the rhyming patterns **ire** and **ight**.

Transfer: Let's pretend we are reading and come to some words we don't know. We will use the rhyming words to help figure them out. Show the students two words—**wire** and **light**—and have them put these words under the words with the same rhyming patterns. DO NOT allow anyone to pronounce these new words until they are lined up under the rhymes. Finally, have the students pronounce the new words by making them rhyme with the other words.

Lesson 75

Letters: i e d b c s r p

Words: ice bid Sid sit rip ripe site ride dice side

Teach letter sounds: Tell the students that the vowel **i** can have the sound you hear in **it** and also the sound in **ice** and **idea**. Have the students practice both sounds for **i**. Have the students hold up their **e**. Tell them that in some words they will make today they won't hear any sound for the **e**, but it will be the letter that changes the sound of the **i**. You may want to tell them that some people call the **e** the "magic e" because of this.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 3 letters and spell the word **ice**. Would you like **ice** with your tea?
2. Now make the word **bid**. Grandpa made a **bid** at the horse auction.
3. Change the first letter to spell **Sid**. My uncle's name is **Sid**.
4. Change the last letter to spell **sit**. Let's **sit** in a circle on the floor.
5. The next word is **rip**. **Rip** off the wrapping paper to see your present!
6. Add a silent letter to spell **ripe**. The peaches are **ripe**.
7. The next word is **site**. We finally found the camp**site**.
8. Now make the word **ride**. We had to **ride** all day long to make it to our destination.
9. The next word is **dice**. Roll the **dice** when it's your turn.
10. The last word is **side**. Whose **side** are you on?

Sort: Let's sort the rhyming words. We are looking for words with the same rhyming pattern. Who can go find some?" Have the students take the lead in finding the rhymes. Give them help as needed. Have them pronounce the rhyming words and identify the rhyming patterns **id** and **ide**.

Transfer: Let's pretend we are reading and come to some words we don't know. We will use the rhyming words to help figure them out. Show the students two words—**mitt** and **nice**—and have them put these words under the words with the same rhyming patterns. DO NOT allow anyone to pronounce these new words until they are lined up under the rhymes. Finally, have the students pronounce the new words by making them rhyme with the other words.

Lesson 76

Letters: i e k t b m n

Words: bit bin men kit bet time mine kite bike bite

Teach letter sounds: Tell the students that the vowel **i** can have the sound you hear in **it** and also the sound in **ice** and **idea**. Have the students practice both sounds for **i**. Have the students hold up their **e**. Tell them that in some words they will make today they won't hear any sound for the **e**, but it will be the letter that changes the sound of the **i**. You may want to tell them that some people call the **e** the "magic e" because of this.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 3 letters and spell the word **bit**. That bug **bit** me!
2. Now make the word **bin**. We put the toys back in the **bin**.
3. The next word is **men**. Both of the **men** wore suits and ties.
4. The next word is **kit**. Do you have a first aid **kit** for the camping trip?
5. The next word is **bet**. I **bet** you will know how to spell this word.
6. Now let's make a magic **e** word to make the long **i** sound. The word is **time**. What **time** is it?
7. Now spell the word **mine**. Her baby sister always says, "**Mine**!"
8. The next word is **kite**. It's fun to fly a **kite** in spring.
9. Now spell **bike**. He got a new **bike** for his birthday.
10. Change just one letter to spell **bite**. Someone took a big **bite** out of the pie.

Sort: Let's sort the rhyming words. We are looking for words with the same rhyming pattern. Who can go find some?" Have the students take the lead in finding the rhymes. Give them help as needed. Have them pronounce the rhyming words and identify the rhyming patterns **it**, and **ike**.

Transfer: Let's pretend we are reading and come to some words we don't know. We will use the rhyming words to help figure them out. Show the students two words—**sit** and **Mike**—and have them put these words under the words with the same rhyming patterns. DO NOT allow anyone to pronounce these new words until they are lined up under the rhymes. Finally, have the students pronounce the new words by making them rhyme with the other words.

Lesson 77

Letters: i e r l l f t m

Words: it fit fill fell mile tire rile life file tile

Name letters and their common sounds: Tell the students that the vowel **i** can have the sound you hear in **it** and also the sound in **ice** and **idea**. Have the students practice both sounds for **i**. Have the students hold up their **e**. Tell them that in some words they will make today they won't hear any sound for the **e**, but it will be the letter that changes the sound of the **i**. You may want to tell them that some people call the **e** the "magic e" because of this.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and spell **it**. It is going to be a great day.
2. Add a letter to spell **fit**. You need to exercise to stay fit.
3. Now make the word **fill**. Fill the pitcher all the way to the top.
4. Change the vowel sound to spell **fell**. His sister fell and skinned her knee.
5. Now let's make a magic **e** word, **mile**. He ran the mile in 5 minutes.
6. The next word is **tire**. A nail made her tire go flat.
7. The next word is **rile**. My brother likes to rile up the dogs until they won't settle down.
8. Let's make another 4-letter word, **life**. She's loved to sing her whole life.
9. Mix the letters around to spell **file**. He had to file the whole stack of papers in the cabinet.
10. Change the first letter to spell **tile**. We decided to re-tile the bathroom.

Sort: Let's sort the rhyming words. We are looking for words with the same rhyming pattern. Who can go find some?" Have the students take the lead in finding the rhymes. Give them help as needed. Have them pronounce the rhyming words and identify the rhyming patterns **it** and **ile**.

Transfer: Let's pretend we are reading and come to some words we don't know. We will use the rhyming words to help figure them out. Show the students two words—**mill** and **spire**—and have them put these words under the words with the same rhyming patterns. DO NOT allow anyone to pronounce these new words until they are lined up under the rhymes. Finally, have the students pronounce the new words by making them rhyme with the other words.

Lesson 78

Letters: i e s t t m g h r

Words: is hit sit him mist sigh high sight might tight

Teach Letter Sounds: Tell the students that today they will make some words in which **i** has the sound you hear in **ice** and they will need the letters **igh** to spell that sound.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and spell **is**. Is it time for Word Work yet?
2. Now spell **hit**. She got a base hit in the softball game.
3. Change the first letter to spell **sit**. My little brother can't sit still.
4. Now let's make the word **him**. I always have to babysit him.
5. Now let's make a 4-letter word, **mist**. The foggy mist made it hard to see.
6. Now we are going to use **igh** to make the **i** sound you can hear in **ice**. The first word is sigh. His long sigh told me he was bored.
7. Change the first letter to spell **high**. How high did your balloon go?
8. Now let's try to spell **sight**. You are going to need 5 letters! Keep your **igh** to make the long **i** sound. She has terrible sight without her glasses.
9. Change the first letter to spell **might**. We might have time to go to the movies.
10. Change the first letter again to spell **tight**. The shoes were too tight.

Sort: Let's sort the rhyming words. We are looking for words with the same rhyming pattern. Who can go find some?" Have the students take the lead in finding the rhymes. Give them help as needed. Have them pronounce the rhyming words and identify the rhyming patterns **igh**, **ight**, and **it**.

Transfer: Let's pretend we are reading and come to some words we don't know. We will use the rhyming words to help figure them out. Show the students two words—**flight** and **fit**—and have them put these words under the words with the same rhyming patterns. DO NOT allow anyone to pronounce these new words until they are lined up under the rhymes. Finally, have the students pronounce the new words by making them rhyme with the other words.

Lesson 79

Letters: i g h t b l f n

Words: it bit lift lit fit tint tilt fight light night

Name letters and their common sounds: Tell the students that today they will make some words in which **i** has the sound you hear in **ice** and they will need the letters **igh** to spell that sound.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and spell **it**. You could probably spell it with your eyes closed by now!
2. Add a letter to spell **bit**. The horse had a bit in its mouth.
3. Change the first letter to spell **fit**. The hat would not fit on his head.
4. Change the first letter to spell **lit**. He lit the fire with one match.
5. Add a letter to spell **lift**. She can lift the box all by herself.
6. Now spell another 4-letter word, **tint**. We couldn't see inside the car because of the tint on the windows.
7. Change one letter to spell **tilt**. Don't tilt the boat or we'll fall out!
8. Now we are going to use our **igh** spelling pattern to spell **fight**. My little brothers sometimes fight.
9. Change the first letter to spell **light**. Turn the light off when you leave.
10. Change the first letter again to make our last word, **night**. The cat goes out at night.

Sort: Let's sort the rhyming words. We are looking for words with the same rhyming pattern. Who can go find some?" Have the students take the lead in finding the rhymes. Give them help as needed. Have them pronounce the rhyming words and identify the rhyming patterns **it** and **ight**.

Transfer: Let's pretend we are reading and come to some words we don't know. We will use the rhyming words to help figure them out. Show the students two words—**flint** and **might**—and have them put these words under the words with the same rhyming patterns. DO NOT allow anyone to pronounce these new words until they are lined up under the rhymes. Finally, have the students pronounce the new words by making them rhyme with the other words.

Lesson 80

Words: **be bed night ride fire**

Letters and Sounds for Review: **i-e (as in ride); igh; ight**

To review the letters and sounds, the big letters are put in the pocket chart and students are invited to come and make words they remember from each lesson. (Students do not have their little individual letters.) Students do not need to make all the words from every lesson. Be sure they make the five Word Wall words.

Review

1. Put the letters **i, e, d, b, p, r** and **s** in the pocket chart. Let students come and make any words they can. If no one makes **be, bed** and **ride**, ask someone to come and make these words. Show them the Word Wall cards for **be, bed** and **ride**.
2. Remove the **b** and add **f, n, g** and **h**. Again, let students come and make some words. Be sure they make **fire** and **night**. Show them the Word Wall cards for **fire** and **night**.