**READING VOCABULARY**

**EXERCISE 2**

Teacher reads the words in red.

**a.** I'll read each word in red. Then you'll spell each word by letter names.

**b.** (Touch the ball for plants.) My turn. (Slash as you say:) Plants. What word? (Signal.) Plants.

**c.** (Return to the ball.) Spell by letter names. Get ready. (Tap under each letter as the children say:) P-L-A-N-T-S.

- What word did you spell? (Signal.) Plants.

**d.** (Repeat steps b and c for each remaining word.)

**e.** Your turn to read all the words in this column.

**f.** (Touch the ball for plants.) Pause. Get ready. (Slash.) Plants.

**g.** (Repeat step f for each remaining word in the column.)

**h.** (Repeat steps f and g until firm.)

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To Correct word-identification errors (hope, for example)

1. That word is **hope**. What word? (Signal.) **Hope**.
2. (Return to the first word in the column and present all words in order.) **Starting over**.

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**CAPITAL LETTERS**

**EXERCISE 1**

Reviewing hard capitals

**a.** These are capital letters that you have seen before. See if you can tell me the letter name of each capital letter on this page.

**b.** (Point under capital R.) What capital? (Signal.) R.

**c.** (Repeat step b for each remaining capital.)

**d.** (Repeat steps b and c until firm.)