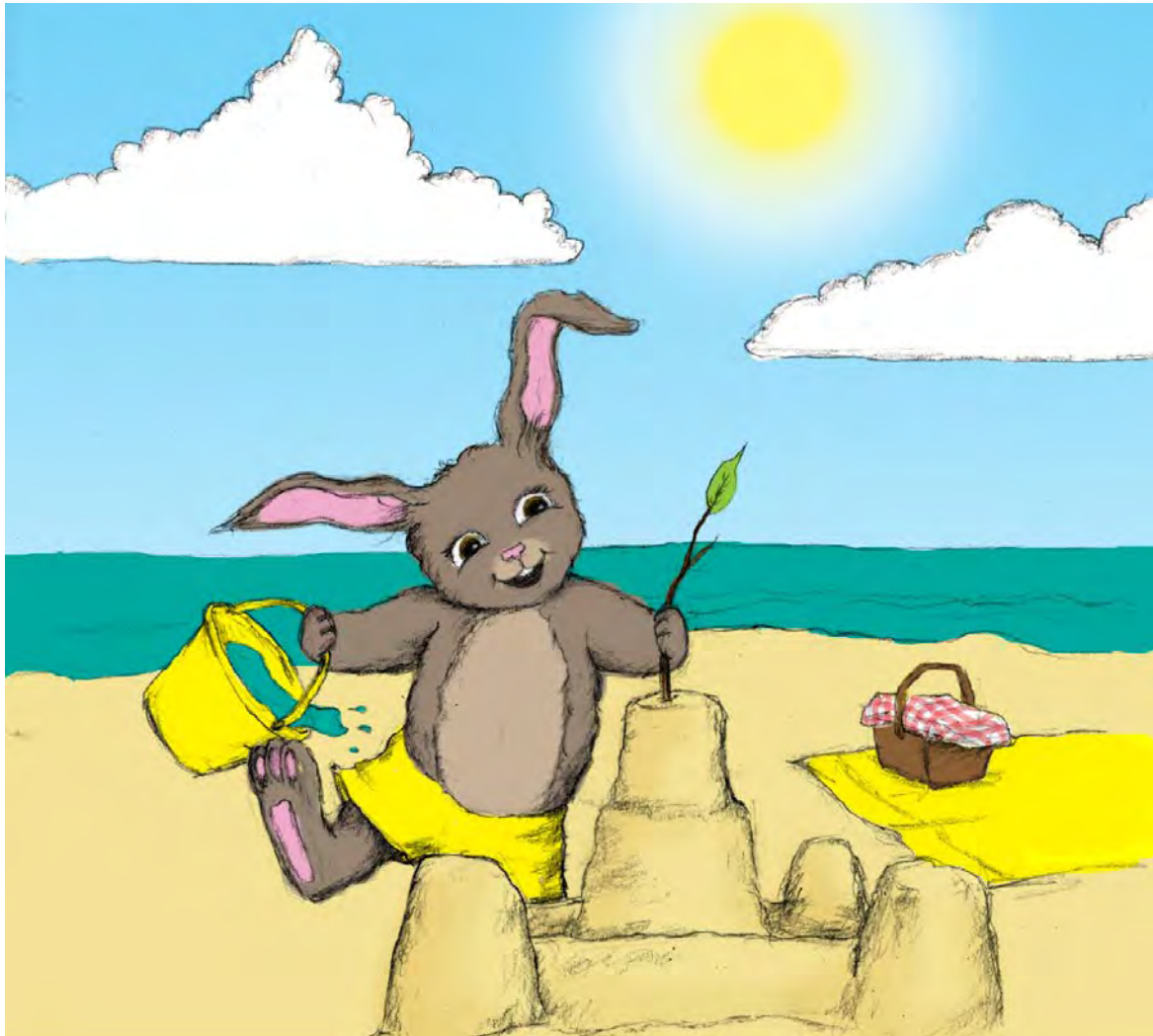




Good Morning

I see a yellow ○ . I see a yellow 🪣 . I see a
yellow 🩳 . I see a yellow 🩴 . Yellow ○ .
Yellow 🪣 . Yellow 🩳 . Yellow 🩴 . Yellow,
yellow, yellow.

Day 5

Day 5 New Words

yellow

Concepts

Upper case and lower case 'Yy'

Review:

word I

period, comma

Concept of word

Dialogue for Illustration for Day 5

Very important: Each day use your own dialogue to excite the children about the new Reading illustration. Encourage student participation. Just have fun with the picture and the reading! Discuss what they see in the picture. Use your who, what, when, where, and how many questions. Try to tie the picture to the dialogue.

Talk about how much yellow is in the picture. You can count the number of yellow objects, etc. Here is some suggested dialogue for the Day 5 Illustration.

- Where is the rabbit in this Reading? (beach)
- He seems to be by himself. If he is at the beach, that means there must be water. Should he be by himself? (NO)
- Do you think maybe his rabbit family is at the beach too? (Yes)

Help them to talk about whether they think other rabbits, parents or friends, are there at the beach with them. You can even ask them questions about their own beach experiences. Now it is time to have the class tie in the picture to the reading text.

Dialogue for Text for Day 5

Notice what the concepts to be learned are for each day. Stress those concepts when teaching the dialogue portion for that day.

- I want you to look at this picture and look at our new word in today's reading (Point to the underlined word 'yellow' in the text.)
- I can tell some of you are a step ahead of me. What do you think this word is? (yellow)
- How did you figure out that this is probably the word yellow?
- Let's read the first sentence together. (Point and read)
- I see a yellow sun. Who will come and color the sun yellow?

Do the same for all of the pictures. Read the sentence after the yellow picture is colored. Call a child up to color the picture who might require more reinforcement. After they have finished coloring, ask them to read the completed sentence to you as you point. Remember, you can speed the coloring of yellow pictures if you feel your entire class doesn't need any more practice, but don't go too quickly. Let the children who are struggling always be your guide to how much time you take and how much practice you give the class. If you consistently have everyone read chorally, even your better readers are proud of their reading and do not tire of the reading practice.

- I want to talk about the 'y' in the beginning of the word yellow.

On the board, make three lines to be used to demonstrate block writing

- - - - -

Write a lower case 'y'.

- Whenever you see a lower case 'y' it has a tail that comes below our writing and reading line. See, here is the tail. (Point to the tail.)

- I will show you as I also write the lower case 'y.' (Demonstrate on the board as you talk)
- To make a lower case 'y' I start at the middle line, pull down at an angle and stop when you get to the bottom line. Now, I'll pick my pencil up and go back to the middle line but I'll move over a bit. Now, I'll pull down again towards the line I just made, but do not stop -go past the bottom line and continue below the line, you are still going at an angle. This is a tail that hangs below the line. The lower case 'y' always has a tail below the line. Let's go back to our reading and look at how many times you see the lower case 'y' in the beginning of the word 'yellow'. Remember, the 'y' has to have a tail to be lower case. Who can come and point to one word with lower case 'y' in the beginning? (Repeat for all 6 lower case 'y', 'yellow' words.)
- How many times is yellow up here with lower case 'y'? (6, Point and count.)

Go back to the board and write in a capital 'Y'

- This is a capital 'Y'. Now I want to show you how to write a capital 'Y'. A capital 'Y' does not have a tail that comes below all three lines. (Demonstrate on the board.)
- I will put my pencil on the top line and pull down at an angle to the middle line and STOP. Now I'll pick my pencil up and go back to the top line, but over a little bit. I will move my pencil down at an angle until I get to the middle line, and meet the other line I made before. Now, instead of continuing at an angle like I did when I made a lower case 'y', I will pull straight down with my pencil and Stop at the bottom line. This is a capital 'Y'. It stays within the three writing lines. There is no tail below the three lines. Let's see if someone can find 'Yellow' written with a capital 'Y' in our reading. (Let different children find the 5 capital 'Y' 'yellow' words.)
- How many times do you see the word 'Yellow' written with a capital 'Y'? (5, Point and count.)
- Now let's read our entire reading together, with good expression. (Point and read)
- Terrific, One last time, and I won't read with you! (Point and read)
- You are becoming wonderful readers!

Handout instruction:

Pass out Day 5 handout to be circled and taken/saved at home.



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.

Text for Review 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.

- This was yesterday's reading. (Point to the underlined word 'yellow')
- What was our new word yesterday? (yellow)
- Super! Now, I want you to read this entire reading in your head. Without reading it out loud, use your finger and point to each word as you read it to yourself. Read it silently to yourself. After you finish reading it, I'm going to ask you some questions, so read it carefully.

Give them time to read. Look around to see that they are all reading.

- Before you raise your hand to answer this question, think about what question I ask you and see if you can find the answer. Here is the question. What is the first yellow object the reading talks about? (sun)
- Can someone come and show me that sentence?

After the person comes and points to the correct sentence, discuss that the sentence started with a capital letter 'I' and ended with a period. You can even have them reread the complete sentence again.

- Are you ready for another question. Put on your thinking caps. What is the last yellow object the reading mentions? (bathing suit)
- Wonderful, now let's read the entire reading together with good expression. (Point and read)
- You are such strong, good readers. I love the way you read with expression. This time you read it one last time, and I won't read with you! (Point)
- I love to listen to YOU read!

Turn or flip to Day 6