General guidelines for delivering an effective DI lesson using critical phrasing:

- Speak quickly and with expression.
- Pause and punch **bold** words by stressing words that are important by saying them louder – not slower.
- Identify where pause and punch would be beneficial even if not bold or otherwise indicated in the exercise.
- Use a normal speaking rate & volume for the rest of the verbal presentation.
- Make your message sound important.
- Practice script-identified and **teacher-identified** critical phrasing **before** teaching the exercise/lesson to students.

**Practice lessons/exercises included in this packet:**

- Reading Mastery Signature Edition Language, Grade 1, L. 7
- Reading Mastery Signature Edition Language, Grade K, L. 89
- DISTAR Arithmetic I, L. 89
- Reading Mastery Signature Edition Reading, Grade 3, L. 16

*Some of this content was adapted from the programs’ teacher’s guides published by McGraw-Hill.*
Language 1, Lesson 7, Exercise parts 7–12

Teaching Notes
This exercise does not require the children to discriminate between parts that tell where and parts that tell when. However, they must identify the parts that tell when. Make sure that their responses are firm in steps 4, 5, and 6. In lesson 7, children discriminate between statements that tell where and statements that tell when. In this lesson, children first review statements that tell where. Then they review statements that tell when. Finally, they discriminate between the two types of the statements.

Here’s the part of the exercise that requires them to tell whether the statement tells where or when.

7. I’ll say statements. Some will tell when. Some will tell where.
   • Listen: The boat sailed under the bridge. Does that statement tell where or tell when? (Signal.) Where.
   • Say the words that tell where. Get ready. (Signal.) Under the bridge.

8. Listen: The boat sailed in the evening. Does that statement tell where or tell when? (Signal.) When.
   • Say the words that tell when. Get ready. (Signal.) In the evening.

9. Listen: The boat sailed near the shore. Does that statement tell where or tell when? (Signal.) Where.
   • Say the words that tell where. Get ready. (Signal.) Near the shore.

10. Listen: The boat sailed for five days. Does that statement tell where or tell when? (Signal.) When.
    • Say the words that tell when. Get ready. (Signal.) For five days.

11. Listen: The boat sailed during a terrible storm. Does that statement tell where or tell when? (Signal.) When.
    • Say the words that tell when. Get ready. (Signal.) During a terrible storm.

12. Listen: The boat sailed over large waves. Does that statement tell where or tell when? (Signal.) Where.
    • Say the words that tell where. Get ready. (Signal.) Over large waves.
**EXERCISE 3  Opposites Review**

We're going to play a word game.

a. Listen. I'm thinking of rabbits that are not wet. They're not wet. So what do you know about them? (Pause. Signal.) *They're dry.*

b. Listen. I'm thinking of a basket that is not small. It's not small. So what do you know about it? (Pause. Signal.) *It's big.*

c. (Repeat the exercise until all children's responses are firm.)

**Individual Turns**

(Repeat the exercise, calling on different children for each step.)

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**EXERCISE 4  Information and Days of the Week**

Let's see how much you know.

a. What's the name of the city you live in? (Signal. Wait.)

b. What's the name of the state you live in? (Signal. Wait.)

c. What's the name of the school you go to? (Signal. Wait.)

• (Repeat step a until all children's responses are firm.)

b. How many days are there in a week? (Signal.) *Seven.*

Say the days of the week. (Signal.) *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.*

c. Everybody, today is ___.

What day is today? (Pause. Signal. Wait.)

So what day will tomorrow be? (Pause. Signal. Wait.)

d. (Repeat the exercise until all children's responses are firm.)

**Individual Turns**

(Repeat the exercise, calling on different children for each step.)
EXERCISE 4: ADDING TENS

a. My turn to plus tens. I'll start with 21 and plus tens to 51.
   • What number will I start with? (Signal.) 21.
   • What number will I plus tens to? (Signal.) 51.

   Your turn: Start with 21 and plus tens to 51.
     (Tap 3.) 31, 41, 51.
     (Repeat step b until firm.)

c. My turn to start with 22 and plus tens to 52.
   • What number will I start with? (Signal.) 22.
   • What number will I plus tens to? (Signal.) 52.

d. Here I go: Twenty-twooo, 32, 42, 52.
   Your turn: Start with 22 and plus tens to 52.
   • Get 22 going. Twenty-twooo. Plus tens.
     (Tap 3.) 32, 42, 52.
     (Repeat step d until firm.)

e. My turn to start with 25 and plus tens to 55.
   • What number will I start with? (Signal.) 25.
   • What number will I plus tens to? (Signal.) 55.

f. Here I go: Twenty-fiive, 35, 45, 55.
   Your turn: Start with 25 and plus tens to 55.
   • Get 25 going. Twenty-fiive. Plus tens. (Tap 3.)
     35, 45, 55.
     (Repeat step f until firm.)

g. My turn to start with 26 and plus tens to 56.
   • What number will I start with? (Signal.) 26.
   • What number will I plus tens to? (Signal.) 56.

h. Here I go: Twenty-siix, 36, 46, 56.
   Your turn: Start with 26 and plus tens to 56.
   • Get 26 going. Twenty-siix. Plus tens. (Tap 3.)
     36, 46, 56.
     (Repeat step h until firm.)
EXERCISE 1

Vocabulary

a. Find page 352 in your textbook. ✔
   • Touch sentence 3. ✔
   • This is a new vocabulary sentence. It says: She actually repeated that careless mistake.
   • Everybody, read that sentence. Get ready. (Signal.) She actually repeated that careless mistake.
   • Close your eyes and say the sentence. Get ready. (Signal.) She actually repeated that careless mistake.
   • (Repeat until firm.)

b. Actually means really. So, if she actually repeated that careless mistake, she really repeated that mistake.
   • Everybody, what’s another way of saying That mean-looking dog is really a very nice dog? (Signal.) That mean-looking dog is actually a very nice dog.
   • What’s another way of saying I’m really not very thirsty? (Signal.) I’m actually not very thirsty.

c. When you repeat something, you do it again and again and again. Everybody, what word did I repeat? (Signal.) Again.
   • What word means to do something again? (Signal.) Repeat.

d. Careless is the opposite of careful. What word means the opposite of careful? (Signal.) Careless.
   • So a careless mistake is one that happens because you are not careful.

e. Listen to the sentence again: She actually repeated that careless mistake. Everybody, say the sentence. Get ready. (Signal.) She actually repeated that careless mistake.

f. Everybody, what word means the opposite of careful? (Signal.) Careless.
   • What word means did something again? (Signal.) Repeated.
   • What word means really? (Signal.) Actually.
   • (Repeat step f until firm.)
NIFDI Video In-Service Evaluation

Date: ___________________ Location: ________________________________
Your name (optional): ____________________________________________
Facilitator’s name: _____________________________________________________________________

<table>
<thead>
<tr>
<th>Strongly</th>
<th>Strongly</th>
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<tbody>
<tr>
<td>Agree</td>
<td>Disagree</td>
<td>Applicable</td>
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<tr>
<td>5</td>
<td>4</td>
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1. The session was logical and well organized. Comments __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. The content was useful and practical for my situation. Comments __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

3. The content was well presented. Comments __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

4. The handouts supported the video presentation. Comments __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

5. What are the 3 most important things (topics) you learned during this training?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

6. What specific recommendations would you make for improvement?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

7. What additional training would you like to receive?
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   __________________________________________________________________________
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8. Any other comments or suggestions?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

Thank you for your feedback.