

LESSON 5

Teacher Instructions

Read the words in **bold** out loud to your learner.

(point to *ph*)

These two letters, *p* and *h*, work together to make the sound ***ph***.

You hear the ***ph*** sound at the beginning of the word ***phone***.

Say the word ***phone***. What sound do you hear at the beginning? (pause for the student to answer)

That's right! ***Ph*** makes the ***ph*** sound.

Say the ***ph*** sound three times: ***ph, ph, ph*** (point to the ***ph*** each time)

(point to *th*)

These two letters, *t* and *h*, work together to make the sound ***th***.

You hear the ***th*** sound at the beginning of the word ***they***.

Say the word ***they***. What sound do you hear at the beginning? (pause for the student to answer)

That's right! ***Th*** makes the ***th*** sound.

Say the ***th*** sound three times: ***th, th, th*** (point to the ***th*** each time)

The word ***the*** is a memory word. That means it breaks the rules and you need to remember it.

(point to the sound *th*)

The ***th*** doesn't break the rules.

(point to the *e*)

But the ***e*** does break the rules. What sound does ***e*** usually make? (pause for your student to answer)

That's right! ***E*** usually makes the sound ***e*** like the first sound in ***elephant***.

But in the word ***the***, the ***e*** makes the sound ***EEE***, like the first sound in ***eat***.

The. The. The. (point to the word each time you say it)

Because it breaks the rules, you can remember the word ***the***.

Let's look at some words and talk about which ones follow the rules and which ones break the rules.

First, let's talk about the word ***on***.

(point to *on*)

This word follows the rules. The letter ***o*** makes the ***ooo*** sound, like the first sound in ***octopus***.

Now, let's look at ***son, ton, and won***.

(point to *son*)

This word breaks the rules. The ***o*** doesn't make the ***ooo*** sound like in ***octopus***. Instead, it makes the ***uuu*** sound, like the first sound in ***umbrella***.

(point to *ton*)

This word breaks the rules, too. The ***o*** makes the ***uuu*** sound, like in ***umbrella***.

(point to *won*)

This word also breaks the rules. The ***o*** makes the ***uuu*** sound, just like in ***umbrella***.

Now let's talk about ***of*** and ***off***.

(point to *of*)

The word ***of*** breaks the rules. The ***o*** makes the ***uuu*** sound, like in ***umbrella***.

(point to *off*)

The word ***off*** follows the rules. The ***o*** makes the ***ooo*** sound, like in ***octopus***.

Let's practice saying these words:

- ***on*** (follows the rules)
- ***son, ton, won*** (break the rules)
- ***of*** (breaks the rules)
- ***off*** (follows the rules)

LESSON 5

ph

th

the

on

son

ton

won

of

off

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Teacher Instructions

Read the words in **bold** out loud to your learner.

Read the sentences out loud.

Underline the following words:

- **pet**
- **cat**
- **quick**

Bess has a pet cat.

Quick, get the cat,

Bess!

Ten men met and sat.

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Teacher Instructions

Read the words in **bold** out loud to your learner.

Read the words out loud.

Circle the following words:

- **then**
- **lock**
- **mop**

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Phil Philip that than
them then this bath
path with math on son
ton won of off job rob
dock lock rock sock
fog hog jog log mom
tick-tock mop dot got
hot lot not box fox

LESSON 5

Teacher Instructions

Read the words in **bold** out loud to your learner.

Read the sentences. Write the sentences.

Philip is sick, ill, and sad.

Bill hid his quill in a big sack.

Did Seth tell Sam that the
cat was on the big red deck?
