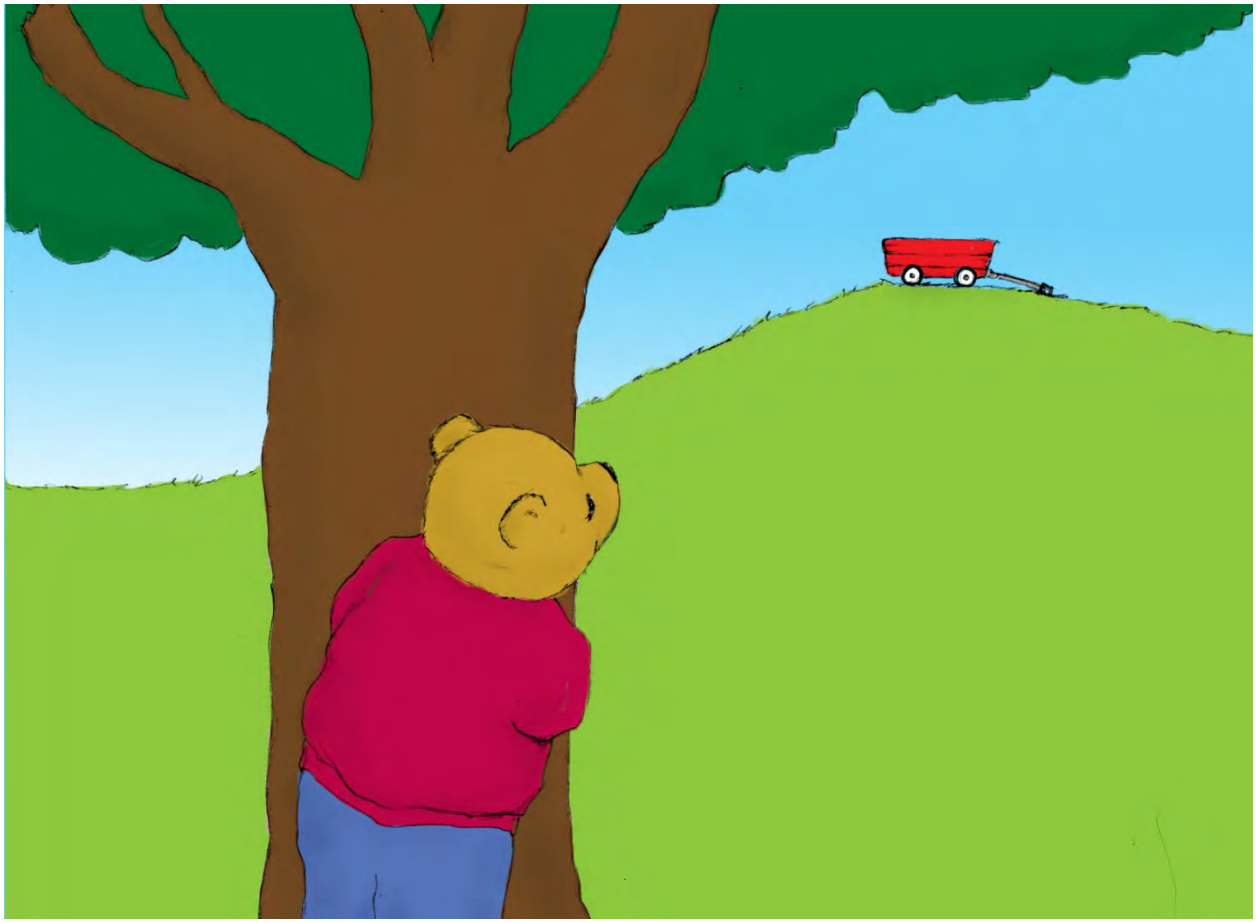

I see Bear. Bear sees a red .

I see the . One bear, one red .

Go Bear, go see the red .

Go Bear, go!

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Day 11

New Words

bear

Concepts

Review upper and lower case 'Bb'
Phonics: Review 'b' and 'g' sound
Punctuation: Exclamation Point, Names start with a capital letter

Review

's' at end of a word
Associate picture clues and text

Dialogue for Illustration of Day 11

- Is there someone behind a tree? (bear)
- What is on top of the hill? (red wagon)
- I wonder who the wagon belongs to -could it be bear?
- Do you think he even knows what it is? (answers vary)
- What do you think he will do when he gets to the wagon? (answers vary)
- Let's see if we can tell by our reading today what Bear will do.

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

Dialogue for Text for Day 11

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

- Look at this word, and look at the picture. The beginning letter of this word is 'b' that says (make sound) 'b' .
- Maybe we can figure out this word. It starts with (make sound) 'b'. It is not a color word. It is something in the picture that starts with (make sound) 'b'.

(Let children guess what they think the word is. Someone will say 'bear'. Praise them and say...

- Yes, yes, this new word is 'bear'. Look, it starts with a capital 'B' (Point) and it is not the first word in the sentence.

Point to the first word in the first sentence, 'I'.

- 'I' is the first word in this sentence. The sentence says (Point and read) 'I see Bear.'

Point to the capital 'B' in the beginning of the underlined word 'Bear' again.

- This 'B' in the beginning of the word 'Bear' means that his name is really 'Bear'. He is a bear, but his real name is 'Bear'. All names start with a capital letter.

This is a Big Teaching Skill Time. Go to the board and write a child's name from the class on the board. Start with a capital letter and the rest of the letters in lower case. Teach them that, all names start with a capital letter. Do it many times, with different children's names as well as your own name. You can even bring in 'the name of a month' (September, etc.) or the name of their city (New York, etc.) depending on your class and how much time you want to devote to this concept. The important thing is, in reading future handouts and books, where this skill can be emphasized, do it! The more they hear and use the rules we take for granted, the sooner the children will begin to apply them on their own.

- Now that we have learned that a name starts with a capital letter, and 'Bear' with a capital letter means that it is bear's name, we can start to read and color our reading. What color do you think we have to color all of these wagons? (red)
- Let's see, there are (point to the wagon pictures,) one, two, three, four wagons. They all have to be colored 'red'. Here are four red crayons. I will give them out. If I give you a crayon, quickly but carefully, color one of the wagons 'red'. Then, give me back the crayon. (Pass out crayons and wait and watch.)
- Now that our handout is all colored, I want you to listen to me read it all to you. (Point and

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read the entire reading with good expression. Especially, when you get to the exclamation point -act very excited!)

Point to the exclamation point:

- This is called an exclamation point. It is at the end of a sentence, just like a period or question mark is at the end of a sentence. When you see an exclamation point it means to get excited when you read that sentence. In books and reading, you won't see a lot of exclamation points. But, when you do see an exclamation point, you have to read the sentence with excitement. When I read (Read with excitement. Point as you read.) 'Go Bear, go!', I saw the exclamation point, and I knew I had to read it with excitement.

Point to the underlined 'b' in the word 'bear' in the fifth sentence.

- This is a lower case 'b' in the beginning of this word bear. It is not Bear's name. It is just talking about one bear.

Point to 'One bear', point to the comma after 'One bear,':

- Here is a comma, and here is another one (Point to both commas.) Remember to take a little pause in your reading, when you get to a comma. My goodness, there is sooo much to remember when we read! But, we are all learning together. Sometimes it is hard. Sometimes it is easy! Together, we'll help each other! Let's read are entire reading.

Follow the pointer and read with expression. (Point and read.)

- Everyone, let's read it again. I love the way you read 'Go Bear, go!' Is there anyone who would like to read it all by themselves?

Select someone and point as they read. You can even have two children stand and read it together.

- OK, one last time for everyone to read this today. I'm not going to read. (Point)
- Fabulous!

Pass out Day 10 handout to be circled and taken/saved at home.

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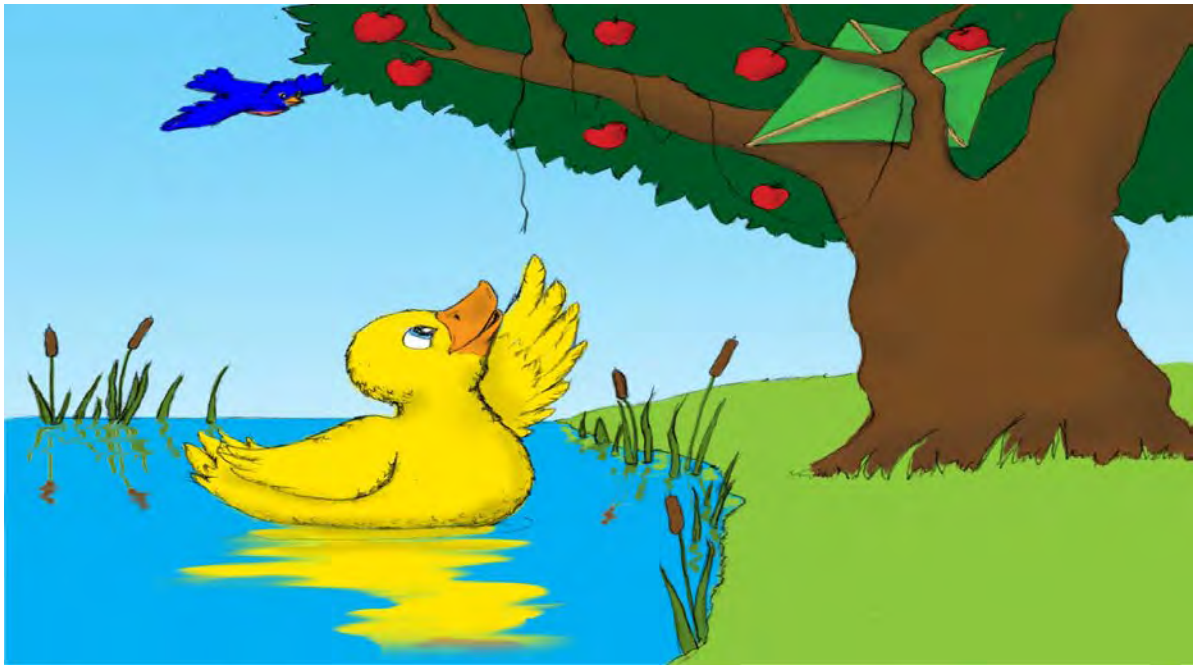
Day 10 Review



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 .

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Skills and Strategy Day 12

Review Day 11

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.

- I wonder if Bear went down the hill in that wagon. It sure would have been a funny sight! I love to pretend that animals can do a lot of the fun things we people do. It is so much fun to pretend that animals are just like us.

You can take time and let the children discuss 'make-believe' if you like.

- So many books, cartoons, movies and TV have animals doing 'people things'. Every time I see this, it makes me laugh. But, I always have to remember that it isn't real. It is wonderful to have our mind think make-believe things, just so we know that they are make-believe!

Point to the underlined word 'Bear':

- What is this word? ('bear')
- Yes, bear. How many times do you see the word 'bear' up here? (5)

You can discuss capital and lower case 'b' if you want. You can also review the capital 'B' in 'Bear' makes us know it is his name. Point to the underlined exclamation point in the last sentence.

- This last sentence ended in an exclamation point. How are we supposed to read a sentence that has an exclamation point at the end of it? (With excitement.)
- Yes, get excited! I'm soooo happy you remembered.
- Read this reading to yourself. Watch the (Point to each as you say them.) commas, periods and the exclamation point so you read with good expression in your head. (Wait and Watch)
- Let's read it together with good expression, especially when we get to that exclamation point. (Point and read.)
- You read that sooo well. I want everyone in the last row to stand up and read it to us. (Point, only read if you feel they need your help.)
- OK, now everyone read it. I'll keep still. Stay with the pointer. (Point)
- That was a fun one to hear you read. You used such good expression!

Turn or flip to Day 12

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