National Institute for Direct Instruction

How to Correct Discrimination Errors
Vol. 2

Lesson Packet
Lesson 45

Reading Mastery Signature Edition (RMSE) Grade 2 Lesson 45

Column 3
m. Find column 3. ✔
   • (Teacher reference:)
   
   1. headed
   2. higher
   3. ladies
   4. wrapper

   • All these words have endings.

n. Word 1. What word? (Signal.) Headed.
   • (Repeat for words 2–4.)

o. Let’s read those words again.
   • Word 1. What word? (Signal.) Headed.
   • (Repeat for words 2–4.)

p. (Repeat step o until firm.)

Column 4
q. Find column 4. ✔
   • (Teacher reference:)
   
   1. although
   2. figure
   3. copilot
   4. taken

   • These words have more than one syllable. The first syllable is underlined.

r. Word 1 is although. What’s the first syllable? (Signal.) al.
   • What’s the whole word? (Signal.) Although.
   • What’s another way of saying He smiled but he was scared? (Signal.) He smiled although he was scared.

s. Word 2. What’s the first syllable? (Signal.) fig.
   • What’s the whole word? (Signal.) Figure.
   • What’s another way of saying They learned where the secret panel was? (Signal.) They figured out where the secret panel was.

t. Word 3. What’s the first syllable? (Signal.) co.
   • What’s the whole word? (Signal.) Copilot.

u. Word 4. What’s the first syllable? (Signal.) take.
   • What’s the whole word? (Signal.) Taken.

v. Let’s read those words again.
   • Word 1. What word? (Signal.) Although.
   • (Repeat for words 2–4.)
   • (Repeat step v until firm.)

Column 5
x. Find column 5. ✔
   • (Teacher reference:)
   
   1. weren’t
   2. dodge
   3. eager
   4. huge
   5. climb

   y. Word 1. What word? (Signal.) Weren’t.
   • What’s another way of saying The stones were not cold? (Signal.) The stones weren’t cold.

   z. Word 2. What word? (Signal.) Dodge.
   • (Repeat for words 3–5.)

   a. Let’s read those words again.
   • Word 1. What word? (Signal.) Weren’t.
   • (Repeat for words 2–5.)
   • (Repeat step a until firm.)

Column 6
c. Find column 6. ✔
   • (Teacher reference:)
   
   1. blown
   2. brave
   3. June
   4. gentlemen

   • Word 1. What word? (Signal.) Blown.
   • (Repeat for words 2–4.)

   e. Let’s read those words again.
   • Word 1. What word? (Signal.) Blown.
   • (Repeat for words 2–4.)
   • (Repeat step e until firm.)

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

EXERCISE 3

Vocabulary Review

a. Here’s the new vocabulary sentence:
   They were eager to hear the announcement.
   • Everybody, say that sentence. Get ready. (Signal.) They were eager to hear the announcement.
   • (Repeat until firm.)

b. What word tells how they felt about hearing the announcement? (Signal.) Eager.
   • What word means message? (Signal.) Announcement.
   • (Repeat step b until firm.)
EXERCISE 6  Identity Statements

1. We're going to talk about all of the things on this page. When I touch something, you tell me about it.
   a. (Point to a.) What is this? (Touch.) A shoe. Say the whole thing. (Touch.) This is a shoe.
   b. (Point to b.) What is this? (Touch.) A cup. Say the whole thing. (Touch.) This is a cup.
   c. (Point to c.) What is this? (Touch.) A girl. Say the whole thing. (Touch.) This is a girl.
   d. (Point to d.) What is this? (Touch.) A flower. Say the whole thing. (Touch.) This is a flower.
   e. (Point to e.) What is this? (Touch.) A chair. Say the whole thing. (Touch.) This is a chair.
   f. (Point to f.) What is this? (Touch.) A broom. Say the whole thing. (Touch.) This is a broom.

2. Let's do that again.
   (Repeat part 1 until all children's responses are firm.)

Individual Turns
(Repeat part 1, calling on different children for each step.)
i. (Repeat the following tasks for remaining families:)

<table>
<thead>
<tr>
<th>Point to __</th>
<th>Is a small number or the big number missing in this family?</th>
<th>Say the problem for the missing number.</th>
<th>What’s the answer?</th>
</tr>
</thead>
<tbody>
<tr>
<td>-- 4 &gt; 10</td>
<td>A small number. 10 – 4 6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>6 3 &gt; __</td>
<td>The big number. 6 + 3 9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>-- 2 &gt; 8</td>
<td>A small number. 8 – 2 6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>6 4 &gt; __</td>
<td>The big number. 6 + 4 10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

(Repeat families that were not firm.)

**Exercise 6: Column Subtraction**

*When 1st Equals Zero*

**a.** (Display:) [W]  

```
  5 3
- 5 1
  2

  4 3 9
- 4 1 0
  2

  6 4
- 6 0
  4
```

The beginning digit of the answer for these problems is zero. But we’re going to write the right digits for the answer.

- (Point to 53.) Read the problem. Get ready. (Touch.) 53 minus 51.
- Read the problem for the ones. (Touch.) 3 minus 1.
- What’s the answer? (Signal.) 2.
- (Add to show:) [55:6A]  

```
  5 3
- 5 1
  2

  4 3 9
- 4 1 0
  2

  6 4
- 6 0
  4
```

- Read the problem for the tens. Get ready. (Touch.) 5 minus 5.
- What’s the answer? (Signal.) Zero.
- (Add to show:) [55:6B]  

```
  5 3
- 5 1
  2

  4 3 9
- 4 1 0
  2

  6 4
- 6 0
  4
```

- Read the problem for the hundreds. Get ready. (Touch.) 4 minus 4.
- What’s the answer? (Signal.) Zero.
- Do I write zero? (Signal.) No.
- (Add to show:) [55:6C]  

```
  5 3
- 5 1
  2

  4 3 9
- 4 1 0
  2

  6 4
- 6 0
  4
```

- Read the problem for the hundreds. Get ready. (Touch.) 4 minus 4.
- What’s the answer? (Signal.) Zero.
- Do I write zero? (Signal.) No.
- (Add to show:) [55:6D]  

```
  5 3
- 5 1
  2

  4 3 9
- 4 1 0
  2

  6 4
- 6 0
  4
```

Now the answer is right.

- Read the whole equation. (Touch.) 53 – 51 = 2.
- (Point to 439.) Read the problem. Get ready. (Touch.) 439 minus 410.
- Read the problem for the ones. (Touch.) 9 minus zero.
- What’s the answer? (Signal.) 9.
- (Add to show:) [55:6E]  

```
  5 3
- 5 1
  2

  4 3 9
- 4 1 0
  2

  6 4
- 6 0
  4
```

- Read the problem for the tens. Get ready. (Touch.) 3 minus 1.
- What’s the answer? (Signal.) 2.
- (Add to show:) [55:6F]  

```
  5 3
- 5 1
  2

  4 3 9
- 4 1 0
  2

  6 4
- 6 0
  4
```

- Read the problem for the hundreds. Get ready. (Touch.) 4 minus 4.
- What’s the answer? (Signal.) Zero.
- Do I write zero? (Signal.) No.
- (Add to show:) [55:6G]  

```
  5 3
- 5 1
  2

  4 3 9
- 4 1 0
  2

  6 4
- 6 0
  4
```

- Read the problem for the tens. Get ready. (Touch.) 5 minus 5.
- What’s the answer? (Signal.) Zero.
- (Point to 64.) Read the problem. Get ready. (Touch.) 64 minus 60.
- Read the problem for the ones. (Touch.) 4 minus zero.
- What’s the answer? (Signal.) 4.
- (Add to show:) [55:6H]  

```
  5 3
- 5 1
  2

  4 3 9
- 4 1 0
  2

  6 4
- 6 0
  4
```

- Read the problem in the tens. Get ready. (Touch.) 6 minus 6.
- What’s the answer? (Signal.) Zero.
- Do I write zero? (Signal.) No.
- (Add to show:) [55:6I]  

```
  5 3
- 5 1
  2

  4 3 9
- 4 1 0
  2

  6 4
- 6 0
  4
```

- Read the problem in the tens. Get ready. (Touch.) 6 minus 6.
- What’s the answer? (Signal.) Zero.
- Do I write zero? (Signal.) No.
- Read the whole equation. (Touch.) 64 – 60 = 4.
- Remember, zero can’t be the first digit of the answer.