EXERCISE 1
a. (Touch the ball for parts.) Read this word the fast way. Remember to look at the end of the word.
Get ready. (Signal.) Parts. Yes, parts.

b. Point to ar in parts. Everybody, what do these letters say? (Signal.) Best. Yes, best.
c. Touch the ball for parts. Get ready. (Quickly touch p, ar, t, s as the children say.) Parts. Yes, parts.
d. What word? (Signal.) Parts. Yes, parts.
e. (Repeat exercise until firm.)

EXERCISE 2
a. (Point to ing.) When these letters are together, they usually say in.
Get ready. (Signal.) In. Yes, in.
b. What do these letters usually say? (Signal.) ing. Yes, ing.
c. (Point to the words.) These are words you already know. See if you can read them when they look this way.
Get ready. (Signal.) Kites. Yes, kites.
d. What word? (Signal.) Kites. Yes, kites.
e. (Repeat exercise until firm.)

EXERCISE 3
a. Touch the ball for parts. Read this word the fast way. Remember to look at the end of the word.
Get ready. (Signal.) Parts. Yes, parts.
b. Point to ar in parts. Everybody, what do these letters say? (Signal.) Best. Yes, best.
c. Touch the ball for parts. Get ready. (Quickly touch p, ar, t, s as the children say.) Parts. Yes, parts.
d. What word? (Signal.) Parts. Yes, parts.

EXERCISE 4
Practice final -e rule
a. Read this word the fast way. Remember to look at the end of the word.
Get ready. (Signal.) Kites. Yes, kites.
b. Touch the ball for kites. Pause two seconds.
c. Touch the ball for kites. Sound it out. Get ready. (Quickly touch k, i, t, s as the children say.) Kites. Yes, kites.
d. What word? (Signal.) Kites. Yes, kites.
e. (Repeat exercise until firm.)

Individual test
(Call on individual children. Each child reads a different word.)

Do not touch small letters.
Get ready to read all the words on this page without making a mistake.
Do not touch small letters.

Get ready to read all the words on this page without making a mistake.

EXERCISE 5

a. Read these words the fast way. Store.


Yes, store.

c. (Repeat b for remaining words.) Store.

(Repeat any troublesome words.)

Individual test (Call on individual children. Each child reads a different word.)

Individual test

Do not touch small letters.

Get ready to read all the words on this page without making a mistake.
Exercise 6: Long and short vowel words

a. Read these words the fast way. Remember to look at the end of the word.

b. Touch the ball or rode. Pause two seconds.

c. Repeat (tap) for kite, sam, not, same, rod, note, and kit.

d. First word.

e. Repeat (tap) for each remaining word in the title.

Individual test

(Call on individual children to read a column of words from this lesson. If the column contains only one or two words, direct the child to read additional words from an adjacent column.)
Sample Lessons

EXERCISE 8

Remaining sentences

1. I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.
2. Get ready. (Tap.) Sam.
3. (Call on another child.) Read the next sentence.
4. (Repeat for the remaining words in the first three sentences. Have the children re-read the sentences until firm.)

EXERCISE 9

Second reading—sentences and questions

1. You're going to read the story again. This time I'm going to ask questions. Everybody, read the first word of the title. Get ready. (Tap on the first word of the title.)
2. Staying with the first word of the title, everybody, read the next sentence. (Tap for each word in the sentence.)
3. (Call on a child.) Read the next sentence. That word is from. What word? From.
4. (Call on another child.) Read the next sentence.
5. (Repeat for the remaining words in the story.)
6. (Occasionally have the group read a sentence.)
7. (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)
   - What will Sam get? (Signal.) A kite kit.
   - What kind of kit did he get? (Signal.)
   - Why does he have to read the paper? (Signal.)

- Everybody, get ready to read this story.
- First word.
- Get ready. (Tap.) Sam.
- Next word.
- Get ready. (Tap.) Liked.
- I'm going to call on individual children to read a sentence. Everybody, follow along and point to the words. If you hear a mistake, raise your hand.
- (Call on a child.) Read the next sentence. You are good at reading and at making things.
- (After each underlined sentence has been read, present each comprehension question specified below to the entire group.)
   - What will Sam get? (Signal.) A kite kit.
   - What is a kite kit? (The children respond.)
   - Yes, in a kite kit you get all the parts to build a kite.
   - What kind of kit did he get? (Signal.)
   - A toy car kit.
   - What is he going to make? (Signal.)
   - A toy car.
   - Why does he have to read the paper? (Signal.)
   - Everybody, say that. (Signal.) You are good at reading and at making things.
   - What did he get this time? (Signal.) A kite kit.
   - Why does he have to read the paper? (Signal.)
   - Write it. (Signal.)
   - Write the paper tells him how to make the kite.
Was there a paper in the kit? (Signal) No.
• I wonder how he’ll make the kite without that paper. (The children respond.)
• Let’s read and find out.

Everybody, say that question. (Signal) How can I make a kite if I don’t have the paper?
Everybody, say the man’s answer. (Signal) You will have to do the best you can.

We’ll read more next time.