



## Delivering an effective DI Lesson: Critical Phrasing\*

### 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
- Connecting Math Concepts: Comprehensive Edition, Level B, L. 9
- 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.

## 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*.

## Language K, Teacher Presentation, Lesson 89

### 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.)

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

## Connecting Math Concepts, Comprehensive Edition B, Teacher Presentation, Lesson 9, Exercise 4

### EXERCISE 4: ADDING TENS

REMEDY

- 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.
- b. Here I go: Twenty-wuuun, 31, 41, 51.  
Your turn: Start with 21 and plus tens to 51.
  - Get 21 going. *Twenty-wuuun*. Plus tens. (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-two000, 32, 42, 52.  
Your turn: Start with 22 and plus tens to 52.
  - Get 22 going. *Twenty-two000*. 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-fiiive, 35, 45, 55.  
Your turn: Start with 25 and plus tens to 55.
  - Get 25 going. *Twenty-fiiive*. 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-siiix, 36, 46, 56.  
Your turn: Start with 26 and plus tens to 56.
  - Get 26 going. *Twenty-siiix*. 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.)