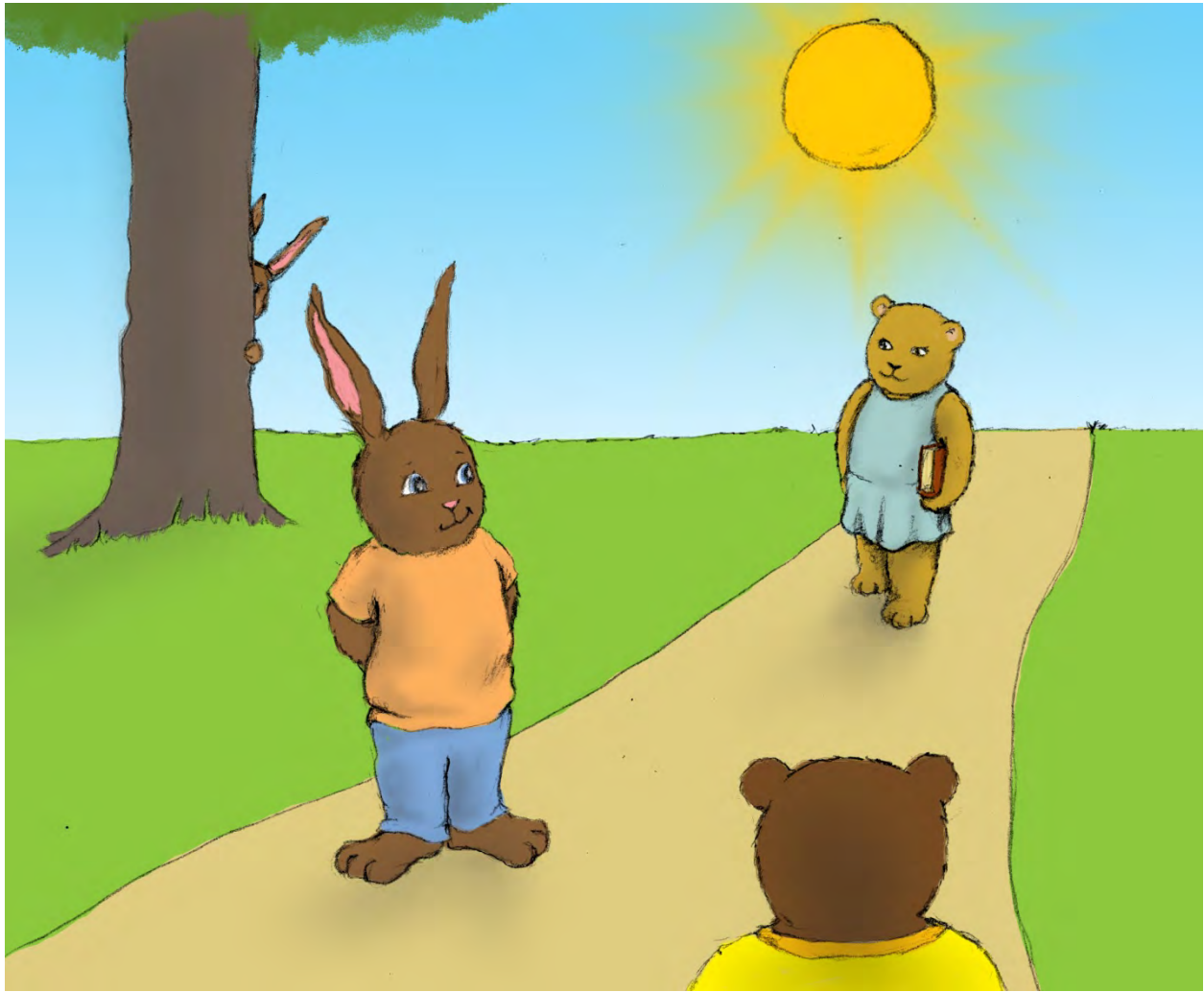




Good morning, I see a good orange morning. Brown Bear sees one brown rabbit. A brown bear sees two brown rabbits. I see one brown rabbit. I see two brown rabbits. I see two brown bears!

Day 14

New Words

brown

rabbit

Concepts

rabbit's' as plural

Review

Upper and lower case 'Bb'

Phonics 'b' and 'r' sound

Exclamation point

Names start with 'a capital letter

Associate picture clues and text

Dialogue for Illustration of Day 14

- Isn't it a beautiful bright 'orange' morning? You have to look at this picture very carefully. There is Bear, from yesterday's reading. What other animals are in the woods today? (two rabbits and another bear)
- Do you think all of these animals are friends? (Varied answers.)
- If they are friends, why is that rabbit hiding? (Varied answers, they could be playing the game 'hide-go-seek'.)
- If you think there is any danger, who could be in danger? (Possibly the small brown rabbit. There is no right or wrong answer. Try to engage them to express why they feel as they do.)
- Maybe our reading today, will help us see if there is any danger.

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

Dialogue for Text for Day 14

Point to the first underlined word 'Brown'.

- The picture should help you know this word, but I am going to give you a clue. Look at the beginning letter of the word. (Point to the 'B')
- It starts with, the (Make sound.) 'b' sound. It is a color word. Anyone think they know what this word is? You can also look at the word next to it, (Point to the word 'Bear'.) that might help you.

Praise, when the word 'brown' is called out. If, they do not know the word, after all these clues, tell them.

- Yes, the word is 'brown'. Our first sentence today is a long sentence. The period, at the end of the sentence is down here. (Point to the ending period in the first sentence.)
- In this sentence, the word brown is up here two times. (Point and show)
- The first 'Brown' is with a capital 'B', because it is the first word in the sentence. Here is the word 'brown' with a lower case 'b'. (Point and show.)

Point to the underlined word 'rabbit'.

- Here is another new word for today. Let's read the entire sentence together and maybe you'll know the new word. (Point and read, do not say the word 'rabbit'.)
- Brown Bear sees one brown', what could this word be? It starts with the (Make sound.) 'r' sound like in 'red'.

Repeat the clues another time if necessary and also, again, read the sentence to them leaving off the word 'rabbit'.

- Yes, 'rabbit'. Now let's read the entire sentence. (Point and read.)
- Brown Bear sees one brown rabbit.' (Point to the next sentence.)
- Let's look at this next sentence. The period, to end the sentence, is down here. (Point)
- Do you see our new word, 'brown' in the is sentence?

Select children to show the class the words 'brown' in this sentence two times.

- In this sentence, do you see our new word 'rabbit'? (Select a child to find it.)
- Let's read this entire sentence together. (Point and read.)
- A brown bear sees two brown rabbits. Look at the 's' at the end of 'rabbits'. The sentence said, 'A brown bear sees two brown rabbits', the 's' at the end of the word 'rabbit' tells us there is more than one rabbit. There are two 'rabbits'. (Accentuate the 's' at the end of 'rabbits'.)
- Let's read the next sentence together. (Point and read.)
- 'I see one brown rabbit.' Now, we'll read the next sentence together. (Point and read.)
- 'I see two brown rabbits.' Good reading.
- Now in the last sentence, notice the exclamation point. (Point.)
- Also notice this word 'two' is darker than all the other words in the sentence. (Point to the word 'two'.
- They want you to read it a little louder, like it is a very important word. Listen as I read this sentence to you.

Teacher reads it with emphasis on the 'two' and gets excited. Remember, you are always the children's #1 reading model!

- 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 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!

Pass out Day 13 handout to be circled and taken/saved at home.

Skills and Strategy Day 15

Review Day 14

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 picture makes me think that most of the animals that live in the woods are probably friends. I even wonder if the little rabbit and the little bear actually play with each other. I don't see why they wouldn't. It would get kind of boring for rabbits to only play with rabbits and bears to only play with bears. Let's look at yesterday's new words. (Point to the first underlined word, 'Brown'.)
- What is this word? ('brown')
- You remembered that it is the color word 'brown'. Great. (Point to the underlined word 'rabbit'.)
- Now, how about this word? ('rabbit')
- Right, rabbit. The picture showing the rabbits probably helped you remember this word. Please read this reading to yourself. (Wait and watch.)
- Follow the pointer, we'll read it together. (Point and read.)
- Terrific, I loved the way you read the last sentence with such good expression. Can someone read to me the third sentence?

Select a child. If they have difficulty, guide them through finding the third sentence. Have them look at the beginning and ending of the first sentence, the second sentence, and then help them point to the third sentence that starts with a capital letter and ends with a period. With this kind of 'drill' each day, all your children will very quickly understand this concept.

- OK, I want to hear this reading again. (Point and read.)
- Good reading. One last time, this time I won't read. (Point)
- Awesome!

Bonus questions for Review Day 14

- Who can point to a word that means more than one rabbit? (rabbits)
- How many times do you see the word rabbits up here? (2) (Have them point.)
- What word up here means more than one bear? (bears)
- How many times do you see the word bears? (1) (Have them point.)
- How many times do you see the word brown? (7)

Point to the beginning of the first sentence.

- Why does this word Brown, start with a capital letter? (beginning of the sentence)

Turn or flip to Day 15