



Simplified Systematic Synthetic Phonics

Phonics Instruction for Students with
Significant Disabilities

Book 2: Phases 7 to 12

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The approach used in the lessons is based on Making Words by Patricia M Cunningham and Dorothy Hall

The sequence of letters, sounds and words in this document is based on the Literacy Hub's Phonics Progression and Decodable Words and Sentences.

Lessons created by Jane Farrall Consulting
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Using Simplified Systematic Synthetic Phonics

Book 2: Phases 7 to 12

Guidelines for Implementing

Simplified Systematic Synthetic Phonics uses the Phonics Progression from the Literacy Hub. The progression consists of 24 Phases, that are intended to be covered from Foundation to Year 2 in Australian Curriculum.

Book 2 of Simplified Systematic Synthetic Phonics covers Phases 7 to 12. Phase 7 introduces ff, ll, ss and zz. Phase 8 introduces consonant clusters, sh, th, ch, wh and ng and also plural -es. Phase 9 introduces the split digraphs a_e, e_e, i_e, o_e, u_e and also using -s and -es to indicate a verb. Phase 10 covers open and closed syllables in two syllable words and the suffix -ing. In Phase 11 the diphthongs ai/ay, ee, oa/ow, igh and the suffix -ed. Phase 12 is all about final y.

Progressing through the Program

To participate in the lessons in Book 2, each student should have completed Book 1.

Most students, will progress through the program lesson by lesson, completing each lesson between 1 to 3 times. The number of times each lesson is completed depends on how challenging they find it. If it doesn't offer the student any challenges, please progress to the next lesson straight away. At the end of each Phase spend a week reviewing the content of the final lesson and reviewing the concepts introduced through the Phase. Then progress to the next Phase.

If, after three repetitions, a student is finding the first lesson in Phase 7 very difficult (lesson 71), please move onto Lesson 72 to provide more practice with similar concepts. Continue through the other lessons in Phase 7. If a student continues to find Phase 7 very difficult, please repeat Phase 7 before moving onto Phase 8.

Since each phase covers multiple concepts, it is not recommended that you skip any lesson in any phase.

Synthetic Phonics and Students with Significant Disabilities

The research around using synthetic phonics with students with significant disabilities is sparse, at this stage. The small number of studies that we have show poor outcomes, with many researchers suggesting that the amount of metalinguistics in many synthetic phonics programs is a barrier for literacy learners with intellectual disabilities. Additionally, many synthetic phonics approaches have an emphasis on students speaking throughout the program, which is not appropriate for students who cannot rely on speech alone to be heard and understood.

We can use Cognitive Load Theory to place this research into context. This theory plays a critical part in understanding how the working memory learns and retains information after it has been explicitly taught. Its impact on phonics instruction is to reduce inessential (extraneous load) while focusing on the relevant information (intrinsic load). Identifying an approach to teaching phonics that is focused on letter-sound correlation while reading with comprehension, as intrinsic cognitive load, while removing parts of instruction that serve only to add extraneous cognitive load (Lovell, 2020) is our goal.

Additionally, when working with students with significant disabilities we have a history of using Systematic Sequential Phonics They Use (Cunningham, 2000) to support many students with significant disabilities to learn to decode and recode. This is an approach that is very much a "learn by doing" approach, which is often suggested as a good model for students with intellectual disability to learn. It has minimal metalinguistics and doesn't require any speech from the participants. It covers many of the considerations from Cognitive Load Theory.

This document combines the structure of the program by Cunningham (2000) with the Literacy Hub phonics progression (2023). It follows many guidelines for a synthetic phonics program, such as using 2 vowels in every lesson, but has a comparatively low level of metalinguistics - and focuses on the students learning by doing. There is no speech requirement for participating in the program. Additionally, in each lesson, students are only provided with the letters they need for the lesson - once again keeping the focus on the intrinsic cognitive load.

Foundational Skills for Participating in Phonics Instruction

To participate in a phonics program, students need to know the alphabet (most of the letters, most of the time) and also need to be able to hear sounds in words (phonemic awareness). Generally, we would start including them in a phonics program once they can hear at least initial sounds in words.

Byrne and colleagues (Byrne & Fielding-Barnsley, 1989, 1990; Byrne, 1992) conducted a series of studies to investigate the role of alphabet knowledge in learning that letters represent sounds (alphabetic principle). Children with no alphabet knowledge were unable to progress in their understanding of this skill. Only when children knew the letters involved in the tasks, plus were able to segment phonemes explicitly in spoken words, were they able to generalise the skills they had been taught in the study.

These findings are supported by a large number of studies, establishing that “foundational skills such as phonemic awareness and letter knowledge are key precursors” to cracking the alphabet code (Castles et al, 2018).

Current State of Phonics Instruction and Students with Significant Disabilities

One meta-analysis of phonics instruction in teaching decoding skills to students with intellectual disability, found that synthetic phonics and analytic phonics have similar outcomes for literacy learners with ID as long as they are taught explicitly and systematically. (Dessementet, 2019). This is similar to the overall picture for all literacy learners (see Castles et al, 2018 for a discussion of this). With neurotypical literacy learners, there is evidence that synthetic phonics gets outcomes faster, which is why it is the preferred instructional option for most students. However, we do not have this same information regarding students with intellectual disability and/or students who need AAC. Additionally, there is a growing belief that analytic phonics instruction is more appropriate for many autistic literacy learners.

I wanted to acknowledge this at the beginning of this program, as it is important to be aware that in the long term synthetic phonics may not be the best program for all the diverse literacy learners we work with.

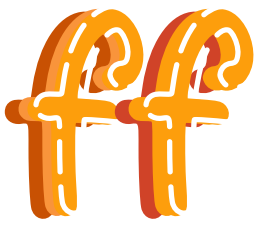
Jane Farrall, November, 2024

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Thanks

To my dad for putting up with me writing this for hours on our holiday!
And thanks to everyone who is going to trial this and give me feedback.



Phase 7

Lessons 71 to 80

Please follow the instructions in each individual lesson.

The focus letters for these lessons are **ff**, **ll**, **ss** and **zz**. These letters are part of what is often called the floss rule. Don't feel that you need to explain the rule to the students as it will increase the language load of the lesson, but the floss rule says that when a one-syllable word ends in the letters f, l, s, or z, and is preceded by a short vowel, the final letter should be doubled. It's called the floss rule because the word floss follows the rule.

For these lessons, some words require capital letters or more than one of a letter. Only provide each student with the letters they need for the lesson. While they are learning these new skills, we don't want them to juggle the whole alphabet.

Each lesson is designed to be done between one and three times before moving onto the next lesson, depending on how difficult the students find it. The final lesson in each phase should be done across a week.

Word Wall

Please ensure that as you work on Lessons 71 to 80, that you also focus on the irregular words: **where**, **there**, **here** and **saw**. These should be used in your word wall words over this period if they aren't already.

Lesson 71

Letters: b u f f c h g r f s i l l m a s s o

Words: buff cuff huff gruff fluff scuff fill frill grill mass moss boss loss floss gloss

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **u**, the sound is **u** as in **up**. Hold up **ff**, **ll** and **ss**, as well as the single letters, and say the sound they make.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **buff**. I need to give my shoes a buff.
2. Change a letter to make **cuff**. The cuff on my right sleeve is dirty.
3. Change a letter to make **huff**. Her little brother got in a huff when she teased him.
4. Now take away the **h** and add two letters to spell **gruff**. He spoke in a gruff voice.
5. Take away the **g** and **r** and add two different letters to spell **fluff**. New carpet makes a lot of fluff.
6. Take away the **f** and **l** and add two different letters to spell **scuff**. Don't scuff your shoes on the floor.
7. Let's start over and make another four-letter word, **fill**. Fill your bottle with water.
8. Add a letter to spell **frill**. Let's all say **frill**, either in your head or say it out loud, and listen for the letter we need to add. He has a frill neck lizard as a pet.
9. Now change a letter to spell **grill**. I am going to grill a steak for dinner.
10. Now start again and spell the four-letter word **mass**. She went to Christmas mass.
11. Change a letter and make **moss**. A rolling stone gathers no moss.
12. Change a different letter and make **boss**. My boss wants me to do more work.
13. Change a letter and make **loss**. Did you make a profit or a loss?
14. Add a letter to make **floss**. Don't forget to floss your teeth.
15. Change a letter to make **gloss**. We used gloss paint on the door.

Sort

Collect the letters, then read with the students all the words on the word cards. Next, have the students sort the words into columns according to their ending - **uff**, **ill**, **ass** or **oss**.

buff	cuff	huff	gruff
fluff	scuff	fill	frill
grill	mass	moss	boss
loss	floss	gloss	

Transfer

Have the students pick the best word to complete the sentences below:

I like to eat fairy _____.

I put some sausages on the _____.

I need to _____ the tank with petrol.

My dress has a _____ at the bottom.

Lesson 71

Cards for Word Sorts

Words: buff cuff huff gruff fluff scuff fill frill grill mass moss boss loss floss gloss

Print and cut up one set of cards for each student to use in the sorts.

buff	cuff
huff	gruff
fluff	scuff
fill	frill
grill	mass
moss	boss
loss	floss
gloss	

Lesson 72

Letters: k i s s m e c h b l d r f l l w p t

Words: kiss miss mess chess bless dress fell dwell spell smell swell pill till trill twill

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **i**, the sound is **i** as in **igloo**. For **e**, the sound is **e** as in **egg**. Hold up **ll** and **ss**, as well as the single letters, and say the sound they make.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **kiss**. I gave my Mum a **kiss** before I went to bed.
2. Change a letter to make **miss**. Do not **miss** when putting rubbish in the bin!
3. Change a letter to make **mess**. You will make a **mess** if you miss the bin.
4. Now take away the **m** and add two letters to spell **chess**. I love playing **chess**.
5. Take away the **c** and **h** and add two different letters to spell **bless**. He sneezed and she said "**bless** you".
6. Take away the **b** and **l** and add two different letters to spell **dress**. She is wearing a **dress**.
7. Let's start over and make another four-letter word, **fell**. Jack and Jill **fell** down the hill.
8. Add two letters to spell **dwell**. Where you **dwell** is where you live.
9. Take away the **d** and **w** and add two different letters to spell **spell**. You can **spell** this word.
10. Now change a letter and make **smell**. I love the **smell** of roses.
11. Change a letter and make **swell**. Let's all say **swell**, either in your head or say it out loud, and listen for the letter we need to add. A **swell** of pride swept over George.
12. Start again and make the four-letter word **pill**. I took a headache **pill** to feel better.
13. Change a letter and make **till**. The storekeeper added it up on the **till**.
14. Add a letter to make **trill**. The canary gave a **trill**.
15. Change a letter to make **twill**. My mattress cover is made of **twill**.

Sort

Collect the letters, then read with the students all the words on the word cards. Next, have the students sort the words into columns according to their ending - **iss**, **ess**, **ell** or **ill**.

kiss	miss	mess	chess
bless	dress	fell	dwell
spell	smell	swell	pill
till	trill	twill	

Transfer

Have the students pick the best word to complete the sentences below:

She gave him a _____ on the cheek.

They played a long game of _____.

I was so tired, I _____ into my bed.

I can _____ lots of words.

Lesson 72

Cards for Word Sorts

Words: kiss miss mess chess bless dress fell dwell spell smell swell pill till trill twill

Print and cut up one set of cards for each student to use in the sorts.

kiss	miss
mess	chess
bless	dress
fell	dwell
spell	smell
swell	pill
till	trill
twill	

Lesson 73

Letters: k i l l r g t w b u z z f f f s c p q

Words: kill krill grill trill twill buzz buff bluff fluff gruff scuff scruff pill skill quill

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. Hold up **ff**, **ll**, and **zz**, as well as the single letters, and say the sound they make.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **kill**. I don't want to **kill** that ant!
2. Add a letter to make **krill**. Lots of larger fish eat tiny fish called **krill**.
3. Change a letter to make **grill**. He cooked the steak on the **grill**.
4. Change a letter again to make **trill**. These notes need to be sung with a **trill**.
5. Change a different letter to spell **twill**. **Twill** is a durable fabric.
6. Let's start over and make another four-letter word, **buzz**. As bees fly, they make a **buzz**.
7. Change two letters to spell **buff**. I need to give my car a **buff**.
8. Change a letter and make **bluff**. Let's all say **bluff**, either in your head or say it out loud, and listen for the letter we need to add. He stood on the **bluff** and looked at the sea.
9. Now change a letter and make **fluff**. When it is humid my hair turns to **fluff**.
10. Take away the **f** and **l** and add two letters to spell **gruff**. The ogre spoke in a **gruff** voice.
11. Take away the **g** and **r** and add two letters to spell **scuff**. Don't **scuff** your shoes.
12. Add a letter and make the six-letter word **scruff**. The cat took the kitten by the **scruff** of the neck.
13. Start again and make **pill**. You are acting like a **pill**.
14. Take away the **p** and add two letters to make **skill**. You have a lot of **skill**.
15. Take away the **s** and **k** and add two different letters to make **quill**. A **quill** pen is made from a feather.

Sort

Collect the letters, then read with the students all the words on the word cards. Next, have the students sort the words into columns according to their ending – **ill**, **uzz**, or **uff**.

kill	krill	grill	trill
twill	buzz	buff	bluff
fluff	gruff	scuff	scruff
pill	skill	quill	

Transfer

Have the students pick the best word to complete the sentences below:

The canary gave a _____.

Under the couch there is a lot of _____.

Before I go to bed, I have to take a _____.

The whale ate a lot of _____.

Lesson 73

Cards for Word Sorts

Words: kill krill grill trill twill buzz buff bluff fluff gruff scuff scruff pill skill quill

Print and cut up one set of cards for each student to use in the sorts.

kill	krill
grill	trill
twill	buzz
buff	bluff
fluff	gruff
scuff	scruff
pill	skill
quill	

Lesson 74

Letters: b i f f e l l o s s z z c u d t l p w

Words: biff bell loss fizz cuff dill cull fuss till off tiff lull pill well toss

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **i**, the sound is **i** as in **igloo**. For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**. For **u**, the sound is **u** as in **up**. Hold up **ff**, **ll**, **zz** and **ss**, as well as the single letters, and say the sound they make.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take four letters and make **biff**. He gave him a **biff** over the head with a cushion.
2. Take four letters and make **bell**. The **bell** rang for lunch.
3. Take four letters and make **loss**. I regret the **loss** of my favourite pen.
4. Take four letters and make **fizz**. My mum likes drinks with **fizz**.
5. Take four letters and make **cuff**. I have a stain on my **cuff**.
6. Take four letters and make **dill**. Please cut some **dill** from the herb garden.
7. Take four letters and make **cull**. I need to **cull** my wardrobe.
8. Take four letters and make **fuss**. She made a **fuss** of her dog when she got home.
9. Take four letters and make **till**. He put the money in the **till**.
10. Take three letters and make **off**. Get **off** your chairs!
11. Take four letters and make **tiff**. My brothers are always having a **tiff**!
12. Take four letters and make **lull**. Soft music can **lull** you to sleep.
13. Take four letters and make **pill**. She is acting like a **pill**.
14. Take four letters and make **well**. Are you feeling **well**?
15. Take four letters and make **toss**. **Toss** your rubbish in the bin.

Sort

Collect the letters, then read with the students all the words on the word cards. Next, have the students sort the words into columns according to their ending - **iff**, **ell**, **oss**, **izz**, **uff**, **ull**, **uss**, **off** or **ill**.

biff	bell	loss	fizz
cuff	dill	cull	fuss
till	off	tiff	lull
pill	well	toss	

Transfer

Have the students pick the best word to complete the sentences below:

I love lemonade with lots of ____.

Don't make a ____ about it!

Take ____ your hat inside.

This can ____ me to sleep.

Lesson 74

Cards for Word Sorts

Words: biff bell loss fizz cuff dill cull fuss till off tiff lull pill well toss

Print and cut up one set of cards for each student to use in the sorts.

biff	bell
loss	fizz
cuff	dill
cull	fuss
till	off
tiff	lull
pill	well
toss	

Lesson 75

Letters: m o s s y e l l k i b g u h p f f m l r

Words: moss yell skill boss gill skull hiss puff kill smell huff lull krill shell kiss

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. Hold up **ff**, **ll**, **zz** and **ss**, as well as the single letters, and say the sound they make.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take four letters and make **moss**. The slippery stairs were covered in **moss**.
2. Take four letters and make **yell**. Don't **yell** in the classroom!
3. Take five letters and make **skill**. You all have a lot of **skill**.
4. Take four letters and make **boss**. I like working for my **boss**.
5. Take four letters and make **gill**. A **gill** is what a fish uses to extract oxygen from water.
6. Take five letters and make **skull**. A pirate flag has a **skull** and crossbones on it.
7. Take four letters and make **hiss**. The automatic door made a **hiss** as it closed.
8. Take four letters and make **puff**. It was so cold, I could see my breath as a **puff** of steam.
9. Take four letters and make **kill**. A lion has made a **kill**.
10. Take five letters and make **smell**. There's a funny **smell** in here!
11. Take four letters and make **huff**. Don't get in a **huff**!
12. Take four letters and make **lull**. He will **lull** us into a false sense of security!
13. Take five letters and make **krill**. She is acting like a **pill**.
14. Take five letters and make **shell**. I found a **shell** on the beach.
15. Take four letters and make **kiss**. My little sister blew me a **kiss**.

Sort

Collect the letters, then read with the students all the words on the word cards. Next, have the students sort the words into columns according to their ending - **oss**, **ell**, **iss**, **uff**, **ull** or **ill**.

moss	yell	skill	boss
gill	skull	hiss	puff
kill	smell	huff	lull
krill	shell	kiss	

Transfer

Have the students pick the best word to complete the sentences below:

The bike rolled over his foot and he gave a ____.

The bone that protects your brain is called your ____.

I love the ____ of roses.

A snail has a ____.

Lesson 75

Cards for Word Sorts

Words: moss yell skill boss gill skull hiss puff kill smell huff lull krill shell kiss

Print and cut up one set of cards for each student to use in the sorts.

moss	yell
skill	boss
gill	skull
hiss	puff
kill	smell
huff	lull
krill	shell
kiss	

Lesson 76

Letters: d u l l i t e b f f c h s s h o p r z z m n

Words: dull ill tell buff chess hill fell doll spell cress buzz scuff mill hull sniff

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. Hold up **ff**, **ll** and **ss**, as well as the single letters, and say the sound they make.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take four letters and make **dull**. The show was so **dull** that I fell asleep.
2. Take three letters and make **ill**. He ate so much that he felt **ill**.
3. Take four letters and make **tell**. Tell me about your day today.
4. Take four letters and make **buff**. He goes to the gym every day, trying to get **buff**.
5. Take five letters and make **chess**. Men sat in the square, playing **chess**.
6. Take four letters and make **hill**. She lives in the house at the top of the **hill**.
7. Take four letters and make **fell**. He **fell** down the stairs.
8. Take four letters and make **doll**. She sleeps with her favourite **doll**.
9. Take five letters and make **spell**. Can you **spell** it?
10. Take five letters and make **cress**. They served egg and **cress** sandwiches for lunch.
11. Take four letters and make **buzz**. There is a real **buzz** in the school today.
12. Take five letters and make **scuff**. Before you paint, lightly sand to **scuff** the surface.
13. Take four letters and make **mill**. He filled the **mill** with peppercorns.
14. Take four letters and make **hull**. The tanker moved out of the harbour with its **hull** low in the water.
15. Take five letters and make **sniff**. She had a good **sniff** of the roses in the garden.

Sort

Collect the letters, then read with the students all the words on the word cards. Next, have the students sort the words into columns according to their ending – **oll**, **ell**, **ess**, **uzz**, **uff**, **ull**, **iff** or **ill**.

dull	ill	tell	buff
chess	hill	fell	doll
spell	cress	buzz	scuff
mill	hull	sniff	

Transfer

Have the students pick the best word to complete the sentences below:

Have a _____ of this cheese.

I think it _____ behind the couch.

When I was little I used to put my _____ to sleep.

I walked up a very long and steep _____.

Lesson 76

Cards for Word Sorts

Words: dull ill tell buff chess hill fell doll spell cress buzz scuff mill hull sniff

Print and cut up one set of cards for each student to use in the sorts.

dull	ill
tell	buff
chess	hill
fell	doll
spell	cress
buzz	scuff
mill	hull
sniff	

Lesson 77

Letters: f i l l s h a b u f d e s z z g c t w r o r

Words: fill shall bluff dell lass fuzz gull chill scull twill cross scoff drill gloss scruff

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **u**, the sound is **u** as in **up**. For **e**, the sound is **e** as in **egg**. Hold up **ff**, **ll**, **zz** and **ss**, as well as the single letters, and say the sound they make.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take four letters and make **fill**. You need to **fill** the car up.
2. Take five letters and make **shall**. You **shall** make several more words today.
3. Take five letters and make **bluff**. Many card games require you to **bluff**.
4. Take four letters and make **dell**. There are lots of wildflowers in the **dell**.
5. Take four letters and make **lass**. She is a lovely **lass**.
6. Take four letters and make **fuzz**. He needs to shave the **fuzz** from his chin.
7. Take four letters and make **gull**. The **gull** swooped down and stole my chip.
8. Take five letters and make **chill**. The scary movie sent a **chill** down my spine.
9. Take five letters and make **scull**. He won the race in his single **scull**.
10. Take five letters and make **twill**. The shirt is made from a durable, machine-washable **twill**.
11. Take five letters and make **cross**. My big brother is always **cross** with me.
12. Take five letters and make **scoff**. It's easy to **scoff**, but not so easy to do it well yourself.
13. Take five letters and make **drill**. She used the **drill** to make a hole for the screw.
14. Take five letters and make **gloss**. Her hair has a healthy **gloss**.
15. Take six letters and make **scruff**. He grabbed the boy by the **scruff** of his neck and threw him out.

Sort

Collect the letters, then read with the students all the words on the word cards. Next, have the students sort the words into columns according to their ending - **all**, **ell**, **ass**, **uzz**, **uff**, **ull**, **oss**, **off** or **ill**.

fill	shall	bluff	dell
lass	fuzz	gull	chill
scull	twill	cross	scoff
drill	gloss	scruff	

Transfer

Have the students pick the best word to complete the sentences below:

Coat it with a clear varnish for extra _____.

I caught a _____ when I got wet.

_____ my glass up please.

The cat carried the kitten by the _____ of its neck.

Lesson 77

Cards for Word Sorts

Words: fill shall bluff dell lass fuzz gull chill scull twill cross scoff drill gloss scruff

Print and cut up one set of cards for each student to use in the sorts.

fill	shall
bluff	dell
lass	fuzz
gull	chill
scull	twill
cross	scoff
drill	gloss
scruff	

Lesson 78

Letters: m u l l f f b i a s s r d w e a g h p t

Words: mull fluff bill mass frill dwell quill swell gruff shrill mess grill bless spill stiff

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **u**, the sound is **u** as in **up**. For **e**, the sound is **e** as in **egg**. Hold up **ff**, **ll** and **ss**, as well as the single letters, and say the sound they make.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take four letters and make **mull**. I need to **mull** that over.
2. Take five letters and make **fluff**. My clothes were covered in **fluff**.
3. Take four letters and make **bill**. I need to **pay my water bill**.
4. Take four letters and make **mass**. There are a **mass** of weeds in the garden.
5. Take five letters and make **frill**. The dress has a **frill** on the bottom.
6. Take five letters and make **dwell**. I **dwell** in the country.
7. Take five letters and make **quill**. The writer dipped the **quill** into the ink.
8. Take five letters and make **swell**. He felt himself **swell** with pride.
9. Take five letters and make **gruff**. His voice was **gruff** with emotion.
10. Take six letters and make **shrill**. The fire alarm was **shrill** in my ears.
11. Take four letters and make **mess**. Don't make a **mess** on your table!
12. Take five letters and make **grill**. I can't light the **grill**.
13. Take five letters and make **bless**. "**Bless** you" said the stranger.
14. Take five letters and make **spill**. There was an oil **spill** in the ocean.
15. Take five letters and make **stiff**. My legs are **stiff** after that run.

Sort

Collect the letters, then read with the students all the words on the word cards. Next, have the students sort the words into columns according to their ending - **ull**, **uff**, **ill**, **ass**, **ell**, **ess** and **iff**.

mull	fluff	bill	mass
frill	dwell	quill	swell
gruff	shrill	mess	grill
bless	spill	stiff	

Transfer

Have the students pick the best word to complete the sentences below:

Monks used to write with a _____.

My foot would _____ up when I wore my black shoes.

Her voice was _____ with stress.

She had a _____ of black hair.

Lesson 78

Cards for Word Sorts

Words: mull fluff bill mass frill dwell quill swell gruff shrill mess grill bless spill stiff

Print and cut up one set of cards for each student to use in the sorts.

mull	fluff
bill	mass
frill	dwell
quill	swell
gruff	shrill
mess	grill
bless	spill
stiff	

Lesson 79

Letters: y e l l m i s s w d r s u t f f q o f p h b

Words: yell miss swill dress suss stuff quoll will floss press trill less thrill stress buff

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **e**, the sound is **e** as in **egg**. Hold up **ff**, **ll** and **ss**, as well as the single letters, and say the sound they make.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take four letters and make **yell**. She let out a yell of frustration.
2. Take four letters and make **miss**. I know you had to leave early, but you didn't miss much.
3. Take five letters and make **swill**. The dentist handed me a glass of water to swill my mouth out.
4. Take five letters and make **dress**. She wore her best dress.
5. Take four letters and make **suss**. She wanted to suss the situation out.
6. Take five letters and make **stuff**. He took his stuff and went out.
7. Take five letters and make **quoll**. The quoll is an endangered animal.
8. Take four letters and make **will**. Will you come outside?
9. Take five letters and make **floss**. Don't forget to floss your teeth.
10. Take five letters and make **press**. Press the button to call the lift.
11. Take five letters and make **trill**. The bird sang with a beautiful trill.
12. Take four letters and make **less**. Less can sometimes be more.
13. Take six letters and make **thrill**. It's been a real thrill to meet you.
14. Take six letters and make **stress**. No-one needs more stress in their life.
15. Take four letters and make **buff**. We need to give the floors a buff.

Sort

Collect the letters, then read with the students all the words on the word cards. Next, have the students sort the words into columns according to their ending - **ell, iss, ill, ess, uss, uff, oss** and **oll**.

yell	miss	swill	dress
suss	stuff	quoll	will
floss	press	trill	less
thrill	stress	buff	

Transfer

Have the students pick the best word to complete the sentences below:

- I like it more or ____.
- Do you think she ____ come?
- He jumped and gave a loud ____.
- That is a pretty ____.

Lesson 79

Cards for Word Sorts

Words: yell miss swill dress suss stuff quoll will floss press trill less thrill stress buff

Print and cut up one set of cards for each student to use in the sorts.

yell	miss
swill	dress
suss	stuff
quoll	will
floss	press
trill	less
thrill	stress
buff	

Lesson 80

ff words: biff, bluff, buff, cuff, fluff, gruff, huff, off, puff, scoff, scruff, scuff, sniff, stiff, stuff, tiff

ll words: bell, bill, chill, cull, dell, dill, doll, drill, dull, dwell, fell, fill, frill, gill, grill, gull, hill, hull, ill, kill, krill, lull, mill, mull, null, pill, quill, quoll, scull, shall, shell, shrill, skill, skull, smell, spell, spill, swell, swill, tell, thrill, till, trill, twill, well, will, yell

ss words: bless, boss, chess, cress, cross, dress, floss, fuss, gloss, hiss, kiss, lass, less, loss, mass, mess, miss, moss, press, stress, suss, toss

zz words: buzz, fizz, fuzz

Letters and Sounds for Review: ff ll ss zz s a t p i n m e h r d o f c b g l u k ck v y z w j q x

Irregular words (covered in word wall): where, there, here, saw

Review

To review the letters and sounds, make sure each student has access to all of the letters. Please do this review each day for a week.

1. Ask the students to make any ff words they can. If no one makes any words you can remind them that some of the words might start with letters from the word list above (e.g. b, c, f, etc). If needed, start making a word yourself.
2. Ask the students to make any ll words they can. If needed, remind them to start words with different letters or use a different vowel in the middle.
3. Ask the students to make any ss words they can. Again, if needed remind them to make words starting with different letters.
4. Ask the students to make any zz words they can. Again, if needed remind them to make words starting with different letters.
5. Across the week keep track of the words they make and start challenging them to make different words. Try to make all of the words in the list above through the week.

Decodable Sentences

Sentences and information are provided on the next page.

Lesson 80

ff words: biff, bluff, buff, cuff, fluff, gruff, huff, off, puff, scoff, scruff, scuff, sniff, stiff, stuff, tiff

ll words: bell, bill, chill, cull, dell, dill, doll, drill, dull, dwell, fell, fill, frill, gill, grill, gull, hill, hull, ill, kill, krill, lull, mill, mull, null, pill, quill, quoll, scull, shall, shell, shrill, skill, skull, smell, spell, spill, swell, swill, tell, thrill, till, trill, twill, well, will, yell

ss words: bless, boss, chess, cress, cross, dress, floss, fuss, gloss, hiss, kiss, lass, less, loss, mass, mess, miss, moss, press, stress, suss, toss

zz words: buzz, fizz, fuzz

Letters and Sounds for Review: ff ll ss zz s a t p i n m e h r d o f c b g l u k ck v y z w j q x

Irregular words (covered in word wall): where, there, here, saw

Decodable Sentences

The following sentences are provided by the [Reading Hub](#). Some of these sentences don't make sense, which encourages students to decode rather than guessing the words – which is, of course, what we want. However, if you have concerns that this may interfere with a student's understanding that print has meaning, please focus on the sentences that do make sense. This is particularly a concern with hyperlexic students.

You can use these sentences in different ways. You can provide them to students with a word missing and ask them to make the word to fill the gap, you can ask students to generate the whole sentence using their writing tool or you can focus on either the decodable or irregular words. Have fun with them!

The sentences focus on the decodable words that students have been generating through the previous lessons. They also include the four irregular words that should be on the word wall – **where, there, here, saw**

I sniff the hot cake.	There is a frill on that red dress.	Is it your mess?
She saw the bug buzz.	Here is my red bell.	Ned had a tiff with Jill at chess.
Lan and Mim did spill the milk but they will fix the mess.	Your dog Jet has lots of fluff.	Is there a shell to toss to Will?
Where is the hen Miss Tess?	Dell and Bess will get the stuff for Tam.	The boss was cross with Chan for the spill.
Zac will win at chess.	Jess will toss the bag to where Will is.	The doll dress had a pink frill and red fuzz.
I did not fuss and yell when I saw the quoll.		



Phase 8

Lessons 81 to 100

Please follow the instructions in each individual lesson.

These lessons mostly focus on consonant clusters, plus the plural - **es**. The consonant clusters are **sh**, **ch**, **th**, **ng** and **wh**. The cluster **th** has two different sounds – the first is **th** as in **thin**, the unvoiced sound. The second is **th** as in **that**, the voiced sound. All lessons also use letters and sounds from previous phases. Some words that students will make require capital letters or more than one of these letters. In this phase, words may be used more than once within each lesson. Only provide each student with the letters they need for the lesson. While they are learning these new skills, we don't want them to juggle the whole alphabet.

Each lesson is designed to be done between one and three times before moving onto the next lesson, depending on how difficult the students find it. The final lesson in this phase should be done across one to two weeks as this phase covers a number of different sounds and sound combinations.

Word Wall

Please ensure that as you work on Lessons 81 to 100, that you also focus on the irregular words: **put**, **because**, **once** and **want**.

These should be used in your word wall words over this period if they aren't already.

Lesson 81

Letters: a s h l c u f b g r t i n p o

Words: ash lash clash lush flush blush bash gash rash trash crash shin ship 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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **u**, the sound is **u** as in **up**. Hold up **sh** as a pair, after you have done each single letter, and say the sound these two letters make.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **ash**. There is **ash** in the fireplace.
2. Now add a letter to **ash** to make **lash**. I got a **lash** in my eye.
3. Now add a letter to **lash** to make **clash**. He had a **clash** with his sister.
4. Now start again and make the four-letter word **lush**. The rainforest is full of **lush** foliage.
5. Add a letter to spell **flush**. Don't forget to **flush** the toilet.
6. Change a letter and make **blush**. Don't make me **blush**!
7. Start again and make the three-letter word **ash**. A cloud of volcanic **ash** filled the sky.
8. Add a letter to **ash** and make **bash**. They tried to **bash** the door open.
9. Change a letter and spell **gash**. He fell over and got a **gash** on his knee.
10. Change a letter and spell **rash**. He has a **rash** on his leg.
11. Add a letter to rash and spell **trash**. Take out the **trash**, please.
12. Change a letter and make **crash**. There was a **crash** from the living room.
13. Start again and make **shin**. I hit my **shin** on the coffee table.
14. Change a letter and spell **ship**. The **ship** sailed out of the harbour.
15. Change a letter again and make **shop**. I walked to the **shop** this morning.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then, have them sort the words into groups, with words that **start** with **sh** in one group, and words that **end** with **sh** in the other group.

ash	lash	clash	lush
flush	blush	bash	gash
rash	trash	crash	shin
ship	shop		

Transfer

Have the students pick the best word to complete the sentences below:

Do you ____ your furniture to Australia?

I like to ____ online.

Compliments always make me ____.

The gardens are green and ____.

Lesson 81

Cards for Word Sorts

Words: ash lash clash lush flush blush bash gash rash trash crash shin ship shop

Print and cut up one set of cards for each student to use in the sorts.

ash	lash
clash	lush
flush	blush
bash	gash
rash	trash
crash	shin
ship	shop

Lesson 82

Letters: r u s h b c f i a t g o l d i n m s p e

Words: rush brush crush fish catfish goldfish cash dash flash banish mash smash splash shed

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **u**, the sound is **u** as in **up**. Hold up **sh** as a pair, after you have done each single letter, and say the sound these two letters make.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **rush**. My teacher is always in a **rush**.
2. Add a letter to spell **brush**. Don't forget to **brush** your teeth.
3. Change a letter to spell **crush**. She will **crush** some lemons to get lemon juice.
4. Start again and spell **fish**. We had **fish** and chips for dinner.
5. Now we are going to spell a seven-letter word. Add three letters to **fish** and you can spell **catfish**. The **catfish** adapts to a wide range of water conditions.
6. Take the **c**, **a** and **t** away and add four letters to spell **goldfish**. A **goldfish** is a good pet.
7. Now let's start again and spell **cash**. Some shops don't accept **cash** anymore.
8. Change a letter and spell **dash**. A **dash** is a type of punctuation.
9. Take away the **d** and add two letters to spell **flash**. You can take a photo but don't use your **flash**.
10. Start again and make **dish**. The **dish** is very hot – please don't touch it.
11. Take away the **d** and add three letters to spell **banish**. My dog stinks so much I had to **banish** him from my room.
12. Now let's start over with a four-letter word, **mash**. She needs to **mash** the potatoes.
13. Add a letter to mash to spell **smash**. You can **smash** this!
14. Take away the **m** and add two letters to spell **splash**. Don't **splash** me!
15. Start again and make **shed**. We keep the mower and other tools in the **shed**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then, have them sort the words into groups, with words that **start** with **sh** in one group, and words that **end** with **sh** in the other group.

rush brush crush fish
catfish goldfish cash dash
flash dish banish mash
smash splash shed

Transfer

Have the students pick the best word to complete the sentences below:

Do you like eating _____?

My boss paid me in _____.

He ran the 100 metre _____.

Do you _____ your hair?

Lesson 82

Cards for Word Sorts

Words: rush brush crush fish catfish goldfish cash dash flash banish mash smash splash shed

Print and cut up one set of cards for each student to use in the sorts.

rush	brush
crush	fish
catfish	goldfish
cash	dash
flash	dish
banish	mash
smash	splash
shed	

Lesson 83

Letters: f r e s h g o s a c k p l i m u t v n i r d

Words: fresh gosh sash shack polish mush shot vanish shock finish selfish shut shred shrug

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **u**, the sound is **u** as in **up**. Hold up **sh** as a pair, after you have done each single letter, and say the sound these two letters make.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take four letters and make **hush**. I need some **hush** so that I can think!
2. Take five letters and make **fresh**. I love eating **fresh** bread.
3. Take four letters and make **gosh**. **Gosh**, you guys are amazing!
4. Take four letters and make **sash**. She tied her dress with a red **sash**.
5. Take five letters and make **shack**. There is an old **shack** in the bush.
6. Take six letters and make **polish**. Your shoes need a good **polish**.
7. Take four letters and make **mush**. When icecream melts, it turns into **mush**.
8. Take four letters and make **shot**. The rabbit was **shot** by the farmer.
9. Take six letters and make **vanish**. I would like an invisibility cloak so that I can **vanish**!
10. Take five letters and make **shock**. That was a **shock** to the system.
11. Take six letters and make **finish**. Please **finish** your lunch before you go outside.
12. Take seven letters and make **selfish**. He is often quite **selfish**.
13. Take four letters and make **shut**. He needs to **shut** his eyes for the surprise!
14. Take five letters and make **shred**. The puppy likes to **shred** toilet paper.
15. Take five letters and make **shrug**. He answered with a **shrug** of his shoulders.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then, have them sort the words into groups, with words that **start** with **sh** in one group, and words that **end** with **sh** in the other group.

hush	fresh	gosh	sash	shack
polish	mush	shot	vanish	shock
finish	selfish	shut	shred	shrug

Transfer

Have the students pick the best word to complete the sentences below:

Do you ____ your furniture to Australia?

I like to ____ online.

Compliments always make me ____.

The gardens are green and ____.

Lesson 83

Cards for Word Sorts

Words: fresh gosh sash shack polish mush shot vanish shock finish selfish shut shred shrug

Print and cut up one set of cards for each student to use in the sorts.

hush	fresh
gosh	sash
shack	polish
mush	shot
vanish	shock
finish	selfish
shut	shred
shrug	

Lesson 84

Letters: a s h l s p u w i n t r g f e o b m

Words: ash, lash, splash, lush, plush, wish, punish, shut, shrug, fish, selfish, polish abolish, rash, blemish

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **u**, the sound is **u** as in **up**. Hold up **sh** as a pair, after you have done each single letter, and say the sound these two letters make.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **ash**. The **ash** is a beautiful tree.
2. Add a letter to make **lash**. She felt the **lash** of my tongue.
3. Now add two letters to spell **splash**. He jumped into the pool with a big **splash**.
4. Start again and use four letters to **lush**. The **lush** green grass looked cool and inviting.
5. Add a letter to turn **lush** into **plush**. I got a **plush** toy for my birthday.
6. Let's start again with four letters to spell **wish**. Cut the cake and make a **wish**.
7. Take away the **w** and add three letters to spell **punish**. She will **punish** anyone who has littered.
8. Start again and use four letters spell **shut**. Please **shut** the gate.
9. Start again and make the five-letter word **shrug**. He gave a **shrug** and shook his head.
10. Once more, we'll start again. This time, we'll spell the four-letter word **fish**. I like to **fish** with my dad.
11. Now add three letters to make **selfish**. Don't be **selfish**!
12. Start again and make **polish**. The floor has lost its **polish**
13. Take away the **p** and add two letters to make **abolish**. We should **abolish** hunting.
14. Start again and make **rash**. The next day I broke out in a **rash**.
15. Start again and make **blemish**. There is a **blemish** on my face.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then, have them sort the words into groups, with words that **start** with **sh** in one group, and words that **end** with **sh** in the other group.

ash lash splash lush
plush wish punish shut
shrug fish selfish polish
abolish rash blemish

Transfer

Have the students pick the best word to complete the sentences below:

Don't _____ me!

When you _____ upon a star, makes no difference where you are.

_____ the door quietly.

The tag on my shirt is giving me a _____.

Lesson 84

Cards for Word Sorts

Words: ash, lash, splash, lush, plush, wish, punish, shut, shrug, fish, selfish, polish, abolish, rash, blemish

Print and cut up one set of cards for each student to use in the sorts.

ash	lash
splash	lush
plush	wish
punish	shut
shrug	fish
selfish	polish
abolish	rash
blemish	

Lesson 85

Letters: f l u s h c a r e s p b v n i o g d i t m

Words: flush clash fresh splash blush vanish selfish punish polish goldfish finish catfish blemish banish abolish

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **u**, the sound is **u** as in **up**. Hold up **sh** as a pair, after you have done each single letter, and say the sound these two letters make.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take five letters and make **flush**. I've just been paid, so I'm feeling **flush**.
2. Take five letters and make **clash**. Those two colours definitely **clash**.
3. Take five letters and make **fresh**. She just had a shower and is feeling **fresh** and clean.
4. Take six letters and make **splash**. It's nice to see a **splash** of colour.
5. Take five letters and make **blush**. Do you use eye shadow and **blush**?
6. Take six letters and make **vanish**. Why does chocolate always **vanish**?
7. Take six letters and make **selfish**. It was **selfish** of her to leave you all the work.
8. Take six letters and make **punish**. She is going to **punish** him by taking away his allowance.
9. Take five letters and make **polish**. Please **polish** your shoes.
10. Take eight letters and make **goldfish**. I want a **goldfish** in a bowl.
11. Take six letters and make **finish**. He is trying to **finish** a task.
12. Take seven letters and make **catfish**. **Catfish** have barbels around the mouth that contain taste buds.
13. Take seven letters and make **blemish**. There is a **blemish** on that peach.
14. Take six letters and make **banish**. They want to **banish** him from the sport.
15. Take seven letters and make **abolish**. We need to **abolish** slavery everywhere in the world.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then, have them sort the words into groups, with words that **start** with **sh** in one group, and words that **end** with **sh** in the other group.

flush	clash	fresh	splash	blush
vanish	selfish	punish	polish	goldfish
finish	catfish	blemish	banish	abolish

Transfer

Have the students pick the best word to complete the sentences below:

Please _____ the toilet.

My pet is a _____.

You look _____ as a daisy.

All these compliments are making me _____.

Lesson 85

Cards for Word Sorts

Words: flush clash fresh splash blush vanish selfish punish polish goldfish finish catfish blemish banish abolish

Print and cut up one set of cards for each student to use in the sorts.

flush	clash
fresh	splash
blush	vanish
selfish	punish
polish	goldfish
finish	catfish
blemish	banish
abolish	

Lesson 86

Letters: c h i n p o m b e u r a t l d

Words: chin chip chop chomp bench bunch brunch chat chant inch pinch punch ranch branch children

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **u**, the sound is **u** as in **up**. Hold up **ch** as a pair, after you have done each single letter, and say the sound these two letters make.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **chin**. I have a spot on my **chin**.
2. Change a letter to spell **chip**. My favourite **chip** is salt and vinegar.
3. Change a letter to spell **chop**. He ate a pork **chop** for dinner.
4. Add a letter to make **chomp**. Watch me **chomp** my way through breakfast.
5. Now we are going to start again and make the five-letter word, **bench**. He loves sitting on a **bench** in the park.
6. Change a letter to make **bunch**. Please get me a **bunch** of carrots.
7. Add a letter to **bunch** to make **brunch**. They are meeting for **brunch**.
8. Start again and spell **chat**. She loves to **chat**.
9. Add a letter to make **chant**. Do you have a school **chant**?
10. Start again and make **inch**. **Inch** carefully along the path.
11. Add a letter to make **pinch**. He added a **pinch** of salt.
12. Change a letter to make **punch**. My mum always makes **punch** for Christmas.
13. Start again and make **ranch**. The cowboy works on a **ranch**.
14. Add a letter to make **branch**. The **branch** fell off the tree.
15. Start again and make the final word, **children**. There are five **children** in my family.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then, have them sort the words into groups, with words that **start** with **ch** in one group, and words that **end** with **ch** in the other group.

chin	chip	chop	chomp	bench
bunch	brunch	chat	chant	inch
pinch	punch	ranch	branch	children

Transfer

Have the students pick the best word to complete the sentences below:

He held out an olive _____.

I picked a _____ of flowers.

Please _____ the onions.

He comes from another _____ of the family.

Lesson 86

Cards for Word Sorts

Words: chin chip chop chomp bench bunch brunch chat chant inch pinch punch ranch branch children

Print and cut up one set of cards for each student to use in the sorts.

chin	chip
chop	chomp
bench	bunch
brunch	chat
chant	inch
pinch	punch
ranch	branch
children	

Lesson 87

Letters: c h a p m e c k i s u n l h q

Words: chap champ check chick chimp such much munch mulch lunch hunch chin chip chipmunk quench

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **u**, the sound is **u** as in **up**. Hold up **ch** as a pair, after you have done each single letter, and say the sound these two letters make.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **chap**. He's a nice **chap**.
2. Add a letter to spell **champ**. She is the world **champ**.
3. Start again and spell **check**. Please **check** to see if you've made any mistakes.
4. Change a letter to make **chick**. It is a cute, fluffy **chick**.
5. Now we are going to start again and make the five-letter word, **chimp**. The **chimp** ate a banana.
6. Start again and make **such**. He is **such** a cool dude.
7. Change a letter to make **much**. You are **much** too clever!
8. Add a letter to **much** to make **munch**. We can **munch** on popcorn as we watch the movie.
9. Change a letter to make **mulch**. We cover the garden beds in **mulch** to stop them drying up.
10. Start again and make **lunch**. What are you having for **lunch**?
11. Change a letter to make **hunch**. I had a **hunch** that you would turn up.
12. Start again and make **chin**. She **tapped** the pen on her **chin** as she was thinking.
13. Change a letter and make **chip**. He's a **chip** off the old block.
14. Add four letters to make **chipmunk**. A **chipmunk** has big cheeks.
15. Start again and make the final word, **quench**. Have a drink to **quench** your thirst.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then, have them sort the words into groups, with words that **start** with **ch** in one group, and words that **end** with **ch** in the other group.

chap	champ	check	chick	chimp
such	much	munch	mulch	lunch
hunch	chin	chip	chipmunk	quench

Transfer

I need to _____ on the baby.

I need something to _____ on.

Pass me a _____ please.

I need to buy some _____ for the garden.

Lesson 87

Cards for Word Sorts

Words: chap champ check chick chimp such much munch mulch lunch hunch chin chip chipmunk quench

Print and cut up one set of cards for each student to use in the sorts.

chap	champ
check	chick
chimp	such
much	munch
mulch	lunch
hunch	chin
chip	chipmunk
quench	

Lesson 88

Letters: r i c h u c k e s t g f n q l m o F p h d

Words: rich chuck chest chug finch squelch chum ostrich clench crunch flinch French chop hunch children

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **ch** as a pair, after you have done each single letter, and say the sound these two letters make.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take four letters and make **rich**. Do you like **rich** chocolate cake?
2. Take five letters and make **chuck**. Can you **chuck** me a glue stick?
3. Take five letters and make **chest**. The pirates put the gold in the treasure **chest**.
4. Take four letters and make **chug**. The train will **chug** up the hill.
5. Take five letters and make **finch**. The blue **finch** is a pretty bird.
6. Take six letters and make **squelch**. They had to **squelch** through the mud.
7. Take four letters and make **chum**. He is my best **chum**.
8. Take seven letters and make **ostrich**. She is wearing a hat with an **ostrich** feather.
9. Take six letters and make **clench**. Don't **clench** your teeth so much!
10. Take six letters and make **crunch**. I like eating muesli with **crunch**.
11. Take six letters and make **flinch**. He is so scared that he gives a **flinch** when people walk past.
12. Take six letters and make **French**. Can I have some **French** fries?
13. Take four letters and make **chop**. We have to **chop** the end off.
14. Take five letters and make **hunch**. I have a **hunch** that you are all amazing!
15. Take eight letters and make **children**. The **children** are playing in the park.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then, have them sort the words into groups, with words that **start** with **ch** in one group, and words that **end** with **ch** in the other group.

rich	chuck	chest	chug	finch
squelch	chum	ostrich	clench	crunch
flinch	French	chop	hunch	children

Transfer

The _____ flag is red, white and blue.

An _____ can run at 70 kilometres per hour.

Please sit on the _____ until your name is called.

A billionaire is very _____.

Lesson 88

Cards for Word Sorts

Words: rich chuck chest chug finch squelch chum ostrich clench crunch flinch French chop hunch children

Print and cut up one set of cards for each student to use in the sorts.

rich	chuck
chest	chug
finch	squelch
chum	ostrich
clench	crunch
flinch	French
chop	hunch
children	

Lesson 89

Letters: b e n c h a m p f i n c h l u n c h m u c h p i n c h r a n c h s u c h b u n c h c h a n t F r e n c h

Words: bench champ finch lunch much pinch ranch such bunch chant French hunch inch mulch squelch

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. Hold up **ch** as a pair, after you have done each single letter, and say the sound these two letters make.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take five letters and make **bench**. The substitute is sitting on the **bench**.
2. Take five letters and make **champ**. He is one game from upsetting the world **champ**.
3. Take five letters and make **finch**. The **finch** is looking for a worm.
4. Take five letters and make **lunch**. We are going out for **lunch**.
5. Take four letters and make **much**. How **much** do you need?
6. Take five letters and make **pinch**. My new shoes **pinch** when I walk.
7. Take five letters and make **ranch**. He works on a beef cattle **ranch**.
8. Take four letters and make **such**. She is **such** a good friend.
9. Take five letters and make **bunch**. She was holding a **bunch** of flowers.
10. Take five letters and make **chant**. I heard the **chant** of their prayers.
11. Take five letters and make **French**. Do you speak **French**?
12. Take five letters and make **hunch**. I have a **hunch** about our next move.
13. Take four letters and make **inch**. Don't give an **inch**.
14. Take five letters and make **mulch**. Straw is often used to **mulch** plants.
15. Take seven letters and make **squelch**. When my shoes are wet, I **squelch** as I walk.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then, have them sort the words into groups, with words that **start** with **ch** in one group, and words that **end** with **ch** in the other group.

bench	champ	finch	lunch	much
pinch	ranch	such	bunch	chant
French	hunch	inch	mulch	squelch

Transfer

1. I have a sandwich for ____.
2. Two point five four centimetres is one ____.
3. The ____ is a pretty bird.
4. Add a ____ of salt.

Lesson 89

Cards for Word Sorts

Words: bench champ finch lunch much pinch ranch such bunch chant French hunch inch mulch squelch

Print and cut up one set of cards for each student to use in the sorts.

bench	champ
finch	lunch
much	pinch
ranch	such
bunch	chant
French	hunch
inch	mulch
squelch	

Lesson 90

Letters: t h i n k c m a s u d g p b r o l f f x

Words: thin think thick maths thud thug thump broth cloth froth sloth moth fifth sixth filth

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **th** as a pair, after you have done each single letter, and let the students know that **th** can make two different sounds. It can make **th** as in **thin** or **th** as in **that**. In this lesson it makes **th** as in **thin**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take four letters and make **thin**. The soup was **thin** and watery.
2. Take five letters and make **think**. You need to **think** about letters and sounds.
3. Take five letters and make **thick**. It's so cold, I need a nice, **thick** jumper.
4. Take five letters and make **maths**. My favourite subject is **maths**.
5. Take four letters and make **thud**. I heard a **thud** somewhere in the house.
6. Take four letters and make **thug**. A **thug** may also be a bully.
7. Take five letters and make **thump**. The books I dropped hit the floor with a **thump**.
8. Take five letters and make **broth**. I don't like eating **broth**.
9. Take five letters and make **cloth**. I used a new cleaning **cloth** today.
10. Take five letters and make **froth**. I love a coffee with lots of **froth**.
11. Take five letters and make **sloth**. We spotted a three-toed **sloth**.
12. Take four letters and make **moth**. The **moth** flew round and round the light.
13. Take five letters and make **fifth**. He was **fifth** in line for the tickets.
14. Take five letters and make **sixth**. I came **sixth** out of forty-five.
15. Take five letters and make **filth**. After walking through mud, my shoes were covered in **filth**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then, have them sort the words into groups, with words that **start** with **th** in one group, and words that **end** with **th** in the other group.

thin	think	thick	maths	thud
thug	thump	broth	cloth	froth
sloth	moth	fifth	sixth	filth

Transfer

1. Don't go skating on _____ ice.
2. I love studying _____.
3. He moves slowly like a _____.
4. I bought metres of _____ to sew a new dress.

Lesson 90

Cards for Word Sorts

Words: thin think thick maths thud thug thump broth cloth froth sloth moth fifth sixth filth

Print and cut up one set of cards for each student to use in the sorts.

thin	think
thick	maths
thud	thug
thump	broth
cloth	froth
sloth	moth
fifth	sixth
filth	

Lesson 91

Letters: t e n t h f i l a k f r a s h u d o b m x

Words: tenth filth thank theft thrash thin thrift thud throb broth maths froth sixth

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **th** as a pair, after you have done each single letter, and let the students know that **th** can make two different sounds. It can make **th** as in **thin** or **th** as in **that**. In this lesson it makes **th** as in **thin**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take five letters and make **tenth**. She's the **tenth** person on the list.
2. Take five letters and make **filth**. After gardening all day, she felt like she was covered in **filth**.
3. Take five letters and make **thank**. Say **thank** you for the present.
4. Take five letters and make **theft**. I reported the **theft** to the police.
5. Take six letters and make **thrash**. Don't **thrash** the gears as you ride.
6. Take five letters and make **tenth** again. The **tenth** word on the list is still to come.
7. Take four letters and make **thin**. He wants a **thin** sliced loaf of bread.
8. Take six letters and make **thrift**. Let's go shopping at the **thrift** store.
9. Take four letters and make **thud**. She heard the **thud** of the closing door.
10. Take five letters and make **throb**. I heard the **throb** of the engine.
11. Take five letters and make **broth**. She made **broth** from the bones.
12. Take five letters and make **maths**. She is very good at **maths**.
13. Take four letters and make **thud**. He came back to earth with a **thud**.
14. Take five letters and make **froth**. He blew the **froth** off his beer.
15. Take five letters and make **sixth**. My **sixth** try was successful.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then, have them sort the words into groups, with words that **start** with **th** in one group, and words that **end** with **th** in the other group.

tenth	filth	thank	theft	thrash
thin	thrift	thud	throb	broth
maths	thud	froth	sixth	

Transfer

1. My mother made me _____ because I was sick.
2. I would like to _____ my friends and family.
3. I heard a _____ as something fell.
4. My team will _____ yours this weekend.

Lesson 91

Cards for Word Sorts

Words: tenth filth thank theft thrash thin thrift thud throb broth maths froth sixth

Print and cut up one set of cards for each student to use in the sorts.

tenth	filth
thank	theft
thrash	thin
thrift	thud
throb	broth
maths	froth
sixth	

Lesson 92

Letters: t h a n e m i s t

Words: than them this that then

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**. For **e**, the sound is **e** as in **egg**. Hold up **th** as a pair, after you have done each single letter, and let the students know that **th** can make two different sounds. It can make **th** as in **thin** or **th** as in **that**. In this lesson it makes **th** as in **that**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take four letters and make **than**. She's much better **than** me at tennis.
2. Take four letters and make **them**. He thanked **them** for helping him.
3. Take four letters and make **this**. **This** is awesome.
4. Take four letters and make **that**. I don't like **that**.
5. Take four letters and make **then**. First this, **then** that.
6. Take four letters and make **that** again. **That** is my favourite show.
7. Take four letters and make **this**. I don't want **this** to happen.
8. Take four letters and make **them**. She enjoys working with **them**.
9. Take four letters and make **than**. He has more **than** me.
10. Take four letters and make **then**. And **then** I went home.
11. Take four letters and make **than**. That tree is taller **than** that one.
12. Take four letters and make **them**. I like **them** both.
13. Take four letters and make **this**. The words in **this** lesson keep getting repeated.
14. Take four letters and make **that**. I can spell **that**.
15. Take four letters and make **then**. This is the last word, so **then** we will do some sorts.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have (trick question!).
2. Then, have them sort the words into groups, with words that **start** with **th** in one group, and words that **end** with **th** in the other group.

than them this that then

Transfer

1. I want to take ____ home.
2. I am buying ____.
3. I went to school with ____.
4. I went to the shops and ____ I went home.

Lesson 92

Cards for Word Sorts

Words: than them this that then

Print and cut up one set of cards for each student to use in the sorts.

than	them
this	that
then	

Lesson 93

Letters: b a n g h c l k i s l t o p d h r u

Words: bang hang clang king sing sling tong pong dong thong strong sang sung song 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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **ng** as a pair, after you have done each single letter, and make the sound for those two letters.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **bang**. Bang the drum.
2. Change one letter and make **hang**. Please go and hang the washing out.
3. Take away the **h** and add two letters to make **clang**. The steel door shut with a clang.
4. Start again and use four letters to make **king**. The king lives in the palace.
5. Change a letter and make **sing**. I love to sing!
6. Add a letter and make the five-letter word **sling**. His arm is in a sling.
7. Start again with the four-letters word **tong**. A tong was the name for a gang in China.
8. Change a letter and make **pong**. The dog keeps making a pong.
9. Change a letter and make **dong**. The gong went dong!
10. Take away the **d** and add two letters to make **thong**. You make a sling shot with a thong.
11. Take away the **th** and add three letters to make **strong**. You are very strong.
12. Start again and use four letters to make **sang**. I sang a lullaby.
13. Change a letter and make **sung**. We have sung the National Anthem.
14. Change a letter and make **song**. What is your favourite song?
15. Change a letter and make **sing**. The choir will sing to us.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

bang	hang	clang	king	sing
sling	tong	pong	dong	thong
strong	sang	sung	song	sing

Transfer

1. I ____ at the concert.
2. Who made that big ____?
3. Which countries have a ____?
4. The door shut with a ____.

Lesson 93

Cards for Word Sorts

Words: bang hang clang king sing sling tong pong dong thong strong sang sung song sing

Print and cut up one set of cards for each student to use in the sorts.

bang	hang
clang	king
sing	sling
tong	pong
dong	thong
strong	sang
sung	song
sing	

Lesson 94

Letters: r i n g u a p o f s l w z t h l g F

Words: ring rung rang pang ping pong prong fang sang slang wing zing thing long gong

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **ng** as a pair, after you have done each single letter, and make the sound for those two letters.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **ring**. I'll give her a ring.
2. Change one letter and make **rung**. Climb up one more rung on the ladder.
3. Change one letter and make **rang**. The bells rang to celebrate the victory.
4. Change one letter and make **pang**. She felt a pang of guilt.
5. Change a letter and make **ping**. Ping me when you want to talk.
6. Change a letter again and make **pong**. There is a real pong in here!
7. Add a letter to **pong** and make **prong**. The first prong of our strategy is to work hard.
8. Start again and use four letters to make **fang**. My dog's name is Fang.
9. Change a letter and make **sang**. I sang to my baby brother.
10. Add a letter to sang to make **slang**. Woop woop is a piece of Australian slang.
11. Start again and make the four-letter word **wing**. The bird has an injured wing.
12. Change a letter and make **zing**. This will put some zing in your step.
13. Take away the **z** and add two letters to make **thing**. I said no such thing.
14. Start again and use four letters to make **long**. Let's go for a long walk.
15. Change a letter and make **gong**. Ring the gong when you are ready.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

ring	rung	rang	pang	ping
pong	prong	fang	sang	slang
wing	zing	thing	long	gong

Transfer

1. She _____ me for a chat.
2. Who would do such a _____?
3. My email software went _____ as an email came in.
4. This is a really _____ session.

Lesson 94

Cards for Word Sorts

Words: ring rung rang pang ping pong prong fang sang slang wing zing thing long gong

Print and cut up one set of cards for each student to use in the sorts.

ring	rung
rang	pang
ping	pong
prong	fang
sang	slang
wing	zing
thing	long
gong	

Lesson 95

Letters: l o n g u h a t s i r p d w z

Words: long lung hung hang tang sing sting string strung sprung spring sprang ding wing zing

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **ng** as a pair, after you have done each single letter, and make the sound for those two letters.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **long**. She has **long** hair.
2. Change one letter and make **lung**. He only has one **lung**.
3. Change one letter and make **hung**. I **hung** the towel from rail.
4. Change one letter and make **hang**. I want to **hang** the picture on that wall.
5. Change one letter and make **tang**. The orange juice has a nice **tang**.
6. Change a letter and make **sing**. Let's **sing** a song.
7. Start again and make **sting**. A bee won't **sting** you unless you worry it.
8. Add a letter to **sting** and make **string**. The kitten likes to play with **string**.
9. Change a letter to make **strung**. I **strung** the lights up on the tree.
10. Change a letter and make **sprung**. A cold wind had **sprung** up.
11. Change a letter to make **spring**. **Spring** is in the air.
12. Change a letter and make **sprang**. The cat **sprang** on the mouse.
13. Start again and make **ding**. The lunch bell went **ding, ding, ding**.
14. Change a letter to make **wing**. The bird took **wing** over the water.
15. Change a letter to make **zing**. The chilli sauce has a real **zing**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

long	lung	hung	hang	tang
sing	sting	string	strung	sprung
spring	sprang	ding	wing	zing

Transfer

1. He _____ his towel up.
2. The bee _____ throbbed.
3. This morning I _____ out of bed.
4. I tied the package up with _____.

Lesson 95

Cards for Word Sorts

Words: long lung hung hang tang sing sting string strung sprung spring sprang ding wing zing

Print and cut up one set of cards for each student to use in the sorts.

long	lung
hung	hang
tang	sing
sting	string
strung	sprung
spring	sprang
ding	wing
zing	

Lesson 96

Letters: h u n g l s c f w i d b z r b a t

Words: hung lung slung clung flung wing ding fling cling bling zing ring bring fang tang

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. Hold up **ng** as a pair, after you have done each single letter, and make the sound for those two letters.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **hung**. He **hung** his head in shame.
2. Change one letter and make **lung**. A broken rib **punctured** his **lung**.
3. Add one letter and make **slung**. She **slung** the bag over her shoulder.
4. Change one letter and make **clung**. The mud **clung** to my boots.
5. Change one letter and make **flung**. She **flung** herself on the bed.
6. Start again and make **wing**. He **plays** on the **wing**.
7. Change a letter and make **ding**. The lift came to a halt with a **ding**.
8. Take away the **d** and add two letters to make **fling**. **Fling** those things into your bag.
9. Change a letter to make **cling**. Put the **cling** wrap over the bowl.
10. Change a letter and make **bling**. They both love wearing **bling**.
11. Start again and make **zing**. This meal needs a little extra **zing**.
12. Change a letter and make **ring**. She is wearing a new **ring**.
13. Add a letter and make **bring**. Please **bring** your lunch.
14. Change a letter to make **fang**. The snake only has one **fang**.
15. Change a letter to make **tang**. I can smell the salty **tang** of the sea.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

hung	lung	slung	clung	flung
wing	ding	fling	cling	bling
zing	ring	bring	fang	tang

Transfer

1. I love wearing some _____.
2. They _____ to the life raft.
3. I _____ up the phone.
4. She _____ her dirty clothes in the basket.

Lesson 96

Cards for Word Sorts

Words: hung lung slung clung flung wing ding fling cling bling zing ring bring fang tan

Print and cut up one set of cards for each student to use in the sorts.

hung	lung
slung	clung
flung	wing
ding	fling
cling	bling
zing	ring
bring	fang
tang	

Lesson 97

Letters: b a n g c l i d o f u k p s t h r

Words: bang cling dong flung king ping slang tang thing tong fang bring prong sling sprung

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **ng** as a pair, after you have done each single letter, and make the sound for those two letters.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take four letters and make **bang**. The party popper went **bang**.
2. Take five letters and make **cling**. I still **cling** to that idea.
3. Take four letters and make **dong**. The two boys had a ding **dong** in the park.
4. Take five letters and make **flung**. She **flung** the contents over the table.
5. Take four letters and make **king**. Some people call Elvis the **king** of rock.
6. Take four letters and make **ping**. The timer gave off a **ping**.
7. Take five letters and make **slang**. Many people use **slang** when they talk.
8. Take four letters and make **tang**. Citrus juice has a **tang**.
9. Take five letters and make **thing**. Cooking is my **thing**.
10. Take four letters and make **tong**. A **tong** is a Chinese secret society.
11. Take four letters and make **fang**. I need to polish my **fang**!
12. Take five letters and make **bring**. Please **bring** your bag with you.
13. Take five letters and make **prong**. The fork has a bent **prong**.
14. Take five letters and make **sling**. She carried the baby in a **sling** on her chest.
15. Take six letters and make **sprung**. The jack-in-the-box **sprung** up.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

bang	cling	dong	flung	king
ping	slang	tang	thing	tong
fang	bring	prong	sling	sprung

Transfer

1. The _____ lives in the palace.
2. Do not _____ the drum.
3. Please _____ your own pens and pencils.
4. You need to wear a _____ now.

Lesson 97

Cards for Word Sorts

Words: bang cling dong flung king ping slang tang thing tong fang bring prong sling sprung

Print and cut up one set of cards for each student to use in the sorts.

bang	cling
dong	flung
king	ping
slang	tang
thing	tong
fang	bring
prong	sling
sprung	

Lesson 98

Letters: w h a c k m e l n i h p s

Words: whack wham wheelk when which whim whip whisk

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**. For **e**, the sound is **e** as in **egg**. Hold up **wh** as a pair, after you have done each single letter, and make the sound for those two letters.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take five letters and make **whack**. Give the piñata a good whack.
2. Take four letters and make **wham**. Everything seemed fine and then - wham!
3. Take five letters and make **wheelk**. She cracked open a wheelk with a rock.
4. Take four letters and make **when**. I am going to sleep when we get home.
5. Take five letters and make **which**. Do you know which one?
6. Take four letters and make **whim**. I bought the shoes on a whim.
7. Take four letters and make **whip**. Can you whip the cream?
8. Take five letters and make **whisk**. I need to whisk the eggs.
9. Take five letters and make **whack**. You really have to whack the ball.
10. Take four letters and make **wham**. We were walking along and - wham! A ball came over the fence.
11. Take four letters and make **whack**. You need to take a whack at that.
12. Take four letters and make **when**. Let me know when you are ready.
13. Take five letters and make **which**. Which way do you want to go?
14. Take four letters and make **whim**. He left to go travelling on a whim.
15. Take four letters and make **whip**. Let's whip this into shape!

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

whack wham wheelk when which
whim whip whisk

Transfer

1. You need to _____ the eggs in a bowl.
2. Don't throw it away on a _____.
3. _____ are we leaving?
4. I can _____ the cream.

Lesson 98

Cards for Word Sorts

Words: whack wham wheelk when which whim whip whisk

Print and cut up one set of cards for each student to use in the sorts.

whack	wham
wheelk	when
which	whim
whip	whisk

Lesson 99

Letters: b e n c h e s d i f o x u z z k s s l n w r a

Words: benches dishes foxes bunches buzzes kisses lunches wishes boxes dresses branches brushes

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**. For **o**, the sound is **o** as in **on**. Hold up **-es** as a pair, after you have done each single letter, and make the sound for those two letters. Let the students know that some words need more than **s** to make a plural. Words that end in **sh, ch, x, ss** and **zz** use **-es** to let the reader know that there is more than one. When we add one or more letters to the end of a word, this is called a suffix.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take five letters and make **bench**. Then add two more letter to turn it into **benches**. They are sitting on the benches.
2. Take six letters and make **dishes**. We need to wash the dishes.
3. Take five letters and make **foxes**. Foxes are common on farms.
4. Take seven letters and make **bunches**. We are making bunches of flowers.
5. Take six letters and make **buzzes**. The receptionist buzzes visitors into the building.
6. Take six letters and make **kisses**. He is blowing kisses at his fans.
7. Take seven letters and make **lunches**. Your bagged lunches are in the kitchen.
8. Take six letters and make **wishes**. The genie offered him three wishes.
9. Take five letters and make **boxes**. The boxes are stacked in the cupboard.
10. Take seven letters and make **dresses**. She loves wearing dresses.
11. Take eight letters and make **branches**. The main road branches off to the right.
12. Take seven letters and make **brushes**. He brushes his dog every day.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

benches	dishes	foxes	bunches	buzzes
kisses	lunches	wishes	boxes	dresses
dresses		branches		brushes

Transfer

1. She _____ the horse's coat.
2. There are too many dirty _____ in this house!
3. You can write _____ using the letter x.
4. That bank has _____ in most towns.

Lesson 99

Cards for Word Sorts

Words: benches dishes foxes bunches buzzes kisses lunches wishes boxes dresses branches brushes

Print and cut up one set of cards for each student to use in the sorts.

benches	dishes
foxes	bunches
buzzes	kisses
lunches	wishes
boxes	dresses
branches	brushes

Lesson 100

sh one syllable words: ash, bash, blush, brush, cash, clash, crash, crush, dash, dish, fsh, fash, fush, fresh, gash, gosh, gush, hush, lash, lush, mash, mush, plush, rash, rush, sash, shack, shed, shin, ship, shock, shop, shot, shred, shrug, shut, smash, splash, trash, wish

sh two and three syllable words: abolish, banish, blemish, catfish, finish, goldfish, polish, punish, selfish, vanish

th as in thin, one syllable words: broth, cloth, fth, flth, froth, maths, moth, sixth, sloth, tenth, thank, theft, thick, thin, think, thrash, thrift, throb, thud, thug, thump

th as in that, one syllable words: than, that, them, then, this

ch one syllable words: bench, branch, brunch, bunch, champ, chant, chap, chat, check, chest, chick, chimp, chin, chip, chomp, chop, chuck, chug, chum, clench, crunch, fnch, finch, French, hunch, inch, lunch, much, mulch, munch, pinch, punch, quench, ranch, rich, squelch, such

ch two syllable words: children, chipmunk, ostrich

wh one syllable words: whack, wham, welk, when, which, whim, whip, whisk

ng one syllable words: bang, bling, bring, clang, cling, clung, ding, dong, fang, fing, fung, gong, hang, hung, king, long, lung, pang, ping, pong, prong, rang, ring, rung, sang, sing, slang, sling, slung, song, sprang, spring, sprung, sting, string, strong, strung, sung, tang, thing, thong, tong, wing, zing

suffix -es words: benches, boxes, branches, brushes, bunches, buzzes, dishes, dresses, foxes, kisses, lunches, wishes

Letters and Sounds for Review: sh th ch wh ng -es ff ll ss zz s a t p i n m e h r d o f c b g l u k ck v y z w j q x

Irregular words (covered in word wall): put because once want

Review

To review the letters and sounds, make sure each student has access to all of the letters. Please do this review each day for one to two weeks until you have covered the content.

1. Ask the students to make any words that begin or end in **sh**. If no one makes any words you can remind them that some of the words might start with letters from the word list above (e.g. b, c, f, etc). If needed, start making a word yourself.
2. Ask the students to make any words that start or end in **th** that they can. If needed, remind them to start words with different letters or use a different vowel in the middle. Talk about whether the words use the **th** as in **thin** sound or the **th** as in **that** sound.
3. Ask the students to make any words that begin or end in **ch**. Again, if needed, remind them to make words starting with different letters or using a different vowel in the middle.
4. Ask the students to make any **wh** words they can. Again, if needed remind them try using different vowels in the middle.
5. Ask the students to make any words ending in the suffix -es that they can. You can remind them that these are words that end in **sh, ch, x, ss, zz** – and then we add **-es** to let people know that it is plural and there is more than one.
6. Across the week keep track of the words they make and start challenging them to make different words. Try to make all of the words in the list above through the week.

Decodable Sentences

Sentences and information are provided on the next page.

Lesson 100

Please see the list of words on the previous page for the different sounds covered in this phase.

Letters and Sounds for Review: sh th ch wh ng -es ff ll ss zz s a t p l n m e h r d o f c b
g l u k ck v y z w j q x

Irregular words (covered in word wall): put because once want

Decodable Sentences

The following sentences are provided by the [Reading Hub](#). Some of these sentences don't make sense, which encourages students to decode rather than guessing the words – which is, of course, what we want. However, if you have concerns that this may interfere with a student's understanding that print has meaning, please focus on the sentences that do make sense. This is particularly a concern with hyperlexic students.

You can use these sentences in different ways. You can provide them to students with a word missing and ask them to make the word to fill the gap, you can ask students to generate the whole sentence using their writing tool or you can focus on either the decodable or irregular words. Have fun with them!

The sentences focus on the decodable words that students have been generating through the previous lessons. They also include the four irregular words that should be on the word wall – **put, because, once, want**

Ash was in a rush to put the fish on the disk.	I wish I had cash to get a ship.	Beth had fresh broth with Seth.
I want to finish tenth.	Cam will munch on chips because it is lunch.	Ravi will check on the chimp at the back of the shop once.
Which whisk did Kali get?	When will she want the whip back?	Vals sings a long song to the king.
I want to ring the shop once the finch has sung his song.	I put the whisk on the bench because Mum wants mash for lunch.	There is string in the boxes.
My shed once had ten benches to polish,	My dresses are all wet.	Mum and Dad will fix the dishes.



Phase 9

Lessons 101 to 130

Please follow the instructions in each individual lesson.

The focus letters for this phase are mostly split digraphs. Digraphs are two vowels that make a sound together – and these are called split digraphs because there is a consonant between them. The split digraphs are **a_e**, **e_e**, **i_e**, **o_e**, **u_e** as in **cute** and **u_e** as in **rude**. The phase also includes the suffixes **-s** and **-es** again, but this time they indicate a verb e.g. “She cooks dinner”, rather than a plural. All lessons also use letters from previous phases. Some words that students will make require capital letters or more than one of these letters. Only provide each student with the letters they need for the lesson. While they are learning these new skills, we don’t want them to juggle the whole alphabet.

Each lesson is designed to be done between one and three times before moving onto the next lesson, depending on how difficult the students find it. The final two lessons in this phase should be done across a week each.

Word Wall

Please ensure that as you work on Lessons 21 to 40, that you also focus on the irregular words: **were**, **who**, **school** and **write**.

These should be used in your word wall words over this period if they aren’t already.

Lesson 101

Letters: a p e c n s h c k b d r q u t l f

Words: ape cape nape shape cake bake drake quake ate date late plate case chase chafe

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **u**, the sound is **u** as in **up**. For **e**, the sound is **e** as in **egg**. Then make the word **ate** and talk about how the **a** and **e** work together, with a consonant in between, to make the sound **ay**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **ape**. The **ape** swung from tree to tree.
2. Now add a letter to make **cape**. Superheroes usually wear a **cape**.
3. Now change a letter to make **nape**. Her hair was coiled at the **nape** of her neck.
4. Take away the **n** and then add two letters to make **shape**. A circle is a round **shape**.
5. Start again and use four letters to make **cake**. We went out for tea and **cake**.
6. Change a letter and make **bake**. I love to **bake** muffins.
7. Now take away the **b** and add two letters to make **drake**. A male duck is called a **drake**.
8. Let's take the **d** and **r** away and then add two different letters to spell **quake**. The city survived a big **quake**.
9. Let's start over and make a three-letter word, **ate**. They all **ate** a delicious lunch.
10. Add a letter to make **date**. What is the **date** today?
11. Change a letter to make **late**. He was running **late**.
12. Add a letter to **late** to make **plate**. I need a **plate** for the cake.
13. Start again and use four letters to make **case**. He packed a **case** for his holiday.
14. Add a letter to **case** to make **chase**. The police gave **chase** to the robber.
15. Change a letter to make **chafe**. I hope those shorts don't **chafe** you!

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-ate**.

ape	cape	nape	shape	cake
bake	drake	quake	ate	date
late	plate	case	chase	chafe

Transfer

1. He blew out the candles on the ____.
2. They went out on a ____.
3. What ____ is the window?
4. Have you packed your ____?

Lesson 101

Cards for Word Sorts

Words: ape cape nape shape cake bake drake quake ate date late plate case chase chafe

Print and cut up one set of cards for each student to use in the sorts.

ape	cape
nape	shape
cake	bake
drake	quake
ate	date
late	plate
case	chase
chafe	

Lesson 102

Letters: r a k e l n m z b c g s h f w a t v i

Words: rake lake lane mane maze blaze came game same shame fake wake awake gate navigate

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**. Then make the word **ape** and talk about how the **a** and **e** work together, with a consonant in between, to make the sound **ay**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **rake**. She needs to **rake** the garden.
2. Now change a letter to make **lake**. The ducks are swimming in the **lake**.
3. Now change a letter to make **lane**. Her house is down the **lane**.
4. Change another letter to make **mane**. She is brushing the horse's **mane**.
5. Change a letter and make **maze**. I love figuring out a **maze**.
6. Take away the **m** and add two letters to make **blaze**. The garden was a **blaze** of colour.
7. Start again and make the four-letter word **came**. She **came** over for lunch.
8. Change a letter and make **game**. I love playing the **game** Jenga.
9. Change a letter and make **same**. You are all making the **same** word.
10. Add a letter to make **shame**. He felt a sense of **shame** for stealing the apples from the garden.
11. Start again and make the four-letter word **fake**. Don't eat the **fake** fruit!
12. Change a letter to make **wake**. I hope my alarm didn't **wake** you when it rang.
13. Add a letter to make the five-letter word **awake**. She couldn't sleep, and lay **awake** for hours.
14. Start again and use four letters to make **gate**. The **gate** squeaks as it opens.
15. Add four letters to gate to make **navigate**. The map helped me **navigate** home.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-ake**.

rake	lake	lane	mane	maze
blaze	came	game	same	shame
fake	wake	awake	gate	navigate

Transfer

1. Can you _____ around the school?
2. I'd like to play a _____ of football.
3. Beware of _____ money.
4. The twins always dress the _____.

Lesson 102

Cards for Word Sorts

Words: rake lake lane mane maze blaze came game same shame fake wake awake gate navigate

Print and cut up one set of cards for each student to use in the sorts.

rake	lake
lane	mane
maze	blaze
came	game
same	shame
fake	wake
awake	gate
navigate	

Lesson 103

Letters: t a m e f l g b s t c n r p v w

Words: tame fame flame male gale bale sale stale scale cane crane plane save wave brave

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. Then make the word **ate** and talk about how the **a** and **e** work together, with a consonant in between, to make the sound **ay**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **tame**. We have some **tame** birds in our garden.
2. Now change a letter to make **fame**. She is looking for **fame** and fortune.
3. Now add a letter to make **flame**. Be careful the **flame** doesn't burn you.
4. Now start again and make the four-letter word **male**. I need to find the **male** toilets.
5. Change a letter and make **gale**. The wind is blowing a **gale**.
6. Change a letter and make **bale**. I fed a **bale** of hay to the cows.
7. Change a letter again and make **sale**. She bought new shoes at the **sale**.
8. Add a letter and make the five letter word **stale**. This bread is **stale**.
9. Change a letter and make **scale**. The doctor said "Please step on the **scale**".
10. Start again and make the four-letter word **cane**. My father walks with a **cane**.
11. Add a letter to make **crane**. The tall **crane** towered over the building site.
12. Take away the **c** and **r** and add two letters to make **plane**. I want to go on a **plane** to Disneyland.
13. Start again and use four letters to make **save**. I want to **save** to buy new shoes.
14. Change a letter and make **wave**. I gave them a **wave** goodbye.
15. Take away the **w** and add two letters to make **brave**. We need to be **brave** and stand up to bullies.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-ame**.

tame	fame	flame	male	gale
bale	sale	stale	scale	cane
crane	plane	save	wave	brave

Transfer

1. I want to learn to ____ a lion.
2. Things are cheaper in a ____.
3. We get sugar from sugar ____.
4. She gave a ____ to her grandmother.

Lesson 103

Cards for Word Sorts

Words: tame fame flame male gale bale sale stale scale cane crane plane save wave brave

Print and cut up one set of cards for each student to use in the sorts.

tame	fame
flame	male
gale	bale
sale	stale
scale	cane
crane	plane
save	wave
brave	

Lesson 104

Letters: c a v e r t s k i n f l h d z g m d

Words: cave crave crate skate inflate sake shake snake daze faze glaze made take make mistake

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**. Then make the word **ate** and talk about how the **a** and **e** work together, with a consonant in between, to make the sound **ay**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **cave**. The bear is hiding in the dark **cave**.
2. Now add a letter to make **crave**. I often **crave** chocolate.
3. Now change a letter to make **crate**. We are doing **crate** training with our dog.
4. Now take away the **c** and **r** and add two different letters to make skate. She likes to **skate** on the ice.
5. Take away the **s** and **k** and add four letters to make **inflate**. He blew hard to **inflate** the balloon.
6. Now start again and use four letters to make **sake**. Please make an effort for my **sake**.
7. Add a letter and make **shake**. She sat on the stool and drank her **shake**.
8. Change a letter and make **snake**. Don't step on the **snake**!
9. Start again and make the four-letter word **daze**. After the accident, he walked around in a **daze**.
10. Change a letter and make **faze**. My brother is so clever, no problem can **faze** him.
11. Take away the **f** and add two letters to make **glaze**. The cake has a lovely lemon **glaze**.
12. Start again and use four letters to make **made**. He **made** a big mistake.
13. Start again and use four letters to make **make**. Can you **make** this word?
14. Change a letter and make **take**. He wanted to **take** his painting home.
15. Add three letters to take and make **mistake**. It was a **mistake** to go and see a scary film.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-ake**.

cave	crave	crate	skate	inflate
sake	shake	snake	daze	faze
glaze	made	take	make	mistake

Transfer

1. I ordered a _____ of pineapples.
2. I would like to learn to _____.
3. I have to _____ a train to town.
4. If there is a quake, you might feel the earth _____.

Lesson 104

Cards for Word Sorts

Words: cave crave crate skate inflate sake shake snake daze faze glaze made take make mistake

Print and cut up one set of cards for each student to use in the sorts.

cave	crave
crate	skate
inflate	sake
shake	snake
daze	faze
glaze	made
take	make
mistake	

Lesson 105

Letters: t a p e d r e s c w j f h i v t o m n l

Words: tape drape escape wade jade spade trade fade fate hate rate activate dominate estimate complicate

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**. For **o**, the sound is **o** as in **on**. Then make the word **ate** and talk about how the **a** and **e** work together, with a consonant in between, to make the sound **ay**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **tape**. He put the poster up on the wall with **tape**.
2. Now take away the **t** and two letters to make **drape**. She likes to **drape** a scarf around her neck.
3. Take away the **d** and **r** and add three letters to make **escape**. The dog can **escape** under the fence.
4. Now start again and make the four-letter word **wade**. We need to **wade** through the pond.
5. Change a letter and make **jade**. **Jade** is a very pretty, green stone.
6. Now take away the **j** and add two letters to make **spade**. She dug the hole with a **spade**.
7. Take away **s** and **p** and add two different letters to make **trade**. Would you like to **trade** lunch?
8. Take away the **t** and **r** and add one letter to make **fade**. I watched them **fade** from view as they drove away.
9. Change a letter and make the word **fate**. Our **fate** today is to make words.
10. Change a letter and make **hate**. I **hate** brussel sprouts.
11. Change a letter and make **rate**. Once we have finished, please **rate** this lesson on a scale of 1 to 5.
12. Take away the **r** and add five letters to make the three syllable word **activate**. I have to **activate** my new phone.
13. Take away the first five letters and add a different five letters to make **dominate**. He likes to **dominate** the conversation.
14. Again take away the first five letters and add a different five to make **estimate**. I **estimate** that this will take five minutes.
15. Take away the first five letters and add seven to make **complicate**. I don't want to **complicate** this.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-ate**.

tape	drape	escape	wade	jade
spade	trade	fade	fate	hate
rate	activate	dominate	estimate	complicate

Transfer

1. I _____ eating onions.
2. The water level in the pool is so low you can _____ through it.
3. The issue is simple, please don't _____ it.
4. When he hurt his shoulder, he had to wear _____ on it for two weeks.

Lesson 105

Cards for Word Sorts

Words: tape drape escape wade jade spade trade fade fate hate rate activate dominate estimate complicate

Print and cut up one set of cards for each student to use in the sorts.

tape	drape
escape	wade
jade	spade
trade	fade
fate	hate
rate	activate
dominate	estimate
complicate	

Lesson 106

Letters: b a s e g v n m f r t h l p d k c t o d

Words: base gave name safe frame bathe blame plane grade shake scathe state flake blockade engrave

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**. Then make the word **ape** and talk about how the **a** and **e** work together, with a consonant in between, to make the sound **ay**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take four letters and make **base**. She sat down at the **base** of the tree.
2. Take four letters and make **gave**. He **gave** his grandmother a kiss on the cheek.
3. Take four letters and make **name**. I don't like my **name**.
4. Take four letters and make **safe**. Keep this key **safe**.
5. Take five letters and make **frame**. She dusted the photo **frame**.
6. Take five letters and make **bathe**. I heard that Cleopatra used to **bathe** in milk.
7. Take five letters and make **blame**. My brothers always **blame** me when there's a problem.
8. Take five letters and make **plane**. The **plane** landed on the runway.
9. Take five letters and make **grade**. There are five boys in my **grade**.
10. Take five letters and make **shake**. He is drinking a chocolate **shake**.
11. Take six letters and make **scathe**. They escaped from the fire without **scathe**.
12. Take five letters and make **state**. Please **state** your name.
13. Take five letters and make **flake**. The paint on the wall has started to **flake**.
14. Take eight letters and make **blockade**. The police created a **blockade** to stop the robbers escaping.
15. Take seven letters and make **engrave**. The jeweller will **engrave** your letters on the ring.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-ame**.

base	gave	name	safe	frame
bathe	blame	plane	grade	shake
scathe	state	flake	blockade	engrave

Transfer

1. Do you know his _____?
2. Give the juice bottle a _____ before you use it.
3. He put her photo in a _____.
4. Who is to _____ for this mess?

Lesson 106

Cards for Word Sorts

Words: base gave name safe frame bathe blame plane grade shake scathe state flake blockade engrave

Print and cut up one set of cards for each student to use in the sorts.

base	gave
name	safe
frame	bathe
blame	plane
grade	shake
scathe	state
flake	blockade
engrave	

Lesson 107

Letters: b a k e l n r t s g m d p r t w a v i o c

Words: bake lane rate base sale game made nape grade state awake engrave mistake blockade navigate

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. Then make the word **ape** and talk about how the **a** and **e** work together, with a consonant in between, to make the sound **ay**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take four letters and make **bake**. She said she would **bake** some cookies.
2. Take four letters and make **lane**. Let's go for a walk up the **lane**.
3. Take four letters and make **rate**. Her hourly **rate** is thirty dollars.
4. Take four letters and make **base**. He felt a pain at the **base** of his spine.
5. Take four letters and make **sale**. I like to buy things when they are on **sale**.
6. Take four letters and make **game**. Would you like to play a **game**?
7. Take four letters and make **made**. He **made** lasagne for dinner.
8. Take four letters and make **nape**. Her hair was tied back at the **nape** of her neck.
9. Take five letters and make **grade**. What **grade** is she in?
10. Take five letters and make **state**. He lives in the same **state** as me.
11. Take five letters and make **awake**. I lay **awake** for hours.
12. Take seven letters and make **engrave**. Can you **engrave** my name on this plaque?
13. Take seven letters and make **mistake**. It was a **mistake** to get out of bed today!
14. Take eight letters and make **blockade**. There is a **blockade** ahead because of the road works.
15. Take seven letters and make **navigate**. I will have to **navigate** my way home.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-ade**.

bake	lane	rate	base	sale
game	made	nape	grade	state
awake	engrave	mistake	blockade	navigate

Transfer

1. The map will help me to _____ to the hotel.
2. Which _____ do you live in?
3. Let's go to the Boxing Day _____.
4. I _____ a pie for dessert.

Lesson 107

Cards for Word Sorts

Words: bake lane rate base sale game made nape grade state awake engrave mistake blockade navigate

Print and cut up one set of cards for each student to use in the sorts.

bake	lane
rate	base
sale	game
made	nape
grade	state
awake	engrave
mistake	blockade
navigate	

Lesson 108

Letters: e v e m m t h s a l t c o p x r e z

Words: eve meme these theme athlete compete extreme trapeze

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**. Then make the word **eve** and talk about how the **e** and **e** work together, with a consonant in between, to make the sound **ee**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed. Most words will be made twice.

1. Take three letters and make **eve**. I went to a party on New Year's **Eve**.
2. Take four letters and make **meme**. I love looking at a good **meme** picture.
3. Take five letters and make **these**. **These** are my favourite shoes.
4. Take five letters and make **theme**. I'd like to do a **theme** on special events.
5. Take seven letters and make **athlete**. She was a talented **athlete**.
6. Take seven letters and make **complete**. Australia will **compete** in the Commonwealth Games.
7. Take seven letters and make **extreme**. He is into **extreme** sports.
8. Take seven letters and make **trapeze**. She wanted to work in the circus as a **trapeze** artist.
9. Take three letters and make **eve**. I find it difficult to go to sleep on Christmas **Eve**.
10. Take four letters and make **meme**. What is your favourite **meme**?
11. Take five letters and make **these**. I hope **these** people leave me alone!
12. Take seven letters and make **athlete**. An **athlete** is a person who is good at sport.
13. Take seven letters and make **compete**. I'd like to **compete** in a school team.
14. Take seven letters and make **extreme**. Please don't take it to the **extreme**.
15. Take seven letters and make **trapeze**. She makes swinging on a **trapeze** look easy.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-ete**.

eve	meme	these	theme	athlete
compete	extreme	trapeze		

Transfer

1. I love a party with a _____.
2. Do you like to _____ at games?
3. That is a funny _____.
4. I wish it was Christmas ____.

Lesson 108

Cards for Word Sorts

Words: eve meme these theme athlete compete extreme trapeze

Print and cut up one set of cards for each student to use in the sorts.

eve	meme
these	theme
athlete	compete
extreme	trapeze

Lesson 109

Letters: b i k e h l a d n n N f w p p r s i c k

Words: bike hike like alike dine nine Nile life wife wipe pipe ripe ride side sidekick

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**. Then make the word **kite** and talk about how the **i** and **e** work together, with a consonant in between, to make the sound **i**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **bike**. I want to ride a **bike** at lunch.
2. Now change a letter and make **hike**. He went for a **hike** on the weekend.
3. Change a letter again and make **like**. I **like** working with you guys.
4. Add a letter and make the word **alike**. The two sisters are very **alike**.
5. Start again and make **dine**. Her cat likes to **dine** on tuna.
6. Now change a letter and make **nine**. I have **nine** siblings.
7. Change a letter and make **Nile**. They went for a cruise down the **Nile**. (Check to see who used a capital letter.)
8. Start again and make **life**. I've known her all my **life**.
9. Change a letter and make the word **wife**. He bought a present for his **wife**.
10. Change a letter and make **wipe**. After cooking he had to **wipe** the counter down.
11. Change a letter and make **pipe**. The drain **pipe** is blocked.
12. Change a letter and make **ripe**. Don't eat that banana until it is **ripe**.
13. Change a letter and make **ride**. He is going for a **ride** on the weekend.
14. Change a letter and make **side**. Turn to the left **side**.
15. Add four letters to **side** to make **sidekick**. Batman's **sidekick** is called Robin.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-ipe**.

bike	hike	like	alike	dine
nine	Nile	life	wife	wipe
pipe	ripe	ride	side	sidekick

Transfer

1. I _____ eating onions.
2. I want to _____ a horse.
3. I want you to have a really good _____.
4. The waste from our toilets is carried away in a _____.

Lesson 109

Cards for Word Sorts

Words: bike hike like alike dine nine Nile life wife wipe pipe ripe ride side sidekick

Print and cut up one set of cards for each student to use in the sorts.

bike	hike
like	alike
dine	nine
Nile	life
wife	wipe
pipe	ripe
ride	side
sidekick	

Lesson 110

Letters: k i t e b p n l f v j h r h d s z c a m

Words: kite bite pine line fine five jive thrive hide tide side size capsize lime slime

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**. Then make the word **bike** and talk about how the **i** and **e** work together, with a consonant in between, to make the sound **i**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **kite**. My dad taught me how to fly a **kite**.
2. Now change a letter and make **bite**. She has a mosquito **bite** on her face.
3. Start over and make the four-letter word **pine**. The floorboards are made of **pine**.
4. Change a letter and make the word **line**. Please form an orderly **line**.
5. Change a letter and make **fine**. The weather is **fine** today.
6. Now change a letter and make **five**. We have **five** fingers on each hand.
7. Change a letter and make **jive**. Sometimes slang is called street **jive**.
8. Take away the **j** and add three letters to make **thrive**. All living things need water to **thrive**.
9. Start again and use four letters to make the word **lime**. She likes drinking water with a slice of **lime**.
10. Add a letter and make **slime**. I love playing with **slime** and putty.
11. Start again and make the four-letter word **hide**. I love playing **hide** and seek.
12. Change a letter and make **tide**. You can walk around the point at low **tide**.
13. Change a letter and make **side**. The people who aren't playing sit on the **side**.
14. Change a letter and make **size**. She needs **size** 8 shoes.
15. Add three letters to **size** to make **capsize**. He said "I hope this boat doesn't **capsize**!"

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-ide**.

kite	bite	pine	line	fine
five	jive	thrive	lime	slime
hide	tide	side	size	capsize

Transfer

1. Let's go fly a ____.
2. It is a very tall ____ tree.
3. What ____ drink would you like?
4. My neighbour's dog tried to ____ me.

Lesson 110

Cards for Word Sorts

Words: kite bite pine line fine five jive thrive hide tide side size capsize lime slime

Print and cut up one set of cards for each student to use in the sorts.

kite	bite
pine	line
fine	five
jive	thrive
lime	slime
hide	tide
side	size
capsize	

Lesson 111

Letters: f i l e m t a c t w d r p b h n v s

Words: file mile tile tactile wide tide ride pride bride chide line vine pine spine alpine

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**. Then make the word **line** and talk about how the **i** and **e** work together, with a consonant in between, to make the sound **i**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **file**. She has a **file** on her desk.
2. Now change a letter and make **mile**. A **mile** is longer than a kilometre.
3. Change a letter and make **tile**. I want to **tile** the kitchen floor.
4. Add three letters to the word **tile** and make **tactile**. Mermaid fabric is very **tactile**.
5. Start again and make **wide**. His kick went **wide**.
6. Change a letter and make **tide**. The ship went out with the **tide**.
7. Change a letter and make **ride**. Let's go for a **ride**.
8. Add a letter and make **pride**. My favourite book is **Pride** and Prejudice.
9. Change a letter and make **bride**. The **bride** looked beautiful.
10. Take away the **b** and **r** and add two letters to make **chide**. My mum used to **chide** me for biting my **nails**.
11. Start again and make the four-letter word **line**. Don't cross the **line**!
12. Change a letter and make **vine**. Grapes grow on a **vine**.
13. Change a letter and make **pine**. While she is away, she will **pine** for her family.
14. Add a letter to make **spine**. All animals who have a **spine** are called vertebrates.
15. Take away the **s** and add two letters to form the word **alpine**. He loves going **alpine** mountain bike riding.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-ine**.

file	mile	tile	tactile	wide
tide	ride	pride	bride	chide
line	vine	pine	spine	alpine

Transfer

1. The information is in the ____.
2. He hit the ball ____.
3. The groom and ____ looked very happy.
4. The ____ was growing up the wall.

Lesson 111

Cards for Word Sorts

Words: file mile tile tactile wide tide ride pride bride chide line vine pine spine alpine

Print and cut up one set of cards for each student to use in the sorts.

file	mile
tile	tactile
wide	tide
ride	pride
bride	chide
line	vine
pine	spine
alpine	

Lesson 112

Letters: t i m e m c h g r d v j n l l i f e s w o b

Words: time mime chime grime dive jive chive dine vine line lifeline fine swine shine combine

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**. For **o**, the sound is **o** as in **on**. Then make the word **file** and talk about how the **i** and **e** work together, with a consonant in between, to make the sound **i**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **time**. She is here on **time**.
2. Now change a letter and make **mime**. A **mime** artist doesn't speak when performing.
3. Take away the first **m** and add to letters to make **chime**. She can hear the doorbell **chime** from the garden.
4. Take away the **c** and **h** and add two letters to make **grime**. Go and wash the **grime** from your hands.
5. Start again and make **dive**. He did a **dive** off the edge of the pool.
6. Change a letter and make **jive**. She enjoys a bop and a **jive**.
7. Take away the **j** and add two letters to make **chive**. She made a **chive** and garlic dressing for the salad.
8. Start again and make **dine**. Where would you like to **dine**?
9. Change a letter and make **vine**. Dolmades are rice parcels wrapped in **vine** leaves.
10. Add four letters to **line** and make **lifeline**. He threw a **lifeline** to the drowning man.
11. Start again and make the four-letter word **fine**. He got a speeding **fine**.
12. Take away the **f** and add two letters to make **swine**. There were several cases of **swine** flu this week.
13. Change a letter to make **shine**. He worked hard to **shine** his shoes.
14. Take away the **s** and **h** and add four letters to form the word **combine**. Give it a shake to **combine** the ingredients.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-ime**.

time	mime	chime	grime	dive
jive	chive	dine	vine	line
lifeline	fine	swine	shine	combine

Transfer

1. What ____ is it?
2. Just ____ right in.
3. Please arrange them in a straight ____.
4. Pigs are also called ____.

Lesson 112

Cards for Word Sorts

Words: time mime chime grime dive jive chive dine vine line lifeline fine swine shine combine

Print and cut up one set of cards for each student to use in the sorts.

time	mime
chime	grime
dive	jive
chive	dine
vine	line
lifeline	fine
swine	shine
combine	

Lesson 113

Letters: b i k e p l w s m z g d t r a n c o f l k i

Words: bike pile wise lime size glide tribe spike gripe alike alpine capsize combine lifeline sidekick

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**. For **o**, the sound is **o** as in **on**. Then make the word **size** and talk about how the **i** and **e** work together, with a consonant in between, to make the sound **i**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take four letters and make **bike**. He rode his **bike** to school.
2. Take four letters and make **pile**. She borrowed a **pile** of books from the library.
3. Take four letters and make **wise**. My teacher is very **wise**.
4. Take four letters and make **lime**. Do you want lemon or **lime**?
5. Take four letters and make **size**. What **size** are your feet?
6. Take five letters and make **glide**. I love watching swans **glide** over the lake.
7. Take five letters and make **tribe**. He is from the same **tribe** as me.
8. Take five letters and make **spike**. He wore his hair in a **spike**.
9. Take five letters and make **gripe**. My mum has a **gripe** about my messy room.
10. Take five letters and make **alike**. The houses all looked **alike**.
11. Take six letters and make **alpine**. She is in the **alpine** ski team.
12. Take seven letters and make **capsize**. If there's a heavy swell, the boat might **capsize**.
13. Take seven letters and make **combine**. When we **combine** our skills we can achieve a lot more.
14. Take eight letters and make **lifeline**. My sister is always there as my **lifeline**.
15. Take eight letters and make **sidekick**. Every superhero has a **sidekick**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-ipe**.

bike	pile	wise	lime	size
glide	tribe	spike	gripe	alike
alpine	capsize	combine	lifeline	sidekick

Transfer

1. Add your rubbish to the ____.
2. People say that owls are ____.
3. She is from a different ____.
4. My _____ is my little brother.

Lesson 113

Cards for Word Sorts

Words: bike pile wise lime size glide tribe spike gripe alike alpine capsize combine lifeline sidekick

Print and cut up one set of cards for each student to use in the sorts.

bike	pile
wise	lime
size	glide
tribe	spike
gripe	alike
alpine	capsize
combine	lifeline
sidekick	

Lesson 114

Letters: l i k e t l w s f n r d g h a r b m c o p z

Words: like tile wise fine ride glide shine alike tribe lime wise combine lifeline grime capsizes

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**. For **o**, the sound is **o** as in **on**. Then make the word **pile** and talk about how the **i** and **e** work together, with a consonant in between, to make the sound **i**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take four letters and make **like**. I like going for a walk.
2. Take four letters and make **tile**. She is teaching us to tile the floor.
3. Take four letters and make **wise**. Is that a wise decision?
4. Take four letters and make **fine**. I hope it's going to be fine tomorrow.
5. Take four letters and make **ride**. If it's fine we will go for a ride.
6. Take five letters and make **glide**. Ice skaters glide over the ice.
7. Take five letters and make **shine**. I hope the sun will shine on our picnic tomorrow.
8. Take five letters and make **alike**. She and I are very alike.
9. Take five letters and make **tribe**. A tribe is a group of people with common ties.
10. Take four letters and make **lime**. There's a lime tree in my garden.
11. Take four letters and make **wise**. I wish I was as wise as my dad.
12. Take seven letters and make **combine**. If you combine yellow and blue then you get green.
13. Take eight letters and make **lifeline**. I need a lifeline right now!
14. Take five letters and make **grime**. There is a layer of grime on the kitchen walls.
15. Take seven letters and make **capsizes**. Your life jacket is just in case we capsizes.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-ike**.

like	tile	wise	fine	ride
glide	shine	alike	tribe	lime
wise	combine	lifeline	grime	capsizes

Transfer

1. Let's go for a ____.
2. Can you ____ a light over here?
3. Mix the ingredients to ____ them.
4. Do you ____ eating vegetables?

Lesson 114

Cards for Word Sorts

Words: like tile wise fine ride glide shine alike tribe lime wise combine lifeline grime capsize

Print and cut up one set of cards for each student to use in the sorts.

like	tile
wise	fine
ride	glide
shine	alike
tribe	lime
wise	combine
lifeline	grime
capsize	

Lesson 115

Letters: r o s e d c p h m n t z a l r v g

Words: rose rode code cope hope hose home cone tone zone alone rove grove stove drove

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**. Then make the word **rode** and talk about how the **o** and **e** work together, with a consonant in between, to make the sound **oh**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **rose**. A **rose** is my favourite flower.
2. Change a letter and make **rode**. I **rode** my bike to the park.
3. Change a letter again and make **code**. He learned Morse **code** at the scouts.
4. Change a different letter and make **cope**. I don't **cope** very well with mess.
5. Change a letter again and make **hope**. I **hope** you all have a great day.
6. Change a different letter and make **hose**. Grab the **hose** and water the plants.
7. Change a letter again and make **home**. After school I am going **home**.
8. Start again and make the four-letter word **cone**. I love eating ice cream in a **cone**.
9. Change a letter and make **tone**. He has a cool ring **tone**.
10. Change a letter again and make **zone**. She lives in a safety house **zone**.
11. Take away the **z** and add two letters to make **alone**. He lives **alone**.
12. Start again and use four letters to make **rove**. Kangaroos **rove** around the bush.
13. Add a letter to **rove** to make **grove**. There is an olive **grove** on the farm.
14. Take away the **g** and **r** and add two letters to make **stove**. He put dinner in the **stove**.
15. Take away the **s** and **t** and add two letters and make **drove**. My mum **drove** me to school.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-ope**.

rose	rode	code	cope	hope
hose	home	cone	tone	zone
alone	rove	grove	stove	drove

Transfer

1. What _____ are you in?
2. Don't _____ on your own.
3. Let's go look at the _____ garden.
4. You need to ride around the traffic _____.

Lesson 115

Cards for Word Sorts

Words: rose rode code cope hope hose home cone tone zone alone rove grove stove drove

Print and cut up one set of cards for each student to use in the sorts.

rose	rode
code	cope
hope	hose
home	cone
tone	zone
alone	rove
grove	stove
drove	

Lesson 116

Letters: o d e r a b j k p w s t b l c h m n c

Words: ode rode abode joke poke woke stoke bloke choke mope nope slope cone bone backbone

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**. Then make the word **cope** and talk about how the **o** and **e** work together, with a consonant in between, to make the sound **oh**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **ode**. An **ode** is a formal poem.
2. Add a letter and make **rode**. I **rode** my bike to the park.
3. Take away the **r** and add an **a** and **b** to make **abode**. **Abode** is a different word for home.
4. Start again and make **joke**. Do you want to hear a **joke**?
5. Change a letter and make **poke**. He gave the campfire a **poke** with a stick.
6. Change a letter and make **woke**. I **woke** up when my alarm went off.
7. Take the **w** away and add two letters to make **stoke**. The engineer gave the coals a **stoke**.
8. Take away the **s** and **t** and make the word **bloke**. He's a good **bloke**.
9. Change two letters and make **choke**. Don't **choke** on your drink.
10. Start again and make **mope**. Sometimes I just sit and **mope** on the couch.
11. Change a letter to make **nope**. **Nope**, I've got it.
12. Take away the **n** and add two letters to make **slope**. The ramp has a steep **slope**.
13. Start again and make **cone**. He put out a bright, orange traffic **cone**.
14. Change a letter to make **bone**. She broke a **bone** in her arm when she fell.
15. Add four letters to change bone into **backbone**. The **backbone** is made up of small bones called **vertebrae**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-ove**.

ode	rode	abode	joke	poke
woke	stoke	bloke	choke	mope
nope	slope	cone	bone	backbone

Transfer

1. Keep your _____ straight.
2. I _____ up in my bed.
3. Tell me a _____.
4. He wanted to ski down the easy _____.

Lesson 116

Cards for Word Sorts

Words: ode rode abode joke poke woke stoke bloke choke mope nope slope cone bone backbone

Print and cut up one set of cards for each student to use in the sorts.

ode	rode
abode	joke
poke	woke
stoke	bloke
choke	mope
nope	slope
cone	bone
backbone	

Lesson 117

Letters: c o v e l p d e n s t v q u r b g c i n

Words: cove clove cope code encode nose note vote quote robe lobe globe cope cone pinecone

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, either out loud or in their head. Have the students show both the lowercase and capital letters. . For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. Then make the word **cope** and talk about how the **o** and **e** work together, with a consonant in between, to make the sound **oh**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **cove**. The boat pulled into the **cove**.
2. Add a letter and make **clove**. You need to crush a **clove** of garlic.
3. Start again and make **cope**. Lots of noise makes it difficult for me to **cope**.
4. Change a letter and make **code**. 4433 is the **code** for the door.
5. Add two letters and make **encode**. She needs to **encode** the song to MP4.
6. Start again and make the four-letter word **nose**. He has a blocked **nose**.
7. Change a letter and make the word **note**. He left a **note** for the cleaners.
8. Change a letter and make **vote**. They need to **vote** for the captain.
9. Take away the **v** and add two letters to make **quote**. Don't **quote** me!
10. Start again and make **robe**. He had a blue bath robe.
11. Change a letter and make **lobe**. Don't tweak my ear **lobe**.
12. Add a letter and make **globe**. Goods come in from all over the **globe**.
13. Start again and make **cope**. He has to **cope** with a lot.
14. Change a letter and make **cone**. She rolled the paper into a **cone**.
15. Add four letters to **cone** to make **pinecone**. He needs to find a **pinecone**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-ote**.

cove	clove	cope	code	encode
nose	note	vote	quote	robe
lobe	globe	cope	cone	pinecone

Transfer

1. We had a ____ red.
2. My ____ is twitching.
3. She left me a ____.
4. Have you already posted your ____?

Lesson 117

Cards for Word Sorts

Words: cove clove cope code encode nose note vote quote robe lobe globe cope cone pinecone

Print and cut up one set of cards for each student to use in the sorts.

cove	clove
cope	code
encode	nose
note	vote
quote	robe
lobe	globe
cope	cone
pinecone	

Lesson 118

Letters: j o k e s p t r c d i z b u l l x e n i n

Words: joke spoke stroke code rode episode doze bulldoze rose rode code explode cope cone pinecone

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, either out loud or in their head. Have the students show both the lowercase and capital letters. . For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. Then make the word **cope** and talk about how the **o** and **e** work together, with a consonant in between, to make the sound **oh**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **joke**. She always knows a good **joke**.
2. Take away the **j** and add two letters to make **spoke**. She **spoke** clearly at the show.
3. Take away the **s** and **p** and add three letters to make **stroke**. My grandfather had a **stroke**.
4. Start again and make **code**. Three short knocks is the **code** to open the door.
5. Change a letter to make **rode**. Last week he **rode** a horse.
6. Take away the **r** and add four letters to make **episode**. Let's watch your favourite **episode** of The Simpsons.
7. Start again and make the word **doze**. Don't let me **doze** off.
8. Add four letters to doze to make **bulldoze**. They are going to **bulldoze** the building.
9. Start again and spell rose. He **rose** up from his seat.
10. Change a letter and spell **rode**. The boy **rode** a tricycle.
11. Change a letter and spell **code**. She memorised the **code**.
12. Take away the **c** and add four letters to make **explode**. In ten seconds the bomb will **explode**.
13. Start again and make **cope**. There are a lot of problems we have to **cope** with.
14. Change a letter and make **cone**. They ate popcorn out of a **cone**.
15. Add four letters to **cone** to make **pinecone**. You can use a **pinecone** to make a Christmas decoration.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-oke**.

joke	spoke	stroke	code	rode
episode	doze	bulldoze	rose	rode
code	explode	cope	cone	pinecone

Transfer

1. The _____ burning on the fire smells great.
2. Let's watch another _____.
3. I _____ with my friend.
4. I need to have a _____.

Lesson 118

Cards for Word Sorts

Words: joke spoke stroke code rode episode doze bulldoze rose rode code explode cope cone pinecone

Print and cut up one set of cards for each student to use in the sorts.

joke	spoke
stroke	code
rode	episode
doze	bulldoze
rose	rode
code	explode
cope	cone
pinecone	

Lesson 119

Letters: z o n e b r k c h s m d f l t p

Words: zone broke chose mode dose froze clothe scope doze smoke those stole spoke hope code

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, either out loud or in their head. Have the students show both the lowercase and capital letters. . For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**. Then make the word **doze** and talk about how the **o** and **e** work together, with a consonant in between, to make the sound **oh**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take four letters and make **zone**. I don't like being in the red **zone**.
2. Take five letters and make **broke**. Her brother **broke** her doll.
3. Take five letters and make **chose**. I **chose** to read that book.
4. Take four letters and make **mode**. My clothes are the latest **mode**.
5. Take six letters and make **dose**. He took a **dose** of cough mixture.
6. Take six letters and make **clothe**. I also **clothe** my children in the latest fashion.
7. Take five letters and make **scope**. A submarine has a **scope** for looking out.
8. Take four letters and make **doze**. My cat spends the day having a **doze**.
9. Take five letters and make **smoke**. People used to send messages with **smoke**.
10. Take five letters and make **those**. **Those** kicks are cool.
11. Take five letters and make **stole**. She **stole** outside into the dark.
12. Take five letters and make **spoke**. He **spoke** very softly.
13. Take four letters and make **hope**. I **hope** that all of us have a great year.
14. Take four letters and make **code**. Programmers use **code** to make software.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-ode**.

zone	broke	chose	mode	dose
froze	clothe	scope	doze	smoke
those	stole	spoke	hope	code

Transfer

1. She _____ her leg.
2. The fire was belching out _____.
3. The robbers _____ the TV.
4. I need to defrost one of the dinners I _____.

Lesson 119

Cards for Word Sorts

Words: zone broke chose mode dose froze clothe scope doze smoke those stole spoke hope code

Print and cut up one set of cards for each student to use in the sorts.

zone	broke
chose	mode
dose	froze
clothe	scope
doze	smoke
those	stole
spoke	hope
code	

Lesson 120

Letters: o d e w k c n s t p b l q u g i a b n l z

Words: ode woke cone dose note scope bloke quote stole globe encode episode backbone pinecone bulldoze

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, either out loud or in their head. Have the students show both the lowercase and capital letters. . For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. Then make the word **doze** and talk about how the **o** and **e** work together, with a consonant in between, to make the sound **oh**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take three letters and make **ode**. He wrote an **ode** to the night sky.
2. Take four letters and make **woke**. My mum **woke** me up to go to school.
3. Take four letters and make **cone**. A **cone** is a three-dimensional shape.
4. Take four letters and make **dose**. Make sure you have the correct **dose**.
5. Take four letters and make **note**. She made a **note** about their conversation.
6. Take five letters and make **scope**. I need to **scope** out the landscape.
7. Take five letters and make **bloke**. He is a great **bloke**.
8. Take five letters and make **quote**. Give me a good **quote**.
9. Take five letters and make **stole**. She was wearing a silk **stole**.
10. Take five letters and make **globe**. He has a beautiful old **globe** of the world.
11. Take six letters and make **encode**. She has to **encode** and transmit the video to them.
12. Take seven letters and make **episode**. A new **episode** is being released today.
13. Take eight letters and make **backbone**. The students are the **backbone** of the school.
14. Take eight letters and make **bulldoze**. She is very forceful and tends to **bulldoze** other people.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-ose**.

ode	woke	cone	dose	note
scope	bloke	quote	stole	globe
encode	episode	backbone	pinecone	bulldoze

Transfer

1. She needs a _____ of medicine.
2. I _____ up on the floor.
3. I'll have an ice cream _____.
4. I want to travel around the _____.

Lesson 120

Cards for Word Sorts

Words: ode woke cone dose note scope bloke quote stole globe encode episode backbone pinecone bulldoze

Print and cut up one set of cards for each student to use in the sorts.

ode	woke
cone	dose
note	scope
bloke	quote
stole	globe
encode	episode
backbone	pinecone
bulldoze	

Lesson 121

Letters: u s e t c m d i p t r b f v o l n d k

Words: use ute cute mute dispute tribute fume volume costume cube tube tune dune duke

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, either out loud or in their head. Have the students show both the lowercase and capital letters. . For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **u**, the sound is **u** as in **up**. Then make the word **cute** and talk about how the **u** and **e** work together, with a consonant in between, to make the sound **u_e**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **use**. He can **use** a joystick like a pro.
2. Change a letter and make **ute**. She drives a big **ute** for work.
3. Add a letter to **ute** and make **cute**. That is a very **cute** baby.
4. Change a letter and make **mute**. Please press the **mute** button.
5. Take away the **m** and add four letters to make **dispute**. The neighbours had a **dispute** over the fence.
6. Remove **d**, **i**, **s** and **p** and add four letters to make **tribute**. He paid **tribute** to his father.
7. Take four letters and make **fume**. I sat in the corner to **fume**.
8. Take away the **f** and add three letters to make **volume**. Turn the **volume** down.
9. Take away the **v**, **o** and **l** and add four letters to make **costume**. He made a new **costume** for Halloween.
10. Start again and make the four-letter word **cube**. She is very fast at solving the Rubik's **cube**.
11. Change a letter and make **tube**. He crawled through the **tube**.
12. Change a different letter and make **tune**. She often hums a **tune** as she works.
13. Change a letter and make **dune**. We wandered over the **dune**.
14. Change a letter and make **duke**. He is the **duke** of the region.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-ute**.

use	ute	cute	mute	dispute
tribute	fume	volume	costume	cube
tube	tune	dune	duke	

Transfer

1. The kitten is very ____.
2. They had a _____ over money.
3. The _____ is too loud.
4. It's a very catchy ____.

Lesson 121

Cards for Word Sorts

Words: use ute cute mute dispute tribute fume volume costume cube tube tune dune duke

Print and cut up one set of cards for each student to use in the sorts.

use	ute
cute	mute
dispute	tribute
fume	volume
costume	cube
tube	tune
dune	duke

Lesson 122

Letters: u s e d k c b t n f m r p o a x

Words: use duke cube ute tune fume reduce cute produce dune amuse mute excuse tube confuse

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, either out loud or in their head. Have the students show both the lowercase and capital letters. . For **e**, the sound is **e** as in **egg**. For **a**, the sound is **a** as in **apple**. For **o**, the sound is **o** as in **on**. For **u**, the sound is **u** as in **up**. Then make the word **cute** and talk about how the **u** and **e** work together, with a consonant in between, to make the sound **u**. This is the first sound covered for **u_e**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take three letters and make **use**. I will **use** my wits to solve this.
2. Take four letters and make **duke**. Our family tree goes back to a French **duke**.
3. Take four letters and make **cube**. Would you like one **cube** or two?
4. Take three letters and make **ute**. Many farms have a working **ute**.
5. Take four letters and make **tune**. He is going to **tune** his guitar.
6. Take four letters and make **fume**. The smoke gave off a smelly **fume**.
7. Take six letters and make **reduce**. Keep the sauce simmering so it will **reduce**.
8. Take six letters and make **cute**. They make a **cute** couple.
9. Take seven letters and make **produce**. The magician will **produce** a rabbit out of his hat.
10. Take four letters and make **dune**. The ocean is just over this **dune**.
11. Take five letters and make **amuse**. I hope this show will **amuse** me.
12. Take four letters and make **mute**. Can you press the **mute** button?
13. Take six letters and make **excuse**. He made a ridiculous **excuse**.
14. Take four letters and make **tube**. He squeezed the **tube** of toothpaste in the middle.
15. Take seven letters and make **confuse**. Don't **confuse** me!

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-use**.

use	duke	cube	ute	tune
fume	reduce	cute	produce	dune
amuse	mute	excuse	tube	confuse

Transfer

1. I wish I was a _____.
2. Can you sing a _____?
3. I need to _____ myself from attending.
4. He is going to _____ the play.

Lesson 122

Cards for Word Sorts

Words: use duke cube ute tune fume reduce cute produce dune amuse mute excuse tube confuse

Print and cut up one set of cards for each student to use in the sorts.

use	duke
cube	ute
tune	fume
reduce	cute
produce	dune
amuse	mute
excuse	tube
confuse	

Lesson 123

Letters: u s e d k c b t n f m v o l a r e p x

Words: use duke cube tune cute fume dune ute volume amuse costume reduce produce excuse confuse

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, either out loud or in their head. Have the students show both the lowercase and capital letters. . For **e**, the sound is **e** as in **egg**. For **a**, the sound is **a** as in **apple**. For **o**, the sound is **o** as in **on**. For **u**, the sound is **u** as in **up**. Then make the word **cute** and talk about how the **u** and **e** work together, with a consonant in between, to make the sound **u**. This is the first sound covered for **u_e**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take three letters and make **use**. He will **use** the plough to prepare the paddock.
2. Take four letters and make **duke**. A **duke** is created by the king or queen.
3. Take four letters and make **cube**. A **cube** has six sides.
4. Take four letters and make **tune**. I like listening to that **tune**.
5. Take four letters and make **cute**. Kittens are always **cute**.
6. Take four letters and make **fume**. I need to sit and **fume**.
7. Take four letters and make **dune**. I climbed the steep, sandy **dune**.
8. Take three letters and make **ute**. That is a really big **ute**!
9. Take six letters and make **volume**. Pump up the **volume**.
10. Take five letters and make **amuse**. Fishing doesn't **amuse** me - it is very boring!
11. Take seven letters and make **costume**. I hate going to a **costume** party.
12. Take six letters and make **reduce**. To diet, you will need to **reduce** your food intake.
13. Take seven letters and make **produce**. Cheese and milk are both examples of **produce**.
14. Take six letters and make **excuse**. Before you leave, **excuse** yourself from the table.
15. Take seven letters and make **confuse**. It is really hard to **confuse** me.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-uce**.

use	duke	cube	tune	cute
fume	dune	ute	volume	amuse
costume	reduce	produce	excuse	confuse

Transfer

1. That is my favourite ____.
2. I wonder what is over that ____.
3. He is wearing a devil's ____.
4. We need to ____ our waste.

Lesson 123

Cards for Word Sorts

Words: use duke cube tune cute fume dune ute volume amuse costume reduce produce excuse confuse

Print and cut up one set of cards for each student to use in the sorts.

use	duke
cube	tune
cute	fume
dune	ute
volume	amuse
costume	reduce
produce	excuse
confuse	

Lesson 124

Letters: J u n e p r L k f l m t j b r s a d d c x o

Words: June prune Luke flume plume lute jute brute flute salute dude rude crude exclude conclude

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, either out loud or in their head. Have the students show both the lowercase and capital letters. . For **e**, the sound is **e** as in **egg**. For **a**, the sound is **a** as in **apple**. For **o**, the sound is **o** as in **on**. For **u**, the sound is **u** as in **up**. Then make the word **rude** and talk about how the **u** and **e** work together, with a consonant in between, to make the sound **oo**. This is the second sound covered for **u_e**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **June**. June is the first month of winter.
2. Take away the **J** and add two letters to make **prune**. Winter is the time to **prune** roses.
3. Start again and use four letters and make **Luke**. My cousin is called **Luke**.
4. Once more, start again and make the five-letter word **flume**. The river flowed down the **flume**.
5. Change a letter and make **plume**. She is wearing a hat with an ostrich **plume**.
6. Start again and use four letters to make **lute**. A **lute** is a stringed instrument.
7. Change a letter and make **jute**. **Jute** is a strong, coarse fabric.
8. Take away the **j** and add two letters to make **brute**. That dog looks like a real **brute**.
9. Take away the **b** and **r** and add two different letters to make **flute**. I'd love to play the **flute**.
10. Take away the **f** and add two letters to make **salute**. He gave a **salute** to the general.
11. Start again and use four letters to make **dude**. Don't call me **dude**.
12. Change a letter to make **rude**. My brother is **rude** to everyone.
13. Add a letter to rude to make **crude**. We built a **crude** shelter out of sticks.
14. Take away the **c** and **r** and add four letters to make **exclude**. Don't **exclude** me from the conversation.
15. Take eight letters and make **conclude**. This word will **conclude** our word making.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-ute**.

June	prune	Luke	flume	plume
lute	jute	brute	flute	salute
dude	rude	crude	exclude	conclude

Transfer

1. ____ is a cold month.
2. The strong bag is made of ____.
3. There is a ____ surfing out there.
4. One type of oil is ____ oil.

Lesson 124

Cards for Word Sorts

Words: June prune Luke flume plume lute jute brute flute salute dude rude crude exclude conclude

Print and cut up one set of cards for each student to use in the sorts.

June	prune
Luke	flume
plume	lute
jute	brute
flute	salute
dude	rude
crude	exclude
conclude	

Lesson 125

Letters: J u n e l t d d p r L k f l j c m e x b s a o

Words: June lute dude prune Luke rude flute jute crude flume exclude brute plume salute conclude

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, either out loud or in their head. Have the students show both the lowercase and capital letters. . For **e**, the sound is **e** as in **egg**. For **a**, the sound is **a** as in **apple**. For **o**, the sound is **o** as in **on**. For **u**, the sound is **u** as in **up**. Then make the word **rude** and talk about how the **u** and **e** work together, with a consonant in between, to make the sound **oo**. This is the second sound covered for **u_e**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take four letters and make **June**. June is the month before July.
2. Take four letters and make **lute**. She was playing the lute.
3. Take four letters and make **dude**. He was a cool dude in every way.
4. Take five letters and make **prune**. A prune is a dried plum.
5. Take four letters and make **Luke**. His name is Lucas but he prefers to be called Luke.
6. Take four letters and make **rude**. Don't be so rude.
7. Take five letters and make **flute**. The flute is a woodwind instrument.
8. Take four letters and make **jute**. Jute is used in making canvas.
9. Take five letters and make **crude**. He made a crude joke.
10. Take five letters and make **flume**. A flume is a channel for water.
11. Take seven letters and make **exclude**. The prices exclude tax.
12. Take five letters and make **brute**. A violent, savage person might be described as a brute.
13. Take five letters and make **plume**. The horse in the parade was wearing a plume on his head.
14. Take six letters and make **salute**. I raised my hat as a friendly salute.
15. Take eight letters and make **conclude**. Once again, conclude is the final word you will make.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-ude**.

June	lute	dude	prune	Luke
rude	flute	jute	crude	flume
exclude	brute	plume	salute	conclude

Transfer

1. My two best friends are Mark and ____.
2. I don't want to _____ him from the party.
3. He is one cool ____.
4. She gave him a _____.

Lesson 125

Cards for Word Sorts

Words: June lute dude prune Luke rude flute jute crude flume exclude brute plume salute conclude

Print and cut up one set of cards for each student to use in the sorts.

June	lute
dude	prune
Luke	rude
flute	jute
crude	flume
exclude	brute
plume	salute
conclude	

Lesson 126

Letters: s i t s c o o k g e z p l h p l a n d r m

Words: sits cooks gets zips looks hops clips helps sips paints hoots drinks makes sings thinks

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, either out loud or in their head. Have the students show both the lowercase and capital letters. . For **e**, the sound is **e** as in **egg**. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**. For **o**, the sound is **o** as in **on**. Let the students know that we are focusing on the suffix **-s** again. But this time it is used to represent a verb and means "something that can be done". For example, "she sits".

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take four letters and make **sits**. She **sits** at the table.
2. Take five letters and make **cooks**. He **cooks** every night.
3. Take four letters and make **gets**. She **gets** a lot of joy from her puppy.
4. Take four letters and make **zips**. He **zips** up his jacket.
5. Take five letters and make **looks**. She **looks** out the window.
6. Take four letters and make **hops**. He **hops** on one foot.
7. Take five letters and make **clips**. He **clips** the papers together.
8. Take five letters and make **helps**. She **helps** to clean the house.
9. Take four letters and make **sips**. He **sips** at his hot coffee.
10. Take six letters and make **paints**. She **paints** the kitchen by herself.
11. Take five letters and make **hoots**. The owl **hoots** in the night.
12. Take six letters and make **drinks**. He **drinks** lot of water to stay hydrated.
13. Take five letters and make **makes**. She **makes** a lot of mistakes.
14. Take five letters and make **sings**. He **sings** along with his favourite song.
15. Take six letters and make **thinks**. She **thinks** a lot about her family.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-ps**.

sits	cooks	gets	zips	looks
hops	clips	helps	sips	paints
hoots	drinks	makes	sings	thinks

Transfer

1. He _____ next to his friend.
2. She _____ up her hair.
3. He _____ a landscape.
4. He _____ some lemonade.

Lesson 126

Cards for Word Sorts

Words: sits cooks gets zips looks hops clips helps sips paints hoots drinks makes sings think

Print and cut up one set of cards for each student to use in the sorts.

sits	cooks
gets	zips
looks	hops
clips	helps
sips	paints
hoots	drinks
makes	sings
thinks	

Lesson 127

Letters: s i n g s z p t h k l o o m a e c d r u

Words: sings zips thinks looks makes sits paints cooks drinks trusts hops gets hoots helps clips

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, either out loud or in their head. Have the students show both the lowercase and capital letters. . For **e**, the sound is **e** as in **egg**. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**. For **o**, the sound is **o** as in **on**. Let the students know that we are focusing on the suffix **-s** again. But this time it is used to represent a verb and means "something that can be done". For example, "she sits".

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take five letters and make **sings**. He sings for his supper.
2. Take four letters and make **zips**. She zips up her bag.
3. Take six letters and make **thinks**. He thinks his mum is bossy.
4. Take five letters and make **looks**. She looks up the number.
5. Take five letters and make **makes**. He makes the best decision he can.
6. Take four letters and make **sits**. She sits and waits.
7. Take six letters and make **paints**. He paints the scene with skill.
8. Take five letters and make **cooks**. She cooks dinner.
9. Take six letters and make **drinks**. The dog drinks from his bowl.
10. Take six letters and make **trusts**. He trusts his friend.
11. Take four letters and make **hops**. She hops on her good foot.
12. Take four letters and make **gets**. The early bird gets the worm.
13. Take five letters and make **hoots**. He hoots with glee.
14. Take five letters and make **helps**. The mother helps her baby learn how to fly.
15. Take five letters and make **clips**. She clips her hair back.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Then have them find all the words with the letter grouping **-ks**.

sings	zips	thinks	looks	makes
sits	paints	cooks	drinks	trusts
hops	gets	hoots	helps	clips

Transfer

1. He _____ it red.
2. She _____ on one foot and then another.
3. She _____ her with her children.
4. The dog _____ to go for a walk every morning.

Lesson 127

Cards for Word Sorts

Words: sings zips thinks looks makes sits paints cooks drinks trusts hops gets hoots helps clips

Print and cut up one set of cards for each student to use in the sorts.

sings	zips
thinks	looks
makes	sits
paints	cooks
drinks	trusts
hops	gets
hoots	helps
clips	

Lesson 128

Letters: b u z z e s f i x m a s h s p n c r

Words: buzz fix mash miss mix pass pinch presses rushes

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, either out loud or in their head. Have the students show both the lowercase and capital letters. . For **e**, the sound is **e** as in **egg**. For **a**, the sound is **a** as in **apple**. For **i**, the sound is **i** as in **igloo**. For **o**, the sound is **o** as in **on**. Let the students know that we are focusing on the suffix **-es** again. But this time it is used to represent a verb and means "something that can be done". For example, "she fixes".

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed. Some of the words are used more than once.

1. Take six letters and make **buzzes**. He **buzzes** the receptionist.
2. Take five letters and make **fixes**. She **fixes** him with a glare.
3. Take six letters and make **mashes**. He **mashes** the potatoes.
4. Take six letters and make **misses**. The **fielder** **misses** the catch.
5. Take five letters and make **mixes**. He **mixes** great house music.
6. Take six letters and make **passes**. The child **passes** the parcel to the next child.
7. Take seven letters and make **pinches**. My sister **pinches** my clothes all the time!
8. Take seven letters and make **presses**. He **presses** the enter button.
9. Take six letters and make **rushes**. She **rushes** into things all the time.
10. Take five letters and make **fixes**. He **fixes** dinner.
11. Take six letters and make **misses**. He **misses** her every time she goes away.
12. Take seven letters and make **pinches**. The crab **pinches** my sister's foot.
13. Take six letters and make **rushes**. She **rushes** into the game.
14. Take six letters and make **buzzes**. The bee **buzzes** as it collects pollen.
15. Take six letters and make **presses**. He **presses** on his cut until it stops bleeding.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

buzzes	fixes	mashes	misses	mixes
passes	pinches	presses	rushes	

Transfer

1. He _____ the large button.
2. The seagull _____ my chip.
3. The dog _____ to the front door for his walk.
4. She _____ the flour and sugar together.

Lesson 128

Cards for Word Sorts

Words: buzzes fixes mashes misses mixes passes pinches presses rushes

Print and cut up one set of cards for each student to use in the sorts.

buzzes	fixes
mashes	misses
mixes	passes
pinches	presses
rushes	

Lesson 129

Split Digraphs

a_e one syllable words: ape, ate, bake, bale, base, bathe, blame, blaze, brave, cake, came, cane, cape, case, cave, chafe, chase, crane, crate, crave, date, daze, drake, drape, fade, fake, fame, fate, faze, flake, flame, frame, gale, game, gate, gave, glaze, grade, hate, jade, lake, lane, late, made, make, male, mane, maze, name, nape, plane, plate, quake, rake, rate, safe, sake, sale, same, save, scale, scathe, shake, shame, shape, skate, snake, spade, stale, state, take, tame, tape, trade, wade, wake, wave

a_e two and three syllable words: activate, awake, blockade, complicate, dominate, engrave, escape, estimate, inflate, mistake, navigate

e_e one and two syllable words: athlete, complete, eve, extreme, meme, theme, these, trapeze

i_e one syllable words: bike, bite, bride, chide, chime, chive, dine, dive, file, fine, five, glide, grime, gripe, hide, hike, jive, kite, life, like, lime, line, mile, mime, Nile, nine, pile, pine, pipe, pride, ride, ripe, shine, side, size, slide, slime, spike, spine, swine, thrive, tide, tile, time, tribe, vine, wide, wife, wipe, wise

i_e two syllable words: alike, alpine, capsize, combine, lifeline, sidekick, tactile

o_e one syllable words: bloke, bone, broke, choke, chose, clothe, clove, code, cone, cope, cove, dose, doze, drove, froze, globe, grove, home, hope, hose, joke, lobe, mode, mope, nope, nose, note, ode, poke, quote, robe, rose, rove, scope, slope, smoke, spoke, stoke, stole, stove, stroke, those, tone, vote, work, zone

o_e two and three syllable words: abode, alone, backbone, bulldoze, encode, episode, explode, pinecone

u_e as in cute, one syllable words: cube, cute, duke, dune, fume, mute, tube, tune, use, ute

u_e as in cute, two syllable words: amuse, confuse, costume, dispute, excuse, produce, reduce, tribute, volume

u_e as in rude, one syllable words: brute, crude, dude, flume, flute, June, jute, Luke, lute, plume, prune, rude

u_e as in rude, two syllable words: conclude, exclude, salute

suffix -s: cooks, clips, drinks, gets, helps, hoots, hops, looks, makes, paints, sings, sips, sits, thinks, trusts, zips

suffix -es: buzzes, fixes, mashes, misses, mixes, passes, pinches, presses, rushes

Letters and Sounds for Review: a_e e_e i_e o_e u_e -s -es sh th ch wh ng -es ff ll ss zz s a t p l n m e h r d o f c b g l u k ck v y z w j q x

Irregular words (covered in word wall): were, who, school, write

Review

To review the letters and sounds, make sure each student has access to all of the letters. Please do this review each day for a week.

1. Ask the students to make any three-letter words they can. If needed, remind them to start words with different letters or use a different vowel in the middle.
2. Ask the students to make any four-letter words they can. Again, if needed, remind them to make words starting with different letters.
3. Ask the students to make any five, six, seven or eight letter words that they can.
4. Across the week keep track of the words they make and start challenging them to make different words. Try to make all of the words in the list above through the week.

Decodable Sentences

Decodable sentences will be covered in the next lesson, to be done the following week.

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Lesson 130

Please see the list of words on the previous page for the different sounds covered in this phase.

Letters and Sounds for Review: a_e e_e i_e o_e sh th ch wh ng -es ff ll ss zz s a t p i n m
e h r d o f c b g l u k ck v y z w j q x

Irregular words (covered in word wall): were who school write

Decodable Sentences

The following sentences are provided by the [Reading Hub](#). Some of these sentences don't make sense, which encourages students to decode rather than guessing the words – which is, of course, what we want. However, if you have concerns that this may interfere with a student's understanding that print has meaning, please focus on the sentences that do make sense. This is particularly a concern with hyperlexic students.

You can use these sentences in different ways. You can provide them to students with a word missing and ask them to make the word to fill the gap, you can ask students to generate the whole sentence using their writing tool or you can focus on either the decodable or irregular words. Have fun with them!

The sentences focus on the decodable words that students have been generating through the previous nine lessons. They also include the four irregular words that should be on the word wall – **were, who, school, write**

Jake bakes a cake at the lake.	Eve makes these thick cakes.	Who will get nine limes from the shelf?
Zeke can write his name on a box at school.	She woke up from a doze at home.	Were Neve and Hope at school?
Taz made a tune on the flute.	The white whale swims in the waves.	Who can skate in a line on the slope?
The line on the kite got stuck in the drone.	That dude rode a bike in June.	Rose drove to the shops to get cake and prunes.
Mim has spots and dots on her cane.	Tan runs and jives on the fine track.	My nan helps my dad and fixes things.
Tik presses the bell and it buzzes.		

open closed syllables -ing

Phase 10 Lessons 131 to 140

Please follow the instructions in each individual lesson.

The focus letters for these lessons are **open and closed syllables in two-syllable words** and **suffix -ing**. All lessons also use some of the letters from the previous phases. Some words that students will make require capital letters or more than one of these letters. Only provide each student with the letters they need for the lesson. While they are learning these new skills, we don't want them to juggle the whole alphabet.

The words in this phase all have two syllables – they are a mixture of closed and open syllables. Closed syllables have a short vowel and end in a consonant, for example “hat”. An open syllable ends with a vowel sound that is spelled with a single vowel letter, for example “me”.

In this phase, we will also focus on the suffix -ing added to simple base words. This suffix represents the present continuous verb, which means it is “happening now”.

Each lesson is designed to be done between one and three times before moving onto the next lesson, depending on how difficult the students find it. The final lesson in this phase should be done across a week.

Word Wall

Please ensure that as you work on Lessons 131 to 140, that you also focus on the irregular words: **walk, talk, come** and **some**. These should be used in your word wall words over this period if they aren't already.

Lesson 131

Letters: a d m i t u p s e f f n c o b w b r d t v l v d k g n

Words: admit upset muffin cobweb insect fabric dentist velvet sudden napkin bandit combat trumpet goblet invent

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**. For the first time all the words in this lesson will be two syllable words – and both syllables are closed syllables.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary. Model thinking about one syllable at a time.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take five letters and make **admit**. I **admit** that I ate the last cookie.
2. Take five letters and make **upset**. She is **upset** about an accident.
3. Take six letters and make **muffin**. I'd like a chocolate **muffin**.
4. Take six letters and make **cobweb**. The spider spun a **cobweb**.
5. Take six letters and make **insect**. There is an **insect** buzzing around the room.
6. Take six letters and make **fabric**. She chose the **fabric** for her new dress.
7. Take seven letters and make **dentist**. The **dentist** gave me a filling.
8. Take six letters and make **velvet**. I love the feeling of **velvet**.
9. Take six letters and make **sudden**. He made a **sudden** movement.
10. Take six letters and make **napkin**. She wiped her mouth with the **napkin**.
11. Take six letters and make **bandit**. The **bandit** robbed them of their money.
12. Take six letters and make **combat**. I never want to go into **combat**.
13. Take seven letters and make **trumpet**. He played the Last Post on the **trumpet**.
14. Take six letters and make **goblet**. The guests were each given wine in a **goblet**.
15. Take six letters and make **invent**. He wanted to **invent** a new way to travel.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

admit	upset	muffin	cobweb	insect
fabric	dentist	velvet	sudden	napkin
bandit	combat	trumpet	goblet	invent

Transfer

1. He practices hand-to-hand _____ at his karate club.
2. I need to chose the _____ for my new curtains.
3. It was a _____ decision.
4. I cried because I was _____.

Lesson 131

Cards for Word Sorts

Words: admit upset muffin cobweb insect fabric dentist velvet sudden napkin bandit combat trumpet goblet invent

Print and cut up one set of cards for each student to use in the sorts.

admit	upset
muffin	cobweb
insect	fabric
dentist	velvet
sudden	napkin
bandit	combat
trumpet	goblet
invent	

Lesson 132

Letters: c o m b a t d e n i s t h e l m u p v n s r f g d

Words: combat dentist helmet contest upset invent sunset insect problem muffin publish
goblet fabric bandit sudden

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**. For the first time all the words in this lesson will be two syllable words - and both syllables are closed syllables.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary. Model thinking about one syllable at a time.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take six letters and make **combat**. The two countries are in **combat**.
2. Take seven letters and make **dentist**. She has gone to the **dentist** for a check up.
3. Take six letters and make **helmet**. You need to wear a **helmet** when you ride a bike.
4. Take seven letters and make **contest**. They are having a **contest** to collect cans.
5. Take five letters and make **upset**. I was **upset** by the conflict.
6. Take six letters and make **invent**. He is trying to **invent** a new can opener.
7. Take six letters and make **sunset**. That is a very pretty **sunset**.
8. Take six letters and make **insect**. An ant is a hard working **insect**.
9. Take seven letters and make **problem**. I need help to solve this **problem**.
10. Take six letters and make **muffin**. He ate a **muffin** for morning tea.
11. Take seven letters and make **publish**. When will you **publish** the book?
12. Take six letters and make **goblet**. The museum has a beautiful silver **goblet**.
13. Take six letters and make **fabric**. The table is covered with a **fabric** tablecloth.
14. Take six letters and make **bandit**. The **bandit** took all the gold.
15. Take six letters and make **sudden**. There was a **sudden** bang as the fireworks started.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

combat	dentist	helmet	contest	upset
invent	sunset	insect	problem	muffin
publish	goblet	fabric	bandit	sudden

Transfer

1. I went to the _____ to get braces.
2. He has an orange bike _____.
3. I don't want to _____ you.
4. My favourite _____ is chocolate.

Lesson 132

Cards for Word Sorts

Words: combat dentist helmet contest upset invent sunset insect problem muffin publish
goblet fabric bandit sudden

Print and cut up one set of cards for each student to use in the sorts.

combat	dentist
helmet	contest
upset	invent
sunset	insect
problem	muffin
publish	goblet
fabric	bandit
sudden	

Lesson 133

Letters: b a c o n r o t u p i d s e e l h m a f z v g

Words: bacon robot cupid basic secret tulip unit human focus frozen erupt even began pilot motel

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**. For the first time all the words in this lesson will be two syllable words – one syllable is open and the second syllable is closed.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary. Model thinking about one syllable at a time.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take five letters and make **bacon**. We had **bacon** and eggs for breakfast.
2. Take five letters and make **robot**. That is a very cool **robot** vacuum cleaner.
3. Take five letters and make **cupid**. **Cupid** is the god of love.
4. Take five letters and make **basic**. The food was good, if a bit **basic**.
5. Take six letters and make **secret**. I have a **secret**.
6. Take five letters and make **tulip**. The **tulip** is a very pretty flower.
7. Take four letters and make **unit**. Put the plates on the kitchen **unit**.
8. Take five letters and make **human**. She is a lovely **human**,
9. Take five letters and make **focus**. He needs to **focus** on his work.
10. Take six letters and make **frozen**. She got the **frozen** peas out of the freezer.
11. Take five letters and make **erupt**. The volcano will **erupt** soon.
12. Take four letters and make **even**. Two is an **even** number.
13. Take five letters and make **began**. He **began** to tidy up after lunch.
14. Take five letters and make **pilot**. The **pilot** was wearing his uniform.
15. Take five letters and make **motel**. We will stay in a **motel**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

bacon	robot	cupid	basic	secret
tulip	unit	human	focus	frozen
erupt	even	began	pilot	motel

Transfer

1. We stayed in a _____ by the sea.
2. The _____ spoke with a stilted voice.
3. She is a _____ being.
4. We _____ to walk home.

Lesson 133

Cards for Word Sorts

Words: bacon robot cupid basic secret tulip unit human focus frozen erupt even began pilot motel

Print and cut up one set of cards for each student to use in the sorts.

bacon	robot
cupid	basic
secret	tulip
unit	human
focus	frozen
erupt	even
began	pilot
motel	

Lesson 134

Letters: b o n u s p r t e t k a c f z o h l d m i l

Words: bonus protest broken bacon frozen robot hotel rodent minus secret protect tulip silent unit music

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**. For the first time all the words in this lesson will be two syllable words – one syllable is open and the second syllable is closed.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary. Model thinking about one syllable at a time.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take five letters and make **bonus**. He got a **bonus** for his hard work.
2. Take seven letters and make **protest**. There is a **protest** against global warming.
3. Take six letters and make **broken**. He will mend the **broken** chair.
4. Take five letters and make **bacon**. I want a hamburger with **bacon**.
5. Take six letters and make **frozen**. **Frozen** is my favourite movie.
6. Take five letters and make **robot**. I would like a **robot** to do all my work.
7. Take five letters and make **hotel**. We went to the **hotel** for dinner.
8. Take six letters and make **rodent**. The rat is a scary **rodent**.
9. Take five letters and make **minus**. What is five **minus** two?
10. Take six letters and make **secret**. I have a **secret** plan.
11. Take seven letters and make **protect**. The police work hard to **protect** the public.
12. Take five letters and make **tulip**. They went to the **tulip** farm in spring.
13. Take six letters and make **silent**. The bush was still and **silent**.
14. Take four letters and make **unit**. What is the cost per **unit**?
15. Take five letters and make **music**. I love listening to **music**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

bonus	protest	broken	bacon	frozen
robot	hotel	rodent	minus	secret
protect	tulip	silent	unit	music

Transfer

1. I love eating _____ and eggs.
2. She has a big _____.
3. They danced to the _____.
4. I want to participate in the _____.

Lesson 134

Cards for Word Sorts

Words: bonus protest broken bacon frozen robot hotel rodent minus secret protect tulip
silent unit music

Print and cut up one set of cards for each student to use in the sorts.

bonus	protest
broken	bacon
frozen	robot
hotel	rodent
minus	secret
protect	tulip
silent	unit
music	

Lesson 135

Letters: c a b i n r e l s h x t f i o m c v p u d

Words: cabin relish exit finish comic visit limit punish camel robin panic comet radish planet solid

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**. For the first time all the words in this lesson will be two syllable words and both syllables are closed.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary. Model thinking about one syllable at a time.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take five letters and make **cabin**. They stayed in a log **cabin**.
2. Take six letters and make **relish**. He makes a yummy tomato **relish**.
3. Take four letters and make **exit**. In case of emergency, find your closest **exit**.
4. Take six letters and make **finish**. She will **finish** the race.
5. Take five letters and make **comic**. He loves spending time at the **comic** book store.
6. Take five letters and make **visit**. We went to **visit** my grandmother.
7. Take five letters and make **limit**. The speed **limit** is 50.
8. Take six letters and make **punish**. She wanted to **punish** him for lying.
9. Take five letters and make **camel**. I saw a wild **camel** on the highway.
10. Take five letters and make **robin**. There is a **robin** sitting in the tree.
11. Take five letters and make **panic**. Don't **panic** - everything is fine.
12. Take five letters and make **comet**. The **comet** blazed across the night sky.
13. Take six letters and make **radish**. Cut up the **radish** for the salad.
14. Take six letters and make **planet**. We live on the **planet** Earth.
15. Take five letters and make **solid**. The table is made of **solid** wood.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

comet	exit	finish	cabin	punish
limit	planet	camel	credit	comet
rapid	panic	visit	solid	robin

Transfer

1. We live on the third _____ in the solar system.
2. My favourite _____ is Batman.
3. Have you ever ridden a _____?
4. I want to _____ the park.

Lesson 135

Cards for Word Sorts

Words: cabin relish exit finish comic visit limit punish camel robin panic comet radish planet
solid

Print and cut up one set of cards for each student to use in the sorts.

cabin	relish
exit	finish
comic	visit
limit	punish
camel	robin
panic	comet
radish	planet
solid	

Lesson 136

Letters: c o m e t x i f n i s h c a b p u l i r d v

Words: comet exit finish cabin punish limit planet camel credit radish rapid panic visit solid robin

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**. For the first time all the words in this lesson will be two syllable words and both syllables are closed.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary. Model thinking about one syllable at a time.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take five letters and make **comet**. There is a **comet** coming tonight.
2. Take four letters and make **exit**. I will **exit** at the back.
3. Take six letters and make **finish**. When will you **finish** building the house?
4. Take five letters and make **cabin**. We are staying at a **cabin** by the sea.
5. Take six letters and make **punish**. Do you **punish** your dog when he is naughty?
6. Take five letters and make **limit**. Drive out to the city **limit**.
7. Take six letters and make **planet**. Pluto is so small, it is a dwarf **planet**.
8. Take five letters and make **camel**. The **camel** train crossed the desert.
9. Take six letters and make **credit**. My **credit** is good here.
10. Take six letters and make **radish**. My rabbit loves to eat **radish**.
11. Take five letters and make **rapid**. I want you to make a **rapid** decision.
12. Take six letters and make **panic**. Whatever you do, don't **panic**.
13. Take five letters and make **visit**. Let's **visit** the farm.
14. Take five letters and make **solid**. It is frozen **solid**.
15. Take five letters and make **robin**. The **robin** is singing his song.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

comet	exit	finish	cabin	punish
limit	planet	camel	credit	radish
rapid	panic	visit	solid	robin

Transfer

1. We stayed in a _____ in the woods.
2. I will _____ first.
3. A _____ is also called the ship of the desert.
4. I will go and _____ her in hospital.

Lesson 136

Cards for Word Sorts

Words: comet exit finish cabin punish limit planet camel credit radish rapid panic visit solid
robin

Print and cut up one set of cards for each student to use in the sorts.

comet	exit
finish	cabin
punish	limit
planet	camel
credit	radish
rapid	panic
visit	solid
robin	

Lesson 137

Letters: a c t i n g h u n b k s d l o e t r i n p f g

Words: acting hunting backing standing clothing testing drinking thinking ending spending
finding putting hanging fishing landing

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**. This lesson focuses on the suffix **-ing**, adding it to a verb to show it is happening now. Hold up the three letters together and talk about the sound they make.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary. Model thinking about one syllable at a time. *Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.*

1. Take six letters and make **acting**. He is **acting** in a play.
2. Take seven letters and make **hunting**. The police are **hunting** the criminal.
3. Take seven letters and make **backing**. She is **backing** the car.
4. Take eight letters and make **standing**. He is **standing** by himself.
5. Take eight letters and make **clothing**. More people are **clothing** their dogs.
6. Take five letters and make **testing**. They are doing drug and alcohol **testing**.
7. Take eight letters and make **drinking**. I am **drinking** a cup of tea.
8. Take eight letters and make **thinking**. She is **thinking** of leaving.
9. Take six letters and make **ending**. He is **ending** the job.
10. Take eight letters and make **spending**. They are on a **spending** spree.
11. Take seven letters and make **finding**. I have been **finding** reasons to smile.
12. Take seven letters and make **putting**. He is **putting** the book back on the shelf.
13. Take seven letters and make **hanging**. The baskets are **hanging** from the pergola.
14. Take seven letters and make **fishing**. They are **fishing** from the jetty.
15. Take seven letters and make **landing**. We will be **landing** in 10 minutes.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

acting	hunting	backing	standing	clothing
testing	drinking	thinking	ending	spending
finding	putting	hanging	fishing	landing

Transfer

1. I am _____ in a play,
2. They are _____ themselves into a corner.
3. We are all _____ water.
4. They are _____ for dinner.

Lesson 137

Cards for Word Sorts

Words: acting hunting backing standing clothing testing drinking thinking ending spending
finding putting hanging fishing landing

Print and cut up one set of cards for each student to use in the sorts.

acting	hunting
backing	standing
clothing	testing
drinking	thinking
ending	spending
finding	putting
hanging	fishing
landing	

Lesson 138

Letters: m i s s i n g a c t p r i n t a d d e l l h o b n g w f u k v

Words: missing acting printing adding selling holding telling bringing willing funding
landing helping banking living crossing

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**. This lesson focuses on the suffix **-ing**, adding it to a verb to show it is happening now. Hold up the three letters together and talk about the sound they make.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary. Model thinking about one syllable at a time. *Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.*

1. Take seven letters and make **missing**. She is missing her family.
2. Take six letters and make **acting**. He is acting up.
3. Take eight letters and make **printing**. They are printing the book now.
4. Take six letters and make **adding**. We are adding two and two together.
5. Take seven letters and make **selling**. They are selling their house.
6. Take seven letters and make **holding**. She is holding the baby.
7. Take seven letters and make **telling**. The woman is telling a tale.
8. Take eight letters and make **bringing**. We are bringing it to a close.
9. Take seven letters and make **willing**. She is willing to work hard.
10. Take seven letters and make **funding**. She is funding the session.
11. Take seven letters and make **landing**. We are landing on the beach.
12. Take seven letters and make **helping**. She is helping the children with their work.
13. Take seven letters and make **banking**. I am banking my savings.
14. Take six letters and make **living**. We are all living in Australia.
15. Take eight letters and make **crossing**. The ducks are crossing the road.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

missing	acting	printing	adding	selling
holding	telling	bringing	willing	funding
landing	helping	banking	living	crossing

Transfer

1. He is _____ the road.
2. I am _____ more flour.
3. We are _____ things we have made to raise funds.
4. He is _____ to help with the chores.

Lesson 138

Cards for Word Sorts

Words: missing acting printing adding selling holding telling bringing willing funding landing
helping banking living crossing

Print and cut up one set of cards for each student to use in the sorts.

missing	acting
printing	adding
selling	holding
telling	bringing
willing	funding
landing	helping
banking	living
crossing	

Lesson 139

Letters: f i s h i n g c l o t e p r n v d u t a b g d k s

Words: fishing clothing helping printing living ending putting acting bringing adding
funding backing holding crossing spending

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**. This lesson focuses on the suffix **-ing**, adding it to a verb to show it is happening now. Hold up the three letters together and talk about the sound they make.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary. Model thinking about one syllable at a time. *Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.*

1. Take seven letters and make **fishing**. He is **fishing** for news.
2. Take eight letters and make **clothing**. She is **clothing** the twins in matching outfits.
3. Take seven letters and make **helping**. We are all **helping** with the relief effort.
4. Take eight letters and make **printing**. He is **printing** his name on the form.
5. Take six letters and make **living**. They are **living** on an island.
6. Take six letters and make **ending**. She is **ending** the story now.
7. Take seven letters and make **putting**. He is **putting** the shopping away.
8. Take six letters and make **acting**. He is **acting** innocent.
9. Take eight letters and make **bringing**. They are **bringing** the washing in.
10. Take six letters and make **adding**. People keep **adding** to the pile.
11. Take seven letters and make **funding**. The philanthropist is **funding** the shelter.
12. Take seven letters and make **backing**. We have her **backing** for this project.
13. Take seven letters and make **holding**. They are **holding** out for a win this week.
14. Take eight letters and make **crossing**. The zebra is **crossing** the plain.
15. Take eight letters and make **spending**. They are **spending** a lot of time together.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

fishing	clothing	helping	printing	living
ending	putting	acting	bringing	adding
funding	backing	holding	crossing	spending

Transfer

1. They are _____ their pocket money.
2. She is _____ the final touches on the painting.
3. The duck is _____ her ducklings for a swim.
4. They are _____ the road.

Lesson 139

Cards for Word Sorts

Words: missing acting printing adding selling holding telling bringing willing funding landing
helping banking living crossing

Print and cut up one set of cards for each student to use in the sorts.

missing	acting
printing	adding
selling	holding
telling	bringing
willing	funding
landing	helping
banking	living
crossing	

Lesson 140

Two syllable words (closed syllable + closed syllable VC/CV pattern): admit bandit cobweb combat contest dentist fabric goblet helmet insect invent muffin napkin problem publish sudden sunset trumpet velvet upset

Two syllable words (open syllable + closed syllable V/CV pattern): bacon basic began bonus broken cupid even erupt focus frozen hotel human minus motel music pilot protect protest robot rodent secret silent tulip unit

Two syllable words (closed syllable + closed syllable VC/V pattern): cabin camel comet comic credit exit finish limit panic planet punish radish rapid relish robin solid visit

Suffix - ing: acting adding backing banking bringing clothing crossing drinking ending finding fishing funding hanging helping holding hunting landing living missing printing putting selling spending standing telling testing thinking willing

Letters and Sounds for Review: a_e e_e i_e o_e u_e -s -es sh th ch wh ng -es ff ll ss zz s a t p i n m e h r d o f c b g l u k ck v y z w j q x

Irregular words (covered in word wall): walk talk come some

Review

To review the letters and sounds, make sure each student has access to all of the letters. Please do this review each day for a week.

1. Ask the students to make any two syllable words they can. If needed, remind them to start words with different letters or use different vowels for each syllable.
2. Ask them to make any -ing words they can.
3. Across the week keep track of the words they make and start challenging them to make different words. Try to make all of the words in the list above through the week.

Decodable Sentences

Sentences and information are provided on the next page.

Lesson 140

Please see the list of words on the previous page for the different sounds covered in this phase.

Letters and Sounds for Review: a_e e_e i_e o_e u_e -s -es sh th ch wh ng -es ff ll ss
zz s a t p i n m e h r d o f c b g l u k ck v y z w j q x

Irregular words (covered in word wall): walk talk come some

Decodable Sentences

The following sentences are provided by the [Reading Hub](#). Some of these sentences don't make sense, which encourages students to decode rather than guessing the words – which is, of course, what we want. However, if you have concerns that this may interfere with a student's understanding that print has meaning, please focus on the sentences that do make sense. This is particularly a concern with hyperlexic students.

You can use these sentences in different ways. You can provide them to students with a word missing and ask them to make the word to fill the gap, you can ask students to generate the whole sentence using their writing tool or you can focus on either the decodable or irregular words. Have fun with them!

The sentences focus on the decodable words that students have been generating through the previous nine lessons. They also include the four irregular words that should be on the word wall – **walk, talk, come, some.**

Ana talks to a robot at the dentist.	I have some cobwebs on my helmet.	The velvet napkin was resting on the plate.
The bandit went for a walk with her camel to the cabin.	Who saw that comet from the hotel?	I was silent at sunset when we went for a walk.
Will you open the box so that I can take some muffins?	Lola was walking to the unit.	Dom can dig up a radish with his spade.
The king was singing to an emu!	Flo and I were plucking the banjo.	Zan was smelling the rose.
Con and Cam are jumping and swinging to the music.	She likes pushing the robot on the swing.	They were talking on the walk to school.
I want to talk to my dad but he is whisking up a cake.	I am upset and my hand is stinging because I have a cut.	

ai ay ee oa ow igh
-ed

Phase 11

Lessons 141 to 174

Please follow the instructions in each individual lesson.

The focus letters for these lessons are **ai/ay, ee, oa/ow, igh** and **suffix -ed**. The suffix **-ed** is a past tense verb meaning “already happened”. Added to simple base words it makes the sounds/**ed**/, /**d**/ or /**t**/. Not all of these are used in every lesson. All lessons also use some of the letters from the previous phases. Some words that students will make require capital letters or more than one of these letters. Only provide each student with the letters they need for the lesson. While they are learning these new skills, we don’t want them to juggle the whole alphabet.

There are no longer instructions about saying the word (out loud or in your head) in the script, but you can add this in as needed for your students.

Each lesson is designed to be done between one and three times before moving onto the next lesson, depending on how difficult the students find it. The final lesson in each phase should be done across a week.

Word Wall

Please ensure that as you work on Lessons 141 to 174, that you also focus on the irregular words: **their, all, does** and **goes**. These should be used in your word wall words over this period if they aren’t already.

Lesson 141

Letters: a i d p r n s l b f t w m q u

Words: aid paid raid rain sprain ail bail fail frail bait wait waist mail pail quail

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **u**, the sound is **u** as in **up**. Hold up the two letters **a** and **i** together and talk about the sound they make, “**ay**”

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **aid**. He needs some first **aid**.
2. Add one letter and make the four-letter word **paid**. I **paid** the bill for lunch.
3. Change a letter to make **raid**. She crept into the kitchen to **raid** the fridge.
4. Change a letter again to make **rain**. There hasn't been much **rain** this year.
5. Add two letters to **rain** to make **sprain**. Did you **sprain** your ankle?
6. Start again and make the three-letter word **ail**. Whatever might **ail** you, go and see the doctor.
7. Add a letter to spell **bail**. The boat is leaking and we need to **bail** the water out.
8. Change a letter to spell **fail**. The crops will **fail** if we don't get some rain soon.
9. Add a letter to **fail** to make **frail**. My grandfather is very **frail**.
10. Start again and make **bait**. The fish took the **bait**.
11. Change a letter and make **wait**. I have to **wait** to have a turn.
12. Add a letter to **wait** to make **waist**. She is wearing a belt around her **waist**.
13. Start again and make the four letter word **mail**. I got a Christmas card in the **mail**.
14. Change a letter to make pail. She filled the **pail** with water.
15. For the last word, take away the **p** and add two letters to make **quail**. A **quail** is a very small bird.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Have the students find all the words with the **ail** letter grouping.

aid	paid	raid	rain	sprain
ail	bail	fail	frail	bait
wait	waist	mail	pail	quail

Transfer

1. We had _____ for dinner.
2. I _____ for my new shoes with cash.
3. My cat is getting old and _____.
4. Her trousers have a tie at the _____.

Lesson 141

Cards for Word Sorts

Words: aid paid raid rain sprain ail bail fail frail bait wait waist mail pail quail

Print and cut up one set of cards for each student to use in the sorts.

aid	paid
raid	rain
sprain	ail
bail	fail
frail	bait
wait	waist
mail	pail
quail	

Lesson 142

Letters: a i d r f a m c l t j w n s p n b o

Words: aid raid afraid aim claim ail tail jail wail nail snail pain rain brain obtain

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. Hold up the two letters **a** and **i** together and talk about the sound they make, "ay"

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **aid**. I like to **aid** my friends with their jobs.
2. Add a letter and make **raid**. Don't **raid** the cookie jar!
3. Add two letters to **raid** to make **afraid**. The pigs were **afraid** of the big, bad wolf.
4. Start again with the three-letter word **aim**. He will **aim** the basketball at the hoop.
5. Add two letters to **aim**, to make the five-letter word **claim**. I put in a **claim** to the insurance company.
6. Start again and make the three-letter word **ail**. I don't want to **ail** much this winter.
7. Add a letter to spell **tail**. The dog wagged his **tail**.
8. Now change a letter to spell **jail**. He went to **jail** for his crime.
9. Change a letter again and spell **wail**. She gave a **wail** of despair.
10. Change a letter to make **nail**. She put a **nail** in the wall to hold the picture.
11. Add a letter to make the five-letter word **snail**. The **snail** left a track as it moved.
12. Start again and make the four-letter word **pain**. He gave a yelp of **pain** when he hit his shin.
13. Change a letter and make **rain**. **Rain** falls from the clouds.
14. Add a letter to rain and spell **brain**. My **brain** is racing with excitement.
15. Add two letters to **brain** to make the six-letter word **obtain**. I want to **obtain** a new book.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Have the students find all the words with the **aid** letter grouping.

aid	raid	afraid	aim	claim
ail	tail	jail	wail	nail
snail	pain	rain	brain	obtain

Transfer

1. I want to ____ the homeless people.
2. He will ____ at the target.
3. The boy pulled the cat's ____.
4. On a scale of 1 to 10, how is your ____?

Lesson 142

Cards for Word Sorts

Words: aid raid afraid aim claim ail tail jail wail nail snail pain rain brain obtain

Print and cut up one set of cards for each student to use in the sorts.

aid	raid
afraid	aim
claim	ail
tail	jail
wail	nail
snail	pain
rain	brain
obtain	

Lesson 143

Letters: l a i d m r b h s n c t e x p

Words: laid maid raid braid ail hail sail bail rain drain chain stain train strain explain

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. Hold up the two letters **a** and **i** together and talk about the sound they make, "**ay**"

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **laid**. They **laid** the bricks for the new wall.
2. Change a letter and make **maid**. The hotel **maid** cleaned the room.
3. Change a letter to make **raid**. The students made a **raid** on the stationary cupboard.
4. Add a letter to **raid** to make **braid**. She wears her hair in a **braid**.
5. Start again and make the three-letter word **ail**. I **ail** and I need first aid.
6. Add a letter to **ail** and make **hail**. Frozen rain is called **hail**.
7. Change a letter to make **sail**. The sailors put up the **sail** on the boat.
8. Change a letter to make **bail**. The cricket ball hit the **bail** and knocked it off.
9. Start again and make the four-letter word **rain**. I hope we get **rain** soon.
10. Add a letter to rain to make **drain**. The **drain** carries the water to the sea.
11. Take away the **d** and **r** and add two new letters to spell **chain**. He is wearing a silver **chain**.
12. Take away the **c** and **h** and add two new letters to spell **stain**. The food made a **stain** on the carpet.
13. Take away the **s** and **t** and add two new letters to spell **train**. The **train** pulled into the station.
14. Add a letter to **train** to make **strain**. You have to **strain** the pasta before you can eat it.
15. Start again and make the final word, **explain**. I can **explain** why I did it!

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Have the students find all the words with the **aid** letter grouping.

laid	maid	raid	braid	ail
hail	sail	bail	rain	drain
chain	stain	train	strain	explain

Transfer

1. Can you _____ the problem to me?
2. The berries left a _____ on his lips.
3. The water went down the _____.
4. We caught the _____ to the city.

Lesson 143

Cards for Word Sorts

Words: laid maid raid braid ail hail sail bail rain drain chain stain train strain explain

Print and cut up one set of cards for each student to use in the sorts.

laid	maid
raid	braid
ail	hail
sail	bail
rain	drain
chain	stain
train	strain
explain	

Lesson 144

Letters: a i d b t w s n l f h m r q u s p i e s

Words: aid bait waist saint tail faint sail faith snail aim brain quail sprain raisin waitress

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**. Hold up the two letters **a** and **i** together and talk about the sound they make, "**ay**"

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take three letters and make **aid**. Australia gives **aid** to other countries in need.
2. Take four letters and make **bait**. The fisherman put **bait** on the hook.
3. Take five letters and make **waist**. The pants have an elastic **waist**.
4. Take five letters and make **saint**. I am a **saint** for putting up with you.
5. Take four letters and make **tail**. He is at the **tail** end of the line.
6. Take five letters and make **faint**. He will **faint** at the sight of blood.
7. Take four letters and make **sail**. They want to **sail** off into the sunset.
8. Take five letters and make **faith**. She has **faith** in the system.
9. Take five letters and make **snail**. The **snail** moved slowly along the path.
10. Take three letters and make **aim**. He has great **aim**.
11. Take five letters and make **brain**. My **brain** is always working.
12. Take five letters and make **quail**. The **quail** is a small, brown bird.
13. Take six letters and make **sprain**. He wears a bandage on his ankle **sprain**.
14. Take six letters and make **raisin**. My dad loves eating **raisin** bread.
15. Take eight letters and make **waitress**. They ordered lunch from the **waitress**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.
2. Have the students find all the words with the **ail** letter grouping.

aid	bait	waist	saint	tail
faint	sail	faith	snail	aim
brain	quail	sprain	raisin	waitress

Transfer

1. We need first ____ over here.
2. The dog wagged his ____.
3. A ____ moves very slowly.
4. The fish took the ____.

Lesson 144

Cards for Word Sorts

Words: aid bait waist saint tail faint sail faith snail aim brain quail sprain raisin waitress

Print and cut up one set of cards for each student to use in the sorts.

aid	bait
waist	saint
tail	faint
sail	faith
snail	aim
brain	quail
sprain	raisin
waitress	

Lesson 145

Letters: b a y h l p m d s l t r p w a i

Words: bay hay lay play may day say slay stay stray pay ray way away railway

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. Hold up the two letters **a** and **y** together and talk about the sound they make, "**ay**". This is the same sound as **ai** – and so there are two different ways to spell that sound. **ai** usually is in the middle of words and **ay** is usually at the end of words.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **bay**. We went swimming in the bay.
2. Change a letter and make **hay**. The farmer is cutting the hay.
3. Change a letter and make **lay**. He lay on the ground.
4. Add a letter and make **play**. He wants to play in the sand.
5. Start again and make **may**. She may go to the party.
6. Change a letter and make **day**. What day is it?
7. Change a letter again and make **say**. He doesn't say much.
8. Add a letter and make **slay**. I will slay the party with my new outfit.
9. Change a letter and make **stay**. She will stay with her grandmother.
10. Add a letter and make **stray**. Don't stray from the path.
11. Start again and use three letters to make **pay**. He will pay for the meal.
12. Change a letter and make **ray**. She is a ray of sunshine.
13. Change a letter and make **way**. The way to the park is signposted.
14. Add a letter and make **away**. Let's move away from the noise.
15. Take away the **a** and add four letters to make **railway**. She lives near the railway station.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

bay	hay	lay	play	may
day	say	slay	stay	stray
pay	ray	way	away	railway

Transfer

1. The horses were eating the ____.
2. Don't ____ around all day.
3. She fed the _____ dog.
4. I need to save so I can ____ for the shoes I want.

Lesson 145

Cards for Word Sorts

Words: bay hay lay play may day say slay stay stray pay ray way away railway

Print and cut up one set of cards for each student to use in the sorts.

bay	hay
lay	play
may	day
say	slay
stay	stray
pay	ray
way	away
railway	

Lesson 146

Letters: p a y n c l s w f r t d i h o

Words: pay nay clay sway fray tray spray say slay stay sway stray play display holiday

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. Hold up the two letters **a** and **y** together and talk about the sound they make, "**ay**". This is the same sound as **ai** – and so there are two different ways to spell that sound. **ai** usually is in the middle of words and **ay** is usually at the end of words.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **pay**. Can you **pay** for lunch?
2. Change a letter and make **nay**. I said **nay** to upsizing my fries!
3. Take away the **n** and add two letters to make **clay**. The potter put the **clay** on the wheel.
4. Take away the **c** and **l** and add two letters to make **sway**. The branches **sway** in the wind.
5. Take away the **s** and **w** and add two letters to make **fray**. The edges are starting to **fray** with age.
6. Change a letter and make **tray**. There is a **tray** to use to carry the food.
7. Take away the **t** and add two letters to make **spray**. I have to **spray** the ants in the kitchen.
8. Start again and make **say**. What did you **say**?
9. Add a letter and make **slay**. The knights in the story will **slay** the dragon.
10. Change a letter and make **stay**. I will **stay** at a hotel.
11. Change a letter and make **sway**. He will **sway** to the music.
12. Add a letter and make **stray**. I hope the dog doesn't **stray**.
13. Start again and make **play**. The children can **play** on the swings.
14. Add three letters and make **display**. The teacher put up a **display** of the student's writing.
15. Start again and make **holiday**. I would love to go on a **holiday** to Disneyland.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

pay	nay	clay	sway	fray
tray	spray	say	slay	stay
sway	stray	play	display	holiday

Transfer

1. They went on a beach _____.
2. The branches _____ in the breeze.
3. You need to _____ here.
4. I am going to _____ for the shopping.

Lesson 146

Cards for Word Sorts

Words: pay nay clay sway fray tray spray say slay stay sway stray play display holiday

Print and cut up one set of cards for each student to use in the sorts.

pay	nay
clay	sway
fray	tray
spray	say
slay	stay
sway	stray
play	display
holiday	

Lesson 147

Letters: b a y c l a w p s t h o l i d r

Words: bay clay away pay stay holiday stray sway clay pray tray stay way display railway

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. Hold up the two letters **a** and **y** together and talk about the sound they make, "**ay**". This is the same sound as **ai** – and so there are two different ways to spell that sound. **ai** usually is in the middle of words and **ay** is usually at the end of words.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take three letters and make **bay**. The wolf will **bay** at the moon.
2. Take four letters and make **clay**. We make pottery out of **clay**.
3. Take four letters and make **away**. Let's get take **away** for dinner.
4. Take three letters and make **pay**. How do you want to **pay**?
5. Take four letters and make **stay**. I want to **stay** home.
6. Take seven letters and make **holiday**. I love the summer **holiday** the most!
7. Take five letters and make **stray**. We rescued the **stray** dog.
8. Take four letters and make **sway**. She will **sway** as she dances.
9. Take four letters and make **clay**. The statue is made of **clay**.
10. Take four letters and make **pray**. I will **pray** for some rain.
11. Take four letters and make **tray**. Get a **tray** and serve yourself.
12. Take four letters and make **stay**. **Stay** away from the edge.
13. Take three letters and make **way**. Come this **way**, please.
14. Take seven letters and make **display**. The **display** in the shop window looked beautiful.
15. Take seven letters and make **railway**. I travelled to Brisbane on the **railway**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

bay	clay	away	pay	stay
holiday	stray	sway	clay	pray
tray	stay	way	display	railway

Transfer

1. We went to swim in the ____.
2. I made a pot out of ____.
3. The food is on a ____.
4. We have an old _____ line near us.

Lesson 147

Cards for Word Sorts

Words: bay clay away pay stay holiday stray sway clay pray tray stay way display railway

Print and cut up one set of cards for each student to use in the sorts.

bay	clay
away	pay
stay	holiday
stray	sway
clay	pray
tray	stay
way	display
railway	

Lesson 148

Letters: b e e f t g r s p w l n k q u c

Words: bee beef beet feet greet street beep weep sweep sleep sleet been keen queen screen

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**. Hold up the two letter **e**'s together and talk about the sound they make, "**ee**".

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **bee**. I got stung by a bee.
2. Add a letter and make **beef**. We get beef from cows.
3. Change a letter and make **beet**. I love eating beet.
4. Change a letter and make **feet**. Put your feet on the ground.
5. Take away the **f** away and add two letters to make the five letter word **greet**. Please greet our visitor.
6. Take the **g** away and add two letters to make **street**. Don't play in the street.
7. Start again and use four letters to make **beep**. The machine went beep.
8. Change a letter and make **weep**. The movie made me weep.
9. Add a letter and make **sweep**. We need to sweep the floor.
10. Change a letter and make **sleep**. I hope the baby goes to sleep!
11. Change a letter and make **sleet**. The rain turned to sleet.
12. Start again and make the four-letter word **been**. I have been sleeping badly.
13. Change a letter and make **keen**. I am keen to do some work.
14. Take away the **k** and add two letters to make **queen**. The queen said "off with her head".
15. Take away the **q** and **u** and add three letters to make the six-letter word **screen**. The shower screen is very dirty.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

bee	beef	beet	feet	greet
street	beep	weep	sweep	sleep
sleet	been	keen	queen	screen

Transfer

1. We watched a movie on the big _____.
2. The ____ buzzed as it flew.
3. I walked up the _____.
4. The _____ sat on the throne.

Lesson 148

Cards for Word Sorts

Words: bee beef beet feet greet street beep weep sweep sleep sleet been keen queen screen

Print and cut up one set of cards for each student to use in the sorts.

bee	beef
beet	feet
greet	street
beep	weep
sweep	sleep
sleet	been
keen	queen
screen	

Lesson 149

Letters: d e e p j p s h t c f d l w d b r

Words: deep jeep peep seep sheep steep cheep fee feed feel heel wheel deed bleed breed

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. Hold up the two letter **e**'s together and talk about the sound they make, "**ee**".

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **deep**. Are you ready to swim in the **deep** end?
2. Change a letter and make **jeep**. A **jeep** is great at handling rough terrain.
3. Change a letter and make **peep**. I don't want to hear a **peep** from you.
4. Change a letter and make **seep**. The tears continued to **seep** down his cheeks.
5. Add a letter to make the five-letter word **sheep**. Where is the green **sheep**?
6. Change a letter and make **steep**. The hill was very **steep**.
7. Take away the **s** and **t** and add two letters to make **cheep**. The bird went **cheep**, **cheep**.
8. Start again and use three letters to make **fee**. He needs to pay the **fee** to enter.
9. Add a letter and make **feed**. She needs to **feed** the baby.
10. Change a letter and make **feel**. How do you **feel**?
11. Change a different letter and make **heel**. The shoes rubbed a blister on my **heel**.
12. Add a letter to make the five-letter word **wheel**. The tire went flat and she had to change the **wheel**.
13. Start again and make the four-letter word **deed**. Do a good **deed** every day!
14. Take away the **d** and add two letters to make **bleed**. We need to put a bandage on it before you **bleed** all over the floor.
15. Change a letter and make the five-letter word **breed**. She is a very special **breed**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

deep	jeep	peep	seep	sheep
steep	cheep	fee	feed	feel
heel	wheel	deed	bleed	breed

Transfer

1. He dug a ____ hole.
2. We went for a drive in the ____.
3. This farm has lots of ____.
4. There is a toe in the ____ of my sock.

Lesson 149

Cards for Word Sorts

Words: deep jeep peep seep sheep steep cheep fee feed feel heel wheel deed bleed breed

Print and cut up one set of cards for each student to use in the sorts.

deep	jeep
peep	seep
sheep	steep
cheep	fee
feed	feel
heel	wheel
deed	bleed
breed	

Lesson 150

Letters: f e e r t s p l d w h n g

Words: fee free tree spree eel peel reel see seed weed heed need greed speed steed

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. Hold up the two letter **e**'s together and talk about the sound they make, "**ee**".

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **fee**. There is a monthly membership **fee** for the gym.
2. Add a letter and make **free**. He asked for a **free** pass.
3. Change a letter and make **tree**. The **apple tree** is full of fruit.
4. Take away the **t** and add two letters to make **spree**. He went on a shopping **spree**.
5. Start again and make the three-letter word **eel**. The **eel** slithered through the water.
6. Add a letter and make **peel**. He is going to **peel** the orange before eating it.
7. Change a letter to make **reel**. They danced the Scottish **reel**.
8. Start again and use three letters to make **see**. He cannot **see** well without his glasses.
9. Add a letter and make **seed**. She feed the bird some **seed**.
10. Change a letter and make **weed**. He went out to **weed** the garden.
11. Change a letter and make **heed**. Take **heed** of my warning.
12. Change a letter and make **need**. I **need** to go to the bathroom.
13. Take away the **n** and add two letters to spell **greed**. **Greed** is one of the seven deadly sins.
14. Take away the **g** and **r** and add two letters to make **speed**. Going over the **speed** limit is illegal.
15. Change a letter and make the five-letter word **steed**. His trusty **steed** carried him home.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

fee	free	tree	spree	eel
peel	reel	see	seed	weed
heed	need	greed	speed	steed

Transfer

1. The _____ galloped through the paddock.
2. The farmer scatters the _____ to grow a new crop.
3. The boy climbed up the _____.
4. Remember to pay your membership _____.

Lesson 150

Cards for Word Sorts

Words: fee free tree spree eel peel reel see seed weed heed need greed speed steed

Print and cut up one set of cards for each student to use in the sorts.

fee	free
tree	spree
eel	peel
reel	see
seed	weed
heed	need
greed	speed
steed	

Lesson 151

Letters: s e e k l m p c r h G t n g w t o f f

Words: seek leek meek peek creek cheek Greek teen seen green sheen sheet tweet coffee toffee

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **o**, the sound is **o** as in **on**. Hold up the two letter **e**'s together and talk about the sound they make, "**ee**".

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **seek**. I sent him to **seek** for my lost keys.
2. Change a letter and make **leek**. He loves potato and **leek** soup.
3. Change a letter and make **meek**. She brought her **meek** husband along.
4. Change a letter again to make **peek**. The baby loves to play **peek-a-boo**.
5. Take away the **p** and add two letters to make the five-letter word **creek**. There isn't any water in the **creek**.
6. Change a letter and make **cheek**. My friend gave me a kiss on the **cheek**.
7. Take away the **c** and **h** and add two letters to make **Greek**. His family is **Greek**.
8. Start again and use four letters to make **teen**. Now you are a **teen**, you will get more jobs.
9. Change a letter and make **seen**. The river looks like a huge snake if **seen** from the sky.
10. Take away the **s** and add two letters to make **green**. My dad's car is **green**.
11. Take away the **g** and **r** and add two letters and make **sheen**. The floor is polished to beautiful **sheen**.
12. Change a letter and make **sheet**. It was printed on a **sheet** of paper.
13. Take away the **s** and **h** and add two new letters to spell **tweet**. The gentle **tweet** of a bird can be heard.
14. Start again and spell the six letter word **coffee**. I hate the smell of **coffee**.
15. Change a letter and make word **toffee**. The **toffee** stuck in my teeth.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

seek	leek	meek	peek	creek
cheek	Greek	teen	seen	green
sheen	sheet	tweet	coffee	toffee

Transfer

1. I love eating _____.
2. The grass is very _____.
3. I am going to _____ out the window.
4. He is _____ with envy.

Lesson 151

Cards for Word Sorts

Words: seek leek meek peek creek cheek Greek teen seen green sheen sheet tweet coffee toffee

Print and cut up one set of cards for each student to use in the sorts.

seek	leek
meek	peek
creek	cheek
Greek	teen
seen	green
sheen	sheet
tweet	coffee
toffee	

Lesson 152

Letters: s e e p j k c r d m a g r l h c r f b t t y i p

Words: seep jeep keep creep deem seem agree leech speech screech reef beet meet teeth yippee

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. Hold up the two letter **e**'s together and talk about the sound they make, "**ee**".

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **seep**. The facts started to **seep** through the shock.
2. Change a letter and make **jeep**. My neighbour drives a **jeep**.
3. Change a letter and make **keep**. I **keep** my papers in a filing cabinet.
4. Take the letter **k** away and add two letters to make **creep**. We need to **creep** past the open door.
5. Start again and make **deem**. I **deem** it an honour to work with you.
6. Change a letter and make **seem**. She doesn't **seem** to be upset.
7. Start again and make the five-letter word **agree**. Do you **agree** with me?
8. Start again and use five letters to make **leech**. I got bitten by a **leech** when I went hiking.
9. Take away the **l** and add two letters to make the six-letter word **speech**. The principal gave a **speech**.
10. Take away the **s** and **p** and add three letters to make **screech**. He gave a **screech** of fear.
11. Start again and use four letters to make **reef**. We went snorkelling at the coral **reef**.
12. Start again and use four letters to make **beet**. The sugar car runs on sugar **beet** instead of petrol.
13. Change a letter and make **meet**. I am pleased to **meet** you.
14. Start again and spell the five-letter word **teeth**. You should brush your **teeth** every day.
15. Start again and use six letters to spell **yippee**. He won the race and shouted **yippee**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

seep	jeep	keep	creep	deem
seem	agree	leech	speech	screech
reef	beet	meet	teeth	yippee

Transfer

1. She asked him to _____ his hands to himself.
2. We _____ again.
3. My _____ hurt when I eat icecream.
4. We went for a drive in the _____.

Lesson 152

Cards for Word Sorts

Words: seep jeep keep creep deem seem agree leech speech screech reef beet meet teeth yippee

Print and cut up one set of cards for each student to use in the sorts.

seep	jeep
keep	creep
deem	seem
agree	leech
speech	screech
reef	beet
meet	teeth
yippee	

Lesson 153

Letters: b e e c h k f r p p t w t o f f r a i n m s d d h g u l z

Words: bee cheek free peep tweet toffee trainee fee meet frisbee deed teeth gumtree wheel chimpanzee

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**. Hold up the two letter **e**'s together and talk about the sound they make, "ee".

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take three letters and make **bee**. The bee collected pollen from the flower.
2. Take five letters and make **cheek**. She had a pimple on her cheek.
3. Take four letters and make **free**. Are you free to do some jobs?
4. Take four letters and make **peep**. Don't peep at your neighbour's work.
5. Take five letters and make **tweet**. He sent a tweet to share his news with his friends.
6. Take six letters and make toffee. I love eating toffee.
7. Take seven letters and make **trainee**. The trainee made our lunch.
8. Take three letters and make **fee**. She collected the ticket fee.
9. Take four letters and make **meet**. We meet at the library every Friday.
10. Take seven letters and spell **frisbee**. We played frisbee at the park.
11. Take four letters and make **deed**. The deed to the building is in my name.
12. Take five letters and make **teeth**. The dentist checked my teeth.
13. Take seven letters and make **gumtree**. The koala was sitting in the gumtree.
14. Take five letters and make **wheel**. The driver is holding onto the steering wheel.
15. Take 10 letters and make **chimpanzee**. Remember to think about one syllable at the time as you make the word. The chimpanzee is scratching his armpit.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

bee	cheek	free	peep	tweet
toffee	trainee	fee	meet	frisbee
deed	teeth	gumtree	wheel	chimpanzee

Transfer

1. I like downloading ____ music.
2. My ____ are hurting.
3. The ____ on my bike is bent.
4. I have a pimple on my ____.

Lesson 153

Cards for Word Sorts

Words: bee cheek free peep tweet toffee trainee fee meet frisbee deed teeth gumtree wheel chimpanzee

Print and cut up one set of cards for each student to use in the sorts.

bee	cheek
free	peep
tweet	toffee
trainee	fee
meet	frisbee
deed	teeth
gumtree	wheel
chimpanzee	

Lesson 154

Letters: c o a t b s r t k s p f t g m l

Words: coat boat boast roast toast oak soak soap oaf oat goat moat bloat float gloat

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **a**, the sound is **a** as in **apple**. Hold up the **o** and **a** together and talk about the sound they make, "**oh**".

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **coat**. She is wearing her winter **coat**.
2. Change a letter and make **boat**. They went fishing on a **boat**.
3. Take five letters and make **boast**. She likes to **boast** about her money.
4. Change a letter and make **roast**. My family always has a **roast** on Sunday.
5. Change a letter and make **toast**. Make me two pieces of **toast**, please.
6. Start again and use three letters to make **oak**. There's a lovely **oak** tree in the paddock.
7. Add a letter and make **soak**. My mum loves to **soak** her feet.
8. Change a letter and make **soap**. Wash your hands with **soap**.
9. Start again and make the three-letter word **oaf**. "Get out of my way," said the **oaf**.
10. Change a letter and make **oat**. There is a wild **oat** that grows in the bush.
11. Add a letter and make the four-letter word **goat**. The **goat** ate my homework.
12. Change a letter and make **moat**. There is water in the **moat**.
13. Take away the **m** and add two letters to make **bloat**. If you are swollen or puffed up, you might have **bloat**.
14. Change a letter and make **float**. I want to **float** in the pool.
15. Change a letter and make **gloat**. My sister likes to **gloat** when she wins a game.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

coat	boat	boast	roast	toast
oak	soak	soap	oaf	oat
goat	moat	bloat	float	gloat

Transfer

1. Put your _____ on before you go outside.
2. I had _____ for breakfast.
3. I prefer to _____ the dishes before I wash them.
4. We had _____ lamb for dinner.

Lesson 154

Cards for Word Sorts

Words: coat boat boast roast toast oak soak soap oaf oat goat moat bloat float gloat

Print and cut up one set of cards for each student to use in the sorts.

coat	boat
boast	roast
toast	oak
soak	soap
oaf	oat
goat	moat
bloat	float
gloat	

Lesson 155

Letters: f o a m l c g f n g r t d h p c b

Words: foam foal coal goal loaf loan moan groan toad road roam roach poach coach broach

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **a**, the sound is **a** as in **apple**. Hold up the **o** and **a** together and talk about the sound they make, "**oh**".

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **foam**. The surf is very choppy and full of **foam**.
2. Change a letter and make **foal**. The **foal** is still learning to walk on his long, skinny legs.
3. Change a letter and make **coal**. People used to burn **coal** on their open fires.
4. Change a letter and make **goal**. He kicked a **goal**.
5. Start again and make **loaf**. I bought a **loaf** of bread.
6. Change a letter and make **loan**. They had to get a **loan** from the bank.
7. Change a letter and make **moan**. The **moan** of the wind in the trees kept me awake.
8. Take away the **m** and add two letters to make **groan**. She gave a **groan** of pain.
9. Start again and make the four-letter word **toad**. The cane **toad** is a pest.
10. Change a letter and make **road**. I hit the **road** for home.
11. Change a different letter and make the four-letter word **roam**. He went for **roam** in the bush.
12. Take away the **m** and add two letters to make **roach**. I moved the fridge and found a **roach**!
13. Change a letter and make **poach**. She is going to **poach** some eggs.
14. Change a letter and make **coach**. The team listened to their **coach**.
15. Take away the first **c** and add two letters to make **broach**. I'd like to **broach** the subject of lunch, and who is paying.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

foam	foal	coal	goal	loaf
loan	moan	groan	toad	road
roam	roach	poach	coach	broach

Transfer

1. I put too much detergent in the sink - and the dishes are covered in ____.
2. Please cut two slices from the ____.
3. The ____ is sitting on the rock.
4. I sat in the fourth _____ on the train.

Lesson 155

Cards for Word Sorts

Words: foam foal coal goal loaf loan moan groan toad road roam roach poach coach broach

Print and cut up one set of cards for each student to use in the sorts.

foam	foal
coal	goal
loaf	loan
moan	groan
toad	road
roam	roach
poach	coach
broach	

Lesson 156

Letters: b o a t c s l k r x h d m t l f

Words: boat coat coast cloak croak coax hoax load road roam roast toast boat bloat float

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **a**, the sound is **a** as in **apple**. Hold up the **o** and **a** together and talk about the sound they make, "**oh**".

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **boat**. The **boat** travelled along the swamp.
2. Change a letter and make **coat**. He was wearing a heavy **coat**.
3. Add a letter and make **coast**. We all like to **coast** down the hills, without pedalling.
4. Start again and make the five-letter word **cloak**. A wizard wears a **cloak**.
5. Change a letter and make **croak**. A frog goes **croak**.
6. Start again and make the four-letter word **coax**. I need to **coax** the dog out from under the table.
7. Change a letter and make **hoax**. The email about the money was a **hoax**.
8. Start again and use four letters to make **load**. The donkey is carrying a **load** in his baskets.
9. Change a letter and make **road**. We are travelling down the **road**.
10. Change a letter and make **roam**. I will **roam** around the bush and look for berries.
11. Take away the **m** and add two letters to make **roast**. I love **roast** potato.
12. Change a letter and make **toast**. At camp we **toast** marshmallows over the fire.
13. Start again and make the four-letter word **boat**. We rented a **boat** to get to the island.
14. Add a letter to **boat** to make **bloat**. I have so much gas I have **bloat**.
15. Change a letter to make **float**. I told him to hold on to the **float** and kick his legs.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

boat	coat	coast	cloak	croak
coax	hoax	load	road	roam
roast	toast	boat	bloat	float

Transfer

1. I got seasick on the ____.
2. I carried the ____ of rubbish to the bin.
3. I love to ____ down the river.
4. I have a ____ that I wear in winter.

Lesson 156

Cards for Word Sorts

Words: boat coat coast cloak croak coax hoax load road roam roast toast boat bloat float

Print and cut up one set of cards for each student to use in the sorts.

boat	coat
coast	cloak
croak	coax
hoax	load
road	roam
roast	toast
boat	bloat
float	

Lesson 157

Letters: b o a t c s l k r x h d m t l f

Words: boat oath foal coach road throat coax oak boast groan coal poach roam toast throat

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **a**, the sound is **a** as in **apple**. Hold up the **o** and **a** together and talk about the sound they make, "**oh**".

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take four letters and make **boat**. My little brother loves playing with his toy **boat** in the bath.
2. Take four letters and make **oath**. I swore an **oath** with my best friend to be friends forever.
3. Take four letters and make **foal**. The horse has a **foal**.
4. Take five letters and make **coach**. I want to **coach** the netball team.
5. Take four letters and make **road**. He lives just down the **road**.
6. Take six letters and make **throat**. I have a sort **throat**.
7. Take four letters and make **coax**. I need to **coax** him to take his medicine.
8. Take three letters and make **oak**. The table is made from **oak**.
9. Take five letters and make **boast**. He said he would win and it wasn't an idle **boast**.
10. Take five letters and make **groan**. She lay back with a **groan**.
11. Take four letters and make **coal**. **Coal** is made out of carbon.
12. Take five letters and make **poach**. **Poach** the peaches for four minutes.
13. Take four letters and make **roam**. He let his mind **roam** as he walked.
14. Take five letters and make **toast**. The guests rose to their feet to **toast** the couple.
15. Take six letters and make **throat**. Fear gripped him by the **throat**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

boat	oath	foal	coach	road
throat	coax	oak	boast	groan
coal	poach	roam	toast	throat

Transfer

1. He ate _____ for breakfast.
2. She will _____ whenever she wins.
3. My _____ was dry so I took a sip of water.
4. We went for a _____ around the city.

Lesson 157

Cards for Word Sorts

Words: boat oath foal coach road throat coax oak boast groan coal poach roam toast throat

Print and cut up one set of cards for each student to use in the sorts.

boat	oath
foal	coach
road	throat
coax	oak
boast	groan
coal	poach
roam	toast
throat	

Lesson 158

Letters: l o w b n r c f m s g t

Words: low blow blown row crow flow own mown sow sown grow grown tow stow snow

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. Hold up the **o** and **w** together and talk about the sound they make, "**oh**".

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **low**. The clouds are very **low** and full of rain.
2. Add a letter and make **blow**. Take a deep breath and **blow** out the candles.
3. Add a letter to **blow** to make **blown**. The lightbulb has **blown** and needs replacing.
4. Start again and make **row**. Please line up in a **row**.
5. Add a letter to **row** and make **crow**. The **crow** sat on the wire.
6. Change a letter and make **flow**. The river is in full **flow**.
7. Start again and make the three-letter word **own**. Do you **own** that phone?
8. Add a letter to **own** to make **mown**. The lawn has been **mown**.
9. Start again and make the three-letter word **sow**. A **sow** is a female pig.
10. Add a letter to **sow** and make **sown**. Has the farmer **sown** the field yet?
11. Start again and use four letters to make **grow**. We all **grow** old.
12. Add a letter to **grow** and make **grown**. How tall he has **grown**.
13. Start again and make the three-letter word **tow**. A man called to **tow** the car away.
14. Add a letter to **tow** and make **stow**. Please **stow** your luggage safely.
15. Change a letter and make **snow**. I want to go to the **snow**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

low	blow	blown	row	crow
flow	own	mown	sow	sown
grow	grown	tow	stow	snow

Transfer

1. It's so cold, I think it might ____.
2. The plant has _____ so much that it needs to be moved to a bigger pot.
3. I saw the _____ fly past.
4. The grass needs to be _____.

Lesson 158

Cards for Word Sorts

Words: low blow blown row crow flow own mown sow sown grow grown tow stow snow

Print and cut up one set of cards for each student to use in the sorts.

low	blow
blown	row
crow	flow
own	mown
sow	sown
grow	grown
tow	stow
snow	

Lesson 159

Letters: b o w l g s h n m k n t h r i l p w

Words: bow blow glow slow show shown mow mown know known throw thrown billow pillow willow

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. Hold up the **o** and **w** together and talk about the sound they make, "**oh**".

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take three letters and make **bow**. She has a **bow** in her head.
2. Add a letter and make **blow**. He hoped he wouldn't **blow** it.
3. Change a letter to make **glow**. The wind brought a rosy **glow** to her cheeks.
4. Change again and make **slow**. They are on a go **slow**.
5. Change a letter and make **show**. She is watching her favourite **show**.
6. Add a letter and make **shown**. The movie was **shown** on the big screen.
7. Start again and make the three-letter word **mow**. The farmer has to **mow** the hay.
8. Add a letter to **own** to make **mown**. I love the smell of freshly **mown** grass.
9. Start again and make the four-letter word **know**. I **know** how to solve the puzzle.
10. Add a letter to **know** and make **known**. How long have you **known**?
11. Start again and use five letters to make **throw**. He will **throw** the ball to the dog.
12. Add a letter to **throw** and make **thrown**. I have **thrown** the rubbish in the bin.
13. Start again and make the six-letter word **billow**. I watched the curtains **billow** in the wind.
14. Change a letter to tow and make **pillow**. I love putting my head on my **pillow**.
15. Change a letter and make **willow**. A **willow** tree usually grows beside a river or lake.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

bow	blow	blown	row	crow
flow	own	mown	sow	sown
grow	grown	tow	stow	snow

Transfer

1. It's so cold, I think it might ____.
2. The plant has _____ so much that it needs to be moved to a bigger pot.
3. I saw the _____ fly past.
4. The grass needs to be _____.

Lesson 159

Cards for Word Sorts

Words: bow blow glow slow show shown mow mown know known throw thrown billow pillow willow

Print and cut up one set of cards for each student to use in the sorts.

bow	blow
glow	slow
show	shown
mow	mown
know	known
throw	thrown
billow	pillow
willow	

Lesson 160

Letters: b l o w e g r n f l k n w i d c b s t r a t h o

Words: blow elbow grown fellow know widow crow bellow snow follow stow rainbow throw shadow known

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**. Hold up the **o** and **w** together and talk about the sound they make, "oh".

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take four letters and make **blow**. The wind is going to **blow** all night.
2. Take five letters and make **elbow**. He has a bad case of tennis **elbow**.
3. Take five letters and make **grown**. My puppy has **grown** into a big dog.
4. Take six letters and make **fellow**. He tried to help his **fellow** men.
5. Take four letters and make **know**. I **know** how to ride a bike.
6. Take five letters and make **widow**. A **widow** is a woman whose husband has died.
7. Take four letters and make **crow**. He wanted to **crow** about his victory.
8. Take six letters and make **bellow**. He gave a huge **bellow** and then ran away.
9. Take four letters and make **snow**. **Snow** is frozen water.
10. Take six letters and make **follow**. Let's play **Follow** the Leader.
11. Take four letters and make **stow**. I'm going to **stow** my backpack in the boot.
12. Take seven letters and make **rainbow**. There is a **rainbow** in the sky.
13. Take five letters and make **throw**. I hope you don't **throw** up.
14. Take six letters and make **shadow**. Let's sit in the **shadow** of the tree.
15. Take five letters and make **known**. I've **known** him to be very kind.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

blow	elbow	grown	fellow	know
widow	crow	bellow	snow	follow
stow	rainbow	throw	shadow	known

Transfer

1. She is _____ to be very clever.
2. I have chewing gum on my _____.
3. I don't _____ how to do crosswords.
4. I love the colours of the _____.

Lesson 160

Cards for Word Sorts

Words: blow elbow grown fellow know widow crow bellow snow follow stow rainbow throw shadow known

Print and cut up one set of cards for each student to use in the sorts.

blow	elbow
grown	fellow
know	widow
crow	bellow
snow	follow
stow	rainbow
throw	shadow
known	

Lesson 161

Letters: f l o w n y e l s w i d b m n t h r a h u g

Words: flow own yellow snow window blown minnow throw mellow slow shallow two hollow shown bungalow

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**. Hold up the **o** and **w** together and talk about the sound they make, "oh".

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take four letters and make **flow**. I watched the water **flow** from the tap.
2. Take three letters and make **own**. Your life is your **own**.
3. Take six letters and make **yellow**. The **yellow** flowers danced in the sun.
4. Take four letters and make **snow**. It doesn't **snow** much in Australia.
5. Take six letters and make **window**. When it's hot we need to open the **window**.
6. Take five letters and make **blown**. The door was **blown** open.
7. Take six letters and make **minnow**. If you catch a **minnow**, you need to throw it back.
8. Take five letters and make **throw**. Don't **throw** stones at other people.
9. Take six letters and make **mellow**. He has become more **mellow** as he has aged.
10. Take four letters and make **slow**. **Slow** down!
11. Take seven letters and make **shallow**. My little brother swims in the **shallow** end.
12. Take three letters and make **tow**. I need a **tow**.
13. Take six letters and make **hollow**. She hid in the **hollow** of the tree.
14. Take five letters and make **shown**. They were **shown** around the house by the agent.
15. Take eight letters and make **bungalow**. They live in a **bungalow**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

flow	own	yellow	snow	window
blown	minnow	throw	mellow	slow
shallow	tow	hollow	shown	bungalow

Transfer

1. A small fish is called a _____.
2. I looked through the _____.
3. A snail is very _____.
4. The sign was _____ over by the wind.

Lesson 161

Cards for Word Sorts

Words: flow own yellow snow window blown minnow throw mellow slow shallow two hollow shown bungalow

Print and cut up one set of cards for each student to use in the sorts.

flow	own
yellow	snow
window	blown
minnow	throw
mellow	slow
shallow	tow
hollow	shown
bungalow	

Lesson 162

Letters: s i g h t l a d y e l i m f r n u p o t

Words: sigh sight slight light alight daylight headlight limelight fight fright frighten delight sunlight spotlight

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**. Hold up the **i**, **g** and **h** together and talk about the sound they make, “**i**”.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **sigh**. He gave a **sigh** and returned to his work.
2. Add a letter and make **sight**. She is losing her **sight**.
3. Add a letter to make **slight**. There is a **slight** delay before dinner.
4. Start again and make the five-letter word **light**. Turn off the **light**, please.
5. Add a letter and make the five-letter word **alight**. His face was **alight** with joy.
6. Take away the **a** and add three letters to make **daylight**. There were two hours of **daylight** left.
7. Take away the **d**, **a** and **y** and add four letters to make **headlight**. The bike **headlight** was broken.
8. Take away the **h**, **e**, **a** and **d** and add four letters to make **limelight**. She loves being in the **limelight**.
9. Start again and make the five-letter word **fight**. My brothers had a **fight** again.
10. Add a letter to **fight** and make **fright**. The zombie at Halloween gave me a **fright**.
11. Add two letters and make the seven letter word **frighten**. There were large dogs to **frighten** off thieves.
12. Start again and make the five-letter word **light**. The street **light** showed me the path.
13. Add two letters to **light** and make **delight**. The trees here are a **delight**.
14. Take away the **d** and **e** and add three letters and make **sunlight**. I love the sensation of **sunlight** on my face.
15. Take away the **s**, **u** and **n** and add four letters to make **spotlight**. The director asked them to turn the **spotlight** on the actress.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

sigh	sight	slight	light	alight
daylight	headlight	limelight	fight	fright
frighten	light	delight	sunlight	spotlight

Transfer

1. There's a _____ chance of rain.
2. His car has a broken _____.
3. I had a _____ with my friend.
4. He gave a large _____ of boredom.

Lesson 162

Cards for Word Sorts

Words: sigh sight slight light alight daylight headlight limelight fight fright frighten delight sunlight spotlight

Print and cut up one set of cards for each student to use in the sorts.

sigh	sight
slight	light
alight	daylight
headlight	limelight
fight	fright
frighten	light
delight	sunlight
spotlight	

Lesson 163

Letters: h i g h w a y l i g h t s i n u f r m t r o p e n s

Words: high highway highlight sight insight unsightly light flight fright might tight tightrope tightness nigh night

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**. Hold up the **i**, **g** and **h** together and talk about the sound they make, "i".

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take four letters and make **high**. I have **high** praise for my awesome students.
2. Add three letters and make **highway**. She drove along the **highway**.
3. Take away the **w**, **a** and **y** and add five letters to make **highlight**. Tuesdays are the **highlight** of my week.
4. Start again and make the five-letter word **sight**. I know him by **sight**.
5. Add two letters to sight and make the seven-letter word **insight**. He hoped to gain **insight** into the problem.
6. Take away the **i** and **n** and you are left with the word **sight**. Add two letters to the beginning and two letters to the end to make **unsightly**. The rubbish pile is an **unsightly** mess.
7. Start again and make the five-letter word **light**. A feather is very **light**.
8. Add a letter to **light** and make **flight**. After the loud noise, the bird took **flight**.
9. Change a letter and make the word **fright**. His trick gave his friend a **fright**.
10. Start again and make the five-letter word **might**. She **might** be right.
11. Change a letter to make **tight**. Her dress is too **tight**.
12. Add four letters to **tight** to make the nine-letter word **tightrope**. The acrobat walked on the **tightrope**.
13. Take away **r**, **o**, **p** and **e** and add four letters again to make **tightness**. I am in pain from a **tightness** in my back.
14. Start again and use four letters to make **nigh**. The end of this lesson is **nigh**.
15. Add a letter to **nigh** to make **night**. The **night** sky is full of stars.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

high	highway	highlight	sight	insight
unsightly	light	flight	fright	might
tight	tightrope	tightness	nigh	night

Transfer

1. Take the _____ to the edge of town.
2. The birds are in _____.
3. The dog's collar is too _____.
4. My _____ is terrible without my glasses.

Lesson 163

Cards for Word Sorts

Words: high highway highlight sight insight unsightly light flight fright might tight tightrope tightness high night

Print and cut up one set of cards for each student to use in the sorts.

high	highway
highlight	sight
insight	unsightly
light	flight
fright	might
tight	tightrope
tightness	nigh
night	

Lesson 164

Letters: b i g h t l r e n s t l p m d o u h

Words: bight blight bright brighten brightest light plight night midnight tonight right upright sigh high thigh

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**. Hold up the **i**, **g** and **h** together and talk about the sound they make, "i".

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take five letters and make **bight**. I'd like to drive around the Great Australian **Bight**.
2. Add a letter and make **blight**. The grapevines suffered a **blight**.
3. Change a letter and make **bright**. The sun is **bright** today.
4. Add two letters to **bright** and make **brighten**. The yellow curtains **brighten** my room.
5. Take away the **n** and add two letters make the eight-letter word **brightest**. Find the **brightest** star in the sky.
6. Start again and make the five-letter word **light**. My little sister has a **night light**.
7. Add a letter to **light** and make **plight**. Australia should give more aid to ease the **plight** of refugees.
8. Start again and make the word **night**. We spent the **night** camping.
9. Add three letters to **night** and make **midnight**. We had a **midnight** feast.
10. Take away **m**, **i** and **d** and add two letters to make **tonight**. I have a family Zoom **tonight**.
11. Change a letter to make **right**. Turn **right** at the corner.
12. Add two letters to make **upright**. She stood the bottle **upright**.
13. Start again and use four letters to make **sigh**. She shook her head with a **sigh**.
14. Change a letter to make **high**. Let's take the **high** road.
15. Add a letter to **high** to make **thigh**. There is a scar on her **thigh**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

bight	blight	bright	brighten	brightest
light	plight	night	midnight	tonight
right	upright	sigh	high	thigh

Transfer

1. I like wearing _____ clothes.
2. The baby is in the _____ chair.
3. A friendly smile can _____ someone's day.
4. We are going out for dinner _____.

Lesson 164

Cards for Word Sorts

Words: bight blight bright brighten brightest light plight night midnight tonight right upright sigh high thigh

Print and cut up one set of cards for each student to use in the sorts.

bight	blight
bright	brighten
brightest	light
plight	night
midnight	tonight
right	upright
sigh	high
thigh	

Lesson 165

Letters: l i g h t b a c k l a m p o o n s t r w i g h e s f a e n

Words: light backlight lamplight moonlight starlight twilight sigh sighing high highness night nightfall light lighten enlighten

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. Hold up the **i**, **g** and **h** together and talk about the sound they make, "i".

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take five letters and make **light**. Her eyes were light blue.
2. Add four letters and make **backlight**. My keyboard has a backlight.
3. Take away **b**, **a**, **c** and **k** and add four letters again to make **lamplight**. She is reading by lamplight.
4. Take away **l**, **a**, **m** and **p** and add four letters again to make **moonlight**. The moonlight made patterns on the lake water.
5. Take away **m**, **o**, **o** and **n** and add four letters again to make **starlight**. The path was dark and lit only by starlight.
6. Take away **s**, **t**, **a** and **r** and add three letters to make **twilight**. I couldn't see clearly in the twilight.
7. Start again and make the word **sigh**. He gave a sigh of relief.
8. Add three letters to **sigh** and make **sighing**. She is sick of him sighing when she talks.
9. Start again and make the word **high**. He will take the high moral ground.
10. Add four letters to **high** to make **highness**. His highness, the Prince of Wales.
11. Start again and make the word **night**. The night is coming.
12. Add four letters to **night** to make **nightfall**. When nightfall comes, the street lights go on.
13. Start again and use five letters to make **light**. She is on a light diet.
14. Add two letters to make **lighten**. She wants to lighten my load.
15. Add two more letters to **lighten** to make **enlighten**. I want to enlighten people about the situation.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

light	backlight	lamplight	moonlight	starlight
twilight	sigh	sighing	high	highness
night	nightfall	light	lighten	enlighten

Transfer

1. I will _____ a scented candle.
2. The _____ is very pretty tonight.
3. I use a _____ when I take a selfie.
4. He climbed up to the _____ viewing platform.

Lesson 165

Cards for Word Sorts

Words: light backlight lamplight moonlight starlight twilight sigh sighing high highness night nightfall light lighten enlighten

Print and cut up one set of cards for each student to use in the sorts.

light	backlight
lamplight	moonlight
starlight	twilight
sigh	sighing
high	highness
night	nightfall
light	lighten
enlighten	

Lesson 166

Letters: s i g h t e d s e i n g l b u b n l y t f r

Words: sight sighted sightsee sighting light lightbulb lightning sight slight slightly slightest fight flight fright frighten

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **i**, the sound is **i** as in **igloo**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**. Hold up the **i**, **g** and **h** together and talk about the sound they make, "i".

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

1. Take five letters and make **sight**. You are a **sight** to behold.
2. Add two letters and make **sighted**. Are you short or long **sighted**?
3. Take away **e** and **d** and add three letters to make **sightsee**. I like going to **sightsee** in a new city.
4. Take away **s**, **e** and **e** and add three letters again to make **sighting**. There has been a **sighting** of a rare bird.
5. Start again and use five letters to make **light**. The **light** is shining in my window.
6. Add four letters and make **lightbulb**. The **lightbulb** needs changing.
7. Take away the **b**, **u**, **l** and **b** and add four letters to make **lightning**. The tree got hit by **lightning**.
8. Take five letters make **sight**. I know him by **sight**.
9. Add a letter and make **sight**. There is a **slight** change of rain tomorrow.
10. Add two letters to **sight** to make **slightly**. He is **slightly** built.
11. Take away the **l** and **y** and add three letters to make **slightest**. I am not the **slightest** bit interested in football.
12. Start again and use five letters to make **fight**. She had a **fight** with her mum.
13. Add a letter to make **flight**. It is a long **flight** to London.
14. Change a letter to make **fright**. I jumped in **fright**.
15. Add two letters and make frighten. I don't think I can **frighten** you.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

sight	sighted	sightsee	sighting	light
lightbulb	lightning	sight	slight	slightly
slightest	fight	flight	fright	frighten

Transfer

1. Let's go and _____ in the city.
2. There's a _____ above the stairs.
3. I am _____ scared of spiders.
4. The thunder came before the _____.

Lesson 166

Cards for Word Sorts

Words: light backlight lamplight moonlight starlight twilight sigh sighing high highness night nightfall light lighten enlighten

Print and cut up one set of cards for each student to use in the sorts.

sight	sighted
sightsee	sighting
light	lightbulb
lightning	sight
slight	slightly
slightest	fight
flight	fright
frighten	

Lesson 167

Letters: l i g h t h w a y m s e d p f r n i g t u o n h s e

Words: light highway might sighted plight frighten flight sighting twilight upright sunlight tightrope lightning
highness enlighten

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **o**, the sound is **o** as in **on**. For **i**, the sound is **i** as in **igloo**. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**. Hold up the **i**, **g** and **h** together and talk about the sound they make, "i".

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take five letters and make **light**. The **light** was flickering overhead.
2. Take seven letters and make **highway**. The **highway** is straight and long.
3. Take five letters and make **might**. I **might** have chips for lunch.
4. Take seven letters and make **sighted**. We went whale watching and **sighted** four whales.
5. Take six letters and make **plight**. The **plight** of the koala needs lots of attention.
6. Take seven letters and make **frighten**. Don't **frighten** the goat or it might faint.
7. Take six letters and make **flight**. A pelican looks very majestic in **flight**.
8. Take eight letters and make **sighting**. This was the first **sighting** of the comet for 1,000 years.
9. Take eight letters and make **twilight**. **Twilight** is my favourite time of day.
10. Take seven letters and make **upright**. She is an **upright** citizen.
11. Take eight letters and make **sunlight**. Put on a hat before going into the **sunlight**.
12. Take nine letters and make **tightrope**. Walking the **tightrope** is a dangerous activity!
13. Take nine letters and make **lightning**. There was spectacular **lightning** show at the beach.
14. Take eight letters and make **highness**. Please bow to her **highness**, the queen.
15. Take nine letters and make **enlighten**. The pamphlet was written to **enlighten** us about homelessness.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

light	highway	might	sighted	plight
frighten	flight	sighting	twilight	upright
sunlight	tightrope	lightning	highness	enlighten

Transfer

1. She _____ be right.
2. There was a _____ of the mountain quoll yesterday.
3. I can see the _____ through the curtains.
4. _____ doesn't strike in the same place twice.

Lesson 167

Cards for Word Sorts

Words: light highway might sighted plight frighten flight sighting twilight upright sunlight tightrope lightning highness
enlighten

Print and cut up one set of cards for each student to use in the sorts.

light	highway
might	sighted
plight	frighten
flight	sighting
twilight	upright
sunlight	tightrope
lightning	highness
enlighten	

Lesson 168

Letters: e n d e d h u t p a s b r l m f t

Words: ended hunted panted tended dented nested branded rested planted melted drafted rented sanded
tested dusted

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**. Hold up the **e** and **d**. Let the students know that **e** and **d** work together at the end of the word to make the sound “**ed**”, or “**t**” in two syllable words, or “**d**” in one syllable words. In this lesson we are focusing on “**ed**” at the end of two syllable words, where it makes the “**ed**” sound.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take five letters and make **ended**. The movie **ended** sadly.
2. Take six letters and make **hunted**. They ran like **hunted** hares.
3. Take six letters and make **panted**. My dog **panted** because it was so hot.
4. Take six letters and make **tended**. The nurse **tended** to her wounds.
5. Take six letters and make **dented**. He **dented** the car by hitting a pole.
6. Take six letters and make **nested**. The bird **nested** in the tree.
7. Take seven letters and make **branded**. In the shop you can buy **branded** goods.
8. Take six letters and make **rested**. He **rested** on his bed.
9. Take seven letters and make **planted**. We **planted** trees and bushes in our garden.
10. Take six letters and make **melted**. The ice **melted** in the daylight.
11. Take seven letters and make **drafted**. I **drafted** a letter to my teacher.
12. Take six letters and make **rented**. We **rented** a new house.
13. Take six letters and make **sanded**. They **sanded** down the wooden floors.
14. Take six letters and make **tested**. He **tested** the pool water to see if it needed treating.
15. Take six letters and make **dusted**. She **dusted** the house with a feather duster.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

ended	hunted	panted	tended	dented
nested	branded	rested	planted	melted
drafted	rented	sanded	tested	dusted

Transfer

1. She _____ a new proposal.
2. We _____ a movie from Netflix.
3. The bird _____ in a tree.
4. My confidence was _____ by my mistake.

Lesson 168

Cards for Word Sorts

Words: ended hunted panted tended dented nested branded rested planted melted drafted rented sanded
tested dusted

Print and cut up one set of cards for each student to use in the sorts.

ended	hunted
panted	tended
dented	nested
branded	rested
planted	melted
drafted	rented
sanded	tested
dusted	

Lesson 169

Letters: d e n t e d l a n m r n s f b r u h p

Words: dented ended landed mended rented nested tended drafted branded dusted sanded hunted planted
rested panted

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**. Hold up the **e** and **d**. Let the students know that **e** and **d** work together at the end of the word to make the sound “**ed**”, or “**i**” in two syllable words, or “**d**” in one syllable words. In this lesson we are focusing on “**ed**” at the end of two syllable words, where it makes the “**ed**” sound.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take six letters and make **dented**. The **dented** saucepan went in the recycling.
2. Take five letters and make **ended**. They **ended** the race in a tie.
3. Take six letters and make **landed**. His flight **landed** late.
4. Take six letters and make **mended**. I **mended** the hole in my jeans.
5. Take six letters and make **rented**. My dad **rented** a mobile home for our holiday.
6. Take six letters and make **nested**. Russian dolls are **nested** inside each other.
7. Take six letters and make **tended**. Her hair **tended** to come loose.
8. Take seven letters and make **drafted**. The architect **drafted** plans for the new building.
9. Take seven letters and make **branded**. She was **branded** a liar.
10. Take six letters and make **dusted**. The icing sugar was **dusted** all over the cake.
11. Take seven letters and make **sanded**. Before painting the dresser, they **sanded** it thoroughly.
12. Take six letters and make **hunted**. We **hunted** for a new car all weekend.
13. Take seven letters and make **planted**. She **planted** out the seedlings.
14. Take six letters and make **rested**. He **rested** after his run.
15. Take six letters and make **panted**. She **panted** running up the hill.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

dented	ended	landed	mended	rented
nested	tended	drafted	branded	dusted
sanded	hunted	planted	rested	panted

Transfer

1. My mum _____ my broken toy.
2. Her bag is _____ with a designer's logo.
3. She _____ the garden with love.
4. She _____ her sore feet.

Lesson 169

Cards for Word Sorts

Words: dented ended landed mended rented nested tended drafted branded dusted sanded hunted planted
rested panted

Print and cut up one set of cards for each student to use in the sorts.

dented	ended
landed	mended
rented	nested
tended	drafted
branded	dusted
sanded	hunted
planted	rested
panted	

Lesson 170

Letters: b u z z e d d r i l l f s m e a n p y p r

Words: buzzed drilled filled smelled filmed rained spilled yelled sprained spelled milled

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **u**, the sound is **u** as in **up**. Hold up the **e** and **d**. Let the students know that **e** and **d** work together at the end of the word to make the sound “**ed**”, or “**i**” in two syllable words, or “**d**” in one syllable words. In this lesson we are focusing on “**ed**” at the end of one syllable words, where it makes the “**d**” sound.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take six letters and make **buzzed**. The saw **buzzed** as it cut through the wood.
2. Take seven letters and make **drilled**. He **drilled** a hole in the wall.
3. Take six letters and make **filled**. He **filled** her glass with milk.
4. Take seven letters and make **smelled**. She **smelled** the roses.
5. Take six letters and make **filmed**. They had their wedding **filmed**.
6. Take six letters and make **rained**. It **rained** all day.
7. Take seven letters and make **spilled**. Her hair **spilled** over her collar.
8. Take six letters and make **yelled**. She **yelled** as she jumped into the water.
9. Take seven letters and make **sprained**. He **sprained** his ankle when he fell.
10. Take seven letters and make **spelled**. She **spelled** her name with a y.
11. Take six letters and make **milled**. The flour is finely **milled**.
12. Take six letters and make **buzzed**. The fly **buzzed** in my ear.
13. Take seven letters and make **sprained**. She can't type because she **sprained** her wrist.
14. Take six letters and make **yelled**. She **yelled** at him to run faster.
15. Take six letters and make **filmed**. The movie was **filmed** in Melbourne.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

buzzed	drilled	filled	smelled	filmed
rained	spilled	yelled	sprained	spelled
milled	buzzed	sprained	yelled	filmed

Transfer

1. He _____ his car with petrol.
2. It barely _____ this summer.
3. The room _____ with the news.
4. I _____ water all over the floor.

Lesson 170

Cards for Word Sorts

Words: buzzed drilled filled smelled filmed rained spilled yelled sprained spelled milled

Print and cut up one set of cards for each student to use in the sorts.

buzzed	drilled
filled	smelled
filmed	rained
spilled	yelled
sprained	spelled
milled	buzzed
sprained	yelled
filmed	

Lesson 171

Letters: k i s s e d t o r u h f l a m p c k b n c h p j

Words: kissed tossed rushed flashed smashed missed picked dashed blocked pinched pumped slashed
jumped thanked punched

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**. For **o**, the sound is **o** as in **on**. For **u**, the sound is **u** as in **up**. Hold up the **e** and **d**. Let the students know that **e** and **d** work together at the end of the word to make the sound “**ed**”, or “**t**” in two syllable words, or “**d**” in one syllable words. In this lesson we are focusing on “**ed**” at the end of one syllable words, where it makes the “**t**” sound.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take six letters and make **kissed**. She **kissed** the baby on the head.
2. Take six letters and make **tossed**. He **tossed** the salad before serving it.
3. Take six letters and make **rushed**. He **rushed** up and told me the news.
4. Take seven letters and make **flushed**. She **flushed** a smile.
5. Take seven letters and make **smashed**. Hulk **smashed** lots of things!
6. Take six letters and make **missed**. He was running late and **missed** his appointment.
7. Take six letters and make **picked**. The boy **picked** his nose.
8. Take six letters and make **dashed**. They **dashed** over the finishing line together.
9. Take seven letters and make **blocked**. The drain was **blocked** and stinky.
10. Take seven letters and make **pinched**. I **pinched** my nose to stop the smell.
11. Take six letters and make **pumped**. The students were **pumped** for their excursion.
12. Take seven letters and make **slashed**. He accidentally **slashed** his hand on the fence.
13. Take six letters and make **jumped**. He **jumped** on his bike.
14. Take seven letters and make **thanked**. The principal **thanked** everyone for coming.
15. Take seven letters and make **punched**. She **punched** the air with excitement.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

kissed	tossed	rushed	flushed	smashed
missed	picked	dashed	blocked	pinched
pumped	slashed	jumped	thanked	punched

Transfer

1. She _____ the punching bag.
2. They _____ to get to school.
3. The cricket ball _____ through the window.
4. She _____ out her clothes.

Lesson 171

Cards for Word Sorts

Words: kissed tossed rushed flashed smashed missed picked dashed blocked pinched pumped slashed
jumped thanked punched

Print and cut up one set of cards for each student to use in the sorts.

kissed	tossed
rushed	flashed
smashed	missed
picked	dashed
blocked	pinched
pumped	slashed
jumped	thanked
punched	

Lesson 172

Letters: c r a n k e d h e l p u n s f o i b s j m t s

Words: cranked helped lunched crushed flocked flushed licked blocked slashed jumped tossed
punched dashed missed thanked

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**. For **o**, the sound is **o** as in **on**. For **u**, the sound is **u** as in **up**. Hold up the **e** and **d**. Let the students know that **e** and **d** work together at the end of the word to make the sound “**ed**”, or “**i**” in two syllable words, or “**d**” in one syllable words. In this lesson we are focusing on “**ed**” at the end of one syllable words, where it makes the “**t**” sound.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take seven letters and make **cranked**. He **cranked** up the volume.
2. Take six letters and make **helped**. She **helped** with the clean up.
3. Take seven letters and make **lunched**. They **lunched** on sandwiches and juice.
4. Take seven letters and make **crushed**. He **crushed** the paper in his hands.
5. Take seven letters and make **flocked**. The spectators **flocked** to the football ground.
6. Take seven letters and make **flushed**. He **flushed** red with embarrassment.
7. Take six letters and make **licked**. The children **licked** their icecreams.
8. Take seven letters and make **blocked**. The steel door **blocked** their escape.
9. Take seven letters and make **slashed**. His tires were **slashed** by a vandal.
10. Take six letters and make **jumped**. She **jumped** out of bed.
11. Take six letters and make **tossed**. The horse **tossed** off his rider.
12. Take seven letters and make **punched**. The binding machine **punched** holes in the paper.
13. Take six letters and make **dashed**. The sleigh **dashed** through the snow.
14. Take six letters and make **missed**. The girl **missed** her mum when she went away.
15. Take seven letters and make **thanked**. He **thanked** her for helping him.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

cranked	helped	lunched	crushed	flocked
flushed	licked	blocked	slashed	jumped
tossed	punched	dashed	missed	thanked

Transfer

1. The letter _____ me for my donation.
2. The rocks were _____ by the machine.
3. The birds _____ to the food.
4. The bride _____ her flowers.

Lesson 172

Cards for Word Sorts

Words: cranked helped lunched crushed flocked flushed licked blocked slashed jumped tossed
punched dashed missed thanked

Print and cut up one set of cards for each student to use in the sorts.

cranked	helped
lunched	crushed
flocked	flushed
licked	blocked
slashed	jumped
tossed	punched
dashed	missed
thanked	

Lesson 173

ai one syllable words: aid, ail, aim, bail, bait, braid, brain, chain, claim, drain, fail, faint, faith, frail, gain, grain, hail, jail, laid, maid, mail, nail, paid, pail, pain, quail, raid, rain, sail, saint, snail, sprain, stain, strain, tail, train, wail, waist, wait

ai two syllable words: afraid, explain, obtain, raisin, waitress

ay one syllable words: bay, clay, day, fray, hay, lay, may, nay, pay, play, pray, ray, say, slay, spray, stay, stray, sway, tray, way

ay two and three syllable words: away, display, holiday, railway

ee one syllable words: bee, beef, been, beep, beet, bleed, breed, cheek, cheep, creek, creep, deed, deem, deep, eel, fee, feed, feel, feet, free, greed, Greek, green, greet, heed, heel, jeep, keen, keep, leech, leek, meek, meet, need, peek, peel, peep, queen, reef, reel, screech, screen, see, seed, seek, seem, seen, seep, sheen, sheep, sheet, sleep, sleet, speech, speed, spree, steed, steep, street, sweep, teen, teeth, tree, tweet, weed, weep, wheel

ee two and three syllable words: agree, chimpanzee, coffee, frisbee, gumtree, toffee, trainee, yippee

oa one syllable words: bloat, boast, boat, broach, cloak, coach, coal, coast, coat, coax, croak, float, foal, foam, gloat, goal, goat, groan, hoax, load, loaf, loan, moan, moat, oaf, oak, oath, poach, roach, road, roam, roast, soak, soap, throat, toad, toast

ow as in snow, one syllable words: blow, blown, bow, crow, flow, glow, grow, grown, know, known, low, mow, mown, own, row, show, shown, slow, snow, sow, sown, stow, throw, thrown, tow ,

ow as in snow, two and three syllable words: bellow, billow, bungalow, elbow, fellow, follow, hollow, mellow, minnow, pillow, rainbow, shadow, shallow, widow, willow, window, yellow

igh one syllable words: bight, blight, bright, fight, flight, fright, high, light, might, nigh, night, plight, right, sigh, sight, slight, thigh, tight

igh two and three syllable words: alight, backlight, brighten, brightest, daylight, delight, enlighten, frighten, headlight, highlight, highness, highway, insight, lamplight, lightbulb, lighten, lightning, limelight, midnight, moonlight, nightfall, sighing, sighted, sighting, sightsee, slightest, slightly, spotlight, starlight, sunlight, tightness, tightrope, tonight, twilight, unsightly, upright

suffix -ed as /ed/ two syllable words: branded, dented, drafted, dusted, ended, hunted, landed, melted, mended, nested, panted, planted, rented, rested, sanded, tended, tested

suffix -ed as /d/ one syllable words: buzzed, drilled, filled, filmed, milled, rained, smelled, spelled, spilled, sprained, yelled

suffix -ed as /t/ one syllable words: blocked, cranked, crushed, dashed, fashed, focked, fushed, helped, jumped, kissed, licked, lunched, missed, picked, pinched, pumped, punched, rushed, slashed, smashed, thanked, tossed

Letters and Sounds for Review: ai ay ee oa ow igh ed a_e e_e i_e o_e u_e -s -es sh th ch wh ng -es ff ll ss zz s a t p i n m e h r d o f c b g l u k ck v y z w j q x
Irregular words (covered in word wall): their all does goes

Review

Please see instructions on the next page.

Lesson 173 continued

Review

To review the letters and sounds, make sure each student has access to all of the letters. Please do this review each day for a week.

1. Ask the students to make any **ai** words they can. If needed, remind them to start words with different letters or make one and two syllable words.
2. Ask the students to make any **ay** words they can. If needed, remind them to start words with different letters or make one, two and three syllable words.
3. Ask the students to make any **ee** words they can. If needed, remind them to start words with different letters or make one, two and three syllable words.
4. Ask the students to make any **oa** words they can. If needed, remind them to start words with different letters.
5. Ask the students to make any **ow** words they can. If needed, remind them to start words with different letters or make one, two and three syllable words.
6. Ask the students to make any **igh** words they can. If needed, remind them to start words with different letters or make one, two and three syllable words.
7. Ask the students to make words with **-ed** at the end. If needed, remind them to start words with different letters or make one and two syllable words.
8. Across the week keep track of the words they make and start challenging them to make different words. Try to make all of the words in the list above through the week.

Decodable Sentences

Decodable sentences will be covered in the next lesson, to be done the following week.

Lesson 174

Letters and Sounds for Review: ai ay ee oa ow igh ed a_e e_e i_e o_e u_e -s -es sh th ch
wh ng -es ff ll ss zz s a t p i n m e h r d o f c b g l u k ck v y z w j q x
Irregular words (covered in word wall): their all does goes

Decodable Sentences

The following sentences are provided by the [Reading Hub](#). Some of these sentences don't make sense, which encourages students to decode rather than guessing the words – which is, of course, what we want. However, if you have concerns that this may interfere with a student's understanding that print has meaning, please focus on the sentences that do make sense. This is particularly a concern with hyperlexic students.

You can use these sentences in different ways. You can provide them to students with a word missing and ask them to make the word to fill the gap, you can ask students to generate the whole sentence using their writing tool or you can focus on either the decodable or irregular words. Have fun with them!

The sentences focus on the decodable words that students have been generating through the previous nine lessons. They also include the four irregular words that should be on the word wall – **their, all, does, goes**

Tama does not like to walk in the rain.	This black train goes all the way to the coast.	Does May want to go for a swim in the bay?
I had to explain why there was a snail in the mailbox.	I had a big seed stuck in my teeth.	Jack went to sleep when he was playing hide and seek!
There is a toad on the road.	The oak tree sways in the wind.	Kiko saw snow from her window and jumped with glee.
The big black crow is their pet.	All of them got a fright when the bright light came on.	I have made a slight mistake.
Mish needs to check how high the tightrope is.	We chipped all the paint when we hit the gate.	Ezra and Mim filled three buckets with sticks.
Chan landed on the plants when she jumped off her bike.		



Phase 12

Lessons 175 to 180

Please follow the instructions in each individual lesson.

The focus letter for these lessons is final **y**. This can make the sound **y** as in **try** and it can make the sound **y** as in **body**. All lessons also use some of the letters from the previous phases. Only provide each student with the letters they need for the lesson. While they are learning these new skills, we don't want them to juggle the whole alphabet.

There are no longer instructions about saying the word (out loud or in your head) in the script, but you can add this in as needed for your students.

Each lesson is designed to be done between one and three times before moving onto the next lesson, depending on how difficult the students find it. The final lesson in each phase should be done across a week.

Word Wall

Please ensure that as you work on Lessons 175 to 180, that you also focus on the irregular words: **could**, **should**, **would** and **two**. These should be used in your word wall words over this period if they aren't already.

Lesson 175

Letters: b y c r d p t f l s p m h k

Words: by cry dry pry try fly fry spy spry my ply shy sky sly sty

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, either out loud or in their head. Have the students show both the lowercase and capital letters. Hold up the **y**. Let the students know that **y** at the end of a word can make the sound **y** as in **try**, usually in a one syllable word, or **y** as in **body** in two and three syllable words. In this lesson we are focusing on **y** at the end of one syllable words where it makes the sound **y** as in **try**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take two letters and make **by**. They walked **by** the library.
2. Take three letters and make **cry**. Don't **cry** over spilt milk.
3. Take three letters and make **dry**. They hung the washing out to **dry**.
4. Take three letters and make **pry**. They had to **pry** the drawer open.
5. Take three letters and make **try**. He likes to **try** new things.
6. Take three letters and make **fly**. The **fly** buzzed around the room.
7. Take three letters and make **fry**. My dad will **fry** eggs for breakfast every weekend.
8. Take three letters and make **spy**. Don't **spy** on other people.
9. Take four letters and make **spry**. My grandmother is a **spry** 82 year old.
10. Take two letters and make **my**. I drove **my** car to the park.
11. Take three letters and make **ply**. She will **ply** her guests with food and drink.
12. Take three letters and make **shy**. She is **shy** with new people.
13. Take three letters and make **sky**. There are no clouds in the **sky**.
14. Take three letters and make **sly**. Cats can be very **sly**.
15. Take three letters and make **sty**. The pigs live in a **sty**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students find all the words with an **s** in them.

by	cry	dry	pry	try
fly	fry	spy	spry	my
ply	shy	sky	sly	sty

Transfer

1. I walked ___ her house.
2. The well is ____.
3. I would like wings so I could ____.
4. My room looks like a pig ____.

Lesson 175

Cards for Word Sorts

Words: by cry dry pry try fly fry spy spry my ply shy sky sly sty

Print and cut up one set of cards for each student to use in the sorts.

by

cry

dry

pry

try

fly

fry

spy

spry

my

ply

shy

sky

sly

sty

Lesson 176

Letters: b a b y p o n o d v e r z c s i x t f l l l u m r g x a

Words: baby pony body very zany copy sixty fifty envy lolly belly study marry balcony
galaxy

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**. For **o**, the sound is **o** as in **on**. For **u**, the sound is **u** as in **up**. Hold up the **y**. Let the students know that **y** at the end of a word can make the sound **y** as in **try**, usually in a one syllable word, or **y** as in **body** in two and three syllable words. In this lesson we are focusing on **y** at the end of two and three syllable words where it makes the sound **y** as in **try**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take four letters and make **baby**. The **baby** cried all night.
2. Take four letters and make **pony**. A **pony** is a small horse.
3. Take four letters and make **body**. My **body** is sore after exercising.
4. Take four letters and make **very**. You are **very** clever.
5. Take four letters and make **zany**. My aunt is **zany** and crazy.
6. Take four letters and make **copy**. Don't **copy** your neighbour.
7. Take five letters and make **sixty**. The speed limit is **sixty** kilometres per hour.
8. Take five letters and make **fifty**. My grandparents have been married for **fifty** years.
9. Take four letters and make **envy**. They stared at her purchases in **envy**.
10. Take five letters and make **lolly**. Would you like a **lolly**?
11. Take five letters and make **belly**. My sister is pregnant and has a big **belly**.
12. Take five letters and make **study**. He needs to **study** for a test.
13. Take five letters and make **marry**. She asked him to **marry** her.
14. Take seven letters and make **balcony**. I booked a table on the **balcony**.
15. Take six letters and make **galaxy**. Our planet is in the **galaxy** known as the Milky Way.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

baby	pony	body	very	zany
copy	sixty	fifty	envy	lolly
belly	study	marry	balcony	galaxy

Transfer

1. Our solar system is part of our _____, the Milky Way.
2. I wish I had a _____ to ride.
3. I have a _____ brother.
4. My mother turned _____ yesterday.

Lesson 176

Cards for Word Sorts

Words: baby pony body very zany copy sixty fifty envy lolly belly study marry balcony
galaxy

Print and cut up one set of cards for each student to use in the sorts.

baby	pony
body	very
zany	copy
sixty	fifty
envy	lolly
belly	study
marry	balcony
galaxy	

Lesson 177

Letters: a n g r y j e l l k i t t b r r u n n b h s m m m d d c r p p p o f v e

Words: angry jelly kitty berry bunny bilby husky mummy buddy carry puppy poppy
canopy family seventy

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**. For **o**, the sound is **o** as in **on**. For **u**, the sound is **u** as in **up**. Hold up the **y**. Let the students know that **y** at the end of a word can make the sound **y** as in **try**, usually in a one syllable word, or **y** as in **body** in two and three syllable words. In this lesson we are focusing on **y** at the end of two and three syllable words where it makes the sound **y** as in **try**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take five letters and make **angry**. She is **angry** about the news.
2. Take five letters and make **jelly**. I love eating strawberry **jelly**.
3. Take five letters and make **kitty**. We need a new bag of **kitty** litter.
4. Take five letters and make **berry**. He asked for some **berry** pudding.
5. Take five letters and make **bunny**. I hope the Easter **bunny** comes.
6. Take five letters and make **bilby**. The **bilby** is an endangered animal.
7. Take five letters and make **husky**. She spoke with a **husky** voice.
8. Take five letters and make **mummy**. They found a **mummy** in a tomb.
9. Take five letters and make **buddy**. Her best **buddy** is her dog.
10. Take five letters and make **carry**. He offered to **carry** the bag.
11. Take five letters and make **puppy**. They got a **puppy** in June.
12. Take five letters and make **poppy**. People wear a red **poppy** to remember.
13. Take six letters and make **canopy**. The **canopy** protected us from the rain.
14. Take six letters and make **family**. My **family** is crazy!
15. Take seven letters and make **seventy**. Our house is **seventy** years old.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

angry	jelly	kitty	berry	bunny
bilby	husky	mummy	buddy	carry
puppy	poppy	canopy	family	seventy

Transfer

1. He was very _____ that his son lied.
2. The _____ is eating the grass.
3. He called out for his _____.
4. There is a _____ over the walkway to protect us from rain and sun.

Lesson 177

Cards for Word Sorts

Words: angry jelly kitty berry bunny bilby husky mummy buddy carry puppy poppy
canopy family seventy

Print and cut up one set of cards for each student to use in the sorts.

angry	jelly
kitty	berry
bunny	bilby
husky	mummy
buddy	carry
puppy	poppy
canopy	family
seventy	

Lesson 178

Letters: e n t r y h a p p h o b b i h u n g j l l d d p z w t f n a s c o m y

Words: entry happy hobby thirty pantry hungry rugby jelly buddy poppy zany twenty
fantasy comedy copyright

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**. For **o**, the sound is **o** as in **on**. For **u**, the sound is **u** as in **up**. Hold up the **y**. Let the students know that **y** at the end of a word can make the sound **y** as in **try**, usually in a one syllable word, or **y** as in **body** in two and three syllable words. In this lesson we are focusing on **y** at the end of two and three syllable words where it makes the sound **y** as in **try**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take five letters and make **entry**. The sign read no **entry**.
2. Take five letters and make **happy**. They sang **happy** birthday.
3. Take five letters and make **hobby**. Knitting is my favourite **hobby**.
4. Take six letters and make **thirty**. We have lunch at twelve **thirty**.
5. Take six letters and make **pantry**. She put the food in the **pantry**.
6. Take six letters and make **hungry**. When he is **hungry**, he gets a bit grumpy.
7. Take five letters and make **rugby**. The Wallabies are the Australian **rugby** team.
8. Take five letters and make **jelly**. She ran for so long her legs felt like they turned to **jelly**.
9. Take five letters and make **buddy**. I don't know what I would do without my best **buddy**.
10. Take five letters and make **poppy**. The **poppy** is worn as a show of support for the armed forces.
11. Take four letters and make **zany**. There's a lot of **zany** characters in this comedy.
12. Take six letters and make **twenty**. You need to wait for **twenty** minutes.
13. Take seven letters and make **fantasy**. My childhood **fantasy** was to go into space.
14. Take six letters and make **comedy**. I love it when I see a good **comedy**.
15. Take nine letters and make **copyright**. She has the **copyright** to the book.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

entry	happy	hobby	thirty	pantry
hungry	rugby	jelly	buddy	poppy
zany	twenty	fantasy	comedy	copyright

Transfer

1. The _____ to the zoo opens at ten.
2. I feel like I am always _____.
3. She invited _____ people to her party.
4. I love watching _____ movies.

Lesson 178

Cards for Word Sorts

Words: entry happy hobby thirty pantry hungry rugby jelly buddy poppy zany twenty
fantasy comedy copyright

Print and cut up one set of cards for each student to use in the sorts.

entry	happy
hobby	thirty
pantry	hungry
rugby	jelly
buddy	poppy
zany	twenty
fantasy	comedy
copyright	

Lesson 179

Letters: c u r r y d a d d t w e n t h e r r m p o s i x f a o g u l x b

Words: curry daddy twenty cherry empty pony sixty lolly thirty canopy fantasy
copyright hungry galaxy balcony

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, either out loud or in their head. Have the students show both the lowercase and capital letters. For **a**, the sound is **a** as in **apple**. For **e**, the sound is **e** as in **egg**. For **i**, the sound is **i** as in **igloo**. For **o**, the sound is **o** as in **on**. For **u**, the sound is **u** as in **up**. Hold up the **y**. Let the students know that **y** at the end of a word can make the sound **y** as in **try**, usually in a one syllable word, or **y** as in **body** in two and three syllable words. In this lesson we are focusing on **y** at the end of two and three syllable words where it makes the sound **y** as in **try**.

Make Words:

Have the students make these words. Either you or one of the students should also make each word so everyone can see it (model word). DO NOT wait for everyone to make the word before making the model word. Keep the lesson fast paced and the students will pay better attention. When the model word is made, ask everyone to check their words and fix them if necessary.

Let the students know that for this lesson they will need to put the letters away after making each word and start again with different letters. They should also say each word, out loud or in their head, focusing on the sounds in the word before spelling it. You can remind them to do this as needed.

1. Take five letters and make **curry**. I love eating **curry**.
2. Take five letters and make **daddy**. The little girl hugged her **daddy**.
3. Take six letters and make **twenty**. There are **twenty** people in the group.
4. Take six letters and make **cherry**. I love **cherry** pie.
5. Take five letters and make **empty**. I ate until my plate was **empty**.
6. Take four letters and make **pony**. She rode her **pony** around the paddock.
7. Take five letters and make **sixty**. He sat for **sixty** minutes in the waiting room.
8. Take five letters and make **lolly**. The little girl sucked on her **lolly**.
9. Take six letters and make **thirty**. She turned **thirty** on her last birthday.
10. Take six letters and make **canopy**. They put up a **canopy** to protect us from the sun.
11. Take seven letters and make **fantasy**. Her favourite **fantasy** is that she meets a unicorn.
12. Take nine letters and make **copyright**. It is an old book and out of **copyright**.
13. Take six letters and make **hungry**. I love playing the game **hungry** hippos.
14. Take six letters and make **galaxy**. There is a **galaxy** far, far, away.
15. Take seven letters and make **balcony**. We sat out on the **balcony**.

Sort

Collect the letters, then read with the students all the words on the word cards.

1. Have the students sort the words into columns according to how many letters they have.

curry	daddy	twenty	cherry	empty
pony	sixty	lolly	thirty	canopy
fantasy	copyright	hungry	galaxy	balcony

Transfer

1. My big brother is always _____.
2. The biscuit tin is _____ again.
3. She wants to ride on a _____.
4. There are _____ or more people in the queue.

Lesson 179

Cards for Word Sorts

Words: curry daddy twenty cherry empty pony sixty lolly thirty canopy fantasy
copyright hungry galaxy balcony

Print and cut up one set of cards for each student to use in the sorts.

curry	daddy
twenty	cherry
empty	pony
sixty	lolly
thirty	canopy
fantasy	copyright
hungry	galaxy
balcony	

Lesson 180

y as in try one syllable words: by cry dry fly fry my ply pry shy sky sly spry spy sty try

y as in body two syllable words: angry, baby, belly, berry, bilby, body, buddy, bunny, carry, cherry, copy, curry, daddy, empty, entry, envy, fifty, happy, hobby, hungry, husky, jelly, kitty, lolly, marry, mummy, pantry, pony, poppy, puppy, rugby, sixty, study, thirty, twenty, very, zany

y as in body three syllable words: balcony, canopy, comedy, copyright, family, fantasy, galaxy, seventy

Letters and Sounds for Review: final y ai ay ee oa ow igh ed a_e e_e i_e o_e u_e -s -es sh th ch wh ng -es ff ll ss zz s a t p i n m e h r d o f c b g l u k ck v y z w j q x

Irregular words (covered in word wall): could should would two

Review

To review the letters and sounds, make sure each student has access to all of the letters. Please do this review each day for a week.

1. Ask the students to make any one, two or three syllable words that end in **y** that they can. If needed, remind them to start words with different letters or use different vowels for each syllable.
2. Across the week keep track of the words they make and start challenging them to make different words. Try to make all of the words in the list above through the week.

Decodable Sentences

Sentences and information are provided on the next page.

Lesson 180

Please see the list of words on the previous page for the different sounds covered in this phase.

Letters and Sounds for Review: final y ai ay ee oa ow igh ed a_e e_e i_e o_e u_e -s -es sh th ch wh ng -es ff ll ss zz s a t p i n m e h r d o f c b g l u k ck v y z w j q x

Irregular words (covered in word wall): could should would two

Decodable Sentences

The following sentences are provided by the [Reading Hub](#). Some of these sentences don't make sense, which encourages students to decode rather than guessing the words – which is, of course, what we want. However, if you have concerns that this may interfere with a student's understanding that print has meaning, please focus on the sentences that do make sense. This is particularly a concern with hyperlexic students.

You can use these sentences in different ways. You can provide them to students with a word missing and ask them to make the word to fill the gap, you can ask students to generate the whole sentence using their writing tool or you can focus on either the decodable or irregular words. Have fun with them!

The sentences focus on the decodable words that students have been generating through the previous nine lessons. They also include the four irregular words that should be on the word wall – **could, would, should, two**.

Should that fly be up in the sky?	My sly dog jumped into the box by the bench.	My pants are going to dry in the sun.
I would cry if I could not find my two sheep.	Would you like to meet my shy bunny?	I have my hat because today should be sunny.
Would you try to fly if I told you that you could?	Tet likes to study so he should do well on his test.	Viv tells very zany jokes!
It is cosy to sit by the fire with a husky dog.	This lolly is so sticky it could get stuck to my teeth.	The baby saw that his cup was empty and started to cry.
The mummy bilby and the shy baby bilby were sleeping in their burrow.	My pony Buddy likes to eat jelly when she is hungry.	How could there be sixty rats on the balcony?
That kitty is very fluffy and it seems very happy.		