

LESSON 47

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

New material:

-all, -oll, -ull

- Make the sounds with your student
- Have the student write the lowercase letters on a dry-erase board three times while saying the sounds
- Make flashcards for your sound/letter deck

Explain: Sometimes the vowels **a**, **o**, and **u** make a different sound when followed by **ll** or **l**.

Words that end in **-all** most often have the short “o” sound as in “ball,” with “shall” being an exception (making the short “a” sound as in “bag”).

Words that end in **-oll** sometimes have the short “o” sound as in “doll,” but sometimes have a long “o” sound as in “roll.”

Words that end in **-ull** sometimes have the short “u” sound as in “skull” but other times have the “oo” sound (as in “book”) in words like “pull.” (This difference in sound is small and may go unnoticed by adults and children, but the words “gull,” “skull,” and “sullen” have the short “u” sound, whereas the words “bull,” “full,” and “pull” have the “oo” sound as in “book.”)

Words to read and write:

**ball fall tall wall small hall mall stall call pall almost
roll troll poll scroll toll enroll control patrol
pull full bull skull dull gull wishful bashful**

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

walk, talk¹

Have the student read:

Fran felt bold that day; she enrolled in the singing class Ms. Gwen holds after school.

Beth went onto her laptop to find the link Ms. Smith had posted about the trip. She kept scrolling and scrolling but did not see it.

Frank had had a big lunch and felt too full to go with his pals to the snack shop after school.

Gwen polled the class to find the best day for the picnic.

Have the student write from your dictation:

Liz talked with Gil about the missing dish of gumdrops that had been on Ms. Smith's desk.

¹ **walk** and **talk**: **w**, **t**, and **k** are decodable; a following **w** making the short "o" sound will be decodable in Lesson 104; **l** is silent

On their walk to school, Gwen and Frank talked about all their plans for after school.

Can we walk to the mall from here?

Student View

ball fall tall wall small hall mall stall call pall
almost roll troll poll scroll toll enroll control
patrol pull full bull skull dull gull wishful bashful

walk

talk

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Gwen polled the class to find the best day for the picnic.