

**EXERCISE 1**

**Patterns**

- a. You're going to write words with endings. Some of the words are spelled with the letters **A-W**. Number your paper from 1 through 5. ✓
- b. Word 1 is **fastest**. Who can run the **fastest**? What word? (Signal.) *Fastest*.
  - Write the word **fastest**. ✓
- c. Word 2 is **roomful**. We had a **roomful** of flowers. What word? (Signal.) *Roomful*.
  - Write the word **roomful**. ✓
- d. Word 3 is **awful**. I felt **awful**. What word? (Signal.) *Awful*.
  - Write the word **awful**. ✓
- e. Word 4 is **crawling**. The baby was **crawling** across the floor. What word? (Signal.) *Crawling*.
  - Write the word **crawling**. ✓
- f. Word 5 is **clearly**. We could see the ship **clearly**. What word? (Signal.) *Clearly*.
  - Write the word **clearly**. ✓
- g. Check your work. Make an **X** next to any word you got wrong.
- h. Word 1. Spell **fastest**. Get ready. (Tap for each letter.) *F-A-S-T-E-S-T*.
  - (Repeat for: **2. roomful**, **3. awful**, **4. crawling**, **5. clearly**.)

**EXERCISE 2**

**Phonemic Segmentation**

- a. Listen: **fast**. Say it. (Signal.) *Fast*.
- b. I'll say the sounds in **fast**:  
**fff . . . aaa . . . sss . . . t**.
- Say the sounds in **fast**. Get ready. (Tap for each sound.) *fff . . . aaa . . . sss . . . t*.

**To correct:**

- (Return to step a.)

- c. What's the first sound in **fast**? (Signal.) *fff*.

**To correct:**

- (Say the correct sound.)
- (Return to step a.)

- d. Next sound? (Signal.) *aaa*.
- e. Next sound? (Signal.) *sss*.
- f. Next sound? (Signal.) *t*.

- g. Listen: **stop**. Say it. (Signal.) *Stop*.
- h. I'll say the sounds in **stop**:  
**sss . . . t . . . ooo . . . p**.
- i. Say the sounds in **stop**. Get ready. (Tap for each sound.) *sss . . . t . . . ooo . . . p*.
- j. What is the first sound in **stop**? (Signal.) *sss*.
- k. Next sound? (Signal.) *t*.
- l. Next sound? (Signal.) *ooo*.
- m. Next sound? (Signal.) *p*.  
**Yes. Those are the sounds in stop.**
- (Repeat steps g–m for **spot [sss . . . p . . . ooo . . . t]**, **clap [c . . . ll . . . aaa . . . p]**.)
- n. (Call on individual students to say the sounds in: **fast, stop, spot, clap**.)

**EXERCISE 3**

**Spelling Review**

- a. You're going to spell words.
- b. Word 1 is **solid**. Spell **solid**. Get ready. (Signal.) *S-O-L-I-D*.
- c. Word 2 is **claw**. Spell **claw**. Get ready. (Signal.) *C-L-A-W*.
- d. Word 3 is **youthful**. Spell **youthful**. Get ready. (Signal.) *Y-O-U-T-H-F-U-L*.
- e. Word 4 is **drawing**. Spell **drawing**. Get ready. (Signal.) *D-R-A-W-I-N-G*.
- f. (Give individual turns on: **1. solid**, **2. claw**, **3. youthful**, **4. drawing**.)