



Good Morning

I see one blue  . I see one blue  .

I see one blue  . I see one blue  .

Blue  . Blue  . Blue  .

Blue  . Blue, blue, blue.

Day 7

New Words

blue

Concepts:

Upper case and lower case 'b'

Sound 'b'

Associate picture clues and text

Comprehension

Concept of word

Suggested dialogue for Day 7 Illustration

- Today we see monkeys having fun. If YOU could go and play with just one of those monkeys, would you play with the one with the kite or the ball? (Answers will vary. Let some of them tell why they chose what they did.)
- Do you think the monkeys will SHARE their kite and ball with each other? (Let them discuss this.)
- The monkeys aren't the only ones in this picture. Do you see the bird? Where or why do you think he is flying? (Answers will vary from 'just exercising' to 'going to get food for the baby birds that are probably in the bird house' etc.)

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

Dialogue for Text for Day 7

- I want you to look at our new word today. (Point to the underlined word 'blue' in the text.)
- What word do you think this is? (blue)
- You're right. It is the word 'blue'. How did you know that this is the word blue? (So many blue objects in the picture.)
- (Point to the 'b' in the word 'blue') What letter is this? ('b')
- Yes this is the letter 'b'. This is a lower case 'b'. The 'b' says 'b' (MAKE 'b' SOUND) like in the, beginning of the word 'blue'. 'b' (MAKE 'b' SOUND), 'b' (MAKE 'b' SOUND), 'blue'.
- (Point to a capital 'B' in the beginning of the word 'Blue' in the fifth row.) This is the upper case or capital 'B'. It does not look the same as the lower case 'b'. They both say the same sound. The 'B' says 'B' (MAKE 'B' SOUND) like in the, beginning of the word 'Blue'. 'B' (MAKE 'B' SOUND), 'B' (MAKE 'B' SOUND), 'Blue'.
- Now, I want you to put on your thinking caps. The word 'blue' is up here several times starting with the lower case 'b'. Can you count how many times you see the word 'blue' starting with the lower case 'b'. (6)
- Lets' count them together. Be careful, don't count any time you see the word 'blue' with an upper case or capital 'B'. (Point and count)
- One, two, three, four, five, six. I think we got them all. Now how many times is the word 'Blue' up here with an upper case or capital 'B'? (5)
- Can someone come up and point to all five of the words 'Blue with a capital 'B'? (Select a child to show the class the five 'Blue' words.)
- Wonderful! Let's go back to the first sentence and read it together. (Point and read)
- "'I see one blue kite.' Of course it isn't blue, so I need someone to color the kite blue. When you are finished coloring the first kite blue, give your crayon to someone and tell them to color the other kite in the reading blue.

Select a child and give him a blue crayon to color the kite. Wait and see if he follows BOTH directions. You can always reinforce the word 'blue' by having the child that colors the picture 'blue' point to the word 'blue' after he has colored the picture.

- I need someone to color the ball blue. When you are finished coloring the first ball blue, give your crayon to someone and tell them to color the other ball in the reading blue. (Select a child and give him a blue crayon.)

- I need someone to color the bird blue. When you are finished coloring the first bird blue, give your crayon to someone and tell them to color the other bird in the reading blue. (Select a child and give him a blue crayon.) I need someone to color the birdhouse blue. When you are finished coloring the first birdhouse blue, give your crayon to someone and tell them to color the other birdhouse in the reading blue.

Select a child. Wait and watch that all is done correctly. It is important to try and use a variety of ways to get all the pictures colored. It does take time, but helps cement in their minds the association between the color and word 'blue'.

- Now let's read this reading together with good expression. (Point and read.)
- Good reading. How about everyone on this side of the room reading it to all of us? (Designate either left or right side and point as they read.)
- That was great. I heard all of you reading. Now it's the other side of the room's turn. Use good expression. (Point as they read.)
- Wonderful! Now, you read it together one last time. I will point and listen. (Point and listen.)
- It is such a thrill to hear you read!

Bonus Questions

- How many times do you see the word 'blue' (11), 'one' (4), 'see' (4), 'I' (4)?
- How many words start with the 'b' sound (11), with the 's' sound (4)? (Emphasize that even though there are 11 'b' words, they are all the word 'blue'. Do the same for the word 'see'.)

Pass out Day 6 handout to be circled and taken/saved at home.



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.

Text for Review Day 7

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 a pretty easy reading. The picture told us what our new word would be. (Point to the underlined word 'blue')
- What is this word? ('blue')
- Good, 'blue'. How about this word? (Point to the word 'one'.)
- Yes, 'one'. Wonderful!
- Now, read this reading to yourself. I will ask you some questions, so read it carefully. (Wait and watch to see that all are reading.)
- I'm going to start out with a hard question! Raise your hand if you know the answer. I will pick just one of you, to whisper the answer in my ear. Don't anyone say the answer out loud. After you whisper it in my ear, if it is right, I'll let you tell the class. You're going to all get turns to whisper in my ear, either today or another day. So, remember, don't say the answer out loud. Follow the rules! Are you ready, here goes the question? In this reading, what is the fourth thing I see that is blue? (birdhouse)

Pick a child to whisper the answer in your ear. If they don't know the correct answer, have them sit down and pick another child to whisper it. -Until you get the correct answer, 'birdhouse'.

- Wow, you read very carefully. Tell the class, 'what is the fourth thing I see that is blue'? (birdhouse)
- Wonderful, the birdhouse. Now, can someone else show us the fourth sentence where I see something blue?

Have a child come up and find and read the sentence to the class. Guide them to see, it starts with a capital letter and ends with a period.)

- I see one blue birdhouse.

This should go quite a bit quicker than the time it took you to read this explanation. You can repeat this strategy and ask someone to find the second or third 'blue' thing I see. The class loves this whisper in your ear idea! Try to incorporate it other times throughout the year.

- 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!

Turn or flip to Day 8