



Good Morning

Day 1

Skills and Strategy Day 1

New words for today

Good

Morning

Concepts:

Upper case 'G' and 'M'

Concept of word

Left to Right Reading

Dialogue for Illustration for Day 1

Teacher: Asks questions about the picture such as:

- Where are these children? (in the bedroom, at home etc.)
- Can you tell whose room it is? (the boy's)
- Why do you think it is the boy's room? (children may name things in room like a rocket, dinosaur, etc.)
- Could a girl have a room like this? (answers will vary)
- What are the children doing? (reading, looking at books, etc.)
- Do you think these children already know how to read? (answers will vary)
- If they don't know, do you think they would like to learn how to read?
- Why? Would you like to learn how to read? (hopefully the answer is yes.)
- Let's look at the words on the cover of the book the girl is reading. (Teacher points to the title Good Morning on the cover.)
- The title of her book is "Good Morning" .(Teacher points to each word as she reads it.) Do you see these same words, "Good Morning" (teacher reading, point again) any where else on this page? (Hopefully some one will say, they are the big words under the picture. If not, you can say,)
- Here they are. (Reading, pointing to the large Good Morning at top of the text page.)

Dialogue for Text for Day 1.

Teacher: Using a pointer, point to each word on the easel: Good Morning and, at the same time, read aloud – Good Morning.

Absolutely use a pointer, left to right, every time you are reading directly from Mrs. Karle's Sight and Sound Reading Program charts. This is one of the strong skill points of this program. (Teaching skills: Concept of Word and Left to Right)

Teacher reads again: Good Morning (pointing, of course)

- Can you read this with me? (Remember, always use a pointer as you read)
- Good Morning
- Very good.

*Praise, praise, praise -always praise children after they have read. This is one of the strong self esteem points of Mrs. Karle's Sight and Sound Reading Program.

Teacher says,

- How many words do you think are up here? (Two)
- Let's count them. (Point one, two)
- Let's read them again. (Reading: "Good Morning")

- What is this first word? (good)
- How many letters in the word 'Good'? (four)
- Can we count them together? (Point and count. one, two, three, four)
- Does anyone know the first letter in the word Good? (Point to 'G')
- You are right, 'G', this is a big 'G' or another word for it is capital 'G' or upper case 'G'.

*It is extremely important that the children understand that Capital letters, big letters and upper case letters are one and the same. It is just another way of saying the same thing. This concept is very confusing to children. Mrs. Karle's Sight and Sound Reading Alphabet which visually teaches the lower case/upper case, little/capital, and consonant/vowel concepts and the very confusing printed "a", "g" and "t" can certainly help your students understand the confusing details of the alphabet.

Teacher:

- What is this second word? (Point to 'Morning', on the chart.)
- How many letters are in the word, 'Morning'? (seven)
- Can we count them together? (Point and count. one, two, three, four, five, six, seven)
- Does anyone know the name of the first letter (Point to 'M') in the word Morning? 'M' - super!
- This is a big 'M', or, we sometimes call it capital 'M'. Some people even call it an upper case 'M'.

I am going to repeat verbatim what I said a minute ago, how extremely important it is to teach each and every child the many confusing ways we refer to the alphabet letters:

*It is extremely important that the children understand that Capital letters, big letters and upper case letters are one and the same. It is just another way of saying the same thing. This concept is very confusing to children. Mrs. Karle's Sight and Sound Reading Alphabet which visually teaches the lower case/upper case, little/capital, and consonant/vowel concepts can certainly help your students understand the confusing details of the alphabet. MRS. KARLE'S SIGHT AND SOUND READING Alphabet also teaches the very confusing printed "a", "g", and "t".

Teacher should enhance the dialogue at any time by involving the children. Mrs. Karle's Sight and Sound Reading Program Is for children participation.

Have a child come up and point to something.

Have a child write something.

Have a child act out something.

Teacher:

- You are wonderful! You've learned to read two words today. Each day we will learn one or two new words and before you know it - you will be able to read a book. Reading is like building a house. You need one brick, one piece of wood, one nail, then two, then three and what do you think you have at the end? (a house)
- You are right, at the end, - you have an entire house. In reading, you need to learn one word at a time. You have to practice that word every day -just a little bit like we did today. It's also like riding a bicycle you have to practice a little each day and pretty soon you can ride without falling off the bike. If we do a little reading together each day -YOU will become a good reader.

Teacher quickly points to reading on the chart and says,

- What does this say? (Good Morning)
- You are wonderful!

Review of Day 1 - (Do at the beginning of Day 2)

Teacher: Put pointer on book title in the picture. (Good Morning)

- Who remembers the name of the book the boy and girl are reading? (Good Morning)
- Wonderful

Teacher: Put pointer on text of Good Morning -Always use the pointer. Teacher always reads chorally with the class unless an individual child is reading.

- Now, can all of you read what this says? (Reading "Good Morning")
- Terrific, Let's read it again. I am so happy you all remembered how to read this.

Turn or flip to Day 2 picture and text