

Materials: Each child will need scissors and paste for exercise 8.

EXERCISE 1

LETTER IDENTIFICATION

a. (Write on the board:)

j

- This letter is **J**. What letter? (Touch.) *J*.

TEXTBOOK

b. Open your textbook to lesson 53. Find the letters on the branch. ✓

- (Teacher reference:)

j k h j d

- Touch and say the letters on the branch.
- c. Touch under the first letter. ✓
What letter? (Signal.) *J*.
- d. Next letter. ✓
What letter? (Signal.) *K*.
- e. (Repeat step d for remaining letters.)

EXERCISE 2

SOUNDS

- a. Find the trunk of the tree. ✓
- (Teacher reference:)

p
ai
y
ea
i
oa

- Say the sounds for the letters and combinations.

- b. First sound. Get ready. (Signal.) *p*.
- c. Next sound. Get ready. (Signal.) *AAA*.
- d. Next sound. Get ready. (Signal.) *III*.
- e. Next sound. Get ready. (Signal.) *EEE*.
- f. Next sound. Get ready. (Signal.) *III*.
- g. Last sound. Get ready. (Signal.) *OOO*.
- h. (Repeat steps b through g until firm.)

EXERCISE 3

READING WORDS

Words with Y

- a. Find the owl. ✓
- (Teacher reference:)

1. fry
2. spy

- These are words that have the letter **Y**.
- b. Touch number 1. ✓
That word is **fry**.
- Touch and say the sounds. Get ready.
(Tap 3 times.) *fff . . . rrr . . . III*.
- Again. Get ready. (Tap 3 times.)
fff . . . rrr . . . III.
- What word? (Signal.) *Fry*.
Yes, you **fry** things in a frying pan.
- c. Touch number 2. ✓
- Touch and say the sounds. Get ready.
(Tap 3 times.) *sss . . . p . . . III*.
- Again. Get ready. (Tap 3 times.)
sss . . . p . . . III.
- What word? (Signal.) *Spy*.
- d. You are reading tough words.

Individual Turns

- (Call on different children.)
- Say the sounds and read word 1.
[fff . . . rrr . . . III; fry.]
- Say the sounds and read word 2.
[sss . . . p . . . III; spy.]

EXERCISE 4

READING WORDS

Final E

a. (Write on the board:)

a i

b. Find the bunny. ✓

• (Teacher reference:)

- | |
|---------|
| 1. ate |
| 2. fine |
| 3. safe |

- The words on the bunny have letter combinations that are split. The blue letter is at the end of the word. Another letter in the word says its name. In these words, that letter is **A** or **I**.
- c. Word 1. Touch the letter that says its name. ✓
- Everybody, what letter are you touching? (Signal.) **A**.
 - Remember, the blue letter tells you that you'll say **AAA** for that letter, not **aaa**. What sound will you say? (Signal.) **AAA**.
 - What will you say for the blue letter? (Signal.) **Nothing**.
- d. Word 2. Touch the letter that says its name. ✓
- Everybody, what letter are you touching? (Signal.) **I**.
- e. Word 3. Touch the letter that says its name. ✓
- Everybody, what letter are you touching? (Signal.) **A**.
- f. Go back to word 1. ✓
- Touch and say the sounds for the black letters. Get ready. (Tap 2 times.) **AAA . . . t**.
 - What word? (Signal.) **Ate**.
Yes, we **ate** a meal.
- g. Word 2. Touch and say the sounds for the black letters. Get ready. (Tap 3 times.) **fff . . . III . . . nnn**.
- Again. Touch and say the sounds. Get ready. (Tap 3 times.) **fff . . . III . . . nnn**.
 - What word? (Signal.) **Fine**.
Yes, the meal was **fine**.

- h. Word 3. Touch and say the sounds for the black letters. Get ready. (Tap 3 times.) **sss . . . AAA . . . fff**.
- Again. Touch and say the sounds. Get ready. (Tap 3 times.) **sss . . . AAA . . . fff**.
 - What word? (Signal.) **Safe**.
Yes, we should be **safe**.

Individual Turns

- (Call on different children.)
- Say the sounds and read word 1. **[AAA . . . t; ate.]**
- Say the sounds and read word 2. **[fff . . . III . . . nnn; fine.]**
- Say the sounds and read word 3. **[sss . . . AAA . . . fff; safe.]**

EXERCISE 5

READING WORDS

aaa vs. AAA

a. Find the snake. ✓

• (Teacher reference:)

- | | |
|-----------------|----------------|
| 1. <u>p</u> ail | 2. pa <u>i</u> |
|-----------------|----------------|

- b. The words on the snake have the letter **A**. In some words, the **A** says **aaa**. In other words, it says **AAA**. Remember the rule: If there's a blue letter, the sound is **AAA**. If there's no blue letter, the sound is **aaa**.
- c. Word 1. Is there a blue letter in the word? (Signal.) Yes.
So you'll say **AAA**.
- Touch and say the sounds for the black letters. Get ready. (Tap 3 times.) **p . . . AAA . . . ill**.
 - Say it fast. (Signal.) **Pail**.
Yes, a **pail** is a bucket.
- d. Word 2. Is there a blue letter in the word? (Signal.) No.
So you **won't** say **AAA**. What will you say? (Signal.) **aaa**.
- Touch and say the sounds. Get ready. (Tap three times.) **p . . . aaa . . . ill**.
 - Say it fast. (Signal.) **Pal**.

Individual Turns

- (Call on different children.)
- Say the sounds and read word 1.
[p . . . AAA . . . lll; pail.]
- Say the sounds and read word 2.
[p . . . aaa . . . lll; pal.]

EXERCISE 6

STORY READING

- a. Find the book. ✓

- (Teacher reference:)

- | |
|---|
| <p>1. I feel <u>rain</u>.</p> <p>2. See me <u>sail</u>.</p> |
|---|

- First you're going to read the sentences. Then you'll see the pictures.
- b. Touch sentence 1. ✓
- First word. Everybody, what word? (Signal.) *I*.
 - Next word. Touch and say the sounds. Get ready. (Tap 3 times.)
fff . . . EEE . . . lll.
What word? (Signal.) *Feel*.
 - The last word has a blue letter. Touch and say the sounds. Get ready. (Tap 3 times.)
rrr . . . AAA . . . nnn.
What word? (Signal.) *Rain*.
 - Say all the words in sentence 1. Get ready. (Signal.) *I feel rain*.
- c. Touch sentence 2. ✓
- First word. Touch and say the sounds. Get ready. (Tap 2 times.)
sss . . . EEE.
What word? (Signal.) *See*.
 - Next word. Touch and say the sounds. Get ready. (Tap 2 times.)
mmm . . . EEE.
What word? (Signal.) *Me*.
 - The last word has a blue letter. Touch and say the sounds. Get ready. (Tap 3 times.)
sss . . . AAA . . . lll.
Again. Get ready. (Tap 3 times.)
sss . . . AAA . . . lll.
What word? (Signal.) *Sail*.
 - Say all the words in sentence 2. Get ready. (Signal.) *See me sail*.

Individual Turns

- (Call on different children to read sentence 1 or sentence 2.)

EXERCISE 7

PICTURE COMPREHENSION

- a. Find the story pictures. ✓



- Each picture shows what you just read.
- b. Get ready to touch the picture that shows **I feel rain**.
- Touch it. ✓
 - Who feels rain? (Signal.) *A girl*.
- c. Get ready to touch the picture that shows, **See me sail**.
- Touch it. ✓
 - Name the things that are in that picture. (Call on children. Ideas: *Sinbad; his daughters; a picnic; a sailboat*.)
 - Who is saying "**See me sail**"? (Call on a child. Ideas: *Sinbad's daughter; the one in the boat*.)
- d. Everybody, close your textbook. ✓

WORKBOOK

EXERCISE 8

STORY EXTENSION Cut-out Words

Note: Each child needs scissors and paste.

- Open your workbook to lesson 53. Find the story pictures. ✓
- These are like the pictures that are in your textbook, but they're in a different order. Each picture has a space under it. You'll cut out the sentence that goes with the picture and paste the sentence under the picture. The sentences are at the bottom of the page.
 - You've read this sentence before. Raise your hand when you know what the sentence says. ✓
(Call on a child. *See me sail.*)
 - One of the pictures shows somebody who could say, "See me sail." ✓
 - Everybody, touch that picture. ✓
 - Later you'll paste the top sentence in the space below the picture that shows somebody sailing.
- Touch the bottom sentence. ✓
 - Raise your hand when you know what the sentence says. ✓
(Call on a child. *I feel rain.*)
 - One of the pictures shows somebody who could say, "I feel rain." ✓
 - Everybody, touch that picture. ✓
- Later you'll paste the bottom sentence in the space below the picture that shows somebody who feels rain. Then you'll color the pictures.

EXERCISE 9

INDEPENDENT ACTIVITY Writing Words for Pictures

- Find the box on the next page with three words in it. ✓
- Touch the first picture below the box of words. ✓
What's that? (Signal.) *Fan.*
 - Touch the next picture. ✓
What's that? (Signal.) *Sail.*
 - Touch the last picture. ✓
What's that? (Signal.) *Ear.*
- The words in the box above the pictures tell about the pictures. Later you'll read the words and **write** each word below the picture it tells about.

Matching Game

- Find the matching games. ✓
- Later you'll draw lines to connect letters that are the same and letter combinations that are the same. The combinations on the right side are not shown with blue letters.

EXERCISE 10

SPELLING WORDS

- You're going to spell words that have three sounds.
- Listen: **fan**. What word? (Signal.) *Fan.*
 - Say the three sounds in **fan**. Get ready. (Tap 3 times.) *fff . . . aaa . . . nnn.*
 - (Repeat until firm.)
 - How do you spell the sound **fff**? (Signal.) *F.*
 - How do you spell the sound **aaa**? (Signal.) *A.*
 - How do you spell the sound **nnn**? (Signal.) *N.*
 - So how do you spell the word **fan**? (Tap 3 times.) *F-A-N.*
- (Repeat step b until firm.)
- Spell **fan** again, and I'll write it on the board. (Tap 3 times.) *F-A-N.*

- (Write on the board:)

fan

- e. Listen: **for**. What word? (Signal.) *For*.
- Say the three sounds in **for**. Get ready. (Tap 3 times.) *fff . . . OOO . . . rrr*.
 - (Repeat until firm.)
 - How do you spell the sound **fff**? (Signal.) *F*.
 - How do you spell the sound **OOO**? (Signal.) *O*.
 - How do you spell the sound **rrr**? (Signal.) *R*.
 - So how do you spell the word **for**? (Tap 3 times.) *F-O-R*.
- f. (Repeat step e until firm.)
- g. Spell **for** again, and I'll write it on the board. (Tap 3 times.) *F-O-R*.
- (Write on the board:)

for

- h. Listen: **ran**. What word? (Signal.) *Ran*.
- Say the three sounds in **ran**. Get ready. (Tap 3 times.) *rrr . . . aaa . . . nnn*.
 - How do you spell the sound **rrr**? (Signal.) *R*.
 - How do you spell the sound **aaa**? (Signal.) *A*.
 - How do you spell the sound **nnn**? (Signal.) *N*.
 - So how do you spell the word **ran**? (Tap 3 times.) *R-A-N*.
- i. (Repeat step h until firm.)
- j. Spell **ran** again, and I'll write it on the board. (Tap 3 times.) *R-A-N*.
- (Write on the board:)

ran

- (Call on different children to spell one of the words on the board.)
- k. (Erase the board.)
- Your turn to write the words we just spelled.
 - l. Everybody, find the moon. ✓
 - Touch line 1. ✓
 - Write the word **for** on line 1. Pencils down when you're finished. (Observe children and give feedback.)

- (Write on the board:)

1. for

- Here's what you should have. **For** is spelled **F-O-R**.
- m. Touch line 2. ✓
- Write the word **ran** on line 2. Pencils down when you're finished. (Observe children and give feedback.)
 - (Write on the board:)

2. ran

- Here's what you should have. **Ran** is spelled **R-A-N**.
- n. Touch line 3. ✓
- Write the word **fan** on line 3. Pencils down when you're finished. (Observe children and give feedback.)
 - (Write on the board:)

3. fan

- Here's what you should have. **Fan** is spelled **F-A-N**.
- o. Raise your hand if you got everything right. ✓
- You're spelling and writing some hard words.

EXERCISE 11

WRITING LETTERS

- Find the rows of dotted letters. ✓
- Touch the first row. ✓
 - Everybody, what letter is that? (Signal.) *P*
- Touch the next row. ✓
 - Everybody, what letter is that? (Signal.) *M*
- Touch the next row. ✓
 - Everybody, what letter is that? (Signal.) *O*
- Later you'll complete all the rows.


Independent Work Summary

- Cut and paste sentences. Color story pictures.
- Writing words for pictures.
- Matching games.
- Complete **Ps**, **Ms**, and **Os**.

j k h j d

p
ai
y
ea
i
oa

- 
1. fry
 2. spy

- 
1. ate
 2. fine
 3. safe



1. pail

2. pal

1. I feel rain.
2. See me sail.

