



Good morning

I see one red  . I see one yellow  .

One red  . One yellow  .

See one yellow  . See one red  .

One red, one yellow, one, one, one.

Day 6

New Words

one

Concepts

Upper case and lower case 'O'

Word "1" and number "1" are the same

Associate picture clues and Text

Structure of Complete Sentence

Comprehension

Concept of Word

Suggested dialogue for the Day 6 Illustration

- I wonder why that cat is looking into the fish bowl! (Answers will vary from 'wants to eat the fish' to 'wants to talk to the fish' etc.)
- Do you think the cat and fish could be friends? (yes and no, 'Cats like to eat fish' but, 'the cat and fish live in the same house')
- Do you think the cat can get the fish if he wants to? (yes, knock over bowl or reach his hand into the bowl)
- How do you think the fish feel, or what are they thinking? (answers will vary)
- Is there anything unusual about the way the cat is dressed?
- Why do you think he has two different colored shoes? (varied answers)

Now it is time to have the class tie in the picture to the reading text.

Dialogue for Text for Day 6

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 underlined word 'one' in the text.

- Here is our new word for today. It is the word 'one'. One is a number and one can be a word too! (On the board, write the number '1')
- This is the number '1'. (Now write '1,2,3' on the board)
- What are these numbers? (Point and count)
- 1,2,3. All of these numbers, in fact, every number, can also be written with a word. (Write on the board, 'one, two, three')
- These are the number words (point and say) 'one, two, three'. Today, we only have to learn the number word 'one'. (Point to the underlined 'one' in the text.)
- What is this word? (one)
- Good job! Let's read the first sentence together. (Point and read)
- I see one red fish.' Well, the fish isn't red yet, I need someone to come and color it red.

Teacher selects a child and gives them a red crayon to color the fish.

- Let's read this sentence now that it is completely finished. It starts with a capital letter (point to 'I') and ends with a period. (point to the period) It is a sentence. (Point and read) 'I see one red fish.' Let's read the next sentence. (Point and read)
- 'I see one yellow fish.' I need someone to color this fish yellow. (Teacher selects a child and gives them a yellow crayon to color the fish.)
- Let's read this sentence now that it is completely finished. It starts with a capital letter (point to 'I') and ends with a period. (point to the period) It is a sentence. (Point and read) 'I see one yellow fish.' Super. Now it looks like I need four more pictures colored. (Point to the 'red fish picture')
- Here are two crayons, red and yellow. Who will come up and select the right color for this picture? (Select a child, emphasize and praise if the color selected is correct. Do the same for the yellow and red shoe. Wait until all pictures are colored.)
- This last sentence, starts with a capital 'o' (Point and mention that the capital letter 'O' and lower case letter 'o' look exactly the same but our different sizes) and ends with a period. (point) It is a long sentence. It has (point and count) 1, 2,3, 4 commas in the sentence. Wow,

we better practice reading this sentence so we use the right expression. I love this sentence. It is a fun one to read. I want to read it to you first, because I have to remember to pause with all those commas.

- (Teacher points and reads with good emphasis and expression) One red, one yellow, one, one, one.'
- Now you read just this sentence with me. (Point and read.) "'One red, one yellow, one, one, one.' Please read it one more time for me. (Read and point)
- One red, one yellow, one, one, one.' Great, let's go back and read our entire reading together. (Point and read)
- Now I want all the girls, only girls to read it. (Point and read)
- Now, only boys. (Point and read)
- This is the hardest reading we have had so far and you read it with such good expression. One last time, I'm not going to read at all! (Point as class reads)
- I am soooo proud of you!

Bonus Questions can be used if you have the time, and want to involve more children with more learning experiences and reinforcement.

- How many times do you see the word 'see' (4), 'one' (11), 'red' (4), 'yellow' (4), 'I' (2)?
- How many words start with the 's' sound?(4)

Emphasize that even though there are 4 's' words, they are all the same word, 'see'.

- How many words start with a capital 'O' (3), lower case 'o' (8)?
- How many sentences are there in this reading? (7)

Pass out Day 5 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 he feels as he rereads something he can read.



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.

Text for Review Day 6

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.

- In yesterday's reading, we learned a number word. (Point to the underlined word 'one'.) What is this number word? (one)
- Yes, 'one'. Cat was wearing one red shoe and one yellow shoe. I hope today you are wearing two shoes that match. Does anyone have two different shoes on today?

The children really think it is very funny if the teacher is wearing two different shoes. It is interesting to see if they are 'observant' as they walk in to the classroom or if it takes until now for them to discover different shoes. You can talk about wanting to be different today or if you feel 'funny' because people are looking at you and wondering why you're wearing two different shoes. Does it make you any different INSIDE?

- I want you to read this reading to yourself. What does it mean when I say "read this to yourself?" (To use your finger to point to each word and read them in your head).
- Wonderful, I'm going to ask you a question when you are finished, so read carefully.

Give them time to read and watch to see that all are reading.

- This reading talked about 'one yellow fish', but it also talked about something else that is yellow. What is that? (yellow shoe)
- Can someone show me the sentence where it talks about the yellow shoe?

Select someone to come and point to the answer. Have them read the sentence to the class.

- Terrific, now let's read this entire reading together. Be sure and remember to use good expression with this last sentence where we have all the commas. Maybe we should practice reading it one time before we read the whole reading. (Point and read.)
- 'One red, one yellow, one, one, one.' Great expression! O.K., let's read it all. (Point and read)
- Wow, you're certainly ready to read it without my help. One last time. (Point and read.)

Turn or flip to Day 7