



I see one bear. I see two bears!

Bear sees one green .

Bear sees two blue .

Bear sees a yellow . Bear sees a bear!

Day 12

New Words

two

Concepts

Difference between the word 'two', and the number '2'

Plural '-s' at end of a noun

Review:

Exclamation point

Upper and lower case 'Bb'

Names start with a capital letter

'b' and 'g' sound

Associate picture clues and text

Dialogue for Illustration of Day 12

- Something looks really messed up in this picture. What do you think it is? (bear seems to be looking in a mirror -but the reflection is different -discuss)
- Is there one bear or two bears? (two)
- Is there glass in the mirror? (no)
- I can tell by looking at this picture, that something is not right! What do you think? (Answers will vary. Let them really talk about what they see. If they aren't responding, ask questions such as...
- What is the bear standing in front of? (a mirror)
- Do you think there is glass in that mirror? (No)
- Why not? (Images of the bear are different. Have them bring out the differences. Different colors of clothing. Help them to figure out that there has to be two bears, not one in the picture!)

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

Dialogue for Text for Day 12

Notice what the concepts to be learned are for each day. Stress those concepts when teaching the text portion for that day.

- This is our new word for today. The picture will help us figure it out. Let's read the first sentence together. (Point and read.)
- 'I see one bear.' Good. Now, I'm going to read you the second sentence. When I get to the word we don't know, I'm going to skip the word, but I will read to the end of the sentence.

Point and read, skipping the word 'two' and accentuating the 's' at the end of the word 'bears'.

- 'I see bears.'
- Oh, it says 'bears'. There is an 's' at the end of the word 'bear'. That means there is more than one bear! I'm going to read this sentence again. Try to figure out what the new word I'm skipping is. Remember what we saw in the picture. Here I go.

Point and read, skip the word 'two'.

- 'I see..... bears.'

Whenever you hear someone say the word 'two' get excited and praise them! If you do not hear someone saying the word 'two' say...

- I want to give you a clue for this word we do not know. It is a number word. In the first sentence we had, (Point and read.) 'I see one bear'. Now this next sentence, the word we don't know is a number word.

Point and read skipping the word 'two' and accentuating the 's' in the word 'bears'.

- 'I see bears.'
- How many bears do we see? (two)

- Right, 'two'. Two is our new word. There is a number 2 and there is a word 'TWO'.

Here is another Big Teaching Skill Time. Go to the board and write '2' and 'two' and even 'Two'. Go over what is a number and what is a word. Do the same for one, three etc. They have heard this concept before, but, it must be reinforced. If you have any commercial visuals showing this concept, maybe already hanging in your room, show these visuals at this time. It is good for them to see the number and number-word association, the same as the benefit of associating a color with a color word.

- We need these pictures colored. (Point to the hat.)
- I have some crayons up here. Read the entire sentence where the hat is, when you are ready to come up and color the hat that color, raise your hand.

Select someone to come up and pick the correct crayon to color the hat and have them color it. Do the same for the 'two blue shoes' and the 'yellow sweater'. For the 'two blue shoes' sentence, make sure they realize they are to color both shoes 'blue'.

Point to the exclamation point.

- Here is an exclamation point. Be sure and read this sentence with excitement! Please read this reading to yourself. I will ask you some questions, so read it carefully. (Wait and Watch)
- What is the first thing bear sees? (one green hat)
- Yes, one green hat. Can someone show us the entire sentence where it says that Bear sees one green hat?

Have a child come up and show the sentence and read it. Emphasize and show the sentence starting with a capital letter and ending with a period.

- Put on your thinking cap for this next question. What is the last thing Bear sees? (another bear)
- Who can show and read that sentence to us?

Select a child and guide them through it if they are having any trouble finding the sentence. At this time you can also talk about the word 'Bear' with a capital letter and 'bear' with a lower case letter in this sentence. Go over the concept of a capital letter in the beginning of a name as well as in the beginning of a sentence.

- Now, let's read our reading together. Follow the pointer. (Point and read.)
- Great reading! Girls, it is your turn. (Point and read.)
- Boys, I want you to read it and we'll see how excited you get when 'Bear sees a bear! (point don't read with them if you think they are confident enough to read it alone)
- Wonderful. All together one last time. I'll just point. (Point)
- I bet when you read these readings at home your parents are as proud of you as I am. You are such good readers!

Pass out Day 11 handout to be circled and taken/saved at home.

Skills and Strategy Day 13

Review Day 12

- I really enjoyed the picture on this reading yesterday. It was kind of tricky. I couldn't tell at first whether there was one bear or two. A mirror is a fun thing to look into, but this one was deceiving. It looked like a mirror, but the glass wasn't in it. These bears look so much alike, except what they are wearing. I wonder if they are twins.

If you like, you can go into a short discussion about 'twins', especially if there are any in your class. Point to the underlined word 'two'.

- What is this word? (two)
- Yes, this is the number word 'TWO'. Please read this reading to yourself. (Wait and watch.)
- Follow the pointer and use good expression as we read it together. (Point and read.)
- Be sure and put the 's' sound at the end of (Point) 'bears' and 'sees' as you read those words. I liked the expression you used when you read the last sentence with the exclamation point. You **did** get excited! Let's read it again. (Point and read.)
- One last time without me reading. (Point)
- WOW!

Bonus Questions for Day 12 Review

- Can someone show us a word, and read it to us, that has the sound s at the end of the word? (sees, bears)
- How many times do you see 'sees' up here? (4) (Point and show.)
- How many times do you see 'bears' up here? (1) (Point and show.)
- How many times do you see the word 'Bear' up here when it is Bear's name. Remember, it has to begin with a capital 'B' if it is Bear's name. (4) (Point and show.)
- How many times do you see the word 'bear' up here, when it is any bear. The bear doesn't have a name. (3) (Point and show.)
- What words start with the (Make the sound.) 'b' sound? ('bear', 'blue')
- What words start with the (Make the sound.) 'g' sound? ('good', 'green')

Turn or flip to Day 13