

Reading Intervention Lessons

A Guide to Systematic
Phonics Instruction

Small Group (Tier 2)



Reading Intervention Lessons: A Guide to Systematic Phonics Instruction

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Introduction

When learning to read, many students have difficulty understanding and applying the relationships between spellings and sounds, and will continue to have difficulty reading new words if they do not receive intensive instruction that targets the teaching of common multi-letter sound relationships (Grapheme-Phoneme Correspondences; GPCs) and phonological decoding (e.g., Ehri et al., 2001; Galuschka et al., 2014; National Reading Panel, 2000; Savage & Cloutier, 2018). The following reading intervention was designed to support teachers in the delivery of explicit, systematic phonics instruction to small groups of Grade 1 to 3 students identified as ‘at-risk’ on the sub-lexical and lexical qualities of word reading (see *LeNS and CC3 Assessment Interpretation Guide* for overview).

The Theory Behind the Intervention

When students first begin to learn to read, they are familiar with a large number of spoken words, but they cannot recognize these words in printed form. After some instruction and/or early experiences with reading, students begin to realize that letters correspond to sounds (for example, the t at the beginning of the word *tap* is pronounced /t/). Students are able to use this basic information about grapheme-phoneme correspondences (GPCs) to help them sound out other words (e.g., *tip*). Words that can be sounded out successfully using the GPCs are referred to as regular words (e.g., *bed*, *wedding*, *mustang*). As student’s knowledge of GPC rules grows, they are able to sound out longer and more complex words. A large body of research shows that the most effective way to teach a student to read independently is to cover the common grapheme-phoneme correspondences explicitly and systematically.

Sounding out using GPCs is a good strategy for reading words, but it is a slow process. Every time a student sounds out the word correctly, they gain valuable practice with that word. Rapidly, sometimes after only two attempts to sound out the word, they learn to recognize that word as a whole – when they see the word again, the pronunciation of the entire word is automatically activated and decoding each grapheme is no longer necessary. This is called whole word reading, or sometimes sight reading. In addition to regular words students have not yet decoded multiple times, about 25% of monosyllabic words in English cannot be read accurately using the GPC rules alone. These words are known as irregular words. Some examples of irregular words are *give*, *come*, and *iron*.

Different cognitive processes are needed to be successful in sounding out the words and recognizing them as wholes. These processes have been described by a cognitive model called the Dual Route Cascaded (DRC) model, which describes how words are read aloud (see Figure 1). The DRC has two reading “routes”: the lexical route and the sub-lexical route. When a person sees a written word, it prompts a visual analysis of the letters in the word. This analysis triggers the sub-lexical route to convert letters into sounds via the GPC rules. This process is sometimes called phonological recoding or phonological decoding. The word also triggers the lexical route to search the memory store (“written word recognition” in Figure 1) of already known written words for the same word which, if found, activates a spoken version of the word (“spoken word recognition” in Figure 1). This process is sometimes called visual word recognition or whole word reading. The output of both the sub-lexical and lexical routes is the pronunciation of the written word. If the student decoded the word using the sub-lexical route and the word is in their spoken vocabulary, it is then recognized on the basis of this pronunciation. If the word was recognized as a whole, its meaning and pronunciation were both activated simultaneously.

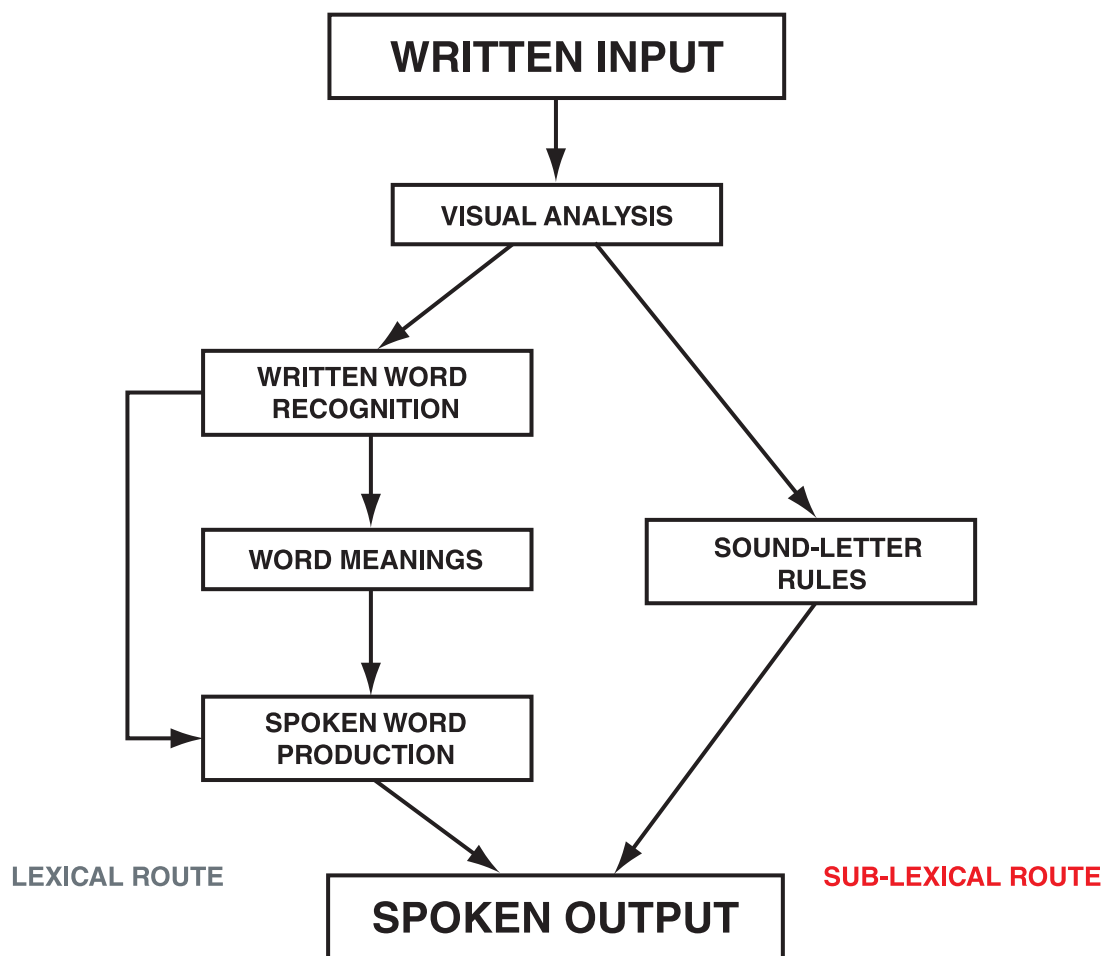


Figure 1. The Dual Route Model

In sum, the ability to read words aloud depends on multiple cognitive processes that fall into two processing routes. The sub-lexical route is critical for reading new words that are regular whereas the lexical route is important for irregular words that can't be fully sounded out and it is also used to read all known regular words. As the student's reading skills develop, they recognize more and more words using the lexical route while the sub-lexical route remains as a backup strategy when they encounter unknown words. It is important to note that due to the limitations of the human memory system, using the slower sub-lexical route when learning to read words is necessary because our visual memory system cannot support learning thousands of words by their visual features. We learn to associate spellings of words to their pronunciations in segments, not as wholes (Coltheart et al., 2001).

Reading Intervention Scope and Sequence

The following intervention includes 80 small-group lessons designed to explicitly teach the 64 most frequently occurring GPCs in children's books. In each lesson, students are given explicit instruction in how to continuously blend regular words that contain these GPCs. Continuous blending with guided support will assist students in building and applying their knowledge of letter-sounds to phonetically decode unfamiliar words. Research has shown that the explicit teaching of high-frequency GPCs through direct mapping of text, beginning with the simplest to more complex, and engaging with 'real books' as soon as possible, can increase the number of words a student reads independently. Additionally, explicitly teaching the high-frequency GPCs can support struggling readers in applying their letter-sound knowledge to decoding parts of irregular words and enhance their overall engagement in reading (see Chen & Savage, 2014; Savage et. al, 2018, 2019).

For students to make progress, it is important that the lessons in the intervention are taught in order, one after the other. Each lesson contains target words that have been purposely selected based on their level of complexity (building from shorter to longer letter strings) and integrate GPCs that were taught in previous lessons.

Effective reading intervention occurs when students are provided with direct, explicit, systematic instruction daily for an extended period of time to ensure that these skills and knowledge of reading have been mastered at the end of each grade level.

For students determined 'at-risk' in word reading based on the LeNS and CC3 assessments, the intervention should be delivered 5 times a week (4 GPC lessons plus review lesson), 30 minutes a day. After Grade 1 students have received instruction in letter knowledge, and no earlier than mid-year have been determined 'at-risk' in word reading, begin at Lesson 1. From there continue the lessons while remaining within the expectations as specified by the Alberta Program of Studies for end of grade 1. Grade 2 students determined 'at-risk' in word reading should also begin at Lesson 1 in early fall and continue up to Lesson 45. The recommended starting point in early fall for Grade 3 'at-risk' students is Lesson 27, unless they need explicit instruction in the single consonants and/or short vowel letter-sound correspondences. If this is the case, these students must begin at an earlier lesson and continue thereafter.

Sequence of Lessons

Order of Teaching	GPCs	Example Target Words
1	t	ten
2	n	not
3	s	sit
4	i	in
Review Lessons 1–4		
5	l	log
6	r	run
7	a	tap
8	d	dad
Review Lessons 5–8		
9	c	cup
10	p	pad
11	e	bed
12	m	map
Review Lessons 9–12		
13	o	dog
14	b	bib
15	g	gum
16	j	jet
Review Lessons 13–16		
17	u	hug
18	k	kid
19	h	had
20	f	fan
Review Lessons 17–20		

Order of Teaching	GPCs	Example Target Words
21	w	wet
22	v	van
23	x	ax
24	y	yes
Review Lessons 21–24		
25	z	zap
26	s (z)	as
27	ss, ll, ff, zz	miss, tell, cuff, buzz
28	ck	back, lick, duck
Review Lessons 25–28		
29	sh	ship, shell, fish
30	ch	chat, chop, much
31	th (unvoiced)	thin, bath, thick
32	ed ending (t)	fixed, passed, missed
Review Lessons 29–32		
33	ng	king, fang, sting
34	ar	car, farm, sharp
35	er	her, perm, stern
36	ir	girl, bird, skirt
Review Lessons 33–36		
37	a_e	make, shake, trade
38	i_e	like, bite, slide
39	ee	see, tree, sheep
40	ea	sea, beak, dream
Review Lesson 37–40		
41	ay	say, bay, spray
42	ai	aim, rain, train
43	aw	saw, paw, straw
44	ow	cow, owl, brown
Review Lessons 41–44		
45	or	for, north, storm
46	oo	moon, soon, room
47	oa	oats, boat, goat
48	ou	out, shout, loud
Review Lessons 45–48		
49	ow	row, blow, show
50	igh	high, night, light
51	qu	quit, queen, quack
52	kn	knot, knee, knight
Review Lessons 49–52		
53	gn	gnat, gnaw, gnome
54	wh	when, white, whale
55	wr	write, wrap, wrench
56	tch	watch, itch, stitch
Review Lessons 53–56		

Order of Teaching	GPCs	Example Target Words
57	dge	edge, hedge, fudge
58	air	air, hair, chairs
59	ear	fear, near, hear
60	eer	deer, sheer, cheer
Review Lessons 57–60		
61	y as i	fly, my, cry
62	ie	pie, tie, lie
63	ore	more, shore, snore
64	oar	oar, roar, soar
Review Lessons 61–64		

Daily Lesson Format at a Glance

Each lesson has been designed to be delivered in 30-minute blocks to small groups of students (2–4 students). Alternatively, teachers may choose to teach each component of the lesson, beginning with the introduction of the target letter-sound correspondence of the day, followed by word work and shared book reading, throughout different times of the day rather than in one 30-minute session.

1. Introduce target letter-sound correspondence of the day (5 minutes)

Students are introduced to a GPC of the day (e.g., , /b/) and a set of regular (decodable) words that contain it. They are also given two irregular words.

2. Word Work Practice (10 minutes)

Students are explicitly taught how to continuously blend letter-sounds together to decode target words that contain the letter-sound correspondence of the day.

3. Shared Book Reading (10 minutes)

Students are exposed to a variety of words that contain the letter-sound of the day through an interactive shared book reading experience. The teacher reads the text aloud, pauses, and encourages each child to identify and decode words they know and words that contain the newly learned GPC and irregular words.

4. Wrap Up (5 minutes)

Students are asked to say the letter-sound of the lesson and share the two irregular words they reviewed.

Letter Knowledge

Before beginning the intervention lessons, it is important to ensure that students can recognize, distinguish, and name the letters of the alphabet. If there are some students that need more practice in developing letter recognition, teachers should provide a variety of alphabet activities that present the uppercase and lowercase letters in different fonts and sizes.

Phonics Lesson Format

Each intervention lesson is 30 minutes in length and provides explicit instruction in the decoding of regular words that contain a target GPC. Students will practice identifying, isolating, and manipulating the target GPC by engaging in word work using a set of letter-sound cards. These letter-sound cards will be used to order, blend, and segment letter strings to read and spell regular words.

The target word lists in each lesson begin with simple letter strings such as Vowel-Consonant (VC; e.g., *in*) and Consonant-Vowel-Consonant patterns (CVC; e.g., *net*), and then move onto more complex letter strings (e.g., CCVC, CVCC, CVVC, CVCe). Shorter units (VC or CVC letter strings) take up less memory and are easiest to decode. Letter-sound boxes can be provided for students who need visual support in linking the phoneme (sound, e.g., /p/ or long /ē/) they hear to its grapheme (letter or letter combinations, e.g., <p> or <ee>) representation, and to order the letter-sound correspondences for decoding simple to more complex words.

In addition to decoding regular words, teachers may choose two irregular words to review in each lesson. Irregular words such as *be*, *give*, or *done* are those that appear often in text but cannot be read accurately using GPC rules alone. These words are typically taught as whole words and must be memorized through multiple exposures. A selection of 128 irregular words from Fry's List (1980) of high-frequency words have been included in [Appendix 1](#).

Each lesson also contains a modify and extend section to support differentiation in learning. Teachers may modify a lesson by providing students with letter-sound boxes. Letter-sound boxes are a visual tool that assists students in sequencing, blending, and segmenting individual letter-sound correspondences into whole words. For readers who have mastered the daily list of target words, but could also benefit from practice decoding more complex words, a list of Challenge Words is included for the review lessons (see [Appendix 2](#) for the Challenge Word List). A key contribution of each lesson is to provide positive reinforcement and corrective feedback throughout the decoding process, supporting each student in progressing at their level.

Shared Book Reading

An important component of each lesson is shared book reading. Evidence has shown that linking learned GPCs to reading 'real books' can motivate students to read and contribute to their overall improvement in reading (Chen & Savage, 2014; Savage et al., 2018). Many high-quality children's books that contain the GPCs taught in the intervention are readily available in school and classroom libraries. In each lesson, the teacher reads a sample of text aloud from a children's book that the teacher has selected that contains a high frequency of regular words. These texts should include a high frequency of decodable words that highlight the target GPC of the day, and previously learned words. In earlier lessons of shared book reading, each student will require direct modeling in identifying and decoding words aloud. As the lessons progress, each student (depending on their level of support) should be encouraged to identify and decode words on their own, and then progress to reading several consecutive words or sentences aloud.

Lesson 1: t

Letter-sound Correspondence <t>, /t/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

it
sat
hat
hot
net
ten

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card t.

Say: *"This is the letter t. The letter t says /t/. Say its sound with me: /t-t-t/."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /t/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards i, t, s, a. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards i and t, model how to blend the sounds /i/-/t/ together to read the word *it*. Place your finger under the ‘i’ letter-sound card as you say its sound: /i/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /t/. Go back to the first letter, and continuously blend the two sounds together: /i-t/. Say the word (*it*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards a, s, and t. Using these letter-sound cards, ask them to say the sound of each letter, /s/, /ă/, /t/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short a sound /ă/ will be in the middle of the word.”*

Using the letter-sound cards a, s, and t, model how to blend the sounds /s/-/ă/-/t/ together to read the word *sat*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /s/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ă/. Go back to the first letter. Now blend the first two sounds together: /s-ă/. Go back to the beginning. Now move your finger as you blend /s-ă/ to the last sound: /t/. Say the word: ‘sat’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (sat)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*hat, hot, net, ten*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.


Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 1

Letter-sound Correspondence

<t>, /t/





Lesson 1

Target Words

it

sat

hat

hot

net

ten



Lesson 1

Letter-sound cards

i

a

o

e

s

t

h

n

Lesson 2: n

Letter-sound Correspondence <n>, /n/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

on
net
nut
nap
not
nest

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card n.

Say: *"This is the letter n. The letter n says /n/. Say its sound with me: /n.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /n/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards o, n, e, t. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards o and n, model how to blend the sounds /ō/-/n/ together to read the word *on*. Place your finger under the ‘o’ letter-sound card as you say its sound: short /ō/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /n/. Go back to the first letter, and continuously blend the two sounds together: /ō-n/. Say the word (*on*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards e, t, and n. Using these letter-sound cards, ask them to say the sound of each letter, /ĕ/, /t/, /n/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short e sound /ĕ/ will be in the middle of the word.”*

Using the letter-sound cards e, t, and n, model how to blend the sounds /n/-/ĕ/-/t/ together to read the word *net*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /n/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ĕ/. Go back to the first letter. Now blend the first two sounds together: /n-ĕ/. Go back to the beginning. Now move your finger as you blend /n-ĕ/ to the last sound: /t/. Say the word: ‘net’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*net*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*nut, nap, not, nest*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.


Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 2

Letter-sound
Correspondence
<n>, /n/

n



Lesson 2

Target Words

on

net

nut

nap

not

nest



Lesson 2

Letter-sound cards

o

e

a

u

s

t

p

n

Lesson 3: s

Letter-sound Correspondence <s>, /s/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

sit
set
sip
sap
step
slap

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card s.

Say: *"This is the letter s. The letter s says /s/. Say its sound with me: /s.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /s/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards i, e, t, s. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards s, i, and t, model how to blend the sounds /s/-/i/-/t/ together to read the word *sit*. Place your finger under the ‘s’ letter-sound card as you say its sound: /s/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /i/. Go back to the first letter, and continuously blend the first two sounds together: /s- i/, as you move to the last sound: /t/. Say the word (*sit*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards s, t, and e. Using these letter-sound cards, ask them to say the sound of each letter, /s/, /t/, /ě/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short e sound /ě/ will be in the middle of the word.”*

Using the letter-sound cards s, t, and e, model how to blend the sounds /s/, /ě/, /t/ together to read the word *set*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /s/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ě/. Go back to the first letter. Now blend the first two sounds together: /s-ě/. Go back to the beginning. Now move your finger as you blend /s-ě/ to the last sound: /t/. Say the word: ‘set’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*set*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*sip, sap, step, slap*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.


Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 3

Letter-sound Correspondence

<S>, /s/

S



Lesson 3

Target Words

sit

set

sip

sap

step

slap



Lesson 3

Letter-sound cards

a

i

e

s

t

l

p

Lesson 4: i

Letter-sound Correspondence <i>, short /ɪ/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

in
pin
lit
spit
spin
slip

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card i.

Say: *"This is the letter i. The letter i says the short /ɪ/ sound. Say its sound with me: /i-i-i/."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound short /ɪ/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards i, n, p. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards i and n, model how to blend the sounds /i/-/n/ together to read the word *in*. Place your finger under the ‘i’ letter-sound card as you say its sound: /i/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /n/. Go back to the first letter, and continuously blend the two sounds together: /i-n/. Say the word (*in*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards i, n, and p. Using these letter-sound cards, ask them to say the sound of each letter, /i/, /n/, /p/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short i sound /i/ will be in the middle of the word.”*

Using the letter-sound cards i, p, and n, model how to blend the sounds /p/-/i/-/n/ together to read the word *pin*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /p/. Keep saying its sound as you move your finger to the next letter. Say its sound: /i/. Go back to the first letter. Now blend the first two sounds together: /p-i/. Go back to the beginning. Now move your finger as you blend /p-i/ to the last sound: /n/. Say the word: ‘pin’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*pin*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*lit, spit, spin, slip*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.


Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 4

Letter-sound Correspondence

<i>, short /ĭ/

i



Lesson 4

Target Words

in

pin

lit

spit

spin

slip



Lesson 4

Letter-sound cards

i

s

p

l

n

t



Review: Lessons 1–4

Letter-sound Correspondences (t, n, s, short i)

Objective:
Students will identify and blend words that contain the letter-sound correspondence.

- Materials:**
- Letter-sound card
 - Target word cards
 - Individual letter-sound cards
 - Selected text for shared book reading
 - Letter-sound boxes (optional)
 - Recording sheet (optional)

Target Words	Irregular Words
Select words from lessons 1–4	Some teacher-selected words from lessons 1–4

Before beginning the lesson, select the target words that will be reviewed. These words should include those that have not yet been mastered. Some irregular words should be reviewed as well.

Instructions:

- 1. Review the letter-sounds, target words, and irregular words (10 minutes)**
- First, show the students the individual letter-sound cards and ask them to tell you the name of each letter and the sound it makes (e.g., the letter n says /n...../).
- Next, select a few target words. Place one word card in front of each student and ask them to blend the sounds to read the word. Select cards that your students have not yet mastered.
- Finally, present irregular words and ask the students to read them. Mix the cards up and repeat, setting aside each card as the student masters it.

2. Word Work – How many words can you make? (10 minutes)

Provide each student with a supply of letter-sound cards. Pre-select how many and what letters to give (start with 3 and increase to 5). Beginning with less challenging words (e.g., *on*, *pin*), dictate a word to the students. You may give them all the same word or each a different word depending on their needs.

Have them find the letters that make the sounds in the word, put them in order, and then blend them together to read the word. Keep a tally of the number of words the students make.

Say: *“How many words can we make? Look at your letters. Make the word _____. What do you need to do first?”* (Find the letters) *“What do you need to do next?”* (Put the sounds in order) *“What do you need to do now?”* (Blend the sounds together) *“And finally, what should you do?”* (Say the word)

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read the irregular words they reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sounds of the lessons and irregular words they reviewed.

Lesson 5: I

Letter-sound Correspondence <l>, /l/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

lap
lip
let
log
last
list

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card l.

Say: *"This is the letter l. The letter l says /l/. Say its sound with me: /l.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /l/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards a, p, l, i. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards a, p, and l, model how to blend the sounds /l/-/ă/-/p/ together to read the word *lap*. Place your finger under the ‘l’ letter-sound card as you say its sound: /l/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ă/. Go back to the first letter, and continuously blend the first two sounds together: /l-ă/, as you move to the last sound: /p/. Say the word (*lap*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards i, l, and p. Using these letter-sound cards, ask them to say the sound of each letter, /l/, /i/, /p/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short i sound /i/ will be in the middle of the word.”*

Using the letter-sound cards i, l, and p, model how to blend the sounds /l/-/i/-/p/ together to read the word *lip*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /l/. Keep saying its sound as you move your finger to the next letter. Say its sound: /i/. Go back to the first letter. Now blend the first two sounds together: /l-i/. Go back to the beginning. Now move your finger as you blend /l-i/ to the last sound: /p/. Say the word: ‘lip’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*lip*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*let, log, last, list*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.


Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 5

Letter-sound Correspondence

<l>, /l/





Lesson 5

Target Words

lap

lip

let

log

last

list



Lesson 5

Letter-sound cards

e

i

a

o

l

p

s

t

g

Lesson 6: r

Letter-sound Correspondence <r>, /r/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

rat
rot
rip
rut
run
rust

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

In [Appendix 3](#) alternate letter sounds can be found.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card r.

Say: *"This is the letter r. The letter r says /r/. Say its sound with me: /r.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /r/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards a, t, r, o. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards a, t, and r, model how to blend the sounds /r/-/ă/-/t/ together to read the word *rat*. Place your finger under the ‘r’ letter-sound card as you say its sound: /r/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ă/. Go back to the first letter, and continuously blend the first two sounds together: /r-ă/, as you move to the last sound: /t/. Say the word (*rat*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards r, t, and o. Using these letter-sound cards, ask them to say the sound of each letter, /r/, /ô/, /t/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short o sound /ô/ will be in the middle of the word.”*

Using the letter-sound cards r, t, and o, model how to blend the sounds /r/, /ô/, /t/ together to read the word *rot*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /r/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ô/. Go back to the first letter. Now blend the first two sounds together: /r-ô/. Go back to the beginning. Now move your finger as you blend /r-ô/ to the last sound: /t/. Say the word: ‘rot’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*rot*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*rip, rut, run, rust*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.


Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 6

Letter-sound Correspondence

<r>, /r/

r



Lesson 6

Target Words

rat

rot

rip

rut

run

rust



Lesson 6

Letter-sound cards

i

a

o

u

r

t

s

n

p

Lesson 7: a

Letter-sound Correspondence <a>, short /ă/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

cat
can
at
an
tan
tap

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card a.

Say: *"This is the letter a. The letter a says the short /ă/ sound. Say its sound with me: /ă.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /ă/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards a, t, c, n. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards a, t, and c, model how to blend the sounds /k/-/ă/-/t/ together to read the word *cat*. Place your finger under the ‘c’ letter-sound card as you say its sound: /k/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ă/. Go back to the first letter, and continuously blend the first two sounds together: /k-ă/, as you move to the last sound: /t/. Say the word (*cat*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards a, n, and c. Using these letter-sound cards, ask them to say the sound of each letter, /ă/, /n/, /k/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short a sound /ă/ will be in the middle of the word.”*

Using the letter-sound cards a, n, and c, model how to blend the sounds /k/, /ă/, /n/ together to read the word *can*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /k/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ă/. Go back to the first letter. Now blend the first two sounds together: /k-ă/. Go back to the beginning. Now move your finger as you blend /k-ă/ to the last sound: /n/. Say the word: ‘can’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*can*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*at, an, tan, tap*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.


Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 7

Letter-sound Correspondence

<a>, short /ă/

q



Lesson 7

Target Words

cat

can

at

an

tan

tap



Lesson 3

Letter-sound cards

a

t

n

c

p

Lesson 8: d

Letter-sound Correspondence <d>, /d/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

dad
sad
ad
did
lid
dust

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card d.

Say: *"This is the letter d. The letter d says /d/. Say its sound with me: /d-d-d/."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /d/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards a, d, s, d. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards a, d, and d, model how to blend the sounds /d/-/ă/-/d/ together to read the word *dad*. Place your finger under the ‘d’ letter-sound card as you say its sound: /d/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ă/. Go back to the first letter, and continuously blend the first two sounds together: /d-ă/, as you move to the last sound: /d/. Say the word (*dad*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards s, d, and a. Using these letter-sound cards, ask them to say the sound of each letter, /s/, /d/, /ă/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short a sound /ă/ will be in the middle of the word.”*

Using the letter-sound cards s, d, and a, model how to blend the sounds /s/-/ă/-/d/ together to read the word *sad*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /s/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ă/. Go back to the first letter. Now blend the first two sounds together: /s-ă/. Go back to the beginning. Now move your finger as you blend /s-ă/ to the last sound: /d/. Say the word: ‘sad’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*sad*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*ad, did, lid, dust*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 8

Letter-sound
Correspondence
<d>, /d/

d



Lesson 8

Target Words

dad

sad

ad

did

lid

dust



Lesson 8

Letter-sound cards

a

i

u

d

d

l

s

t



Review: Lessons 5–8

Letter-sound Correspondences (l, r, short a, d)

Objective:
Students will identify and blend words that contain the letter-sound correspondence.

- Materials:**
- Letter-sound card
 - Target word cards
 - Individual letter-sound cards
 - Selected text for shared book reading
 - Letter-sound boxes (optional)
 - Recording sheet (optional)

Target Words	Irregular Words
Select words from lessons 5–8	Some teacher-selected words from lessons 5–8

Before beginning the lesson, select the target words that will be reviewed. These words should include those that have not yet been mastered. Some irregular words should be reviewed as well.

Instructions:

- 1. Review the letter-sounds, target words, and irregular words (10 minutes)**
- First, show the students the individual letter-sound cards and ask them to tell you the name of each letter and the sound it makes (e.g., the letter r says /r.../).
- Next, select a few target words. Place one word card in front of each student and ask them to blend the sounds to read the word. Select cards that your students have not yet mastered.
- Finally, present irregular words and ask the students to read them. Mix the cards up and repeat, setting aside each card as the student masters it.

2. Word Work – How many words can you make? (10 minutes)

Provide each student with a supply of letter-sound cards. Pre-select how many and what letters to give (start with 3 and increase to 5). Beginning with less challenging words (e.g., *can*, *rat*), dictate a word to the students. You may give them all the same word or each a different word depending on their needs.

Have them find the letters that make the sounds in the word, put them in order, and then blend them together to read the word. Keep a tally of the number of words the students make.

Say: *“How many words can we make? Look at your letters. Make the word _____. What do you need to do first?”* (Find the letters) *“What do you need to do next?”* (Put the sounds in order) *“What do you need to do now?”* (Blend the sounds together) *“And finally, what should you do?”* (Say the word)

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read the irregular words they reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sounds of the lessons and irregular words they reviewed.

Lesson 9: c

Letter-sound Correspondence <c>, /k/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

cap
cup
can
cut
cot
cost

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card c.

Say: *"This is the letter c. The letter c says /k/. Say its sound with me: /k-k-k/."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /k/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards a, c, p, u. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards a, c, and p, model how to blend the sounds /k/-/ă/-/p/ together to read the word *cap*. Place your finger under the ‘c’ letter-sound card as you say its sound: /k/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ă/. Go back to the first letter, and continuously blend the first two sounds together: /k-ă/, as you move to the last sound: /p/. Say the word (*cap*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards u, p, and c. Using these letter-sound cards, ask them to say the sound of each letter, /û/, /p/, /k/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short u sound /û/ will be in the middle of the word.”*

Using the letter-sound cards u, p, and, c, model how to blend the sounds /k/-/û/-/p/ together to read the word *cup*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /k/. Keep saying its sound as you move your finger to the next letter. Say its sound: /û/. Go back to the first letter. Now blend the first two sounds together: /k-û/. Go back to the beginning. Now move your finger as you blend /k-û/ to the last sound: /p/. Say the word: ‘cup’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*cup*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*can, cut, cot, cost*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.


Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 9

Letter-sound Correspondence

<c>, /k/

C



Lesson 9

Target Words

c cap

c cup

c can

c cut

c cot

c cost



Lesson 9

Letter-sound cards

a

o

u

c

n

s

t

p

Lesson 10: p

Letter-sound Correspondence <p>, /p/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

pad
pod
pop
sip
trip
trap

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card p.

Say: *"This is the letter p. The letter p says /p/. Say its sound with me: /p-p-p/."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /p/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards a, p, d, o. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards a, p, and d, model how to blend the sounds /p/-/ă/-/d/ together to read the word *pad*. Place your finger under the ‘p’ letter-sound card as you say its sound: /p/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ă/. Go back to the first letter, and continuously blend the first two sounds together: /p-ă/, as you move to the last sound: /d/. Say the word (*pad*). Go back to the beginning and repeat the process again, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards o, p, and d. Using these letter-sound cards, ask them to say the sound of each letter, /ō/, /p/, /d/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short o sound /ō/ will be in the middle of the word.”*

Using the letter-sound cards o, p, and d, model how to blend the sounds /p/-/ō/-/d/ together to read the word *pod*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /p/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ō/. Go back to the first letter. Now blend the first two sounds together: /p-ō/. Go back to the beginning. Now move your finger as you blend /p-ō/ to the last sound: /d/. Say the word: ‘pod’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*pod*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*pop, sip, trip, trap*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 10

Letter-sound
Correspondence
<p>, /p/

p



Lesson 10

Target Words

pad

pod

pop

sip

trip

trap



Lesson 10

Letter-sound cards

a

i

o

p

p

s

t

r

d

Lesson 11: e

Letter-sound Correspondence <e>, short /ě/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

let
den
red
bed
pets
sent

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card e.

Say: *"This is the letter e. The letter e says short /ě/. Say its sound with me: /ě.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound short /ě/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards e, l, t, d, n. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards e, l, and t, model how to blend the sounds /l/-/ě/-/t/ together to read the word *let*. Place your finger under the ‘l’ letter-sound card as you say its sound: /l/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ě/. Go back to the first letter, and continuously blend the first two sounds together: /l-ě/, as you move to the last sound: /t/. Say the word (*let*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards e, d, and n. Using these letter-sound cards, ask them to say the sound of each letter, /ě/, /d/, /n/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short e sound /ě/ will be in the middle of the word.”*

Using the letter-sound cards e, d, and n, model how to blend the sounds /d/, /ě/, /n/ together to read the word *den*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /d/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ě/. Go back to the first letter. Now blend the first two sounds together: /d-ě/. Go back to the beginning. Now move your finger as you blend /d-ě/ to the last sound: /n/. Say the word: ‘den’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*den*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*red, bed, pets, sent*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 11

Letter-sound

Correspondence

<e>, short /ĕ/

e



Lesson 11

Target Words

let

den

red

bed

pets

sent



Lesson 11

Letter-sound cards

e

l

t

r

d

b

s

p

n

Lesson 12: m

Letter-sound Correspondence <m>, /m/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

map
mop
Sam
Tom
lamp
stump

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card m.

Say: *"This is the letter m. The letter m says /m/. Say its sound with me: /m.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /m/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards a, p, m, o. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards a, p, and m, model how to blend the sounds /m/-/ă/-/p/ together to read the word *map*. Place your finger under the ‘m’ letter-sound card as you say its sound: /m/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ă/. Go back to the first letter, and continuously blend the first two sounds together: /m-ă/, as you move to the last sound: /p/. Say the word (*map*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards o, p, and m. Using these letter-sound cards, ask them to say the sound of each letter, /ō/, /p/, /m/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short o sound /ō/ will be in the middle of the word.”*

Using the letter-sound cards o, p, and m, model how to blend the sounds /m/-/ō/-/p/ together to read the word *mop*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /m/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ō/. Go back to the first letter. Now blend the first two sounds together: /m-ō/. Go back to the beginning. Now move your finger as you blend /m-ō/ to the last sound: /p/. Say the word: ‘mop’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*mop*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*Sam, Tom, lamp, stump*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 12

Letter-sound

Correspondence

<m>, /m/

m



Lesson 12

Target Words

map


mop

Sam

Tom

lamp

stump



Lesson 12

Letter-sound cards

a

o

u

m

p

s

t

l

T

S



Review: Lessons 9–12

Letter-sound Correspondences (c<k>, p, short e, m)

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

- Letter-sound card
- Target word cards
- Individual letter-sound cards
- Selected text for shared book reading
- Letter-sound boxes (optional)
- Recording sheet (optional)

Target Words	Irregular Words
Select words from lessons 9–12	Some teacher-selected words from lessons 9–12

Before beginning the lesson, select the target words that will be reviewed. These words should include those that have not yet been mastered. Some irregular words should be reviewed as well.

Instructions:

1. Review the letter-sounds, target words, and irregular words (10 minutes)

First, show the students the individual letter-sound cards and ask them to tell you the name of each letter and the sound it makes (e.g., the letter p says /p-p-p/).

Next, select a few target words. Place one word card in front of each student and ask them to blend the sounds to read the word. Select cards that your students have not yet mastered.

Finally, present irregular words and ask the students to read them. Mix the cards up and repeat, setting aside each card as the student masters it.

2. Word Work – How many words can you make? (10 minutes)

Provide each student with a supply of letter-sound cards. Pre-select how many and what letters to give (start with 3 and increase to 5). Beginning with less challenging words (e.g., *cap*, *map*), dictate a word to the students. You may give them all the same word or each a different word depending on their needs.

Have them find the letters that make the sounds in the word, put them in order, and then blend them together to read the word. Keep a tally of the number of words the students make.

Say: *“How many words can we make? Look at your letters. Make the word _____. What do you need to do first?”* (Find the letters) *“What do you need to do next?”* (Put the sounds in order) *“What do you need to do now?”* (Blend the sounds together) *“And finally, what should you do?”* (Say the word)

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read the irregular words they reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sounds of the lessons and irregular words they reviewed.

Lesson 13: o

Letter-sound Correspondence <o>, short /ɒ/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

dog
lot
not
cob
stop
crop

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card o.

Say: *"This is the letter o. The letter o says short /ɒ/. Say its sound with me: /ɒ.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound short /ɒ/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards o, t, l, n. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards o, t, and l, model how to blend the sounds /l-/ō-/t/ together to read the word *lot*. Place your finger under the ‘l’ letter-sound card as you say its sound: /l/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ō/. Go back to the first letter, and continuously blend the first two sounds together: /l-ō/, as you move to the last sound: /t/. Say the word (*lot*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards o, t, and n. Using these letter-sound cards, ask them to say the sound of each letter, /n/, /ō/, /t/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short o sound /ō/ will be in the middle of the word.”*

Using the letter-sound cards o, t, and n, model how to blend the sounds /n-/ō-/t/ together to read the word *not*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /n/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ō/. Go back to the first letter. Now blend the first two sounds together: /n-ō/. Go back to the beginning. Now move your finger as you blend /n-ō/ to the last sound: /t/. Say the word: ‘not’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*not*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*dog, cob, stop, crop*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.

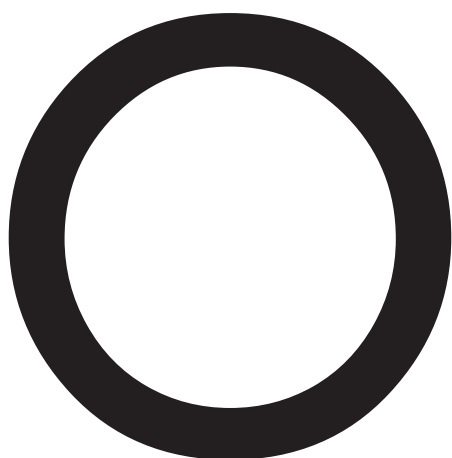


Lesson 13

Letter-sound

Correspondence

<o>, short /ŏ/





Lesson 13

Target Words

dog

not

cob

lot

stop

crop



Lesson 13

Letter-sound cards

o

n

t

c

b

d

g

s

r

l

p

Lesson 14: b

Letter-sound Correspondence , /b/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

bin
but
bib
cab
blob
bus

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card b.

Say: *"This is the letter b. The letter b says /b/. Say its sound with me: /b-b-b/."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /b/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards b, i, t, n. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards b, i, and n, model how to blend the sounds /b/-/i/-/n/ together to read the word *bin*. Place your finger under the ‘b’ letter-sound card as you say its sound: /b/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /i/. Go back to the first letter, and continuously blend the first two sounds together: /b-i/, as you move to the last sound: /n/. Say the word (*bin*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards b, t, and u. Using these letter-sound cards, ask them to say the sound of each letter, /b/, /t/, /u/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short u sound /u/ will be in the middle of the word.”*

Using the letter-sound cards b, t, and u, model how to blend the sounds /b/-/u/-/t/ together to read the word *but*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /b/. Keep saying its sound as you move your finger to the next letter. Say its sound: /u/. Go back to the first letter. Now blend the first two sounds together: /b-u/. Go back to the beginning. Now move your finger as you blend /b-u/ to the last sound: /t/. Say the word: ‘but’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (but)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*bib, cab, bus, blob*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 14

Letter-sound
Correspondence
, /b/

b



Lesson 14

Target Words

bin

but

bib

cab

blob

bus



Lesson 14

Letter-sound cards

i

u

a

o

b

b

c

l

s

n

t

Lesson 15: g

Letter-sound Correspondence <g>, /g/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

got
gum
bug
beg
grab
glad

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card g.

Say: *"This is the letter g. The letter g says /g/. Say its sound with me: /g-g-g/."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /g/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards g, t, o, u, m. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards g, t, and o, model how to blend the sounds /g/-/ō/-/t/ together to read the word *got*. Place your finger under the ‘g’ letter-sound card as you say its sound: /g/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ō/. Go back to the first letter, and continuously blend the first two sounds together: /g-ō/, as you move to the last sound: /t/. Say the word (*got*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards g, m, and u. Using these letter-sound cards, ask them to say the sound of each letter, /g/, /m/, /ū/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short u sound /ū/ will be in the middle of the word.”*

Using the letter-sound cards g, m, and u, model how to blend the sounds /g/, /ū/, /m/ together to read the word *gum*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /g/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ū/. Go back to the first letter. Now blend the first two sounds together: /g-ū/. Go back to the beginning. Now move your finger as you blend /g-ū/ to the last sound: /m/. Say the word: ‘gum’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*gum*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*bug, beg, grab, glad*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 15

Letter-sound
Correspondence
<g>, /g/

g



Lesson 15

Target Words

got

gum

bug

beg

grab

glad



Lesson 15

Letter-sound cards

o

u

e

a

g

r

l

t

m

d

b

Lesson 16: j

Letter-sound Correspondence <j>, /j/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

jam
jig
jet
job
just
jump

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card j.

Say: *"This is the letter j. The letter j says /j/. Say its sound with me: /j-j-j/."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /j/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards a, j, m, i, g. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards a, j, and m, model how to blend the sounds /j/-/ă/-/m/ together to read the word *jam*. Place your finger under the ‘j’ letter-sound card as you say its sound: /j/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ă/. Go back to the first letter, and continuously blend the first two sounds together: /j-ă/, as you move to the last sound: /m/. Say the word (*jam*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards j, g, and i. Using these letter-sound cards, ask them to say the sound of each letter, /j/, /g/, /i/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short i sound /i/ will be in the middle of the word.”*

Using the letter-sound cards j, g, and i, model how to blend the sounds /j/-/i/-/g/ together to read the word *jig*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /j/. Keep saying its sound as you move your finger to the next letter. Say its sound: /i/. Go back to the first letter. Now blend the first two sounds together: /j- i/. Go back to the beginning. Now move your finger as you blend /j- i/ to the last sound: /g/. Say the word: ‘jig’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?” (jig)*

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*jet, job, just, jump*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.


Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 16

Letter-sound Correspondence

<j>, /j/

j



Lesson 16

Target Words

j am

j ig

j et

j ob

j ust

j ump



Lesson 16

Letter-sound cards

a

i

e

o

u

j

m

g

b

s

t

p



Review: Lessons 13–16

Letter-sound Correspondences (short o, b, g, j)

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

- Letter-sound card
- Target word cards
- Individual letter-sound cards
- Selected text for shared book reading
- Letter-sound boxes (optional)
- Recording sheet (optional)

Target Words	Irregular Words
Select words from lessons 13–16	Some teacher-selected words from lessons 13–16

Before beginning the lesson, select the target words that will be reviewed. These words should include those that have not yet been mastered. Some irregular words should be reviewed as well.

Instructions:

1. Review the letter-sounds, target words, and irregular words (10 minutes)

First, show the students the individual letter-sound cards and ask them to tell you the name of each letter and the sound it makes (e.g., the letter b says /b-b-b/).

Next, select a few target words. Place one word card in front of each student and ask them to blend the sounds to read the word. Select cards that your students have not yet mastered.

Finally, present irregular words and ask the students to read them. Mix the cards up and repeat, setting aside each card as the student masters it.

2. Word Work – How many words can you make? (10 minutes)

Provide each student with a supply of letter-sound cards. Pre-select how many and what letters to give (start with 3 and increase to 5). Beginning with less challenging words (e.g., *bus*, *bin*), dictate a word to the students. You may give them all the same word or each a different word depending on their needs.

Have them find the letters that make the sounds in the word, put them in order, and then blend them together to read the word. Keep a tally of the number of words the students make.

Say: *“How many words can we make? Look at your letters. Make the word _____. What do you need to do first?”* (Find the letters) *“What do you need to do next?”* (Put the sounds in order) *“What do you need to do now?”* (Blend the sounds together) *“And finally, what should you do?”* (Say the word)

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read the irregular words they reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sounds of the lessons and irregular words they reviewed.

Lesson 17: u

Letter-sound Correspondence <u>, short /ŭ/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

lug
cub
pup
hug
plum
drum

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card u.

Say: *"This is the letter u. The letter u says short /ŭ/. Say its sound with me: /ŭ.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound short /ŭ/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards u, g, l, c, b. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards u, g, and l, model how to blend the sounds /l/-/ü/-/g/ together to read the word *lug*. Place your finger under the ‘l’ letter-sound card as you say its sound: /l/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ü/. Go back to the first letter, and continuously blend the first two sounds together: /l-ü/, as you move to the last sound: /g/. Say the word (*lug*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards u, b, and c. Using these letter-sound cards, ask them to say the sound of each letter, /ü/, /b/, /k/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short u sound /ü/ will be in the middle of the word.”*

Using the letter-sound cards u, b, and c, model how to blend the sounds /k/-/ü/-/b/ together to read the word *cub*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /k/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ü/. Go back to the first letter. Now blend the first two sounds together: /k-ü/. Go back to the beginning. Now move your finger as you blend /k-ü/ to the last sound: /b/. Say the word: ‘cub’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*cub*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*pup, hug, plum, drum*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 17

Letter-sound

Correspondence

<u>, short /ŭ/

U



Lesson 17

Target Words

lug


cub

pup

hug

plum

drum



Lesson 17

Letter-sound cards

u

l

g

c

b

p

p

m

d

r

h

Lesson 18: k

Letter-sound Correspondence <k>, /k/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

kit
kid
kin
Kim

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card k.

Say: *"This is the letter k. The letter k says /k/. Say its sound with me: /k-k-k/."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /k/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards k, t, i, d, n. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards k, t, and i, model how to blend the sounds /k/-/i/-/t/ together to read the word *kit*. Place your finger under the ‘k’ letter-sound card as you say its sound: /k/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /i/. Go back to the first letter, and continuously blend the first two sounds together: /k- i/, as you move to the last sound: /t/. Say the word (*kit*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards i, d, and k. Using these letter-sound cards, ask them to say the sound of each letter, /k/, /i/, /d/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short i sound /i/ will be in the middle of the word.”*

Using the letter-sound cards i, k, and d, model how to blend the sounds /k/-/i/-d/ together to read the word *kid*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /k/. Keep saying its sound as you move your finger to the next letter. Say its sound: /i/. Go back to the first letter. Now blend the first two sounds together: /k- i/. Go back to the beginning. Now move your finger as you blend /k- i/ to the last sound: /d/. Say the word: ‘kid’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*kid*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*kin*, *Kim*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.


Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 18

Letter-sound Correspondence

<k>, /k/

K



Lesson 18

Target Words

kit

kid

kin

Kim



Lesson 18

Letter-sound cards

i

k

t

d

n

K

m

Lesson 19: h

Letter-sound Correspondence <h>, /h/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

had
him
hen
ham
hut
hand

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card h.

Say: *"This is the letter h. The letter h says /h/. Say its sound with me: /h-h-h/."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /h/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards a, i, h, m, d. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards a, h, and d, model how to blend the sounds /h/-/ă/-/d/ together to read the word *had*. Place your finger under the ‘h’ letter-sound card as you say its sound: /h/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ă/. Go back to the first letter, and continuously blend the first two sounds together: /h-ă/, as you move to the last sound: /d/. Say the word (*had*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards i, h, and m. Using these letter-sound cards, ask them to say the sound of each letter, h/, /i/, /m/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short i sound /i/ will be in the middle of the word.”*

Using the letter-sound cards i, h, and m, model how to blend the sounds /h/, /i/, /m/ together to read the word *him*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /h/. Keep saying its sound as you move your finger to the next letter. Say its sound: /i/. Go back to the first letter. Now blend the first two sounds together: /h-i/. Go back to the beginning. Now move your finger as you blend /h-i/ to the last sound: /m/. Say the word: ‘him’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*him*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*hen, ham, hut, hand*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 19

Letter-sound
Correspondence
<h>, /h/

h



Lesson 19

Target Words

had

him

hen

ham

hut

hand



Lesson 19

Letter-sound cards

a

i

e

u

h

d

m

t

n

Lesson 20: f

Letter-sound Correspondence <f>, /f/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

fan
fit
fun
fed
fog
frog

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card f.

Say: *"This is the letter f. The letter f says /f/. Say its sound with me: /f.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /f/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards a, f, n, t, i. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards a, n, and f, model how to blend the sounds /f/-/ă/-/n/ together to read the word *fan*. Place your finger under the ‘f’ letter-sound card as you say its sound: /f/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ă/. Go back to the first letter, and continuously blend the first two sounds together: /f-ă/, as you move to the last sound: /n/. Say the word (*fan*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards t, i, and f. Using these letter-sound cards, ask them to say the sound of each letter, /f/, /i/, /t/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short i sound /i/ will be in the middle of the word.”*

Using the letter-sound cards i, f, and t, model how to blend the sounds /f/-/i/-/t/ together to read the word *fit*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /f/. Keep saying its sound as you move your finger to the next letter. Say its sound: /i/. Go back to the first letter. Now blend the first two sounds together: /f-i/. Go back to the beginning. Now move your finger as you blend /f-i/ to the last sound: /t/. Say the word: ‘fit’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?” (fit)*

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*fun, fed, frog, fog*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.


Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 20

Letter-sound Correspondence

<f>, /f/

f



Lesson 20

Target Words

fan

fit

fun

fed

fog

frog



Lesson 20

Letter-sound cards

a

e

i

o

u

f

n

t

d

r

g



Review: Lessons 17-20

Letter-sound Correspondences (short u, k, h, f)

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

- Letter-sound card
- Target word cards
- Individual letter-sound cards
- Selected text for shared book reading
- Letter-sound boxes (optional)
- Recording sheet (optional)

Target Words	Irregular Words
Select words from lessons 17–20	Some teacher-selected words from lessons 17–20

Before beginning the lesson, select the target words that will be reviewed. These words should include those that have not yet been mastered. Some irregular words should be reviewed as well.

Instructions:

1. Review the letter-sounds, target words, and irregular words (10 minutes)

First, show the students the individual letter-sound cards and ask them to tell you the name of each letter and the sound it makes (e.g., the letter k says /k-k-k/).

Next, select a few target words. Place one word card in front of each student and ask them to blend the sounds to read the word. Select cards that your students have not yet mastered.

Finally, present irregular words and ask the students to read them. Mix the cards up and repeat, setting aside each card as the student masters it.

2. Word Work – How many words can you make? (10 minutes)

Provide each student with a supply of letter-sound cards. Pre-select how many and what letters to give (start with 3 and increase to 5). Beginning with less challenging words (e.g., *kit*, *kid*), dictate a word to the students. You may give them all the same word or each a different word depending on their needs.

Have them find the letters that make the sounds in the word, put them in order, and then blend them together to read the word. Keep a tally of the number of words the students make.

Say: *“How many words can we make? Look at your letters. Make the word _____. What do you need to do first?”* (Find the letters) *“What do you need to do next?”* (Put the sounds in order) *“What do you need to do now?”* (Blend the sounds together) *“And finally, what should you do?”* (Say the word)

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read the irregular words they reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sounds of the lessons and irregular words they reviewed.

Lesson 21: w

Letter-sound Correspondence <w>, /w/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

wet
win
web
wed
swim
twin

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card w.

Say: *"This is the letter w. The letter w says /w/. Say its sound with me: /w.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /w/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards w, t, n, e, i. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards e, w, and t, model how to blend the sounds /w/-/ě/-/t/ together to read the word *wet*. Place your finger under the ‘w’ letter-sound card as you say its sound: /w/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ě/. Go back to the first letter, and continuously blend the first two sounds together: /w-ě/, as you move to the last sound: /t/. Say the word (*wet*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards i, n, and w. Using these letter-sound cards, ask them to say the sound of each letter, /w/, /ĩ/, /n/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short i sound /ĩ/ will be in the middle of the word.”*

Using the letter-sound cards i, n, and w, model how to blend the sounds /w/-/ĩ/-/n/ together to read the word *win*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /w/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ĩ/. Go back to the first letter. Now blend the first two sounds together: /w-ĩ/. Go back to the beginning. Now move your finger as you blend /w-ĩ/ to the last sound: /n/. Say the word: ‘win’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*win*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*web, wed, swim, twin*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 21

Letter-sound
Correspondence
<w>, /w/

W



Lesson 21

Target Words

wet

win

web

wed

swim

twin



Lesson 21

Letter-sound cards

e

i

w

n

b

t

s

m

d

Lesson 22: v

Letter-sound Correspondence <v>, /v/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

van
vet
vat
vac
vest
vent

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card v.

Say: *"This is the letter v. The letter v says /v/. Say its sound with me: /v.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /v/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards v, n, t, a, e. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards a, n, and v, model how to blend the sounds /v/-/ă/-/n/ together to read the word *van*. Place your finger under the ‘v’ letter-sound card as you say its sound: /v/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ă/. Go back to the first letter, and continuously blend the first two sounds together: /v-ă/, as you move to the last sound: /n/. Say the word (*van*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards e, t, and v. Using these letter-sound cards, ask them to say the sound of each letter, /v/, /ě/, /t/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short e sound /ě/ will be in the middle of the word.”*

Using the letter-sound cards e, t, and v, model how to blend the sounds /v/-/ě/-/t/ together to read the word *vet*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /v/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ě/. Go back to the first letter. Now blend the first two sounds together: /v-ě/. Go back to the beginning. Now move your finger as you blend /v-ě/ to the last sound: /t/. Say the word: ‘vet’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (vet)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*vat*, *vac*, *vest*, *vent*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.


Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 22

Letter-sound Correspondence

<v>, /v/





Lesson 22

Target Words

van


vet

vat

vac

vest

vent



Lesson 22

Letter-sound cards

a

e

v

n

t

c

s

Lesson 23: x

Letter-sound Correspondence <x>, /ks/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

ax
max
fix
six
box
fox

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card x.

Say: *"This is the letter x. The letter x says /ks/. Say its sound with me: /ks.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /ks/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards a, i, x, m, f. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards a, m, and x, model how to blend the sounds /m/-/ă/-/x/ together to read the word *max*. Place your finger under the ‘m’ letter-sound card as you say its sound: /m/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ă/. Go back to the first letter, and continuously blend the first two sounds together: /m-ă/, as you move to the last sound: /ks/. Say the word (*max*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards i, f, and x. Using these letter-sound cards, ask them to say the sound of each letter, /f/, /i/, /ks/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short i sound /i/ will be in the middle of the word.”*

Using the letter-sound cards i, f, and x, model how to blend the sounds /f/-/i/-/ks/ together to read the word *fix*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /f/. Keep saying its sound as you move your finger to the next letter. Say its sound: /i/. Go back to the first letter. Now blend the first two sounds together: /f-i/. Go back to the beginning. Now move your finger as you blend /f-i/ to the last sound: /ks/. Say the word: ‘fix’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (fix)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*ax, six, box, fox*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 23

Letter-sound
Correspondence
<x>, /ks/





Lesson 23

Target Words

ax

max

fix

six

box

fox



Lesson 23

Letter-sound cards

a

i

o

x

m

f

s

b

Lesson 24: y

Letter-sound Correspondence <y>, /y/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

yak
yes
yet
yap
yam
yum

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card y.

Say: *"This is the letter y. The letter y says /y/. Say its sound with me: /y-y-y/."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /y/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards y, a, e, k, s. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards a, y, and k, model how to blend the sounds /y/-/ă/-/k/ together to read the word *yak*. Place your finger under the ‘y’ letter-sound card as you say its sound: /y/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ă/. Go back to the first letter, and continuously blend the first two sounds together: /y-ă/, as you move to the last sound: /k/. Say the word (*yak*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards e, y, and s. Using these letter-sound cards, ask them to say the sound of each letter, /y/, /ě/, /s/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short e sound /ě/ will be in the middle of the word.”*

Using the letter-sound cards e, s, and y, model how to blend the sounds /y/-/ě/-/s/ together to read the word *yes*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /y/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ě/. Go back to the first letter. Now blend the first two sounds together: /y-ě/. Go back to the beginning. Now move your finger as you blend /y-ě/ to the last sound: /s/. Say the word: ‘yes’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (yes)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*yet, yap, yam, yum*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 24

Letter-sound
Correspondence
<y>, /y/

Y



Lesson 24

Target Words

yak

yes

yet

yap

yam

yum



Lesson 24

Letter-sound cards

a

e

u

y

p

t

k

m

s



Review: Lessons 21–24

Letter-sound Correspondences (w, v, x, y)

Objective:
Students will identify and blend words that contain the letter-sound correspondence.

- Materials:**
- Letter-sound card
 - Target word cards
 - Individual letter-sound cards
 - Selected text for shared book reading
 - Letter-sound boxes (optional)
 - Recording sheet (optional)

Target Words	Irregular Words
Select words from lessons 21–24	Some teacher-selected words from lessons 21–24

Before beginning the lesson, select the target words that will be reviewed. These words should include those that have not yet been mastered. Some irregular words should be reviewed as well.

Instructions:

- 1. Review the letter-sounds, target words, and irregular words (10 minutes)**
- First, show the students the individual letter-sound cards and ask them to tell you the name of each letter and the sound it makes (e.g., the letter x says /ks...../).
- Next, select a few target words. Place one word card in front of each student and ask them to blend the sounds to read the word. Select cards that your students have not yet mastered.
- Finally, present irregular words and ask the students to read them. Mix the cards up and repeat, setting aside each card as the student masters it.

2. Word Work – How many words can you make? (10 minutes)

Provide each student with a supply of letter-sound cards. Pre-select how many and what letters to give (start with 3 and increase to 5). Beginning with less challenging words (e.g., *ax*, *six*), dictate a word to the students. You may give them all the same word or each a different word depending on their needs.

Have them find the letters that make the sounds in the word, put them in order, and then blend them together to read the word. Keep a tally of the number of words the students make.

Say: *“How many words can we make? Look at your letters. Make the word _____. What do you need to do first?”* (Find the letters) *“What do you need to do next?”* (Put the sounds in order) *“What do you need to do now?”* (Blend the sounds together) *“And finally, what should you do?”* (Say the word)

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read the irregular words they reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sounds of the lessons and irregular words they reviewed.

Lesson 25: z

Letter-sound Correspondence <z>, /z/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

zap
zip
zig
zag

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card z.

Say: *"This is the letter z. The letter z says /z/. Say its sound with me: /z.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /z/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards z, i, a, p. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards a, z, and p, model how to blend the sounds /z/-/ă/-/p/ together to read the word *zap*. Place your finger under the ‘z’ letter-sound card as you say its sound: /z/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ă/. Go back to the first letter, and continuously blend the first two sounds together: /z-ă/, as you move to the last sound: /p/. Say the word (*zap*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards i, z, and p. Using these letter-sound cards, ask them to say the sound of each letter, /z/, /i/, /p/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short i sound /i/ will be in the middle of the word.”*

Using the letter-sound cards i, z, and p, model how to blend the sounds /z/-/i/-/p/ together to read the word *zip*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /z/. Keep saying its sound as you move your finger to the next letter. Say its sound: /i/. Go back to the first letter. Now blend the first two sounds together: /z-i/. Go back to the beginning. Now move your finger as you blend /z-i/ to the last sound: /p/. Say the word: ‘zip’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (zip)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*zig*, *zag*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.


Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 25

Letter-sound Correspondence

<z>, /z/

Z



Lesson 25

Target Words

zap

zip

zig

zag



Lesson 25

Letter-sound cards

a

i

z

p

g

Lesson 26: s

Letter-sound Correspondence <s>, /z/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

as
is
has
webs
dogs
his

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card s.

Say: *"This is the letter s. The letter s says /z/. Say its sound with me: /z.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /z/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards h, a, s, p, i, n. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards a, h, and s, model how to blend the sounds /h/-/ă/-/s/ together to read the word *has*. Place your finger under the ‘h’ letter-sound card as you say its sound: /h/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ă/. Go back to the first letter, and continuously blend the first two sounds together: /h-ă/, as you move to the last sound: /z/. Say the word (*has*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards w, b, e, and s. Using these letter-sound cards, ask them to say the sound of each letter, /w/, /ě/, /b/, /z/.

Say: *“Let’s try blending another word. Notice that there are four sounds. The short e sound /ě/ will be the second sound of the word.”*

Using the letter-sound cards w, e, b, and s, model how to blend the sounds /w/-/ě/-/b/-/z/ together to read the word *webs*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /w/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ě/. Go back to the first letter. Now blend the first two sounds together: /w-ě/. Go back to the beginning. Now move your finger as you blend /w-ě/ to the next sound: /b/. Now move your finger as you blend /w-ě-b/ to the last sound: /z/. Go back to the beginning. Move your finger as you blend from the first to the last sound: /w-ě-b-z/. Say the word: ‘webs’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*webs*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*is, as, dogs, his*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 26

Letter-sound
Correspondence
<s>, /z/

S



Lesson 26

Target Words

is

as

has

webs

dogs

his



Lesson 26

Letter-sound cards

h

a

s

d

i

o

w

b

e

g

Lesson 27: Double Consonants

Letter-sound Correspondence <ss>, /s/, <ll>, /l/, <ff>, /f/, <zz>, /z/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

miss
mess
will
tell
cuff
stiff
buzz
fuzz

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sounds, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card ss.

Say: *"This is the letter combination ss. The letter combination ss says /s/. Say its sound with me: /s.../."*

Show the students the letter-sound card ll.

Say: *"This is the letter combination ll. The letter combination ll says /l/. Say its sound with me: /l.../."*

Show the students the letter-sound card ff.

Say: *"This is the letter combination ff. The letter combination ff says /f/. Say its sound with me: /f.../."*

Show the students the letter-sound card zz.

Say: *"This is the letter combination zz. The letter combination zz says /z/. Say its sound with me: /z.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say each word aloud emphasizing the corresponding double consonant letter-sounds: /s/, /l/, /f/, /z/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards i, m, ss, e. Tell them to place the rest of the letter-sound cards to the side.

Say: *"Let's blend these sounds together!"*

Using the letter-sound cards i, m, and ss, model how to blend the sounds /m/-/i/-/s/ together to read the word *miss*. Place your finger under the 'm' letter-sound card as you say its sound: /m/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /i/. Go back to the first letter, and continuously blend the first two sounds together: /m-i/, as you move to the last sound: /s/. Say the word (*miss*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *"Now it's your turn! Blend the sounds together."*

Have the students find the letter-sound cards e, m, and ss. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /m/, /ě/, /s/.

Say: *"Let's try blending another word. Notice that there are three sounds. The short e sound /ě/ will be in the middle of the word."*

Using the letter-sound cards e, m, and ss, model how to blend the sounds /m/-/ě/-/s/ together to read the word *mess*. Show the students how to place the letter-sound cards in the correct order.

Say: *"Place your finger under the first letter. Say its sound: /m/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ě/. Go back to the first letter. Now blend the first two sounds together: /m-ě/. Go back to the beginning. Now move your finger as you blend /m-ě/ to the last sound: /s/. Say the word: 'mess'. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?" (mess)*

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*will, tell, cuff, stiff, buzz, fuzz*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.


Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sounds of the lessons and read the two irregular words they reviewed.




Lesson 27

Letter-sound Correspondence

<ss>, /s/

SS




Lesson 27

Letter-sound Correspondence

<ll>, /l/






Lesson 27

Letter-sound Correspondence

<ff>, /f/

ff



Lesson 27

Letter-sound
Correspondence
<zz>, /z/

ZZ



Lesson 27

Target Words

miss

mess

will


tell

cuff

stiff

buzz

fuzz



Lesson 27

Letter-sound cards

i

e

u

m

w

t

c

s

f

b

ss

ll

ff

zz

Lesson 28: ck

Letter-sound Correspondence <ck>, /k/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

back
lick
duck
deck
lock
block

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card ck.

Say: *"This is the letter combination ck. The letter combination ck says /k/. Say its sound with me: /k-k-k/."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter combination 'ck' says /k/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards a, ck, b, i, l. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards a, ck, and b, model how to blend the sounds /b/-/ă/-/k/ together to read the word *back*. Place your finger under the ‘b’ letter-sound card as you say its sound: /b/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ă/. Go back to the first letter, and continuously blend the first two sounds together: /b-ă/, as you move to the last sound: /k/. Say the word (*back*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards i, l, and ck. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /l/, /i/, /k/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short i sound /i/ will be in the middle of the word.”*

Using the letter-sound cards l, i, and ck, model how to blend the sounds /l/-/i/-/k/ together to read the word *lick*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /l/. Keep saying its sound as you move your finger to the next letter. Say its sound: /i/. Go back to the first letter. Now blend the first two sounds together: /l-i/. Go back to the beginning. Now move your finger as you blend /l-i/ to the last sound: /k/. Say the word: ‘lick’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*lick*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*duck, deck, lock, block*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 28

Letter-sound

Correspondence

<ck>, /k/

ck



Lesson 28

Target Words

back

lick

duck

deck

lock

block



Lesson 28

Letter-sound cards

a

e

i

o

u

ck

b

l

d



Review: Lessons 25–28

Letter-sound Correspondences (z, s, double consonants [ss, ll, ff, zz], ck)

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

- Letter-sound card
- Target word cards
- Individual letter-sound cards
- Selected text for shared book reading
- Letter-sound boxes (optional)
- Recording sheet (optional)

Target Words	Irregular Words
Select words from lessons 25–28	Some teacher-selected words from lessons 25–28

Before beginning the lesson, select the target words that will be reviewed. These words should include those that have not yet been mastered. Some irregular words should be reviewed as well.

Instructions:

1. Review the letter-sounds, target words, and irregular words (10 minutes)

- First, show the students the individual letter-sound cards and ask them to tell you the name of each letter and the sound it makes (e.g., the letter z says /z...../).
- Next, select a few target words. Place one word card in front of each student and ask them to blend the sounds to read the word. Select cards that your students have not yet mastered.
- Finally, present irregular words and ask the students to read them. Mix the cards up and repeat, setting aside each card as the student masters it.

2. Word Work – How many words can you make? (10 minutes)

Provide each student with a supply of letter-sound cards. Pre-select how many and what letters to give (start with 3 and increase to 5). Beginning with less challenging words (e.g., *zap*, *zip*), dictate a word to the students. You may give them all the same word or each a different word depending on their needs.

Have them find the letter-sound cards that make the sounds in the word, put them in order, and then blend them together to read the word. Keep a tally of the number of words the students make.

Say: *“How many words can we make? Look at your letters. Make the word _____. What do you need to do first?”* (Find the letters) *“What do you need to do next?”* (Put the sounds in order) *“What do you need to do now?”* (Blend the sounds together) *“And finally, what should you do?”* (Say the word)

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read the irregular words they reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sounds of the lessons and irregular words they reviewed.

Lesson 29: sh

Letter-sound Correspondence <sh>, /sh/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

ship
shop
fish
mush
shell
flush

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card sh.

Say: *"This is the letter combination sh. The letter combination sh says /sh/. Say its sound with me: /sh.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound combination /sh/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards sh, i, o, p. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards i, sh, and p, model how to blend the sounds /sh-/i-/p/ together to read the word *ship*. Place your finger under the ‘sh’ letter-sound card as you say its sound: /sh/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /i/. Go back to the first letter combination, and continuously blend the first two sounds together: /sh-ī/, as you move to the last sound: /p/. Say the word (*ship*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards o, sh, and p. Using these letter-sound cards, ask them to say the sound of each letter-sound card /sh/, /ō/, /p/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short o sound /ō/ will be in the middle of the word.”*

Using the letter-sound cards o, sh, and p, model how to blend the sounds /sh-/ō-/p/ together to read the word *shop*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter combination. Say its sound: /sh/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ō/. Go back to the first letter. Now blend the first two sounds together: /sh-ō/. Go back to the beginning. Now move your finger as you blend /sh-ō/ to the last sound: /p/. Say the word: ‘shop’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*shop*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*fish, mush, shell, flush*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 29

Letter-sound

Correspondence

<sh>, /sh/

sh



Lesson 29

Target Words

ship

shop

fish

mush

shell

flush



Lesson 29

Letter-sound cards

sh

i

o

u

e

p

f

w

m

l

ll

Lesson 30: ch

Letter-sound Correspondence <ch>, /ch/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

chat
chop
chin
lunch
much
chimp

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card ch.

Say: *"This is the letter combination ch. The letter combination ch says /ch/. Say its sound with me: /ch.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound combination /ch/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards ch, a, o, t, p. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards ch, t, and a, model how to blend the sounds /ch/-/ă/-/t/ together to read the word *chat*. Place your finger under the ‘ch’ letter-sound card as you say its sound: /ch/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ă/. Go back to the first letter combination, and continuously blend the first two sounds together: /ch-ă/, as you move to the last sound: /t/. Say the word (*chat*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards o, sh, and p. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /ch/, /ö/, /p/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short o sound /ö/ will be in the middle of the word.”*

Using the letter-sound cards o, ch, and p, model how to blend the sounds /ch/-/ö/-/p/ together to read the word *chop*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter-sound card. Say its sound: /ch/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ö/. Go back to the first letter combination. Now blend the first two sounds together: /ch-ö/. Go back to the beginning. Now move your finger as you blend /ch-ö/ to the last sound: /p/. Say the word: ‘chop’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*chop*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*chin, chimp, much, lunch*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 30

Letter-sound
Correspondence
<ch>, /ch/

ch



Lesson 30

Target Words

chat

chop

chin

chimp

much

lunch



Lesson 30

Letter-sound cards

a

i

o

u

ch

t

p

n

m

l

Lesson 31: th

Letter-sound Correspondence <th>, /th/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

bath
moth
with
cloth
thin
thick

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

In the English language, the letter-sound correspondence <th> can be pronounced as the voiced /th/ or unvoiced /th/. Both /th/ sounds are pronounced with the tip of the tongue gently touching the top of the teeth as air is blown and passes through. For the voiced /th/, the vocal cords vibrate in the throat. Words that include the voiced /th/ include *that*, *them*, *this*, and *father*. The unvoiced /th/ is pronounced by letting air pass through the mouth with no vibration of the vocal cords. Words that include the unvoiced /th/ include *bath*, *moth*, and *think*.

In [Appendix 4](#) alternate sounds for this letter combination can be found.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card th.

Say: *"This is the letter combination th. The letter combination th says (unvoiced) /th/. Say its sound with me: /th.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound combination /th/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards th, b, a, m, o. Tell them to place the rest of the letter-sound cards to the side.

Say: *"Let's blend these sounds together!"*

Using the letter-sound cards th, b, and a, model how to blend the sounds /b/-/ă/-/th/ together to read the word *bath*. Place your finger under the 'b' letter-sound card as you say its sound: /b/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ă/. Go back to the first letter combination, and continuously blend the first two sounds together: /b-ă/, as you move to the last sound: /th/. Say the word (*bath*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *"Now it's your turn! Blend the sounds together."*

Have the students find the letter-sound cards th, o, m. Using these letter-sound cards, ask them to say the sound of each letter combination, /m/, /ō/, /th/.

Say: *"Let's try blending another word. Notice that there are three sounds. The short o sound /ō/ will be in the middle of the word."*

Using the letter-sound cards m, o, and th, model how to blend the sounds /m/-/ō/-/th/ together to read the word *moth*. Show the students how to place the letter-sound cards in the correct order.

Say: *"Place your finger under the first letter. Say its sound: /m/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ō/. Go back to the first two letters. Now blend the first two sounds together: /m-ō/. Go back to the beginning. Now move your finger as you blend /m-ō/ to the last sound: /th/. Say the word: 'moth'. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?" (moth)*

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*with, cloth, thin, thick*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 31

Letter-sound

Correspondence

unvoiced <th>, /th/

th



Lesson 31

Target Words

moth


thin

with

bath

cloth

thick



Lesson 31

Letter-sound cards

a

i

o

th

ck

c

l

n

b

w

Lesson 32: ed

Letter-sound Correspondence <-ed>, /t/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

missed
passed
fixed
packed
picked
jumped

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

When adding ' - ed' to regular verbs that end with the voiceless sounds /p/, /k/, /s/, /ch/, /sh/, /f/, /x/, /h/, 'ed' says the /t/ sound.

In [Appendix 5](#) alternate sounds for this letter combination can be found.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card ed.

Say: *"This is the letter combination ed. The letter combination ed says /t/. Say its sound with me: /t-t-t/."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound combination ed read as /t/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards ed, i, m, ss. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards ed, i, m, and ss, model how to blend the sounds /m/-/ī/-/s/-/t/ together to read the word *missed*. Place your finger under the ‘m’ letter-sound card as you say its sound: /m/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ī/. Go back to the first letter, and continuously blend the first two sounds together: /m-ī/, as you move to the next sound: /s/. Then move to the last letter-sound card and say its sound: /t/. Say the word (*missed*). Go back to the beginning and repeat the process again, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards ed, p, a, and ss. Using these letter-sound cards, ask them to say the sound of each letter combination, /p/, /ă/, /s/, /t/.

Say: *“Let’s try blending another word. Notice that there are four sounds. The letter combination ‘ed’ that says the sound /t/ will be at the end of the word.”*

Using the letter-sound cards ed, p, a, and ss, model how to blend the sounds /p/, /ă/, /s/, /t/ together to read the word *passed*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /p/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ă/. Go back to the first letter. Now blend the first two sounds together: /p-ă/. Go back to the beginning. Now move your finger as you blend /p-ă/ to the next sound: /s/, and then the last sound: /t/. Say the word: ‘passed’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*passed*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*fixed, packed, picked, jumped*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 32

Letter-sound

Correspondence

<-ed>, /t/

ed



Lesson 32

Target Words

missed

passed

fixed

packed

picked

jumped



Lesson 32

Letter-sound cards

a

i

u

m

p

f

x

j

p

ss

ck

ed



Review: Lessons 29–32

Letter-sound Correspondences (sh, ch, unvoiced th, -ed ending /t/)

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

- Letter-sound card
- Target word cards
- Individual letter-sound cards
- Selected text for shared book reading
- Letter-sound boxes (optional)
- Recording sheet (optional)

Target Words	Irregular Words
Select words from lessons 29–32	Some teacher-selected words from lessons 29–32

Before beginning the lesson, select the target words that will be reviewed. These words should include those that have not yet been mastered. Some irregular words should be reviewed as well.

Instructions:

1. Review the letter-sounds, target words, and irregular words (10 minutes)

First, show the students the individual letter-sound cards and ask them to tell you the name of each letter and the sound it makes (e.g., the letters sh say /sh...../).

Next, select a few target words. Place one word card in front of each student and ask them to blend the sounds to read the word. Select cards that your students have not yet mastered.

Finally, present irregular words and ask the students to read them. Mix the cards up and repeat, setting aside each card as the student masters it.

2. Word Work – How many words can you make? (10 minutes)

Provide each student with a supply of letter-sound cards. Pre-select how many and what letters to give (start with 3 and increase to 5). Beginning with less challenging words (e.g., *ship*, *fish*), dictate a word to the students. You may give them all the same word or each a different word depending on their needs.

Have them find the letter-sound cards that make the sounds in the word, put them in order, and then blend them together to read the word. Keep a tally of the number of words the students make.

Say: *“How many words can we make? Look at your letters. Make the word _____. What do you need to do first?”* (Find the letters) *“What do you need to do next?”* (Put the sounds in order) *“What do you need to do now?”* (Blend the sounds together) *“And finally, what should you do?”* (Say the word)

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read the irregular words they reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sounds of the lessons and irregular words they reviewed.

Lesson 33: ng

Letter-sound Correspondence <ng> /ng/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

king
wing
long
fang
lung
string

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card ng.

Say: *"This is the letter combination ng. The letter combination ng says /ng/. Say its sound with me: /ng/."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound combination ng says /ng/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards ng, i, k, w, o. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards ng, i and k, model how to blend the sounds /k/-/i/-/ng/ together to read the word *king*. Place your finger under the ‘k’ letter-sound card as you say its sound: /k/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /i/. Go back to the first letter, and continuously blend the first two sounds together: /k-i/, as you move to the last sound: /ng/. Say the word (*king*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards ng, i, and w. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /w/, /i/, /ng/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short i sound /i/ will be in the middle of the word.”*

Using the letter-sound cards ng, i and w, model how to blend the sounds /w/-/i/-/ng/ together to read the word *wing*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /w/. Keep saying its sound as you move your finger to the next letter. Say its sound: /i/. Go back to the first letter. Now blend the first two sounds together: /w-i/. Go back to the beginning. Now move your finger as you blend /w-i/ to the last sound: /ng/. Say the word: ‘wing’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*wing*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*long, fang, lung, string*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 33

Letter-sound

Correspondence

<ng>, /ng/

ng



Lesson 33

Target Words

king

wing

long

fang

lung

string



Lesson 33

Letter-sound cards

a

i

o

u

ng

k

w

f

l

s

t

r

Lesson 34: ar

Letter-sound Correspondence <ar>, /ar/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

art
car
jar
farm
mark
sharp

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

In [Appendix 3](#), alternate letter sounds can be found.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card ar.

Say: *"This is the letter combination ar. The letter combination ar says /ar/. Say its sound with me: /ar/."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /ar/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards ar, c, f, m. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards ar and c, model how to blend the sounds /k/-/ar/ together to read the word *car*. Place your finger under the ‘c’ letter-sound card as you say its sound: /k/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ar/. Go back to the first letter, and continuously blend the two sounds together: /k-ar/. Say the word (*car*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards ar, f, and m. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /f/, /ar/, /m/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The sound /ar/ will be in the middle of the word.”*

Using the letter-sound cards ar, f, and m, model how to blend the sounds /f/-/ar/-/m/ together to read the word *farm*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /f/. Keep saying its sound as you move your finger to the next letter combination. Say its sound: /ar/. Go back to the first letter. Now blend the first two sounds together: /f-ar/. Go back to the beginning. Now move your finger as you blend /f-ar/ to the last sound: /m/. Say the word: ‘farm’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?” (farm)*

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*art, jar, mark, sharp*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 34

Letter-sound
Correspondence
<ar>, /ar/

ar



Lesson 34

Target Words

art

car

jar

farm

mark

sharp



Lesson 34

Letter-sound cards

ar

t

c

j

f

m

k

sh

p

Lesson 35: er

Letter-sound Correspondence <er>, /er/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

her
herd
fern
perm
perk
stern

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card er.

Say: *"This is the letter combination er. The letter combination er says /er/. Say its sound with me: /er/."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /er/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards er, h, f, d, n. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards er, h, and d, model how to blend the sounds /h/-/er/-/d/ together to read the word *herd*. Place your finger under the ‘h’ letter-sound card as you say its sound: /h/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /er/. Go back to the first letter, and continuously blend the first two sounds together: /h-er/, as you move to the last sound: /d/. Say the word (*herd*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards er, f, n. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /f/, /er/, /n/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The sound /er/ will be in the middle of the word.”*

Using the letter-sound cards er, f, and n, model how to blend the sounds /f/-/er/-/n/ together to read the word *fern*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /f/. Keep saying its sound as you move your finger to the next letter combination. Say its sound: /er/. Go back to the first letter. Now blend the first two sounds together: /f-er/. Go back to the beginning. Now move your finger as you blend /f-er/ to the last sound: /n/. Say the word: ‘fern’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*fern*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*her*, *perm*, *perk*, *stern*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.


Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 35

Letter-sound
Correspondence
<er>, /er/

er



Lesson 35

Target Words

her

herd

fern

perm

perk

stern



Lesson 35

Letter-sound cards

er

h

d

f

n

m

p

k

s

t

Lesson 36: ir

Letter-sound Correspondence <ir>, /er/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

bird
girl
stir
third
first
skirt

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card ir.

Say: *"This is the letter combination ir. The letter combination ir says /er/. Say its sound with me: /er/."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /er/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards ir, g, l, th, d. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards ir, g, and l, model how to blend the sounds /g/-/er/-/l/ together to read the word *girl*. Place your finger under the ‘g’ letter-sound card as you say its sound: /g/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /er/. Go back to the first letter, and continuously blend the first two sounds together: /g-er/, as you move to the last sound: /l/. Say the word (*girl*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards ir, d, and th. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /th/, /er/, /d/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The sound /er/ will be in the middle of the word.”*

Using the letter-sound cards ir, d, and th, model how to blend the sounds /th/-/er/-/d/ together to read the word *third*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter combination. Say its sound: /th/. Keep saying its sound as you move your finger to the next letter combination. Say its sound: /er/. Go back to the first letter combination. Now blend the first two sounds together: /th-er/. Go back to the beginning. Now move your finger as you blend /th-er/ to the last sound: /d/. Say the word: ‘third’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*third*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*bird, stir, first, skirt*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 35

Letter-sound
Correspondence
<ir>, /er/

ir



Lesson 36

Target Words

bird

girl

stir

first

third

skirt



Lesson 35

Letter-sound cards

ir

b

d

g

l

f

s

t

k

th



Review: Lessons 33–36

Letter-sound Correspondences (ng, ar, er, ir)

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

- Letter-sound card
- Target word cards
- Individual letter-sound cards
- Selected text for shared book reading
- Letter-sound boxes (optional)
- Recording sheet (optional)

Target Words	Irregular Words
Select words from lessons 33–36	Some teacher-selected words from lessons 33–36

Before beginning the lesson, select the target words that will be reviewed. These words should include those that have not yet been mastered. Some irregular words should be reviewed as well.

Instructions:

1. Review the letter-sounds, target words, and irregular words (10 minutes)

- First, show the students the individual letter-sound cards and ask them to tell you the name of each letter combination and the sound it makes (e.g., the letter combination ar says /ar...../).
- Next, select a few target words. Place one word card in front of each student and ask them to blend the sounds to read the word. Select cards that your students have not yet mastered.
- Finally, present irregular words and ask the students to read them. Mix the cards up and repeat, setting aside each card as the student masters it.

2. Word Work – How many words can you make? (10 minutes)

Provide each student with a supply of letter-sound cards. Pre-select how many and what letters to give (start with 3 and increase to 5). Beginning with less challenging words (e.g., *far*, *car*), dictate a word to the students. You may give them all the same word or each a different word depending on their needs.

Have them find the letter-sound cards that make the sounds in the word, put them in order, and then blend them together to read the word. Keep a tally of the number of words the students make.

Say: *“How many words can we make? Look at your letters. Make the word _____. What do you need to do first?”* (Find the letters) *“What do you need to do next?”* (Put the sounds in order) *“What do you need to do now?”* (Blend the sounds together) *“And finally, what should you do?”* (Say the word)

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read the irregular words they reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sounds of the lessons and irregular words they reviewed.

Lesson 37: a_e

Letter-sound Correspondence <a_e>, long /ā/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

make
came
shake
cave
brave
trade

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

The most common rule of the single silent e is that it signals the preceding short vowel in a word to be pronounced as a long vowel. For example, in the word 'cane' the letter a is pronounced as long /ā/. The silent e rule can also be applied to words that have the vowels e, i, u, and o.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card a_e.

Say: *"This is the letter combination a_e (a silent e). When we see an e at the end of a word it is usually silent. The silent e has an important job. It makes the vowel before it say its name. The letter combination a_e (a silent e) is pronounced long /ā/. The 'e' is silent. Say its sound with me: /ā/."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound combination a_e (silent e), pronounced long /ā/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards a, e, m, k. Tell them to place the rest of the letter-sound cards to the side.

Say: *"Let's blend these sounds together!"*

Using the letter-sound cards a, e, m, and k, model how to blend the sounds /m-/ /ā-/ /k/ together to read the word *make*. Place your finger under the 'm' letter-sound card as you say its sound: /m/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ā/. Note that the 'a' is pronounced as long /ā/ because of the silent e rule. Go back to the first letter, and continuously blend the first two sounds together: /m-ā/, as you move to the last sound: /k/. Note that the 'e' is silent. Say the word (*make*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *"Now it's your turn! Blend the sounds together."*

Have the students find the letter-sound cards a, e, k, and sh. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /sh/, /ā/, /k/.

Say: *"Let's try blending another word. Notice that there are three sounds. The long /ā/ will be in the middle of the word."*

Using the letter-sound cards a, e, k, and sh, model how to blend the sounds /sh-/ /ā-/ /k/ together to read the word *shake*. Show the students how to place the letter-sound cards in the correct order.

Say: *"Place your finger under the first letter combination. Say its sound: /sh/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ā/. Go back to the first letter combination. Now blend the first two sounds together: /sh-ā/. Go back to the beginning. Now move your finger as you blend /sh-ā/ to the last sound: /k/. Say the word: 'shake'. Keep practicing! Blend the sounds again from the beginning to the middle to the end. Remember the letter /e/ is silent. What word did you read?"* (*shake*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*came, cave, brave, trade*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 37

Letter-sound

Correspondence

<a_e>, long /ā/

de



Lesson 37

Target Words

make

came

shake

cave

brave

trade



Lesson 37

Letter-sound cards

a

e

m

c

sh

k

v

b

r

t

d

Lesson 38: i_e

Letter-sound Correspondence <i_e>, long /ī/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

like
bite
shine
dive
prize
slide

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

The most common rule of the single silent e is that it signals the preceding short vowel in a word to be pronounced as a long vowel. For example, in the word 'cane' the letter a is pronounced as long /ā/. The silent e rule can also be applied to words that have the vowels e, i, u, and o.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card i_e.

Say: *"This is the letter combination i_e (i silent e). When we see an e at the end of a word it is usually silent. The silent e has an important job. It makes the vowel before it say its name. The letter combination i_e (i silent e) is pronounced long /ī/. The 'e' is silent. Say its sound with me: /ī/."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound combination i_e, pronounced long /ī/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards i, e, b, k, l, t. Tell them to place the rest of the letter-sound cards to the side.

Say: *"Let's blend these sounds together!"*

Using the letter-sound cards i, e, l, and k, model how to blend the sounds /l/-/ī/-/k/ together to read the word *like*. Place your finger under the 'l' letter-sound card as you say its sound: /l/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ī/. Note that the 'i' is pronounced as long /ī/ because of the silent e rule. Go back to the first letter, and continuously blend the two sounds together: /l-ī/, as you move to the last sound: /k/. Note that the 'e' is silent. Say the word (*like*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *"Now it's your turn! Blend the sounds together."*

Have the students find the letter-sound cards i, e, b, and t. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /b/, /ī/, /t/.

Say: *"Let's try blending another word. Notice that there are three sounds. The sound /ī/ will be in the middle of the word."*

Using the letter-sound cards i, e, b, and t, model how to blend the sounds /b/-/ī/-/t/ together to read the word *bite*. Show the students how to place the letter-sound cards in the correct order.

Say: *"Place your finger under the first letter. Say its sound: /b/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ī/. Go back to the first letter. Now blend the first two sounds together: /b-ī/. Go back to the beginning. Now move your finger as you blend /b-ī/ to the last sound: /t/. Say the word: 'bite'. Blend the sounds again from the beginning to the middle to the end. Keep practicing! Remember the letter 'e' is silent. What word did you read?"* (*bite*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*shine, dive, prize, slide*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 38

Letter-sound

Correspondence

<i_e>, long /ī/

ie



Lesson 38

Target Words

like

bite

shine

dive

prize

slide



Lesson 38

Letter-sound cards

i

e

l

k

b

t

d

v

p

r

z

sh

n

Lesson 39: ee

Letter-sound Correspondence <ee>, long /ē/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

see
tree
feet
week
deep
sheep

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card ee.

Say: *"This is the letter combination ee. The letter combination ee is pronounced long /ē/. Say its sound with me: /ē.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter combination ee, pronounced long /ē/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards ee, s, t, r. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards ee and s, model how to blend the sounds /s/-/ē/ together to read the word see. Place your finger under the ‘s’ letter-sound card as you say its sound: /s/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ē/. Go back to the first letter, and continuously blend the two sounds together: /s-ē/. Say the word (see). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards ee, r, and t. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /t/, /r/, /ē/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The sound long /ē/ will be at the end of the word.”*

Using the letter-sound cards ee, r, and t, model how to blend the sounds /t/-/r/-/ē/ together to read the word tree. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /t/. Keep saying its sound as you move your finger to the next letter. Say its sound: /r/. Go back to the first letter. Now blend the first two sounds together: /t-r/. Go back to the beginning. Now move your finger as you blend /t-r/ to the last sound: /ē/. Say the word: ‘tree’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?” (tree)*

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*feet, week, deep, sheep*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 39

Letter-sound

Correspondence

<ee>, long /ē/

ee



Lesson 39

Target Words

see

tree

feet

week

deep

sheep



Lesson 39

Letter-sound cards

ee

s

t

r

f

w

k

d

p

sh

Lesson 40: ea

Letter-sound Correspondence <ea>, long /ē/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

eat
sea
beak
leaf
clean
dream

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card ea.

Say: *"This is the letter combination ea. The letter combination ea is pronounced long /ē/. Say its sound with me: /ē.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter combination ea, pronounced long /ē/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards s, ea, k, b. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards ea and s, model how to blend the sounds /s/-/ē/ together to read the word sea. Place your finger under the ‘s’ letter-sound card as you say its sound: /s/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ē/. Go back to the first letter, and continuously blend the two sounds together: /s-ē/. Say the word (sea). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards ea, b, and k. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /b/, /ē/, /k/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The sound long /ē/ will be in the middle of the word.”*

Using the letter-sound cards ea, b, and k, model how to blend the sounds /b/-/ē/-/k/ together to read the word beak. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /b/. Keep saying its sound as you move your finger to the next letter combination. Say its sound: /ē/. Go back to the first letter. Now blend the first two sounds together: /b-ē/. Go back to the beginning. Now move your finger as you blend /b-ē/ to the last sound: /k/. Say the word: ‘beak’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?” (beak)*

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (eat, leaf, clean, dream).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 40

Letter-sound

Correspondence

<ea>, long /ē/

ed



Lesson 40

Target Words

eat

sea

beak

leaf

clean

dream



Lesson 40

Letter-sound cards

ea

s

t

b

k

l

f

c

n

d

r

m



Review: Lessons 37–40

Letter-sound Correspondences (a_e, i_e, ee, ea)

Objective:
Students will identify and blend words that contain the letter-sound correspondence.

- Materials:**
- Letter-sound card
 - Target word cards
 - Individual letter-sound cards
 - Selected text for shared book reading
 - Letter-sound boxes (optional)
 - Recording sheet (optional)

Target Words	Irregular Words
Select words from lessons 37–40	Some teacher-selected words from lessons 37–40

Before beginning the lesson, select the target words that will be reviewed. These words should include those that have not yet been mastered. Some irregular words should be reviewed as well.

Instructions:

- 1. Review the letter-sounds, target words, and irregular words (10 minutes)**
- First, show the students the individual letter-sound cards and ask them to tell you the name of each letter and the sound it makes (e.g., the letter combination ee is pronounced long /ē/).
- Next, select a few target words. Place one word card in front of each student and ask them to blend the sounds to read the word. Select cards that your students have not yet mastered.
- Finally, present irregular words and ask the students to read them. Mix the cards up and repeat, setting aside each card as the student masters it.

2. Word Work – How many words can you make? (10 minutes)

Provide each student with a supply of letter-sound cards. Pre-select how many and what letters to give (start with 3 and increase to 5). Beginning with less challenging words (e.g., *see*, *tree*), dictate a word to the students. You may give them all the same word or each a different word depending on their needs.

Have them find the letter-sound cards that make the sounds in the word, put them in order, and then blend them together to read the word. Keep a tally of the number of words the students make.

Say: *“How many words can we make? Look at your letters. Make the word _____. What do you need to do first?”* (Find the letters) *“What do you need to do next?”* (Put the sounds in order) *“What do you need to do now?”* (Blend the sounds together) *“And finally, what should you do?”* (Say the word)

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read the irregular words they reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sounds of the lessons and irregular words they reviewed.

Lesson 41: ay

Letter-sound Correspondence <ay>, long /ā/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

say
bay
ray
stay
tray
spray

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card ay.

Say: *“This is the letter combination ay. The letter combination ay is pronounced long /ā/. Say its sound with me: /ā.../.”*

Show the students the target words.

Say: *“We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me.”*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound combination ay, pronounced long /ā/. Have the students look at each word and repeat it back to you.

Say: *“Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember.”*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards r, ay, s, t. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards ay and s, model how to blend the sounds /s/-/ā/ together to read the word say. Place your finger under the ‘s’ letter-sound card as you say its sound: /s/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ā/. Go back to the first letter, and continuously blend the two sounds together: /s-ā/. Say the word (say). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards ay, s, and t. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /s/, /t/, /ā/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The sound long /ā/ will be at the end of the word.”*

Using the letter-sound cards ay, s, and t, model how to blend the sounds /s/-/t/-/ā/ together to read the word stay. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /s/. Keep saying its sound as you move your finger to the next letter. Say its sound: /t/. Go back to the first letter. Now blend the first two sounds together: /s-t/. Go back to the beginning. Now move your finger as you blend /s-t/ to the last sound: /ā/. Say the word: ‘stay’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (stay)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*bay, ray, tray, spray*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 41

Letter-sound

Correspondence

<ay>, long /ā/

ay



Lesson 41

Target Words

say

stay

ray

bay

tray

spray



Lesson 41

Letter-sound cards

ay

b

r

s

p

t

Lesson 42: ai

Letter-sound Correspondence <ai>, long /ā/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

aim
rain
pain
train
paint
sprain

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card ai.

Say: *“This is the letter combination ai. The letter combination ai is pronounced long /ā/. Say its sound with me: /ā.../.”*

Show the students the target words.

Say: *“We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me.”*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound combination ai, pronounced long /ā/. Have the students look at each word and repeat it back to you.

Say: *“Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember.”*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards ai, r, m, n. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards ai and m, model how to blend the sounds /ā/-/m/ together to read the word *aim*. Place your finger under the ‘ai’ letter-sound card as you say its sound: /ā/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /m/. Go back to the first letter-sound card, and continuously blend the two sounds together: /ā-m/. Say the word (*aim*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards ai, r, and n. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /r/, /ā/, /n/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The sound long /ā/ will be in the middle of the word.”*

Using the letter-sound cards ai, r, and n, model how to blend the sounds /r/-/ā/-/n/ together to read the word *rain*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /r/. Keep saying its sound as you move your finger to the next letter-sound card. Say its sound: /ā/. Go back to the first letter. Now blend the first two sounds together: /r-ā/. Go back to the beginning. Now move your finger as you blend /r-ā/ to the last sound: /n/. Say the word: ‘rain’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*rain*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*pain, train, paint, sprain*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 42

Letter-sound

Correspondence

<ai>, long /ā/

di.



Lesson 42

Target Words

aim

rain

pain

train

paint

sprain



Lesson 42

Letter-sound cards

ai

m

r

n

p

t

s

Lesson 43: aw

Letter-sound Correspondence <aw>, short /ɔ̃/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

saw
paw
raw
draw
crawl
straw

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card aw.

Say: *"This is the letter combination aw. The letter combination aw is pronounced short /ɔ̃/. Say its sound with me: /ɔ̃.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound combination aw, pronounced short /ɔ̃/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards aw, r, d. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards aw, and r, model how to blend the sounds /r/-/ö/ together to read the word *raw*. Place your finger under the ‘r’ letter-sound card as you say its sound: /r/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ö/. Go back to the first letter, and continuously blend the two sounds together: /r-ö/. Say the word (*raw*). Go back to the beginning and repeat the process again, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards aw, r, and d. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /d/, /r/, /ö/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short o sound /ö/ will be at the end of the word.”*

Using the letter-sound cards aw, r, and d, model how to blend the sounds /d/-/r/-/ö/ together to read the word *draw*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /d/. Keep saying its sound as you move your finger to the next letter. Say its sound: /r/. Go back to the first letter. Now blend the first two sounds together: /d-r/. Go back to the beginning. Now move your finger as you blend /d-r/ to the last sound: /ö/. Say the word: ‘draw’. Keep practicing! Remember the letters ‘aw’ say the short /ö/ sound. Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*draw*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*saw, paw, crawl, straw*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 43

Letter-sound

Correspondence

<aw>, short /ă/

dw



Lesson 43

Target Words

saw

paw

raw

draw

crawl

straw



Lesson 43

Letter-sound cards

q w

s

p

r

d

c

l

t

Lesson 44: ow

Letter-sound Correspondence <ow>, /ow/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

cow
now
owl
brown
frown
growl

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

In [Appendix 6](#), alternate sounds for this letter combination can be found.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card ow.

Say: *"This is the letter combination ow. The letter combination ow is pronounced /ow/. Say its sound with me: /ow....!/"*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter combination ow, pronounced /ow/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards ow, n, b, r. Tell them to place the rest of the letter-sound cards to the side.

Say: *"Let's blend these sounds together!"*

Using the letter-sound cards ow, and n, model how to blend the sounds /n/-/ow/ together to read the word *now*. Place your finger under the 'n' letter-sound card as you say its sound: /n/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ow/. Go back to the first letter, and continuously blend the two sounds together: /n-ow/. Say the word (*now*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *"Now it's your turn! Blend the sounds together."*

Have the students find the letter-sound cards ow, b, r, and n. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /b/, /r/, /ow/, /n/.

Say: *"Let's try blending another word. Notice that there are four sounds. The sound /ow/ will be in the third position of the word."*

Using the letter-sound cards ow, b, r, and n, model how to blend the sounds /b/-/r/-/ow/-/n/ together to read the word *brown*. Show the students how to place the letter-sound cards in the correct order.

Say: *"Place your finger under the first letter. Say its sound: /b/. Keep saying its sound as you move your finger to the next letter. Say its sound: /r/. Go back to the first letter. Now blend the first two sounds together: /b-r/. Go back to the beginning. Now move your finger as you blend /b-r/ to the next sound: /ow/. Go back to the beginning again and move your finger as you blend /b-r-ow/ to the final sound: /n/. Say the word: 'brown'. Keep practicing! Remember the letters 'ow' say the /ow/ sound. Blend the sounds again from the beginning to the middle to the end. What word did you read?" (brown)*

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*cow, owl, frown, growl*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 44

Letter-sound
Correspondence
<ow>, /ow/

ow



Lesson 44

Target Words

cow

now

owl

brown

frown

growl



Lesson 44

Letter-sound cards

ow

c

n

l

b

r

n

g

f



Review: Lessons 41–44

Letter-sound Correspondences (ay, ai, aw, ow)

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

- Letter-sound card
- Target word cards
- Individual letter-sound cards
- Selected text for shared book reading
- Letter-sound boxes (optional)
- Recording sheet (optional)

Target Words	Irregular Words
Select words from lessons 41–44	Some teacher-selected words from lessons 41–44

Before beginning the lesson, select the target words that will be reviewed. These words should include those that have not yet been mastered. Some irregular words should be reviewed as well.

Instructions:

1. Review the letter-sounds, target words, and irregular words (10 minutes)

First, show the students the individual letter-sound cards and ask them to tell you the name of each letter combination and the sound it makes (e.g., the letter combination <ay> is pronounced long /ā...../).

Next, select a few target words. Place one word card in front of each student and ask them to blend the sounds to read the word. Select cards that your students have not yet mastered.

Finally, present irregular words and ask the students to read them. Mix the cards up and repeat, setting aside each card as the student masters it.

2. Word Work – How many words can you make? (10 minutes)

Provide each student with a supply of letter-sound cards. Pre-select how many and what letters to give (start with 3 and increase to 5). Beginning with less challenging words (e.g., *say*, *ray*), dictate a word to the students. You may give them all the same word or each a different word depending on their needs.

Have them find the letter-sound cards that make the sounds in the word, put them in order, and then blend them together to read the word. Keep a tally of the number of words the students make.

Say: *“How many words can we make? Look at your letters. Make the word _____. What do you need to do first?”* (Find the letters) *“What do you need to do next?”* (Put the sounds in order) *“What do you need to do now?”* (Blend the sounds together) *“And finally, what should you do?”* (Say the word)

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read the irregular words they reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sounds of the lessons and irregular words they reviewed.

Lesson 45: or

Letter-sound Correspondence <or>, /or/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

for
form
north
short
storm
sport

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card or.

Say: *"This is the letter combination or. The letter combination or is pronounced /or/. Say its sound with me: /or.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound combination or, pronounced /or/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards or, f, n, th. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards or and f, model how to blend the sounds /f/-/or/ together to read the word *for*. Place your finger under the ‘f’ letter-sound card as you say its sound: /f/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /or/. Go back to the first letter, and continuously blend the two sounds together: /f-or/. Say the word (*for*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards or, n, and th. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /n/, /or/, /th/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The sound /or/ will be in the middle of the word.”*

Using the letter-sound cards or, n, and th, model how to blend the sounds /n/-/or/-/th/ together to read the word *north*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /n/. Keep saying its sound as you move your finger to the next letter-sound card. Say its sound: /or/. Go back to the first letter. Now blend the first two sounds together: /n-or/. Go back to the beginning. Now move your finger as you blend /n-or/ to the last sound: /th/. Say the word: ‘north’. Keep practicing! Remember the letters ‘or’ say the /or/ sound. Blend the sounds again from the beginning to the middle to the end. What word did you read?” (north)*

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*form, storm, short, sport*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 45

Letter-sound
Correspondence
<or>, /or/

or



Lesson 45

Target Words

for

form

north

sport

storm

short



Lesson 45

Letter-sound cards

or

f

m

th

s

t

p

n

sh

Lesson 46: oo

Letter-sound Correspondence <oo>, /oo/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

moon
soon
room
bloom
broom
scoop

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

In [Appendix 7](#), alternate letter sounds can be found.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card oo.

Say: *"This is the letter combination oo. The letter combination oo is pronounced /oo/. Say its sound with me: /oo.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound combination oo, pronounced /oo/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards oo, m, n, s. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards oo, n, and m, model how to blend the sounds /m/-/oo/-/n/ together to read the word *moon*. Place your finger under the ‘m’ letter-sound card as you say its sound: /m/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /oo/. Go back to the first letter, and continuously blend the first two sounds together: /m-oo/, as you move to the last sound: /n/. Say the word (*moon*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards oo, s and n. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /s/, /oo/, /n/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The sound /oo/ will be in the middle of the word.”*

Using the letter-sound cards oo, s, and n, model how to blend the sounds /s/-/oo/-/n/ together to read the word *soon*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /s/. Keep saying its sound as you move your finger to the next letters. Say their sound: /oo/. Go back to the first letter. Now blend the first two sounds together: /s-oo/. Go back to the beginning. Now move your finger as you blend /s-oo/ to the last sound: /n/. Say the word: ‘soon’. Keep practicing! Remember the letters ‘oo’ say the /oo/ sound. Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (soon)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*room, bloom, broom, scoop*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.


Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 46

Letter-sound
Correspondence
<oo>, /oo/





Lesson 46

Target Words

moon

soon

room

bloom

broom

scoop



Lesson 46

Letter-sound cards

oo

m

n

r

b

l

p

s

c

Lesson 47: oa

Letter-sound Correspondence <oa>, long /ō/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

boat
goat
oats
toad
soap
soak

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card oa.

Say: *"This is the letter combination oa. The letter combination oa is pronounced long /ō/. Say its sound with me: /ō..../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound combination oa, pronounced long /ō/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards oa, b, g, t. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards oa, b, and t, model how to blend the sounds /b/-/ō/-/t/ together to read the word *boat*. Place your finger under the ‘b’ letter-sound card as you say its sound: /b/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ō/. Go back to the first letter, and continuously blend the first two sounds together: /b-ō/, as you move to the last sound: /t/. Say the word (*boat*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards oa, g, and t. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /g/, /ō/, /t/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The long /ō/ sound will be in the middle of the word.”*

Using the letter-sound cards oa, g, and t, model how to blend the sounds /g/-/ō/-/t/ together to read the word *goat*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /g/. Keep saying its sound as you move your finger to the next letter-sound. Say its sound: /ō/. Go back to the first letter. Now blend the first two sounds together: /g-ō/. Go back to the beginning. Now move your finger as you blend /g-ō/ to the last sound: /t/. Say the word: ‘goat’. Keep practicing! Remember the letters ‘oa’ say the long /ō/ sound. Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*goat*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*oats, toad, soap, soak*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 47

Letter-sound

Correspondence

<oa>, long /ō/

od



Lesson 47

Target Words

boat

goat

oats

toad

soap

soak



Lesson 47

Letter-sound cards

oa

t

s

b

g

d

p

k

Lesson 48: ou

Letter-sound Correspondence <ou>, /ow/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

out
loud
pout
ouch
shout
sound

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

In [Appendix 6](#), alternate sounds for this letter combination can be found.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card ou.

Say: *"This is the letter combination ou. The letter combination ou is pronounced /ow/. Say its sound with me: /ow-ow-ow/."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound combination ou, pronounced /ow/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards ou, t, l, d. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards ou and t, model how to blend the sounds /ow/-/t/ together to read the word *out*. Place your finger under the ‘ou’ letter-sound card as you say its sound: /ow/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /t/. Go back to the first letter, and continuously blend the two sounds together: /ow-t/. Say the word (*out*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards ou, l, and d. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /l/, /ow/, /d/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The sound /ow/ will be in the middle of the word.”*

Using the letter-sound cards ou, l, and d, model how to blend the sounds /l/-/ow/-/d/ together to read the word *loud*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /l/. Keep saying its sound as you move your finger to the next letter-sound. Say its sound: /ow/. Go back to the first letter. Now blend the first two sounds together: /l-ow/. Go back to the beginning. Now move your finger as you blend /l-ow/ to the last sound: /d/. Say the word: ‘loud’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*loud*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*pout, ouch, shout, sound*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 48

Letter-sound
Correspondence
<ou>, /ow/

ou



Lesson 48

Target Words

out

loud

pout

ouch

shout

sound



Lesson 48

Letter-sound cards

ou

t

p

ch

sh

n

l

d

s



Review: Lessons 45-48

Letter-sound Correspondences (or, oo, oa, ou)

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

- Letter-sound card
- Target word cards
- Individual letter-sound cards
- Selected text for shared book reading
- Letter-sound boxes (optional)
- Recording sheet (optional)

Target Words	Irregular Words
Select words from lessons 45–48	Some teacher-selected words from lessons 45–48

Before beginning the lesson, select the target words that will be reviewed. These words should include those that have not yet been mastered. Some irregular words should be reviewed as well.

Instructions:

1. Review the letter-sounds, target words, and irregular words (10 minutes)

First, show the students the individual letter-sound cards and ask them to tell you the name of each letter and the sound it makes (e.g., the letter combination <oa> is pronounced long /ō...../).

Next, select a few target words. Place one word card in front of each student and ask them to blend the sounds to read the word. Select cards that your students have not yet mastered.

Finally, present irregular words and ask the students to read them. Mix the cards up and repeat, setting aside each card as the student masters it.

2. Word Work – How many words can you make? (10 minutes)

Provide each student with a supply of letter-sound cards. Pre-select how many and what letters to give (start with 3 and increase to 5). Beginning with less challenging words (e.g., *oats*, *boat*), dictate a word to the students. You may give them all the same word or each a different word depending on their needs.

Have them find the letter-sound cards that make the sounds in the word, put them in order, and then blend them together to read the word. Keep a tally of the number of words the students make.

Say: *“How many words can we make? Look at your letters. Make the word _____. What do you need to do first?”* (Find the letters) *“What do you need to do next?”* (Put the sounds in order) *“What do you need to do now?”* (Blend the sounds together) *“And finally, what should you do?”* (Say the word)

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read the irregular words they reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sounds of the lessons and irregular words they reviewed.

Lesson 49: ow

Letter-sound Correspondence <ow>, long /ō/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

own
blow
show
row
grow
slow

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card ow.

Say: *"This is the letter combination ow. The letter combination ow is pronounced long /ō/. Say its sound with me: /ō.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound combination ow, pronounced long /ō/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards ow, n, b, l. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards ow and n, model how to blend the sounds /ow/-/n/ together to read the word *own*. Place your finger under the ‘ow’ letter-sound card as you say its sound: /ō/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /n/. Go back to the first letters, and continuously blend the two sounds together: /ō-n/. Say the word (*own*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards ow, l, and b. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /b/, /l/, /ow/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The long /ō/ sound will be at the end of the word.”*

Using the letter-sound cards ow, l, and b, model how to blend the sounds /b/-/l/-/ō/ together to read the word *blow*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /b/. Keep saying its sound as you move your finger to the next letter. Say its sound: /l/. Go back to the first letter. Now blend the first two sounds together: /b-l/. Go back to the beginning. Now move your finger as you blend /b-l/ to the last sound: /ō/. Say the word: ‘blow’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*blow*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*show, row, grow, slow*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 49

Letter-sound

Correspondence

<ow>, long /ō/

ow



Lesson 49

Target Words

own

blow

show

row

grow

slow



Lesson 49

Letter-sound cards

ow

n

r

sh

b

l

s

g

Lesson 50: igh

Letter-sound Correspondence <igh>, long /ī/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

high
light
night
sight
fright
bright

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card igh.

Say: *"This is the letter combination igh. The letter combination igh is pronounced long /ī/. Say its sound with me: /ī.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter combination igh, pronounced long /ī/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards igh, h, i, t. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards igh and h, model how to blend the sounds /h-/ī/ together to read the word *high*. Place your finger under the ‘h’ letter-sound card as you say its sound: /h/. As you are saying its sound, move your finger to the next letter-sound card and say its long i sound: /ī/. Go back to the first letter, and continuously blend the two sounds together: /h-ī/. Say the word (*high*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards igh, i, and t. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /l/, /ī/, /t/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The long i sound /ī/ will be in the middle of the word.”*

Using the letter-sound cards igh, i, and t, model how to blend the sounds /l-/ī-/t/ together to read the word *light*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /l/. Keep saying its sound as you move your finger to the next letter-sound card. Say its sound: /ī/. Go back to the first letter. Now blend the first two sounds together: /l-ī/. Go back to the beginning. Now move your finger as you blend /l-ī/ to the last sound: /t/. Say the word: ‘light’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?” (light)*

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*night, sight, fright, bright*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 50

Letter-sound

Correspondence

<igh>, long /ī/

igh



Lesson 50

Target Words

high

light

night

sight

fright

bright



Lesson 50

Letter-sound cards

igh

h

l

n

t

f

s

b

r

Lesson 51: qu

Letter-sound Correspondence <qu>, /kw/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

quit
quack
quiz
quick
queen
quest

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card qu.

Say: *"This is the letter combination qu. The letter combination qu is pronounced /kw/. Say its sound with me: /kw-kw-kw/."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound combination qu, pronounced /kw/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards qu, i, t, a, ck. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards qu, i, and t, model how to blend the sounds /kw-/ī-/t/ together to read the word *quit*. Place your finger under the ‘qu’ letter-sound card as you say its sound: /kw/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ī/. Go back to the first letters, and continuously blend the first two sounds together: /kw-ī/, as you move to the last sound: /t/. Say the word (*quit*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards qu, a, and ck. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /kw/, /ă/, /k/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The letter combination qu that says /kw/ will be at the beginning of the word.”*

Using the letter-sound cards qu, a, and ck, model how to blend the sounds /kw-/ă-/k/ together to read the word *quack*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter-sound card. Say its sound: /kw/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ă/. Go back to the first letter-sound card. Now blend the first two sounds together: /kw-ă/. Go back to the beginning. Now move your finger as you blend /kw-ă/ to the last sound: /ck/. Say the word: ‘quack’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*quack*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*quiz, quick, queen, quest*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 51

Letter-sound

Correspondence

<qu>, /kw/

qu



Lesson 51

Target Words

quit

quack

quiz

quick

queen

quest



Lesson 51

Letter-sound cards

qu

i

e

a

t

ck

ee

n

s

z

Lesson 52: kn

Letter-sound Correspondence <kn>, /n/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

knit
knot
knee
know
knock
knight

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card kn.

Say: *"This is the letter combination kn. The letter combination kn is pronounced /n/. Say its sound with me: /n.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound combination kn, pronounced /n/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards kn, i, t, o. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards kn, i, and t, model how to blend the sounds /n/-/i/-/t/ together to read the word *knit*. Place your finger under the ‘kn’ letter-sound card as you say its sound: /n/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /i/. Go back to the first letters, and continuously blend the first two sounds together: /n-i/, as you move to the last sound: /t/. Say the word (*knit*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards kn, o, and t. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /n/, /ō/, /t/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short o sound /ō/ will be in the middle of the word.”*

Using the letter-sound cards kn, o, and t, model how to blend the sounds /n/-/ō/-/t/ together to read the word *knot*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter-sound card. Say its sound: /n/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ō/. Go back to the first letter-sound card. Now blend the first two sounds together: /n-ō/. Go back to the beginning. Now move your finger as you blend /n-ō/ to the last sound: /t/. Say the word: ‘knot’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*knot*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*knee, know, knock, knight*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 52

Letter-sound
Correspondence
<kn>, /n/

kn



Lesson 52

Target Words

knit

knot

knee

know

knock

knight



Lesson 52

Letter-sound cards

kn

i

t

o

ee

ow

ck

igh



Review: Lessons 49–52

Letter-sound Correspondences (ow, igh, qu, kn)

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

- Letter-sound card
- Target word cards
- Individual letter-sound cards
- Selected text for shared book reading
- Letter-sound boxes (optional)
- Recording sheet (optional)

Target Words	Irregular Words
Select words from lessons 49–52	Some teacher-selected words from lessons 49–52

Before beginning the lesson, select the target words that will be reviewed. These words should include those that have not yet been mastered. Some irregular words should be reviewed as well.

Instructions:

1. Review the letter-sounds, target words, and irregular words (10 minutes)

First, show the students the individual letter-sound cards and ask them to tell you the name of each letter and the sound it makes (e.g., the letter-sound combination ow is pronounced long /ō/).

Next, select a few target words. Place one word card in front of each student and ask them to blend the sounds to read the word. Select cards that your students have not yet mastered.

Finally, present irregular words and ask the students to read them. Mix the cards up and repeat, setting aside each card as the student masters it.

2. Word Work – How many words can you make? (10 minutes)

Provide each student with a supply of letter-sound cards. Pre-select how many and what letters to give (start with 3 and increase to 5). Beginning with less challenging words (e.g., *row*, *show*), dictate a word to the students. You may give them all the same word or each a different word depending on their needs.

Have them find the letter-sound cards that make the sounds in the word, put them in order, and then blend them together to read the word. Keep a tally of the number of words the students make.

Say: *“How many words can we make? Look at your letters. Make the word _____. What do you need to do first?”* (Find the letters) *“What do you need to do next?”* (Put the sounds in order) *“What do you need to do now?”* (Blend the sounds together) *“And finally, what should you do?”* (Say the word)

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read the irregular words they reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sounds of the lessons and irregular words they reviewed.

Lesson 53: gn

Letter-sound Correspondence <gn>, /n/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

gnat
gnash
gnaw
gnawed
gnome
gnarl

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card gn.

Say: *"This is the letter combination gn. The letter combination gn is pronounced /n/. Say its sound with me: /n.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound combination gn, pronounced /n/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards gn, a, t, sh. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards gn, a, and t, model how to blend the sounds /n/-/ă/-/t/ together to read the word *gnat*. Place your finger under the ‘gn’ letter-sound card as you say its sound: /n/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ă/. Go back to the first letter, and continuously blend the first two sounds together: /n-ă/, as you move to the last sound: /t/. Say the word (*gnat*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards gn, a, and sh. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /n/, /ă/, /sh/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short a sound /ă/ will be in the middle of the word.”*

Using the letter-sound cards gn, a, and sh, model how to blend the sounds /n/-/ă/-/sh/ together to read the word *gnash*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter-sound card. Say its sound: /n/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ă/. Go back to the first two letters. Now blend the first two sounds together: /n-ă/. Go back to the beginning. Now move your finger as you blend /n-ă/ to the last sound: /sh/. Say the word: ‘gnash’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*gnash*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*gnaw, gnawed, gnome, gnarl*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 53

Letter-sound

Correspondence

<gn>, /n/

gn



Lesson 53

Target Words

gnat

gnash

gnaw

gnawed

gnome

gnarl



Lesson 53

Letter-sound cards

gn

a

t

sh

aw

ed

o

m

e

ar

l

Lesson 54: wh

Letter-sound Correspondence <wh>, /w/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

when
whip
which
wheel
white
whale

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card wh.

Say: *"This is the letter combination wh. The letter combination wh is pronounced /w/. Say its sound with me: /w-w-w/."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound combination wh, pronounced /w/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards wh, e, n, i, p. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards wh, e, and n, model how to blend the sounds /w/-/ĕ/-n/ together to read the word *when*. Place your finger under the ‘wh’ letter-sound card as you say its sound: /w/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ĕ/. Go back to the first letter-sound card, and continuously blend the first two sounds together: /w-ĕ/, as you move to the last sound: /n/. Say the word (*when*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards wh, i, and p. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /w/, /ī/, /p/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short i sound /ī/ will be in the middle of the word.”*

Using the letter-sound cards wh, i, and p, model how to blend the sounds /w/-/ī/-/p/ together to read the word *whip*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter-sound card. Say its sound: /w/. Keep saying its sound as you move your finger to the next letter-sound card. Say its sound: /ī/. Go back to the first letter-sound card. Now blend the first two sounds together: /w-ī/. Go back to the beginning. Now move your finger as you blend /w-ī/ to the last sound: /p/. Say the word: ‘whip’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*whip*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*wheel, which, white, whale*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 54

Letter-sound
Correspondence
<wh>, /w/

wh



Lesson 54

Target Words

whip

when

which

wheel

whale

white



Lesson 54

Letter-sound cards

wh

e

n

a

i

ee

p

l

ch

t

Lesson 55: wr

Letter-sound Correspondence <wr>, /r/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

wrap
wreck
wrong
wrench
wreath
write

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card wr.

Say: *"This is the letter combination wr. The letter combination wr is pronounced /r/. Say its sound with me: /r.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound combination wr, pronounced /r/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards wr, a, e, p. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards wr, a, and p, model how to blend the sounds /r/-/ă/-/p/ together to read the word *wrap*. Place your finger under the ‘wr’ letter-sound card as you say its sound: /r/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ă/. Go back to the first letter-sound card, and continuously blend the first two sounds together: /r-ă/, as you move to the last sound: /p/. Say the word (*wrap*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards wr, e, and ck. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /r/, /ě/, /k/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short e sound /ě/ will be in the middle of the word.”*

Using the letter-sound cards wr, e, and ck, model how to blend the sounds /r/-/ě/-/k/ together to read the word *wreck*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the letter-sound card. Say its sound: /r/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ě/. Go back to the first letter-sound card. Now blend the first two sounds together: /r-ě/. Go back to the beginning. Now move your finger as you blend /r-ě/ to the last sound: /k/. Say the word: ‘wreck’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (wreck)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*wrong, wrench, wreath, write*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.


Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 55

Letter-sound
Correspondence
<wr>, /r/

wr



Lesson 55

Target Words

wrap

wreck

wrong

wrench

wreath

write



Lesson 55

Letter-sound cards

wr

a

p

e

n

ch

o

g

ck

th

i

t

Lesson 56: tch

Letter-sound Correspondence <tch>, /ch/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

itch
pitch
watch
catch
stitch
sketch

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card tch.

Say: *"This is the letter combination tch. The letter combination tch is pronounced /ch/. Say its sound with me: /ch-ch-ch/."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter combination tch, pronounced /ch/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards i, tch, and p. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards i and tch, model how to blend the sounds /i/-/ch/ together to read the word *itch*. Place your finger under the ‘i’ letter-sound card as you say its sound: /i/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ch/. Go back to the first letter, and continuously blend the two sounds together: /i- ch/. Say the word (*itch*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards i, tch, and p. Using these letter-sound cards, ask them to say the sound of each letter and letter combination, /p/, /i/, /ch/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The short i sound /i/ will be in the middle of the word.”*

Using the letter-sound cards p, i, and tch, model how to blend the sounds /p/-/i/-/ch together to read the word *pitch*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter-sound card. Say its sound: /p/. Keep saying its sound as you move your finger to the next letter-sound card. Say its sound: /i/. Go back to the first letter. Now blend the first two sounds together: /p-i/. Go back to the beginning. Now move your finger as you blend /p-i/ to the last sound: /ch/. Say the word: ‘pitch’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*pitch*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*watch, catch, stitch, sketch*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 56

Letter-sound

Correspondence

<tch>, /ch/

tech



Lesson 56

Target Words

itch

pitch

watch

catch

stitch

sketch



Lesson 56

Letter-sound cards

tch

i

p

w

a

c

k

t

s

e



Review: Lessons 53-56

Letter-sound Correspondences (gn, wh, wr, tch)

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

- Letter-sound card
- Target word cards
- Individual letter-sound cards
- Selected text for shared book reading
- Letter-sound boxes (optional)
- Recording sheet (optional)

Target Words	Irregular Words
Select words from lessons 53–56	Some teacher-selected words from lessons 53–56

Before beginning the lesson, select the target words that will be reviewed. These words should include those that have not yet been mastered. Some irregular words should be reviewed as well.

Instructions:

1. Review the letter-sounds, the target words, and irregular words (10 minutes)

First, show the students the individual letter-sound cards and ask them to tell you the name of each letter and the sound it makes (e.g., the letter combination gn says /n..../).

Next, select a few target words. Place one word card in front of each student and ask them to blend the sounds to read the word. Select cards that your students have not yet mastered.

Finally, present irregular words and ask the students to read them. Mix the cards up and repeat, setting aside each card as the student masters it.

2. Word Work – How many words can you make? (10 minutes)

Provide each student with a supply of letter-sound cards. Pre-select how many and what letters to give (start with 3 and increase to 5). Beginning with less challenging words (e.g., *gnat*, *gnaw*), dictate a word to the students. You may give them all the same word or each a different word depending on their needs.

Have them find the letters that make the sounds in the word, put them in order, and then blend them together to read the word. Keep a tally of the number of words the students make.

Say: *“How many words can we make? Look at your letters. Make the word _____. What do you need to do first?”* (Find the letters) *“What do you need to do next?”* (Put the sounds in order) *“What do you need to do now?”* (Blend the sounds together) *“And finally, what should you do?”* (Say the word)

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read the irregular words they reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sounds of the lessons and irregular words they reviewed.

Lesson 57: dge

Letter-sound Correspondence <dge>, /j/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

edge
hedge
fudge
judge
fridge
bridge

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card dge.

Say: *"This is the letter combination dge. The letter combination dge is pronounced /j/. Say its sound with me: /j-j-j/."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound combination dge, pronounced /j/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards dge, e, h. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards dge and e, model how to blend the sounds /ě/-/j/ together to read the word *edge*. Place your finger under the ‘e’ letter-sound card as you say its sound: /ě/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /j/. Go back to the first letter, and continuously blend the two sounds together: /ě-j/. Say the word (*edge*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards dge, e, and h. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /h/, /ě/, /j/.

Say: *“Let’s try blending another word. Notice that there are two sounds. The short e sound /ě/ will be at the beginning of the word.”*

Using the letter-sound cards h, e, and dge, model how to blend the sounds /h/-/ě/-/j/ together to read the word *hedge*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /h/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ě/. Go back to the first letter. Now blend the first two sounds together: /h-ě/. Go back to the beginning. Now move your finger as you blend /h-ě/ to the last sound: /j/. Say the word: ‘hedge’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*hedge*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*fudge, judge, fridge, bridge*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 57

Letter-sound

Correspondence

<dge>, /j/

dgde



Lesson 57

Target Words

edge

hedge

fudge

judge

fridge

bridge



Lesson 57

Letter-sound cards

dge

e

u

i

f

j

r

h

b

Lesson 58: air

Letter-sound Correspondence <air>, /air/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

air
hair
pair
fair
chair
chairs

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card air.

Say: *"This is the letter combination air. The letter combination air is pronounced /air/. Say its sound with me: /air.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound combination air, pronounced /air/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards air, h, and p. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards air and h, model how to blend the sounds /h/-/air/ together to read the word *hair*. Place your finger under the ‘h’ letter-sound card as you say its sound: /h/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /air/. Go back to the first letter, and continuously blend the first two sounds together: /h-air/. Say the word (*hair*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards air and p. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /p/, /air/.

Say: *“Let’s try blending another word. Notice that there are two sounds.”*

Using the letter-sound cards p, and air, model how to blend the sounds /p/-/air/ together to read the word *pair*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /p/. Keep saying its sound as you move your finger to the next letter-sound card. Say its sound: /air/. Go back to the first letter. Now blend the first two sounds together: /p-air/. Say the word: ‘pair’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?” (pair)*

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*air, fair, chair, chairs*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 58

Letter-sound
Correspondence
<air>, /air/

dir



Lesson 58

Target Words

air

hair

pair

fair

chair

chairs



Lesson 58

Letter-sound cards

air

h

p

f

ch

s

Lesson 59: ear

Letter-sound Correspondence <ear>, /eer/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

ear
hear
fear
rear
near
year

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card ear.

Say: *"This is the letter combination ear. The letter combination ear is pronounced /eer/. Say its sound with me: /eer.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound combination ear, pronounced /eer/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards ear, h, and f. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards ear and f, model how to blend the sounds /f/-/eer/ together to read the word *fear*. Place your finger under the ‘f’ letter-sound card as you say its sound: /f/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /eer/. Go back to the first letter, and continuously blend the two sounds together: /f-eer/. Say the word (*fear*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards ear and h. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /h/, /eer/.

Say: *“Let’s try blending another word. Notice that there are two sounds.”*

Using the letter-sound cards h and ear, model how to blend the sounds /h/-/eer/ together to read the word *hear*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /h/. Keep saying its sound as you move your finger to the next letter-sound card. Say its sound: /eer/. Go back to the first letter. Now blend the two sounds together: /h-eer/. Go back to the beginning. Now move your finger as you blend /h-eer/. Say the word: ‘hear’. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*hear*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*ear, rear, near, year*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 59

Letter-sound
Correspondence
<ear>, /eer/

ear



Lesson 59

Target Words

ear

rear

hear

fear

near

year



Lesson 59

Letter-sound cards

ear

r

h

f

n

y

Lesson 60: eer

Letter-sound Correspondence <eer>, /ear/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

deer
leer
cheer
sheer
sneer
career

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card eer.

Say: *"This is the letter combination eer. The letter combination eer is pronounced /ear/. Say its sound with me: /ear.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound combination eer, pronounced /ear/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards eer, d, and ch. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards eer and d, model how to blend the sounds /d/-/ear/ together to read the word *deer*. Place your finger under the ‘d’ letter-sound card as you say its sound: /d/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ear/. Go back to the first letter, and continuously blend the two sounds together: /d-ear/. Say the word (*deer*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards eer and ch. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /ch/, /ear/.

Say: *“Let’s try blending another word. Notice that there are two sounds.”*

Using the letter-sound cards ch and eer, model how to blend the sounds /ch/-/ear/ together to read the word *cheer*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter-sound card. Say its sound: /ch/. Keep saying its sound as you move your finger to the next letter-sound card. Say its sound: /ear/. Go back to the first letter-sound card. Now blend the first two sounds together: /ch-ear/. Go back to the beginning. Now move your finger as you blend /ch-ear/. Say the word: ‘cheer’. Keep practicing! Remember the letters ‘eer’ say the /ear/ sound. Blend the sounds again from the beginning to the middle to the end. What word did you read?” (cheer)*

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*leer, sneer, sheer, career*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 60

Letter-sound

Correspondence

<eer>, /ear/

eer



Lesson 60

Target Words

deer

leer

cheer

sheer

sneer

career



Lesson 60

Letter-sound cards

eer

d

l

ch

sh

s

n

c

a

r



Review: Lessons 57-60

Letter-sound Correspondences (dge, air, ear, eer)

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

- Letter-sound card
- Target word cards
- Individual letter-sound cards
- Selected text for shared book reading
- Letter-sound boxes (optional)
- Recording sheet (optional)

Target Words	Irregular Words
Select words from lessons 57–60	Some teacher-selected words from lessons 57–60

Before beginning the lesson, select the target words that will be reviewed. These words should include those that have not yet been mastered. Some irregular words should be reviewed as well.

Instructions:

1. Review the letter-sounds, the target words, and irregular words (10 minutes)

First, show the students the individual letter-sound cards and ask them to tell you the name of each letter and the sound it makes (e.g., the letter combination dge says /j-j-j/).

Next, select a few target words. Place one word card in front of each student and ask them to blend the sounds to read the word. Select cards that your students have not yet mastered.

Finally, present irregular words and ask the students to read them. Mix the cards up and repeat, setting aside each card as the student masters it.

2. Word Work – How many words can you make? (10 minutes)

Provide each student with a supply of letter-sound cards. Pre-select how many and what letters to give (start with 3 and increase to 5). Beginning with less challenging words (e.g., *edge*, *hedge*), dictate a word to the students. You may give them all the same word or each a different word depending on their needs.

Have them find the letters that make the sounds in the word, put them in order, and then blend them together to read the word. Keep a tally of the number of words the students make.

Say: *“How many words can we make? Look at your letters. Make the word _____. What do you need to do first?”* (Find the letters) *“What do you need to do next?”* (Put the sounds in order) *“What do you need to do now?”* (Blend the sounds together) *“And finally, what should you do?”* (Say the word)

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read the irregular words they reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sounds of the lessons and irregular words they reviewed.

Lesson 61: y

Letter-sound Correspondence <y>, long /ī/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

my
cry
try
dry
fly
why

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

In a one-syllable word that end with a 'y', the 'y' is pronounced as long ī (e.g., my, cry, try).

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card y.

Say: *"This is the letter y. The letter y is pronounced long /ī/ when it appears at the end of a one-syllable word. Say its sound with me: /ī.../"*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound y, pronounced long /ī/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards m, y, c, r, t. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards m and y, model how to blend the sounds /m/-/ī/ together to read the word *my*. Place your finger under the ‘m’ letter-sound card as you say its sound: /m/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ī/. Go back to the first letter, and continuously blend the two sounds together: /m-ī/. Say the word (*my*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards y, c, and r. Using these letter-sound cards, ask them to say the sound of each letter-sound card, /k/, /r/, /ī/.

Say: *“Let’s try blending another word. Notice that there are three sounds. The long /ī/ sound comes at the end of the word.”*

Using the letter-sound cards y, c, and r, model how to blend the sounds /k/-/r/-/ī/ together to read the word *cry*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /k/. Keep saying its sound as you move your finger to the next letter. Say its sound: /r/. Go back to the first letter. Now blend the first two sounds together: /k-r/. Go back to the first letter. Now blend the first two sounds together into the last sound: /ī/. Say the word: ‘cry’. Remember the letter ‘y’ can say the /ī/ sound when it is at the end of a one-syllable word. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?”* (*cry*)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*try, dry, fly, why*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 61

Letter-sound

Correspondence

<y>, long /ī/

Y



Lesson 61

Target Words

my

cry

try

dry

fly

why



Lesson 61

Letter-sound cards

y

m

c

r

t

d

f

l

wh

Lesson 62: ie

Letter-sound Correspondence <ie>, long /ī/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

tie
pie
lie
die
lied
tied

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card ie.

Say: *"This is the letter combination ie. The letter combination ie is pronounced long /ī/. Say its sound with me: /ī.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-combination ie, pronounced long /ī/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards t, ie, p. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards t and ie, model how to blend the sounds /t-/i/ together to read the word *tie*. Place your finger under the ‘t’ letter-sound card as you say its sound: /t/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /i/. Go back to the first letter, and continuously blend the first sounds together: /t-i/. Say the word (*tie*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards p and ie. Using these letter-sound cards, ask them to say the sound of each letter, /p/, /i/.

Say: *“Let’s try blending another word. Notice that there are two sounds. The long i sound /i/ will be at the end of the word.”*

Using the letter-sound cards p and ie, model how to blend the sounds /p-/i/ together to read the word *pie*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /p/. Keep saying its sound as you move your finger to the next letter-sound card. Say its sound: /i/. Go back to the first letter. Now blend the first two sounds together: /p-i/. Say the word ‘pie’. Keep practicing! Remember the letter combination ‘ie’ can say the /i/ sound. Blend the sounds again from the beginning to the end. What word did you read?” (pie)*

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*lie, die, lied, tied*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 62

Letter-sound

Correspondence

<ie>, long /ī/

ie



Lesson 62

Target Words

tie

pie

lie

die

lied

tied



Lesson 62

Letter-sound cards

ie

t

p

l

d

Lesson 63: ore

Letter-sound Correspondence <ore>, /or/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

bore
tore
more
store
shore
snore

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card ore.

Say: *"This is the letter combination ore. The letter combination ore is pronounced /or/. Say its sound with me: /or.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound combination ore, pronounced /or/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards b, ore, t. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards b and ore, model how to blend the sounds /b/-/or/ together to read the word *bore*. Place your finger under the ‘b’ letter-sound card as you say its sound: /b/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /or/. Go back to the first letter, and continuously blend the two sounds together: /b-or/. Say the word (*bore*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards t and ore. Using these letter-sound cards, ask them to say the sound of each letter and letter combination, /t/, /or/.

Say: *“Let’s try blending another word. Notice that there are two sounds.”*

Using the letter-sound cards t and ore, model how to blend the sounds /t/-/or/ together to read the word *tore*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /t/. Keep saying its sound as you move your finger to the letter combination. Say its sound: /or/. Go back to the first letter. Now blend the first two sounds together: /t-or/. Say the word: ‘tore’. Keep practicing! Remember the letter combination ‘ore’ says the /or/ sound. Blend the sounds again from the beginning to the end. What word did you read?” (tore)*

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*more, store, shore, snore*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 63

Letter-sound
Correspondence
<ore>, /or/

ore



Lesson 63

Target Words

bore

tore

more

store

shore

snore



Lesson 63

Letter-sound cards

ore

b

t

m

s

n

sh

Lesson 64: oar

Letter-sound Correspondence <oar>, /or/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

oar
soar
roar
boar
board
aboard

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card oar.

Say: *"This is the letter combination oar. The letter combination oar is pronounced /or/. Say its sound with me: /or.../."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound combination oar, pronounced /or/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards oar, s, r. Tell them to place the rest of the letter-sound cards to the side.

Say: *“Let’s blend these sounds together!”*

Using the letter-sound cards s and oar, model how to blend the sounds /s/-/or/ together to read the word *soar*. Place your finger under the ‘s’ letter-sound card as you say its sound: /s/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /or/. Go back to the first letter, and continuously blend the two sounds together: /s-or/. Say the word (*soar*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *“Now it’s your turn! Blend the sounds together.”*

Have the students find the letter-sound cards r and oar. Using these letter-sound cards, ask them to say the sound of each letter and letter combination, /r/, /oar/.

Say: *“Let’s try blending another word. Notice that there are two sounds.”*

Using the letter-sound cards r and oar, model how to blend the sounds /r/-/oar/ together to read the word *roar*. Show the students how to place the letter-sound cards in the correct order.

Say: *“Place your finger under the first letter. Say its sound: /r/. Keep saying its sound as you move your finger to the letter combination. Say its sound: /r/. Go back to the first letter. Now blend the first two sounds together: /r-oar/. Say the word: ‘roar’. Keep practicing! Remember the letter combination ‘oar’ says the /or/ sound. Blend the sounds again from the beginning to the end. What word did you read?” (roar)*

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*oar, boar, board, aboard*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson 64

Letter-sound

Correspondence

<oar>, /or/

odr



Lesson 64

Target Words

oar

soar

roar

boar

board

aboard



Lesson 64

Letter-sound cards

oar

s

r

b

d

a



Review: Lessons 60–64

Letter-sound Correspondences (y as i, ie, ore, oar)

Objective:
Students will identify and blend words that contain the letter-sound correspondence.

- Materials:**
- Letter-sound card
 - Target word cards
 - Individual letter-sound cards
 - Selected text for shared book reading
 - Letter-sound boxes (optional)
 - Recording sheet (optional)

Target Words	Irregular Words
Select words from lessons 61–64	Some teacher-selected words from lessons 61–64

Before beginning the lesson, select the target words that will be reviewed. These words should include those that have not yet been mastered. Some irregular words should be reviewed as well.

Instructions:

- 1. Review the letter-sounds, the target words, and irregular words (10 minutes)**
- First, show the students the individual letter-sound cards and ask them to tell you the name of each letter and the sound it makes (e.g., the letter combination ore says /or.../).
- Next, select a few target words. Place one word card in front of each student and ask them to blend the sounds to read the word. Select cards that your students have not yet mastered.
- Finally, present irregular words and ask the students to read them. Mix the cards up and repeat, setting aside each card as the student masters it.

2. Word Work – How many words can you make? (10 minutes)

Provide each student with a supply of letter-sound cards. Pre-select how many and what letters to give (start with 3 and increase to 5). Beginning with less challenging words (e.g., *soar*, *boar*), dictate a word to the students. You may give them all the same word or each a different word depending on their needs.

Have them find the letters that make the sounds in the word, put them in order, and then blend them together to read the word. Keep a tally of the number of words the students make.

Say: *“How many words can we make? Look at your letters. Make the word _____. What do you need to do first?”* (Find the letters) *“What do you need to do next?”* (Put the sounds in order) *“What do you need to do now?”* (Blend the sounds together) *“And finally, what should you do?”* (Say the word)

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read the irregular words they reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sounds of the lessons and irregular words they reviewed.

Appendix 1: High-frequency Irregular Words

From Fry's 1st, 2nd, 3rd 100 words

the	into	kind	open
of	your	find	both
to	said	group	began
do	she	their	once
is	has	live	later
you	two	give	idea
me	four	most	should
he	they	many	could
no	were	great	would
go	here	too	horse
so	there	old	above
his	where	hold	talk
was	some	those	walk
I	come	any	being
have	away	put	easy
be	over	does	area
we	only	even	friend
one	very	people	today
by	who	because	become
my	head	leave	voice
put	hear	story	really
from	heard	body	usually
two	school	low	thought
what	city	below	through
when	eye	sure	face
pull	good	own	almost
out	why	turn	rough
about	little	know	enough
are	our	knew	since
as	light	read	early
see	night	door	passed
back	place	across	field

Appendix 2: Challenge Words

Challenge Word lists are included to supplement each lesson with additional regular words. They may be given to students who have mastered the target words and are ready to decode new words that contain alternative letter patterns. Based on student need, teachers may select the number and type of words from the Challenge Word list to review. For example, if the student is on Lesson 1, letter-sound correspondence Challenge Words from the Challenge Word list should be selected.

Challenge Word Lists

Shortă

1	2	3	4
lab	ham	map	drag
bad	nab	clam	clap
fan	lad	blab	slam
vat	man	glad	grab
bag	vat	plan	spat
lap	wag	flat	tram

Shortě

1	2	3	4
fed	wed	fled	ten
beg	peg	pen	set
hen	get	net	keg
bet	men	ten	wet
led	jet	vet	fled
leg	pen	sled	pest

Short /i/

1	2	3	4
bib	fib	kid	rid
hid	did	pig	win
dig	fig	tin	sip
fin	bin	rip	slit
hip	hip	clip	snip
bit	fit	skip	slid

Shortö

1	2	3	4
rob	sob	mob	job
hog	log	cod	fog
son	rod	pot	not
hop	won	dot	flop
got	mop	slop	frog
nod	hot	spot	shot

Short ŭ

1	2	3	4
tub	rub	sub	bun
dug	bug	tun	mug
sun	fun	tug	rut
cup	cut	run	spun
nut	mud	slug	dust
bus	jug	glum	rust

ck , /k/

1	2	3	4
pack	sack	lack	clock
neck	peck	luck	block
lick	pick	rack	click
dock	rock	tick	brick
puck	muck	hack	black
sock	sick	truck	snack

Double -ss, /s/

1	2	1	2
hiss	chess	bell	shell
pass	class	doll	chill
kiss	grass	well	spell
loss	dress	pill	drill
less	cross	fell	spill
toss	press	yell	smell

Double -ll, /l/**Double -ff, /f/**

1	2	1	2
off	staff	jazz	dizzy
puff	cliff	fizz	buzzer
huff	sniff	fizzed	buzzed
muff	gruff	fizzy	sizzle
buff	bluff	frizz	puzzle
stuff	fluff	frizzy	dazzle

Double -zz, /z/**Plural -s, /z/**

1	2	1	2
bags	legs	thin	broth
fans	kids	thaw	tenth
pins	tabs	thing	month
pills	clams	math	fifth
beds	crabs	path	tooth
lids	drills	moth	booth

th, /th/- unvoiced

sh, /sh/		ch, /ch/	
1	2	1	2
shot	wish	chap	rich
shin	dish	check	such
shut	bash	champ	inch
shell	cash	chest	ranch
shack	blush	chick	lunch
shock	slash	chant	bench
Ending -ed, /t/		ng	
1	2	1	2
asked	dressed	sing	ding
locked	mixed	hang	bring
washed	hooked	song	stung
pushed	licked	ping	swing
kissed	puffed	gong	thing
fished	sniffed	bang	strong
ar, /ar/		er, /er/	
1	2	1	2
far	cart	verb	after
bar	dark	herb	never
star	harm	term	sister
barn	shark	germ (<g>, /j/)	washer
park	start	clerk	mixer
part	spark	perch	singer
ir, /er/		a_e, long /ā/	
1	2	1	2
irk	chirp	made	plate
sir	birth	name	snake
fir	third	take	plane
dirt	twirl	late	grape
firm	swirl	same	shape
shirt	smirk	cake	chase
i_e, long /ī/		ee, long /ē/	
1	2	1	2
dine	side	bee	peel
kite	bike	keep	feel
line	five	feed	free
dime	lime	seed	flee
nine	spine	deep	cheek
pine	spike	jeep	steep

ea, long /ē/		ay, long /ā/	
1	2	1	2
bean	seal	day	play
seat	leap	way	gray
read	meat	pay	clay
lead	steal	hay	fray
beam	sneak	may	sway
neat	cream	lay	stray
ai, long /ā/		aw, long /ō/	
1	2	1	2
sail	brain	jaw	lawn
main	drain	law	yawn
mail	plain	thaw	pawn
fail	chain	claw	dawn
wait	stain	flaw	fawn
tail	strain	hawk	drawn
ow, /ou/		or, /or/	
1	2	1	2
pow	town	born	cork
bow	clown	horn	port
wow	crown	cord	torch
howl	crowd	torn	porch
gown	power	fork	forth
down	shower	fort	stork
oo /oo/		oa, /long ō/	
1	2	1	2
zoo	boot	coat	bloat
moo	loot	load	cloak
loom	loop	road	float
boom	hoop	foam	coach
loom	shoot	goal	toast
zoom	spoon	coal	coast
ou, /ou/		ow, long /ō/	
1	2	1	2
pout	pound	tow	flow
sour	found	mow	crow
foul	proud	bow	throw
noun	ground	bowl	flown
flour	mouth	snow	blown
round	cloud	slow	shown

igh, long /ī/		qu, /kw/	kn, /n/
1	2	1	1
sigh	tight	quill	knob
thigh	flight	quilt	knoll
fight	higher	quint	knack
might	fighter	quake	knife
sight	lighter	quite	knead
right	brighter	quail	known
wh, /w/		wr, /r/	tch, /ch/
1	1	1	2
wharf	wrote	ditch	switch
whirl	wrist	hitch	glitch
whine	wrath	match	snitch
while	writes	hatch	snatch
wheat	wraps	fetch	crutch
whisk	wrecks	hutch	stretch
dge, /j/	air, /air/	ear, /ear/	eer, /ear/
1	1	1	1
wedge	lair	dear	veer
ridge	lairs	rear	jeer
lodge	pairs	shear	peer
dodge	stair	clear	steer
badge	stairs	smear	deer
smudge	chairs	beard	cheers
y, Long /ī/	ie, Long /ī/	ore, /or/	oar, /or/
1	1	1	1
by	pies	core	oars
fry	ties	sore	soars
pry	lies	lore	roars
spy	untie	wore	boars
sly	unties	chore	hoard
shy		swore	boards

Appendix 3: R-Controlled Vowels

Letter-sound Correspondences: R-Controlled Vowels

The letter-sound correspondences ar, er, ir, or, and ur are examples of r-controlled vowel pairs. When a vowel is immediately followed by the letter /r/, its pronunciation can be dominated or partially influenced by the /r/ sound. Advanced letter-sound correspondences that contain r-controlled vowels include oar as in soar, air as in chair, ear as in bear, and eer as in deer.

EXAMPLES

ar, /ar/	or, /or/	er, /er/	ir, /er/
far	for	her	fir
car	fork	fern	bird
star	horn	herd	dirt
farm	cork	jumper	first
barn	torch	camper	chirp
ur, /er/	oar, /or/	air, /air/	are, /air/
fur	oar	air	care
burn	soar	fair	rare
turn	roar	hair	scare
hurt	board	pair	spare
curb	uproar	chair	share
ere, /air/	ear, /air/	ear, /ear/	eer, /ear/
where	bear	ear	deer
there	pear	hear	steer
	wear	year	cheer
		clear	
		beard	
ere, /ear/			
here			
mere			
sphere			
severe			

Appendix 4: voiced <th> Lesson

Letter-sound Correspondence voiced <th>, /th/

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

that
then
than
them
this

In the English language, the letter-sound correspondence <th> can be pronounced as the voiced /th/ or unvoiced /tʰ/. Both /th/ sounds are pronounced with the tip of the tongue gently touching the top of the teeth as air is blown and passes through. For the voiced /th/, the vocal cords vibrate in the throat. Words that include the voiced /th/ include *that*, *them*, *this*, and *father*. The unvoiced /tʰ/ is pronounced by letting air pass through the mouth with no vibration of the vocal cords. Words that include the unvoiced /tʰ/ include *bath*, *moth*, and *think*.

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card th.

Say: *"This is the letter combination th. The letter combination th says (voiced) /th/. Say their sound with me: /th/."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /th/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards th, t, n, a, and e. Tell them to place the rest of the letter-sound cards to the side.

Say: *"Let's blend these sounds together!"*

Using the letter-sound cards th, t, and a, model how to blend the sounds /th/-/ă/-/t/ together to read the word *that*. Place your finger under the 'th' letter-sound card as you say its sound: /th/. As you are saying its sound, move your finger to the next letter-sound and say its sound: /ă/. Go back to the first letter, and continuously blend the first two sounds together: /th-ă/, as you move to the last sound: /t/. Say the word (*that*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *"Now it's your turn! Blend the sounds together."*

Have the students find the letter-sound cards th, n, and e. Using these letter-sound cards, ask them to say the sound of each letter, /th/, /ě/, /n/.

Say: *"Let's try blending another word. Notice that there are three sounds. The short e sound /ě/ will be in the middle of the word."*

Using the letter-sound cards th, e and, n, model how to blend the sounds /th/-/ě/-/n/ together to read the word *then*. Show the students how to place the letter-sound cards in the correct order.

Say: *"Place your finger under the first letter. Say its sound: /th/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ě/. Go back to the first letter. Now blend the first two sounds together: /th-ě/. Go back to the beginning. Now move your finger as you blend /th-ě/ to the last sound: /n/. Say the word: 'then'. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?" (then)*

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*than, them, this*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson

Letter-sound
Correspondence
Voiced <th>, /th/

th



Lesson

Target Words

that

then

than

them

this



Lesson

Letter-sound cards

a

e

i

th

t

n

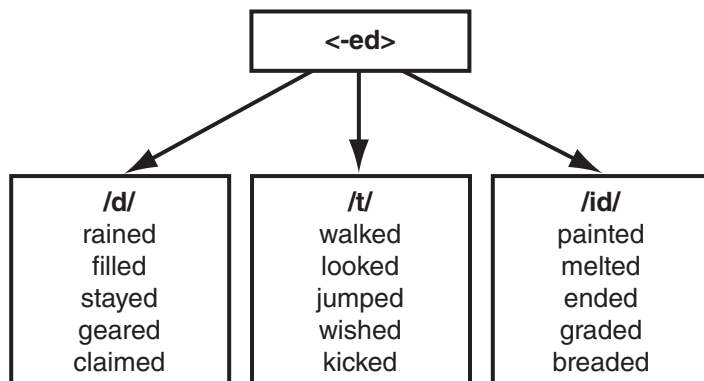
m

s

Appendix 5: <-ed>

Letter-sound Correspondence <-ed>, /d/, /t/, /id/

The <-ed> suffix has three different pronunciations when it is added to a base word. When <-ed> is added to a base word that ends in a voiced sound (e.g., /b/, /g/, /v/, /m/, /n/, /r/, /l/, /ng/), ed says /d/. When <-ed> is added to a base word that ends in a voiceless sound (e.g., /p/, /k/, /s/, /ch/, /sh/, /t/, /x/, or /h/), ed says /t/. When <-ed> is added to a base word that produces an extra syllable, ed is pronounced as /id/. This pronunciation is used when <-ed> is added to base words that end in <-t> or <-d>.



Appendix 6: <ow>

Letter-sound Correspondence <ow>

The letter-sound correspondence <ow> has two pronunciations. It is pronounced as /ow/ as in *cow*, *wow*, *plow*, and *crown* or as the long o sound /ō/ as in *low*, *row*, *snow*, and *grow*.

WORD EXAMPLES

ow, /ow/	ow, long /ō/
cow	low
now	mow
wow	tow
pow	row
down	know
crown	show
clown	slow
drown	crow
power	grow
shower	grown

Appendix 7: <oo> as in *book*

Lesson

Letter-sound Correspondence <oo>, /ʊ/ as in *book*

Objective:

Students will identify and blend words that contain the letter-sound correspondence.

Materials:

Letter-sound card
Target word cards
Individual letter-sound cards
Selected text for shared book reading
Letter-sound boxes (optional)
Recording sheet (optional)

Target Words

book
look
took
cook
shook
good

Choose two irregular words from [Fry's List \(Appendix 1\)](#) to review.

Instructions:

1. Introduce the letter-sound, the target words, and two selected irregular words (5 minutes)

Show the students the letter-sound card oo.

Say: *"This is the letter combination oo. The letter combination oo is pronounced /ʊ/ as in book. Say their sound with me: /ʊ/."*

Show the students the target words.

Say: *"We can read words by sounding them out. Look at each word, listen to how I read it, then repeat after me."*

Show each target word one word at a time. Say the word aloud emphasizing the letter-sound /ʊ/. Have the students look at each word and repeat it back to you.

Say: *"Now let's look at some new words. These words are called irregular words. They are irregular because they have only some parts that can be directly sounded out. The other parts we must look at and remember."*

Show each irregular word one word at a time. Say the word aloud. Have the students look at each word and repeat it back to you.

2. Word Work – Continuous Blending (10 minutes)

Distribute one set of letter-sound cards to each student. Have the students lay the cards face up in front of them, then search for the letter-sound cards oo, b, k, l. Tell them to place the rest of the letter-sound cards to the side.

Say: *"Let's blend these sounds together!"*

Using the letter-sound cards oo, b, and k, model how to blend the sounds /b/-/ʊ/-/k/ together to read the word *book*. Place your finger under the 'b' letter-sound card as you say its sound: short /b/. As you are saying its sound, move your finger to the next letter-sound card and say its sound: /ʊ/. Go back to the first letter, and continuously blend the two sounds together: /b-ʊ/, as you move to the last sound: /k/. Say the word (*book*). Go back to the beginning and repeat the process, continuously blending the first sound through to the last sound.

Say: *"Now it's your turn! Blend the sounds together."*

Have the students find the letter-sound cards oo, l and k. Using these letter-sound cards, ask them to say the sound of each letter, /l/, /ʊ/, /k/.

Say: *"Let's try blending another word. Notice that there are three sounds. The sound /ʊ/ will be in the middle of the word."*

Using the letter-sound cards oo, l, and k, model how to blend the sounds /l/-/ʊ/-/k/ together to read the word *look*. Show the students how to place the letter-sound cards in the correct order.

Say: *"Place your finger under the first letter. Say its sound: /l/. Keep saying its sound as you move your finger to the next letter. Say its sound: /ʊ/. Go back to the first letter. Now blend the first two sounds together: /l-ʊ/. Go back to the beginning. Now move your finger as you blend /l-ʊ/ to the last sound: /k/. Say the word: 'look'. Keep practicing! Blend the sounds again from the beginning to the middle to the end. What word did you read?"* (look)

Watch and listen as the students blend. Model correct pronunciation and provide corrective feedback as needed. Have the students practice blending the same word multiple times, making sure they place and glide their finger under the letter-sound cards while blending aloud.

Repeat the continuous blending strategy to read the other target words (*took, cook, shook, good*).

Modify: Provide the student with letter-sound boxes to help them visually organize the placement of letters and movement from the beginning to the end sound of the word.

Extend: For more-able readers, have them use the letter-sound cards to blend and read words on their own or with a partner. If the student is ready, they may write the letters as they blend them together to spell the word.

3. Shared Book Reading (10 minutes)

Using the text that you have selected for shared book reading, interactively read the text aloud, pausing at different places to help the students identify and read words that contain the letter-sounds. The students should be encouraged to read any irregular words they have reviewed, along with other words that they already know.

4. Wrap Up (5 minutes)

Ask the students to say the letter-sound of the lesson and read the two irregular words they reviewed.



Lesson

Letter-sound

Correspondence

<oo>, /ʊ/ as in *book*





Lesson

Target Words

book

look

took

cook

shook

good



Lesson

Letter-sound cards

oo

b

k

l

t

c

g

d

sh

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