

## READING VOCABULARY

Do not touch small letters.

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

## EXERCISE 1

Sound out first

- (Touch the ball for **best**.) Sound it out.  
Get ready. (Quickly touch **b**, **e**, **s**, **t** as the children say:) beeesst.
- What word? (Signal.) **Best**. Yes, **best**.
- (Repeat exercise until firm.)

# ing

ing words

- (Point to **ing**.) When these letters are together, they usually say **ing**.
- What do these letters usually say? (Signal.) *ing*. Yes, **ing**.  
• (Repeat until firm.)
- (Point to the words.) These are words you already know. See if you can read them when they look this way.  
**d**. (Point to **ing** in **something**.) What do these letters say? (Signal.) *ing*.  
**e**. (Touch the ball for **something**.)  
Read the fast way. Get ready. (Signal.)  
*Something*. Yes, **something**.
- (Repeat **d** and **e** for **looking** and **reading**.)  
**g**. (Repeat the series of words until firm.)

## EXERCISE 2

# best

# something

# looking

# rēading

# parts

## EXERCISE 3

ar word

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

# kites

## EXERCISE 4

Practice final-e rule

- Read this word the fast way. Remember to look at the end of the word.  
**b**. (Touch the ball for **kites**. Pause two seconds.)  
Get ready. (Signal.) *Kites*. Yes, **kites**.
- (Touch the ball for **kites**.) Sound it out. Get ready. (Quickly touch **k**, **i**, **t**, **s** as the children say:) *kiiitsss*.
- What word? (Signal.) *Kites*. Yes, **kites**.
- (Repeat **b** through **d** until firm.)

(Repeat any troublesome words.)

Individual test

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

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### EXERCISE 5

Read the fast way

- Read these words the fast way.
- (Touch the ball for **store**. Pause two seconds.) Get ready. (Signal.) **Store**.  
Yes, **store**.
- (Repeat *b* for remaining words.)

store

make

makes

making

home

how

pāper

from

what

began

when

other

then

else

who

next

(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 6

Long and short vowel words

- Read these words the fast way. Remember to look at the end of the word.
- (Touch the ball for **rode**. Pause two seconds.) Get ready. (Signal.) *Rode. Yes, **rode**.*
- (Repeat *b* for **kite, sam, not, same, rod, note, and kit**.)

rode

kite

sam

rod

note

kit

not

same

## STORYBOOK

### STORY 76

#### EXERCISE 7

First reading—title and three sentences

- (Pass out Storybook 1.)
- Everybody, open your reader to page 200.
- Everybody, touch the title of the story and get ready to read the words in the title.
- First word. ✓
  - Get ready. (Tap.) *Sam.*
- (Tap for each remaining word in the title.)
- Everybody, say the title. (Signal.)  
*Sam gets a kite kit.*

#### 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.)

- g.** Everybody, get ready to read this story.
- h.** First word. ✓
- Get ready. (Tap.) Sam.
  - Next word. ✓
  - Get ready. (Tap.) Liked.
- j.** (Repeat / for the remaining words in the first three sentences. Have the children reread the first three sentences until firm.)

### EXERCISE 8

#### 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 9

#### 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.)

Sam gets a kite kit<sup>1</sup>

Sam liked to make things. He liked to make toy cars. So he went to the store and got a toy car kit.<sup>2</sup> His mom said, "That kit has the parts of a car. You have to read and find out how to fit the parts so that they make a car."

Sam said, "I will do that."

So Sam began to read the paper that came with the car kit.<sup>3</sup> Then he began to fit the parts to make a car. Soon he had a toy car.

His mom said, "That is a fine car. You are good at reading and at making things."<sup>4</sup>

Sam did not like to make the same thing again. He said, "I will not make other cars. I will make something else."

So he went to the store and got a kite kit.<sup>5</sup> When he got home, he showed his mom the kite kit. His mom said, "That kit has a lot of parts in it. You will have to read the paper that comes with the kit to find out how to make the kite."<sup>6</sup>

- 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 Sam get? (Signal.) A kite kit.

- What is a kite kit? (The children respond.)

- Yes, in a kite kit you get all the parts to build a kite.

- 2 What kind of kit did he get? (Signal.)

A toy car kit.

- What is he going to make? (Signal.)

A toy car.

- 3 Why does he have to read the paper?

(The children respond.)

- Right, the paper tells him how to make the car.

- 4 Everybody, say that. (Signal.) You are good at reading and at making things.

- 5 What did he get this time? (Signal.) A kite kit.

- 6 Why does he have to read the paper?

(The children respond.)

- Right, the paper tells him how to make the kite.

## EXERCISE 10

## Picture comprehension

- a. Look at the picture.
- b. (Ask these questions:)
1. (Point to the toy car.) Who made that car? (Signal.) Sam.
  2. Why did Sam make that car? (Signal.) *Sam.*  
*He likes to make things.*
  3. (Point to the kite parts.) What is that stuff on the floor? (The children respond.)  
Yes, those are the kite parts.
  4. Can you see a paper telling Sam how to make the kite? (Signal.) No.
    - Why not? (The children respond.)
    - Right, the paper is missing.
    - I hope he can put all those parts together.

sam looked inside the kit. Then he said, "what pāper? there is no pāper in this kit."<sup>7</sup>

sam's mom said, "that is too bad. how will you make the kite if there is no pāper in the kit?"

sam said, "I will go back to the store and get a pāper that tells how to make a kite from these parts."

when sam got to the store, the man in the store said, "I dōn't have other pāpers that tell how to make kites."

sam asked, "how can I make a kite if I dōn't have the pāper?"<sup>8</sup>

the man said, "you will have to do the best you can."<sup>9</sup>

sam was not happy. he went home and looked at all the parts in the kite kit.

more to come<sup>10</sup>

- 7 Was there a paper in the kit? (Signal.) No.
- I wonder how he'll make the kite without that paper. (The children respond.)
- Let's read and find out.
- 8 Everybody, say that question. (Signal.) *How can I make a kite if I don't have the paper?*
- 9 Everybody, say the man's answer. (Signal.) *You will have to do the best you can.*
- 10 We'll read more next time.

SUMMARY OF  
INDEPENDENT ACTIVITY

## EXERCISE 11

## Introduction to independent activity

- a. (Pass out Worksheet 76 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.) Everybody, remember to write your answers in the blanks.

## Following instructions

- a. (Touch the sentence in the box.)
- 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.

## Story-picture items

(Point to the story-picture items on side 2.) Remember to follow these instructions and look at the picture when you work these items.

## Reading comprehension

(Point to the story.) You're going to read this story and then do the items. Remember to write the answers in the blanks.