

Grade 1



# Teacher's Resource Book





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# Decodable Passages

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The Band

Claire Sees a Snake

Name \_\_\_\_\_

Short a



## Cat and Bat

Can Cat nap?

Cat can nap.

Can Bat nap?

Bat can nap.

Cat and Bat nap.

### ACTIVITY

Underline the words that have a short *a* sound.

Name \_\_\_\_\_

Short a



## Tam, Nat, and Cat

Tam can nap.

Nat can nap.

Cat can nap.

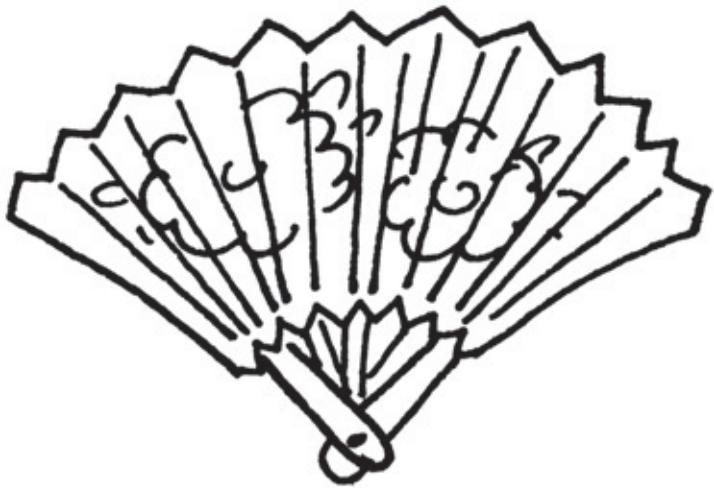
Cat can nap with Tam and Nat.

### ★ACTIVITY★

Write more  
words that have a  
*t* sound.

Name \_\_\_\_\_

Short a



## The Fan

Nan has a fan.

Van has a fat cat.

Nan can fan the cat.

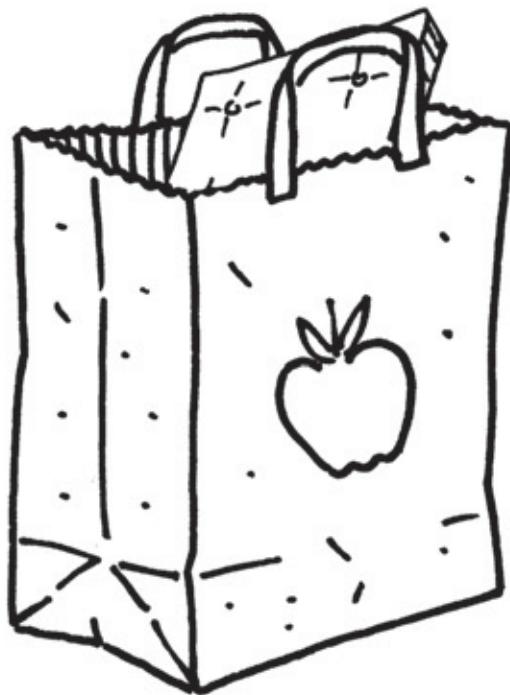
The cat can have a nap.

### ACTIVITY

Circle the words  
that have a short  
a sound.

Name \_\_\_\_\_

Short a



## A Mat for Pam

Pam had a bag.

The bag had a mat.

Pam sat on a mat.

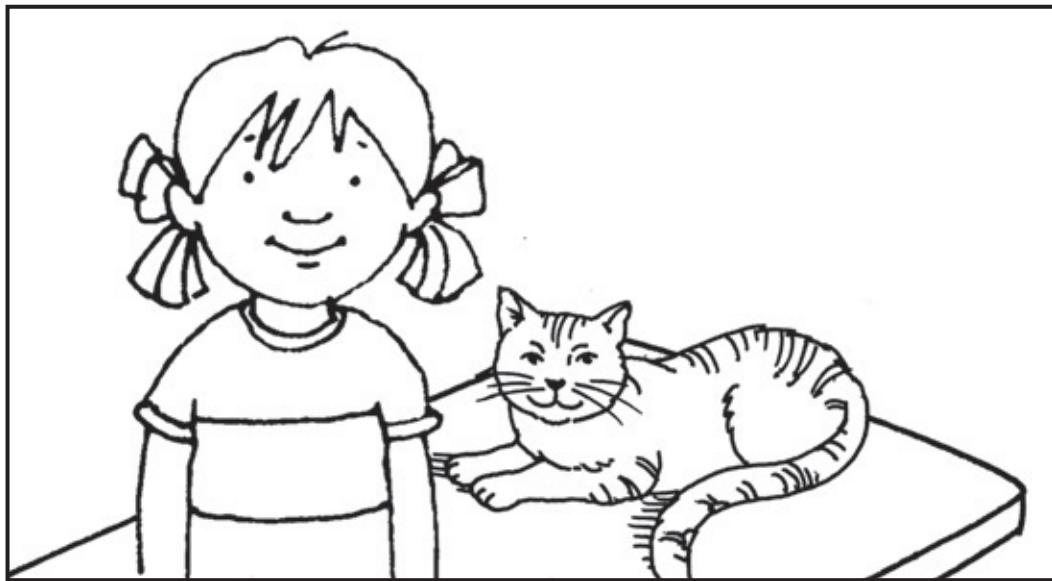
Pam had a nap on a mat.

### ★ACTIVITY★

Underline the words that end in *t*.

Name \_\_\_\_\_

Short a



## Fat Cat

Fat Cat sat in a van.

Fat Cat sat at the back.

Fat Cat sat on a bag.

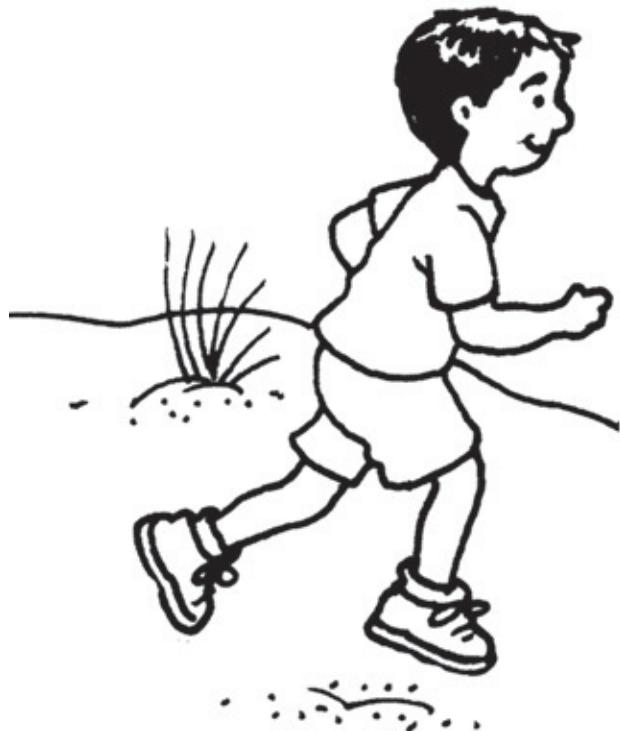
Fat Cat sat with Nan.

### ACTIVITY

Write words that rhyme with *van*.

Name \_\_\_\_\_

Short i



## Win Jim

Jim can win!

Jim can do it.

Jim can win.

Jim did it!

### ACTIVITY

Circle the words  
that have a short  
*i* sound.

Name \_\_\_\_\_

Short i



## Jan and Jim!

Jan can jig.

Jan can kick.

Jim can dig.

Jim can go.

Jan and Jim!

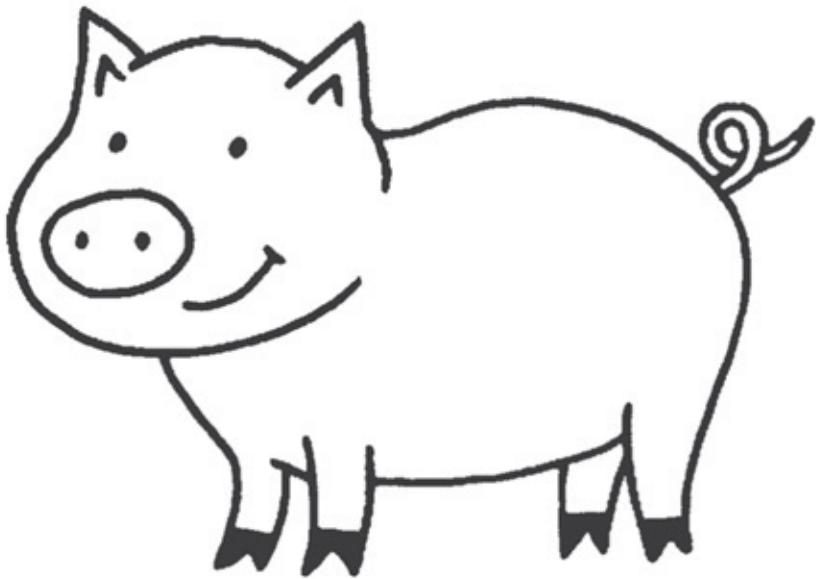
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### ACTIVITY

Circle the two words that rhyme.

Name \_\_\_\_\_

Short i



## Tim Can Win

Tim had a bat.

Tim hits.

Tim wins a pig.

Pig is big!



Write other words  
that start with w.

Name \_\_\_\_\_

Beginning Consonant  
Blend l-blends (bl, cl,  
fl, gl, pl, sl)



## Glad

Pam can tag Dan.

Is Dan glad?

Dan can clap.

Is Pam glad?

Pam is glad.

### ACTIVITY

Write other words  
about Pam.

Name \_\_\_\_\_

Beginning Consonant  
Blends: l-blends (bl,  
cl, fl, gl, pl, sl)

## Sam Can Plan

Sam can plan.

Sam can sit.

Sam can flip.

He can go up.

He can come down.

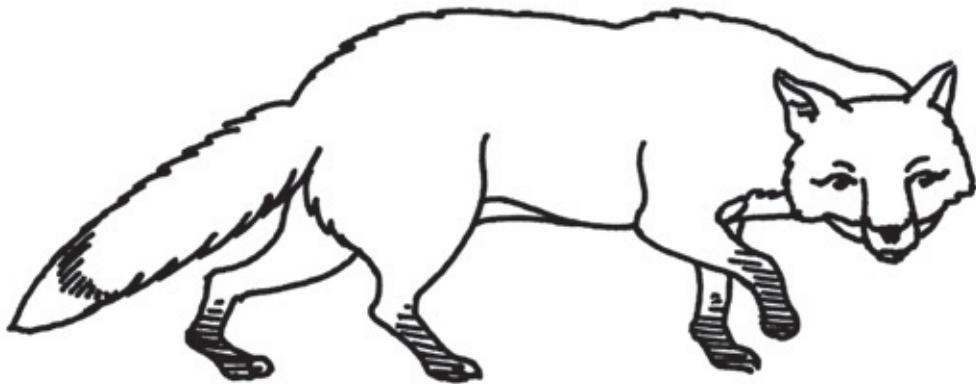
Sam can plan.

### ★ACTIVITY★

Write some words  
that rhyme with  
*Sam*.

Name \_\_\_\_\_

Short o



## Ron the Fox

Ron flips and flops.

Ron hops and plops.

Clap for Ron the fox.

### ACTIVITY

Circle the words  
that have a short  
o sound.

Name \_\_\_\_\_

Short o



## Did Top Flop?

Pop got Top a ball.

Top ran.

Pop ran.

Pop got the ball!

Did Top flop?

### ★ACTIVITY★

Write about what  
Top and Pop did  
next.

Name \_\_\_\_\_

Beginning Consonant  
Blends, r-Blends,  
s-Blends



## Big Grin

Tran has a big grin.

Tran hid in a crib.

Can Jan trap Tran?

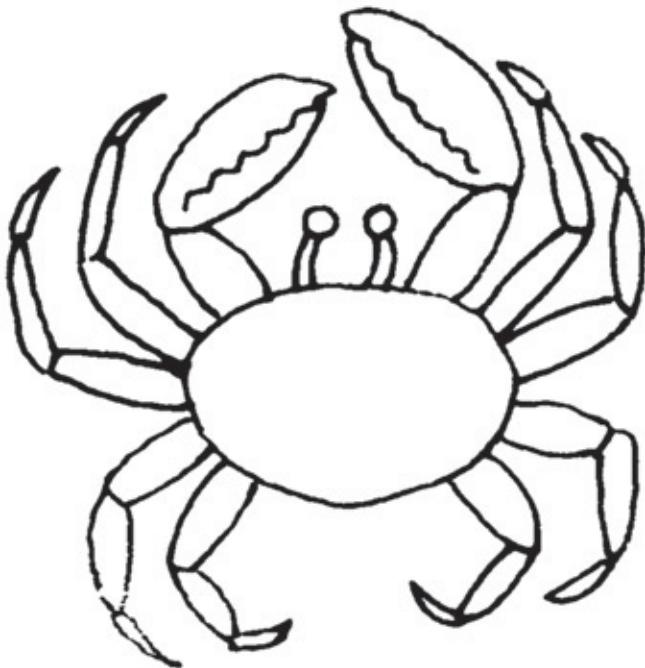
Tran will see!

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### ACTIVITY

Circle the words  
that start with *gr*,  
*tr*, or *cr*.

Name \_\_\_\_\_

**Beginning Consonant Blends:** r-Blends,  
s-Blends

## **Trap a Crab**

Trap Trix, Fran!

Trix is on a mat.

Trix the Crab ran.

Grab Trix, Fran.

Trap Trix!

### **ACTIVITY**

Write a sentence  
about Trix the  
Crab.

Name \_\_\_\_\_

**Beginning Consonant Blends:** r-Blends,  
s-Blends

## Cran the Cat

Zack looks for Cran.

Zack trips on a brick.

Cran grins up at Zack.

Zack kicks a brick.

Zack grins at Cran!

### ACTIVITY

Make a list of words that start with *gr*.

Name \_\_\_\_\_

short e; e ea



## Ted and a Pet

Ted has a pet.

The pet is Shep.

Ted met Shep.

Ted fed Shep.

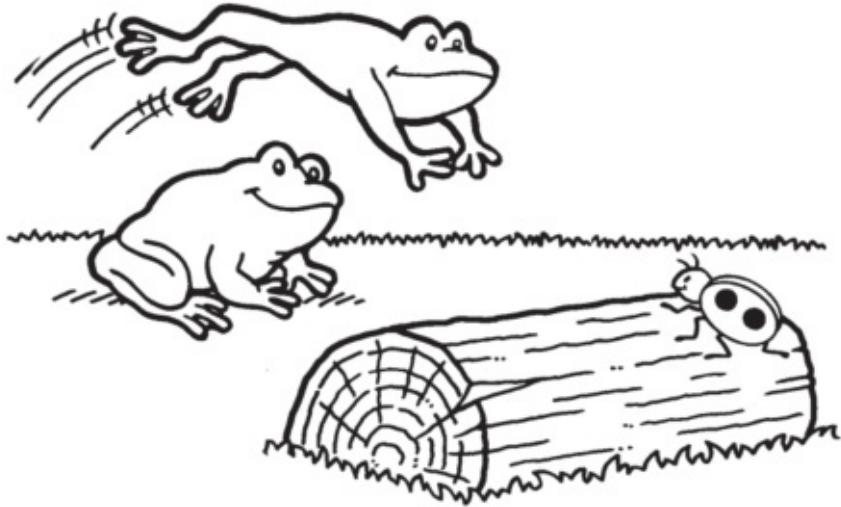
Ted and Shep are set.

### ACTIVITY

Circle the words  
that have a short  
e sound.

Name \_\_\_\_\_

Short e: e, ea



## Glen and Fred

Glen the Frog can hop.

Fred the Frog can hop.

Glen and Fred see Ben.

Ben has spots on his head.

Ben sees Glen and Fred.

Glen and Fred hop!

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### ACTIVITY

Write other words  
that rhyme with  
*Ben*.

Name \_\_\_\_\_

Short u



## Lots of Fun for Pup

Pup has a big red drum.

Pup can tap the drum—tap, tap, tap.

Pup can have fun.

Tap, tap the drum, Pup!

### ★ACTIVITY★

Underline the words that have a short *u* sound.

Name \_\_\_\_\_

Short u



## Fun in the Hot Sun

See a big fat bug.

See a big red ball.

Run fast in the grass.

Have lots of fun in the hot sun!

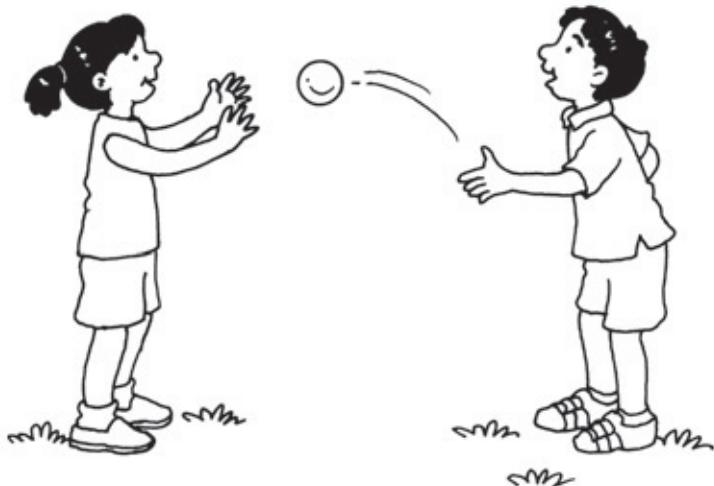
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### ACTIVITY

Write about what  
you like to do in  
the sun.

Name \_\_\_\_\_

Ending Consonant Blends: nd, nk, nt, st, sk, mp



## Tad Hits Fast

Tad grabs a pink ball.

Tad winks and grins.

Tad hits the ball.

He kicks fast past me.

I grab it and land in the grass.

### ACTIVITY

Write three other words that are spelled with *nd*.

Name \_\_\_\_\_

Ending Consonant  
Blends: nd, nk, nt,  
st, sk, mp



## Stan Is Last

Min can run fast.

Min runs fast on land.

Stan grins, runs, and pants.

Min grins and runs past.

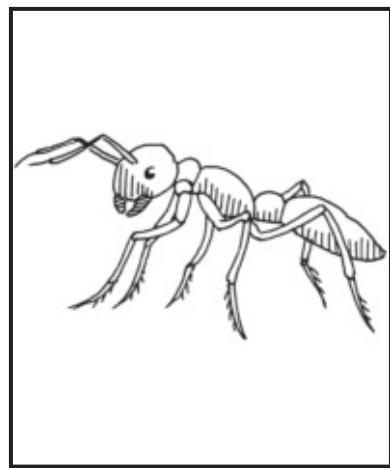
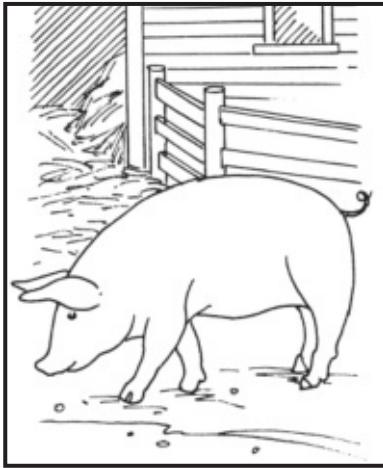
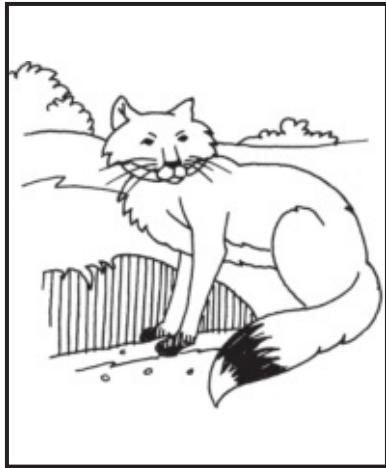
Stan comes in last.

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### ACTIVITY

Write a sentence  
about coming in  
last.

Name \_\_\_\_\_

Consonant Digraphs  
sh, th, -ng

## This and That

This fox lives on a pond.

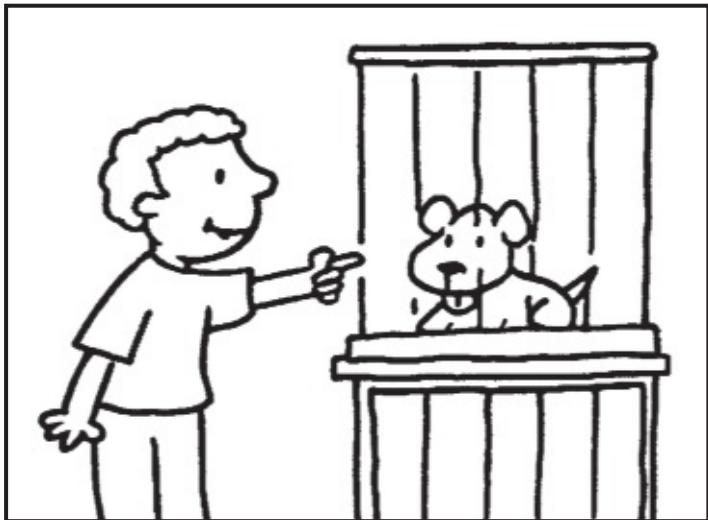
That pig lives in a long pen.

This ant lives in a big shack.

### ACTIVITY

Write about  
another animal  
and its home.

Name \_\_\_\_\_

**Consonant Digraphs**  
sh, th, -ng

## A Pet Shop

I am at a big pet shop.

Rex sits still in this big shop.

I think Rex is sad at the pet shop.

I think I will get Rex!

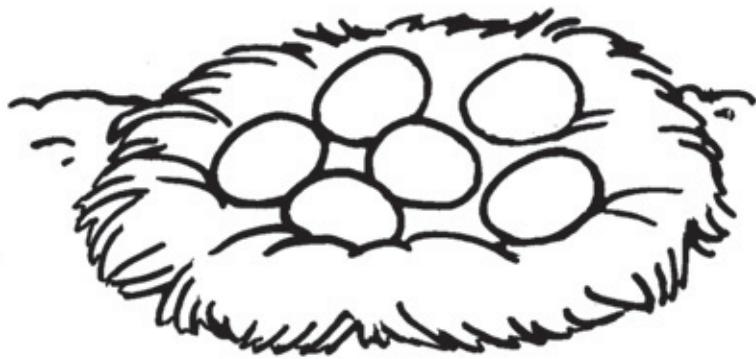
Rex will live with me.

Rex will run in the grass!

**ACTIVITY**

Write about what  
Rex will do next.

Name \_\_\_\_\_

Consonant Digraphs  
ch, -tch, wh, ph

## Chip's Chicks

Chip has a lot of eggs.

Chip can watch the eggs.

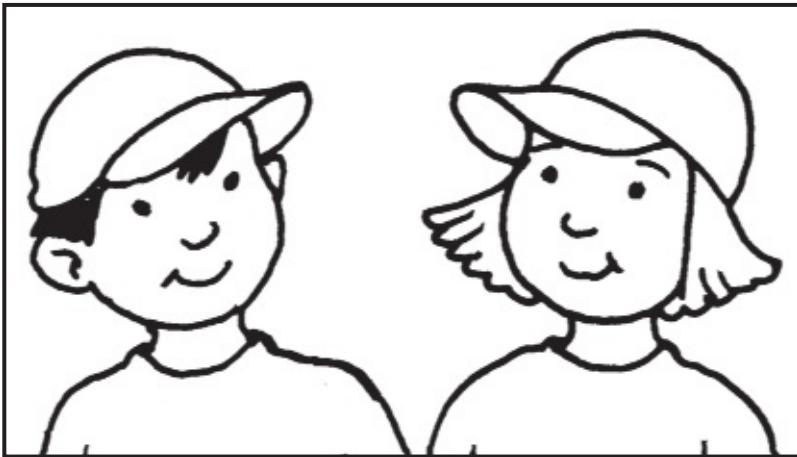
Can the chicks hatch?

Hatch, chicks, hatch!

### ★ ACTIVITY ★

Write about how  
an egg hatches.

Name \_\_\_\_\_

Consonant Digraphs  
ch, -tch, wh, ph

## Chad and Me

“When can we catch?” I ask.

“Where can we find a bat?”

“I can ask,” said Chad.

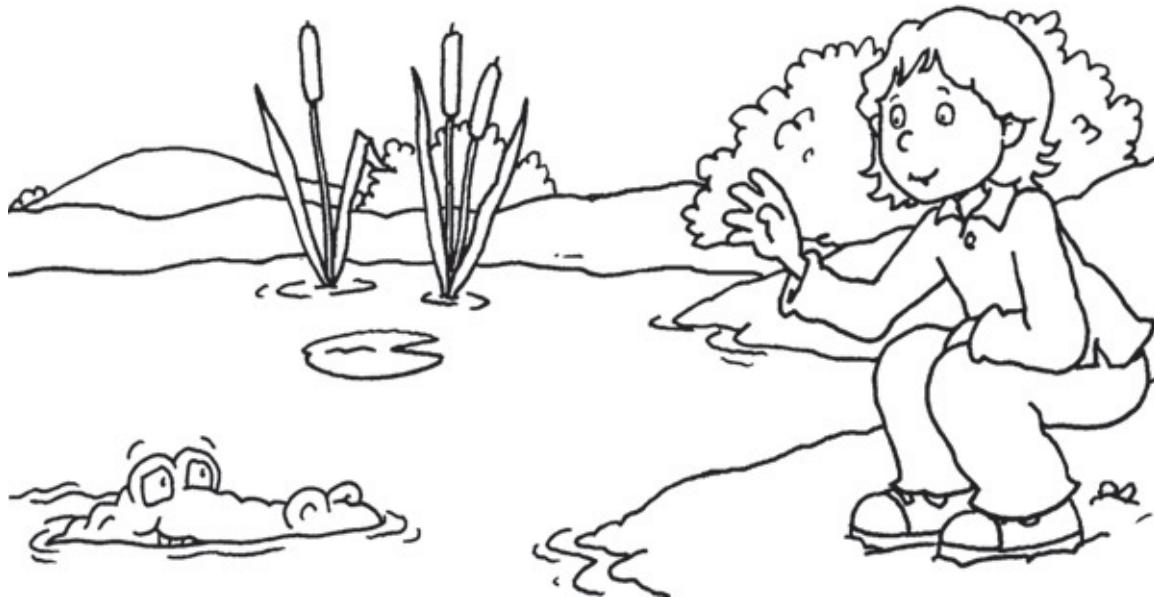
“Not yet!”

### ACTIVITY

Write three words  
that start with wh.

Name \_\_\_\_\_

Long a (a\_e)



## Kate and the Croc

Kate stands on land.

Kate can gaze at the croc.

Kate can wave at it.

The croc can not wave back.

It grins a big grin!

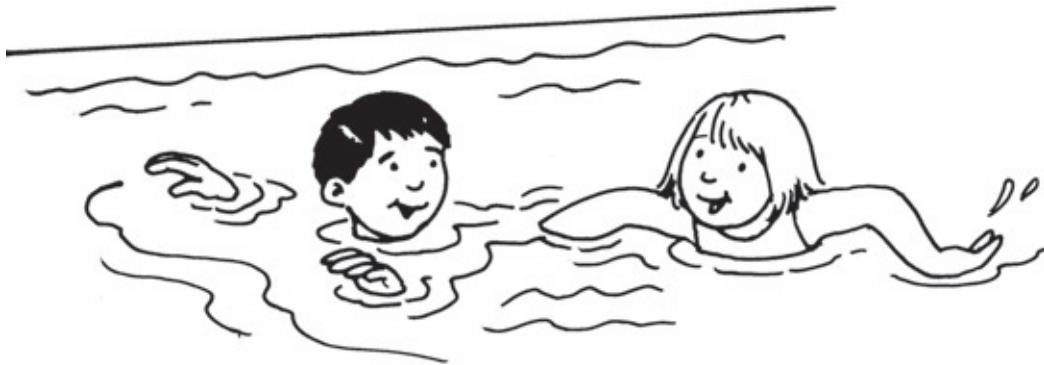
Kate makes a pal.

### ACTIVITY

Write a sentence  
about Kate.

Name \_\_\_\_\_

Long a (a\_e)



## Jane Wades

Jane wades in a big lake.

Dave can see Jane.

“Let’s swim.”

Jane swims.

“Get Mom, Nate, Tate, and Kate.”

“We can all swim.”

### ACTIVITY

Circle the words  
that have a long a  
sound.

Name \_\_\_\_\_

Long i (i\_e)



## Life at a Lake

The sun shines on the lake.

I like to dive and swim in it.

I dive with Chad and Mike.

Mom dives, too.

It is fun and makes me smile.

All of us spend lots of time at the lake.



Draw what you like  
to do.

Name \_\_\_\_\_

Long i (i\_e)



## A Big Mud Pile

Spike likes to play.

He plays in a mud pile.

It is fun.

Spike likes to slide in mud.

Spike likes to hide in mud.

### ★ACTIVITY★

Write three words  
that rhyme with  
*slide*.

Name \_\_\_\_\_

Soft c; soft g,  
dge

## A Race

Page can run in a race.

She can run over a hedge

She can run under a bridge.

Page can win a race.

"It is nice to win a race," says Page.

### ★ACTIVITY★

Write two words  
with a soft c sound.



## On Stage

Chase likes to spin on a stage.

He can come and go on stage.

He can make a face on stage.

Mom can watch Chase.

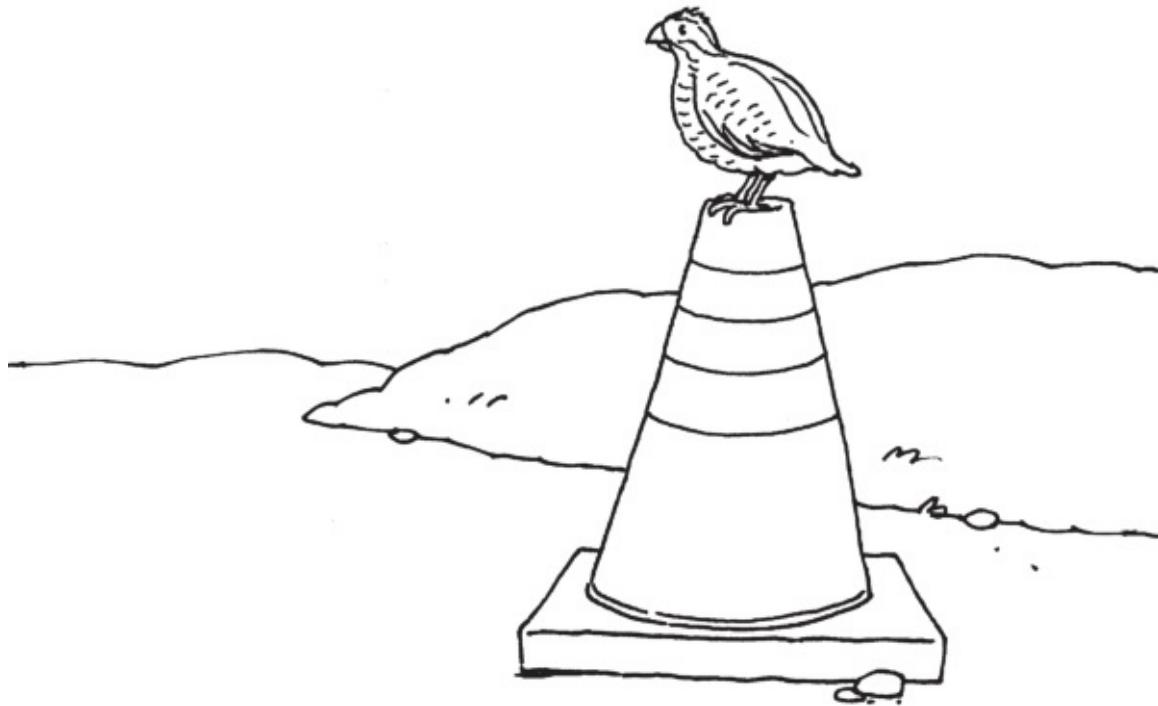
Dad can watch Chase.

Dad says, "It is nice to watch  
Chase on stage."

### ACTIVITY

Write about what  
Chase might do on  
stage.

Name \_\_\_\_\_

Long o (o\_e);  
long u (u\_e);  
long e (e\_e)

## A Lone Pet

I spot a lone pet.

It dove past my home.

It rose and sat on a cone.

I hope it will not bite my nose!

### ACTIVITY

Write a word that rhymes with *hope*.

Name \_\_\_\_\_

**Long o (o\_e);  
long u (u\_e);  
long e (e\_e)**

## A Cat and Duck in a Grove

Cole the cat can see a duck in a nut grove.

The duck sat in a big hole.

Cole woke the duck with a poke.

Cole made a joke.

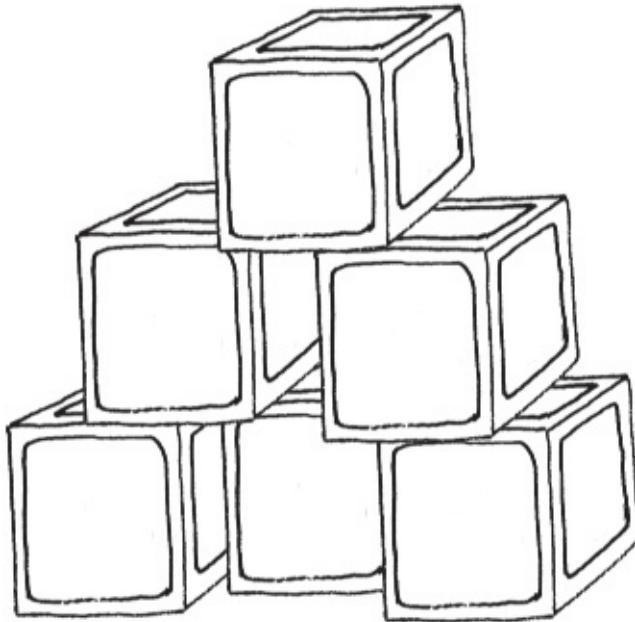
He hopes to make the duck grin.

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**ACTIVITY**

Draw a picture of  
the duck next to  
Cole.

Name \_\_\_\_\_

**Long o (o\_e);  
long u (u\_e);  
long e (e\_e)**

## Jude's Pile of Cubes

Jude makes a pile of cubes.

He sets cubes in a tube.

Jude uses cubes to make a long flute.

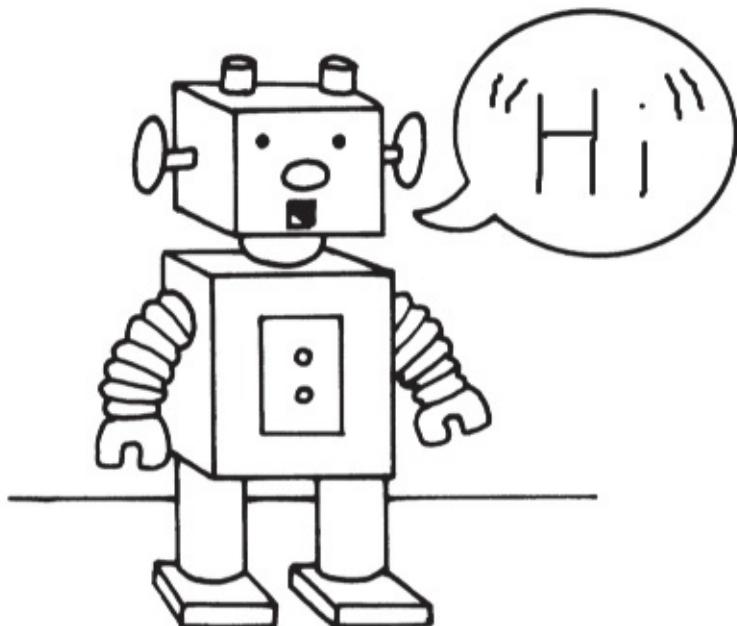
He plays a tune on the flute.

Jude will have lots of fun!

### ★ACTIVITY★

Underline the words that have a long *u* sound.

Name \_\_\_\_\_

Long o (o\_e);  
long u (u\_e);  
long e (e\_e)

## Cute Duke

Duke is cute.

Duke is not rude.

Duke can make ice cubes.

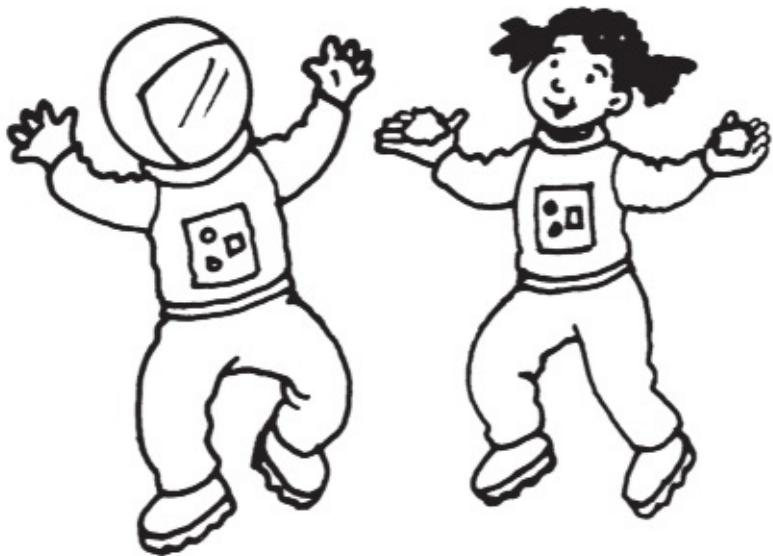
Duke can come home.

Duke can get rid of junk for Zeke.

### ★ACTIVITY★

List five words  
that have a long *u*  
sound.

Name \_\_\_\_\_

**Variant Vowel  
spellings with  
digraphs oo, u**

## A Good Book!

Kate and Steve look at a book.

“We can play in space!”

“We can take the ship past the brook!”

“What a good time!”

“What a good book!”

### ★ACTIVITY★

Write your own  
story about a  
new place.



## Let's Cook

Brooks wants to cook.

Brooks can cook with Mom.

Here is a good book.

"Look, here is a good page.

Let's cook this!"

### ★ACTIVITY★

Write about what  
you would like  
to cook.

Name \_\_\_\_\_

Long a: a, ai, ay



## In May

The sun will shine in May.

Then we will get to play.

It may rain but let us just wait.

It may not stay that way.

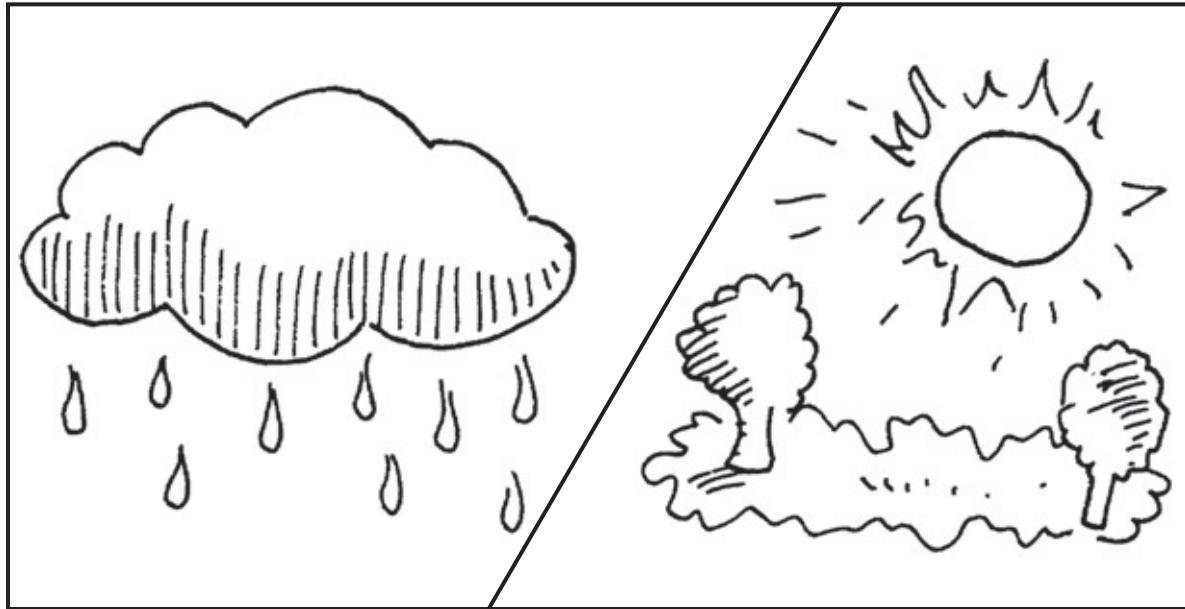
The sun may rise each day!

### ACTIVITY

Write three words  
that rhyme with  
*May*.

Name \_\_\_\_\_

Long a: a, ai, ay



## Rain?

"On which day will it rain?" said Jane.

"On this day," said Shane.

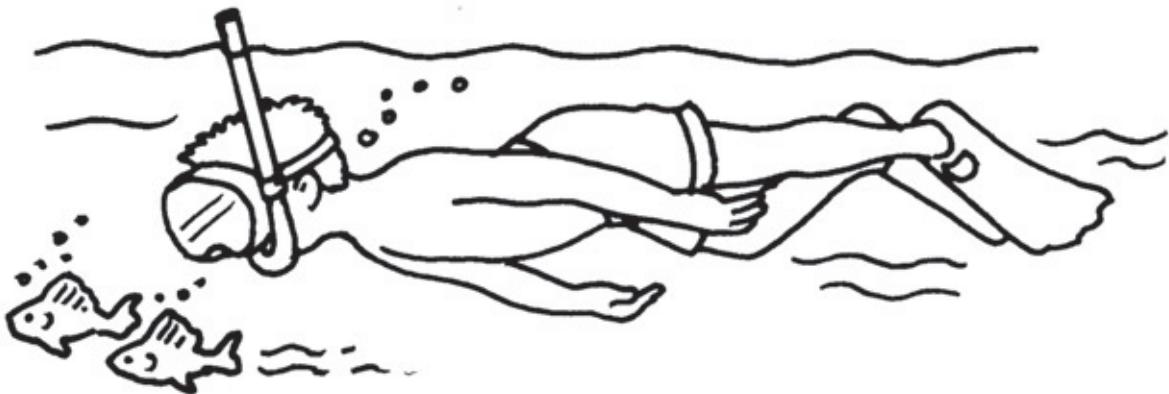
"We can not go on a hay ride if it rains!"  
said Jane.

"Wait! I see the sun's rays," said Shane.

### ACTIVITY

Circle the words  
that have a  
long a sound.

Name \_\_\_\_\_

Long e: e, ee,  
ea, ie

## In the Deep Sea

Reed likes to dive in the deep sea.

He can see lots and lots of fish.

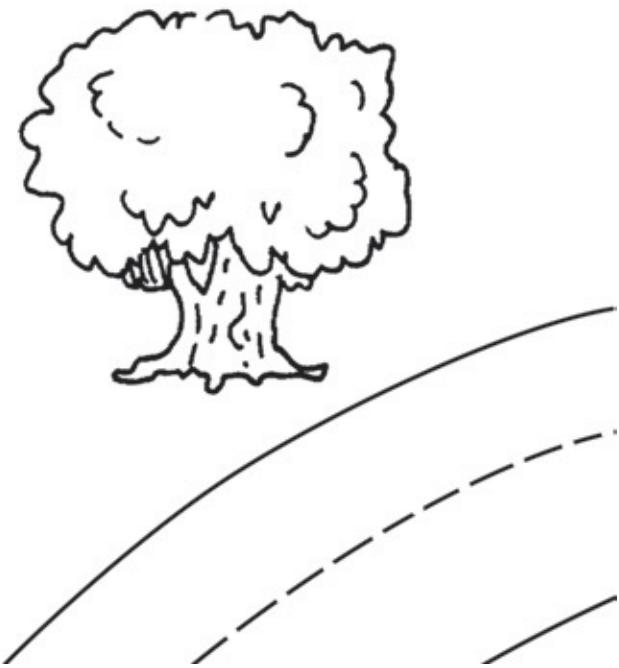
Today Reed sees green and teal fish.

Reed and the fish leap in the sea.

### ACTIVITY

Draw other  
creatures you  
might see in the  
deep sea.

Name \_\_\_\_\_

Long e: e, ee,  
ea, ie

## Pete's Street

We can see a big tree on Pete's street.

We can hear a sweet tune—peep, peep.

We can hear bees—buzz, buzz.

We can keep a log of what we  
see each day.

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### ACTIVITY

Write about what  
you see on your  
street.

Name \_\_\_\_\_

Long o: o, oa,  
ow, oe

## Show Me

“I like to sing,” said Jo.

“Show me, Jo” said Moe.

“No, I can not,” said Jo.

“Go on,” said Moe, “You can sing.”

“Row, row, row your boat!” sang Jo.

### ACTIVITY

Write words to a song. Use three words that have a long o sound.

Name \_\_\_\_\_

Long o: o, oa,  
ow, oe

## Row and Float!

"Let's go row a boat today," said Dad to Flo.

"Show me the way to row!" said Flo.

Dad and Flo float on a boat in the lake.

"Some day I will own a boat!" said Flo.

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### ★ACTIVITY★

Make a list of  
words that rhyme  
with *boat*.

Name \_\_\_\_\_

Long i: i, y, igh, ie



## My White Kite

My white kite went up in the sky.

I did not stop its flight.

I tried to hold on tight, but  
it went way up high.



Write your own  
story about a kite.

Name \_\_\_\_\_

Long i: i, y, igh, ie



## The Bright Light

Did you see the bright light?

It seems to glide over me.

My dad says it's a plane flying high.

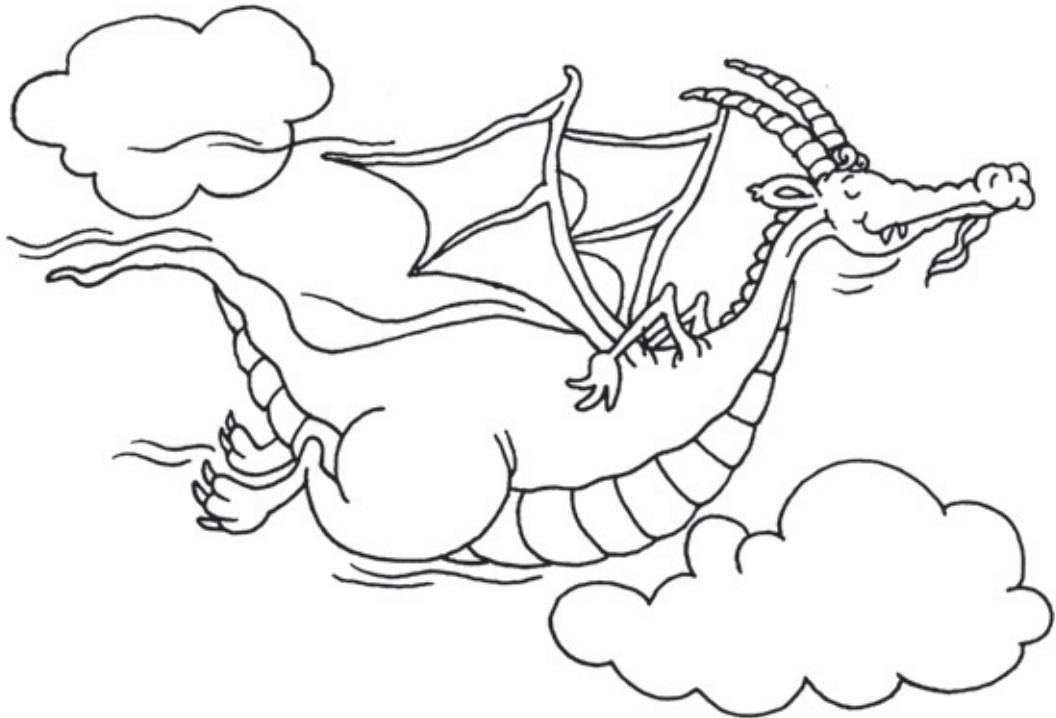
I sigh and say that he is quite right.

### ACTIVITY

Draw a picture  
of what else the  
bright light could  
have been.

Name \_\_\_\_\_

Long e: y, ey



## Sunny Tummy

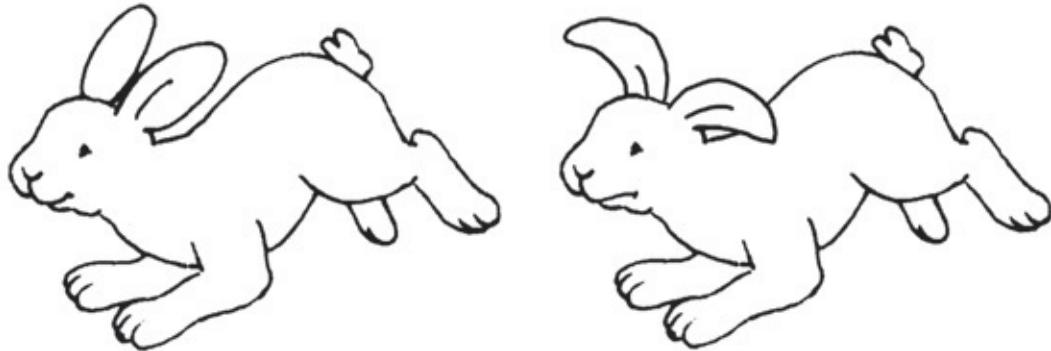
My tummy feels bad and I am quite chilly.  
My mom tells a joke that is silly.  
It has dragons that are funny.  
The joke makes me grin and feel happy.  
I have a sunny tummy!

### ACTIVITY

Write three words  
that end with y.

Name \_\_\_\_\_

Long e: y, ey



## Penny and Sandy

Penny and Sandy are Andy's baby pets.

Penny is a funny, silly bunny.

Sandy is a messy, grumpy bunny.

Andy will study to try and keep them happy.

Penny and Sandy are lucky to have Andy take care of them.

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### ACTIVITY

Write the words  
*I study to.*  
Then, finish the sentence.

Name \_\_\_\_\_



## Barb's Car

Barb parks a car.

Barb paints it bright like a star.

It is so bright that it glows in the dark.

Barb likes to drive the car far at night.

She parks it by her farm under the stars.

### ★ACTIVITY★

Write five words  
that rhyme  
with *car*.



## At the Park with Star

At the park, Tara and Amar play with a smart pup.

Mark owns the pup.

The pup's name is Star.

Star can jump high.

Star can run far in the park.

Star can then rest when it gets dark!

### ACTIVITY

Write your own story. Use words that have the *ar* sound as in *park*.

Name \_\_\_\_\_



## First, Plant a Seed

How does a plant grow?

First, plant a seed in the dirt.

See that the dirt is wet.

Lots of sun can not hurt.

In time, see it grow!

It will turn into a big plant!

### ACTIVITY

Write three words that rhyme with *dirt*. Are they all spelled with *ir*?

Name \_\_\_\_\_



## A Firm Apple

Take a turn to eat an apple!

First, check to see if it's nice and firm.

If it is, then clean off the dirt.

Then, take a bite. Yum! Yum!

### ACTIVITY

Write about your favorite fruit. Use words that rhyme with *firm*.

Name \_\_\_\_\_

r-Controlled  
Vowel or, ore, oar

## Play That Horn

I can play a horn on a boat.

I play on land when we are in the port.

I was born to play the horn.

The horn has made me a star!

### ★ACTIVITY★

Write about a place where you can play a horn.

Name \_\_\_\_\_

r-Controlled  
Vowel or, ore, oar

## Which Sport?

“Which sport do you play?” Tim asks.

“I skate up north by the shore,” I say.

“That is sort of hard,” Tim says.

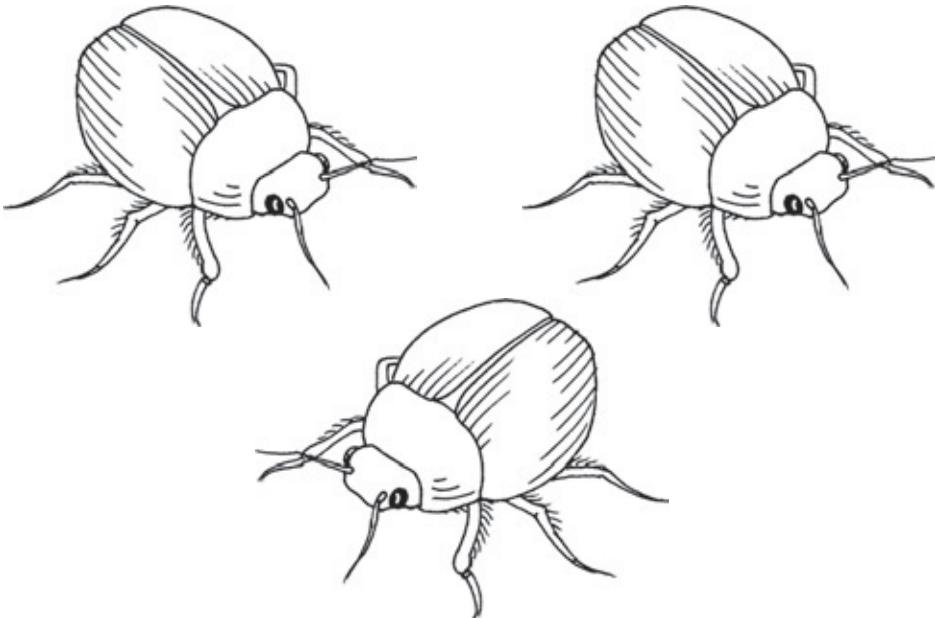
“No, it is fun to skate and soar on the ice,” I say.



Write about a  
sport that you like.

Name \_\_\_\_\_

Diphthong ou, ow



## Wow! Bugs!

Dan says, "Look down!"

"Wow! Bugs!" Kim yells.

"There are lots of brown bugs!"

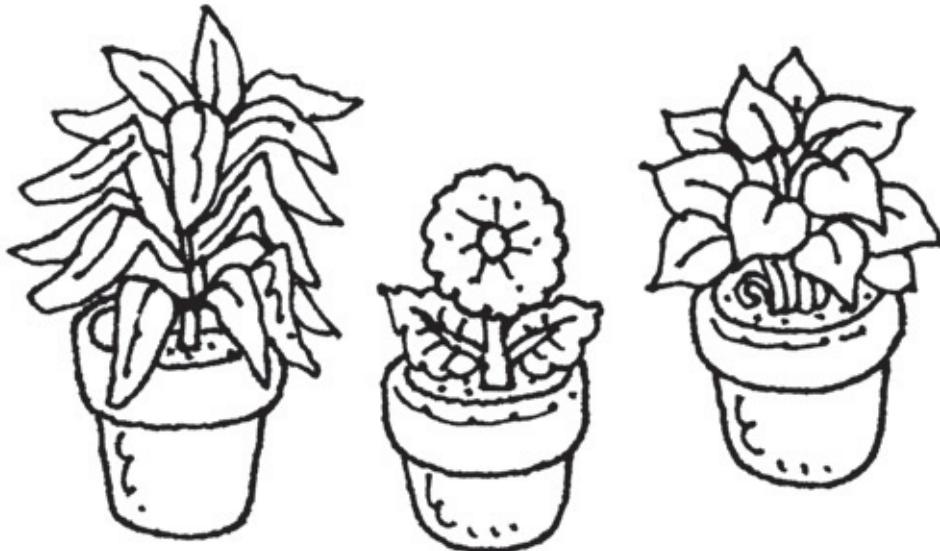
Dan asks, "How did so many bugs get here?"

Kim curls her lips into a frown.

"They must have come from down south!"

### ACTIVITY

Write about bugs you have seen in your town.



## Ow! A Plant!

Plants can be lots of fun.

Plants can be found in a house or out  
in the sun.

Plants from down south need lots of sun.

A plant that does not get sun may turn  
brown.

Plants need water, too.

Ow! Watch out for some plants.

There are plants that are sharp.

### ACTIVITY

Write two words  
that rhyme with  
ow.

Name \_\_\_\_\_

Diphthong oy, oi



## Sandbox Toys

Troy said, “Boy, oh boy!  
I can’t wait to play with toys in  
the sandbox.”

“That sounds like fun.” said Lil.

“Can I join you?”

“Sure,” said Troy.

“Join me but do not spoil my  
mound of sand!”

### ACTIVITY

Write as many  
words as you can  
that rhyme  
with *boy*.



## Roy, Joy, and Koy

Roy and Joy had to make a house for Koy the Pup.

“Let’s get to work!” said Joy.

Roy got nails. Joy got foil.

Roy and Joy made a house.

“Here, boy!” Roy called.

Roy showed Koy his neat house!

### ACTIVITY

Write your own story about Roy, Joy, and Koy.

Name \_\_\_\_\_

**Variant Vowel Spellings  
with digraphs oo, u,  
u\_e, ew, ue, ui, ou**

## In the Woods

Lucy looked for nice sights in the woods.  
She found some good spots to look.  
She stood still to look.

She found a pond with toadstools.  
She found ducks in the woods.  
Six of them zoomed by.

She found fruit on a tree.  
Lucy saw nests in the tree, too.  
A blue bird flew over.  
Soon the wind blew.  
It was time to go home.

### ★ACTIVITY★

Write about what else Lucy might see in the woods.

Name \_\_\_\_\_

Variant Vowel Spellings  
with digraphs oo, u,  
u\_e, ew, ue, ui, ou

## **Stew's Car**

Stew's new car got stuck in mud after a flood.

Stew got out of his car. He waded in the water.

"Oh, no!" said Stew. "Why did it have to flood?"

Stew pushed and pushed. Then his car was home.

"My arm hurts from pushing," he said.

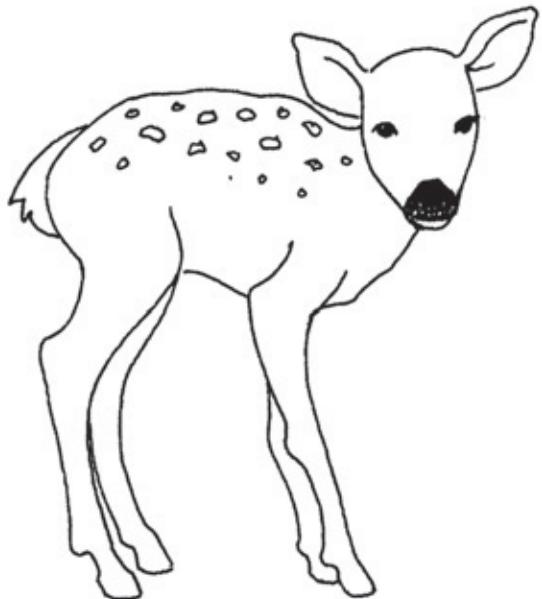
"I got a blue bruise on my arm," he sighed.

"I do not want to push my car again. That was no fun at all."

### **ACTIVITY**

Write about how  
Stew got a bruise  
on his arm.

Name \_\_\_\_\_

**Variant Vowel Spellings  
with digraphs: a, aw,  
au, augh, al**

## The Fawn

Look at the spotted fawn.

It came out at dawn.

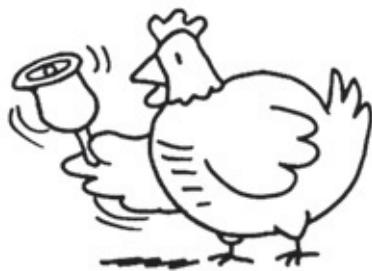
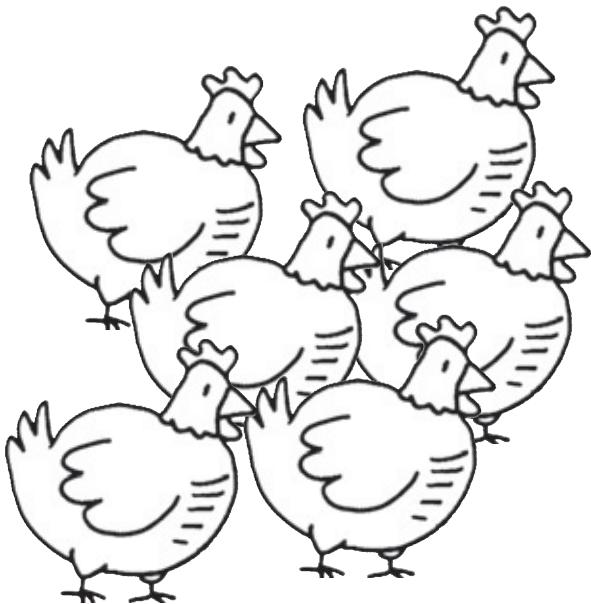
The fawn is standing right on  
the lawn.

Will the fawn run if I yawn?

### ★ACTIVITY★

Write about what  
the fawn might do  
if you yawn.

Name \_\_\_\_\_

Variant Vowel Spellings  
with digraphs: a, aw,  
au, augh, al

## Hawk at Dawn!

Six hens met.  
We need to make a plan.  
A hawk will come at dawn.

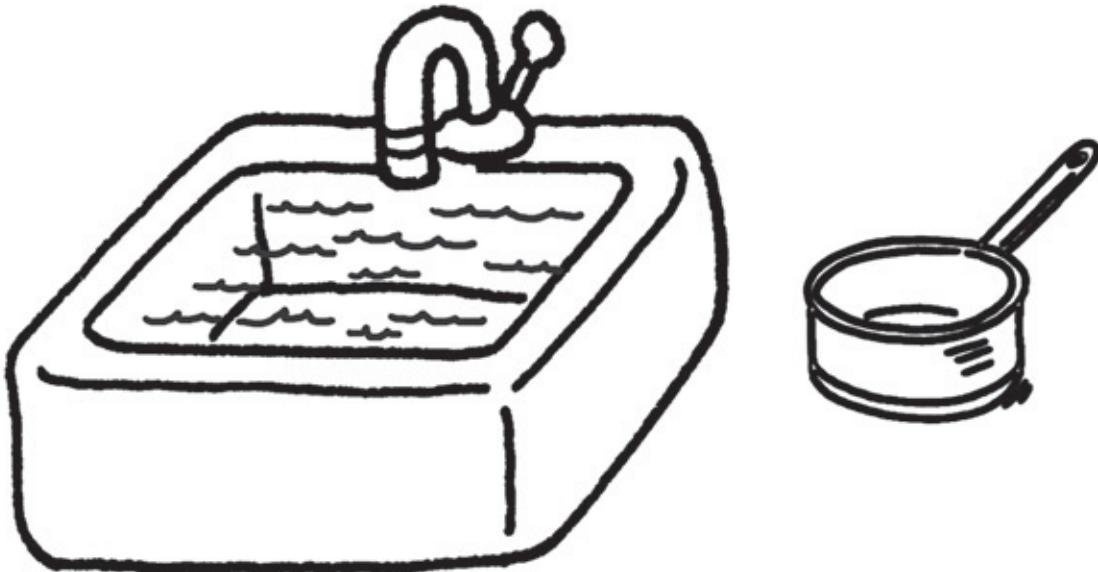
Six hens got busy.  
These hens made a plan.  
They ran across the lawn.  
They crawled under a mill.  
Six hens hid from a hawk.

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### ACTIVITY

Write a sentence  
about the hens.

Name \_\_\_\_\_

Silent letters wr,  
kn, gn

## Jen Knows How

Jen wants to be a help to Mom. She knows how.

"I can wash and keep our place clean, Mom," she says. "I just know I can. Can I try?"

"That is a sign that you are growing up," Mom says. "I do not think you are wrong. You can give it a try."

"I can wash this pot in the sink,  
Jen said. "I can wrap a rag  
around me so I do not get wet."

"I am not wrong! I do know how!"

### ACTIVITY

Write about other ways Jen can help Mom.

Name \_\_\_\_\_

**Silent letters wr,  
kn, gn**

## A Toy for Yong

Soon it will be time to go.  
Matt and Rose know what to do.  
They need to wrap a pretty toy for Yong.

First Matt will wrap the toy.  
Rose will use tape to help.  
She will tie a knot and a bow.

“We can write a note,” says Matt.  
“What can we say to Yong?”

### ACTIVITY

Write about what  
Matt and Rose will  
do next.

Name \_\_\_\_\_

3-Letter Blends:  
scr, spl, spr, str,  
thr, shr

## Scrape and Scratch

I run fast on Spring Street.

I slip on a space by a strip of grass.

I get a scrape on my leg.

“My leg has a scratch!” I say.

Dad gets ice.

I put it on my leg.

I am fine.

### ACTIVITY

Write another word that starts with *scr*.

Name \_\_\_\_\_

**3-Letter Blends:**  
scr, spl, spr, str,  
thr, shr

## Gram's Cat

Gram has a big cat.

Its name is Nate.

He likes to scratch.

Nate has a white stripe.

Gram likes to stretch like Nate.

Gram likes to strut like Nate.

Gram likes to scratch Nate!

### ACTIVITY

List some other things Gram and Nate like to do.

Name \_\_\_\_\_

r-controlled vowels:  
air, are, ear

## The Band

Bear will play in a band at a fair. Bear found a snare drum.

Bear went up the stairs to see Hare.

"Will you play in my band?" asked Bear. "We can play at the fair."

"I will get my horn," said Hare.

Bear and Hare went to see Mare. Mare had long, nice hair.

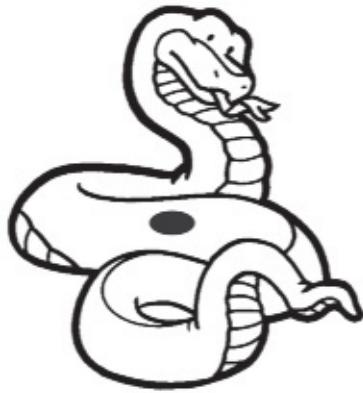
Mare will be in the band.

Bear, Hare, and Mare went to the fair. They are the best band at the fair!

### ACTIVITY

Write two words that rhyme with *bear*.

Name \_\_\_\_\_

r-controlled vowels:  
air, are, ear

## Claire Sees a Snake

Claire sees a snake on the stairs.

She has a scare.

“Oh no,” says Claire. “I cannot bear the sight of a snake.”

“That is not fair,” says the snake. “I am a snake, but I will not hurt you. Come pet me.”

“I do not dare,” says Claire. “I do not care to pet a snake.”

“You are not very nice,” says the snake as it slips away.

### ACTIVITY

Write two words with the *are* sound.

# 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.<sup>1</sup>

- **Demonstrate.** Show students how to sort by using the key words or pictures. Sort deliberately, and talk about what you are doing as you compare the word or picture to the key words or pictures.

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

# Sorting with Students

- **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

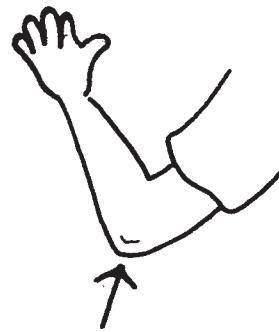
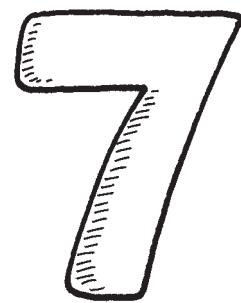
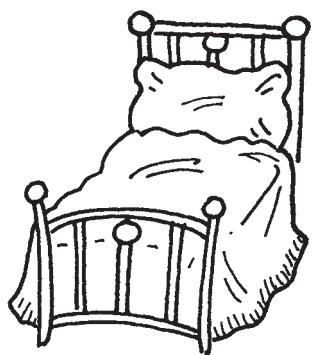
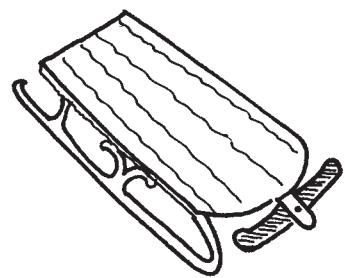
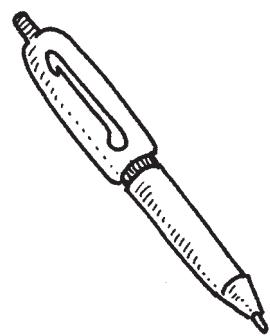
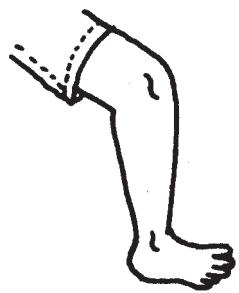
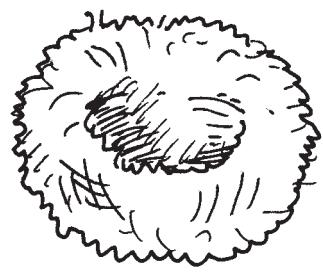
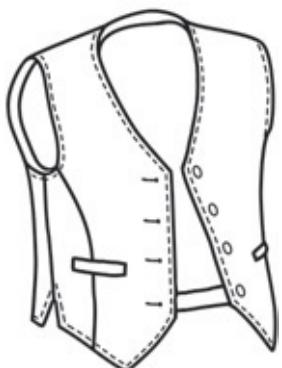
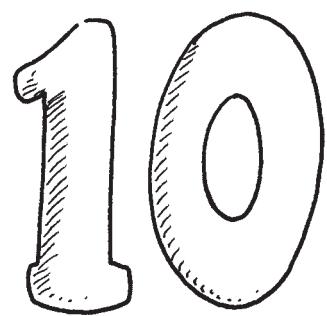
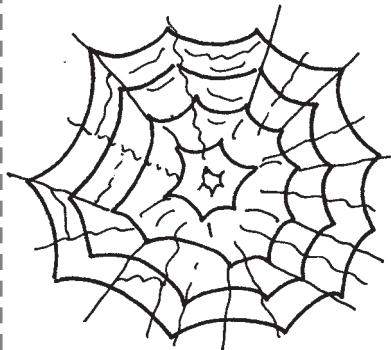
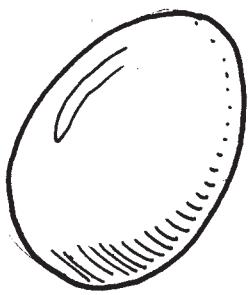
sound or spelling pattern correctly in related words.

## Sorting at Different Instructional Levels

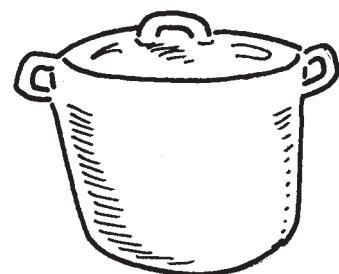
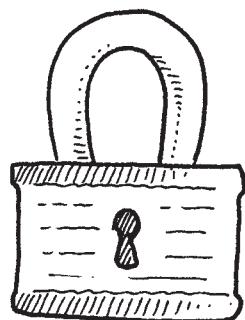
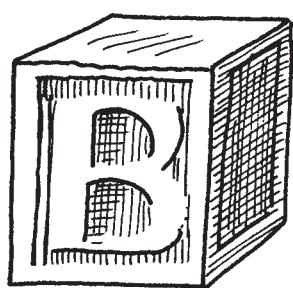
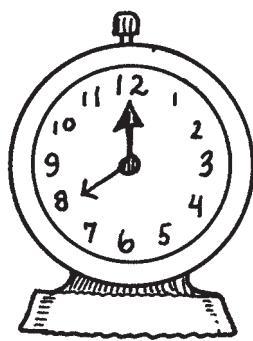
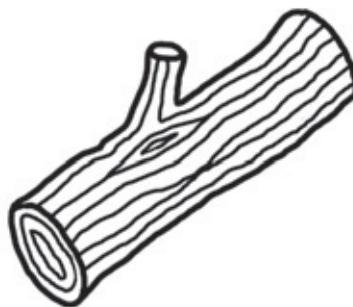
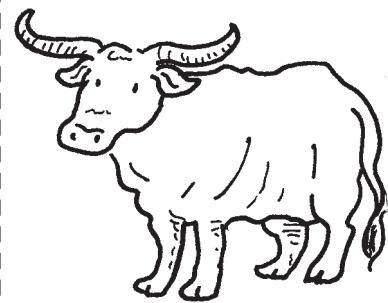
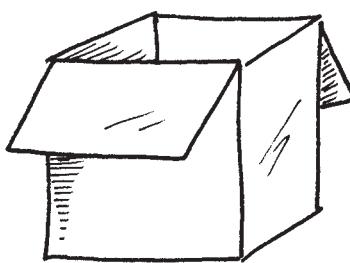
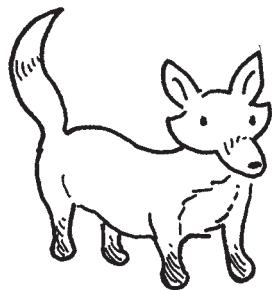
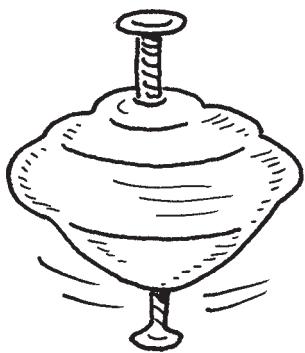
There are several considerations when sorting across instructional levels and grades.

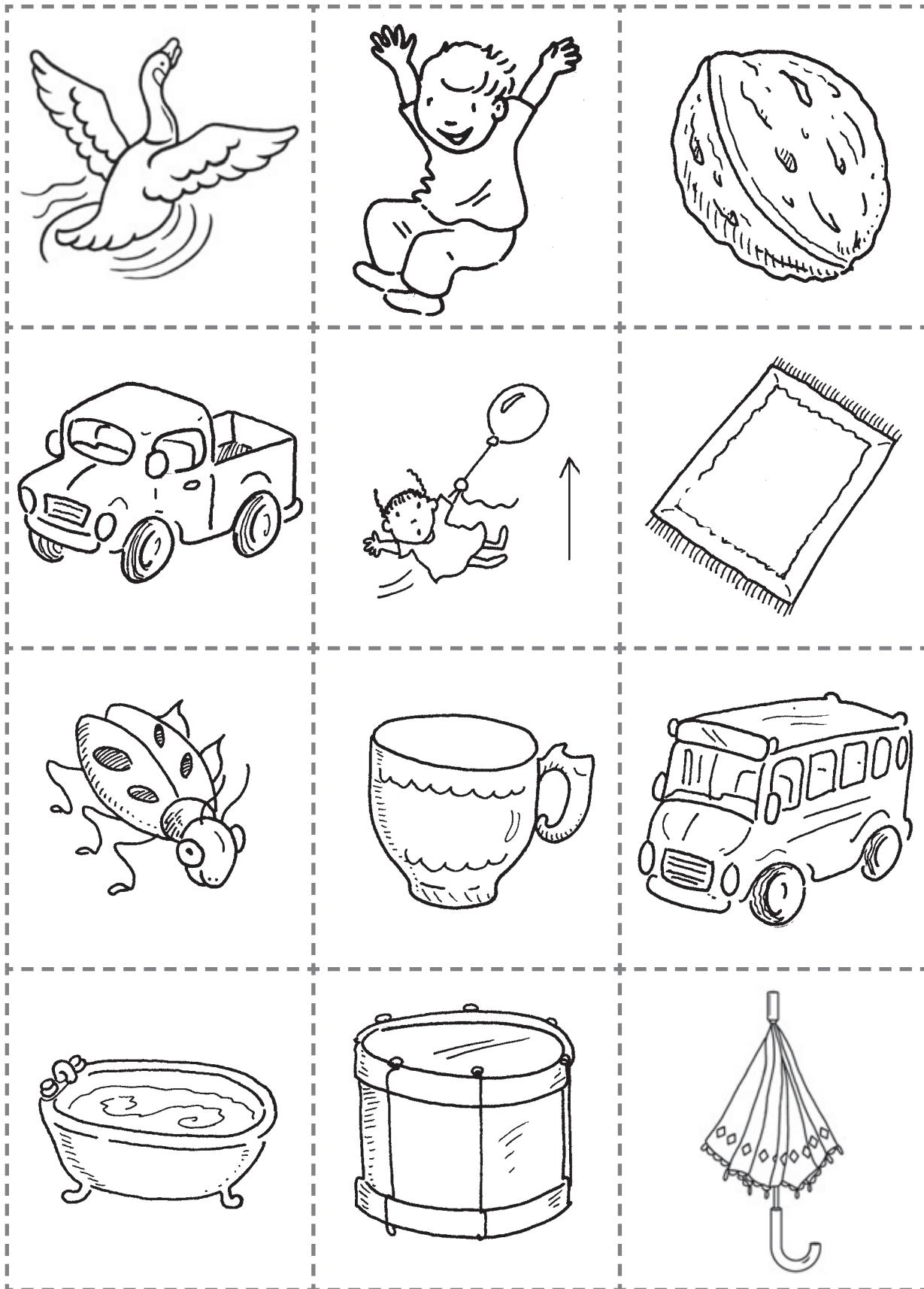
- Students in the emergent and beginning stages of reading benefit from sorting by sound with pictures to focus on the way words sound alike at the beginning, middle, or end. For example, students consider how pairs of words sound alike: "I am going to say two words, tell me if they sound alike in the 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.

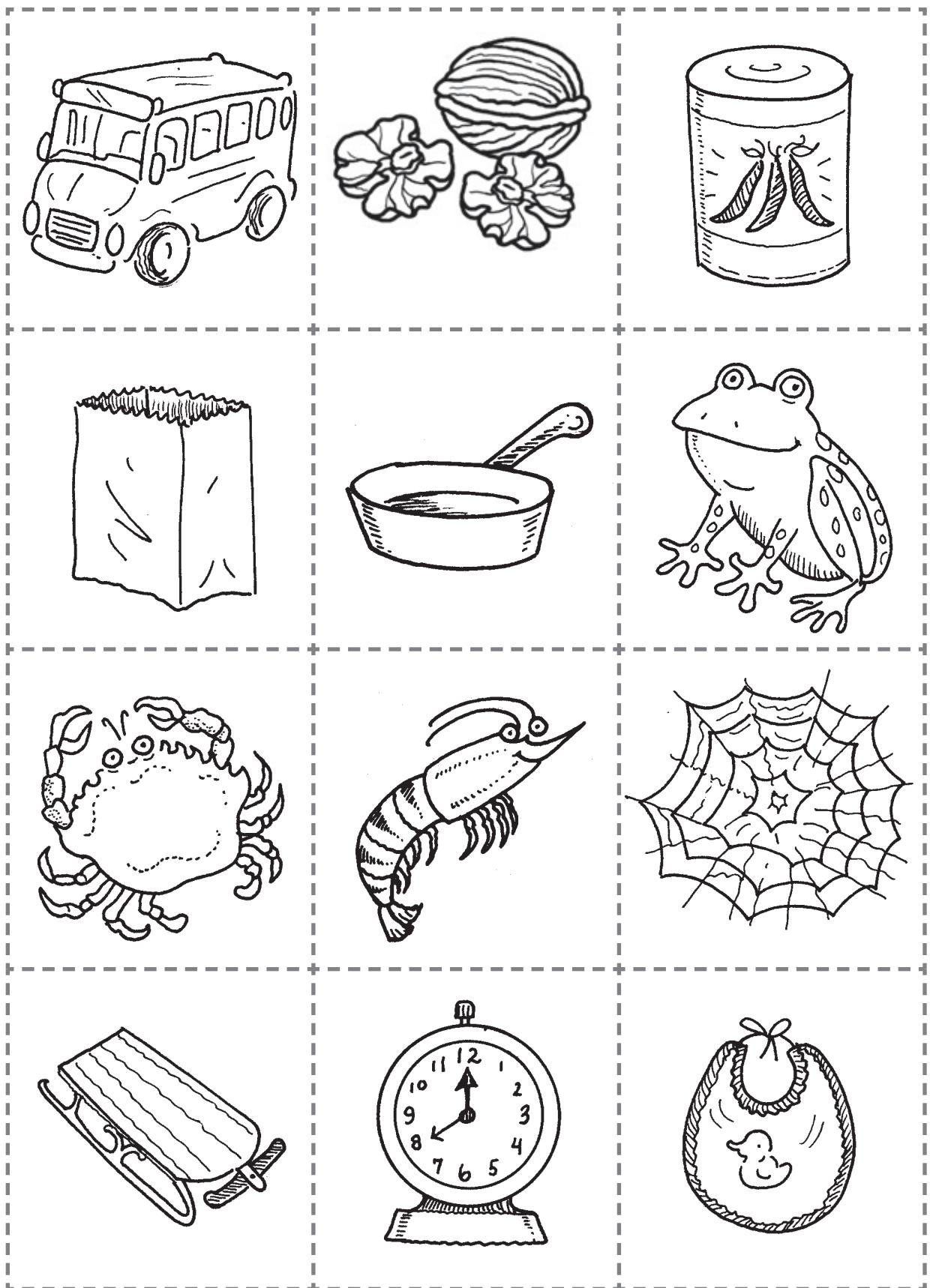


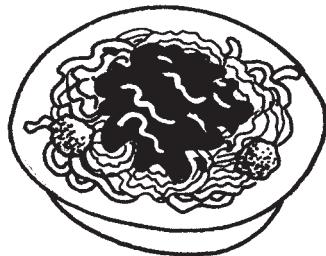
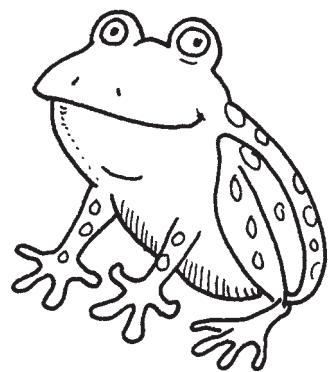
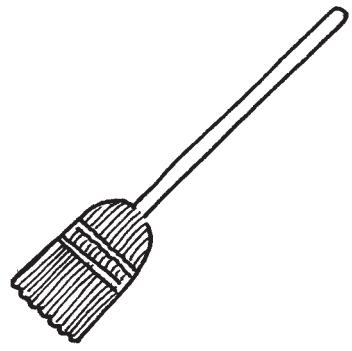
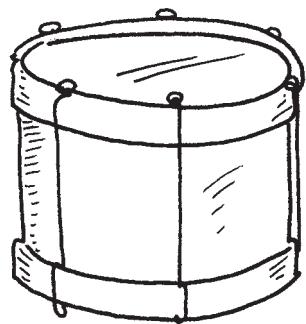
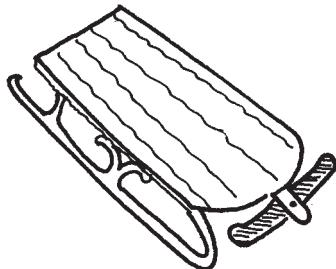
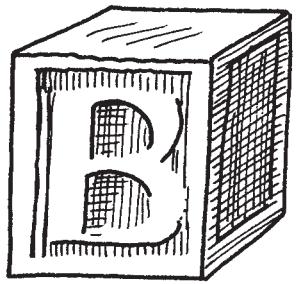
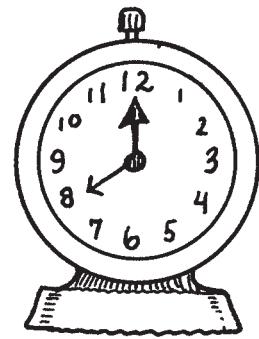
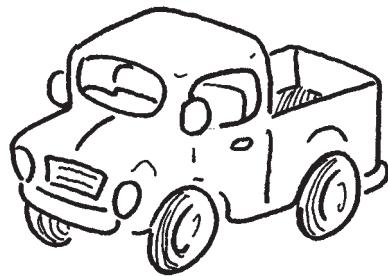
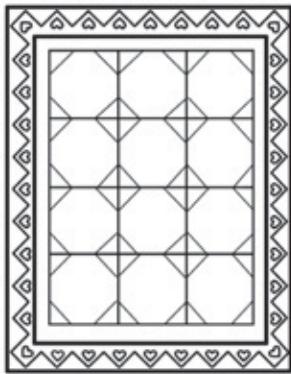
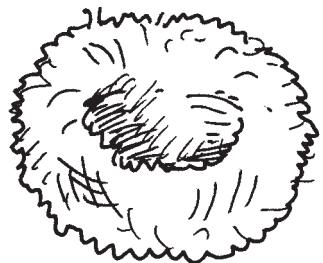


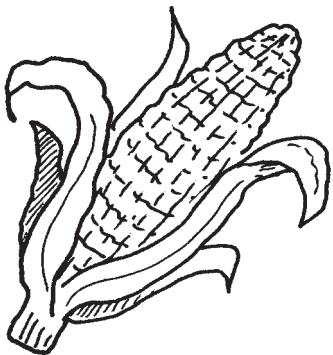
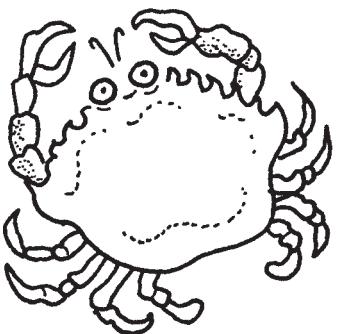


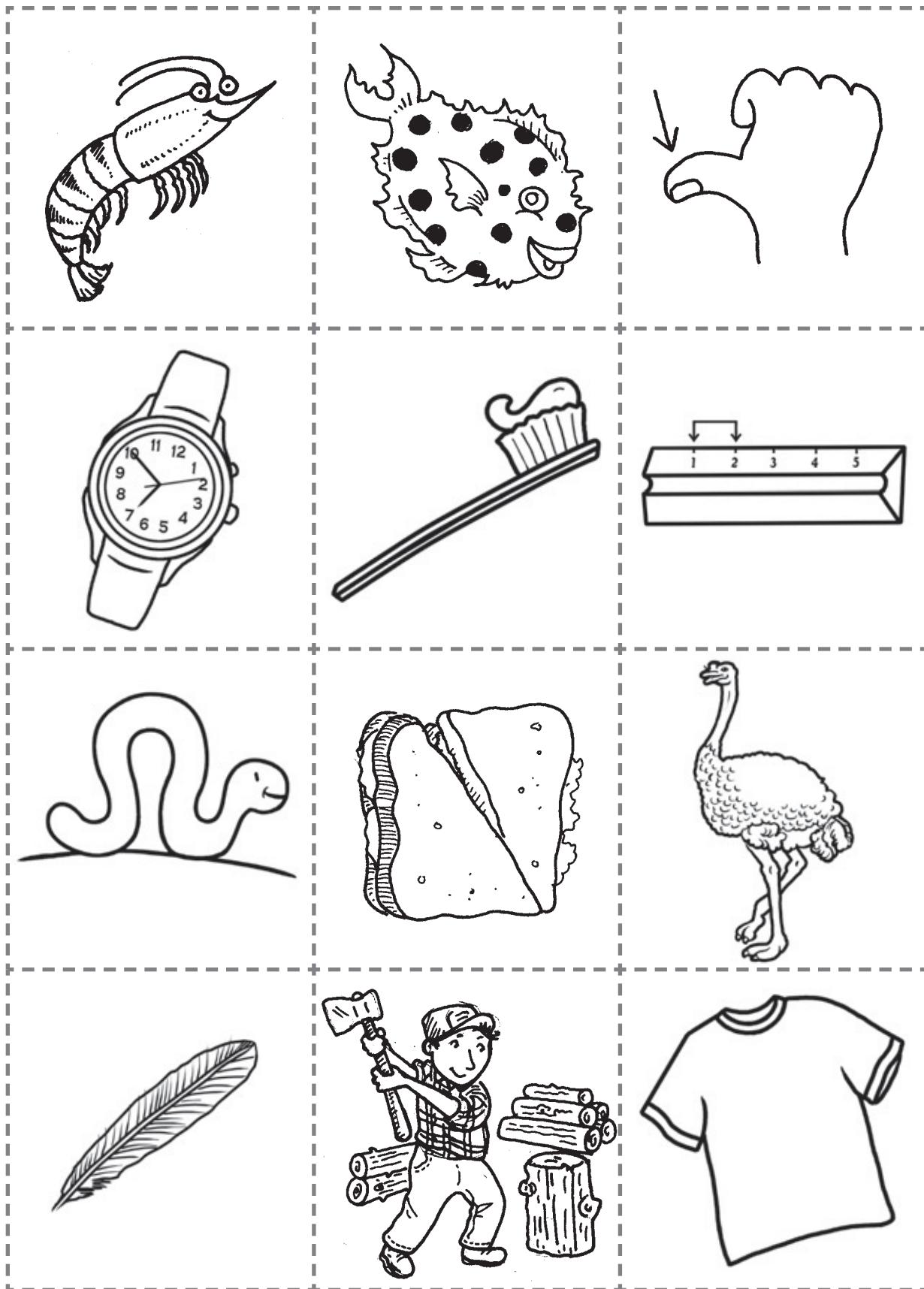




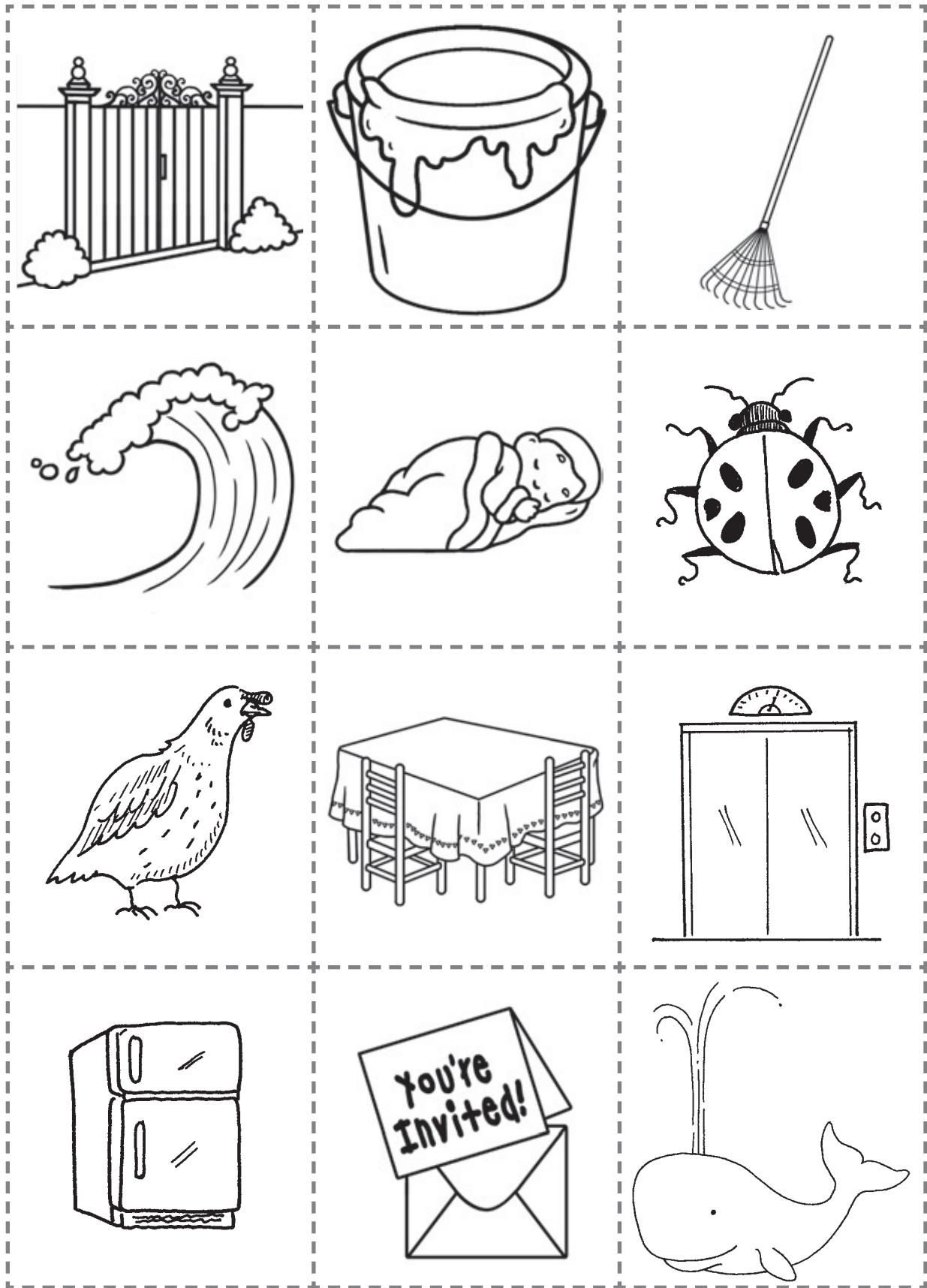


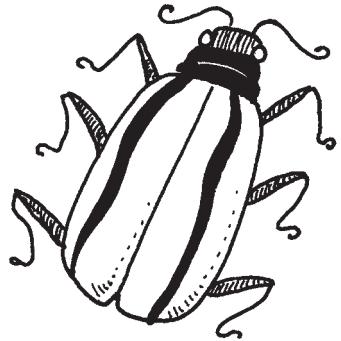
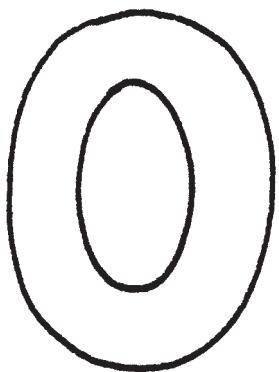
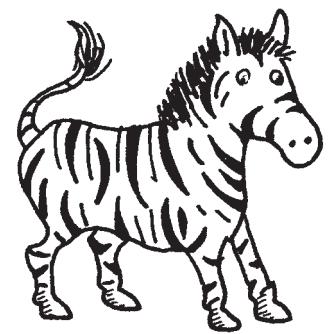
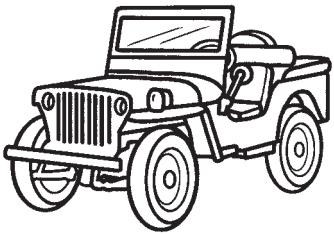
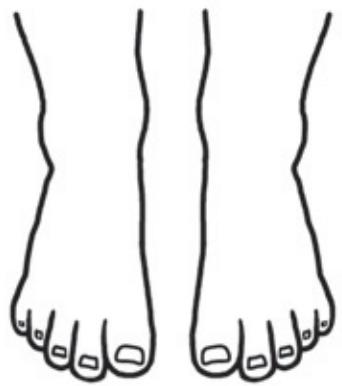


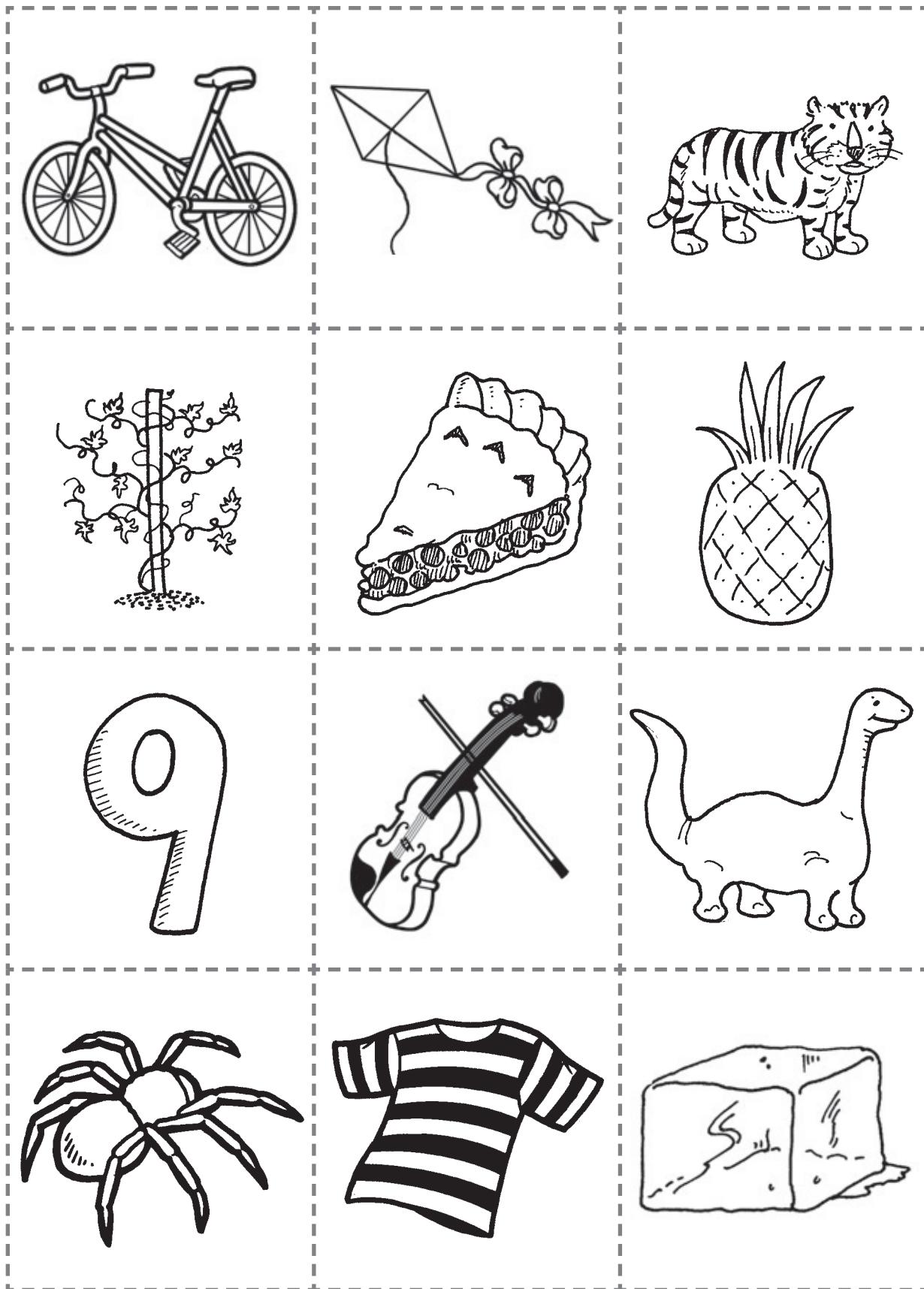


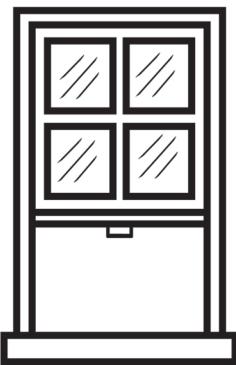
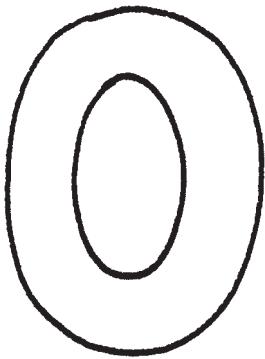
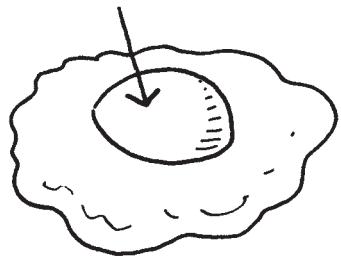
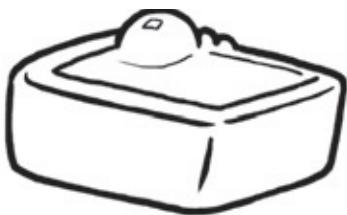
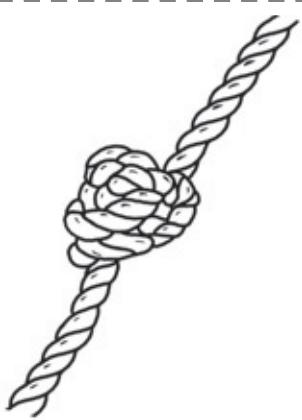
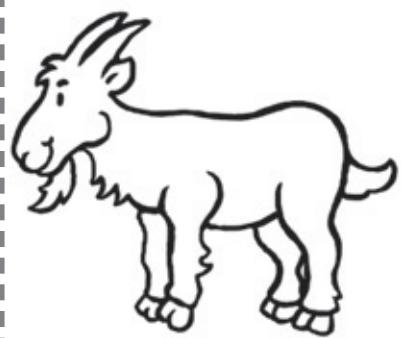
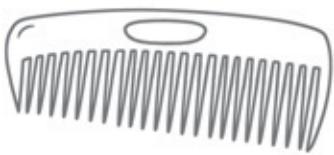


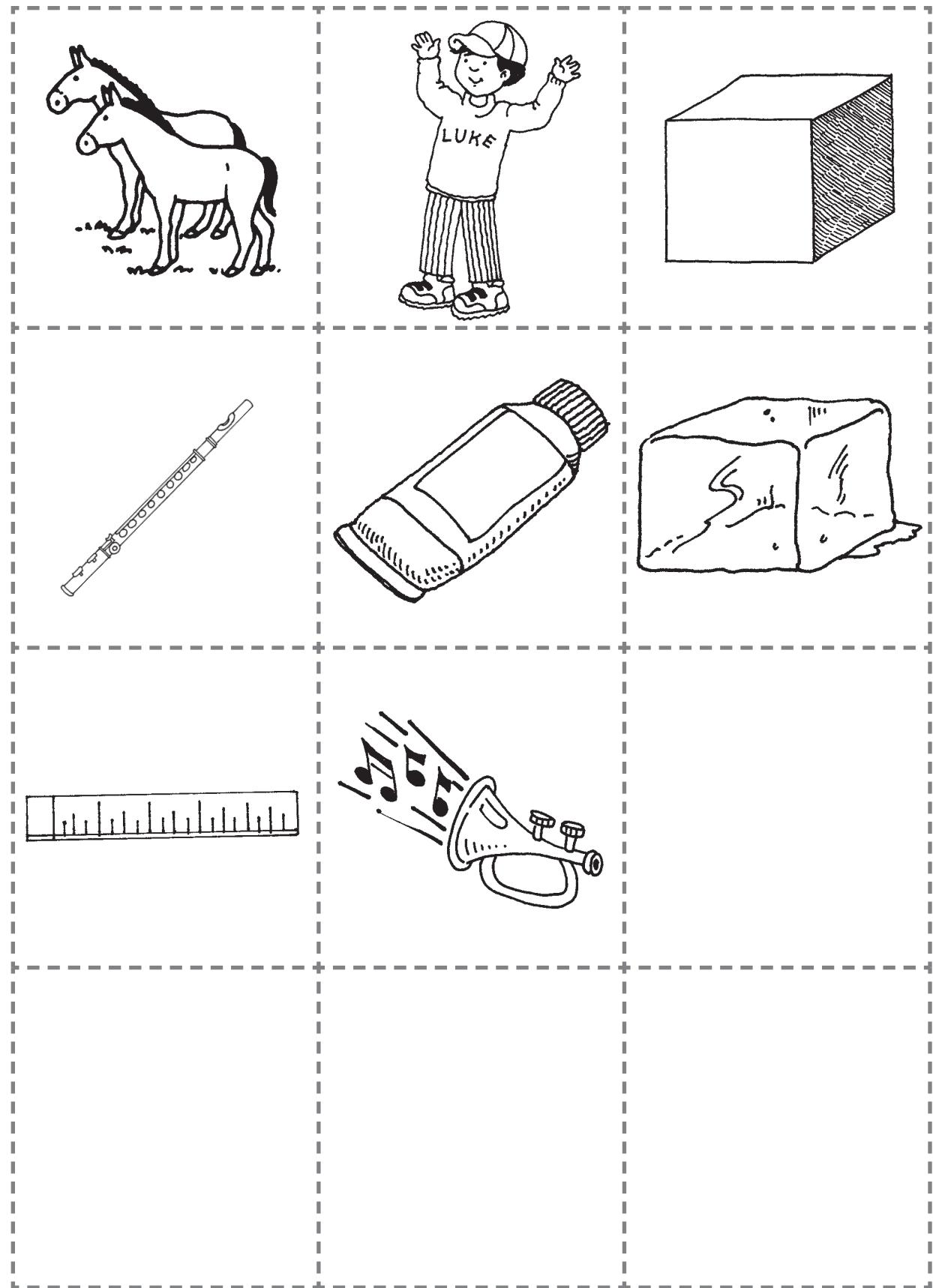






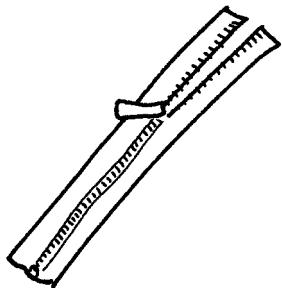
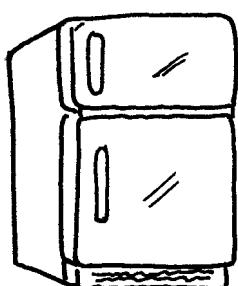
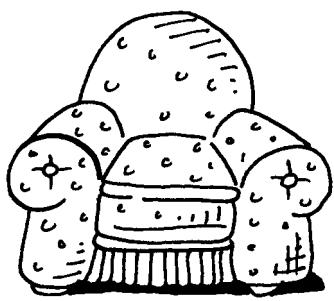
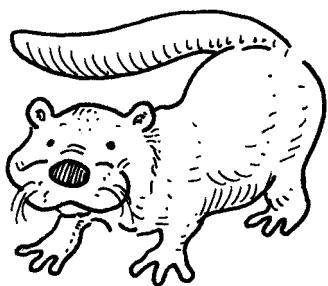
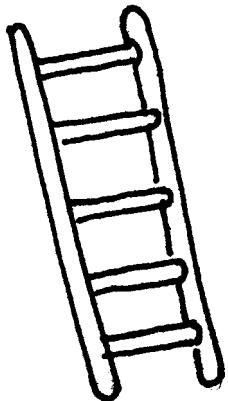
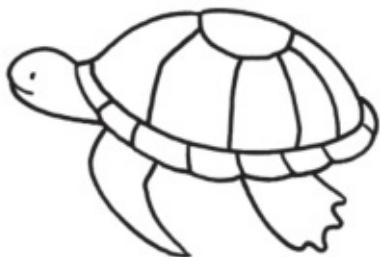
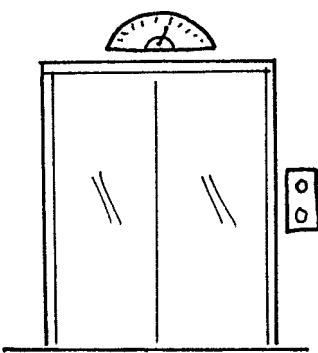
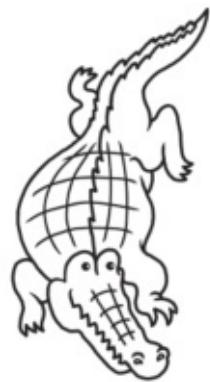






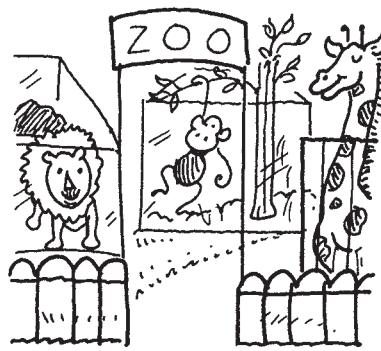
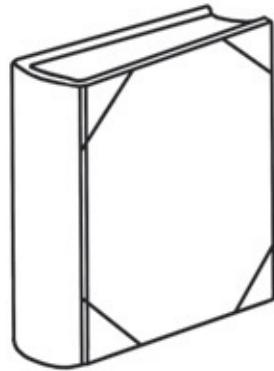
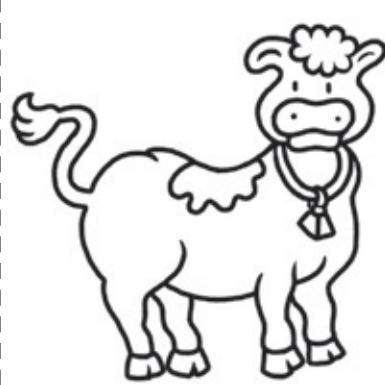




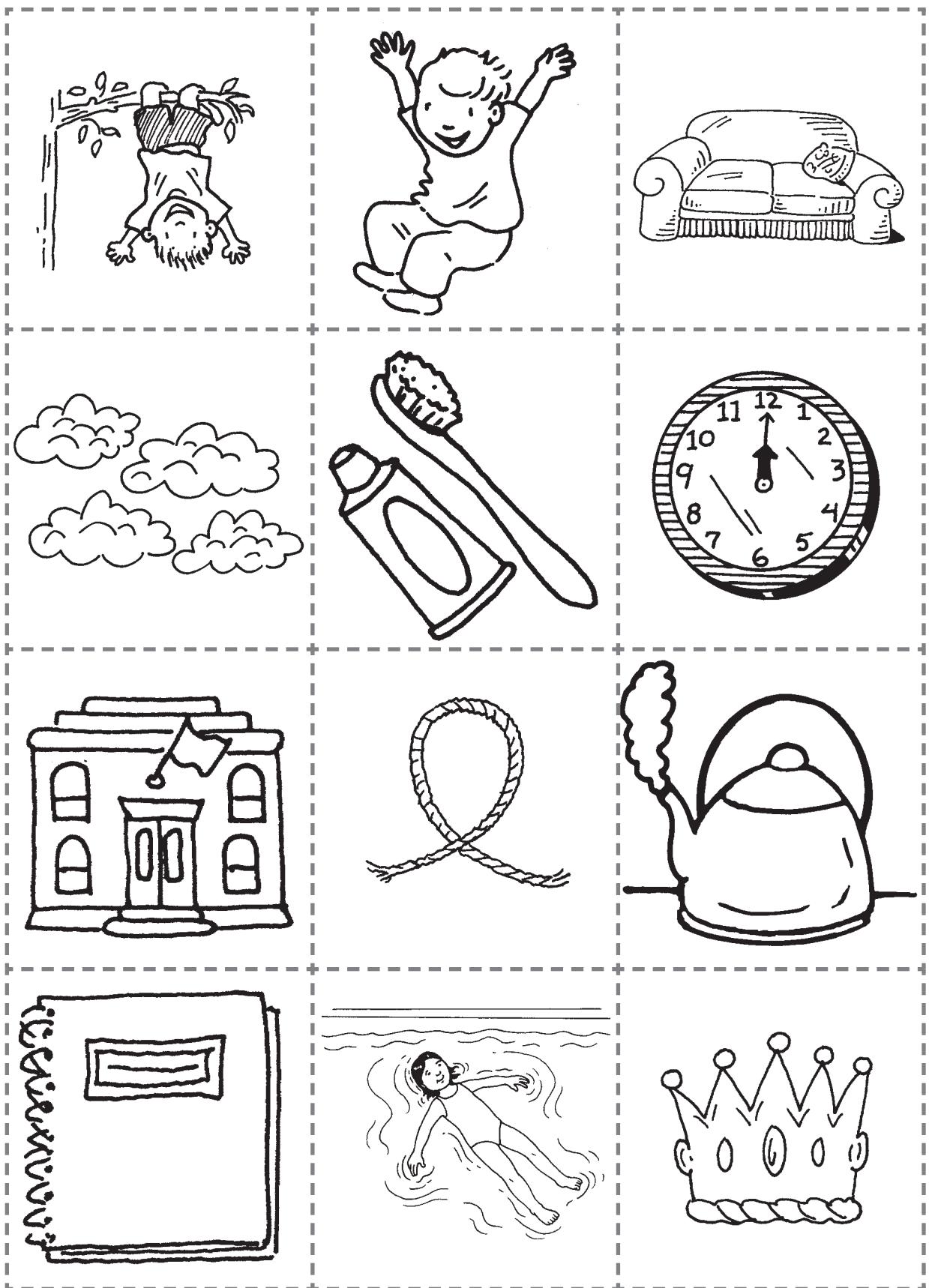


OCTOBER						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**Picture Cards**



**Vowel Variants**







**-an**

**-at**

**can**

**tap**

**hat**

**-ap**

**man**

**nap**

**cat**

**-in**

**-it**

**-iss**

**pin**

**win**

**hit**

**sit**

**miss**

**kiss**

**-ip**

**clip**

**slip**

**black**

**la**

**flip**

**flag**

**plan**

**-op**

**-ot**

**top**

**hog**

**lot**

**-og**

**hop**

**log**

**hot**

**pi**

**gra-**

**dr-**

**spill**

**spin**

**grab**

**grass**

**drop**

**drip**

**-eg**

**-ead**

**beg**

**hen**

**bread**

**-en**

**leg**

**men**

**head**

**-un**

**-ut**

**-ug**

**run**

**fun**

**nut**

**cut**

**bug**

**rug**

**-end**

**-ink**

**send**

**past**

**wink**

**-ast**

**lend**

**fast**

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**ng**

**shop**

**with**

**sang**

**sh**

**fish**

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**thing**

**ch**

**-tch**

**wh**

**-ph**

**whip**

**whale**

**catch**

**match**

**chin**

**graph**

**-ake**

**-ate**

**take**

**game**

**late**

**-ame**

**make**

**came**

**gate**

**-ike**

**-ine**

**spike**

**hide**

**mine**

**-ide**

**like**

**ride**

**bike**

**-ice**

**-age**

**-edge**

rice

nice

page

age

wedge

ledge

**-ope**

**no**

**nose**

**rope**

**cube**

**cu**

**hope**

**note**

**cute**

**-ook**

**book**

**cook**

**hood**

**-ood**

**look**

**took**

**wood**

**ai**

**-ay**

**mail**

**chain**

**play**

**rain**

**way**

**day**

e

ea

ee

me

feed

seat

we

keep

beak

**-OW**

**o**

**low**

**no**

**oat**

**oa**

**oe**

**boat**

**row**

**toe**

**-ight**

**-ind**

**-y**

**ie**

**find**

**night**

**by**

**kind**

**right**

**pie**

**-py**

**-dy**

**key**

**puppy**

**penny**

**-ny**

**-ey**

**bumpy**

**funny**

**sandy**

**-arm**

**-arn**

**-art**

**cart**

**barn**

**arm**

**art**

**yarn**

**harm**

**er**

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**bird**

**fern**

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**dirt**

**-orn**

**-oar**

**corn**

**more**

**soar**

**-ore**

**born**

**core**

**roar**

**ow**

**cow**

**mouse**

**out**

**ou**

**town**

**how**

**mouth**

**oi**

**spoil**

**join**

**toy**

**oy**

**coin**

**joy**

**boy**

**oo**

**ew**

**ue**

**ou**

**tune**

**coin**

**blue**

**soup**

**u\_e**

**oi**

**ui**

**moon**

**flew**

**join**

**fruit**

**au**

**aw**

**haul**

**cause**

**saw**

**claw**

**paw**

**dawn**

**gn**

**kn**

**wr**

**gnat**

**gnu**

**know**

**knife**

**write**

**wrong**

**str**

**spr**

**spl**

**scr**

**thr**

**strike**

**spray**

**splash**

**split**

**scrape**

**three**

**-air**

**-are**

**pair**

**wear**

**share**

**-ear**

**fair**

**bear**

**spare**

# Learning with Games

## Short o Word Maker

### Materials

Word Wheel (p. 131)  
pencils  
Spelling Word Cards (pp. 95–124)

### 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 Spelling Word Cards to help them find more words.

## Concentration

### Materials

Cards (p. 132)  
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. 133)  
Picture Cards (pp. 73–94; choose CVC words that have rhymes)  
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

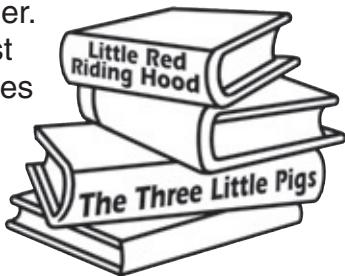
Puzzle Pieces, three pieces (p. 137)  
crayons  
scissors

### 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 the 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. 135)  
4 x 4 grid (optional; p. 134)  
game markers  
pencils

### Skill:

letter/sound recognition

**Prepare:** Create word-building cards by writing each letter of the alphabet on a slip of paper. Give players a grid and game markers. Pick alphabet letters from the word-building cards. 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. 136)  
Spinner (p. 128)  
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

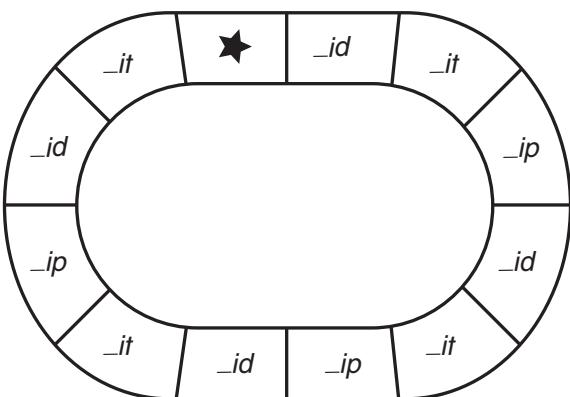
Oval board (p. 129)  
4-part spinner (p. 128)

**Skill:** recognizing short *i*

**Prepare:** Create word-building cards by writing each of the following letters on a slip 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 write 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 word-building 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 word-building 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. 130)  
4-part spinner (p. 128)  
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*. Post the high-frequency words around the room.

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. 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.

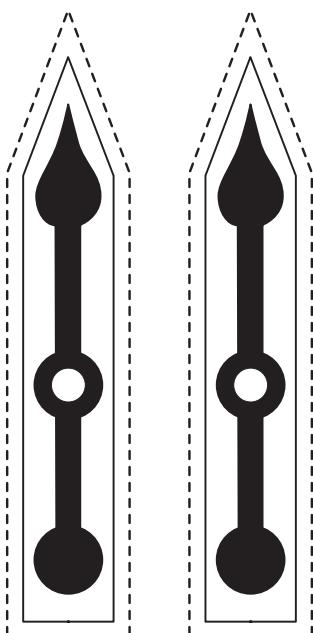
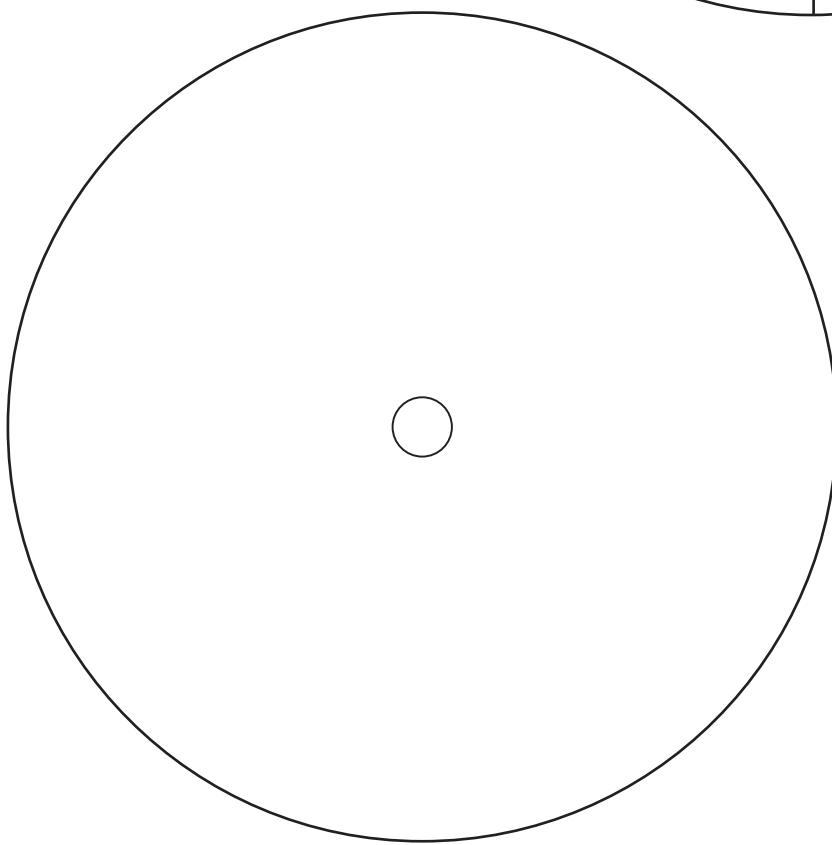
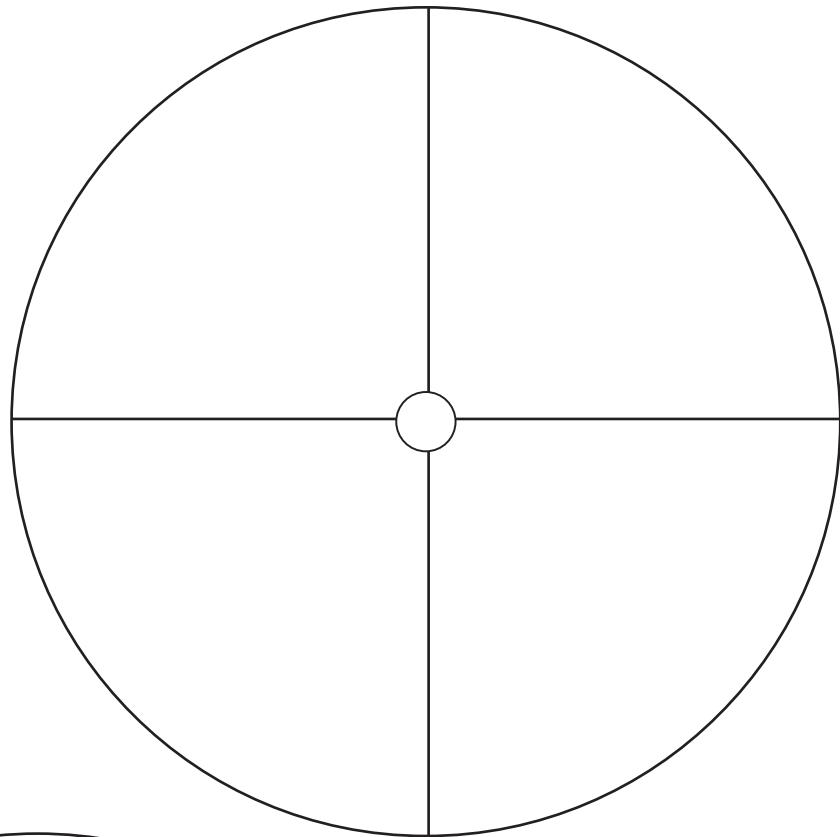


# Spinners

1. Cut out and complete a spinner.

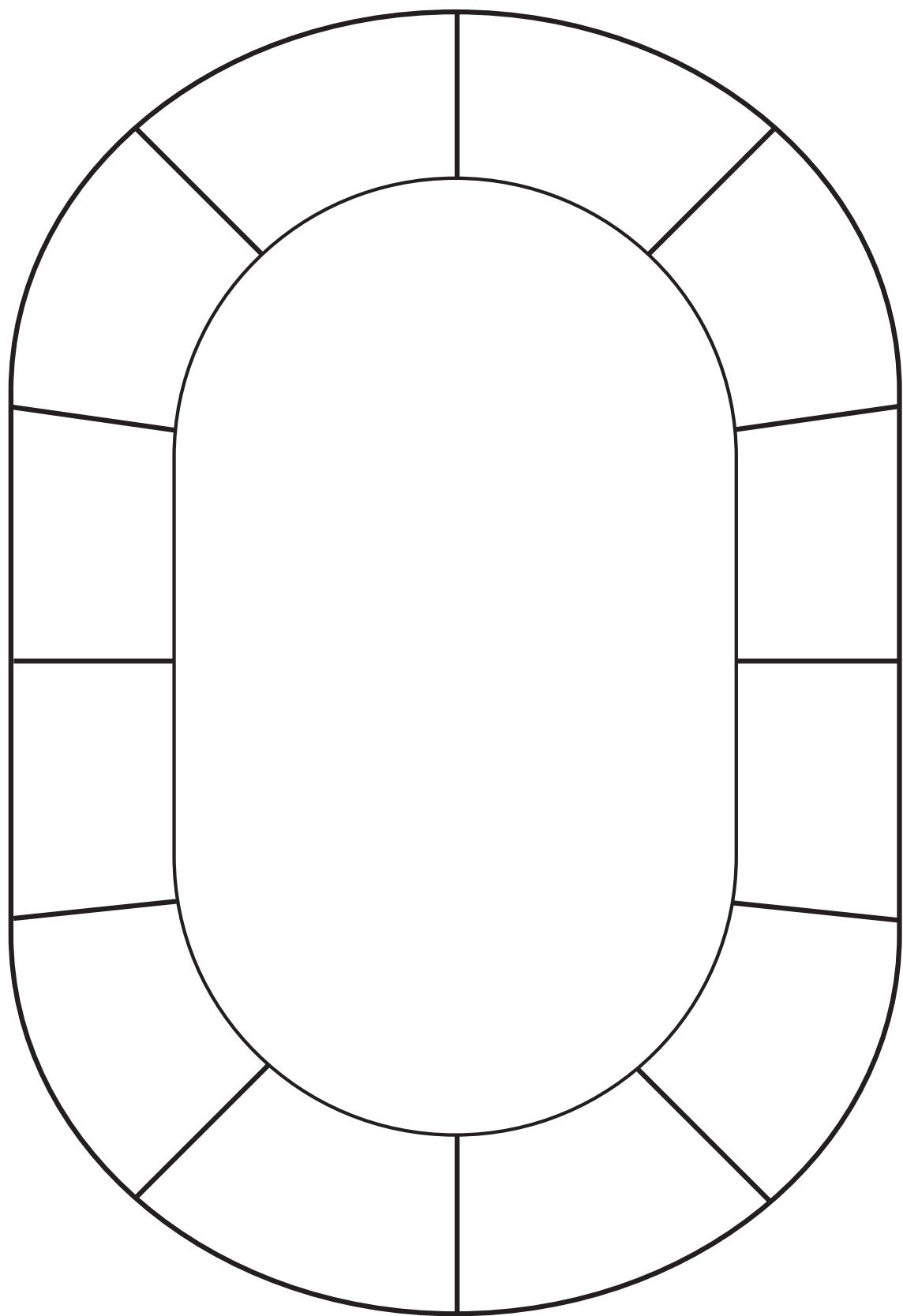
2. Mount it on heavy paper.

3. Attach arrow with a brad.

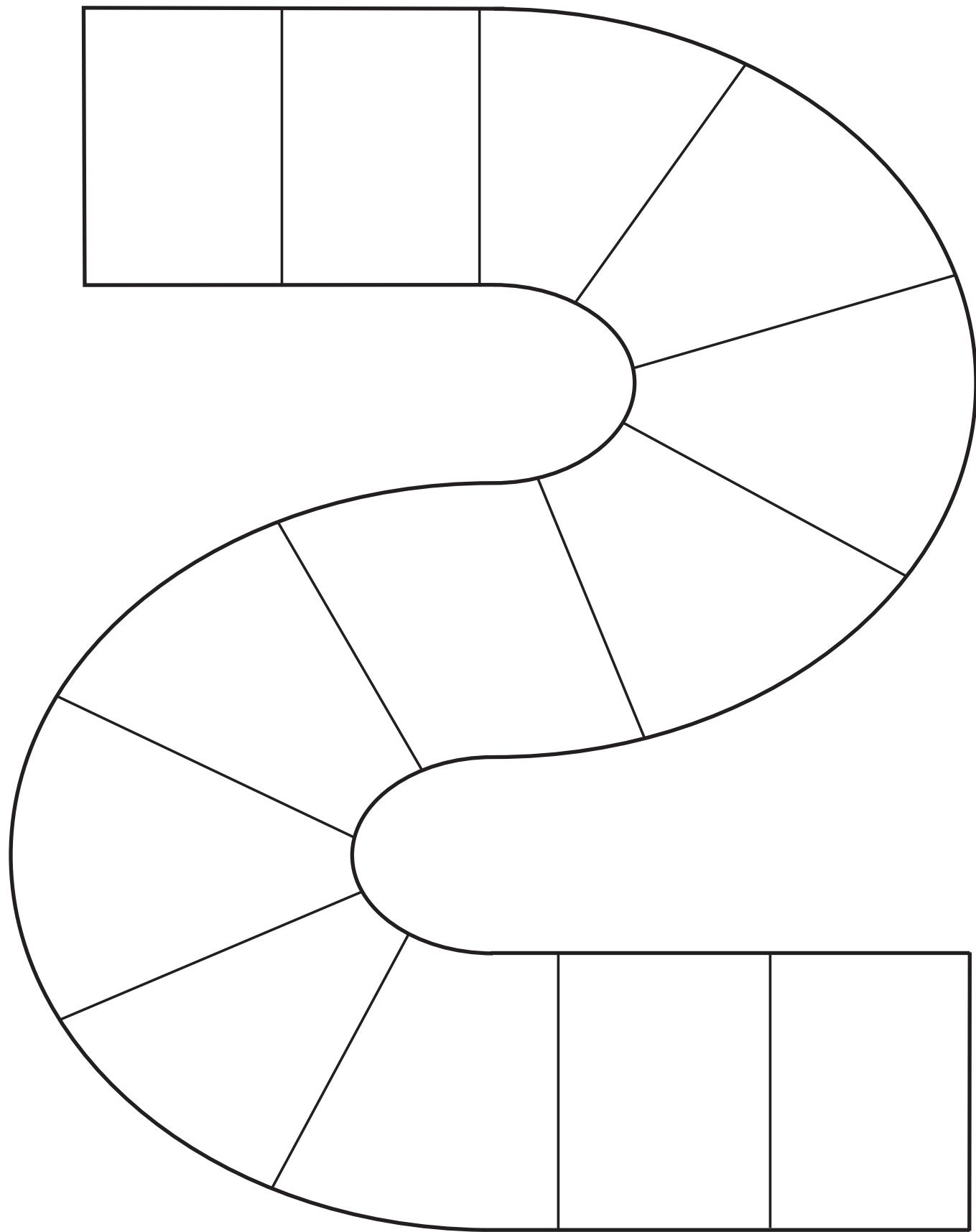


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# Oval Game Board



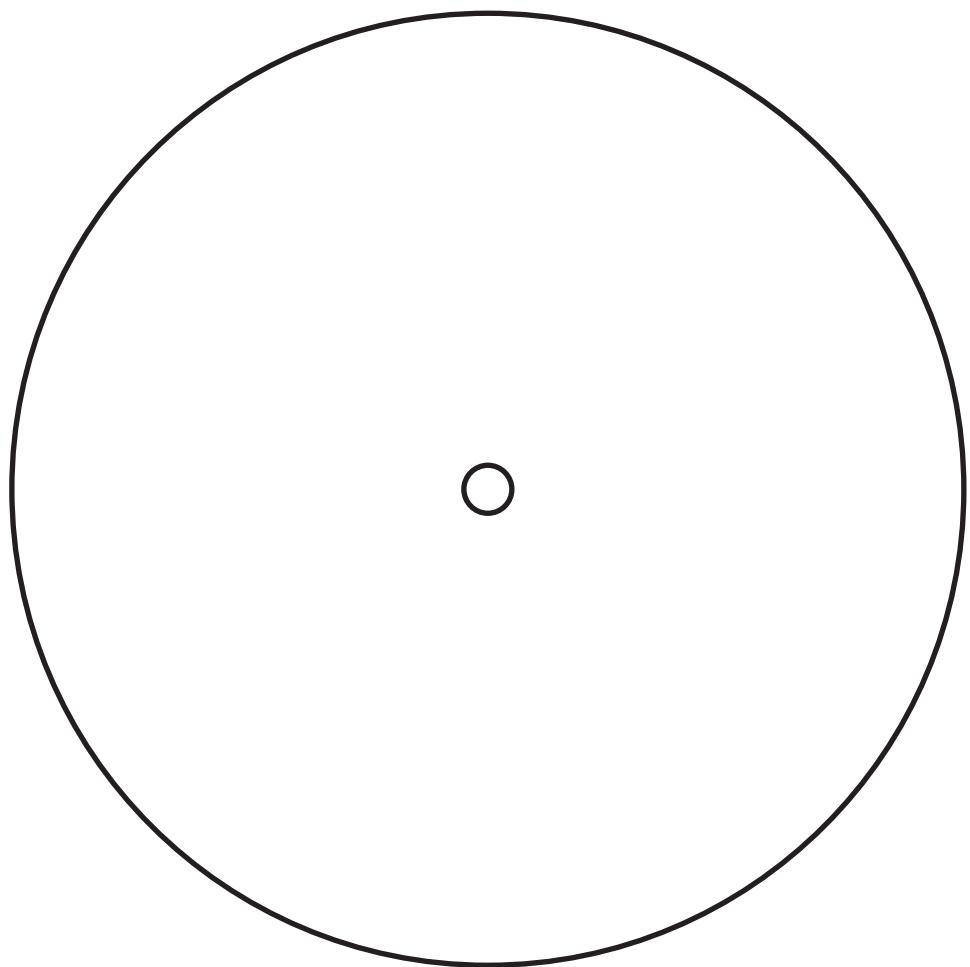
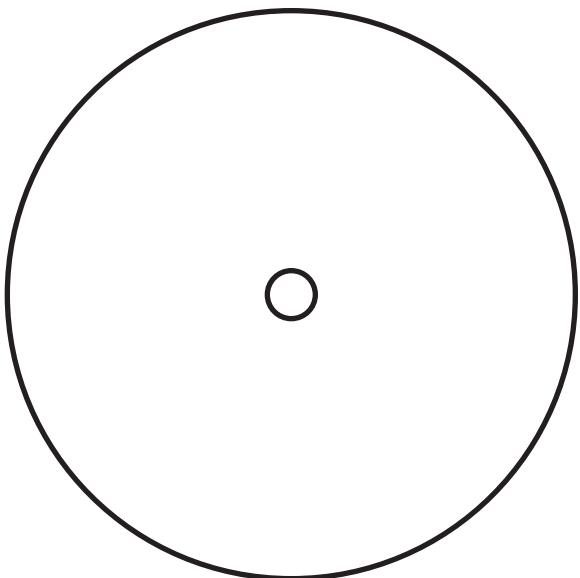
# S-shaped Game Board



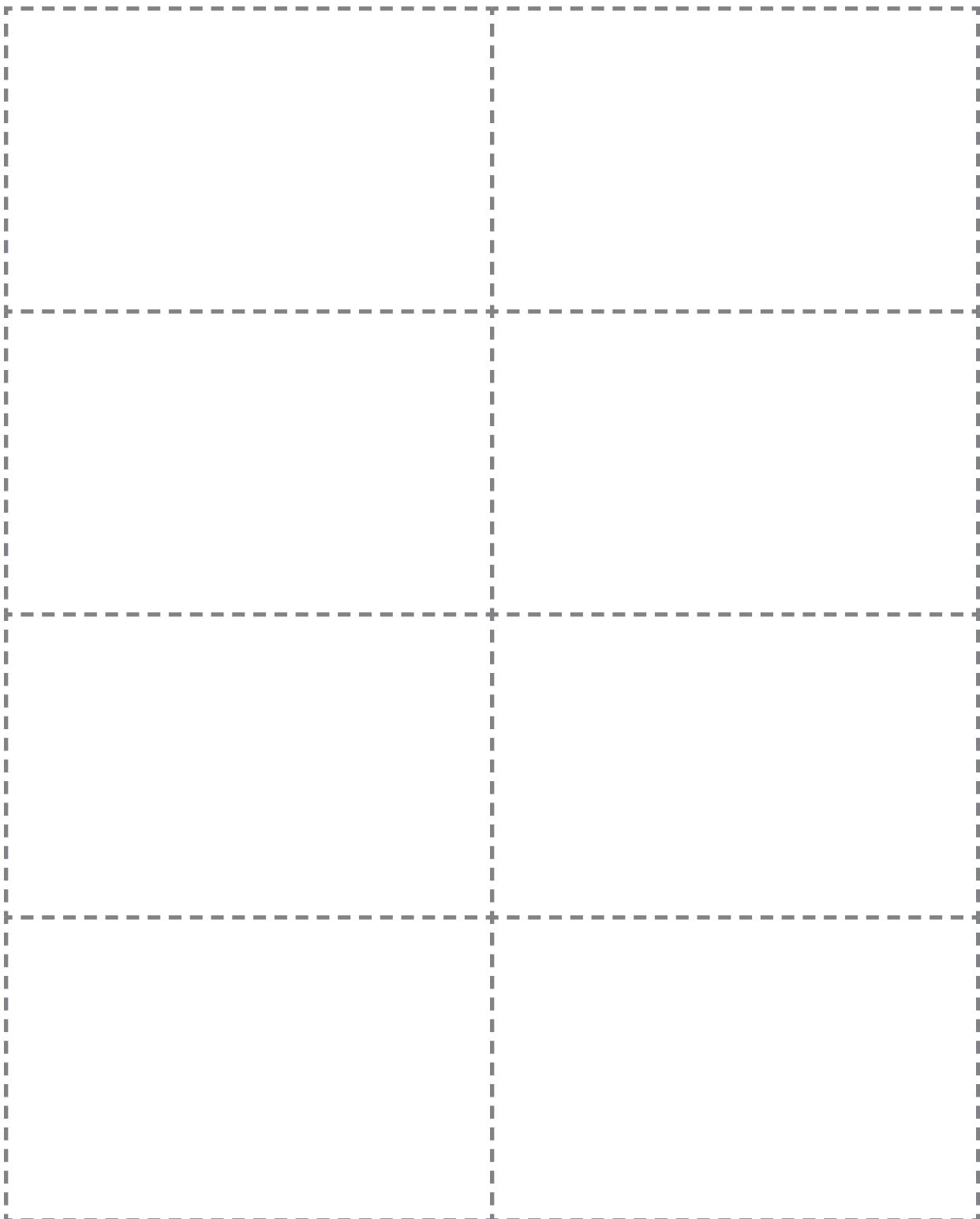
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# Word Wheel

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

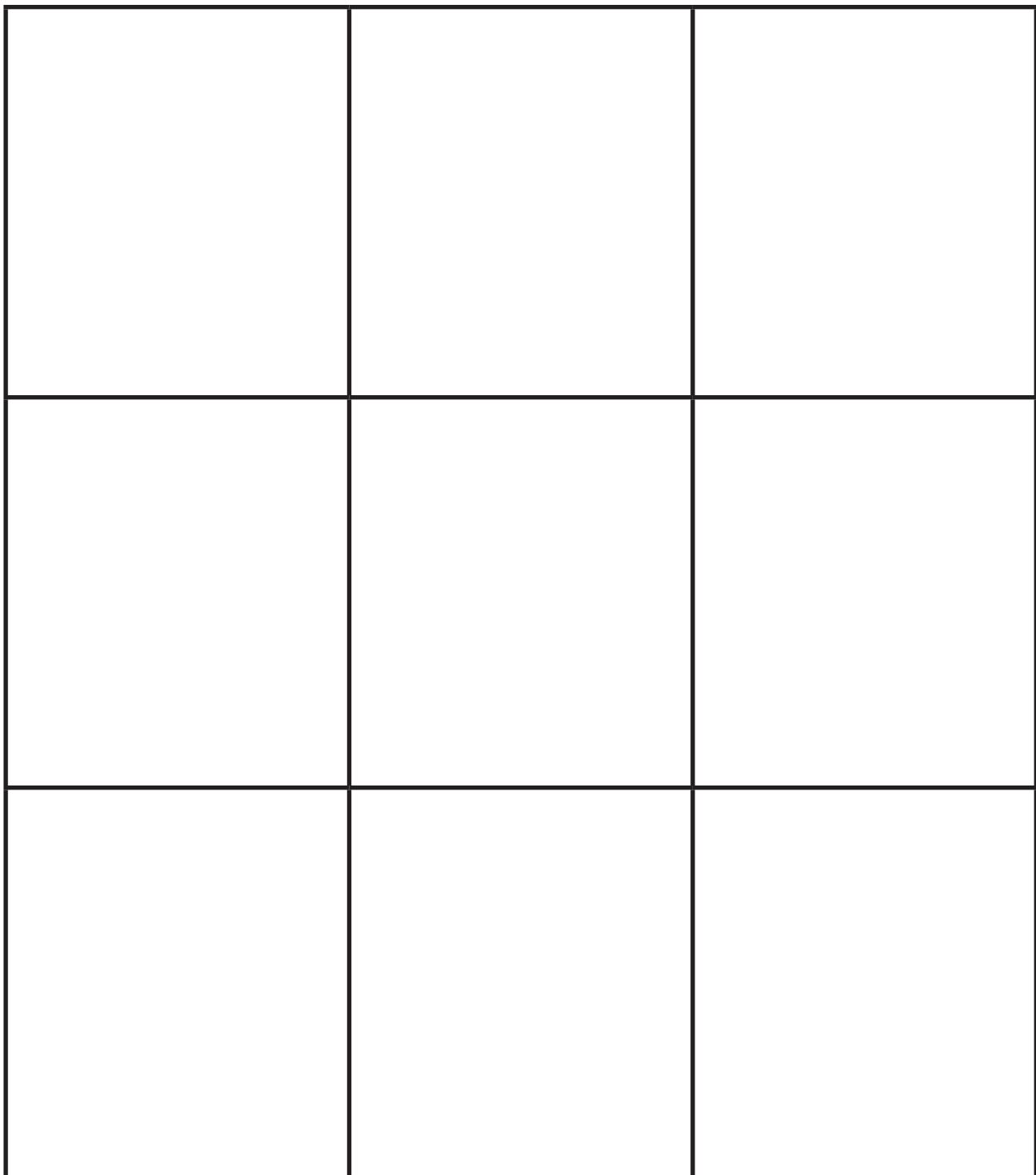


# Cards

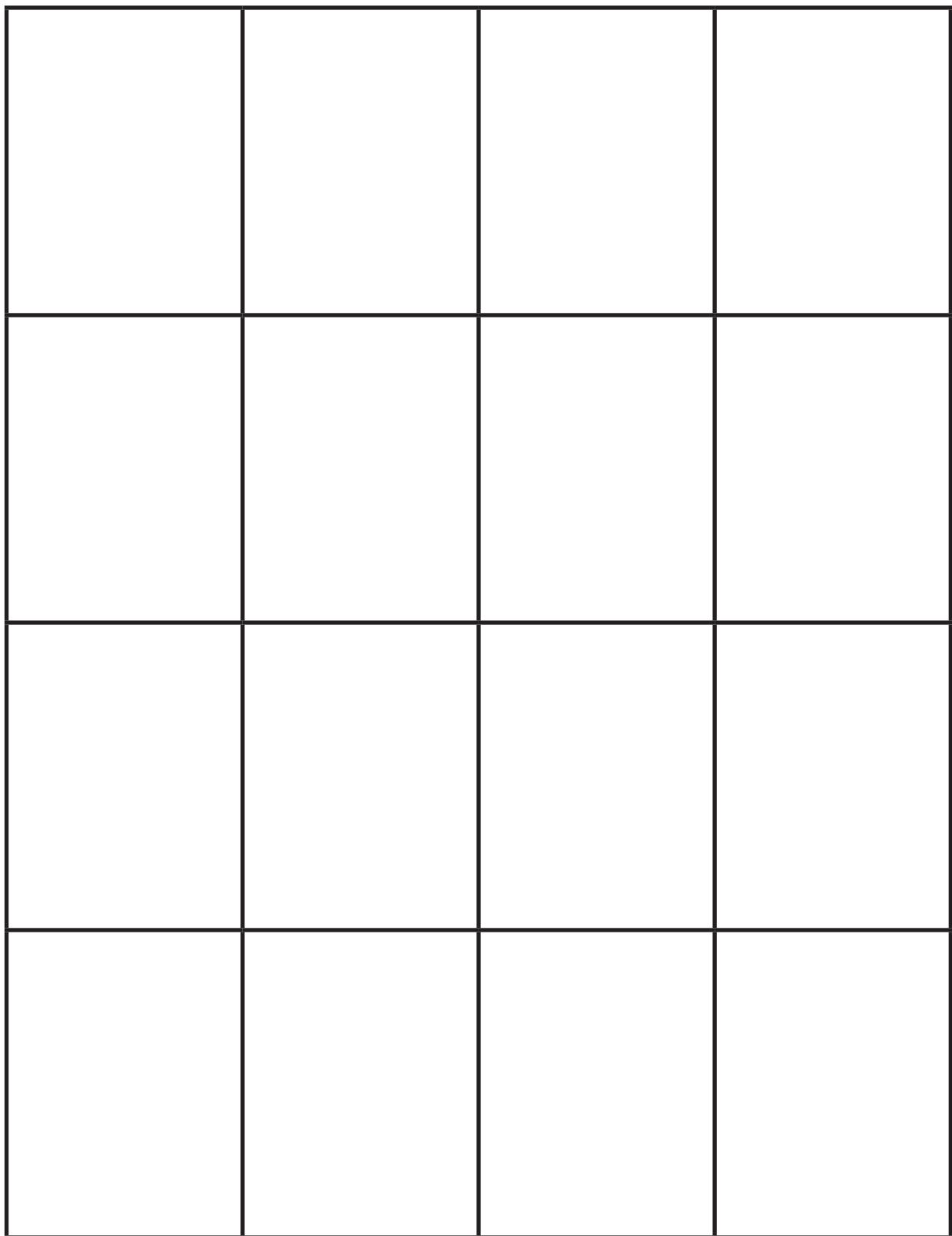


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# Tic-Tac-Toe

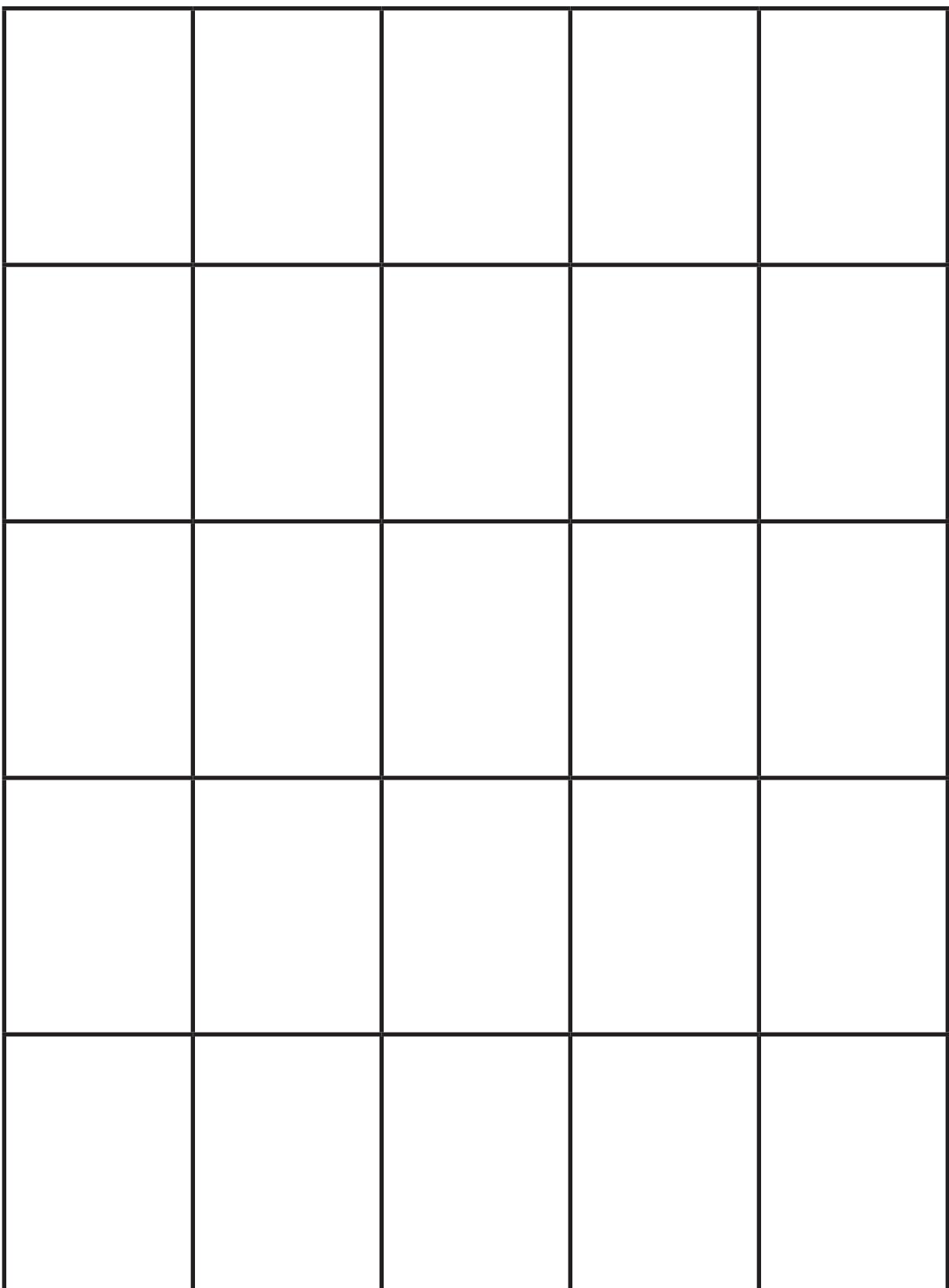


## 4x4 Grid

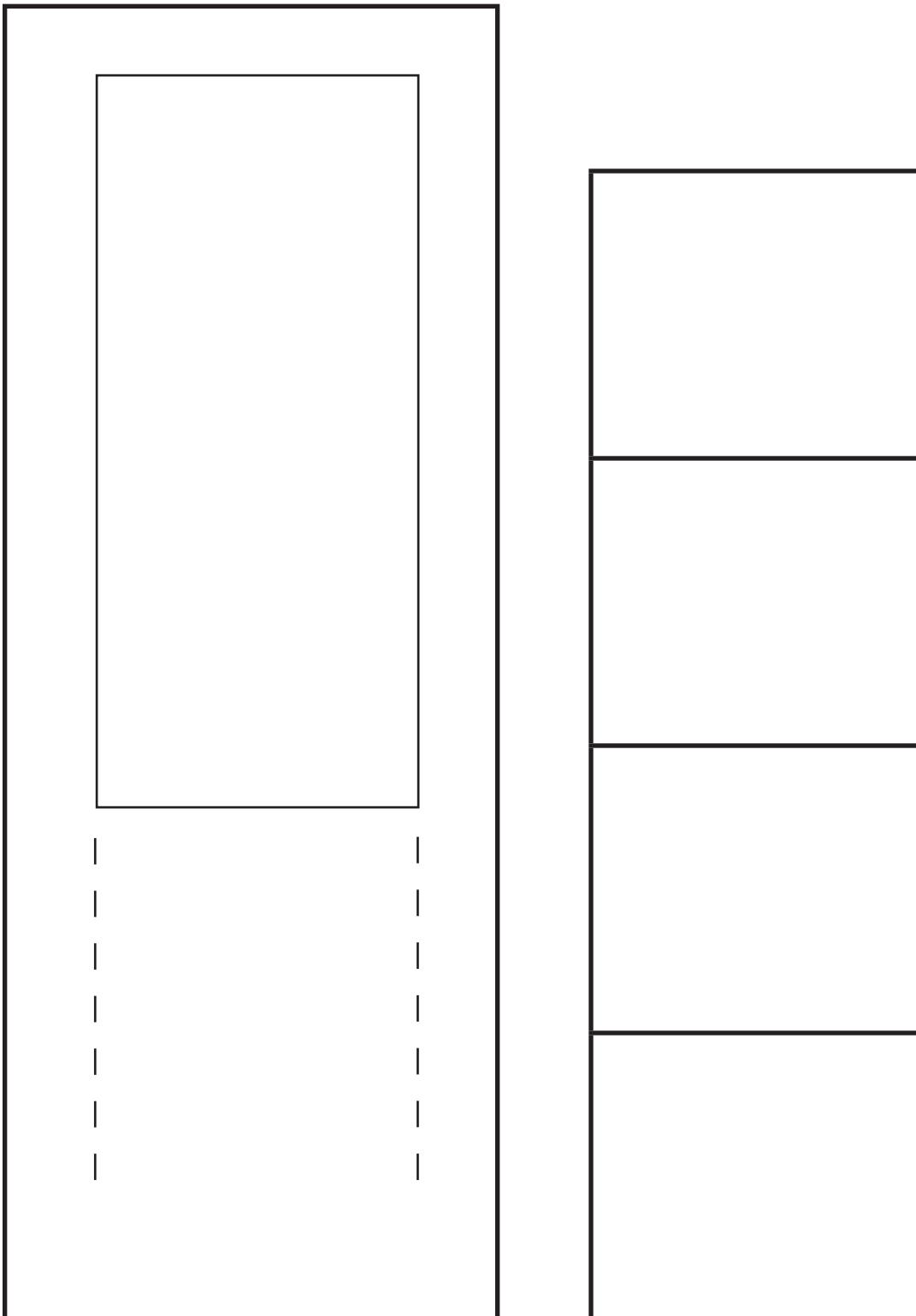


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## 5x5 Grid

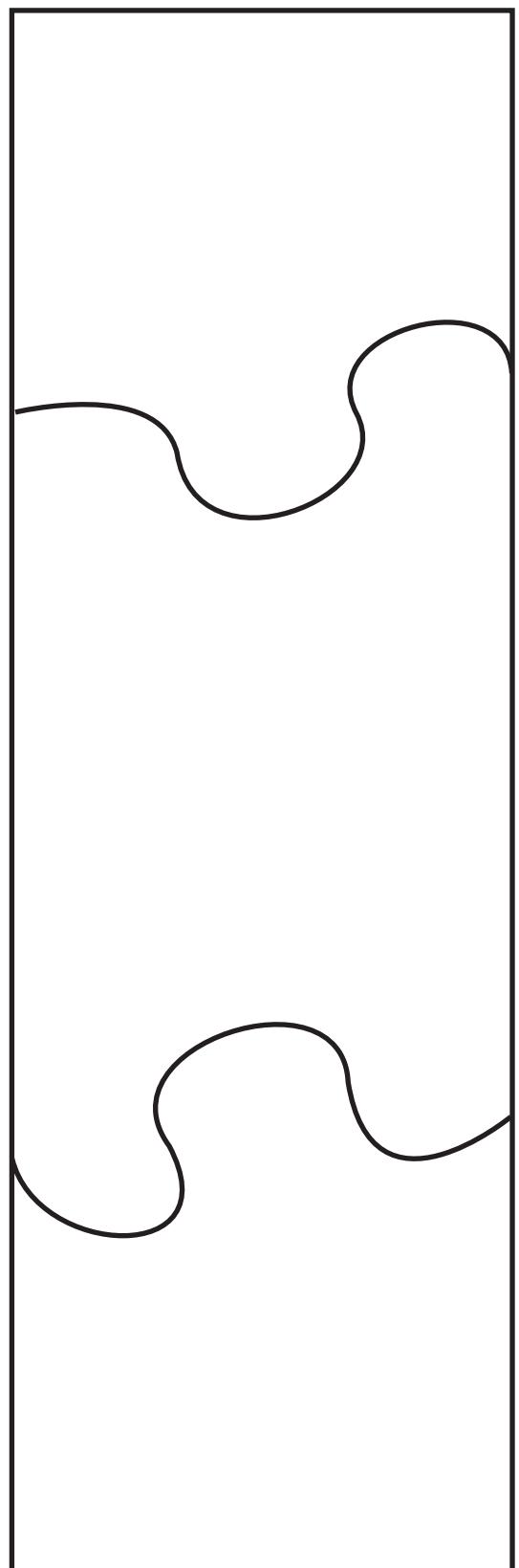
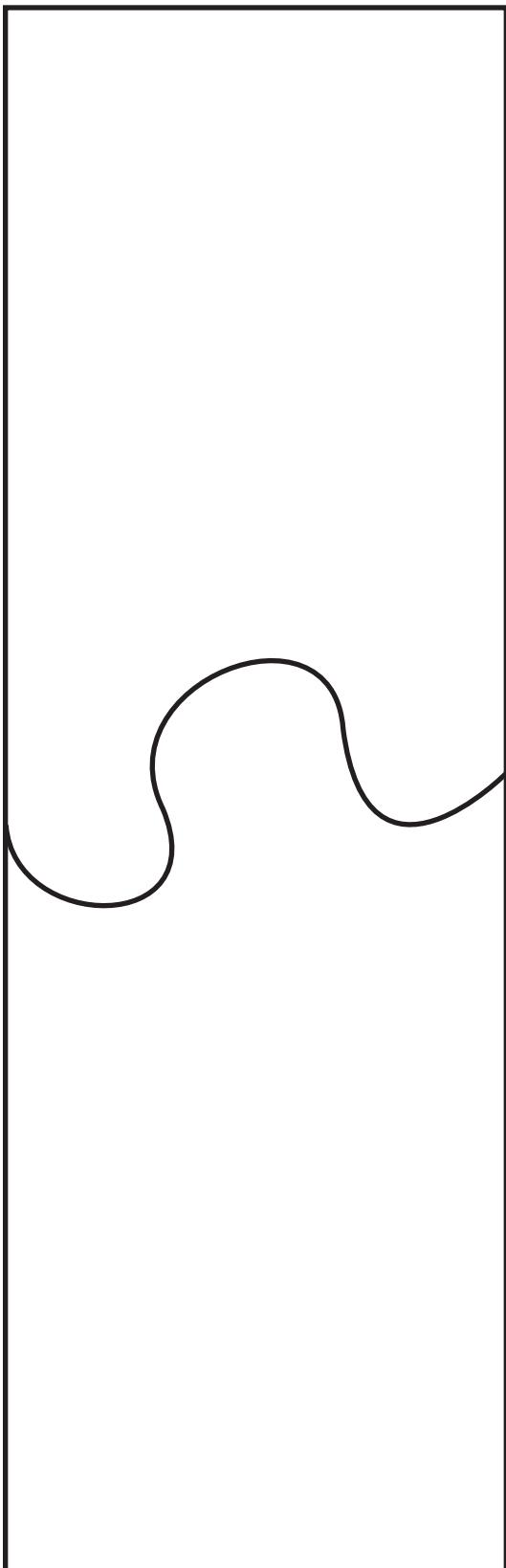


# Slip Strips



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# Puzzle Pieces



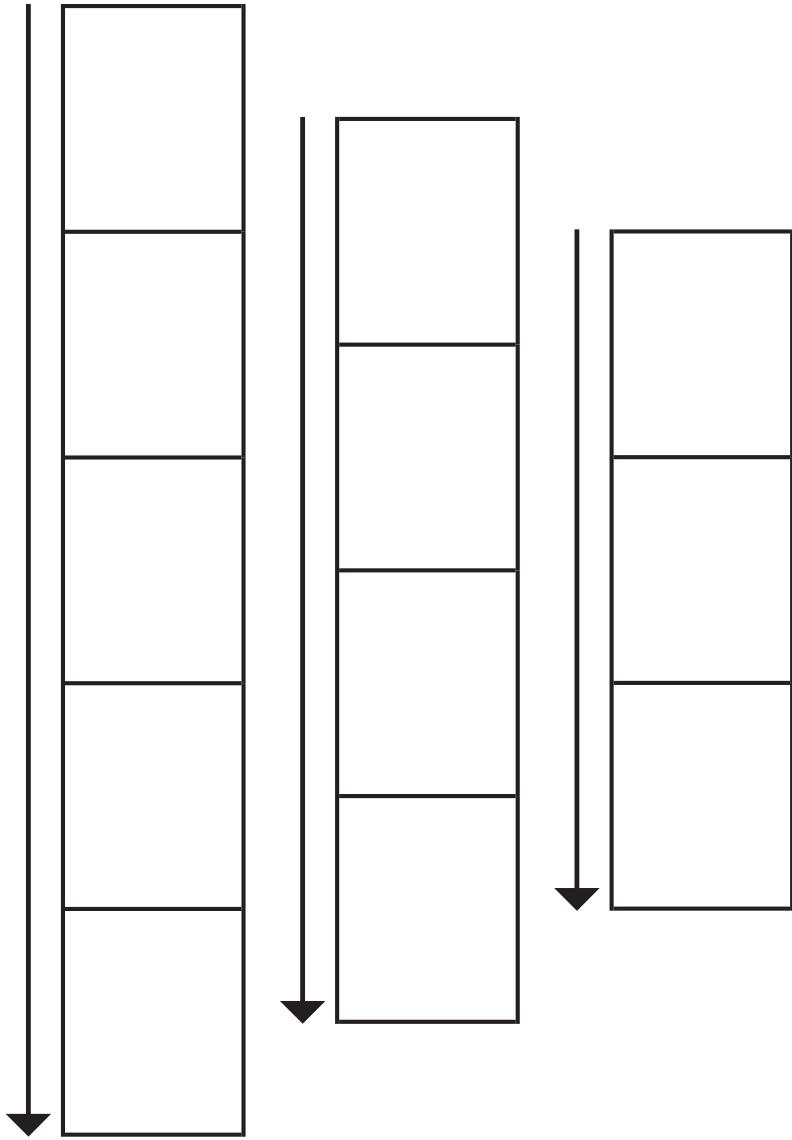
## Response Board

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## Response Board

Response Board

139



Name \_\_\_\_\_

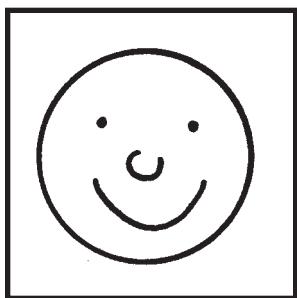
## Reader Response

Title of Book: \_\_\_\_\_

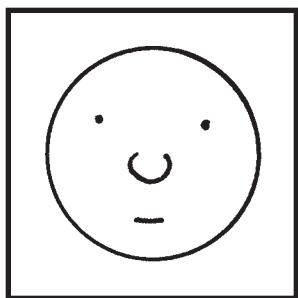
Author: \_\_\_\_\_

How did you like this book? Circle a face.

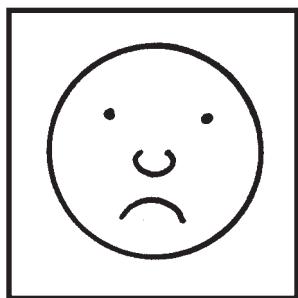
Liked



Okay



Disliked



**Response:** Draw a picture of a character from the book.  
Use the author's description in your drawing.



Name \_\_\_\_\_

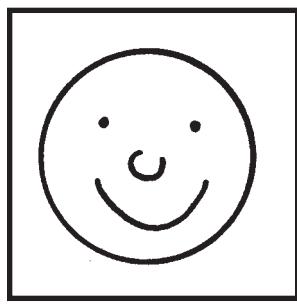
## Reader Response

Title of Book: \_\_\_\_\_

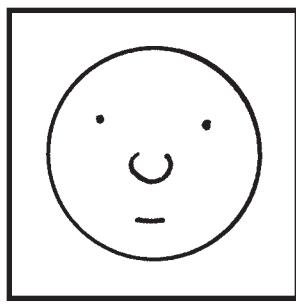
Author: \_\_\_\_\_

How did you like this book? Circle a face.

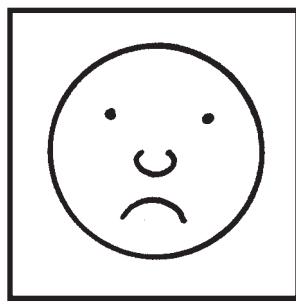
Liked



Okay



Disliked



**Response:** Draw a picture of a scene from the book. Label the parts of the picture.

A large, empty rectangular box intended for a student to draw a scene from the book.

Name \_\_\_\_\_

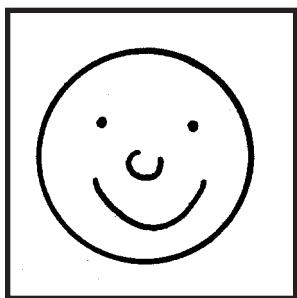
## Reader Response

Title of Poem: \_\_\_\_\_

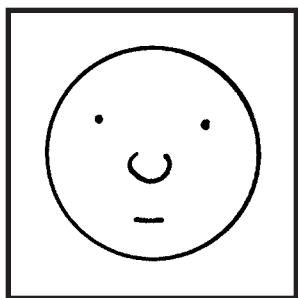
Author: \_\_\_\_\_

How did you like this poem? Circle a face.

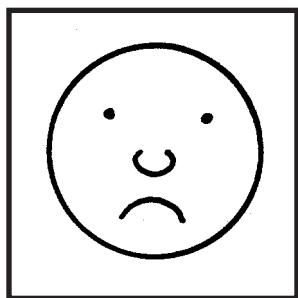
Liked



Okay



Disliked



**Response:** Choose a word that you liked in the poem.  
Draw a picture of how you feel that word looks.

# Book Talk Roles

## Leader

- Remind each member of his or her role.
- Make sure each person asks a question.
- Make sure each person answers a question.

## Reteller

- Retell the important parts.
- Tell the parts in order.
- Point to pictures or photographs.

## Word Finder

- Find 2 or 3 interesting words from what you read.
- Write down the word and what it means.
- Write the page number to find the word.

## Illustrator

- Pick your favorite part.
- Draw and label the picture.
- Tell why you picked that part.

# Steps in a Book Talk

- 1 Retell the story.
- 2 Talk about interesting words.
- 3 Talk about the book.  
Tell why you chose the book.  
Take turns asking and answering questions.
- 4 Draw a picture of your favorite part.

# Rules for your Book Talk

- 1** Talk about the book.
- 2** Take turns speaking.
- 3** Take turns listening.
- 4** Ask the speaker questions to find out more.
- 5** Tell why you agree or disagree with the speaker.

**Create your own rules with your group.**

**Make a Book Talk Rules poster.**

# Book Talks for Fiction

**Read your book.**

**Write questions in your journal.**

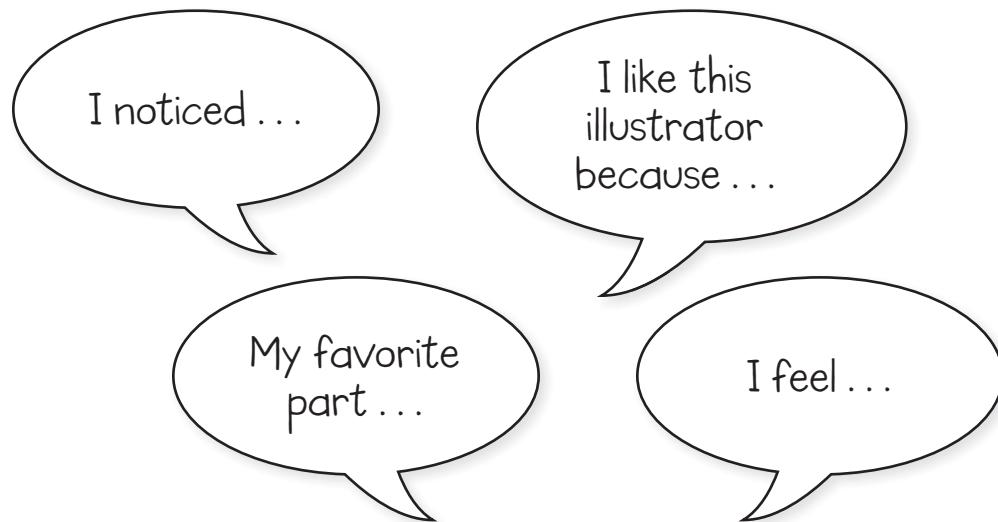
**Write answers to your questions.**

**You can use some of these questions.**

- How can you tell what the genre is?
- Who are the main characters? Is a character telling the story?
- Where does the story take place?
- What is the problem?
- What is the solution?

**What do you want to tell your group about the book?**

**Write your ideas in your journal.**



# Book Talks for Nonfiction

**Read your book.**

**Write questions in your journal.**

**Write answers to your questions.**

**You can use some of these questions.**

- How can you tell what the genre is?
- What is the main idea?
- What facts did you learn?
- What other questions do you have about the topic?
- Where can you look for more information?

**What do you want to tell your group about the book?**

**Write your ideas in your journal.**

I learned ...

I think ...

What if ...

A connection  
I made ...

# Book Talks for Opinion Writing

**Read your book.**

**Write questions in your journal.**

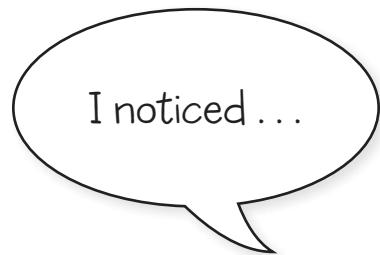
**Write answers to your questions.**

**You can use some of these questions.**

- How can you tell what the genre is?
- Why did the author write this book?
- Do you agree with the author?
- What other questions do you have about the topic?

**What do you want to tell your group about the book?**

**Write your ideas in your journal.**



Name \_\_\_\_\_

# My Writer's Checklist

## Personal Narrative

Read each question. Circle your answer.

Do I tell about something I did?		Yes		No
Do I tell about interesting events?		Yes		No
Do I use descriptive words?		Yes		No
Do I have a beginning, middle, and end?		Yes		No
Do I begin each sentence with a capital letter?		Yes		No

How did I do?

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



**Teacher:** See also Proofreading Marks, page 155.

Name \_\_\_\_\_

# My Writer's Checklist

Play

Read each question. Circle your answer.

Do I have a main character?	 Yes	 No
Do I use characters to tell a story?	 Yes	 No
Do I include the words that the characters say?	 Yes	 No
Do I have a beginning, middle, and end?	 Yes	 No
Does my story plot have a problem that is solved at the end?	 Yes	 No

How did I do?

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



**Teacher:** The main character can be the child in first person. See also Proofreading Marks, page 155.

Name \_\_\_\_\_

# My Writer's Checklist

## Poem

Read each question. Circle your answer.

Do I express my feelings and ideas?		
Do I use words such as like and as to compare things?		
Do I use rhyming words if they fit my poem?		
Do I use words that describe things clearly for my reader?		
Do I use words to help my reader see, hear, smell, or taste what I describe?		

How did I do?

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



**Teacher:** See also Proofreading Marks, page 155.

Name \_\_\_\_\_

# My Writer's Checklist

## Opinion

Read each question. Circle your answer.

Do I tell what I think about the topic or book?	 Yes	 No
For a book, do I name the book, the author, and the main idea?	 Yes	 No
Do I give reasons to support my opinion?	 Yes	 No
Do I tell how I really feel?	 Yes	 No
Do I have a concluding sentence?	 Yes	 No

How did I do?

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



**Teacher:** See also Proofreading Marks, page 155.

Name \_\_\_\_\_

# My Writer's Checklist

## How-To Article

Read each question. Circle your answer.

Do I have a main idea?	Yes	No
Do I have supporting details?	Yes	No
Do I list all the steps in order?	Yes	No
Do I use sequence words?	Yes	No
Do I spell every word correctly?	Yes	No

How did I do?

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



**Teacher:** See also Proofreading Marks, page 155.

Name \_\_\_\_\_

# My Writer's Checklist

## Report

Read each question. Circle your answer.

Do I have a main idea?	 Yes	 No
Do I have supporting details and facts?	 Yes	 No
Do all of my sentences support my main idea?	 Yes	 No
Do I explain my topic for my reader?	 Yes	 No
Do I end with a concluding statement?	 Yes	 No

How did I do?

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

**Teacher:** See also Proofreading Marks, page 155.



# Proofreading Marks

≡ Make a capital letter.

we went to the park.

∧ Add.

Then <sup>we</sup> ate lunch.

↙ Take out.

The ~~tall~~ trees were very tall.

# **Speaking Checklist**

- I will share my ideas about the topic.
- I will wait my turn to speak.
- I will speak in a clear, loud voice.
- I will speak slowly and correctly.
- I will use complete sentences.
- I will ask questions to make sure I understand.
- I will answer questions thoughtfully.
- I will use details to describe people, places, and events.
- I will use pictures to present my ideas to the class.

# Listening Checklist

- I will look at the person who is speaking.
- I will listen when others are speaking.
- I will respect other people's feelings and ideas.
- I will listen and follow group directions.
- I will listen and repeat directions in order.
- I will listen and be able to give clear directions to others.
- I will ask questions when I do not understand.
- I will ask questions to get more information.

# 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 finish 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

### School Around the World

1. What did you **learn** in school today?
2. What is something you have in **common** with your family?
3. What is your favorite **subject** in school?
4. What types of sports do you practice playing?
5. What surrounds an island?
6. What are some **objects** that you can find in your room?
7. Describe how you arrange the items on your desk.
8. What words do you **recognize** on this page?
9. What is something that is very important to you that you keep in your room?

## Unit 1, Week 2

### City Mouse and Country Mouse

1. What is something that you can find in the **country**?
2. Have you ever been to a big **city**?
3. What do you do that you find relaxing?
4. What things make you feel **bored**?
5. How are you impressed with your school?
6. What would you make for a **feast** with your family?
7. What is something that you are surprised about?
8. What do you like to gaze at?
9. Who **scurried** into your classroom today?
10. What is something that makes you tremble in fear?

# Oral Vocabulary Pre- and Posttests

## Unit 1, Week 3

### Our Pets

1. What kind of **care** does a puppy need?
2. What is something that is **popular** with your friends?
3. What subject are you most excellent in?
4. What are some healthy foods that you like?
5. What are you an owner of?
6. Who is an important **companion** to you?
7. Where do you store food?
8. How would you **train** a lion?
9. How does a cat **groom** itself?
10. What kind of animal has hooves?

## Unit 1, Week 4

### Games Long Ago

1. Have you ever made homemade cookies?
2. What is a **chore** that you do at your house?
3. What are some things that you **collect**?
4. Describe some places you have traveled to.
5. What is an important **relationship** you have?
6. How does a car get its power?
7. Describe one way that you **cooperate** with your friends.
8. What factories can be found in your town?
9. How is your mail **delivered**?

# Oral Vocabulary Pre- and Posttests

## Unit 1, Week 5

### Rabbit and Coyote Race

1. How do you greet people that you do not know?
2. What kinds of **physical** activities do you like to do?
3. Do you normally **agree** with your parents? Why or why not?
4. How do you **exercise**?
5. How would you explain to someone how to draw a face?
6. What is something that took you a long time to realize?
7. What do you do when you are **exhausted**?
8. What subject is most **difficult** for you in school?
9. Describe a time when you have been ashamed of something.

# Oral Vocabulary Pre- and Posttests

## Unit 2, Week 1

### Jobs Around Town

1. What are some places you visit in your **community**?
2. What is under construction in your city?
3. What do you find **astonishing** about the moon?
4. Describe some ways that you recycle.
5. Have you ever been to a construction site?
6. How can you help someone with an injury?
7. What **equipment** do you need to play baseball?
8. What subject do you find fascinating?
9. Can you think of a time when you almost forgot to do something, but **fortunately** remembered in time?
10. What type of **occupation** do you hope to have when you grow up?

## Unit 2, Week 2

### The Three Little Pigs

1. What **materials** do you need to build a house?
2. Describe the type of **shelter** a pig lives in.
3. What piece of furniture is most sturdy at your house?
4. Why might a building **collapse**?
5. Describe a time when you were very pleased.
6. Describe a time you peeked at something.
7. Have you ever **refused** to do something? What was it?
8. Explain a time when you were **furious**.
9. How do you reply to your teacher when you are asked a question?

# Oral Vocabulary Pre- and Posttests

## Unit 2, Week 3

### Animals in the Desert

1. What place do you go to that is very **tranquil**?
2. What is a bird's **habitat**?
3. Describe what a bushy tail looks like.
4. What noises are hard to **tolerate**?
5. Name a rodent that you have seen before.
6. What do animals do when they **hibernate**?
7. Describe what the edge of a cliff looks like.
8. Who do you **depend** on to help you with your homework?
9. Which is harder: juggling one ball or juggling several balls?

## Unit 2, Week 4

### Luis's Library

1. What is something that you **enjoy** doing?
2. Why is it important to share things?
3. What is something that you regularly do every day?
4. Who do you **rely** on to tell you when to wake up in the morning?
5. Why is **leadership** important when working in groups?
6. Why are reading skills important to have?
7. Who are some people you feel a **connection** to?
8. Who is a person that you **admire**? Why do you **admire** them?
9. Why is it important to donate items?

# Oral Vocabulary Pre- and Posttests

## Unit 2, Week 5

### Map It!

1. What is the first thing you grab to **locate** a new place?
2. What **borders** the back of your school?
3. How do you measure the **height** of a person?
4. Explain how to use a map **key**.
5. What is a **model** of Earth called?
6. How many **continents** are there in the world?
7. How many **separate** songs can you sing?
8. What **route** do you take to get to school?
9. What does it mean when two things are **connected**?

# Oral Vocabulary Pre- and Posttests

## Unit 3, Week 1

### Measuring Time

1. What is your school **schedule**?
2. Describe a time when someone has surprised you and appeared in front of you.
3. How do you measure how tall you are?
4. What is your favorite thing to do on the **weekend**?
5. How do you dress for a special **occasion**?
6. How many days of the week are on a **calendar**?
7. What is a typical school day like for you?
8. What special events take place at your school?
9. If you want something done **immediately**, what does that mean?
10. What do you have planned for the weekend?
11. What do you do when you relax?

## Unit 3, Week 2

### The Great Big, Gigantic Turnip

1. What time of year do you typically see **sprouts** in the ground outside?
2. What types of plants **bloom**?
3. What does it mean when something won't budge?
4. How do you **assist** your parents?
5. What is an animal at the zoo that is gigantic?
6. When something is covered in ice is it harder or easier to **grasp**?
7. Is an elephant big or tiny?
8. When the detective **spied** on the bank robber what did he see?
9. What is an animal that is mighty strong?

# Oral Vocabulary Pre- and Posttests

## Unit 3, Week 3

### The Foolish, Timid Rabbit

1. Describe a time when you have felt **timid**.
2. Why is it **foolish** to run in the hallway?
3. What caused you to sneeze today?
4. What are some of your favorite tall **tales**?
5. When you do something in haste what does it mean?
6. Describe a time when you cheered really loud for something.
7. When the cat decided to chase the mouse how did the mouse react?
8. When will you **eventually** be old enough to ride a bike?
9. Who is a **hero** to you?

## Unit 3, Week 4

### Pioneers

1. What is an event that happened to you in the **past**?
2. How many years are in a **century**?
3. What types of animals live on a prairie?
4. What do you do to get prepared for a test?
5. What do you like to do for **entertainment**?
6. What supplies do you use when you are making a craft project?
7. What kind of house do you want to live in in the **future**?
8. What kind of house do you live in in the **present**?
9. What is one of your most important belongings?
10. Describe a journey you have taken.

# Oral Vocabulary Pre- and Posttests

## Unit 3, Week 5

### The Little Red Hen

1. Why is it important to have **responsibilities**?
2. What room is most cozy at your home?
3. Name a fruit that is plump.
4. What is the most **enormous** animal at the zoo?
5. What is a usual day like for you?
6. Why is it important to rinse fruit before you eat it?
7. What kinds of **nutritious** foods do you like to eat?
8. What food do you find to be **delicious**?
9. Describe a time when you were **delighted** to see someone.
10. Do you help your family pull weeds?

# Oral Vocabulary Pre- and Posttests

## Unit 4, Week 1

### The Elephant's Child

1. If you put on a hat, will it change your **appearance**?
2. How do you use your curiosity?
3. What are you **determined** to do?
4. Describe a time when you felt great **relief**.
5. How can you help a cat in a tree get out of its **predicament**?
6. What kind of animal slithered away?
7. What have you wondered about on your way home from school?
8. Have you ever met anyone that is famous? If so, who? If not, who would you like to meet?
9. Name a **feature** that makes it hard for people to live in the far north.

## Unit 4, Week 2

### Animals Working Together

1. What is one kind thing you did today?
2. Do you know any animal groups where females are **dominant**?
3. What might happen to **endangered** animals if we don't protect them?
4. In what sport do team members huddle together?
5. Which foods are **beneficial** to your health?
6. What do your parents warn about at home?
7. Does a dog do things mostly by learning or by **instinct**?
8. When do you return home from school every day?
9. What can we learn about studying animal **behavior**?

# Oral Vocabulary Pre- and Posttests

## Unit 4, Week 3

### Animals in Winter

1. What would you do to **survive** in the woods?
2. What is a place that you find **harsh**?
3. What happens when you shrink something?
4. How do you **communicate** with your friends?
5. How do you scatter a bunch of marbles on the floor?
6. In what kind of territory do birds live in?
7. What could you do to **provide** shelter for your pet?
8. What makes a **wilderness** area different from other areas?
9. How do you think Lake **Superior** got its name?

## Unit 4, Week 4

### Insect Hide and Seek

1. What is surrounding your desk at school?
2. Do you wear sunglasses to **protect** your eyes from the sun?
3. Look at a map of Europe. Can you see which country **resembles** a boot?
4. Describe a time you dressed up in a disguise.
5. How is a kitten **different** from a lizard?
6. Why is the cat sitting so still?
7. Have you seen snowflakes **flutter** through the air?
8. Have you ever heard a person who can **imitate** bird calls?
9. Describe the texture of your shirt.

# Oral Vocabulary Pre- and Posttests

## Unit 4, Week 5

Ming's Teacher

1. Can you think of something **remarkable** that you could not get along without?
2. What do you need your teacher's approval to do in school?
3. Do you think working at a zoo would be a fun **career**?
4. Describe a time you applauded very loudly.
5. The mouse detected a cat around the corner. What do you think the mouse did?
6. Describe a time you were very frustrated.
7. If someone tells you to look both ways before crossing the street, do you take this **advice**?
8. Have you ever seen a mother **soothe** her baby when it is crying?
9. When you say that you will do something, can people **trust** that you will?
10. What items do you receive in the mail?

# Oral Vocabulary Pre- and Posttests

## Unit 5, Week 1

### Goldilocks and the Three Bears

1. What are some ways to make a person more comfortable?
2. Do you know how things are **organized** in your favorite store?
3. Would you rather live in a cottage in the woods or an apartment in the city? Why?
4. Can you **distinguish** between salty foods and sour foods?
5. What would make you feel weary, playing a long game of soccer or watching a movie?
6. Did you ever read an **entire** book in one hour?
7. If a scientist **classified** a fossil bone as part of a dinosaur, would it be new or old?
8. What do you do if you catch someone staring at you?
9. Were you **startled** when your best friend jumped out from behind a tree and said "Boo!"?
10. What are some reasons why the bear growled at the person?

## Unit 5, Week 2

### Why the Sun and Moon Are in the Sky

1. If you flew in an airplane, what things could you **observe**?
2. Would you like to travel to Africa and see **vast** herds of wild animals?
3. What do you do in the evening?
4. What kinds of creatures live in your backyard?
5. If you see someone drop something, what would be a **thoughtful** thing to do?
6. Name an animal that is enormous.
7. Are you **certain** that you have done your homework?
8. Who visited your house last?
9. What did you do when you completed your homework this week?
10. After the party, who **remained** behind to help clean up?

# Oral Vocabulary Pre- and Posttests

## Unit 5, Week 3

### Great Inventions

1. If you saw a box wrapped in pretty paper and tied with a bow, would you be **curious** about what was inside?
2. Do you ever use a code with your friends? If so, what is it?
3. Can you **imagine** what it would be like to live on the moon?
4. Describe something that is dangerous to do.
5. Can you think of an invention that would **improve** your life? Explain how.
6. Have you ever tried to make something, but the directions were so **complicated** you had to ask for help?
7. What is more expensive, a diamond or an apple?
8. What is some information you have learned from reading books?
9. Do you know of a **device** that lets you talk to people in other countries?

## Unit 5, Week 4

### The Squeaky Bed

1. Can you name a musical instrument that makes a **squeaky** sound?
2. How can you protect yourself from harm when riding a bike?
3. Who is someone that is very trustworthy?
4. Does your friend feel **nervous** before she gives a report in front of the class?
5. Which of your **senses**—sight, smell, taste, hearing, or touch—do you think is most important?
6. How does a polished floor look different from one that is not polished?
7. How would you **distract** a toddler who was crying?
8. What would make you upset, losing your favorite toy or playing with your friends?
9. How can turning up the **volume** of music too loud harm you?
10. If you heard a disturbing noise at night, what would you do?

# Oral Vocabulary Pre- and Posttests

## Unit 5, Week 5

### The Sheep, the Pig, and the Goose Who Set Up House

1. When was the cow **contented**, before or after we fed her?
2. What is something you have seen that shocked you?
3. Who informed you about crossing the street safely?
4. What street do you live on? Who do you know that lives on a neighboring street?
5. Where does your family **intend** to travel to?
6. What kind of **project** can you do with a group?
7. What is the location of your seat in your classroom?
8. Have you ever been inside a really old **structure**?
9. What is something that caught you unaware recently?
10. Can you think of a place you have been where the weather is **marvelous**?

# Oral Vocabulary Pre- and Posttests

## Unit 6, Week 1

### The Cat's Bell

1. How can you avoid a quarrel with someone about a toy?
2. Do you think it's **fair** for a bigger child to take a toy from a smaller child?
3. Should you **risk** going outside without a coat if you know it's going to rain?
4. What makes you thrilled about school?
5. When a soldier is sent into **conflict**, what does it mean?
6. What happened when the boy twirled around outside for a long time?
7. If two of your friends were having an **argument**, what would you do?
8. Describe a time you had to sneak around.
9. Have you ever **shifted** a heavy bag from one arm to the other?

## Unit 6, Week 2

### Anansi's Sons

1. If you went on a trip to the North Pole, would it be a long **distance** or a short **distance** from your home?
2. What is something that you are concerned about?
3. When a river flows **swiftly**, is it moving fast or slow?
4. What animal gulps water quickly?
5. How can you show that you **respect** your parents?
6. Why do your friends deserve to be treated with kindness?
7. Who makes the **decision** about where to go to eat, you or your family?
8. What is a reward that you have received?
9. What is something that you have discovered in nature?
10. If a person does a good deed, how can that **inspire** other people?

# Oral Vocabulary Pre- and Posttests

## Unit 6, Week 3

### Paul Bunyan and the Popcorn Blizzard

1. Is it easy for you to eat a single piece of pizza? Or do you eat more than one usually?
2. Which is more **creative**, buying a toy or making a toy from stuff you already have?
3. If you lived in a place where the weather was **frigid**, what kinds of activities could you do?
4. What makes you shiver?
5. What makes you feel refreshed?
6. When was the last time you complained to your parent? Why did you complain?
7. In the **cycle** of a year, what are the four seasons?
8. Should you drink hot chocolate if it is **scorching**?
9. Have you ever **predicted** who would win a race? Were you right?

## Unit 6, Week 4

### Let's Dance!

1. Do you know where the **tradition** of the Christmas tree started?
2. Can you guess how old the most **ancient** trees are?
3. How often do you get together if it is an annual event?
4. How do farmers harvest apples or other crops?
5. Why would you rather be onstage or in the audience?
6. How are the **movements** of a ballet dancer different from those of a football player?
7. Which story has more **drama**: one that has surprises, or one that doesn't?
8. What is one way to spread information quickly?
9. If a new person joins your class, will you make the **effort** to be friends?
10. What types of gatherings do you like to be a part of?

# Oral Vocabulary Pre- and Posttests

## Unit 6, Week 5

### Celebrate the Flag

1. Why do we **display** the American flag?
2. How can you show that you have **pride** in what you do?
3. Name some international sporting events.
4. What type of institution saves your money for you?
5. What do the stars on the American flag **represent**?
6. When something is illuminated what does that mean?
7. What things would you include in a **design** for a spaceship?
8. What is the **purpose** for a fire drill?
9. What country did America fight for its independence?
10. When did Hawaii officially become the fiftieth state?

# Sound-Spelling Songs

# **Adam Has an Apple**

Words and Music by  
JOHN JACOBSON and EMILY CROCKER

**Brightly** ( $\bullet = \text{c. } 104$ )

2 2 2

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 2 Pat shoulders 4 times 2 Pat head 4 times 2 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)

# Sound-Spelling Songs

## Play Ball!

Words and Music by  
JOHN JACOBSON and EMILY CROCKER

Boogie Woogie ( $\text{♩} = \text{c. } 160$ )

12

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

*Pretend to hold  
a baseball bat  
over your shoulder*

13 Wag R index finger from L to R

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

# Sound-Spelling Songs

## Play Ball!, continued

44  
I'll get the bat. Play ball! —  
Play ball! —  
Batter up!  
Swing the bat

49  
Watch the "ball" fly in an arch Boogie index fingers overhead  
Strike a pose like the top of a trophy  
8

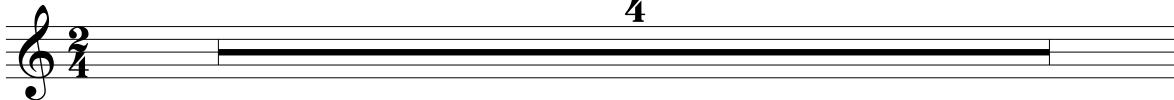
# Sound-Spelling Songs

## 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 ( $\text{♩} = \text{c. } 128$ )

4



*Tilting claps from side to side*

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

A musical staff in common time with a treble clef. It contains eight measures of music. Below each measure, there is a corresponding line of lyrics: "Can your cam - el do the can - can?", "Can she do the can - can?", "Can your cam - el do the can - can?", and "Can she do the can - can?". The music consists of eighth notes and sixteenth notes.

A musical staff in common time with a treble clef. It contains eight measures of music. Below each measure, there is a corresponding line of lyrics: "Can your cam - el do the can - can?", "Can she do the can - can?", "Can your cam - el do the can - can?", and "Can she do the can - can?". The music consists of eighth notes and sixteenth notes.

A musical staff in common time with a treble clef. It contains eight measures of music. Below each measure, there is a corresponding line of lyrics: "Yes, she does the can - can.", "Yes, she does the can - can.", "Yes, she does the can - can.", and "Yes, she does the can - can.". The music consists of eighth notes and sixteenth notes.

18 *Tilting claps*

8

A musical staff in common time with a treble clef. It contains eight measures of music. Below each measure, there is a corresponding line of lyrics: "Yes, she does the can - can, tra - la - la!". The music consists of eighth notes and sixteenth notes.

29 *Resume kicking in time to the music*

A musical staff in common time with a treble clef. It contains eight measures of music. Below each measure, there is a corresponding line of lyrics: "Can your cam - el do the can - can?", "Can she do the can - can?", "Can your cam - el do the can - can?", and "Can she do the can - can?". The music consists of eighth notes and sixteenth notes.

A musical staff in common time with a treble clef. It contains eight measures of music. Below each measure, there is a corresponding line of lyrics: "Can your cam - el do the can - can?", "Can she do the can - can?", "Can your cam - el do the can - can?", and "Can she do the can - can?". The music consists of eighth notes and sixteenth notes.

# Sound-Spelling Songs

## **Can Your Camel Do the Can-Can?, continued**

Musical score for "Yes, she does the can-can." The score consists of three staves of music for treble clef, G major, common time. The lyrics are written below each staff.

38  
Yes, she does the can - can. Yes, she does the can - can.

42  
Yes, she does the can - can, tra - la - la!

45 *Tilting claps* 8 *Take a bow*

# Sound-Spelling Songs

## Did You See a Dolphin?

Words and Music by  
JOHN JACOBSON and EMILY CROCKER

Sea Chantey ( $\text{♩}.$  = c. 82)

The musical score consists of eight staves of music. Staff 1 (measures 8-10) shows a treble clef, a key signature of one flat, and a common time signature. Measure 8 starts with a whole rest followed by a long horizontal bar. Measures 9-10 show a melody with lyrics: "Did you see a dolphin diving in the deep?". Hand gestures are indicated above the staff: "Hands on hips" and "Lean L" at measure 9, and "R" and "L" at measure 10. Staff 2 (measures 11-12) continues the melody with lyrics: "Dip-ping and di-ving, swift-ly she swims. Do dol-phins ev-er". Hand gestures include "Wave Hula hands L" at measure 11, "R" at measure 12, and "Shrug" at measure 13. Staff 3 (measures 14-15) has lyrics: "sleep? Do dol-phins ev-er sleep?". Hand gestures include "Shrug" at measure 14, "Hands to hips" at measure 15, and "Shrug" at measure 16. Staff 4 (measures 17-18) shows a whole rest followed by a long horizontal bar. Staff 5 (measures 19-20) continues the melody with lyrics: "Did you see a dolphin diving in the deep?". Hand gestures include "Hands on hips" and "Lean L" at measure 19, and "R" and "L" at measure 20. Staff 6 (measures 21-22) has lyrics: "Dip-ping and di-ving, swift-ly she swims. Do dol-phins ev-er". Hand gestures include "Wave Hula hands L" at measure 21, "R" at measure 22, and "Shrug" at measure 23. Staff 7 (measures 24-25) shows a whole rest followed by a long horizontal bar.

# Sound-Spelling Songs

## Did You See a Dolphin?, continued

Musical notation for 'Did You See a Dolphin?' on treble clef lines. Measure 30 starts with a quarter note followed by a dotted half note, labeled 'Hands to hips'. This is followed by a quarter note, a eighth note, and another eighth note, labeled 'Shrug'. The next measure continues with a quarter note, an eighth note, and another eighth note, also labeled 'Hands to hips'. The lyrics are: sleep? Do dol - phins ev - er sleep? Measure 33 shows a long horizontal bar with a '8' above it, indicating a repeat of the previous section.

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.

# Sound-Spelling Songs

## Scrambled Egg, Fried Egg

Words and Music by  
JOHN JACOBSON and EMILY CROCKER

Afro-Cuban ( $\text{♩} = \text{c. } 112$ )      *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.*

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

8

# Sound-Spelling Songs

## Let's Build a Fire

Words and Music by  
JOHN JACOBSON and EMILY CROCKER

**Bouncy** ( $\text{♩} = \text{c. } 144$ )

*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 -

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

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

"Let's build a fire and in - vite 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."

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

# Sound-Spelling Songs

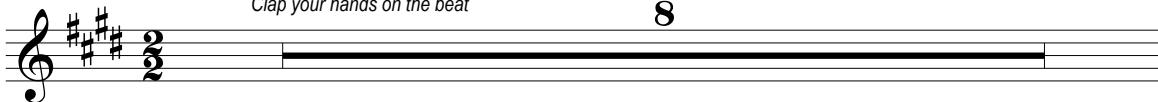
## Get a Guitar

Words and Music by  
JOHN JACOBSON and EMILY CROCKER

**Hoedown** ( $\text{d} = \text{c. 88}$ )

*Clap your hands on the beat*

8



9 *Pretend to play the guitar*



13



17



*Clap on the beat  
or swing your partner*

8



33



37



41



# 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

Hold the clap  
as the song ends

8

The musical notation consists of two staves. The top staff starts at measure 45, featuring a treble clef, a key signature of four sharps, and a common time signature. It contains eight notes: a dotted half note, a quarter note, a eighth note, a quarter note, a eighth note, a quarter note, a eighth note, and a half note. The lyrics "Get a gui - tar and you can sing a song." are written below the notes. The bottom staff starts at measure 49, also with a treble clef, four sharps, and common time. It has a single eighth note followed by a long horizontal bar line spanning most of the staff, indicating a sustained note. The instruction "Clap on the beat or swing your partner" is placed above the first measure of the bottom staff, and "Hold the clap as the song ends" is placed to the right of the bar line. The number "8" is centered below the bar line.

# Sound-Spelling Songs

## A Hippo in the House

Words and Music by  
JOHN JACOBSON and EMILY CROCKER

**Pesante** ( $\text{♩} = \text{c. 80}$ )

3

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

Put fists to hips and walk in place like a big, heavy hippo

Stop Bend knees, then stand up

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

hip - po in the house.

The musical notation consists of five staves of music for a single voice. The first staff begins with a 'Pesante' dynamic at a tempo of approximately 80 BPM. It includes movement instructions: 'When the music starts, put hands to face and look surprised', 'Put fists to hips and walk in place like a big, heavy hippo', and 'Stop Bend knees, then stand up'. The second staff continues with movement instructions: 'Walk heavily', 'Stop Bend knees, then up', 'Wipe your "paw" on your cheek', and 'Spread arms to show "big"'. The third staff includes movement instructions: 'Put both paws under chin', 'Shrug', 'Fists on hips, walk heavily', and 'Bend knees, then stand up'. The fourth staff continues with movement instructions: 'Walk heavily', 'Bend knees, then stand up', 'Walk heavily', and 'Bend knees, then stand up'. The fifth staff includes movement instructions: 'Flipper hands by sides', 'Dog paddle hands', 'Shrug', and 'Both hands open and close by the side of face like gills'. The sixth staff concludes with movement instructions: 'Walk heavily', 'Bend knees, then stand up', 'Walk heavily', and 'Bend knees, then stand up'.

# Sound-Spelling Songs

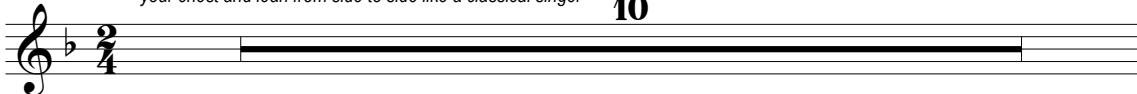
## Kim Hears an Insect

Words and Music by  
JOHN JACOBSON and EMILY CROCKER

Presto ( $\text{♩} = \text{c. } 120$ )

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

10



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



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



23 *Pretend to swat insect* Clasp "opera" hand again Like the beginning,  
lean side to side 10  
(Clap) Why can't it sing in - stead?



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

# Sound-Spelling Songs

## **Kim Hears an Insect, continued**

# Sound-Spelling Songs

## Everybody Jump

Words and Music by  
JOHN JACOBSON and EMILY CROCKER

Dance Pop ( $\text{♩} = \text{c. } 112$ )

3

The musical notation consists of five staves of music. Staff 1 (measures 1-4) shows a steady eighth-note pattern followed by a measure of rests, then a measure where each note has an 'x' below it. The lyrics are "Jen - ny likes to". Staff 2 (measures 5-8) shows a more complex pattern with eighth and sixteenth notes, and an instruction: "Jump on both feet every time you say the word 'jump'". The lyrics are "jump, jump, jump. Jen - ny likes to jump, jump, jump.". Staff 3 (measures 9-12) continues the pattern, with the lyrics "John - ny likes to jump, jump. John - ny likes to". Staff 4 (measures 13-16) shows a pattern where some notes have 'x' below them. The lyrics are "jump, jump, jump. Ev - ery - bod - y jump, jump, jump. Ev - ery - bod - y". Staff 5 (measures 17-20) concludes with a "Yeah!" and a final "Yeah!". A bracket above the staff indicates two options: "1. Hug yourself like a rapper on 'yeah'" and "2. Hug yourself like a rapper".

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. John - ny likes to

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

15 jump! Yeah! Jen - ny likes to Yeah!

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

# Sound-Spelling Songs

## Koala

Words and Music by  
JOHN JACOBSON and EMILY CROCKER

**Cheerful** ( $\text{♩} = \text{c. 92}$ )

The musical score consists of five staves of music in 2/4 time with a key signature of two sharps. The first staff starts with a dynamic of 7. The second staff begins with 'Swing your partner like a square dance; then face front'. The third staff starts with 'Rock jazz hands side to side'. The fourth staff begins with 'Hands down Hold up L jazz hand by head Add R hand'. The fifth staff starts with 'Rock jazz hands side to side'. The sixth staff begins with 'Hands down Tilting claps L R L R'. The seventh staff begins with 'Point from low to high'. The eighth staff begins with 'Tilting claps L R L R'. The ninth staff begins with 'Rub tummy like "yum"'. The tenth staff begins with 'Swing your partner, skipping around each other like a square dance'.

7  
Swing your partner like a square dance;  
then face front  
Hold up L jazz  
hand by head  
Add R hand  
Ko - a - la, ko - a - la, as  
Rock jazz hands  
side to side  
Hands down Hold up L jazz  
hand by head Add R hand  
Rock jazz hands  
side to side  
Ko - a - la, ko - a - la, won't you come and dance with  
hap - py as can be.  
Ko - a - la, Ko - a - la, sit - ting high up in the tree,  
me? Ko - a - la, ko - a - la, sit - ting high up in the tree,  
Ko -  
al - a, ko - al - a, munch - ing eu - ca - lyp - tus leaves.  
Tilting claps  
L R L R  
Rub tummy like "yum"  
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** ( $\text{♩} = \text{c. 92}$ )

**3**

*Pretend to lick a lemon      Make a "sour" face*

*Make another sour face      Pretend to lick a lemon      Make a "sour" face      Make a funny face*

*Rub stomach like "yummy"*

*Put hands to face one at a time      Then make a funny face      Wipe like "safe"      Make a funny face*

**11**

*I like lem - on cake and pie,*      *but a lem - on I can't take!*

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

**4**

**14**

# Sound-Spelling Songs

## My Map

Words and Music by  
JOHN JACOBSON and EMILY CROCKER

Bouncy ( $\text{♩} = \text{c. 96}$ )

The musical score consists of eight staves of music in G clef, 6/8 time, and A major (indicated by a key signature of one sharp). The score includes lyrics and various movement instructions:

- Staff 1 (Measures 1-5):
  - Measure 1: "During the intro and interludes, pretend to 'search' with your hand to your forehead"
  - Measure 2: Tap both index fingers to your head
  - Measure 3: Point down
  - Measure 4: Be - neath my mat I
  - Measure 5: Hands under cheek like a pillow
- Staff 2 (Measures 6-10):
  - Measure 6: Wag your index finger
  - Measure 7: have a map. I mem - or - ize it when I nap so I don't fall in -
  - Measure 8: Shrugs
  - Measure 9: Search
  - Measure 10: to a trap and lose my way with - out a map!
- Staff 3 (Measures 11-15):
  - Measure 11: Point R hand from L to R then R to L
  - Measure 12: A map can take you far and near and
- Staff 4 (Measures 16-20):
  - Measure 16: Point in a big circle
  - Measure 17: lead you on for ma - ny a year. A map can wan - der
  - Measure 18: Fold your arms over your chest
  - Measure 19: 'round and then a map can bring you home a - gain.
- Staff 5 (Measures 21-23):
  - Measure 21: Search as before
  - Measure 22: Measure 23: 4

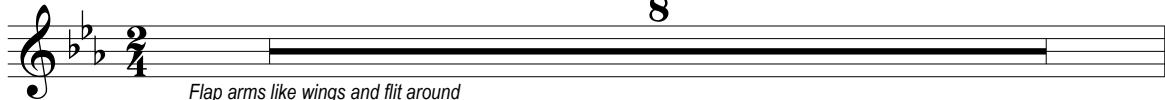
# Sound-Spelling Songs

## Nellie's Nest

Words and Music by  
JOHN JACOBSON and EMILY CROCKER

Cheerfully ( $\text{♩} = \text{c. 96}$ )

8



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.      8

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

26      Flap wings      Fold arms over chest

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

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

# Sound-Spelling Songs

## 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 fit 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 ( $\text{♩} = \text{c. 96}$ )

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

Musical notation for the intro of the Tango section. The key signature is B-flat major (two flats), and the time signature is common time (indicated by '4'). The tempo is marked as c. 96 BPM. The music consists of a series of eighth and sixteenth notes, followed by a measure of rests. The number '3' is written above the staff.

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

Musical notation for the first verse of the song. The key signature is B-flat major (two flats), and the time signature is common time (indicated by '4'). The music consists of a series of eighth and sixteenth notes. The lyrics are: "do not wor-ry or make a fuss. An oc-to-pus has". Above the staff, there are three action instructions: "Wipe like 'safe'" (at measure 7), "Wag your finger three times" (at measure 8), and "Wave your arms like an octopus" (at measure 9).

Musical notation for the second part of the verse. The key signature is B-flat major (two flats), and the time signature is common time (indicated by '4'). The music consists of a series of eighth and sixteenth notes. The lyrics are: "eight long arms. It's one of his man-y charms. Wave your arms like an". Above the staff, there are two action instructions: "Put hands under your chin and grin cutely" (at measure 10) and "Wave your arms like an octopus" (at measure 11).

Musical notation for the spelling section. The key signature is B-flat major (two flats), and the time signature is common time (indicated by '4'). The music consists of a series of eighth and sixteenth notes. The lyrics are: "oc-to-pus! O-C-T-O-P-U-S! Yes! Yes! You'll". Above the staff, there are two action instructions: "Spell the letters with your body and arms" (at measure 14) and "Nod" (at measure 15).

Musical notation for the final part of the song. The key signature is B-flat major (two flats), and the time signature is common time (indicated by '4'). The music consists of a series of eighth and sixteenth notes. The lyrics are: "make a mess if you take an oc-to-pus to din-ner. —". Above the staff, there are two action instructions: "Wave arms" (at measure 18) and "Snap fingers like before" (at measure 19).

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

4

Musical notation for the interlude. The key signature is B-flat major (two flats), and the time signature is common time (indicated by '4'). The music consists of a single measure of rests, followed by a long sustained note on the fourth line of the staff.

# Sound-Spelling Songs

## 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

Musical notation for the first section of the song. It consists of two measures. The first measure has a treble clef, a key signature of one sharp, and a common time signature. The second measure has a common time signature. The lyrics "Pol - ly and Paul" are written below the notes. Fingerings L, L, R, R are indicated above the notes. Measure numbers 4 and 2 are shown above the staves.

*During the intro, pretend to warm up your fingers*

Pol - ly and Paul

play the pi - an - o.

Musical notation for the second section of the song. It consists of three measures. The first measure has a treble clef, a key signature of one sharp, and a common time signature. The second measure has a common time signature. The third measure has a common time signature. The lyrics "Pol - ly and Paul play ev - ery day." are written below the notes. Fingerings L, R, R, 2 are indicated above the notes. Measure numbers 7 and 2 are shown above the staves.

*Pretend to play up and down the scale*

*Back and forth again*

*Play up then down*

Pol - ly and Paul play ev - ery day.

Musical notation for the third section of the song. It consists of three measures. The first measure has a treble clef, a key signature of one sharp, and a common time signature. The second measure has a common time signature. The third measure has a common time signature. The lyrics "High \_\_\_\_\_ or low," are written below the notes. Fingerings 13, 4 are indicated above the notes. Measure numbers 13 and 4 are shown above the staves.

Musical notation for the fourth section of the song. It consists of three measures. The first measure has a treble clef, a key signature of one sharp, and a common time signature. The second measure has a common time signature. The third measure has a common time signature. The lyrics "Fast \_\_\_\_\_ or slow," are written below the notes. Fingerings 19, 3 are indicated above the notes. Measure numbers 19 and 3 are shown above the staves.

Musical notation for the fifth section of the song. It consists of four measures. The first measure has a treble clef, a key signature of one sharp, and a common time signature. The second measure has a common time signature. The third measure has a common time signature. The fourth measure has a common time signature. The lyrics "Loud or soft," are written below the notes. Fingerings 24, 2 are indicated above the notes. Measure numbers 24 and 2 are shown above the staves.

*In front of yourself, pretend to play both hands loud then soft*

Stop

2

Stop

Now they're off!

Musical notation for the sixth section of the song. It consists of eight measures. The first measure has a treble clef, a key signature of one sharp, and a common time signature. The second measure has a common time signature. The third measure has a common time signature. The fourth measure has a common time signature. The fifth measure has a common time signature. The sixth measure has a common time signature. The seventh measure has a common time signature. The eighth measure has a common time signature. The lyrics "Pol - ly and Paul play the pi - an - o. Pol - ly and Paul play ev - ery day!" are written below the notes. Fingerings 30, 4 are indicated above the notes. Measure numbers 30 and 4 are shown above the staves.

*Like before play piano with both hands back and forth*

Musical notation for the final section of the song. It consists of three measures. The first measure has a treble clef, a key signature of one sharp, and a common time signature. The second measure has a common time signature. The third measure has a common time signature. The lyrics "Play piano from way L to way far R" are written below the notes. Fingerings 34, 4 are indicated above the notes. Measure numbers 34 and 4 are shown above the staves.

*Then take a bow*

# Sound-Spelling Songs

## The Queen Is Taking a Walk

Words and Music by  
JOHN JACOBSON and EMILY CROCKER

Regally ( $\text{♩.} = \text{c. 96}$ )

3

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

Musical notation for the first verse. The key signature is one flat, and the time signature is 6/8. The melody consists of eighth and sixteenth notes. The lyrics are: "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." The music starts with a measure of two quarter notes followed by a measure of two eighth notes.

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

Musical notation for the second part of the first verse. The lyrics are: "queen is tak-ing a walk. Ev - ery-bod - y get in line, the". The music continues with a measure of two eighth notes followed by a measure of two eighth notes.

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

Musical notation for the third part of the first verse. The lyrics are: "queen is tak-ing a walk.". The music consists of a measure of two eighth notes followed by a measure of two eighth notes.

queen is tak-ing a walk.

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

Musical notation for the second verse. The lyrics are: "2. The queen is tak-ing a nap. The queen is tak-ing a". The music consists of a measure of two eighth notes followed by a measure of two eighth notes.

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

Musical notation for the third part of the second verse. The lyrics are: "nap. Ev - ery - bod - y be qui - et be - cause the". The music consists of a measure of two eighth notes followed by a measure of two eighth notes.

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

Musical notation for the fourth part of the second verse. The lyrics are: "The queen stands up and combs her hair". The music consists of a measure of two eighth notes followed by a measure of two eighth notes.

The queen stands up and combs her hair

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

Musical notation for the fifth part of the second verse. The lyrics are: "Everyone pretends to comb hair like the queen". The music consists of a measure of two eighth notes followed by a measure of two eighth notes.

Everyone pretends to comb hair like the queen

hair. The queen is comb - ing her hair.

# Sound-Spelling Songs

## The Queen Is Taking a Walk, continued

33 *All silently applaud for the queen*

Ev - ery-bod - y say, "Oo! Ah!" The queen is comb-ing her hair.

37 *The queen stretches and yawns*

3. The queen is go - ing to bed.

43 *Everyone stretches and yawns*

queen is go - ing to bed.

46 *Wave your hand as if to say goodbye as the queen lies down and pretends to sleep*

Ev - ery - bod - y must

On "Good night!" put index finger to lips as if to say "shh!"

now go home. The queen is go - ing to bed. Good night!

# Sound-Spelling Songs

## A Rose

Words and Music by  
JOHN JACOBSON and EMILY CROCKER

**Flowing** ( $\text{♩} = \text{c. } 66$ )

*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

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

Pretend to pick another rose

**Faster, marcato** ( $\text{♩} = \text{c. } 132$ )

*Pretend to get pricked by a thorn and shake your hand like it hurts*

*Point your index finger at the audience*

But here is a warn - ing and a

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

**Tempo primo** ( $\text{♩} = \text{c. } 66$ )

*Smile and relax pretending to see more flowers*

*Pretend to pick several more roses and add them to your bouquet*

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

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

# Sound-Spelling Songs

## A Rose, continued

Faster, marcato ( $\text{♩} = \text{c. } 132$ )

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

Now, I don't want to grumble, 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*

# Sound-Spelling Songs

## See the Sun Rise

Words and Music by  
JOHN JACOBSON and EMILY CROCKER

**Bright Calypso** ( $\text{♩} = \text{c. } 112$ )

**3**

*During the intro, pretend to watch the sun rise*

*Churn “traveling” arms (like a referee in basketball)*

*L R L R*

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

*sun rise. I’m read - y to play.*

*Repeat traveling arms*

*L R*

*See the sun rise in the*

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

*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*

*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*

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

*Churn low to high*

*Present both hands overhead*

*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**

The musical notation consists of six staves of music. Staff 1 starts with a 3/4 time signature, then changes to 2/4 at measure 13. Measures 1-6 show a 'Bright Calypso' style with eighth-note patterns and hand movements 'L R L R' corresponding to the lyrics. Measures 7-12 continue this pattern with a repeat of the traveling arms. Staff 2 begins at measure 13 with a 2/4 time signature. It includes hand movements for waving ('Wave R hand like "hello"', 'Wave L hand'), clapping ('One clap burst'), and reaching ('Reach both hands to audience'). Measures 14-18 show a return to the traveling arms pattern. Staff 3 begins at measure 19 with a 2/4 time signature. It includes a 'Churn low to high' movement and a 'Present both hands overhead' movement. Measures 20-23 show a continuation of the traveling arms pattern, with a note that during the interlude, specific hand movements should be performed. The music concludes with a long sustained note on staff 4.

# Sound-Spelling Songs

## My Two-Ton Turtle

Words and Music by  
JOHN JACOBSON and EMILY CROCKER

Shuffle, in two ( $\text{♩} = \text{c. 80}$ )

The musical score consists of eight staves of music in common time with a key signature of one flat. The first staff begins with a '7' above the staff and a note value of  $\text{♩}$ . The second staff starts with a '10'. The third staff starts with a '13'. The fourth staff starts with a '16'. The fifth staff starts with a '20'. The sixth staff starts with a '23'. The seventh staff starts with a '26'. The eighth staff starts with a '30'. The lyrics are integrated into the music, with some words underlined. Performance instructions include 'Train arms (like "locomotion")' at the beginning, 'Search' at measure 10, 'Shrug' at measure 13, 'On "not" wipe like "safe"' at measure 13, 'Do the Twist' at measure 16, 'Pretend to climb a tree' at measure 16, 'Search' at measure 20, 'Flap your wings like flying' at measure 23, 'Do the Twist' at measure 26, 'Continue the Twist' at measure 30, and a circled '9' at the end of the score.

7

During the introduction and interlude sections do the Twist!

10 Search

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

16 Do the Twist Pretend to climb a tree

20 Search

23 Shrug Flap your wings like flying

26 Do the Twist

30 Continue the Twist 9

My two - ton tur - tle took a

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

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

trot! My two - ton tur - tle tried to

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

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

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

two - ton tur - tle.

# Sound-Spelling Songs

## My Umbrella

Words and Music by  
JOHN JACOBSON and EMILY CROCKER

Lilting, in two ( $\text{♩} = \text{c. } 60$ )      **3**

*Pretend to hide under your umbrella holding it in both hands*

*Look at the sky like you start to see rain coming*

I can hide un - der - neath my um -

*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*

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

*Skip (or walk) in a circle around yourself*      *Look up under your umbrella*

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

*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*

*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* **4**

*dry un - der - neath my um - brel - la.* \_\_\_\_\_

# Sound-Spelling Songs

## It's a Volcano

Words and Music by  
JOHN JACOBSON and EMILY CROCKER

**Heavy** ( $\text{♩} = \text{c. } 120$ )      **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! 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**

TOP!

BOOM!

**ff**      On "boom" jump and burst arms like something blowing up

# Sound-Spelling Songs

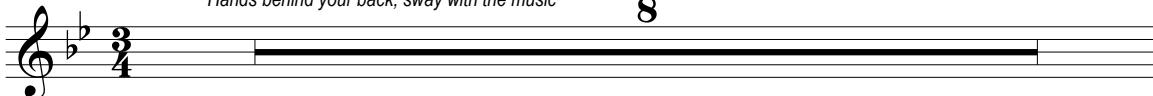
## What Can You See Out Your Window?

Words and Music by  
JOHN JACOBSON and EMILY CROCKER

Gently ( $\text{♩} = \text{c. } 132$ )

*Hands behind your back; sway with the music*

8



9

What can you see out your window? \_\_\_\_\_ Can you see a

14 Stop swaying and look low to high Sway

bird flying in the sky? What can you see out your window? \_\_\_\_\_

21 Stop swaying and look from L to R

Can you see people hur - ry - ing by?

25 Wave one hand overhead like saying "goodbye"

Can you watch the willow tree waving good - bye?

29 Slowly lower open hand as it continues to wave gently

Can you hear the wind blowing branch - es on high?

33 Hands behind your backs; sway again

What can you see out your window? \_\_\_\_\_

37 Stop swaying; lower hands with wiggling fingers from high to low like snow

Can you watch winter snow - flakes as they gen - tly fall?

# Sound-Spelling Songs

## What Can You See Out Your Window?, continued

41                   *Hands behind backs and sway*

What can you see out your window? \_\_\_\_\_ 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

A musical staff in G clef, 6/8 time, and a key signature of one flat. It consists of six eighth notes followed by a long horizontal bar line.

5 *Pretend to carry a box walking in place*

A musical staff in G clef, 6/8 time, and a key signature of one flat. It features a repeating pattern of eighth and sixteenth notes.

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

A musical staff in G clef, 6/8 time, and a key signature of one flat. It shows a continuation of the eighth and sixteenth note pattern.

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

A musical staff in G clef, 6/8 time, and a key signature of one flat. It continues the eighth and sixteenth note pattern.

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

A musical staff in G clef, 6/8 time, and a key signature of one flat. It shows a continuation of the eighth and sixteenth note pattern.

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

A musical staff in G clef, 6/8 time, and a key signature of one flat. It continues the eighth and sixteenth note pattern.

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

A musical staff in G clef, 6/8 time, and a key signature of one flat. It shows a continuation of the eighth and sixteenth note pattern.

Four for me and two for you!"

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A musical staff in G clef, 6/8 time, and a key signature of one flat. It consists of a single long horizontal bar line.

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

4

# Sound-Spelling Songs

## If You Have a Yo-Yo

Words and Music by  
JOHN JACOBSON and EMILY CROCKER

**Cheerfully** ( $\text{♩} = \text{c. } 104$ )

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

8

The musical score consists of eight staves of music in G major (two sharps) and common time. The vocal line is in soprano clef. Performance instructions are included:

- Staff 1 (Measures 8-10): **Cheerfully** ( $\text{♩} = \text{c. } 104$ ). Pretend to play with a yo-yo (or play with a real yo-yo).
- Staff 2 (Measures 9-11): If you have a yo - yo, a yo - yo, a yo - yo,
- Staff 3 (Measures 13-15): Ev - ery-where that you go, your yo - yo goes there, too!
- Staff 4 (Measures 17-19): Solo 2 steps forward. Twirl your R wrist by your side. Group 2 steps forward. Walk the dog and a -
- Staff 5 (Measures 20-22): Walk the dog and a - round the world. Solo Twirl both hands around each other. Round the world.
- Staff 6 (Measures 23-25): Loop the loop and give it a twirl. Group Pretend to play with the yo-yo making it go up and down. Loop the loop and give it a twirl.
- Staff 7 (Measures 27-29): If you have a yo - yo, a yo - yo, Ev - ery-where that you go, your yo - yo, a yo - yo,
- Staff 8 (Measures 31-33): yo - yo goes there, too. Show off your best yo-yo tricks.

# Sound-Spelling Songs

## The Zipper Got Stuck

Words and Music by  
JOHN JACOBSON and EMILY CROCKER

**Bluegrass style** ( $\text{♩} = \text{c. } 104$ )

Clap your hands on the beat      Try to zip up your coat

Zeke the Ze - bra wore a coat and

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

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

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

Pretend to play the violin and stomp one foot **3**

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

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

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.

Pretend to play the violin

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

# Sound-Spelling Songs

# 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

# Sound-Spelling Songs

## Riding on a Train

Words and Music by  
JOHN JACOBSON and EMILY CROCKER

**With a train-like motion ( $\text{♩} = \text{c. } 112$ )**

**5** *Churn your arms like a train*  
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*  
Who! Who! — Who! Who! —

**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*  
Who! Who! — Who! Who! — Who! Who! —

# Sound-Spelling Songs

## High Five!

Words and Music by  
JOHN JACOBSON and EMILY CROCKER

### Hip hop ( $\text{♩} = \text{c. 96}$ )

*Do your favorite hip hop moves and choose a partner*

4

Musical notation for the "Hip hop" section. The key signature is common C. The time signature is 4/4. The melody consists of eighth notes and sixteenth notes on the G, A, B, and C strings.

5 Give your partner a high five  
with one hand, then the other

Hands to yourself, then give your partner  
another high five

Musical notation for the "Hip hop" section, continuing from measure 4. The melody continues with eighth and sixteenth notes on the G, A, B, and C strings.

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

Musical notation for the "Hip hop" section, continuing from measure 6. The melody continues with eighth and sixteenth notes on the G, A, B, and C strings.

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

9 Count and raise the appropriate  
amount of fingers

Musical notation for the "Hip hop" section, continuing from measure 8. The melody continues with eighth and sixteenth notes on the G, A, B, and C strings.

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

11 Make up a fun handshake with your partner

2

Musical notation for the "Handshake" section. The key signature is common C. The time signature is 2/4. The melody consists of eighth notes on the G, A, B, and C strings.

13 High five with one hand then the other

Hands to yourself, then give your partner  
another high five

Musical notation for the "Handshake" section, continuing from measure 11. The melody continues with eighth and sixteenth notes on the G, A, B, and C strings.

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

Musical notation for the "Handshake" section, continuing from measure 14. The melody continues with eighth and sixteenth notes on the G, A, B, and C strings.

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

17 Count and hold up appropriate fingers

Musical notation for the "Handshake" section, continuing from measure 16. The melody continues with eighth and sixteenth notes on the G, A, B, and C strings.

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*

High five!      High five!      Yeah!

*Fold your arms and pose  
back to back with partner*

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

5

# Sound-Spelling Songs

## A Goat in a Boat

Words and Music by  
JOHN JACOBSON and EMILY CROCKER

**Light and fun, in two** ( $\text{♩} = \text{c. 60}$ )

The musical score consists of eight staves of music in common time (indicated by '3') and treble clef. The lyrics are integrated into the music, with specific actions indicated above certain notes or groups of notes:

- Staff 1: 'During the intro and all interludes, pretend to whisper a secret into the ear of your neighbor'. Includes a 'Pretend to row a boat' instruction.
- Staff 2: 'Wipe hands like "safe"'.
- Staff 3: 'Wipe your hands off from each other with the same rhythm as the words'. Includes a 'Whisper again' instruction.
- Staff 4: 'Shrug'.
- Staff 5: 'Hands to face like "oh, my!"'
- Staff 6: 'Shrug'.
- Staff 7: 'Hands to face like "oh, my!"' and 'Wipe hands like "safe"'.
- Staff 8: 'Pretend to dig with a shovel'.

Lyrics and actions:

- 1. Did you ev-er see a goat row a boat? Did you
- ev - er see a goat row a boat? No, I nev-er saw a
- goat row a boat, and that's the end of that!
- 2. Did you ev - er hear a pig tell a joke? Did you
- ev - er hear a pig tell a joke? No, I nev - er heard a
- pig tell a joke, and that's the end of that!
- 3. Did you ev-er see a mole dig a hole? Did you

# Sound-Spelling Songs

## **A Goat in a Boat, continued**

31

ever see a mole dig a hole?

rit.

Shrug and shake your head left and right

a tempo

I don't know, but there's a hole in my gar-den, and

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

35

Whisper to your neighbor, then fold your arms over your chest as if to say "so there."

4

that's the end of that!

# Sound-Spelling Songs

# The Shapes Threw a Party

Words and Music by  
JOHN JACOBSON and EMILY CROCKER

**Rock 'n' Roll, shuffle** ( $\text{♩} = \text{c. 132}$ )

3

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

*Hand Jive:  
Pat twice, clap twice*

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. —

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

21     3     Repeat original Hand Jive (like measures 5-12)

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

# Sound-Spelling Songs

## 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! — rock!

34

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

37

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

41

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

4

# Sound-Spelling Songs

## Chickadee in a Tree

Words and Music by  
JOHN JACOBSON and EMILY CROCKER

50s Doo-Wop ( $\text{♩} = \text{c. 72}$ )

4

The musical score consists of ten staves of music in common time (indicated by '4') and treble clef. The first staff shows a single note followed by a long rest. The second staff begins with 'R R L L R R L L' and includes lyrics: 'Eve saw a chick-a-dee sitting in a birch tree, sing-ing his song for ev-ery-one to hear. "What a love-ly mel-o-dy," Eve said to the chick-a-dee.' The third staff continues the melody with 'L L R R L L R R' and lyrics: 'Flap hands like little bird wings and lean ev-ery-one to hear. "What a love-ly mel-o-dy," Eve said to the chick-a-dee.' The fourth staff begins with 'L R L R L R' and lyrics: 'I hope that you can stay all year.' The fifth staff starts with 'L R L R L R' and lyrics: 'She saw a bum-ble-bee buzz-ing 'round the ap-ple tree,' followed by 'Shrug' above the notes. The sixth staff begins with 'vis-it-ing flow-ers one by one.' The seventh staff starts with 'Flap elbows' and lyrics: 'Where is your fam-i-ly?" followed by 'Begging hands' and 'Temptation" pushes' above the notes. The eighth staff begins with 'Eve said to the bum-ble-bee.' The ninth staff begins with 'L R L R' and lyrics: 'Come with me, and we'll have some fun!' The tenth staff begins with 'Woo,' and lyrics: 'these hap - py mem-or - ies.'

# 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!

Aa



apple

# 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!

Cc



camel

# 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!

Ee



egg

# 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

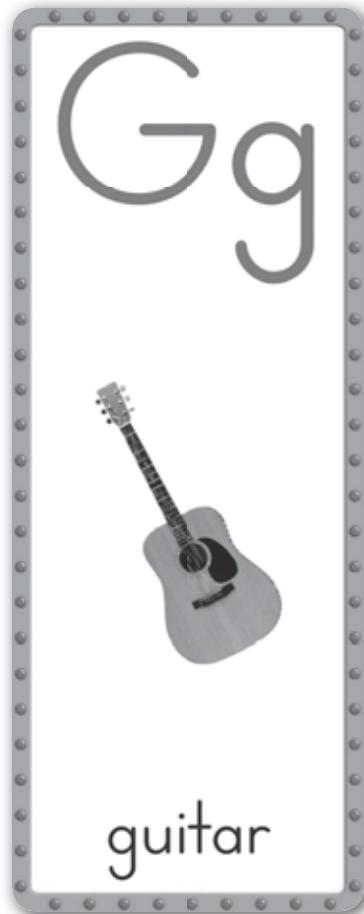
Get a guitar and you can sing a song.

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.

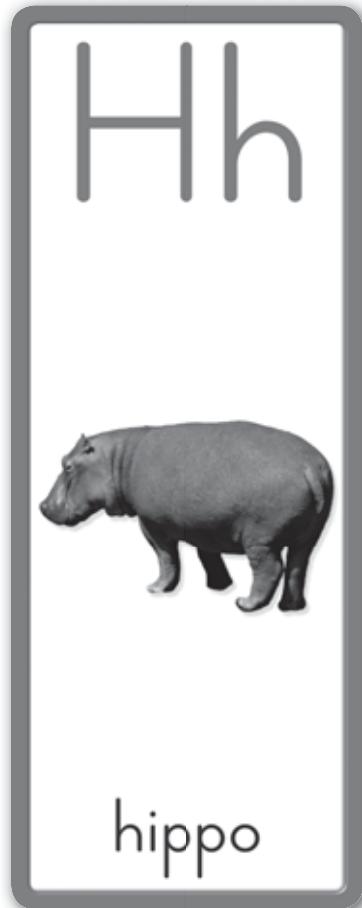
There's a hippo in the house.

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?

I i



insect

# Sound-Spelling Song Lyrics

## Everybody Jump

Jenny likes to jump, jump, jump.

Jenny likes to jump, jump, jump.

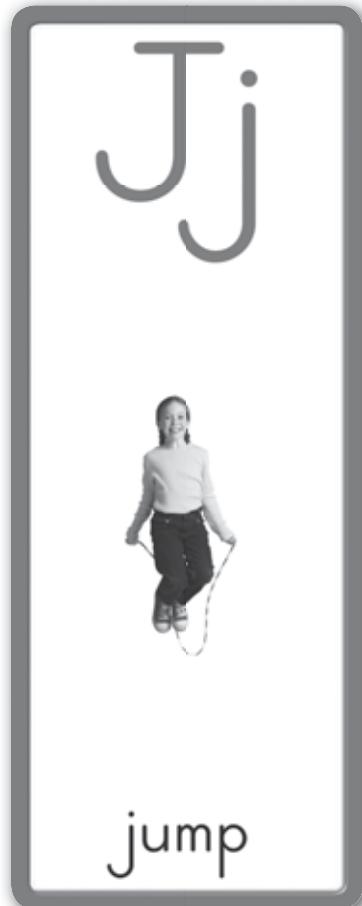
Johnny likes to jump, jump, jump.

Johnny likes to jump, jump, jump.

Everybody jump, jump, jump.

Everybody jump!

Yeah!



jump

# 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

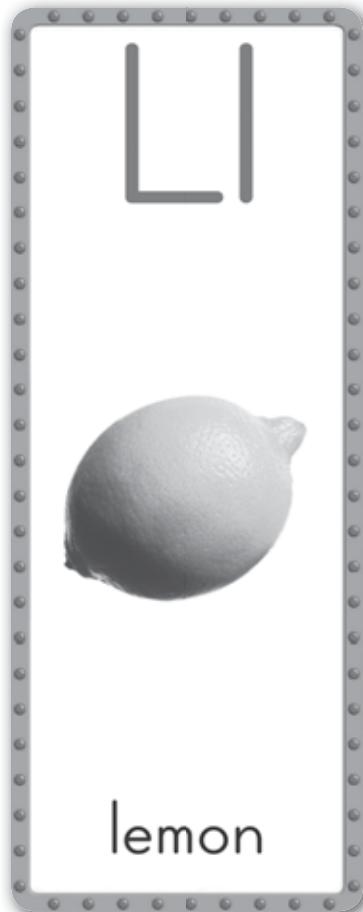
# Sound-Spelling Song Lyrics

## 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.

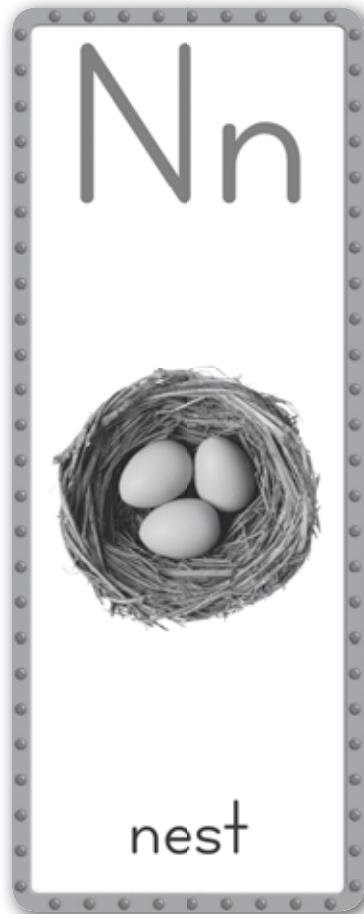


# Sound-Spelling Song Lyrics

## 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.



octopus

# 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

I. 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!

Qq



queen

# 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.

Uu



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?

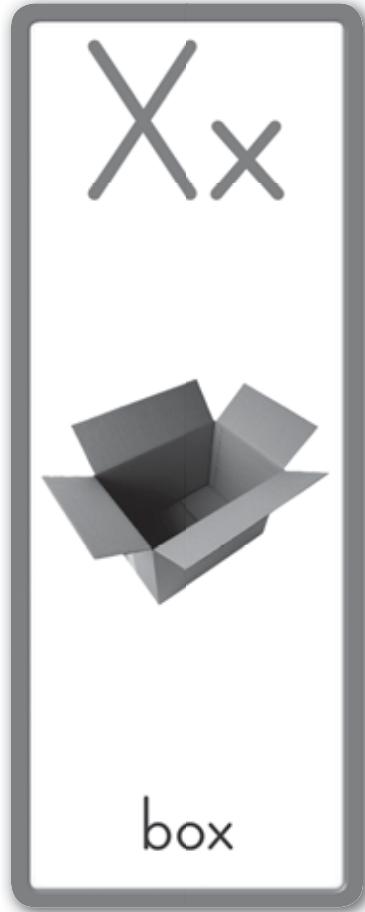
Make a wish at the wonder of it all.

# 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.



zipper

# 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!



a ai\_ \_ay

a\_e ea ei

train

# 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

I. 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!



o oa ow

o\_e\_oe

boat

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."

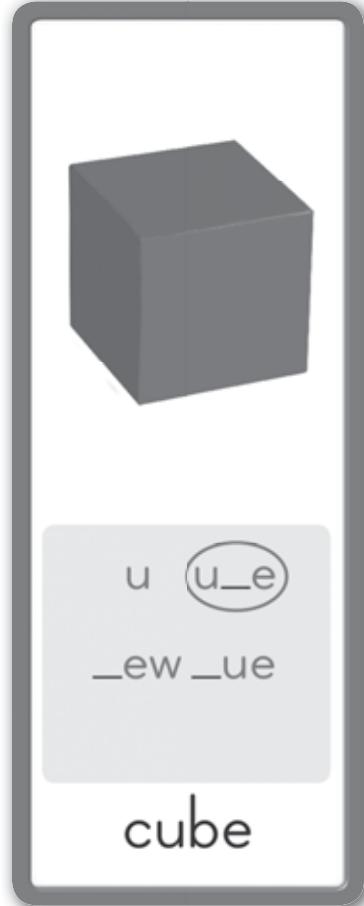
The Circle said, "Yes, I know what to do."

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.



e\_e ea ee  
e -y  
-ie- -ey  
tree

# Presentation Rubric

## Presentation Rubric

### 4 Excellent

- Uses strong, relevant details to describe people, places, things, or events.
- Expresses ideas and feelings very clearly.
- Uses strong and clear visual displays.
- Speaks in a clear manner throughout the presentation.

### 3 Good

- Uses many details to describe people, places, things, or events, but not all details are relevant.
- Expresses most ideas and feelings clearly.
- Speaks clearly during most of the presentation.
- Uses visual displays.
- Uses complete sentences in most of the presentation.

## Presentation Rubric

<b>2 Fair</b>	<ul style="list-style-type: none"><li>• Uses some details to describe people, places, things or events, but more relevant details could have been added.</li><li>• Feelings and ideas presented are not always clear.</li><li>• Visual displays do not support the main idea of the presentation.</li><li>• Speaks too softly.</li><li>• Uses complete and incomplete sentences.</li></ul>
<b>1 Unsatisfactory</b>	<ul style="list-style-type: none"><li>• Few details are presented.</li><li>• Ideas and feelings are unclear.</li><li>• Does not use any visual displays.</li><li>• Speaks unclearly.</li><li>• Does not use complete sentences.</li></ul>