

*The Proven SRA DISTAR Reading
Program Adapted for Parent and Child*

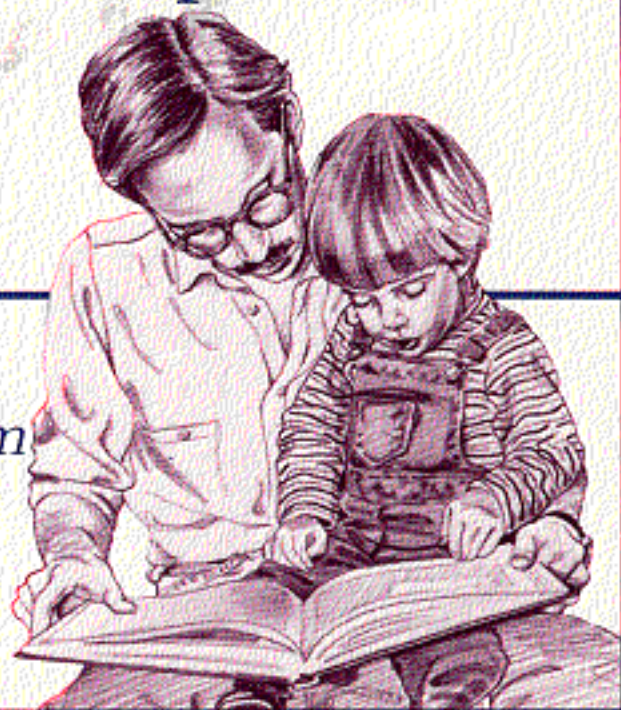
TEACH YOUR CHILD TO READ IN 100 EASY LESSONS

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*In only 20 minutes a day, this
remarkable step-by-step program
teaches your child to read—with
the love, care, and joy only a
parent and child can share!*



INTRODUCTION

In 1955 Rudolph Flesch rocked the educational community with his book *Why Johnny Can't Read*. The theme of the book was that phonics methods are more effective than the look-say methods used in schools, but phonics methods are not used in schools. Twenty-five years later, Flesch's follow-up book came out—*Why Johnny Still Can't Read*. The title says it all. Although words and epithets flew during those years, very little changed. According to Flesch, the look-say, or whole-word, method is still being used in three out of four schools.

The bad news is further explained by Robert Benjamin in his book *Making Schools Work*. Benjamin, a newspaper reporter commissioned by the Ford Foundation to identify educational programs that work, says, "Teaching children to read well from the start is the most important task of elementary schools. But relying on education to approach this correctly can be a great mistake. Many schools continue to employ instructional methods that have been proven ineffective. The staying power of the look-say or whole-word method of teaching beginning reading is perhaps the most flagrant example of this failure to instruct effectively."¹

So much for the bad news. The first part of the good news is that there is a program that works. This program—**Distar**, published by Science Research Associates, Inc. (SRA)—involves no snappy motivational tricks and no instructional magic. It is simply a very, very careful program, and research consistently shows that **Distar** does the best job of all commercial programs in teaching reading. Benjamin writes:

The program bears almost nothing in common with the way students are taught in most of America's public schools. But **DISTAR** works. It consistently has delivered what other programs usually just promise. . . . In the largest, most expensive, most ambitious social experiment ever conducted in the United States—in which nine different instructional programs representing the major educational theories of the 1970's were pitted against each other to find out what works best with low-income children—**DISTAR** far and away came out on top.²

Research on **DISTAR** shows it has had dramatic effects with almost every kind of child. . . . **DISTAR** is particularly effective with young children.³

The second part of the good news is that the hundred-day program presented in this book is an adaptation of the **Distar** Fast Cycle Reading Program. The program has been streamlined somewhat and modified for home use. If you follow the program, you will teach your child to read quite well in one hundred days.

¹Robert Benjamin, *Making Schools Work* (New York: Continuum, 1981), pp. 94–96.

²Benjamin, *Making Schools Work*, p. 71.

³Benjamin, *Making Schools Work*, p. 79.

The hundred-day program is appropriate for preschool children (bright three-and-a-half-year-olds, average four- and five-year-olds).

The hundred-day program is also appropriate for children who have been in school but who have not learned to read.

The program is *not* recommended for “poor readers” who have been taught how to read but who make frequent mistakes.

The only materials that you’ll need to teach reading are this book and some paper (or a chalkboard)—no flash cards, lesson plans, special books, or machines.

The instructions for each lesson are complete, telling you exactly what to say and do. Each lesson is designed so that it takes only about half an hour each day. That time includes all preparation time and the time that you spend presenting the lesson to your child.

After you complete the program, you’ll know more about teaching reading than most public-school teachers, because you will have carefully observed and participated in the step-by-step development of your child’s reading skills. And because the program works, something very nice happens: perhaps not on the first lesson or on the fifth, but long before Lesson 100 your child will turn on to reading. The child’s surroundings are full of written words that the child will read with great pride. Your life will be enriched as you watch your child grow in a wonderful way.

THE COMPLEX SKILL OF READING

The sophisticated reading that adults do is analogous to playing a concerto on the piano. The ultimate goal of reading instruction is to prepare children for the concerto of reading—reading complicated material silently, at a reasonably fast rate, and understanding the details of the message the author presents.

The program that prepares the child should be a careful one, just as good instruction in playing the piano starts with simple skills that are modified and expanded to create more complicated ones. A piano-playing program is poor if it requires the naive student to play a concerto. The student will not be able to perform and will understandably become frustrated. A more reasonable program would build toward the concerto one step at a time, designed so that the student achieves mastery of each step before moving to a more difficult one.

So it is with reading instruction. A reasonable program begins *at the beginning* and builds. The skills that are needed for more complicated tasks are first taught in their simplest form. Once the child has mastered these skills, the program presents more complicated variations.

The following are the four most important points about *an effective sequence for teaching reading*:

1. The beginning exercises are simple and do not resemble later exercises (just as beginning piano exercises do not look much like advanced ones).
2. The program provides teaching for every single skill that the child is expected to use when performing even the simplest reading exercises.
3. The exercises change form slowly, and the changes are relatively small, so that the exercises are always relatively easy for the child.
4. At every step, the program provides for very clear and unambiguous communications with the child.

THE DISTAR® READING PROGRAM

The major force that has determined the design and content of the **Distar** program is feedback about specific, detailed problems that children experience. When **Distar** was developed, the authors assumed that if students had problems with any of the exercises presented, the program—not the students—was at fault. So the program was changed, and tried out with new students, and changed again until it was smooth and manageable. In its final form it has the potential to teach virtually any child who goes through it. Note that it has only the *potential*. For this potential to be realized, the “teacher” must present the various exercises as specified and must make sure that the child is able to perform every task presented in each lesson.

Research Involving **Distar**

Distar has been involved in more than a dozen comparative studies. The results are fairly uniform: children taught with **Distar** outperform their peers who receive instruction in other programs. These results hold after one year of instruction, after two, after three, and after four. The largest single study in which **Distar** was involved was the comparison of U.S. Office of Education Follow Through sites—the largest educational experiment ever conducted. Various geographic sites in the United States selected a specific educational program from those made available. Each site agreed to implement the chosen program for teaching poverty children in kindergarten through grade three. The University of Oregon Follow Through model, which used **Distar** instruction in all grades and for all major subjects (reading, language, math), consistently outperformed all the other sponsored programs in reading achievement, arithmetic achievement, language performance, and measures of self-esteem. The more than ten thousand children in the University of Oregon model

came from various cities and counties in the United States—some from Indian reservations; others from poverty neighborhoods in cities like New York and Washington, D.C.; still others from rural places like DeKalb County, Tennessee, and Williamsburg County, South Carolina. The **Distar** programs worked better than any other program in the cities, better in rural areas, better with whites, with blacks, and with brown, better with poverty children and with middle-class children.

The **Distar** programs are more effective than other programs because they control more of the details that are important to successful teaching. Some beginning reading programs control the reading vocabulary that is presented to the child. **Distar** goes far beyond this. It controls vocabulary, the specific tasks that are presented, the type of example, the number of times the example appears, and even the teacher's wording—including specifications about how to effectively correct different types of errors that may occur. The control involves all the details that might make a difference in how the child receives the communication. Some things that **Distar** controls may seem quite reasonable and necessary to a person not familiar with educational practices, (for instance, the control of how to correct the child's mistakes.) Yet the "basal reading" programs that are most widely used in schools do not provide teachers with this type of information. We analyzed the four most widely used basal reading programs in grades four through six and discovered that none of them contains any specific correction procedures. The teacher's guides simply provide general suggestions cautioning the teacher to work longer with the children who learn more slowly than others.

COMMUNICATING CLEARLY WITH THE CHILD

Traditional reading programs are poor devices for teaching *all* children because they do not have provisions for communicating clearly. To appreciate the pitfalls that are involved in clear communication, we have to put ourselves in the place of the child who is trying to learn to read. This child may not understand exactly what reading is or precisely how one goes about doing it. Adults may have a clear idea of what they are trying to tell the child, but things may look quite

(different from the child's perspective. Let's say that we teach the child to look at the first letter of words and identify those words (an activity common in poor reading programs). We might begin by presenting words that are easy to distinguish by looking at the first letter. Here's a possible list of such words:

he go fat run with

(Although the naive child might quickly "read" those words by looking at the first letter, the child may later encounter a serious problem. As soon as we introduce a new word that begins with the same letter that one of those first words begins with, we will probably discover that the child confuses the new word with the familiar word. For example, when we introduce the word **him**, we will probably discover that the child calls the word **he**, because both words begin with **h**.

This example points out a very important feature of poor communication in a teaching sequence. *The problem that the communication creates is not evident at the time the teaching occurs.* The child in the example reads the initial set of words without a hitch. Everything seems to be fine. Only later, when we introduce examples that call for more difficult discriminations, does the problem emerge.

If we examine the communication involved in early instruction, we can identify the kind of confusion that it may create and predict the kind of problem the child may later encounter. One of the more popular (but less effective) techniques for teaching initial reading skills is called the language experience method. This method involves doing something with the children, then talking about the experience, then writing sentences on the board that tell about the experience, then pointing to the words in the sentences and showing the children how to "read" them. The most obvious problem with the method is that it is far easier for the children to *remember* the sentences than it is for them to identify the individual words. Remember, these children do not know anything about reading. The teacher stands up, makes some squiggles on the board, points to them, and talks slowly. While pointing to the different squiggles, the teacher then requires the children to repeat what was said. Although it is possible for some children to extract the intended meaning from this communication,

the communication is very poor. Some children predictably come away from it with the idea that when you read, you simply point to the squiggles and talk slowly as you recite one of the familiar sentences. If we were to put up one of the charts the children worked on earlier without first cueing them about the content, some children would point to the words in order and say sentences for *another chart* with great fidelity.

Another communication problem occurs if we try to teach too much during the initial reading exercises. This problem is characteristic of most of the basal reading programs that are used in schools. These programs are extremely poor at communicating the difference between decoding and understanding. Decoding is the simple act of identifying the words in a sentence. Decoding does not necessarily imply understanding. To decode the sentence **Ruf unter glop splee**, you simply say the words. This illustration points out that you may be able to decode without understanding what the sentence means. Traditional reading programs typically confuse the beginning reader about whether the teacher is trying to teach decoding or understanding. These programs typically begin with the teacher discussing details of a picture. If the picture shows a girl named Jan, the teacher talks about Jan—what she is wearing, the color of her hair, and so forth. After discussing Jan, the teacher points to the word below the picture. The word, of course, is **Jan**.

It might seem that this communication is effective because it promotes interest and gives the children the motivation for both reading and understanding the written message. However, this communication may prompt the child to formulate a serious misconception about how to read. If the teacher always talks about the picture before reading the word, and if the word is always predictable by referring to the picture, the child may reasonably assume that:

- You read words by referring to a picture.
- You must understand the word that is to be decoded before you can read it.

Unfortunately, most children who fail to learn to read in school learn either one or a combination of these misconceptions. The typical poor reader in the upper elementary grades, for instance, reads some words by saying a *synonym* that bears no resemblance to the word on the page. The word may be **fine** and the reader calls it **good**. Consider the machinations that must occur in the reader's confused mind for this type

of mistake to occur. The reader must approach the task of decoding with the idea that before reading a word, you must understand that word. The child looks at the word and seems to understand it, but when the child tries to say the word, a synonym comes out. (After all, the synonym and the word have the same meaning.)

A careless teaching communication permits the child to succeed for the moment, only to experience a serious setback later. To avoid these pitfalls, we must use a program that proceeds very carefully, tiptoeing around the pitfalls without taking costly shortcuts. The communications make it very clear when the child is simply to figure out the word and when the child is supposed to attend to the meaning. The communication arranges the order of these events so that the child *first* decodes, *then* discovers the meaning. The communication further shows the child a workable set of procedures for decoding or figuring out the word. At first this procedure is directed, a step at a time. As the child becomes adept at linking the steps, the directions shrink and the child assumes increasing responsibility.

Decoding—is the central skill in initial reading. Most of the other skills are nothing more than language skills. Once a sentence has been decoded, it is like a spoken sentence that may have been presented slowly. If the child has the language skills necessary to understand the spoken sentence, the child has the skills necessary to *understand* the decoded sentence. The central issue is not that of teaching the child to understand, but of teaching the child how to decode the sentences that *are to be understood*. (We should not require the child to read sentences that are beyond the child's understanding, any more than we would require somebody to read a Spanish text if the person had no understanding of Spanish. But if we have met this obvious language requirement, the central thrust of initial reading becomes the emphasis on decoding.)

MAKING TEACHING EASIER

Just as some of the control measures used in **Distar** may seem reasonable, others may initially seem contrainuitive or simply unnatural. An example of this control is the script that the teacher is to present verbatim when teaching

the lessons. A typical response to the scripted presentations is "Why would a program have to choreograph what the teacher says?" The answer becomes apparent only if you observe teachers trying to teach without carefully controlled scripts, particularly when the presentation is delicate (which is the case when trying to teach a naive five-year-old to read). We know about these problems because before designing **Distar** we ran a master's training program at the University of Illinois. We provided our interns with detailed instruction in how to present tasks to children—the rate at which to pace them, procedures for stressing different words, and procedures for reinforcing and correcting the children. Unless you are a teacher who has had a great deal of training, the amount of information that you must attend to when carrying out an effective presentation of this type to a group of eight fidgety five-year-olds is overwhelming. If you add the requirement that the teacher must also supply the wording for each example that is presented, the overwhelming becomes impossible. Typically, the interns attended either to the content they presented or to the behavior of the children they were trying to teach. When they attended to the behavior, they frequently became verbose, repetitive, and often bumbled. When they talked too much (which they frequently did), their delivery suffered because their pacing became poor. The children became confused and lost interest. The solution was to remove some of the variables from the teacher by scripting what the teacher was to say. The teacher was left with plenty to do because the material still had to be presented in a way that was both effective and dynamic. But the teacher could now concentrate primarily on delivering the content, not on trying to create it or design ways to "get it across." After all, sitting in front of a group of children, each of whom may produce an incredible variety of responses at any moment, is not the best place to create smooth presentations.

Effective communication is the sum of many *details*. Unless all these details are controlled, the child will receive poor communication from the teacher, and the teacher will receive poor information about the child. The naive child fails to perform very well unless all details are carefully controlled. The information that the teacher receives is that the child cannot perform and therefore must be slow, must have some sort of visual perception problem or emotional prob-

lem. This information is categorically wrong. Each author of this book has worked with thousands of children, from gifted to "severely retarded." The authors have never seen a child four years old or older with an IQ above 70 who could not be taught to read, and read well, within a reasonable period of time. We have seen hundreds of children who have not been taught to read in school. We have worked with children at preschool to college levels who could not read and whose parents probably believed in the finality of the labels with which the school had adorned these students: dyslexic, perceptually handicapped, learning-disabled. These labels are nonsense. Almost without exception, the "disabled" students that we have worked with had two obvious problems. The first was that they had not been taught properly. Their confusion suggested that the malfunctions existed in the teachers' techniques, not in the children's minds. The second problem was that these students seemed to *believe* the labels. They hated reading (or trying to read). But the cure for these problems did not involve neurosurgery or wonder drugs. It involved nothing more than starting over and teaching carefully. The children soon discovered that they could learn, that their progress impressed their teacher, and that reading (or learning) was not so bad after all. A child's self-image goes through a remarkable growth spurt when the child receives powerful demonstrations of success.

Distar ORTHOGRAPHY: WHY THE "FUNNY" PRINT?

Orthography is a fancy word that refers to the letters that make up words, or how words are spelled. One problem with reading from the kind of orthography that occurs in everyday reading is that the spelling is sometimes outrageous. The word **said** is not spelled the way it sounds: "sed." Many of the simplest words that we would use to make up even the simplest sentence are also irregular—the, off, of, what, to, do, where, who . . . An interesting exercise for beginning reading teachers is to try to make up simple sentences in which the orthographic code is perfectly regular. For it to be perfectly regular, each letter would make exactly the same sound each time it appeared in the sentence. **Pam had ham** is a perfectly regular sentence. The letter **m** oc-

curs twice, but it makes the same sound each time it occurs: "m." The letter **a** occurs in all words. Each time it occurs, it makes the same short-vowel sound. Although it is possible to use conventional symbols and conventional spelling to make up sentences in which all words have a regular spelling, as soon as we move from Pam and her ham, the task becomes much more difficult. If we try to express the idea that a girl and a boy went to a lake, we may encounter a great deal of difficulty in creating sentences in which all the letters make one and only one sound. Consider the sentence **He and she go to the lake**. The letter **e** has the same function in the words **he** and **she**. In the words **the** and **lake**, however, the letter takes on two different roles. First it makes an "uh" sound (in **the**), and then it becomes silent (in **lake**). The letter **o** has different sound roles in the word **go** and the word **to**. The letter **h** takes on some bizarre roles. First it makes the common "h" sound (in the word **he**). Then it becomes combined with **s** to make the "sh" sound (in the word **she**). Then it combines with **t** for the **th** sound (in the word **the**).

English, clearly, is not a regularly spelled language. It is an amalgam of contributions from Latin, Greek, and French. But there are ways to simplify it for the beginning reader.

Distar solves the problem by introducing an altered orthography. This orthography does two things. It presents variations of some symbols so that we can create a larger number of words that are spelled regularly (each symbol having only a single sound function). At the same time, the orthography permits us to spell words the way they are spelled in traditional orthography. Here is the **Distar** alphabet:

a ā b c ch d e ē f g h i I I j k l m n

ō oo p qu r s sh t th u ū v w wh x y ȳ z

Notice that there are two variations for the letter **a** and for the letter **e**. By using these letters we can make the words **he** and **went** regular. The word **he** is presented as **hē** and the word **went** as **wentī**. Now both words are clearly the sum of their letters. Stated differently: if you say the sound value for each letter, you will say the word.

The orthography also provides joined letters. We can use these to make the word **she** regular: **shē**. The clue that **s** and **h** are joined is very important to the beginning reader. We can also make the word **the** sort of regular: **thē**. (We do not normally pronounce the word that way, unless we are making a speech or trying to be super-proper; however, the beginning of the word is now regular.)

One more convention in **Distar** orthography that permits us to spell words correctly and yet make them regular involves *small letters*. The rule about small letters is this: you don't say them. Silent letters are presented in small type. With the small letters we can now make the word **lake** regular: **lāke**. You do not read the final **e**, but the letter is present and the word is spelled as it should be: **l-a-k-e**.

Here's the entire sentence about **he** and **she**, with all the **Distar** conventions:

hē and shē went to the lāke.

Everything is now regular (one symbol making one and only one sound) except for the word **the** and the word **to**. Your first impulse might be to think, "Isn't that a shame," and then start trying to figure out ways to make these words perfectly regular. Hold the impulse. When we first began working with the modified alphabet, we used one that was completely regular. We discovered that when we attempted to provide a transition to traditional orthography, some children had a lot of trouble. Their trouble was created by our poor communication. By making the code completely regular, we had implied that reading involves nothing more than looking at the sounds for each word and adding them up. We failed to alert them to the fact that some words are different and that a different strategy is needed to approach these words. Later, we discovered that when we introduced some irregularly spelled words early in the program, the transition was much easier because we had provided practice in dealing with the kind of strategy needed for irregularly spelled words like **to**, **was**, and **said**.

But **Distar** orthography permits us to do a lot of nice things. We can make potentially difficult words like **where** and **were** perfectly regular:

(wherē werē)

Notice that the word **were** has the joined **er**, which makes the sound "ur." The **e** is silent, so if you say the sounds for **w** and **er**, you will say **were**. **Where** is also regular now. It has the short **e** (as in **end**). By saying the sounds for **wh**, **e**, and **r**, you will say **where**.

The alphabet does not provide for all possible sounds. The goal in using this alphabet is not to replace traditional orthography but rather to create a variation of it that facilitates initial instruction. Once the child has learned to read words written in this modified orthography, we make the transition to traditional orthography. **Distar** orthography does not have to be exhaustive (presenting symbols for every sound) because we do not have to teach all words or all sound combinations at the beginning of reading instruction. We can teach many skills after we have made the transition to traditional orthography. By then the child has many reading skills, which means that the communications do not have to be as careful as those for the initial skills. The most careful part of the program must be the first part, because it develops the most basic skills that are later expanded and made more precise. If poor communications occur in the first part, the later parts cannot build successfully on skills that had been taught. These parts may then have to include the unpleasant job of re-teaching the basics.

TEACHING FIRST THINGS FIRST

A good reading program should introduce actual reading as soon as possible. But before the child is able to perform the simple act of decoding words such as **mat** and **if**, the child must have some important prereading skills. We can figure out what most of those skills are by determining what a child would have to do to read a simple, regularly spelled word like **mat**.

The most obvious skill the child needs is knowledge of the sounds that each letter makes. This fact suggests some preteaching in sound identification. **Distar** does not initially teach letter names, because letter names play no direct role in reading words. The simplest way to demonstrate this fact is to say the letter names "em," "ay," and "tee" very fast and see if they

add up to the word **mat**. They do not. They generate something like "emmaytee." It may not be a dirty word, but it certainly is not **mat**.

Sounds are functional in reading. So we preteach the sounds before we present them in words. Before reading the word **mat** and other words composed of these letters, the child would learn to identify **m** as "mmm." The repeated letters do not mean that you say the sound again and again. They signal you to hold the sound. Take a deep breath and say "mmmmmm" for a couple of seconds.

Not all sounds can be held for a long time. The sounds that can be held are called continuous sounds. They include **f**, **s**, **n**, **l**, **z**, **w**, and all the vowels. The sounds that cannot be held are noncontinuous. This group includes **b**, **d**, **ch**, **g**, **h**, **p**, **j**, and **t**. To say these sounds, you pronounce them very fast and add no "uh" sound to the end of them. The sound at the end of the word **mat** is unvoiced, which means that it is whispered. It is not "tuh." It is a whispered little "t." That is how it occurs in the word, and that is how it is pretaught. When the child has mastered the sounds that will occur in various words, the child has mastered the most obvious skill that is needed to read.

But other skills are quite important. Blending skills are verbal, not visual, skills. A child who does not have them will have difficulty linking the sounds of a word. To teach the blending skills called for by the word **mat**, we get rid of the written word **mat** but require the verbal behavior that the child would use in reading that word. First the child says the word very slowly, holding each sound but not stopping between the sounds: "mmmaaat." Next the child says it fast: "mat."

Here's how we might present the task:

"Say **mmmaaat**." (Child says:) "mmmaaat."

"Say it fast." (Child says:) "mat."

For the blending task, the teacher does not stop between the sounds. (Learning this skill is sometimes difficult for children; however, it is usually much more difficult for teachers.) The reason for presenting the sounding out without stopping between the sounds is that it creates a much cleaner communication than one created by stopping between the sounds: "mmm—aaa—t." When the child says the sounds without pausing, the child is actually saying the word slowly. To say the word at a regular speaking rate, the child simply speeds up the word. The

child does not first have to put the parts together and then say it fast.

When we add the written word to the blending exercise, we have an initial word-reading exercise.

You point to the word **mat** and touch under the letters **m**, **a**, and **t** as the child says "mmaaat."

You say, "Say it fast." Child says, "mat."

We've identified two important skills that are called for by the simple word-reading task. There are others, the most important of which is rhyming. Rhyming points out the relationship of one word to words that are similar. If we start with the ending **op** and add different beginnings (by putting different consonants in front of **op**), we create a series of related words. If the child has basic rhyming skills, the relationship between the words becomes very clear. They rhyme. This understanding promotes important generalizations about word families (which are based on common endings). This understanding helps the child see that a word like **hop** is not an island but is part of a network of words that includes **top**, **pop**, and **drop**.

To summarize, you are going to teach your child the sounds the different letters make. You do not teach the letters all at once. You present them one at a time and give your child plenty of practice with each new letter. While you are teaching the letters, you also work on blending skills. The child practices saying a variety of simple words slowly and then saying each word fast. Also, you work on rhyming and other skills related to the task of sequencing the different sound parts of words. During the initial lessons, your child will work on these skills, not on reading words. After your child has learned the sounds for the letters that will appear in the first words presented in the program, and learned the other necessary skills, you introduce the simplest form of word reading. At this time your child will have practiced all the verbal components called for by the complex task of decoding. Your child will have made rhymes for the words that are to be read and will have blended them. Now simply put the parts together, add the written word, and presto: your child can read.

The sequence is designed so that the child who takes the first steps can take the next step and the steps that follow that step. Furthermore, all the skills that are needed are pretaught, which means that you should always be able to correct

mistakes in more complicated tasks by referring to the specific skills that were pretaught.

Irregulars and Comprehension

Initial decoding is certainly not the end of reading instruction; however, it is the major stumbling block. After you guide the child past the initial decoding, you must still teach a great deal. You must introduce different groups of irregularly spelled words (such as the group that contains **ar**, like **part**, **smart**, **bark**, and so on). And you must switch emphasis from the reading of isolated words to sentence reading and sentence comprehension. To make reading the key to the discovery of meaning, you first direct the child to read a sentence, then answer questions about the sentence. If the sentence the child has just read is **We went home**, you would ask questions such as "What did we do? . . . Who went home?" This type of comprehension is simple, literal understanding, but like initial decoding, it is the simplest and most basic form that can be presented. In addition to the strictly literal questions about the sentences the child reads, you also introduce comprehension activities to promote the idea that the sentences may tell about pictures, and that these pictures show what the sentence tells. If the sentence is **It is on**, you tell your child, "You're going to see a picture. And what do you know about the thing you'll see in the picture?" (Child says, "It is on.") You present the picture showing a child who has just turned on a light. You now ask questions that relate the text to the picture. "What is on?" You also ask questions that serve as rewards.

As your child becomes more proficient at handling the simpler forms of comprehension activities, more elaborate ones are introduced. One type is the prediction question. After the child reads a sentence that tells what somebody wants to do, tries to do, or starts to do, you ask, "What do you think will happen?" The next sentence in the text answers the question. Prediction questions help the child develop the skill of "anticipating" what will happen next. These questions help the reader form a tie between the skills used in listening to a story and those involved in the more active role of reading it.

So your child starts the program with presumably very few reading-related skills. Within one hundred teaching days—about two-thirds of a school year—your child reads, although not as well as an adult. But through the course of the lessons your child has learned to read words without first sounding them out—and therefore has learned to read at a rate much faster than that at which the child read during the first lessons that presented word reading. Your child has learned to read from traditional orthography and now reads simple stories that are more than 250 words long (through a transition that begins in Lesson 74). The child has learned basic sentence-comprehension skills (literal comprehension and prediction skills).

And the program provides for teaching you. As you read the description of the various comprehension skills, you may have wondered, “How will I know which questions to present and when to present them?” It’s easy. All the questions that you are to present are written in the program. All tasks and activities that you are to present are written in the program. In fact, all the correct responses that your child should make for the various tasks are indicated. If you follow the program religiously the first time you present it, the outcome is guaranteed. Your child will read, and you will be an effective reading teacher. When you present the program a second or third time to other children, you will understand where each type of exercise is going. You will be able to free-lance more, add, change, possibly streamline. If you try to become too fancy the first time you present it, however, you will probably find out later in the program that you should not have modified some of the things you did earlier. Our discussion of the program was very general. A host of mini-skills is taught along the way, and unless you know how each of these skills relates to others that are to be taught, you may change an exercise from the way it is specified and in so doing fail to teach one of these skills.

GETTING READY

Before you start teaching your child, you should do four things:

- Learn the sounds that are introduced in the program, particularly the first ten.
- Make up a teaching schedule.
- Practice some corrections.
- Practice presenting the first couple of lessons in the program.

The sounds. The following list presents the sounds in the order of their appearance. Accompanying each sound is a brief description of it, indicating whether it is *continuous* or *noncontinuous* and whether it is *voiced* or *whispered*.

Before you present any sounds in the program, make sure that you can pronounce each sound properly. First make sure that you can produce an individual sound in isolation (apart from a word) in a way that is not distorted. The sound will be distorted if you add a funny sound to the end of it.

The simplest procedure is to start with a word that ends in the sound you are interested in. Say the word slowly and loudly, as you would say it to a person who is hard of hearing. For example, to figure out how to say the sound **nnn** in isolation, say the word **fan** very slowly, holding each sound for at least one second. The way you say the **nnn** sound in that word is the way you would say the sound **nnn** in isolation. Note that you do not say “fffaannnuh” or “fffaannnih.” So when you say the **nnn** sound in isolation, you would not say “nnnuh” or “nnnih.” You would say a pure **nnn** with no additional sound tacked onto the end.

To figure out how to say the **t** sound, say the word **fat** slowly and loudly. Note that you cannot hold the **t** sound. It occurs quickly no matter how long you hold the **fff** sound and the **aaa** sound (both of which can be held a long time). Note also that you do not add a funny sound to the end. You do not say “fffaaatuh” or “fffaaatiuh.” So you would not say “tuh” or “tih” when you present the **t** sound in isolation.

Remember, the simplest procedure for figuring out how to say sounds in isolation is to say a word that ends in that sound. Say the word slowly and loudly, but not in a way that distorts the sounds. The sound that you say at the end of the word is the sound you would produce when presenting that sound in isolation.

A sound is whispered if your voice is not turned on when you say the sound. Place your hand on your throat and *whisper* the entire word **fuss**.

Symbol	Pronounced	As in	Voiced or Whispered	Introduced In Lesson	Symbol	Pronounced	As in	Voiced or Whispered	Introduced In Lesson
m	mmm	ram	v	1	ar	ōrrr	car	v	49
s	sss	hus	w	1	ch	ch	touch	w	50
a	aaa	and	v	3	e	ēēē	end(ec)	v	52
ē	ēēē	eat	v	5	b	b	grab	v	54
t	t	cat	w	7	ing	iing	sing	v	56
r	rrr	bar	v	9	I	īīī	ice	v	58
d	d	mad	v	12	y	yyyē	yard	v	60
i	iii	if	v	14	er	urrr	brother	v	62
th	ththth	this and bathe (not thing)	v	16	oo	ooooo	moon (not look)	v	65
c	c	tack	w	19	J	j	judge	v	67
o	ooo	ox	v	21	wh	www	why	w	69
n	nnn	pan	v	23	ȳ	īīī	my	v	71
f	fff	stuff	w	25	ū	ūūū	use	v	74
u	uuu	under	v	27	qu	kwww (or koo)	quick	v	74
l	lll	pal	v	29	x	ksss	ox	w	75
w	www	wow	v	31	z	zzz	buzz	v	75
g	g	tag	v	33	ea	ēēē	leave	v	79
I	(the word <i>I</i>)		v	34	ai	āāā	rain	v	88
sh	shshsh	wish	w	35	ou	owww	loud	v	89
ā	āāā	ate	v	37					
h	h	hat	w	39					
k	k	tack	w	41					
ō	ōōō	over	v	43					
v	vvv	love	v	45					
p	p	sap	w	48					

You should feel no vibration on your throat because all the sounds are whispered.

Now say the word **fuss** very slowly by holding each sound longer than you normally would. Do not try to whisper the word. Say the word in a normal speaking voice. You should feel no vibrations on your throat for the sounds **fff** and **sss**.

Now say the word **fun** slowly and feel your throat. Your throat should not buzz for the **fff** sound. But it should buzz for both **uuu** and **nnn**. The sound **nnn** is a voiced sound.

Now say the word **run** and feel your throat. Your throat should buzz for all sounds—**rrr**, **uuu**, and **nnn**. The **rrr** is a voiced sound.

Do not present a lesson that introduces a new sound until you can produce the sound accurately and consistently. (If you misteach a sound, your child will have a lot of trouble later in the program when trying to read words that include that sound.)

Pay particular attention to the pronunciation of the following sounds:

- **r**. Do not say “**urrr**” for this symbol or the child will have a lot of trouble reading words like **run**. The child will try to call the word “**urun**.” Use the sound that is at the end of the word **bar**. It is a single sound that can be held.
- **th**. The sound for this symbol is *voiced*. There is a whispered **th** for words like **math** and **thing**. The voiced sound occurs in words like **them**, **then**, **that**, and **those**. This sound is the one that is taught in the program.
- **h**. The **h** sound is very tricky. It is produced quickly by letting out a little air *with no voice*.
- **y**. The sound we use for this symbol occurs only at the beginning of words (**yēard**). It is quite similar to the sound **ēēē** (as in **eat**), but it is slightly more restricted. If you have trouble with the sound, say **ēēē**. It will work pretty well.
- **oo**. This symbol refers to the sound in **boo**, **moon**, and **toot**, not to the sound in **look**, **soot**, or **book**.
- **Wh**. This sound is pronounced differently in different parts of the country. In the East it is unvoiced. In the Midwest and West it is voiced. Use the pronunciation that is appropriate for your speech.

In addition to indicating whether a sound is voiced or whispered, the column of the sounds chart labeled “Pronounced” shows whether the sound can be held or must be said very rapidly.

If a sound can be held, three symbols are shown for the sound (such as **mmm** and **sss**). These symbols tell you that you should be able to hold the sound for at least two seconds without distorting it. Note that you are not to say the sound repeatedly (“**m—m—m**”). You are to take a deep breath and say it one time, holding it for at least two seconds.

The sounds that cannot be held are shown in the “pronounced” column as single letters, **d**, **c**, **t**. These sounds must be said very quickly. Say the word **mad** slowly and loudly. The last sound you say is the appropriate pronunciation for the **d** sound. It is a voiced sound. (Feel your throat.) It does not have an “uh” sound following it (not “**mmaaaduh**”), and it must be said very quickly.

To use the sounds chart, refer to the last column. That column tells you the lesson in which a new sound is introduced. In Lesson 1, the sounds for **m** and **s** are introduced. Practice these sounds before presenting the lesson. Both sounds are voiced. Check the column labeled “As in” to make sure that you are using the right pronunciation for the letter, particularly the vowels. The symbol **a** is introduced in Lesson 3. It has many different pronunciations when we deal with traditional orthography. For the beginning of the program that you will use, the symbol **a** refers to only one sound—the first sound in the word **and**. Note that you will *never* say “**aaa** as in **and**” to the child. The model word is to show *you* the sound you are to say for **a**.

Saying Words Slowly

Practice saying words without pausing between the sounds. As noted earlier, the child will have a much easier time identifying words that are sounded out if the child learns to blend the sounds by saying them without pausing between the sounds.

Beginning with Lesson 1, you will say words slowly, without pausing between the sounds. The words that you will say in Lesson 1 are **am**, **me**, **in**, and **she**.

Practice saying these words properly. Start with **am**. Put your hand on your throat. Take a deep breath. Say “**aaamm**,” holding each sound for at least two seconds. Do not stop between the sounds. If you stop, you will feel your throat stop buzzing. Your throat should buzz from the first instant of “**aaamm**” to the last, with no inter-

ruption. Remember to hold both sounds for about an equal amount of time. Do not say a very fast sound followed by a long **mmm** sound. Try to hold each sound for two seconds.

Practice the other words—**me**, **in**, and **she**. Note that when you practice **she**, your voice will not start until you say the sound **eee**; however, you should hold the **shshsh** sound for two seconds, and there should be no time during which there is silence. The **eee** sound should begin as soon as the **shshsh** sound stops, but there should not be the slightest pause (silence) between these two sounds.

Beginning with Lesson 1, your child will say words slowly after you say them. Make sure the child does not stop between the sounds. Correct mistakes immediately. Your child shouldn't have any serious problems with this task if you do a good job of saying the words slowly, one sound at a time.

The same rules that apply to pronouncing sounds in isolation apply to saying words slowly. Some sounds cannot be held for more than an instant. To say the word **mat** slowly, you would hold the first two sounds for two seconds each. Then you would quickly say the **t** sound: "mmaaat." (Remember, this sound is whispered.) (Note that there is a silence immediately before the sounds **c**, **t**, and **p** when they occur at the end of words. This pause is acceptable because a pause occurs when we say the words at a normal speaking rate.)

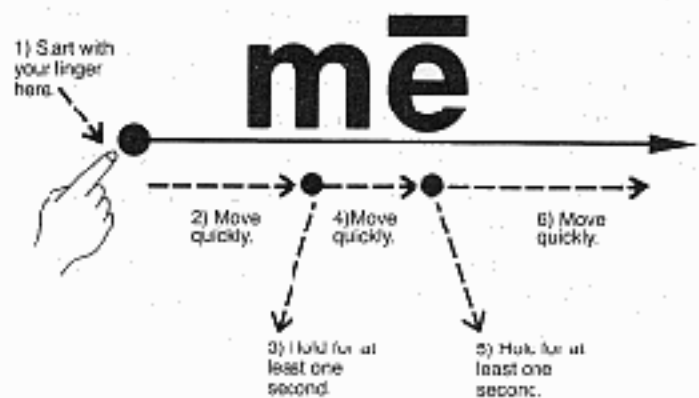
Sounding Out Words

Beginning with Lesson 9, you will direct your child to sound out written words and then say them fast. The words to be read look like this:



For each word, you will first touch the big ball at the beginning of the arrow that runs under the word to be read. You tell the child to "sound it out." Then you move to each ball on the arrow and stop for at least *one second*. (One second is not one instant. It is a fairly long time.)

The illustration below shows what you are to do.



Practice moving quickly along the arrow and then stopping for at least one second at each ball. After you have stopped at the last ball for at least one second, move quickly to the end of the arrow.

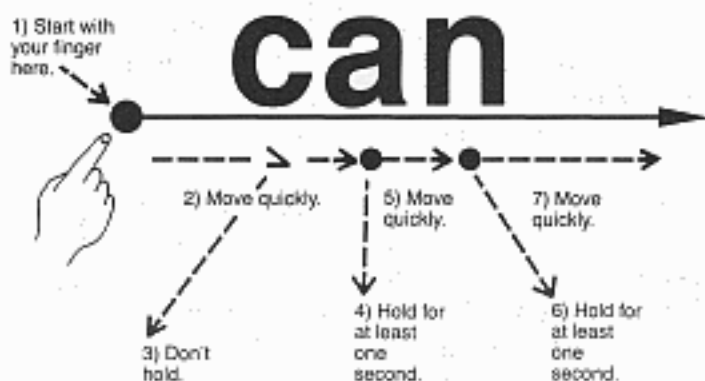
The child is to say the sounds as soon as you touch the ball for each sound. The child is to keep holding the sound until you touch the ball for the next sound. The child is then to say the next sound without stopping. (The child is to say "mmeee," not "mmm"—pause—"eee.") The child's task will be much easier if you remember to move fairly quickly from one sound to the next. (Note that if you move too quickly, the child will not know what sound to say next and will not be able to respond when you touch the next ball. If you move too slowly, the child will run out of air before saying the last sound.)

Some words end in sounds that cannot be held for a long period of time. You present these words almost the same way you present words with sounds that can be held. The only difference is that you can't stop at the last sound for a full second. You stop for an instant and then move quickly to the end of the arrow.



The program script for each task indicates the response the child is to produce. The response for the word above is "sssaaat." The response shows that the child holds the first sounds but does not hold the last sound. The way you touch the sounds should parallel the response the child is to produce. Hold the first sounds for at least one second each. Stop for a moment under the t.

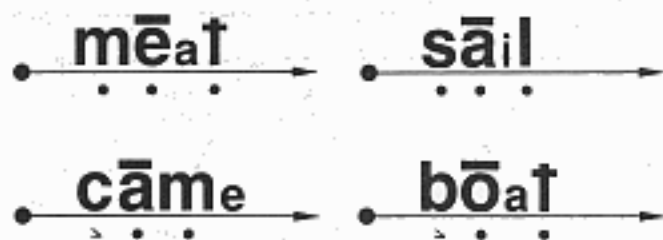
In Lesson 21 a new type of word is introduced. This type begins with a sound that cannot be held. It is the most difficult type of word the child will read. The illustration below shows your behavior for presenting these words.



As you point, the child produces the response "caaann." Note the symbol under the c in **can**. It is an arrow shape, not a ball. You do not stop under the c. The arrow symbol indicates that although you do not stop, the sound is to be pronounced. It is pronounced when you stop under the next sound (a). At that time the child says "caaa."

Remember, when an arrow shape appears under a letter, you do not stop or even pause under the sound. The child says the sound in combination with the next sound when you stop at the next ball.

Some words would be regular if they did not have "silent letters." Among these words are **meat**, **sail**, **came**, and **boat**. When these words are first introduced in **Distar** orthography, they are written this way:



Note that there is neither a ball nor a small arrowhead under the silent letters. You do not pause for these letters or stop at them. When the child says the sounds for the letters that are marked with balls and arrowheads, the child says the sounds for the word. Later in the program, beginning with Lesson 74, the small letters become full-size. The child typically has no trouble reading them because the child has dealt with each word many times by Lesson 74. The transition is therefore not difficult.

No Skipping Allowed!

We have made this point several times, but it is extremely important. Do not push your child by skipping lessons or by introducing new procedures before the program presents them. It is possible that your child *may* be able to progress at a rate faster than that of the program sequence; however, before this possibility is a fact, you must consider the nature of the reading skill. The goal of decoding instruction is to make decoding an automatic practice, not something that requires a great deal of thinking time or a great deal of effort. Therefore, the program should progress at a rate somewhat slower than what would be possible if the only criterion for decoding were, Can the child do it? In other words, if your child is on Lesson 30 and you were to skip ahead to Lesson 50, you would find that indeed your child can read some of the words—maybe most of them. But simply being able to read the words is not enough. You must make sure that the child has enough practice to become relatively fluent. The task of decoding should not be a supreme effort. The goal of fluency and ease of reading is achieved if you stay well within the bounds of what the child is capable of doing. No harm will come of the child's reading the words **was** or **ram** ten or fifteen more times before reaching Lesson 50. The additional practice will simply make Lesson 50 easier and provide more reinforcement for the child. So do not skip.

Also, do not introduce such skills as "reading the fast way" (without sounding out words) before the program introduces them. Certainly the child can learn these skills earlier. But unless the child is very firm on sounding out, you may have no ready way to correct the mistakes made later when the child begins to "word guess." If the sounding out is very firm, you will easily be

able to correct mistakes when the child later reads words the fast way. If the child has learned simply to say words, the child may have very little trouble early in the program but may encounter very serious problems when highly similar-looking words begin to appear. (After **that**, **this**, **those**, **them**, **then**, and **than** have been introduced, the child is not able to use a simple word-reading strategy that works when **the** and **that** are the only words that begin with **th**.)

Reinforcement and Corrections

To work effectively with your child, you must convey the information the child needs. You must also respond to your child's efforts. In responding to these efforts, you should reinforce appropriate behaviors and correct mistakes.

Although the lessons should be overwhelmingly reinforcing, do not confuse being reinforcing with being soft. You are soft if you "overlook" mistakes or if you let the child get by with a sloppy effort. This behavior is not reinforcing. Furthermore, it is not realistic. The skills that are taught early in the program will be used later—all of them. If they are weak when they are presented in their simplest form, early in the program, they will most certainly be weak later, when the child is expected to use them in complex tasks. If the child is weak in all the components of the complex task (which is what will happen if you use a very low standard on all skills), the child will fail hopelessly. The only remedy would be to take the child back to the beginning of the program and start over, this time with a firm criterion on performance.

Some statements of reinforcement are specified in the script for the daily lessons. However, the script does not tell you how to respond to all the good things that should be praised. To be reinforcing, follow these rules:

1. If the child is working hard, praise the child: "You are a really hard worker." (You can use this kind of praise even if the child's performance is not perfect.)
2. If the child performs well, praise the child: "That's amazing. You are really smart."
3. If the child performs well on a task that presented problems earlier, express surprise. "You got that right this time. I thought you'd have a lot more trouble than that. You're terrific."

4. Give the child a chance to show off skills that have been mastered. "Wait until your father sees you do that tonight. He'll never believe it."

Note that three of these four points express surprise. The most effective reinforcement that you can present is built around surprise, because the surprise shows that the child did not merely do what you expected, but more. Doing better than you expect is one of the most reinforcing experiences a child can have. Therefore, the most effective procedure you can use to assure that the child will find learning to read very reinforcing is to challenge the child. If you challenge the child to do something you think the child can do, and if the child succeeds, you can act amazed. Start by expressing a challenge. Ideally, the challenge should involve a group of tasks, not a single task. "Let's do the say-it-fast tasks for today. I'll bet that you can't do them all without making more than two mistakes. These are very hard words in the lesson today."

Present the tasks. If the child makes fewer than two mistakes (which will probably happen), respond by saying something like "You didn't make one mistake. I think you just got lucky. There is no way you could be that good at say-it-fast."

Even if the child does make more than two mistakes, you are in a good position to permit the child to save face without feeling defeated. "Those were hard words, weren't they? Let's go over them one more time and make sure that we can do them. I'll bet some of them will come up again tomorrow."

To make the challenge effective, pick a group of tasks that you are pretty sure the child can do. If the child is firm on sounds, say, "I don't think you'll be able to get all the sounds today without making a mistake."

Remember, the goal of the challenge is not to tease the child or to make fun of failure. The challenge is designed to let the child show you that she can do more than you expect. If you say, "I wouldn't be surprised if you missed two or three of the sounds today," the stage is set for the child to make *no* mistakes (or possibly one) and for you to say, "Wow, you did it. I don't believe it. Those were hard." Remember, if you cannot say, "Wow, you did it" at the end, the challenge was either a complete flop or less than a total success. The "Wow, you did it" is what the challenge is all about.

1. If you reinforce the child after *every* task, you will actually be teaching the child to go off-task rather than to work through the lesson. The child learns that following each task will be a "reinforcement break."
2. The same thing will happen if you frequently use elaborate (lengthy) reinforcement.

Do not reinforce the child after every single task. The challenge should always be presented for a group of tasks. As you present each task within the group, make very brief comments such as "That's it" or "Good job." These interruptions should take no more than a second or two at most. Try to maintain very fast pacing from one task to the next. As soon as the child successfully completes a task, present the next task with the smallest interruption possible. This procedure is important not only from a "management" standpoint, but from a communication standpoint also. If the examples are presented quickly, one right after the other, the child will more readily see how the examples are the same and how they are different. If long pauses intervene, the child will not receive a message that is as clear.

If the child interrupts you while you are presenting, do not reinforce the behavior. If you listen to the child or permit the interruption, you reinforce interruptions, and they will occur with increasing frequency. Simply tell the child, "Whoa. Not now." Continue with the task. After you have completed a group of tasks (such as the say-it-fast tasks specified for the lesson), praise the child (if the child performed well). Then, "Now what was it you wanted to say earlier?"

In addition to discouraging the child from interrupting you, praise the child for not interrupting. Do not overdo this kind of reinforcement. But if the child has a tendency to interrupt and if the child does not interrupt during a group of tasks, say, "You are really a big person. You didn't interrupt one time. That's great. I didn't know you could work that hard."

A final reinforcement procedure: Occasionally a child becomes frustrated, has a bad day, and may produce a tear or two. A good way to respond to this behavior is to say, "Do you know how I know that everything is going to be all right tomorrow? You're crying. That means you care. That's good, because if you care, you'll keep working, and if you keep working, you'll get it. Do you know why? Because you're very smart."

When the child makes a mistake, correct it immediately. If the child makes a mistake on the second letter of a word that is being sounded out, do not wait until the child finishes sounding out the word before correcting. Correct immediately. Correction procedures are specified for the most common mistakes the child will make. These corrections are based on the three things a good correction should do:

1. Alert the child to the mistake and where it occurred.
2. Provide practice with the skill the child needs to overcome the mistake.
3. Test the child within the context in which the mistake occurred.

If the child makes a mistake in identifying the third sound that is presented in a sound exercise:

1. Signal the mistake: "Stop."
2. Provide practice with the skill: "This sound is **aaa**. What sound?"
3. Test the child within the context in which the mistakes occurred. "Remember that sound. Let's go back and do those sounds again." Repeat the sounds in order, starting with sound 1. If the child is able to respond to the third sound correctly, the mistake has been corrected. (This assertion does not mean that the child will never misidentify the symbol again; it means that you know the child is able to handle the activity in which the mistake occurred.)

All three steps are important. If you simply tell the child the "answer" without testing the child, you have no way of knowing whether the correction was transmitted.

Step 2 of the correction does not always mean that you "tell the answer." The only way the child will know the sound that is called for by a given symbol is if you say it; however, some mistakes are different. If the child uses a particular skill, the child will be able to figure out the answer. For instance, if the child is sounding out the word **ram** but is unable to say the word after sounding it out, you would not tell the child the word. Instead, you would make it easier for the child to say the word fast.

Here is the correction:

1. You stop the child after a few seconds. You do not let the child flounder. "Stop."

2. "Listen: **rrraaamm**. Say that." (Child says:) "rrraaamm."
"Now say it fast." (Child says:) "ram."
"That's it."
3. Point to the written word **ram**. "Now do it here. Sound it out."
(Child says:) "rrraaamm."
"Say it fast." (Child says:) "ram."
"You did it."

Learn this correction procedure. You will probably have many occasions to use it. Note that it follows the same three steps as the correction for sound identification. You first signal that a mistake has been made. You then provide practice in the skill needed to overcome the mistake. Finally, you test the child on the word in which the mistake occurred.

ADDITIONAL ACTIVITIES

The program includes sound writing as part of each lesson. It does not specify other activities that reinforce reading skills. Note that the purpose of sound writing is not to teach writing or penmanship. The rationale for sound writing is that if the child copies sounds, the child must attend to the shape details of the sounds. If the child attends to these details and associates them with the name of the sound, the child will learn the sounds faster and better. The sound-writing exercises, in other words, are included because of their reading-related value.

Note: It is not necessary to make **sh**, **th**, **wh**, **ch**, **er**, and **qu** so that they are actually joined. But identify each combination by the sound presented in the program.

To make it easier for the child to see how complex letters are formed (**a**, **w**, **t**, **h**, and other letters shown with two or more arrows), use two different-colored chalk (or pencil) lines. *Always* make the first part of complex letters with the same color and *always* make the second part with the same second color. (For instance, always make the first part with yellow and the second part with white.)

You may also teach writing and spelling. In fact, the reading program sets the stage for both additional activities. What follows is an outline for the more basic reinforcement activities that you might present.

Copying words. Beginning with Lesson 30, you can introduce copying words. Pick any words that have been presented in the reading lesson. Write three or four words on paper or the chalkboard (using **Distar** orthography). Leave a space below each word and a line on which the child is to copy the words. Direct the child to sound out the words that you have written, then to copy each word.

Writing words from "dictation." Beginning in Lesson 35, you can present a more sophisticated writing activity (one that is presented in addition to the copying activity, not as a substitute). Use this procedure:

"You're going to write a word that I say.

"Listen: **mat**. I'll say the word slowly: **mmaaat**. Say that."

"Write the first sound in **mmaaat**.

"Now listen again. **mmaaat**. Write the next sound in **mat**.






















"Listen again: **mmaaat**. Write the last sound in **mat**."



















If the child has trouble isolating the sounds from the word, first say the word, then tell the child the first sound. Say the word again. Then say the next sound. After presenting the third sound in the same way, present the exercise above. Use any of the words that have been presented in the lessons.

Writing stories from pictures. Beginning in Lesson 50, present pictures to the child. For each picture tell the child, "Make up a story for this picture." Reinforce the child for spelling words phonetically. Do not expect the child to spell words conventionally (particularly irregular words). Typically, the child will have very few inhibitions about expressing very elaborate ideas and tackling any word composed of known sounds. The result will be horrible misspellings but very clever recordings of the way we say those words.

THE SCHEDULE

Typically, lessons do not take more than fifteen minutes. In fact, you may be able to present most lessons in twelve minutes. It is a good idea, however, to make a schedule that allows twenty minutes for each lesson. If you finish early, you

m	Start with vertical line: ↓	Add humps: 
s	Start at top: 	
a	Start with backward s: 	Add ball: 
e	Start with horizontal line: → Note: Do not make long line over e.	Make c around it: 
:	Start with vertical line: ↓	Cross near top: 
r	Start with vertical line: ↓	Add curved line: 
d	Start with c: 	Add vertical line: 
i	Start with vertical line: ↓	Add dot: 
c		
o	Start like c: 	Close: 
n	Make first part of m: 	
f	Start with cane: 	Add horizontal line: 
u	Start with cane: 	Add vertical line: 
l	Make vertical line: ↓	
g	Start with c: 	Add: 
h	Start with vertical line: ↓	Add hump: 

k	Start with vertical line: ↓	Add v shape: k
v	Make v: 	
w	Start with v: 	Add v: 
th	Start with cane: 	Add vertical line:  Add hump and cross: 
sh	Start with s: 	Add h: sh
p	Start with vertical line: ↓	Close with backward c: 
ch	Start with c: 	Add h: ch
b	Start with vertical line: ↓	Close with backward c: 
y	Start: 	Add: 
er	Start with e: e	Add r: er
j	Start with vertical line: ↓	Add curve: 
wh	Start with: w	Add h: wh
x	Start: 	Cross: 
z	Start with horizontal line: →	Add v shape: 
qu	Start with c: 	Add vertical line:  Add u: qu

can either quit at that time or permit the child to select a fun activity, such as the child playing teacher and presenting part of the lesson to you.

Schedule the lessons for a specific time each day. A good time is before dinner. Because the lessons do not take very long, you may decide to schedule the reading every day of the week (not just on Monday through Friday). The advantage of the every-day schedule is that the reading becomes a daily, nonnegotiable part of the day. When children understand that something is part of the daily schedule, they accept it far more readily than they do if it comes and goes or, even worse, if it is open to negotiation. Do not negotiate the schedule. Do not make deals over it. Discuss it after you have made it up. Change it if it is inconvenient or unworkable, but do not succumb to "I'm tired today" or "Do we have to? Huh?" Just smile and say, "Oh, come on, it only takes a few minutes and you're so smart you'll go through it like nothing," or "Well, let's work hard and see how quickly we can get it over with." Do not argue.

Some parents who have used **Distar Fast Cycle** have found that they can schedule two lessons a day—one early in the day, the other in the evening. These parents found that the early lessons go so quickly that presenting two lessons during one day is not a problem. Often they were right. Sometimes, however, this schedule overwhelms the child with information, even during the early lessons. If you feel that two lessons a day is possible for your child, try it. But remain extremely sensitive to the possibility that the new sounds and new skills introduced by the program may come so fast that the child does not have adequate time to digest them and become thoroughly facile with them. If you notice that your child does not have good retention of things that were presented in earlier lessons, abandon the schedule or modify it. A good modification is to present one entire lesson in the morning. In the evening, repeat the first part of that lesson. This part includes the work on sounds and blending (and, later in the program, word reading). Do not repeat the writing and comprehension activities for the lesson. If the child does well on the review of the lesson presented earlier (which should take no more than ten minutes), begin the next lesson. Stop when the twenty-minute period is over. Begin the next lesson where you left off.

Posting your schedule is a very good idea. In that way you can use the schedule as a symbol

of the child's success. If you make up a schedule that looks like a calendar, you can end each lesson by writing the number of the lesson just completed on the schedule. You can indicate that the child has mastered the lesson by making a star or a smiling face next to the lesson number. From time to time refer to the number of lessons that have been mastered. "Wow. You've already got twenty stars. Look at that!" This technique makes your schedule a strong reinforcer.

Practicing the early lessons. Each lesson presents a script for all activities in the lesson, which indicates precisely what you are to say. It also indicates what the child is to do and what the child is to say when producing a correct response for each task that you present. Before you work with your child, make sure that you can present the tasks without fumbling or stopping while you figure out what to say or whether the child's response is correct. The only way to become facile with the scripts is to practice them. And practice means just that. Read the script out loud. Practice doing what the script tells you to do—for example, touching the ball at the beginning of the arrow for the sound exercises, and then moving along the arrow. After you present directions that call for a child's response, say that response to yourself.

These are the conventions for the script:

- What you say appears in red type.
- What you or the child does appears in parentheses.
- What the child says is presented within quotation marks.

Here is part of a task from Lesson 1:

5. Your turn to say the sound when I touch under it. (Touch first ball.) Get ready. (Move quickly to second ball. Hold.) "ssssss."

You first say, "Your turn to say the sound when I touch under it." You then touch the first ball. Then you say, "Get ready." You move quickly to the second ball and hold. As you do this, the child says, "Sssssss." For this task, the child produces the response, "sss." For other tasks, you will model or show the correct response. But remember, when the child is supposed to talk, you don't talk. And you don't move your lips to mouth the response or clue the child. You simply move under the ball and stop. The child produces the response.

PRACTICE PRESENTING LESSONS 1 AND 2

Assume that the child is sitting next to you.

Present each task of the lesson out loud. Remember, when the script indicates that the child is to respond, you are not to respond with the child or lead the child.

Go through the lesson a couple of times, until you can present it without looking at the book all the time. Remember, you are going to have

to observe the child and respond to what the child says. Try to maintain fast pacing from task to task, but do not rush each task. Present each task in a conversational way, not in a stilted, schoolmarm manner.

Practice quick praises for quick response, and practice corrections.

After you take these steps you will be ready, and the preparation for the later lessons should not take more than a quick run-through before you present them to your child.

Lessons 1–100

INTRODUCING THE PROGRAM:

MESSAGE TO YOUR CHILD:

I'm going to teach you how to read. We're going to work every day for about fifteen minutes. The work is hard, but I think you can do it. You're going to learn the sounds that you'll use when you read. And you're going to learn some good word games. Today we're going to do Lesson 1.

TASK 1 SOUNDS INTRODUCTION

- (Point to **m**.) I'm going to touch under this sound and say the sound. (Touch first ball of arrow. Move quickly to second ball. Hold two seconds.) **mmmmm**. (Release point.)
- Your turn to say the sound when I touch under it. (Touch first ball.) Get ready. (Move quickly to second ball. Hold.) "mmmmm."

(To correct child saying a wrong sound or not responding:) The sound is **mmmmm**. (Repeat step 2.)

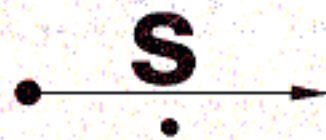
- (Touch first ball.) Again. Get ready. (Move quickly to second ball. Hold.) "mmmmm." (Repeat three more times.)



- (Point to **s**.) I'm going to touch under this sound and say the sound. (Touch first ball of arrow. Move quickly to second ball. Hold.) **sssss**. (Release point.)
- Your turn to say the sound when I touch under it. (Touch first ball.) Get ready. (Move quickly to second ball. Hold.) "sssss."

(To correct child saying a wrong sound or not responding:) The sound is **sssss**. (Repeat step 5.)

- (Touch first ball.) Again. Get ready. (Move quickly to second ball. Hold.) "sssss." (Repeat three more times.)



- Let's play say-it-fast. My turn: **motor** (pause) **boat**. (Pause.) Say it fast. **motorboat**.
- Your turn. Wait until I tell you to say it fast. **motor** (pause) **boat**. (Pause.) Say it fast. "motorboat." (Repeat step 2 until firm.)

(To correct child saying word slowly—for example, "motor [pause] boat":) You didn't say it fast. Here's saying it fast: **motorboat**. Say that. "motorboat." Now let's do that part again. (Repeat step 2.)

- New word. Listen: **ice** (pause) **cream**. (Pause.) Say it fast. "icecream."
- New word. Listen: **sis** (pause) **ter**. (Pause.) Say it fast. "sister."
- New word. Listen: **ham** (pause) **burger**. (Pause.) Say it fast. "hamburger."
- New word. Listen: **mmmēēē**. (Pause.) Say it fast. "me."
- New word. Listen: **liiff**. (Pause.) Say it fast. "if."
- (Repeat any words child had trouble with.)

TASK 3 SAY THE SOUNDS

- I'm going to say some words slowly, without stopping. Then you'll say them with me.
- First I'll say **am** slowly. Listen: **aaamm**. Now I'll say **me** slowly. Listen: **mmmēēē**. Now I'll say **in** slowly. Listen: **iiinn**. Now I'll say **she** slowly. Listen: **shshshēēē**.
- Now it's your turn to say the words slowly with me. Take a deep breath and we'll say **aaamm**. Get ready. "aaamm."

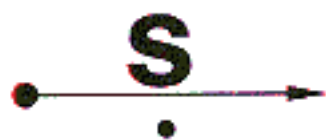
(To correct if child stops between sounds—for example, "aaa [pause] mmm":) Don't stop. Listen. (Don't pause between sounds **a** and **m** as you say **aaamm**.) Take a deep breath and we'll say **aaamm**. Get ready. "aaamm." (Repeat until child responds with you.)

- Now we'll say **iiinn**. Get ready. "iiinn." Now we'll say **ooonn**. Get ready. "ooonn."
- Your turn to say words slowly by yourself. Say **aaamm**. Get ready. "aaamm." Say **liiff**. Get ready. "liiff." Say **mmmēēē**. Get ready. "mmmēēē." Good saying the words slowly.

- Let's do the sounds again. See if you remember them. (Touch first ball for m.) Get ready. (Quickly move to second ball. Hold.) "mmmmmm."



- (Touch first ball for s.) Get ready. (Quickly move to second ball. Hold.) "sssss."

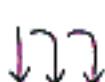
**TASK 5 SAY IT FAST**

- Let's play say-it-fast again. Listen: motor (pause) cycle. Say it fast. "motorcycle."
- mmmeēē. (Pause.) Say it fast. "me." iiff. (Pause.) Say it fast. "if." shshshēē. (Pause.) Say it fast. "she."

TASK 6 SOUNDS WRITING

(Note: Refer to each symbol by its sound, not by its letter name. Make horizontal rules on paper or a chalkboard about two inches apart. Separate writing spaces by spaces about one inch apart. Optionally, divide writing spaces in half with a dotted line: m - - - - .)

- See chart on page 24 for steps in writing m and s.) You're going to write the sounds that I write. You're going to write a sound on each line. I'll show you how to make each sound. Then you'll write each sound. Here's the first sound you're going to write.
- Here's how you make mmm. Watch. (Make m at the beginning of first line. Start with a vertical line:

Then add the humps: 

(Point to m.) What sound? "mmm." First you're going to trace the mmm that I made. Then you're going to make more of them on the line.

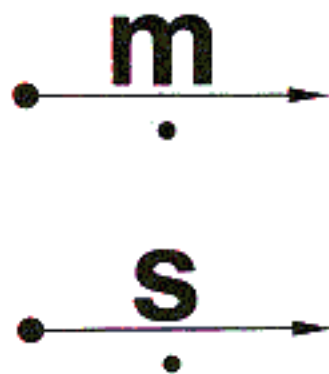
- (Help child trace sound two or three times. Child is then to make three to five m's on top line. Help child if necessary. For each acceptable letter child makes, say:) Good writing mmm.
- Here's how to make sss. Watch. (Make s at beginning of second line. Point to s.) What sound? "sss."
- First you're going to trace the sss that I made. Then you're going to make more of them on the line. (Help child trace sound two or three times. Child is then to make three to five s's on second line. Help child if necessary. For each acceptable letter child makes, say:) Good writing sss.

LESSON 2**TASK 1 SOUNDS REVIEW**

- (Point to m.) I'm going to touch under this sound and say the sound. (Touch first ball of arrow. Move quickly to second ball. Hold two seconds.) mmmmmm. (Release point.)
- Your turn to say the sound when I touch under it. (Touch first ball.) Get ready. (Move quickly to second ball. Hold.) "mmmmmm."

(To correct child saying a wrong sound or not responding:) The sound is mmmmmm. (Repeat step 2.)

- (Touch first ball.) Again. Get ready. (Move quickly to second ball. Hold.) "mmmmmm." (Repeat three more times.)



- (Point to **s**.) I'm going to touch under this sound and say the sound. (Touch first ball of arrow. Move quickly to second ball. Hold.) **ssssss**. (Release point.)
- Your turn to say the sound when I touch under it. (Touch first ball.) Get ready. (Move quickly to second ball. Hold.) "ssssss."

(To correct child saying a wrong sound or not responding:) The sound is **ssssss**. (Repeat step 5.)

- (Touch first ball.) Again. Get ready. (Move quickly to second ball. Hold.) "ssssss." (Repeat three more times.)

TASK 2 SAY IT FAST

- Let's play say-it-fast. My turn: **lawn** (pause) **mower**. (Pause.) Say it fast. **lawnmower**.
- Your turn. Wait until I tell you to say it fast. **lawn** (pause) **mower**. (Pause.) Say it fast. "lawnmower." (Repeat step 2 until firm.)

(To correct child saying word slowly—for example, "lawn [pause] mower":) You didn't say it fast. Here's saying it fast: **lawnmower**. Say that. "lawnmower." Now let's do that part again. (Repeat step 2.)

- New word. Listen: **side** (pause) **walk**. (Pause.) Say it fast. "sidewalk."
- New word. Listen: **iiiff**. (Pause.) Say it fast. "if."
- New word. Listen: **mmmééé**. (Pause.) Say it fast. "me."
- New word. Listen: **aaamm**. (Pause.) Say it fast. "am."
- New word. Listen: **iiinn**. (Pause.) Say it fast. "in."
- New word. Listen: **shshshééé**. (Pause.) Say it fast. "she."
- (Repeat any words child had trouble with.)

TASK 3 SAY THE SOUNDS

- I'm going to say some words slowly, without stopping. Then you'll say them with me.
- First I'll say **she** slowly. Listen: **shshshééé**. Now I'll say **me** slowly. Listen: **mmmééé**. Now I'll say **ship** slowly. Listen: **shshshiip**.
- Now it's your turn to say the words slowly with me. Take a deep breath and we'll say **shshshééé**. Get ready. "shshshééé."

(To correct if child stops between sounds—for example, "shshsh [pause] ééé":) Don't stop. Listen. (Don't pause between sounds **sh** and **é** as you say **shshshééé**.) Take a deep breath and we'll say **shshshééé**. Get ready. "shshshééé." (Repeat until child responds with you.)

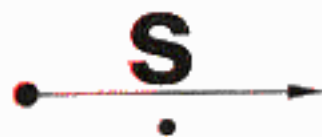
- Now we'll say **mmmééé**. Get ready. "mmmééé." Now we'll say **shshshiip**. Get ready. "shshshiip." Now we'll say **aaamm**. Get ready. "aaamm." Now we'll say **iiinn**. Get ready. "iiinn." Now we'll say **iiiff**. Get ready. "iiiff."
- Your turn to say the words slowly by yourself. Say **shshshééé**. Get ready. "shshshééé." Say **mmmééé**. Get ready. "mmmééé." Say **shshshiip**. Get ready. "shshshiip." Say **aaamm**. Get ready. "aaamm." Say **iiinn**. Get ready. "iiinn." Say **iiiff**. Get ready. "iiiff." Good saying the words slowly.

TASK 4 SOUNDS REVIEW

- Let's do the sounds again. See if you remember them. (Touch first ball for **m**.) Get ready. (Quickly move to second ball. Hold.) "mmmmm."



- (Touch first ball for **s**.) Get ready. (Quickly move to second ball. Hold.) "sssss."



1. **Let's play say-it-fast again. Listen: sis** (pause) **ter.** Say it fast. "sister."
2. **Mis** (pause) **ter.** (Pause.) **Say it fast.** "mister."
mo (pause) **ther.** (Pause.) **Say it fast.** "mother."
iiiff. (Pause.) **Say it fast.** "if."
sssēēē. (Pause.) **Say it fast.** "see."
nnnōōō. (Pause.) **Say it fast.** "no."
aaamm. (Pause.) **Say it fast.** "am."

TASK 6 SAY THE SOUNDS

1. **Your turn to say the words slowly. Say mmmmaaannn.** "mmmaaannn." **Say wwwiiiii.** "wwwiiiii." **Say shshshēēē.** "shshshēēē." **Say sssiiit.** "sssiit."

(To correct child saying a wrong word or not responding:) **Listen.** (Don't pause between sounds s, i, and t, as you say **sssiit.**) **Take a deep breath and we'll say sssiiit.** Get ready. "sssiit." (Repeat until firm.)

TASK 7 SOUNDS WRITING

1. (See chart on page 24 for steps in writing s and m.)
2. **You're going to write the sounds that I write. Here's the first sound you're going to write.**
3. (Write s at beginning of first line. Point to s.) **What sound?** "sss."
4. **First trace the sss that I made. Then make more of them on this line.** (After tracing s several times, child is to make three to five s's. Help child if necessary. For acceptable letters say:) **Good writing sss.**
5. **Here's the next sound you're going to write.** (Write m at beginning of second line. Point to m.) **What sound?** "mmm."
6. **First trace the mmm that I made. Then make more of them on this line.** (After tracing m several times, child is to make three to five m's. Help child if necessary. For acceptable letters say:) **Good writing mmm.**

LESSON 3**TASK 1 SOUNDS INTRODUCTION**

1. (Point to a.) **Here's a new sound. I'm going to touch under this sound and say the sound.** (Touch first ball of arrow. Move quickly to second ball. Hold.) **āāāāā.**
2. **Your turn to say the sound when I touch under it.** (Touch first ball.) **Get ready.** (Move quickly to second ball. Hold.) "āāāāā."

(To correct child saying a wrong sound or not responding:) **The sound is āāāāā.** (Repeat step 2.)

3. (Touch first ball.) **Again. Get ready.** (Move quickly to second ball. Hold.) "āāāāā."

**TASK 2 SOUNDS REVIEW**

1. **You're going to say all these sounds.** (Touch first ball for m.) **Get ready.** (Quickly move to second ball. Hold.) "mmmmm."



2. (Touch first ball for a.) **Get ready.** (Quickly move to second ball. Hold.) "aaaaa."



3. (Touch first ball for s.) **Get ready.** (Quickly move to second ball. Hold.) "sssss."



TASK 3 SAY THE SOUNDS

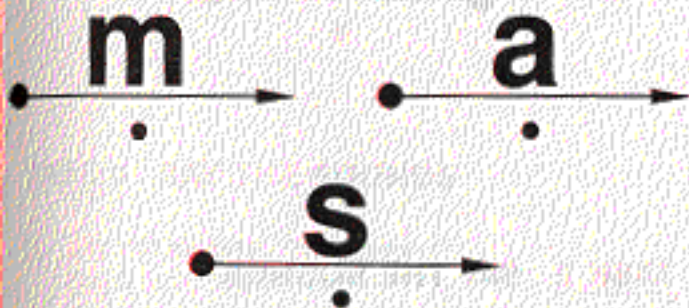
1. Your turn to say the words slowly. Say **rruuunnn**. "rruuunnn." Say **mmaaannn**. "mmaaannn." Say **ththhiisss**. "ththhiisss." Say **wwwééé**. "wwwééé." Say **shshshééé**. "shshshééé."

(To correct child saying a wrong word or not responding:) Listen. (Don't stop between sounds **sh** and **é** as you say **shshshééé**.)

Take a deep breath and we'll say **shshshééé**. Get ready. "shshshééé."
(Repeat until firm.)

TASK 4 SOUNDS

1. Let's play say-it-fast with these sounds. My turn. (Touch first ball for **m**. Move quickly to second ball. Hold.) **mmmmmm**. (Release.) (Touch first ball.) Say it fast. (Move quickly to end of arrow.) **m**.
2. Your turn. First you'll say it slowly. Then you'll say it fast. (Touch first ball for **m**.) Say the sound slowly. (Move quickly to second ball. Hold.) "mmmmmm." (Release.) (Touch first ball.) Say it fast. (Move quickly to end of arrow.) "m."
3. (Touch first ball for **a**.) Say the sound slowly. (Move quickly to second ball. Hold.) "aaaaaa." (Release.) (Touch first ball for **a**.) Say it fast. (Move quickly to end of arrow.) "a."



4. (Touch first ball for **m**.) Say the sound slowly. (Move quickly to second ball. Hold.) "mmmmmm." (Release.) (Touch first ball for **m**.) Say it fast. (Move quickly to end of arrow.) "m."
5. (Touch first ball for **s**.) Say the sound slowly. (Move quickly to second ball. Hold.) "ssssss." (Touch first ball for **s**. Hold.) Say it fast. (Move quickly to end of arrow.) "s."

6. (Touch first ball for **a**.) Say the sound slowly. (Move quickly to second ball. Hold.) "aaaaaa." (Touch first ball for **a**.) Say it fast. (Move quickly to end of arrow.) "a."

TASK 5 SAY THE SOUNDS

1. We're going to play a new say-it-fast game. First you'll say the word that I say slowly. Then you'll say it fast. Say (pause) **mmmééé**. "mmmééé." Now say it fast. "me."
2. Say (pause) **mmaaannn**. "mmaaannn." Now say it fast. "man." Say (pause) **iiiff**. "iiiff." Now say it fast. "if." Say **wwwééé**. "wwwééé." Now say it fast. "we."
3. Let's do those words again. (Repeat step 2 until firm.)

TASK 6 SAY THE SOUNDS

1. I'm going to say the sounds on the arrow. (Touch first ball. Quickly move to second ball. Hold for about three seconds. Quickly move to third ball and hold for about three seconds. Say **aaamm** without pausing between sounds as you touch under each sound. Repeat.)
2. This time I'm going to say the sounds. You touch under each sound as I say it. Put your finger on the first ball. Get ready. **aaamm**. (Hold each sound for about three seconds. Do not pause between sounds. Child touches under each sound as soon as you start to say it.)
3. Again, finger on the first ball. Get ready. **aaamm**. (Repeat until firm.)

(To correct: Hold child's finger and move it to appropriate balls on arrow as you say **aaamm**. Then repeat.)



- I'm going to say the sounds on the arrow.** (Touch first ball. Quickly move to second ball. Hold for about three seconds. Quickly move to third ball and hold for about three seconds. Say **sssaaa** without pausing between sounds as you touch under each sound. Repeat.)
- This time I'm going to say the sounds. You touch under each sound as I say it. Put your finger on the first ball. Get ready, sssaaa.** (Hold each sound for about three seconds. Do not pause between sounds. Child touches under each sound as soon as you start to say it.)
- Again, finger on the first ball. Get ready, sssaaa.** (Repeat until firm.)

(To correct: Hold child's finger and move it to appropriate balls on arrow as you say **sssaaa**. Then repeat.)



TASK 8 SOUNDS WRITING

- (See chart on page 24 for steps in writing a and m.)
- You're going to write the sounds that I write. Here's the first sound you're going to write.**
- (Write a at beginning of first line. Point to a.) **What sound? "aaa."**
- First trace the aaa that I made. Then make more of them on this line.** (After tracing a several times, child is to make three to five a's. Help child if necessary. For each acceptable letter say:) **Good writing aaa.**
- Here's the next sound you're going to write.** (Write m at beginning of second line. Point to m.) **What sound? "mmm."**
- First trace the mmm that I made. Then make more of them on this line.** (After tracing m several times, child is to make three to five m's. Help child if necessary. For acceptable letters say:) **Good writing mmm.**

LESSON 4

TASK 1 SOUNDS REVIEW

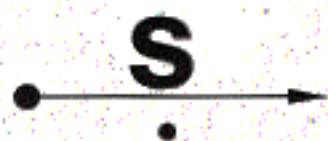
- You're going to say all these sounds.** (Touch first ball for m.) **Get ready.** (Quickly move to second ball. Hold.) "mmmmm."



- (Touch first ball for a.) **Get ready.** (Quickly move to second ball. Hold.) "aaaaa."



- (Touch first ball for s.) **Get ready.** (Quickly move to second ball. Hold.) "sssss."



TASK 2 SAY THE SOUNDS

Your turn to say the words slowly.

Say aaat. "aaat."

Say ééét. "ééét."

Say mmmaaat. "mmmaaat."

Say thththilsss. "thththilsss."

Say rrruuunnn. "rrruunnn."

Say nnnoot. "nnnoot."

Say thththaaat. "thththaaat."

Say wwwééé. "wwwééé."

- You're going to say sounds slowly, then you're going to say them fast. (Touch first ball for s.) Say the sound slowly. (Move quickly to second ball. Hold.) "ssssss." (Release.) (Return to first ball.) Say it fast. (Move quickly to end of arrow.) "s."
- (Touch first ball for m.) Say the sound slowly. (Move quickly to second ball. Hold.) "mmmmmm." (Release.) (Return to first ball for m.) Say it fast. (Move quickly to end of arrow.) "m."
- (Touch first ball for a.) Say the sound slowly. (Move quickly to second ball. Hold.) "aaaaaa." (Release.) (Return to first ball for a.) Say it fast. (Move quickly to end of arrow.) "a."



TASK 4 SAY THE SOUNDS

- Say rrruuunn. "rrruuunn."
Say it fast. "run."
Say aaat. "aaat."
Say it fast. "at."
Say nnnóót. "nnnóót."
Say it fast. "not."
Say thththiiss. "thththiiss."
Say it fast. "this."
Say mmmaaat. "mmaaat."
Say it fast. "mat."
- Let's do those words again. (Repeat step 1 until firm.)

- I'm going to say the sounds on the arrow. (Touch first ball. Quickly move to second ball. Hold for about three seconds. Quickly move to third ball and hold for about three seconds. Say mmaaa without pausing between sounds as you touch under each sound. Repeat.)
- This time I'm going to say the sounds. You touch under each sound as I say it. Put your finger on the first ball. Get ready. mmaaa. (Hold each sound for about three seconds. Do not pause between sounds. Child touches under each sound as soon as you start to say it.)
- Again, finger on the first ball. Get ready. mmaaa. (Repeat until firm.)



(To correct: Hold child's finger and move it to appropriate balls on arrow as you say mmaaa. Then repeat.)

TASK 6 SAY THE SOUNDS

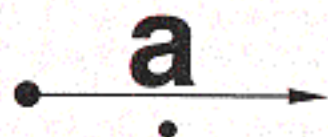
- I'm going to say the sounds on the arrow. (Touch first ball. Quickly move to second ball. Hold for about three seconds. Quickly move to third ball and hold for about three seconds. Say sssaaa without pausing between sounds as you touch under each sound. Repeat.)
- This time I'm going to say the sounds. You touch under each sound as I say it. Put your finger on the first ball. Get ready. sssaaa. (Hold each sound for about three seconds. Do not pause between sounds. Child touches under each sound as soon as you start to say it.)
- Again, finger on the first ball. Get ready. sssaaa. (Repeat until firm.)



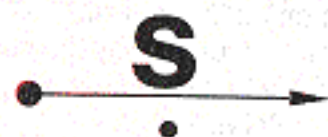
(To correct: Hold child's finger and move it to appropriate balls on arrow as you say sssaaa. Then repeat.)

- (See chart on page 24 for steps in writing **s** and **a**.)
- You're going to write the sounds that I write. Here's the first sound you're going to write.
- (Write **s** at beginning of first line. Point to **s**.) What sound? "sss."
- First trace the **sss** that I made. Then make more of them on this line. (After tracing **s** several times, child is to make three to five **s**'s. Help child if necessary. For each acceptable letter say:) Good writing **sss**.
- Here's the next sound you're going to write. (Write **a** at the beginning of second line. Point to **a**.) What sound? "aaa."
- First trace the **a** that I made. Then make more of them on this line. (After tracing **a** several times, child is to make three to five **a**'s. Help child if necessary. For acceptable letters say:) Good writing **aaa**.

- You're going to say all these sounds. (Touch first ball for **a**.) Get ready. (Quickly move to second ball. Hold.) "aaaaa."



- (Touch first ball for **s**.) Get ready. (Quickly move to second ball. Hold.) "sssss."



- (Touch first ball for **m**.) Get ready. (Quickly move to second ball. Hold.) "mmmmm."



- (Touch first ball for **e**.) Get ready. (Quickly move to second ball. Hold.) "eeeeee."



LESSON 5

TASK 1 SOUNDS INTRODUCTION

- (Point to **e**.) Here's a new sound. I'm going to touch under this sound and say the sound. (Touch first ball of arrow. Move quickly to second ball. Hold.) **eeeeee**.
- Your turn to say the sound when I touch under it. (Touch first ball.) Get ready. (Move quickly to second ball. Hold.) "eeeeee."

(To correct child saying a wrong sound or not responding:) The sound is **eeeeee**. (Repeat step 2.)

- (Touch first ball.) Again. Get ready. (Move quickly to second ball. Hold.) "eeeeee."



TASK 3 SAY THE SOUNDS

Your turn to say the words slowly.

Say **mmmeee**. "mmmeee."

Say **ssseee**. "ssseee."

Say **thththaaat**. "thththaaat."

Say **wwweee**. "wwweee."

Say **aaannnd**. "aaannnd."

Say **aaamm**. "aaamm."

Say **eeet**. "eeet."

Say **iiiff**. "iiiff."

TASK 4 SAY THE SOUNDS

- Say **sssee**. "sssee."
- Say it fast. "see."
- Say **thththaaat**. "thththaaat."
- Say it fast. "that."
- Say **iiiff**. "iiiff."

Say it fast. "it."

Say **aaat**. "aaat."

Say it fast. "at."

Say **aaamm**. "aaamm."

Say it fast. "am."

2. Let's do those words again. (Repeat step 1 until firm.)

TASK 5 SOUNDS

1. You're going to say sounds slowly, then you're going to say them fast. (Touch first ball for **ē**.) Say the sound slowly. (Move quickly to second ball. Hold.) "ēēēēē." (Release.) (Return to first ball.) Say it fast. (Move quickly to end of arrow.) "ē."



2. (Touch first ball for **s**.) Say the sound slowly. (Move quickly to second ball. Hold.) "sssss." (Release.) (Return to first ball for **s**.) Say it fast. (Move quickly to end of arrow.) "s."



3. (Touch first ball for **m**.) Say the sound slowly. (Move quickly to second ball. Hold.) "mmmmm." (Release.) (Return to first ball for **m**.) Say it fast. (Move quickly to end of arrow.) "m."



4. (Touch first ball for **a**.) Say the sound slowly. (Move quickly to second ball. Hold.) "aaaaa." (Release.) (Return to first ball for **a**.) Say it fast. (Move quickly to end of arrow.) "a."



1. (Point to **ē**.) Your turn to touch the sounds and say them. First you're going to say this sound slowly and then say it fast. Touch the first ball of the arrow. You're going to move to the next ball on the arrow and stop. When you stop, say the sound slowly. Do it. "ēēēēē." Now say it fast. (Child slides finger quickly under **ē**.) "ē."



(To correct: Hold child's finger and move it appropriately as you say.) Do it with me. Say the sound slowly. "ēēē." Now say it fast. "ē." (Repeat until child responds correctly. Then repeat step 1.)

2. Touch the first ball for the next sound. Move to the next ball and say the sound slowly. "sssss." Now say it fast. "s."



3. Touch the first ball for the next sound. Move to the next ball and say the sound slowly. "mmmmm." Now say it fast. "m."



4. Touch the first ball for the next sound. Move to the next ball and say the sound slowly. "aaaaa." Now say it fast. "a."



1. I'm going to rhyme. (Touch first ball for **m**.) This is the sound I'm going to start with. Get ready to say the sound. (Quickly slide to second ball and hold.) "mmm."
2. (Return to first ball.) I'm going to rhyme with (pause) **eat**. What am I going to rhyme with? "eat." (Slide quickly to second ball under **m**. Hold for about three seconds, then slide quickly to end of arrow as you say:) **mmmeat**. (Return to first ball.) Say it fast. (Slide to end of arrow as you say:) **meat**. I rhymed with (pause) **eat**.
3. (Touch first ball.) Now I'm going to rhyme with (pause) **at**. What am I going to rhyme with? "at." (Slide quickly to second ball under **m**. Hold for about three seconds, then slide quickly to end of arrow as you say:) **mmmat**. (Return to first ball.) Say it fast. (Slide to end of arrow as you say:) **mat**. I rhymed with (pause) **at**.
4. (Touch first ball.) Now I'm going to rhyme with (pause) **ē**. What am I going to rhyme with? "ē." (Slide quickly to second ball under **m**. Hold for about three seconds, then slide quickly to end of arrow as you say:) **mmme**. (Return to first ball.) Say it fast. (Slide to end of arrow as you say:) **me**. I rhymed with (pause) **ē**.
5. (Touch first ball.) Now it's your turn to rhyme with (pause) **ē**. (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "mmme."

(To correct if child does not respond or says "mmm" only:) Do it with me. (Touch first ball.) Rhymes with (pause) **ē**. (Slide to second ball. Touch for three seconds and then slide quickly to end of arrow as you say **mmme** without pausing between sounds. Repeat correction until child responds with you, then repeat step 5.)

(Return to first ball.) Say it fast. (Slide to end of arrow.) "mē." You rhymed with (pause) **ē**.

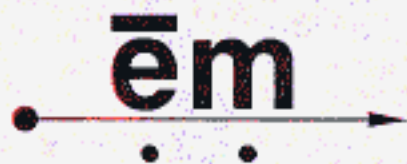
6. (Touch first ball.) Your turn to rhyme with (pause) **at**. What are you going to rhyme with? "at." Rhyming with (pause) **at**. (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "mmmat." (Return to first ball.) Say it fast. (Slide to end of arrow.) "mat." You rhymed with (pause) **at**.



7. (Touch first ball.) Your turn to rhyme with (pause) **eat**. What are you going to rhyme with? "eat." Rhyming with (pause) **eat**. (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "mmmeat." (Return to first ball.) Say it fast. (Slide to end of arrow.) "meat." You rhymed with (pause) **eat**.

TASK 8 SAY THE SOUNDS

1. (Point to **ēm**.) You're going to touch under these sounds and say them. Here's what you're going to say. (Pause.) **ēēm**. Say that. "ēēm." Again: "ēēm."
2. Touch the first ball of the arrow. Get ready to touch under the sounds and say them. (Child touches under **ē** and **m** and says "ēēm" without pausing between sounds.) Good sounding out.



(To correct if child pauses between sounds or does not touch and say sounds at the same time:) Let's say the sounds. (Hold child's finger and move it to appropriate balls as you say **ēēm** without pausing between sounds. Repeat until child responds with you. Repeat step 2.)

3. (Point to **ēs**.) You're going to touch under these sounds and say them. Here's what you're going to say (Pause.) **ēēs**. Say that. "ēēs." Again "ēēs."
4. Touch the first ball of the arrow. Get ready to touch under the sounds and say them. Go. (Child touches under **ē** and **s** and says "ēēs" without pausing between sounds.) Good sounding out.



TASK 9 SOUNDS WRITING

- (See chart on page 24 for steps in writing e and a.)
- You're going to write the sounds that I write. Here's the first sound you're going to write.
- (Point to e.) What sound? "ēēē." Yes, we're going to write ēēē without a line.
- First trace the ēēē that I made. Then make more of them on this line. (After tracing e several times, child is to make three to five e's. Help child if necessary. For each acceptable letter say:) Good writing ēēē.
- Here's the next sound you're going to write. (Write a at beginning of second line. Point to a.) What sound? "aaa."
- First trace the aaa that I made. Then make more of them on this line. (After tracing a several times, child is to make three to five a's. Help child if necessary. For acceptable letters say:) Good writing aaa.

- (Touch first ball for a.) Say the sound slowly. (Move quickly to second ball. Hold.) "aaa." (Release.) (Return to first ball for a.) Say it fast. (Move quickly to end of arrow.) "a."



- (Touch first ball for m.) Say the sound slowly. (Move quickly to second ball. Hold.) "mmm." (Release.) (Return to first ball for m.) Say it fast. (Move quickly to end of arrow.) "m."



LESSON 6

TASK 1 SOUNDS

- (Touch first ball for ē.) You're going to say the sound slowly. Then you'll say it fast. (Move quickly to second ball. Hold.) "ēēē." (Release.) (Return to first ball.) Say it fast. (Move quickly to end of arrow.) "ē."



- (Touch first ball for s.) Say the sound slowly. (Move quickly to second ball. Hold.) "sss." (Release.) (Return to first ball for s.) Say it fast. (Move quickly to end of arrow.) "s."



TASK 2 SAY THE SOUNDS

Your turn to say the words slowly.

Say **wwwēēē**. "wwwēēē."

Say **iiinnn**. "iiinnn."

Say **rrruunnn**. "rrruunnn."

Say **nnnoot**. "nnnoot."

Say **fffiinnn**. "fffiinnn."

Say **ēēēt**. "ēēēt."

Say **ththhaat**. "ththhaat."

Say **fffeet**. "fffeet."

Say **sssēēē**. "sssēēē."

Say **sssaaat**. "sssaaat."

Say **sssēēēnnn**. "sssēēēnnn."

Say **sssiinnn**. "sssiinnn."

TASK 3 RHYMING

1. I'm going to rhyme. (Touch first ball for m.) This is the sound I'm going to start with. Get ready to say the sound. (Quickly slide to second ball and hold.) "mmm."
2. (Return to first ball.) I'm going to rhyme with (pause) **ē**. What am I going to rhyme with? "ē." (Slide quickly to second ball under m.) Hold for about three seconds, then slide quickly to end of arrow as you say:) **mmme**. (Return to first ball.) Say it fast. (Slide to end of arrow as you say:) **me**. I rhymed with (pause) **ē**.
3. (Touch first ball.) Now I'm going to rhyme with (pause) **eat**. What am I going to rhyme with? "eat." (Slide quickly to second ball under m.) Hold for about three seconds, then slide quickly to end of arrow as you say:) **mmmeat**. (Return to first ball.) Say it fast. (Slide to end of arrow as you say:) **meat**. I rhymed with (pause) **eat**.
4. (Touch first ball.) Now I'm going to rhyme with (pause) **ēn**. What am I going to rhyme with? "ēn." (Slide quickly to second ball under m.) Hold for about three seconds, then slide quickly to end of arrow as you say:) **mmmean**. (Return to first ball.) Say it fast. (Slide to end of arrow as you say:) **mean**. I rhymed with (pause) **ēn**.
5. (Touch first ball.) Now I'm going to rhyme with (pause) **at**. What am I going to rhyme with? "at." (Slide quickly to second ball under m.) Hold for about three seconds, then slide quickly to end of arrow as you say:) **mmmat**. (Return to first ball.) Say it fast. (Slide to end of arrow as you say:) **mat**. I rhymed with (pause) **at**.
6. (Touch first ball.) Now it's your turn to rhyme with (pause) **at**. (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "mmmat."

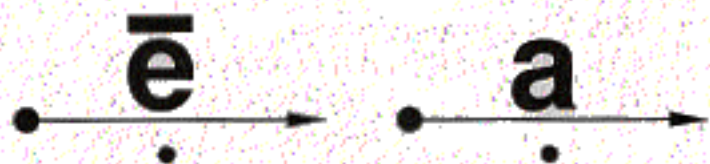
(To correct if child does not respond or says "mmm" only:) Do it with me. (Touch first ball.) Rhymes with (pause) **at**. (Slide to second ball. Touch for three seconds and then slide quickly to end of arrow as you say **mmmat** without pausing between sounds. Repeat correction until child responds with you, then repeat step 6.)



7. (Return to first ball.) Say it fast. (Slide to end of arrow.) "mat." You rhymed with (pause) **at**.
7. (Touch first ball.) Your turn to rhyme with (pause) **ēn**. What are you going to rhyme with? "ēn." Rhyming with (pause) **ēn**. (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "mmmean." (Return to first ball.) Say it fast. (Slide to end of arrow.) "mean." You rhymed with (pause) **ēn**.
8. (Touch first ball.) Your turn to rhyme with (pause) **eat**. What are you going to rhyme with? "eat." Rhyming with (pause) **eat**. (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "mmmeat." (Return to first ball.) Say it fast. (Slide to end of arrow.) "meat." You rhymed with (pause) **eat**.
9. (Touch first ball.) Your turn to rhyme with (pause) **ē**. What are you going to rhyme with? "ē." Rhyming with (pause) **ē**. (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "mmme." (Return to first ball.) Say it fast. (Slide to end of arrow.) "me." You rhymed with (pause) **ē**.

TASK 4 CHILD TOUCHES SOUNDS

1. Your turn to touch the sounds and say them. Touch the first ball for the first sound. Move to the next ball and say the sound slowly. "ēēē." Now say it fast. "ē."
2. Touch the first ball for the next sound. Move to the next ball and say the sound slowly. "aaa." Now say it fast. "a."



3. Touch the first ball for the next sound. Move to the next ball and say the sound slowly. "mmm." Now say it fast. "m."
4. Touch the first ball for the next sound. Move to the next ball and say the sound slowly. "sss." Now say it fast. "s."



TASK 5 SAY THE SOUNDS

1. Say **aat**. "aat."
Say it fast. "at."
Say **ssaaat**. "ssaaat."
Say it fast. "sat."
Say **ffēēt**. "ffēēt."
Say it fast. "feet."
Say **ssiiinnn**. "ssiiinnn."
Say it fast. "sin."
Say **sssēēē**. "sssēēē."
Say it fast. "see."
Say **sssēēēnnn**. "sssēēēnnn."
Say it fast. "seen."
Say **wwwēēē**. "wwwēēē."
Say it fast. "we."
2. Let's do those words again. (Repeat step 1 until firm.)

TASK 6 RHYMING

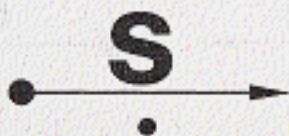
1. I'm going to rhyme. (Touch first ball for s.) This is the sound I'm going to start with. Get ready to say the sound. (Quickly slide to second ball and hold.) "sss."
2. (Return to first ball.) I'm going to rhyme with (pause) **at**. What am I going to rhyme with? "at." (Slide quickly to second ball under s. Hold for about three seconds, then slide quickly to end of arrow as you say:) **sssat**. (Return to first ball.) Say it fast. (Slide to end of arrow as you say:) **sat**. I rhymed with (pause) **at**.
3. (Touch first ball.) Now I'm going to rhyme with (pause) **eat**. What am I going to rhyme with? "eat." (Slide quickly to second ball under s. Hold for about three seconds, then slide quickly to end of arrow as you say:) **ssseat**. (Return to first ball.) Say it fast. (Slide to end of arrow as you say:) **seat**. I rhymed with (pause) **eat**.
4. (Touch first ball.) Now I'm going to rhyme with (pause) **ē**. What am I going to rhyme with? "ē." (Slide quickly to second ball under s. Hold for about three seconds, then slide quickly to end of arrow as you say:) **sssee**. (Return to first ball.) Say it fast. (Slide to end of arrow as you say:) **see**. I rhymed with (pause) **ē**.

5. (Touch first ball.) Now it's your turn to rhyme with (pause) **ē**. (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "sssee."
(Return to first ball.) Say it fast. (Slide to end of arrow.) "see." You rhymed with (pause) **ē**.
6. (Touch first ball.) Your turn to rhyme with (pause) **eat**. What are you going to rhyme with? "eat." Rhyming with (pause) **eat**. (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "ssseat." (Return to first ball.) Say it fast. (Slide to end of arrow.) "seat." You rhymed with (pause) **eat**.
7. (Touch first ball.) Your turn to rhyme with (pause) **at**. What are you going to rhyme with? "at." Rhyming with (pause) **at**. (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "sssat." (Return to first ball.) Say it fast. (Slide to end of arrow.) "sat." You rhymed with (pause) **at**.

TASK 7 SAY THE SOUNDS

1. (Point to **mē**.) You're going to touch under these sounds and say them. Here's what you're going to say. (Pause.) **mmmēēē**. Say that. "mmmēēē." Again. "mmmēēē."
2. Touch the first ball of the arrow. Get ready to touch under the sounds and say them. (Child touches under **m** and **ē** and says "mmmēēē" without pausing between sounds.) Good sounding out.

(To correct if child pauses between sounds or does not touch and say sounds at the same time:) Let's say the sounds. (Hold child's finger and move it to appropriate balls as you say **mmmēēē** without pausing between sounds. Repeat until child responds with you. Repeat step 2.)



3. (Point to **sē**.) **You're going to touch under these sounds and say them. Here's what you're going to say.** (Pause.) **sssēēē.** Say that. "sssēēē." Again. "sssēēē."
4. **Touch the first ball of the arrow. Get ready to touch under the sounds and say them. Go.** (Child touches under **s** and **ē** and says "sssēēē" without pausing between sounds.) **Good sounding out.**



LESSON 7

TASK 1 SOUNDS INTRODUCTION

- (Touch ball for **t**.) **We always have to say this sound fast. My turn to say it fast.** (Quickly move to end of arrow as you say sound.) **t.**
- My turn to say it fast again.** (Touch ball for **t**.) **Say it fast.** (Quickly move to end of arrow.) **t.**
- (Touch ball.) **Your turn.** (Pause.) **Say it fast.** (Quickly move to end of arrow.) "t."



(To correct if child says "tuh," "tah," or "tih"): **Listen: t. Say it fast.** (Repeat steps 1–3.)

TASK 2 SOUNDS

- You're going to say sounds slowly, then you're going to say them fast.** (Touch first ball for **ē**.) **Say the sound slowly.** (Move quickly to second ball. Hold.) "ēēē." (Release.) (Return to first ball.) **Say it fast.** (Move quickly to end of arrow.) "ē."

TASK 8 SOUNDS WRITING

- (See chart on page 24 for steps in writing **ē** and **s**.)
- You're going to write the sounds that I write. Here's the first sound you're going to write.**
- (Write **ē** at beginning of first line. Point to **e**.) **What sound?** "ēēē."
- First trace the ēēē that I made. Then make more of them on this line.** (After tracing **ē** several times, child is to make three to five **ē**'s. Help child if necessary. For each acceptable letter say:) **Good writing ēēē.**
- Here's the next sound you're going to write.** (Write **s** at beginning of second line. Point to **s**.) **What sound?** "sss."
- First trace the sss that I made. Then make more of them on this line.** (After tracing **s** several times, child is to make three to five **s**'s. Help child if necessary. For acceptable letters say:) **Good writing sss.**



- (Touch first ball for **m**.) **Say the sound slowly.** (Move quickly to second ball. Hold.) "mmm." (Release.) (Return to first ball for **m**.) **Say it fast.** (Move quickly to end of arrow.) "m."
- (Touch first ball for **a**.) **Say the sound slowly.** (Move quickly to second ball. Hold.) "aaa." (Release.) (Return to first ball for **a**.) **Say it fast.** (Move quickly to end of arrow.) "a."



1. **I'm going to rhyme.** (Touch first ball for s.) **This is the sound I'm going to start with. Get ready to say the sound.** (Quickly slide to second ball and hold.) "sss."
2. (Return to first ball.) **I'm going to rhyme with** (pause) **ē.** **What am I going to rhyme with?** "ē." (Slide quickly to second ball under s. Hold for about three seconds, then slide quickly to end of arrow as you say:) **sssee.** (Return to first ball.) **Say it fast.** (Slide to end of arrow as you say:) **see. I rhymed with** (pause) **ē.**
3. (Touch first ball.) **Now I'm going to rhyme with** (pause) **at.** **What am I going to rhyme with?** "at." (Slide quickly to second ball under s. Hold for about three seconds, then slide quickly to end of arrow as you say:) **sssat.** (Return to first ball.) **Say it fast.** (Slide to end of arrow as you say:) **sat. I rhymed with** (pause) **at.**
4. (Touch first ball.) **Now I'm going to rhyme with** (pause) **eat.** **What am I going to rhyme with?** "eat." (Slide quickly to second ball under s. Hold for about three seconds, then slide quickly to end of arrow as you say:) **ssseat.** (Return to first ball.) **Say it fast.** (Slide to end of arrow as you say:) **seat. I rhymed with** (pause) **eat.**
5. (Touch first ball.) **Now I'm going to rhyme with** (pause) **ēn.** **What am I going to rhyme with?** "ēn." (Slide quickly to second ball under s. Hold for about three seconds, then slide quickly to end of arrow as you say:) **sssēēn.** (Return to first ball.) **Say it fast.** (Slide to end of arrow as you say:) **seen. I rhymed with** (pause) **ēn.**
6. (Touch first ball.) **Now it's your turn to rhyme with** (pause) **ēn.** (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "ssseen."



(To correct if child does not respond or says "sss" only.) **Do it with me.** (Touch first ball.) **Rhymes with** (pause) **ēn.** (Slide to second ball. Touch for three seconds and then slide quickly to end of arrow as you say **ssseen** without pausing between sounds. Repeat correction until child responds with you, then repeat step 6.)

- (Return to first ball.) **Say it fast.** (Slide to end of arrow.) "sēen." **You rhymed with** (pause) **ēn.**
7. (Touch first ball.) **Your turn to rhyme with** (pause) **eat.** **What are you going to rhyme with?** "eat." **Rhyming with** (pause) **eat.** (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "ssseat." (Return to first ball.) **Say it fast.** (Slide to end of arrow.) "seat." **You rhymed with** (pause) **eat.**
 8. (Touch first ball.) **Your turn to rhyme with** (pause) **at.** **What are you going to rhyme with?** "at." **Rhyming with** (pause) **at.** (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "sssat." (Return to first ball.) **Say it fast.** (Slide to end of arrow.) "sat." **You rhymed with** (pause) **at.**
 9. (Touch first ball.) **Your turn to rhyme with** (pause) **ē.** **What are you going to rhyme with?** "ē." **Rhyming with** (pause) **ē.** (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "sssee." (Return to first ball.) **Say it fast.** (Slide to end of arrow.) "see." **You rhymed with** (pause) **ē.**

TASK 4 SAY THE SOUNDS

Your turn to say the words slowly.

Say **sssēēē.** "sssēēē."

Say **fffēēt.** "fffēēt."

Say **sssēēt.** "sssēēt."

Say **mmmēēt.** "mmmēēt."

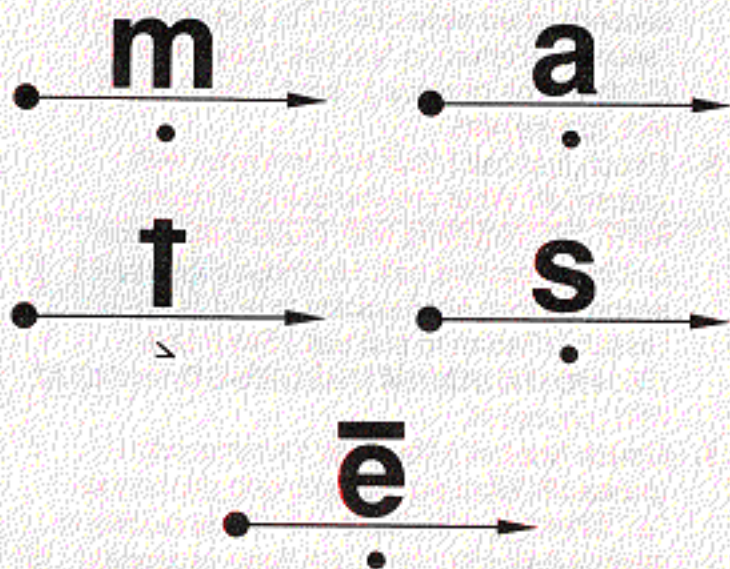
Say **sssaat.** "sssaat."

Say **aaat.** "aaat."

Say **sssēēennn.** "sssēēennn."

TASK 5 SOUNDS REVIEW

- Let's do sounds again. See if you remember all of them. (Touch first ball for m.) **Get ready.** (Quickly move to second ball. Hold.) "mmm."
- (Touch first ball for a.) **Get ready.** (Quickly move to second ball. Hold.) "aaa."
- (Touch ball for t.) **Take a good look and get ready.** (Pause.) **Say it fast.** (Move quickly to end of arrow.) "t." (Repeat until firm.)
- (Touch first ball for s.) **Get ready.** (Quickly move to second ball. Hold.) "sss."
- (Touch first ball for ē.) **Get ready.** (Quickly move to second ball. Hold.) "ēēē."



TASK 6 SAY THE SOUNDS

- Say **aaamm**. "aaamm."

Say it fast. "am."

Say **rrruunnn**. "rrruunnn."

Say it fast. "run."

Say **nnnoot**. "nnnoot."

Say it fast. "not."

Say **ēēt**. "ēēt."

Say it fast. "eat."

Say **sssēēē**. "sssēēē."

Say it fast. "see."

Say **sssēēēnnn**. "sssēēēnnn."

Say it fast. "seen."

Say **sssēēēt**. "sssēēēt."

Say it fast. "seat."
- Let's do those words again. (Repeat step 1 until firm.)

TASK 7 RHYMING

- I'm going to rhyme. (Touch first ball for m.) This is the sound I'm going to start with. **Get ready to say the sound.** (Quickly slide to second ball and hold.) "mmm."
- (Return to first ball.) I'm going to rhyme with (pause) ē. What am I going to rhyme with? "ē." (Slide quickly to second ball under m. Hold for about three seconds, then slide quickly to end of arrow as you say:) **mmme**. (Return to first ball.) **Say it fast.** (Slide to end of arrow as you say:) **me**. I rhymed with (pause) ē.
- (Touch first ball.) Now I'm going to rhyme with (pause) at. What am I going to rhyme with? "at." (Slide quickly to second ball under m. Hold for about three seconds, then slide quickly to end of arrow as you say:) **mmmat**. (Return to first ball.) **Say it fast.** (Slide to end of arrow as you say:) **mat**. I rhymed with (pause) at.
- (Touch first ball.) Now I'm going to rhyme with (pause) ēn. What am I going to rhyme with? "ēn." (Slide quickly to second ball under m. Hold for about three seconds, then slide quickly to end of arrow as you say:) **mmmean**. (Return to first ball.) **Say it fast.** (Slide to end of arrow as you say:) **mean**. I rhymed with (pause) ēn.
- (Touch first ball.) Now it's your turn to rhyme with (pause) ēn. (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "mmmean."

(To correct if child does not respond or says "mmm" only:) **Do it with me.** (Touch first ball.) **Rhymes with** (pause) ēn. (Slide to second ball. Touch for three seconds, then slide quickly to end of arrow as you say **mmmean** without pausing between sounds. Repeat correction until child responds with you, then repeat step 5.)

(Return to first ball.) **Say it fast.** (Slide to end of arrow.) "mean." **You rhymed with** (pause) ēn.



6. (Touch first ball.) **Your turn to rhyme with (pause) at. What are you going to rhyme with? "at." Rhyming with (pause) at.** (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "mmmat." (Return to first ball.) **Say it fast.** (Slide to end of arrow.) "mat." **You rhymed with (pause) at.**
7. (Touch first ball.) **Your turn to rhyme with (pause) ē. What are you going to rhyme with? "ē." Rhyming with (pause) ē.** (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "mmme." (Return to first ball.) **Say it fast.** (Slide to end of arrow.) "me." **You rhymed with (pause) ē.**

TASK 8 SAY THE SOUNDS

- (Point to at.) **You're going to touch under these sounds and say them. Here's what you're going to say. (Pause.) aaat. Say that. "aaat." Again. "aaat."**
- Touch the first ball of the arrow. Get ready to touch under the sounds and say them. Go.** (Child touches under a and t and says "aaat" without pausing between sounds.) **Good sounding out.**



- (Point to ēt.) **You're going to touch under these sounds and say them. Here's what you're going to say. (Pause.) ēēēt. Say that. "ēēēt." Again. "ēēēt."**
- Touch the first ball of the arrow. Get ready to touch under the sounds and say them. Go.** (Child touches under ē and t and says "ēēēt" without pausing between sounds.) **Good sounding out.**



- (Point to mēt.) **You're going to touch under these sounds and say them. Here's what you're going to say. (Pause.) mmmēēt. Say that. "mmmēēt." Again. "mmmēēt."**
- Touch the first ball of the arrow. Get ready to touch under the sounds and say them. Go.** (Child touches under m, e, and t and says "mmmēēt" without pausing between sounds.) **Good sounding out.**



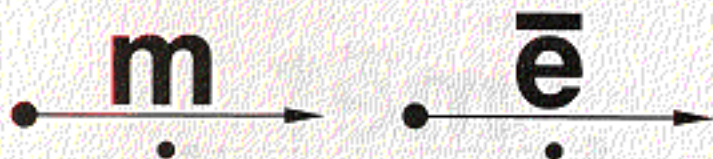
TASK 9 SOUNDS WRITING

- (See chart on page 24 for steps in writing t and m.)
- You're going to write the sounds that I write. Here's the first sound you're going to write.**
- (Write t at beginning of first line. Point to t.) **What sound? "t."**
- First trace the t that I made. Then make more of them on this line.** (After tracing t several times, child is to make three to five t's. Help child if necessary. For each acceptable letter say:) **Good writing t.**
- Here's the next sound you're going to write.** (Write m at beginning of second line. Point to m.) **What sound? "mmm."**
- First trace the mmm that I made. Then make more of them on this line.** (After tracing m several times, child is to make three to five m's. Help child if necessary. For acceptable letters say:) **Good writing mmm.**

LESSON 8

TASK 1 SOUNDS REVIEW

1. You're going to say all these sounds. (Touch first ball for m.) Get ready. (Quickly move to second ball. Hold.) "mmm."
2. (Touch first ball for ē.) Get ready. (Quickly move to second ball. Hold.) "ēēē."



3. (Touch ball for t.) Take a good look and get ready. (Pause.) Say it fast. (Move quickly to end of arrow.) "t." (Repeat until firm.)
4. (Touch first ball for s.) Get ready. (Quickly move to second ball. Hold.) "sss."



5. (Touch first ball for a.) Get ready. (Quickly move to second ball. Hold.) "aaa."



TASK 2 RHYMING

1. You're going to rhyme. (Touch first ball for s.) This is the sound you're going to start with. Get ready to say the sound. (Quickly slide to second ball and hold.) "sss."
2. (Return to first ball.) Yes, you're going to start with sss. And you're going to rhyme with (pause) ēn. What are you going to rhyme with? "ēn."
3. Rhyming with (pause) ēn. (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "ssseen."



4. (Return to first ball.) Say it fast. (Slide to end of arrow.) "seen." You rhymed with (pause) ēn.
5. (Touch first ball.) Now you're going to rhyme with (pause) eat. What are you going to rhyme with? "eat." Rhyming with (pause) eat. (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "sseat." (Return to first ball.) Say it fast. (Slide to end of arrow.) "seat." You rhymed with (pause) eat.

TASK 3 RHYMING

1. You're going to rhyme again. (Touch first ball for m.) This is the sound you're going to start with. Get ready to say the sound. (Quickly slide to second ball and hold.) "mmm."
2. (Return to first ball.) Yes, you're going to start with mmm. And you're going to rhyme with (pause) ē. What are you going to rhyme with? "ē."
3. Rhyming with (pause) ē. (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "mmme."
4. (Return to first ball.) Say it fast. (Slide to end of arrow.) "me." You rhymed with (pause) ē.
5. (Touch first ball.) Now you're going to rhyme with (pause) at. What are you going to rhyme with? "at." Rhyming with (pause) at. (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "mmmat." (Return to first ball.) Say it fast. (Slide to end of arrow.) "mat." You rhymed with (pause) at.
6. (Touch first ball.) Now you're going to rhyme with (pause) ēn. What are you going to rhyme with? "ēn." Rhyming with (pause) ēn. (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "mmmean." (Return to first ball.) Say it fast. (Slide to end of arrow.) "mean." You rhymed with (pause) ēn.



TASK 4 SAY THE SOUNDS

Your turn to say the words slowly.

Say **sssaaamm**. "sssaaamm."

Say **iiiff**. "iiiff."

Say **iiinn**. "iiinn."

Say **sssuunnn**. "sssuunnn."

Say **rrruunnn**. "rrruunnn."

Say **rrrōōd**. "rrrōōd."

Say **mmmēēt**. "mmmēēt."

Say **sssiit**. "sssiit."

Say **sssaat**. "sssaat."

Say **rrraat**. "rrraat."

Say **aaamm**. "aaamm."

Say **rrraamm**. "rrraamm."

4. Touch the first ball for the next sound. Move to the next ball and say the sound slowly. "sss." Now say it fast. "s."



5. Touch the first ball for the next sound. Move to the next ball and say the sound slowly. "aaa." Now say it fast. "a."

**TASK 5 CHILD TOUCHES SOUNDS**

1. Your turn. Touch the ball for the first sound. You have to say this sound fast. So say it fast when you touch under it. Say it fast. "t."



2. Touch the first ball for the next sound. Move to the next ball and say the sound slowly. "ēēē." Now say it fast. "ē."



3. Touch the first ball for the next sound. Move to the next ball and say the sound slowly. "mmm." Now say it fast. "m."

**TASK 6 SAY THE SOUNDS**

1. Say **rrruunnn**. "rrruunnn."
Say it fast. "run."
Say **rrraat**. "rrraat."
Say it fast. "rat."
Say **rrrōōd**. "rrrōōd."
Say it fast. "road."
Say **ththhaat**. "ththhaat."
Say it fast. "that."
Say **sssiit**. "sssiit."
Say it fast. "sit."
Say **sssaat**. "sssaat."
Say it fast. "sat."
Say **mmaaat**. "mmaaat."
Say it fast. "mat."
2. Let's do those words again. (Repeat step 1 until firm.)

TASK 7 SAY THE SOUNDS

1. (Point to mat.) You're going to touch under these sounds and say them. Here's what you're going to say. (Pause) **mmaaat**. Say that. "mmaaat." Again. "mmaaat."
2. Touch the first ball of the arrow. Get ready to touch under the sounds and say them. Go. (Child touches under **m**, **a**, and **t** and says "mmaaat" without pausing between sounds.) Good sounding out.



3. (Point to **sēt**.) You're going to touch under these sounds and say them. Here's what you're going to say. (Pause.) **sssēēt**. Say that. "sssēēt." Again. "sssēēt."
4. Touch the first ball of the arrow. Get ready to touch under the sounds and say them. Go. (Child touches under **s**, **ē**, and **t** and says "sssēēt" without pausing between sounds.) **Good sounding out.**



5. (Point to **am**.) You're going to touch under these sounds and say them. Here's what you're going to say. (Pause.) **aaamm**. Say that. "aaamm." Again. "aaamm."
6. Touch the first ball of the arrow. Get ready to touch under the sounds and say them. Go. (Child touches under **a** and **m** and says "aaamm" without pausing between sounds.) **Good sounding out.**



TASK 8 SOUNDS WRITING

- (See chart on page 24 for steps in writing **s** and **t**.)
- You're going to write the sounds that I write.
- Here's the first sound you're going to write. (Write **s** at beginning of first line. Point to **s**.) **What sound?** "sss."
- First trace the **sss** that I made. Then make more of them on this line. (After tracing **s** several times, child is to make three to five **s**'s. Help child if necessary. For acceptable letters say:) **Good writing sss.**
- Here's the next sound you're going to write. (Write **t** at beginning of second line. Point to **t**.) **What sound?** "t."
- First trace the **t** that I made. Then make more of them on this line. (After tracing **t** several times, child is to make three to five **t**'s. Help child if necessary. For acceptable letters say:) **Good writing t.**

LESSON 9

TASK 1 SOUNDS INTRODUCTION

- (Point to **r**.) Here's a new sound. I'm going to touch under this sound and say the sound. (Touch first ball of arrow. Move quickly to second ball. Hold.) **rrr**.
- Your turn to say the sound when I touch under it. (Touch first ball.) **Get ready**. (Move quickly to second ball. Hold.) "rrr."

(To correct child saying a wrong sound or not responding:) **The sound is rrr.** (Repeat step 2.)

- (Touch first ball.) **Again. Get ready**. (Move quickly to second ball. Hold.) "rrr."



TASK 2 SOUNDS REVIEW

- You're going to say all these sounds. (Touch first ball for **m**.) **Get ready**. (Quickly move to second ball. Hold.) "mmm."
- (Touch first ball for **a**.) **Get ready**. (Quickly move to second ball. Hold.) "aaa."



- (Touch first ball for **s**.) **Get ready**. (Quickly move to second ball. Hold.) "sss."
- (Touch first ball for **ē**.) **Get ready**. (Quickly move to second ball. Hold.) "ēēē."



5. (Touch ball for t.) **Take a good look and get ready.** (Pause.) **Say it fast.** (Move quickly to end of arrow.) "t." (Repeat until firm.)
6. (Touch first ball for r.) **Get ready.** (Quickly move to second ball. Hold.) "rrr."



TASK 3 SAY THE SOUNDS

- Say rrraat.** "rrraaat."
Say it fast. "rat."
Say rrröööd. "rrröööd."
Say it fast. "road."
Say rrruuunn. "rrruunn."
Say it fast. "run."
Say rrraaamm. "rrraamm."
Say it fast. "ram."
Say aaamm. "aamm."
Say it fast. "am."
Say mmeeenn. "mmeeenn."
Say it fast. "mean."
Say eëet. "eëet."
Say it fast. "eat."
Say sssëët. "sssëët."
Say it fast. "seat."
- Let's do those words again.** (Repeat step 1 until firm.)

TASK 4 WORD READING

- (Touch first ball for mat.) **I'm going to sound out this word. Then you'll say it fast.** (Point to ball under m.)
- What's the first sound I'm going to say?** (Touch for two seconds.) "mmm." (Release.) (Point to ball under a.) **What's the next sound I'm going to say?** (Touch for two seconds.) "aaa." (Point to ball under t.) **What's the next sound I'm going to say?** "t." (Return to first ball. Repeat until firm.)



- (Return to first ball.) **My turn to sound it out.** (Touch under m, a, and t as you say:) **mmaaat.** (Return to first ball.) **Say it fast.** (Slide quickly to end of arrow.) "mat."
- (Touch first ball.) **You're going to sound out this word, then say it fast. Sound it out. Get ready.** (Touch under m, a, and t as child says "mmaaat" without pausing between sounds. Repeat until firm.) (Return to first ball.) **Say it fast.** (Slide to end of arrow.) "mat." **Yes, what word?** "mat." **You read the word mat. Good reading.**

TASK 5 WORD READING

- (Touch first ball for sat.) **I'm going to sound out this word. Then you'll say it fast.** (Point to ball under s.)
- What's the first sound I'm going to say?** (Touch for two seconds.) "sss." (Release.) (Point to ball under a.) **What's the next sound I'm going to say?** (Touch for two seconds.) "aaa." (Point to ball under t.) **What's the next sound I'm going to say?** "t." (Return to first ball. Repeat until firm.)
- (Return to first ball.) **My turn to sound it out.** (Touch under s, a, and t as you say:) **sssaat.** (Return to first ball.) **Say it fast.** (Slide quickly to end of arrow.) "sat."
- (Touch first ball.) **You're going to sound out this word, then say it fast. Sound it out. Get ready.** (Touch under s, a, and t as child says "sssaat" without pausing between sounds. Repeat until firm.) (Return to first ball.) **Say it fast.** (Slide to end of arrow.) "sat." **Yes, what word?** "sat." **You read the word sat. Good reading.**



TASK 6 WORD READING

- (Touch first ball for **a**.) **I'm going to sound out this word. Then you'll say it fast.** (Point to ball under **a**.)
- What's the first sound I'm going to say?** (Touch for two seconds.) "aaa." (Release.) (Point to ball under **m**.) **What's the next sound I'm going to say?** (Touch for two seconds.) "mmm." (Return to first ball.) Repeat until firm.)
- (Return to first ball.) **My turn to sound it out.** (Touch under **a** and **m** as you say:) **aaamm.** (Return to first ball.) **Say it fast.** (Slide quickly to end of arrow.) "am."
- (Touch first ball.) **You're going to sound out this word, then say it fast. Sound it out. Get ready.** (Touch under **a** and **m** as child says "aaamm" without pausing between sounds. Repeat until firm.) (Return to first ball.) **Say it fast.** (Slide to end of arrow.) "am." **Yes, what word? "am." You read the word am. Good reading.**



- (Touch first ball for **s**.) **Say the sound slowly.** (Move quickly to second ball. Hold.) "sss." (Release.) (Return to first ball for **s**.) **Say it fast.** (Move quickly to end of arrow.) "s."



- (Touch first ball for **m**.) **Say the sound slowly.** (Move quickly to second ball. Hold.) "mmm." (Release.) (Return to first ball for **m**.) **Say it fast.** (Move quickly to end of arrow.) "m."



- (Touch first ball for **r**.) **Say the sound slowly.** (Move quickly to second ball. Hold.) "rrr." (Release.) (Return to first ball for **r**.) **Say it fast.** (Move quickly to end of arrow.) "r."

**TASK 7 SOUNDS**

- (Touch first ball for **e**.) **Your turn to say the sound slowly. Then you'll say it fast.** (Move quickly to second ball. Hold.) "ēēē." (Release.) (Return to first ball.) **Say it fast.** (Move quickly to end of arrow.) "ē."



- (Touch first ball for **a**.) **Say the sound slowly.** (Move quickly to second ball. Hold.) "aaa." (Release.) (Return to first ball for **a**.) **Say it fast.** (Move quickly to end of arrow.) "a."

**TASK 8 WORD READING**

- (Point to **am**.) **You're going to touch under the sounds as you sound out this word and say it fast.** (Touch under **a**.) **What's the first sound you're going to say?** "aaa." (Touch under **m**.) **What's the next sound you're going to say?** "mmm."
- Touch the first ball of the arrow. Take a deep breath and say the sounds as you touch under them. Get ready. Go.** (Child touches under **a** and **m** and says "aaamm" without pausing between sounds.) **Touch the first ball and sound it out again.** "aaamm." (Repeat until firm.)
- Say it fast.** "am." **Yes, what word? "am." You read the word am. Good reading.**



- (Point to **sat**.) You're going to touch under the sounds as you sound out this word and say it fast. (Touch under **s**.) What's the first sound you're going to say? "sss." (Touch under **a**.) What's the next sound you're going to say? "aaa." (Touch under **t**.) What's the next sound you're going to say? "t."
- Touch the first ball of the arrow. Take a deep breath and say the sounds as you touch under them. Get ready. Go. (Child touches under **s**, **a**, and **t** and says "sssaaat" without pausing between sounds.) Touch the first ball and sound it out again. "sssaaat." (Repeat until firm.)
- Say it fast. "sat." Yes, what word? "sat." You read the word **sat**. Good reading.



TASK 10 RHYMING

- You're going to rhyme. (Touch first ball for **s**.) This is the sound you're going to start with. Get ready to say the sound. (Quickly slide to second ball and hold.) "sss."
- (Return to first ball.) Yes, you're going to start with **sss**. And you're going to rhyme with (pause) **at**. What are you going to rhyme with? "at."
- Rhyming with (pause) **at**. (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "sssat."
- (Return to first ball.) Say it fast. (Slide to end of arrow.) "sat." You rhymed with (pause) **at**.
- (Touch first ball.) Now you're going to rhyme with (pause) **un**. What are you going to rhyme with? "un." Rhyming with (pause) **un**. (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "rrrun." (Return to first ball.) Say it fast. (Slide to end of arrow.) "run." You rhymed with (pause) **un**.



- (Touch first ball.) Now you're going to rhyme with (pause) **am**. What are you going to rhyme with? "am." Rhyming with (pause) **am**. (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "rrram." (Return to first ball.) Say it fast. (Slide to end of arrow.) "ram." You rhymed with (pause) **am**.

TASK 11 RHYMING

- You're going to rhyme again. (Touch first ball for **r**.) This is the sound you're going to start with. Get ready to say the sound. (Quickly slide to second ball and hold.) "rrr."
- (Return to first ball.) Yes, you're going to start with **rrr**. And you're going to rhyme with (pause) **at**. What are you going to rhyme with? "at."
- Rhyming with (pause) **at**. (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "rrrat."
- (Return to first ball.) Say it fast. (Slide to end of arrow.) "rat." You rhymed with (pause) **at**.
- (Touch first ball.) Now you're going to rhyme with (pause) **un**. What are you going to rhyme with? "un." Rhyming with (pause) **un**. (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "rrrun." (Return to first ball.) Say it fast. (Slide to end of arrow.) "run." You rhymed with (pause) **un**.
- (Touch first ball.) Now you're going to rhyme with (pause) **am**. What are you going to rhyme with? "am." Rhyming with (pause) **am**. (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "rrram." (Return to first ball.) Say it fast. (Slide to end of arrow.) "ram." You rhymed with (pause) **am**.



1. You're going to rhyme again. (Touch first ball for m.) This is the sound you're going to start with. Get ready to say the sound. (Quickly slide to second ball and hold.) "mmm."
2. (Return to first ball.) Yes, you're going to start with mmm. And you're going to rhyme with (pause) ē. What are you going to rhyme with? "ē."
3. Rhyming with (pause) ē. (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "mmme."
4. (Return to first ball.) Say it fast. (Slide to end of arrow.) "me." You rhymed with (pause) ē.
5. (Touch first ball.) Now you're going to rhyme with (pause) at. What are you going to rhyme with? "at." Rhyming with (pause) at. (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "mmmat." (Return to first ball.) Say it fast. (Slide to end of arrow.) "mat." You rhymed with (pause) at.



TASK 13 SOUNDS WRITING

1. (See chart on page 24 for steps in writing r and a.)
2. You're going to write the sounds that I write. Here's the first sound you're going to write.
3. (Write r at beginning of first line. Point to r.) What sound? "rrr."
4. First trace the rrr that I made. Then make more of them on this line. (After tracing r several times, child is to make three to five r's. Help child if necessary. For each acceptable letter say:) Good writing rrr.
5. Here's the next sound you're going to write. (Write a at beginning of second line. Point to a.) What sound? "aaa."
6. First trace the aaa that I made. Then make more of them on this line. (After tracing a several times, child is to make three to five a's. Help child if necessary. For acceptable letters say:) Good writing aaa.

- Your turn to say the words slowly.
 Say thththiiiss. "thththiiiss."
 Say fffēēt. "fffēēt."
 Say wwwēēē. "wwwēēē."
 Say mmmēēt. "mmmēēt."
 Say sssēēē. "sssēēē."
 Say sssuummm. "ssuummm."
 Say rrraat. "rraat."
 Say rrrōōd. "rrrōōd."
 Say rrruunnn. "rrruunnn."
 Say iiff. "iiff."
 Say mmmēēnnn. "mmmēēnnn."

LESSON 10

TASK 1 SOUNDS REVIEW

1. You're going to say all these sounds. (Touch first ball for r.) Get ready. (Quickly move to second ball. Hold.) "rrr."
2. (Touch first ball for m.) Get ready. (Quickly



- move to second ball. Hold.) "mmm."
3. (Touch ball for t.) Take a good look and get ready. (Pause.) Say it fast. (Move quickly to end of arrow.) "t." (Repeat until firm.)
 4. (Touch first ball for a.) Get ready. (Quickly move to second ball. Hold.) "aaa."



5. (Touch first ball for s.) Get ready. (Quickly move to second ball. Hold.) "sss."
6. (Touch first ball for ē.) Get ready. (Quickly move to second ball. Hold.) "ēēē."



1. Say **rrruunnn**. "rrruunnn."
Say it fast. "run."
Say **iiiff**. "iiiff."
Say it fast. "if."
Say **rrrēēēd**. "rrrēēēd."
Say it fast. "read."
Say **rrrōōōp**. "rrrōōōp."
Say it fast. "rope."
Say **sssōōōp**. "sssōōōp."
Say it fast. "soap."

- Say **sssēēē**. "sssēēē."
Say it fast. "see."
Say **mmaaat**. "mmaaat."
Say it fast. "mat."
Say **mmmēēē**. "mmmēēē."
Say it fast. "me."
Say **aaamm**. "aaamm."
Say it fast. "am."

2. Let's do those words again. (Repeat step 1 until firm.)

TASK 3 SOUNDS

1. You're going to do these sounds a new way. We're going to say all of them fast.
2. (Touch ball for m.) Say it fast. (Move quickly to end of arrow.) "m."
3. (Touch ball for a.) Say it fast. (Move quickly to end of arrow.) "a."



4. (Touch ball for t.) Say it fast. (Move quickly to end of arrow.) "t."
5. (Touch ball for s.) Say it fast. (Move quickly to end of arrow.) "s."



6. (Touch ball for ē.) Say it fast. (Move quickly to end of arrow.) "ē."
7. (Touch ball for r.) Say it fast. (Move quickly to end of arrow.) "r."



TASK 4 WORD READING

1. (Touch first ball for am.) I'm going to sound out this word. Then you'll say it fast. (Point to ball under a.)
2. What's the first sound I'm going to say? (Touch for two seconds.) "aaa." (Release.) (Point to ball under m.) What's the next sound I'm going to say? (Touch for two seconds.) "mmm." (Return to first ball. Repeat until firm.)
3. (Return to first ball.) My turn to sound it out. (Touch under a and m as you say:) **aaamm**. (Return to first ball.) Say it fast. (Slide quickly to end of arrow.) "am."
4. (Touch first ball.) You're going to sound out this word, then say it fast. Sound it out. Get ready. (Touch under a and m as child says "aaamm" without pausing between sounds. Repeat until firm.) (Return to first ball.) Say it fast. (Slide to end of arrow.) "am." Yes, what word? "am." You read the word **am**. Good reading.



1. (Touch first ball for **mē**.) **I'm going to sound out this word. Then you'll say it fast.** (Point to ball under **m**.)
2. **What's the first sound I'm going to say?** (Touch for two seconds.) "mmm." (Release.) (Point to ball under **ē**.) **What's the next sound I'm going to say?** (Touch for two seconds.) "ēēē." (Return to first ball. Repeat until firm.)
3. (Return to first ball.) **My turn to sound it out.** (Touch under **m** and **ē** as you say:) **mmmēēē.** (Return to first ball.) **Say it fast.** (Slide quickly to end of arrow.) "mē."



4. (Touch first ball.) **You're going to sound out this word, then say it fast. Sound it out. Get ready.** (Touch under **m** and **ē** as child says "mmmēēē" without pausing between sounds. Repeat until firm.) (Return to first ball.) **Say it fast.** (Slide to end of arrow.) "mē." **Yes, what word? "me." You read the word me. Good reading.**

TASK 6 WORD READING

1. (Touch first ball for **sēē**.) **I'm going to sound out this word. Then you'll say it fast.** (Point to ball under **s**.)
2. **What's the first sound I'm going to say?** (Touch for two seconds.) "sss." (Release.) (Point to ball under **ē**.) **What's the next sound I'm going to say?** (Touch for two seconds.) "ēēē." (Return to first ball. Repeat until firm.)
3. (Return to first ball.) **My turn to sound it out.** (Touch under **s** and **ē** as you say:) **sssēēē.** (Return to first ball.) **Say it fast.** (Slide quickly to end of arrow.) "sēē."



4. (Touch first ball.) **You're going to sound out this word, then say it fast. Sound it out. Get ready.** (Touch under **s** and **ē** as child says "sssēēē" without pausing between sounds. Repeat until firm.) (Return to first ball.) **Say it fast.** (Slide to end of arrow.) "sēē." **Yes, what word? "see." You read the word see. Good reading.**

TASK 7 RHYMING

1. **I'm going to rhyme.** (Point to **r**, **m**, and **s**.) **These are the sounds I'm going to start with.** (Touch first ball for **r**.) **Say the sound.** (Quickly slide to second ball and hold.) "rrr." (Touch first ball for **m**.) **Say the sound.** (Quickly slide to second ball and hold.) "mmm." (Touch first ball for **s**.) **Say the sound.** (Quickly slide to second ball and hold.) "sss."
2. (Touch first ball for **r**.) **I'm going to rhyme with (pause) at. What am I going to rhyme with?** "at." (Quickly slide to second ball and hold for about three seconds, then slide to end of arrow as you say:) **rrrat.** (Touch first ball for **m**. Quickly slide to second ball and hold for about three seconds. Then slide to end of arrow as you say:) **mmmat.** (Touch first ball for **s**. Quickly slide to second ball and hold for about three seconds. Then slide to end of arrow as you say:) **sssat.**



- (Touch first ball for r.) **Your turn. Rhyming with** (pause) **at.** (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "rrrat." (Return to first ball.) **Say it fast.** (Slide.) "rat."
- (Touch first ball for m.) **Rhyming with** (pause) **at.** (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "mmmat." (Return to first ball.) **Say it fast.** (Slide.) "mat."
- (Touch first ball for s.) **Rhyming with** (pause) **at.** (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "sssat." (Return to first ball.) **Say it fast.** (Slide.) "sat."
- (Repeat steps 3–5 until firm.) **You rhymed with** (pause) **at. Good rhyming.**

TASK 8 RHYMING

- You're going to rhyme.** (Touch first ball for r.) **This is the sound you're going to start with. Get ready to say the sound.** (Quickly slide to second ball and hold.) "rrr."
- (Return to first ball.) **Yes, you're going to start with rrr. And you're going to rhyme with** (pause) **un.** **What are you going to rhyme with?** "un."
- Rhyming with** (pause) **un.** (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "rrrun."
- (Return to first ball.) **Say it fast.** (Slide to end of arrow.) "run." **You rhymed with** (pause) **un.**
- (Touch first ball.) **Now you're going to rhyme with** (pause) **öd.** **What are you going to rhyme with?** "öd." **Rhyming with** (pause) **öd.** (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "rrröd." (Return to first ball.) **Say it fast.** (Slide to end of arrow.) "röde." **You rhymed with** (pause) **öd.**
- (Touch first ball.) **Now you're going to rhyme with** (pause) **at.** **What are you going to rhyme with?** "at." **Rhyming with** (pause) **at.** (Slide quickly to second ball. Hold for about three seconds, then slide quickly to end of arrow.) "rrrat." (Return to first ball.) **Say it fast.** (Slide to end of arrow.) "rat." **You rhymed with** (pause) **at.**



TASK 9 WORD READING

- (Point to **sēē**.) **You're going to touch under the sounds as you sound out this word and say it fast.** (Touch under s.) **What's the first sound you're going to say?** "sss." (Touch under first ē.) **What's the next sound you're going to say?** "ēēē." (Touch under second ē.) **What's the next sound you're going to say?** "ēēē."
- Touch the first ball of the arrow. Take a deep breath and say the sounds as you touch under them. Get ready. Go.** (Child touches under s and ēē and says "sssēēē" without pausing between sounds.) **Touch the first ball and sound it out again.** "sssēēē." (Repeat until firm.)
- Say it fast.** "sēē." **Yes, what word?** "see." **You read the word see. Good reading.**



TASK 10 WORD READING

- (Point to **mē**.) **You're going to touch under the sounds as you sound out this word and say it fast.** (Touch under m.) **What's the first sound you're going to say?** "mmm." (Touch under ē.) **What's the next sound you're going to say?** "ēēē."
- Touch the first ball of the arrow. Take a deep breath and say the sounds as you touch under them. Get ready. Go.** (Child touches under m and ē and says "mmmēēē" without pausing between sounds.) **Touch the first ball and sound it out again.** "mmmēēē." (Repeat until firm.)
- Say it fast.** "mē." **Yes, what word?** "me." **You read the word me. Good reading.**



1. (Point to **sat**.) You're going to touch under the sounds as you sound out this word and say it fast. (Touch under **s**.) What's the first sound you're going to say? "sss." (Touch under **a**.) What's the next sound you're going to say? "aaa." (Touch under **t**.) What's the next sound you're going to say? "t."
2. Touch the first ball of the arrow. Take a deep breath and say the sounds as you touch under them. Get ready. Go. (Child touches under **s**, **a**, and **t** and says "sssaaat" without pausing between sounds.) Touch the first ball and sound it out again. "sssaaat." (Repeat until firm.)
3. Say it fast. "sat." Yes, what word? "sat." You read the word **sat**. Good reading.



TASK 12 SOUNDS WRITING

1. (See chart on page 24 for steps in writing **r** and **a**.)
2. You're going to write the sounds that I write.
3. Here's the first sound you're going to write. (Write **r** at beginning of first line. Point to **r**.) What sound? "rrr."
4. First trace the **rrr** that I made. Then make more of them on this line. (After tracing **r** several times, child is to make three to five **r**'s. Help child if necessary. For acceptable letters say:) Good writing **rrr**.
5. Here's the next sound you're going to write. (Write **a** at beginning of second line. Point to **a**.) What sound? "aaa."
6. First trace the **aaa** that I made. Then make more of them on this line. (After tracing **a** several times, child is to make three to five **a**'s. Help child if necessary. For acceptable letters say:) Good writing **aaa**.

TASK 1 SOUNDS REVIEW

1. You're going to say all these sounds. (Touch first ball for **r**.) Get ready. (Quickly move to second ball. Hold.) "rrr."



2. (Touch first ball for **a**.) Get ready. (Quickly move to second ball. Hold.) "aaa."



3. (Touch first ball for **e**.) Get ready. (Quickly move to second ball. Hold.) "eee."



4. (Touch first ball for **s**.) Get ready. (Quickly move to second ball. Hold.) "sss."



5. (Touch ball for **t**.) Take a good look and get ready. (Pause.) Say it fast. (Move quickly to end of arrow.) "t." (Repeat until firm.)



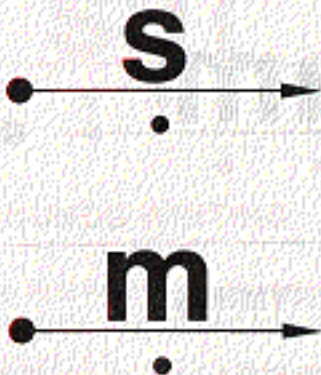
6. (Touch first ball for **m**.) Get ready. (Quickly move to second ball. Hold.) "mmm."



1. **I'm going to rhyme.** (Point to **r** and **s**.) **These are the sounds I'm going to start with.** (Touch first ball for **r**.) **Say the sound.** (Quickly slide to second ball and hold.) "rrr." (Touch first ball for **s**.) **Say the sound.** (Quickly slide to second ball and hold.) "sss."
2. (Touch first ball for **r**.) **I'm going to rhyme with** (pause) **am.** **What am I going to rhyme with?** "am." (Quickly slide to second ball and hold for about three seconds, then slide to end of arrow as you say:) **rrram.** (Touch first ball for **s**. Quickly slide to second ball and hold for about three seconds. Then slide to end of arrow as you say:) **sssam.**
3. (Touch first ball for **r**.) **Your turn. Rhyming with** (pause) **am.** (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "rrram." (Return to first ball.) **Say it fast.** (Slide.) "ram."
4. (Touch first ball for **s**.) **Rhyming with** (pause) **am.** (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "sssam." (Return to first ball.) **Say it fast.** (Slide.) "sam."
5. (Repeat steps 3–4 until firm.) **You rhymed with** (pause) **am.** **Good rhyming.**



1. **I'm going to rhyme again.** (Point to **s** and **m**.) **These are the sounds I'm going to start with.** (Touch first ball for **s**.) **Say the sound.** (Quickly slide to second ball and hold.) "sss." (Touch first ball for **m**.) **Say the sound.** (Quickly slide to second ball and hold.) "mmm."
2. (Touch first ball for **s**.) **I'm going to rhyme with** (pause) **en.** **What am I going to rhyme with?** "en." (Quickly slide to second ball and hold for about three seconds, then slide to end of arrow as you say:) **ssseen.** (Touch first ball for **m**. Quickly slide to second ball and hold for about three seconds. Then slide to end of arrow as you say:) **mmmean.**
3. (Touch first ball for **s**.) **Your turn. Rhyming with** (pause) **en.** (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "ssseen." (Return to first ball.) **Say it fast.** (Slide.) "seen."
4. (Touch first ball for **m**.) **Rhyming with** (pause) **en.** (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "mmmean." (Return to first ball.) **Say it fast.** (Slide.) "mean."
5. (Repeat steps 3–4 until firm.) **You rhymed with** (pause) **en.** **Good rhyming.**



TASK 4 SAY THE SOUNDS

1. **Say rrrēēēd.** "rrrēēēd."
Say it fast. "read."
Say sssēēēd. "sssēēēd."
Say it fast. "seed."
Say iiifff. "iiiifff."
Say it fast. "if."
Say iiii. "iiiiit."

1. **Say it fast.** "it."
Say rrrōōōp. "rrrōōōp."
Say it fast. "rope."
Say sssōōōp. "sssōōōp."
Say it fast. "soap."
Say mmmēēēnnn. "mmmēēēnnn."
Say it fast. "mean."

2. **Let's do those words again.** (Repeat step 1 until firm.)

TASK 5 WORD READING

- (Touch under first ball for **a**.) You're going to read this word. You're going to sound it out. Then you're going to say it fast.
 - Sound it out.** (Touch under **a** and **m** as child says "aaamm" without pausing between sounds.)
(Return to first ball.) **Say it fast.** (Slide quickly to end of arrow.) "am." **What word?** "am."
- (To correct if child misidentifies a sound—for example, says "ēēē" instead of "aaa"—immediately say sound:) **aaa.** (Point to sound.) **This sound is aaa. What sound?** (Touch **a**.) "aaa." **Yes, aaa. Let's start again.** (Repeat step 2.)
- (Touch **a** in **eat**.) This word has a little sound in it. We don't say that sound. Just say the big sounds. (Return to first ball.) **Sound it out.** (Touch under **ē** and **t** as child says "ēēt" without pausing between sounds.)
(Return to first ball.) **Say it fast.** (Slide quickly to end of arrow.) "eat." **What word?** "eat."
 - (Touch first ball for **ram**.) You're going to read this word. You're going to sound it out. Then you're going to say it fast. **Sound it out.** (Touch under **r**, **a**, and **m** as child says "rrraamm" without pausing between sounds.)
(Return to first ball.) **Say it fast.** (Slide quickly to end of arrow.) "ram." **What word?** "ram."
 - (Touch first ball for **sēē**.) You're going to read this word. You're going to sound it out. Then you're going to say it fast. **Sound it out.** (Touch under **s**, **ē**, and **ē** as child says "sssēēē" without pausing between sounds.)
(Return to first ball.) **Say it fast.** (Slide quickly to end of arrow.) "see." **What word?** "see."
 - (Touch first ball for **rat**.) You're going to read this word. You're going to sound it out. Then you're going to say it fast. **Sound it out.** (Touch under **r**, **a**, and **t**, as child says "rrraat" without pausing between sounds.)
(Return to first ball.) **Say it fast.** (Slide quickly to end of arrow.) "rat." **What word?** "rat."

am

ēat

ram

sēē

rat

TASK 6 RHYMING

- (Point to **m** and **r**.) You're going to rhyme. These are the sounds you're going to start with. (Touch first ball for **m**.) **Say the sound.** (Quickly slide to second ball and hold.) "mmm." (Touch first ball for **r**.) **Say the sound.** (Quickly slide to second ball and hold.) "rrr."
- (Touch first ball for **m**.) You're going to rhyme with (pause) **at**. What are you going to rhyme with? "at." **Rhyming with** (pause) **at**. (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "mmat."
(Return to first ball.) **Say it fast.** (Slide.) "mat."
- (Touch first ball for **r**.) You're going to rhyme with (pause) **at**. What are you going to rhyme with? "at." **Rhyming with** (pause) **at**. (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "rrrat."
(Return to first ball.) **Say it fast.** (Slide.) "rat."

m

r

1. You're going to say all these sounds fast.
2. (Touch ball for s.) Say it fast. (Move to end of arrow.) "s."
3. (Repeat step 2 for each sound.)

● s →

● ē →

● m →

● r →

● a →

● t →

1. (Point to at and sat.) You're going to read these words.
2. (Point to at.) Touch the first ball of the arrow for this word. Sound it out. (Child touches under sounds and says "aat" without pausing between sounds.) Touch the first ball and sound it out again. "aat." Say it fast. "at." What word? "at." Yes, at.

(To correct if child misidentifies a sound—for example, says "ééé" instead of "aaa"—immediately say sound:) aaa. (Point to sound.) This sound is aaa. What sound? (Touch a.) "aaa." Yes, aaa. Let's start again. (Repeat step 2.)

3. (Point to sat.) Touch the first ball of the arrow for this word. Sound it out. (Child touches under sounds and says "sssaaat" without pausing between sounds.) Touch the first ball and sound it out again. "sssaaat." Say it fast. "sat." What word? "sat." Yes, sat.

● at →
● ●
● sat →
● ● ●

TASK 9 SOUNDS WRITING

1. Here's the first sound you're going to write. (Write t at beginning of first line. Point to t.) What sound? "t."
2. First trace the t that I made. Then make more of them on this line. (After tracing t several times, child is to make three to five t's. Help child if necessary. For acceptable letters say:) Good writing t.
3. Here's the next sound you're going to write. (Write ē at beginning of second line. Point to ē.) What sound? "ééé."
4. First trace the ééé that I made. Then make more of them on this line. (After tracing ē several times, child is to make three to five ē's. Help child if necessary. For acceptable letters say:) Good writing ēēē.

TASK 1 SOUNDS INTRODUCTION

1. (Touch ball for d.) **We always have to say this sound fast. My turn to say it fast.** (Quickly move to end of arrow as you say sound.) **d.**
2. **My turn to say it fast again.** (Touch ball for d.) Say it fast. (Quickly move to end of arrow.) **d.**
3. (Touch ball.) **Your turn.** (Pause.) **Say it fast.** (Quickly move to end of arrow.) "d."

(To correct if child says "duh," "dah," or "dih") **Listen: d. Say it fast.** (Repeat steps 1-3.)



TASK 2 SOUNDS REVIEW

1. **You're going to say all these sounds.** (Touch first ball for a.) **Get ready.** (Quickly move to second ball. Hold.) "aaa."
2. (Touch first ball for ē.) **Get ready.** (Quickly move to second ball. Hold.) "ēēē."



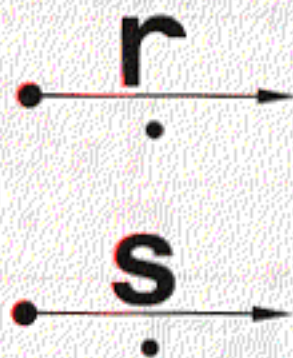
3. (Touch ball for t.) **Take a good look and get ready.** (Pause.) **Say it fast.** (Move quickly to end of arrow.) "t." (Repeat until firm.)
4. (Touch first ball for r.) **Get ready.** (Quickly move to second ball. Hold.) "rrr."



5. (Touch ball for d.) **Take a good look and get ready.** (Pause.) **Say it fast.** (Move quickly to end of arrow.) "d." (Repeat until firm.)



1. (Point to r and s.) **You're going to rhyme.** These are the sounds you're going to start with. (Touch first ball for r.) **Say the sound.** (Quickly slide to second ball and hold.) "rrr." (Touch first ball for s.) **Say the sound.** (Quickly slide to second ball and hold.) "sss."
2. (Touch first ball for r.) **You're going to rhyme with** (pause) **ēēd.** **What are you going to rhyme with?** "ēēd." **Rhyming with** (pause) **ēēd.** (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "rrrēēd." (Return to first ball.) **Say it fast.** (Slide.) "reed."
3. (Touch first ball for s.) **You're going to rhyme with** (pause) **ēēd.** **What are you going to rhyme with?** "ēēd." **Rhyming with** (pause) **ēēd.** (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "sssēēd." (Return to first ball.) **Say it fast.** (Slide.) "seed."

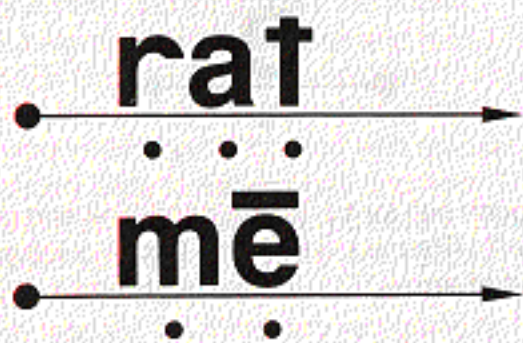
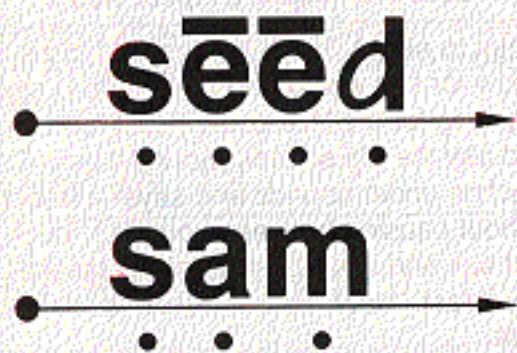


TASK 4 SAY THE SOUNDS

1. **Say rrrēēd.** "rrrēēd."
Say it fast. "read."
Say sssēēd. "sssēēd."
Say it fast. "seed."
Say sssaad. "sssaad."
Say it fast. "sad."
Say sssēēt. "sssēēt."
Say it fast. "seat."
Say mmmaaad. "mmaaad."
Say it fast. "mad."
2. **Let's do those words again.** (Repeat step 1 until firm.)

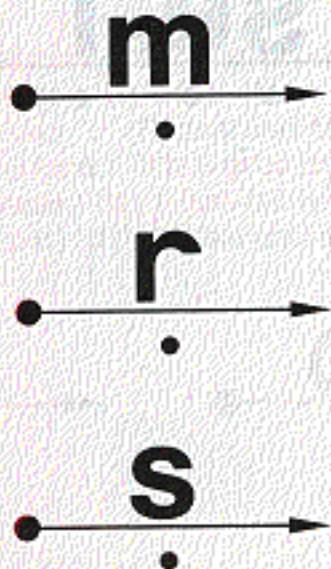
TASK 5 WORD READING

- (Touch under first ball for **seed**.) You're going to read this word. You're going to sound it out. Then you're going to say it fast. Sound it out. (Touch under s, ē, ē, and d, as child says "sssēēēd" without pausing between sounds.) (Return to first ball.) Say it fast. (Slide quickly to end of arrow.) "seed." What word? "seed."
- (Touch under first ball for **sam**.) You're going to read this word. You're going to sound it out. Then you're going to say it fast. Sound it out. (Touch under s, a, and m, as child says "sssaaamm" without pausing between sounds.) (Return to first ball.) Say it fast. (Slide quickly to end of arrow.) "sam." What word? "sam."
- (Touch under first ball for **rat**.) You're going to read this word. You're going to sound it out. Then you're going to say it fast. Sound it out. (Touch under r, a, and t as child says "rrraaat" without pausing between sounds.) (Return to first ball.) Say it fast. (Slide quickly to end of arrow.) "rat." What word? "rat."
- (Touch under first ball for **mē**.) You're going to read this word. You're going to sound it out. Then you're going to say it fast. Sound it out. (Touch under m and ē as child says "mmmēēē" without pausing between sounds.) (Return to first ball.) Say it fast. (Slide quickly to end of arrow.) "me." What word? "me."



TASK 6 RHYMING

- (Point to m, r, and s.) You're going to rhyme. These are the sounds you're going to start with. (Touch first ball for m.) Say the sound. (Quickly slide to second ball and hold.) "mmm." (Touch first ball for r.) Say the sound. (Quickly slide to second ball and hold.) "rrr." (Touch first ball for s.) Say the sound. (Quickly slide to second ball and hold.) "sss."
- (Touch first ball for m.) You're going to rhyme with (pause) **at**. What are you going to rhyme with? "at." Rhyming with (pause) **at**. (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "mmmat." (Return to first ball.) Say it fast. (Slide.) "mat."
- (Touch first ball for r.) You're going to rhyme with (pause) **at**. What are you going to rhyme with? "at." Rhyming with (pause) **at**. (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "rrrat." (Return to first ball.) Say it fast. (Slide.) "rat."
- (Touch first ball for s.) You're going to rhyme with (pause) **at**. What are you going to rhyme with? "at." Rhyming with (pause) **at**. (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "sssat." (Return to first ball.) Say it fast. (Slide.) "sat."



1. Let's do sounds again. See if you remember all of them. (Touch ball for d.) Take a good look and get ready. (Pause.) Say it fast. (Move quickly to end of arrow.) "d." (Repeat until firm.)



2. (Touch first ball for ē.) Get ready. (Move to second ball. Hold.) "ēēē."



3. (Touch ball for t.) Take a good look and get ready. (Pause.) Say it fast. (Move quickly to end of arrow.) "t." (Repeat until firm.)



4. (Touch first ball for s.) Get ready. (Move to second ball. Hold.) "sss."



5. (Touch first ball for r.) Get ready. (Move to second ball. Hold.) "rrr."



1. (Point to ēat and sēat.) You're going to read these words.
2. (Point to ēat.) Touch the first ball of the arrow for this word. Remember, don't say anything for the little sound. Just touch under and say the big sounds. Sound it out. (Child touches under sounds and says "ēēēt" without pausing between sounds.) Touch the first ball and sound it out again. "ēēēt." Say it fast. "eat." What word? "eat." Yes, eat.

(To correct if child misidentifies a sound—for example, says "d" instead of "t"—immediately say sound:) t. (Point to sound.) This sound is t. What sound? (Touch t.) "t." Yes, t. Let's start again. (Repeat step 2.)

3. (Point to sēat.) Touch the first ball of the arrow for this word. Remember, don't say anything for the little sound. Just touch under and say the big sounds. Sound it out. (Child touches under sounds and says "sssēēt" without pausing between sounds.) Touch the first ball and sound it out again. "sssēēt." Say it fast. "seat." What word? "seat." Yes, seat.



TASK 9 SOUNDS WRITING

- (Write **d** at beginning of first line. Point to **d**.) **What sound?** "d."
- First trace the **d** that I made. Then make more of them on this line.** (After tracing **d** several times, child is to make three to five **d**'s. Help child if necessary. For each acceptable letter say:) **Good writing d.**
- Here's the next sound you're going to write.** (Write **a** at beginning of second line. Point to **a**.) **What sound?** "aaa."
- First trace the **aaa** that I made. Then make more of them on this line.** (After tracing **a** several times, child is to make three to five **a**'s. Help child if necessary. For acceptable letters say:) **Good writing aaa.**

(Important: Practice correction procedures for word-reading errors (page 22) before presenting this lesson.)

LESSON 13**TASK 1 SOUNDS REVIEW**

- You're going to say all these sounds.** (Touch first ball for **s**.) **Get ready.** (Quickly move to second ball. Hold.) "sss."
- (Touch first ball for **a**.) **Get ready.** (Quickly move to second ball. Hold.) "aaa."



- (Touch ball for **t**.) **Take a good look and get ready.** (Pause.) **Say it fast.** (Move quickly to end of arrow.) "t." (Repeat until firm.)
- (Touch ball for **d**.) **Take a good look and get ready.** (Pause.) **Say it fast.** (Move quickly to end of arrow.) "d." (Repeat until firm.)



- (Touch first ball for **e**.) **Get ready.** (Quickly move to second ball. Hold.) "ēēē."
- (Touch first ball for **r**.) **Get ready.** (Quickly move to second ball. Hold.) "rrr."

**TASK 2 RHYMING**

- (Point to **r** and **s**.) **You're going to rhyme.** **These are the sounds you're going to start with.** (Touch first ball for **r**.) **Say the sound.** (Quickly slide to second ball and hold.) "rrr." (Touch first ball for **s**.) **Say the sound.** (Quickly slide to second ball and hold.) "sss."
- (Touch first ball for **r**.) **You're going to rhyme with** (pause) **ōp.** **What are you going to rhyme with?** "ōp." **Rhyming with** (pause) **ōp.** (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "rrrōp." (Return to first ball.) **Say it fast.** (Slide.) "rōp."
- (Touch first ball for **s**.) **You're going to rhyme with** (pause) **ōp.** **What are you going to rhyme with?** "ōp." **Rhyming with** (pause) **ōp.** (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "sssōp." (Return to first ball.) **Say it fast.** (Slide.) "sōp."



1. Say **sssaad**. "sssaad."
Say it fast. "sad."
Say **mmaaad**. "mmaaad."
Say it fast. "mad."
Say **ēēerrr**. "ēēerrr."
Say it fast. "ear."
2. Let's do those words again. (Repeat step 1 until firm.)

sad

TASK 4 WORD READING

1. (Touch under first ball for **sad**.) You're going to read this word. You're going to sound it out. Then you're going to say it fast. Sound it out. (Touch under **s**, **a**, and **d** as child says "sssaad" without pausing between sounds.) (Return to first ball.) Say it fast. (Slide quickly to end of arrow.) "sad." What word? "sad."

(To correct if child breaks between sounds, is unable to say word after sounding it out, or says "ad"): Stop. Listen. **sssaad**. Say that. "sssaad." Now say it fast. "sad." That's it. (Point to first ball of arrow for **sad**.) Now do it here. Sound it out. "sssaad." Say it fast. "sad." You did it.

2. (Touch under first ball for **mad**.) You're going to read this word. You're going to sound it out. Then you're going to say it fast. Sound it out. (Touch under **m**, **a**, and **d** as child says "mmaaad" without pausing between sounds.) (Return to first ball.) Say it fast. (Slide quickly to end of arrow.) "mad." What word? "mad."
3. (Touch **a** in **eat**.) This word has a little sound in it. We don't say that sound. Just say the big sounds. (Touch under first ball.) Sound it out. (Touch under **ē** and **t** as child says "ēēt" without pausing between sounds.) (Return to first ball.) Say it fast. (Slide quickly to end of arrow.) "eat." What word? "eat."

mad

ēat

mēat

rēad

am

ram

mē

TASK 5 CHILD TOUCHES SOUNDS

4. (Touch a in **mēat**.) This word has a little sound in it. We don't say that sound. Just say the big sounds. (Touch under first ball.) Sound it out. (Touch under m, ē, and t as child says "mmmēēt" without pausing between sounds.) (Return to first ball.) Say it fast. (Slide quickly to end of arrow.) "meat." What word? "meat."
5. (Touch a in **rēad**.) This word has a little sound in it. We don't say that sound. Just say the big sounds. (Touch under first ball.) Sound it out. (Touch under r, ē, and d as child says "rrrēēd" without pausing between sounds.) (Return to first ball.) Say it fast. (Slide quickly to end of arrow.) "read." What word? "read."
6. (Touch under first ball for **am**.) You're going to read this word. You're going to sound it out. Then you're going to say it fast. Sound it out. (Touch under a and m as child says "aaamm" without pausing between sounds.) (Return to first ball.) Say it fast. (Slide quickly to end of arrow.) "am." What word? "am."
7. (Touch under first ball for **ram**.) You're going to read this word. You're going to sound it out. Then you're going to say it fast. Sound it out. (Touch under r, a, and m as child says "rrraamm" without pausing between sounds.) (Return to first ball.) Say it fast. (Slide quickly to end of arrow.) "ram." What word? "ram."
8. (Touch under first ball for **me**.) You're going to read this word. You're going to sound it out. Then you're going to say it fast. Sound it out. (Touch under m and ē as child says "mmēē" without pausing between sounds.) (Return to first ball.) Say it fast. (Slide quickly to end of arrow.) "me." What word? "me."

1. Your turn. Touch the first ball for the first sound. You have to say this sound fast. So say it fast when you touch under it. Say it fast. "d."



2. Touch the first ball for the next sound. Move to the next ball and say the sound slowly. "rrr." Now say it fast. "r."



3. Touch the first ball for the next sound. You have to say this sound fast. So say it fast when you touch under it. Say it fast. "t."



4. Touch the first ball for the next sound. Move to the next ball and say the sound slowly. "ēēē." Now say it fast. "ē."



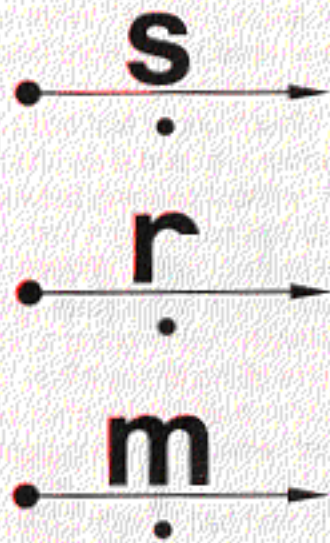
5. Touch the first ball for the next sound. Move to the next ball and say the sound slowly. "mmm." Now say it fast. "m."



TASK 6 RHYMING

- (Point to s, r, and m.) You're going to rhyme. These are the sounds you're going to start with. (Touch first ball for s.) Say the sound. (Quickly slide to second ball and hold.) "sss." (Touch first ball for r.) Say the sound. (Quickly slide to second ball and hold.) "rrr." (Touch first ball for m.) Say the sound. (Quickly slide to second ball and hold.) "mmm."
- (Touch first ball for s.) You're going to rhyme with (pause) at. What are you going to rhyme with? "at." Rhyming with (pause) at. (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "sssat." (Return to first ball.) Say it fast. (Slide.) "sat."
- (Touch first ball for r.) You're going to rhyme with (pause) at. What are you going to rhyme with? "at." Rhyming with (pause) at. (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "rrrat." (Return to first ball.) Say it fast. (Slide.) "rat."

- (Touch first ball for m.) You're going to rhyme with (pause) at. What are you going to rhyme with? "at." Rhyming with (pause) at. (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "mmmat." (Return to first ball.) Say it fast. (Slide.) "mat."

**TASK 7 FIRST READING**

- (Point to words in sentence.) This is a story. I'll touch the words in this story (Touch first ball for sēē.) This is the first word. (Touch the first ball for mē.) This is the next word (Touch the first ball for ēat.) This is the next word.
- Your turn to touch the ball for the first word. (Child touches ball for sēē.) Touch the ball for the next word. (Child touches ball for mē.) Touch the ball for the next word. (Child touches ball for ēat.)
- Touch the ball for the first word again. Sound out the first word. (Child touches under s, ē, and ē and says:) "sssēē." (Repeat if not firm.) Say it fast. "see." Yes, what word? "see." You just read the first word.
- Touch the ball for the next word. (Child touches ball for mē.) Sound it out. (Child touches under m and ē and says:) "mmmēē." (Repeat if not firm.) Say it fast. "me." Yes, what word? "me."

- Touch the ball for the next word. (Child touches ball for ēat.) Sound it out. (Child touches under ē and t and says:) "ēēt." (Repeat if not firm.) Say it fast. "eat." Yes, what word? "eat."

TASK 8 SECOND READING

- Get ready to read the story again. Touch the ball for the first word. Sound it out. "sssēē." (Repeat if not firm.) Say it fast. "see." Yes, what word? "see."
- Touch the ball for the next word. Sound it out. "mmmēē." (Repeat if not firm.) Say it fast. "me." Yes, what word? "me."
- Touch the ball for the next word. Sound it out. "ēēt." (Repeat if not firm.) Say it fast. "eat." Yes, what word? "eat."



- I'm going to read the words in the story the fast way. You don't know how to do this yet, so watch.
- (Touch ball for sēē. Slide quickly under sēē.) sēē. (Pause. Touch ball for mē. Slide quickly under mē.) mē. (Pause. Touch ball for ēat. Slide quickly under ēat.) ēat. I'll do it again. (Repeat step 2.)

TASK 10 PICTURE COMPREHENSION

- You just read (pause) **see me eat**. (Point to picture.) **This picture shows what you read.** The story says (pause) **see me eat**. So what do you think the boy in this picture is saying?
- What is the boy doing?
- Do you think he likes to eat?
- What do you see in the picture that shows he likes to eat?
- What is he eating?
- What do you like to eat?



For all lessons, cover the picture until you are ready to begin picture comprehension task.

- Here's the first sound you're going to write. (Write s at beginning of first line. Point to s.) What sound? "sss."
- First trace the sss that I made. Then make more of them on this line. (After tracing s several times, child is to make three to five s's. Help child if necessary. For acceptable letters say:) **Good writing sss.**
- Here's the next sound you're going to write. (Write d at beginning of second line. Point to d.) What sound? "d."
- First trace the d that I made. Then make more of them on this line. (After tracing d several times, child is to make three to five d's. Help child if necessary. For acceptable letters say:) **Good writing d.**

LESSON 14

TASK 1 SOUNDS INTRODUCTION

- (Point to i.) Here's a new sound. I'm going to touch under this sound and say the sound. (Touch first ball of arrow. Move quickly to second ball. Hold.) **iii.**
- Your turn to say the sound when I touch under it. (Touch first ball.) **Get ready.** (Move quickly to second ball. Hold.) "iii."

(To correct child saying a wrong sound or not responding:) **The sound is iii.** (Repeat step 2.)

- (Touch first ball.) **Again. Get ready.** (Move quickly to second ball. Hold.) "iii."



TASK 2 SOUNDS

1. You can say some of these sounds slowly. Other sounds you have to say fast.
2. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
3. (Touch first ball for r.) **Get ready.** (Quickly move to second ball. Hold.) "rrr."

(To correct saying r fast:) You can say that sound slowly. Listen: rrr. (Repeat step 3.)



4. (Touch ball for d.) **Get ready.** (Quickly move to end of arrow.) "d."

(To correct holding d:) You say that sound fast. Listen: d. (Repeat step 4.)



5. (Touch ball for t.) **Get ready.** (Quickly move to end of arrow.) "t."



6. (Touch first ball for e.) **Get ready.** (Quickly move to second ball.) "èèè."

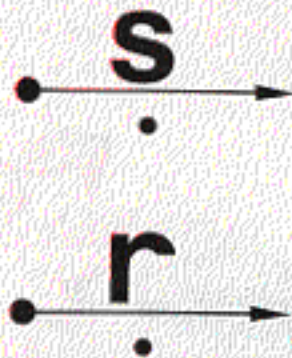


7. (Touch first ball for i.) **Get ready.** (Quickly move to second ball.) "iii."



TASK 3 RHYMING

1. (Point to s and r.) You're going to rhyme. These are the sounds you're going to start with (Touch first ball for s.) Say the sound. (Quickly slide to second ball and hold.) "sss." (Touch first ball for r.) Say the sound. (Quickly slide to second ball and hold.) "rrr."
2. (Touch first ball for s.) You're going to rhyme with (pause) **èèè**. What are you going to rhyme with? "èèè." Rhyming with (pause) **èèè**. (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "sssèèè."
(Return to first ball.) Say it fast. (Slide.) "seed."
3. (Touch first ball for r.) You're going to rhyme with (pause) **èèè**. What are you going to rhyme with? "èèè." Rhyming with (pause) **èèè**. (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "rrrèèè."
(Return to first ball.) Say it fast. (Slide.) "reed."



TASK 4 SAY THE SOUNDS

1. Say **sssèèè t**. "sssèèèèd."
Say it fast. "seed."
Say **rrrèèèè**. "rrrèèèèd."
Say it fast. "read."
Say **sssaad**. "sssaad."
Say it fast. "sad."
Say **èèèrrr**. "èèèrrr."
Say it fast. "ear."
2. Let's do those words again. (Repeat step 1 until firm.)

TASK 5 WORD READING

- (Point to words.) **Now you get to read these words.**
 (Touch first ball for **sēē**.) **Sound it out.** (Touch balls for sounds as child says "sssēēē."
 Repeat until firm.)
 (Return to first ball.) **Say it fast.** (Slide to end of arrow.) "see." **What word?** "see."
- (Touch first ball for **sēēd**.) **Sound it out.**
 (Touch balls for sounds as child says "sssēēēd."
 Repeat until firm.)
 (Return to first ball.) **Say it fast.** (Slide to end of arrow.) "seed." **What word?** "seed."
- (Touch first ball for **rat**.) **Sound it out.** (Touch balls for sounds as child says "rrraaat."
 Repeat until firm.)
 (Return to first ball.) **Say it fast.** (Slide to end of arrow.) "rat." **What word?** "rat."

(To correct if child breaks between sounds, is unable to say word after sounding it out, or says "at":) **Stop. Listen. rrrraaat. Say that.** "rrraaat." **Now say it fast.** "rat." **That's it.** (Point to first ball of arrow for rat.) **Now do it here. Sound it out.** "rrraaat." **Say it fast.** "rat." **You did it.**

sēē

sēēd

rat

- (Touch first ball for **rēad**.) **Sound it out.** (Touch balls for sounds as child says "rrrēēēd."
 Repeat until firm.) (Return to first ball.) **Say it fast.** (Slide to end of arrow.) "read." **What word?** "read."
- (Repeat step 4 for **mad**, **sad**, **am**, **ēar**, and **at**.)

rēad

mad

sad

am

ēar

at

TASK 6 SOUNDS

1. You can say some of these sounds slowly. Other sounds you have to say fast.
2. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
3. (Touch first ball for i.) Get ready. (Quickly move to second ball.) "iii."

(To correct saying i fast:) You can say that sound slowly. Listen: **iii**. (Repeat step 3.)



4. (Touch ball for t.) Get ready. (Quickly move to end of arrow.) "t."

(To correct holding t:) You say that sound fast. Listen: **t**. (Repeat step 4.)



5. (Touch first ball for a.) Get ready. (Quickly move to second ball.) "aaa."



6. (Touch first ball for r.) Get ready. (Quickly move to second ball.) "rrr."



7. (Touch ball for d.) Get ready. (Quickly move to end of arrow.) "d."

**TASK 7 FIRST READING**

1. (Point to words in sentence.) This is a story. I'll touch the words in this story. (Touch first ball for **sēē**.) This is the first word. (Touch first ball for **mē**.) This is the next word. (Touch first ball for **rēād**.) This is the next word.
2. Your turn to touch the ball for the first word. (Child touches ball for **sēē**.) Touch the ball for the next word. (Child touches ball for **mē**.) Touch the ball for the next word. (Child touches ball for **rēād**.)
3. Touch the ball for the first word again. Sound out the first word. (Child touches under **s**, **ē**, and **ē** and says:) "sssēēē." (Repeat if not firm.) Say it fast. "see." Yes, what word? "see." You just read the first word.
4. Touch the ball for the next word. (Child touches ball for **mē**.) Sound it out. (Child touches under **m** and **ē** and says:) "mmmēēē." (Repeat if not firm.) Say it fast. "me." Yes, what word? "me."
5. Touch the ball for the next word. (Child touches ball for **rēād**.) Sound it out. (Child touches under **r**, **ē**, and **d** and says:) "rrrēēēd." (Repeat if not firm.) Say it fast. "read." Yes, what word? "read."

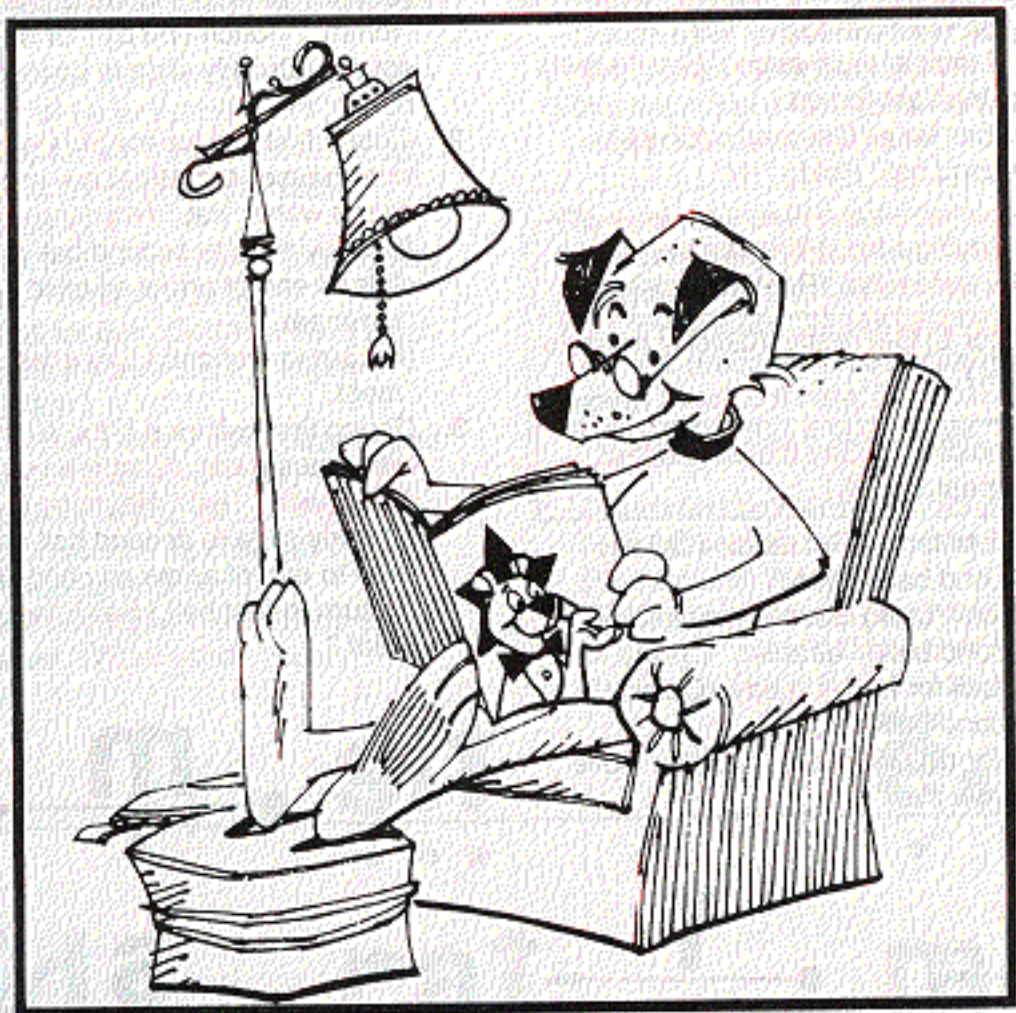
TASK 8 SECOND READING

1. Get ready to read the story again. Touch the ball for the first word. Sound it out. "sssēēē." (Repeat if not firm.) Say it fast. "see." Yes, what word? "see."
2. Touch the ball for the next word. Sound it out. "mmmēēē." (Repeat if not firm.) Say it fast. "me." Yes, what word? "me."
3. Touch the ball for the next word. Sound it out. "rrrēēēd." (Repeat if not firm.) Say it fast. "read." Yes, what word? "read."

TASK 9 PARENT READS THE FAST WAY

1. I'm going to read the words in the story the fast way. Watch.
2. (Touch ball for **sēē**. Slide quickly under **sēē**.) **see**. (Pause. Touch ball for **mē**. Slide quickly under **mē**.) **me**. (Pause. Touch ball for **rēād**. Slide quickly under **rēād**.) **read**. I'll do it again. (Repeat step 2.)

sēē mē rē_ad.



TASK 10 PICTURE COMPREHENSION

1. You just read (pause) **see me read**. Now you're going to see a picture. Somebody in the picture is saying (pause) **see me read**. What will somebody be doing in the picture?
2. Look at the picture.
3. Who is saying (pause) **see me read**?
4. What is he reading?
5. Can dogs really read? No, of course not. But you can read.
6. Why do you think the dog is wearing those glasses?

TASK 11 SOUNDS WRITING

1. (Write i at beginning of first line. Point to i.) What sound? "iii."
2. First trace the **iii** that I made. Then make more of them on this line. (After tracing i several times, child is to make three to five i's. Help child if necessary. For each acceptable letter say:) **Good writing iii.**
3. Here's the next sound you're going to write. (Write e at beginning of second line. Point to e.) What sound? "ēēē."
4. First trace the **ēēē** that I made. Then make more of them on this line. (After tracing e several times, child is to make three to five e's. Help child if necessary. For acceptable letters say:) **Good writing ēēē.**

TASK 1 SOUNDS

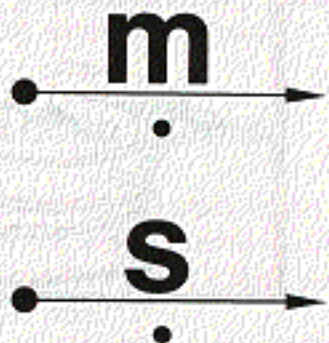
1. You can say some of these sounds slowly. Other sounds you have to say fast.
2. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
3. (Touch first ball for r.) Get ready. (Quickly move to second ball. Hold.) "rrr."

(To correct saying r fast:) You can say that sound slowly. Listen: rrr. (Repeat step 3.)

4. (Touch ball for t.) Get ready (Quickly move to end of arrow.) "t."

(To correct holding t:) Say that sound fast. Listen: t. (Repeat step 4.)

5. (Touch first ball for ē.) Get ready. (Quickly move to second ball.) "ēēē."
6. (Touch first ball for a.) Get ready. (Quickly move to second ball.) "aaa."
7. (Touch first ball for i.) Get ready. (Quickly move to second ball.) "iii."
8. (Touch ball for d.) Get ready. (Quickly move to end of arrow.) "d."



1. (Point to m and s.) You're going to rhyme. These are the sounds you're going to start with. (Touch first ball for m.) Say the sound. (Quickly slide to second ball and hold.) "mmm." (Touch first ball for s.) Say the sound. (Quickly slide to second ball and hold.) "sss."
2. (Touch first ball for m.) You're going to rhyme with (pause) eat. What are you going to rhyme with? "eat." Rhyming with (pause) eat. (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "mmmeat." (Return to first ball.) Say it fast. (Slide.) "meat."
3. (Touch first ball for s.) You're going to rhyme with (pause) eat. What are you going to rhyme with? "eat." Rhyming with (pause) eat. (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "ssseat." (Return to first ball.) Say it fast. (Slide.) "seat."

TASK 3 SAY THE SOUNDS

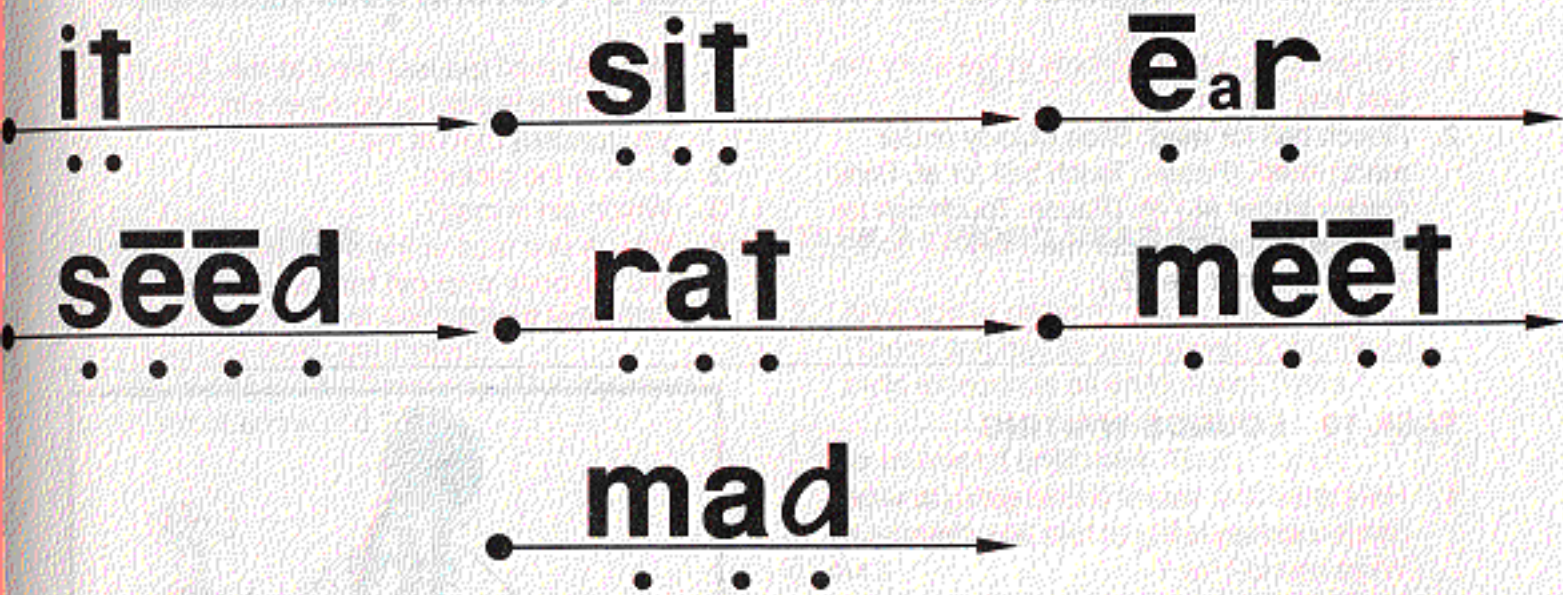
1. Say sssēēēd. "sssēēēd."
Say it fast. "seed."
Say rrrēēēd. "rrrēēēd."
Say it fast. "read."
Say ēēērrr. "ēēērrr."
Say it fast. "ear."
Say mmmēēēt. "mmmēēēt."
Say it fast. "meet."
2. Let's do those words again (Repeat step 1 until firm.)

- (Point to words.) **Now you're going to read these words.**
(Touch first ball for it.) **Sound it out.** (Touch balls for sounds as child says:) "iit." (Repeat until firm.)
(Return to first ball.) **Say it fast.** (Slide to end of arrow.) "it." **What word?** "it."
- (Touch first ball for sit.) **Sound it out.** (Touch balls for sounds as child says:) "sssiit."
(Repeat until firm.)
(Return to first ball.) **Say it fast.** (Slide to end of arrow.) "sit." **What word?** "sit."
- (Touch first ball for ear.) **Sound it out.** (Touch balls for sounds as child says:) "ēēerrr."
(Repeat until firm.)
(Return to first ball.) **Say it fast.** (Slide to end of arrow.) "ear." **What word?** "ear."
- (Touch first ball for seed.) **Sound it out.**
(Touch balls for sounds as child says:) "sssēēēd."
(Repeat until firm.)
(Return to first ball.) **Say it fast.** (Slide to end of arrow.) "seed." **What word?** "seed."

- (Touch first ball for rat.) **Sound it out.** (Touch balls for sounds as child says:) "rrraaat."
(Repeat until firm.)
(Return to first ball.) **Say it fast.** (Slide to end of arrow.) "rat." **What word?** "rat."
- (Touch first ball for meet.) **Sound it out.**
(Touch balls for sounds as child says:) "mmmēēt."
(Repeat until firm.) (Return to first ball.) **Say it fast.** (Slide to end of arrow.) "meet." **What word?** "meet."

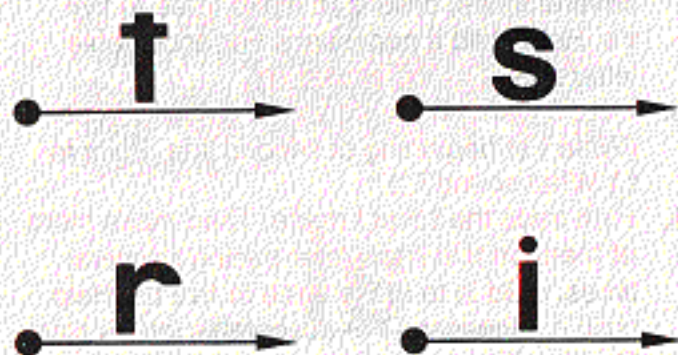
(To correct if child breaks between sounds, is unable to say word after sounding it out, or says "ēt"): **Stop. Listen. mmmēēt. Say that.** "mmmēēt." **Now say it fast.** "meet." **That's it.** (Point to first ball of arrow for mēēt.) **Now do it here. Sound it out.** "mmmēēt." **Say it fast.** "meet." **You did it.**

- (Touch first ball for mad.) **Sound it out.** (Touch balls for sounds as child says:) "mmaaad."
(Repeat until firm.)
(Return to first ball.) **Say it fast.** (Slide to end of arrow.) "mad." **What word?** "mad."



TASK 5 SOUNDS

- You're going to say all these sounds fast.**
- (Touch ball for d.) **Say it fast.** (Move to end of arrow.) "d."
- (Repeat step 2 for each sound.)



• mad • at • mē. →

TASK 6 FIRST READING

1. (Point to story.) Now you're going to read this story. Finger on the ball of the first word. (Child touches ball for mad.) Sound it out. (Child touches under m, a, and d and says:) "mmaaad." (Repeat if not firm.) Say it fast. "mad." Yes, what word? "mad."
2. Touch the ball for the next word. Sound it out. (Child touches under a and t and says:) "aat." (Repeat if not firm.) Say it fast. "at." Yes, what word? "at."
3. Touch the ball for the next word. Sound it out. (Child touches under m and ē and says:) "mmēēē." (Repeat if not firm.) Say it fast. "me." Yes, what word? "me."

TASK 7 SECOND READING

1. Get ready to read the story again. Touch the ball for the first word. Sound it out. "mmaaad." (Repeat if not firm.) Say it fast. "mad." Yes, what word? "mad."
2. Touch the ball for the next word. Sound it out. "aat." (Repeat if not firm.) Say it fast. "at." Yes, what word? "at."
3. Touch the ball for the next word. Sound it out. "mmēēē." (Repeat if not firm.) Say it fast. "me." Yes, what word? "me."

TASK 8 PARENT READS THE FAST WAY

1. I'm going to read the words in the story the fast way. Watch.
2. (Touch ball for mad. Slide quickly under mad.) mad. (Pause. Touch ball for at. Slide quickly under at.) at. (Pause. Touch ball for me. Slide quickly under me.) me. I'll do it again. (Repeat step 2.)

TASK 9 PICTURE COMPREHENSION

1. You just read (pause) mad at me. One girl in the picture is asking the other girl, "Why are you (pause) mad at me?"
2. Look at the picture.
3. Which girl is mad?
4. Why is she mad at the other girl?
5. Did anybody ever get mad at you for standing in front of the TV?

TASK 10 SOUNDS WRITING

1. Here's the first sound you're going to write. (Write r at beginning of first line. Point to r.) What sound? "rrr."
2. First trace the rrr that I made. Then make more of them on this line. (After tracing r several times, child is to make three to five r's. Help child if necessary. For acceptable letters say:) Good writing rrr.
3. Here's the next sound you're going to write. (Write t at beginning of second line. Point to t.) What sound? "t."
4. First trace the t that I made. Then make more of them on this line. (After tracing t several times, child is to make three to five t's. Help child if necessary. For acceptable letters say:) Good writing t.)



TASK 1 SOUNDS INTRODUCTION

- (Point to th.) **Here's a new sound. I'm going to touch under this sound and say the sound.** (Touch first ball of arrow. Move quickly to second ball. Hold.) **ththth.**
- Your turn to say the sound when I touch under it.** (Touch first ball.) **Get ready.** (Move quickly to second ball. Hold.) **"ththth."**

(To correct child saying a wrong sound or not responding:) **The sound is ththth.** (Repeat step 2.)

- (Touch first ball.) **Again. Get ready.** (Move quickly to second ball. Hold.) **"ththth."**



TASK 2 SOUNDS

- Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
- (Touch ball for d.) **Get ready.** (Quickly move to end of arrow.) **"d."**



- (Touch first ball for ē.) **Get ready.** (Quickly move to second ball.) **"ēēē."**



- (Touch first ball for i.) **Get ready.** (Quickly move to second ball.) **"iii."**



- (Touch first ball for th.) **Get ready.** (Quickly move to second ball.) **"ththth."**



- (Touch first ball for r.) **Get ready.** (Quickly move to second ball.) **"rrr."**



- (Touch ball for t.) **Get ready.** (Quickly move to end of arrow.) **"t."**



TASK 3 WORD READING

- Now you're going to read some words.** (Touch first ball for is.) **Sound it out.** (Touch balls for sounds as child says:) **"iiiss."**

(To correct if child says "iiizzz," touch under s.) **This sound is sss. You've got to say the sounds I touch.** (Repeat sounding out.)

- That's how we sound out the word. Here's how we say the word.** (pause.) **is (iz). How do we say the word?** **"is."**
- (Return to first ball.) **Sound it out again.** (Touch balls for sounds as child says:) **"iiiss."** **Now say the word. "is." Yes, is. Reading is fun.**



1. (Touch first ball for **it**.) **Sound it out.** (Touch balls for sounds as child says:) "iit." (Repeat until firm.)
(Return to first ball.) **Say it fast.** (Slide to end of arrow.) "it." **What word?** "it."
2. (Touch first ball for **sat**.) **Sound it out.** (Touch balls for sounds as child says:) "sssaat." (Repeat until firm.)
(Return to first ball.) **Say it fast.** (Slide to end of arrow.) "sat." **What word?** "sat."
3. (Touch first ball for **ear**.) **Sound it out.** (Touch balls for sounds as child says:) "ééerr." (Repeat until firm.)
(Return to first ball.) **Say it fast.** (Slide to end of arrow.) "ear." **What word?** "ear."
4. (Touch first ball for **mēēt**.) **Sound it out.** (Touch balls for sounds as child says:) "mmmēēt." (Repeat until firm.)
(Return to first ball.) **Say it fast.** (Slide to end of arrow.) "meet." **What word?** "meet."
5. (Touch first ball for **sēēm**.) **Sound it out.** (Touch balls for sounds as child says:) "sssēēmmm." (Repeat until firm.)
(Return to first ball.) **Say it fast.** (Slide to end of arrow.) "seem." **What word?** "seem."
6. (Touch first ball for **rēād**.) **Sound it out.** (Touch balls for sounds as child says:) "rrrēēd." (Repeat until firm.)
(Return to first ball.) **Say it fast.** (Slide to end of arrow.) "read." **What word?** "read."

it

sat

ear

mēēt

sēēm

rēād

- (Point to **r**, **s**, and **m**.) You're going to rhyme. These are the sounds you're going to start with. (Touch first ball for **r**.) Say the sound. (Quickly slide to second ball and hold.) "rrr." (Touch first ball for **s**.) Say the sound. (Quickly slide to second ball and hold.) "sss." (Touch first ball for **m**.) Say the sound. (Quickly slide to second ball and hold.) "mmm."
- (Touch first ball for **r**.) You're going to rhyme with (pause) **am**. What are you going to rhyme with? "am." Rhyming with (pause) **am**. (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "rrram." (Return to first ball.) Say it fast. (Slide.) "ram."
- (Touch first ball for **s**.) You're going to rhyme with (pause) **am**. What are you going to rhyme with? "am." Rhyming with (pause) **am**. (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "sssam." (Return to first ball.) Say it fast. (Slide.) "sam."
- (Touch first ball for **m**.) You're going to rhyme with (pause) **am**. What are you going to rhyme with? "am." Rhyming with (pause) **am**. (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "mmmam." (Return to first ball.) Say it fast. (Slide.) "mam."

- Your turn to touch the sounds and say them. Touch the first ball for the first sound. Move to the next ball and say the sound slowly. "thnth." Now say it fast. "th."
- Touch the ball for the next sound. You have to say this sound fast. So say it fast when you touch under it. Say it fast. "d."
- Touch the first ball for the next sound. Move to the next ball and say the sound slowly. "mmm." Now say it fast. "m."
- Touch the first ball for the next sound. Move to the next ball and say the sound slowly. "rrr." Now say it fast. "r."
- Touch the first ball for the next sound. Move to the next ball and say the sound slowly. "iii." Now say it fast. "i."
- Touch the ball for the next sound. You have to say this sound fast. So say it fast when you touch under it. Say it fast. "t."

TASK 7 FIRST READING

- (Point to story.) **Now you're going to read this story. Finger on the ball of the first word.** (Child touches ball for read.) **Sound it out.** (Child touches under r, e, and d, and says:) "rrrēēēd." (Repeat if not firm.) **Say it fast.** "read." **Yes, what word?** "read."
- Touch the ball for the next word. Sound it out.** (Child touches under i and t and says:) "iit." (Repeat if not firm.) **Say it fast.** "it." **Yes, what word?** "it."

**TASK 8 SECOND READING**

- Get ready to read the story again. Touch the ball for the first word. Sound it out.** "rrrēēēd." (Repeat if not firm.) **Say it fast.** "read." **Yes, what word?** "read."
- Touch the ball for the next word. Sound it out.** "iit." (Repeat if not firm.) **Say it fast.** "it." **Yes, what word?** "it."

TASK 9 PARENT READS THE FAST WAY

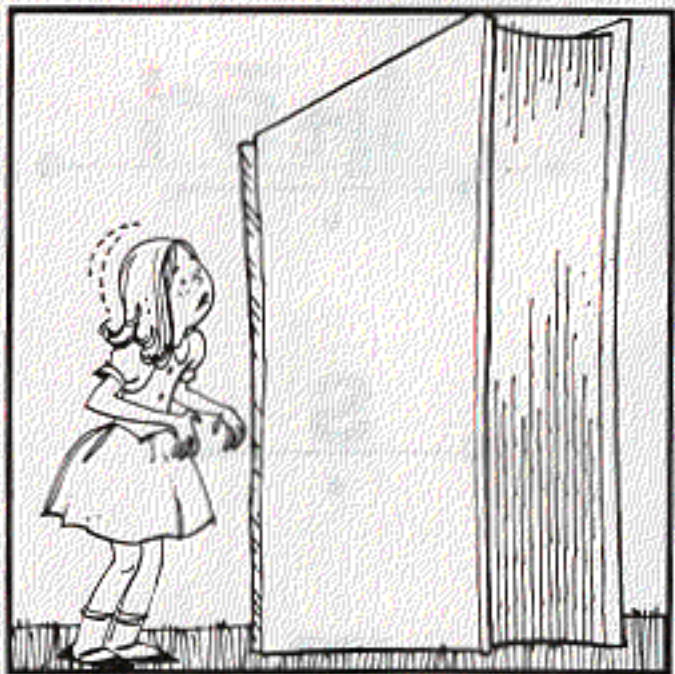
- I'm going to read the words in the story the fast way. Watch.**
- (Touch ball for rēad. Slide quickly under rēad.) **read.** (Pause. Touch ball for it. Slide quickly under it.) **it. I'll do it again.** (Repeat step 2.)

TASK 10 PICTURE COMPREHENSION

- You just read** (pause) **read it.** **You're going to see a girl in the picture. Somebody gave this girl something and said** (pause) **read it.**
- Look at the picture and see what somebody gave the girl.**
- What did somebody give the girl?**
- Do you think she can read that great big book?**
- Do you think you're going to get smart enough to read such a big book? Sure, you'll be smart enough to read any book there is.**

TASK 11 SOUNDS WRITING

- Here's the first sound you're going to write.** (Write d at beginning of first line. Point to d.) **What sound?** "d."
- First trace the d that I made. Then make more of them on this line.** (After tracing d several times, child is to make three to five d's. Help child if necessary. For acceptable letters say:) **Good writing d.**
- Here's the next sound you're going to write.** (Write i at beginning of second line. Point to i.) **What sound?** "i."
- First trace the iii that I made. Then make more of them on this line.** (After tracing i several times, child is to make three to five i's. Help child if necessary. For acceptable letters say:) **Good writing iii.**

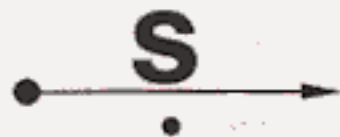


TASK 1 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for th.) **Get ready.** (Quickly move to second ball.) "ththth."



3. (Touch first ball for s.) **Get ready.** (Quickly move to second ball.) "sss."



4. (Touch first ball for r.) **Get ready.** (Quickly move to second ball.) "rrr."



5. (Touch first ball for m.) **Get ready.** (Quickly move to second ball.) "mmm."



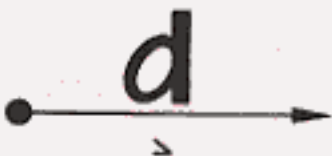
6. (Touch ball for t.) **Get ready.** (Quickly move to end of arrow.) "t."



7. Touch first ball for i.) **Get ready.** (Quickly move to second ball.) "ill."



8. (Touch ball for d.) **Get ready.** (Quickly move to end of arrow.) "d."



TASK 2 WORD READING

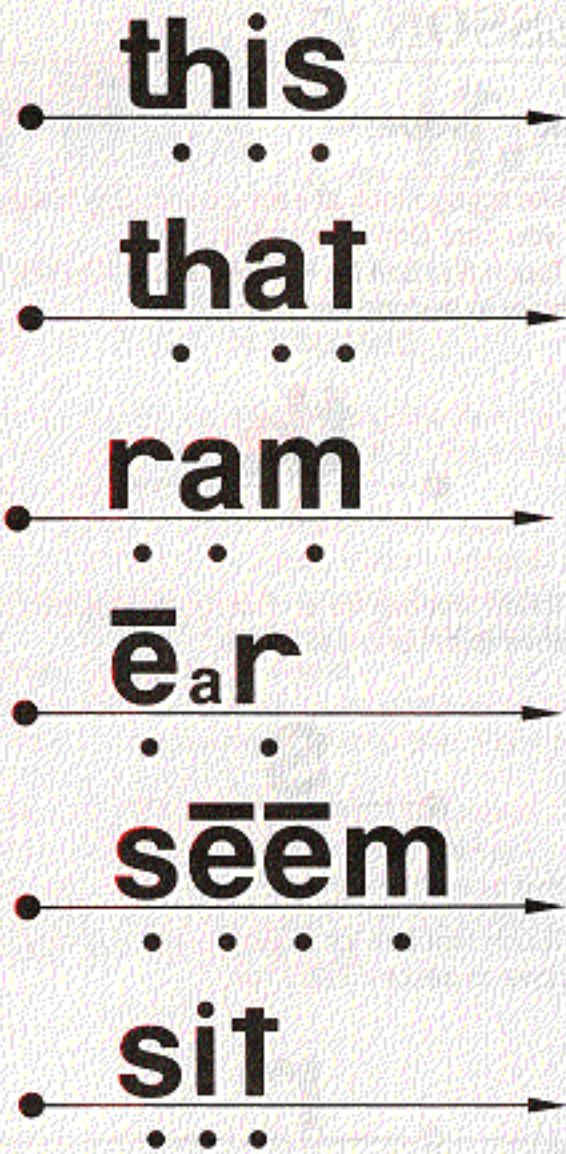
1. Now you're going to read these words. (Touch first ball for is.) **Sound it out.** (Touch balls for sounds as child says;) "iiiss."

(To correct if child says "iizzz" touch under s.) **This sound is sss.** You've got to say the sounds I touch. (Repeat sounding out.)

2. That's how we **sound out** the word. Here's how we **say** the word. (pause.) **is.** How do we say the word? "is."
3. (Return to first ball.) **Sound it out** again. (Touch balls for sounds as child says;) "iiiss." **Now say the word.** "is." **Yes, is.** (Repeat until firm.)



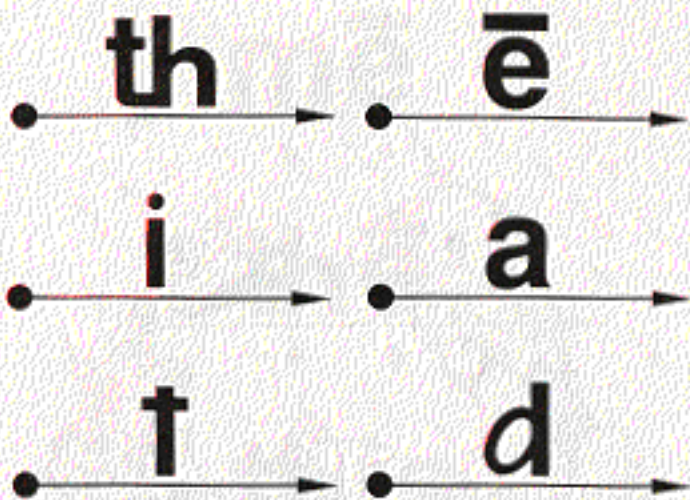
- (Touch first ball for **this**.) **Sound it out.** (Touch balls for sounds as child says:) "thththiiisss." (Repeat until firm.) (Return to first ball. Slide to end of arrow.) "this." **What word?** "this."
- (Touch first ball for **that**.) **Sound it out.** (Touch balls for sounds as child says:) "thththaaat." (Repeat until firm.) (Return to first ball. Slide to end of arrow.) "that." **What word?** "that."
- (Touch first ball for **ram**.) **Sound it out.** (Touch balls for sounds as child says:) "rrraaamm." (Repeat until firm.) (Return to first ball. Slide to end of arrow.) "ram." **What word?** "ram."
- (Touch first ball for **ear**.) **Sound it out.** (Touch balls for sounds as child says:) "ēēērrr." (Repeat until firm.) (Return to first ball. Slide to end of arrow.) "ear." **What word?** "ear."
- (Touch first ball for **seem**.) **Sound it out.** (Touch balls for sounds as child says:) "sssēēmmm." (Repeat until firm.) (Return to first ball. Slide to end of arrow.) "seem." **What word?** "seem."
- (Touch first ball for **sit**.) **Sound it out.** (Touch balls for sounds as child says:) "sssiit." (Repeat until firm.) (Return to first ball. Slide to end of arrow.) "sit." **What word?** "sit."

**TASK 4 RHYMING**

- (Point to **m**, **s**, and **th**.) **You're going to rhyme.** **These are the sounds you're going to start with.** (Touch first ball for **m**.) **Say the sound.** (Quickly slide to second ball and hold.) "mmm." (Touch first ball for **s**.) **Say the sound.** (Quickly slide to second ball and hold.) "sss." (Touch first ball for **th**.) **Say the sound.** (Quickly slide to second ball and hold.) "ththth."
- (Touch first ball for **m**.) **You're going to rhyme with (pause) at.** **What are you going to rhyme with?** "at." **Rhyming with (pause) at.** (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "mmmat." (Return to first ball.) **Say it fast.** (Slide.) "mat."
- (Touch first ball for **s**.) **You're going to rhyme with (pause) at.** **What are you going to rhyme with?** "at." **Rhyming with (pause) at.** (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "sssat." (Return to first ball.) **Say it fast.** (Slide.) "sat."
- (Touch first ball for **th**.) **You're going to rhyme with (pause) at.** **What are you going to rhyme with?** "at." **Rhyming with (pause) at.** (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "thththat." (Return to first ball.) **Say it fast.** (Slide.) "that."



1. You're going to say all these sounds fast.
2. (Touch first ball for s.) Say it fast. (Move to end of arrow.) "s."
3. (Repeat step 2 for each sound.)



TASK 6 FIRST READING

1. Now you're going to read this story. This story is harder than the stories you've read. The words of this story are on two lines. And there is just one arrow for the line. But you can see where the words are because there's a big box between words. Watch me touch all the words. (Touch under **that**.) First word. (Touch under **rat**.) Next word. Now I follow the arrow to the ball on the next line. (Follow arrow. Touch under **is**.) Next word. (Touch under **sad**.) Next word.

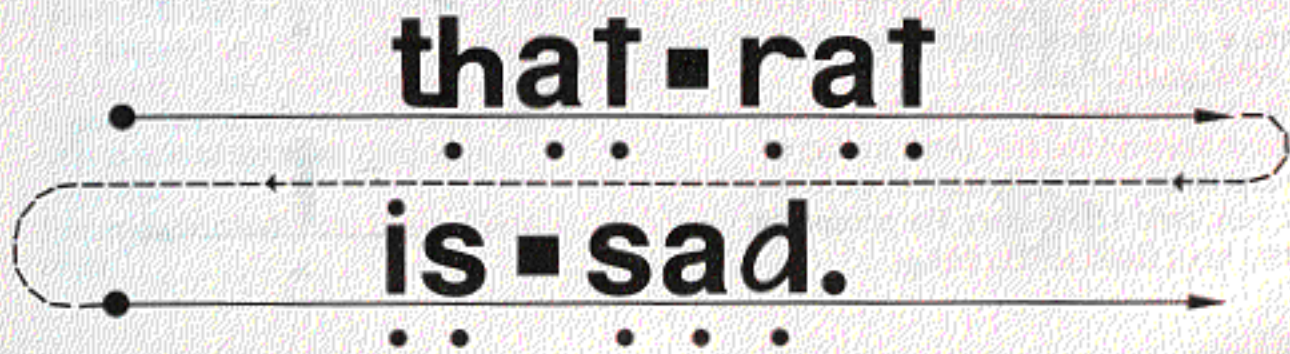
2. Your turn. Finger on the ball of the top line. Touch under the first word and all the words that come next. (Check.) Good touching. Go back to the ball on the top line and get ready to read the words.
3. Sound out the first word. (Child touches under **t**, **h**, **a**, and **t** and says:) "thththaaat." What word? "that."
4. Sound out the next word. (Child touches under **r**, **a**, and **t** and says:) "rrraaat." What word? "rat."
5. (Repeat step 4 for remaining words in story.)

TASK 7 SECOND READING

1. Read the story one more time and then we'll look at the picture. Touch the ball on the top line and get ready to read the words. Sound out the first word. "thththaaat." What word? "that."
2. Sound out the next word. "rrraaat." What word? "rat."
3. Follow the arrow to the next line.
4. Sound out the next word. "iisss." What word? "is."
5. Sound out the next word. "sssaad." What word? "sad."

TASK 8 PARENT READS THE FAST WAY

1. I'm going to read the words in the story the fast way.
2. (Touch ball for **that**. Slide quickly under **that**.) **that**. (Pause. Touch ball for **rat**. Slide quickly under **rat**.) **rat**. (Pause. Touch ball for **is**. Slide quickly under **is**.) **is**. (Pause. Touch ball for **sad**. Slide quickly under **sad**.) **sad**. I'll do it again. (Repeat step 2.)





TASK 1 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for a.) **Get ready.** (Quickly move to second ball.) "aaa."
3. (Touch first ball for th.) **Get ready.** (Quickly move to second ball.) "ththth."
4. (Touch first ball for r.) **Get ready.** (Quickly move to second ball.) "rrr."
5. (Touch first ball for i.) **Get ready.** (Quickly move to second ball.) "iii."
6. (Touch ball for t.) **Get ready.** (Quickly move to end of arrow.) "t."

TASK 9 PICTURE COMPREHENSION

1. You just read (pause) **that rat is sad.** So what will the picture show?
2. Look at the picture and tell me why the rat is sad. (Idea: It's wet and cold.)
3. Where do you think that rat would like to be?
4. Do you see any animal in the picture that seems to like the water? (Idea: the frog.)
5. Are you more like that frog or more like that rat when you get wet?

a

th

r

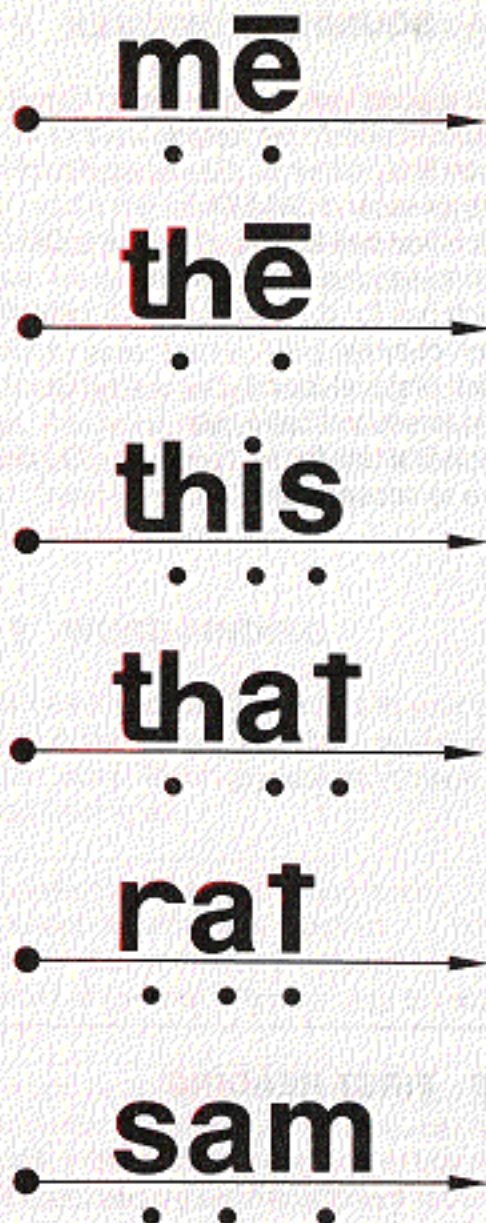
i

t

TASK 10 SOUNDS WRITING

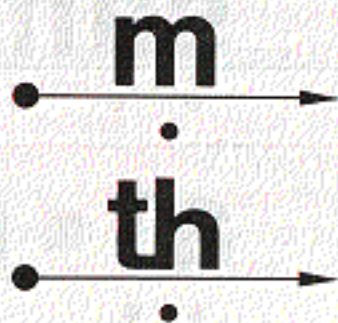
1. Here's the first sound you're going to write. (Write s at beginning of first line. Point to s.) What sound? "sss."
2. First trace the sss that I made. Then make more of them on this line. (After tracing s several times, child is to make three to five s's. Help child if necessary. For acceptable letters say:) **Good writing sss.**
3. Here's the next sound you're going to write. (Write e at beginning of second line. Point to e.) What sound? "ééé."
4. First trace the ééé that I made. Then make more of them on this line. (After tracing e several times, child is to make three to five e's. Help child if necessary. For acceptable letters say:) **Good writing ééé.**

- (Point to words.) **Here are the words you're going to read.** (Touch first ball for **mē**.) **Sound it out.** (Touch balls for sounds as child says:) "mmmēēē." (Repeat until firm.) (Return to first ball. Slide to end of arrow.) "me." **What word?** "me."
- (Touch first ball for **thē**.) **Sound it out.** (Touch balls for sounds as child says:) "thththēēē." (Repeat until firm.) **What word?** "thē." **Yes, but you can call that word thū. The boy. The cat. What word?** "the."
- (Touch first ball for **this**.) **Sound it out.** (Touch balls for sounds as child says:) "thththiiss." (Repeat until firm.) (Return to first ball. Slide to end of arrow.) "this." **What word?** "this."
- (Touch first ball for **that**.) **Sound it out.** (Touch balls for sounds as child says:) "thththaaat." (Repeat until firm.) (Return to first ball. Slide to end of arrow.) "that." **What word?** "that."
- (Touch first ball for **rat**.) **Sound it out.** (Touch balls for sounds as child says:) "rrraaat." (Repeat until firm.) (Return to first ball. Slide to end of arrow.) "rat." **What word?** "rat."
- (Touch first ball for **sam**.) **Sound it out.** (Touch balls for sounds as child says:) "ssaaamm." (Repeat until firm.) (Return to first ball. Slide to end of arrow.) "sam." **What word?** "sam."



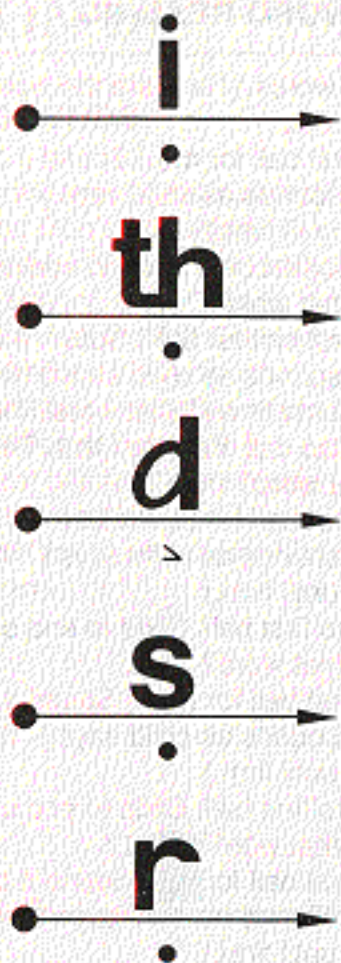
TASK 3 RHYMING

- (Point to **m** and **th**.) **You're going to rhyme. These are the sounds you're going to start with.** (Touch first ball for **m**.) **Say the sound.** (Quickly slide to second ball and hold.) "mmm." (Touch first ball for **th**.) **Say the sound.** (Quickly slide to second ball and hold.) "ththth."
- (Touch first ball for **m**.) **You're going to rhyme with (pause) iss. What are you going to rhyme with?** "iss." **Rhyming with (pause) iss.** (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "mmmiss." (Return to first ball.) **Say it fast.** (Slide.) "miss."
- (Touch first ball for **th**.) **You're going to rhyme with (pause) iss. What are you going to rhyme with?** "iss." **Rhyming with (pause) iss.** (Quickly slide to second ball and hold. Then slide to end of arrow as child says:) "thththiss." (Return to first ball.) **Say it fast.** (Slide.) "this."



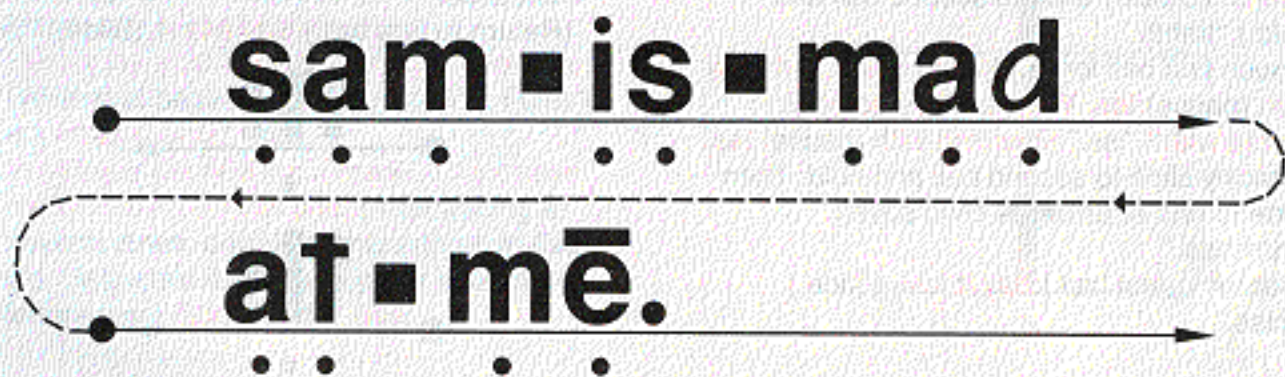
TASK 4 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for i.) **Get ready.** (Quickly move to second ball.) "iii."
3. (Touch first ball for th.) **Get ready.** (Quickly move to second ball.) "ththth."
4. (Touch ball for d.) **Get ready.** (Quickly move to end of arrow.) "d."
5. (Touch first ball for s.) **Get ready.** (Quickly move to second ball.) "sss."
6. (Touch first ball for r.) **Get ready.** (Quickly move to second ball.) "rrr."



TASK 5 FIRST READING

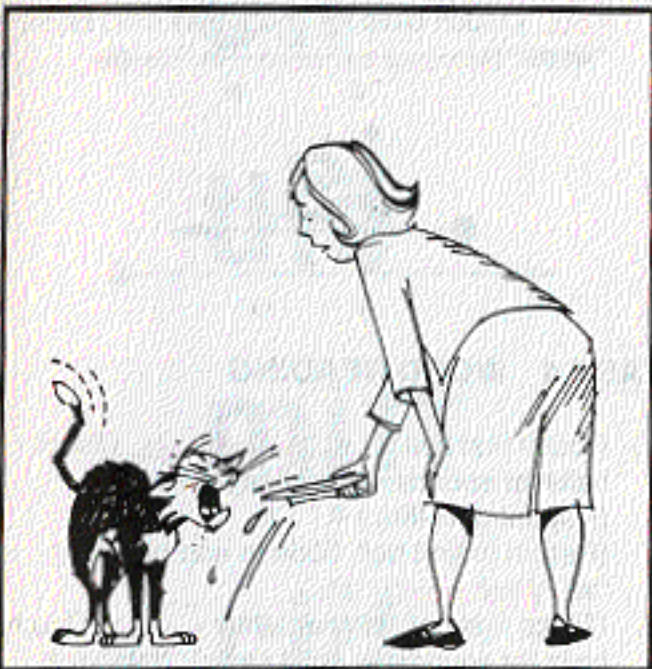
1. Now you're going to read this story. This story is harder than the stories you've read. The words of this story are on two lines. And there is just one arrow for the line. But you can see where the words are because there's a big box between words. Watch me touch all the words. (Touch under **Sam**.) **First word.** (Touch under **is**.) **Next word.** (Touch under **mad**.) **Next word.** Now I follow the arrow to the ball on the next line. (Follow arrow. Touch under **at**.) **Next word.** (Touch under **me**.) **Next word.**
2. Your turn. Finger on the ball of the top line. Touch under the first word and all the words that come next. (Check.) **Good touching.** Go back to the ball on the top line and get ready to read the words.
3. **Sound out the first word.** (Child touches under **s**, **a**, and **m** and says:) "sssaaamm." **What word?** "sam."
4. **Sound out the next word.** (Child touches under **i** and **s** and says:) "iiiss." **Now say the word.** "is."
5. (Repeat step 4 for remaining words in story.)



1. Read the story one more time and then we'll look at the picture. Touch the ball on the top line and get ready to read the words. Sound out the first word. "sssaaamm." What word? "sam."
2. Sound out the next word. "iiisss." What word? "is."
3. Sound out the next word. "mmaaad." What word? "mad."
4. Follow the arrow to the next line.
5. Sound out the next word. "aaat." What word? "at."
6. Sound out the next word. "mmmeéé." What word? "me."

TASK 7 PICTURE COMPREHENSION

1. You just read (pause) **Sam is mad at me.** In the picture you'll see why (pause) Sam is mad at me.
2. Look at the picture and see why Sam is mad at me.
3. Why is that cat so mad?
4. What do you think the cat's name is?
5. What do you think is in that dish? Yes, I think it's milk.
6. What would you do if you were Sam and somebody took your milk away?



1. We're going to read the story the fast way. (Point to **sam is mad at.**) I'll read the first words. (Point to **mē.**) When I get to this word, you read it the fast way. The word is (pause) **me.** What word? "me." Remember that word. When we get to it, you'll read (pause) **me** the fast way.
2. (Point to **sam.** Pause two seconds.) **sam.** (Point to **is.** Pause two seconds.) **is.** (Point to **mad.** Pause two seconds.) **mad.** (Point to **at.** Pause two seconds.) **at.** (Point to **mē.**) Your turn. Read it the fast way. "me."
3. (Repeat step 2 until firm.)

TASK 9 WORD FINDING

1. Now see if you can find words in your story. You're going to find the word (pause) **at.** Listen: **aaat.** Touch (pause) **at.** (Check.) Good finding **at.**

(To correct if child finds wrong word:)
Sound out the word you touched. . . . What word? . . . But you were supposed to find the word **at** (or **me**). (Repeat step for missed word.)

2. Now you're going to find the word (pause) **me.** Listen: **mmmeéé.** Touch (pause) **me.** (Check.) Good finding **me.**
3. (Repeat steps 1 and 2 until firm.)

TASK 10 SOUNDS WRITING

1. Here's the first sound you're going to write. (Write **m** at beginning of first line. Point to **m.**) What sound? "mmm."
2. First trace the **mmm** that I made. Then make more of them on this line. (After tracing **m** several times, child is to make three to five **m**'s. Help child if necessary. For acceptable letters say:) Good writing **mmm.**
3. Here's the next sound you're going to write. (Write **a** at beginning of second line. Point to **a.**) What sound? "aaa."
4. First trace the **aaa** that I made. Then make more of them on this line. (After tracing **a** several times, child is to make three to five **a**'s. Help child if necessary. For acceptable letters say:) Good writing **aaa.**

LESSON 19

TASK 1 SOUNDS INTRODUCTION

1. (Touch ball for c.) **We always have to say this sound fast. My turn to say it fast.** (Quickly move to end of arrow as you say sound.) **c.**
2. **My turn to say it fast again.** (Touch ball for c.) **Say it fast.** (Quickly move to end of arrow.) **c.**
3. (Touch ball.) **Your turn.** (Pause.) **Say it fast.** (Quickly move to end of arrow.) "c."

(To correct if child says "cuh," "cah," or "cih" say:) **Listen: c. Say it fast.** (Repeat steps 1–3.)



TASK 2 SOUNDS

1. **Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
2. (Touch first ball for r.) **Get ready.** (Quickly move to second ball.) "rrr."



3. (Touch first ball for th.) **Get ready.** (Quickly move to second ball.) "ththth."



4. (Touch ball for t.) **Get ready.** (Quickly move to end of arrow.) "t."



5. (Touch first ball for m.) **Get ready.** (Quickly move to second ball.) "mmm."



6. (Touch ball for d.) **Get ready.** (Quickly move to end of arrow.) "d."



7. (Touch ball for c.) **Get ready.** (Quickly move to end of arrow.) "c."



TASK 3 WORD READING

1. (Point to words.) **Here are the words you're going to read.** (Touch first ball for is.) **Sound it out.** (Touch under sounds as child says:) "iiiss." **Again.** (Return to first ball.) **Sound it out.** (Touch balls for sounds as child says:) "iiiss."
2. **That's how we sound out the word. Now say the word.** "is." **Yes, is.**
3. **Let's do it again.** (Return to first ball.) **Sound it out.** (Touch balls for sounds as child says:) "iiiss." **Now say the word.** "is." **Yes, is.**



TASK 4 WORD READING

1. (Touch first ball for at.) **Sound it out.** (Touch balls for sounds as child says:) "aat." (Repeat until firm.) (Return to first ball. Slide to end of arrow.) "at." **What word?** "at."
2. (Touch first ball for that.) **Sound it out.** (Touch balls for sounds as child says:) "thththaaat." (Repeat until firm.) (Return to first ball. Slide to end of arrow.) "that." **What word?** "that."

LESSON 19

TASK 1 SOUNDS INTRODUCTION

1. (Touch ball for c.) **We always have to say this sound fast. My turn to say it fast.** (Quickly move to end of arrow as you say sound.) **c.**
2. **My turn to say it fast again.** (Touch ball for c.) **Say it fast.** (Quickly move to end of arrow.) **c.**
3. (Touch ball.) **Your turn.** (Pause.) **Say it fast.** (Quickly move to end of arrow.) "c."

(To correct if child says "cuh," "cah," or "cih" say:) **Listen: c. Say it fast.** (Repeat steps 1–3.)



TASK 2 SOUNDS

1. **Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
2. (Touch first ball for r.) **Get ready.** (Quickly move to second ball.) "rrr."



3. (Touch first ball for th.) **Get ready.** (Quickly move to second ball.) "ththth."



4. (Touch ball for t.) **Get ready.** (Quickly move to end of arrow.) "t."



5. (Touch first ball for m.) **Get ready.** (Quickly move to second ball.) "mmm."



6. (Touch ball for d.) **Get ready.** (Quickly move to end of arrow.) "d."



7. (Touch ball for c.) **Get ready.** (Quickly move to end of arrow.) "c."



TASK 3 WORD READING

1. (Point to words.) **Here are the words you're going to read.** (Touch first ball for is.) **Sound it out.** (Touch under sounds as child says:) "iiiss." **Again.** (Return to first ball.) **Sound it out.** (Touch balls for sounds as child says:) "iiiss."
2. **That's how we sound out the word. Now say the word.** "is." **Yes, is.**
3. **Let's do it again.** (Return to first ball.) **Sound it out.** (Touch balls for sounds as child says:) "iiiss." **Now say the word.** "is." **Yes, is.**



TASK 4 WORD READING

1. (Touch first ball for at.) **Sound it out.** (Touch balls for sounds as child says:) "aat." (Repeat until firm.) (Return to first ball. Slide to end of arrow.) "at." **What word?** "at."
2. (Touch first ball for that.) **Sound it out.** (Touch balls for sounds as child says:) "thththaaat." (Repeat until firm.) (Return to first ball. Slide to end of arrow.) "that." **What word?** "that."

TASK 6 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for i.) **Get ready.** (Quickly move to second ball.) "iii."



3. (Touch ball for c.) **Get ready.** (Quickly move to end of arrow.) "c."



4. (Touch first ball for s.) **Get ready.** (Quickly move to second ball.) "sss."



5. (Touch ball for t.) **Get ready.** (Quickly move to end of arrow.) "t."



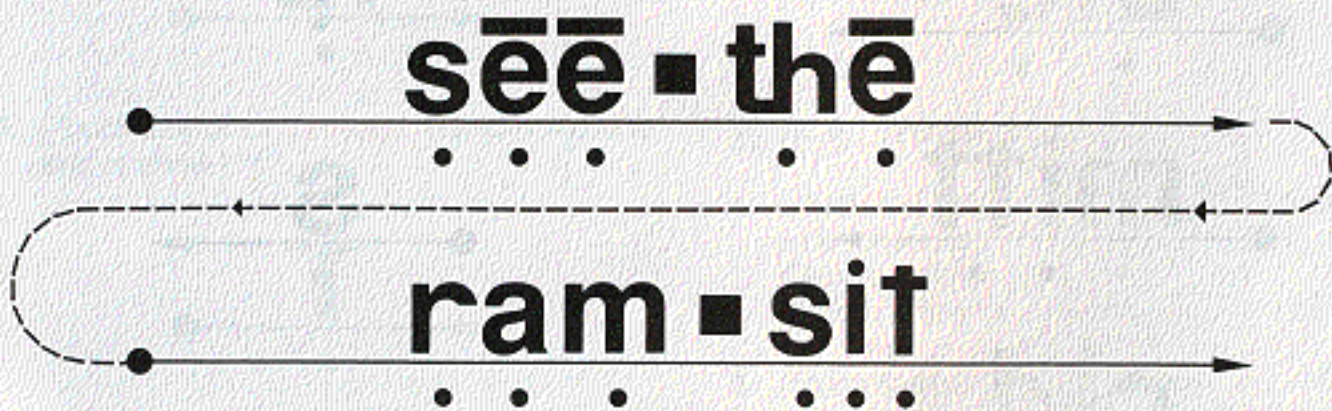
6. (Touch first ball for a.) **Get ready.** (Quickly move to second ball.) "aaa."



7. Touch first ball for th.) **Get ready.** (Quickly move to second ball.) "ththth."

**TASK 7 FIRST READING**

1. Now you're going to read the story. Finger on the ball of the top line. Sound out the first word. (Child touches under and says:) "sssēēē." **What word?** "see."
2. Sound out the next word. (Child touches under and says:) "thththēēē." **What word?** "thē."
3. (Repeat step 2 for remaining words in story.)



1. Read the story one more time and then we'll look at the picture. Touch the ball on the top line and get ready to read the words. Sound out the first word. "sssēēē." What word? "see."
2. Sound out the next word. "thththēēē." What word? "the."
3. Follow the arrow to the next line.
4. Sound out the next word. "rrraamm." What word? "ram."
5. Sound out the next word. "sssiit." What word? "sit."

TASK 9 PICTURE COMPREHENSION

1. A ram is an animal. In the picture you will (pause) see the ram sit.
2. Look at the picture and get ready to answer some questions.
3. What is the ram doing? Yes, sitting.
4. I wonder why that ram isn't sitting out in the sun.
5. When you look at this picture, how do you know it's hot? Right, that sun sure looks hot to me.



1. We're going to read this story the fast way. (Point to **see** the ram.) I'll read the first words. (Point to **sit**.) When I get to this word, you read it the fast way. The word is (pause) **sit**. What word? "sit." Remember that word. When we get to it, you'll read (pause) **sit** the fast way.
2. (Point to **see**. Pause two seconds.) **see**. (Point to **the**. Pause two seconds.) **the**. (Point to **ram**. Pause two seconds.) **ram**. (Point to **sit**.) Your turn. Read it the fast way. "sit."
3. (Repeat step 2 until firm.)

TASK 11 WORD FINDING

1. Now see if you can find words in your story. You're going to find the word (pause) **sit**. Listen: **sssiit**. Touch (pause) **sit**. (Check.) Good finding **sit**.
2. Now you're going to find the word (pause) **thē**. Listen: **thththēēē**. Touch (pause) **thē**. (Check.) Good finding **thē**.
3. (Repeat steps 1 and 2 until firm.)

(To correct if child finds wrong word:)
Sound out the word you touched. What word? But you were supposed to find the word **sit** (or **thē**). (Repeat step for missed word.)

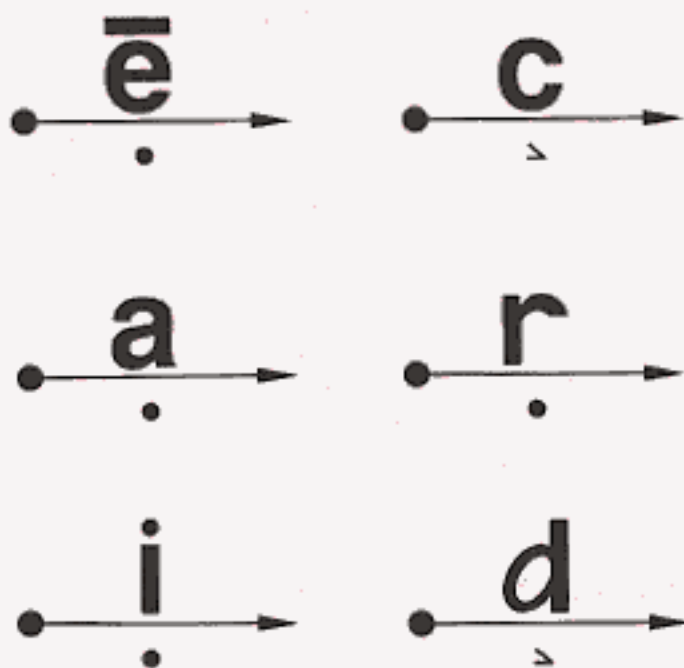
TASK 12 SOUNDS WRITING

1. Here's the first sound you're going to write. (Write **d** at beginning of first line. Point to **d**.) What sound? "d."
2. First trace the **d** that I made. Then make more of them on this line. (After tracing **d** several times, child is to make three to five **d**'s. Help child if necessary. For acceptable letters say:) Good writing **d**.
3. Here's the next sound you're going to write. (Write **r** at beginning of second line. Point to **r**.) What sound? "rrr."
4. First trace the **rrr** that I made. Then make more of them on this line. (After tracing **r** several times, child is to make three to five **r**'s. Help child if necessary. For acceptable letters say:) Good writing **rrr**.

LESSON 20

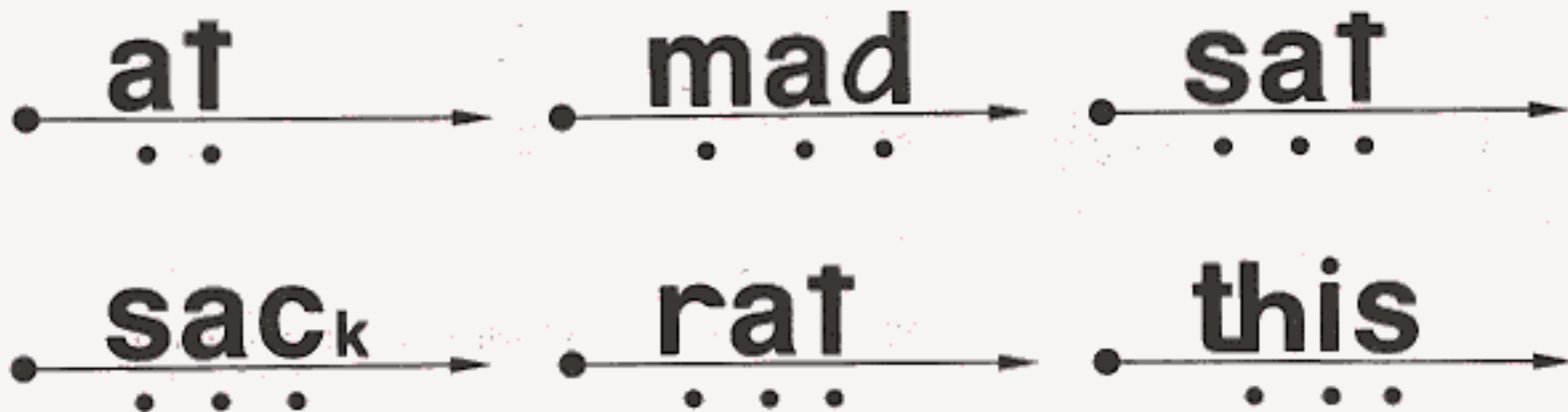
TASK 1 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for **ē**.) **Get ready.** (Quickly move to second ball.) "ēēē."
3. (Touch ball for **c**.) **Get ready.** (Quickly move to end of arrow.) "c."
4. (Touch first ball for **a**.) **Get ready.** (Quickly move to second ball.) "aaa."
5. (Touch first ball for **r**.) **Get ready.** (Quickly move to second ball.) "rrr."
6. (Touch first ball for **i**.) **Get ready.** (Quickly move to second ball.) "iii."
7. (Touch ball for **d**.) **Get ready.** (Quickly move to end of arrow.) "d."



TASK 2 WORD READING

1. Here are the words you're going to read. (Touch first ball for **at**.) **Sound it out.** (Touch balls for sounds as child says:) "aaat." (Repeat until firm.) (Return to first ball. Slide to end of arrow.) "at." **What word?** "at."
2. (Touch first ball for **mad**.) **Sound it out.** (Touch balls for sounds as child says:) "mmaaad." (Repeat until firm.) (Return to first ball. Slide to end of arrow.) "mad." **What word?** "mad."
3. (Touch first ball for **sat**.) **Sound it out.** (Touch balls for sounds as child says:) "ssaaat." (Repeat until firm.) (Return to first ball. Slide to end of arrow.) "sat." **What word?** "sat."
4. (Touch first ball for **sack**.) **Sound it out.** (Touch balls for sounds as child says:) "sssaaak." (Repeat until firm.) (Return to first ball. Slide to end of arrow.) "sack." **What word?** "sack."
5. (Touch first ball for **rat**.) **Sound it out.** (Touch balls for sounds as child says:) "rrraat." (Repeat until firm.) (Return to first ball. Slide to end of arrow.) "rat." **What word?** "rat."
6. (Touch first ball for **this**.) **Sound it out.** (Touch balls for sounds as child says:) "ththhiiss." (Repeat until firm.) (Return to first ball. Slide to end of arrow.) "this." **What word?** "this."



- (Touch balls for **a** and then **t**.) **First you're going to sound out this part.** (Point to ball for **a**.) **Get ready.** (Touch balls for **a** and **t** as child says "aaat" without pausing between sounds. Return to ball for **a**.) **Say it fast.** "at."
- (Touch first ball for **cat**.) **This word rhymes with (pause) at. What does it rhyme with?** "at." **Rhyming with (pause) at.** (Slide quickly to end of arrow.) "cat." **What word?** "cat." **Yes, cat.**

(To correct:) **My turn.** (Touch first ball on arrow.) **This word rhymes with (pause) at.** (Quickly move to end of arrow.) **cat.** **Your turn.** (Touch first ball.) **This word rhymes with (pause) at.** (Slide quickly to end of arrow.) "cat." (Repeat steps 1 and 2.)

- Now I'm going to sound out (pause) cat.** (Touch arrow under **c**.) **This arrow tells us that I can't stop under this sound. But the arrow tells us that you have to say the sound for the c.** (Touch first ball for **cat**.)
- My turn to sound out (pause) cat.** (Slide past **c**. Stop at ball for **a**. Continue to **t** and say:) **caaat.**
- (Touch first ball.) **Your turn to sound out (pause) cat.** **Get ready.** (Slide past **c**. Stop at balls for **a** and **t**.) "caaat." (Child is not to pause between **c** and **aaa**. Repeat steps 4 and 5 until response is firm.) **What word?** "cat." **Good reading.**



TASK 4 RHYMING

- (Point to **m**, **th**, and **c**.) **You're going to rhyme. These are the sounds you're going to start with.** (Touch first ball for **m**.) **Say the sound.** (Quickly slide to second ball.) "mmm." (Touch first ball for **th**.) **Say the sound.** (Quickly slide to second ball.) "ththth." (Touch ball for **c**.) **Say the sound.** (Quickly slide to end of arrow.) "c."
- (Touch first ball for **m**.) **Rhyming with (pause) at.** (Quickly slide to second ball and hold. Then slide to end of arrow.) "mmmat." (Return to first ball.) **Say it fast.** (Slide.) "mat."
- (Touch first ball for **th**.) **Rhyming with (pause) at.** (Quickly slide to second ball and hold. Then slide to end of arrow.) "thththat." (Return to first ball.) **Say it fast.** (Slide.) "that."
- (Touch first ball for **m**.) **My turn to rhyme with (pause) at and say it fast.** (Quickly slide to end of arrow as you say:) **mat.** (Touch first ball for **th**. Quickly slide to end of arrow as you say:) **that.** (Touch ball for **c**. Quickly slide to end of arrow as you say:) **cat.**
- (Touch first ball for **m**.) **Your turn to rhyme with (pause) at.** **Say it fast.** (Quickly slide to end of arrow as child says:) "mat."
- (Touch first ball for **th**.) **Say it fast.** (Quickly slide to end of arrow.) "that."
- (Touch ball for **c**.) **Say it fast.** (Quickly slide to end of arrow.) "cat."



TASK 5 SOUNDS

1. You're going to say all these sounds fast.
2. (Touch ball for c.) Say it fast. (Move to end of arrow.) "c."
3. (Repeat step 2 for each sound.)

c

t i

th a

TASK 6 FIRST READING

1. Now you're going to read the story. Finger on the ball of the top line. Sound out the first word. (Child touches under and says:) "thththēēē." What word? "the."
2. Sound out the next word. (Child touches under and says:) "rrraamm." What word? "ram."
3. (Repeat step 2 for remaining words in story.)

TASK 7 SECOND READING

1. Read the story one more time and then we'll look at the picture. Touch the ball on the top line and get ready to read the words. Sound out the first word. "thththēēē." What word? "the."
2. Sound out the next word. "rrraamm." What word? "ram."
3. Follow the arrow to the next line.
4. Sound out the next word. "iiss." What word? "is."
5. Sound out the next word. "sssaad." What word? "sad."

TASK 8 PICTURE COMPREHENSION

1. What is a ram? In the picture you will see a ram that is (pause) sad.
2. Look at the picture and get ready to answer some questions.
3. Look at the baby ram. Does he look sad to you?
4. Why do you think he is sad? Yes, I think he's lost and looking for the other rams.
5. How do you think those rams will find him? Yes, they might hear his bell.

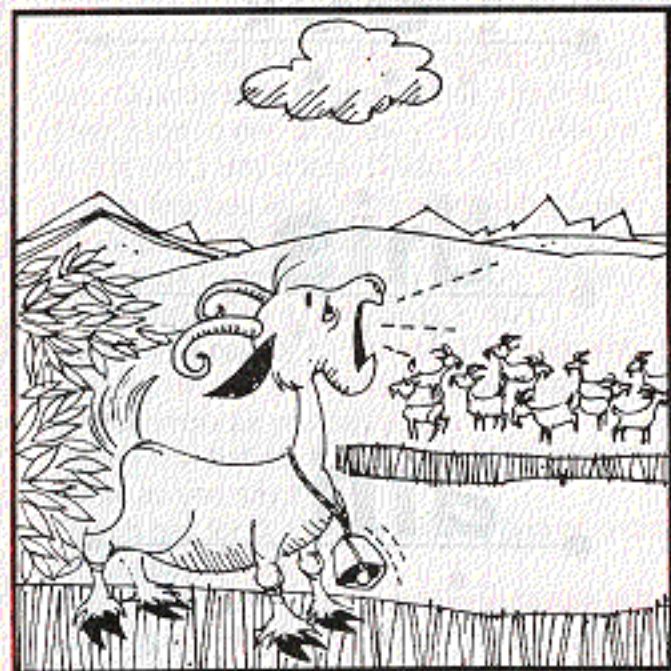
TASK 9 READING THE FAST WAY

1. We're going to read this story the fast way. (Point to thē ram is.) I'll read the first words. (Point to sad.) When I get to this word, you read it the fast way. The word is (pause) sad. What word? "sad." Remember that word. When we get to it, you'll read (pause) sad the fast way.
2. (Point to thē. Pause two seconds.) the. (Point to ram. Pause two seconds.) ram. (Point to is. Pause two seconds.) is. (Point to sad.) Your turn. Read it the fast way. "sad."
3. (Repeat step 2 until firm.)

thē ■ ram

is ■ sad.

1. Now see if you can find words in your story. You're going to find the word (pause) **ram**. Listen: **rrraamm**. Touch (pause) **ram**. (Check.) **Good finding ram.**
2. Now you're going to find the word (pause) **is**. Listen: **iiiss**. Touch (pause) **is**. (Check.) **Good finding is.**



LESSON 21

TASK 1 SOUNDS INTRODUCTION

1. (Point to o.) **Here's a new sound. I'm going to touch under this sound and say the sound.** (Touch first ball of arrow. Move quickly to second ball. Hold.) **ōōō.**
2. **Your turn to say the sound when I touch under it.** (Touch first ball.) **Get ready.** (Move quickly to second ball. Hold.) **“ōōō.”**

(To correct child saying a wrong sound or not responding:) **The sound is ōōō.** (Repeat step 2.)

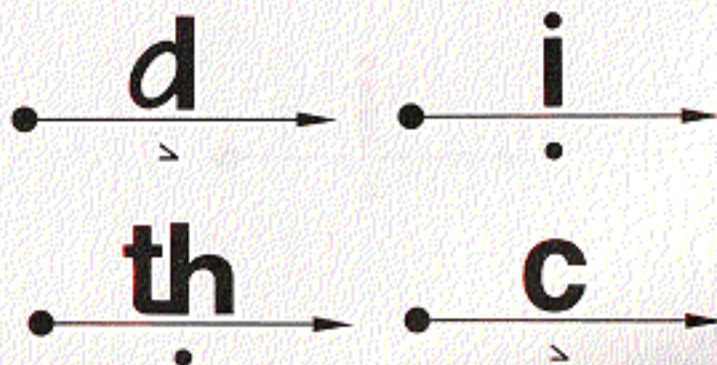
3. (Touch first ball.) **Again. Get ready.** (Move quickly to second ball. Hold.) **“ōōō.”**



1. (Write **c** at beginning of first line. Point to **c**.) **What sound?** “c.”
2. **First trace the c that I made. Then make more of them on this line.** (After tracing **c** several times, child is to make three to five **c**'s. Help child if necessary. For each acceptable letter say:) **Good writing c.**
3. **Here's the next sound you're going to write.** (Write **d** at beginning of second line. Point to **d**.) **What sound?** “d.”
4. **First trace the d that I made. Then make more of them on this line.** (After tracing **d** several times, child is to make three to five **d**'s. Help child if necessary. For acceptable letters say:) **Good writing d.**

TASK 2 SOUNDS

1. **Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
2. (Touch first ball for **ē**.) **Get ready.** (Quickly move to second ball. Hold.) **“ēēē.”**
3. (Repeat step 2 for **d**, **i**, **th**, and **c**. Remember to move quickly to end of arrow if there is no ball under the sound.)



TASK 3 WORD READING

1. Here are the words you're going to read.
(Touch first ball for **sick**.) **Sound it out.** (Touch balls for sounds.) "sssiik." (Repeat until firm.)
What word? "sick."
2. (Touch first ball for **rack**.) **Sound it out.** (Touch balls for sounds.) "rrraak." (Repeat until firm.) **What word?** "rack."
3. (Touch first ball for **this**.) **Sound it out.** (Touch balls for sounds.) "ththhiiss." (Repeat until firm.) **What word?** "this."
4. (Touch first ball for **am**.) **Sound it out.** (Touch balls for sounds.) "aaamm." (Repeat until firm.) **What word?** "am."
5. (Touch first ball for **mad**.) **Sound it out.** (touch balls for sounds.) "mmaaad." (Repeat until firm.) **What word?** "mad."
6. (Touch first ball for **mēēt**.) **Sound it out.** (Touch balls for sounds.) "mmēēt." (Repeat until firm.) **What word?** "meet."
7. (Touch arrow under **c**.) **Remember, I can't stop under this sound, but you have to say the sound with the next sound I stop at.** (Touch first ball for **cat**.) **Sound it out. Get ready.** (Slide past **c**, touch **a** for two seconds, slide past **t** to end of arrow.) "caaat." (Repeat until firm.) **What word?** "cat." Yes, **cat**.
8. (Touch first ball for **that**.) **Sound it out.** (Touch balls for sounds.) "ththhaaat." (Repeat until firm.) **What word?** "that."



sick



rack



this



am



mad



mēēt

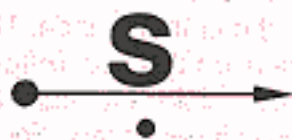


cat



that

- (Point to **r**, **s**, and **d**.) **You're going to rhyme. These are the sounds you're going to start with.** (Touch first ball for **r**.) **Say the sound.** (Quickly slide to second ball.) "rrr." (Touch first ball for **s**.) **Say the sound.** (Quickly slide to second ball.) "sss." (Touch ball for **d**.) **Say the sound.** (Quickly slide to end of arrow.) "d."
- (Touch first ball for **r**.) **Rhyming with** (pause) **un.** (Quickly slide to second ball and hold. Then slide to end of arrow.) "rrrun." (Return to first ball.) Say it fast. (Slide.) "run."
- (Touch first ball for **s**.) **Rhyming with** (pause) **un.** (Quickly slide to second ball and hold. Then slide to end of arrow.) "sssun." (Return to first ball.) **Say it fast.** (Slide.) "sun."
- (Touch first ball for **r**.) **My turn to rhyme with** (pause) **un and say it fast.** (Quickly slide to end of arrow as you say:) **run.** (Touch first ball for **s**. Quickly slide to end of arrow as you say:) **sun.** (Touch ball for **d**. Quickly slide to end of arrow as you say:) **dun.**
- (Touch first ball for **r**.) **Your turn to rhyme with** (pause) **un.** **Say it fast.** (Quickly slide to end of arrow as child says:) "run."
- (Touch first ball for **s**.) **Say it fast.** (Quickly slide to end of arrow.) "sun."
- (Touch ball for **d**.) **Say it fast.** (Quickly slide to end of arrow.) "dun."



- Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
- (Touch ball for **c**.) **Get ready.** (Quickly move to end of arrow.) "c."
- (Repeat step 2 for **o**, **th**, **r**, **t**, and **i**. Remember to move quickly to end of arrow if there is no ball under the sound.)



TASK 6 FIRST READING

1. Now you're going to read the story. Finger on the ball of the top line. Sound out the first word. (Child touches under and says:) "thththiiiss." **What word?** "this."
2. **Sound out the next word.** (Child touches under and says:) "caaat." **What word?** "cat."
3. (Repeat step 2 for remaining words in story.)

TASK 7 SECOND READING

1. This time you read the story again and I'll ask questions. Touch the ball on the top line and get ready to read the words. (Repeat task 6 procedures from first reading for each word. Ask following comprehension questions after child has read indicated sentences.)

2. After child has read: (You say:)
 "This cat is sick."
 How does the cat feel?
 "This cat is sad."
 What else do you know about this cat?
 Why is the cat sad?

(To correct if child does not give an acceptable answer, have child reread sentence that answers question. Then ask question again.)

this ■ cat ■ is

sick. ■ this

cat ■ is ■ sad.

TASK 8 PICTURE COMPREHENSION

1. What are you going to see in the picture?
2. Look at the picture and get ready to answer some questions.
3. What is this cat doing?
4. Why is he sick? Yes, I think he ate too much.
5. Did you ever eat too much and feel sick?

TASK 9 READING THE FAST WAY

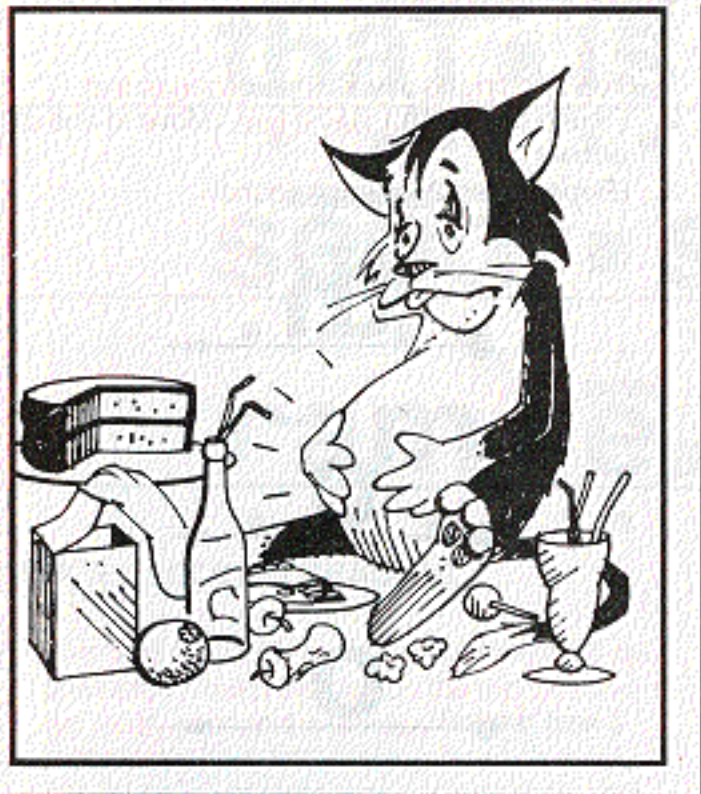
1. Let's read this the fast way. (Touch under is.) This word is (pause) is. (Touch under sad.) This word is (pause) sad.
2. (Point to is.) What are you going to say when I touch this word? "is." (Point to sad.) What are you going to say when I touch this word? "sad." (Repeat until firm.)
3. My turn. (Point to this. Pause two seconds.) this. (Point to cat. Pause two seconds.) cat.
4. Your turn. (Touch under words as child says:) "is . . . sad."
5. (Repeat steps 1–4 until firm.)

TASK 10 WORD FINDING

1. Now see if you can find words in your story. You're going to find the word (pause) sick. Listen: sssiiik. Touch (pause) sick. (Check.) Good finding sick.
2. Now you're going to find the word (pause) sad. Listen: sssaaad. Touch (pause) sad. (Check.) Good finding sad.

TASK 11 SOUNDS WRITING

1. Here's the first sound you're going to write. (Write i at beginning of first line. Point to i.) What sound? "iii."
2. First trace the iii that I made. Then make more of them on this line. (After tracing i several times, child is to make three to five i's. Help child if necessary. For acceptable letters say:) Good writing iii.
3. Here's the next sound you're going to write. (Write t at beginning of second line. Point to t.) What sound? "t."
4. First trace the t that I made. Then make more of them on this line. (After tracing t several times, child is to make three to five t's. Help child if necessary. For acceptable letters say:) Good writing t.



LESSON 22

TASK 1 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for a.) Get ready. (Quickly move to second ball. Hold.) "aaa."
3. (Repeat step 2 for o, ē, th, i, and t. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

a

o

ē

th

i

t

mom

rod

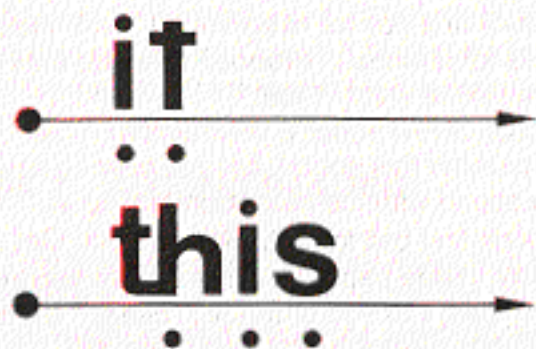
cat

rat

sock

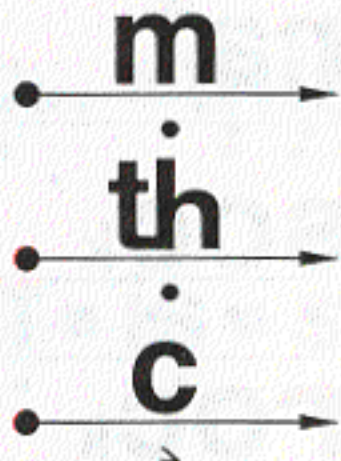
rock

7. (Touch first ball for **it**.) **Sound it out.** (Touch balls for sounds.) "iit." (Repeat until firm.) **What word?** "it."
8. (Touch first ball for **this**.) **Sound it out.** (Touch balls for sounds.) "thththiiiss." (Repeat until firm.) **What word?** "this."



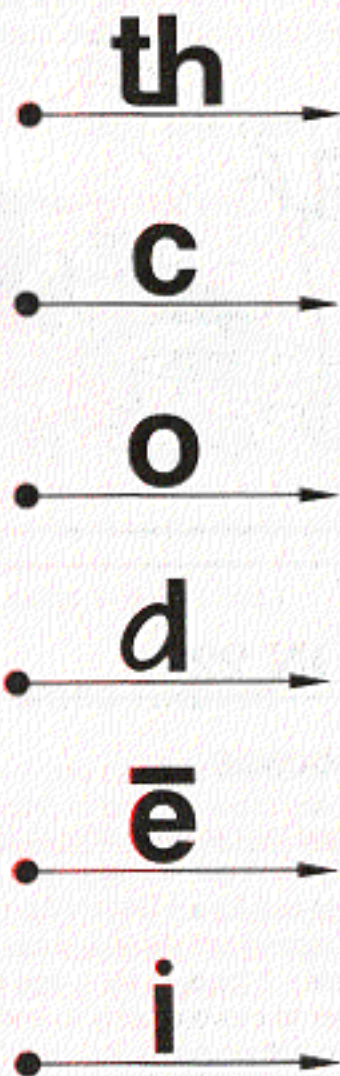
TASK 3 RHYMING

- (Point to **m**, **th**, and **c**.) **You're going to rhyme.** **These are the sounds you're going to start with.** (Touch first ball for **m**.) **Say the sound.** (Quickly slide to second ball.) "mmm." (Touch first ball for **th**.) **Say the sound.** (Quickly slide to second ball.) "ththth." (Touch ball for **c**.) **Say the sound.** (Quickly slide to end of arrow.) "c."
- (Touch first ball for **m**.) **My turn to rhyme with** (pause) **an and say it fast.** (Quickly slide to end of arrow as you say:) **man.** (Touch first ball for **th**. Quickly slide to end of arrow as you say:) **than.** (Touch ball for **c**. Quickly slide to end of arrow as you say:) **can.**
- (Touch first ball for **m**.) **Your turn to rhyme with** (pause) **an.** **Say it fast.** (Quickly slide to end of arrow as child says:) "man."
- (Touch first ball for **th**.) **Say it fast.** (Quickly slide to end of arrow.) "than."
- (Touch ball for **c**.) **Say it fast.** (Quickly slide to end of arrow.) "can."



TASK 4 SOUNDS

- You're going to say all these sounds fast.**
- (Touch ball for **th**.) **Say it fast.** (Move to end of arrow.) "th."
- (Repeat step 2 for each sound.)



TASK 5 FIRST READING

- (Point to **a** in top line.) **When you see this sound in a story, it is a word. The word is **uh**.** **What word?** "uh." It looks like **äää**, but it's the word **uh**. See if you remember that word.
- Now you're going to read the story. Finger on the ball of the top line. Sound out the first word.** (Child touches under and says:) "thththiiiss." **What word?** "this."
- Sound out the next word.** (Child touches under and says:) "iiiss." **What word?** "is."
- Take a good look at the next word and see if you remember it. Touch under it and say the word.** "uh." **Good remembering uh.**
- (Repeat step 3 for remaining words in story.)

that ■ is ■ a

sēēd. ■ sēē ■ a

ram ■ ēat ■ it.

TASK 6 SECOND READING

1. This time you read the story again and I'll ask questions. Touch the ball on the top line and get ready to read the words. (Repeat task 5 procedures from first reading for each word. Ask following comprehension questions after child has read indicated sentences.)
2. (After child has read:) (You say:)

"That is a seed." What is that?

"See a ram eat it." What is the ram eating?

Who is eating a seed?

(To correct if child does not give an acceptable answer, have child reread sentence that answers question. Then ask question again.)

TASK 7 PICTURE COMPREHENSION

1. What kind of animal will you see in the picture?
2. And what will the ram be doing?
3. Look at the picture and get ready to answer some questions.
4. Show me what the ram is eating.
5. Do you think he likes eating seeds?

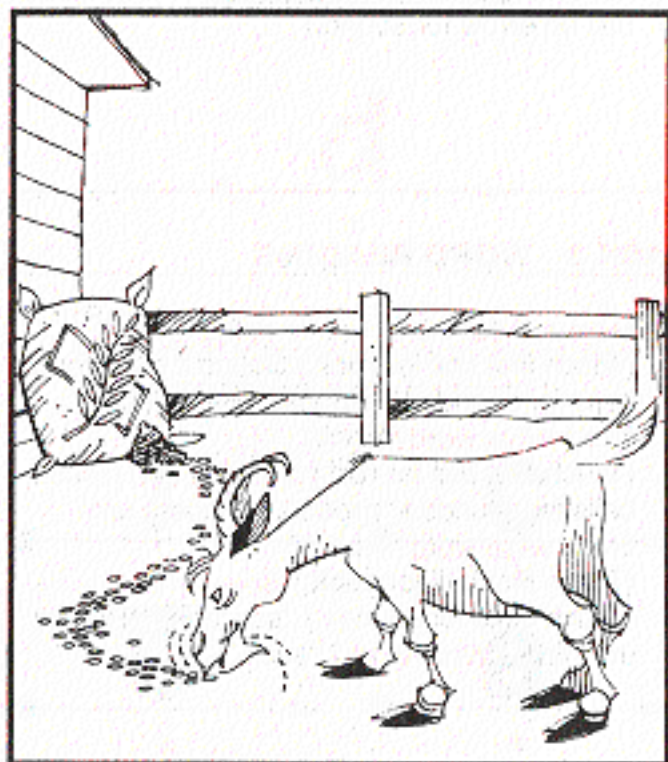
TASK 8 READING THE FAST WAY

1. Let's read this the fast way. (Touch under ēat.) This word is (pause) eat. (Touch under it.) This word is (pause) it.

2. (Point to ēat. (What are you going to say when I touch this word? "eat." (Point to it.) What are you going to say when I touch this word? "it." (Repeat until firm.)
3. My turn. (Point to sēē. Pause two seconds.) see. (Point to a. Pause two seconds.) a. (Point to ram. Pause two seconds.) ram.
4. Your turn. (Touch under the words as child says:) "eat . . . it."
5. (Repeat steps 1–4 until firm.)

TASK 9 WORD FINDING

1. Now get ready to find the words I say.
2. Find the word (pause) a (uh). a.
3. (Repeat step 2 for see, that, a, that, a, see, a, that, see.)
4. Good finding those words.



- (Write **o** at beginning of first line. Point to **o**.)
What sound? "ooo."
- First trace the **ooo** that I made. Then make more of them on this line. (After tracing **o** several times, child is to make three to five **o**'s. Help child if necessary. For each acceptable letter say:) **Good writing ooo.**
- Here's the next sound you're going to write. (Write **c** at beginning of second line. Point to **c**.) **What sound?** "c."
- First trace the **c** that I made. Then make more of them on this line. (After tracing **c** several times, child is to make three to five **c**'s. Help child if necessary. For acceptable letters say:) **Good writing c.**

LESSON 23

TASK 1 SOUNDS INTRODUCTION

- (Point to **n**.) Here's a new sound. I'm going to touch under this sound and say the sound. (Touch first ball of arrow. Move quickly to second ball. Hold.) **nnn.**
- Your turn to say the sound when I touch under it. (Touch first ball.) **Get ready.** (Move quickly to second ball. Hold.) "nnn."

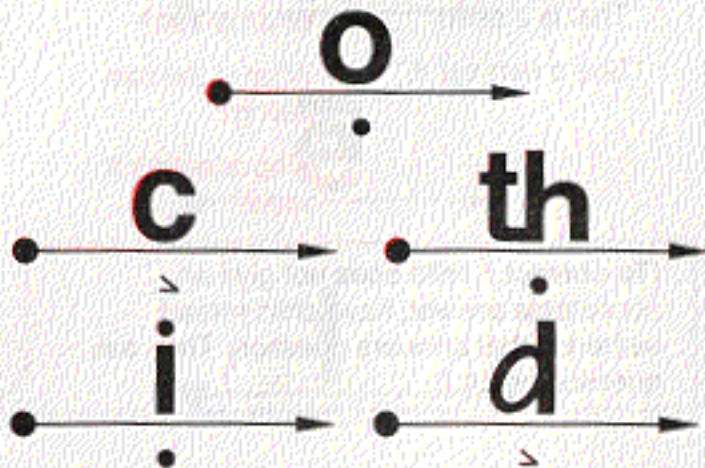
(To correct child saying a wrong sound or not responding:) **The sound is nnn.** (Repeat step 2.)

- (Touch first ball.) **Again. Get ready.** (Move quickly to second ball. Hold.) "nnn."



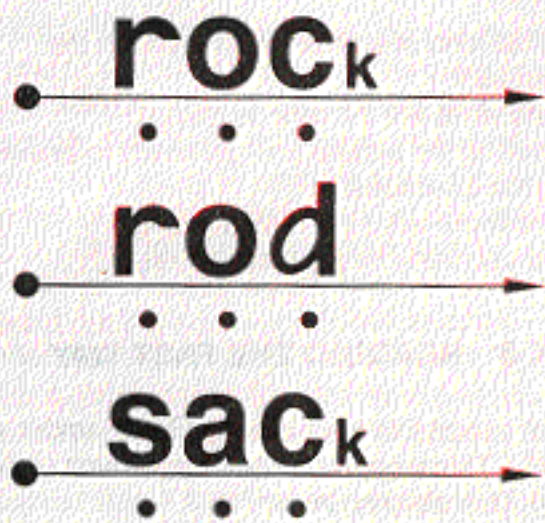
TASK 2 SOUNDS

- Take a good look at each sound. Say it slowly if you can. Don't get fooled.
- (Touch first ball for **o**.) **Get ready.** (Quickly move to second ball. Hold.) "ōōō."
- (Repeat step 2 for **c**, **th**, **i**, and **d**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

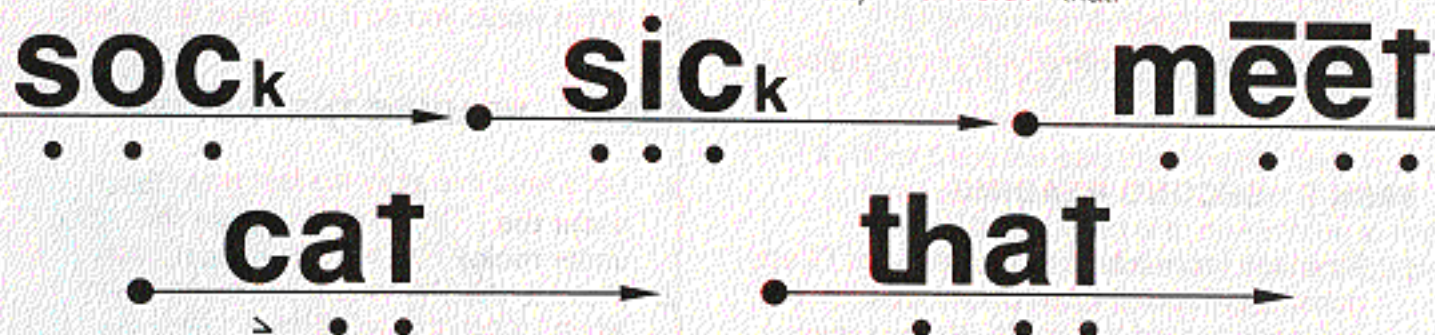


TASK 3 WORD READING

- Here are the words you're going to read. (Touch first ball for **rock**.) Sound it out. (Touch balls for sounds.) "rrroook." (Repeat until firm.) **What word?** "rock."
- (Touch first ball for **rod**.) **Sound it out.** (Touch balls for sounds.) "rrroood." (Repeat until firm.) **What word?** "rod."
- (Touch first ball for **sack**.) **Sound it out.** (Touch balls for sounds.) "sssaaak." (Repeat until firm.) **What word?** "sack."

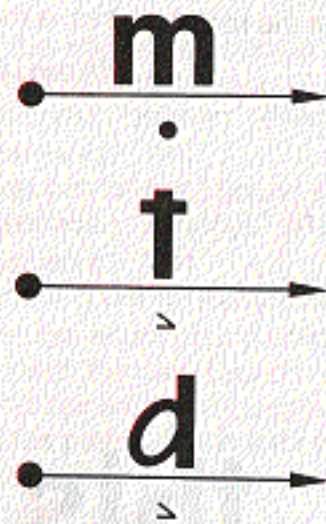


4. (Touch first ball for **sock**.) **Sound it out.** (Touch balls for sounds.) "ssssook." (Repeat until firm.) **What word?** "sock."
5. (Touch first ball for **sick**.) **Sound it out.** (Touch balls for sounds.) "sssiik." (Repeat until firm.) **What word?** "sick."
6. (Touch first ball for **meet**.) **Sound it out.** (Touch balls for sounds.) "mmmēēt." (Repeat until firm.) **What word?** "meet."
7. (Touch arrow under **c**.) **Remember, I can't stop under this sound, but you have to say the sound with the next sound I stop at.** (Touch first ball for **cat**.) **Sound it out. Get ready.** (Slide past **c**, touch **a** for two seconds, slide past **t** to end of arrow.) "caaat." (Repeat until firm.) **What word?** "cat." **Yes, cat.**
8. (Touch first ball for **that**.) **Sound it out.** (Touch balls for sounds.) "thththaaat." (Repeat until firm.) **What word?** "that."



TASK 4 RHYMING

1. (Point to **m**, **t**, and **d**.) **You're going to rhyme. These are the sounds you're going to start with.** (Touch first ball for **m**.) **Say the sound.** (Quickly slide to second ball.) "mmm." (Touch ball for **t**.) **Say the sound.** (Quickly slide to end of arrow.) "t." (Touch ball for **d**.) **Say the sound.** (Quickly slide to end of arrow.) "d."
2. (Touch first ball for **m**.) **My turn to rhyme with (pause) oo and say it fast.** (Quickly slide to end of arrow as you say:) **moo.** (Touch ball for **t**. Quickly slide to end of arrow as you say:) **too.** (Touch ball for **d**. Quickly slide to end of arrow as you say:) **doo.**
3. (Touch first ball for **m**.) **Your turn to rhyme with (pause) oo. Say it fast.** (Quickly slide to end of arrow as child says:) "moo."
4. (Touch ball for **t**.) **Say it fast.** (Quickly slide to end of arrow.) "too."
5. (Touch ball for **d**.) **Say it fast.** (Quickly slide to end of arrow.) "doo."



TASK 5 SOUNDS

1. **Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
2. (Touch first ball for **n**.) Get ready. (Quickly move to second ball. Hold.) "nnn."
3. (Repeat step 2 for **o**, **i**, **c**, **ē**, and **a**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



1. Now you're going to read the story. Finger on the ball of the top line. Sound out the first word. (Child touches under and says:) "thththliiss." What word? "this."
2. Sound out the next word. (Child touches under and says:) "iiiss." What word? "is."
3. Take a good look at the next word and see if you remember it. Touch under it and say the word. "uh." Good remembering uh.
4. (Repeat step 2 for remaining words in story.)

TASK 7 SECOND READING

1. This time you read the story again and I'll ask questions. Touch the ball on the top line and get ready to read the words. (Repeat steps from first reading for each word. Ask following comprehension questions after child has read indicated sentences.)
2. (After child has read:) (You say:)
 "This is a rock." What is this?
 "Sam is at the rock." Yes, a rock.
 Where is Sam?

1. What will you see in the picture?
2. Where will Sam be?
3. Look at the picture and get ready to answer some questions.
4. Show me the rock.
5. What do you think Sam wants to do with that rock? Yes, he looks as if he wants to push it down the hill.
6. What would you do if you were with Sam?

TASK 9 READING THE FAST WAY

1. Let's read this story the fast way. (Touch under the.) This word is (pause) **the**. (Touch under rock.) This word is (pause) **rock**.
2. (Point to the.) What are you going to say when I touch this word? "the." (Point to rock.) What are you going to say when I touch this word? "rock." (Repeat until firm.)
3. My turn. (Point to sam. Pause two seconds.) **sam**. (Point to is. Pause two seconds.) **is**. (Point to at. Pause two seconds.) **at**.
4. Your turn. (Touch under words as child says:) "the . . . rock."
5. (Repeat steps 1-4 until firm.)

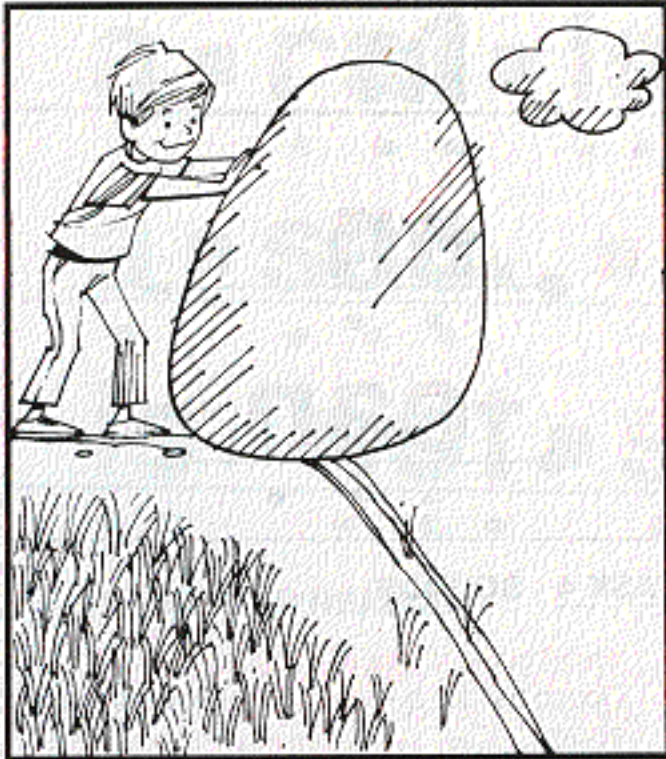
TASK 10 WORD FINDING

1. Now get ready to find the words I say.
2. Find the word (pause) **is**. **is**.
3. (Repeat step 2 for **sam**, **is**, **rock**, **is**, **sam**, **rock**, **rock**, **is**, **sam**.)
4. Good finding those words.

this ■ is ■ a

roc_k. ■ sam ■ is

at ■ thē ■ roc_k.

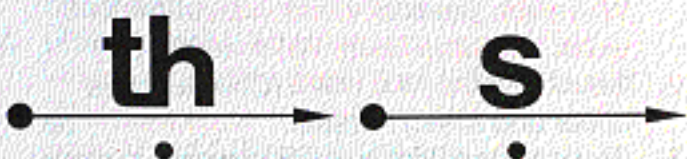
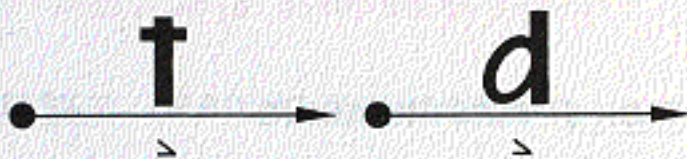


1. **Here's the first sound you're going to write.** (Write **r** at beginning of first line. Point to **r**.) **What sound?** "rrr."
2. **First trace the rrr that I made. Then make more of them on this line.** (After tracing **r** several times, child is to make three to five **r**'s. Help child if necessary. For acceptable letters say:) **Good writing rrr.**
3. **Here's the next sound you're going to write.** (Write **o** at beginning of second line. Point to **o**.) **What sound?** "ooo."
4. **First trace the ooo that I made. Then make more of them on this line.** (After tracing **o** several times, child is to make three to five **o**'s. Help child if necessary. For acceptable letters say:) **Good writing ooo.**

LESSON 24

TASK 1 SOUNDS

1. **Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
2. (Touch first ball for **n**.) **Get ready.** (Quickly move to second ball. Hold.) "nnn."
3. (Repeat step 2 for **r**, **t**, **d**, **th**, and **s**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

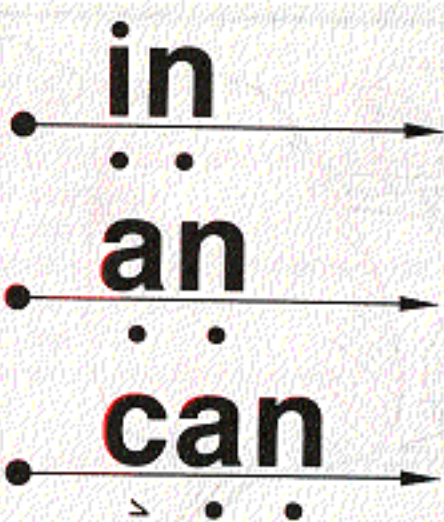


TASK 2 WORD READING

1. **Here are the words you're going to read.** (Touch first ball for **on**.) **Sound it out.** (Touch ball for sounds.) "oonnn." (Repeat until firm.) **What word?** "on."
2. (Touch first ball for **not**.) **Sound it out.** (Touch balls for sounds.) "nnnoot." (Repeat until firm.) **What word?** "not."
3. (Touch arrow under **c**.) **Remember, I can't stop under this sound, but you have to say the sound with the next sound I stop at.** (Touch first ball for **cat**.) **Sound it out. Get ready.** (Slide past **c**, touch **a** for two seconds, slide past **t** to end of arrow.) "caaat." **What word?** "cat." **Yes, cat.**

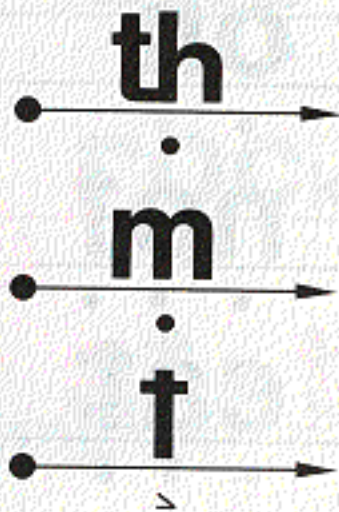


4. (Touch first ball for **in**.) **Sound it out.** (Touch balls for sounds.) "iiinnn." (Repeat until firm.) **What word?** "in."
5. (Touch first ball for **an**.) **Sound it out.** (Touch balls for sounds.) "aaannn." (Repeat until firm.) **What word?** "an."
6. (Touch arrow under **c**.) **Remember, I can't stop under this sound, but you have to say the sound with the next sound I stop at.** (Touch first ball for **can**.) **Sound it out. Get ready.** (Slide past **c**, touch **a** for two seconds, move quickly to **n**, hold for two seconds.) "caaannn." (Repeat until firm.) **What word?** "can." **Yes, can.**



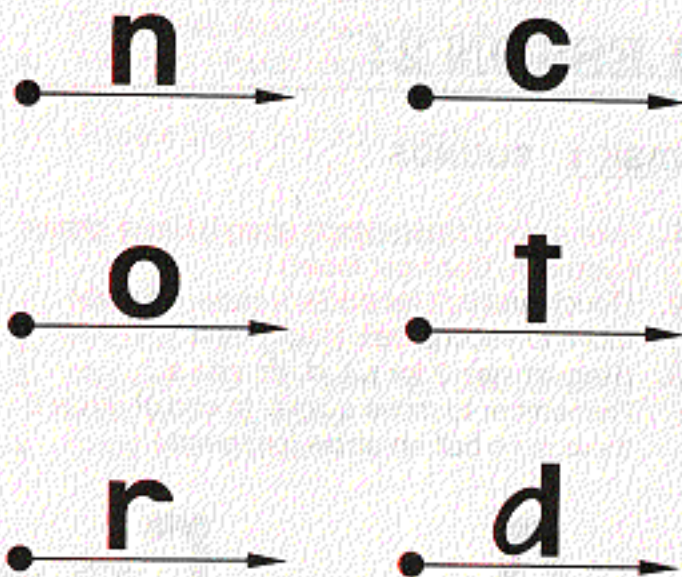
TASK 3 RHYMING

- (Point to **th**, **m**, and **t**.) **You're going to rhyme. These are the sounds you're going to start with.** (Touch first ball for **th**.) **Say the sound.** (Quickly slide to second ball.) "ththth." (Touch first ball for **m**.) **Say the sound.** (Quickly slide to second ball.) "mmm." (Touch ball for **t**.) **Say the sound.** (Quickly slide to end of arrow.) "t."
- (Touch first ball for **th**.) **My turn to rhyme with (pause) en and say it fast.** (Quickly slide to end of arrow as you say:) **then.** (Touch first ball for **m**. Quickly slide to end of arrow as you say:) **men.** (Touch ball for **t**. Quickly slide to end of arrow as you say:) **ten.**
- (Touch first ball for **th**.) **Your turn to rhyme with (pause) en. Say it fast.** (Quickly slide to end of arrow as child says:) "then."
- (Touch first ball for **m**.) **Say it fast.** (Quickly slide to end of arrow.) "men."
- (Touch ball for **t**.) **Say it fast.** (Quickly slide to end of arrow.) "ten."



TASK 4 SOUNDS

- You're going to say all these sounds fast.**
- (Touch ball for **n**.) **Say it fast.** (Move to end of arrow.) "n."
- (Repeat step 2 for each sound.)



TASK 5 FIRST READING

- Now you're going to read the story. Finger on the ball of the top line.** (Point to a in top line.) **When you see this sound in a story, it is a word. The word is uh. What word?** "uh."
- Sound out the next word.** (Child touches under and says:) "rrraaat." **What word?** "rat."
- (Repeat step 2 for remaining words in story.)

a ■ rat ■ is ■ in

a ■ sac_k ■ that ■ rat

is ■ not ■ sad.

TASK 6 SECOND READING

1. This time you read the story again and I'll ask questions. Touch the ball on the top line and get ready to read the words. (Repeat steps from first reading for each word. Ask following comprehension questions after child has read indicated sentences.)
2. (After child has read:) (You say:)
 "A rat is in a sack." Who is in a sack?
 "That rat is not sad." Is the rat sad?
 We'll have to find out why he's happy.

3. My turn. (Point to that. Pause two seconds.) that. (Point to rat. Pause two seconds.) rat. (Point to is. Pause two seconds.) is.
4. Your turn. (Touch under words as child says:) "not . . . sad."
5. (Repeat steps 1–4 until firm.)

TASK 9 WORD FINDING

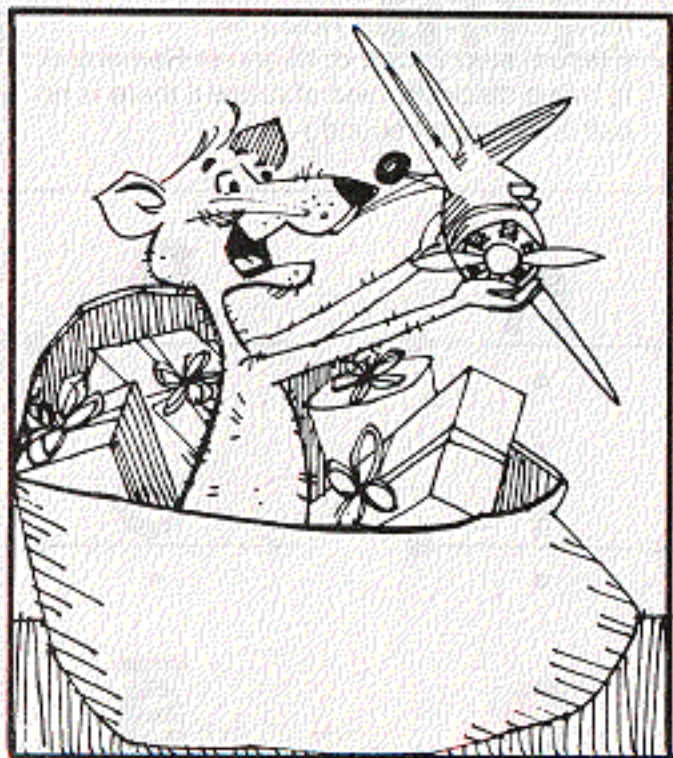
1. Now get ready to find the words I say.
2. Find the word (pause) sad. sad.
3. (Repeat step 2 for sad, sack, that, sack, that, sad, that, sack, sad.)
4. Good finding those words.

TASK 7 PICTURE COMPREHENSION

1. What animal will you see in the picture?
2. Where will the rat be?
3. Will the rat be sad?
4. Look at the picture and get ready to answer some questions.
5. Where is the rat?
6. Why do you think he's happy? Right, he's got packages and a toy airplane.
7. What would you do with that toy airplane?

TASK 8 READING THE FAST WAY

1. Let's read this story the fast way. (Touch under not.) This word is (pause) not. (Touch under sad.) This word is (pause) sad.
2. (Point to not.) What are you going to say when I touch this word? "not." (Point to sad.) What are you going to say when I touch this word? "sad." (Repeat until firm.)



- (Write **n** at beginning of first line. Point to **n**.)
What sound? "nnn."
- First trace the **nnn** that I made. Then make more of them on this line. (After tracing **n** several times, child is to make three to five **n**'s. Help child if necessary. For each acceptable letter say:) **Good writing nnn.**
- Here's the next sound you're going to write. (Write **d** at beginning of second line. Point to **d**.) What sound? "d."
- First trace the **d** that I made. Then make more of them on this line. (After tracing **d** several times, child is to make three to five **d**'s. Help child if necessary. For acceptable letters say:) **Good writing d.**

LESSON 25

TASK 1 SOUNDS INTRODUCTION

- (Point to **f**.) Here's a new sound. I'm going to touch under this sound and say the sound. (Touch first ball of arrow. Move quickly to second ball. Hold.) **fff.**
- Your turn to say the sound when I touch under it. (Touch first ball.) Get ready. (Move quickly to second ball. Hold.) "fff."

(To correct child saying a wrong sound or not responding:) **The sound is ff.** (Repeat step 2.)

- (Touch first ball.) Again. Get ready. (Move quickly to second ball. Hold.) "fff."



TASK 2 SOUNDS

- Take a good look at each sound. Say it slowly if you can. Don't get fooled.
- (Touch first ball for **i**.) Get ready. (Quickly move to second ball. Hold.) "iii."
- (Repeat step 2 for **r**, **o**, **n**, and **c**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



TASK 3 WORD READING

1. You're going to read these words.
(Touch first ball for **an**.) **Sound it out.** (Touch balls for sounds.) "aaannn." (Repeat until firm.) **What word?** "an."
2. (Touch first ball for **man**.) **Sound it out.** (Touch balls for sounds.) "mmaaannn." (Repeat until firm.) **What word?** "man."
3. (Touch arrow under **c**.) **Remember, I can't stop under this sound, but you have to say the sound with the next sound I stop at.**
(Touch first ball for **can**.) **Sound it out. Get ready.** (Slide past **c**, touch **a** for two seconds, move quickly to **n**, hold for two seconds.) "caaannn." (Repeat until firm.) **What word?** "can." **Yes, can.**

4. (Touch first ball for **on**.) **Sound it out.** (Touch balls for sounds.) "ooonn." (Repeat until firm.) **What word?** "on."
5. (Touch first ball for **not**.) **Sound it out.** (Touch balls for sounds.) "nnnoot." (Repeat until firm.) **What word?** "not."
6. (Touch first ball for **mē**.) **Sound it out.** (Touch balls for sounds.) "mmmēēē." (Repeat until firm.) **What word?** "me."
7. (Touch first ball for **in**.) **Sound it out.** (Touch balls for sounds.) "iinnn." (Repeat until firm.) **What word?** "in."
8. (Touch first ball for **sit**.) **Sound it out.** (Touch balls for sounds.) "sssiit." (Repeat until firm.) **What word?** "sit."
9. (Touch first ball for **ant**.) **Sound it out.** (Touch balls for sounds.) "aaannt." (Repeat until firm.) **What word?** "ant."

an**man****can****on****not****mē****in****sit****ant****TASK 4 SOUNDS**

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for **f**.) **Get ready.** (Quickly move to second ball. Hold.) "fff."
3. (Repeat step 2 for **n**, **o**, **i**, **ē**, and **c**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

f**n****o****i****ē****c**

1. Now you're going to read the story. Finger on the ball of the top line. Sound out the first word. (Child touches under and says:) "thththééé." What word? "the."
2. Sound out the next word. (Child touches under and says:) "ssssook." What word? "sock."
3. (Repeat step 2 for remaining words in story.)

TASK 6 SECOND READING

1. This time you read the story and I'll ask questions. Touch the ball on the top line and get ready to read the words. (Repeat steps from first reading for each word. Ask following comprehension questions after child has read indicated sentences.)

2. (After child has read:) (You say:)

"The sock is near a man." **Where is the sock?**

"A cat is in that sock." **And what is in that sock?**

I wonder why the cat is in a sock.

1. What will you see in the picture?
2. Where will the sock be?
3. Where will the cat be?
4. Look at the picture and get ready to answer some questions.
5. What kind of tree is that? Yes, a Christmas tree.
6. And where is the sock hanging?
7. What kind of present is in the sock?
8. Does the man look happy with that present?
9. What would you do if you got a cat as a Christmas present?

TASK 8 READING THE FAST WAY

1. Let's read this story the fast way. (Touch under that.) This word is (pause) **that**. (Touch under sock.) This word is (pause) **sock**.
2. (Point to that.) What are you going to say when I touch this word? "that." (Point to sock.) What are you going to say when I touch this word? "sock." (Repeat until firm.)
3. My turn. (Point to a. Pause two seconds.) **a**. (Point to cat. Pause two seconds.) **cat**. (Point to is. Pause two seconds.) **is**. (Point to in. Pause two seconds.) **in**.
4. Your turn. (Touch under words as child says:) "that . . . sock."
5. (Repeat steps 1–4 until firm.)

TASK 9 WORD FINDING

1. Now get ready to find the words I say.
2. Find the word (pause) **cat, cat**.
3. (Repeat step 2 for man, cat, sock, cat, man, sock, man, cat, sock.)
4. Good finding those words.

thē ■ soc_k ■ is ■ nē_ar

a ■ man. a ■ cat ■ is

in ■ that ■ soc_k.

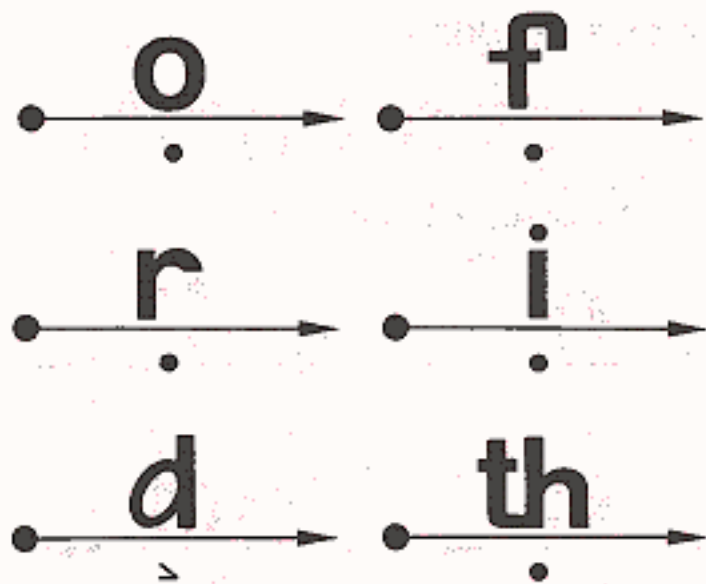


1. **Here's the first sound you're going to write.** (Write **n** at beginning of first line. Point to **n**.) **What sound?** "nnn."
2. **First trace the nnn that I made. Then make more of them on this line.** (After tracing **n** several times, child is to make three to five **n**'s. Help child if necessary. For acceptable letters say:) **Good writing nnn.**
3. **Here's the next sound you're going to write.** (Write **o** at beginning of second line. Point to **o**.) **What sound?** "ooo."
4. **First trace the ooo that I made. Then make more of them on this line.** (After tracing **o** several times, child is to make three to five **o**'s. Help child if necessary. For acceptable letters say:) **Good writing ooo.**

LESSON 26

TASK 1 SOUNDS

1. **Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
2. (Touch first ball for **o**.) **Get ready.** (Quickly move to second ball. Hold:) "ooo."
3. (Repeat step 2 for **f, r, i, d,** and **th**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



TASK 2 WORD READING

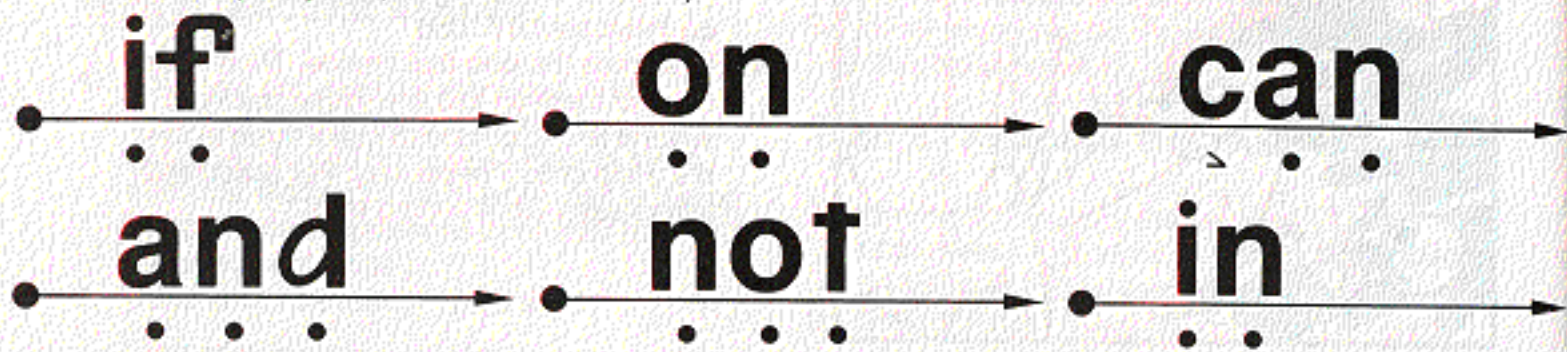
1. **Now here are the words you get to read.** (Touch first ball for **fat**.) **Sound it out.** (Touch balls for sounds.) "fffaaat." (Repeat until firm.) **What word?** "fat."
2. (Touch first ball for **fan**.) **Sound it out.** (Touch balls for sounds.) "fffaaannn." (Repeat until firm.) **What word?** "fan."
3. (Touch first ball for **feet**.) **Sound it out.** (Touch balls for sounds.) "fffēēēt." (Repeat until firm.) **What word?** "feet."

fat

fan

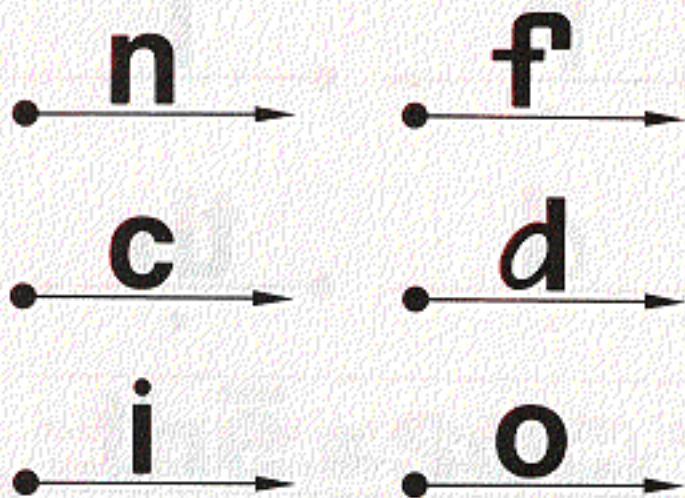
fēēt

4. (Touch first ball for **if**.) **Sound it out.** (Touch balls for sounds.) "iiiff." (Repeat until firm.) **What word?** "if."
5. (Touch first ball for **on**.) **Sound it out.** (Touch balls for sounds.) "ooonn." (Repeat until firm.) **What word?** "on."
6. (Touch arrow under **c**.) **Remember, I can't stop under this sound, but you have to say the sound with the next sound I stop at.** (Touch first ball for **can**.) **Sound it out. Get ready.** (Slide past **c**, touch **a** for two seconds, move quickly to **n**, hold for two seconds.)



TASK 3 SOUNDS

- You're going to say all these sounds fast.**
- (Touch ball for **n**.) **Say it fast.** (Move to end of arrow.) "n."
- (Repeat step 2 for each sound.)



TASK 4 FIRST READING

- Now you're going to read the story. Finger on the ball of the top line. Touch under the first word. What word?** "uh."
- Sound out the next word.** (Child touches under and says:) "mmaaannn." **What word?** "man."
- (Repeat step 2 for remaining words in story.)

"caaannn." (Repeat until firm.) **What word?** "can." **Yes, can.**

- (Touch first ball for **and**.) **Sound it out.** (Touch balls for sounds.) "aaannnd." (Repeat until firm.) **What word?** "and."
- (Touch first ball for **not**.) **Sound it out.** (Touch balls for sounds.) "nnnooot." (Repeat until firm.) **What word?** "not."
- (Touch first ball for **in**.) **Sound it out.** (Touch balls for sounds.) "iiinnn." (Repeat until firm.) **What word?** "in."

TASK 5 SECOND READING

- This time you read the story again and I'll ask questions. Touch the ball on the top line and get ready to read the words.** (Repeat steps from first reading for each word. Ask following comprehension questions after child has read indicated sentences.)
- (After child has read:) (You say:)

"A man sat on a ram."	Where did the man sit?
"That ram can not see."	What's the matter with the ram?

TASK 6 PICTURE COMPREHENSION

- What will you see in the picture?**
- Where will the man be sitting?**
- And what's the matter with the ram?**
- Look at the picture and get ready to answer some questions.**
- Why can't the ram see?**
- Can the man see?**
- Why are they wearing those big hats? Yes, it's raining.**
- What do you wear when it's raining outside?**

a ■ man ■ sat

on ■ a ■ ram.

that ■ ram ■ can

not ■ sēē.

TASK 7 READING THE FAST WAY

1. **Let's read this story the fast way.** (Touch under **not**.) **This word is** (pause) **not**. (Touch under **sēē**.) **This word is** (pause) **see**.
2. (Point to **not**.) **What are you going to say when I touch this word?** "not." (Point to **see**.) **What are you going to say when I touch this word?** "see." (Repeat until firm.)
3. **My turn.** (Point to **that**. Pause two seconds.) **that**. (Point to **ram**. Pause two seconds.) **ram**. (Point to **can**. Pause two seconds.) **can**.
4. **Your turn.** (Touch under words as child says:) "not . . . see."
5. (Repeat steps 1–4 until firm.)

TASK 8 WORD FINDING

1. **Now get ready to find the words I say.**
2. **Find the word** (pause) **ram. ram.**
3. (Repeat step 2 for **man, see, ram, see, ram, man, see, man, ram**.)
4. **Good finding those words.**

TASK 9 SOUNDS WRITING

1. (Write **f** at beginning of first line. Point to **f**.) **What sound?** "fff."
2. **First trace the fff that I made. Then make more of them on this line.** (After tracing **f** several times, child is to make three to five **f**'s. Help child if necessary. For each acceptable letter say:) **Good writing fff.**
3. **Here's the next sound you're going to write.** (Write **s** at the beginning of the second line. Point to **s**.) **What sound?** "sss."
4. **First trace the sss that I made. Then make more of them on this line.** (After tracing **s** several times, child is to make three to five **s**'s. Help child if necessary. For acceptable letters say:) **Good writing sss.**



TASK 1 SOUNDS INTRODUCTION

- (Point to **u**.) Here's a new sound. I'm going to touch under this sound and say the sound. (Touch first ball of arrow. Move quickly to second ball. Hold.) **ūūū**.
- Your turn to say the sound when I touch under it. (Touch first ball.) Get ready. (Move quickly to second ball. Hold.) "ūūū."

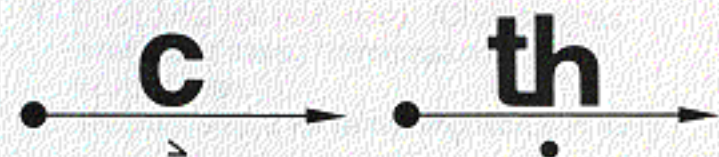
(To correct child saying a wrong sound or not responding:) The sound is **ūūū**. (Repeat step 2.)

- (Touch first ball.) Again. Get ready. (Move quickly to second ball. Hold.) "ūūū."



TASK 2 SOUNDS

- Take a good look at each sound. Say it slowly if you can. Don't get fooled.
- (Touch first ball for **f**.) Get ready. (Quickly move to second ball. Hold.) "fff."
- (Repeat step 2 for **n**, **o**, **c**, and **th**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



- (Point to **fan**, **fin**, and **fun**.) We're going to do something new today. (Touch first ball for **fan**.) First sound it out. (Touch balls for sounds.) "fffaaannn." What word? "fan." Yes, **fan**.
- (Return to first ball.) You're going to read this word the fast way. But first I'm going to move my finger down the arrow three times. Take a good look at the sounds and see if you can remember this word. But don't say the sounds out loud until you read it the fast way. (Move down arrow three times, stopping at each ball. Return to first ball.) Read it the fast way. (Slide.) "fan." Yes, **fan**. Good reading. (Repeat step 1, then step 2 if not firm.)
- (Touch first ball for **fin**.) Sound it out. (Touch balls for sounds.) "fffiinnn." What word? "fin." Yes, **fin**.
- (Return to first ball.) I'm going to move my finger down the arrow three times. Then you're going to read the word the fast way. (Move down arrow three times, stopping at each ball. Return to first ball.) Read it the fast way. (Slide.) "fin." Yes, **fin**. Good reading.
- (Touch first ball for **fun**.) Sound it out. (Touch balls for sounds.) "fffuunnn." What word? "fun." Yes, **fun**.
- (Return to first ball.) I'm going to move my finger down the arrow three times. Then you're going to read the word the fast way. (Move down arrow three times, stopping at each ball. Return to first ball.) Read it the fast way. (Slide.) "fun." Yes, **fun**. Good reading.



TASK 4 WORD READING

1. Here are some more words. (Touch first ball for run.) Sound it out. (Touch balls for sounds.) "rrruunnn." (Repeat until firm.) What word? "run."
2. (Touch first ball for eat.) Sound it out. (Touch balls for sounds.) "ēēēt." (Repeat until firm.) What word? "eat."
3. (Touch first ball for that.) Sound it out. (Touch balls for sounds.) "thththaaat." (Repeat until firm.) What word? "that."
4. (Touch first ball for rod.) Sound it out. (Touch balls for sounds.) "rrroood." (Repeat until firm.) What word? "rod."
5. (Touch first ball for if.) Sound it out. (Touch balls for sounds.) "iiiff." (Repeat until firm.) What word? "if."
6. (Touch first ball for and.) Sound it out. (Touch balls for sounds.) "aaannnd." (Repeat until firm.) What word? "and."

run

eat

that

rod

if

and

TASK 5 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for n.) Get ready (Quickly move to second ball. Hold.) "nnn."
3. (Repeat step 2 for u, i, a, s, and m.)

n

u

i

a

s

m

1. Now you're going to read the story. Finger on the ball of the top line. Sound out the first word. (Child touches under and says:) "aaannn." What word? "an."
2. Sound out the next word. (Child touches under and says:) "aaannnt." What word? "ant."
3. (Repeat step 2 for remaining words in story.)

TASK 7 SECOND READING

1. This time you read the story again and I'll ask questions. Touch the ball on the top line and get ready to read the words. (Repeat steps from first reading for each word. Ask following comprehension questions after child has read indicated sentences.)
2. (After child has read:) (You say:)

"An ant is fat."	Tell me about the ant.
"It can sit and eat."	Yes, it's fat.
	What can this ant do?
	It must be a funny ant.

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. Is the ant fat?
4. What is it sitting on?
5. And what is it eating? Maybe that's why it's so fat.
6. What would you eat if you were an ant?

TASK 9 READING THE FAST WAY

1. Let's read this story the fast way. (Touch under and.) This word is (pause) **and**. (Touch under **eat**.) This word is (pause) **eat**.
2. (Point to **and**.) What are you going to say when I touch this word? "and." (Point to **eat**.) What are you going to say when I touch this word? "eat." (Repeat until firm.)
3. My turn. (Point to it. Pause two seconds.) **it**. (Point to **can**. Pause two seconds.) **can**. (Point to **sit**. Pause two seconds.) **sit**.
4. Your turn. (Touch under words as child says "and . . . eat.")
5. (Repeat steps 1–4 until firm.)

TASK 10 WORD FINDING

1. Now get ready to find the words I say.
2. Find the word (pause) **an. an**.
3. (Repeat step 2 for fat, an, ant, an, fat, ant, fat, ant, an.)
4. Good finding those words.

an ■ ant ■ is

• • • • •

fat. it ■ can

• • • • •

sit ■ and ■ **e**_at.

• • • • •

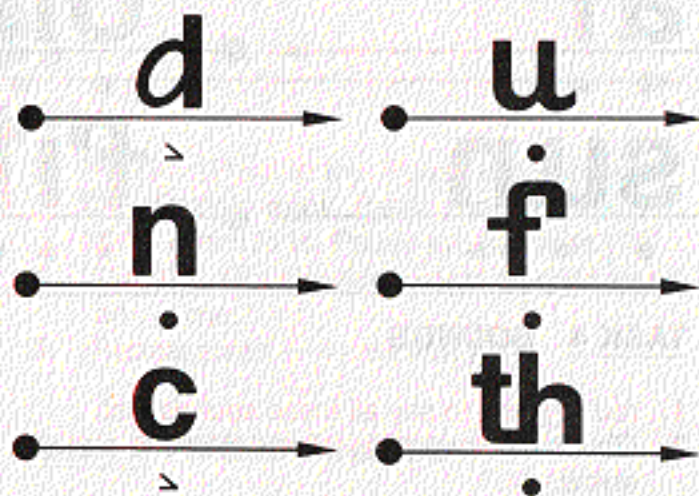


1. Here's the first sound you're going to write. (Write **o** at beginning of first line. Point to **o**.) What sound? "ooo."
2. First trace the **ooo** that I made. Then make more of them on this line. (After tracing **o** several times, child is to make three to five **o**'s. Help child if necessary. For acceptable letters say:) **Good writing ooo.**
3. Here's the next sound you're going to write. (Write **c** at beginning of second line. Point to **c**.) What sound? "c."
4. First trace the **c** that I made. Then make more of them on this line. (After tracing **c** several times, child is to make three to five **c**'s. Help child if necessary. For acceptable letters say:) **Good writing c.**

LESSON 28

TASK 1 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch ball for **d**.) Get ready. (Quickly move to end of arrow.) "d."
3. (Repeat step 2 for **u**, **n**, **f**, **c**, and **th**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



TASK 2 WORD READING

1. Now you're going to read these words. (Touch first ball for **ant**.) Sound it out. (Touch balls for sounds.) "aaannt." What word? "ant." Yes, ant.
2. (Return to first ball.) You're going to read this word the fast way. But first I'm going to move my finger down the arrow three times. Take a good look at the sounds and see if you can remember this word. But don't say the sounds out loud until you read it the fast way. (Move down arrow three times, stopping at each ball. Return to first ball.) Read it the fast way. (Slide.) "ant." Yes, ant. Good reading. (Repeat step 1, then step 2 if not firm.)
3. (Touch first ball for **fun**.) Sound it out. (Touch balls for sounds.) "ffuuunnn." What word? "fun." Yes, fun.
4. (Return to first ball.) I'm going to move my finger down the arrow three times. Then you're going to read the word the fast way. (Move down arrow three times, stopping at each ball. Return to first ball.) Read it the fast way. (Slide.) "fun." Yes, fun. Good reading.
5. (Touch first ball for **fat**.) Sound it out. (Touch balls for sounds.) "fffaaat." What word? "fat." Yes, fat.
6. (Return to first ball.) I'm going to move my finger down the arrow three times. Then you're going to read the word the fast way. (Move down arrow three times, stopping at each ball. Return to first ball.) Read it the fast way. (Slide.) "fat." Yes, fat. Good reading.



1. (Touch first ball for **in**.) **Sound it out.** (Touch balls for sounds.) "iiinnn." (Repeat until firm.) **What word?** "in."
2. (Touch first ball for **at**.) **Sound it out.** (Touch balls for sounds.) "aaat." (Repeat until firm.) **What word?** "at."
3. (Touch first ball for **on**.) **Sound it out.** (Touch balls for sounds.) "ooonnn." (Repeat until firm.) **What word?** "on."

in

at **on** **mud**

sun **fit** **feed**

TASK 4 SOUNDS

1. **You're going to say all these sounds fast.**
2. (Touch ball for **e**.) **Say it fast.** (Move to end of arrow.) "ē."
3. (Repeat step 2 for each sound.)

e **u**

a **t**

i **d**

TASK 5 FIRST READING

1. **Now you're going to read the story. Finger on the ball of the top line. Sound out the first word. What word?** "uh."
2. **Sound out the next word.** (Child touches under and says:) "ssssook." **What word?** "sock."
3. (Repeat step 2 for remaining words in story.)

TASK 6 SECOND READING

1. **This time you read the story again and I'll ask questions. Touch the ball on the top line and get ready to read the words.** (Repeat steps from first reading for each word. Ask following comprehension questions after child has read indicated sentences.)
2. (After child has read:) (You say:)
 "A sock is in the **Where is the sock?**
 sun."
 "The sock is on me." **The person in the picture will be saying**

TASK 7 PICTURE COMPREHENSION

1. **What will you see in the picture?**
2. **What will the person be wearing?**
3. **Look at the picture and get ready to answer some questions.**
4. **Where is the woman in this picture?**
5. **Show me the sun. Show me the sock.**
6. **Why do you suppose she's wearing only one sock?**

a ■ soc_k ■ is

in ■ thē ■ sun.

thē ■ soc_k ■ is

on ■ mē.

TASK 8 READING THE FAST WAY

1. **Let's read this story the fast way.** (Touch under **on**.) **This word is** (pause) **on**. (Touch under **me**.) **This word is** (pause) **me**.
2. (Point to **on**.) **What are you going to say when I touch this word?** "on." (Point to **me**.) **What are you going to say when I touch this word?** "me." (Repeat until firm.)

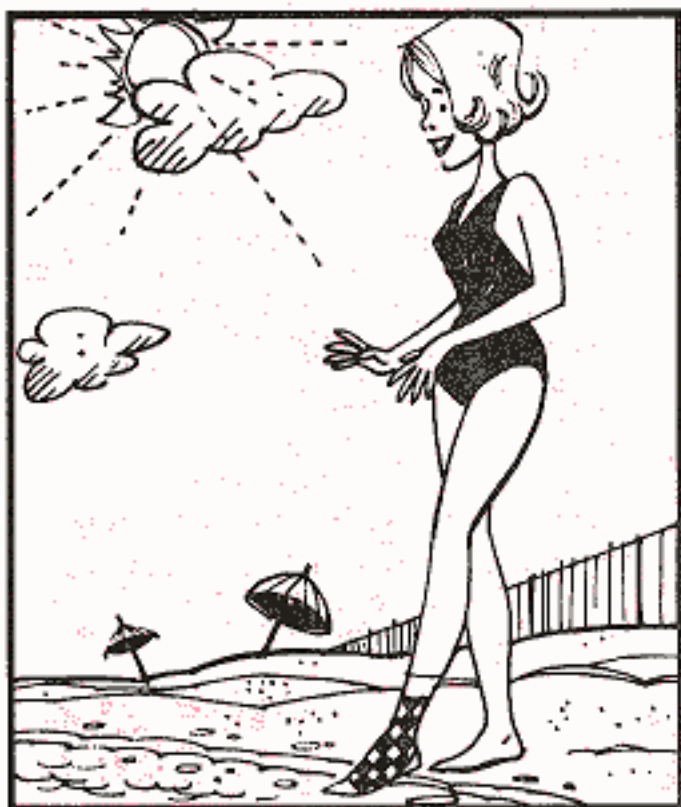
3. **My turn** (Point to **the**. Pause two seconds.) **the**. (Point to **sock**. Pause two seconds.) **sock**. (Point to **is**. Pause two seconds.) **is**.
4. **Your turn**. (Touch under words as child says:) "on . . . me."
5. (Repeat steps 1–4 until firm.)

TASK 9 WORD FINDING

1. **Now get ready to find the words I say.**
2. **Find the word** (pause) **on, on**.
3. (Repeat step 2 for **on, in, sun, in, on, sun, on, in, on**.)
4. **Good finding those words.**

TASK 10 SOUNDS WRITING

1. **Here's the first sound you're going to write.** (Write **n** at beginning of first line. Point to **n**.) **What sound?** "nnn."
2. **First trace the nnn that I made. Then make more of them on this line.** (After tracing **n** several times, child is to make three to five **n**'s. Help child if necessary. For acceptable letters say:) **Good writing n**.
3. **Here's the next sound you're going to write.** (Write **ē** at beginning of second line. Point to **ē**.) **What sound?** "ēēē."
4. **First trace the ēēē that I made. Then make more of them on this line.** (After tracing **ē** several times, child is to make three to five **ē**'s. Help child if necessary. For acceptable letters say:) **Good writing ēēē**.



TASK 1 SOUNDS INTRODUCTION

- (Point to I.) **Here's a new sound. I'm going to touch under this sound and say the sound.**
(Touch first ball of arrow. Move quickly to second ball. Hold.) III.
- Your turn to say the sound when I touch under it.** (Touch first ball.) **Get ready.** (Move quickly to second ball. Hold.) "III."

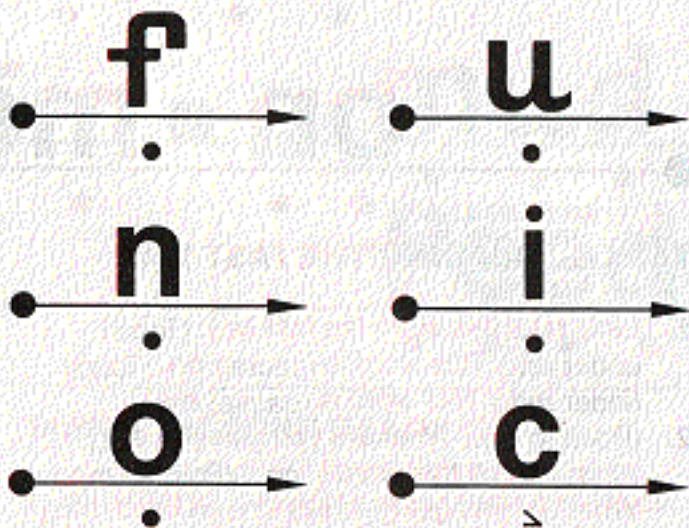
(To correct child saying a wrong sound or not responding:) **The sound is III.** (Repeat step 2.)

- (Touch first ball.) **Again. Get ready.** (Move quickly to second ball. Hold.) "III."



TASK 2 SOUNDS

- Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
- (Touch first ball for f.) **Get ready.** (Quickly move to second ball. Hold.) "fff."
- (Repeat step 2 for u, n, i, o, and c. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



TASK 3 WORD READING

- Here are the words you're going to read.**
(Touch first ball for nut.) **Sound it out.** (Touch balls for sounds.) "nnnuut." **What word?** "nut." **Yes, nut.**
- (Return to first ball.) **You're going to read this word the fast way. But first I'm going to move my finger down the arrow three times. Take a good look at the sounds and see if you can remember this word. But don't say the sounds out loud until you read it the fast way.**
(Move down arrow three times, stopping at each ball. Return to first ball.) **Read it the fast way.** (Slide.) "nut." **Yes, nut. Good reading.**
(Repeat step 1, then step 2 if not firm.)

- (Touch first ball for not.) **Sound it out.** (Touch balls for sounds.) "nnnoot." **What word?** "not." **Yes, not.**
- (Return to first ball.) **I'm going to move my finger down the arrow three times. Then you're going to read the word the fast way.**
(Move down arrow three times, stopping at each ball. Return to first ball.) **Read it the fast way.** (Slide.) "not." **Yes, not. Good reading.**
- (Touch first ball for feet.) **Sound it out.** (Touch balls for sounds.) "fffēēt." **What word?** "feet." **Yes, feet.**
- (Return to first ball.) **I'm going to move my finger down the arrow three times. Then you're going to read the word the fast way.**
(Move down arrow three times, stopping at each ball. Return to first ball.) **Read it the fast way.** (Slide.) "feet." **Yes, feet. Good reading.**



TASK 4 WORD READING

1. (Touch first ball for **sēēd**.) **Sound it out.** (Touch balls for sounds.) "sssēēēd." (Repeat until firm.) **What word?** "seed."
2. (Touch first ball for **run**.) **Sound it out.** (Touch balls for sounds.) "rrruunnn." (Repeat until firm.) **What word?** "run."
3. (Touch first ball for **fin**.) **Sound it out.** (Touch balls for sounds.) "fffiinnn." (Repeat until firm.) **What word?** "fin."
4. (Touch first ball for **sun**.) **Sound it out.** (Touch balls for sounds.) "sssuuunnn." (Repeat until firm.) **What word?** "sun."
5. (Touch first ball for **mud**.) **Sound it out.** (Touch balls for sounds.) "mmmuuud." (Repeat until firm.) **What word?** "mud."
6. (Touch first ball for **it**.) **Sound it out.** (Touch balls for sounds.) "iit." (Repeat until firm.) **What word?** "it."

sēēd

run

fin

sun

mud

it

TASK 5 SOUNDS

1. **Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
2. (Touch first ball for **u**.) **Get ready.** (Quickly move to second ball. Hold.) "uuu."
3. (Repeat step 2 for **l, f, th, c,** and **o**.) Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

u

l

f

th

c

o

TASK 6 FIRST READING

1. Now you're going to read the story. Finger on the ball of the top line. Sound out the first word. (Child touches under and says:) "aaannn." What word? "an."
2. Sound out the next word. (Child touches under and says:) "aaannnt." What word? "ant."
3. (Repeat step 2 for remaining words in story.)

TASK 7 SECOND READING

1. This time you read the story again and I'll ask questions. Touch the ball on the top line and get ready to read the words. (Repeat steps from first reading for each word. Ask following comprehension questions after child has read indicated sentences.)
2. (After child has read:) (You say:)

"An ant can eat a seed."	Tell me what an ant can do.
"That seed is in the mud."	Where is that seed?

TASK 8 PICTURE COMPREHENSION

1. What will you see in the picture?
2. Where will the seed be?
3. Look at the picture and get ready to answer some questions.
4. Where is the seed?
5. Where is the ant sitting?
6. What is that ant doing? Yes, eating the seed.
7. Would you eat something that was covered with mud?

TASK 9 READING THE FAST WAY

1. Let's read this story the fast way. (Touch under the.) This word is (pause) **the**. (Touch under **mud**.) This word is (pause) **mud**.
2. (Point to **the**.) What are you going to say when I touch this word? "the." (Point to **mud**.) What are you going to say when I touch this word? "mud." (Repeat until firm.)
3. My turn. (Point to **that**. Pause two seconds.) **that**. (Point to **seed**. Pause two seconds.) **seed**. (Point to **is**. Pause two seconds.) **is**. (Point to **in**. Pause two seconds.) **in**.
4. Your turn. (Touch under words as child says:) "the . . . mud."
5. (Repeat steps 1–4 until firm.)

TASK 10 WORD FINDING

1. Now get ready to find the words I say.
2. Find the word (pause) **an**. **an**.
3. (Repeat step 2 for **can**, **an**, **seed**, **an**, **can**, **seed**, **can**, **an**, **seed**.)
4. Good finding those words.

an · ant · can

· · · · ·

e_at · a · sēēd.

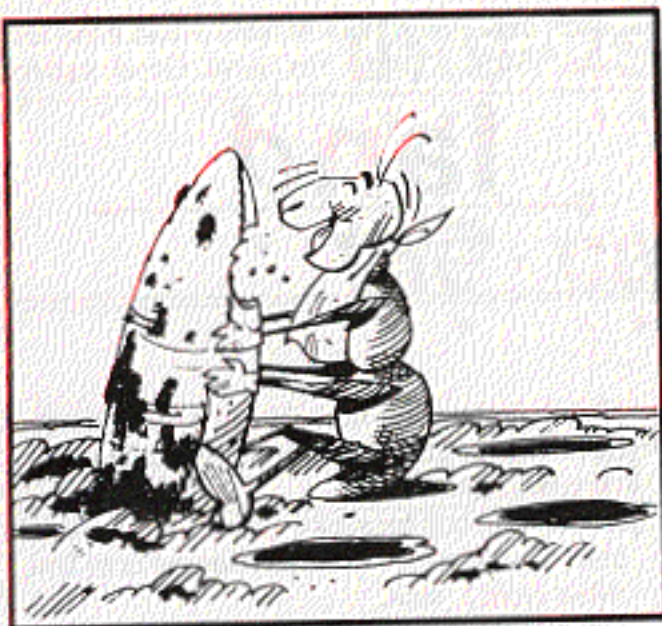
· · · · ·

that · sēēd · is

· · · · ·

in · thē · mud.

· · · · ·

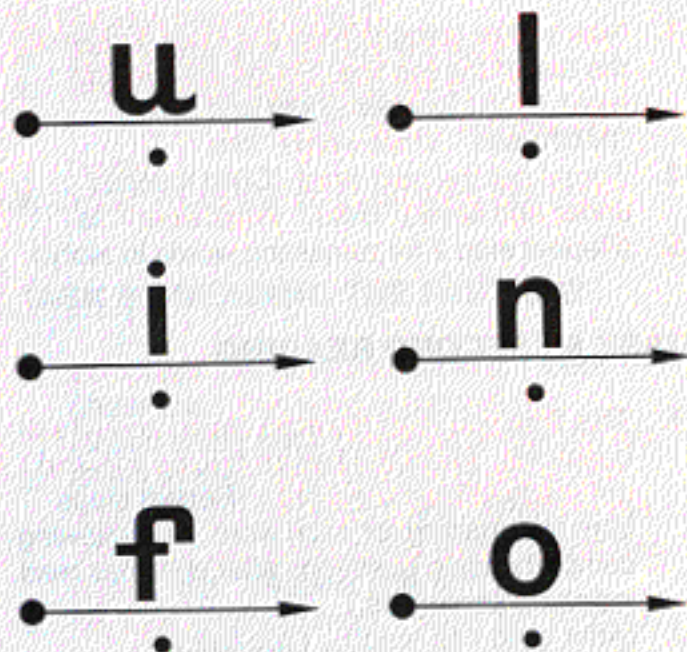


1. (Write **u** at beginning of first line. Point to **u**.) **What sound?** "uuu."
2. **First trace the uuu that I made. Then make more of them on this line.** (After tracing **u** several times, child is to make three to five **u**'s. Help child if necessary. For each acceptable letter say:) **Good writing uuu.**
3. **Here's the next sound you're going to write.** (Write **n** at beginning of second line. Point to **n**.) **What sound?** "nnn."
4. **First trace the nnn that I made. Then make more of them on this line.** (After tracing **n** several times, child is to make three to five **n**'s. Help child if necessary. For acceptable letters say:) **Good writing nnn.**

LESSON 30

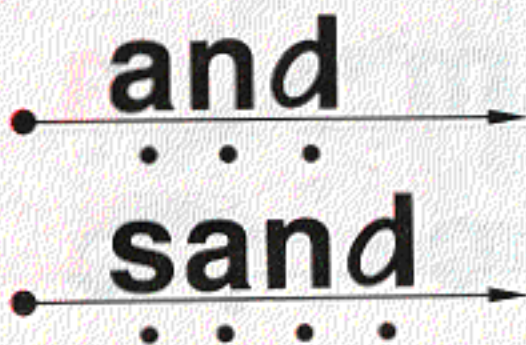
TASK 1 SOUNDS

1. **Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
2. (Touch first ball for **u**.) **Get ready.** (Quickly move to second ball. Hold.) "uuu."
3. (Repeat step 2 for **l, i, n, f,** and **o**.)



TASK 2 WORD READING

1. **Now you get to read these words.** (Touch first ball for **and**.) **Sound it out.** (Touch balls for sounds.) "aaannnd." **What word?** "and." **Yes, and.**
2. (Return to first ball.) **You're going to read this word the fast way. But first I'm going to move my finger down the arrow three times. Take a good look at the sounds and see if you can remember this word. But don't say the sounds out loud until you read it the fast way.** (Move down arrow three times, stopping at each ball. Return to first ball.) **Read it the fast way.** (Slide.) "and." **Yes, and. Good reading.** (Repeat step 1, then step 2 if not firm.)
3. (Touch first ball for **sand**.) **Sound it out.** (Touch balls for sounds.) "sssaaannnd." **What word?** "sand." **Yes, sand.**
4. (Return to first ball.) **I'm going to move my finger down the arrow three times. Then you're going to read the word the fast way.** (Move down arrow three times, stopping at each ball. Return to first ball.) **Read it the fast way.** (Slide.) "sand." **Yes, sand. Good reading.**



- 124 5. (Touch first ball for **land**.) **Sound it out.** (Touch balls for sounds.) "lllaaannnd." **What word?** "land." **Yes, land.**
6. (Return to first ball.) **I'm going to move my finger down the arrow three times. Then you're going to read the word the fast way.** (Move down arrow three times, stopping at

each ball. Return to first ball.) **Read it the fast way.** (Slide.) "land." **Yes, land. Good reading.**



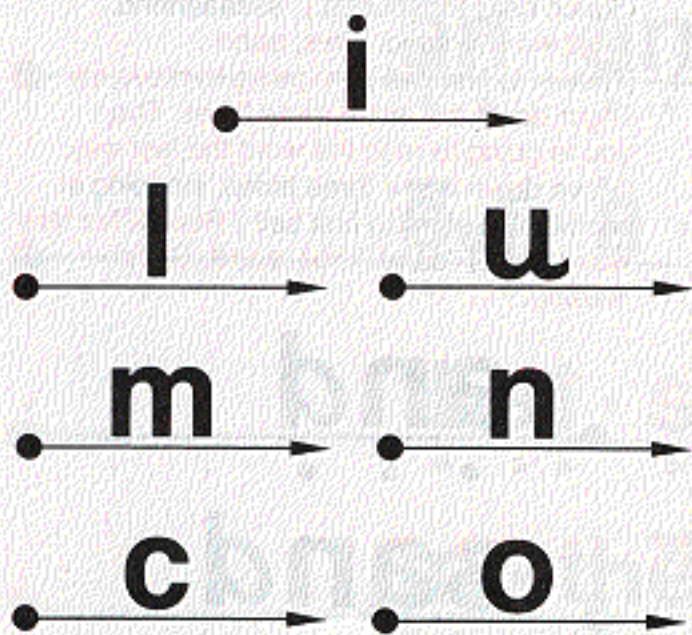
TASK 3 WORD READING

- (Touch first ball for **little**.) **Sound it out.** (Touch balls for sounds.) "llliitlll." (Repeat until firm.) **What word?** "little."
- (Touch first ball for **fill**.) **Sound it out.** (Touch balls for sounds.) "fffiilll." (Repeat until firm.) **What word?** "fill."
- (Touch first ball for **lot**.) **Sound it out.** (Touch balls for sounds.) "lllooot." (Repeat until firm.) **What word?** "lot."
- (Touch first ball for **lid**.) **Sound it out.** (Touch balls for sounds.) "llliid." (Repeat until firm.) **What word?** "lid."
- (Touch first ball for **sick**.) **Sound it out.** (Touch balls for sounds.) "sssiiik." (Repeat until firm.) **What word?** "sick."
- (Touch first ball for **lick**.) **Sound it out.** (Touch balls for sounds.) "llliik." (Repeat until firm.) **What word?** "lick."



TASK 4 SOUNDS

- You're going to say all these sounds fast.**
- (Touch ball for **i**.) **Say it fast.** (Move to end of arrow.) "i."
- (Repeat step 2 for each sound.)



TASK 5 FIRST READING

- Now you're going to read the story. Finger on the ball of the top line. Sound out the first word.** (Child touches under and says:) "thththiiiss." **What word?** "this."
- Sound out the next word.** (Child touches under and says:) "iiiss." **What word?** "is."
- (Repeat step 2 for remaining words in story.)

TASK 6 SECOND READING

- This time you read the story again and I'll ask questions. Touch the ball on the top line and get ready to read the words.** (Repeat steps from first reading for each word. Ask following comprehension questions after child has read indicated sentences.)
- (After child has read:) (You say:)
 "This is a cat." **What is this?**
 "The cat can run." **What can the cat do?**
 "Mud is on the cat." **What is on the cat?**

this · is · a · cat.

thē · cat · can

run. mud · is

on · thē · cat.

TASK 7 PICTURE COMPREHENSION

1. What will you see in the picture?
2. What is this cat going to look like? Right, we know he can run and we know he has mud on him.
3. Look at the picture and get ready to answer some questions.
4. What is that cat doing?
5. What's that stuff all over the cat?
6. Where could that cat be going?
7. Do you think the man will let him into the house?
8. What would you do if you were that man?

TASK 8 READING THE FAST WAY

1. Let's read this story the fast way. (Touch under **the**.) This word is (pause) **the**. (Touch under **cat**.) This word is (pause) **cat**.
2. (Point to **the**.) What are you going to say when I touch this word? "the." (Point to **cat**.) What are you going to say when I touch this word? "cat." (Repeat until firm.)
3. My turn. (Point to **mud**. Pause two seconds.) **mud**. (Point to **is**. Pause two seconds.) **is**. (Point to **on**. Pause two seconds.) **on**.
4. Your turn. (Touch under words as child says:) "the . . . cat."
5. (Repeat steps 1–4 until firm.)

TASK 9 WORD FINDING

1. Now get ready to find the words I say.
2. Find the word (pause) **the**. **the**.
3. (Repeat step 2 for **this**, **run**, **the**, **run**, **this**, **the**, **this**, **the**, **run**.)
4. Good finding those words.



1. Here's the first sound you're going to write. (Write **u** at beginning of first line. Point to **u**.) What sound? "uuu."
2. First trace the **uuu** that I made. Then make more of them on this line. (After tracing **u** several times, child is to make three to five **u**'s. Help child if necessary. For acceptable letters say:) **Good writing uuu.**
3. Here's the next sound you're going to write. (Write **f** at beginning of second line. Point to **f**.) What sound? "fff."
4. First trace the **fff** that I made. Then make more of them on this line. (After tracing **f** several times, child is to make three to five **f**'s. Help child if necessary. For acceptable letters say:) **Good writing fff.**

LESSON 31

TASK 1 SOUNDS INTRODUCTION

1. (Point to **w**.) Here's a new sound. I'm going to touch under this sound and say the sound. (Touch first ball of arrow. Move quickly to second ball. Hold.) **www.**
2. Your turn to say the sound when I touch under it. (Touch first ball.) **Get ready.** (Move quickly to second ball. Hold.) "www."

To correct child saying a wrong sound or not responding:) **The sound is www.**
(Repeat step 2.)

3. (Touch first ball.) **Again. Get ready.** (Move quickly to second ball. Hold.) "www."



TASK 2 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for **l**.) **Get ready** (Quickly move to second ball. Hold.) "lll."
3. (Repeat step 2 for **n**, **i**, **m**, and **f**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



- Now you're going to read these words.
(Touch first ball for lock.) **Sound it out.** (Touch balls for sounds.) "llloook." (Repeat until firm.) **What word?** "lock."
- (Repeat step 1 for and, sand, fun, luck, sun, little, and lick.)

lock

and

sand

fun

luck

sun

little

lick

- Now you get to read all the words on this page the fast way.
- (Touch the first ball for lock.) I'll go down the arrow one time and touch the sounds. Figure out the word. But don't say anything out loud until I tell you to read the fast way.
- (Go down arrow, stopping at each ball. Return to first ball.) **Read it the fast way.** (Slide.) "lock." **Yes, lock.**
- (Repeat step 3 for each remaining word on page.)

(To correct if child misidentifies a word—for example, lock:) (Touch first ball for lock.) **Sound it out.** (Touch balls for sounds.) "llloook." **What word?** "lock." **Yes, lock.** Remember that word, because I'm going to come back to it after you do the rest of the words on this page. (Return to any words that were missed.)

TASK 5 SOUNDS

- Take a good look at each sound. Say it slowly if you can. Don't get fooled.
- (Touch first ball for l.) **Get ready.** (Quickly move to second ball. Hold.) "lll."
- (Repeat step 2 for w, u, a, i, and ē. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

l w

u a

i ē

1. Look at the story. There are no boxes between the words. But you can see the words. Touch the first word.
2. Touch the next word.
3. (Repeat step 2 for remaining words in story.)
4. Good touching the words.

TASK 7 FIRST READING

1. Now you're going to read the story. Finger on the ball of the top line. Touch under the first word. What word? "uh."
2. Sound out the next word. (Child touches under and says:) "mmmaaannn." What word? "man."
3. (Repeat step 2 for remaining words in story.)

1. This time you read the story again and I'll ask questions. Touch the ball on the top line and get ready to read the words. (Repeat steps from first reading for each word. Ask following comprehension questions after child has read indicated sentences.)
2. (After child has read:) (You say:)

"A man sat in the sand."

Where did the man sit?

"A little ant can see the man."

Who can see the man?

"The ant is mad."

How does that ant feel?

I wonder why the ant is mad.

a man sat in the

sand. a little ant

can see the man.

the ant is mad.

1. What will you see in the picture?
2. We know the ant is little. What else do we know about him?
3. Look at the picture and get ready to answer some questions.
4. What do we call that thing the man is sitting in? Yes, a sandbox where children play.
5. Why do you suppose the little ant is mad?
6. What do you think the ant will do?



TASK 10 READING THE FAST WAY

1. I'm going to read the first part of this story the fast way. Later, you'll get to read that part the fast way.
2. (Point to a. Pause.) **a.**
3. (Repeat step 2 for remaining words in first sentence: man, sat, in, the, and sand.)

TASK 11 WORD FINDING

1. Now get ready to find the words I say.
2. Find the word (pause) **man. man.**
3. (Repeat step 2 for sat, a, man, a, sat, man, sat, man, a, man.)
4. Good finding those words.

TASK 12 CHILD READS THE FAST WAY

1. Now it's your turn to read the first part of the story the fast way. Touch the first word and read it the fast way. Don't sound it out loud. Just figure it out to yourself and read it the fast way. (Allow child time to sound out each word silently.) "uh." Yes, **uh.**
2. Read the next word the fast way. (Allow child time to sound out silently.) "man." Yes, **man.**
3. (Repeat step 2 for sat, in, the, and sand.)
Good reading the fast way.

(To correct if child misidentifies a word:)
Sound it out. What word? . . . Good. Now start over. (Point to first word in sentence.)
Take your time. See if you can read with no mistakes.

TASK 13 SOUNDS WRITING

1. (Write I at beginning of first line. Point to I.)
What sound? "lll."
2. First trace the lll that I made. Then make more of them on this line. (After tracing I several times, child is to make three to five I's. Help child if necessary. For each acceptable letter say:) Good writing lll.
3. Here's the next sound you're going to write. (Write m at beginning of second line. Point to m.) What sound? "mmm."
4. First trace the mmm that I made. Then make more of them on this line. (After tracing m several times, child is to make three to five m's. Help child if necessary. For acceptable letters say:) Good writing mmm.

TASK 1 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for o.) Get ready. (Quickly move to second ball. Hold.) "ooo."
3. (Repeat step 2 for w, ē, a, i, and u. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

o

w

ē

a

i

u

duc_k

win

will

luc_k

with

wē

fill

fēel

mud

TASK 2 WORD READING

1. Here's a new word. You're going to sound out (slide under **u**, **c**, and **k**) **this part**. (Point to ball for **u**.) **Get ready**. (Touch balls for **u** and **c** as child says:) "uuuk." (Return to ball for **u**.) **Say it fast**. "uk." (Touch first ball for **duck**.) **This word rhymes with** (pause) **uk**. (Slide quickly to end of arrow.) "duck." (Return to first ball.) **What word?** (Slide quickly to end of arrow.) "duck."
2. (Point to arrow under **d**.) **This arrow tells me that I can't stop under this sound. But you must say the sound with the next sound when I stop.**
3. (Point to first ball for **duck**.) **Sound out** (pause) **duck**. **Get ready**. (Slide past **d**. Stop at balls for other sounds.) "duuuk."
4. (Demonstrate sounding out if response is not firm. Child should not stop between **d** and **uuu**. Then repeat step 3.) **What word?** "duck." **Good reading**.

TASK 3 WORD READING

1. (Touch first ball for **win**.) **Sound it out**. (Touch balls for sounds.) "wwiiinnn." (Repeat until firm.) **What word?** "win."
2. (Repeat step 1 for **will**, **luck**, **with**, **we**, **fill**, **feel**, and **mud**.)

TASK 4 WORD READING

1. **Now you get to read all the words on this page the fast way.**
2. (Touch first ball for **duck**.) **I'll go down the arrow one time and touch the sounds. Figure out the word. But don't say anything out loud until I tell you to read the fast way.**
3. (Go down arrow, stopping at each ball. Return to first ball.) **Read it the fast way**. (Slide.) "duck." Yes, **duck**.
4. (Repeat step 3 for each remaining word on page.)

(To correct if child misidentifies a word—for example, **duck**;) (Touch first ball for **duck**.) **Sound it out**. (Touch balls for sounds.) "duuuk." **What word?** "duck." Yes, **duck**. Remember that word, because I'm going to come back to it after you do the rest of the words on this page. (Return to any words that were missed.)

TASK 5 SOUNDS

1. **Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
2. (Touch first ball for **w**.) **Get ready**. (Quickly move to second ball. Hold.) "www."
3. (Repeat step 2 for **u**, **f**, **n**, **l**, and **th**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

A large lowercase letter 'w' is positioned above a horizontal arrow pointing to the right. A solid black dot is located at the start of the arrow, and another solid black dot is positioned directly below the center of the arrow.

A large lowercase letter 'u' is positioned above a horizontal arrow pointing to the right. A solid black dot is located at the start of the arrow, and another solid black dot is positioned directly below the center of the arrow.

A large lowercase letter 'f' is positioned above a horizontal arrow pointing to the right. A solid black dot is located at the start of the arrow, and another solid black dot is positioned directly below the center of the arrow.

A large lowercase letter 'n' is positioned above a horizontal arrow pointing to the right. A solid black dot is located at the start of the arrow, and another solid black dot is positioned directly below the center of the arrow.

A large lowercase letter 'l' is positioned above a horizontal arrow pointing to the right. A solid black dot is located at the start of the arrow, and another solid black dot is positioned directly below the center of the arrow.

A large lowercase letter 'th' is positioned above a horizontal arrow pointing to the right. A solid black dot is located at the start of the arrow, and another solid black dot is positioned directly below the center of the arrow.

1. Now you're going to read the story. Finger on the ball of the top line. Sound out the first word. (Child touches under and says:) "thththiliss." **What word?** "this."
2. Sound out the next word. (Child touches under and says:) "llliitll." **What word?** "little."
3. (Repeat step 2 for remaining words in story.)

1. This time you read the story again and I'll ask questions. Touch the ball on the top line and get ready to read the words. (Repeat steps from first reading for each word. Ask following comprehension questions below after child has read indicated sentences.)
2. (After child has read:) (You say:)

"This little cat can run in sand."	What can this little cat do?
"That little cat can sit on sand."	What else can that little cat do?
"See the feet."	What are you going to see?

● this little cat can

● > . . . > . . .

● run in sand. that

●

● little cat can sit

● > . . . >

● on sand. sēē thē fēēt.

●

1. I'm going to read the first part of this story the fast way. Later, you'll get to read that part the fast way.
2. (Point to **this**. Pause.) **this**.
3. (Repeat step 2 for remaining words in first sentence: **little, cat, can, run, in, and sand**.)

TASK 10 WORD FINDING

1. You're going to find words that are in the top line of the story.
2. Find the word (pause) **little**.
3. (Repeat step 2 for **can, little, can, cat, little, can, cat**.)
4. Good finding those words.

TASK 11 CHILD READS THE FAST WAY

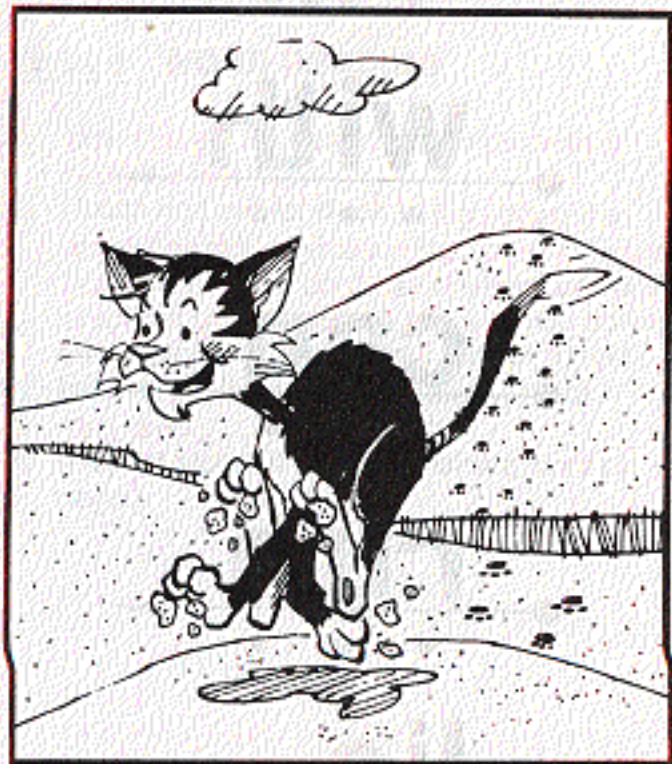
1. Now it's your turn to read the first part of the story the fast way. Touch the first word and read it the fast way. Don't sound it out aloud. Just figure it out to yourself and read it the fast way. "this."
2. Read the next word the fast way. "little."
3. (Repeat step 2 for **cat, can, run, in, and sand**.) Good reading the fast way.

TASK 12 SOUNDS WRITING

1. Here's the first sound you're going to write. (Write **o** at beginning of first line. Point to **o**.) What sound? "ooo."
2. First trace the **ooo** that I made. Then make more of them on this line. (After tracing **o** several times, child is to make three to five **o**'s. Help child if necessary. For acceptable letters say:) Good writing **ooo**.
3. Here's the next sound you're going to write. (Write **t** at beginning of second line. Point to **t**.) What sound? "t."
4. First trace the **t** that I made. Then make more of them on this line. (After tracing **t** several times, child is to make three to five **t**'s. Help child if necessary. For acceptable letters say:) Good writing **t**.

TASK 8 PICTURE COMPREHENSION

1. What will you see in the picture?
2. What will that cat be doing?
3. Look at the picture and get ready to answer some questions.
4. What's that cat running in?
5. How many feet do you see?
6. What does the cat have on his feet?
7. Did you ever get sand on your feet?



TASK 1 SOUNDS INTRODUCTION

1. (Touch ball for **g**.) **We always have to say this sound fast. My turn to say it fast.** (Quickly move to end of arrow as you say sound.) **g.**
2. **My turn to say it fast again.** (Touch ball for **g**.) **Say it fast.** (Quickly move to end of arrow.) **g.**
3. (Touch ball.) **Your turn.** (Pause.) **Say it fast.** (Quickly move to end of arrow.) "g."

(To correct if child says "guh," "gah," or "gih":) **Listen: g. Say it fast. "g." Yes, g.**



TASK 2 SOUNDS

1. **Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
2. (Touch first ball for **w**.) **Get ready** (Quickly move to second ball. Hold.) "www."
3. (Repeat step 2 for **g, i, a, o,** and **c**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



TASK 3 WORD READING

1. Look at this word. You're going to sound out (slide under u, c, and k) **this part**. (Point to ball for u.) **Get ready**. (Touch balls for u, c, and k as child says:) "uuuk." (Return to ball for u.) **Say it fast**. "uk." (Touch first ball for duck.) **This word rhymes with** (pause) **uk**. (Slide quickly to end of arrow.) "duck." **What word?** (Slide quickly to end of arrow.) "duck."
2. (Point to arrow under d.) **This arrow tells me that I can't stop under this sound. But you must say the sound with the next sound when I stop**.
3. (Point to first ball.) **Sound out** (pause) **duck**. **Get ready**. (Slide past d. Stop at balls for other sounds.) "duuk."
4. (Demonstrate sounding out if response is not firm. Child should not stop between d and uuu. Then repeat step 3.) **What word?** "duck." **Good reading**.

TASK 4 WORD READING

1. (Touch first ball for we.) **Sound it out**. (Touch balls for sounds.) "wwwééé." (Repeat until firm.) **What word?** "we."
2. (Repeat step 1 for win, cat, will, with, can, run, and lick.)

TASK 5 WORD READING

1. **Now you get to read all the words on this page the fast way**.
2. (Touch first ball for duck.) **I'll go down the arrow one time and touch the sounds. Figure out the word. But don't say anything out loud until I tell you to read the fast way**. (Go down arrow, stopping at each ball. Return to first ball.) **Read it the fast way**. (Slide.) "duck." **Yes, duck**.
3. (Repeat step 2 for each remaining word on page.)

TASK 6 SOUNDS

1. You're going to say all these sounds fast.
2. (Touch ball for g.) **Say it fast**. (Move to end of arrow.) "g."
3. (Repeat step 2 for each sound.)



g



c



w



u



e



th

1. Now you're going to read the story. Finger on the ball of the top line. Sound out the first word. (Child touches under and says:) "wwwēēē." What word? "we."
2. Sound out the next word. (Child touches under and says:) "sssēēē." What word? "see."
3. (Repeat step 2 for remaining words in story.)

TASK 8 SECOND READING

1. This time you read the story again and I'll ask questions. Touch the ball on the top line and get ready to read the words. (Repeat steps from first reading for each word. Ask following comprehension questions after child has read indicated sentences.)
2. (After child has read:) (You say:)
 "We see a duck." What do we see?
 "We can sit in the sun with that duck." What can we do with that duck?
 "It is fun in the sun." Where are we having fun?

1. What will you see in the picture? Yes, people and a duck.
2. What will the people be doing?
3. Look at the picture and get ready to answer some questions.
4. What are we doing in this picture? Yes, having a picnic.
5. Is a picnic fun?
6. Where is the duck?
7. What is that duck doing?
8. Did you ever have a picnic with a duck?

TASK 10 READING THE FAST WAY

1. I'm going to read the first part of this story the fast way. Later, you'll get to read that part the fast way.
2. (Point to we. Pause.) we.
3. (Repeat step 2 for remaining words in first sentence: see, a, and duck.)

TASK 11 WORD FINDING

1. You're going to find words that are in the top line of the story.
2. Find the word (pause) we.
3. (Repeat step 2 for see, we, duck, see, duck, we, we.)
4. Good finding those words.

wē sēē a duc_k.

wē can sit in thē

sun with that duc_k.

it is fun in thē sun.



LESSON 34

TASK 1 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch ball for g.) Get ready. (Quickly move to end of arrow.) "g."
3. (Repeat step 2 for l, c, u, f, and n. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

g

l

c

u

f

n

TASK 12 CHILD READS THE FAST WAY

1. Now it's your turn to read the first part of the story the fast way. Touch the first word and read it the fast way. Don't sound it out aloud. Just figure it out to yourself and read it the fast way. "we."
2. Read the next word the fast way. "see."
3. (Repeat step 2 for a, and duck.) Good reading the fast way.

TASK 13 SOUNDS WRITING

1. Here's the first sound you're going to write. (Write a at beginning of first line. Point to a.) What sound? "aaa."
2. First trace the aaa that I made. Then make more of them on this line. (After tracing a several times, child is to make three to five a's. Help child if necessary. For acceptable letters say:) Good writing aaa.
3. Here's the next sound you're going to write. (Write f at beginning of second line. Point to f.) What sound? "fff."
4. First trace the fff that I made. Then make more of them on this line. (After tracing f several times, child is to make three to five f's. Help child if necessary. For acceptable letters say:) Good writing fff.

(Point to I.) I'll tell you this word: I. What word? "I." Remember this word. You'll see it in the story.

TASK 3 WORD READING

- (Point to **got**.) You're going to sound out (slide under **o** and **t**) **this part**. (Point to ball for **o**.) **Get ready**. (Touch balls for **o** and **t** as child says:) "ooot." (Return to ball for **o**.) **Say it fast**. "ot." (Touch first ball for **got**.) **This word rhymes with** (pause) **ot**. (Slide quickly to end of arrow.) "got." **What word?** (Slide quickly to end of arrow.) "got."
- (Point to arrow under **g**.) **This arrow tells me that I can't stop under this sound. But you must say the sound with the next sound when I stop.**
- (Point to first ball.) **Sound out** (pause) **got**. **Get ready**. (Slide past **g**. Stop at balls for other sounds.) "gooot."
- (Demonstrate sounding out if response is not firm. Child should not stop between **g** and **ooo**. Then repeat step 3.) **What word?** "got." **Good reading.**

TASK 4 WORD READING

- (Touch first ball for **sun**.) **Sound it out**. (Touch ball for sounds.) "sssuunnn." **What word?** "sun." **Yes, sun.**
- (Return to first ball. Pause.) **This word rhymes with** (pause) **un**. **Read it the fast way**. (Slide.) "sun."
- (Touch first ball for **gun**.) **This word also rhymes with** (pause) **un**. **Read it the fast way**. (Slide.) "gun." **Yes, gun. Good rhyming.**

TASK 5 WORD READING

1. (Touch first ball for **win**.) **Sound it out.** (Touch balls for sounds.) "wwiiinnn." (Repeat until firm.) **What word?** "win."
2. (Repeat step 1 for **rug**, **rag**, **duck**, **luck**, and **with**.)

win

rug

rag

duck

luck

with

TASK 6 WORD READING

1. **Now you get to read all the words on this page the fast way.**
2. (Touch first ball for **l**.) **I'll go down the arrow one time and touch the sound. Figure out the word. But don't say anything out loud until I tell you to read the fast way.** (Go down arrow, stopping at second ball. Return to first ball.) **Read it the fast way.** (Slide.) "l." Yes, **l**.
3. (Repeat step 2 for each remaining word on page.)

TASK 7 SOUNDS

1. **Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
2. (Touch first ball for **w**.) **Get ready.** (Quickly move to second ball. Hold.) "www."
3. Repeat step 2 for **g**, **l**, **e**, and **f**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

w

g l

e f

1. Now you're going to read the story. Finger on the ball of the top line. Sound out the first word. (Child touches under and says:) "wwweee." What word? "we."
2. Sound out the next word. (Child touches under and says:) "wwwiilll." What word? "will."
3. (Repeat step 2 for remaining words in story.)

TASK 9 SECOND READING

1. This time you read the story again and I'll ask questions. Touch the ball on the top line and get ready to read the words. (Repeat steps from first reading for each word. Ask following comprehension questions after child has read indicated sentences.)
2. (After child has read:) (You say:)

"We will run."

"I will win."

"I am not a duck."

"I am an ant."

What will we do?

Who will win?

Yes, I will win.

Am I a duck?

Let's read some more and see who is telling this story.

What am I?

Yes, who's telling this story?

TASK 10 PICTURE COMPREHENSION

1. What will you see in the picture?
2. And what does the ant say he'll do?
3. Look at the picture and get ready to answer some questions.
4. What are those ants getting ready to do? Yes, it looks to me as if they'll have a running race.
5. Which ant do you think will win?
6. Have you ever won a race?

TASK 11 READING THE FAST WAY

1. I'm going to read the first part of this story the fast way. Later, you'll get to read that part the fast way.
2. (Point to **we**. Pause.) **we**.
3. (Repeat step 2 for remaining words in first sentence: **will** and **run**.)

TASK 12 WORD FINDING

1. You're going to find words that are in the top line of the story.
2. Find the word (pause) **we**.
3. (Repeat step 2 for **will**, **we**, **run**, **we**, **run**, **will**, **we**.)
4. Good finding those words.

TASK 13 CHILD READS THE FAST WAY

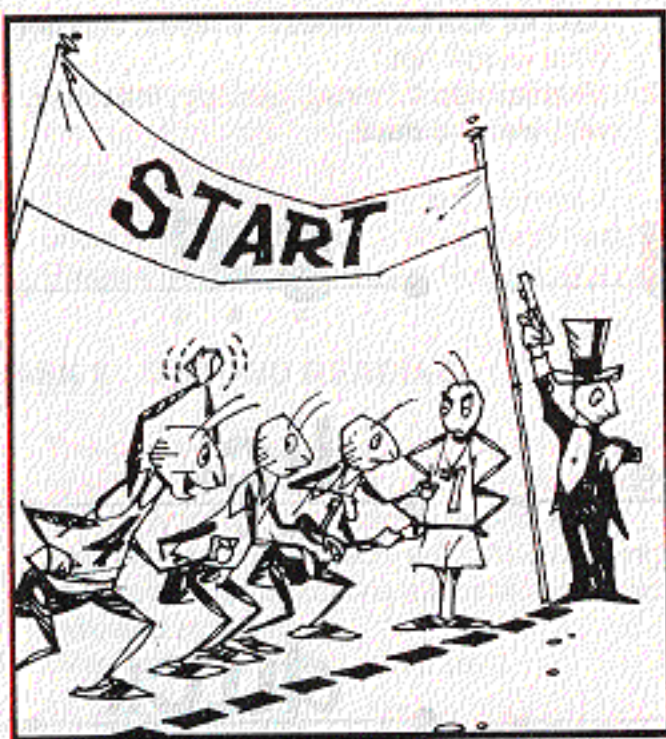
1. Your turn to read the first part of the story the fast way. First word. "we."
2. Next word. "will."
3. Next word. "run." Good reading the fast way.

wē will run.

I will win.

I am not a duck.

I am an ant.



1. Here's the first sound you're going to write. (Write **c** at beginning of first line. Point to **c**.) What sound? "c."
2. First trace the **c** that I made. Then make more of them on this line. (After tracing **c** several times, child is to make three to five **c**'s. Help child if necessary. For acceptable letters say:) **Good writing c.**
3. Here's the next sound you're going to write. (Write **g** at beginning of second line. Point to **g**.) What sound? "g."
4. First trace the **g** that I made. Then make more of them on this line. (After tracing **g** several times, child is to make three to five **g**'s. Help child if necessary. For acceptable letters say:) **Good writing g.**

LESSON 35

TASK 1 SOUNDS INTRODUCTION

1. (Point to **sh**.) Here's a new sound. I'm going to touch under this sound and say the sound. (Touch first ball of arrow. Move quickly to second ball. Hold.) **shshsh.**
2. Your turn to say the sound when I touch under it. (Touch first ball.) **Get ready.** (Move quickly to second ball. Hold.) "shshsh."

(To correct child saying a wrong sound or not responding:) **The sound is shshsh.**
(Repeat step 2.)

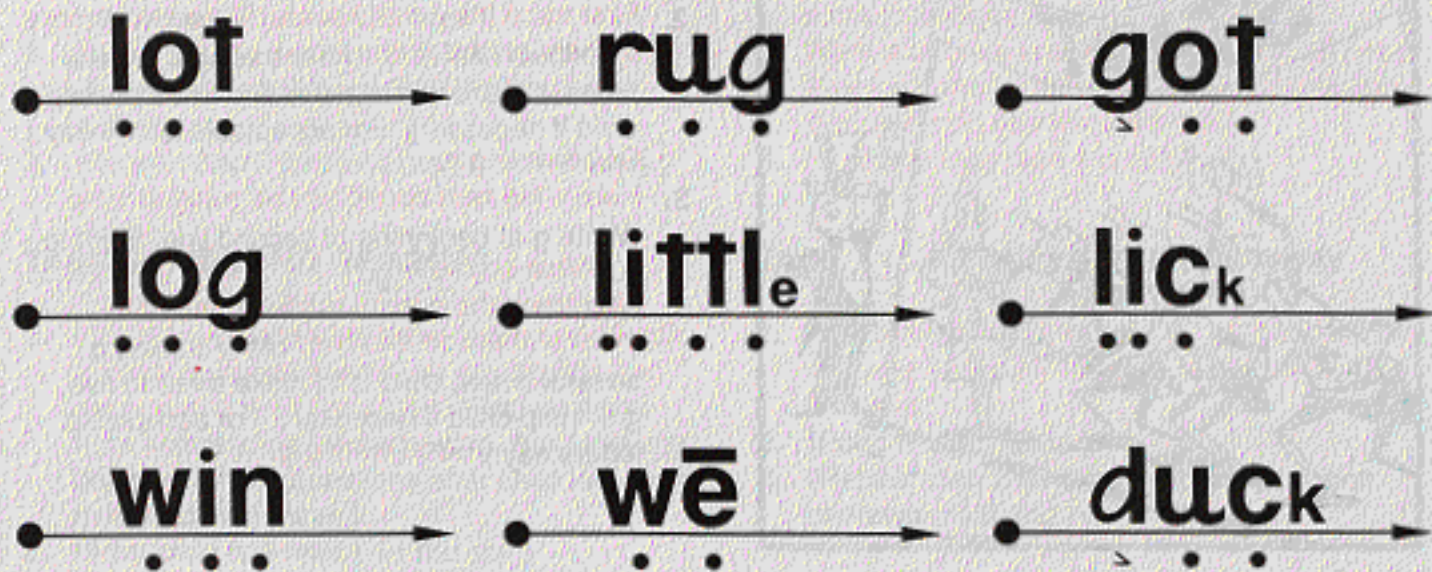
3. (Touch first ball.) **Again. Get ready.** (Move quickly to second ball. Hold.) "shshsh."



TASK 2 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch ball for **g**.) **Get ready.** (Quickly move to end of arrow.) "g."
3. (Repeat step 2 for **w**, **l**, **sh**, **d**, and **o**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

1. You're going to read these words.
(Touch first ball for lot.) Sound it out. (Touch



balls for sounds.) "llooot." (Repeat until firm.)
What word? "lot."

2. (Repeat step 1 for rug, got, log, little, lick, win, we, and duck.)

TASK 4 WORD READING

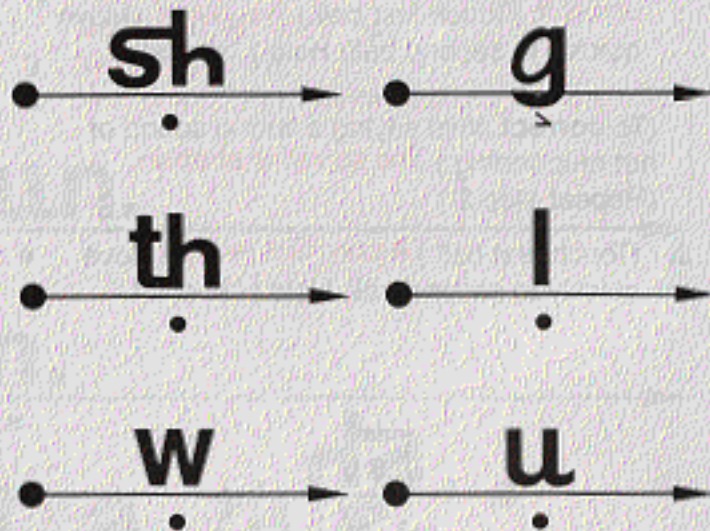
(Point to l.) I'll tell you this word: l. What word? "l." Remember this word. You'll see it in the story.

**TASK 5 WORD READING**

1. Now you get to read all the words on this page the fast way.
2. (Touch first ball for lot.) I'll go down the arrow one time and touch the sounds. Figure out the word. But don't say anything out loud until I tell you to read the fast way. (Go down arrow, stopping at each ball. Return to first ball.) Read it the fast way. (Slide) "lot." Yes, lot.
3. (Repeat step 2 for each remaining word on page.)

TASK 6 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for sh.) Get ready. (Quickly move to second ball. Hold.) "shshsh."
3. (Repeat step 2 for g, th, l, w, and u. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



TASK 7 FIRST READING

1. Now you're going to read the story. Finger on the ball of the top line. Touch under the first word. What word? "uh."
2. Sound out the next word. (Child touches under and says:) "caaat." What word? "cat."
3. (Repeat step 2 for remaining words in story.)

TASK 8 SECOND READING

1. This time you read the story again and I'll ask questions. Touch the ball on the top line and get ready to read the words. (Repeat steps from first reading for each word. Ask following comprehension questions after child has read indicated sentences.)
2. (After child has read:) (You say:)

"A cat sat on a little rug."	Where did a cat sit?
"The cat got mud on that rug."	What did the cat do?
"Mom got mad at the cat."	How did Mom feel about the cat?

I don't blame her.

TASK 9 READING THE FAST WAY

1. I'm going to read the first part of this story the fast way. Later, you'll get to read that part the fast way.
2. (Point to a. Pause.) a.
3. (Repeat step 2 for remaining words in first sentence: cat, sat, on, a, little, and rug.)

TASK 10 WORD FINDING

1. You're going to find words that are in the top line of the story.
2. Find the word (pause) cat.
3. (Repeat step 2 for sat, cat, on, sat, on, cat, cat.)
4. Good finding those words.

TASK 11 CHILD READS THE FAST WAY

1. Your turn to read the first part of the story the fast way.
First word. "uh."
2. Next word. "cat."
3. (Repeat step 2 for sat, on, a, little, and rug.)
Good reading the fast way.

a cat sat on a

little rug. the

cat got mud on that

rug. mom got mad

at the cat.

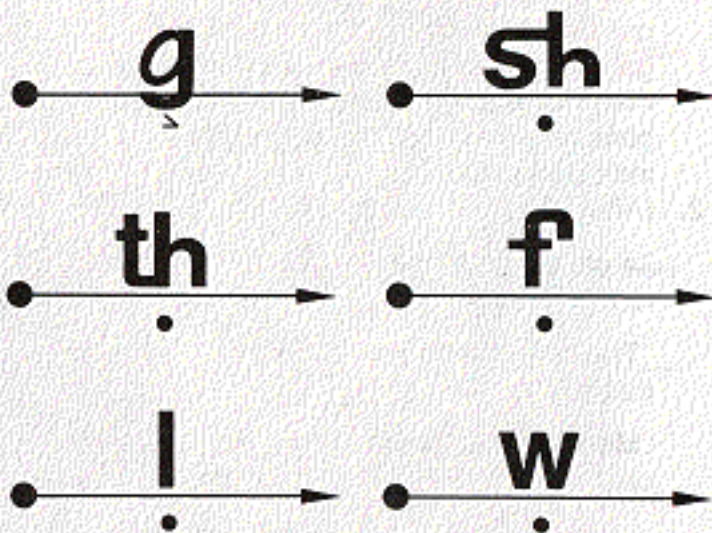
1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. Look at Mom. How do you think she feels?
4. Why is she pointing her finger like that?
5. What do you think she is saying to the cat?
6. Where is the cat?
7. Why did the rug get so dirty?

**TASK 13 SOUNDS WRITING**

1. (Write **g** at beginning of first line. Point to **g**.) What sound? "g."
2. First trace the **g** that I made. Then make more of them on this line. (After tracing **g** several times, child is to make three to five **g**'s. Help child if necessary. For each acceptable letter say:) Good writing **g**.
3. Here's the next sound you're going to write. (Write **d** at beginning of second line. Point to **d**.) What sound? "d."
4. First trace the **d** that I made. Then make more of them on this line. (After tracing **d** several times, child is to make three to five **d**'s. Help child if necessary. For acceptable letters say:) Good writing **d**.

LESSON 36**TASK 1 SOUNDS**

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch ball for **g**.) Get ready. (Quickly move to end of arrow.) "g."
3. (Repeat step 2 for **sh**, **th**, **f**, **l**, and **w**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

**TASK 2 WORD READING**

1. (Touch first ball for **said**.) Here's a new word. Sound it out. (Touch balls for sounds as child says:) "sssaaaiid" (not "ssseeed").

(To correct if child says "ssseeed," touch under **a**.) This sound is **aaa**. You've got to say the sounds I touch. (Repeat sounding out.)

2. That's how we sound out the word. Here's how we say the word. (Pause.) Said (**sed**). How do we say the word? "said." Yes, said—it's a funny word.
3. (Return to first ball.) Sound it out again. (Touch balls for sounds as child says:) "sssaaaiid." Now say the word "said." Yes, said. She said hello.



TASK 3 WORD READING

1. (Touch arrow under **g** in **got**.) Remember, I can't stop under this sound, but you have to say the sound with the next sound I stop at.
2. (Touch first ball for **got**.) Sound it out. Get ready. (Slide past **g**. Touch balls for other sounds.) "goot." (Repeat until firm.) What word? "got." Yes, **got**.
3. (Touch first ball for **rug**.) Sound it out. (Touch balls for sounds.) "rrruug." (Repeat until firm.) What word? "rug."
4. (Repeat step 3 for **log**, **she**, **shot**, **shack**, **we**, **run**, and **sick**.)
5. Now you get to read all these words the fast way.
6. (Touch first ball for **got**. Pause three seconds.) Read it the fast way. (Slide.) "got." Yes, **got**.
7. (Repeat step 6 for remaining words on this page.)

got

rug

log

she

shot

shack

we

run

sick

TASK 4 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for **th**.) Get ready. (Quickly move to second ball. Hold.) "ththth."
3. (Repeat step 2 for **sh**, **l**, **i**, **u**, and **e**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

th

sh

l

i

u

e

run

sick

1. Now you're going to read the story. Finger on the ball of the top line. What word? "I."
2. Sound out the next word. (Child touches under and says:) "aaamm." What word? "am."
3. (Repeat step 2 for remaining words in story.)

1. You're going to read the story again. This time I'll ask a question each time you come to a period. (Touch period after **log**.) Here's the first period. It's a little ball that comes after a word. When you get to this period, stop and I'll ask a question. Sound out each word and then tell me the word. Read all the words to the period.
2. (After child reads "I am a log," ask:) Who am I? Yes, a log is telling this story. Do you know what a log is?
3. (Touch period after **run**.) Now read the next word and keep reading all the way to this period. Then I'll ask another question. (After child reads "I can not run," ask:) What did the log say?
4. (Touch period after **ant**.) Now read the next word and keep reading all the way to this period. (After child reads "I can not sit on an ant," ask:) Can this log sit on an ant?
5. (Touch period after **me**.) Now read the next word and keep reading all the way to this period. (After child reads "An ant will sit on me," ask:) What will an ant do to this log?

I am a log.

I can not run.

I can not sit on

an ant. an ant

will sit on me.

TASK 7 PICTURE COMPREHENSION

1. What will you see in this picture?
2. Look at the picture and get ready to answer some questions.
3. Show me the log.
4. What do you see on that log?
5. What is that ant going to do?
6. Why are all those animals sitting on the log?
Yes, they're watching a parade.

TASK 8 READING THE FAST WAY

1. I'm going to read the first part of this story the fast way. Later, you'll get to read that part the fast way.
2. (Point to I. Pause.) I.
3. (Repeat step 2 for remaining words in first sentence: am, a, and log.)

TASK 9 WORD FINDING

1. You're going to find words that are in the top line of the story.
2. Find the word (pause) **log**.
3. (Repeat step 2 for **am**, **log**, **I**, **log**, **I**, **am**, **log**.)
4. Good finding those words.

TASK 10 CHILD READS THE FAST WAY

1. Your turn to read the first part of the story the fast way. First word. "I."
2. Next word. "am."
3. (Repeat step 2 for **a** and **log**.) Good reading the fast way.



TASK 11 SOUNDS WRITING

1. Here's the first sound you're going to write. (Write **s** at beginning of first line. Point to **s**.) What sound? "sss."
2. First trace the **sss** that I made. Then make more of them on this line. (After tracing **s** several times, child is to make three to five **s**'s. Help child if necessary. For acceptable letters say:) Good writing **sss**.
3. Here's the next sound you're going to write. (Write **u** at beginning of second line. Point to **u**.) What sound? "uuu."
4. First trace the **uuu** that I made. Then make more of them on this line. (After tracing **u** several times, child is to make three to five **u**'s. Help child if necessary. For acceptable letters say:) Good writing **uuu**.

TASK 1 SOUNDS INTRODUCTION

1. (Point to **ā**.) Here's a new sound. I'm going to touch under this sound and say the sound. (Touch first ball of arrow. Move quickly to second ball. Hold.) **āāā**.
2. Your turn to say the sound when I touch under it. (Touch first ball.) Get ready. (Move quickly to second ball. Hold.) "āāā."

(To correct child saying a wrong sound or not responding:) The sound is **āāā**. (Repeat step 2.)

3. (Touch first ball.) Again. Get ready. (Move quickly to second ball. Hold.) "āāā."

TASK 2 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for **a**.) Get ready. (Quickly move to second ball. Hold.) "aaa."
3. (Repeat step 2 for **c**, **o**, **g**, **ā**, and **sh**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

TASK 3 WORD READING

1. (Touch first ball for **said**.) Here's that new word again. Sound it out. (Touch balls for sounds as child says:) "sssaaaiid."
2. That's how we sound out the word. Here's how we say the word. (Pause.) **said**. How do we say the word? "said." Yes, **said**—it's a funny word.
3. (Return to first ball.) Sound it out again. (Touch balls for sounds as child says:) "sssaaaiid." Now say the word. "said." Yes, **said**. (Repeat until firm.)

TASK 4 WORD READING

- (Touch first ball for **shack**.) **Sound it out.**
(Touch balls for sounds.) "shshshaaak."
(Repeat until firm.) **What word?** "shack."
- (Repeat step 1 for **she, we, fill, will, shot, got, lot, not, and feel**.)
- Now you get to read all these words the fast way.**
- (Touch first ball for **shack**. Pause three seconds.) **Read it the fast way.** (Slide.) "shack." **Yes, shack.**
- (Repeat step 4 for remaining words on this page.)

TASK 5 SOUNDS

- Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
- (Touch first ball for **a**.) **Get ready.** (Quickly move to second ball. Hold.) "aaa."
- (Repeat step 2 for **ā, ē, u, n,** and **sh**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

• **a** →
•

• **ā** →
•

• **eī** →
•

• **u** →
•

• **n** →
•

• **sh** →
•

• **shack** →
• • •

• **shē** →
• •

• **wē** →
• •

• **fill** →
• • •

• **will** →
• • •

• **shot** →
• • •

• **got** →
• • •

• **lot** →
• • •

• **not** →
• • •

• **fēel** →
• • •

1. Now you're going to read the story. Finger on the ball of the top line. Sound out the first word. (Child touches under and says:) "sssēēē." **What word?** "see."
2. Sound out the next word. (Child touches under and says:) "thththaaat." **What word?** "that."
3. (Repeat step 2 for remaining words in story.)

TASK 7 SECOND READING

1. You're going to read the story again. This time I'll ask a question each time you come to a period. (Touch period after shack.) Here's the first period. It's a little ball that comes after a word. When you get to this period, stop and I'll ask a question. Sound out each word and then tell me the word. Read all the words to the period.
2. (After child reads "See that little shack," ask:) **What's this story about? Yes, a shack is a little house.**
3. (Touch period after shack in second line.) Now read the next word and keep reading all the way to this period. Then I'll ask another question. (After child reads "Sand is in the shack," ask:) **What is in the shack?**
4. (Touch period after sand.) Now read the next word and keep reading all the way to this period. (After child reads "We will run in the sand," ask:) **What are we going to do?**

1. Tell me some things you'll see in the picture.
2. Look at the picture and get ready to answer some questions.
3. Show me the shack.
4. What do you see in the shack? This shack could be on the beach.
5. And who is coming up to the shack?
6. What will the children do in the shack?
7. What would you do if you were one of those children?

TASK 9 READING THE FAST WAY

1. I'm going to read the first part of this story the fast way. Later, you'll get to read that part the fast way.
2. (Point to sēē. Pause.) **see.**
3. (Repeat step 2 for remaining words in first sentence: that, little, and shack.)

TASK 10 WORD FINDING

1. You're going to find words that are in the top line of the story.
2. Find the word (pause) **little.**
3. (Repeat step 2 for see, little, shack, little, see, shack, little.)
4. Good finding those words.

• sēē that little shack.

• sand is in thē shack.

• wē will run in thē sand.



1. **Your turn to read the first part of the story the fast way. First word.** "see."
2. **Next word.** "that."
3. (Repeat step 2 for little and shack.) **Good reading the fast way.**

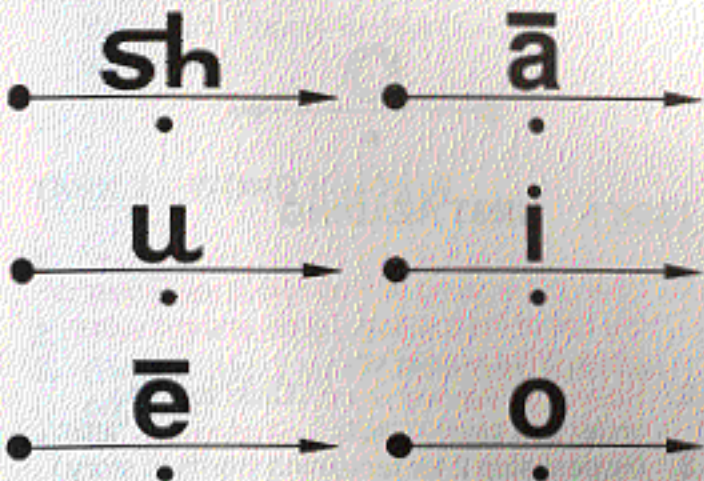
TASK 12 SOUNDS WRITING

1. **Here's the first sound you're going to write.** (Write f at beginning of first line. Point to f.) **What sound?** "fff."
2. **First trace the fff that I made. Then make more of them on this line.** (After tracing f several times, child is to make three to five f's. Help child if necessary. For acceptable letters say:) **Good writing fff.**
3. **Here's the next sound you're going to write.** (Write g at beginning of second line. Point to g.) **What sound?** "g."
4. **First trace the g that I made. Then make more of them on this line.** (After tracing g several times, child is to make three to five g's. Help child if necessary. For acceptable letters say:) **Good writing g.**

LESSON 38

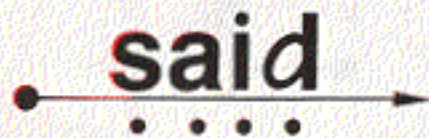
TASK 1 SOUNDS

1. **Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
2. (Touch first ball for sh.) **Get ready.** (Quickly move to second ball. Hold.) "shshsh."
3. (Repeat step 2 for ā, u, i, ē, and o. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



TASK 2 WORD READING

1. (Touch first ball for said.) **Sound it out.** (Touch under sounds as child says:) "sssaaaiid." **Again.** (Return to first ball.) **Sound it out.** (Touch balls for sounds as child says:) "sssaaaiid."
2. **That's how we sound out the word. Now say the word.** "said." **Yes, said.**



(To correct if child says "sa—id" for "said":) **Here's how you say the word: said. How do you say it?** "said." (Return to step 1.)

3. **Let's do it again.** (Return to first ball.) **Sound it out.** (Touch balls for sounds as child says:) "sssaaaiid." **Now say the word.** "said." **Yes, said.**

1. (Touch first ball for at.) **Sound it out.** (Touch balls for sounds.) "aaat." (Repeat until firm.) **What word?** "at."
2. (Repeat step 1 for ate, made, she, seat, wish, fish, late, tail, rug, and got.)

• **at** →

• **āte** →

• **māde** →

• **shē** →

• **sēat** →

• **wish** →

• **fish** →

• **lāte** →

• **tāil** →

• **rug** →

• **got** →

TASK 4 SOUNDS

1. **Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
2. (Touch first ball for ā.) **Get ready.** (Quickly move to second ball. Hold.) "āāā."
3. (Repeat step 2 for a, ē, i, u, and o. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

• **ā** →

• **a** →

• **ē** →

• **i** →

• **u** →

• **o** →

TASK 5 FIRST READING

1. **Now you're going to read the story. Finger on the ball of the top line. Touch under the first word. What word?** "uh."
2. **Sound out the next word.** (Child touches under and says:) "llliitlll." **What word?** "little."
3. (Repeat step 2 for remaining words in story.)

a little cat can sit on

• • • • • > • • • > • • • • • • • •

a rug. she can run in

• • • • • • • • > • • • • • • • •

the sand. she can lick

• • • • • • • • • > • • • • • • • •

a man. she will lick me.

• • • • • • • • • • • • • • • • • •

TASK 6 SECOND READING

- You're going to read the story again. Find the first period. Read all the way to that period and stop. Sound out each word and tell me the word. When you get to the period, I'll ask a question.
- (After child reads:) (You say:)
 "A little cat can sit on a rug." What can a cat do?
 "She can run in the sand." What else can she do?
 "She can lick a man." Cats like to lick.
 "She will lick me." What will this cat do?
- I'll read to the first period of this story the fast way. Later on you'll get to read to that period the fast way.
- (Point to first word of first sentence. Pause. Say word. Repeat for remaining words in sentence.)

TASK 7 WORD FINDING

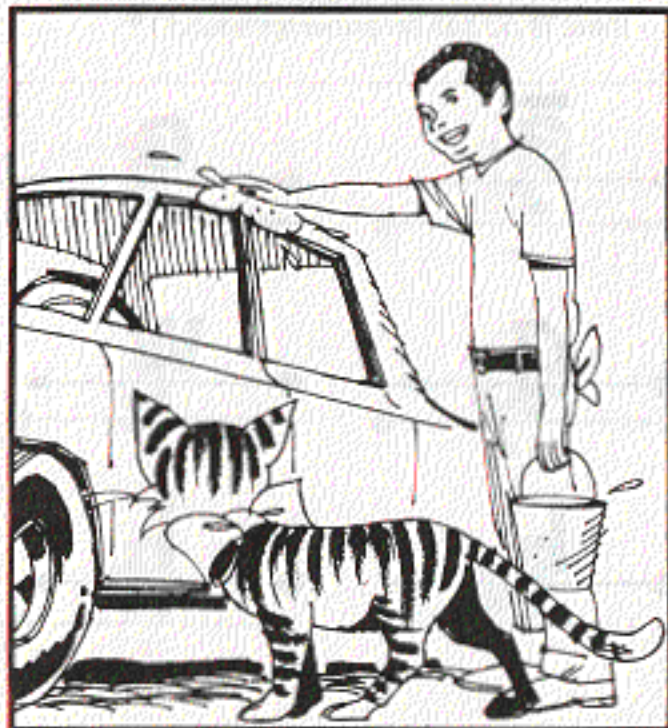
- You're going to find words that are in the top line of the story.
- Find the word (pause) on. on.
- (Repeat step 2 for on, little, can, little, can, on, can.)
- Good finding those words.

TASK 8 CHILD READS THE FAST WAY

Your turn to read to the first period of this story the fast way. Find the period. Then read each word the fast way.

TASK 9 PICTURE COMPREHENSION

- What will you see in the picture?
- Look at the picture and get ready to answer some questions.
- What is the man doing?
- What is the cat looking at?
- Would you like that cat to lick you?



1. Here's the first sound you're going to write. (Write **i** at beginning of first line. Point to **i**.) What sound? "iii."
2. First trace the **iii** that I made. Then make more of them on this line. (After tracing **i** several times, child is to make three to five **i**'s. Help child if necessary. For acceptable letters say:) **Good writing iii.**
3. Here's the next sound you're going to write. (Write **u** at beginning of second line. Point to **u**.) What sound? "uuu."
4. First trace the **uuu** that I made. Then make more of them on this line. (After tracing **u** several times, child is to make three to five **u**'s. Help child if necessary. For acceptable letters say:) **Good writing uuu.**

LESSON 39

TASK 1 SOUNDS INTRODUCTION

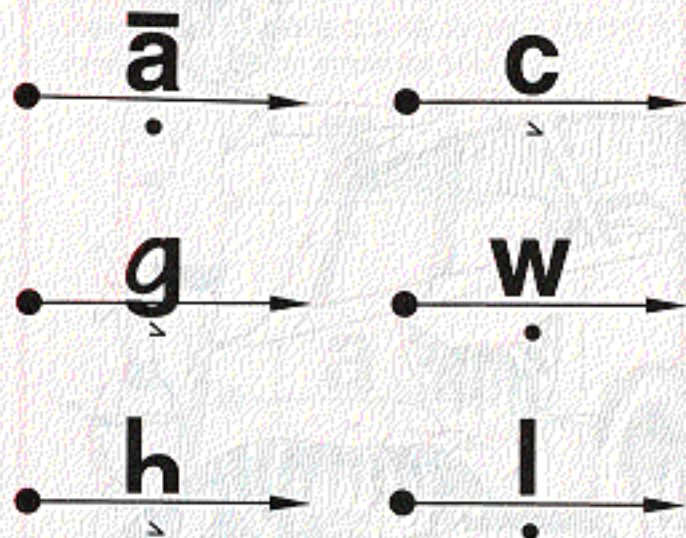


1. (Touch ball for **h**.) We always have to say this sound fast. My turn to say it fast. (Quickly move to end of arrow as you say sound.) **h.**
2. My turn to say it fast again. (Touch ball for **h**.) Say it fast. (Quickly move to end of arrow.) **h.**
3. (Touch ball.) Your turn. (Pause.) Say it fast. (Quickly move to end of arrow.) "h."

(To correct if child says "huh," "hah," or "hih":) Listen: **h.** Say it fast. "h." Yes, **h.**

TASK 2 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for **ā**.) Get ready. (Quickly move to second ball. Hold.) "āāā."
3. (Repeat step 2 for **c, g, w, h**, and **l**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



TASK 3 WORD READING

1. (Touch first ball for **said**.) Sound it out. (Touch under sounds as child says:) "sssaaaiid." Again. (Return to first ball.) Sound it out. (Touch balls for sounds as child says:) "sssaaaiid."
2. That's how we sound out the word. Now say the word. "said." Yes, **said.**
3. Let's do it again. (Return to first ball.) Sound it out. (Touch balls for sounds as child says:) "sssaaaiid." Now say the word. "said." Yes, **said.**



TASK 4 WORD READING

1. (Touch first ball for **wish**.) Sound it out. (Touch balls for sounds.) "wwiiishshsh." (Repeat until firm.) What word? "wish."



- (Repeat step 1 for **fish**, **made**, **game**, **dish**, **did**, and **now**.)
- Now you get to read all these words the fast way.

- (Touch first ball for **wish**. Pause three seconds.) Read it the fast way. (Slide.) "wish." Yes, **wish**.
- (Repeat step 4 for remaining words.)

fish

māde

gāme

dish

did

now

TASK 5 WORD READING

- (Touch first ball for **wow**.) Sound it out. (Touch balls for sounds.) "wwwooowww." What word? "wow." Yes, **wow**.
- (Return to first ball. Pause.) This word rhymes with (pause) **ow**. Read it the fast way. (Slide.) "wow."
- (Touch ball for **cow**.) This word also rhymes with (pause) **ow**. Read it the fast way. (Slide.) "cow." Yes, **cow**. Good rhyming.
- (Touch first ball for **ate**.) Sound it out. (Touch ball for sounds.) "āāā." What word? "ate." Yes, **ate**.
- (Touch ball for **hate**.) This word rhymes with (pause) **ate**. Read it the fast way. (Slide.) "hate." Yes, **hate**. Good rhyming.
- (Touch ball of **gate**.) This word also rhymes with (pause) **ate**. Read it the fast way. (Slide.) "gate." Yes, **gate**. Good rhyming.

wow

cow

āte

hāte

gāte

TASK 6 SOUNDS

- Take a good look at each sound. Say it slowly if you can. Don't get fooled.
- (Touch first ball for **ā**.) Get ready. (Quickly move to second ball. Hold.) "āāā."
- (Repeat step 2 for **h**, **g**, **u**, **f**, and **w**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

ā

h

g

u

f

w

1. (Point to quotation marks around **wow** in second sentence.) **These are quotation marks. Quotation marks show that somebody is saying something. Somebody is saying the word between these marks.**
2. (Point to quotation marks around **that fat fish is mom** in last sentence.) **These marks show that somebody is saying something. Somebody's saying all the words between these marks.**
3. (Point to quotation marks around **wow**.) **Touch these quotation marks. Somebody is saying the word between those marks.**
4. (Point to quotation marks around **that fat fish is mom**.) **Touch these marks. Somebody is saying all the words between those marks.**
5. (Repeat steps 3 and 4 until firm.)

1. **Now you're going to read the story and I'll ask questions. Finger on the ball of the top line. Touch under the first word. What word? "uh."**
2. **Sound out the next word. (Child touches under and says:) "llliitlll." What word? "little."**
3. (Repeat step 2 for remaining words in story.)
4. (After child reads:) (You say:)
 "The little fish said," **Now we're going to read what he said.**
 "Wow." **What did the little fish say?**
 "The little fish said," **Now we're going to read what he said.**
 "That fat fish is Mom." **What did he say?**

a little fish sat on a fat fish.

the little fish said, "wow."

the little fish did not feel sad.

the little fish said, "that fat

fish is mom."

TASK 9 SECOND READING

1. You're going to read the story again. Find the first period. Read all the way to that period and stop. Sound out each word and tell me the word. When you get to the period, I'll ask a question.
2. (After child reads:) (You say:)
"A little fish sat on a fat fish."
Who sat on whom?
"The little fish said, 'Wow.'"
What did he say?
"The little fish did not feel sad."
Did the little fish feel sad?
"The little fish said, 'That fat fish is Mom.'"
What did he say?
Who said, "That fat fish is Mom"?
3. I'll read to the first period of this story the fast way. Later on you'll get to read to that period the fast way.
4. (Point to first word of first sentence. Pause. Say word. Repeat for remaining words in sentence.)

TASK 10 CHILD READS THE FAST WAY

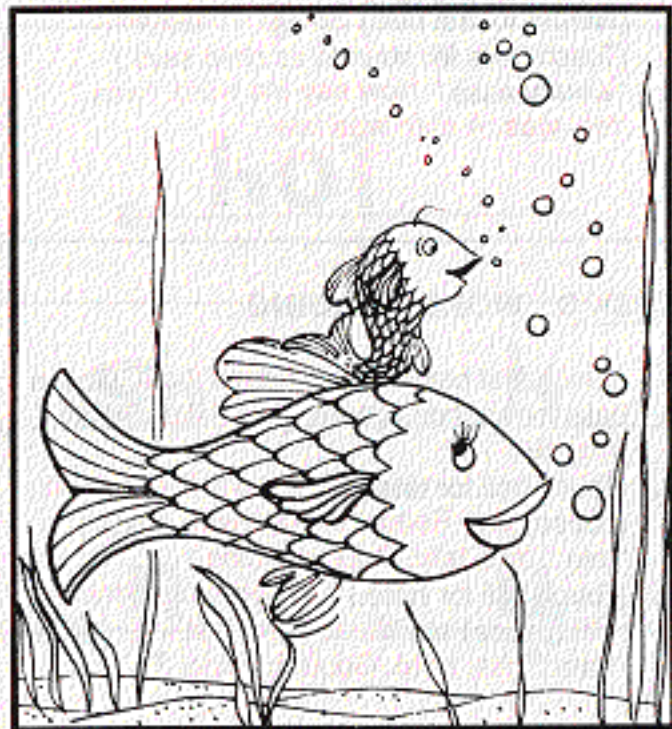
Your turn to read to the first period of this story the fast way. Find the period. Then read each word the fast way.

TASK 11 PICTURE COMPREHENSION

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. What's the little fish doing?
4. Which fish is Mom?
5. What would you do if a little fish sat on you?

TASK 12 SOUNDS WRITING

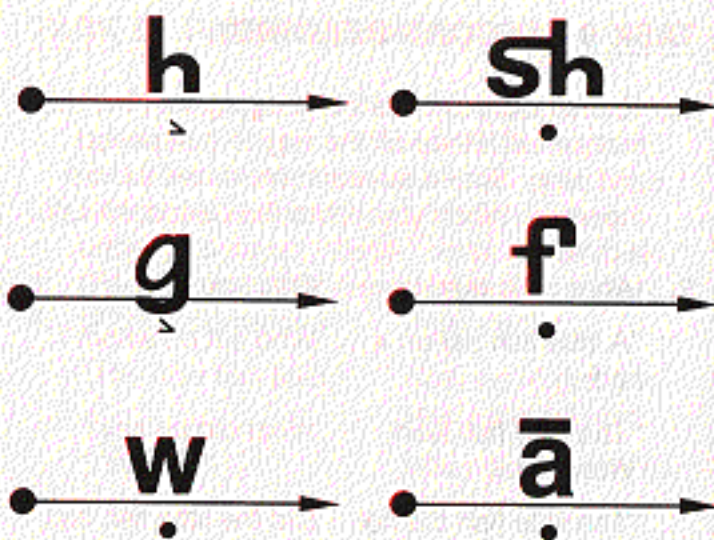
1. Here's the first sound you're going to write. (Write **o** at beginning of first line. Point to **o**.) What sound? "ooo."
2. First trace the **ooo** that I made. Then make more of them on this line. (After tracing **o** several times, child is to make three to five **o**'s. Help child if necessary. For acceptable letters say:) **Good writing ooo.**
3. Here's the next sound you're going to write. (Write **m** at beginning of second line. Point to **m**.) What sound? "mmm."
4. First trace the **mmm** that I made. Then make more of them on this line. (After tracing **m** several times, child is to make three to five **m**'s. Help child if necessary. For acceptable letters say:) **Good writing mmm.**



LESSON 40

TASK 1 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch ball for **h**.) Get ready. (Quickly move to end of arrow.) "h."
3. (Repeat step 2 for **sh**, **g**, **f**, **w**, and **ā**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



TASK 2 WORD READING

1. (Touch first ball for **was**.) Here's a new word. Sound it out. (Touch balls for sounds as child says:) "wwwaaasss" (not "wwwuuzzz").
2. That's how we sound out the word. Here's how we say the word. (Pause.) (wuz) **was**. How do we say the word? "was." Yes, **was**—it's a funny word.
3. (Return to first ball.) Sound it out again. (Touch balls for sounds as child says:) "wwwaaasss." Now say the word. "was." Yes, **was**. A man **was** late.



TASK 3 WORD READING

1. (Touch first ball for **āte**.) Sound it out. (Touch balls for sounds.) "āāāt." What word? "ate." Yes, **ate**.
2. (Touch ball for **lāte**.) This word rhymes with (pause) **ate**. Read it the fast way. (Slide.) "late." Yes, **late**. Good rhyming.
3. (Touch ball for **hāte**.) This word also rhymes with (pause) **ate**. Read it the fast way. (Slide.) "hate." Yes, **hāte**. Good rhyming.



- (Touch arrow under t in **gātes**.) **I can't stop under this sound, but you have to say this sound when I stop at the sss. You'll say tsss. Say that.** "tsss." (Repeat until firm.) (Touch first ball for **gātes**.) **Sound it out. Get ready.** (Slide past **g**. Touch balls for other sounds. Slide past **t**.) "gāātsss." (Repeat until firm.) **What word?** "gates." **Yes, gates.**
- (Touch first ball for **said**.) **It's a funny word. Sound it out.** (Touch balls for sounds.) "sssaaaiid." (Repeat until firm.) **What word?** "said."
- (Repeat step 2 for **sick**, **hill**, **feel**, **cow**, **fish**, **ate**, **did**, **not**, and **hot**, but do not say "It's a funny word.")
- Now you get to read all these words the fast way.**
- (Touch first ball for **gātes**. Pause three seconds.) **Read it the fast way.** (Slide.) "gates." **Yes, gates.**
- (Repeat step 5 for remaining words on this page.)

gātes

said

sick

hill

fēel

cow

fish

āte

did

not

hot

TASK 5 SOUNDS

- Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
- (Touch first ball for **sh**.) **Get ready.** (Quickly move to second ball. Hold.) "shshsh."
- (Repeat step 2 for **h**, **n**, **u**, **th**, and **ā**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

sh

h

n

u

th

ā

160 TASK 6 QUOTATION FINDING

1. (Point to quotation marks around **thē gāte** is hot in second sentence.) **These are quotation marks. Quotation marks show that somebody is saying something. Somebody's saying the words between these marks.**
2. (Point to quotation marks around **I hāte hot gātes** in third sentence.) **These marks show that somebody is saying something. Somebody's saying all the words between these marks.**
3. (Repeat step 2 procedures for **I will run now.**)
4. (Point to quotation marks around **thē gāte** is hot.) **Touch these quotation marks in your story. Somebody is saying the words between those marks.**
5. (Point to quotation marks around **I hāte hot gātes.**) **Touch these marks in your story. Somebody is saying all the words between those marks.**
6. (Repeat step 5 for **I will run now.**)

TASK 7 FIRST READING

1. **Now you're going to read the story and I'll ask questions. Finger on the ball of the top line. Sound out the first word.** (Child touches under and says:) "thhthhēē." **What word?** "the."
2. **Sound out the next word.** (Child touches under and says:) "cooowww." **What word?** "cow."
3. Repeat step 2 for remaining words in story.)
4. (After child reads:) (You say:)
"The cow said," **Now we're going to read what the cow said.**
" 'The gate is hot.' " **What did the cow say?**
"She said, 'I hate hot gates.' " **Now we're going to read what she said. What did she say?**
"She said, 'I will run now.' " **Now we're going to read what she said. What did she say?**

thē cow sat on a little **gātē**.

thē cow said, "**thē** **gātē** is hot."

shē said, "**I** **hātē** hot **gātēs**."

shē said, "**I** will run now."

1. You're going to read the story again. Find the first period. Read all the way to that period and stop. Sound out each word and tell me the word. When you get to the period, I'll ask a question.
2. (After child reads sentence, ask questions specified below. Then tell child to keep place with one hand and find next period with the other. Tell child to read to period and stop. Ask question. Repeat procedure for each period in story.)
(After child reads:) (You say:)
"The cow sat on a little gate."
Who sat on the gate?
"The cow said, 'The gate is hot.'"
What did the cow say?
"She said, 'I hate hot gates.'"
What else did the cow say?
"She said, 'I will run now.'"
What's the last thing she said?
3. I'll read to the first period of this story the fast way. Later on you'll get to read to that period the fast way.
4. (Point to first word of sentence. Pause. Say word. Repeat for remaining words in sentence.)

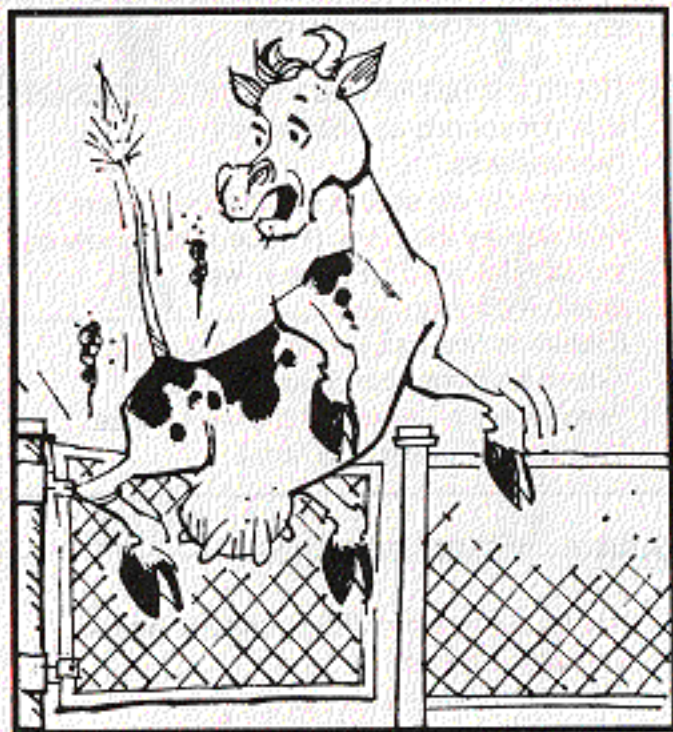
TASK 9 CHILD READS THE FAST WAY

Your turn to read to the first period of this story the fast way. Find the period. Then read each word the fast way.

TASK 10 PICTURE COMPREHENSION

1. What will you see in the picture?
2. What will the cow be doing?
3. Look at the picture and get ready to answer some questions.
4. What's the cow doing?
5. Is the cow having fun?
6. Do you think the cow will keep sitting on that gate?
7. Did you ever sit on something hot?

1. Here's the first sound you're going to write. (Write a at beginning of first line. Point to a.) What sound? "aaa."
2. First trace the aaa that I made. Then make more of them on this line. (After tracing a several times, child is to make three to five a's. Help child if necessary. For acceptable letters say:) Good writing aaa.
3. Here's the next sound you're going to write. (Write h at beginning of second line. Point to h.) What sound? "h."
4. First trace the h that I made. Then make more of them on this line. (After tracing h several times, child is to make three to five h's. Help child if necessary. For acceptable letters say:) Good writing h.
5. Here's the next sound you're going to write. (Write d at beginning of third line. Point to d.) What sound? "d."
6. First trace the d that I made. Then make more of them on this line. (After tracing d several times, child is to make three to five d's. Help child if necessary. For acceptable letters say:) Good writing d.



LESSON 41

TASK 1 SOUNDS INTRODUCTION

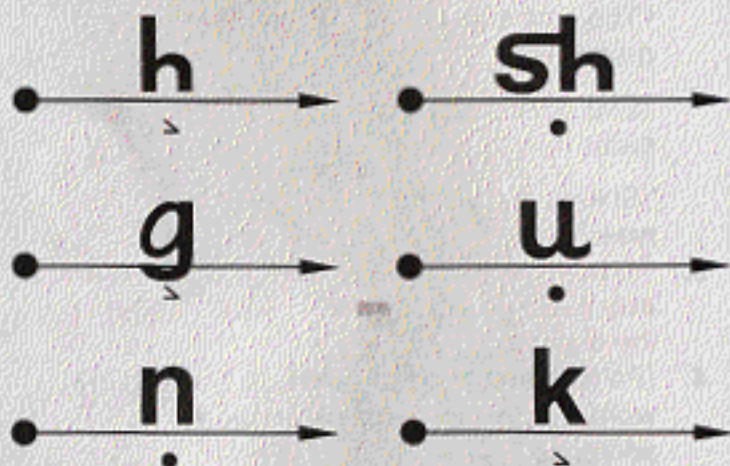
1. (Touch ball for k.) **We always have to say this sound fast. My turn to say it fast.** (Quickly move to end of arrow as you say sound.) **k.**
2. **My turn to say it fast again.** (Touch ball for k.) **Say it fast.** (Quickly move to end of arrow.) **k.**
3. (Touch ball.) **Your turn.** (Pause.) **Say it fast.** (Quickly move to end of arrow.) "k."



(To correct if child says "kuh," "kah," or "kih":) **Listen: k. Say it fast. "k." Yes, k.**

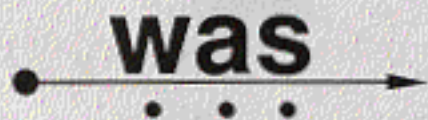
TASK 2 SOUNDS

1. **Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
2. (Touch ball for h.) **Get ready.** (Quickly move to end of arrow.) "h."
3. (Repeat step 2 for sh, g, u, n, and k. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



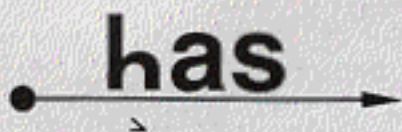
TASK 3 WORD READING

1. (Touch first ball for was.) **Sound it out.** (Touch balls for sounds as child says:) "wwwaaasss."
2. **That's how we sound out the word. Here's how we say the word.** (Pause.) **was.** How do we say the word? (Pause.) "was." **Yes, was—it's a funny word.**
3. (Return to first ball.) **Sound it out again.** (Touch balls for sounds as child says:) "wwwaaasss." **Now say the word.** "was." **Yes, was.** (Repeat until firm.)



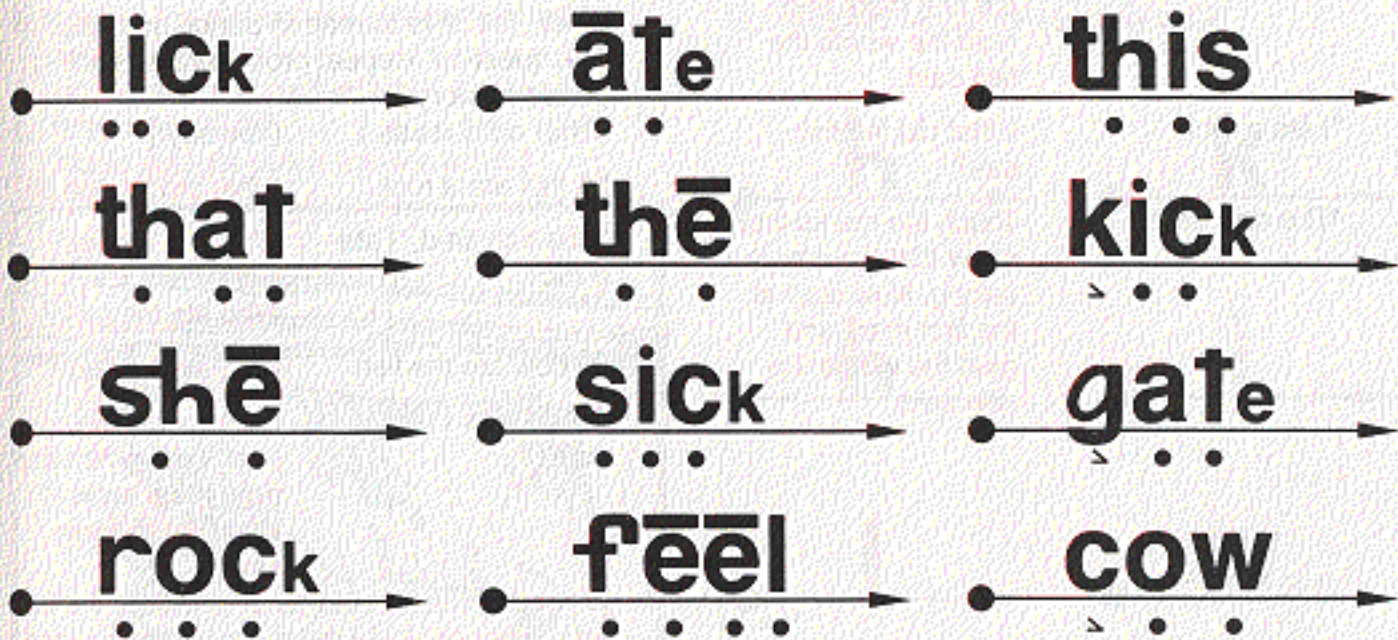
TASK 4 WORD READING

1. **Here's a new word.** (Slide under a and s.) **This part says az.**
2. (Touch first ball.) **This word rhymes with (pause) az. Read it the fast way.** (Slide.) "has." **Yes, has. Good rhyming.**



TASK 5 WORD READING

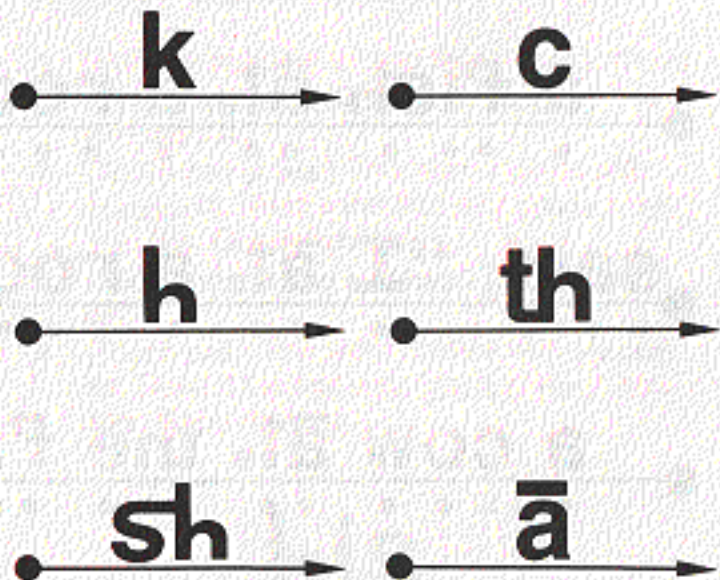
1. (Touch first ball for **said**.) **Sound it out.** (Touch balls for sounds.) "sssaaaiid." (Repeat until firm.) **What word?** "said."
2. (Repeat step 1 for **lick, ate, this, that, the kick, she, sick, gate, rock, feel, and cow**.)
3. **Now you get to read all these words the fast way.**



4. (Touch first ball for **said**. Pause three seconds.) **Read it the fast way.** (Slide.) "said." **Yes, said.**
5. (Repeat step 4 for remaining words on this page.)

TASK 6 SOUNDS

1. **You're going to say all these sounds fast.**
2. (Touch ball for **k**.) **Say it fast.** (Move to end of arrow.) "k."
3. (Repeat step 2 for each sound.)



1. You're going to read the story. Touch the first word. I'll ask questions. Sound out each word and tell me the word.
2. (After child has read:) (You say:)

"The fish said,"

Touch the marks that show that the fish is talking. Now start at the first mark and read the words the fish said.

"I ate a rock."

What did the fish say?

"The cow said,"

Touch the marks that show that the cow is talking. Now start at the first mark and read the words the cow said.

1. You're going to read the story again. Find the first period. Read all the way to that period and stop. Sound out each word and tell me the word. When you get to the period, I'll ask a question.
 2. (After child reads sentence, ask questions specified below. Then tell child to keep place with one hand and find next period with the other. Tell child to read to period and stop. Ask question. Repeat procedure for each period in story.)
(After child reads:) (You say:)
- "A fish ate a rock." What did the fish do?
- "The fish said, 'I ate a rock.'" What did the fish say?
Who ate the rock?
- "A cow ate the fish." Who ate the fish?
- "And now I feel sick." Here's what the cow said: I ate a fish and now I feel sick.
What did the cow say?
3. I'll read to the first period of this story the fast way. Later on you'll get to read to that period the fast way.
 4. (Point to first word of sentence. Pause. Say word. Repeat for remaining words in sentence.)

a fish āt_e a roc_k. thē fish

said, "I āt_e a roc_k."

a cow āt_e thē fish. thē cow

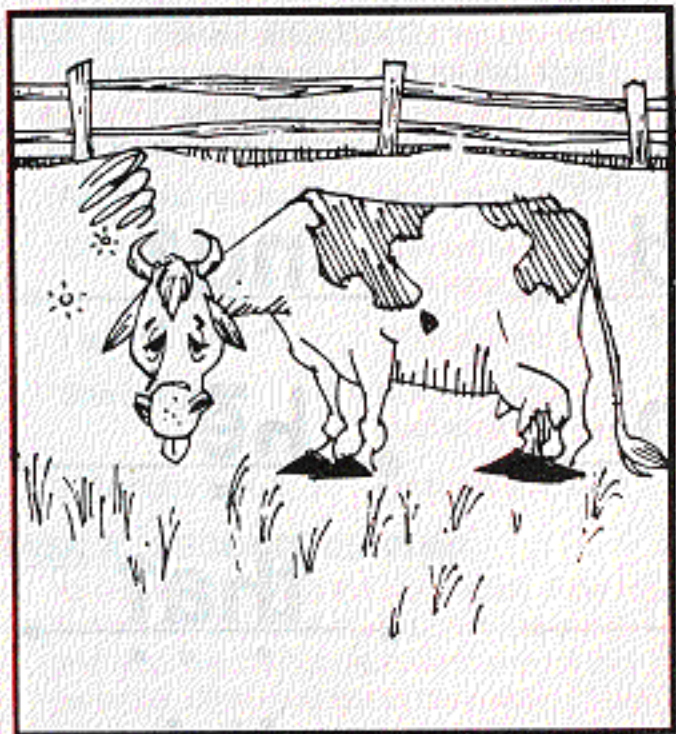
said, "I āt_e a fish. and now I

fēēl sic_k."

Your turn to read to the first period of this story the fast way. Find the period. Then read each word the fast way.

TASK 10 PICTURE COMPREHENSION

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. How does that cow feel?
4. Why is she sick?
5. Would you get sick if you ate a fish?

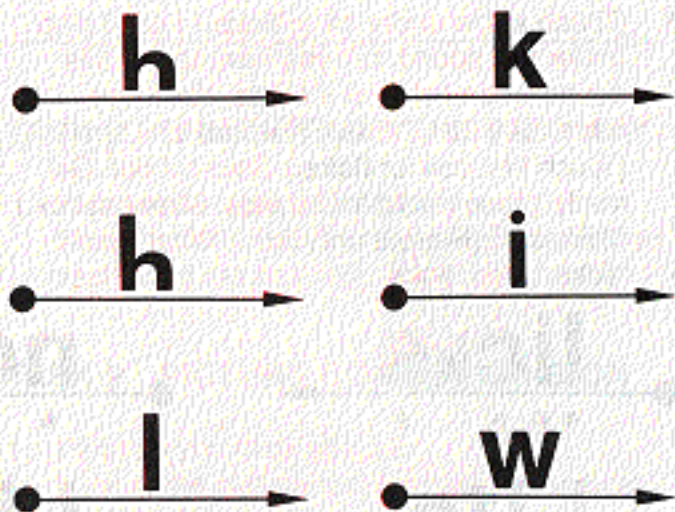


TASK 11 SOUNDS WRITING

1. Here's the first sound you're going to write. (Write m at beginning of first line. Point to m.) What sound? "mmm."
2. First trace the mmm that I made. Then make more of them on this line. (After tracing m several times, child is to make three to five m's. Help child if necessary. For acceptable letters say:) Good writing mmm.
3. Here's the next sound you're going to write. (Write h at beginning of second line. Point to h.) What sound? "h."
4. First trace the h that I made. Then make more of them on this line. (After tracing h several times, child is to make three to five h's. Help child if necessary. For acceptable letters say:) Good writing h.

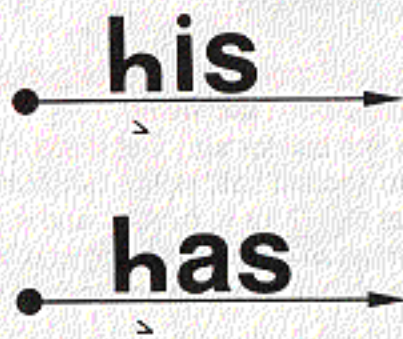
TASK 1 SOUNDS

1. You're going to say all these sounds fast.
2. (Touch ball for h.) Say it fast. (Move to end of arrow.) "h."
3. (Repeat step 2 for each sound.)



TASK 2 WORD READING

1. Now you're going to read these words. (Point to his and has.) (Slide under i and s.) This part says iz.
2. (Touch ball of his.) This word rhymes with (pause) iz. Read it the fast way. (Slide.) "his." Yes, his. Good rhyming.
3. (Slide under a and s of has.) This part says az.
4. (Touch ball.) This word rhymes with (pause) as. Read it the fast way. (Slide.) "has." Yes, has. Good rhyming.



TASK 3 WORD READING

- (Touch first ball for **was**.) **Sound it out.** (Touch under sounds as child says:) "wwwaaasss."
Again. (Return to first ball.) **Sound it out.** (Touch balls for sounds as child says:) "wwwaaasss."
- That's how we sound out the word. Now say the word.** "was." **Yes, was.**

was

TASK 4 WORD READING

- (Touch arrow under **ck** in **licks**.) **I can't stop under this sound, but you have to say this sound when I stop at the sss.** You'll say **ksss**. **Say that.** "ksss." (Repeat until firm.) (Touch first ball for **licks**.) **Sound it out.** **Get ready.** (Touch balls for sounds. Slide past **ck**.) "llllkksss." (Repeat until firm.) **What word?** "licks." **Yes, licks.**

licks

hits

shē

this

hug

nod

him

thē

can

kiss

- (Touch first ball for **nod**.) **Sound it out.** (Touch balls for sounds.) "nnnoood." (Repeat until firm.) **What word?** "nod."
- (Repeat step 2 for **nut, hits, him, he, she, the, that, this, can, did, hug, kiss, and kick**.)
- Now you get to read all the words.**
- (Touch ball for **his**. Pause three seconds.) **Read it the fast way.** (Slide.) "his." **Yes, his.**
- (Repeat step 5 for remaining words on this page.)

nut

hē

that

did

kick

TASK 5 SOUNDS

- Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
- (Touch first ball for **sh**.) **Get ready.** (Quickly move to second ball. Hold.) "shshsh."
- (Repeat step 2 for **k, c, w, u, and o**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

sh

c

u

k

w

o

shē can kic_k. shē can lic_k.

shē said, "I am not a cat."

shē said, "I am not a fish."

is shē a man?

TASK 6 FIRST READING

- You're going to read the story. Touch the first word. I'll ask questions. Sound out each word and tell me the word.
- (After child reads:) (You say:)
 "She said," Now we're going to read what she said.
 "I am not a cat." What did she say?
 "She said," Now we're going to read what she said.
 "I am not a fish." What did she say?

TASK 7 SECOND READING

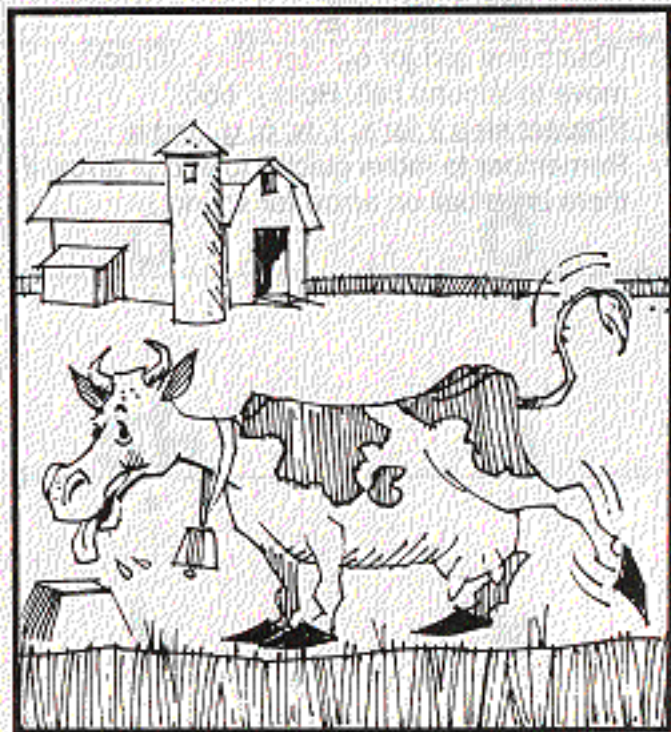
- You're going to read the story again. Find the first period. Read all the way to that period and stop. Sound out each word and tell me the word. When you get to the period, I'll ask a question.
- (After child reads sentence, ask questions specified below. Then tell child to keep place with one hand and find next period with the other. Tell child to read to period and stop. Ask question. Repeat procedure for each period in the story.)
 (After child reads:) (You say:)
 "She said, 'I am not a cat.'" What did she say?
 "She said, 'I am not a fish.'" What did she say?
 "Is she a man?" What do you think?
- I'll read to the first period of this story the fast way. Later on you'll get to read to that period the fast way.
- (Point to first word of sentence. Pause. Say word. Repeat for remaining words in sentence.)

TASK 8 CHILD READS THE FAST WAY

Your turn to read to the first period of this story the fast way. Find the period. Then read each word the fast way.

TASK 9 PICTURE COMPREHENSION

- What do you think she is?
- Look at the picture and get ready to answer some questions.
- Is she a cat?
- Is she a fish?
- Is she a man?
- Can she kick?
- Can she lick?
- What is she?



TASK 10 SOUNDS WRITING

- (Write **k** at beginning of first line. Point to **k**.)
What sound? "k."
- First trace the k that I made. Then make more of them on this line.** (After tracing **k** several times, child is to make three to five **k**'s. Help child if necessary. For each acceptable letter say:) **Good writing k.**
- Here's the next sound you're going to write.** (Write **f** at beginning of second line. Point to **f**.) **What sound?** "fff."
- First trace the fff that I made. Then make more of them on this line.** (After tracing **f** several times, child is to make three to five **f**'s. Help child if necessary. For acceptable letters say:) **Good writing fff.**

LESSON 43**TASK 1 SOUNDS INTRODUCTION**

- (Point to **ō**.) **Here's a new sound. I'm going to touch under this sound and say the sound.** (Touch first ball of arrow. Move quickly to second ball. Hold.) **ōōō.**
- Your turn to say the sound when I touch under it.** (Touch first ball.) **Get ready.** (Move quickly to second ball. Hold.) **"ōōō."**



(To correct child saying a wrong sound or not responding:) **The sound is **ōōō**.** (Repeat step 2.)

- (Touch first ball.) **Again. Get ready.** (Move quickly to second ball. Hold.) **"ōōō."**

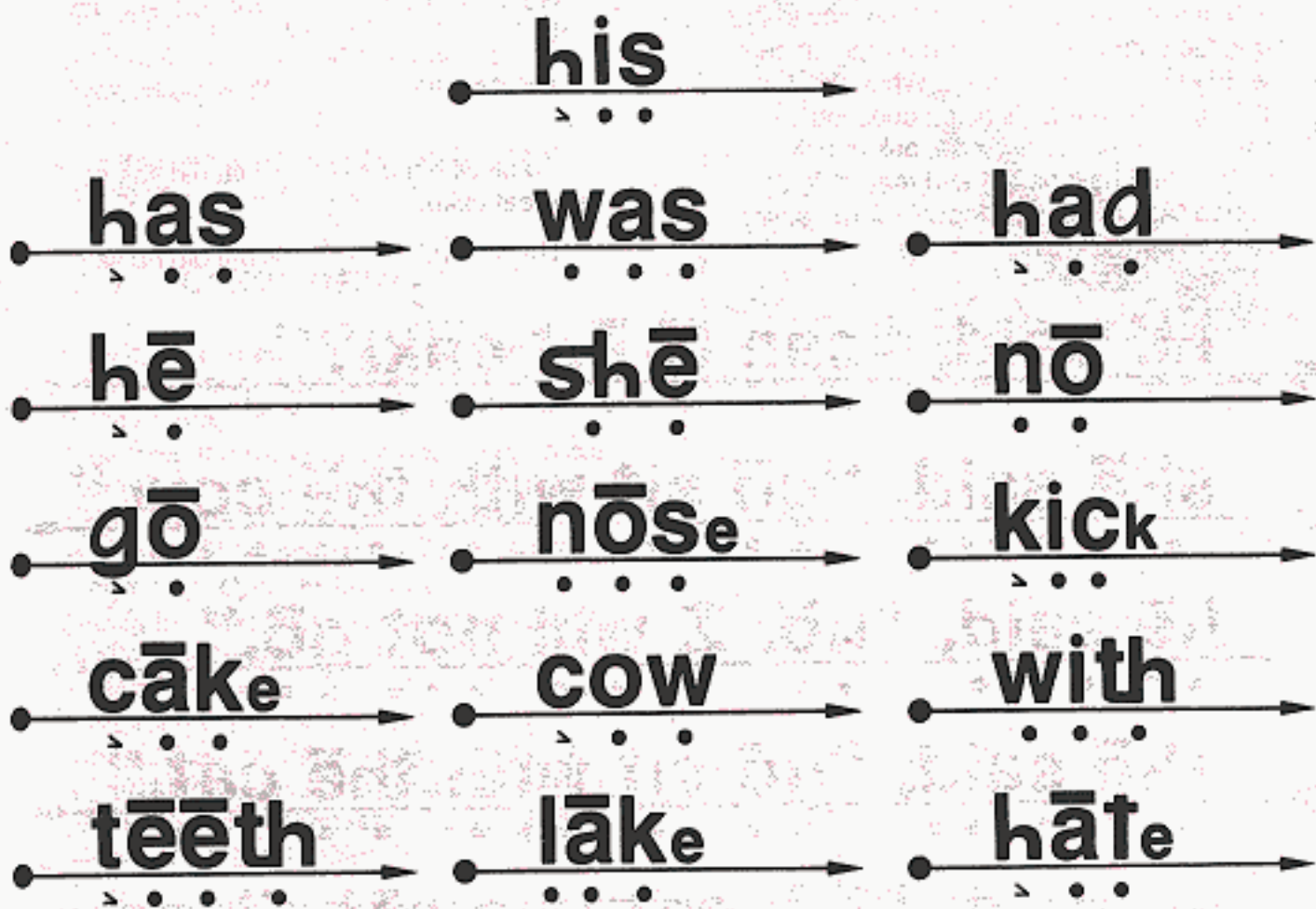
TASK 2 SOUNDS

- Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
- (Touch first ball for **ō**.) **Get ready.** (Quickly move to second ball. Hold.) **"ōōō."**
- (Repeat step 2 for **k**, **l**, **w**, **ō**, **g**, and **h**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



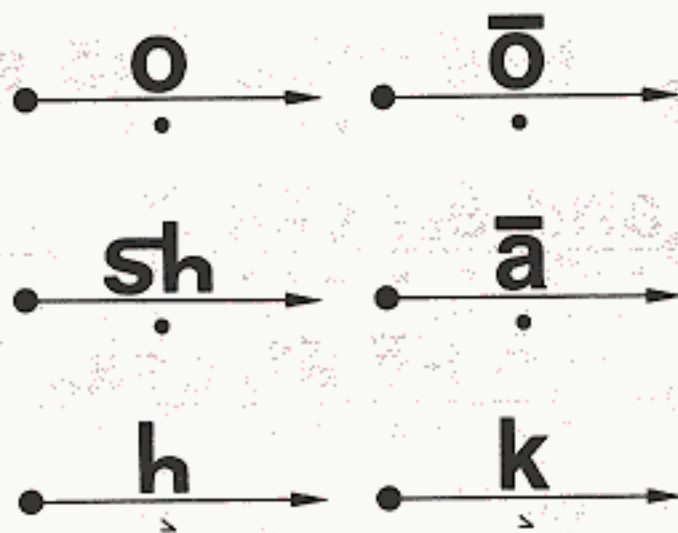
TASK 3 WORD READING

- (Touch first ball for **his**.) **Sound it out.** (Touch balls for sounds.) "hiisss." (Repeat until firm.) **What word?** "his."
- (Repeat step 1 for **has, was, had, hē, shē, nō, gō, nōse, kick, cāke, cow, with, tēeth, lake, and hate.**)
- Now you get to read all these words the fast way.**
- (Touch first ball for **his**. Pause three seconds.) **Read it the fast way.** (Slide.) "his." **Yes, his.**
- (Repeat step 4 for remaining words on this page.)



TASK 4 SOUNDS

- Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
- (Touch first ball for **o**.) **Get ready.** (Quickly move to second ball. Hold.) "ooo."
- (Repeat step 2 for **ō, sh, ā, h, and k**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



You're going to read this story. Point to each word, sound it out, and tell me the word.

TASK 6 SECOND READING

- You're going to read the story again. Find the mark that looks like a hook at the end of the top line. That mark is a question mark. It works like a period. Read all the way to the question mark and stop. Sound out each word and tell me the word. When you get to the question mark, I'll ask a question.
- (After child reads sentence, ask question. Tell child to find next period and read to that period. Ask question. Repeat for remaining sentences.)

- (After child reads:) (You say:)
 "Can I eat cake?" What did he say?
 "Go sit with the cow." What did he say?
 "No. I will not go." What did he say?
 "Go sit with the cat." What did she say?
 "The cat has cake." What did he say?
 "Go sit with the cat and eat cake." What did she say?
 "This is fun." What did he say?

hē said, "can I ē_at cāk_e?"

shē said, "gō sit with thē cow."

hē said, "nō. I will not gō."

shē said, "gō sit with thē cat."

hē said, "thē cat has cāk_e."

shē said, "gō sit with thē cat

and ē_at cāk_e."

sō hē ā_te cak_e. hē said, "this is

fun."

TASK 7 CHILD READS THE FAST WAY

Your turn to read to the first question mark of this story the fast way. Find the question mark. Then read each word the fast way.

TASK 8 PICTURE COMPREHENSION

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. What is the boy doing?
4. She told him to sit with the cat. Did he do it?
5. Would you like that cake?

**TASK 9 SOUNDS WRITING**

1. Here's the first sound you're going to write. (Write **n** at beginning of first line. Point to **n**.) What sound? "nnn."
2. First trace the **nnn** that I made. Then make more of them on this line. (After tracing **n** several times, child is to make three to five **n**'s. Help child if necessary. For acceptable letters say:) Good writing **nnn**.
3. Here's the next sound you're going to write. (Write **h** at beginning of second line. Point to **h**.) What sound? "h."
4. First trace the **h** that I made. Then make more of them on this line. (After tracing **h** several times, child is to make three to five **h**'s. Help child if necessary. For acceptable letters say:) Good writing **h**.

LESSON 44**TASK 1 SOUNDS**

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for **ō**.) Get ready. (Quickly move to second ball. Hold.) "ōōō."
3. (Repeat step 2 for **ā**, **ē**, **o**, **a**, and **k**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

• **ō** →

• **ā** →

• **ē** →

• **o** →

• **a** →

• **k** →

TASK 2 WORD READING

- (Touch first ball for **was**.) **Sound it out.**
(Touch balls for sounds.) "wwaaaasss."
(Repeat until firm.) **What word?** "was."
- (Repeat step 1 for **has, his, nō, sō, ōld, had, tēeth, kiss, lāke, tāke, tāme, hē, ham, cow, shē, shack, and kitten**.)
- Now you get to read all these words the fast way.
- (Touch first ball for **was**. Pause three seconds.) **Read it the fast way.** (Slide.) "was."
Yes, was.
- (Repeat step 4 for remaining words on this page.)

• **was** →
• • •

• **has** →
• • •

• **his** →
• • •

• **nō** →
• •

• **sō** →
• •

• **ōld** →
• • •

• **had** →
• • •

• **tēeth** →
• • • •

• **kiss** →
• • • •

• **lāke** →
• • •

• **tāke** →
• • •

• **tāme** →
• • •

• **hē** →
• •

• **ham** →
• • •

• **cow** →
• • •

• **shē** →
• •

• **shack** →
• • • •

• **kitten** →
• • • • •

TASK 3 SOUNDS

- Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
- (Touch first ball for **ō**.) **Get ready.**
(Quickly move to second ball. Hold.) "ōōō."
- (Repeat step 2 for **o, ā, h, sh, and g**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

• **ō** →
• •

• **o** →
• •

• **ā** →
• •

• **h** →
• •

• **sh** →
• •

• **g** →
• •

hē has nō fēēt. hē has nō

nōs. hē has nō tēeth. hē is not

a cow. and hē is not a cat.

is hē a rat? nō. hē is not a

rat.

TASK 4 FIRST READING

You're going to read this story by sounding out each word. Then you get to read the whole story the fast way. First, sound out each word and tell me the word.

TASK 5 SECOND READING

1. You're going to read sentences this time. Sentences end with periods or question marks.
2. Find the first period or question mark. Then read the whole sentence the fast way.
3. Find the next period or question mark and read the next sentence.
4. (Repeat step 3 for each remaining sentence. Ask specified questions.)

(After child reads:)

"He has no teeth."

(You say:)

Name three things he doesn't have.

"And he is not a cat."

Is he a cow or a cat?

"Is he a rat?"

What do you think?
Let's read and find out.

"He is not a rat."

Is he a rat?

TASK 6 PICTURE COMPREHENSION

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. What is he?
4. Does he have feet?
5. Does he have teeth?
6. Does he have a nose?
7. Is he a cow?
8. Is he a cat?
9. What is he? Yes, a worm.
10. Did you ever eat an apple with a worm in it?



1. Here's the first sound you're going to write. (Write o at beginning of first line. Point to o.)
What sound? "ooo."
2. First trace the ooo that I made. Then make more of them on this line. (After tracing o several times, child is to make three to five o's. Help child if necessary. For acceptable letters say:) **Good writing ooo.**
3. Here's the next sound you're going to write. (Write k at beginning of second line. Point to k.) What sound? "k."
4. First trace the k that I made. Then make more of them on this line. (After tracing k several times, child is to make three to five k's. Help child if necessary. For acceptable letters say:) **Good writing k.**

LESSON 45

TASK 1 SOUNDS INTRODUCTION

1. (Point to v.) Here's a new sound. I'm going to touch under this sound and say the sound. (Touch first ball of arrow. Move quickly to second ball. Hold.) **vvv.**
2. Your turn to say the sound when I touch under it. (Touch first ball.) **Get ready.** (Move quickly to second ball. Hold.) "vvv."



(To correct child saying a wrong sound or not responding:) **The sound is vvv.** (Repeat step 2.)

3. (Touch first ball.) **Again. Get ready.** (Move quickly to second ball. Hold.) "vvv."

TASK 2 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for o.) **Get ready.** (Quickly move to second ball. Hold.) "ooo."
3. (Repeat step 2 for k, w, a, and h. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

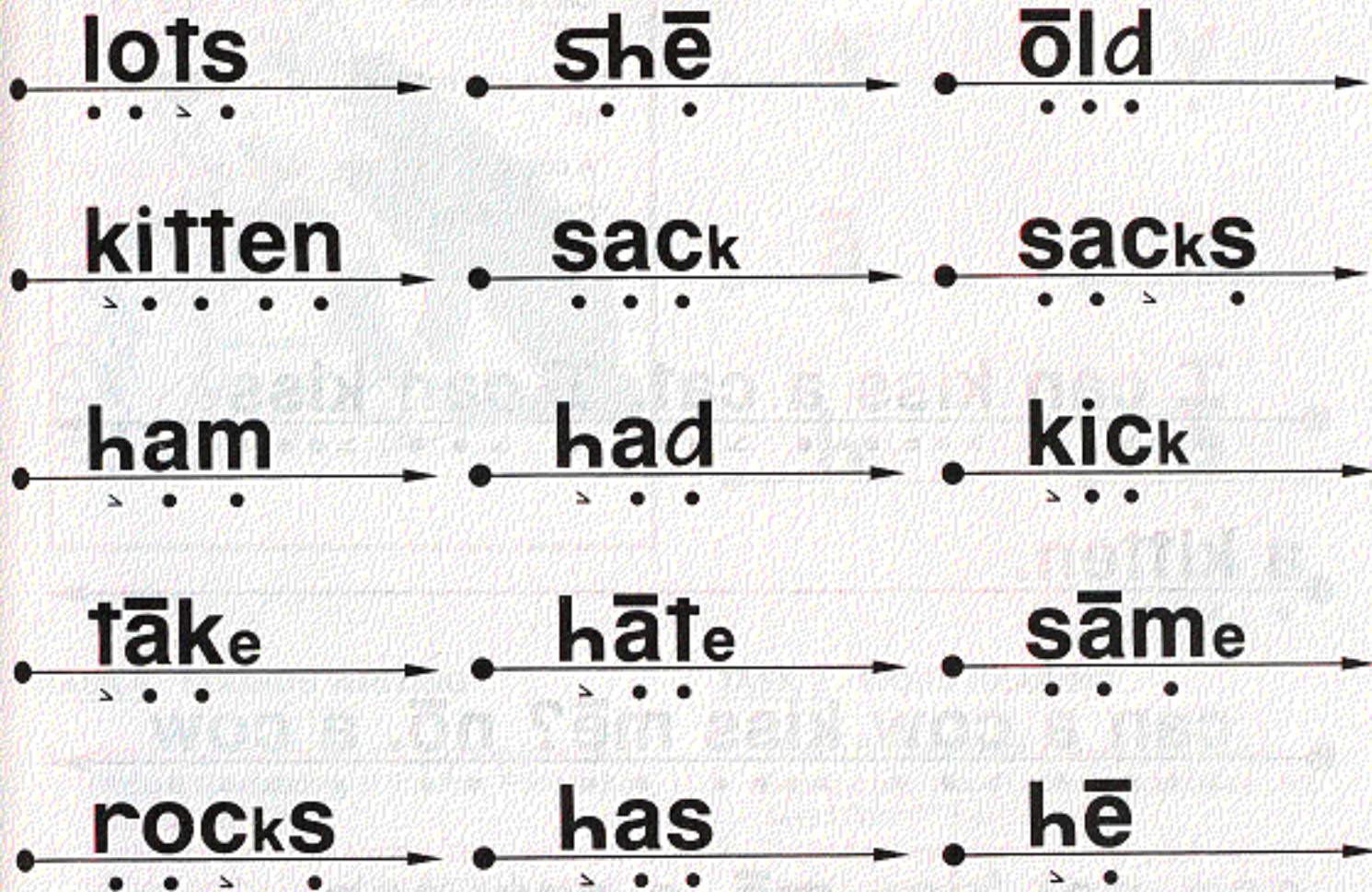


TASK 3 WORD READING

- (Touch arrow under **t** in **lots**.) **I can't stop under this sound, but you have to say this sound when I stop at the **sss**. You'll say **tsss**. Say that.** "tsss." (Repeat until firm.) (Touch first ball for **lots**.) **Sound it out. Get ready.** (Touch balls for sounds. Slide past **t**.) "llloootsss." (Repeat until firm.) **What word?** "lots." **Yes, lots.**
- (Touch first ball for **shē**.) **Sound it out.** (Touch

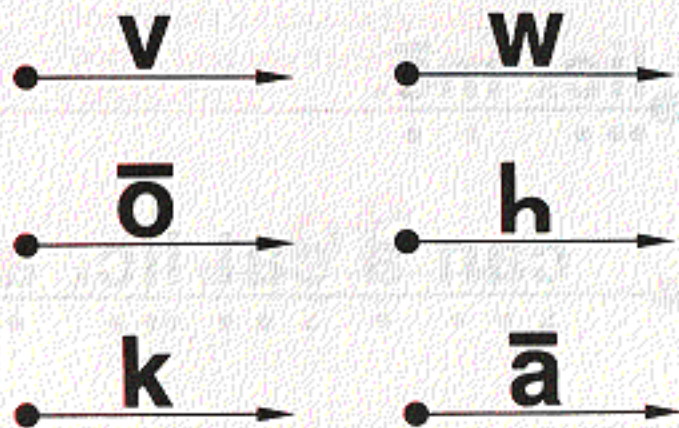
balls for sounds.) "shshshēēē." (Repeat until firm.) **What word?** "she."

- (Repeat step 2 for **ōld**, **kitten**, **sack**, **sacks**, **ham**, **had**, **kick**, **tāke**, **hāte**, **sāme**, **rocks**, **has**, and **hē**.)
- Now you get to read all these words the fast way.**
- (Touch first ball for **lots**. Pause three seconds.) **Read it the fast way** (Slide.) "lots." **Yes, lots.**
- (Repeat step 5 for remaining words on this page.)



TASK 4 SOUNDS

- You're going to say all these sounds fast.**
- (Touch first ball for **v**.) **Say it fast** (Move to end of arrow.) "v."
- (Repeat step 2 for each sound.)



You're going to read this story by sounding out each word. Then you get to read the whole story the fast way. First, sound out each word and tell me the word.

1. You're going to read sentences this time. Sentences end with periods or question marks.
2. Find the first period or question mark. Then read the whole sentence the fast way.
3. Find the next period or question mark and read the next sentence.
4. (Repeat step 3 for each remaining sentence. Ask specified questions.)

(After child reads:) (You say:)

"Can a cow kiss me?" I don't know. Let's read and find out.

"A cow can not kiss me." Can a cow kiss you?

"A cow can lick me." What can a cow do?

"Can a cat lick a kitten?" What do you think?

I can kiss a cat. I can kiss

• > • • > • • • • > • • • • > • • • • > • • • • > • • • • > • • • •

a kitten.

• > • • • • •

can a cow kiss mē? nō. a cow

> • • • • • > • • • • • > • • • • • • • • • • • • > • • • •

can not kiss mē. a cow can

> • • • • • • • • • • • • > • • • • • > • • • •

lic_k mē.

• • • • • • • •

can a cat lic_k a kitten?

> • • • • • > • • • • • • • • • • • • > • • • • • • • •

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. Can a cat lick a kitten?
4. Why is that mother cat licking the kitten?
5. How do you get clean when you're dirty?

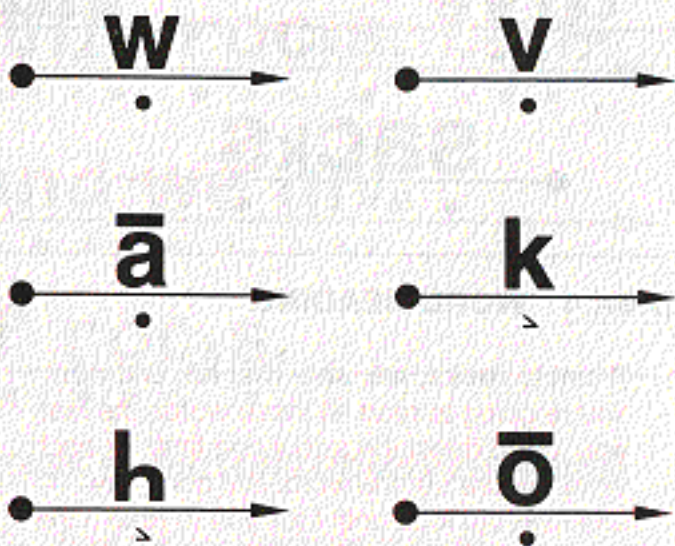


TASK 8 SOUNDS WRITING

1. Here's the first sound you're going to write. (Write k at beginning of first line. Point to k.) What sound? "k."
2. First trace the k that I made. Then make more of them on this line. (After tracing k several times, child is to make three to five k's. Help child if necessary. For acceptable letters say:) Good writing k.
3. Here's the next sound you're going to write. (Write g at beginning of second line. Point to g.) What sound? "g."
4. First trace the g that I made. Then make more of them on this line. (After tracing g several times, child is to make three to five g's. Help child if necessary. For acceptable letters say:) Good writing g.

TASK 1 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for w.) Get ready. (Quickly move to second ball. Hold.) "www."
3. (Repeat step 2 for v, ā, k, h, and ō. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

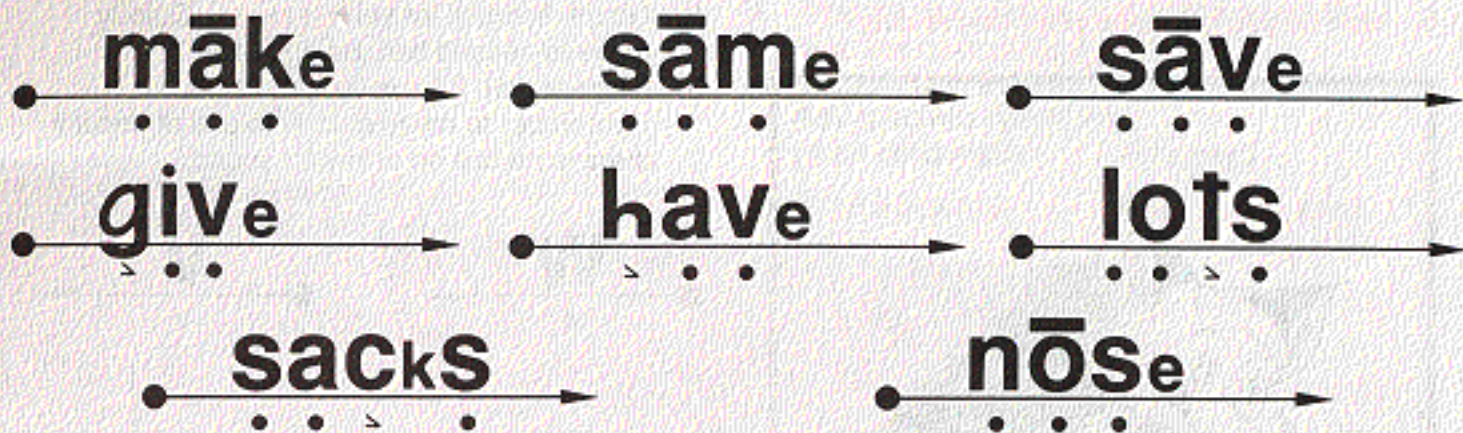


TASK 2 WORD READING

1. (Touch first ball for of.) Here's a new word. Sound it out. (Touch balls for sounds as child says:) "oooff" (not "uuuvvv").
2. That's how we sound out the word. Here's how we say the word. (Pause.) of (uv). How do we say the word? "of." Yes, of—it's a funny word.
3. (Return to first ball.) Sound it out again. (Touch balls for sounds as child says:) "oooff." Now say the word. "of." Yes, of. Cups of cocoa.



- (Touch first ball for **māke**.) **Sound it out.** (Touch balls for sounds.) "mmmāāāk." (Repeat until firm.) **What word?** "make."
- (Repeat step 1 for **sāme**, **sāve**, **give**, **have**, **lots**, **sacks**, and **nōse**.)

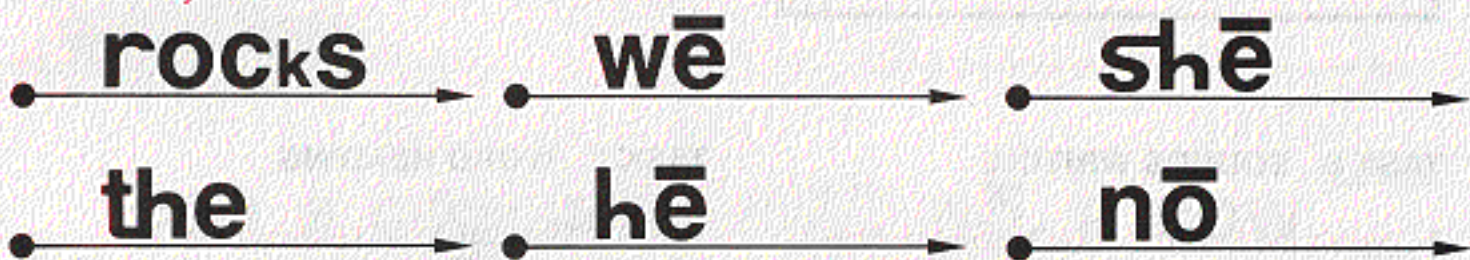


- Now you get to read all these words the fast way.
- (Touch first ball for **māke**. Pause three seconds.) **Read it the fast way.** (Slide.) "make." **Yes, māke.**
- (Repeat step 4 for remaining words on this page.)

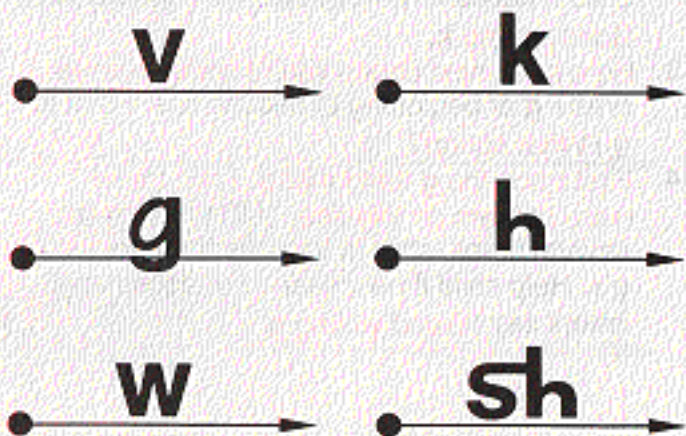
TASK 4 WORD READING

- (Point to **rocks**, **wē**, **shē**, **thē**, **hē**, and **nō**.) **You're going to read all these words the fast way.** I'll go down the arrow one time for each word. Figure out the word. But don't say anything out loud until I tell you to read it the fast way.

- (Touch ball for **rocks**. Touch under sounds. Return to ball.) **Read it the fast way.** (Slide.) "rocks." **Yes, rocks.**
- (Repeat step 2 for remaining words.)

**TASK 5 READING THE FAST WAY**

- Now you get to read all these words the fast way. (Touch first ball for **māke**. Pause three seconds.) **Read it the fast way.** (Slide.) "make." **Yes, make.**
- (Repeat step 1 for remaining words on this page.)

**TASK 6 SOUNDS**

- You're going to say all these sounds fast.**
- (Touch ball for **v**.) **Say it fast.** (Move to end of arrow.) "v."
- (Repeat step 2 for each sound.)

wē sāv_e roc_ks. wē sāv_e sac_ks

and sac_ks of roc_ks. wē sāv_e

lots and lots of roc_ks.

wē hav_e lots of litt_e roc_ks. can

wē sit on roc_ks? and wē giv_e

an old man lots of roc_ks.

TASK 7 FIRST READING

You're going to read this story by sounding out each word. Then you get to read the whole story the fast way. First, sound out each word and tell me the word.

TASK 9 PICTURE COMPREHENSION

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. Show me the sacks.
4. What are the children doing with the rocks?
5. What would you do with a sack of rocks?

TASK 8 SECOND READING

1. You're going to read the story the fast way.
2. Find the first period or question mark. Then read the whole sentence the fast way.
3. Find the next period or question mark and read the next sentence.
4. (Repeat step 3 for each remaining sentence. Ask specified questions.)
(After child reads:) (You say:)

"We save lots and lots of rocks." **What do we do?**

"We have lots of little rocks." **What do we have?**

"And we give an old man lot of rocks." **What can we do?**



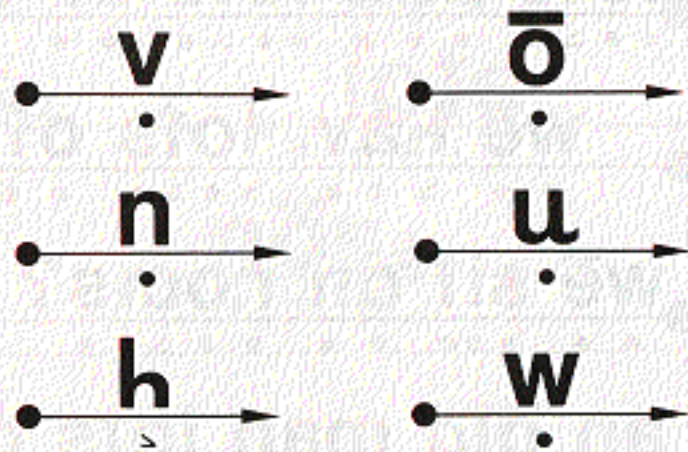
1. (Write **v** at beginning of first line. Point to **v**.)
What sound? "vvv."
2. **First trace the vvv that I made. Then make more of them on this line.** (After tracing **v** several times, child is to make three to five **v**'s. Help child if necessary. For each acceptable letter say:) **Good writing vvv.**

3. **Here's the next sound you're going to write.** (Write **h** at beginning of second line. Point to **h**.) **What sound?** "h."
4. **First trace the h that I made. Then make more of them on this line.** (After tracing **h** several times, child is to make three to five **h**'s. Help child if necessary. For acceptable letters say:) **Good writing h.**

LESSON 47

TASK 1 SOUNDS

1. **Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
2. (Touch first ball for **v**.) **Get ready.** (Quickly move to second ball. Hold.) "vvv."
3. (Repeat step 2 for **ō**, **n**, **u**, **h**, and **w**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



TASK 2 WORD READING

1. (Touch first ball for **of**.) **Sound it out.** (Touch balls for sounds as child says:) "ooofff."
2. **That's how we sound out the word. Here's how we say the word** (pause) **of.** **How do we say the word?** "of." **Yes, of—it's a funny word.**

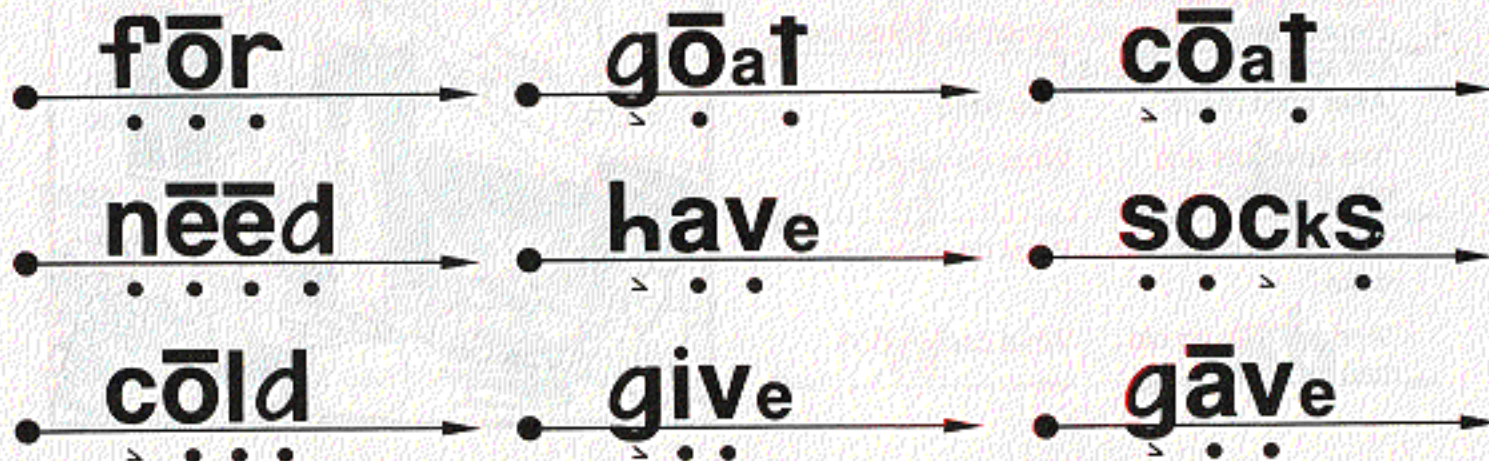
3. (Return to first ball.) **Sound it out again.** (Touch balls for sounds as child says:) "ooofff." **Now say the word.** "of." **Yes, of.** (Repeat until firm.)



TASK 3 WORD READING

1. (Touch first ball for **or**.) **Sound it out.** (Touch balls for sounds.) "ōōōrrr." (Repeat until firm.) **What word?** "or."

2. (Repeat step 1 for **fōr**, **gōat**, **cōat**, **nēed**, **have**, **socks**, **cōld**, **give**, and **gāve**.)



1. (Point to **sō**, **nōse**, **him**, **has**, **ōld**, and **said**.) You're going to read all these words the fast way. I'll go down the arrow one time for each word. Figure out the word. But don't say anything out loud until I tell you to read it the fast way.
2. (Touch ball for **sō**. Touch under sounds. Return to first ball.) Read it the fast way. (Slide.) "so." Yes, **so**.
3. (Repeat step 2 for remaining words.)
4. Read all these words again, the fast way.
5. (Touch ball for **ōr**. Pause three seconds.) Read it the fast way. (Slide.) "or." Yes, **or**.
6. (Repeat step 5 for remaining words.)

sō

nōse

him

has

ōld

said

TASK 5 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for **f**.) Get ready. (Quickly move to second ball. Hold.) "fff."
3. (Repeat step 2 for **v**, **ō**, **sh**, **g**, and **ā**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

f

v

ō

sh

g

ā

You're going to read this story by sounding out each word. Then you get to read the whole story the fast way. First, sound out each word and tell me the word.

1. You're going to read the story the fast way.
2. Find the first period or question mark. Then read the whole sentence the fast way.
3. Find the next period or question mark and read the next sentence.
4. (Repeat step 3 for each remaining sentence. Ask specified questions.)

(After child reads:)

(You say:)

"Give me a rock or a sock."

What did he want?

"So she gave him a sock on his nose."

What did she give him? She must have hit him on his nose. Is that what he wanted? Nobody wants to get socked on the nose.

"He said, 'I need socks on the feet, not on the nose.'"

What did he say?

"So she gave him socks for his feet."

What did she do?

hē said, "giv_e mē a roc_k ōr a

soc_k." sō shē gāv_e him a soc_k

on his nōs_e.

hē said, "I nēēd soc_ks on thē

fēēt, not on thē nōs_e." sō shē

gāv_e him soc_ks fōr his fēēt.

TASK 8 PICTURE COMPREHENSION

1. I wonder what kind of socks she gave him.
2. Look at the picture and get ready to answer some questions.
3. Did she give him socks for his feet?
4. What is he doing with those striped socks?

TASK 9 SOUNDS WRITING

1. Here's the first sound you're going to write. (Write s at beginning of first line. Point to s.)
What sound? "sss."
2. First trace the sss that I made. Then make more of them on this line. (After tracing s several times, child is to make three to five s's. Help child if necessary. For acceptable letters say:) Good writing sss.
3. Here's the next sound you're going to write. (Write h at beginning of second line. Point to h.)
What sound? "h."
4. First trace the h that I made. Then make more of them on this line. (After tracing h several times, child is to make three to five h's. Help child if necessary. For acceptable letters say:) Good writing h.
5. Here's the next sound you're going to write. (Write v at beginning of third line. Point to v.)
What sound? "vvv."
6. First trace the vvv that I made. Then make more of them on this line. (After tracing v several times, child is to make three to five v's. Help child if necessary. For acceptable letters say:) Good writing vvv.



LESSON 48

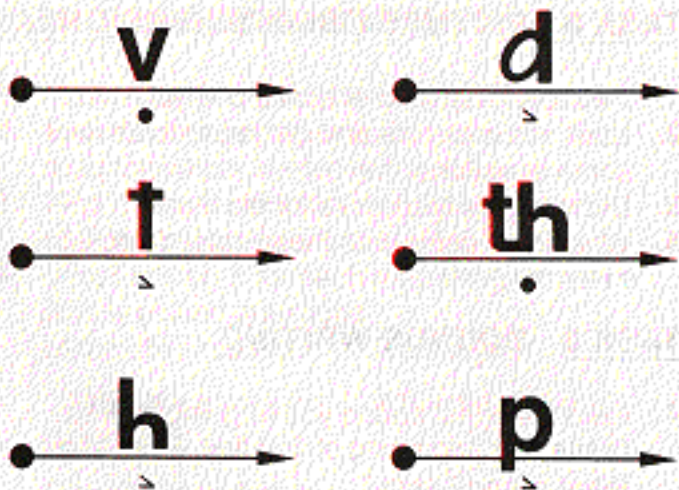
TASK 1 SOUNDS INTRODUCTION

1. (Touch ball for p.) We always have to say this sound fast. My turn to say it fast. (Quickly move to end of arrow as you say sound.) p.
2. My turn to say it fast again. (Touch ball for p.) Say it fast. (Quickly move to end of arrow.) p.
3. (Touch first ball.) Your turn. (Pause.) Say it fast. (Quickly move to end of arrow.) "p."



(To correct if child says "puh," "pah," or "pih":) Listen: p. Say it fast. "p." Yes, p.

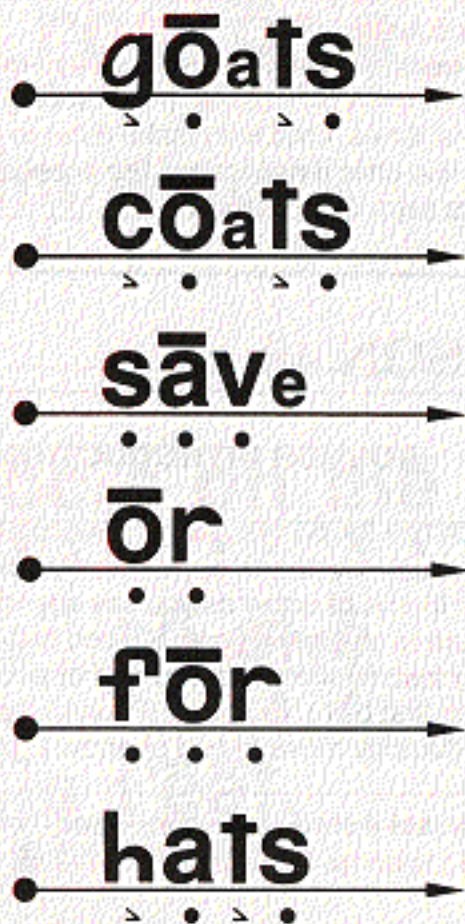
1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for v.) **Get ready.** (Quickly move to second ball. Hold.) "vvv."
3. (Repeat step 2 for d, t, th, h, and p. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

**TASK 3 WORD READING**

1. (Touch first ball for to.) **Sound it out.** (Touch under sounds as child says:) "tōō."
 2. **That's how we sound out the word. Here's how we say the word.** (Pause.) **to (too).** How do we say the word? "to." Yes, to—it's a funny word.
 3. (Return to first ball.) **Sound it out again.** (Touch under sounds as child says:) "tooo." **Now say the word.** "to." Yes, to. Go to school.

**TASK 4 WORD READING**

1. (Touch first ball for goats.) **Sound it out.** (Touch under sounds.) "gōōtsss." (Repeat until firm.) **What word?** "goats."
2. (Repeat step 1 for cōats, sāve, ōr, fōr, and hats.)



TASK 5 WORD READING

- (Point to **was**, **old**, **cold**, **said**, **make**, **socks**, **lots**, and **have**.) You're going to read all these words the fast way. I'll go down the arrow one time for each word. Figure out the word. But don't say anything out loud until I tell you to read it the fast way.
- (Touch ball for **was**. Touch under sounds. Return to ball.) Read it the fast way. (Slide.) "was." Yes, **was**.
- (Repeat step 2 for remaining words.)
- Read all these words again, the fast way.
- (Touch first ball for **goats**. Pause three seconds.) Read it the fast way. (Slide.) "goats." Yes, **goats**.
- (Repeat step 5 for remaining words.)

• **was** →

• **ōld** →

• **cōld** →

• **said** →

TASK 6 WORD READING

- (Touch first ball for **of**.) Sound it out. (Touch under sounds as child says:) "oooff." Again. (Return to first ball.) Sound it out. (Touch balls for sounds as child says:) "oooff."
- That's how we sound out the word. Now say the word. "of." Yes, **of**.
- Let's do it again. (Return to first ball.) Sound it out. (Touch balls for sounds as child says:) "oooff." Now say the word. "of." Yes, **of**.

• **of** →

• **māke** →

• **SOCKS** →

• **lots** →

• **have** →

TASK 7 SOUNDS

- Take a good look at each sound. Say it slowly if you can. Don't get fooled.
- (Touch first ball for **v**.) Get ready. (Quickly move to second ball. Hold.) "vvv."
- (Repeat step 2 for **p**, **d**, **ō**, and **k**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

• **v** → • **p** →

• **d** → • **ō** →

• **k** →

You're going to read this story by sounding out each word. Then you get to read the whole story the fast way. First, sound out each word and tell me the word.

TASK 9 SECOND READING

1. You're going to read the story the fast way.
2. Find the first period or question mark. Then read the whole sentence the fast way.
3. Find the next period or question mark and read the next sentence.
4. (Repeat step 3 for each remaining sentence. Ask specified questions.)

(After child reads:)

(You say:)

"The old man was cold."

How did he feel?

"He did not have a hat or a coat or socks."

Tell me what he didn't have.

"So he got a goat with lots of hats and coats and socks."

What did he get?
What did the goat have?

"Now the old man is not cold."

Is the old man cold now?

"And the goat is not cold."

Is the goat cold?

TASK 10 PICTURE COMPREHENSION

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. Show me the goat's hats.
4. Show me the goat's coats.
5. Show me the goat's socks.
6. Why is that goat giving the old man a coat? Yes, the man is cold.
7. What would you do if you were that goat?

TASK 11 SOUNDS WRITING

1. (Write **w** at beginning of first line. Point to **w**.) What sound? "www."
2. First trace the **www** that I made. Then make more of them on this line. (After tracing **w** several times, child is to make three to five **w**'s. Help child if necessary. For each acceptable letter say:) Good writing **www**.
3. Here's the next sound you're going to write. (Write **v** at beginning of second line. Point to **v**.) What sound? "vvv."
4. First trace the **vvv** that I made. Then make more of them on this line. (After tracing **v** several times, child is to make three to five **v**'s. Help child if necessary. For acceptable letters say:) Good writing **vvv**.

thē old man was cōld. hē did

not hav_e a hat or a cō_at or soc_ks.

sō hē got a gō_at with lots of

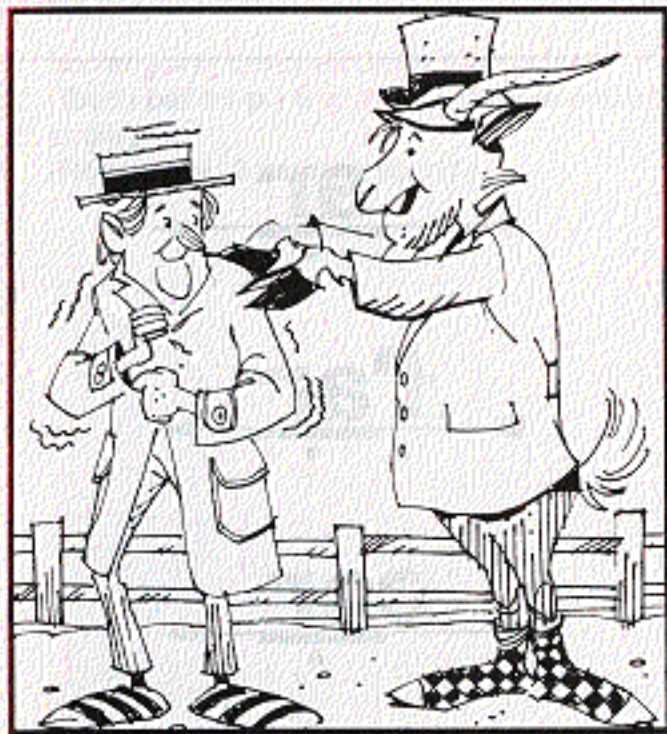
hats and cō_ats and soc_ks.

now thē old man is not cōld.

and thē gō_at is not cōld.

TASK 1 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch ball for **g**.) Get ready. (Quickly move to end of arrow.) "g."
3. (Repeat step 2 for **p**, **h**, **d**, **sh**, and **ā**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

**TASK 2 WORD READING**

1. (Touch first ball for **to**.) Sound it out. (Touch under sounds as child says:) "too."
2. That's how we sound out the word. Here's how we say the word (pause) **to**. How do we say the word? "to." Yes, **to**—it's a funny word.
3. (Return to first ball.) Sound it out again. (Touch balls for sounds as child says:) "too." Now say the word. "to." Yes, **to**. (Repeat until firm.)



- (Touch first ball for **mop**.) **Sound it out.** (Touch balls for sounds.) "mmmoop." (Repeat until firm.) **What word?** "mop."
- (Repeat step 1 for **cop**, **top**, **hop**, **give**, **gāve**, and **ēars**.)

mop

cop

top

hop

give

gāve

ēars

TASK 4 WORD READING—ar

- (Touch ball for **ar**.) **When these sounds are together, they usually say** (pause) **are. What do they say?** "are."
- (Touch ball for **ar** in **far**.) **What do these sounds say?** "are." **Yes, are.** (Touch first ball for **far**.) **Sound it out.** (Touch balls for sounds.) "fförrr." (Repeat until firm.) **What word?** "far." **Yes, far.**
- (Touch ball for **ar** in **car**.) **What do these sounds say?** "are." **Yes, are.** (Touch first ball for **car**.) **Sound it out.** (Slide past **c**. Touch ball for **ar**.) "cörrr." (Repeat until firm.) **What word?** "car." **Yes, car.**
- (Touch ball for **ar** in **tar**.) **What do these sounds say?** "are." **Yes, are.** (Touch first ball for **tar**.) **Sound it out.** (Slide past **t**. Touch ball for **ar**.) "törrr." (Repeat until firm.) **What word?** "tar." **Yes, tar.**
- Now you're going to read all those words again, the fast way.**
- (Touch first ball for **far**. Pause three seconds.) **Read it the fast way.** (Slide.) "far." **Yes, far.**
- (Repeat step 6 for **car** and **tar**.)

ar

far

car

tar

- (Point to **was**, **did**, **of**, **gōat**, and **kitten**.)
You're going to read all these words the fast way. I'll go down the arrow one time for each word. Figure out the word. But don't say anything out loud until I tell you to read it the fast way.
- (Touch ball for **was**. Touch under sounds. Return to ball.) Read it the fast way. (Slide.) "was." Yes, **was**.
- (Repeat step 2 for remaining words.)
- Read all these words again, the fast way.
- (Touch first ball for **mop**. Pause three seconds.) Read it the fast way. (Slide.) "mop." Yes, **mop**.
- (Repeat step 5 for remaining words.)

• **was** →

• **did** →

• **of** →

• **gōat** →

• **kitten** →

TASK 6 SOUNDS

- You're going to say all these sounds fast.
- (Touch ball for **p**.) Say it fast. (Move to end of arrow.) "p."
- (Repeat step 2 for each sound.)

• **p** →

• **ā** →

• **ō** →

• **k** →

• **sh** →

• **g** →

You're going to read this story by sounding out each word. Then you get to read the whole story the fast way. First, sound out each word and tell me the word.

TASK 8 SECOND READING

1. You're going to read the story the fast way.
2. Find the first period or question mark. Then read the whole sentence the fast way.
3. Find the next period or question mark and read the next sentence.

4. (Repeat step 3 for each remaining sentence. Ask specified questions.)
 (After child reads:) (You say:)
 "A man gave an old coat to an old goat." **What did the man give to the old goat?**
 "That old goat said, 'I will eat this old coat.'" **What did the goat say?**
 "So he did." **What did he do?**
 "'That was fun,' he said." **What did he say?**
 "'I ate an old coat.'" **What did the goat say?**
 "'And now I am cold.'" **What did he say?**
 "Now the old goat is sad." **How does he feel? Why?**

a man gāv_e an ōld cō_at to an

ōld gō_at.

that ōld gō_at said, "I will ē_at

this ōld cō_at." sō hē did.

"that was fun," hē said. "I ā_te

an ōld cō_at. and now I am cō_ld."

now thē ōld gō_at is sad.

TASK 9 PICTURE COMPREHENSION

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. How does that goat feel?
4. Why is he out in the cold without a coat?
5. Did you ever go outside without a coat when it was cold?

TASK 10 SOUNDS WRITING

1. (Write **th** at beginning of first line. Point to **th**.) What sound? "ththth."
2. First trace the **ththth** that I made. Then make more of them on this line. (After tracing **th** several times, child is to make three to five **th**'s. Help child if necessary. For each acceptable letter say:) Good writing **ththth**.
3. (Write **sh** at beginning of second line. Point to **sh**.) What sound? "shshsh."
4. First trace the **shshsh** that I made. Then make more of them on this line. (After tracing **sh** several times, child is to make three to five **sh**'s. Help child if necessary. For each acceptable letter say:) Good writing **shshsh**.

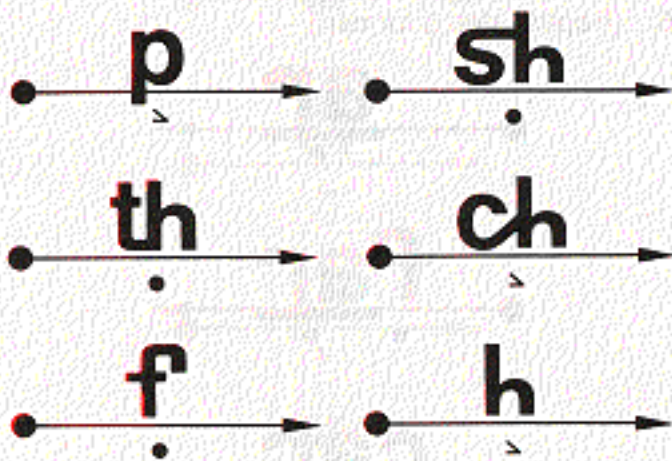
**LESSON 50****TASK 1 SOUNDS INTRODUCTION**

1. (Touch ball for **ch**.) We always have to say this sound fast. My turn to say it fast. (Quickly move to end of arrow as you say sound.) **ch**.
2. My turn to say it fast again. (Touch ball for **ch**.) Say it fast. (Quickly move to end of arrow.) **ch**.
3. (Touch ball.) Your turn. (Pause.) Say it fast. (Quickly move to end of arrow.) "ch."

(To correct if child says "chuh," "chah," or "chih":) Listen: **ch**. Say it fast. "ch." Yes, **ch**.

**TASK 2 SOUNDS**

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for **p**.) Get ready. (Quickly move to end of arrow.) "p."
3. (Repeat step 2 for **sh**, **th**, **ch**, **f**, and **h**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



- (Touch first ball for to.) **Sound it out.** (Touch under sounds as child says:) "tooo." **Again.** (Return to first ball.) **Sound it out.** (Touch balls for sounds as child says:) "tooo."
- That's how we sound out the word. Now say the word.** "to." **Yes, to.**
- Let's do it again.** (Return to first ball.) **Sound it out.** (Touch balls for sounds as child says:) "tooo." **Now say the word.** "to." **Yes, to.**

TASK 4 WORD READING

- (Touch first ball for us.) **Sound it out.** (Touch balls for sounds.) "uuusss." (Repeat until firm.) **What word?** "us."
- (Repeat step 1 for sēat, hēar, ran, sand, hōpe, pot, and dog.)

TASK 5 WORD READING

- (Touch ball for ar.) **When these sounds are together, they usually say** (pause) **are.** **What do they say?** "are."
- (Touch ball for ar in far.) **What do these sounds say?** "are." **Yes, are.** (Touch first ball for far.) **Sound it out.** (Touch balls for sounds.) "fförrr." (Repeat until firm.) **What word?** "far." **Yes, far.**
- (Touch ball for ar in car.) **What do these sounds say?** "are." **Yes, are.** (Touch first ball for car.) **Sound it out.** (Slide past c. Touch ball for ar.) "cōrrr." (Repeat until firm.) **What word?** "car." **Yes, car.**
- Now you're going to read those words again, the fast way.**
- (Touch first ball for far. Pause three seconds.) **Read it the fast way.** (Slide.) "far." **Yes, far.**
- (Repeat step 5 for car.)

• ar →

• far →

• car →

• to →

• us →

• sēat →

• hēar →

• ran →

• sand →

• hōpe →

• pot →

• dog →

- (Point to **lots**, **have**, **his**, **nēar**, and **ēars**.)
You're going to read all these words the fast way. I'll go down the arrow one time for each word. Figure out the word. But don't say anything out loud until I tell you to read it the fast way.
- (Touch ball for **lots**. Touch under sounds. Return to ball.) Read it the fast way. (Slide.) "lots." Yes, **lots**.
- (Repeat step 2 for remaining words.)
- Read all these words again, the fast way.
- (Touch first ball for **to**. Pause three seconds.) Read it the fast way. (Slide.) "to." Yes, **to**.
- (Repeat step 5 for remaining words.)

● **lots** →

● **have** →

● **his** →

● **nēar** →

● **ēars** →

TASK 7 SOUNDS

- Take a good look at each sound. Say it slowly if you can. Don't get fooled.
- (Touch first ball for **sh**.) Get ready. (Quickly move to second ball. Hold.) "shshsh."
- (Repeat step 2 for **ch**, **g**, **d**, **p**, and **ō**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

● **sh** →

● **ch** →

● **g** →

● **d** →

● **p** →

● **ō** →

shē said, “I have a fan.”

hē said, “I have lots of sand.”

shē said, “we can run the

sand in that fan.” sō hē ran the

fan near the sand.

hē had sand in his ears. hē

said, “I can not hear.”

hē had sand on his seat. shē

said, “we have sand on us.”

You're going to read this story by sounding out each word. Then you get to read the whole story the fast way. First, sound out each word and tell me the word.

TASK 9 SECOND READING

1. You're going to read the story the fast way.
2. Find the first period or question mark. Then read the whole sentence the fast way.
3. Find the next period or question mark and read the next sentence.
4. (Repeat step 3 for each remaining sentence. Ask specified questions.)

(After child reads:)

(You say:)

"She said, 'I have a fan.'"

Who said that?

"He said, 'I have lots of sand.'"

Who had the sand?

"She said, 'We can run the sand in that fan.'"

What did she say?

"So he ran the fan near the sand."

What did he do?

"He had sand in his ears."

Where did he have sand?

"He said, 'I can not hear.'"

**What did he say?
Why couldn't he hear?**

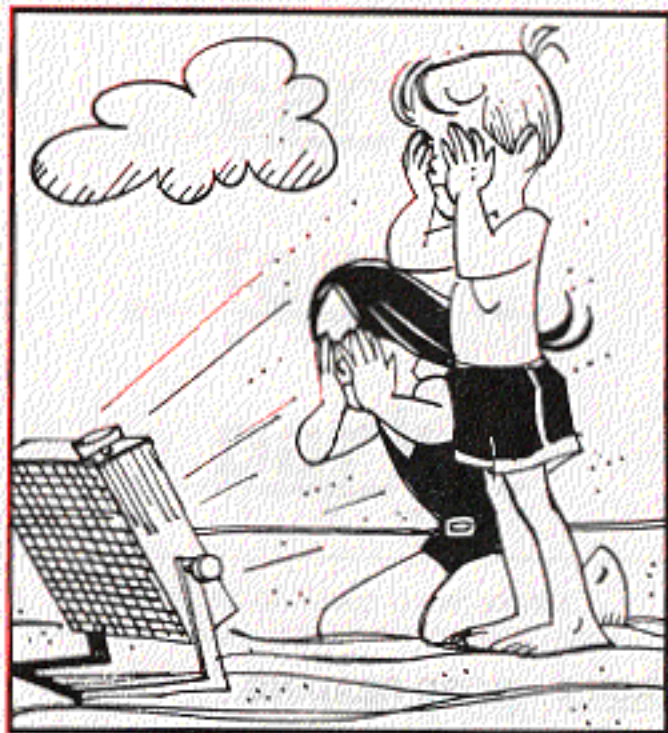
"He had sand on his seat."

Where did he have sand?

"She said, 'We have sand on us.'"

Who said that?

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. Why do they have their hands over their faces?
4. Does that look like fun to you?
5. I wonder where they plugged that fan in.



TASK 11 SOUNDS WRITING

1. Here's the first sound you're going to write. (Write **w** at beginning of first line. Point to **w**.) **What sound?** "www."
2. **First trace the **www** that I made. Then make more of them on this line.** (After tracing **w** several times, child is to make three to five **w**'s. Help child if necessary. For acceptable letters say:) **Good writing **www**.**
3. Here's the next sound you're going to write. (Write **th** at beginning of second line. Point to **th**.) **What sound?** "ththth."
4. **First trace the **ththth** that I made. Then make more of them on this line.** (After tracing **th** several times, child is to make three to five **th**'s. Help child if necessary. For acceptable letters say:) **Good writing **ththth**.**

LESSON 51

TASK 1 SOUNDS

1. You're going to say all these sounds fast.
2. (Touch ball for **ch**.) Say it fast. (Move to end of arrow.) "ch."
3. (Repeat step 2 for each sound.)

● **ch** →

● **sh** →

● **p** →

● **th** →

● **v** →

● **k** →

TASK 2 WORD READING

1. (Touch first ball for **to**.) Sound it out. (Touch under sounds as child says:) "too." Again. (Return to first ball.) Sound it out. (Touch balls for sounds as child says:) "too."
2. That's how we sound out the word. Now say the word. "to." Yes, **to**.
3. Let's do it again. (Return to first ball.) Sound it out. (Touch balls for sounds as child says:) "too." Now say the word. "to." Yes, **to**.

● **to** →

TASK 3 WORD READING

1. (Slide under **o** and **g** in **fog**.) This part says **og**.
2. (Touch first ball for **fog**.) This word rhymes with (pause) **og**. Read it the fast way. (Slide.) "fog." Yes, **fog**. Good rhyming.
3. (Slide under **o** and **g** in **log**.) This part says **og**.
4. (Touch first ball for **log**.) This word rhymes with (pause) **og**. Read it the fast way. (Slide.) "log." Yes, **log**. Good rhyming.

● **fog** →

● **log** →

TASK 4 WORD READING

- (Touch ball for ar.) **Tell me what these sounds usually say when they are together.** "are."
Yes, are.
- (Point to car, tar, and park.) **Get ready to read these words the fast way.**
- (Touch first ball for car. Pause three seconds.) **Read it the fast way.** (Slide.) "car."
Yes, car. (Touch ball for ar in car.) **What do these sounds say?** "are."
Yes, are. (Touch first ball for car.) **Sound it out.** (Slide past c. Touch ball for ar.) "cōrrr."
What word? "car."
Yes, car.
- (Touch first ball for tar.) **Figure it out.** (Pause three seconds.) **Read it the fast way.** (Slide.) "tar."
Yes, tar. (Touch ball for ar in tar.) **What do these sounds say?** "are."
Yes, are. (Touch first ball for tar.) **Sound it out.** (Slide past t. Touch ball for ar.) "tōrrr."
What word? "tar."
Yes, tar.

- (Touch first ball for park.) **Figure it out.** (Pause three seconds.) **Read it the fast way.** (Slide.) "park."
Yes, park. (Touch ball for ar in park.) **What do these sounds say?** "are."
Yes, are. (Touch first ball for park.) **Sound it out.** (Slide past p. Touch balls for sounds.) "pōrrrk."
What word? "park."
Yes, park.

ar

car

tar

park

TASK 5 WORD READING

- (Point to of, sō, wē, cops, ōld, fōr, pot, dog, us, kick, shēēp, and gāve.) **You're going to read all these words the fast way. I'll go down the arrow one time for each word. Figure out the word. But don't say anything out loud until I tell you to read it the fast way.**

- (Touch ball for of. Touch under sounds. Return to ball.) **Read it the fast way.** (Slide.) "of."
Yes, of.
- (Repeat step 2 for remaining words.)
- Read all these words again, the fast way.**
- (Touch first ball for fog. Pause three seconds.) **Read it the fast way.** (Slide.) "fog."
Yes, fog.
- (Repeat step 5 for remaining words.)

of sō wē

cops ōld fōr

pot dog us

kick shēēp gāve

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for ch.) Get ready. (Quickly move to end of arrow.) "ch."
3. (Repeat step 2 for v, p, h, k, and a. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



You're going to read this story by sounding out each word. Then you get to read the whole story the fast way. First, sound out each word and tell me the word.

TASK 8 SECOND READING

1. You're going to read the story the fast way.
2. Find the first period or question mark. Then read the whole sentence the fast way.
3. Find the next period or question mark and read the next sentence.
4. (Repeat step 3 for each remaining sentence. Ask specified questions.)

(After child reads:) "A dog sat in his little car."

(You say:)

What did the dog do?

"The dog said, 'I need to eat.'"

What did he say?

"Will this dog eat a fish?"

What do you think?
Let's read and find out.

"No."

Will he eat a fish?

"Will this dog eat a log?"

What do you think?
Let's read and find out.

"No."

Will he eat a log?

"Will he eat a pot of tar?"

What's a pot of tar?
Let's see if he'll eat that.

"No."

Will he eat a pot of tar?

"The dog will eat his car."

What will he do?
That's silly.

a dog sat in his little car.

thē dog said, “I nēed to ēat.”

will this dog ēat a fish? nō.

will this dog ēat a log? nō. will

hē ēat a pot of tar? nō.

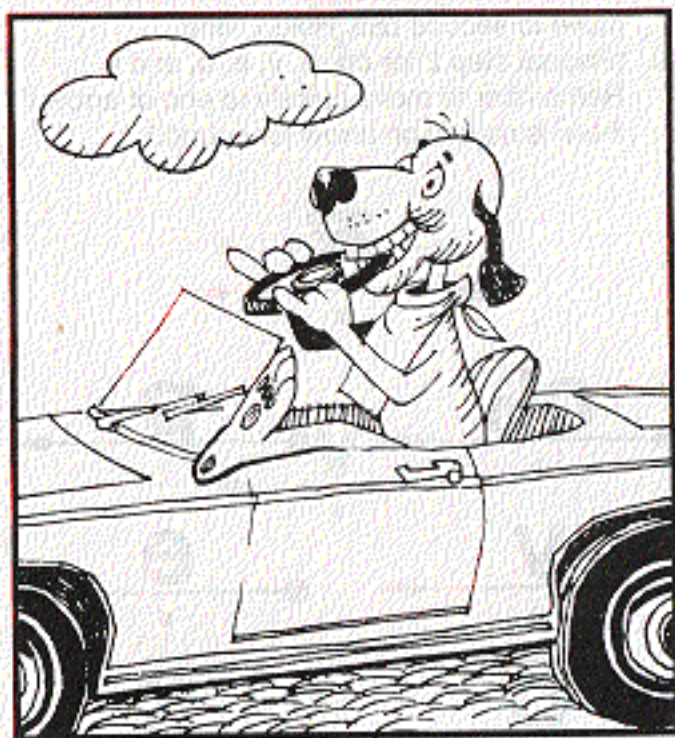
thē dog will ēat his car.

TASK 9 PICTURE COMPREHENSION

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. Is he eating part of the car? What part?
4. Do you think that silly dog will eat the whole car? I don't think a car would taste very good.

TASK 10 SOUNDS WRITING

1. (Write **p** at beginning of first line. Point to **p**.)
What sound? “p.”
2. First trace the **p** that I made. Then make more of them on this line. (After tracing **p** several times, child is to make three to five **p**'s. Help child if necessary. For each acceptable letter say:) **Good writing p.**
3. Here's the next sound you're going to write. (Write **th** at beginning of second line. Point to **th**.) What sound? “ththth.”
4. First trace the **ththth** that I made. Then make more of them on this line. (After tracing **th** several times, child is to make three to five **th**'s. Help child if necessary. For acceptable letters say:) **Good writing ththth.**



TASK 1 SOUNDS INTRODUCTION

- (Point to e.) **Here's a new sound. I'm going to touch under this sound and say the sound.** (Touch first ball of arrow. Move quickly to second ball. Hold.) **ěěě.**
- Your turn to say the sound when I touch under it.** (Touch first ball.) **Get ready.** (Move quickly to second ball. Hold.) "ěěě."

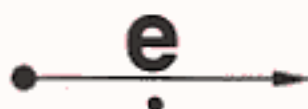
(To correct child saying a wrong sound or not responding:) **The sound is ěěě.** (Repeat step 2.)

- (Touch first ball.) **Again. Get ready.** (Move quickly to second ball. Hold.) "ěěě."



TASK 2 SOUNDS

- Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
- (Touch first ball for ě.) **Get ready.** (Quickly move to second ball. Hold.) "ěěě."
- (Repeat step 2 for **ch, p, v, e, o,** and **k.** Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



TASK 3 WORD READING

- Here are some new words.** (Touch first ball for **shop.**) **Sound it out.** (Touch balls for sounds.) "shshshoop." (Repeat until firm.) **What word?** "shop."
- (Repeat step 1 for **chop** and **câme.**)

TASK 4 WORD READING

- Get ready to read these words the fast way.**
- (Touch ball for **ar** in **cars.**) **What do these sounds say?** "are." (Touch first ball for **cars.** Pause three seconds.) **Read this word the fast way.** (Slide.) "cars." **Yes, cars.**
- (Repeat step 2 for **park** and **are.**)
- (Touch ball for **dog.** Pause three seconds.) **Read it the fast way.** (Slide.) "dog." **Yes, dog.**
- (Repeat step 4 for remaining words.)
- Read each word again, the fast way.**
- (Touch first ball for **shop.** Pause three seconds.) **What word?** "shop."
- (Repeat step 7 for remaining words.) **Good reading those words.**

• shop

• chop

• cāme

• cars

• park

• are

• dog

• cops

• fog

• log

• to

• gōat

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for e.) Get ready. (Quickly move to second ball. Hold.) "eee."
3. (Repeat step 2 for **ō**, **k**, **p**, **o**, and **v**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

• e

• ō

• k

• p

• o

• v

TASK 6 FIRST READING

You're going to read this story by sounding out each word. Then you get to read the whole story the fast way. First, sound out each word and tell me the word.

4. (Repeat step 3 for each remaining sentence. Ask specified questions.)

(After child reads:)

(You say:)

"A dog was in the fog."

What's a fog?
Yes, it's hard to see in fog.

"A goat was in the fog."

Name everybody who was in the fog.

"The cat and the dog sat on the log."

Who sat on the log?
Who didn't sit on the log?

" 'He he.' "

Why is he laughing and saying he he?

TASK 7 SECOND READING

1. You're going to read the story the fast way.
2. Find the first period or question mark. Then read the whole sentence the fast way.
3. Find the next period or question mark and read the next sentence.

a dog was in thē fog. a cat

was in thē fog. a gōat was in

thē fog.

thē dog and thē cat and thē

gōat cāme to a log.

thē cat and thē dog sat on thē

log. thē dog and thē cat said,

"wē are on thē log."

thē gōat said, "I am not on

thē log. I am in thē log. hē hē."

TASK 8 PICTURE COMPREHENSION

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. Is the goat in the log? Yes, that log is hollow.
4. Did you ever see a hollow log?
5. Did you ever see an animal go into a hollow log?
6. Who's on that log?

TASK 9 SOUNDS WRITING

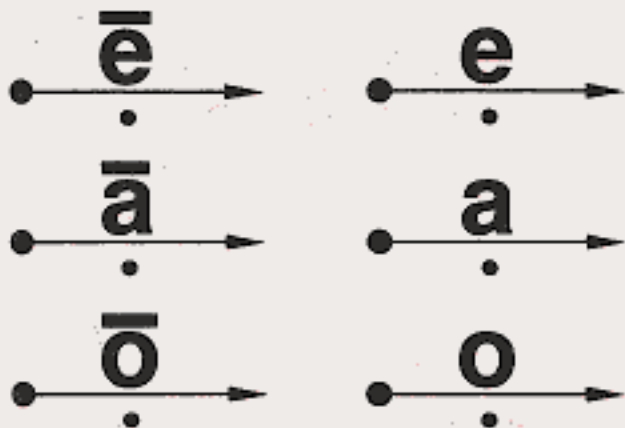
1. (Write **ch** at beginning of first line. Point to **ch**.) **What sound?** "ch."
2. **First trace the **ch** that I made. Then make more of them on this line.** (After tracing **ch** several times, child is to make three to five **ch**'s. Help child if necessary. For each acceptable letter say:) **Good writing ch.**
3. **Here's the next sound you're going to write.** (Write **p** at beginning of second line. Point to **p**.) **What sound?** "p."
4. **First trace the **p** that I made. Then make more of them on this line.** (After tracing **p** several times, child is to make three to five **p**'s. Help child if necessary. For acceptable letters say:) **Good writing p.**



LESSON 53

TASK 1 SOUNDS

1. **Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
2. (Touch first ball for **ē**.) **Get ready.** (Quickly move to second ball. Hold.) "ēēē."
3. (Repeat step 2 for **e**, **ā**, **a**, **ō**, **o**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



TASK 2 WORD READING

1. (Touch first ball for **girl**.) **Sound it out.** (Touch balls for sounds as child says:) "giiirrrlll" (not "gurrlll").
2. **That's how we sound out the word. Here's how we say the word.** (Pause.) **girl (gurl).** How do we say the word? "girl." Yes, **girl**—it's a funny word.
3. (Return to first ball.) **Sound it out again.** (Touch balls for sounds as child says:) "giiirrrlll." **Now say the word.** "girl." Yes, **girl.** Annie is a girl.



1. (Touch first ball for **ē**ach.) **Sound it out.**
(Touch balls for sounds.) "ēēēch." (Repeat until firm.) **What word?** "each."
2. (Repeat step 1 for **cā**kes, **hō**me, **sh**ip, **sh**op, and **ch**op.)

ēach

cākes

hōme

sh_ip

sh_op

ch_op

1. **Get ready to read these words the fast way.**
2. (Touch **ar** in **farm**.) **What do these sounds say?** "are." (Touch first ball for **farm**. Pause three seconds.) **Read this word the fast way.** (Slide.) "farm." **Yes, farm.**
3. (Repeat step 2 for **are** and **cars**.)
4. (Touch ball for **lots**. Pause three seconds.) **Read it the fast way** (Slide.) "lots." **Yes, lots.**
5. (Repeat step 4 for remaining words.)
6. **Now you're going to read these words again, the fast way.**
7. (Touch first ball for **ē**ach. Pause three seconds.) **What word?** "each."
8. (Repeat step 7 for remaining words.) **Good reading those words.**

farm

are

cars

lots

of

has

old

his

sheep

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for e.) Get ready. (Quickly move to second ball. Hold.) "eee."
3. (Repeat step 2 for i, o, u, a, and p. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

e

i

o

u

a

p

1. (Point to title.) **These words are called the title of the story. The title tells what the story is about.**

I'll read the title. (Point to each word as you

2. read.) **lots . . . of . . . cars. What's this story about? "lots of cars." Yes, lots of cars. You're going to read this story. Point to each word, starting with the title. Sound it out and tell me the word.**

TASK 7 SECOND READING

1. You're going to read the story the fast way.
2. Find the first period or question mark. Then read the whole sentence the fast way.
3. Find the next period or question mark and read the next sentence.

4. (Repeat step 3 for each remaining sentence. Ask specified questions.)

(After child reads:) (You say:)

"Lots of cars." **What's this story about?**

"A man on a farm has lots of cars." **What does he have?**

"He has little cars." **What kinds of cars does he have?**

"Are his cars for goats?" **What do you think? Let's read and find out.**

"No." **Are they for goats?**

"He has lots of cop cars." **What kinds of cars does he have?**

lots of cars →

a man on a farm has lots of →

cars. hē has ōld cars. hē has →

little cars. →

are his cars fōr gōats? nō. →

are his cars fōr shēēp? nō. →

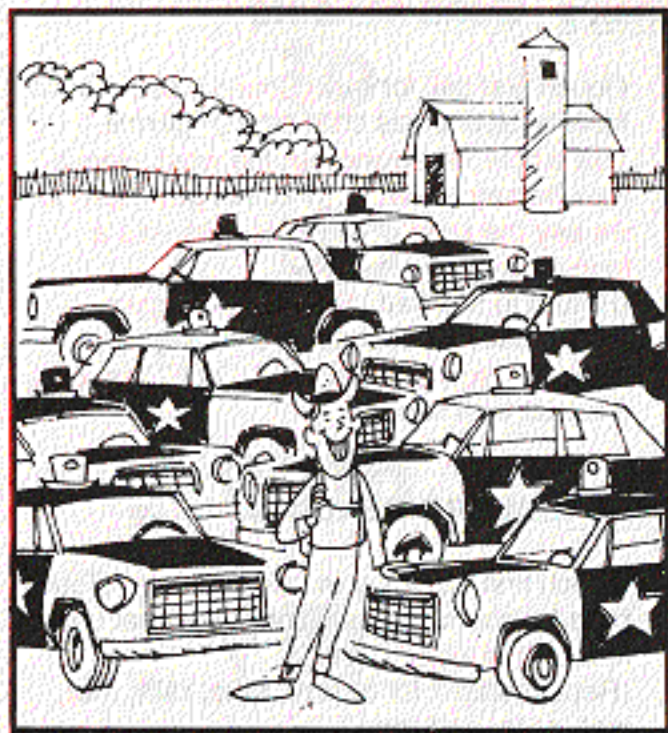
are his cars fōr cows? nō. →

his cars are fōr cops. hē has →

lots of cop cars. →

TASK 8 PICTURE COMPREHENSION

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. Do you see lots of cop cars? Yes, police cars look like that.
4. What would you do if you had all those cop cars?

**TASK 9 SOUNDS WRITING**

1. Here's the first sound you're going to write. (Write **w** at beginning of first line. Point to **w**.) What sound? "www."
2. First trace the **www** that I made. Then make more of them on this line. (After tracing **w** several times, child is to make three to five **w**'s. Help child if necessary. For acceptable letters say:) Good writing **www**.
3. Here's the next sound you're going to write. (Write **v** at beginning of second line. Point to **v**.) What sound? "vvv."
4. First trace the **vvv** that I made. Then make more of them on this line. (After tracing **v** several times, child is to make three to five **v**'s. Help child if necessary. For acceptable letters say:) Good writing **vvv**.
5. Here's the next sound you're going to write. (Write **p** at beginning of third line. Point to **p**.) What sound? "p."
6. First trace the **p** that I made. Then make more of them on this line. (After tracing **p** several times, child is to make three to five **p**'s. Help child if necessary. For acceptable letters say:) Good writing **p**.

LESSON 54**TASK 1 SOUNDS INTRODUCTION**

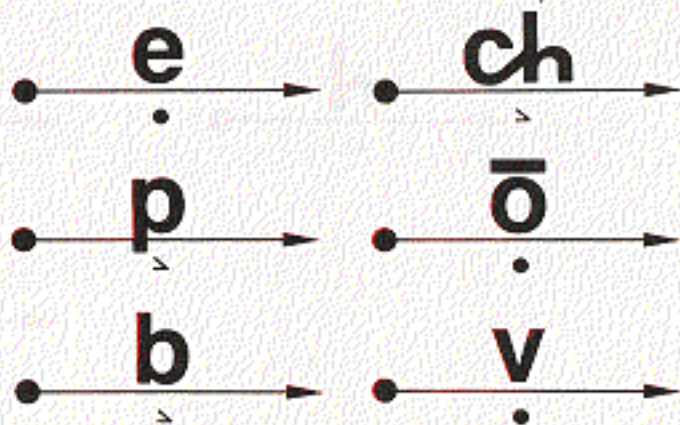
1. (Touch ball for **b**.) We always have to say this sound fast. My turn to say it fast. (Quickly move to end of arrow as you say sound.) **b**.
2. My turn to say it fast again. (Touch ball for **b**.) Say it fast. (Quickly move to end of arrow.) **b**.
3. (Touch ball.) Your turn. (Pause.) Say it fast. (Quickly move to end of arrow.) "b."



(To correct if child says "buh," "bah," or "bih":) Listen: **b**. Say it fast. "b." Yes, **b**.

TASK 2 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for **e**.) Get ready. (Quickly move to second ball. Hold.) "eee."
3. (Repeat step 2 for **ch**, **p**, **o**, **b**, and **v**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



1. (Touch first ball for **girl**.) **Sound it out.** (Touch balls for sounds as child says:) "giiirrrlll."
2. **That's how we sound out the word. Here's how we say the word.** (Pause.) **girl.** How do we say the word? "girl." Yes, **girl**—it's a funny word.
3. (Return to first ball.) **Sound it out again.** (Touch balls for sounds as child says:) "giiirrrlll." **Now say the word.** "girl." Yes, **girl.** (Repeat until firm.)

girl

TASK 4 WORD READING

1. (Touch first ball for **arm**.) **Sound it out.** (Touch balls for sounds.) "örrrrmm." (Repeat until firm.) **What word?** "arm."
2. (Repeat step 1 for **charm**, **tāke**, **rāin**, **met**, **wet**, **pots**, and **tops**.)
3. **Now you get to read all these words the fast way.**
4. (Touch first ball for **arm**. Pause three seconds.) **Read it the fast way.** (Slide.) "arm." **Yes, arm.**
5. (Repeat step 4 for remaining words on this page.)

arm

charm

tāke

rāin

met

wet

pots

tops

TASK 5 WORD READING

1. (Point to **to** and **do**.) **These words rhyme with oo.**
2. (Touch first ball for **to**.) **This word rhymes with (pause) oo. Read it the fast way.** (Slide.) "to." **Yes, to.**
3. (Touch first ball for **do**.) **This word rhymes with (pause) oo. Read it the fast way.** (Slide.) "do." **Yes, do.**
Good rhyming.

 The word "to" is written in a large, bold, black font. A solid black dot is positioned to the left of the letter 't'. A horizontal arrow points from the dot to the right, passing through the 't' and ending under the 'o'.

to

 The word "do" is written in a large, bold, black font. A solid black dot is positioned to the left of the letter 'd'. A horizontal arrow points from the dot to the right, passing through the 'd' and ending under the 'o'.

do

TASK 6 WORD READING

1. **Get ready to read these words the fast way.**
2. (Touch ball for **with**. Pause three seconds.) **Read it the fast way** (Slide.) "with." **Yes, with.**
3. (Repeat step 2 for remaining words.)
4. **Read these words again, the fast way.**
5. (Touch ball for **with**. Pause three seconds.) **What word?** "with."
6. (Repeat step 5 for remaining words.) **Good reading those words.**

 The word "with" is written in a large, bold, black font. A solid black dot is positioned to the left of the letter 'w'. A horizontal arrow points from the dot to the right, passing through the 'w' and ending under the 'h'.

with

 The word "for" is written in a large, bold, black font. A solid black dot is positioned to the left of the letter 'f'. A horizontal arrow points from the dot to the right, passing through the 'f' and ending under the 'r'.

fōr

 The word "ship" is written in a large, bold, black font. A solid black dot is positioned to the left of the letter 's'. A horizontal arrow points from the dot to the right, passing through the 's' and ending under the 'p'.

ship

 The word "home" is written in a large, bold, black font. A solid black dot is positioned to the left of the letter 'h'. A horizontal arrow points from the dot to the right, passing through the 'h' and ending under the 'e'.

hōme

TASK 7 SOUNDS

1. **Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
2. (Touch first ball for **e**.) **Get ready.** (Quickly move to second ball. Hold.) "eee."
3. (Repeat step 2 for **b, p, k, h,** and **ch**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

 The letter "e" is written in a large, bold, black font. A solid black dot is positioned to the left of the letter. A horizontal arrow points from the dot to the right, passing through the 'e' and ending under a second dot.

e

 The letter "b" is written in a large, bold, black font. A solid black dot is positioned to the left of the letter. A horizontal arrow points from the dot to the right, passing through the 'b' and ending under a small downward-pointing triangle.

b

 The letter "h" is written in a large, bold, black font. A solid black dot is positioned to the left of the letter. A horizontal arrow points from the dot to the right, passing through the 'h' and ending under a small downward-pointing triangle.

h

 The letter "p" is written in a large, bold, black font. A solid black dot is positioned to the left of the letter. A horizontal arrow points from the dot to the right, passing through the 'p' and ending under a small downward-pointing triangle.

p

 The letter "k" is written in a large, bold, black font. A solid black dot is positioned to the left of the letter. A horizontal arrow points from the dot to the right, passing through the 'k' and ending under a small downward-pointing triangle.

k

 The letters "ch" are written in a large, bold, black font. A solid black dot is positioned to the left of the letters. A horizontal arrow points from the dot to the right, passing through the "ch" and ending under a small downward-pointing triangle.

ch

1. (Point to title.) These words are called the **title of the story**. The title tells what the story is about.

2. I'll read the title. (Point to each word as you read.) **lots . . . of . . . pots**. What's this story about? "lots of pots." Yes, lots of pots. You're going to read this story. Point to each word. Sound it out and tell me the word.

lots of pots →

a girl said, "that man has lots of pots. hē has pots with tops. hē has pots with nō tops."

the man said, "I have lots of cākes in pots. I have a pot with a ship in it. I have fish in pots."

the girl said, "can I have a pot fōr a little fish?"

the man said, "this is a pot fōr a little fish."

the girl said, "I will tāke this pot hōme with mē." and shē did.

TASK 9 SECOND READING

1. You're going to read the story the fast way.
2. Find the first period or question mark. Then read the whole sentence the fast way.
3. Find the next period or question mark and read the next sentence.
4. (Repeat step 3 for each remaining sentence. Ask specified questions.)
(After child reads:) (You say:)

"Lots of pots."

What's this story about?

"'He has pots with no tops.'"

What kind of pots did the man have?

"'I have fish in pots.'"

What did the man say?

"The girl said, 'Can I have a pot for a little fish?'"

What did the girl want?

"The man said, 'This is a pot for a little fish.'"

Did the man have a pot for a little fish?

"And she did."

Did the girl take the pot home with her?

TASK 10 PICTURE COMPREHENSION

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. Look at all those pots. Which pot do you think is for a little fish?
4. Have you ever had a pet fish?

**TASK 11 SOUNDS WRITING**

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1. Here's the first sound you're going to write. (Write w at beginning of first line. Point to w.) What sound? "www."
2. First trace the **www** that I made. Then make more of them on this line. (After tracing w several times, child is to make three to five w's. Help child if necessary. For acceptable letters say:) **Good writing www.**
3. Here's the next sound you're going to write. (Write p at beginning of second line. Point to p.) What sound? "p."
4. First trace the **p** that I made. Then make more of them on this line. (After tracing p several times, child is to make three to five p's. Help child if necessary. For acceptable letters say:) **Good writing p.**

LESSON 55**TASK 1 SOUNDS**

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch ball for **ch**.) **Get ready.** (Quickly move to end of arrow.) "ch."
3. (Repeat step 2 for **b**, **v**, **p**, **k**, and **o**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

● **ch** →

● **b** →

● **v** →

● **p** →

● **k** →

● **o** →

1. (Point to **do** and **to**.) **These words rhyme with oo.**
2. (Touch ball for **do**.) **This word rhymes with (pause) oo. Read it the fast way. (Slide.) "do." Yes, do.**
3. (Touch ball for **to**.) **This word rhymes with (pause) oo. Read it the fast way. (Slide.) "to." Yes, to. Good rhyming.**

TASK 3 WORD READING

1. (Touch first ball for **girl**.) **Sound it out.** (Touch under sounds as child says:) "giiirrrlll." **Again.** (Return to first ball.) **Sound it out.** (Touch balls for sounds as child says:) "giiirrrlll."
2. **That's how we sound out the word. Now say the word.** "girl." **Yes, girl.**
3. **Let's do it again.** (Return to first ball.) **Sound it out.** (Touch balls for sounds as child says:) "giiirrrlll." **Now say the word.** "girl." **Yes, girl.**

TASK 4 WORD READING

1. (Touch first ball for **are**.) **Sound it out.** (Touch ball for sound.) "ōrrr." (Repeat until firm.) **What word?** "are."
2. (Repeat step 1 for **car, wet, went, met, hate, if, those, down, and road**.)

1. Get ready to read these words the fast way.
2. (Touch ball for **rāin**. Pause three seconds.)
Read it the fast way. (Slide.) "rain." Yes, rain.
3. (Repeat step 2 for remaining words.)
4. Read these words again, the fast way.
5. (Touch first ball for **are**. Pause three seconds.) What word? "are."
6. (Repeat step 5 for remaining words.) Good reading those words.

• **rāin** →

• **let** →

• **get** →

• **shop** →

• **hōme** →

• **gāve** →

TASK 6 SOUNDS

1. You're going to say all these sounds fast.
2. (Touch ball for **b**.) Say it fast. (Move to end of arrow.) "b."
3. (Repeat step 2 for each sound.)

• **b** →

• **p** →

• **g** →

• **ā** →

• **ō** →

• **d** →

1. You're going to read this story the fast way the first time you read it. But if you come to a word that you can't read the fast way, sound it out and then tell me the word.
2. Touch the title. Remember, the title of a story tells what the story is about. Read the title the fast way. "a fish in the rain." What is this story going to tell about? "a fish in the rain."
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)

1. You're going to read the story again the fast way. This time I'll ask questions. Start with the title again. (Ask questions as child reads.)
2. (After child reads:) (You say:)

"A fish in the rain."	What's this story about?
"The man said, 'This is not fun.'"	What did the man say?
"The girl said, 'This is fun.'"	Did the girl like getting wet?
"So she got a fish and gave it to the man."	What did she do?

a fish in the rain →

a girl met a man in the rain. that man →

got wet. that girl got wet. →

the man said, "this is not fun." →

the girl said, "this is fun." →

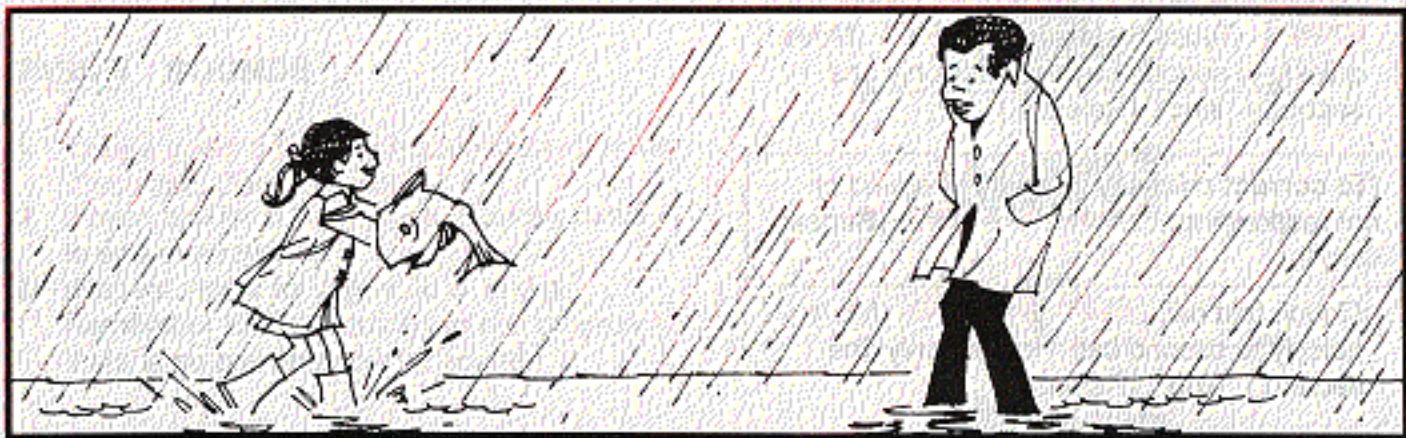
the man said, "I have wet feet. so I
will go home. I hate rain." →

the girl said, "we can get fish." →

so she got a fish and gave it to the
man. →

TASK 9 PICTURE COMPREHENSION

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. Who is in the rain?
4. What's that girl doing?
5. Do you like to wear boots and walk through puddles when it's raining?



TASK 10 SOUNDS WRITING

1. Here's the first sound you're going to write.
(Write **ch** at beginning of first line. Point to **ch**.) What sound? "ch."
2. First trace the **ch** that I made. Then make more of them on this line. (After tracing **ch** several times, child is to make three to five **ch**'s. Help child if necessary. For acceptable letters say:) Good writing **ch**.
3. Here's the next sound you're going to write.
(Write **sh** at beginning of second line. Point to **sh**.) What sound? "shshsh."
4. First trace the **shshsh** that I made. Then make more of them on this line. (After tracing **sh** several times, child is to make three to five **sh**'s. Help child if necessary. For acceptable letters say:) Good writing **shshsh**.

TASK 1 SOUNDS INTRODUCTION

1. (Point to **ing**.) Here's a new sound. I'm going to touch under this sound and say the sound. (Touch first ball of arrow. Move quickly to second ball. Hold for only one second.) **iiing**. (Release.)
2. Your turn to say the sound when I touch under it. (Touch first ball.) Get ready. (Move quickly to second ball. Hold for only one second.) "iiing." (Release.)

(To correct child saying a wrong sound or not responding:) The sound is **iiing**. (Repeat step 2.)

3. (Touch first ball.) Again. Get ready. (Move quickly to second ball. Hold for only one second.) "iiing." (Release.)



TASK 2 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch ball for **b**.) Get ready. (Quickly move to end of arrow.) "b."
3. (Repeat step 2 for **e**, **ch**, **ing**, **p**, and **v**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



1. Get ready to read these words the fast way.
2. (Touch ball for red. Pause three seconds.)
Read it the fast way. (Slide.) "red." Yes, red.
3. (Repeat step 2 for remaining words.)
4. Read these words again, the fast way.
5. (Touch ball for red. Pause three seconds.)
What word? "red."
6. (Repeat step 5 for remaining words.) Good reading those words.

TASK 4 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch ball for b.) Get ready. (Quickly move to end of arrow.) "b."
3. (Repeat step 2 for ing, v, k, e, and p. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

● **b** →

● **ing** →

● **v** →

● **k** →

● **e** →

● **p** →

● **red** →

● **rēad** →

● **then** →

● **nēēd** →

● **went** →

● **let** →

● **them** →

● **dogs** →

● **do** →

● **pet** →

● **duck** →

● **down** →

● **rōad** →

● **hāte** →

● **girl** →

1. You're going to read this story the fast way the first time you read it. But if you come to a word that you can't read the fast way, sound it out and then tell me the word.
2. Touch the title. Remember, the title of a story tells what the story is about. Read the title the fast way. "the pet shop." What is this story going to tell about? "the pet shop."
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)

the pet shop →

a girl said to a man, "let us gō to the pet shop." sō the man and the girl went down the rōad.

the man and the girl went in the pet shop. the girl said to the man in the pet shop, "I nēēd a dog."

the man said, "nō. I do not have dogs. I have a red cat. let mē get that cat."

sō hē did. and the girl went hōme with the red cat.

1. You're going to read the story again the fast way. This time I'll ask questions. Start with the title again. (Ask questions as child reads.)

2. (After child reads:) (You say:)

"The pet shop."
What's this story about?

"A girl said to a man,
'Let us go to the pet shop.'"
Who said that?
Whom was she talking to?

"The girl said to the man in the pet shop,
'I need a dog.'"
What did she say?
Whom did she say that to?

"Let me get that cat."
What cat is he going to get?

"And the girl went home with the red cat."
What did the girl do with the cat?

TASK 7 PICTURE COMPREHENSION

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. Why are those hearts all around that girl?
Yes, they mean that she loves the cat.
4. Do you think she'll take good care of that cat?
5. What would you do with a red cat?



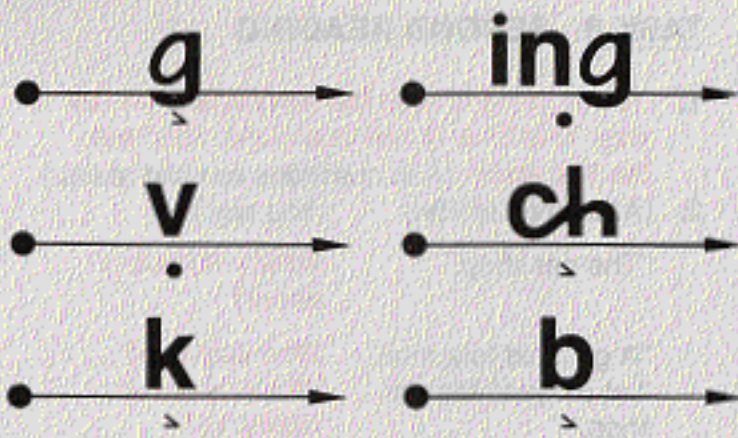
TASK 8 SOUNDS WRITING

1. (Write **b** at beginning of first line. Point to **b**.)
What sound? "b."
2. First trace the **b** that I made. Then make more of them on this line. (After tracing **b** several times, child is to make three to five **b**'s. Help child if necessary. For each acceptable letter say:) Good writing **b**.
3. Here's the next sound you're going to write. (Write **ch** at beginning of second line. Point to **ch**.) What sound? "ch."
4. First trace the **ch** that I made. Then make more of them on this line. (After tracing **ch** several times, child is to make three to five **ch**'s. Help child if necessary. For acceptable letters say:) Good writing **ch**.

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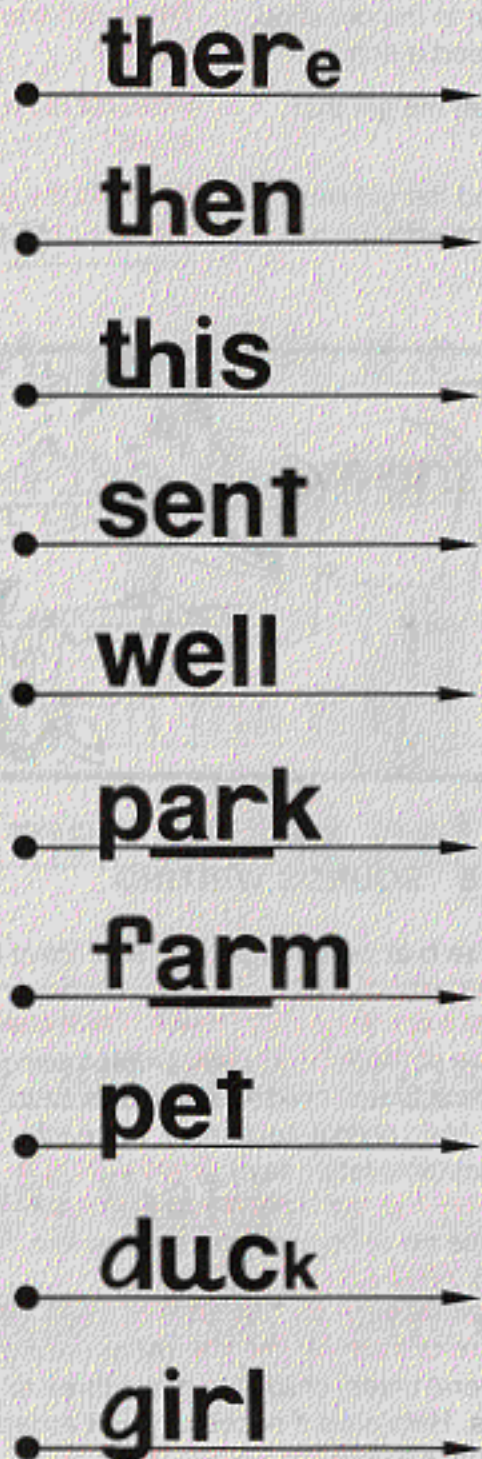
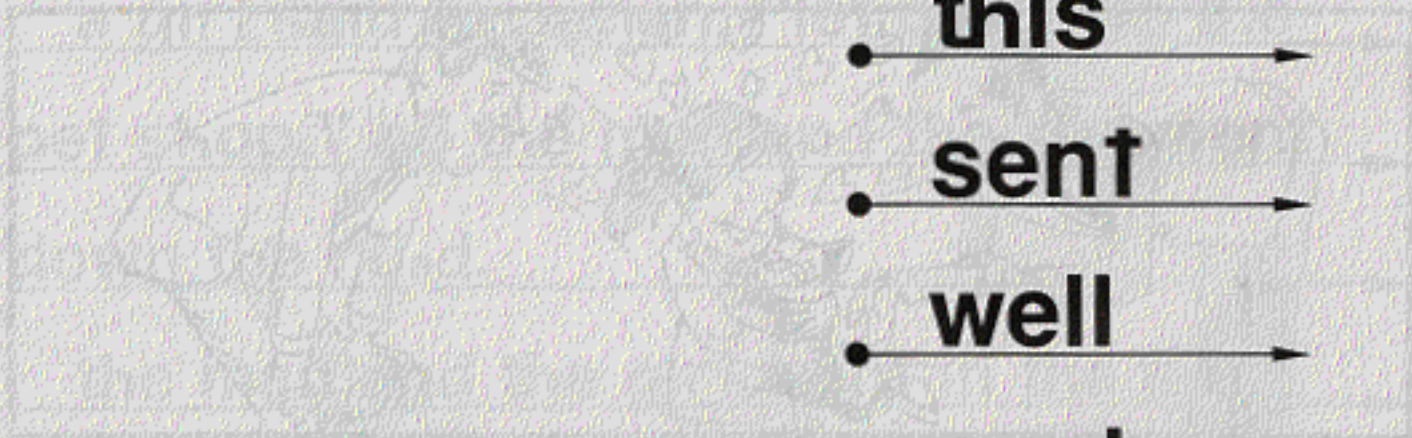
TASK 1 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch ball for g.) Get ready. (Quickly move to end of arrow.) "g."
3. (Repeat step 2 for ing, v, ch, k, and b. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



TASK 2 WORD READING

1. Get ready to read these words the fast way.
2. (Touch ball for there. Pause three seconds.) Read it the fast way. (Slide.) "there." Yes, there.
3. (Repeat step 2 for remaining words.)



TASK 3 WORD READING

1. (Touch arrow under **b** in **big**.) Remember, I can't stop under this sound, but you have to say the sound with the next sound I stop at.
2. (Touch first ball for **big**.) Sound it out. Get ready. (Slide past **b**.) Touch balls for other sounds.) "biig." (Repeat until firm.) What word? "big." Yes, **big**.
3. (Touch first ball for **bug**.) Sound it out. (Touch under sounds.) "buug." (Repeat until firm.) What word? "bug."
4. (Repeat step 3 for **pig**, **bit**, and **chicks**.)
5. Now you get to read all these words the fast way.
6. (Touch ball for **there**. Pause three seconds.) Read it the fast way. (Slide.) "there." Yes, **there**.
7. (Repeat step 6 for remaining words on this page.)

big

bug

pig

bit

chicks

TASK 4 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for **ing**.) Get ready. (Quickly move to second ball. Hold.) "iing."
3. (Repeat step 2 for **i**, **o**, **e**, **h**, and **l**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

ing

i

o

e

h

l

1. You're going to read this story the fast way the first time you read it. But if you come to a word that you can't read the fast way, sound it out and then tell me the word.
2. Touch the title. Remember, the title of a story tells what the story is about. Read the title the fast way "a girl and a man." What is this story going to tell about? "a girl and a man."
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)

a girl and a man

a girl was on the rōad to a farm. shē met a man. shē said, "gō with mē to the farm. then wē will pet a pig."

the man said, "I pet ducks and I pet chicks. I do not pet pigs."

the girl said, "it is fun to pet pigs. pigs are fat."

the man said, "I will not pet them. I will gō to the park and pet a duck."

sō the man went to the park to pet a duck. then the girl went to the farm to pet a pig.

1. You're going to read the story again the fast way. This time I'll ask questions. Start with the title again. (Ask questions as child reads.)
2. (After child reads:) (You say:)

"A girl and a man." **What's this story about?**

"She met a man." **Whom did she meet? Where was she going?**

"Then we will pet a pig."

"I do not pet pigs."

"I will go to the park and pet a duck."

"Then the girl went to the farm to pet a pig."

What's this story about?

Whom did she meet? Where was she going?

What did she say?

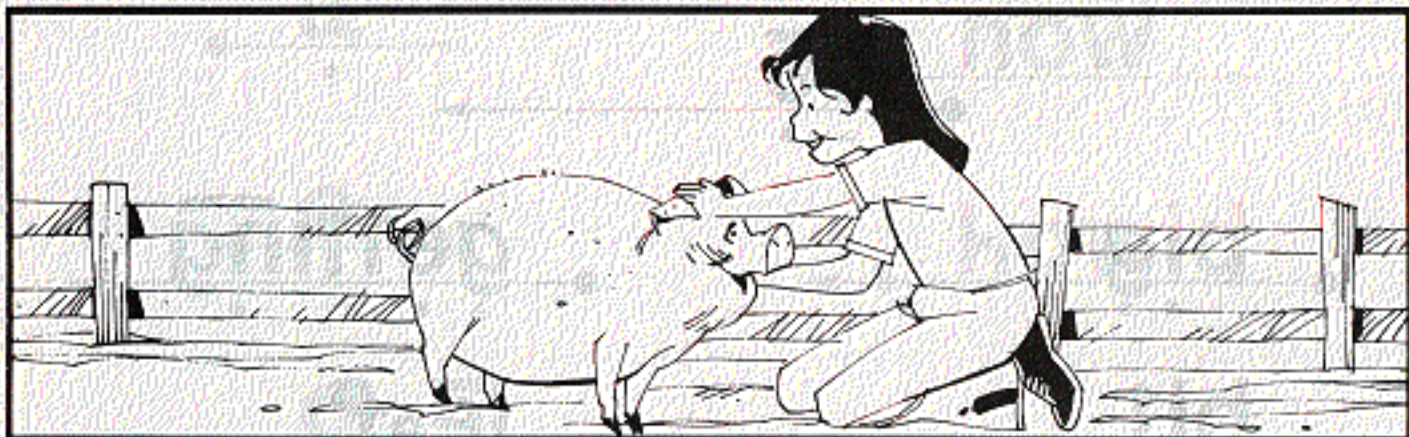
What did the man say?

What did he say? Is he going to the farm? Where's he going? What did the man do?

What did the girl do?

TASK 7 PICTURE COMPREHENSION

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. Where is the girl?
4. What is she doing?
5. Did you ever pet a pig?



1. Here's the first sound you're going to write. (Write **p** at beginning of first line. Point to **p**.) **What sound? "p."**
2. First trace the **p** that I made. Then make more of them on this line. (After tracing **p** several times, child is to make three to five **p**'s. Help child if necessary. For acceptable letters say:) **Good writing p.**
3. Here's the next sound you're going to write. (Write **b** at beginning of second line. Point to **b**.) **What sound? "b."**
4. First trace the **b** that I made. Then make more of them on this line. (After tracing **b** several times, child is to make three to five **b**'s. Help child if necessary. For acceptable letters say:) **Good writing b.**

TASK 1 SOUNDS INTRODUCTION

- (Point to i.) Here's a new sound. I'm going to touch under this sound and say the sound. (Touch first ball of arrow. Move quickly to second ball. Hold.) "iii."
- Your turn to say the sound when I touch under it. (Touch first ball.) Get ready. (Move quickly to second ball. Hold.) "iii."

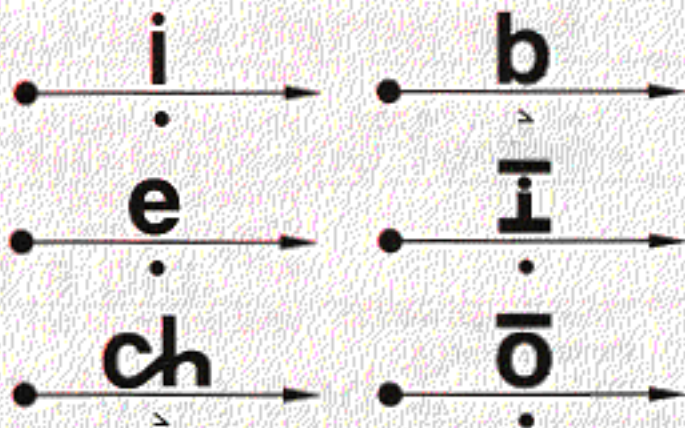
(To correct child saying a wrong sound or not responding:) The sound is iii. (Repeat step 2.)

- (Touch first ball.) Again. Get ready. (Move quickly to second ball. Hold.) "iii."



TASK 2 SOUNDS

- Take a good look at each sound. Say it slowly if you can. Don't get fooled.
- (Touch first ball for i.) Get ready. (Quickly move to second ball. Hold.) "iii."
- (Repeat step 2 for b, e, i, ch, and o. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



TASK 3 WORD READING

- (Touch first ball for bē.) Sound it out. Get ready. (Slide past b. Touch ball for other sound.) "bēēē." (Repeat until firm.) What word? "be." Yes, be.

- (Touch first ball for big.) Sound it out. (Touch under sounds.) "biig." (Repeat until firm.) What word? "big."
- (Repeat step 2 for getting, bit, leaf, eating, and bugs.)



1. Get ready to read these words the fast way.
2. (Touch ball for **did**. Pause three seconds.)
Read it the fast way. (Slide.) "did." Yes, **did**.
3. (Repeat step 2 for remaining words.)
4. Read these words again, the fast way.
5. (Touch first ball for **be**. Pause three seconds.)
What word? "be."
6. (Repeat step 5 for remaining words.) Good reading those words.

TASK 5 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch ball for **b**.) Get ready. (Quickly move to end of arrow.) "b."
3. (Repeat step 2 for **i**, **u**, **e**, **o**, and **a**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

1. You're going to read this story the fast way the first time you read it. But if you come to a word that you can't read the fast way, sound it out and then tell me the word.
2. Touch the title. Remember, the title of a story tells what the story is about. Read the title the fast way. "a bug and a dog." What is this story going to tell about? "a bug and a dog."
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)

a bug and a dog →

a bug and a dog sat on a log. the →

dog said, "that bug is sō little I can not
sēē him on this log." →

the bug said, "I am big." →

the dog said, "hē is not big." →

the bug said, "I will ēat this log." →

and hē did. hē bit and bit and bit at the →

log. the bug said, "now that dog can sēē
how big I am." →

the dog said, "that bug can ēat logs. →

hē is a big, big bug." →

TASK 7 SECOND READING

1. You're going to read the story again the fast way. This time I'll ask questions. Start with the title again. (Ask questions as child reads.)
2. (After child reads:) (You say:)
"A bug and a dog."
"The dog said, 'That bug is so little I can not see him on this log.'"
"The bug said, 'I will eat this log.'"
"He bit and bit and bit at the log."
"The dog said, 'That bug can eat logs. He is a big, big bug.'"

What's this story about?

Why couldn't the dog see the bug?

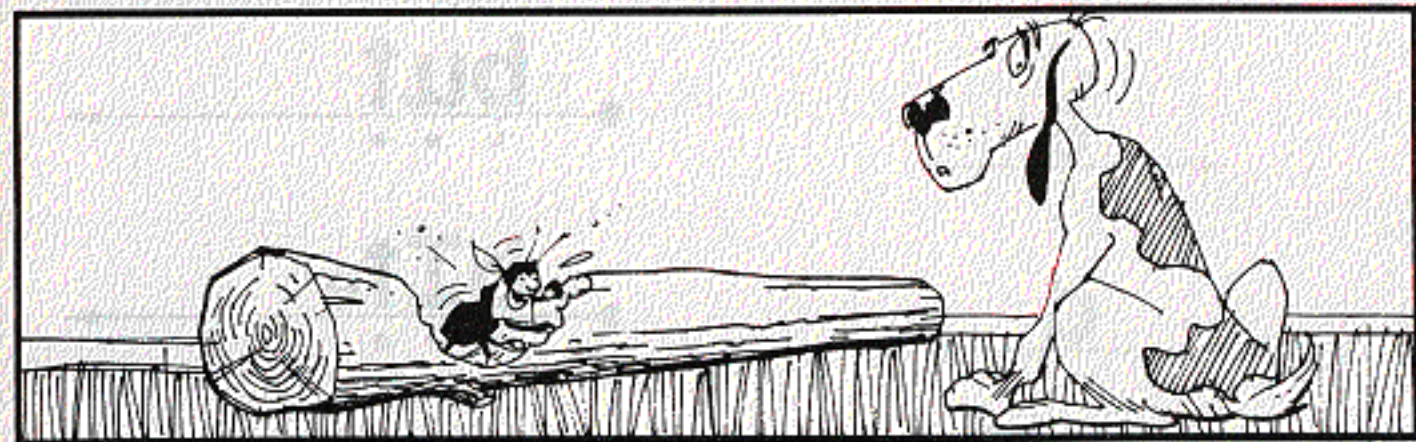
What did the bug say?

What did the bug do?

Why did the dog say, 'He is a big, big bug'?

TASK 8 PICTURE COMPREHENSION

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. Is that a big bug?
4. What's the little bug doing with the log?
5. Do you think a little bug can eat a log?



TASK 9 SOUNDS WRITING

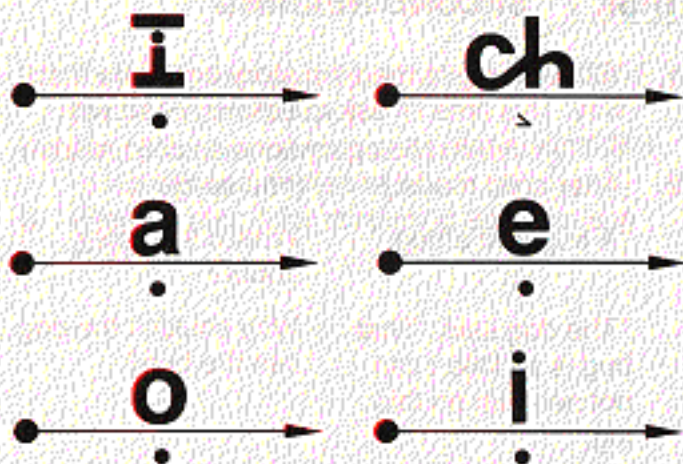
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1. Here's the first sound you're going to write. (Write **d** at beginning of first line. Point to **d**.) What sound? "d."
2. First trace the **d** that I made. Then make more of them on this line. (After tracing **d** several times, child is to make three to five **d**'s. Help child if necessary. For acceptable letters say:) Good writing **d**.
3. Here's the next sound you're going to write. (Write **b** at beginning of second line. Point to **b**.) What sound? "b."
4. First trace the **b** that I made. Then make more of them on this line. (After tracing **b** several times, child is to make three to five **b**'s. Help child if necessary. For acceptable letters say:) Good writing **b**.

LESSON 59

TASK 1 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for **i**.) Get ready. (Quickly move to second ball. Hold.) "iii."
3. (Repeat step 2 for **ch**, **a**, **e**, **o**, and **i**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



TASK 2 WORD READING

1. (Touch first ball for **fishing**.) Sound it out. (Touch balls for sounds.) "fffiishshshiiing." (Repeat until firm.) What word? "fishing."
2. (Repeat step 1 for **bed**, **tub**, **but**, **bite**, **sleep**, and **like**.)



1. Get ready to read these words the fast way
2. (Touch ball for **lēaf**. Pause three seconds.)
Read it the fast way. (Slide.) "leaf." Yes, leaf.
3. (Repeat step 2 for remaining words.)
4. Read these words again, the fast way.
5. (Touch first ball for **fishing**. Pause three seconds.) What word? "fishing."
6. (Repeat step 5 for remaining words.) Good reading those words.

• **lēaf** →

• **mōre** →

• **ten** →

• **let's** →

TASK 4 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for **i**.) Get ready. (Quickly move to second ball. Hold.) "ii."
3. (Repeat step 2 for **i**, **e**, **b**, **ch**, and **p**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

• **i** →

• **i** →

• **e** →

• **b** →

• **ch** →

• **p** →

1. You're going to read this story the fast way the first time you read it. But if you come to a word that you can't read the fast way, sound it out and then tell me the word.
2. Touch the title. Remember, the title of a story tells what the story is about. Read the title the fast way "the bugs." What is this story going to tell about? "the bugs."
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)

the bugs

a big bug met a little bug. the big bug said, "let's gō ēat." sō the big bug āte a lēaf and a nut and a rock. the big bug said, "that is how big bugs ēat."

the little bug said, "now I will ēat." sō the little bug āte a lēaf and a nut and a rock. then the little bug went to a log and āte the log. then shē āte ten mōre logs.

"wow," the big bug said. "that little bug can ēat a lot."

the little bug said, "now let's ēat mōre."

1. You're going to read the story again the fast way. This time I'll ask questions. Start with the title again. (Ask questions as child reads.)
2. (After child reads:) (You say:)

"The bugs."

What's this story about?

"The big bug said, 'Let's go eat.'"

Did the big bug want to eat?

"So the big bug ate a leaf and a nut and a rock."

What did the big bug eat?

"So the little bug ate a leaf and a nut and a rock."

What did the little bug eat?

"Then the little bug went to a log and ate the log."

Did she eat the log?

"Then she ate ten more logs."

Then what did she eat?

"The little bug said, 'Now let's eat more.'"

What did the little bug say?

TASK 7 PICTURE COMPREHENSION

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. What is the little bug eating?
4. Do you think the big bug is surprised to see what the little bug can eat?



1. Here's the first sound you're going to write. (Write g at beginning of first line. Point to g.) What sound? "g."
2. First trace the g that I made. Then make more of them on this line. (After tracing g several times, child is to make three to five g's. Help child if necessary. For acceptable letters say:) Good writing g.
3. Here's the next sound you're going to write. (Write b at beginning of second line. Point to b.) What sound? "b."
4. First trace the b that I made. Then make more of them on this line. (After tracing b several times, child is to make three to five b's. Help child if necessary. For acceptable letters say:) Good writing b.

TASK 1 SOUNDS INTRODUCTION

- (Point to y.) Here's a new sound. I'm going to touch under this sound and say the sound. (Touch first ball of arrow. Move quickly to second ball. Hold.) **yyy** (yyyē as in yard).
- Your turn to say the sound when I touch under it. (Touch first ball.) Get ready. (Move quickly to second ball. Hold.) "yyy."



(To correct child saying "yah," "yih," or "yuh" or not responding:) The sound is **yyy**. (Repeat step 2.)

- (Touch first ball.) Again. Get ready. (Move quickly to second ball. Hold.) "yyy."

TASK 2 SOUNDS

- Take a good look at each sound. Say it slowly if you can. Don't get fooled.
- (Touch ball for k.) Get ready. (Quickly move to end of arrow.) "k."
- (Repeat step 2 for i, ing, b, and e. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



TASK 3 WORD READING

- (Touch first ball for walk.) Sound it out. (Touch balls for sounds as child says:) "wwwaaallk" (not "wwwook").
- That's how we sound out the word. Here's how we say the word. (Pause.) Walk (wok). How do we say the word? "walk." Yes, walk—it's a funny word.
- (Return to first ball.) Sound it out again. (Touch balls for sounds as child says:) "wwwaaallk." Now say the word. "walk." Yes, walk. (Repeat until firm.)
- (Touch first ball for talk.) Sound it out. (Touch under sounds as child says:) "taaallk" (not "took").
- That's how we sound out the word. Here's how we say the word. (Pause.) talk (tok). How do we say the word? "talk." Yes, talk—it's a funny word.
- (Return to first ball.) Sound it out again. (Touch under sounds as child says:) "taaallk." Now say the word. "talk." Yes, talk. (Repeat until firm.)



TASK 4 WORD READING

1. (Touch first ball for **stop**.) **Sound it out. Get ready.** (Touch **s**. Slide past **t**. Touch balls for other sounds.) "ssstooop." (Repeat until firm.) **What word?** "stop." **Yes, stop.**
2. (Repeat step 2 for **big, slēep, bed, bīte, rub, fishing, likes, and five.**)

• **stop** →

• **big** →

• **slēep** →

• **bed** →

• **bīte** →

• **rub** →

• **fishing** →

• **likes** →

• **five** →

TASK 5 WORD READING

1. **Get ready to read these words the fast way.**
2. (Touch ball for **his**. Pause three seconds.) **Read it the fast way.** (Slide.) "his." **Yes, his.**
3. (Repeat step 2 for remaining words.)
4. **Read these words again, the fast way.**
5. (Touch first ball for **stop**. Pause three seconds.) **What word?** "stop."
6. (Repeat step 5 for remaining words.) **Good reading those words.**

• **his** →

• **end** →

• **but** →

• **sitting** →

TASK 6 SOUNDS

1. **Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
2. (Touch first ball for **i**.) **Get ready.** (Quickly move to second ball. Hold.) "īīī."
3. (Repeat step 2 for **y, e, o, ā, and ē**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

• **ī** → • **y** →

• **e** → • **ō** →

• **ā** → • **ē** →

the man and his bed

a man had a tub. hē said, “I līke to sit in this tub and rub, rub, rub.”

then the man said, “now I will slēep in this bed.” but a dog was in his bed.

the dog said, “can I slēep in this bed?”

the man said, “nō. gō slēep in the tub.”

the dog said, “I līke to slēep in beds.”

the man said, “this dog līkes to slēep in beds. sō hē can slēep with mē. but I do not līke dogs that bīte.”

the dog said, “I do not līke to bīte.”

sō the man and the dog went to slēep.

and the dog did not bīte the man.

the man and his bed

a man had a tub. hē said, “I līke to sit in this tub and rub, rub, rub.”

then the man said, “now I will slēēp in this bed.” but a dog was in his bed.

the dog said, “can I slēēp in this bed?”

the man said, “nō. gō slēēp in the tub.”

the dog said, “I līke to slēēp in beds.”

the man said, “this dog līkes to slēēp in beds. sō hē can slēēp with mē. but I do not līke dogs that bīte.”

the dog said, “I do not līke to bīte.”

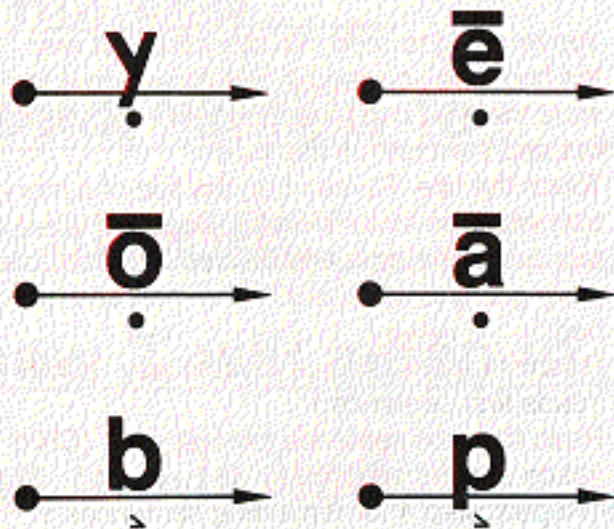
sō the man and the dog went to slēēp.

and the dog did not bīte the man.

LESSON 61

TASK 1 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for y.) Get ready. (Quickly move to second ball. Hold.) "yyy."
3. (Repeat step 2 for ē, ō, ā, b, and p. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



TASK 2 WORD READING

1. (Touch first ball for you.) Sound it out. (Touch balls for sounds as child says:) "yyyoouuu" (not "ūūū").
2. That's how we sound out the word. Here's how we say the word. (Pause.) you (ū). How do we say the word? "you." Yes, you—it's a funny word.
3. (Return to first ball.) Sound it out again. (Touch balls for sounds as child says:) "yyyoouuu." Now say the word. "you." Yes, you. You are smart.



TASK 3 WORD READING

1. (Point to talk and walk.) These words rhyme with awk.
2. (Touch ball for talk.) This word rhymes with (pause) awk. Read it the fast way. (Slide.) "talk." Yes, talk.
3. (Touch first ball for walk.) This word rhymes with (pause) awk. Read it the fast way. (Slide.) "walk." Yes, walk. Good rhyming.
4. Now you get to read these words the fast way. (Touch ball for talk. Pause three seconds.) Read it the fast way. (Slide.) "talk." Yes, talk.
5. (Touch ball for walk. Pause three seconds.) Read it the fast way. (Slide.) "walk." Yes, walk.



1. Get ready to read these words the fast way.
2. (Touch ball for rich. Pause three seconds.)
Read it the fast way. (Slide.) "rich." Yes, rich.
3. (Repeat step 2 for remaining words.)

rich

them

sleeping

lake

live

those

dark

TASK 5 WORD READING

1. (Touch first ball for five.) Sound it out. (Touch balls for sounds.) "ffiiivv." (Repeat until firm.) What word? "five."
2. (Repeat step 1 for dime and dive.)
3. Now you get to read these words the fast way.
4. (Touch ball for rich. Pause three seconds.)
Read it the fast way. (Slide.) "rich." Yes, rich.
5. (Repeat step 4 for remaining words on this page.)

five

dime

dive

TASK 6 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for i.) Get ready. (Quickly move to second ball. Hold.) "iii."
3. (Repeat step 2 for y, ch, p, e, and b. Remember to move quickly to end of arrow if there is no ball on arrow for the sound.)

i y

ch p

e b

1. You're going to read this story the fast way the first time you read it. But if you come to a word that you can't read the fast way, sound it out and then tell me the word.
2. Touch the title. Remember, the title of a story tells what the story is about. Read the title the fast way. "the dog that ate fish." What is this story going to tell about? "the dog that ate fish."
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)
6. (Point to the end.) Read the words on this arrow. "the end."

the dog that ate fish →

a girl went fishing with a dog. that →

dog ate fish. the girl did not like the →

dog to eat fish. "do not eat the fish," →

she said. →

the girl went fishing and the dog went →

to sleep. the girl got five fish. →

"give me those five fish," the dog said, →

"no," the girl said. "more fish are in →

the lake. dive in and get them." →

now the dog is in the lake. and the →

girl is sleeping. →

the end →

TASK 8 SECOND READING

1. You're going to read the story again the fast way. This time I'll ask questions. Start with the title again. (Ask questions as child reads.)

2. (After child reads:) (You say:)

"The dog that ate fish."

What's this story about?

"The girl did not like the dog to eat fish."

Who went fishing?
Did the dog eat fish?
How did the girl feel about the dog's eating fish?

" 'Give me those five fish,' the dog said."

What did the dog say? How many fish did the girl catch? Do you think the girl will give the fish to the dog?

" 'No,' the girl said."

What did the girl say? Did she want to give the fish to the dog?

" 'Dive in and get them.' "

What did the girl say? She said, **More fish are in the lake. Dive in and get them.** Do you think the dog will do that?

"And the girl is sleeping."

Did the dog go in the lake? What is the girl doing now?

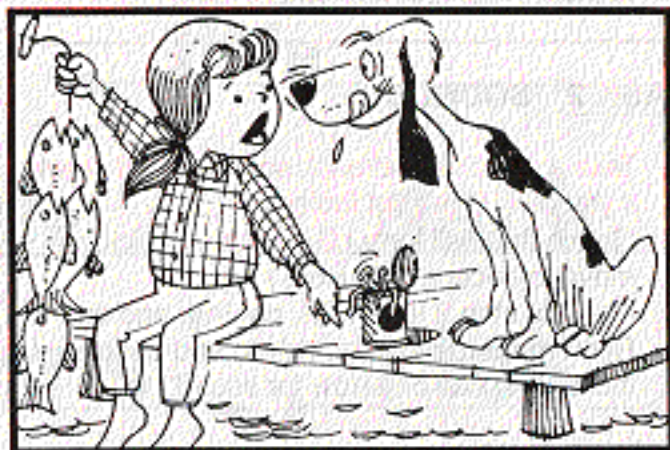
"The end."

Yes, that was the end of the story.

TASK 9 PICTURE COMPREHENSION

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1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. How many fish does the girl have?
4. What do you think she's saying to that dog?
5. I wonder what's in that can near the girl. Yes, worms.
6. Did you ever go fishing and catch five fish?



TASK 10 SOUNDS WRITING

1. Here's the first sound you're going to write. (Write **th** at beginning of first line. Point to **th**.) What sound? "ththth."
2. First trace the **ththth** that I made. Then make more of them on this line. (After tracing **th** several times, child is to make three to five **th**'s. Help child if necessary. For acceptable letters say;) **Good writing ththth.**
3. Here's the next sound you're going to write. (Write **b** at beginning of second line. Point to **b**.) What sound? "b."
4. First trace the **b** that I made. Then make more of them on this line. (After tracing **b** several times, child is to make three to five **b**'s. Help child if necessary. For acceptable letters say;) **Good writing b.**

LESSON 62

TASK 1 SOUNDS INTRODUCTION

- (Point to er.) **Here's a new sound. I'm going to touch under this sound and say the sound.** (Touch first ball of arrow. Move quickly to second ball. Hold.) "urrr."
- Your turn to say the sound when I touch under it.** (Touch first ball.) **Get ready.** (Move quickly to second ball. Hold.) "urrr."

(To correct child saying a wrong sound or not responding:) **The sound is urrr.** (Repeat step 2.)

- (Touch first ball.) **Again. Get ready.** (Move quickly to second ball. Hold.) "urrr."

TASK 2 SOUNDS

- Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
- (Touch first ball for y.) **Get ready.** (Quickly move to second ball. Hold.) "yyy."
- (Repeat step 2 for sh, th, ch, ing, and er. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

TASK 3 WORD READING

- (Point to walk and talk.) **These words rhyme with awk.**
- (Touch ball for walk.) **This word rhymes with (pause) awk. Read it the fast way.** (Slide.) "walk." **Yes, walk.**

- (Touch ball for talk.) **This word rhymes with (pause) awk. Read it the fast way.** (Slide.) "talk." **Yes, talk. Good rhyming.**
- Now you get to read these words again the fast way.** (Touch ball for walk. Pause three seconds.) **Read it the fast way.** (Slide.) "walk." **Yes, walk.**
- (Touch ball for talk. Pause three seconds.) **Read it the fast way.** (Slide.) "talk." **Yes, talk.**

TASK 4 WORD READING

- (Touch first ball for you.) **Sound it out.** (Touch balls for sounds as child says:) "yyyoouuu."
- That's how we sound out the word. Here's how we say the word.** (Pause.) **you.** **How do we say the word?** "you." **Yes, you—it's a funny word.**
- (Return to first ball.) **Sound it out again.** (Touch balls for sounds as child says:) "yyyoouuu." **Now say the word.** "you." **Yes, you.** (Repeat until firm.)

TASK 5 WORD READING

1. This word is made of two small words stuck together. You're going to read both small words the fast way.
2. (Point to ball for **in**.) Read this small word the fast way. (Touch ball.) "in."

3. (Point to ball for **to**.) Read this small word the fast way. (Touch ball.) "to."
4. (Touch first ball for **into**.) Read both small words the fast way. (Slide.) "into." Yes, **into**.

into

TASK 6 WORD READING

1. Get ready to read these words the fast way.
2. (Touch ball for **live**. Pause three seconds.) Read it the fast way. (Slide.) "live." Yes, **live**.
3. (Repeat step 2 for remaining words.)

live

led

māde

dark

park

farms

rich

līke

gun

dēer

wāves

tāke

into

TASK 7 WORD READING

1. (Touch first ball for **hunting**.) Sound it out. Get ready. (Slide past **h**. Touch under other sounds.) "huuunnnttiing." (Repeat until firm.) What word? "hunting." Yes, **hunting**.
2. (Touch first ball for **stopping**.) Sound it out. (Touch under sounds.) "ssstooopiing." (Repeat until firm.) What word? "stopping."
3. (Repeat step 1 for **yēar**, **yes**, and **bōy**.)
4. Now you get to read all these words the fast way.
5. (Touch ball for **live**. Pause three seconds.) Read it the fast way. (Slide.) "live." Yes, **live**.
6. (Repeat step 5 for remaining words on this page.)

hunting

stopping

yēar

yes

bōy

the rich pig →

a dog was in the park. it was dark in
the park.

the dog ran into a pig. the dog said,
“pigs can not gō in this park. pigs live
on farms.”

the pig said, “not this pig. I live on a
ship. I am a rich pig.”

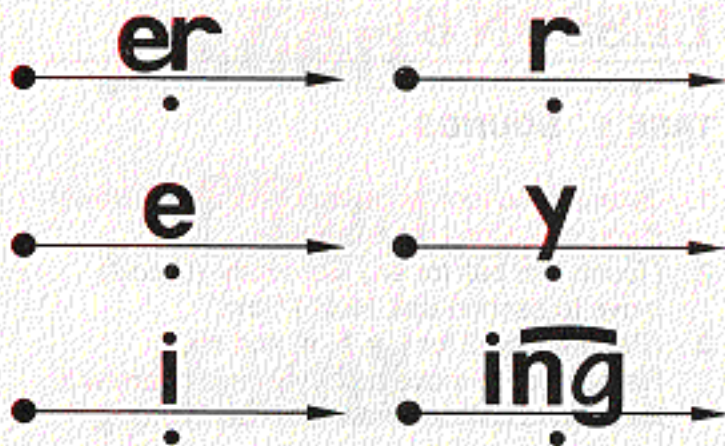
the dog said, “tāke mē to the ship.”
sō the pig did.

but the wāves māde the ship rock.
and the dog got sick.

the end →

TASK 8 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for er.) Get ready. (Quickly move to second ball. Hold.) "urrr."
3. (Repeat step 2 for r, e, y, i, and ing. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



TASK 9 FIRST READING

1. You're going to read this story the fast way the first time you read it. But if you come to a word that you can't read the fast way, sound it out and then tell me the word.
2. Touch the title. Remember, the title of a story tells what the story is about. Read the title the fast way. "the rich pig." What is this story going to tell about? "the rich pig."
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)

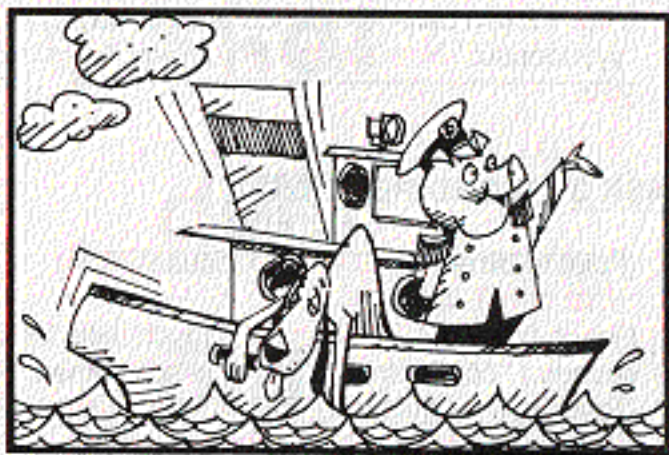
TASK 10 SECOND READING

1. You're going to read the story again the fast way. This time I'll ask questions. Start with the title again. (Ask questions as child reads.)
2. (After child reads:) (You say:)

"The rich pig."	What's this story about?
"It was dark in the park."	Where was the dog? What was it like in the park?
"The dog ran into a pig."	Whom did the dog run into?
" 'Pigs live on farms.' "	What did the dog say?
" 'I am a rich pig.' "	What did the pig say?
"But the waves made the ship rock."	What happened to the ship? Show me how a ship rocks.
"And the dog got sick."	What happened to the dog? Why?

TASK 11 PICTURE COMPREHENSION

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. Who's on that ship?
4. What is the ship doing?
5. What's making the ship rock? Show me the waves.
6. Do you want to go on a boat or a ship?



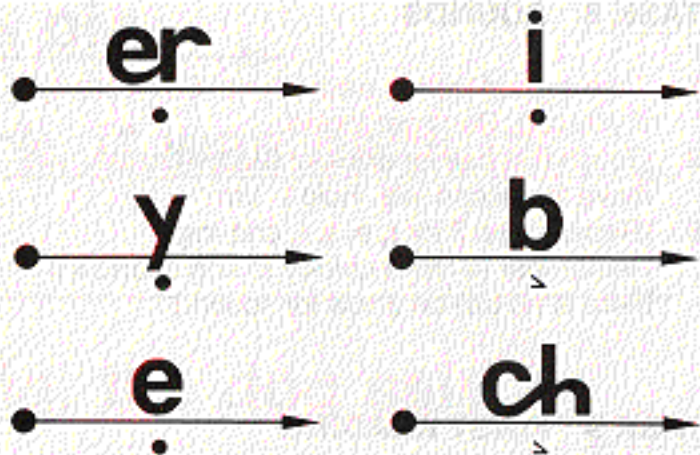
TASK 12 SOUNDS WRITING

1. (Write y at beginning of first line. Point to y.) What sound? "yyy."
2. First trace the yyy that I made. Then make more of them on this line. (After tracing y several times, child is to make three to five y's. Help child if necessary. For each acceptable letter say:) Good writing yyy.
3. Here's the next sound you're going to write. (Write w at beginning of second line. Point to w.) What sound? "www."
4. First trace the www that I made. Then make more of them on this line. (After tracing w several times, child is to make three to five w's. Help child if necessary. For acceptable letters say:) Good writing www.

LESSON 63

TASK 1 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for er.) Get ready. (Quickly move to second ball. Hold.) "urr."
3. (Repeat step 2 for i, y, b, e, and ch. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



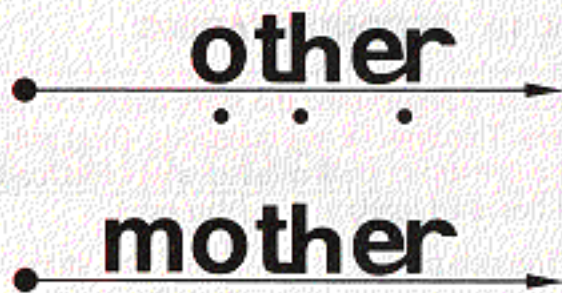
TASK 2 WORD READING

1. (Touch first ball for you.) Sound it out. (Touch under sounds as child says:) "yyoooouuu." Again. (Return to first ball.) Sound it out. (Touch balls for sounds as child says:) "yyoooouuu."
2. That's how we sound out the word. Now say the word. "you." Yes, you.
3. Let's do it again. (Return to first ball.) Sound it out. (Touch balls for sounds as child says:) "yyoooouuu." Now say the word. "you." Yes, you.



TASK 3 WORD READING

1. (Point to other.) This word is (pause) other. What word? "other."
2. (Touch first ball.) Sound it out. (Touch balls for sounds.) "ööthththurr." What word? "other."
3. (Touch ball for mother.) This word rhymes with (pause) other. Read it the fast way. (Slide.) "mother." Yes, mother. Good rhyming.



TASK 4 WORD READING

1. (Touch ball for love.) This word is love. You can't hear the sound on the end of the word when you say it. Read this word the fast way. (Slide.) "love."
2. Yes, love. I love you.

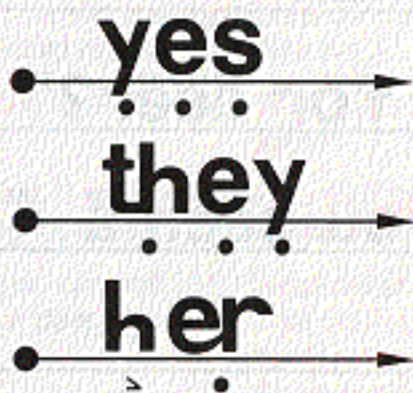


TASK 5 WORD READING

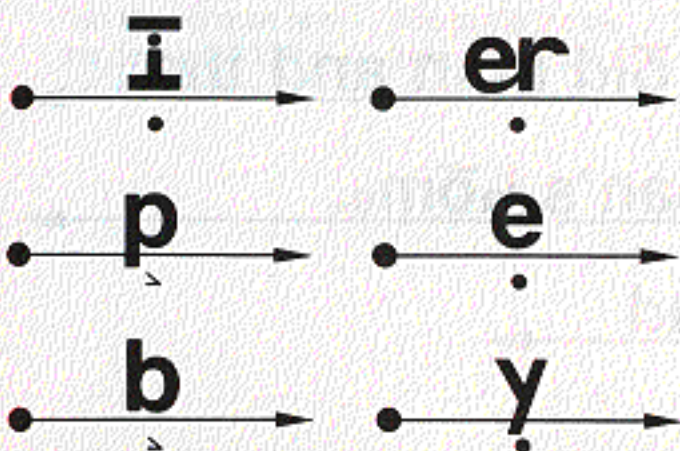
1. Get ready to read these words the fast way.
2. (Touch ball for seen. Pause three seconds.)
Read it the fast way. (Slide.) "seen." Yes, seen.
3. (Repeat step 2 for remaining words.)

TASK 6 WORD READING

1. (Touch first ball for yes.) Sound it out. (Touch balls for sounds.) "yyyyeesss." (Repeat until firm.) What word? "yes."
2. (Repeat step 1 for they and her.)
3. Now you get to read all these words the fast way.
4. (Touch ball for sēen. Pause three seconds.)
Read it the fast way. (Slide.) "seen." Yes, seen.
5. (Repeat step 4 for remaining words on this page.)

**TASK 7 SOUNDS**

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for i.) Get ready. (Quickly move to second ball. Hold.) "ii."
3. (Repeat step 2 for er, p, e, b, and y. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



sēen

fīnd

hunt

hunting

but

shot

dēer

ōld

hōme

bōy

are

card

hunting fōr a dēer →

an ōld man got his gun. hē said, "I
will gō hunting fōr dēer." →

the girl said, "you can not sēe. sō
you can not hunt fōr dēer." →

hē said, "I will hunt fōr dēer." →

then a dēer cāme to the man
and said, "are you hunting fōr dēer?" →

the ōld man said, "have you sēen a
dēer?" →

the dēer said, "I am a dēer." →

the ōld man said, "I can not sēe you.
sō I will not tāke a shot at you. wē will
gō fōr a walk." sō the ōld man and the
dēer went to the ōld man's hōme. →

the end →

TASK 8 FIRST READING

1. You're going to read this story the fast way the first time you read it. But if you come to a word that you can't read the fast way, sound it out and then tell me the word.
2. Touch the title. Remember, the title of a story tells what the story is about. Read the title the fast way. "hunting for a deer." What is this story going to tell about? "hunting for a deer."
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)

TASK 9 SECOND READING

1. You're going to read the story again the fast way. This time I'll ask questions. Start with the title again. (Ask questions as child reads.)
2. (After child reads:) (You say:)

"Hunting for a deer."	What's this story about?
"He said, 'I will go hunting for a deer.'"	Who said that? How will he hunt for deer?
"'So you can not hunt for deer.'"	What did she say? That old man is in trouble. He can't see. So he can't hunt for deer.
"Then a deer came to the man and said, 'Are you hunting for deer?'"	Who said that? Do you think that the old man knows that a deer is talking to him? Why not?
"'So I will not take a shot at you.'"	What did the old man say?
"So the old man and the deer went to the old man's home."	Where did the old man and the deer go?

TASK 10 PICTURE COMPREHENSION

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. What's the old man doing?
4. Have you ever seen a deer?

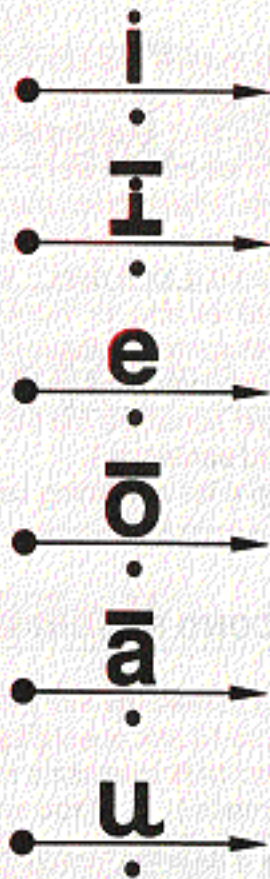


TASK 11 SOUNDS WRITING

1. Here's the first sound you're going to write. (Write y at beginning of first line. Point to y.) What sound? "yyy."
2. First trace the yyy that I made. Then make more of them on this line. (After tracing y several times, child is to make three to five y's. Help child if necessary. For acceptable letters say:) Good writing yyy.
3. Here's the next sound you're going to write. (Write b at beginning of second line. Point to b.) What sound? "b."
4. First trace the b that I made. Then make more of them on this line. (After tracing b several times, child is to make three to five b's. Help child if necessary. For acceptable letters say:) Good writing b.

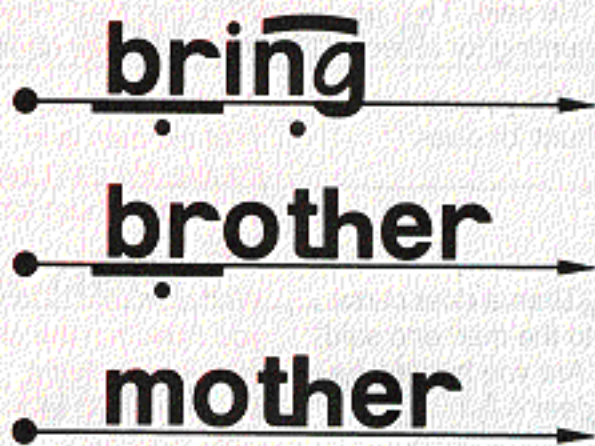
TASK 1 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for i.) Get ready. (Quickly move to second ball. Hold.) "iii."
3. (Repeat step 2 for ī, e, ō, ā, and u. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



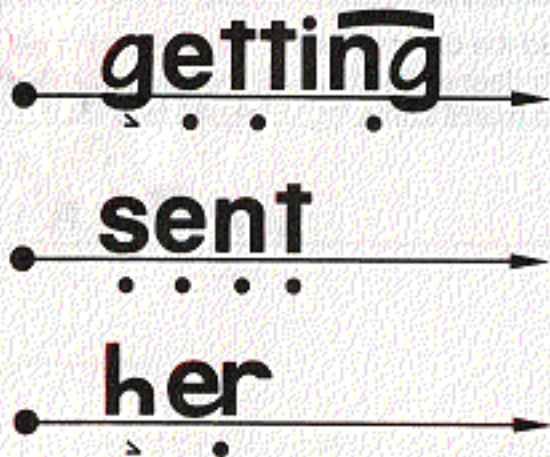
TASK 2 WORD READING

1. (Touch ball for **br** in **bring**.) These sounds are hard to say when they are together. Listen: **brrr**. Sounds as if I'm cold. **brrr**. Say that. "brrr."
2. (Touch first ball for **bring**.) Sound out this word. (Touch balls for sounds.) "brrriing." What word? "bring."
3. (Touch first ball for **brother**.) This word also starts with **brrr**. And it rhymes with **other**. Read it the fast way. "brother." Yes, **brother**.
4. (Touch ball for **mother**.) This word rhymes with **other**. Read it the fast way. (Slide.) "mother." Yes, **mother**.



TASK 3 WORD READING

1. (Touch first ball for **getting**.) Sound it out. Get ready. (Slide past **g**. Touch under other sounds.) "geeetiing." (Repeat until firm.) What word? "getting." Yes, **getting**.
2. (Touch first ball for **sent**.) Sound it out. (Touch balls for sounds.) "ssseennnt." (Repeat until firm.) What word? "sent."
3. (Repeat step 2 for **her**.)



1. Get ready to read these words the fast way.
2. (Touch ball for love. Pause three seconds.) Read it the fast way. (Slide.) "love." Yes, love.
3. (Repeat step 2 for remaining words.)
4. Read all these words again, the fast way.
5. (Touch first ball for bring. Pause three seconds.) What word? "bring."
6. (Repeat step 5 for remaining words.) Good reading those words.

● love →

● fīnd →

● givē →

● gāvē →

TASK 5 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for o.) Get ready. (Quickly move to second ball. Hold.) "ooo."
3. (Repeat step 2 for er, ō, e, ē, and ī. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

● o →

● er →

● ō →

● e →

● ē →

● ī →

● up →

● bōy →

● got →

● tāil →

● they →

a card fōr mother →

a boy sent a card to his mother. the
card said, "mother, I love you." but
his mother did not get the card.

a cop got the card. hē said, "I am
not mother." sō hē gāve the card to
his brother.

his brother said, "this card is not
fōr mē. I am not mother."

sō the cop and his brother went to
fīnd mother. they met the bōy.

the bōy said, "you have the card that
I sent to mother. give mē that card."

sō they gāve him the card.

and hē gāve the card to his mother.

this is the end. →

TASK 6 FIRST READING

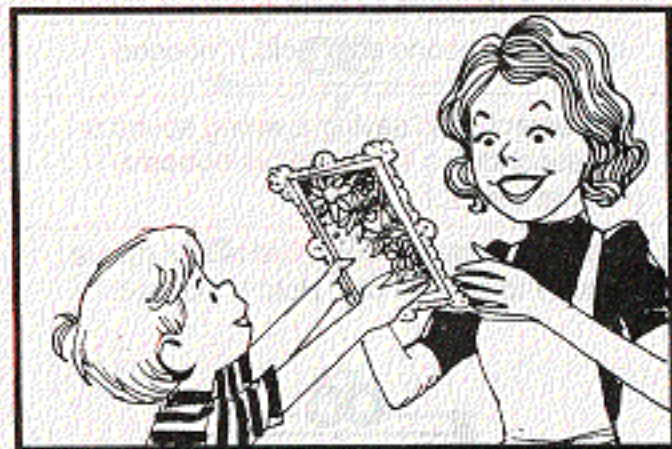
1. You're going to read this story the fast way the first time you read it. But if you come to a word that you can't read the fast way, sound it out and then tell me the word.
2. Touch the title. Remember, the title of a story tells what the story is about. Read the title the fast way. "a card for mother." What is this story going to tell about? "a card for mother."
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)

TASK 7 SECOND READING

1. You're going to read the story again the fast way. This time I'll ask questions. Start with the title again. (Ask questions as child reads.)
2. (After child reads:) (You say:)
"A card for mother." What's this story about?
"But his mother did not get the card." What did the card say? Did his mother get the card?
"A cop got the card." Who got the card?
"They met the boy." Whom did they meet? Whom were they looking for?
"Give me that card." What did the boy say? Do you think the cop and his brother will give the boy the card? Let's read and find out.
"So they gave him the card." Did they give the boy the card?
"And he gave the card to his mother." What did the boy do?

TASK 8 PICTURE COMPREHENSION

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. Who is that in the picture?
4. What do you think that card says?
5. Did you ever send a pretty card to your mother?



TASK 9 SOUNDS WRITING

1. (Write er at beginning of first line. Point to er.) What sound? "urrr."
2. First trace the er (urrr) that I made. Then make more of them on this line. (After tracing er several times, child is to make three to five er's. Help child if necessary. For each acceptable letter say:) Good writing er (urrr).
3. Here's the next sound you're going to write. (Write w at beginning of second line. Point to w.) What sound? "www."
4. First trace the www that I made. Then make more of them on this line. (After tracing w several times, child is to make three to five w's. Help child if necessary. For acceptable letters say:) Good writing www.

LESSON 65

TASK 1 SOUNDS INTRODUCTION

- (Point to oo.) **Here's a new sound. I'm going to touch under this sound and say the sound.** (Touch first ball of arrow. Move quickly to second ball. Hold.) **ooooo** (as in boo).
- Your turn to say the sound when I touch under it.** (Touch first ball.) **Get ready.** (Move quickly to second ball. Hold.) "ooooo."

(To correct child saying a wrong sound or not responding:) **The sound is ooooo.** (Repeat step 2.)

- (Touch first ball.) **Again. Get ready.** (Move quickly to second ball. Hold.) "ooooo."



TASK 2 SOUNDS

- Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
- (Touch first ball for er.) **Get ready.** (Quickly move to second ball. Hold.) "urr."
- (Repeat step 2 for y, i, ē, and ch. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



TASK 3 WORD READING

- (Touch first ball for you.) **Sound it out.** (Touch under sounds as child says:) "yyyoooouu." **Again.** (Return to first ball.) **Sound it out.** (Touch balls for sounds as child says:) "yyyoooouu."
- That's how we sound out the word. Now say the word.** "you." **Yes, you.**
- Let's do it again.** (Return to first ball.) **Sound it out.** (Touch balls for sounds as child says:) "yyyoooouu." **Now say the word.** "you." **Yes, you.**



TASK 4 WORD READING

- Get ready to read these words the fast way.**
- (Touch ball for over. Pause three seconds.) **Read it the fast way.** (Slide.) "over." **Yes, over.**
- (Repeat step 2 for remaining words.)
- Read these words again, the fast way.**
- (Touch ball for over. Pause three seconds.) **What word?** "over."
- (Repeat step 5 for remaining words.) **Good reading those words.**



bē

māde

sittīng

shoppīng

got

gōīng

they

shōre

fōr

līke

tōy

bōy

little

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for oo.) Get ready. (Quickly move to second ball. Hold.) "ooooo."
3. (Repeat step 2 for b, o, ō, y, and v. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

oo

b

o

ō

y

v

gōing to the tōy shop →

a bōy and his mother went shopping fōr tōys. →

the bōy said, "I love big tōys." but his mother said,
"I like little tōys." →

the man in the tōy shop said, "I have tōys
that you will like. they are big and little." →

the bōy said, "tōys can not be big and little." →

the man said, "this tōy is big and little." →

he got a little tōy duck and he made it big. →

this is the end. →

TASK 6 FIRST READING

1. You're going to read this story the fast way the first time you read it. But if you come to a word that you can't read the fast way, sound it out and then tell me the word.
2. Touch the title. Remember, the title of a story tells what the story is about. Read the title the fast way. "going to the toy shop." What is this story going to tell about? "going to the toy shop."
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)

TASK 7 SECOND READING

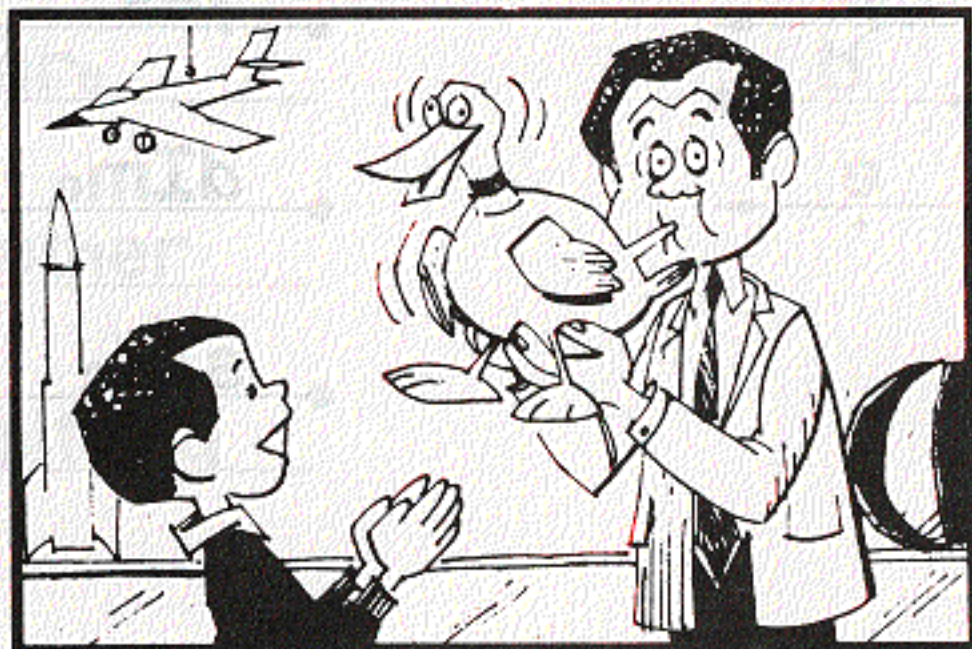
1. You're going to read the story again the fast way. This time I'll ask questions. Start with the title again. (Ask questions as child reads.)
 2. (After child reads:) (You say:)
"They are big and little."
"He got a little toy duck and he made it big."
- What did the man say? I wonder how toys can be big and little. Let's read and find out.
- I wonder how he did that.

TASK 8 PICTURE COMPREHENSION

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. Now I see how he made the little duck big. How did he do that?
4. Is that duck big and little?
5. When is it big? After it's blown up.
6. When is it little? Before it's blown up.
7. Did you ever have a toy that you could blow up and make big?

TASK 9 SOUNDS WRITING

1. Here's the first sound you're going to write. (Write **d** at beginning of first line. Point to **d**.) What sound? "d."
2. First trace the **d** that I made. Then make more of them on this line. (After tracing **d** several times, child is to make three to five **d**'s. Help child if necessary. For acceptable letters say:) Good writing **d**.
3. Here's the next sound you're going to write. (Write **er** at beginning of second line. Point to **er**.) What sound? "urrr."
4. First trace the **er** (urrr) that I made. Then make more of them on this line. (After tracing **er** several times, child is to make three to five **er**'s. Help child if necessary. For acceptable letters say:) Good writing **er** (urrr).



LESSON 66

TASK 1 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for oo.) Get ready. (Quickly move to second ball. Hold.) "ooooo."
3. (Repeat step 2 for o, b, i, p, and e. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

oo →

o →

b →

i →

p →

e →

TASK 2 WORD READING

1. Get ready to read these words the fast way.
2. (Touch ball for you. Pause three seconds.) Read it the fast way. (Slide.) "you." Yes, you.
3. (Repeat step 2 for remaining words.)
4. Read these words again, the fast way.
5. (Touch ball for you. Pause three seconds.) What word? "you."
6. (Repeat step 5 for remaining words.) Good reading those words.

you →

her →

must →

over →

yes →

dime →

side →

walk

tāke

shōre

ēagle

wet

lāke

car

are

other

sitting

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for oo.) Get ready. (Quickly move to second ball. Hold.) "ooooo."
3. (Repeat step 2 for o, ô, y, î, and b. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

oo

o

ô

y

î

b

the other sīde of the lāke →

a bug sat and sat on the shōre of a lāke. hē did
not have a car to tāke him to the other sīde. →

then a big ēagle cāme and sat down on the shōre. →

the ēagle said, "you are sittīng on the shōre and
you are sad." →

the bug said, "yes. I am sad. I nēed to get to
the other sīde of the lāke. I will give you a dīme." →

the ēagle said, "yes. give mē a dīme and I will
tāke you to the other sīde." sō the bug gāve the
ēagle a dīme and got on the ēagle. they went ōver
the lāke to the other sīde. →

the end →

TASK 4 FIRST READING

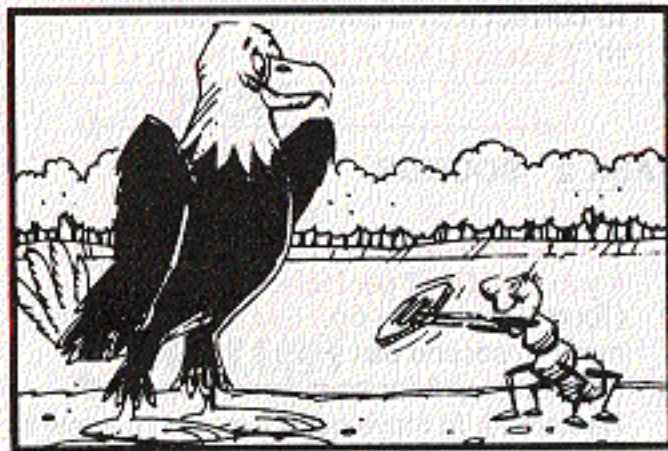
1. You're going to read this story the fast way the first time you read it. But if you come to a word that you can't read the fast way, sound it out and then tell me the word.
2. Touch the title. Remember, the title of a story tells what the story is about. Read the title the fast way. "the other side of the lake." What is this story going to tell about? "the other side of the lake."
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)

TASK 5 SECOND READING

1. You're going to read the story again the fast way. This time I'll ask questions. Start with the title again. (Ask questions as child reads.)
2. (After child reads:) (You say:)
"The other side of the lake."
What's this story about?
" "I need to get to the other side of the lake."
What did the bug say? Where was he?
" "Give me a dime and I will take you to the other side."
What did the eagle say?
"They went over the lake to the other side."
Did the bug get to the other side of the lake? How did the bug get to the other side?

TASK 6 PICTURE COMPREHENSION

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. What does that bug have in his hand? Yes, a dime.
4. What will he do with the dime?
5. I wonder why he doesn't take a car to the other side.
6. What would you do if you were that bug?



TASK 7 SOUNDS WRITING

1. Here's the first sound you're going to write. (Write **sh** at beginning of first line. Point to **sh**.) What sound? "shshsh."
2. First trace the **shshsh** that I made. Then make more of them on this line. (After tracing **sh** several times, child is to make three to five **sh**'s. Help child if necessary. For acceptable letters say:) Good writing **shshsh**.
3. Here's the next sound you're going to write. (Write **y** at beginning of second line. Point to **y**.) What sound? "yyy."
4. First trace the **yyy** that I made. Then make more of them on this line. (After tracing **y** several times, child is to make three to five **y**'s. Help child if necessary. For acceptable letters say:) Good writing **yyy**.

LESSON 67

TASK 1 SOUNDS INTRODUCTION

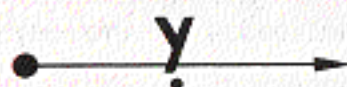
1. (Touch ball for j.) **We always have to say this sound fast. My turn to say it fast.** (Quickly move to end of arrow as you say sound.) j.
2. **My turn to say it fast again.** (Touch ball for j.) **Say it fast.** (Quickly move to end of arrow.) j.
3. (Touch ball.) **Your turn.** (Pause.) **Say it fast.** (Quickly move to end of arrow.) "j."



(To correct if child says "juh," "jah," or "jih":) **Listen: j. Say it fast. "j." Yes, j.**

TASK 2 SOUNDS

1. **Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
2. (Touch first ball for oo.) **Get ready.** (Quickly move to second ball. Hold.) "ooooo."
3. (Repeat step 2 for er, y, j, i, and ing. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



TASK 3 WORD READING

1. (Touch first ball for some.) **Sound it out.** (Touch balls for sounds—but not o—as child says:) "ssssooooo" (not "sssuuuuu").
2. **That's how we sound out the word. Here's how we say the word.** (Pause.) **some (sum).** How do we say the word? "some." **Yes, some—it's a funny word.**
3. (Return to first ball.) **Sound it out again.** (Touch balls for sounds as child says:) "ssssooooo." **Now say the word. "some."** **Yes, some. I have some money.**



TASK 4 WORD READING

(Touch ball for come.) **This word rhymes with some. Read it the fast way.** (Slide.) "come."



TASK 5 WORD READING

1. Get ready to read these words the fast way.
2. (Touch ar in park.) What do these sounds say? "are."
3. (Touch first ball for park. Pause three seconds.) Read this word the fast way. (Slide.) "park." Yes, park.
4. Get ready to read these words the fast way.
5. (Touch ball for ever. Pause three seconds.) Read it the fast way. (Slide.) "ever." Yes, ever.
6. (Repeat step 5 for remaining words.)

● park

● ever

● never

● love

● leave

● live

● sleeping

● talked

● soon

● her

● they

● must

● hug

● gave

● came

TASK 6 WORD READING

1. (Touch first ball for jump.) Sound it out. Get ready. (Slide past j. Touch balls for other sounds.) "juuummp." (Repeat until firm.) What word? "jump." Yes, jump.
2. (Touch first ball for pool.) Sound it out. (Touch under sounds.) "pooooooll." (Repeat until firm.) What word? "pool."
3. (Repeat step 3 for moon, swim, and lived.) Now you get to read all these words the fast way.
4. (Touch first ball for some. Pause three seconds.) Read it the fast way. (Slide.) "some." Yes, some.
5. (Repeat step 4 for remaining words on this page.)

● jump

● pool

● moon

● swim

● lived

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for oo.) Get ready. (Quickly move to second ball. Hold.) "oooooo."
3. (Repeat step 2 for j, g, f, b, and e. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



the cat that talk_ed

a girl had a cat. shē loved her cat. shē talk_ed to her cat.

then the cat talk_ed to her. the girl said, "I must bē slēēpiṅṅ. cats can not talk."

the cat said, "you talk to mē. sō I can talk to you."

the girl gāve the cat a big hug. "I never had a cat that talk_ed."

the cat said, "I never had a cat that talk_ed." the girl and the cat talk_ed and talk_ed.

then a man cāme to the park. hē went up to the girl and said, "can I hav_e that cat?"

the cat said, "I will not gō with you."

the man said, "I must bē slēēpiṅṅ. cats do not talk. I will lēav_e this park." and hē did.

the end

TASK 8 FIRST READING

1. You're going to read this story the fast way the first time you read it. But if you come to a word that you can't read the fast way, sound it out and then tell me the word.
2. Touch the title. Remember, the title of a story tells what the story is about. Read the title the fast way. "the cat that talked." What is this story going to tell about? "the cat that talked."
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)

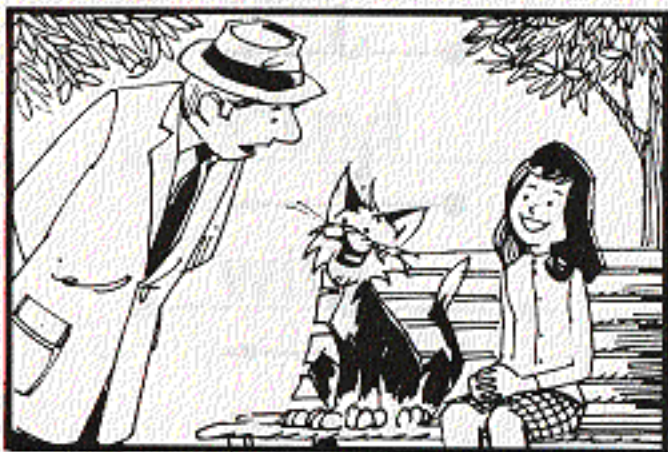
TASK 9 SECOND READING

1. You're going to read the story again the fast way. This time I'll ask questions. Start with the title again. (Ask questions as child reads.)
2. (After child reads:) (You say:)
"Cats can not talk."
What did the girl say? Why did she say that?
"The girl gave the cat a big hug."
Show me how you give a big hug.
"The cat said, 'I never had a cat that talked.'"
What did the cat say? That's silly.
"He went up to the girl and said, 'Can I have that cat?'"
What did he say? Who said that? What do you think will happen?
"The cat said, 'I will not go with you.'"
What did the cat say? What do you think the man will do now?
"I will leave this park."
What did the man say? I'll bet he was surprised to hear that cat talk.
"And he did."
What did he do?

TASK 10 PICTURE COMPREHENSION

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1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. Why does that man look so surprised?
4. What's the cat saying? Yes, I will not go with you. I bet it would be a lot of fun to have a talking cat.



TASK 11 SOUNDS WRITING

1. Here's the first sound you're going to write. (Write **b** at beginning of first line. Point to **b**.) What sound? "b."
2. First trace the **b** that I made. Then make more of them on this line. (After tracing **b** several times, child is to make three to five **b**'s. Help child if necessary. For acceptable letters say:) Good writing **b**.
3. Here's the next sound you're going to write. (Write **p** at beginning of second line. Point to **p**.) What sound? "p."
4. First trace the **p** that I made. Then make more of them on this line. (After tracing **p** several times, child is to make three to five **p**'s. Help child if necessary. For acceptable letters say:) Good writing **p**.

LESSON 68

TASK 1 SOUNDS

1. You're going to say all these sounds fast.
2. (Touch ball for j.) Say it fast. (Move to end of arrow.) "j."
3. (Repeat step 2 for each sound.)

● J →

● h →

● f →

● d →

● b →

● p →

TASK 2 WORD READING

1. (Point to o in some.) In all these words, this sound is funny. It says ūūū. Get ready to read all these words the fast way.
2. (Touch ball for some. Pause three seconds.) Read it the fast way. (Slide.)
3. (Repeat step 2 for come, love, other, mother, and brother.)

TASK 3 WORD READING

1. (Touch first ball for every.) Sound it out. (Touch balls for sounds.) "eevvvurrrryy." (Repeat until firm.) What word? "every."
2. (Repeat step 1 for soon, never, pool, brōke, swimming, jumps, jumped, and start.)

● some →

● come →

● love →

● other →

● mother →

● brother →

● every →

● soon →

● never →

● pool →

● brōke →

● swimming →

● jumps →

● jumped →

● start →

TASK 4 WORD READING

1. Get ready to read these words the fast way.
2. (Touch ball for **men**. Pause three seconds.)
Read it the fast way. (Slide.) "men." Yes, **men**.
3. (Repeat step 2 for remaining words.)
4. Read these words again, the fast way.
5. (Touch first ball for **every**. Pause three seconds.) What word? "every."
6. (Repeat step 5 for remaining words.) Good reading those words.

**men****day****tell****find****with****moon****walked****fun****TASK 5 SOUNDS**

1. You're going to say all these sounds fast.
2. (Touch ball for **j**.) Say it fast. (Move to end of arrow.) "j."
3. (Repeat step 2 for each sound.)

**j****g****f****d****k**

fīndīṅ some fun on the moon →

some girls went to the moon in a moon ship. →

a girl said, "I will fīnd some fun." shē walkēd
and walkēd. soon shē cāme to a cow. →

the moon cow said, "wē can havē lots of fun.
come with mē." the girl went with the moon cow to a
pool. the moon cow said, "this is how wē havē fun
on the moon." shē jumpēd into the pool. and the
girl jumpēd into the pool. →

the girl said, "it is fun to swim on the moon." sō
the girl and the cow went swimmiṅ every dāy. the
girl did not tell the other girls that shē went
swimmiṅ with a moon cow. →

the end →

TASK 6 FIRST READING

1. You're going to read this story the fast way the first time you read it. But if you come to a word that you can't read the fast way, sound it out and then tell me the word.
2. Touch the title. Remember, the title of a story tells what the story is about. Read the title the fast way. "finding some fun on the moon." What is this story going to tell about? "finding some fun on the moon."
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)

TASK 7 SECOND READING

1. You're going to read the story again the fast way. This time I'll ask questions. Start with the title again. (Ask questions as child reads.)
2. (After child reads:) (You say:)
"Finding some fun on the moon." What's this story about?
"A girl said, 'I will find some fun.' " What did she say? Where was she? How did the girls get to the moon?
"Come with me." What did the cow say? I wonder what kind of fun they have. Let's read and find out.
"She jumped into the pool." What did the cow do? How do they have fun on the moon?
"The girl did not tell the other girls that she went swimming with a moon cow." I wonder why she didn't tell the girls about the pool.

TASK 8 PICTURE COMPREHENSION

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. What's happening in the picture?
4. Does that look like fun to you?
5. Would you like to swim with a moon cow?



TASK 9 SOUNDS WRITING

1. (Write j at beginning of first line. Point to j.) What sound? "j"
2. First trace the j that I made. Then make more of them on this line. (After tracing j several times, child is to make three to five j's. Help child if necessary. For each acceptable letter say:) Good writing j.
3. Here's the next sound you're going to write. (Write er at beginning of second line. Point to er.) What sound? "urrr."
4. First trace the er (urrr) that I made. Then make more of them on this line. (After tracing er several times, child is to make three to five er's. Help child if necessary. For acceptable letters say:) Good writing er (urrr).

LESSON 69

TASK 1 SOUNDS INTRODUCTION

1. (Point to **wh**.) **Here's a new sound. I'm going to touch under this sound and say the sound.** (Touch first ball of arrow. Move quickly to second ball. Hold.) **www.**
2. **Your turn to say the sound when I touch under it.** (Touch first ball.) **Get ready.** (Move quickly to second ball. Hold.) "www."

(To correct child saying a wrong sound or not responding:) **The sound is www.**
(Repeat step 2.)

3. (Touch first ball.) **Again. Get ready.** (Move quickly to second ball. Hold.) "www."

TASK 2 SOUNDS

1. **Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
2. (Touch first ball for **wh**.) **Get ready.** (Quickly move to second ball. Hold.) "www."
3. (Repeat step 2 for **j**, **ch**, **sh**, **th**, and **er**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

wh

wh

j

ch

sh

th

er

TASK 3 WORD READING

1. (Touch first ball for **sitting**.) **Sound it out.** (Touch under sounds.) "sssiitiing." (Repeat until firm.) **What word?** "sitting."
2. (Repeat step 1 for **gold**.)

sitting

gold

TASK 4 WORD READING

1. Get ready to read these words the fast way.
2. (Touch ball for fill. Pause three seconds.)
Read it the fast way. (Slide.) "fill." Yes, fill.
3. (Repeat step 2 for remaining words.)
4. Read these words again, the fast way.
5. (Touch first ball for sitting. Pause three seconds.) What word? "sitting."
6. (Repeat step 5 for remaining words.) Good reading those words.

● **fill** →

● **stop** →

● **never** →

● **jump** →

● **start** →

● **come** →

● **back** →

● **rōad** →

● **hand** →

● **down** →

● **cāme** →

● **soon** →

● **tēach** →

● **ever** →

● **nīne** →

TASK 5 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for j.) Get ready. (Quickly move to end of arrow.) "j."
3. (Repeat step 2 for wh, oo, er, ing, and ch. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

● **j** →

● **wh** →

● **oo** →

● **er** →

● **ing** →

● **ch** →

the fat man that never came back

a man had an old car. the old car did not start.

so the man went down the road. soon he came to a rat.

the man said, "can you start an old car?"

the rat said, "no. rats do not have cars."

so the man went down the road. soon he came to a fat man. he said, "can you start an old car?"

the fat man said, "yes. I can but I will not. I am sitting and I like to sit."

the man said, "you can sit in this car if you can start it."

so the fat man got in the car and made the car start. he said, "I like this old car. I will take it down the road and never come back."

the end

TASK 6 FIRST READING

1. You're going to read this story the fast way the first time you read it. But if you come to a word that you can't read the fast way, sound it out and then tell me the word.
2. Touch the title. Remember, the title of a story tells what the story is about. Read the title the fast way. "the fat man that never came back." What is this story going to tell about? "the fat man that never came back."
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)

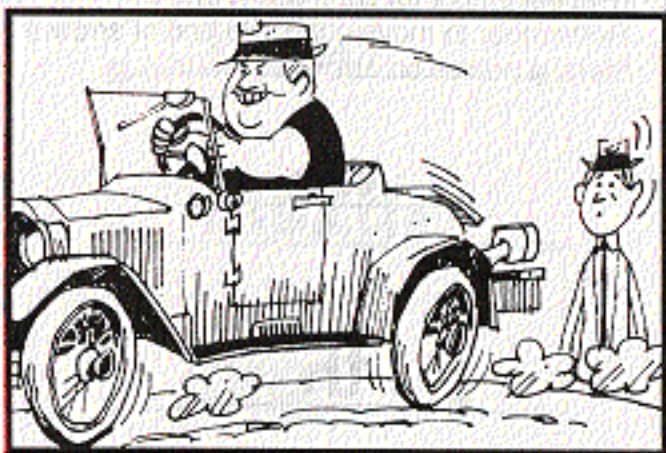
TASK 7 SECOND READING

1. You're going to read the story again the fast way. This time I'll ask questions. Start with the title again. (Ask questions as child reads.)
2. (After child reads:) (You say:)
"The fat man that never came back." What's this story about?
"The old car did not start." What was wrong with the old car?
" 'Rats do not have cars.' " What did the rat say? What did the man want the rat to do?
" 'I can but I will not.' " What did the fat man say? What did he say he will not do?
" 'I am sitting and I like to sit.' " What did the fat man say?
"So the fat man got in the car and made the car start." What happened?
" 'I will take it down the road and never come back.' " What did he say? And what's the title of this story?

TASK 8 PICTURE COMPREHENSION

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1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. What's happening in the picture?
4. Who's driving the car?
5. Will that fat man come back?
6. How do you think that other man feels?



TASK 9 SOUNDS WRITING

1. Here's the first sound you're going to write. (Write **sh** at beginning of first line. Point to **sh**.) What sound? "shshsh."
2. First trace the **shshsh** that I made. Then make more of them on this line. (After tracing **sh** several times, child is to make three to five **sh**'s. Help child if necessary. For acceptable letters say:) Good writing **shshsh**.
3. Here's the next sound you're going to write. (Write **d** at beginning of second line. Point to **d**.) What sound? "d."
4. First trace the **d** that I made. Then make more of them on this line. (After tracing **d** several times, child is to make three to five **d**'s. Help child if necessary. For acceptable letters say:) Good writing **d**.

LESSON 70

TASK 1 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for **wh**.) Get ready. (Quickly move to second ball. Hold.) "www."
3. (Repeat step 2 for **th**, **j**, **oo**, **y**, and **i**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

● **wh** →
·

● **th** →
·

● **j** →
·

● **oo** →
·

● **y** →
·

● **i** →
·

TASK 2 WORD READING

1. (Touch first ball for **when**.) Sound it out. (Touch balls for sounds.) "wwweeennn." (Repeat until firm.) What word? "when."
2. (Repeat step 1 for **rich**, **under**, **away**, **yelled**, **filled**, **boys**, and **down**.)

● **when** →
· · ·

● **rich** →
· · ·

● **under** →
· · · ·

● **away** →
· · · ·

● **yelled** →
· · · · ·

● **filled** →
· · · · ·

● **boys** →
· · · ·

● **down** →
· · · ·

1. Get ready to read these words the fast way.
2. (Touch ball for **wh**ite. Pause three seconds.)
Read it the fast way. (Slide.) "white." Yes, **white**.
3. (Repeat step 2 for remaining words.)
4. Read these words again, the fast way.
5. (Touch first ball for **wh**en. Pause three seconds.) **What word?** "when."
6. (Repeat step 5 for remaining words of lesson.) **Good reading those words.**

● **wh**ite →

● **bill** →

● **bag** →

● **tr**ee →

● **aw**ay →

● **fish**ing →

● **filled** →

● **in**side →

● **big** →

● **f**ive →

● **g**old →

● **with** →

TASK 4 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for **sh**.) **Get ready.** (Quickly move to second ball. Hold.) "shshsh."
3. (Repeat step 2 for **wh**, **i**, **y**, and **b**. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

● **sh** →

● **wh** →

● **i** →

● **I** →

● **y** →

● **b** →

bill went fishing

bill went fishing with the other boys. the other boys had lots of fish, but bill did not get nine fish or five fish. he got a big old bag.

the other boys made fun of bill. they said, "we have fish and you have an old bag."

bill was sad. but then he said, "wow. this bag is filled with gold."

the other boys looked inside the bag. "wow," they said.

now bill was not sad. he said to the other boys, "you have lots of fish, but I have lots and lots of gold. so I am rich."

this is the end.

TASK 5 FIRST READING

1. You're going to read this story the fast way the first time you read it. But if you come to a word that you can't read the fast way, sound it out and then tell me the word.
2. Touch the title. Remember, the title of a story tells what the story is about. Read the title the fast way. "bill went fishing." What is this story going to tell about? "bill went fishing."
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)

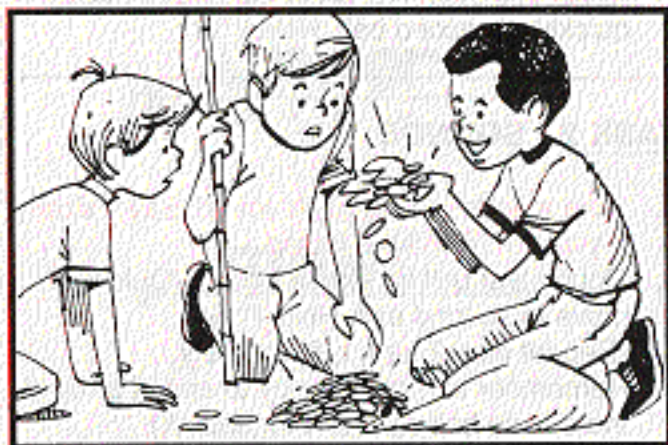
TASK 6 SECOND READING

1. You're going to read the story again the fast way. This time I'll ask questions. Start with the title again. (Ask questions as child reads.)
2. (After child reads:) (You say:)

"Bill went fishing."	What's this story about?
"He got a big old bag."	What did the other boys get? What did Bill get?
"Bill was sad."	Why was Bill sad?
"Wow. This bag is filled with gold."	What did he say?
"Now Bill was not sad."	Was he sad?
"So I am rich."	What did the other boys have? What did Bill have? Who was rich?

TASK 7 PICTURE COMPREHENSION

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. What's in that bag?
4. Are the other boys making fun of Bill now?
5. Which would you rather have, nine fish or a big old bag filled with gold?
6. What would you do with all that gold?



TASK 8 SOUNDS WRITING

1. (Write **wh** at beginning of first line. Point to **wh**.) What sound? "www."
2. First trace the **wh** (**www**) that I made. Then make more of them on this line. (After tracing **wh** several times, child is to make three to five **wh**'s. Help child if necessary. For each acceptable letter say:) Good writing **wh** (**www**).
3. Here's the next sound you're going to write. (Write **j** at beginning of second line. Point to **j**.) What sound? "j."
4. First trace the **j** that I made. Then make more of them on this line. (After tracing **j** several times, child is to make three to five **j**'s. Help child if necessary. For acceptable letters say:) Good writing **j**.

TASK 1 SOUNDS INTRODUCTION

- (Point to \bar{y} .) **Here's a new sound. I'm going to touch under this sound and say the sound.** (Touch first ball of arrow. Move quickly to second ball. Hold.) "iii."
- Your turn to say the sound when I touch under it.** (Touch first ball.) **Get ready.** (Move quickly to second ball. Hold.) "iii."

(To correct child saying a wrong sound or not responding:) **The sound is iii.** (Repeat step 2.)

- (Touch first ball.) **Again. Get ready.** (Move quickly to second ball. Hold.) "iii."

**TASK 2 SOUNDS**

- Take a good look at each sound. Say it slowly if you can. Don't get fooled.**
- (Touch first ball for y .) **Get ready.** (Quickly move to second ball. Hold.) "yyy."
- (Repeat step 2 for i , \bar{i} , \bar{o} , e , and \bar{y} . Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

**TASK 3 WORD READING**

- (Touch first ball for **look**.) **Sound it out.** (Touch balls for sounds as child says:) "lllooooook" (rhymes with **spook**).
- That's how we sound out the word. Here's how we say the word.** (Pause.) **look** (rhymes with **book**) **How do we say the word?** "look." **Yes, look—it's a funny word.**
- (Return to first ball.) **Sound it out again.** (Touch balls for sounds as child says:) "lllooooook." **Now say the word.** "look." **Yes, look. I like to look at you.**

**TASK 4 WORD READING**

- (Cover **ed** ending of **looked**. Point to **look**.) **Tell me this part of the word.** "look." **Yes, look.** (Touch ball for **looked**.) **Read this whole word the fast way. Get ready.** (Slide.) "looked." **Yes, looked.**
- (Cover **ting** ending of **getting**. Point to **get**.) **Tell me this part of the word.** "get." **Yes, get.** (Touch ball for **getting**.) **Read this whole word the fast way. Get ready.** (Slide.) "getting." **Yes, getting.**



TASK 5 WORD READING

1. (Touch first ball for **white**.) **Sound it out.**
(Touch balls for sounds.) "ww̄w̄īīī." (Repeat until firm.) **What word?** "white."
2. (Repeat step 1 for **brush**, **tēeth**, **smile**, **sāved**, **there**, **under**, **must**, **ēagle's**, and **tiger**.)

• **whīte** →

• **brush** →

• **tēeth** →

• **smīle** →

• **sāved** →

• **there** →

• **under** →

• **must** →

• **ēagle's** →

• **tīger** →

TASK 6 WORD READING

1. **Get ready to read these words the fast way.**
2. (Touch ball for **sitting**. Pause three seconds.)
Read it the fast way. (Slide.) "sitting." **Yes, sitting.**
3. (Repeat step 2 for remaining words.)
4. **Read these words again, the fast way.**
5. (Touch first ball for **white**. Pause three seconds.) **What word?** "white."
6. (Repeat step 5 for remaining words.) **Good reading those words.**

• **sitting** →

• **trēē** →

• **hunting** →

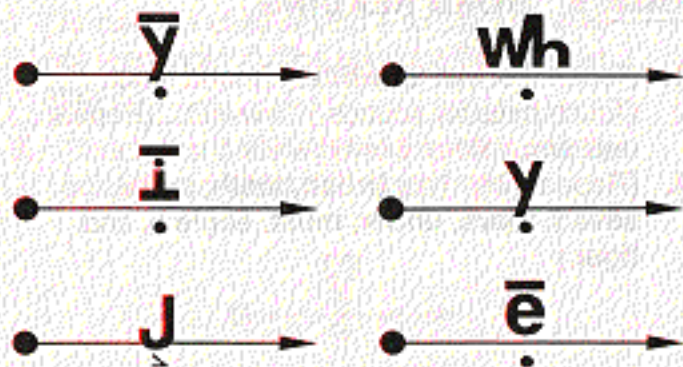
• **gōing** →

• **yelled** →

• **away** →

• **never** →

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for \bar{y} .) Get ready. (Quickly move to second ball. Hold.) "iii."
3. (Repeat step 2 for wh , \bar{i} , y , j , and \bar{e} . Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



the fat \bar{e} agle

ther \bar{e} was an \bar{e} agle that was fat, fat, fat. the other

\bar{e} agles mād \bar{e} fun of the fat \bar{e} agle. they said, "you do not look līk \bar{e} an \bar{e} agle. you look līk \bar{e} a fat rock."

the fat \bar{e} agle was sittīng in a trē \bar{e} when a tīger cāme huntīng fōr \bar{e} agles. that tīger was gōīng to get a little whīt \bar{e} \bar{e} agle. the little whīt \bar{e} \bar{e} agle was under the fat \bar{e} agle's trē \bar{e} . the other \bar{e} agles yelled, but the little whīt \bar{e} \bar{e} agle did not hēar them.

the fat \bar{e} agle look \bar{e} d at the tīger gettīng nēar the whīt \bar{e} \bar{e} agle. then the fat \bar{e} agle said, "I must sāv \bar{e} that whīt \bar{e} \bar{e} agle." sō hē jumped down. hē cāme down on the tīger līk \bar{e} a fat rock. that tīger ran far awāy. the little whīt \bar{e} \bar{e} agle was sāv \bar{e} d.

when the other \bar{e} agles cāme ōver to the fat \bar{e} agle, they said, "wē will never māk \bar{e} fun of you now."

the end

1. You're going to read this story the fast way the first time you read it. But if you come to a word that you can't read the fast way, sound it out and then tell me the word.
2. Touch the title. Remember, the title of a story tells what the story is about. Read the title the fast way "the fat eagle." What is this story going to tell about? "the fat eagle."
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)

TASK 9 SECOND READING

1. You're going to read the story again the fast way. This time I'll ask questions. Start with the title again. (Ask questions as child reads.)
2. (After child reads:) (You say:)

"The fat eagle."	What's this story about?
" 'You look like a fat rock.' "	What did the other eagles say?
"The little white eagle was under the fat eagle's tree."	Where was the little white eagle? What was going to get the little white eagle?
" 'I must save that white eagle.' "	What did the fat eagle say? I wonder what he can do to save the white eagle.
"That tiger ran far away."	What did the fat eagle do? And what did the tiger do?
"They said, 'We will never make fun of you now.' "	What did the other eagles say? Why did they make fun of the fat eagle before? Why don't they make fun of him now?

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. What's the fat eagle doing? I'll bet that hurts.
4. What's the tiger going to do? I sure am glad that tiger didn't get that little eagle.



TASK 11 SOUNDS WRITING

1. Here's the first sound you're going to write. (Write y at beginning of first line. Point to y.) What sound? "yyy."
2. First trace the yyy that I made. Then make more of them on this line. (After tracing y several times, child is to make three to five y's. Help child if necessary. For acceptable letters say:) Good writing yyy.
3. Here's the next sound you're going to write. (Write p at beginning of second line. Point to p.) What sound? "p."
4. First trace the p that I made. Then make more of them on this line. (After tracing p several times, child is to make three to five p's. Help child if necessary. For acceptable letters say:) Good writing p.

TASK 1 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for y.) Get ready. (Quickly move to second ball. Hold.) "yyy."
3. (Repeat step 2 for \bar{y} , \bar{i} , i , b , and e . Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

A horizontal arrow with a solid black dot at the start. The letter 'y' is positioned above the arrow. A small dot is placed directly below the letter 'y'.

A horizontal arrow with a solid black dot at the start. The letter 'y' with a horizontal bar above it is positioned above the arrow. A small dot is placed directly below the letter 'y'.

A horizontal arrow with a solid black dot at the start. The letter 'i' with a horizontal bar above it is positioned above the arrow. A small dot is placed directly below the letter 'i'.

A horizontal arrow with a solid black dot at the start. The letter 'i' is positioned above the arrow. A small dot is placed directly below the letter 'i'.

A horizontal arrow with a solid black dot at the start. The letter 'b' is positioned above the arrow. A small dot is placed directly below the letter 'b'.

A horizontal arrow with a solid black dot at the start. The letter 'e' is positioned above the arrow. A small dot is placed directly below the letter 'e'.

TASK 2 WORD READING

1. (Touch first ball for brush.) Sound it out. Get ready. (Slide past b. Touch balls for other sounds.) "brrruushshsh." (Repeat until firm.) What word? "brush." Yes, brush.
2. (Touch first ball for tēach.) Sound it out. (Touch under sounds.) "tēēch." (Repeat until firm.) What word? "teach."
3. (Repeat step 2 for tooth, shīne, mŷ, flŷ, fell, and where.)

A horizontal arrow with a solid black dot at the start. The word 'brush' is written above the arrow. Small dots are placed below the letters 'r', 'u', and 'h'.

A horizontal arrow with a solid black dot at the start. The word 'teach' is written above the arrow. A horizontal bar is above the 'e'. Small dots are placed below the letters 't', 'e', and 'h'.

A horizontal arrow with a solid black dot at the start. The word 'tooth' is written above the arrow. Small dots are placed below the letters 'o' and 'h'.

A horizontal arrow with a solid black dot at the start. The word 'shine' is written above the arrow. A horizontal bar is above the 'i'. Small dots are placed below the letters 's', 'i', and 'n'.

A horizontal arrow with a solid black dot at the start. The word 'my' is written above the arrow. Small dots are placed below the letters 'm' and 'y'.

A horizontal arrow with a solid black dot at the start. The word 'fly' is written above the arrow. Small dots are placed below the letters 'f' and 'y'.

A horizontal arrow with a solid black dot at the start. The word 'fell' is written above the arrow. Small dots are placed below the letters 'f', 'e', and 'l'.

A horizontal arrow with a solid black dot at the start. The word 'where' is written above the arrow. Small dots are placed below the letters 'w', 'e', and 'r'.

- (Cover **d** ending of **smiled**. Point to **smile**.) Tell me this part of the word. "smile." Yes, **smile**. (Touch ball for **smiled**.) Read this whole word the fast way. Get ready. (Slide.) "smiled." Yes, **smiled**.
- (Cover **ing** ending of **walking**. Point to **walk**.) Tell me this part of the word. "walk." Yes, **walk**. (Touch ball for **walking**.) Read this whole word the fast way. Get ready. (Slide.) "walking." Yes, **walking**.
- (Cover **d** ending of **liked**. Point to **like**.) Tell me this part of the word. "like." Yes, **like**. (Touch ball for **liked**.) Read this whole word the fast way. Get ready. (Slide.) "liked." Yes, **liked**.
- (Cover **ing** ending of **brushing**. Point to **brush**.) Tell me this part of the word. "brush." Yes, **brush**. (Touch ball for **brushing**.) Read this whole word the fast way. Get ready. (Slide.) "brushing." Yes, **brushing**.

● **smiled** →

● **walking** →

● **liked** →

● **brushing** →

TASK 4 WORD READING

- Get ready to read these words the fast way.
- (Touch ball for **when**. Pause three seconds.) Read it the fast way. (Slide.) "when." Yes, **when**.
- (Repeat step 2 for remaining words.)
- Read these words again, the fast way.
- (Touch first ball for **brush**. Pause three seconds.) What word? "brush."
- (Repeat step 5 for remaining words.) Good reading those words.

● **hill** →

● **up** →

● **yes** →

● **when** →

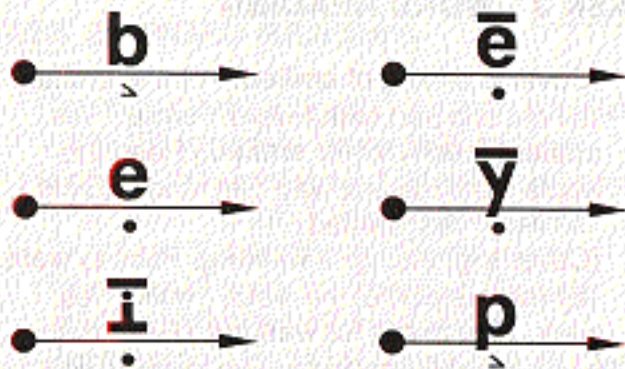
● **teeth** →

● **white** →

● **looked** →

● **moon** →

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch ball for b.) Get ready. (Quickly move to end of arrow.) "b."
3. (Repeat step 2 for ē, e, ŷ, ī, and p. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



the whīte tooth brush

a girl līked to brush her tēēth. shē had a

whīte tooth brush that shē līked. but shē did not

sēē her whīte tooth brush. shē looked fōr it. shē

said to her mother, "wherē is mŷ whīte tooth brush?"

her mother said, "I do not havē it."

the girl was walkīng back to her room when shē

fell down. shē fell ōver her dog. that dog was

brushīng his tēēth with her whīte tooth brush.

the girl said, "you havē mŷ whīte tooth brush."

the dog said, "I līkē tēēth that shīnē līkē the

moon."

when the girl lookēd at the dog's tēēth, shē smīled.

then the dog smīled. the girl said, "wē havē tēēth

that arē whīte, whīte, whīte."

the dog said, "wē havē tēēth that shīnē līkē the

moon."

the end

TASK 6 FIRST READING

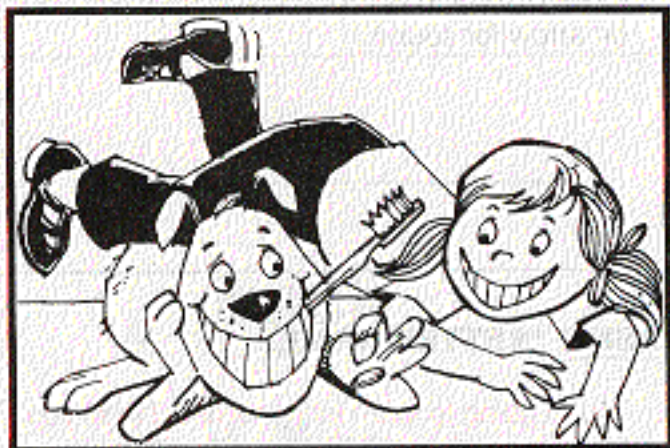
1. You're going to read this story the fast way the first time you read it. But if you come to a word that you can't read the fast way, sound it out and then tell me the word.
2. Touch the title. Remember, the title of a story tells what the story is about. Read the title the fast way. "the white tooth brush." What is this story going to tell about? "the white tooth brush."
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)

TASK 7 SECOND READING

1. You're going to read the story again the fast way. This time I'll ask questions. Start with the title again. (Ask questions as child reads.)
2. (After child reads:) (You say:)
"The white tooth brush."
What's this story about?
"She looked for it."
What was she looking for?
"Her mother said, 'I do not have it.'"
Did her mother have the white tooth brush? I wonder how she'll brush her teeth without her white tooth brush.
"She fell over her dog."
What happened to the girl when she was walking back to her room? What did she fall over?
"That dog was brushing his teeth with her white tooth brush."
What was that dog doing?
"The dog said, 'We have teeth that shine like the moon.'"
What did the dog say?

TASK 8 PICTURE COMPREHENSION

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. Look at those teeth. They really shine. What did the dog say about their teeth? Yes, they have teeth that shine like the moon.
4. What would you do if you had a dog that used your tooth brush?



TASK 9 SOUNDS WRITING

1. Here's the first sound you're going to write. (Write **wh** at beginning of first line. Point to **wh**.) What sound? "www."
2. First trace the **wh** (**www**) that I made. Then make more of them on this line. (After tracing **wh** several times, child is to make three to five **wh**'s. Help child if necessary. For acceptable letters say:) Good writing **wh** (**www**).
3. Here's the next sound you're going to write. (Write **m** at beginning of second line. Point to **m**.) What sound? "mmm."
4. First trace the **mmm** that I made. Then make more of them on this line. (After tracing **m** several times, child is to make three to five **m**'s. Help child if necessary. For acceptable letters say:) Good writing **mmm**.

TASK 1 SOUNDS

1. Take a good look at each sound. Say it slowly if you can. Don't get fooled.
2. (Touch first ball for \bar{y} .) Get ready. (Quickly move to second ball. Hold.) "iii."
3. (Repeat step 2 for y , wh , and j . Remember to move quickly to end of arrow if there is no ball on arrow for sound.)



TASK 2 LETTER NAMES

1. You're going to learn letter names. I'll tell you the names of the first letters. (Touch each letter over bar. Say letter names:) **a, b, c, d, e, f, g, h, i, j**. Say those letter names with me. (Touch letters and say names a through j with child.)
2. Some of the letters are circled. Those letters have a name that is not like the sound the letter makes.
3. (Touch letter e.) Letter **e** doesn't have a line over it, but it makes the sound $\bar{e}\bar{e}\bar{e}$. And it makes the sound $\acute{e}\acute{e}\acute{e}$. (Touch letter i.) Letter **i** doesn't have a line over it, but it makes the sound $\bar{i}\bar{i}\bar{i}$ and the sound $\acute{i}\acute{i}\acute{i}$.
4. (Touch a.) What's the name of this letter? "ā." Tell me both sounds it makes. "ā, ā."
5. (Repeat step 4 for e and i.)
6. (Touch b.) Letter **b** makes the sound **b**. (Touch d.) Letter **d** makes the sound **d**. (Touch f.) Letter **f** makes the sound **fff**. (Touch j.) Letter **j** makes the sound **j**.
7. (Touch b.) What sound does letter **b** make? "b." (Touch d.) What sound does letter **d** make? "d." (Touch f.) What sound does letter **f** make? "fff." (Touch j.) What sound does letter **j** make? "j."
8. See if you can touch letters a through j and say the name for each letter.

(To correct if child does not respond correctly, give correct response and then repeat same step until firm.)

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 3 WORD READING

- (Cover **to** ending of **into**. Point to **in**.) **Tell me this part of the word.** "in." **Yes, in.** (Touch ball for **into**.) **Read this whole word the fast way.** **Get ready.** (Slide.) "into." **Yes, into.**
- (Cover **ing** ending of **teaching**. Point to **teach**.) **Tell me this part of the word.** "teach." **Yes, teach.** (Touch ball for **teaching**.) **Read this whole word the fast way.** **Get ready.** (Slide.) "teaching." **Yes, teaching.**

into

tēaching

TASK 4 WORD READING

- (Touch first ball for **where**.) **Sound it out.** (Touch balls for sounds.) "wwwēēerrr." (Repeat until firm.) **What word?** "where."
- (Repeat step 1 for **fly**, **back**, **hōrse**, and **m̄y**.)

where

fly

back

hōrse

m̄y

TASK 5 WORD READING

- Get ready to read these words the fast way.**
- (Touch ball for **when**. Pause three seconds.) **Read it the fast way.** (Slide.) "when." **Yes, when.**
- (Repeat step 2 for remaining words.)
- Read these words again, the fast way.**
- (Touch ball for **into**. Pause three seconds.) **What word?** "into."
- (Repeat step 5 for remaining words.) **Good reading those words.**

sīde

barn

hill

when

yes

m̄y

up

an ōld hōrse and an ēagle →

an ēagle said to an ōld hōrse, "I will tēach you how to flȳ." the ēagle went to the top of a whīte barn.

then the ēagle said, "now you flȳ to the top of this barn." but the ōld hōrse did not flȳ. hē ran into the sīde of that barn.

then the ēagle said, "I will flȳ to the top of that car." and shē did.

but the ōld hōrse did not flȳ to the top of the car. hē ran into the sīde of the car. hē said, "mȳ mother and mȳ brother can not flȳ. I can not flȳ."

the ēagle said, "when you flȳ, you can havē fun."

the hōrse said, "I can run with an ēagle on mȳ back, and that is fun."

sō the ēagle sat on the back of the ōld hōrse, and the ōld hōrse ran up a hill. when they got to the top of the hill, the ēagle said, "yes, this is a lot of fun."

this is the end. →

TASK 6 FIRST READING

1. You're going to read this story the fast way the first time you read it. But if you come to a word that you can't read the fast way, sound it out and then tell me the word.
2. Touch the title. Remember, the title of a story tells what the story is about. Read the title the fast way. "an old horse and an eagle." What is this story going to tell about? "an old horse and an eagle."
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)

TASK 7 SECOND READING

1. You're going to read the story again the fast way. This time I'll ask questions. Start with the title again. (Ask questions as child reads.)
2. (After child reads:) (You say:)

"An old horse and an eagle."

What's this story about?

"I will teach you how to fly."

What did the eagle say? Whom did the eagle say that to? I wonder if the eagle can teach the horse to fly.

"He ran into the side of that barn."

Did the old horse fly to the top of the barn? What did he do?

"And she did."

Do you think the horse will fly to the top of the car? Let's read and find out.

"I can not fly."

What did the horse say? Why did he say that?

"The horse said, 'I can run with an eagle on my back, and that is fun.'"

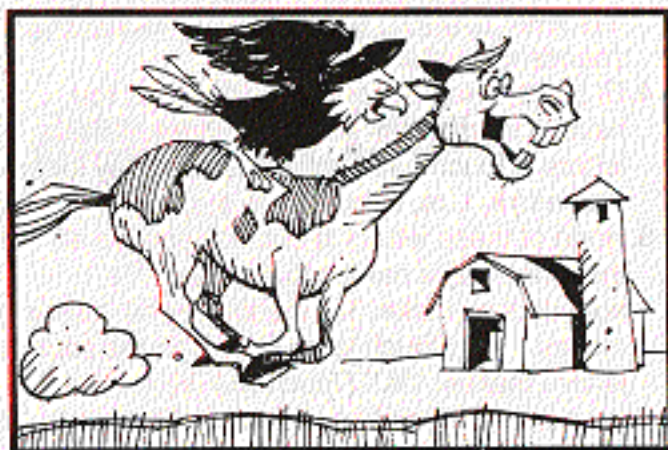
What did the horse say?

"... the eagle said, 'Yes, this is a lot of fun.'"

What did the eagle say?

TASK 8 PICTURE COMPREHENSION

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. What's happening in the picture?
4. Does the eagle look as if she's having fun? Yes, she does. What about the horse? He looks happy, too.
5. Which would you rather do, fly like an eagle or ride a horse?



TASK 9 SOUNDS WRITING

1. Here's the first sound you're going to write. (Write n at beginning of first line. Point to n.) What sound? "nnn."
2. First trace the nnn that I made. Then make more of them on this line. (After tracing n several times, child is to make three to five n's. Help child if necessary. For acceptable letters say:) Good writing nnn.
3. Here's the next sound you're going to write. (Write b at beginning of second line. Point to b.) What sound? "b."
4. First trace the b that I made. Then make more of them on this line. (After tracing b several times, child is to make three to five b's. Help child if necessary. For acceptable letters say:) Good writing b.

TASK 1 LETTER NAMES

- I'll say the names of the first letters. (Touch letters. Say letter names:) **a, b, c, d, e, f, g, h, i, j.**
- Your turn to touch those letters and say the letter names.
- Touch **a.** Tell me both sounds this letter makes. "ā, ā." Touch **e.** Tell me both sounds this letter makes. "ē, ē." Touch **i.** Tell me both sounds this letter makes. "ī, ī."
- I'll say the names for the next letters. You haven't learned the sound for three of these letters. (Touch each letter over bar. Say letter names:) **k, l, m, n, o, p, q, r, s, t, u.**
- None of these letters is circled because all the letters have names that are like the sounds they make. Tell me the sound letter **k** makes. "k." (Touch letter **l.**) Tell me the sound letter **l** makes. "ll." (Touch **m.**) Tell me the sound letter **m** makes. "mmm." (Touch **o.**) Tell me both sounds letter **o** makes. "ō, ō." (Touch **p.**) Tell me the sound letter **p** makes. "p."
- (Touch **q.**) The sound of this letter is like the first part and the last part of the name. Listen: **kwww.** Tell me the sound the letter **q** makes. "kwww."
- (Touch **r.**) Tell me the sound letter **r** makes. "rrr." (Touch **s.**) Tell me the sound letter **s** makes. "sss." (Touch **t.**) Tell me the sound letter **t** makes. "t."
- (Touch **u.**) Letter **u** makes two sounds. Here's the first one: **you**—just like the name. What's the first sound? "you." What's the other sound? "ūūū."
- See if you can touch letters **k** through **u** and say the name for each letter.
- See if you can touch letters **a** through **u** and say the name for each letter.

(To correct if child does not respond correctly, give correct response and then repeat same step until firm.)

abcdefghijklmnopqrstuvwxyz

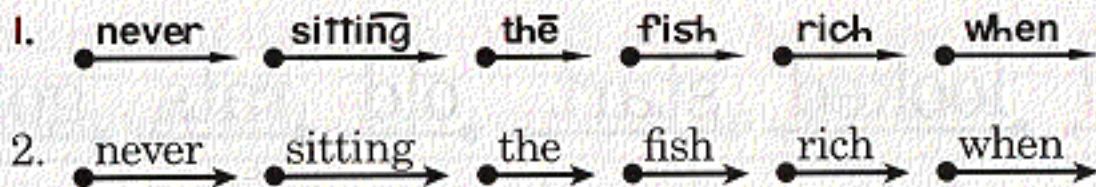
TASK 2 LONG VOWEL

- (Point to words.) These words have the letter **o.** The letter names for these words tell you the sounds to make.
- (Point to **old.**) Say all the letter names for this word. "o-l-d." Yes, **ōōō-l-d.** What word? "old."
- (Point to **sold.**) Say all the letter names for this word. "s-o-l-d." Yes, **s-ōōō-l-d.** What word? "sold."
- (Point to **told.**) Say all the letter names for this word. "t-o-l-d." Yes, **t-ōōō-l-d.** What word? "told."
- (Point to **or.**) Say all the letter names for this word. "o-r." Yes, **ōōō-r.** What word? "or."
- (Point to **born.**) Say all the letter names for this word. "b-o-r-n." Yes, **b-ōōō-r-n.** What word? "born."
- (Point to **corn.**) Say all the letter names for this word. "c-o-r-n." Yes, **c-ōōō-r-n.** What word? "corn."
- Get ready to read all these words the fast way. (Touch ball for **old.**) Read it the fast way. (Slide.) "old." Yes, **old.**
- (Repeat step 8 for remaining words.)

old sold told or born corn

TASK 3 WORD READING

1. First you're going to read a line of words that you know. Then you're going to read the same words when they are written the new way. Point to each word on line 1 and read it the fast way. "never, sitting, the, fish, rich, when."

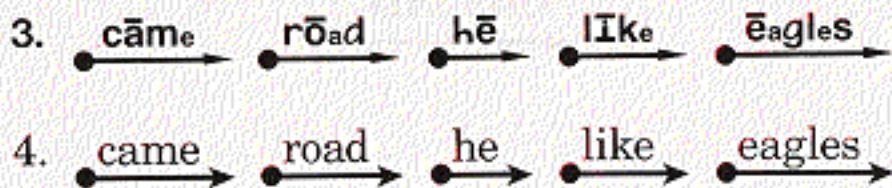


2. The same words are written on line 2, but they are written the new way. (Touch **er** in **never**.) The sound **urr** is now two letters. (Touch **ing** in **sitting**.) There is no mark over the sound **iiing**. (Touch **th** in **the**.) The sound **ththth** is now two letters. (Touch **sh** in **fish**.) The sound **shshsh** is now two letters.
3. Now you point to each word in line 2 and read it the fast way. "never, sitting, the, fish, rich, when."

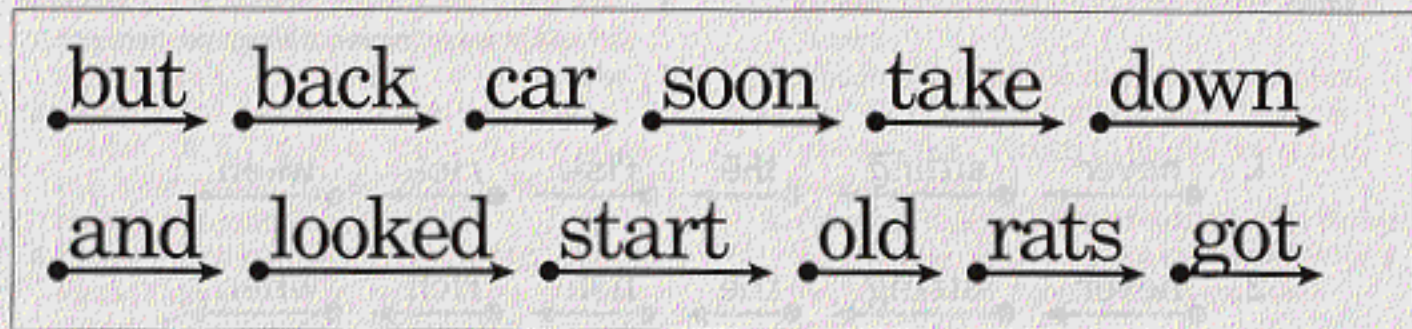
4. You're going to read another line of words that you know. Then you're going to read those words when they are written the new way. Now point to each word in line 3 and read it the fast way. "came, road, he, like, eagles."
5. The same words are in line 4, but they are written the new way. (Point to **came**.) There are no long lines in this word, and the little letter on the end is big, but you still don't say a sound for it. (Point to **road**.) There are no long lines in this word, and the little letter in

the middle is big, but you still don't say a sound for it. (Point to **he**.) There is no long line in this word. (Point to **like**.) There is no long line and no little letter on the end. (Point to **eagles**.) There is no long line and no little letters in this word.

6. See if you can point to each word in line 4 and read it the fast way. "came, road, he, like, eagles."
7. Now you're going to read the words in line 2 and line 4 again. (Repeat until firm.)



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 SOUNDS WRITING

1. Here's the first sound you're going to write. (Write y at beginning of first line. Point to y.) What sound? "yyy."
2. First trace the **yyy** that I made. Then make more of them on this line. (After tracing y several times, child is to make three to five y's. Help child if necessary. For acceptable letters say:) **Good writing yyy.**
3. Here's the next sound you're going to write. (Write th at beginning of second line. Point to th.) What sound? "ththth."
4. First trace the **ththth** that I made. Then make more of them on this line. (After tracing th several times, child is to make three to five th's. Help child if necessary. For acceptable letters say:) **Good writing ththth.**

the fat man that never came back

a man had an old car. the old car did not start. so
the man went down the road. soon he came to a rat.

the man said, "can you start an old car?"

the rat said, "no. rats do not have cars."

so the man went down the road. soon he came to a
fat man. he said, "can you start an old car?"

the fat man said, "yes, I can but I will not. I am
sitting and I like to sit."

the man said, "you can sit in this car if you can
start it."

so the fat man got in the car and made the car
start. he said, "I like this old car. I will take it down
the road and never come back."

the end

TASK 1 LETTER NAMES

- I'll say the names of the letters we've gone over. (Touch letters a through u and say the name for each letter.)
- Your turn to touch those letters and say the letter names.
- Touch o. Tell me both sounds the letter o makes. "ō, ō." Touch u. Tell me both sounds the letter u makes. "ū, ū."
- I'll say the names for the rest of the letters. You haven't learned the sounds for all these letters. (Touch v through z and say letter names.)
- (Touch v.) What sound does the letter v make? "vvv."
- The letter w is circled because it has a name that is not like the sound it makes. (Touch w.) What sound does the letter w make? "www."
- (Touch x.) You can hear the sound for letter x in the last part of the name. Letter x makes the sound ksss. What sound? "ksss."
- (Touch y.) You can hear both sounds for letter y in the last part of the name. Tell me both sounds the letter y makes. "īīī, yyy."
- (Touch z.) You can hear the sound for letter z in the first part of the name. Letter z makes the sound zzz. What sound? "zzz."
- Let's do those again.
- (Touch w.) What sound does letter w make? "www."
- (Repeat step 9 for x, y, and z.)
- See if you can touch letters w through z and say the name for each letter.
- See if you can touch letters a through z and say the name for each letter.
- Tell me the names of the letters that are circled. Remember, those letters are circled because their name is not like the sound they make.

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

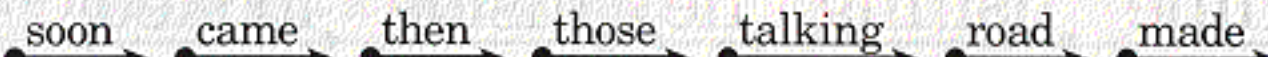
- (Point to words.) These words have the letter o. The letter names for these words tell you the sounds to make.
- (Point to old.) Say all the letter names for this word. "o-l-d." Yes, ōōō-l-d. What word? "old."
- (Point to fold.) Say all the letter names for this word. "f-o-l-d." Yes, f-ōōō-l-d. What word? "fold."
- (Point to sold.) Say all the letter names for this word. "s-o-l-d." Yes, s-ōōō-l-d. What word? "sold."
- (Point to cold.) Say all the letter names for this word. "c-o-l-d." Yes, c-ōōō-l-d. What word? "cold."
- (Point to or.) Say all the letter names for this word. "o-r." Yes, ōōō-r. What word? "or."
- (Point to torn.) Say all the letter names for this word. "t-o-r-n." Yes, t-ōōō-r-n. What word? "torn."
- (Point to corn.) Say all the letter names for this word. "c-o-r-n." Yes, c-ōōō-r-n. What word? "corn."
- (Point to over.) Say all the letter names for this word. "o-v-e-r." Yes, ōōō-v-e-r. What word? "over."
- Get ready to read all these words the fast way. (Touch ball for old.) Read it the fast way. (Slide.) "old." Yes, old.
- (Repeat step 10 for remaining words.)

old fold sold cold or torn corn over


TASK 3 WORD READING


1. You're going to read words that are written the old way and the new way. Point to each word in line 1 and read it the fast way.
2. The words you just read are written the new way on line 2. Point to each word on line 2 and read it the fast way.

1.  **soon** **cāme** **then** **thōse** **talking** **rōad** **māde**

2.  **soon** **came** **then** **those** **talking** **road** **made**

3. The words on line 3 are written the old way. Point to each word on line 3 and read it the fast way.
4. The words you just read are written the new way on line 4. Point to each word on line 4 and read it the fast way.

3.  **ēating** **rēad** **fishing** **rich** **ēagle** **other**

4.  **eating** **read** **fishing** **rich** **eagle** **other**

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.

boys five old have filled gold
 nine fishing he inside looked
 they

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 SOUNDS WRITING

1. Here's the first sound you're going to write. (Write **w** at beginning of first line. Point to **w**.) What sound? "www."
2. First trace the **w** that I made. Then make more of them on this line. (After tracing **w** several times, child is to make three to five **w**'s. Help child if necessary. For acceptable letters say:) **Good writing w.**
3. Here's the next sound you're going to write. (Write **y** at beginning of second line. Point to **y**.) What sound? "yyy."
4. First trace the **y** that I made. Then make more of them on this line. (After tracing **y** several times, child is to make three to five **y**'s. Help child if necessary. For acceptable letters say:) **Good writing y.**

bill went fishing →

bill went fishing with the other boys. the other boys had lots of fish, but bill did not get nine fish or five fish. he got a big old bag.

the other boys made fun of bill. they said, “we have fish and you have an old bag.”

bill was sad. but then he said, “wow. this bag is filled with gold.”

the other boys looked inside the bag. “wow,” they said.

now bill was not sad. he said to the other boys, “you have lots of fish, but I have lots and lots of gold. so I am rich.”

this is the end. →

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-**ī**-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-**ī**-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-**ā**-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-**ā**-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-**ī**-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.)

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. makes white trees filled brushed teach 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.

there rock eagle looked saved
 came getting make you going
 under yelled hear

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

LESSON 77

TASK 1 LETTER NAMES

- I'll say the names for all the letters. (Touch letters a through z and say the name for each letter.)
- Your turn to touch all the letters and say all the letter names.
- (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."
- 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 WORD READING

- (Touch first ball for under.) Sound it out. (Touch balls for sounds.) "uuunnndurrr." (Repeat until firm.) What word? "under."
- (Repeat step 1 for must and farms.)

under

must

farms

TASK 3 LONG VOWEL

- 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.
- (Point to side.) Say all the letter names for this word "s-i-d-e." Good. Now listen to the letter names without the e. (Pause, then exaggerate i as you say letter names.) s-īīī-d. The word is side. What word? "side."
- (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."
- (Point to smile.) Say all the letter names for this word "s-m-i-l-e." Listen to the letter names without the e. (Pause.) s-m-īīī-l. What word? "smile."
- (Point to bite.) Say all the letter names for this word "b-i-t-e." Listen to the letter names without the e. (Pause.) b-īīī-t. What word? "bite."
- Get ready to read all those words the fast way.
- (Touch ball for side. Pause three seconds.) Read it the fast way. (Slide.) "side."
- (Repeat step 7 for remaining words that end in e.)

1. Get ready to read these words the fast way.
2. (Touch ball for road. Pause three seconds.) Read it the fast way. (Slide.) "road." Yes, road.
3. (Repeat step 2 for remaining words.)

road

come

stopped

town

side

came

sick

take

near

makes

smile

over

my

bite

back

then

lake

start

away

five

started

gas

nine

TASK 5 WORD READING THE FAST WAY

fine

1. Now you get to read all the words the fast way.
2. (Touch first ball for first word of lesson. Pause three seconds.) Read it the fast way. (Slide. Child reads word.) Yes, good reading.
3. (Repeat step 2 for remaining words of lesson.)

late

1. There are circled letters in this story. Touch circled letter a. Touch circled letter b.
2. After you read the story, you'll read it again and I'll ask questions when you read to the circled letters.
3. First read the story the fast way. Start with the words in the title and read it the fast way. (Child reads title.)
4. What's this story going to tell about? "the fat man coming back."
5. Read the first sentence the fast way. (Child reads first sentence.)
6. Read the next sentence the fast way. (Child reads second sentence.)
7. (Repeat step 6 for remaining sentences in story.)

the fat man came back

the fat man was in the old car. he went far, far
down the road. ^a he had told the other man, "I will
never come back." but the road came to a town.

then the road started to go this way and that way. ^b

the road went near a pool and near a cow. it went
near a rat and near five farms. that road went under
trees and over barns. the fat man said, "the way this
road is going it will take me to the moon." ^c

as the road came near a man, the old car stopped.
the fat man said, "this car has no more gas." ^d

the man on the road said, "I see you came back
with my car." ^e

the fat man said, "I did not come back. the road
came back." then the fat man said, "I must get away.
but I will not take that road. I will go to the lake and
start swimming."

and he did. ^f

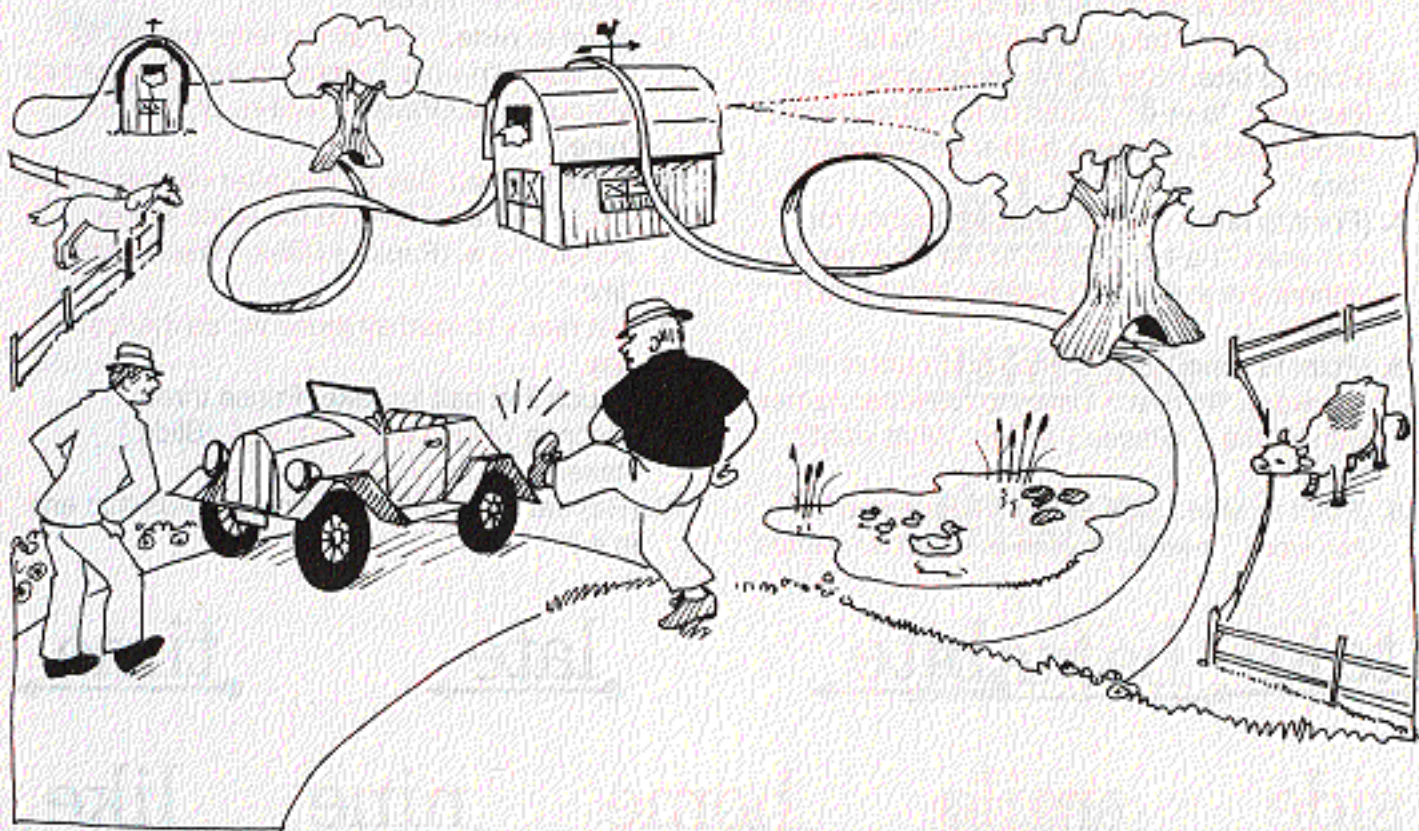
this is the end.

TASK 7 SECOND READING

1. Now you're going to read the story again. This time start with the title and read until you get to the first circled letter. Then stop.
2. (Ask following questions when child reaches each letter.)
 - a. Where did he go? What was the fat man in?
 - b. What does that mean: **the road went this way and that way?** (Idea: all over the place.)
 - c. What did he say? Does he like that road? Why not?
 - d. Why did the car stop?
 - e. Whom does the car belong to?
 - f. How did he get away? Why didn't he want to take the road again?

TASK 8 PICTURE COMPREHENSION

Look at the picture. Follow that road and tell me what it goes over and under. Name some things the road goes near. Why is the fat man kicking that car?



TASK 9 WRITING LETTERS

303

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

TASK 1 WORD READING

- (Point to words.) Here are the words you're going to read. (Touch first ball for **black**.) Sound it out. Get ready. (Slide past **b**. Touch balls for other sounds.) "blllaaak." (Repeat until firm.) What word? "black." Yes, **black**.
- (Touch first ball for **sleep**.) Sound it out. (Touch balls for sounds.) "ssslllēēp." (Repeat until firm.) What word? "sleep."
- (Repeat step 2 for **having**, **meets**, and **sing**.)

black

sleep

having

meets

sing

TASK 2 LONG VOWEL

- 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.
- (Point to **take**.) Say all the letter names for this word. "t-a-k-e." Good. Now listen to the letter names without the **e**. (Pause, then exaggerate **ā** as you say letter names.) **t-āā-k**. The word is **take**. What word? "take."
- (Point to **bite**.) Say all the letter names for this word. "b-i-t-e." Listen to the letter names without the **e**. (Pause.) **b-īī-t**. What word? "bite."
- (Point to **late**.) Say all the letter names for this word. "l-a-t-e." Listen to the letter names without the **e**. (Pause.) **l-āā-t**. What word? "late."
- (Point to **time**.) Say all the letter names for this word. "t-i-m-e." Listen to the letter names without the **e**. (Pause.) **t-īī-m**. What word? "time."
- (Point to **side**.) Say all the letter names for this word. "s-i-d-e." Listen to the letter names without the **e**. (Pause.) **s-īī-d**. What word? "side."
- (Point to **smile**.) Say all the letter names for this word. "s-m-i-l-e." Listen to the letter names without the **e**. (Pause.) **s-m-īī-l**. What word? "smile."
- (Point to **home**.) Say all the letter names for this word. "h-o-m-e." Listen to the letter names without the **e**. (Pause.) **h-ōō-m**. What word? "home."
- (Point to **nine**.) Say all the letter names for this word. "n-i-n-e." Listen to the letter names without the **e**. (Pause.) **n-īī-n**. What word? "nine."
- (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-īī-k**. What word? "like."
- Get ready to read all those words the fast way.
- (Touch first ball for **take**. Pause three seconds.) Read it the fast way. (Slide.) "take."
- (Repeat step 12 for remaining words that end in **e**.)

take

bite

late

time

side

smile

home

nine

like

TASK 3 WORD READING

1. You're going to read these words the fast way.
(Touch ball for **look**. Pause three seconds.)
Read it the fast way. (Slide.) "look." Yes, **look**.
2. The rest of the words rhyme with **look**.
(Touch ball for **took**. Pause three seconds.)
Read it the fast way. (Slide.) "took." Yes, **took**.
3. (Touch ball for **book**. Pause three seconds.)
Read it the fast way. (Slide.) "book." Yes, **book**. Remember those words.

look →

took →

book →

TASK 4 WORD READING

1. Get ready to read these words the fast way.
2. (Touch ball for **girl**. Pause three seconds.)
Read it the fast way. (Slide.) "girl." Yes, **girl**.
3. (Repeat step 2 for remaining words.)

girl →

talked →

TASK 5 WORD READING THE FAST WAY

1. Now you get to read all the words the fast way.
2. (Touch ball for first word of lesson. Pause three seconds.) Read it the fast way. (Slide. Child reads word.) Yes, **good reading**.
3. (Repeat step 2 for remaining words of lesson.)

talks →

love →

other →

gold →

jumped →

things →

started →

singing →

the gold cat and the black cat

a girl had a cat that talked. her cat was big and black. she loved her cat, but when it was time to sleep, the cat talked and talked and talked. ^(a) the girl said, "I must get some sleep."

then she said, "I will get a cat that can not talk. when my black cat is having fun with the other cat, my black cat will not talk, talk, talk." ^(b)

so the girl got a cat. this cat was little and gold. she said to the little gold cat, "when my black cat meets you, she will like you." ^(c)

the black cat did like the gold cat. ^(d) they ran and they jumped. they bit socks and bit cat tails. ^(e) then they sat. but the black cat did not stop talking. ^(f)

the black cat said to the other cat, "how are things going with you?" ^(g)

but the gold cat did not talk back. the gold cat started to sing. ^(h) and that cat did not stop singing.

so now the girl has 2 cats that do not let her sleep. she has a cat that talks, talks, talks.

and she has a cat that sings, sings, sings. ⁽ⁱ⁾

the end

TASK 6 FIRST READING

1. There are circled letters in this story. Touch circled letter a. Touch circled letter b.
2. After you read the story, you'll read it again, and I'll ask questions when you read to the circled letters.
3. First read the story the fast way. Start with the words in the title and read it the fast way. (Child reads title.)
4. What's this story going to tell about? "the gold cat and the black cat."
5. Read the first sentence the fast way. (Child reads first sentence.)
6. Read the next sentence the fast way. (Child reads second sentence.)
7. (Repeat step 7 for remaining sentences in story.)

TASK 7 SECOND READING

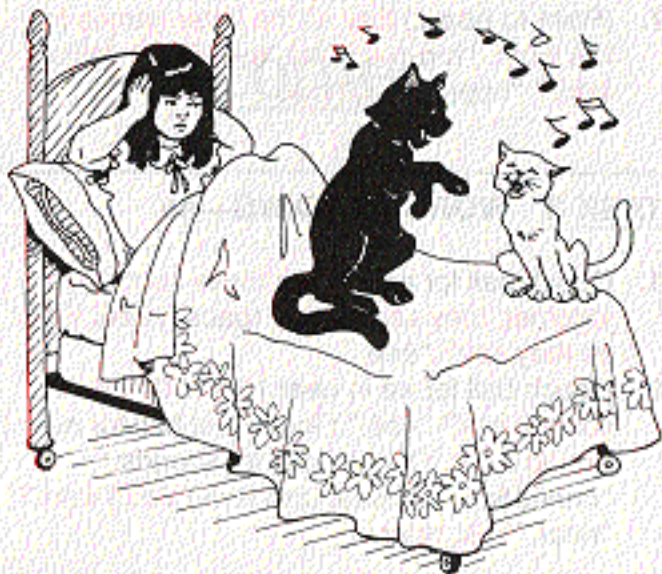
1. Now you're going to read the story again. This time I'll ask questions when you read to the circled letters. Start with the title and read until you get to the first circled letter. Then stop.
2. (Ask following questions when child reaches each letter.)
 - a Was it easy for her to get to sleep? Why not?
 - b What was the girl going to do to stop her black cat from talking?
 - c Does the girl think the black cat will like the little gold cat? What do you think?
 - d Did the black cat like the gold cat?
 - e Whose cat tails did they bite?
 - f Did the black cat stop talking? So did the girl's plan work?
 - g What did the black cat say? Whom was the black cat talking to?
 - h Did the gold cat talk? What did the gold cat start doing?
 - i Which cat talks, talks, talks? Which cat sings, sings, sings? Does the girl get much sleep?

TASK 8 PICTURE COMPREHENSION

Look at the picture. What is that girl trying to do? Why does she have her hands over her ears? What is the black cat doing? What is the gold cat doing? How would you like to try sleeping with those cats in the room?

TASK 9 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 are the next letters you're going to write. Watch. (Write er at beginning of second line. Point to er.) What are the **names** of these letters? "e-r." What **sound** do these letters make? "urrr."
5. First trace the er that I made. Then make more of them on this line.
6. (After tracing er several times, child is to make three to five er's. Help child if necessary. For acceptable letters say:) **Good writing er.**



LESSON 79

TASK 1 WORD READING

- (Touch first ball for **fast**.) **Sound it out.** (Touch balls for sounds.) "fffaaasst." (Repeat until firm.) **What word?** "fast."
- (Repeat step 1 for **part**, **big**, **very**, and **swam**.)

fast

part

big

very

swam

TASK 2 LONG VOWEL

- These words have the letter **o**. The letter names for these words help you say the sounds.
- (Point to **more**.) Say all the letter names for this word. "m-o-r-e." Yes, **m-ōō-r-e**. What word? "more." Yes, **more**.
- (Point to **sore**.) Say all the letter names for this word. "s-o-r-e." Yes, **s-ōō-r-e**. What word? "sore." Yes, **sore**.
- (Point to **shore**.) Say all the letter names for this word. "s-h-o-r-e." Yes, **s-h-ōō-r-e**. What word? "shore." Yes, **shore**.
- (Point to **nose**.) Say all the letter names for this word. "n-o-s-e." Yes, **n-ōō-s-e**. What word? "nose." Yes, **nose**.
- (Point to **note**.) Say all the letter names for this word. "n-o-t-e." Yes, **n-ōō-t-e**. What word? "note." Yes, **note**.
- (Point to **hope**.) Say all the letter names for this word. "h-o-p-e." Yes, **h-ōō-p-e**. What word? "hope." Yes, **hope**.

more

sore

shore

nose

note

hope

TASK 3 WORD READING—ea

- (Touch ball for **ea**.) When these sounds are together, they usually say (pause) **ēēē**. What do they say? "ēēē."
- (Touch ball for **ea** in **near**.) What do these sounds say? "ēēē." (Touch first ball for **near**.) **Sound it out.** (Touch balls for sounds.) "nnnēēērrr." (Repeat until firm.) **What word?** "near." Yes, **near**.

ea

near

3. (Touch ball for ea in leave.) **What do these sounds say?** "ēēē." (Touch first ball for leave.) **Sound it out.** (Touch balls for sounds.) "lllēēēvvv." (Repeat until firm.) **What word?** "leave." **Yes, leave.**
4. (Touch ball for ea in mean.) **What do these sounds say?** "ēēē." (Touch first ball for mean.) **Sound it out.** (Touch balls for sounds.) "mmmēēēnnn." (Repeat until firm.) **What word?** "mean." **Yes, mean.**

leave

mean

TASK 4 WORD READING

1. **Get ready to read these words the fast way.**
2. (Touch ball for here. Pause three seconds.) **Read it the fast way.** (Slide.) "here." **Yes, here.**
3. (Repeat step 2 for remaining words.)

here

duck

TASK 5 WORD READING THE FAST WAY

1. **Now you get to read all the words the fast way.**
2. (Touch first ball for first word of lesson. Pause three seconds.) **Read it the fast way.** (Slide. Child reads word.) **Yes, good reading.**
3. (Repeat step 2 for remaining words of lesson.)

started

love

same

made

come

the duck and the fish—part 1

a little fish was near the shore of a lake. a duck came near the fish. the duck said, “this is my part of the lake. you can not swim here.”^(a)

the fish said, “my mom said I can swim here.”^(b)

the duck got mad. “I told you that you must go. now leave this part of the lake.”

“I will go,” the fish said. “but I will come back with my mom.”^(c)

the duck started to swim for the fish so the fish started to swim away very fast. then the little fish looked back at the duck. the little fish said, “I will leave. but I will come back with my mom. when she talks with you, you will let me swim in this part of the lake.”^(d)

“ho, ho,” the duck said. “you can’t swim in this part of the lake if you have five moms or ten moms. this is my part of the lake.”

the duck went for the little fish and the fish swam away from the duck.^(e)

this is not the end.

TASK 6 FIRST READING

1. We'll read the first part of this story. In the next lesson we'll read the second part of this story. After you read this part of the story, you'll read it again and I'll ask questions.
2. Read the title the fast way. (Child reads title.)
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)

TASK 7 SECOND READING

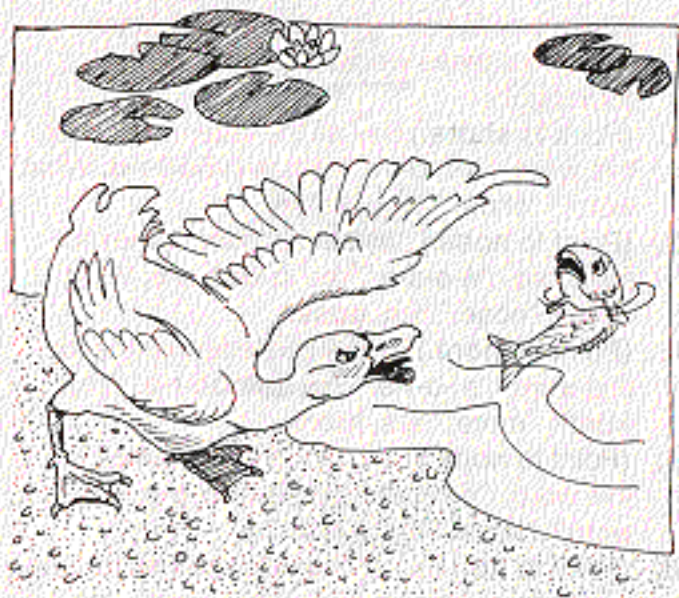
1. Now you're going to read the story again. This time I'll ask questions when you read to the circled letters. Start with the title and read until you get to the first circled letter. Then stop.
2. (Ask following questions when child reaches each letter.)
 - a Did the duck want the fish to swim in this part of the lake? Why not?
 - b What did the fish say?
 - c Whom is the fish going to come back with?
 - d Did the little fish think his mom would talk the duck into letting the little fish swim near the shore? I wonder why that little fish is so sure that his mom will be able to fix things up.
 - e Does that duck want to be friends with the little fish?

TASK 8 PICTURE COMPREHENSION

Look at the picture. What do you think that duck is saying to the little fish? What do you think the little fish is saying to the duck? Show me the shore of the lake. The little fish wants to be near that shore.

TASK 9 WRITING LETTERS

1. You're going to write the letters that I write. Here's what you're going to write first. Watch. (Write z at beginning of first line. Point to z.) What's the **name** of this letter? "z." What **sound** does that letter make? "zzz."
2. First trace the z that I made. Then make more of them on this line.
3. (After tracing z several times, child is to make three to five z's. Help child if necessary. For acceptable letters say:) **Good writing z.**
4. Here's the next letter you're going to write. Watch. (Write s at beginning of second line. Point to s.) What's the **name** of this letter? "s." What **sound** does that letter make? "sss."
5. First trace the s that I made. Then make more of them on this line.
6. (After tracing s several times, child is to make three to five s's. Help child if necessary. For acceptable letters say:) **Good writing s.**



LESSON 80

TASK 1 WORD READING

- (Touch first ball for **swim**.) **Sound it out.**
(Touch balls for sounds.) "ssswwwiimm." (Repeat until firm.) **What word?** "swim."
- (Repeat step 1 for **swam, let, left, went, and with**.)

swim

swam

let

left

went

with

TASK 2 LONG VOWEL

- These words have the letter **o**. The letter names for these words help you say the sounds.
- (Point to **shore**.) Say all the letter names for this word. "s-h-o-r-e." Yes, **s-h-ōō-r-e**. What word? "shore." Yes, **shore**.
- (Point to **nose**.) Say all the letter names for this word. "n-o-s-e." Yes, **n-ōō-s-e**. What word? "nose." Yes, **nose**.
- (Point to **more**.) Say all the letter names for this word. "m-o-r-e." Yes, **m-ōō-r-e**. What word? "more." Yes, **more**.
- (Point to **hope**.) Say all the letter names for this word. "h-o-p-e." Yes, **h-ōō-p-e**. What word? "hope." Yes, **hope**.
- (Point to **no**.) Say all the letter names for this word. "n-o." Yes, **n-ōō**. What word? "no." Yes, **no**.
- (Point to **ho**.) Say all the letter names for this word. "h-o." Yes, **h-ōō**. What word? "ho." Yes, **ho**.
- (Point to **horse**.) Say all the letter names for this word. "h-o-r-s-e." Yes, **h-ōō-r-s-e**. What word? "horse." Yes, **horse**.

shore

nose

more

hope

no

ho

horse

TASK 3 WORD READING

1. Get ready to read these words the fast way.
2. (Touch ball for **made**. Pause three seconds.)
Read it the fast way. (Slide.) "made." Yes, **made**.
3. (Repeat step 2 for remaining words.)

made

mom

same

love

big

must

teeth

you

TASK 4 WORD READING

1. (Touch ball for **ea**.) When these sounds are together, they usually say (pause) **ēēē**. What do they say? "ēēē."
2. (Touch ball for **ea** in **leave**.) What do these sounds say? "ēēē." (Touch first ball for **leave**.) Sound it out. (Touch balls for sounds.) "lllēēēvvv." (Repeat until firm.) What word? "leave." Yes, **leave**.
3. (Touch ball for **ea** in **near**.) What do these sounds say? "ēēē." (Touch first ball for **near**.) Sound it out. (Touch balls for sounds.) "nnnēēērrr." (Repeat until firm.) What word? "near." Yes, **near**.
4. (Touch ball for **ea** in **ear**.) What do these sounds say? "ēēē." (Touch first ball for **ear**.) Sound it out. (Touch balls for sounds.) "ēēērrr." (Repeat until firm.) What word? "ear." Yes, **ear**.
5. (Touch ball for **ea** in **hear**.) What do these sounds say? "ēēē." (Touch first ball for **hear**.) Sound it out. (Touch balls for sounds.) "hēēērrr." (Repeat until firm.) What word? "hear." Yes, **hear**.
6. (Touch ball for **ea** in **eat**.) What do these sounds say? "ēēē." (Touch first ball for **eat**.) Sound it out. (Touch balls for sounds.) "ēēēt." (Repeat until firm.) What word? "eat." Yes, **eat**.
7. (Touch ball for **ea** in **mean**.) What do these sounds say? "ēēē." (Touch first ball for **mean**.) Sound it out. (Touch balls for sounds.) "mmmēēēnnn." (Repeat until firm.) What word? "mean." Yes, **mean**.

ea

leave

near

ear

hear

eat

mean

TASK 5 WORD READING THE FAST WAY

1. Now you get to read all the words the fast way.
2. (Touch first ball for first word of lesson. Pause three seconds.) Read it the fast way. (Slide. Child reads word.) Yes, good reading.
3. (Repeat step 2 for remaining words of lesson.)

the duck and the fish—part 2

a little fish was near the shore of a lake but a duck made that fish leave. the duck said, “this is my part of the lake.”

when the fish left, the duck started to swim and have fun. the duck started to sing, “I made that fish go, go, go. now I can have fun. ho, ho, ho.”

just then, the little fish came back. ^(a) the duck looked at that fish and started to get mad. the duck yelled, “I told you not to come back to this part of the lake.” then the duck looked at the fish that was next to the little fish. this fish was as big as ten fish. this fish had teeth as big as the little fish. ^(b) the duck started to smile. ^(c) then the duck said, “I mean, if you like this part of the lake, you can come here for part of every day.”

the mom fish smiled, then she said, “my little fish will swim in this part of the lake.” ^(d)

the duck said, “yes, yes. that will be a lot of fun. I will love to swim with your little fish.” ^(e)

so the little fish went swimming near the shore.
 and the duck went swimming with the little fish. the
 duck never got mad or said that the little fish must
 leave that part of the lake. ①
 this is the end.

TASK 6 FIRST READING

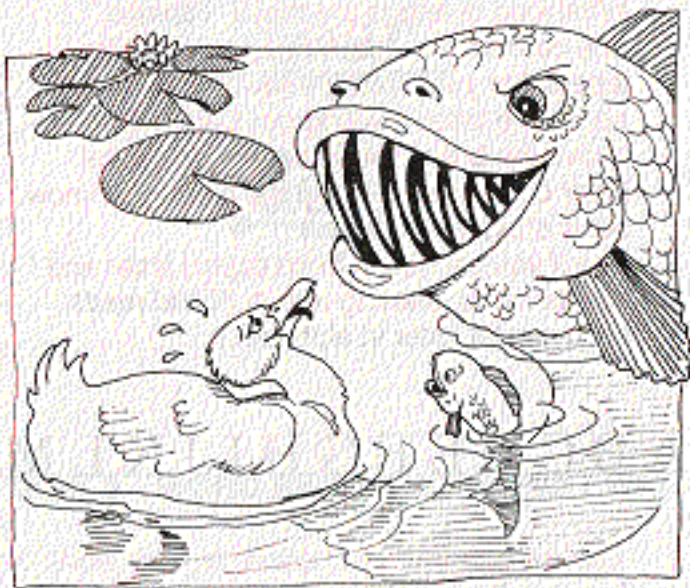
1. Last time you read the first part of the story about the duck and the fish. What happened at the end of that part of the story?
2. In this part of the story, we'll find out what happened to the duck and the fish. After you read this part of the story, you'll read it again and I'll ask questions.
3. Read the title the fast way. (Child reads title.)
4. Read the first sentence the fast way. (Child reads first sentence.)
5. Read the next sentence the fast way. (Child reads second sentence.)
6. (Repeat step 5 for remaining sentences in story.)

TASK 7 SECOND READING

1. Now you're going to read the story again. This time I'll ask questions when you read to the circled letters. Start with the title and read until you get to the first circled letter. Then stop.
2. (Ask following questions when child reaches each letter.)
 - a Do you think the little fish is alone? Who do you think is with the little fish?
 - b Who is that big fish with big teeth?
 - c Why is that duck smiling now?
 - d What did mom fish say? Do you think the duck will listen to her?
 - e Is that the way the duck talked before the mom came back with the little fish? Why is the duck being so friendly now?
 - f Why didn't the duck get mad at the little fish?

TASK 8 PICTURE COMPREHENSION

Look at the picture. Touch the little fish. Does that mom fish look very friendly? What do you think the duck is saying? Look at how that duck is sweating.



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

LESSON 81

TASK 1 CAPITAL LETTERS

1. The letters in the top line are capital letters. What kind of letters are they? "capitals."
2. The capitals are above the same smaller letters that you already know. Capital **A** is above the letter **a** you know. Capital **B** is above the **b** that you know. Touch capital letter **C**. It looks a lot like the **c** that you know, but it is bigger.
3. See if you can touch each capital letter and say its name, starting with **A**. (Child reads each capital letter in alphabet.)
4. I'll name some capital letters that are like the letters you know. See if you can find the capitals I name. Capital **I**. (Child touches **I**.) **Good finding.** Capital **J**. (Child touches **J**.) **Good finding.**
5. (Repeat step 4 for capital **O**, capital **F**, capital **S**, capital **T**, capital **U**, capital **W**, capital **X**, capital **Y**, and capital **Z**.)
6. There are other capitals that look something like the letters you know. See if you can find capital **E**.
7. (Repeat step 6 for capital **M**.)

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

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 WORD READING

1. (Touch first ball for **zoom**.) **Sound it out.** (Touch balls for sounds.) "zzzooooooooomm." (Repeat until firm.) **What word?** "zoom."
2. (Repeat step 1 for **hill**, **fast**, **went**, **did**, and **gas**.)

zoom →

went →

hill →

did →

fast →

gas →

TASK 3 WORD READING

1. Get ready to read these words the fast way.
2. (Touch ball for horse. Pause three seconds.) Read it the fast way. (Slide.) "horse." Yes, horse.
3. (Repeat step 2 for remaining words.)

horse

stopped

so

fast

no

over

nose

things

has

go

as

TASK 5 WORD READING

1. (Touch ball for ea in ear.) What do these sounds say? "ééé."
2. Get ready to read these words the fast way. (Touch first ball for ear. Pause three seconds.) Read it the fast way. (Slide.) "ear." Yes, ear.
3. (Touch first ball for near. Pause three seconds.) Read it the fast way. (Slide.) "near." Yes, near.
4. (Touch first ball for deal. Pause three seconds.) Read it the fast way. (Slide.) "deal." Yes, deal.

ear

near

deal

TASK 4 WORD READING

1. These words have two o's in the middle. The o's make the same sound in all these words. You're going to read the words the fast way.
2. (Touch ball for look. Pause.) Read it the fast way. (Slide.) "look." Yes, look.
3. (Repeat step 2 for took and good.)

look

took

good

TASK 6 WORD READING THE FAST WAY

1. Now you get to read all the words the fast way.
2. (Touch first ball for first word of lesson. Pause three seconds.) Read it the fast way. (Slide. Child reads word.) Yes, good reading.
3. (Repeat step 2 for remaining words of lesson.)

do not make fun of a horse—part 1

a horse met a car. the car said, “look at you. you are not as good as I am.”

the horse said, “I can do the things that you can do.”

“you can not,” the car said.

then the car said, “look at how fast I can go.”

the car went down the road “zoom.”

then the car stopped and said, “let me see you go that fast.”^(a)

the horse went down the road, but not as fast as the car did.

the car made fun of the horse.^(b) then the horse said, “I can go far over that hill. but you can not do that.”

“yes, I can,” the car said.^(c) the car went “zoom” up the road. but it did not go over the hill. it ran out of gas. so the car came to a stop.^(d)

this is not the end.

TASK 7 FIRST READING

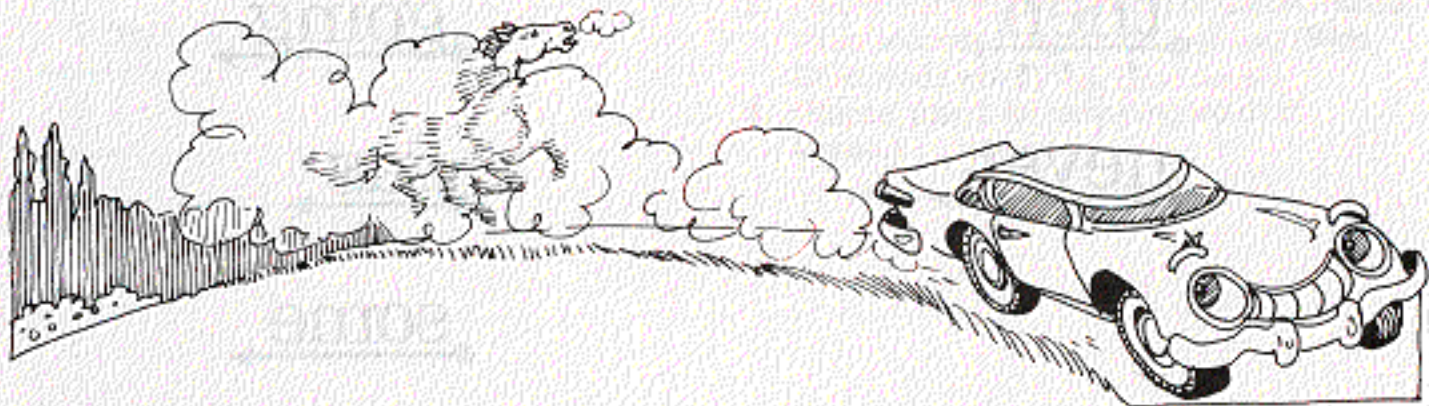
1. We'll read the first part of this story. In the next lesson we'll read the second part of this story. After you read this part of the story, you'll read it again and I'll ask questions.
2. Read the title the fast way. (Child reads title.)
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)

TASK 8 SECOND READING

1. Now you're going to read the story again. This time I'll ask questions when you read to the circled letters. Start with the title and read until you get to the first circled letter. Then stop.
2. (Ask following questions when child reaches each letter.)
 - a Can the horse go that fast?
 - b What would the car say when it made fun of the horse?
 - c What did the car say that it could do?
 - d Did the car go far over the hill? Why not?

TASK 9 PICTURE COMPREHENSION

Look at the picture. What is moving very fast in this picture? Where is all that dust coming from? What is the horse doing? What do you think that car is saying to the horse?



TASK 10 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 are the next letters you're going to write. Watch. (Write q and u at beginning of second line. Point to q, u.) What are the names of these letters? "q-u." What sound do these letters make? "kwwwv."
5. First trace the qu that I made. Then make more of them on this line.
6. (After tracing qu several times, child is to make three to five qu's. Help child if necessary. For acceptable letters say:) Good writing qu.

LESSON 82

TASK 1 CAPITAL LETTERS

1. These are capital letters. What kind of letters are they? "capitals."
2. Touch each capital letter and say its name, starting with A. (Child reads each capital letter in alphabet.)
3. I'll name capitals. See if you can find them. Capital B. (Child touches B.) Good finding.
4. (Repeat step 3 for capital A, capital C, capital D, capital F, capital I, capital D, capital A, capital E, capital F, capital G, capital D, capital G.)

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 WORD READING

1. (Touch first ball for when.) Sound it out. (Touch balls for sounds.) "wwweennn." (Repeat until firm.) What word? "when."
2. (Repeat step 1 for grass, then, and never.)

when

grass

then

never

TASK 3 WORD READING

1. Get ready to read these words the fast way.
2. (Touch ball for made. Pause three seconds.) Read it the fast way. (Slide.) "made." Yes, made.
3. (Repeat step 2 for remaining words.)

made

make

going

gas

some

told

TASK 4 WORD READING—CAPITAL LETTERS

1. The stories that you will read from now on look different. The first letter of every sentence is written with a capital letter. (Point to words.) Here are some of the words that you will read in your story. Each word starts with a capital. See if you can read all the words the fast way.
2. (Touch ball for **When**. Pause.) Read it the fast way. (Slide.) "When." Yes, **When**.
3. (Repeat step 2 for remaining words.)

(To correct, say:) The word is (say word).
Say all the letters for the word. (Child responds.)
Now read the word the fast way.
(Child responds.)

When

Do

The

Now

Let

Can

So

Horse

TASK 5 WORD READING THE FAST WAY

1. Now you get to read all the words the fast way.
2. (Touch first ball for first word of lesson. Pause three seconds.) Read it the fast way. (Slide. Child reads word.) Yes, good reading.
3. (Repeat step 2 for remaining words of lesson.)

Do Not Make Fun of a Horse—Part 2

A car made fun of a horse. The horse did not go as fast as the car. But the car did not make it to the other side of the hill. The car ran out of gas.

When the horse got to the car, the horse said, “I do not need gas. I eat grass.”^(a) The horse ate some grass. “Now I can keep on going. Let me see you do that.”^(b)

The car said, “I need gas, not grass. Can you get some for me?”^(c)

The horse said, “I will get gas for you if you make a deal with me.”

“Yes,” the car said. “Just get me lots of gas so I can go home.”^(d)

So the horse went back and got gas for the car.

Then the horse told the car, “Here is the deal. I will give you gas if you do not make fun of me.”^(e)

So the car took the gas. Did the car keep his part of the deal?

The car never made fun of the horse.^(f)

Stop—This Is the End.

TASK 6 CAPITAL LETTERS

Look at all the capital letters in your story. Remember, every sentence begins with a capital letter.

TASK 7 FIRST READING

1. Last time you read the first part of the story about a horse and a car. What happened at the end of that part of the story?
2. In this part of the story, we'll find out what happened when the car made fun of the horse. After you read this part of the story, you'll read it again and I'll ask questions.
3. Read the title the fast way. (Child reads title.)
4. Read the first sentence the fast way. (Child reads first sentence.)
5. Read the next sentence the fast way. (Child reads second sentence.)
6. (Repeat step 5 for remaining sentences in story.)

TASK 8 SECOND READING

1. Now you're going to read the story again. This time I'll ask questions when you read to the circled letters. Start with the title and read until you get to the first circled letter. Then stop.
2. (Ask following questions when child reaches each letter.)
 - a Does that horse need gas? What does the horse need? What does the car need?
 - b Do you think the car can do that?
 - c Will the horse get gas for the car?
 - d Did the car say that he would make a deal with the horse? I wonder what that deal is.
 - e What is the deal?
 - f Did the car keep his part of the deal?

TASK 9 PICTURE COMPREHENSION

Look at the picture. What does that horse have? What do you think the car is saying to the horse? What is the horse saying? Does it look as if that can hold lots of gas?

TASK 10 WRITING LETTERS

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1. You're going to write the letters that I write. Here's what you're going to write first. Watch. (Write v at beginning of first line. Point to v.) What's the name of this letter? "v." What sound does that letter make? "vvv."
2. First trace the v that I made. Then make more of them on this line.
3. (After tracing v several times, child is to make three to five v's. Help child if necessary. For acceptable letters say:) Good writing v.
4. Here's the next letter you're going to write. Watch. (Write w at beginning of second line. Point to w.) What's the name of this letter? "w." What sound does that letter make? "www."
5. First trace the w that I made. Then make more of them on this line.
6. (After tracing w several times, child is to make three to five w's. Help child if necessary. For acceptable letters say:) Good writing w.



LESSON 83

TASK 1 CAPITAL LETTERS

1. These are capital letters. What kind of letters are they? "capitals."
2. Touch each capital letter and say its name, starting with **A**. (Child reads each capital letter in alphabet.)
3. I'll name capitals. See if you can find them. Capital **D**. (Child touches **D**.) Good finding.
4. Repeat step 3 for: capital **A**, capital **F**, capital **G**, capital **B**, capital **C**, capital **E**, capital **H**, capital **I**, capital **J**, capital **K**, capital **L**, capital **M**, capital **N**, capital **O**, capital **P**, capital **Q**, capital **R**, capital **S**, capital **T**, capital **U**, capital **V**, capital **W**, capital **X**, capital **Y**, capital **Z**.

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 WORD READING

1. (Touch first ball for sing.) Sound it out. (Touch balls for sounds.) "sssiiing." (Repeat until firm.) What word? "sing."
2. (Repeat step 1 for but, bugs, bad, and, hand, and park.)

•sing→
•••

•but→
•••

•bugs→
•••

•bad→
•••

•and→
•••

•hand→
•••

•park→
•••

TASK 3 WORD READING

1. Get ready to read these words the fast way.
2. (Touch ball for girl. Pause three seconds.) Read it the fast way. (Slide.) "girl." Yes, girl.
3. (Repeat step 2 for remaining words.)

•girl→

•singing→

•going→

•hold→

•some→

•ears→

•cake→

•like→

•looked→

•over→

•good→

•away→

TASK 4 WORD READING—CAPITAL LETTERS

1. The stories that you will read from now on look different. The first letter of every sentence is written with a capital letter. (Point to words.) Here are some of the words that you will read in your story. Each word starts with a capital. See if you can read all the words the fast way.
2. (Touch ball for **She**. Pause.) Read it the fast way. (Slide.) "She." Yes, **She**.
3. (Repeat step 2 for remaining words.)

(To correct, say:) The word is (say word). Say all the letters for the word. (Child responds.) Now read the word the fast way. (Child responds.)

She →

The →

Then →

So →

But →

Go →

Bugs →

That →

TASK 5 WORD READING THE FAST WAY

1. Now you get to read all the words the fast way.
2. (Touch first ball for first word of lesson. Pause three seconds.) Read it the fast way. (Slide. Child reads word.) Yes, good reading.
3. (Repeat step 2 for remaining words of lesson.)

The Singing Bug—Part 1

A girl was going for a walk in a park. She sat down to eat some cake. A bug came up to her and said, "I like cake. Can I have some?"^(a)

The girl looked at the bug. Then she looked back at the cake. Then she said, "Bugs do not talk. You are a bug. So you can not talk."

The bug said, "But I can talk."^(b)

The girl said, "Go away. I do not talk to bugs. Bugs can not talk."

The bug said, "I can talk and I can sing." The bug started to sing. But the bug was not good at singing. "I wish that bug did not sing," the girl said.

"That singing is bad. I will have to hold my hands over my ears."^(c)

So she did.

The bug said, "If you do not like my singing, give me some cake."^(d)

More to Come

TASK 6 CAPITAL LETTERS

Look at all the capital letters in your story. Remember, every sentence begins with a capital letter.

TASK 7 FIRST READING

1. We'll read the first part of this story. In the next lesson we'll read the second part of this story. After you read this part of the story, you'll read it again and I'll ask questions.
2. Read the title the fast way. (Child reads title.)
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)

TASK 8 SECOND READING

1. Now you're going to read the story again. This time I'll ask questions when you read to the circled letters. Start with the title and read until you get to the first circled letter. Then stop.
2. (Ask following questions when child reaches each letter.)
 - a) What did the bug say?
 - b) Can that bug talk?
 - c) What is she going to have to do? Why?
 - d) Do you think the girl will give that bug some cake to stop the singing?

TASK 9 PICTURE COMPREHENSION

Look at the picture. What is that bug doing? How does the girl like that singing? Does she look as if she's having a good time eating cake? What do you think she should do to shut that bug up?

TASK 10 WRITING LETTERS

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1. You're going to write the letters that I write. Here's what you're going to write first. Watch. (Write **qu** at beginning of first line. Point to **qu**.) What are the names of these letters? "q-u." What sound do these letters make? "kwww."
2. First trace the **qu** that I made. Then make more of them on this line.
3. (After tracing **qu** several times, child is to make three to five **qu**'s. Help child if necessary. For acceptable letters say:) **Good writing qu.**
4. Here's the next letter you're going to write. Watch. (Write **z** at beginning of second line. Point to **z**.) What's the name of this letter? "z." What sound does that letter make? "zzz."
5. First trace the **z** that I made. Then make more of them on this line.
6. (After tracing **z** several times, child is to make three to five **z**'s. Help child if necessary. For acceptable letters say:) **Good writing z.**



TASK 1 CAPITAL LETTERS

1. These are capital letters. What kind of letters are they? "capitals."
2. Touch each capital letter and say its name, starting with A. (Child reads each capital letter in alphabet.)
3. I'll name capitals. See if you can find them. Capital G. (Child touches G.) Good finding.
4. (Repeat step 3 for capital H, capital D, capital B, capital A, capital K, capital L, capital D, capital L, capital H, capital B, capital G, capital J, capital K, capital L.)

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 WORD READING

1. (Touch first ball for were.) Sound it out. (Touch balls for sounds.) "wwwurr." (Repeat until firm.) What word? "were."
2. (Repeat step for where, yell, lots, and sick.)

were

where

yell

lots

sick

TASK 3 WORD READING

1. Get ready to read these words the fast way.
2. (Touch ball for gave. Pause three seconds.)
Read it the fast way. (Slide.) "gave." Yes, gave.
3. (Repeat step 2 for remaining words.)

gave →

singing →

TASK 4 WORD READING THE FAST WAY

1. Now you get to read these words the fast way.
2. (Touch first ball for first word of lesson. Pause three seconds.) Read it the fast way. (Slide. Child reads word.) Yes, good reading.
3. (Repeat step 2 for remaining words of lesson.)

give →

some →

ate →

eat →

looked →

hear →

yelling →

good →

more →

The Singing Bug—Part 2

A girl was with a bug. The bug was singing. The girl did not like that singing.

The bug did not stop singing. Then the girl said, "Eating cake is not fun with this bad singing."

Soon the girl said, "Stop singing, and I will give you some cake."^(a)

So the girl gave some cake to the bug and the bug ate cake. Then the bug looked at the girl and said, "You were good to me. So I will be good to you. I will let you hear me yell."^(b) So the bug started to yell. It was bad.

The girl said, "Stop that yelling and I will give you more cake."^(c)

The bug stopped and the girl gave the bug a lot of cake.

The bug got sick. That bug said, "Now I can not sing and I can not yell."

The girl said, "That is good." Then she ate the rest of the cake.^(d)

The End

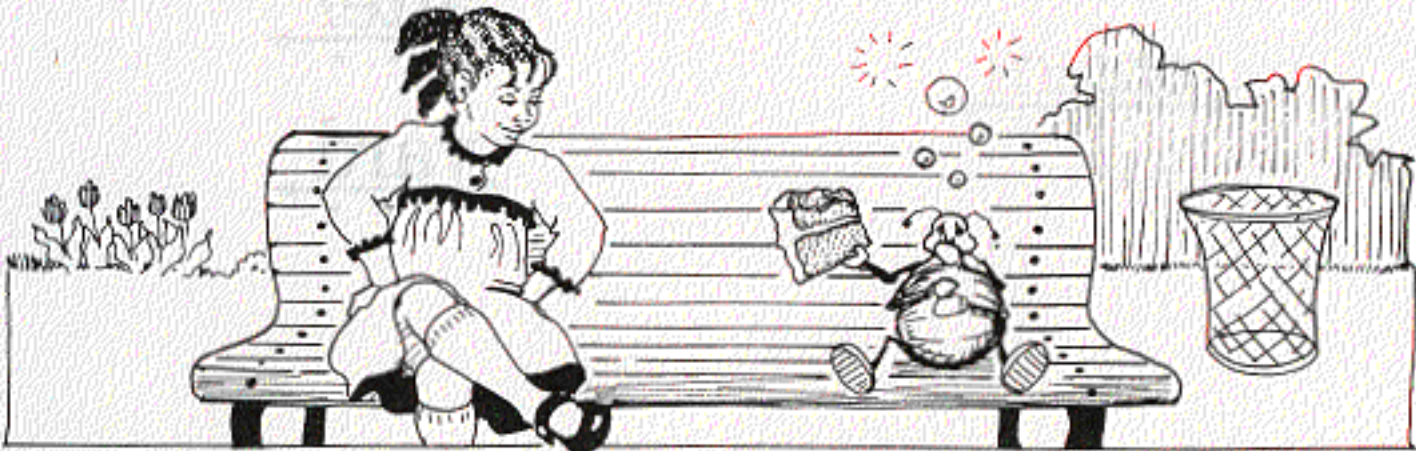
1. Last time you read the first part of the story about the singing bug. What happened at the end of that part of the story?
2. In this part of the story, we'll find out what happened to the singing bug. After you read this part of the story, you'll read it again and I'll ask questions.
3. Read the title the fast way. (Child reads title.)
4. Read the first sentence the fast way. (Child reads first sentence.)
5. Read the next sentence the fast way. (Child reads second sentence.)
6. (Repeat Step 5 for remaining sentences in story.)

TASK 6 SECOND READING

1. Now you're going to read the story again. This time I'll ask questions when you read to the circled letters. Start with the title and read until you get to the first circled letter. Then stop.
2. (Ask following questions when child reaches each letter.)
 - a) What's the girl going to do? And what does the bug have to do?
 - b) Do you think that will be fun for the girl?
 - c) What deal did the girl make with the bug this time?
 - d) Do you think she had more fun eating cake when the bug wasn't making noise?

TASK 7 PICTURE COMPREHENSION

Look at the picture. How does that bug feel? What do you think the bug is saying to the girl? What do you think the girl is saying to the bug?



1. You're going to write the letters that I write. Here's what you're going to write first. Watch. (Write j at beginning of first line. Point to j.) What's the name of this letter? "j." What sound does that letter make? "j."
2. First trace the j that I made. Then make some more of them on this line.
3. (After tracing j several times, child is to make three to five j's. Help child if necessary. For acceptable letters say:) Good writing j.
4. Here's the next letter you're going to write. Watch. (Write t at beginning of second line. Point to t.) What's the name of this letter? "t." What sound does that letter make? "t."
5. First trace the t that I made. Then make some more of them on this line.
6. (After tracing t several times, child is to make three to five t's. Help child if necessary. For acceptable letters say:) Good writing t.

LESSON 85

TASK 1 CAPITAL LETTERS

1. These are capital letters. What kind of letters are they? "capitals."
2. Touch each capital letter and say its name, starting with **A**. (Child reads each capital letter in alphabet.)
3. I'll name capitals. See if you can find them. Capital **G**. (Child touches **G**.) Good finding.
4. (Repeat step 3 for capital **H**, capital **P**, capital **Q**, capital **H**, capital **Q**, capital **B**, capital **D**, capital **Q**, capital **R**, capital **Q**, capital **S**, capital **G**, capital **D**, capital **B**, capital **A**.)

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 WORD READING

1. (Touch first ball for **digging**.) Sound it out. Get ready. (Slide past **d**. Touch under other sounds.) "diiigiing." (Repeat until firm.) What word? "digging." Yes, **digging**.
2. (Touch first ball for **must**.) Sound it out. (Touch balls for sounds.) "mmuuusst." (Repeat until firm.) What word? "must."
3. (Repeat step 2 for **dug**, **they**, **after**, and **yard**.)

digging

must

dug

they

after

yard

TASK 3 WORD READING

1. Get ready to read these words the fast way.
2. (Touch ball for **hole**. Pause three seconds.)
Read it the fast way. (Slide.) "hole." Yes, **hole**.
3. (Repeat step 2 for remaining words.)

hole →

leave →

TASK 4 WORD READING THE FAST WAY

1. Now you get to read all the words the fast way.
2. (Touch first ball for first word of lesson. Pause three seconds.) Read it the fast way. (Slide. Child reads word.) Yes, good reading.
3. (Repeat step 2 for remaining words of lesson.)

five →

into →

every →

dog →

hold →

away →

stay →

were →

inside →

The Dog That Dug—Part 1

An old dog liked to dig. That dog went digging on a farm. ^(a) The dog made hole after hole after hole. ^(b) A man on the farm said, “That dog must leave this farm.”

So the dog went to a home to live with a boy and a girl. ^(c) But the dog did not stop digging. The dog went into the yard and dug five holes. Then the dog went into other yards and dug ten more holes.

Soon there were holes in every yard. ^(d)

The boy and the girl said, “That dog must stop digging holes.”

They made the dog stay inside for five days. Then the dog went into the yard and dug five more holes.

The boy and the girl ran over to the dog. The dog was making a big, big hole. The boy said, “Get hold of that dog and we will stop this digging.” ^(e)

Stop.

TASK 5 FIRST READING

1. We'll read the first part of this story. In the next lesson we'll read the second part of this story. After you read this part of the story, you'll read it again and I'll ask questions.
2. Read the title the fast way. (Child reads title.)
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 5 for remaining sentences in story.)

TASK 6 SECOND READING

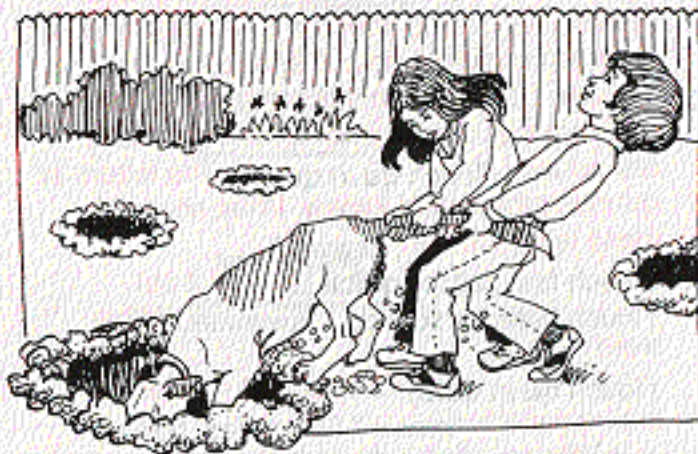
1. Now you're going to read the story again. This time I'll ask questions when you read to the circled letters. Start with the title and read until you get to the first circled letter. Then stop.
2. (Ask following questions when child reaches each letter.)
 - a) Where did he go digging?
 - b) What does that mean, **hole after hole after hole**?
 - c) Where did the dog go now?
 - d) Do you suppose that made people happy?
 - e) What are they going to try to do?

TASK 7 PICTURE COMPREHENSION

Look at the picture. What is that dog doing? What are the boy and the girl trying to do? Does it look as if they are stopping that dog? Have you ever seen a dog dig a hole that big? That dog sure likes to dig.

TASK 8 WRITING LETTERS

1. You're going to write the letters that I write. Here's what you're going to write first. Watch. (Write **th** at beginning of first line. Point to **th**.) What are the names of these letters? "t-h." What sound do these letters make? "ththth."
2. First trace the **th** that I made. Then make more of them on this line.
3. (After tracing **th** several times, child is to make three to five **th**'s. Help child if necessary. For acceptable letters say:) **Good writing th.**
4. Here's the next letter you're going to write. Watch. (Write **d** at beginning of second line. Point to **d**.) What's the name of this letter? "d." What sound does that letter make? "d."
5. First trace the **d** that I made. Then make more of them on this line.
6. (After tracing **d** several times, child is to make three to five **d**'s. Help child if necessary. For acceptable letters say:) **Good writing d.**



LESSON 86

TASK 1 CAPITAL LETTERS

1. These are capital letters. What kind of letters are they? "capitals."
2. Touch each capital letter and say its name, starting with **A**. (Child reads each capital letter in alphabet.)
3. I'll name capitals. See if you can find them. **Capital S**. (Child touches **S**.) **Good finding**.
4. (Repeat step 3 for capital **R**, capital **H**, capital **G**, capital **B**, capital **A**, capital **D**, capital **Q**, capital **R**, capital **B**, capital **X**, capital **Y**, capital **Z**, capital **Q**.)

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 WORD READING—qu

1. The name for the letter **q** tells you the letter that always comes after the **q**. That letter is **u**. What letter always comes after **q**? "u."
2. You can hear the **u** in the name of the letter **q**. The **u** that comes after **q** does not make any sound. (Touch **qu** in **quick**.) The letters in **qu** make the sound **kwww**. What sound do these letters make? "kwww."
3. (Touch first ball for **quick**.) **Sound it out**. (Touch balls for sounds.) "kwwwiik." **What word?** "quick."
4. (Touch **qu** in **quit**.) **What sound do these letters make?** "kwww." (Touch first ball for **quit**.) **Sound it out**. (Touch balls for sounds.) "kwwwiit." **What word?** "quit."
5. You're going to read the next word the fast way. (Touch ball for **quitting**. Pause three seconds.) **Read it the fast way**. (Slide.) "quitting." **Yes, quitting.**

quick

quit

quitting

TASK 3 WORD READING

1. Get ready to read these words the fast way.
2. (Touch ball for digging. Pause three seconds.) Read it the fast way. (Slide.) "digging." Yes, digging.
3. (Repeat step 2 for remaining words.)

digging

holes

yard

told

hold

gold

mad

rich

were

TASK 4 WORD READING THE FAST WAY

1. Now you get to read all the words the fast way.
2. (Touch first ball for first word of lesson. Pause three seconds.) Read it the fast way. (Slide. Child reads word.) Yes, good reading.
3. (Repeat step 2 for remaining words of lesson.)

The Dog That Dug—Part 2

A girl and a boy had a dog that came from a farm. That dog had to leave the farm for digging holes. But now the dog was digging holes in the yard. The boy told the girl to get hold of that dog.

The girl got hold of the dog's tail. Then the girl looked in the hole. She said, "Take a look in that hole."

The boy took a look. Then he said, "Do I see gold in that hole?"^(a)

The girl said, "Yes. That dog has dug up a lot of gold."

So the boy and the girl took the gold from the hole. They let the dog dig some more. And the dog dug up more gold.^(b)

Now the boy and the girl are not mad at the digging dog. They like that dog. They are rich and the dog is rich, too.^(c) The dog has five yards to dig in.^(d)

This Is the End.

TASK 5 FIRST READING

1. Last time you read the first part of the story about the dog that dug. What happened at the end of that part of the story?
2. In this part of the story, we'll find out what happened when the girl got hold of the dog's tail. After you read this part of the story, you'll read it again and I'll ask questions.
3. Read the title the fast way. (Child reads title.)
4. Read the first sentence the fast way. (Child reads first sentence.)
5. Read the next sentence the fast way. (Child reads second sentence.)
6. (Repeat step 5 for remaining sentences in story.)

TASK 6 SECOND READING

1. Now you're going to read the story again. This time I'll ask questions when you read to the circled letters. Start with the title and read until you get to the first circled letter. Then stop.
2. (Ask following questions when child reaches each letter.)
 - a. What was in the bottom of the hole?
 - b. What did the dog dig up? That's a pretty good dog.
 - c. Why is the dog rich?
 - d. Do you think that dog is happy now?

TASK 7 PICTURE COMPREHENSION

Look at the picture. What is that dog digging? How do the boy and the girl feel? How would you feel if you had all that gold? If that dog doesn't stop digging, there will be gold all over the yard.

TASK 8 WRITING LETTERS

1. You're going to write the letters that I write. Here's what you're going to write first. Watch. (Write **b** at beginning of first line. Point to **b**.) What's the name of this letter? "b." What sound does that letter make? "b."
2. First trace the **b** that I made. Then make more of them on this line.
3. (After tracing **b** several times, child is to make three to five **b**'s. Help child if necessary. For acceptable letters say:) **Good writing b.**
4. Here's the next letter you're going to write. Watch. (Write **z** at beginning of second line. Point to **z**.) What's the name of this letter? "z." What sound does that letter make? "zzz."
5. First trace the **z** that I made. Then make more of them on this line.
6. (After tracing **z** several times, child is to make three to five **z**'s. Help child if necessary. For acceptable letters say:) **Good writing z.**



LESSON 87

TASK 1 WORD READING

1. You're going to read these words the fast way. (Touch ball for **eagle**. Pause three seconds.) Read it the fast way. (Slide.) "eagle." Yes, **eagle**.
2. This word rhymes with **eagle**. (Touch ball for **beagle**. Pause three seconds.) Read it the fast way. (Slide.) "beagle." Yes, **beagle**. Remember those words.

eagle →

beagle →

TASK 2 WORD READING

1. (Touch first ball for **hunt**.) Sound it out. Get ready. (Slide past **h**. Touch balls for other sounds.) "huuunnnt." (Repeat until firm.) What word? "hunt." Yes, **hunt**.
2. (Touch first ball for **Biff**.) Sound it out. (Touch under sounds.) "Biiiff." (Repeat until firm.) What word? "Biff."
3. (Repeat step 2 for **smell**, **sun**, and **held**.)

hunt →

Biff →

smell →

sun →

held →

TASK 3 WORD READING

1. The name for the letter **q** tells you the letter that always comes after the **q**. That letter is **u**. What letter always comes after **q**? "u."
2. You can hear the **u** in the name of the letter **q**. The **u** that comes after **q** does not make any sound. (Touch **qu** in **quick**.) The letters in **qu** make the sound **kwww**. What sound do these letters make? "kwww."
3. (Touch first ball for **quick**.) **Sound it out.** (Touch balls for sounds.) "kwwwiik." **What word?** "quick."
4. **You're going to read the next word the fast way.** (Touch ball for **quitting**. Pause three seconds.) **Read it the fast way.** (Slide.) "quitting." **Yes, quitting.**

quick
•••

quitting
•

TASK 4 WORD READING

1. **Get ready to read these words the fast way.**
2. (Touch ball for **grass**. Pause three seconds.) **Read it the fast way.** (Slide.) "grass." **Yes, grass.**
3. (Repeat step 2 for remaining words.)

grass
→

nose
→

TASK 5 WORD READING THE FAST WAY

1. **Now you get to read all the words the fast way.**
2. (Touch ball for first word of lesson. Pause three seconds.) **Read it the fast way.** (Slide. Child reads word.) **Yes, good reading.**
3. (Repeat step 2 for remaining words of lesson.)

sleep
→

went
→

thing
→

tore
→

store
→

story
→

The Eagle Meets a Beagle—Part 1

A beagle is a dog. It has big ears. And it likes to hunt, hunt, hunt. ^(a) The beagle in this story liked to hunt more than other beagles. This beagle was Biff. Every day Biff went out hunting. She held her nose near the grass. “Boooooooooooooo, boooooooooo,” she said when she got the smell of a deer, or a ram, or a cow, or a duck. ^(b)

When Biff came back from hunting, the sun was near the hills. So the dog went to sleep, “Zzzzzzzzzzzzzz, zzzzzzzzzzzz, zzzzzz.” ^(c) Then, when the sun got up, so did Biff. “Boooooooooo, boooooo,” she said as she smelled the grass. And away she went. ^(d)

On a day that was hot, she came to the shore of a lake. She smelled fish. “Boooooooooo,” she said, and went into the lake. But she did not get a fish. Then she went up the hill. She smelled some thing that was good, good, good. “Boooooooooo, boooooooooo,” she said, and up the hill she went. ^(e)

Stop.

1. We'll read the first part of this story. In the next lesson we'll read the second part of this story. After you read this part of the story, you'll read it again and I'll ask questions.
2. Read the title the fast way. (Child reads title.)
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)

TASK 7 SECOND READING

1. Now you're going to read the story again. This time I'll ask questions when you read to the circled letters. Start with the title and read until you get to the first circled letter. Then stop.
2. (Ask following questions when child reaches each letter.)
 - a) What kind of animal is a beagle? What kind of ears does it have? What does it like to do?
 - b) What kind of animals did that beagle hunt? Make the kind of sound Biff made when she hunted.
 - c) What's making those zzzzzz sounds?
 - d) What was she doing?
 - e) I wonder what that beagle is after.

TASK 8 PICTURE COMPREHENSION

Look at the picture. What kind of dog is that in the picture? What's the dog saying? What kind of animal is that beagle after? How is she going to feel after she hunts all day long?



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 g at beginning of second line. Point to g.) What's the name of this letter? "g." What sound does that letter make? "g."
5. First trace the g that I made. Then make more of them on this line.
6. (After tracing g several times, child is to make three to five g's. Help child if necessary. For acceptable letters say:) **Good writing g.**

LESSON 88

TASK 1 WORD READING

1. (Touch first ball for **picked**.) **Sound it out. Get ready.** (Slide past **p**. Touch under other sounds.) "piiikd." (Repeat until firm.) **What word?** "picked." **Yes, picked.**
2. (Repeat step 1 for **hunting** and **stopped**.)

picked

hunting

stopped

TASK 2 WORD READING

1. **Get ready to read these words the fast way.**
2. (Touch ball for **into**. Pause three seconds.) **Read it the fast way.** (Slide.) "into." **Yes, into.**
3. (Repeat step 2 for remaining words.)

into

started

fly

yelling

home

good

TASK 3 WORD READING—MODEL

1. (Point to from.) **This word is from. What word?** “from.”
2. (Touch first ball.) **Sound it out.** (Touch balls for sounds.) “ffrrrööömmm.”
3. **But how do we say the word?** “from” (frum). **Remember that word.**

TASK 4 WORD READING—ai

1. (Touch ball for ai.) **When these sounds are together, they usually say äää. What do they say?** “äää.”
2. (Touch ball for ai in rain.) **What do these sounds say?** “äää.” (Touch first ball for rain.) **Sound it out.** (Touch balls for sounds.) “rrrääännn.” (Repeat until firm.) **What word?** “rain.” **Yes, rain.**
3. (Touch ball for ai in rail.) **What do these sounds say?** “äää.” (Touch first ball for rail.) **Sound it out.** (Touch balls for sounds.) “rrrääälll.” (Repeat until firm.) **What word?** “rail.” **Yes, rail.**
4. (Touch ball for ai in tail.) **What do these sounds say?** “äää.” (Touch first ball for tail.) **Sound it out.** (Touch balls for sounds.) “tääälll.” (Repeat until firm.) **What word?** “tail.” **Yes, tail.**

TASK 5 WORD READING THE FAST WAY

1. **Now you get to read all the words the fast way.**
2. (Touch first ball for first word of lesson. Pause three seconds.) **Read it the fast way.** (Slide. Child reads word.) **Yes, good reading.**
3. (Repeat step 2 for remaining words of lesson.)

The Eagle Meets a Beagle—Part 2

A beagle was hunting for something good. The dog went to the top of a hill.

When she got to the top of the hill she stopped. She did not see a deer. She did not see a ram, or a duck, or a cow. There was a big eagle on top of the hill. ^(a)

“Boooooooo,” Biff yelled at the eagle.

The eagle smiled and said, “I will not run from you and I will not fly from you. But if you do not stop yelling, I will pick you up and take you back to your home.” ^(b)

Biff looked at the eagle and said, “Booooooo, boooooooo, booooo.”

The eagle said, “Here you go.” The eagle picked up the dog and started to fly up, up, up. The dog did not stop going “Boooo.” ^(c) Soon, the eagle let the dog down in her yard. ^(d) That beagle did not go hunting. That dog went into her home. That dog did not go “Booooo, boooooo.” That dog went “ZZZZZZZ, zzzzzz.” ^(e)

The End

TASK 6 FIRST READING

1. Last time you read the first part of the story about the beagle that liked to hunt. What happened at the end of that part of the story?
2. In this part of the story, we'll find out what happened when the beagle met an eagle. After you read this part of the story, you'll read it again and I'll ask questions.
3. Read the title the fast way. (Child reads title.)
4. Read the first sentence the fast way. (Child reads first sentence.)
5. Read the next sentence the fast way. (Child reads second sentence.)
6. (Repeat step 5 for remaining sentences in story.)

TASK 7 SECOND READING

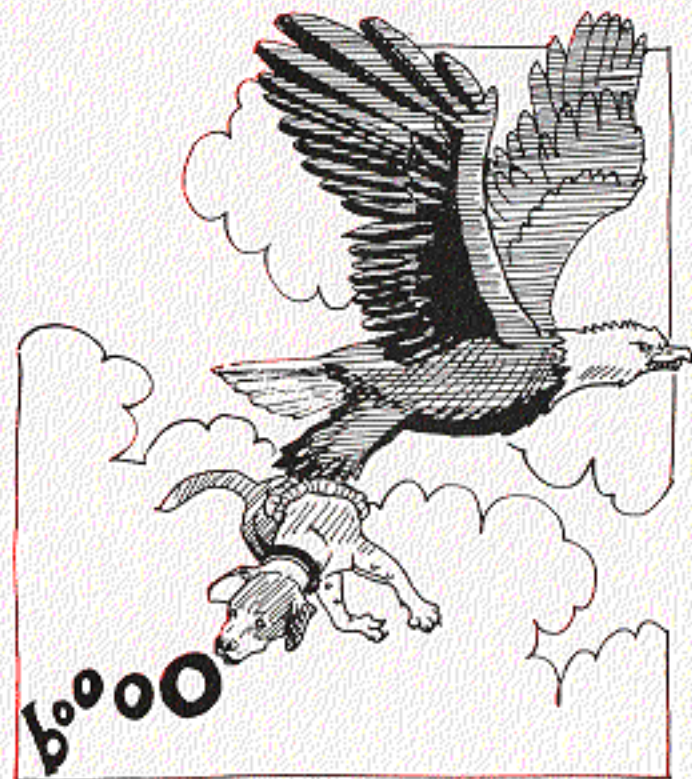
1. Now you're going to read the story again. This time I'll ask questions when you read to the circled letters. Start with the title and read until you get to the first circled letter. Then stop.
2. (Ask following questions when child reaches each letter.)
 - a What kind of animal had she found?
 - b Was the eagle afraid of the beagle? What did the eagle say it would do if the beagle didn't stop yelling?
 - c How do you think that beagle felt?
 - d Where did the eagle drop off the beagle?
 - e Why was the dog making those zzzzz sounds?

TASK 8 PICTURE COMPREHENSION

Look at the picture. What's the eagle doing in this picture? What's that beagle saying? How would you feel if you were that beagle?

TASK 9 WRITING LETTERS

1. You're going to write the letters that I write. Here's what you're going to write first. Watch. (Write **g** at beginning of first line. Point to **g**.) What's the name of this letter? "g." What sound does that letter make? "g."
2. First trace the **g** that I made. Then make more of them on this line.
3. (After tracing **g** several times, child is to make three to five **g**'s. Help child if necessary. For acceptable letters say:) **Good writing g.**
4. Here's the next letter you're going to write. Watch. (Write **p** at beginning of second line. Point to **p**.) What's the name of this letter? "p." What sound does that letter make? "p."
5. First trace the **p** that I made. Then make more of them on this line.
6. (After tracing **p** several times, child is to make three to five **p**'s. Help child if necessary. For acceptable letters say:) **Good writing p.**



LESSON 89

TASK 1 WORD READING

1. (Touch first ball for **lived**.) **Sound it out.**
(Touch balls for sounds.) "llliivvvd." (Repeat until firm.) **What word?** "lived."
2. (Repeat step 1 for **wet** and **gets**.)

lived →

wet →

gets →

TASK 2 WORD READING

1. **Get ready to read these words the fast way.**
2. (Touch ball for **pick**. Pause three seconds.)
Read it the fast way. (Slide.) "pick." **Yes, pick.**
3. (Repeat step 2 for remaining words.)

pick →

picked →

ant →

cold →

hole →

comes →

stay →

from →

thing →

rain →

TASK 3 WORD READING—ou

1. (Touch **ou**.) The letter **u** sometimes works like the letter **w**. That's why the letters have the same name—**you** and **double you**. The letters **o-u** sound like the letters **o-w**. They sound as if they're hurt. They say **ow**. What do the letters say? "ow."
2. You're going to read some words that have the letters **o-u**. (Point to **ou** in **our**.) What sound do the letters **o-u** make? "ow."
3. (Touch first ball for **our**.) Read this word the fast way. (Slide.) "our." Yes, **our**.
4. (Point to **ou** in **out**.) What sound do the letters **o-u** make? "ow." (Touch first ball for **out**.) Read this word the fast way. (Slide.) "out." Yes, **out**.
5. You're going to sound out the next words. (Touch first ball for **loud**.) Sound it out. (Touch balls for **loud**.) "lowl." What word? "loud." Yes, **loud**.
6. (Touch first ball for **sound**.) Sound it out. (Touch balls for **sound**.) "sssownnd." What word? "sound."

ou
.

our →
.

out →
.

loud
.

sound →
.

TASK 4 WORD READING THE FAST WAY

1. Now you get to read all the words the fast way.
2. (Touch first ball for first word of lesson. Pause three seconds.) Read it the fast way. (Slide. Child reads word.) Yes, good reading.
3. (Repeat step 2 for remaining words of lesson.)

A Home for an Ant—Part 1

An ant lived in a hole. The ant said, “This hole is no good. When it rains, the rain comes in this hole. And I get wet. When the days are hot, the hole gets hot. When the hole gets hot, I get hot.”^(a) But when the days got cold, the hole did not get hot. The hole got cold. And so did that ant.^(b)

The ant said, “This hole gets hot and this hole gets cold. And when it rains, this hole gets wet. I will leave this hole.”

So the ant did that.

The ant went up the hill to the home of an eagle. “Can I stay in this home?” the ant said.^(c)

The eagle did not say a thing. The eagle picked up the ant and said, “I will take you from this hill. Do not come back. Go dig a hole and live like other ants.”^(d)

But the ant did not dig a hole. That ant went to the home of a ram.^(e) “Can I live in this home?” the ant said. The ram said, “We do not like ants. Go dig a hole and live like other ants.”^(f)

Not the End

TASK 5 FIRST READING

1. We'll read the first part of this story. In the next lesson we'll read the second part of this story. After you read this part of the story, you'll read it again and I'll ask questions.
2. Read the title the fast way. (Child reads title.)
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)

TASK 6 SECOND READING

1. Now you're going to read the story again. This time I'll ask questions when you read to the circled letters. Start with the title and read until you get to the first circled letter. Then stop.
2. (Ask following questions when child reaches each letter.)
 - a Did the ant like the ant hole? What happened to the hole when it rained? What happened to the hole when the days got hot? Then how did the ant feel?
 - b What happened to the hole on cold days? And how did the ant feel on these days?
 - c Do you think the eagle will let the ant stay in the eagle's home?
 - d Did the eagle let the ant live in the eagle's home?
 - e What did the ant do?
 - f What did the ram tell the ant to do?

TASK 7 PICTURE COMPREHENSION

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Look at the picture.
Whom is the ant talking to?
What is the ant saying?
What is the ram saying?
I wonder what that ant will do.



1. You're going to write the letters that I write. Here's what you're going to write first. Watch. (Write **b** at beginning of first line. Point to **b**.) What's the name of this letter? "b." What sound does that letter make? "b."
2. First trace the **b** that I made. Then make more of them on this line.
3. (After tracing **b** several times, child is to make three to five **b**'s. Help child if necessary. For acceptable letters say:) **Good writing b.**
4. Here's the next letter you're going to write. Watch. (Write **y** at beginning of second line. Point to **y**.) What's the name of this letter? "y." What sounds does that letter make? "yyy, yyy."
5. First trace the **y** that I made. Then make more of them on this line.
6. (After tracing **y** several times, child is to make three to five **y**'s. Help child if necessary. For acceptable letters say:) **Good writing y.**

LESSON 90

TASK 1 WORD READING

1. (Touch first ball for **sleep**.) **Sound it out.** (Touch balls for sounds.) "ssllléép." (Repeat until firm.) **What word?** "sleep."
2. (Repeat step 1 for **sheep, chick, logs, rocks, and lived**.)

sleep

sheep

chick

logs

rocks

lived

TASK 2 WORD READING

- (Touch **ou**). The letter **u** sometimes works like the letter **w**. That's why the letters have the same name—you and **double you**. The letters **o-u** sound like the letters **o-w**. They sound as if they're hurt. They say **ow**. What do the letters say? "ow."
- You're going to read some words that have the letters **o-u**. (Point to **ou** in **loud**.) What sound do the letters **o-u** make? "ow."
- (Touch first ball for **loud**.) Read this word the fast way. (Slide.) "loud." Yes, **loud**.
- (Point to **ou** in **sound**.) What sound do the letters **o-u** make? "ow." (Touch first ball for **sound**.) Read this word the fast way. (Slide.) "sound." Yes, **sound**.
- You're going to sound out the next words. (Touch first ball for **shouted**.) Sound it out. (Touch under sounds in **shouted**.) "shshshowted." What word? "shouted." Yes, **shouted**.
- (Touch first ball for **out**.) (Touch under sounds in **out**.) "owt." "out."
- (Touch first ball for **outside**.) Sound it out. (Touch under sounds in **outside**.) "owtsssiid." What word? "outside."
- (Repeat step 7 for our.)

ou

loud

sound

shouted

out

outside

our

TASK 3 WORD READING THE FAST WAY

- Now you get to read all the words the fast way.
- (Touch first ball for first word of lesson. Pause three seconds.) Read it the fast way. (Slide. Child reads word.) Yes, good reading.
- (Repeat step 2 for remaining words of lesson.)

A Home for an Ant—Part 2

An ant was looking for a good home. An eagle made the ant leave and a ram made the ant leave. But that ant did not give up.

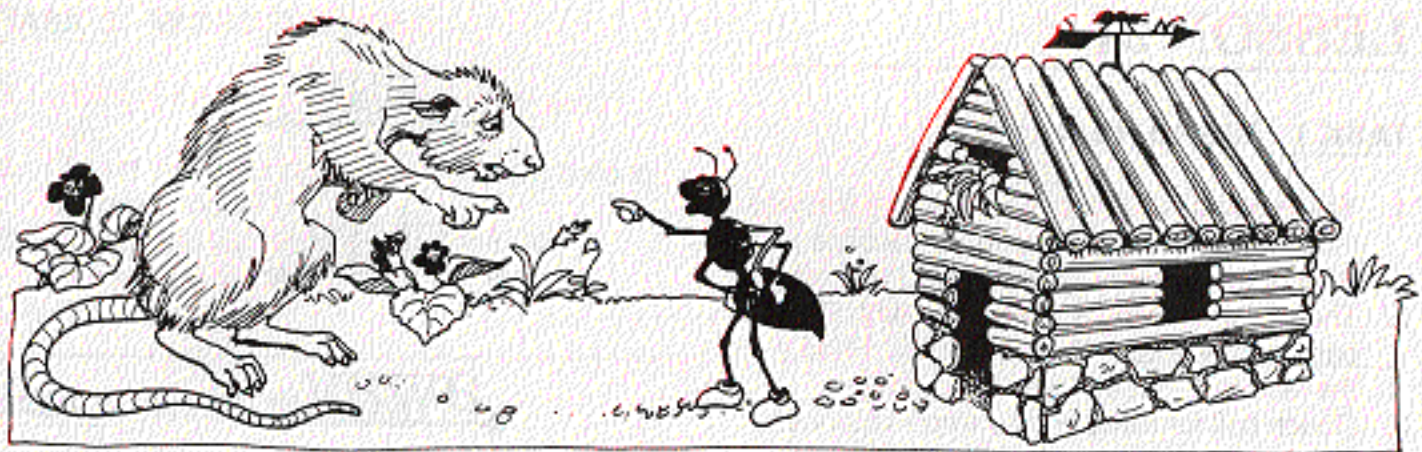
So the ant went to the home of a cow.^(a) That home was a big barn. The ant said, “I will be a good ant if you let me live here.”

The cow said, “A horse can live here and sheep can live here. We will let a chick live here and a pig live here. But no ants can live in this barn. So go dig a hole and live like other ants.”^(b)

“No,” the ant said. “I like barns. And I will make an ant barn.”^(c) So the ant got logs and rocks. Then the ant made a barn. It was a good barn. It was too little for cows, and pigs, and dogs, and deers. But it was not too little for rats.^(d) So a rat came to the barn and said “Can I live in this barn with you?”

The ant looked at the rat and said, “Go dig a hole and live like other rats.”^(e)

The End



TASK 4 FIRST READING

1. Last time you read the first part of the story about an ant that was looking for a good home. What happened at the end of that part of the story?
2. In this part of the story, we'll find out what happened to the ant. After you read this part of the story, you'll read it again and I'll ask questions.
3. Read the title the fast way. (Child reads title.)
4. Read the first sentence the fast way. (Child reads first sentence.)
5. Read the next sentence the fast way. (Child reads second sentence.)
6. (Repeat step 5 for remaining sentences in story.)

TASK 5 SECOND READING

1. Now you're going to read the story again. This time I'll ask questions when you read to the circled letters. Start with the title and read until you get to the first circled letter. Then stop.
2. (Ask following questions when child reaches each letter.)
 - a) Where did the ant go this time?
 - b) What kind of animals could live in that barn? What did the cow tell the ant to do?
 - c) What's the ant going to do?
 - d) What kind of animal could fit in that barn? Name some animals that couldn't fit in the barn.
 - e) What did the ant tell the rat to do?

TASK 6 PICTURE COMPREHENSION

Look at the picture. What is that ant standing in front of? What is that other animal? What is the rat saying? What is the ant saying? Do you think that was very nice of the ant?

TASK 7 WRITING LETTERS

1. You're going to write the letters that I write. Here's what you're going to write first. Watch. (Write **wh** at beginning of first line. Point to **wh**.) What are the names of these letters? "w-h." What sound do these letters make? "www."
2. First trace the **wh** that I made. Then make more of them on this line.
3. (After tracing **wh** several times, child is to make three to five **wh**'s. Help child if necessary. For acceptable letters say:) **Good writing wh.**
4. Here's the next letter you're going to write. Watch. (Write **e** at beginning of first line. Point to **e**.) What is the name of this letter? "e." What sounds does that letter make? "ēēē, ēēē." We're going to write **e** without a line.
5. First trace the **e** that I made. Then make more of them on this line.
6. (After tracing **e** several times, child is to make three to five **e**'s. Help child if necessary. For acceptable letters say:) **Good writing e.**

LESSON 91

TASK 1 WORD READING

1. You're going to read these words the fast way. (Touch ball for **say**. Pause three seconds.) Read it the fast way. (Slide.) "say." Yes, **say**.
2. The rest of the words rhyme with **say**. (Touch ball for **stay**. Pause three seconds.) Read it the fast way. (Slide.) "stay." Yes, **stay**.
3. (Touch ball for **away**. Pause three seconds.) Read it the fast way. (Slide.) "away." Yes, **away**.
4. (Touch ball for **play**. Pause three seconds.) Read it the fast way. (Slide.) "play." Yes, **play**.
5. (Touch ball for **day**. Pause three seconds.) Read it the fast way. (Slide.) "day." Yes, **day**. Remember those words.

say

stay

away

play

day

TASK 2 WORD READING

1. Get ready to read these words the fast way.
2. (Touch ball for **hear**. Pause three seconds.) Read it the fast way. (Slide.) "hear." Yes, **hear**.
3. (Repeat step 2 for remaining words.)

hear

soon

moon

seat

note

outside

playing

TASK 3 WORD READING

1. (Point to oh.) **This word is oh. What word?** "oh."
2. (Touch first ball.) **Sound it out.** (Touch balls for sounds.) "ōōōh."
3. **But how do we say the word?** "oh" (ō). **Remember that word.**

TASK 4 WORD READING

1. (Touch first ball for loud.) **Sound it out.** (Touch balls for sounds.) "lllowowowd." (Repeat until firm.) **What word?** "loud."
2. (Repeat step 1 for **sound, shouted, and our.**)

TASK 5 WORD READING—MODEL

1. (Point to want.) **This word is want. What word?** "want."
2. (Touch first ball.) **Sound it out.** (Touch balls for sounds.) "wwwāāännnt."
3. **But how do we say the word?** "want" (wōnt). **Remember that word.**

TASK 6 WORD READING THE FAST WAY

1. **Now you get to read all the words the fast way.**
2. (Touch ball for first word of lesson. Pause three seconds.) **Read it the fast way.** (Slide. Child reads word.) **Yes, good reading.**
3. (Repeat step 2 for remaining words of lesson.)

The Old Man Did Not Hear Well—Part 1

An old man lived with a little girl. The old man did not hear well. The little girl said to that man, “I will see you soon.”^(a)

The man did not hear her. He said, “No, I do not see the moon.”^(b)

The girl said, “I did not say that. I told you when we will meet.”^(c)

The man said, “No, I am not on my seat.”^(d)

The girl said, “If you can read, I will make a note.” And she did.

Here is that note: “I will see you soon.”

The old man said, “I can not see well. You will have to talk to me.”^(e)

The girl said, “But he can not hear me when I talk as loud as I can.” Then she shouted to the old man, “I am going in a car.”^(f)

The old man said, “No, I will not go far.”^(g)

“Not far,” the girl shouted. “Car, car.” Then the girl took the hand of the old man and went outside. She went to the car and said, “Look. Car. I will go in our car. I will not walk.”

The old man said, “If you will not talk, how can I hear you?”

“Not talk,” the girl said. “Walk, walk, walk.”

“Oh,” the old man said. “You are playing like you are a duck. And you are talking in duck talk.”^(h)

This Is Not the End.

TASK 7 FIRST READING

1. We'll read the first part of this story. In the next lesson we'll read the second part of this story. After you read this part of the story, you'll read it again and I'll ask questions.
2. Read the title the fast way. (Child reads title.)
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)

TASK 8 SECOND READING

1. Now you're going to read the story again. This time I'll ask questions when you read to the circled letters. Start with the title and read until you get to the first circled letter. Then stop.
2. (Ask following questions when child reaches each letter.)
 - (a) What did she say?
 - (b) What did he think she said?
 - (c) What did she tell him?
 - (d) What did he think she said?
 - (e) Could the old man read that note? Why not?
 - (f) What did she shout?
 - (g) What did the old man think she said?
 - (h) What did the old man think she was doing? What did she say that sounded like duck talk?

Look at the picture. What is the girl pointing at? What do you think she's saying? Does the old man look as if he hears her? What would you do to make that old man hear you?

**TASK 10 WRITING LETTERS**

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

TASK 1 LONG VOWEL

- (Point to **hid**.) You're going to sound out this word. (Touch first ball.) Sound it out. (Touch balls for sounds.) "hiiid." What word? "hid."
- (Point to **hide**.) This word looks a lot like **hid**, but it has an **e** on the end. The letter names help you say the right sounds for this word.
- Say all the letter names for this word. "h-i-d-e." Listen to the letter names without the **e**. (Pause.) h-iiid. What word? "hide."
- (Point to **line**.) Say all the letter names for this word. "l-i-n-e." Listen to the letter names without the **e**. (Pause.) "l-iiin. What word? "line."

hid

hide

line

TASK 2 WORD READING

- Get ready to read these words the fast way.
- (Touch ball for **there**. Pause three seconds.) Read it the fast way. (Slide.) "there." Yes, **there**.
- (Repeat step 2 for remaining words.)

there

gave

notes

shouted

thing

something

TASK 3 WORD READING—MODEL

- (Point to **want**.) This word is **want**. What word? "want."
- (Touch first ball.) Sound it out. (Touch balls for sounds.) "wwwääännnt."
- But how do we say the word? "want." Remember that word.

want

TASK 4 WORD READING THE FAST WAY

- Now you get to read all the words the fast way.
- (Touch first ball for first word of lesson. Pause three seconds.) Read it the fast way. (Slide. Child reads word.) Yes, good reading.
- (Repeat step 2 for remaining words of lesson.)

The Old Man Did Not Hear Well—Part 2

A girl was talking to an old man. That man did not hear the things she said.

The girl got mad and she shouted, "I will be back soon."

The old man went fishing. He came to a lake and sat on a log. Then he started to fish. Soon he got a fish on his line. He took the fish from the lake. The fish said, "I have to swim. Can you let me go back in the lake?"^(a)

The old man said, "No, I don't have any cake."

The fish said, "If you let me go I will get big. Then I will get on your line and you will have a big fish. Let me get big."^(b)

The old man said, "No, I don't want a pig. I want a fish."^(c) Then the old man said, "If you are a pig, I will have to let you go."^(d)

So the old man let the fish go. He went back home. When he got there, the little girl had something for him. The old man liked the thing the girl gave him. Now the old man can read her notes.^(e)

This Is the End.

TASK 5 FIRST READING

1. Last time you read the first part of the story about the old man who did not hear well. What happened at the end of that part of the story?
2. In this part of the story, we'll find out what happened to the old man. After you read this part of the story, you'll read it again and I'll ask questions.
3. Read the title the fast way. (Child reads title.)
4. Read the first sentence the fast way. (Child reads first sentence.)
5. Read the next sentence the fast way. (Child reads second sentence.)
6. (Repeat step 5 for remaining sentences in story.)

TASK 6 SECOND READING

1. Now you're going to read the story again. This time I'll ask questions when you read to the circled letters. Start with the title and read until you get to the first circled letter. Then stop.
2. (Ask following questions when child reaches each letter.)
 - a. Where did the fish want to go? Will the old man hear what the fish says?
 - b. What did the fish want the old man to do?
 - c. What did the old man think the fish said when the fish said, **Let me get big**?
 - d. Why does the old man want to let the fish go?
 - e. What do you think the girl gave him?

TASK 7 PICTURE COMPREHENSION

Look at the picture. What is the girl giving the old man? Will he be able to read notes when he wears those big glasses? Does the old man look very happy? What kind of dog is that in the picture? Does that dog look happy? I wonder if that is Biff.



TASK 8 WRITING LETTERS

1. You're going to write the letters that I write. Here's what you're going to write first. Watch. (Write **c** at beginning of first line. Point to **c**.) What's the name of this letter? "**c**." What sound does that letter make? "**c**."
2. First trace the **c** that I made. Then make more of them on this line.
3. (After tracing **c** several times, child is to make three to five **c**'s. Help child if necessary. For acceptable letters say:) **Good writing c.**
4. Here's the next letter you're going to write. Watch. (Write **g** at beginning of second line. Point to **g**.) What's the name of this letter? "**g**." What sound does that letter make? "**g**."
5. First trace the **g** that I made. Then make more of them on this line.
6. (After tracing **g** several times, child is to make three to five **g**'s. Help child if necessary. For acceptable letters say:) **Good writing g.**

LESSON 93

TASK 1 WORD READING

1. Get ready to read these words the fast way.
2. (Touch ball for hid. Pause three seconds.) Read it the fast way. (Slide.) "hid." Yes, hid. Read it the fast way. (Slide.) "hid." Yes, hid.
3. (Repeat step 2 for remaining words.)

hid

hide

hard

side

tail

legs

TASK 2 WORD READING THE FAST WAY

1. Now you get to read all the words the fast way again.
2. (Touch ball for first word of lesson. Pause three seconds.) Read it the fast way. (Slide. Child reads word.) Yes, good reading.
3. (Repeat step 2 for remaining words of lesson.)

TASK 3 FIRST READING

1. We'll read the first part of this story. In the next lesson we'll read the second part of this story. After you read this part of the story, you'll read it again and I'll ask questions.
2. Read the title the fast way. (Child reads title.)
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. Repeat step 4 for remaining sentences in story.)

TASK 4 SECOND READING

1. Now you're going to read the story again. This time I'll ask questions when you read to the circled letters. Start with the title and read until you get to the first circled letter. Then stop.
2. (Ask following questions when child reaches each letter.)
 - (a) Why did it have a bad time when it hid? Can big pigs hide as easily as little pigs?
 - (b) What did they say? That pig was so big that every part of the pig couldn't hide behind a tree.
 - (c) Could that pig hide behind a barn?
 - (d) Could the little pigs and the horse hide behind the barn?
 - (e) Why was the big pig looking for something very big?

The Pig That Liked to Hide—Part 1

There was a pig that liked to hide. But this pig was so big that it had a bad time when it hid.^(a) The other pigs did not have a hard time seeing that big, fat pig. When the big pig hid in back of a tree, the other pigs said, “We see part of you.”^(b)

When the big pig hid in back of a car, the other pigs said, “We see your side,” or “We see your back,” or “We see your legs.”

When the big pig hid in back of a barn, the other pigs said, “There you are. We see a fat tail.”^(c)

The other pigs were good at hiding.

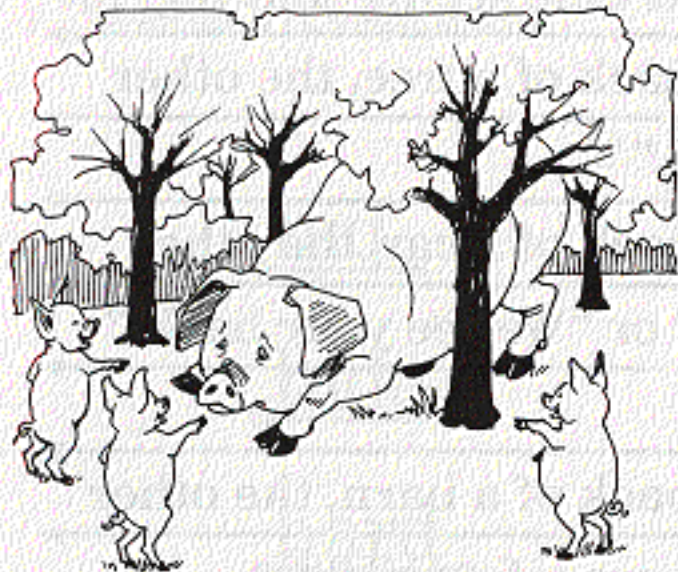
Five of these little pigs hid in back of a tree. The big pig did not see them. Nine of these little pigs hid in back of a car. “I do not see them,” the big pig said.

Ten little pigs and a horse hid in back of the barn. The big pig looked and looked but she did not find the pigs or the horse.^(d)

The big pig said, “They can hide but I can not hide. I need something big.” So the big pig looked and looked for something very big.^(e)

Not the End

Look at the picture. What is that pig trying to do in this picture? What is the pig trying to hide behind? Is that big pig doing a good job? What are the other little pigs saying? That big pig does need something big to hide behind.



1. You're going to write the letters that I write. Here's what you're going to write first. Watch (Write j at beginning of first line. Point to j.) What's the name of this letter? "j." What sound does that letter make? "j."
2. First trace the j that I made. Then make more of them on this line.
3. (After tracing j several times, child is to make three to five j's. Help child if necessary. For acceptable letters say:) **Good writing j.**
4. Here's the next letter you're going to write. Watch. (Write y at beginning of second line. Point to y.) What's the name of this letter? "y." What sounds does that letter make? "yyy, yyy."
5. First trace the y that I made. Then make more of them on this line.
6. (After tracing y several times, child is to make three to five y's. Help child if necessary. For acceptable letters say:) **Good writing y.**

TASK 1 WORD READING—MODEL

1. (Point to don't.) **This word is don't. What word?** "don't."
2. (Touch first ball.) **Sound it out.** (Touch under sounds.) "dōōōnnnt."
3. **And how do we say the word?** "don't."
Remember that word.

don't

TASK 2 WORD READING

- (Touch first ball for green.) **Sound it out. Get ready.** (Slide past g. Touch balls for other sounds.) "grrrēēnnn." (Repeat until firm.) **What word?** "green." **Yes, green.**

green

TASK 3 WORD READING

1. (Touch ball for ai.) **When these sounds are together, they usually say āāā. What do they say?** "āāā."
2. (Touch ball for ai in pail.) **What do these sounds say?** "āāā." (Touch first ball for pail.) **Sound it out.** (Touch under sounds.) "pāāālll." (Repeat until firm.) **What word?** "pail." **Yes, pail.**
3. (Touch ball for ai in pain.) **What do these sounds say?** "āāā." (Touch first ball for pain.) **Sound it out.** (Touch under sounds.) "pāāānnn." (Repeat until firm.) **What word?** "pain." **Yes, pain.**
4. (Touch ball for ai in paint.) **What do these sounds say?** "āāā." (Touch first ball for paint.) **Sound it out.** (Touch under sounds.) "pāāānnnt." (Repeat until firm.) **What word?** "paint." **Yes, paint.**

ai

pail

pain

paint

TASK 4 WORD READING THE FAST WAY

1. **Now you get to read all the words the fast way.**
2. (Touch first ball for first word of lesson. Pause three seconds.) **Read it the fast way.** (Slide. Child reads word.) **Yes, good reading.**
3. (Repeat step 2 for remaining words of lesson.)

The Pig That Liked to Hide—Part 2

There was a pig that was too big to hide. That pig was looking for something big.

The pig went to the lake. “No,” the pig said. “A lake is big, but I can not hide in back of a lake.”^(a)

The pig went to a park. “No,” the pig said. “A park is big, but I can not hide in back of a park.”^(b)

Then, that pig went to a hill. “No,” the pig said. “That hill is big, but if those little pigs go to the top of the hill, they will see me on the other side.”^(c)

An eagle said to the pig, “You don’t need a hill. You are a hill. Get some green paint and make every part of you green. Then you will look like a hill and you can hide.”^(d)

So the pig got cans and cans of green paint. The pig started painting. Soon every part of that pig was green. The pig went back to the farm and sat down near the barn.

“I am hiding,” the pig shouted. “Come and get me.”

The little pigs looked and looked. But they did not find the big pig. A little pig said, “I see a farm and I see a barn and I see a big green hill. But I do not see a fat pig.”^(e)

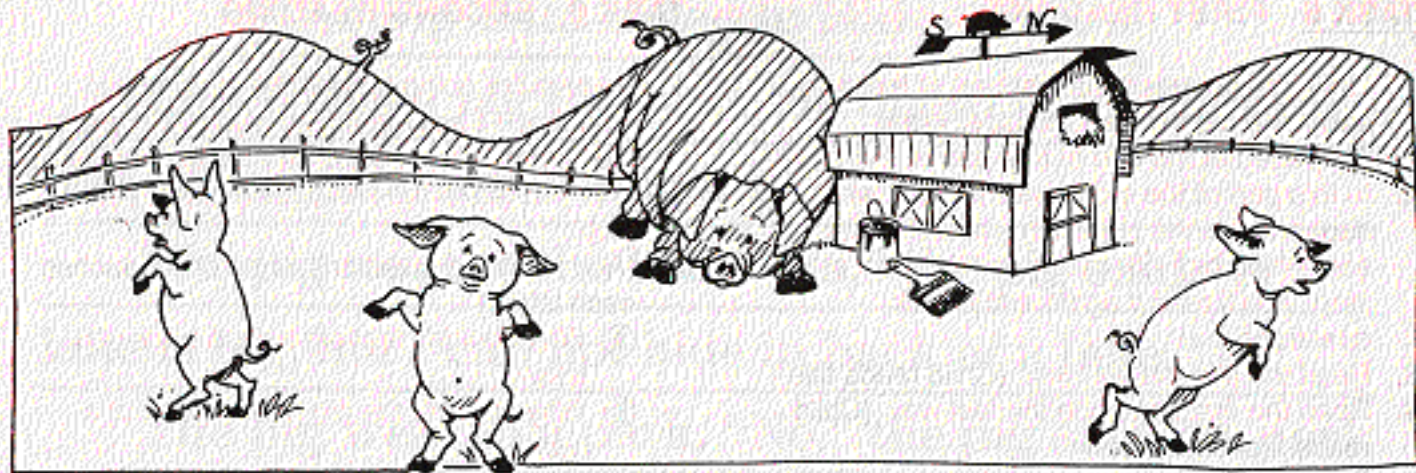
The End

TASK 5 FIRST READING

1. Last time you read the first part of the story about the pig that liked to hide. What happened at the end of that part of the story?
2. In this part of the story, we'll find out what happened to the pig when she looked for something big. After you read this part of the story, you'll read it again and I'll ask questions.
3. Read the title the fast way. (Child reads title.)
4. Read the first sentence the fast way. (Child reads first sentence.)
5. Read the next sentence the fast way. (Child reads second sentence.)
6. (Repeat step 5 for remaining sentences in story.)

TASK 6 SECOND READING

1. Now you're going to read the story again. This time I'll ask questions when you read to the circled letters. Start with the title and read until you get to the first circled letter. Then stop.
2. (Ask following questions when child reaches each letter.)
 - a Why couldn't that pig hide in back of a lake?
 - b Why couldn't the pig hide in back of a park?
 - c Why didn't the pig like the hill for hiding?
 - d Why will that pig be able to hide if she makes herself green?
 - e What things did the little pig see? Which of those things was the big pig hiding?



TASK 7 PICTURE COMPREHENSION

Look at the picture. Touch the thing the little pigs thought was a big green hill. Does that big pig look very happy? What are the little pigs trying to do? What are the little pigs saying?

TASK 8 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 are the next letters you're going to write. Watch. (Write **qu** at beginning of second line. Point to **qu**.) What are the names of these letters? "q-u." What sound do these letters make? "kwww.")
5. First trace the **qu** that I made. Then make more of them on this line.
6. (After tracing **qu** several times, child is to make three to five **qu**'s. Help child if necessary. For acceptable letters say:) **Good writing qu.**

TASK 1 WORD READING

1. (Touch first ball for fog.) **Sound it out.** (Touch balls for sounds.) "fffoog." (Repeat until firm.) **What word?** "fog."
2. (Repeat step 1 for frog, spots, blap, loud, sound, ruck, and ding.)

fog

frog

spots

blap

loud

sound

ruck

ding

TASK 2 WORD READING

1. **Get ready to read these words the fast way.**
2. (Touch ball for green. Pause three seconds.) **Read it the fast way.** (Slide.) "green." **Yes, green.**
3. (Repeat step 2 for remaining words.)

green

these

those

here

deep

teeth

TASK 3 WORD READING THE FAST WAY

1. **Now you get to read all the words the fast way.**
2. (Touch first ball for first word of lesson. Pause three seconds.) **Read it the fast way.** (Slide. Child reads word.) **Yes, good reading.**
3. (Repeat step 2 for remaining words of lesson.)

The Frog That Made Big Sounds—Part 1

There was a little frog with green spots. That frog made very big sounds.^(a) The other frogs in the lake got on the shore and made sounds. Some went “Ding, ding, ding.” Some of the big frogs made deep sounds: “Ruck, ruck, ruck.” But the little frog with green spots made this sound: “Blap, blap, blap.”^(b)

The sound was very loud. Frogs like to sing with each other. They ding and ruck and ruck and ding. But the frogs that ding and ruck did not like the sounds that the little frog made. When he went, “Blap, blap, blap,” they said, “Stop that blap, blap. Those sounds are too loud. How can we sing if you make loud sounds?”^(c)

Then these frogs said, “Yes, stop blapping and start singing.” Soon one of the other frogs said, “Let’s dive in the lake and get out of here.” And they did.

The little frog had a mother. She said, “You make sounds that are like big teeth. They bite my ears.”^(d)

The little frog with green spots was sad. He said, “I do not like to make those big sounds. But I can not sing the way the other frogs sing.”^(e)

More to Come

TASK 4 FIRST READING

1. We'll read the first part of this story. In the next lesson we'll read the second part of this story. After you read this part of the story, you'll read it again and I'll ask questions.
2. Read the title the fast way. (Child reads title.)
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)

TASK 5 SECOND READING

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1. Now you're going to read the story again. This time I'll ask questions when you read to the circled letters. Start with the title and read until you get to the first circled letter. Then stop.
2. (Ask following questions when child reaches each letter.)
 - a What did that little frog do?
 - b What sound did the little frog make? That's a terrible sound for a little frog with green spots.
 - c Did the other frogs like the sounds the little frog made?
 - d Why does she think the little frog's sounds are like big teeth?
 - e How does that frog feel?

Look at the picture. What are the frogs in this picture doing? What sounds are the big frogs making? What sounds are most of the little frogs making? Which frog is the little frog with green spots? What sounds is that frog making? Do the other frogs look as if they like that **blap blap**?



1. You're going to write the letters that I write. Here's what you're going to write first. Watch. (Write **qu** at beginning of first line. Point to **qu**.) What are the names of these letters? "q-u." What sound do these letters make? "kwww."
2. First trace the **qu** that I made. Then make more of them on this line.
3. (After tracing **qu** several times, child is to make three to five **qu**'s. Help child if necessary. For acceptable letters say:) **Good writing qu.**
4. Here's the next letter you're going to write. Watch. (Write **g** at beginning of second line. Point to **g**.) What's the name of this letter? "g." What sound does that letter make? "g."
5. First trace the **g** that I made. Then make more of them on this line.
6. (After tracing **g** several times, child is to make three to five **g**'s. Help child if necessary. For acceptable letters say:) **Good writing g.**

TASK 1 WORD READING

1. Get ready to read these words the fast way.
2. (Touch ball for fog. Pause three seconds.)
Read it the fast way. (Slide.) "fog." Yes, fog.
3. (Repeat step 2 for remaining words.)

fog

frogs

sounds

big

biggest

those

loud

kick

shore

ate

TASK 2 WORD READING

1. (Touch first ball for room.) Sound it out.
(Touch balls for sounds.) "rrroooooommm."
(Repeat until firm.) What word? "room."
2. (Repeat step 1 for dust, mouse, house, proud, found, around, and spring.)

room

dust

mouse

house

proud

found

around

spring

TASK 3 WORD READING THE FAST WAY

1. Now you get to read all the words the fast way.
2. (Touch ball for first word of lesson. Pause three seconds.) Read it the fast way. (Slide. Child reads word.) Yes, good reading.
3. (Repeat step 2 for remaining words of lesson.)

The Frog That Made Big Sounds—Part 2

A little frog with green spots made big sounds.

The other frogs in the lake did not like those sounds.

On a spring day a big fog came over the lake. ^(a)

The frogs said, “We can not see in this fog, but we can sit on the shore and sing.” The fog was so bad that the sound of the frogs was not loud. ^(b) Then a big frog said, “I hear a ship. That ship can not see where it is going. It will run up on the shore if we do not stop it.” Another frog said, “We will make big sounds so the ship will hear us.”

So these frogs made the biggest sounds they had ever made. “Ruck, ding, ding, ruck.” But the fog ate up the sounds. ^(c)

Then a big frog said to the little frog with green spots, “Can you make sounds that a ship can hear?”

The little frog shouted, “Blap, blap.” These sounds were so loud that the other frogs jumped into the lake. ^(d) They said, “That sound is like a kick in the ears.” ^(e)

But the ship did not run into the shore. A big frog said, “They can hear that loud sound.” ^(f)

So now the other frogs like the little frog. When there is a big fog, go to the shore of a lake. You may hear that frog going, "Blap, blap."

This Is the End.

TASK 4 FIRST READING

1. Last time you read the first part of the story about the frog that made big sounds. What happened at the end of that part of the story?
2. In this part of the story, we'll find out what happened to the frog that made big sounds. After you read this part of the story, you'll read it again and I'll ask questions.
3. Read the title the fast way. (Child reads title.)
4. Read the first sentence the fast way. (Child reads first sentence.)
5. Read the next sentence the fast way. (Child reads second sentence.)
6. (Repeat step 5 for remaining sentences in story.)

TASK 5 SECOND READING

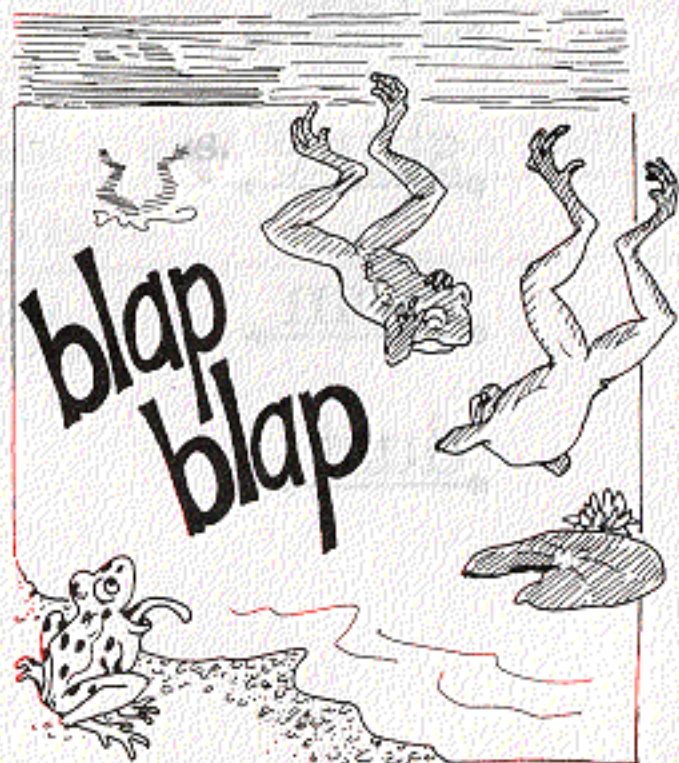
1. Now you're going to read the story again. This time I'll ask questions when you read to the circled letters. Start with the title and read until you get to the first circled letter. Then stop.
2. (Ask following questions when child reaches each letter.)
 - a What happened on that day?
 - b Why weren't their sounds loud?
 - c What happened to the sounds they made?
 - d What did they do? Why?
 - e How did that sound feel to their ears?
 - f Why didn't the ship run into the shore?

TASK 6 PICTURE COMPREHENSION

Look at the picture. What's that little frog shouting? What are the other frogs doing? Why do they have their hands over their ears? Why can you see only part of some frogs?

TASK 7 WRITING LETTERS

1. You're going to write the letters that I write. Here's what you're going to write first. Watch. (Write z at beginning of first line. Point to z.) What's the name of this letter? "z." What sound does that letter make? "zzz."
2. First trace the z that I made. Then make more of them on this line.
3. (After tracing z several times, child is to make three to five z's. Help child if necessary. For acceptable letters say:) Good writing z.
4. Here's the next letter you're going to write. Watch. (Write c at beginning of second line. Point to c.) What's the name of this letter? "c." What sound does that letter make? "c."
5. First trace the c that I made. Then make more of them on this line.
6. (After tracing c several times, child is to make three to five c's. Help child if necessary. For acceptable letters say:) Good writing c.



LESSON 97

TASK 1 WORD READING

1. Get ready to read these words the fast way.
2. (Touch ball for mouse. Pause three seconds.) Read it the fast way. (Slide.) "mouse." Yes, mouse.
3. (Repeat step 2 for remaining words.)

mouse

out

house

proud

found

grass

shine

room

dust

TASK 2 WORD READING THE FAST WAY

1. Now you get to read all the words the fast way again.
2. (Touch first ball for first word of lesson. Pause three seconds.) Read it the fast way. (Slide. Child reads word.) Yes, good reading.
3. (Repeat step 2 for remaining words of lesson.)

TASK 3 FIRST READING

1. We'll read the first part of this story. In the next lesson we'll read the second part of this story. After you read this part of the story, you'll read it again and I'll ask questions.
2. Read the title the fast way. (Child reads title.)
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)

TASK 4 SECOND READING

1. Now you're going to read the story again. This time I'll ask questions when you read to the circled letters. Start with the title and read until you get to the first circled letter. Then stop.
2. (Ask following questions when child reaches each letter.)
 - (a) What do you think that mouse will do with the rag?
 - (b) Does that mouse like a messy house?
 - (c) What was in the bed? How do you think that made the mouse feel?
 - (d) Why did they say they had to stay in the bed?
 - (e) Why can't they live in the grass? Why can't they live in a barn? I think that mouse has a real problem.

The Bed Bugs—Part 1

A mouse had a house that shined. Every day, that mouse got a rag and went from room to room. ^(a) The mouse picked up every bit of dust. The mouse was very proud. “This is how I like my house.” ^(b)

But on a cold day that mouse found something bad. The mouse was going to dust in the bed room. The mouse looked at the bed and said, “I see bugs in that bed.” ^(c) There were ten red bugs in the bed.

“Get out of that bed,” the mouse yelled.

“No,” a bug said. “We must stay in a bed. We are bed bugs.” ^(d)

“My house shines,” the mouse said. “I can not have bugs in here.”

A bug came near the mouse. That bug said, “If we are bed bugs, we must live in beds. We are not grass bugs, so we can not live in the grass. We are not barn bugs, so we can not live in a barn.” ^(e)

Stop.

Look at the picture. Count those bugs on the bed. Do they look as if they're ready to leave the bed? Does that mouse look very happy? What do you think the mouse is saying? What do you think the bed bugs are saying?



1. You're going to write the letters that I write. Here's what you're going to write first. Watch. (Write **b** at beginning of first line. Point to **b**.) What's the name of this letter? "b." What sound does that letter make? "b."
2. First trace the **b** that I made. Then make more of them on this line.
3. (After tracing **b** several times, child is to make three to five **b**'s. Help child if necessary. For acceptable letters say:) **Good writing b.**
4. Here are the next letters you're going to write. Watch. (Write **qu** at beginning of second line. Point to **qu**.) What are the names of these letters? "q-u." What sound do these letters make? "kwww."
5. First trace the **qu** that I made. Then make more of them on this line.
6. (After tracing **qu** several times, child is to make three to five **qu**'s. Help child if necessary. For acceptable letters say:) **Good writing qu.**

LESSON 98

TASK 1 WORD READING

1. Get ready to read these words the fast way.
2. (Touch ball for **other**. Pause three seconds.)
Read it the fast way. (Slide.) "other." Yes, **other**.
3. (Repeat step 2 for remaining words.)

TASK 2 WORD READING THE FAST WAY

1. Now you get to read all the words the fast way again.
2. (Touch ball for first word of lesson. Pause three seconds.) Read it the fast way. (Slide. Child reads word.) Yes, good reading.
3. (Repeat step 2 for remaining words of lesson.)

other

another

around

bite

dust

from

too

smiled

bug

bed

grass

biting

room

The Bed Bugs—Part 2

A mouse found bed bugs in the bed. That mouse was very mad, but the bugs said that they had to live in beds. ^(a)

The mouse said, "Get out of this room or I will hit you with a dust rag."

"We are too fast for you," a bug said. The mouse hit the bed with the rag. But the rag did not hit bugs. It hit the bed. The bugs were on another part of the bed. They said, "If you do that, we will bite. And bed bugs are good at biting." ^(b)

"This is bad," the mouse said. The mouse walked from the bed room. "I must do something," the mouse said.

Soon the mouse came back into the bed room. The mouse was holding a little bed. That bed was made from a dish and a dust rag. ^(c) The mouse said to the bugs, "You are bed bugs. And this is a little bed. So hop out of my bed and get into this bed."

The bugs smiled. Then, hop, jump, they got into the little bed.

They ran around on the dust rag. Then a bug
 looked at the mouse and said, "This is a good bed. But
 a bed needs a bed room and a bed room needs a
 house."

So the mouse had to make a house with a bed
 room. ^d And now the bug bed is in the bed room and
 the bed bugs are in the bug bed. ^e

The End

TASK 3 FIRST READING

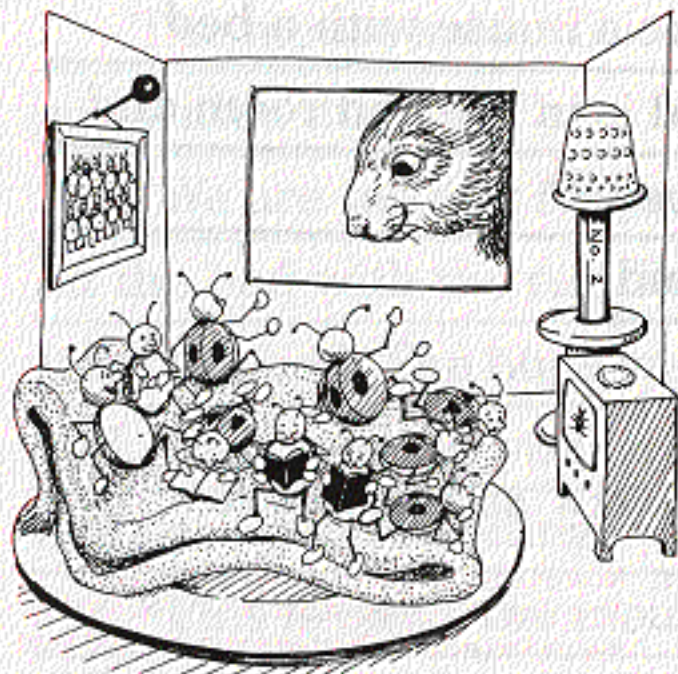
1. Last time you read the first part of the story about the bed bugs. What happened at the end of that part of the story?
2. In this part of the story, we'll find out what happened to the mouse and the bed bugs. After you read this part of the story, you'll read it again and I'll ask questions.
3. Read the title the fast way. (Child reads title.)
4. Read the first sentence the fast way. (Child reads first sentence.)
5. Read the next sentence the fast way. (Child reads second sentence.)
6. (Repeat step 5 for remaining sentences in story.)

TASK 4 SECOND READING

1. Now you're going to read the story again. This time I'll ask questions when you read to the circled letters. Start with the title and read until you get to the first circled letter. Then stop.
2. (Ask following questions when child reaches each letter.)
 - a Why did they say that they had to live in beds?
 - b What are they going to do if the mouse keeps trying to hit them with the dust rag?
 - c What was the bed made from? What is the mouse going to do with that tiny bed?
 - d What did the mouse have to build for those bed bugs?
 - e What is in the bed room? Where are the bed bugs?

384 **TASK 5 PICTURE COMPREHENSION**

Look at the picture. Where are the bed bugs in this picture? What are they doing? Do they look as if they're having a good time? What are they all on? Where is that bug bed?



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 er at beginning of first line. Point to er.) What are the names of these letters? "e-r." What sound do these letters make? "urrr."
2. First trace the er that I made. Then make more of them on this line.
3. (After tracing er several times, child is to make three to five er's. Help child if necessary. For acceptable letters say:) **Good writing er.**
4. Here's the next letter you're going to write. Watch. (Write d at beginning of second line. Point to d.) What's the name of this letter? "d." What sound does that letter make? "d."
5. First trace the d that I made. Then make more of them on this line.
6. (After tracing d several times, child is to make three to five d's. Help child if necessary. For acceptable letters say:) **Good writing d.**

LESSON 99

TASK 1 WORD READING

1. Get ready to read these words the fast way.
2. (Touch ball for hear. Pause three seconds.)
Read it the fast way. (Slide.) "hear." Yes, hear.
3. (Repeat step 2 for remaining words.)

• hear →

• near →

TASK 2 WORD READING THE FAST WAY

1. Now you get to read all the words the fast way again.
2. (Touch ball for first word of lesson. Pause three seconds.) Read it the fast way. (Slide. Child reads word.) Yes, good reading.
3. (Repeat step 2 for remaining words of lesson.)

• take →

• shot →

• blam →

• tiger →

• mouse →

• stopped →

• picked →

Hunting for Tigers—Part 1

The old man said, "I need a tiger coat. So I will hunt for a tiger." ^(a)

The girl said, "But you can not see. How can you hunt for a tiger?" ^(b)

The old man said, "I can hear. Tigers make sounds. I will hear those sounds and take a shot."

The girl said, "The shot may miss."

"No," the old man said. "When I hear something I will take a good shot." ^(c)

So the man went out with his gun. He did not see well. So he fell over a log. Then he fell over a rock. Then he walked up a hill. When he got to the top he stopped. "I hear something," he said. "I have found a tiger."

The man did hear the sound of a tiger. It was a big tiger. And it was very near. The old man picked up his gun. "Blam." ^(d)

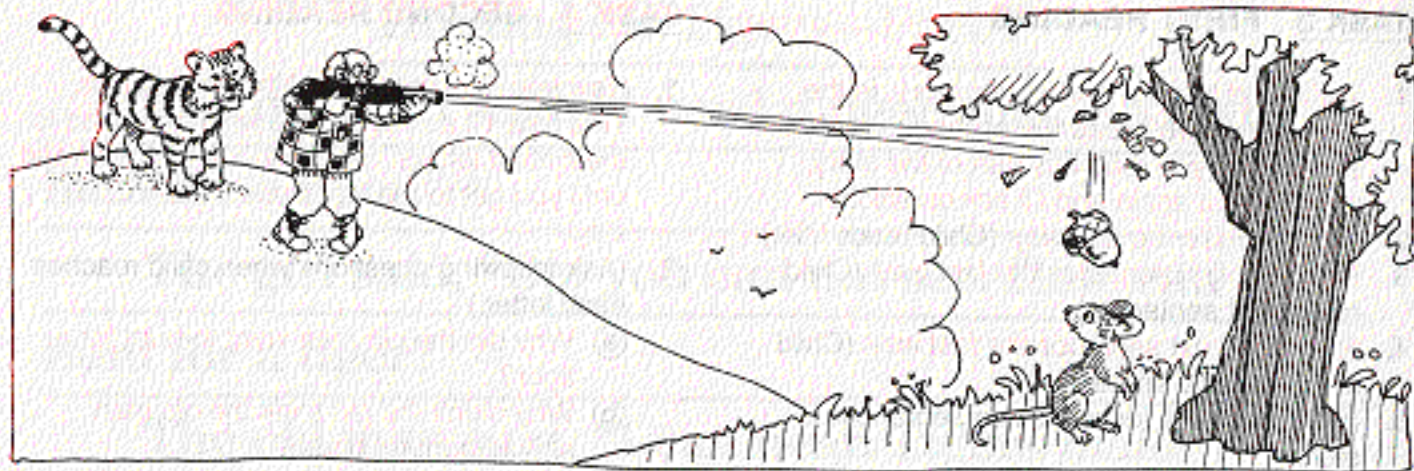
The shot did not hit the tiger. It hit a nut in a tree. The nut fell on a mouse.

The mouse yelled, "Stop hitting me with nuts." ^(e)

This Is Not the End.

1. We'll read the first part of this story. In the next lesson we'll read the second part of this story. After you read this part of the story, you'll read it again and I'll ask questions.
2. Read the title the fast way. (Child reads title.)
3. Read the first sentence the fast way. (Child reads first sentence.)
4. Read the next sentence the fast way. (Child reads second sentence.)
5. (Repeat step 4 for remaining sentences in story.)

1. Now you're going to read the story again. This time I'll ask questions when you read to the circled letters. Start with the title and read until you get to the first circled letter. Then stop.
2. (Ask following questions when child reaches each letter.)
 - a Why did the old man want to hunt for a tiger?
 - b Why didn't the girl think the old man should hunt for tigers?
 - c Do you think the old man's plan will work?
 - d What was the **blam** sound?
 - e What did the shot hit? What did the nut fall on? What did the mouse say?



TASK 5 PICTURE COMPREHENSION

Look at the picture. Is the old man pointing his gun at the tiger? What did the old man shoot? Follow that nut down and see what it will hit. How will that mouse feel when it gets hit with a big nut?

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 **s** at beginning of first line. Point to **s**.) What's the name of this letter? "s." What sound does that letter make? "sss."
2. First trace the **s** that I made. Then make more of them on this line.
3. (After tracing **s** several times, child is to make three to five **s**'s. Help child if necessary. For acceptable letters say:) **Good writing s.**
4. Here's the next letter you're going to write. Watch. (Write **r** at beginning of second line. Point to **r**.) What's the name of this letter? "r." What sound does that letter make? "rrr."
5. First trace the **r** that I made. Then make more of them on this line.
6. (After tracing **r** several times, child is to make three to five **r**'s. Help child if necessary. For acceptable letters say:) **Good writing r.**

TASK 1 WORD READING

1. Get ready to read these words the fast way.
2. (Touch ball for sing. Pause three seconds.) Read it the fast way. (Slide.) "sing." Yes, sing.
3. (Repeat step 2 for remaining words.)

TASK 2 WORD READING THE FAST WAY

1. Now you get to read all the words the fast way again.
2. (Touch ball for first word of lesson. Pause three seconds.) Read it the fast way. (Slide. Child reads word.) Yes, good reading.
3. (Repeat step 2 for remaining words of lesson.)

•sing→

•back→

•shouted→

•sand→

•thank→

•kept→

•licked→

•nose→

•noses→

•home→

•bite→

•tame→

•house→

Hunting for Tigers—Part 2

An old man was shooting at a tiger.

The tiger sat down and started to sing. The old man shot. This shot hit a rock. A bug was in back of that rock. “Stop making this rock jump,” the bug shouted. ^(a)

But the old man did not stop shooting. The man shot a hole in the sand. An ant said, “Thank you. That is a good ant hole.” ^(b)

The tiger kept singing and the man kept shooting. Then the man stopped. He said, “I am out of shots. So I must stop hunting.”

The tiger came over and licked the old man on the nose. ^(c) The old man said, “You can not do that. Tigers do not lick. They bite.”

The tiger said, “Not this tiger. I am a tame tiger.” ^(d) Then the tiger said, “I love to lick noses and I love to sing.”

The old man said, “I must get out of here. But I can not see. So I can not find my house.”

The tiger said, "I will take you home if you give me a good coat."[Ⓔ]

So now the tiger has a tiger coat and a coat from the old man.[Ⓕ] And the old man has no coats.[Ⓖ]

This Is the Last Ending.

TASK 3 FIRST READING

1. Last time you read the first part of the story about hunting for tigers. What happened at the end of that part of the story?
2. In this part of the story, we'll find out what happened to the old man shooting at the tiger. After you read this part of the story, you'll read it again and I'll ask questions.
3. Read the title the fast way. (Child reads title.)
4. Read the first sentence the fast way. (Child reads first sentence.)
5. Read the next sentence the fast way. (Child reads second sentence.)
6. (Repeat step 5 for remaining sentences in story.)

TASK 4 SECOND READING

1. Now you're going to read the story again. This time I'll ask questions when you read to the circled letters. Start with the title and read until you get to the first circled letter. Then stop.
2. (Ask following questions when child reaches each letter.)
 - a) What did the bug shout?
 - b) Did the ant like that hole in the sand? Why?
 - c) What did the tiger do? Is that a very mean tiger?
 - d) What did the tiger say it was?
 - e) What did the tiger want for taking the man home? How many coats does the old man have?
 - f) Which coat is the tiger coat? That's the coat the old man wanted.
 - g) How many coats does the old man have? He's worse off than he was before he went hunting.

TASK 5 PICTURE COMPREHENSION

Look at the picture. How many coats is the tiger wearing? Touch the tiger coat. Touch the coat the tiger got from the old man. Who looks happier, the tiger or the old man?

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

WHAT NOW?

Your child has taken the biggest step in reading—that of learning what words are, how they work, and how written statements are the same as orally presented utterances. With the knowledge that your child has gained, reading comprehension is not a serious issue. If the child knows what something means when somebody says it verbally, the child knows what the written counterpart of that utterance means. Of course, your child may have trouble understanding some of the textbooks that will be presented in school, but this prediction says nothing about the adequacy of your child, merely about the adequacy of the textbooks.

As you know, your child is not yet sufficiently skilled in decoding to read (decode) many larger words and irregulars. The next steps in instruction should focus on the decoding skills the child has not yet mastered.

Here are some suggestions:

Teach new sound combinations. Teach new words that have the sound combination **al** (as in **also**), using a presentation that parallels the one presented in the program for teaching the sound combination **ar** in Lessons 49–51. (Present words; underline the part that contains the letters **al**; tell the sound; then require the child to identify the sound made by the underlined part and then read the word.) Use these words: **also, all, fall, call, ball, tall, always, almost**. Then mix the words in this list with other words the child has learned, particularly **ar** words: **tar, bar, car**, and so on. Give the child practice in

saying the letter *names* for each word after reading a list of words.

Teach words that have the sound combination **ee**. The child already knows some of these words (**tree, see, feel**). Use the procedure described for teaching **al** words. Introduce **wheel, feed, need, indeed, speed**, and other **ee** words.

Teach other combinations such as **igh** (**night, right, sight, fight, fright, high**, and so on). Use the same basic procedure suggested for introducing the other combinations.

Introduce new reading material. It might seem that if your child has mastered the first steps in decoding, the child should easily be able to read other material that is ostensibly designed for beginning reading, such as the easy-to-read books that are advertised in stores and on TV. The problem is that your child probably reads at the second-grade level (if the child has completed the program successfully). Most of these books are written for the third-, fourth-, or fifth-grade level. Most of them contain an outrageous vocabulary. The best of them are good listening books, but not very good reading books for the neophyte reader.

However, of the incredibly large group of children's books that is available, there are a handful that can be presented with some preteaching to a child who reads at the second-grade level. Below is a list of twenty books that you can introduce. A list of the words that you should preteach before presenting the book is included for each book.

1. *Have You Seen My Cat?*
by Eric Carle (Franklin Watts). 102 words.
2. *Snake In, Snake Out*
by Linda Banchek (T. Y. Crowell). 38 words.
3. *Look What I Can Do*
by Jose Aruego (Scribners). 19 words.
4. *We Hide, You Seek*
by Jose Aruego and Areane Dewey (Greenwillow). 29 words.
5. *If at First*
by Sandra Boynton (Little, Brown). 27 words.
6. *I Love You, Dear Dragon*
by Margaret Hillert (Follett). 277 words.
7. *I Can Read*
by Dick Bruna (Methuen). 55 words.
8. *If All the Seas Were One Sea*
by Janina Domanska (Macmillan). 89 words.
9. *The School*
by John Burningham (T. Y. Crowell). 61 words.
10. *How Do I Put It On?*
by Shigeo Watamahe (Philomel). 100 words.
11. *Blue Sea*
by Robert Kalan (Greenwillow). 75 words.
12. *Find the Cat*
by Elaine Livermore (Houghton Mifflin). 105 words.
13. *Inside, Outside, Upside Down*
by Stanley Berenstain and Janice Berenstain (Random House). 69 words.
14. *A Good Day, a Good Night*
by Cindy Wheeler (Lippincott). 80 words.
15. *Green Eggs and Ham*
by Dr. Seuss (Beginner Books). 820 words.
16. *Go, Dog, Go*
by Phillip D. Eastman (Beginner Books). 518 words.
17. *The Farmer in the Dell*
by Deane Zuromskis (Little, Brown). 177 words.
18. *Mine's the Best*
by Crosby N. Bonsall (Harper & Row). 107 words.
19. *The Snow*
by John Burningham (T. Y. Crowell). 47 words.
20. *The Rabbit*
by John Burningham (T. Y. Crowell). 61 words.

WORDS TO TEACH

off, snake

what, too

ready, seek, turn, want, we'll

first, hee, succeed, try, again

work, who, pretty, one, make, guess, father, dragon, dear

foot, front, Grandma, mouth, sister

ax, axes, great, sea, seas, splish, would

dinner, friends, games, learn, pictures, school, songs, write

by, cap, dressed, I'm, myself, put, shirt, shoes, through

blue, goodbye, ouch, smaller

asleep, bone, chases, hides, sees, takes

coming, mama, outside, right, track, upside

bat, flies, food, lightning, Marmala, milk, night, Rogin, sees

anywhere, boat, eggs, thank, train, would

all, around, black, hello, party, three, two, water, work, yellow

child, dell, derry, nurse

bigger, dead, does, fault, it's, mine, she's, smart, things, yours

indoors, lost, mitten, mummy, pulled, rolled, sled, snow, snowball, snowed, snowman, tomorrow

catchy, Daddy's, Daneli, eats, favorite, garden, hutch, plants, sometime, stroke

Present the books in the order of their appearance on the list. If you select books 3, 4, 9, 12, and 16, present them in that order. To present each book, follow these steps:

1. Read the book to your child at least one day before the child is to read it. Interpret the pictures and translate any funny wording that the child may not understand.

2. Teach the words that are specified for the book that you introduce. The simplest procedure is to write the words on a large sheet of paper, with the title of the book at the top. Point to each word and read it. After you have read the entire list, tell the child, "Your turn. Point to each word and read it." Direct the child to reread the list if any words are not firm on the first reading.

3. Tell the child, "First you're going to read the book to me. Then it's your book" (or "your book for a while"). "You can read it to yourself as many times as you wish." As the child reads, correct mistakes and ask questions about what is happening in the story and about the scenes depicted in the pictures.

4. Review the list of words from the story after about three or four days. Encourage the child to read the book independently and to read it to others (Daddy, sister, or other family members).

After the child completes ten or more of these books, you should be able to introduce most "kid"

books. To present them, follow the steps specified: read the book at least a day before the child is to read it; present the words that the child needs to learn in order to read the book; direct the child to read the book to you; then permit the child to "keep" the book and read it independently. To find the words that should be pretaught in these books, read the book yourself. The more flagrant words that should be pretaught will jump out at you.

Don't enter this extended teaching with the idea that the task will be overwhelming for you or that it must be undertaken with the same amount of precision required for the teaching of skills presented early in the program. Your child now has a solid basis. You've undoubtedly discovered that your child generalizes to new words that you haven't taught, and you may have noticed how rapidly your child learns new words, even those that are irregular.

You have probably had the experience of identifying a new word to your child and later discovering that the child recalls the word. Remember, the more the child knows about reading, the easier it is to teach new skills. (In fact, the child will start to learn them even if you don't teach them directly.) So give the child practice. Make sure that reading continues to be an important activity. And have fun.

- Is your child halfway through first grade and still unable to read?
- Is your preschooler bored with coloring and ready for reading?
- Are you worried that your child will become lost in overcrowded classrooms?
- Did you know that early readers hold an advantage over their peers throughout school?
- Do you want to help your child read, but are afraid you'll do something wrong?

SRA's DISTAR® is the most successful beginning reading program available to schools across the country. Research has proven that children taught by the DISTAR® method outperform their peers who receive instruction from other programs. Now for the first time, this program has been adapted for parent and child to use at home. *Teach Your Child to Read in 100 Easy Lessons* is a complete, step-by-step program that shows parents simply and clearly how to teach their children to read.

Twenty minutes a day is all you need, and within 100 teaching days your child will be reading on a solid second-grade reading level. It's a sensible, easy-to-follow, and enjoyable way to help your child gain the essential skills of reading. Everything you need is here—no paste, no scissors, no flash cards, no complicated directions—just you and your child learning together. One hundred lessons, fully illustrated and color-coded for clarity, give your child the basic and more advanced skills needed to become a good reader.

Teach Your Child to Read in 100 Easy Lessons will bring you and your child closer together, while giving your child the reading skills needed now, for a better chance at tomorrow.

Siegfried Engelmann is a professor of education at the University of Oregon, and has written many books on teaching, including *Give Your Child a Superior Mind*. He is the originator of Direct Instruction, the most successful approach to teaching, and he has developed more than thirty direct instruction programs. He has provided teaching demonstrations with a wide range of children—consistently showing that they could learn much more than had been achieved with traditional teaching.

Phyllis Haddox worked as a reading specialist before coming to the University of Oregon, where she is currently a teacher trainer and a project manager. She has co-authored several direct instruction programs with Engelmann, and has served as consultant and trainer for many school districts.

Elaine C. Bruner co-authored DISTAR® reading programs with Engelmann, pioneered training of teachers in direct instruction methods, and has worked at the University of Illinois on computer applications of direct instruction.



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