

# LESSON 76

## TASK 1 LETTER NAMES

1. I'll say the names for all the letters. (Touch letters **a** through **z** and say the name for each letter.)
2. Your turn to touch all the letters and say all the letter names.
3. (Touch **q**.) You can hear the sound for this letter in the first and last parts of the letter name. What sound does letter **q** make? "kwww." (Touch **x**.) You can hear the sound for this letter in the last part of the letter name. What sound does letter **x** make? "ksss." (Touch **z**.) You can hear the sound for this letter in the first part of the letter name. What sound does letter **z** make? "zzz."
4. Say the names for all the letters that are circled. Why are those letters circled? (Idea: The name is not like the sound.)

a b (c) d e f (g) (h) i j k l m n o p q r s t u v (w) x y z

## TASK 2 LONG VOWEL

1. These words have an **e** on the end. The **e** doesn't make a sound. But you can tell how to say the rest of the word by saying the letter names. The letter names tell you the sounds to make.
2. (Point to **five**.) Say all the letter names for this word. "f-i-v-e." Good. Now listen to the letter names without the **e**. (Pause, then exaggerate **i** as you say letter names.) **f-īīī-v**. The word is **five**. What word? "five."
3. (Point to **like**.) Say all the letter names for this word. "l-i-k-e." Listen to the letter names without the **e**. (Pause.) **l-īīī-k**. What word? "like."
4. (Point to **take**.) Say all the letter names for this word. "t-a-k-e." Listen to the letter names without the **e**. (Pause.) **t-āāā-k**. What word? "take."
5. (Point to **save**.) Say all the letter names for this word. "s-a-v-e." Listen to the letter names without the **e**. (Pause.) **s-āāā-v**. What word? "save."
6. (Point to **mile**.) Say all the letter names for this word. "m-i-l-e." Listen to the letter names without the **e**. (Pause.) **m-īīī-l**. What word? "mile."
7. Get ready to read all those words the fast way.
8. (Touch ball for **five**. Pause three seconds.) Read it the fast way. (Slide.) "five."
9. (Repeat step 8 for remaining words that end in **e**.)

● five ● like ● take ● save ● mile ● side ● same

**TASK 3 WORD READING**

1. First you're going to read words that are written the old way. Then you're going to read the same words when they are written the new way.
2. Point to each word in line 1 and read it the fast way.
3. Point to each word in line 2 and read it the fast way.

1. **brother** **swimming** **inside** **tiger** **away** **horse**

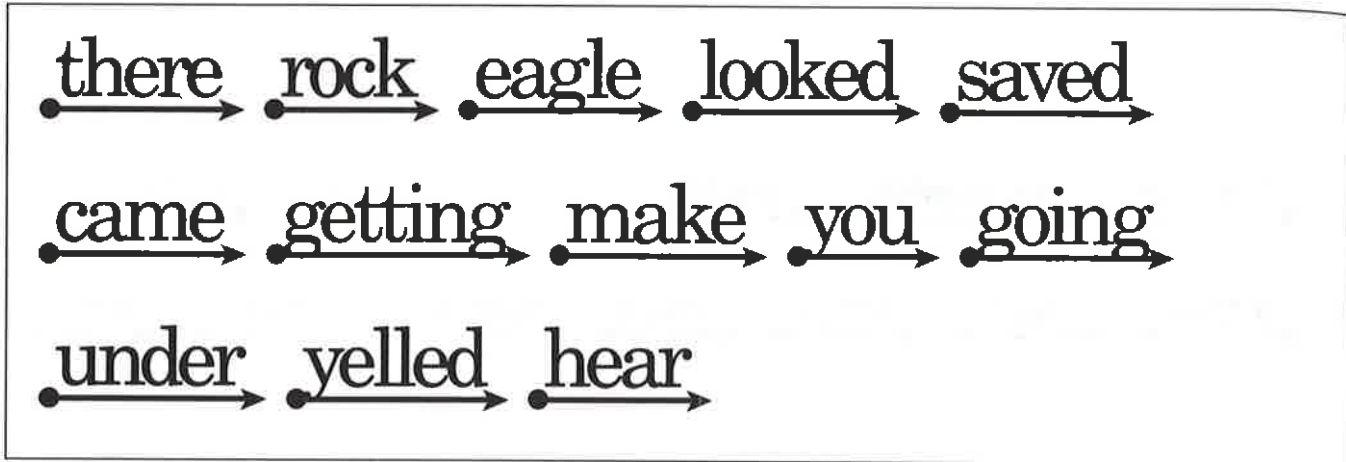
2. **mākes** **whIte** **trēes** **filled** **brushed** **tēach** **barn**

4. The same words you just read are in line 3 and line 4. Point to each word in line 3 and read it the fast way.
5. Point to each word in line 4 and read it the fast way.

3. **brother** **swimming** **inside** **tiger** **away** **horse**

4. **makes** **white** **trees** **filled** **brushed** **teach** **barn**

You're going to read a story you've read before. But the story is written the new way. All the words in the box are from the story. Point to each word and read it the fast way.

**TASK 5 STORY READING**

(Point to story.) Here's the story written the new way. Start with the title and read all the words the fast way. Stop at the end of each sentence and ask me a question about what you read. See if I can answer it.

(To correct word-reading errors—for example, child says “that” for “the”—immediately after word is said, stop child.) That word is **the**. What word? “the.” Good. Now start back at the first word of the sentence.

**TASK 6 WRITING LETTERS**

1. You're going to write the letters that I write. Here's what you're going to write first. Watch. (Write **x** at beginning of first line. Point to **x**.) What's the **name** of this letter? “x.” What **sound** does that letter make? “ksss.”
2. First trace the **x** that I made. Then make more of them on this line.
3. (After tracing **x** several times, child is to make three to five **x**'s. Help child if necessary. For acceptable letters say:) Good writing **x**.
4. Here's the next letter you're going to write. Watch. (Write **a** at beginning of second line. Point to **a**.) What's the **name** of this letter? “ā.” What **sounds** does that letter make? “āāā, āāā.” We're going to write **a** without a line.
5. First trace the **a** that I made. Then make more of them on this line.
6. (After tracing **a** several times, child is to make three to five **a**'s. Help child if necessary. For acceptable letters say:) Good writing **a**.

the fat eagle →

there was an eagle that was fat, fat, fat. the other eagles made fun of the fat eagle. they said, “you do not look like an eagle. you look like a fat rock.”

the fat eagle was sitting in a tree when a tiger came hunting for eagles. that tiger was going to get a little white eagle. the little white eagle was under the fat eagle’s tree. the other eagles yelled, but the little white eagle did not hear them.

the fat eagle looked at the tiger getting near the white eagle. then the fat eagle said, “I must save that white eagle.” so he jumped down. he came down on the tiger like a fat rock. that tiger ran far away. the little white eagle was saved.

when the other eagles came over to the fat eagle, they said, “we will never make fun of you now.”

the end →