

Materials: Each child will need lined paper.

TEXTBOOK

EXERCISE 1

SOUNDS

Letter Combinations with H

- a. Open your textbook to lesson 84. Find the little pig. ✓
- Let's help the pig find his way to his food. It's in the trough.
 - (Teacher reference:)

ch sh th wh

- The first combination is spelled **C-H**. What sound does that combination make? (Signal.) *ch*.
 - Yes, the word **cheer** starts with the combination **C-H**.
- b. Your turn. Touch and say the sounds for the combinations.
- First combination. (Signal.) *ch*.
 - Next combination. (Signal.) *shshsh*.
 - Next combination. (Signal.) *ththth*.
 - Last combination. (Signal.) *www*.
- c. (Repeat step b until firm.)
- d. Touch the letters in the pig's trough. ✓
- (Teacher reference:)

c x s k

- e. Touch and say the sounds for the letters.
- f. First sound. (Signal.) *k*.
- Next sound. (Signal.) *ksss*.
 - Next sound. (Signal.) *sss*.
 - Next sound. (Signal.) *k*.
- g. (Repeat step f until firm.)

EXERCISE 2

READING WORDS

- a. Find the big pig. ✓
- (Teacher reference:)

1. **wore** 2. **hard** 3. **hat**
4. **I'm** 5. **pay**

- b. Word 1 is **wore**. What word? (Signal.) *Wore*.
- Yes, she **wore** a new hat.
 - Spell **wore**. Get ready. (Tap 4 times.) *W-O-R-E*.
 - What word? (Signal.) *Wore*.
- c. Word 2. Say the sounds. Get ready. (Tap 3 times.) *h R d*.
What word? (Signal.) *Hard*.
- Yes, I'm working **hard**.
- d. Word 3. Get ready. (Tap 3 times.)
h aaa t.
What word? (Signal.) *Hat*.
- e. Word 4 has a funny mark because a letter is missing. Say the sounds. Get ready. (Tap 2 times.) *III mmm*.
- What word? (Signal.) *I'm*.
 - Yes, **I'm**. That's short for **I am. I'm** working hard.
- f. Word 5. Get ready. (Tap 2 times.)
p AAA.
What word? (Signal.) *Pay*.
- g. Let's read those words again, the fast way.
- Word 1. What word? (Signal.) *Wore*.
 - (Repeat for words 2-5.)

EXERCISE 3

READING WORDS

Words with Y as EEE

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

1. **only** 2. **funny**
3. **hurry** 4. **really**

- These are two-syllable words that end in **Y**. In these words, the **Y** doesn't say **III**. It says **EEE**.
- I'll tell you the first word. See if you can figure out the other words.
- b. Word 1 is spelled **O-N-L-Y**. That word is **only**. What's word 1? (Signal.) *Only*.
- Word 2 is spelled **F-U-N-N-Y**. What word? (Signal.) *Funny*.
- Word 3 is spelled **H-U-R-R-Y**. What word? (Signal.) *Hurry*.
- Word 4 is spelled **R-E-A-L-L-Y**. What word? (Signal.) *Really*.
- Raise your hand if you read all those words correctly. What readers!
- c. Let's read those words again, the fast way.
- **Word 1. What word?** (Signal.) *Only*.
- (Repeat for words 2-4.)

EXERCISE 4

READING WORDS

- a. Find the cow. ✓

- (Teacher reference:)

1. next	2. visit	3. drink
4. pond	5. taste	6. first

- b. Word 1 is tricky. It has a blue **E**. The **X** says its name. Say the sounds. Get ready. (Tap 3 times.) *nnn X t*.
Again. (Tap 3 times.) *nnn X t*.
What word? (Signal.) *Next*.
- Word 2. Say the sounds. Get ready. (Tap 5 times.) *vvv iii sss iii t*.
What word? (Signal.) *Visit*.
Yes, we had a nice **visit**.
 - Word 3. Say the sounds. Get ready. (Tap 5 times.) *d rrr iii nnn k*.
What word? (Signal.) *Drink*.
 - Word 4. Get ready. (Tap 4 times.)
p ooo nnn d.
What word? (Signal.) *Pond*.
Yes, a small lake is a **pond**.

- Word 5. Get ready. (Tap 4 times.)
t AAA sss t.
What word? (Signal.) *Taste*.
- Word 6. Get ready. (Tap 4 times.)
fff ur sss t.
What word? (Signal.) *First*.
- c. Let's read those words again, the fast way.
- **Word 1. What word?** (Signal.) *Next*.
- (Repeat for words 2-6.)

EXERCISE 5

READING WORDS

Two Syllables

- a. Find the horse. ✓

- (Teacher reference:)

1. something	2. someone
3. maybe	4. return

- These words have two syllables. In some words, each syllable is a smaller word.
- b. Word 1. What's the first syllable? (Signal.) *some*.
What's the whole word? (Signal.) *Something*.
- Word 2. What's the first syllable? (Signal.) *some*.
What's the whole word? (Signal.) *Someone*.
- Word 3. What's the first syllable? (Signal.) *may*.
What's the whole word? (Signal.) *Maybe*.
- Word 4. The first syllable is **re**. What's the first syllable? (Signal.) *re*.
What's the whole word? (Signal.) *Return*.
- c. Let's read those words again, the fast way.
- **Word 1. What word?** (Signal.) *Something*.
- (Repeat for words 2-4.)

Individual Turns



- (Call on different children to read one or two of the words on the page.)

EXERCISE 6

STORY READING

- Find the story. ✓
- You'll read the title of a story. Get ready. (Tap for each word.) *Bitter . . . Butter . . . Part . . . Three.*
- (Call on different children to read one or two sentences each.)
- (Teacher reference:)

The little turtle tasted the cake. Did she like the taste? No. She said, "Mom, this cake is not sweet. It is bitter."

Her mom said, "How can the cake be bitter? The batter has fine things in it."

Her mom tasted the cake and said, "Yuk. That cake is bitter."

- (Next page.)

Her mom started to think. After a while she said, "Something bitter got into the cake batter. I think it was the butter. Bitter butter makes the batter bitter."

The little turtle's mom asked, "Who sold you this butter?"

"The brown fox," the little turtle said.

Her mom said, "We will go back and see him. I have something to say to him."

More next time.

EXERCISE 7

COMPREHENSION

- Call on individuals to read one or two sentences each.
 - Call on individuals to answer each question.
- Now, you'll read the story again, and I'll ask questions.
 - Touch the title. ✓



Bitter Butter
Part Three

The little turtle tasted the cake. Did she like the taste? No. She said, "Mom, this cake is not sweet. It is bitter."

Her mom said, "How can the cake be bitter? The batter has fine things in it."

Her mom tasted the cake and said, "Yuk. That cake is bitter."

Bitter Butter, Part Three
The little turtle tasted the cake. Did she like the taste?
No.

- How did that cake taste? [Idea: *Bitter.*]
- What was in it that made it bitter? [Idea: *Butter.*]

She said, "Mom, this cake is not sweet. It is bitter."
 Her mom said, "How can the cake be bitter? The batter has fine things in it."
 Her mom tasted the cake and said, "Yuk. That cake is bitter."

- What did she say? [*Yuk. That cake is bitter.*]
 - Did she know that there was bitter butter in the batter? [Idea: *No, not yet.*]
 - Look at the picture. ✓
 - You can see her making a face. What is she saying in the picture? [*Yuk.*]
- c. Next page. ✓



Her mom started to think. After a while she said, "Something bitter got into the cake batter. I think it was the butler. Bitter butter makes the batter bitter."

The little turtle's mom asked, "Who sold you this butter?"

"The brown fox," the little turtle said.

Her mom said, "We will go back and see him. I have something to say to him."

More next time.

Her mom started to think.
 After a while she said,
 "Something bitter got into the
 cake batter. I think it was the
 butter. Bitter butter makes the
 batter bitter."

- Listen to the last part she said. It sounds sort of funny. **Bitter butter makes the batter bitter.** Who can say that? (Children respond.)

The little turtle's mom asked, "Who sold you this butter?"

"The brown fox," the little turtle said.

Her mom said, "We will go back and see him. I have something to say to him."

- Look at the picture. ✓
- Does the mom look very happy? [*No.*]
- What do you think she is saying? (Child's preference.)
- Do you think they'll throw out that bitter cake? (Children respond.)

WORKBOOK

EXERCISE 8

STORY EXTENSION

Writing Words in Picture

- Close your textbook. Go to lesson 84 in your workbook and write your name. ✓
- Find the picture for the story. ✓
 - Later, you'll fill in the missing words. The mom is asking a question. Finish the mom's question first. Then you'll know the answer to the question. The answer is what the little turtle said.

EXERCISE 9

INDEPENDENT WORK

Words for Pictures

- Find the pictures at the bottom of the page. ✓
- Later, you'll write words under the pictures.

Story Items

- Find the items on side 2. ✓
- Later, you'll complete the items.

Marking Combinations

- Find the words at the bottom of the page. ✓
- The combinations are not marked in these words. Later, you'll read the words to yourself and underline the combination in each word.

LINED PAPER

EXERCISE 10

SPELLING WORDS

- You're going to write words you've written before.
- Number four lines on your paper. Pencils down when you're finished. ✓
- Word 1 is **hop**. What word? (Signal.) *Hop*.
Say the sounds. Get ready. (Tap 3 times.)
h ooo p.
- Write the word **hop**.
(Observe children and give feedback.)
- Word 2 is **shop**. What word?
(Signal.) *Shop*.
- Write the word **shop**.
(Observe children and give feedback.)
- (Write on the board:)

1 hop

2 shop

- Here are words 1 and 2.
- Word 3 is **tan**. What word? (Signal.) *Tan*.
- Say the sounds. Get ready. (Tap 3 times.)
t aaa nnn.
- Write the word **tan**.
(Observe children and give feedback.)
- Word 4 is **than**. What word?
(Signal.) *Than*.
- She ran faster **than** he did.
- Write the word **than**.
(Observe children and give feedback.)
- (Write on the board:)

3 tan

4 than

- Here are words 3 and 4.

EXERCISE 11

SENTENCE WRITING

- (Write on the board:)

Butter made the cake bitter.

- You're going to write this sentence.
(Call on a child to read the sentence.)
- Turn to the back of your paper. ✓
- Write the sentence on the top line.
(Observe children and give feedback.)
- Later, you can write the same sentence two more times on the lines below.

Independent Work Summary

- Story extension (write missing words).
- Write appropriate words for pictures.
- Story items (write responses to items).
- Underline combinations in words.
- Sentence writing (copy two more times: **Butter made the cake bitter.**)

ch sh th wh

c x s k

1. wore
2. hard
3. hat
4. I'm
5. pay

1. only
2. funny
3. hurry
4. really

1. next
2. visit
3. drink
4. pond
5. taste
6. first

1. something
2. someone
3. maybe
4. return

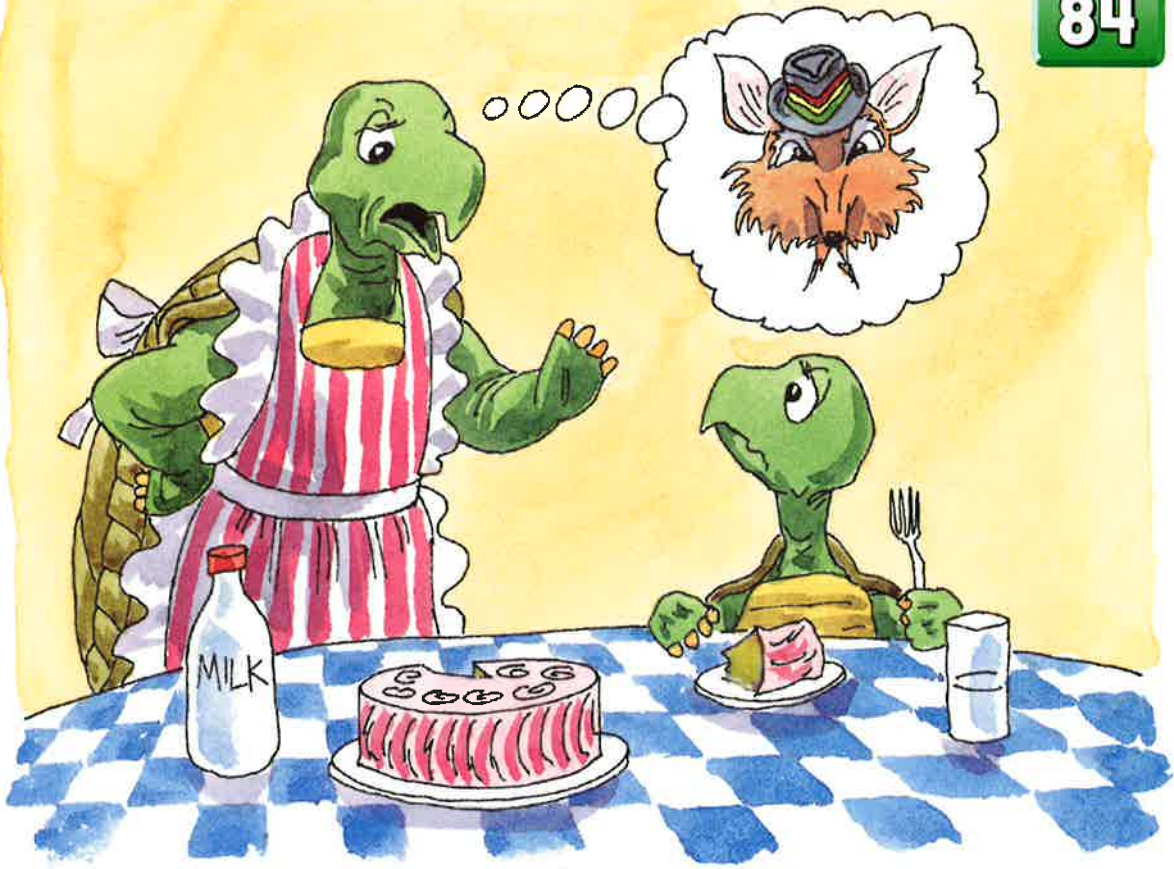


Bitter Butter Part Three

The little turtle tasted the cake. Did she like the taste? No. She said, "Mom, this cake is not sweet. It is bitter."

Her mom said, "How can the cake be bitter? The batter has fine things in it."

Her mom tasted the cake and said, "Yuk. That cake is bitter."



Her mom started to think. After a while she said, “Something bitter got into the cake batter. I think it was the butter. Bitter butter makes the batter bitter.”

The little turtle’s mom asked, “Who sold you this butter?”

“The brown fox,” the little turtle said.

Her mom said, “We will go back and see him. I have something to say to him.”

More next time.