

LESSON 102

READING VOCABULARY

EXERCISE 1

Teacher reads the words in red

- I'll read each word in red. Then you'll spell each word.
- (Touch the ball for **people**.) My turn. (Slash as you say:) **People**. What word? (Signal.) *People*.
- (Return to the ball.) Spell it. Get ready. (Tap under each letter as the children say:) P-E-O-P-L-E.
 - What word did you spell? (Signal.) *People*.
- (Repeat steps b and c for each word in red.)
- Your turn to read all the words in this column.
- (Touch the ball for **people**. Pause.) Get ready. (Slash.) *People*.
- (Repeat step f for each remaining word in the column.)
- (Repeat steps f and g until firm.)

● **people** →

● **milk** →

● **ghost** →

● **laugh** →

● **New** →

● **king** →

● **sheep** →

EXERCISE 2

Words with underlined parts

- First you're going to read the underlined part of each word in this column. Then you're going to read the whole word.
- (Touch the ball for **bald**.) Read the underlined part. Get ready. (Tap the ball.) *All*. Read the whole word. (Pause.) Get ready. (Slash.) *Bald*.
- (Repeat step b until firm.)
- (Repeat steps b and c for each remaining word in the column.)
- (Repeat the column until children read all the words in order without making a mistake.)

● **bald** →

● **farm** →

● **about** →

● **bean** →

● **small** →

● **What** →

● **near** →

EXERCISE 3

Children spell, then read

- First you're going to spell each word. Then you're going to read that word the fast way.
- (Touch the ball for **your**.) Spell it. Get ready. (Tap under each letter as the children say:) Y-O-U-R.
 - (Return to the ball.) Read it. Get ready. (Slash.) Your.
- (Repeat step *b* for each remaining word in the column.)
- (Repeat steps *b* and *c* until firm.)

• your →

• She →

• grew →

• care →

• scare →

• homes →

• would →

EXERCISE 4

Words with underlined parts

- First you're going to read the underlined part of each word in this column. Then you're going to read the whole word.
- (Touch the ball for **mean**.) Read the underlined part. Get ready. (Tap the ball.) ēēē.
 - Read the whole word. (Pause.) Get ready. (Slash.) Mean.
- (Repeat step *b* until firm.)
- (Repeat steps *b* and *c* for each remaining word in the column.)
- (Repeat the column until children read all the words in order without making a mistake.)

• mean →

• jumped →

• arms →

• everything →

• Kittens →

• another →

• asked →

Individual test

- (Call on individual children to read one column of words from the lesson.)
- (Praise children who read all words with no errors.)

STORYBOOK

STORY 102

EXERCISE 5

Reading—decoding

- a. (Pass out Storybook 2.)
- b. Everybody, open your reader to page 52.
- c. Remember, if the group reads all the way to the red 5 without making more than five errors, we can go on.
- d. Everybody, touch the title of the story. ✓
- e. If you hear a mistake, raise your hand. Remember, children who do not have their place lose their turn. (Call on individual children to read two or three sentences. Do not ask comprehension questions. Tally all errors.)

To Correct

word-identification errors (**from**, for example)

1. That word is **from**. What word? *From*.
2. Go back to the beginning of the sentence and read the sentence again.

- f. (If the children make more than five errors before they reach the red 5: when they reach the 5 return to the beginning of the story and have the children reread to the 5. Do not ask comprehension questions. Repeat step *f* until firm, and then go on to step *g*.)
- g. (When the children read to the red 5 without making more than five errors: read the story to the children from the beginning to the 5. Ask the specified comprehension questions. When you reach the 5, call on individual children to continue reading the story. Have each child read two or three sentences. Ask the specified comprehension questions.)

The Kitten's New Home¹

A kitten was sad because she did not have a home. She tried to live in a mail box and a nest and a fish bowl.² But she did not like these homes.

She started to cry. A small girl asked her, "Why are you crying?"

The kitten told the small girl about the mail box and the nest and the fish bowl. Then the kitten said, "I am sad because I have no home."³

The girl said, "I live on a farm. We have a big farm house. We have a barn. And it is fun to play in the barn. We have sheep and cows.⁴ And the cows give lots of milk. We have everything but one thing."

"What is that?" the kitten asked.

The girl said, "We don't have a kitten and I love kittens."⁵

Then the small girl said, "Would you like to live on our farm?"⁵⁶

The kitten jumped into the girl's arms.⁷ "I will be your kitten," the kitten said. She gave the girl one kiss and then another kiss.

So the girl and the kitten went to the farm. The kitten had a home and the girl had a kitten.⁸ She loved that kitten.

This story is over.

- ¹ What's going to happen in this story? (The children respond.)
- ² Where did she try to live first? (Signal.) *In a mail box.*
- Then where did she try to live? (Signal.) *In a nest.*
- Then where did she try to live? (Signal.) *In a fish bowl.*
- ³ Who said that? (Signal.) *The kitten.*
- What did she say? (Signal.) *I am sad because I have no home.*
- Who is the kitten talking to? (Signal.) *The girl.*
- ⁴ Name some things they have on the girl's farm. (The children respond.)
- ⁵ Does the girl like kittens? (Signal.) Yes.
- ⁶ What did she ask? (Signal.) *Would you like to live on our farm?*
- What do you think the kitten will answer? (The children respond.)
- ⁷ Why did she do that? (The children respond.)
- ⁸ Did the kitten find a new home? (Signal.) Yes.
- Where? (The children respond.)
- What did the girl get? (Signal.) *A kitten.*

EXERCISE 6

Picture comprehension

- a. Look at the picture.
- b. (Ask these questions:)
 1. Where are the girl and the kitten in this picture? (Signal.) *On a farm.*
 2. How do you know that they are on a farm? (Let the children comment for ten seconds. Then comment briefly.)
 3. What is the girl doing? (Signal.) *Holding the kitten.*
 4. How does the girl feel? (The children respond.)
 - Look at her face. How can you tell that she looks happy? (The children respond.)
 5. (Point to the freckles.) *Those little dots on her face are freckles. Do you know anyone who has freckles?* (The children respond.)

WORKSHEET 102**STORY-ITEMS REVIEW**

The children will need pencils.

EXERCISE 7

Children read and do story-items review

- a. (Pass out Worksheet 102 to each child.)
- b. (Hold up side 1 of your worksheet and point to the row of stars below story item 7.)
- c. Everybody, touch this row of stars on your worksheet. ✓
- d. The items below the stars are about an old story. You didn't read that story today.
- e. Everybody, get ready to read item 1. First word. ✓
 - Get ready. (Tap for each word as the children read:) *What did the tame tiger like to eat?*
- f. What's the answer to item 1? (Signal.) *Ice cream. Yes, ice cream.*
- g. Everybody, write the answer in the blank. ✓
- h. Read item 2 to yourself and raise your hand when you know the answer.
- i. (When all the hands are raised, say:) *Everybody, what's the answer to item 2?* (Signal.) *Stones.*
- j. Everybody, write the answer in the blank. ✓
- k. Everybody, you'll do the other item later.

INDEPENDENT ACTIVITIES**EXERCISE 8**

Summary of independent activities

Everybody, now you'll do your worksheet. Remember to do all parts of the worksheet and to read all the parts carefully.

END OF LESSON 102