National Institute for Direct Instruction

How to Correct Discrimination Errors Vol. 2

Lesson Packet
Lesson 45

Column 3
m. Find column 3. ✔
   • (Teacher reference:)
   
   - 1. headed
   - 2. higher
   - 3. ladies
   - 4. wrapper

   - All these words have endings.

n. Word 1. What word? (Signal.) Headed.
   • (Repeat for words 2–4.)

o. Let’s read those words again.
   • Word 1. What word? (Signal.) Headed.
   • (Repeat for words 2–4.)

p. (Repeat step o until firm.)

Column 4
q. Find column 4. ✔
   • (Teacher reference:)
   
   - 1. although
   - 2. figure
   - 3. copilot
   - 4. taken

   - These words have more than one syllable. The first syllable is underlined.

r. Word 1 is although. What’s the first syllable? (Signal.) al.
   • What’s the whole word? (Signal.) Although.
   • What’s another way of saying He smiled but he was scared? (Signal.) He smiled although he was scared.

s. Word 2. What’s the first syllable? (Signal.) fig.
   • What’s the whole word? (Signal.) Figure.
   • What’s another way of saying They learned where the secret panel was? (Signal.) They figured out where the secret panel was.

t. Word 3. What’s the first syllable? (Signal.) co.
   • What’s the whole word? (Signal.) Copilot.

u. Word 4. What’s the first syllable? (Signal.) take.
   • What’s the whole word? (Signal.) Taken.

v. Let’s read those words again.
   • Word 1. What word? (Signal.) Although.
   • (Repeat for words 2–4.)

w. (Repeat step v until firm.)

Column 5
x. Find column 5. ✔
   • (Teacher reference:)
   
   - 1. weren’t
   - 2. dodge
   - 3. climb
   - 4. huge
   - 5. eager

   - Word 1. What word? (Signal.) Weren’t.
   • What’s another way of saying The stones were not cold? (Signal.) The stones weren’t cold.

z. Word 2. What word? (Signal.) Dodge.
   • (Repeat for words 3–5.)

a. Let’s read those words again.
   • Word 1. What word? (Signal.) Weren’t.
   • (Repeat for words 2–5.)

b. (Repeat step a until firm.)

Column 6
c. Find column 6. ✔
   • (Teacher reference:)
   
   - 1. blown
   - 2. brave
   - 3. June
   - 4. gentlemen

   • (Repeat for words 2–4.)

e. Let’s read those words again.
   • Word 1. What word? (Signal.) Blown.
   • (Repeat for words 2–4.)

f. (Repeat step e until firm.)

Individual Turns
(For columns 1–6: Call on individual students, each to read one to three words per turn.)

EXERCISE 3

Vocabulary Review

a. Here’s the new vocabulary sentence: They were eager to hear the announcement.
   • Everybody, say that sentence. Get ready. (Signal.) They were eager to hear the announcement.
   • (Repeat until firm.)

b. What word tells how they felt about hearing the announcement? (Signal.) Eager.
   • What word means message? (Signal.) Announcement.
   • (Repeat step b until firm.)
EXERCISE 6  Identity Statements

1. We’re going to talk about all of the things on this page. When I touch something, you tell me about it.
   a. (Point to a.) What is this? (Touch.) A shoe. Say the whole thing. (Touch.) This is a shoe.
   b. (Point to b.) What is this? (Touch.) A cup. Say the whole thing. (Touch.) This is a cup.
   c. (Point to c.) What is this? (Touch.) A girl. Say the whole thing. (Touch.) This is a girl.
   d. (Point to d.) What is this? (Touch.) A flower. Say the whole thing. (Touch.) This is a flower.
   e. (Point to e.) What is this? (Touch.) A chair. Say the whole thing. (Touch.) This is a chair.
   f. (Point to f.) What is this? (Touch.) A broom. Say the whole thing. (Touch.) This is a broom.

2. Let’s do that again. (Repeat part 1 until all children’s responses are firm.)

Individual Turns
(Repeat part 1, calling on different children for each step.)
Exercise 6: Column Subtraction

**When 1st Equals Zero**

a. (Display:) 

\[
\begin{array}{ccc}
53 & - & 51 \\
\hline
4 & 3 & 9
\end{array}
\]

\[
\begin{array}{ccc}
64 & - & 60 \\
\hline
6 & 4
\end{array}
\]

The beginning digit of the answer for these problems is zero. But we're going to write the right digits for the answer.

- (Point to 53.) Read the problem. Get ready. (Touch.) 53 minus 51.
- Read the problem for the ones. (Touch.) 3 minus 1.
- What's the answer? (Signal.) 2.
- (Add to show): 

\[
\begin{array}{ccc}
53 & - & 51 \\
\hline
4 & 3 & 9
\end{array}
\]

- Read the problem for the tens. Get ready. (Touch.) 6 minus 6.
- What's the answer? (Signal.) Zero.
- Do I write zero? (Signal.) No.
- Read the whole equation. (Touch.) 53 – 51 = 2.
- What's the answer? (Signal.) 2.
- (Add to show): 

\[
\begin{array}{ccc}
53 & - & 51 \\
\hline
4 & 3 & 9
\end{array}
\]

- Read the problem for the hundreds. Get ready. (Touch.) 6 minus 6.
- What's the answer? (Signal.) Zero.
- Do I write zero? (Signal.) No.
- Read the whole equation. (Touch.) 64 – 60 = 4.
- What's the answer? (Signal.) 4.
- (Add to show): 

\[
\begin{array}{ccc}
53 & - & 51 \\
\hline
4 & 3 & 9
\end{array}
\]

Erase to show:

\[
\begin{array}{ccc}
53 & - & 51 \\
\hline
4 & 3 & 9
\end{array}
\]

Now the answer is right.

- Read the whole equation. (Touch.) 53 – 51 = 2.

b. (Point to 439.) Read the problem. Get ready. (Touch.) 439 minus 410.
- Read the problem for the ones. (Touch.) 9 minus zero.
- What's the answer? (Signal.) 9.
- (Add to show): 

\[
\begin{array}{ccc}
53 & - & 51 \\
\hline
4 & 3 & 9
\end{array}
\]

- Read the problem for the hundreds. Get ready. (Touch.) 4 minus 4.
- What's the answer? (Signal.) Zero.
- Do I write zero? (Signal.) No.
- Read the whole equation. (Touch.) 439 – 410 = 29.
- What's the answer? (Signal.) 2.
- (Add to show): 

\[
\begin{array}{ccc}
53 & - & 51 \\
\hline
4 & 3 & 9
\end{array}
\]

- Read the problem in the tens. Get ready. (Touch.) 5 minus 5.
- What's the answer? (Signal.) Zero.
- Do I write zero? (Signal.) No.
- Read the whole equation. (Touch.) 64 – 60 = 4.
- Remember, zero can't be the first digit of the answer.