Lesson 54

SOUNDS
EXERCISE 1
Teaching p as in pat
a. (Point to p.) My turn to say the sound for the letter p. It's a quick sound.
b. My turn. (Pause. Touch p for an instant, saying:) p. (Do not say puuh.)
c. Again. (Touch p and say:) p.
d. (Point to p.) Your turn. When I touch the letter, you say the sound.
(Pause.) Get ready. (Touch p.) p.
e. Again. (Touch p.) p.
f. (Repeat e until firm.)

EXERCISE 2
Individual test
(Call on different children to identify p.)

EXERCISE 3
Sounds firm-up
a. Get ready to say the sounds when I touch them.
b. (Alternate touching p and d. Point to the sound. Pause one second. Say:) Get ready. (Touch the sound.) The children respond.
c. (When p and d are firm, alternate touching p, g, d, and t until all four sounds are firm.)

EXERCISE 4
Individual test
(Call on different children to identify p, g, d, or t.)

EXERCISE 5
Sounds firm-up
a. (Point to p.) When I touch the sound, you say it.
c. Again. (Repeat b until firm.)
d. Get ready to say all the sounds when I touch them.

EXERCISE 6
Individual test
(Call on different children to identify one or more sounds in exercise 5.)
READING VOCABULARY

EXERCISE 7

Children rhyme with mop

a. (Touch the ball for mop.) You’re going to read this word the fast way. (Pause three seconds.) Get ready. (Move your finger quickly along the arrow.) Mop.

b. (Touch the ball for cop.) This word rhymes with (pause) mop. (Move to c, then quickly along the arrow.) Cop. Yes, What word? (Signal.) Cop.

c. (Touch the ball for top.) This word rhymes with (pause) mop. (Move to t, then quickly along the arrow.) Top. Yes, What word? (Signal.) Top.

EXERCISE 8

Children identify, then sound out an irregular word (was)

a. (Touch the ball for was.) Everybody, you’re going to read this word the fast way. (Pause three seconds.) Get ready. (Move your finger quickly along the arrow.) Was. Yes, was.

b. Now you’re going to sound out the word. Get ready. (Quickly touch w, a, s as the children say wwwwaasss.)

c. Again. (Repeat b.)

d. How do we say the word? (Signal.) Was. Yes, was.

e. (Repeat b and d until firm.)

EXERCISE 9

Individual test

(Call on different children to do b and d in exercise 8.)

EXERCISE 10

Children read the fast way

(Touch the ball for old.) Get ready to read this word the fast way. (Pause three seconds.) Get ready. (Signal.) Old.

EXERCISE 11

Children read the words the fast way

(Have the children read the words on this page the fast way.)

EXERCISE 12

Individual test

(Call on different children to read one word the fast way.)
EXERCISE 13
Children identify, then sound out an irregular word (of)
a. (Touch the ball for of.) Everybody, you're going to read this word the fast way. (Pause three seconds.) Get ready. (Move your finger quickly along the arrow.) Of. Yes, of.
b. Now you're going to sound out the word. Get ready. (Quickly touch o, f as the children say oooff.)
c. Again. (Repeat b.)
d. How do we say the word? (Signal.) Of. Yes, of.
e. (Repeat b and d until firm.)
f. (Call on different children to do b and d.)

EXERCISE 14
Children identify, then sound out an irregular word (to)
(Repeat the procedures in exercise 13 for to.)

EXERCISE 15
Children read the fast way
(Touch the ball for that.) Get ready to read this word the fast way. (Pause three seconds.) Get ready. (Signal.) That.

EXERCISE 16
Children sound out the word and tell what word
a. (Touch the ball for coat.) Sound it out.
b. Get ready. (Touch c, o, t as the children say cooøt.)
   • (If sounding out is not firm, repeat b.)
c. What word? (Signal.) Coat. Yes, coat.

EXERCISE 17
Children sound out the word and tell what word
a. (Touch the ball for goat.) Sound it out.
b. Get ready. (Touch g, o, t as the children say gøøøt.)
   • (If sounding out is not firm, repeat b.)
c. What word? (Signal.) Goat. Yes, goat.

EXERCISE 18
Children read the words the fast way
(Have the children read the words on this page the fast way.)

EXERCISE 19
Individual test
(Call on different children to read one word the fast way.)

Do not touch any small letters.
**Storybook**

**STORY 54**

**EXERCISE 20**

First reading—children read the story the fast way

(Have the children reread any sentences containing words that give them trouble. Keep a list of these words.)

a. (Pass out Storybook.)

b. Open your book to page 37 and get ready to read. ✓

c. We’re going to read this story the fast way.

d. Touch the first word. ✓

e. Reading the fast way. First word. (Pause three seconds.) Get ready. (Tap.) Thé.

f. Next word. ✓

(Pause three seconds.) Get ready. (Tap.) Old.

g. (Repeat f for the remaining words in the first sentence. Pause at least three seconds between taps. The children are to identify each word without sounding it out.)

h. (Repeat d through g for the next two sentences. Have the children reread the first three sentences until firm.)

i. (The children are to read the remainder of the story the fast way, stopping at the end of each sentence.)

j. (After the first reading of the story, print on the board the words that the children missed more than one time. Have the children sound out each word one time and tell what word.)

k. (After the group’s responses are firm, call on individual children to read the words.)

**EXERCISE 21**

Individual test

a. I’m going to call on different children to read a whole sentence the fast way.

b. (Call on different children to read a sentence. Do not tap for each word.)

**EXERCISE 22**

Second reading—children read the story the fast way and answer questions

a. You’re going to read the story again the fast way and I’ll ask questions.

b. First word. ✓

    Get ready. (Tap.) Thé.

c. (Tap for each remaining word. Pause at least three seconds between taps. Pause longer before words that gave the children trouble during the first reading.)

d. (Ask the comprehension questions below as the children read.)

**After the children read:**

<table>
<thead>
<tr>
<th>You ask:</th>
<th>What did she have? (Signal.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The old goat had an old coat.</em></td>
<td>An old coat.</td>
</tr>
<tr>
<td><em>The old goat said, &quot;I will eat this old coat.&quot;</em></td>
<td>I will eat this old coat.</td>
</tr>
<tr>
<td>So she did.</td>
<td>What did she do? (Signal.)</td>
</tr>
<tr>
<td><em>She ate the old coat.</em></td>
<td>She ate the old coat.</td>
</tr>
<tr>
<td><em>&quot;That was fun,&quot; she said.</em></td>
<td>What did she say? (Signal.)</td>
</tr>
<tr>
<td><em>&quot;I ate the old coat.&quot;</em></td>
<td>That was fun.</td>
</tr>
<tr>
<td><em>&quot;And now I am cold.&quot;</em></td>
<td>What did the goat say? (Signal.)</td>
</tr>
<tr>
<td><em>And now I am cold.</em></td>
<td>I ate the old coat.</td>
</tr>
<tr>
<td>Now the old goat is sad.</td>
<td>What did she say? (Signal.)</td>
</tr>
<tr>
<td>Why? (Signal.)</td>
<td>The children respond.</td>
</tr>
</tbody>
</table>

**EXERCISE 23**

Picture comprehension

a. What do you think you’ll see in the picture? (Call on a child. Accept appropriate responses.)

b. Turn the page and look at the picture. ✓

c. (Ask these questions:)

1. How does that goat feel? (Call on a child. Idea: Cold and sad.)

2. Why is she out in the cold without a coat? (Call on a child. Idea: Because she ate her coat.)

3. Did you ever go outside without a coat when it was cold? (Call on a child. Accept appropriate responses.)
SUMMARY OF INDEPENDENT WORK

EXERCISE 24

Introduction to independent activity

a. (Hold up worksheet 54.)
b. Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.) Let's go over the things you're going to do.

cross-out game

(Point to the boxed word in the Cross-out Game.) Everybody, here's the word you're going to cross out today. What word? (Signal.)
No. Yes, not.

d. Pair relations

a. (Point to the pair-relations exercise on side 2.) You're going to circle the picture in each box that shows what the words say.
b. (Point to the space at the top of the page.) After you finish, remember to draw a picture that shows the goat ate the coat.

Reading Checkout

(Make a permanent chart for recording results of individual checkouts. See Teacher's Guide for sample chart.)

EXERCISE 25

2-minute individual checkout: rate and accuracy

a. As you are doing your worksheet, I'll call on children one at a time to read the whole story. If you can read the whole story the fast way in less than two and a half minutes and if you make no more than three errors, I'll put two stars after your name on the chart for lesson 54.
b. If you make too many errors or don't read the story in less than two and a half minutes, you'll have to practice it and do it again. When you do read it in under two and a half minutes with no more than three errors, you'll get one star. Remember, two stars if you can do it the first time, one star if you do it the second or third time you try.
c. (Call on a child. Tell the child:) Read the whole story very carefully the fast way. Go. (Time the child. If the child makes a mistake, quickly tell the child the correct word and permit the child to continue reading. As soon as the child makes more than three errors or exceeds the time limit, tell the child to stop.) You'll have to read the story to yourself and try again later. (Plan to monitor the child's practice.)
d. (Record two stars for each child who reads appropriately. Congratulate those children.)
e. (Give children who do not earn two stars a chance to read the story again before the next lesson is presented. Award one star to each of those children who meet the rate and accuracy criterion.)

END OF LESSON 54

Present Language lesson 54 and Spelling lesson 54 before presenting lesson 55.
The old goat had an old coat.
The old goat said, "I will eat this old coat." So she did.
"That was fun," she said. "I eat the old coat, and now I am cold."
Now the old goat is sad.

The goat ate the coat.