



# Lesson 121 - Review: Digraphs ay, ey; Common Nouns

## Overview:

- Digraphs **ay**, **ey**
- Sentence completion
- Picture sequencing
- Common nouns

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Reader 4: *Van's Scarecrow*

## Teaching Tips:

Review digraphs **ay**, **ey** using the white board as necessary. Discuss all the pictures in each activity so the student is able to identify them.

Introduce common nouns by naming objects or pictures of things in the room.

**Activity 1.** Review names of pictures together. Have the student put a CIRCLE around the pictures that have the sound of **ay** as in **pay**.

Pictures: **hay, honey, tray, x-ray,**  
**pray, jay, gray, key**

**Activity 2.** Put a SQUARE around the pictures that have the sound of **ey** as in **key**.

Pictures: **donkey, monkey, train, key**  
**honey, scarf, clay, money**

**Activity 3.** Read the words together. Have the student draw a line from the word to the picture it matches.

Pictures: **tray, pray, monkey, honey,**  
**money**

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1 Put a circle around the pictures that have the sound of ay as in pay.

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2 Put a square around the pictures that have the sound of ey as in key.

3 Draw a line from the word to the picture it matches.

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**Activity 4.** Spell the following words by adding the digraph **ay** or **ey** under the picture.

Pictures: **tray, pay, donkey**  
**hay, clay, key**

**Activity 5.** Introduce common nouns by naming objects or pictures in the room . Have the student draw a line from the common nouns to the picture it matches.

Pictures: **monkey, wheel,**  
**key, chain,**  
**honey, donkey**

**Activity 6.** Read the sentences and words together. Have the student choose the correct word to complete the sentence.


1. We go to church and (**pray**) each Sunday.
2. Fay put the (**tray**) on the desk.
3. A (**donkey**) lives in the barn.
4. The (**key**) does not fit in the lock.
5. We saw the bees make (**honey**).
6. Our dog will (**stray**) if we do not tie him to his house.

**Activity 7.** Discuss the pictures together, noting the sequence. Have the student put **1** under the one that happens first; **2** under the next one; and **3** under the one that would happen last.


1. **Boy pays his way into the zoo.**
2. **Boy looks for monkeys.**
3. **Boy feeds monkey.**

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Review: Digraph ay, ey.

4 Spell the following words by adding the digraph ay or ey under the picture.

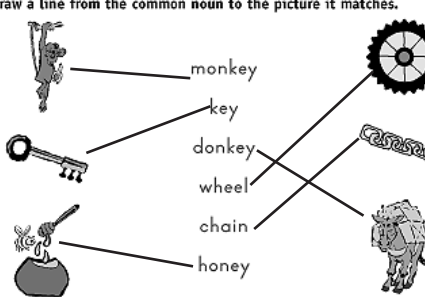


tray pay donkey



hay clay key

5 Draw a line from the common noun to the picture it matches.



monkey  
key  
donkey  
wheel  
chain  
honey


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6 Choose the correct word to complete the sentence.

1. We go to church and pray each Sunday. pray  
bray
2. Fay put the tray on the desk. tray  
trip
3. A donkey lives in the barn. donkey  
cougar
4. The key does not fit in the lock. key  
Kay
5. We saw the bees make honey. honey  
monkey
6. Our dog will stray if we do not tie him to his house. stray  
clay

7 Look at the pictures. Put **1** under the one that happens first; **2** under the next one; and **3** under the one that would happen last.



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# Lesson 138 - Review:

## Letter y; Digraphs ay, ey;

### Diphthongs oy, oi

#### Overview

- Review letter **y** with both sounds of long **i** and **e**; digraphs **ay, ey**; diphthongs **oy, oi**
- Spelling/Rhyming
- Sentence completion
- Printing

#### Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Reader 4: *The Muddy Pond*

#### Teaching Tips:

As in all review lessons, go over the pictures and the possible words to accompany the picture. Review the digraphs and diphthongs. Encourage the student to work as independently as possible.

**Activity 1.** Spell the words under the pictures by choosing the correct digraph or diphthong sound.

Pictures: **fly, joy, toy**  
**pray, tray, sky**

**Activity 2.** Print the sentence using your name.

(**Student's name**) is happy when reading a schoolbook.

**Activity 3.** Spell the words under the pictures by choosing the correct digraph or diphthong sound.


Pictures: **coil, monkey, play**  
**key, foil, gray**

**Activity 4.** Read one word from each of the rows and have the student put a circle around the correct word in each row.


Words: **funny, baby, bunny,**

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1 Spell the words under the pictures by choosing the correct digraph or diphthong sound. Choices: y ay oy



fly joy toy



pray tray sky


2 Print the sentence using your name.

\_\_\_\_\_ is happy when reading a schoolbook.

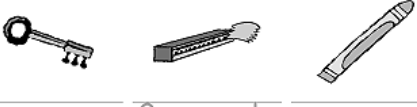
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Review: Letter y; long i & e

3 Spell the words under the pictures by choosing the correct digraph or diphthong sound. Choices: oi ey ay



coil monkey play



key foil gray

4 Circle the words your teacher reads.

1.	funny	baby	bunny
2.	enjoy	Troy	boy
3.	play	dandy	stay
4.	boil	broil	key
5.	foxy	fussy	tricky

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**enjoy, Troy, boy,**  
**play, dandy, stay,**  
**boil, broil, key**  
**foxy, fussy, tricky**

**Activity 5.** Spell the words under the pictures by choosing the correct diphthong sound.

Pictures: puppy, baby, cowboy  
destroy, day, x-ray

**Activity 6.** Print the words that rhyme.


sandy/**handy**  
key/**monkey**  
joy/**coy**  
toil/**coil**  
stay/**tray**  
lady/**shady**

**Activity 7.** Choose and print the correct word to complete the sentence.


1. Dad will (**pay**) money so I can ride the horses.
2. Bobby keeps his (**toy**) in the trunk.
3. Donny will (**try**) to lift the window.
4. The (**monkey**) lives in the zoo.
5. I hope you did not (**soil**) your dress when you fell.
6. We ate the (**candy**) that Mom gave us.

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5 Spell the words under the pictures by choosing the correct digraph or diphthong sound. Choices: y oy ay

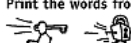


pupp y bab y cowb oy



destr oy p ay x-r ay

6 Print the words from the word bank next to the word that rhymes.



handy tray coil shady monkey coy

sandy handy key monkey  
joy coy toil coil  
stay tray lady shady

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7 Choose and print the correct word to complete the sentence.

1. Dad will pay money so I can ride the horses. tray pay
2. Bobby keeps his toys in the trunk. soy toys
3. Donny will try to lift the window. try dry
4. The monkey lives in the zoo. monkey money
5. I hope you did not soil your dress when you fell. foil soil
6. We ate the candy that Mom gave us. candy caddy

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# Lesson 157 - Non-Phonetic: old, olst, olt

## Overview

- Introduce Non Phonetic **old, ost, olt**
- Sentence comprehension
- Introduce action verbs
- Creative writing

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Reader 4: *The Monarch Butterfly*

## Teaching Tips:

Use the white board to illustrate the non-phonetic words with **old, ost, olt**. Have the student note that even though there is only one vowel in the word, it makes the long vowel sound.

In introducing action verbs, have the student read the words and then act them out in demonstration.

**Activity 1.** Introduce the non-phonetic words with **old, olt, ost**. Rule: Parts of some words do not follow the phonetic rules. They have their own sound. Even though there is only one vowel in the word, it makes the long vowel sound.

Read the words and study the pictures together. Discuss the meaning of each word. Have the student read the word again under each picture and then print it on the line.

Pictures: **colt, bolt, post, fold, sold, hostess**

**Activity 2.** Read the words and study the pictures together. Have the student draw a line from the word to the picture it matches. Spell the word under the picture.

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Non-Phonetic: old, ost, olt

Rule: Parts of some words do not follow the phonetic rules. They have their own sound. Even though there is only one vowel in the word, it makes the long vowel sound.

1 Read the word under each picture and print it on the line.

colt      bolt      post

fold      sold      hostess

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2 Draw a line from the word to the picture it matches. Spell the word under the picture.

mold      post      scold

colt      mold      volt

gold      colt      post

gold      post

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Pictures: **mold, scold**  
**colt, volt**  
**gold, post**

**Activity 3.** Read the sentences and words together. Discuss the various meanings. Have the student choose the sentence that describes the word from the word bank. Print the word on the line.

1. The food was left because the man didn't sell it. (**unsold**)
2. The story is about something that isn't real. (**ghost**)
3. Men got rich when they dug in the ground for it. (**gold**)
4. Its fun to have a baby horse on the farm. (**colt**)
5. They needed a high one to hang the telephone wires. (**post**)
6. Chickens lose their feathers each year. (**molt**)

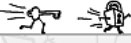
**Activity 4.** Introduce the rule: A verb is a word that shows action or state of being.

Read the words and study the pictures. Have the student demonstrate the action with each action verb. Read the words again and print them on the lines below the picture.

Pictures: **run, jump, push**  
**ride, play, lost**  
**sleep, stop, throw**

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 Non-Phonetic: old, ost, olt

Read the sentences with your teacher. Choose the sentence from the word bank that describes the word. Print the word on the line.



unsold gold molt ghost colt post










1. The food was left because the man didn't sell it. unsold
2. The story is about something that isn't real. ghost
3. Men got rich when they dug in the ground for it. gold
4. It's fun to have a baby horse on the farm. colt
5. They needed a high one to hang the telephone wires. post
6. Chickens lose their feathers each year. molt

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 Non-Phonetic: old, ost, olt

Rule: A verb is a word that shows action or a state of being.

Read the action verb below each picture. Print them on the lines below the pictures.

 run	 jump	 push
<u>run</u>	<u>jump</u>	<u>push</u>
 ride	 play	 lost
<u>ride</u>	<u>play</u>	<u>lost</u>
 sleep	 stop	 throw
<u>sleep</u>	<u>stop</u>	<u>throw</u>

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