

## SOUNDS

## EXERCISE 1

Teaching **p** as in **pat**

- (Point to **p**.) Here's a new sound. It's a quick sound.
- My turn. (Pause. Touch **p** for an instant, saying: **p**. (Do not say **puuh**.)
- Again. (Touch **p** and say:) **p**.
- (Point to **p**.) Your turn. When I touch it, you say it. (Pause.) Get ready. (Touch **p**.) **p**.
- Again. (Touch **p**.) **p**.
- (Repeat e until firm.)

## EXERCISE 2

## Individual test

(Call on individual children to identify **p**.)

p

d

g

t

## EXERCISE 3

## Sounds firm-up

- Get ready to say the sounds when I touch them.
- (Alternate touching **p** and **d**. Point to the sound. Pause one second. Say:) Get ready. (Touch the sound.) *The children respond.*
- (When **p** and **d** are firm, alternate touching **p**, **g**, **d**, and **t** until all four sounds are firm.)

## EXERCISE 4

## Individual test

(Call on individual children to identify **p**, **g**, **d**, or **t**.)

## EXERCISE 5

## Sounds firm-up

- (Point to **p**.) When I touch the sound, you say it.
- (Pause.) Get ready. (Touch **p**.) **p**.
- Again. (Repeat b until firm.)
- Get ready to say all the sounds when I touch them.
- (Alternate touching **k**, **v**, **u**, **ō**, **p**, **sh**, **h**, and **n** three or four times. Point to the sound. Pause one second. Say:) Get ready. (Touch the sound.) *The children respond.*

p

k

v

u

ō

sh

h

n

## EXERCISE 6

## Individual test

(Call on individual children to identify one or more sounds in exercise 5.)

## READING VOCABULARY

## EXERCISE 7

Children rhyme with **mop**

- a. (Touch the ball for **mop**.) You're going to read this word the fast way. (Pause three seconds.) Get ready. (Move your finger quickly along the arrow.) *Mop*.
- b. (Touch the ball for **cop**.) This word rhymes with (pause) **mop**. (Move to **c**, then quickly along the arrow.) *Cop*.
  - Yes, what word? (Signal.) *Cop*.
- c. (Touch the ball for **top**.) This word rhymes with (pause) **mop**. (Move to **t**, then quickly along the arrow.) *Top*.
  - Yes, what word? (Signal.) *Top*.

## EXERCISE 8

Children identify, then sound out an irregular word (**was**)

- a. (Touch the ball for **was**.) Everybody, you're going to read this word the fast way. (Pause three seconds.) Get ready. (Move your finger quickly along the arrow.) *Was*. Yes, **was**.
- b. Now you're going to sound out the word. Get ready. (Quickly touch **w**, **a**, **s** as the children say *wwwwaaasss*.)
- c. Again. (Repeat b.)
- d. How do we say the word? (Signal.) *Was*. Yes, **was**.
- e. (Repeat b and d until firm.)

## EXERCISE 9

## Individual test

(Call on individual children to do b and d in exercise 8.)

## EXERCISE 10

## Children read the fast way

(Touch the ball for **old**.) Get ready to read this word the fast way. (Pause three seconds.) Get ready. (Signal.) *Old*.

## EXERCISE 11

## Children read the words the fast way

(Have the children read the words on this page the fast way.)

mop

cop

top

was

old

## EXERCISE 12

## Individual test

(Call on individual children to read one word the fast way.)

**EXERCISE 13**

Children identify, then sound out an irregular word (**of**)

- a. (Touch the ball for **of**.) Everybody, you're going to read this word the fast way. (Pause three seconds.) Get ready. (Move your finger quickly along the arrow.) **Of**. Yes, **of**.
- b. Now you're going to sound out the word. Get ready. (Quickly touch **o**, **f** as the children say *ooofff*.)
- c. Again. (Repeat *b*.)
- d. How do we say the word? (Signal.) **Of**. Yes, **of**.
- e. (Repeat *b* and *d* until firm.)
- f. (Call on individual children to do *b* and *d*.)

**EXERCISE 14**

Children identify, then sound out an irregular word (**to**)

(Repeat the procedures in exercise 13 for **to**.)

**EXERCISE 15**

Children read the fast way

(Touch the ball for **that**.) Get ready to read this word the fast way. (Pause three seconds.) Get ready. (Signal.) **That**.

**EXERCISE 16**

Children sound out the word and tell what word

- a. (Touch the ball for **cōat**.) Sound it out.
- b. Get ready. (Touch **c**, **ō**, **t** as the children say *cōōōt*.)
  - (If sounding out is not firm, repeat *b*.)
- c. What word? (Signal.) **Coat**. Yes, **coat**.

**EXERCISE 17**

Children sound out the word and tell what word

- a. (Touch the ball for **gōat**.) Sound it out.
- b. Get ready. (Touch **g**, **ō**, **t** as the children say *gōōōt*.)
  - (If sounding out is not firm, repeat *b*.)
- c. What word? (Signal.) **Goat**. Yes, **goat**.

**EXERCISE 18**

Children read the words the fast way

(Have the children read the words on this page the fast way.)

**EXERCISE 19**

Individual test

(Call on individual children to read one word the fast way.)

**of**

**to**

**that**

**cōat**

**gōat**

## STORY 108

### EXERCISE 20

**First reading**—children read the story the fast way

(Have the children reread any sentences containing words that give them trouble. Keep a list of these words.)

- (Pass out Storybook.)
- Open your book to page 37 and get ready to read. ✓
- We're going to read this story the fast way.
- Touch the first word. ✓
- Reading the fast way. First word. (Pause three seconds.)  
Get ready. (Tap.) *Thé.*

**f. Next word.** ✓

• (Pause three seconds.) Get ready. (Tap.) *Old.*

**g.** (Repeat *f* for the remaining words in the first sentence. Pause at least three seconds between taps. The children are to identify each word without sounding it out.)

**h.** (Repeat *d* through *g* for the next two sentences. Have the children reread the first three sentences until firm.)

**i.** (The children are to read the remainder of the story the fast way, stopping at the end of each sentence.)

**j.** (After the first reading of the story, print on the board the words that the children missed more than one time. Have the children sound out each word one time and tell what word.)

**k.** (After the group's responses are firm, call on individual children to read the words.)

### EXERCISE 21

**Individual test**

- I'm going to call on individual children to read a whole sentence the fast way.
- (Call on individual children to read a sentence. Do not tap for each word.)

## EXERCISE 22

**Second reading**—children read the story the fast way and answer questions

- You're going to read the story again the fast way and I'll ask questions.
- First word. ✓

• Get ready. (Tap.) *Thé.*

**c.** (Tap for each remaining word. Pause at least three seconds between taps. Pause longer before words that gave the children trouble during the first reading.)

**d.** (Ask the comprehension questions below as the children read.)

After the children read: You ask:

*The old goat had an old coat.* What did she have? (Signal.)  
*An old coat.*

*The old goat said,*  
*"I will eat this old coat."* What did she say? (Signal.)  
*I will eat this old coat.*

*So she did.* What did she do? (Signal.)  
*She ate the old coat.*

*"That was fun," she said.* What did she say? (Signal.)  
*That was fun.*

*"I ate the old coat."* What did the goat say? (Signal.)  
*I ate the old coat.*

*"And now I am cold."* What did she say? (Signal.)  
*And now I am cold.*

*Now the old goat is sad.* How does she feel? (Signal.) *Sad.*

- Why? (Signal.) *The children respond.*

## EXERCISE 23

**Picture comprehension**

- What do you think you'll see in the picture? *The children respond.*
- Turn the page and look at the picture.

**c.** (Ask these questions:)

1. How does that goat feel? *The children respond.*

- Cold and sad.

2. Why is she out in the cold without a coat? *The children respond.*

- Because she ate her coat.

3. Did you ever go outside without a coat when it was cold?

*The children respond.*

## SUMMARY OF INDEPENDENT ACTIVITY

### EXERCISE 24

Introduction to independent activity

- (Pass out Worksheet 108 to each child.)
- 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.

### Sentence copying

- (Hold up side 1 of your worksheet and point to the first line in the sentence-copying exercise.)
- Everybody, here's the sentence you're going to write on the lines below.
- Get ready to read the words in this sentence the fast way. First word. ✓
  - Get ready. (Tap.) *Thé*.
  - Next word. ✓
  - Get ready. (Tap.) *Goat*.
- (Repeat *d* for the remaining words.)
- After you finish your worksheet, you get to draw a picture about the sentence, **thé gôat âte thê cōat**.

### Sound writing

- (Point to the sound-writing exercise.) Here are the sounds you're going to write today. I'll touch the sounds. You say them.
- (Touch each sound.) *The children respond*.
- (Repeat the series until firm.)

### Matching

- (Point to the column of words in the Matching Game.)
- Everybody, you're going to follow the lines and write these words.
- Reading the fast way.
- (Point to the first word. Pause.) *Get ready*. (Signal.) *The children respond*.
- (Repeat *d* for the remaining words.)
- (Repeat *d* and *e* until firm.)

### Cross-out game

(Point to the boxed word in the Cross-out Game.) Everybody, here's the word you're going to cross out today. What word? (Signal.) *Not*. Yes, **not**.

### Pair relations

- (Point to the pair-relations exercise on side 2.) You're going to circle the picture in each box that shows what the words say.
- (Point to the space at the top of the page.) After you finish, remember to draw a picture that shows **thé gôat âte thê cōat**.

## ★ INDIVIDUAL CHECKOUT: STORYBOOK

### EXERCISE 25

#### 2½-minute individual fluency checkout: rate/accuracy—whole story

(Make a permanent chart for recording results of individual checkouts. See Teacher's Guide for sample chart.)

- 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 the fast way 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 108.
- If you make too many errors or don't read the story in less than two and a half minutes, you'll have to practice it 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.
- (Call on a child. Tell the child:) Read the whole story very carefully the fast way. 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 more than three errors 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.)
- (Record two stars for each child who reads appropriately. Congratulate those children.)
- (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.)  
41 words/**2.5 min** = 16 wpm [**3 errors**]