



# Making Words

*for Students with Complex Instructional Needs*



Dr. Karen Erickson Center for Literacy and Disability Studies  
Based on the Work of Dr. Patricia M. Cunningham



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*for Students with Complex Instructional Needs*

Developed by Don Johnston Incorporated and Dr. Karen Erickson  
from the Center for Literacy and Disability Studies at the University  
of North Carolina-Chapel Hill



Center for Literacy and Disability Studies

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# Phonics Instruction:

## Making Words for Students with Complex Instructional Needs



### Making Words Lessons: Overview

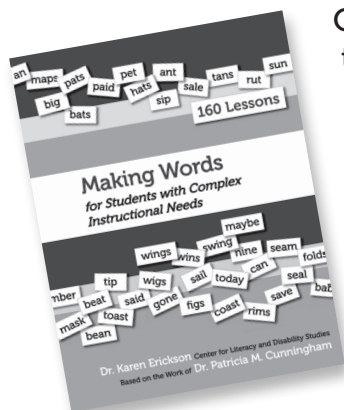
Students who read only by sight are not likely to accurately or fluently read text much above a 1st or 2nd grade level. More than simply the ability to read words and phrases quickly, accurately and with expression, fluency is necessary for good comprehension.

Based on the extensive research of Dr. Patricia M. Cunningham, as outlined in her highly-regarded book, *Systematic Sequential Phonics They Use* (Carson-Dellosa), the 160 phonics lessons included in the *Making Words for Students with Complex Instructional Needs* book provide time-proven alternative ways for your students to practice effective decoding skills, and read well beyond the sight word level.

“

In order to develop fluency, readers need to acquire and practice effective phonics skills within the context of a variety of reading materials over time (Houston, et al 2006).

”



Organized in 10-lesson cycles, 160 *Making Words* lessons teach the most common beginning phonics patterns in the most commonly accepted sequence, with extra emphasis on sorting words by beginning letter and word endings, as well as transferring word-pattern knowledge to the decoding of new words.

These lessons include hands-on, manipulative activities in which students discover how our English spelling system works. Students learn that the order of letters in a word is critical and that predictable things happen when they:

- Change one letter of a word (*rat, bat*)
- Add one letter to a word (*it, bit*)
- Move letters around in a word (*rat, tar*)
- Take one letter away (*bend, bed*)



#### Important!

The words in each lesson are presented in a prescribed order, and should not be changed randomly.



## Preparation

- Print, cut out, and distribute the appropriate reproducible letter tiles for the lesson being taught (5 to 10 letters for each lesson). Letter tiles are available for printing/copying.
- Print and cut out larger letter tiles to be displayed in the front of the classroom for students to view. Note that you need enough letters to make and display all of the words at the same time.
- Prepare a pocket chart or a magnetic board with small magnets on which to place the large letter tiles as you form words during the lesson.
- Using small index cards, make word cards, one card for each of the 10 to 12 words for each lesson, each of the transfer words, and the word wall words.



See Reproducibles and student worksheets at the back of this book.



Place the letter tiles for that lesson in an envelope for each student. Mark the front of the envelope with the lesson number. By the time you have taught all of the lessons, you will have Lesson Letter envelopes available for use with your next group of students! Place all the word cards in an envelope for you, mark the front with the lesson number.



1

## Name the Letters and their Common Sounds

- Have students point to or hold up each letter, name it, and say its common sound.



Encourage your students who are non-verbal to use their "inner voice" to say the letter names and sounds in their head.

2

## Make Words

- Have students make words at their desks or tables according to the Lesson Plan.
- Ask one student to make each word using the big letters.
- When the word is made with the big letters, ask students to check their words and fix them if needed.



Keep the lesson fast-paced to maintain student focus. Do not wait for all students to correctly complete their word before displaying the correct word in the front of the class with the large letter tiles.

# 3

## Sort Words

Collect the letter tiles from your students. Take out the word cards.

- Beginning letter sort — working as a group, have students read each word aloud and sort the words into columns according to their beginning letter.

Example:

at	sat	tan
an	sad	
and	sand	
ant	stand	

- Number of letters sort — gain working as a group, sort words into columns according to the number of letters they have. Example:

at	and	sand	stand
an	ant		
	sat		
	sad		
	tan		

- Spelling pattern sort — finally, work together to find all of the words that have the specified spelling pattern (e.g. –an, –at, etc.). Example:

an	at
tan	sat

# 4

## Transfer

Students use the words they have made and sorted to read two new words. For example: Say: ***Imagine you are reading and you come to some words you don't know. You can use words you do know to figure them out.***

- Show the students two words: **teacher** and **sandwich**.



### Important!

Be sure not to skip this important lesson component, as it teaches students to use words they already know to read new words more quickly and accurately.



# 5

## Word Wall

The Word Wall is the final activity of every lesson and the primary focus of every 10th lesson. It is a critical component in helping students to use words they already know to help them read similar words they encounter in context or in isolation. Complete each lesson with a Word Wall activity according to the lesson plan. Activities include:

- Call out five of the Word Wall words and have students chant, write and check their spelling of each word.
- Use each word in a sentence that illustrates its meaning.
- Daily review of word wall words. As directed in each lesson:
  - Play “I’m Thinking of a Word”. Give beginning letter/sound and rhyming clues to help students find a given word wall word. For example: “I’m thinking of a word that begins with s and rhymes with bat.”
  - Play “Missing Word” by speaking a sentence that is missing a word wall word. Have students identify and write the missing word.
  - Work with students to make a list of NEW words that have the same ending as the word wall words.
  - Create a BINGO board using 9 words from the word wall.
  - Play BINGO using the boards created in the previous lesson.
  - Ask students to add an ending (-ing, -ed, -s, -es) as appropriate.



Use the Word Wall as a tool to recognize and spell Word Wall words whenever reading and writing, as well as to provide help in decoding NEW words that use Word Wall word patterns.



## During Every 10th Lesson: Overview

Beginning with Lesson 10 and every 10th lesson after that, students review and work with some of the words they made during the previous nine lessons and the five words they added to the Word Wall.

- Provide large letters specified in each lesson step and invite students to come to the front of the room to make any words they can. Guide students to make one word wall word.
- Beginning with the words that were added to the wall during the last nine lessons, review words on the Word Wall.
- Clap and chant the spelling of each word wall word.
- Give each student a copy of the Take-Home Word Wall with all of the words that have been added up to that point.

# Lesson 1

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

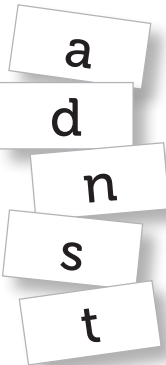
## Step 2

### Make Words

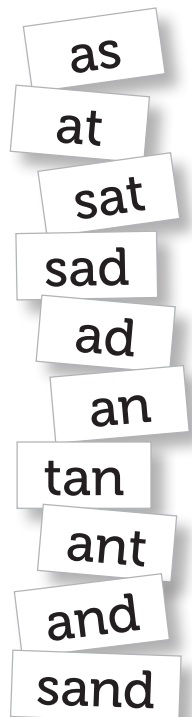
Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **as**.  
*Mina is **as** beautiful **as** a flower.*
2. Change one letter to make the two-letter word **at**.  
*We are **at** school.*
3. Add one letter to make the three-letter word **sat**.  
*Luka **sat** quietly at his desk.*
4. Change one letter to make the three-letter word **sad**.  
*Sometimes I feel **sad** when it rains.*
5. Take one letter away to make the word **ad**.  
*He found a job through a want **ad** in the newspaper.*
6. Change one letter to make the two-letter word **an**.  
*She is **an** awesome singer.*
7. Add one letter to make the three-letter word **tan**.  
*I own a pair of **tan** shoes.*

### Letters



### Words



8. Keep the letters you used to spell **tan**. Move them around to make the word **ant**.

*There is an **ant** hill in the middle of my garden.*

9. Change one letter to make the three-letter word **and**.

*The old movie was in black **and** white.*

10. Add one letter to make the four-letter word **sand**.

*Let's make a **sand** castle.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **teacher** and **sandwich**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Place the words on the wall.
2. Point to each word and have the students say the words.
3. Use each word in a sentence that illustrates its meaning.

## Sort Words

as

at

sat

sad

ad

an

tan

ant

and

sand

## Transfer Words

teacher

sandwich

## Wall Words

at

and

has

had

lap

# Lesson 2

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

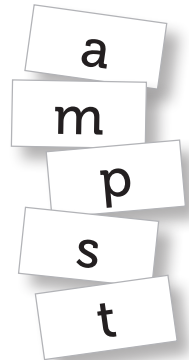
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **as**.  
*I listen to music **as** I exercise.*
2. Change one letter to make the two-letter word **am**.  
*I **am** going to the gym to exercise.*
3. Change one letter to make the two-letter word **at**.  
*My friend is going to meet me **at** the gym.*
4. Add one letter to make the three-letter word **pat**.  
*Can you **pat** your head and rub your belly at the same time?*
5. Change one letter to make the three-letter word **sat**.  
*Julia **sat** on her front porch.*
6. Change one letter to make the three-letter word **mat**.  
*The Welcome **mat** is in front of the door.*
7. Change one letter to make the three-letter word **map**.  
*Can you find our town on a **map**?*

### Letters



### Words



8. Add one letter to make the four-letter word **maps**.  
*An atlas is a book full of many maps.*
9. Change one letter to make the four-letter word **mats**.  
*She did somersaults on the mats.*
10. Change one letter to make the four-letter word **pats**.  
*He always pats his dog on the head.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **paid** and **master**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Have students say each word in a sentence, clapping and saying each letter.

## Sort Words

as  
am  
at  
pat  
sat  
mat  
map  
maps  
mats  
pats

## Transfer Words

paid  
master

## Wall Words

at  
and  
has  
had  
lap

# Lesson 3

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

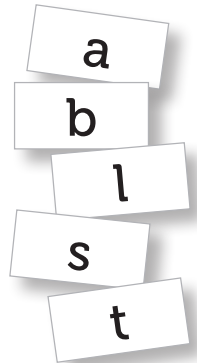
## Step 2

### Make Words

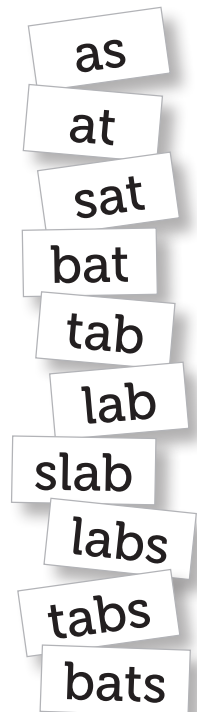
Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **as**.  
*Juan whistles **as** he works.*
2. Change one letter to make the two-letter word **at**.  
*He smiled **at** his friends.*
3. Add one letter to make the three-letter word **sat**.  
*His friends **sat** down at his table.*
4. Change one letter to make the three-letter word **bat**.  
*It is Kenesha's turn to **bat** the ball.*
5. Keep the letters you used to spell **bat**. Move them around to make the word **tab**.  
*Press the **tab** key on the keyboard.*
6. Change one letter to make the three-letter word **lab**.  
*The scientist put on his white **lab** coat.*
7. Add one letter to make the four-letter word **slab**.  
*I ate a **slab** of barbequed ribs.*

## Letters



## Words



8. Keep the letters you used to make **slab**. Move them around to make the word **labs**.  
*There are three blood **labs** at the hospital.*
9. Change one letter to make the four-letter word **tabs**.  
*Zoe collects the metals **tabs** from the tops of soda cans.*
10. Keep the letters you used to spell **tabs**. Move them around to make the word **bats**.  
***Bats** like to live in dark caves.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **suddenly** and **taken**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Have students say each word in a sentence, clapping and saying each letter.

## Sort Words

as

at

sat

bat

tab

lab

slab

labs

tabs

bats

## Transfer Words

suddenly

taken

## Wall Words

at

and

has

had

lap



# Lesson 4

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **at**.  
*We are all **at** school together.*
2. Change one letter to make the two-letter word **as**.  
*I slept **as** soundly as a baby.*
3. Add one letter to make the three-letter word **has**.  
***Has** it been raining outside?*
4. Change one letter to make the three-letter word **had**.  
*I **had** my umbrella with me in case it rained.*
5. Take one letter away to make the word **ad**.  
*I saw an **ad** for my favorite video game.*
6. Add one letter to make the three-letter word **tad**.  
*She likes just a **tad** of milk in her coffee.*
7. Change one letter to make the three-letter word **sad**.  
*Are you feeling happy or **sad** today?*

### Letters

a

d

h

s

t

### Words

at

as

has

had

ad

tad

sad

sat

hat

hats

8. Change one letter to make the three-letter word **sat**.  
*The family **sat** around the dinner table.*
9. Change one letter to make the three-letter word **hat**.  
*Jake **sat** on his **hat**!*
10. Add one letter to make the four-letter word **hats**.  
*Jake **has** lots of **hats**.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **home** and **sale**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Have students say each word in a sentence, clapping and saying each letter.

## Sort Words

at  
as  
has  
had  
ad  
tad  
sad  
sat  
hat  
hats

## Transfer Words

home  
sale

## Wall Words

at  
and  
has  
had  
lap

# Lesson 5

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

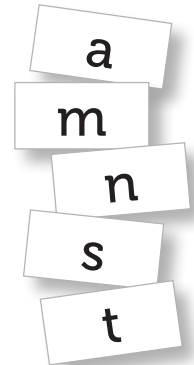
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **am**.  
*I **am** having a very good day!*
2. Change one letter to make the two-letter word **as**.  
*I **hope tomorrow is as great as today.***
3. Change one letter to make the two-letter word **an**.  
***An** ocean is larger than a lake.*
4. Change one letter to make the two-letter word **at**.  
*We **spend a lot of time at the beach** during the summer.*
5. Add one letter to make the three-letter word **sat**.  
***Nikko sat** on the beach and enjoyed the sun.*
6. Change one letter to make the three-letter word **mat**.  
***Step on the bath mat** when you get out of the tub.*

## Letters



## Words



7. Change one letter to make the three-letter word **man**.  
*My dad is a tall **man**.*
8. Change one letter to make the three-letter word **tan**.  
*Nikko got a good **tan** at the beach.*
9. Add one letter to make the four-letter word **tans**.  
*He **tans** very easily.*
10. Keep the letters you used to spell **tans**. Move them around to make the word **ants**.  
***Ants** love to eat sweet things.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **monster** and **number**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Have students say each word in a sentence, clapping and saying each letter.
3. Read the words on the boards together.

## Sort Words

am  
as  
an  
at  
sat  
mat  
man  
tan  
tans  
ants

## Transfer Words

monster  
number

## Wall Words

at  
and  
has  
had  
lap

# Lesson 6

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

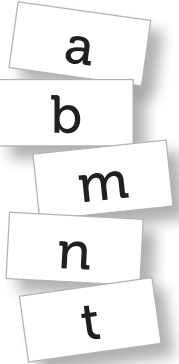
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **an**.  
*Sasha had **an** egg for breakfast.*
2. Change one letter to make the two-letter word **am**.  
*Where **am** I?*
3. Change one letter to make the two-letter word **at**.  
*I **am at** school.*
4. Add one letter to make the three-letter word **bat**.  
*There is a **bat** in our attic.*
5. Change one letter to make the three-letter word **mat**.  
*Put the bath **mat** next to the tub.*
6. Change one letter to make the three-letter word **man**.  
*A boy grows up to become a **man**.*
7. Change one letter to make the three-letter word **ban**.  
*There is a **ban** on smoking in public places.*

### Letters



### Words



8. Change one letter to make the three-letter word **tan**.  
*Jena has a **tan** coat.*
9. Change one letter to make the three-letter word **tab**.  
*Do you know what the **tab** key does on your computer?*
10. Change one letter to make the three-letter word **nab**.  
*I'm going to **nab** a cookie before they are all gone.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **mask** and **bean**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Ask students to write each of the words.

## Sort Words

an

am

at

bat

mat

man

ban

tan

tab

nab

## Transfer Words

mask

bean

## Wall Words

at

and

has

had

lap

# Lesson 7

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

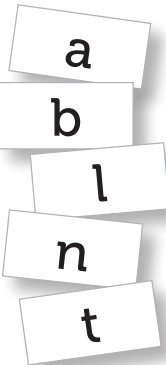
## Step 2

### Make Words

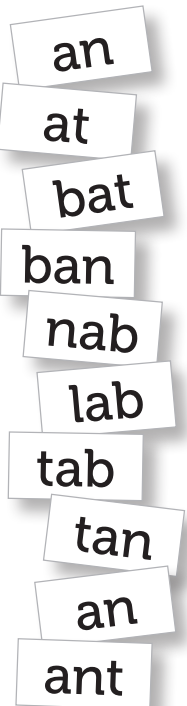
Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **an**.  
*I am reading **an** interesting book.*
2. Change one letter to make the two-letter word **at**.  
*We eat dinner **at** 5 o'clock.*
3. Add one letter to make the three-letter word **bat**.  
*Alisha has a wooden **bat**.*
4. Change one letter to make the three-letter word **ban**.  
*There is a **ban** on smoking in restaurants.*
5. Keep the letters you used to make **ban**. Move the letters around to make the three-letter word **nab**.  
*The police are going to **nab** that thief.*
6. Change one letter to make the three-letter word **lab**.  
*The scientist went to work in his **lab**.*
7. Change one letter to make the three-letter word **tab**.  
*Jordan picked up the **tab** for dinner.*

### Letters



### Words





8. Change one letter to make the three-letter word **tan**.  
*The lion's fur is **tan** and brown.*
9. Take one letter away to make the word **an**.  
***An** elephant's skin is gray.*
10. Add one letter to make the three-letter word **ant**.  
*There is an **ant** crawling up my leg.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **tip** and **beat**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Play "I'm Thinking of a Word" by giving beginning letter/sound and rhyming clues to help students find a given word wall word. For example, "I'm thinking of a word that begins with s and rhymes with bat."

## Sort Words

an  
at  
bat  
ban  
nab  
lab  
tab  
tan  
an  
ant

## Transfer Words

tip  
beat

## Wall Words

at  
and  
has  
had  
lap



# Lesson 8

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

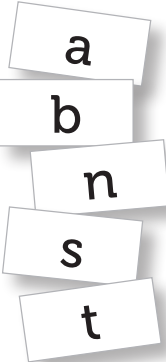
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **as**.  
*I'm **as** hungry **as** a bear.*
2. Change one letter to make the two-letter word **at**.  
***At** least I packed a good lunch today.*
3. Add one letter to make the three-letter word **bat**.  
*Did you see that **bat** fly across the sky?*
4. Change one letter to make the three-letter word **ban**.  
*There is a **ban** on cell phone use at school.*
5. Take one letter away to make the word **an**.  
*Today is just **an** ordinary day.*
6. Add one letter to make the three-letter word **tan**.  
*Marcos is wearing **tan** pants.*
7. Change one letter to make the three-letter word **tab**.  
*Pull the **tab** to open the soda can.*

### Letters



### Words



8. Change one letter to make the three-letter word **nab**.  
*My sister always tries to **nab** my can of soda.*
9. Add one letter to make the four-letter word **nabs**.  
*She always **nabs** my soda.*
10. Change one letter to make the four-letter word **tabs**.  
*She likes to pull the **tabs** on the top of soda cans.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **because** and **toast**, and ask the students to decide what letter they begin with.

### Step 5

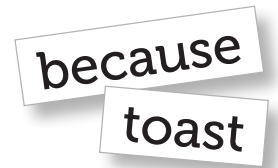
## Word Wall

1. Point to each word and have the students say the words.
2. Play, "Missing Word" by saying a sentence that is missing a word wall word (e.g., Did you \_\_\_\_ the door?).
3. Students identify and write the missing word.

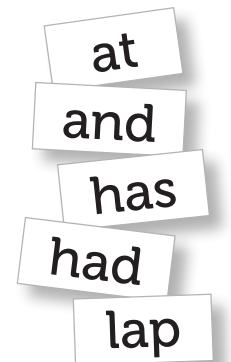
## Sort Words



## Transfer Words



## Wall Words



# Lesson 9

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

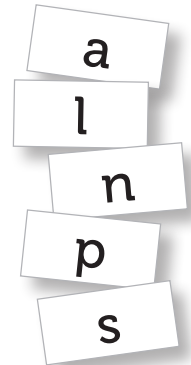
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **as**.  
*He's acting as silly as a clown.*
2. Change one letter to make the two-letter word **an**.  
*I ate an apple for breakfast.*
3. Add one letter to make the three-letter word **pan**.  
*Heat the soup in the pan.*
4. Keep the letters you used to spell **pan**. Move them around to make the word **nap**.  
*I'm ready for a nap.*
5. Change one letter to make the three-letter word **sap**.  
*Sap carries food through a plant.*
6. Change one letter to make the three-letter word **lap**.  
*My cat likes to sit in my lap.*
7. Add one letter to make the four-letter word **slap**.  
*Slap the table with your open hand.*

### Letters



### Words



8. Change one letter to make the four-letter word **snap**.  
*I can **snap** my fingers.*
9. Move the letters around to make the four-letter word **naps**.  
*My cat **naps** all day long.*
10. Change one letter to make the four-letter word **laps**.  
*Dan swam three **laps** in the pool.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **said** and **last**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Work with students to make a list of other words that have the same ending as the word wall words.

## Sort Words

as  
an  
pan  
nap  
sap  
lap  
slap  
snap  
naps  
laps

## Transfer Words

said  
last

## Wall Words

at  
and  
has  
had  
lap

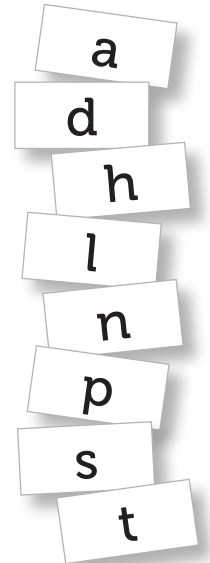
# Lesson 10

To review the letters and sounds, put the big letters in the pocket chart and invite students to make words they remember from each lesson. Students do not have their little individual letters. During the group activity, make sure students spell each of the words that were added to the word wall during the last nine lessons.

## Review

1. Put the big letters **a n d t s** in the pocket chart. Let students come and make any words they can. If no one makes **at**, ask someone to come and make it. Show them the World Wall card for **at**.
2. Keep the big letters **a n d t s** in the pocket chart. Again, let students come and make some words. Be sure they make **and**, and show them the Word Wall card for **and**.
3. Add the big letters **h l p** to the pocket chart. Again, let students come and make some words. Be sure they make **has**, and show them the Word Wall card for **has**. Continue until students have made the words **had** and **lap**.

## Letters and Sounds for Review



## Word Wall Review

1. Beginning with the words that were added to the wall during the last nine lessons, review words on the wall. Review the new words and any other words students are still working to read or spell.
2. Clap and chant the spelling of each word wall word. (Note: Often students come up with engaging alternatives to clapping. Some motions include, "raising the roof" (pushing upward), snapping, slapping knees, tapping desktops, or stomping their feet).
3. Give each student a copy of the Take-Home Word Wall with all of the words that have been added up to this point.

## Wall Words

at

and

has

had

lap

# Lesson 11

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **is**.  
*Today **is** a good day.*
2. Change one letter to make the two-letter word **in**.  
*I sleep **in** a bed.*
3. Add one letter to make the three-letter word **win**.  
*It's fun to **win** a game.*
4. Change one letter to make the three-letter word **wig**.  
*Are you wearing a **wig**?*
5. Add one letter to make the four-letter word **wigs**.  
*Some women own **wigs** of every hair color.*
6. Change one letter to make the four-letter word **wins**.  
*I hope my team **wins**.*
7. Take away the letter **s**. Add a different letter to make the four-letter word **wing**.  
*The bird has a red **wing**.*

### Letters



### Words



8. Change one letter to make the four-letter word **sing**.  
*That red-winged bird can really **sing**.*
9. Add one letter to make the five-letter word **swing**.  
*The bird is sitting on the **swing**.*
10. Keep the letters used to spell **swing**. Move them around to make the word **wings**.  
*He flapped his **wings** and flew away.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **sail** and **gone**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Place the words on the wall.
2. Point to each word and have the students say the words.

## Sort Words

is  
in  
win  
wig  
wigs  
wins  
wing  
sing  
swing  
wings

## Transfer Words

sail  
gone

## Wall Words

if  
in  
it  
can  
sip



# Lesson 12

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

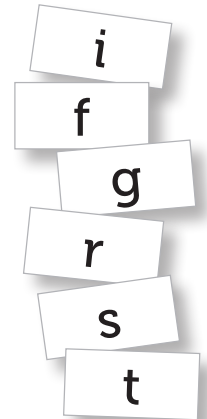
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **is**.  
*Today **is** <day>.*
2. Change one letter to make the two-letter word **if**.  
*I would buy a new TV **if** I had enough money.*
3. Change one letter to make the two-letter word **it**.  
*It is too expensive.*
4. Add one letter to make the three-letter word **sit**.  
*Sit down.*
5. Change one letter to make the three-letter word **fit**.  
*That small hat doesn't **fit** me.*
6. Change one letter to make the three-letter word **fig**.  
*Have you ever tasted a **fig**?*
7. Change one letter to make the three-letter word **rig**.  
*A large truck is sometimes called a big **rig**.*

### Letters



### Words



8. Add one letter to make the four-letter word **rigs**.  
*Look at the big rigs driving down the highway.*
9. Change one letter to make the four-letter word **figs**.  
*Figs grow on trees.*
10. Change one letter to make the four-letter word **fits**.  
*Try the hat on to see if it fits.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **today** and **second**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Have students say each word in a sentence, clapping and saying each letter.

## Sort Words

is  
if  
it  
sit  
fit  
fig  
rig  
rigs  
figs  
fits

## Transfer Words

today  
second

## Wall Words

if  
in  
it  
can  
sip

# Lesson 13

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **it**.  
*It is time to make words.*
2. Change one letter to make the two-letter word **if**.  
*I wonder if we can spell every word correctly.*
3. Change one letter to make the two-letter word **in**.  
*How many letters are in the word "in"?*
4. Add one letter to make the three-letter word **bin**.  
*Put your finished work in the bin.*
5. Change one letter to make the three-letter word **tin**.  
*The shed has a tin roof.*
6. Change one letter to make the three-letter word **fin**.  
*The fish has a red fin.*
7. Change one letter to make the three-letter word **fig**.  
*A fig is a type of fruit.*

## Letters



## Words



8. Change one letter to make the three-letter word **big**.  
*Figs are not very **big**.*
9. Change one letter to make the three-letter word **bit**.  
*Have you ever **bit** into a fig?*
10. Change one letter to make the three-letter word **fit**.  
*You can **fit** a whole fig into your mouth.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **bedroom** and **ton**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Have students say each word in a sentence, clapping and saying each letter.

## Sort Words

it  
if  
in  
bin  
tin  
fin  
fig  
big  
bit  
fit

## Transfer Words

bedroom  
ton

## Wall Words

if  
in  
it  
can  
sip

# Lesson 14

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **am**.  
*I **am** usually a happy person.*
2. Change one letter to make the two-letter word **an**.  
***An** eagle is a large bird.*
3. Change one letter to make the two-letter word **in**.  
***Eagles live in** a nest.*
4. Add one letter to make the three-letter word **pin**.  
***Pin** the paper to the bulletin board.*
5. Keep the letters you used to spell **pin**. Move them around to make the word **nip**.  
*The puppy took a **nip** out of my finger.*
6. Change one letter to make the three-letter word **nap**.  
*Then the puppy took a **nap**.*
7. Change one letter to make the three-letter word **map**.  
*Let's draw a **map** of our town.*

### Letters



### Words



8. Change one letter to make the three-letter word **man**.  
*The **man** went to work.*
9. Change one letter to make the three-letter word **can**.  
***Can** you see me?*
10. Change one letter to make the three-letter word **cap**.  
*I've lost the **cap** for my water bottle.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **coast** and **maybe**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Have students say each word in a sentence, clapping and saying each letter.

## Sort Words

am

an

in

pin

nip

nap

map

man

can

cap

## Transfer Words

coast

maybe

## Wall Words

if

in

it

can

sip

# Lesson 15

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

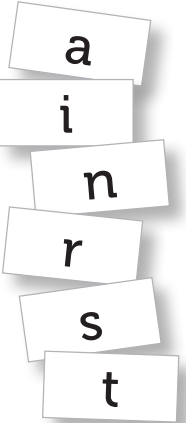
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **is**.  
*Summertime **is** warm in most places.*
2. Change one letter to make the two-letter word **in**.  
*It is usually warm and sunny **in** Florida.*
3. Change one letter to make the two-letter word **an**.  
*I have **an** excellent idea.*
4. Add one letter to make the three-letter word **ran**.  
*He **ran** after the criminal.*
5. Change one letter to make the three-letter word **tan**.  
*His hat is **tan**.*
6. Change one letter to make the three-letter word **tin**.  
*The sheriff wears a **tin** star.*
7. Add one letter to make the word **tins**.  
*I will need more pie **tins**.*

### Letters



### Words





8. Change one letter to make the four-letter word **tans**.  
*The sun **tans** my face.*
9. Keep the letters you used to spell **tans**.  
Move the letters around to spell **ants**.  
*Do you see the **ants**?*
10. Take away the letter s to spell the three-letter word **ant**.  
*There is an **ant** on my sandwich!*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **took** and **nine**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Have students say each word in a sentence, clapping and saying each letter.

## Sort Words

is  
in  
an  
ran  
tan  
tin  
tins  
tans  
ants  
ant

## Transfer Words

took  
nine

## Wall Words

if  
in  
it  
can  
sip



# Lesson 16

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **if**.  
*Please answer **if** I call your name.*
2. Change one letter to make the two-letter word **is**.  
*Is your name Allonso?*
3. Change one letter to make the two-letter word **as**.  
*Stand up **as** I call your name.*
4. Add one letter to make the three-letter word **was**.  
*I **was** just kidding.*
5. Change one letter to make the three-letter word **wag**.  
*My dog likes to **wag** her tail.*
6. Add one letter to make the four-letter word **wags**.  
*She **wags** her tail when she is happy.*
7. Change one letter to make the four-letter word **wigs**.  
*Linna has two **wigs**.*
8. Change one letters to make the four-letter word **figs**.  
***Figs** are not one of my favorite fruits.*

### Letters



### Words



9. Take one letter away to make the word **fig**.  
*We had **fig** pudding for dessert.*
10. Change one letter to make the three-letter word **wig**.  
*It's fun to wear a **wig**.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **same** and **finger**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Ask students to write each of the words.

## Sort Words

if  
is  
as  
was  
wag  
wags  
wigs  
figs  
fig  
wig

## Transfer Words

same  
finger

## Wall Words

if  
in  
it  
can  
sip

# Lesson 17

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

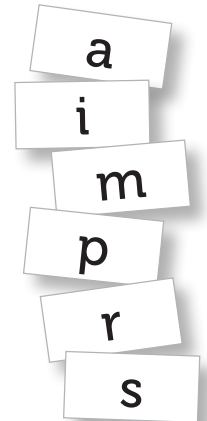
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **is**.  
*Is today Monday?*
2. Change one letter to make the two-letter word **as**.  
*I'll be there **as** soon as possible.*
3. Change one letter to make the two-letter word **am**.  
*I **am** very busy right now.*
4. Add one letter to make the three-letter word **ram**.  
*A **ram** is a male sheep.*
5. Change one letter to make the three-letter word **rap**.  
*Do you like **rap** music?*
6. Change one letter to make the three-letter word **sap**.  
*Maple syrup is made from the **sap** of a tree.*
7. Change one letter to make the three-letter word **sip**.  
***Sip** the hot tea carefully.*

### Letters



### Words



8. Change one letter to make the three-letter word **rip**.  
*Kellen has a **rip** in his pants.*
9. Add one letter to make the four-letter word **rips**.  
*Paper **rips** easily.*
10. Change one letter to make the four-letter word **rims**.  
*Mia got new **rims** for her glasses.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **mouth** and **save**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Play "I'm Thinking of a Word" by giving beginning letter/sound and rhyming clues to help students find a given word wall word. For example, "I'm thinking of a word that begins with s and rhymes with bat."

## Sort Words

is  
as  
am  
ram  
rap  
sap  
sip  
rip  
rips  
rims

## Transfer Words

mouth  
save

## Wall Words

if  
in  
it  
can  
sip

# Lesson 18

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **is**.  
*The sky **is** blue.*
2. Change one letter to make the two-letter word **it**.  
***It** is time to make words.*
3. Add one letter to make the three-letter word **fit**.  
*That stale bread is not **fit** to eat.*
4. Change one letter to make the three-letter word **sit**.  
***Sit** quietly in your chair.*
5. Change one letter to make the three-letter word **sip**.  
*I'd like a **sip** of water.*
6. Change one letter to make the three-letter word **tip**.  
*He left a **tip** for the waitress.*
7. Change one letter to make the three-letter word **tap**.  
***Tap** your finger on the table.*
8. Change one letter to make the three-letter word **sap**.  
*Tree **sap** is sticky.*

### Letters



### Words



9. Change one letter to make the three-letter word **sat**.  
*My pants are sticky because I **sat** in sap.*
10. Change one letter to make the three-letter word **pat**.  
*My cat purrs when I **pat** her head.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **seam** and **folds**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Play, "Missing Word" by saying a sentence that is missing a word wall word (e.g., Did you \_\_\_\_ the door?).

## Sort Words

is  
it  
fit  
sit  
sip  
tip  
tap  
sap  
sat  
pat

## Transfer Words

seam  
folds

## Wall Words

if  
in  
it  
can  
sip

# Lesson 19

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **an**.  
*Garfield is **an** orange and black cat.*
2. Change one letter to make the two-letter word **as**.  
*My cat is almost **as** big as my dog.*
3. Change one letter to make the two-letter word **is**.  
*How big **is** your pet?*
4. Change one letter to make the two-letter word **in**.  
*My fish live **in** a fish bowl.*
5. Add one letter to make the three-letter word **win**.  
*Did your team **win** the game?*
6. Change one letter to make the three-letter word **wig**.  
*A strong wind blew the **wig** off her head.*
7. Change one letter to make the three-letter word **wag**.  
*Don't **wag** your finger at me.*
8. Change one letter to make the three-letter word **nag**.  
*An old horse is sometimes called a **nag**.*

### Letters



### Words





9. Change one letter to make the three-letter word **sag**.  
*The old barn roof is beginning to sag.*
10. Change one letter to make the three-letter word **saw**.  
*We saw a scary movie this weekend.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **wonder** and **seal**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Work with students to make a list of other words that have the same ending as the word wall words.

## Sort Words

an  
as  
is  
in  
win  
wig  
wag  
nag  
sag  
saw

## Transfer Words

wonder  
seal

## Wall Words

if  
in  
it  
can  
sip



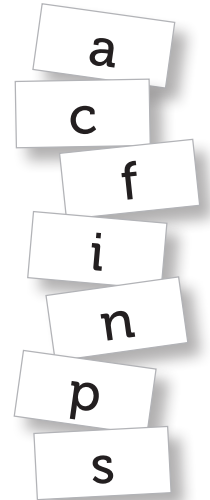
# Lesson 20

To review the letters and sounds, put the big letters in the pocket chart and invite students to make words they remember from each lesson. Students do not have their little individual letters. During the group activity, make sure students spell each of the words that were added to the word wall during the last nine lessons.

## Review

1. Put the big letters **a i f n p** in the pocket chart. Let students come and make any words they can. If no one makes **if**, ask someone to come and make it. Show them the World Wall card for **if**.
2. Keep the big letters **a i f n p** in the pocket chart. Again, let students come and make some words. Be sure they make **in**, and show them the Word Wall card for **in**.
3. Put the big letters **a c i n s p** in the pocket chart. Again, let students come and make some words. Be sure they make **it**, and show them the Word Wall card for **it**. Continue until students have made the words **can** and **sip**.

## Letters and Sounds for Review



## Word Wall Review

1. Beginning with the words that were added to the wall during the last nine lessons, review words on the wall. Review the new words and any other words students are still working to read or spell.
2. Clap and chant the spelling of each word wall word. (Note: Often students come up with engaging alternatives to clapping. Some motions include, "raising the roof" (pushing upward), snapping, slapping knees, tapping desktops, or stomping their feet).
3. Give each student a copy of the Take-Home Word Wall with all of the words that have been added up to this point.

## Wall Words

if

in

it

can

sip

# Lesson 21

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

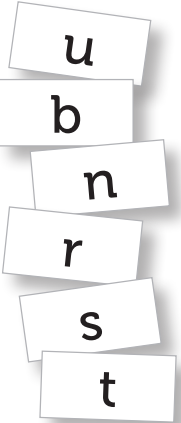
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **us**.  
*Come and spell words with us.*
2. Add one letter to make the three-letter word **bus**.  
*Do you ride a bus to school?*
3. Change one letter to make the three-letter word **bun**.  
*I had a sticky bun for breakfast.*
4. Change one letter to make the three-letter word **sun**.  
*The sun is shining.*
5. Change one letter to make the three-letter word **run**.  
*It's a nice day to go for a run.*
6. Change one letter to make the three-letter word **rut**.  
*Don't trip over the rut in the road.*
7. Change one letter to make the three-letter word **nut**.  
*Almonds are a kind of nut.*
8. Add one letter to make the four-letter word **nuts**.  
*Nuts make a nutritious snack.*

### Letters



### Words



9. Change one letter to make the four-letter word **ruts**.  
*There are deep **ruts** in the dirt road.*
10. Change one letter to make the four-letter word **runs**.  
*The athlete **runs** five miles every day.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **baby** and **tooth**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Place the words on the wall.
2. Point to each word and have the students say the words.
3. Use each word in a sentence that illustrates their meaning.

## Sort Words

us  
bus  
bun  
sun  
run  
rut  
nut  
nuts  
ruts  
runs

## Transfer Words

baby  
tooth

## Wall Words

jug  
us  
up  
nuts  
run

# Lesson 22

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

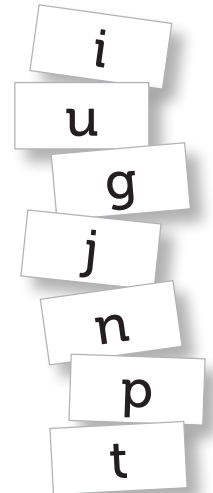
## Step 2

### Make Words

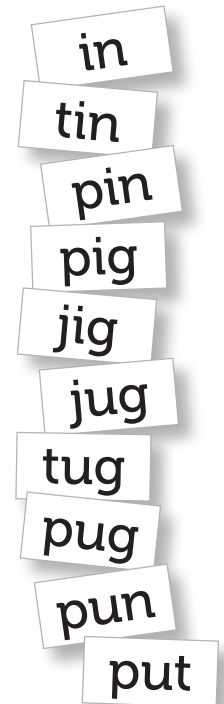
Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **in**.  
*I live **in** a house.*
2. Add one letter to make the three-letter word **tin**.  
*The **tin** man is a character in *The Wizard of Oz*.*
3. Change one letter to make the three-letter word **pin**.  
*Roll the ball to knock down the bowling **pin**.*
4. Change one letter to make the three-letter word **pig**.  
*I know someone who has a pet **pig**.*
5. Change one letter to make the three-letter word **jig**.  
*Can you dance an Irish **jig**?*
6. Change one letter to make the three-letter word **jug**.  
*Let's buy a **jug** of apple juice.*
7. Change one letter to make the three-letter word **tug**.  
*Want to play **tug**-o-war?*

### Letters



### Words



8. Change one letter to make the three-letter word **pug**.  
*A **pug** dog has a wide, flat face.*
9. Change one letter to make the three-letter word **pun**.  
*A **pun** is a funny use of a word or phrase that has two meanings.*
10. Change one letter to make the three-letter word **put**.  
*I wonder where I **put** my cell phone.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **tow** and **noon**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Have students say each word in a sentence, clapping and saying each letter.

## Sort Words

in  
tin  
pin  
pig  
jig  
jug  
tug  
pug  
pun  
put

## Transfer Words

tow  
noon

## Wall Words

jug  
us  
up  
nuts  
run

# Lesson 23

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **us**.  
*Come and join us.*
2. Add one letter to make the three-letter word **bus**.  
*We are going to ride on a bus.*
3. Change one letter to make the three-letter word **bug**.  
*There is a bug on the window.*
4. Change one letter to make the three-letter word **lug**.  
*Lug those heavy suitcases to the bus.*
5. Change one letter to make the three-letter word **jug**.  
*I've brought a jug of orange juice for us to drink.*
6. Add one letter to make the four-letter word **jugs**.  
*Chase brought two more jugs.*
7. Change one letter to make the four-letter word **lugs**.  
*Haily lugs a heavy backpack to school every day.*

### Letters



### Words



8. Change one letter to make the four-letter word **legs**.  
*Her **legs** must get tired carrying that heavy weight.*
9. Change one letter to make the four-letter word **begs**.  
*Hailey's mother **begs** her to take some things out of her backpack.*
10. Change one letter to make the four-letter word **bugs**.  
*The bug spray will keep the **bugs** away.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **been** and **seed**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Ask students to write each of the words.

## Sort Words

us

bus

bug

lug

jug

jugs

lugs

legs

begs

bugs

## Transfer Words

been

seed

## Wall Words

jug

us

up

nuts

run



# Lesson 24

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

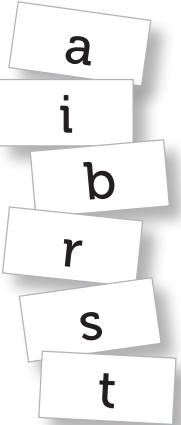
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **is**.  
*My best friend **is** awesome.*
2. Change one letter to make the two-letter word **it**.  
***It** is nice to have a friend.*
3. Change one letter to make the two-letter word **at**.  
*My friend had a party **at** her house.*
4. Add one letter to make the three-letter word **sat**.  
*We **sat** around playing video games.*
5. Change one letter to make the three-letter word **sit**.  
*It's not good to **sit** all day playing games.*
6. Change one letter to make the three-letter word **bit**.  
*It's important to get a **bit** of exercise every day.*
7. Change one letter to make the three-letter word **bat**.  
*Get your **bat** and ball and we'll play baseball.*

### Letters



### Words



8. Change one letter to make the three-letter word **rat**.  
*Have you ever seen a real **rat**?*
9. Add one letter to make the four-letter word **rats**.  
*Some people keep **rats** as pets.*
10. Change one letter to make the four-letter word **bats**.  
***Bats** do not make good pets.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **before** and **town**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Play "I'm Thinking of a Word" by giving beginning letter/sound and rhyming clues to help students find a given word wall word. For example, "I'm thinking of a word that begins with s and rhymes with bat."

## Sort Words

is  
it  
at  
sat  
sit  
bit  
bat  
rat  
rats  
bats

## Transfer Words

before  
town

## Wall Words

jug  
us  
up  
nuts  
run

# Lesson 25

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

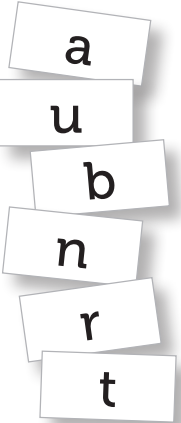
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **an**.  
*Eight is **an** even number.*
2. Add one letter to make the three-letter word **ran**.  
*The boy **ran** to his mother.*
3. Change one letter to make the three-letter word **run**.  
*He can **run** really fast.*
4. Change one letter to make the three-letter word **bun**.  
*I'd like my burger in a **bun**.*
5. Change one letter to make the three-letter word **ban**.  
*This school has a **ban** on running in the hallways.*
6. Change one letter to make the three-letter word **bat**.  
*A **bat** looks kind of like a mouse with wings.*
7. Change one letter to make the three-letter word **rat**.  
*A **rat** has a long tail.*

### Letters



### Words



8. Change one letter to make the three-letter word **rut**.  
*My car got stuck in a deep **rut** in the road.*
9. Change one letter to make the three-letter word **rub**.  
***Rub** yourself dry with a towel.*
10. Change one letter to make the three-letter word **tub**.  
*Don't forget to clean the **tub** after your bath.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **seen** and **tug**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Give each student a BINGO board with 9 locations.
2. Call 9 words from the word wall and ask students to write each word in a square on the BINGO board.
3. Read the words on the boards together.

## Sort Words

an  
ran  
run  
bun  
ban  
bat  
rat  
rut  
rub  
tub

## Transfer Words

seen  
tug

## Wall Words

jug  
us  
up  
nuts  
run

# Lesson 26

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

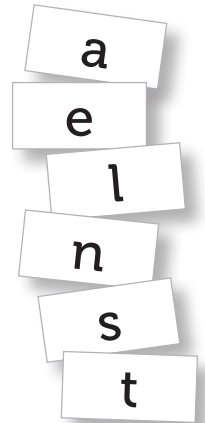
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **at**.  
*We saw lions **at** the zoo.*
2. Change one letter to make the two-letter word **as**.  
*We arrived just **as** the lions were being fed.*
3. Change one letter to make the two-letter word **an**.  
*We watched **an** elephant get a bath.*
4. Add one letter to make the three-letter word **tan**.  
*The dust was **tan** against his gray skin.*
5. Change one letter to make the three-letter word **ten**.  
*There were **ten** monkeys playing in a tree.*
6. Keep the letters used to spell **ten**. Move the letters around to make the three-letter word **net**.  
*We caught a butterfly in a **net**.*
7. Change one letter to make the three-letter word **set**.  
*Then we gently **set** the butterfly back on a leaf.*

### Letters



### Words



8. Change one letter to make the three-letter word **let**.  
*A tame ferret **let** me hold it.*
9. Add one letter to make the four-letter word **lets**.  
*That friendly farret **lets** people hold and pet it all day long.*
10. Change one letter to make the four-letter word **nets**.  
*My sister and I bought butterfly **nets** to use at home.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **tune** and **note**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Play BINGO using the boards created in the last lesson.
2. Call each of the 9 words until a student has BINGO and then finish by filling the board.

## Sort Words

at

as

an

tan

ten

net

set

let

lets

nets

## Transfer Words

tune

note

## Wall Words

jug

us

up

nuts

run

# Lesson 27

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

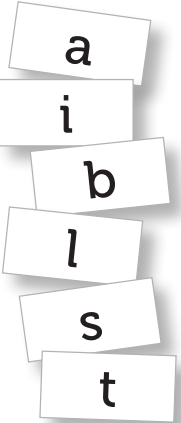
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **is**.  
*Making words **is** fun and interesting.*
2. Change one letter to make the two-letter word **it**.  
***It** is like solving a puzzle.*
3. Add one letter to make the three-letter word **bit**.  
***I bit** into a cookie.*
4. Add one letter to make the four-letter word **bits**.  
***Little bits** of cookie fell in my lap.*
5. Change one letter to make the four-letter word **bats**.  
***Bats** are nocturnal animals.*
6. Take one letter away to make the word **bat**.  
***A bat** sleeps all day and hunts all night.*
7. Keep the letters used to spell **bat**. Move the letters around to make the three-letter word **tab**.  
***I used a red tab** to mark the experiment in my science book.*

### Letters



### Words





8. Change one letter to make the three-letter word **lab**.  
*I am doing that experiment in my science **lab**.*
9. Add one letter to make the four-letter word **labs**.  
***Labs** are my favorite parts of science class.*
10. Change one letter to make the four-letter word **tabs**.  
*Ten **tabs** mark my favorite experiments in the book.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **bake** and **talk**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Ask students to add an ending (-ing, -ed, -s, -es) to the end of the words as appropriate.

## Sort Words

is  
it  
bit  
bits  
bats  
bat  
tab  
lab  
labs  
tabs

## Transfer Words

bake  
talk

## Wall Words

jug  
us  
up  
nuts  
run



# Lesson 28

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

## Step 2

### Make Words

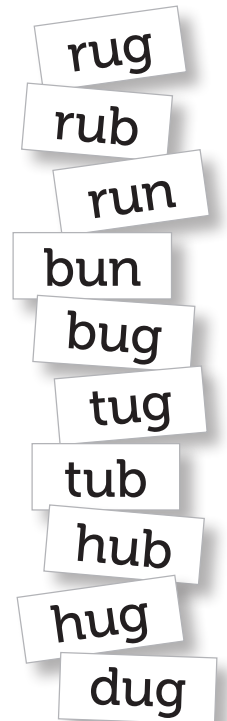
Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take three letters to make the word **rug**.  
*The **rug** is on the floor.*
2. Change one letter to make the three-letter word **rub**.  
*You'll have to **rub** hard to get that stain out of your shirt.*
3. Change one letter to make the three-letter word **run**.  
*Let's **run** to the store.*
4. Change one letter to make the three-letter word **bun**.  
*I'll have my burger without a **bun**.*
5. Change one letter to make the three-letter word **bug**.  
*Roaches are my least favorite kind of **bug**.*
6. Change one letter to make the three-letter word **tug**.  
*The **tug** boat chugged down the river.*
7. Change one letter to make the three-letter word **tub**.  
*Jump in the **tub** and take a bath.*

### Letters



### Words



8. Change one letter to make the three-letter word **hub**.  
*The rubber tire fits on a metal **hub**.*
9. Change one letter to make the three-letter word **hug**.  
*Everyone needs a **hug** now and then.*
10. Change one letter to make the three-letter word **dug**.  
*My dog **dug** a hole in my garden.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **taught** and **give**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Play, "Missing Word" by saying a sentence that is missing a word wall word (e.g., Did you \_\_\_\_ the door?).
3. Students identify and write the missing word.

## Sort Words

rug  
rub  
run  
bun  
bug  
tug  
tub  
hub  
hug  
dug

## Transfer Words

taught  
give

## Wall Words

jug  
us  
up  
nuts  
run

# Lesson 29

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **in**.  
*My jacket is **in** the closet.*
2. Change one letter to make the two-letter word **it**.  
*It is a blue rain jacket.*
3. Add one letter to make the three-letter word **pit**.  
*A **pit** bull terrier is a kind of dog.*
4. Change one letter to make the three-letter word **pet**.  
*My uncle has a pit bull terrier as a **pet**.*
5. Change one letter to make the three-letter word **get**.  
*I'd like to **get** a drink of water.*
6. Change one letter to make the three-letter word **net**.  
*Food workers are required to wear a hair **net**.*
7. Keep the letters you used to spell **net**. Move the letters around to make the three-letter word **ten**.  
*I have **ten** dollars to buy school supplies.*

### Letters



### Words



8. Change one letter to make the three-letter word **pen**.  
*I need to buy a binder, paper and a pen.*
9. Change one letter to make the three-letter word **pin**.  
*Use a push pin to tack things to the bulletin board.*
10. Change one letter to make the three-letter word **tin**.  
*Keep the push pins in a tin box.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **tear** and **notes**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Work with students to make a list of other words that have the same ending as the word wall words.

## Sort Words

in  
it  
pit  
pet  
get  
net  
ten  
pen  
pin  
tin

## Transfer Words

tear  
notes

## Wall Words

jug  
us  
up  
nuts  
run

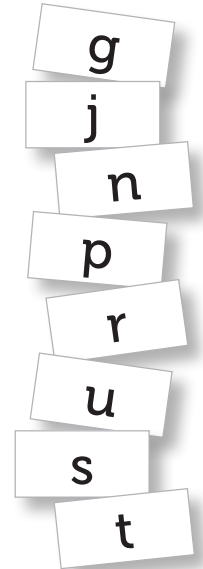
# Lesson 30

To review the letters and sounds, put the big letters in the pocket chart and invite students to make words they remember from each lesson. Students do not have their little individual letters. During the group activity, make sure students spell each of the words that were added to the word wall during the last nine lessons.

## Review

1. Put the big letters **g j t r u** in the pocket chart. Let students come and make any words they can. If no one makes **jug**, ask someone to come and make it. Show them the World Wall card for **jug**.
2. Add the letters **s** and **p** in the pocket chart. Again, let students come and make some words. Be sure they make **us** and **up**, and show them the Word Wall cards for **us** and **up**.
3. Put the big letters **n p r u s t** in the pocket chart. Again, let students come and make some words. Be sure they make **nuts**, and show them the Word Wall card for **nuts**.
4. Keep the big letters **n p r u s t** in the pocket chart. Again, let students come and make some words. Be sure they make **run**, and show them the Word Wall card for **run**.

## Letters and Sounds for Review



## Word Wall Review

1. Beginning with the words that were added to the wall during the last nine lessons, review words on the wall. Review the new words and any other words students are still working to read or spell.
2. Clap and chant the spelling of each word wall word. (Note: Often students come up with engaging alternatives to clapping. Some motions include, "raising the roof" (pushing upward), snapping, slapping knees, tapping desktops, or stomping their feet).
3. Give each student a copy of the Take-Home Word Wall with all of the words that have been added up to this point.

## Wall Words

jug

us

up

nuts

run

# Lesson 31

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

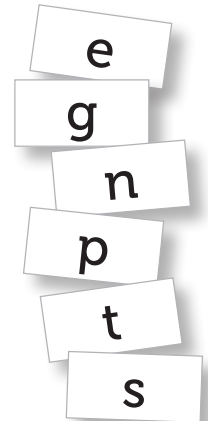
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take three letters to make the word **set**.  
*Neeta got a chess **set** for her birthday.*
2. Change one letter to make the three-letter word **get**.  
*She was excited to **get** a chess set.*
3. Change one letter to make the three-letter word **pet**.  
*Do you have a **pet**?*
4. Change one letter to make the three-letter word **pen**.  
*I have a blue **pen**.*
5. Change one letter to make the three-letter word **ten**.  
*My **pen** cost **ten** cents.*
6. Add one letter to make the four-letter word **tens**.  
*Three **tens** equal thirty.*
7. Change one letter to make the four-letter word **pens**.  
***Pens** come in many different colors.*
8. Change one letter to make the four-letter word **pets**.  
*My **pets** are all fish.*

### Letters



### Words



9. Change one letter to make the four-letter word **gets**.  
*Raj gets a \$10 allowance each week.*
10. Change one letter to make the four-letter word **nets**.  
*You can use butterfly nets to catch other bugs too.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **tipped** and **sent**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Place the words on the wall.
2. Point to each word and have the students say the words.
3. Use each word in a sentence that illustrates their meaning.

## Sort Words



## Transfer Words



## Wall Words





# Lesson 32

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take three letters to make the word **set**.  
*Set the book on the desk.*
2. Change one letter to make the three-letter word **pet**.  
*Seth has a pet snake.*
3. Change one letter to make the three-letter word **pen**.  
*May I borrow your pen?*
4. Add one letter to make the four-letter word **pens**.  
*I need to buy some new pens.*
5. Change one letter to make the four-letter word **pets**.  
*Mosquitoes don't make good pets.*
6. Keep the letters you used to spell **pets**. Move the letters around to make the four-letter word **pest**.  
*A mosquito is a pest.*
7. Change one letter to make the four-letter word **nest**.  
*The birds are making a nest.*

### Letters



### Words



8. Keep the letters you used to spell **nest**. Move the letters around to make the word **nets**.  
*Some people catch fish in nets.*
9. Take one letter away to make the word **net**.  
*A net full of fish can be very heavy.*
10. Keep the letters you used to spell **net**. Move the letters around to make the three-letter word **ten**. *I caught ten fish in my net.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **seven** and **tearful**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Have students say each word in a sentence, clapping and saying each letter.

## Sort Words



## Transfer Words



## Wall Words



# Lesson 33

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

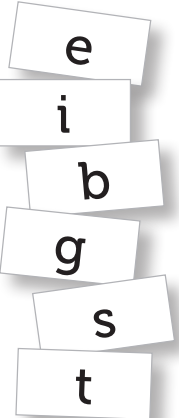
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **it**.  
*It is another good day.*
2. Add one letter to make the three-letter word **sit**.  
*I like to sit and watch the sunrise.*
3. Change one letter to make the three-letter word **set**.  
*Please set the table.*
4. Change one letter to make the three-letter word **bet**.  
*I'll bet my team wins this week.*
5. Change one letter to make the three-letter word **bit**.  
*I was a little bit worried they wouldn't win.*
6. Change one letter to make the three-letter word **big**.  
*This will be a big win for my team.*
7. Change one letter to make the three-letter word **beg**.  
*I taught my dog to sit up and beg.*

### Letters



### Words



8. Add one letter to make the four-letter word **begs**.  
*He **begs** for treats.*
9. Change one letter to make the four-letter word **bets**.  
*My friend never **bets** on football games.*
10. Keep the letters you used to spell **bets**. Change the order of the letters to make the word **best**.  
*My team is the **best** in our town.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **today** and **sick**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Ask students to write each of the words.

## Sort Words

it  
sit  
set  
bet  
bit  
big  
beg  
begs  
bets  
best

## Transfer Words

today  
sick

## Wall Words

big  
get  
pest  
you  
are

# Lesson 34

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

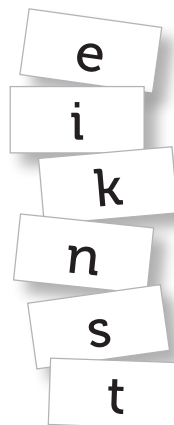
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **it**.  
*It is time to practice making words.*
2. Add one letter to make the three-letter word **sit**.  
*Sit down and make words with me.*
3. Change one letter to make the three-letter word **kit**.  
*I have a model plane kit.*
4. Change one letter to make the three-letter word **kin**.  
*My family is my kin.*
5. Change one letter to make the three-letter word **tin**.  
*Put the cookies in the cookie tin.*
6. Change one letter to make the three-letter word **ten**.  
*I ate ten cookies after lunch.*
7. Keep the letters you used to spell **ten**. Move the letters around to make the three-letter word **net**.  
*The Internet is also called the Net.*

### Letters



### Words



8. Add one letter to make the four-letter word **nets**.  
*Other kinds of **nets** are used to catch bugs or fish.*
9. Keep the letters you used to spell **nets**. Change the order of the letters to make the word **nest**.  
*There is a bird's **nest** in that tree.*
10. Keep the letters you used to spell **nest**. Change the order of the letters to make the word **tens**.  
*There are **tens** of nests in the trees at the park.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **sight** and **noon**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Play "I'm Thinking of a Word" by giving beginning letter/sound and rhyming clues to help students find a given word wall word. For example, "I'm thinking of a word that begins with s and rhymes with bat."

## Sort Words

it  
sit  
kit  
kin  
tin  
ten  
net  
nets  
nest  
tens

## Transfer Words

sight  
noon

## Wall Words

big  
get  
pest  
you  
are

# Lesson 35

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **in**.  
*We are **in** a building.*
2. Change one letter to make the two-letter word **is**.  
*It **is** a large building.*
3. Change one letter to make the two-letter word **it**.  
*It **is** a school building.*
4. Add one letter to make the three-letter word **sit**.  
*We **sit** at desks and tables to work.*
5. Change one letter to make the three-letter word **set**.  
*The classroom **is set** up to help us learn.*
6. Change one letter to make the three-letter word **net**.  
*He put the ball in the **net**.*
7. Change one letter to make the three-letter word **get**.  
*The Internet is a great place to **get** information.*

### Letters



### Words





8. Add one letter to make the four-letter word **gets**.  
*My friend **gets** music and movies from the Internet.*
9. Change one letter to make the four-letter word **nets**.  
*Cafeteria workers are required to wear hair **nets**.*
10. Keep the letters you used to spell **nets**. Change the order of the letters to make the word **nest**.  
*A bird lays its eggs in a **nest**.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **toothpaste** and **never**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Give each student a BINGO board with 9 locations.
2. Call 9 words from the word wall and ask students to write each word in a square on the BINGO board.
3. Read the words on the boards together.

## Sort Words

in  
is  
it  
sit  
set  
net  
get  
gets  
nets  
nest

## Transfer Words

toothpaste  
never

## Wall Words

big  
get  
pest  
you  
are



# Lesson 36

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

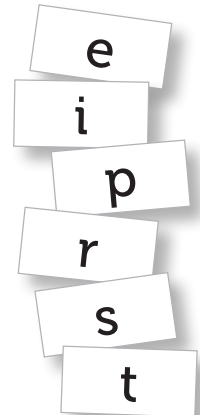
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **it**.  
*What is it?*
2. Add one letter to make the three-letter word **sit**.  
*Let's sit and talk.*
3. Change one letter to make the three-letter word **sip**.  
*We can sip our tea while we talk.*
4. Change one letter to make the three-letter word **rip**.  
*There is a rip in my coat sleeve.*
5. Change one letter to make the three-letter word **tip**.  
*I read a great tip about how to win my video game.*
6. Move the letters around to make the three-letter word **pit**.  
*The tip will help keep my game character from falling in the pit.*
7. Change one letter to make the three-letter word **pet**.  
*What kind of pet would you like to have?*

## Letters



## Words



8. Add one letter to make the four-letter word **pets**.  
*All different kinds of animals can be **pets**.*
9. Keep the letters you used to spell **pets**. Change the order to the letters to make the word **pest**.  
*My little sister can sometimes be a **pest**.*
10. Change one letter to make the four-letter word **rest**.  
*She comes into my room when I am trying to **rest**.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **sank** and **turn**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Play BINGO using the boards created in the last lesson.
2. Call each of the 9 words until a student has BINGO and then finish by filling the board.

## Sort Words



## Transfer Words



## Wall Words



# Lesson 37

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

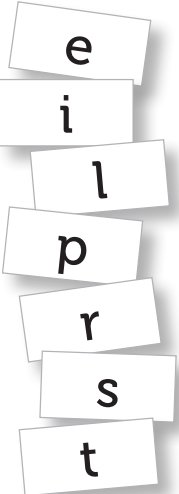
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **it**.  
*It is fun to go to the car races.*
2. Add one letter to make the three-letter word **pit**.  
*The pit crew takes care of the race cars.*
3. Change one letter to make the three-letter word **lit**.  
*The race track is lit up at night.*
4. Change one letter to make the three-letter word **lip**.  
*Don't burn your lip on the hot chocolate.*
5. Change one letter to make the three-letter word **sip**.  
*Sip the hot chocolate slowly.*
6. Change one letter to make the three-letter word **sit**.  
*Sit awhile and wait for it to cool off.*
7. Change one letter to make the three-letter word **set**.  
*Set the cup on the table when you are done.*

## Letters



## Words



8. Change one letter to make the three-letter word **pet**.  
*Cuddle with your **pet** cat.*
9. Add one letter to make the four-letter word **pets**.  
*Cuddling furry **pets** helps people to feel calm.*
10. Keep the letters you used to spell **pets**.  
Move the letters around to make the four-letter word **step**.  
*Be careful not to **step** on small pets.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **pencil** and **seep**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Ask students to add an ending (-ing, -ed, -s, -es) to the end of the words as appropriate.

## Sort Words

it  
pit  
lit  
lip  
sip  
sit  
set  
pet  
pets  
step

## Transfer Words

pencil  
seep

## Wall Words

big  
get  
pest  
you  
are

# Lesson 38

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

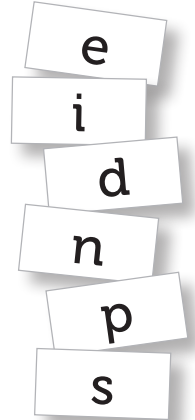
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **in**.  
*The city of Paris is **in** France.*
2. Add one letter to make the three-letter word **pin**.  
*Put a **pin** on the map to show where Paris is.*
3. Change one letter to make the three-letter word **pen**.  
*I have a **pen** made in France.*
4. Change one letter to make the three-letter word **den**.  
*My world globe is in my **den**.*
5. Add one letter to make the four-letter word **dens**.  
*Do any of you have globes in your **dens**?*
6. Change one letter to make the four-letter word **pens**.  
*Do any of you have **pens** made in France?*
7. Change one letter to make the four-letter word **pins**.  
*Let's put **pins** to show more cities on our map.*

### Letters



### Words



8. Keep the letters you used to spell **pins**. Change the order of the letters to make the word **spin**.  
*Spin the globe and pick a country.*
9. Keep the letters you used to spell **spin**. Change the order of the letters to make the word **snip**.  
*Snip the corner off the paper with your scissors.*
10. Take one letter away to make the word **sip**.  
*Take a sip of water from the water fountain.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **sell** and **path**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Play, "Missing Word" by saying a sentence that is missing a word wall word (e.g., Did you \_\_\_\_\_ the door?).
3. Students identify and write the missing word.

## Sort Words



## Transfer Words



## Wall Words



# Lesson 39

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

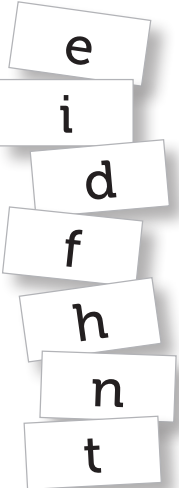
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **in**.  
*The soccer ball went **in** the goal net.*
2. Change one letter to make the two-letter word **it**.  
*It was Javier's first goal.*
3. Add one letter to make the three-letter word **hit**.  
*The ball **hit** the goal post and went into the net.*
4. Change one letter to make the three-letter word **fit**.  
*Athletes must be physically **fit**.*
5. Change one letter to make the three-letter word **fin**.  
*My fish has a **fin**.*
6. Change one letter to make the three-letter word **tin**.  
*I have a small **tin** of mints.*
7. Change one letter to make the three-letter word **ten**.  
*There are **ten** mints in the tin.*

### Letters



### Words





8. Change one letter to make the three-letter word **hen**.  
*Brea has a pet **hen**.*
9. Change one letter to make the three-letter word **den**.  
*The fox lives in a **den**.*
10. Keep the letters you used to spell **den**. Change the order of the letter to make the word **end**.  
*My foot is at the **end** of my leg.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **tower** and **hand**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Work with students to make a list of other words that have the same ending as the word wall words.

## Sort Words

in  
it  
hit  
fit  
fin  
tin  
ten  
hen  
den  
end

## Transfer Words

tower  
hand

## Wall Words

big  
get  
pest  
you  
are



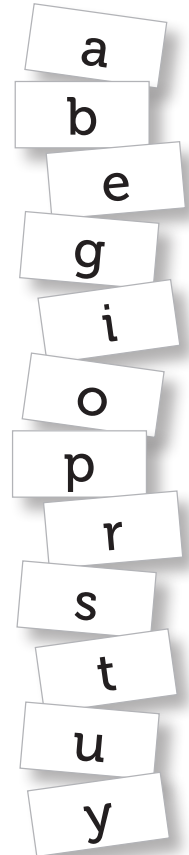
# Lesson 40

To review the letters and sounds, put the big letters in the pocket chart and invite students to make words they remember from each lesson. Students do not have their little individual letters. During the group activity, make sure students spell each of the words that were added to the word wall during the last nine lessons.

## Review

1. Put the big letters **b e g i t** in the pocket chart. Let students come and make any words they can. If no one makes **big**, ask someone to come and make it. Show them the World Wall card for **big**.
2. Keep the big letters **b e g i t** in the pocket chart. Again, let students come and make some words. Be sure they make **get**, and show them the Word Wall card for **get**.
3. Put the big letters **e t p s t** in the pocket chart. Again, let students come and make some words. Be sure they make **pest**, and show them the Word Wall card for **pest**.
4. Put the big letters **a e n r o t y u** in the pocket chart. Again, let students come and make some words. Be sure they make **you** and **are**, and show them the Word Wall card for **you** and **are**.

## Letters and Sounds for Review



## Word Wall Review

1. Beginning with the words that were added to the wall during the last nine lessons, review words on the wall. Review the new words and any other words students are still working to read or spell.
2. Clap and chant the spelling of each word wall word. (Note: Often students come up with engaging alternatives to clapping. Some motions include, "raising the roof" (pushing upward), snapping, slapping knees, tapping desktops, or stomping their feet).
3. Give each student a copy of the Take-Home Word Wall with all of the words that have been added up to this point.

## Wall Words

big

get

pest

you

are

# Lesson 41

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

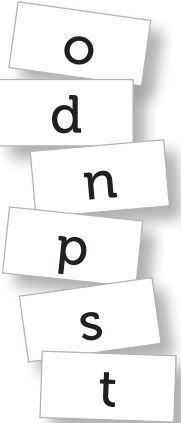
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **on**.  
*Put your coat on.*
2. Keep the letters you used to spell **on**. Move the letters around to make the two-letter word **no**.  
*Please don't say no.*
3. Add one letter to make the three-letter word **not**.  
*It's not cold outside.*
4. Change one letter to make the three-letter word **pot**.  
*Cook the stew in a pot.*
5. Change one letter to make the three-letter word **pod**.  
Have you ever seen a **pod** of whales?
6. Change one letter to make the three-letter word **nod**.  
*Nod if you have seen a whale pod.*
7. Add one letter to make the four-letter word **nods**.  
*How many nods did you see?*

### Letters



### Words



8. Change one letter to make the four-letter word **pods**.  
*Not many of us have seen whale pods.*
9. Add one letter to make the five-letter word **ponds**.  
*Whales don't live in ponds.*
10. Take one letter away to make the four-letter word **pond**.  
*A pond is much too small to hold a whale.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **talent** and **number**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Place the words on the wall.
2. Point to each word and have the students say the words.
3. Use each word in a sentence that illustrates their meaning.

## Sort Words

on  
no  
not  
pot  
pod  
nod  
nods  
pods  
ponds  
pond

## Transfer Words

talent  
number

## Wall Words

stop  
not  
got  
on  
but

# Lesson 42

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

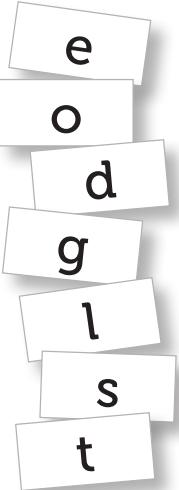
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **go**.  
*Let's go.*
2. Add one letter to make the three-letter word **got**.  
*We've got ten words to spell.*
3. Change one letter to make the three-letter word **get**.  
*Get the letters you need to spell each word.*
4. Change one letter to make the three-letter word **set**.  
*Set the letters on the table.*
5. Change one letter to make the three-letter word **let**.  
*Let me see what you have spelled.*
6. Change one letter to make the three-letter word **lot**.  
*We have a lot of smart spellers.*
7. Change one letter to make the three-letter word **log**.  
*There is a log in the forest.*

### Letters



### Words



8. Change one letter to make the three-letter word **dog**.  
*A **dog** sits on the log.*
9. Add one letter to make the four-letter word **dogs**.  
*Four **dogs** try to sit on the log.*
10. Change one letter to make the four-letter word **logs**.  
*The dogs need more **logs** to sit on.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **silly** and **edge**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Have students say each word in a sentence, clapping and saying each letter.

## Sort Words

go  
got  
get  
set  
let  
lot  
log  
dog  
dogs  
logs

## Transfer Words

silly  
edge

## Wall Words

stop  
not  
got  
on  
but

# Lesson 43

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take three letters to make the word **sod**.  
*The gardner put **sod** in his yard.*
2. Change one letter to make the three-letter word **pod**.  
*Milkweed has a large seed **pod**.*
3. Change one letter to make the three-letter word **pot**.  
*The plant is in a flower **pot**.*
4. Change one letter to make the three-letter word **pet**.  
*I have a **pet** bird.*
5. Add one letter to make the four-letter word **pest**.  
*My friend thinks my bird is a **pest**.*
6. Keep the letters you used to spell **pest**. Change the order to make the word **step**.  
*Julia loves her **step** sister.*
7. Change one letter to make the four-letter word **stop**.  
*There is a **stop** sign on the corner.*

### Letters



### Words



8. Take one letter away to make the word **top**.  
*I have a spinning top.*
9. Add one letter to make the four-letter word **tops**.  
*Have you ever played with spinning tops?*
10. Keep the letters you used to spell **tops**. Change the order to make the word **pots**.  
*Pots and pans are kept in the kitchen.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **sing** and **piece**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Ask students to write each of the words.

## Sort Words

sod  
pod  
pot  
pet  
pest  
step  
stop  
top  
tops  
pots

## Transfer Words

sing  
piece

## Wall Words

stop  
not  
got  
on  
but



# Lesson 44

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

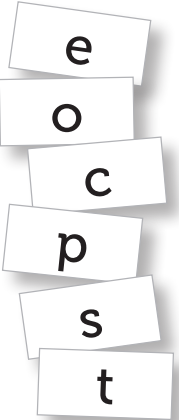
## Step 2

### Make Words

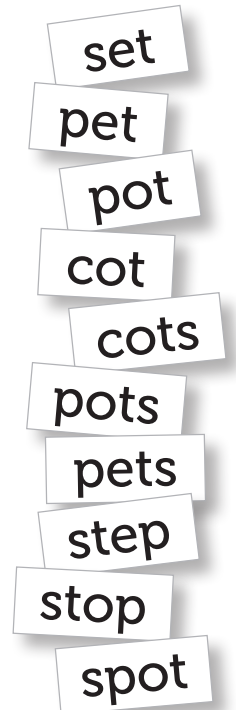
Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take three letters to make the word **set**.  
*Set the table for dinner.*
2. Change one letter to make the three-letter word **pet**.  
*Landon has a pet turtle.*
3. Change one letter to make the three-letter word **pot**.  
*He put his turtle in a pot.*
4. Change one letter to make the three-letter word **cot**.  
*Then he put his turtle on a cot.*
5. Add one letter to make the four-letter word **cots**.  
*Cots are not good places for turtles.*
6. Change one letter to make the four-letter word **pots**.  
*Pots are not great places for a turtle either.*
7. Change one letter to make the four-letter word **pets**.  
*Pets like dogs and cats like to sleep on cots.*

### Letters



### Words



8. Keep the letters you used to spell **pets**. Change the order of the letter to make the word **step**.  
*Keep your pet turtle where no one will **step** on it.*
9. Change one letter to make the four-letter word **stop**.  
***Stop** putting your turtle in pots.*
10. Keep the letters you used to spell **stop**. Change the order of the letters to make the word **spot**.  
*Find a better **spot** for your pet turtle to live.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **sister** and **pine**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Play "I'm Thinking of a Word" by giving beginning letter/sound and rhyming clues to help students find a given word wall word. For example, "I'm thinking of a word that begins with s and rhymes with bat"

## Sort Words



## Transfer Words



## Wall Words



# Lesson 45

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

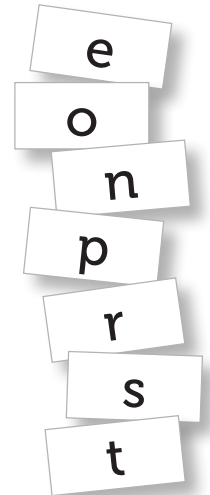
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take three letters to make the word **rot**.  
*Plants will **rot** if they get too wet.*
2. Change one letter to make the three-letter word **pot**.  
*Make sure the flower **pot** has a hole to drain water.*
3. Change one letter to make the three-letter word **pet**.  
*Nuri has **pet** chickens.*
4. Change one letter to make the three-letter word **pen**.  
*He keeps his chickens in a **pen**.*
5. Change one letter to make the three-letter word **ten**.  
*His chickens laid **ten** eggs.*
6. Move the letters around to make the three-letter word **net**.  
*He used a **net** to catch the bugs.*
7. Add one letter to make the four-letter word **nest**.  
*Some of his chickens have a **nest**.*

### Letters



### Words



8. Change one letter to make the four-letter word **rest**.  
*The **rest** of his chickens would like a nest too.*
9. Change one letter to make the four-letter word **pest**.  
*One of the chickens is quite a **pest**.*
10. Change one letter to make the four-letter word **past**.  
*Many people raised chickens in the **past**.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **pond** and **sink**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Give each student a BINGO board with 9 locations.
2. Call 9 words from the word wall and ask students to write each word in a square on the BINGO board.
3. Read the words on the boards together.

## Sort Words

rot  
pot  
pet  
pen  
ten  
net  
nest  
rest  
pest  
past

## Transfer Words

pond  
sink

## Wall Words

stop  
not  
got  
on  
but

# Lesson 46

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

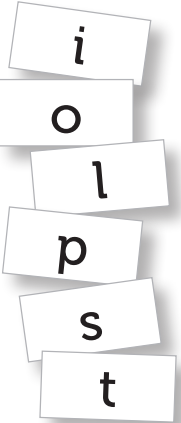
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **it**.  
*Is it a good day for a picnic?*
2. Add one letter to make the three-letter word **sit**.  
*We could sit and eat our lunch on the lawn.*
3. Change one letter to make the three-letter word **lit**.  
*They lit a campfire.*
4. Change one letter to make the three-letter word **pit**.  
*The campfire was made in a pit for safety.*
5. Change one letter to make the three-letter word **pot**.  
*Heat a pot of hot chocolate over the campfire.*
6. Change one letter to make the three-letter word **lot**.  
*I can drink a lot of hot chocolate.*
7. Add one letter to make the four-letter word **lots**.  
*Lots of people like hot chocolate.*

### Letters



### Words



8. Change one letter to make the four-letter word **pots**.  
*How many **pots** will we need?*
9. Keep the letters that you used to spell **pots**. Change the order of the letters to make the word **post**.  
*Addie has a letter to mail at the **post** office.*
10. Keep the letters that you used to spell **post**. Change the order of the letters to make the word **stop**.  
*We can **stop** and mail her letter on the way home.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **six** and **luck**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Play BINGO using the boards created in the last lesson.
2. Call each of the 9 words until a student has BINGO and then finish by filling the board.

## Sort Words

it  
sit  
lit  
pit  
pot  
lot  
lots  
pots  
post  
stop

## Transfer Words

six  
luck

## Wall Words

stop  
not  
got  
on  
but

# Lesson 47

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

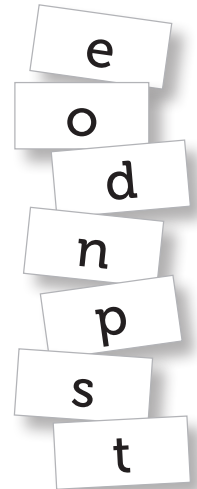
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **on**.  
*Collin's birthday is on Monday.*
2. Add one letter to make the three-letter word **son**.  
*Collin's dad is proud of his son.*
3. Change one letter to make the three-letter word **sop**.  
*Use bread to sop up the gravy on your plate.*
4. Change one letter to make the three-letter word **top**.  
*I like lots of gravy on top of my meat.*
5. Change one letter to make the three-letter word **ton**.  
*A ton is two thousand pounds.*
6. Change one letter to make the three-letter word **ten**.  
*Ten tons is twenty thousand pounds.*
7. Add one letter to make the four-letter word **tend**.  
*I tend to like string beans more than lima beans.*

### Letters



### Words





8. Change one letter to make the four-letter word **send**.  
*Send me a postcard when you go on vacation.*
9. Change one letter to make the four-letter word **sent**.  
*My grandma sent me a postcard from Florida.*
10. Change one letter to make the four-letter word **dent**.  
*There is a dent in my car door.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **sea** and **pain**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Ask students to add an ending (-ing, -ed, -s, -es) to the end of the words as appropriate.

## Sort Words

on  
son  
sop  
top  
ton  
ten  
tend  
send  
sent  
dent

## Transfer Words

sea  
pain

## Wall Words

stop  
not  
got  
on  
but



# Lesson 48

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

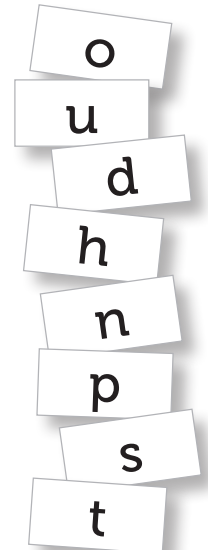
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **no**.  
*There is no letter T in the word "no".*
2. Add one letter to make the three-letter word **nod**.  
*Nod your head if you agree with me.*
3. Change one letter to make the three-letter word **not**.  
*Who does not like ice cream?*
4. Change one letter to make the three-letter word **nut**.  
*There is a nut tree growing in the yard.*
5. Change one letter to make the three-letter word **hut**.  
*A hut sits next to the nut tree.*
6. Change one letter to make the three-letter word **hot**.  
*It is a hot day.*
7. Change one letter to make the three-letter word **pot**.  
*There is a pot of soup on the stove.*
8. Add one letter to make the four-letter word **spot**.  
*There is a soup spot on my shirt.*

### Letters



### Words



9. Keep the letters you used to make the word **spot**.  
Change the order of the letters to make the word **pots**.  
*I cooked three **pots** of spaghetti for the dinner party.*
10. Change one letter to make the four-letter word **dots**.  
*My pajamas have polka **dots** on them.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **side** and **nectar**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Play, "Missing Word" by saying a sentence that is missing a word wall word (e.g., Did you \_\_\_\_\_ the door?).
3. Students identify and write the missing word.

## Sort Words

no  
nod  
not  
nut  
hut  
hot  
pot  
spot  
pots  
dots

## Transfer Words

side  
nectar

## Wall Words

stop  
not  
got  
on  
but

# Lesson 49

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

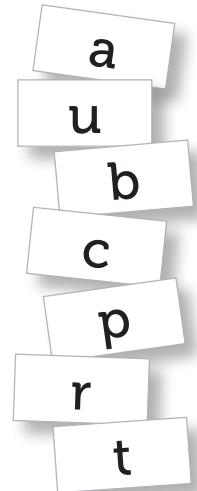
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **up**.  
*Have you seen the movie "Up"?*
2. Add one letter to make the three-letter word **cup**.  
*I'd like a **cup** of coffee.*
3. Change one letter to make the three-letter word **cut**.  
***Cut** your meat with a knife.*
4. Change one letter to make the three-letter word **but**.  
*There is nothing **but** a nickel in my piggy bank.*
5. Change one letter to make the three-letter word **rut**.  
*I tripped over a **rut** in the gravel road.*
6. Change one letter to make the three-letter word **rat**.  
*A **rat** is a rodent.*
7. Change one letter to make the three-letter word **bat**.  
*A **bat** is not a rodent.*

### Letters



### Words



8. Change one letter to make the three-letter word **cat**.  
*A lion is a large **cat**.*
9. Change one letter to make the three-letter word **cap**.  
*Wear your **cap** to the baseball game.*
10. Change one letter to make the three-letter word **rap**.  
*Do you like **rap** music?*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **pave** and **bonds**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Work with students to make a list of other words that have the same ending as the word wall words.

## Sort Words

up  
cup  
cut  
but  
rut  
rat  
bat  
cat  
cap  
rap

## Transfer Words

pave  
bonds

## Wall Words

stop  
not  
got  
on  
but

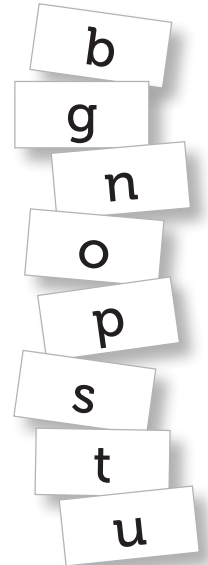
# Lesson 50

To review the letters and sounds, put the big letters in the pocket chart and invite students to make words they remember from each lesson. Students do not have their little individual letters. During the group activity, make sure students spell each of the words that were added to the word wall during the last nine lessons.

## Review

1. Put the big letters **n o p t s u** in the pocket chart. Let students come and make any words they can. If no one makes **stop**, ask someone to come and make it. Show them the Word Wall card for **stop**.
2. Keep the big letters **n o p t s u** in the pocket chart. Again, let students come and make some words. Be sure they make **not**, and show them the Word Wall card for **not**.
3. Put the big letters **b g o n u t** in the pocket chart. Again, let students come and make some words. Be sure they make **got**, **on**, and **but** and show them the Word Wall card for **got**, **on**, and **but**.

## Letters and Sounds for Review



## Word Wall Review

1. Beginning with the words that were added to the wall during the last nine lessons, review words on the wall. Review the new words and any other words students are still working to read or spell.
2. Clap and chant the spelling of each word wall word. (Note: Often students come up with engaging alternatives to clapping. Some motions include, "raising the roof" (pushing upward), snapping, slapping knees, tapping desktops, or stomping their feet).

Give each student a copy of the Take-Home Word Wall with all of the words that have been added up to this point.

## Wall Words



# Lesson 51

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

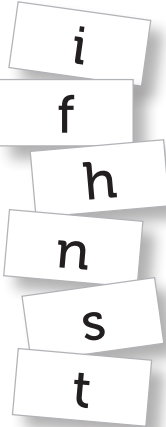
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **it**.  
*It is a beautiful day.*
2. Change one letter to make the two-letter word **in**.  
*The cat is in the box.*
3. Change one letter to make the two-letter word **is**.  
*School is fun.*
4. Add one letter to make the three-letter word **his**.  
*His name is Sam.*
5. Change one letter to make the three-letter word **hit**.  
*I hit the ball with the bat.*
6. Add one letter to make the four-letter word **hits**.  
*Nikko hits the baseball farther than anyone else on his team.*
7. Change one letter to make the four-letter word **fits**.  
*My new coat fits perfectly.*

### Letters



### Words



8. Keep the letters you used to spell the word **fits**.  
Change the order to make the word **fist**.  
*She made a **fist** with her hand.*
9. Take one letter away to make the three-letter word **fit**.  
*My old shoes don't **fit** any more.*
10. Change one letter to make the three-letter word **sit**.  
*I like to **sit** in the front of the bus.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **hang** and **size**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Place the words on the wall.
2. Point to each word and have the students say the words.
3. Use each word in a sentence that illustrates their meaning.

## Sort Words

it  
in  
is  
his  
hit  
hits  
fits  
fist  
fit  
sit

## Transfer Words

hang  
size

## Wall Words

bed  
let  
his  
she  
when



# Lesson 52

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

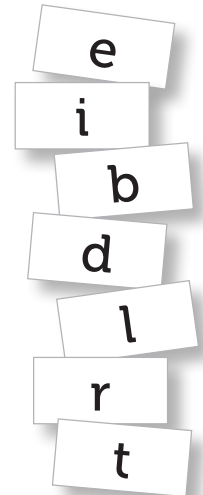
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take three letters to make the word **bed**.  
*My mom served me breakfast in **bed**.*
2. Change one letter to make the three-letter word **red**.  
*I wear my **red** hat when I want to stand out in a crowd.*
3. Change one letter to make the three-letter word **led**.  
*Jenna **led** her horse into the barn.*
4. Change one letter to make the three-letter word **lid**.  
*Please put the **lid** back on that jar.*
5. Change one letter to make the three-letter word **rid**.  
*How are we going to get **rid** of these pesky flies?*
6. Change one letter to make the three-letter word **bid**.  
*My dad placed a **bid** on a Corvette at the classic car auction.*

### Letters



### Words



7. Change one letter to make the three-letter word **bit**.  
*I accidentally **bit** my tongue.*
8. Change one letter to make the three-letter word **lit**.  
*Shen **lit** the candles on the birthday cake.*
9. Change one letter to make the three-letter word **let**.  
***Let** me help you with that.*
10. Change one letter to make the three-letter word **bet**.  
*Do you want to make a **bet** about who will win the football game?*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **lump** and **roar**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Have students say each word in a sentence, clapping and saying each letter.  
(It's time for **bed**. **b-e-d**, **bed**)

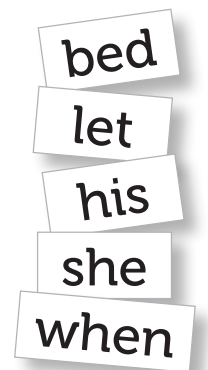
## Sort Words



## Transfer Words



## Wall Words



# Lesson 53

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

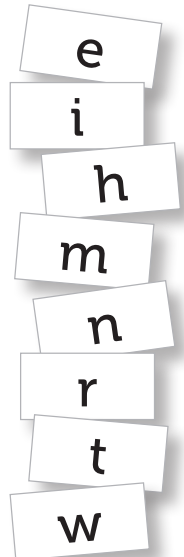
## Step 2

### Make Words

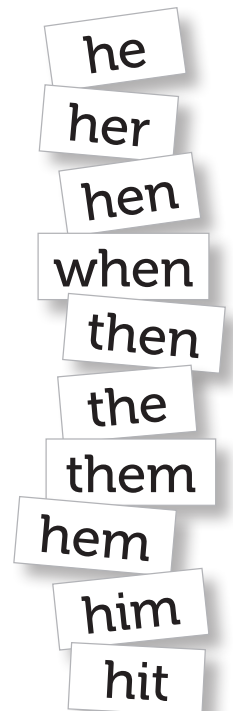
Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word, **he**.  
*He likes to play video games.*
2. Add one letter to make the three-letter word **her**.  
*Maizie went shopping with her mom.*
3. Change one letter to make the three-letter word **hen**.  
*The hen laid an egg.*
4. Add one letter to make the four-letter word **when**.  
*When can we go home?*
5. Change one letter to make the four-letter word **then**.  
*If you call me at 5 o'clock I'm sure I'll be home by then.*
6. Take one letter away to make the word **the**.  
*The movie was great!*
7. Add one letter to make the four-letter word **them**.  
*Ava and Liam brought warm coats with them to the football game.*

## Letters



## Words



8. Take one letter away to make the word **hem**.  
*There is a wide **hem** at the bottom of those pants.*
9. Change one letter to make the three-letter word **him**.  
*Diego took his little brother with **him** to the park.*
10. Change one letter to make the three-letter word **hit**.  
***Hit** the ball out of the park.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

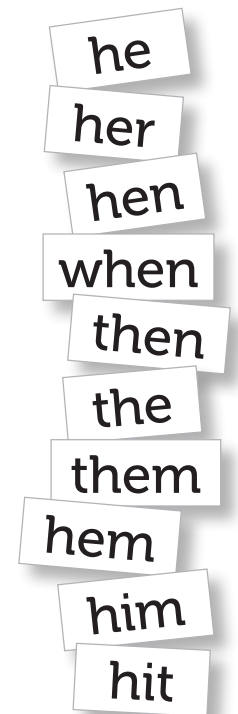
Say each of the following words, **hard** and **mask**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Ask students to write each of the words.

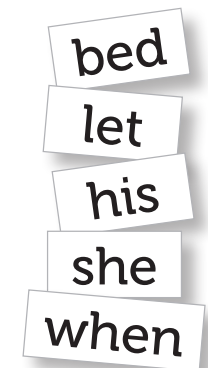
## Sort Words



## Transfer Words



## Wall Words



# Lesson 54

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

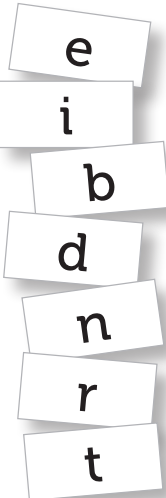
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word, **in**.  
*Put your coat **in** the closet.*
2. Add one letter to make the three-letter word **bin**.  
*Choose a book from the yellow **bin**.*
3. Change one letter to make the three-letter word **bit**.  
*Jade was a little **bit** afraid of flying on an airplane for the first time.*
4. Change one letter to make the three-letter word **bet**.  
*How much do you want to **bet** my team will win?*
5. Change one letter to make the three-letter word **bed**.  
*I have a king-sized **bed**.*
6. Change one letter to make the three-letter word **red**.  
*The cardinal's **red** feathers made it easy to see against the white snow.*
7. Change one letter to make the three-letter word **rid**.  
*We need to get **rid** of this stinky garbage.*

### Letters



### Words



8. Add one letter to make the four-letter word **ride**.  
*That roller coaster is my favorite **ride** at the amusement park.*
9. Change one letter to make the four-letter word **bide**.  
*They decided to **bide** their time and wait patiently for the bell to ring.*
10. Take one letter away to make the word **bid**.  
*He **bid** \$100 for the gaming system.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **during** and **notice**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Play "I'm Thinking of a Word" by giving beginning letter/sound and rhyming clues to help students find a given word wall word. For example, "I'm thinking of a word that begins with s and rhymes with bat."

## Sort Words

in  
bin  
bit  
bet  
bed  
red  
rid  
ride  
bide  
bid

## Transfer Words

during  
notice

## Wall Words

bed  
let  
his  
she  
when

# Lesson 55

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word, **as**.  
*Jaden ate popcorn **as** he watched the movie.*
2. Add one letter to make the three-letter word **has**.  
*Sara **has** two younger brothers.*
3. Change one letter to make the three-letter word **hat**.  
*Put your **hat** on before you go outside.*
4. Change one letter to make the three-letter word **bat**.  
*Don't throw the **bat** after you hit the ball.*
5. Change one letter to make the three-letter word **sat**.  
*Jaden **sat** on the park bench.*
6. Change one letter to make the three-letter word **sit**.  
*Please **sit** down.*
7. Change one letter to make the three-letter word **bit**.  
*Ivy **bit** into the juicy apple.*

### Letters



### Words





8. Change one letter to make the three-letter word **hit**.  
*The ball **hit** the backboard and bounced into the basketball hoop.*
9. Change one letter to make the three-letter word **his**.  
***His** name is Ali.*
10. Add one letter to make the four-letter word **this**.  
***This** is the last word we will make.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **harm** and **boost**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Give each student a BINGO board with 9 locations.
2. Call 9 words from the word wall and ask students to write each word in a square on the BINGO board.
3. Read the words on the boards together.

## Sort Words

as  
has  
hat  
bat  
sat  
sit  
bit  
hit  
his  
this

## Transfer Words

harm  
boost

## Wall Words

bed  
let  
his  
she  
when



# Lesson 56

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

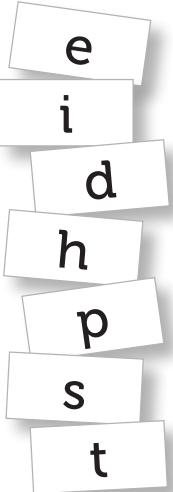
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take three letters to make the word, **dip**.  
**Dip** the corn chip in the salsa.
2. Change one letter to make the three-letter word **tip**.  
*I touched the ice cube with the tip of my finger.*
3. Change one letter to make the three-letter word **sip**.  
**Sip** the hot chocolate slowly.
4. Add one letter to make the four-letter word **ship**.  
*My friend went to Mexico on a cruise ship.*
5. Take one letter away to make the word **hip**.  
*Dillon keeps his wallet in his hip pocket.*
6. Change one letter to make the three-letter word **his**.  
*Hideki is named after his Japanese grandfather.*
7. Change one letter to make the three-letter word **hid**.  
*I hid the present in the back of the closet.*

### Letters



### Words



8. Keep the letter h. Add another letter make the word **he**.  
*He is a good student.*
9. Add one letter to make the three-letter word **she**.  
*She likes to read books about the Solar System.*
10. Add one letter to make the four-letter word **shed**.  
*Put the lawnmower back in the shed.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **pool** and **telephone**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Play BINGO using the boards created in the last lesson.
2. Call each of the 9 words until a student has BINGO and then finish by filling the board.

## Sort Words

dip  
tip  
sip  
ship  
hip  
his  
hid  
he  
she  
shed

## Transfer Words

pool  
telephone

## Wall Words

bed  
let  
his  
she  
when

# Lesson 57

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

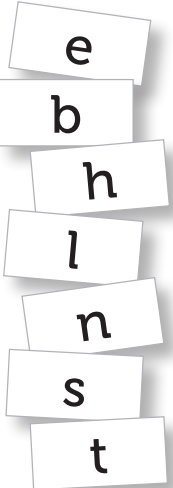
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **he**.  
*He is the oldest child in his family.*
2. Add one letter to make the three-letter word **hen**.  
*How many eggs does a hen lay in one day?*
3. Change one letter to make the three-letter word **ten**.  
*I have ten fingers.*
4. Keep the letters you used to spell **ten**. Change the order of the letters to make the word **net**.  
*I caught a big fish in my net.*
5. Change one letter to make the three-letter word **bet**.  
*It is a sure bet that the sun will rise in the morning.*
6. Change one letter to make the three-letter word **let**.  
*Let that be a lesson to you.*
7. Change one letter to make the three-letter word **set**.  
*Anya has a hand-carved chess set.*

### Letters



### Words



8. Add one letter to make the four-letter word **sent**.  
*She **sent** out invitations to her party.*
9. Change one letter to make the four-letter word **lent**.  
*Jamari **lent** a book to his sister.*
10. Change one letter to make the four-letter word **bent**.  
*He **bent** over to pick up the pencil  
he had dropped.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **belt** and **sofa**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Ask students to add an ending (-ing, -ed, -s, -es) to the end of the words as appropriate.

## Sort Words

he  
hen  
ten  
net  
bet  
let  
set  
sent  
lent  
bent

## Transfer Words

belt  
sofa

## Wall Words

bed  
let  
his  
she  
when

# Lesson 58

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

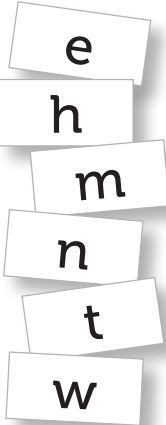
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take two letters to make the word **me**.  
*Please listen to me carefully.*
2. Change one letter to make the two-letter word **we**.  
*We will spell this word together.*
3. Change one letter to make the two-letter word **he**.  
*He is the tallest boy in his class.*
4. Add one letter to make the three-letter word **hen**.  
*The hen has five baby chicks.*
5. Add one letter to make the four-letter word **when**.  
*When are you going to be hungry?*
6. Change one letter to make the three-letter word **then**.  
*I enjoy taking a long walk now and then.*
7. Take one letter away to make the word **ten**.  
*The pizza will be ready in ten minutes.*

### Letters



### Words



8. Keep the letters you used to spell the word **ten**.  
Change the order of the letters to make the word **net**.  
*Alijah caught the butterfly with his net.*
9. Change one letter to make the three-letter word **wet**.  
*Put on your rain boots so your feet don't get wet.*
10. Change one letter to make the three-letter word **met**.  
*I met my friend at the skate park.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **may** and **heavy**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Play, "Missing Word" by saying a sentence that is missing a word wall word (e.g., Did you \_\_\_\_\_ the door?).
3. Students identify and write the missing word.

## Sort Words

me  
we  
he  
hen  
when  
then  
ten  
net  
wet  
met

## Transfer Words

may  
heavy

## Wall Words

bed  
let  
his  
she  
when

# Lesson 59

## Step 1

### Name letters and their common sounds

Before beginning to make words, have the students point to each letter, name it, and say its common sound.

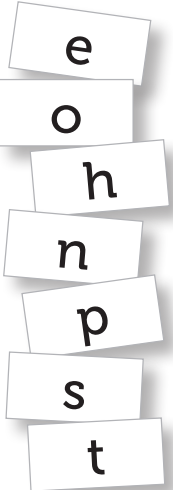
## Step 2

### Make Words

Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. If you keep the lesson fast-paced, students will pay better attention. When the word is made with the big letters, help students compare and contrast their words with the model and fix if needed.

1. Take three letters to make the word **she**.  
*She is a talented artist.*
2. Take one letter away to make the word **he**.  
*He likes to cook dinner with his dad.*
3. Add one letter to make the three-letter word **hen**.  
*I once had a hen for a pet.*
4. Change one letter to make the three-letter word **ten**.  
*It took ten hours to drive to my grandparent's house.*
5. Change one letter to make the three-letter word **ton**.  
*That rock must weigh a ton.*
6. Change one letter to make the three-letter word **top**.  
*Muhammed and Nia climbed to the top of the mountain.*
7. Change one letter to make the three-letter word **hop**.  
*Can you hop on one foot?*

### Letters



### Words





8. Add one letter to make the four-letter word **shop**.  
*I love to **shop** for new clothes.*
9. Change one letter to make the four-letter word **stop**.  
*The boys couldn't **stop** laughing.*
10. Change one letter to make the four-letter word **step**.  
*Sasha went up the stairs one **step** at a time.*

### Step 3

## Sort

Collect the letters. Then read all the words in the pocket chart with the students.

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

### Step 4

## Transfer

Say each of the following words, **sold** and **pear**, and ask the students to decide what letter they begin with.

### Step 5

## Word Wall

1. Point to each word and have the students say the words.
2. Work with students to make a list of other words that have the same ending as the word wall words.

## Sort Words

she  
he  
hen  
ten  
ton  
top  
hop  
shop  
stop  
step

## Transfer Words

sold  
pear

## Wall Words

bed  
let  
his  
she  
when

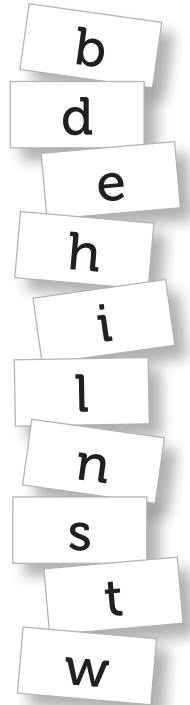
# Lesson 60

To review the letters and sounds, put the big letters in the pocket chart and invite students to make words they remember from each lesson. Students do not have their little individual letters. During the group activity, make sure students spell each of the words that were added to the word wall during the last nine lessons.

## Review

1. Put the big letters **b d e n t** in the pocket chart. Let students come and make any words they can. If no one makes **bed**, ask someone to come and make it. Show them the Word Wall card for **bed**.
2. Put the big letters **e l n t s** in the pocket chart. Again, let students come and make some words. Be sure they make **let**, and show them the Word Wall card for **let**.
3. Put the big letters **i e h s t** in the pocket chart. Again, let students come and make some words. Be sure they make **his** and **she**, and show them the Word Wall card for **his** and **she**.
4. Put the big letters **e h n w t** in the pocket chart. Again, let students come and make some words. Be sure they make **when**, and show them the Word Wall card for **when**.

## Letters and Sounds for Review



## Word Wall Review

1. Beginning with the words that were added to the wall during the last nine lessons, review words on the wall. Review the new words and any other words students are still working to read or spell.
2. Clap and chant the spelling of each word wall word. (Note: Often students come up with engaging alternatives to clapping. Some motions include, "raising the roof" (pushing upward), snapping, slapping knees, tapping desktops, or stomping their feet).
3. Give each student a copy of the Take-Home Word Wall with all of the words that have been added up to this point.

## Wall Words

bed

let

his

she

when

# Making Words

*for Students with Complex Instructional Needs*

## Reproducibles

Student Tiles

Teacher Tiles

Word Walls (Lessons 1-60)

Bingo Board



# Student Tiles

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

# Student Tiles

e

d

c

b

a

j

i

h

g

f

o

n

m

l

k

t

s

r

q

p

y

x

w

v

u

z



# Teacher Tiles

A

B

C

D

E

F

G

H

I

J

K

L

# Teacher Tiles

c

b

a

f

e

d

i

h

g

l

k

j

# Teacher Tiles

**M**

**N**

**O**

**P**

**Q**

**R**

**S**

**T**

**U**

**V**

**W**

**X**

# Teacher Tiles

**o**

**n**

**m**

**r**

**q**

**p**

**u**

**t**

**s**

**x**

**w**

**v**

# Teacher Tiles

Y

Z

# Teacher Tiles

**z**

**y**

# Word Wall: Lessons 1-10

**A a**

and at

**I i**

**Q q**

**B b**

**J j**

**R r**

**C c**

**K k**

**S s**

**D d**

**L l**

lap

**T t**

**E e**

**M m**

**U u**

**F f**

**N n**

**V v**

**G g**

**O o**

**W w**

**H h**

had has

**P p**

**X x Y y Z z**

# Word Wall: Lessons 11-20

**A a**

and at

**I i**

if in it

**Q q**

**B b**

**J j**

**R r**

**C c**

can

**K k**

**S s**

sip

**D d**

**L l**

lap

**T t**

**E e**

**M m**

**U u**

**F f**

**N n**

**V v**

**G g**

**O o**

**W w**

**H h**

had has

**P p**

**X x Y y Z z**



# Word Wall: Lessons 21-30

**A a**

and at

**I i**

if in it

**Q q**

**B b**

**J j**

jug

**R r**

run

**C c**

can

**K k**

**S s**

sip

**D d**

**L l**

lap

**T t**

**E e**

**M m**

**U u**

up us

**F f**

**N n**

nuts

**V v**

**G g**

**O o**

**W w**

**H h**

had has

**P p**

**X x Y y Z z**

# Word Wall: Lessons 31-40

**A a**

and are at

**I i**

if in it

**Q q**

**B b**

big

**J j**

jug

**R r**

run

**C c**

can

**K k**

**S s**

sip

**D d**

**L l**

lap

**T t**

**E e**

**M m**

**U u**

up us

**F f**

**N n**

nuts

**V v**

**G g**

get

**O o**

**W w**

**H h**

had has

**P p**

pest

**X x**

**Y y**

**Z z**

you

# Word Wall: Lessons 41-50

**A a**

and are at

**I i**

if in it

**Q q**

**B b**

big but

**J j**

jug

**R r**

run

**C c**

can

**K k**

**S s**

sip stop

**D d**

**L l**

lap

**T t**

**E e**

**M m**

**U u**

up us

**F f**

**N n**

not nuts

**V v**

**G g**

get got

**O o**

on

**W w**

**H h**

had has

**P p**

pest

**X x**

**Y y**

**Z z**

you

# Word Wall: Lessons 51-60

**A a**

and are at

**I i**

if in it

**Q q**

**B b**

bet big but

**J j**

jug

**R r**

run

**C c**

can

**K k**

**S s**

she sip stop

**D d**

**L l**

lap let

**T t**

**E e**

**M m**

**U u**

up us

**F f**

**N n**

not nuts

**V v**

**G g**

get got

**O o**

on

**W w**

when

**H h**

had has his

**P p**

pest

**X x**

**Y y**

**Z z**

you

# Bingo Board

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