

# Totally Reading Vol 2

## Lyrics

### Who? What? Where? When? Why?

Who, what, where, when, why?  
Who, what, where, when, why?  
Who, what, where, when, why?  
Ask questions when you read.  
Who is a person or thing,  
A dog, a baby or a king.  
Who is a person or thing.  
Ask questions when you read.  
What is happening,  
A mystery, adventure, can you see.  
Where is always the place,  
A forest, city, or outer space.  
When tells the time you know,  
Today, tomorrow, or long ago.  
Why is the reason  
For the action to happen.  
Who, what, where, when, why...

*\*Write "who," "what," "where,"  
"when," "why" on jumbo craft sticks  
and place them in a sock. Let children  
choose a stick after you have read a  
story and tell that part.*

*\*Use story maps, webs, or other visual  
graphics to recall parts of a story.*

### It's Fact and Fiction Time

It's fact and fiction time  
Here is a little rhyme.  
If it could be true,  
Say "fact" is what you do.  
But if it is pretend  
Say "fiction" at the end.  
You know it's just pretend  
Like imaginary friends.  
All right contestants. Listen up!  
I saw a horse that was flying in the sky. (fiction)

A red car drove down my street. (fact)  
Sarah saw a tree where candy was growing on it. (fiction)  
There were leaves growing on the tree. (fact)  
There was a dog barking in the yard. (fact)  
A space ship landed on the playground. (fiction)  
We had green hotdogs and purple corn for lunch. (fiction)  
Our teacher read us a story. (fact)  
We are going to the moon on a field trip. (fiction)  
We like to play outside. (fact)  
We walk down the hall at school. (fact)  
Cows are purple and pink. (fiction)  
That's fact and fiction time.  
And you all did just fine.  
You can tell what is true  
And make-believe, too.  
Now when you start to read  
This is a skill you need;  
Ask this question:  
Fact or fiction?

*\*Let children get up and make statements. Their classmates have to decide if it is "fact" or "fiction."*

*\*After reading books to children, ask them if it is fact or fiction.*

*\*Use a T-Chart to sort things that are real and pretend.*

## **Where Can You Go When You Need to Know?**

If you need to find out how to spell a word  
Here's what you can do:  
You can look it up in a dictionary  
And you'll find its meaning there, too.  
If you want to find a brand new word  
With the same meaning as the word you have  
You can look it up in a thesaurus  
A thesaurus lists all the synonyms.  
If you need to find out more about a topic  
There's another place you can turn:  
You can look it up in an encyclopedia  
Where there're lots of facts for you to learn.  
There are other places you can go  
When there's something you don't know yet.  
You can ask a friend or a teacher  
Or look it up on the internet.  
And soon you'll know so much – it's true—

That all your friends will come and ask you!

*\*Model how to use a dictionary, thesaurus, etc.*

*\*Have children use several different sources to gather information on a topic. Compare and contrast facts.*

### **Parts of Speech Hoedown**

*Get out your banjos and play along!*

The parts of speech, the parts of speech

They all work together.

So all of our words and sentences

Make sense when they come together.

A noun, a noun, you should know

Is a person, a place, or a thing,

A girl or a town or a pickle or a tree,

Candy, a dog, or a swing.

Verbs, those verbs are action words.

You need them to run, fly, and walk.

You can jump, you can shout,

You can swim, skate or pout,

Laugh or learn to talk.

The parts of speech, the parts of speech

They all work together.

So all of our words and sentences

Make sense when they come together.

Adjectives are very smart.

They describe the noun:

Nice, hot, silly, tired and great,

Ugly, clever, and round.

Adverbs work energetically.

They describe the verb.

Slowly, boldly, high and low

Quickly, neatly – adverbs.

The parts of speech, the parts of speech...

*\*Underline nouns with a blue marker, verbs with a red marker, adjectives with a green marker, and adverbs with a yellow marker.*

*\*Make a game with letters of the alphabet on one set of cards and parts of speech and other categories on another set of cards. Children draw a letter card and a category card and try to think of a word that starts with the sound.*

## Endings

Endings, endings, have you heard?

Put them at the ends of words.

S, ed, ing.

Are a few of the endings you might read.

I'll say a word and you add "s."

Come on now and do your best

Play plays                      Help

Work                              Paint

Show                              Look

Jump                              Laugh

Now I'll say a word and you add "e-d."

It might sound like /ed/ or /t/...

Here comes "i- n-g."

At the end of the word it says "ing"...

*\*Write root words on the board. Write*

*"s", "ed", and "ing" on index cards.*

*Attach the cards to a ruler or fly swatter.*

*Children come up and place an ending  
by a word and read it and use it in a sentence.*

*\*Write incorrect sentences on the board. Read  
them over. "It sounds funny. Who can come  
fix it?" Let children add the correct ending  
and then reread*

## We Can Do Opposites

We can do opposites, opposites, opposites,

We can do opposites, follow me.

Top and bottom, front and back,

Happy and sad, how about that?

Over and under, in and out,

Up and down. You've got it figured out.

You can do opposites, opposites, opposites.

You say the opposite word after me.

Hot                      Big

Near                    Fast

North                  Loud

On                      Tall

Boy                     Black

Laugh                 Good

Sweet                 Wet

Full

Beginning- and “The End.”

*\*Make a class book where children illustrate different opposites. You could also photograph them acting out the opposites.*

*\*Use a “T” chart to write words that are opposite.*

*\*Have an “opposite day” where you start with the good-bye song, reverse your daily schedule, and end with morning routine. Oh, and you must eat dessert first!*

### **Synonym Stomp**

Synonyms are words that mean almost the same thing.

You can find them in a dictionary or thesaurus.

For example, a synonym for beautiful is pretty.

A synonym for cold is freezing.

I’ll say a word, and then you say a synonym.

Come on and catch the beat!

Stomp, stomp, clap. Stomp, stomp, clap.

I say run, you say jog. Run – jog. Run – jog.

I say angry, you say mad. Angry- mad. Angry – mad.

I say silent, you say quiet...

I say lady, you say woman...

I say near, you say close

I say happy, you say glad

I say hungry, you say starving

I say sparkle, you say glitter

I say cry, you say weep

I say terrible, you say awful...

I say sick, you say ill...

I say sad, you say unhappy...

I say delicious, you say yummy...

I say gentle, you say soft...

I say great, you say super...

I say loud, you say noisy

I say synonym, you say “same thing.”

*\*Use visual graphics to extend vocabulary. For example, use a web to brainstorm all the synonyms for “like.” Use a T-chart to list words and synonyms.*

*\*Keep a list of “sparkle words” (adjectives and adverbs) by your word wall. Encourage children to add sparkle words to their sentences.*

## O, Those Contractions

Oh, those contractions  
They're full of action.  
Two words together  
Make it sound better.  
Leave out some letters  
And then you better  
Use an apostrophe  
Where they once were.

I will ~ I'll	You will ~ You'll
It is ~ it's	She is ~ she's
I am ~ I'm	You are ~ you're
We are ~ we're	They are ~ they're
Chorus	
Can not ~ can't	Do not ~ don't
Will not ~ won't	Is not ~ isn't
I have ~ I've	We have ~ we've
I would ~ I'd	You would ~ you'd
Chorus	

*\*Make contraction puzzles with sentence strips or other paper cut 11" x 3". Fold in the two ends to the middle. Write a word on each side, then open and write the contraction.*

## Ready to Write

Here is my right hand way up high.  
Here is my left hand touch the sky.  
Right and left and roll out of sight.  
Now I know my left and right.  
Wiggle them and get ready to write.  
Hold your pencil – not too tight.  
Name on your paper, start at the top.  
Ready to write now and don't stop.  
Faster....super fast

*\*Put a sticker on each child's right hand and play "Simon Says" or the "Hokey Pokey" where they have to listen and use that hand.  
\*Rub lotion on children's right hands.  
Hint! If you focus on the right hand, then what is left over is their left!*

## **Pencil Talk**

Let's go for a walk, let's go for a walk,  
Let's go for a walk and see what we can do.  
There are ducks swimming, there are ducks swimming...  
The fish are blowing bubbles, the fish are blowing bubbles,..  
The bee buzzes around, the bee buzzes around,..  
The bunnies jump up and down, the bunnies jump up and down,..  
The crickets chirp a sound, the crickets chirp a sound,..  
The birds fly in the sky, the birds fly in the sky,..  
The frog hops on the ground, the frog hops on the ground,..  
The rain falls to the ground, the rain falls to the ground,..  
The wind begins to blow, the wind begins to blow,  
The wind begins to blow, it's time to run back home!

*\*Model how to "write" and sing this song, and then  
Let children practice on a sheet of paper. For "walk"  
Make dashes from left to right across the top of the page.  
For "swimming" make a line of waves.  
For "bubbles" make small circles.  
For "buzz" make loops.  
For "jump" make a zigzag line.  
For "chirp" make an "x."  
For "fly" make a curvy line.  
For "hop" make humps up and down.  
For "rain" make straight lines down.  
For "wind" make slanting lines.  
For "run back home" make a long horizontal line.  
Children will learn strokes they need to make letters  
with this activity. They will also learn starting at the top and  
going left to right.  
\*Use "Here We Go Round the Mulberry Bush" and  
other songs to get ready to write.*

## **Karate Writing**

We're going to say the alphabet with karate motions.  
For letters that start at the top dotted line we will punch  
up high. For letters that start at the middle dotted line  
we will punch out in front of us. For letters with a  
tail that go below the line we will give a little kick.  
When we have finished we will fold our hands  
together and bow as we say, "The alphabet."  
A – punch from waist  
B – punch up in the air  
C – punch from waist

D – punch up in the air  
E – punch from the waist  
F – punch up in the air  
G – give a little kick...etc.

*\*Sort letters by size on the board.*

*\*Use karate writing for reinforcing spelling names,  
word wall words, vocabulary, etc.*

*\*Do “ballerina spelling” by placing hands over the head  
for tall letters, in front, or down low. Turn in a circle  
as you say the word.*

## **Writing Uppercase Letters**

Letters are made from circles and lines,  
Pushes, slants each letter looks fine.

Make them as we sing this song.

It's easy when you join along.

Slant, slant, push in between.

Slant, slant, push in between.

Slant, slant, push in between

To make the letter A.

B - Pull straight down two humps on the right

C - Circle round and then you stop

D - Long straight line and half a circle

E - Pull straight down, then push, push, push

F - A tall line, push at the top and middle

G - Circle round, stop, and then push in

H - Pull, pull, push in between

I - Pull, little push at the top and bottom

J - Pull down, make a hook, put a hat on top

K - Straight line, slant in, and out again

L - A long line and push on the ground

M - Two straight lines, two slants in between

N - Pull, pull, slant top to bottom

O - Circle round then back to the top

P - Pull straight down, then a hump from the top

Q - Make a circle then a small slanted line

R - Pull straight down, hump and slant

S - Curve up and down, then curve down and up

T - Straight line down, push at the top

U - Pull down curve then back to the top

V - Slant, slant, meet at the bottom

W - Slant down, up, down and up

X - Two slanted lines that cross in the middle

Y - Two small slants on a straight line

Z - Push right, slant down and push right again  
You can write your ABC's  
Give yourself a big smiley!

*\*Use invisible writing (2 fingers in the air with a stiff elbow) to practice letters.*

*\*Do "tummy writing" where children lay on their tummies and extend one arm above their heads as they make letters on the floor.*

*\*Have children stand in a circle facing each others' backs. First child writes a letter on the person's back in front of them. Go around the circle as each child write the same letter.*

### **Rhyme to Write Lowercase Letters**

First make a circle, then a short straight line.  
That's a lowercase a, and it looks just fine.  
Now make a long line with a circle on the ground.  
And you've made a b with the /b/ /b/ /b/ sound.  
Letter c's like a circle, but it doesn't close up.  
For cotton candy and carrots and cups.  
Small d has a circle that sits on the ground  
And a straight line on the right, for dog, dance, and down.  
E starts with a straight line from the side you see  
Then curves up around and down, that's lowercase e.  
Letter f has a hook that curves at the top  
Then a long line straight down and a short one across.  
For g make a circle and a hook stretching down.  
Like the trunk of an elephant sweeping the ground.  
H has a long line and a hump on the right.  
It's a letter with happiness, health and height.  
For I make a short line, then a dot overhead  
For words like important, inch, if and instead.  
Letter j has a long hook that stretches below  
And a dot on the top for jump, jive, and joke.  
When you make a long line, and two short ones slant out  
It's lowercase k –without a doubt!  
Letter l's very simple –just one long straight line.  
Keep your pen on the paper and you'll make l just fine.  
Now make a short line and two round humps.  
Your m's like two mountains, or mole hills or mumps.  
N's just like m, with one hump less—  
For never and no one and nickel and nest.  
O is a circle, entirely round.  
There isn't a straight line or edge to be found.

P starts with a straight line that goes down below.  
Then a small circle just like letter o.  
Q is like p, but the line's on the right  
And kicks up at the end –q's quite out of sight!  
Now make a short line, entirely straight  
With a hook on the top—your r is first rate!  
Letter s is swirley, it swerves and it bends;  
Curve up around, slant down, then curve up again.  
T has a straight line that's medium sized  
Then a shorter one crosses from side to side.  
U is like n turned upside down;  
Make a curve with your pencil, then a straight line down.  
V has two straight lines, and both of them slant.  
They meet at the bottom—how about that!  
W is two v's stuck side by side;  
W is for welcome, with arms open wide.  
Now make two slanted lines, at the middle they cross  
For X-men and x-ray, your x marks the spot.  
Letter y has two lines that touch, you know  
A short one and a long one that stretches below.  
Z makes zigzags for zany and Zen;  
Straight across the top, slant down, then straight out again.  
You've made all the letters – way to go.  
You'll be writing words before you know!

*\*Give each child a squirt of shaving cream to spread on their desk. Write letters in the shaving cream as you sing.*

*\*Make letters with play dough, jump ropes, pipe cleaners, and other art media.*

*\*Have children write letters on the board with a wet sponge and watch as they "disappear."*

## **Hi Ho Librario – Parts of a Book**

The author writes the book.  
The author writes the book.  
Hi ho librario  
The author writes the book.  
The author picks the title...  
The title of the book  
Tells what it's about...  
The illustrator draws the pictures...  
The publisher makes the book...  
The copyright tells the date  
If you want to know a book's age...  
The table of contents

Tells you what's inside  
Look at the table of contents  
To help you decide.  
The parts of a book,..

*\*Make a class book and include a page for the children to sign their names as authors and illustrators. Include a copyright date and the school as the publisher. Don't forget a title page and "The End." You might also want to add a page for "comments" and let children take the book home to share with their families. You could even add an ISBN number!*

*\*When children make individual books, encourage them include parts of a book.*

### **Parts of a Letter**

Head, greeting, body, closing, signature.  
Head, greeting, body, closing, signature.  
These are the parts of a letter.  
Head, greeting, body, closing, signature.  
Louder...softer...

*\*Point to your head as you say "head."  
Point to your mouth as you say "greeting."  
Point to your body as you say "body."  
Point to your knee as you say "closing."  
Point to your feet as you say "signature."  
\*Let children write letters to the President, governor, a favorite author, athlete, etc.*

### **Good-bye Friends!**

See you later, alligator!  
After while, crocodile!  
In an hour, sunflower!  
Maybe two, kangaroo!  
Gotta go, buffalo!  
Adios, hippos!  
Chow, chow, brown cow!  
See you soon, baboon!  
Adieu, cockatoo!  
Better swish, jellyfish.  
Chop chop, lollipop.

Gotta run, skeleton!  
Bye-bye, butterfly!  
Better shake, rattlesnake.  
Good-bye, my good friends!

*\*Let children illustrate these rhymes  
to make a class book.*

*\*Have children make up original verses  
using other animals.*

Remaining songs on Vol 2 are instrumental versions. No lyrics required.