

Grade K



Teacher's Resource Book



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Decodable Passages

Unit 4	Week 1	3	Week 3	29	
	Tom on Top		Fix It, Vick!		
	Mom and Pop Mop		Sick Fox		
	Week 2	5	Unit 8	Week 1	31
	Don		I Can Not Quack		
	Don and a Map		Quick Jan		
	Week 3	7	Week 2	33	
	Sam in a Cap		Not Yet, Zeb		
	Tod		Yan and Jeb		
Unit 5	Week 1	11	Week 3	35	
	Tom Can Hop		See Six!		
	A Hot Hat		Jog, Jim!		
	Week 2	13	Unit 9	Week 1	43
	Ted is Set		A Lake		
	Red Pet		Dave Can Bake		
	Week 3	15	Week 2	45	
	My Fat Cat		Kites in the Pine		
	Ron, Nan, and a Fan		A Dime		
Unit 6	Week 1	17	Week 3	47	
	Deb at Bat		Mole is Home		
	Bob and a Bed		Go, Go, Go!		
	Week 2	19	Unit 10	Week 1	49
	Pack It		June the Mule		
	Sock on a Dock		A Tune		
	Week 3	21	Week 2	51	
	Dan Had Ten Kids		A Seed		
	Pick Nick		See a Bee		
Unit 7	Week 1	25	Week 3	53	
	Pup is Fun		In Time		
	In the Sun		Kate and the Mule		
	Week 2	27	Pete		
	Get the Bug!				
	Wet Dog				

Name _____

initial/medial o

Tom on Top

1. I see Tom on top.
2. Nan can not see Tom.
3. Tom can not see Nan.



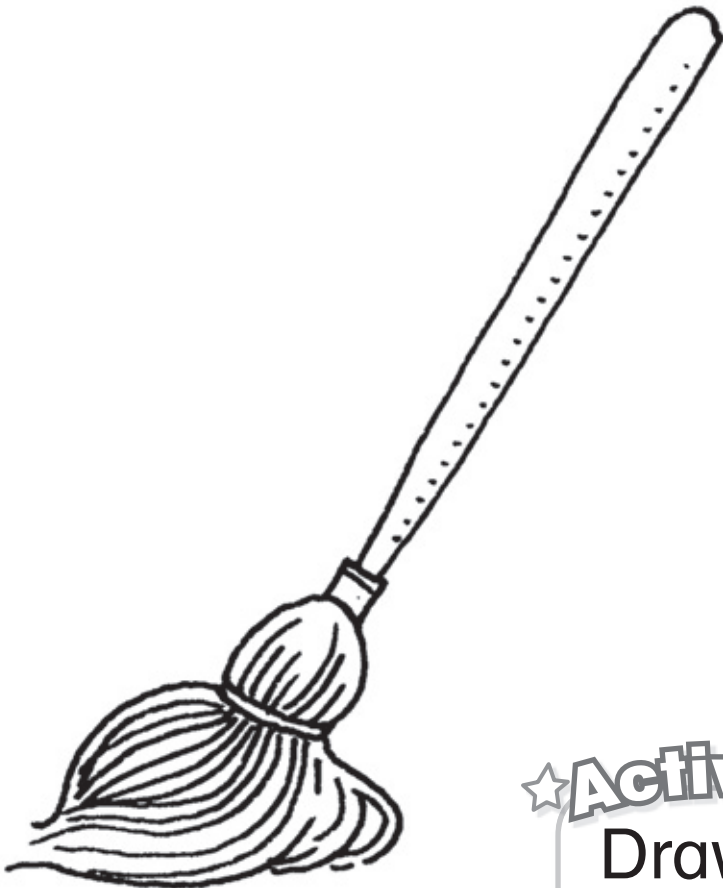
★Activity★

Draw a picture of a hat on top of a mop.

Name _____

Mom and Pop Mop

1. Pop can mop.
2. Mom can mop.
3. Mom and Pop can mop.



★Activity★

Draw what Mom
and Pop can do.

Name _____

Don

1. Don can see Ted.
2. Ted can see Don.
3. Don and Ted can go.
4. Don and Ted sit and nap!



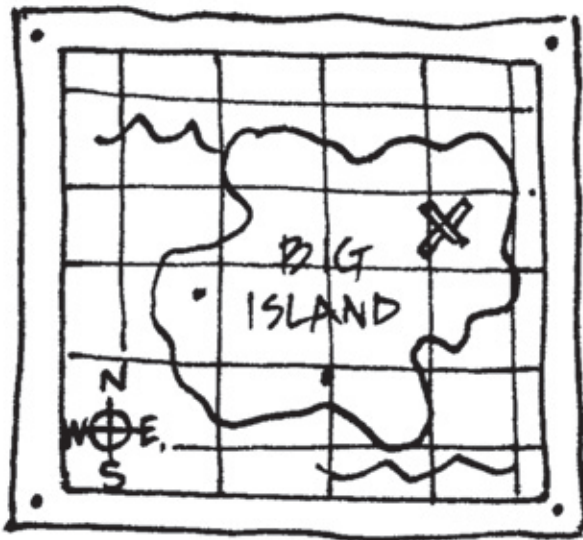
★Activity★

Draw what Don can do.

Name _____

Dom and a Map

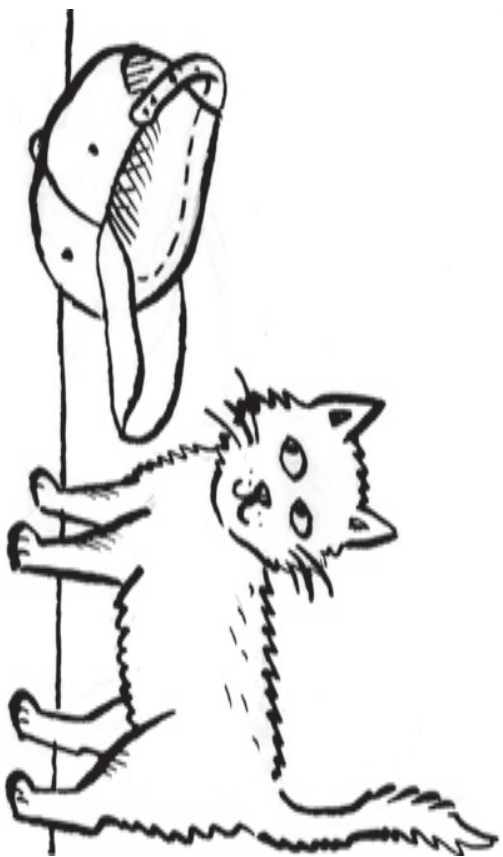
1. Dom did see a map.
2. Rod did not see a map.
3. Dom did tap a map.
4. Rod did not!



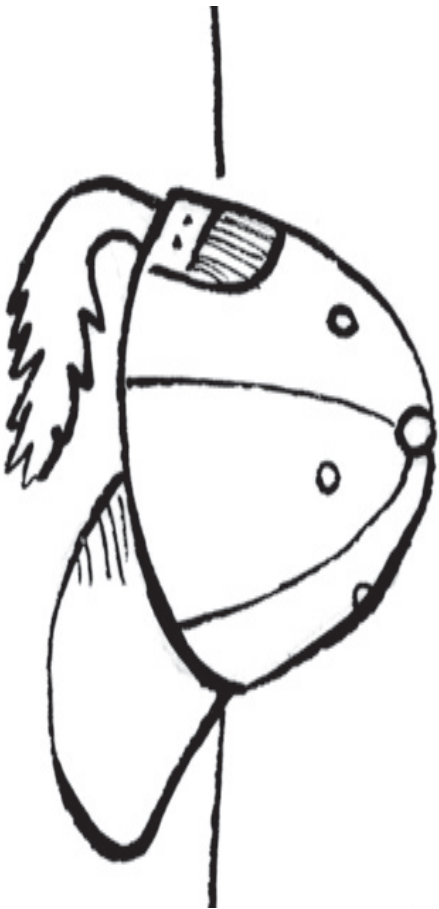
★Activity★

Tell how Dom can use a map.

Sam in a Cap



1

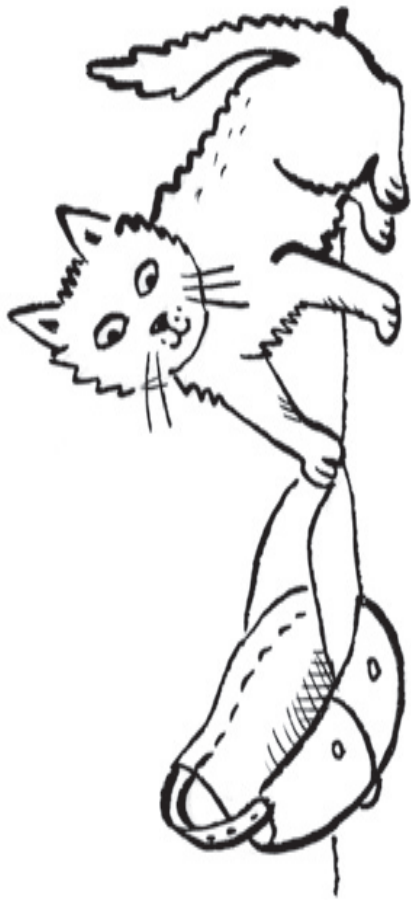


Sam can tip the tan
cap.

4



We see Sam in a
tan cap.



Tip the cap, Sam.

Tod

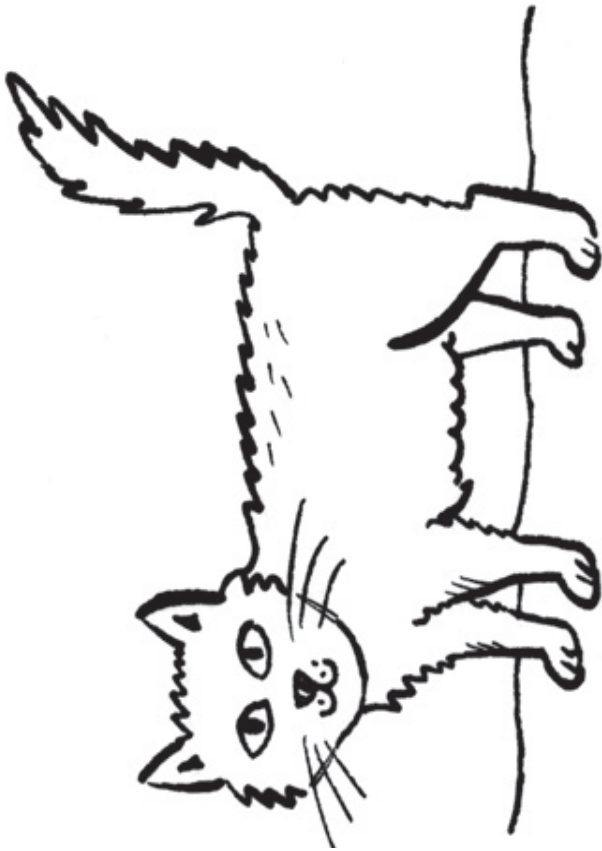


1



Tod can nap in a pit.

4



Tod is a cat.

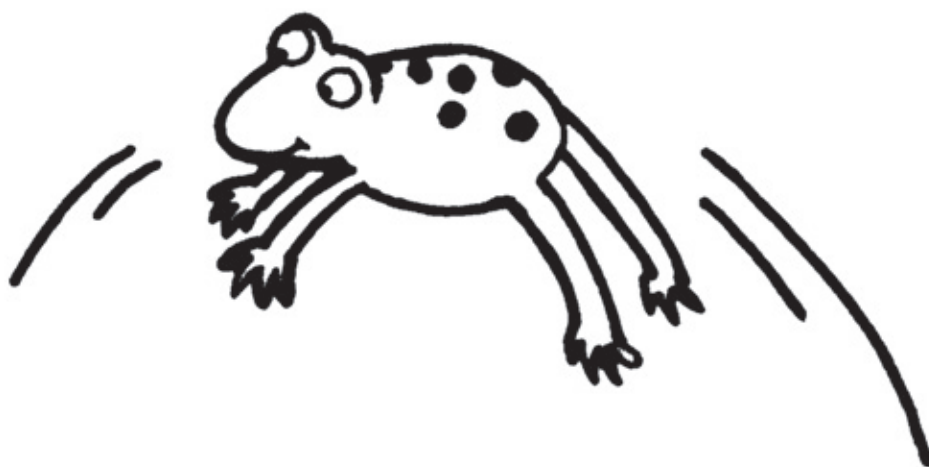


Tod can sit in a pit.

Name _____

Tom Can Hop

1. Tom can hop.
2. See Tom hop, hop, hop!
3. Tom has a hat.
4. Tom is not hot.



★Activity★★

What else hops?

Name _____

A Hot Hat

1. Hap has a hat.
2. The hat is hot.
3. Hap is hot in the hat.
4. I can fan hot Hap.



★Activity★

Tell why a hat
might be hot.

Name _____

Ted Is Set

1. Ted has a net.
2. Ted is set.
3. Do you see a fin, Ted?
4. Dip the net in!



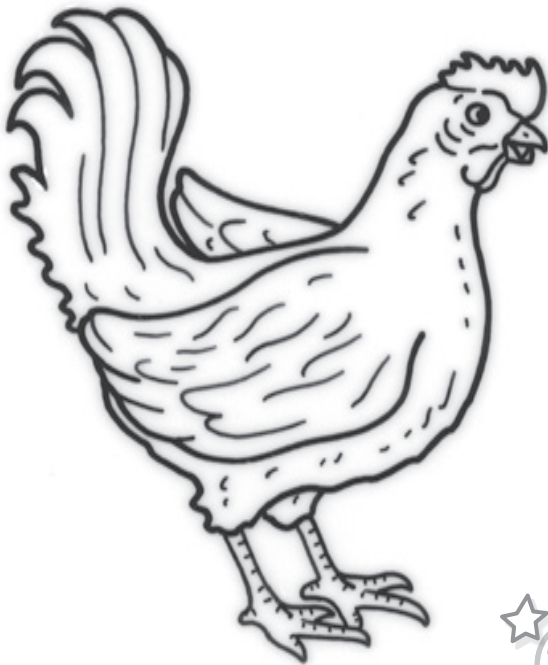
★Activity★

Tell what Ted is doing.

Name _____

Red Pet

1. Ed has a red pet.
2. His pet is a red hen.
3. Red Hen is in a red pen.
4. Ed can let Red Hen nap.



★Activity★

Tell what kind
of pet you want.
Why?

Name _____

My Fat Cat

1. Red is a fat cat.
2. My fat cat can not fit.
3. Red can not fit in the pot.
4. My fat cat can sit on top.



★Activity★

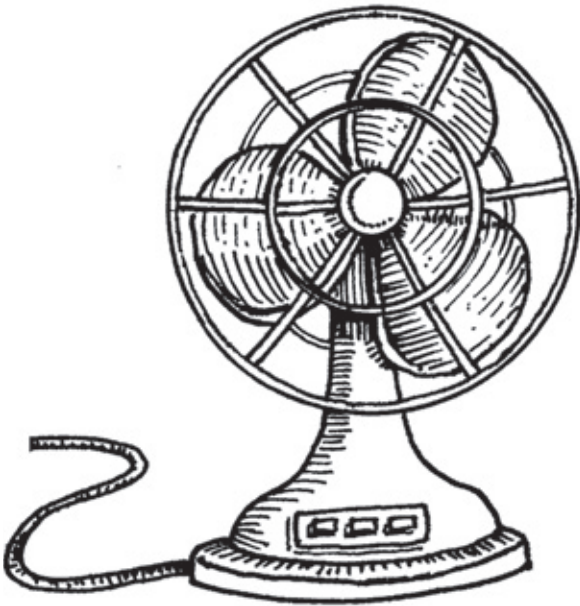
What can fit in a pot?

Name _____

initial *f*; initial *r*

Ron, Nan, and a Fan

1. We see a fan.
2. Ron can tip a fan.
3. Ron can fan Nan.



★Activity★

Draw what Ron
and Nan are
doing.

Name _____

Deb at Bat

1. Deb is at bat.
2. I bet Deb can hit it.
3. Let Deb hit it!
4. Hit it to Ben!



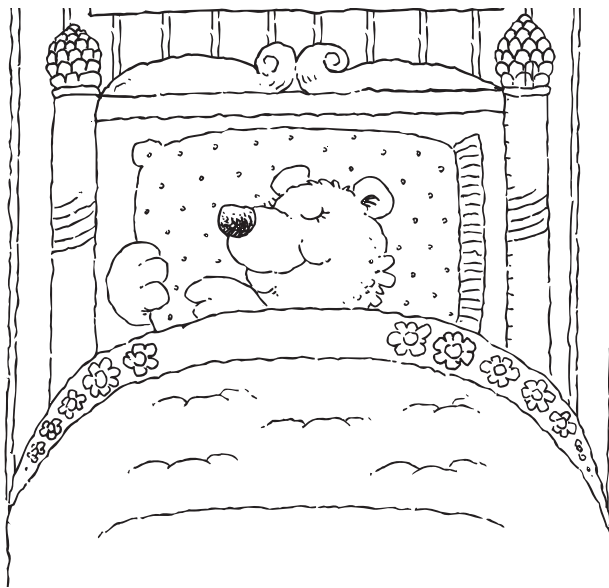
★Activity★

Tell what you like
to do outside.

Name _____

Bob and a Bed

1. Is Bob in bed?
2. Bad Bob! Bad Bob!
3. Do not let Bob in the bed.
4. Bob can not nap in the bed.



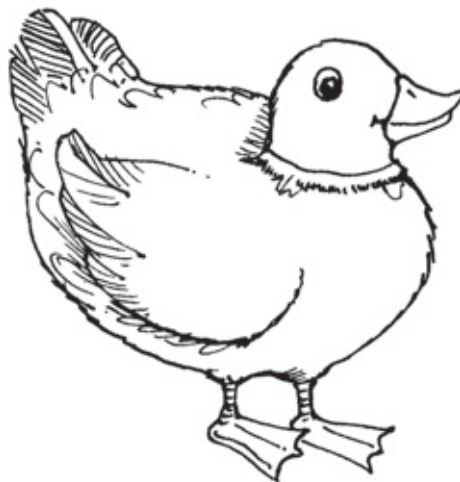
★Activity★

Circle the words
that start with *b*.

Name _____

Pack It

1. Ken has to pack a sack.
2. Can he pack Mack?
3. Ken can not pack Mack.
4. Mack is back on the dock.



★Activity★

Tell what Ken can pack.

Name _____

initial k; final ck

Sock on a Dock

1. My red sock is not in the sack.
2. Is it on the dock?
3. It is not.
4. Did Kit see my sock?



★Activity★

Draw where the sock has been put.

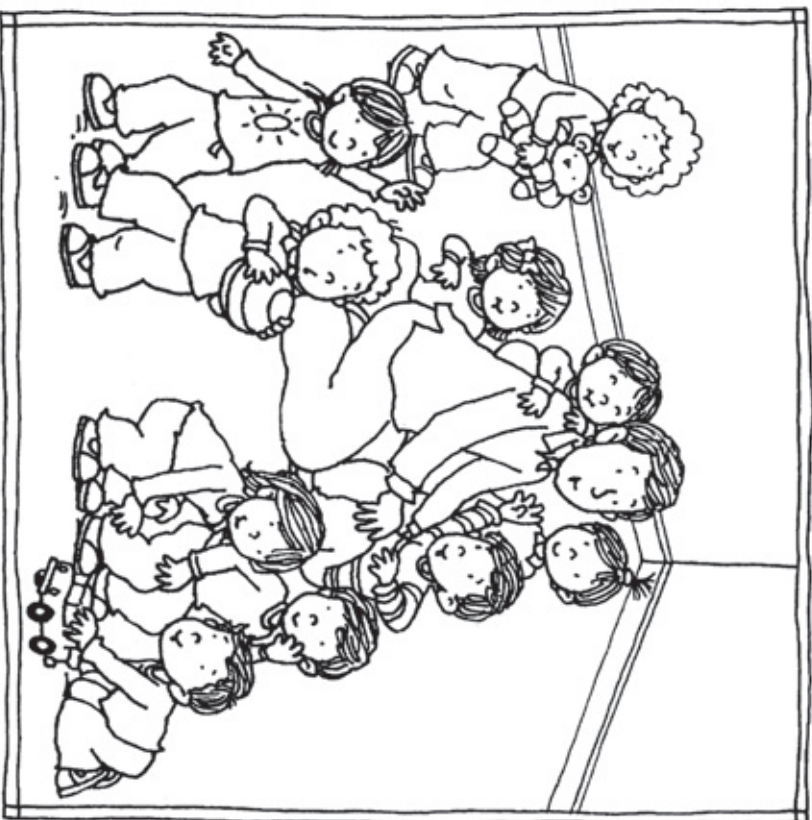


Let Dan nap!

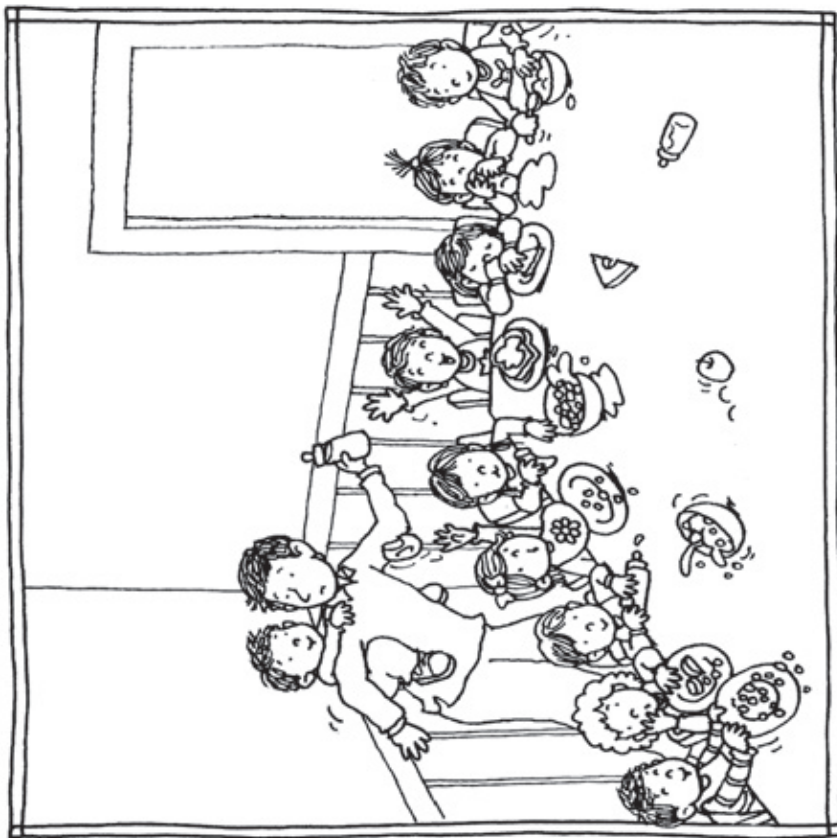
4

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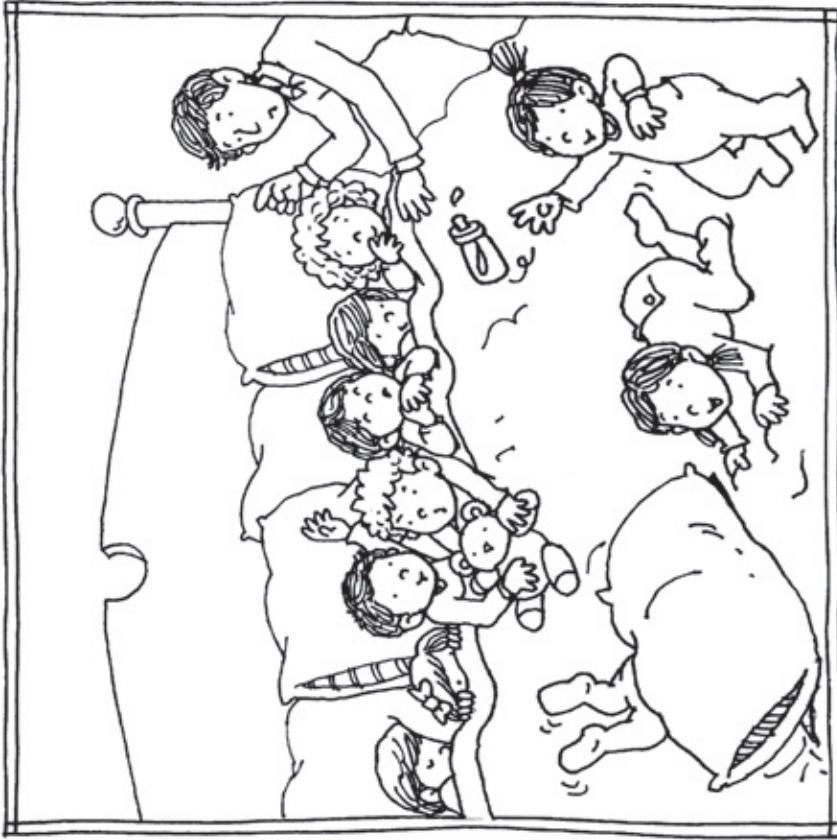
Dan Hadd Ten Kids



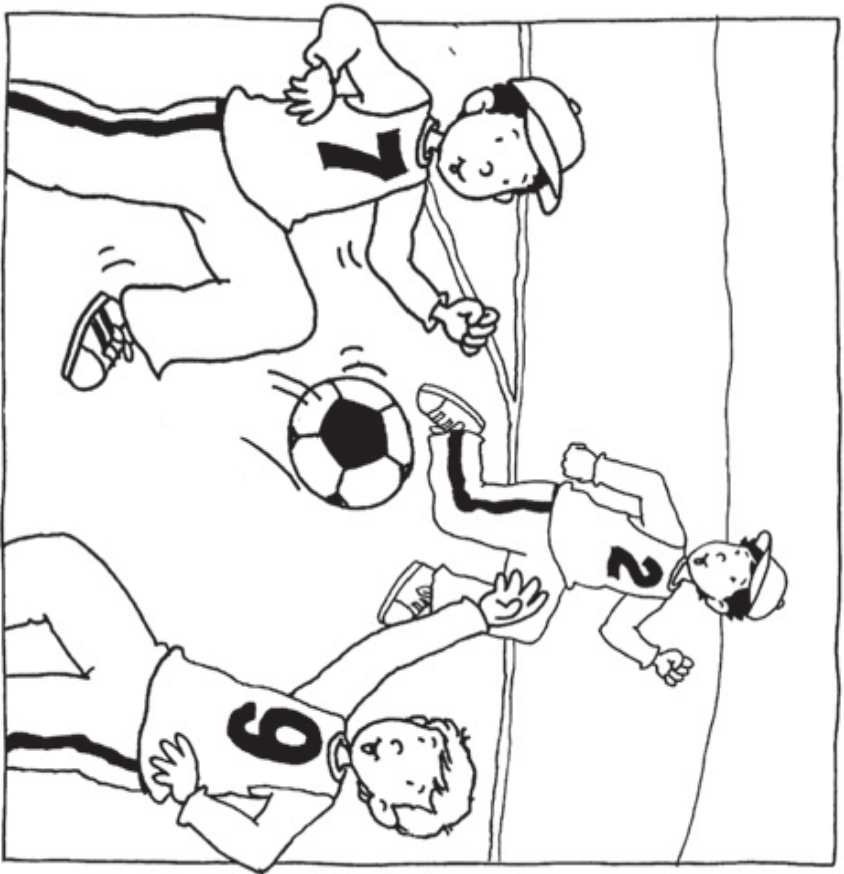
1



Dan fed his
ten kids.



He set his ten kids
on the bed.

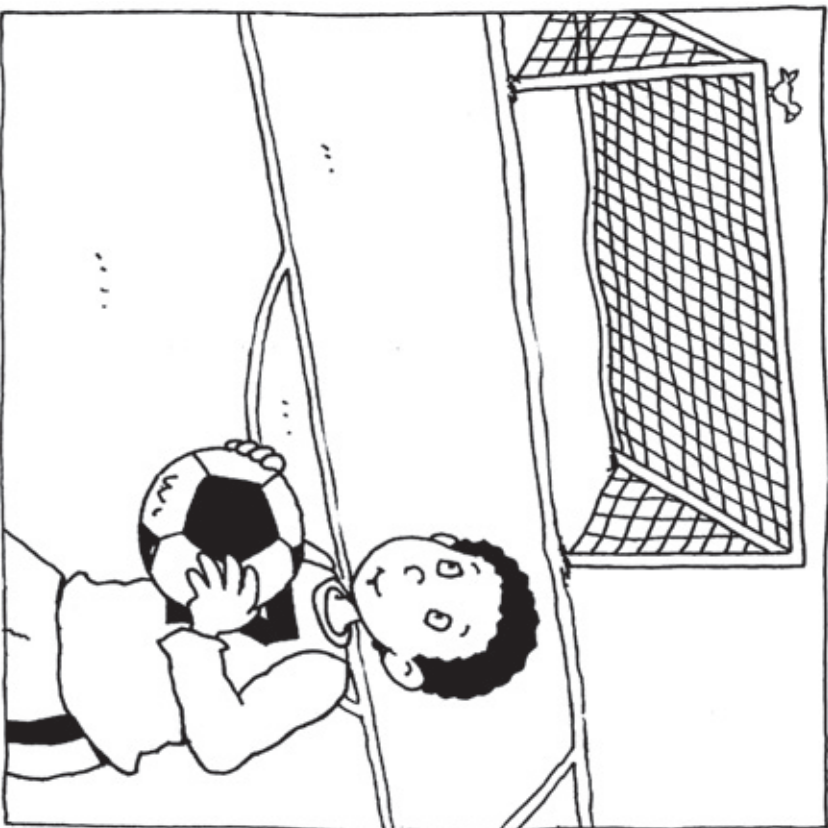


Nick, Ben, and Ron
can hit!

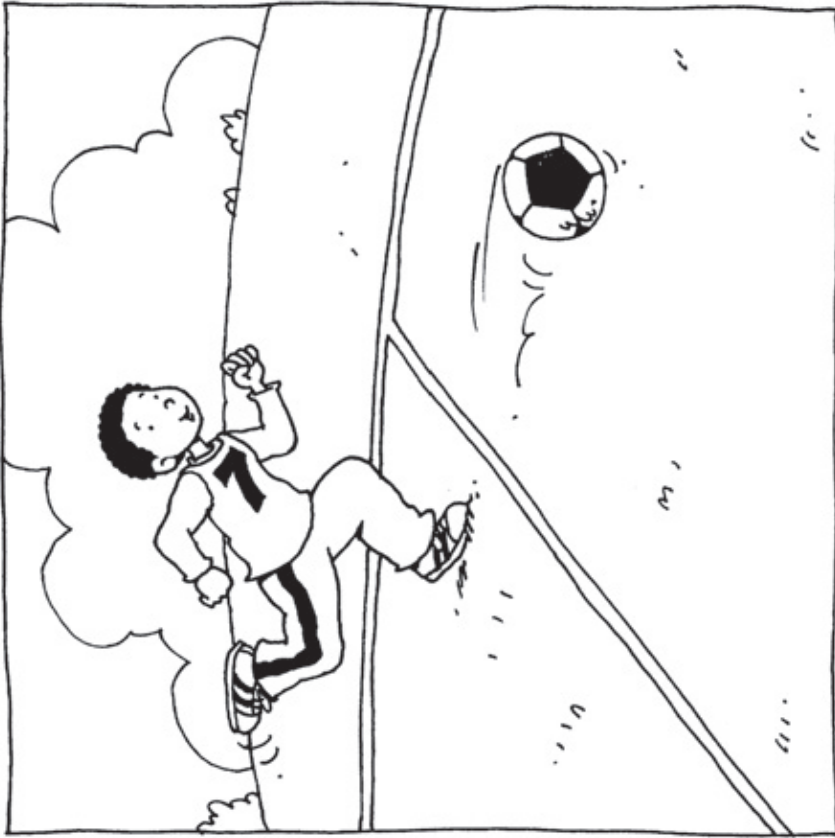
4

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Pick Nick



1



Nick can kick.
Pick Nick!



Nick has a red cap.

Name _____

Pup Is Fun

1. Kip and Pup run and run.
2. Pup can hop up on Kip.
3. Pup can lick his neck.
4. Pup is fun!



★Activity★

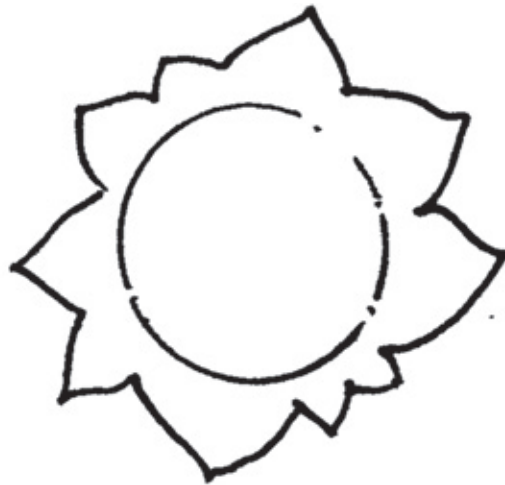
Tell what else Kip and Pup can do.

Name _____

initial/medial *u*

In the Sun

1. The sun is up.
2. Do not sit in the hut.
3. But pack a hat!
4. The sun is hot.



★Activity★

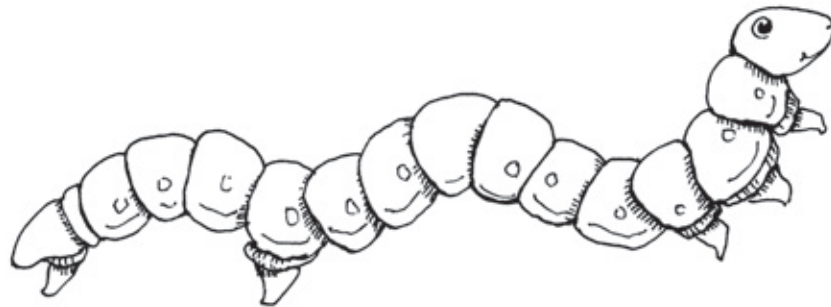
★ Draw what you pack for sunny days.

Name _____

initial/final g;
initial w

Get the Bug!

1. Sam can see a bug on the rug!
2. Dad can get the bug.
3. Dad can set it on a deck.
4. The bug is in the hot sun.



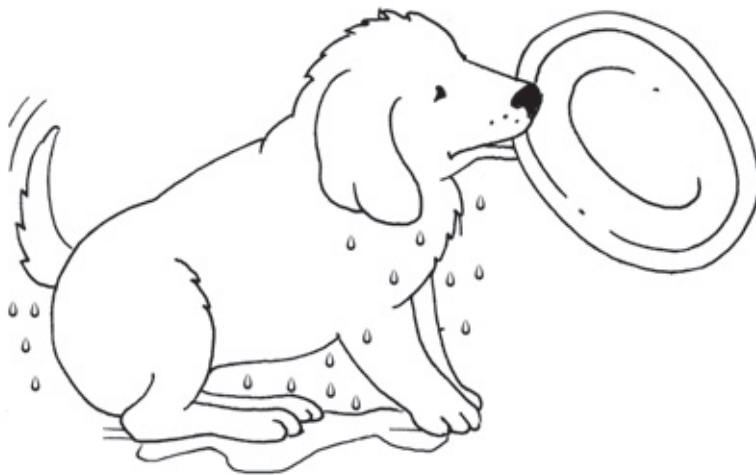
★Activity★

Tell what the bug can do in the sun.

Name _____

Wet Dog

1. Tug is a wet dog.
2. Tug ran to Meg.
3. Do not wag, Tug!
4. Do not get Meg wet!



★Activity★

Tell what Tug will
do next.

Name _____

Fix It, Vick!

1. Mom has to pick up Rex.
2. But the van can not go.
3. Get Vick!
4. Vick can fix the van.



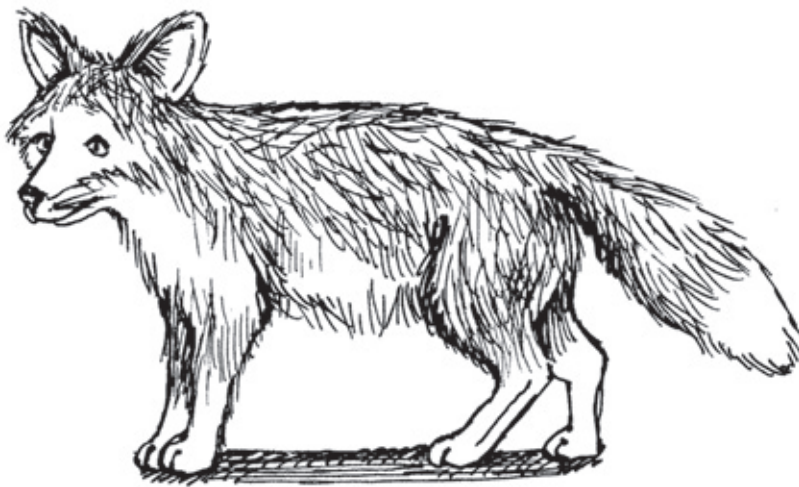
★Activity★

Tell what you
can fix.

Name _____

Sick Fox

1. Max is a red fox.
2. Max is sick.
3. Is the vet in?
4. Can the vet see Max?



★Activity★

Tell what happens to Max.

Name _____

I Can Not Quack

My duck can quack.

He can jig.

I can jig with my duck.

But I can not quack.



★Activity★

Tell some other
animal sounds.

Name _____

Quick Jan

Quin has no jam in the jug.

Quin can get Jan.

Jan is quick.

Jan can get jam and get
back.



★Activity★

Tell how Jan can
get jam.

Name _____

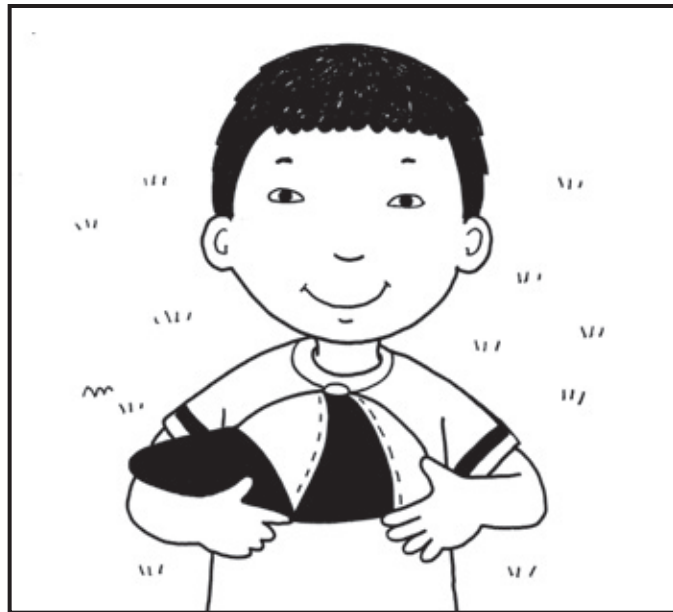
Not Yet, Zeb

Can Zeb go with me?

Yes, he can.

But not yet.

Get a hat, Zeb.



★Activity★

Tell what you like
to play.

Name _____

Yan and Jeb

Yan won a yam.

Jeb won a bug in a jug.

“Yum!” said Yan.

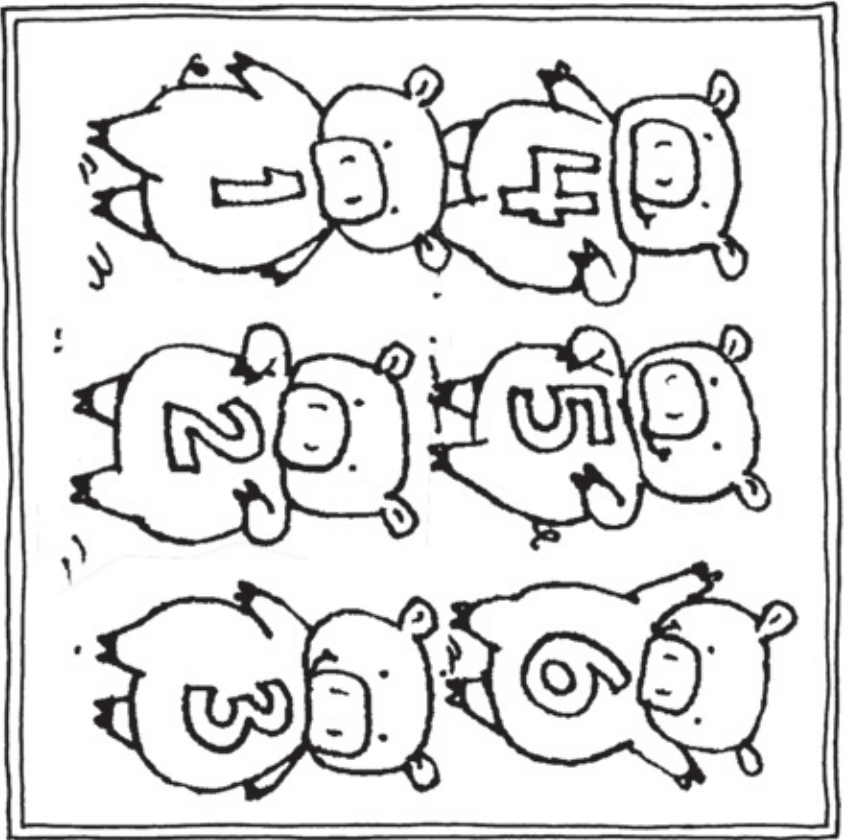
“Yuck!” said Jeb.



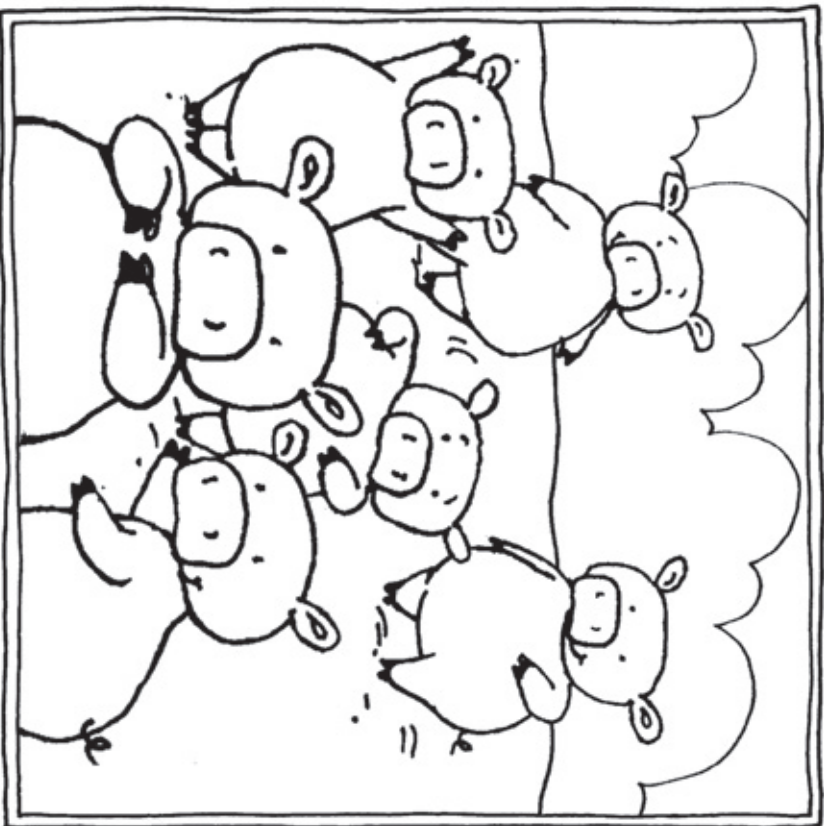
★Activity★

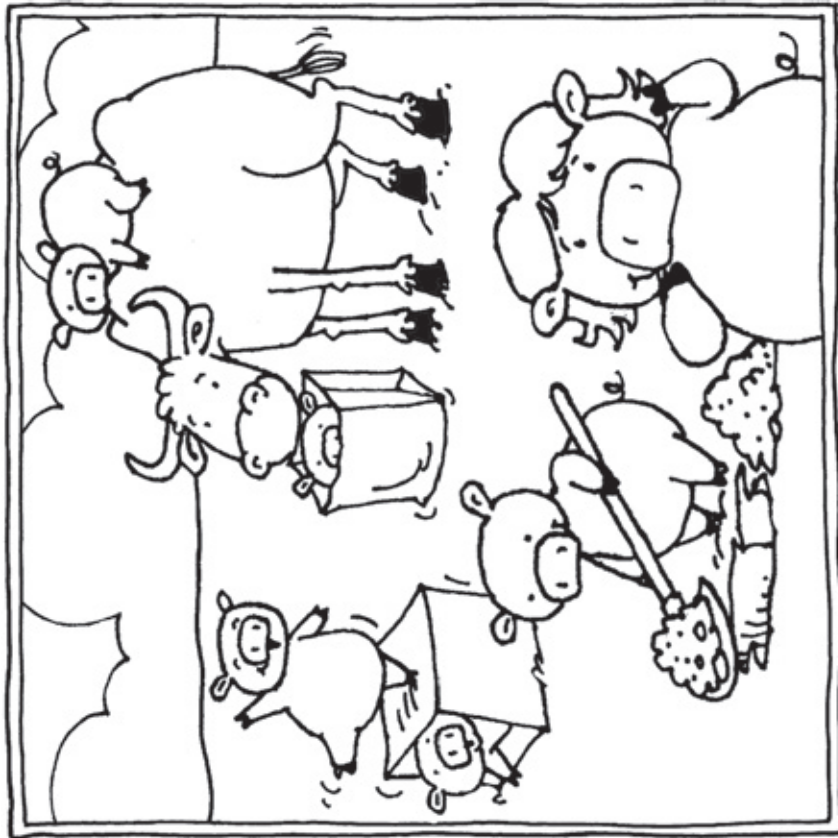
Draw something
you would like
to win.

I see six!



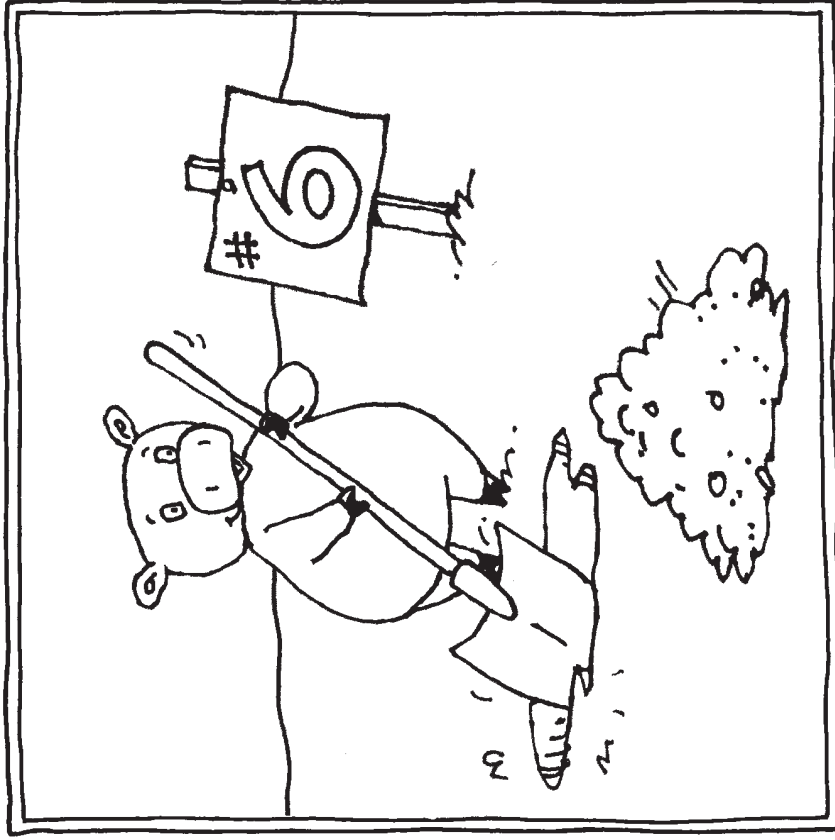
See Six!





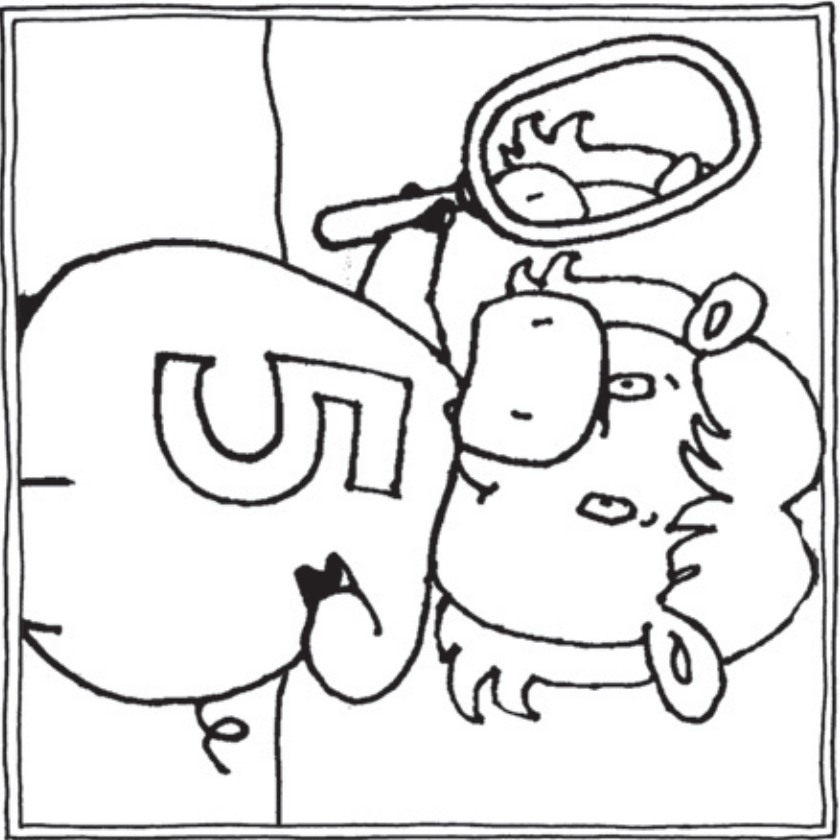
Can Yam see
a pig?

2



Can Vick see a
pig dig?

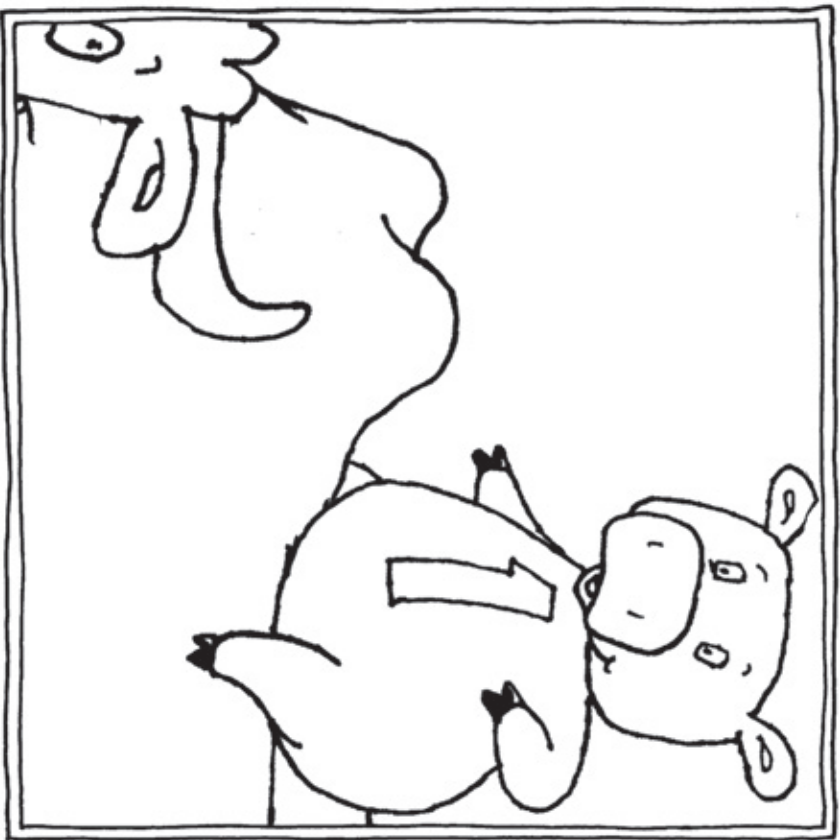
7



I see a pig in a wig.

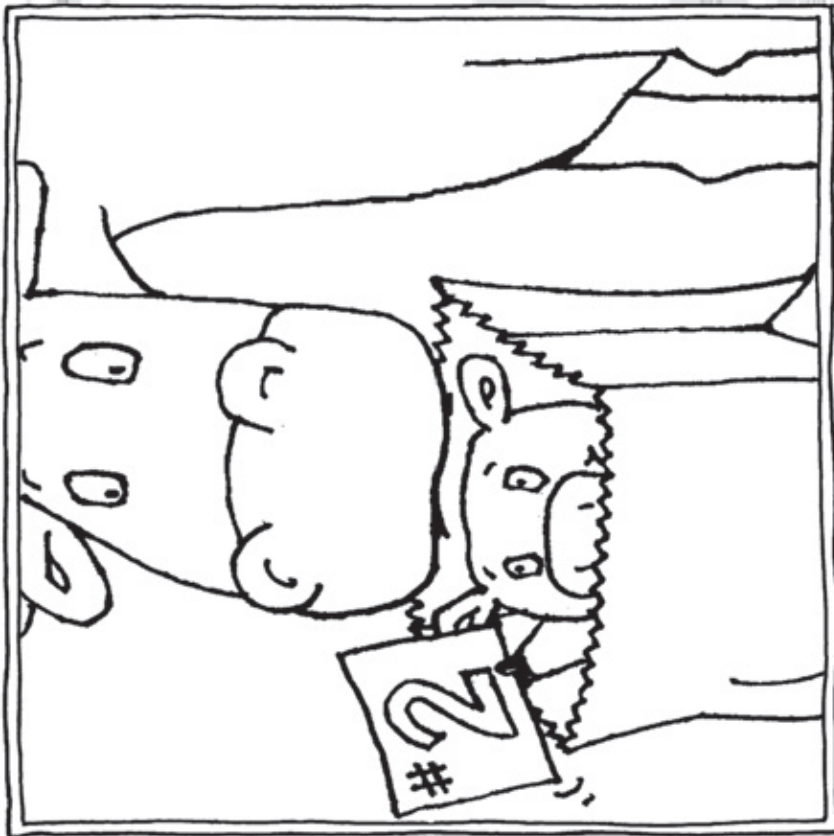
6

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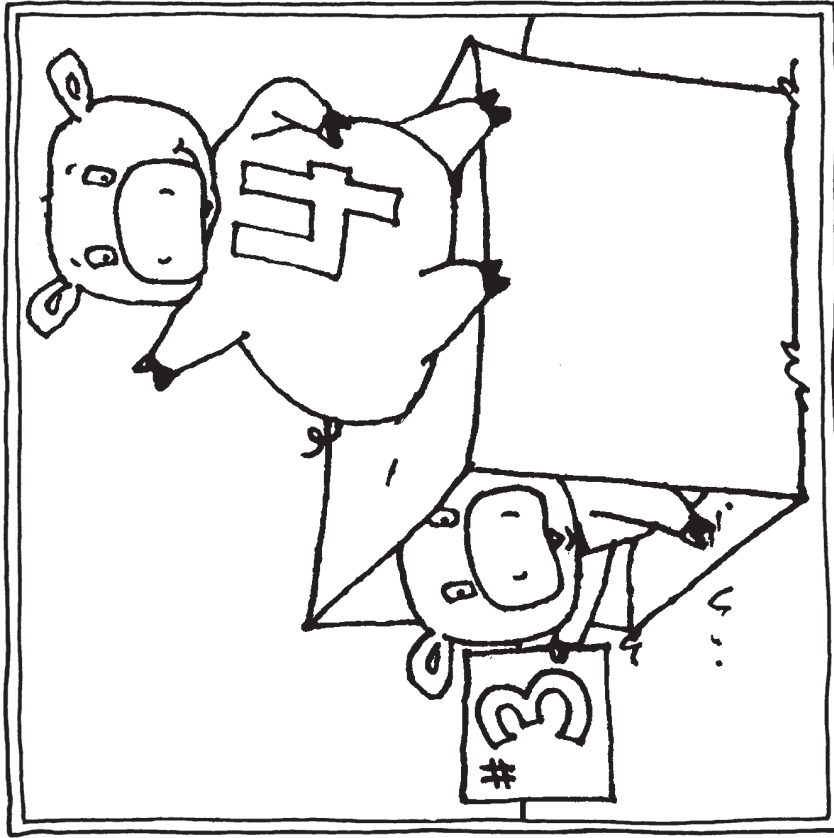


The big ox has a pig
on his back.

3

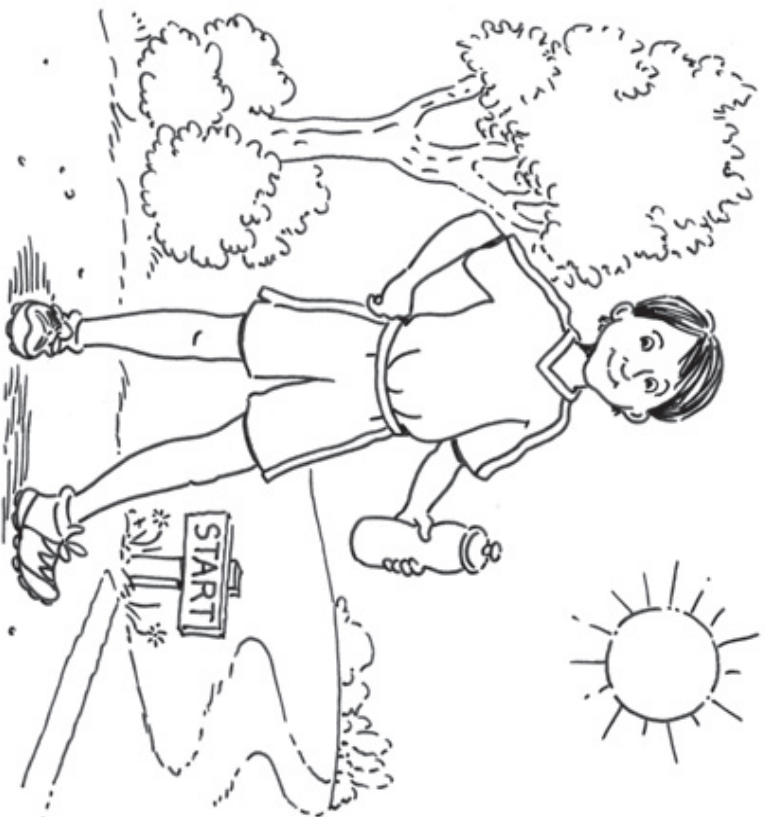


He has a pig in
a bag.



I see a pig in a box
and a pig on a box.

Jog, Jim!

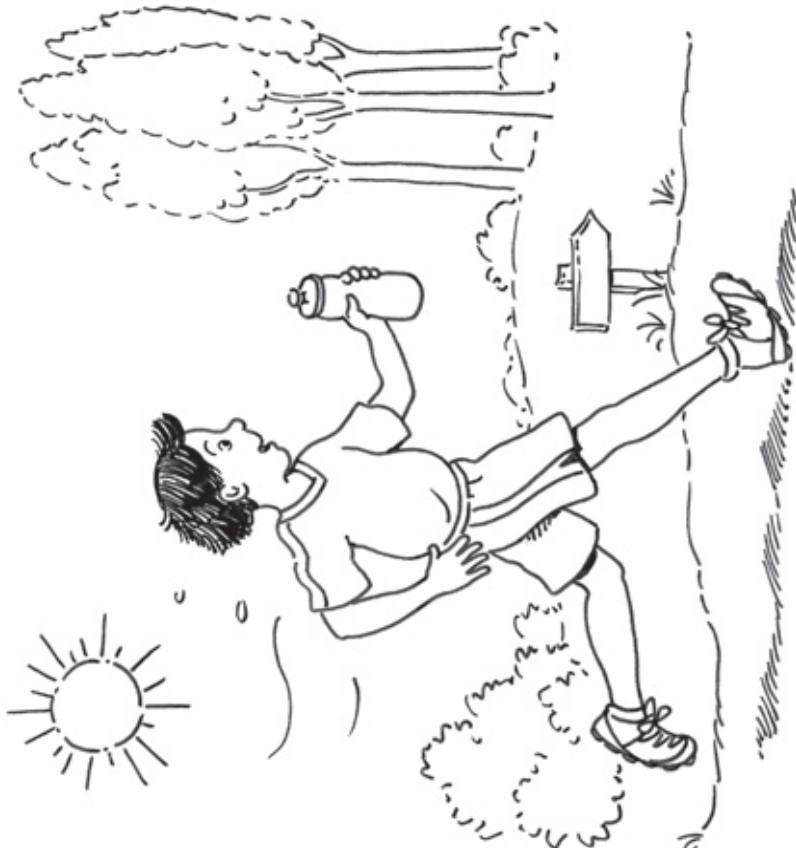


1



See Jim win!

8



Jim can jog.



Do not quit yet, Jim!



Jim has a jug.

6

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Jim can jog up
and up!

3



See him jog with
his pup.



Jim can zig and
zag.

Name _____

A Lake

Nate and Kate go to a
big lake.

They take a red rake.

Kate dug in the hot sand.

“I can wade in the lake,”
said Nate.



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★Activity★

Draw a picture
showing what you
would do at a lake.

Name _____

Dave Can Bake

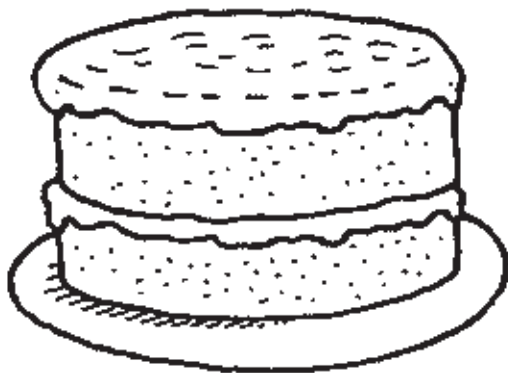
Dave and Jane can make
a cake.

Dave can mix and mix.

“This cake can bake,”
said Dave.

Dave and Jane sat, sat, sat.

“What a big cake!” said Jane.



★Activity★

Tell about
something that
you would like to
make.

Name _____

Kites in the Pine

See the big pine!

I see five kites in the pine.

Did five kites hide in it?

Can Mike see five kites?

Yes, Mike can see five kites!



★Activity★

Circle all the words with the long i sound.

Name _____

Long i (i_e)

A Dime

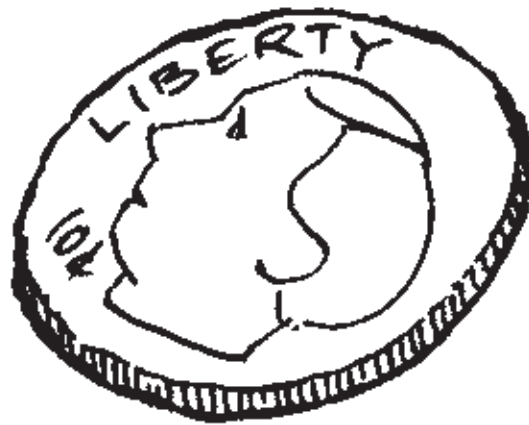
“I had a dime,” said Mike.

“Did you see a dime, Ike?”

Ike did not have time to see.

“Get up,” said Ike.

Mike had sat on a dime!



★Activity★

What have you lost? Where did you find it?

Name _____

Mole is Home

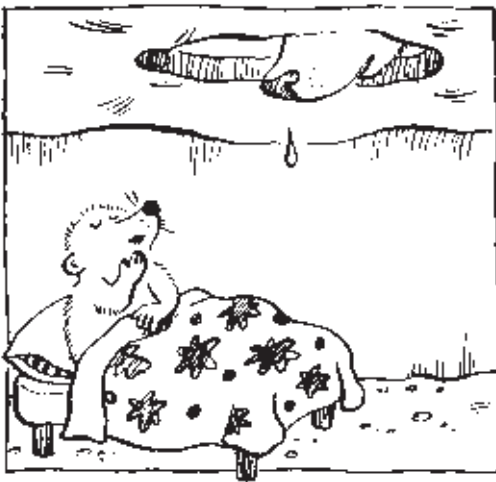
Mole woke up in his home.

It is so wet in the hole.

Mole can not go.

Mole put on his robe.

He is fine at home!



★Activity★

Do you think Mole should leave his home? Why or why not?

Name _____

Long o (o_e, o)

Go, Go, Go!

I have a big pole.

Ben has a red pole.

Dad has a net and a rope.

I hope we go to the lake.



★Activity★

Have you ever used a fishing pole? Tell about your experience.

Name _____

June the Mule

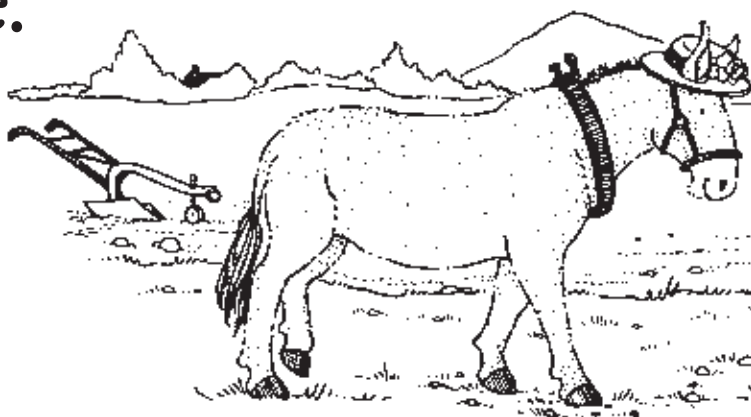
June is a mule.

June is cute.

She can help Luke.

June can use a rope.

Luke can pat June on the
nose.



★Activity★

How do you think
June the mule
helps Luke?

Name _____

A Tune

Duke is by the dune.

It is not huge.

Duke can play a nice tune.

June can tap to the tune.

Can June make a tune?



★Activity★

What instrument would you like to play? Why?

Name _____

Long e (ee, e_e, e)

A Seed

Pete has a seed.

He put the seed deep in
a hole.

Pete can feed it.

He can keep it wet.

What does he see?



★Activity★

What does Pete
see? Write about
it.

Name _____

Long e (ee, e_e, e)

See a Bee!

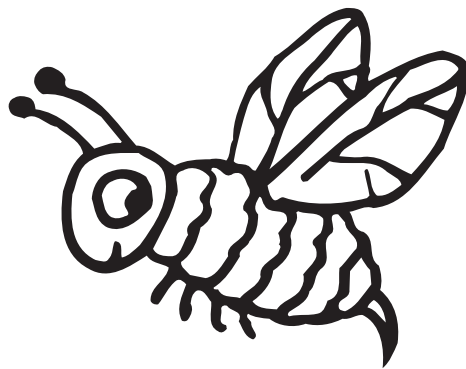
I see a bee.

Eve can see a bee.

We peek at the bee.

Can we keep the bee?

No, the bee is on the weed.



★Activity★

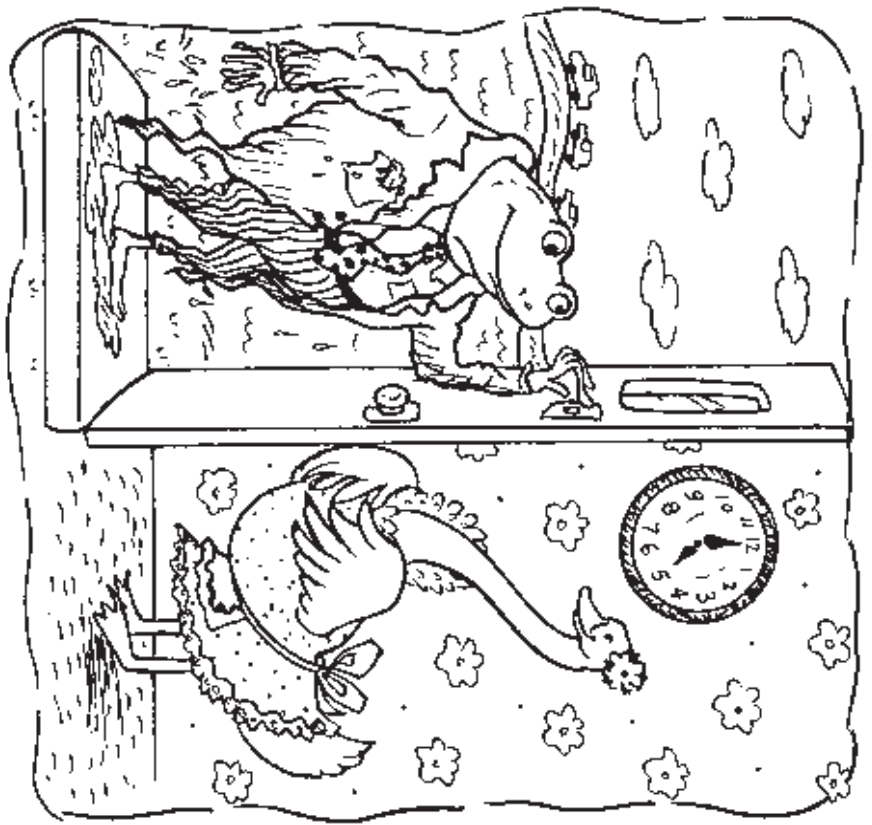
Where will the bee go next? Draw a picture.

In Time



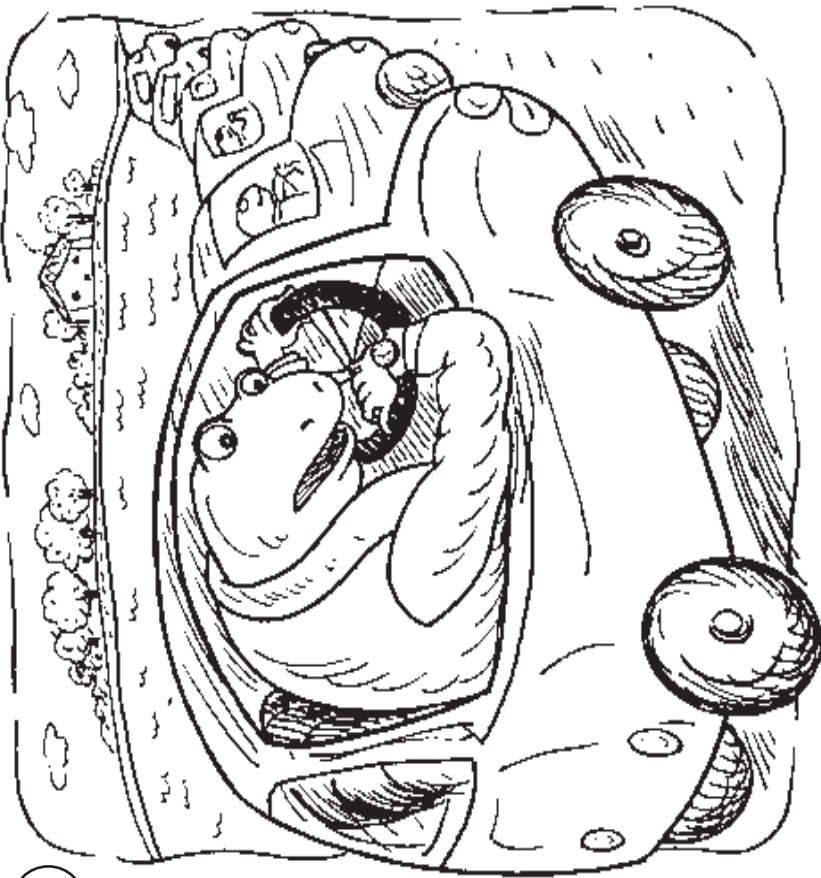
Mike can dine with
Miss Fine.
Mike can meet Miss Fine
at five.

1



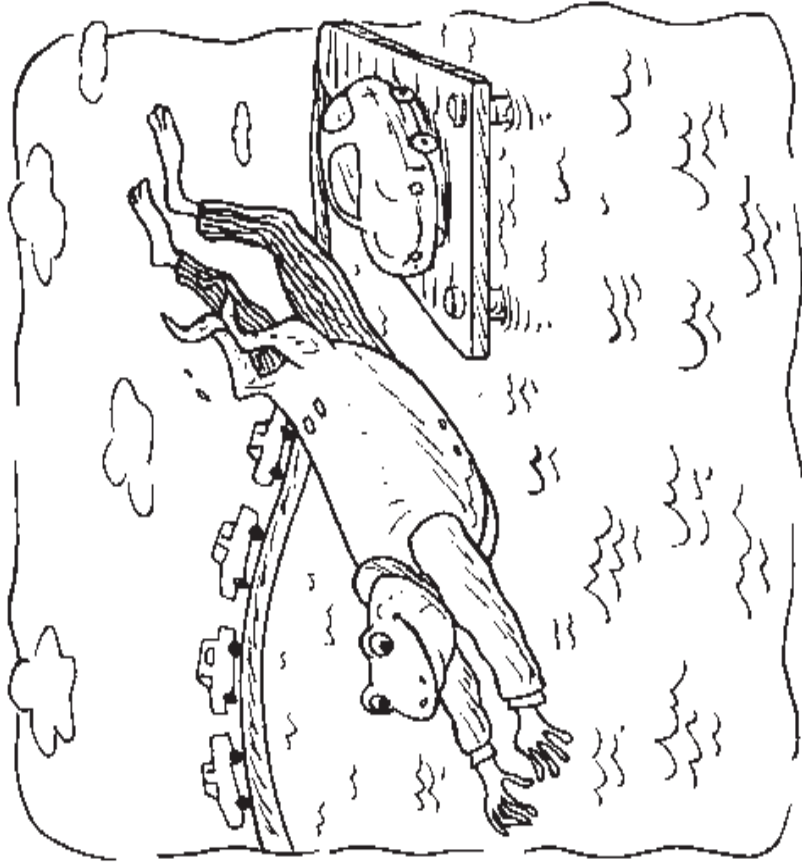
It is five!
Mike is in time.

4



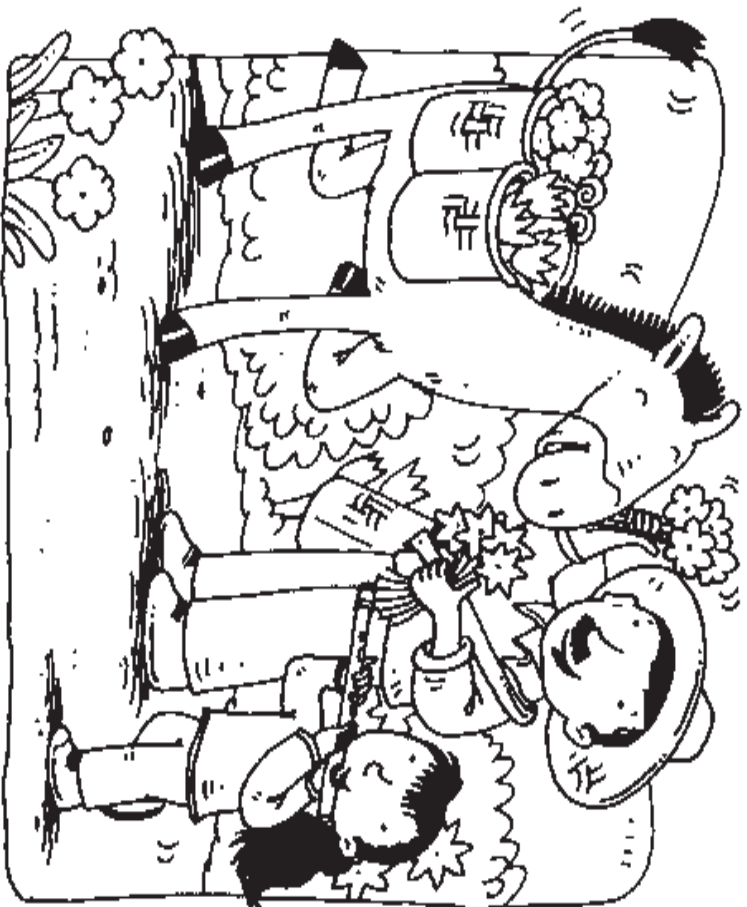
Mike is in a big line.
He can not go.
Is Mike on time?

2



Mike can dive.
Mike can dive in
the lake.

3



Jake is well!

He can kick and kick.

Kate and Jake can have
fun.

4

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Kate and the Mule

55



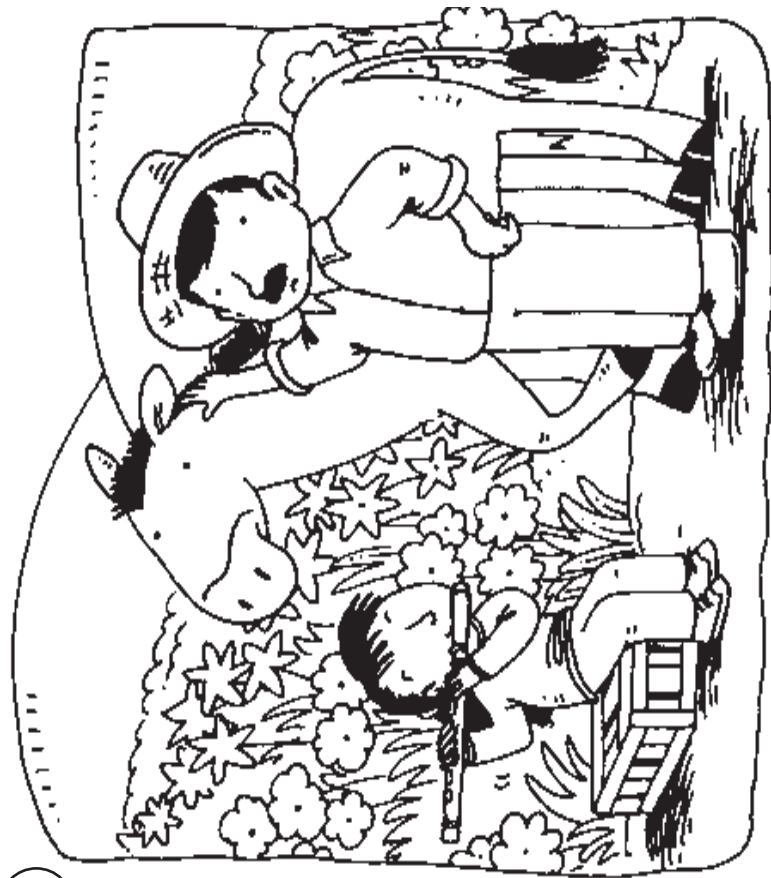
Kate has a mule.

His name is Jake.

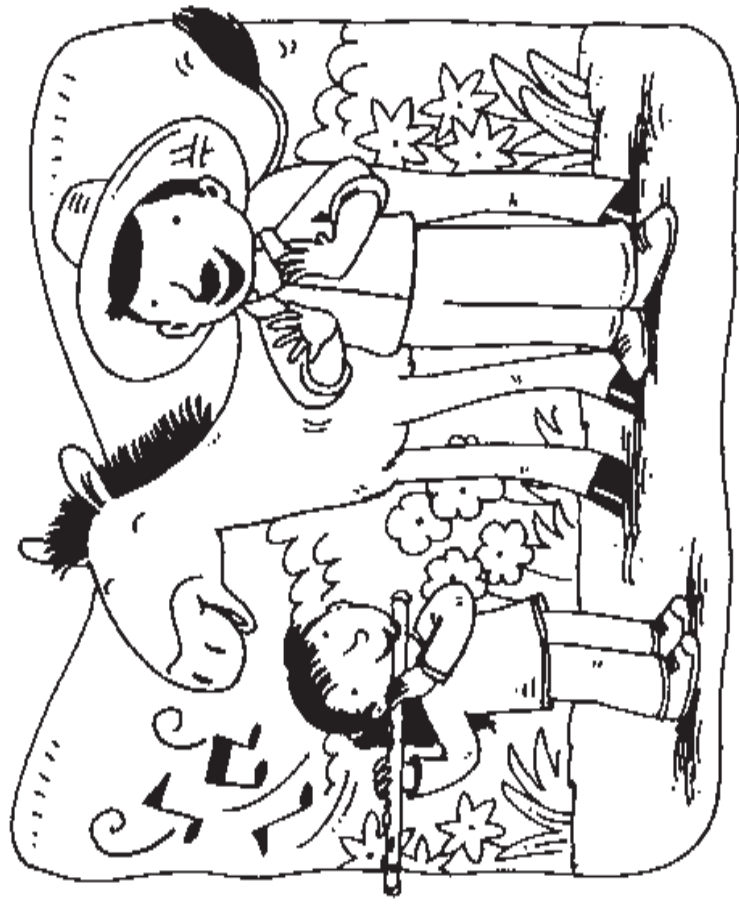
Jake can not go.

“I hope he is not sad,”
said Kate.

1



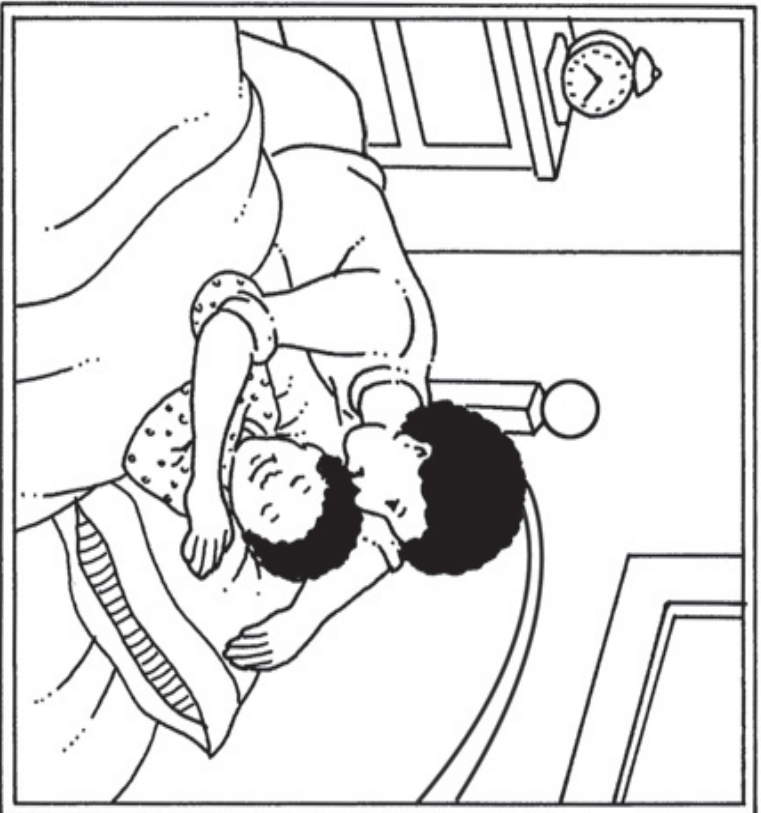
Kate and Dad sit by
the lake.
“I can play a tune,”
said Kate.



Dad can tap. Jake
can tap.
“Look at Jake!” said Kate.

Pete

57



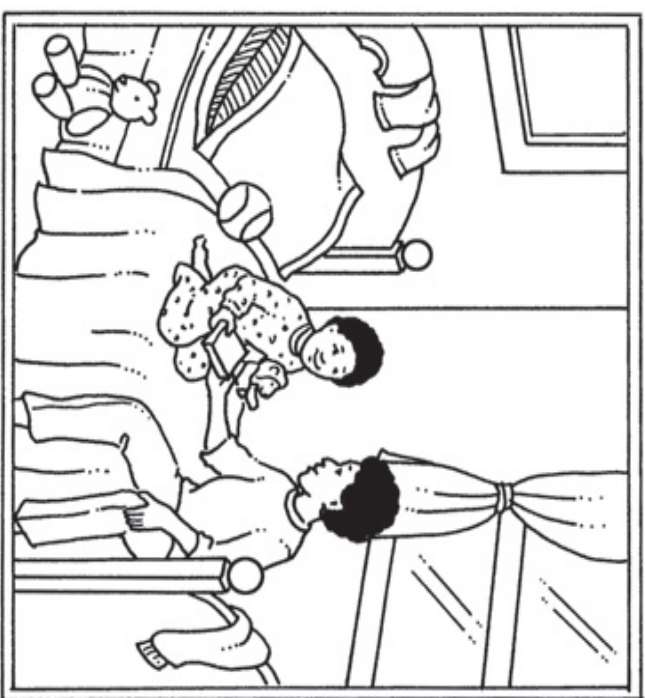
Pete can hug his mom.

Mom can hug Pete.

“A hug is what I need,”
said Pete.

“I can go to bed!”

4



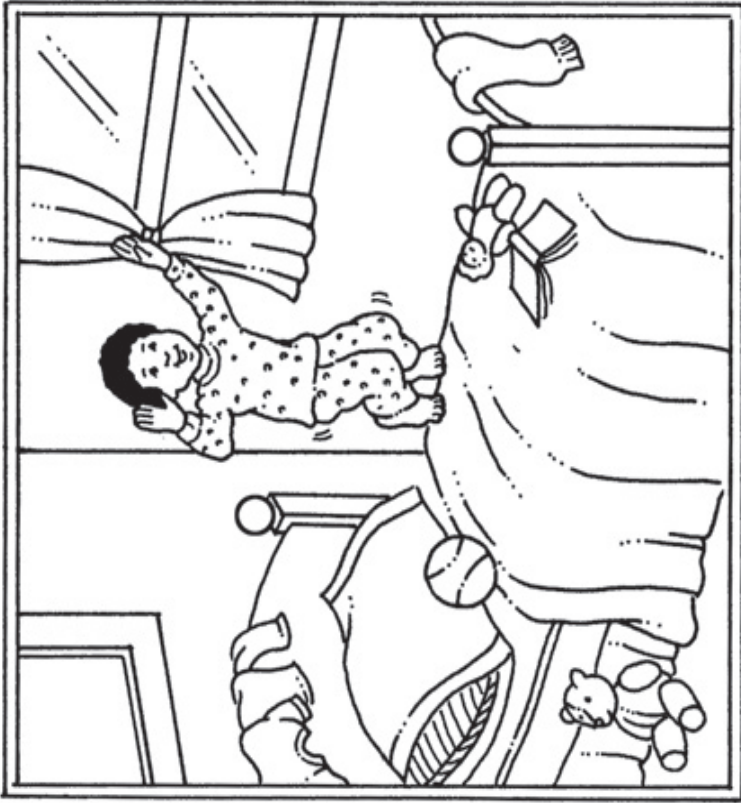
Pete can not go to bed.

“I need my duck,” said Pete.

“Fine,” said his mom.

“I hope you can go
to bed.”

1



Pete can not go to bed.
“Let me peek,” said Pete.
“Fine,” said his mom.



Pete can not go to bed.
“I need my jeep with me,”
said Pete.

Sorting with Students

Sorting is an active part of word study. Here are tips to consider as you develop your word study program.

Getting Started

- Make a copy of the sort for each student or pair. Increase the size of the copy to rid the page of the margin; this leaves less for students to cut.
- Students scribble distinctively on the back so that they recognize their chips.
- During independent work time, at their seats or in a station, students cut up the sort and place the chips in an envelope or plastic bag. Students can write their names on the fronts of the bags. Do not use instructional time for cutting up the word or picture sort.
- After cutting up the sort, students try it out; this is an “open sort.” Observe how students sort before instruction to guide your pacing. Ask students to sort the words into several columns and to set aside unknown words.

Instruction

Introduce the sort in small group. A few minutes of small group reading time is used for word study. This word study time is an opportunity to integrate phonics, spelling, and vocabulary.

Incorporate the following activities over several days. Spend just 10–15 minutes at any one time and pick up where you left off during the next small group lesson.

For each sort, use several key words if available to head the sorting categories.

- 1) Check that students can read the words of the sort.** Students must be able to read most of the words in the sort. Three or four unknown words are acceptable and are learned over the week. Choose an easier list and sort if too many words are unknown. Explain to students that you want them to read through the sort to make sure they can read the words or name the pictures.

When first sorting, model for students how to read through the words. Read the word cards in an “I know it; I don’t know it” fashion. Put the known words in a pile in front of you; place the unknown words to the right. Show them how to count to three, and if they do not know the word, they place the unknown word card in, hopefully, a small pile to the right.

Ask students if they know the meaning of the words. You can teach several of the meanings over the week. If there are several unknown words, take the time to use them in a concept sort in which students sort the words into meaning categories, such as words that relate to animals, the landscape, and so on. Ask students to point to words that fit a category.

- 2) Teach four-step sorting in small group.** When you show students how to sort, begin with an easier sort and teach students the four steps that they will follow with each sort.¹
 - **Demonstrate.** Show students how to sort by using the key words or pictures. Sort deliberately, and talk about what

¹ Bear, D.; M. Invernizzi; S. Templeton; and F. Johnston. *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. (4th ed.) Columbus, OH: Merrill/Prentice Hall, 2008.

Sorting with Students

you are doing as you compare the word or picture to the key words or pictures.

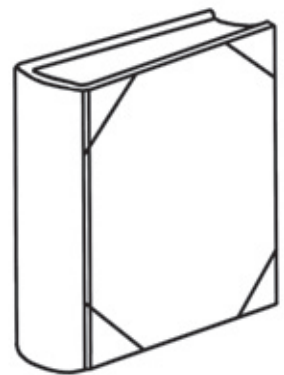
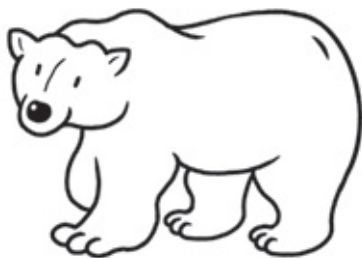
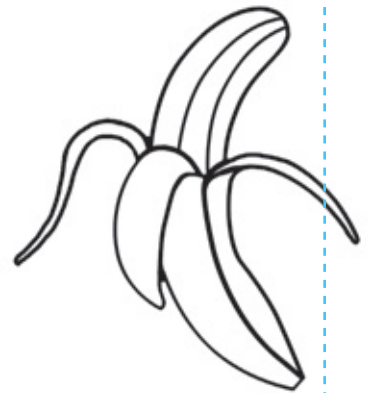
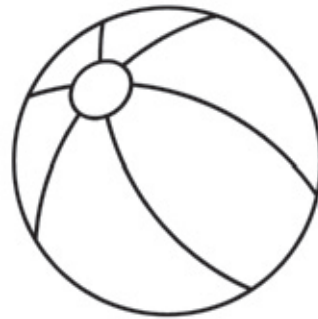
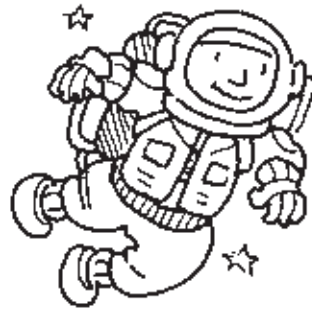
- **Sort and check.** Students sort individually or with a partner. Students read the words aloud as they sort and compare the words to the key words.
 - **Reflect.** Ask students to explain to each other why they sorted the way they did. Guide students through a discussion of the principle and generalizations that underlie the sort.
 - **Extend.** Repeated practice with the sort over several days is essential. Students enter the sort into their three-ring word study notebooks. They leave enough space to add related words that they find in Word Hunts when they go through the stories they have read. Students sort daily by themselves or with a partner. In their station activities they sort the words as part of a word study game.
- 3) Monitor and assess.** To know when to go on or to continue studying the principle that underlies the sort, look for these aspects as students sort with you in small group.
- **Accuracy in sorting.** See if students sort the words in the correct columns.
 - **Fluency and speed in sorting.** If students sort quickly and accurately, they are probably ready to move on to the next sort. Students who sort accurately and slowly benefit from more practice. They can continue to practice the sort. Set up a sorting station that contains sorts from the last three weeks.
 - **Reflection and use.** See if students can explain the sort: "Why did you sort the way you did?" Look in students' first-

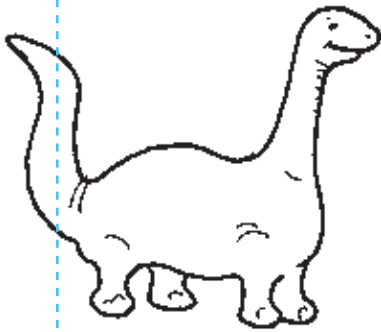
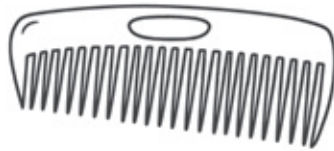
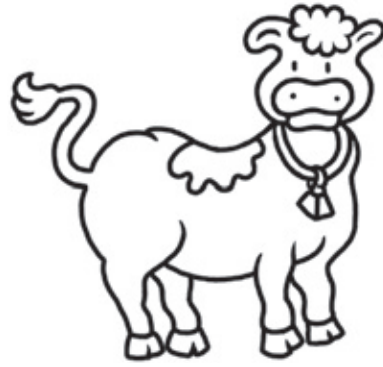
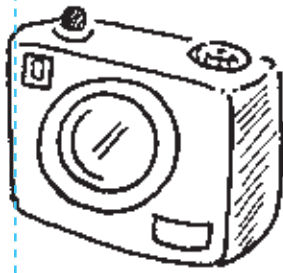
draft writing to see if they spell the sound or spelling pattern correctly in related words.

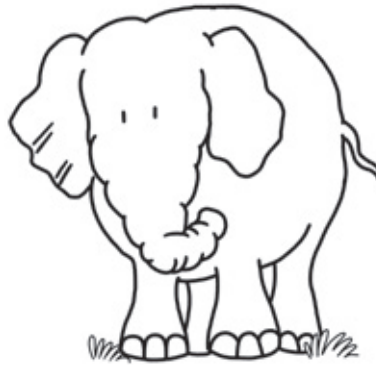
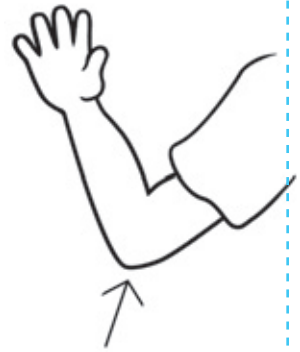
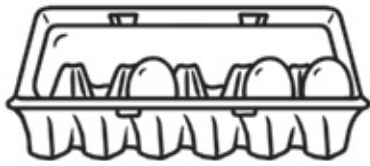
Sorting at Different Instructional Levels

There are several considerations when sorting across instructional levels and grades.

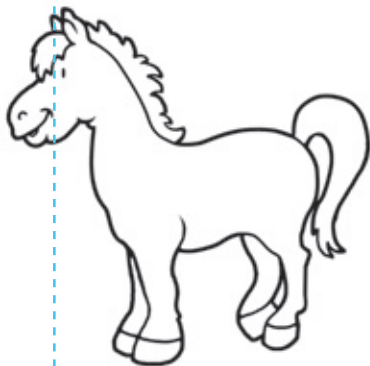
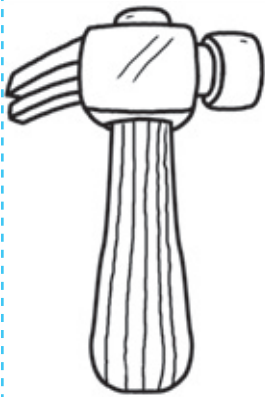
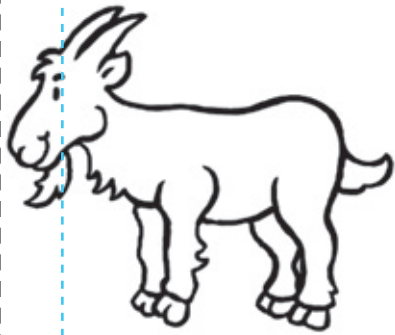
- Students in the emergent and beginning stages of reading benefit from sorting by sound with pictures to focus on the way words sound alike at the beginning, middle, or end. For example, students consider how pairs of words sound alike: "I am going to say two words, tell me if they sound alike in the middle."
- Students in the beginning and the transitional levels sort by patterns in words. Begin to explain how patterns are related to sound. Look across vowels to find patterns. For example, ask students: "Look for long *a* and long *o* words that have the CVVC pattern as in *nail* and *coat*."
- Students in the intermediate levels study the meaning patterns within words. They study the meaning and spelling of prefixes, suffixes, and roots. Grammar ties in here as different suffixes are often related to grammatical functions; e.g., the *-tion* suffix turns a verb into a noun. Word histories and word roots are an important focus. Students study words deeply using paperback etymologies such as these two favorites:
Funk, W. Word Origins: An Exploration and History of Words and Language. NY: Wings Books, 1950.
Hoad, T. F. The Concise Oxford Dictionary of English Etymology. NY: Oxford University Press, 1993.

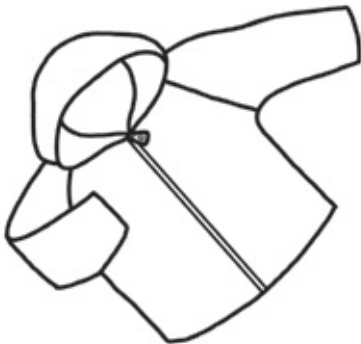
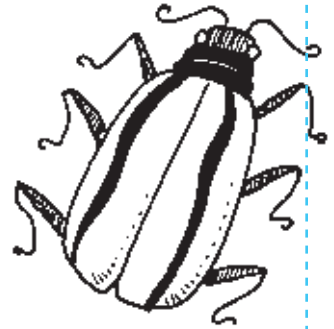
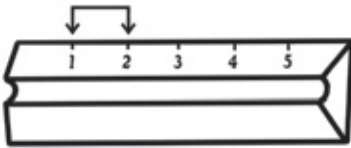


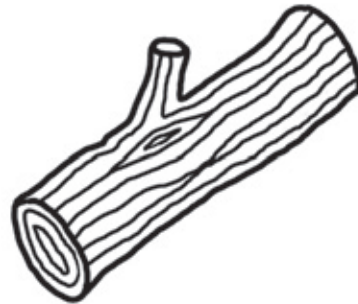
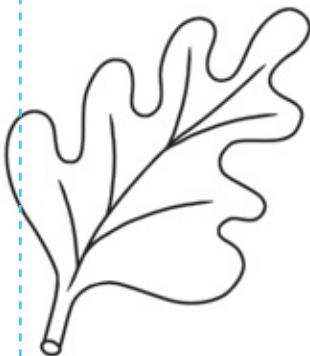
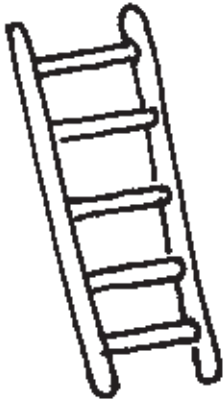


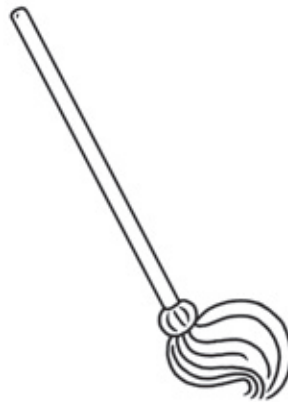
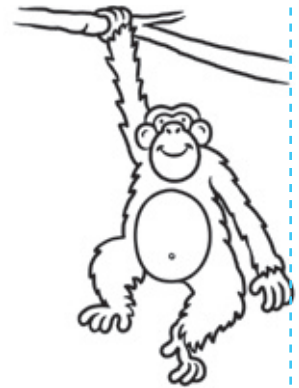


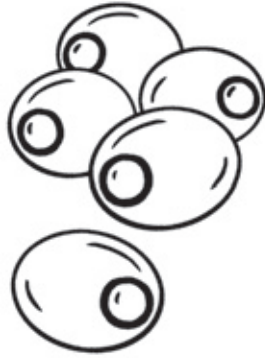
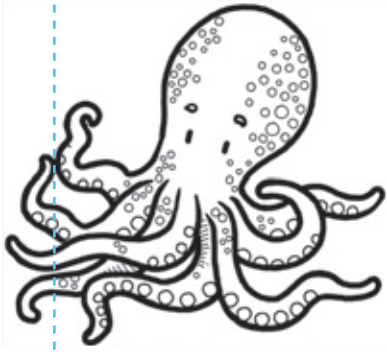
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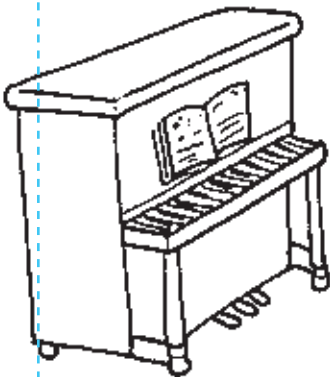
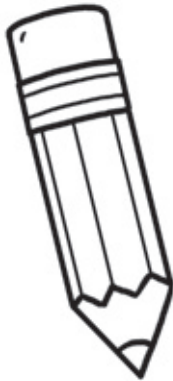
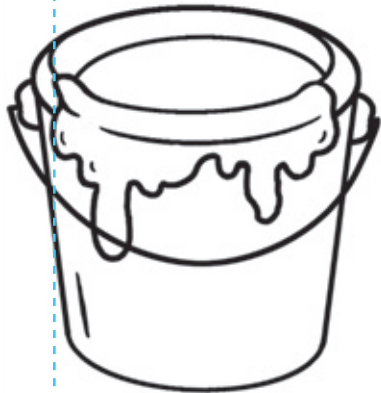


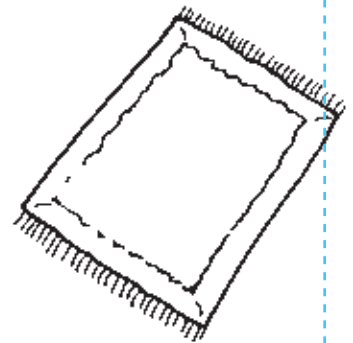
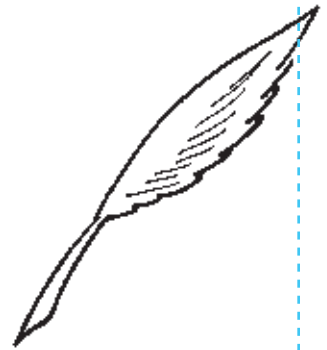
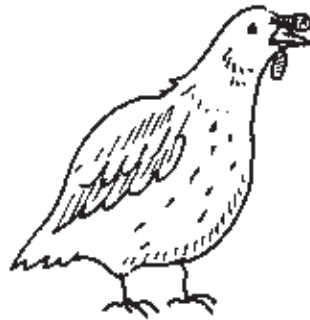
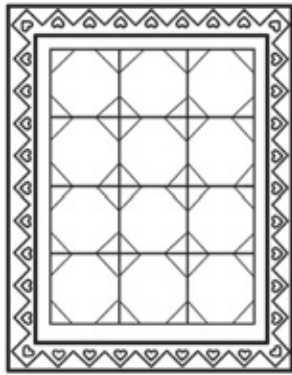






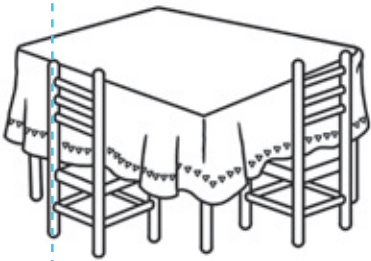
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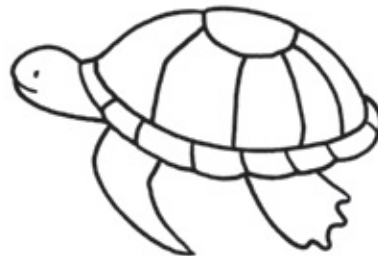


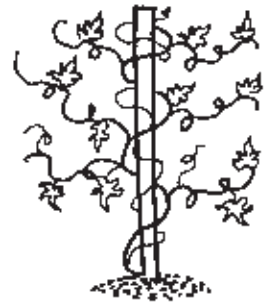
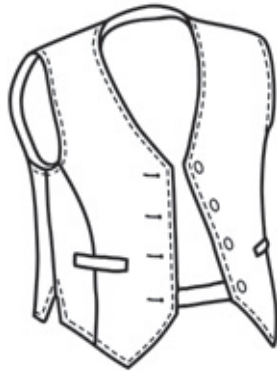
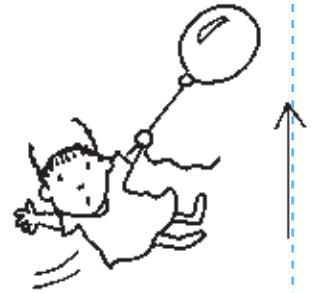
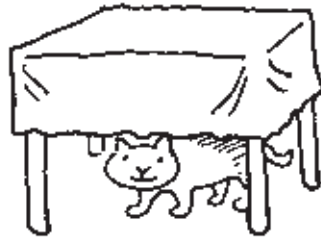
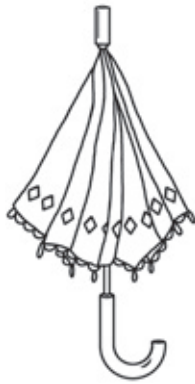


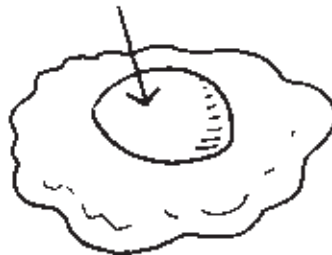
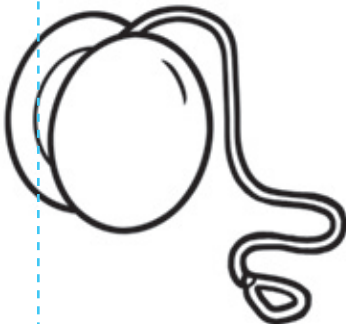
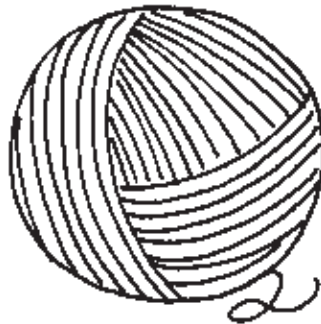
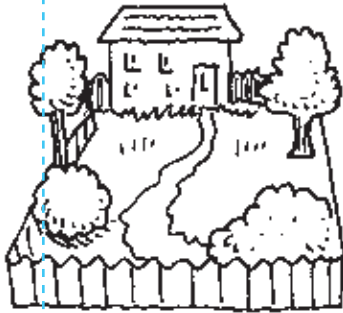
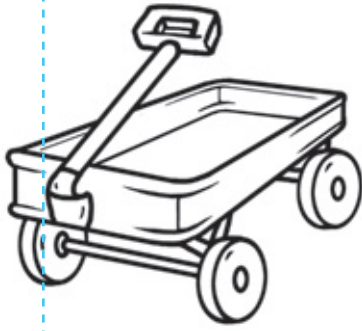
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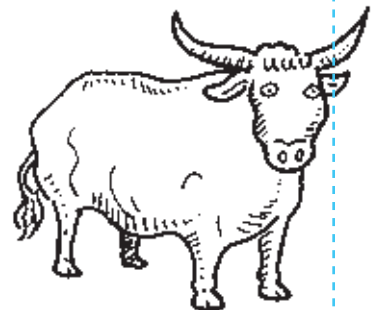
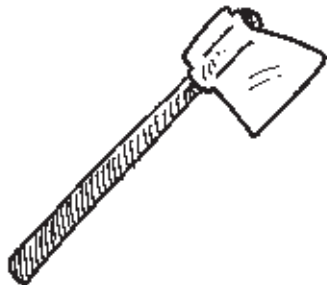
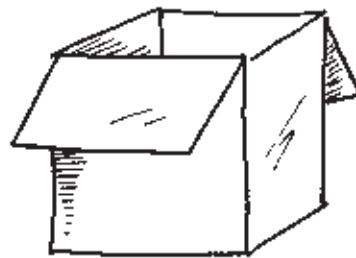
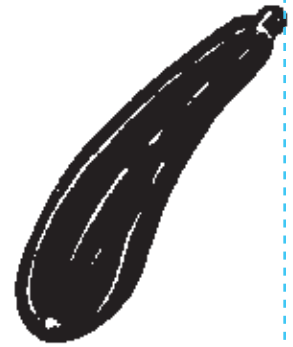
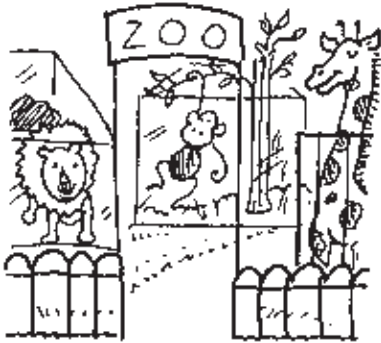
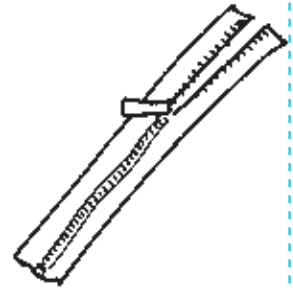


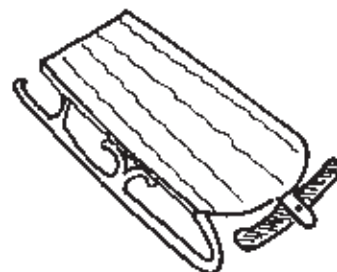
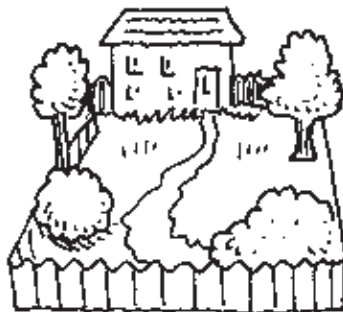
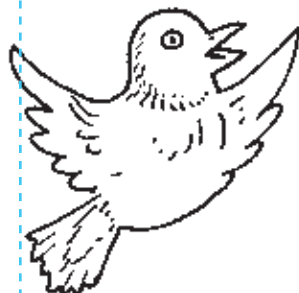
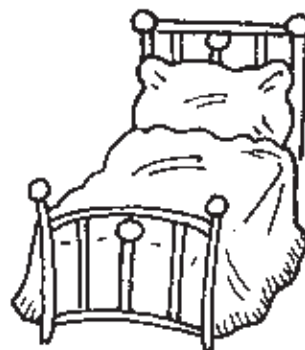
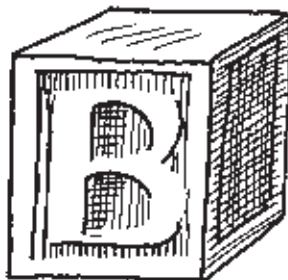
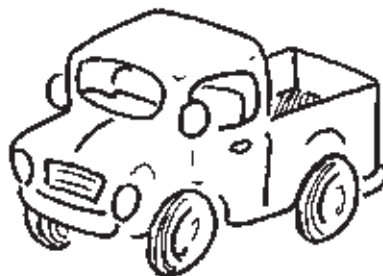
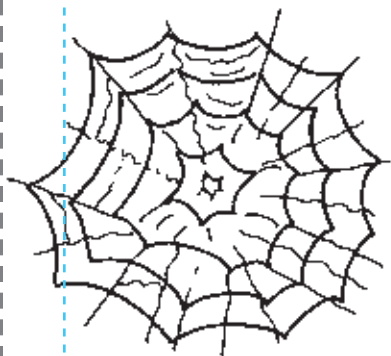
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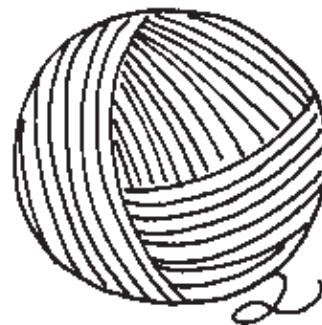
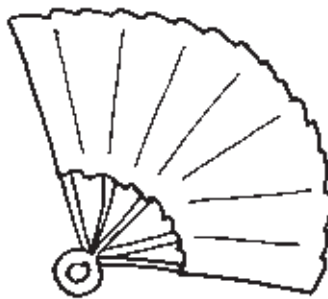
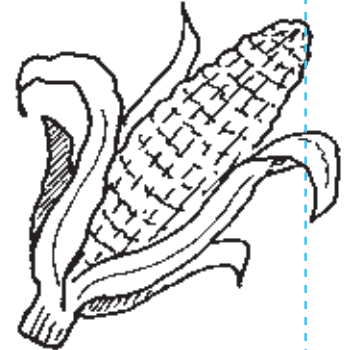
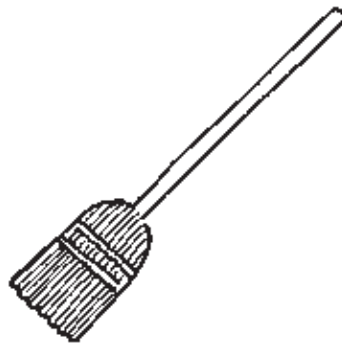
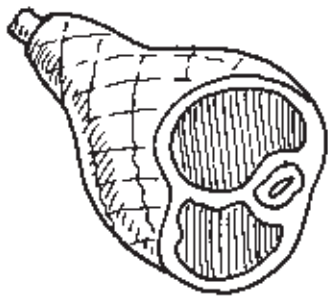
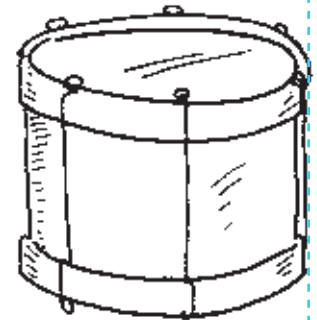
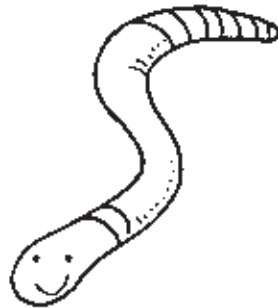
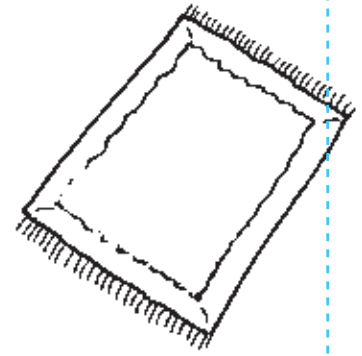


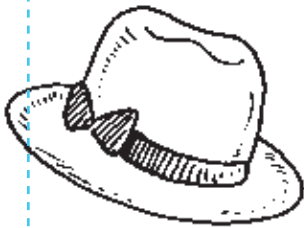
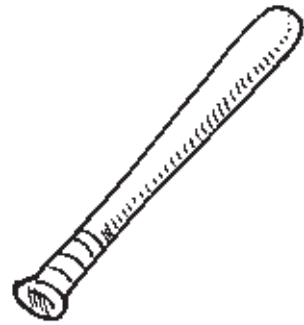
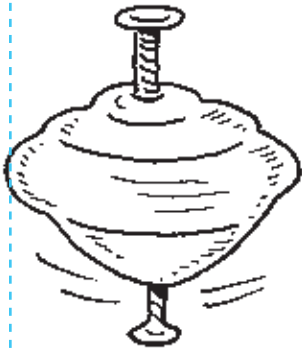


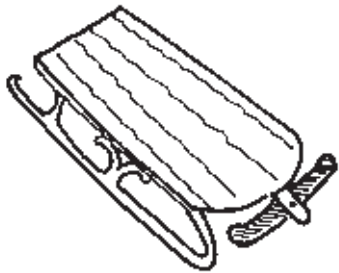
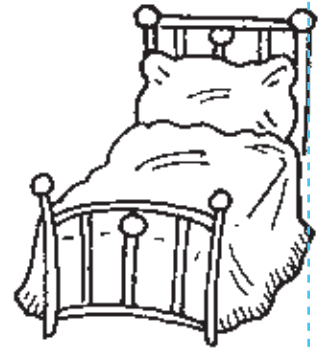
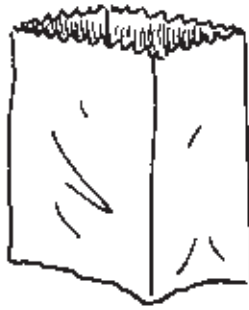


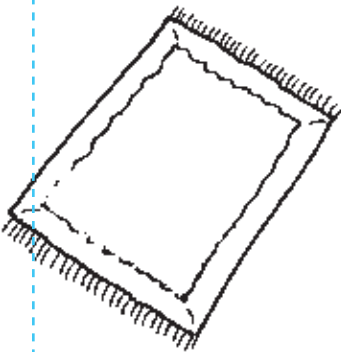
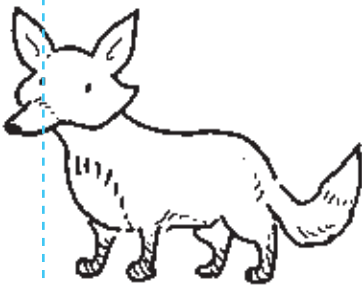
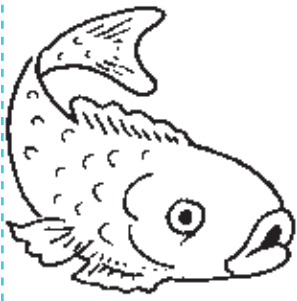


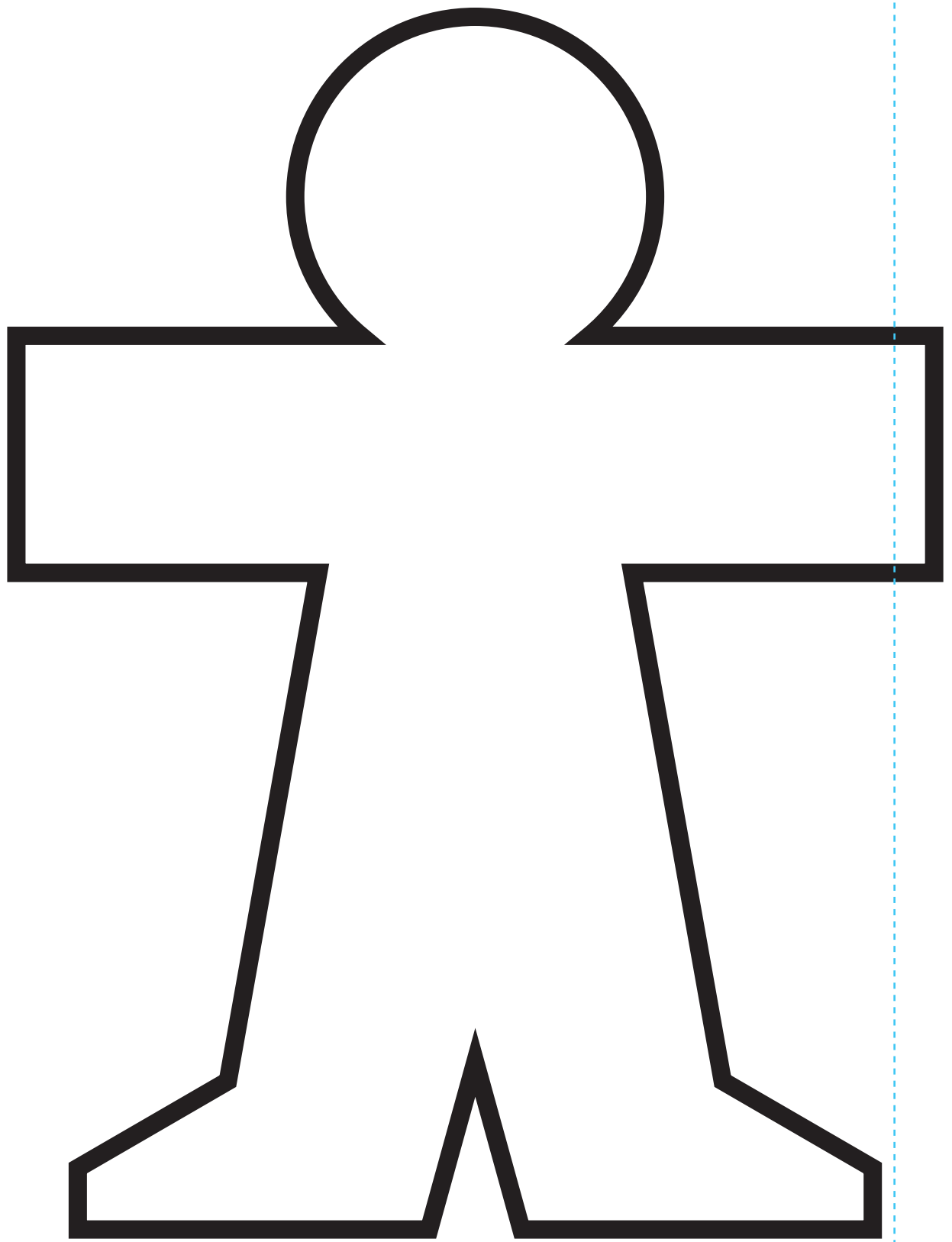






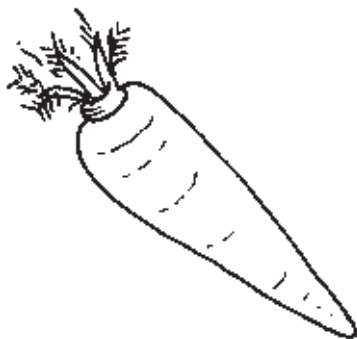








apple



carrot



corn



sandwich



soup



spaghetti



milk



pizza



pie



ice cream



pineapple



muffin



farmer



florist



gardener



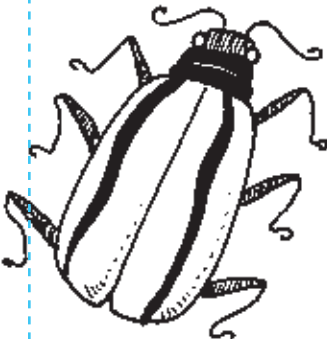
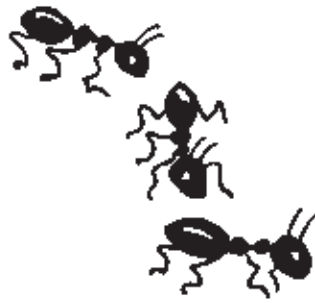
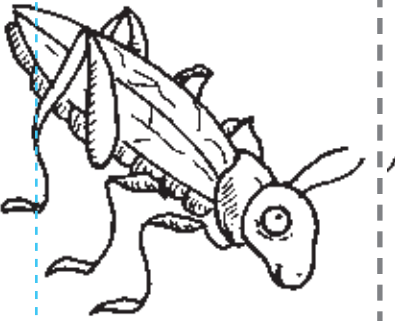
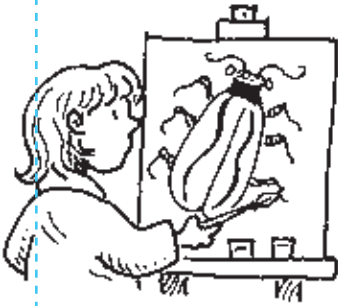
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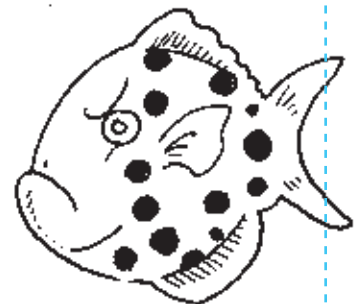
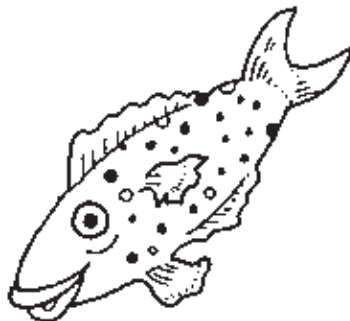
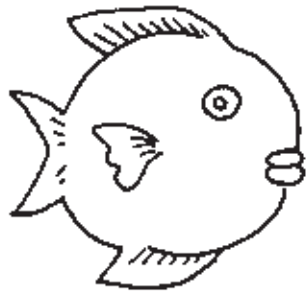
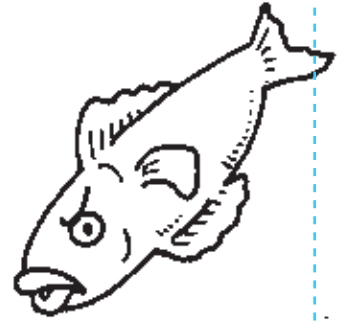


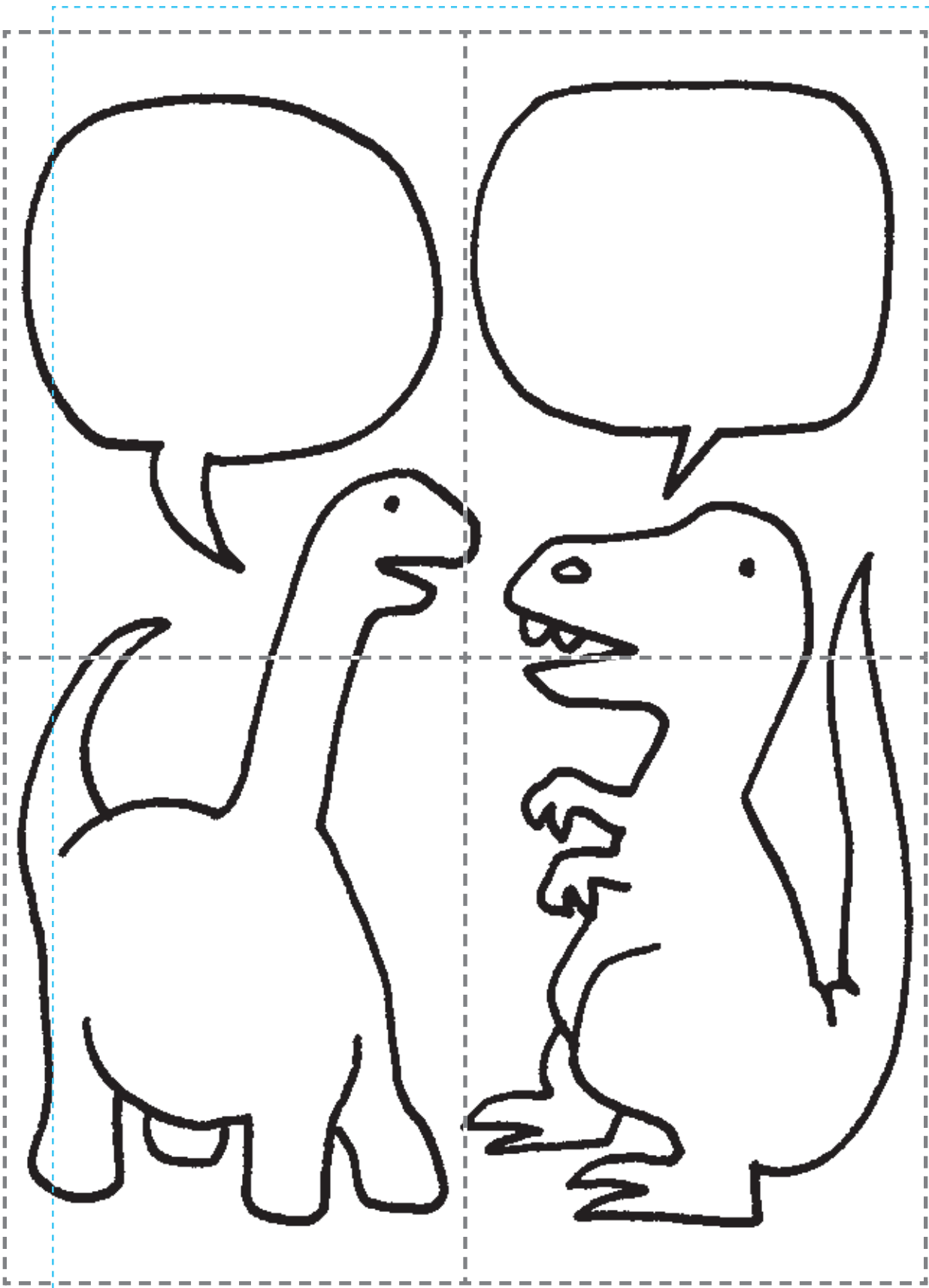
grocer



chef







buzz

boom

splash

quack

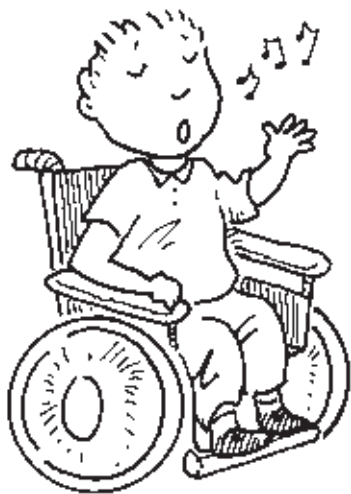
drip

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bike

kite

joke

poke

woke

bone

cone

rope

note

vote

cute

tune

cube

June

deep jeep

keep weep

seed feed

Pete Eve

Learning with Games

Short o Word Maker

Materials

Word Wheel (p. 110)
pencils
Word Family Cards (pp. 88–103)

Skill: short o words

Prepare: Provide a word wheel for each player. On the outside wheel, have players write *ot*.

Play: On the inside wheel, invite players to write as many consonants or consonant blends as they can to complete short o words. Players may want to refer to their Word Family Cards to help them find more words.

Concentration

Materials

Cards (p. 111)
pencils

Skill: word recognition

Prepare: Give each player a copy of the cards. Review the high-frequency words or word families, then guide children to write each word on its own card. Cut out each card.

Play: Organize players into pairs. Have children combine their cards into one pile and then lay each card face down on the table. Players take turns choosing two cards at a time, trying to find a matching pair. If the word cards do not match, then the cards are turned face down again. Remind players to read each word before they collect them or turn them back over. The player with the most matching sets is the winner.

Rhyming Word Tic-Tac-Toe

Materials

Tic-Tac-Toe grid (p. 112)
CVC Picture Cards (pp. 61–87)
pencils

Skill: rhyming words

Prepare: Give partners a Tic-Tac-Toe grid. For easier use, you may want to enlarge the board while photocopying. Have players place picture cards face down on each space of the game board.

Play: Players take turns. The first picks up a picture card and names the picture. Then he or she has to say a word that rhymes with the name of the object. If successful, that player can then place an O or an X in that space. The winner is the player who first gets three Os or Xs in a row horizontally, vertically, or diagonally.

For a challenge, have players use the 4 x 4 grid. Have them say two rhyming words before they can place their O or X.

What Comes Next?

Materials

Puzzle Pieces, three pieces (p. 116)
crayons
scissors

Skill: Beginning, Middle, and End

Prepare: Tell each player to think of his or her favorite fairy tale or nursery rhyme. Give each player a copy of the three interlocking puzzle pieces. Have players draw a picture on each puzzle piece to show the beginning, middle, and end of their favorite story. Then each player cuts his or her puzzle pieces apart.

Play: Ask players to exchange their puzzle pieces with a partner. The partner will first put the puzzle pieces back together and then guess the story that is illustrated. Switch roles and repeat.

Sound Bingo

Materials

5 x 5 grid (one per player; p. 114)
4 x 4 grid (optional; p. 113)
game markers
pencils

Skill: letter/sound recognition

Prepare: Write each letter of the alphabet on a slip of paper. Give players a grid and game markers. Pick a letter from the slips you have made. Ask a volunteer to say the sound of the chosen letter. Players then write the letter on a square of their grid. Continue until all of the squares are filled.

Play: Play bingo by calling out various letter sounds. Players place markers on the corresponding letters. Play until one player has five markers in a row vertically, horizontally, or diagonally. You may use the 4 x 4 grid for a shorter game.

Letter Slip and Slide

Materials

Slip Strips (p. 115)
Spinner (p. 107)
pencils

Skill: decoding words with short o

Prepare: Organize players into groups of three. Give each player a copy of the slip strips. Have them write *ock* in the rectangular space to the right of the slots.

Then have each small group make a spinner. Write the following consonants and consonant blends evenly around the spinner: *d, j, l, m, r, s, t, cl, st, fl, sm*.

Play: Each player spins the spinner and writes the letter onto his or her sliding strip until there are four different consonants or consonant blends on each strip. Players then take turns decoding and reading the words they have created using their letter slip and slide.

The Long Ride

Materials

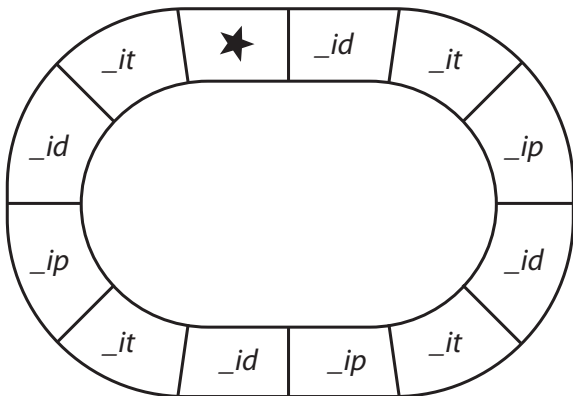
- Oval board (p. 108)
- 4-part spinner (p. 107)

Skill: recognizing short *i*

Prepare: Create cards by writing the following letters on slips of paper: b, h, k, p, r, s, t, w. Two or three players can play this game. Copy the oval game board. Draw a star in one square to indicate the beginning and ending point and the following endings on the board in an alternating pattern: *_id*, *_it*, *_ip*.

Also give each group a 4-part spinner numbered with 0, 1, 2, and 3.

Play: The first player spins the spinner and moves his or her marker the number of spaces indicated. Then that player chooses a card and looks at the word ending in the square. The player reads the word he or she has created. If a nonsense word is created, the player continues choosing cards until a real word is made. The game continues until each player has been around the oval twice.



Read the Room Game

Materials

- S-shaped board (p. 109)
- 4-part spinner (p. 107)
- game markers

Skill: high-frequency word recognition

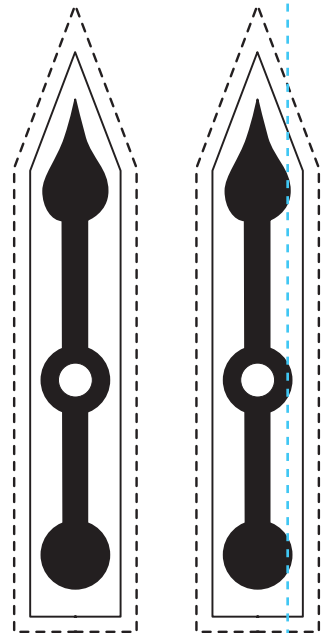
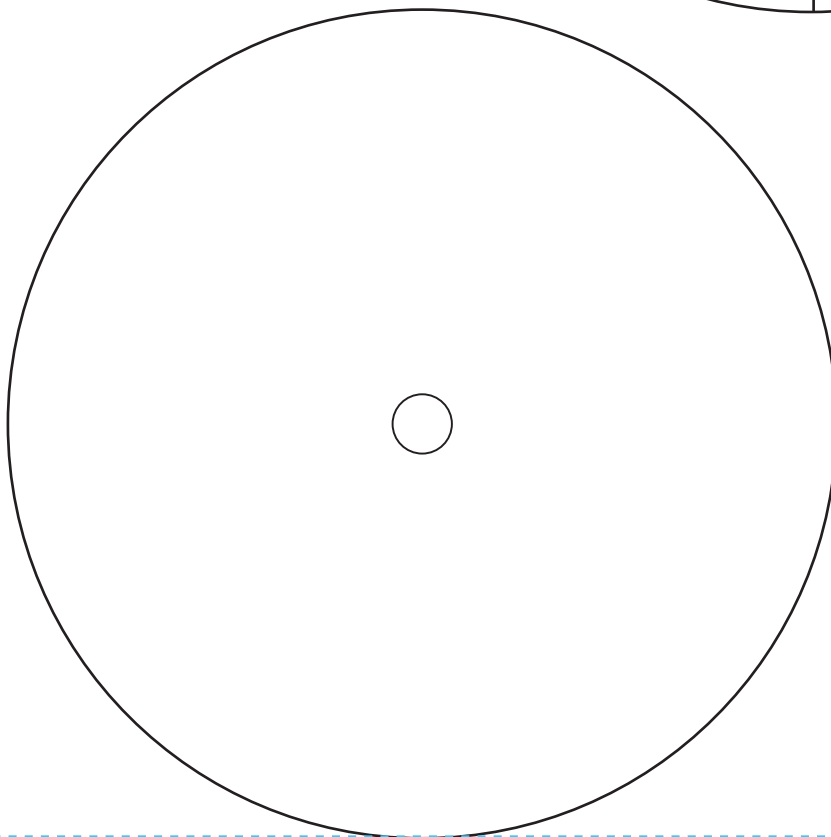
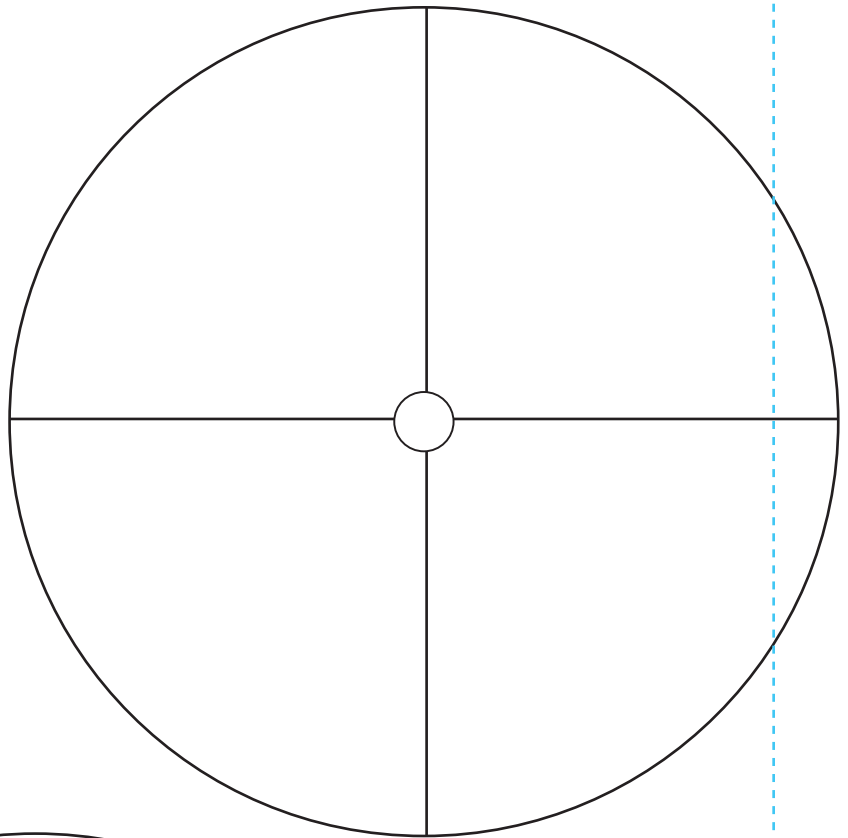
Prepare: This game is for two players. Copy the S-shaped board for each pair. Label the first square *begin* and the last square *end*. Fill in the remaining squares with high-frequency words such as *and, are, do, for, go, has, have, he, here, is, like, little, look, me, my, play, said, see, she, to, the, this, was, we, what, where, with, you*.

Give each pair a 4-part spinner filled in with the numbers 1, 2, 3, and 4.

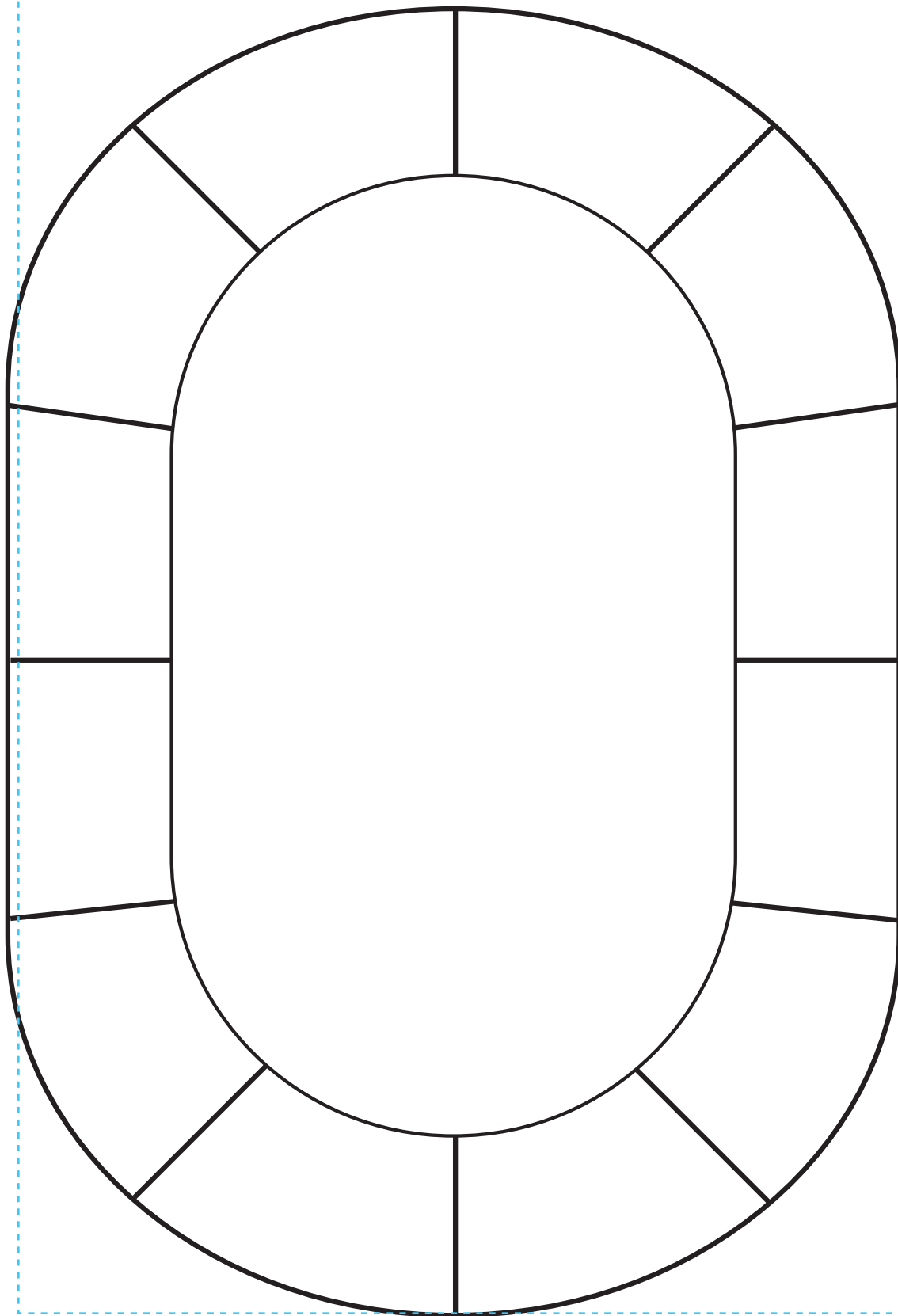
Play: Each player spins the spinner and moves the number of spaces indicated. The player then reads the high-frequency word on which he or she has landed. Once the player has read the word on the board, then both players look around the room for the word card. The first player to find the word spins the spinner. If neither player can find the word, then the other player goes next. The winner is the player who reaches the *end* square first.

Spinners

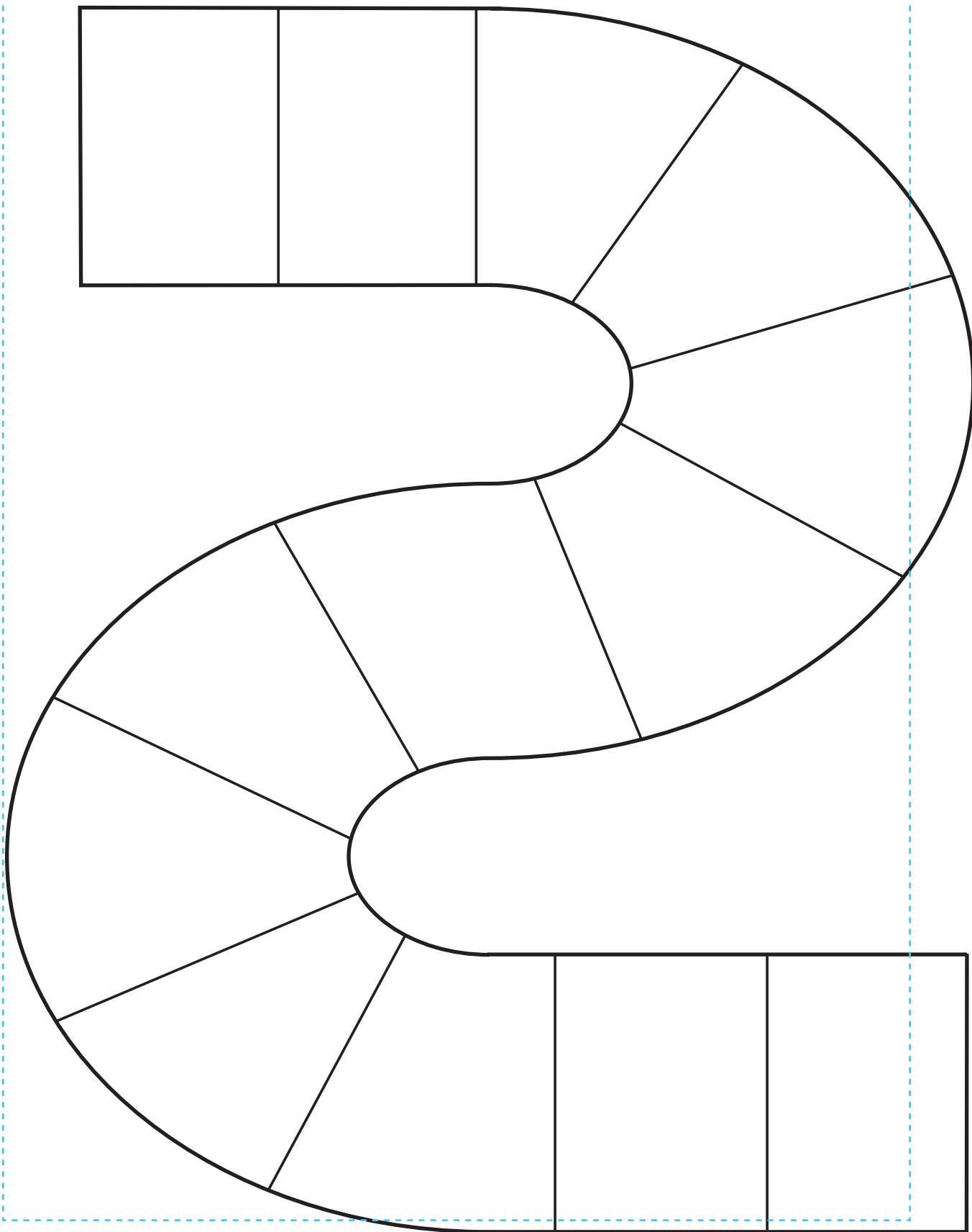
1. Cut out and complete a spinner.
2. Mount it on heavy paper.
3. Attach arrow with a brad.



Oval Game Board



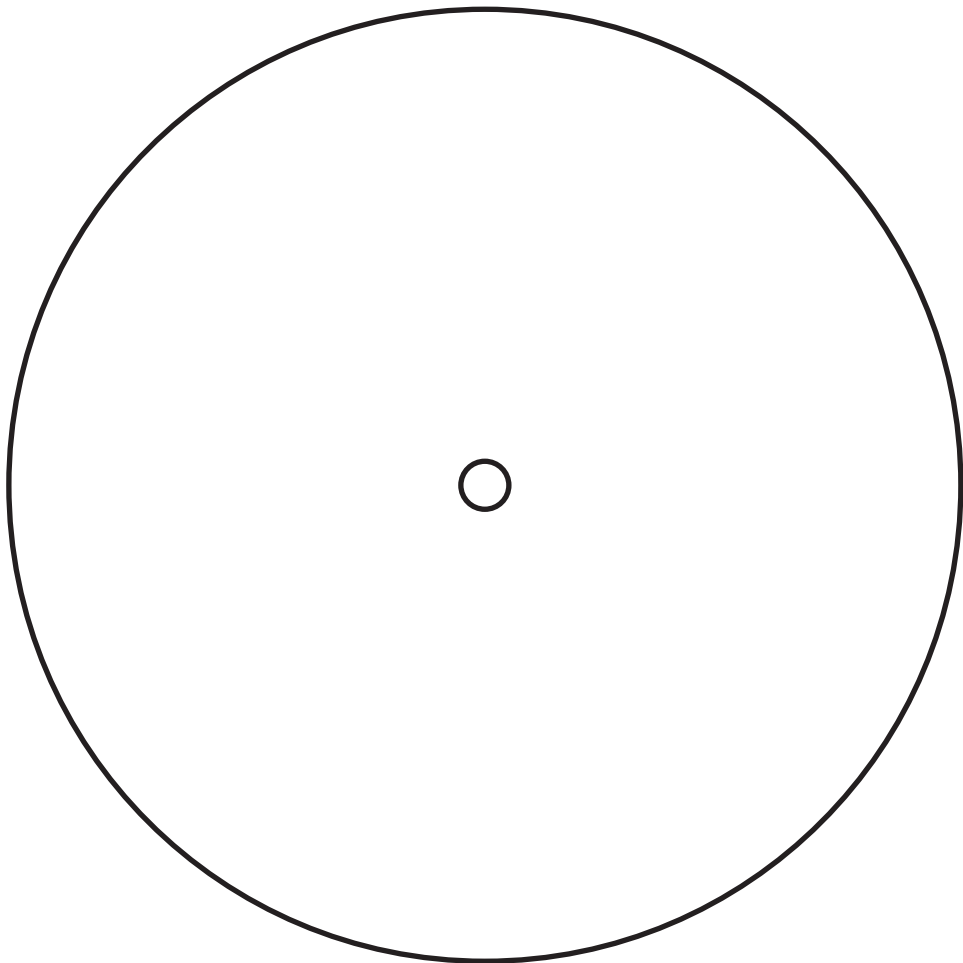
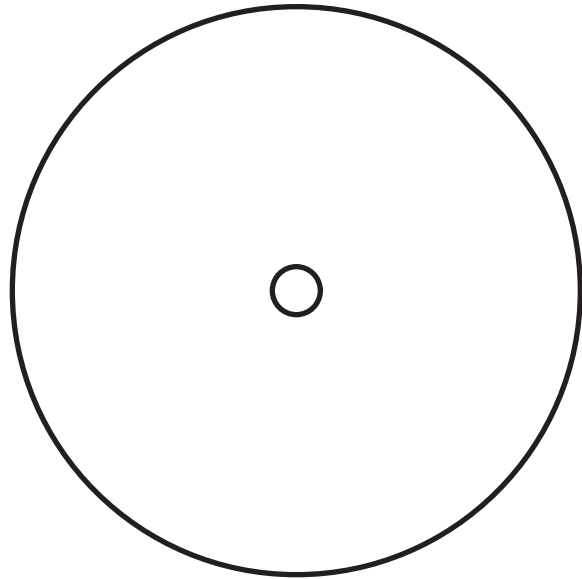
S-shaped Game Board



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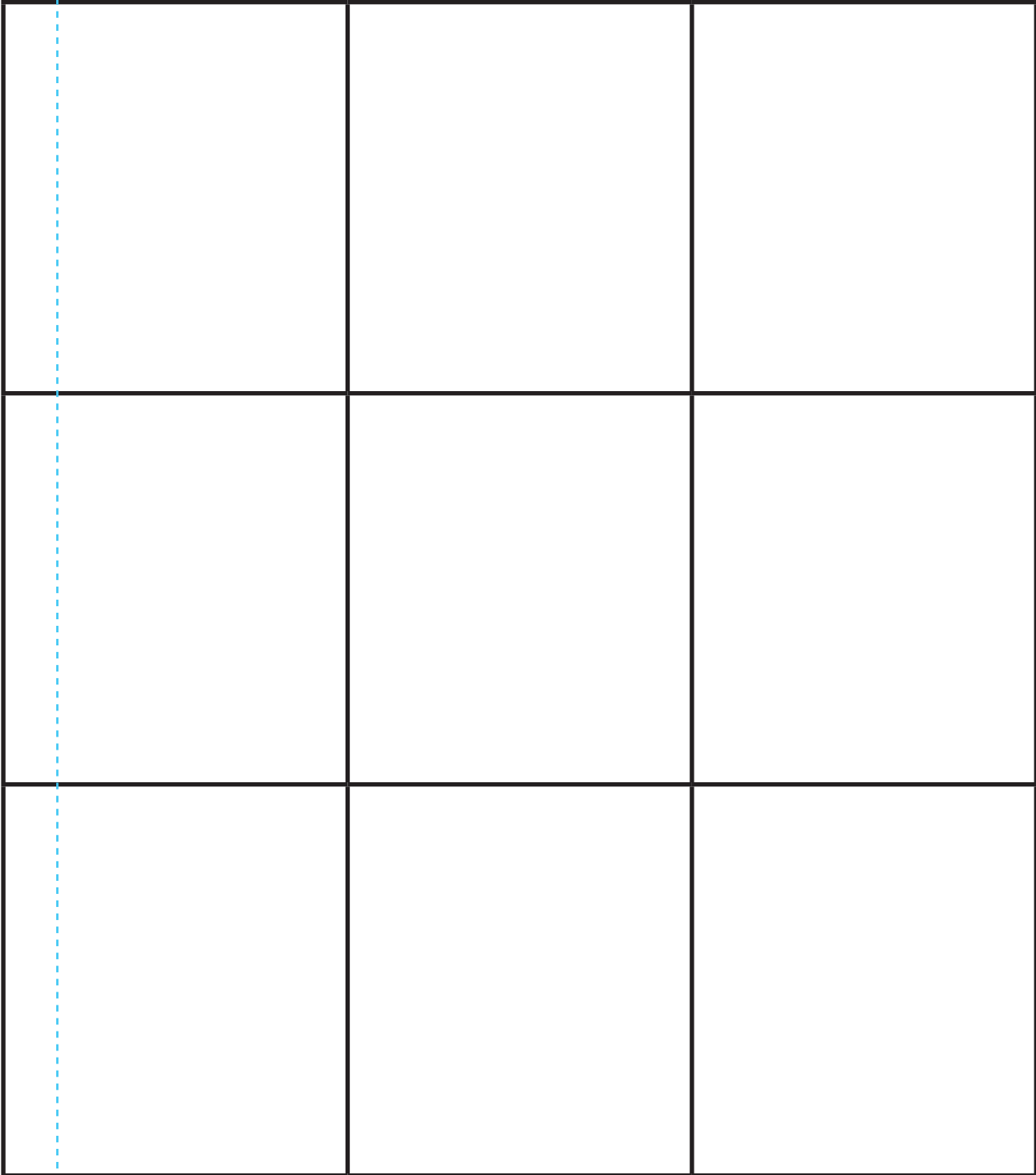
Word Wheel

1. Cut out and complete each wheel.
2. Attach small wheel on top of large wheel with a brad.



Cards

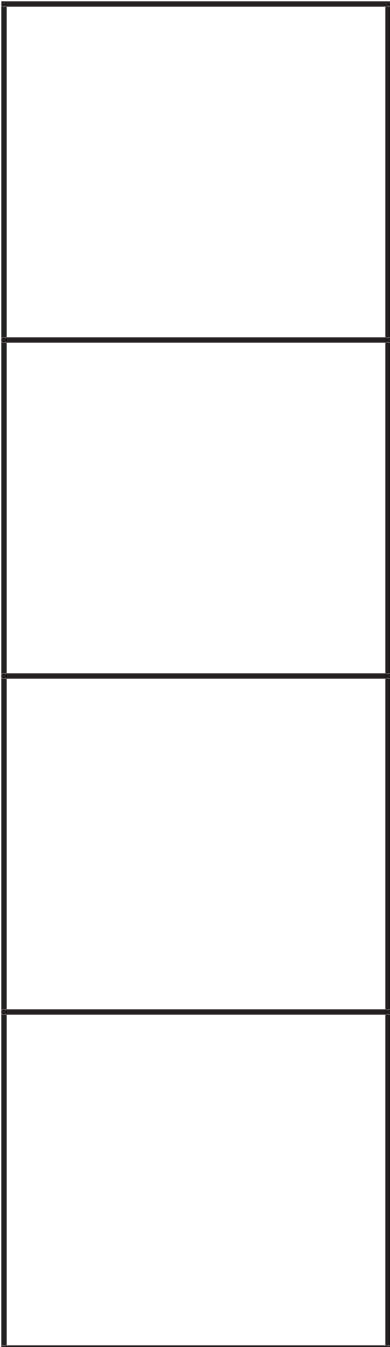
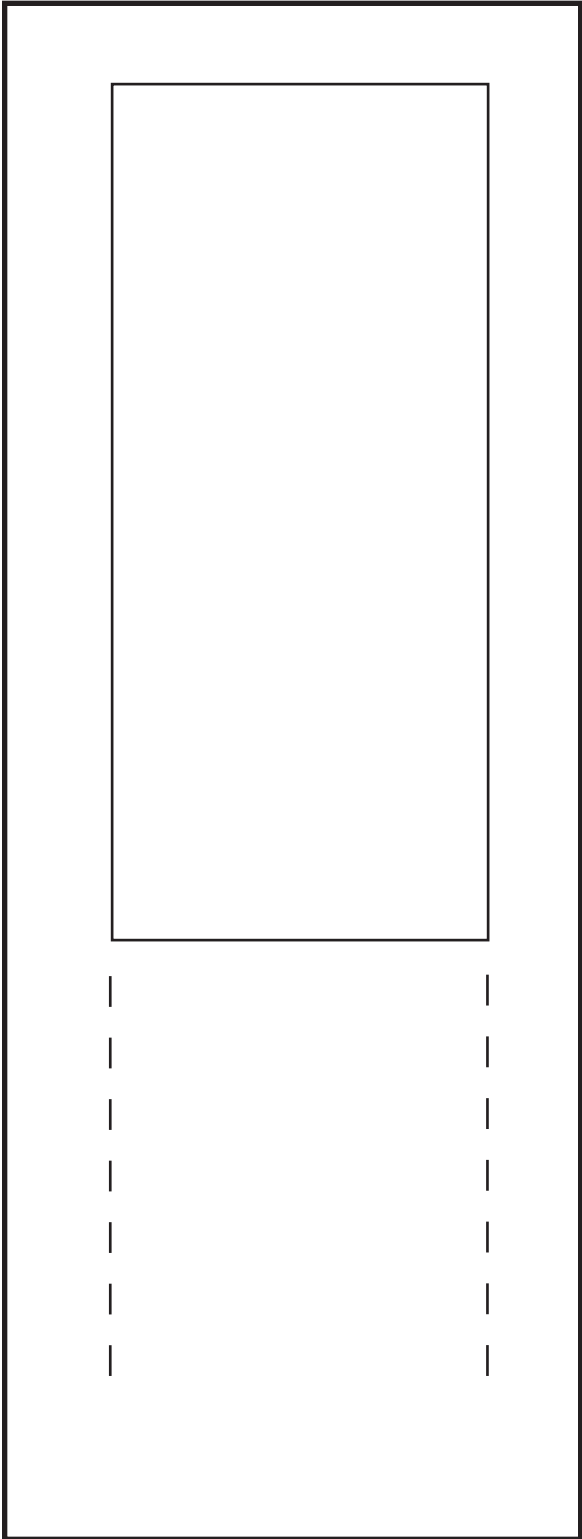
Tic-Tac-Toe



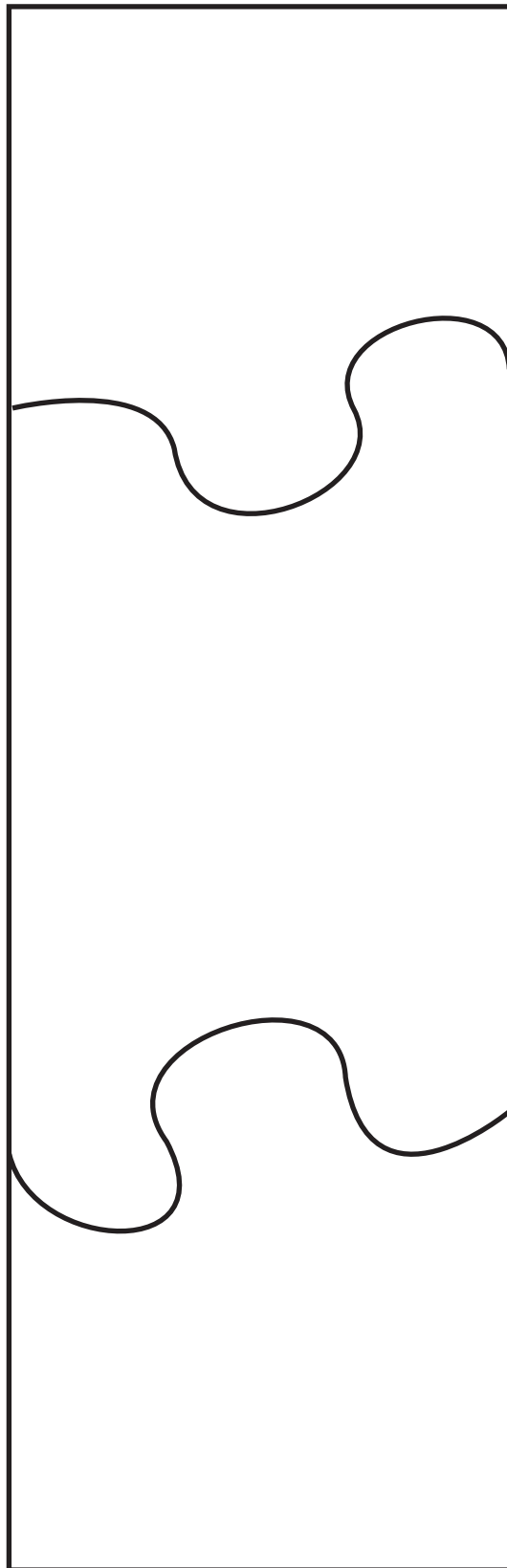
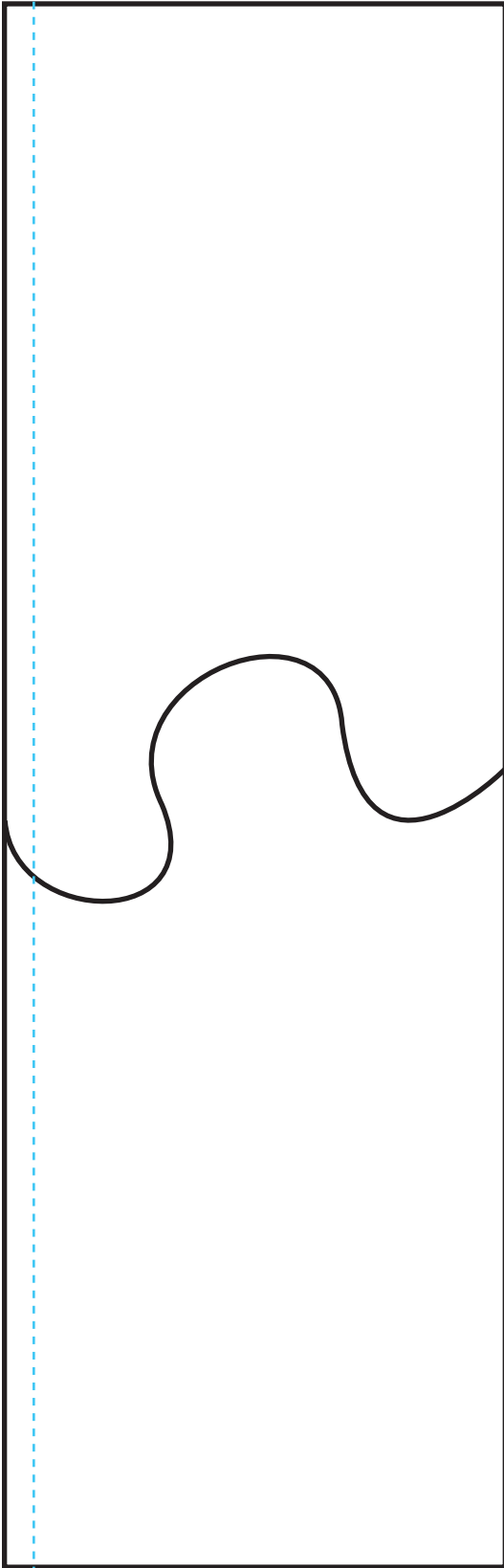
4x4 Grid

5x5 Grid

Slip Strips



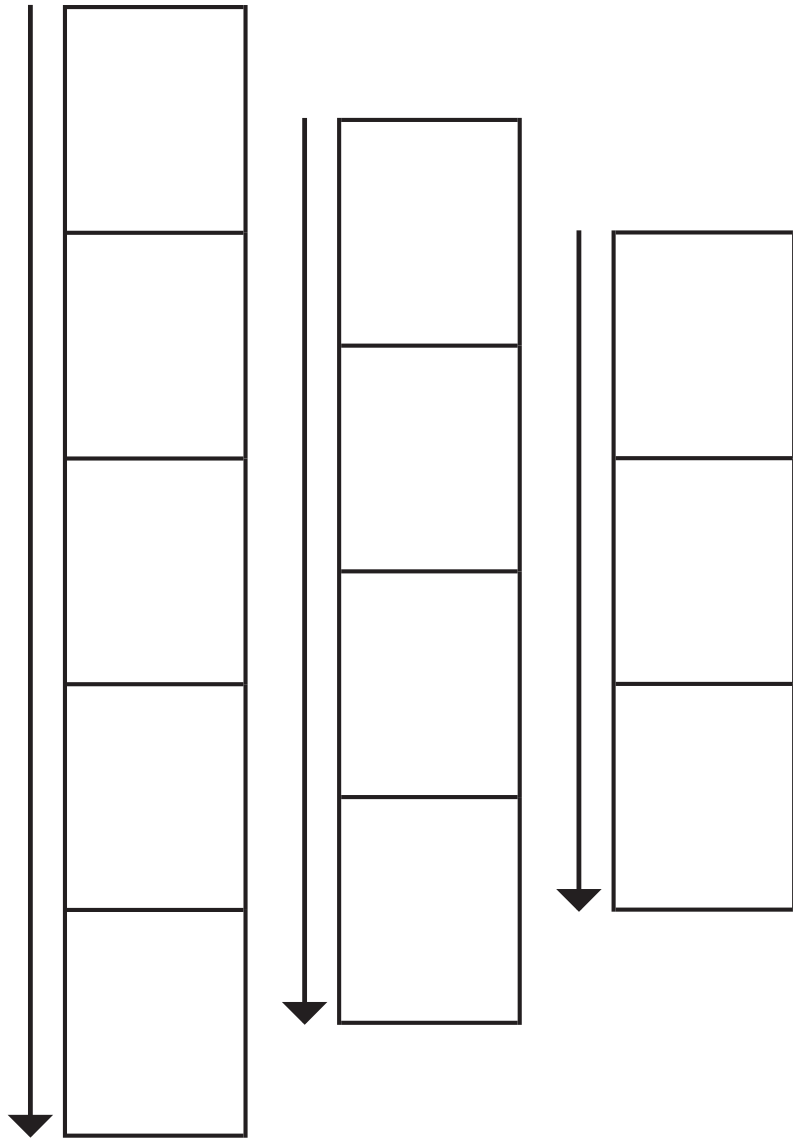
Puzzle Pieces



Response Board

The response board features a grey border and a large white central area. On the right side of the board, there are five horizontal writing lines. Each line is composed of three parts: a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Response Board



Name _____

Reader Response

Title: _____

Author: _____

How did you like this book? Circle how you feel.

I liked it.



I did not like it.



Draw and label your favorite part of the story or poem.

Name _____

Reader Response

Title: _____

Author: _____

How did you like this book? Circle how you feel.

I liked it.



I did not like it.













Draw what you learned. Label your picture.

Name _____

My Writer's Checklist

Read each question. Circle your answer.

Did I write my name on my paper?	 Yes	 No
Do I have a capital letter at the beginning of my name?	 Yes	 No
Do I have a capital letter at the beginning of my sentence?	 Yes	 No
Do I have the correct ending mark to end my sentence?	 Yes	 No
Do my words and my drawing go together?	 Yes	 No

How did I do?

Draw a face to show how you feel about your work.



Speaking Checklist

In our classroom:

- We follow classroom rules.
- We respect other people's feelings and ideas.
- We speak slowly and clearly.
- We speak loudly enough to be heard.
- We take turns speaking.
- We ask questions to make sure we understand.
- We answer questions thoughtfully.
- We can describe people, places, and things we know.
- We draw or add pictures to help our descriptions.

Listening Checklist

In our classroom:

- We listen to others.
- We respect other people's feelings and ideas.
- We listen and follow directions.
- We can repeat directions for others.
- We listen to key details.
- We ask questions to make sure we understand.
- We ask questions to find out more.

Oral Vocabulary Pre- and Posttests

Oral Vocabulary Pre- and Posttests for Intensive Vocabulary Support

Directions

The Oral Vocabulary Pre- and Posttests that follow are composed of vocabulary questions for all of the oral vocabulary words in the Interactive Read-Aloud Cards. There is a test for each week.

In the Pre- and Posttest, some vocabulary words are **boldfaced** and some are underscored. **Boldfaced** words are highlighted in the Interactive Read-Aloud Card text and have detailed instructional routines in the sidebars. Underscored words are the additional words that are underscored in the Interactive Read-Aloud Card text. Use the Define/Example/Ask routine to teach these words.

The Pre- and Posttests can be administered individually or in small groups.

Administering the Pretest

Administer the pretest before you read the Interactive Read-Aloud Card text for the week.

- Ask each question, and have children answer.
- If children's answers indicate an understanding of the word, guide them in a short discussion.
- If children cannot answer a question, move on quickly. At this point, it is likely that children will be unfamiliar with many of the words.
- Explain to children that they will hear these words again throughout the week in a story that you will read to them.

Administering the Posttest

Administer the posttest after you have finished practicing the oral vocabulary words with children.

- Ask each question, and have pairs of children discuss the answer with each other as you listen in. Then call on selected children to share their answers.
- Take note of words that continue to present a struggle for children. Provide opportunities for periodic review of these words in the coming weeks. For example, use these words in transition activities and classroom discussions.
- At the end of each unit, review 4 to 5 words per Interactive Read-Aloud text by asking the question for those words again. Keep track of children's progress to see how well they maintain the vocabulary over an extended period of time.

Oral Vocabulary Pre- and Posttests

Unit 1, Week 1

The Lion and the Mouse

1. What do you do with your **friends** on the weekend?
2. Describe a time when you were in a hurry.
3. Think of a time you had a **problem** at home. How did you solve it?
4. Do you remember a time when you were scared? Why were you scared?
5. What kinds of animals can stay in a tree by **grasping** the branches?
6. Have you ever had to **escape** from somewhere?
7. Have you ever helped to **rescue** something? What did you help rescue?
8. What is your favorite color?

Unit 1, Week 2

The Tortoise and the Hare

1. Have you ever gone on an **adventure**? Where to?
2. What **movement** do you perform when you wave to someone?
3. Are you always ready on time to go to school?
4. What time do you **arrive** at school each day?
5. What's an **exciting** thing you've done?
6. How do you feel when people cheer for you?
7. If you were **exhausted**, would you want to take a nap or finish a project?
8. If someone agreed with you, would they shake their head yes or no?

Oral Vocabulary Pre- and Posttests

Unit 1, Week 3

A Feast of the Senses

1. What **senses** do you use when you eat?
2. What foods would include in a **feast**?
3. Think of your favorite movie; how did things turn out in the end?
4. What do you enjoy learning the most?
5. What animals might you see if you **explore** a pond?
6. What do you do to something if you **knead** it?
7. What do you like to do together with your parents?
8. What do you feel when you have **finished** something?

Oral Vocabulary Pre- and Posttests

Unit 2, Week 1

Timimoto

1. What **tools** do you use at school?
2. What is something you have **discovered** about animals this year?
3. What do you do when you cradle a baby?
4. When something is dirty what do you do?
5. Have you ever played **fetch** with a dog?
6. Describe what you feel when you hear a **rumble** of thunder.
7. When someone appears in front of you what happens?
8. Have you ever played in a game where you were **defeated**? How did you feel?

Unit 2, Week 2

Kites in Flight

1. If you could go anywhere in the **world**, where would you go?
2. What do you like to do when you play with your friends?
3. What is your favorite thing to see when you are in **nature**?
4. What **materials** do you use in school?
5. What are some important details you know about cats?
6. What **decorations** do you like for your birthday?
7. What are your favorite **games** to play at recess?
8. Describe your most colorful article of clothing.

Oral Vocabulary Pre- and Posttests

Unit 2, Week 3

From Caterpillar to Butterfly

1. What are some things that you are **curious** about?
2. What is happening after school today?
3. What did you **observe** on your way to school today?
4. When something is **attached**, is it together or apart?
5. When you can't reach something what do you do?
6. What is your **process** for get ready for school?
7. Are most elephants **slender** or fat?
8. What do rabbits munch on?

Oral Vocabulary Pre- and Posttests

Unit 3, Week 1

The Boy Who Cried Wolf

1. How do you **cooperate** with your classmates to get a job done?
2. Why do most games have **rules** for players to follow?
3. When you get ready in the morning, do you feel rushed?
4. When you are eagerly anticipating something are you looking forward to it or not?
5. What is something that you have had to **guard** and protect?
6. When someone plays a **prank** on another person what are they doing?
7. What is a boring activity that you do?
8. What is something that you are **responsible** for?

Unit 3, Week 2

The Turtle and the Flute

1. When it is most important to **listen**?
2. Who is in charge of the **volume** of music at your house?
3. What do you like to do when you entertain?
4. Who are some story characters that are **familiar** to your class?
5. Describe a time when you tucked up into a ball.
6. Who do you like to **chat** with?
7. What does it mean when something won't budge?
8. What do you do when you **exclaim** something?

Oral Vocabulary Pre- and Posttests

Unit 3, Week 3

Field Trips

1. What types of food do you get **locally**?
2. What types of things do you have delivered to your house?
3. What do you like to do outdoors?
4. What other places are in the same **neighborhood** as our school?
5. What is your **routine** on a school day?
6. Who is someone you think is very **intelligent**?
7. When you do something quickly, do you do it fast or slow?
8. What is something that you have **volunteered** to do?

Oral Vocabulary Pre- and Posttests

Unit 4, Week 1

Little Juan and the Cooking Pot

1. What **equipment** does a firefighter use?
2. When you have a variety of something, what do you have?
3. When do you sigh?
4. What does a police officer's **uniform** look like?
5. What **utensils** do you use when you eat?
6. Describe a time when you burst out in laughter.
7. What do you **expect** to happen at the end of the school day?
8. What is something that **remained** at your house today?

Unit 4, Week 2

Cultural Festivals

1. What is an important part of your family's **culture**?
2. What is something that you **appreciate** about your teacher?
3. Do you know someone who has received an honor? Who is it?
4. What do you **prefer**, pizza or pasta?
5. Have you ever exchanged a gift you have received? What did you exchange it for?
6. What do you like to do instead of watching TV at night?
7. What is your family's favorite holiday **tradition**?
8. What is something that you are **proud** of?

Oral Vocabulary Pre- and Posttests

Unit 4, Week 3

The Bundle of Sticks

1. What are some interesting places in your **community**?
2. Who can you ask for help when you are **confused** about something?
3. What is something you would **improve** in your classroom?
4. Describe a time when you were surprised.
5. Do you participate in gym class?
6. Describe a time when you have **quarreled** with someone.
7. Does your entire family eat dinner together every night?
8. What does it mean to **harvest** something?

Oral Vocabulary Pre- and Posttests

Unit 5, Week 1

Growing Plants

1. What does a plant **require** to grow?
2. What do you need in order to take care of a **plant**?
3. What subject do you find tough in school?
4. Describe a time when you were in a large **crowd** of people.
5. What does an animal need to survive?
6. How could your clothes be **harmed** if you paint them?
7. What do you use to **soak** a spill?
8. Why does a ladder need to be kept steady while someone is climbing it?

Unit 5, Week 2

The Pine Tree

1. What skills do you need to **develop** in order to play baseball?
2. Why is the sun so **amazing**?
3. Which things are **enormous**: a jet airplane, a whale, a mouse, a skyscraper, a lunchbox?
4. What happened at school yesterday?
5. What do you like to do outside?
6. What is something you **imagine** when you are trying to go sleep at night?
7. When are you most **content**?
8. Who is a person that you are very attached to?

Oral Vocabulary Pre- and Posttests

Unit 5, Week 3

Farms Around the World

1. Where would you get **fresh** flowers for your table?
2. What is the most **delicious** food you have ever had?
3. What is the most popular cartoon character in your class?
4. Do you usually brush your teeth before you go to bed?
5. What do you find **special** about your parents?
6. What is **beneath** your classroom?
7. Why is it important to listen to your teacher?
8. Describe what you would do to help **raise** an animal.

Oral Vocabulary Pre- and Posttests

Unit 6, Week 1

A Tour of the Seasons

1. What is the **weather** like today?
2. Which **season** has your favorite kind of weather?
3. What do you notice most in your classroom?
4. When do birds **migrate** south, during the winter or summer?
5. What time do you arrive to school every day?
6. During which season are you most **active** outside?
7. Describe a place that is very lush.
8. What is your favorite **spot** at your home?

Unit 6, Week 2

The Frog and the Locust

1. How do you **predict** when it is going to rain?
2. Name some creatures that live in your backyard.
3. What is the **temperature** outside today?
4. What do you do when it **storms** outside?
5. Do you allow anyone in your bedroom?
6. Describe a time when you have heard someone bellow.
7. Describe a game you find very **clever**.
8. Is a **drought** when it rains a lot or when it rains very little?

Oral Vocabulary Pre- and Posttests

Unit 6, Week 3

Rainbow Crow

1. What types of **celebrations** does your family throw?
2. What do you **notice** when you close your eyes?
3. How can we make sure there is **enough** food for everyone at the party?
4. Describe a time when you went on a journey.
5. Are you usually in a hurry during the mornings?
6. How do you **prepare** for a test?
7. What is important to do when someone is in trouble?
8. Where do you feel most **safe**?

Oral Vocabulary Pre- and Posttests

Unit 7, Week 1

Baby Farm Animals

1. Who made an **appearance** at your school today?
2. What is probably going to happen when you get home today?
3. When are you on your best **behavior**?
4. What is your favorite type of **exercise**?
5. Who watches you when your parents go out?
6. When have you been separated from someone you love?
7. Describe a time when you just **wandered** around your house.
8. Why is it important to eat **plenty** of fruits and vegetables?

Unit 7, Week 2

The Family Pet

1. What is one **responsibility** you have at home?
2. What do you look for when you **compare** two books you might like to read?
3. Why do some animals cuddle together?
4. Who is a person you **depend** on?
5. How would you **train** a dog?
6. Why is it important to be caring?
7. Why is it important to be thorough when you are cleaning your room?
8. Are you more **social** when you're at school, or when you're reading a book alone?

Oral Vocabulary Pre- and Posttests

Unit 7, Week 3

Anansi: An African Tale

1. What animals live in a forest **habitat**?
2. Why is it important to be polite to people?
3. If you don't like your lunch to whom do you **complain** to?
4. Describe a time when you have helped your parents search for something.
5. Is it nice to be **stubborn**? Why or why not?
6. What is an average day for you like?
7. Name some animals that you have seen in the **wild**.
8. Describe a time when you **joined** in the fun.

Oral Vocabulary Pre- and Posttests

Unit 8, Week 1

The King of the Winds

1. What kind of **transportation** do you use to get to school?
2. Can you name some **vehicles** that go on land?
3. Describe a place you have traveled to.
4. Why is it important to be gentle with a baby?
5. If you could go on a **journey** to any place in the world, where would you go?
6. Name an animal that is **fierce**.
7. Is someone already home when you get home from school?
8. Is your room narrow or **wide**? Describe it.

Unit 8, Week 2

The Best of the West

1. What is your favorite way to **travel**?
2. What do you wonder about?
3. What is something an incredible athlete might do?
4. What **country** do you live in?
5. What is the **purpose** of a watering can?
6. What is something that you have covered up?
7. Why is it important to **connect** with other people?
8. Why is it important to be **careful** when you are crossing the street?

Oral Vocabulary Pre- and Posttests

Unit 8, Week 3

A View From the Moon

1. What is in outer **space**?
2. What is your favorite mysterious character?
3. What is one way to measure **distance**?
4. What does the **surface** of the moon look like?
5. Describe a time when you overcame a **challenge**.
6. What is an activity you absolutely love to do?
7. Describe a mission you have been sent on.
8. Do you always **recognize** your family members?

Oral Vocabulary Pre- and Posttests

Unit 9, Week 1

Helping Out At Home

1. What **chores** do you do at home?
2. How do you **contribute** in class?
3. How much time do you spend sleeping?
4. How do you help **organize** your home?
5. Describe something you have **accomplished**.
6. What is something you find difficult to do?
7. Who supports you the most?
8. What are you a **member** of?

Unit 9, Week 2

The Little Red Hen

1. How do you help to **tidy** up your classroom?
2. Why is it important to **respect** your teacher?
3. What are you a **citizen** of?
4. What have you promised to do for your parents?
5. Have you ever been approached by a wild animal? What did you do?
6. Why is it **necessary** to brush your teeth every day?
7. Describe what it is like to drift in and out of sleep.
8. Describe a time when you had to **haul** something inside.

Oral Vocabulary Pre- and Posttests

Unit 9, Week 3

Spider Woman Teaches the Navajo

1. What **design** would you choose for a birthday cake?
2. Name some **natural resources**.
3. What do you like to **create**?
4. What do you like to share with your family?
5. Do you have enough **knowledge** to drive a car? Why not?
6. Name some things that you **weave** together.
7. What are some examples of warning signs that help us stay safe?
8. Why is it important to listen when someone explains something?

Oral Vocabulary Pre- and Posttests

Unit 10, Week 1

The Elves and the Shoemakers

1. What movie or book do you consider to be excellent? Why?
2. How will you **decide** what to eat for dinner?
3. Why is your **opinion** important?
4. What is something you do now that you would like to continue?
5. When the mice scurried away where did the cat go?
6. What are some things you **marvel** at?
7. Do you have any clothing that is **ragged**? Do you still wear it?
8. Describe a time when you have been **grateful**.

Unit 10, Week 2

The Perfect Color

1. What do you use your imagination for?
2. What is a sport that comes easily to you?
3. How do you help **sort** laundry at your house?
4. How are your friends **similar** to you?
5. What can you eat an **endless** amount of?
6. What does the surface of your classroom floor look like?
7. What types of things do you like to **experiment** with?
8. Describe what a **perfect** day would be for you.

Oral Vocabulary Pre- and Posttests

Unit 10, Week 3

Protect the Environment

1. Describe ways you help the **environment**.
2. Why is it important to **protect** animals?
3. What time of day do you have the most energy?
4. How can pollution destroy nature?
5. How can you use your time more **wisely**?
6. What are some ways that your parents **encourage** you?
7. What do you do in order to have a healthy lifestyle?
8. Why is it important to **recycle**?

Adam Has an Apple

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Brightly (♩ = c. 104)

7/4

Pat legs 4 times with both hands Pat shoulders 4 times Pat head 4 times

7

Show hands Clap three times Pat legs 4 times

(Clap) (Clap) (Clap) A - dam has an ap - ple and an

11

Pat shoulders 4 times Pat head 4 times Pat shoulders 4 times

ant in his hat, ant in his hat, ant in his hat.

17

Pat legs 4 times Pat shoulders 4 times

A - dam has an ap - ple and an ant in his hat, so

21

Pat head 4 times Show hands Clap three times

let's all clap our hands! (Clap) (Clap) (Clap)

25

Pat legs 4 times Pat shoulders 4 times Pat head 4 times Show hands Clap three times

(Clap) (Clap) (Clap)

33

Pat legs 4 times Pat shoulders 4 times Pat head 4 times

A - dam has an ap - ple and an ant in his hat, ant in his hat,

Sound-Spelling Songs

Adam Has an Apple, continued

39 *Pat shoulders 4 times* *Pat legs 4 times*

ant in his hat. A - dam has an ap - ple and an

43 *Pat shoulders 4 times* *Pat head 4 times* *Show hands* *Clap three times*

ant in his hat, so let's all clap our hands! (Clap) (Clap) (Clap)

Play Ball!

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Boogie Woogie (♩ = c. 160)

12

Index fingers in the air, wag your fingers and bodies in time with the music

13 *Wag R index finger from L to R* *Pretend to hold a baseball bat over your shoulder*

You get the ball and I will get the bat.

16 *Swing the bat* *Repeat wagging the R finger*

You get the ball and I will get the bat.

19 *Pretend to hold the bat* *Swing the bat* *Point out* *Thumbs to self*

You get the ball and I'll get the bat. Play ball!

23 *Pretend to wait for the pitch as the batter* *Swing the bat*

Play ball! Bat - ter up!

27 *Watch the "ball" fly in an arch* *Back to Boogie with index fingers waving overhead like the intro*

8

35 *Repeat as before*

You get the ball and I will get the bat. You get the ball and

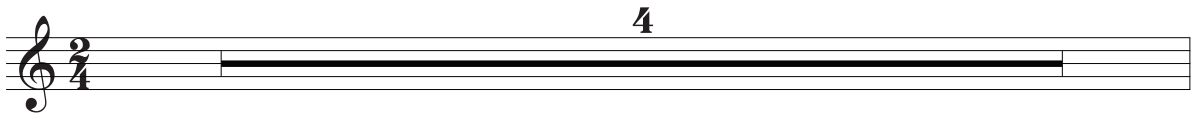
40

I will get the bat. You get the ball and

Can Your Camel Do the Can-Can?

Based on music by Jacques Offenbach
with additional Words and Music by
JOHN JACOBSON and EMILY CROCKER

Vivace (♩ = c. 128)



Tilting claps from side to side

5 *Hands on hips. Kick your feet out in front and across in time to the music*

Can your cam - el do the can - can? Can she do the can - can?

10

Can your cam - el do the can - can? Can she do the can - can?

14

Yes, she does the can - can. Yes, she does the can - can.

18 *Tilting claps* 8

Yes, she does the can - can, tra - la - la!

29 *Resume kicking in time to the music*

Can your cam - el do the can - can? Can she do the can - can?


34

Can your cam - el do the can - can? Can she do the can - can?

Sound-Spelling Songs

Can Your Camel Do the Can-Can?, continued


38



Yes, she does the can - can. Yes, she does the can - can.

Detailed description: This block contains the first line of musical notation, measures 38 through 41. It is written on a single treble clef staff. The melody consists of quarter notes and eighth notes. The lyrics are: "Yes, she does the can - can. Yes, she does the can - can."

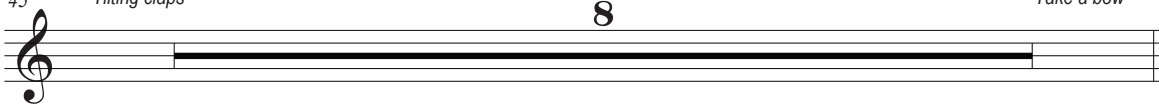
42



Yes, she does the can - can, tra - la - la!

Detailed description: This block contains the second line of musical notation, measures 42 through 44. It is written on a single treble clef staff. The melody continues with quarter notes and eighth notes. The lyrics are: "Yes, she does the can - can, tra - la - la!"

45 *Tilting claps* **8** *Take a bow*



Detailed description: This block contains the third line of musical notation, measure 45. It is written on a single treble clef staff. The notation is a long horizontal line with a thick black bar underneath it, indicating a performance instruction. The lyrics are: "Tilting claps" above the staff, "8" in the center, and "Take a bow" above the staff.

Did You See a Dolphin?

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Sea Chantey (♩. = c. 82)

8

Wave hands at waist level like the hula 2 times L, then 2 times R;
repeat until singing starts

9 Hands on hips
Lean L R L R

Did you see a dol - phin di - ving in the deep?

13 Wave Hula hands L R Shrug

Dip - ping and di - ving, swift - ly she swims. Do dol - phins ev - er

16 Hands to hips Shrug Hands to hips

sleep? Do dol - phins ev - er sleep?

19 Wave hands at waist level like the hula 2 times L, then 2 times R;
repeat until singing starts

4

23 Hands on hips
Lean L R L R

Did you see a dol - phin di - ving in the deep?

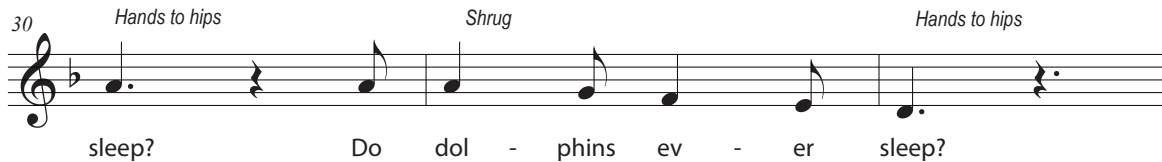
27 Wave Hula hands L R Shrug

Dip - ping and di - ving, swift - ly she swims. Do dol - phins ev - er

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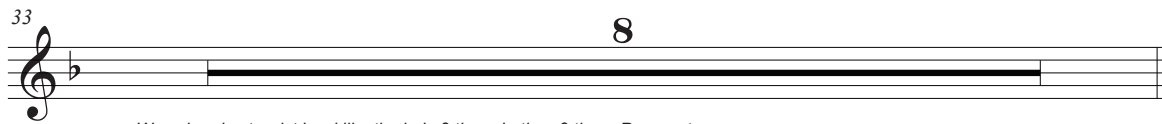
Did You See a Dolphin?, continued

30 *Hands to hips* *Shrug* *Hands to hips*



sleep? Do dol - phins ev - er sleep?

33 **8**



*Wave hands at waist level like the hula 2 times L, then 2 times R, repeat.
Then stretch like you are tired and make a pillow for your hands. Pretend to go to sleep.*

Scrambled Egg, Fried Egg

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Afro-Cuban (♩ = c. 112) *Churn arms around each other* *Whisk one hand across the other first palm then back of hand* *One clap on "plate"*

4

Scram-bled egg, fried egg, egg on a plate,

7 *Shrug L* *Shrug R* *Wag index finger* *Rub stomach like "yummy"*

boiled egg, egg on toast, hur-ry, don't be late! Eggs are good for break-fast or

10 *Shrug*

in a sa-lad, too. No mat-ter how you cook them, they are

12 *Show your muscles* *Churn arms around each other* *Whisk one hand across the other first palm then back of hand* *One clap on "plate"*

good for you. Scram-bled egg, fried egg, egg on a plate,

15 *Shrug L* *Shrug R* *Wag index finger*

boiled egg, egg on toast, hur-ry, don't be late! But no

17 *Shrug* *Wag your index finger*

mat-ter where you go and no mat-ter what you do,

19 *Wipe like "safe"* *Point to your shoes* *React in a funny way like you have an egg in your shoe and you just squished it.* 8

nev er, ev-er put an egg in your shoe!

Sound-Spelling Songs

Let's Build a Fire

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Bouncy (♩. = c. 144)

Rub your hands together like you are warming them by a fire

8

March in place working your arms with enthusiasm

"Let's build a fire," _____ Fi -

11

o - na said to Far - ley. "Let's build a fire and in - vite all our friends.

17

Point at a friend

Both thumbs point to yourself

You bring the hot dogs. I'll bring the buns.

21

March

Let's build a fire, and we'll have a lot of fun."

25

Rub hands together like the introduction

March

"Let's build a fire," _____ Fi - o - na said to Far - ley.

37

Point to friend

"Let's build a fire and in - vite all our friends. You bring the hot dogs.

43

Thumbs to yourself

March

I'll bring the buns. Let's build a fire, and we'll have a lot of fun."

49

Rub hands together, then fold arms over your chest for a final pose

7

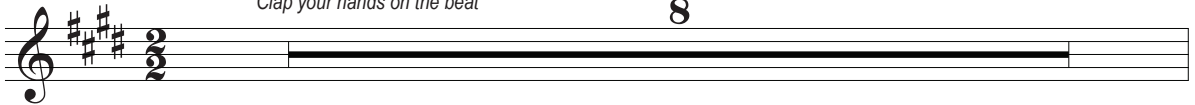
Get a Guitar

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Hoedown (♩ = c. 88)

Clap your hands on the beat

8



9 *Pretend to play the guitar*



Get a gui - tar and you can sing a song.

13



Get a gui - tar and you can play it all day long.

17



Join the band and have some fun. Sing and play till the day is done.

21



Get a gui - tar and you can sing a song.

*Clap on the beat
or swing your partner*

8

33



Get a gui - tar and you can sing a song.

37



Get a gui - tar and you can play it all day long.

41



Join the band and have some fun. Sing and play till the day is done.

Sound-Spelling Songs

Get a Guitar, continued

45

Get a gui - tar and you can sing a song.

49

Clap on the beat or swing your partner

8

Hold the clap as the song ends

A Hippo in the House

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Pesante (♩ = c. 80) Put fists to hips and walk in place like a big, heavy hippo Stop Bend knees, then stand up

When the music starts, put hands to face and look surprised

There's a hip - po in the house. There's a

7 Walk heavily Stop Bend knees, then up Wipe your "paw" on your cheek Spread arms to show "big"

hip - po in the house. Not a kit - ten or a whale, not a

10 Put both paws under chin Shrug Fists on hips, walk heavily Bend knees, then stand up

ham - ster or a snail, but a hip - po in the house. There's a

13 Walk heavily Bend knees, then stand up Walk heavily Bend knees, then stand up

hip - po in the house. There's a hip - po in the house. Not a

17 Flipper hands by sides Dog paddle hands Shrug Both hands open and close by the side of face like gills

pen - guin or a pup - py, not a hedge - hog or a gup - py, but a

19 Walk heavily Bend knees, then stand up Walk heavily Bend knees, then stand up **4**

hip - po in the house.

Sound-Spelling Songs

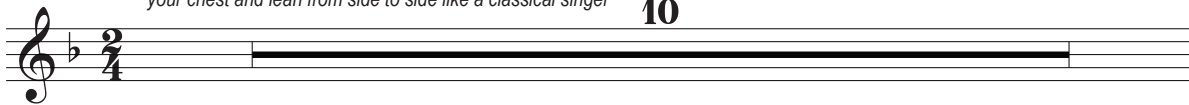
Kim Hears an Insect

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Presto (♩ = c. 120)

Clasp "opera" style hands (fingers linked) in front of your chest and lean from side to side like a classical singer

10



Pretend to look around at an annoying insect; wave your hands as if to chase it away



Kim hears an in - sect buzz - ing 'round and 'round her



head. It's buzz - ing in the kitch - en. It's buzz - ing 'round her



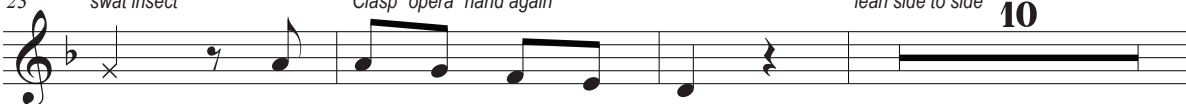
bed. Kim hears an in - sect buzz - ing.

Pretend to swat insect

Clasp "opera" hand again

Like the beginning, lean side to side

10



(Clap) Why can't it sing in - stead?

Again look at the annoying insect



Kim hears an in - sect buzz - ing 'round and 'round her



head. It's buzz - ing in the kitch - en. It's buzz - ing 'round her bed. Kim

Kim Hears an Insect, continued

45

Reach up
with both hands Clap

hears an in - sect buzz - ing. (Clap) Why can't it sing in - stead?

51

Swat the air as if shooin' an insect. Clap your hands or swat your own arm on the claps. Watch the insect fall as the music does.

12

Sound-Spelling Songs

Everybody Jump

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Dance Pop (♩ = c. 112)

3

Step clap or freestyle Hip Hop moves

Jen - ny likes to

5

Jump on both feet every time you say the word "jump"

jump, jump, jump. Jen - ny likes to jump, jump, jump.

8

John - ny likes to jump, jump, jump. John - ny likes to

11

jump, jump, jump. Ev - ery - bod - y jump, jump, jump. Ev - ery - bod - y

15

1. Hug yourself like a rapper on "yeah" 2. Hug yourself like a rapper

jump! Yeah! Jen - ny likes to Yeah!

Koala

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Cheerful (♩ = c. 92)

7

Swing your partner like a square dance;
then face front

Ko - a - la, ko - a - la, as

11

Rock jazz hands side to side

Hands down

Hold up L jazz hand by head

Add R hand

Rock jazz hands side to side

hap - py as can be. Ko - a - la, ko - a - la, won't you come and dance with

16

Hands down

Tilting claps L R

L R

Point from low to high

me? Ko - a - la, ko - a - la, sit - ting high up in the tree, Ko -

21

Tilting claps L R

L R

Rub tummy like "yum"

al - a, ko - al - a, munch - ing eu - ca - lyp - tus leaves.

25

Swing your partner, skipping around each other like a square dance

8

Sound-Spelling Songs

I Licked a Lemon

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Steady and heavy (♩ = c. 92)

3
Pretend to lick a lemon Make a "sour" face
I licked a lem - on, and it

6
Make another sour face Pretend to lick a lemon Make a "sour" face Make a funny face
had a sour - taste. I licked a lem - on and I made a fun - ny face.

9
Rub stomach like "yummy"
I like lem - on can - dy and I like lem - on - ade, and

11
Put hands to face one at a time Then make a funny face Wipe like "safe" Make a funny face
I like lem - on cake and pie, but a lem - on I can't take!

14
During the interlude sections, pat twice, clap twice, snap twice; then put hands to face and make a funny/sour face. Repeat. 4

My Map

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Bouncy (♩. = c. 96)

3 *Point down*

During the intro and interludes, pretend to "search" with your hand to your forehead

Be - neath my mat I

6 *Tap both index fingers to your head* *Hands under cheek like a pillow* *Wag your index finger*

have a map. I mem - or - ize it when I nap so I don't fall in -

10 *Shrug* *Search*

to a trap and lose my way with - out a map!

14 *Point R hand from L to R then R to L*

A map can take you far and near and

17 *Point in a big circle*

lead you on for ma - ny a year. A map can wan - der

20 *Fold your arms over your chest*

'round and then a map can bring you home a - gain.

23 *Search as before* **4**

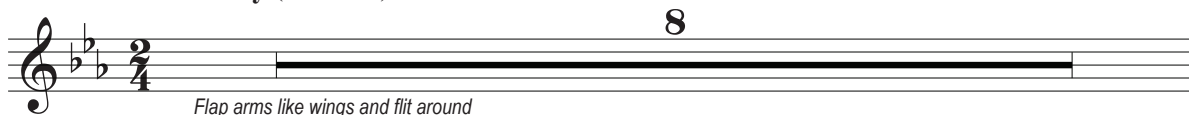
Sound-Spelling Songs

Nellie's Nest

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Cheerfully (♩ = c. 96)

8



Flap arms like wings and flit around
in a circle ending up where you started.

9 Clasp hands in front of your heart, lean L Lean R Lean L



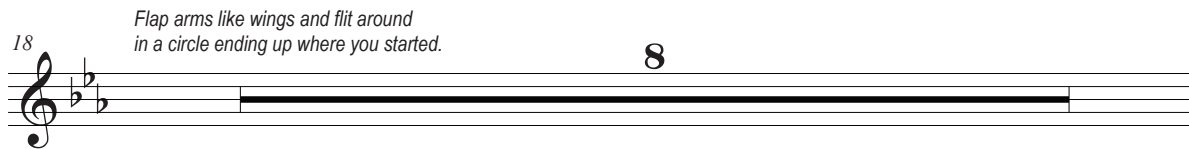
Nel - lie built a love - ly nest, a love - ly nest, the ve - ry best.

13 Lean L Lean R Fold arms over chest



Nel - lie built a love - ly nest, _____ and that is where she stayed!

18



Flap arms like wings and flit around
in a circle ending up where you started.

26 Flap wings Fold arms over chest



All her friends said fly a - way. "Not to - day! Not to - day!

30 Shake head as if to say "no."



No, I can not fly a - way. _____ Oh, no, I nev - er will."

35 Clasp hands in front of your heart, lean L Lean R Lean L



Nel - lie built a love - ly nest, a love - ly nest, the ve - ry best.

Nellie's Nest, continued

39 *Lean L* *Lean R* *Fold arms over chest*

Nel - lie built a love - ly nest, _____ and that is where she stayed!

44 *Flap arms like wings and flit around in a circle ending up where you started.*
Then sit down like you are sitting on a nest. **6**

Sound-Spelling Songs

If You Take an Octopus to Dinner

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Tango (♩ = c. 96)

*During the intro, wave your arms
around in any direction like an octopus*

*Snap the fingers of your R hand twice per measure
by the elbow of your L arm, which is held slightly overhead,
like a Latin dancer*



If you take an oc-to-pus to din-ner, __



do not wor-ry or make a fuss. An oc-to-pus has



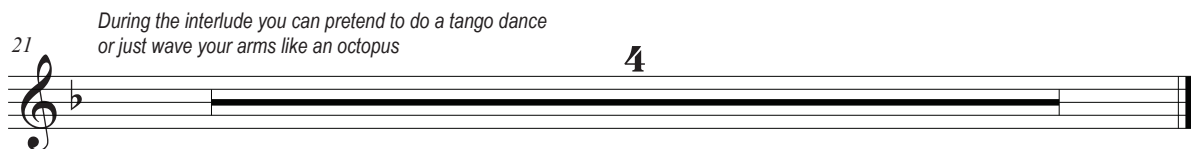
eight long arms. It's one of his man-y charms. Wave your arms __ like an



oc-to-pus! __ O - C - T - O - P - U - S! Yes! Yes! You'll



make a mess __ if you take an oc-to-pus to din-ner. __



*During the interlude you can pretend to do a tango dance
or just wave your arms like an octopus*

Polly and Paul Play the Piano

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Brightly, in two (♩. = c. 112)

Pretend to play piano with both hands

4 L L R R

During the intro, pretend to warm up your fingers

Pol - ly and Paul play the pi - an - o.

7 *Pretend to play up and down the scale* 2 *Back and forth again* L L R R *Play up then down* 2

Pol - ly and Paul play ev - ery day.

13 *Stop* *Play piano way to the R, then play way to the L* 4

High _____ or low,

19 *Stop* *Move piano hands quickly from R to L* 3 *Play piano slowly to your L*

Fast _____ or slow,

24 *f Stop* *pp* *In front of yourself, pretend to play both hands loud then soft* 2 *Stop*

Loud or soft, Now they're off!

30 *Like before play piano with both hands back and forth* L L R R L L L R R

Pol - ly and Paul play the pi - an - o. Pol - ly and Paul play ev - ery day!

34 *Play piano from way L to way far R* 4 *Then take a bow*

The musical score is written on a single treble clef staff in 2/4 time. It consists of several lines of music with lyrics underneath. The score includes various musical notations such as rests, notes, and dynamic markings. Hand indicators (L for left, R for right) are placed above the notes to show which hand plays. There are also performance instructions in italics, such as 'Pretend to play piano with both hands' and 'Then take a bow'. The piece ends with a final rest of four measures.

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The Queen Is Taking a Walk

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Regally (♩. = c. 96)

*Follow the queen around like follow the leader;
Everyone walks very regally*

3

Choose one child to be the queen. The child could wear a crown and act out each verse. The rest of the class can do these moves.

1. The queen is tak - ing a walk. The

7

queen is tak - ing a walk. Ev - ery - bod - y get in line, the

11

queen is tak - ing a walk.

16

The queen lies down; everyone put your index finger to your lips and walk on tip toes

2. The queen is tak - ing a nap. The queen is tak - ing a

20

nap. Ev - ery - bod - y be qui - et be - cause the

23

The queen stands up and combs her hair

queen is tak - ing a nap. 3. The queen is comb - ing her

30

Everyone pretends to comb hair like the queen

hair. The queen is comb - ing her hair.

Sound-Spelling Songs

A Rose

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Flowing (♩. = c. 66)

4 *Hold the imaginary "rose" in both hands*

Pretend to pick a rose and smell it A rose is nice. A rose is sweet. It's the

Detailed description: The first staff of music is in 6/8 time. It begins with a whole note rest for 4 measures, followed by a quarter note rest, then a quarter note G4, an eighth note A4, a quarter note B4, an eighth note C5, a quarter note D5, an eighth note E5, and a quarter note F5. The lyrics 'A rose is nice. A rose is sweet. It's the' are written below the notes.

8 *Pretend to pick another rose*

lov - li - est flow - er that you will meet.

Detailed description: The second staff of music is in 6/8 time. It begins with a quarter note G4, an eighth note A4, a quarter note B4, an eighth note C5, a quarter note D5, an eighth note E5, and a quarter note F5. The lyrics 'lov - li - est flow - er that you will meet.' are written below the notes.

Faster, marcato (♩ = c. 132)

10 *Pretend to get pricked by a thorn and shake your hand like it hurts* *Point your index finger at the audience*

f But here is a warn - ing and a

Detailed description: The third staff of music is in 4/4 time. It begins with a whole note rest for 2 measures, followed by a quarter note G4, an eighth note A4, a quarter note B4, an eighth note C5, a quarter note D5, an eighth note E5, and a quarter note F5. The lyrics 'But here is a warn - ing and a' are written below the notes.

12 *Point again* *Wag your index finger* *Hold your finger with your other hand like it hurts* //

word to the wise: Be care - ful or you're in for a sharp sur - prise!

Detailed description: The fourth staff of music is in 4/4 time. It begins with a quarter note G4, an eighth note A4, a quarter note B4, an eighth note C5, a quarter note D5, an eighth note E5, and a quarter note F5. The lyrics 'word to the wise: Be care - ful or you're in for a sharp sur - prise!' are written below the notes.

Tempo primo (♩. = c. 66)

15 *Smile and relax pretending to see more flowers* *Pretend to pick several more roses and add them to your bouquet*

4 A rose can make a beau - ti - ful bou - quet. A

Detailed description: The fifth staff of music is in 6/8 time. It begins with a whole note rest for 4 measures, followed by a quarter note rest, then a quarter note G4, an eighth note A4, a quarter note B4, an eighth note C5, a quarter note D5, an eighth note E5, and a quarter note F5. The lyrics 'A rose can make a beau - ti - ful bou - quet. A' are written below the notes.

22

rose can bright - en up an - y - one's day.

Detailed description: The sixth staff of music is in 6/8 time. It begins with a quarter note G4, an eighth note A4, a quarter note B4, an eighth note C5, a quarter note D5, an eighth note E5, and a quarter note F5. The lyrics 'rose can bright - en up an - y - one's day.' are written below the notes.

A Rose, continued

Faster, marcato (♩ = c. 132)

24 *Pick one more and get pricked with a thorn* *Fists to hips*

f Now, I don't want to grum - ble, and

26 *Shrug* *Wag index finger* *ff* *Hold finger in other hand*

I don't want to grouch, but a rose can make you SAY OUCH!

29 *Put both fists to your cheeks* *like you are pouting*

2

Sound-Spelling Songs

See the Sun Rise

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Bright Calypso (♩ = c. 112)

Churn "traveling" arms (like a referee in basketball)
L R L R

During the intro, pretend to watch the sun rise

See the sun rise in the morn - ing. See the

7 L R Churn low to high, present high Repeat traveling arms L R

sun rise. I'm read - y to play. See the sun rise in the

10 L R L R Churn low to high, present high

morn - ing. See the sun rise, it's going to be a great day.

13 Slowly lower hands 2 Wave R hand like "hello" One clap burst Wave L hand

Say hel-lo, hel - lo to the sun. Say hel-lo to

18 Reach both hands to audience Resume traveling arms L R L R

ev - ery - one. See the sun rise in the morn - ing. See the

21 L R Churn low to high Present both hands overhead

sun rise, it's going to be a great day.

23 During the interlude, do traveling arms low L, high R, low L, high R, low L, high R, then middle low to burst high 10

My Two-Ton Turtle

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Shuffle, in two (♩ = c. 80)

7 *Train arms (like "locomotion")*

During the introduction and interlude sections do the Twist!

My two - ton tur - tle took a

10 *Search*

train to town. — My two - ton tur - tle tried to look a - round, and then my

13 *Jog in place* *Shrug* *On "not" wipe like "safe"*

two - ton tur - tle tried to trot, — but my two - ton tur - tle could not

16 *Do the Twist* *Pretend to climb a tree*

trot! My two - ton tur - tle tried to

20 *Search*

climb a tree. — My two - ton tur - tle tried to see what he could see, and then my

23 *Shrug* *Flap your wings like flying*

two - ton tur - tle won - dered why, — he fell flat on his back — when he

26 *Do the Twist*

tried to fly! — Oh, — my two - ton tur - tle. Oh, — my

30 *Continue the Twist* **9**

two - ton tur - tle.

My Umbrella

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Lilting, in two (♩. = c. 60)

Pretend to hide under your umbrella holding it in both hands

3

Look at the sky like you start to see rain coming

I can hide un-der-neath my um -

6

brel - la. I can hide un-der-neath my um - brel - la. My um -

Pretend to raise the umbrella

Lower the umbrella close to your head

9

brel-la goes up when the rain comes down. I stay

Skip (or walk) in a circle around yourself

Look up under your umbrella

13

dry un-der-neath my um-brel-la. When I look un-der-neath my um -

18

brel - la, When I look un-der-neath my um - brel - la, I

Pretend to raise the umbrella

Lower the umbrella close to your head

21

un-der-stand how nice an um-brel-la can be. I stay

Tilt side to side holding your umbrella in both hands

Skip (or walk) in a circle around yourself

25

dry un-der-neath my um - brel - la.

It's a Volcano

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Heavy (♩ = c. 120)

4

Stand very still

Look back and forth like watching a tennis match What is stand-ing ver - y still? _

7 *Shrug L hand then add R* *Start shaking your body*

Is it a vol - ca - no, or is it a hill? _ If it starts to shake, and it

10 *Solo Soloist shakes* *Group Group shakes*

can - not stop, _ It's a vol - ca - no! It's a vol - ca - no!

13 *Solo Soloist shakes* *Group Group shakes* *Shake more*

It's a vol - ca - no! It's a vol - ca - no! It's a vol - ca - no,

16 *Hands to knees cresc.* *Fists to hips*

and it's going to BLOW ITS

19 *Hands to head* ***ff*** *On "boom" jump and burst arms like something blowing up*

TOP! BOOM!

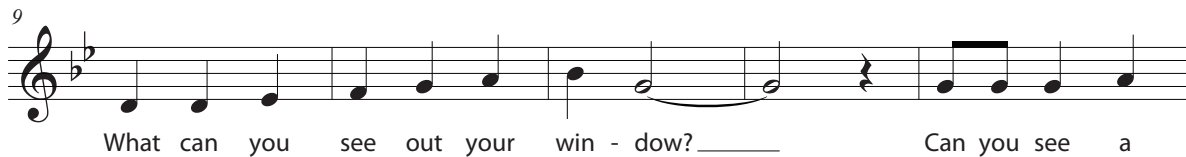
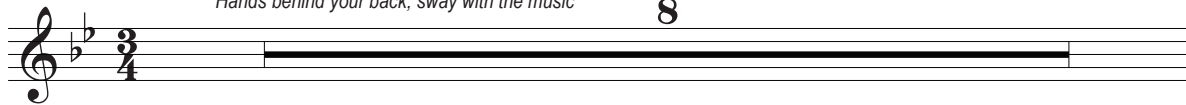
What Can You See Out Your Window?

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Gently (♩ = c. 132)

Hands behind your back; sway with the music

8



What Can You See Out Your Window?, continued

41 *Hands behind backs and sway*

What can you see out your win - dow? _____ Make a wish at the

46 *Cross your fingers like you are making a wish; close your eyes and make a wish* 2

won - der of it all. _____

Sound-Spelling Songs

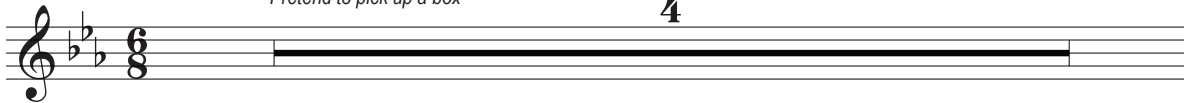
Freddy the Fox Was Carrying a Box

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Lumbering, comic (♩. = c. 72)

Pretend to pick up a box

4



5 *Pretend to carry a box walking in place*



Fred-dy the fox was car-ry-ing a box, was car-ry-ing a box of six



shoes and socks. "Fred-dy," said I, "I won - der why, you're



car - ry - ing a box of six shoes and socks."



"Boo," said Fred - dy, "I'll give you a clue. I'll give you a clue so you



know what to do. I'm car-ry-ing a box of six shoes and socks.



Four for me and two for you!"



Pick up the box and continue walking until the song is finished

4

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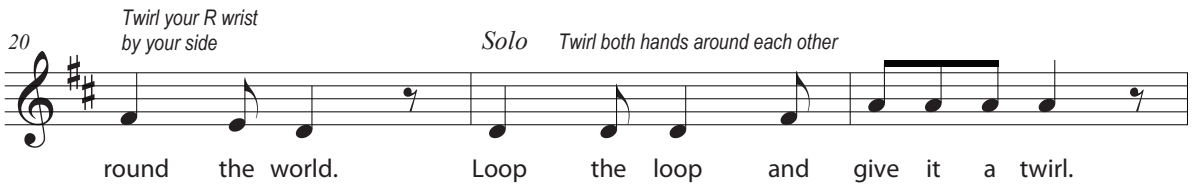
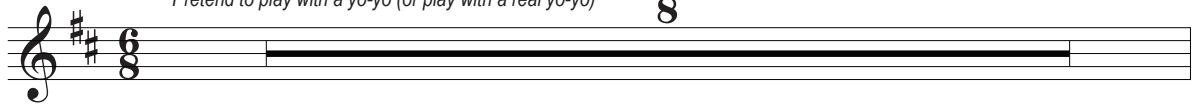
If You Have a Yo-Yo

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Cheerfully (♩. = c. 104)

Pretend to play with a yo-yo (or play with a real yo-yo)

8



Sound-Spelling Songs

The Zipper Got Stuck

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Bluegrass style (♩ = c. 104)

4 *Try to zip up your coat*

Clap your hands on the beat

Zeke the Ze - bra wore a coat and

7 zipped it to his chin. When the zip - per got stuck, it was

10 *Pretend to hold a violin* *Pretend to play the violin*

his bad luck, so he played his vi - o - lin. Hi - ho, it's the

14 *Pretend to struggle with your coat zipper*

fun-ni-est sight that you will nev - er see. When the zip - per got stuck, it was

18 *Hold a violin* *Pretend to play the violin and stomp one foot* **3**

his bad luck, so he played his vi - o - lin.

24 *Put your head on your hands like a pillow*

He climbed in - to his sleep - ing bag and zipped him - self right in. When the

29 *Pretend the zipper got stuck again* *Hold the violin*

zip - per got stuck it was his bad luck, so he played his vi - o - lin.

33 *Pretend to play the violin*

Hi - ho, it's the fun - ni - est sight that you will nev - er see. When the

The Zipper Got Stuck, continued

37 *Struggle with the zipper* *Hold the violin*

zip - per got stuck, it was his bad luck, so he played his vi - o - lin.

41 *Play the violin and stomp one foot* **8**

Play the violin and stomp one foot **8**

Riding on a Train

Words and Music by
JOHN JACOBSON and EMILY CROCKER

With a train-like motion (♩ = c. 112)

Churn your arms like a train

5

One child could put on the conductor's hat,
lead the train, and call out, "All aboard!"

It's a great day ___ to go rid-ing on a train. It's a

9

great day, so climb on board. ___ Buy your tick-et at the sta-tion and

12

wave good-bye. ___ It's a great day ___ to go rid-ing on a train!

15

Pull down one arm like blowing the whistle of a train

Whooh! Whooh! ___ Whooh! Whooh! ___

18

Churn your arms like a train; perhaps move
around the room like follow the leader

It's a great day ___ to go rid-ing on a train. It's a

21

great day, so climb on board. ___ I will meet you at the gate, so

24

don't be late. ___ It's a great day ___ to go rid-ing on a train.

28

Pull down one arm like blowing the whistle of a train

rit. Slow down Stop

Whooh! Whooh! ___ Whooh! Whooh! ___ Whooh! Whooh! ___

High Five!

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Hip hop (♩ = c. 96)

Do your favorite hip hop moves and choose a partner

4



5 Give your partner a high five with one hand, then the other Hands to yourself, then give your partner another high five

High five! High five! My friends and I do a high five.

7 Step clap L R Hands to yourself, then give your partner another high five

We're so fine! See us shine! My friends and I do a high five!

9 Count and raise the appropriate amount of fingers

One, two, three, four, five! One, two, three, four, five!

11 Make up a fun handshake with your partner

2

13 High five with one hand then the other Hands to yourself, then give your partner another high five

High five! High five! My friends and I do a high five.

15 Wipe hands like "no way" 4 times in the measure Give partner a high five

That's no lie. Come on, let's try! My friends and I do a high five!

17 Count and hold up appropriate fingers

One, two, three, four, five! One, two, three, four, five!

Sound-Spelling Songs

High Five!, continued

19 Give partner high five with one hand, then the other

Fold your arms and pose back to back with partner

High five! High five! Yeah!

21 During the interlude, do your favorite moves, and change to a new partner

5

A Goat in a Boat

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Light and fun, in two (♩ = c. 60)

3 *Pretend to row a boat*

During the intro and all interludes, pretend to whisper a secret into the ear of your neighbor

1. Did you ev-er see a goat row a boat? Did you

7 *Wipe hands like "safe"*

ev - er see a goat row a boat? No, I nev-er saw a

10 *Wipe your hands off from each other with the same rhythm as the words* *Whisper again* **3**

goat row a boat, and that's the end of that!

16 *Shrug* *Hands to face like "oh, my!"*

2. Did you ev - er hear a pig tell a joke? Did you

19 *Shrug* *Hands to face like "oh, my!"* *Wipe hands like "safe"*

ev - er hear a pig tell a joke? No, I nev - er heard a

22 *Wipe your hands off from each other with the same rhythm as the words*

pig tell a joke, and that's the end of that!


25 *Whisper* **3** *Pretend to dig with a shovel*

3. Did you ev-er see a mole dig a hole? Did you

Sound-Spelling Songs


A Goat in a Boat, continued

31 *rit.* *Shrug and shake your head left and right* *a tempo*



ev-er see a mole dig a hole? I don't know, but there's a hole in my gar-den, and

35 *Wipe your hands off from each other with the same rhythm as the words* *Whisper to your neighbor, then fold your arms over your chest as if to say "so there."* **4**



that's the end of that!

The Shapes Threw a Party

Words and Music by
JOHN JACOBSON and EMILY CROCKER

Rock 'n' Roll, shuffle (♩ = c. 132)

Hand Jive:
Pat twice, clap twice

3

Alternatingly point index fingers in the air
and boogie by wiggling your hips

The shapes threw a par - ty on

6

Slice R hand over L twice,
then L over R twice

Pound R fist on top of L twice,
then L over R twice

Hitchhike R thumb over R shoulder twice,
then L thumb over L shoulder twice

Sat - ur - day night. —

Cir - cle and Square, they were there, that's right. —

9

Repeat the Hand Jive

Cube and Sphere and

Tri - an - gle, too.

The band was hot! They

12

Change up Hand Jive:
Pat twice, then clap twice

Churn traveling
hands

Reach both
hands high

knew what to do! They're gon - na rock,

rock, — rock! —

They're gon - na

15

Repeat change up Hand Jive

Repeat change up Hand Jive

rock, rock, — rock! —

They're gon - na rock,

rock, — rock!

18

Repeat change up Hand Jive

— Rock - in' all through the — night. —

Alternatingly point index fingers in the air
and boogie by wiggling your hips

21

Repeat original Hand Jive (like measures 5-12)

The Square said to Cir - cle, "You're cute! — What's new?"

The Shapes Threw a Party, continued

27



Ev - ery - bod - y here wants to dance with you, — the Cube and Sphere and

30



Tri - an - gle, too." — The Cir - cle said, "Yes, I

32

Repeat change up Hand Jive (like measures 13-20)



know what to do." They're gon - na rock, rock, — rock!

34



— They're gon - na rock, rock, — rock! — They're gon - na

37

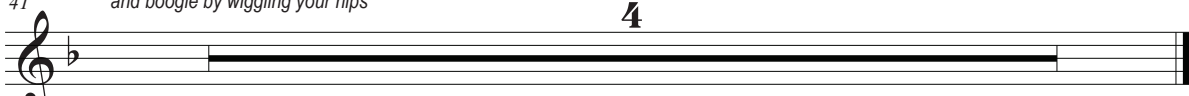


rock, rock, — rock! — Rock - in' all through the — night. —

41

Alternatingly point index fingers in the air and boogie by wiggling your hips

4



Chickadee in a Tree

Words and Music by
JOHN JACOBSON and EMILY CROCKER

50s Doo-Wop (♩. = c. 72)

4

"Temptation" style pushes with both fists and elbows going
R R L L R R L L

5

"Temptation" style pushes with both fists and elbows going
R R L L R R L L

8

Flap hands like little bird wings and lean
L L L R L R

11

L R L R

Keep flapping and go in a circle around yourself 2

15

Flap elbows like wings with your thumbs under your arms

17

Shrug

20

Flap elbows Begging hands "Temptation" pushes

23

L L R R

Sound-Spelling Songs

Chickadee in a Tree, continued

25 *L* *R* *L* *R* *rit.*

Woo, _____ these cheer - ful _____ mel-o - dies. The

27 *Flap hands like wings* *Flap elbows* *Wiggle like you have a bee stinger*

chick - a - dee _____ and the bum - ble - bee.

Sound-Spelling Song Lyrics

Adam Has an Apple

Adam has an apple and an ant in his hat,
ant in his hat, ant in his hat.

Adam has an apple and an ant in his hat,
so let's all clap our hands!



Sound-Spelling Song Lyrics

Play Ball!

You get the ball and I will get the bat.

You get the ball and I will get the bat.

You get the ball and I will get the bat.

Play ball! Play ball!

Batter up!



Sound-Spelling Song Lyrics

Can Your Camel Do the Can-Can?

Can your camel do the can-can?

Can she do the can-can?

Can your camel do the can-can?

Can she do the can-can?

Yes, she does the can-can.

Yes, she does the can-can.

Yes, she does the can-can, tra-la-la!



Sound-Spelling Song Lyrics

Did You See a Dolphin?

Did you see a dolphin diving in the deep?

Dipping and diving, swiftly she swims.

Do dolphins ever sleep?

Do dolphins ever sleep?



Sound-Spelling Song Lyrics

Scrambled Egg, Fried Egg

Scrambled egg, fried egg, egg on a plate,
boiled egg, egg on toast, hurry, don't be late!

Eggs are good for breakfast or in a salad,
too.

No matter how you cook them, they are good
for you.

Scrambled egg, fried egg, egg on a plate,
boiled egg, egg on toast, hurry, don't be late!

But no matter where you go
and no matter what you do,
never ever put an egg in your shoe!



Sound-Spelling Song Lyrics

Let's Build a Fire

“Let's build a fire,” Fiona said to Farley.

“Let's build a fire and invite all our friends.

You bring the hot dogs.

I'll bring the buns.

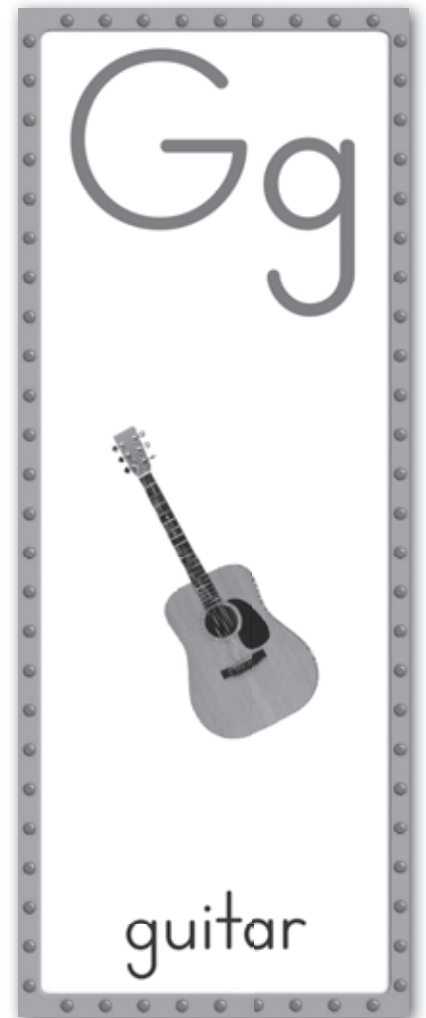
Let's build a fire, and we'll have a lot of fun.”



Sound-Spelling Song Lyrics

Get a Guitar

Get a guitar and you can sing a song.
Get a guitar and you can play it all day long.
Join the band and have some fun.
Sing and play till the day is done.
Get a guitar and you can sing a song.



Sound-Spelling Song Lyrics

A Hippo in the House

There's a hippo in the house.

There's a hippo in the house.

Not a kitten or a whale,
not a hamster or a snail,
but a hippo in the house.

There's a hippo in the house.

There's a hippo in the house.

Not a penguin or a puppy,
not a hedgehog or a guppy,
but a hippo in the house.



Sound-Spelling Song Lyrics

Kim Hears an Insect

Kim hears an insect buzzing
'round and 'round her head.

It's buzzing in the kitchen.

It's buzzing 'round her bed.

Kim hears an insect buzzing.

Why can't it sing instead?



Sound-Spelling Song Lyrics

Everybody Jump

Jenny likes to jump, jump, jump.

Jenny likes to jump, jump, jump.

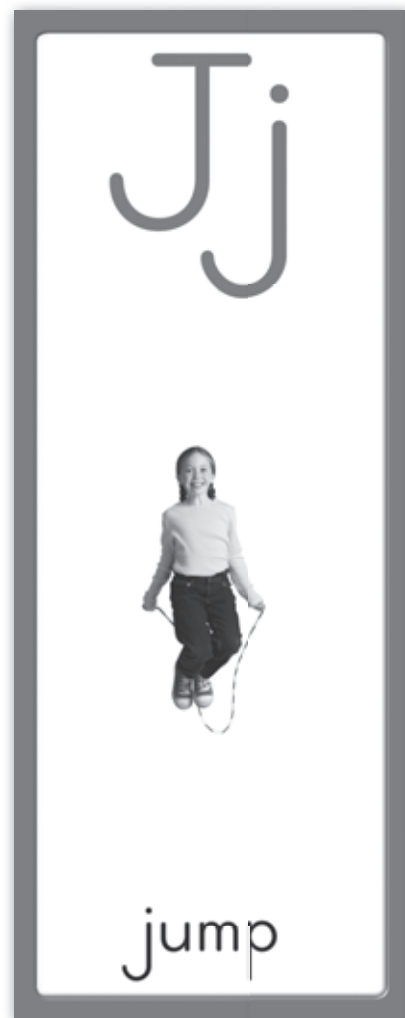
Johnny likes to jump, jump, jump.

Johnny likes to jump, jump, jump.

Everybody jump, jump, jump.

Everybody jump!

Yeah!



Sound-Spelling Song Lyrics

Koala

Koala, koala, as happy as can be.

Koala, koala, won't you come and dance
with me?

Koala, koala, sitting high up in the tree,

Koala, koala, munching eucalyptus leaves.

Kk



koala

Sound-Spelling Song Lyrics

I Licked a Lemon

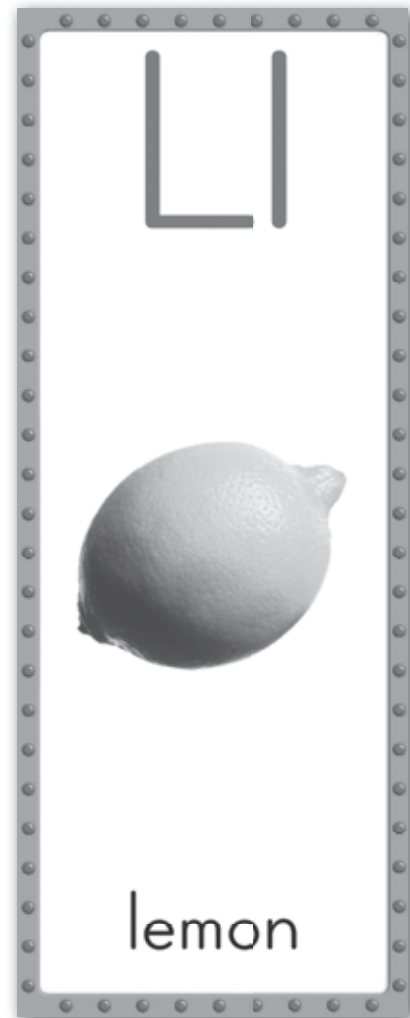
I licked a lemon, and it had a sour taste.

I licked a lemon, and I made a funny face.

I like lemon candy and I like lemonade,

and I like lemon cake and pie,

but a lemon I can't take!



Sound-Spelling Song Lyrics

My Map

Beneath my mat I have a map.
I memorize it when I nap
so I don't fall into a trap
and lose my way without a map!

A map can take you far and near
and lead you on for many a year.
A map can wander 'round and then
a map can bring you home again.



Sound-Spelling Song Lyrics

Nellie's Nest

Nellie built a lovely nest,
a lovely nest, the very best.
Nellie built a lovely nest,
and that is where she stayed!

All her friends said fly away.
“Not today! Not today!
No, I can not fly away.
Oh, no, I never will.”

Nellie built a lovely nest,
a lovely nest, the very best.
Nellie built a lovely nest,
and that is where she stayed!



Sound-Spelling Song Lyrics

If You Take an Octopus to Dinner

If you take an octopus to dinner,
do not worry or make a fuss.

An octopus has eight long arms.
It's one of his many charms.

Wave your arms like an octopus!
O-C-T-O-P-U-S!

Yes! Yes! You'll make a mess
if you take an octopus to dinner.



Sound-Spelling Song Lyrics

Polly and Paul Play the Piano

Polly and Paul play the piano.

Polly and Paul play every day.

High or low,

Fast or slow,

Loud or soft,

Now they're off!

Polly and Paul play the piano.

Polly and Paul play every day!



Sound-Spelling Song Lyrics

The Queen Is Taking a Walk

1. The queen is taking a walk.
The queen is taking a walk.
Everybody get in line,
the queen is taking a walk.
2. The queen is taking a nap,
The queen is taking a nap.
Everybody be quiet because
the queen is taking a nap.
3. The queen is combing her hair.
The queen is combing her hair.
Everybody say "Oo! Ah!"
The queen is combing her hair.
4. The queen is going to bed.
The queen is going to bed.
Everybody must now go home.
The queen is going to bed. Good night!



Sound-Spelling Song Lyrics

A Rose

A rose is nice. A rose is sweet.

It's the loveliest flower that you will meet.

But here is a warning and a word to the wise:

Be careful or you're in for a sharp surprise!

A rose can make a beautiful bouquet.

A rose can brighten up anyone's day.

Now, I don't want to grumble, and I don't
want to grouch,

but a rose can make you

SAY OUCH!



Sound-Spelling Song Lyrics

See the Sun Rise

See the sun rise in the morning.

See the sun rise, I'm ready to play.

See the sun rise in the morning.

See the sun rise, it's going to be a great day.

Say hello, hello to the sun.

Say hello to everyone.

See the sun rise in the morning.

See the sun rise, it's going to be a great day.



Sound-Spelling Song Lyrics

My Two-Ton Turtle

My two-ton turtle took a train to town.
My two-ton turtle tried to look around,
and then my two-ton turtle tried to trot,
but my two-ton turtle could not trot!

My two-ton turtle tried to climb a tree.
My two-ton turtle tried to see what he
could see,
and then my two-ton turtle wondered why
he fell flat on his back when he tried to fly!

Oh, my two-ton turtle.

Oh, my two-ton turtle.



Sound-Spelling Song Lyrics

My Umbrella

I can hide underneath my umbrella.

I can hide underneath my umbrella.

My umbrella goes up
when the rain comes down.

I stay dry underneath my umbrella.

When I look underneath my umbrella,

When I look underneath my umbrella,

I understand how nice
an umbrella can be.

I stay dry underneath my umbrella.



Sound-Spelling Song Lyrics

It's a Volcano

What is standing very still?

Is it a volcano, or is it a hill?

If it starts to shake, and it cannot stop,

It's a volcano! It's a volcano!

It's a volcano! It's a volcano!

It's a volcano, and it's going to BLOW
ITS TOP!

BOOM!



Sound-Spelling Song Lyrics

What Can You See Out Your Window?

What can you see out your window?

Can you see a bird flying in the sky?

What can you see out your window?

Can you see people hurrying by?

Can you watch the willow tree waving
goodbye?

Can you hear the wind blowing branches
on high?

What can you see out your window?

Can you watch winter snowflakes as they
gently fall?

What can you see out your window?

Make a wish at the wonder of it all.



Sound-Spelling Song Lyrics

Freddy the Fox Was Carrying a Box

Freddy the fox was carrying a box,
was carrying a box of six shoes and socks.
“Freddy,” said I, “I wonder why,
you’re carrying a box of six shoes and socks.”

“Boo,” said Freddy, “I’ll give you a clue.
I’ll give you a clue so you know what to do.
I’m carrying a box of six shoes and socks.
Four for me and two for you!”



Sound-Spelling Song Lyrics

If You Have a Yo-Yo

If you have a yo-yo,
a yo-yo, a yo-yo,
Everywhere that you go,
your yo-yo goes there, too!

Walk the dog and around the world.
Walk the dog and around the world.
Loop the loop and give it a twirl.
Loop the loop and give it a twirl.

If you have a yo-yo,
a yo-yo, a yo-yo,
Everywhere that you go,
your yo-yo goes there, too!



Sound-Spelling Song Lyrics

The Zipper Got Stuck

Zeke the Zebra wore a coat
and zipped it to his chin.

When the zipper got stuck, it was his
bad luck,
so he played his violin.

Hi-ho, it's the funniest sight
that you will never see.

When the zipper got stuck, it was his
bad luck,
so he played his violin.

He climbed into his sleeping bag
and zipped himself right in.

When the zipper got stuck, it was his bad luck,
so he played his violin.

Hi-ho, it's the funniest sight
that you will never see.

When the zipper got stuck, it was his bad luck,
so he played his violin.



Sound-Spelling Song Lyrics

Riding on a Train

It's a great day to go riding on a train.

It's a great day, so climb on board.

Buy your ticket at the station and wave
goodbye.

It's a great day to go riding on a train!

Whoo! Whoo!

Whoo! Whoo!

It's a great day to go riding on a train.

It's a great day, so climb on board.

I will meet you at the gate, so don't be late.

It's a great day to go riding on a train!

Whoo! Whoo!

Whoo! Whoo!

Whoo! Whoo!



Sound-Spelling Song Lyrics

High Five!

High five! High five!

My friends and I do a high five.

We're so fine! See us shine!

My friends and I do a high five!

One, two, three, four, five!

One, two, three, four, five!

High five! High five!

My friends and I do a high five.

That's no lie. Come on, let's try!

My friends and I do a high five!

One, two, three, four, five!

One, two, three, four, five!

High five! High five!

Yeah!



Sound-Spelling Song Lyrics

A Goat in a Boat

1. Did you ever see a goat row a boat?
Did you ever see a goat row a boat?
No, I never saw a goat row a boat,
and that's the end of that!
2. Did you ever hear a pig tell a joke?
Did you ever hear a pig tell a joke?
No, I never heard a pig tell a joke,
and that's the end of that!
3. Did you ever see a mole dig a hole?
Did you ever see a mole dig a hole?
I don't know, but there's a hole in my garden,
and that's the end of that!



Sound-Spelling Song Lyrics

The Shapes Threw a Party

The shapes threw a party on Saturday night.

Circle and Square, they were there, that's right.

Cube and Sphere and Triangle, too.

The band was hot! They knew what to do!

They're gonna rock, rock, rock!

They're gonna rock, rock, rock!

They're gonna rock, rock, rock!

Rockin' all through the night.

The Square said to Circle, "You're cute!
What's new?"

Everybody here wants to dance with you,
the Cube and Sphere and Triangle, too."

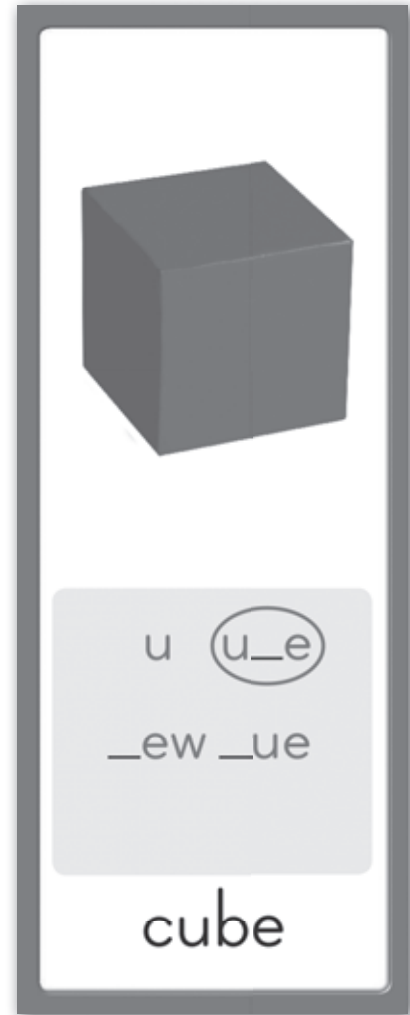
The Circle said, "Yes, I know what to do."

They're gonna rock, rock, rock!

They're gonna rock, rock, rock!

They're gonna rock, rock, rock!

Rockin' all through the night.



Sound-Spelling Song Lyrics

Chickadee in a Tree

Eve saw a chickadee sitting in a birch tree,
singing his song for everyone to hear.

“What a lovely melody,” Eve said to the
chickadee.

“I hope that you can stay all year.”

She saw a bumblebee buzzing ‘round the
apple tree,

visiting flowers one by one.

“Where is your family?” Eve said to the
bumblebee.

“Come with me, and we’ll have some fun!”

Woo, these happy memories.

Woo, these cheerful melodies.

The chickadee and the bumblebee.



Name _____

Reader Response

Title of Book: _____

Author: _____

Response: Draw where the story takes place. How is this place like a place that you have been to? How is it different? Talk about it with a partner.



The places are the same because

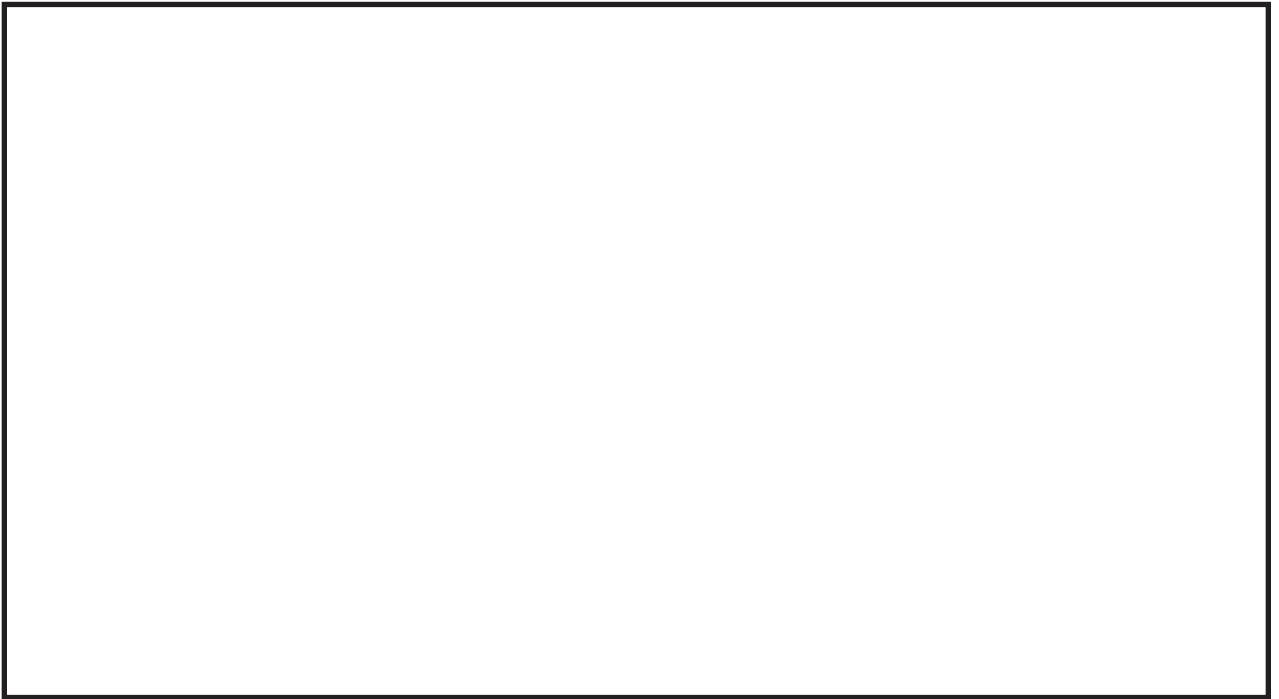
Name _____

Reader Response

Title of Book: _____

Author: _____

Response: Draw a character from this story. Tell what makes the character the same as you? Tell what makes the character different. Talk about it with a partner.



The character is different because

Name _____

Reader Response

Title of Book: _____

Author: _____

Response: Draw a picture of something that happens in the story. How does it remind you of something that happened to you? What made it the same as the story? What made it different? Talk about it.



What happened in the story is the same because

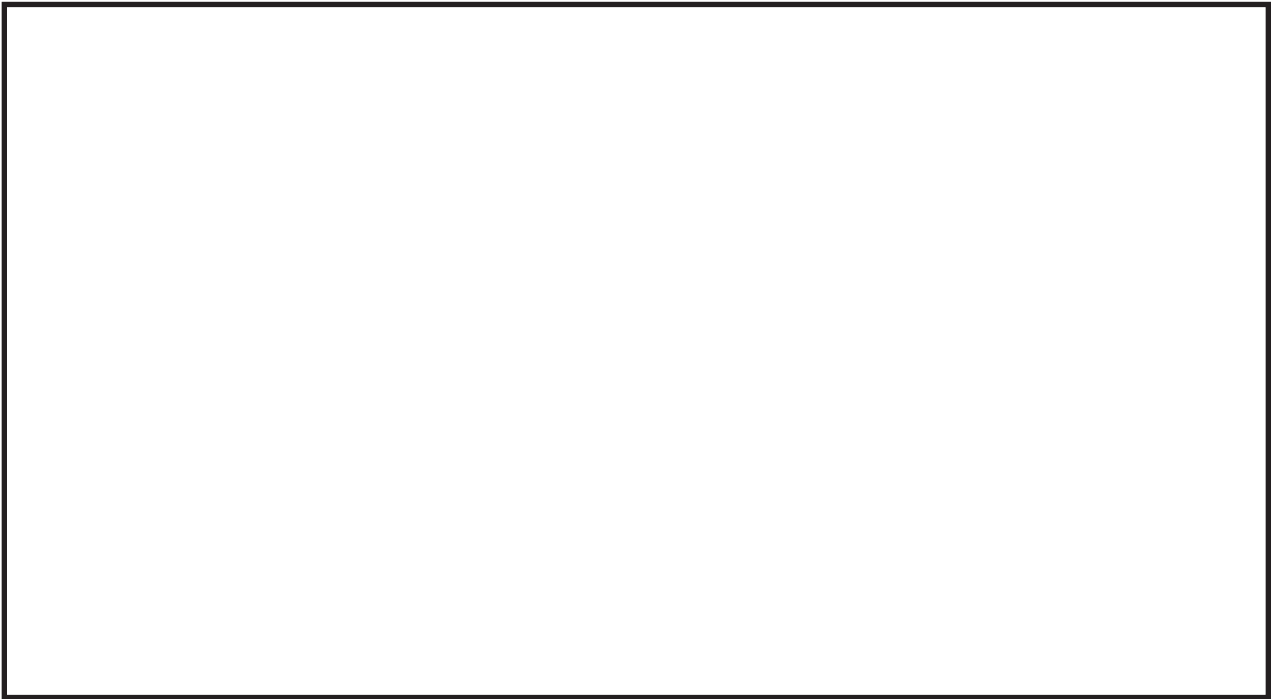
Name _____

Reader Response

Title of Book: _____

Author: _____

Response: Draw where the story takes place. What makes this place the same as your neighborhood? How is this place different? Talk about it with a partner.



This place is the same as my neighborhood because

Name _____

Reader Response

Title of Book: _____

Author: _____

Response: Draw a character from this story. How does the character act the same as you? How does the character act differently? Talk about it with a partner.



The character acts differently from me because

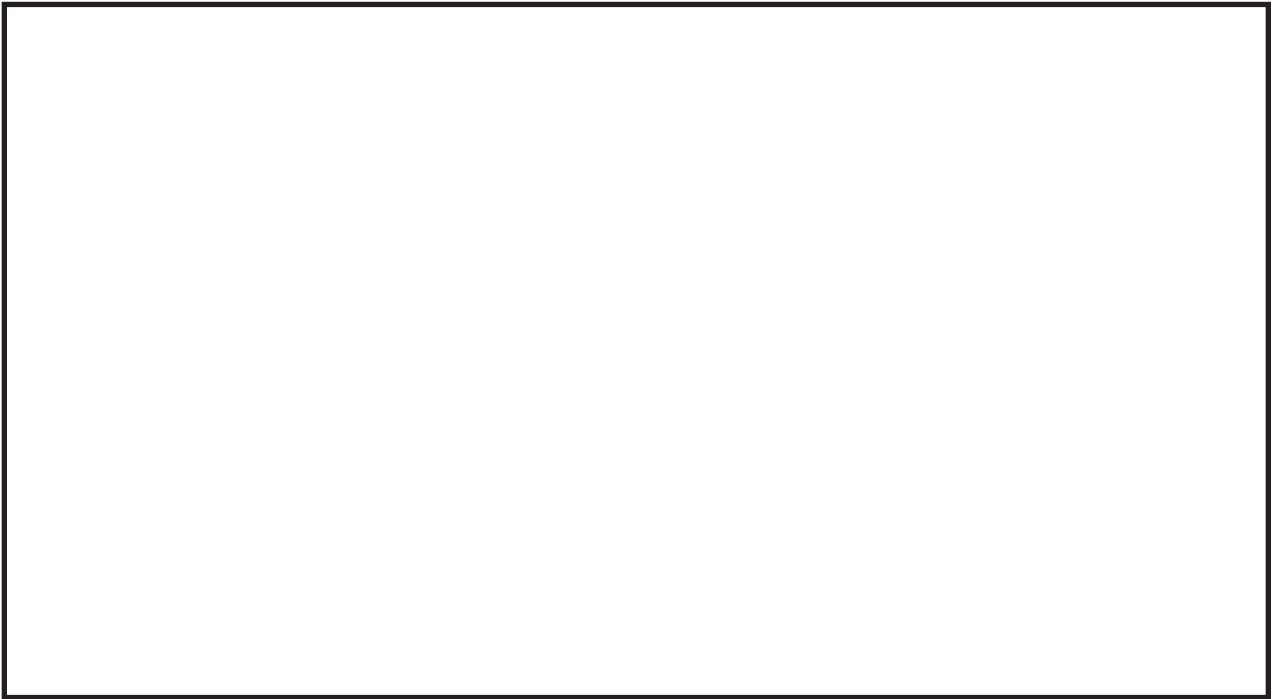
Name _____

Reader Response

Title of Book: _____

Author: _____

Response: Draw a picture of something that happens in the story. How is it the same as something that has happened to you? How is it different? Talk about it with a partner.



The things that happened are the same because

Name _____

Reader Response

Title of Book: _____

Author: _____

Response: How are you like the people in the selection? How are you different? Use the text and photos to draw a picture of how you are the same. Talk about it with a partner.



I am like the people in the selection because

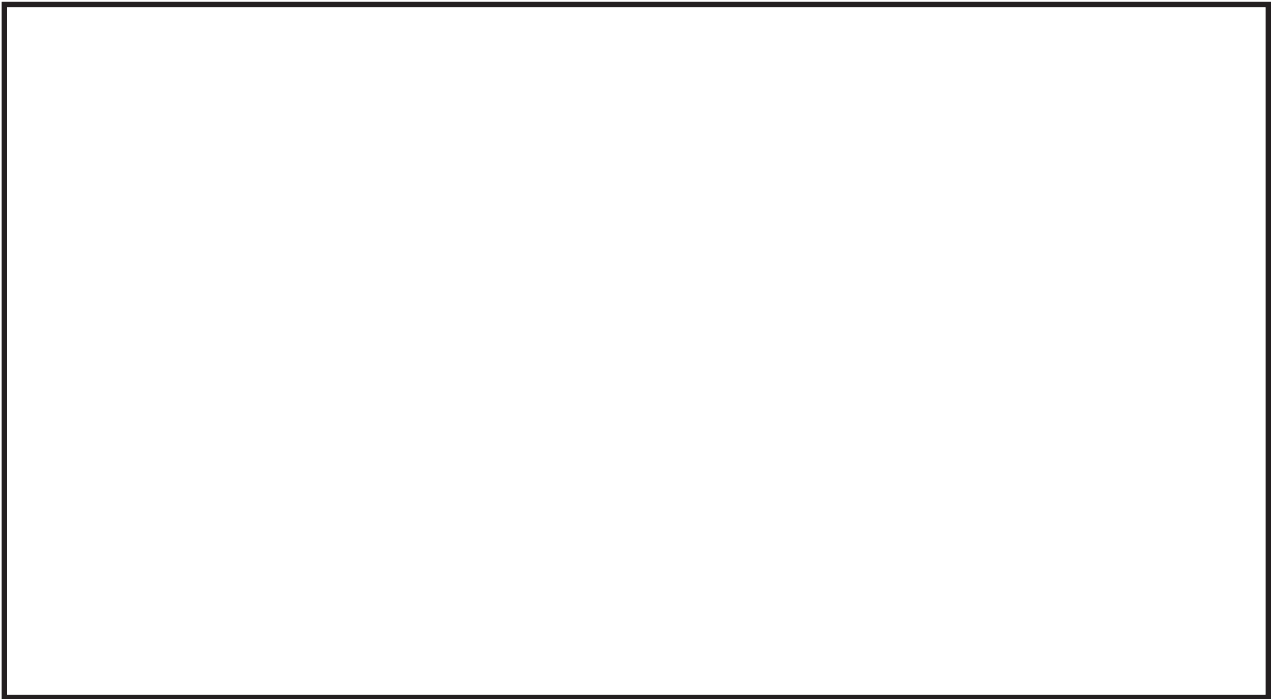
Name _____

Reader Response

Title of Book: _____

Author: _____

Response: How does the place in the selection remind you of a place that you know? How is the place you know different? Draw a picture of the place that you know. Tell how it is different.



The place I know is different because

Author's Purpose

An author's purpose is the reason why an author writes a selection.

Cause and Effect

A cause is the reason why or how something happens.

An effect is what happens.

Character

A character is a person or animal in a story.

Close Reading

Close reading is careful rereading. You focus on what the author has to say, what the author's purpose is, what the words mean, and what the structure of the text tells us.

Compare and Contrast

When you compare, you think about how things are alike. When you contrast, you think about how things are different.

Essential Question

The essential question is a big question that should be answered at the end of reading a collection of texts. The texts are used to explore possible answers to that question.

Events

The events are what happen in a story.

Informational Nonfiction

Informational nonfiction is a text that tells about real people, places, or events

It presents facts and information. It can use text features like maps to give information.

Key Details

In informational text, key details give information about the main topic. In literature, key details tell important information about the characters, setting, or events. Key details can be found in photographs and illustrations, as well as the text.

Main Idea and Key Details

The main idea is what the selection is mostly about. Key details give information about the main idea.

Main Topic

The main topic is what a text is about.

Plot

The plot of a story is what happens at the beginning, middle, and end of the story.

Point of view

Point of view is the way that a story character thinks or feels.

Problem and Solution

In a story, a problem is something that a character wants to do, change, or find out.

The way the person solves the problem is the solution.

Sequence

In literature, sequence is the order in which the key events happen.

In informational text, an author sometimes gives information in sequence, or time order. Words such as *first*, *next*, *then*, and *last* help you understand sequence.

Setting

The setting is where and when a story takes place.

Text Evidence

Text evidence are examples from the text to support your answer.

Theme

The theme is the big idea or message of a story.

TEACHER GLOSSARY OF TERMS

This glossary includes linguistic, grammatical, comprehension, and literary terms that may be helpful in understanding reading instruction.

academic language; general academic vocabulary vocabulary that is found across text types, especially in written texts that provide more nuanced or sophisticated ways of expressing meaning than everyday language.

acronym a word formed from the initial letter of words in a phrase, such as SCUBA (self-contained underwater breathing apparatus).

acrostic a kind of puzzle in which lines of a poem are arranged so that words or phrases are formed when certain letters from each line are used in a sequence.

adage a short, often old, saying that expresses a common observation or truth; for example, "The early bird gets the worm."

adjective a word or group of words that modifies or describes a noun.

adventure story a narrative that features the unknown or unexpected with elements of excitement, danger, and risk.

adverb a word or group of words that modifies a verb, adjective, or other adverb. An adverb answers questions such as *how*, *when*, *where*, and *how much*.

affective domain the psychological field of emotional activities such as interests, attitudes, opinions, appreciations, values, and emotional sets.

affix a word part, either a prefix or a suffix, that changes the meaning or function of a word root or stem.

African American English a dialect of American English used by many African Americans in certain settings and circumstances and follows regular, systematic language rules for grammar, pronunciation, and vocabulary.

agreement the correspondence of syntactically related words; subjects and predicates are in agreement when both are singular or plural.

alliteration a literary device that uses the repetition of the initial sounds in neighboring words or stressed syllables.

alphabet the complete set of letters representing speech sounds used in writing a language. In English there are twenty-six letters.

alphabet book a book for helping young children learn the alphabet by pairing letters with pictures whose sounds they represent.

alphabetic principle the association between sounds and the letters that represent them in alphabetic writing systems.

anagram a word or phrase whose letters form other words or phrases when rearranged, for example *add* and *dad*.

analytic phonics also deductive phonics, a whole-to-part approach to phonics in which a student is taught a number of whole words and then phonetic generalizations that can be applied from these words to other words.

analyze to study something closely and carefully.

antonym a word that is opposite in meaning to another word.

appositive a word that restates or modifies a preceding noun; for example, *my daughter, Charlotte*. Appositives are also definitions of words usually set off by commas.

argumentative writing that expresses logical arguments based on sound reasoning and claims supported by relevant and sufficient evidence.

auditory discrimination the ability to hear phonetic likenesses and differences in phonemes and words.

author's purpose the motive or reason for which an author writes; includes to entertain, inform, persuade, and explain how.

automaticity fluent processing of information, requiring little effort or attention.

auxiliary verbs a verb that precedes another verb to express time, mood, or voice; includes verbs such as *has, is, and will*.

ballad a narrative poem, composed of short verses to be sung or recited, usually containing elements of drama and often tragic in tone.

base word a word to which affixes may be added to create related words.

blank verse unrhymed verse, especially unrhymed iambic pentameter.

blend also consonant blend or consonant cluster, the joining of the sounds of two or more letters with little change in those sounds; for example, /spr/ in *spring*.

blending combining the sounds represented by letters or spellings to sound out or pronounce a word; contrast with *oral blending*.

canon in literature, the body of major works that a culture considers important in a given time.

categorize to arrange or organize things into categories or classes of similarity.

cause-effect relationship a stated or implied association between an outcome and the conditions that brought it about; also the comprehension skill associated with recognizing the type of relationship as an organizing principle in text.

chapter book a book long enough to be divided into chapters, but not long or complex enough to be considered a novel.

character traits distinctive features of a character in a story.

characterization the way in which an author presents a character in a story, including describing words, actions, thoughts, and impressions of that character.

Chicana/Chicano English an ethnic dialect that children acquire as they learn English in ethnic social settings/contexts during their language acquisition period. It differs from the English of second-language learners as it has an independent, systematic set of rules for grammar, pronunciation, and vocabulary.

choral reading oral group reading to develop oral fluency by modeling.

cinquain a stanza of five lines, specifically one that has successive lines of two, four, six, eight, and two syllables.

clarifying a comprehension strategy in which the reader rereads text, uses a dictionary, uses decoding skills, or uses context clues to comprehend something that is unclear.

clause a group of words with a subject and a predicate used to form a part of or a whole sentence; a dependent clause modifies an independent clause, which can stand alone as a complete sentence.

close reading a careful rereading of a text to deepen comprehension.

cognates words in two or more different languages that are the same or similar in sound and/or spelling and that have similar or identical meanings, for example, *active/activo*.

collaborative conversations discussions between and among students about topics of study or texts read that follow conversational rules (e.g., build on other's ideas) and are designed to arrive at new understandings or learnings.

collaborative learning learning by working together in small groups.

collective nouns names a single group composed of multiple members, for example, *school* of fish.

command a sentence that asks for action and usually ends in a period.

common noun in contrast to proper noun, a noun that denotes a class rather than a unique or specific thing such as *girl* versus *Maria*.

comprehension the understanding of what is written or said.

comprehension skill a skill that aids in understanding text, including identifying author's purpose, author's point of view, comprehending cause-and-effect relationships, clarifying, comparing and contrasting items and events, drawing conclusions, distinguishing fact from opinion, identifying main ideas and key details, making inferences, distinguishing reality from fantasy, and understanding sequence.

comprehension strategy a sequence of steps for monitoring and understanding text, includes adjusting reading speed, asking questions, clarifying, making connections, predicting, summarizing, and visualizing.

concluding statement the final statement in a piece of writing expressing the lasting impression the writer wants to leave in the reader's mind.

conjugation the complete set of all possible inflected forms of a verb.

conjunction a part of speech used to connect words, phrases, clauses, or sentences, including the words *and*, *but*, and *or*.

connecting words; linking words words and phrases that signal how different parts of a text are linked; for example, sequence words, such as *first*, *next*, *finally*.

consonant a speech sound and alphabetic letter that represents the sound, made by partial or complete closure of part of the vocal tract, which obstructs air flow and causes audible friction.

context clue information from the immediate and surrounding text that helps identify a word.

contraction a short version of a written or spoken expression in which letters are omitted, as for example, *can't*.

convention an accepted practice in spoken or written language, usually referring to spelling, mechanics, or grammar rules.

cooperative learning a classroom organization that allows students to work together to achieve their individual goals. Related term is *collaboration*.

correlative conjunction words that connect to equal grammatical elements; for example, *either/or, neither/nor, not only/but also*.

creative writing prose and poetic forms of writing that express the writer's thoughts and feelings imaginatively.

cueing system any of the various sources of information that help identify an unrecognizable word in reading, including phonetic, semantic, and syntactical information.

culturally responsive teaching using cultural knowledge, prior experiences, and performance styles of ethnically diverse students to make learning more relevant and effective for them. This type of teaching validates the home language and culture of students.

cumulative tale a story, such as "The Gingerbread Man," in which the action and/or dialogue is repeated and accumulated until the climax.

dangling modifier usually a participle that because of its placement in a sentence modifies the wrong object.

decodable text text materials controlled to include a majority of words whose sound-spelling relationships are known by the reader.

decode to analyze spoken or graphic symbols for meaning.

designated English language development instruction a protected time during the regular school day where teachers use English language development standards as the focal standards in ways that build into and from the content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.

determiners words that come before a noun in a noun phrase and mark the noun, as in *a, an, the, some, my*.

diacritical mark a mark, such as a breve or macron, added to a letter or graphic character to indicate a specific pronunciation.

dialect a regional variety of a particular language with phonological, grammatical, and lexical patterns that distinguish it from other varieties.

dialogue a piece of writing written as conversation, usually punctuated by quotation marks.

digital tools electronic resources used to produce and publish writing.

digraph two letters that represent one speech sound; for example, *sh* or *ch*.

diphthong a vowel sound produced when the tongue glides from one vowel sound toward another in the same syllable; for example, /oi/ or /ou/.

direct object the person or thing that receives the action of a verb in a sentence; for example, the word cake in this sentence: *Stella baked a cake.*

domain-specific words vocabulary specific to a particular field of study, or domain, like social studies or science.

drafting the process of writing ideas in rough form to record them.

drama a story in the form of a play, written to be performed.

edit in the writing process, to revise or correct a manuscript. Often this is part of the final step in the process with a focus on correcting grammar, spelling, and mechanics rather than content, structure, and organization.

emergent literacy the development of the association of meaning and print that continues until a child reaches the stage of conventional reading and writing.

emergent reading a child's early interaction with books and print before the ability to decode text.

encode to change a message into symbols; for example, to change speech into writing.

English learner; English language learner; Limited English Proficiency (LEP) a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English.

epic a long narrative poem, usually about a hero.

essential question the driving or guiding question students are expected to answer after reading a collection of related texts.

exclamatory sentence a sentence that shows strong emotion and ends with an exclamation point.

explicit instruction intentional design and delivery of information by a teacher to students, including modeling/demonstration, structured practice under teacher guidance, and opportunities for corrective feedback.

expository writing; exposition a composition in writing that explains an event or process.

fable a short tale that teaches a moral.

fantasy a highly imaginative story about characters, places, and events that cannot exist.

fiction imaginative narrative designed to entertain rather than to explain, persuade, or describe.

figure of speech; figurative language the expressive, nonliteral use of language usually through metaphor, simile, or personification.

fluency freedom from word-identification problems that hinder comprehension in reading. Fluency involves rate, accuracy, and expression.

folktale a narrative form of genre based on the customs and traditions of a people or region that is well-known through repeated storytellings. Some examples are epics, myths or fables.

foreshadowing giving clues to upcoming events in a story.

formal English (see Standard English)

formative assessment a deliberate process used by teachers and students during instruction that provides actionable feedback used to adjust ongoing teaching and learning strategies to improve students' attainment of curricular learning targets and goals.

free verse verse with irregular metrical pattern that often contains rhythm and other poetic devices, such as alliteration, similes and metaphors.

freewriting writing that is not limited in form, style, content, or purpose; designed to encourage students to write.

genre a classification of literary works, including tragedy, comedy, novel, essay, short story, mystery, realistic fiction, and poetry.

gradual release of responsibility a model of instruction that requires a progression from teacher modeling that shifts from the teacher assuming all the responsibility for performing a task to students assuming responsibility.

grammar the study of the classes of words, their inflections, and their functions and relations in sentences; includes phonological, morphological, syntactic, and semantic descriptions of language.

grapheme a written or printed representation of a phoneme, such as *c* for /k/.

graphic organizer a visual representation of facts and concepts from a text and their relationships within an organized frame; often used as a temporary scaffold for understanding or writing about text.

guided reading reading instruction in which the teacher provides the structure and purpose for reading and responding to the material read.

high-frequency words the most frequently occurring words in English; for example, *the, is, like*. Some are phonetically irregular (*was, some*); others are phonetically regular (*go, but*).

homographs words spelled the same, but with different meanings and sometimes different pronunciations; for example, *bear, row*.

idioms an expression whose meaning is not predicted from its constituent words; for example, "kick the bucket."

indirect object in a sentence, the person or thing to or for whom an action is done; for example, the word *dog* in this sentence: *Bob gave the dog a treat*.

inference a conclusion based on facts, data, or evidence.

infinitive the base form of a verb, usually with the infinitive marker; for example, *to go*.

inflectional ending an ending that expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb.

informal discourse communication that does not adhere to the formal rules of grammar and usage and often contains truncated or incomplete sentences.

informational text text that has as its primary purpose the communication of technical information about a specific topic, event, experience, or circumstance.

informative/explanatory writing writing whose purpose is to inform or explain.

integrated English language development instruction provided throughout the day and across the disciplines, using the English language development standards combined with the literacy or content standards to support the linguistic and academic progress of English learners.

interjections words or phrases used to exclaim, protest, or command.

interrogative word a word that marks a clause or sentence as a question, including interrogative pronouns *who*, *what*, *which*, *where*.

intervention a strategy or program designed to supplement or substitute instruction, especially for those students who fall behind.

invented spelling the result of an attempt to spell a word by guessing at the correct spelling based on a writer's limited phonetic knowledge. As phonetic knowledge grows, sounds are connected to letters, which leads to conventional spelling.

irony a figure of speech in which the literal meanings of the words is the opposite of their intended meanings.

irregularly-spelled words words that do not follow typical sound-spelling phonetic rules of English, such as *was* or *come*.

journal a written record of daily events or responses.

keyboarding skills the ability to use the computer keyboard to produce writing; involves basic typing skills.

legend a traditional tale handed down from generation to generation.

leitmotif a repeated expression, event, or idea used to unify a work of art such as writing.

letter one of a set of graphic symbols that forms an alphabet and is used alone or in combination to represent a phoneme; also *grapheme*.

letter-sound correspondence the one-to-one connection between an alphabet letter and a sound for which it represents in written words. For example, the letter *t* stands for the /t/ sound.

linguistics the study of the nature and structure of language and communication.

literary elements the elements of a story such as setting, plot, and characterization that create the structure of a narrative.

macron a diacritical mark placed above a vowel to indicate a long vowel sound.

main idea the central thought or chief topic of a passage.

making connections a reading strategy used to connect information being read to one's own experiences, to other reading materials, or to one's knowledge of the world. Making connections fosters engagement, which helps the reader make sense of the text and connect information.

mechanics the conventions of capitalization and punctuation.

metacognition the awareness and knowledge of one's mental processes while reading or thinking about what one is thinking about.

metaphor a figure of speech in which a comparison is implied but not stated; for example, *She is a jewel*.

meter the basic rhythmic structure of poetry.

miscue a deviation from text during oral reading in an attempt to make sense of the text.

modal auxiliaries an auxiliary verb used with other verbs to express mood, aspect, or tense; for example, *can, could, may, might, should, ought, will, would*.

modeling an instructional technique in which the teacher makes public the thinking needed to use critical reading and writing behaviors.

mood the literary element that conveys the emotional atmosphere of a story.

moral the lesson or principle taught in a fable or story.

morpheme a meaningful linguistic unit that cannot be divided into smaller units; a bound morpheme is a morpheme that cannot stand alone as an independent word, such as the prefix *re-*; a free morpheme can stand alone, such as *dog*.

morphology the study of the form and structure of words in a language.

multimedia the use of several media (video, internet, print, visuals, music) to express ideas and learning.

multiple-meaning words words that have more than one meaning; for example, *bat*.

multisyllabic words; polysyllabic words words with more than one syllable.

myth a story designed to explain the mysteries of life.

narrative writing; narration a composition in writing that tells a story or gives an account of an event.

narrator the person telling a story.

nonfiction prose designed to explain, argue, or describe (rather than to entertain) with a factual emphasis; includes biography and autobiography.

nonliteral language words or phrases that mean something other than the exact words used; for example, a "night owl."

noun a part of speech that denotes persons, places, things, qualities, or acts. Abstract nouns refer to abstract concepts like kindness. Collective nouns refer to a collection of things considered as a unit, such as *group, company, flock, family*.

novel an extended fictional prose narration.

onomatopoeia the use of a word whose sound suggests its meaning; for example, *purr*.

onset and rime units within a syllable. The onset is the part of a syllable that precedes the vowel. The rime is the part of the syllable that includes the vowel and all consonants after it.

opinion writing writing whose purpose is to express the writer's beliefs and conclusions about a topic.

oral blending the ability to fuse discrete phonemes heard into recognizable words; oral blending puts sounds together to make a word; see also *segmentation*.

oxymoron a figure of speech in which contrasting or contradictory words are brought together for emphasis.

paragraph a subdivision of a written composition that consists of one or more sentences, deals with one point, or gives the words of one speaker, usually beginning with an indented line.

participle a verb form used as an adjective; for example, the *skating* party.

pedagogy the science and art of teaching.

personification a literary device in which human characteristics are given to an animal, idea or thing.

persuasive writing a composition intended to persuade the reader to adopt the writer's point of view.

phoneme the smallest sound unit of speech; for example, the /k/ in *book*.

phonemic awareness the ability to recognize that spoken words are made of discrete sounds and that those sounds can be manipulated.

phonetic spelling the respelling of entry words in a dictionary according to a pronunciation key.

phonetics the study of speech sounds.

phonics a way of teaching reading that addresses sound-symbol and sound-spelling relationships, especially in beginning instruction.

phonogram a letter or letter combination that represents a phonetic sound; also used to refer to common spelling patterns like *-at* or *-ick*.

phonological awareness the ability to attend to the sound structure of language; includes sentence, word, syllable, rhyme, and phonological awareness.

plot the literary element that provides the structure of the action of a story, which may include rising action, climax, and falling actions leading to a resolution or denouement.

plural a grammatical form of a word that refers to more than one in number; an irregular plural is one that does not follow normal patterns for inflectional endings.

poetic license the liberty taken by writers to ignore language conventions.

poetry a metrical form of composition in which language is chosen and arranged to create a powerful response through meaning, sound, or rhythm.

point of view the position from which a story is told. First person point of view is told from the perspective of one character, using the pronoun *I*. Third person point of view is told from a narrator using pronouns such as *he* or *she*; it can be omniscient (all-knowing) or limited.

possessive showing ownership either through the use of an adjective, an adjectival pronoun, or the possessive form of a noun.

precise language specific words chosen to express ideas in a nuanced and more sophisticated way than informal conversation or writing.

predicate the part of the sentence that expresses something about the subject and includes the verb phrase; a complete

predicate includes the principal verb in a sentence and all its modifiers or subordinate parts.

predicting a comprehension strategy in which the reader attempts to anticipate what will happen using clues from the text and prior knowledge, and then confirms predictions as the text is read.

prefix an affix attached before a base word that changes the meaning of the word.

preposition a part of speech in the class of function words such as *of*, *on*, and *at* that precede a noun phrase to create prepositional phrases.

prewriting the planning stage of the writing process in which the writer formulates ideas, gathers information, and considers ways to organize them.

print awareness; print concepts in emergent literacy, a child's growing recognition of conventions and characteristics of written language, including reading from left to right and from top to bottom in English and that words are separated by spaces.

proficiency level descriptors an overview of the stages of English language development that English learners are expected to progress through as they gain increasing proficiency in English. Includes three proficiency levels: emerging, expanding, and bridging.

project-based learning an extended process of inquiry in response to a complex question, problem, or challenge. Projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st century skills, and create high-quality, authentic products and presentations.

pronoun a part of speech used as a substitute for a noun or noun phrase. There are many types of pronouns: personal pronouns (*I, he, she, we, they, you*), possessive (*mine, yours, his*), indefinite (*all, each, few, many, some*), reflexive (*myself, herself*), relative (*who, whom, whose, which, that*).

proofreading the act of reading with the intent to correct, clarify, or improve text.

prose spoken or written language that follows grammatical rules, but does not have a rhythmic structure (like poetry).

prosody the feature of expressive reading that includes phrasing, emphasis, and intonation that speakers use to convey meaning and make their speech lively when reading aloud.

proverb a simple, popular saying that expresses a common truth; for example, "If the shoe fits, wear it."

pseudonym an assumed name used by an author; a pen name or *nom de plume*.

publishing the process of preparing written material for presentation.

punctuation graphic marks such as commas, periods, quotation marks, and brackets used to clarify meaning and to give speech characteristics to written language.

question an interrogative sentence that asks a question and ends with a question mark.

realistic fiction a story that attempts to portray characters and events as they actually are.

rebus a picture or symbol that suggests a word or syllable.

reference materials resources used when reading or writing, such as a dictionary, glossary, or thesaurus.

register variation in vocabulary, grammar, and discourse of a language to meet the expectations of a particular context (audience, task, purpose, setting, social relationship, mode of communication).

Response to Intervention (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems.

retell to tell a story again (one that is read or heard), remembering as many details as possible.

revise in the writing process, to change or correct a manuscript to make its message more clear.

rhyme identical or very similar recurring final sounds in words, often at the ends of lines of poetry.

rime a vowel and any following consonants of a syllable.

root word a unit of meaning, usually of Latin origin, that cannot stand alone but that is used to form a family of words with related meanings.

scaffolding temporary guidance or assistance provided to a student by a teacher or another peer, enabling the student to perform a task he/she would not be able to do alone. The goal is to foster the ability for the student to perform the task on his/her own in the future.

scene a part of a play, movie, or story that occurs in a single place without a break in time.

search tools Internet tools used to locate information, such as search engines.

segmentation the ability to orally break words into individual sounds; see also *oral blending*.

self-monitoring a metacognitive behavior in which a reader attends to his/her own understanding of a text by using decoding and comprehension strategies when experiencing difficulties.

semantic mapping a graphic display of a group of words that are meaningfully related to support vocabulary instruction.

semantics the study of meaning in language, including the meanings of words, phrases, sentences, and texts.

sensory details story details that appeal to the five senses of taste, touch, sight, smell, and hearing.

sentence a grammatical unit that expresses a statement, question, or command; a simple sentence is a sentence with one subject and one predicate; a compound sentence is a sentence with two or more independent clauses usually separated by a comma and conjunction, but no dependent clause; a complex sentence is a sentence with one independent and one or more dependent clauses. There are four types of sentences: declarative (makes a statement), interrogative (asks a question), imperative (expresses a command or request), exclamatory (conveys strong or sudden emotion).

sentence combining teaching technique in which complex sentence chunks and paragraphs are built from basic sentences.

sequence the order of elements or events.

setting the literary element that includes time, place, and physical and psychological background in which a story takes place.

shades of meaning words, phrases, and clauses that can be used to create nuances or precision in language/writing and to shape how the message will be interpreted by readers and listeners.

sight word a word that is taught to be read as a whole read, usually words that are phonetically irregular (or taught before students have acquired the decoding skills to sound it out).

simile a figure of speech in which a comparison of two things that are unlike is directly stated, usually with the words like or as; for example, *She is like a jewel*.

source a text used largely for informational purposes, as in research.

spelling the process of representing language by means of a writing system.

standard English the most widely accepted and understood form of expression in English in the United States, also used to refer to formal English

Standard English Learners (SELs) native speakers of English who are ethnic minority students and whose mastery of standard English used in schools is limited.

stanza a grouped set of lines in a poem.

statement a sentence that tells something and ends with a period.

story grammar the important elements that typically constitute a story (plot, setting, characters, problem, resolution, theme).

study skills a general term for the techniques and strategies that help readers comprehend text with the intent to remember; includes following directions, organizing, outlining, annotating, locating, and using graphic aids.

style the characteristics of a work that reflect the author's particular way of writing.

subject the main topic of a sentence to which a predicate refers, including the principal noun; a complete subject includes the principal noun in a sentence and all its modifiers.

suffix an affix attached at the end of a base word that changes the meaning and the function of the word.

summarizing a comprehension strategy in which the reader constructs a brief statement that contains the essential ideas of a passage.

summative assessment measures of student progress toward an attainment of the knowledge and skills required to be college- and career-ready, usually given at or near the end of the school year.

syllabication patterns common syllable chunks, such as closed, open, consonant + le, vowel team, r-controlled vowel, final-e, and final stable.

syllable a minimal unit of sequential speech sounds containing only one vowel sound with or without preceding or following consonant sounds.

symbolism the use of one thing to represent something else to represent an idea in a concrete way.

synonym a word that means the same (or nearly the same) as another word.

syntax the grammatical pattern or structure of word order in sentences, clauses, and phrases.

technical text text on a course of practical study such as engineering, technology, design, business, or other work-related subject.

temporal words words and phrases that express time, such as *first*, *next*, *last*, and specific dates.

tense the way in which verbs indicate past, present, and future time of action.

text complexity the inherent difficulty of a text combined with consideration of reader and task variables; in the CCSS, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations.

text evidence examples from a text, including words, phrases, and quotes, used to answer a question about the text or support claims made about a text.

text feature print features in text used to organize content and aid in comprehension, such as titles, headings, charts, diagrams, hyperlinks, glossaries, and maps.

text structure the various patterns of ideas that are built into the organization of a written work. Common text structures include chronology/sequence, comparison (compare/contrast), cause/effect, problem/solution, and description.

text types forms of text used in writing, including opinion, informative/explanatory, and narrative.

theme a major idea or proposition that provides an organizing concept through which, by study, students gain depth of understanding.

topic sentence a sentence intended to express the main idea of a paragraph or passage.

tragedy a literary work, often a play, in which the main character suffers conflicts and which presents a serious theme and has an unfortunate ending.

transitional words and phrases (see connecting words, linking words)

Universal Design for Learning (UDL) a set of principles for curriculum development that gives all individuals equal opportunities to learn.

usage the way in which a native language or dialect is used by the members of the community.

verb a word that expresses an action or state of being that occurs in a predicate of a sentence; an irregular verb is a verb that does not follow normal patterns of inflectional endings that reflect past, present, or future verb tenses. Other verb tenses include simple, progressive, and perfect.

verse writing arranged with a metrical rhythm.

visualizing a comprehension strategy in which the reader constructs a mental picture of a character, setting, or process.

vowel a voiced speech sound and the alphabet letter that represents that sound, made without stoppage or friction of the airflow as it passes through the vocal tract.

vowel digraph; vowel team a spelling pattern in which two or more letters represent a single vowel sound.

word analysis the process used to decode words, progressing from decoding individual letter sounds and combinations to syllabication to analyzing structural elements.

writing; composition the process or result of organizing ideas in writing to form a clear message; includes persuasive/opinion, expository/informative, narrative, and descriptive forms.

writing process the many aspects of the complex act of producing a piece of writing, including prewriting, drafting, revising, editing/proofreading, and publishing.

*Some of the above definitions provided courtesy of the California Department of Education's "Glossary of Selected Terms."