SRA Reading Mastery
Signature Edition

A Direct Instruction Program

Presentation Book A

Grade 1

SRA Reading Mastery

Signature Edition

Presentation Book A

Grade 1

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READING MASTERY SIGNATURE EDITION GRADE 1

Reading Mastery Signature Edition, Grade 1 Reading contains 160 daily lessons that expand basic reading skills. Children in the program learn strategies for decoding difficult words and for answering interpretive comprehension questions. They also learn basic reasoning skills, such as making inferences and drawing conclusions. The daily reading selections include realistic fiction, fantasy, and factual articles.

In Lessons 1–47, the unique *Reading Mastery* orthography is used for all words. In Lessons 48–91, the *Reading Mastery* orthography is gradually phased out and replaced by standard orthography. During this transition period, the children learn the final *-e* rule and other guides for reading words in standard orthography. They also learn every capital letter. In Lessons 92–160, standard orthography is used in all the children's materials.

Before You Begin

- Refer to the Teacher's Guide for a complete overview of the program and examples of the various teaching formats that are critical to the effective use of *Reading Mastery,* Grade 1.
- See the Teacher's Guide for the Placement Test and guidelines for placement for children who have successfully completed *Reading Mastery,* Grade K. Administer the test for those children who need to be tested and use the results to determine the lesson at which various children should begin Grade 1 (or whether they should be placed in Grade K.) The guidelines and test results will be helpful for placing children within the most appropriate groups.
- See the Spelling Presentation Book for complete information about the 160 spelling lessons. Children who are placed at Lesson 1 in the reading program begin at Lesson 1 in the spelling program.

Word Decoding Activities

Sounding Out Words Lessons 1–82	Reading Words the Fast Way. Lessons 81–94	Word Analysis Lessons 1–160
Symbol identification (sound combinations)	Symbol identification (sound combinations)	Symbol identification (sound combinations)
Reading vocabulary	Reading vocabulary	Reading vocabulary Word parts (1–160) Final *-e* words (48–80)
	Decoding words in traditional print	
Story reading	Story reading Individual checkouts for rate and accuracy	Story reading
Independent workbook practice	Independent workbook practice	Independent workbook practice

Comprehension Activities

Comprehension Activities	Extended Comprehension Activities
Comprehension of vocabulary words	
Story comprehension—oral	
Story comprehension—written	
Picture comprehension	Rule review (147–160) Read the items (3–39, 47, 81–94) Reading comprehension passages Following instructions Story-picture items Picture deductions Written deductions Factual information passages

PLANNING

Planning Pages

Planning Pages are presented every twenty lessons throughout this Presentation Book. These are intended to help you evaluate the progress your students have made and prepare for upcoming lessons. These pages include:

- *Making Progress:* an overview of the skills your students have acquired in previous lessons
- *What's Ahead:* an overview of the skills that will be introduced in the next series of lessons
- *Look Ahead:* a listing of tests administered and skills introduced over the next twenty lessons
- *Reading Activities:* activities giving children an opportunity to apply their new skills in a different context

Scheduling the Daily Reading Lessons

Schedule reading for the same time each day.

Allow thirty minutes for teacher-directed work with each reading group. Allow another fifteen to twenty minutes each day for the children to work independently at their desks. Allow twenty minutes each day to check the independent work of the children and to remedy problems. Allow ten minutes for each spelling lesson from the *Reading Mastery Signature Edition,* Grade 1 spelling program (Lessons 1–160). Spelling can be presented to the entire class or to small groups. Spelling is not presented as part of the reading lesson.

Here is a sample schedule.

Time	Group A	Group B	Group C
9:00–9:30	You work with this group.	These groups do work in reading and other independent work.	
9:30–10:00	This group does work in reading and other independent work.	You work with this group.	This group does work in reading and other independent work.
10:00–10:30	These groups do work in reading and other independent work.		You work with this group.
10 minutes for spelling lesson	The spelling lessons can be presented to either the entire class or to small groups.		

Materials

For the Teacher

- **Presentation Books (3)** These books provide a script for each exercise in each lesson. They tell you what to say and what to do. They specify correct responses, and they tell you how to correct incorrect responses.
- **Answer Key** This book contains reduced copies of the pages from all three student Workbooks. Correct answers are indicated on the pages.
- **Spelling Presentation Book** This book contains instructions for presenting the 160 spelling lessons. Further information about the spelling program is contained in the introduction to the Spelling Presentation Book.
- **Teacher's Guide** The Teacher's Guide provides a rationale for each skill taught in *Reading Mastery* Grade 1 and detailed information on how to teach the program and how to correct when the children make mistakes.
- **Skills Profile Folder** This folder summarizes the skills taught in the program and provides a space for indicating when a child has mastered each skill. One folder is needed for each child.

For the Students

- **Storybooks (2)** These books are used by the children. The Storybooks have hard covers and are reusable.
- **Workbooks (3)** Each child is to have one set of these books. They include seatwork activities for each of the 160 lessons in *Reading Mastery* Grade 1.
- **Independent Readers** *Reading Mastery* Grade 1 has optional Independent Reader Libraries.

The three Presentation Books, Books A, B, and C, provide you with directions for presenting each exercise and also provide display material—the symbols and words—to be shown to the children.

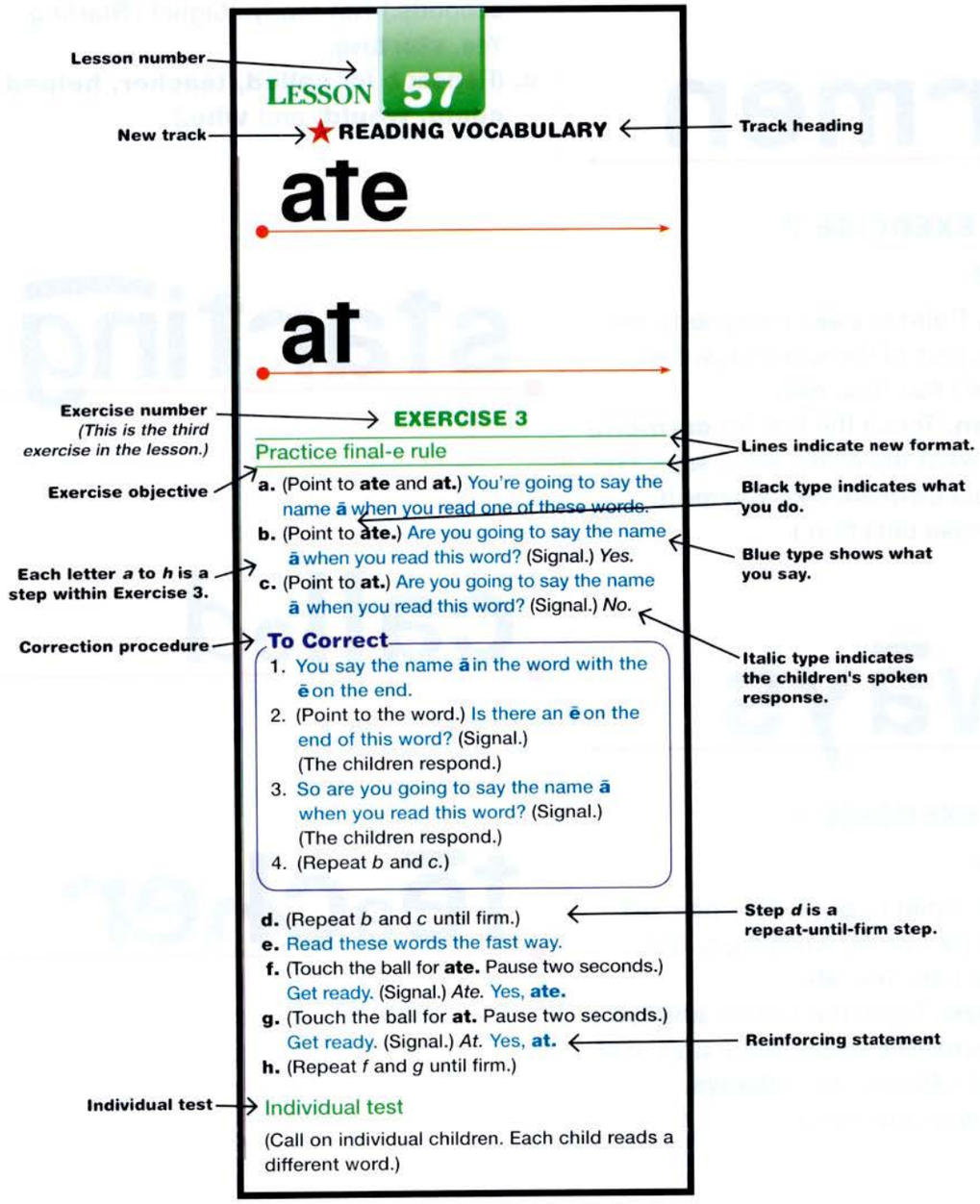
The Presentation Books are divided into lessons. The number of the lesson appears at the top and bottom of every page. The first page of the lesson is indicated by the word *Lesson* preceding the number; the last page of the lesson is indicated by the words *End of Lesson* followed by the number of the lesson.

In each lesson the track headings, such as *Sounds, Reading Vocabulary,* or *Story,* indicate the major skills to be developed in the exercises that follow. Track headings are printed in boldface capitals. If a track has not been presented before, its title is preceded by a ★.

The exercises that you present are numbered, and the number of each exercise is followed by a brief description of that exercise's objectives. Here are the exercise conventions:

- What you are to say is in blue type.
- (What you are to do is in black type.)
- *The spoken responses expected from the children are in italics.*

As you progress through the lessons, you will notice that there are green lines above and below some of the exercise headings. The lines signal the introduction of a new format. A new format presents a significant change in the method of presenting an exercise.



PLANNING PAGES: FOR LESSONS 1–20

The first or second page of each lesson in this Presentation Book lists the Language Arts standards for the Sunshine State Standards that are met by using that lesson of the Presentation Book, Storybook, and Workbook.

What to Use

Teacher	Students
Presentation Book A (pages 1–111)	**Storybook 1**
Teacher's Guide (pages 4–6, 15–51)	**Workbook A**
Answer Key	
Spelling Presentation Book	lined paper

What's Ahead in Lessons 1–20

New Skills

- Children will review the sounding out strategy.
- Story length will increase from 102 to 149 words.
- Children will read stories of up to four parts (one part read in each lesson).
- Children will answer *who, what, when, where, why* and *how* questions about the story.
- Children will make predictions about what will happen next in the story and what the picture will show.
- Children will do "Read the Items" activities, which combine comprehension and following directions.
- Children will practice reading high frequency hard words (Lessons 3, 4, 8, 9, 13, 18).
- Children will complete written activities including answering comprehension questions about the story and short passages, writing sounds and sentences, spelling activities, and following directions.
- The spelling program that accompanies *Reading Mastery Signature Edition* Grade 1, begins with children writing sounds from dictation and proceeds to words and sentences.

New Sounds and Sound Combinations

- Lesson 1 — **ar** as in *car*
- Review of:
  all consonant sounds
  long and short vowel sounds
  consonant digraphs **th, sh, wh, ch**
  sound combinations **ing, er, qu, oo** as in *moon*

New Vocabulary

- *Regular words:*
  (1) are, bar, car, clap, far, lift, road, sitting, that, the, then, this, went
  (2) cart, charm, every, farm, kissed, mail, paint, there, when, where
  (3) ate, barn, didn't, don't, for, has, her, here, she, them, why
  (4) at, did, even, he, these, they, those, very, were, yard
  (5) arm, girls, going, live, stop
  (6) big, can, cop, dig, dog, dug, hole, lived, start, yarn
  (7) art, came, liked, made, never, starting, tart, yes
  (10) arf, ark, bark, barked, bath, happy, help, helped, like, played, shark, swim, with
  (11) after, barking, funny, swam, swimming, yelled
  (12) better, horse, plays, sharks, swims
  (14) cow, creek, crying, fast, fly, ride, stay, stopped, try, trying
  (15) faster, fell, jumped, let's, next, rode, splash, stream
  (16) bank, best, over, same, started
  (17) bike, cry, flying, Jane, jumping, real, rope, things, years
  (19) bikes, but, cried, Jill, name, named, sister, soon, story, tried
  (20) ask, fish, likes, play, rabbit, read, reading, really, rides, self
- *Irregular words:*
  (3) of
  (4) do
  (5) talk, talking, walk, walking
  (6) away
  (10) another, book, other
  (11) cooked, looked, took
  (12) books, looks
  (14) boy, touch
  (16) come, some, what
  (17) circle, water
  (19) girl
  (20) brother, good, mother

Look Ahead

In-Program Tests

Skill Tested	Implications
Hard words	Reading hard words lessons provide extra practice on high frequency hard words that might pose problems for lower achieving children. They can practice reading with partners to improve fluency.
Group Reading Accuracy Test	The test after Lesson 20 will indicate whether the group needs to review or skip.

Reading Checkouts

Lessons 5, 10, 15, 20

- Beginning at Lesson 5, children will begin doing checkouts on the story or part of the story, reading the passage within a specified time and error limit.

Prior to Lesson 5

- Develop a plan for managing and recording checkouts.
- Initially, you will need at least 4 or 5 minutes per child to explain and conduct checkouts.
- Plan to conduct checkouts while children are completing Worksheets or other independent work.
- Paraprofessionals or classroom volunteers can assist with checkouts.
- For children who need additional practice in reading the stories, partner readings may be an option. Seat partners side by side with their chairs facing in opposite directions. One child reads while the other follows along, and they then switch. Checkouts, along with reading hard words activities and group reading accuracy tests, will provide important information about the children's progress.

Skills

	Lessons 1–20
Word Reading	143 regular words 26 irregular words Reading high frequency hard words
Comprehension	**Picture Comprehension** Predicting what the picture will show Answering questions about the picture **Story Comprehension** Answering *who, what, when, where,* and *why* questions orally Making predictions about the story Answering questions about the story and other short passages in writing

Reading Activities

Help children develop decoding and comprehension skills by using the following reading activities.

Story Chain (Lessons 1–20)

Cut paper strips into lengths approximately 3" x 12". Write the title and all but two sentences from a lesson story on a paper strip. After reading the story, distribute the strips randomly among the children. Reread the story and have children identify the sentences they have and identify the missing sentences. Then have children write the missing sentences and assemble the strips as links to make a story chain.

Class Keys (Lessons 1–20)

Make key shapes on tagboard and cut them out. Write a vocabulary word on each key. As a group masters each word, add it to a three-inch metal ring. Have children take turns bringing home the class keys to practice.

Not! (Lessons 3, 4, 8, 9, 13, 18)

Write each "hard word" from Lessons 3, 4, 8, 9, 13, and 18 on an index card. For every 10 cards, make a card with the word *NOT!* on it. Children take turns drawing a word card out of a shoe box or coffee can. The child keeps the cards that are read correctly and returns those cards that are read incorrectly. If a child draws a *NOT!* card, all of the cards are returned to the container and the child begins collecting cards again on the next turn.

Criteria for Reading Checkouts

Error Limit	Number of words read	Number of minutes	Words per minute	Lesson Number
3	113	2.5	45	5
3	104	2.5	42	10
3	99	2.5	40	15
3	82	2.0	41	20

LESSON 1

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.3, LA.1.1.4.4, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

Before beginning* Reading Mastery *Grade 1, see the placement test section in your Teacher's Guide for instructions about testing and placing the children.

★ SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. When I touch it, you say it. Keep on saying it as long as I touch it.

c. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

- (Lift your finger.)

To Correct

1. (Immediately say the correct sound as you continue to touch it. Lift your finger.)
2. Say it with me. (Touch the sound and say it with children.)
   - (Lift your finger.)
3. Again. (Repeat until firm.)
4. All by yourselves. Get ready. (Touch the sound.) (The children say the sound.)

d. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

a u th

e wh d

o h i

1

★ READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

To Correct

(Have the children sound out and tell what word.)

lift

EXERCISE 2

Sound out first

a. (Touch the ball for **lift.**) Sound it out. Get ready. (Quickly touch under **l, i, f, t** as the children say:) *lllliiffft*.

b. What word? (Signal.) *Lift.* Yes, **lift.**

c. (Repeat exercise until firm.)

clap

EXERCISE 3

Sound out first

a. (Touch the ball for **clap.**) Sound it out. Get ready. (Quickly touch under **c, l, a, p** as the children say:) *cllllaaap*.

b. What word? (Signal.) *Clap.* Yes, **clap.**

c. (Repeat exercise until firm.)

EXERCISE 4

ar

a. (Point to **ar.**) When these letters are together, they usually say (pause) **are.** What do these letters say? (Signal.) *Are.* Yes, **are.**

b. (Repeat *a* until firm.)

EXERCISE 5

Read **ar** word the fast way

a. (Touch the ball for **far.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Far.* Yes, **far.**

b. (Point to **ar** in **far.**) Everybody, what do these letters say? (Signal.) *Are.* Yes, **are.**

c. (Touch the ball for **far.**) Sound it out. Get ready. (Quickly touch under **f, ar** as the children say:) *fffar.*

d. What word? (Signal.) *Far.* Yes, **far.**

e. (Repeat *c* and *d* until firm.)

EXERCISE 6

Read the fast way

a. Read this word the fast way.

b. (Touch the ball for **are.** Pause two seconds.) Get ready. (Signal.) *Are.* Yes, **are.**

EXERCISE 7

ar word

a. (Point to **ar** in **bar.**) What do these letters say? (Signal.) *Are.* Yes, **are.**

b. (Touch the ball for **bar.**) Read this word the fast way. Get ready. (Signal.) *Bar.* Yes, **bar.**

EXERCISE 8

ar word

a. (Point to **ar** in **car.**) What do these letters say? (Signal.) *Are.* Yes, **are.**

b. (Touch the ball for **car.**) Read this word the fast way. Get ready. (Signal.) *Car.* Yes, **car.**

(Repeat any troublesome words.)

ar

far

are

bar

car

Individual test

(Call on individual children. Each child reads a different word.)

1

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

To Correct
(Have the children sound out and tell what word.)

rōad

sitting

went

every

this

that

thē

then

EXERCISE 9

Read the fast way first

a. (Touch the ball for **rōad.**) Read this word the fast way.
b. (Pause two seconds.) Get ready. (Move your finger quickly along the arrow.) *Road.* Yes, **road.**
c. (Return to the ball.) Sound it out. Get ready. (Quickly touch under **r, ō, d** as the children say:) *rrrōōōd.*
d. What word? (Signal.) *Road.* Yes, **road.**
e. (Repeat *c* and *d* until firm.)
f. (Repeat the exercise for the remaining words on the page.)

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from an adjacent column. Praise children who read all words with no errors.)

STORYBOOK

★ STORY 1

EXERCISE 10

First reading—title and three sentences

a. (Pass out Storybook 1.)
b. Everybody, open your reader to page 1. ✔
c. Everybody, touch the title. (Check to see that the children are touching under the first word of the title.)
d. I'll tap and you read each word in the title the fast way. Don't sound it out. Just tell me the word.
e. First word. ✔
(Pause two seconds.) Get ready. (Tap.) *The.*
f. Next word. (Check to see that the children are touching under the next word. Pause two seconds.) Get ready. (Tap.) (The children read *cow.)*
g. (Repeat *f* for the remaining words in the title.)
h. Everybody, say the title. (Signal.) *The cow on the road.* Yes, **the cow on the road.**
i. Everybody, get ready to read this story the fast way.
j. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *Lots.*
k. Next word. ✔
• (Pause two seconds.) Get ready. (Tap.) *Of.*
l. (Repeat *k* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 11

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.
b. (Call on a child.) Read the next sentence.

To Correct

word-identification errors (**from**, for example)
1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

c. (Call on another child.) Read the next sentence.
d. (Repeat *c* for most of the remaining sentences in the story.)
e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Pause two seconds. Tap for each word in the sentence. Pause at least two seconds between taps.)

NOTE: Underlined and numbered statements in the following copy of story 1 refer to questions you are to ask the children in exercise 12.

the cow on the rōad[1]

lots of men went down the rōad in a little car.[2]

a cow was sitting on the rōad. sō the men ran to the cow. "wē will lift this cow," they said.[3]

but the men did not lift the cow.[4] "this cow is sō fat wē can not lift it."

the cow said, "I am not sō fat. I can lift mē."[5] then the cow got in the car.

the men said, "now wē can not get in the car." sō the men sat on the rōad and the cow went hōme in the car.[6]

the end

EXERCISE 12

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.
b. Starting with the first word of the title. ✔
• Get ready. (Tap as the children read the title.)
c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors
(**from**, for example)
1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.
e. (Repeat *d* for most of the remaining sentences in the story.)
f. (Occasionally have the group read a sentence.)
g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What's this story about? (Signal.) *The cow on the road.*
2 Who went in the little car? (Signal.) *Lots of men.*
3 What did they say? (Signal.) *We will lift this cow.*
• Do you think they'll lift her? (The children respond.)
• Let's read and find out.
4 Did they lift her? (Signal.) *No.*
5 The cow said, "I am not so fat." Then what did she say? (Signal.) *I can lift me.*
6 What happened? (The children respond.)

WORKSHEET 1

EXERCISE 13

Picture comprehension

a. What do you think you'll see in the picture? (The children respond.)
b. Turn the page and look at the picture.
c. (Ask these questions:)
1. Do those men look happy? (The children respond.)
2. Will they be able to lift the cow? (The children respond.)
3. What would you do if you were in that car? (Let the children comment for ten seconds. Then comment briefly.)

★ STORY ITEMS

The children will need pencils.

EXERCISE 14

Read and complete story items

a. (Pass out Worksheet 1 to each child.)
b. (Hold up side 1 of your worksheet and point to the story items exercise.) Everybody, these items are about the story you just read.
c. (Point to the blank in item 1.) Something is missing. When you get to this blank, say "**blank.**" What will you say? (Signal.) *Blank.*
d. Get ready to read item 1 the fast way. First word. ✔
• Get ready. (Tap.) *The.*
e. Next word. ✔
• Get ready. (Tap.) *Men.*
f. (Repeat e for the remaining words in item 1.)
g. (Repeat *d* through *f* until firm.)
h. The story said that the men did not lift... something. Everybody, what was that something? (Signal.) *The cow.*
i. (Repeat *h* until firm.)
j. Everybody, get ready to touch the word under item 1 that tells what the men did not lift. (Pause.) Get ready. (Signal.) ✔
k. Circle that word. ✔
l. Everybody, touch item 2. ✔
• Get ready to read item 2 the fast way. First word. ✔
• Get ready. (Tap.) *The.*
m. Next word. ✔
• Get ready. (Tap.) *Cow.*
n. (Repeat *m* for the remaining words in item 2.)
o. The cow said, "I can lift . . ." something. Everybody, what did the cow say she can lift? (Signal.) *Me.*
p. (Repeat *o* until firm.)
q. Everybody, get ready to touch the word under item 2 that tells what the cow says she can lift. (Pause.) Get ready. (Signal.) ✔
r. Circle that word. ✔

★ SOUND WRITING

EXERCISE 15

Identify sounds to be written

a. (Point to the sound-writing exercise.) Everybody, here are the sounds you're going to write today. I'll touch the sounds. You say them.
b. (Touch each sound.) (The children respond: **wh** = *www*; **m** = *mmm*; **th** = *thththh*; **r** = *rrr*; **sh** = *shshsh*; **a** = *aaa*.)
c. (Repeat *b* until firm.)
d. You're going to write a sound on each bar. You'll write the sounds later.

★ PICTURE COMPREHENSION

EXERCISE 16

Write words for picture

Refer to sounds, not letter names, in missing words.

a. (Point to the picture on side 2.) Look at this picture. Tell me what you see. (Accept reasonable responses.)

b. Everybody, what are the man and girl doing? (Signal.) *Running.* Yes, **running.**

c. Everybody, what is the dog doing? (Signal.) *Sitting.* Yes, **sitting.**

d. (Point to the sound in the blank in item 1.) Something is missing. When you get to this, say **"blank."** What will you say? (Signal.) *Blank.*

e. Everybody, touch item 1 below the picture. ✔

f. Get ready to read item 1 the fast way. First word. ✔

- Get ready. (Tap.) *The.*

g. Next word. ✔

- Get ready. (Tap.) *Man.*

h. (Repeat *g* for the remaining words in item 1.)

i. (Repeat *f* through *h* until firm.)

j. Tell me the answer. The man can. . . . (Signal.) *Run.*

k. I'll say the sounds in the word **run. rrr** (pause) **uuu** (pause) **nnn.** Again. **rrr** (pause) **uuu** (pause) **nnn.**

l. Your turn. Say the sounds in **run.** Get ready. (Signal for each sound as the children say:) *rrr* (pause) *uuu* (pause) *nnn.*

m. (Repeat *k* and *l* until firm.)

n. Look at the blank in item 1. The **rrr** is already written in the blank. So what sounds are you going to write next? (Signal for each sound as the children say:) *uuu* (pause) *nnn.*

- (Repeat until firm.)

o. Everybody, write the missing sounds for **run.** ✔

p. Get ready to read item 2 the fast way. First word. ✔

- Get ready. (Tap.) *The.*

q. Next word. ✔

- Get ready. (Tap.) *Girl.*

r. (Repeat *q* for the remaining words in item 2.)

s. (Repeat *p* through *r* until firm.)

t. Tell me the answer. The girl can . . . (signal) *run.*

u. I'll say the sounds in the word **run. rrr** (pause) **uuu** (pause) **nnn.**

v. Your turn. Say the sounds in **run.** Get ready. (Signal for each sound as the children say:) *rrr* (pause) *uuu* (pause) *nnn.*

w. (Repeat *u* and *v* until firm.)

x. Look at the blank in item 2. The **rrr** is already written in the blank. So what sounds are you going to write next? (Signal for each sound as the children say:) *uuu* (pause) *nnn.*

- (Repeat until firm.)

y. Everybody, write the missing sounds for **run.** ✔

z. (Repeat *p* through *y* for item 3: the dog likes to **sit** [**sss, iii, t**].)

★ SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 17

Introduction to independent activity

a. (Hold up side 1 of Worksheet 1.)

b. Everybody, you're going to finish this worksheet on your own. (Tell the children when they will work the remaining items.)

- Let's go over the things you're going to do.

Sound writing

(Point to the sound-writing exercise.) Remember to write a sound on each bar.

END OF LESSON 1

LESSON 2

LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.3, LA.1.1.4.5, LA.1.1.4.6, LA.1.1.4.7, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.6.1, LA.1.1.6.5, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. When I touch it, you say it. Keep on saying it as long as I touch it.

c. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

- (Lift your finger.)

To Correct

1. (Immediately say the correct sound as you continue to touch it. Lift your finger.)
2. Say it with me. (Touch the sound and say it with children.)
   - (Lift your finger.)
3. Again. (Repeat until firm.)
4. All by yourselves. Get ready. (Touch the sound.) (The children say the sound.)

d. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on individual children to identify one or more sounds.)

e sh i er

ī th o

h u wh

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

To Correct

(Have the children sound out and tell what word.)

pāint

EXERCISE 2

Sound out first

a. (Touch the ball for **pāint.**) Sound it out. Get ready. (Quickly touch under **p, ā, n, t** as the children say:) *pāānnnt*.

- What word? (Signal.) *Paint.* Yes, **paint.**

c. (Repeat exercise until firm.)

clap

EXERCISE 3

Sound out first

a. (Touch the ball for **clap.**) Sound it out. Get ready. (Quickly touch under **c, l, a, p** as the children say:) *clllaaap*.

b. What word? (Signal.) *Clap.* Yes, **clap.**

c. (Repeat exercise until firm.)

māil

EXERCISE 4

Read the fast way first

a. (Touch the ball for **māil.**) Read this word the fast way.

b. (Pause two seconds.) Get ready. (Move your finger quickly along the arrow.) *Mail.* Yes, **mail.**

c. (Return to the ball.) Sound it out. Get ready. (Quickly touch under **m, ā, l** as the children say:) *mmmāāālll*.

d. What word? (Signal.) *Mail.* Yes, **mail.**

e. (Repeat *c* and *d* until firm.)

f. (Repeat the exercise for **kissed, this, every, that,** and **when.**)

kissed

this

every

that

when

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

To Correct

(Have the children sound out and tell what word.)

where

EXERCISE 5

Sound out first

a. (Touch the ball for **where.**) Sound it out. Get ready. (Quickly touch under **wh, e, r** as the children say:) *wwweeerrr.*
b. What word? (Signal.) *Where.* Yes, **where.**
c. (Repeat exercise until firm.)

there

EXERCISE 6

Sound out first

a. (Touch the ball for **there.**) Sound it out. Get ready. (Quickly touch under **th, e, r** as the children say:) *ththeeerrr.*
b. What word? (Signal.) *There.* Yes, **there.**
c. (Repeat exercise until firm.)

EXERCISE 7

ar

a. (Point to **ar.**) When these letters are together, they usually say (pause) **are.** What do these letters say? (Signal.) *Are.* Yes, **are.**
b. (Repeat *a* until firm.)

EXERCISE 8

ar word

a. (Point to **ar** in **far.**) What do these letters say? (Signal.) *Are.* Yes, **are.**
b. (Touch the ball for **far.**) Read this word the fast way. Get ready. (Signal.) *Far.* Yes, **far.**

EXERCISE 9

ar word

a. (Point to **ar** in **farm.**) What do these letters say? (Signal.) *Are.* Yes, **are.**
b. (Touch the ball for **farm.**) Read this word the fast way. Get ready. (Signal.) *Farm.* Yes, **farm.**

EXERCISE 10

ar word

a. (Point to **ar** in **charm.**) What do these letters say? (Signal.) *Are.* Yes, **are.**
b. (Touch the ball for **charm.**) Read this word the fast way. Get ready. (Signal.) *Charm.* Yes, **charm.**

EXERCISE 11

ar word

a. (Point to **ar** in **cart.**) What do these letters say? (Signal.) *Are.* Yes, **are.**
b. (Touch the ball for **cart.**) Read this word the fast way. Get ready. (Signal.) *Cart.* Yes, **cart.**

ar

far

farm

charm

cart

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from an adjacent column. Praise children who read all words with no errors.)

STORYBOOK

STORY 2

EXERCISE 12

First reading—title and three sentences

a. (Pass out Storybook 1.)
b. Everybody, open your reader to page 3.
c. Everybody, touch the title. (Check to see that the children are touching under the first word of the title.)
d. I'll tap and you read each word in the title the fast way. Don't sound it out. Just tell me the word.
e. First word. ✔
- (Pause two seconds.) Get ready. (Tap.) (The children read *paint*.)

f. Next word. (Check to see that the children are touching under the next word. Pause two seconds.) Get ready. (Tap.) (The children read *that*.)
g. (Repeat *f* for the remaining word in the title.)
h. Everybody, say the title. (Signal.) *Paint that nose.* Yes, **paint that nose.**
i. Everybody, get ready to read this story the fast way.
j. First word. ✔
- (Pause two seconds.) Get ready. (Tap.) *A.*

k. Next word. ✔
- (Pause two seconds.) Get ready. (Tap.) *Fat.*

l. (Repeat *k* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 13

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.
b. (Call on a child.) Read the next sentence.

To Correct

word-identification errors
(**from**, for example)
1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

c. (Call on another child.) Read the next sentence.
d. (Repeat *c* for most of the remaining sentences in the story.)
e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Pause two seconds. Tap for each word in the sentence. Pause at least two seconds between taps.)

NOTE: Underlined and numbered statements in the following copy of story 2 refer to questions you are to ask the children in exercise 14.

pāint that nōse[1]

a fat dog met a little dog.
the fat dog had a red nōse.[2] the little dog had a red nōse.[3]
the fat dog said, "I have a red nōse."
the little dog said, "I wish I did not have a red nōse."[4]
the fat dog got a can of pāint. hē said, "pāint that nōse."[5]
sō the little dog did pāint her nōse. shē said, "now this nōse is not red." shē kissed the fat dog on the ēar. now the fat dog has pāint on his ēar.[6]

the end

EXERCISE 14

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.
b. Starting with the first word of the title. ✔
- Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.
d. (Call on another child.) Read the next sentence.
e. (Repeat *d* for most of the remaining sentences in the story.)
f. (Occasionally have the group read a sentence.)
g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What's this story about? (Signal.) *Paint that nose.*
2 Who had a red nose? (Signal.) *The fat dog.*
3 Who else had a red nose? (Signal.) *The little dog.*
4 What did the little dog say? (Signal.) *I wish I did not have a red nose.*
5 What did he say? (Signal.) *Paint that nose.*
- Who said that? (Signal.) *The fat dog.*
- He told the little dog to paint her own nose.

6 Where does the fat dog have paint? (Signal.) *On his ear.*
- How did it get there? (The children respond.)

WORKSHEET 2

EXERCISE 15

Picture comprehension

a. What do you think you'll see in the picture? (The children respond.)
b. Turn the page and look at the picture.
c. (Ask these questions:)
1. What is that little dog doing? (Signal.) *Painting her nose.*
2. What is behind that little dog's ear? (Signal.) *A paintbrush.* Yes, another paintbrush.
3. Did you ever paint your nose? (The children respond.)
4. What do you like to paint best? (Let the children comment for ten seconds. Then comment briefly.)

STORY ITEMS

The children will need pencils.

EXERCISE 16

Read and complete story items

a. (Pass out Worksheet 2 to each child.)
b. (Hold up side 1 of your worksheet and point to the story items exercise.) Everybody, these items are about the story you just read.
c. (Point to the blank in item 1.) Something is missing. When you get to this blank, say "**blank.**" What will you say? (Signal.) *Blank.*
d. Get ready to read item 1 the fast way. First word. ✔
- Get ready. (Tap.) *A.*

e. Next word. ✔
- Get ready. (Tap.) *Fat.*

f. (Repeat *e* for the remaining words in item 1.)
g. (Repeat *d* through *f* until firm.)
h. The story said that a fat dog met a little ... something. Everybody, what did the fat dog meet? (Signal.) *A little dog.*
i. (Repeat *h* until firm.)
j. Everybody, get ready to touch the word under item 1 that tells what the fat dog met. (Pause.) Get ready. (Signal.) ✔
k. Circle that word. ✔
l. Everybody, touch item 2. ✔
- Get ready to read item 2 the fast way. First word. ✔
- Get ready. (Tap.) *The.*

m. Next word. ✔
- Get ready. (Tap.) *Little.*

n. (Repeat *m* for the remaining words in item 2.)
o. The little dog did not like her red . . . something. Everybody, what was that red something the little dog did not like? (Signal.) *Her nose.*
p. (Repeat *o* until firm.)
q. Everybody, get ready to touch the word under item 2 that tells what red something the little dog did not like. (Pause.) Get ready. (Signal.) ✔
r. Circle that word. ✔

SOUND WRITING

EXERCISE 17

Identify sounds to be written

a. (Point to the sound-writing exercise.) Everybody, here are the sounds you're going to write today. I'll touch the sounds. You say them.
b. (Touch each sound.) (The children respond.)
c. (Repeat *b* until firm.)
d. You're going to write a sound on each bar. You'll write the sounds later.

PICTURE COMPREHENSION

EXERCISE 18

Write words for picture

Refer to sounds, not letter names, in missing words.

a. (Point to the picture on side 2.) Look at this picture. Tell me what you see. (Accept reasonable responses.)

b. Everybody, who is yelling at the cat, a man or a boy? . . . (signal) *a man.*

- Yes, **he** is a . . . (signal) *man.*

c. Everybody, what is the cat on? (Signal.) *The hat.*

- Yes, the cat is on his . . . (signal) *hat.*

d. How does the man look? (Signal.) *Mad.*

- Yes, **mad.** The man is . . . (signal) *mad.*

e. (Repeat *b* through *d* until firm.)

f. (Point to the sound in the blank in item 1.) Something is missing. When you get to this, say "**blank**." What will you say? (Signal.) *Blank.*

g. Everybody, touch item 1 below the picture. ✔

h. Get ready to read item 1 the fast way. First word. ✔

- Get ready. (Tap.) *He.*

i. Next word. ✔

- Get ready. (Tap.) *Is.*

j. (Repeat *i* for the remaining words in item 1.)

k. (Repeat *h* through *j* until firm.)

l. Tell me the answer. He is a . . . (signal) **man.**

m. I'll say the sounds in the word **man.** **mmm** (pause) **aaa** (pause) **nnn.** Again. **mmm** (pause) **aaa** (pause) **nnn.**

n. Your turn. Say the sounds in **man.** Get ready. (Signal for each sound as the children say:) *mmm* (pause) *aaa* (pause) *nnn.*

o. (Repeat *m* and *n* until firm.)

p. Look at the blank in item 1. The **mmm** is already written in the blank. So what sounds are you going to write next? (Signal for each sound as the children say:) *aaa* (pause) *nnn.*

- (Repeat until firm.)

q. Everybody, write the missing sounds for **man.** ✔

r. (Repeat *h* through *q* for items 2 and 3:
2. the cat is on his **hat** [h, aaa, t].
3. so the man is **mad** [mmm, aaa, d].)

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 19

Introduction to independent activity

a. (Hold up side 1 of Worksheet 2.)

b. Everybody, you're going to finish this worksheet on your own. (Tell the children when they will work the remaining items.)

- Let's go over the things you're going to do.

Sound writing

(Point to the sound-writing exercise.) Remember to write a sound on each bar.

END OF LESSON 2

LESSON 3

LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.3, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.6.1, LA.1.1.6.5, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. When I touch it, you say it. Keep on saying it as long as I touch it.

c. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

- (Lift your finger.)

To Correct

1. (Immediately say the correct sound as you continue to touch it. Lift your finger.)
2. Say it with me. (Touch the sound and say it with children.)
   - (Lift your finger.)
3. Again. (Repeat until firm.)
4. All by yourselves. Get ready. (Touch the sound.) (The children say the sound.)

d. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

ō e m

ch i wh u

sh th a

STORYBOOK

★ READ THE ITEMS 3

EXERCISE 2

Read items 1 and 2

a. (Pass out Storybook 1.)
b. Open your reader to page 5. Get ready to read the items.
c. Finger under the first word of item 1. ✔
d. First word. (Pause.) Get ready. (Tap.) *When.*
e. Next word. (Pause.) Get ready. (Tap.) *The.*
f. (Repeat *e* for the remaining words in item 1.)
g. (Repeat *c* through *f* until item 1 is firm.)
h. Everybody, say item 1. (Pause. Signal.) *When the teacher says "Go," stand up.*

To Correct

1. Everybody, say the item with me. (Signal. Say the item with the children at a normal speaking rate.)
   - (Repeat until firm.)
2. (Repeat *h*. Then skip to *j*.)

i. Again. (Repeat *h* until firm.)
j. What are you going to do when I say "**Go**"? (Signal.) *Stand up.*
- When are you going to **stand up?** (Signal.) *When the teacher says "Go."*

To Correct

(Have the children read the item aloud. Then repeat the questions.)

k. Finger under the first word of item 2. ✔
l. (Repeat *d* through *j* for item 2: When the teacher says "Go," clap.)

EXERCISE 3

Play the game with items 1 and 2

a. Read item 1 to yourself and think about what you're going to do and when you're going to do it. Raise your hand when you're ready. ✔
b. (After the children raise their hands, say:) Get ready to play the game.
c. My turn. (Pause.) Go. (Signal.) (The children are to stand up immediately.)

To Correct

(Have the children read the item aloud. Then play the game again.)

d. (Repeat *a* through *c* for item 2.)

★ READING HARD WORDS 3

EXERCISE 4

Hard words

You'll present rewards in this exercise.

a. (Point to the hard words in your book.) Today, you're going to read these hard words. First you'll read them in my book. Then you'll read some of them in your reader. If you can read all of the words in a column without making a mistake, you'll get____. (Reward the children with stars, points, etc.)
b. (Point to **then.**) Reading the fast way. (Pause two seconds.) Get ready. (Signal.) *Then.*
c. (Repeat *b* for the remaining words that appear on pages 14 and 15.)

To Correct

1. Everybody, sound out the word. (Touch each sound as the children sound out the word.)
2. What word? (Signal.)

then

when

where

there

them

that

d. (Repeat each column on pages 14 and 15 until the children can identify each word without making a mistake.)

whȳ	shē
her	thē
hērₑ	ātₑ
didn't	arₑ
dōn't	far
fōr	car
of	barn

EXERCISE 5

Hard words in reader

a. Keep your reader open to page 5. ✔

b. These words are the same hard words you just read.

c. (Call on a child.) Read the words in the first column. Start at the top and go down the column. Everybody, touch the words that are being read. Raise your hand if you hear a mistake.

d. (Call on another child to read the second column.)

e. (Give each child a turn at reading one column of words. Praise the children who read each word in the column without making a mistake. Children who make a mistake must repeat the column of words until firm.)

To Correct

1. (Immediately say the correct word.)
2. (Tell the child who made the mistake:) Touch that word. (Pause.) What word?
3. (Then tell the child:) Now go back to the top of the column and read the words again.

whȳ	the
that	shē
them	of
thereₑ	fōr
whereₑ	dōn't
when	didn't
then	hērₑ
ātₑ	her

WORKSHEET 3

PICTURE COMPREHENSION

The children will need pencils.

EXERCISE 6

Write words for picture

Refer to sounds, not letter names, in missing words.

a. (Pass out Worksheet 3 to each child.)
b. (Hold up side 1 of your worksheet.)
c. (Point to the first picture.)
Look at this picture. Tell me what you see. (Accept reasonable responses.)
d. Everybody, what is the girl doing? (Signal.) *Running.*
• Yes, the girl likes to . . . (signal) *run.*
e. Everybody, what is the girl carrying? (Signal.) *A cat.*
• Yes, she has a . . . (signal) *cat.*
f. Everybody, what is the cat wearing? (Signal.) *A hat.*
• Yes, the cat has a . . . (signal) *hat.*
g. (Repeat *d* through *f* until firm.)
h. (Point to the sound in the blank in item 1.)
Something is missing. When you get to this, say "**blank.**" What will you say? (Signal.) *Blank.*
i. Everybody, touch item 1 next to the picture. ✔
j. Get ready to read item 1 the fast way. First word. ✔
• Get ready. (Tap.) *The.*
k. Next word. ✔
• Get ready. (Tap.) *Girl.*
l. (Repeat *k* for the remaining words in item 1.)
m. (Repeat *j* through *l* until firm.)
n. Tell me the answer. The girl likes to . . . (signal) *run.*
o. I'll say the sounds in the word **run.** **rrr** (pause) **uuu** (pause) **nnn.** Again. **rrr** (pause) **uuu** (pause) **nnn.**
p. Your turn. Say the sounds in **run.** Get ready. (Signal for each sound as the children say:) *rrr* (pause) *uuu* (pause) *nnn.*
q. (Repeat *o* and *p* until firm.)
r. Look at the blank in item 1. The **rrr** is already written in the blank. So what sounds are you going to write next? (Signal for each sound as the children say:) *uuu* (pause) *nnn.*
• (Repeat until firm.)
s. Everybody, write the missing sounds for **run.** ✔
t. (Repeat *j* through *s* for items 2 and 3:
2. She has a **cat** [c, aaa, t].
3. The cat has a **hat** [h, aa, t].
u. You'll do the items for the other picture later.

SOUND WRITING

EXERCISE 7

Identify sounds to be written

a. (Point to the sound-writing exercise on side 2.)
Everybody, here are the sounds you're going to write today. I'll touch the sounds. You say them.
b. (Touch each sound.) (The children respond.)
c. (Repeat *b* until firm.)
d. You're going to write a sound on each bar. You'll write the sounds later.

★ SENTENCE COPYING

EXERCISE 8

Read sentence to copy

a. (Point to the sentence **hē had a pāint can.**)
b. Here's the sentence you're going to write on the lines below.
Everybody, touch this sentence on your worksheet. ✔
c. Get ready to read the words in this sentence the fast way. First word. ✔
• Get ready. (Tap for each word as the children read *he had a paint can.*)
d. (Have the children reread the sentence the fast way.)
e. (Point to the dotted words on the first line.) Later, you're going to trace the dotted words in this sentence. Then you're going to write those words on the other lines.

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 9

Introduction to independent activity

a. (Hold up side 1 of Worksheet 3.)
b. Everybody, you're going to finish this worksheet on your own. (Tell the children when they will work the remaining items.)
• Let's go over the things you're going to do.

Picture comprehension

a. (Point to the second picture in the picture comprehension exercise.)
Everybody, you're going to look at this picture. Then you're going to read each item and write the missing words.
b. Remember—the first sound of each missing word is already written in the blank.

Sound writing

(Point to the sound-writing exercise on side 2.) Remember to write a sound on each bar.

Sentence copying

(Point to the first line in the sentence-copying exercise.) Remember—you're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

END OF LESSON 3

LESSON 4

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.3, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. When I touch it, you say it. Keep on saying it as long as I touch it.

c. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

- (Lift your finger.)

To Correct

1. (Immediately say the correct sound as you continue to touch it. Lift your finger.)
2. Say it with me. (Touch the sound and say it with children.)
   - (Lift your finger.)
3. Again. (Repeat until firm.)
4. All by yourselves. Get ready. (Touch the sound.) (The children say the sound.)

d. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

o ō th

wh ch sh

e ē g l

i s a er

STORYBOOK

READ THE ITEMS 4

EXERCISE 2

Read items 1 and 2

a. (Pass out Storybook 1.)
b. Open your reader to page 6. Get ready to read the items.
c. Finger under the first word of item 1. ✔
d. First word. (Pause.) Get ready. (Tap.) *When.*
e. Next word. (Pause.) Get ready. (Tap.) *The.*
f. (Repeat *e* for the remaining words in item 1.)
g. (Repeat *c* through *f* until item 1 is firm.)
h. Everybody, say item 1. (Pause. Signal.) *When the teacher says "Now," clap.*

To Correct

1. Everybody, say the item with me. (Signal. Say the item with the children at a normal speaking rate.)
   - (Repeat until firm.)
2. (Repeat *h*. Then skip to *j*.)

i. Again. (Repeat *h* until firm.)
j. What are you going to do when I say "**Now**"? (Signal.) *Clap.*
- When are you going to **clap?** (Signal.) *When the teacher says "Now."*

To Correct

(Have the children read the item aloud. Then repeat the questions.)

k. Finger under the first word of item 2. ✔
l. (Repeat *d* through *j* for item 2: When the teacher says "Now," stand up.)

EXERCISE 3

Play the game with items 1 and 2

a. Read item 1 to yourself and think about what you're going to do and when you're going to do it. Raise your hand when you're ready.
b. (After the children raise their hands, say:) Get ready to play the game.
c. My turn. (Pause.) Now. (Signal.) (The children are to clap once immediately.)

To Correct

(Have the children read the item aloud. Then play the game again.)

d. (Repeat *a* through *c* for item 2.)

READING HARD WORDS

EXERCISE 4

Hard words

You'll present rewards in this exercise.

a. (Point to the hard words in your book.) Today, you're going to read these hard words. First you'll read them in my book. Then you'll read some of them in your reader. If you can read all of the words in a column without making a mistake, you'll get____. (Reward the children with stars, points, etc.)
b. (Point to **hēre.**) Reading the fast way. (Pause two seconds.) Get ready. (Signal.) *Here.*
c. (Repeat *b* for the remaining words that appear on pages 18, 19, and 20.)

To Correct

1. Everybody, sound out the word. (Touch each sound as the children sound out the word.)
2. What word? (Signal.)

hēre

her

where

were

hē

d. (Repeat each column on pages 18, 19, and 20 until the children can identify each word without making a mistake.)

4

the

wh$\bar{y}$

th$\bar{o}$se

sh$\bar{e}$

they

$\bar{e}$ven

$\bar{a}$te

then

every

at

ther e

very

when

th$\bar{e}$se

didn't

4

dōn't	did
fōr	are
of	farm
do	barn
clap	yard

★ HARD WORDS IN READER 4

Exercise 5 is a test of reading accuracy. Tally all reading errors on a separate sheet.

EXERCISE 5

Hard words in reader

a. Keep your reader open to page 6. ✔

b. These words are the same hard words you just read.

c. (Call on a child.) Read the words in the first column. Start at the top and go down the column. Everybody, touch the words that are being read. Raise your hand if you hear a mistake.

d. (Call on another child to read the second column.)

e. (Give each child a turn at reading one column of words. Praise the children who read each word in the column without making a mistake. Children who make a mistake must repeat the word until firm.)

To Correct

1. (Immediately say the correct word.)
2. (Tell the child who made the mistake:) Touch that word. (Pause.) What word?
3. (Then tell the child:) Now go back to the top of the column and read the words again.

f. (If the children average more than one mistake, do not proceed to lesson 5. See the Teacher's Guide for details.)

WORKSHEET 4

PICTURE COMPREHENSION

The children will need pencils.

EXERCISE 6

Write words for picture

Refer to sounds, not letter names, in missing words.

a. (Pass out Worksheet 4 to each child.)
b. (Hold up side 1 of your worksheet.)
c. (Point to the first picture.)
Look at this picture. Tell me what you see. (Accept reasonable responses.)
d. Everybody, what does mom have? (Signal.) *A dog.*
Yes, mom has a . . . (Signal.) *Dog.*
e. Everybody, what is the dog looking at? (Signal.) *The cat.*
Yes, the dog sees a . . . (Signal.) *Cat.*
f. Everybody, how does the dog look? (Signal.) *Mad.*
• Yes, **mad.** The dog is . . . (Signal.) *Mad.*
g. (Repeat *d* through *f* until firm.)
h. (Point to the sound in the blank in item 1.) Something is missing. When you get to this, say "**blank.**" What will you say? (Signal.) *Blank.*
i. Everybody, touch item 1 next to the picture. ✔
j. Get ready to read item 1 the fast way. First word. ✔
• Get ready. (Tap.) *Mom.*
k. Next word. ✔
• Get ready. (Tap.) *Has.*
l. (Repeat *k* for the remaining words in item 1.)
m. (Repeat *j* through *l* until firm.)
n. Tell me the answer. Mom has a . . . (Signal.) *Dog.*
o. I'll say the sounds in the word **dog.**
d (pause) **ooo** (pause) **g.** Again.
d (pause) **ooo** (pause) **g.**
p. Your turn. Say the sounds in **dog.** Get ready. (Signal for each sound as the children say:) *d* (pause) *ooo* (pause) *g.*
q. (Repeat *o* and *p* until firm.)
r. Look at the blank in item 1. The **d** is already written in the blank. So what sounds are you going to write next? (Signal for each sound as the children say:) *ooo* (pause) *g.*
• (Repeat until firm.)
s. Everybody, write the missing sounds for **dog.** ✔
t. (Repeat *i* through *s* for items 2 and 3.)
u. You'll do the items for the other picture later.

SOUND WRITING

EXERCISE 7

Identify sounds to be written

a. (Point to the sound-writing exercise on side 2.) Everybody, here are the sounds you're going to write today. I'll touch the sounds. You say them.
b. (Touch each sound.) (The children respond.)
c. (Repeat *b* until firm.)
d. You're going to write a sound on each bar. You'll write the sounds later.

SENTENCE COPYING

EXERCISE 8

Read the sentence to copy

a. (Point to the sentence **I wish I had a dog.**)
b. Here's the sentence you're going to write on the lines below.
Everybody, touch this sentence on your worksheet. ✔
c. Get ready to read the words in this sentence the fast way. First word. ✔
• Get ready. (Tap for each word as the children read *I wish I had a dog.*)
d. (Have the children reread the sentence the fast way.)
e. (Point to the dotted words on the first line.) Later, you're going to trace the dotted words in this sentence. Then you're going to write those words on the other lines.

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 9

Introduction to independent activity

a. (Hold up side 1 of Worksheet 4.)
b. Everybody, you're going to finish this worksheet on your own. (Tell the children when they will work the remaining items.)
• Let's go over the things you're going to do.

Picture comprehension

a. (Point to the second picture in the picture-comprehension exercise.)
Everybody, you're going to look at this picture. Then you're going to read each item and write the missing words.
b. Remember—the first sound of each missing word is already written in the blank.

Sound writing

(Point to the sound-writing exercise on side 2.) Remember to write a sound on each bar.

Sentence copying

(Point to the first line in the sentence-copying exercise.) Remember—you're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

END OF LESSON 4

LESSON 5

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.3.1, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.3, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Get ready to tell me these sounds.

b. When I touch it, you say it. Keep on saying it as long as I touch it.

c. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

- (Lift your finger.)

To Correct

1. (Immediately say the correct sound as you continue to touch it.)
   - (Lift your finger.)
2. Say it with me. (Touch the sound and say it with children.)
   - (Lift your finger.)
3. Again. (Repeat until firm.)
4. All by yourselves. Get ready. (Touch the sound.) (The children say the sound.)

d. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

u b e

ch i a

d f o

m r sh

5

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

when

EXERCISE 2

Sound out first

a. (Touch the ball for **when.**) Sound it out. Get ready. (Quickly touch **wh, e, n** as the children say:) *wwweeennn.*
b. What word? (Signal.) *When.* Yes, **when.**
c. (Repeat exercise until firm.)

where

EXERCISE 3

Sound out first

a. (Touch the ball for **where.**) Sound it out. Get ready. (Quickly touch **wh, e, r** as the children say:) *wwweeerrr.*
b. What word? (Signal.) *Where.* Yes, **where.**
c. (Repeat exercise until firm.)

walk

EXERCISE 4

Read the fast way first

a. (Touch the ball for **walk.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Walk.* Yes, **walk.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **w, a, l, k** as the children say:) *wwwaaalllk.*
c. What word? (Signal.) *Walk.* Yes, **walk.**
d. (Repeat *b* and *c* until firm.)
e. (Repeat the exercise for **live, talk,** and **walking.**)

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

live

talk

walking

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

EXERCISE 5

Read the fast way

a. Read these words the fast way.

b. (Touch the ball for **that.** Pause two seconds.) Get ready. (Signal.) *That.* Yes, **that.**

c. (Repeat *b* for **girls, gōing, talking, shē, them, thōse,** and **this.**)

that

girls

gōing

talking

shē

them

thōse

this

stop

EXERCISE 6

Sound out first

a. (Touch the ball for **stop.**) Sound it out. Get ready. (Quickly touch **s, t, o, p** as the children say:) *ssstooop.*

b. What word? (Signal.) *Stop.* Yes, **stop.**

c. (Repeat exercise until firm.)

whȳ

EXERCISE 7

Sound out first

a. (Touch the ball for **whȳ.**) Sound it out. Get ready. (Quickly touch **wh, ȳ** as the children say:) *wwwȳȳȳ.*

b. What word? (Signal.) *Why.* Yes, **why.**

c. (Repeat exercise until firm.)

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

5

Get ready to read all the words on this page without making a mistake.

EXERCISE 8

ar word

a. (Point to **ar** in **arm.**) What do these letters say? (Signal.) *Are.* Yes, **are.**
b. (Touch the ball for **arm.**) Read this word the fast way. Get ready. (Signal.) *Arm.* Yes, **arm.**

EXERCISE 9

Read **ar** word the fast way

a. (Touch the ball for **barn.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Barn.* Yes, **barn.**
b. (Point to **ar** in **barn.**) Everybody, what do these letters say? (Signal.) *Are.* Yes, **are.**
c. (Touch the ball for **barn.**) Sound it out. Get ready. (Quickly touch **b, ar, n** as the children say:) *barnnn.*
d. What word? (Signal.) *Barn.* Yes, **barn.**
e. (Repeat *c* and *d* until firm.)

EXERCISE 10

Read **ar** word the fast way

a. (Touch the ball for **car.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Car.* Yes, **car.**
b. (Point to **ar** in **car.**) Everybody, what do these letters say? (Signal.) *Are.* Yes, **are.**
c. (Touch the ball for **car.**) Sound it out. Get ready. (Quickly touch **c, ar** as the children say:) *car.*
d. What word? (Signal.) *Car.* Yes, **car.**
e. (Repeat *c* and *d* until firm.)

arm

barn

car

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from an adjacent column. Praise children who read all words with no errors.)

STORYBOOK

READ THE ITEM 5

EXERCISE 11

Read the item

a. (Pass out Storybook 1.)
b. Open your reader to page 7. Get ready to read the item.
c. Finger under the first word of the item. ✔
• Get ready. (Tap.) *When.*
d. Next word. (Pause.) Get ready. (Tap.) *The.*
e. (Repeat *d* for the remaining words in the item.)
f. (Repeat *c* through *e* until the item is firm.)
g. Everybody, say that item. (Pause. Signal.) *When the teacher says "Do it," stand up.*

To Correct

1. Everybody, say the item with me. (Signal. Say the item with the children at a normal speaking rate.)
   • (Repeat until firm.)
2. (Repeat *g*. Then skip to step *i*.)

h. Again. (Repeat *g* until firm.)
i. What are you going to do when I say "**Do it**"? (Signal.) *Stand up.*
• When are you going to **stand up?** (Signal.) *When the teacher says "Do it."*

To Correct

(Have the children read the item aloud. Then repeat the questions.)

EXERCISE 12

Play the game

a. Read the item to yourself and think about what you're going to do and when you're going to do it. Raise your hand when you're ready.

b. (After the children raise their hands, say:) Get ready to play the game.

c. My turn. (Pause.) Do it. (Signal.) (The children are to stand up immediately.)

To Correct

(Have the children read the item aloud. Then play the game again.)

the talkiŋg cat

the girl was goiŋg fōr a walk. shē met a fat cat. "can cats talk?" the girl said.

the cat said, "I can talk, but I do not talk to girls. I talk to dogs."

the girl did not lIke that cat. "I do not lIke cats that will not talk to mē."

the cat said, "I will not talk to girls."

the girl said, "I do not lIke that cat. and I do not give fish cāke to cats I do not lIke."

the cat said, "I lIke fish cāke, sō I will talk to this girl."

sō the girl and the cat āte the fish cāke.

the end

STORY 5

EXERCISE 13

First reading—title and three sentences

a. Keep your reader open to page 7. ✔

b. Everybody, touch the title. (Check to see that the children are touching under the first word of the title.)

c. I'll tap and you read each word in the title the fast way. Don't sound it out. Just tell me the word.

d. First word. ✔

- (Pause two seconds.) Get ready. (Tap.) (The children read *the.)*

e. Next word. ✔

- (Pause two seconds.) Get ready. (Tap.) (The children read *talking*.)

f. (Repeat *e* for the remaining word in the title.)

g. Everybody, say the title. (Signal.) *The talking cat.* Yes, **the talking cat.**

h. Everybody, get ready to read this story the fast way.

i. First word. ✔

- (Pause two seconds.) Get ready. (Tap.) *The.*

j. Next word. ✔

- (Pause two seconds.) Get ready. (Tap.) *Girl.*

k. (Repeat *j* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 14

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.

b. (Call on a child.) Read the next sentence.

To Correct

word-identification errors (from, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

c. (Call on another child.) Read the next sentence.

d. (Repeat *c* for most of the remaining sentences in the story.)

e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Pause two seconds. Tap for each word in the sentence. Pause at least two seconds between taps.)

5

Note: Underlined and numbered statements in the following copy of story 5 refer to questions you are to ask the children in exercise 15.

the talking cat[1]

the girl was going for a walk. she met a fat cat.[2] "can cats talk?" the girl said.

the cat said, "I can talk, but I do not talk to girls.[3] I talk to dogs."

the girl did not like that cat. "I do not like cats that will not talk to me."

the cat said, "I will not talk to girls."[4]

the girl said, "I do not like that cat. and I do not give fish cake to cats I do not like."[5]

the cat said, "I like fish cake, so I will talk to this girl."[6]

so the girl and the cat ate the fish cake.[7]

the end

EXERCISE 15

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.

b. Starting with the first word of the title. ✔ Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors (from, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

[1] What's this story about? (Signal.) *The talking cat.*

[2] What did the girl meet? (Signal.) *A fat cat.*

- Where was the girl going when she met the cat? (Signal.) *For a walk.*

[3] What did the cat say? (Signal.) *I can talk, but I do not talk to girls.*

- (Repeat the question until the children give a firm response.)

[4] What did the cat say? (Signal.) *I will not talk to girls.*

- Who is the cat talking to? (Signal.) *The girl.*

[5] The girl said, "I do not like that cat." Then what did she say? (Signal.) *And I do not give fish cake to cats I do not like.*

- What do you think the cat will do? (The children respond.)
- Let's find out.

[6] What did the cat say? (Signal.) *I like fish cake, so I will talk to this girl.*

- (Repeat the question until the children give a firm response.)
- Why do you think the cat is talking to her? (The children respond.)

[7] What happened? (The children respond.)

EXERCISE 16

Picture comprehension

a. Look at the picture.

b. (Ask these questions:)

1. What are the girl and the cat doing? (Signal.) *Eating fish cake.*
2. Does that cat look happy now? (Signal.) *Yes.*
3. Do you think he'll talk to the girl? (Signal.) *Yes.*
   - Why? (The children respond.)
4. What do you think they are talking about? (Let the children comment for ten seconds. Then comment briefly.)

WORKSHEET 5

STORY ITEMS

The children will need pencils.

EXERCISE 17

Read and complete story items

a. (Pass out Worksheet 5 to each child.)
b. (Hold up side 1 of your worksheet and point to the story items exercise.) Everybody, these items are about the story you just read.
c. (Point to the blank in item 1.) Something is missing. When you get to this blank, say "**blank.**" What will you say? (Signal.) *Blank.*
d. Get ready to read item 1 the fast way. First word. ✔
• Get ready. (Tap.) *A.*
e. Next word. ✔
• Get ready. (Tap.) *Girl.*
f. (Repeat *e* for the remaining words in item 1.)
g. (Repeat *d* through *f* until firm.)
h. The story said that a girl met a fat . . . something. Everybody, what did the girl meet? (Signal.) *A fat cat.*
i. (Repeat *h* until firm.)
j. Everybody, get ready to touch the word under item 1 that tells what the girl met. (Pause.) Get ready. (Signal.) ✔
k. Circle that word. ✔
l. Everybody, touch item 2. ✔
• Get ready to read item 2 the fast way. First word. ✔
• Get ready. (Tap.) *Did.*
m. Next word. ✔
• Get ready. (Tap.) *The.*
n. (Repeat *m* for the remaining words in item 2.)
o. Did the cat like fish cake? (Signal.) *Yes.*
p. (Repeat *o* until firm.)
q. Everybody, get ready to touch the word under item 2 that tells the answer. (Pause.) Get ready. (Signal.) ✔
r. Circle that word. ✔

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 18

Summary of independent activities

a. (Pass out Worksheet 5 to each child.)
b. Everybody, now you'll do your worksheet. Remember to do all parts of the worksheet and to read all the parts carefully.

★ INDIVIDUAL CHECKOUT

EXERCISE 19

2½-minute individual fluency checkout: rate/accuracy

(Make a permanent chart with children's names and lesson numbers. See the Teacher's Guide for a sample chart.)

a. As you are doing your worksheet, I'll call on children one at a time to read the **whole story**. If you can read the whole story in less than two and a half minutes, and if you make no more than three errors, I'll put two stars after your name on the chart for lesson 5.
b. If you make too many errors or don't read in less than two and a half minutes, you'll have to practice and do it again. When you do read it in under two and a half minutes with no more than three errors, you'll get one star. Remember, two stars if you can do it the first time, one star if you do it the second or third time you try.
c. (Call on each child. Tell the child:) Start with the title and read the whole story carefully. Go. (Time the child. If the child makes a mistake, quickly tell the child the correct word and permit the child to continue reading. As soon as the child makes the fourth error or exceeds the time limit, tell the child to stop.) You'll have to read the story to yourself and try again later. (Plan to monitor the child's practice.)
d. (Record two stars for each child who reads appropriately. Congratulate those children.)
e. (Give children who do not earn two stars a chance to read the story again before the next lesson is presented. Award one star to each of those children who meet the rate and accuracy criterion.)
113 words/**2.5 min** = 45 wpm **[3 errors]**

END OF LESSON 5

LESSON 6

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.3, LA.1.1.4.5, LA.1.1.4.6, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. When I touch it, you say it. Keep on saying it as long as I touch it.

c. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

To Correct

1. (Say the correct sound immediately.)
2. Say it with me. (Touch the sound and say it with the children.)
3. Again. (Repeat step 2 until firm.)
4. All by yourselves. Get ready. (Touch the sound.) (The children say the sound.)

d. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

ī i r

l ē e

s o h

u x t

6

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

stop

EXERCISE 2

Sound out first

a. (Touch the ball for **stop.**) Sound it out. Get ready. (Quickly touch **s, t, o, p** as the children say:) *ssstooop.*
b. What word? (Signal.) *Stop.* Yes, **stop.**
c. (Repeat exercise until firm.)

can

awāy

EXERCISE 3

Sound out first

a. (Touch the ball for **can.**) Sound it out. Get ready. (Quickly touch **c, a, n** as the children say:) *caaannn.*
b. What word? (Signal.) *Can.* Yes, **can.**
c. (Repeat procedures for **can** and **awāy** until firm.)

EXERCISE 4

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **dig.** Pause two seconds.) Get ready. (Signal.) *Dig.* Yes, **dig.**
c. (Repeat *b* for **dog, big, dug, cop, hōle, them, then, there, where,** and **are.**)

dig

dog

big

dug

cop

hōle

them

then

there

where

are

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

EXERCISE 5

ar word

a. (Point to **ar** in **yard.**) What do these letters say? (Signal.) *Are.* Yes, **are.**

b. (Touch the ball for **yard.**) Read this word the fast way. Get ready. (Signal.) *Yard.* Yes, **yard.**

EXERCISE 6

Read **ar** word the fast way

a. (Touch the ball for **yarn.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Yarn.* Yes, **yarn.**

b. (Point to **ar** in **yarn.**) Everybody, what do these letters say? (Signal.) *Are.* Yes, **are.**

c. (Touch the ball for **yarn.**) Sound it out. Get ready. (Quickly touch **y, ar, n** as the children say:) *yyyarnnn.*

d. What word? (Signal.) *Yarn.* Yes, **yarn.**

e. (Repeat *c* and *d* until firm.)

EXERCISE 7

Read **ar** word the fast way

a. (Touch the ball for **start.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Start.* Yes, **start.**

b. (Point to **ar** in **start.**) Everybody, what do these letters say? (Signal.) *Are.* Yes, **are.**

c. (Touch the ball for **start.**) Sound it out. Get ready. (Quickly touch **s, t, ar, t** as the children say:) *ssstart.*

d. What word? (Signal.) *Start.* Yes, **start.**

e. (Repeat *c* and *d* until firm.)

yard

yarn

start

live

EXERCISE 8

Sound out first

a. (Touch the ball for **live.**) Sound it out. Get ready. (Quickly touch **l, i, v** as the children say:) *Illiiivvv.*

b. What word? (Signal.) *Live.* Yes, **live.**

c. (Repeat exercise until firm.)

lived

EXERCISE 9

Sound out first

a. (Touch the ball for **lived.**) Sound it out. Get ready. (Quickly touch **l, i, v, d** as the children say:) *Illiiivvvd.*

b. What word? (Signal.) *Lived.* Yes, **lived.**

c. (Repeat exercise until firm.)

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from an adjacent column. Praise children who read all words with no errors.)

STORYBOOK

READ THE ITEM 6

EXERCISE 10

Read the item

a. (Pass out Storybook 1.)
b. Open your reader to page 9. Get ready to read the item.
c. Finger under the first word of the item. ✔
• Get ready. (Tap.) *When.*
d. Next word. (Pause.) Get ready. (Tap.) *The.*
e. (Repeat *d* for the remaining words in the item.)
f. (Repeat *c* through *e* until the item is firm.)
g. Everybody, say that item. (Pause. Signal.) *When the teacher says "Do it," clap.*
h. Again. (Repeat *g* until firm.)
i. What are you going to do when I say "**Do it**"? (Signal.) *Clap.*
When are you going to **clap?** (Signal.) *When the teacher says "Do it."*

To Correct

(Have the children read the item aloud. Then repeat the questions.)

EXERCISE 11

Play the game

a. Read the item to yourself and think about what you're going to do and when you're going to do it. Raise your hand when you're ready.
b. (After the children raise their hands, say:) Get ready to play the game.
c. My turn. (Pause.) Do it. (Signal.) (The children are to clap immediately.)

To Correct

(Have the children read the item aloud. Then play the game again.)

STORY 6

EXERCISE 12

First reading—title and three sentences

a. Keep your reader open to page 9. ✔
b. Everybody, touch the title. (Check to see that the children are touching under the first word of the title.)
c. I'll tap and you read each word in the title the fast way. Don't sound it out. Just tell me the word.
d. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *Digging.*
e. Next word. ✔
• (Pause two seconds.) Get ready. (Tap.) *In.*
f. (Repeat *e* for the remaining words in the title.)
g. Everybody, say the title. (Signal.) *Digging in the yard.* Yes, **digging in the yard.**
h. Everybody, get ready to read this story the fast way.
i. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *A.*
j. Next word. ✔
• (Pause two seconds.) Get ready. (Tap.) *Little.*
k. (Repeat *j* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 13

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.
b. (Call on a child.) Read the next sentence.

To Correct

word-identification errors (from, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

c. (Call on an another child.) Read the next sentence.
d. (Repeat *c* for most of the remaining sentences in the story.)
e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Pause two seconds. Tap for each word in the sentence. Pause at least two seconds between taps.)

digging in the yard[1]

a little man had a big dog.

the big dog lived in the yard. hē dug a hōle in the yard.[2] the little man got mad.[3] hē said, "dogs can not dig in this yard. I will gō fōr a cop."

but the dog dug and dug.

the man got a cop.[4] the man said, "that dog dug a big hōle in the yard."

the cop said, "dogs can not dig in this yard."[5]

the dog said, "I will stop. can I bē a cop dog?"[6]

the cop said, "yes. I nēēd a cop dog."

the end

EXERCISE 14

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.

b. Starting with the first word of the title. ✔

- Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors
(**from**, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on an another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

[1] What's this story about? (Signal.) *Digging in the yard.*

[2] What did the dog do? (Signal.) *He dug a hole in the yard.*

- Do you think the man will like that? (The children respond.)
- Let's read and find out.

[3] Did the man like the dog to dig? (Signal.) *No.*

[4] Who did the man get? (Signal.) *A cop.*

[5] What did the cop say? (Signal.) *Dogs can not dig in this yard.*

- (Repeat the question until the children give a firm response.)
- Do you think the dog will stop? (The children respond.)
- Let's read and find out.

[6] Who said that? (Signal.) *The dog.*

- Will the dog stop digging? (Signal.) *Yes.*

EXERCISE 15

Picture comprehension

a. Look at the picture.

b. (Ask these questions:)

1. What is the dog doing? (Signal.) *Digging.*
2. Where is he digging? (Signal.) *In the yard.*
3. Do you think he'll be a good cop dog? (The children respond.)
4. What would a cop dog do? (Let the children comment for ten seconds. Then comment briefly.)

WORKSHEET 6

STORY ITEMS

The children will need pencils.

EXERCISE 16

Read and complete story items

a. (Pass out Worksheet 6 to each child.)
b. (Hold up side 1 of your worksheet and point to the story items exercise.) Everybody, these items are about the story you just read.
c. (Point to the blank in item 1.) Something is missing. When you get to this blank, say "**blank.**" What will you say? (Signal.) *Blank.*
d. Get ready to read item 1 the fast way. First word. ✔
• Get ready. (Tap.) *The.*
e. Next word. ✔
• Get ready. (Tap.) *Dog.*
f. (Repeat *e* for the remaining words in item 1.)
g. (Repeat *d* through *f* until firm.)
h. The story said that the dog lived in the . . . something. Everybody, what did the dog live in? (Signal.) *The yard.*
i. (Repeat *h* until firm.)
j. Everybody, get ready to touch the word under item 1 that tells what the dog lived in. (Pause.) Get ready. (Signal.) ✔
k. Circle that word. ✔
l. Everybody, touch item 2. ✔ Get ready to read item 2 the fast way. First word. ✔
• Get ready. (Tap.) *The.*
m. Next word. ✔
• Get ready. (Tap.) *Cop.*
n. (Repeat *m* for the remaining words in item 2.)
o. The cop said he needed some kind of dog. Everybody, what kind of dog did the cop need? (Signal.) *A cop dog.*
p. (Repeat *o* until firm.)
q. Everybody, get ready to touch the word under item 2 that tells what kind of dog the cop needed. (Pause.) Get ready. (Signal.) ✔
r. Circle that word. ✔

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 17

Introduction to independent activity

a. (Hold up side 1 of Worksheet 6.)
b. Everybody, you're going to finish this worksheet on your own. (Tell the children when they will work the remaining items.)
• Let's go over the things you're going to do.

Picture comprehension

a. (Point to the picture.) Everybody, you're going to look at this picture. Then you're going to read each item and write the missing words.
b. Remember—the first sound of each missing word is already written in the blank.

Sound writing

a. (Point to the sound-writing exercise on side 2.) Everybody, here are the sounds you're going to write today. I'll touch the sounds. You say them.
b. (Touch each sound.) (The children respond.)
c. (Repeat *b* until firm.)
d. Remember to write a sound on each bar.

Sentence copying

(Point to the dotted sentence.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

END OF LESSON 6

LESSON 7

LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. When I touch it, you say it. Keep on saying it as long as I touch it.

c. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

To Correct

1. (Say the correct sound immediately.)
2. Say it with me. (Touch the sound and say it with the children.)
3. Again. (Repeat step 2 until firm.)
4. All by yourselves. Get ready. (Touch the sound.) (The children say the sound.)

d. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

e ē b

h d ā

ō l ī

t ū c

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake. We're going to do some hard words again tomorrow. So remember the words we work on today. You'll see some of them tomorrow.

can

EXERCISE 2

Sound out first

a. (Touch the ball for **can.**) Sound it out. Get ready. (Quickly touch **c, a, n** as the children say:) *caaannn.*
b. What word? (Signal.) *Can.* Yes, **can.**
c. (Repeat exercise until firm.)

cāme

EXERCISE 3

Sound out first

a. (Touch the ball for **cāme.**) Sound it out. Get ready. (Quickly touch **c, ā, m** as the children say:) *cāāāmmm.*
b. What word? (Signal.) *Came.* Yes, **came.**
c. (Repeat exercise until firm.)

EXERCISE 4

Sound out first

a. (Touch the ball for **māde.**) Sound it out. Get ready. (Quickly touch **m, ā, d** as the children say:) *mmmāāād.*
b. What word? (Signal.) *Made.* Yes, **made.**
c. (Repeat exercise until firm.)

EXERCISE 5

Read **ar** word the fast way

a. (Touch the ball for **art.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Art.* Yes, **art.**
b. (Point to **ar** in **art.**) Everybody, what do these letters say? (Signal.) *Are.* Yes, **are.**
c. (Touch the ball for **art.**) Sound it out. Get ready. (Quickly touch **ar, t** as the children say:) *art.*
d. What word? (Signal.) *Art.* Yes, **art.**
e. (Repeat *c* and *d* until firm.)

EXERCISE 6

ar word

a. (Point to **ar** in **tart.**) What do these letters say? (Signal.) *Are.* Yes, **are.**
b. (Touch the ball for **tart.**) Read this word the fast way. Get ready. (Signal.) *Tart.*

EXERCISE 7

Sound out **ar** word with me

a. (Point to **ar** in **start.**) What do these letters say? (Signal.) *Are.* Yes, **are.**
b. (Touch the ball for **start.**) Sound it out with me. Get ready. (Quickly touch **s, t, ar, t** as you and the children say:) *ssstart.*
c. What word? (Signal.) *Start.* Yes, **start.**
d. (Repeat *b* and *c* until firm.)

māde

art

tart

start

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

EXERCISE 8

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **starting.** Pause two seconds.) Get ready. (Signal.) *Starting.* Yes, **starting.**
c. (Repeat *b* for **yes, līked, lived, shē, didn't, whȳ, fōr,** and **of.**)

starting

yes

līked

lived

shē

didn't

whȳ

fōr

of

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from an adjacent column. Praise children who read all words with no errors.)

where

EXERCISE 9

Read the fast way first

a. (Touch the ball for **where.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Where.* Yes, **where.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **wh, e, r** as the children say:) *wwweeerrr.*
c. What word? (Signal.) *Where.* Yes, **where.**
d. (Repeat *b* and *c* until firm.)
e. (Repeat the exercise for **there, never, awāy,** and **sitting.**)

there

never

awāy

sitting

STORYBOOK

READ THE ITEM 7

EXERCISE 10

Read the item

a. (Pass out Storybook 1.)
b. Open your reader to page 11. Get ready to read the item.
c. Finger under the first word of the item. ✔ Get ready. (Tap.) *When.*
d. Next word. (Pause.) Get ready. (Tap.) *The.*
e. (Repeat *d* for the remaining words in the item.)
f. (Repeat *c* through *e* until the item is firm.)
g. Everybody, say that item. (Pause. Signal.) When the teacher says "**Go,**" clap.
h. Again. (Repeat *g* until firm.)
i. What are you going to do when I say "**Go**"? (Signal.) *Clap.*
• When are you going to **clap?** (Signal.) *When the teacher says "Go."*

To Correct

(Have the children read the item aloud. Then repeat the questions.)

EXERCISE 11

Play the game

a. Read the item to yourself and think about what you're going to do and when you're going to do it. Raise your hand when you're ready.
b. (After the children raise their hands, say:) Get ready to play the game.
c. My turn. (Pause.) Go. (Signal.) (The children are to clap immediately.)

To Correct

(Have the children read the item aloud. Then play the game again.)

STORY 7

EXERCISE 12

First reading—title and three sentences

a. Keep your reader open to page 11. ✔
b. Everybody, touch the title. (Check to see that the children are touching under the first word of the title.)
c. I'll tap and you read each word in the title the fast way. Don't sound it out. Just tell me the word.
d. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *Will.*
e. Next word. ✔
• (Pause two seconds.) Get ready. (Tap.) *The.*
f. (Repeat *e* for the remaining words in the title.)
g. Everybody, say the title. (Signal.) *Will the old car start?* Yes, **will the old car start.**
h. Everybody, get ready to read this story the fast way.
i. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *A.*
j. Next word. ✔
• (Pause two seconds.) Get ready. (Tap.) *Man.*
k. (Repeat *j* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 13

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.
b. (Call on a child.) Read the next sentence.

To Correct

word-identification errors (from, for example)
1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

c. (Call on another child.) Read the next sentence.
d. (Repeat *c* for most of the remaining sentences in the story.)
e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Pause two seconds. Tap for each word in the sentence. Pause at least two seconds between taps.)

will the ōld car start?[1]

a man had an ōld car. the ōld car did not start.[2] sō hē went down the rōad. soon hē cāme to a big man.

hē said, "can you start an ōld car?"

the big man said, "yes, I can but I will not.[3] I am sittiŋg. and I never start cars when I am sittiŋg.

the man said, "you can sit in the car if you can start it."[4]

sō the big man got in the car and mādē the car start.[5] hē said, "I likē this ōld car. sō I will kēēp sittiŋg in it."[6] and hē did.

the end

EXERCISE 14

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.

b. Starting with the first word of the title. ✔

- Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors (**from**, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

[1] What are you going to find out in this story? (Signal.) *Will the old car start?*

[2] What was wrong with the old car? (Signal.) *It did not start.*

[3] What did the big man say? (Signal.) *Yes, I can but I will not.*

- (Repeat the question until the children give a firm response.) He said he will not do what? (Signal.) *Start an old car.*

[4] What did the man say? (Signal.) *You can sit in the car if you can start it.*

[5] What happened? (The children respond.)

[6] Where is the big man going to keep sitting? (The children respond.)

- Why does he want to sit there? (The children respond.)

EXERCISE 15

PICTURE COMPREHENSION

a. Look at the picture.

b. (Ask these questions:)

1. What's happening in the picture? (Let the children comment for ten seconds. Then comment briefly.)
2. Who's driving the car? (Signal.) *The big man.*
3. Do you think it would be fun to sit in an old car like that? (The children respond.)
4. What would you do if you were the other man? (Let the children comment for ten seconds. Then comment briefly.)

WORKSHEET 7

The children will need pencils.

STORY ITEMS
EXERCISE 16

Read and complete story items

a. (Pass out Worksheet 7 to each child.)
b. (Hold up side 1 of your worksheet and point to the story items exercise.) Everybody, these items are about the story you just read.
c. (Point to the blank in item 1.) Something is missing. When you get to this blank, say "**blank.**" What will you say? (Signal.) *Blank.*
d. Get ready to read item 1 the fast way. First word. ✔
• Get ready. (Tap.) *A.*
e. Next word. ✔
• Get ready. (Tap.) *Man.*
f. (Repeat *e* for the remaining words in item 1.)
g. (Repeat *d* through *f* until firm.)
h. The story told that a man had some kind of . . . car. Everybody, what kind of car did the man have? (Signal.) *An old car.*
i. (Repeat *h* until firm.)
j. Everybody, get ready to touch the word under item 1 that tells what kind of car the man had. (Pause.) Get ready. (Signal.) ✔
k. Circle that word. ✔
l. Everybody, touch item 2. ✔
• Get ready to read item 2 the fast way. First word. ✔
• Get ready. (Tap.) *The.*
m. Next word. ✔
• Get ready. (Tap.) *Big.*
n. (Repeat *m* for the remaining words in item 2.)
o. The big man made the car do something. Everybody, what did the big man make the car do? (Signal.) *Start.*
p. (Repeat *o* until firm.)
q. Everybody, get ready to touch the word under item 2 that tells what the big man made the car do. (Pause.) Get ready. (Signal.) ✔
r. Circle that word. ✔

SUMMARY OF INDEPENDENT ACTIVITY
EXERCISE 17

Introduction to independent activity

a. (Hold up side 1 of Worksheet 7.)
b. Everybody, you're going to finish this worksheet on your own. (Tell the children when they will work the remaining items.)
• Let's go over the things you're going to do.

Picture comprehension

a. (Point to the picture.) Everybody, you're going to look at this picture. Then you're going to read each item and write the missing words.
b. Remember—the first sound of each missing word is already written in the blank.

Sound writing

a. (Point to the sound-writing exercise on side 2.) Everybody, here are the sounds you're going to write today. I'll touch the sounds. You say them.
b. (Touch each sound.) (The children respond.)
c. (Repeat *b* until firm.)
d. Remember to write a sound on each bar.

Sentence copying

(Point to the dotted sentence.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

END OF LESSON 7

LESSON 8

LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. When I touch it, you say it. Keep on saying it as long as I touch it.

c. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

To Correct

1. (Say the correct sound immediately.)
2. Say it with me. (Touch the sound and say it with the children.)
3. Again. (Repeat step 2 until firm.)
4. All by yourselves. Get ready. (Touch the sound.) (The children say the sound.)

d. (Repeat problem sounds until the children can correctly identify all the sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

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STORYBOOK

READ THE ITEMS 8

EXERCISE 2

Read items 1 and 2

a. (Pass out Storybook 1.)
b. Open your reader to page 13. Get ready to read the items.
c. Finger under the first word of item 1. ✔
d. First word. (Pause.) Get ready. (Tap.) *When.*
e. Next word. (Pause.) Get ready. (Tap.) *The.*
f. (Repeat *e* for the remaining words in item 1.)
g. (Repeat *c* through *f* until item 1 is firm.)
h. Everybody, say item 1. (Pause. Signal.) *When the teacher says "Now," hold up your hand.*
i. Again. (Repeat *h* until firm.)
j. What are you going to do when I say "**Now**"? (Signal.) *Hold up my hand.*
- When are you going to **hold up your hand?** (Signal.) *When the teacher says "Now".*

To Correct

(Have the children read the item aloud. Then repeat the questions.)

k. Finger under the first word of item 2. ✔
l. (Repeat *d* through *i* for item 2: When the teacher says "Go", hold up your hands.)

EXERCISE 3

Play the game with items 1 and 2

a. Read item 1 to yourself and think about what you're going to do and when you're going to do it. Raise your hand when you're ready.
b. (After the children raise their hands, say:) Get ready to play the game.
c. My turn. (Pause.) Now. (Signal.) (The children are to hold up a hand immediately.)

To Correct

(Have the children read the item aloud. Then play the game again.)

d. (Repeat *a* through *c* for item 2.)

READING HARD WORDS 8

EXERCISE 4

Hard words in reader

You'll present rewards in this exercise.

a. You're going to read hard words today. Keep your reader open to page 13. ✔
b. If you can read all of the words in a column without making a mistake, you'll get _____. (Reward the children with stars, points, etc.)
c. (Call on a child.) Read the words in the first column. Start at the top and go down the column. Everybody, touch the words that are being read. Raise your hand if you hear a mistake.
d. (Call on another child to read the second column.)
e. (Give each child a turn at reading one column of words. Praise the children who read each word in the column without making a mistake. Children who make a mistake must repeat the word until firm.)

To Correct

1. (Immediately say the correct word.)
2. (Tell the child who made the mistake:) Touch that word. (Pause.) What word?
3. (Then tell the child:) Now go back to the top of the column and read the words again.

WORKSHEET 8

★ READING COMPREHENSION

The children will need pencils.

EXERCISE 5

Read story, answer items

a. (Pass out Worksheet 8 to each child.)
b. (Hold up side 1 of your worksheet and point to the word **reading.**) Everybody, touch this story on your worksheet. ✔
c. Reading the fast way. First word. ✔
- Get ready. (Tap.) *The.*

d. Next word. ✔
- Get ready. (Tap.) *Dog.*

e. (Repeat *d* for the remaining words in the story.)
f. (Hold up your worksheet. Touch the blank in item 1.) Everybody, here's where something is missing. When you get to this blank, say "**blank.**"
g. Reading item 1 the fast way. First word. ✔
- Get ready. (Tap.) *The.*

h. Next word. ✔
- Get ready. (Tap.) *Dog.*

i. (Repeat h for the remaining words in item 1.) (Children read *went, in, the, blank.*)
j. Everybody, what word goes in the blank? (Signal.) *Yard.*
k. (Repeat *j* until firm.)
l. Look at the words under item 1 and get ready to touch the word that goes in the blank. (Pause.) Get ready. (Signal.) ✔
m. Circle the word yard. ✔
n. (Repeat *g* through *m* for item 2.)

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 6

Introduction to independent activity

a. (Hold up side 1 of Worksheet 8.)
b. Everybody, you're going to finish this worksheet on your own. (Tell the children when they will work the remaining items.)
- Let's go over the things you're going to do.

Picture comprehension

a. (Point to the picture.) Everybody, you're going to look at this picture. Then you're going to read each item and write the missing words.
b. Remember—the first sound of each missing word is already written in the blank.

Sound writing

a. (Point to the sound-writing exercise on side 2.) Everybody, here are the sounds you're going to write today. I'll touch the sounds. You say them.
b. (Touch each sound.) (The children respond.)
c. (Repeat *b* until firm.)
d. Remember to write a sound on each bar.

Sentence copying

(Point to the dotted sentence.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

END OF LESSON 8

LESSON 9

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.3, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. When I touch it, you say it. Keep on saying it as long as I touch it.

c. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

To Correct

1. (Say the correct sound immediately.)
2. Say it with me. (Touch the sound and say it with the children.)
3. Again. (Repeat step 2 until firm.)
4. All by yourselves. Get ready. (Touch the sound.) (The children say the sound.)

d. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

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STORYBOOK

READ THE ITEMS 9

EXERCISE 2

Read items 1 and 2

a. (Pass out Storybook 1.)
b. Open your reader to page 14. Get ready to read the items.
c. Finger under the first word of item 1. ✔
d. First word. (Pause.) Get ready. (Tap.) *When.*
e. Next word. (Pause.) Get ready. (Tap.) *The.*
f. (Repeat *e* for the remaining words in item 1.)
g. (Repeat *c* through *f* until item 1 is firm.)
h. Everybody, say item 1. (Pause. Signal.) *When the teacher says "Do it," hold up your hands.*
i. Again. (Repeat *h* until firm.)
j. What are you going to do when I say "**Do it**"? (Signal.) *Hold up my hands.*
- When are you going to **hold up your hands?** (Signal.) *When the teacher says "Do it."*

To Correct
(Have the children read the item aloud. Then repeat the questions.)

k. Finger under the first word of item 2. ✔
l. (Repeat *c* through *i* for item 2: When the teacher stands up, clap.)

EXERCISE 3

Play the game with items 1 and 2

a. Read item 1 to yourself and think about what you're going to do and when you're going to do it. Raise your hand when you're ready.
b. (After the children raise their hands, say:) Get ready to play the game.
c. My turn. (Pause.) Do it. (Signal.) (The children are to hold up their hands immediately.)

To Correct
(Have the children read the item aloud. Then play the game again.)

d. (Repeat *a* through *c* for item 2.)

READING HARD WORDS 9

Exercise 4 is a test of reading accuracy. Tally all reading errors on a separate sheet.

EXERCISE 4

Hard words in reader

You'll present rewards in this exercise.

a. You're going to read hard words today. Keep your reader open to page 14. ✔
b. If you can read all of the words in a column without making a mistake, you'll get _____. (Reward the children with stars, points, etc.)
c. (Call on a child.) Read the words in the first column. Start at the top and go down the column. Everybody, touch the words that are being read. Raise your hand if you hear a mistake.
d. (Call on another child to read the second column.)
e. (Give each child a turn at reading one column of words. Praise the children who read each word in the column without making a mistake. Children who make a mistake must repeat the word until firm.)

To Correct
1. (Immediately say the correct word.)
2. (Tell the child who made the mistake:) Touch that word. (Pause.) What word?
3. (Then tell the child:) Now go back to the top of the column and read the words again.

f. (If the children average more than one mistake, do not proceed to lesson 10. See the Teacher's Guide for details.)

WORKSHEET 9

READING COMPREHENSION

The children will need pencils.

EXERCISE 5

Read story, answer items

a. (Pass out Worksheet 9 to each child.)
b. (Hold up side 1 of your worksheet and point to the word **reading.**) Everybody, touch this story on your worksheet. ✔
c. Reading the fast way. First word. ✔
• Get ready. (Tap.) *She.*
d. Next word. ✔
• Get ready. (Tap.) *Went.*
e. (Repeat *d* for the remaining words in the story.)
f. (Hold up your worksheet. Touch the blank in item 1.) Everybody, here's where something is missing. When you get to this blank, say "**blank.**"
g. Reading item 1 the fast way. First word. ✔
• Get ready. (Tap.) *She.*
h. Next word. ✔
• Get ready. (Tap.) *Went.*
i. (Repeat *h* for the remaining words in item 1.) (Children read *to, get, blank.*)
j. Everybody, what word goes in the blank? (Signal.) *Fish.*
k. (Repeat *j* until firm.)
l. Look at the words under item 1 and get ready to touch the word that goes in the blank. (Pause.) Get ready. (Signal.) ✔
m. Circle the word **fish.** ✔
n. (Repeat *g* through *m* for item 2.)

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 6

Introduction to independent activity

a. (Hold up side 1 of Worksheet 9.)
b. Everybody, you're going to finish this worksheet on your own. (Tell the children when they will work the remaining items.)
• Let's go over the things you're going to do.

Picture comprehension

a. (Point to the picture.) Everybody, you're going to look at this picture. Then you're going to read each item and write the missing words.
b. Remember—the first sound of each missing word is already written in the blank.

Sound writing

a. (Point to the sound-writing exercise on side 2.) Everybody, here are the sounds you're going to write today. I'll touch the sounds. You say them.
b. (Touch each sound.) (The children respond.)
c. (Repeat *b* until firm.)
d. Remember to write a sound on each bar.

Sentence copying

(Point to the dotted sentence.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

END OF LESSON 9

LESSON 10

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.3, LA.1.1.4.4, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. When I touch it, you say it. Keep on saying it as long as I touch it.

c. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

To Correct

1. (Say the correct sound immediately.)
2. Say it with me. (Touch the sound and say it with the children.)
3. Again. (Repeat step 2 until firm.)
4. All by yourselves. Get ready. (Touch the sound.) (The children say the sound.)

d. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

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n m u

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READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

līke

EXERCISE 2

Sound out first

a. (Touch the ball for **līke.**) Sound it out. Get ready. (Quickly touch **l, ī, k** as the children say:) *lllīīīk.*

b. What word? (Signal.) *Like.* Yes, **like.**

c. (Repeat exercise until firm.)

līked

EXERCISE 3

Read the fast way first

a. (Touch the ball for **līked.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Liked.* Yes, **liked.**

b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **l, ī, k, d** as the children say *lllīīīkd.*)

c. What word? (Signal.) *Liked.* Yes, **liked.**

d. (Repeat *b* and *c* until firm.)

e. (Repeat the exercise for **with, bath, help, helped, happy, then, when, where,** and **plāyed.**)

with

bath

help

helped

happy

then

when

where

plāyed

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

10

Get ready to read all the words on this page without making a mistake.

swim

EXERCISE 4

Last part, first part

a. (Cover **s**. Point to **wim.**) Read this part of the word the fast way. (Pause two seconds.) Get ready. (Signal.) *Wim.* Yes, **wim.**

b. (Uncover **s**. Point to **s.**) First you say **sss.** (Move your finger quickly under **wim.**) Then you say (pause) **wim.**

c. (Touch the ball for **swim.**) Get ready. (Move to **s**, then quickly along the arrow.) *Ssswim.*

d. Say it fast. (Signal.) *Swim.*

- Yes, what word? (Signal.) *Swim.*
- Yes, **swim.** Good reading.

e. (Repeat *c* and *d* until firm.)

other

EXERCISE 5

Listen, sound out

a. (Point to **other.**) I'll tell you this word. (Pause.) **Other.** What word? (Signal.) *Other.* Yes, **other.**

b. (Touch the ball for **other.**) Sound it out. Get ready. (Quickly touch **o,th,er** as the children say:) *oothththerrr.*

To Correct

If the children do not say the sounds you point to

1. (Say:) You've got to say the sounds I point to.
2. (Repeat *b* until firm.)

c. What word? (Signal.) *Other.* Yes, **other.**

d. (Repeat *b* and *c* until firm.)

book

EXERCISE 6

Listen, sound out

a. (Point to **book.**) I'll tell you this word. (Pause.) **Book.** What word? (Signal.) *Book.* Yes, **book.**

b. (Touch the ball for **book.**) Sound it out. Get ready. (Quickly touch **b, oo, k** as the children say:) *booook.*

To Correct

If the children do not say the sounds you point to

1. (Say:) You've got to say the sounds I point to.
2. (Repeat *b* until firm.)

c. What word? (Signal.) *Book.* Yes, **book.**

d. (Repeat *b* and *c* until firm.)

another

EXERCISE 7

Listen, sound out

a. (Point to **another.**) I'll tell you this word. (Pause.) **Another.** What word? (Signal.) *Another.* Yes, **another.**

b. (Touch the ball for **another.**) Sound it out. Get ready. (Quickly touch **a, n, o, th, er** as the children say:) *aaannnooothththerrr.*

To Correct

If the children do not say the sounds you point to

1. (Say:) You've got to say the sounds I point to.
2. (Repeat *b* until firm.)

c. What word? (Signal.) *Another.* Yes, **another.**

d. (Repeat *b* and *c* until firm.)

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

EXERCISE 8

ar word

a. (Point to **ar** in **ark.**) What do these letters say? (Signal.) *Are.* Yes, **are.**

b. (Touch the ball for **ark.**) Read this word the fast way. Get ready. (Signal.) *Ark.* Yes, **ark.**

EXERCISE 9

Read ar word the fast way

a. (Touch the ball for **shark.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Shark.* Yes, **shark.**

b. (Point to **ar** in **shark.**) Everybody, what do these letters say? (Signal.) *Are.* Yes, **are.**

c. (Touch the ball for **shark.**) Sound it out. Get ready. (Quickly touch **sh, ar, k** as the children say:) *shshshark.*

d. What word? (Signal.) *Shark.* Yes, **shark.**

e. (Repeat *c* and *d* until firm.)

EXERCISE 10

Read the fast way

a. Read these words the fast way.

b. (Touch the ball for **arf.** Pause two seconds.) Get ready. (Signal.) *Arf.* Yes, **arf.**

c. (Repeat *b* for **bark** and **barked.**)

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from an adjacent column. Praise children who read all words with no errors.)

ark

shark

arf

bark

barked

STORYBOOK

STORY 10

EXERCISE 11

First reading—title and three sentences

a. (Pass out Storybook 1.)

b. Everybody, open your reader to page 15. ✔

c. Everybody, touch the title. (Check to see that the children are touching under the first word of the title.)

d. I'll tap and you read each word in the title the fast way. Don't sound it out. Just tell me the word.

e. First word. ✔

- (Pause two seconds.) Get ready. (Tap.) *The.*

f. Next word. ✔

- (Pause two seconds.) Get ready. (Tap.) *Dog.*

g. (Repeat *f* for the remaining words in the title.)

h. Everybody, say the title. (Signal.) *The dog and the bath.* Yes, **the dog and the bath.**

i. Everybody, get ready to read this story the fast way.

j. First word. ✔

- (Pause two seconds.) Get ready. (Tap.) *We.*

k. Next word. ✔

- (Pause two seconds.) Get ready. (Tap.) *Had.*

l. (Repeat *k* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

the dog and the bath[1]

wē had a big dog. her nāme was sal. this dog lIked to run and plāy. this dog did not lIke to take a bath.[2]

wē said, "come in, sal. it is tIme to tāke a bath." wē ran after her.

wē said, "sal, if you come back and tāke a bath, you can have some cōrn." but shē did not lIke cōrn.[3]

wē said, "if you come back and tāke a bath, you can have some mēat." but shē did not lIke mēat.[4]

wē said, "if you come back and tāke a bath, you can rēad a book."[5]

the big dog cāme back and took a bath.[6] whȳ did sal tāke a bath?[7] shē lIked to rēad books.[8]

this is the end.[9]

EXERCISE 12

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.

b. (Call on a child.) Read the next sentence.

To Correct

word-identification errors

(**from**, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

c. (Call on another child.) Read the next sentence.

d. (Repeat *c* for most of the remaining sentences in the story.)

e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Pause two seconds. Tap for each word in the sentence. Pause at least two seconds between taps.)

EXERCISE 13

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.

b. Starting with the first word of the title. ✔ Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What's this story about? (Signal.) *The dog and the bath.*

2 Did this dog like to take a bath? (Signal.) *No.*

3 Did Sal like corn? (Signal.) *No.*

4 Did Sal like meat? (Signal.) *No.*

- Name some things Sal did not like. (The children respond.)

5 Do you think Sal will come back for a book? (The children respond.)

- Let's finish the story and find out.

6 Did Sal come back and take a bath? (Signal.) *Yes.*

7 Why do you think she took a bath? (The children respond.)

8 What did Sal like to do? (Signal.) *Read books.*

9 Is this the end of the story? (Signal.) *Yes.*

- How do you know? (Signal.) *Because it says this is the end.*

EXERCISE 14

Picture comprehension

a. Look at the picture.

b. (Ask these questions:)

1. Does Sal look like she is happy? (Signal.) *No.*
2. Look at Sal. How do you know she doesn't like to take a bath? (Let the children comment for ten seconds. Then comment briefly.)
3. What are the two girls doing? (The children respond.)
4. What would you do if you were those children? (The children respond.)

WORKSHEET 10

STORY ITEMS

EXERCISE 15

Read story items

a. (Pass out Worksheet 10 to each child.)

b. (Hold up side 1 of your worksheet. Point to the words **story items.**) Everybody, you're going to read the items for the story you just read. You're going to write the answers later.

c. Get ready to read item 1 the fast way. First word. ✔

- Get ready. (Tap.) *The.*

d. Next word. ✔

- Get ready. (Tap.) *Dog's.*

e. (Repeat *d* for the remaining words in item 1.)

f. Tell me the answer. The dog's name was blank. What goes in the blank? (Pause. Signal.) *Sal.* (The children are not to circle the answers now.)

g. (Repeat *c* through *f* for item 2.)

h. You're going to do these items later. Remember to circle the right answer for each item.

READING COMPREHENSION

The children will need pencils.

EXERCISE 16

Read story, answer items

a. (Hold up side 2 of your worksheet and point to the word **reading.**) Everybody, touch this story on your worksheet. ✔

b. Reading the fast way. First word. ✔

- Get ready. (Tap.) *She.*

c. Next word. ✔

- Get ready. (Tap.) *Fell.*

d. (Repeat *c* for the remaining words in the story.)

e. (Hold up your worksheet. Touch the blank in item 1.) Everybody, here's where something is missing. When you get to this blank, say "**blank.**"

f. Reading item 1 the fast way. First word. ✔

- Get ready. (Tap.) *She.*

g. Next word. ✔

- Get ready. (Tap.) *Blank.*

h. (Repeat *g* for the remaining words in item 1.) (Children read *with, a, paint, can.*)

i. Everybody, what word goes in the blank? (Signal.) *Fell.*

j. (Repeat *i* until firm.)

k. Look at the words under item 1 and get ready to touch the word that goes in the blank. (Pause.) Get ready. (Signal.) ✔

l. Circle the word **fell.** ✔

m. (Repeat *f* through *l* for item 2.)

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 17

Summary of independent activities

a. (Pass out Worksheet 10 to each child.)

b. Everybody, now you'll do your worksheet. Remember to do all parts of the worksheet and to read all the parts carefully.

INDIVIDUAL CHECKOUT

EXERCISE 18

2½-minute individual fluency checkout: rate/accuracy

a. As you are doing your worksheet, I'll call on children one at a time to read **part of the story.** If you can read the part of the story in less than two and a half minutes, and if you make no more than three errors, I'll put two stars after your name on the chart for lesson 10.

b. If you make too many errors or don't read the part of the story in less than two and a half minutes, you'll have to practice and do it again. When you do read it in under two and a half minutes with no more than three errors, you'll get one star. Remember, two stars if you can do it the first time, one star if you do it the second or third time you try.

c. (Call on each child. Tell the child:) Start with the title and read the first page of the story very carefully and keep reading to the end of the sentence that goes on to the next page. Go. (Time the child. If the child makes a mistake, quickly tell the child the correct word and permit the child to continue reading. As soon as the child makes the fourth error or exceeds the time limit, tell the child to stop.) You'll have to read the story to yourself and try again later. (Plan to monitor the child's practice.)

d. (Record two stars for each child who reads appropriately. Congratulate those children.)

e. (Give children who do not earn two stars a chance to read the part of the story again before the next lesson is presented. Award one star to each of those children who meet the rate and accuracy criterion.)
104 words/**2.5 min** = 40 wpm **[3 errors]**

END OF LESSON 10

LESSON 11

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.3, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

Some children begin the program with this lesson. (See the placement section of your Teacher's Guide.)

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. When I touch it, you say it. Keep on saying it as long as I touch it.

c. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.) (Lift your finger.)

To Correct

1. (Immediately say the correct sound as you continue to touch it. Lift your finger.)
2. Say it with me. (Touch sound and say it with children.)
   - (Lift your finger.)
3. Again. (Repeat until firm.)
4. All by yourselves. Get ready. (Touch the sound.) (The children say the sound.)

d. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

er e ā

ē th wh

ch sh y

g h p

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

To Correct

(Have the children sound out and tell what word.)

where

EXERCISE 2

Sound out first

a. (Touch the ball for **where.**) Sound it out. Get ready. (Quickly touch under **wh, e, r** as the children say:) *wwweeerrr.*
b. What word? (Signal.) *Where.* Yes, **where.**
c. (Repeat exercise until firm.)

there

EXERCISE 3

Sound out first

a. (Touch the ball for **there.**) Sound it out. Get ready. (Quickly touch under **th, e, r** as the children say:) *ththeeerrr.*
b. What word? (Signal.) *There.* Yes, **there.**
c. (Repeat exercise until firm.)

EXERCISE 4

ar

a. (Point to **ar.**) When these letters are together, they usually say (pause) **are.** What do these letters say? (Signal.) *Are.* Yes, **are.**
b. (Repeat *a* until firm.)

EXERCISE 5

ar words

a. (Point to **ar** in **arf.**) What do these letters say? (Signal.) *Are.* Yes, **are.**
b. (Touch the ball for **arf.**) Read this word the fast way. Get ready. (Signal.) *Arf.* Yes, **arf.**
c. (Repeat *a* and *b* for **barking.**)

EXERCISE 6

Read **ar** word the fast way

a. (Touch the ball for **shark.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Shark.* Yes, **shark.**
b. (Point to **ar** in **shark.**) Everybody, what do these letters say? (Signal.) *Are.* Yes, **are.**
c. (Touch the ball for **shark.**) Sound it out. Get ready. (Quickly touch under **sh, ar, k** as the children say:) *shshshark.*
d. What word? (Signal.) *Shark.* Yes, **shark.**
e. (Repeat *c* and *d* until firm.)

EXERCISE 7

Sound out first

a. (Touch the ball for **other.**) Sound it out. Get ready. (Quickly touch under **o, th, er** as the children say:) *oothththerrr.*
b. What word? (Signal.) *Other.* Yes, **other.**
c. (Repeat exercise until firm.)

ar

arf

barking

shark

other

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

To Correct

(Have the children sound out and tell what word.)

swam

EXERCISE 8

Last part, first part

a. (Cover **s**. Point to **wam.**) Read this part of the word the fast way. (Pause two seconds.) Get ready. (Signal.) *Wam.* Yes, **wam.**

b. (Uncover **s**. Point to **s.**) First you say **sss.** (Move your finger quickly under **wam.**) Then you say (pause) **wam.**

c. (Touch the ball for **swam.**) Get ready. (Move to **s**, then quickly along the arrow.) *Ssswam.*

d. Say it fast. (Signal.) *Swam.*

- Yes, what word? (Signal.) *Swam.* Yes, **swam.**
- Good reading.

e. (Repeat *c* and *d* until firm.)

help

liked

EXERCISE 9

Read the fast way first

a. (Touch the ball for **help.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Help.* Yes, **help.**

b. (Return to the ball.) Sound it out. Get ready. (Quickly touch under **h, e, l, p** as the children say:) *heeelllp.*

c. What word? (Signal.) *Help.* Yes, **help.**

d. (Repeat *b* and *c* until firm.)

e. (Repeat the exercise for **helped, after, līked, yelled, awāy,** and **swimming.**)

yelled

helped

awāy

after

swimming

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

To Correct
(Have the children sound out and tell what word.)

EXERCISE 10

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **another.** Pause two seconds.) Get ready. (Signal.) *Another.* Yes, **another.**
c. (Repeat *b* for **whȳ**, **when**, and **funny.**)

another

whȳ

when

funny

book

EXERCISE 11

Read the fast way first

a. (Touch the ball for **book.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Book.* Yes, **book.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch under **b, oo, k** as the children say:) *booook.*
c. What word? (Signal.) *Book.* Yes, **book.**
d. (Repeat *b* and *c* until firm.)

took

EXERCISE 12

Read the fast way first

a. (Touch the ball for **took.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Took.* Yes, **took.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch under **t, oo, k** as the children say:) *tooook.*
c. What word? (Signal.) *Took.* Yes, **took.**
d. (Repeat *b* and *c* until firm.)

EXERCISE 13

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **looked.** Pause two seconds.) Get ready. (Signal.) *Looked.* Yes, **looked.**
c. (Repeat *b* for **cooked.**)

looked

cooked

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from another column. Praise children who read all words with no errors.)

STORYBOOK

STORY 11

EXERCISE 14

First reading—title and three sentences

a. (Pass out Storybook 1.)
b. Everybody, open your reader to page 17. ✔
c. Everybody, touch the title. (Check to see that the children are touching under the first word of the title.)
d. I'll tap and you read each word in the title the fast way. Don't sound it out. Just tell me the word.
e. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *Arf.*
f. Next word. (Check to see that the children are touching under the next word. Pause two seconds.) Get ready. (Tap.) *The.*
g. (Repeat *f* for the remaining word in the title.)
h. Everybody, say the title. (Signal.) *Arf the shark.* Yes, **Arf the shark.**
i. Everybody, get ready to read this story the fast way.
j. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *Arf.*
k. Next word. ✔
• (Pause two seconds.) Get ready. (Tap.) *Was.*
l. (Repeat *k* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 15

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.
b. (Call on a child.) Read the next sentence.

To Correct

word-identification errors
(from, for example)
1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

c. (Call on another child.) Read the next sentence.
d. (Repeat *c* for most of the remaining sentences in the story.)
e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Pause two seconds. Tap for each word in the sentence. Pause at least two seconds between taps.)

11

Note: Underlined and numbered statements in the following copy of story 11 refer to questions you are to ask the children in exercise 16.

arf the shark[1]

arf was a barking shark. arf was a little shark, but shē had a big bark that mādē the other fish swim awāy.[2]

a shark swam up to arf and said, "you arē a shark. let's plāy."

arf was happy. "arf, arf," shē said.[3] and the other shark swam far, far awāy. arf was not happy now.[4]

another shark swam up to arf. "you arē a shark," hē said. "let's plāy."

arf was happy. "arf, arf," shē said. and the other shark swam far, far awāy. arf was not happy now.

then a big, big fish that liked to ēat sharks swam up to the other sharks.[5]

"help, help," they yelled.[6]

but the big fish was swimming after them very fast.

stop[7]

EXERCISE 16

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.

b. Starting with the first word of the title. ✔ Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors (**from**, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What's this story about? (Signal.) *Arf the shark.*

2 Who was Arf? (Signal.) *A little shark.*

3 What did Arf say? Let's hear you say it like Arf said it. (Signal.) *Arf, arf.*

4 Why wasn't she happy? (The children respond.)

5 What did the big fish like to eat? (Signal.) *Sharks.*

- Let's see if the big fish eats any.

6 Why did the sharks yell? (The children respond.)

7 Is this the end of the story? (Signal.) *No.*

- Right. We stop now. We'll finish the story next time.

EXERCISE 17

Picture comprehension

a. Look at the picture.

b. (Ask these questions:)

1. Show me the shark you think is Arf. (The children respond.)
2. What does it look like Arf is doing? (The children respond.)
3. What is that big fish doing? (The children respond.)
4. What would you do if you were Arf? (Let the children comment for ten seconds. Then comment briefly.)

WORKSHEET 11

STORY ITEMS

EXERCISE 18

Read the story items

a. (Pass out Worksheet 11 to each child.)
b. (Hold up side 1 of your worksheet and point to the story-items exercise.) Everybody, you're going to read the items for the story you just read. You're going to circle the answers later.
c. (Touch the blank in item 1.) Here's where something is missing. When you get to this blank, say "**blank.**"
d. Get ready to read item 1 the fast way. First word. ✔
• Get ready. (Tap.) *Arf.*
e. Next word. ✔
• Get ready. (Tap.) *Was.*
f. (Repeat *e* for the remaining words in item 1.)
g. Tell me the answer. Arf was a barking . . . (Signal.) *Shark.*
• What word goes in the blank? (Signal.) *Shark.* (The children are not to circle the answers now.)
h. (Repeat *d* through *g* for item 2.)
i. You're going to do these items later. Remember to circle the right answer for each item.

SENTENCE COPYING

EXERCISE 19

Read sentence to copy

a. (Point to the sentence **shē is in a car.**)
b. Here's the sentence you're going to write on the lines below. Everybody, touch this sentence on your worksheet. ✔
c. Get ready to read the words in this sentence the fast way. First word. ✔
• Get ready. (Tap for each word as the children read:) *She is in a car.*
d. (Have the children reread the sentence the fast way.)
e. (Point to the dotted words on the first line.) Later, you're going to trace the dotted words in this sentence. Then you're going to write these words on the other lines.

SOUND WRITING

EXERCISE 20

Identify sounds to be written

a. (Point to the sound-writing exercise.) Everybody, here are the sounds you're going to write today. I'll touch the sounds. You say them.
b. (Touch each sound.) (The children respond.)
c. (Repeat *b* until firm.)
d. You're going to write a sound on each bar. You'll write the sounds later.

READING COMPREHENSION

The children will need pencils.

EXERCISE 21

Read story, answer items

a. (Hold up side 2 of your worksheet and point to the word **reading.**) Everybody, touch this story on your worksheet. ✔
b. Reading the fast way. First word. ✔
• Get ready. (Tap.) *A.*
c. Next word. ✔
• Get ready. (Tap.) *Boy.*
d. (Repeat *c* for the remaining words in the story.)
e. (Hold up your worksheet. Touch the blank in item 1.) Everybody, here's where something is missing. When you get to this blank, say "**blank.**"
f. Reading item 1 the fast way. First word. ✔
• Get ready. (Tap.) *A.*
g. Next word. ✔
• Get ready. (Tap.) *Blank.*
h. (Repeat *g* for the remaining words in item 1.) (Children read *ate, cake.*)
i. Everybody, what word goes in the blank? (Signal.) *Boy.*
j. (Repeat *i* until firm.)
k. Look at the words under item 1 and get ready to touch the word that goes in the blank. (Pause.) Get ready. (Signal.) ✔
l. Circle the word **boy.** ✔
m. (Repeat *f* through *l* for item 2.)

PICTURE COMPREHENSION

EXERCISE 22

Write words for picture

Refer to sounds, not letter names, in missing words.

a. (Hold up side 2 of your worksheet and point to the first picture.) Look at this picture. Tell me what you see. (Accept reasonable responses.)

b. Everybody, who looks old? (Signal.) *The man.* Yes, this man is old.

c. Everybody, what is the man holding? (Signal.) *A rug.*

- Yes, he has a . . . . (Signal.) *Rug.*

d. (Repeat *b* and *c* until firm.)

e. (Point to the sound in the blank in item 1.) Something is missing. When you get to this, say "**blank.**" What will you say? (Signal.) *Blank.*

f. Everybody, touch item 1 next to the picture. ✔

g. Get ready to read item 1 the fast way. First word. ✔

- Get ready. (Tap.) *This.*

h. Next word. ✔

- Get ready. (Tap.) *Blank.*

i. (Repeat *h* for the remaining words in item 1.)

j. (Repeat *g* through *i* until firm.)

k. What word goes in the blank? (Signal.) *Man.*

l. I'll say the sounds in the word **man. mmm** (pause) **aaa** (pause) **nnn.** Again. **mmm** (pause) **aaa** (pause) **nnn.**

m. Your turn. Say the sounds in **man**. Get ready. (Signal for each sound as the children say:) *mmm* (pause) *aaa* (pause) *nnn.*

n. (Repeat *l* and *m* until firm.)

o. Look at the blank in item 1. The **mmm** is already written in the blank. So what sounds are you going to write next? (Signal for each sound as the children say:) *aaa* (pause) *nnn.*

- (Repeat until firm.)

p. Everybody, write the missing sounds for **man.** ✔

q. (Repeat *g* through *p* for item 2.)

r. You'll do the items for the other picture later.

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 23

Introduction to independent activity

a. (Hold up side 1 of Worksheet 11.)

b. Everybody, you're going to finish this worksheet on your own. (Tell the children when they will work the remaining items.)

- Let's go over the things you're going to do.

Story items

(Point to the story items exercise.) Remember to read the items and circle the answers that tell what happened in the story.

Sentence copying

(Point to the first line in the sentence-copying exercise.) Remember—you're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

Sound writing

(Point to the sound-writing exercise.) Remember to write a sound on each bar.

Picture comprehension

a. (Point to the second picture in the picture-comprehension exercise.) Everybody, you're going to look at this picture. Then you're going to read each item and write the missing words.

b. Remember—the first sound of each missing word is already written in the blank.

END OF LESSON 11

LESSON 12

LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. When I touch it, you say it. Keep on saying it as long as I touch it.

c. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

- (Lift your finger.)

To Correct

1. (Immediately say the correct sound as you continue to touch it. Lift your finger.)
2. Say it with me. (Touch the sound and say it with children.)
   - (Lift your finger.)
3. Again. (Repeat until firm.)
4. All by yourselves. Get ready. (Touch the sound.) (The children say the sound.)

d. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

ō ē o

e h z

g p y

w v

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

To Correct

(Have the children sound out and tell what word.)

swims

EXERCISE 2

Sound out first

a. (Touch the ball for **swims.**) Sound it out. Get ready. (Quickly touch under **s, w, i, m, s** as the children say:) *ssswwwiiimmmsss.*
b. What word? (Signal.) *Swims.* Yes, **swims.**
c. (Repeat exercise until firm.)

plāys

EXERCISE 3

Sound out first

a. (Touch the ball for **plāys.**) Sound it out. Get ready. (Quickly touch under **p, l, ā, y, s** as the children say:) *pllllāāāyyysss.*
b. What word? (Signal.) *Plays.* Yes, **plays.**
c. (Repeat exercise until firm.)

EXERCISE 4

Read **ar** word the fast way

a. (Touch the ball for **barked.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Barked.* Yes, **barked.**
b. (Point to **ar** in **barked.**) Everybody, what do these letters say? (Signal.) *Are.* Yes, **are.**
c. (Touch the ball for **barked.**) Sound it out. Get ready. (Quickly touch under **b, ar, k, d** as the children say:) *barkd.*
d. What word? (Signal.) *Barked.* Yes, **barked.**
e. (Repeat *c* and *d* until firm.)

EXERCISE 5

Read the fast way

a. Read this word the fast way.
b. (Touch the ball for **far.** Pause two seconds.) Get ready. (Signal.) *Far.* Yes, **far.**

EXERCISE 6

Read **ar** word the fast way

a. (Touch the ball for **barking.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Barking.* Yes, **barking.**
b. (Point to **ar** in **barking.**) Everybody, what do these letters say? (Signal.) *Are.* Yes, **are.**
c. (Touch the ball for **barking.**) Sound it out. Get ready. (Quickly touch under **b, ar, k, ing** as the children say:) *barkiiing.*
d. What word? (Signal.) *Barking.* Yes, **barking.**
e. (Repeat *c* and *d* until firm.)

barked

far

barking

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

To Correct

(Have the children sound out and tell what word.)

better

EXERCISE 7

Sound out first

a. (Touch the ball for **better.**) Sound it out. Get ready. (Quickly touch under **b, e,** between the **t**'s, **er** as the children say:) *beeeterrr.*
b. What word? (Signal.) *Better.* Yes, **better.**
c. (Repeat exercise until firm.)

helped

EXERCISE 8

Sound out first

a. (Touch the ball for **helped.**) Sound it out. Get ready. (Quickly touch under **h, e, l, p, d** as the children say:) *heeelllpd.*
b. What word? (Signal.) *Helped.* Yes, **helped.**
c. (Repeat exercise until firm.)

EXERCISE 9

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **sharks.** Pause two seconds.) Get ready. (Signal.) *Sharks.* Yes, **sharks.**
c. (Repeat *b* for **that, swam, they, them,** and **when.**)

sharks

that

swam

they

them

when

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

To Correct

(Have the children sound out and tell what word.)

līked

awāy

other

hōrse

funny

books

EXERCISE 10

Read the fast way first

a. (Touch the ball for **līked.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Liked.* Yes, **liked.**

b. (Return to the ball.) Sound it out. Get ready. (Quickly touch under **l, ī, k, d** as the children say:) *lllīīīkd.*

c. What word? (Signal.) *Liked.* Yes, **liked.**

d. (Repeat *b* and *c* until firm.)

e. (Repeat the exercise for **awāy, other, hōrse, funny,** and **books.**)

EXERCISE 11

Read the fast way

a. Read these words the fast way.

b. (Touch the ball for **looks.** Pause two seconds.) Get ready. (Signal.) *Looks.* Yes, **looks.**

c. (Repeat *b* for **cooked** and **took.**)

looks

cooked

took

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from another column. Praise children who read all words with no errors.)

STORYBOOK

STORY 12

EXERCISE 12

First reading—title and three sentences

a. (Pass out Storybook 1.)
b. Everybody, open your reader to page 19.
c. Everybody, touch the title. (Check to see that the children are touching under the first word of the title.)
d. I'll tap and you read each word in the title the fast way. Don't sound it out. Just tell me the word.
e. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *Arf.*
f. Next word. (Check to see that the children are touching under the next word. Pause two seconds.) Get ready. (Tap.) *Can.*
g. (Repeat *f* for the remaining word in the title.)
h. Everybody, say the title. (Signal.) *Arf can help.*
i. Everybody, get ready to read this story the fast way.
j. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *Arf.*
k. Next word. ✔
• (Pause two seconds.) Get ready. (Tap.) *Was.*
l. (Repeat *k* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

arf can help

arf was a barking shark. the other sharks did not like her big bark. when arf went "arf, arf," the other sharks swam away.

but now arf had to help the other sharks. a big fish that liked to eat sharks was going after the other sharks. arf swam up to the big fish and said, "arf, arf." the big fish swam far, far away.

the other sharks liked arf now.

"we like arf now," they said.

and now arf plays with the other sharks. and if a big fish that likes to eat sharks swims up to them, arf says "arf, arf." and the big fish swims far, far away.

the end

EXERCISE 13

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.
b. (Call on a child.) Read the next sentence.

To Correct
word-identification errors (from, for example)
1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

c. (Call on another child.) Read the next sentence.
d. (Repeat *c* for most of the remaining sentences in the story.)
e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Pause two seconds. Tap for each word in the sentence. Pause at least two seconds between taps.)

12

Note: Underlined and numbered statements in the following copy of story 12 refer to questions you are to ask the children in exercise 14.

arf can help[1]

arf was a barking shark. the other sharks did not like her big bark. when arf went "arf, arf," the other sharks swam away.[2]

but now arf had to help the other sharks.[3] a big fish that liked to eat sharks was going after the other sharks. arf swam up to the big fish and said, "arf, arf."[4] the big fish swam far, far away.[5]

the other sharks liked arf now.

"we like arf now," they said.[6]

and now arf plays with the other sharks. and if a big fish that likes to eat sharks swims up to them, arf says "arf, arf." and the big fish swims far, far away.[7]

the end[8]

EXERCISE 14

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.

b. Starting with the first word of the title. ✔

- Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors (**from,** for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What's this story about? (Signal.) *Arf can help.*

2 Why didn't the other sharks like Arf? (The children respond.)

- What did Arf say? (Signal.) *"Arf, arf."*

3 What do you think Arf will do? (The children respond.)

- Let's read and find out.

4 What did Arf do? (The children respond.)

5 What did the big fish do? (Signal.) *He swam far, far away.*

6 Who said that? (Signal.) *The other sharks.*

- Why do they like Arf now? (The children respond.)

7 Why does the big fish swim away? (The children respond.)

8 Is this the end of the story? (Signal.) *Yes.*

EXERCISE 15

Picture comprehension

a. Look at the picture.

b. (Ask these questions:)

1. Why do you think the big fish is swimming away? (The children respond.)
2. What would you do if Arf barked at you? (The children respond.)
3. How many little sharks do you see in the picture? (Signal.) *One.*
   - Yes, Arf is the little shark.
4. What would you do if that big fish came after you? (Let the children comment for ten seconds. Then comment briefly.)

WORKSHEET 12

STORY ITEMS

EXERCISE 16

Read story items

a. (Pass out Worksheet 12 to each child.)
b. (Hold up side 1 of your worksheet and point to the story items exercise.) Everybody, you're going to read the items for the story you just read. You're going to circle the answers later.
c. Get ready to read item 1 the fast way. First word. ✔
- Get ready. (Tap.) *Arf.*

d. Next word. ✔
- Get ready. (Tap.) *Had.*

e. (Repeat *d* for the remaining words in item 1.)
f. Tell me the answer. Arf had to blank the other sharks. What word goes in the blank? (Pause. Signal.) *Help.* (The children are not to circle the answers now.)
g. (Repeat *c* through *f* for items 2 and 3.)
h. You're going to do these items later. Remember to circle the right answer for each item.

SENTENCE COPYING

EXERCISE 17

Read sentence to copy

a. (Point to the sentence **arf was a shark.**)
b. Here's the sentence you're going to write on the lines below. Everybody, touch this sentence on your worksheet. ✔
c. Get ready to read the words in this sentence the fast way. First word. ✔
- Get ready. (Tap for each word as the children read:) *Arf was a shark.*

d. (Have the children reread the sentence the fast way.)
e. (Point to the dotted words on the first line.) Later, you're going to trace the dotted words in this sentence. Then you're going to write those words on the other lines.

SOUND WRITING

EXERCISE 18

Identify sounds to be written

a. (Point to the sound-writing exercise.) Everybody, here are the sounds you're going to write today. I'll touch the sounds. You say them.
b. (Touch each sound.) (The children respond.)
c. (Repeat *b* until firm.)
d. You're going to write a sound on each bar. You'll write the sounds later.

READING COMPREHENSION

The children will need pencils.

EXERCISE 19

Read story, answer items

a. (Hold up side 2 of your worksheet and point to the word **reading.**) Everybody, touch this story on your worksheet. ✔
b. Reading the fast way. First word. ✔
- Get ready. (Tap.) *We.*

c. Next word. ✔
- Get ready. (Tap.) *Ran.*

d. (Repeat *c* for the remaining words in item 1.)
e. (Hold up your worksheet.) Touch the blank in item 1. Everybody, here's where something is missing. When you get to this blank, say **"blank."**
f. Reading item 1 the fast way. First word. ✔
- Get ready. (Tap.) *We.*

g. Next word. ✔
- Get ready. (Tap.) *Ran.*

h. (Repeat *g* for the remaining words in item 1.) (Children read *in, the, blank.*)
i. Everybody, what goes in the blank? (Signal.) *Rain.*
j. (Repeat *i* until firm.)
k. Look at the words under item 1 and get ready to touch the word that goes in the blank. (Pause.) Get ready. (Signal.) ✔
l. Circle the word **rain.** ✔
m. (Repeat *f* through *l* for item 2.)

PICTURE COMPREHENSION

EXERCISE 20

Picture items

Refer to sounds, not letter names, in missing words.

a. (Point to the first picture.) Look at this picture. Tell me what you see. (The children respond.)

b. Everybody, who is chasing the pig? (Signal.) *The dog.*

- Yes, the **dog** is chasing the pig.

c. Everybody, what is the pig wearing? (Signal.) *A hat.*

- Yes, the pig is wearing a . . . . (Signal.) *Hat.*

d. (Repeat *b* and *c* until firm.)

e. (Point to the sound in the blank in item 1.) Something is missing. When you get to this, say **"blank."** What will you say? (Signal.) *Blank.*

f. Everybody, touch item 1 next to the picture. ✔

g. Get ready to read item 1 the fast way. First word. ✔

- Get ready. (Tap.) *The.*

h. Next word. ✔

- Get ready. (Tap.) *Blank.*

i. (Repeat *h* for the remaining words in item 1.)

j. (Repeat *g* through *i* until firm.)

k. Who is going for the pig? (Signal.) *The dog.*

l. I'll say the sounds in the word **dog.** **d** (pause) **ooo** (pause) **g.** Again. **d** (pause) **ooo** (pause) **g.**

m. Your turn. Say the sounds in **dog** Get ready. Signal for each sound as the children say:) *d* (pause) *ooo* (pause) *g.*

n. (Repeat *l* and *m* until firm.)

o. Look at the blank in item 1. The **d** is already written in the blank. So what sounds are you going to write next? (Signal for each sound as the children say:) *ooo* (pause) *g.*

- (Repeat until firm.)

p. Everybody, write the missing sounds for **dog.** ✔

q. (Repeat *g* through *p* for item 2.)

r. You'll do the items for the other picture later.

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 21

Introduction to independent activity

a. (Hold up side 1 of Worksheet 12.)

b. Everybody, you're going to finish this worksheet on your own. (Tell the children when they will work the remaining items.)

- Let's go over the things you're going to do.

Story items

(Point to the story items exercise.) Remember to read the items and circle the answers that tell what happened in the story.

Sentence copying

(Point to the dotted sentence.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

Sound writing

(Point to the sound-writing exercise.) Remember to write a sound on each bar.

Picture comprehension

a. (Point to the second picture on side 2.) Everybody, you're going to look at this picture. Then you're going to read each item and write the missing words.

b. Remember—the first sound of each missing word is already written in the blank.

END OF LESSON 12

LESSON 13

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.4, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. When I touch it, you say it. Keep on saying it as long as I touch it.

c. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

- (Lift your finger.)

To Correct

1. (Immediately say the correct sound as you continue to touch it. Lift your finger.)
2. Say it with me. (Touch the sound and say it with children. Lift your finger.)
3. Again. (Repeat until firm.)
4. All by yourselves. Get ready. (Touch the sound.) (The children say the sound.)

d. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

i o ī

ō th wh

c v g

m r n

STORYBOOK

READ THE ITEMS 13

EXERCISE 2

Read items 1 and 2

a. (Pass out Storybook 1.)
b. Open your reader to page 21. Get ready to read the items.
c. Finger under the first word of item 1. ✔
d. First word. (Pause.) Get ready. (Tap.) *When.*
e. Next word. (Pause.) Get ready. (Tap.) *The.*
f. (Repeat *e* for the remaining words in item 1.)
g. (Repeat *c* through *f* until item 1 is firm.)
h. Everybody, say item 1. (Pause. Signal.) *When the teacher stands up, clap.*

To Correct

1. Everybody, say the item with me. (Signal. Say the item with the children at a normal speaking rate. Repeat until firm.)
2. (Repeat *h*. Then skip to *j*.)

i. Again. (Repeat *h* until firm.)
j. What are you going to do when I stand up? (Signal.) *Clap.*
• When are you going to clap? (Signal.) *When the teacher stands up.*

To Correct

(Have the children read the item aloud. Then repeat the questions.)

k. Finger under the first word of item 2. ✔
l. (Repeat *d* through *j* for item 2: When the teacher claps, hold up your hand.)

EXERCISE 3

Play the game with items 1 and 2

a. Read item 1 to yourself and think about what you're going to do and when you're going to do it. Raise your hand when you're ready.
b. (After the children raise their hands, say:) Get ready to play the game.
c. My turn. (Pause. Stand up. Signal.) (The children are to clap once immediately.)

To Correct

(Have the children read the item aloud. Then play the game again.)

d. (Repeat *a* through *c* for item 2.)

lIked	barking	when
swim	that	there
fōr	hēre	other
get	shē	funny
got	they	hōrse
end	where	cāme
and	how	give
at	whȳ	trȳing
āte	dōn't	rIding
ēat	didn't	hard

READING HARD WORDS 13

Exercise 4 is a test of reading accuracy. Tally all reading errors on a separate sheet.

EXERCISE 4

Hard words in reader

You'll present rewards in this exercise.

a. You're going to read hard words today. Keep your reader open to page 21. ✔
b. If you can read all of the words in a column without making a mistake, you'll get _____. (Reward the children with stars, points, etc.)
c. (Call on a child.) Read the words in the first column. Start at the top and go down the column. Everybody, touch the words that are being read. Raise your hand if you hear a mistake.
d. (Call on another child to read the second column.)
e. (Give each child a turn at reading one column of words. Praise the children who read each word in the column without making a mistake. Children who make a mistake must repeat the word until firm.)

To Correct

1. (Immediately say the correct word.)
2. (Tell the child who made the mistake:) Touch that word. (Pause.) What word?
3. (Then tell the child:) Now go back to the top of the column and read the words again.

f. (If the children average more than one mistake, do not proceed to lesson 14. See the Teacher's Guide for details.)

WORKSHEET 13

READING COMPREHENSION

The children will need pencils.

EXERCISE 5

Read story, answer items

a. (Pass out Worksheet 13 to each child.)
b. (Hold up side 1 of your worksheet and point to the word **reading.**) Everybody, touch this story on your worksheet. ✔
c. Reading the fast way. First word. ✔
- Get ready. (Tap.) *Five.*

d. Next word. ✔
- Get ready. (Tap.) *Fish.*

e. (Repeat *d* for the remaining words in the story.)
f. (Hold up your worksheet. Touch the blank in item 1.) Everybody, here's where something is missing. When you get to this blank, say "**blank.**"
g. Reading item 1 the fast way. First word. ✔
- Get ready. (Tap.) *Five.*

h. Next word. ✔
- Get ready. (Tap.) *Fish.*

i. (Repeat *h* for the remaining words in item 1.) (Children read *went, blank.*)
j. Everybody, what words go in the blank? (Signal.) *For a swim.*
k. (Repeat *j* until firm.)
l. Look at the words under item 1 and get ready to touch the words that go in the blank. (Pause.) Get ready. (Signal.) ✔
m. Circle the words **for a swim.** ✔
n. (Repeat *g* through *m* for item 2.)
o. You'll read the other story and do the items later.

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 6

Introduction to independent activity

a. (Hold up side 1 of Worksheet 13.)
b. Everybody, you're going to finish this worksheet on your own. (Tell the children when they will work the remaining items.)
- Let's go over the things you're going to do.

Reading comprehension

a. (Point to the second story under the word **reading.**)
b. You're going to read this story and do the items. Remember—circle the words under each item that go in the blank.

Picture comprehension

a. (Point to the picture on side 2.) Everybody, you're going to look at this picture. Then you're going to read each item and write the missing words.
b. Remember—the first sound of each missing word is already written in the blank.

Sound writing

a. (Point to the sound-writing exercise.) Everybody, here are the sounds you're going to write today. I'll touch the sounds. You say them.
b. (Touch each sound.) (The children respond.)
c. (Repeat *b* until firm.)
d. Remember to write a sound on each bar.

Sentence copying

(Point to the dotted sentence.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

END OF LESSON 13

LESSON 14

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.5, LA.1.1.4.6, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me the sounds.
b. When I touch it, you say it. Keep on saying it as long as I touch it.
c. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)
d. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

f h z

k y ȳ

r p i

a ī ā

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

rīde

EXERCISE 2

Sound out first

a. (Touch the ball for **rīde.**) Sound it out. Get ready. (Quickly touch **r, ī, d** as the children say:) *rrrīīīd.*
b. What word? (Signal.) *Ride.* Yes, **ride.**
c. (Repeat exercise until firm.)

fast

EXERCISE 3

Sound out first

a. (Touch the ball for **fast.**) Sound it out. Get ready. (Quickly touch **f, a, s, t** as the children say:) *fffaaassst.*
b. What word? (Signal.) *Fast.* Yes, **fast.**
c. (Repeat exercise until firm.)

hōrse

EXERCISE 4

Read the fast way first

a. (Touch the ball for **hōrse.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Horse.* Yes, **horse.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **h, ō, r, s** as the children say:) *hōōōrrrsss.*
c. What word? (Signal.) *Horse.* Yes, **horse.**
d. (Repeat *b* and *c* until firm.)
e. (Repeat the exercise for **better, funny, cow, stopped, helped, played,** and **boy.**)

better

funny

cow

stopped

helped

plāyed

boy

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

trȳ

EXERCISE 5

Sound out first

a. (Touch the ball for **trȳ.**) Sound it out. Get ready. (Quickly touch **t, r, ȳ** as the children say:) *trrrȳȳȳ.*
b. What word? (Signal.) *Try.* Yes, **try.**
c. (Repeat exercise until firm.)

flȳ

EXERCISE 6

Sound out first

a. (Touch the ball for **flȳ.**) Sound it out. Get ready. (Quickly touch **f, l, ȳ** as the children say:) *fffllllȳȳȳ.*
b. What word? (Signal.) *Fly.* Yes, **fly.**
c. (Repeat exercise until firm.)

EXERCISE 7

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **crȳing.** Pause two seconds.) Get ready. (Signal.) *Crying.* Yes, **crying.**
c. (Repeat *b* for the remaining words on the page.)

crȳing

trȳing

where

there

when

them

liked

stāy

other

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

14

Get ready to read both words on this page without making a mistake.

EXERCISE 8

Last part, first part

a. (Cover **c.** Point to **rēēk.**) Read this part of the word the fast way. (Pause two seconds.) Get ready. (Signal.) *Reek.* Yes, **reek.**

b. (Uncover **c.** Point to **c.**) First you say **c.** (Move your finger quickly under **rēēk.**) Then you say (pause) **reek.**

c. (Touch the ball for **crēēk.**) Get ready. (Move to **c**, then quickly along the arrow.) *Creek.*

d. Say it fast. (Signal.) *Creek.*

- Yes, what word? (Signal.) *Creek.* Yes, **creek.**

e. (Repeat *c* and *d* until firm.)

EXERCISE 9

Listen, sound out

a. (Point to **touch.**) I'll tell you this word. (Pause.) **Touch.** What word? (Signal.) *Touch.* Yes, **touch.**

b. (Touch the ball for **touch.**) Sound it out. Get ready. (Quickly touch **t, o, u, ch** as the children say:) *tooouuuch.*

To Correct

(If the children do not say the sounds you point to:)

1. (Say:) You've got to say the sounds I point to.
2. (Repeat *b* until firm.)

c. What word? (Signal.) *Touch.* Yes, **touch.**

d. (Repeat *b* and *c* until firm.)

crēēk

touch

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from another column. Praise children who read all words with no errors.)

STORYBOOK

READ THE ITEM 14

EXERCISE 10

Read the item

a. (Pass out Storybook 1.)

b. Open your reader to page 22. Get ready to read the item. ✔

c. Finger under the first word of the item. ✔

- Get ready. (Tap.) *When.*

d. Next word. (Pause.) Get ready. (Tap.) *The.*

e. (Repeat *d* for the remaining words in the item.)

f. (Repeat *c* through *e* until the item is firm.)

g. Everybody, say that item. (Pause. Signal.) *When the teacher says* "Stand up," *say "Go."*

h. Again. (Repeat *g* until firm.)

i. What are you going to say when I say "**Stand up**"? (Signal.) *"Go."*

- When are you going to say "**Go**"? (Signal.) *When the teacher says "Stand up."*

To Correct

(Have the children read the item aloud. Then repeat the questions.)

EXERCISE 11

Play the game

a. Read the item to yourself and think about what you're going to do and when you're going to do it. Raise your hand when you're ready. ✔

b. (After the children raise their hands, say:) Get ready to play the game.

c. My turn. (Pause.) Stand up. (Signal.) (The children are to say *"Go"* immediately.)

To Correct

(Have the children read the item aloud. Then play the game again.)

STORY 14

EXERCISE 12

First reading—title and three sentences

a. Keep your reader open to page 22. ✔

b. Everybody, touch the title. (Check to see that the children are touching under the first word of the title.)

c. I'll tap and you read each word in the title the fast way. Don't sound it out. Just tell me the word.

d. First word. ✔

- (Pause two seconds.) Get ready. (Tap.) *The.*

e. Next word. ✔

- (Pause two seconds.) Get ready. (Tap.) *Cow.*

f. (Repeat *e* for the remaining words in the title.)

g. Everybody, say the title. (Signal.) *The cow boy and the cow.*
Yes, **the cow boy and the cow.**

h. Everybody, get ready to read this story the fast way.

i. First word. ✔

- (Pause two seconds.) Get ready. (Tap.) *A.*

j. Next word. ✔

- (Pause two seconds.) Get ready. (Tap.) *Cow boy.*

k. (Repeat *j* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 13

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.

b. (Call on a child.) Read the next sentence.

c. (Call on another child.) Read the next sentence.

d. (Repeat *c* for most of the remaining sentences in the story.)

e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Pause two seconds. Tap for each word in the sentence. Pause at least two seconds between taps.)

the cow boy and the cow[1]

a cow boy was sad. hē did not have a hōrse.[2] the other cow boys said, "hō, hō, that funny cow boy has nō hōrse."

a cow cāme up to the cow boy. the cow said, "if you are a cow boy, you nēēd a cow. I am a cow."

the cow boy said, "do not bē funny. cow boys do not rīde on cows."

the cow said, "but I can run as fast as a hōrse.[3] and I can jump better than a hōrse."[4]

the cow boy said, "I will give you a trȳ. but I will fēēl very funny rīding on a cow." sō the cow boy got on the cow.[5]

then the other cow boys cāme up the rōad. "hō, hō," they said. "look at that funny cow boy.[6] hē is trȳing to rīde a cow."

stop[7]

EXERCISE 14

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.

b. Starting with the first word of the title. ✔
Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct
word-identification errors (**from**, for example)
1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What's this story going to be about? (Signal.) *The cow boy and the cow.*
What do cow boys usually ride on? (Signal.) *Horses.*

2 Why was this cow boy sad? (Signal.) *He did not have a horse.*

3 What did the cow say? (Signal.) *But I can run as fast as a horse.*

4 Do you think the cow can really jump better than a horse? (The children respond.)

- We'll see.

5 Is the cow boy going to give the cow a try? (Signal.) *Yes.*

6 Why did the other cow boys make fun of him? (The children respond.)

7 Is this the end of the story? (Signal.) *No.*

- Next time we'll read more about the cow boy and the cow.

WORKSHEET 14

EXERCISE 15

Picture comprehension

a. What do you think you'll see in the picture? (The children respond.)
b. Turn the page and look at the picture.
c. (Ask these questions:)
1. Look at the cow boy on the cow. Does he look happy? (Signal.) *No.*
2. Why are those other cow boys pointing at him? (The children respond.)
3. What would you say if you saw a cow boy riding a cow? (Let the children comment for ten seconds. Then comment briefly.)

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 16

Introduction to independent activity

a. (Pass out Worksheet 14 to each child.)
b. (Hold up side 1 of your worksheet.) Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.)
- Let's go over the things you're going to do.

Story items

(Point to the story items exercise.) Here are the items about the story you just read. Read the items and circle the answers that tell what happened in the story.

Sentence copying

(Point to the dotted sentence.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

Sound writing

a. (Point to the sound-writing exercise.) Everybody, here are the sounds you're going to write today. I'll touch the sounds. You say them.
b. (Touch each sound.) (The children respond.)
c. (Repeat *b* until firm.)
d. Remember to write a sound on each bar.

Reading comprehension

a. (Point to both stories on side 2.)
b. You're going to read these stories and do the items. Remember—circle the words under each item that go in the blank.

Picture comprehension

a. (Point to the picture.) Everybody, you're going to look at this picture. Then you're going to read each item and write the missing words.
b. Remember—the first sound of each missing word is already written in the blank.

END OF LESSON 14

LESSON 15

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.3, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.
b. When I touch it, you say it. Keep on saying it as long as I touch it.
c. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)
d. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

y	ȳ	a
ō	ā	o
v	p	d
f	m	k

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

didn't

EXERCISE 2

Sound out first

a. (Touch the ball for **didn't.**) Sound it out. Get ready. (Quickly touch **d, i, d, n, t** as the children say:) *diiidnnnt.*
b. What word? (Signal.) *Didn't.* Yes, **didn't.**
c. (Repeat exercise until firm.)

ēven

EXERCISE 3

Sound out first

a. (Touch the ball for **ēven.**) Sound it out. Get ready. (Quickly touch **ē, v, e, n** as the children say:) *ēēēvvveeennn.*
b. What word? (Signal.) *Even.* Yes, **even.**
c. (Repeat exercise until firm.)

crēēk

EXERCISE 4

Read the fast way first

a. (Touch the ball for **crēēk.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Creek.* Yes, **creek.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **c, r,** between the **ē**'s, **k** as the children say:) *crrrēēēk.*
c. What word? (Signal.) *Creek.* Yes, **creek.**
d. (Repeat *b* and *c* until firm.)
e. (Repeat the exercise for **touch, trȳ, better, rīde, rōde, let's, faster,** and **next.**)

touch

trȳ

better

rīde

rōde

let's

faster

next

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

EXERCISE 5

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **fell**. Pause two seconds.) Get ready. (Signal.) *Fell.* Yes, **fell.**
c. (Repeat *b* for **stopped, jumped, plāyed, looked, thōse, thēse, where,** and **other.**)

fell

stopped

jumped

plāyed

looked

thōse

thēse

where

other

very

EXERCISE 6

Sound out first

a. (Touch the ball for **very.**) Sound it out. Get ready. (Quickly touch **v, e, r, y** as the children say:) *vvveeerrryyy.*
b. What word? (Signal.) *Very.* Yes, **very.**
c. (Repeat exercise until firm.)

flȳ

EXERCISE 7

Sound out first

a. (Touch the ball for **flȳ.**) Sound it out. Get ready. (Quickly touch **f, l, ȳ** as the children say:) *fffllllȳȳȳ.*
b. What word? (Signal.) *Fly.* Yes, **fly.**
c. (Repeat exercise until firm.)

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

15

Do not touch small letters.

Get ready to read both words on this page without making a mistake.

EXERCISE 8

Listen, sound out with me

a. (Point to **strēam.**) I'll tell you this word. (Pause.) **Stream.** What word? (Signal.) *Stream.* Yes, **stream.**

b. (Touch the ball for **strēam.**) Sound it out with me. Get ready. (Quickly touch each sound as you and the children say:) *ssstrrrēēēmmm.*

c. What word? (Signal.) *Stream.* Yes, **stream.**

d. (Repeat *b* and *c* until firm.)

EXERCISE 9

Listen, sound out with me

a. (Point to **splash.**) I'll tell you this word. (Pause.) **Splash.** What word? (Signal.) *Splash.* Yes, **splash.**

b. (Touch the ball for **splash.**) Sound it out with me. Get ready. (Quickly touch each sound as you and the children say:) *ssspllaaashshsh.*

c. What word? (Signal.) *Splash.* Yes, **splash.**

d. (Repeat *b* and *c* until firm.)

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from another column. Praise children who read all words with no errors.)

strēam

splash

STORYBOOK

READ THE ITEM 15

EXERCISE 10

Read the item

a. (Pass out Storybook 1.)

b. Open your reader to page 25. Get ready to read the item. ✔

c. Finger under the first word of the item. ✔

- Get ready. (Tap.) *When.*

d. Next word. (Pause.) Get ready. (Tap.) *The.*

e. (Repeat *d* for the remaining words in the item.)

f. (Repeat *c* through *e* until the item is firm.)

g. Everybody, say that item. (Pause. Signal.) *When the teacher says "Now," pick up your book.*

h. Again. (Repeat *g* until firm.)

i. What are you going to do when I say "**Now**"? (Signal.) *Pick up my book.*

- When are you going to **pick up your book**? (Signal.) *When the teacher says "Now."*

To Correct

(Have the children read the item aloud. Then repeat the questions.)

EXERCISE 11

Play the game

a. Read the item to yourself and think about what you're going to do and when you're going to do it. Raise your hand when you're ready. ✔

b. (After the children raise their hands, say:) Get ready to play the game.

c. My turn. (Pause.) Now. (Signal.) (Children are to pick up their books immediately.)

To Correct

(Have the children read the item aloud. Then play the game again.)

STORY 15

EXERCISE 12

First reading—title and three sentences

a. Keep your reader open to page 25.
b. Everybody, touch the title. (Check to see that the children are touching under the first word of the title.)
c. I'll tap and you read each word in the title the fast way. Don't sound it out. Just tell me the word.
d. First word. ✔
- (Pause two seconds.) Get ready. (Tap.)*The.*

e. Next word. ✔
- (Pause two seconds.) Get ready. (Tap.) *Cow.*

f. (Repeat *e* for the remaining words in the title.)
g. Everybody, say the title. (Signal.) *The cow boys have a jumping meet.* Yes, **the cow boys have a jumping meet.**
h. Everybody, get ready to read this story the fast way.
i. First word. ✔
- (Pause two seconds.) Get ready. (Tap.) *The.*

j. Next word. ✔
- (Pause two seconds.) Get ready. (Tap.) *Cow boy.*

k. (Repeat *j* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 13

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.
b. (Call on a child.) Read the next sentence.
c. (Call on another child.) Read the next sentence.
d. (Repeat *c* for most of the remaining sentences in the story.)
e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Pause two seconds. Tap for each word in the sentence. Pause at least two seconds between taps.)

the cow boys have
a jumpiŋg mēēt[1]
the cow boy got on a cow.
the other cow boys said, "hō, hō.
that is funny."
the cow boy got mad. hē
said, "this cow can gō as fast as
a hōrse.[2] and shē can jump better
than a hōrse."[3]
the other cow boys said, "nō
cow can jump better than mȳ
hōrse." sō the cow boys rōde to
a crēēk.[4]
the cow boy on the cow said,
"let's sēē if a hōrse can jump
this crēēk."

EXERCISE 14

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.
b. Starting with the first word of the title. ✔
- Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors (from, for example)
1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.
e. (Repeat *d* for most of the remaining sentences in the story.)
f. (Occasionally have the group read a sentence.)
g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

[1] What's this story going to be about? (Signal.) *The cow boys have a jumping meet.*
- A jumping meet is a contest to see who will win.

[2] What did the cow boy say? (Signal.) *This cow can go as fast as a horse.*
[3] What else did he say the cow could do? (Signal.) *Jump better than a horse.*
[4] Where did the cow boys go? (Signal.) *To a creek.*
- What do you think they will try to do? (The children respond.)
- Let's see what happens.

"I will trȳ," a cow boy said.
his hōrse went up to the crēēk.
but then his hōrse stopped. and
the cow boy fell in the crēēk.[5]
the cow boy on the cow
said, "hō, hō. that hōrse didn't
ēven trȳ to jump the crēēk."
the next cow boy said, "mȳ
hōrse will trȳ. and mȳ hōrse will
flȳ ōver that strēam.[6] hē will not
ēven touch the strēam."
mōre to come[7]

5 What happened to that cow boy? (Signal.) *He fell in the creek.*

6 Do you think his horse will fly over that stream? (The children respond.) We'll find out the next time we read.

7 Is this the end of the story? (Signal.) *No.* Right. We'll read some more next time.

EXERCISE 15

Picture comprehension

a. Look at the picture.

b. (Ask these questions:)

1. What is that horse doing? (The children respond.)
2. Why do you think the horse stopped? (The children respond.)
3. What will happen to the cow boy? (The children respond.)
4. Is that cow boy going to win the jumping meet? (Signal.) *No.*
5. Did you ever fall into a creek? (Let the children comment for ten seconds. Then comment briefly.)

WORKSHEET 15

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 16

Summary of independent activities

a. (Pass out Worksheet 15 to each child.)

b. Everybody, now you'll do your worksheet. Remember to do all parts of the worksheet and to read all the parts carefully.

INDIVIDUAL CHECKOUT

EXERCISE 17

2½-minute individual fluency checkout: rate/accuracy

a. As you are doing your worksheet, I'll call on children one at a time to read the **second page of the story**. Remember, you get two stars if you read the second page of the story in less than two and a half minutes and make no more than three errors.

b. (Call on each child. Tell the child:) Read the second page of the story very carefully. Go. (Time the child. Tell the child any words the child misses. Stop the child as soon as the child makes the fourth error or exceeds the time limit.)

c. (If the child meets the rate-accuracy criterion, record two stars on your chart for lesson 15. Congratulate the child. Give children who do not earn two stars a chance to read the second page of the story again before the next lesson is presented.)
99 words/**2.5 min** = 40 wpm [**3 errors**]

END OF LESSON 15

LESSON 16

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.4.5, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. When I touch it, you say it. Keep on saying it as long as I touch it.

c. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

d. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

o u ō

b ȳ f

t h n

y s v

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

splash

EXERCISE 2

Sound out first

a. (Touch the ball for **splash.**) Sound it out. Get ready. (Quickly touch **s, p, l, a, sh** as the children say:) *ssspllaaashshsh.*
b. What word? (Signal.) *Splash.* Yes, **splash.**
c. (Repeat exercise until firm.)

cāme

EXERCISE 3

Sound out first

a. (Touch the ball for **cāme.**) Sound it out. Get ready. (Quickly touch **c, ā, m** as the children say:) *cāāāmmm.*
b. What word? (Signal.) *Came.* Yes, **came.**
c. (Repeat exercise until firm.)

best

EXERCISE 4

Read the fast way first

a. (Touch the ball for **best.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Best.* Yes, **best.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **b, e, s, t** as the children say:) *beeessst.*
c. What word? (Signal.) *Best.* Yes, **best.**
d. (Repeat *b* and *c* until firm.)
e. (Repeat the exercise for the remaining words on the page.)

bark

jumped

gōing

sāme

come

some

ōver

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

EXERCISE 5

Read the fast way

a. Read these words the fast way.

b. (Touch the ball for **started.** Pause two seconds.) Get ready. (Signal.) *Started.* Yes, **started.**

c. (Repeat *b* for **other, touch, where, thēse, there, thōse, trȳ, whȳ, fōr, next,** and **faster.**)

started

other

touch

where

thēse

there

thōse

trȳ

whȳ

fōr

next

faster

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Get ready to read all the words on this page without making a mistake.

What

EXERCISE 6

Listen, sound out

a. (Point to **what.**) I'll tell you this word. (Pause.) **What.** What word? (Signal.) *What.* Yes, **what.**

b. (Touch the ball for **what.**) Sound it out. Get ready. (Quickly touch **wh, a, t** as the children say:) *wwwaaat.*

To Correct

(If the children do not say the sounds you point to:)

1. (Say:) You've got to say the sounds I point to.
2. (Repeat *b* until firm.)

c. What word? (Signal.) *What.* Yes, **what.**

d. (Repeat *b* and *c* until firm.)

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from an adjacent column. Praise children who read all words with no errors.)

bank

EXERCISE 7

Listen, sound out

a. (Point to **bank.**) I'll tell you this word. (Pause.) **Bank.** What word? (Signal.) *Bank.* Yes, **bank.**

b. (Touch the ball for **bank.**) Sound it out. Get ready. (Quickly touch **b, a, n, k** as the children say:) *baaannnk.*

To Correct

(If the children do not say the sounds you point to:)

1. (Say:) You've got to say the sounds I point to.
2. (Repeat *b* until firm.)

c. What word? (Signal.) *Bank.* Yes, **bank.**

d. (Repeat *b* and *c* until firm.)

start

EXERCISE 8

Read **ar** word the fast way

a. (Touch the ball for **start.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Start.* Yes, **start.**

b. (Point to **ar** in **start.**) Everybody, what do these letters say? (Signal.) *Are.* Yes, **are.**

c. (Touch the ball for **start.**) Sound it out. Get ready. (Quickly touch **s, t, ar, t** as the children say:) *ssstart.*

d. What word? (Signal.) *Start.* Yes, **start.**

e. (Repeat *c* and *d* until firm.)

STORYBOOK

READ THE ITEM 16

EXERCISE 9

Read the item

a. (Pass out Storybook 1.)

b. Open your reader to page 28. Get ready to read the item. ✔

c. Finger under the first word of the item. ✔

- Get ready. (Tap.) *When.*

d. Next word. (Pause.) Get ready. (Tap.) *The.*

e. (Repeat *d* for the remaining words in the item.)

f. (Repeat *c* through *e* until the item is firm.)

g. Everybody, say that item. (Pause. Signal.) *When the teacher says "Stand up," hold up your hand.*

h. Again. (Repeat *g* until firm.)

i. What are you going to do when I say "**Stand up**"? (Signal.) *Hold up my hand.*

- When are you going to **hold up your hand?** *When the teacher says "Stand up."*

To Correct

(Have the children read the item aloud. Then repeat the questions.)

EXERCISE 10

Play the game

a. Read the item to yourself and think about what you're going to do and when you're going to do it. Raise your hand when you're ready.

b. (After the children raise their hands, say:) Get ready to play the game.

c. My turn. (Pause.) Stand up. (Signal.) (The children are to hold up a hand immediately.)

To Correct

(Have the children read the item aloud. Then play the game again.)

EXERCISE 11

First reading—title and three sentences

a. Keep your reader open to page 28.
b. Everybody, touch the title of the story and get ready to read the words in the title the fast way.
c. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *The.*
d. (Tap for each remaining word in the title.)
e. Everybody, say the title. (Signal.) *The cow boys try.*
f. Everybody, get ready to read this story the fast way.
g. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *Some.*
h. Next word. ✔
• (Pause two seconds.) Get ready. (Tap.) *Cow.*
i. (Repeat *h* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 12

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.
b. (Call on a child.) Read the next sentence.
c. (Call on another child.) Read the next sentence.
d. (Repeat *c* for most of the remaining sentences in the story.)
e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Pause two seconds. Tap for each word in the sentence. Pause at least two seconds between taps.)

the cow boys trȳ[1]

some cow boys mādе fun of a cow boy that rōdе a cow.[2] they said, "nō cow can jump better than a hōrsе." sō they rōdе to a crēēk to sēē if a cow could jump better than a hōrsе.[3]

a cow boy fell in the crēēk. now the next cow boy was gōing to mākе his hōrsе jump ōver the crēēk. his hōrsе went very fast. the hōrsе cāmе to the bank of the crēēk. then the hōrsе jumpеd. did hē gō to the other sīdе? nō, hē went splash in the crēēk.[4] the cow boy was mad.

the next cow boy said, "I will trȳ to jump ōver that crēēk. and I havе the best hōrsе in the land."

but that cow boy's hōrsе went splash and the cow boy fell in the crēēk. the cow boys said, "wē did not jump that crēēk, but that fat cow can not jump as far as a hōrsе."

"let's sēē," said the cow boy with the cow. the cow started to run faster and faster and faster. the cow ran up to the bank of the crēēk. and then the cow jumpеd.[5]

stop[6]

EXERCISE 13

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.
b. Starting with the first word of the title. ✔
• Get ready. (Tap as the children read the title.)
c. (Call on a child.) Read the first sentence.

To Correct
word-identification errors (from, for example)
1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.
e. (Repeat *d* for most of the remaining sentences in the story.)
f. (Occasionally have the group read a sentence.)
g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)
1 What is this story about? (Signal.) *The cow boys try.*
2 What was this cow boy riding? (Signal.) *A cow.*
• Yes, he did not have a horse, so he rode a cow.
3 What are they trying to find out? (Signal.) *If a cow could jump better than a horse.*
4 What happened? (Signal.) *He went splash in the creek.*
5 What did the cow do? (Signal.) *Jumped.*
6 Is this the end of the story? (Signal.) *No.*
• Right. We'll find out how the story ends next time.

EXERCISE 14

Picture comprehension

a. Look at the picture.
b. (Ask these questions:)
1. Who is that in the picture? (The children respond.)
2. Did that horse jump over the creek? (Signal.) *No.*
3. How do you think that cow boy feels? (Let the children comment for ten seconds. Then comment briefly.)

WORKSHEET 16

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 15

Introduction to independent activity

a. (Pass out Worksheet 16 to each child.)
b. (Hold up side 1 of your worksheet.) Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.)
- Let's go over the things you're going to do.

Story items

(Point to the story items exercise.) Here are the items about the story you just read. Read the items and circle the answers that tell what happened in the story.

Sentence copying

(Point to the dotted sentence.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

Sound writing

a. (Point to the sound-writing exercise.) Everybody, here are the sounds you're going to write today. I'll touch the sounds. You say them.
b. (Touch each sound.) (The children respond.)
c. (Repeat *b* until firm.)
d. Remember to write a sound on each bar.

Reading comprehension

a. (Point to both stories on side 2.)
b. You're going to read these stories and do the items. Remember—circle the words under each item that go in the blank.

Picture comprehension

a. (Point to the picture.) Everybody, you're going to look at this picture. Then you're going to read each item and write the missing words.
b. Remember—the first sound of each missing word is already written in the blank.

END OF LESSON 16

LESSON 17

LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.
b. When I touch it, you say it. Keep on saying it as long as I touch it.
c. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)
d. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

b e u

ē h t

k y m

z n ȳ

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

crēēk

EXERCISE 2

Sound out first

a. (Touch the ball for **crēēk.**) Sound it out. Get ready. (Quickly touch **c, r,** between the **ē**'s, **k** as the children say:) *crrrēēēk.*
b. What word? (Signal.) *Creek.* Yes, **creek.**
c. (Repeat exercise until firm.)

rēal

EXERCISE 3

Sound out first

a. (Touch the ball for **rēal.**) Sound it out. Get ready. (Quickly touch **r, ē, l** as the children say:) *rrrēēēlll.*
b. What word? (Signal.) *Real.* Yes, **real.**
c. (Repeat exercise until firm.)

touch

EXERCISE 4

Read the fast way first

a. (Touch the ball for **touch.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Touch.* Yes, **touch.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **t, o, u, ch** as the children say:) *tooouuuch.*
c. What word? (Signal.) *Touch.* Yes, **touch.**
d. (Repeat *b* and *c* until firm.)
e. (Repeat the exercise for **strēam, jumping, after,** and **other.**)

strēam

jumping

after

other

water

EXERCISE 5

Listen, sound out

a. (Point to **water.**) I'll tell you this word. (Pause.) **Water.** What word? (Signal.) *Water.* Yes, **water.**
b. (Touch the ball for **water.**) Sound it out. Get ready. (Quickly touch **w, a, t, er** as the children say:) *wwwaaaterrr.*

To Correct

(If the children do not say the sounds you point to:)
1. (Say:) You've got to say the sounds I point to.
2. (Repeat *b* until firm.)

c. What word? (Signal.) *Water.* Yes, **water.**
d. (Repeat *b* and *c* until firm.)

things

EXERCISE 6

Sound out first

a. (Touch the ball for **things.**) Sound it out. Get ready. (Quickly touch **th, ing, s** as the children say:) *thththiiingsss.*
b. What word? (Signal.) *Things.* Yes, **things.**
c. (Repeat exercise until firm.)

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

EXERCISE 7

Read the fast way

a. Read these words the fast way.

b. (Touch the ball for **happy.** Pause two seconds.) Get ready. (Signal.) *Happy.* Yes, **happy.**

c. (Repeat *b* for **jāne, thōse, when, that, crȳ, flȳing, trȳing, yēars, crȳing, rīde, rōpe,** and **bīke.**)

happy

jāne

thōse

when

that

crȳ

flȳing

trȳing

yēars

crȳing

rīde

rōpe

bīke

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read both words on this page without making a mistake.

EXERCISE 8

Listen, sound out

a. (Point to **what.**) I'll tell you this word. (Pause.) **What.** What word? (Signal.) *What.* Yes, **what.**

b. (Touch the ball for **what.**) Sound it out. Get ready. (Quickly touch **wh, a, t** as the children say:) *wwwaaat.*

To Correct

(If the children do not say the sounds you point to:)

1. (Say:) You've got to say the sounds I point to.
2. (Repeat *b* until firm.)

c. What word? (Signal.) *What.* Yes, **what.**

d. (Repeat *b* and *c* until firm.)

EXERCISE 9

Listen, sound out

a. (Point to **circle.**) I'll tell you this word. (Pause.) **Circle.** What word? (Signal.) *Circle.* Yes, **circle.**

b. (Touch the ball for **circle.**) Sound it out. Get ready. (Quickly touch **c, i, r, c, l** as the children say:) *ciiirrrclll.*

To Correct

(If the children do not say the sounds you point to:)

1. (Say:) You've got to say the sounds I point to.
2. (Repeat *b* until firm.)

c. What word? (Signal.) *Circle.* Yes, **circle.**

d. (Repeat *b* and *c* until firm.)

What

circle

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from another column. Praise children who read all words with no errors.)

STORYBOOK

READ THE ITEM 17

EXERCISE 10

Read the item

a. (Pass out Storybook 1.)

b. Open your reader to page 31. Get ready to read the item. ✔

c. Finger under the first word of the item. ✔

- Get ready. (Tap.) *When.*

d. Next word. (Pause.) Get ready. (Tap.) *The.*

e. (Repeat *d* for the remaining words in the item.)

f. (Repeat *c* through *e* until the item is firm.)

g. Everybody, say that item. (Pause. Signal.) *When the teacher says "Clap," touch your feet.*

h. Again. (Repeat *g* until firm.)

i. What are you going to do when I say "**Clap**"? (Signal.) *Touch my feet.*

- When are you going to **touch your feet**? *When the teacher says "Clap."*

To Correct

(Have the children read the item aloud. Then repeat the questions.)

EXERCISE 11

Play the game

a. Read the item to yourself and think about what you're going to do and when you're going to do it. Raise your hand when you're ready.

b. (After the children raise their hands, say:) Get ready to play the game.

c. My turn. (Pause.) Clap. (Signal.) (The children are to touch their feet immediately.)

To Correct

(Have the children read the item aloud. Then play the game again.)

STORY 17

EXERCISE 12

First reading—title and three sentences

a. Keep your reader open to page 31. ✔
b. Everybody, touch the title of the story and get ready to read the words in the title the fast way.
c. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *The.*
d. (Tap for each remaining word in the title.)
e. Everybody, say the title. (Signal.) *The happy jumping cow.*
f. Everybody, get ready to read this story the fast way.
g. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *The.*
h. Next word. ✔
• (Pause two seconds.) Get ready. (Tap.) *Cow boy.*
i. (Repeat *h* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 13

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.
b. (Call on a child.) Read the next sentence.
c. (Call on another child.) Read the next sentence.

To Correct
word-identification errors
(from, for example)
1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Repeat *c* for most of the remaining sentences in the story.)
e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Pause two seconds. Tap for each word in the sentence. Pause at least two seconds between taps.)

the happy jumpiŋg cow[1]
the cow boy on the cow was trȳiŋg to jump ōver the crēēk.[2]
the cow ran to the bank and jumped with a big jump.
the cow jumped ōver the crēēk.[3] the cow did not touch the strēam. the other cow boys looked at the cow. they said, "we are wet and cōld."[4] but the cow boy on the cow was not wet. and hē was not cōld.[5]
hē gāve the cow a kiss. and hē said, "now I fēēl lIke a rēal cow boy.[6] thōse other cow boys can have a hōrse. I will stāy with this jumpiŋg cow." and hē did.
hē rōde the cow. hē jumped ōver rocks with the cow. hē had that cow fōr yēars and yēars. and nō other cow boy ever mādе fun of his cow after the cow jumped the crēēk.[7]
the end[8]

EXERCISE 14

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.
b. Starting with the first word of the title. ✔
• Get ready. (Tap as the children read the title.)
c. (Call on a child.) Read the first sentence.
d. (Call on another child.) Read the next sentence.
e. (Repeat *d* for most of the remaining sentences in the story.)
f. (Occasionally have the group read a sentence.)
g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What's this story about? (Signal.) *The happy jumping cow.*
2 What was he trying to do? (Signal.) *Jump over the creek.*
• Do you think he'll make it? (The children respond.)
Let's read more and see what happens.
3 Did the cow jump over the creek? (Signal.) *Yes.*
4 What did the other cow boys say? (Signal.) *We are wet and cold.*
5 Why wasn't the cow boy wet and cold? (The children respond.)
6 What did he say? (Signal.) *Now I feel like a real cow boy.*
• (Repeat the question until the children give a firm response.)
7 Why did the cow boys stop making fun of his cow? (The children respond.)
8 Is this the end of the story? (Signal.) *Yes.*

EXERCISE 15

Picture comprehension

a. Look at the picture.

b. (Ask these questions:)

1. Look at the cow boy on the cow. How do you think he feels? (Let the children comment for ten seconds. Then comment briefly.)
2. Why is that other cow boy wet? (The children respond.)
3. Would you rather have a horse or a jumping cow? (The children respond.)

WORKSHEET 17

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 16

Introduction to independent activity

a. (Pass out Worksheet 17 to each child.)

b. (Hold up side 1 of your worksheet.) Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.)

- Let's go over the things you're going to do.

Story items

(Point to the story items exercise.) Here are the items about the story you just read. Read the items and circle the answers that tell what happened in the story.

Sentence copying

(Point to the dotted sentence.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

Sound writing

a. (Point to the sound-writing exercise.) Everybody, here are the sounds you're going to write today. I'll touch the sounds. You say them.

b. (Touch each sound.) (The children respond.)

c. (Repeat *b* until firm.)

d. Remember to write a sound on each bar.

Reading comprehension

a. (Point to both stories on side 2.)

b. You're going to read these stories and do the items. Remember—circle the words under each item that go in the blank.

Picture comprehension

a. (Point to the picture.) Everybody, you're going to look at this picture. Then you're going to read each item and write the missing words.

b. Remember—the first sound of each missing word is already written in the blank.

END OF LESSON 17

LESSON 18

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. When I touch it, you say it. Keep on saying it as long as I touch it.

c. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

d. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

th wh ch

i ĭ d x

k r z

s u w

STORYBOOK

READ THE ITEMS 18

EXERCISE 2

Read items 1 and 2

a. (Pass out Storybook 1.)
b. Open your reader to page 34. Get ready to read the items.
c. Finger under the first word of item 1. ✔
d. First word. (Pause.) Get ready. (Tap.) *When.*
e. Next word. (Pause.) Get ready. (Tap.) *The.*
f. (Repeat *e* for the remaining words in item 1.)
g. (Repeat *c* through *f* until item 1 is firm.)
h. Everybody, say item 1. (Pause. Signal.) *When the teacher stands up, say "Go."*
i. Again. (Repeat *h* until firm.)
j. What are you going to say when I **stand up**? (Signal.) *"Go."*
- When are you going to say "**Go**"? (Signal.) *When the teacher stands up.*

To Correct
(Have the children read the item aloud. Then repeat the questions.)

k. Finger under the first word of item 2. ✔
l. (Repeat *d* through *j* for item 2.)
m. (Repeat *c* through *j* for item 3.)

EXERCISE 3

Play the game with items 2 and 3

a. Read item 2 to yourself and think about what you're going to do and when you're going to do it. Raise your hand when you're ready.
b. (After the children raise their hands, say:) Get ready to play the game.
c. My turn. (Pause.) Do it. (Signal.) (The children are to hold up their hands immediately.)

To Correct
(Have the children read the item aloud. Then play the game again.)

d. (Repeat *a* through *c* for item 3.)

of	better	circle
for	faster	farmer
and	you	start
how	didn't	where
other	crying	when
stream	flying	them
this	after	then
here	things	what
there	going	that
why	touch	those

READING HARD WORDS 18

EXERCISE 4

Hard words in reader

You'll present rewards in this exercise.

a. You're going to read hard words today. Keep your reader open to page 35. ✔
b. If you can read all of the words in a column without making a mistake, you'll get _____. (Reward the children with stars, points, etc.)
c. (Call on a child.) Read the words in the first column. Start at the top and go down the column. Everybody, touch the words that are being read. Raise your hand if you hear a mistake.
d. (Call on another child to read the second column.)
e. (Give each child a turn at reading one column of words. Praise the children who read each word in the column without making a mistake. Children who make a mistake must repeat the word until firm.)

To Correct
1. (Immediately say the correct word.)
2. (Tell the child who made the mistake:) Touch that word. (Pause.) What word?
3. (Then tell the child:) Now go back to the top of the column and read the words again.

WORKSHEET 18

★ FOLLOWING INSTRUCTIONS

The children will need pencils.

EXERCISE 5

Box and circle items

Children call letter by sounds, not letter names.

a. (Pass out Worksheet 18 to each child.)
b. (Point to the circle.) Everybody, touch this circle. ✔
c. (Point to the box.) Everybody, touch this box. ✔
d. Everybody, touch instruction 1 next to the circle and the box. ✔
e. Reading the fast way. First word. ✔
- Get ready. (Tap for each word as the children read *Make rrr in the circle.)*

f. What does the instruction tell you to do? (Signal.) *Make rrr in the circle.*

To Correct

(Tell the children the answer. Then repeat *e* and *f*.)

g. Everybody, get ready to read instruction 2 next to the circle and the box. First word. ✔
- Get ready. (Tap for each word as the children read *Make sss in the box.*)

h. What does this instruction tell you to do? (Signal.) *Make sss in the box.*
i. (Point to the instructions.) Everybody, read these instructions to yourselves. Then do what the instructions tell you to do. ✔

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 6

Introduction to independent activity

a. (Hold up side 1 of Worksheet 18.)
b. Everybody, you're going to finish this worksheet on your own. (Tell the children when they will work the remaining items.)
- Let's go over the things you're going to do.

Reading comprehension

a. (Point to both stories.)
b. You're going to read these stories and do the items. Remember—circle the words under each item that go in the blank.

Picture comprehension

a. (Point to the picture on side 2.) Everybody, you're going to look at this picture. Then you're going to read each item and write the missing words.
b. Remember—the first sound of each missing word is already written in the blank.

Sentence copying

(Point to the dotted sentence.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

Sound writing

a. (Point to the sound-writing exercise.) Everybody, here are the sounds you're going to write today. I'll touch the sounds. You say them.
b. (Touch each sound.) (The children respond.)
c. (Repeat *b* until firm.)
d. Remember to write a sound on each bar.

END OF LESSON 18

LESSON 19

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.4, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.
b. When I touch it, you say it. Keep on saying it as long as I touch it.
c. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)
d. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

o x ch

qu ing z

er w sh

c n ȳ s

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

stōry

EXERCISE 2

Sound out first

a. (Touch the ball for **stōry.**) Sound it out. Get ready. (Quickly touch **s, t, ō, r, y** as the children say:) *ssstōōōrrryyy.*
b. What word? (Signal.) *Story.* Yes, **story.**
c. (Repeat exercise until firm.)

jumped

EXERCISE 3

Sound out first

a. (Touch the ball for **jumped.**) Sound it out. Get ready. (Quickly touch **j, u, m, p, d** as the children say:) *juuummmpd.*
b. What word? (Signal.) *Jumped.* Yes, **jumped.**
c. (Repeat exercise until firm.)

that

EXERCISE 4

Read the fast way first

a. (Touch the ball for **that.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *That.* Yes, **that.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **th, a, t** as the children say:) *thththaaat.*
c. What word? (Signal.) *That.* Yes, **that.**
d. (Repeat *b* and *c* until firm.)
e. (Repeat the exercise for **what, rōpe, trȳ, trīed, trȳing, crȳ,** and **crīed.**)

what

rōpe

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

trȳ

trīed

trȳing

crȳ

crīed

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

liked

EXERCISE 5

Sound out first

a. (Touch the ball for **liked.**) Sound it out. Get ready. (Quickly touch **l, ī, k, d** as the children say:) *lllīīīkd.*
b. What word? (Signal.) *Liked.* Yes, **liked.**
c. (Repeat exercise until firm.)

started

EXERCISE 6

Read **ar** word the fast way

a. (Touch the ball for **started.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Started.* Yes, **started.**
b. (Point to **ar** in **started.**) Everybody, what do these letters say? (Signal.) *Are.* Yes, **are.**
c. (Touch the ball for **started.**) Sound it out. Get ready. (Quickly touch **s, t, ar, t, e, d** as the children say:) *ssstarteeed.*
d. What word? (Signal.) *Started.* Yes, **started.**
e. (Repeat *c* and *d* until firm.)

EXERCISE 7

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **jill.** Pause two seconds.) Get ready. (Signal.) *Jill.* Yes, **Jill.**
c. (Repeat *b* for the remaining words on the page.)

jill

girl

sister

things

circle

where

name

named

bikes

ride

but

soon

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from another column. Praise children who read all words with no errors.)

STORYBOOK

READ THE ITEMS 19

EXERCISE 8

Read items 1 and 2

a. (Pass out Storybook 1.)
b. Open your reader to page 36. Get ready to read the items.
c. Finger under the first word of item 1. ✔
d. First word. (Pause.) Get ready. (Tap.) *When.*
e. Next word. (Pause.) Get ready. (Tap.) *The.*
f. (Repeat *e* for the remaining words in item 1.)
g. (Repeat *c* through *f* until item 1 is firm.)
h. Everybody, say item 1. (Pause. Signal.) *When the teacher says "Do it," touch your feet.*
i. Again. (Repeat *h* until firm.)
j. What are you going to do when I say "**Do it**"? (Signal.) *Touch my feet.*
- When are you going to **touch your feet?** (Signal.) *When the teacher says "Do it."*

To Correct
(Have the children read the item aloud. Then repeat the questions.)

k. Finger under the first word of item 2. ✔
l. (Repeat *d* through *j* for item 2.)

EXERCISE 9

Play the game with items 1 and 2

a. Read item 1 to yourself and think about what you're going to do and when you're going to do it. Raise your hand when you're ready.
b. (After the children raise their hands, say:) Get ready to play the game.
c. My turn. (Pause.) Do it. (Signal.) (The children are to touch their feet immediately.)

To Correct
(Have the children read the item aloud. Then play the game again.)

d. (Repeat *a* through *c* for item 2.)

STORY 19

EXERCISE 10

First reading—title and three sentences

a. Keep your reader open to page 36. ✔
b. Everybody, touch the title of the story and get ready to read the words the fast way.
c. First word. ✔
- (Pause two seconds.) Get ready. (Tap.) *Jill.*

d. (Tap for each remaining word in the title.)
e. Everybody, say the title. (Signal.) *Jill and her sister.*
f. Everybody, get ready to read this story the fast way.
g. First word. ✔
- (Pause two seconds.) Get ready. (Tap.) *This.*

h. Next word. ✔
- (Pause two seconds.) Get ready. (Tap.) *Is.*

i. (Repeat *h* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 11

Remaining sentences and questions

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.

b. (Call on a child.) Read the next sentence.

c. (Call on another child.) Read the next sentence.

To Correct

word-identification errors
(from, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Repeat *c* for most of the remaining sentences in the story.)

e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Pause two seconds. Tap for each word in the sentence. Pause at least two seconds between taps.)

f. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 Who is this story about? (Signal.) *Jill and her sister.*

3 What did Jill say? (Signal.) *I can not ride a bike, but I will try.*

4 Everybody, what did Jill say? (Signal.) *I can not ride a bike, but I will try.*

7 Everybody, what did Jill say? (Signal.) *I can not jump rope, but I will try.*

8 Everybody, what did Jill say? (Signal.) *I can not jump rope, but I will try.*

jill and her sister[1]

this is the story of a girl nāmed jill and her sister. jill trIed to do things, but her sister did not trȳ.[2]

jill said, "I can not rIde a bIke, but I will trȳ."[3]

what did jill sāy?[4]

her sister said, "I can not rIde, but I do not lIke to trȳ."

soon jill rōde a bIke, but her sister did not.[5] her sister started to crȳ.[6] jill said, "if you trȳ, you will not have to crȳ."

then jill said, "I can not jump rōpe, but I will trȳ."[7]

what did jill sāy?[8]

her sister said, "I can not jump rōpe, but I do not lIke to trȳ."

soon jill jumped rōpe, but her sister did not.[9] her sister said, "I can not jump rōpe, sō I will crȳ."

jill said, "if you trȳ, you will not have to crȳ."[10]

mōre to come

EXERCISE 12

Second reading—sentences and questions

a. You're going to read the story again. And I'm going to ask more questions.

b. Starting with the first word of the title. ✔

- Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors
(from, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

2 Did Jill try to do things? (Signal.) *Yes.* Did her sister try? (Signal.) *No.*

5 Did Jill try to ride a bike? (Signal.) *Yes.* Did her sister try? (Signal.) *No.*

- Let's read some more and see what her sister did.

6 What did her sister do? (Signal.) *She started to cry.*

9 Did Jill try to jump rope? (Signal.) *Yes.* Did her sister try? (Signal.) *No.*

10 Who is Jill talking to? (Signal.) *Her sister.*

EXERCISE 13

Picture comprehension

a. What do you think you'll see in the picture? (The children respond.)
b. Turn the page and look at the picture.
c. (Ask these questions:)
1. Everybody, what is Jill doing? (Signal.) *Jumping rope.*
2. Did you ever jump rope? (The children respond.)
3. What is Jill's sister doing? (Signal.) *Crying.*
4. Do you think her sister could learn to do things if she tried? (Let the children comment for ten seconds. Then comment briefly.)

WORKSHEET 19

FOLLOWING INSTRUCTIONS

The children will need pencils.

EXERCISE 14

Box and circle items

Children call letters by sounds, not letter names.

a. (Pass out Worksheet 19 to each child.)
b. (Point to the box.) Everybody, touch this box. ✔
c. (Point to the circle.) Everybody, touch this circle. ✔
d. Everybody, touch instruction 1 next to the box and the circle. ✔
e. Reading the fast way. First word. ✔
- Get ready. (Tap for each word as the children read:) *Make t in the box.*

f. What does this instruction tell you to do? (Signal.) *Make t in the box.*

To Correct
(Tell the children the answer.)
(Then repeat *e* and *f*.)

g. Everybody, get ready to read instruction 2 next to the box and the circle. First word. ✔
- Get ready. (Tap for each word as the children read:) *Make c in the circle.*

h. What does this instruction tell you to do? (Signal.) *Make c in the circle.*
i. (Point to the instructions.) Everybody, read these instructions to yourselves. Then do what the instructions tell you to do. ✔

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 15

Introduction to independent activity

a. (Hold up side 1 of Worksheet 19.)
b. Everybody, you're going to finish this worksheet on your own. (Tell the children when they will work the remaining items.)
- Let's go over the things you're going to do.

Story items

(Point to the story items exercise.) Here are the items about the story you just read. Read the items and circle the answers that tell what happened in the story.

Picture comprehension

a. (Point to the picture.) Everybody, you're going to look at this picture. Then you're going to read each item and write the missing words.
b. Remember—the first sound of each missing word is already written in the blank.

Sentence copying

(Point to the dotted sentence.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

Reading comprehension

a. (Point to both stories on side 2.)
b. You're going to read these stories and do the items. Remember—circle the words under each item that go in the blank.

Sound writing

a. (Point to the sound-writing exercise.) Everybody, here are the sounds you're going to write today. I'll touch the sounds. You say them.
b. (Touch each sound.) (The children respond.)
c. (Repeat *b* until firm.)
d. Remember to write a sound on each bar.

END OF LESSON 19

LESSON 20

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.3, LA.1.1.4.4, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.2.1, LA.1.2.1.6, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. When I touch it, you say it. Keep on saying it as long as I touch it.

c. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

d. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

qu	x	ing
er	sh	c
h	z	j
e	ē	ī

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

EXERCISE 2

Read the fast way

a. Read these words the fast way.

b. (Touch the ball for **other.** Pause two seconds.) Get ready. (Signal.) *Other.* Yes, **other.**

c. (Repeat *b* for **mother, brother, books, bīkes, rīdes, līkes, where, that, what, when, her, hēre,** and **fish.**)

other

mother

brother

books

bīkes

rīdes

līkes

where

that

what

when

her

hēre

fish

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

self

EXERCISE 3

Sound out first

a. (Touch the ball for **self.**) Sound it out. Get ready. (Quickly touch **s, e, l, f** as the children say:) *ssseeelllfff.*
b. What word? (Signal.) *Self.* Yes, **self.**
c. (Repeat exercise until firm.)

ask

EXERCISE 4

Sound out first

a. (Touch the ball for **ask.**) Sound it out. Get ready. (Quickly touch **a, s, k** as the children say:) *aaasssk.*
b. What word? (Signal.) *Ask.* Yes, **ask.**
c. (Repeat exercise until firm.)

sister

EXERCISE 5

Read the fast way first

a. (Touch the ball for **sister.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Sister.* Yes, **sister.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **s, i, s, t, er** as the children say:) *sssiiisssterrr.*
c. What word? (Signal.) *Sister.* Yes, **sister.**
d. (Repeat *b* and *c* until firm.)
e. (Repeat the exercise for the remaining words on the page.)

rēading

tried

better

rēally

rabbit

good

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

EXERCISE 6

Sound out first

a. (Touch the ball for **jumping.**) Sound it out. Get ready. (Quickly touch **j, u, m, p, ing** as the children say:) *juuummmpiiing.*
b. What word? (Signal.) *Jumping.* Yes, **jumping.**
c. (Repeat exercise until firm.)

EXERCISE 7

Sound out first

a. (Touch the ball for **rēad.**) Sound it out. Get ready. (Quickly touch **r, ē, d** as the children say:) *rrrēēēd.*
b. What word? (Signal.) *Read.* Yes, **read.**
c. (Repeat exercise until firm.)

EXERCISE 8

Sound out first

a. (Touch the ball for **plāy.**) Sound it out. Get ready. (Quickly touch **p, l, ā, y** as the children say:) *pllllāāāyyy.*
b. What word? (Signal.) *Play.* Yes, **play.**
c. (Repeat exercise until firm.)

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from another column. Praise children who read all words with no errors.)

STORYBOOK

READ THE ITEMS 20

EXERCISE 9

Read items 1 and 2

a. (Pass out Storybook 1.)
b. Open your reader to page 39. Get ready to read the items. ✔
c. Finger under the first word of item 1. ✔
d. First word. (Pause.) Get ready. (Tap.) *When.*
e. Next word. (Pause.) Get ready. (Tap.) *The.*
f. (Repeat *e* for the remaining words in item 1.)
g. (Repeat *c* through *f* until item 1 is firm.)
h. Everybody, say item 1. (Pause. Signal.) *When the teacher claps, touch your head.*
i. Again. (Repeat *h* until firm.)
j. What are you going to do when I **clap**? (Signal.) *Touch my head.*
- When are you going to **touch your head**? (Signal.) *When the teacher claps.*

To Correct

(Have the children read the item aloud. Then repeat the questions.)

k. Finger under the first word of item 2. ✔
l. (Repeat *d* through *i* for item 2.)

EXERCISE 10

Play the game with items 1 and 2

a. Read item 1 to yourself and think about what you're going to do and when you're going to do it. Raise your hand when you're ready.

b. (After the children raise their hands, say:) Get ready to play the game.

c. My turn. Pause. Tap once. Signal. (The children are to touch their heads immediately.)

To Correct

Have the children read the item aloud. Then play the game again.)

d. (Repeat *a* through *c* for item 2.)

★ GROUP TEST STORY 20

Story 20 is a test of group reading accuracy. Tally all first reading errors on a separate sheet.

EXERCISE 11

First reading—title and three sentences

a. Keep your reader open to page 39. ✔

b. Everybody, touch the title of the story and get ready to read the words the fast way.

c. First word. ✔

- (Pause two seconds.) Get ready. (Tap.) *Jill.*

d. (Tap for each remaining word in the title.)

e. Everybody, say the title. (Signal.) *Jill tried and tried.*

f. Everybody, get ready to read this story the fast way.

g. First word. ✔

- (Pause two seconds.) Get ready. (Tap.) *Did.*

h. Next word. ✔

- (Pause two seconds.) Get ready. (Tap.) *Jill.*

i. (Repeat *h* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

jill trIed and trIed
did jill try to do things?
did her sister try to do things?
what did jill do when shē trIed?
jill said, "I can not rēad a book, but I will try."
what did jill sāy?
her sister said, "I can not rēad a book, but I will not try."
what did her sister sāy?
sō jill trIed to rēad and her sister did not try.
now jill is good at rēading. but her sister can not rēad books. her sister can not rIde a bIke. her sister can not jump rōpe. and her sister can not rēad books. but her sister can do some thing better than jill. her sister can rēally cry.
this is the end.

EXERCISE 12

Remaining sentences and questions

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.

b. (Call on a child.) Read the next sentence.

To Correct

word-identification errors (from, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

c. (Call on another child.) Read the next sentence.

d. (Repeat *c* for most of the remaining sentences in the story.)

e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Pause two seconds. Tap for each word in the sentence. Pause at least two seconds between taps.)

f. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1. What did Jill do? (Signal.) *She tried and tried.*
2. What's the answer? (Signal.) *Yes.*
3. What's the answer? (Signal.) *No.*
4. Name some things Jill did when she tried. (The children respond.)

jill trIed and trIed[1]
did jill trȳ to do thingz?[2]
did her sister trȳ to do thingz?[3]
what did jill do when shē trIed?[4]
jill said, "I can not rēad a book, but I will trȳ."
what did jill sāy?
her sister said, "I can not rēad a book, but I will not trȳ."
what did her sister sāy?
sō jill trIed to rēad and her sister did not trȳ.
now jill is good at rēading.[5]
but her sister can not rēad books. her sister can not rIde a bIke. her sister can not jump rōpe. and her sister can not rēad books. but her sister can do some thing better than jill.
her sister can rēally crȳ.[6]
this is the end.

EXERCISE 13

Second reading—sentences and questions

a. You're going to read the story again. And I'm going to ask more questions.

b. Starting with the first word of the title. ✔

- Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct
word-identification errors
(**from,** for example)
1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

2 Did she? (Signal.) *Yes.*

3 Did she? (Signal.) *No.*

4 Name some things Jill did when she tried. (The children respond.)

5 Who does it say is good at reading? (Signal.) *Jill.*

6 What is her sister good at? (Signal.) *Crying.*

EXERCISE 14

Picture comprehension

a. Look at the picture.

b. (Ask these questions:)
1. Which girl is Jill? (The children respond.)
2. What is she trying to do? (Signal.) *Read.*
3. Is her sister trying? (Signal.) *No.*
4. What's her sister doing? (Signal.) *Crying.*
5. Are you more like Jill or more like her sister? (Let the children comment for ten seconds. Then comment briefly.)

★ GROUP ACCURACY TEST

Place the group on the basis of story reading accuracy for the first reading of story 20.

1. If the group scored between 5 and 8 errors, proceed to lesson 21 as the next reading lesson.
2. If the group scored less than 5 errors, skip lessons 21 and 22 and present lesson 23 as the next reading lesson.
3. If the group scored more than 8 errors, repeat lesson 19 as the next reading lesson. On the following day present lesson 20. The test for reading accuracy in lesson 20 is to be repeated as part of lesson 20.

WORKSHEET 20

FOLLOWING INSTRUCTIONS

The children will need pencils.

EXERCISE 15

Box and circle items

Children call letters by sounds, not letter names.

a. (Pass out Worksheet 20 to each child.)
b. (Point to the circle.) Everybody, touch this circle. ✔
c. (Point to the box.) Everybody, touch this box. ✔
d. Everybody, touch instruction 1 next to the circle and the box. ✔
e. Reading the fast way. First word. ✔
- Get ready. (Tap for each word as the children read *Make rrr in the circle.*)

f. What does this instruction tell you to do? (Signal.) *Make rrr in the circle.*

To Correct

(Tell the children the answer.)
(Then repeat *e* and *f*.)

g. Everybody, get ready to read instruction 2 next to the circle and the box. First word. ✔
- Get ready. (Tap for each word as the children read *Make d in the box.*)

h. What does this instruction tell you to do? (Signal.) *Make d in the box.*
i. (Point to the instructions.) Everybody, read these instructions to yourselves. Then do what the instructions tell you to do. ✔

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 16

Summary of independent activities

a. (Pass out Worksheet 20 to each child.)
b. Everybody, now you'll do your worksheet. Remember to do all parts of the worksheet and to read all the parts carefully.

INDIVIDUAL CHECKOUT

EXERCISE 17

2-minute individual fluency checkout: rate/accuracy

a. As you are doing your worksheet, I'll call on children one at a time to read the **second page of the story.** Remember, you get two stars if you read the second page of the story in less than two minutes and make no more than three errors.
b. (Call on each child. Tell the child:) Read the second page of the story very carefully. Go. (Time the child. Tell the child any words the child misses. Stop the child as soon as the child makes the fourth error or exceeds the time limit.)
c. (If the child meets the rate-accuracy criterion, record two stars on your chart for lesson 20. Congratulate the child. Give children who do not earn two stars a chance to read the second page of the story again before the next lesson is presented.)
82 words/**2 min** = 41 wpm [**3 errors**]

END OF LESSON 20

PLANNING PAGES FOR LESSONS 21–40

The first or second page of each lesson in this Presentation Book lists the Language Arts standards for the Sunshine State Standards that are met by using that lesson of the Presentation Book, Storybook, and Workbook.

Making Progress

	Since Lesson 1
Word Reading	143 regular words 26 irregular words Reading high frequency hard words
Comprehension	**Picture Comprehension** Predicting what the picture will show Answering questions about the picture **Story Comprehension** Answering *who, what, when, where,* and *why* questions orally Making predictions about the story Answering questions about the story and other short passages in writing

What to Use

Teacher	Students
Presentation Book A (pages 112–234) **Teacher's Guide** (pages 51–53) **Answer Key** **Spelling Presentation Book**	**Storybook 1** (pages 42–103) **Workbook A** lined paper

What's Ahead in Lessons 21–40

New Skills

- Story length will increase from 149 to 214 words.
- Children will discriminate between the names of the vowel letters and the sounds for the long and short vowels (Lesson 38).
- Children will read stories of up to five parts.
- Two-part words (compound words) are introduced (Lesson 36).

New Sound Combination

- Lesson 30 — **al** as in *ball*

New Vocabulary

- *Regular words:*
  - (21) asked, bake, bakes, cake, card, hard, kind
  - (22) baked, bones, dime, eagle, hates, hear, smelled, spot, will
  - (23) broom, fine, get, getting, leave, meal, pay, side, street, well
  - (24) my, note, pad, room, still
  - (25) brush, must, painting, steps, told, white
  - (26) blow, Don's, drop, dropped, each, hold, horn, legs, old, painted, sore
  - (27) bags, dropping, held, rob, robbers, store, toot
  - (28) buttons, cannot, grabbed, jumps, six, sky, than
  - (29) bag, farmer, gold, more, pants, pink, sold, think
  - (30) ball, cold, farms, kept, lady, selling, three, trip, yellow
  - (31) all, dim, fall, hall, main, miles, rip
  - (33) call, fat, left, playing, small
  - (34) bent, box, bug, floor, I'll, last, lick, mall, mole, salt, spotted, stall, tall
  - (35) dream, dreaming, goes, hope, meets, party, picked, rolling, sleep
  - (36) called, can't, inside, please, silly, sing, stand
  - (37) bet, calling, candy, chunks, much, part, smiled, taller, thinking
  - (38) also, always, ever, thank, week, win
  - (39) falls, glasses, piles
  - (40) kicked, rod, table
- *Irregular words:*
  - (23) look
  - (24) walked
  - (25) answered, doing, who
  - (26) from
  - (27) because, bird, money
  - (28) brothers, love, want
  - (29) buy, off
  - (30) one, wanted
  - (34) saw
  - (35) oh
  - (36) would
  - (37) football, looking, should
  - (38) could, touching, your
  - (39) elephant, head, put, word
  - (40) any

Look Ahead

In-Program Tests

Skill Tested	Implications
Group Reading Accuracy Test (Lessons 26, 36)	Major changes will be occurring in the next 20-lesson block. Children need to be reading accurately before moving on.

Reading Checkouts

Lessons 25, 30, 35, 40

- Children should be reading around 50 words per minute at 97 percent accuracy.

Lesson Number	Error Limit	Number of words read	Number of minutes	Words per minute
25	4	128	3.0	43
30	3	104	2.0	52
35	4	124	2.5	50
40	3	94	2.0	47

Skills

	Lessons 21–40
Word Reading	1 new sound combination 141 new regular words 30 new irregular words

Reading Activities

Help children develop comprehension skills by using the following activities.

Animals Can Do It (Lessons 23, 24, 27, 28, 31, 33–37, 39, 40)

Have children make a series of class charts showing the characteristics of animals in lesson stories where the animals have human traits. Ask children to list examples of the things Spot the dog, the bug in the ball, and the tall man's dog can do that people can do. Examples from Lesson 40 would include the following:

The tall man's dog can talk
rēad
hīde things
kick a ball

Hard Cards (Lessons 21–40)

For each child, write five to ten "hard words" from the vocabulary sections of the lesson on a 5" x 7" index card. Have children read their "hard card" each day. For each day of 100 percent mastery, place a sticker on the card. When the child collects three stickers, he or she gets to take the card home and receives a new "hard card." An example is shown here:

Kevin	★★★
could	do
smelled	from
one	money
who	

Who Said It? (Lessons 21–40)

Write quotes from a lesson story on the board or on a sheet of paper. Have children read each quote, refer to the lesson story, and write which character said the quote. An example from Lesson 23 is shown below.

1. "what did you sāy?" (spot)
2. "it is tīme for mē to lēave." (spot)
3. "it is a fīne dāy." (the man)
4. "pāy mē a dīme fōr thēse bōnes." (the man)
5. "I will pay you a dīme fōr the bōnes and I will gō hōme." (spot)

LESSON 21

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.3, LA.1.1.4.4, LA.1.1.4.5, LA.1.1.4.6, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.2.1, LA.1.2.1.6, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.)
Tell me these sounds.

b. (Point to each sound.) Get ready.
(Touch the sound.) (The children say the sound.)

c. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

u m n

qu ing er

sh f p

r h J

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

bākE

EXERCISE 2

Sound out first

a. (Touch the ball for **bāke.**) Sound it out. Get ready. (Quickly touch **b, ā, k** as the children say:) *bāāāk*.
b. What word? (Signal.) *Bake.* Yes, **bake.**
c. (Repeat exercise until firm.)

nāmed

EXERCISE 3

Sound out first

a. (Touch the ball for **nāmed.**) Sound it out. Get ready. (Quickly touch **n, ā, m, d** as the children say:) *nnnāāāmmmd*.
b. What word? (Signal.) *Named.* Yes, **named.**
c. (Repeat exercise until firm.)

mother

EXERCISE 4

Read the fast way first

a. (Touch the ball for **mother.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Mother.* Yes, **mother.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **m, o, th, er** as the children say:) *mmmooothththerrr*.
c. What word? (Signal.) *Mother.* Yes, **mother.**
d. (Repeat *b* and *c* until firm.)
e. (Repeat the exercise for **brother, sister, best, help, bākes, cāke,** and **self.**)

brother

sister

best

help

bākeS

cākE

self

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

ēven

EXERCISE 5

Sound out first

a. (Touch the ball for **ēven.**) Sound it out. Get ready. (Quickly touch **ē, v, e, n** as the children say:) *ēēēvvveeennn*.
b. What word? (Signal.) *Even.* Yes, **even.**
c. (Repeat exercise until firm.)

asked

EXERCISE 6

Sound out first

a. (Touch the ball for **asked.**) Sound it out. Get ready. (Quickly touch **a, s, k, d** as the children say:) *aaassskd*.
b. What word? (Signal.) *Asked.* Yes, **asked.**
c. (Repeat exercise until firm.)

EXERCISE 7

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **her.** Pause two seconds.) Get ready. (Signal.) *Her.* Yes, **her.**
c. (Repeat *b* for **fish, plāy, that, thēse, whȳ, what, ick,** and **kīnd.**)

her

fish

plāy

that

thēse

whȳ

what

ick

kīnd

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

hard

EXERCISE 8

ar word

a. (Point to **ar** in **hard**.) What do these letters say? (Signal.) *Are.* Yes, **are.**

b. (Touch the ball for **hard.**) Read this word the fast way. Get ready. (Signal.) *Hard.* Yes, **hard.**

card

EXERCISE 9

Read the fast way

a. Read these words the fast way.

b. (Touch the ball for **card**. Pause two seconds.) Get ready. (Signal.) *Card.* Yes, **card.**

c. (Repeat *b* for **yard** and **are**.)

card

are

STORYBOOK

READ THE ITEMS 21

EXERCISE 10

Read items 1 and 2

a. (Pass out Storybook 1.)

b. Open your reader to page 42. Get ready to read the items.

c. Finger under the first word of item 1. ✔

d. First word. (Pause.) Get ready. (Tap.) *When.*

e. Next word. (Pause.) Get ready. (Tap.) *The.*

f. (Repeat *e* for the remaining words in item 1.)

g. (Repeat *c* through *f* until item 1 is firm.)

h. Everybody, say item 1. (Pause. Signal.) *When the teacher stands up, pick up your book.*

i. Again. (Repeat *h* until firm.)

j. What are you going to do when I stand up? (Signal.) *Pick up my book.*

- When are you going to pick up your book? (Signal.) *When the teacher stands up.*

To Correct

(Have the children read the item aloud. Then repeat the questions.)

k. Finger under the first word of item 2. ✔

l. (Repeat *d* through *j* for item 2.)

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from an adjacent column. Praise children who read all words with no errors.)

EXERCISE 11

Play the game with items 1 and 2

a. Read item 1 to yourself and think about what you're going to do and when you're going to do it. Raise your hand when you're ready.

b. (After the children raise their hands, say:) Get ready to play the game.

c. My turn. (Pause. Stand up. Signal.) (The children are to pick up their books immediately.)

To Correct

(Have the children read the item aloud. Then play the game again.)

d. (Repeat *a* through *c* for item 2.)

STORY 21

See first reading questions on next page.

EXERCISE 12

First reading—title and three sentences

a. Look at the story on page 42.

b. Everybody, touch the title of the story and get ready to read the words the fast way.

c. First word. ✔

- (Pause two seconds.) Get ready. (Tap.) *Jon.*

d. (Tap for each remaining word in the title.)

e. Everybody, say the title. (Signal.) *Jon bakes a fish cake.*

f. Everybody, get ready to read this story the fast way.

g. First word. ✔

- (Pause two seconds.) Get ready. (Tap.) *A.*

h. Next word. ✔

- (Pause two seconds.) Get ready. (Tap.) *Boy.*

i. (Repeat *h* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 13

Remaining sentences and questions

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.

b. (Call on a child.) Read the next sentence.

c. (Call on another child.) Read the next sentence.

To Correct

word-identification errors (from, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Repeat *c* for most of the remaining sentences in the story.)

e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Tap for each word in the sentence.)

f. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What's this story about? (Signal.) *Jon bakes a fish cake.*

2 What did he ask? (Signal.) *Will you help me bake a fish cake?*

- (Repeat the question until the children give a firm response.)

3 Everybody, what did he ask? (Signal.) *Will you help me bake a fish cake?*

5 What did Jon ask his sister? (Signal.) *Will you help me bake a fish cake?*

6 Everybody, what did Jon ask? (Signal.) *Will you help me bake a fish cake?*

jon bākes a fish cāke[1]

a boy nāmed jon was gōing to bāke the best cāke hē ever mādē. hē said, "I will trȳ to bāke a fish cāke."

hē asked his brother, "will you help mē bāke a fish cāke?"[2]

what did hē ask?[3]

his brother said, "ick. a fish cāke? I hātē fish cāke."[4] hē ran into the yard to plāy.

jon asked his sister, "will you help mē bāke a fish cāke?"[5]

what did jon ask?[6]

his sister said, "ick. a fish cāke? I rēally do not lIke fish cāke."[7] then his sister ran into the yard to plāy.

jon ēven asked his mother, "will you help mē bāke a fish cāke?"

what did jon ask?

but his mother said, "ick. fish cāke? ick."[8]

sō jon mādē the fish cāke him self.[9]

mōrē to come[10]

EXERCISE 14

Second reading—sentences and questions

a. You're going to read the story again. And I'm going to ask more questions.

b. Starting with the first word of the title. ✓

- Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors (from, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

4 Did his brother want fish cake? (Signal.) *No.*

7 Did his sister want fish cake? (Signal.) *No.*

8 Who is the mother talking to? (Signal.) *Jon.*

9 Did Jon get anyone to help him make a fish cake? (Signal.) *No.*

10 Is this the end of the story? *(Signal.) No.*

- We'll finish the rest of the story next time.

WORKSHEET 21

EXERCISE 15

Picture comprehension

a. What do you think you'll see in the picture? (The children respond.)
b. Turn the page and look at the picture.
c. (Ask these questions:)
1. What is that boy's name? (Signal.) *Jon.*
2. What does he have in the pan? (Signal.) *A fish.*
3. What is he going to do with that fish? (The children respond.)
4. Is fish cake your favorite cake? (The children respond.)

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 16

Introduction to independent activity

a. (Pass out Worksheet 21 to each child.)
b. (Hold up side 1 of your worksheet.)
Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.) Let's go over the things you're going to do.

Story items

(Point to the story-items exercise.)
Here are the items about the story you just read. Read the items and circle the answers that tell what happened in the story.

Following instructions

(Point to the box and circle items.)
Everybody, you're going to read the instructions. Then you're going to do what the instructions tell you to do.

Picture comprehension

a. (Point to the picture.)
Everybody, you're going to look at this picture. Then you're going to read each item and write the missing words.
b. Remember—the first sound of each missing word is already written in the blank.

Sentence copying

(Point to the dotted sentence.)
You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

Reading comprehension

a. (Point to both stories on side 2.)
b. You're going to read these stories and do the items. Remember—circle the words under each item that go in the blank.

Sound writing

a. (Point to the sound-writing exercise.)
Everybody, here are the sounds you're going to write today. I'll touch the sounds. You say them.
b. (Touch each sound.) (The children respond.)
c. (Repeat *b* until firm.)
d. Remember to write a sound on each bar.

END OF LESSON 21

LESSON 22

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.)
Tell me these sounds.

b. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

c. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

ī r ō

b t c

n f w

x l p

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

hātes

EXERCISE 2

Sound out first

a. (Touch the ball for **hātes.**) Sound it out. Get ready. (Quickly touch **h, ā, t, s** as the children say:) *hāāātsss.*
b. What word? (Signal.) *Hates.* Yes, **hates.**
c. (Repeat exercise until firm.)

help

EXERCISE 3

Sound out first

a. (Touch the ball for **help.**) Sound it out. Get ready. (Quickly touch **h, e, l, p** as the children say:) *heeelllp.*
b. What word? (Signal.) *Help.* Yes, **help.**
c. (Repeat exercise until firm.)

dōn't

EXERCISE 4

Sound out first

a. (Touch the ball for **dōn't.**) Sound it out. Get ready. (Quickly touch **d, ō, n, t** as the children say:) *dōōōnnnt.*
b. What word? (Signal.) *Don't.* Yes, **don't.**
c. (Repeat exercise until firm.)

līked

EXERCISE 5

Read the fast way first

a. (Touch the ball for **līked.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Liked.* Yes, **liked.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **l, ī, k, d** as the children say:) *lllīīīkd.*
c. What word? (Signal.) *Liked.* Yes, **liked.**
d. (Repeat *b* and *c* until firm.)
e. (Repeat the exercise for **bāked, self, ēagle, helped, trȳ, cāme**, and **bōnes.**)

bāked

self

ēagle

helped

trȳ

cāme

bōnes

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

EXERCISE 6

Read the fast way

a. Read these words the fast way.

b. (Touch the ball for **asked**. Pause two seconds.) Get ready. (Signal.) *Asked.* Yes, **asked.**

c. (Repeat *b* for **didn't, did, what, ask, will, stōry, dīme, hēar, other, brother, another,** and **mother.**)

asked

didn't

did

what

ask

will

stōry

dīme

hēar

other

brother

another

mother

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read both words on this page without making a mistake.

spot

EXERCISE 7

Sound out first

a. (Touch the ball for **spot.**) Sound it out. Get ready. (Quickly touch **s, p, o, t** as the children say:) *ssspooot.*
b. What word? (Signal.) *Spot.* Yes, **spot.**
c. (Repeat exercise until firm.)

smelled

EXERCISE 8

Listen, sound out with me

a. (Point to **smelled.**) I'll tell you this word. (Pause.) **Smelled.** What word? (Signal.) *Smelled.* Yes, **smelled.**
b. (Touch the ball for **smelled.**) Sound it out with me. Get ready. (Quickly touch each sound as you and the children say:) *sssmmmeeellld.*
c. What word? (Signal.) *Smelled.* Yes, **smelled.**
d. (Repeat *b* and *c* until firm.)

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from an adjacent column. Praise children who read all words with no errors.)

STORYBOOK

READ THE ITEMS 22

EXERCISE 9

Read items 1 and 2

a. (Pass out Storybook 1.)
b. Open your reader to page 45. Get ready to read the items.
c. Finger under the first word of item 1. ✔
d. First word. (Pause.) Get ready. (Tap.) *When.*
e. Next word. (Pause.) Get ready. (Tap.) *The.*
f. (Repeat *e* for the remaining words in item 1.)
g. (Repeat *c* through *f* until item 1 is firm.)
h. Everybody, say item 1. (Pause. Signal.) *When the teacher says "Clap," touch your nose.*
i. Again. (Repeat *h* until firm.)
j. What are you going to do when I say "**Clap**"? (Signal.) *Touch my nose.*
- When are you going to touch your nose? (Signal.) *When the teacher says "Clap."*

To Correct
(Have the children read the item aloud. Then repeat the questions.)

k. Finger under the first word of item 2. ✔
l. (Repeat *d* through *j* for item 2.)

EXERCISE 10

Play the game with items 1 and 2

a. Read item 1 to yourself and think about what you're going to do and when you're going to do it. Raise your hand when you're ready.
b. (After the children raise their hands, say:) Get ready to play the game.
c. My turn. (Pause.) Clap. (Signal.) (The children are to touch their noses immediately.)

To Correct
(Have the children read the item aloud. Then play the game again.)

d. (Repeat *a* through *c* for item 2.)

STORY 22

See first reading questions on next page.

EXERCISE 11

First reading—title and three sentences

a. Look at the story on page 45.
b. Everybody, touch the title of the story and get ready to read the words the fast way.
c. First word. ✔
- (Pause two seconds.) Get ready. (Tap.) *Jon.*

d. (Tap for each remaining word in the title.)
e. Everybody, say the title. (Signal.) *Jon hates fish cake.*
f. Everybody, get ready to read this story the fast way.
g. First word. ✔
- (Pause two seconds.) Get ready. (Tap.) *What.*

h. Next word. ✔
- (Pause two seconds.) Get ready. (Tap.) *Kind.*

i. (Repeat *h* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 12

Remaining sentences and questions

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.

b. (Call on a child.) Read the next sentence.

c. (Call on another child.) Read the next sentence.

To Correct
word-identification errors (**from,** for example)
1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Repeat *c* for most of the remaining sentences in the story.)

e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Tap for each word in the sentence.)

f. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What's this story going to be about? (Signal.) *Jon hates fish cake.*

2 Everybody, what kind of cake did he bake? (Signal.) *A fish cake.*

3 Did his sister help him? (Signal.) *No.*

4 Did his mother help him? (Signal.) *No.*

5 Everybody, what did he ask? (Signal.) *Can I try some of that fish cake?*

- (Repeat the question until the children give a firm response.)

7 Everybody, what did they ask? (Signal.) *Can we try some of that fish cake?*

- (Repeat the question until the children give a firm response.)

10 Everybody, what will he say? (Signal.) *Ick. I hate fish cake.*

jon hātes fish cāke[1]

what kīnd of cāke did jon bāke?[2]

did his sister help him?[3]

did his mother help him?[4]

jon mādē the fish cāke bȳ him self.

when hē sat down to ēat the cāke, his brother cāme in. his brother asked, "can I trȳ some of that fish cāke?"

what did hē ask?[5]

jon said, "you didn't help mē bāke the cāke, sō you dōn't have to help mē ēat it."[6]

jon's mother and jon's sister cāme in. they asked, "can wē trȳ some of that fish cāke?"

what did they ask?[7]

jon said, "you did not help mē bāke the cāke. sō you dōn't have to help mē ēat the cāke."

sō jon āte the fish cāke bȳ him self.[8] then hē got very sick. now hē hātes fish cāke.[9] if you ask him to help you bāke fish cāke, hē will sāy, "ick. I hāte fish cāke."

what will hē sāy?[10]

the end

EXERCISE 13

Second reading—sentences and questions

a. You're going to read the story again. And I'm going to ask more questions.

b. Starting with the first word of the title. ✓

- Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct
word-identification errors
(**from,** for example)
1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

2 What's the answer? (Signal.) *A fish cake.*

4 Did she help Jon? (Signal.) *No.*

- Did anybody help him? (Signal.) *No.*

6 Did Jon let his brother have some of the cake? (Signal.) *No.*

- Why not? (The children respond.)

8 Who ate the cake? (Signal.) *Jon.*

9 Why does he hate fish cake? (The children respond.)

WORKSHEET 22

EXERCISE 14

Picture comprehension

a. Look at the picture.
b. (Ask these questions:)
1. What is Jon doing? (The children respond.)
2. Is he going to share that cake with anybody? (The children respond.)
3. How will he feel after he eats that whole cake? (The children respond.)
4. How much of that fish cake would you like to eat? (The children respond.)

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 15

Introduction to independent activity

a. (Pass out Worksheet 22 to each child.)
b. (Hold up side 1 of your worksheet.) Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.) Let's go over the things you're going to do.

Story items

(Point to the story-items exercise.) Here are the items about the story you just read. Read the items and circle the answers that tell what happened in the story.

Following instructions

(Point to the box and circle items.) Everybody, you're going to read the instructions. Then you're going to do what the instructions tell you to do.

Picture comprehension

a. (Point to the picture.) Everybody, you're going to look at this picture. Then you're going to read each item and write the missing words.
b. Remember—the first sound of each missing word is already written in the blank.

Sentence copying

(Point to the dotted sentence.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

Reading comprehension

a. (Point to both stories on side 2.)
b. You're going to read these stories and do the items. Remember—circle the words under each item that go in the blank.

Sound writing

a. (Point to the sound-writing exercise.) Everybody, here are the sounds you're going to write today. I'll touch the sounds. You say them.
b. (Touch each sound.) (The children respond.)
c. (Repeat *b* until firm.)
d. Remember to write a sound on each bar.

END OF LESSON 22

LESSON 23

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.2.2.2, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.)
Tell me these sounds.

b. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

c. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

sh b d

i ā ē

g w j

z k l

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

EXERCISE 2

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **stōry.** Pause two seconds.)
Get ready. (Signal.) *Story.* Yes, **story.**
c. (Repeat *b* for **that, thēse, dīme, other, get, fōr, look, took, books,** and **shē.**)

stōry

that

thēse

dīme

other

get

fōr

look

took

books

shē

getting

EXERCISE 3

Sound out first

a. (Touch the ball for **getting.**) Sound it out. Get ready. (Quickly touch **g, e,** between the **t's, ing** as the children say:) *geeetiiing.*
b. What word? (Signal.) *Getting.* Yes, **getting.**
c. (Repeat exercise until firm.)

fīne

EXERCISE 4

Sound out first

a. (Touch the ball for **fīne.**) Sound it out. Get ready. (Quickly touch **f, ī, n** as the children say:) *fffīīīnnn.*
b. What word? (Signal.) *Fine.* Yes, **fine.**
c. (Repeat exercise until firm.)

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read the words on this page without making a mistake.

lēaVe

EXERCISE 5

Sound out first

a. (Touch the ball for **lēave.**) Sound it out. Get ready. (Quickly touch **l, ē, v** as the children say:) *lllēēēvvv.*

b. What word? (Signal.) *Leave.* Yes, **leave.**

c. (Repeat exercise until firm.)

sīde

EXERCISE 6

Sound out first

a. (Touch the ball for **sīde.**) Sound it out. Get ready. (Quickly touch **s, ī, d** as the children say:) *sssīīīd.*

b. What word? (Signal.) *Side.* Yes, **side.**

c. (Repeat exercise until firm.)

What

EXERCISE 7

Read the fast way first

a. (Touch the ball for **what.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *What.* Yes, **what.**

b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **wh, a, t** as the children say:) *whwhwhaaat.*

c. What word? (Signal.) *What.* Yes, **what.**

d. (Repeat *b* and *c* until firm.)

e. (Repeat the exercise for **nāmed, asked, pāy, spot, bōnes, mēal,** and **well.**)

nāmed

asked

pāy

spot

bōnes

mēal

well

one

EXERCISE 8

Listen, sound out

a. (Point to **one.**) I'll tell you this word. (Pause.) **One.** What word? (Signal.) *One.* Yes, **one.**

b. (Touch the ball for **one.**) Sound it out. Get ready. (Quickly touch **o, n, e** as the children say:) *ooonnneee.*

c. What word? (Signal.) *One.* Yes, **one.**

d. (Repeat *b* and *c* until firm.)

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Get ready to read both words on this page without making a mistake.

broom

EXERCISE 9

Last part, first part

a. (Cover **b**. Point to **room.**) Read this part of the word the fast way. (Pause two seconds.) Get ready. (Signal.) *Room.* Yes, **room.**

b. (Uncover **b**. Point to **b.**) First you say **b.** (Move your finger quickly under **room.**) Then you say (pause) **room.**

c. (Touch the ball for **broom.**) Get ready. (Move to **b**, then quickly along the arrow.) *Broom.*

d. Say it fast. (Signal.) *Broom.*

- Yes, what word? (Signal.) *Broom.* Yes, **broom.** Good reading.

e. (Repeat exercise until firm.)

strēēt

EXERCISE 10

Listen, sound out with me

a. (Point to **strēēt.**) I'll tell you this word. (Pause.) **Street.** What word? (Signal.) *Street.* Yes, **street.**

b. (Touch the ball for **strēēt.**) Sound it out with me. Get ready. (Quickly touch each sound as you and the children say:) *ssstrrrēēēt.*

c. What word? (Signal.) *Street.* Yes, **street.**

d. (Repeat *b* and *c* until firm.)

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from another column. Praise children who read all words with no errors.)

STORYBOOK

READ THE ITEMS 23

EXERCISE 11

Read items 1 and 2

a. (Pass out Storybook 1.)

b. Open your reader to page 48. Get ready to read the items.

c. Finger under the first word of item 1. ✔

d. First word. (Pause.) Get ready. (Tap.) *When.*

e. Next word. (Pause.) Get ready. (Tap.) *The.*

f. (Repeat *e* for the remaining words in item 1.)

g. (Repeat *c* through *f* until item 1 is firm.)

h. Everybody, say item 1. (Pause. Signal.) *When the teacher stands up, say "You are standing up."*

i. Again. (Repeat *h* until firm.)

j. What are you going to say when I stand up? (Signal.) *"You are standing up."*

- When are you going to say **"You are standing up"**? (Signal.) *When the teacher stands up.*

To Correct

(Have the children read the item aloud. Then repeat the questions.)

k. Finger under the first word of item 2. ✔

l. (Repeat *d* through *j* for item 2.)

EXERCISE 12

Play the game with items 1 and 2

a. Read item 1 to yourself and think about what you're going to do and when you're going to do it. Raise your hand when you're ready.

b. (After the children raise their hands, say:) Get ready to play the game.

c. My turn. (Pause. Stand up. Signal.) (The children are to say "You are standing up" immediately.)

To Correct

(Have the children read the item aloud. Then play the game again.)

d. (Repeat *a* through *c* for item 2.)

STORY 23

(See first reading questions on next page.)

EXERCISE 13

First reading—title and three sentences

a. Look at the story on page 48.

b. Everybody, touch the title of the story and get ready to read it the fast way.

c. Get ready. (Tap.) *Spot.*

d. Everybody, say the title. (Signal.) *Spot.*

e. Everybody, get ready to read this story the fast way.

f. First word. ✔

- (Pause two seconds.) Get ready. (Tap.) *This.*

g. Next word. ✔

- (Pause two seconds.) Get ready. (Tap.) *is.*

h. (Repeat *g* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

spot[1]

this is a stōry of a dog nāmed spot.[2] spot did not hēar well.[3] the other dāy shē went to a stōre to get some bōnes.[4] the man in the stōre said, "it is a fīne dāy."[5]

"what did you sāy?" spot asked.[6]

tell spot what the man said.[7]

the man got some bōnes fōr spot. hē said, "pāy mē a dīme fōr thēse bōnes."[8]

spot asked, "what did you sāy?"

tell spot what the man said.[9]

spot did not hēar the man and the man was getting mad at spot.[10] the man said, "give mē a dīme fōr thēse bōnes."[11]

spot asked, "what did you sāy?"

tell spot what the man said.[12]

spot said, "it is tīme fōr mē to lēave. sō I will pāy you a dīme fōr the bōnes and I will gō hōme."

sō spot gāve the man a dīme.[13] then shē took the bōnes hōme and had a fīne mēal of bōnes.

the end

EXERCISE 14

Remaining sentences and questions

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.

b. (Call on a child.) Read the next sentence.

c. (Call on another child.) Read the next sentence.

To Correct

word-identification errors

(**from**, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Repeat *c* for most of the remaining sentences in the story.)

e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Tap for each word in the sentence.)

f. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What's this story going to be about? (Signal.) *Spot.*

2 What is Spot? (Signal.) *A dog.*

3 Did Spot hear well? (Signal.) *No. She does not hear well. So we'll have to repeat things for Spot.*

5 What did the man say? (Signal.) *It is a fine day.*

• (Repeat the question until the children give a firm response.)

7 Everybody, tell Spot what the man said. (Signal.) *It is a fine day.*

8 Everybody, what did the man say now? (Signal.) *Pay me a dime for these bones.*

• (Repeat the question until the children give a firm response.)

9 Everybody, tell Spot what the man said. (Signal.) *Pay me a dime for these bones.*

11 Everybody, what did the man say? (Signal.) *Give me a dime for these bones.*

• (Repeat the question until the children give a firm response.)

12 Everybody, tell Spot what the man said. (Signal.) *Give me a dime for these bones.*

EXERCISE 15

Second reading—sentences and questions

a. You're going to read the story again. And I'm going to ask more questions.

b. Starting with the first word of the title. ✔

• Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

4 Why did she go to the store? (Signal.) *To get some bones.*

6 What did Spot ask? (Signal.) *What did you say?*

• Why did Spot ask that? (The children respond.)

10 Why do you think the man was getting mad at Spot? (The children respond.)

13 How much did Spot pay for the bones? (Signal.) *A dime.*

WORKSHEET 23

EXERCISE 16

Picture comprehension

a. Look at the picture.

b. (Ask these questions:)

1. Why do you think Spot has her paw on her ear like that? (Let the children comment for ten seconds. Then comment briefly.)
2. What is Spot carrying? (Signal.) *Bones.*
3. What do you think that man is saying? (The children respond.)
4. What do you think Spot wants to do with those bones? (The children respond.)

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 17

Introduction to independent activity

a. (Pass out Worksheet 23 to each child.)

b. (Hold up side 1 of your worksheet.) Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.) Let's go over the things you're going to do.

Story items

(Point to the story-items exercise.) Here are the items about the story you just read. Read the items and circle the answers that tell what happened in the story.

Following instructions

(Point to the circle items.) Everybody, you're going to read the instructions. Then you're going to do what the instructions tell you to do.

Picture comprehension

a. (Point to the picture.) Everybody, you're going to look at this picture. Then you're going to read each item and write the missing words.

b. Remember—the first sound of each missing word is already written in the blank.

Sentence copying

(Point to the dotted sentence.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

Reading comprehension

a. (Point to both stories on side 2.)

b. You're going to read these stories and do the items. Remember—circle the words under each item that go in the blank.

Sound writing

a. (Point to the sound writing exercise.) Everybody, here are the sounds you're going to write today. I'll touch the sounds. You say them.

b. (Touch each sound.) (The children respond.)

c. (Repeat *b* until firm.)

d. Remember to write a sound on each bar.

END OF LESSON 23

LESSON 24

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.2.2.2, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

c. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

i a z

wh n d

l h o

ī m v

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

spot

EXERCISE 2

Read the fast way first

a. (Touch the ball for **spot.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Spot.* Yes, **spot.**

b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **s, p, o, t** as the children say:) *ssspooot.*

c. What word? (Signal.) *Spot.* Yes, **spot.**

d. (Repeat *b* and *c* until firm.)

e. (Repeat the exercise for **crīed, trīed,** and **room.**)

cried

tried

room

EXERCISE 3

Sound out first

a. (Touch the ball for **kissed.**) Sound it out. Get ready. (Quickly touch **k, i,** between the **s**'s, **d** as the children say:) *kiiisssd.*

b. What word? (Signal.) *Kissed.* Yes, **kissed.**

c. (Repeat exercise until firm.)

EXERCISE 4

Sound out first

a. (Touch the ball for **still.**) Sound it out. Get ready. (Quickly touch **s, t, i,** between the **l**'s as the children say:) *ssstiiilll.*

b. What word? (Signal.) *Still.* Yes, **still.**

c. (Repeat exercise until firm.)

EXERCISE 5

ar word

a. (Point to **ar** in **started.**) What do these letters say? (Signal.) *Are.* Yes, **are.**

b. (Touch the ball for **started.**) Read this word the fast way. Get ready. (Signal.) *Started.* Yes, **started.**

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

kissed

still

started

24

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

EXERCISE 6

Read the fast way

a. Read these words the fast way.

b. (Touch the ball for **cop.** Pause two seconds.) Get ready. (Signal.) *Cop.* Yes, **cop.**

c. (Repeat *b* for **led, other, nōte, that, another, walked, strēēt, mȳ, pad, crȳ, what, sīde, back, broom, moon,** and **fīnd.**)

cop

led

other

nōte

that

another

walked

strēēt

mȳ

pad

crȳ

what

sīde

back

broom

moon

fīnd

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from an adjacent column.)

STORYBOOK

READ THE ITEM 24

EXERCISE 7

a. (Pass out Storybook 1.)
b. Open your reader to page 51. Get ready to read the item.
c. Finger under the first word of the item. ✔
- Get ready. (Tap.) *When.*

d. Next word. (Pause.) Get ready. (Tap.) *The.*
e. (Repeat *d* for the remaining words in the item.)
f. (Repeat *c* through *e* until the item is firm.)
g. Everybody, say that item. (Pause. Signal.) *When the teacher holds up a hand, touch the floor.*
h. Again. (Repeat *g* until firm.)
i. What are you going to do when I hold up my hand? (Signal.) *Touch the floor.*
- When are you going to touch the floor? (Signal.) *When the teacher holds up a hand.*

To Correct
(Have the children read the item aloud. Then repeat the questions.)

EXERCISE 8

Play the game

a. Read the item to yourself and think about what you're going to do and when you're going to do it. Raise your hand when you're ready.
b. (After the children raise their hands, say:) Get ready to play the game.
c. My turn. (Pause. Hold up your hand. Signal.) (The children are to touch the floor immediately.)

To Correct
(Have the children read the item aloud. Then play the game again.)

STORY 24

See first reading questions on next page.

EXERCISE 9

First reading—title and three sentences

a. Look at the story on page 51.
b. Everybody, touch the title of the story and get ready to read the words the fast way.
c. First word. ✔
- (Pause two seconds.) Get ready. (Tap.) *Spot.*

d. (Tap for each remaining word in the title.)
e. Everybody, say the title. (Signal.) *Spot and the cop.*
f. Everybody, get ready to read this story the fast way.
g. First word. ✔
- (Pause two seconds.) Get ready. (Tap.) *This.*

h. Next word. ✔
- (Pause two seconds.) Get ready. (Tap.) *Is.*

i. (Repeat *h* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

spot and the cop[1]

this is another stōry of spot the dog.

did spot hēar well?[2]

one dāy spot went fōr a walk to the other sIde of town.[3]

when shē got there, shē said, "I can not fInd mȳ wāy back hōme."

what did shē sāy?[4]

shē walked and walked. but shē did not fInd the strēēt that led to her hōme. shē started to crȳ.[5]

then a big cop cāme up to her. spot said, "I trIed and trIed, but I can not fInd mȳ wāy back hōme."

the cop said, "where do you live?"

spot said, "what did you sāy?" tell spot what the cop said.[6]

spot still did not hēar what the cop said. sō the cop got a pad and mādе a nōte fōr spot.[7]

the nōte said, "where do you live?"

spot read the nōte and said, "I live on broom strēēt."[8]

the cop said, "I will tāke you to broom strēēt." and hē did.

spot kissed the cop and said, "some dāy I will pāy you back.[9]

you are a good cop."

the end

EXERCISE 10

Remaining sentences and questions

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.

b. (Call on a child.) Read the next sentence.

c. (Call on another child.) Read the next sentence.

To Correct

word-identification errors
(**from,** for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Repeat *c* for most of the remaining sentences in the story.)

e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Tap for each word in the sentence.)

f. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 Who is this story going to be about? (Signal.) *Spot and the cop.*

2 What's the answer? (Signal.) *No.*

4 Everybody, what did she say? (Signal.) *I can not find my way back home.*

6 Everybody, tell Spot what the cop said. (Signal.) *Where do you live?*

EXERCISE 11

Second reading—sentences and questions

a. You're going to read the story again. And I'm going to ask more questions.

b. Starting with the first word of the title. ✔

• Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors
(**from,** for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What is the title of this story? (Signal.) *Spot and the cop.*

3 Where did she go? (Signal.) *To the other side of town.*

5 Why did she cry? (The children respond.)

7 Why did the cop write a note? (The children respond.)

8 Where did Spot live? (Signal.) *On Broom Street.*

9 Why did Spot kiss the cop? (The children respond.)

EXERCISE 12

Picture comprehension

a. Look at the picture.

b. (Ask these questions:)

1. What is Spot doing in the picture? (Let the children comment for ten seconds. Then comment briefly.)
2. Who is that man she is kissing? (Signal.) *The cop.*
3. (Point to the street sign.) What is that? (The children respond.)
   - What does it say? (Signal.) *Broom Street.*
4. Who lives on that street? (Signal.) *Spot.*
5. What's the name of the street you live on? (The children respond.)

WORKSHEET 24

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 13

Introduction to independent activity

a. (Pass out Worksheet 24 to each child.)

b. (Hold up side 1 of your worksheet.) Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.) Let's go over the things you're going to do.

Story items

(Point to the story-items exercise.) Here are the items about the story you just read. Read the items and circle the answers that tell what happened in the story.

Following instructions

(Point to the box items.) Everybody, you're going to read the instructions. Then you're going to do what the instructions tell you to do.

Picture comprehension

a. (Point to the picture.) Everybody, you're going to look at this picture. Then you're going to read each item and write the missing words.

b. Remember—the first sound of each missing word is already written in the blank.

Sentence copying

(Point to the dotted sentence.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

Reading comprehension

a. (Point to both stories on side 2.)

b. You're going to read these stories and do the items. Remember—circle the words under each item that go in the blank.

Sound writing

a. (Point to the sound-writing exercise.) Everybody, here are the sounds you're going to write today. I'll touch the sounds. You say them.

b. (Touch each sound.) (The children respond.)

c. (Repeat *b* until firm.)

d. Remember to write a sound on each bar.

END OF LESSON 24

LESSON 25

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.2.2.2, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

c. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

a ī th

n s er

u ō J

k t ȳ

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

whīte

EXERCISE 2

Sound out first

a. (Touch the ball for **whīte**.) Sound it out. Get ready. (Quickly touch **wh, ī, t** as the children say:) *whwhwhīīīt.*
b. What word? (Signal.) *White.* Yes, **white.**
c. (Repeat exercise until firm.)

steps

EXERCISE 3

Sound out first

a. (Touch the ball for **steps.**) Sound it out. Get ready. (Quickly touch **s, t, e, p, s** as the children say:) *sssteeepsss.*
b. What word? (Signal.) *Steps.* Yes, **steps.**
c. (Repeat exercise until firm.)

must

EXERCISE 4

Sound out first

a. (Touch the ball for **must.**) Sound it out. Get ready. (Quickly touch **m, u, s, t** as the children say:) *mmmuuussst.*
b. What word? (Signal.) *Must.* Yes, **must.**
c. (Repeat exercise until firm.)

do

EXERCISE 5

Listen, sound out

a. (Point to **do.**) I'll tell you this word. (Pause.) **Do.** What word? (Signal.) *Do.* Yes, **do.**
b. (Touch the ball for **do.**) Sound it out. Get ready. (Quickly touch **d, o** as the children say:) *dooo.*
c. What word? (Signal.) *Do.* Yes, **do.**
d. (Repeat *b* and *c* until firm.)

who

EXERCISE 6

Listen, sound out

a. (Point to **who.**) I'll tell you this word. (Pause.) **Who.** What word? (Signal.) *Who.* Yes, **who.**
b. (Touch the ball for **who.**) Sound it out. Get ready. (Quickly touch **wh, o** as the children say:) *whwhwhooo.*
c. What word? (Signal.) *Who.* Yes, **who.**
d. (Repeat *b* and *c* until firm.)

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

started

EXERCISE 7

ar word

a. (Point to **ar** in **started.**) What do these letters say? (Signal.) *Are.* Yes, **are.**
b. (Touch the ball for **started.**) Read this word the fast way. Get ready. (Signal.) *Started.* Yes, **started.**

doing

EXERCISE 8

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **doing.** Pause two seconds.) Get ready. (Signal.) *Doing.* Yes, **doing.**
c. (Repeat *b* for **what.**)

what

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

asked

EXERCISE 9

Read the fast way first

a. (Touch the ball for **asked.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Asked.* Yes, **asked.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **a, s, k, d** as the children say:) *aaassskd.*
c. What word? (Signal.) *Asked.* Yes, **asked.**
d. (Repeat *b* and *c* until firm.)
e. (Repeat the exercise for **līked, dig, dug, mȳ, whȳ, bīke, rīde, stāy,** and **pāint.**)

līked

dig

dug

mȳ

whȳ

bīke

rīde

stāy

pāint

pāinting

EXERCISE 10

Read the fast way

a. Read this word the fast way.
b. (Touch the ball for **pāinting.** Pause two seconds.) Get ready. (Signal.) *Painting.* Yes, **painting.**

tōld

EXERCISE 11

Sound out first

a. (Touch the ball for **tōld.**) Sound it out. Get ready. (Quickly touch **t, ō, l, d** as the children say:) *tōōōlld.*
b. What word? (Signal.) *Told.* Yes, **told.**
c. (Repeat exercise until firm.)

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read both words on this page without making a mistake.

EXERCISE 12

Last part, first part

a. (Cover **b.** Point to **rush.**) Read this part of the word the fast way. (Pause two seconds.) Get ready. (Signal.) *Rush.* Yes, **rush.**

b. (Uncover **b.** Point to **b.**) First you say **b.** (Move your finger quickly under **rush.**) Then you say (pause) **rush.**

c. (Touch the ball for **brush.**) Get ready. (Move to **b**, then quickly along the arrow.) *Brush.*

d. Say it fast. (Signal.) *Brush.*

- Yes, what word? (Signal.) *Brush.* Yes, **brush.**
- Good reading.

e. (Repeat exercise until firm.)

EXERCISE 13

Listen, sound out with me

a. (Point to **answered.**) I'll tell you this word. (Pause.) **Answered.** What word? (Signal.) *Answered.* Yes, **answered.**

b. (Touch the ball for **answered.**) Sound it out with me. Get ready. (Quickly touch each sound as you and the children say:) *aaannnssswwwerrrd.*

c. What word? (Signal.) *Answered.* Yes, **answered.**

d. (Repeat *b* and *c* until firm.)

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from another column. Praise children who read all words with no errors.)

brush

answered

STORYBOOK

READ THE ITEMS 25

EXERCISE 14

Read items 1 and 2

a. (Pass out Storybook 1.)

b. Open your reader to page 54. Get ready to read the items.

c. Finger under the first word of item 1. ✔

d. First word. (Pause.) Get ready. (Tap.) *When.*

e. Next word. (Pause.) Get ready. (Tap.) *The.*

f. (Repeat *e* for the remaining words in item 1.)

g. (Repeat *c* through *f* until item 1 is firm.)

h. Everybody, say item 1. (Pause. Signal.) *When the teacher stands up, pick up your book.*

i. Again. (Repeat *h* until firm.)

j. What are you going to do when I stand up? (Signal.) *Pick up my book.*

- When are you going to pick up your book? (Signal.) *When the teacher stands up.*

To Correct

(Have the children read the item aloud. Then repeat the questions.)

k. Finger under the first word of item 2. ✔

l. (Repeat *d* through *j* for item 2.)

EXERCISE 15

Play the game with items 1 and 2

a. Read item 1 to yourself and think about what you're going to do and when you're going to do it. Raise your hand when you're ready.

b. (After the children raise their hands, say:) Get ready to play the game.

c. My turn. (Pause. Stand up. Signal.) (The children are to pick up their books immediately.)

To Correct
(Have the children read the item aloud. Then repeat the questions.)

d. (Repeat *a* through *c* for item 2.)

STORY 25

EXERCISE 16

First reading—title and three sentences

a. Everybody, look at the story on page 54.

b. Everybody, touch the title of the story and get ready to read the words the fast way.

c. First word. ✔

- (Pause two seconds.) Get ready. (Tap.) *The.*

d. (Tap for each remaining word in the title.)

e. Everybody, say the title. (Signal.) *The boy asked why.*

f. Everybody, get ready to read this story the fast way.

g. First word. ✔

- (Pause two seconds.) Get ready. (Tap.) *A.*

h. Next word. ✔

- (Pause two seconds.) Get ready. (Tap.) *Boy.*

i. (Repeat *h* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

the boy asked why[1]

a boy named don liked to ask why. his mother told him to stay in the yard.[2] he asked, "why?" so she told him why. she said, "we will eat soon." what did she say?[3]

don dug a big hole in the yard. his brother said, "you must not dig holes in the yard."[4]

don asked, "why?" so his brother told him. his brother said, "holes make the yard look bad." what did his brother say?[5]

don got a can of white paint. "I will paint my bike white," he said. so he got the paint brush and started to paint his bike.[6]

his sister asked, "what are you doing?"

don answered, "painting my bike white."

what did the boy say?[7]

more to come[8]

EXERCISE 17

Remaining sentences and questions

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.

b. (Call on a child.) Read the next sentence.

c. (Call on another child.) Read the next sentence.

To Correct
word-identification errors (from, for example)
1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Repeat *c* for most of the remaining sentences in the story.)

e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Tap for each word in the sentence.)

f. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What's the boy in this story going to ask? (Signal.) *Why.*

3 Everybody, what's the answer? (Signal.) *We will eat soon.*

5 Everybody, tell me what his brother said. (Signal.) *Holes make the yard look bad.*

7 Everybody, what's the answer? (Signal.) *Painting my bike white.*

the boy asked whȳ[1]

a boy nāmed don lĪked to ask whȳ. his mother tōld him to stāy in the yard.[2] hē asked, "whȳ?" sō shē tōld him whȳ. shē said, "wē will ēat soon." what did shē sāy?[3]

don dug a big hōle in the yard. his brother said, "you must not dig hōles in the yard."[4]

don asked, "whȳ?" sō his brother tōld him. his brother said, "hōles māke the yard look bad." what did his brother sāy?[5]

don got a can of whĪte pāint. "I will pāint mȳ bĪke whĪte," hē said. sō hē got the pāint brush and started to pāint his bĪke.[6]

his sister asked, "what are you doing?"

don answered, "pāinting mȳ bĪke whĪte."

what did the boy sāy?[7]

mōre to come[8]

EXERCISE 18

Second reading—sentences and questions

a. You're going to read the story again. And I'm going to ask more questions.

b. Starting with the first word of the title. ✔

- Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors (**from,** for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

2 What do you think he'll ask his mother? (Signal.) *Why?* Right. He likes to ask why.

4 What do you think Don will ask his brother? (Signal.) *Why?* He sure wants to know why.

6 Why did he get the paint brush? (The children respond.)

8 Is this the end of the story? (Signal.) *No.* Right. There is more to come next time.

EXERCISE 19

Picture comprehension

a. What do you think you'll see in the picture? (The children respond.)

b. Turn the page and look at the picture.

c. (Ask these questions:)

1. What is Don doing? (The children respond.)
2. (Point to the bike.) What part of the bike is he painting? (Signal.) *The seat.*
3. Why is his sister smiling? (The children respond.)
4. What do you think she's saying? (The children respond.)

WORKSHEET 25

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 20

Summary of independent activities

a. (Pass out Worksheet 25 to each child.)

b. Everybody, now you'll do your worksheet. Remember to do all parts of the worksheet and to read all the parts carefully.

INDIVIDUAL CHECKOUT

EXERCISE 21

3-minute individual fluency checkout: rate/accuracy

a. As you are doing your worksheet, I'll call on children one at a time to read the **whole story.** Remember, you get two stars if you read the whole story in less than three minutes and make no more than four errors.

b. (Call on each child. Tell the child:) Start with the title and read the whole story very carefully. Go. (Time the child. Tell the child any words the child misses. Stop the child as soon as the child makes the fifth error or exceeds the time limit.)

c. (If the child meets the rate-accuracy criterion, record two stars on your chart for lesson 25. Congratulate the child. Give children who do not earn two stars a chance to read the whole story again before the next lesson is presented.)

128 words/**3 min** = 43 wpm **[4 errors]**

END OF LESSON 25

LESSON 26

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.3, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.4.5, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.)
Tell me these sounds.

b. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

c. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

e ō ch

f J th

wh m s

ing y

READING VOCABULARY

Get ready to read all the words on this page without making a mistake.

looks

EXERCISE 2

Sound out first

a. (Touch the ball for **looks.**) Sound it out. Get ready. (Quickly touch **l, oo, k, s** as the children say:) *lllooooksss*.
b. What word? (Signal.) *Looks.* Yes, **looks.**
c. (Repeat exercise until firm.)

sōre

EXERCISE 3

Sound out first

a. (Touch the ball for **sōre.**) Sound it out. Get ready. (Quickly touch **s, ō, r** as the children say:) *sssōōōrrr*.
b. What word? (Signal.) *Sore.* Yes, **sore.**
c. (Repeat exercise until firm.)

blōw

EXERCISE 4

Sound out first

a. (Touch the ball for **blōw.**) Sound it out. Get ready. (Quickly touch **b, l, ō, w** as the children say:) *blllōōōwww*.
b. What word? (Signal.) *Blow.* Yes, **blow.**
c. (Repeat exercise until firm.)

legs

EXERCISE 5

Sound out first

a. (Touch the ball for **legs.**) Sound it out. Get ready. (Quickly touch **l, e, g, s** as the children say:) *lllleeegsss*.
b. What word? (Signal.) *Legs.* Yes, **legs.**
c. (Repeat exercise until firm.)

pāinted

EXERCISE 6

Read the fast way first

a. (Touch the ball for **pāinted.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Painted.* Yes, **painted.**
b. (Return to the ball:) Sound it out. Get ready. (Quickly touch **p, ā, n, t, e, d** as the children say:) *pāāānnnteeed*.
c. What word? (Signal.) *Painted.* Yes, **painted.**
d. (Repeat *b* and *c* until firm.)
e. (Repeat the exercise for **don's, sīde, walk, steps, bīke, ōld,** and **hōrn.**)

don's

sīde

walk

steps

bīke

ōld

hōrn

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

from

EXERCISE 7

Listen, sound out

a. (Point to **from.**) I'll tell you this word. (Pause.) **From.** What word? (Signal.) *From.* Yes, **from.**

b. (Touch the ball for **from.**) Sound it out. Get ready. (Quickly touch **f, r, o, m** as the children say:) *fffrrrooommm.*

c. What word? (Signal.) *From.* Yes, **from.**

d. (Repeat *b* and *c* until firm.)

drop

EXERCISE 8

Listen, sound out with me

a. (Point to **drop.**) I'll tell you this word. (Pause.) **Drop.** What word? (Signal.) *Drop.* Yes, **drop.**

b. (Touch the ball for **drop.**) Sound it out with me. Get ready. (Quickly touch each sound as you and the children say:) *drrrooop.*

c. What word? (Signal.) *Drop.* Yes, **drop.**

d. (Repeat *b* and *c* until firm.)

EXERCISE 9

Read the fast way

a. Read these words the fast way.

b. (Touch the ball for **told.** Pause two seconds.) Get ready. (Signal.) *Told.* Yes, **told.**

c. (Repeat *b* for the remaining words on the page.)

tōld

hōld

fōr

other

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from another column. Praise children who read all words with no errors.)

ēach

dropped

doing

looked

what

who

STORYBOOK

READ THE ITEM 26

EXERCISE 10

Read the item

a. (Pass out Storybook 1.)
b. Open your reader to page 57. Get ready to read the item.
c. Finger under the first word of the item. ✔
d. Get ready. (Tap. Tap for each word in item 1. Repeat until firm.)
e. Everybody, get ready to say the item. (Pause. Signal.) *When the teacher stands up, say "Stand up."*
• (Repeat until firm.)
f. What are you going to say when I stand up? (Signal.) *"Stand up."* Right.
g. What are you going to do when I touch my ear? (Signal.) *Nothing.* Right.

To Correct

1. (Give the answer.)
2. (Then have the children read the item aloud.)
3. (Repeat the question.)

h. What are you going to do when I say "**Stand up**"? (Signal.) *Nothing.* Right.
i. What are you going to say when I stand up? (Signal.) *"Stand up."*

Note: Practice this exercise before presenting it.

EXERCISE 11

Fooler game

To Correct

mistakes on foolers

1. What did I (say, do)? (Signal.)
2. Everybody, read the item out loud. First word. Get ready. (Tap for each word.)
3. Does the item tell you what to do when I (say, do ____)? (Signal.) *No.*
4. So you don't do anything. I fooled you.
5. (Repeat the fooler game.)

a. Let's play the game and see if I can fool you.
b. My turn. (Hold your hand out. Pause. Touch your ear. Pause. Drop your hand. Praise the children who do nothing.)
c. My turn. (Hold your hand out. Pause. Say:) Stand up. (Pause. Drop your hand. Praise the children who do nothing.)
d. My turn. (Hold your hand out. Pause. Stand up. Pause. Drop your hand.) (The children are to say *Stand up* immediately.)
• (Praise the children who say "Stand up.")

GROUP TEST STORY 26

See first reading questions on next page.
Story 26 is a test of group reading accuracy. Tally all first reading errors on a separate sheet.

EXERCISE 12

First reading—title and three sentences

a. Look at the story on page 57.
b. Everybody, touch the title of the story and get ready to read the words the fast way.
c. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *Don.*
d. (Tap for each remaining word in the title.)
e. Everybody, say the title. (Signal.) *Don painted and painted.*
f. Everybody, get ready to read this story the fast way.
g. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *What.*
h. Next word. ✔
• (Pause two seconds.) Get ready. (Tap.) *Did.*
i. (Repeat *h* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

don pāinted and pāinted[1]

what did don lIke to ask?[2]

what did hē do in the yard?[3]

what did hē start to pāint?[4]

who asked him what hē was doing with his bIke?[5]

his sister said, "that looks lIke fun." sō shē got a pāint brush and started to pāint don's bIke.

don and his sister pāinted the bIke. then don said, "whȳ dōn't wē pāint the sIde walk?" what did hē sāy?[6]

sō they pāinted the sIde walk. what did they do?[7]

then they pāinted the steps to don's hōme.

then they pāinted a rock.[8]

and then they pāinted ēach other.[9]

then don's mom went into the yard. shē was mad. shē said, "you pāinted the bIke, the steps, the rock, and ēach other."

what did shē sāy?[10]

what do you think shē did to don and his sister?[11]

the end

EXERCISE 13

Remaining sentences and questions

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.

b. (Call on a child.) Read the next sentence.

c. (Call on another child.) Read the next sentence.

To Correct

word-identification errors

(from, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Repeat *c* for most of the remaining sentences in the story.)

e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Tap for each word in the sentence.)

f. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What's this story going to be about? (Signal.) *Don painted and painted.*

2 Everybody, what's the answer? (Signal.) *Why.*

3 What's the answer? (Signal.) *Dug a hole.*

• Good remembering.

4 What's the answer? (Signal.) *His bike.*

5 What's the answer? (Signal.) *His sister.*

6 Everybody, what did he say? (Signal.) *Why don't we paint the sidewalk?*

• (Repeat the question until the children give a firm response.)

7 What did they do? (Signal.) *Painted the sidewalk.*

10 Everybody, read what she said with me. (Signal.) *You painted the bike, the steps, the rock, and each other.*

• Let's read what Don's mom said again. (Signal.) *You painted the bike, the steps, the rock, and each other.*

11 What do you think? (The children respond.)

EXERCISE 14

Second reading—sentences and questions

a. You're going to read the story again. And I'm going to ask more questions.

b. Starting with the first word of the title. ✔ Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

2 Tell me the answer. (Signal.) *Why.*

3 What's the answer? (Signal.) *Dug a hole.*

4 What's the answer? (Signal.) *His bike.*

5 Who asked him that? (Signal.) *His sister.*

7 First they painted the bike. Then what did they paint? (Signal.) *The sidewalk.*

8 They painted the bike, the sidewalk, and then a rock. I wonder what they'll paint next.

9 Then what did they paint? (Signal.) *Each other.*

WORKSHEET 26

EXERCISE 15

Picture comprehension

a. Look at the picture.

b. (Ask these questions:)

1. What is Don doing in the picture? (The children respond.)
   - It sure looks like he's painting his sister.
2. And what is his sister doing? (The children respond.)
3. Who is that walking up to them? (Signal.) *Their mother.*
4. What would you say if you were the mother? (Let the children comment for ten seconds. Then comment briefly.)

GROUP ACCURACY TEST

Place the group on the basis of story-reading accuracy for the first reading of story 26:

1. If the group scored between 5 and 8 errors, proceed to lesson 27 as the next reading lesson.

2. If the group scored less than 5 errors, skip lessons 27 and 28 and present lesson 29 as the next reading lesson.

3. If the group scored more than 8 errors, repeat lesson 24 as the next reading lesson. On the following two days, present lessons 25 and 26. The test for reading accuracy in lesson 26 is to be repeated as part of lesson 26.

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 16

Introduction to independent activity

a. (Pass out Worksheet 26 to each child.)

b. (Hold up side 1 of your worksheet.) Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.) Let's go over the things you're going to do.

Story items

(Point to the story-items exercise.) Here are the items about the story you just read. Read the items and circle the answers that tell what happened in the story.

Following instructions

(Point to the circle and box items.) Everybody, you're going to read the instructions. Then you're going to do what the instructions tell you to do.

Sentence copying

(Point to the dotted sentence on side 2.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

Reading comprehension

a. (Point to both stories.)

b. You're going to read these stories and do the items. Remember—circle the words under each item that go in the blank.

END OF LESSON 26

LESSON 27

SOUNDS

EXERCISE 1

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.3, LA.1.1.4.5, LA.1.1.4.6, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.6.8, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

Sounds firm-up

a. (Point to the sounds.)
Tell me these sounds.

b. (Point to each sound.) Get ready.
(Touch the sound.) (The children say the sound.)

c. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

i ā th

wh ch qu

l p r

x sh h

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

hōrn

EXERCISE 2 Sound out first

a. (Touch the ball for **hōrn.**) Sound it out. Get ready. (Quickly touch **h, ō, r, n** as the children say:) *hōōōrrrnnn.*
b. What word? (Signal.) *Horn.* Yes, **horn.**
c. (Repeat exercise until firm.)

helped

EXERCISE 3 Sound out first

a. (Touch the ball for **helped.**) Sound it out. Get ready. (Quickly touch **h, e, l, p, d** as the children say:) *heeelllpd.*
b. What word? (Signal.) *Helped.* Yes, **helped.**
c. (Repeat exercise until firm.)

sōre

EXERCISE 4 Sound out first

a. (Touch the ball for **sōre.**) Sound it out. Get ready. (Quickly touch **s, ō, r** as the children say:) *sssōōōrrr.*
b. What word? (Signal.) *Sore.* Yes, **sore.**
c. (Repeat exercise until firm.)

EXERCISE 5 Sound out first

a. (Touch the ball for **held.**) Sound it out. Get ready. (Quickly touch **h, e, l, d** as the children say:) *heeellld.*
b. What word? (Signal.) *Held.* Yes, **held.**
c. (Repeat exercise until firm.)

EXERCISE 6 Listen, sound out

a. (Point to **from.**) I'll tell you this word. (Pause.) **From.** What word? (Signal.) *From.* Yes, **from.**
b. (Touch the ball for **from.**) Sound it out. Get ready. (Quickly touch **f, r, o, m** as the children say:) *fffrrrooommm.*
c. What word? (Signal.) *From.* Yes, **from.**
d. (Repeat *b* and *c* until firm.)

EXERCISE 7 Listen, sound out

a. (Point to **bird.**) I'll tell you this word. (Pause.) **Bird.** What word? (Signal.) *Bird.* Yes, **bird.**
b. (Touch the ball for **bird.**) Sound it out. Get ready. (Quickly touch **b, i, r, d** as the children say:) *biiirrrd.*
c. What word? (Signal.) *Bird.* Yes, **bird.**
d. (Repeat *b* and *c* until firm.)

EXERCISE 8 Listen, sound out

a. (Point to **monēy.**) I'll tell you this word. (Pause.) **Money.** What word? (Signal.) *Money.* Yes, **money.**
b. (Touch the ball for **money.**) Sound it out. Get ready. (Quickly touch **m, o, n, ē, y** as the children say:) *mmmooonnnēēēyyy.*
c. What word? (Signal.) *Money.* Yes, **money.**
d. (Repeat *b* and *c* until firm.)

held

from

bird

monēy

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

rob

EXERCISE 9

Read the fast way first

a. (Touch the ball for **rob.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Rob.* Yes, **rob.**

b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **r, o, b** as the children say:) *rrrooob.*

c. What word? (Signal.) *Rob.* Yes, **rob.**

d. (Repeat *b* and *c* until firm.)

e. (Repeat the exercise for **stōre, robbers,** and **toot.**)

stōre

robbers

toot

drop

EXERCISE 10

Last part, first part

a. (Cover **d.** Point to **rop.**) Read this part of the word the fast way. (Pause two seconds.) Get ready. (Signal.) *Rop.* Yes, **rop.**

b. (Uncover **d.** Point to **d.**) First you say **d.** (Move your finger quickly under **rop.**) Then you say (pause) **rop.**

c. (Touch the ball for **drop.**) Get ready. (Move to d, then quickly along the arrow.) *Drop.*

d. Say it fast. (Signal.) *Drop.*

- Yes, what word? (Signal.) *Drop.* Yes, **drop.**

e. (Repeat exercise until firm.)

EXERCISE 11

Read the fast way

a. Read these words the fast way.

b. (Touch the ball for **dropped.** Pause two seconds.) Get ready. (Signal.) *Dropped.* Yes, **dropped.**

c. (Repeat *b* for **dropping, drops, stopped, legs, happy,** and **bags.**)

dropped

dropping

drops

stopped

legs

happy

bags

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Get ready to read both words on this page without making a mistake.

bēcause

EXERCISE 12

Listen, sound out with me

a. (Point to **bēcause.**) I'll tell you this word. (Pause.) **Because.** What word? (Signal.) *Because.* Yes, **because.**

b. (Touch the ball for **bēcause.**) Sound it out with me. Get ready. (Quickly touch each sound as you and the children say:) *bēēēcaaauuussseee.*

c. What word? (Signal.) *Because.* Yes, **because.**

d. (Repeat *b* and *c* until firm.)

far

EXERCISE 13

ar word

a. (Point to **ar** in **far.**) What do these letters say? (Signal.) *Are.* Yes, **are.**

b. (Touch the ball for **far.**) Read this word the fast way. Get ready. (Signal.) *Far.* Yes, **far.**

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from another column. Praise children who read all words with no errors.)

STORYBOOK

READ THE ITEMS 27

EXERCISE 14

Read items 1 and 2

a. (Pass out Storybook 1.)

b. Open your reader to page 60. Get ready to read the items.

c. Finger under the first word of item 1. ✔

d. First word. (Pause.) Get ready. (Tap.) *When.*

e. Next word. (Pause.) Get ready. (Tap.) *The.*

f. (Repeat *e* for the remaining words in item 1.)

g. (Repeat *c* through *f* until item 1 is firm.)

h. Everybody, say item 1. (Pause. Signal.) *When the teacher says "Feet," touch your feet.*

i. Again. (Repeat *h* until firm.)

j. What are you going to do when I say "**Feet**"? (Signal.) *Touch my feet.*

- When are you going to touch your feet? (Signal.) *When the teacher says "Feet."*

To Correct

(Have the children read the item aloud. Then repeat the questions.)

k. Finger under the first word of item 2. ✔

l. (Repeat *d* through *j* for item 2.)

EXERCISE 15

Play the game with items 1 and 2

a. Read item 1 to yourself and think about what you're going to do and when you're going to do it. Raise your hand when you're ready.

b. (After the children raise their hands, say:) Get ready to play the game.

c. My turn. (Pause.) Feet. (Signal.) (The children are to touch their feet immediately.)

To Correct

(Have the children read the item aloud. Then play the game again.)

d. (Repeat *a* through *c* for item 2.)

STORY 27

See first reading questions on next page.

EXERCISE 16

First reading—title and three sentences

a. Look at the story on page 60.

b. Everybody, touch the title of the story and get ready to read the words the fast way.

c. First word. ✔

- (Pause two seconds.) Get ready. (Tap.) *Spot.*

d. (Tap for each remaining word in the title.)

e. Everybody, say the title. (Signal.) *Spot helps the cop.*

f. Everybody, get ready to read this story the fast way.

g. First word. ✔

- (Pause two seconds.) Get ready. (Tap.) *Spot.*

h. Next word. ✔

- (Pause two seconds.) Get ready. (Tap.) *Was.*

i. (Repeat *h* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 17

Remaining sentences and questions

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.

b. (Call on a child.) Read the next sentence.

c. (Call on another child.) Read the next sentence.

To Correct

word-identification errors
(**from,** for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Repeat *c* for most of the remaining sentences in the story.)

e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Tap for each word in the sentence.)

f. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What is Spot going to do in this story? (Signal.) *Help the cop.*

2 Everybody, where was Spot? (Signal.) *Near a store.*

8 Everybody, what's the answer? (Signal.) *You helped stop the robbers.*

spot helps the cop[1]

spot was walkiŋg nēar a stōre.[2] robbers cāme from the stōre with bags of monēy.[3] a big cop ran to stop the robbers. hē yelled, "drop that monēy."[4] but the robbers did not drop the monēy. the robbers had a big hōrn and they started to blōw it. "toot, toot," the hōrn went.

"I can not stand the 'toot, toot' of the hōrn," the cop said. "it mākes mȳ ēars sōre."[5]

the cop held his hands ōver his ēars. then the robbers ran bȳ him. the hōrn was still gōiŋg "toot, toot."

the hōrn did not māke spot's ēars sōre.[6] spot did not ēven hēar the hōrn. sō spot ran up to the robbers. spot bit them on the legs. they dropped the big hōrn. they dropped the monēy.[7] then the cop stopped them.

hē said to spot, "you helped stop the robbers." what did hē sāy?[8] the big cop was very happy.

the end

EXERCISE 18

Second reading—sentences and questions

a. You're going to read the story again. And I'm going to ask more questions.

b. Starting with the first word of the title. ✔ Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors
(**from,** for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What's the title of this story? (Signal.) *Spot helps the cop.*

2 Where was she? (Signal.) *Near a store.*

3 Who came from the store? (Signal.) *Robbers.* Right. Robbers. They were stealing money.

4 What did the big cop yell? (Signal.) *Drop that money.*

5 Why did the cop's ears get sore? (The children respond.)

6 Why didn't the horn make Spot's ears sore? (The children respond.)

7 Why did the robbers drop the horn and the money? (Signal.) *Because Spot bit them on the legs.*

8 Everybody, what's the answer? (Signal.) *You helped stop the robbers.*

WORKSHEET

EXERCISE 19

Picture comprehension

a. Look at the picture.
b. (Ask these questions:)
1. Look at the robbers. What are they doing? (Let the children comment for ten seconds. Then comment briefly.)
2. How do you think those robbers feel? (The children respond.)
3. What is Spot doing? (The children respond.)
4. How do you know Spot is mad at the robbers? (The children respond.)

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 20

Introduction to independent activity

a. (Pass out Worksheet 27 to each child.)
b. (Hold up side 1 of your worksheet.) Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.) Let's go over the things you're going to do.

Story items

(Point to the story-items exercise.)
Here are the items about the story you just read. Read the items and circle the answers that tell what happened in the story.

Following instructions

(Point to the box and circle items.)
Everybody, you're going to read the instructions. Then you're going to do what the instructions tell you to do.

Sentence copying

(Point to the dotted sentence on side 2.)
You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

Reading comprehension

a. (Point to both stories.)
b. You're going to read these stories and do the items. Remember—circle the right answer under each item.

END OF LESSON 27

LESSON 28

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.3, LA.1.1.4.4, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.2.2.2, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

c. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

v a er

w sh k

b n g

o ē j

READING VOCABULARY

Get ready to read all the words on this page without making a mistake.

bird

EXERCISE 2

Listen, sound out

a. (Point to **bird.**) I'll tell you this word. (Pause.) **Bird.** What word? (Signal.) *Bird.* Yes, **bird.**
b. (Touch the ball for **bird.**) Sound it out. Get ready. (Quickly touch **b, i, r, d** as the children say:) *biiirrrd.*
c. What word? (Signal.) *Bird.* Yes, **bird.**
d. (Repeat *b* and *c* until firm.)

bēcause

EXERCISE 3

Listen, sound out with me

a. (Point to **bēcause.**) I'll tell you this word. (Pause.) **Because.** What word? (Signal.) *Because.* Yes, **because.**
b. (Touch the ball for **bēcause.**) Sound it out with me. Get ready. (Quickly touch each sound as you and the children say:) *bēēēcaaauuussseee.*
c. What word? (Signal.) *Because.* Yes, **because.**
d. (Repeat *b* and *c* until firm.)

brothers

EXERCISE 4

Read the fast way first

a. (Touch the ball for **brothers.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Brothers.* Yes, **brothers.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **b, r, o, th, er, s** as the children say:) *brrroothththerrrsss.*
c. What word? (Signal.) *Brothers.* Yes, **brothers.**
d. (Repeat *b* and *c* until firm.)
e. (Repeat the exercise for **cannot, jumps, what, flȳ, skȳ,** and **love.**)

cannot

jumps

what

flȳ

skȳ

love

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

EXERCISE 5

Read the fast way

a. Read these words the fast way.

b. (Touch the ball for **stopped.** Pause two seconds.) Get ready. (Signal.) *Stopped.* Yes, **stopped.**

c. (Repeat *b* for **grabbed, yelled, six, come, than, whȳ, crȳ, crȳing,** and **flȳing.**)

stopped

grabbed

yelled

six

come

than

whȳ

crȳ

crȳing

flȳing

started

EXERCISE 6

ar word

a. (Point to **ar** in **started.**) What do these letters say? (Signal.) *Are.* Yes, **are.**

b. (Touch the ball for **started.**) Read this word the fast way. Get ready. (Signal.) *Started.* Yes, **started.**

arm

EXERCISE 7

ar word

a. (Point to **ar** in **arm.**) What do these letters say? (Signal.) *Are.* Yes, **are.**

b. (Touch the ball for **arm.**) Read this word the fast way. Get ready. (Signal.) *Arm.* Yes, **arm.**

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

28

Get ready to read both words on this page without making a mistake.

want

EXERCISE 8

Listen, sound out

a. (Point to **want.**) I'll tell you this word. (Pause.) **Want.** What word? (Signal.) *Want.* Yes, **want.**

b. (Touch the ball for **want.**) Sound it out. Get ready. (Quickly touch **w, a, n, t** as the children say:) *wwwaaannnt.*

c. What word? (Signal.) *Want.* Yes, **want.**

d. (Repeat *b* and *c* until firm.)

buttons

EXERCISE 9

Sound out first

a. (Touch the ball for **buttons.**) Sound it out. Get ready. (Quickly touch **b, u,** between the **t**'s, **o, n, s** as the children say:) *buuutooonnnsss.*

b. What word? (Signal.) *Buttons.* Yes, **buttons.**

c. (Repeat exercise until firm.)

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from an adjacent column. Praise children who read all words with no errors.)

STORYBOOK

READ THE ITEM 28

EXERCISE 10

Read the item

a. (Pass out Storybook 1.)

b. Open your reader to page 63. Get ready to read the item.

c. Finger under the first word of the item. ✔

d. Get ready. (Tap. Tap for each word in item 1. Repeat until firm.)

e. Everybody, get ready to say the item. (Pause. Signal.) *When the teacher picks up a book, say "Hands."*

- (Repeat until firm.)

f. What are you going to say when I pick up a book? (Signal.) *"Hands."* Right.

g. What are you going to say when I touch my nose? (Signal.) *Nothing.* Right.

To Correct

1. (Give the answer.)
2. (Then have the children read the item aloud.)
3. (Repeat the question.)

h. What are you going to say when I say "**Pick up a book**"? (Signal.) *Nothing.* Right.

i. What are you going to say when I pick up a book? (Signal.) *"Hands."*

EXERCISE 11

Fooler game

To Correct

mistakes on foolers

1. What did I (say, do)? (Signal.)
2. Everybody, read the item out loud. First word. Get ready. (Tap for each word.)
3. Does the item tell you what to do when I (say, do ____)? (Signal.) *No.*
4. So you don't do anything. I fooled you.
5. (Repeat the fooler game.)

a. Let's play the game and see if I can fool you.

b. My turn. (Hold your hand out. Pause. Touch your nose. Pause. Drop your hand. Praise the children who do nothing.)

c. My turn. (Hold your hand out. Pause. Say) Pick up a book. (Pause. Drop your hand. Praise the children who do nothing.)

d. My turn. (Hold your hand out. Pause. Pick up a book. Pause. Drop your hand.) (The children are to say *Hands* immediately.)

- (Praise the children who say "Hands.")

STORY 28

(See first reading questions on next page.)

EXERCISE 12

First reading—title and three sentences

a. Look at the story on page 63.

b. Everybody, touch the title of the story and get ready to read the words the fast way.

c. First word. ✔

- (Pause two seconds.) Get ready. (Tap.) *Flying.*

d. (Tap for each remaining word in the title.)

e. Everybody, say the title. (Signal.) *Flying is fun.*

f. Everybody, get ready to read this story the fast way.

g. First word. ✔

- (Pause two seconds.) Get ready. (Tap.) *A.*

h. Next word. ✔

- (Pause two seconds.) Get ready. (Tap.) *Little.*

i. (Repeat *h* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

flȳing is fun[1]

a little bird had six sisters. his sisters said, "come and flȳ with us."[2] but the little bird did not flȳ. sō hē started to crȳ.[3]

his sisters said, "wē did not sāy to crȳ with us. wē said to flȳ with us. stop crȳing and start flȳing."

but the little bird did not stop crȳing.

his sisters said, "whȳ are you crȳing?" what did they sāy?[4]

the little bird said, "I am crȳing bēcause I cannot flȳ."

whȳ was hē crȳing?[5]

his sisters said, "wē will tēach you to flȳ if you stop crȳing."

sō the little bird stopped crȳing. then his sisters grabbed him and took him up, up, up into the skȳ.

then they said, "you are a bird, sō you can flȳ."

they let gō of him. hē yelled, "I can flȳ."[6]

now when the sisters sāy "let's flȳ," the little bird jumps up and down. hē says, "yes, flȳing is mōre fun than crȳing."

then the little bird and his sisters flȳ and flȳ.

what do they do?[7]

the end

EXERCISE 13

Remaining sentences and questions

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.

b. (Call on a child.) Read the next sentence.

c. (Call on another child.) Read the next sentence.

To Correct

word-identification errors
(**from,** for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Repeat *c* for most of the remaining sentences in the story.)

e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Tap for each word in the sentence.)

f. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What is this story about? (Signal.) *Flying is fun.*

4 Everybody, what's the answer? (Signal.) *Why are you crying?*

5 What's the answer? (Signal.) *Because he cannot fly.*

7 What's the answer? (Signal.) *They fly and fly.*

EXERCISE 14

Second reading—sentences and questions

a. You're going to read the story again. And I'm going to ask more questions.

b. Starting with the first word of the title. ✓

- Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors
(**from,** for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What does the title say about flying? (Signal.) *Flying is fun.*

2 What did they want him to do? (Signal.) *Fly with them.*

3 Why did the little bird start to cry? (Signal.) *Because he did not fly.*

4 What did his sisters ask him? (Signal.) *Why are you crying?*

6 Did he learn to fly? (Signal.) *Yes.* Where did he learn to fly? (Signal.) *In the sky.*

7 Everybody, what do they do? (Signal.) *They fly and fly.*

WORKSHEET 28

EXERCISE 15

Picture comprehension

a. Look at the picture.

b. (Ask these questions:)

1. How many birds do you see? (Signal.) *Seven.*
2. (Point to the bird that is falling.) What's the matter with this bird? (Let the children comment for ten seconds. Then comment briefly.)
3. Can birds fly? (Signal.) *Yes.*
4. Where would you fly if you were a bird? (The children respond.)

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 16

Introduction to independent activity

a. (Pass out Worksheet 28 to each child.)

b. (Hold up side 1 of your worksheet.) Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.) Let's go over the things you're going to do.

Story items

(Point to the story-items exercise.) Here are the items about the story you just read. Read the items and circle the answers that tell what happened in the story.

Following instructions

(Point to the circle and box items.) you're going to read the instructions. Then you're going to do what the instructions tell you to do.

Sentence copying

(Point to the dotted sentence on side 2.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

Reading comprehension

a. (Point to both stories.)

b. You're going to read these stories and do the items. Remember—circle the right answer under each item.

END OF LESSON 28

LESSON 29

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.3.4, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.3, LA.1.1.4.4, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.4, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

c. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

u i e

th ing

h sh f

p J o

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

mōre

EXERCISE 2

Sound out first

a. (Touch the ball for **mōre**.) Sound it out. Get ready. (Quickly touch **m, ō, r** as the children say:) *mmmōōōrrr.*
b. What word? (Signal.) *More.* Yes, **more.**
c. (Repeat exercise until firm.)

pants

EXERCISE 3

Sound out first

a. (Touch the ball for **pants**.) Sound it out. Get ready. (Quickly touch **p, a, n, t, s** as the children say:) *paaannntsss.*
b. What word? (Signal.) *Pants.* Yes, **pants.**
c. (Repeat exercise until firm.)

best

EXERCISE 4

Sound out first

a. (Touch the ball for **best**.) Sound it out. Get ready. (Quickly touch **b, e, s, t** as the children say:) *beeessst.*
b. What word? (Signal.) *Best.* Yes, **best.**
c. (Repeat exercise until firm.)

buȳ

EXERCISE 5

Listen, sound out

a. (Point to **buȳ**.) I'll tell you this word. (Pause.) **Buy.** What word? (Signal.) *Buy.* Yes, **buy.**
b. (Touch the ball for **buȳ**.) Sound it out. Get ready. (Quickly touch **b, u, ȳ** as the children say:) *buuuȳȳȳ.*
c. What word? (Signal.) *Buy.* Yes, **buy.**
d. (Repeat *b* and *c* until firm.)

from

EXERCISE 6

Read the fast way first

a. (Touch the ball for **from.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *From.* Yes, **from.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **f, r, o, m** as the children say:) *fffrrrooommm.*
c. What word? (Signal.) *From.* Yes, **from.**
d. (Repeat *b* and *c* until firm.)
e. (Repeat the exercise for **buttons, monēy, helped, think, pink,** and **bag**.)

buttons

monēy

helped

think

pink

bag

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

29

Get ready to read all the words on this page without making a mistake.

off

EXERCISE 7

Listen, sound out

a. (Point to **off.**) I'll tell you this word. (Pause.) **Off.** What word? (Signal.) *Off.* Yes, **off.**
b. (Touch the ball for **off.**) Sound it out. Get ready. (Quickly touch **o**, between the **f**'s as the children say:) *ooofff.*
c. What word? (Signal.) *Off.* Yes, **off.**
d. (Repeat *b* and *c* until firm.)

want

EXERCISE 8

Listen, sound out

a. (Point to **want.**) I'll tell you this word. (Pause.) **Want.** What word? (Signal.) *Want.* Yes, **want.**
b. (Touch the ball for **want.**) Sound it out. Get ready. (Quickly touch **w, a, n, t** as the children say:) *wwwaaannnt.*
c. What word? (Signal.) *Want.* Yes, **want.**
d. (Repeat *b* and *c* until firm.)

EXERCISE 9

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **come.** Pause two seconds.) Get ready. (Signal.) *Come.* Yes, **come.**
c. (Repeat *b* for **what, bēcause, gōld, sōld,** and **tōld.**)

come

what

bēcause

gōld

sōld

tōld

farmer

EXERCISE 10

Read **ar** word the fast way

a. (Touch the ball for **farmer.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Farmer.* Yes, **farmer.**
b. (Point to **ar** in **farmer.**) Everybody, what do these letters say? (Signal.) *Are.* Yes, **are.**
c. (Touch the ball for **farmer.**) Sound it out. Get ready. (Quickly touch **f, ar, m, er** as the children say:) *fffarmmmerrr.*
d. What word? (Signal.) *Farmer.* Yes, **farmer.**
e. (Repeat *c* and *d* until firm.)

strēēt

EXERCISE 11

Listen, sound out with me

a. (Point to **strēēt.**) I'll tell you this word. (Pause.) **Street.** What word? (Signal.) *Street.* Yes, **street.**
b. (Touch the ball for **strēēt.**) Sound it out with me. Get ready. (Quickly touch each sound as you and the children say:) *ssstrrrēēēt.*
c. What word? (Signal.) *Street.* Yes, **street.**
d. (Repeat *b* and *c* until firm.)

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from an adjacent column. Praise children who read all words with no errors.)

STORYBOOK

READ THE ITEMS 29

EXERCISE 12

Read items 1 and 2

a. (Pass out Storybook 1.)
b. Open your reader to page 66. Get ready to read the items.
c. Finger under the first word of item 1. ✔
d. First word. (Pause.) Get ready. (Tap.) *When.*
e. Next word. (Pause.) Get ready. (Tap.) *The.*
f. (Repeat *e* for the remaining words in item 1.)
g. (Repeat *c* through *f* until item 1 is firm.)
h. Everybody, say item 1. (Pause. Signal.) *When the teacher says "Go," say "Five."*
i. Again. (Repeat *h* until firm.)
j. What are you going to say when I say "**Go**"? (Signal.) *"Five."*
• When are you going to say "**Five**"? (Signal.) *When the teacher says "Go."*

To Correct
(Have the children read the item aloud. Then repeat the questions.)

k. Finger under the first word of item 2. ✔
l. (Repeat *d* through *j* for item 2.)

EXERCISE 13

Play the game with items 1 and 2

a. Read item 1 to yourself and think about what you're going to do and when you're going to do it. Raise your hand when you're ready.
b. (After the children raise their hands, say:) Get ready to play the game.
c. My turn. (Pause.) Go. (Signal.) (The children are to say Five immediately.)

To Correct
(Have the children read the item aloud. Then play the game again.)

d. (Repeat *a* through *c* for item 2.)

STORY 29

EXERCISE 14

First reading—title and three sentences

a. Look at the story on page 66.
b. Everybody, touch the title of the story and get ready to read the words in the title the fast way.
c. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *The.*
d. (Tap for each remaining word in the title.)
e. Everybody, say the title. (Signal.) *The farmer and his buttons.*
f. Everybody, get ready to read this story the fast way.
g. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *A.*
h. Next word. ✔
• (Pause two seconds.) Get ready. (Tap.) *Farmer.*
i. (Repeat *h* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 15

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.
b. (Call on a child.) Read the next sentence.

To Correct
word-identification errors (from, for example)
1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

c. (Call on another child.) Read the next sentence.
d. (Repeat *c* for most of the remaining sentences in the story.)
e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Tap for each word in the sentence.)

the farmer and his buttons[1]

a farmer lIked buttons.[2] he had red buttons and gōld buttons. he had lots of big buttons and lots of little buttons. he had buttons on his hat and buttons on his socks. he ēven had buttons on some of his buttons. but he had his best buttons on his pants.[3] he had ten big buttons on his pants.

one dāy a man cāme to the farm. the man said, "I have come to buȳ buttons."[4] he looked at the buttons on the farmer's pants. "I will buȳ that big red button," he said.

so the farmer took off the big red button and sōld it. now he had nIne big buttons on his pants.

then the man said, "now I will buȳ that big gōld button."

so the farmer took off the gōld button and sōld it. now the farmer did not have nIne buttons on his pants.[5] do you think the man will buȳ mōre buttons from the farmer?[6]

mōre to come

EXERCISE 16

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.

b. Starting with the first word of the title. ✔

- Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors

(**from,** for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What's this story going to be about? (Signal.) *The farmer and his buttons.*

2 What did the farmer like? (Signal.) *Buttons.*

3 Where were his best buttons? (Signal.) *On his pants.*

4 Why did the man come to the farm? (Signal.) *To buy buttons.*

- Do you think the farmer will sell his buttons? (The children respond.)
- Let's read and find out.

5 Why doesn't the farmer have nine buttons on his pants? (The children respond.)

6 What do you think? (The children respond.)

- Next time we'll finish the story and find out.

EXERCISE 17

Picture comprehension

a. Look at the picture.

b. (Ask these questions:)

1. Point to the farmer. ✔
2. What are those things on his hat? (Signal.) *Buttons.*
   - That farmer sure likes buttons.
3. What is the farmer doing? (The children respond.)
4. What do you think the man is saying to the farmer? (Let the children comment for ten seconds. Then comment briefly.)

WORKSHEET 29

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 18

Introduction to independent activity

a. (Pass out Worksheet 29 to each child.)

b. (Hold up side 1 of your worksheet.) Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.) Let's go over the things you're going to do.

Story items

(Point to the story-items exercise.) Here are the items about the story you just read. Read the items and circle the answers that tell what happened in the story.

Following instructions

(Point to the circle and box items.) Everybody, you're going to read the instructions. Then you're going to do what the instructions tell you to do.

Sentence copying

(Point to the dotted sentence on side 2.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

Reading comprehension

a. (Point to both stories.)

b. You're going to read these stories and do the items. Remember—circle the right answer under each item.

END OF LESSON 29

LESSON 30

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.3.4, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.4, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.2.2.2, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

c. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

J	ō	a
i	th	wh
n	t	qu
b	d	h

READING VOCABULARY

Get ready to read all the words on this page without making a mistake.

want

EXERCISE 2

Sound out first

a. (Touch the ball for **want.**) Sound it out. Get ready. (Quickly touch **w, a, n, t** as the children say:) *wwwaaannnt.*
b. What word? (Signal.) *Want.* Yes, **want.**
c. (Repeat exercise until firm.)

lādy

EXERCISE 3

Sound out first

a. (Touch the ball for **lādy.**) Sound it out. Get ready. (Quickly touch **l, ā, d, y** as the children say:) *lllāāādyyy.*
b. What word? (Signal.) *Lady.* Yes, **lady.**
c. (Repeat exercise until firm.)

yellōw

EXERCISE 4

Sound out first

a. (Touch the ball for **yellōw.**) Sound it out. Get ready. (Quickly touch **y, e,** between the **l's, ō, w** as the children say:) *yyyeeelllōōōwww.*
b. What word? (Signal.) *Yellow.* Yes, **yellow.**
c. (Repeat exercise until firm.)

buȳ

EXERCISE 5

Listen, sound out

a. (Point to **buȳ.**) I'll tell you this word. (Pause.) **Buy.** What word? (Signal.) *Buy.* Yes, **buy.**
b. (Touch the ball for **buȳ.**) Sound it out. Get ready. (Quickly touch **b, u, ȳ** as the children say:) *buuuȳȳȳ.*
c. What word? (Signal.) *Buy.* Yes, **buy.**
d. (Repeat *b* and *c* until firm.)

thrēē

EXERCISE 6

Listen, sound out with me

a. (Point to **thrēē**) I'll tell you this word. (Pause.) **Three.** What word? (Signal.) *Three.* Yes, **three.**
b. (Touch the ball for **thrēē.**) Sound it out with me. Get ready. (Quickly touch each sound as you and the children say:) *thththrrrēēē.*
c. What word? (Signal.) *Three.* Yes, **three.**
d. (Repeat *b* and *c* until firm.)

farms

EXERCISE 7

ar word

a. (Point to **ar** in **farms.**) What do these letters say? (Signal.) *Are.* Yes, **are.**
b. (Touch the ball for **farms.**) Read this word the fast way. Get ready. (Signal.) *Farms.* Yes, **farms.**

trip

EXERCISE 8

Listen, sound out

a. (Point to **trip.**) I'll tell you this word. (Pause.) **Trip.** What word? (Signal.) *Trip.* Yes, **trip.**
b. (Touch the ball for **trip.**) Sound it out. Get ready. (Quickly touch **t, r, i, p** as the children say:) *trrriiip.*
c. What word? (Signal.) *Trip.* Yes, **trip.**
d. (Repeat *b* and *c* until firm.)

off

EXERCISE 9

Listen, sound out

a. (Point to **off.**) I'll tell you this word. (Pause.) **Off.** What word? (Signal.) *Off.* Yes, **off.**
b. (Touch the ball for **off.**) Sound it out. Get ready. (Quickly touch **o,** between the **f's** as the children say:) *ooofff.*
c. What word? (Signal.) *Off.* Yes, **off.**
d. (Repeat *b* and *c* until firm.)

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

EXERCISE 10

Read the fast way

a. Read these words the fast way.

b. (Touch the ball for **farmer.** Pause two seconds.) Get ready. (Signal.) *Farmer.* Yes, farmer.

c. (Repeat *b* for **ōld, tōld, cōld, wanted, one, stopped, buttons, bēcause, monēy,** and **kept.**)

farmer

ōld

tōld

cōld

wanted

one

stopped

buttons

bēcause

monēy

kept

al

EXERCISE 11

al

a. (Point to **al.**) When these letters are together, they usually say (pause) **all.** What do these letters say? (Signal.) *All.* Yes, **all.**

b. (Repeat *a* until firm.)

ball

EXERCISE 12

al word

a. (Point to **al** in **ball.**) What do these letters say? (Signal.) *All.* Yes, **all.**

b. (Touch the ball for **ball.**) Read this word the fast way. Get ready. (Signal.) *Ball.* Yes, **ball.**

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

30

Get ready to read all the words on this page without making a mistake.

from

EXERCISE 13

Read the fast way first

a. (Touch the ball for **from.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *From.* Yes, **from.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **f, r, o, m** as the children say:) *fffrrrooommm.*
c. What word? (Signal.) *From.* Yes, **from.**
d. (Repeat *b* and *c* until firm.)
e. (Repeat the exercise for **selling** and **best.**)

selling

best

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from an adjacent column. Praise children who read all words with no errors.)

STORYBOOK

READ THE ITEM 30

EXERCISE 14

Read the item

a. (Pass out Storybook 1.)
b. Open your reader to page 69. Get ready to read the item.
c. Finger under the first word of the item. ✔
- Get ready. (Tap. Tap for each word in item 1.)
- (Repeat until firm.)

e. Everybody, get ready to say the item. (Pause. Signal.) *When the teacher says "Go," touch your head.*
- (Repeat until firm.)

f. What are you going to do when I say "**Go**"? (Signal.) *Touch my head.* Right.
g. What are you going to do when I clap? (Signal.) *Nothing.* Right.

To Correct
1. (Give the answer.)
2. (Then have the children read the item aloud.)
3. (Repeat the question.)

h. What are you going to do when I touch my head? (Signal.) *Nothing.* Right.
i. What are you going to do when I say "**Go**"? (Signal.) *Touch my head.* Right.

EXERCISE 15

Fooler game

To Correct
mistakes on foolers
1. What did I (say, do)? (Signal.)
2. Everybody, read the item out loud. First word. Get ready. (Tap for each word.)
3. Does the item tell you what to do when I (say, do ____)? (Signal.) *No.*
4. So you don't do anything. I fooled you.
5. (Repeat the fooler game.)

a. Let's play the game and see if I can fool you.
b. My turn. (Hold your hand out. Pause. Tap once. Pause. Drop your hand. Praise the children who do nothing.)
c. My turn. (Hold your hand out. Pause. Touch your head. Pause. Drop your hand. Praise the children who do nothing.)
d. My turn. (Hold your hand out. Pause.) Go. (Pause. Drop your hand.) (The children are to touch their heads immediately.)
- (Praise the children who touch their heads.)

STORY 30

See first reading questions on next page.

EXERCISE 16

First reading—title and three sentences

a. Everybody, open your reader to page 69.
b. Everybody, touch the title of the story and get ready to read the words the fast way.
c. First word. ✔
- (Pause two seconds.) Get ready. (Tap.) *The.*

d. (Tap for each remaining word in the title.)
e. Everybody, say the title. (Signal.) *The farmer sold his buttons.*
f. Everybody, get ready to read this story the fast way.
g. First word. ✔
- (Pause two seconds.) Get ready. (Tap.) *What.*

h. Next word. ✔
- (Pause two seconds.) Get ready. (Tap.) *Did.*

i. (Repeat *h* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 17

Remaining sentences and questions

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.

b. (Call on a child.) Read the next sentence.

c. (Call on another child.) Read the next sentence.

To Correct

word-identification errors
(from, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Repeat *c* for most of the remaining sentences in the story.)

e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Tap for each word in the sentence.)

f. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What is going to happen in this story? (Signal.) *The farmer will sell his buttons.*

2 What's the answer? (Signal.) *Buttons.*

3 What's the answer? (Signal.) *On his pants.*

4 What's the answer? (Signal.) *Buttons.*

7 Everybody, what did his pants do? (Signal.) *They fell down.*

8 Everybody, read with me what the farmer said. (Signal.) *My pants fell down because I sold the buttons that held up my pants.*

- Let's read it again.

9 What do you think? (The children respond.)

the farmer sōld his buttons[1]

what did the farmer lIke?[2]

where did he have his best buttons?[3]

what did the man want to buȳ from the farmer?[4]

the man kept buȳing buttons and the farmer kept selling them.[5]

the man said, "now you have fIve buttons. I want to buȳ that pink button." so the farmer took off his pink button and sōld it to the man.

then the man wanted to buȳ the farmer's yellōw button. so the farmer sōld the yellōw button to the man.

the man said, "you still have thrēē buttons. I will buȳ them."[6]

so the farmer took off the thrēē buttons. but when his pants had no mōre buttons, his pants fell down. what did they do?[7]

the farmer said, "mȳ pants fell down bēcause I sōld the buttons that held up mȳ pants." what did he sāy?[8]

so now the farmer has monēy, but he has no buttons to kēēp his pants up. how will he kēēp his pants up?[9]

this is the end.

EXERCISE 18

Second reading—sentences and questions

a. You're going to read the story again. And I'm going to ask more questions.

b. Starting with the first word of the title. ✔

- Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors
(from, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

5 Who kept selling buttons? (Signal.) *The farmer.*

- Who kept buying them? (Signal.) *The man.*

6 Who is talking? (Signal.) *The man.*

- What will happen if he buys all of the buttons? (The children respond.)

7 What's the answer? (Signal.) *They fell down.*

8 The farmer said, "My pants fell down because ..." (Signal.) *I sold the buttons that held up my pants.*

WORKSHEET 30

EXERCISE 19

Picture comprehension

a. Look at the picture.

b. (Ask these questions:)

1. Why does that farmer look so funny? (Signal.) *His pants are falling down.*
2. What does the man have in his hand? (Signal.) *Buttons.*
3. What do you think that man is saying? (Let the children comment for ten seconds. Then comment briefly.)

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 20

Summary of independent activities

a. (Pass out Worksheet 30 to each child.)

b. Everybody, now you'll do your worksheet. Remember to do all parts of the worksheet and to read all the parts carefully.

INDIVIDUAL CHECKOUT

EXERCISE 21

2-minute individual fluency checkout: rate/accuracy

a. As you are doing your worksheet, I'll call on children one at a time to read the **last two pages of the story.** Remember, you get two stars if you read the last two pages of the story in less than two minutes and make no more than three errors.

b. (Call on each child. Tell the child:) Read the last two pages of the story very carefully. Go. (Time the child. Tell the child any words the child misses. Stop the child as soon as the child makes the fourth error or exceeds the time limit.)

c. (If the child meets the rate-accuracy criterion, record two stars on your chart for lesson 30. Congratulate the child. Give children who do not earn two stars a chance to read the last two pages of the story again before the next lesson is presented.)
104 words/**2 min** = 52 wpm **[3 errors]**

END OF LESSON 30

LESSON 31

LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.6.1, LA.1.1.6.5, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

c. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

s	e	o
ā	ī	ū
ch	b	c
d	g	m

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

want

EXERCISE 2

Read the fast way first

a. (Touch the ball for **want.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Want.* Yes, **want.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **w, a, n, t** as the children say:) *wwwaaannnt.*
c. What word? (Signal.) *Want.* Yes, **want.**
d. (Repeat *b* and *c* until firm.)
e. (Repeat the exercise for **for, rip,** and **lādy.**)

for

rip

lādy

EXERCISE 3

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **trip.** Pause two seconds.)
Get ready. (Signal.) *Trip.* Yes, **trip.**
c. (Repeat *b* for **best, where, stopped, asked, dim, from, stōre,** and **what.**)

trip

best

where

stopped

asked

dim

from

stōre

what

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

strēēt

EXERCISE 4

Listen, sound out with me

a. (Point to **strēēt.**) I'll tell you this word. (Pause.) **Street.** What word? (Signal.) *Street.* Yes, **street.**
b. (Touch the ball for **strēēt.**) Sound it out with me. Get ready. (Quickly touch each sound as you and the children say:) *ssstrrrēēēt.*
c. What word? (Signal.) *Street.* Yes, **street.**
d. (Repeat *b* and *c* until firm.)

mīleS

EXERCISE 5

Sound out first

a. (Touch the ball for **mīles.**) Sound it out. Get ready. (Quickly touch **m, ī, l, s** as the children say:) *mmmīīīlllsss.*
b. What word? (Signal.) *Miles.* Yes, **miles.**
c. (Repeat exercise until firm.)

māin

EXERCISE 6

Sound out first

a. (Touch the ball for **māin.**) Sound it out. Get ready. (Quickly touch **m, ā, n** as the children say:) *mmmāāānnn.*
b. What word? (Signal.) *Main.* Yes, **main.**
c. (Repeat exercise until firm.)

EXERCISE 7

al

a. (Point to **al.**) When these letters are together, they usually say (pause) **all.** What do these letters say? (Signal.) *All.* Yes, **all.**
b. (Repeat *a* until firm.)

EXERCISE 8

al word

a. (Point to **al** in **fall.**) What do these letters say? (Signal.) *All.* Yes, **all.**
b. (Touch the ball for **fall.**) Read this word the fast way. Get ready. (Signal.) *Fall.* Yes, **fall.**

EXERCISE 9

al word

a. (Point to **al** in **hall.**) What do these letters say? (Signal.) *All.* Yes, **all.**
b. (Touch the ball for **hall.**) Read this word the fast way. Get ready. (Signal.) *Hall.* Yes, **hall.**

EXERCISE 10

al word

a. (Point to **al** in **ball.**) What do these letters say? (Signal.) *All.* Yes, **all.**
b. (Touch the ball for **ball.**) Read this word the fast way. Get ready. (Signal.) *Ball.* Yes, **ball.**

EXERCISE 11

Read the fast way

a. Read this word the fast way.
b. (Touch the ball for **all.** Pause two seconds.) Get ready. (Signal.) *All.* Yes, **all.**

al

fall

hall

ball

all

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from an another column. Praise children who read all words with no errors.)

STORYBOOK

READ THE ITEM 31

EXERCISE 12

Read the item

a. (Pass out Storybook 1.)
b. Open your reader to page 72. Get ready to read the item.
c. Finger under the first word of the item. ✔
d. Get ready. (Tap for each word in item 1. Repeat until firm.)
e. Everybody, get ready to say the item. (Pause. Signal.) *When the teacher says "Clap," touch your feet.* (Repeat until firm.)
f. What are you going to do when I say "**Clap**"? (Signal.) *Touch my feet.* Right.
g. What are you going to do when I clap? (Signal.) *Nothing.* Right.

To Correct

1. (Give the answer.)
2. (Then have the children read the item aloud.)
3. (Repeat the question.)

h. What are you going to do when I touch my feet? (Signal.) *Nothing.* Right.
i. What are you going to do when I say "**Clap**"? (Signal.) *Touch my feet.*

EXERCISE 13

Fooler game

To Correct

mistakes on foolers

1. What did I (say, do)? (Signal.)
2. Everybody, read the item out loud. First word. Get ready. (Tap for each word.)
3. Does the item tell you what to do when I (say, do ____)? (Signal.) *No.*
4. So you don't do anything. I fooled you.
5. (Repeat the fooler game.)

a. Let's play the game and see if I can fool you.
b. My turn. (Hold your hand out. Pause. Tap once. Pause. Drop your hand. Praise the children who do nothing.)
c. My turn. (Hold your hand out. Pause. Touch your feet. Pause. Drop your hand. Praise the children who do nothing.)
d. My turn. (Hold your hand out. Pause. Say:) Clap. (Pause. Drop your hand.) (The children are to touch their feet immediately.)
• (Praise the children who touch their feet.)

STORY 31

See first reading questions on next page.

EXERCISE 14

First reading—title and three sentences

a. Look at the story on page 72.
b. Everybody, touch the title of the story and get ready to read the words the fast way.
c. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *Spot.*
d. (Tap for each remaining word in the title.)
e. Everybody, say the title. (Signal.) *Spot takes a trip.*
f. Everybody, get ready to read this story the fast way.
g. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *One.*
h. Next word. ✔
• (Pause two seconds.) Get ready. (Tap.) *Day.*
i. (Repeat *h* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

spot tākes a trip[1]

one dāy spot said, "I want to go on a trip in mȳ car."[2] so she did.

she got in her car and went down the rōad. soon she stopped. she asked a man, "where can I get gas?"

the man said, "on best strēēt."

spot said, "where did you sāy?"[3]

tell spot what the man said.[4]

so spot went to best strēēt and got gas. then she went down the rōad some mōre. soon she stopped. she asked a lādy, "where is the town of dim?"[5]

the lādy said, "dim is fīve mīles down the rōad."

spot asked, "where did you sāy?"

tell spot what the lādy said.[6]

and spot went to the town of dim. then spot stopped and asked a man, "where is a stōre that sells bōnes?"

the man said, "go down to māin strēēt."

"where did you sāy?" spot asked.

tell spot what the man said.[7]

so spot went to the stōre and got a bag of bōnes.[8] she had a good trip.

the end

EXERCISE 15

Remaining sentences and questions

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.

b. (Call on a child.) Read the next sentence.

c. (Call on another child.) Read the next sentence.

To Correct

word-identification errors
(**from,** for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Repeat *c* for most of the remaining sentences in the story.)

e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Tap for each word in the sentence.)

f. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What's happening in this story? (Signal.) *Spot takes a trip.*

4 Everybody, tell Spot what the man said. (Signal.) *On Best Street.*

6 Everybody, do it. (Signal.) *Dim is five miles down the road.*

7 Everybody, do it. (Signal.) *Go down to Main Street.*

EXERCISE 16

Second reading—sentences and questions

a. You're going to read the story again. And I'm going to ask more questions.

b. Starting with the first word of the title. ✔

- Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors
(**from,** for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

2 What does Spot want to do? (The children respond.)

3 Why did Spot have to ask him again? (The children respond.)

4 What did he say? (Signal.) *On Best Street.*

5 What town is Spot looking for? (Signal.) *Dim.*

6 Do it. (Signal.) *Dim is five miles down the road.*

7 What did he say? (Signal.) *Go down to Main Street.*

8 What did Spot get in the store? (Signal.) *A bag of bones.*

WORKSHEET 31

EXERCISE 17

Picture comprehension

a. Look at the picture.

b. (Ask these questions:)

1. What is Spot doing? (The children respond.)
2. Where is Spot trying to go in that car? (Let the children comment for ten seconds. Then comment briefly.)
3. What do you think that lady is saying to Spot? (Let the children comment for ten seconds. Then comment briefly.)

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 18

Introduction to independent activity

a. (Pass out Worksheet 31 to each child.)

b. (Hold up side 1 of your worksheet.) Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.)

- Let's go over the things you're going to do.

Story items

(Point to the story-items exercise.) Here are the items about the story you just read. Read the items and circle the answers that tell what happened in the story.

Following instructions

(Point to the circle and box items.) Everybody, you're going to read the instructions. Then you're going to do what the instructions tell you to do.

Sentence copying

(Point to the dotted sentence on side 2.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

Reading comprehension

a. (Point to both stories.)

b. You're going to read these stories and do the items. Remember—circle the right answer under each item.

END OF LESSON 31

LESSON 32

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.3.4, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.4, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

c. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

p	b	d
t	h	k
m	a	i
ā	ō	r

STORYBOOK

READ THE ITEMS 32

EXERCISE 2

Read items 1 and 2

a. (Pass out Storybook 1.)
b. Open your reader to page 75. Get ready to read the items. ✔
c. Finger under the first word of item 1. ✔
d. First word. (Pause.) Get ready. (Tap.) *When.*
e. Next word. (Pause.) Get ready. (Tap.) *The.*
f. (Repeat *e* for the remaining words in item 1.)
g. (Repeat *c* through *f* until item 1 is firm.)
h. Everybody, say item 1. (Pause. Signal.) *When the teacher says "What," touch your nose.*
i. Again. (Repeat *h* until firm.)
j. What are you going to do when I say "**What**"? (Signal.) *Touch my nose.*
- When are you going to touch your nose? (Signal.) *When the teacher says "What."*

To Correct
(Have the children read the item aloud. Then repeat the questions.)

k. Finger under the first word of item 2. ✔
l. (Repeat *d* through *j* for item 2.)

EXERCISE 3

Play the game with items 1 and 2

a. Read item 1 to yourself and think about what you're going to do and when you're going to do it. Raise your hand when you're ready.
b. (After the children raise their hands, say:) Get ready to play the game.
c. My turn. (Pause.) What. (Signal.) (The children are to touch their nose immediately.)

To Correct
(Have the children read the item aloud. Then repeat the questions.)

d. (Repeat *a* through *c* for item 2.)

EXERCISE 4

Read item 3

a. Finger under the first word of item 3. ✔
- Get ready. (Tap.) *When.*

b. Next word. (Pause.) Get ready. (Tap.) *The.*
c. (Repeat *b* for the remaining words in the item.)
d. (Repeat *a* through *c* until the item is firm.)
e. Everybody, say that item. (Pause. Signal.) *When the teacher says "Do it," hold up your hands.*
f. Again. (Repeat *e* until firm.)
g. What are you going to do when I say "**Do it**"? (Signal.) *Hold up my hands.*
- Right. When are you going to hold up your hands? (Signal.) *When the teacher says "Do it."* Right.

h. What are you going to do when I hold up my hands? (Signal.) *Nothing.* Right.

To Correct
1. (Give the answer.)
2. (Then have the children read the item aloud.)
3. (Then repeat the question.)

i. What are you going to do when I say "**Now**"? (Signal.) *Nothing.* Right.
j. What are you going to do when I say "**Do it**"? (Signal.) *Hold up my hands.* Right.

EXERCISE 5

Fooler game

To Correct
mistakes on foolers
1. What did I (say, do)? (Signal.)
2. Everybody, read the item out loud. First word. Get ready. (Tap for each word.)
3. Does the item tell you what to do when I (say, do ____)? (Signal.) *No.*
4. So you don't do anything. I fooled you.
5. (Repeat the fooler game.)

a. Let's play the game and see if I can fool you.
b. My turn. (Hold your hand out. Pause. Hold up your hands. Pause. Drop your hand. Praise the children who do nothing.)
c. My turn. (Hold your hand out. Pause.) Now. (Pause. Drop your hand. Praise the children who do nothing.)
d. My turn. (Hold your hand out. Pause.) Do it. (Pause. Drop your hand.) (The children are to hold up their hands immediately.)
- (Praise the children who hold up their hands.)

READING HARD WORDS 32

You'll present rewards in this exercise.

EXERCISE 6

Hard words in reader

a. You're going to read hard words today. Open your reader to page 76. ✔
b. If you can read all of the words in a column without making a mistake, you'll get _____. (Reward the children with stars, points, etc.)
c. (Call on a child.) Read the words in the first column. Start at the top and go down the column. Everybody, touch the words that are being read. Raise your hand if you hear a mistake.
d. (Call on another child to read the second column.)
e. (Give each child a turn at reading one column of words. Praise the children who read each word in the column without making a mistake. Children who make a mistake must repeat the word until firm.)

To Correct
1. (After a child makes a mistake, say:) Stop.
2. (Call on a child who has raised his hand, or you identify the word that has been misread.)
3. (Then tell the child who made the mistake:) Touch that word. What word?
4. (Then tell the child:) Now go back to the top of the column and read the words again.

WORKSHEET 32

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 7

Introduction to independent activity

a. (Pass out Worksheet 32 to each child.)
b. (Hold up side 1 of your worksheet.) Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.)
- Let's go over the things you're going to do.

Reading comprehension

a. (Point to both stories on side 1 and the story on side 2.)
b. You're going to read these stories and do the items. Remember—circle the words under each item that go in the blank.

Sentence copying

(Point to the dotted sentence on side 1.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

Following instructions

(Point to the circle and box items on side 2.) Everybody, you're going to read the instructions. Then you're going to do what the instructions tell you to do.

END OF LESSON 32

LESSON 33

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.3.4, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.3, LA.1.1.4.4, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

c. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

ē	ū	e
o	th	ch
ing	J	sh
b	d	g

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

yelled

EXERCISE 2

Sound out first

a. (Touch the ball for **yelled.**) Sound it out. Get ready. (Quickly touch **y, e,** between the **l**'s, **d** as the children say:) *yyyeeellld.*
b. What word? (Signal.) *Yelled.* Yes, **yelled.**
c. (Repeat exercise until firm.)

left

EXERCISE 3

Sound out first

a. (Touch the ball for **left.**) Sound it out. Get ready. (Quickly touch **l, e, f, t** as the children say:) *lleeefft.*
b. What word? (Signal.) *Left.* Yes, **left.**
c. (Repeat exercise until firm.)

went

EXERCISE 4

Sound out first

a. (Touch the ball for **went.**) Sound it out. Get ready. (Quickly touch **w, e, n, t** as the children say:) *wwweeennnt.*
b. What word? (Signal.) *Went.* Yes, **went.**
c. (Repeat exercise until firm.)

EXERCISE 5

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **want.** Pause two seconds.) Get ready. (Signal.) *Want.* Yes, **want.**
c. (Repeat *b* for **walk, talk, that, fat, what, book, rēading, come, līkes, other,** and **another.**)

want

walk

talk

that

fat

what

book

rēading

come

līkes

other

another

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Get ready to read all the words on this page without making a mistake.

very

EXERCISE 6

Sound out first

a. (Touch the ball for **very.**) Sound it out. Get ready. (Quickly touch **v, e, r, y** as the children say:) *vvveeerrryyy.*
b. What word? (Signal.) *Very.* Yes, **very.**
c. (Repeat exercise until firm.)

plāying

EXERCISE 7

Read the fast way first

a. (Touch the ball for **plāying.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Playing.* Yes, **playing.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **p, l, ā, y, ing** as the children say:) *plllāāāyyyiiing.*
c. What word? (Signal.) *Playing.* Yes, **playing.**
d. (Repeat *b* and *c* until firm.)

EXERCISE 8

al

a. (Point to **al.**) When these letters are together, they usually say (pause) **all.** What do these letters say? (Signal.) *All.* Yes, **all.**
b. (Repeat *a* until firm.)

EXERCISE 9

al word

a. (Point to **al** in **ball.**) What do these letters say? (Signal.) *All.* Yes, **all.**
b. (Touch the ball for **ball.**) Read this word the fast way. Get ready. (Signal.) *Ball.* Yes, **ball.**

EXERCISE 10

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **all.** Pause two seconds.) Get ready. (Signal.) *All.* Yes, **all.**
c. (Repeat *b* for **hall** and **call.**)

EXERCISE 11

Last part, first part

a. (Cover **s.** Point to **mall.**) Read this part of the word the fast way. (Pause two seconds.) Get ready. (Signal.) *Mall.* Yes, **mall.**
b. (Uncover **s.** Point to **s.**) First you say **sss.** (Move your finger quickly under **mall.**) Then you say (pause) **mall.**
c. (Touch the ball for **small.**) Get ready. (Move to **s**, then quickly along the arrow.) *Sssmall.*
d. Say it fast. (Signal.) *Small.*
- Yes, what word? (Signal.) *Small.* Yes, **small.**

e. (Repeat exercise until firm.)

al

ball

all

hall

call

small

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from another column.)

STORYBOOK

READ THE ITEM 33

EXERCISE 12

Read the item

a. (Pass out Storybook 1.)
b. Open your reader to page 77. Get ready to read the item.
c. Finger under the first word of the item. ✔
d. Get ready. (Tap for each word in item 1. Repeat until firm.)
e. Everybody, get ready to say the item. (Pause. Signal.) *When the teacher says "Now," clap.*
- (Repeat until firm.)

f. What are you going to do when I say **"Now"**? (Signal.) *Clap.* Right.
g. What are you going to do when I say **"Go"**? (Signal.) *Nothing.* Right.

To Correct

1. (Give the answer.)
2. (Then have the children read the item aloud.)
3. (Repeat the question.)

h. What are you going to do when I clap? (Signal.) *Nothing.* Right.
i. What are you going to do when I say **"Now"**? (Signal.) *Clap.* Right.

EXERCISE 13

Fooler game

To Correct

mistake on foolers

1. What did I (say, do)? (Signal.)
2. Everybody, read the item out loud. First word. Get ready. (Tap for each word.)
3. Does the item tell you what to do when I (say, do ____)? (Signal.) *No.*
4. So you don't do anything. I fooled you.
5. (Repeat the fooler game.)

a. Let's play the game and see if I can fool you.
b. My turn. (Hold your hand out. Pause. Say:) go. (Pause. Drop your hand. Praise the children who do nothing.)
c. My turn. (Hold your hand out. Pause. Tap once. Pause. Drop your hand. Praise the children who do nothing.)
d. My turn. (Hold your hand out. Pause. Say:) Now. (Pause. Drop your hand.) (The children are to clap once immediately.)
- (Praise the children who clap.)

STORY 33

See first reading questions on next page.

EXERCISE 14

First reading—title and three sentences

a. Look at the story on page 77.
b. Everybody, touch the title of the story and get ready to read the words the fast way.
c. First word. ✔
- (Pause two seconds.) Get ready. (Tap.) *The.*

d. (Tap for each remaining word in the title.)
e. Everybody, say the title. (Signal.) *The dog likes to talk, talk, talk.*
f. Everybody, get ready to read this story the fast way.
g. First word. ✔
- (Pause two seconds.) Get ready. (Tap.) *An.*

h. Next word. ✔
- (Pause two seconds.) Get ready. (Tap.) *Old.*

i. (Repeat *h* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

the dog lIkes to talk, talk, talk[1]

a tall man had a dog that lIked to talk and lIked to rēad.

one dāy the dog was rēadiŋg a book.[2] the tall man was in the hall. he called the dog. he yelled, "dog, come hēre and plāy ball with me."

the dog yelled back at the man, "I hēar you call, call, call, but I dōn't lIke to plāy ball, ball, ball."[3]

the man was getting mad. he yelled, "dog, stop rēadiŋg that book and start plāyiŋg ball."

she yelled, "I will not go into the hall, hall, hall, and I will not plāy ball, ball, ball."[4]

the man was very mad now. he cāme into the room and got his cōat. he said, "well, I am gōiŋg for a walk. do you want to come with me?"[5]

the dog said, "I will not do that, that, that, when I can sit hēre and get fat, fat, fat."[6]

so the tall man left and the dog went back to her book.[7] she said, "I hāte to walk, walk, walk, but I lIke to talk, talk, talk."[8]

the end

EXERCISE 15

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.

b. (Call on a child.) Read the next sentence.

To Correct

word-identification errors
(from, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

c. (Call on another child.) Read the next sentence.

d. (Repeat *c* for most of the remaining sentences in the story.)

e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Tap for each word in the sentence.)

EXERCISE 16

Second reading—sentences and questions

a. You're going to read the story again. And I'm going to ask questions.

b. Starting with the first word of the title. ✔

- Get ready.
  (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors
(from, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What's the title of this story? (Signal.) *The dog likes to talk, talk, talk.*

2 What was the dog doing? (Signal.) *Reading a book.*

3 Everybody, read what the dog said with me. (Signal.) *I hear you call, call, call, but I don't like to play ball, ball, ball.* That was fun. Let's read it again. (Children and teacher read.)

- Can you say it without looking? (Signal.) *I hear you call, call, call, but I don't like to play ball, ball, ball.*

4 Where didn't the dog want to go? (Signal.) *In the hall.* She did not want to go in the hall.

5 Do you think the dog will go for a walk with him? (The children respond.)

- Let's see what the dog says now.

6 Everybody, read what the dog said with me. (Signal.) *I will not do that, that, that, when I can sit here and get fat, fat, fat.* Read it by yourself. (Signal.)
I will not do that, that, that, when I can sit here and get fat, fat, fat.

7 What did the tall man do? (Signal.) *He left.*

- What did the dog do? (Signal.) *She went back to her book.*

8 What does the dog say she likes to do? (Signal.) *Talk, talk, talk.* And what's the title of this story? (Signal.) *The dog likes to talk, talk, talk.*

WORKSHEET 33

EXERCISE 17

Picture comprehension

a. Look at the picture.
b. (Ask these questions:)
1. What do you think that tall man is saying to the dog? (Let the children comment for ten seconds. Then comment briefly.)
2. What is the dog pointing to? (Signal.) *A book.*

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 18

Introduction to independent activity

a. (Pass out Worksheet 33 to each child.)
b. (Hold up side 1 of your worksheet.) Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.)
- Let's go over the things you're going to do.

Story items

(Point to the story-items exercise.) Here are the items about the story you just read. Read the items and circle the answers that tell what happened in the story.

Following instructions

(Point to the box and circle items.) Everybody, you're going to read the instructions. Then you're going to do what the instructions tell you to do.

Reading comprehension

a. (Point to both stories on side 2.)
b. You're going to read these stories and do the items. Remember—circle the right answer under each item.

Sentence copying

(Point to the dotted sentence.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

END OF LESSON 33

LESSON 34

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.3.4, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.4, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

c. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

h	k	i
i	r	wh
qu	er	u
c	f	n

EXERCISE 2

Sound combination review

a. Here are some letters that go together. Get ready to tell me the sound they usually make.
b. (Point to **ar.**) What sound do these letters usually make? (Signal.) *Are.* Yes, **are.**
c. (Repeat *b* with **al.**)
d. (Repeat both sound combinations until firm.)

ar

al

READING VOCABULARY

Get ready to read all the words on this page without making a mistake.

bent

EXERCISE 3 Sound out first

a. (Touch the ball for **bent.**) Sound it out. Get ready. (Quickly touch **b, e, n, t** as the children say:) *beeennnt.*
b. What word? (Signal.) *Bent.* Yes, **bent.**
c. (Repeat exercise until firm.)

bug

EXERCISE 4 Sound out first

a. (Touch the ball for **bug.**) Sound it out. Get ready. (Quickly touch **b, u, g** as the children say:) *buuug.*
b. What word? (Signal.) *Bug.* Yes, **bug.**
c. (Repeat exercise until firm.)

dug

EXERCISE 5 Sound out first

a. (Touch the ball for **dug.**) Sound it out. Get ready. (Quickly touch **d, u, g** as the children say:) *duuug.*
b. What word? (Signal.) *Dug.* Yes, **dug.**
c. (Repeat exercise until firm.)

big

EXERCISE 6 Sound out first

a. (Touch the ball for **big.**) Sound it out. Get ready. (Quickly touch **b, i, g** as the children say:) *biiig.*
b. What word? (Signal.) *Big.* Yes, **big.**
c. (Repeat exercise until firm.)

(Repeat any troublesome words.)

last

EXERCISE 7 Sound out first

a. (Touch the ball for **last.**) Sound it out. Get ready. (Quickly touch **l, a, s, t** as the children say:) *lllaaassst.*
b. What word? (Signal.) *Last.* Yes, **last.**
c. (Repeat exercise until firm.)

stāy

EXERCISE 8 Sound out first

a. (Touch the ball for **stāy.**) Sound it out. Get ready. (Quickly touch **s, t, ā, y** as the children say:) *ssstāāāyyy.*
b. What word? (Signal.) *Stay.* Yes, **stay.**
c. (Repeat exercise until firm.)

lick

EXERCISE 9 Sound out first

a. (Touch the ball for **lick.**) Sound it out. Get ready. (Quickly touch **l, i,** and between **c** and **k** as the children say:) *lllliiik.*
b. What word? (Signal.) *Lick.* Yes, **lick.**
c. (Repeat exercise until firm.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

EXERCISE 10

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **looked.** Pause two seconds.) Get ready. (Signal.) *Looked.* Yes, **looked.**
c. (Repeat *b* for **mōle, box, I'll,** and **another.**)

looked

mōle

box

I'll

another

flōōr

EXERCISE 11

Listen, sound out

a. (Point to **flōōr.**) I'll tell you this word. (Pause.) **Floor.** What word? (Signal.) *Floor.* Yes, **floor.**
b. (Touch the ball for **flōōr.**) Sound it out. Get ready. (Quickly touch **f, l,** between the **o**'s, **r** as the children say:) *fffllllōōōrrr.*
c. What word? (Signal.) *Floor.* Yes, **floor.**
d. (Repeat *b* and *c* until firm.)

saw

EXERCISE 12

Listen, sound out

a. (Point to **saw.**) I'll tell you this word. (Pause.) **Saw.** What word? (Signal.) *Saw.* Yes, **saw.**
b. (Touch the ball for **saw.**) Sound it out. Get ready. (Quickly touch **s, a, w** as the children say:) *sssaaawwww.*
c. What word? (Signal.) *Saw.* Yes, **saw.**
d. (Repeat *b* and *c* until firm.)

spotted

EXERCISE 13

Listen, sound out with me

a. (Point to **spotted.**) I'll tell you this word. (Pause.) **Spotted.** What word? (Signal.) *Spotted.* Yes, **spotted.**
b. (Touch the ball for **spotted.**) Sound it out with me. Get ready. (Quickly touch each sound as you and the children say:) *ssspoooteeed.*
c. What word? (Signal.) *Spotted.* Yes, **spotted.**
d. (Repeat *b* and *c* until firm.)

hard

EXERCISE 14

ar word

a. (Point to **ar** in **hard.**) What do these letters say? (Signal.) *Are.* Yes, **are.**
b. (Touch the ball for **hard.**) Read this word the fast way. Get ready. (Signal.) *Hard.* Yes, **hard.**

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Get ready to read all the words on this page without making a mistake.

EXERCISE 15

al word

a. (Point to **al** in **mall.**) What do these letters say? (Signal.) *All.* Yes, **all.**
b. (Touch the ball for **mall.**) Read this word the fast way. Get ready. (Signal.) *Mall.* Yes, **mall.**

mall

EXERCISE 16

Read the fast way

a. Read this word the fast way.
b. (Touch the ball for **small.** Pause two seconds.) Get ready. (Signal.) *Small.* Yes, **small.**

small

EXERCISE 17

al word

a. (Point to **al** in **salt.**) What do these letters say? (Signal.) *All.* Yes, **all.**
b. (Touch the ball for **salt.**) Read this word the fast way. Get ready. (Signal.) *Salt.* Yes, **salt.**

salt

EXERCISE 18

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **tall.** Pause two seconds.) Get ready. (Signal.) *Tall.* Yes, **tall.**
c. (Repeat *b* for **stall** and **ball.**)

stall

ball

tall

STORYBOOK

READ THE ITEM 34

EXERCISE 19

Read the item

a. (Pass out Storybook 1.)
b. Open your reader to page 80. Get ready to read the item.
c. Finger under the first word of the item. ✔
d. Get ready. (Tap for each word in item 1. Repeat until firm.)
e. Everybody, get ready to say the item. (Pause. Signal.) *When the teacher says "Do it," hold up your hand.*
• (Repeat until firm.)
f. What are you going to do when I say "**Do it**"? (Signal.) *Hold up my hand.* Right.
g. What are you going to do when I tap my head? (Signal.) *Nothing.* Right.

To Correct
1. (Give the answer.)
2. (Then have the children read the item aloud.)
3. (Repeat the question.)

h. What are you going to do when I hold up my hand? (Signal.) *Nothing.* Right.
i. What are you going to do when I say "**Do it**"? (Signal.) *Hold up my hand.* Right.

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from another column. Praise children who read all words with no errors.)

EXERCISE 20

Fooler game

To Correct

mistakes on foolers

1. What did I (say, do)? (Signal.)
2. Everybody, read the item out loud. First word. Get ready. (Tap for each word.)
3. Does the item tell you what to do when I (say, do _____)? (Signal.) No.
4. So you don't do anything. I fooled you.
5. (Repeat the fooler game.)

a. Let's play the game and see if I can fool you.

b. My turn. (Hold your hand out. Pause. Hold up your hand. Pause. Drop your hand. Praise the children who do nothing.)

c. My turn. (Hold your hand out. Pause. Tap your head. Pause. Drop your hand. Praise the children who do nothing.)

d. My turn. (Hold your hand out. Pause.) Do it. (Pause. Drop your hand.)
(The children are to hold up a hand immediately.)

- (Praise the children who hold up a hand.)

STORY 34

EXERCISE 21

First reading—title and three sentences

a. Look at the story on page 80.

b. Everybody, touch the title of the story and get ready to read the words in the title the fast way.

c. First word. ✔

- (Pause two seconds.) Get ready. (Tap.) *The.*

d. (Tap for each remaining word in the title.)

e. Everybody, say the title. (Signal.)
The small bug went to live in a ball.

f. Everybody, get ready to read this story the fast way.

g. First word. ✔

- (Pause two seconds.) Get ready. (Tap.) *There.*

h. Next word. ✔

- (Pause two seconds.) Get ready. (Tap.) *Was.*

i. (Repeat *h* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 22

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.

b. (Call on a child.) Read the next sentence.

To Correct

word-identification errors
(from, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

c. (Call on another child.) Read the next sentence.

d. (Repeat *c* for most of the remaining sentences in the story.)

e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence.
(Tap for each word in the sentence.)

the small bug went to
live in a ball[1]

there was a small bug that did not have a hōme.[2] he went to live in a tall trēē.[3] but a big ēagle said, "this is mȳ tall trēē.[4] go look for another hōme."

then the bug lived in a hōle.[5] but a mōle said, "that's mȳ hōle.[6] go look for another hōme."

then the small bug lived on a farm in a box of salt.[7] but a cow said, "that's mȳ salt. go awāy or I'll ēat you up when I lick mȳ salt."

then the small bug lived in a stall on the farm.[8] but a hōrse said, "what are you doing in mȳ stall?[9] go fīnd another hōme."

at last the bug went to a hōme nēar the farm. he spotted a ball on the flōōr. the ball had a small hōle in it. the bug said, "at last I sēē a hōme for me."[10] he went into the ball and sat down. he said, "I hōpe that I can stāy in this ball. I līke it hēre."

mōre to come[11]

EXERCISE 23

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.

b. Starting with the first word of the title. ✔

- Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors
(**from,** for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What's going to happen in this story? (Signal.) *A small bug will live in a ball.*

2 What's this bug's trouble? (Signal.) *He did not have a home.*

3 Where did he live? (Signal.) *In a tall tree.*

4 Whose home was that? (Signal.) *An eagle's.*

5 Where did he live? (Signal.) *In a hole.*

6 Whose home was that? (Signal.) *A mole's.*

7 What did he live in? (Signal.) *A box of salt.*

8 Then where did the bug try to live? (Signal.) *In a stall.*

9 Who did that stall belong to? (Signal.) *A horse.*

10 Where is he going to live now? (Signal.) *In a ball.*

- What's the title of this story? (Signal.) *The small bug went to live in a ball.*

11 Is this the end of the story? (Signal.) *No.*

- Right. We'll read more about the small bug next time.

WORKSHEET 34

EXERCISE 24

Picture comprehension

a. What do you think you'll see in the picture? (The children respond.)

b. Turn the page and look at the picture.

c. (Ask these questions:)

1. What does the bug look like he's doing? (The children respond.)
   - Yes, he's going away.
2. Does he look happy? (The children respond.)
3. Where does the horse live? (Signal.) *In a stall.* Yes, in a stall.
4. What do you think the horse is saying to that small bug? (Let the children comment for ten seconds. Then comment briefly.)

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 25

Introduction to independent activity

a. (Pass out Worksheet 34 to each child.)

b. (Hold up side 1 of your worksheet.) Everybody, you're going to do this worksheet on your own.
(Tell the children when they will work the items.)

- Let's go over the things you're going to do.

Story items

(Point to the story-items exercise.) Here are the items about the story you just read. Read the items and circle the answers that tell what happened in the story.

Following instructions

(Point to the circle and box items.) Everybody, you're going to read the instructions. Then you're going to do what the instructions tell you to do.

Reading comprehension

a. (Point to both stories on side 2.)

b. You're going to read these stories and do the items. Remember—circle the right answer under each item.

Sentence copying

(Point to the dotted sentence.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

END OF LESSON 34

LESSON 35

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.3.4, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.4, LA.1.1.4.5, LA.1.1.4.6, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA1.1.6.8, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

c. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

EXERCISE 2

Sound combination review

a. Here are some letters that go together. Get ready to tell me the sound they usually make.

b. (Point to **ar.**) What sound do these letters usually make? (Signal.) *Are.* Yes, **are.**

c. (Repeat *b* with **al.**)

d. (Repeat both sound combinations until firm.)

ar

al

ē J ō

g n w

l e s z

v o y

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

hōle

EXERCISE 3

Sound out first

a. (Touch the ball for **hōle.**) Sound it out. Get ready. (Quickly touch **h, ō, l** as the children say:) *hōōōlll.*
b. What word? (Signal.) *Hole.* Yes, **hole.**
c. (Repeat exercise until firm.)

hōpe

EXERCISE 4

Sound out first

a. (Touch the ball for **hōpe.**) Sound it out. Get ready. (Quickly touch **h, ō, p** as the children say:) *hōōōp.*
b. What word? (Signal.) *Hope.* Yes, **hope.**
c. (Repeat exercise until firm.)

ōh

EXERCISE 5

Listen, sound out

a. (Point to **ōh.**) I'll tell you this word. (Pause.) **Oh.** What word? (Signal.) *Oh.* Yes, **oh.**
b. (Touch the ball for **ōh.**) Sound it out. Get ready. (Quickly touch **ō, h** as the children say:) *ōōōh.*
c. What word? (Signal.) *Oh.* Yes, **oh.**
d. (Repeat *b* and *c* until firm.)

drēam

EXERCISE 6

Listen, sound out

a. (Point to **drēam.**) I'll tell you this word. (Pause.) **Dream.** What word? (Signal.) *Dream.* Yes, **dream.**
b. (Touch the ball for **drēam.**) Sound it out. Get ready. (Quickly touch **d, r, ē, m** as the children say:) *drrrēēēmmm.*
c. What word? (Signal.) *Dream.* Yes, **dream.**
d. (Repeat *b* and *c* until firm.)

EXERCISE 7

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **drēaming.** Pause two seconds.) Get ready. (Signal.) *Dreaming.* Yes, **dreaming.**
c. (Repeat *b* for **dropped, doing, gōes, started, mēēts,** and **awāy.**)

drēaming

dropped

doing

gōes

started

mēēts

awāy

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

35

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

picked

EXERCISE 8

Sound out first

a. (Touch the ball for **picked.**) Sound it out. Get ready. (Quickly touch **p, i,** between the **c** and the **k, d** as the children say:) *piiikd.*
b. What word? (Signal.) *Picked.* Yes, **picked.**
c. (Repeat exercise until firm.)

saw

EXERCISE 9

Listen, sound out

a. (Point to **saw.**) I'll tell you this word. (Pause.) **Saw.** What word? (Signal.) *Saw.* Yes, **saw.**
b. (Touch the ball for **saw.**) Sound it out. Get ready. (Quickly touch **s, a, w** as the children say:) *sssaaawww.*
c. What word? (Signal.) *Saw.* Yes, **saw.**
d. (Repeat *b* and *c* until firm.)

flōōr

EXERCISE 10

Listen, sound out

a. (Point to **flōōr.**) I'll tell you this word. (Pause.) **Floor.** What word? (Signal.) *Floor.* Yes, **floor.**
b. (Touch the ball for **flōōr.**) Sound it out. Get ready. (Quickly touch **f, l,** between the **ō**'s, **r** as the children say:) *fffllllōōōrrr.*
c. What word? (Signal.) *Floor.* Yes, **floor.**
d. (Repeat *b* and *c* until firm.)

rōlling

EXERCISE 11

Read the fast way first

a. (Touch the ball for **rōlling.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Rolling.* Yes, **rolling.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **r, ō,** between the **l**'s, **ing** as the children say:) *rrrōōōllliiing.*
c. What word? (Signal.) *Rolling.* Yes, **rolling.**
d. (Repeat *b* and *c* until firm.)

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

slēēp

EXERCISE 12

Last part, first part

a. (Cover **s.** Point to **lēēp.**) Read this part of the word the fast way. (Pause two seconds.) Get ready. (Signal.) *Lēēp.* Yes, **leep.**
b. (Uncover **s.** Point to **s.**) First you say **sss.** (Move your finger quickly under **lēēp.**) Then you say (pause) **leep.**
c. (Touch the ball for **slēēp.**) Get ready. (Move to **s,** then quickly along the arrow.) *Ssslēēp.*
d. Say it fast. (Signal.) *Sleep.*
• Yes, what word? (Signal.) *Sleep.* Yes, **sleep.**
e. (Repeat exercise until firm.)

party

EXERCISE 13

Read **ar** word the fast way

a. (Touch the ball for **party.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) Party. Yes, **party.**
b. (Point to **ar** in **party.**) Everybody, what do these letters say? (Signal.) *Are.* Yes, **are.**
c. (Touch the ball for **party.**) Sound it out. Get ready. (Quickly touch **p, ar, t, y** as the children say:) *partyyy.*
d. What word? (Signal.) *Party.* Yes, **party.**
e. (Repeat *c* and *d* until firm.)

Get ready to read all the words on this page without making a mistake.

ball

EXERCISE 14

al word

a. (Point to **al** in **ball.**) What do these letters say? (Signal.) *All.* Yes, **all.**
b. (Touch the ball for **ball.**) Read this word the fast way.
Get ready. (Signal.) *Ball.* Yes, **ball.**

salt

EXERCISE 15

al word

a. (Point to **al** in **salt.**) What do these letters say? (Signal.) *All.* Yes, **all.**
b. (Touch the ball for **salt.**) Read this word the fast way.
Get ready. (Signal.) *Salt.* Yes, **salt.**

call

EXERCISE 16

al word

a. (Point to **al** in **call.**) What do these letters say? (Signal.) *All.* Yes, **all.**
b. (Touch the ball for **call.**) Read this word the fast way.
Get ready. (Signal.) *Call.* Yes, **call.**

EXERCISE 17

Read the fast way

a. Read this word the fast way.
b. (Touch the ball for **tall.** Pause two seconds.) Get ready. (Signal.) *Tall.* Yes, **tall.**

EXERCISE 18

Last part, first part

a. (Cover **s.** Point to **tall.**)
Read this part of the word the fast way.
(Pause two seconds.) Get ready. (Signal.)
Tall. Yes, **tall.**
b. (Uncover **s.** Point to **s.**) First you say **sss.**
(Move your finger quickly under tall.)
Then you say (pause) **tall.**
c. (Touch the ball for **stall.**) Get ready.
(Move to **s**, then quickly along the arrow.)
Ssstall.
d. Say it fast. (Signal.) *Stall.*
• Yes, what word? (Signal.) *Stall.* Yes, **stall.**
e. (Repeat exercise until firm.)

EXERCISE 19

Last part, first part

a. (Cover **s.** Point to **mall.**)
Read this part of the word the fast way.
(Pause two seconds.) Get ready. (Signal.)
Mall. Yes, **mall.**
b. (Uncover **s.** Point to **s.**) First you say **sss.**
(Move your finger quickly under **mall.**)
Then you say (pause) **mall.**
c. (Touch the ball for **small.**) Get ready.
(Move to **s**, then quickly along the arrow.)
Sssmall.
d. Say it fast. (Signal.) *Small.*
• Yes, what word? (Signal.) *Small.* Yes, **small.**
e. (Repeat exercise until firm.)

tall

stall

small

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from another column. Praise children who read all words with no errors.)

STORYBOOK

READ THE ITEM 35

EXERCISE 20

Read the item

a. (Pass out Storybook 1.)
b. Open your reader to page 83. Get ready to read the item.
c. Finger under the first word of the item. ✔
d. Get ready. (Tap for each word in item 1. Repeat until firm.)
e. Everybody, get ready to read the item. (Pause. Signal.) *When the teacher says "Go," say "Stand up."* (Repeat until firm.)
f. What are you going to do when I say **"Go"**? (Signal.) *Stand up.* Right.
g. What are you going to do when I stand up? (Signal.) *Nothing.* Right.

To Correct

1. (Give the answer.)
2. (Then have the children read the item aloud.)
3. (Repeat the question.)

h. What are you going to do when I say "**Stop**"? (Signal.) *Nothing.* Right.
i. What are you going to do when I say "**Go**"? (Signal.) *Stand up.* Right.

EXERCISE 21

Fooler game

To Correct

mistake on foolers

1. What did I (say, do)? (Signal.)
2. Everybody, read the item out loud. First word. Get ready. (Tap for each word.)
3. Does the item tell you what to do when I (say, do ____)? (Signal.) *No.*
4. So you don't do anything. I fooled you.
5. (Repeat the fooler game.)

a. Let's play the game and see if I can fool you.
b. My turn. (Hold your hand out. Pause. Stand up. Pause. Drop your hand. Praise the children who do nothing.)
c. My turn. (Hold your hand out. Pause.) Stop. (Pause. Drop your hand. Praise the children who do nothing.)
d. My turn. (Hold your hand out. Pause.) Go. (Pause. Drop your hand.) (The children are to say "Stand up" immediately.)
• (Praise the children who say "Stand up.)"

STORY 35

EXERCISE 22

First reading—title and three sentences

a. Look at the story on page 83.
b. Everybody, touch the title of the story and get ready to read the words in the title the fast way.
c. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *The.*
d. (Tap for each remaining word in the title.)
e. Everybody, say the title. (Signal.) *The bug in the ball meets a girl.*
f. Everybody, get ready to read this story the fast way.
g. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *A.*
h. Next word. ✔
• (Pause two seconds.) Get ready. (Tap.) *Small.*
i. (Repeat *h* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

the bug in the ball mēēts a girl[1]

a small bug had a hōme in a ball. he said, "I hōpe I can stāy in this ball. I lIke it hēre."

he went to slēēp in the ball.[2] he was having a good drēam. he was drēaming of a fIne party. then he sat up. the ball was rōlling.[3] "what is gōing on?" he called.

he looked from the little hōle in the ball and saw a tall girl. she was rōlling the ball on the flōōr.[4]

"what are you doing?" he asked. "this is mȳ hōme. stop rōlling it on the flōōr."

the girl picked up the ball and looked at the small bug. then she dropped the ball. "ōh," she crIed, "there is a bug in mȳ ball. I hāte bugs."

the ball hit the flōōr. it went up. then it went down. then it went up. the bug was getting sick.[5]

"stop that," he called. "I dōn't lIke a hōme that gōes up and down."

the tall girl bent down and looked at the bug. she said, "this is mȳ ball. so go awāy."

the small bug looked up at the girl and started to crȳ.[6]

mōre to come

EXERCISE 23

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.

b. (Call on a child.) Read the next sentence.

To Correct

word-identification errors

(**from,** for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

c. (Call on another child.) Read the next sentence.

d. (Repeat *c* for most of the remaining sentences in the story.)

e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Tap for each word in the sentence.)

EXERCISE 24

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.

b. Starting with the first word of the title. ✔

- Get ready.

(Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors

(**from,** for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What's going to happen in this story? (Signal.) *The bug in the ball meets a girl.*

2 Where did he go to sleep? (Signal.) *In the ball.*

3 Why did he wake up? (Signal.) *The ball was rolling.*

4 What was the tall girl doing? (Signal.) *Rolling the ball on the floor.*

5 Why was the bug getting sick? (The children respond.)

6 Why did the small bug start to cry? (The children respond.)

EXERCISE 25

Picture comprehension

a. Look at the picture.

b. (Ask these questions:)

1. What is that ball doing? (Signal.) *Bouncing.*
   - Why is it bouncing? (The children respond.)
2. Does the bug look like he's having a good time? (The children respond.)
3. How would you like to be in that ball? (The children respond.)

WORKSHEET 35

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 26

Summary of independent activities

a. (Pass out Worksheet 35 to each child.)

b. Everybody, now you'll do your worksheet. Remember to do all parts of the worksheet and to read all the parts carefully.

INDIVIDUAL CHECKOUT

EXERCISE 27

2½-minute individual fluency checkout: rate/accuracy

a. As you are doing your worksheet, I'll call on children one at a time to read the **last two pages of the story.** Remember, you get two stars if you read the last two pages of the story in less than two and a half minutes and make no more than four errors.

b. (Call on each child. Tell the child:) Turn to the second page of the story. (Point to the word **girl.**) Start with the word **girl** and read the last two pages of the story very carefully. Go. (Time the child. Tell the child any words the child misses. Stop the child as soon as the child makes the fifth error or exceeds the time limit.)

c. (If the child meets the rate-accuracy criterion, record two stars on your chart for lesson 35. Congratulate the child. Give children who do not earn two stars a chance to read the last two pages of the story again before the next lesson is presented.)
124 words/**2.5 min** = 50 wpm **[4 errors]**

END OF LESSON 35

LESSON 36

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.3.4, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.3, LA.1.1.4.5, LA.1.1.4.6, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

c. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

EXERCISE 2

Sound combination review

a. Here are some letters that go together. Get ready to tell me the sound they usually make.

b. (Point to **al.**) What sound do these letters usually make? (Signal.) *All.* Yes, **all.**

c. (Repeat *b* with **ar.**)

d. (Repeat both sound combinations until firm.)

al

ar

e i u ā

ē ī ō ū

th wh ch

qu d b c

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

can't

EXERCISE 3

Sound out first

a. (Touch the ball for **can't.**) Sound it out. Get ready. (Quickly touch **c, a, n, t** as the children say:) *caaannnt.*
b. What word? (Signal.) *Can't.* Yes, **can't.**
c. (Repeat exercise until firm.)

silly

EXERCISE 4

Sound out first

a. (Touch the ball for **silly.**) Sound it out. Get ready. (Quickly touch **s, i,** between the **l**'s, **y** as the children say:) *sssiiilllyyy.*
b. What word? (Signal.) *Silly.* Yes, **silly.**
c. (Repeat exercise until firm.)

dōn't

EXERCISE 5

Sound out first

a. (Touch the ball for **dōn't.**) Sound it out. Get ready. (Quickly touch **d, ō, n, t** as the children say:) *dōōōnnnt.*
b. What word? (Signal.) *Don't.* Yes, **don't.**
c. (Repeat exercise until firm.)

EXERCISE 6

Two-part word

a. (Cover **sīde.** Point to **in.**) Everybody, tell me what this part of the word says. Get ready.
b. (Uncover **sīde.** Touch the ball for **insīde.**) Now tell me what the whole word says. Get ready. (Signal.) *Inside.* Yes, **inside.**
c. (Repeat exercise until firm.)

EXERCISE 7

Two-part word

a. (Cover **other.** Point to **an.**) Everybody, tell me what this part of the word says. Get ready. (Signal.) *An.*
b. (Uncover **other.** Touch the ball for **another.**) Now tell me what the whole word says. Get ready. (Signal.) *Another.* Yes, **another.**
c. (Repeat exercise until firm.)

EXERCISE 8

Two-part word

a. (Cover **not.** Point to **can.**) Everybody, tell me what this part of the word says. Get ready. (Signal.) *Can.*
b. (Uncover **not.** Touch the ball for **cannot.**) Now tell me what the whole word says. (Signal.) *Cannot.* Yes, **cannot.**
c. (Repeat exercise until firm.)

EXERCISE 9

Listen, sound out with me

a. (Point to **would.**) I'll tell you this word. (Pause.) **Would.** What word? *Would.* Yes, **would.**
b. (Touch the ball for **would.**) Sound it out with me. Get ready. (Quickly touch each sound as you and the children say:) *wwwooouuullld.*
c. What word? (Signal.) *Would.* Yes, **would.**
d. (Repeat *b* and *c* until firm.)

insīde

another

cannot

would

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

sing

EXERCISE 10

Read the fast way first

a. (Touch the ball for **sing.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Sing.* Yes, **sing.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **s, ing** as the children say:) *sssiiing.*
c. What word? (Signal.) *Sing.* Yes, **sing.**
d. (Repeat *b* and *c* until firm.)
e. (Repeat the exercise for **ōver, where,** and **were.**)

ōver

where

were

one

EXERCISE 11

Listen, sound out

a. (Point to **one.**) I'll tell you this word. (Pause.) **One.** What word? (Signal.) *One.* Yes, **one.**
b. (Touch the ball for **one.**) Sound it out. Get ready. (Quickly touch **o, n, e** as the children say:) *ooonnneee.*
c. What word? (Signal.) *One.* Yes, **one.**
d. (Repeat *b* and *c* until firm.)

party

EXERCISE 12

Read **ar** word the fast way

a. (Touch the ball for **party.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Party.* Yes, **party.**
b. (Point to **ar** in **party.**) Everybody, what do these letters say? (Signal.) *Are.* Yes, **are.**
c. (Touch the ball for **party.**) Sound it out. Get ready. (Quickly touch **p, ar, t, y** as the children say:) *partyyy.*
d. What word? (Signal.) *Party.* Yes, **party.**
e. (Repeat *c* and *d* until firm.)

EXERCISE 13

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **stāy.** Pause two seconds.) Get ready. (Signal.) *Stay.* Yes, **stay.**
c. (Repeat *b* for **plāyed** and **looked.**)

stāy

plāyed

looked

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

stand

EXERCISE 14

Last part, first part

a. (Cover **s.** Point to **tand.**) Read this part of the word the fast way. (Pause two seconds.) Get ready. (Signal.) *Tand.* Yes, **tand.**

b. (Uncover **s.** Point to **s.**) First you say **sss.** (Move your finger quickly under **tand.**) Then you say (pause) **tand.**

c. (Touch the ball for **stand.**) Get ready. (Move to **s**, then quickly along the arrow.) *Sstand.*

d. Say it fast. (Signal.) *Stand.*

- Yes, what word? (Signal.) *Stand.* Yes, **stand.**

e. (Repeat exercise until firm.)

plēaSe

EXERCISE 15

Listen, sound out

a. (Point to **plēase.**) I'll tell you this word. (Pause.) **Please.** What word? (Signal.) *Please.* Yes, **please.**

b. (Touch the ball for **plēase.**) Sound it out. Get ready. (Quickly touch **p, l, ē, s** as the children say:) *pllllēēēsss.*

c. What word? (Signal.) *Please.* Yes, **please.**

d. (Repeat *b* and *c* until firm.)

small

EXERCISE 16

Read **al** word the fast way

a. (Touch the ball for **small.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Small.* Yes, **small.**

b. (Point to **al** in **small.**) Everybody, what do these letters say? (Signal.) *All.* Yes, **all.**

c. (Touch the ball for **small.**) Sound it out. Get ready. (Quickly touch **s, m, al** as the children say:) *sssmmmall.*

d. What word? (Signal.) *Small.* Yes, **small.**

e. (Repeat *c* and *d* until firm.)

EXERCISE 17

Read the fast way

a. Read these words the fast way.

b. (Touch the ball for **tall.** Pause two seconds.) Get ready. (Signal.) *Tall.* Yes, **tall.**

c. (Repeat *b* for the remaining words on the page.)

tall

stall

salt

called

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from another column. Praise children who read all words with no errors.)

STORYBOOK

READ THE ITEM 36

EXERCISE 18

Read the item

a. (Pass out Storybook 1.)
b. Open your reader to page 86. Get ready to read the item.
c. Finger under the first word of the item. ✔
d. Get ready. (Tap for each word in item 1. Repeat until firm.)
e. Everybody, get ready to read the item. (Pause. Signal.) *When the teacher stands up, say "You are standing up."*
• (Repeat until firm.)
f. What are you going to say when I stand up? (Signal.) *"You are standing up."* Right.
g. What are you going to do when I touch my head? (Signal.) *Nothing.* Right.

To Correct

1. (Give the answer.)
2. (Then have the children read the item aloud.)
3. (Repeat the question.)

h. What are you going to do when I say "**Stand up**"? (Signal.) *Nothing.* Right.
i. What are you going to say when I stand up? (Signal.) *You are standing up.* Right.

EXERCISE 19

Fooler game

To Correct

mistakes on foolers

1. What did I (say, do)? (Signal.)
2. Everybody, read the item out loud. First word. Get ready. (Tap for each word.)
3. Does the item tell you what to do when I (say, do ___)? (Signal.) *No.*
4. So you don't do anything. I fooled you.
5. (Repeat the fooler game.)

a. Let's play the game and see if I can fool you.
b. My turn. (Hold your hand out. Pause. Touch your head. Pause. Drop your hand. Praise the children who do nothing.)
c. My turn. (Hold your hand out. Pause.) Stand up. (Pause. Drop your hand. Praise the children who do nothing.)
d. My turn. (Hold your hand out. Pause. Stand up. Pause. Drop your hand.) (The children are to say "You are standing up" immediately.)
• (Praise the children who say "You are standing up.)"

GROUP TEST STORY 36

Story 36 is a test of group reading accuracy. Tally all first reading errors on a separate sheet.

EXERCISE 20

First reading—title and three sentences

a. Look at the story on page 86.
b. Everybody, touch the title of the story and get ready to read the words in the title the fast way.
c. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *The.*
d. (Tap for each remaining word in the title.)
e. Everybody, say the title. (Signal.) *The bug wants to stay in the ball.*
f. Everybody, get ready to read this story the fast way.
g. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *A.*
h. Next word. ✔
• (Pause two seconds.) Get ready. (Tap.) *Small.*
i. (Repeat *h* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

the bug wants to stāy in the ball[1]

a small bug wanted to live insIde a ball. but a tall girl tōld him that he must lēave the ball and fInd another hōme. the small bug started to crȳ.[2] he said, "where will I go? I cannot live in a tall trēē. I cannot live in a box of salt. I cannot live in a hōrse stall. and now I cannot stāy in this ball."

"stop crȳing," the girl said. "I can't stand to sēē small bugs crȳ."

the bug said, "if you let me stāy in this ball, I will plāy with you."

"no," the girl said. "I dōn't plāy with bugs. I hāte bugs."[3]

the bug said, "I can sing for you. I will ēven let you come to the party that I am gōing to have in mȳ ball."[4]

she said, "dōn't be silly. I can't fit in that ball. look at how tall I am."[5]

the bug called, "let me stāy."

the girl sat down on the flōōr and looked at the small bug. "I must think," she said. what was she gōing to think ōver?[6]

mōre to come

EXERCISE 21

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.

b. (Call on a child.) Read the next sentence.

To Correct

word-identification errors (**from,** for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

c. (Call on another child.) Read the next sentence.

d. (Repeat *c* for most of the remaining sentences in the story.)

e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Tap for each word in the sentence.)

EXERCISE 22

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.

b. Starting with the first word of the title. ✔ Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors (**from,** for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What does the bug want to do? (Signal.) *Stay in the ball.*

2 Why did he start to cry? (The children respond.)

3 Why doesn't the girl play with bugs? (Signal.) *She hates bugs.*

4 Who is talking? (Signal.) *The small bug.*

- Who is he talking to? (Signal.) *To the tall girl.*

5 Why can't the girl go to the party in the ball? (The children respond.)

6 Everybody, what was she going to think over? (The children respond.)

- Do you think she'll let the bug stay in the ball? (The children respond.)
- We'll find out when we read the rest of the story.

WORKSHEET 36

EXERCISE 23

Picture comprehension

a. Look at the picture.

b. (Ask these questions:)

1. Where is the bug? (Signal.) *On the ball.*
2. What is he doing? (Signal.) *Crying.*
3. What do we call those drops coming out of his eyes? (Signal.) *Tears.* Yes, **tears.**
4. It looks to me like that tall girl is thinking. I wonder what she's thinking about. (Let the children comment for ten seconds. Then comment briefly.)

GROUP ACCURACY TEST

Place the group on the basis of story reading accuracy for the first reading of story 36.

1. **If the group scored between 7 and 10 errors, proceed to lesson 37 as the next reading lesson.**
2. **If the group scored less than 7 errors, skip lessons 37, 38 and 39 and present lesson 40 as the next reading lesson.**
3. **If the group scored more than 10 errors, repeat lesson 33 as the next reading lesson. On the following three days, present lessons 34, 35, and 36. The test for reading accuracy in lesson 36 is to be repeated as part of lesson 36.**

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 24

Introduction to independent activity

a. (Pass out Worksheet 36 to each child.)

b. (Hold up side 1 of your worksheet.) Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.)

- Let's go over the things you're going to do.

Story items

(Point to the story-items exercise.) Here are the items about the story you just read. Read the items and circle the answers that tell what happened in the story.

Following instructions

(Point to the box and circle items.) Everybody, you're going to read the instructions. Then you're going to do what the instructions tell you to do.

Reading comprehension

a. (Point to both stories on side 2.)

b. You're going to read these stories and do the items. Remember—circle the right answer under each item.

Sentence copying

(Point to the dotted sentence.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

END OF LESSON 36

LESSON 37

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.3, LA.1.1.4.5, LA.1.1.4.6, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.6.8, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

c. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

o ō ē wh

qu d sh

b r c l

f n g J

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

smīled

EXERCISE 2

Last part, first part

a. (Cover **s.** Point to **mīled.**) Read this part of the word the fast way. (Pause two seconds.) Get ready. (Signal.) *Mīled.* Yes, **mīled.**

b. (Uncover **s.** Point to **s.**) First you say **sss.** (Move your finger quickly under **mīled.**) Then you say (pause) **mīled.**

c. (Touch the ball for **smīled.**) Get ready. (Move to **s,** then quickly along the arrow.) *Sssmīled.*

d. Say it fast. (Signal.) *Smiled.*

- Yes, what word? (Signal.) *Smiled.* Yes, **smiled.**

e. (Repeat exercise until firm.)

insīde

EXERCISE 3

Two-part word

a. (Cover **sīde.** Point to **in.**) Everybody, tell me what this part of the word says. Get ready. (Signal.) *In.*

b. (Uncover **sīde.** Touch the ball for **insīde.**) Now tell me what the whole word says. Get ready. (Signal.) *Inside.* Yes, **inside.**

c. (Repeat exercise until firm.)

football

EXERCISE 4

Two-part word

a. (Cover **ball.** Point to **foot.**) Everybody, tell me what this part of the word says. Get ready. (Signal.) *Foot.*

b. (Uncover **ball.** Touch the ball for **football.**) Now tell me what the whole word says. Get ready. (Signal.) *Football.* Yes, **football.**

c. (Repeat exercise until firm.)

lēave

EXERCISE 5

Sound out first

a. (Touch the ball for **leave.**) Sound it out. Get ready. (Quickly touch **l, e, v** as the children say:) *lllēēēvvv.*

b. What word? (Signal.) *Leave.* Yes, **leave.**

c. (Repeat exercise until firm.)

crīed

EXERCISE 6

Sound out first

a. (Touch the ball for **crīed.**) Sound it out. Get ready. (Quickly touch **c, r, ī, d** as the children say *crrrīīīd.*)

b. What word? (Signal.) *Cried.* Yes, **cried.**

c. (Repeat exercise until firm.)

(Repeat any troublesome words.)

silly

EXERCISE 7

Sound out first

a. (Touch the ball for **silly.**) Sound it out. Get ready. (Quickly touch **s, i,** between the **l's, y** as the children say:) *sssiiilllyyy.*

b. What word? (Signal.) *Silly.* Yes, **silly.**

c. (Repeat exercise until firm.)

ēven

EXERCISE 8

Sound out first

a. (Touch the ball for **ēven.**) Sound it out. Get ready. (Quickly touch **ē, v, e, n** as the children say:) *ēēēvvveeennn.*

b. What word? (Signal.) *Even.* Yes, **even.**

c. (Repeat exercise until firm.)

much

EXERCISE 9

Sound out first

a. (Touch the ball for **much.**) Sound it out. Get ready. (Quickly touch **m, u, ch** as the children say:) *mmmuuuch.*

b. What word? (Signal.) *Much.* Yes, **much.**

c. (Repeat exercise until firm.)

Individual test

(Call on individual children. Each child reads a different word.)

Get ready to read all the words on this page without making a mistake.

EXERCISE 10

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **sitting.**) (Pause two seconds.) Get ready. (Signal.) *Sitting.* Yes, **sitting.**
c. (Repeat *b* for **thinking, very, what, looking, candy, can't, dōn't,** and **calling.**)

sitting

thinking

very

what

looking

candy

can't

dōn't

calling

sing

EXERCISE 11

Read the fast way first

a. (Touch the ball for **sing.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Sing.* Yes, **sing.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **s, ing** as the children say:) *sssiiing.*
c. What word? (Signal.) *Sing.* Yes, **sing.**
d. (Repeat *b* and *c* until firm.)
e. (Repeat the exercise for **touch** and **bet.**)

touch

bet

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

37

Get ready to read all the words on this page without making a mistake.

should

EXERCISE 12

Listen, sound out with me

a. (Point to **should.**) I'll tell you this word. (Pause.) **Should.** What word? (Signal.) *Should.* Yes, **should.**
b. (Touch the ball for **should.**) Sound it out with me. Get ready. (Quickly touch each sound as you and the children say:) *shshshooouuullld.*
c. What word? (Signal.) *Should.* Yes, **should.**
d. (Repeat *b* and *c* until firm.)

chunks

EXERCISE 13

Listen, sound out

a. (Point to **chunks.**) I'll tell you this word. (Pause.) **Chunks.** What word? (Signal.) *Chunks.* Yes, **chunks.**
b. (Touch the ball for **chunks.**) Sound it out. Get ready. (Quickly touch **ch, u, n, k, s** as the children say:) *chuuunnnksss.*
c. What word? (Signal.) *Chunks.* Yes, **chunks.**
d. (Repeat *b* and *c* until firm.)

one

EXERCISE 14

Sound out first

a. (Touch the ball for **one.**) Sound it out. Get ready. (Quickly touch **o, n, e** as the children say:) *ooonnneee.*
b. What word? (Signal.) *One.* Yes, **one.**
c. (Repeat exercise until firm.)

part

EXERCISE 15

Read **ar** word the fast way

a. (Touch the ball for **part.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Part.* Yes, **part.**
b. (Point to **ar** in **part.**) Everybody, what do these letters say? (Signal.) *Are.* Yes, **are.**
c. (Touch the ball for **part.**) Sound it out. Get ready. (Quickly touch **p, ar, t** as the children say:) *part.*
d. What word? (Signal.) *Part.* Yes, **part.**
e. (Repeat *c* and *d* until firm.)

ball

EXERCISE 16

Read **al** word the fast way

a. (Touch the ball for **ball.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Ball.* Yes, **ball.**
b. (Point to **al** in **ball.**) Everybody, what do these letters say? (Signal.) *All.* Yes, **all.**
c. (Touch the ball for **ball.**) Sound it out. Get ready. (Quickly touch **b, al** as the children say:) *ball.*
d. What word? (Signal.) *Ball.* Yes, **ball.**
e. (Repeat *c* and *d* until firm.)

taller

EXERCISE 17

Read **al** word the fast way

a. (Touch the ball for **taller.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Taller.* Yes, **taller.**
b. (Point to **al** in **taller.**) Everybody, what do these letters say? (Signal.) *All.* Yes, **all.**
c. (Touch the ball for **taller.**) Sound it out. Get ready. (Quickly touch **t, al, er** as the children say:) *tallerrr.*
d. What word? (Signal.) *Taller.* Yes, **taller.**
e. (Repeat *c* and *d* until firm.)

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from another column.)

STORYBOOK

READ THE ITEM 37

EXERCISE 18

Read the item

a. (Pass out Storybook 1.)
b. Open your reader to page 89. Get ready to read the item.
c. Finger under the first word of the item. ✔
d. Get ready. (Tap for each word in item 1. Repeat until firm.)
e. Everybody, get ready to read the item. (Pause. Signal.) *When the teacher says "Go," touch your arm.*
• (Repeat until firm.)
f. What are you going to do when I say **"Go"**? (Signal.) *Touch my arm.* Right.
g. What are you going to do when I say **"Touch your arm"**? (Signal.) *Nothing.* Right.

To Correct

1. (Give the answer.)
2. (Then have the children read the item aloud.)
3. (Repeat the question.)

h. What are you going to do when I touch my arm? (Signal.) *Nothing.* Right.
i. What are you going to do when I say **"Go"**? (Signal.) *Touch my arm.* Right.

EXERCISE 19

Fooler game

To Correct

mistake on foolers

1. What did I (say, do)? (Signal.)
2. Everybody, read the item out loud. First word. Get ready. (Tap for each word.)
3. Does the item tell you what to do when I (say, do ____)? (Signal.) *No.*
4. So you don't do anything. I fooled you.
5. (Repeat the fooler game.)

a. Let's play the game and see if I can fool you.
b. My turn. (Hold your hand out. Pause.) Touch your arm. (Pause. Drop your hand. Praise the children who do nothing.)
c. My turn. (Hold your hand out. Pause. Touch your arm. Pause. Drop your hand. Praise the children who do nothing.)
d. My turn. (Hold your hand out. Pause.) Go. (Pause. Drop your hand.) (The children are to touch their arm immediately.)
• (Praise the children who touch their arm.)

STORY 37

EXERCISE 20

First reading—title and three sentences

a. Look at the story on page 89.
b. Everybody, touch the title of the story and get ready to read the words in the title the fast way.
c. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *The.*
d. (Tap for each remaining word in the title.)
e. Everybody, say the title. (Signal.) *The tall girl bets her brother.*
f. Everybody, get ready to read this story the fast way.
g. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *A.*
h. Next word. ✔
• (Pause two seconds.) Get ready. (Tap.) *Tall.*
i. (Repeat *h* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 21

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.
b. (Call on a child.) Read the next sentence.

To Correct

word-identification errors (from, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

c. (Call on another child.) Read the next sentence.
d. (Repeat *c* for most of the remaining sentences in the story.)
e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Tap for each word in the sentence.)

the tall girl bets her brother[1]

a tall girl wanted the bug to lēave the ball and fInd another hōme. the bug crIed and tōld her all the thingz he would do if she let him stāy in the ball. he said that he would sing for her. he said that he would let her come to his party in the ball.

the girl was sitting on the flōōr thinking of the bug. then her brother cāme into the room.[2] he said, "what are you doing?"[3]

she said, "go awāy. I am thinking."

he said, "do you think that the ball will start rōlling if you look at it very hard?" her brother did not sēē the bug insIde the ball.[4]

the girl said, "if I want this ball to start rōlling, it will start rōlling.[5] and I dōn't ēven have to touch it."

her brother said, "I'll bet you can't māke that ball rōll if you dōn't touch it."

"how much will you bet?" the girl asked. she looked at the bug and smIled.

her brother said, "I will bet you one football and ten toy cars."[6]

the girl said, "I will tāke that bet."[7]

mōre to come

EXERCISE 22

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.

b. Starting with the first word of the title. ✔

- Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors (**from,** for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each sentence below has been read, present each comprehension question specified below to the entire group.)

1 What's this story going to be about? (Signal.) *The tall girl bets her brother.*

- Yes, she is going to bet him something to see who will win.

2 Who came into the room? (Signal.) *Her brother.*

3 Who is talking? (Signal.) *The brother.*

- Who is he talking to? (The children respond.)

4 Did her brother know the bug was there? (Signal.) *No.*

5 How could the ball start rolling if she wanted it to? (The children respond.)

6 Read what her brother said with me. (Signal.) *I will bet you one football and ten toy cars.*

- What is he going to bet? (The children respond.)
- He must think that ball will not start rolling.

7 What did the girl bet? (The children respond.)

- Right, she bet that the ball will roll.

EXERCISE 23

Picture comprehension

a. What do you think you'll see in the picture? (The children respond.)
b. Turn the page and look at the picture.
c. (Ask these questions:)
1. What do you think her brother is saying? (The children respond.)
2. Can he see the bug in the ball? (The children respond.)
3. Who do you think will win the bet? (The children respond.)

WORKSHEET 37

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 24

Introduction to independent activity

a. (Pass out Worksheet 37 to each child.)
b. (Hold up side 1 of your worksheet.) Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.)
- Let's go over the things you're going to do.

Story items

(Point to the story-items exercise.) Here are the items about the story you just read. Read the items and circle the answers that tell what happened in the story.

Following instructions

(Point to the circle and box items.) Everybody, you're going to read the instructions. Then you're going to do what the instructions tell you to do.

Reading comprehension

a. (Point to both stories on side 2.)
b. You're going to read these stories and do the items. Remember—circle the right answer under each item.

Sentence copying

(Point to the dotted sentence.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

END OF LESSON 37

LESSON 38

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.3, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

c. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

a e i

o u ā

ē ī ō

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

kissed

EXERCISE 2

Sound out first

a. (Touch the ball for **kissed.**) Sound it out. Get ready. (Quickly touch **k, i,** between the **s**'s, **d** as the children say:) *kiiisssd.*
b. What word? (Signal.) *Kissed.* Yes, **kissed.**
c. (Repeat exercise until firm.)

started

EXERCISE 3

Read **ar** word the fast way

a. (Touch the ball for **started.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Started.* Yes, **started.**
b. (Point to **ar** in **started.**) Everybody, what do these letters say? (Signal.) *Are.* Yes, **are.**
c. (Touch the ball for **started.**) Sound it out. Get ready. (Quickly touch **s, t, ar, t, e, d** as the children say:) *ssstarteeed.*
d. What word? (Signal.) *Started.* Yes, **started.**
e. (Repeat *c* and *d* until firm.)

cannot

EXERCISE 4

Two-part word

a. (Cover **not.** Point to **can.**) Everybody, tell me what this part of the word says. Get ready. (Signal.) *Can.*
b. (Uncover **not.** Touch the ball for **cannot.**) Now tell me what the whole word says. Get ready. (Signal.) *Cannot.* Yes, **cannot.**
c. (Repeat exercise until firm.)

inside

EXERCISE 5

Two-part word

a. (Cover **sīde.** Point to **in.**) Everybody, tell me what this part of the word says. Get ready. (Signal.) *in.*
b. (Uncover **sīde.** Touch the ball for **insīde.**) Now tell me what the whole word says. Get ready. (Signal.) *Inside.* Yes, **inside.**
c. (Repeat exercise until firm.)

alwāys

EXERCISE 6

Two-part word

a. (Cover **wāys.** Point to **al.**) Everybody, tell me what this part of the word says. Get ready. (Signal.) *All.*
b. (Uncover **wāys.** Touch the ball for **alwāys.**) Now tell me what the whole word says. Get ready. (Signal.) *Always.* Yes, **always.**
c. (Repeat exercise until firm.)

also

EXERCISE 7

Two-part word

a. (Cover **so.** Point to **al.**) Everybody, tell me what this part of the word says. Get ready. (Signal.) *All.*
b. (Uncover **sō.** Touch the ball for **alsō.**) Now tell me what the whole word says. Get ready. (Signal.) *Also.* Yes, **also.**
c. (Repeat exercise until firm.)

your

EXERCISE 8

Listen, sound out

a. (Point to **your.**) I'll tell you this word. (Pause.) **Your.** What word? (Signal.) *Your.* Yes, **your.**
b. (Touch the ball for **your.**) Sound it out. Get ready. (Quickly touch **y, o, u, r** as the children say:) *yyyooouuurrr.*
c. What word? (Signal.) *Your.* Yes, **your.**
d. (Repeat *b* and *c until firm.)*

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

38

Get ready to read all the words on this page without making a mistake.

thank

EXERCISE 9

Read the fast way first

a. (Touch the ball for **thank.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Thank.* Yes, **thank.**

b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **th, a, n, k** as the children say:) *thththaaannnk.*

c. What word? (Signal.) *Thank.* Yes, **thank.**

d. (Repeat *b* and *c* until firm.)

e. (Repeat the exercise for **wanted, wēēk, strēēt, they, one,** and **win.**)

wanted

wēēk

strēēt

they

one

win

EXERCISE 10

Read the fast way

a. Read these words the fast way.

b. (Touch the ball for **candy.** Pause two seconds.) Get ready. (Signal.) *Candy.* Yes, **candy.**

c. (Repeat *b* for **ever, every, touching, party, would,** and **should.**)

candy

ever

every

touching

party

would

should

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Get ready to read all the words on this page without making a mistake.

could

EXERCISE 11

Listen, sound out with me

a. (Point to **could.**) I'll tell you this word. (Pause.) **Could.** What word? (Signal.) *Could.* Yes, **could.**
b. (Touch the ball for **could.**) Sound it out with me. Get ready. (Quickly touch each sound as you and the children say:) *cooouuullld.*
c. What word? (Signal.) *Could.* Yes, **could.**
d. (Repeat *b* and *c* until firm.)

rōlling

EXERCISE 12

Sound out first

a. (Touch the ball for **rōlling.**) Sound it out. Get ready. (Quickly touch **r, ō** between the **l**'s, **ing** as the children say:) *rrrōōōllliiing.*
b. What word? (Signal.) *Rolling.* Yes, **rolling.**
c. (Repeat exercise until firm.)

ball

EXERCISE 13

al word

a. (Point to **al** in **ball.**) What do these letters say? (Signal.) *All.* Yes, **all.**
b. (Touch the ball for **ball.**) Read this word the fast way. Get ready. (Signal.) *Ball.* Yes, **ball.**

small

EXERCISE 14

Read **al** word the fast way

a. (Touch the ball for **small.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Small.* Yes, **small.**
b. (Point to **al** in **small.**) Everybody, what do these letters say? (Signal.) *All.* Yes, **all.**
c. (Touch the ball for **small.**) Sound it out. Get ready. (Quickly touch **s, m, al** as the children say:) *sssmmmall.*
d. What word? (Signal.) *Small.* Yes, **small.**
e. (Repeat *c* and *d* until firm.)

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from another column. Praise children who read all words with no errors.)

STORYBOOK

READ THE ITEM 38

EXERCISE 15

Read the item

a. (Pass out Storybook 1.)
b. Open your reader to page 93. Get ready to read the item.
c. Finger under the first word of the item. ✔
d. Get ready. (Tap for each word in item 1. Repeat until firm.)
e. Everybody, get ready to read the item. (Pause. Signal.) *When the teacher says "Stop," touch the floor.*
• (Repeat until firm.)
f. What are you going to do when I say "**Stop**"? (Signal.) *Touch the floor.* Right.
g. What are you going to do when I say "**Touch the floor**"? (Signal.) *Nothing.* Right.

To Correct

1. (Give the answer.)
2. (Then have the children read the item aloud.)
3. (Repeat the question.)

h. What are you going to do when I touch the floor? (Signal.) *Nothing.* Right.
i. What are you going to do when I say "**Stop**"? (Signal.) *Touch the floor.* Right.

EXERCISE 16

Fooler game

To Correct

mistakes on foolers

1. What did I (say, do)? (Signal.)
2. Everybody, read the item out loud. First word. Get ready. (Tap for each word.)
3. Does the item tell you what to do when I (say, do ____)? (Signal.) *No.*
4. So you don't do anything. I fooled you.
5. (Repeat the fooler game.)

a. Let's play the game and see if I can fool you.

b. My turn. (Hold your hand out. Pause.) Touch the floor. (Pause. Drop your hand. Praise the children who do nothing.)

c. My turn. (Hold your hand out. Pause. Touch the floor. Pause. Drop your hand. Praise the children who do nothing.)

d. My turn. (Hold your hand out. Pause.) Stop. (Pause. Drop your hand.) (The children are to touch the floor immediately.)

- (Praise the children who touch the floor.)

STORY 38

EXERCISE 17

First reading—title and three sentences

a. Look at the story on page 93.

b. Everybody, touch the title of the story and get ready to read the words in the title the fast way.

c. First word. ✔

- (Pause two seconds.) Get ready. (Tap.) *The.*

d. (Tap for each remaining word in the title.)

e. Everybody, say the title. (Signal.) *The tall girl wins the bet.*

f. Everybody, get ready to read this story the fast way.

g. First word. ✔

- (Pause two seconds.) Get ready. (Tap.) *The.*

h. Next word. ✔

- (Pause two seconds.) Get ready. (Tap.) *Tall.*

i. (Repeat *h* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 18

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.

b. (Call on a child.) Read the next sentence.

To Correct

word-identification errors

(from, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

c. (Call on another child.) Read the next sentence.

d. (Repeat *c* for most of the remaining sentences in the story.)

e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Tap for each word in the sentence.)

the tall girl wins the bet[1]

the tall girl mādе a bet with her brother. she bet him that she could mākе the ball start rōllīng.[2] she said, "I dōn't ēven havе to touch it."

her brother did not sēē the bug in the ball. so he bet one football and ten toy cars.

the girl lookеd at the ball and said, "start rōllīng, ball."[3] the bug started runnīng insIdе the ball. he ran and ran. he ran so fast that the ball started to rōll.[4]

the girl's brother lookеd at the ball. he said, "wow. that ball is rōllīng and you arе not ēven touchīng it."

the girl said, "I tōld you I could mākе the ball rōll."

so the girl got one football and ten toy cars.[5]

then she said to the small bug, "you helpеd me win the bet, so I will let you stāy in mȳ ball. this ball is your hōmе now."[6]

the bug was so happy that he ran from the ball and kissеd the girl on her hand.[7] "thank you, thank you," he said.

and nēar the end of the wēēk, he had a fInе party insIdе his ball. every bug on the strēēt cāmе to the party, and they all said that it was the very best party they ever had.

the end

EXERCISE 19

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.

b. Starting with the first word of the title. ✔

- Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors (**from,** for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What's the title of this story? (Signal.) *The tall girl wins the bet.*

- What's going to happen in this story? (Signal.) *The tall girl wins the bet.*

2 What did the girl bet her brother? (Signal.) *That she could make the ball start rolling.*

3 What did the girl say to the ball? (Signal.) *Start rolling, ball.*

- Who is she really talking to? (Signal.) *The bug in the ball.*

4 What happened when the bug ran? (Signal.) *The ball started to roll.*

5 Who won the bet? (Signal.) *The girl.*

- What did she win? (Signal.) *One football and ten toy cars.*
- Who lost the bet? (Signal.) *Her brother.*

6 Why is the girl letting the bug stay in the ball? (The children respond.)

7 Why did the bug kiss the girl on her hand? (The children respond.)

WORKSHEET 38

EXERCISE 20

Picture comprehension

a. What do you think you'll see in the picture? (The children respond.)
b. Turn the page and look at the picture.
c. (Ask these questions:)
1. What is that bug doing to the girl's hand? (Signal.) *Kissing it.*
2. Does the girl look like she still hates bugs? (The children respond.)
3. What are those things on the floor? (Signal.) *A football and ten toy cars.*

- Right, the football and ten toy cars she won in the bet with her brother.

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 21

Introduction to independent activity

a. (Pass out Worksheet 38 to each child.)
b. (Hold up side 1 of your worksheet.) Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.)

- Let's go over the things you're going to do.

Story items

(Point to the story-items exercise.) Here are the items about the story you just read. Read the items and circle the answers that tell what happened in the story.

Following instructions

(Point to the circle and box items.) Everybody, you're going to read the instructions. Then you're going to do what the instructions tell you to do.

Reading comprehension

a. (Point to both stories on side 2.)
b. You're going to read these stories and do the items. Remember—circle the right answer under each item.

Sentence copying

(Point to the dotted sentence.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

END OF LESSON 38

LESSON 39

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.3, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

SOUNDS

EXERCISE 1

Sounds firm-up

a. (Point to the sounds.) Tell me these sounds.

b. (Point to each sound.) Get ready. (Touch the sound.) (The children say the sound.)

c. (Repeat problem sounds until the children can correctly identify all sounds in order.)

Individual test

(Call on several children to identify one or more sounds.)

ā ē ī

ō a e

i o ū

39

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

head

EXERCISE 2 Sound out first

a. (Touch the ball for **head.**) Sound it out. Get ready. (Quickly touch **h, ĕ, d** as the children say:) *hĕĕĕd.*
b. What word? (Signal.) *Head.* Yes, **head.**
c. (Repeat exercise until firm.)

went

EXERCISE 3 Sound out first

a. (Touch the ball for **went.**) Sound it out. Get ready. (Quickly touch **w, e, n, t** as the children say:) *wwweeennnt.*
b. What word? (Signal.) *Went.* Yes, **went.**
c. (Repeat exercise until firm.)

never

EXERCISE 4 Sound out first

a. (Touch the ball for **never.**) Sound it out. Get ready. (Quickly touch **n, e, v, er** as the children say:) *nnneeevvverrr.*
b. What word? (Signal.) *Never.* Yes, **never.**
c. (Repeat exercise until firm.)

could

EXERCISE 5 Listen, sound out

a. (Point to **could.**) I'll tell you this word. (Pause.) **Could.** What word? (Signal.) *Could.* Yes, **could.**
b. (Touch the ball for **could.**) Sound it out. Get ready. (Quickly touch **c, o, u, l, d** as the children say:) *cooouuullld.*
c. What word? (Signal.) *Could.* Yes, **could.**
d. (Repeat *b* and *c* until firm.)

EXERCISE 6 Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **would.** Pause two seconds.) Get ready. (Signal.) *Would.* Yes, **would.**
c. (Repeat *b* for **falls, pīles, one, all, ōver, walked, whȳ,** and **what.**)

would

falls

pīles

one

all

ōver

walked

whȳ

what

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

39

Get ready to read all the words on this page without making a mistake.

glasses

EXERCISE 7

Listen, sound out with me

a. (Point to **glasses.**) I'll tell you this word. (Pause.) **Glasses.** What word? (Signal.) *Glasses.* Yes, **glasses.**

b. (Touch the ball for **glasses.**) Sound it out with me. Get ready. (Quickly touch each sound as you and the children say:) *glllaaassseeesss.*

c. What word? (Signal.) *Glasses.* Yes, **glasses.**

d. (Repeat *b* and *c* until firm.)

word

EXERCISE 8

Listen, sound out

a. (Point to **word.**) I'll tell you this word. (Pause.) **Word.** What word? (Signal.) *Word.* Yes, **word.**

b. (Touch the ball for **word.**) Sound it out. Get ready. (Quickly touch **w, o, r, d** as the children say:) *wwwooorrrd.*

c. What word? (Signal.) *Word.* Yes, **word.**

d. (Repeat *b* and *c* until firm.)

put

EXERCISE 9

Listen, sound out

a. (Point to **put.**) I'll tell you this word. (Pause.) **Put.** What word? (Signal.) *Put.* Yes, **put.**

b. (Touch the ball for **put.**) Sound it out. Get ready. (Quickly touch **p, u, t** as the children say:) *puuut.*

c. What word? (Signal.) *Put.* Yes, **put.**

d. (Repeat *b* and *c* until firm.)

love

EXERCISE 10

Listen, sound out

a. (Point to **love.**) I'll tell you this word. (Pause.) **Love.** What word? (Signal.) *Love.* Yes, **love.**

b. (Touch the ball for **love.**) Sound it out. Get ready. (Quickly touch **l, o, v, e** as the children say:) *lllooovvveee.*

c. What word? (Signal.) *Love.* Yes, **love.**

d. (Repeat *b* and *c* until firm.)

elephant

EXERCISE 11

Listen, sound out with me

a. (Point to **elephant.**) I'll tell you this word. (Pause.) **Elephant.** What word? (Signal.) *Elephant.* Yes, **elephant.**

b. (Touch the ball for **elephant.**) Sound it out with me. Get ready. (Quickly touch each sound as you and the children say:) *eeellleeephaaannnt.*

c. What word? (Signal.) *Elephant.* Yes, **elephant.**

d. (Repeat *b* and *c* until firm.)

cart

EXERCISE 12

Read **ar** word the fast way

a. (Touch the ball for **cart.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Cart.* Yes, **cart.**

b. (Point to **ar** in **cart.**) Everybody, what do these letters say? (Signal.) *Are.* Yes, **are.**

c. (Touch the ball for **cart.**) Sound it out. Get ready. (Quickly touch **c, ar, t** as the children say:) *cart.*

d. What word? (Signal.) *Cart.* Yes, **cart.**

e. (Repeat *c* and *d* until firm.)

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

39

Get ready to read all the words on this page without making a mistake.

EXERCISE 13

Two-part word

a. (Cover **wāys.** Point to **al.**) Everybody, tell me what this part of the word says. Get ready. (Signal.) *All.* Yes, **all.**

b. (Uncover **wāys.** Touch the ball for **alwāys.**) Now tell me what the whole word says. Get ready. (Signal.) *Always.* Yes, **always.**

c. (Repeat exercise until firm.)

EXERCISE 14

Two-part word

a. (Cover **sō.** Point to **al.**) Everybody, tell me what this part of the word says. Get ready. (Signal.) *All.* Yes, **all.**

b. (Uncover **sō.** Touch the ball for **alsō.**) Now tell me what the whole word says. Get ready. (Signal.) *Also.* Yes, **also.**

c. (Repeat exercise until firm.)

EXERCISE 15

Read the fast way first

a. (Touch the ball for **took.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Took.* Yes, **took.**

b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **t, oo, k** as the children say:) ***tooook.***

c. What word? (Signal.) *Took.* Yes, **took.**

d. (Repeat *b* and *c* until firm.)

e. (Repeat the exercise for **bēcause.**)

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from another column. Praise children who read all words with no errors.)

alwāys

also

took

bēcause

STORYBOOK

READ THE ITEM 39

EXERCISE 16

Read the item

a. (Pass out Storybook 1.)

b. Open your reader to page 97. Get ready to read the item.

c. Finger under the first word of the item. ✔

d. Get ready. (Tap for each word in item 1. Repeat until firm.)

e. Everybody, get ready to read the item. (Pause. Signal.) *When the teacher says "Go," hold up your hands.*

- (Repeat until firm.)

f. What are you going to do when I say **"Go"**? (Signal.) *Hold up my hands.* Right.

g. What are you going to do when I hold up my hands? (Signal.) *Nothing.* Right.

To Correct

1. (Give the answer.)
2. (Then have the children read the item aloud.)
3. (Repeat the question.)

h. What are you going to do when I say **"Hold up your hands"?** (Signal.) *Nothing.* Right.

i. What are you going to do when I say **"Go"**? (Signal.) *Hold up my hands.* Right.

EXERCISE 17

Fooler game

To Correct

mistake on foolers

1. What did I (say, do)? (Signal.)
2. Everybody, read the item out loud. First word. Get ready. (Tap for each word.)
3. Does the item tell you what to do when I (say, do ____)? (Signal.) *No.*
4. So you don't do anything. I fooled you.
5. (Repeat the fooler game.)

a. Let's play the game and see if I can fool you.

b. My turn. (Hold your hand out. Pause. Hold up your hands. Pause. Drop your hand. Praise the children who do nothing.)

c. My turn. (Hold your hand out. Pause.) Hold up your hands. (Pause. Drop your hand. Praise the children who do nothing.)

d. My turn. (Hold your hand out. Pause.) Go. (Pause. Drop your hand.) (The children are to hold up their hands immediately.)

- (Praise the children who hold up their hands.)

STORY 39

EXERCISE 18

First reading—title and three sentences

a. Look at the story on page 97.

b. Everybody, touch the title of the story and get ready to read the words in the title the fast way.

c. First word. ✔

- (Pause two seconds.) Get ready. (Tap.) *The.*

d. (Tap for each remaining word in the title.)

e. Everybody, say the title. (Signal.) *The elephant gets glasses.*

f. Everybody, get ready to read this story the fast way.

g. First word. ✔

- (Pause two seconds.) Get ready. (Tap.) *A.*

h. Next word. ✔

- (Pause two seconds.) Get ready. (Tap.) *Small.*

i. (Repeat *h* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 19

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.

b. (Call on a child.) Read the next sentence.

To Correct

word-identification errors

(from, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

c. (Call on another child.) Read the next sentence.

d. (Repeat *c* for most of the remaining sentences in the story.)

e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Tap for each word in the sentence.)

the elephant gets glasses[1]

a small elephant was not happy bēcause he alwāys fell down.[2]

one dāy he went for a walk. he could not sēē the tall trēē. so he hit his head on the tall trēē and fell down.

he said, "whȳ do I alwāys fall down? I wish I would not fall. I hāte to fall."

he walked some mōre. he could not sēē a big red ball. so he fell ōver the big red ball.[3]

the small elephant said, "whȳ do I alwāys fall down? I hāte to fall."[4]

he walked some mōre. but he could not sēē all the boys and girls ēating hot dogs. he could not sēē the pīle of hot dogs. so he fell into the hot dogs.

the boys and girls got mad. "how could you fall into thōse hot dogs?" they said.[5] "do you nēēd glasses?"

the elephant said, "I have never sēēn glasses."[6]

so a tall girl took her glasses and gāve them to the elephant. the elephant trīed on the glasses.

"mȳ, mȳ," the elephant said. "now I can sēē all kīnds of things. I can sēē tall trēēs, balls, and hot dogs."[7]

now the small elephant is happy bēcause he has glasses. and he never falls down.[8]

this is the end.

EXERCISE 20

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.

b. Starting with the first word of the title. ✔

- Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors
(**from,** for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What's this story about? (Signal.) *The elephant gets glasses.*

2 Why was the elephant unhappy? (Signal.) *Because he always fell down.*

3 Why did he fall over the ball? (The children respond.)

4 What did he say? (Signal.) *I hate to fall.*

5 What did they say? (Signal.) *How could you fall into those hot dogs?*

6 Had the elephant ever seen glasses? (Signal.) *No.*

7 Name the things the elephant can see. (Signal.) *Tall trees, balls, and hot dogs.*

- Why can he see these things now? (The children respond.)

8 Why did he stop falling down? (The children respond.)

WORKSHEET 39

EXERCISE 21

Picture comprehension

a. What do you think you'll see in the picture? (The children respond.)
b. Turn the page and look at the picture.
c. (Ask these questions:)
1. How many children are in the picture? (Signal.) *Five.*
2. What is that elephant wearing? (Signal.) *Glasses.*
3. Show me the girl who is giving him the glasses. (The children respond.) Yes, the tall girl.
4. (Point to the elephant's trunk.) What part of the elephant is that? (Signal.) *His trunk.*
5. Have you ever looked through glasses? (The children respond.)

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 22

Introduction to independent activity

a. (Pass out Worksheet 39 to each child.)
b. (Hold up side 1 of your worksheet.) Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.)
- Let's go over the things you're going to do.

Story items

(Point to the story-items exercise.) Here are the items about the story you just read. Read the items and circle the answers that tell what happened in the story.

Following instructions

(Point to the box and circle items.) Everybody, you're going to read the instructions. Then you're going to do what the instructions tell you to do.

Reading comprehension

a. (Point to both stories on side 2.)
b. You're going to read these stories and do the items. Remember—circle the right answer under each item.

Sentence copying

(Point to the dotted sentence.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

END OF LESSON 39

LESSON 40

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.3.4, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.5, LA.1.1.4.6, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA1.1.6.8, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

★ LETTER NAMES

EXERCISE 1

Listen, say vowel names

a. (Point to the letters.) You know the sounds for these letters. But these letters have names. I'll tell you the names of these letters. Listen. (Touch each letter. Say the name:) ā, ē, ī, ō, ū.

b. Say the names with me. Remember the **names** are what you said when these letters had lines over them.

c. (Touch each letter. Say the names with the children.)

d. Again. (Repeat *c* until firm.)

e. All by yourselves. Say the **names.** (Point to each letter. Pause.) (The children respond.)

f. Again. (Repeat *e* until firm.)

EXERCISE 2

Say vowel names

a. (Point to **e.**) Everybody, what's the name of this letter? Get ready. (Touch **e.**) *ē.*

b. (Point to **o.**) Everybody, what's the name of this letter? Get ready. (Touch **o.**) *ō.*

c. (Repeat *a* and *b* until firm.)

a **e** **i**

o **u**

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

lived

EXERCISE 3

Read the fast way first

a. (Touch the ball for **lived.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Lived.* Yes, **lived.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **l, i, v, d** as the children say:) *lllliiivvvd.*
c. What word? (Signal.) *Lived.* Yes, **lived.**
d. (Repeat *b* and *c* until firm.)
e. (Repeat the exercise for **want** and **from.**)

want

from

word

EXERCISE 4

Sound out first

a. (Touch the ball for **word.**) Sound it out. Get ready. (Quickly touch **w, o, r, d** as the children say:) *wwwooorrrd.*
b. What word? (Signal.) *Word.* Yes, **word.**
c. (Repeat exercise until firm.)

tāble

EXERCISE 5

Listen, sound out with me

a. (Point to **tāble.**) I'll tell you this word. (Pause.) **Table.** What word? (Signal.) *Table.* Yes, **table.**
b. (Touch the ball for **tāble.**) Sound it out with me. Get ready. (Quickly touch each sound as you and the children say:) *tāāāblll.*
c. What word? (Signal.) *Table.* Yes, **table.**
d. (Repeat *b* and *c* until firm.)

love

EXERCISE 6

Listen, sound out

a. (Point to **love.**) I'll tell you this word. (Pause.) **Love.** What word? (Signal.) *Love.* Yes, **love.**
b. (Touch the ball for **love.**) Sound it out. Get ready. (Quickly touch **l, o, v, e** as the children say:) *lllooovvveee.*
c. What word? (Signal.) *Love.* Yes, **love.**
d. (Repeat *b* and *c* until firm.)

EXERCISE 7

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **well.** Pause two seconds.) Get ready. (Signal.) *Well.* Yes, **well.**
c. (Repeat *b* for **then, dropped,** and **kicked.**)

well

then

dropped

kicked

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

EXERCISE 8

Sound out first

a. (Touch the ball for **rod.**) Sound it out. Get ready. (Quickly touch **r, o, d** as the children say:) *rrroood.*
b. What word? (Signal.) *Rod.* Yes, **rod.**
c. (Repeat exercise until firm.)

EXERCISE 9

Sound out first

a. (Touch the ball for **rōde.**) Sound it out. Get ready. (Quickly touch **r, ō, d** as the children say:) *rrrōōōd.*
b. What word? (Signal.) *Rode.* Yes, **rode.**
c. (Repeat exercise until firm.)

EXERCISE 10

Sound out first

a. (Touch the ball for **plāy.**) Sound it out. Get ready. (Quickly touch **p, l, ā, y** as the children say:) *pllllāāyyy.*
b. What word? (Signal.) *Play.* Yes, **play.**
c. (Repeat exercise until firm.)

EXERCISE 11

Listen, sound out

a. (Point to **any.**) I'll tell you this word. (Pause.) **Any.** What word? (Signal.) *Any.* Yes, **any.**
b. (Touch the ball for **any.**) Sound it out. Get ready. (Quickly touch **a, n, y** as the children say:) *aaannnyyy.*
c. What word? (Signal.) *Any.* Yes, **any.**
d. (Repeat *b* and *c* until firm.)

rod

rōde

plāy

any

put

EXERCISE 12

Listen, sound out

a. (Point to **put.**) I'll tell you this word. (Pause.) **Put.** What word? (Signal.) *Put.* Yes, **put.**
b. (Touch the ball for **put.**) Sound it out. Get ready. (Quickly touch **p, u, t** as the children say:) *puuut.*
c. What word? (Signal.) *Put.* Yes, **put.**
d. (Repeat *b* and *c* until firm.)

hall

EXERCISE 13

Read **al** word the fast way

a. (Touch the ball for **hall.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Hall.* Yes, **hall.**
b. (Point to **al** in **hall.**) Everybody, what do these letters say? (Signal.) *All.* Yes, **all.**
c. (Touch the ball for **hall.**) Sound it out. Get ready. (Quickly touch **h, al** as the children say:) *hall.*
d. What word? (Signal.) *Hall.* Yes, **hall.**
e. (Repeat *c* and *d* until firm.)

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

40

Get ready to read all the words on this page without making a mistake.

EXERCISE 14

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **very.** Pause two seconds.) Get ready. (Signal.) *Very.* Yes, **very.**
c. (Repeat *b* for **ēven, ever,** and **every.**)

very

ēven

ever

every

EXERCISE 15

Read **ar** word the fast way

a. (Touch the ball for **far.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Far.* Yes, **far.**
b. (Point to **ar** in **far.**) Everybody, what do these letters say? (Signal.) *Are.* Yes, **are.**
c. (Touch the ball for **far.**) Sound it out. Get ready. (Quickly touch **f, ar** as the children say:) *fffar.*
d. What word? (Signal.) *Far.* Yes, **far.**
e. (Repeat *c* and *d* until firm.)

EXERCISE 16

Read the fast way first

a. (Touch the ball for **should.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Should.* Yes, **should.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **sh, o, u, l, d** as the children say:) *shshshooouuullld.*
c. What word? (Signal.) *Should.* Yes, **should.**
d. (Repeat *b* and *c* until firm.)

EXERCISE 17

Read the fast way

a. (Point to **would** and **could.**)
b. Read these words the fast way.
c. (Touch the ball for **would.** Pause two seconds.) Get ready. (Signal.) *Would.* Yes, **would.**
d. (Repeat *c* for **could.**)

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from another column. Praise children who read all words with no errors.)

far

should

would

could

STORYBOOK

STORY 40

EXERCISE 18

First reading—title and three sentences

a. (Pass out Storybook 1.)
b. Everybody, open your reader to page 101.
c. Everybody, touch the title of the story and get ready to read the words in the title the fast way.
d. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *The.*
e. (Tap for each remaining word in the title.)
f. Everybody, say the title. (Signal.) *The dog loves to read, read, read.*
g. Everybody, get ready to read this story the fast way.
h. First word. ✔
• (Pause two seconds.) Get ready. (Tap.) *A.*
i. Next word. ✔
• (Pause two seconds.) Get ready. (Tap.) *Dog.*
j. (Repeat *i* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 19

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.
b. (Call on a child.) Read the next sentence.

To Correct
word-identification errors
(**from,** for example)
1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

c. (Call on another child.) Read the next sentence.
d. (Repeat *c* for most of the remaining sentences in the story.)
e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Tap for each word in the sentence.)

the dog loves to rēad,
rēad, rēad[1]
a dog that could talk lived
with a tall man. the dog took a
book from the tāble. the dog
said, "this book is what I nēēd,
nēēd, nēēd. I love to rēad, rēad,
rēad."[2]
the tall man cāme in and said,
"I look, look, look, but I cannot
sēē mȳ book, book, book."[3]
then the man said, "mȳ book
was on the tāble."
the dog said, "the book was
on the tāble, but I took it from
the tāble."
the tall man yelled at the dog.[4]
he said, "you must not tāke mȳ
book from the tāble."[5]

EXERCISE 20

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.
b. Starting with the first word of the title. ✔
• Get ready. (Tap as the children read the title.)
c. (Call on a child.) Read the first sentence.

To Correct
word-identification errors
(**from,** for example)
1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.
e. (Repeat *d* for most of the remaining sentences.)
f. (Occasionally have the group read a sentence.)
g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

[1] What is this story going to be about? (Signal.) *The dog loves to read, read, read.*
[2] What did the dog say? (Signal.) *I love to read, read, read.*
• Why does she need the book? (The children respond.)
[3] Read with me what the tall man said. (Signal.) *I look, look, look, but I cannot see my book, book, book.*
• Can you say that without looking? (Signal.) *I look, look, look, but I cannot see my book, book, book.*
[4] Why did he do that? (Signal.) *Because the dog took the book from the table.*
[5] What did he say? (Signal.) *You must not take my book from the table.*
• Now say it like the tall man is mad. (Signal.) *You must not take my book from the table.*

WORKSHEET 40

she said, "do you want to play ball, ball, ball in the hall, hall, hall?"

"yes, yes," the man said.

the dog kicked the ball far, far, far down the hall. when the man ran after the ball, the dog took the book and hid it.[6]

then she said, "let the man look, look, look. he will never find his book, book, book."[7]

the end

[6] What did the dog do? (The children respond.)
- I think that dog was playing a trick on the man.

[7] Where could the dog hide the book? (The children respond.)

EXERCISE 21

Picture comprehension

a. Look at the picture.

b. (Ask these questions:)

1. Tell me everything the dog is doing in this picture. (The children respond.)
2. What is the tall man doing? (The children respond.)
3. Do you think he looks happy? (The children respond.)
4. What would you do if you were that tall man? (The children respond.)

FOLLOWING INSTRUCTIONS

The children will need pencils.

EXERCISE 22

Box and circle items

(Children call letters by sounds, not letter names.)

a. (Pass out Worksheet 40 to each child.)

b. (Point to the first circle on side 1.) Everybody, touch this circle. ✔

c. Everybody, touch instruction 1 next to the circle.

d. Reading the fast way. First word. ✔
- Get ready. (Tap for each word as the children read:) *Make the word **sun** in the circle.*

e. What does this instruction tell you to do? (Signal.) *Make the word **sun** in the circle.*

To Correct

Tell the children the answer.
Then repeat *d* and *e*.

f. Everybody, get ready to read instruction 2 next to the circle. First word. ✔
- Get ready. (Tap for each word as the children read:) *Make the word **cat** under the circle.*

g. What does this instruction tell you to do? (Signal.) *Make the word **cat** under the circle.*

h. (Point to the instructions.) Everybody, read the instructions to yourselves. Then do what the instructions tell you to do. ✔

i. You'll follow the instructions for the other circle later.

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 23

Summary of independent activities

Everybody, now you'll do your worksheet. Remember to do all parts of the worksheet and to read all the parts carefully.

INDIVIDUAL CHECKOUT

EXERCISE 24

2-minute individual fluency checkout: rate/accuracy

a. As you are doing your worksheet, I'll call on children one at a time to read the **first page of the story.** Remember, you get two stars if you read the first page of the story in less than two minutes and make no more than three errors.

b. (Call on each child. Tell the child:) Start with the title and read the first page of the story very carefully. Go. (Time the child. Tell the child any words the child misses. Stop the child as soon as the child makes the fourth error or exceeds the time limit.)

c. (If the child meets the rate-accuracy criterion, record two stars on your chart for lesson 40. Congratulate the child. Give children who do not earn two stars a chance to read the first page of the story again before the next lesson is presented.) 94 words/**2 min** = 47 wpm **[3 errors]**

END OF LESSON 40

PLANNING PAGES FOR LESSONS 41–60

The first or second page of each lesson in this Presentation Book lists the Language Arts standards for the Sunshine State Standards that are met by using that lesson of the Presentation Book, Storybook, and Workbook.

Making Progress

	Since Lesson 1	Since Lesson 21
Word Reading	Sounds and 1 sound combination (ar) 284 regular words 56 irregular words Reading high frequency hard words	1 sound combination (al) 141 regular words 30 irregular words
Comprehension	**Picture Comprehension** Predicting what the picture will show Answering questions about the picture **Story Comprehension** Answering *who, what, when, where,* and *why* questions orally Making predictions about the story Answering questions about the story and other short passages in writing	

What to Use

Teacher	Students
Presentation Book A (pages 235–278) **Presentation Book B** (pages 1–67) **Teacher's Guide** (pages 53–58, 61–65) **Answer Key** **Spelling Presentation Book**	**Storybook 1** (pages 104–155) **Workbook A** **Workbook B** lined paper

What's Ahead in Lessons 41–60

New Skills

- Story length will increase from 214 to 260 words.
- Children will read stories of up to eight parts in length.
- Children learn the final ***-e*** rule (Lesson 48).
- Children read lists of words in which they must apply the final ***-e*** rule, for example, *cap, cape, rat, rate* (Lesson 54).
- The final ***-e*** rule is then applied in stories containing long and short vowel words, such as *pan* and *pane*.

New Sound Combination

- Lesson 45 – **ou** as in *out*

New Vocabulary

- *Regular words:*
  - (41) dinner, felt, himself, score, Walter
  - (42) cars, cheer, cheered, cheering, game, not, scored, team
  - (43) balls, falling, fin, kick, player, scores, Walter's
  - (44) hop, runner
  - (45) almost, cloud, just, loud, needed, out, past, shot, shout, time, wall
  - (46) bout, pick, star
  - (48) Carmen, children, house, how, mad, moo, mouse, our, petted, teacher
  - (49) glad, grass, mooing, saved, shouted, sounds
  - (50) clouds, hound, piled, pouch, screamed
  - (51) ground, herself, rat, rate, sound, steep
  - (52) before, hanging, hounds, only, open, ouch, rest, slammed
  - (53) behind, door, found, opened, slowly, thousand
  - (54) bigger, cap, cape, careful, cross, elf
  - (55) bottom, cane, I'm, lie, reached, setting, sit, site, tired, woke
  - (56) cam, clean, hid, hide, rich, round, rubbed
  - (57) holding, lake, pan, pane, stayed
  - (58) keep, take
  - (59) fix, pin, pine, smile
  - (60) kit, kite, park, robber, running, steal
- *Irregular words:*
  - (41) couldn't, loved, wouldn't
  - (42) shouldn't
  - (43) ready
  - (46) wants
  - (48) about
  - (50) afraid, around, mountain, once
  - (51) eyes, father, magic
  - (52) coming
  - (53) anyone, touched
  - (54) full, many
  - (55) been
  - (56) dirty, does, into, something
  - (58) work

Look Ahead

In-Program Tests
Reading Checkouts

Lessons 45, 50, 55, 60

- Children should be reading at least 50 words per minute at 97 percent accuracy.

Lesson Number	Error Limit	Number of words read	Number of minutes	Words per minute
45	4	129	2.5	52
50	3	101	2.0	51
55	3	105	2.0	53
60	4	131	2.5	52

- Pay particular attention to whether or not the children get mixed up on words like *pan* and *pane* in the story. Often, children will do better on lists of words than in connected text. The stories in this twenty-lesson block, as well as throughout the program, were written specifically to practice the skills being taught. Children need to focus on the words and *not* rely on context.

Skills

	Lessons 41–60
Word Reading	1 new sound combination (ou) 117 regular words 25 irregular words Discriminate long and short vowel words using final *-e* rule

Reading Activities

Help children develop decoding and comprehension skills by using the following activities.

Predictions (Lessons 51–58)
After instruction has been completed for each lesson of the Magic Pouch series (Lessons 51–58), have children make predictions about the next story by writing an answer to the following questions as part of daily independent work. Have children edit and illustrate their work. As an additional activity, have children make up a new ending with other good things the girl could do and other good things she might find in the pouch.

Lesson 51 – What will the girl and her hound see on the other side of the clouds?
Lesson 52 – What was the loud sound that came out of the house?
Lesson 53 – What is in the pouch?
Lesson 54 – Will the girl open the pouch? Why?
Lesson 55 – Will the girl take the pouch? Why?
Lesson 56 – The girl told a lie, which was bad. What bad thing will the pouch do?
Lesson 57 – Do you think the girl will be good from now on? Why?

Two-Part Word Puzzles (Lessons 41–60)
Write a two-part word on an index card and cut out an irregular line between the parts. Have each child match the parts and then read the whole word.

Examples:

can	not
in	side
him	self
foot	ball

Following Directions (Lessons 41–60)
On 3" x 5" index cards, use a black marker to copy directions from Workbooks. Write the answer that the child will write with a yellow marker. Attach red transparency over each card. Have the children write the answer on the transparency, using a black water-based marker. Children can then lift the transparency to check their answer.

LESSON 41

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.3.4, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.3, LA.1.1.4.5, LA.1.1.4.6, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

LETTER NAMES

EXERCISE 1

Listen, say vowel names

a. (Point to the letters.) You know the sounds for these letters. But these letters have names. I'll tell you the **names** of these letters. Listen. (Touch each letter. Say the name:) ā, ē, ī, ō, ū.

b. Say the **names** with me. Remember, the names are what you said when these letters had lines over them.

c. (Touch each letter. Say the names with the children.)

d. Again. (Repeat *c* until firm.)

e. All by yourselves. Say the **names.** (Point to each letter. Pause.) (The children respond.)

f. Again. (Repeat *e* until firm.)

EXERCISE 2

Say vowel names

a. (Point to **a.**) Everybody, what's the name of this letter? Get ready. (Touch **a.**) ā.

b. (Point to **e.**) Everybody, what's the name of this letter? Get ready. (Touch **e.**) ē.

c. (Point to **o.**) Everybody, what's the name of this letter? Get ready. (Touch **o.**) ō.

d. (Repeat *a* through *c* until firm.)

a **e** **i**

o **u**

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

at

EXERCISE 3

Sound out first

a. (Touch the ball for **at.**) Sound it out. Get ready. (Quickly touch **a, t** as the children say:) *aaat.*
b. What word? (Signal.) *At.* Yes, **at.**
c. (Repeat exercise until firm.)

āte

EXERCISE 4

Sound out first

a. (Touch the ball for **āte.**) Sound it out. Get ready. (Quickly touch **ā, t** as the children say:) *āāāt.*
b. What word? (Signal.) *Ate.* Yes, **ate.**
c. (Repeat exercise until firm.)

loved

EXERCISE 5

Listen, sound out

a. (Point to **loved.**) I'll tell you this word. (Pause.) **Loved.** What word? (Signal.) *Loved.* Yes, **loved.**
b. (Touch the ball for **loved.**) Sound it out. Get ready. (Quickly touch **l, o, v, e, d** as the children say:) *lllooovvveeed.*
c. What word? (Signal.) *Loved.* Yes, **loved.**
d. (Repeat *b* and *c* until firm.)

kept

EXERCISE 6

Read the fast way first

a. (Touch the ball for **kept.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Kept.* Yes, **kept.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **k, e, p, t** as the children say:) *keeept.*
c. What word? (Signal.) *Kept.* Yes, **kept.**
d. (Repeat *b* and *c* until firm.)
e. (Repeat the exercise for **trīed, put, līked,** and **think.**)

trīed

put

līked

think

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

EXERCISE 7

Read the fast way

a. Read these words the fast way.

b. (Touch the ball for **felt.** Pause two seconds.) Get ready. (Signal.) *Felt.* Yes, **felt.**

c. (Repeat *b* for **dropped, dōn't, dinner,** and **can't.**)

felt

dropped

dōn't

dinner

can't

EXERCISE 8

Two-part word

a. (Cover **ball.** Point to **foot.**) Everybody, tell me what this part of the word says. Get ready. (Signal.) *Foot.* Yes, **foot.**

b. (Uncover **ball.** Touch the ball for **football.**) Now tell me what the whole word says. Get ready. (Signal.) *Football.* Yes, **football.**

c. (Repeat exercise until firm.)

football

himself

EXERCISE 9

Two-part word

a. (Cover **self.** Point to **him.**) Everybody, tell me what this part of the word says. Get ready. (Signal.) *Him.* Yes, **him.**

b. (Uncover **self.** Touch the ball for **himself.**) Now tell me what the whole word says. Get ready. (Signal.) *Himself.* Yes, **himself.**

c. (Repeat exercise until firm.)

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

cannot

EXERCISE 10

Two-part word

a. (Cover **not.** Point to **can.**) Everybody, tell me what this part of the word says. Get ready. (Signal.) *Can.* Yes, **can.**

b. (Uncover **not.** Touch the ball for **cannot.**) Now tell me what the whole word says. Get ready. (Signal.) *Cannot.* Yes, **cannot.**

c. (Repeat exercise until firm.)

scōre

EXERCISE 11

Last part, first part

a. (Cover **s.** Point to **cōre.**) Read this part of the word the fast way. (Pause two seconds.) Get ready. (Signal.) *Core.* Yes, **core.**

b. (Uncover **s.** Point to **s.**) First you say **sss.** (Move your finger quickly under **c, ō, r.**) Then you say (pause) **core.**

c. (Touch the ball for **scōre.**) Get ready. (Move to **s,** then quickly along the arrow.) *Ssscōr.*

d. Say it fast. (Signal.) *Score.* Yes, what word? (Signal.) *Score.* Yes, **score.**

e. (Repeat exercise until firm.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

called

EXERCISE 12

al word

a. (Touch the ball for **called.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Called.* Yes, **called.**
b. (Point to **al** in **called.**) Everybody, what do these letters say? (Signal.) *All.* Yes, **all.**
c. (Touch the ball for **called.**) Sound it out. Get ready. (Quickly touch **c, al, d** as the children say:) *calld.*
d. What word? (Signal.) *Called.* Yes, **called.**
e. (Repeat *c* and *d* until firm.)

walter

EXERCISE 13

al word

a. (Point to **al** in **walter.**) What do these letters say? (Signal.) *All.* Yes, **all.**
b. (Touch the ball for **walter.**) Sound it out with me. Get ready. (Quickly touch **w, al, t, er** as you and the children say:) *wwwalterrr.*
c. What word? (Signal.) *Walter.* Yes, **Walter.**
d. (Repeat *b* and *c* until firm.)

EXERCISE 14

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **would.** Pause two seconds.) Get ready. (Signal.) *Would.* Yes, **would.**
c. (Repeat *b* for **wouldn't, could,** and **couldn't.**)

would

wouldn't

could

couldn't

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from another column. Praise children who read all words with no errors.)

STORYBOOK

STORY 41

EXERCISE 15

First reading—title and three sentences

a. (Pass out Storybook 1.)
b. Everybody, open your reader to page 104.
c. Everybody, touch the title of the story and get ready to read the words in the title.
d. First word. ✔
- Get ready. (Tap.) *Walter.*

e. (Tap for each remaining word in the title.)
f. Everybody, say the title. (Signal.) *Walter wanted to play football.*
g. Everybody, get ready to read this story.
h. First word. ✔
- Get ready. (Tap.) *Walter.*

i. Next word. ✔
- Get ready. (Tap.) *Loved.*

j. (Repeat *i* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 16

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.

b. (Call on a child.) Read the next sentence.

To Correct

word-identification errors
(from, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

c. (Call on another child.) Read the next sentence.

d. (Repeat *c* for most of the remaining sentences in the story.)

e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Tap for each word in the sentence.)

EXERCISE 17

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.

b. Starting with the first word of the title. ✔

- Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

walter wanted to plāy football[1]

walter loved to plāy football. but walter could not plāy well.[2] he was small.[3] and he did not run well. when he trIed to run with the ball, he fell down.[4] "dōn't fall down," the other boys yelled. but walter kept falling and falling.

when walter ran to get a pass, he dropped the football.[5] "dōn't drop the ball," the other boys yelled. but walter kept dropping balls.

dāy after dāy walter trIed to plāy football, but dāy after dāy he fell down and dropped the ball.

then one dāy, the other boys said, "walter, you can't plāy ball with us any mōre. you are too small. you alwāys fall. and you alwāys drop the football."

walter went hōme and sat in his yard.[6] he was mad. he said to himself, "I am small and I cannot run well." walter wanted to crȳ, but he didn't crȳ. he sat in his yard and felt very sad.[7] when his mom called him for dinner, he said, "I dōn't want to ēat. I must sit hēre and think."

mōre to come[8]

To Correct

word-identification errors
(from, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What is the story going to be about? (Signal.) *Walter wanted to play football.*

2 Was Walter a good player? (Signal.) *No.*

3 Was he big? (Signal.) *No.*

4 What happened when he ran with the ball? (Signal.) *He fell down.*

- Why do you think he fell down? (The children respond.)

5 A pass is when somebody throws the ball to you. What happened when Walter ran to get a pass? (Signal.) *He dropped the football.*

6 What did he do? (The children respond.)

7 How did he feel? (The children respond.)

8 Next time we'll see if Walter gets to play football.

WORKSHEET 41

EXERCISE 18

Picture comprehension

a. What do you think you'll see in the picture? (The children respond.)

b. Turn the page and look at the picture.

c. (Ask these questions:)

1. Does Walter look happy? (The children respond.)
2. What do you think Walter's mother is saying to him? (Let the children comment for ten seconds. Then comment briefly.)
3. What would you do if you were Walter? (The children respond.)

FOLLOWING INSTRUCTIONS

The children will need pencils.

EXERCISE 19

Box and circle items

a. (Pass out Worksheet 41 to each child.)

b. (Point to the circle.) Everybody, touch this circle. ✔

c. (Point to the first box.) Everybody, touch this box. ✔

d. Everybody, touch instruction 1 next to the circle and the box. ✔

e. Read the fast way. First word. ✔ Get ready. (Tap for each word as the children read:) *Make the word **log** under the circle.*

f. What does this instruction tell you to do? (Signal.) *Make the word **log** under the circle.*

- Do it. ✔

To Correct

(Tell the children the answer. Then repeat *e* and *f*.)

g. Everybody, touch instruction 2 next to the circle and the box. ✔

h. Read the fast way. First word. ✔

- Get ready. (Tap for each word as the children read:) *Make the word **fat** in the box.*

i. What does this instruction tell you to do? (Signal.) *Make the word **fat** in the box.*

- Do it. ✔

To Correct

(Tell the children the answer. Then repeat *h* and *i*.)

j. Everybody, you'll do the items for the other box later.

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 20

Introduction to independent activity

a. (Hold up side 1 of Worksheet 41.)

b. Everybody, you're going to finish this worksheet on your own. (Tell the children when they will work the remaining items.)

- Let's go over the things you're going to do.

Story items

(Point to the story-items exercise.) Here are the items about the story you just read. Read the items and circle the answers that tell what happened in the story.

Following instructions

(Point to the second following-instructions exercise.) Everybody, you're going to read the instructions. Then you're going to do what the instructions tell you to do.

Reading comprehension

a. (Point to both stories on side 2.)

b. You're going to read these stories and then do the items. Remember—circle the right answer under each item.

Sentence copying

(Point to the dotted sentence.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

END OF LESSON 41

LESSON 42

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.3.4, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.3, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.3, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

EXERCISE 1

Sound combination review

a. Here are some letters that go together. Get ready to tell me the sound they usually make.

b. (Point to **al.**) What sound do these letters usually make? (Signal.) *All.* Yes, **all.**

c. (Repeat *b* with **ar.**)

d. (Repeat both sound combinations until firm.)

al

ar

LETTER NAMES

EXERCISE 2

Say vowel names

a. Everybody, say the **names** of these letters. Remember, the names are what you said when the letters had lines over them.

b. (Point to each letter. Pause.) Get ready. (Touch each letter.) (The children respond.)

c. Again. (Repeat *b* until firm.)

Individual test

(Call on individual children. Each child is to identify two letters.)

a **e** **i**

u **o**

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

not

EXERCISE 3

Sound out first

a. (Touch the ball for **not.**) Sound it out. Get ready. (Quickly touch **n, o, t** as the children say:) *nnnooot.*
b. What word? (Signal.) *Not.* Yes, **not.**
c. (Repeat exercise until firm.)

nōte

EXERCISE 4

Sound out first

a. (Touch the ball for **nōte.**) Sound it out. Get ready. (Quickly touch **n, ō, t** as the children say:) *nnnōōōt.*
b. What word? (Signal.) *Note.* Yes, **note.**
c. (Repeat exercise until firm.)

EXERCISE 5

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **cāme.** Pause two seconds.) Get ready. (Signal.) *Came.* Yes, **came.**
c. (Repeat *b* for **sīde, himself, love, scōre, tēam, chēēr, chēēred,** and **chēēring.**)

cāme

sīde

himself

love

scōre

tēam

chēēr

chēēred

chēēring

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

EXERCISE 6

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **started.** Pause two seconds.) Get ready. (Signal.) *Started.* Yes, **started.**
c. (Repeat *b* for **plāyed, gāme, scāred, couldn't, wouldn't,** and **shouldn't.**)

started

plāyed

gāme

scōred

couldn't

wouldn't

shouldn't

cars

EXERCISE 7

ar word

a. (Point to **ar** in **cars.**) What do these letters say? (Signal.) *Are.* Yes, **are.**
b. (Touch the ball for **cars.**) Read this word the fast way. Get ready. (Signal.) *Cars.* Yes, **cars.**

any

EXERCISE 8

Listen, sound out

a. (Point to **any.**) I'll tell you this word. (Pause.) **Any.** What word? (Signal.) *Any.* Yes, **any.**
b. (Touch the ball for **any.**) Sound it out. Get ready. (Quickly touch **a, n, y** as the children say:) *aaannnyyy.*
c. What word? (Signal.) *Any.* Yes, **any.**
d. (Repeat *b* and *c* until firm.)

alwāys

EXERCISE 9

al word

a. (Touch the ball for **alwāys.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Always.* Yes, **always.**
b. (Point to **al** in **alwāys.**) Everybody, what do these letters say? (Signal.) *All.* Yes, **all.**
c. (Touch the ball for **always.**) Sound it out. Get ready. (Quickly touch **al, w, ā, y, s** as the children say:) *alwwwāāāyyysss.*
d. What word? (Signal.) *Always.* Yes, **always.**
e. (Repeat *c* and *d* until firm.)

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from another column. Praise children who read all words with no errors.)

STORYBOOK

STORY 42

EXERCISE 10

First reading—title and three sentences

a. (Pass out Storybook 1.)
b. Everybody, open your reader to page 107.
c. Everybody, touch the title of the story and get ready to read the words in the title.
d. First word. ✔
• Get ready. (Tap.) *Walter.*
e. (Tap for each remaining word in the title.)
f. Everybody, say the title. (Signal.) *Walter goes to the big game.*
g. Everybody, get ready to read this story.
h. First word. ✔
• Get ready. (Tap.) *Walter.*
i. Next word. ✔
• Get ready. (Tap.) *Was.*
j. (Repeat *i* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 11

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.
b. (Call on a child.) Read the next sentence.

To Correct
word-identification errors
(**from,** for example)
1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

c. (Call on another child.) Read the next sentence.
d. (Repeat *c* for most of the remaining sentences in the story.)
e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Tap for each word in the sentence.)

walter gōes to the big gāme[1]
walter was sad bēcause the other boys would not let him plāy football with them. walter was still sad on the dāy of the big football gāme. the boys that lived nēar walter were plāyiŋg boys from the other sIde of town.[2]
walter went down to the lot where the boys plāy football.[3] he said, "I can't plāy in the gāme bēcause I alwāys fall.[4] but I will look at the big gāme."[5]

EXERCISE 12

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.
b. Starting with the first word of the title. ✔
• Get ready. (Tap as the children read the title.)
c. (Call on a child.) Read the first sentence.

To Correct
word-identification errors
(**from,** for example)
1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.
e. (Repeat *d* for most of the remaining sentences in the story.)
f. (Occasionally have the group read a sentence.)
g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What's going to happen in this story? (Signal.) *Walter goes to the big game.*
2 Who was Walter's team going to play? (The children respond.)
3 Where is the football game? (Signal.) *In a lot.*
Yes, a lot is like a field or a yard.
4 Why isn't he playing in the game? (The children respond.)
5 What will he do? (Signal.) *Look at the big game.*

there were lots of boys and girls at the football lot. some of them were chēēring for the boys that lived nēar walter.[6] other boys and girls were chēēring for the tēam that cāme from the other sIde of town.

the gāme started. there was a tall boy on the other tēam. that tall boy got the football and ran all the wāy down the lot.[7] he scōred.[8] the boys and girls from the other sIde of town chēēred.

walter's tēam got the ball. but they could not go far. they went fIve yards.[9]

when the other tēam got the ball, the tall boy kicked the ball. it went to the end of the lot for another scōre. walter said to himself, "that other tēam is gōing to win. I wish I could help mY tēam."[10]

mōre to come

[6] What were they doing? (Signal.) *Cheering.*
- Tell me what you say when you are cheering. (The children respond.)
- Right, you say "Yay," or "Come on, team!"

[7] How far did he go? (Signal.) *All the way down the lot.*
- I wonder if he made a touchdown. Let's read and find out.

[8] Did he make a touchdown? (Signal.) *Yes.*
- Yes, his team got a score. That's a touchdown.

[9] How far did Walter's team go? (Signal.) *Five yards.*
- Was Walter playing on the team? (Signal.) *No.*

[10] Who is Walter talking to? (Signal.) *Himself.*
- Right. He's wishing he could help. We'll read more next time.

EXERCISE 13

Picture comprehension

a. Look at the picture.

b. (Ask these questions:)

1. Which boy is Walter? (The children respond.)
2. Which boy is carrying the football? (The children respond.)
3. Does Walter look happy? (The children respond.)
4. Which boy in the picture would you like to be? (The children respond.)

WORKSHEET 42

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 14

Introduction to independent activity

a. (Pass out Worksheet 42 to each child.)

b. (Hold up side 1 of your worksheet.) Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.)

- Let's go over the things you're going to do.

Story items

(Point to the story-items exercise.) Here are the items about the story you just read. Read the items and circle the answers that tell what happened in the story.

Following instructions

(Point to both following-instructions exercises.) Everybody, you're going to read the instructions. Then you're going to do what the instructions tell you to do.

Reading comprehension

a. (Point to both stories on side 2.)

b. You're going to read these stories and then do the items. Remember—circle the right answer under each item.

Sentence copying

(Point to the dotted sentence.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

END OF LESSON 42

LESSON 43

LETTER NAMES

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.3.4, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.3, LA.1.1.4.4, LA.1.1.4.5, LA.1.1.4.6, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA1.1.6.8, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

EXERCISE 1

Say vowel names

a. Everybody, say the **names** of these letters. Remember, the names are what you said when the letters had lines over them.

b. (Point to each letter. Pause.) Get ready. (Touch each letter.) (The children respond.)

c. Again. (Repeat *b* until firm.)

Individual test

(Call on individual children. Each child is to identify two letters.)

i o e

a u

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

fin

EXERCISE 2

Sound out first

a. (Touch the ball for **fin.**) Sound it out. Get ready. (Quickly touch **f, i, n** as the children say:) *fffiiinnn.*
b. What word? (Signal.) *Fin.* Yes, **fin.**
c. (Repeat exercise until firm.)

fīne

EXERCISE 3

Sound out first

a. (Touch the ball for **fīne.**) Sound it out. Get ready. (Quickly touch **f, ī, n** as the children say:) *fffīīīnnn.*
b. What word? (Signal.) *Fine.* Yes, **fine.**
c. (Repeat exercise until firm.)

walter's

EXERCISE 4

Read the fast way first

a. (Touch the ball for **walter's.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Walter's.* Yes, **Walter's.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **w, al, t, er, s** as the children say:) *Wwwalterrrsss.*
c. What word? (Signal.) *Walter's.* Yes, **Walter's.**
d. (Repeat *b* and *c* until firm.)
e. (Repeat the exercise for **mōre, scōres,** and **kick.**)

mōre

scōres

kick

called

EXERCISE 5

Two-part word

a. (Cover **ed.** Point to **call.**) Everybody, tell me what this part of the word says. Get ready. (Signal.) *Call.* Yes, **call.**
b. (Uncover **ed.** Touch the ball for **called.**) Now tell me what the whole word says. Get ready. (Signal.) *Called.* Yes, **called.**
c. (Repeat exercise until firm.)

looking

EXERCISE 6

Two-part word

a. (Cover **ing.** Point to **look.**) Everybody, tell me what this part of the word says. Get ready. (Signal.) *Look.* Yes, **look.**
b. (Uncover **ing.** Touch the ball for **looking.**) Now tell me what the whole word says. Get ready. (Signal.) *Looking.* Yes, **looking.**
c. (Repeat exercise until firm.)

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

43

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

EXERCISE 7

Read the fast way

a. Read these words the fast way.

b. (Touch the ball for **stopped.** Pause two seconds.) Get ready. (Signal.) *Stopped.* Yes, **stopped.**

c. (Repeat *b* for **chēr, chēēred, plāyer, plāying, gāme, any, tēam, they, ready, falling, alwāys,** and **also.**)

stopped

chēēr

chēēred

plāyer

plāying

gāme

any

tēam

they

ready

falling

alwāys

also

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

43

Get ready to read both words on this page without making a mistake.

arm

EXERCISE 8

ar word

a. (Point to **ar** in **arm.**) What do these letters say? (Signal.) *Are.* Yes, **are.**

b. (Touch the ball for **arm.**) Read this word the fast way. Get ready. (Signal.) *Arm.* Yes, **arm.**

balls

EXERCISE 9

al word

a. (Point to **al** in **balls.**) What do these letters say? (Signal.) *All.* Yes, **all.**

b. (Touch the ball for **balls.**) Read this word the fast way. Get ready. (Signal.) *Balls.* Yes, **balls.**

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from another column. Praise children who read all words with no errors.)

STORYBOOK

STORY 43

EXERCISE 10

First reading—title and three sentences

a. (Pass out Storybook 1.)

b. Everybody, open your reader to page 110.

c. Everybody, touch the title of the story and get ready to read the words in the title.

d. First word. ✔

- Get ready. (Tap.) *Walter.*

e. (Tap for each remaining word in the title.)

f. Everybody, say the title. (Signal.) *Walter goes in the game.*

g. Everybody, get ready to read this story.

h. First word. ✔

- Get ready. (Tap.) *Walter.*

i. Next word. ✔

- Get ready. (Tap.) *Was.*

j. (Repeat *i* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 11

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.

b. (Call on a child.) Read the next sentence.

To Correct

word-identification errors (from, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

c. (Call on another child.) Read the next sentence.

d. (Repeat *c* for most of the remaining sentences in the story.)

e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Tap for each word in the sentence.)

walter gōes in the gāme[1]

walter was lookiŋg at the big football gāme. walter's tēam was not doiŋg well. the other tēam had 2 scōres.[2] but walter's tēam did not have any scōres.[3] as the gāme went on, walter's tēam started to plāy well. walter's tēam stopped the tall boy when he got the ball. then walter's tēam scōred. walter chēēred.[4] he yelled, "get that ball and scōre some mōre."

but then the best plāyer on walter's tēam cut his arm. he left the gāme.[5] walter said to himself, "now we cannot win the gāme. the best plāyer is not plāyiŋg."

how could walter's tēam win if the best plāyer was not plāyiŋg?[6]

then all the boys on walter's tēam started to call. "walter, walter," they called. "come hēre."

walter ran to his tēam. one of the boys said, "walter, we nēēd one mōre plāyer. so we called you.[7] trȳ to plāy well. we nēēd 2 scōres to win this gāme."[8]

mōre to come

EXERCISE 12

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.

b. Starting with the first word of the title. ✔ Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors
(**from,** for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What is going to happen in this story? (Signal.) *Walter goes in the game.*

- Yes, the title says Walter goes in the game.

2 How many scores did the other team have? (Signal.) *Two.*

3 How many scores did Walter's team have? (Signal.) *None.*

4 Why did Walter cheer? (Signal.) *His team scored.*

- Yes, his team scored. Now the other team has two scores and Walter's team has one.

5 Why did the best player leave the game? (Signal.) *He cut his arm.*

6 I guess they had better get another good player.

7 Why did the team call Walter? (Signal.) *They needed one more player.*

8 What do they need to win? (Signal.) *Two scores.*

- I hope Walter can help. Next time we'll read some more.

EXERCISE 13

Picture comprehension

a. Look at the picture.

b. (Ask these questions:)

1. Show me which boy is Walter. (The children respond.)
2. Look at the boy who is talking to Walter. What do you think he is saying? (Let the children comment for ten seconds. Then comment briefly.)
3. What do you think Walter is saying to him? (Let the children comment for ten seconds. Then comment briefly.)
4. Why do the other boys look unhappy? (The children respond.)

WORKSHEET 43

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 14

Introduction to independent activity

a. (Pass out Worksheet 43 to each child.)
b. (Hold up side 1 of your worksheet.) Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.)

- Let's go over the things you're going to do.

Story items

(Point to the story-items exercise.) Here are the items about the story you just read. Read the items and circle the answers that tell what happened in the story.

Following instructions

(Point to both following-instructions exercises.) Everybody, you're going to read the instructions. Then you're going to do what the instructions tell you to do.

Reading comprehension

a. (Point to both stories on side 2.)
b. You're going to read these stories and then do the items. Remember—circle the right answer under each item.

Sentence copying

(Point to the dotted sentence.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

END OF LESSON 43

LESSON 44

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.3.4, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.3, LA.1.1.4.4, LA.1.1.4.5, LA.1.1.4.6, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.6.8, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

EXERCISE 1

Sound combination review

a. Here are some letters that go together. Get ready to tell me the sound they usually make.

b. (Point to **ar.**) What sound do these letters usually make? (Signal.) *Are.* Yes, **are.**

c. (Repeat *b* with **al.**)

d. (Repeat both sound combinations until firm.)

ar

al

LETTER NAMES
EXERCISE 2

Say vowel names

a. Everybody, say the **names** of these letters. Remember, the names are what you said when the letters had lines over them.

b. (Point to each letter. Pause.) Get ready. (Touch each letter.) (The children respond.)

c. Again. (Repeat *b* until firm.)

Individual test

(Call on individual children. Each child is to identify two letters.)

o **i** **u**

e **a**

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

hōpe

EXERCISE 3

Sound out first

a. (Touch the ball for **hōpe.**) Sound it out. Get ready. (Quickly touch **h, ō, p** as the children say:) *hōōōp.*
b. What word? (Signal.) *Hope.* Yes, **hope.**
c. (Repeat exercise until firm.)

hop

EXERCISE 4

Sound out first

a. (Touch the ball for **hop.**) Sound it out. Get ready. (Quickly touch **h, o, p** as the children say:) *hooop.*
b. What word? (Signal.) *Hop.* Yes, **hop.**
c. (Repeat exercise until firm.)

ēach

EXERCISE 5

Read the fast way first

a. (Touch the ball for **ēach.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Each.* Yes, **each.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **ē, ch** as the children say:) *ēēēch.*
c. What word? (Signal.) *Each.* Yes, **each.**
d. (Repeat *b* and *c* until firm.)
e. (Repeat the exercise for **could, should,** and **they.**)

could

should

they

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

EXERCISE 6

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **thinking.** Pause two seconds.) Get ready. (Signal.) *Thinking.* Yes, **thinking.**
c. (Repeat *b* for **trȳ, dōn't, can't,** and **would.**)

thinking

trȳ

dōn't

can't

would

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

himself

EXERCISE 7

Two-part word

a. (Cover **self.** Point to **him.**) Everybody, tell me what this part of the word says. Get ready. (Signal.) *Him.* Yes, **him.**

b. (Uncover **self.** Touch the ball for **himself.**) Now tell me what the whole word says. Get ready. (Signal.) *Himself.* Yes, **himself.**

c. (Repeat exercise until firm.)

runner

EXERCISE 8

Two-part word

a. (Cover **er.** Point to **runn.**) Everybody, tell me what this part of the word says. Get ready. (Signal.) *Run.* Yes, **run.**

b. (Uncover **er.** Touch the ball for **runner.**) Now tell me what the whole word says. Get ready. (Signal.) *Runner.* Yes, **runner.**

c. (Repeat exercise until firm.)

felt

EXERCISE 9

Sound out first

a. (Touch the ball for **felt.**) Sound it out. Get ready. (Quickly touch **f, e, l, t** as the children say:) *fffeeelllt.*

b. What word? (Signal.) *Felt.* Yes, **felt.**

c. (Repeat exercise until firm.)

EXERCISE 10

Read the fast way

a. Read these words the fast way.

b. (Touch the ball for **put.** Pause two seconds.) Get ready. (Signal.) *Put.* Yes, **put.**

c. (Repeat *b* for **ready, kick, some, come, sāme,** and **cāme.**)

put

ready

kick

some

come

sāme

cāme

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Get ready to read both words on this page without making a mistake.

fall

EXERCISE 11

al word

a. (Point to **al** in **fall.**)
What do these letters say? (Signal.) *All.*
Yes, **all.**

b. (Touch the ball for **fall.**)
Read this word the fast way. Get ready.
(Signal.) *Fall.* Yes, **fall.**

far

EXERCISE 12

ar word

a. (Point to **ar** in **far.**)
What do these letters say? (Signal.) *Are.*
Yes, **are.**

b. (Touch the ball for **far.**)
Read this word the fast way. Get ready.
(Signal.) *Far.* Yes, **far.**

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from another column. Praise children who read all words with no errors.)

STORYBOOK

STORY 44

EXERCISE 13

First reading—title and three sentences

a. (Pass out Storybook 1.)
b. Everybody, open your reader to page 113.
c. Everybody, touch the title of the story and get ready to read the words in the title.
d. First word. ✔
• Get ready. (Tap.) *Walter's.*
e. (Tap for each remaining word in the title.)
f. Everybody, say the title. (Signal.)
Walter's team must kick.
g. Everybody, get ready to read this story.
h. First word. ✔
• Get ready. (Tap.) *Walter's.*
i. Next word. ✔
• Get ready. (Tap.) *Team.*
j. (Repeat *i* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 14

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.
b. (Call on a child.) Read the next sentence.

To Correct
word-identification errors
(from, for example)
1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

c. (Call on another child.) Read the next sentence.
d. (Repeat *c* for most of the remaining sentences in the story.)
e. (Occasionally have the group read a sentence. When the group is to read, say:)
Everybody, read the next sentence.
(Tap for each word in the sentence.)

EXERCISE 15

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.
b. Starting with the first word of the title. ✔
• Get ready. (Tap as the children read the title.)
c. (Call on a child.) Read the first sentence.

To Correct
word-identification errors
(from, for example)
1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.
e. (Repeat *d* for most of the remaining sentences in the story.)

walter's tēam must kick[1]

walter's tēam called him to plāy in the big gāme.

one of the boys on walter's tēam said, "we cannot run with the ball, bēcause the best runner is not in the gāme. so let's trȳ to scōre bȳ kicking the ball."[2]

"yes, yes," the other boys said.

then the boys looked at ēach other. "one of us must kick the ball."

all the other boys said, "not me. I can't kick the ball that far."[3]

but walter didn't sāy "no." he said, "I will trȳ. I think I could kick the ball that far."[4]

one of the boys said, "I will hōld the ball for him."

so walter got ready to kick the ball. some boys and girls called from the sIde of the lot, "dōn't let walter do that.[5] he can't plāy football. he will fall down."

but walter said to himself, "I will not fall. I will kick that ball." and walter felt that he would kick the ball.[6]

mōre to come

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What's going to happen in this story? (Signal.) *Walter's team must kick.*

2 Why aren't they going to run with the ball? (Signal.) *The best runner is not in the game.*

3 Do the other boys think they can kick the ball that far? (Signal.) *No.*

4 Who is saying that? (Signal.) *Walter.*

5 Why did they say that about Walter? (The children respond.)

6 What did Walter feel? (Signal.) *That he would kick the ball.*

- Do you think he can kick it? (The children respond.)
- We'll find out next time.

EXERCISE 16

Picture comprehension

a. Look at the picture.

b. (Ask these questions:)

1. What do you think Walter is saying to himself? (Let the children comment for ten seconds. Then comment briefly.)
2. What is that boy doing with his finger on the ball? (Signal.) *Holding the ball for Walter.*
3. What are some of those other children saying about Walter? (The children respond.)

WORKSHEET 44

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 17

Introduction to independent activity

a. (Pass out Worksheet 44 to each child.)

b. (Hold up side 1 of your worksheet.) Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.)

- Let's go over the things you're going to do.

Story items

(Point to the story-items exercise.) Here are the items about the story you just read. Read the items and circle the answers that tell what happened in the story.

Following instructions

(Point to both following-instructions exercises.) Everybody, you're going to read the instructions. Then you're going to do what the instructions tell you to do.

Reading comprehension

a. (Point to both stories on side 2.)

b. You're going to read these stories and then do the items. Remember—circle the right answer under each item.

Sentence copying

(Point to the dotted sentence.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

END OF LESSON 44

LESSON 45

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.3.4, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.3, LA.1.1.4.4, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3,

EXERCISE 1

Sound combination review

a. Here are some letters that go together. Get ready to tell me the sound they usually make.

b. (Point to **al.**) What sound do these letters usually make? (Signal.) *All.* Yes, **all.**

c. (Repeat *b* with **ar.**)

d. (Repeat both sound combinations until firm.)

al

ar

LETTER NAMES

EXERCISE 2

Say vowel names

a. Everybody, say the **names** of these letters. Remember, the names are what you said when the letters had lines over them.

b. (Point to each letter. Pause.) Get ready. (Touch each letter.) (The children respond.)

c. Again. (Repeat *b* until firm.)

o **e** **u**

i **a**

Individual test

(Call on individual children. Each child is to identify two letters.)

45

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

EXERCISE 3

Read the fast way

a. Read these words the fast way.

b. (Touch the ball for **ready.** Pause two seconds.) Get ready. (Signal.) *Ready.* Yes, **ready.**

c. (Repeat *b* for **kicked, held, wanted, just, went, what, nēēded, chēēred, shot, scōred, one, past,** and **tīme.**)

ready

kicked

held

wanted

just

went

what

nēēded

chēēred

shot

scōred

one

past

tīme

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Get ready to read all the words on this page without making a mistake.

wall

EXERCISE 4

al word

a. (Touch the ball for **wall.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Wall.* Yes, **wall.**
b. (Point to **al** in **wall.**) Everybody, what do these letters say? (Signal.) *All.* Yes, **all.**
c. (Touch the ball for **wall.**) Sound it out. Get ready. (Quickly touch **w, al** as the children say:) *wwwall.*
d. What word? (Signal.) *Wall.* Yes, **wall.**
e. (Repeat *c* and *d* until firm.)

started

EXERCISE 5

ar word

a. (Touch the ball for **started.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Started.* Yes, **started.**
b. (Point to **ar** in **started.**) Everybody, what do these letters say? (Signal.) *Are.* Yes, **are.**
c. (Touch the ball for **started.**) Sound it out. Get ready. (Quickly touch **s, t, ar, t, e, d** as the children say:) *ssstarteeed.*
d. What word? (Signal.) *Started.* Yes, **started.**
e. (Repeat *c* and *d* until firm.)

EXERCISE 6

ou as in **out**

a. (Point to **ou.**) When these letters are together, they usually say (pause) **ou.** What do these letters say? (Signal.) *ou.* Yes, **ou.**
b. (Repeat *a* until firm.)

EXERCISE 7

ou word

a. (Point to **ou** in **out.**) What do these letters say? (Signal.) *ou.* Yes, **ou.**
b. (Touch the ball for **out.**) Read this word the fast way. Get ready. (Signal.) *Out.* Yes, **out.**

EXERCISE 8

ou word

a. (Point to **ou** in **shout.**) What do these letters say? (Signal.) *ou.* Yes, **ou.**
b. (Touch the ball for **shout.**) Read this word the fast way. Get ready. (Signal.) *Shout.* Yes, **shout.**

EXERCISE 9

ou word

a. (Point to **ou** in **loud.**) What do these letters say? (Signal.) *ou.* Yes, **ou.**
b. (Touch the ball for **loud.**) Read this word the fast way. Get ready. (Signal.) *Loud.* Yes, **loud.**

EXERCISE 10

ou word

a. (Point to **ou** in **cloud.**) What do these letters say? (Signal.) *ou.* Yes, **ou.**
b. (Touch the ball for **cloud.**) Read this word the fast way. Get ready. (Signal.) *Cloud.* Yes, **cloud.**

(Repeat any troublesome words.)

ou

out

shout

loud

cloud

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

hop

EXERCISE 11

Sound out first

a. (Touch the ball for **hop.**) Sound it out. Get ready. (Quickly touch **h, o, p** as the children say:) *hooop.*
b. What word? (Signal.) *Hop.* Yes, **hop.**
c. (Repeat exercise until firm.)

hōpe

EXERCISE 12

Sound out first

a. (Touch the ball for **hōpe.**) Sound it out. Get ready. (Quickly touch **h, ō, p** as the children say *hōōōp.*)
b. What word? (Signal.) *Hope.* Yes, **hope.**
c. (Repeat exercise until firm.)

another

EXERCISE 13

Two-part word

a. (Cover **other.** Point to **an.**) Everybody, tell me what this part of the word says. Get ready. (Signal.) *An.* Yes, **an.**
b. (Uncover **other.** Touch the ball for **another.**) Now tell me what the whole word says. Get ready. (Signal.) *Another.* Yes, **another.**
c. (Repeat exercise until firm.)

almōst

EXERCISE 14

Two-part word

a. (Cover **mōst.** Point to **al.**) Everybody, tell me what this part of the word says. Get ready. (Signal.) *All.* Yes, **all.**
b. (Uncover **mōst.** Touch the ball for **almōst.**) Now tell me what the whole word says. Get ready. (Signal.) *Almost.* Yes, **almost.**
c. (Repeat exercise until firm.)

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from another column. Praise children who read all words with no errors.)

STORYBOOK

STORY 45

EXERCISE 15

First reading—title and three sentences

a. (Pass out Storybook 1.)
b. Everybody, open your reader to page 115.
c. Everybody, touch the title of the story and get ready to read the words in the title.
d. First word. ✔
• Get ready. (Tap.) *Walter.*
e. (Tap for each remaining word in the title.)
f. Everybody, say the title. (Signal.) *Walter kicks the ball.*
g. Everybody, get ready to read this story.
h. First word. ✔
• Get ready. (Tap.) *Walter.*
i. Next word. ✔
• Get ready. (Tap.) *Was.*
j. (Repeat *i* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 16

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.

b. (Call on a child.) Read the next sentence.

To Correct

word-identification errors (from, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

c. (Call on another child.) Read the next sentence.

d. (Repeat *c* for most of the remaining sentences in the story.)

e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Tap for each word in the sentence.)

walter kicks the ball[1]

walter was ready to kick the ball. the boys and girls on the sIde of the lot were sāyiŋg, "dōn't let walter kick."

but walter did kick. another boy held the ball. a tall boy from the other tēam almōst got to the ball, but walter kicked the ball just in tIme. the ball went lIke a shot.[2] it went past the end of the lot.[3] it went ōver a tall wall that was next to the lot.[4] it almōst hit a car that was on the strēēt.

the boys on walter's tēam looked at walter. the boys on the other tēam looked at walter.[5] one boy from the other tēam said, "that ball went all the wāy ōver the wall. I did not think that a small boy could kick a ball so far."

the boys and girls on the sIde of the lot chēēred. "that's the wāy to kick, walter," they called.[6]

now walter's tēam nēēded one mōre scōre to win the gāme.[7]

mōre to come

EXERCISE 17

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.

b. Starting with the first word of the title. ✔

- Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors (from, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What will happen in this story? (Signal.) *Walter kicks the ball.*

2 Did Walter kick the ball? (Signal.) *Yes.*

- How did it go? (Signal.) *Like a shot.*

3 Where did it go? (Signal.) *Past the end of the lot.* That's far.

4 What did the ball do? (Signal.) *It went over a tall wall.* It must have been a very high ball.

5 Why was everyone looking at Walter? (The children respond.)

6 What did they say? (Signal.) *"That's the way to kick, Walter."*

- Say it again like the boys and girls yelled it. (Signal.) *That's the way to kick, Walter.*

7 What does Walter's team need to win the game? (Signal.) *One more score.*

- Next time we'll see what Walter can do.

WORKSHEET 45

EXERCISE 18

Picture comprehension

a. Look at the picture.

b. (Ask these questions:)

1. What's happening to that football? (The children respond.)
2. Does Walter look happy? (The children respond.)
   - Why? (The children respond.)
3. What do you think those other children are saying? (Let the children comment for ten seconds. Then comment briefly.)

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 19

Summary of independent activities

a. (Pass out Worksheet 45 to each child.)

b. Everybody, now you'll do your worksheet. Remember to do all parts of the worksheet and to read all the parts carefully.

INDIVIDUAL CHECKOUT

EXERCISE 20

2½-minute individual fluency checkout: rate/accuracy

a. As you are doing your worksheet, I'll call on children one at a time to read the **first page of the story**. Remember, you get two stars if you read the first page of the story in less than two and a half minutes and make no more than four errors.

b. (Call on each child. Tell the child:) Start with the title and read the first page of the story very carefully. Go. (Time the child. Tell the child any words the child misses. Stop the child as soon as the child makes the fifth error or exceeds the time limit.)

c. (If the child meets the rate-accuracy criterion, record two stars on your chart for lesson 45. Congratulate the child. Give children who do not earn two stars a chance to read the first page of the story again before the next lesson is presented.) 129 words/**2.5 min** = 52 wpm **[4 errors]**

END OF LESSON 45

LESSON 46

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.3, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.3,

EXERCISE 1

Sound combination review

a. Here are some letters that go together. Get ready to tell me the sound they usually make.

b. (Point to **al.**) What sound do these letters usually make? (Signal.) *All.* Yes, **all.**

c. (Repeat *b* with **ar.**)

d. (Repeat both sound combinations until firm.)

al

ar

LETTER NAMES

EXERCISE 2

Say vowel names

a. Everybody, say the names of these letters.

b. (Point to each letter. Pause.) Get ready. (Touch each letter.) (The children respond.)

c. Again. (Repeat *b* until firm.)

Individual test

(Call on individual children. Each child is to identify two letters.)

e **a** **o**

u **i**

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

EXERCISE 3

Sound out first

a. (Touch the ball for **fīne.**) Sound it out. Get ready. (Quickly touch **f, ī, n** as the children say:) *fffīīīnnn.*
b. What word? (Signal.) *Fine.* Yes, **fine.**
c. (Repeat exercise until firm.)

EXERCISE 4

Sound out first

a. (Touch the ball for **fin.**) Sound it out. Get ready. (Quickly touch **f, i, n** as the children say:) *fffiiinnn.*
b. What word? (Signal.) *Fin.* Yes, **fin.**
c. (Repeat exercise until firm.)

EXERCISE 5

Sound out first

a. (Touch the ball for **left.**) Sound it out. Get ready. (Quickly touch **l, e, f, t** as the children say:) *lleeeffft.*
b. What word? (Signal.) *Left.* Yes, **left.**
c. (Repeat exercise until firm.)

EXERCISE 6

Two-part word

a. (Cover **er.** Point to **plāy.**) Everybody, tell me what this part of the word says. Get ready. (Signal.) *Play.* Yes, **play.**
b. (Uncover **er.** Touch the ball for **plāyer.**) Now tell me what the whole word says. Get ready. (Signal.) *Player.* Yes, **player.**
c. (Repeat exercise until firm.)

fīne

fin

left

plāyer

kicked

EXERCISE 7

Read the fast way first

a. (Touch the ball for **kicked.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Kicked.* Yes, **kicked.**
b. (Return to the **ball.**) Sound it out. Get ready. (Quickly touch **k, i,** between **c** and **k, d** as the children say:) *kiiikd.*
c. What word? (Signal.) *Kicked.* Yes, **kicked.**
d. (Repeat *b* and *c* until firm.)
e. (Repeat the exercise for **must.**)

must

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

EXERCISE 8

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **could.**) (Pause two seconds.) Get ready. (Signal.) *Could.* Yes, **could.**
c. (Repeat *b* for **other, all, almōst, pick, picked, some, wants, any,** and **love.**)

could

other

all

almōst

pick

picked

some

wants

any

love

wall

EXERCISE 9

al word

a. (Point to **al** in **wall.**) What do these letters say? (Signal.) *All.* Yes, **all.**
b. (Touch the ball for **wall.**) Read this word the fast way. Get ready. (Signal.) *Wall.* Yes, **wall.**

star

EXERCISE 10

ar word

a. (Touch the ball for **star.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Star.* Yes, **star.**
b. (Point to **ar** in **star.**) Everybody, what do these letters say? (Signal.) *Are.* Yes, **are.**
c. (Touch the ball for **star.**) Sound it out. Get ready. (Quickly touch **s, t, ar** as the children say:) *ssstar.*
d. What word? (Signal.) *Star.* Yes, **star.**
e. (Repeat *c* and *d* until firm.)

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Get ready to read all the words on this page without making a mistake.

ou

EXERCISE 11

ou as in **out**

a. (Point to **ou.**) When these letters are together, they usually say (pause) **ou.** What do these letters say? (Signal.) *ou.* Yes, **ou.**

b. (Repeat *a* until firm.)

out

EXERCISE 12

ou word

a. (Point to **ou** in **out.**)
What do these letters say? (Signal.) *ou.*
Yes, **ou.**

b. (Touch the ball for **out.**)
Read this word the fast way. Get ready.
(Signal.) *Out.* Yes, **out.**

bout

EXERCISE 13

ou word

a. (Point to **ou** in **bout.**)
What do these letters say? (Signal.) *ou.*
Yes, **ou.**

b. (Touch the ball for **bout.**)
Read this word the fast way. Get ready.
(Signal.) *Bout.* Yes, **bout.**

shout

EXERCISE 14

Read the fast way

a. Read these words the fast way.

b. (Touch the ball for **shout.**)
(Pause two seconds.) Get ready. (Signal.)
Shout. Yes, **shout.**

c. (Repeat *b* for **loud.**)

loud

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from another column. Praise children who read all words with no errors.)

STORYBOOK

STORY 46

EXERCISE 15

First reading—title and three sentences

a. (Pass out Storybook 1.)

b. Everybody, open your reader to page 117.

c. Everybody, touch the title of the story and get ready to read the words in the title.

d. First word. ✔

- Get ready. (Tap.) *Walter's.*

e. (Tap for each remaining word in the title.)

f. Everybody, say the title. (Signal.)
Walter's team wins.

g. Everybody, get ready to read this story.

h. First word. ✔

- Get ready. (Tap.) *The.*

i. Next word. ✔

- Get ready. (Tap.) *Other.*

j. (Repeat *i* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 16

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.

b. (Call on a child.) Read the next sentence.

To Correct

word-identification errors (from, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

c. (Call on another child.) Read the next sentence.

d. (Repeat *c* for most of the remaining sentences in the story.)

e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Tap for each word in the sentence.)

walter's tēam wins[1]

the other tēam did not scōre. so walter's tēam got the ball.

one boy on walter's tēam said, "we must go all the wāy down the lot to scōre. but we dōn't have tĪme and we can't kick the ball that far."

walter said, "I think I can kick the ball all the wāy."[2] so the boys on walter's tēam got ready.

the ball went into plāy.[3] a boy from walter's tēam held the ball, and walter kicked it. it went all the wāy to the end of the lot. it almōst hit the wall that was next to the lot.

the boys on walter's tēam picked him up and yelled, "walter kicked for a scōre."[4] the boys from the other tēam said, "you are some football plāyer."

and the boys and girls on the sĪde of the lot called, "walter is the star of the gāme." walter was very happy.[5]

and now walter can plāy football with the other boys any tĪme he wants.[6]

the end

EXERCISE 17

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.

b. Starting with the first word of the title. ✔

- Get ready. (Tap as the children read the title.)

c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors (from, for example)

1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.

e. (Repeat *d* for most of the remaining sentences in the story.)

f. (Occasionally have the group read a sentence.)

g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)

1 What will happen in the story? (Signal.) *Walter's team wins.*

2 Who is talking? (Signal.) *Walter.*

- Who is he talking to? (Signal.) *The other boys on his team.*

3 What does that mean? (The children respond.)

- Yes, the ball is ready to be kicked.

4 What did he do? (Signal.) *Kicked for a score.*

- Did his team win? (Signal.) *Yes.*
- How did they get that last score? (Signal.) *Walter kicked the ball.*

5 How did he feel? (The children respond.)

6 What happens now when Walter wants to play football with the other boys? (The children respond.)

EXERCISE 18

Picture comprehension

a. Look at the picture.

b. (Ask these questions:)

1. Where is Walter? (The children respond.)
2. Why do you think those boys are carrying Walter? (Let the children comment for ten seconds. Then comment briefly.)
3. What are the other children doing? (The children respond.)
4. Why does everybody look so happy? (The children respond.)

WORKSHEET 46

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 19

Introduction to independent activity

a. (Pass out Worksheet 46 to each child.)

b. (Hold up side 1 of your worksheet.) Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.)

- Let's go over the things you're going to do.

Story items

(Point to the story-items exercise.) Here are the items about the story you just read. Read the items and circle the answers that tell what happened in the story.

Following instructions

(Point to both following-instructions exercises.) Everybody, you're going to read the instructions. Then you're going to do what the instructions tell you to do.

Reading comprehension

a. (Point to both stories on side 2.)

b. You're going to read these stories and then do the items. Remember—circle the right answer under each item.

Sentence copying

(Point to the dotted sentence.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

END OF LESSON 46

LESSON 47

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.3.4, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.3, LA.1.1.4.5, LA.1.1.4.6, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.1.6.8, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.1.1, LA.1.5.1.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

LETTER NAMES

EXERCISE 1

Say vowel names

a. Everybody, say the names of these letters.
b. (Point to each letter. Pause.) Get ready.
(Touch each letter.) (The children respond.)
c. Again. (Repeat *b* until firm.)

Individual test

(Call on individual children. Each child is to identify two letters.)

a u i

e o

STORYBOOK

READ THE ITEMS 47

EXERCISE 2

Read item 1

a. (Pass out Storybook 1.)
b. Open your reader to page 119. Get ready to read item 1.
c. Finger under the first word of the item. ✔
- Get ready. (Tap.) *When.*

d. Next word. (Pause.) Get ready. (Tap.) *The.*
e. (Repeat *d* for the remaining words in the item.)
f. (Repeat *c* through e until the item is firm.)
g. Everybody, say that item. (Pause. Signal.) *When the teacher says "One," hold up one hand.*
h. Again. (Repeat *g* until firm.)
i. What are you going to do when I say **"One"**? (Signal.) *Hold up one hand.*
- When are you going to hold up one hand? (Signal.) *When the teacher says "One."*

To Correct

(Have the children read the item aloud. Then repeat the questions.)

EXERCISE 3

Play the game

a. Read the item to yourself and think about what you're going to do and when you're going to do it. Raise your hand when you're ready.
b. (After the children raise their hands, say:) Get ready to play the game.
c. My turn. (Pause.) One. (Signal.) (The children are to hold up their hand immediately.)

To Correct

(Have the children read the item aloud. Then play the game again.)

EXERCISE 4

Read item 2

a. Get ready to read item 2.
b. Finger under the first word of the item. ✔
c. Get ready. (Tap for each word in item 2. Repeat until firm.)
d. Everybody, get ready to say the item. (Pause. Signal.) *When the teacher says "Go," stand up.*
- (Repeat until firm.)

e. What are you going to do when I say "**Go**"? (Signal.) *Stand up.* Right.

To Correct

1. (Give the answer.)
2. (Then have the children read the item aloud.)
3. (Repeat the question.)

f. What are you going to do when I say "**Now**"? (Signal.) *Nothing.* Right.
g. What are you going to do when I say "**Stand up**"? (Signal.) *Nothing.* Right.
h. What are you going to do when I say "**Go**"? (Signal.) *Stand up.* Right.

EXERCISE 5

Fooler game

To Correct

mistakes on foolers

1. What did I (say, do)? (Signal.)
2. Everybody, read item (one, two) out loud. First word. Get ready. (Tap for each word.)
3. Does the item tell you what to do when I (say, do ____)? (Signal.) *No.*
4. So you don't do anything. I fooled you.
5. (Repeat the fooler game.)

a. Let's play the game and see if I can fool you.
b. My turn. (Hold your hand out. Pause.) Now. (Pause. Drop your hand. Praise the children who do nothing.)
c. My turn. (Hold your hand out. Pause.) Stand up. (Pause. Drop your hand. Praise the children who do nothing.)
d. My turn. (Hold your hand out. Pause.) Go. (Pause. Drop your hand.) (The children are to stand up immediately.)
- (Praise the children who stand up.)

WORKSHEET 47

READING HARD WORDS

You'll present rewards in this exercise

EXERCISE 6

Hard words in reader

a. You're going to read hard words today. Look at the hard words on page 119. ✔

b. If you can read all of the words in a column without making a mistake, you'll get _____. (Reward the children with stars, points, etc.)

c. (Call on a child.) Read the words in the first column. Start at the top and go down the column. Everybody, touch the words that are being read. Raise your hand if you hear a mistake.

d. (Call on another child to read the second column.)

e. (Give each child a turn at reading one column of words. Praise the children who read each word in the column without making a mistake. Children who make a mistake must repeat the word until firm.)

To Correct

1. (After a child makes a mistake, say:) Stop.
2. (Either you or one of the children who heard the mistake should correctly identify the word.)
3. (Then tell the child who made the mistake:) Touch that word. What word?
4. (Then tell the child:) Now go back to the top of the column and read the words again.

READING COMPREHENSION

The children will need pencils.

EXERCISE 7

Read story, answer items

a. (Pass out Worksheet 47 to each child.)

b. (Point to the first story.) Everybody, touch this story on your worksheet. ✔

c. Read the fast way. First word. ✔
Get ready. (Tap.) *Jane.*

d. Next word. ✔
- Get ready. (Tap.) *Said.*

e. (Repeat *d* for the remaining words in the story.)

f. Let's do the items for that story. From now on, you're going to write your answers in the blanks. Don't circle the answers. Just write them in the blanks.

g. Everybody, read item 1. First word. ✔
- Get ready. (Tap for each word as the children read:) *What did Jane want to kick?*

h. Everybody, what's the answer? (Signal.) *The ball.*

i. Write the answer in the blank. ✔

j. Everybody, read item 2. First word. ✔
Get ready. (Tap for each word as the children read:) *What did Tim hold?*

k. What's the answer? (Signal.) *The ball.*

l. Write that answer in the blank. ✔

m. Everybody, do item 3 on your own. Remember—write the answer in the blank. ✔

EXERCISE 8

Read story, answer items

a. (Point to the second story.) Everybody, touch this story on your worksheet. ✔

b. Read the fast way. First word. ✔
- Get ready. (Tap.) *A.*

c. Next word. ✔
- Get ready. (Tap.) *Girl.*

d. (Repeat *c* for the remaining words in the story.)

e. Let's do the items for that story. From now on, you're going to write your answers in the blanks. Don't circle the answers. Just write them in the blanks.

f. Everybody, read item 1. First word. ✔
- Get ready. (Tap for each word as the children read:) *The girl went out for the running blank.*

g. Everybody, what goes in the blank? (Signal.) *Team.*

h. Write that answer in the blank. ✔

i. Everybody, read item 2. First word. ✔
- Get ready. (Tap for each word as the children read:) *Did the boys think she could run fast?*

j. What's the answer? (Signal.) *No.*

k. Write that answer in the blank. ✔

l. Everybody, do items 3 and 4 on your own. Remember—write the answers in the blanks. ✔

FOLLOWING INSTRUCTIONS

EXERCISE 9

Read sentence, follow instructions

a. (Point to the sentence in the first box on side 2.)

b. Everybody, touch this sentence on your worksheet. ✔

c. I'll read the instructions above the sentence in the box. Listen: **Read this sentence.** That's what you're going to do.

d. Everybody, read the sentence in the box. First word. Get ready. (Tap for each word as the children read:) *The dog was fat.*

e. Everybody, say that sentence without looking. (Signal.) *The dog was fat.*

- (Repeat until firm.)

f. Touch instruction 1 below the sentence in the box. ✔

g. Read that instruction. First word. Get ready. (Tap for each word as the children read:) *Circle the word **was.***

h. What are you going to do? (Signal.) *Circle the word **was.***

i. You're going to circle the word **was.** Everybody, the word **was** is in the box. Touch the word **was.** ✔

j. What are you going to do to the word **was**? (Signal.) *Circle it.*

To Correct

1. (Have the children read instruction 1 below the box.)
2. Then ask, What are you going to do to the word **was?**

k. Everybody, touch instruction 2 below the sentence in the box. ✔

l. Read that instruction. First word. Get ready. (Tap for each word as the children read:) *Make a line over the word **the.***

m. What are you going to do? (Signal.) *Make a line over the word **the.***

n. You're going to make a line over the word **the.** Everybody, touch the word **the** in the box. ✔

o. What are you going to do to the word **the**? (Signal.) *Make a line over it.*

To Correct

1. (Have the children read instruction 2 below the box.)
2. Then ask, What are you going to do to the word **the?**

p. Everybody, read instruction 1 to yourself and do what it tells you to do. ✔

q. Everybody, read instruction 2 to yourself and do what it tells you to do. ✔

r. Everybody, you'll follow the instructions for the other sentences later.

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 10

Introduction to independent activity

a. (Hold up side 2 of Worksheet 47.)

b. Everybody, you're going to finish this worksheet on your own. (Tell the children when they will work the remaining items.) Let's go over the things you're going to do.

Following instructions

a. (Point to the sentences in the second and third boxes.)

b. Everybody, first you're going to read the sentence in the box. Then you're going to read the instructions below the box and do what the instructions tell you to do.

END OF LESSON 47

LESSON 48

LA.1.1.1.1, LA.1.1.1.2, LA.1.1.1.3, LA.1.1.3.2, LA.1.1.3.3, LA.1.1.3.4, LA.1.1.4.1, LA.1.1.4.2, LA.1.1.4.3, LA.1.1.4.5, LA.1.1.4.7, LA.1.1.4.8, LA.1.1.5.1, LA.1.1.5.2, LA.1.1.5.3, LA.1.1.6.1, LA.1.1.6.2, LA.1.1.6.3, LA.1.1.6.5, LA.1.1.7.1, LA.1.1.7.2, LA.1.1.7.3, LA.1.1.7.4, LA.1.1.7.5, LA.1.1.7.6, LA.1.1.7.7, LA.1.1.7.8, LA.1.1.7.9, LA.1.2.1.1, LA.1.2.1.2, LA.1.2.1.3, LA.1.2.1.5, LA.1.2.1.6, LA.1.2.2.1, LA.1.2.2.2, LA.1.5.2.1, LA.1.5.2.2, LA.1.5.2.3, LA.1.6.3.1, LA.1.6.3.2,

EXERCISE 1

Sound combination review

a. Here are some letters that go together. Get ready to tell me the sound they usually make.
b. (Point to **ou.**) What sound do these letters usually make? (Signal.) *ou.* Yes, **ou.**
c. (Repeat *b* with **al.**)
d. (Repeat both sound combinations until firm.)

ou

al

u a o

i e

LETTER NAMES

EXERCISE 2

Say vowel names

a. Everybody, say the names of these letters.
b. (Point to each letter. Pause.) Get ready. (Touch each letter.) (The children respond.)
c. Again. (Repeat *b* until firm.)

Individual test

(Call on individual children. Each child is to identify two letters.)

READING VOCABULARY

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

mādе

EXERCISE 3

Sound out first

a. (Touch the ball for **mādе.**) Sound it out. Get ready. (Quickly touch **m, ā, d** as the children say:) *mmmāāād.*
b. What word? (Signal.) *Made.* Yes, **made.**
c. (Repeat exercise until firm.)

mad

EXERCISE 4

Sound out first

a. (Touch the ball for **mad.**) Sound it out. Get ready. (Quickly touch **m, a, d** as the children say:) *mmmaaad.*
b. What word? (Signal.) *Mad.* Yes, **mad.**
c. (Repeat exercise until firm.)

EXERCISE 5

Teach final-e rule

a. (Touch the ball for **mad.**) Everybody, read this word the fast way. Get ready. (Signal.) *Mad.* Yes, **mad.**
b. (Point to **a** in **mad.**) Here's a rule. If there is an **ē** on the end of this word, you say the **name** of this letter. Remember that rule.
c. (Point to **a** in **made.**) There's an **ē** on the end of this word. So tell me the **name** of this letter. Get ready. (Signal.) *ā.* Yes, **ā.**
d. (Touch the ball for **made.**) Read this word the fast way and say the name **ā.** (Pause two seconds.) Get ready. (Signal.) *Made.*
e. What word? (Signal.) *Made.* Yes, **made.**
f. (Touch the ball for **mad.**) Read the fast way. (Pause two seconds.) Get ready. (Signal.) *Mad.* Yes, **mad.**
- (Repeat until firm.)

g. (Touch the ball for **made.**) Read the fast way. (Pause two seconds.) Get ready. (Signal.) *Made.* Yes, **made.**
- (Repeat until firm.)

h. (Repeat *f* and *g* until firm.)

EXERCISE 6

Listen, sound out with me

a. (Point to **children.**) I'll tell you this word. (Pause.) **Children.** What word? (Signal.) *Children.* Yes, **children.**
b. (Touch the ball for **children.**) Sound it out with me. Get ready. (Quickly touch each sound as you and the children say:) *chiiillldrrreeennn.*
c. What word? (Signal.) *Children.* Yes, **children.**
d. (Repeat *b* and *c* until firm.)

mad

made

children

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

carmen

EXERCISE 7

Two-part word

a. (Cover **men.** Point to **car.**) Everybody, tell me what this part of the word says. Get ready. (Signal.) *Car.* Yes, **car.**

b. (Uncover **men.** Touch the ball for **carmen.**) Now tell me what the whole word says. Get ready. (Signal.) *Carmen.* Yes, **Carmen.**

c. (Repeat exercise until firm.)

alwāys

EXERCISE 8

Two-part word

a. (Cover **wāys.** Point to **al.**) Everybody, tell me what this part of the word says. Get ready. (Signal.) *All.* Yes, **all.**

b. (Uncover **wāys.** Touch the ball for **alwāys.**) Now tell me what the whole word says. Get ready. (Signal.) *Always.* Yes, **always.**

c. (Repeat exercise until firm.)

EXERCISE 9

Read the fast way

a. Read these words the fast way.

b. (Touch the ball for **starting.** Pause two seconds.) Get ready. (Signal.) *Starting.* Yes, **starting.**

c. (Repeat *b* for **called, tēacher, helped, could, would,** and **who.**)

starting

called

tēacher

helped

could

would

who

(Repeat any troublesome words.)

Individual test

(Call on individual children. Each child reads a different word.)

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

moo

EXERCISE 10

Read the fast way first

a. (Touch the ball for **moo.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Moo.* Yes, **moo.**
b. (Return to the ball.) Sound it out. Get ready. (Quickly touch **m, oo** as the children say:) *mmmoooo.*
c. What word? (Signal.) *Moo.* Yes, **moo.**
d. (Repeat *b* and *c* until firm.)
e. (Repeat the exercise for **petted, how,** and **very.**)

petted

how

very

our

EXERCISE 11

ou word

a. (Touch the ball for **our.**) Read this word the fast way. (Pause two seconds.) Get ready. (Signal.) *Our.* Yes, **our.**
b. (Point to **ou** in **our.**) Everybody, what do these letters say? (Signal.) *ou.* Yes, **ou.**
c. (Touch the ball for **our.**) Sound it out. Get ready. (Quickly touch **ou, r** as the children say:) *ourrr.*
d. What word? (Signal.) *Our.* Yes, **our.**
e. (Repeat *c* and *d* until firm.)

mouse

EXERCISE 12

ou word

a. (Point to **ou** in **mouse.**) What do these letters say? (Signal.) *ou.*
b. (Touch the ball for **mouse.**) Read this word the fast way. Get ready. (Signal.) *Mouse.* Yes, **mouse.**

house

EXERCISE 13

ou word

a. (Point to **ou** in **house.**) What do these letters say? (Signal.) *ou.* Yes, **ou.**
b. (Touch the ball for **house.**) Read this word the fast way. Get ready. (Signal.) *House.* Yes, **house.**

EXERCISE 14

Read the fast way

a. Read these words the fast way.
b. (Touch the ball for **loud.** Pause two seconds.) Get ready. (Signal.) *Loud.* Yes, **loud.**
c. (Repeat *b* for **shout** and **about.**)

loud

shout

about

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from another column. Praise children who read all words with no errors.)

STORYBOOK

STORY 48

EXERCISE 15

First reading—title and three sentences

a. (Pass out Storybook 1.)
b. Everybody, open your reader to page 120
c. Everybody, touch the title of the story and get ready to read the words in the title.
d. First word. ✔
• Get ready. (Tap.) *Carmen.*
e. (Tap for each remaining word in the title.)
f. Everybody, say the title. (Signal.) *Carmen the cow.*
g. Everybody, get ready to read this story.
h. First word. ✔
• Get ready. (Tap.) *This.*
i. Next word. ✔
• Get ready. (Tap.) *Is.*
j. (Repeat *i* for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

EXERCISE 16

Remaining sentences

a. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.
b. (Call on a child.) Read the next sentence.

To Correct

word-identification errors
(from, for example)
1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

c. (Call on another child.) Read the next sentence.
d. (Repeat *c* for most of the remaining sentences in the story.)
e. (Occasionally have the group read a sentence. When the group is to read, say:) Everybody, read the next sentence. (Tap for each word in the sentence.)

carmen the cow[1]

this is a stōry about a cow nāmed carmen.[2]

when the other cows said "moo," the children alwāys cāme to pet them. but when carmen said "moo," all the children alwāys ran awāy.[3] the children ran awāy bēcause carmen had a loud moo.[4] she trIed to sāy a little moo, but her moo was alwāys a big, loud moo.

the other cows made fun of her. they said, "we do not lIke you bēcause your moo is so loud."

EXERCISE 17

Second reading—sentences and questions

a. You're going to read the story again. This time I'm going to ask questions.
b. Starting with the first word of the title. ✔ Get ready. (Tap as the children read the title.)
c. (Call on a child.) Read the first sentence.

To Correct

word-identification errors
(from, for example)
1. That word is **from.** What word? *From.*
2. Go back to the beginning of the sentence and read the sentence again.

d. (Call on another child.) Read the next sentence.
e. (Repeat *d* for most of the remaining sentences in the story.)
f. (Occasionally have the group read a sentence.)
g. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)
[1] What's this story about? (Signal.) *Carmen the cow.*
[2] What is the name of the cow in this story? (Signal.) *Carmen.*
[3] What did the children do when Carmen said "Moo?" (Signal.) *Ran away.*
[4] Why did they run away from her? (Signal.) *Because she had a loud moo.*
• Let's hear you give a loud moo. *(The children respond.)*

carmen trIed and trIed, but her moo was too loud.

one dāy some children cāme to the farm with a tēacher. they cāme to pet the cows.[5] they petted all the other cows, but they did not pet carmen bēcause they did not lIke her loud moo.[6]

one of the children started to run up a hill, but she fell in a dēēp, dēēp hōle.[7] she shouted for help. but the tēacher did not hēar her calls.[8] the other cows trIed to help her. they called "moo, moo," but the moos were not very loud, and the tēacher did not hēar them.[9]

mōre to come

[5] Why did the children come to the farm? (Signal.) *To pet the cows.*
- Do you think they'll pet Carmen? (The children respond.)
- Let's read more and see.

[6] Did they pet Carmen? (Signal.) *No.* Why not? (Signal.) *Because they did not like her loud moo.*

[7] What happened to one of the children? *(Signal.) She fell in a deep, deep hole.*

[8] Did the teacher hear her? (Signal.) *No.*
- I hope she can get out of that hole.

[9] Why didn't the teacher hear the moos? (Signal.) *Because they were not very loud.*
- Maybe Carmen can help. We'll find out what happens next time.

EXERCISE 18

Picture comprehension

a. What do you think you'll see in the picture? (The children respond.)

b. Turn the page and look at the picture.

c. (Ask these questions:)

1. Tell me which cow is Carmen. (The children respond.)
2. Why aren't the children petting her? (The children respond.)
3. How do you know that the children are on a farm? (The children respond.)
4. What's happening to the girl? (Let the children comment for ten seconds. Then comment briefly.)
5. How do you think she feels? (The children respond.)

WORKSHEET 48

SUMMARY OF INDEPENDENT ACTIVITY

EXERCISE 19

Introduction to independent activity

a. (Pass out Worksheet 48 to each child.)

b. (Hold up side 1 of your worksheet.) Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.)
- Let's go over the things you're going to do.

Story items

(Point to the story-items exercise.) Today you're going to write the answers in the blanks. Remember, don't circle them. Write them.

Following instructions

a. (Touch the sentences in the boxes.)

b. Everybody, first you're going to read the sentence in the box. Then you're going to read the instructions below the box and do what the instructions tell you to do.

Reading comprehension

(Point to both stories on side 2.) You're going to read these stories and then do the items. Remember to write the answers in the blanks.

Sentence copying

(Point to the dotted sentence.) You're going to trace the words in this sentence. Then you're going to write the sentence on the other lines.

END OF LESSON 48

END OF PRESENTATION BOOK A

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Grade 1 Reading Curriculum Map

Key: (for Teachers) √= informal assessment Numbers = exercise numbers Bold face type = first appearance

		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Phonemic Awareness						
		Segmentation review: 16	Segmentation: 18	Segmentation: 6	Segmentation: 6	
Print Awareness						
Letter Sound Correspondence		Introduction: 4 (ar) Review: 1 (ā, ŭ, th, ē, wh, d, ŏ, h, ī); 5, 7, 8 (ar) √: 1, 4, 5, 7, 8	Review: 1 (ū, th, ē, wh, ŏ, h, ī, sh, er, ī); 7, 8, 9, 10, 11 (ar) √: 1, 7, 8 ,9, 10	Review:1 (ē, ī, wh, ū, sh, th, ā, ŏ, m, ch) √: 1	Review: 1 (ŏ, ō, th, wh, ch , sh, ē, ī, ā, er, ē, g, l, s) √: 1	Review: 1 (ū, ē, ch, ī, ā, d, ŏ, m, sh, b, f, r) √: 1
		Review: 15, 16	Review: 17, 18	Review: 7, 11	Review: 7, 11	Review: 18
Phonics and Word Recognition	Irregular			**of:** 4 √	**do:** 4 √	**walk, talk, walking:** 4 **talking:** 5 √: 4, 5
	Regular	Blending sounds into words: 2 **(lift)**, 3 **(clap)**, 5 **(far)**, 9 **(road, sitting, went, every, this, that, the, then)** Reading words: 5 **(far)**, 6 **(are)**, 7 **(bar)**, 8 **(car)**, 9 **(road, sitting, went, every, this, that, the, then)** √	Blending sounds into words: 2 **(paint)**, 3 **(mail)**, 4 **(kissed, when)**, 5 **(where)**, 6 **(there)** √: 2, 3, 4, 5, 6 Reading words: 2 **(paint)**, 3 **(mail)**, 4 **(kissed, when)**, 5 **(where)**, 6 **(there)**, 8, 9 **(farm)**, 10 **(charm)**, 11 **(cart)** √: 2, 3, 4, 5, 6, 8, 9, 10, 11	Reading words: 2, 4 **(them, her, here, didn't, don't, for, she, ate, barn, why)**, 5 √: 2, 4, 5	Reading words: 2, 4 **(he, were, at, they, these, those, even, very, did, yard)** √: 2, 4	Blending sounds into words: 2, 3, 4, 6 **(stop)**, 7, 9, 10 √ Reading words: 2, 3, 4 **(live)**, 5 **(girls, going)**, 6, 7, 8 **(arm)**, 9, 10, 11
		Reading words: 10 Connected text: 11, 12 √: 11, 12	Reading words: 12 Connected text: 13, 14 √: 13, 14			Reading words: 13 Connected text:14, 15 √: 14, 15
		Reading words review: 14, 16	Reading words review: 16, 18	Reading words review: 6, 8		Reading words review: 17, 18
Fluency		Reading words: 2, 3, 5, 6, 7, 8, 9 √: 2, 3, 5, 6, 7, 8, 9	Reading words: 2, 3, 4, 5, 6, 8, 9, 10, 11 √: 2, 3, 4, 5, 6, 8, 9, 10, 11	Repeated reading: 5 √	Repeated reading: 5 √	Reading words: 2–10 √: 2–10
		Repeated reading: 12 √	Repeated reading: 14 √			Repeated reading: 15 √
						Individual Checkout (I.C.): 19
Comprehension				Following directions: 3	Following directions: 3	Following directions: 12
		Note details: 12, 13 Visualize: 13 Determine character emotions: 13 Make judgments: 12 Make deductions: 12 Drawing inferences:13 Predictions: 13	Note details: 14, 15 Visualize: 15 Make deductions: 14 Drawing inferences: 14 Predictions: 15 Cause/effect: 14			Note details: 15, 16 Predictions: 15 Make judgments: 15, 16 Drawing inferences: 15, 16 Cause/effect: 15 Determine character emotions: 16
		Note details: 14, 16	Note details: 16, 18 Determine character emotions: 18	Note details: 6, 10	Note details: 6, 10 Determine character emotions: 6	Note details: 17, 18
Spelling		Phonograms review: 1–5 Segmentation review: 2–5	Phonograms review: 1–3 Segmentation review: 2, 3	Phonograms review: 1–3 Segmentation review: 2, 3	Phonograms review: 1–5 Segmentation review: 2–5	Phonograms review: 1–3 Segmentation review: 2, 3
		Writing sounds: 1 Writing words: 2–5	Writing sounds: 1 Writing words: 2, 3	Writing sounds: 1 Writing words: 2, 3	Writing sounds: 1 Writing words: 2–5	Writing sounds: 1 Writing words: 2, 3

Key: (for Teachers) √= informal assessment Numbers = exercise numbers Bold face type = first appearance

		Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Phonemic Awareness						
Print Awareness						
Letter Sound Correspondence		Review: 1 (ī, ĭ, r, l, ē, ĕ, s, ŏ, h, ŭ, x, t) √: 1	Review: 1 (ē, ĕ, b, h, d, ā, ŏ, l, ĭ, t, ŭ, c), 5 (ar), 6 (ar), 7 (ar) √: 1, 5, 6, 7	Review: 1 (ŏ, ā, ē, ĭ, ŏ, ŭ, l, m, r, s, t, w) √ 1	Review: 1 (ē, ĭ, ŏ, ŭ, t, m, n, w, s, ā, ĭ, ŏ, th) √ 1	Review: 1 (ē, ĕ, b, d, ŏ, ŏ, n, m, ŭ, w, s, r), 8 (ar) √: 1, 8
		Review: 19, 20	Review: 18, 19, 20	Review: 7, 8, 9	Review: 7, 8, 9	Review: 17
Phonics and Word Recognition	Irregular	3– **away** √				Blending sounds into words: 5 **(other)**, 6 **(book)**, 7 **(another)** √: 5, 6, 7 Reading words: : 5 **(other)**, 6 **(book)**, 7 **(another)** √: 5, 6, 7
	Regular	Blending sounds into words: 2, 3 **(can)**, 6 **(yarn)**, 7 **(start)**, 8, 9 **(lived)** √: 2, 6, 7, 8, 9 Reading words: 2, 3 **(can)**, 4 **(dig, dog, big, dug, cop, hole)**, 5, 6 **(yarn)**, 7 **(start)**, 8, 9 **(lived)**, 10 √: 2 – 9	Blending sounds into words: 2, 3 **(came)**, 4 **(made)**, 5 **(art)**, 6 **(tart)**, 7, 9 **(never)** √: 2, 3, 4, 5, 6, 7 Reading words: : 2, 3 **(came)**, 4 **(made)**, 5 **(art)**, 6 **(tart)**, 7, 8 **(starting, yes, liked)**, 9 **(never)**, 10 √: 2–9	Reading words: 2, 4 √: 2, 4	Reading words: 2, 4 √: 2, 4	Blending sounds into words: 2 **(like)**, 3 **(with, bath, help, helped, happy, then, when, where, played)** , 9 **(shark)** √: 2, 3, 9 Reading words: 2 **(like)**, 3 **(with, bath, help, helped, happy, then, when, where, played)** , 4 **(swim)**, 5 **(other)**, 6 **(book)**, 7 **(another)**, 8 **(ark)**, 9 **(shark)**, 10 **(arf, bark, barked)** √: 2–10 Onset rime: 4 **(swim)** √
		Reading words: 12 Connected text: 13, 14 √: 13, 14	Reading words: 12 Connected text: 13, 14 √: 13, 14			Reading words: 11 Connected text: 12, 13 √: 12, 13
		Reading words review: 16, 18, 20	Reading words review: 16, 18, 20	Reading words review: 5, 7, 9	Reading words review: 5, 7, 9	Reading words review: 15, 16
Fluency		Reading words: 2–10 √: 2–9	Reading words: 2–10 √: 2–9	Reading words:4 √	Reading words: 4 √	Reading words: 2–10 √: 2–10
		Repeated reading: 14 √	Repeated reading: 14 √			Repeated reading: 13 √
						Individual Checkout (I.C.): 18
Comprehension		Following directions: 11	Following directions: 11	Following directions: 3	Following directions: 3	
		Making judgments: 14, 15 Noting details: 14, 15 Making deductions: 14 Determining character emotions: 14 Making connections: 15	Noting details: 14, 15 Drawing inferences: 14 Making connections: 15			Noting details: 13, 14 Making predictions: 13 Drawing conclusions: 13, 14 Determining character emotions: 14 Making connections: 14
		Noting details: 16, 18	Noting details: 16, 18	Noting details: 7 Determining character emotions: 7	Noting details: 7 Determining character emotions: 7	Noting details: 15, 16, 17
Spelling		Phonograms review: 1–3 Segmentation review: 2, 3	Phonograms review: 1, 2 Segmentation review: 2	Phonograms review: 1, 2 Segmentation review: 2	Phonograms review: 1–3 Segmentation review: 2, 3	Phonograms review: 1–3 Segmentation review: 2, 3
		Writing sounds: 1 Writing words: 2, 3	Writing sounds: 1 Writing words: 2	Writing sounds: 1 Writing words: 2	Writing sounds: 1 Writing words: 2, 3	Writing sounds: 1 Writing words. 2, 3

Key: (for Teachers) √= informal assessment Numbers = exercise numbers Bold face type = first appearance

		Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Phonemic Awareness						
Print Awareness						
Letter Sound Correspondence		Review: 1 (er, ē, ā, ē, th, wh, ch, sh, short-y, g, h, p), 4, 5, 6 (ar) √: 1, 4, 5, 6	Review: 1 (ō, ē, ō, ē, h, z, g, p, short-y, w), 4, 6 (ar) √: 1, 4, 6	Review: 1 (ī, ō, ī, ō, th, wh, c, v, g, m, r, n) √: 1	Review: 1 (f, h, z, k, short-y, long-y, r, p, ī, ā, ī, ā) √: 1	Review: 1 (short-y, long-y, ā, ō, ā, ō, v, p, d, f, m, k) √: 1
		Review: 19, 20, 22	Review: 17, 18, 23, 24	Review: 9, 10	Review: 18, 19	Review: 16
Phonics and Word Recognition	Irregular	Blending sounds into words: 11, 12 **(took)** √: 11, 12 Reading words: 13 **(looked, cooked)** √: 13	Blending sounds into words: 10 **(books)** Reading words: 11 **(looks)** √: 10, 11		Blending sounds into words: 4 **(boy)**, 9 **(touch)** √	
	Regular	Blending sounds into words: 2, 3, 6, 7, 9 **(after, yelled, swimming)** √: 2, 3, 6, 7, 9 Reading words: 2, 3, 5, 6, 7, 8, 9 **(after, yelled, swimming)**, 10 **(funny)** √: 2, 3, 5, 6, 7, 8, 9, 10 Onset rime: 8 **(swam)** √	Blending sounds into words: 2 **(swims)**, 3 **(plays)**, 4, 6, 7 **(better)**, 8, 10 **(horse)** √: 2, 3, 4, 6, 7, 8, 10 Reading words: 2 **(swims)**, 3 **(plays)**, 4, 5, 6, 7 **(better)**, 8, 9, 10 **(horse)**, 11 √: 2–11	Reading words: 4 √: 4	Blending sounds into words: 2 **(ride)**, 3 **(fast)**, 4 **(cow, stopped)** 5 **(try)**, 6 **(fly)** √: 2–6 Reading words: 2 **(ride)**, 3 **(fast)**, 4 **(cow, stopped)** 5 **(try)**, 6 **(fly)**, 7, 8, 9, 10 √: 2–9 Onset rime: 8 **(creek)** √	Blending sounds into words: 2, 3, 4 **(rode, let's faster, next)**, 6, 7, 8 **(stream)**, 9 **(splash)** √: 2, 3, 4, 6, 7, 8, 9 Reading words: 2, 3, 4 **(rode, let's faster, next)**, 5, 6, 7, 8 **(stream)**, 9 **(splash)**, 10 √: 2–10
		Reading words: 14 Connected text: 15, 16 √: 15, 16	Reading words: 12 Connected text: 13, 14 √: 13, 14		Reading words: 12 Connected text: 13, 14 √: 13, 14	Reading words: 12 Connected text: 13, 14 √: 13, 14
		Reading words review: 18, 19, 21, 22	Reading words review: 16, 17, 19, 20	Reading words review: 5		
Fluency		Reading words: 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13 √: 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13	Reading words: 2–11 √: 2–11	Reading words: 4 √: 4	Reading words: 2–10 √: 2–9	Reading words: 2–10 √: 2–9
		Repeated reading: 16√	Repeated reading: 14 √		Repeated reading: 14 √	Repeated reading: 14 √
		Sentence copying: 25	Sentence copying: 17	Sentence copying: 10	Sentence copying: 18	Sentence copying: 16
						IC: 17
Comprehension				Following directions: 3	Following directions: 11	Following directions: 11
		Noting details: 16, 17 Determining character emotions: 16 Making connections: 17	Noting details: 14, 15 Making predictions: 14 Drawing conclusions: 15 Making connections: 15		Noting details: 14, 15 Making connections: 14, 15 Making predictions: 14, 15 Determining character emotions: 15	Noting details: 14, 15 Making predictions: 14, 15 Making connections: 15
		Noting details: 22, 24, 27	Noting details: 16, 19, 20, 22, 25	Noting details: 5, 7, 8 Determining character emotions: 8	Noting details: 17, 20, 21	Noting details: 16
Spelling		Phonograms review: 1–4 Segmentation review: 3, 4	Phonograms review: 1–5 Segmentation review: 2, 3, 5	Phonograms review: 1–4 Segmentation review: 3, 4	Phonograms review: 1–4 Segmentation review: 3, 4	Phonograms review: 1–5 Segmentation review: 3, 4
						Writing sounds: 1, 2 Writing words: 3, 4, 5
		Writing sounds: 1, 2 Writing words: 3, 4	Writing sounds: 1, 4 Writing words: 2, 3, 5	Writing sounds: 1, 2 Writing words: 3, 4	Writing sounds: 1, 2 Writing words: 3, 4	

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		Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Phonemic Awareness						
						√
Print Awareness						
		Sentence copying: 17	Sentence copying: 18	Sentence copying: 9	Sentence copying: 18	Sentence copying: 16
Letter Sound Correspondence		Review: 1 (ō, ū, ō, b, y, f, t, h, n, y, s, v), 8 (ar) √: 1, 8	Review: 1 (b, ē, h, t, k y, m, z, n, y) √: 1	Review: 1 (th, wh, ch, ī, ī, d, x, k, r, z, s,ū, w) √: 1	Review: 1 (ō, x, ch, qu, ing, z, er, w, sh, c, n, y, s), 6 (ar)	Review: 1 (qu, x, ing, er, sh, c, h, z, j, ē, ē, ī)
		Review: 17, 18	Review: 18, 19	Review: 9, 10	Review: 18, 20	Review: 16
Phonics and Word Recognition	Irregular	Blending sounds into words: 4 **(come, some),** 6 **(what)**	Blending sounds into words: 5 **(water),** 9 **(circle)** √: 5, 9		Reading words: 7 **(girl)** √	Blending sounds into words: 5 **(good)** √: 5 Reading words: 2 **(mother, brother)**
	Regular	Blending sounds into words: 2, 3, 4 **(best, same, over),**7 **(bank),** 8 √:2, 3, 4, 7, 8 Reading words: : 2, 3, 4 **(best, same, over),** 5, 7 **(bank),** 8, 9	Blending sounds into words: 2, 3 **(real),** 4 **(jumping),** 6, 8 √: 2, 3, 4, 6, 8 Reading words: 2, 3 **(real),** 4 **(jumping),** 6, 7, 8, 10 √: 2, 3, 4, 6, 7, 8	Reading words: 2, 4 √: 4	Blending sounds into words: 2 **(story),** 3, 4 **(tried, cry, cried),** 5, 6 √: 2–6 Reading words: : 2 **(story),** 3, 4 **(tried, cry, cried),** 5, 6, 7, 8 √: 2–7	Blending sounds into words: 3 **(self),** 4 **(ask),** 5 **(reading, really, rabbit),** 6, 7 **(read),** 8 **(play)** √: 3–8 Reading words: 2, 3 **(self),** 4 **(ask),** 5 **(reading, really, rabbit),** 6, 7 **(read),** 8 **(play),** 9 √: 2–8
		Reading words: 11 Connected text: 12, 13 √: 12, 13	Reading words: 12 Connected text: 13, 14 √: 13, 14		Reading words: 10 Connected text:11, 12 √: 11, 12	Reading words: 11 Connected text: 12, 13 √: 12, 13
				Reading words review: 5	Reading words review: 14	Reading words review: 15
Fluency		Reading words: 2–9 √: 2–8	Reading words: 2–10 √: 2–9	Reading words: 4 √: 4	Reading words: 2–8 √: 2–7	Reading words: 2–9 √: 2–8
		Repeated reading: 13	Repeated reading: 14		Repeated reading: 12 √	Repeated reading: 13 √
						IC: 17
Comprehension		Following directions: 10	Following directions: 11	Following directions: 3	Following directions: 9	Following directions: 10
		Noting details: 13, 14 Determining character emotions: 14	Noting details: 14 Making predictions: 14 Cause/effect: 14, 15 Determining character emotions: 15 Making connections: 15		Noting details: 12 Making predictions: 13 Making connections: 13	Noting details: 12, 13 Accessing prior knowledge: 12, 13 Making connections: 14
		Noting details: 16, 19, 20	Noting details: 17, 20, 21	Following directions: 5 Noting details: 7, 8 Determining character emotions: 8	Following directions: 14 Noting details: 16, 17, 19	Following directions: 15 Noting details: 16
						Lesson 20 Curriculum-Based Assessment
Spelling		Phonograms review: 1–3 Segmentation review: 3	Phonograms review: 1–4 Segmentation review: 3, 4	Phonograms review: 1–4 Segmentation review: 3, 4	Phonograms review:1–4 Segmentation review: 3, 4	Phonograms review: 1–4 Segmentation review: 3, 4
		Writing sounds: 1, 2 Writing words: 3, 4	Writing sounds: 1, 2 Writing words: 4, 5	Writing sounds: 1, 2 Writing words: 3–5	Writing sounds: 1, 2 Writing words: 3–5	Writing sounds: 1, 2 Writing words: 3–5

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		Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25
Phonemic Awareness						
Print Awareness						
Letter Sound Correspondence		Review: 1 (ū, m, n, q, u, ing, er, sh, f, p, r, h, j), 8 (ar) √: 1, 8	Review: 1 (ī, r, ō, b, t, c, n, f, w, x, l, p) √: 1	Review: 1 (sh, b, d, ī, ā, ē, g, w, j, z, k, l) √: 1	Review: 1 (ī, ā, z, wh, n, d, l, h, ō, ī, m, v), 5 (ar) √: 1, 5	Review: 1 (ā, ī, th, n, s, er, ū, ō, j, k, t, y), 7 (ar) √: 1, 7
		Review: 20, 22	Review: 19, 21	Review: 21, 23	Review: 17, 19	Review: 20
Phonics and Word Recognition	Irregular			Reading words: 2 **(look)** √	Reading words: 6 **(walked)**	Blending sounds into words: 6 **(who),** 13 **(answered)** √: 6, 13 Reading words: 8 **(doing)** √
	Regular	Blending sounds into words: 2 **(bake),** 3, 4 **(bakes, cake),** 5, 6 **(asked)** √: 2–6 Reading words: 2 **(bake),** 3, 4 **(bakes, cake),** 5, 6 **(asked),** 7 **(kind),** 8 **(hard),** 9 **(card),** 10 √: 2–9	Blending sounds into words: 2 **(hates),** 3, 4, 5 **(baked, eagle, bones),** 7 **(spot),** 8 **(smelled)** √: 2, 3, 4, 5, 7, 8 Reading words: 2 **(hates),** 3, 4, 5 **(baked, eagle, bones),** 6, 7 **(spot),** 8 **(smelled),** 9 √: 2–8	Blending sounds into words: 3 **(getting),** 4 **(fine),** 5 **(leave),** 6 **(side),** 7 **(pay, meal, well),** 8, 10 **(street)** √: 3, 4, 5, 6, 7, 8, 10 Reading words:2 **(get),** 3 **(getting),** 4 **(fine),** 5 **(leave),** 6 **(side),** 7 **(pay, meal, well),** 8, 9, 10, 11 **(street)** √: 2–10 Onset rime: 9 **(broom)** √	Blending sounds into words: 2 **(room),** 3, 4 **(still)** √: 2–4 Reading words: : 2 **(room),** 3, 4 **(still),** 5, 6 **(note, my, pad),** 7 √: 2–6	Blending sounds into words: 2 **(white),** 3 **(steps),** 4 **(must),** 5, 9, 11 **(told)** √: 2, 3, 4, 5, 9, 11 Reading words: 2 **(white),** 3 **(steps),** 4 **(must),** 5, 6, 7, 8, 9, 10, 11 **(told),** 12, 14 √: 2–12 Onset rime: 12 **(brush)** √
		Reading words: 12 Connected text: 13, 14 √: 13, 14	Reading words: 11 Connected text: 12, 13	Reading words: 13 Connected text: 14, 15 √: 14, 15	Reading words: 9 Connected text: 10, 11 √: 10, 11	Reading words: 16 Connected text: 17, 18 √: 17, 18
Fluency		Reading words: 2–10 √: 2–9	Reading words: 2–9 √: 2–8	Reading words: 2–11 √: 2–10	Reading words: 2–7 √: 2–6	Reading words: 2–14 √: 2–13
		Repeated reading: 14 √	Repeated reading: 13	Repeated reading: 15 √	Repeated reading: 11 √	Repeated reading: 18 √
		Sentence copying: 21	Sentence copying: 19	Sentence copying: 21	Sentence copying: 17	Sentence copying: 20
						IC: 21
Comprehension		Following directions: 11	Following directions: 10	Following directions: 12	Following directions: 8	Following directions: 15
		Noting details: 13, 14, 15 Making predictions: 15 Making connections: 15	Noting details: 12, 13, 14 Cause/effect: 13	Noting details: 14, 15 Drawing conclusions: 15 Making connections: 15	Noting details: 10, 11, 12 Cause/effect: 11 Drawing conclusions: 11 Making connections: 12	Noting details: 17, 18 Making predictions: 18, 19 Determining character emotions: 19 Making connections: 19
		Noting details: 17, 19, 21 Determining character emotions: 19 Following directions: 18	Noting details: 16, 18, 20 Following directions: 17	Noting details: 18, 20, 22 Following directions: 19	Noting details: 14, 16, 18 Following directions: 15	Noting details: 20 Following directions: 20
Spelling		Phonograms review: 1–3 Segmentation review: 2, 3	Phonograms review: 1, 2 Segmentation review: 2	Phonograms review: 1, 2, 3 Segmentation review: 3	Phonograms review: 1–5 Segmentation review: 3–5	Phonograms review: 1–5 Segmentation review: 3–5
				Writing sounds: 1, 2 Writing words: 3, 4 Writing sentences: 5		Writing sounds: 1, 2 Writing words: 3–6 Writing sentences: 7
		Writing sounds: 1 Writing words: 2–4 Writing sentences: 5	Writing sounds: 1 Writing words: 2, 3 Writing sentences: 4		Writing sounds: 1, 2 Writing words: 3–6 Writing sentences: 7	

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		Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30
Phonemic Awareness			Onset rime: 10			
Print Awareness						
		Sentence copying: 19	Sentence copying: 23	Sentence copying: 19	Sentence copying: 21	Sentence copying: 20
Letter Sound Correspondence		Review: 1 (ë, ö, ch, f, j, th,wh, m, s, ing) √	Review: 1 (ï, â, th, wh, ch, qu, l, p, r, x, sh, h), 13 (ar) √: 1, 13	Review: 1 (v, ä, er, w, sh, k, b, n, g, ö, ë, j), 6 (ar), 7 (ar) √: 1, 6, 7	Review: 1 (ü, ï, ë, th, ing, h, sh, f, p, j, ö), 10 (ar) √: 1, 10	Review: 1 (j, öäï, th, wh, n, t, qu, b, d, h), 7 (ar), 11 (al), 12 (al) √: 1, 7, 11
		Review: 19	Review: 23	Review: 19	Review: 21	Review: 20
Phonics and Word Recognition	Irregular	Blending sounds into words: 7 **(from)** √	Blending sounds into words: 7 **(bird)**, 8 **(money)**, 12 **(because)** √: 7, 8, 12	Blending sounds into words: 4 **(brothers, love)**, 8 **(want)**, 9 **(buttons)**	Blending sounds into words: 5 **(buy)**	Reading words: 10 **(wanted, one)**
	Regular	Blending sounds into words: 2, 3 **(sore)**, 4 **(blow)**, 5 **(legs)**, 6 **(painted, Don's, old, horn)**, 8 **(drop)** √: 2–6, 8 Reading words: 2, 3 **(sore)**, 4 **(blow)**, 5 **(legs)**, 6 **(painted, Don's, old, horn)**, 8 **(drop)**, 9 **(hold, each, dropped)**, 10 √: 2–9	Blending sounds into words: 2, 3, 4, 5 **(held)**, 6, 9 **(rob, store, robbers, toot)** √: 2–6, 9 Reading words: 2, 3, 4, 5 **(held)**, 6, 9 **(rob, store, robbers, toot)**, 11 **(dropping, bags)**, 13, 14 √: 2–6, 9, 11, 13	Blending sounds into words: 2, 3, 4 **(cannot, jumps, sky)** √: 2–4 Reading words: 2, 3, 4 **(cannot, jumps, sky)**, 5 **(grabbed, six, than)**, 6, 7, 10 √: 2–7, 10	Blending sounds into words: 2 **(more)**, 3 **(pants)**, 4, 6 **(think, pink, bag)**, 7 **(off)**, 8, 10 **(farmer)**, 11 √: 2, 3, 4, 6, 8, 10, 11 Reading words: : 2 **(more)**, 3 **(pants)**, 4, 6 **(think, pink, bag)**, 7 **(off)**, 8, 9 **(gold, sold)**, 10 **(farmer)**, 11, 12 √: 2, 3, 4, 6–11	Blending sounds into words: 2, 3 **(lady)**, 4 **(yellow)**, 5, 6 **(three)**, 8 **(trip)**, 9, 13 **(selling)** √: 2–5, 6, 8, 9, 13 Reading words: 2, 3 **(lady)**, 4 **(yellow)**, 5, 6 **(three)**,7, 8 **(trip)**, 9, 10 **(cold, kept)**, 12 **(ball)**, 13 **(selling)**, 14 √: 2–10, 12, 13
		Reading words: 12 Connected text: 13, 14 √: 13, 14	Reading words: 16 Connected text: 17, 18 √: 17, 18	Reading words: 12 Connected text: 13, 14 √: 13, 14	Reading words: 14 Connected text: 15, 16 √: 15, 16	Reading words: 16 Connected text: 17, 18 √: 17, 18
Fluency		Reading words: 2–10 √: 2–9	Reading words: 2–14 √: 2–13	Reading words: 2–10 √: 2–9	Reading words: 2–12 √: 2–11	Reading words: 2–10, 12, 13, 14 √: 2–10, 13
		Repeated reading: 14 √	Repeated reading: 18 √	Repeated reading: 14	Repeated reading: 16 √	Repeated reading: 18 √
						IC: 21
Comprehension		Following directions: 11	Following directions: 15	Following directions: 11	Following directions: 13	Following directions: 15
		Accessing prior knowledge: 13, 14 Noting details: 13, 14, 15 Making deductions: 13 Making connections: 15	Noting details: 17, 18, 19 Cause/effect: 18 Determining character emotions: 19 Making deductions: 19	Noting details: 13, 14, 15 Activating prior knowledge: 15 Making connections: 15	Noting details: 16, 17 Making predictions: 16 Cause/effect: 16 Drawing inferences: 17	Accessing prior knowledge: 17 Making judgments: 17 Noting details: 17, 18 Making predictions: 18
		Noting details: 17, 20 Following directions: 18	Noting details: 21, 24 Following directions: 22	Noting details: 17, 20 Following directions: 18	Noting details: 19, 22 Following directions: 20	Noting details: 20 Following directions: 20
Spelling		Phonograms review: 1–4 Segmentation review: 3, 4	Phonograms review: 1–4 Segmentation review: 3, 4	Phonograms review: 1–3 Segmentation review: 3	Phonograms review: 1–4 Segmentation review: 3, 4	Phonograms review: 1–3 Segmentation review: 3
						Writing sounds: 1, 2 Writing words: 3, 4 Writing sentences: 5
		Writing sounds: 1, 2 Writing words: 3–5 Writing sentences: 6	Writing sounds: 1, 2 Writing words: 3–5 Writing sentences: 6	Writing sounds: 1, 2 Writing words: 3, 4 Writing sentences: 5	Writing sounds: 1, 2 Writing words: 3–5 Writing sentences: 6	

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		Lesson 31	Lesson 32	Lesson 33	Lesson 34	Lesson 35
Phonemic Awareness				Onset rime: 11 **(small)** √: 11		Onset rime: 12 **(sleep)**, 18, 19 √: 12, 18, 19
Print Awareness		Sentence copying: 21	Sentence copying: 9	Sentence copying: 22	Sentence copying: 29	Sentence copying: 26
Letter Sound Correspondence		Review: 1 (s, ē, ŏ, ā, ĭ, ŭ, ch, b, c, d, g, m), 7–10 (al) √:1, 7–10 Review: 21	Review: 1 (p, b, d, t, h, k, m, ā, ī, ā, ō, r) √: 1 Review: 9	Review: 1 (ē, ŭ, ē, ŏ, th, ch, ing, j, sh, b, d, g), 8–9 (al) √: 1, 8, 9 Review: 22	Review: 1 (h, k, ī, ĭ, r, wh, qu, er, ŭ, c, f, n), 2 (ar, al), 14 (ar), 15 (al), 17 (al) √: 1, 2, 14, 15, 17 Review: 29	Review: 1 (ē, j, ŏ, g, n, w, l, ĕ, s, z, v, ŏ, short y), 2 (ar, al), 13 (ar), 14 (al), 15 (al), 16 (al) Review: 26
Phonics and Word Recognition	Irregular				Blending sounds into words: 12 **(saw)** √	Blending sounds into words: 5 **(oh)** √
	Regular	Blending sounds into words: 2 **(rip)**, 4, 5 **(miles)**, 6 √: 2, 4, 5, 6 Reading words: 2 **(rip)**, 3 **(dim)**, 4, 5 **(miles)**, 6, 8 **(fall)**, 9 **(hall)**, 10 **(ball)**, 11**(all)**, 12 √: 2–6, 8–11 Reading words: 14 Connected text: 15, 16 √: 15, 16	Reading words: 2, 4, 6 √: 2, 4, 6	Blending sounds into words: 2, 3 **(left)**, 4, 6, 7 **(playing)** √: 2, 3, 4, 6, 7 Reading words: : 2, 3 **(left)**, 4, 5 **(fat)**, 6, 7 **(playing)**, 9, 10 **(call)**, 11 **(small)**, 12 √: 2–7, 9–11 Reading words: 14 Connected text: 15, 16 √: 15, 16	Blending sounds into words: 3 **(bent)**, 4 **(bug)**, 5, 6, 7 **(last)**, 8, 9 **(lick)**, 11 **(floor)**, 13 **(spotted)** √: 3–9, 11, 13 Reading words: 3 **(bent)**, 4 **(bug)**, 5, 6, 7 **(last)**, 8, 9 **(lick)**, 10 **(mole, box, I'll)**, 11 **(floor)**, 13 **(spotted)**, 14, 15 **(mall)**, 16, 17 **(salt)**, 18 **(tall, stall)**, 19 √: 3–11, 13–18 Reading words: 21 Connected text: 22, 23 √: 22, 23	Blending sounds into words: 3, 4 **(hope)**, 6 **(dream)**, 8 **(picked)**, 9, 10, 11, 13 **(party)** √: 3, 4, 6, 8, 9, 10, 11, 13 Reading words: 3, 4 **(hope)**, 6 **(dream)**, 7 **(dreaming, goes, meets)**, 8 **(picked)**, 9, 10, 11, 12, 13 **(party)**, 14, 15, 16, 17, 18, 19, 20 √: 3, 4, 6–19 Reading words: 22 Connected text: 23, 24 √: 23, 24
Fluency		Reading words: 2–6, 8–12 √: 2–6, 8–11 Repeated reading: 16 √	Reading words: 2, 4, 6 √: 2, 4, 6	Reading words: 2–7, 9–12 √: 2–7, 9–11 Repeated reading: 16 √	Reading words: 3–19 √: 3– 18 Repeated reading: 23 √	Reading words: 3–20 √: 3–19 Repeated reading: 24 √ IC: 27
Comprehension		Following directions: 13 Noting details: 15, 16, 17 Drawing inferences: 16 Accessing prior knowledge: 17 Noting details: 19, 22 Following directions: 20	Following directions: 3, 5 Noting details: 8 Following directions: 10	Following directions: 13 Noting details: 16, 17 Accessing prior knowledge: 16 Drawing inferences: 17 Noting details: 19, 21 Following directions: 20	Following directions: 20 Noting details: 23, 24 Making predictions: 24 Drawing conclusions: 24 Determining character emotions: 24 Noting details: 26, 28 Following directions: 27	Following directions: 21 Noting details: 24, 25 Cause/effect: 24, 25 Making connections: 24, 25 Determining character emotions: 25 Noting details: 26 Following directions: 26
Spelling		Phonograms review: 1–3 Segmentation review: 3 Writing sounds: 1, 2 Writing words: 3, 4 Writing sentences: 5	Phonograms review: 1–4 Segmentation review: 3, 4 Writing sounds: 1, 2 Writing words: 3–5 Writing sentences: 6	Phonograms review: 1–5 Segmentation review: 3–5 Writing sounds: 1, 2 Writing words: 3–6 Writing sentences: 7	Phonograms review: 1, 2 Segmentation review: 2 Writing sounds: 1 Writing words: 2, 3 Writing sentences: 4	Phonograms review: 1–3 Segmentation review: 2, 3 Writing sounds: 1 Writing words: 2–4 Writing sentences: 5

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		Lesson 36	Lesson 37	Lesson 38	Lesson 39	Lesson 40
Phonemic Awareness						
Print Awareness						
Letter Sound Correspondence		Review: 1 (ē, ī, ū, ā, ē, ī, ō, ū, th, wh, ch, qu, d, b, c), 2 (al, ar), 12 (ar), 16 (al) √: 1, 2, 12, 16	Review: 1 (ō, ō, ē, wh, qu, d, sh, b, r, c, l, f, n, g, j), 15 (ar), 16 (al), 17 (al) √: 1, 15–17	Review: 1 (ā, ē, ī, ō, ū, ā, ē, ī, ō), 3 (ar), 13 (al), 14 (al) √: 1, 13, 14	Review: 1 (ā, ē, ī, ō, ā, ē, ī, ō, ū), 12 (ar)	Introduction: 1, 2 (vowel letter names) √ Review: 13 (al), 15 (ar) √: 13, 15
		Review: 28	Review: 28	Review: 25	Review: 26	Review: 23
Phonics and Word Recognition	Irregular	Blending sounds into words: 9 **(would)**, 15 **(please)**	Blending sounds into words: 12 **(should)** √ Reading words: 4 **(football)** √	Blending sounds into words: 8 **(your)**, 11 **(could)** √: 8, 11 Reading words: 10 **(touching)** √	Blending sounds into words: 2 **(head)**, 8 **(word)**, 9 **(put)**, 11 **(elephant)**	Blending sounds into words: 11 **(any)**
	Regular	Blending sounds into words: 3 **(can't)**, 4 **(silly)**, 5, 10 **(sing)**, 11, 12, 16 √: 3, 4, 6, 10–12, 16 Reading words: 3 **(can't)**, 4 **(silly)**, 5, 6, **(inside)**, 7, 8, 10 **(sing)**, 11, 12, 13, 14 **(stand)**, 16, 17, 18 √: 3–8, 10–14, 16, 17 Two-part words: 6 **(inside)**, 7, 8 √: 6–8 Onset rime: 14 **(stand)** √	Blending sounds into words: 5, 6, 7, 8, 9 **(much)**, 11 **(bet)**, 13 **(chunks)**, 14, 15 **(part)**, 16, 17 **(taller)** √: 5–9, 11, 13–17 Reading words: 2 **(smiled)**, 3, 5, 6, 7, 8, 9 **(much)**, 10, 11 **(bet)**, 13 **(chunks)**, 14, 15 **(part)**, 16, 17 **(taller)**, 18 √: 2, 3, 5–9, 11, 13–17 Onset rime: 2 **(smiled)** √ Two-part words: 3, 4 **(football)** √: 3, 4	Blending sounds into words: 2, 3, 9 **(week, win)**, 12, 14 √: 2, 3, 9, 12, 14 Reading words: 2, 3, 4, 5, 6 **(always)**, 7 **(also)**, 9 **(week, win)**, 10, 12, 13, 14, 15 √: 2–7, 9, 10, 12–14 Two-part words: 4, 5, 6 **(always)**, 7 **(also)** √: 4–7	Blending sounds into words: 3, 4, 5, 7 **(glasses)**, 10, 12, 15 √: 3, 4, 5, 7, 10, 12, 15 Reading words: 3, 4, 5, 6 **(falls, piles)**, 7 **(glasses)**, 10, 12, 13, 14, 15, 16 √: 3–7, 10, 12–15 Two-part words: 13, 14 √: 13, 14	Blending sounds into words: 3, 4, 5 **(table)**, 6, 8 **(rod)**, 9, 10, 12, 13, 15, 16 √: 3–6, 8–10, 12, 13, 15, 16 Reading words: 3, 4, 5 **(table)**, 6, 7, 8 **(rod)**, 9, 10, 12, 13, 14, 15, 16, 17 √: 3–10, 12–17
		Reading words: 20 Connected text: 21, 22 √: 21, 22	Reading words: 20 Connected text: 21, 22 √: 21, 22	Reading words: 17 Connected text: 18, 19 √: 18, 19	Reading words: 18 Connected text: 19, 20 √: 19, 20	Reading words: 18 Connected text: 19, 20 √: 19, 20
						Reading words review: 22
Fluency		Reading words: 3–18 √: 3–17	Reading words: 2–18 √: 2–17	Reading words: 2–15 √: 2–14	Reading words: 3–16 √: 3–15	Reading words: 3–17 √: 3–17
		Repeated reading: 22 √	Repeated reading: 22 √	Repeated reading: 19	Repeated reading: 20 √	Repeated reading: 20 √
		Sentence copying: 28	Sentence copying: 28	Sentence copying: 25	Sentence copying: 26	Sentence copying: 23
						IC: 24
Comprehension		Following directions: 19	Following directions: 19	Following directions: 16	Following directions: 17	
		Noting details: 22, 23 Drawing conclusions: 22, 23 Making predictions: 22 Accessing prior knowledge: 23	Noting details: 22, 23 Making deductions: 22, 23 Making predictions: 23	Noting details: 19, 20 Drawing inferences: 19 Making predictions: 20 Determining character emotions: 20	Noting details: 20, 21 Making deductions: 20 Making connections: 20, 21 Making predictions: 21 Accessing prior knowledge: 21	Noting details: 20, 21 Making deductions: 20 Making connections: 20, 21 Determining character emotions: 21
		Noting details: 25, 27 Following directions: 26	Noting details: 25, 27 Following directions: 26	Noting details: 22, 24 Following directions: 23	Noting details: 23, 25 Determining character emotions: 23 Following directions: 24	Following directions: 22, 23 Noting details: 23
						Lesson 40 Curriculum-Based Assessment
Spelling		Phonograms review: 1 Segmentation review: 1	Phonograms review: 1 Segmentation review: 1	Phonograms review: 1 Segmentation review: 1	Phonograms review: 1, 2 Segmentation review: 1, 2	Phonograms review: 1–3 Segmentation review: 1–3
		Writing words: 1, 2 Writing sentences: 3	Writing words: 1, 2 Writing sentences: 3	Writing words: 1, 2 Writing sentences: 3	Writing words: 1–3 Writing sentences: 4	Writing words: 1–4 Writing sentences: 5

Key: (for Teachers) √= informal assessment Numbers = exercise numbers Bold face type = first appearance

		Lesson 41	Lesson 42	Lesson 43	Lesson 44	Lesson 45
Phonemic Awareness						
Print Awareness						
Letter Sound Correspondence		Review: 1 (vowel letter names), 12 (al), 13 (al) √: 1, 12, 13	Review: 1 (al, ar), 2 (vowel letter names), 7 (ar), 9 (al) √ 1, 2, 7, 9	Review: 1 (vowel letter names), 8 (ar), 9 (al) √: 1, 8, 9	Review: 1 (ar, al), 2 (vowel letter names), 11 (al), 12 (ar) √: 1, 2, 11, 12	Introduction: 6, 7, 8, 9, 10 (ou) Review: 1 (al, ar), 2 (vowel letter names), 4 (al), 5 (ar) √: 1, 4, 5, 6, 7, 8, 9, 10
		Review: 24	Review: 14	Review: 14	Review: 17	Review: 19
Phonics and Word Recognition	Irregular	Blending sounds into words: 5 **(loved)** Reading words: 14 **(wouldn't, couldn't)**	Reading words: 6 **(shouldn't)** √	Reading words: 7 **(ready)** √		
	Regular	Blending sounds into words: 3, 4, 6, 12, 13 **(Walter)** √: 3, 4, 6, 12, 13 Reading words: 3, 4, 6, 7 **(felt, dinner),** 8, 9, 10, 11, 12, 13 √: 3, 4, 6-13 Two-part words: 8, 9 **(himself),** 10 √: 8-10 Onset rime: 11 **(score)** √	Blending sounds into words: 3 **(not),** 4, 8, 9 √: 3, 4, 8, 9 Reading words: 3 (not), 4, 5 **(team, cheer, cheered, cheering),** 6 **(game, scored),** 7 **(cars),** 8, 9	Blending sounds into words: 2 **(fin),** 3, 4 **(Walter's, scores, kick)** √: 2, 3, 4 Reading words: 2 **(fin),** 3, 4 **(Walter's, scores, kick),** 5, 6, 7 **(player, falling),** 8, 9, **(balls)** √: 2, 3, 4, 5, 6, 7, 8, 9 Two-part words: 5, 6 √: 5, 6	Blending sounds into words: 3, 4 **(hop),** 5, 9 √: 3, 4, 5, 9 Reading words: 3, 4 **(hop),** 5, 6, 7, 8 **(runner),** 9, 10, 11, 12 √: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 Two-part words: 7, 8 **(runner)** √: 7, 8	Blending sounds into words: 4 **(wall),** 5, 11, 12 √: 4, 5, 11, 12 Reading words: 3 **(just, needed, shot, past, time),** 4 **(wall),** 5, 7 **(out),** 8 **(shout),** 9 **(loud),** 10 **(cloud),** 11, 12, 13, 14 **(almost)** √: 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14 Two-part words: 13, 14 **(almost)** √: 13, 14
		Reading words: 15 Connected text: 16. 17 √: 16, 17	Reading words: 10 Connected text: 11, 12 √: 11, 12	Reading words: 10 Connected text: 11, 12 √: 11, 12	Reading words: 13 Connected text: 14, 15 √: 14, 15	Reading words: 15 Connected text: 16, 17 √: 16, 17
Fluency		Reading words: 3-14 √: 3-14	Reading words: 3-9 √	Reading words: 2, 3, 4, 5, 6, 7, 8, 9 √	Reading words: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12√	Reading words: 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14 √: 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14
		Repeated reading: 17 √	Repeated reading: 12 √	Repeated reading: 12 √	Repeated reading: 15	Repeated reading: 17 √
		Sentence copying: 24	Sentence copying: 14	Sentence copying: 14	Sentence copying: 17	Sentence copying: 19
						Individual Checkout: 20
Comprehension						
		Noting details: 17 Determining character emotions: 17, 18 Making predictions: 18 Drawing inferences: 18 Making connections: 18	Noting details: 12, 13 Identifying literal cause/effect: 12 Activating prior knowledge: 12 Determining character emotions: 13 Making connections: 13	Making predictions: 12 Noting details: 12 Inferring cause/effect: 12 Identifying literal cause/effect: 12 Inferring story details/events: 13 Interpreting character emotions: 13	Making predictions: 15 Identifying literal cause/effect: 15 Noting details: 15, 16 Inferring story details/events: 16 Making connections: 16	Making predictions: 17 Noting details: 17, 18 Inferring cause/effect: 17 Interpreting a character's emotions: 17, 18 Inferring story details/events: 18
		Recalling details: 21 Following directions: 22 Noting details: 23	Recalling details: 14 Following directions: 14 Noting details: 14	Recalling details: 14 Following directions: 14 Noting details: 14	Recalling details: 17 Following directions: 17 Noting details: 17	Recalling details: 19 Following directions: 19 Noting details: 19
Spelling		Segmentation review: 1	Segmentation review: 1	Segmentation review: 1	Segmentation review: 1, 2	Segmentation review: 1, 2
						Word writing: 1, 2, 3 Sentence writing: 4
		Word writing: 1, 2 Sentence writing: 3	Word writing: 1, 2 Sentence writing: 3	Word writing: 1, 2 Sentence writing: 3	Word writing: 1, 2, 3 Sentence writing: 4	

Key: (for Teachers) √= informal assessment Numbers = exercise numbers **Bold face type = first appearance**

		Lesson 46	Lesson 47	Lesson 48	Lesson 49	Lesson 50
Phonemic Awareness						
Print Awareness						
Letter Sound Correspondence		Review: 1 (al, ar), 2 (vowel letter names), 9 (al), 10 (ar), 11 (ou), 12 (ou), 13 (ou) √: 1, 2, 9–13	Review: 1 (vowel letter names) √	Review: 1 (ou, al), 2 (vowel letter names), 11–13 (ou) √: 1, 2, 11–13	Review: 1 (ou, ar), 2 (vowel letter names), 9–13 (ou) √: 1, 2, 9–13	Review: 1 (vowel letter names), 13 (ou), 14 (ou)
		Review: 23		Review: 23		
Phonics and Word Recognition	Irregular	Reading words: 8 **(wants)** √		Reading words: 14 **(about)** √		Blending sounds into words: 5 **(afraid),** 11 **(once),** 12 **(mountain)** √: 5, 11, 12 Reading words: 15 **(around)** √
	Regular	Blending sounds into words: 3, 4, 5, 7, 10 **(star)** √: 3–5, 7, 10 Reading words: 3, 4, 5, 6, 7, 8 **(pick),** 9, 10 **(star),** 12, 13 **(bout),** 14 √: 3–10, 12–14 Two-part word: 6 √	Reading words: 2, 4, 6 √: 6	Blending sounds into words: 3, 4 **(mad),** 6 **(children),** 10 **(moo, petted, how),** 11 **(our)** √: 3, 4, 6, 10, 11 Reading words: 3, 4 **(mad),** 5, 6 **(children)** , 7 **(Carmen),** 8, 9 **(teacher),** 10 **(moo, petted, how),** 11 **(our),** 12 **(mouse),** 13 **(house),** 14 √: 3–14 Two-part words: 7 **(Carmen),** 8 √: 7, 8 Introduction of final–e rule: 5	Blending sounds into words: 3, 4, 6, 7 **(saved, grass),** 12 **(shouted),** 13 **(sounds)** √: 3, 4, 6, 7, 12, 13 Reading words: 3, 4, 5, 6, 7 **(saved, grass),** 8 **(mooing, glad),** 9, 10, 11, 12 **(shouted),** 13 **(sounds)** √: 3–13 Final–e rule: 5	Blending sounds into words: 2, 3, 10 **(piled, screamed), 13 (hound),** 14 **(pound)** √: 2, 3, 10, 13, 14 Reading words: 2, 3, 4, 6, 7, 8, 9, 10 **(piled, screamed),** 13 **(hound),** 14 **(pound),** 15 **(clouds)** √: 2, 3, 4, 6–10, 13–15 Two-part words: 7, 8, 9 √: 7–9 Final–e rule: 4
		Reading words: 15 Connected text: 16, 17 √: 16, 17		Reading words: 15 Connected text: 16, 17 √: 16, 17	Reading words: 14 Connected text: 15, 16 √: 15, 16	Reading words: 16 Connected text: 17, 18 √: 17, 18
Fluency		Reading words: 3–10, 12–14 √: 3–10, 12–14	Reading words: 2, 4, 6 √: 6	Reading words: 3–14 √: 3–14	Reading words: 3–13 √: 3–13	Reading words: 2–15 √: 2–15
		Repeated reading: 17 √		Repeated reading: 17	Repeated reading: 16 √	Repeated reading: 18 √
		Sentence copying: 23		Sentence copying: 23		IC: 21
Comprehension			Following directions: 3, 5			
		Making predictions: 17 Noting details: 17, 18 Accessing prior knowledge: 17 Inferring story details/events: 17 Interpreting character emotions: 17, 18 Making connections: 18		Noting details: 17, 18 Identifying literal cause/effect: 17 Making predictions: 17, 18 Inferring story details/events: 18 Recalling details: 18 Accessing prior knowledge: 18 Determining character emotions: 18	Making predictions: 15 Recalling details: 15, 17 Identifying literal cause/effect: 16 Noting details: 16, 17 Interpreting character emotions: 16 Inferring story details/events: 17	Making predictions: 18 Noting details: 18, 19 Inferring cause/effect: 18, 19 Interpreting character emotions: 18 Making connections: 19
		Recalling details: 20 Following directions: 21 Noting details: 22	Noting details: 7 Inferring story details/events: 8 Following directions: 9, 11	Recalling details: 20 Following directions: 21 Noting details: 22	Recalling details: 19 Following directions: 20, 22 Noting details: 21	Recalling details: 20 Following directions: 20 Interpreting character emotions: 20
Spelling		Phonograms review: 1 Segmentation review: 1	Phonograms review: 1 Segmentation review: 1	Phonograms review: 1 Segmentation review: 1	Phonograms review: 1 Segmentation review: 1	Phonograms review: 1, 2 Segmentation review: 2
						Writing sounds: 1 Writing words: 2, 3 Writing sentences: 4
		Writing words: 1, 2 Writing sentences: 3	Writing words: 1, 2 Writing sentences: 3	Writing words: 1, 2 Writing sentences: 3	Writing words: 1, 2 Writing sentences: 3	

Key: (for Teachers) √= informal assessment Numbers = exercise numbers Bold face type = first appearance

		Lesson 51	Lesson 52	Lesson 53	Lesson 54	Lesson 55
Phonemic Awareness						
Print Awareness						
Letter Sound Correspondence		Review: 1 (vowel letter names), 11 (ou), 12 (al), 13 (ar) √: 1, 12, 13	Review: 1 (vowel letter names), 2 (al, ou), 12–14 (ou) √: 1,2, 12–14	Review: 9–10 (ou) √: 9, 10	Review: 1 (ar, ou) √	
Phonics and Word Recognition	Irregular	Blending sounds into words: 5 **(magic)**, 6 **(eyes)**, 9 **(father)** √: 5, 6,9	Blending sounds into words: 10 **(coming)** √	Two-part word: 2 **(anyone)** √ Reading words: 5 **(touched)** √	Blending sounds into words: 2 **(full)** √ Reading words: 9 **(many)** √	Blending sounds into words: 9 **(been)** √
	Regular	Blending sounds into words: 2 **(rat)**, 3 **(rate)**, 8, 11 √: 2, 3, 8, 11 Reading words: 2 **(rat)**, 3 **(rate)**, 4, 7 **(steep)**, 8, 10 **(herself)**,11, 12, 13, 14 √: 2, 3, 4, 7, 8, 10–14 Final–e rule: 4 **(rat, rate)** √ Two-part word: 10 **(herself)** √	Blending sounds into words: 3 **(rest)**, 4 **(open)**, 5 **(before)**, 7, 8 **(slammed)**, 14 **(hounds)** √: 3, 4, 5, 7, 8, 10, 14 Reading words: 3 **(rest)**, 4 **(open)**, 5 **(before)**, 6, 7, 8 **(slammed)**, 9, 10, 11 **(hanging, only)**, 12, 13 **(ouch)**, 14 **(hounds)** √: 3–14 Final–e rule: 6 √	Blending sounds into words: 6, 7, 8 **(door)**, 9 **(thousand)**, 10 **(found)** √: 6–10 Reading words: 1, 3, 4 **(behind)**, 5 **(slowly, opened)**, 6, 7, 8 **(door)**, 9 **(thousand)**, 10 **(found)** √: 1, 3–10 Final–e rule: 1	Blending sounds into words: 10 **(elf)**, 11 **(cross)** √: 10, 11 Reading words: 3 **(careful)**, 4 **(bigger)**, 5, 6, 7, 8, 9, 10 **(elf)**, 11 **(cross)** √: 3–11 Two-part words: 3 **(careful)**, 4 **(bigger)** √: 3, 4 Final–e rule: 5 √	Blending sounds into words: 1 **(reached)**, 2 **(tired)**, 3 **(woke)**, 4 **(lie)** √: 1–4 Reading words: 1 **(reached)**, 2 **(tired)**, 3 **(woke)**, 4 **(lie)**, 5 **(cane)**, 6 **(site)**, 7 **(sit)**, 8, 9, 10, 11 √: 1–11 Final–e rule: 5 **(cane)** √ Two-part word: 10 **(setting)** √
		Reading words: 15 Connected text: 16, 17 √: 16, 17	Reading words: 15 Connected text: 16, 17 √: 16, 17	Reading words: 11 Connected text: 12, 13 √: 12, 13	Reading words: 12 Connected text: 13, 14 √: 13, 14	Reading words: 12 Connected text: 13, 14 √: 13, 14
Fluency		Reading words: 2–14 √: 2–14	Reading words: 3–14 √: 3–14	Reading words: 1–10 √: 1–10	Reading words: 3–11 √: 3–11	Reading words: 1–11 √: 1–11
		Repeated reading: 17	Repeated reading: 17	Repeated reading: 13	Repeated reading: 14 √	Repeated reading: 14 √
						IC: 17
Comprehension		Noting details: 17 Identifying literal cause/effect: 17 Making predictions: 17, 18 Drawing inferences: 18	Recalling details: 16 Identifying literal cause/effect: 17, 18 Noting details: 17, 18 Making predictions: 18	Recalling details: 12 Noting details: 13 Identifying literal cause/effect: 13 Inferring cause/effect: 13 Making predictions: 13, 14 Interpreting character emotions: 14	Recalling details: 13 Noting details: 14 Reality/Fantasy: 14 Making predictions: 14, 15 Making connections: 14, 15 Inferring cause/effect: 15	Recalling details: 13 Noting details: 14, 15 Identifying literal cause/effect: 14, 15 Making connections: 14 Sequencing: 14 Interpreting character motives: 14 Making judgments: 15
		Recalling details: 20 Following directions: 21, 23 Noting details: 22	Recalling details: 20 Following directions: 21, 23 Noting details: 22	Recalling details: 16 Following directions: 17, 19 Noting details: 18	Recalling details: 17 Following directions: 18, 20 Noting details: 19	Recalling details: 16 Following directions: 16 Noting details: 16
Spelling		Phonograms review: 1–3 Segmentation review: 2, 3	Phonograms review: 1–3 Segmentation review: 2, 3	Phonograms review: 1–3 Segmentation review: 2, 3	Phonograms review: 1–3 Segmentation review: 2, 3	Phonograms review: 1 Segmentation review: 1
						Writing words: 1, 2 Writing sentences: 3
		Writing sounds: 1 Writing words: 2–4 Writing sentences: 5	Writing sounds: 1 Writing words: 2–4 Writing sentences: 5	Writing sounds: 1 Writing words: 2–4 Writing sentences: 5	Writing sounds: 1 Writing words: 2–4 Writing sentences: 5	

Key: (for Teachers) √= informal assessment Numbers = exercise numbers Bold face type = first appearance

		Lesson 56	Lesson 57	Lesson 58	Lesson 59	Lesson 60
Phonemic Awareness						
Print Awareness						
Letter Sound Correspondence		Review: 17 (ou) √	Review: 2 (al, ou, ar), 7 (ou) √: 2, 7		Review: 2 (al), 3 (ou), 4 (ar) √: 2–4	Review: 1 (ar), 2, (al), 3 (ou) √: 1–3
Phonics and Word Recognition	Irregular	Blending sounds into words: 12 **(dirty)**, 13 **(does)** √: 12, 13 Two-part words: 15 **(into)**, 16 **(something)** √: 15, 16		Blending sounds into words: 6 **(work)** √		
	Regular	Blending sounds into words: 1, 2, 3, 4 **(rich)**, 5, 10, 11 **(clean)**,17 **(round)** √: 1–5, 10, 11, 17 Reading words: 1, 2, 3, 4 **(rich)**, 5, 6, 7, 8 **(cam)**, 9 **(hide, hid)**, 10, 11 **(clean)**, 14 **(rubbed)**, 17 **(round)** √: 1–11, 14, 17 Final–e rule: 6 √	Blending sounds into words: 7, 8 **(stayed)**, 9, 10 √: 7–10 Reading words: 1 **(holding)**, 3, 4 **(pan)**, 5 **(pane)**, 6, 7, 8 **(stayed)**, 9, 10, 11, 12 **(lake)**, 13 √: 1, 3–13 Final–e rule review: 3, 9, 10, 11, 12 **(lake)**, 13 √: 3, 9–13	Blending sounds into words: 7 √ Reading words: 1 **(keep)**, 2, 3, 4, 5, 7, 8 **(take)**, 9, 10 √: 1–5, 7–10 Final–e rule review: 2, 5, 8 **(take)** Two-part word: 9, 10 √: 9, 10	Blending sounds into words: 1, 3, 4, 10 **(fix)**, 12 √: 1, 3, 4, 10, 12 Reading words: 1, 2, 3, 4, 5 **(pine, pin)**, 6, 7, 8, 9 **(smile)**, 10 **(fix)**, 11, 12 √: 1–12 Final–e rule review: 5 **(pine, pin)**, 8, 9 **(smile)**, 12 √: 8, 9, 12	Blending sounds into words: 1 **(park)**, 10, 12 **(kite)**, 13 **(kit)**, 14 **(steal)** √: 1, 10, 12–14 Reading words: 1 **(park)**, 2, 3, 4, 5, 6, 7, 8 **(robber)**, 9 **(running)**, 10, 11, 12 **(kite)**, 13 **(kit)**, 14 **(steal)**, 15 √: 1–15 Final–e rule review: 4, 7, 10, 12 **(kite)** √: 4, 7, 10, 12 Two-part words: 8 **(robber)**, 9 **(running)** √: 8, 9
		Reading words: 18 Connected text: 19, 20 √: 19, 20	Reading words: 14 Connected text: 15, 16 √: 15, 16	Reading words: 11 Connected text: 12, 13 √: 12, 13	Reading words: 13 Connected text: 14, 15 √: 14, 15	Reading words: 16 Connected text: 17, 18 √: 17, 18
Fluency		Reading words: 1–17 √: 1–17	Reading words: 1, 3–13 √: 1, 3–13	Reading words: 1–10 √: 1–10	Reading words: 1–12 √: 1–12	Reading words: 1–15 √: 1–15
		Repeated reading: 20 √	Repeated reading: 16 √	Repeated reading: 13 √	Repeated reading: 15 √	Repeated reading: 18 √
						IC: 21
Comprehension		Identifying literal cause/effect: 20 Noting details: 20, 21 Inferring cause and effect: 20, 21 Inferring story details/events: 20 Determining character emotions: 21 Making connections: 21	Recalling details: 15, 16 Inferring story details/events: 16, 17 Noting details: 16, 17 Inferring cause/effect: 16 Interpreting character actions: 16, 17 Making predictions: 16, 17 Determining/interpreting character emotions: 17	Recalling details: 12, 13 Noting details: 13, 14 Inferring cause/effect: 13, 14 Interpreting character motives: 13 Determining character emotions: 14 Making connections: 14	Noting details: 15, 16 Interpreting character actions: 15 Activating prior knowledge: 15 Interpreting character actions: 16	Noting details: 18, 19 Interpreting character motives/ actions: 18, 19 Inferring story details/events: 18 Inferring cause/effect: 18 Making predictions: 18
		Recalling details: 23 Following directions: 24, 26 Noting details: 25	Recalling details: 19 Following directions: 20, 22 Noting details: 21 Inferring cause/effect: 21	Recalling details: 16 Following directions: 17, 19 Noting details: 18 Drawing inferences: 18	Recalling details: 18 Following directions: 19, 20 Noting details: 20 Inferring cause/effect: 20	Recalling details: 20 Following directions: 20 Noting details: 20
						Lesson 60 Curriculum-Based Assessment
Spelling		Phonograms review: 1, 2 Segmentation review: 2	Phonograms review: 1, 2, 3 Segmentation review: 2, 3	Phonograms review: 1, 2 Segmentation review: 2	Phonograms review: 1, 2 Segmentation review: 2	Phonograms review: 1, 2, 3 Segmentation review: 2, 3
		Writing sounds: 1 Writing words: 2, 3 Writing sentences: 4	Writing sounds: 1 Writing words: 2, 3, 4 Writing sentences: 5	Writing sounds: 1 Writing words: 2, 3 Writing sentences: 4	Writing sounds: 1 Writing words: 2, 3 Writing sentences: 4	Writing sounds: 1 Writing words: 2, 3, 4 Writing sentences: 5

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		Lesson 61	Lesson 62	Lesson 63	Lesson 64	Lesson 65
Phonemic Awareness						
Print Awareness						
Letter Sound Correspondence		Review: 9 (ar), 10 (al) √: 9–10	Review: 1 (al, ou, ar), 9 (ar), 10 (ou), 11 (al) √: 9–11	Review: 1 (ar, ou, al), 8 (ou), 9 (ar) √: 1, 8, 9	Review: 1 (ar, ou, al), 6 (ou), 7 (ar), 10 (al) √: 1, 6, 7, 10	Review: 1 (ou, al, ar), 11 (al), 15 (ar), 16 (ou) √: 1, 11, 15, 16
Phonics and Word Recognition	Irregular		Reading words: 14 **(wood, you'll)** √	Blending sounds into words: 6 **(know)**, 7 **(again)** √: 6, 7	Blending sounds into words: 4 **(pretty)**, 11 **(two)** √: 4, 11	Two-part words: 6 **(someone)**, 7 **(today)** √: 6, 7
	Regular	Blending sounds into words: 2, 3 **(bending)**, 4, 9 **(sharp)**, 10, 11 √: 2–4, 9–11 Reading words: 1, 2, 3 **(bending)**, 4,5, 6 **(bit)**, 7 **(bite)**, 8, 9 **(sharp)**, 10, 11, 12, 13 **(save)**, 14, 15 **(hugged)** √: 1–15 Final –e rule review: 5, 11, 12, 13 **(save)** √: 5, 11–13 Two-part words: 14 √	Blending sounds into words: 2, 3, 4 **(string)**, 9 **(starts)** √: 2–4, 9 Reading words: 2, 3, 4 **(string)**, 5 **(fate)**, 6, 7, 8 **(wind)**, 9 **(starts)**, 10, 11, 12, 13 **(kites)**, 14 **(paper, we'll)** √: 2–13 Final –e rule review: 12 √ Two-part words: 13 **(kites)** √	Blending sounds into words: 8, 9, 10, 11 **(lifted)** √: 8–11 Reading words: 2, 3 **(five)**, 4 5 **(no, go, shake, shaking)**, 8, 9, 10, 11 **(lifted)**, 12 **(landed)**, 13, 14, 15 **(won't)** √: 2–5, 8–15 Final –e rule review: 3 **(five)**, 4 √: 3–4 Two-part words: 12 **(landed)**, 13, 14 √: 12–14	Blending sounds into words: 3, 5 **(happened)**, 6 **(proud)**, 7 **(darker)**, 9 **(thunder)** √: 3, 5, 6, 7, 9 Reading words: 2 **(Tim)**, 3, 5 **(happened)**, 6 **(proud)**, 7 **(darker)**, 8 **(began, grow)**, 9 **(thunder)**, 10, 12 **(makes)**, 13, 14 **(blowing, maker, making)** √: 2, 3, 5–10, 12–14 Final –e rule review: 13 √ Two-part words: 12 **(makes)** √	Blending sounds into words: 9 **(sadder)**, 12 **(trapped)**, 13, **14 (float)**, 15 √: 9, 12–15 Reading words: 2 **(Sam)**, 3 **(fire)**, 4 **(while)**, 5 **(makes)**, 8 **(forest)**, 9 **(sadder)**, 10, 11, 12 **(trapped)**, 13, 14 **(float)**, 15, 16 √: 2–5, 8–16 Final –e rule review: 3 **(fire)**, 4 **(while)** √: 3, 4 Two-part words: 8 **(forest)** √: 8
		Reading words: 16 Connected text: 17, 18 √: 17, 18	Reading words: 15 Connected text: 16, 17 √: 16, 17	Reading words: 16 Connected text: 17, 18 √: 17, 18	Reading words: 15 Connected text: 16, 17 √: 16, 17	Reading words: 17 Connected text: 18, 19 √: 18, 19
Fluency		Reading words: 1–15 √: 1–15	Reading words: 2–14 √: 2–14	Reading words: 2–15 √: 2–15	Reading words: 2–14 √: 2–14	Reading words: 2–16 √: 2–16
		Repeated reading: 18 √	Repeated reading: 17 √	Repeated reading: 18 √	Repeated reading: 17 √	Repeated reading: 19 √
						IC: 65
Comprehension		Predicting narrative outcomes: 18, 19 Answering literal questions about a text: 18 Interpreting a character's feelings: 19 Inferring causes and effects: 18 Noting details: 18, 19 Drawing inferences: 19	Predicting narrative outcomes: 17 Answering literal questions about a text: 17 Interpreting a character's motives: 17 Noting details: 17, 18 Following directions: 18	Answering literal questions about a text: 18 Interpreting a character's feelings: 18, 19 Inferring causes and effects: 18 Inferring story details and events: 18, 19 Noting details: 19 Drawing inferences:18	Predicting narrative outcomes: 17, 18 Answering literal questions about a text: 17, 18 Interpreting a character's feelings: 17, 18 Inferring causes and effects: 18 Inferring story details and events: 17 Noting details: 18 Drawing inferences: 17	Predicting narrative outcomes: 19 Answering literal questions about a text: 19, 20 Interpreting a character's feelings: 20 Inferring causes and effects: 19 Inferring story details and events: 19, 20 Noting details: 20
		Recalling details: 23 Interpreting a character's feelings: 21 Following written directions: 20 Answering literal questions about a text: 24	Recalling details: 21 Noting details: 19 Following written directions: 22 Answering literal questions about a text: 23	Recalling details: 21 Noting details: 23 Following written directions: 22 Answering literal questions about a text: 24	Recalling details: 20 Noting details: 22 Following written directions: 21 Answering literal questions about a text: 23	Recalling details: 21 Following written directions: 21 Answering literal questions about a text: 21
Spelling		Phonogram review: 1, 2, 3 Segmentation review: 2, 3	Phonogram review: 1, 2, 3 Segmentation review: 2, 3	Phonogram review: 1, 2, 3, 4 Segmentation review: 2, 3, 4	Phonogram review: 1, 2 Segmentation review: 1, 2	Phonogram review: 1 Segmentation review: 1
						Writing words: 1, 2 Writing sentences: 3
		Writing sounds: 1 Writing words: 2, 3, 4 Writing sentences: 5	Writing sounds: 1 Writing words: 2, 3, 4 Writing sentences: 5	Writing sounds: 1 Writing words: 2, 3, 4, 5 Writing sentences: 6	Writing words: 1, 2, 3 Writing sentences: 4	

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		Lesson 66	Lesson 67	Lesson 68	Lesson 69	Lesson 70
Phonemic Awareness						
Print Awareness						
Letter Sound Correspondence		Review: 1 (ar. al. ou), 3 (al), 4 (ou), 5 (ar) √: 1, 3, 4, 5	Review: 11 (th) √: 11	Review: 3 (ou), 9 (th) √: 3, 9	Review: 7 (ar), 8 (ou) √: 7, 8	
Phonics and Word Recognition	Irregular	Blending sounds into words: 6 **(first)**, 7 **(water)**, 13 **(woman)** √: 6, 7, 13 Reading words: 9 **(shook)**, 17 **(tv)** √: 9, 17	Blending sounds into words: 1 **(school)** √: 1 Two-part words: 12 **(anything)** √: 12	Blending sounds into words: 8 **(front)** √: 8		
	Regular	Blending sounds into words: 8 **(floated)** √: 8 Reading words: 2 **(hat, hate)**, 3, 4, 5, 8 **(floated)**, 9 **(plane, soaked)**, 10, 11 **(fires)**, 12 **(became)**, 14 **(scare)**, 15 **(wade)**, 16 **(wading, or)** √: 2–5, 8, 10–12, 14–16 Final –e rule review: 15 **(wade)** √: 15 Two-part words: 10, 11 **(fires)**, 12 **(became)** √: 10–12 Onset rime: 14 **(scare)** √: 14	Blending sounds into words: 4 **(bear)**, 5 **(train)**, 6 **(hundred)**, 7 **(beans, meat, fifty, hunting)** √: 4–7 Reading words: 2 **(gave)**, 3, 4 **(bear)**, 5 **(train)**, 6 **(hundred)**, 7 **(beans, meat, fifty, hunting)**, 8 **(pile)**, 9, 10, 11 √: 2–11 Final –e rule review: 2 **(gave)** √: 2 Two-part words: 9, 10 √: 9, 10	Blending sounds into words: 3 **(counted)** √: 3 Reading words: 1 **(everything)**, 2, 3 **(counted)**, 4 **(counter)**, 5, 6 **(home, nine, standing, tracks)**, 7 **(missing, sandy)**, 9 √: 1–7, 9 Two-part words: 1 **(everything)**, 2, 4 **(counter)** √: 1, 2, 4	Blending sounds into words: 7 **(parked)**, 11 √: 7, 11 Reading words: 1 **(Sid)**, 2, 3, 4, 5, 6 **(ninety)**, 7 **(parked)**, 8, 9, 10, 11, 12 √: 1–12 Final –e rule review: 5 √: 5 Two-part words: 2, 3, 4 √: 2, 3, 4	Blending sounds into words: 8 **(rail)** √: 8 Reading words: 1, 2, 3, 4 **(followed, shed, sets)**, 5, 6, 7, 8 **(rail)** √: 1–8 Two-part words: 5, 6 √: 5, 6 Onset rime: 7 √: 7
		Reading words: 18 Connected text: 19, 20 √: 19, 20	Reading words: 13 Connected text: 14, 15 √: 14, 15	Reading words: 10 Connected text: 11, 12 √: 11, 12	Reading words: 13 Connected text: 14, 15 √: 14, 15	Reading words: 9 Connected text: 10, 11 √: 10, 11
Fluency		Reading words: 2–17 √: 2–17	Reading words: 1–12 √: 1–12	Reading words: 1–9 √: 1–9	Reading words: 1–12 √: 1–12	Reading words: 1–8 √: 1–8
		Repeated reading: 20 √	Repeated reading: 15 √	Repeated reading: 12 √	Repeated reading: 15 √	Repeated reading: 11 √
						IC: 70
Comprehension		Answering literal questions about a text: 20, 21 Predicting narrative outcomes: 20 Inferring story details and events: 20 Interpreting a character's feelings: 21 Inferring causes and effects: 20, 21 Interpreting a character's motives: 20 Recalling details: 20, 21 Noting details: 20	Answering literal questions about a text: 15 Predicting narrative outcomes: 15, 16 Inferring story details and events: 15 Interpreting a character's feelings: 15 Interpreting a character's motives: 15 Recalling details: 16 Noting details: 16	Answering literal questions about a text: 12,13 Following directions: 13 Predicting narrative outcomes: 13 Inferring story details and events: 13 Activating prior knowledge: 12 Recalling details: 13 Drawing inferences: 12	Answering literal questions about a text: 14, 15 Inferring story details and events: 15, 16 Recalling details: 14, 15, 16 Noting details: 16	Answering literal questions about a text: 11 Following directions: 11 Predicting narrative outcomes: 11, 12 Inferring story details and events: 11 Interpreting a character's feelings: 11 Inferring causes and effects: 12 Noting details: 12
		Recalling details: 23 Following written directions: 24 Noting details: 26 Answering literal questions about a text: 25	Recalling details: 18 Following written directions: 19 Noting details: 20 Answering literal questions about a text: 20, 21	Recalling details: 15 Following written directions: 16 Noting details: 17 Answering literal questions about a text: 18	Recalling details: 18 Following written directions: 19 Noting details: 20 Answering literal questions about a text: 21	Recalling details: 13 Following written directions: 13 Noting details: 13 Answering literal questions about a text: 13
Spelling		Phonogram review: 1, 2 Segmentation review: 2	Phonogram review: 1, 2, 3 Segmentation review: 2, 3	Phonogram review: 1, 2, 3 Segmentation review: 2, 3	Phonogram review: 1, 2, 3 Segmentation review: 2, 3	Phonogram review: 1, 2, 3 Segmentation review: 2, 3
						Writing sounds: 1 Writing words: 2, 3, 4 Writing sentences: 5
		Writing sounds: 1 Writing words: 2, 3 Writing sentences: 4	Writing sounds: 1 Writing words: 2, 3, 4 Writing sentences: 5	Writing sounds: 1 Writing words: 2, 3, 4 Writing sentences: 5	Writing sounds: 1 Writing words: 2, 3, 4 Writing sentences: 5	

Key: (for Teachers) √= informal assessment Numbers = exercise numbers Bold face type = first appearance

		Lesson 71	Lesson 72	Lesson 73	Lesson 74	Lesson 75
Phonemic Awareness						
Print Awareness						
Letter Sound Correspondence			Review: 1 (sh) √: 1	Review: 1 (sh), 6 (al), 7 (ar) √: 1, 6, 7	Review: 1 (sh), 6 (ou), 7 (al) √: 1, 6, 7	
Phonics and Word Recognition	Irregular	Reading words: 8 **(crooks)** √: 8		Reading words: 3 **(says)** √: 3	Blending sounds into words: 2 **(their)** √: 2 Reading words: 10 **(what's)** √: 10	
	Regular	Blending sounds into words: 5 **(truck)**, 6 **(waited)**, 7 √: 5, 6, 7 Reading words: 1, 2, 3, 4, 5 **(truck)**, 6 **(waited)**, 7, 8 **(seem, load)** √: 1–8 Two-part words: 2, 3, 4 √: 2, 3, 4	Blending sounds into words: 2, 3 **(sorry)**, 4 **(lied)**, 5 √: 2–5 Reading words: 1, 2, 3 **(sorry)**, 4 **(lied)**, 5, 6, 7 **(scared)**, 8, 9 **(okay)** √: 1–9 Two-part words: 6, 7 **(scared)** √: 6, 7	Blending sounds into words: 4 **(easy)**, 5 **(check)** √: 4, 5 Reading words: 1 **(dish, wishing)**, 2, 3 **(that's)**, 4 **(easy)**, 5 **(check)**, 6, 7 **(tar)** √: 1–7	Blending sounds into words: 3, 4 **(lying)**, 5 **(loading)** √: 3–5 Reading words: 1 **(shop, she's)**, 3, 4 **(lying)**, 5 **(loading)**, 6, 7, 8, 9, 10 **(mean, mark, near)** √: 1, 3–10 Two-part words: 8, 9 √: 8, 9	Blending sounds into words: 1, 2, 3, 6 √: 1–3, 6 Reading words: 1, 2, 3, 4 **(showed)**, 5 **(gift, finding, leaving, I've)**, 6, 7 √: 1–7
		Reading words: 9 Connected text: 10, 11 √: 10, 11	Reading words: 10 Connected text: 11, 12 √: 11, 12	Reading words: 8 Connected text: 9, 10 √: 9, 10	Reading words: 11 Connected text: 12, 13 √: 12, 13	Reading words: 8 Connected text: 9, 10
Fluency		Reading words: 1–8 √: 1–8	Reading words: 1–9 √: 1–9	Reading words: 1–7 √: 1–7	Reading words: 1–10 √: 1–10	Reading words: 1–7 √: 1–7
		Repeated reading: 11 √	Repeated reading: 12 √	Repeated reading: 10 √	Repeated reading: 13 √	Repeated reading: 10 √
						IC: 75
Comprehension		Answering literal questions about a text: 11 Inferring story details and events: 11, 12 Interpreting a character's feelings: 12 Inferring causes and effects: 11 Interpreting a character's motives: 11 Noting details: 12 Activating prior knowledge: 11	Answering literal questions about a text:12 Predicting narrative outcomes: 12, 13 Inferring story details and events: 12, 13 Recalling details: 12 Noting details: 13	Answering literal questions about a text: 10 Following directions: 11 Inferring story details and events: 11 Interpreting a character's motives: 10 Recalling details: 10 Noting details: 11	Answering literal questions about a text: 13 Following directions: 13 Predicting narrative outcomes: 14 Inferring story details and events: 13, 14 Interpreting a character's thoughts/feelings: 14 Interpreting a character's motives: 13 Recalling details: 13 Noting details: 14	Answering literal questions about a text: 10 Predicting narrative outcomes: 11 Inferring story details and events: 10, 11 Interpreting a character's motives: 10 Noting details: 11 Activating prior knowledge: 10 Drawing Inferences: 10
		Recalling details: 14 Following written directions: 15 Noting details: 16 Answering literal questions about a text: 17	Recalling details: 15 Following written directions: 16 Noting details: 17 Answering literal questions about a text: 18	Recalling details: 12 Following written directions: 12 Noting details: 12 Answering literal questions about a text: 12	Recalling details: 16 Following written directions: 16 Noting details: 16 Answering literal questions about a text: 16	Recalling details: 12 Following written directions: 12 Noting details: 12 Answering literal questions about a text: 12
Spelling		Phonogram review: 1, 2 Segmentation review: 2	Phonogram review: 1, 2 Segmentation review: 2	Phonogram review: 1, 2 Segmentation review: 2	Phonogram review: 1 Segmentation review: 1	Phonogram review: 1 Segmentation review: 1
						Writing words: 1, 2 Writing sentences: 3
		Writing sounds: 1 Writing words: 2, 3 Writing sentences: 4	Writing sounds: 1 Writing words: 2, 3 Writing sentences: 4	Writing sounds: 1 Writing words: 2, 3 Writing sentences: 4	Writing words: 1, 2 Writing sentences: 3	

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		Lesson 76	Lesson 77	Lesson 78	Lesson 79	Lesson 80
Phonemic Awareness						
Print Awareness						
Letter Sound Correspondence		Review: 2 (ing), 3 (ar) √: 2, 3	Review: 1 (ing), 7 (ar) √: 1, 7	Review: 8 (ing), 9 (ar) √: 8–9		Review: 6 (al), 7 (ar), 8 (ou), 9 (ou) √: 6–9
Phonics and Word Recognition	Irregular		Reading words: 9 **(worked)** √: 9	Blending sounds into words: 7 **(done)** √: 7		Blending sounds into words: 4 **(ice)**, 11 **(close)** √: 4, 11 Reading words: 12 **(closed)** √: 12
	Regular	Blending sounds into words: 1, 3 **(parts)** √: 1, 3 Reading words: 1, 2, 3 **(parts)**, 4, 5 **(else)**, 6 √: 1–6 Final –e rule review: 4 √: 4	Blending sounds into words: 2 **(tent)**, 3, 4, 5 **(mixed)**, 6 **(job)**, 7 √: 2–7 Reading words: 1, 2 **(tent)**, 3, 4, 5 **(mixed)**, 6 **(job)**, 7, 8 **(care)**, 9 √: 1–9	Blending sounds into words: 2, 3, 4, 5 √: 2–5 Reading words: 1, 2, 3, 4, 5, 6 **(passed)**, 8 **(thing)**, 9, 10, 11 √: 1–6, 8–11 Two-part word: 11 **(everybody)** √: 11	Blending sounds into words: 1 **(stuck)**, 2, 3 **(colder, snow)** √: 1–3 Reading words: 1 **(stuck)**, 2, 3 **(colder, snow)**, 4, 5, 6, 7 **(slipped)**, 8, 9, 10 **(ears, window, show, deep)** √: 1–10 Two-part words: 5, 6, 7 **(slipped)**, 8, 9 √: 5–9	Blending sounds into words: 1 **(drink)**, 2 **(sly)**, 5 **(cream)**, 6, 7, 8 **(mouth)** √: 1, 2, 5–8 Reading words: 1 **(drink)**, 2 **(sly)**, 3 **(con, cone)**, 5 **(cream)**, 6, 7, 8 **(mouth)**, 9, 10, 12 **(giving, conned, cool)** √: 1–3, 5–10, 12
		Reading words: 7 Connected text: 8, 9 √: 8, 9	Reading words: 10 Connected text: 11, 12 √: 11, 12	Reading words: 12 Connected text: 13, 14 √: 13, 14	Reading words: 11 Connected text: 12, 13 √: 12, 13	Reading words: 13 Connected text: 14, 15 √: 14, 15
Fluency		Reading words: 1–6	Reading words: 1–9	Reading words: 1–11 √: 1–11	Reading words: 1–10 √: 1–10	Reading words: 1–12 √: 1–12
		Repeated reading: 9 √: 9	Repeated reading: 12 √	Repeated reading: 14 √	Repeated reading: 13 √	Repeated reading: 15 √
						IC: 80
Comprehension		Answering literal questions about text: 9 Predicting narrative outcomes: 9 Inferring story details and events: 9, 10 Inferring causes and effects: 9 Interpreting a character's motives: 10 Activating prior knowledge: 9 Following directions: 9 Noting details: 10	Answering literal questions about text: 12 Predicting narrative outcomes: 12 Inferring story details and events: 12 Interpreting a character's feelings: 12 Following directions: 13 Noting details: 13	Answering literal questions about text: 14 Predicting narrative outcomes: 15 Inferring story details and events: 14, 15 Recalling details: 14 Noting details: 15	Answering literal questions about text: 13 Inferring story details and events: 13 Interpreting a character's feelings: 13 Inferring causes and effects: 13 Activating prior knowledge: 14 Following directions: 13 Noting details: 14 Recalling details: 14	Answering literal questions about text: 15 Predicting narrative outcomes: 15 Interpreting a character's feelings: 16 Inferring causes and effects: 15 Interpreting a character's motives: 15 Following directions: 15 Noting details: 16
		Recalling details: 12 Following written directions: 13 Noting details: 14 Answering literal questions about text: 15	Recalling details: 15 Following written directions: 16 Noting details: 17 Answering literal questions about text: 18	Recalling details:17 Following written directions: 18 Noting details: 19 Answering literal questions about text: 20	Recalling details: 16 Following written directions: 17 Noting details: 18 Answering literal questions about text: 19	Recalling details: 17 Following written directions: 17 Noting details: 17 Answering literal questions about text: 17
						Lesson 80 Curriculum-Based Assessment
Spelling		Phonogram review: 1 Segmentation review: 1	Phonogram review: 1, 2 Segmentation review: 2	Phonogram review: 1, 2, 3 Segmentation review: 2, 3	Phonogram review: 1, 2, 3 Segmentation review: 2, 3	Phonogram review: 1, 2, 3 Segmentation review: 2, 3
		Writing words: 1, 2 Writing sentences: 3	Writing sounds: 1 Writing words: 2, 3 Writing sentences: 4	Writing sounds: 1 Writing words: 2, 3, 4 Writing sentences: 5	Writing sounds: 1 Writing words: 2, 3, 4 Writing sentences: 5	Writing sounds: 1 Writing words: 2, 3 Writing sentences: 4

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		Lesson 81	Lesson 82	Lesson 83	Lesson 84	Lesson 85
Phonemic Awareness						
Print Awareness		Grapheme recognition: 6 (g)		Introduction to letter names: 1 (a – z) √: 2	Review letter names: 1 (a–z) √: 2	Review letter names: 1 (a–z), 3 (a–z) √: 2, 4
Letter Sound Correspondence		Introduction: 4 (ea) Review: 4 (th, wh, ar, ou) √: 4	Review: 2 (ea, oo, er, wh, ou) √: 2	Introduction: 4 (ee) Review: 4 (wh, ar, al, th, ea) √: 4	Review: 3 (th, wh, al, ou, ar) √: 3	Review: 5 (sh, ou, wh, ar, al) √: 5
Phonics and Word Recognition	Irregular	Reading words: 5 **(buying, woods, somebody)** √: 5	Reading words: 3 **(continued)**, 5 **(talked)** √: 3, 5 Underlined parts of words: 5 **(talked)** √: 5	Reading words: 8 **(answer)** √: 8		
	Regular	Blending sounds into words: 6 **(got)** √: 6 Reading words: 2, 3, 4, 5 **(super, plan, trick)**, 6 **(got, fox)**, 7 **(mope)** √: 2–7 Underlined parts of words: 4 √: 4	Blending sounds into words: 4 **(gas)** √: 4 Reading words: 2 **(shoot)**, 3 **(stairs, say)**, 4 **(gas, saying)** 5 **(mopped, mopper)**, 6 **(day)**, 7 **(mop)** √: 2–7 Underlined parts of words: 2, 5 **(mopped, mopper)** √: 2, 5	Reading words: 4 **(dark)**, 5 **(tap)**, 6 **(mopping, handed, tapped)**, 7 **(broke, holes, dimes)**, 8 **(times)** √: 4–8 Underlined parts of words: 4 **(dark)**, 6 **(mopping, handed, tapped)** √: 4, 6	Reading words: 3, 4 **(tape, mess)**, 5 **(hitting)**, 6 **(smiles, hopped)**, 7 **(pow)** √: 3–7 Underlined parts of words: 3, 6 **(smiles, hopped)** √: 3, 6	Reading words: 5 **(crash, walls)**, 6 **(heave, having)**, 7 **(dive)**, 8 **(crashed)** √: 5–8 Underlined parts of words: 5 **(crash, walls)**, 8 **(crashed)** √: 5, 8
		Reading words: 8 Connected text: 10, 11 √: 10, 11	Reading words: 8 Connected text: 10, 11 √: 10, 11	Reading words: 9 Connected text: 11, 12 √: 11, 12	Reading words: 8 Connected text: 10 √: 10	Reading words: 9 Connected text: 11 √: 11
Fluency		Reading words: 2–7 √: 2–7	Reading words: 2–7 √: 2–7	Reading words: 4–8 √: 4–8	Reading words: 3–7 √: 3–7	Reading words: 5–8 √: 5–8
		Repeated reading: 11 √	Repeated reading: 11 √	Repeated reading: 12 √		
						IC: 85
Comprehension		Following directions: 9	Following directions: 9	Following directions: 10	Following directions: 9	Following directions: 10
		Answering literal questions about a text: 11 Activating prior knowledge: 11, 12 Identifying literal cause and effect: 11 Recalling details and events: 11 Predicting narrative outcomes: 11, 12 Interpreting a character's motives: 11 Noting details: 12	Answering literal questions about a text: 11, 12 Identifying literal cause and effect: 11, 12 Recalling details and events: 11 Predicting narrative outcomes: 12	Answering literal questions about a text: 12 Identifying literal cause and effect: 12 Recalling details and events: 12, 13 Predicting narrative outcomes: 12, 13 Following directions: 13	Answering literal questions about a text: 10, 11 Identifying literal cause and effect: 10, 11 Recalling details and events: 10, 11 Predicting narrative outcomes: 10 Activating prior knowledge: 11	Answering literal questions about a text: 11, 12 Identifying literal cause and effect: 11, 12 Recalling details and events: 11 Predicting narrative outcomes: 11, 12 Drawing inferences: 11 Activating prior knowledge: 12
		Recalling details: 13 Following written directions: 13 Answering literal questions about a text: 13 Noting details: 13	Recalling details: 13 Following written directions: 13 Answering literal questions about a text: 13 Noting details: 13	Recalling details: 14 Following written directions: 14 Answering literal questions about a text: 14 Noting details: 14	Recalling details: 12 Following written directions: 12 Answering literal questions about a text: 12 Noting details: 12 Interpreting a character's feelings: 12	Recalling details: 13 Following written directions: 13 Answering literal questions about a text: 13 Noting details: 13 Interpreting a character's feelings: 13
Spelling		Phonogram review: 1, 2, 3 Segmentation review: 2, 3	Phonogram review: 1, 2 Segmentation review: 2	Phonogram review: 1, 2 Segmentation review: 2 Word families: 2	Phonogram review: 1, 2 Segmentation review: 2	Grapheme recognition: 1 √ Phoneme–grapheme correspondence: 2 √
						Writing words: 3 Writing sentences: 4
		Writing sounds: 1 Writing words: 2, 3 Writing sentences: 4	Writing sounds: 1 Writing words: 2, 3 Writing sentences: 4	Writing sounds: 1 Writing words: 3 Writing word families: 2 Writing sentences: 4	Writing sounds: 1 Writing words: 2, 3 Writing sentences: 4	

Reading Mastery Signature Edition, Grade 1

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		Lesson 86	Lesson 87	Lesson 88	Lesson 89	Lesson 90
Phonemic Awareness						
Print Awareness		Review letter names: 1 (a-z) √: 2	Introduction to capital letters: 1 (P, C, Y, F, W, K, I, Z, O, J, S, M, N, T, V, X, U)	Review capital letters: 1 (O, I, Z, V, P, J, N, T, C, U, M, F, Y, K, X, S, W)	Introduction to capital letters: 2 (A, R, D, E, Q) Review capital letters: 1 (T, K, N, J, Z, W, U, S, Y, C, P, I, F, X, O, V, M)	Review capital letters: 1 (R, E, A, D, Q)
Letter Sound Correspondence			Review: 4 (ea, al, ar, ch, oo) √: 4	Review: 4 (al, ea, th, wh, ou) √: 4	Review: 7 (ar, ing, er, ou, ee, wh) √: 7	Review: 6 (sh, ou, th) √: 6
Phonics and Word Recognition	Irregular	Reading words: 4 **(said, nothing)** √: 4 Spell by letter name: 4 **(said, nothing)** √: 4		Reading words: 3A **(you)**, 5 **(anybody)** √: 3A, 5 Spell by letter name: 3B **(you)** √: 3B Underlined parts of words: 5 **(anybody)** √: 5		Reading words: 2 **(words)** √: 2
	Regular	Reading words: 3, 4, 5 **(throw, men)**, 6 √: 3, 4, 5, 6 Spell by letter name: 3, 4 √: 3, 4 Underlined parts of words: 6 **(throw, men)** √: 6	Reading words: 2, 3 **(long)**, 4 **(cheek, tear)**, 5 **(longer, nobody)** √: 2, 3, 4, 5, 5 Spell by letter name: 2, 3 **(long)** √: 2, 3 Underlined parts of words: 4 **(cheek, tear)**, 5 **(longer, nobody)** √: 4, 5	Reading words: 2 **(fixed, carry, baby)**, 3A **(moping)**, 3B **(moping)**, 4, 5 **(thanked)** √: 2, 3, 4, 5 Spell by letter name: 2 **(fixed, carry)**, 3B **(moping)** √: 2, 3B Underlined parts of words: 4, 5 **(thanked)** √: 4, 5	Reading words: 3 **(nailed, most)**, 4A/B **(diner)**, 5, 6 **(moped)**, 7 **(need)** √: 3, 4, 5, 6, 7 Spell by letter name: 3 **(nailed)**, 4B **(taped, diner)** √: 3, 4 Underlined parts of words: 6 **(moped)**, 7 **(need)** √: 6, 7	Reading words: 2 **(plants, boss, key)**, 3A/B **(pinned, pined, send, sent)**, 4, 5 **(plant, seed)**, 6 **(sticks, packed)** √: 2, 3, 4, 5, 6 Spell by letter names: 2 **(plants, boss, key)**, 3B **(pinned, pined, send, sent)** √: 2, 3B Underlined parts of words: 6 **(sticks, packed)** √: 6
		Reading words: 7 Connected text: 9 √: 9	Reading words: 6 Connected text: 8 √: 8	Reading words: 6 Connected text: 8 √: 8	Reading words: 8 Connected text: 10 √: 10	Reading words: 7 Connected text: 9 √: 9
Fluency		Reading words: 3, 4, 5, 6 √: 3, 4, 5, 6	Reading words: 2, 3, 4, 5, 5 √: 2, 3, 4, 5, 5	Reading words: 2, 3, 4, 5 √: 2, 3, 4, 5	Reading words: 3, 4, 5, 6, 7 √: 3, 4, 5, 6, 7	Reading words: 2, 3, 4, 5, 6 √: 2, 3, 4, 5, 6
						Individual Checkout: 90
Comprehension		Following directions: 8	Following directions: 7	Following directions: 7	Following directions: 9	Following directions: 8
		Answering literal questions about a text: 9, 10 Identifying literal cause and effect: 9 Recalling details and events: 9 Predicting narrative outcomes: 9 Interpreting a character's feelings: 9 Following directions: 9 Drawing inferences: 9, 10	Answering literal questions about a text: 8 Identifying literal cause and effect: 8 Recalling details and events: 8 Predicting narrative outcomes: 8, 9 Interpreting a character's feelings: 8, 9 Drawing inferences: 8, 9	Answering literal questions about a text: 8 Identifying literal cause and effect: 8 Recalling details and events: 9 Predicting narrative outcomes: 8 Drawing inferences: 9	Answering literal questions about a text: 10 Identifying literal cause and effect: 10 Recalling details and events: 11 Predicting narrative outcomes: 10, 11 Drawing inferences: 10	Answering literal questions about a text: 9, 10 Identifying literal cause and effect: 9 Recalling details and events: 10 Predicting narrative outcomes: 9 Interpreting a character's feelings: 9 Following directions: 10 Drawing inferences: 9 Activating prior knowledge: 9
		Recalling details: 11 Following written directions: 11 Answering literal questions about a text: 11 Noting details: 11 Interpreting a character's feelings: 11	Recalling details: 10 Following written directions: 10 Answering literal questions about a text: 10 Noting details: 10 Interpreting a character's feelings: 10	Recalling details: 10 Following written directions: 10 Answering literal questions about a text: 10 Noting details: 10 Interpreting a character's feelings: 10	Recalling details: 12 Following written directions: 12 Answering literal questions about a text: 12 Noting details: 12 Interpreting a character's feelings: 12	Recalling details: 11 Following written directions: 11 Answering literal questions about a text: 11 Noting details: 11
Spelling		Grapheme recognition: 1 √ Phoneme-grapheme correspondence: 2 √ Phonogram review: 3 Segmentation review: 3	Grapheme recognition: 1 √ Phoneme-grapheme correspondence: 2 √	Grapheme recognition: 1 √ Phoneme-grapheme correspondence: 2 √	Grapheme recognition: 1 √ Phoneme-grapheme correspondence: 2 √	Grapheme recognition: 1 √ Phoneme-grapheme correspondence: 2 √
						Writing words: 3 Writing sentences: 4
		Writing words: 3 Writing sentences: 4	Writing words: 3 Writing sentences: 4	Writing words: 3 Writing sentences: 4	Writing words: 3 Writing sentences: 4	

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		Lesson 91	Lesson 92	Lesson 93	Lesson 94	Lesson 95
Phonemic Awareness						
Print Awareness		Review capital letters: 1 (E, D, R, Q, A) Introduction to capital letters: 2 (B, L, H, G)	Review capital letters: 1 (H, L, G, B)	Review capital letters: 1 (D, B, H, L, R, Q, G, A, E)	Review capital letters: 1 (Q, G, R, E, B, L, A, H, D)	
Letter Sound Correspondence		Review: 7 (ou, al, er, wh, ing, ea) √: 7	Review: 6 (ou, ing, th, ar, wh, ou) √: 6	Review: 5 (ing, er, th, wh, ou) √: 5	Review: 3 (ea, ar, ou, ch, oo) √: 3	Review: 2 (al, ea, ou, ar, th, oo), 3 (al) √: 2, 3
Phonics and Word Recognition	Irregular		Reading words: 3 **(right)** √: 3 Spell by letter name: 3 **(right)** √: 3			Reading words: 1 **(early)**, 2 **(schools)** √: 1, 2 Spell by letter name: 1 **(early)** √: 1 Underlined parts of words: 2 **(schools)** √: 2
	Regular	Reading words: 3 **(Now)**, 4 **(oak, jail, jailer)**, 5 **(cane)**, 6 **(notes, canned, caned, seems)**, 7 √: 3, 4, 5, 6, 7 Spell by letter name: 3 **(Now)**, 4 **(oak, jail, jailer)** √: 3, 4 Underlined parts of words: 6 **(notes, canned, caned, seems)**, 7 √: 6, 7	Reading words: 2 **(As, Have)**, 3 **(slope)**, 4A/B **(slop)**, 5 **(noted, planted, dumped)**, 6 **(swing, tossed)** √: 2, 3, 4, 5, 6 Spell by letter name: 2 **(As, Have)**, 3 √: 2, 3 Underlined parts of words: 5 **(noted, planted, dumped)**, 6 **(swing, tossed)** √: 5, 6	Reading words: 2 **(Let)**, 3 **(swung)**, 4 **(yelling)**, 5 **(planting)** √: 2, 3, 4, 5 Spell by letter name: 2 **(Let)**, 3 **(swung)** √: 2, 3 Underlined parts of words: 4 **(yelling)**, 5 **(planting)** √: 4, 5	Reading words: 2 **(If, And)**, 3 **(cheese, fool, leaves)**, 4 **(hoped, canner)**, 5 **(fixes, spent)**, 6A **(tapping)**, 6B **(teaches)** √: 2, 3, 4, 5, 6A, 6B Spell by letter name: 2 **(If, And)**, 6B **(tapping, teaches)** √: 2, 6B Underlined parts of words: 3 **(cheese, fool, leaves)**, 4 **(hoped, canner)** √: 3, 4	Reading words: 1 **(Ann, Dan, lucky)**, 2 **(smart)**, 3 4 **(spell)** √: 1, 2, 3, 4 Spell by letter name: 1 **(Ann, Dan, lucky)**, 4 **(spell)** √: 1, 4 Underlined parts of words: 2 **(smart)**, 3 √: 2, 3
		Reading words: 8 Connected text: 10 √: 10	Reading words: 7 Connected text: 9 √: 9	Reading words:6 Connected text: 8 √: 8	Reading words: 7 Connected text: 9 √: 9	Connected text: 5 √: 5
Fluency		Reading words: 3, 4, 5, 6, 7 √: 3, 4, 5, 6, 7	Reading words: 2, 3, 4, 5, 6 √: 2, 3, 4, 5, 6	Reading words: 2, 3, 4, 5 √: 2, 3, 4, 5	Reading words: 2, 3, 4, 5, 6A, 6B √: 2, 3, 4, 5, 6A, 6B	Reading words: 1, 2, 3, 4 √: 1, 2, 3, 4
						Individual Checkout: 95
Comprehension		Following directions: 9	Following directions:8	Following directions:7	Following directions: 8	
		Answering literal questions about a text: 10, 11 Identifying literal cause and effect: 10 Recalling details and events: 10 Predicting narrative outcomes: 10, 11 Following directions: 11 Drawing inferences: 10	Answering literal questions about a text: 9, 10 Identifying literal cause and effect: 10 Recalling details and events: 9, 10 Predicting narrative outcomes: 9 Interpreting a character's feelings: 9 Following directions: 10 Activating prior knowledge: 9	Answering literal questions about a text: 8, 9 Identifying literal cause and effect: 8 Recalling details and events: 8 Predicting narrative outcomes: 8, 9 Interpreting a character's feelings: 9 Drawing inferences: 8	Answering literal questions about a text: 9 Identifying literal cause and effect: 9 Recalling details and events: 9 Interpreting a character's feelings: 10 Following directions: 10 Drawing inferences: 9, 10	Answering literal questions about a text: 5, 6 Recalling details and events: 5, 6 Predicting narrative outcomes: 5 Following directions: 6 Drawing inferences: 5, 6
		Recalling details: 12 Following written directions: 12 Answering literal questions about a text: 12 Noting details: 12	Recalling details: 11 Following written directions: 11 Answering literal questions about a text: 11 Noting details: 11	Recalling details: 10 Following written directions: 10 Answering literal questions about a text: 10 Noting details: 10 Interpreting a character's feelings: 10	Recalling details: 11 Following written directions: 11 Answering literal questions about a text: 11 Noting details: 11 Interpreting a character's feelings: 11	Recalling details: 8 Following written directions: 8 Answering literal questions about a text: 8 Using rules to classify objects: 7
Spelling		Phoneme-grapheme correspondence: 1 √ Phonemic segmentation: 2 √: 2 Spelling words: 3 √	Phoneme-grapheme correspondence: 1 Phonemic segmentation: 2 √: 2 Spelling words: 3 √	Phoneme-grapheme correspondence: 1 Phonemic segmentation: 2 √: 2 Spelling words: 3 √	Answering literal questions about a text: 5, 6 Recalling details and events: 5, 6 Predicting narrative outcomes: 5 Following directions: 6 Drawing inferences: 5, 6	Spelling words: 2 , 3 √: 2
						Word copying: 1 Phoneme-grapheme correspondence: 1 Writing words: 3
		Writing sentences: 4	Word copying: 1 Phoneme-grapheme correspondence: 1 Writing sentences: 4	Word copying: 1 Phoneme-grapheme correspondence: 1 Writing sentences: 4	Phoneme-grapheme correspondence: 1 Writing sentences: 4	

Key: (for Teachers) √= informal assessment Numbers = exercise numbers Bold face type = first appearance

		Lesson 96	Lesson 97	Lesson 98	Lesson 99	Lesson 100
Phonemic Awareness						
Print Awareness						
Letter Sound Correspondence			Review: 2 (ing, sh, ch, ar) √: 2	Review: 2 (sh, al, th, ea, oo), 3 (ing) √: 2, 3	Review: 2 (ea, wh, th, al, er) √: 2	
Phonics and Word Recognition	Irregular			Reading words: 1 **(question)**, 3 **(You're)** √: 1, 3 Spell by letter name: 1 **(question)** √: 1 Underlined parts of words: 3 **(you're)** √: 3	Reading words: 1 **(grew)** √: 1 Spell by letter name: 1 **(grew)** √: 1	Reading words: 1 **(None, friend, swan)**, 3 **(become)** √: 1, 3 Spell by letter name: 1 **(None, friend, swan)** √: 1
	Regular	Reading words: 1 **(Helper)**, 2 **(hopping, wagged, boys)**, 3 **(begin, tone, tame)**, 4 **(tiger, seat)** √: 1, 2, 3, 4 Spell by letter name: 1 **(Helper)**, 4 **(tiger, seat)** √: 1, 4 Underlined parts of words: 2 **(hopping, wagged, boys)** √: 2	Reading words: 1 **(wait)**, 2 **(stones, cash)**, 3, 4 **(hoping)** √: 1, 2, 3, 4 Spell by letter name: 1 **(wait)**, 4 **(hoping)** √: 1, 4 Underlined parts of words: 2 **(stones, cash)** √: 2	Reading words: 1, 2, 3, 4, 5 √: 1, 2, 3, 4, 5 Spell by letter name: 5 √: 5 Underlined parts of words: 2, 3 √: 2, 3	Reading words: 1 **(hatched)**, 2 **(leap, which)**, 3, 4 **(wig)** √: 1, 2, 3, 4 Spell by letter name: 1 **(hatched)**, 4 **(wig)** √: 1, 4 Underlined parts of words: 2 **(leap, which)**, 3 √: 2, 3	Reading words: 1 **(Title, Ugly, grown)**, 2 **(names, duckling)**, 3 **(hello, egg)**, 4 **(pals)** √: 1, 2, 3, 4 Spell by letter name: 1 **(Title, Ugly, grown)**, 4 √: 1, 4 Underlined parts of words: 2 **(names, duckling)** √: 2
		Connected text: 5 √: 5	Connected text: 5	Connected text: 6 √: 6	Connected text: 5 √: 5	Connected text: 5 √: 5
Fluency		Reading words: 1, 2, 3, 4 √: 1, 2, 3, 4	Reading words: 1, 2, 3, 4 √: 1, 2, 3, 4	Reading words: 1, 2, 3, 4, 5 √: 1, 2, 3, 4, 5	Reading words: 1, 2, 3, 4 √: 1, 2, 3, 4	Reading words: 1, 2, 3, 4 √: 1, 2, 3, 4 Individual Checkout: 100
Comprehension		Answering literal questions about a text: 5, 6 Identifying literal cause and effect: 5 Interpreting a character's feelings: 5, 6 Drawing inferences: 5	Answering literal questions about a text: 5, 6 Recalling details and events: 5 Predicting narrative outcomes: 5, 6 Following directions: 6 Drawing inferences: 5, 6 Activating prior knowledge: 5	Answering literal questions about a text: 6, 7 Recalling details and events: 6 Predicting narrative outcomes: 6	Answering literal questions about a text: 5, 6 Identifying literal cause and effect: 5 Predicting narrative outcomes: 5, 6 Interpreting a character's feelings: 5, 6 Drawing inferences: 5, 6 Activating prior knowledge: 5	Answering literal questions about a text: 5, 6 Identifying literal cause and effect: 5 Recalling details and events: 5 Predicting narrative outcomes: 5, 6 Interpreting a character's feelings: 5 Following directions: 6 Drawing inferences: 5, 6 Activating prior knowledge: 5
		Recalling details: 8 Following written directions: 8 Answering literal questions about a text: 8 Interpreting a character's feelings: 8 Using rules to classify objects: 7	Recalling details: 8 Following written directions: 8 Answering literal questions about a text: 8 Noting details: 8 Using rules to classify objects: 7	Recalling details: 9 Following written directions: 9 Answering literal questions about a text: 9 Using rules to classify objects: 8	Recalling details: 8 Following written directions: 8 Answering literal questions about a text: 8 Using rules to classify objects: 7	Recalling details: 7 Following written directions: 7 Answering literal questions about a text: 7 Using rules to classify objects: 7 Lesson 100 Curriculum-Based Assessment
Spelling		Phonemic segmentation: 1 √: 1 Spelling words: 2, 3 √: 3	Spelling words: 2, 3	Phonemic segmentation: 1 √: 1 Spelling words: 2, 3	Identifying spelled words: 1 Spelling words: 2, 3	Identifying spelled words: 1 Spelling words: 2, 3
		Writing words: 3	Word copying: 1 Phoneme-grapheme correspondence: 1 Sentence copying: 2 Writing words: 3	Writing words: 3	Sentence copying: 2 Phoneme-grapheme correspondence: 2 Writing words: 3	Sentence copying: 2 Phoneme-grapheme correspondence: 2 Writing words: 3

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		Lesson 101	Lesson 102	Lesson 103	Lesson 104	Lesson 105
Phonemic Awareness						
Print Awareness						
Letter Sound Correspondence		Review: 2 (ar, ou, wh, ch, ing, ea) √: 2	Review: 2 (al, ar, ou, ea, wh), 4 (ea) √: 2, 4	Review: 2 (ea) √: 2	Review: 3 (wh, th, ea, ou, ing) √: 3	Review: 3 (al, ing) √: 3
Phonics and Word Recognition	Irregular	Reading words: 1 **(new)** √: 1 Spell by letter name: 1 **(new)** √: 1	Reading words: 1 **(people, ghost, laugh)** √: 1 Spell by letter name: 1 **(people, ghost, laugh)** √: 1	Reading words: 2 **(sometimes)**, 4 **(night)** √: 2,4 Spell by letter name: 4 **(night)** √: 4 Underlined parts of words: 2 **(sometimes)** √:2	Reading words: 1 **(turned, watched)**, 2 **(laughing)** √: 1,2 Spell by letter name: 1 **(turned, watched)** √: 1	Reading words: 1 **(animal, turn)** √: 1 Spell by letter name: 1 **(animal)** √: 1
	Regular	Reading words: 1 **(nest, lunch, bowl, kitten)**, 2 **(reach)**, 3 **(eat, needs, wet)**, 4 √: 1–4 Spell by letter name: 1 **(nest, lunch, bowl, kitten)**, 4 √: 1–4 Underlined parts of words: 2 **(reach)** √: 2	Reading words: 1 **(milk, king, sheep)**, 2 **(bald, bean)**, 3 **(homes)**, 4 **(arms, kitten)** √: 1–4 Spell by letter name: 1 **(milk, king, sheep)**, 3 **(homes)** √: 1, 3 Underlined parts of words: 2 **(bald, bean)**, 4 **(arms, kittens)** √: 2, 4	Reading words: 1 **(Boo)**, 2 **(horses, tricks)**, 3 **(heap)**, 4 **(games)** √: 1–4 Spell by letter name: 1 **(Boo)**, 4 **(games)** √: 1–4 Underlined parts of words: 2 **(horses, tricks)** √: 2	Reading words: 1 **(cast, castle, monster, green, frog)**, 2 **(biggest, planning)**, 3, 4, 5 **(shopping)** √: 1–5 Spell by letter name: 1 **(cast, castle, monster)**, 5 **(shopping)** √: 1,5 Underlined parts of words: 3 √: 3	Reading words: 1 **(tickle, toad, howling)**, 2 **(bead)**, 3 **(stays)**, 4 **(robed, robbed)** √: 1–4 Spell by letter name: 1 **(tickle, toad, howling)**, 4 **(robed, robbed)** √: 1–4 Underlined parts of words: 3 **(stays)** √: 3
		Connected text: 5 √: 5	Connected text: 5 √: 5	Connected text: 5 √: 5	Connected text: 6 √: 6	Connected text: 5 √: 5
Fluency		Reading words: 1–4 √: 1–4	Reading words: 1–4 √: 1–4	Reading words: 1–4 √: 1–4	Reading words: 1–5 √: 1–5	Reading words: 1–4 √: 1–4
						IC: 105
Comprehension		Answering literal questions about a text: 5, 6 Identifying literal cause and effect: 5 Recalling details and events: 5 Interpreting a character's feelings: 5, 6 Drawing inferences: 5, 6	Answering literal questions about a text: 5, 6 Recalling details and events: 5 Predicting narrative outcomes: 5 Interpreting a character's feelings: 6 Interpreting a character's motives: 5 Drawing inferences: 5, 6 Activating prior knowledge: 6	Answering literal questions about a text: 5, 6 Identifying literal cause and effect: 5 Recalling details and events: 5 Predicting narrative outcomes: 5, 6 Following directions: 6 Drawing inferences: 5, 6	Answering literal questions about a text: 6, 7 Recalling details and events: 6 Predicting narrative outcomes: 6 Interpreting a character's motives: 6 Drawing inferences: 7 Activating prior knowledge: 6	Answering literal questions about a text: 5, 6 Identifying literal cause and effect: 5 Recalling details and events: 5, 6 Predicting narrative outcomes: 5 Interpreting a character's feelings: 6 Drawing inferences: 5, 6 Activating prior knowledge: 5
		Recalling details: 7, 8 Following written directions: 8 Answering literal questions about a text: 8 Interpreting a character's feelings: 8 Using rules to classify objects: 8	Recalling details: 7, 8 Following written directions: 8 Answering literal questions about a text: 8 Using rules to classify objects: 8	Recalling details: 7 Following written directions: 7 Answering literal questions about a text: 7 Using rules to classify objects: 7	Recalling details: 8 Following written directions: 8 Answering literal questions about a text: 8 Using rules to classify objects: 8	Recalling details: 7 Following written directions: 7 Answering literal questions about a text: 7 Using rules to classify objects: 7
Spelling		Identifying spelled words: 1 Spelling words: 2, 3	Patterns: 1 √ Spelling words: 1, 3	Patterns: 1 √ Spelling words: 1, 2, 3	Identifying spelled words: 1 Spelling words: 2, 3	Spelling words: 2, 3
						Word copying: 1 Phoneme–grapheme correspondence: 1 Writing words: 3
		Sentence copying: 2 Phoneme–grapheme correspondence: 2 Writing words: 3	Writing words: 3 Writing sentences: 2	Writing words: 3	Writing words: 3	

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		Lesson 106	Lesson 107	Lesson 108	Lesson 109	Lesson 110
Phonemic Awareness						
Print Awareness						
Letter Sound Correspondence			Review: 2 (al, ou, ea, ing) √: 2	Review: 2 (sh, ou, ing, ar, ea) √: 2	Review: 2 (ing) √: 2	Review: 2 (ar, al, ee, ea, ou) √: 2
Phonics and Word Recognition	Irregular	Reading words: 2 **(laughed)** √: 2 Underlined parts of words: 2 **(laughed)** √: 2	Reading words: 1 **(knock)** √: 1 Spell by letter name: 1 **(knock)** √: 1	Reading words: 1 **(along, flew)**, 3 **(knocked)** √: 1, 3 Spell by letter name: 1 **(along, flew)** √: 1 Underlined parts of words: 3 **(knocked)** √: 3	Reading words: 1 **(anyhow)**, 3 **(doesn't)** √: 1, 3 Spell by letter name: 1 **(anyhow)** √: 1	Reading words: 1 **(might)** √: 1 Spell by letter name: 1 **(might)** √: 1
	Regular	Reading words: 1 **(dress, bode, leaf)**, 2 **(dresses, myself)**, 3 **(fear)**, 4 √: 1–4 Spell by letter name: 1 **(dress, bode)**, 4 √: 1, 4 Underlined parts of words: 2 **(dresses, myself)** √: 2	Reading words: 1, 2 (lead, eating, themselves), 3 **(meaner)**, 4 **(caped, capped)** √: 1–4 Spell by letter name: 4 **(caped, capped)** √: 4 Underlined parts of words: 2 **(lead, eating, themselves)** √: 2	Reading words: 1 **(plate)**, 2 **(flash, telling, dart, he'll)**, 3 **(rammed, spells, floating, heaved)**, 4 **(bites)** √: 1–4 Spell by letter name: 1 **(plate)**, 4 **(bites)** √: 1–4 Underlined parts of words: 2 **(flash, telling, dart, he'll)**, 3 **(rammed, spells, floating, heaved)**, √: 2, 3	Reading words: 1 **(bin, flower, scream)**, 2, 3, 4 **(cope, hopper)** √: 1–4 Spell by letter name: 1 **(bin, flower)**, 4 **(cope, hopper)** √: 1, 4 Underlined parts of words: 2 √: 2	Reading words: 1 **(snake, shy, smiling)**, 2 **(feel)**, 3 **(we, casts)**, 4 **(panes, pans, sip)** √: 1–4 Spell by letter name: 1 **(snake, shy, smiling)**, 4 **(panes, pans, sip)** √: 1, 4 Underlined parts of words: 2 **(feel)** √: 2
		Connected text: 5 √: 5	Connected text: 5 √: 5	Connected text: 5 √: 5	Connected text: 5 √: 5	Connected text: 5 √: 5
Fluency		Reading words: 1–4 √: 1–4	Reading words: 1–4 √: 1–4	Reading words: 1–4 √: 1–4	Reading words: 1–4 √: 1–4	Reading words: 1–4 √: 1–4
						IC: 110
Comprehension		Answering literal questions about a text: 5, 6 Identifying literal cause and effect: 5 Predicting narrative outcomes: 5 Interpreting a character's feelings: 6 Interpreting a character's motives: 5 Drawing inferences: 5	Answering literal questions about a text: 5, 6 Recalling details and events: 5 Predicting narrative outcomes: 5, 6 Interpreting a character's motives: 5 Drawing inferences: 5, 6	Answering literal questions about a text: 5, 6 Recalling details and events: 5 Predicting narrative outcomes: 5 Interpreting a character's motives: 5 Drawing inferences: 5, 6	Answering literal questions about a text: 5, 6 Identifying literal cause and effect: 6 Recalling details and events: 5, 6 Predicting narrative outcomes: 6 Interpreting a character's feelings: 6 Drawing inferences: 5, 6	Answering literal questions about a text: 5, 6 Recalling details and events: 5 Predicting narrative outcomes: 5, 6 Drawing inferences: 5, 6
		Recalling details: 7 Following written directions: 7 Answering literal questions about a text: 7 Using rules to classify objects: 7	Recalling details: 7 Following written directions: 7 Answering literal questions about a text: 7 Using rules to classify objects: 7	Recalling details: 7 Following written directions: 7 Answering literal questions about a text: 7 Using rules to classify objects: 7	Recalling details: 7 Following written directions: 7 Answering literal questions about a text: 7 Using rules to classify objects: 7	Recalling details: 7 Following written directions: 7 Answering literal questions about a text: 7 Using rules to classify objects: 7
Spelling		Phonemic segmentation: 1 √: 1 Spelling words: 2, 3	Identifying spelled words: 1 Patterns: 2 √ Spelling words: 2, 3	Identifying spelled words: 1 Patterns: 2 √ Spelling words: 2, 3	Spelling words: 2, 3	Phonemic segmentation: 1 √: 1 Patterns: 2 √ Spelling words: 2, 3
						Writing words: 3
		Writing words: 3	Writing words: 3	Writing words: 3	Word copying: 1 Phoneme–grapheme correspondence: 1 Writing words: 3	

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		Lesson 111	Lesson 112	Lesson 113	Lesson 114	Lesson 115
Phonemic Awareness						
Print Awareness						
Letter Sound Correspondence		Review: 2 (er, ou, ee, sh) √: 2	Review: 2 (ee, sh, er, wh, ou) √: 2		Review: 2 (ing), 3 (ea, sh, oo, l) √: 2, 3	Review: 2 (ing, ea, oo, ou, ch) √: 2
Phonics and Word Recognition	Irregular	Reading words: 1 **(genie)**, 2 **(appear)** √: 1, 2 Spell by letter name: 1 **(genie)** √: 1 Underlined parts of words: 2 **(appear)** √: 2	Reading words: 1 **(strange, disappear)** √: 1 Spell by letter name: 1 **(strange, disappear)** √: 1	Reading words: 2 **(genies)** √: 2 Underlined parts of words: 2 **(genies)** √: 2	Reading words: 1 **(Carla)**, 2 **(alone, icebox)** √: 1, 2 Spell by letter name: 1 **(Carla)** √: 1 Underlined parts of words: 2 **(alone, icebox)** √: 2	Reading words: 1 (city), 4 **(appears)** √: 1, 4 Spell by letter name: 1 **(city)**, 4 **(appears)** √: 1, 4
	Regular	Reading words: 1 **(bumpy, master, rolled, shore, storm)**, 2 **(year, peek, wishes)**, 3, 4 **(maybe)** √: 1–4 Spell by letter name: 1 **(bumpy, master, rolled, shore, storm)**, 4 **(maybe)** √: 1, 4 Underlined parts of words: 2 **(year, peek, wishes)** √: 2	Reading words: 1 **(puff, Ott, alligator, apple, bottles)**, 2, 3 **(rubs)**, 4 **(smoke)** √: 1–4 Spell by letter name: 1 **(puff, Ott, alligator, apple, bottles)**, 4 **(smoke)** √: 1, 4 Underlined parts of words: 2 √: 2	Reading words: 1 **(Test, suddenly, beach, peach, peaches, heel)**, 2 **(dimmer)**, 3, 4 **(takes, dimmed)** √: 1–4 Spell by letter name: 1 **(Test, suddenly, beach)**, 4 **(takes, dimmed)** √: 1, 4 Underlined parts of words: 2 **(dimmer)** √: 2	Reading words: 1 **(bust, bunch, junk, melt, step)**, 2 **(lies)**, 3 **(beat, smash)**, 4 **(Bide, coned, flies)** √: 1–4 Spell by letter name: 1 **(bust, bunch, junk, melt)**, 4 **(Bide, coned, flies)** √: 1, 4 Underlined parts of words: 2 **(lies)**, 3 **(beat, smash)** √: 2, 3	Reading words: 1 **(remember, forgot, Rome, middle, banking)**, 2 **(spanking, sounded, thousands)**, 3 **(folded)**, 4 **(waved, able)** √: 1–4 Spell by letter name: 1 **(remember, forgot, Rome, middle, banking)**, 4 **(waved, able)** √: 1, 4 Underlined parts of words: 2 **(spanking, sounded, thousands)** √: 2
		Connected text: 5 √: 5	Connected text: 5 √: 5	Connected text: 5 √: 5	Connected text: 5 √: 5	Connected text: 5 √: 5
Fluency		Reading words: 1–4 √: 1–4	Reading words: 1–4 √: 1–4	Reading words: 1–4 √: 1–4	Reading words: 1–4 √: 1–4	Reading words: 1–4 √: 1–4 IC: 115
Comprehension		Answering literal questions about a text: 5, 6 Identifying literal cause and effect: Recalling details and events: Predicting narrative outcomes: Interpreting a character's feelings: 5, 6 Interpreting a character's motives: 5 Drawing inferences: 5, 6 Activating prior knowledge: 5	Answering literal questions about a text: 5, 6 Identifying literal cause and effect: 5 Recalling details and events: 5 Interpreting a character's feelings: 6 Drawing inferences: 5 Following directions: 6 Activating prior knowledge: 5	Answering literal questions about a text: 5, 6 Recalling details and events: 5 Interpreting a character's feelings: 6 Interpreting a character's motives: 5 Drawing inferences: 5, 6 Following directions: 6 Activating prior knowledge: 6	Answering literal questions about a text: 5, 6 Identifying literal cause and effect: 5 Recalling details and events: 5 Predicting narrative outcomes: 5 Interpreting a character's feelings: 6 Interpreting a character's motives: 5 Drawing inferences: 5, 6	Answering literal questions about a text: 5 Recalling details and events: 5, 6 Predicting narrative outcomes: 5 Drawing inferences: 5, 6 Activating prior knowledge: 5
		Recalling details: 7 Following written directions: 7 Answering literal questions about a text: 7 Using rules to classify objects: 7	Recalling details: 7 Following written directions: 7 Answering literal questions about a text: 7 Using rules to classify objects: 7	Recalling details: 7 Following written directions: 7 Answering literal questions about a text: 7 Using rules to classify objects: 7	Recalling details: 7 Following written directions: 7 Answering literal questions about a text: 7 Using rules to classify objects: 7	Recalling details: 7 Following written directions: 7 Answering literal questions about a text: 7 Using rules to classify objects: 7
Spelling		Identifying spelled words: 1 Patterns: 2 √ Spelling words: 2, 3	Patterns: 2 √ Spelling words: 2	Phonemic segmentation: 1 √: 1 Spelling words: 2	Spelling words: 1, 2, 3 Patterns: 2	Spelling words: 1 Phonemic segmentation: 2 √: 2
						Writing sentences: 3
		Writing words: 3	Word copying: 1 Phoneme–grapheme correspondence: 1 Writing sentences: 3	Writing sentences: 3	Sentence copying: 1 Writing words: 2, 3	

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		Lesson 116	Lesson 117	Lesson 118	Lesson 119	Lesson 120
Phonemic Awareness						
Print Awareness						
Letter Sound Correspondence		Review: 2 (er) √: 2	Review: 2 (wh, ea, ou, sh, ing) √: 2	Review: 2 (ing, ea) √: 2	Review: 2 (ar, er, ch, ing, th, ea) √: 2	
Phonics and Word Recognition	Irregular	Reading words: 1 **(face)** √: 1 Spell by letter name: 1 **(face)** √: 1	Reading words: 3 **(appeared)**, 4 √: 3, 4 Underlined parts of words: 3 **(appeared)** √: 3	Reading words: 1 **(through, across)**, 3 **(disappears)**, 4 **(believe)** √: 1, 3, 4 Spell by letter name: 1 **(through, across)**, 4 **(believes)** √: 1, 4	Reading words: 1 **(believed)** √: 1 Spell by letter name: 1 **(believed)** √: 1	Reading words: 1 **(few, wonderful)** √: 1 Spell by letter name: 1 **(few, wonderful)** √: 1
	Regular	Reading words: 1 **(air, blushed, spin, poorest)**, 2 **(being, hatter)**, 3 **(hater, poof)**, 4 √: 1–4 Spell by letter name: 1 **(air, blushed, spin, poorest)**, 4 √: 1, 4 Underlined parts of words: 2 **(being, hatter)** √: 2	Reading words: 1 **(filled, we're, haven't)**, 2 **(streaming, wished)**, 3, 4 √: 1–4 Spell by letter name: 1 **(filled)**, 4 √: 1–4 Underlined parts of words: 2 **(streaming, wished)**, 3 √: 2, 3	Reading words: 1 **(fact, wise)**, 2 **(closer, resting)**, 3, 4 **(splat, formed, flow, copper)** √: 1–4 Spell by letter name: 1 **(fact, wise)**, 4 **(splat, formed, flow)** √: 1, 4 Underlined parts of words: 2 **(closer, resting)** √: 2	Reading words: 1 **(broken, cans, canes)**, 2, 3 **(spank, stick, glass)**, 4 **(windows)**, 5 √: 1–5 Spell by letter name: 1 **(broken, cans, canes)** √: 1 Underlined parts of words: 2, 4 **(windows)** √: 2, 4	Reading words: 1 **(blanks, flip)**, 2 **(flipped, parting)**, 3 **(yet)**, 4 **(shade, planned, planed)** √: 1–4 Spell by letter name: 1 **(blanks)**, 4 **(shade, planned, planed)** √: 1, 4 Underlined parts of words: 2 **(flipped, parting)** √: 2
		Connected text: 5 √: 5	Connected text: 5 √: 5	Connected text: 5 √: 5	Connected text: 6 √: 6	Connected text: 5 √: 5
Fluency		Reading words:1–4 √: 1–4	Reading words: 1–4 √: 1–4	Reading words: 1–4 √: 1–4	Reading words: 1–5 √: 1–5	Reading words: 1–4 √: 1–4
						IC: 120
Comprehension		Answering literal questions about a text: 5, 6 Identifying literal cause and effect: 5 Recalling details and events: 5 Predicting narrative outcomes: 5 Interpreting a character's feelings: 5, 6 Drawing inferences: 5 Following directions: 6	Answering literal questions about a text: 5, 6 Identifying literal cause and effect: 5 Recalling details and events: 5 Predicting narrative outcomes: 6 Interpreting a character's motives: 6 Drawing inferences: 5, 6 Activating prior knowledge: 5	Answering literal questions about a text: 5, 6 Identifying literal cause and effect: 5 Recalling details and events: 5, 6 Predicting narrative outcomes: 6 Interpreting a character's feelings: 6 Interpreting a character's motives: 5 Drawing inferences: 5	Answering literal questions about a text: 6, 7 Identifying literal cause and effect: 6 Recalling details and events: 7 Predicting narrative outcomes: 6, 7 Interpreting a character's motives: 6, 7 Drawing inferences: 6, 7	Answering literal questions about a text: 5, 6 Recalling details and events: 5 Predicting narrative outcomes: 5 Interpreting a character's feelings: 6 Interpreting a character's motives: 5 Drawing inferences: 5
		Recalling details: 7 Following written directions: 7 Answering literal questions about a text: 7 Using rules to classify objects: 7	Recalling details: 7 Following written directions: 7 Answering literal questions about a text: 7 Using rules to classify objects: 7	Recalling details: 7 Following written directions: 7 Answering literal questions about a text: 7 Using rules to classify objects: 7	Recalling details: 8 Following written directions: 8 Answering literal questions about a text: 8 Using rules to classify objects: 8	Recalling details: 7 Following written directions: 7 Answering literal questions about a text: 7 Using rules to classify objects: 7
						Lesson 120 Curriculum-Based Assessment
Spelling		Spelling words: 1 Identifying spelled words: 2 √: 2	Spelling words: 1, 2, 3	Spelling words: 1, 2, 3	Spelling words: 1 Identifying spelled words: 2 √: 2	Spelling words: 1 Phonemic segmentation: 2 √: 2
		Sentence copying: 1 Phoneme–grapheme correspondence: 1 Writing sentences: 3	Sentence copying: 1 Phoneme–grapheme correspondence: 1 Writing words: 3	Sentence copying: 1 Phoneme–grapheme correspondence: 1 Writing words: 3	Sentence copying: 1 Phoneme–grapheme correspondence: 1 Writing sentences: 3	Sentence copying: 1 Phoneme–grapheme correspondence: 1 Writing sentences: 3

Key: (for Teachers) √= informal assessment Numbers = exercise numbers Bold face type = first appearance

		Lesson 121	Lesson 122	Lesson 123	Lesson 124	Lesson 125
Phonemic Awareness						
Print Awareness						
Letter Sound Correspondence				Review: 3 (l) √: 3	Review: 2 (al, sh, ar, er, wh, th, ou), 4 (l) √: 2, 4	Review: 2 (ea, ing, th, er, ou) √: 2
Phonics and Word Recognition	Irregular	Reading words: 1 **(stood)**, 4 **(Marta Flores)** √: 1, 4 Spell by letter name: 1 **(stood)** √: 1	Reading words: 1 **(agreed)**, 2 **(fight)** √: 1, 2 Spell by letter name: 1 **(agreed)** √: 1		Reading words: 1 **(obey)**, 5 **(knows)** √: 1, 5 Spell by letter name: 1 **(obey)**, 5 **(knows)** √: 1, 5	Reading words: 1 **(place)**, 3 **(yourself)** √: 1, 3 Spell by letter name: 1 **(place)** √: 1 Underlined parts of words: 3 **(yourself)** √: 3
	Regular	Reading words: 1 **(person, human, impossible, stare)**, 2, 3 **(richest, flipping)**, 5, 6 **(planner, planer)** √: 1–3, 5–6 Spell by letter name: 1 **(person, human, impossible, stare)**, 6 **(planner, planer)** √: 1, 6 Underlined parts of words: 3 **(richest, flipping)** √: 3	Reading words: 1 **(true, simple, spitting)**, 2, 3 **(flowed)**, 4, 5 **(dare)** √: 1–5 Spell by letter name: 1 **(true, simple, spitting)**, 5 **(dare)** √: 1, 5 Underlined parts of words: 3 **(flowed)** √: 3	Reading words: 1 **(instant, hug, hungry)**, 2, 3 **(he's we've, she'd)**, 4, 5 **(planing)** √: 1–5 Spell by letter name: 1 **(instant, hug, hungry)**, 5 **(planing)** √: 1, 5 Underlined parts of words: 3 **(he's, we've, she'd)** √: 3	Reading words: 1 **(vow, class, fingers, snapped)**, 2 **(smartest, smarter)**, 3, 4, 5 **(taking)** √: 1–5 Spell by letter name: 1 **(vow, class, fingers, snapped)**, 5 **(taking)** √: 1, 5 Underlined parts of words: 2 **(smartest, smarter)**, 4 √: 2, 4	Reading words: 1 **(short, spend)**, 2 **(ring)**, 3 **(patted, vows, masters)**, 4 **(biting, wiped, life)** √: 1–4 Spell by letter name: 1 **(short, spend)**, 4 **(biting, wiped, life)** √: 1, 4 Underlined parts of words: 2 **(ring)**, 3 **(patted, vows, masters)** √: 2, 3
		Connected text: 7 √: 7	Connected text: 6 √: 6	Connected text: 6 √: 6	Connected text: 6 √: 6	Connected text: 5 √: 5
Fluency		Reading words: 1–6 √: 1–6	Reading words: 1–5 √: 1–5	Reading words: 1–5 √: 1–5	Reading words: 1–5 √: 1–5	Reading words: 1–4 √: 1–4 IC: 125
Comprehension		Answering literal questions about a text: 7, 8 Recalling details and events: 7, 8 Interpreting a character's feelings: 8 Interpreting a character's motives: 7 Drawing inferences: 7, 8	Answering literal questions about a text: 6, 7 Recalling details and events: 7 Predicting narrative outcomes: 6 Drawing inferences: 6	Answering literal questions about a text: 6, 7 Identifying literal cause and effect: 6 Predicting narrative outcomes: 6 Interpreting a character's motives: 6 Drawing inferences: 7	Answering literal questions about a text: 6, 7 Recalling details and events: 6 Predicting narrative outcomes: 6 Interpreting a character's feelings: 7 Interpreting a character's motives: 6 Drawing inferences: 6	Answering literal questions about a text: 5, 6 Recalling details and events: 5 Predicting narrative outcomes: 5 Interpreting a character's feelings: 5 Interpreting a character's motives: 5 Drawing inferences: 5, 6
		Recalling details: 10 Following written directions: 9, 10 Answering literal questions about a text: 10 Using rules to classify objects: 10	Recalling details: 9 Following written directions: 8, 9 Answering literal questions about a text: 9 Using rules to classify objects: 9	Written deductions: 8 Recalling details: 9 Following written directions: 9 Answering literal questions about a text: 9 Using rules to classify objects: 9	Written deductions: 8 Recalling details: 9 Following written directions: 9 Answering literal questions about a text: 9 Using rules to classify objects: 9	Written deductions: 7 Recalling details: 8 Following written directions: 8 Answering literal questions about a text: 8 Using rules to classify objects: 8
Spelling		Spelling words: 2, 3 √: 3	Identifying spelled words: 1 √: 1 Spelling words: 2, 3	Identifying spelled words: 1 Phonemic segmentation: 2 √: 2 Spelling words: 1, 3	Phonemic segmentation: 1 √: 1 Spelling words: 2, 3	Phonemic segmentation: 1 √: 1 Spelling words: 2, 3
		Writing sentences: 1	Writing words: 3	Writing words: 3	Writing words: 3	

Key: (for Teachers) √= informal assessment Numbers = exercise numbers **Bold face type = first appearance**

		Lesson 126	Lesson 127	Lesson 128	Lesson 129	Lesson 130
Phonemic Awareness						
Print Awareness						
Letter Sound Correspondence		Review: 2 (or) √: 2	Review: 4 (ea) √: 4	Review: 2 (er, ea, ou, wh, ing, sh) √: 2	Review: 2 (l) √: 2	
Phonics and Word Recognition	Irregular	Reading words: 1 **(phone, Japan, Alaska, China, move)**, 4 **(you've, they've)** √: 1, 4 Spell by letter name: 1 **(phone, Japan, Alaska, China, move)** √: 1 Underlined parts of words: 4 **(you've, they've)** √: 4	Reading words: 1 **(minute)**, 2 **(turns)** √: 1, 2 Spell by letter name: 1 **(minute)** √: 1 Underlined parts of words: 2 **(turns)** √: 2	Reading words: 1 **(dollars)**, 4 **(phoned)**, 5 **(rental)** √: 1, 4, 5 Spell by letter name: 1 **(dollars)**, 5 **(rental)** √: 1, 5 Underlined parts of words: 4 **(phoned)** √: 4	Reading words: 1 **(service, dental, trouble)** √: 1 Spell by letter name: 1 **(service, dental, trouble)** √: 1	Reading words: 1 **(honey, moves)**, 2 **(already)** √: 1, 2 Spell by letter name: 1 **(honey)** √: 1 Underlined parts of words: 2 **(already)** √: 2
	Regular	Reading words: 1 **(trained, hair)**, 2 **(belong, hardest)**, 3 **(chapped, rush, taken)**, 4, 5 **(van, vane)** √: **1–5** Spell by letter name: 1 **(trained, hair)**, 5 **(van, vane)** √: 1, 5 Underlined parts of words: 2 **(belong, hardest)**, 4 √: 2, 4	Reading words: **1 (east, clock, rang, too)**, 2 **(understand, rushed, spelled)**, 3 **(stuff, west, mate)**, 4 **(packing, bringing, treat)**, 5 **(vaned, hung)** √: 1–5 Spell by letter name: 1 **(east, clock, rang)**, 5 **(vaned, hung)** √: 1, 5 Underlined parts of words: 2 **(understand, rushed, spelled)**, 4 **(packing, bringing, treat)** √: 2, 4	Reading words: 1 **(until, Trunk, rent, swell)**, 2 **(corner, bring)**, 3 **(spelling)**, 4 **(dragging)**, 5 √: 1–5 Spell by letter name: 1 **(until, Trunk)** √: 1 Underlined parts of words: 2 **(corner, bring)**, 4 **(dragging)** √: 2, 4	Reading words: 1 **(False, number)**, 2 **(rented, where's)**, 3 **(teeth)**, 4 **(trips)**, 5 **(drive)** √: 1–5 Spell by letter name: 1 **(False, number)**, 5 **(drive)** √: 1, 5 Underlined parts of words: 2 **(rented, where's)** √: 2	Reading words: 1 **(pocket, loaded)**, 2 **(passing)**, 3 **(chase)**, 4 **(Jan, skates)** √: 1–4 Spell by letter name: 1 **(pocket)**, 4 **(Jan, skates)** √: 1, 4 Underlined parts of words: 2 **(passing)** √: 2
		Connected text: 6 √: 6	Connected text: 6 √: 6	Connected text: 6 √: 6	Connected text: 6 √: 6	Connected text: 5 √: 5
Fluency		Reading words: 1–5 √: 1–5	Reading words: 1–5 √: 1–5	Reading words: 1–5 √: 1–5	Reading words: 1–5 √: 1–5	Reading words: 1–4 √: 1–4 IC: 130
Comprehension		Answering literal questions about a text: 6, 7 Recalling details and events: 6 Interpreting a character's feelings: 7 Drawing inferences: 6, 7	Answering literal questions about a text: 6, 7 Recalling details and events: 6, 7 Predicting narrative outcomes: 6 Interpreting a character's feelings: 7 Interpreting a character's motives: 6 Drawing inferences: 6 Following directions: 6 Activating prior knowledge: 6	Answering literal questions about a text: 6, 7 Recalling details and events: 6, 7 Predicting narrative outcomes: 6 Interpreting a character's motives: 6 Drawing inferences: 6, 7	Answering literal questions about a text: 6, 7 Recalling details and events: 6, 7 Predicting narrative outcomes: 6, 7 Drawing inferences: 7	Answering literal questions about a text: 5, 6 Recalling details and events: 5, 6 Predicting narrative outcomes: 5 Interpreting a character's feelings: 6 Drawing inferences: 5
		Written deductions: 8 Recalling details: 8 Following written directions: 8 Answering literal questions about a text: 8 Using rules to classify objects: 8	Written deductions: 8 Recalling details: 8 Following written directions: 8 Answering literal questions about a text: 8 Using rules to classify objects: 8	Written deductions: 8 Recalling details: 8 Following written directions: 8 Answering literal questions about a text: 8 Using rules to classify objects: 8	Written deductions: 8 Recalling details: 8 Following written directions: 8 Answering literal questions about a text: 8 Using rules to classify objects: 8	Written deductions: 7 Recalling details: 7 Following written directions: 7 Answering literal questions about a text: 7 Using rules to classify objects: 7
Spelling		Patterns: 2	Patterns: 2	Identifying spelled words: 1 Spelling words: 1, 2, 3	Phonemic segmentation: 1 √: 1 Spelling words: 2, 3	Spelling words: 2
						Word copying: 1 Phoneme–grapheme correspondence: 1 Writing sentences: 3
		Word parts (Affixes): 1 Writing sentences: 3	Word copying: 1 Word parts (Affixes): 1 Writing words: 2 Writing sentences: 3	Writing words: 3	Writing words: 3	

Key: (for Teachers) √= informal assessment Numbers = exercise numbers Bold face type = first appearance

		Lesson 131	Lesson 132	Lesson 133	Lesson 134	Lesson 135
Phonemic Awareness						
Print Awareness						
Letter Sound Correspondence		Review: 2 (ch, ee, ar, ea, er) √: 2	Review: 2 (ch, ar, ea) √: 2			Review: 2 (ch, wh, ou, th, oo) √: 2
Phonics and Word Recognition	Irregular	Reading words: 1 **(feathers, turtle)** √: 1 Spell by letter name: 1 **(feathers, turtle)** √: 1	Reading words: 1 **(handsome, Caw, nice, mice)** √: 1 Spell by letter name: 1 **(handsome, Caw, nice)** √: 1	Reading words: 1 **(world, wear, footprint)** √: 1 Spell by letter name: 1 **(world, wear, footprint)** √: 1		
	Regular	Reading words: 1 **(dry, drank)**, 2 **(chicken)**, 3 **(helps, Ellen's)**, 4 **(wide)** √: 1–4 Spell by letter name: 1 **(dry, drank)**, 4 **(wide)** √: 1, 4 Underlined parts of words: 2 **(chicken)**, 3 **(helps, Ellen's)** √: 2, 3	Reading words: 1 **(Crow, branch)**, 2 **(chunk, such, Carl)**, 3 **(lay, black)**, 4 **(slider, wings, singing)**, 5 **(sang)** √: 1–5 Spell by letter name: 1 **(Crow, branch)**, 5 **(sang)** √: 1, 5 Underlined parts of words: 2 **(chunk, such, Carl)**, 4 **(slider, wings, singing)** √: 2, 4	Reading words: 1 **(toe, nail, slid)**, 2 **(pond)**, 3 **(weed, hotter)**, 4 **(cons, cones, shine, shining)** √: 1 – 4 Spell by letter name: 1 **(toe)**, 4 **(cons, cones, shine, shining)** √: 1, 4	Reading words: 1 **(Flame, shell, slide)**, 2 **(tears, cheeks)**, 3, 4 **(coat, cave, gaped, gapped, joke)** √: 1–4 Spell by letter name: 1 **(Flame, shell)**, 4 **(coat, cave, gaped, gapped, joke)** √: 1, 4 Underlined parts of words: 2 **(tears, cheeks)** √: 2	Reading words: 1 **(stool, roots, snap, sneak, strong)**, 2 **(tooth)**, 3 **(sliding)** √: 1–3 Spell by letter name: 1 **(stool, roots, snap, sneak, strong)**, 3 **(sliding)** √: 1, 3 Underlined parts of words: 2 **(tooth)** √: 2
		Connected text: 5 √: 5	Connected text: 6 √: 6	Connected text: 5 √: 5	Connected text: 5 √: 5	Connected text: 4 √: 4
Fluency		Reading words: 1–4 √: 1–4	Reading words: 1–5 √: 1–5	Reading words: 1–4 √: 1–4	Reading words: 1–4 √: 1–4	Reading words: 1–3 √: 1–3
						IC: 135
Comprehension		Answering literal questions about a text: 5, 6 Identifying literal cause and effect: 5 Recalling details and events: 5, 6 Predicting narrative outcomes: 5 Drawing inferences: 5	Answering literal questions about a text: 6, 7 Identifying literal cause and effect: 6 Recalling details and events: 6 Predicting narrative outcomes: 6 Interpreting a character's feelings: 7 Drawing inferences: 6	Answering literal questions about a text: 5, 6 Recalling details and events: 5 Predicting narrative outcomes: 5 Drawing inferences: 5, 6	Answering literal questions about a text: 5, 6 Recalling details and events: 5 Interpreting a character's feelings: 6 Interpreting a character's motives: 5 Drawing inferences: 5, 6	Answering literal questions about a text: 4, 5 Recalling details and events: 4 Predicting narrative outcomes: 4, 5 Interpreting a character's motives: 5 Drawing inferences: 4 Following directions: 5
		Written deductions: 7 Recalling details: 7 Following written directions: 7 Answering literal questions about a text: 7 Using rules to classify objects: 7	Written deductions: 9 Recalling details: 9 Following directions: 8 Answering literal questions about a text: 9 Using rules to classify objects: 9	Written deductions: 8 Recalling details: 8 Following directions: 7, 8 Answering literal questions about a text: 8 Using rules to classify objects: 8	Written deductions: 8 Recalling details: 8 Following directions: 7, 8 Answering literal questions about a text: 8 Using rules to classify objects: 8	Written deductions: 7 Recalling details: 7 Following directions: 6, 7 Answering literal questions about a text: 7 Using rules to classify objects: 7
Spelling		Spelling words: 1, 2 Word families: 2	Spelling words: 1, 2, 3 Word families: 2	Spelling words: 1, 2, 3	Spelling words: 1, 2, 3	Spelling words: 1 Phonemic segmentation: 2 √: 2
						Sentence copying: 1 Phoneme–grapheme correspondence: 1 Writing sentences: 3
		Sentence copying: 1 Writing sentences: 3	Writing words: 3	Sentence copying: 1 Phoneme–grapheme correspondence: 1 Writing words: 3	Sentence copying: 1 Phoneme–grapheme correspondence: 1	

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		Lesson 136	Lesson 137	Lesson 138	Lesson 139	Lesson 140
Phonemic Awareness						
Print Awareness						
Letter Sound Correspondence		Review: 2 (l, al) √: 2	Review: 2 (sh, ai, ea, wh, th) √: 2	Review: 2 (er, ou) √: 2	Review: 2 (ea, th, wh, ee) √: 2	Review: 2 (ea, sh, th, wh, ou, ee) √: 2
Phonics and Word Recognition	Irregular	Reading words: 1 **(color)**, 3 **(light)**, 4 **(pulled)** √: 1, 3, 4 Spell by letter name: 1 **(color)**, 4 **(pulled)** √: 1, 4	Reading words: 1 **(wolf, wolves, listen, alive)**, 4 **(watch)** √: 1, 4 Spell by letter name: 1 **(wolf, wolves, listen, alive)**, 4 **(watch)** √: 1, 4	Reading words: 1 **(cookie, race)**, 2 **(watching, someday, worker)** √: 1, 2 Spell by letter name: 1 **(cookie, race)** √: 1 Underlined parts of words: 2 **(watching, someday, worker)** √: 2	Reading words: 1 **(Mr., knew)** √: 1 Spell by letter name: 1 **(Mr., knew)** √: 1	Reading words: 4 **(asleep, ahead)** √: 4 Underlined parts of words: 4 **(asleep, ahead)** √: 4
	Regular	Reading words: 1 **(bong, sneaky)**, 2, 3 **(stepped)**, 4 **(used)** √: 1–4 Spell by letter name: 1 **(bong)**, 4 **(used)** √: 1, 4 Underlined parts of words: 2 √: 2	Reading words: 1 **(flock, Croak)**, 2, 3, 4 **(biter, bitter)** √: 1–4 Spell by letter name: 1 **(flock, Croak)**, 4 **(biter, bitter)** √: 1, 4 Underlined parts of words: 2 √: 2	Reading words: 1 **(lions, sweet)**, 2 **(fastest)**, 3, 4 **(safe, chasing)** √: 1–4 Spell by letter name: 1 **(lions, sweet)**, 4 **(safe, chasing)** √: 1, 4 Underlined parts of words: 2 **(fastest)** √: 2	Reading words: 1 **(pepper, owl)**, 2 **(lined)**, 3 **(waiting, slowest, dusty)**, 4 **(path, mile)** √: 1–4 Spell by letter name: 1 **(pepper)**, 4 **(path, mile)** √: 1, 4 Underlined parts of words: 2 **(lined)**, 3 **(waiting, slowest, dusty)** √: 2, 3	Reading words: 1 **(Finish, thick)**, 2 **(leaned, speed)**, 3 **(loudly)**, 4 **(crossed, happening)** √: 1–4 Spell by letter name: 1 **(Finish, thick)** √: 1 Underlined parts of words: 2 **(leaned, speed)**, 3 **(loudly)**, 4 **(crossed, happening)** √: 2–4
		Connected text: 5 √: 5	Connected text: 5 √: 5	Connected text: 5 √: 5	Connected text: 5 √: 5	Connected text: 5 √: 5
Fluency		Reading words: 1–4 √: 1–4	Reading words: 1–4 √: 1–4	Reading words: 1–4 √: 1–4	Reading words: 1–4 √: 1–4	Reading words: 1–4 √: 1–4 IC: 140
Comprehension		Answering literal questions about a text: 5, 6 Recalling details and events: 5, 6 Interpreting a character's feelings: 5 Interpreting a character's motives: 6 Drawing inferences: 5, 6	Answering literal questions about a text: 5, 6 Recalling details and events: 5 Predicting narrative outcomes: 5 Interpreting a character's motives: 5 Drawing inferences: 5, 6	Answering literal questions about a text: 5, 6 Recalling details and events: 5 Predicting narrative outcomes: 5, 6 Interpreting a character's motives: 5 Drawing inferences: 5	Answering literal questions about a text: 5 Identifying literal cause and effect: 5 Predicting narrative outcomes: 5 Interpreting a character's feelings: 6 Interpreting a character's motives: 5 Drawing inferences: 5, 6 Following directions: 6	Answering literal questions about a text: 5, 6 Identifying literal cause and effect: 5 Recalling details and events: 5 Predicting narrative outcomes: 5 Interpreting a character's motives: 5 Drawing inferences: 5, 6
		Written deductions: 8 Recalling details: 8 Following directions: 7, 8 Answering literal questions about a text: 7, 8 Using rules to classify objects: 8	Written deductions: 7 Recalling details: 7 Following written directions: 7 Answering literal questions about a text: 7 Using rules to classify objects: 7	Written deductions: 7 Recalling details: 7 Following written directions: 7 Answering literal questions about a text: 7 Using rules to classify objects: 7	Written deductions: 7 Recalling details: 7 Following written directions: 7 Answering literal questions about a text: 7 Using rules to classify objects: 7	Written deductions: 7 Recalling details: 7 Following written directions: 7 Answering literal questions about a text: 7 Using rules to classify objects: 7 Lesson 140 Curriculum-Based Assessment
Spelling		Spelling words: 1, 2, 3 Identifying spelled words: 2		Phonemic segmentation: 1 √: 1 Spelling words: 3 √	Spelling words: 1	Identifying spelled words: 2 Spelling words: 2
		Sentence copying: 1 Phoneme–grapheme correspondence: 1 Writing words: 3	Sentence writing: 1, 3 Word parts (Affixes): 2	Word copying: 2 Word parts (Affixes): 2	Word copying: 2 Word parts (Affixes): 2 Writing sentences: 3	Word copying: 1 Phoneme–grapheme correspondence: 1 Writing sentences: 3

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		Lesson 141	Lesson 142	Lesson 143	Lesson 144	Lesson 145
Phonemic Awareness						
Print Awareness						
Letter Sound Correspondence			Review: 2 (ea, al, wh, th, er) √: 2	Review: 2 (al, ea, sh, ch) √: 2	Review: 2 (ea, ou, er, ing, ch) √: 2	
Phonics and Word Recognition	Irregular	Reading words: 1 **(jerk, bushes, paw)**, 2 **(animals)**, 4 **(pull)** √: 1, 2, 4 Spell by letter name: 1 **(jerk, bushes, paw)**, 4 **(pull)** √: 1, 4 Underlined parts of words: 2 **(animals)** √: 2		Reading words: 1 **(fourth, America, gone)** √: 1 Spell by letter name: 1 **(fourth, America, gone)** √: 1	Reading words: 1 **(thumb, prince)**, 3 **(faced)**, 4 **(threw)** √: 1, 3, 4 Spell by letter name: 1 **(thumb, prince)**, 4 **(threw)** √: 1, 4 Underlined parts of words: 3 **(faced)** √: 3	Reading words: 1 **(wizard, shirt, shoe)** √: 1 Spell by letter name: 1 **(wizard, shirt, shoe)** √: 1
	Regular	Reading words: 1 **(spider, jungle, torn, thorn)**, 2 **(hunter, strongest)**, 3 **(eye)**, 4 **(pain, lion)** √: 1–4 Spell by letter name: 1 **(spider, jungle)**, 4 **(pain, lion)** √: 1, 4 Underlined parts of words: 2 **(hunter, strongest)** √: 2	Reading words: 1 **(Casey, salad, insect, chill, chair, bees)**, 2, 3 **(body, kill)**, 4 **(hens)** √: 1–4 Spell by letter name: 1 **(Casey, salad, insect, chill, chair, bees)** √: 1 Underlined parts of words: 2, 4 **(hens)** √: 2, 4	Reading words: 1 (sinking, raft), 2 (sea, nearly, leaning), 3 **(whenever, screaming)**, 4 √: 1–4 Spell by letter name: 1 **(sinking, raft)**, 4 √: 1, 4 Underlined parts of words: 2 **(sea, nearly, leaning)**, 3 **(whenever, screaming)** √: 2, 3	Reading words: 1 **(die, band)**, 2 **(speak)**, 3 **(sniffed, boomed, crackers, sucked)**, 4 **(shares, saves, waving)** √: 1–4 Spell by letter name: 1 **(die, band)**, 4 **(shares, saves, waving)** √: 1, 4 Underlined parts of words: 2 **(speak)**, 3 **(sniffed, boomed, crackers, sucked)** √: 2, 3	Reading words: 1 **(peevish, crown, clothes)**, 2 **(grasshopper, dressed, tramp's, forgot)**, 3, 4 **(slept, later)** √: 1–4 Spell by letter name: 1 **(peevish, crown, clothes)**, 4 **(slept, later)** √: 1, 4 Underlined parts of words: 2 **(grasshopper, dressed, tramp's, forgot)** √: 2
		Connected text: 5 √: 5	Connected text: 5 √: 5	Connected text: 5 √: 5	Connected text: 5 √: 5	Connected text: 5 √: 5
Fluency		Reading words: 1–4 √: 1–4	Reading words: 1–4 √: 1–4	Reading words: 1–4 √: 1–4	Reading words: 1–4 √: 1–4	Reading words: 1–4 √: 1–4 IC: 145
Comprehension		Answering literal questions about a text: 5, 6 Predicting narrative outcomes: 5 Drawing inferences: 5, 6	Answering literal questions about a text: 5, 6 Predicting narrative outcomes: 5 Interpreting a character's feelings: 6 Drawing inferences: 5, 6 Following directions: 6	Answering literal questions about a text: 5, 6 Identifying literal cause and effect: 5 Predicting narrative outcomes: 5 Interpreting a character's feelings: 5, 6 Interpreting a character's motives: 5 Drawing inferences: 5, 6	Answering literal questions about a text: 5, 6 Recalling details and events: 5 Predicting narrative outcomes: 5 Interpreting a character's feelings: 5 Interpreting a character's motives: 6 Drawing inferences: 5, 6 Following directions: 6	Answering literal questions about a text: 5, 6 Identifying literal cause and effect: 5 Predicting narrative outcomes: 5 Interpreting a character's feelings: 6 Interpreting a character's motives: 5 Drawing inferences: 5, 6
		Written deductions: 7 Recalling details: 7 Following written directions: 7 Answering literal questions about a text: 7 Using rules to classify objects: 7	Written deductions: 8 Recalling details: 8 Following directions: 7, 8 Answering literal questions about a text: 8 Using rules to classify objects: 8	Written deductions: 8 Recalling details: 8 Following directions: 7 Answering literal questions about a text: 8 Using rules to classify objects: 8	Written deductions: 7 Recalling details: 7 Following written directions: 7 Answering literal questions about a text: 7 Using rules to classify objects: 7	Written deductions: 8 Recalling details: 8 Following written directions: 8 Answering literal questions about a text: 8 Using rules to classify objects: 8
Spelling		Patterns: 1 Spelling words: 1, 2	Patterns: 1 Spelling words: 1, 2	Patterns: 1 Spelling words: 1, 3 Phonemic segmentation: 2 √: 2	Spelling words: 1, 2 Identifying spelled words: 2	Patterns: 1 Spelling words: 1, 2, 3 √: 1
						Writing words: 3
		Writing sentences: 3	Writing sentences: 3	Writing words: 3	Writing sentences: 3	

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		Lesson 146	Lesson 147	Lesson 148	Lesson 149	Lesson 150
Phonemic Awareness						
Print Awareness						
Letter Sound Correspondence		Review: 2 (th) √: 2	Review: 2 (ea) √: 2	Review: 2 (ea, al, ch) √: 2	Review: 2 (ea, ou, ar, ch) √: 2	
Phonics and Word Recognition	Irregular	Reading words: 2 **(tonight)**, 3 **(space, dance)**, 4 **(shoes)** √: 2, 3, 4 Spell by letter name: 4 **(shoes)** √: 4 Underlined parts of words: 2 **(tonight)** √: 2		Reading words: 1 **(page, forward)**, 3 **(dancing)** √: 1, 3 Spell by letter name: 1 **(page, forward)**, 3 **(dancing)** √: 1, 3	Reading words: 1 **(banana)** √: 1 Spell by letter name: 1 **(banana)** √: 1	Reading words: 2 **(wooden)** √: 2 Underlined parts of words: 2 **(wooden)** √: 2
	Regular	Reading words: 1 **(rule, crump, Jean)**, 2 **(deepest, matter)**, 3, 4 √: 1–4 Spell by letter name: 1 **(rule, crump, Jean)**, 4 √: 1, 4 Underlined parts of words: 2 **(deepest, matter)** √: 2	Reading words: 1 **(brown)**, 2 **(swinging, sixteen, sneaking)**, 3 √: 1–3 Spell by letter name: 1 **(brown)**, 3 √: 1, 3 Underlined parts of words: 2 **(swinging, sixteen, sneaking)** √: 2	Reading words: 1, 2 **(popped)**, 3 √: 1–3 Spell by letter name: 1, 3 √: 1, 3 Underlined parts of words: 2 **(popped)** √: 2	Reading words: 1 **(mammal, tickled, rocky)**, 2 **(remembering)**, 3 **(paths, hasn't, hadn't)** √: 1–3 Spell by letter name: 1 **(mammal)** √: 1 Underlined parts of words: 2 **(remembering)**, 3 **(paths, hasn't, hadn't)** √: 2, 3	Reading words: 1 **(vine, grape, Chop, sleepy)**, 2 **(tallest, longest)**, 3 **(tries)**, 4 **(using)** √: 1–4 Spell by letter name: 1 **(vine, grape, Chop)**, 4 **(using)** √: 1, 4 Underlined parts of words: 2 **(tallest, longest)** √: 2
		Connected text: 5 √: 5	Connected text: 5 √: 5	Connected text: 5 √: 5	Connected text: 5 √: 5	Connected text: 6 √: 6
Fluency		Reading words: 1–4 √: 1–4	Reading words: 1–3 √: 1–3	Reading words: 1–3 √: 1–3	Reading words: 1–3 √: 1–3	Reading words: 1–4 √: 1–4 IC: 150
Comprehension		Rule introduction: 5 Answering literal questions about a text: 5, 6 Predicting narrative outcomes: 5, 6 Recalling details and events: 5 Interpreting a character's feelings: 5 Drawing inferences: 5 Following directions: 6	Rule introduction: 5 Rule review: 4, 5 Applying rules: 5 Answering literal questions about a text: 5, 6 Recalling details and events: 5 Predicting narrative outcomes: 5 Interpreting a character's feelings: 6 Drawing inferences: 6 Activating prior knowledge:	Rule introduction: 5 Rule review: 4, 5 Applying rules: 5 Answering literal questions about a text: 5, 6 Identifying literal cause and effect: 5 Recalling details and events: 6 Predicting narrative outcomes: 5 Interpreting a character's feelings: 6 Drawing inferences: 5, 6	Rule introduction: 5 Rule review: 4, 5 Applying rules: 5 Answering literal questions about a text: 5, 6 Identifying literal cause and effect: 5 Recalling details and events: 6 Predicting narrative outcomes: Drawing inferences: 5 Following directions: 6	Rule introduction: 6 Rule review: 5 Applying rules: 6, 7 Answering literal questions about a text: 6, 7 Identifying literal cause and effect: 6 Interpreting a character's motives: 7 Drawing inferences: 6
		Written deductions: 8 Recalling details: 8 Following written directions: 8 Answering literal questions about a text: 8 Using rules to classify objects: 8 Rule review: 8	Written deductions: 7 Recalling details: 7 Following written directions: 7 Answering literal questions about a text: 7 Using rules to classify objects: 7 Rule review: 7 Applying rules: 7	Written deductions: 7 Recalling details: 8 Following written directions: 8 Answering literal questions about a text: 8 Applying rules: 8	Written deductions: 7, 8 Recalling details: 8 Following written directions: 8 Answering literal questions about a text: 8 Rule review: 8	Written deductions: 8, 10 Recalling details: 10 Following written directions: 10 Answering literal questions about a text: 10 Rule review: 10
Spelling		Patterns: 1 Spelling words: 1 √: 1 Phonemic segmentation: 2 √: 2	Patterns: 1 Spelling words: 1, 3	Patterns: 1 Spelling words: 1, 3	Spelling words: 1	Phonemic segmentation: 1 √: 1 Identifying spelled words: 2 Spelling words: 2, 3
						Writing words: 3
		Writing sentences: 3	Word parts (Affixes): 2 Writing words: 2	Word copying: 2 Word parts (Affixes): 2 Writing words: 3	Word copying: 2 Word parts (Affixes): 2 Writing sentences: 3	

Key: (for Teachers) √= informal assessment Numbers = exercise numbers Bold face type = first appearance

		Lesson 151	Lesson 152	Lesson 153	Lesson 154	Lesson 155
Phonemic Awareness						
Print Awareness						
Letter Sound Correspondence		Review: 2 (ou, ea, ch, ing) √: 2	Review: √:		Review: 3 (al, sh, wh, ee, er) √: 3	Review: 2 (l, ing) √: 2
Phonics and Word Recognition	Irregular	Reading words: 1 **(third)**, 3 **(bananas)** √: 1, 3 Spell by letter name: 1 **(third)** √: 1	Reading words: 1 **(wonder, disappeared)** √: 1 Spell by letter name: 1 **(wonder)** √: 1	Reading words: 1 **(eight)**, 4 **(four)** √: 1, 4 Spell by letter name: 1 **(eight)**, 4 **(four)** √: 1, 4		Reading words: 1 **(metal, warm, blew)** √: 1 Spell by letter name: 1 **(metal, warm)** √: 1
	Regular	Reading words: 1 **(soft)**, 2 **(eaten)**, 3 **(rules)**, 4 **(filed, striped)** √: 1–4 Spell by letter name: 1 **(soft)** √: 1 Underlined parts of words: 2 **(eaten)**, 4 **(filed, striped)** √: 2, 4	Reading words: 1 **(handle)**, 2 **(muddy)**, 3 **(rid, red)**, 4 √: 1–4 Spell by letter name: 1 **(handle)**, 4 √: 1, 4 Underlined parts of words: 2 **(muddy)** √: 2	Reading words: 1, 2 **(hated)**, 3 **(dear)**, 4 **(stripes)** √: 1–4 Spell by letter name: 1, 4 **(stripes)** √: 1, 4 Underlined parts of words: 2 **(hated)** √: 2	Reading words: 1 **(babies)**, 2, 3 **(wish, trapper)** √: 1–3 Spell by letter name: 1 **(babies)** √: 1 Underlined parts of words: 2, 3 **(wish, trapper)** √: 2, 3	Reading words: 1 **(monkey, rather, angry)**, 2, 3, 4 √: 1–4 Spell by letter name: 1 **(monkey, rather, angry)**, 4 √: 1, 4 Underlined parts of words: 2 √: 2
		Connected text: 6 √: 6	Connected text: 6 √: 6	Connected text: 6 √: 6	Connected text: 5 √: 5	Connected text: 6 √: 6
Fluency		Reading words: 1–4 √: 1–4	Reading words: 1–4 √: 1–4	Reading words: 1–4 √: 1–4	Reading words: 1–3 √: 1–3	Reading words: 1–4 √: 1–4 IC: 155
Comprehension		Rule introduction: 6 Rule review: 5, 6 Answering literal questions about a text: 6, 7 Predicting narrative outcomes: 6 Recalling details and events: 6 Interpreting a character's feelings: 7 Following directions: 7	Rule introduction: 6 Rule review: 5, 6 Answering literal questions about a text: 6, 7 Recalling details and events: 6, 7 Interpreting a character's motives: 7 Drawing inferences: 6 Following directions: 7	Rule introduction: 6 Rule review: 5, 6 Answering literal questions about a text: 6, 7 Predicting narrative outcomes: 6, 7 Recalling details and events: 6 Interpreting a character's feelings: 7 Drawing inferences: 6, 7	Rule introduction: 5 Rule review: 4, 5 Answering literal questions about a text: 5, 6 Predicting narrative outcomes: 5, 6 Recalling details and events: 5 Interpreting a character's feelings: 5, 6 Drawing inferences: 5, 6 Applying rules: 5	Rule introduction: 6 Rule review: 5, 6 Answering literal questions about a text: 6, 7 Predicting narrative outcomes: 6 Recalling details and events: 6, 7 Interpreting a character's feelings: 7 Drawing inferences: 6, 7 Applying rules: 6
		Written deductions: 9 Recalling details: 9 Following written directions: 9 Answering literal questions about a text: 9 Rule review: 9 Interpreting a character's feelings: 9	Written deductions: 9 Recalling details: 9 Following written directions: 9 Answering literal questions about a text: 9 Rule review: 9	Written deductions: 9 Recalling details: 9 Following written directions: 9 Answering literal questions about a text: 9 Rule review: 9 Applying rules: 9	Written deductions: 8 Recalling details: 8 Following written directions: 8 Answering literal questions about a text: 8 Rule review: 8 Applying rules: 8	Written deductions: 8 Recalling details: 8 Following written directions: 8 Answering literal questions about a text: 8 Rule review: 8
Spelling		Phonemic segmentation: 1 √: 1 Spelling words: 2	Identifying spelled words: 1 Spelling words: 1, 2	Spelling words: 2	Phonemic segmentation: 1 √: 1 Spelling words: 2, 3	Identifying spelled words: 1 Spelling words: 1, 2, 3
						Writing words: 3
		Writing sentences: 3	Writing sentences: 3	Word copying: 1 Phoneme–grapheme correspondence: 1 Writing sentences: 3	Writing words: 3	

Key: (for Teachers) √= informal assessment Numbers = exercise numbers Bold face type = first appearance

		Lesson 156	Lesson 157	Lesson 158	Lesson 159	Lesson 160
Phonemic Awareness						
Print Awareness						
Letter Sound Correspondence			Review: 4 (wh, al, ea, th, er) √: 4		Review: 2 (ea, ing) √: 2	Review: 2 (ea) √: 2
Phonics and Word Recognition	Irregular	Reading words: 1 **(figure, easiest)**, 2 **(they'll)**, 4 **(anywhere)** √: 1, 2, 4 Spell by letter name: 1 **(figure, easiest)**, 4 **(anywhere)** √: 1, 4 Underlined parts of words: 2 **(they'll)** √: 2	Reading words: 1 **(idea)**, 2 **(warmer)** √: 1, 2 Spell by letter name: 1 **(idea)** √: 1 Underlined parts of words: 2 **(warmer)** √: 2	Reading words: 1 **(U.S.)** √: 1 Spell by letter name: 1 **(U.S.)** √: 1	Reading words: 3 **(Woof)** √: 3 Spell by letter name: 3 **(Woof)** √: 3	Reading words: 1 **(arrows)** √: 1 Spell by letter name: 1 **(arrows)** √: 1
	Regular	Reading words: 1 **(whale, winter)**, 2, 3, 4 √: 1–4 Spell by letter name: 1 **(whale, winter)**, 4 √: 1, 4 Underlined parts of words: 2 √: 2	Reading words: 1 **(spring)**, 2, 3, 4 **(wheels)** √: 1–4 Spell by letter name: 1 **(spring)**, 4 **(wheels)** √: 1, 4 Underlined parts of words: 2 √: 2	Reading words: 1 **(town)**, 2 **(Everest, she'll)**, 3, 4 **(taper, tapper, loop, stared)** √: 1–4 Spell by letter name: 4 **(taper, tapper, loop, stared)** √: 4 Underlined parts of words: 2 **(Everest, she'll)** √: 2	Reading words: 1 **(Darn, Squeak, breathe, letter)**, 2, 3 √: 1–3 Spell by letter name: 1 **(Darn, Squeak, breathe, letter)**, 3 √: 1, 3 Underlined parts of words: 2 √: 2	Reading words: 1 **(puppy, Here's)**, 2, 3 **(tail)**, 4 **(timer)** √: 1–4 Spell by letter name: 1, 4 **(timer)** √: 1, 4 Underlined parts of words: 2 **(licked, licking)** √: 2
		Connected text: 6 √: 6	Connected text: 6 √: 6	Connected text: 6 √: 6	Connected text: 5 √: 5	Connected text: 6 √: 6
Fluency		Reading words: 1–4 √: 1–4	Reading words: 1–4 √: 1–4	Reading words: 1–4 √: 1–4	Reading words: 1–3 √: 1–3	Reading words: 1–4 √: 1–4
						IC: 160
Comprehension		Rule introduction: 6 Rule review: 5, 6 Answering literal questions about a text: 6, 7 Predicting narrative outcomes: 6 Recalling details and events: 6 Drawing inferences: 6, 7	Rule introduction: 6 Rule review: 5, 6 Answering literal questions about a text: 6, 7 Predicting narrative outcomes: 6 Recalling details and events: 6 Drawing inferences: 7	Rule introduction: 6 Rule review: 5, 6 Answering literal questions about a text: 6, 7 Predicting narrative outcomes: 6 Recalling details and events: 6 Interpreting a character's feelings: 7 Drawing inferences: 6, 7	Rule introduction: 5 Rule review: 4, 5 Answering literal questions about a text: 5, 6 Recalling details and events: 5 Interpreting a character's feelings: 6 Drawing inferences: 6	Rule introduction: 6 Rule review: 5 Answering literal questions about a text: 6, 7 Predicting narrative outcomes: 6 Recalling details and events: 6, 7 Interpreting a character's feelings: 7 Interpreting a character's motives: 6 Drawing inferences: 6
		Written deductions: 9 Recalling details: 9 Following written directions: 9 Answering literal questions about a text: 9 Rule review: 9	Written deductions: 9 Recalling details: 9 Following written directions: 9 Answering literal questions about a text: 9 Rule review: 9	Written deductions: 9 Recalling details: 9 Following written directions: 9 Answering literal questions about a text: 9 Rule review: 9	Written deductions: 8 Recalling details: 8 Following written directions: 8 Answering literal questions about a text: 8 Rule review: 8	Written deductions: 9 Recalling details: 9 Following written directions: 9 Answering literal questions about a text: 9 Rule review: 9 Interpreting a character's feelings: 9
						Lesson 160 Curriculum-Based Assessment
Spelling		Spelling words: 2, 3	Phonemic segmentation: 1 √: 1 Spelling words: 2	Identifying spelled words: 1 Spelling words: 1, 2	Spelling words: 2, 3	Spelling words: 1
		Word copying: 1 Phoneme–grapheme correspondence: 1 Writing words: 3	Writing sentences: 3	Writing sentences: 3	Word copying: 1 Phoneme–grapheme correspondence: 1 Writing words: 3	Writing words: 1 Writing sentences: 2