

National Institute for Direct Instruction



How to Correct Discrimination Errors Vol. 2

Lesson Packet



Reading Mastery Signature Edition (RMSE) Grade 2 Lesson 45

Column 3

- m. Find column 3. ✓
 • (Teacher reference:)

1. headed	3. ladies
2. higher	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. <u>al</u>though	3. <u>co</u>copilot
2. <u>fi</u>gure	4. <u>ta</u>ken

- 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	4. huge
2. dodge	5. eager
3. climb	

- y. **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	3. June
2. brave	4. gentlemen

- d. **Word 1. What word?** (Signal.) *Blown.*
 • (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.)



a



b



c



d



e



f

i. (Repeat the following tasks for remaining families:)

(Point to __.)	Is a small number or the big number missing in this family?	Say the problem for the missing number.	What's the answer?
$\begin{array}{r} \underline{\quad} \xrightarrow{4} 10 \end{array}$	A small number.	$10 - 4$	6
$\begin{array}{r} \underline{6} \xrightarrow{3} \quad \end{array}$	The big number.	$6 + 3$	9
$\begin{array}{r} \underline{\quad} \xrightarrow{2} 8 \end{array}$	A small number.	$8 - 2$	6
$\begin{array}{r} \underline{6} \xrightarrow{4} \quad \end{array}$	The big number.	$6 + 4$	10

(Repeat families that were not firm.)

EXERCISE 6: COLUMN SUBTRACTION

WHEN 1ST EQUALS ZERO

REMEDY

a. (Display: W) [55:6A]

$$\begin{array}{r} 53 \\ - 51 \\ \hline \end{array} \quad \begin{array}{r} 439 \\ - 410 \\ \hline \end{array} \quad \begin{array}{r} 64 \\ - 60 \\ \hline \end{array}$$

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:) [55:6B]

$$\begin{array}{r} 53 \\ - 51 \\ \hline 2 \end{array} \quad \begin{array}{r} 439 \\ - 410 \\ \hline \end{array} \quad \begin{array}{r} 64 \\ - 60 \\ \hline \end{array}$$

- Read the problem for the tens. Get ready. (Touch.) *5 minus 5.*

- What's the answer? (Signal.) Zero.

(Add to show:) [55:6C]

$$\begin{array}{r} 53 \\ - 51 \\ \hline 02 \end{array} \quad \begin{array}{r} 439 \\ - 410 \\ \hline \end{array} \quad \begin{array}{r} 64 \\ - 60 \\ \hline \end{array}$$

(Point to **0**.) Is the number right or wrong? (Touch.) *Wrong.*

(Erase to show:)

[55:6D]

$$\begin{array}{r} 53 \\ - 51 \\ \hline 2 \end{array} \quad \begin{array}{r} 439 \\ - 410 \\ \hline \end{array} \quad \begin{array}{r} 64 \\ - 60 \\ \hline \end{array}$$

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:)

[55:6E]

$$\begin{array}{r} 53 \\ - 51 \\ \hline 2 \end{array} \quad \begin{array}{r} 439 \\ - 410 \\ \hline 9 \end{array} \quad \begin{array}{r} 64 \\ - 60 \\ \hline \end{array}$$

- Read the problem for the tens. Get ready. (Touch.) *3 minus 1.*

- What's the answer? (Signal.) 2.

(Add to show:)

[55:6F]

$$\begin{array}{r} 53 \\ - 51 \\ \hline 2 \end{array} \quad \begin{array}{r} 439 \\ - 410 \\ \hline 29 \end{array} \quad \begin{array}{r} 64 \\ - 60 \\ \hline \end{array}$$

- 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.) $439 - 410 = 29.$

c. (Point to **64**.) Read the problem. Get ready. (Touch.) *64 minus 60.*

- Read the problem for the ones. (Touch.) *4 minus zero.*

- What's the answer? (Signal.) 4.

(Add to show:)

[55:6G]

$$\begin{array}{r} 53 \\ - 51 \\ \hline 2 \end{array} \quad \begin{array}{r} 439 \\ - 410 \\ \hline 29 \end{array} \quad \begin{array}{r} 64 \\ - 60 \\ \hline 4 \end{array}$$

- Read the problem in 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.) $64 - 60 = 4.$

Remember, zero can't be the first digit of the answer.