

## Lesson 3:

### Review Sounds:

p →

This letter has the sound /p/. Always say /p/ fast.

e →

This letter has 2 sounds, /e/ and /ee/. Initial practice will be with /e/. Later words with the /ee/ sound will be added.

h →

This letter has the sound /h/. Always say /h/ fast.

v →

This letter has the sound /v/.

**Practice Sound Cards:** Add the new sound cards to your collection and practice *all* the cards. The student needs to physically track and pronounce the sound correctly.

**Write and Say Sounds:** The student writes each sound 5-10 times *saying the sound as they print the letter(s)*.

**Word Making Activity:** Make words with the sound tiles. Make sure the student says the individual sounds as he makes the words and uses proper blending skills. After he completes the word, have him read the word using finger tracking and proper blending skills. Correct any errors. **"Please make the word \_\_\_\_\_"**

Use tiles..... a e i(2) o d f h l m n p r s(2) t v

vet spit drop spin trip prod ramp rest step vast pond melt drip pelt slap plan  
stamp slip stomp path help flip left nest trap pest flop spot vest strap  
strip hand hint strand timid invest softest solid rapid limit profit himself

**Sound Changing Activity:** In this new word making activity, the student makes a word and then listens to determine the necessary changes to make a new word. See page 39 for complete instructions. For the first time, demonstrate how you make the word and then change one sound to make the new word. Can you please make the word \_\_\_\_\_. (first word on list). When the student finishes the word do *not* clear the tiles. Instead say "good job, that word says \_\_\_\_\_, now please change the sound to make the word \_\_\_\_\_ (next word on the list). Correct any errors immediately.

Use tiles..... a i o b f m n p s t th

that > sat > bat > bath > math > mat > that > than > thin > fin > pin > pit > pot > pit > fit

Use tiles.....a e i o f h l m n p r s t v

hint > lint > list > last > fast > mast > vast > vest > rest > pest > pelt > melt > felt  
step > stop > slop > slip > flip > flop > flap > flat > slat > slap

**Reading Words:** The student reads the following words. He needs to sound out the words with physical tracking and proper blending. Correct any errors immediately.

if	is	a	am	in
at	it	an	on	I
did	not	and	its	dim
mop	that	doll	this	lit
than	fed	pot	sap	pan
pet	pod	net	sod	map
and	red	dad	hit	the
had	hot	rod	off	its
thin	tap	ham	and	fan
let	fin	Beth	led	ant
off	lot	is	van	pin
pest	drip	fast	flip	slit
lost	step	test	mist	math
drop	slip	nest	slim	slap
left	melt	stop	felt	plan
flat	drop	land	path	list
snap	lint	trap	limp	vat
loft	sand	trim	past	pond

hint	stop	vest	slop	vast
held	last	slot	pelt	tell
trip	that	slam	pond	tram
slant	stand	stamp	plant	moth
strap	prod	mill	trap	frill
print	strip	path	limp	pelt
lamp	sand	stiff	self	help
damp	smell	ramp	hand	soft
drill	splint	damp	slept	still
depth	rinse	sprint	split	slams
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limit	dismiss	profit	valid	lasted
fiddle	seven	address	rapid	riddle
middle	velvet	trespass	illness	laptop
impress	triple	simple	endless	hidden
restless	distress	insist	little	flatten
apple	landed	timid	helpless	solid
softest	lifted	planted	listless	invest
dismiss	linen	restless	misfit	handoff
timid	tested	himself	handed	dampest

**Writing (Spelling) Words:** Have the student write/spell some of these words.