

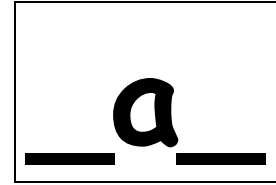
# Literacy Night Lesson Booklet

Shelley Elementary

Fall 2007

Charlotte McGee

## Lesson #1



1. Say: **See a** (point to a) – “a” says /a/ (as in cat). “A” is a vowel. **When the letter “a” is by itself, in between two consonant and there is no letter e or letter y at the end of the word it says /a/.**
2. Say: **Let’s read some words with /a/** (point to words list 1). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
3. Say: **Now let’s read some more words** (point to word list 2). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
4. Say: **Now we will practice writing some words.** (If the student does not get the word correct, prompt the student.) **Please write the word – cat. Please write the word – tap. Please write the word – man.**
5. Say: **Now you will reread the word lists while I time you. Let’s see how fast you can read the sounds and the words.**

(If the student can read all 16 words and sounds in 35 seconds or less and can write the three words without prompting he is ready to go on to the next lesson the next day. If not, repeat this lesson on the next day.)

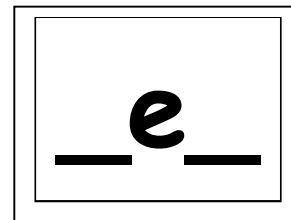
### List #1

**cat**  
**man**  
**sad**  
**cap**  
**bag**  
**sat**  
**pan**  
**dad**

### List #2

**van**  
**ran**  
**rap**  
**rag**  
**lap**  
**fat**  
**tan**  
**flag**

## Lesson #2



1. Say: See “e” (point to e) – “e” says /e/ (as in ten). “E” is a vowel. When the letter “e” is by itself, in between two consonant and there is no letter e or letter y at the end of the word it says /e/.
2. Say: Let’s read some words with /e/ (point to words list 1). Say the underlined sound then read the word. Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
3. Say: Now let’s read some more words (point to word list 2). Say the underlined sound then read the word. Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
4. Say: Now we will practice writing some words. (If the student does not get the word correct, prompt the student.) Please write the word – pet. Please write the word - men. Please write the word – red.
5. Say: Now you will reread the word list while I time you. Let’s see how fast you can read the sounds and the words.

(If the student can read all 16 words and sounds in 35 seconds or less and can write the three words without prompting he is ready to go on to the next lesson the next day. If not, repeat this lesson on the next day.)

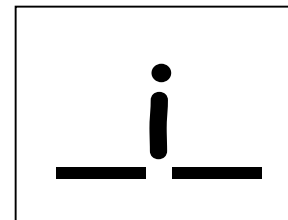
List #1

red  
hen  
well  
fed  
spend  
met  
fell  
led

List #2

men  
cap  
sled  
tag  
fell  
nap  
set  
cat

## Lesson #3



1. Say: See “**i**” (point to i) – “**i**” says /i/ (as in tip). “**i**” is a vowel. When the letter “**i**” is by itself, in between two consonant and there is no letter e or letter y at the end of the word it says /i/.
2. Say: Let’s read some words with /i/ (point to words list 1). Say the **underlined sound then read the word**. Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
3. Say: Now let’s read some more words (point to word list 2). Say the **underlined sound then read the word**. Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
4. Say: Now we will practice writing some words. (If the student does not get the word correct, prompt the student.) Please write the word – sit. Please write the word - tin. Please write the word – pig.
5. Say: Now you will reread the word list while I time you. Let’s see how fast you can read the sounds and the words.

(If the student can read all 16 words and sounds in 35 seconds or less and can write the three words without prompting he is ready to go on to the next lesson the next day. If not, repeat this lesson on the next day.)

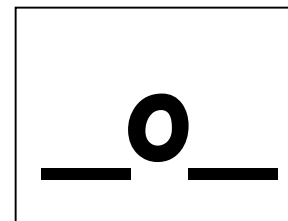
List #1

sit  
wig  
fin  
hill  
tick  
bit  
pig  
thin

List #2

pet  
big  
pill  
can  
nap  
qiuit  
lip  
net

## Lesson #4



1. Say: See “o” (point to o) – “o” says /o/ (as in pot). “O” is a vowel. When the letter “o” is by itself, in between two consonant and there is no letter e or letter y at the end of the word it says /o/.
2. Say: Let’s read some words with /o/ (point to words list 1). Say the underlined sound then read the word. Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
3. Say: Now let’s read some more words (point to word list 2). Say the underlined sound then read the word. Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
4. Say: Now we will practice writing some words. (If the student does not get the word correct, prompt the student.) Please write the word – pot. Please write the word - stop. Please write the word – cop.
5. Say: Now you will reread the word list while I time you. Let’s see how fast you can read the sounds and the words.

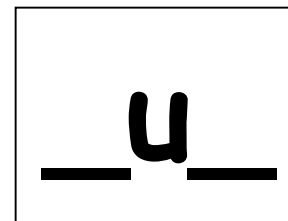
(If the student can read all 16 words and sounds in 35 seconds or less and can write the three words without prompting he is ready to go on to the next lesson the next day. If not, repeat this lesson on the next day.)

List #1

List #2

pop	jobs
not	had
hop	locks
job	laps
lock	bit
dog	pops
cop	pigs
lock	socks

## Lesson #5



1. Say: See “u” (point to e) – “u” says /u/ (as in nut). “U” is a vowel. When the letter “u” is by itself, in between two consonant and there is no letter e or letter y at the end of the word it says /u/.
2. Say: Let’s read some words with /u/ (point to words list 1). Say the underlined sound then read the word. Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
3. Say: Now let’s read some more words (point to word list 2). Say the underlined sound then read the word. Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
4. Say: Now we will practice writing some words. (If the student does not get the word correct, prompt the student.) Please write the word – pup. Please write the word - gum. Please write the word – jump.
5. Say: Now you will reread the word list while I time you. Let’s see how fast you can read the sounds and the words.

(If the student can read all 16 words and sounds in 35 seconds or less and can write the three words without prompting he is ready to go on to the next lesson the next day. If not, repeat this lesson on the next day.)

List #1

List #2

t <u>u</u> g	r <u>o</u> cked
b <u>u</u> g	g <u>o</u> t
c <u>u</u> b	c <u>a</u> ts
t <u>r</u> uck	l <u>o</u> cking
sh <u>u</u> t	t <u>r</u> ucks
b <u>u</u> n	d <u>u</u> g
r <u>u</u> g	sh <u>u</u> tting
l <u>u</u> ck	h <u>u</u> gs

## Lesson #6

- Say: See “**sh**” (point to sh) – “**sh**” says /sh/ (as in shut). **The letters s and h work together to make one sound. They say /sh/.**
- Say: **Let’s read some words with /sh/** (point to words list 1). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
- Say: **Now let’s read some more words** (point to word list 2). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
- Say: **Now we will practice writing some words.** (If the student does not get the word correct, prompt the student.) **Please write the word – shut. Please write the word - mash. Please write the word – ship.**
- Say: **Now you will reread the word list while I time you. Let’s see how fast you can read the sounds and the words.**

(If the student can read all 16 words and sounds in 35 seconds or less and can write the three words without prompting he is ready to go on to the next lesson the next day. If not, repeat this lesson on the next day.)

sh

List #1

List #2

wishh

kickk

gushh

cashh

shot

red

ship

man

bushh

list

ship

mash

shut

must

push

brush

## Lesson #7

1. Say: **See “ch” and “tch”** (point to ch and tch) – **“ch” and “tch” says /ch/** (as in chip). **The letters ch and tch work together to make one sound. They say /ch/.**
2. Say: **Let’s read some words with /ch/** (point to words list 1). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
3. Say: **Now let’s read some more words** (point to word list 2). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
4. Say: **Now we will practice writing some words.** (If the student does not get the word correct, prompt the student.) **Please write the word – chip. Please write the word - chop. Please write the word – chin.**
5. Say: **Now you will reread the word list while I time you. Let’s see how fast you can read the sounds and the words.**

(If the student can read all 16 words and sounds in 35 seconds or less and can write the three words without prompting he is ready to go on to the next lesson the next day. If not, repeat this lesson on the next day.)

# ch, tch

List #1

List #2

ditch

chip

witch

chin

patch

munch

fetch

chat

bill

pitch

mad

nut

pigs

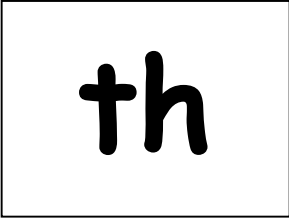
punch

shot

chill



# Lesson #8



1. Say: **See “th”** (point to th) – **“th” says /th/** (as in thin). **The letters t and h work together to make one sound. They say /th/.**
2. Say: **Let’s read some words with /th/** (point to words list 1). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
3. Say: **Now let’s read some more words** (point to word list 2). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
4. Say: **Now we will practice writing some words.** (If the student does not get the word correct, prompt the student.) **Please write the word – thin. Please write the word - with. Please write the word – thud.**
5. Say: **Now you will reread the word list while I time you. Let’s see how fast you can read the sounds and the words.**

(If the student can read all 16 words and sounds in 35 seconds or less and can write the three words without prompting he is ready to go on to the next lesson the next day. If not, repeat this lesson on the next day.)

List #1

List #2

<u>th</u> at	sh <u>o</u> p
pa <u>th</u>	<u>th</u> in
<u>th</u> ick	bru <u>sh</u>
mo <u>th</u>	hi <u>t</u>
<u>th</u> ud	wi <u>th</u>
<u>th</u> ick	ma <u>th</u>
ma <u>th</u>	<u>th</u> at
wi <u>th</u>	<u>th</u> is

## Lesson #9

1. Say: **See “wh”** (point to wh) – **“wh” says /wh/** (as in shut). **The letters w and h work together to make one sound. They say /wh/.**
2. Say: **Let’s read some words with /wh/** (point to words list 1). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
3. Say: **Now let’s read some more words** (point to word list 2). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
4. Say: **Now we will practice writing some words.** (If the student does not get the word correct, prompt the student.) **Please write the word – which. Please write the word - when. Please write the word – whip.**
5. Say: **Now you will reread the word list while I time you. Let’s see how fast you can read the sounds and the words.**

(If the student can read all 16 words and sounds in 35 seconds or less and can write the three words without prompting he is ready to go on to the next lesson the next day. If not, repeat this lesson on the next day.)

wh

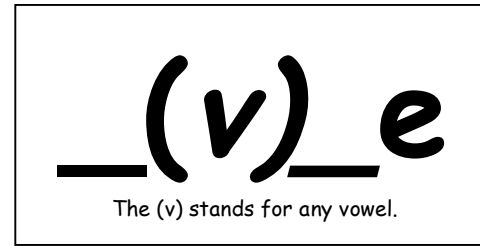
List #1

List #2

<u>wh</u> im	<u>wh</u> ack
<u>wh</u> ack	g <u>u</u> sh
<u>wh</u> it	cr <u>u</u> nch
<u>wh</u> en	<u>d</u> og
<u>wh</u> ich	<u>w</u> hen
<u>wh</u> en	<u>c</u> ut
<u>wh</u> ip	<u>sh</u> ack
<u>wh</u> ich	<u>w</u> ith

## Lesson #10

11. Say: See the “e” at the end of the sounds in the box (point to e in the box). This “e” has a special job. It doesn’t make any sound but it makes the vowel in the middle of the word say its own name. These words are called silent e words.
12. Say: Let’s read some silent e words (point to words list 1). Say the underlined sound then read the word. When you read the sound point to the vowel and the “e” at the end together. Then say the long vowel sound. Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
13. Say: Now let’s read some more words (point to word list 2). Say the underlined sound then read the word. Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
14. Say: Now we will practice writing some words. (If the student does not get the word correct, prompt the student.) Please write the word – hope. Please write the word - make. Please write the word – kite.
15. Say: Now you will reread the word list while I time you. Let’s see how fast you can read the sounds and the words.  
(If the student can read all 16 words and sounds in 35 seconds or less and can write the three words without prompting he is ready to go on to the next lesson the next day. If not, repeat this lesson on the next day.)



List #1

List #2

broke	shine
spite	pop
plate	base
robe	whip
stole	mine
prize	fame
cape	shut
haze	froze

## Lesson #11

6. Say: See “er”, “ir”, and “ur” (point to the sounds). “er” “ir” and “ur” say /r/ (as in shirt). When ever you see e, i, or u with r in a word you will know that it says /r/.
7. Say: Let’s read some words with the /r/ sound (point to words list 1). Say the underlined sound then read the word. Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
8. Say: Now let’s read some more words (point to word list 2). Say the underlined sound then read the word. Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
9. Say: Now we will practice writing some words with the /r/ sound. In the words we write today use “ir” when you hear the /r/ sound. (If the student does not get the word correct, prompt the student.) Please write the word – chirp. Please write the word - girl. Please write the word – bird.
10. Say: Now you will reread the word list while I time you. Let’s see how fast you can read the sounds and the words.

(If the student can read all 18 words and sounds in 40 seconds or less and can write the three words without prompting he is ready to go on to the next lesson the next day. If not, repeat this lesson on the next day.)

er, ir, ur

List #1

List #2

bird

first

chirp

her

germ

perk

burn

hurt

curl

shop

still

term

white

thin

stir

curb

same

tab

# Lesson #12

ar

List #1

List #2

6. Say: See “ar” (point to ar) – “ar” says /ar/ (as in park). The letters “a” and “r” work together to make one sound. They say /ar/.
7. Say: Let’s read some words with /ar/ (point to words list 1). Say the underlined sound then read the word. Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
8. Say: Now let’s read some more words (point to word list 2). Say the underlined sound then read the word. Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
9. Say: Now we will practice writing some words. (If the student does not get the word correct, prompt the student.) Please write the word – car. Please write the word - yard. Please write the word – arm.
10. Say: Now you will reread the word list while I time you. Let’s see how fast you can read the sounds and the words.

(If the student can read all 16 words and sounds in 35 seconds or less and can write the three words without prompting he is ready to go on to the next lesson the next day. If not, repeat this lesson on the next day.)

<u>arm</u>	<u>yard</u>
<u>tar</u>	<u>whip</u>
<u>art</u>	<u>turn</u>
<u>card</u>	<u>shape</u>
<u>harm</u>	<u>disk</u>
<u>sharp</u>	<u>germ</u>
<u>bark</u>	<u>whirl</u>
<u>star</u>	<u>slug</u>

## Lesson #13

6. Say: See **“or”** and **“ore”** (point to wh) – **“or”** and **“ore”** says /or/ (as in corn). **The letters “o” “r” and “o” “r” “e” work together to make one sound. They say the sound /or/.**
7. Say: **Let’s read some words with the /or/ sound** (point to words list 1). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
8. Say: **Now let’s read some more words** (point to word list 2). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
9. Say: **Now we will practice writing some words. If the /or/ sound comes in the middle of the word it is usually spelled “or”. If the /or/ sound is at the end of a word it is usually spelled “ore”. (If the student does not get the word correct, prompt the student.) Please write the word – born. Please write the word - short. Please write the word – more.**
10. Say: **Now you will reread the word list while I time you. Let’s see how fast you can read the sounds and the words.**  
(If the student can read all 16 words and sounds in 35 seconds or less and can write the three words without prompting he is ready to go on to the next lesson the next day. If not, repeat this lesson on the next day.)

**or, ore**

List #1

List #2

**corn**  
**chore**  
**torn**  
**born**  
**short**  
**more**  
**score**  
**fort**

**perch**  
**shark**  
**clap**  
**next**  
**sale**  
**like**  
**store**  
**joke**

## Lesson #14

16. Say: **See the word chunk “ang”** (point to ang).  
“Ang” says /ang/. (as in bang)
17. Say: **Let’s read some words with /ang/** (point to words list 1). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
18. Say: **Now let’s read some more words** (point to word list 2). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
19. Say: **Now we will practice writing some words.** (If the student does not get the word correct, prompt the student.) **Please write the word – bang. Please write the word - sang. Please write the word – rang.**
20. Say: **Now you will reread the word list while I time you. Let’s see how fast you can read the sounds and the words.**  
(If the student can read all 16 words and sounds in 35 seconds or less and can write the three words without prompting he is ready to go on to the next lesson the next day. If not, repeat this lesson on the next day.)

ang

List #1

List #2

tang

fang

hang

sang

rang

bang

gang

stick

gram

jara

snug

sung

sang

brokee

vase

## Lesson #15

11. Say: See “**ay**” and “**ai**” (point to the sounds). “**ai**” and “**ay**” say /a/ (as in stay). **When ever you see ay, or ai in a word you will know that it says /a/.**
12. Say: **Let’s read some words with the /a/ sound** (point to words list 1). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
13. Say: **Now let’s read some more words** (point to word list 2). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
14. Say: **Now we will practice writing some words with the /a/ sound. In the words we write today use “ay” when you her the /a/ sound. When you hear the /a/ sound at the end of a word it is usually spelled “ay”.** (If the student does not get the word correct, prompt the student.) **Please write the word – may. Please write the word - play. Please write the word – stay.**
15. Say: **Now you will reread the word list while I time you. Let’s see how fast you can read the sounds and the words.**

(If the student can read all 18 words and sounds in 40 seconds or less and can write the three words without prompting he is ready to go on to the next lesson the next day. If not, repeat this lesson on the next day.)

ay, ai

List #1

List #2

paint

day

way

rain

nail

maid

tray

bait

boss

site

close

this

chill

may

fail

tape



## Lesson #16

11. Say: **See “ou” and “ow”** (point to ou and ow) – **“ou” and “ow” says the sound /ow/** (as in cow).
12. Say: **Let’s read some words with the sound /ow/** (point to words list 1). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
13. Say: **Now let’s read some more words** (point to word list 2). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
14. Say: **Now we will practice writing some words. The words we will write today will use “ow” to make the /ow/ sound.** (If the student does not get the word correct, prompt the student.) **Please write the word – cow. Please write the word - wow. Please write the word – town.**
15. Say: **Now you will reread the word list while I time you. Let’s see how fast you can read the sounds and the words.**

(If the student can read all 16 words and sounds in 35 seconds or less and can write the three words without prompting he is ready to go on to the next lesson the next day. If not, repeat this lesson on the next day.)

**ou, ow**

List #1

List #2

<b><u>l</u>oud</b>	<b><u>t</u>own</b>
<b><u>m</u>outh</b>	<b><u>d</u>ark</b>
<b><u>o</u>wl</b>	<b><u>h</u>erd</b>
<b><u>c</u>lown</b>	<b><u>f</u>lute</b>
<b><u>h</u>owl</b>	<b><u>p</u>ound</b>
<b><u>f</u>ound</b>	<b><u>ch</u>ose</b>
<b><u>b</u>rown</b>	<b><u>b</u>oss</b>
<b><u>sh</u>out</b>	<b><u>f</u>ish</b>

## Lesson #17

11. Say: See “**igh**” (point to “igh”) – “**igh**” says /i/ (as in sight). **The letters “igh” work together to make one sound. They say the sound /i/.**
12. Say: **Let’s read some words with the /i/ sound** (point to words list 1). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
13. Say: **Now let’s read some more words** (point to word list 2). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
14. Say: **Now we will practice writing some words.** (If the student does not get the word correct, prompt the student.) **Please write the word – high. Please write the word - right. Please write the word – light.**
15. Say: **Now you will reread the word list while I time you. Let’s see how fast you can read the sounds and the words.**  
(If the student can read all 16 words and sounds in 35 seconds or less and can write the three words without prompting he is ready to go on to the next lesson the next day. If not, repeat this lesson on the next day.)

igh

List #1

List #2

<u>h</u> igh	sa <u>n</u> g
<u>f</u> ight	<u>s</u> ight
<u>m</u> ight	<u>m</u> ine
<u>n</u> ight	sn <u>u</u> g
<u>t</u> high	po <u>l</u> e
<u>l</u> ight	<u>sh</u> ip
<u>s</u> igh	<u>m</u> outh
<u>t</u> ight	<u>n</u> ail

## Lesson #18

21. Say: See “**oa**” and “**ow**” (point to “oa” and “ow”).  
“**oa**” and sometimes “**ow**” say /o/. (as in boat) To tell if “**ow**” will say /ow/ (as in cow) or /o/ (as in show) you must listen and decide which sound would make sense in the word.

22. Say: Let’s read some words with the /o/ sound (point to words list 1). Say the underlined sound then read the word. Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)

23. Say: Now let’s read some more words (point to word list 2). Say the underlined sound then read the word. Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)

24. Say: Now we will practice writing some words. When you hear the /o/ sound today, you will write “oa”. (If the student does not get the word correct, prompt the student.) Please write the word – boat. Please write the word - road. Please write the word – soap.

25. Say: Now you will reread the word list while I time you. Let’s see how fast you can read the sounds and the words.

(If the student can read all 16 words and sounds in 35 seconds or less and can write the three words without prompting he is ready to go on to the next lesson the next day. If not, repeat this lesson on the next day.)

**oa, ow**

List #1

List #2

oath

wote

grow

sho

crow

goat

boat

bike

flow

sigh

soap

pain

road

chuck

low

shake

# Lesson #19

26. Say: See “oo” (point to “oo”). Sometimes “oo” say /oo/ (as in book) and sometimes “oo” says /u/ as in zoo. To tell which sound “oo” will make you must listen and decide which sound would make sense in the word.

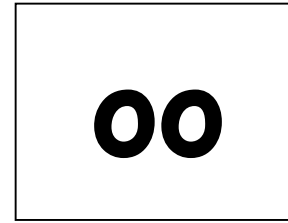
16. Say: Let’s read some words with the /oo/ sound (point to words list 1). Say the underlined sound then read the word. Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)

17. Say: Now let’s read some more words (point to word list 2). Say the underlined sound then read the word. Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)

18. Say: Now we will practice writing some words with the /oo/ sound. (If the student does not get the word correct, prompt the student.) Please write the word – foot. Please write the word - book. Please write the word – zoo.

19. Say: Now you will reread the word list while I time you. Let’s see how fast you can read the sounds and the words.

(If the student can read all 18 words and sounds in 40 seconds or less and can write the three words without prompting he is ready to go on to the next lesson the next day. If not, repeat this lesson on the next day.)



List #1

List #2

<u>g</u> ood	h <u>oo</u> d
h <u>oo</u> k	b <u>oo</u> k
st <u>oo</u> d	br <u>oo</u> ck
f <u>oo</u> t	sh <u>oo</u> re
z <u>oo</u>	du <u>oo</u> ke
p <u>oo</u> l	h <u>oo</u> er
pr <u>oo</u> f	p <u>oo</u> le
t <u>oo</u> th	so <u>oo</u> k

# Lesson #20

- 16. Say: See “oi” and “oy” (point to oi and oy) – “oi” and “oy” say the sound /oi/ (as in coin).
- 17. Say: Let’s read some words with the sound /oi/ (point to words list 1). Say the underlined sound then read the word. Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
- 18. Say: Now let’s read some more words (point to word list 2). Say the underlined sound then read the word. Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
- 19. Say: Now we will practice writing some words. When you here the sound /oi/ in the middle of a word it is spelled “oi”. When you here /oi/ at the end of a word it is spelled “oy”. (If the student does not get the word correct, prompt the student.) Please write the word – coin. Please write the word - toy. Please write the word – joy.
- 20. Say: Now you will reread the word list while I time you. Let’s see how fast you can read the sounds and the words.

(If the student can read all 16 words and sounds in 35 seconds or less and can write the three words without prompting he is ready to go on to the next lesson the next day. If not, repeat this lesson on the next day.)

oi, oy

List #1

List #2

joy	yarn
join	soil
foil	term
boy	look
toy	brown
coin	pound
noise	slice
moist	slit

## Lesson #21

16. Say: See “ee” and “ea” (point to “ee” and “ea”) – “ee” and “ea” says /e/ (as in feet).
17. Say: **Let’s read some words with the /e/ sound** (point to words list 1). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
18. Say: **Now let’s read some more words** (point to word list 2). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
19. Say: **Now we will practice writing some words.** **When you hear the /e/ sound today you will write it “ea”.** (If the student does not get the word correct, prompt the student.) **Please write the word – bean.** **Please write the word – team.** **Please write the word - peach**
20. Say: **Now you will reread the word list while I time you.** **Let’s see how fast you can read the sounds and the words.**

(If the student can read all 16 words and sounds in 35 seconds or less and can write the three words without prompting he is ready to go on to the next lesson the next day. If not, repeat this lesson on the next day.)

ee, ea

List #1

List #2

<u>re</u> al	ca <u>ne</u>
<u>be</u> ach	f <u>ro</u> g
<u>ea</u> t	br <u>ake</u>
<u>be</u> at	<u>pa</u> il
<u>fe</u> ed	<u>tr</u> ee
<u>se</u> en	<u>th</u> ud
<u>che</u> ek	<u>snee</u> ze
<u>pe</u> el	<u>to</u> ad

## Lesson #22

27. Say: See “aw” (point to “aw”). “aw” says /o/ (as in draw) .
28. Say: **Let’s read some words with the /o/ sound** (point to words list 1). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
29. Say: **Now let’s read some more words** (point to word list 2). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
30. Say: **Now we will practice writing some words.** **When you hear the /o/ sound today, you will write “aw”.** (If the student does not get the word correct, prompt the student.) **Please write the word – draw.** **Please write the word - paw.** **Please write the word – lawn.**
31. Say: **Now you will reread the word list while I time you.** **Let’s see how fast you can read the sounds and the words.**

(If the student can read all 16 words and sounds in 35 seconds or less and can write the three words without prompting he is ready to go on to the next lesson the next day. If not, repeat this lesson on the next day.)

aw

List #1

List #2

<u>saw</u>	<u>choke</u>
<u>dawn</u>	<u>loan</u>
<u>claw</u>	<u>these</u>
<u>hawk</u>	<u>while</u>
<u>fawn</u>	<u>slip</u>
<u>thaw</u>	<u>moth</u>
<u>lawn</u>	<u>light</u>
<u>draw</u>	<u>bowl</u>

## Lesson #23

1. Say: See “**al**” and “**all**” (point to “al” and “all”). “**al**” and “**all**” says /al/ (as in salt).
2. Say: **Let’s read some words with the /al/ sound** (point to words list 1). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
20. Say: **Now let’s read some more words** (point to word list 2). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
21. Say: **Now we will practice writing some words with the /al/ sound. When /al/ is in the middle of a word it has one l when the /al/ sound is at the end of a word it has two ls.** (If the student does not get the word correct, prompt the student.) **Please write the word – tall. Please write the word - salt. Please write the word – talk.**
22. Say: **Now you will reread the word list while I time you. Let’s see how fast you can read the sounds and the words.**

(If the student can read all 18 words and sounds in 40 seconds or less and can write the three words without prompting he is ready to go on to the next lesson the next day. If not, repeat this lesson on the next day.)

# al, all

List #1

List #2

talk

greet

small

steam

tall

shout

calm

palm

wall

mix

fall

lose

halt

draw

bald

soft



## Lesson #24

21. Say: See “**ph**”, “**gh**”, and “**kn**” (point to ph, gh and kn) – “**ph**” says the sound /f/ (as in the phone), “**gh**” says /g/ (as in ghost) and “**kn**” says /n/ (as in knee).
22. Say: **Let’s read some words with these sounds** (point to words list 1). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
23. Say: **Now let’s read some more words** (point to word list 2). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
24. Say: **Now you will reread the word list while I time you. Let’s see how fast you can read the sounds and the words.**

(If the student can read all 16 words and sounds in 35 seconds or less he is ready to go on to the next lesson the next day. If not, repeat this lesson on the next day.)

# ph, gh, kn

List #1

List #2

<u>ph</u> one	bu <u>g</u>
<u>ph</u> rase	st <u>ai</u> n
<u>kn</u> ow	fa <u>il</u>
<u>kn</u> ew	st <u>ea</u> m
<u>kn</u> ee	pr <u>ay</u>
<u>kn</u> ot	cro <u>ak</u>
<u>gh</u> ost	sh <u>ap</u> e
<u>gh</u> oul	<u>ev</u> e

## Lesson #25

21. Say: See “(v)\_y” and “\_y” (point to “(v)\_y” and “\_y”). **When you have a vowel, consonant then a “y” the word is two syllables and the “y” at the end says /e/ (as in baby). When you have one or two consonants and then a “y” the word is one syllable and the “y” says /i/.**
22. Say: **Let’s read some words with “y”** (point to words list 1). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
23. Say: **Now let’s read some more words** (point to word list 2). **Say the underlined sound then read the word.** Have your student point to the words and sounds as he reads them. (Pacing goal: 1 second to read sound, 1 second to read the word.)
24. Say: **Now we will practice writing some words.** (If the student does not get the word correct, prompt the student.) **Please write the word – baby. Please write the word – shy. Please write the word – my.**
25. Say: **Now you will reread the word list while I time you. Let’s see how fast you can read the sounds and the words.**

(If the student can read all 16 words and sounds in 35 seconds or less and can write the three words without prompting he is ready to go on to the next lesson the next day. If not, repeat this lesson on the next day.)

(v)\_y, \_y

List #1

List #2

shy

mail

baby

night

body

weed

pony

boy

cry

write

fly

knot

copy

plane

try

brisk

## Lesson #26 – compound words

32. Say: **We are going to learn how to read compound words. Compound words are words that have two little words put together to make one big word.**
33. Say: **Let's read some words compound words point to the words list). To start, you will read the first word in the compound word. Then you will read the whole word written underneath. Point to each word as you read it.** (Pacing goal: 1 second to read the first word, 1 second to read the whole word.)
34. Say: **Now you will reread the word list while I time you. Let's see how fast you can read the sounds and the words.**

(If the student can read all 12 words and sounds in 15 seconds or less and can write the three words without prompting he is ready to go on to the next lesson the next day. If not, repeat this lesson on the next day.)

**some**  
**something**  
**your**  
**yourself**  
**out**  
**outside**  
**look**  
**lookout**  
**sky**  
**skylight**  
**take**  
**takeout**

Lesson #27 – double consonant – multi-syllable words

1. Say: **We are going to learn one strategy to read words with more than one syllable. These words have two consonants in the middle of the word. Sometime these consonants are the same letter and sometimes they are not the same letter.**
2. Say: **Let’s read some words with more than one syllable (point to the words list). To start, you will find the two consonants in the middle of the word. Then you will cover up the second consonant and all the letters after it. Next, read the first half of the word, lift your hand and read the second half of the word. Finally, you will put both parts together and read the whole word. (example – middle. Cover “dle” then read “mid”. Lift your hand read “dle”. Put “mid” and “dle” and read middle.)**
3. Have your student practice reading the list this way a few times. Have your student pick out some word that would work with this strategy in the book he is reading.

funny  
blizzard  
harvest  
helmet  
lumber  
napkin  
dentist  
master  
signal  
welcome  
confess  
button

## Lesson #28 – single consonant – multi-syllable words

1. Say: **We are going to learn one strategy to read words with more than one syllable. These words have only one consonant in the middle of the word.**
2. Say: **You will need to learn where to divide your words into parts. In the middle of the word you will see a vowel and a consonant. If you divide the word after the vowel but before the consonant you the vowel will say its short sound like in the word:** (show the student the following word and where to divide it by covering up “ment”. Read “mo”. Then uncover “ment” and read “ment”. Last add both parts together and read “moment”.)

**moment**

3. **Sometimes you will need to divide the word after the vowel and the consonant. When you do this the vowel will say the short sound like in the word:** (show the student the following word and where to divide it by covering up “in”. Read “rob”. Then uncover “rob” and read “int”. Last add both parts together and read “robin”.)

**robin**

4. Say: **You will have to decide where do divide the words based on how word sounds. You will do this by listening to the word as you read it and deciding what makes sense.** (Have your student practice reading the list by covering the words before the consonant and after the consonant and trying to determine which way makes sense for that word. Practice reading the list a few times. Have your student pick out some word that would work with this strategy in the book he is reading.)

habit	navy
bacon	cabin
fever	camel
select	female
closet	flavor
pilot	music
even	manage
punish	human