



Brown Bear sees the bird. It is a black and red bird. The bird is down. Black Cat is up. "Brown Bear, Brown Bear, see the yellow and black bird? It is up! It is not good. It is not a bird! It is not good. It is not a bird!"

Day 19

New Words

it
bird

Concepts

Upper case and lower case 'Ii'

Review: quotation marks

Phonics: short 'a'

Phonics 'b' sound

Review: Names, start with a capital Associate picture clues and text

Dialogue for Illustration of Day 19

- What is Bear doing? (Kneeling down looking at a red and black bird that is hurt.)
- Does he look like he wants to help? (Yes)
- What do you think he can do? (Answers will vary. Encourage the children to talk about stopping to help someone or something that is in trouble. If you can have them discuss some personal experiences that relates to 'helping others', it can be very beneficial.)
- Is Bear in any danger? (Might be stung by a bee he does not see.)
- Who could help Bear? (Black Cat, he is in the tree and sees the danger.)
- How can he help Bear? (Warn him. Call out to him.)
- Let's go down to our reading today and see if Black Cat does tell Bear about the bee.

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

Dialogue for Text for Day 19

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

- (Point to the underlined word 'bird'.) Our new word today, starts with what sound? ('b')
- Yes, (Make the 'b' sound.) the 'b' sound, like in (Stress the 'b' sound as you say these words.) 'bear', and 'brown', and 'black'. I'm not going to tell you our new word just yet. I want you to look at the picture. See if you can think of a 'b' (sound) word that we haven't learned to read as yet.
- (Give them a second to 'think'. Praise them if someone says the word 'bird', otherwise tell them.)
- Our new (Make the sound.) 'b' word is 'bird'. (Point and spell.) 'b-i-r-d', 'bird'.
- Can someone come up here and find the word 'bird' another time? (In all, bird is shown 5 times. Have different children point all 5 out to the class.)
- (Point to the underlined word 'It'.) Our second new word today is 'It'.
- (Spell it.) 'I-t', 'it'.
- (Try to say this next sentence like they do in the Superman movie.) It is a bird, it is a plane, it is Superman!
- This new word, 'it' can be so many things. We will read the word 'it' many times this year. In this reading the word 'It' starts with a capital letter. But we will see it a lot with a lower case 'i'.
- (Write the word 'it' on the board with a lower case 'i'.)
- What is this word? ('it')
- Yes, 'it'. (Point to the beginning of the first sentence in the reading.)
- Let's read this first sentence together. (Point and read.)
- 'Brown Bear sees the bird. (point to the next sentence.)

- Let's move down to the next sentence and read it. (Point and read.)
- 'It is a black and red bird.' (Teacher repeats the sentence again.)
- 'It is a black and red bird.' What do they mean by the word, 'it'? (the bird) (Help them to understand that 'it' is referring to the bird.)
- Let's read the next sentence together, (Point and read.)
- The bird is down.' What does that mean?, 'The bird is down.' (It is hurt, and laying on the ground.)
- Let's read the next sentence. 'Black Cat is up.' What does that mean? 'Black Cat is up.' (Black Cat is up in the tree looking down on Bear and the bird.)
- (Point to the quotation marks right before the next sentence.) Do you remember, these two little marks, are called quotation marks. When you see them, it means that someone is talking. The quotation marks are telling you what the person or animal is saying. Can someone look up here, very carefully, and see if you see another pair of quotation marks?
- (Help the class find the quotation marks at the end of the text.) Yes, here they are. (As you talk about the quotation marks, move your pointer back and forth between the two, one showing where the quote begins, and the other showing where it ends.)
- The quotation marks here, means someone is starting to say something. All of the words, after these quotation marks are everything the person or animal talking is saying. When you get to the other quotation mark, at the end, that means the person has stopped talking. From the picture, who do you think is talking in our reading today? (the bird)
- Yes, the bird is talking. He is going to tell Bear that Bear is in danger. Let's go now to the first quotation marks and we will read to the end where we see the second quotation marks. (Point and read all the way to the end. Try to use expression. Notice there is a question and two exclamation points. It is important that the children understand why they are there.)
- Wait a minute! Did we read 'see the yellow and black bird? Is it a bird? (NO, it is a bee.)
- Why is bird excited? (He wants Bear to realize that it isn't a friendly bird near him, it is a dangerous bee!)
- We are ready to go to the beginning of our reading and read it together. (Point and read.)
- Pretty good. This time, when you get to the quotation marks, pretend you are bird, and get excited. (Point and read.)
- Anyone wearing 'red or black', just like the hurt bird, read it to us. (Point and read.)
- Now, anyone wearing 'yellow or black', just like the bee, you read it to us. (Point and read.)
- Great reading! All of you read it to me, I will just point. (Point) Wow, I'm impressed!

Pass out Day 18 handout to be circled and taken/saved at home.

Skills and Strategy Day 20

Review Day 19

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.

- Do you remember who was talking in this reading? (Black Cat is up in the tree trying to warn Bear about the bee that is flying around him.)
- At first, did Black Cat think it was a bee? (He thought it was a black and yellow bird.)
- It is so wonderful that Bear is here to try and help the hurt bird. I hope he can help. Will you please read this entire reading to yourself. (Wait and watch.)
- What does this reading' tell us about the 'hurt' bird? (It is black and red. It is down.)
- Will someone read to us everything that Black Cats says? What does he call down to bear?
- (Select a child and guide him to the beginning quotation marks and ending quotations marks and reading everything in between.)
- Super! Can you tell me, so I can make a list on the board, all the words that start with the (Make sound.) 'b' sound? (Write the words on the board as they are listed: 'brown', 'bear', 'black', 'bird'. As you say the words stress the 'b' sound.)
- I'm going to tell you a little secret. In our new reading, after we read this one again, we will have another 'b' (sound) word. I'll bet you will be able to figure it out. First, follow the pointer as we read this together. (Point and read.)
- Remember, when we get to the quotation marks, (point) make it sound like Cat is calling down to Bear, warning him about the bee. Good reading, now again. (Point and read.)
- That was much better. Everyone, one last time. I'll just point. (Point)
- Excellent expression!

Bonus questions for Review Day 19

- How many times, in all, do you see the word 'bird' (5), 'Cat' (1) 'it' (3), 'is' (6)?
- What words have the short 'a' sound (Make the sound.) either in the beginning or the middle of the word? (Make the short 'a' sound.) ('and', 'black', 'cat')

Turn or flip to Day 20