



Brown Bear is up. The yellow ○ is up.
Brown Rabbit is not up. Brown Rabbit is
down.

Bear, go see Rabbit. Up Brown Rabbit,
not down. Go up, up, up. Not down,
down, down.

Day 16

New Words

up
down

Concepts

Opposites

Lower and upper case: 'uU' and 'nN'.

Different meanings of the words 'up'

Rhyming: brown, down

Review: comma

Review: Names start with a capital letter

Dialogue for Illustration of Day 16

- Yesterday we didn't know why Bear was looking into Rabbit's window. I think today we know. Why do you think he was looking? (Bear was looking for Rabbit to come outside to play.)
- What do you think Bear wants Rabbit to play? (baseball)
- How do you know? (Bear is dressed in a baseball uniform.)
- What is Rabbit doing? (sleeping)
- What is Bear going to have to do? (Wake up Rabbit.)
- I wonder if Bear and Rabbit are on a team together? (If it is appropriate for your class of children, you can discuss whether any of them play baseball and are on a team. etc.)
- Let's move down to our reading and see what it says about today's picture.

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

Dialogue for Text for Day 16

- This is the very last day we have to color a picture in our readings. We only have one picture to color too. Can someone come up and point to the word that tells us what color we have to color the sun? (yellow) (Praise and hand them a yellow crayon when they show the word 'yellow' and ask them to color the sun.)
- (Point to the underlined word 'up'.) This new word today is 'up'. What is this word? ('up')
- Let's read this first sentence together. (Point and read.)
- 'Brown Bear is up.' Look at the picture. What do they mean that 'Brown Bear is up.'? (He is awake.)
- Let's read the next sentence together. (Point and read.)
- 'The yellow sun is up.' What does it mean that the yellow sun is up? (It is shining in the sky. It is day.)
- The word 'up' starts with the letter 'u'. This is a lower case 'u'. Does anyone think they can find the word 'up' with a capital 'U'? (Select and guide someone to find it. Praise)
- The word 'up' (Say and spell it.) 'u-p', 'up', is in this handout, many, many times. (You can either ask different children to show you some of them. Or, you can ask how many times 'up' is there. (6) and point and count them.)
- (Point to the underlined word, 'down'.)

- This new word, is the opposite of 'up'. The opposite of 'up' is 'down'. The opposite of 'big' is (Pause to give them time to answer, otherwise you answer.) 'little'. The opposite of 'tall' is (Pause to give them time to answer, otherwise you answer.) 'short'. etc.
- (This is the ideal time to teach what 'opposite' means. If you have any 'opposite' picture cards, show and discuss them.)
- (Point to the underlined word 'down'.) What is this new word, the opposite of 'up'? (down)
- Yes, 'down'. Our other new word today is 'down'. (Write on the board, one word underneath the other, the words:
 - o brown
 - o down

Discuss how these two words look alike at the end of the word, but the beginnings are different. You can even say that they are rhyming words. It is not necessary at this time to go into a long discussion on 'rhyming words.' We will talk a lot more about 'rhyming words' at a future time. You absolutely should draw their attention to the similarity of these words. This will help them discriminate as they are learning the words 'brown' and 'down'.)

- (Point to the beginning of the 4th sentence.) Let's read this sentence together. (Point and read.)
- 'Brown Rabbit is down.' What do they mean when they say, 'Brown Rabbit is down'? (sleeping)
- Let's read the next sentence together, but look there is a comma (Point to the comma.), so make a slight pause between the word 'Bear' and the word 'go', let's read.
- (Point and read the 5th sentence.) 'Bear, go see Rabbit.' Who are we talking to in that sentence? (Bear)
- Wonderful. The next sentence also has a comma, so you have to pause. (Point to the comma.) This sentence doesn't end until we get to the period. (Point to the period.)
- Let's read it together. (Point and read.) 'up Brown Rabbit, not down.'
- Keep reading. (Point and read to the end.) 'Go Up, Up, Up. Not down, down, down .
- (Try to model and help them read with expression. All the comma's can sometimes be tricky. Your modeling, makes a big difference and helps them read with confidence, expression and comprehension.)
- We are ready to read this all. Follow the pointer. (Point and read.) (Encourage them to read it over a couple more times. Praise and encourage good expression. When you feel they have practiced enough say....)
- One last time. (Paint and read.)

Pass out Day 15 handout to be circled and taken/saved at home.

Skills and Strategy Day 17

Review Day 16

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.

- Wake up, Rabbit. It's too beautiful a day to sleep! Get up out of bed and go and play baseball with Bear.
- (Point to the underlined word.) What is this word? (up)
- Yes, it is the word 'up'!
- (Point to the underlined word 'down'.) Here is the opposite of 'up'. What is it? (down)
- Down, you remembered, terrific! This was a fun reading to read yesterday. It had do many up's and down's in it. I want you to read it to yourself. Read it carefully so you can answer a couple questions. (Wait and watch.)
- What do they want Bear to do? (Go see rabbit and get him up.) (You can have someone show the class the answer.)
- What do they want Rabbit to do? (Get up out of bed.)
- Super reading, now let's read it together. Follow the pointer. (Point and read.)
- Wow, great expression. You really know how to read using the commas as a pause. Anyone wearing 'red', can read it now. (Point and read.)
- Everyone wearing 'blue', it's your turn. (Point and read.)
- Now it is everyone's turn but me! (Point)
- When you take this handout home to read, they are going to be soooo proud of you!

Bonus questions for Review Day 16

- How many times, in all, do you see the word 'up'? (6)
- How many times do you see the opposite of 'up'? ('down', 5)
- What words start with the (Make the sound.) 'b' sound? ('brown' and 'bear')
- What sentence tells us that it is morning? ('The yellow sun is up.')

Turn or flip to Day 17