Good morning

I see the green . See the green ?

I see a green . See the green ?

I see one green . One green ,

one green . Green, green, green.

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Day 9

New Words

green

Concepts

Punctuation: question mark
Read 'questions' with expression
Phonics: ‘g’ sound
Counting (Times do you see the word 'green', etc ..)
Associate picture clues and text

Suggested Dialogue for Illustration for Day 9

- Where are the animals? (birthday party)
- Who's birthday? (Bear)
- How do you know it is Bear's birthday? (He has birthday hat on his head.)
- Discuss green objects: (table, hat, present, balloon and one green candle.)
- Why do you think there is only one green candle? (answers may vary)
- Today, you can guess our new word by looking at the colors in this picture. (green)

Suggested Dialogue for Text for Day 9

Point to the underlined word 'green' in the text.

- I want you to look at our new word today.
- What word do you think this is? (green)
- You're right. It is the word 'green'. How did you know that this is the word green? (So many green objects in the picture.)

Point to the 'g' in the word 'green'.

- What letter is this? ('g')
- Yes this is the letter 'g'. This is a lower case 'g'. The 'g' says 'g' (MAKE THE HARD 'g' SOUND) like in the, beginning of the word 'green'. 'g' (MAKE HARD 'g' SOUND), 'g' (MAKE HARD 'g' SOUND), 'green.

Point to a capital 'G' in the beginning of the word 'Green' in the last line.

- This is the capital 'G'. It does not look the same as the lower case 'G'. They both say the same sound. The 'G' says 'G' (MAKE HARD 'G' SOUND) like in the, beginning of the word 'Green'. 'G' (MAKE HARD 'G' SOUND), 'G' (MAKE HARD 'G' SOUND), 'Green'.
- Now, I want you to put on your thinking caps. The word 'green' is up here several times starting with the lower case 'g'. Can you count how many times you see the word 'green' starting with the lower case 'g'. (9)
- Lets' count them together. Be careful, don't count any time you see the word 'green' with a capital 'G'. (Point and count)
- One, two, three, four, five, six, seven, eight, nine. I think we got them all. Now, how many times is the word 'Green' up here with a capital 'G'? (1)
- Only one time. Can someone come up and point to 'Green' with a capital 'G'? (Select a child to show the class the 'Green' word.)
- Wonderful! Let's go back to the first sentence and read it together. (Point and read)
- 'I see the green present.' Of course it isn't green, so I need someone to color the present green.
- Select a child and give him a green crayon to color the present. When he is finished coloring, point to the word 'See' in the second sentence.

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- Let's read this second sentence together. (As you read, read it as a question, with expression.)
- 'See the green present?' (Point to the underlined question mark at end of the sentence.) This is a question mark. It is here, because we just asked a question. Listen, while I read the question to you again. (Teacher points and reads the question with good expression.)
- 'See the green present?' This is a question with a question mark. (Point to question mark.)
- But, we need to color this present green. I think I'll color it green. (Teacher colors it green.)
- I need someone to color this first party hat green.

Select a child and give him a green crayon. Point to the 'question mark' at the end of the fourth sentence.

- Here is another question mark. Let's read this question together. (Point and read the fourth line.)
- 'See the green party hat?' Good, you read it as a question. I will color this party hat green. (Teacher colors it green.)
- I need someone to color the candle green. When you are finished coloring the candle green, give your crayon to someone and tell them to color the balloon in the reading green.
- Select a child and give him a green crayon. You can always reinforce the word 'green' by having the child that colors the picture 'green' point to the word 'green' after he has colored the picture.
- I need someone to color, our last picture, the table, green.

Select a child. Wait and watch. 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 'green'.

- Now, let's read this reading together with good expression. Remember to ask a question with your voice, when you see the question mark. (Point and read.)
- Good reading. How about every one 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 this 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

- Our new word today, 'green' begins with the 'g' sound. What other word in our reading also begins with the 'g' sound? (Good)
- How many times do you see a word beginning with the g sound? (11)
- How many sentences are questions? (2) (Let's go back to the capital letter in the beginning of the sentence and read the question. etc)

Pass out Day 8 handout to be circled and taken/saved at home.

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Day 8 Review

Good morning

See <u>the</u> yellow . Yellow , yellow .

See the blue . Blue , blue .

See the red . Red , red One yellow . One blue . One red .

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Skills and Strategy Day 10

Review Day 9

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.

- Yesterday's reading was at Bear's birthday party, where everything was 'green'. (Point to underlined word 'green'.)
- I'm sure you know what this color word is? (green)
- Yes, green. This was a pretty easy reading. The hardest part was this mark at the end of the sentence. (Point to the underlined question mark.)
- What is it? (question mark)
- Great, yes, it is a question mark! That means it is asking a question. When you read it to yourself, make sure you ask a question in your head as you read. Now read this reading to yourself very carefully. I am going to ask you some questions when you are finished reading.

Wait and watch.

- Here is the first question. Before you raise your hand, look for the answer to my question. In this reading, what is the second green thing I see? (Party hat, praise if correct. You can also have someone show you the sentence that answers this question.)
- Next question, what is the last green thing this reading mentions?

Praise if correct and have someone show you the sentence. Then, point to the lower case 'g' in the underlined word 'green'.)

- Do you remember what sound this letter 'g' says?

MAKE HARD 'g' sound. Emphasize the 'g' sound in words and in isolation of the sound 'g'.)

- 'g', 'g' like in 'grass' and 'good'. (Point to the words 'grass' and 'Good')
- Now, let's read this reading together (Point and read.)
- That was wonderful! One last time and I won't read. (Point)

Bonus Skill: I always think it is fun and challenging to throw in explanations of obvious phonics skills whenever I see them. If just one person in the class is challenged by it, (and I know there will be more than one), it is worth it! This particular reading has the words 'see' and 'green' in it. Both words have the ‘ee' that says the long ‘e' sound. It is just enough to point to those two words, show the double ‘ees' in both words and emphasize the long ‘e' sound. You can even write 'bee' and 'tree' on the board.

Turn or flip to Day 10

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