

Comprehensions Games

OVERVIEW – WHY? HOW? WHEN?

This Comprehension Games booklet contains 15 mini lessons designed to teach following-directions skills in game-like exercises that will increase your child’s word-reading accuracy, memory for content, and comprehension. This booklet can be used after your child completes *Teach your Child to Read in 100 Easy Lessons (TYC)* or used after your child is reading fluently and accurately at *TYC* lesson 85. When the booklet is used as supplemental to *TYC*, you should teach the mini lesson at a separate time from your regular *TYC* teaching session.

We adapted with permission of the publisher (Science Research Associates, Inc.) the extremely successful, empirically supported, original Direct Instruction beginning reading school program, *Direct Instruction System for Teaching and Remediation*, to produce *TYC* as a tutorial program designed for parents and others. Because our objective was to develop the tutorial which could be completed in only 100 lessons, we decided to not include the more advanced exercises called “Read the Items.” Decades later, after revising *Teach Your Child to Read in 100 Easy Lessons* to produce *TYC 2.0*, I decided to update, revise, and expand those exercises and now am gifting them to *TYC* users – freely available for download and printing from my website, startreading.com.

The mini lessons start with simple skills and gradually increase in complexity. They are designed with cumulative reviews and sequenced so that you will provide enough practice for your child to ensure accurate decoding, comprehension, and following directions. When I adapted and modified the wording of the following-directions exercises from the original school program, I also incorporated some of new *TYC 2.0* features (e.g., reading with expression and fluency) into the exercises. Lessons begin with reviewing words (previously taught in *TYC*) and introducing new words before they are used in the game.

The scripted wording of the instructions is consistent, clear, and easy for your child to comprehend. The scripts use the same formatting as in *TYC*: red print to indicate the words you say, words in black print in parentheses indicate what you do; and words in quotes are the child’s correct responses. Corrections are also included. Just as for *TYC*, you will need to PRACTICE following the script sufficiently *before* you teach so that you can comfortably and naturally present the wording and corrections, so you can be a positive, enthusiastic instructor - interacting easily with your child. The words that your child reads are in the same font and size that is used in *TYC*. The teaching script that you will follow is at the top of the page. The word lists and game sentences that your child will read are at the bottom of the page.

The design of the original program for group instruction at schools included only one following directions game for a lesson. However, if you use this booklet after your child completes *TYC 2.0*, then more than one of the following-directions mini lessons might be completed during a session.

May you and your child have a FUN and many successful experiences together using this booklet!

Phyllis Haddox

WORD READING PRACTICE – Review & New Word Introduction

for Game 1 (and later games)

- a. We're going to play a new fun game today, but first you need to read words that will be in the games. Some words you know and some are new.
- b. (Touch under **t** in **teach**.) This is a new word, **teach**. What word? (Slash under **teach**.) "teach." Yes, **teach**. Now sound it out **WITH** me. (Touch under sounds, except small "a" as you BLEND and say in one breath the word slowly:) "**tēēech**." What word? (Slash under **teach**.) "teach." Remember the word, **teach**.
- c. (Touch under **t** in **teacher**.) This word looks almost the same as the first word, **teach**, but it has a different ending. (Point under **er** in **teacher**.) Look at this underlined part. What sound? "urrr." Yes, **urrrrr**.
(Point under **t** in **teacher**.) So what's the word? (Slash under the **teacher**.) "teacher." Yes, **teacher**.
- d. (Cover with a post-it or finger of left hand the **st** of **stand**. Point with a right hand finger to **and** of **stand**.) Look at the underlined part of this word. (Check.) That's a little word you know, but sound it out to yourself if you need to. (Pause.) What's the little word? (Slash under **and**.) "and." Yes, **and**. (Uncover **st**.) Now sound out the whole word to **WITH** me. (Touch under sounds, as you BLEND and say in one breath the word slowly:) **ssstaaannnd**. (Repeat until child firmly blends with you.) What word? "stand." Good, **stand**. Remember that word for the game.
- e. Now **YOU** touch under the word at the top of the **NEXT** list. (Check that child is touching under **says**.) It's a funny word. Touch under the sounds and sound it out **WITH** me. "**sss yēēsss**." Yes, that's how we **SOUND OUT** the word. Here's how to **SAY** the word, **says** (sěz). How do we **SAY** the word? "says." Now touch under each sound and **SOUND OUT** the funny word by yourself. "**sss yēēsss**." How do we **SAY** the word? "says." Good, **says!**
- f. Touch under the **NEXT** word. (Check that child touches under **do**.) You've read this word before. It's another funny word. Sound it out to yourself, then **SAY** the word. (Check and pause about 3 seconds and if needed say: **do**.) What word? "do." Good, **do**. (Correct errors using procedure in step e.)
- g. Touch under the **NEXT** word. (Check that child touches under **go**.) This is a word you've read before. Touch under the sounds and say them to yourself, then **SAY** the word. (Check and pause about 3 seconds and if needed, say: **go**.) What word? "go." Good, **go**. (Repeat step g for: **up, if, it**.)
[To correct if child misreads a word, tell the correct word, have child say the word, sound out the word, say the word again, and then re-read the list.]
- h. Now it's your turn to touch under and read all the words fast. (Check finger and responses.) Good, you read all the words correctly!
[To correct word-reading errors, point to the word: The word is ____, What word? "____." Start from the first word point under each word and read the list, then read all 3 lists. (Repeat until 100% correct.)]

tē_ach

tē_acher

stand

says

do

gō

up

if

it

INTRODUCTION TO CHILD

PLAYING GAME 1

- a. Now we're going to play the new game. For the game, I'll be the teacher and you'll be the game player. First you're going to **READ** the game sentence, then you'll **SAY** it without looking, then I'll ask you some questions about it, and last we'll **PLAY** the game. Here we go!
- b. Look at and touch under the first word. (Check and correct if needed.) Now touch under each word and read to the period of the sentence. "if the teacher says go, stand up." Great, you read all the words of the sentence correctly!
[**To correct** any word reading errors: The word is ____, What word? " ____." Start from the first word and read the sentence again. Repeat until 100% correct.]
- c. It's **MY TURN** to read that sentence with expression to the period. (Point to the comma.) I'm going to take a breath when I come to this mark called **comma**. Touch under the first word. (Check child's finger.) **YOUR'RE** going to touch under the words and the **comma** as I read. (Read sentence smoothly and expressively, pause a second or two at the comma.) If the teacher says **go**, (Pause.) **stand up**.
- d. Now **YOU'RE** going to touch under each word, take a breath at the comma **AND** read to the period with expression **WITH** me: "If the teacher says **go**," (pause) "**stand up**." (Repeat until your child touches under words, firmly reads the item WITH you and with expression, pausing and taking a breath at the comma.)
- e. **YOUR TURN** to touch under the words and read with expression by yourself. **Go!** (Check and correct if needed.)
- f. Now, touch under words and read them again so you can remember them and then say them without looking. (Check and correct if needed.)
- g. Look up at me and **SAY** the sentence **WITH** me: "If the teacher says **go**," (pause) "**stand up**." (Repeat until your child firmly says the item WITH you and with expression.)
- h. Say the sentence by yourself. (Check that child is looking at you. Correct if not firm.)
- i. This time, touch and read the sentence to yourself, then look up at me when you know...**WHAT** you're going to do and...**WHEN** you're going to do it.
- j. (When child looks up at you, say:) Do you know... **WHAT** you're going to do and... **WHEN** you're going to do it? (If child indicates readiness, say:) **OK, time to answer some questions.**
- k. **WHAT** are you going to do if the teacher says **go** "Stand up." Right!
[**To correct**, have child reread the sentence and ask the question again. If child still does not respond correctly, you read the sentence, exaggerating words that are the answer.]
- l. **WHEN** are you going to **stand up**? "if the teacher says **GO**." (or "when the teacher says **GO**.")
[**To correct**, have child reread the sentence and ask the question again. If child still does not respond correctly, you read the sentence, exaggerating words that are the answer.]
- m. Now we're ready to play the game. I'm the tricky teacher, so pay attention and don't get fooled! Listen: **go!** (Child should immediately stand up; if not repeat steps **l-m**: re-read sentence and answer questions, then replay game.)
WHY did you stand up? "Because the teacher (you) said go." **Great!**

if the tēacher says "gō," stand up.

WORD READING PRACTICE – Review & New Word Introduction
for Game 2 (and later games)

- a. We're going to play that new game, but first you're going to read the words in lists that might be in the game sentence. You have read some of these words before.
- b. Touch under the **FIRST** sound in the first word. (Check that child touches **s** of **says**.) This is one of the **FUNNY WORDS** you read for game 1. I'll give you some time to touch under the sounds, then when you're ready, tell me the word. (Pause about 3 seconds and check finger and eyes. If child hasn't responded, say: **says**.) What word? "says." Yes, **says**.

[To correct if child misreads the word, touch under the **s** and say, Watch and listen. The word is **says** (sěz). What word? (Touch under sounds as you say:) **sss yěěsss** that's how we **SOUND OUT** the word. Here's how we **SAY** the word, **says** (sěz). How do we **SAY** the word? "says." Now **YOU** touch under each sound and **SOUND OUT** the word. "sss yěěsss." How do we **SAY** the word? "Says."]

- c. Touch under the **FIRST** sound in the **NEXT** word. (Check that child touches **y** of **your**.) It's a funny word. The word is **your**. What word? "your." Touch under and sound it out **WITH** me, "yěěoooouurrr" (Repeat until child correctly and firmly responds with you.) That's how we **SOUND OUT** the word. Here's how we **SAY** the word, **your**. How do we **SAY** the word? "your." Now **YOU** touch under each sound and **SOUND OUT** the word. "yěěoooouurrr." How do we **SAY** the word? "your." Yes, **your**. That is **your** book.

[To correct, use the same procedure as used for **says** in step b.)

- d. Touch under the **FIRST** sound in the **NEXT** word. (Check that child touches **h** of **hold**.) Touch under the sounds and say them to yourself, then tell me the word when you know it. (Pause about 3 seconds and check finger and eyes. If child hasn't responded, say: **hold**.) What word? "hold." Yes, **hold**. (Use the same procedure for **teacher**, **hand**, **hands**, **now**, **do** and **up**.)

[To correct when child misreads a word, tell the correct word, ask word, and then have child sound out the word, say the word, then re-read the list.]

- e. Now it's **YOUR TURN** to touch under and read all the words fast. (Check finger and responses.) Good, you read all the words correctly!

[To correct word-reading errors, point to the word: The word is ____, What word? "____." Start from the first word point under each word and read that list, then read all 3 lists. Repeat until 100% correct.]

says

tēacher

now

your

hand

do

hōld

hands

up

GAME 2

- a. Now we're going to play the new game. For the game, first you're going to **READ** the game sentence, then you'll **SAY** it without looking, then I'll ask you some questions about it, and last we'll **PLAY** the game. Here we go!
- b. Touch under the **FIRST** word. (Check and correct if needed.) Now touch under each word and read to the period of the sentence. "if the teacher says now, hold up your hand."
Great, you read all the words of the sentence correctly!
[**To correct** word-reading errors: The word is ____, What word? " ____." Start from the first word and read the sentence again. (Repeat until 100% correct.)]
- c. (Point to the comma.) **I'M** going to take a breath when I come to the **comma**.
YOU'RE going to touch under the words and the comma as I read with expression. Touch under the first word again. (Check child's finger. You read sentence smoothly and expressively and pause a second or two at the comma.) If the teacher says **now**, (Pause.) hold up **YOUR** hand.
- d. Now **YOU'RE** going to touch under each word, take a breath at the comma, and read with expression to the period **WITH** me: "If the teacher says **NOW**, (pause) hold up **YOUR** hand."
(Repeat until your child firmly reads the item WITH you and with expression, pausing and taking a breath at the comma.)
- e. **YOUR TURN** to touch under the words and read with expression by yourself. Go! (Check and correct if needed.)
- f. Now, touch under words and read them to again so you can remember them and then say them without looking. (Check and correct if needed.)
- g. Now, look up at me and **SAY** the sentence **WITH** me: "If the teacher says **now**, (pause) hold up **YOUR** hand." (Repeat until your child firmly says the item WITH you and with expression, pause at comma.)
- h. Say the sentence by yourself. (Correct if not firm.)
- i. One more time, touch and read the sentence to yourself, then look up at me when you know **WHAT** you're going to do and **WHEN** you're going to do it.
- j. (When child looks up at you, say:) Do you know... **WHAT** you're going to do and... **WHEN** you're going to do it? (If child indicates readiness, say:) OK, time to answer some questions.
- k. **WHAT** are you going to do if the teacher says **NOW**? "hold up my hand." Right!
[**To correct** if child says "hold up your hand," SAY: The answer is hold up **MY** hand. Say that. "hold up my hand." Yes, you'll say "hold up **MY** hand," when I ask, **WHAT** are you going to do if the teacher says **NOW**? Let's try again. You SAY the whole sentence, then repeat step k until child firmly responds correctly.]
- l. **WHEN** are you going to hold up your hand? "if the teacher says now."
[**To correct**, have child reread the sentence and ask the question again. If child still does not respond correctly, you read the sentence, exaggerating words that are the answer.)
- m. Now we're ready to play the game. I'll be the teacher, so don't get fooled!
Listen: now! (Child should immediately hold up one hand; if not, repeat steps l-m: re-read game sentence, say it, and answer questions, then replay game.)
- n. **WHY** did you hold up your hand? "Because the teacher (you) said now." **Great!**
WHAT did you do? (Accept something close to: "I held up my hand.")

if the teacher says "now," hold up your hand.

**WORD READING PRACTICE – Review & New Word Introduction
for Game 3**

- a. We're going to play game 3, but first you're going to read lists of words that might be in the game sentence. You have read some of these words before.
- b. Touch under the **FIRST** sound in the first word. (Check that child touches **b** of **book**.) You've read this funny word before. The word is **book**. What word? "book" Yes, **book**. Here's how we **SOUND OUT** book: **būūūūk**. How do we **SAY** the word? "book."
- c. Touch under the **FIRST** sound in the **NEXT** word. (Check that child touches **s** of **says**.) You've read this funny word before. Touch under it, sound it out to yourself and then **SAY** the word. (Pause about 3 seconds and check finger and eyes. If child hasn't responded, say:) What word? "says." Good, **says**.
[**To correct** word-reading error, say:) Here's how we **SAY** the word, **says** (**sěz**). How do we **SAY** the word? "says." Now **YOU** touch under each sound and **SOUND OUT** the word. "sss yēēsss." How do we **SAY** the word? "Says."]
- d. Touch under the **FIRST** sound in the **NEXT** word. (Check that child looks and touches **y** of **your**.) You've read this word before. Touch under it, sound it out to yourself and then **SAY** the word. (Pause about 3 seconds. If child hasn't responded, say:) What word? "your." Yes, **your**.
[**To correct** a word-reading error, use the same procedure as used for **says** in step c above.]
- e. Touch under the **FIRST** sound in the **NEXT** word. (Check that child looks and touches under **wh** of **when**.) You've read this word before. Touch under it, sound it out to yourself, and then **SAY** the word. (Pause about 3 seconds. If child hasn't responded, say:) What word? "when." Yes, **when**.
[**To correct** a word-reading error, tell the correct word, have child say the word, sound out the word, say the word again, and then re-read the list.]
- f. Use the same procedure as in step e for **hands**, **hold**, **teacher**, **do**, and **up**.)
- g. Now it's **YOUR TURN** to touch under and read all the words fast. (Check finger and responses.) Good, you read all the words correctly!
[**To correct** word-reading errors, point to the word: The word is ____, What word? "____." Start from the first word point under each word and read that list, then read all 3 lists. Repeat until 100% correct.]
-

book
says
your

when
hands
hold

teacher
do
up

GAME 3

- a. Now were going to play game 3. Remember, first you're going to **READ** the game sentence, you'll **SAY** the sentence without looking, then I'll ask you some questions about it, and last we'll **PLAY** the game. Let's go!
- b. Touch under the **FIRST** word. (Check and correct if needed.) Now touch under each word and the comma and read to the period. Be careful when you read the words because one of the words might trick you! "if the teacher says now, hold up your hands." Great, you didn't get tricked, the word is **hands**, not **hand**!

[**To correct** word-reading error: The word is ____, What word? " ____." Start from the first word and read the sentence again. (Repeat until 100% correct.)]
- c. It's my turn to read that sentence with expression and take a breath at the comma. Touch under the first word. (Check child's finger.) Now **YOU** touch under the words as I read. (Read sentence smoothly and expressively and pause a second or two at the comma:)
If the teacher says **now**, (Pause.) hold up your **hands**.
- d. **YOUR TURN.** Touch under the **FIRST** word of the sentence. (Check.) Be sure to take a breath when you touch under the comma. Now touch under each word and the comma and read the sentence with expression. (Check and correct if needed.)
- e. Read the sentence again to yourself as many times as you need so that you can remember it and say it without looking. (Check and correct.)
- f. Look at me and **SAY** the item **WITH** me: "If the teacher says **now**, (pause) hold up your **hands**." (Repeat until your child without looking at sentence firmly says the item **WITH** you and with expression.)
- g. Say the sentence by yourself without looking. (Correct if not firm.)
- h. Now touch and read the game sentence to yourself, then look up at me when you know **WHAT** you're going to do and **WHEN** you're going to do it.
- i. (When child looks up at you, say:) Do you know... **WHAT** you're going to do and... **WHEN** you're going to do it? (If child indicates readiness, say:) OK, time to answer some questions.
- j. **WHAT** are you going to do if I say, "**Now**?" "hold up my hands."

[**To correct** if child says "hold up your hands," SAY: The answer is "hold up **MY** hands." Say that. "hold up my hands." Yes, you'll say, "Hold up **MY** hands," when I ask, **WHAT** are you going to do if the teacher says, "**Now**?" Let's try again. (Say whole game sentence, then repeat step j until correct.)]
- k. **WHEN** are you going to hold up your hands? "if the teacher says now."
[**To correct**, YOU read the sentence, exaggerating words that are the answer, then have child reread the sentence, and ask the question again.]
- l. Now we're ready to play the game. I'll be the teacher and I might be tricky!
Listen: now! (Child should immediately hold up both hands; if not, repeat steps h-l: re-read game sentence, say it, and answer questions, then replay game.)
- m. **WHY** did you hold up your hands? "the teacher (you) said now." **Great!**
What do you do if the teacher says, "**Go**"? (If child doesn't respond quickly, say:) **Nothing**, because the game sentence says to hold up your hands if the teacher says, "**Now**," not **go**.
Very good work today!

if the tēacher says "now," hōld up your hands.

WORD READING PRACTICE for Game 4

- a. We're going to play game 4 today, but first, as you know, you're going read words in lists, because you might have to read them to play the game.
- b. Touch under the **FIRST** sound of the first word. (Check that child touches **t** of **touch**.) This is a new word. The word is **touch**. What word? "touch" Yes, **touch**. It's a funny word. Point under and sound it out **WITH** me, "**tooooouchchch**." (Repeat until child correctly and firmly responds with you.) That's how we **SOUND OUT** the word. Here's how we **SAY** the word, **touch**. How do we **SAY** the word? "touch." Now **YOU** point under each sound and **SOUND OUT** the word. "tooooouchchch." How do we **SAY** the word? "touch." Remember it.
- c. Point under the **FIRST** sound in the **NEXT** word. (Check that child touches **e** of **ears**.) You've read this word before. Touch under it, sound it out to yourself, and then **SAY** the word. (Pause about 3 seconds and check finger and eyes. If child hasn't responded, say:) **What word?** "ears." **Good, ears.**
- d. (Use the same procedure as above, step c, for the remaining words: **feet, when, book, hold, your, now, stands**.)
[**To correct** if child misreads a word, tell the correct word, ask word, and then have child sound out the word, say the word, then re-read the list until firm.]
- e. Now it's **YOUR TURN** to touch under and read all the words fast. (Check finger and responses.)
Good reading all of the words!
[**To correct** word-reading errors, point to the word: **The word is ____, What word? "____."** Start from the first word point under each word and read that list, then read all 3 lists. Repeat until 100% correct.]
-

touch

when

your

ears

book

now

feet

hold

stands

GAME 4

- a. Now we're going to play game 4. Let's have fun!
- b. Touch under the **FIRST** word. (Check and correct if needed.) Now touch under each word and read to the period of the sentence. "if the teacher says do it, hold up your book." Good reading!
[To correct any word reading errors: The word is ____, What word? " ____." Start from the first word and read the sentence again. (Repeat until 100% correct.)]
- c. It's **MY TURN** to read that sentence with expression to the period (Point to the comma.) and I'm going to take a breath when I come to this comma. **YOU** touch under the first word. (Check child's finger.) Touch under the words and the comma as I read. (Read sentence smoothly and expressively; pause a second or two at the comma:) If the teacher says, "**Do it,**" (pause) **hold up your book.**
- d. **YOUR TURN.** Touch under the **FIRST** word of the sentence. (Check.) Be sure to take a breath when you touch under the comma. Now touch under each word and read the sentence with expression. (Check and correct if needed.)
- e. Read the sentence again to yourself as many times as you need so that you can remember it and say it without looking. (Check and correct if needed.)
- f. Say the sentence by yourself without looking. (Correct if not firm.)
- g. Now touch and read the game sentence to yourself, then look up at me when you know **WHAT** you're going to do and **WHEN** you're going to do it.
- h. (When child looks up at you, say:) Do you know... **WHAT** you're going to do and... **WHEN** you're going to do it? (If child indicates readiness, say:) Ok, time to answer the questions.
- i. Keep looking at me. **WHAT** are you going to do if I say, "**Do it?**" "hold up my book."

[To correct errors, have child reread sentence, ask question again. If child still does not respond correctly, you read item and exaggerate words that are the answers.)
- j. **WHEN** are you going to hold up your book? "if the teacher says (you say) DO IT."
- k. Now we're ready to play the game. I'll be the teacher and I could be very tricky!
Listen: Do it! (Child should immediately hold up a book; if not, repeat steps h-l: re-read game sentence, say it, and answer questions, then replay game.)
- l. **WHY** did you hold up your book? "Because the teacher (you) said do it." **Great!**
What should you do if the teacher says, "**Go?**" (If child doesn't respond quickly, say:) **Nothing,** because the sentence says, if teacher says, "**Do it,**" not go.
Very good work today!

**if the tēacher says "do it," hōld up
your book.**

WORD READING PRACTICE

for Game 5

- a. We're going to play game 5. You've read all these words before, but you still need to read them carefully because you might have to read some of them to play the game.
- b. Touch under the **FIRST** sound of the first word. (Check that child touches **d** of **do**.)
Sound it out to yourself and then **SAY** the word. (Pause about 3 seconds and check finger and eyes. If child hasn't responded, say:) **What word? "do." Good, do.**
- c. Touch under the **FIRST** sound in the **NEXT** word. (Check that child touches **ea** of **ears**.) **Touch under it, sound it out to yourself and then SAY the word.**
(Pause about 3 seconds and check finger and eyes. If child hasn't responded, say:) **What word? "ears." Good, ears.**

(Use the same procedure as above, step **c**, for the remaining words: **feet, when, book, hold, hands, stand, stands**.)

[**To correct** if child misreads a word, tell the correct word, ask word, and then have child sound out the word, say the word, then re-read the list until firm.]

- a. Now it's **YOUR TURN** to touch under and read all the words fast. (Check finger and responses.)
Very good, you read all the words correctly!

[**To correct** word-reading errors, point to the word and say: **The word is ___, What word? "___."**

Check that child starts over from the top of that list, points under and reads words, and then starts over from the first word in the first column, reads all of words. Repeat until 100% correct.]

do

when

hands

ears

book

stand

feet

hold

stands

Game 5

- a. Now we're going to play game 5. Let's get going!
 - b. Touch under the **FIRST** word. (Check and correct if needed.) Now touch under each word and read to the period of the game sentence. "When the teacher says do it, touch your feet." Good reading!
[To correct any word reading errors: The word is ____, What word? " ____." Start with the first word and read the sentence again. (Repeat until 100% correct.)]
 - c. It's **MY TURN** to read that sentence with expression to the period. You touch under the first word. (Check child's finger.) Now **YOU** touch under the words as I read. (Read sentence smoothly and expressively and pause a second or two at the comma:) When the teacher says, "**Do it,**" (pause) touch your feet.
 - d. **YOUR TURN.** Touch under the **FIRST** word of the sentence. (Check.) Now touch under each word as **YOU** read the sentence with expression. (Check and correct if needed.)
 - e. Read the sentence again to yourself as many times as you need so that you can remember it and say it without looking. (Check and correct if needed.)
 - f. Say the sentence by yourself without looking. (Correct if not firm.)
 - g. Now touch and read the game sentence to yourself, then look up at me when you know... **WHAT** you're going to do and... **WHEN** you're going to do it.
 - h. (When child looks up at you, say:) Do you know... **WHAT** you're going to do and... **WHEN** you're going to do it? (If child indicates readiness, say:) OK, time to answer some questions about the game.
 - i. Keep looking at me. **WHAT** are you going to do when I say, "**Do it?**" "touch my feet."
 - j. **WHEN** are you going to touch your feet? "when the teacher says DO IT."
- [To correct errors, have child reread sentence, ask question again. If child still does not respond correctly, you read item and exaggerate words that are the answers.]
- k. Now we're ready to play the game. I'll be the teacher and I'm tricky!
Listen: **Do it!** (Child should immediately touch their feet; if not, repeat steps h-l: re-read game sentence, say it, and answer questions, then replay game.)
 - l. **WHY** did you touch your feet? "Because the teacher (you) said do it." **Great!**
What are you supposed to do if the teacher says, "**Go?**" (If child doesn't respond, say:) **Nothing,** because the game sentence says when teacher says, "**Do it,**" not go.
Very good thinking today!

when the tēacher says "do it," touch
your fēet.

WORD READING PRACTICE

for Game 6

- a. We're going to play game 6. Let's go over all the words in the lists because you might have to read them to play the game. You've read all the words before, so they should be easy for you.
- b. Touch under the **FIRST** sound of the first word. (Check that child touches **d** of **do**.)
Sound it out to yourself and then **SAY** the word.
(Pause about 3 seconds and check finger and eyes. If child hasn't responded, say:) **What word?**
"do." **Good, do.**
- c. Touch under the **FIRST** sound in the **NEXT** word. (Check that child touches **ea** of **ears**.)
Sound it out to yourself and then **SAY** the word. (Pause about 3 seconds and check finger and eyes.
If child hasn't responded, say:) **What word?** "ears." **Good, ears.**

(Use the same procedure as above, step **c**, for the remaining words: **feet, when, book, hold, hands, stand, stands**.)
[**To correct** if child misreads a word, tell the correct word, ask word, and then have child sound out the word, say the word, then re-read the list until firm.]
- d. Now it's **YOUR TURN** to touch under and read all the words fast. (Check finger and responses.)
Good job, you read all the words correctly!

[**To correct** word-reading errors, point to the word and say: **The word is ___, What word? "___."**
Check that child starts over from the top of that list, points under and reads words, and then starts over from the first word in the first column, reads all of words. Repeat until 100% correct.]
-

do

when

hands

ēars

book

stand

fēet

hōld

stands

Game 6

- a. Now we're going to play game 6. Let's get going!
- b. Touch under the **FIRST** word. (Check and correct if needed.) Now touch under each word and read to the period of the game sentence. "When the teacher says go, touch your ears." Good reading!
[To correct any word reading errors: The word is ____, What word? " ____." Start with the first word and read the sentence again. (Repeat until 100% correct.)]
- c. Touch under the **FIRST** word of the sentence. (Check.) Now touch under each word and read the sentence with expression. (Check and correct if needed.)
- d. Read the sentence again to yourself as many times as you need so that you can remember it and say it without looking. (Check and correct if needed.)
- e. Say the sentence by yourself without looking. (Correct if not firm.)
- f. Now touch and read the game sentence to yourself, then look up at me when you know... **WHAT** you're going to do and... **WHEN** you're going to do it.
- g. (When child looks up at you, say:) Do you know... **WHAT** you're going to do and... **WHEN** you're going to do it? (If child indicates readiness, say:) **OK**, time to answer some questions about the game.
- h. **WHAT** are you going to do when I say, "**Go?**" "touch my ears."

[To correct errors, have child reread sentence, ask question again. If child still does not respond correctly, you read item and exaggerate words that are the answers.]

- i. **WHEN** are you going to touch your ears? "when the teacher says (you say) GO."
- j. Now we're ready to play the game. I'll be the teacher and I'm tricky!
Listen: **Go!** (Child should immediately touch both ears; if not, repeat steps h-l: re-read game sentence, say it, and answer questions, then replay game.)
- k. **WHY** did you touch your ears? "Because the teacher (you) said go." **Great!**
What do you do if teacher says, "**Do it?**" (If child doesn't respond, say:) **Nothing**, because the game sentence says when the teacher says, "**Go**", not do it.
Smart thinking today!

when the teacher says "gō," touch your ēars.

WORD READING PRACTICE

for Game 7

- a. Let's start by going over words to be sure you can read them easily when we play the games.
- b. Touch under the **FIRST** word (Check.) It's new. The word is **give**. What word? "give." Yes, **give**. Remember, **give**.
- c. You've read the rest of the words before.
Touch under the **FIRST** sound of the **NEXT** word (Check.) Sound it out to yourself, then **SAY** the word. (Pause about 3 seconds and check finger and eyes. If child hasn't responded, say:) What word? "hold." Good, **hold**.
(Repeat the same procedure from above, step c, for **hands, stand, now, nose**.)
- d. Now it's **YOUR TURN** to touch under and read all the words fast. (Check finger and responses.)
Very good, you read all the words correctly!

[**To correct** word-reading errors, point to the word and say: The word is ____, What word? "____." Check that child starts over from the top of that list, points under and reads words, and then starts over from the first word in the first column, reads all of words. Repeat until 100% correct.]

giv_e

hōld

hands

stand

now

nōs_e

Game 7

- a. Today the game doesn't look very hard, but I think it's going to be really tricky. Let's start.
 - b. Touch under the **FIRST** word of the game sentence. (Check.) Then touch under each word as **YOU** read to the period with expression. "When the teacher says stand up, hold up your book."
 - c. That's really tricky! When the teacher **SAYS, "Stand up,"** (pause) hold up your book.
 - d. Now touch under the words as you read sentence to yourself as many times as you need so that you can remember... **WHAT** you're going to do and... **WHEN** you're going to do it.
Look up at me when you're ready. (Check that child is touching and reading.)
 - e. Keep looking at me. **WHAT** are you going to do when I say, "**Stand up?**" "hold up my book." **WHEN** are you going to hold up your book? "when the teacher says stand up." **Good remembering!**
 - f. Now we're ready to play the game:
Listen: **Stand up!** (If child holds up a book, say something like:) **Good job! You didn't get tricked!**
[**To correct** if child stands up, say something like: **That was too tricky! You were NOT supposed to stand up. You were supposed to hold up your book when the teacher SAYS, "Stand up."**
What are you going to do if the teacher **SAYS, "Stand up?"** "hold up my book." **Right.**]
 - g. Read the sentence again to yourself, then look at me. (Pause and check.)
 - h. OK, let's play again. **Hold up your book!** (Child does nothing.)
You didn't stand up. You were so smart—I didn't fool you!
 - i. Let's try again. This time I am going to really trick you.
WHAT are you going to do when the teacher says stand up? "hold up my book."
WHEN are you going to hold up your book? "when the teacher says stand up."
Listen: **Stand up!** (Child holds up book.)
Wow, you're thinking so smart!
-

**when the tēacher says "stand up,"
hōld up your book.**

Game 8 (no Word Practice for this lesson)

- a. Today you don't have any words to practice because there are two game sentences and you've read all the words before. Let's go!
 - b. Touch under the **FIRST** word of game sentence number 1. (Check.) Then touch under each word as **YOU** read to the period with expression. "When the teacher says do it, touch your ears." **Very good.**
 - c. Now touch under the words as you read sentence 1 to yourself as many times as you need so that you can say it without looking at it. Look up at me when you're ready. (Check that child is touching and reading.)
 - d. Keep looking at me and **SAY** sentence 1. (Check.) [**To correct:** have child touch under and read words.]
 - e. **WHAT** are you going to do when I say, "**Do it?**" "touch my ears." **WHEN** are you going to touch your ears? "when the teacher says do it."
 - f. Now we're ready to play the game: Listen. **Do it!** (Child touches both ears.) **Good playing the game!** [**To correct** if child doesn't follow instruction: repeat steps **b-f**: re-read sentence, say it, answer questions, then replay game.)
 - g. Touch under the **FIRST** word of sentence 2. (Check.) Then touch under each word and read out loud to the period with expression. "When the teacher says go, touch your feet." (Check and correct if needed.) **Yes, you've read that sentence before, too!**
 - h. Now touch under the words as you read sentence 2 to yourself as many times as you need so that you can say it without looking at it. Look up at me when you're ready. (Check that child is touching and reading.)
 - i. Keep looking at me and **SAY** sentence 2. [**To correct:** have child touch under and read words.]
 - j. Here are the questions. **WHAT** are you going to do when I say go? "touch my feet." **WHEN** are you going to touch your feet? "when the teacher says go."
 - k. Now we're ready to play the game, listen: **Go!** (Child touches both feet.)
Why did you touch your feet? (Accept something like, "because when the teacher said go, I was supposed to touch my feet.")
What would you do if the teacher touched her/his feet? "Nothing."
 - l. Let's play again. When the teacher says, "**Go,**" touch your feet.
Listen: touch your feet. (Child does nothing.)
Wow, you are not getting tricked!
-

**1. when the teacher says "do it ,"
touch your ēars.**

**2. when the tēacher says "gō," touch
your fēēt.**

WORD READING PRACTICE

for Game 9

- a. There are two game sentences game for our game today. Let's start by going over the words to be sure you can read them easily when we play.
- b. Touch under the **FIRST** word. (Check.) It's new. The word is **item**. What word? "item." Item means **thing**. What does **item** mean? "thing." Another way to say, she likes that **thing** because it's green is she likes that **item** because it's green. Remember **item** means thing.
- c. Touch under the **NEXT** word. (Check.) It's almost like the first word, but it has a different ending. Touch under the underlined sound. What **SOUND**? "sss." Yes, sss. So if the first word is **item**, (point under **items**) this word must be... "items." Good, **items**. And if **Item** means **thing**, then **items** means...**things**. Another way to say she likes those **things** because they're green is she likes those **items** because they're green. Remember **items** means **things**.
- d. You've practiced the rest of the words before.
Touch under the **FIRST** sound of the **NEXT** word. (Check.) Sound it out to yourself, then **SAY** the word. (Pause about 3 seconds and check finger and eyes. If child hasn't responded, say:) What word? "give." Good, **give**.
(Repeat the same procedure from above, step c, for **stands hands, hold, nose, now, wow**.)
- e. Now it's **YOUR TURN** to touch under and read all the words fast. (Check finger and responses.) Very good, you read all the words correctly!

[**To correct** word-reading errors, point to the word and say: The word is ____, What word? "____." Check that child starts over from the top of that list, points under and reads words, and then starts over from the first word in the first column, reads all of words. Repeat until 100% correct.]

Item	stands	nōs_e
Items_s	hands_s	now
giv_e	hōld	wow

Game 9

- a. Again today there are **TWO** game sentences, or I could say two **items** So let's go!
 - b. Touch under the **FIRST** word of game sentence number 1. (Check.) Then touch under each word as **YOU** read to the period with expression. "When the teacher says stand up, touch your hand." Very good.
 - c. Now touch under the words as you read sentence 1 to yourself as many times as you need so that you can say it without looking at it. Look up at me when you're ready. (Check that child is touching and reading.)
 - d. Keep looking at me and **SAY** sentence 1. (Check.) [To correct: have child touch under and read words.]
 - e. **WHAT** are you going to do when I **SAY**, "Stand up?" "touch my hand." **WHEN** are you going to touch your hand? "when the teacher says stands up."
 - f. Now we're ready to play the game: **Watch!** (You stand up.) (Child does nothing.) **Good** you didn't get tricked!
[To correct: If child touches a hand say:] I tricked you. You're supposed to touch **YOUR** hand when I **SAY**, "Stand up," not when I stand up. Repeat steps **b-f**: re-read sentence, say it, answer questions, then replay game.)
 - g. Let's play again. Listen: **stand up.** (Child touches a hand.) **Good remembering.** You didn't get fooled.
 - f. Touch under the **FIRST** word of sentence 2. (Check.) Then touch under each word and read out loud to the period with expression. "If the teacher says now, touch your feet." (Check and correct if needed.) **Good reading!**
 - g. Now touch under the words as you read sentence 2 to yourself as many times as you need so that you can say it without looking at it. Look up at me when you're ready. (Check that child is touching and reading.)
 - h. Keep looking at me and **SAY** sentence 2. [To correct: have child touch under and read words.]
 - i. Here are the questions. **WHAT** are you going to do when I say now? "touch my feet." **WHEN** are you going to touch your feet? "if the teacher says now."
 - j. We're ready to play the game. Listen: **Go!** (Child does nothing.) **Great**, you didn't get tricked. Let's play again. Listen: **Now!** (Child touches both feet.)
Good job! You worked so hard on this two-sentence game today!
-

**1. when the teacher says "stand up,"
touch your hand.**

**2. if the teacher says "now," touch
your feet.**

WORD READING PRACTICE
for Game 10

- a. Let's start by going over some words to be sure you can read them easily when we play. You've read them all before.
- b. Touch under the **FIRST** word. (Check.) What word? "items." Remember, **items** means more than one thing. There are two game sentences or two **items** to read for this game. Again, **items** means more than one thing.
- c. Touch under the **NEXT** word. (Check.)
Touch under the **FIRST** sound. (Check.) Sound out the word to yourself, then **SAY** the word. (Pause about 3 seconds and check finger and eyes. If child hasn't responded, say:)
What word? "give." Good, **give**.
(Repeat the same procedure from above, step c, for **stands, hands, read, hold, nose, now, wow**.)
- d. Now it's **YOUR TURN** to touch under and read all the words fast. (Check finger and responses.)
Very good, you read all the words correctly!
- [**To correct** word-reading errors, point to the word and say: The word is ____, What word? "____."
Check that child starts over from the top of that list, points under and reads words, and then starts over from the first word in the first column, reads all of words. Repeat until 100% correct.]
-

ītemsₛ

h**ō**ld

g**ī**ve

n**ō**se

stands

now

hands

wow

r**ē**_ad

Game 10

- a. There are TWO game sentences or let's call them "two **items**" to read. The game is tricky too, so let's go!
 - b. Touch under the **FIRST** word of game sentence 1—that's item number one. (Check.) Then touch under each word as **YOU** read to the period with expression.
"When the teacher stands up, say "go." Good reading.
 - c. Now touch under the words as you read item 1 to yourself as many times as you need so that you can say it without looking at it. Look up at me when you're ready. (Check that child is touching and reading.)
 - d. Keep looking at me and **SAY** item 1. (Check.) [**To correct:** have child touch under and read words.]
 - e. **WHAT** are you going to do when the teacher stands up? "say go."
WHEN are you going to touch your hand? "when the teacher stands up."
 - f. Now we're ready to play the game: **LISTEN, stand up.** (Child does nothing.) Good playing the game!
[**To correct** if child doesn't follow instruction: repeat steps **b-f**: re-read sentence, say it, answer questions, then replay game.]
 - g. Let's play again. Watch. (You stand up.) "Go!" I'm not tricking you!
 - h. Touch under the **FIRST** word of item 2. (Check.) Then touch under each word and read out loud to the period with expression. "If the teacher says stand up, touch your nose." (Check & correct.) Good reading!
 - i. Now point under the words as you read item 2 to yourself as many times as you need so that you can say it without looking at it. Look up at me when you're ready. (Check that child is touching and reading.)
 - j. Keep looking at me and **SAY** item 2. [**To correct:** have child touch under and read words.]
 - k. Here are the questions. **WHAT** are you going to do if I **SAY, "Stand up?"** "touch my nose."
WHEN are you going to touch your nose? "if the teacher says stand up."
 - l. Now we're ready to play the game. **Watch!** (You stand up. Child should do nothing.)
Why didn't you touch your nose? (Accept something like, "because the item says if the teacher says stand up, touch your nose.")
 - m. Let's play again with item 2: If the teacher **SAYS** stand up, touch your nose.
Listen: **Stand up!** (Child touches nose.)
Good job not getting tricked!
-

**1. when the teacher stands up," say
"gō."**

**2. if the tēacher says "stand
up,"touch your nose.**

WORD READING PRACTICE for Game 11

- a. Let's start by going over some words to be sure you can read them easily when we play. You've read them all before.
 - b. Touch under the **FIRST** word. (Check.) Then touch under the first sound. (Check.) Sound out the word to yourself, then **SAY** the word.
(Pause about 3 seconds and check finger and eyes. If child hasn't responded, say:) **What word?** "now." **Yes, now.**
 - c. Touch under the **FIRST** sound of the **NEXT** word.
(Repeat the same procedure from above, step **b**, for **wow, down, items, give, hold, read.**)
 - d. Now it's **YOUR TURN** to touch under and read all the words fast. (Check finger and responses.)
Very good, you read all the words correctly!
[**To correct** word-reading errors, point to the word and say: **The word is ___, What word? "___."**
Check that child starts over from the top of that list, points under and reads words, and then starts over from the first word in the first column, reads all of words. Repeat until 100% correct.]
-

now

wow

down

Items

give

hold

read

Game 11

- a. Today there are two **items** to read. The game is tricky again today, let's start!
 - b. Touch under the **FIRST** word item number one. (Check.) Then touch under each word as **YOU** read to the period with expression. "When the teacher says, touch your feet, stand up." **Good reading.**
 - c. Now touch under the words as you read item 1 to yourself as many times as you need so that you can say it without looking at it. Look up at me when you're ready. (Check that child is touching and reading.)
 - d. Keep looking at me and **SAY** item 1. (Check.) [**To correct:** have child touch under and read words.]
 - e. **WHAT** are you going to do when the teacher says, "**Touch your feet?**" "stand up." **WHEN** are you going to stand up? "when the teacher says touch your feet."
 - f. Now we're ready to play the game: **Touch your feet!** (Child stands up.) **Good playing the game!** [**To correct** if child doesn't follow instruction: repeat steps **b-f**: re-read sentence, say it, answer questions, then replay game.)
 - g. Touch under the **FIRST** word of item 2. (Check.) Then touch under each word and read out loud to the period with expression. "If the teacher says go, touch your ears." (Check and correct.) **Good reading!**
 - h. Now point under the words as you read item 2 to yourself as many times as you need to so that you can say it without looking at it. Look up at me when you're ready. (Check that child is touching and reading.)
 - i. Keep looking at me and **SAY** item 2. [**To correct:** have child touch under and read words.]
 - j. Here are the questions. **WHAT** are you going to do if I **SAY**, "**Go?**" "touch my ears." **WHEN** are you going to touch your ears? "if the teacher says go."
 - k. Now we're ready to play the game, listen: **Go!** (Child touches both ears.) **Why did you touch your ears?** (Accept something like, "because the item says if the teacher says go, touch your ears.")
 - l. Let's play again with item 2: If the teacher **SAYS**, "**Go,**" touch your ears. Listen: **Touch your ears!** (Child does nothing.) **Why didn't you touch your ears?** (Accept something like, "because the item says if the teacher says go, touch your ears.") **Good job not getting tricked!**
-

1. when the teacher says "touch your fēēt ,” stand up.

2. if the tēacher says "gō,"touch your ēars.

Game 12 (no practice words, intro title)

- a. Today there are no new words to practice in the two **items**, but there is a title. Touch and read the underlined title. “read the items.” Yes, **read the items**. The game is very tricky, so let’s get going!
- b. Touch under the **FIRST** word item number one. (Check.) Then touch under each word as **YOU** read to the period with expression. “if the teacher says touch your nose, touch your feet.” Good reading.
- c. Now touch under the words as you read item 1 to yourself. Look up at me when you’re ready to **SAY** it without looking. (Check that child is touching and reading.)
- d. Keep looking at me (Check.) and **SAY** item 1. [To correct: have child touch under and read words.]
- e. Here are the questions. **WHAT** are you going to do if the teacher says touch your nose? “touch my feet.” **WHEN** are you going to touch your feet? “if the teacher says touch your nose.”
- f. Now we’re ready to play the game: Listen. **Touch your feet!** (Child touches nose.) Good job!
[To correct: if child touches nose, say something like: You really got tricked! The item said you were supposed to touch **YOUR FEET** if I said, “**Touch your nose.**” Let’s start the game over. Repeat steps b-f: re-read item, say it without looking, answer questions, replay game with the “fooler” direction.]
- g. Touch under the **FIRST** word of item 2. (Check.) Then touch under each word and read out loud to the period with expression. “when the teacher says give me your book, give the book to the teacher.” (Check and correct.) Good reading!
- h. Now point under the words as you read item 2 to yourself. Look up at me when you’re ready to **SAY** it without looking. (Check that child is touching and reading.)
- i. Keep looking at me and **SAY** item 2. [To correct: have child touch under and read words.]
- j. Here are the questions. **WHAT** are you going to do when I say give your book to the teacher? “give the book to the teacher.” **WHEN** are you going to give the book to the teacher? “when the teacher says give your book to the teacher.”
- k. Now we’re ready to play the game (Pause.)
- l. Listen: **Go!** (Child does nothing.) Great! You didn’t get fooled.
Why didn’t you give me a book? (Accept something like, “because the item says when the teacher says give me your book, give the book to the teacher.”)
- m. Let’s play the game again with item 2. Read it to yourself, then look at me. (Check.)
Listen: Give me your book! (Child gives you a book.)
Good job not getting tricked!

rēad the Ītems

1. if the teacher says “touch your nōse,” touch your fēet .
2. when the tēacher says “givē mē your book,” givē the book to the tēacher.

Game 13 (no practice words)

- a. Today there are no new words to practice. Touch and read the underlined title. “read the items.” Yes, **read the items**. The game is very tricky again, so let’s start!
- b. Touch under the **FIRST** word, item 1. (Check.) Then touch under each word as **YOU** read to the period with expression. “when the teacher says touch your nose, hold up your hands.” **Good reading**.
- c. Now touch under the words as you read item 1 to yourself. Look up at me when you’re ready to **SAY** it without looking. (Check that child is touching and reading.)
- d. Keep looking at me. (Check.) **SAY** item 1. [**To correct**: have child touch under and read words.]
- e. Here are the questions. **WHAT** are you going to do when the teacher says touch your nose? “hold up my hands.” **WHEN** are you going to hold up your hands? “when the teacher says touch your nose.”
- f. Now we’re ready to play the game. Listen: **Touch your nose!** (Child holds up both hands.) **Good playing**.
- g. Let’s play the game with item 1 again.
- h. Touch under the **FIRST** word of item 2. (Check.) Then touch under each word and read out loud to the period. “if the teacher holds up the book, say “now.” (Check and correct if needed.) **Good reading!**
- i. Now point under the words as you read item 2 to yourself. Look up at me when you’re ready to **SAY** it without looking. (Check that child is touching and reading.)
- j. Keep looking at me and **SAY** item 2. [**To correct**: have child touch under and read words.]
- k. Here are the questions. **WHAT** are you going to do if I **hold up the book**? “say now.” **WHEN** are you going to say now? “if the teacher holds up the book.”
- l. Now we’re ready to play the game. **Watch**: (You hold up a book.) “now.” **Why did you say now?** (Accept something like, “because the item says if the teacher holds up the book, say now.”)
- m. Let’s play again with that item 2: if the teacher holds up the book, **SAY, “Now.”** Listen: **Say now!** (Child does nothing.) **Why didn’t you say now?** “You didn’t hold up a book.” **Good job not getting tricked!**

rēad the Ītems

1. when the teacher says “touch your nōse,” hōld up your hands.
2. if the tēacher holds up the book, sāy “now.”

Game 14

- a. Today there are no new words to practice. Touch and read the underlined title. “read the items.” Yes, **read the items**. The game is very tricky, so let’s start!
- b. Touch under the **FIRST** word, item 1. (Check.) Then touch under each word as **YOU** read to the period with expression. “When the teacher stands up, say now.” **Good reading**.
- c. Now touch under the words as you read item 1 to yourself. Look up at me when you’re ready to **SAY** it without looking. (Check that child is touching and reading.)
- d. Keep looking at me (Check.) and **SAY** item 1. [**To correct**: have child touch under and read words.]
- e. Here are the questions. **WHAT** are you going to do when the teacher stands up? “say now.”
- f. **WHEN** are you going to **SAY**, “**Now?**” “when the teacher stands up.”
- g. Now we’re ready to play the game. Listen: **Stand up**. (Child does nothing.) **I couldn’t trick you!**
- h. **Watch**: (You stand up. Child says, “now.”) **Good playing**.
- i. Touch under the **FIRST** word of item 2. (Check.) Then touch under each word and read out loud to the period. “when the teacher stands up, say you are fun. (Check and correct if needed.) **Good reading!**
- j. Now point under the words as you read item 2 to yourself. Look up at me when you’re ready to **SAY** item 2 without looking. (Check that child is touching and reading.)
- k. Keep looking at me and **SAY** item 2. [**To correct**: have child touch under and read words.]
- l. Here are the questions. **WHAT** are you going to do if I **stand up**? “say you are fun.” **WHEN** are you going to say, “**You are fun?**” “when the teacher stands up.”
- m. Now we’re ready to play the game. Listen: **You are fun**. (Child does nothing.) **I can’t trick you at all!**
- n. We’re going to play item 2 again. **Watch**. (You stand up.) “you are fun.”
Why did you say you are fun? (Accept something like, “because item 2 says when the teacher stands up, say you are fun.”)

Good job not getting tricked on those items!

rēad the Ītems

1. when the te_acher stands up, s_āy
“now.”

2. when the tēacher stands up, s_āy
“you are fun.”

Game 15

- a. Let's have fun with game 15, our last game. I am going to trick you big time. Touch and read the underlined title. "read the items." This game is going to be fun, so let's start!
- b. Touch under the **FIRST** word, item 1. (Check.) Then touch under each word as **YOU** read to the period. "If the teacher says now, say I see you." Good reading.
- c. Now touch under the words as you read item 1 to yourself. Look up at me when you're ready to **SAY** it without looking. (Check that child is touching and reading.)
- d. Keep looking at me. (Check.) **SAY** item 1. [To correct: have child touch under and read words.]
- e. Here are the questions. **WHAT** are you going to do if the teacher says now? "say I see you." **WHEN** are you going to **SAY**, "**I see you?**" "if the teacher says now."
- f. Now we're ready to play the game. Listen: **Now!** (Child says, "I see you.") Good playing.
- g. Touch under the **FIRST** word of item 2. (Check.) Then touch under each word and read out loud to the period. "If the teacher says "do it," say "wow." (Check and correct if needed.) Good reading!
- h. Now point under the words as you read item 2 to yourself. Look up at me when you're ready to **SAY** it without looking. (Check that child is touching and reading.)
- i. Keep looking at me and **SAY** item 2. [To correct: have child touch under and read words.]
- j. Here are the questions. **WHAT** are you going to do if I say, "**Do it?**" "say wow." **WHEN** are you going to **SAY**, "**Wow?**" "if the teacher says do it."
- k. Now we're ready to play the game. Be ready to be tricked. Listen: **Wow!** (Child does nothing.) I thought I would trick you. Maybe, you are too tricky for me!
- l. Let's play the game again. Listen: **Do it.** (Child says, "wow.") Why did you say, "**Wow?**" (Accept something like, "because the item says if the teacher says do it, say wow.")

Good job not getting tricked at playing the game today!

Even though this is the last game, we can play the games over again and again to have more fun!

rēad the ĩtems

1. if the teacher says "now," s̄ay
"I s̄ēē you."

2. if the teacher says "do it," s̄ay "wow."