



Brown Bear sees the bird is big and it is down. Cat sees two little red and black birds. Bear sees the little birds. "Go up big bird, go up and see the little birds."

Day 20

New Words

big

little

Concepts

Opposites

Upper and lower case 'L'

Review: quotation marks

Phonics: 'b' sound

Associate picture clues and text

Dialogue for Illustration of Day 20

- In our new reading, we are still here with Bear and Cat. Something is not in this picture from our last reading? (the bee)
- Cat is no longer in the tree. Why do you think he came down? (To help Bear take care of the hurt bird.)
- What is Bear doing? (Picking up the bird. Trying to take care of the bird.)
- What do you think he will do with it? (Varied answers. Take it to its nest. Feed it worms. etc.)
- What is Cat doing? (Looking up at the tree.)
- What does he see in the tree? (A nest with two baby black and red birds.)
- What do you think Cat is thinking? (The baby birds are alone and their Mother is hurt. The Mother belongs with her baby birds.)
- Let's go down to our reading and see what will happen next.

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

Dialogue for Text for Day 20

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 'big'.) This word starts with the (Make sound.) 'b' sound and it is the opposite of 'little'? ('big')
- Yes, it is the word 'big' and they have made it easy for us, They printed the word 'big', big!
- (Point to 'big'.) (Point to the underlined word 'little'.) What do you think this word is? It is the opposite of 'big'? ('little')
- They also make this easy, because the word 'little' is little! (Go to the board and write the word 'little' with a lower case 'l' and underneath it, write the word 'Little' with a capital 'L'.) I want you to see the word 'little' with a capital 'L'. There is not the word 'Little' with a capital 'L' in our reading today. But we will see it other days so I want you to see what it looks like. Let's look back at this reading. Can you count how many times you see the word 'little' up here? (3, Point and show.)
- How many times is the word 'big' up here? (2, Point and show.)
- Can someone come and show us where we can tell someone is talking? (Select a child to find the beginning quotation marks.)
- Great, stay up here and point to where the talking is going to end. (Guide them through this.)
- Wonderful. Now, I am going to read to you what is said. (Teacher points and reads with expression, what is between the quotation marks. "Go up big bird, go up and see the little birds.")
- I'm going to read it again. (Teacher points and reads with expression again. "Go up big bird, go up and see the little birds.")

- Look at the picture. Who do you think is talking and saying, 'Go up big bird, go up and see the little birds.'? (Bear)
- Who is Bear talking to? (The hurt bird.)
- What do you think Bear is going to do with the hurt bird? (Put it in the nest with its babies.)
- I want you to read this reading to yourself. (Wait and watch.)
- Let's read it together, follow the pointer. (Point and read.)
- Remember, when you get to the quotation marks, make it sound like Bear is talking to the hurt bird. (Point and read.)
- Anyone wearing 'red' or 'black' or 'brown' read it to us (Point and read.)
- One last time, your turn. I'll just point. (Point.) Wonderful!

Pass out Day 19 handout to be circled and taken/saved at home.

Skills and Strategy Day 21

Review Day 20

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 love this reading, because a friend tries to help someone in trouble. What do I mean by that? (Encourage children to elaborate on Bear and Cat trying to help the hurt bird.)
- Who else are Bear and Cat trying to help? (The baby birds in the nest who need their Mother.)
- I know that Bear is talking to the Mother Bird in this reading. Can someone find the beginning of the quotation marks, where Bear starts talking, and then read me everything Bear says? Remember, stop when you get to the next quotation mark, that means Bear stopped talking. (It is important to guide them through finding quotation marks and reading what is between the quotation marks with good expression. This is all part of helping the children learn to understand what they are reading, and showing them how to bring their reading to 'life'.)
- The new words we learned in this reading, were 'opposite' words, like 'up and down' and 'hot and cold'. What are the new 'opposite' words? ('big' and 'little'.)
- Great, you have a wonderful memory! Let's read this reading together. (Point and read.)
- Now, anyone wearing 'red', it's your turn to read it. (Point, teacher reads only if he/she is wearing red.)
- Super, one last time, I won't read. (Point)

Bonus questions for Review Day 20

- How many times, in all, do you see the word 'big' (2), 'little' (3) 'bird' (5)?
- What words have the short 'a' sound (Make the 'a' sound.) either in the beginning or the middle of the word? (Make the short 'a' sound.) ('and', 'black', 'cat')
- What words have the 'b' sound (Make the sound.) in the beginning? (brown, bear, bird, big, black)

Turn or flip to Day 21