

<p><b>Lesson 135</b></p> <p>'p<u>o</u><u>c</u><u>k</u> êt SpR 5; SyR 38; the 'k' moves to second syllable to pronounce.</p> <p>t<u>r</u>u<u>s</u>t</p> <p>e<u>x</u> t<u>r</u>â<sup>â</sup> 3 over the 'ah'; SyR 38. We say 'uh' but spell thinking 'ah.' The 's' of x moves to second syllable to pronounce.</p>	<p><b>dress</b> / <b>dress</b> <sup>2</sup>es SpR 4 and PR 30; SyR 39; 2 over 'z.'</p> <p><b>te<u>a</u>ch</b> / <b>te<u>a</u>ch</b> <sup>2</sup>es PR 30, SyR 39; 2 over 'z.'</p> <p><b>o</b> <b>mit</b> (include) Antonym chart; SpR13; SyR 43.</p>
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<p><b>Lesson 136</b></p> <p><sup>4</sup>a<u>l</u> <u>m</u><u>o</u><u>s</u>t 4 over 'aw' SpRs 15 and 21 "<i>All, till and full are usually written with one l when added to another syllable.</i>" SyR 39.</p> <p><b>h</b> <u>a</u><u>p</u> <u>p</u>ê<u>n</u> SR 38. First p drops to pronounce.</p> <p><b>filled</b> <sup>2</sup><u>d</u> 2 over 'd'; SpR 22.</p>	<p><b>f</b> <u>i</u><u>l</u><u>e</u><sub>1</sub> / <b>files</b> <sup>2</sup> <sup>2</sup> 2 over the 'i' and 'z'; PR 29. Discuss nouns and verbs here; study the charts and see where to place these words.</p> <p><b>f</b> <sup>2</sup><u>i</u><sup>2</sup><u>l</u><sup>2</sup><u>e</u><u>d</u> / <b>fil</b> <u>i</u><u>n</u><u>g</u> 2 over the 'i's; add to appropriate Vowel Suffix Chart; SyR 39; bracket these.</p> <p><b>s</b> <u>p</u><u>r</u><u>i</u><u>n</u><u>g</u> Consider for HHH chart</p>
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<p><b>Lesson 137</b></p> <p><b>pr</b> <sup>â</sup><u>r</u> <u>v</u><u>i</u><u>d</u><u>e</u><sub>1</sub> SpR 13; silent final e, Job 1; SyR 41.</p> <p><b>ne</b> <u>u</u> t<u>r</u>â<sup>â</sup> <u>l</u> 'Think to spell' 'aw' for schwa 'uh.'</p> <p><b>f</b> <sup>2</sup><u>e</u><u>u</u> <u>d</u> 2 over 'ü.'</p>	<p><b>f</b> <u>i</u><u>x</u> / <b>fix</b> <sup>2</sup> <u>e</u><u>s</u> 2 over 'z'; PR 30; SyR 39.</p> <p><b>f</b> <u>i</u><u>x</u><sup>3</sup><u>e</u><u>d</u> / <b>fix</b> <u>i</u><u>n</u><u>g</u> SyR 39. Bracket.</p> <p><b>s</b> <u>t</u><u>r</u><u>u</u><u>c</u><u>k</u> SpR 5.</p>
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<p><b>Lesson 138</b></p> <p><b>g<u>o</u></b> / <b>g<u>o</u><sup>2</sup><u>e</u><sup>2</sup><u>s</u></b> / <b>g<u>o</u> <u>i</u><u>n</u><u>g</u></b> 2 over 'o' in goes and 'z'; SpR 13; PR 35a. and SyR 39.</p> <p><b>d<u>o</u></b> / <b>d<u>o</u><sup>3</sup><u>e</u><sup>2</sup><u>s</u></b> / <b>d<u>o</u> <u>i</u><u>n</u><u>g</u></b> Schwa 'uh'; 3 over 'oo's 2 over 'z'; <b>does</b> and <b>goes</b> are both singular verbs. SyR 39.</p>	<p><b>T<u>u</u><sup>3</sup><u>e</u><sup>2</sup><u>s</u> <u>d</u><u>a</u><u>y</u></b> 3 over 'oo'; 2 over 'z'; SpR 17.</p> <p><b>O<u>c</u> <u>t</u><u>o</u> <u>b</u><u>e</u><u>r</u></b> 'er' chart; SyR 38 and 41.</p> <p><b>r<u>o</u><u>y</u> <u>a</u><u>i</u></b> Underline the unusual use of /oy/. 'Think to spell' 'aw.'</p>
<p><b>Lesson 139</b></p> <p><b>b<u>o</u><u>r</u><u>n</u></b> / <b>b<u>o</u><u>r</u><u>n</u><u>e</u><sup>5</sup></b> HHH Chart; discuss meanings.</p> <p><b>h<u>o</u><u>l</u><u>d</u></b> SpR 14.</p> <p><b>d<u>r</u><u>i</u><u>l</u><u>l</u></b> SpR 4.</p>	<p><b>a<u>r</u> <u>m</u><u>y</u></b> 3 over 'e'; SyR 38.</p> <p><b>p<u>r</u><u>e</u><u>t</u><sup>3</sup><u>t</u><u>y</u></b> 3 over 'e'; SyR 38. Say 'p<u>r</u>i<u>t</u>e' and drop first 't' to pronounce.</p> <p><b>s<u>i</u><u>z</u><u>e</u><sub>1</sub></b> / <b>s<u>i</u><u>z</u><sup>2</sup><u>e</u><sup>2</sup><u>s</u></b> 2 over the 'i' and 'z'; PR 30; SyR 39.</p>
<p><b>Lesson 140</b></p> <p><b>b<u>l</u><u>e</u><u>w</u></b> / <b>b<u>l</u><u>e</u><sup>3</sup><u>w</u></b> Underline 'oo.' HHH.</p> <p><b>c<u>r</u><u>e</u><u>w</u></b> / <b>c<u>r</u><u>e</u><sup>2</sup><u>w</u><u>s</u></b> 2 over 'z'; PR 29.</p> <p><b>i<u>n</u> <u>c</u><u>o</u><u>m</u><u>e</u><sup>5</sup></b> Schwa 'uh'; no job e. SyR 39.</p>	<p><b><u>o</u> <u>b</u><u>e</u><u>y</u></b> Underline 'o' and 'a'; SyR 43.</p> <p><b>t<u>u</u><u>r</u> <u>k</u><u>e</u><u>y</u></b> / <b>t<u>u</u><u>r</u><u>k</u><sup>2</sup><u>e</u><sup>2</sup><u>y</u><u>s</u></b> Underline 'ur' and 'e'; SyR 38, PR31 "Nouns ending in y after a vowel form their plurals by adding s." Noun chart, plurals.</p>