

EXERCISE 1

Vocabulary Review

- a. You learned a sentence that tells how long she survived.
 - Everybody, say that sentence. Get ready. (Signal.) *She survived until she was rescued.*
 - (Repeat until firm.)
- b. You learned a sentence that tells what the soldiers did.
 - Say that sentence. Get ready. (Signal.) *The soldiers protected their equipment.*
 - (Repeat until firm.)
- c. Here's the last sentence you learned: Lawyers with talent normally succeed.
 - Everybody, say that sentence. Get ready. (Signal.) *Lawyers with talent normally succeed.*
 - (Repeat until firm.)
- d. Everybody, what do we call people who help us when we have questions about the law? (Signal.) *Lawyers.*
 - What's another word for **usually**? (Signal.) *Normally.*
 - What word refers to the special skills a person has? (Signal.) *Talent.*
 - What word means the opposite of **fail**? (Signal.) *Succeed.*
- e. Once more. Say the sentence that tells about lawyers with talent. Get ready. (Signal.) *Lawyers with talent normally succeed.*

EXERCISE 2

Reading Words

Column 1

- a. Find lesson 71 in your textbook. ✓
 - Touch column 1. ✓
 - (Teacher reference:)

- | | |
|----------------|-------------|
| 1. Mr. Daniels | 4. medicine |
| 2. recognize | 5. guess |
| 3. elevator | 6. dozen |

- b. Number 1 is the name **Mr. Daniels**. What name? (Signal.) *Mr. Daniels.*
- c. Word 2 is **recognize**. What word? (Signal.) *Recognize.*

- When you **recognize** something that you see or feel, you know what it is. Here's another way of saying **She knew what the smell was: She recognized the smell.**
- d. Your turn. What's another way of saying **She knew what the smell was?** (Signal.) *She recognized the smell.*
 - (Repeat step d until firm.)
- e. What's another way of saying **She knew who the person was?** (Signal.) *She recognized the person.*
- f. Word 3 is **elevator**. What word? (Signal.) *Elevator.*
 - Spell **elevator**. Get ready. (Tap for each letter.) *E-L-E-V-A-T-O-R.*
- g. Word 4 is **medicine**. What word? (Signal.) *Medicine.*
 - Spell **medicine**. Get ready. (Tap for each letter.) *M-E-D-I-C-I-N-E.*
- h. Word 5 is **guess**. What word? (Signal.) *Guess.*
 - Spell **guess**. Get ready. (Tap for each letter.) *G-U-E-S-S.*
- i. Word 6 is **dozen**. What word? (Signal.) *Dozen.*
 - Spell **dozen**. Get ready. (Tap for each letter.) *D-O-Z-E-N.*
- j. Let's read those words again, the fast way.
 - Number 1. What words? (Signal.) *Mr. Daniels.*
- k. Word 2. What word? (Signal.) *Recognize.*
 - (Repeat for words 3–6.)
- l. (Repeat steps j and k until firm.)

Column 2

- m. Find column 2. ✓
 - (Teacher reference:)

- | | |
|-------------|---------------|
| 1. silently | 4. approached |
| 2. watering | 5. fairly |
| 3. heater | |

- All these words have endings.
- n. Word 1. What word? (Signal.) *Silently.*
 - (Repeat for words 2–5.)
- o. (Repeat step n until firm.)

Column 3

- p. Find column 3. ✓
• (Teacher reference:)

1. clues	4. drugs
2. doctors	5. typists
3. offices	6. lawyers

- All these words end with the letter **S**.
- q. Word 1. What word? (Signal.) *Clues*.
• (Repeat for words 2–6.)
r. (Repeat step q until firm.)

Column 4

- s. Find column 4. ✓
• (Teacher reference:)

1. cock your head	4. refinery
2. equipment	5. friendly
3. motorcycle	6. unfriendly

- t. Number 1. What words? (Signal.)
Cock your head.
• When you **cock your head**, you tilt it. Everybody, show me how you **cock your head**. ✓
- u. Word 2. What word? (Signal.)
Equipment.
• (Repeat for words 3–6.)
- v. Let's read those words again.
• Number 1. What words? (Signal.)
Cock your head.
- w. Word 2. What word? (Signal.)
Equipment.
• (Repeat for words 3–6.)
- x. (Repeat steps v and w until firm.)

Column 5

- y. Find column 5. ✓
• (Teacher reference:)

1. explain	4. crude
2. insist	5. fifth
3. honest	

- z. Word 1. What word? (Signal.) *Explain*.
• When you **explain** something, you **tell about it**. Here's another way of saying **She told about her talent: She explained her talent**.
- a. Your turn. What's another way of saying **She told about her talent?** (Signal.)
She explained her talent.
• (Repeat step a until firm.)

- b. What's another way of saying **He told about his plan?** (Signal.) *He explained his plan*.
- c. Word 2. What word? (Signal.) *Insist*.
• (Repeat for words 3–5.)
- d. Let's read those words again.
• Word 1. What word? (Signal.) *Explain*.
• (Repeat for words 2–5.)
- e. (Repeat step d until firm.)

Column 6

- f. Find column 6. ✓
• (Teacher reference:)

1. narrow	4. several
2. prison	5. pipeline
3. polite	

- g. Word 1. What word? (Signal.) *Narrow*.
• (Repeat for words 2–5.)
- h. (Repeat step g until firm.)

Individual Turns

(For columns 1–6: Call on individual students, each to read one to three words per turn.)

EXERCISE 3

Story Background

- a. Find part B in your textbook. ✓
• You're going to read the next story about Bertha. First you'll read the information passage. It gives some facts about wells.
- b. Everybody, touch the title. ✓
• (Call on a student to read the title.) *Oil Wells*.
• Everybody, what's the title? (Signal.) *Oil Wells*. (ND)
- c. (Call on individual students to read the passage, each student reading two or three sentences at a time. Ask the specified questions as the students read.)

Oil Wells

A well is a deep hole in the ground. The well has pipe in it so the hole stays open.

- Why does the well have a pipe in it? (Call on a student. Idea: *So the hole stays open*.) (ND)

There are different types of wells.

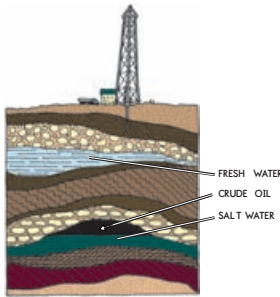
- Some wells are fresh-water wells. These wells pump fresh water from under the ground.

- What do fresh-water wells do? (Call on a student. Idea: *Pump fresh water from under the ground.*) (RF/R)

- Some wells are oil wells. These wells pump crude oil from under the ground.

- What do oil wells do? (Call on a student. Idea: *Pump crude oil from under the ground.*) (RF/R)

Picture 1 shows a machine that is drilling a hole for a well.



PICTURE 1

- Everybody, touch the underground pipe in picture 1 and show how far down the well is already dug. ✓

If the machine keeps drilling, what type of liquid will it reach first?

- Everybody, touch the liquid it will reach first. ✓
- What kind of liquid is that? (Signal.) *Fresh water.* (VA)

If the machine keeps drilling past the fresh water, what kind of liquid will it reach next?

- Everybody, touch the liquid it will reach next. ✓
- What kind of liquid is that? (Signal.) *Crude oil.* (VA)

If the machine keeps drilling, what will it reach after the oil?

- Everybody, touch the liquid it will reach next. ✓
- What kind of liquid is that? (Signal.) *Salt water.* (VA)
- If you dig a well deep enough, you'll always hit salt water.

If the well is an oil well, it pumps crude oil from the ground. Crude oil is a dark liquid that can be changed to make things like gasoline, motor oil, and plastic.

- What can be made from crude oil? (Call on a student.) *Gasoline, motor oil, plastic.* (RF/R)

The crude oil is pumped from the well. Then it goes into a pipeline.

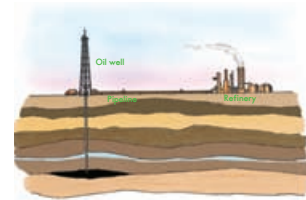
- Everybody, where does the crude oil go from the well? (Signal.) *Into a pipeline.* (RF/R)

The pipeline goes along the ground and carries the crude oil many miles to a refinery.

- Everybody, where does the pipeline take the crude oil? (Signal.) *To a refinery.* (RF/R)
- Is the refinery usually right next to the well? (Signal.) *No.* (RF/R)

The refinery is a large place with strange-looking equipment and large tanks for holding oil.

The refinery changes crude oil into gasoline and other things.



PICTURE 2

- What does the refinery do? (Call on a student. Idea: *Changes crude oil into gasoline and other things.*) (RF/R)
- Everybody, touch the crude oil underground in picture 2. ✓
- Now follow it up the pipe to the surface of the ground. ✓
- Now follow it in the pipeline to the other end of the pipeline. ✓

- What's the other end? (Signal.) *The refinery.* (VA)
- What does that refinery do to the crude oil? (Call on a student. Idea: *Changes it into gasoline and other things.*) (RF/R)
- The oil company that you're reading about is a refinery.

EXERCISE 4

Story Reading

- Find part C in your textbook. ✓
 - The error limit for this story is 9. Read carefully.
- Everybody, touch the title. ✓
 - (Call on a student to read the title.) [*Maria Tests Bertha's Talent.*]
 - What's going to happen in this story? (Call on a student. Idea: *Maria will test Bertha's talent.*) (P)
- (Call on individual students to read the story, each student reading two or three sentences at a time. Ask questions marked 1.)

- (Correct errors: Tell the word. Direct the student to reread the sentence.)
- (If the group makes more than 9 errors, direct the students to reread the story.)

- (After the group has read the selection making no more than 9 errors, read the story to the students and ask questions marked 2.)

Maria Tests Bertha's Talent

Bertha had a plan for helping Maria figure out where the water came from. You probably know what her plan was.

- What do you think it was? (Call on a student. Idea: *Get water from the oil company and have Bertha smell it to see whether it came from the creek or water wells.*) (P)

Although Bertha didn't know too much about oil wells and refineries, she did know that she could smell the difference between water taken from the creek and water taken from water wells.

- Everybody, where was the company supposed to be taking water from? (Signal.) *Wells.* (APK)

- Where did Maria think it was coming from? (Signal.) *The creek.* (APK)

Bertha was sitting on Maria's porch. She said, "Maria, it's easy for me to tell if the water comes from the creek or from the well. I'll just smell it."

Maria looked slowly at Bertha and made a face. "What are you talking about?"

- Everybody, show me the kind of face Maria probably made. ✓
- What was Maria thinking about Bertha? (Call on a student. Idea: *That she was strange or crazy.*) (DCE)

Bertha said, "Take me with you and I'll tell you where the water comes from."

Maria made another face. "How will you know where it comes from?"

"I told you. I'll smell it," Bertha said. Then she explained her talent.

- How would she do that? (Call on a student. Idea: *By telling Maria how she used her sense of smell.*) (P)

"I can tell about anything by smelling it. Honest I can."

Maria cocked her head and looked at Bertha.

- Everybody, show me how you cock your head. ✓ (V)

"What is this, a joke?" Maria asked.

Bertha said, "Give me a test. Get glasses of water from different places. I'll tell you where you got each glass of water." At first Maria didn't want to do it. "This is crazy," she kept saying. But Bertha kept insisting on the test.

- What would she say to keep insisting on the test? (Call on a student. Idea: *Get glasses of water from different places and I'll tell you where each one came from.*) (DI)

Finally Maria went into her house and came back with three glasses of water. She said, "You can't feel them, or you may get some clues about where I got them."

2. What kind of clues could you get by feeling the water glasses? (Call on a student. Idea: *Clues about temperature.*) (APK)

Bertha said, “I don’t have to feel them. The one on the left is from your water heater.

2. What’s a water heater? (Call on a student. Idea: *A machine that makes cold water get hot.*) (APK)

The middle glass is from a watering can or something like that.

2. What do you do with a watering can? (Call on a student. Idea: *Water plants and flowers.*) (APK)

That water has been sitting out for a couple of days. The water in the last glass came from a water jug or something in your refrigerator. It’s been in the refrigerator for a long time, and it probably doesn’t taste very good.”

“I don’t believe this,” Maria said, and she tasted the water from the last glass. She made a face. “Oh, you’re right. It’s bad.”

2. Everybody, show me the kind of face she made when she tasted the water. ✓ (V)

Suddenly Maria laughed, turned around, and looked at Bertha. She said, “I don’t believe this.” Then she said, “I don’t believe this,” three or four more times. “You’re amazing. You are amazing. You are the most amazing person I have ever seen.”

She kept talking very fast. She told about some of the amazing things that she had seen—a cow with two heads and a building over 3 hundred meters high. Finally, she said, “I once saw a man jump a motorcycle over twenty cars and that was amazing, but you are five times as amazing.”

2. Maria is really excited. I’ll read that part again. Listen to how she talks on and on.

Suddenly Maria laughed, turned around, and looked at Bertha. She said, “I don’t believe this.” Then she said, “I don’t believe this,” three or four more times. “You’re amazing. You are amazing. You are the most amazing person I have ever seen.”

She kept talking very fast. She told about some of the amazing things that she had seen—a cow with two heads and a building over 3 hundred meters high. Finally, she said, “I once saw a man jump a motorcycle over twenty cars and that was amazing, but you are five times as amazing.”

“Can I go with you?” Bertha asked. “Yes, yes, yes, yes, yes,” Maria said. “This will be great.”

MORE NEXT TIME

1. Go back to the beginning of the story. Follow along while I read.
2. What do you think is going to happen? (Call on a student. Idea: *Maria will get Bertha to smell the water the oil company uses; etc.*) (P)

EXERCISE 5

Paired Practice

You’re going to read aloud to your partner. Today the **B** members will read first. Then the **A** members will read from the star to the end of the story.

(Observe students and give feedback.)

End-of-Lesson Activities

INDEPENDENT WORK

Now finish your independent work for lesson 71. Raise your hand when you’re finished.

(Observe students and give feedback.)

WORKCHECK

- a. (Direct students to take out their marking pencils.)
- We’re going to check your independent work. Remember, if you got an item wrong, make an **X** next to the item. Don’t change any answers.

- b. (For each item: Read the item. Call on a student to answer it. If the answer is wrong, say the correct answer. Refer to the Answer Key for the correct answers.)
- c. Now use your marking pencil to fix up any items you got wrong. Remember, all mistakes must be fixed up before you hand in your independent work.

(Present Spelling lesson 71 after completing Reading lesson 71. See *Spelling Presentation Book*.)