

Textbook

EXERCISE 1

Reading Words

- a. Open your textbook to lesson 6. Find the letter **L**. ✓
- (Teacher reference:)

1. <u>sounded</u>	4. <u>valleys</u>
2. <u>following</u>	5. <u>anywhere</u>
3. <u>mountains</u>	6. <u>painting</u>

- You'll tell me the underlined part of each word and then tell me the whole word.
- b. Word 1. What's the underlined part? (Signal.) *sounded*.
- What's the whole word? (Signal.) *Sounded*.
- c. Word 2. What's the underlined part? (Signal.) *following*.
- What's the whole word? (Signal.) *Following*.
- d. Word 3. What's the underlined part? (Signal.) *mountain*.
- What's the whole word? (Signal.) *Mountains*.
- e. Word 4. What's the underlined part? (Signal.) *valley*.
- What's the whole word? (Signal.) *Valleys*.
- f. Word 5. What's the underlined part? (Signal.) *any*.
- What's the whole word? (Signal.) *Anywhere*.
- g. Word 6. What's the underlined part? (Signal.) *paint*.
- What's the whole word? (Signal.) *Painting*.
- h. Let's read those words again the fast way.
- Word 1. What word? (Signal.) *Sounded*.
 - (Repeat for remaining words: **following, mountains, valleys, anywhere, painting**.)

EXERCISE 2

Reading Words

- a. Find the letter **A**. ✓
- (Teacher reference:)

1. phone	4. lovely
2. of course	5. robot
3. moving	

- b. Word 1 is **phone**. What word? (Signal.) *Phone*.
Yes, answer the **phone**.
- Phone** has a very strange spelling. Spell word 1. Get ready. (Tap 5 times.) *P-H-O-N-E*.
 - What word? (Signal.) *Phone*.
- c. The words for number 2 are **of course**. What words? (Signal.) *Of course*.
Of course, you know that.
- Spell **of**. Get ready. (Tap 2 times.) *O-F*.
 - Spell **course**. Get ready. (Tap 6 times.) *C-O-U-R-S-E*.
 - What words did you spell? (Signal.) *Of course*.
- d. Spell word 3. Get ready. (Tap 6 times.) *M-O-V-I-N-G*.
- What word? (Signal.) *Moving*.
- e. Spell word 4. Get ready. (Tap 6 times.) *L-O-V-E-L-Y*.
- What word? (Signal.) *Lovely*.
- f. Spell word 5. Get ready. (Tap 5 times.) *R-O-B-O-T*.
- What word? (Signal.) *Robot*.
Yes, a **robot** is a machine that can do some of the things a human can do.
- g. Let's read those words again the fast way.
- Word 1. What word? (Signal.) *Phone*.
 - Number 2. What words? (Signal.) *Of course*.
 - Word 3. What word? (Signal.) *Moving*.
 - Word 4. What word? (Signal.) *Lovely*.
 - Word 5. What word? (Signal.) *Robot*.

EXERCISE 3

Reading Words

Words with O-I

- a. Find the letter **M**. ✓
 • (Teacher reference:)

- | | |
|------------------|-----------------|
| 1. <u>p</u> oint | 3. <u>bo</u> il |
| 2. <u>vo</u> ice | |

- b. You'll spell each word and then tell me the word.
 c. Spell word 1. Get ready. (Tap 5 times.)
P-O-I-N-T.
 • What word? (Signal.) *Point.*
 d. Spell word 2. Get ready. (Tap 5 times.)
V-O-I-C-E.
 • What word? (Signal.) *Voice.*
 e. Spell word 3. Get ready. (Tap 4 times.)
B-O-I-L.
 • What word? (Signal.) *Boil.*
 f. Let's read those words again the fast way.
 • Word 1. What word? (Signal.) *Point.*
 • (Repeat for remaining words: **voice, boil.**)

EXERCISE 4

Reading Words

- a. Find the letter **R**. ✓
 • (Teacher reference:)

- | | |
|------------------|---------------------|
| 1. <u>s</u> poke | 4. <u>to</u> gether |
| 2. <u>w</u> ash | 5. <u>me</u> rry |
| 3. <u>a</u> wful | 6. <u>m</u> usic |

- b. Word 1 is **spoke**. What word? (Signal.)
Spoke.
 Yes, she **spoke** in a very low voice.
 c. Word 2 is **wash**. What word? (Signal.)
Wash.
 Yes, **wash** your hands and face.
 d. Word 3 is **awful**. What word? (Signal.)
Awful.
 e. Word 4 is **together**. What word? (Signal.)
Together.
 f. Word 5 is **merry**. What word? (Signal.)
Merry.
 g. Word 6 is **music**. What word? (Signal.)
Music.

- h. Let's read those words again the fast way.
 • Word 1. What word? (Signal.) *Spoke.*
 • (Repeat for remaining words: **wash, awful, together, merry, music.**)

EXERCISE 5

Reading Words

Rhyming Words

- a. Find the letter **S**. ✓
 • (Teacher reference:)

- | | |
|------------------|-----------------|
| 1. <u>s</u> neak | 4. <u>g</u> ray |
| 2. <u>s</u> peak | 5. <u>n</u> ice |
| 3. <u>r</u> ay | 6. <u>m</u> ice |

- These words are in rhyming pairs.
 b. Spell word 1. Get ready. (Tap 5 times.)
S-N-E-A-K.
 • What word? (Signal.) *Sneak.*
 c. Word 2 rhymes with **sneak**. What word? (Signal.) *Speak.*
 d. Spell word 3. Get ready. (Tap 3 times.)
R-A-Y.
 • What word? (Signal.) *Ray.*
 e. Word 4 rhymes with **ray**. What word? (Signal.) *Gray.*
 Yes, the sky was **gray**.
 f. Spell word 5. Get ready. (Tap 4 times.)
N-I-C-E.
 • What word? (Signal.) *Nice.*
 g. Word 6 rhymes with **nice**. What word? (Signal.) *Mice.*
 h. Let's read those words again the fast way.
 • Word 1. What word? (Signal.) *Sneak.*
 • (Repeat for remaining words: **speak, ray, gray, nice, mice.**)

EXERCISE 6

Reading Words

- a. Find the letter **P**. ✓
 • (Teacher reference:)

- | | |
|-------------------|--------------------|
| 1. <u>s</u> lices | 3. <u>p</u> erfect |
| 2. <u>p</u> eople | 4. <u>t</u> oaster |

- These are new words. You'll spell each word and then tell me the word.

- b. **Spell word 1. Get ready.** (Tap 6 times.)
S-L-I-C-E-S.
- **What word?** (Signal.) *Slices.*
Yes, **slices** of bread.
- c. **Spell word 2. Get ready.** (Tap 6 times.)
P-E-O-P-L-E.
- **What word?** (Signal.) *People.*
Yes, there were lots of **people** at the store.
- d. **Spell word 3. Get ready.** (Tap 7 times.)
P-E-R-F-E-C-T.
- **What word?** (Signal.) *Perfect.*
Yes, she was a **perfect** reader.
- e. **Spell word 4. Get ready.** (Tap 7 times.)
T-O-A-S-T-E-R.
- **What word?** (Signal.) *Toaster.*
Put bread in the **toaster**.
- f. **Let's read those words again the fast way.**
- **Word 1. What word?** (Signal.) *Slices.*
 - (Repeat for remaining words: **people, perfect, toaster**.)

Individual Turns



- (Call on individual students to read one or two of the words on the page.)

EXERCISE 7

Story Reading

- a. (Write on the board:)

six

- **Everybody, tell me how many reading mistakes for this story.** (Signal.) *Six.*

- b. **Find the story.** ✓
- **You'll read the title of the story. Get ready.** (Tap for each word.) *Rolla . . . Slows . . . Down.*
 - **What happens in this story?** (Call on a student. Idea: *Rolla slows down.*)
- c. (Call on individual students to read one or two sentences each.)

Rolla was very happy. She was horse number 1 on a merry-go-round. She went up and down with the music. The children were happy, and their mothers were happy.

Things went on like this for weeks. But then one day, something happened. Rolla said to herself, "I am number 1, but I am right behind number 8." Rolla thought that she should be far away from number 8. Then it would look as if she was the leader and the other horses were following her.

Rolla said, "I will get far from horse 8." To do that, Rolla slowed down. She went slower, and slower, and slower. But of course her plan didn't work. When she went slower, all the other horses went slower. The music slowed down and sounded awful. The mothers were unhappy. One of them said, "This merry-go-round is so slow you can't tell if it's going or if it has stopped."

- d. **Next page.** ✓

The other horses were not happy with Rolla. Horse 2 kept shouting at Rolla, "Come on, Rolla. Let's get this merry-go-round moving." But Rolla tried as hard as she could to slow down.

At the end of the day, horse 8 was still there, right in front of her.

That evening, horse number 3 asked, "What are you trying to do?"

When Rolla told them, some of the horses started to laugh. Then horse number 5 said, "Rolla, would you be happy if you could not see horse 8?"

"Yes," Rolla said. "If I could not see that horse, I would not feel like I was following it. I would feel like the leader."

e. Next page. ✓

So the other horses got together and did a lot of talking. When they were done, they smiled and told Rolla they would fix things up.

The next day when Rolla woke up, she looked in front of her and saw mountains and valleys. They were lovely. She couldn't see another horse anywhere in front of her. After a while, she found out that the other horses had made a painting and put it between her and horse 8. But Rolla didn't care. She felt wonderful leading the other horses into the mountains.

So everything is fine now. The horses are happy. The music sounds good. And the mothers and children like the merry-go-round even more than before.

The end.

- (For no more than 6 errors, go to **Comprehension**.)
- (For 7 or 8 errors in the entire story, direct the rereading of the sentences in which mistakes occurred. Then go to **Comprehension**.)
- (For 9 or more errors, direct the rereading of the entire story. Then go to **Comprehension**.)

EXERCISE 8

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. ✓

Rolla Slows Down

Rolla was very happy. She was horse number 1 on a merry-go-round. She went up and down with the music. The children were happy, and their mothers were happy.

- How did Rolla feel? [Idea: Very happy.]
- What made her feel happy? [Idea: She was number 1.]

Things went on like this for weeks. But then one day, something happened. Rolla said to herself, "I am number 1, but I am right behind number 8." Rolla thought that she should be far away from number 8. Then it would look as if she was the leader and the other horses were following her.

- What is bothering Rolla? [Idea: She is right behind number 8.]
- What horse is right in front of her? [Idea: Number 8.]
- Where does she want that horse to be? [Idea: Far away.]

Rolla said, "I will get far from horse 8." To do that, Rolla slowed down. She went slower, and slower, and slower. But of course her plan didn't work. When she went slower, all the other horses went slower. The music slowed down and sounded awful. The mothers were unhappy. One of them said, "This merry-go-round is so slow you can't tell if it's going or if it has stopped."

- What did Rolla do to try to get far from horse 8? [Idea: Slowed down.]
- Did her plan work? [No.]
- What did the other horses do? [Idea: Went slower.]
- What did the music do? [Idea: Slowed down.]
- How did that sound? [Idea: Awful.]



- Look at the picture. Rolla is slowing down. Is she getting far from horse 8? [No.]
- What's the mother saying? [I can't tell if we are moving.]
- That doesn't look like a lot of fun.

c. **Next page.** ✓

The other horses were not happy with Rolla. Horse 2 kept shouting at Rolla, “Come on, Rolla. Let’s get this merry-go-round moving.” But Rolla tried as hard as she could to slow down.

At the end of the day, horse 8 was still there, right in front of her.

That evening, horse number 3 asked, “What are you trying to do?”

When Rolla told them, some of the horses started to laugh. Then horse number 5 said, “Rolla, would you be happy if you could not see horse 8?”

“Yes,” Rolla said. “If I could not see that horse, I would not feel like I was following it. I would feel like the leader.”

- **What did horse 5 ask Rolla?** [Idea: *Rolla, would you be happy if you could not see horse 8?*]
- **Would Rolla be happy if she could not see horse 8?** [Yes.]



- **Look at the picture. What is Rolla saying?** [*I don't feel like the leader.*]
 - **She looks pretty sad. Do the other horses look sad?** [No.]
 - **What are they thinking?** [*Rolla is silly.*]
- d. **Next page.** ✓

So the other horses got together and did a lot of talking. When they were done, they smiled and told Rolla they would fix things up.

The next day when Rolla woke up, she looked in front of her and saw mountains and valleys. They were lovely. She couldn't see another horse anywhere in front of her. After a while,

she found out that the other horses had made a painting and put it between her and horse 8. But Rolla didn't care. She felt wonderful leading the other horses into the mountains.

So everything is fine now. The horses are happy. The music sounds good. And the mothers and children like the merry-go-round even more than before.

The end.

- **What did the other horses make for Rolla?** [Idea: *A painting.*]
- **Where did they put it?** [Ideas: *Between her and horse 8; in front of her.*]



- **Look at the picture. Everybody looks pretty happy. What is that mother saying?** [*What a lovely merry-go-round.*]
- **Look at Rolla. Can she see horse 8?** [No.]
- **What is Rolla thinking?** [*I am the leader.*]

Lined Paper

INDEPENDENT WORK

Passage Reading

- Find the passage. ✓
- Later you'll read this passage and complete the items.

Workbook

Story Items

- Open your workbook to lesson 6. Find the story items. ✓
- Later you'll complete the items.

Character Matching Game

Note: Instruct students who have not read Grade 1 stories to skip the blue words and blue pictures.



• I am king of all the animals.



• I am so strong I can move big ships.



• I can't take the vow of a genie.



• I want to find out more rules so I can get out of here.



• I changed a frog into a king.

- Find the character matching game. ✓
- Later you'll draw lines to match the sentences with the pictures.

Writing Words for Pictures

- Find the box of words. ✓
- The first word in the box is **love**. Find the picture that shows love and write **love** under it.
(Observe students and give feedback.)
- Later you'll write the rest of the words under the pictures.

Independent Work Summary:

- Passage reading.
- Story items.
- Character matching game.
- Writing words for pictures.

END OF LESSON 6