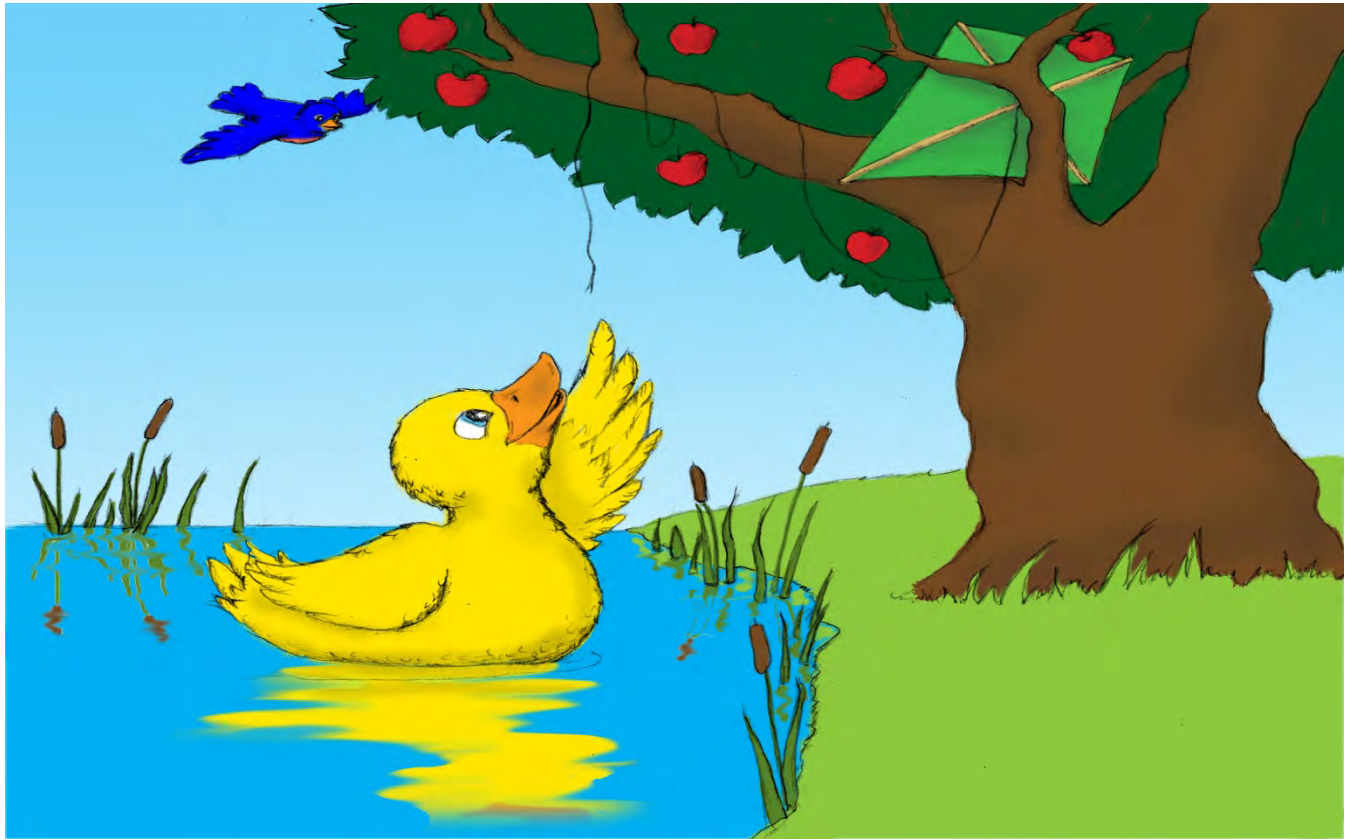




Good morning

Go green  , go blue  , go blue .

See the blue  ? I see one yellow .

Yellow  sees the green .

Blue  sees the green .

Go yellow  . Go blue  . Go see the green .

Day 10

New Words

go

Concepts

's' at end of a word

Phonics: 's' sound at end of a word

More emphasis on written and printed g, g

Review

question mark

Read 'questions' with expression

Phonics: 'g' sound

Associate picture clues and text

Suggested Dialogue for Illustration of Day 10

- What time of the year is it? (summer)
- How do you know? (swimming outdoors)
- There is a problem. What is it? (kite stuck in tree)
- How can the problem be solved? (bird can help)

Suggested Dialogue for Text for Day 10

- I want to start out today, by having the pictures colored first. I will give some of you either a blue, yellow or green crayon. Find one picture that should be colored that color and color it. Then, give your crayon to someone else so they can come up and color a picture that color. Do a good job coloring, but let's try to get these pictures colored quickly. While the pictures are being colored, maybe some of you who aren't coloring, can try and figure out our new underlined word for today.

Pass out crayons and get pictures colored. Watch to see that they are reading and coloring correctly.

- OK, it looks like we are ready to look at our reading. (Point to the underlined word 'Go'.)
- This is our new word for today. I am going to try and give you some clues so you can figure out what this word is yourself. Here goes. It begins with a capital 'G' that says (MAKE THE HARD 'g' sound) 'g' like in 'green' and 'good'. (Emphasize the 'g' sound in each word.)
- The next letter is an 'o'. It says (MAKE THE LONG 'o' sound) 'o'. Listen to me carefully. (Sound blend the 'g' and 'o' together, three times. Each time make the sounds closer and closer to help them guess the word 'go'.) 'g' 'o', 'g o' 'go'.
- WOW, I heard someone say it. 'Go!' The word is 'go'. (Use a strong voice to emphasize and make the hard 'g' and long 'o' say 'go'!)
- The more they hear sound blending of letters to make a word, the easier phonics becomes for the children.) (Point to the underlined word 'go') The word 'Go' is up here with a capital 'G' because it is in the beginning to the sentence. (Point to the other word 'Go' with a capital 'G'.)
- What word is this? (Go)
- Yes, 'Go'. It also starts with a capital 'G' because it is in the beginning of a sentence. Now, does anyone see the word 'go' up here starting with a lower case 'g'?

Give children a chance to come up and point to the three times they see 'go'. Praise and have them tell you the word they are pointing to. Point to the underlined 's' at the end of the word 'sees'.

- I am going to cover up this 's' with my hand. I want to see if you know the word when I cover up the 's'.

Cover the underlined 's' at the end of the word 'sees'.

- Do you know what word is left? ('see')

- Great, the word 'see'. Now listen carefully. I am going to put the 's' sound back at the end of the word 'see'. (Take your hand away and SOUND OUT 'sees' emphasizing the 's' sound at the end. Try to keep the 's' sound and not make it a 'z' sound.)
- The word is 'sees'. I want to read this sentence with the word 'see' in it. Listen for the word 'sees.'

Point and read the sentence 'Yellow duck sees (emphasize 'sees' so they can hear the final's') the green kite.'

- Will you read, just this sentence with me? (Point and read.)
- 'Yellow duck sees the green kite.' Very good! (Point to the very first sentence that begins with the word 'See'.)
- Let's read this sentence. But before we do, notice that it ends in a question mark. Be sure and read it as a question. (Point and read.)
- 'See the blue bird?' You did read it as a question. You are reading with such good expression. I think we are now ready to read this entire reading together. Follow the pointer. Watch those color words. (Point and read.)
- I want to hear it again, that sounded real good. (Point and read.)
- How about the boys reading it? (Point as they read.)
- Super job, boys. Girls, it's our turn. (Point and read.)
- Great, one last time, I won't read. (Point)
- What's this word? (Point to the underlined word 'Go'.)
- You are really good readers!

Bonus Questions

- How many times do you see a word beginning with the s sound? (5)
- What word is it? (see)
- How many times do you see a word ending with the s sound? (2)
- Can someone show me one of the words that ends with the s sound?
- Can you read the word? (Have another child come up for the other sees word)
- How many questions are there? (1)
- Can someone read it like you are asking a question?

Pass out Day 9 handout to be circled and taken/saved at home.



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.

Skills and Strategy Day 11

Review Day 10

- Yesterday, duck couldn't reach the green kite. We hope he got help from Blue Bird!

Point to the underlined word 'Go'.

- Do you know what this word is? ('Go')
- Yes, 'Go'. Why does it have a capital 'G'? (Beginning of the sentence.)
- Can someone read the entire sentence, that starts with 'Go', with a capital letter, and ending with a period.

Select someone and help guide them through reading the entire sentence if they have difficulty. This is a difficult concept. Teaching and reinforcing 'what is a complete sentence' is a wonderful tool to learn early. It helps children become, expressive readers, as well as being able to read with better comprehension. This also will carry over into their writing. Try each day, either in the review reading, or in their new reading, to have the class focus on one complete sentence. It should start with a capital letter and end with a period, question mark, or exclamation point. Point to the word 'sees' with the underlined 's' at the end of the word.

- What is this word? ('sees')
- Wonderful, 'sees'! Read this entire reading to yourself.
- (Wait and Watch.) Ready. Let's read it together. Please follow the pointer and read with good expression. (Point and read.)
- That was very, very good reading. You even read the first sentence as a question. (Point to it.)
- One last time. You read it to me. (Point)

You can always have them read it more times if you feel they need more practice. Also, you can pick an individual child to read it for variety and practice.

- I LOVE to listen to YOU read!

Bonus Questions

- Can you help me find three different words that start with the 'g' sound. (Make 'g' sound.) ('good', 'green' and 'go')

Encourage them to point to the words too.

- How many times do you see a word beginning with the s sound? (Make the 's' sound.) (5)
- What word is it? (see)
- How many times do you see a word ending with the s sound? (Make the 's' sound.) (2)

Turn or flip to Day 11