



Good Morning

Good morning

Good, good, good

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Day 2

Skills and Strategy Day 2

No new words today.

Concepts:

Upper case and lower case 'Gg'
Upper case and lower case 'Mm'
Typed lower case 'g'
Punctuation: Comma
Concept of word
Left to Right Reading

Dialogue for Illustration for Day 2

Teacher:

- Oh, wow -there is a lot of reading on this page. Let's look at the picture first. What are these animals doing? (varied answers -Learning to read, Going to school. If children do not answer, give clues, teacher bear has a pointer, there is an easel, etc.)
- Do you think that real animals go to school in the forest?(varied answers)
- Can we pretend animals go to school?
- Point to Teacher Bear -Who do you think this bear is? (teacher)
- Can you read what words she is trying to teach them?(Pointer -Good Morning)
- Wonderful, Teacher Bear is teaching the words "Good Morning" too. Now, let's look at our reading for today.

Dialogue for Text for Day 2

Concept: 'M and m' and 'G and g'.

- Today we have no new words, but we have words that look different. What is this word? (Point to Morning in reading.)
- Yes, it is 'Morning'. It starts with a capital or big letter or upper case 'M'. Now let's look at this underlined letter (point to the underline Day 2 'm' in 'morning')
- This is the lower case 'm' or little 'm'. It can also be in the beginning of the word 'morning' and the word still reads 'morning'. When we read, we usually only see capital letters in the beginning of some words -all the other letters in the words are lower case. (This is an ideal time for a lot of student involvement.)
- How many times do you see the word 'morning' up here with all lower case letters? (3) Have a child come up and point to all three, or have 3 different children point. You can even give them a cardboard coat hanger to use as their pointer.
- How many times do you see the word 'Morning' with a capital letter? (2, 3 if someone counts the one in the picture)
- Now, put on your thinking caps, how many times do you see the word 'morning' up here in all? (5 in text reading but 6 if they count the one in the picture)
- (Now go into a discussion and use student involvement as you discuss capital and lower case 'Gg'. Help them to understand that Good and good are the same word.)

This is the perfect time to teach the third 'g' – the computer or typed 'g'. Help in teaching this concept can be made easier by using the Sight and Sound Alphabet. The child can easily visualize that it is a second lower case "g".

Teacher: Use the following instructions to teach the 3 "Gs" – upper case, and two lower case 'g' and 'g.'

- "Now I am going to write the word "Good" on the board 3 different ways. Look at the first letter, the "G" and watch how I change it. "

- Teacher, write: Good, good, and good. When you write this 'good', tell the children how hard it is to write the 'g'.
- "The computer and book makers use it, so we have to learn it so that we can read it."
- "If we can learn that there are 2 lower case, little 'g's and one upper case or big 'G', it will help us be better readers.

Now review several times the 3 ways of writing and reading the word "Good, good and good."

As additional practice in finding words with the printed "g" in them, go on a 'g' treasure hunt and find the 'g' in words in books, newspapers, signs, etc.

Important: Review the 'upper/lower case concept' each day with each new word introduced, until you are certain all children understand this concept. It is also a wonderful reinforcement and review of letter names.

Concept: Punctuation -Comma

Teacher: Point to the first comma after the word 'Good'.

- Does anyone know what this little mark is called? (comma)
- It is called a comma. I want to tell you why that comma is there. It means to wait or pause - take a little breath -just a bit, when you read that word. It separates that word from the word next to it. I will show you.

Teacher, using the pointer, read with expression -especially around the commas, the entire reading text. You are modeling the way you want the children to read when they come to a comma.

Very Important: Your expression and enthusiasm mean sooo much. The more expression you use in reading these handouts with your students, the better expression they will learn to use as they become more fluent readers.

- Now, let's all read together. (Read and praise.)
- This time, I'm not going to read at all. You will read it to me. (Teacher just points as class reads.)
- You are terrific. You read all of this, and with such good expression, I am soooo proud of you!

Day 2 Extra Practice:

You can use flash cards with each word, 'morning, Morning, good, Good' on them. Flash them one after the other, for total class response. Or, put them in a bucket or bag and let individual children pull out and read. Words can be added each day as they are introduced. Children love to quiz each other at Centers too.

Dialogue for the Save at or Take Home Handout

Next is a very rewarding, self-esteem part of Mrs. Karle's Sight and Sound Reading Program. It is the review that the child saves and shares. It will "grow" and show how much they are learning. They are so proud of this. Help them make it special! Save them in a box or notebook so they can read and share. Put a happy face or sticker each day they complete the page – or write superlative, praising words – "Great Job, ", "wonderful", etc.

Concept: Concept of word

Pass out to each child, Day I of the worksheets. These will to be circled and taken/saved at home. Give the following instructions. It is very important to do the first couple of pages with the child so they can learn to circle the entire word. This is "concept-of-word".

Teacher:

- Everyone please take out your pencil. Please write your name on the top of this page. (Show where to write name.)
- Now, using your pencil as your pointer, let's read these two words together. (reading)
- Super. Now I want to show you what I want you to do with your pencil.

Teacher writes on the board, reading, or use the worksheet one you are holding in your hand. Just make sure the children can see what you are doing.

- Watch me carefully.
- Point to the word, 'Good'. What is this word? (Good)
- Wonderful. You can read the word, 'Good.'

Teacher spells it out, pointing to each letter and then to the entire word.

- G-o-o-d, Good. Because you can read the word 'Good' all by yourself, I want you to circle the word 'Good' on your paper. Make one circle around the entire word 'Good'. Be sure and get all the letters that belong to the word, good.

Teacher demonstrates on the board. You can also walk around the room to see that it is being done correctly. Teacher goes back to the board and points to the word 'Morning'.

- And what does this word say? (Morning)
- (Teacher spells out the word, pointing to each letter and than to the entire word.) 'M-o-r-n-i-n-g, 'Morning'
- Super, now, what do you think I want you to do because you can read the word 'morning' by yourself? (circle it on their paper)
- You're right. Now, circle it on your paper. (Teacher walks around the room to see that it is being done. If teacher desires, this is the time to put a Happy face or Sticker on the page. This is not necessary, just a nice touch! When everyone has circled their words, tell them where you want them to put their paper to take it home.)
- When you go home and read this to your Mom or Dad, you tell them you circled each word, because you knew how to read it! They will be sooo proud of you. Every day you will learn more and more words. Your parents are going to see all the words you are learning to read.

An example of communication from a teacher to a parent explaining the daily handout can be found in the appendix.



Good Morning

Text for Review of Day 2 – (Do at the beginning of Day 3)

Teacher:

- This was the handout we read yesterday. Teacher Bear in the picture is teaching all the animals to read. You read a lot more words than the animals read. I want to see if you remember what you read yesterday. First, see if you can read it to yourself -in your head. (Give them a minute to read to themselves. Encourage and explain again to those who look like they don't know how to read to themselves.)

Everyday the children should read the reviewed handout to themselves - before you read it to you or as a class chorally. After they have read it to themselves, review quickly the concepts that were taught that day (upper and lower case 'Gg' and 'Mm,' and the comma). Ask some comprehension questions. In this Day 2 review, there isn't too much comprehension but, as words are added, the children love 'looking for the answers'. The children really become fantastic comprehension readers with this program! Put pointer on text.

Teacher:

- Now are we ready to read it together? Watch for those commas, use great expression. (read and praise- Do it a second or third time together.)
- Would you like to read it alone? (If child is not ready – you read along. Praise!)
- Now you all read it to me one last time? I'm not going to read at all. (read and praise)

Turn or flip to Day 3