

# Totally Reading

## Don't You Just Love to Read?

Read a book, read a book,  
Don't you just love it?  
Read a book, read a book,  
Don't you just love it?  
Read a book, read a book,  
Don't you just love it?  
Don't you just love to  
Read, ready, read!  
Prissy style...monster style...alien style...whisper style

*\*Let children think of additional styles for singing the song (i.e. under water, with a cold, with emotions, etc.).*

*\*Make a graph of favorite authors or books.*

*\*Have children interview parents, the principal, etc. about why they love to read.*

*\*Invite guest readers to your classroom and ask them why they like to read.*

## Color Train

R – e – d - red  
R – e – d - red.  
Red bird, red head,  
Red heart, red bed  
R – e- d - red.  
B-l-u-e - Blue berries, blue eyes  
Blue bird, blue sky  
Y-e-l-l-o-w - Yellow flowers, yellow sun,  
Lemon pie, bananas – yum!  
G-r-e-e-n - Green grass, green grapes,  
Cucumbers, lizards, snakes  
P-u-r-p-l-e - Purple balls, purple plums  
Purple shirts, purple gum  
O-r-a-n-g-e - Orange pumpkins, orange leaves  
Orange juice, orange trees  
B –l-a-c-k - Black night, black cat  
Black panther, black hat  
B-r-o-w-n - Brown cow, chocolate cake

Brown leaves, brown rake  
W-h-i-t-e - White cloud, white snow  
White rabbit, white bow  
P-i-n-k - Pink ribbon, pink nose,  
Pink flamingo, pink rose.  
T-a-n - Tan pants, tan shoes  
Tan deer, and pancakes, too.  
G-r-a-y - Gray clouds, gray house,  
Gray hair, gray mouse

*\*Make a book illustrating the different colors in the song.*

*\*Have children hold up crayons or touch something of the appropriate color as you sing.*

*\*Have a "colorful snack" where every child brings a healthy food and you describe the color. Draw pictures of the "colors" you ate.*

*\*Teach children signs for the colors.*

## **Deck the Room**

Deck the room with letters and sounds.

Abcdefg

Listen up and look around.

Hijklmnop

Get a book and you will see

Qrstuv

Words and letters read with me

Wxyz

A for alphabet /a/a/a/

B for boys /b/b/b/b/

C for cafeteria

D for door

E for exit

F for fun

G for girls

H for hall

I for inch

J for jump rope

K for kids

L for library

M for music

N for note

O for office

P for P.E.

Q for quiet

R for restroom

S for singing

T for teacher

U for understand

V for voices

W for worksheets

X "x" marks the spot

Y for yellow

Z the end of the alphabet

*\*Send children on a "word hunt" around the classroom or school. Can they find a word for*

*each letter?*

*\*Take photographs of different signs in your school or community and use them to make an alphabet book or environmental print book called "We Can Read!"*

## **Alphabetical Antics**

ABCDEFGH

Learning letters is fun you see.

HIJKLMN

Say the letters once again.

OPQRSTU

Then let's learn their sounds, too.

VWXY and Z

We know the letters from A to Z

Now do Macarena letters with me...

Now it's time for country style...

Braham's Lullaby...

Now we've sung our ABC's.

Put the letters to sleep.

*\*Use alphabet charts on children's desks or a letter office as you sing.*

*\*Turn off the lights and let children point to the letters with a flashlight. (Tape letters to the ceiling and have children lay on their backs as they "shine" on letters.)*

*\*Let children suggest other ways to sing the alphabet, such as loud, soft, like a mouse, etc.*

## **Nursery Rhyme Marathon**

Little Boy Blue

Peter Peter Pumpkin Eater

Old Mother Hubbard

Jack and Jill

Mary, Mary, Quite Contrary

Little Jack Horner

Hickety Pickety My Black Hen

Rub a Dub Dub

Sing a Song of Sixpence

Humpty Dumpty

Pat a Cake

Twinkle Little Star

Old King Cole

Hey, Diddle Diddle

Little Miss Muffet  
Jack Be Nimble  
Mary Had a Little Lamb  
Peas Porridge Hot  
Ride a Cockhorse  
Baa Baa Black Sheep  
Hickory Dickory Dock

*\*Have children illustrate their favorite rhyme and then put them together to make a class book.  
\*Write rhymes on index cards and place them in a bag. When you have a few extra minutes, let children take turns pulling out a rhyme. Sing or say the rhyme.*

### **Rhythm Rhyme**

Here's a rhythm game.  
Slap your legs two times.  
Clap your hands two times.  
Then snap your fingers  
Two times. Here we go...  
(slap, slap, clap, clap, snap, snap)  
XX—rhythm  
XX—rhyme  
XX—I'll say a word  
XX—You make a rhyme  
Ball            Tree  
High           Goat  
Like            Band  
Fun             Hop  
Cat             Star  
Cook           Down  
Net  
Friend..."The End."

*\*Have children use their arms as they say rhymes. Right hand out and say a word. Left hand out and say a rhyme.  
\*Have children draw pictures of objects that rhyme.  
\*Make rhyming puzzle games.*

### **Miss Mary Fill in the Blank**

Miss Mary Mack, Mack, \_\_\_\_\_

All dressed in black, black, \_\_\_\_\_  
With silver buttons, buttons \_\_\_\_\_  
Up and down her back, back \_\_\_\_\_  
Miss Mary Mue, Mue, \_\_\_\_\_  
All dressed in blue, blue, \_\_\_\_\_  
With pretty buckles, buckles, \_\_\_\_\_  
On her tennis shoes, shoes, \_\_\_\_\_  
Miss Mary Med  
All dressed in red  
With a golden hat  
Upon her head  
Miss Mary Mreen  
All dressed in green  
With the prettiest dress  
You've ever seen  
Miss Mary Mite  
All dressed in white  
When the band played  
She danced all night  
Miss Mary Mellow  
All dressed in yellow  
Went to a movie  
To see her fellow  
Miss Mary Mink  
All dressed in pink  
She washed her clothes  
In the kitchen sink  
Miss Mary Mown  
All dressed brown, brown  
She walked to town  
In her new nightgown  
Miss Mary Murple  
All dressed in purple  
All she would eat  
Was maple surple!  
This is the end  
Of my silly rhyme  
Hope you all had  
A very good time

*\*Have children patty cake with a friend as you sing.*

*\*Let children illustrate the different verses in this song. Put them together to make a class book.*

*\*Sing other songs or say rhymes and leave off a word for children to fill in the blank.*

## Pepperoni Pizza

I like to eat, eat, eat,  
Pepperoni pizza.  
I like to eat, eat, eat,  
Pepperoni pizza.  
Bi bike bo beat, beat, beat  
Bepperoni bizza...  
Mi mike mo meat, meat, meat  
Mepperoni mizza...  
Li like lo leat, leat, leat,  
Lepperoni lizza...  
Ri rike ro reat, reat, reat,  
Repperoni rizza...  
Zi zike zo zeat, zeat, zeat,  
Zepperoni zizza...  
Yi yike yo yeat, yeat, yeat,  
Yepperoni yizza...

*\*Use this song for other consonants and vowels.*

*\*Make a pizza from felt. Write letters on circles that look like pepperoni. Place on the pizza as you sing.*

## Syllable Clap

Clap, clap, clap your hands  
Clap syllables together.  
Clap one syllable words,  
Clap one time together.  
Hop (clap once) House  
Girl                    Eye  
Look                   Red  
Book                   Bird  
Tree                    Sing  
Cow                    Bike  
Skate                   Grass  
Clap two syllable words...  
Happy (clap twice) Brother  
Puppy                   Window  
Elbow                   Flower  
Running                   Mother  
Skipping                   Garden  
Pencil                   Paper  
Birthday                   Awesome  
Clap three syllable words...  
Wonderful (clap 3 times)

Fabulous            Grandfather  
Elephant            Windowsill  
Umbrella            Underneath  
Important            Exception  
Basketball           Pocketbook  
Undershirt           Computer  
Telephone            Chocolate  
Clap three times together..

*\*Clap syllables in songs, rhymes,  
big books, etc.*

*\*Jump, hop, disco, hula,  
blink, stomp, and make other  
movements for syllables in names,  
poems, songs, etc.*

### **Put Together Compounds**

Compounds, compounds,  
Put together compounds.  
Two words together  
Make a compound.  
I'll say two words and you say the compound.  
Listen up to play.  
Dog house - you say  
Rain drop - you say  
Foot ball  
Bath tub  
Put them together then take them apart.  
Pieces of a puzzle are what words are.  
I'll say a word, you take it apart.  
Listen up to play.  
Sunshine    Sandbox  
Eyebrow    Ladybug  
Doorbell    Lunchbox  
Toothbrush    Baseball  
Compounds, compounds,  
Put together compounds.  
Two words together  
Make a compound.  
When you read a book  
Look for compounds.  
You will see them all around.

*\*Use your hands as you sing this song and  
pretend to put words together or take them apart.*

*\*Make compound puzzles from paper plates. Cut plates in half like a puzzle. Write one word on each half. Children put them together to make compounds.*

## **Word Families**

There's a word family you should know  
And "at" is its name-o.

M – a – t, mat

H – a – t, hat

C – a – t, cat

They end in "at" you know.

Fun Run Sun

Pet Jet Set

Hop Top Pop

Sit Fit Wit

Day Say Way

Cut Hut Nut

Look Cook Book

Fill Hill Will

*\*Make a book in the shape of a house and put a different verse on each page.*

*\*Let children make flip books for onsets and rimes.*

## **Happy Birthday Letters**

Yo, A,

It's your birthday.

Let's all read

Like your birthday.

/a/ /a/ /a/ /a/ /a/ /a/

/a/ /a/ /a/ /a/ /a/ /a/

Yo, B...etc.

*\*Have children make letter necklaces and decorate with glitter. Use these as you sing the song.*

*\*Make a birthday cake and place magnetic letters on it as you sing.*

## **Who Let the Letters Out?**

(Open version with no sounds.)

*\*Make manual signs for letters as you sing this*



song.

*\*Let children make up their own dances and movements for this activity.*

## **I Know An Old Man Who Swallowed a Letter**

I know an old man who swallowed an A.  
What would he say if he swallowed an A? /a/  
What could he eat if he swallowed an A?  
Apples, apricots, asparagus  
Adorable A!

B- bologna, bubblegum, beans (Beautiful B)  
C- cookies, cabbage, carrots (Cool C)  
D- donuts, dates, dumplings (Darling D)  
E- eggs, egg plant, eggnog (Exciting E)  
F- fish, French fries, figs (Fantastic F)  
G – garlic, grits, grilled cheese (Gorgeous G)  
H – honey, hotdogs, hamburgers (Happy H)  
I – instant pudding, itty bitty food (Incredible I)  
J – jelly, jell-o, jam (Jolly J)  
K – kiwi, kabobs, ketchup (Kind K)  
L – lemons, limes, lollipops (Likeable L)  
M – milk, macaroni, marshmallows (Marvelous M)  
N – nuts, noodles, nuggets (Nice N)  
O – olives, omelets, onions (Omnipotent O)  
P – peanuts, pickles, pears (Precious P)  
Q – quinces, quiche, quails (Quiet Q)  
R – raisins, raspberries, ravioli (Ravishing R)  
S – sandwiches, salad, soup (Super S)  
T – turkey, tofu, tomatoes (Terrific T)  
U – upside down cake and ugly fruit (Understanding U)  
V – vanilla, vegetables, vinegar (Vivacious V)  
W – watermelon, waffles, walnuts (Wonderful W)  
X – x on a hot cross bun (X-cellent X)  
Y – yogurt, yellow cake, yellow pudding (Youthful Y)  
Z – zucchini, Zweiback, He’s full, so that’s the end!

*\*Make the face of a man on a magnetic board. Insert magnetic letters as you sing the song.*

*\*Staple a man’s head to a zip bag. Have children insert letters in the bag as you sing about them in the song.*

*\*Make an alphabet book called “Eating Our Way through the Alphabet.” Each day assign a different letter to a child. The child should bring in a snack that begins with his or her sound. Take a photo of each child holding her snack and put them*

*together to make a class book.*

*\*Write letters on lunch sacks. Children take pictures of foods and sort them by beginning sound.*

### **Letter Box**

(Use to reinforce sign language.)

I wish I had a letter box to put my A in.  
I'd take it out and go /a/ /a/ /a/  
And put it back again.  
B...etc.

*\*Make a book to go with this song.*

*\*Put manual signs on index cards to hold up as you sing.*

*\*Make a class alphabet book with photos of children making the signs.*

*\*Use sign language to line up children, dismiss them, etc.*

### **Letter Round-Up**

A is for antelope ~ A says /a/  
B is for buffalo ~ B says /b/  
C is for cactus ~ C says /c/  
D is for deer ~ D says /d/  
E for elk                      F for fence  
G for guitar                 H for horse  
I for iguana                 J for jack rabbit  
K for kerchief               L for lasso  
M for music                 N for night  
O for on the range         P for peaceful  
Q for quail                 R for rodeo  
S for saddle                 T for tent  
U for under big sky       V for vulture  
W for wagon                 X for "X" brand  
Y for yeehaw                Z for zee end  
Thanks for coming along  
And for singing our song.  
Happy trails!  
Time to giddy-up!

*\*Make an alphabet song for your state, city, or community. Let the children illustrate.*

*\*Make seasonal ABC Books.*

*\*Hide magnetic letters in the classroom  
and then have children "round them up."*

## **Sweet Vowels**

A E I O U are the vowels we use.  
A E I O U are the vowels we choose.  
Long a says /a/.  
Short a says /a/.  
Bossy "r" makes it say /ar/.  
How about that?  
E – Now let's go ahead.  
I – Now you're getting it.  
O - I like vowels a lot.  
U – Now you know what's up!  
A E I O U are the vowels we use.  
A E I O U are the vowels we choose.  
They are sounds you have heard.  
Vowels are in every word:  
A E I O U – and sometimes Y.

*\*Make vowels with sign language as you sing.*

*\*Have children make lists of words with a  
particular vowel sound.*

## **Slide and Blend**

Slide and blend-  
Blend and slide-  
Just blend two sounds.  
Don't fool around.  
I'll say the letters.  
You blend them together.  
When you see these pairs  
You will know  
How their sounds go.  
Bl says                      Pl says  
Fl says  
Br says              Pr says  
Dr says  
When you see these pairs  
Now you know  
How their sounds go  
St says              Sp says  
Sw says  
Sl says                      Tw says

Tr says  
When you see these pairs  
You will know  
How their sounds go.

*\*Pin letters on children. Let them make a blend by holding hands and pretending to skate around the room.*

*\*Give each child 2 paper plates. Place them on the floor and put a foot on each plate. Pretend to skate as you sing the song.*

*\*Make lists of all the words that begin with each blend.*

### **Diagraph Walk**

Here comes S you're a real cool cat.  
Here comes H, well how about that?  
When they get together and walk around  
They always make the /sh/ sound.  
Sh- sh-sh-sh-sh-sh-sh-sh-sh  
Sh- sh-sh-sh-sh-sh-sh-sh-sh  
Sh- sh-sh-sh-sh-sh-sh-sh-sh  
And that's the cool "SH" sound.  
Ch...Th...Ph ...Wh

*\*Pin letters to children and let them hold hands and walk around as you sing.*

*\*Make letter puppets for children to put on their fingers as you sing.*

### **The Tools of Good Readers**

The tools, the tools, the tools of good readers.  
Look, look, look at the picture...  
Sound, sound, sound out the letters...  
Go back, go back, and read it again....  
Do you see a smaller chunk that you can read?...  
The tools....

*\*Let children make a "tool box" that they can use when they come to a word they don't know.*

*\*Encourage children to think out loud by asking, "How did you know that word?"*

### **Rapping Words**

I - s "is" i - s "is"  
She is - he is - i-s "is"  
I - t "it" - it flies - it walks  
S - h - e "she" - she runs - she sings  
H - e "he" - he talks - he draws  
W - e "we" - we read - we play  
M - e "me" - help me show me  
A - r - e "are" - we are - they are  
Y - o - u "you" - you laugh - you run  
A - n - d "and" - you and me - she and he  
T - o "to" - to school - to work  
C - a - n "can" - I can - you can  
T - h - e "the" say "the" or say "the," always spell it t-h-e  
E - n - d "end" - the end of the rap.  
That's all my friend - e-n-d "end"

*\*Make up raps for spelling names, vocabulary words, etc.*

*\*Did you know that you could sing and spell other words?*

*2 letter words – "If You're Happy and You Know It"*

*3 letter words – "Three Blind Mice"*

*4 Letter words – "My Darling Clementine"*

*5 Letter words – "BINGO"*

*6 or more letters – "Ten Little Indians"*

## **Lifetime Words**

Lifetime words are special words

That you need to know.

They will stay with you

Wherever you may go.

Let's sing them together

From a to z.

Just point to the words

And read and sing with me!

a about after all am an and are

as asked at away back be because

before big but by came can come could

day did do don't for from get

go going had has have he her here

him his how I if I'm in

into is it just like little look make

man me mother my no not now

of on one or our out over play

put said saw see she so some

than that the their them then there they

this to too two up us very  
was we went were what when where who  
will with would yes you (and) your  
Lifetime words are special words..

*\*Give each child a list of these words so they can point to the words as they sing.*

*\*Collect tins that mints come in and give one to each child. Have them write lifetime words on small pieces of paper and "save" them in their treasure tins.*

*\*Have children "hunt" for lifetime words in the classroom, in books, in the newspaper, etc.*

## **Punctuation Pays**

Period, question mark

And exclamation—

Always end your sentences

With punctuation.

If you just want to state

Something in a normal way

You can put a period

At the end of what you say.

I see a dog. I like my house.

Use a period.

You are nice. He's quiet as a mouse.

Use a period.

When you ask a question.

Then this is what you should do:

Put a question mark and let

Your voice show it, too.

What's your name? How old are you?

Put a question mark.

Where do you live? Do you like the zoo?

Put a question mark.

Now if you are excited—

You feel the lightning spark—

Show it in your voice and put

An exclamation mark.

You can do it! My cat can fly!

Use an exclamation mark.

Look out! There's a monster! Oh, my!

Use an exclamation mark.

Period, question mark...

*\*Make motions for punctuation as you read.*

*For example, stand up for a capital letter and sit down when you get to a period. Put finger on side of head and say, "Duh?" for question mark. Stand and put your first in the air as you say, "Yee haw!" for an exclamation mark. Hop for a comma, and make quotation marks with 2 fingers for quotations.*

*\*Write the morning message or other sentences incorrectly and have children come "correct" you by adding the punctuation, capitalization, etc.*