



The boy said, "Little Dog, I see red. The red is not good. Little dog can not run. I can go and see Big Dog."

The black and white dog said, "Go Boy, go and see Big Dog. Run, run! The red is not good. I can not go. Boy can go. Run boy, run!"

Day 24

New Words

boy

dog

Concepts

Review: 'said' to introduce a quote

Upper and lower case 'Dd'

Upper and lower case 'Bb'

Phonics: 'd' sound

Review: quotation marks

Review: comma

Associate picture clues and text

Dialogue for Illustration of Day 24

- Oh my goodness! What has happened in this reading? (There is a hurt dog.)
- What do you think could have happened? (Answers will vary. Hit by car, stepped on something etc.)
- What can the little boy do? (Varied answers. He can go get help from his Mother or another adult.)
- Should he pick up the dog? (Varied answers No, a hurt dog is in pain and could bite him. If you move a dog (or person) that is hurt, you might make it worse.)
- We are going to read our reading today to see what the little dog wants the little boy to do to get him help.

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

Dialogue for Text for Day 24

- This looks like a long reading. We can use the picture to help us learn our two new words. (Point to the underlined word 'boy'.)
- What sound does this word start with? (Make the 'b' sound.) Now look at the picture and see if you see something that begins with 'b' (make sound) that this word could be. ('boy' If they don't know right away, just tell them the word 'boy'.)
- Remember, you have to keep training the class to use picture clues to help them learn new words.) Yes, this is the word 'boy'.
- (Point to the underlined word 'Dog'.) This new word also is in the picture. I want to give you some clues. It starts with the letter 'D', this is the capital letter 'D', that means it is a name. The sound of the letter 'd' is (Make the 'd' sound.) 'd'. Now look at the picture and see if you see and (make sound) word that this could be. ('dog' If they don't know right away, just tell them the word 'dog'.)
- This is 'Dog' with a capital letter. Can anyone come up and find me the word 'dog' with a lower case letter. Remember the big 'D' and little 'd' are not made the same way. (You can point to the 'Dd' on a class alphabet in the room if you like.) (Guide them to finding the one time you see 'dog' in this reading and the six times you see 'Dog'.)
- Remember, you have to keep training the class to use picture clues to help them learn new words.)
- (Move the pointer back and forth between the word 'boy' and the word 'dog'.) We are going to look at both of these words again. Lots of third graders think the two words look alike. (Use older children as an example, and it 'grabs' their attention to really listen.) (Go to the board. Write on the board the word 'boy' and directly under it, the word 'dog'.)
- Look at both of these words, 'boy' and 'dog'. (Use the pointer each time to say the word, this will reinforce their learning of the word.) What do you see that is the same in both words? (the 'o', Help them to verbalize that it is the same letter and in the same position, in the middle, in the both words.)

- Now let's look at the first letter in both words. Are they the same? (No) Why do you think some third graders think they are the same letter? (Varied answers. They are both made with a 'stick' and a 'ball'. They look 'opposite' of each other. You have to look closely to see if they are 'b' or 'd'.)
- Now look at the ending letters. (Point to the 'y' and 'g'.) Why do you think some third graders think these are the same letter? (They both have 'tails'.)
- How are you going to remember which word is 'boy' and which word is 'dog'? (Varied answers. Hopefully, they will talk about looking closely at the word. As well as, that 'boy' starts with the 'b' sound and 'dog' starts with the 'd' sound.)
- (Point to the word 'dog'.) What's this word? ('dog')
- Now let's go back to our reading. How many times do you see the word 'said' up here? (2, Have someone come and point to them.)
- (Point to the first 'said'.) Who is talking here? ('the boy')
- Let's read what the boy says together. (Point and read.) 'Little Dog, I see red. The red is not good. The-little dog can not run. I can go and see Big Dog.'
- What is the 'red' the boy sees? (blood)
- Who does the boy want to go see? ('Big Dog')
- Who do you think 'Big Dog' is? (Mother or Father Dog)
- (Point to the second 'said'.) Who is talking here? ('The black and white dog')
- Let's read what the black and white dog says. (Point and read.) 'Go Boy, go and see Big Dog. Run, the red is not good. can not go to Big Dog. Boy can run to Big Dog. Run Boy, run!'
- What does Little Dog want boy to do? (Run to get Big Dog.)
- (Point to the exclamation point at the end of the reading.) Remember that this exclamation point means that the dog is excited and wants the boy to hurry and run. We have to be excited when we read it. Now let's read the entire reading together. (Point and read.)
- Super, you were soooo excited at the end. Everyone wearing 'red' read it now. (Point and read, teacher reads if he/she is wearing 'red'.)
- Everyone again. (Point and read.) One last time, and I won't read. (Point) Incredible!

Pass out Day 23 handout to be circled and taken/saved at home.

Skills and Strategy Day 25

Review Day 24

- Have any of you seen a hurt animal that someone was trying to help? (Encourage discussion. The theme of this reading can foster compassion and helping of others.)
- I want you to read yesterday's reading to yourself. (Wait and watch.)
- Who is the first person to talk in this reading? (the boy)
- Who is the boy talking to? (the black and white little dog)
- What is the boy telling the dog? (He sees blood. He knows that blood means the dog is hurt. He offers to go and get the dog's Mother or Father to come and help.)
- Is the little dog well enough to talk to the boy? (Yes)
- How do you know that the dog talks to him? (Encourage the class to verbalize that it says; 'The black and white dog said', and there are quotation marks showing what he said. You can also have someone read what the black and white dog said.)
- You have read this so well to yourself, I think we are ready to read it together. (Point and read.)
- Everyone wearing white, it's your turn to read. (Point and teacher reads too if wearing white.)
- Wonderful, one last time and I'll just listen. (Point)
- This will be a good reading to read at home!

Bonus questions for Review Day 24

- How many times, in all, do you see the word 'boy' with a capital 'B' (2), with a lower case 'b' (2)?
- How many times, in all, do you see the word 'dog' with a capital 'D' (4), with a lower case 'd' (2)?
- What words have the short 'a' sound (Make the sound.) either in the beginning or the middle of the word? ('can', 'and', 'black')

Turn or flip to Day 25