

Kindergarten Lesson Plans At a Glance: April 14-May 1

Math: Finish anything you haven't in the book and start chapter 10 on telling time

Do pages 201-219 When you finish this, start the included math review packet on ten frames . I'm also including returned tests from earlier in the year if your child would like to do the challenge on the back of each test for extra enrichment: not required, only if you want to. If you do not finish the review packet by May 1, then hold onto it and continue to work on it. Chapter 10 is the last thing left in our books, so we will be doing review packets for the remainder of the year.

Letter books: Finish books on n and m first, then proceed in this order p, v, w

Sight words: You will introduce the following new sight words (2 per week) big, run, little, no, jump, yes The worksheets are included for these. Add these onto the list sent home recently and continue review all sight words daily by having your child read them.

Detailed Directions included for all subjects. Please read as there are some pages in the letter books you will skip.

Bible: You will be reading and discussing the following Bible stories, one per week. Suggested activities and page numbers in the Biblical Choices workbook that accompany each of these stories are included in my detailed plans, please read.

Bible Stories:

- 1 .Jesus talks to the children
2. Jesus goes to Pilate to answer questions
3. The Lost Son

Math: April 14-May 1st

Start and finish chapter 10 on telling time. Once that is complete, we will have finished the math book, so I will also start sending review packets to cover what I have already taught in math this year. I'm going to also send some tests home from earlier in the year that are graded, because there is a backside on each test called a challenge that they can complete for extra enrichment. So expect those to be coming in this set as well as the first review packet.

10:1 pgs 201-202 We already did these first two pages in class prior to spring break and the decision to have no school for awhile, so please just review these first two pages with them and discuss the pictures and the correct order of what would happen first, next, and last according to what is being shown.

10:2 pgs 202-204 Have a discussion with your child of things that they do each day including in the morning, afternoon and evening. You could ask them to use the words first next and last when describing something like their school day. Ask what are some things that you do that happen in more than just one part of the day...brushing your teeth for example happens in the morning and evening. Then do pgs 203-204, discuss the pictures as they do each problem to help them figure out what part of the day it is and what part is missing.

10:3 205-206 This will focus on ordering first-fifth so before doing the pages it might be helpful to do an activity like having your child line up five objects and ask them to explain how they know which is the first, second, third etc or ask them to point to say the fourth one and ask how/why they know that is the fourth one. Or do something like stomp, clap, snap and ask them to name which action was first, second, third etc. Then follow directions at bottom for page 205-206

10:4 Digital Clock 207-208 Invite them to tell you what they know about time. If you have a digital clock at home it may be best to show them this and demonstrate some key points on it, so that they can see it. For example, if you have one flip through each hour for your child and ask them/show them how many hours are there on the clock? (12) Then pick a time to the hour like 10:00 and model it for them and ask what time it shows? Discuss the first number (one to the left of the dots shows the hour. Ask what happens after 12:00 o'clock? It is one oclock again...model this if possible. Then do 207-208

10:5 Analog Clock pgs 209-210 If you have an analog clock or a practice/fake one for teaching use that. Show them the two hands on the clock and explain that the short hand shows the hours and the long hand shows the minutes. Model a time like say 9:00 for them and point out how the minute hand points to twelve and the hour hand points to 9. Give them a chance to model time like tell them to show you 1:00 for example. Talk about the directions that the hands move, they go around the clock from 1 then to 2 then to 3 etc. Then model a time to the hour and ask what number the hour hand is pointing to and what number the minute hand is pointing to. Then do 207-208

10:6 pgs 211-212 Before doing the pages, it might be helpful to do this activity with your child: ask them which would take less time: filling a cup with small spoonfuls or water or large spoonfuls? (large spoonfuls) The pages will focus on circling things that take either more or less time compared to the other choice given, so having a discussion about what things might take less or more time would be helpful. Then do 211-212

10:7 The Calendar pgs. 213-214 If you have a real calendar to use for this it would be helpful. Ask them what they know about calendars. We talk about the day on our school calendar when we come to school daily, so perhaps they will share something we go over on our class calendar daily. Use it to point out to your child the current month, the names of the days of the week and the numbers that show the order of the days. Talk about days of the week that they attend school and what days they do not. Identify the current day, the first day and the last day of the month. Make a list with them of what you can find out from reading a calendar: days of the week, date/number, month, year etc. Then do 213-214

10:8 Numbers on the Calendar pgs 215-216 Use a calendar and have your child try: count how many days are in a week, count the days from one Thursday to the following Thursday, find 14 on the calendar and tell what number/date comes after it and what number/date came before it, find out how many Mondays are in one month. Have them count to see how many total days are in the month. Then do 215-216

10:9 Seasons pgs 217-218 Before doing these pgs, you can discuss the following questions: is a season more time or less time than the time on a clock or on a calendar page? How is the weather different in spring, summer, fall and winter? What season are we in now? What do the pictures on the pages show/tell about the seasons? Then do 217-218

Chapter 10 storybook: tear out and staple together in order. Do the problem on each page with your child.

Chapter 10 Test pg. 219 Please read the directions to your child for each problem, but have them complete this on their own. If you would like you may do pg 220 which is a challenge, so if you feel your child did well with the chapter and they would like to try some extra enrichment, try this. I will only be grading the first side, pg 219.

Letterbooks April 14-May 1

You will be finishing books n and m first which were started prior to Easter, then proceed in this order p, v, w

If you can do as much as 4 pages per day, or one letterbook per week that would be great, as that should keep us on schedule to finish by the end of the school year with these.

Letterbook P

The Cover/Page 1: Discuss what animal they see on the cover and tell them that the first letter in this word is p. P will make the "pa" sound as in pig. Have them trace upper and lower case p with their finger. Then flip to pg 1. Look at the playhouse picture and have your child point out things they see that begin with p. Every time they find something, write down a p on paper and then count how many total ps you have once you have found all the p items. They can also think of names beginning with p for the two girls on this page. Find the two popout cards of the pan with pancake and puppet stage palace (included separately with bag/packet of all materials sent home.) Pop these out and glue them in the appropriate spaces in the picture. Discuss what the girls are doing? What other activities could they do in the playhouse?

Pg 2: Emphasize several times the beginning sounds that p and b make, so they can hear the difference. Then have them circle either p or b depending on what sound the picture begins with.

Pgs 3 and 4: Practice writing and tracing uppercase and lowercase p.

Pg 5: Irn including the page that you can read to them in order to do this page

Pg 6: Introduce the word synonyms by telling your child that there are some words that have the same meaning such as cold and chilly, stairs and steps, afraid and scared etc. On this page they should try to read the three words that go with each picture and cross out the one that does not mean the same thing as the picture.

Pg 7: Have your child look at each picture and see if they can figure out what community helper is represented (librarian, teacher, mailman etc) After they identify what community helper is in the picture have them write the first letter standing for the first sound in the community helpers title/name. Example: librarian, they would write l, teacher t etc.

Pgs 8 and 9: They should try to read each of the sentences on pg 9. Remind them that the word I is what we use when we talk about our self. Can is in most of these sentences, they should know that word, as it is a sight word. Please continue to practice going over that list of sight words daily that I sent home recently, as this will help them with their reading ability. After they read each sentence have them cut it out and glue it under the appropriate picture on pg 8.

Pgs 10 and 11: These pages will introduce the term syllables which we have not learned before in class. Tell the children that bigger words can be broken into parts or syllables. You are going to need to demonstrate syllables by clapping the parts of each of the words, so they can hear

the two different parts in each word. See my examples: cabin cab/bin: two claps one for cab, the next clap for in. Do both claps one right after the other saying the parts of the word as you clap. Please clap out the following words at bottom of pg 10 for your child and have them say the parts of the word as you clap. cab/bin, mit/ten, muf/fin, rab/bit, but/ton, rib/bon, rob/in, pup/pet, sal/ad, pic/nic. Discuss the picture of the cabin on pg 10 and ask your child to tell you what letters they should write (one to a box) for that word. Go down to the bottom and if you haven't already done so, clap out the syllables in those words as I demonstrated above, then have your child try to read each word and cut and glue it under the appropriate picture on pg 11.

Pg 12 and 13: Huff and Puff story, before reading this please introduce it by writing the title on a piece of paper or point to it and have your child blend and read the words. Remind them that although they see two f's, both f's only make one single sound (fff) Have them share things that might have made them huff and puff before (example: climbing a hill etc) Then write op six times on a piece of paper or dry erase board and have dictate the following words: pop,hop, top,stop,flop, pop. try to have your child fill in the first initial letter in front of op each time for the above words. Then proceed with having your child read the story. Please have them read it several times throughout the following days. Questions to ask while reading the story are attached in the packet of work sent home.

Pg 14: Have your child draw on a yellow flame for each candle with a marker or crayon that is yellow or orange. Discuss how when you have a birthday cake you sometimes huff and puff to blow out the candles. They can even pretend to blow them out by huffing and puffing! Then trace and write huff and puff at bottom.

Pgs 15 and 16: Read the Three Little Pigs story to them, paper with this story and accompanying questions is attached, or look it up and listen to it on youtube. They should look at pictures on pg 15 as you read, and then they will answer the questions by circling the appropriate picture on pg 16.

Letterbook V

Cover: Identify the picture on the front cover, valentine, and make sure to emphasize the v sound at the beginning of valentine. Emphasize the final sound in valentine as well and have them point out the letter that makes the last sound: n. Tell them that the new letter this book will teach them is v and its sound is "va" as in valentine. Have them trace with their finger uppercase and lowercase v and make sure to point out the difference of these two: they are both shaped the same way, the difference is that capital V is taller.

Pg 1: Skip

Pg 2: Circle things that begin with v sound.

Pg 3 and 4: Practice tracing and writing capital and lowercase v.

Pg 5: there is a paper attached with what you can read so they can complete this.

Pg 6: Have your child sound out and read the words at the bottom, as they read the word ask them what color the word is written in, and then they will color the appropriate piece of clothing on the character that color.

Pg 7: You will have them look at each picture and discuss the name of the vegetable in each and what sound they hear at the beginning. Then they will write the uppercase and lowercase form of that letter on the line under each picture.

Pg 8: Skip

Pg 9: Have your child read and sound out the sentence for each picture. Depending on what the sentence is telling them to do, they will draw/add something to each picture.

Pgs 10-12: Tig is Ill story. Have them look at the title and sound out each word and read it. Talk about what they think the story might be about based on what title said. Discuss each picture as they read. The page with questions to ask about each frame is attached. Please have them read this several times during the week that you are doing this book. On pg 12, they will circle the correct picture after reading the sentence.

Pg 13: Write down the word: problems and have your child read it in 2 parts/syllables like this: cover the second half (lems) so they can't see it and have them sound out and read the first syllable (prob) then cover that and have them read the second half (lems) then help them blend and say both parts to make the word problems. Discuss what a problem is. Tell them that on this page Tig, Doll, Ed and Ted will have leg problems, and will have to work together to find a solution. Write down the word leg and have them blend and read it. Then have them look at the title and read it (leg problems) If they need it, help them read each sentence and then discuss which word would complete it best based on the picture, then circle the word.

Pg 14: They will cut out the violets and glue them with the daisies. Have them look back in the story to see that these were the flowers that Ed gave Tig. Tell them that these purple flowers are violets, and ask what sound they hear at the beginning of violets and what letter makes that sound? Write upper and lowercase v on the line several times.

Pgs 15 and 16: You will read The City Mouse and the Country Mouse story, paper attached with this and the questions for pg 16 as well. They will look at the pictures on pg 15 as you read, and you will then ask them the listed questions following the story which they will answer by circling the appropriate picture on pg 16.

Letterbook W

Cover: Discuss the name of the fruit they see on the cover and tell them that watermelon makes the "wa" sound at the beginning, the sound they will learn for w. Stress the initial "wa" sound as heard at the beginning of the following words: water, wendy, word, watch, worm, wiggle. Have the trace upper and lower case w with their finger.

Pg 1: Have your child point out anything they see that begins with w in the pictures on this pg.

Pg 2: Have your child identify the pictures for you and circle any that begin with w

Pg 3 and 4: Trace and write upper and lowercase w

Pg 5: Before doing this, write down the following words: dig, cut, swim, spin, dump and have your child blend and read those words. Then talk about things that could perform the suggested action, or have your child model the action for you. They then will look at the word in each row and will read it and trace it and will finally put an x on the picture that could not perform that action.

Pg 6: Directions for you to read to them for this are included in what was sent home

Pg 7: Point out to your child the two identically dressed boys. Explain that they are twins and discuss what a twin is with your child. Have them read the boy's names on their shirts. Have your child try to blend and read the sentence at the top and fill in the last word with something red that the boys have. Help them spell whatever they choose to write there, that is red, but when helping sound it out for them and try to get them to tell you what letters they hear for the sounds in the chosen word. Under each picture, there is some missing letters and they will need to tell you what the word is what they should write based on the picture. Once they know what word they should write, point out the letters that are already there and try to have your child name what letters to write based on the sounds they hear when you say the word, talk about the letters and sounds that are part of the word but that are already written for them.

Pgs 8 and 9: skip

Pgs 10-12: Lets Get Wet Story. Attached are the pages from my guide to help you with this. Please start by reading the At the Beach section to your child and when you come to a word that is in parentheses write it on paper or a dry erase board etc and have your child blend and read it. Do this with each word that is in bold in parenthesis, so they can become familiar with the words that they will read in the story. Remind them that the mark they see before the s in let's is an apostrophe, meaning it is short for let us. Discuss the pictures as your child reads. Have them read this several times in the following days to gain more confidence.

Pg 13: Skip

Pg 14: They will identify the pictures and then look at the letters provided. Then they should try to write the word on the lines below. Emphasize the sound that each letter makes to form the word.

Pg 15 and 16: You will read the included poems on weather to your child, and they will look at the pictures on pg 15 as you read. Then you will read the questions after the poems and they will circle the appropriate picture of the kind of weather on pg 16.

Sight Words

In this packet you will find several worksheets with 6 new sight words. (One or two words to a page) These are new ones that need to be introduced and gone over daily in addition to the ones that they have already learned on that list that I sent home recently. We usually do about two new sight words per week in class, but this is up to you how quickly you want to introduce these ones that are included. Tell your child what the word is and have them repeat it with you a couple times. They will trace it and write it on the sheet and then will read it in a sentence. Feel free to handwrite these 6 new words onto the original sight word list that I sent home, as all of these words need to be practiced/read daily in order to help establish fluency when reading.

These are the following new words for this next set of work: big, run, little, no, jump, yes



See it. Say it. Write it. Read it.


big



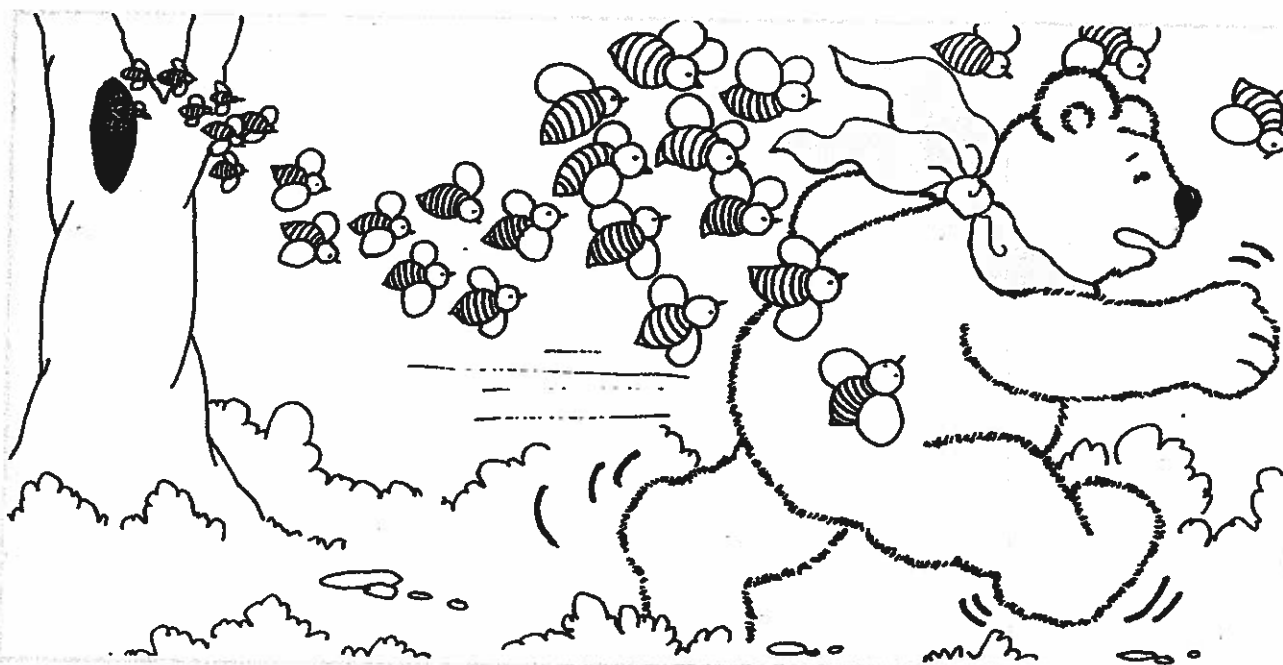
big

big

The  is big.
bear

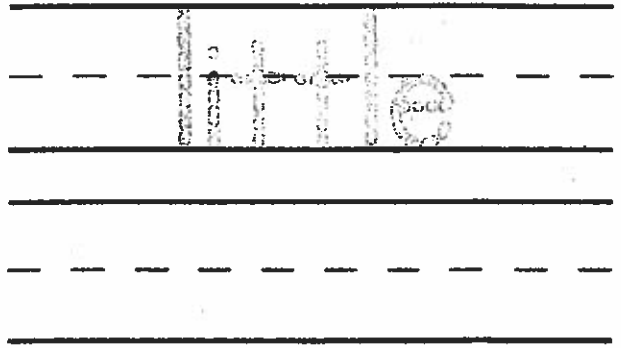
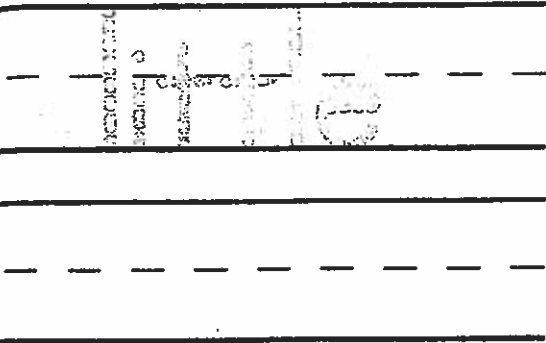
The  can run.

The  can run and run.



See it. Say it. Write it. Read it.

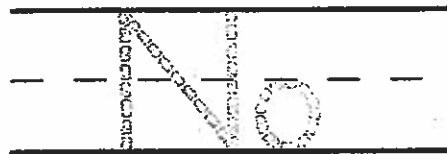
little



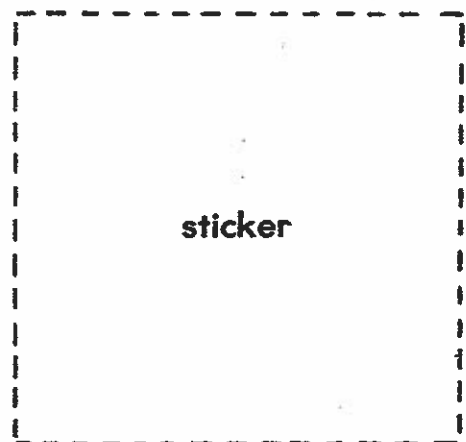
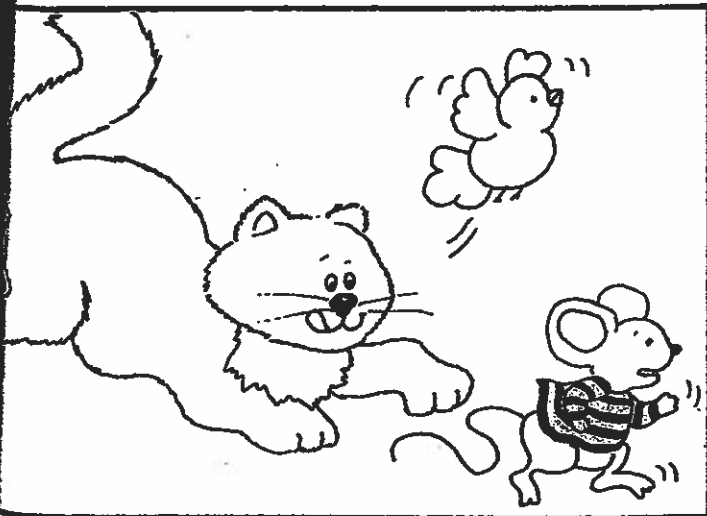
The  is little.
mouse

The  is little.
bird

Is the  little?
cat



What happens next? Find the sticker.




Go, , go.
mouse

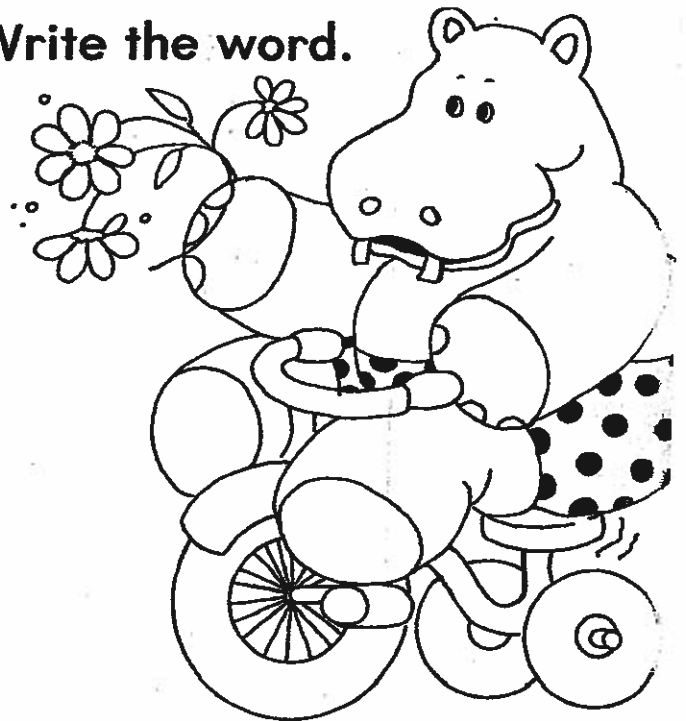
Go, , go.
bird



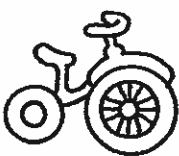
Read the sentences. Write the word.

The  is big.
hippo

The  is little.
tricycle

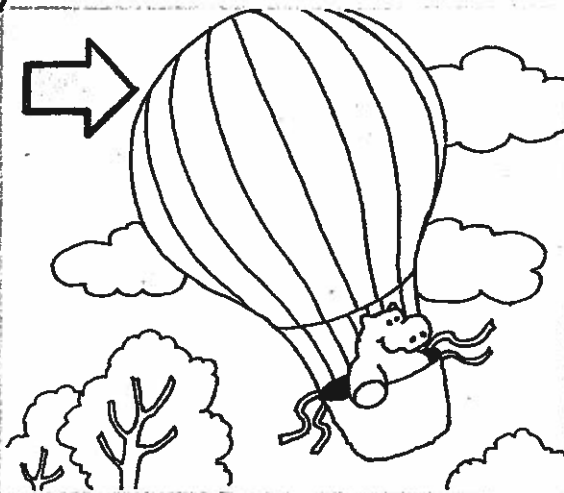


Is the  little?
hippo

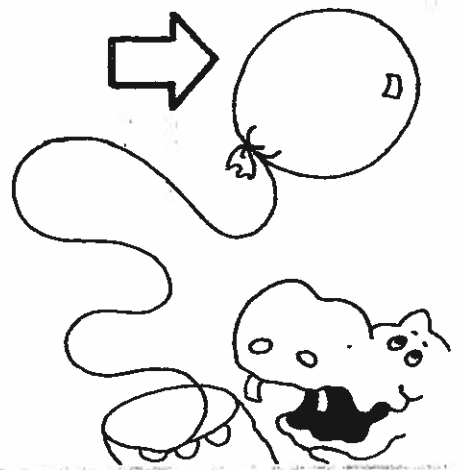
Is the  big?
tricycle



Look at the pictures. Draw a circle around the right word.



big little



big little



See it. Say it. Write it. Read it.

Jump

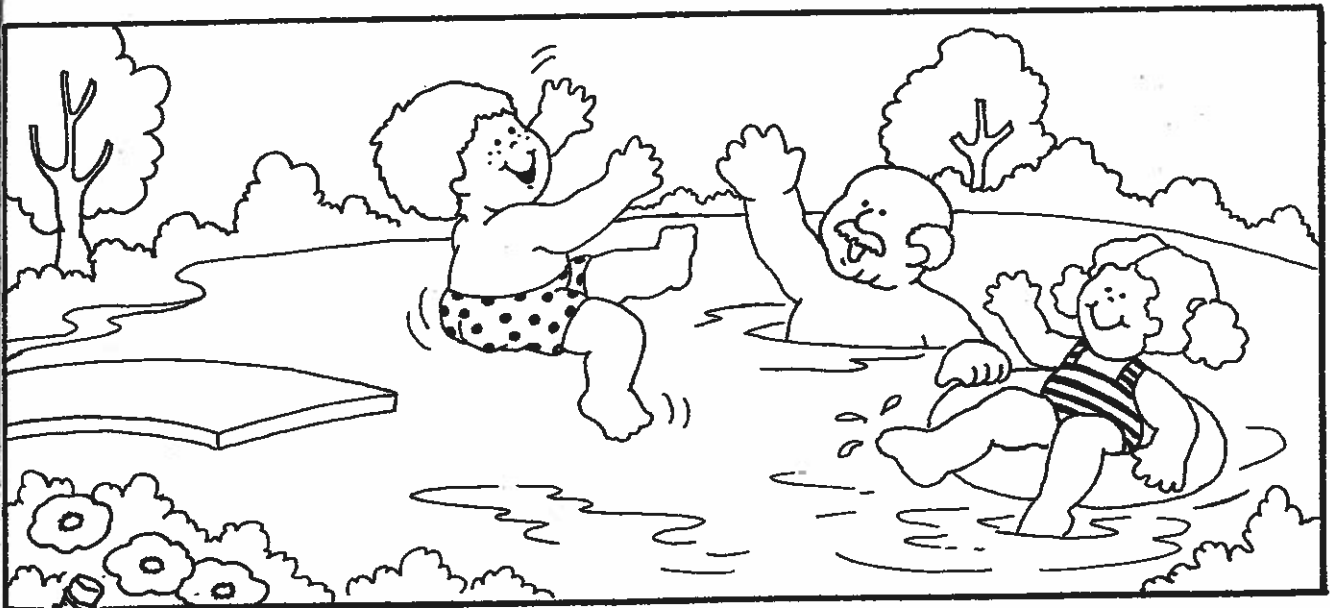
jump

Jump

jump

The boy is little.

The little boy can jump.



Write the words.

Jump and jump



See it. Say it. Write it. Read it.

Yes

yes

Yes

yes




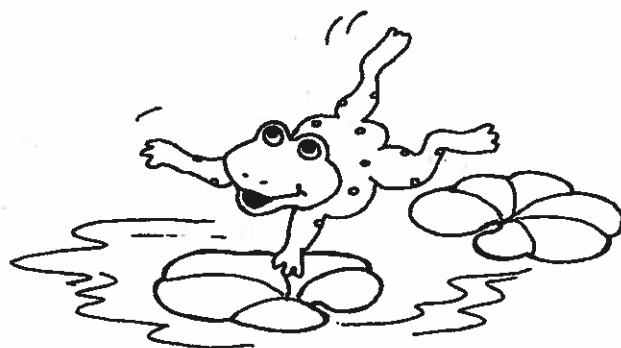
Run and Jump


Read each sentence. Draw a circle around
Yes or **No**.

Can a  jump?
frog

Yes **No**

A  can jump.
frog



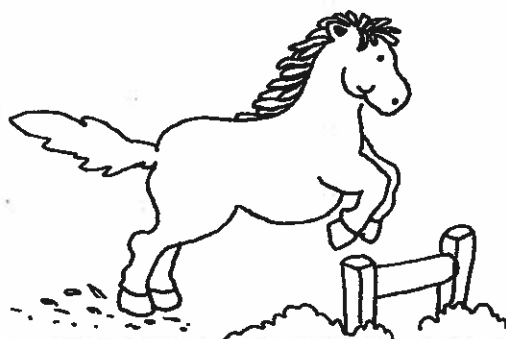
Can a  run?
fish

Yes **No**



Can a  run and jump?
horse

Yes **No**



Bible: April 14-May 1

Week 1: Tues April 14 -Friday Apr 17

No memory verse test since it is a short 4 day week, but I'm including what the verse would be, because you may still want to teach it to your child since it aligns with the Bible story/theme for this week. Theme: Jesus is gentle, He makes people feel better

Verse: Matt 11:29 For I am gentle and humble in heart (Memorize if you want but no formal test)

Bible Story for the week: Jesus talks to the children Matt 18: 1-5, Matt 19:13-15 You will read this to your child or tell it in your own words if you would rather.

Before reading this story to your child from a children's Bible or regular Bible, go over the verse and the meaning of the word gentle. You could have your child touch some soft things to illustrate this or ask them to describe/give examples of things that are gentle or how they could treat someone or something gentle(like a pet etc). After the story and throughout the week, discuss how Jesus treated others with gentleness and kindness and how He is our example of how we should treat others.

Activities to do that align with this story for the week: You do not have to do all of these, feel free to pick and choose:

1. Pg 51 dot to dot with verse from Biblical choices workbook
2. Before doing this next puppet activity, review that they learned about Jesus' love for the little children and about his gentle ways of dealing with them. Ask how Jesus showed gentleness to the children in the story? Paper bag puppet: you will need a small brown paper bag and the included face pattern paper. They can color and cut out the face of the child and glue it to the bottom of the bag, not at the top where it opens. They could even draw on a body with markers on the bag under the face after the face is glued on. Have them try to retell the story with their puppet.
3. Teach them this song which is sung to the tune of "Are You Sleeping?": I am gentle, I am gentle; Humble in heart, Humble in heart, Jesus said I'm special. Jesus said I'm special. Yes, I am! Yes I am!
4. Discuss how Jesus would like us to follow His example to use our kind words and gentle ways to solve problems. Read the following scenarios to your child and have them share how a good/gentle way to solve the problem would be: Daniel had the soccer ball on the playground and Daryl came up to him and grabbed it out of his hands. What should Daniel do and say?

Marie is coloring her paper at work time and another girl says her coloring is ugly and that it looks like baby coloring. What should Marie do or say?

Justin is in line to get a drink and Cara butts in line ahead of him. What should Justin do or say? End with discussing how when we choose to be gentle and kind Jesus is happy with us. Remind them that they can always pray to ask Jesus to help them be gentle.

Bible Week 2 April 20-24

Theme: Jesus is honest, He always tells the truth

Verse: John 14:6 Jesus answered, "I am the way and the truth and the life." Test Friday, please email/text me etc once they are able to memorize this.

BibleStory: Jesus goes to Pilate, the powerful Roman governor, to answer questions John 18:33-38

Lesson 1: During this week they will be reminded of what it means to tell the truth and/or tell a lie. This is a concept we have explored a lot throughout the year. In order to reintroduce this, one activity that you can do is a game called, What do you believe? You will say a statement that is true or not true and they will turn the yes or no sign to the appropriate side which they are going to make from pg 81 in biblical choices activity pad. In order to do this, they will tear it out and cut around it, then fold it in half on the dotted line, so it can stand up on a desk. Go over which word says no and which word says yes on this. As you make up a statement that is true or not true, they will turn the yes or no side to face you depending on the correct answer to your question. Here is some example statements you could use for this game: The moon is made out of green cheese, I am a teacher, The only food I ever eat is ice cream, my first name is..., We go to school seven days a week, I have a pet gorilla, the first letter in the alphabet is a etc. Feel free to make up your own for these.

Lesson 2: Discuss how last week they heard a Bible story about Jesus being gentle. See if they can remember what this story was about. (Jesus and the children) Remind them that this story showed us how Jesus treated people and how we should treat them, with gentleness. This week they are learning that Jesus is our example of how to be honest and tell the truth. Read or discuss the Bible story from John 18:33-38 where Jesus was taken to Pilate to answer some questions. After reading/discussing the story, review the verse and say that in the Bible story that you just heard, Jesus told the governor Pilate that He had come into the world to tell everyone the truth, about how to live and please God. Jesus told others the very same thing. Lastly, they can paint pg 53 from the biblical choices workbook with watercolors or color it instead.

Lesson 3: Talk about what they learned from yesterday's Bible story of Jesus and Pilate. Jesus told the truth when the governor pilate asked him who he was. Jesus could have lied, but he made the choice to tell the truth instead. We should make that choice too. When we do, we can start to see things God's way. Talk about the word honest: Ask what it means? (To tell the truth.) This is not always easy, but it is the right thing and it makes God happy when we choose to be honest people and tell the truth.

Craft: pg 83 from Biblical choices activity pad They will cut out the parts of the glasses. Read the words written on the glasses and discuss. Tape the glasses together or attach them some other way, up to you. They can wear their glasses if they want to remind them to always tell the truth and be honest.

Lesson 4: Review what it means to tell the truth and what it means to lie. Then make up a few scenarios similar to the one I have listed below and ask your child what the right choice would be if they were going to tell the truth in that particular situation. Example: Jamie's mom did not let her play with some very special figurines, because they were made out of glass. They were so pretty to look at and Jamie wanted to hold them. One day, as she was playing with the glass ballerina Jamie accidentally broke one of the ballerinas legs. She stuck the figurine back in the cabinet and stuck the broken leg back in there too. When Jamie's mom was dusting she noticed the leg was broken. She asked Jamie if she knew what happened. Which choice should Jamie make: To tell the truth that she broke the leg, or to tell her mother that she didn't know how it got broken?

Week 3 April 27-May 1

Theme: Jesus tells us to forgive others

Verse: "Forgive as the Lord forgave you" Colossians 3:13 Test Friday, please email/text me etc once they were able to memorize this

Bible Story: The Lost Son Luke 15: 11-24

Lesson 1: Read your child the following riddle to see if they can guess what word we will discuss this week: (forgiveness) Even though I always try my best sometimes I make a bad choice. When I'm sorry for my bad choice, I should tell God I'm sorry, and ask him to do something for me. Do you know what it is I need to ask God to do for me after I've made a bad choice? (They should say forgive) . Discuss that forgiveness is a special promise from God. God forgives us when we sin and we need to forgive others when they hurt us. This week we are going to talk about forgiveness. Ask them to explain forgiveness to you. To forgive someone means you don't have any more bad feelings toward him or her, and you forget what they did to you. It's not always easy to forgive others, but it is a choice that God wants us to make. We can't live happy lives if we stay angry with people. When God forgives us, he forgets the bad choices we made so that is why we should forgive others.

Craft: pg 85 from Biblical choices activity pad. Explain that this word says forgive and help your child identify the color names and what letter they should color each letter with. They can paint this with watercolor paints too..

Lesson 2: Review what it means to forgive, and ask if they can explain what that means again. Tell them that today they will hear a Bible story called the lost son, which is a story that Jesus told the people, so that they would understand all about forgiveness. Read this story to your child from a children's Bible if you have one. Discuss it afterward.

Activity: Complete/color pg 55 from the Biblical choices workbook of the lost son. Review the memory verse.

Lesson 3: Review the lost son story and ask these questions: Were you surprised that the father forgave his son? Why? Why did the son decide to go home? What were some of the things that

happened to the son after he made his bad choices? Was the son sorry for his bad choices? How was the father like God in the story of the lost son? Then talk with them about knowing how it feels when somebody is angry with you. Talk about how it is a good feeling when you forgive someone or when someone forgives you for something that you have done wrong to them. Forgiveness is the key to a happy life with God and those around us.

Craft: pg 57 Biblical choices workbook forgiveness key picture. Color and Cut out and glue on paper/mount it somehow. Add gold or silver glitter to make it sparkly like a real key if you want. .



Letterbook P

Beginning

Page 5

OBJECTIVES

- To identify /p/ in the initial position
- To associate letter name, sound and formation
- To add the missing pop-ups to pictures

INTRODUCTION

Reinforce the sound of **P** by reminding the children that when /p/ is said, their lips should be shut tightly at first and then opened quickly so the air is released suddenly. Let the children pretend to be tugboats as they repeat the puffing noise of the tugboat in the following poem.

Tug Boat

by J. J. Thompson and Louise Binder Scott

All together, girls and boys,
Make a little puffing noise:
"p, p, p, p, p, p, p."
Put your lips together, so;
Let your little tug boat go
"p, p, p, p, p, p, p."
Take it all around the lake,
As the engine sound you make:
"p, p, p, p, p, p, p."

P is a puffing sound

Pretend to be tugboats

SUGGESTED USE

Use **Listening Tape 18, Part 1** with page 5 of Letterbook P, or read aloud the following Listening Lesson. Pause when ★ is indicated so your students have adequate time to respond. If you are using the listening tape, a beep will sound when you are to turn off the recorder for your students to mark their answers.

Listening Tape 18
Part 1

Paint Exercise: The children listen for the initial sound in a dictated word. If they hear /p/, they will circle the **P** on the paint can. If they hear another sound, they will put an X on the **P**.

Paint Exercise
initial /p/

READ ALOUD:

★ = Pause

Today you are going to listen for words which begin with /p/ like paint. If the word I say begins with /p/ like paint, circle the **P** on the paint can. If the word does not begin with /p/, put an X on the **P**.

Find the can of red paint. The word is **paper**. **Paper**. Say it with me. (**Paper**). Does **paper** begin with /p/ like paint? Yes, it does, so circle the **P** on the red paint can. ★

paper

mustard

popcorn

piano

wagon

umbrella

Pictures that pop up

A song that pops up

Worksheet
P-5a

Plenty of Ps

A popping picture

Look at the can of orange paint. The word is **mustard**. **Mustard**. Say it with me. (**Mustard**). Does **mustard** begin with /p/ like paint? Circle or put an X on the P on the orange paint can. Listen again. **Mustard**. ★

Look at the can of yellow paint. The word is **popcorn**. **Popcorn**. Say it with me. (**Popcorn**). Does **popcorn** begin with /p/ like paint? Circle or put an X on the P on the yellow paint can for **popcorn**. ★

Now find the can of green paint. The word is **piano**. **Piano**. Say it with me. (**Piano**). Does **piano** begin with /p/ like paint? Circle or put an X on the P on the green paint can for **piano**. ★

Find the can of blue paint. The word is **wagon**. **Wagon**. Say it with me. (**Wagon**). Does **wagon** begin with /p/ like paint? Circle or put an X on the P on the blue paint can for **wagon**. ★

Find the last can of paint, the purple one. Here is the last word. **Umbrella**. **Umbrella**. Say it with me. (**Umbrella**). Does **umbrella** begin with /p/ like paint? Circle or put an X on the P on the purple paint can for **umbrella**. ★

Peppy Parade Exercise: The children will write the letter for the initial sound in each boy's or girl's name on the card he is carrying. Then they will blend the letter sounds to read the message, **Pop Up**. Following this exercise they will add drawings of things that pop up to the pictures at the bottom of the page (popcorn in the pan, toast in the toaster, a clown's head on the jack-in-the-box). The following song is part of this Listening Lesson.

Pep Song

The peppiest kids I ever saw,
They never camè a-pokin'.
If I were to tell you of the pep they had,
You'd think I was a-jokin'.
It's not the pep in the pepper pot,
Or the pep in the popcorn popper.
It's not the pep in the mustard jar,
Or the pep in the vinegar stopper.
It's good, old-fashioned P-E-P,
The pep you cannot down.
The happy kids who sing this song
Are the peppiest kids in town.

ADDITIONAL ACTIVITIES

● Supplementary Worksheet: P-5a

● **Tongue Twister:** Have the children say this familiar tongue twister in which /p/ is repeated many times. **Peter Piper** picked a peck of pickled **peppers**. How many pecks of pickled **peppers** did **Peter Piper** pick?

● **Pop-Up Cards:** Pass out pieces of 9" x 12" manila paper and have the children fold them in half. On the inside, have each child draw a picture. On a separate sheet of paper, they should draw and cut out another object which would fit into their picture. Help them attach this pop-up object to the card by making a spring of a fanfolded piece of paper. Paste one end of the spring to the back of the object and the other end to the picture on the card. Have the children write **Pop-Up Fun** on the front of the card.

Beginning

Pages 12 and 13

OBJECTIVES

- To blend letters to read words
- To identify rhyming words
- To read with expression
- To reinforce word attack and comprehension skills
- To enjoy a story-poem

INTRODUCTION

Blending Preview: Write the title of the new story **Huff and Puff** on the board. Have the children blend and read the words together. Remind them that, although they see two fs, they pronounce only one sound, /f/. Clarify the meaning of the title by having the children tell what has made them huff and puff (playing tag, climbing a hill, carrying heavy objects, blowing up balloons).

Write **_op** six times on the board. Dictate the following words and have a child add the correct initial letter to complete the word (**pop, hop, top, stop, flop, plop**.) Have the class read the list of rhyming words. Explain that the story they will read today is a **poem** because the sentences in it rhyme. Tell them to listen for the /op/ words as they read.

SUGGESTED USE

In small groups, read the story **Huff and Puff**. While a reading group is in progress, have the other children make Huff and Puff booklets by drawing pictures of things that huff and puff. Suggest a train huffing and puffing down the track, the wind puffing and causing the leaves to fall, and a person walking up a steep hill or many stairs. Under each picture, they should write **Huff and Puff**. After they have read the story, have them add pictures of Doll, Tig, Ed and Ted huffing and puffing. After they have heard the literature selection, **The Three Little Pigs**, the children can draw pictures of the wolf huffing and puffing at the houses of the three pigs.

GUIDED READING

This reading selection is a poem and an excellent one for developing expressive oral reading. After reading and discussing the two frames about each character, have your students reread the frames together so the rhyming quality is apparent. Reread the entire poem at the end of the guided period.

Title: Read the title.

Have your students point out Doll, Ed, Tig and Ted and indicate why they are huffing and puffing.

Frame 1: Point out the word **I**. Indicate that a person says **I** when he is talking about himself. Have the children indicate who **I** is in Frame 1. (Doll).

What must Doll stop doing? Why? Does the picture or words give you a clue; or do you know from personal experience?

Blending Preview

Rhyming words with /op/

Huff and Puff booklets

Reading a poem

Who is I?

Read with expression

Reread the rhyme

What is a pogo stick?

Define plop

Is Tig going too fast?
Bike safety

Define flop

Reread entire poem
for rhyme scheme

Point out the exclamation point. Tell the children that this mark indicates that the words should be read with emphasis. **Puff! Puff! Puff!** should not be read as a monotone, but rather as an imitation of how one puffs. Have the reader take a breath just before saying **puff** with emphasis so it sounds as if puffing is difficult.

Frame 2: What happened to Doll?

What does it refer to? (the bubble)

Find the two words that rhyme in the part about Doll. (**stop** and **pop**)

Reread Frames 1 and 2 to emphasize the rhyme.

Frame 3: Who is I in the picture? (Ted)

What can Ted do? Read the word. (**hop**)

What is Ted hopping on? (a pogo stick)

Is he out of breath? Read the words that tell you. (**Huff! Huff! Huff!**)

Frame 4: How long will Ted keep huffing? (until he falls)

Find a word that means **fall** and read it aloud. (**plop**)

Find two words that rhyme under Ted's two pictures. (**hop** and **plop**)

Reread Frames 3 and 4.

Frame 5: What is Tig doing?

When does Tig huff and puff? Read the words. (**at the top**)

Why do you think Tig huffs and puffs?

Frame 6: What is Tig doing in this picture?

Do you think he is still tired? Why do you think so?

What does Tig wonder about as he goes down the hill? Point out the question mark; have someone read the question Tig asks himself (**Can I stop?**)

Do you think Tig might be scared? Discuss the children's experience with bikes.

Find two words that rhyme in the part about Tig. (**top** and **stop**)

Reread Frames 5 and 6.

Frame 7: Who is riding on the merry-go-round? (Flit)

Who is pushing the merry-go-round? (Ed)

Who is puffing and huffing? (Ed) Why?

Will the merry-go-round stop? Read the words. (**It cannot stop.**)

Frame 8: What causes the merry-go-round to stop? (Ed flops on it and stop pushing.)

Point to and read the word that means **fall down**. (**flop**)

Find the two words that rhyme in the last two frames. (**stop** and **flop**)

Reread Frames 7 and 8.

Overview: Why did each of the characters huff and puff? Reread the entire poem without stopping to capture the rhyming quality.

Beginning

Pages 15 and 16

OBJECTIVES

- To enjoy the story **The Three Little Pigs**
- To follow story sequence
- To check aural comprehension of the story

SUGGESTED USE

Use **Listening Tape 18, Part 3** with page 15 of Letterbook P, or read aloud the story written below. A bell on the listening tape will indicate when your students should look at the next picture. Follow the reading of the story immediately with the questions that accompany page 16.

Listening Tape 18
Part 3

READ ALOUD:

★ = Pause

In this letterbook you read a poem about huffing and puffing, and you huffed and puffed to blow out candles on a birthday cake. The story you will hear today is about a wicked wolf who also spent some time huffing and puffing.

A Huff and Puff story!

The Three Little Pigs

(Picture 1) Once upon a time there was a mother pig who had three little pigs. One fine morning the three little pigs started into the wide world, each along a different road. The first little pig walked along in the wide world until he met a man with a load of straw. "Please, Mr. Man," said the first little pig, "give me some straw to build me a little house."

(Picture 2) The man gave the first little pig some straw, and he built himself a house. The first little pig was no more than settled in his straw house when a wicked wolf came along. "Little pig, little pig, let me in, let me in!" he called.

"Not by the hair of my chinny, chin, chin!" answered the first little pig.

"If you don't," said the wolf, "I'll huff and I'll puff and I'll blow your house in!"

But the first little pig would not let the wolf in. So the wolf huffed, and he puffed, and he blew the house in. But the first little pig got away and ran and ran until he found his brother, the second little pig.

The Three Little Pigs

(Picture 3) Now the first and second little pigs walked along in the wide world together until they met a man with a load of sticks. "Please, Mr. Man," said the second little pig, "give us some sticks to build a little house."

The man gave the second little pig some sticks, and he built a house for himself and his brother. The two little pigs were no more than settled in the house of sticks when along came the wicked wolf. "Little pigs, little pigs, let me in, let me in!" he called.

"Not by the hair of our chinny, chin, chins!" answered the two little pigs.

"If you don't," said the wolf, "I'll huff and I'll puff and I'll blow your house in!"

But the two little pigs would not let the wolf in. So the wolf huffed, and he puffed, and he blew the house in. But the two little pigs got away and ran and ran until they found their brother, the third little pig.

Answers to
comprehension questions

straw

sticks

(Picture 4) Now the three little pigs walked along in the wide world together until they met a man with a load of bricks. "Please, Mr. Man," said the third little pig, "give us some bricks to build a little house." The man gave the third little pig some bricks and he built a house for himself and his brothers. The three little pigs were no more than settled in the house of bricks when along came the wolf.

"Little pigs, little pigs, let me in, let me in!" he called.

"Not by the hair of our chinny, chin, chins!" answered the three little pigs.

"If you don't," said the wolf, "I'll huff and I'll puff and I'll blow your house in!"

But the three little pigs would not let the wolf in. So the wolf huffed and he puffed, and he puffed, and he huffed, but he couldn't blow the house in.

Then the wicked wolf crept away, muttering to himself, "Little pigs, little pigs, I'll catch you yet!" Soon he was back at the three little pigs' door.

"Little pigs!" he called in his friendliest voice, "If you will meet me in Farmer Brown's orchard at five o'clock tomorrow morning, I will show you where the finest apples are."

(Picture 5) The next morning when the third little pig got up, he told his brothers to stay in the house and then he hurried to Farmer Brown's orchard. He climbed an apple tree when he saw the wolf coming.

"Ah, so you have found the apples, little pig," grinned the wolf, thinking he had trapped at least one little pig.

"Yes, won't you try one?" said the little pig, and he threw down a big red apple to the wolf.

But he threw it so hard that it rolled down a big hill and the wolf had to go running after it. While the wolf was running, the little pig scrambled down and ran home with a basketful of apples for himself and his brothers.

When the wolf found he had been fooled he crept away, muttering to himself, "Little pigs, little pigs, I'll catch you yet." Soon he was back at the three little pigs' door.

(Picture 6) He climbed up on the little pigs' roof and called down, "Now, little pigs, I am coming down to eat you up."

"Oh, are you?" the little pigs called back, and the third little pig took the lid off a huge pot of water bubbling on the fire, just as the wolf jumped down the chimney. Down tumbled the wolf right into the boiling water. Then the third little pig popped the cover onto the pot, and that was the end of the big bad wolf.

As for the three little pigs—they lived happily ever after in their snug little home made of bricks.

Use the continuation of **Listening Tape 18, Part 3** or read aloud the following comprehension questions. Pause when ★ is written so that your students have adequate time to respond. A beep on the listening tape indicates that you should turn off the recorder to allow the children time to mark their answers.

Now turn the page and get your pencils ready. I will ask you some questions about **The Three Little Pigs**. ★

Look at the first row of pictures, the row with the ball in it. **What did the first little pig use to build his house?** Circle the picture that shows what the first little pig used to build his house. ★

Now look at the next row with the apple. **What did the second little pig use to build his house?** Circle the picture that shows what the second little pig used to build his house. ★

Now find the row with the umbrella. **What did the third little pig use to build his house?** Circle the picture that shows what the third little pig used to build his house. ★

Let's look at the row with the rabbit. **What did the wolf do outside the door of the house built by the third little pig?** Draw a circle around the picture that shows what the wolf did outside the little pigs' door. ★

Look at the last row, the one with the bug. **How did the third little pig catch the wolf?** Circle the picture that shows how the third little pig caught the wolf. ★

ADDITIONAL ACTIVITIES

● **Creative Dramatics:** Divide your class into groups of four children. Have each group make puppets of the wolf and the three pigs and any scenery they want to use as props. Then let the groups present the story of **The Three Little Pigs** and improvise the dialogue. See page P-4 for suggestions of how to make simple puppets.

● **Storybook Posters:** Have the children draw a picture of their favorite story. Display these around the room and have each child retell the story his picture depicts. This activity could be scheduled for five or ten minutes daily, until every child has had a chance to tell his story; or it could be incorporated in Show and Tell periods.

● **Pin the Tail on the Pig:** On construction paper, draw a large picture of a pig with its tail missing; pin it to the bulletin board. Give each child a pipe cleaner tail. Blindfold each child, turn him around, and let him walk forward. The first place he touches is where his pig's tail is pinned. When all the children have had a turn, determine whose is closest. You may also draw a pig on the blackboard and have the blindfolded children mark with chalk where the tail should be.

● **Piggy Banks:** Have the children create piggy banks. Obtain cans with removable plastic lids (for example, coffee cans, shortening cans). The children should wrap construction or tissue paper around the can and add the animal's markings. Put the face of the animal on the lid adding features made from scraps of paper or material. Cut a slot in the plastic lid for the mouth. Suggest to your students that perhaps they can earn pennies for their bank by doing a helpful task at home or in their neighborhood.

Beginning

Inside Back Cover

When the children have completed Letterbook P, they should be encouraged to take it home along with any worksheets and **startwrite™** papers they may have completed. Before the children take home their letterbooks, show them where they can find the directions for the activity, **Printed Fruits**, which they can do at home with their parents.

bricks

huffed and puffed

in the pot

A puppet show

Good oral
language experience

Pin the Tail
on the Pig!

Make Piggy Banks

P is for
parent involvement

Letterbk V Pg5

lettercard. Dictate these words to the children: funny, fish, vest, voice, valley, flowers, vitamins, fire, food, first, vinegar, visit.

Remind the children the letter sounds can be heard in different places in words—at the beginning, in the middle, or at the end.

Listen for /v/ in this word. Five. Where do you hear /v/ in five—at the beginning, in the middle, or at the end? *Five.* (at the end) **Now listen for /v/ in this word. Vanilla.** Where do you hear /v/ in vanilla—at the beginning, in the middle, or at the end? *Vanilla.* (at the beginning) **Now listen for /v/ in this word. Never.** Where do you hear /v/ in never—at the beginning, in the middle, or at the end? *Never.* (in the middle)

I am going to say some words. Listen carefully for /v/ in each word. If you hear /v/ at the beginning of the word, hold your V v lettercards next to your face. If you hear /v/ in the middle of the word, hold your V v lettercards at your waist. If you hear /v/ at the end of the word, hold your V v lettercards down at your feet. Dictate these words to the children, stressing /v/ in each word: love, vase, stove, seven, envelope, five, village, very, vacation, have, never, over.

USING THE PAGE

Use Listening Tape 19, Part 1, with page 5 of Letterbook V, or read the Listening Lesson that follows aloud. If you read the lesson, pause when ★ is indicated to allow the children adequate time to respond. If you use the listening tape, turn off the tape player when the signal is heard to give the children time to mark their answers.

Flower-Vase Exercise The children listen to two rhyming words that begin with /f/ and /v/. One of the words is used in a sentence and then repeated. The children should circle the f on the flowers if the repeated word begins with /f/, or the v on the vase if the word begins with /v/.

At the top of your page, there are some pictures of flowers in vases. *Flowers* begins with /f/, so there is an f on the flowers. *Vase* begins with /v/, so there is a v on the vase. Listen for one of the words in the sentence, and then circle the f if that word starts with /f/ like *flower*, or circle the v if it starts with /v/ like *vase*.

Now look at the vase of red flowers. It is the first picture. The words are *fairy—very*. *Fairy—very*. Today is a very nice day. The word I used in the sentence was *very*. *Very*. Does *very* begin with /f/, like *flower*, or with /v/, like *vase*? *Very* begins with /v/, like *vase*, so circle the v on the vase. ★

Look at the vase of orange flowers. The words are *fan—van*. *Fan—van*. The breeze from the *fan* will keep us cool. The word I used in the sentence was *fan*. *Fan*. Does *fan* begin with /f/, like *flower*, or with /v/, like *vase*? *Fan* begins with /f/ like *flower*, so circle the f on the flowers. ★

Point to the vase of yellow flowers. The words are *few—view*. *Few—view*. We have a pretty *view* of the park from our window. *View*. Put a circle around the f or the v. ★

HAVE READY
F f lettercards

Listening for /v/

Stand up
Beginning - Face
Middle - Waist
End - Feet
V
= only

LISTENING TAPE 19
Part 1

/f/ in flowers
/v/ in vase

TAPE SCRIPT
READ ALOUD

REMEMBER
★ = Pause to let
children respond

fairy—very

fan—van

few—view

fail—veil

Find the vase of green flowers. The words are *fail—veil*. *Fail—veil*. The bride wore a beautiful white lace *veil*. *Veil*. Put a circle around the *f* or the *v*. ★

face—vase

Look at the vase of blue flowers. The words are *face—vase*. *Face—vase*. The little boy had a happy *face*. *Face*. Put a circle around the *f* or the *v*. ★

fine—vine

Find the vase of purple flowers. The words are *fine—vine*. *Fine—vine*. Grapes grow on a *vine*. *Vine*. Put a circle around the *f* or the *v*. ★

fast—vast

Find the vase of pink flowers. The words are *fast—vast*. *Fast—vast*. The pony was so *fast* that he won the race. *Fast*. Put a circle around the *f* or the *v*. ★

fat—vat

Look at the vase of white flowers. The words are *fat—vat*. *Fat—vat*. The *fat* little puppy was always hungry. *Fat*. Put a circle around the *f* or the *v*. ★

Mystery Word Dictation The following dictation is on Listening Tape 19, Part 1, or you may read it aloud while your children write in the red frame in their letterbooks.

TAPE SCRIPT
READ ALOUD

valentine

Now you are going to write a Mystery Word. Find the red frame on your page. In the first box, you will write the letter for the sound you hear at the beginning of *valentine*. *Valentine*. Say it with me. *Valentine*. Write the letter for the first sound you hear in *valentine*. ★

acrobat

In the middle box, write the letter for the sound you hear at the beginning of *acrobat*. *Acrobat*. Say it with me. *Acrobat*. Write the letter for the first sound you hear in *acrobat*. ★

nickel

In the last box, you will write the letter for the sound you hear at the beginning of *nickel*. *Nickel*. Say it with me. *Nickel*. Write the letter for the first sound you hear in *nickel*. ★

You have just written a word with three letters in it. Did you write *V, A, N*? Let's blend the sounds of those letters to find out what word you wrote. Let's begin by blending the first two sounds together, */va/*. Say them with me. */va/*.

Mystery Word
van

Now let's add the sound for *N*, the letter you wrote in the last box. */van/*. Now let's blend all three sounds together. */van/*. Again. */van/*. The word is *van*. Say it with me. *Van*. *Van* is a short name for *moving van*. A moving van is a truck that carries your furniture for you when you move. Now draw a picture of a moving van in the red frame. ★

Spelling Word Dictation The following dictation is on Listening Tape 19, Part 1, or you may read it aloud while your children write in the green frame in their letterbooks.

TAPE SCRIPT
READ ALOUD

Spelling Word
fan

Now find the green frame on your page. The picture is of a *fan*. The word you will write is *fan*. Say it with me. *Fan*. *Fan* has three sounds in it. Listen: */f/-/a/-/n/*. Say *fan* slowly with me and listen carefully to each sound. */f/-/a/-/n/*. Now write the three letters that stand for the three sounds in *fan*. Write one letter in each box. ★

Now let's check to see if you spelled *fan* correctly. The first sound in *fan* is /f/, so you should have *F* in the first box. The second sound in *fan* is /a/, so you should have *A* in the middle box. And the last sound in *fan* is /n/, so you should have *N* in the last box. *F, A, N* spells *fan*. Spell *fan* with me. *F, A, N.* ★★

ADDITIONAL ACTIVITIES

Worksheets V-5a and V-5b The children should read the three rhyming words in each row and circle the word that names the picture at the end of the row.

Funny Sentences Make up sentences similar to the ones in the following list. Have one child tell which word makes the sentence incorrect and have the other children repeat the sentence supplying the correct word.

I put my feet on the pillow and went to sleep.

John likes to run songs in school.

Ducks swim in the sandbox.

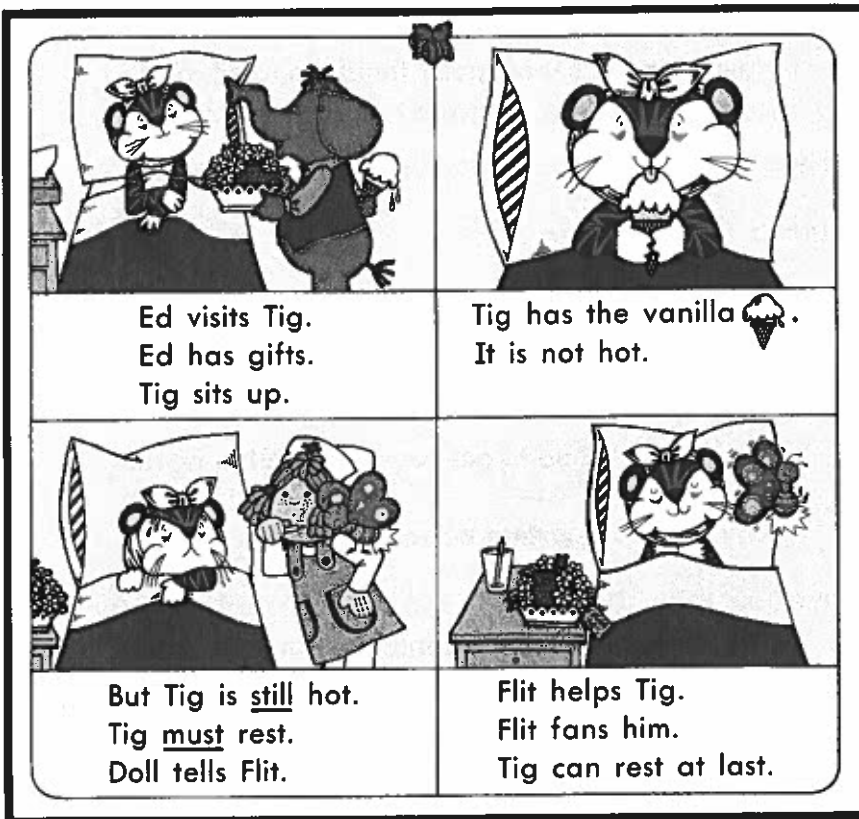
Flowers taste good.

I talk to people far away on the television.

Action Words Say three action words—two should begin with the same sound and one with a different sound. Let children take turns acting out the word that begins with the different sound. Use these sets of words: **crawl, cry, bend; fly, walk, fight; jump, sleep, skip; drink, dance, sweep; turn, talk, crawl; hop, clap, hum.**

Worksheets
V-5a and V-5b

*Careful listening
can be active*



Write the title of the story on the chalkboard: "Tig Is Ill." Tell the children that they can find out what is wrong with Tig by reading the story.

USING THE PAGES

Work with small groups of children to read "Tig Is Ill." While you are working with each group, have the other children work independently to complete a worksheet, a handwriting activity, or a simple art project. Work with each group of children at their level. The better readers will be able to read several frames silently and answer questions before reading orally. With other groups you may need to proceed frame by frame. Start where these children are most confident—in picture interpretation. Then choose a child to read each sentence aloud. Let the children in the group help each other with the blending of the words. Finally, have each group reread the sentences aloud in unison.

The following questions and ideas are suggested as a guide for discussing the events and concepts of the story, "Tig Is Ill."

Title: Read the title and identify the pictures of Doll and Tig.

What is Tig doing?

What is Doll doing?

Frame 1:

What is wrong with Tig? (Tig has the mumps.)

Tips for
Guided Reading

Guided Reading

Key Words
and Concepts

Define **mumps**

Discuss what mumps are.

How does Tig's face look? Read the word. (fat)

How do you think Tig feels? (unhappy, restless)

Have the children discuss how they feel about being ill.

Frame 2:

What is Doll doing?

How does Doll help Tig? Read the words. (Doll fluffs the pillow.)

Demonstrate **fluffs**

Define *fluff*. Demonstrate, if possible, how to fluff a pillow.

What must Tig do to get better? Read the word. (rest)

Why is rest important when you are ill?

Frame 3:

Can Tig rest? Read the sentence that tells you. (Tig cannot rest.)

Why can't Tig nap? Read the words. (Tig is hot.)

Why do you think Tig is hot? (Tig has a fever.)

How do you think Doll feels? (She is probably worried about Tig.)

What do you think Doll will do next?

Frame 4:

Why does Ted visit Tig?

Be sure the children understand that Ted and Doll are pretending to be a doctor and a nurse.

What does Tig get from Ted? (a glass of water)

What word means "drink slowly"? (sips)

Frame 5:

Who comes to visit Tig?

What two gifts does Ed have for Tig? (flowers and an ice cream cone)

What does Tig do when Ed comes to visit him? Read the sentence that tells you. (Tig sits up.)

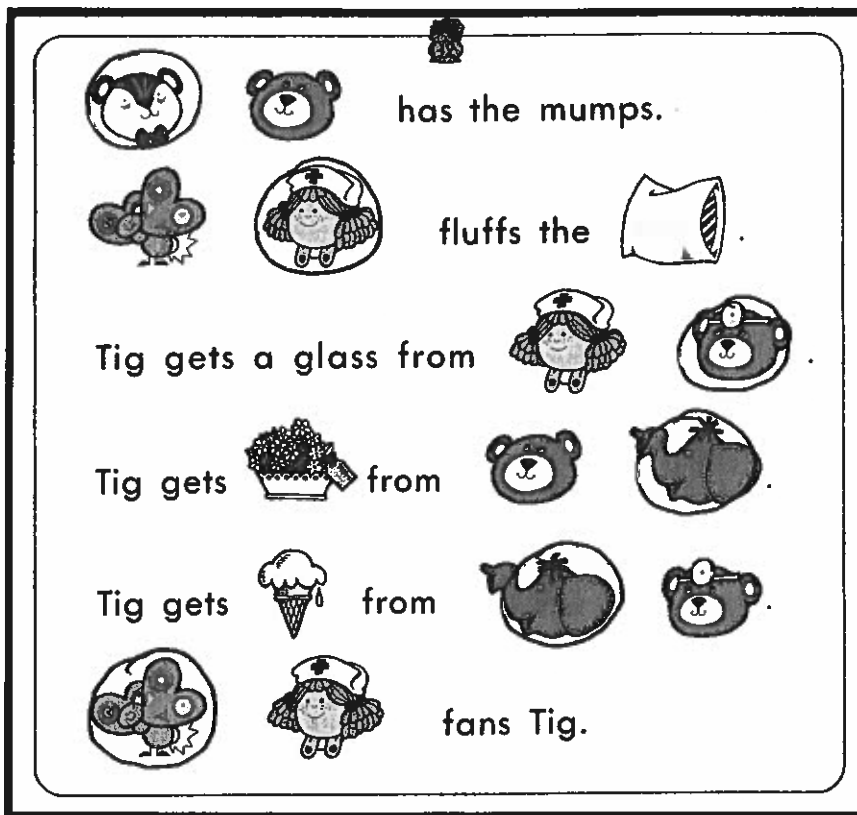
Frame 6:

What is Tig doing in this picture? (Tig is licking the ice cream cone.)

Read the word that tells what flavor the ice cream cone is. (vanilla)

What does it refer to? (the ice cream cone)

Find the words that mean "cold." (not hot)



Frame 7:

Did the ice cream cone make Tig feel cool?
Read the sentence that tells how Tig felt after he ate the ice cream cone. (But Tig is still hot.)

Doll looks worried. Why do you think she is worried?

What must Tig do? Read the sentence. (Tig must rest.)

What does Doll tell Flit? (She tells him that Tig is hot and that he must get some sleep.)

Read the words that are underlined. (still and must)

Explain that these words are underlined because they are important. Still stresses that Tig has been hot for a long time and isn't getting any better; must stresses that to get better, it is very important for Tig to nap. Explain that these words should be emphasized when they are read. Demonstrate effective oral reading of these sentences.

Underlining
for emphasis

Frame 8:

How does Flit help Tig? Read the words. (Flit fans him.)

What does Flit use to fan Tig? (his wings)

What happens at last? (Tig falls asleep.)

Flit to the rescue



PAGES

15 & 16

OBJECTIVES

- To enjoy listening to a story
- To check aural comprehension of "The City Mouse and the Country Mouse"

NO
/

USING THE PAGES

Use Listening Tape 19, Part 3, with pages 15 and 16 of Letterbook V, or read the story aloud. If you use the listening tape, a signal will indicate when the children should look at the next picture.

LISTENING TAPE 19 Part 3

Have you ever wished you had something that a friend has? Or have you ever thought that a friend was luckier than you? We all probably have felt that way at one time. Today's story is a fable about a mouse, who lived in the country, who found out that her cousin, the city mouse, wasn't as lucky as she had thought.

TAPE SCRIPT READ ALOUD

The City Mouse and the Country Mouse

Picture 1

There was once a happy little Country Mouse, who lived in a big wheat field. In the summer she feasted on grains of wheat or bits of bread from the farmers' lunchboxes. When the weather grew cold she moved into the farmhouse and picked up bits of cake and bread and cheese that had dropped on the floor. These she stored away in her mouse hole in the attic until she had a good supply laid in for the winter.

Picture 2

Now one day during the winter the little Country Mouse's cousin, the City Mouse, came to visit her. When they had chatted for a while, the little Country Mouse took her visitor to see her

attic pantry. Proudly she showed her the mound of cheese bits, the heaps of bread and cake crumbs, and the neat pile of nuts and dried peas.

But after the City Mouse had eaten a hearty dinner, she wiped her whiskers daintily and said, "You poor thing! So this is the way you live, on leftovers dried up in the attic. Come with me to the city, and I will show you a real feast!"

The Country Mouse immediately felt rather ashamed of her simple home, so she agreed to go to the city with the City Mouse.

Picture 3

The City Mouse led the way into a huge brick house and up a great staircase to a dining room. The rich people who lived in the big house with the City Mouse were inside having dinner, so the two little mice hid behind the door.

"Keep very still," said the City Mouse. "When they leave the table we can have all the food that is left."

The little Country Mouse's eyes grew big and round at that, for she had never seen so much food in her whole busy life. So she sat very still until, with a scuffling of feet and scraping of chairs, the people left the table.

Picture 4

"Come on," squeaked the City Mouse. Peeking cautiously to the right and to the left, she led the way across the room, up onto the chair, and from the chair onto the table, with the Country Mouse scampering along behind her.

The Country Mouse took a long look around her at the table still crowded with good things to eat and sighed a deep, happy sigh.

Picture 5

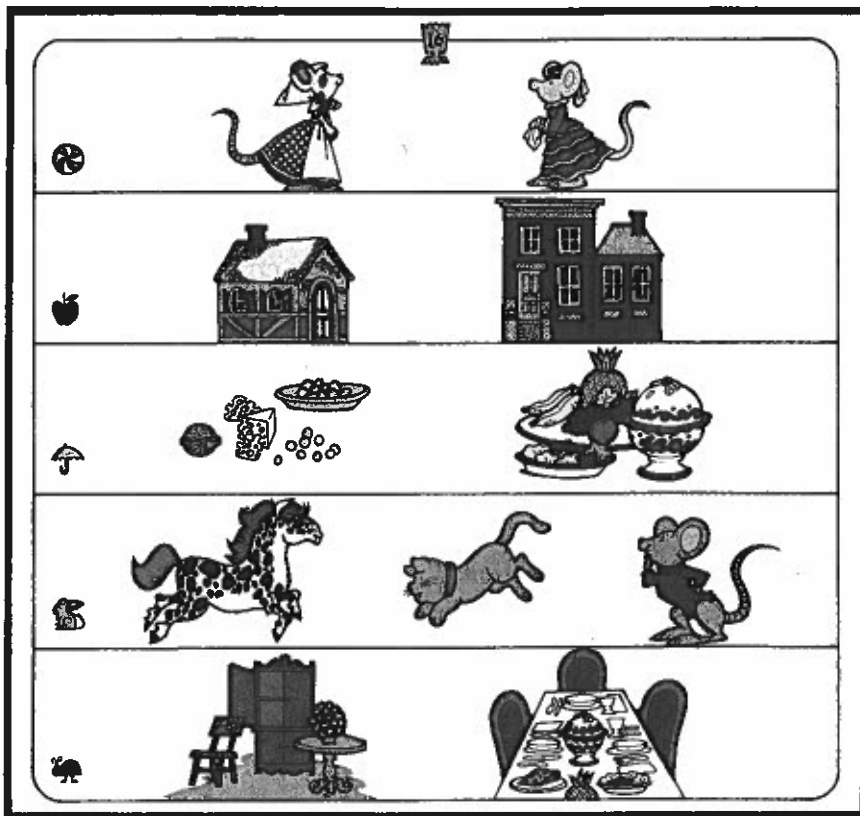
"This is wonderful," she said, taking a big bite out of a beautiful cheese. "You live just like a prince."

She had scarcely finished squeaking when, with a snarl, a cat pounced up on the table. After her came the cook, shouting and waving a big spoon. Then into the room bounded two dogs, barking fiercely. There was a terrible fight, and in the midst of all the confusion, the two mice skittered onto the floor and dodged into a handy hole.

"We'll wait until it's all quiet again and go back for some more," whispered the City Mouse. But her country cousin shook her head firmly.

"We'll wait until it is quiet again, and then I'll go home as fast as I can. You are welcome to all the fine food you can get, my friend. As for me, I prefer my dry crusts in my peaceful attic!"

Use the continuation of Listening Tape 19, Part 3, or read the comprehension questions aloud. If you read the questions, pause when ★ is indicated to allow the children time to circle their answers. If you use the listening tape, turn off the tape player when the signal is heard to give the children sufficient time to respond.



Now turn the page and get your pencils ready so you will be able to answer some questions about the story.

TAPE SCRIPT
READ ALOUD

Look at the row of pictures with the ball in it. Which mouse is the Country Mouse? Circle the picture of the Country Mouse. ★

mouse at left

Now find the row with the apple. Where did the City Mouse live? Draw a circle around the picture that shows where the City Mouse lived. ★

big brick house

Point to the row with the umbrella. What kind of dinner did the two mice eat while they were in the city? Circle the picture that shows the dinner the two mice ate in the city. ★

dinner at right

Let's look at the row with the rabbit. Who interrupted the wonderful supper the mice had in the city? Circle the picture that shows who interrupted the mice's supper. ★

the cat

Find the last row, the one with the ladybug. Where did the Country Mouse say she would rather eat from now on? Circle the picture that shows where the Country Mouse would rather eat. ★★

her attic

ADDITIONAL ACTIVITIES

Cat and Mouse Have the children hold hands and form a circle. Choose one child to be the cat and another to be the mouse. The cat chases the mouse around the circle. Whenever the mouse thinks the cat is getting too close, the mouse tries to get inside the circle by going through the raised arms of two children. Just as quickly, these

A circle game
for recess

Beginning

Page 6

Read

"Wodney
Wat"
book

Auditory discrimination
of /w/ and /r/

Make Ww lettercards
+ Rr

Listening Tape 20
Part 1

Watch Exercise
initial /w/

OBJECTIVES

- To identify /w/ in the initial position
- To discriminate between /w/ and /r/ in the initial position
- To spell dictated words

INTRODUCTION

To reinforce /w/ explain that the sound **W** represents is like the sound that Wooffie the dog makes: /w-w-w/. Have the children repeat this several times. Since /w/ and /r/ are frequently confused, have the children listen for and pronounce /r/ and /w/ at the beginning of words. Differentiation of words such as ride and wide, weed and read will provide valuable ear training.

Prepare a **Ww** lettercard for each child in your class. Distribute **Ww** and **Rr** lettercards to each student and dictate the following words. Tell your students to hold up either their **Ww** or **Rr** lettercard, depending on the first sound in the word: rabbit, wide, ring, window, ride, room, watch, read, wing, rubbers, weed, wax.

SUGGESTED USE

Use **Listening Tape 20, Part 1** with page 6 of Letterbook W, or read aloud the Listening Lesson written below. Pause when ★ is indicated to allow your students sufficient time to respond. On the listening tape, a beep will sound when it is time for you to turn off the recorder and for each of your students to mark his answer.

Watch Exercise: The children will circle the **W** in the watch if they hear /w/ at the beginning of a word and will put an X on the **W** if they hear any other sound in the initial position.

READ ALOUD:

★ = Pause

Today you are going to listen for words that begin with /w/ like **watch**. If the word I say begins with /w/ like **watch**, you will circle the **W** in the watch. If the word does not begin with /w/, you will put an X on the **W**.

Point to the red watch. The first word is **plastic**. **Plastic**. Say it with me. (**Plastic**). Does **plastic** begin with /w/ like **watch**? No, it doesn't, so you will put an X on the **W** in the first watch. ★

Now find the orange watch. The word is **wigwam**. **Wigwam**. Say it with me. (**Wigwam**). Does **wigwam** begin with /w/ like **watch**? Circle or put an X on the **W** in the orange watch. Listen again. **Wigwam**. ★

Look at the yellow watch. The word is **windmill**. **Windmill**. Say it with me. (**Windmill**). Does **windmill** begin with /w/ like **watch**? Circle or put an X on the **W** in the yellow watch for **windmill**. ★

plastic

wigwam

windmill

Find the green watch. The word is **grandmother**. **Grandmother**. Say it with me. (**Grandmother**). Does **grandmother** begin with /w/ like watch? Circle or put an X on the **W** in the green watch for **grandmother**. ★

grandmother

Point to the blue watch. The word is **wink**. **Wink**. Say it with me. (**Wink**). Does **wink** begin with /w/ like watch? Circle or put an X on the **W** in the blue watch for **wink**. ★

wink

Put your pencil on the purple watch. The word is **famous**. **Famous**. Say it with me. (**Famous**). Does **famous** begin with /w/ like watch? Circle or put on X on the **W** in the purple watch for **famous**. ★

famous

Watch-Ring Exercise: The children will discriminate between /w/ and /r/ in the initial position of words. If they hear /w/ at the beginning of a word, they circle the **W** on the watch. If they hear /r/ at the beginning of a word, they will circle the **R** in the ring.

Watch-Ring Exercise
discrimination of
/r/ and /w/

READ ALOUD:

★ = Pause

Now look at the pictures in the middle part of your page. If the word I say starts with /w/ like watch, you will circle the **W** on the watch. If the word I say starts with /r/ like ring, you will circle the **R** in the ring.

Now look at the red watch and ring. The word is **wagon**. Say it with me. (**Wagon**). Circle the **W** on the watch if **wagon** starts with /w/; circle the **R** in the ring if **wagon** starts with /r/. ★

wagon

Now go to the orange watch and ring. The word is **wiggle**. Say it with me. (**Wiggle**). Now circle the **R** in the orange ring or the **W** on the orange watch for **wiggle**. ★

wiggle

Look at the yellow watch and ring. The word is **rabbit**. Say it with me. (**Rabbit**). Circle the **W** on the yellow watch or the **R** in the yellow ring for **rabbit**. ★

rabbit

Look at the green watch and ring. The word is **William**. Say it with me. (**William**). Circle the **W** or the **R** for **William**. ★

William

Look at the blue watch and ring. The word is **railroad**. Say it with me. (**Railroad**). Circle the **W** or the **R** for **railroad**. ★

railroad

Look at the purple watch and ring. The word is **Robert**. Say it with me. (**Robert**). Circle the **W** or the **R** for **Robert**. ★

Robert

Spelling Word Dictation: The following dictation is on **Listening Tape 20, Part 1**, or you may read it aloud while the children write in their letterbooks.

Spelling Word
fantastic!

READ ALOUD:

★ = Pause

I think the way you can spell so many words is simply **fantastic**. As a matter of fact, I think you could even spell that long word—**fantastic**. Say it with me. (**Fantastic**). Even though it is a long word, it has three little parts in it: /fan/-/tas/-/tic/. It is an easy word to spell if you listen for the sounds in each part.

Spell long words
in parts

The first part of the word is **fan**. Say it with me. (/F/ /A/ /N/). It has three sounds. Listen: /f/ /a/ /n/. Write the letters for the sounds in **fan**. ★

fan-

Now let's check to see if you spelled the first part correctly. The first sound is /f/, so you should have **F** in the first box. The second sound is /a/, so you should have **A** in the second box. And the third sound is /n/, so you should have **N** in the next box. Let's blend those three sounds together, /fan/. Say it with me. (/fan/).

-tas-

Now listen to the next part in fantastic: /fan/-/TAS/-/tic/. The second part is **tas**. Say it with me. (/T/ /A/ /S/). It has three sounds, too. Listen: /t/ /a/ /s/. Now write the letters for the sounds in **tas**. ★

Now let's check to see if you spelled the middle part correctly. The first sound is /t/, so you should have written **T**. The next sound is /a/, so you should have written **A**. And the last sound is /s/, so you should have written **S**. Let's blend those three sounds together, /tas/. Say it with me. (/tas/).

-tic

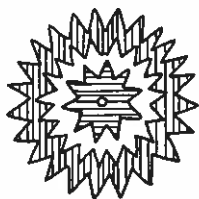
The last part of **fantastic** is **tic**. Say it with me. (/T/ /I/ /C/). It has three sounds, too. Listen: /t/ /i/ /c/. Now write the letters that represent the sounds in **tic**. ★

Now let's check to see if you spelled this part correctly. The first sound is /t/, so you should have written **T**. The next sound is /i/, so you should have written **I**. And the last sound is /k/, so you should have written **C**. Let's blend those three sounds together, /tic/. Say it with me. (/tic/).

That's just fantastic!

Now let's put the parts together and say the word. **Fantastic**. (**Fantastic**). Let's spell it together. (**F-A-N-T-A-S-T-I-C**). That's fantastic! And that's just what you are for learning to spell so well.

ADDITIONAL ACTIVITIES



Independent
spelling practice

● **Sunbursts:** Hand out three different-sized paper circles in red, yellow and orange to each child. Show the children how to make ragged cuts around the edge of each circle and then stack the graduated circles. Attach through the center with a pronged paper fastener so the circles will rotate. After you have demonstrated, let each child make his own sunburst.

● **Spelling Boxes:** Place small objects or pictures in shoeboxes. On the bottom of each box, tape a list of the names of the pictures or objects that are in the box, and draw a small picture next to each word to identify it. During free moments of the day, encourage your students to take the spelling boxes to their seats and spell on a piece of **startwrite**[™] paper the name of the objects or pictures in the box. They can then turn the box over and check their spelling with the list on the bottom. Use the Word List on the back of this Teacher's Guide for words the children can spell.

Beginning

Pages 10, 11 and 12

OBJECTIVES

- To blend letter sounds to read words
- To read words and sentences smoothly
- To enjoy reading a story
- To reinforce word attack and comprehension skills

INTRODUCTION

Blending Preview: Tell the children that their new story is about Ted, Doll, Tig and Ed at the swimming pool. To prepare them for **Let's Get Wet**, tell the following story. As you come to each word in parentheses, write it on the board and call on a child to blend and read it.

At The Beach

This is a story about some children who go to the beach to (**swim**). Sam cannot swim so he must wear a (**vest**). Wendy (**pumps**) up the vest for Sam. Fred brought a (**raft**) to the beach. He likes to (**rest**) on the raft while it floats in the water. Sometimes his friends (**spin**) him around. If they spin him too fast the raft (**tips**) over. Pam brought a (**red**) beach ball with big white (**dots**). All the children like to (**toss**) the ball around in the play area on the beach. Mother comes to the beach, too; she (**sits**) and watches the children. It is (**fun**) to go to the beach. Fred likes to go down the (**big**) slide and (**flop**) into the water. Sam likes to build sand castles and ditches. He (**lifts**) a pail of water and (**fills**) his ditches until they overflow. Wendy lays her towel down and takes a (**nap**) on the sand. Pam can dive (**off**) the dock. She runs and (**flips**). If she doesn't dive exactly right, she (**lands**) on her stomach. (**Womp!**) But she knows that you must not run on the dock because you might (**slip**) and (**twist**) your leg. All the children (**help**) the lifeguard by obeying the rules of water safety. Then it is fun to get (**wet**)!

Use the following procedure to review the list of words you have written on the board. Say one of the words. Then slowly point to each word in the list. The children should be reading the words to themselves silently. When you point to the word you have said, the children should clap. Read the word again, then erase it.

Have your students tell you some rules for water safety. Discuss these briefly, then write on the board the title of the story **Let's Get Wet**. Have a child read the title; mention that **let's** is short for **let us**.

GUIDED READING

While you are reading with small groups of students, the other children should be completing an independent activity that has been explained before. The following questions and ideas are suggested as a guide for discussing the events and concepts of the story, **Let's Get Wet**.

Title: Read the title.

Discuss what Ed and Tig are doing and how this illustrates the title.

Blending preview for
Let's Get Wet

Tell the story and
have the **words** read

Review the word list

Let's = Let us

Before the children proceed, point out the small pictures of the inner tube, the water, and the beach ball in the sentences. Tell the children that they are to say the names of these pictures whenever they are seen in the text.

A reading picture
is a rebus

Frame 1: What is Ted doing? (pumping up the inner tube)

Where do you think Ted is going?

How is Ted pumping up the inner tube? (with a bicycle pump)

Does the picture or the words tell you this?

What is an inner tube? What do people use it for?

Point to and read the word that means to put air into. (**pumps**)

Point to and read the word that tells what color Ted's inner tube is. (**red**)

Explain what a **pump** is

Frame 2: Where do you think Ted is now? (Accept any reasonable answer.)

What does Ted do in the water? Read the words. (**Ted can swim . . . and sit on the inner tube.**)

Why does Ted float? (Because his inner tube has air in it.)

Why can Ted float?

Frame 3: Where do you think Doll is? How can you tell? (She is in her bathing suit.)

What does Doll do? Read the words. (**Doll pumps up the vest.**)

How does Doll pump up the vest? (with the pump)

Point to and read the words that describe what happens to the vest. (**It gets fat.**)

What is a life **vest**?

Why does the vest get fat? (Air is blown into it.)

What is a vest? How does it help someone swim?

Frame 4: What does the vest help Doll do? (swim)

How does the vest help Doll swim? Read the words. (**Lifts Doll up.**) Explain that the vest keeps Doll afloat just like the inner tube keeps Ted afloat; they both contain air.

How are inner tube
and life vest alike?

Frame 5: What does Tig pump up? (**raft**)

What happens to the raft? Read the words. (**It fills up.**)

What does the raft fill up with?

What is a **raft**?

Frame 6: What does Tig do with the raft?

What two words mean almost the same in this sentence? (**rest and nap**)

How do you think Tig feels? (happy, relaxed, lazy)

Why doesn't the raft sink? (Because it is full of air.)

Synonyms: **rest, nap**

Frame 7: What does Ed pump up?

Read the sentence that tells what the beach ball looks like. (**It has big dots on it.**)

How does Ed pump up the beach ball? (with a bicycle pump)

Describe Ed's ball

Frame 8: What does Ed want to do?

But what happens? Read the words. (**But Ed slips.**)

Why does Ed slip?

What makes Ed slip? (a puddle of water)

What do you think will happen to Ed?

Look at Ed's face. How do you think he feels? (surprised, scared)

Frame 9: What happens to Ed? Read the words. (**Ed lands in the water.**)

What noise does Ed make when he splashes in the water? Read the word with expression. (**Womp!**)

Lots of things happen when Ed makes a big splash in the swimming pool. What happens to each character? Read the words. (Doll is turned on her back; **Doll flips and flops**. Ted spins around in his tube; **Ted twists and spins**. Tig falls off the raft; **Tig slips off**.)

How do Tig, Doll and Ted feel about this? Read the last sentence aloud together. (**It is wet, but it is fun!**)

Let the children share some of their own personal experiences about getting wet.

What happens
when Ed lands?

ADDITIONAL ACTIVITIES

● **Creative Dramatics:** Using the masks of Ted, Doll, Tig and Ed, and such props as a bicycle pump, inner tube, raft and a beach ball, have the children read and act out **Let's Get Wet** in their reading groups. Try to arrange for each group to present this story to another class.

● **All About the Seasons:** Guide a discussion about the four seasons of the year, beginning with summer when the story **Let's Get Wet** occurs. Have the children tell what the weather is like each season; what kinds of clothing they wear; what animals and plants they see; the activities they do and games they play. Then divide the class into four groups for creative dramatics. Assign each group a season and have them decide on and pantomime activities they would do during that season; for example, swimming and playing baseball in the summer; raking leaves, going to school in the fall; building a snowman and shoveling snow in the winter; jumping rope and flying a kite in the spring. Let the other children guess what season is being pantomimed. Or, let the children give their own impressions of the four seasons. Have them fold a large sheet of manila paper into four boxes and draw a picture for each season.

● **Animals Getting Ready for Winter:** The children can pretend to be the following animals preparing for a long winter.

Squirrels: Squirrels gather nuts and bury them. Have the children scamper about, pretend to put the nuts in their mouths, stoop down, dig a hole and put the nuts in the ground.

Birds: Birds fly south. Have the children gather in a group, like a flock of birds, and fly with their arms held shoulder high.

Bears: They look for a cave in winter. Have the children walk around, swaying from side to side, then crawl into their own cave (their seats).

Deer: In the North Woods, deer make tracks in the snow. Have the children run in a zig-zag pattern.

Ponies: Ponies are shod for winter. Have a pair of children pretend to be the blacksmith and pony. The blacksmith hammers on horseshoes. Then the pony breaks loose and runs away. Have the child gallop freely.

Merry masks

W is for weather

W is for winter

Pantomime
animals in winter

Beginning

Pages 15 and 16

OBJECTIVES

- To develop an understanding of poetry
- To enjoy poetry selections on weather
- To check aural comprehension of the weather poetry

SUGGESTED USE

Use **Listening Tape 20, Part 3** with pages 15 and 16 of Letterbook W, or read aloud the selections of weather poetry written below. Indicate when your students should look at the next picture. Follow the reading of the weather poetry with the comprehension questions that accompany page 16.

READ ALOUD:

Today, boys and girls, you are going to listen to several poems about the weather. Pretend that you are looking out the window. The first scene is a winter scene. Imagine that you are all cozy and warm in the house and are watching the snow outside. Listen to these poems about snow.

Snow

by Alice Wilkins

The snow fell softly all the night.
It made a blanket soft and white.
It covered houses, flowers and ground,
But did not make a single sound!

First Snow

by Marie Louise Allen

Snow makes whiteness where it falls.
The bushes look like popcorn-balls.
The places where I always play,
Look like something else today.

Snow

by Dorothy Aldis

The fenceposts wear marshmallow hats
On a snowy day;
Bushes in their night gowns
Are kneeling down to pray—
And all the trees have silver skirts
And want to dance away.

Snowflakes

by Elizabeth L. Cleveland

Snowflakes falling through the air,
Falling, falling everywhere.

Twisting, turning, floating down,
Covering white the noisy town.

Roofs are laden, window edges,
Snow is sticking to the ledges.

All the streets are silent now.
Comes the whirring of the plow.

Clean behind it shines the track,
Cars are coming, click-a-clack.

People shoveling, piling snow,
Making clear the way to go.

Wagons crunch and autos whirl,
Wheels that turn and never stir.

Children run and slide and tumble,
Snow all over, not a grumble.

Snowballs flying, dodge and run!
Here's a day of snowy fun!

Listening Tape 20
Part 3

Weather Poetry

Winter poems
about snow
Brrrr!

Snowy Morning

by Barbara Young

Every where
I walk
And go,
I leave
My
Step-marks
In
The
Snow.

But it isn't always snowing when we look out our window. Some days are windy days, and they come in any season. There are windy winter days, blowy summer days, chill winds in the fall, and warm winds in the spring. Listen now to poems about wind as you look out your window at the windy scene.

The Whirl and Twirl

author unknown

Like a leaf or a feather,
In the windy, windy weather;
We will whirl around,
And twirl around
And all sink down together.

Winds A'Blowing

by May Justus

The Winter Wind's a giant
As grumpy as a bear.
The Summer Wind's a lady
With flowers in her hair.
The Autumn Wind's an old man
As touchy as a thistle.
The Spring Wind is a gay lad
Who blows a silver whistle.

Little Wind

by Kate Greenaway

Little wind, blow on the hilltop;
Little wind, blow down the plain;
Little wind, blow up the sunshine,
Little wind, blow off the rain.

Windy Wash Day

by Dorothy Aldis

The wash is hanging on the line
And the wind's blowing—
Dresses all so clean and fine,
Beckoning
And bowing.

Stockings twisting in a dance,
Pajamas very tripping,
And every little pair of pants
Upside down
And skipping.

W is for windy weather

The Wind

by Marie Louise Allen

The wind, O the wind, it is made out of air
That always is rushing to get somewhere.
It comes in a hurry,
And goes in a flurry—
It pushes so hard that it makes us all scurry!

It whirls and it twirls
And it tugs at my curls;

It puffs and it blows, and away then it goes!
But why must it hurry? Not anyone knows!

The next time there's a windy day ask your mother if you can go outside and play with the wind and let it twirl you around.

Sunny days are the most fun days of all. It's hard to stay inside on a sunny day, but for now just pretend that you are inside looking out at a beautiful sunny day. Listen to these poems about the sun.

The Tardy Playmate

by Jean Buchanan

Good morning, sky;
Good morning, sun;
Good morning, little winds that run!
Good morning, birds;
Good morning, trees;
And creeping grass, and brownie bees!
How did you find out it was day?
Who told you night had gone away?
I'm wide awake;
I'm up now, too.
I'll be right out to play with you!

Sunny days are fun

The Sun

by George Susce (Grade 3)

The sun is a ball of roaring heat.
And when you step on cement,
it burns your feet.
Sun makes the plants grow and grow,
And when it rains,
the sun makes a rainbow.

The Sun Is Up

The sun is up
The sun is shining bright
The sun has chased away the stars
of night.
The birds, the bees, the butterflies
Come a-rolicking, gay frolicking
Hail, the day.

Sprinkling

by Dorothy Mason Pierce

Sometimes in the summer
When the day is hot
Daddy takes the garden hose
And finds a shady spot;
Then he calls me over,
Looks at my bare toes
And says, "Why, you need sprinkling,
You thirsty little rose!"

The Sun

by John Drinkwater

I told the Sun that I was glad,
I'm sure I don't know why;
Somehow the pleasant way he had
Of shining in the sky,
Just put a notion in my head
That wouldn't it be fun
If, walking on the hill, I said
"I'm happy" to the Sun.

Sunny days are nice, but I think you'd get tired of them if they were the only kind of days we had. So sometimes a rainy day is a nice change. Rainy days are important, too, you know. They help the flowers grow and wash the dust off plants and buildings. Listen now to some poems about the rain. You probably know the first one by heart.

It's Raining, It's Pouring

It's raining,
It's pouring,
The old man is snoring.
Bumped his head
So he went to bed
And couldn't get up in the morning.

The Rain

author unknown

Rain on the green grass,
And rain on the tree,
And rain on the house-top,
But not upon me!

Rain

by Robert Louis Stevenson

The rain is raining all around,
It falls on field and tree,
It rains on the umbrellas here,
And on the ships at sea.

Rain Poem

by Elizabeth Coatsworth

The rain was like a little mouse,
quiet, small and gray.
It pattered all around the house
and then it went away.

It did not come, I understand,
indoors at all, until
it found an open window and
left tracks across the sill.

City Rain

by Rachel Field

Rain in the city!
I love to see it fall
Slantwise where the buildings crowd
Red brick and all.
Streets of shiny wetness
Where the taxis go,
With people and umbrellas all
Bobbing to and fro.

The next poem, boys and girls, was written by a six-year-old boy.

Rain

by Sandy Morrison

Rain makes me feel sad,
wet and slow.
Rain is so wet and drizzly
and cold.
Rain makes puddles and mud which
oozes and goooses in my shoozes!

Rain Sizes

by John Ciardi

Rain comes in various sizes.
Some rain is as small as a mist.
It tickles your face with surprises,
And tingles as if you'd been kissed.
Some rain is the size of a sprinkle
And doesn't put out all the sun.
You can see the drops sparkle and twinkle,
And a rainbow comes out when it's done.
Some rain is as big as a nickel
And comes with a crash and a hiss.
It comes down too heavy to tickle.
It's more like a splash than a kiss.
When it rains the right size and you're wrapped in
Your rainclothes, it's fun out of doors.
But run home before you get trapped in
The big rain that rattles and roars.

Wet and rainy weather

April Shower

by Emily H. Watson

The rain comes down so fast
I cannot see the drops.
Then suddenly, it seems,
It drips . . .
and drops . . .
and stops. . .

Use the continuation of **Listening Tape 20, Part 3** with page 16 of Letterbook W or read aloud the questions written below. Pause when ★ is indicated to allow your students time to circle their answers. If using the listening tape, turn off the recorder at the beep to allow the children sufficient time to respond.

READ ALOUD:

★ = Pause

Explain weather symbols

Answers to comprehension questions

raindrops

snowflakes

sun

wind

wind

Now turn the page and get your pencils so you will be ready to answer some questions about the weather poems you have just heard. In each row you will see four pictures—they are all the same. The sun makes you think of a warm summer day. The snowflake makes you think of a cold winter day. You would see raindrops on a rainy day in spring. And the cold wind would blow on a chilly autumn day.

Look at the row with the ball in it. What kind of weather makes you carry an umbrella and wear boots? Circle the picture that makes you think of umbrella weather. ★

Find the row with the apple in it. What kind of weather covers the ground with a white blanket, makes bushes look like popcorn balls and makes fence posts look like they're wearing marshmallow hats? Circle the picture that makes you think of weather that covers the ground with a white blanket. ★

Look at the row with the umbrella in it. What kind of weather makes you want to go swimming because you feel hot? Circle the picture that makes you think of hot weather. ★

Point to the row with the rabbit in it. What kind of weather always seems in a hurry and makes everything twirl around: clothes on a clothesline, leaves, trees, even people? Circle the picture that makes you think of windy weather. ★

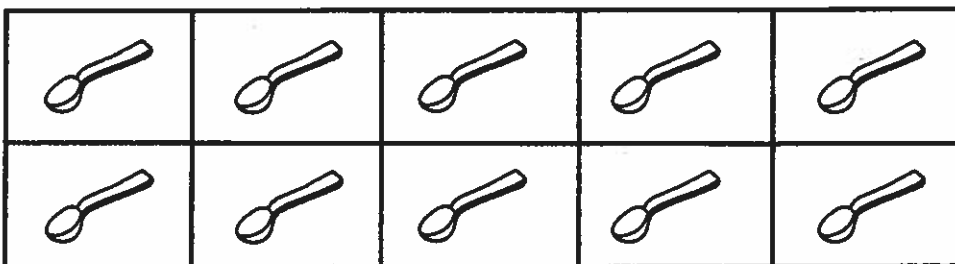
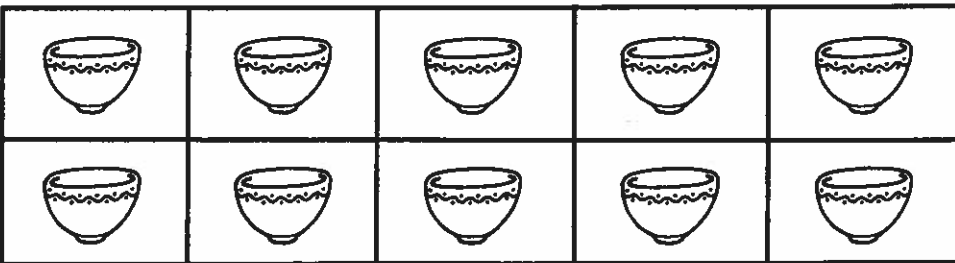
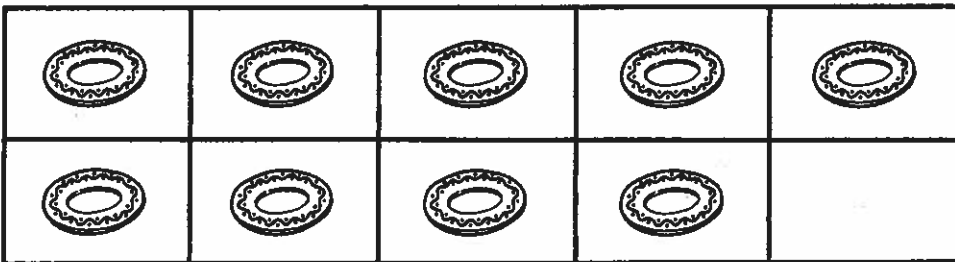
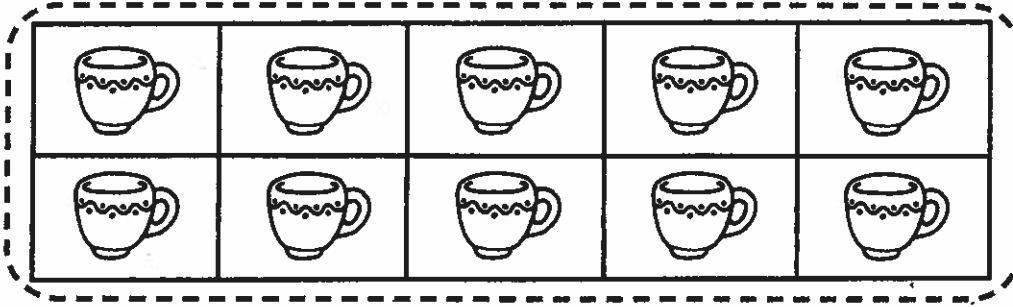
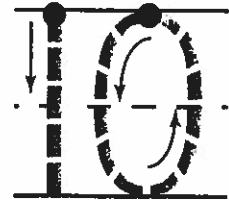
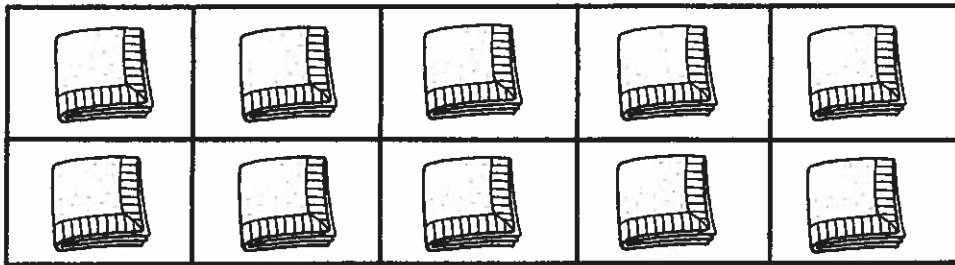
Find the row with the bug in it. Now you will listen to a weather sound. If it is a sound made in sunny weather, you will circle the word **sun**; if it is a sound made in rainy weather, you will circle the word **wet**. And if it is a sound made in windy weather, circle the word **wind**. Listen carefully. Circle the word that tells what that sound was. ★

ADDITIONAL ACTIVITIES

● **Weather Calendar:** Each month prepare a calendar on a large piece of oak tag. Each day let a child describe the weather and draw an appropriate weather symbol on the calendar; for example, the sun for a sunny day, an umbrella for a rainy day, clouds for a cloudy day, a snowman for a snowy day.

A classroom calendar

Groups of 10



Count. Trace the number.

★ ♥ ✿ Circle the group that has 10.



10-Frame Fill In



10



9



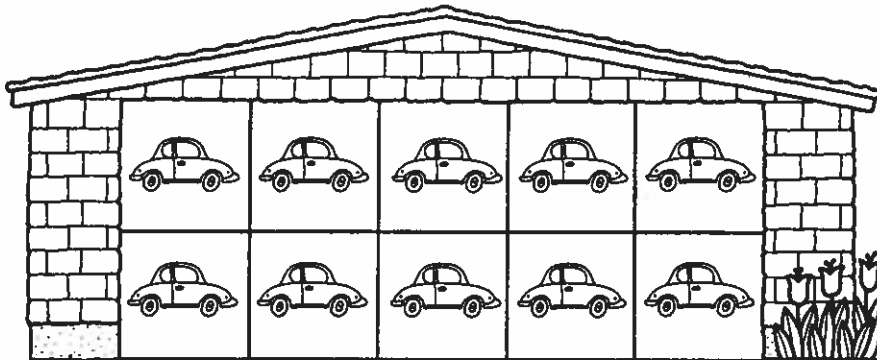
10



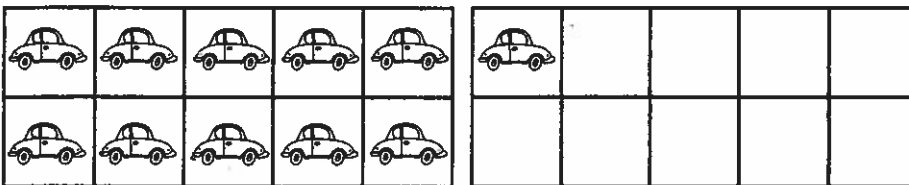
8

Color in the ten-frame to show the number.

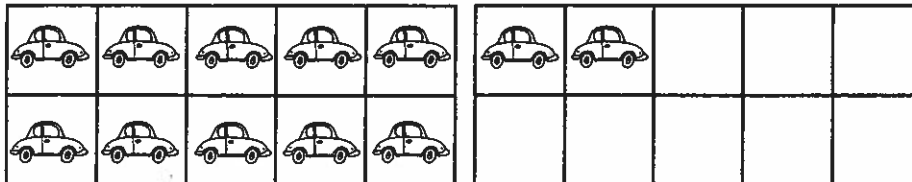
Build and Identify 11 and 12



10 11



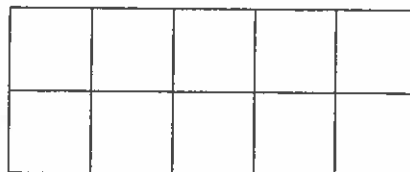
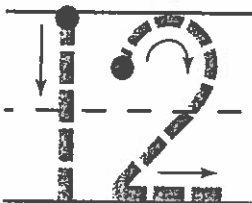
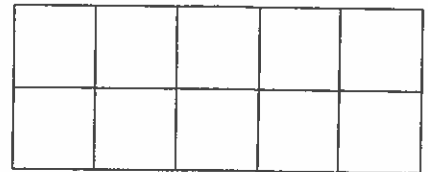
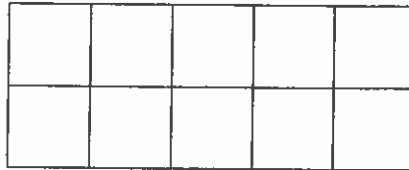
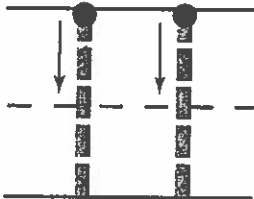
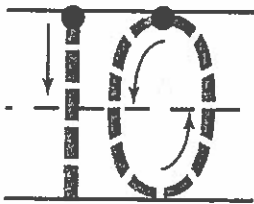
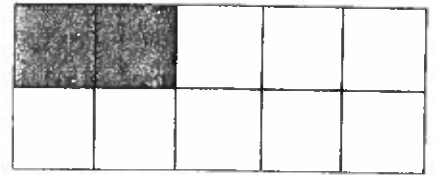
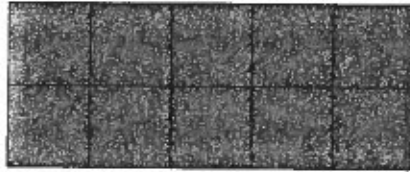
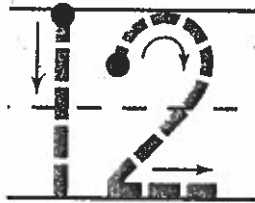
11 12



11 12

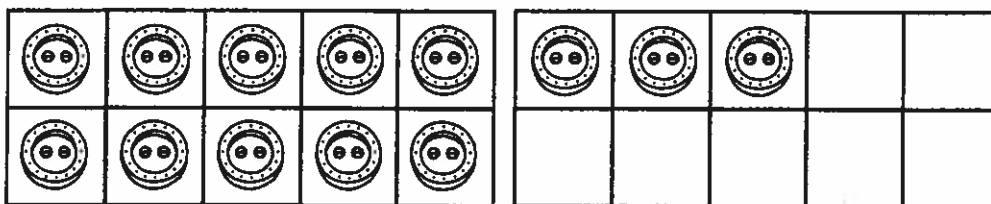
★ Count on from 10, and circle the number that tells how many.

10-Frame Fever



Trace the number. Fill in the ten-frame to show that number.

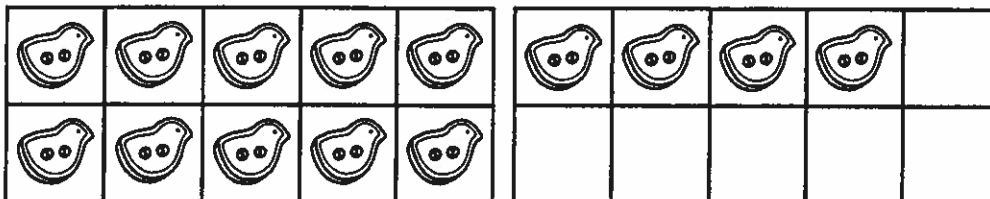
Build and Identify 13 and 14



12

13

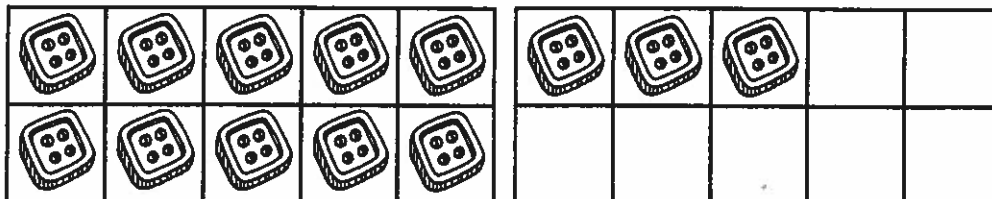
14



12

13

14



12

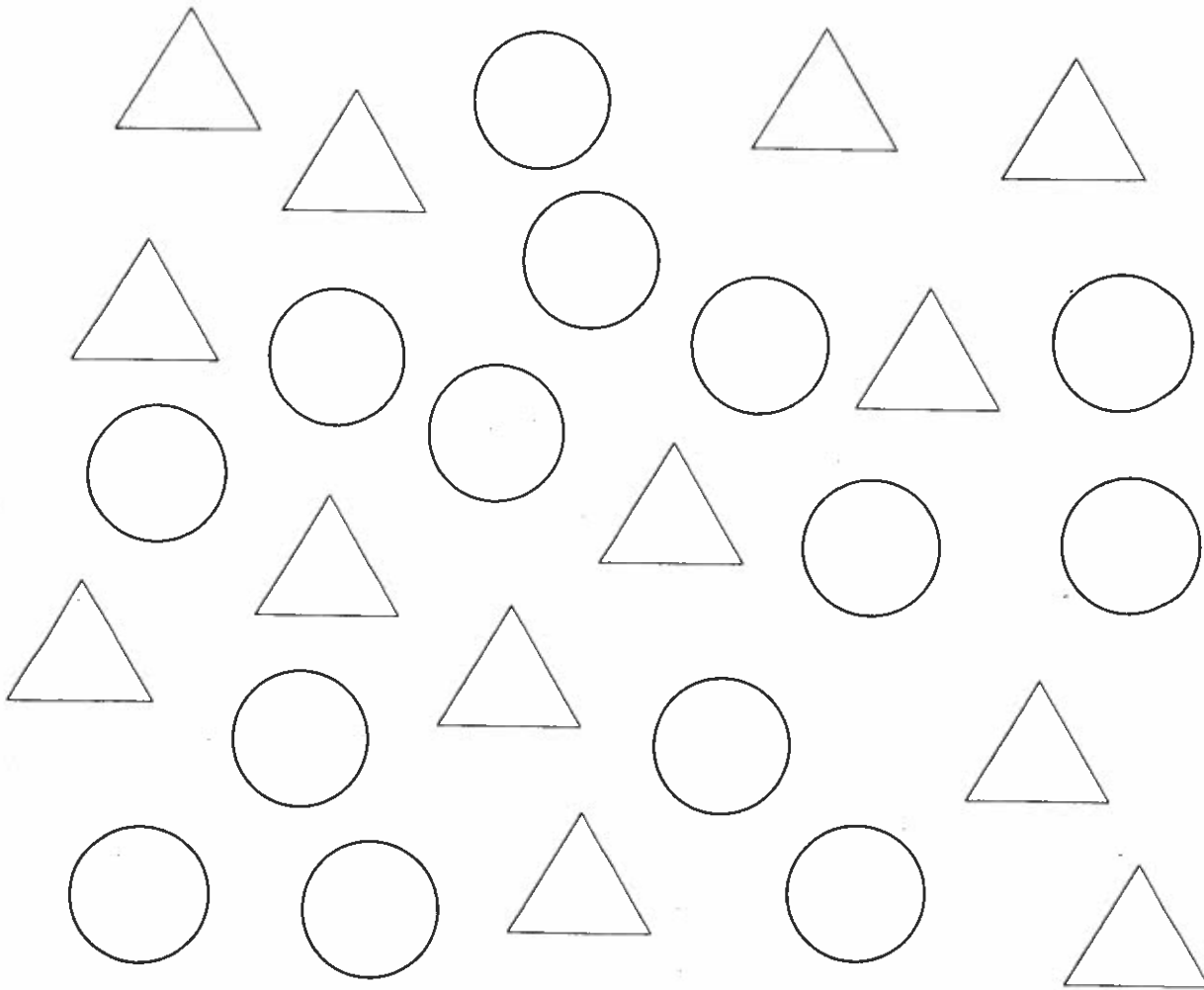
13

14

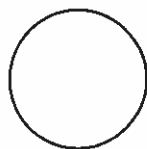
Trace and write the numbers.

Count the buttons. Circle and write the number that tells how many.

How Many?

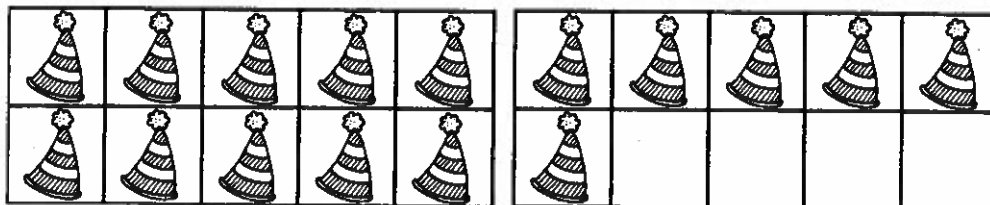






Count and write how many. Fill in the ten-frame correctly.

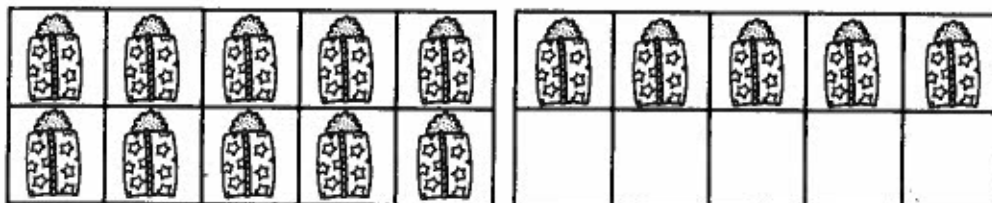
Build and Identify 15 and 16



14

15

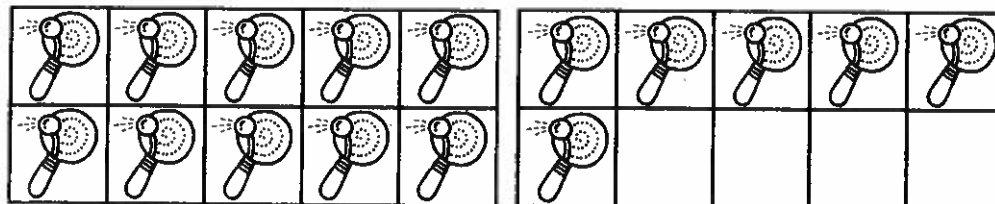
16



14

15

16



14

15

16

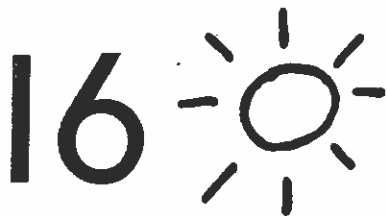
Trace and write the numbers.

Count the buttons. Circle and write the number that tells how many.

Springtime Fun









Between Numbers



9	10	11
10	11	12



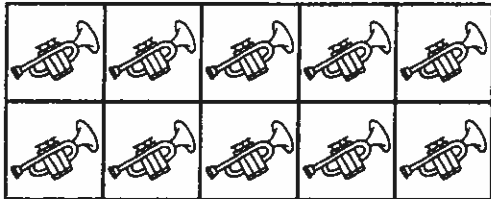
12	14
13	15



15	17
16	18

  ★ Write the missing number.

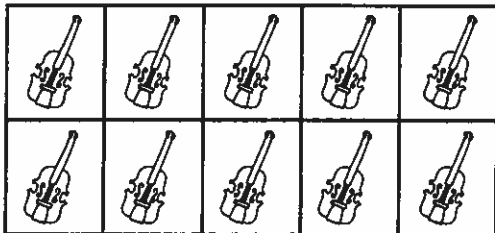
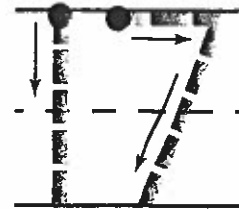
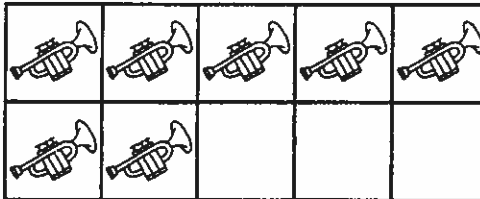
Build and Identify 17 and 18



16

17

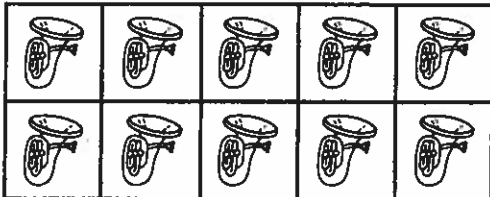
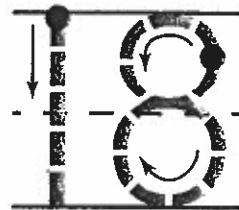
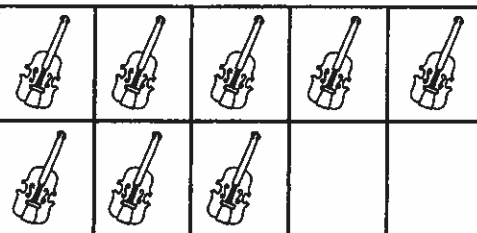
18



16

17

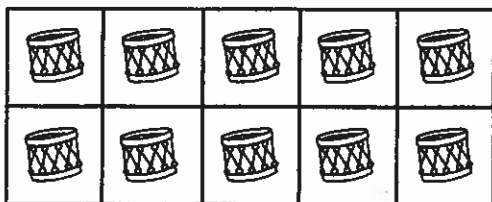
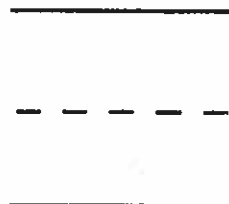
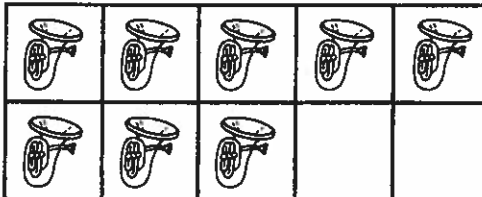
18



16

17

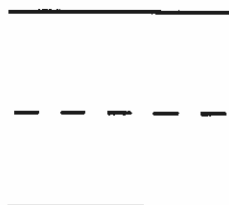
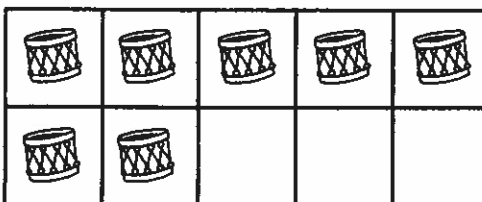
18



16

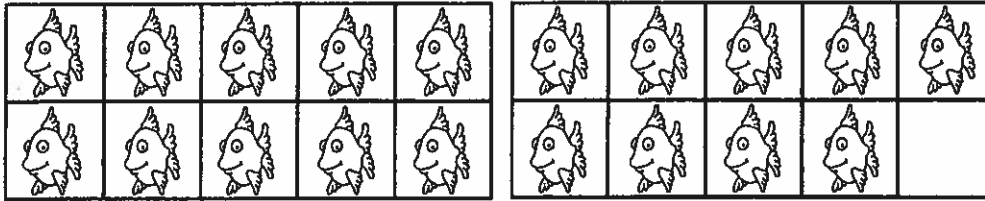
17

18

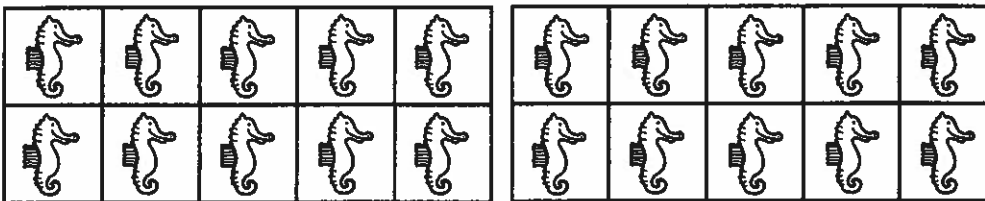
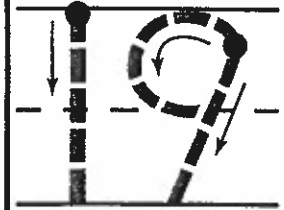


- Count the instruments. Circle the number that tells how many. Trace the number.
- Count the instruments. Circle the number that tells how many. Write the number.

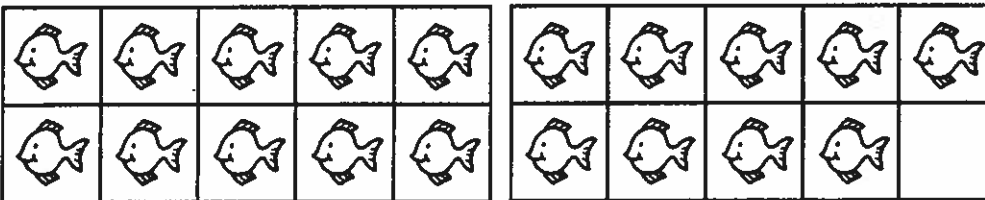
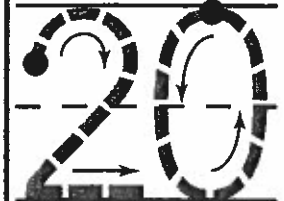
Build and Identify 19 and 20



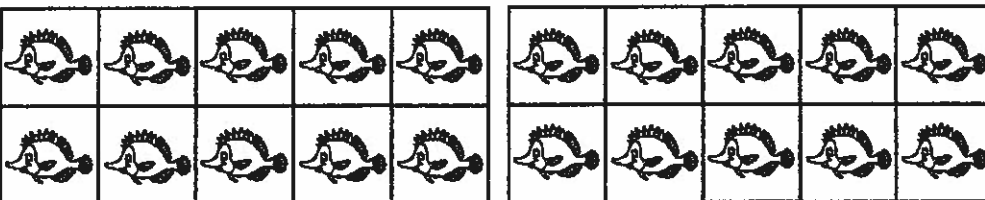
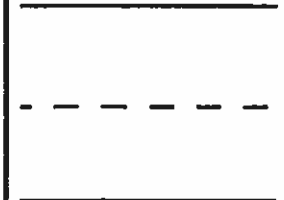
18 19 20



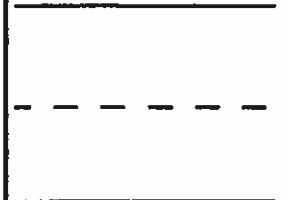
18 19 20



18 19 20



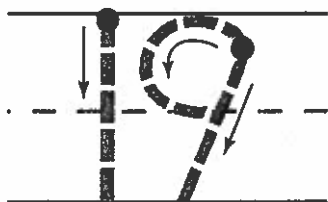
18 19 20



- Count the fish. Circle the number that tells how many. Trace the number.
- ★ Count the fish. Circle the number that tells how many. Write the number.

Filling in 19 and 20





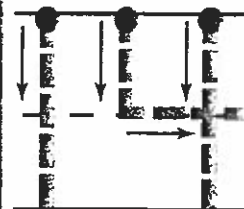






★ ♥ Write the number. Fill in the 10-frame correctly.

**Problem Solving • Draw a Picture**



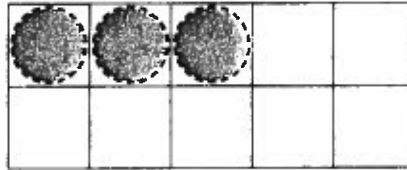
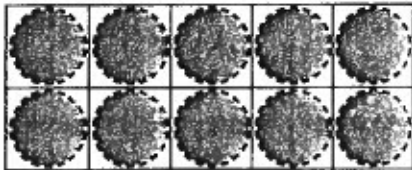


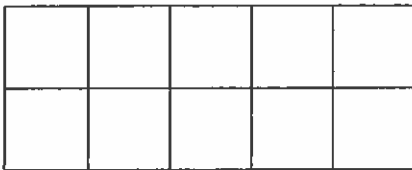


- My number is 10 and 4 more. Draw more counters. Write the number.
- My number is 10 and 5 more. Draw more counters. Write the number.
- My number is 10 and 6 more. Draw more counters. Write the number.
- My number is 10 and 7 more. Draw more counters. Write the number.

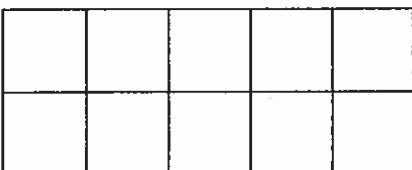
Name _____

Draw a Picture and Write a Number



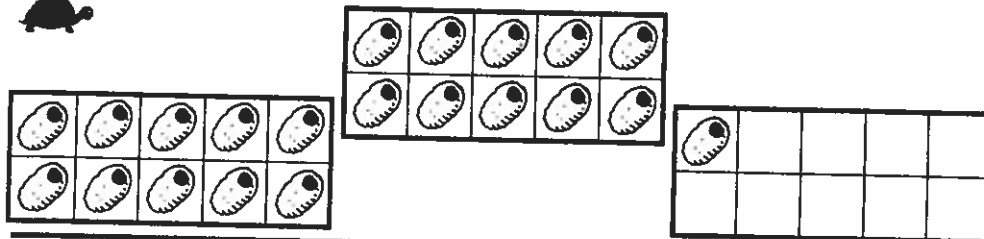
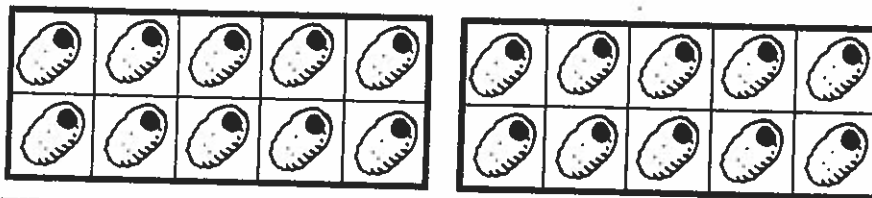


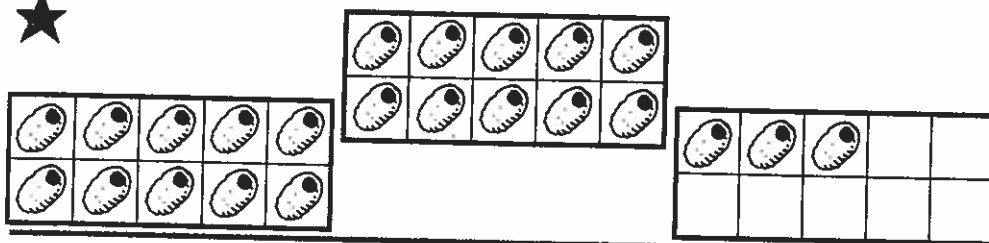


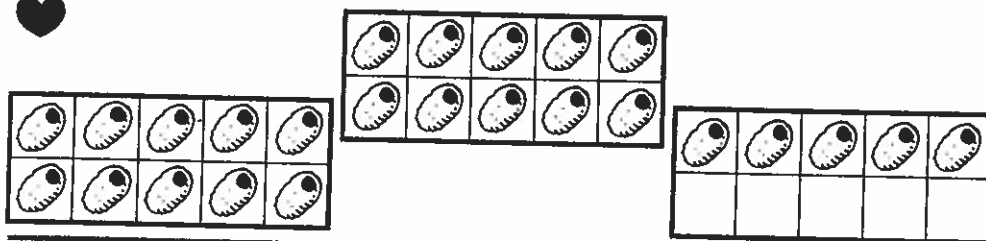


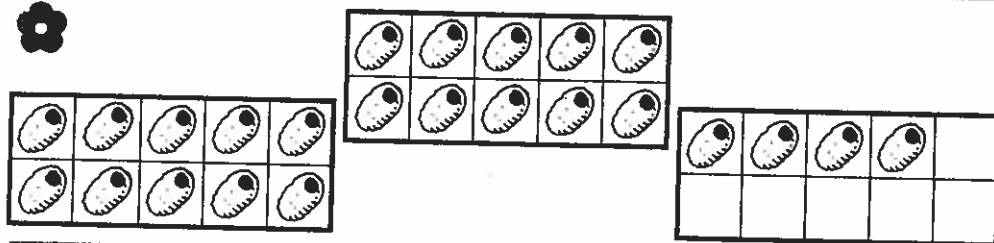
- Draw counters to show 13. Write how many.
- Draw counters to show 14. Write how many.
- Draw counters to show 15. Write how many.
- Draw counters to show 16. Write how many.

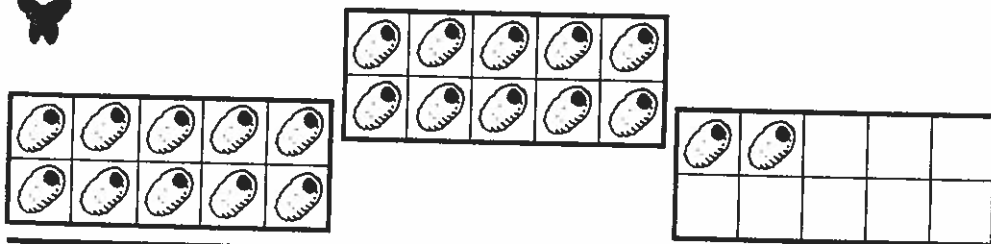
Build and Identify 21 Through 25





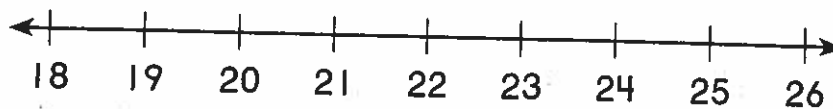








Count the beads and write the number.

Missing Numbers

23		25
----	--	----

21		23
----	--	----

22 26 24

20 21 22

20	21	
----	----	--

19		21
----	--	----

19 22 23

18 23 20

22		24
----	--	----

18	19	
----	----	--

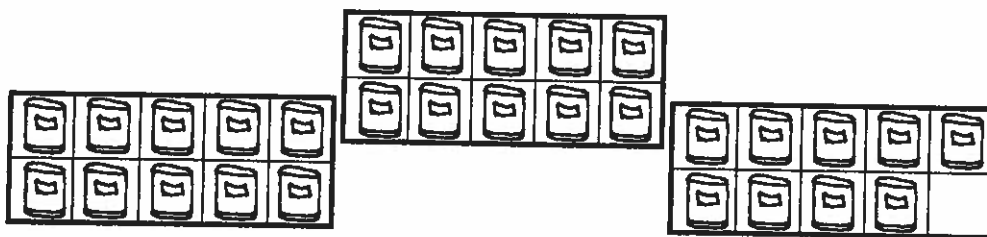
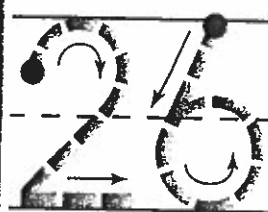
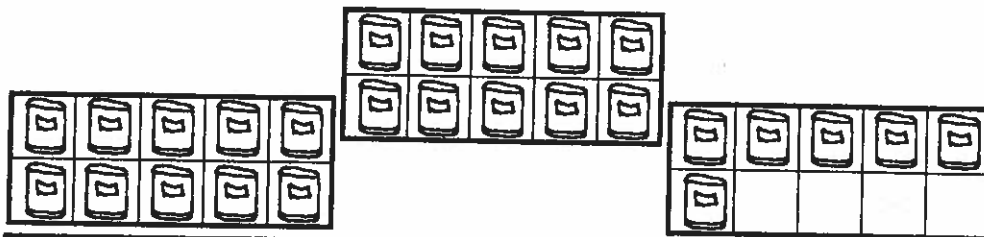
23 25 26

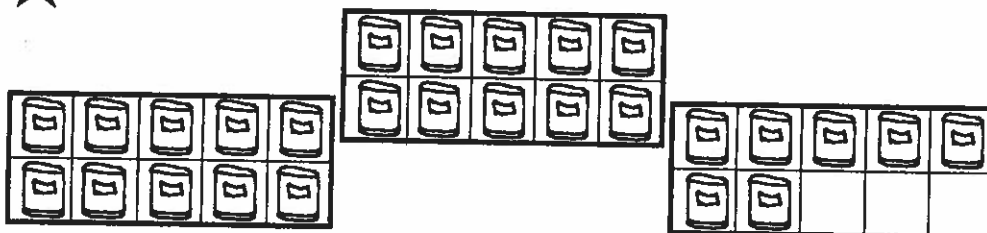
21 25 20

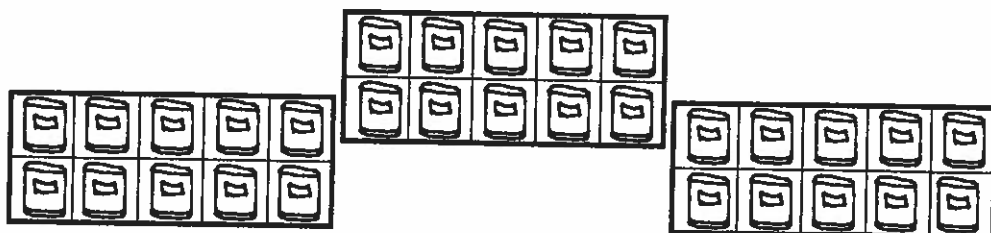
Circle the missing number.

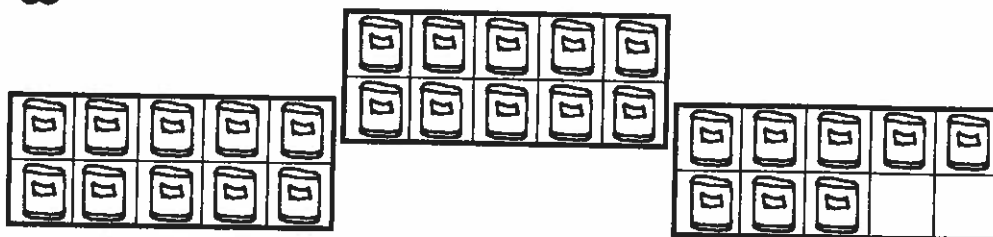
Name _____

Build and Identify 26 Through 30









Count the number of cans and write the number on the line.



Name _____

Missing Numbers Count to 100

Directions: Count to 100. Fill in the missing numbers on each line.

1		3	4	5			8		10
11			14		16	17		19	
	22	23		25		27			30
31			34		36		38	39	
	42			45		47		49	
51		53	54		56		58		60
	62		64	65		67	68		
71	72	73			76			79	80
		83		85		87		89	
91	92		94		96		98		100



Write #s 1-100



Name _____

0

0 write 1-100 by tens

0

Name _____

10

30

50

70

90

20

40

60

80

100

10

20

40

60

70

100

1

2

3

4

5

6

7

8

9

10

0

0

0

0

0

0

0

0

0

0

10

40

60

80

90

20

30

50

70

100