



Little Brown Bear said, "I see a little black rabbit. See the little rabbit?"

Little Black Rabbit said, "I see a little bear. Run little bear. Run down. Not big, brown bear! Little Bear, run down."

Day 22

New Words

said

Concepts

'said' to introduce a quote

Review upper and lower case 'Rr

Review 'r' sound

Review: quotation marks

Review: question mark

Review: exclamation point

Review: comma

Associate picture clues and text

Dialogue for Illustration of Day 22

- Is this the same big, brown bear that looked so fierce yesterday? He must have been looking for his 'cub'. Does anyone know what a 'cub' is? (a baby or small bear)
 - (If they don't know, tell them.) A 'cub' is the young of a bear. (You can ask them what the young of a person, like themselves is called. Hopefully they will say 'baby'. Or, you can proceed and just tell them.)
 - When a Mother, like your Mother, has a young, we call it a 'baby'. But, the young of a bear is called a 'cub'. The young of a lion is also called a 'cub'. Now, let's look at this picture again. Do you think a small rabbit and small bear could ever be friends? (varied answers. Let them express their opinions.)
 - I think today will be a happy reading. Let's go down to the reading and see if I'm right.
- Now it is time to have the class tie in the picture to the reading text.

Dialogue for Text for Day 22

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 'said'.) This is the word 'said'. (Accent the word 'said' and give it prominence each time you are explaining it today. This is not a word that can be sounded out too easily. It is important that they recognize the necessity of memorizing it immediately.) You are going to read the word 'said' over and over and over again. Almost every day, the word 'said' will be in our reading. The word 'said' is a very important word to remember.
- (Point to the underlined word 'said'.) What is this word? (said) What is it again? (said) Super.
- Now I want to tell you why it is soooooo important. It will always tell you who is talking. Look at this reading. (Point to the first four words 'Little Brown Bear said', as you talk.)
- This says, 'Little Brown Bear said,' Little Brown Bear said something, now we know he is going to talk.
- (Point to the comma after the word 'said,') This comma means we have to pause, just a second, to see what Little Brown bear said.
- (Point to the first quotation marks.) Look at these quotation marks. This is the beginning of what Little Brown Bear is going to say. The first word he is going to say is 'I'. Now we have to find the next quotation mark, so we know when Little Brown Bear is finished talking.
- (Drag or scroll the pointer down to the next quotation mark, after the word 'rabbit?') These quotation marks show where Brown Bear stops talking. Everything between these two quotation marks, tell us what Little Bear said.

- (Point back and forth between the two quotation marks.) Now let's read together, what Little Brown Bear said. (Point and read.) 'I see a little black rabbit. See the little rabbit?'
- (Point to the reading Illustration) Look up at this picture. Little Brown Bear is talking to someone. Who do you think Little Brown Bear is talking to? (His Father, the Big Bear)
- What do you think Little Brown Bear wants? (Answers will vary. Hopefully someone will mention that he wants to find someone to play with him.)
- Let's see if we can tell who is going to talk next? (Point to the next time the word 'said' is in the text.) What is this word? (said)
- Yes, 'said'. Now let's figure out who is talking. Does anyone think they know? ('Little Black Rabbit' is talking. If they do not know, use the pointer and follow it to the beginning of the sentence and read it back to them.)
- 'Little Black Rabbit said,' The word 'said', has told us who is going to talk, 'Little Black Rabbit'. (Point back and forth, between the quotation mark that starts the second quote, and the quotation mark that ends the quote.)
- These two quotation marks, the first one tells us where Little Rabbit starts talking, and the second one shows us when Little Rabbit stops talking. Who wants to read us everything Little Black Rabbit said? (Select a child. If they have any difficulty, guide them through the quote. It is so very important to teach children the skill of reading and understanding quotes. Everyday there is a quote, for the next week or so. Take the time to reteach and repeat. very slowly, quote skills. Your students are learning this skill, not just for reading and comprehension. but this is a skill which will forever carryover into their writing too.)
- It is time for us to read this reading together. We want to read with good expression, so watch the punctuation marks; (Point to them as you say them.) the commas, question mark, exclamation point and quotation marks. Here we go.
- (Point and read. Remember, it is important to praise at the end of their reading, when it is read with good expression. Otherwise, go back and pattern the reading for them. Example: Point and read the question 'See the little rabbit?' emphasizing how it should be read as a question. If your children learn to read with correct expression, they will read with good comprehension too!)
- Let's read it again. (Point and read.)
- Who would like to read this to us all by yourself? (Select someone and point as they read.)
- Now, one last time, everyone together. (Point and read.) Fabulous!

Pass out Day 21 handout to be circled and taken/saved at home.

The following statement is worth repeating:

It is so very important to teach children the skill of reading and understanding quotes.

Everyday there is a quotation for the next week or so. Take the time to reteach and repeat, very slowly, the quotation skills. Your students are learning this skill, not just for reading and comprehension, but this is a skill which will forever carryover into their writing too.

- Yesterday's reading was quite hard! (Point to the underlined word 'said'.) Do you remember this word? (They should be excited, and call out 'said'.)
- Great, 'said'. I knew you wouldn't forget it! Now, for my next question, you really have to put on your thinking cap! Why is the word 'said' so important? (Let them express their answers. It will be interesting to listen and see how much they retained from yesterday's teaching. They might not remember 'everything', but collectively, the class will be excited to express what they learned.)
- Wow, I am impressed. You remembered, when you see the word 'said', (Point to the underlined word 'said'.) to look right before the word 'said', (Drag the pointer to 'Little Brown Bear'.) and you will know who is talking.
- Who is talking here? ('Little Brown Bear')
- 'Little Brown Bear', wonderful! You also remembered to look at the first quotation marks to find where he starts talking (Point to the first quotation marks.) and find the next quotation marks (Drag pointer to the next quotation marks.) and this is where he stops talking. Let's read together everything Little Brown Bear says.
- (Point and read: 'I see a little black rabbit. See the little rabbit?') All right! Here is another very hard question. Who can come up here and point to who is talking next in our reading? (Select a child and really praise for the correct response, otherwise, guide them to the answer, 'Little Black Rabbit'.)
- Who can come and point to where Little Black Rabbit is going to start talking? (Select a child and praise for the correct response, otherwise, guide them to the answer, I)
- Here is the last question. Who can show us where Little Black Rabbit will' end what he says, where will he stop talking? (Select a child and praise for the correct response, otherwise, guide them to the answer, 'down')
- Now let's read the entire reading together. (Point and read.)
- Wow, that was great! Anyone wearing black or brown, it is your turn to read it. (Point and teacher reads too if he/she is wearing either color.)
- Now, everyone, I'll just listen. (Point) You get better every day!

Bonus questions for Review Day 22

- How many times, in all, do you see the word 'said' (2), 'little' (7) 'bear' (7)?
- What words have the 'r' sound (Make the sound.) in the beginning? (Make the 'r' sound.) ('rabbit', 'run')

Turn or flip to Day 23