Good Morning

I see a red . I see a red . I see a red .

I see a red . Red . Red . Red .

Red . Red, red, red.

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Day 4

New Words

I

Concepts

Upper case and lower case 'Rr'

Review words:

see, a, red

Review:

period
Concept of word

Suggested dialogue for the Day 4 Illustration.

- Where is Little Bear in this Reading? (in the backyard of a home)
- Do you think it is his home? Why? (answers will vary)
- Should Little Bear be in the pool alone? (No!)
- Why or why not? (For safety -NEVER swim alone.)
- It is a good thing Mother is there. Bear should always call Mother before playing in the pool!
- There is a lot of 'red' in this picture. Can you name a red object? (bathing suit, pool, etc.)

Dialogue for Text for Day 4

Notice what the concepts to be learned are for each day. Stress those concepts when teaching the dialogue portion for that day.
Point to the first time you see the word 'see' in today's reading.

- Can you read this word? (see)
- Wonderful.
- (Point to the word 'a') Can you read this word? (a)
- Terrific.
- (Write on the board an "a".) Can you read this word? (a)
- Super. You remembered there are two ways you will see the lower case "a" written.
- (Point to the word 'red'.) Now, how about reading this word? (red)
- Wow!
- How many times do you see the word 'red' up here with a capital 'R in the beginning of the word? (5, point and count)
- How many times do you see the word 'red' with a lower case 'r' in the beginning.(6, point and count)
- (Point to the first period.) Do you remember what this dot is called? (period)
- Every time we get to a period, we STOP, for just a second. Then we can keep reading.
- We have only one new word today.
- (Point to 'I') This is the capital letter 'I'. When it is the capital letter 'I', and when it is all by itself in our reading, it is the word 'I'. If I say, 'I am your friend.' or 'I like you.' Every time you hear or say the word 'I', this is what the word 'I' looks like.
- **Capital I can be written 2 ways and it is still Capital I.** (Teacher, write on the board I and l. Explain that depending on the font/printer or computer that writes the I or l, they both are the word and upper case letter "I".)
- (Point to the underlined word 'I') Let's read this first sentence together.
- (Point and read.) 'I see a red', here we have a picture of a swimming pool. But it is not 'red'. Would some one like to come and color it red?

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You can either go over each sentence slowly, this way, having the picture colored at the end of the sentence. Then, reading the sentence together. Or, if your class seems ready, you can have all the pictures colored 'red' quickly by 8 different children and then go back and read together. Remember to use good expression and use the punctuation when reading. Every class is different. Just remember, there are many children that might need more reinforcement so DON'T GO TOO QUICKLY!

- Now, let's read this entire reading together. (Point and read.)
- One more time, and I am not going to read at all. (Point and the class will read.)
- You are really great readers! You remembered everything from yesterday. I am so proud of you!

Pass out Day 3 handout to be circled and taken/saved at home.

Remember, This practice is crucial! It is the confidence a beginning reader needs to become an enthusiastic. secure reader! It is the pride they feel as they reread something they can read. These directions are intended for the classroom. Any parent or Reading Helper should tailor the circling to their situation. <u>Just remember, practice is crucial.</u>

- Take out your pencil and your red crayon. With your pencil, please write your name on the top of this page. This is the handout you will be taking home today. But first, you must read and color the pictures what color? (red)
- I will wait for you to read and color. (Walk around and see if directions are being followed.)
- Now, we will get into partners. I don't want anyone to begin circling until I tell you to circle. One person will stay at their desk and your partner will be the 'teacher' and stand and watch you read and circle all the words you can read. Then you will switch places, so you can each be a 'teacher'. First, we must give everyone a partner. When I tell you who your partner is, one person stay in their desk, and the other partner, take your pencil and stand next to your partner so you can watch them read and circle the words they know. (Teacher should try to pick partners that are close by each other. Also try to put a stronger reader with a weaker reader, if possible.)
- Now, remember, you are each a teacher, when you are listening to your partner. If your friend does not know a word, do not let him circle it. If you are a good teacher, you must pay attention to what your friend is reading. If he cannot read a word, he cannot circle that word. It is impossible for all of us to know how to read all of the words. So we have to help each other. If a word is not circled, when you get home, you know you have to practice that word, and learn it a little better. After one person has read and circled their entire reading, it is the other person's turn to be the teacher, and listen to their partner read and circle all the words they know. I will walk around and watch and listen to you read too!
- When you are both finished reading and circling the words you know, put your paper (tell them where you want the papers put to be taken home). You may now begin reading and circling all the words you know in your handout.
- Teacher or parent can put a sticker or happy face on each child's circled page if you would like to emphasize your pride!

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Day 3 Review

Good Morning

<u>See</u> <u>a</u> <u>red</u> <u>.</u> See a red .

See a red . See a red .

See a red . Good, good.

Text for Review Day 4 (Do at the beginning of Day 5)

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.

- We only had one new word yesterday, here it is. (Point to the underlined 'I')
- What is it? (I)
- (Review the two printed ways the upper case “I” and “l” are the same letter and word.)
- Super, Now, please read this reading to yourself. Use expression when you read it in your head. Remember to stop, for a pause when you get to the period. (Point to a period.)
- Also, do you remember what this mark is? (Point to a comma)
- It is called a comma. You have to take a little pause between that word and the next word. I know you know all this. I just want you to be the BEST readers, so sometimes I like to remind you about reading with EXPRESSION. Now you read it in yourself in your head.

Give them time to read. Teacher, look around to make sure they are ALL reading it in their heads.

- Are you ready to read it together? Let's go.

Point and read. If you are pleased with the way it was read, compliment the class. If not, tell them you want to hear it another time, with better expression and everyone reading. When it is their last choral reading of the day, say

- Now it is your time to read it without me reading. (Point and teacher does not read.)
- Fabulous.

Turn or flip to Day 5

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