





Good Morning

See a red  . See a red  .

See a red  . See a red  .

See a red  . Good, good.

## Day 3

### Skills and Strategy Day 3

#### New Words

see  
a  
red

#### Concepts

Punctuation: period  
Letters: lower case 's', 'e', 'a', 'r', 'd'  
Lower case typed 'a'  
Phonics: 's' sound (optional)  
Left to Right Reading  
Concept of Word

#### Dialogue for Illustration for Day 3

Discuss what they see in the picture. Just use your who, what, when, how questions. Talk about how much red is in the picture. You can even count the number of red objects. Here is some suggested dialogue.

##### Teacher:

- Where is Little Bear? (In the woods, or forest)
- What do you think he is going to do today? (play with his bike, wagon, ball etc.)
- Do you think he will play alone all day? (Answers varied)
- Why or why not? (Answers varied)
- There are a lot of objects in this picture that are all the same color? What color is it? (Red)
- What do you see in the picture that is red? (Hat, bike, apple, wagon, ball etc.)
- Now let's look at our reading today and see how this picture will help us learn some new words.

#### Dialogue for Text for Day 3

##### Concepts:

Explaining underlining of New Words New Words: see, a, red  
Letter recognition: 's', 'e', 'a', 'r', 'd'  
Explaining pictures

- We have three new words today. They are all underlined because we have not seen them in our readings before today. Every time you see a word underlined, that means it is a new word for the day. The first underlined word today, (point to 'see') is the word 'see'.  
(point to each letter as you spell)
- S-e-e spells 'see.' What is this word? (see)
- Great, now do you see the word 'see' up here again?
- Does someone want to show me? (encourage participation)
- How many times do you see the word 'see'? (5, count and point with them)
- Super, you have learned to read the word 'see'.
- Does anyone know the name of this letter? (point to the word 'a' that is underlined?)  
Respond accordingly if they know it. Otherwise, tell them the letter, 'a')
- This letter 'a' also is the word 'a'. It is only a word when the 'a' is all by itself. You will see the letter 'a' many times in other words, but when the letter 'a' is all by itself, when there are no other letters next to it, it is the word 'a'. The word 'a' will be easy to remember.

I want to tell you something very important to remember about the lower case "a." Point to the printed "a" and say, "This "a" is a printed "a" made by a

machine or a computer. When I write a lower case “a” or when you write a lower case “a”, we do it like this “a”. This “a” and this “a” are the same letters. They are both “a.” It is just easier for a person to make this kind of “a”. A printer or computer makes this “a”. They are both lower case “a’s” and they both are the word “a”.

- Can you tell me how many times you see the word 'a' in our Good Morning today? (5, count and point with them)!
- You are incredible. You can now read another word -the word 'a'.
- So far we have learned to read two new words today -'see' and 'a'. (point as you read them)
- Here is our third new word for today. (point to the word 'red')
- Now for the third word, I'm going to give you a clue. It is a color word. Look at this picture. (point to the picture, then, point to the word 'red')
- What color word do you think this is? (red)
- Super, yes, this is the word 'red, (point to each letter and spell) r-e-d, spells red.
- How many times do you see the word 'red' up here? (5, count and point with them)
- Let's read, 'See a red' (point as they read)
- Here is a apple. But, it isn't red. Can someone come up and color this apple red? (Give them a crayon and let them color it.)
- Now we can read this sentence. 'See a red apple'. (point)
- Here is a little dot at the end of this sentence. It is called a period. It means to Stop! (point)
- Listen as I read this sentence.

Point and read with expression. Help the children to understand that it is the end of the thought. They must stop, before they go on to the next thought. Remember, the more expression you use to model reading, the more you will be rewarded with students who read with expression. It will also help them to comprehend what they read.

- "'See a red apple.' (point and read)
- Now you read it with me. (point and read)
- 'See a red apple.'
- Wonderful! Now let's read the next sentence.

When you come to the picture of the wagon, have a child color it red, and then read the entire sentence again chorally. Praise them as they read. Repeat the same format -read and color -for the bike, ball and baseball hat. You can reinforce the word 'red' even more, if each time a child finishes coloring the picture, ask them to point to the word 'red' before they sit down.

- Now, we are ready to read this entire Good Morning.

Read it a couple of times together. Give a lot of praise. Always end the days reading together, with the feeling that all the children are reading. Also, let them know, that all of them are wonderful!

## Dialogue for the Day 2 Take Home Handout

Pass out to each child, Day 2 of the Good Morning handouts. These will be circled and taken or saved at home.

Give the following instructions.

- Take out your pencil. Please write your name on the top of this page. Remember yesterday, when you circled the word 'good' and the word 'morning' to show that you knew how to read the words. Today, we are going to very slowly circle our words together.

Teacher can use the Poster copy of the Day 2 Good Morning to help demonstrate.

- Please do not go ahead and circle until I do it with you. I know, you want to do it all by yourself, but, just for today, we are going to do it together. If you listen and learn to do this correctly today, it will help you to know what you are going to do every day with your 'Good Morning that you take home. Other days you will do it with a partner. But just for today, we are going to do it real slow and together.
- Are you ready? Put your pencil under the word 'Good' at the top of the page. What word is this? (good)
- Great, now you can circle it. I'll circle mine. Remember circle the entire word 'G-oo-d', 'good'.

Spell, say and circle on the Poster.

- Now put your pencil under this next word. (Morning)
- What is it? Yes, 'Morning'. You know it, so circle the entire word, 'm-o-r-n-i-n-g', 'morning'.

Spell, say and circle on the Poster.

- Now let's go to the next line, the word in the beginning of the line, it starts with a capital 'G'. What is the word? 'Good', now circle it.
- Move your pencil to the next word. (morning)
- What is it? Now circle that word 'morning'.

Say and circle on the Poster.

No need to spell any more today, unless you feel that reinforcement is necessary. If you have children who do not know the names of the letters, continue spelling as much as possible. They will only learn the letter names by hearing them, saying them, and writing them.

- Let's go to the very beginning of the next line. Put your pencil on the first word. What is it? (Good)
- You know it is the word 'good', circle it!

Say and circle on the Poster.

- Put your pencil under the next word. What is it? (good)
- Yes, 'good', circle it.

Say and circle on the Poster.

- Now on to the next word in the same line. What is it? (good)
- You're right again. You sure know how to read the word 'good'. Now circle it.

Say and circle on the Poster.

- Now, I'm not going to do it with you. But wait for my directions. Do not go ahead. You are really such good listeners. Remember, wait for me to tell you what to do. Go to the next line and put your pencil under the first word. Now read it. I want to hear you say the word. If you can read it, circle it. (watch to see if they are following directions)
- What word did you circle? (Good)
- Good, that was great. Go to the next word and read it and then circle it if you can read it. What was it? (Morning)
- Is the 'm' a capital or lower case letter in that word? (capital)
- Go to the next line. Read each word, one at a time. If you can read the word circle it. I want to walk around and see how you are doing.

- Wow, you all are following directions so well. I am so proud of you. There is one line left for you to read. Go to the beginning. Read each word. If you can read the word, circle it. If you don't know the word, don't circle it. I will help you learn the word you didn't circle.  
(Teacher walks around the room to see that the directions are being followed.)

If teacher desires, this is the time to put a Happy face or Sticker on the page. When everyone has circled their words, tell them where you want them to put their paper to take it home. Remind them to read it to someone. It can be a parent or grandparent, aunt or uncle, a neighbor, a friend, even a doll, a dog or a TV character will listen!



## Good Morning

Good morning

Good, good, good

Good Morning

Good morning

Good, good, morning

### Review Day 3

Very important: The following format is the suggested way to present the review Reading each day. Your own dialogue will be more natural. Please follow these repetitive, skill building techniques every day. Your children will become confident, eager readers.

- This was the reading we read yesterday. Little Bear has a lot of red objects around him. This reading had three new words. I wonder if you remember them.
- (Point to the underlined word 'see'.) Do you know this word? (see)
- Great. (Point to the underlined word 'a'.) How about this one? (a)
- Super (Point to the underlined word 'red'.) Do you remember this one? (red)
- Wow, now I think you are ready to read this whole reading. First, read it to yourself. Give them time to read. Then, ask one or two comprehension questions.
- What is the last red thing they want you to see (baseball hat)
- Wonderful.
- (Point to the underlined period.) As we read this together, remember when you get to the period to STOP – for a short second. That is the end of the sentence. Use good expression!

Read and praise.

- Is there anyone who would like to read it alone?

Give individual children an opportunity to read –if it is their choice. Do not call on anyone who does not volunteer. They will all volunteer to read when they feel confident.

- One last time, all of you together. I will listen to my wonderful readers!

Read and praise.

### Turn or flip to Day 4