

Grade 1



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EMC 3341

BUILDING FLUENCY

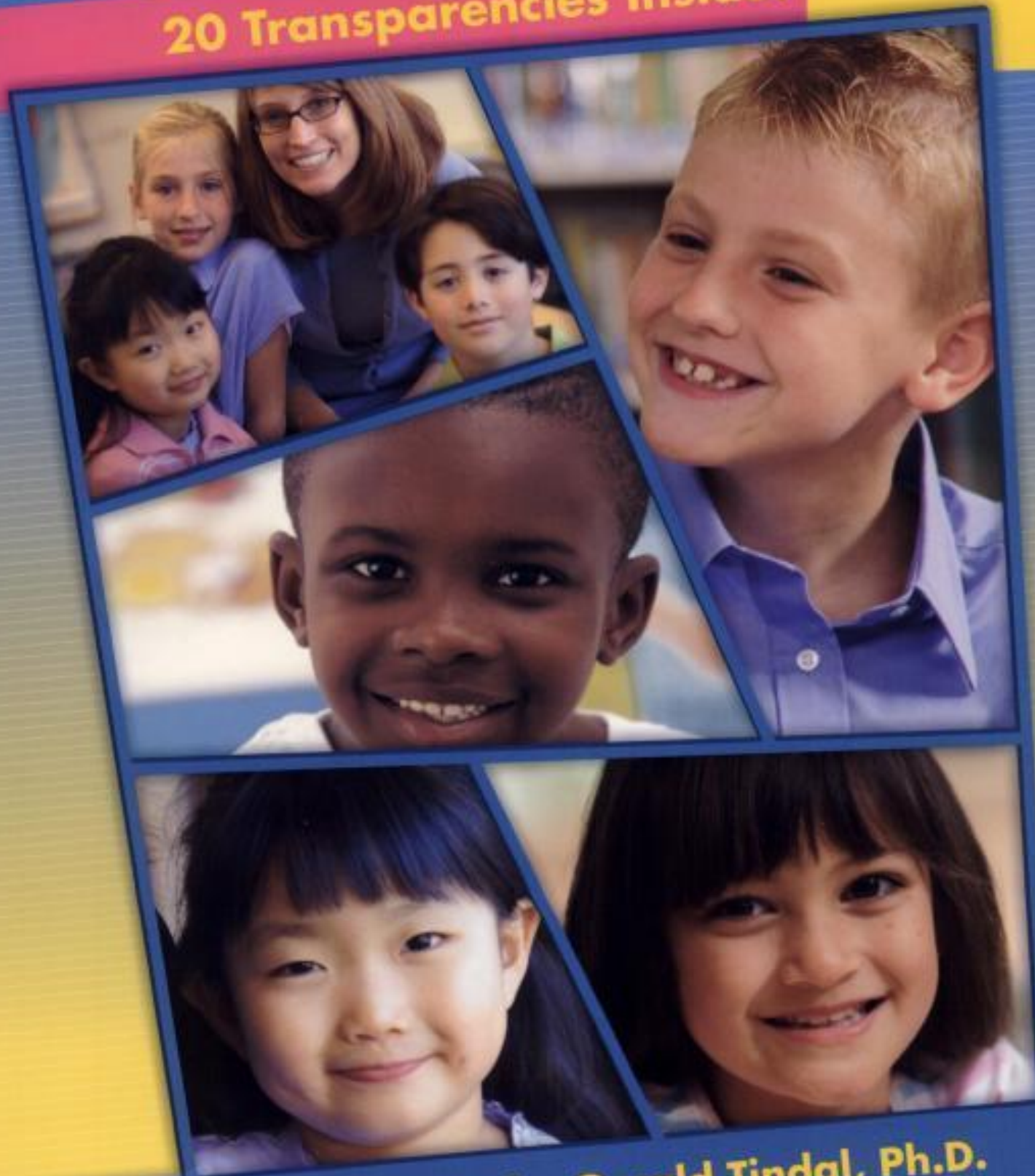
GRADE

1

Correlated to State Standards

- Assessment tools
- 20 transparencies
- Variety of genres: poetry, songs, stories, readers' theater

20 Transparencies Inside!



Introduction by Gerald Tindal, Ph.D.

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BUILDING 1 FLUENCY

Fluency has been identified in the Reading First Initiative of the No Child Left Behind Act as one of five essential components of reading instruction. Scientifically based research finds that repeated and monitored oral reading improves fluency and overall reading achievement. *Building Fluency* will help your students build oral reading fluency with selections carefully chosen for their engaging quality, rich language, humor, and cultural literacy value.

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EMC 3341

Editors: Melanie Coon
Joy Evans
Marilyn Evans
Copy Editors: Sonny Bennett
Laurie Westrich
Desktop: Carolina Caird
Cover: Liliana Potigian

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The Importance of Reading Fluency

by Gerald Tindal, Ph.D.

Struggling readers, in general, lack fluency. Therefore, attention to fluency instruction should be a major component of any reading program.

As defined by the National Reading Panel (2000), fluency is “reading text with speed, accuracy, and proper expression.” Fluent readers are like musicians or athletes who no longer have to “think” about a behavior; they “just do it.” A fluent reader moves over the words, sequencing them effortlessly, providing appropriate intonation, and integrating the punctuation. Fluent reading is easily discerned by the reader’s audience.

The importance of reading fluency cannot be underestimated, or its relevance doubted. Comprehension improves when students read quickly, accurately, and smoothly. Jay Samuels, of the University of Minnesota, used the term *automaticity* to describe the relationship between decoding and comprehension. Basically, when students become fluent, decoding is automatic and no cognitive effort is needed to read; the result is a nearly total focus on comprehension.

Additionally, there are some major side benefits of fluency instruction. As students become more fluent readers, they can begin to command their own learning and participate more broadly in the language community. With reading fluency comes greater awareness of the world and opportunity to interact with others, allowing students to help each other practice, rehearse for performances, and share their skills with an audience.

Enjoy helping your students move toward reading fluency!

Dr. Tindal is the Castle-McIntosh-Knight Professor of Education at the University of Oregon in Eugene, Oregon.

Teaching Fluency

In order for students to become fluent readers, they need to have oral reading **modeled** for them; they need repeated oral reading **practice**; and they benefit greatly from **performing** their oral reading.

MODELING ORAL READING

Use the overhead transparencies in this book to demonstrate various qualities of fluent oral reading: rate, phrasing, and intonation. (More about using the transparencies appears on page 4.)

Rate

Explain to students that oral reading rate varies depending on the type of selection being read.

- A faster rate is appropriate for lighthearted pieces such as riddles, jokes, tongue twisters, and limericks.
- A slower rate will better convey meaning when reading nonfiction selections or folk tales and myths.
- Readers' Theater should be read at a rate that corresponds with spoken dialogue.

Phrasing

Explain the importance of reading in phrases, rather than word by word. Use the transparencies to demonstrate how to divide text into meaningful chunks (see page 4).

Intonation

Intonation is the distinctive tone of voice that conveys meaning. Guide students to scan ahead for punctuation that signals appropriate intonation.

- A question mark signals the reader to end the sentence with a slightly higher voice.
- An exclamation mark indicates words that should be read with strong feeling.
- Words in quotation marks should be read as if they are being spoken.

PRACTICING ORAL READING

Keep fluency practice fun and interesting by using a variety of techniques, such as those explained below. Older students may have their own ideas about ways to enliven practice.

Choral Reading

Choral reading is simply reading in unison. Enliven your fluency practice by trying a number of approaches to choral reading throughout the year:

- Refrain reading—one student reads most of the piece and the rest of the class reads repeated sections.
- Antiphonal reading—small groups of students are each assigned a different section of text. One group reads its part, and a different group reads another part, such as the chorus or refrain. This technique is effective with chants, songs, and poems.
- Radio reading—small groups of four to six students are assigned a passage of text. Each student reads a part of the passage in the proper order. This technique is perfect for speeches, nonfiction, and tales, myths, and legends.
- Call and response—one student reads part of a joke or riddle, for example, and the whole group responds by reading the punch line or answer.
- Cumulative—one child or small group begins the reading and is sequentially joined by one or more readers until the entire class is reading.

Partner Reading

In partner reading, one student reads a line or a part, and the partner reads the next line or part.

Echo Reading

In echo reading, a proficient reader is paired with a less proficient reader. The better reader reads one sentence or phrase. The other reader echoes back, following along with a finger.

PERFORMING ORAL READING

A performance celebrates the fluency achieved by daily practice. Friday afternoons are a perfect time for your readers to strut their stuff. Invite a buddy class or someone special, such as the principal, to share in the fun!

Using the Transparencies

The Transparencies

Twenty selections from this book are provided on transparencies to assist you in modeling appropriate rate, phrasing, and intonation for students. These selections are also indicated in the Table of Contents for each section of the book.

Demonstrating Phrasing on the Transparencies

Fluent readers divide text into meaningful "chunks," rather than reading word by word. For example, when a fluent reader reads the sentence "Blue-Foot Sue / was one of the greatest ladies / of the Texas frontier," he or she would automatically pause as indicated by the slash marks.

Demonstrate how to cluster words together by making slash marks (/) with a marking pen on a chosen transparency. Read the selection to the students, and then read chorally as a group. Practice several times, with and without the slash marks.

Starting below and continuing through page 6, you will find reductions of the transparency selections showing suggested markings for phrasing.

Page 13

Terrific Toes

I have such terrific toes, /
I take them with me / wherever I goes. /

I have such fantastic feet, /
No matter what, / they still small sweet. /

Toes and feet / and feet and toes, /
There's nothing else / as fine as those.



Page 14

My Big Balloon

I can make / a big balloon. /
Watch me / while I blow. /
Small at first, / then bigger. /
Watch it grow / and grow. /

Do you think it's big enough? /
Maybe / I should stop. /
For if I blow much longer, /
My balloon / will surely POP!



Page 19

What the Animals Say

Little pup, / little pup, /
What do you say? /
"Woof, woof, woof!" /
Let's go and play." /

Pretty bird, / pretty bird, /
Have you a song? /
"Tweet, tweet, tweet!" /
The whole day long." /

Jersey cow, / Jersey cow, /
What do you do? /
"Moo, moo, moo!" /
And give milk, too." /

Little lamb, / little lamb, /
What do you say? /
"Baa, baa, baa!" /
Can Mary play!"

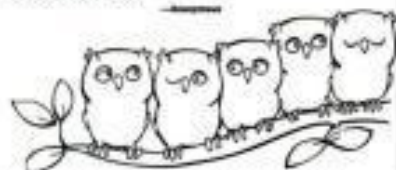


Five Little Owls

Five little owls / in an old elm tree, /
 Fluffy and puffy / as owls could be, /
 Blinking and winking / with big round eyes /
 At the big round moon / that hung in the skies, /

As I passed by, / I could hear one say, /
 "There will be mouse for supper, /
 There will, / today!" /

Then all of them hooted, /
 "Tu-whit, / tu-whoo, /
 Yes, / mouse for supper, /
 Hoo, hoo, hoo, hoo!"



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Comprehension for Page 21

Once I Saw a Little Bird

Once I saw / a little bird, /
 Come and hop, hop, hop, /
 And I cried, / "Little bird, /
 Will you stop, stop, stop!" /

I was going to the window /
 To say, / "How do you do?" /
 But he shook his little tail, /
 And far away / he flew.



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Comprehension for Page 23

Rags

I have a dog /
 And his name is Rags, /

He eats so much /
 That his tummy sags, /

His ears flip-flop, /
 And his tail wig-wags, /

And when he walks, /
 He goes zig-zag.



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Comprehension for Page 24

Froggie Fun

Three little speckled frogs /
 Sitting on a speckled log, /
 Eating the most delicious flies, /
 Yum! Yum! Yum! /

One fell into the pool, /
 Where it was nice and cool, /
 Now there are two speckled frogs, /
 Ribbit! Ribbit! Ribbit! /

Two little speckled frogs /
 Sitting on a speckled log, /
 Eating the most delicious flies, /
 Yum! Yum! Yum! /

One fell into the pool, /
 Where it was nice and cool, /
 Now there is one speckled frog, /
 Ribbit! Ribbit! Ribbit!



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Comprehension for Page 30

Ladybug, Ladybug

Ladybug, Ladybug /
 Stay right here, /
 Don't fly home, /
 You have nothing to fear, /

Your children are sleeping, /
 Your husband is shopping, /
 Your father is sweeping, /
 Your mother is mopping, /

Your grandma is stammering, /
 Your grandpa is clapping, /
 Your auntie is humming, /
 Your uncle is napping, /

Your brother is riding, /
 Your sister is cooking, /
 Your niece is hiding, /
 Your nephew is looking, /

Ladybug, Ladybug /
 Stay right here, /
 Don't fly home, /
 You have nothing to fear.



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Comprehension for Page 31

Reptiles

Who has cold blood? /
 Who has scales? /
 Who lays eggs? /
 Who has wiggly tails? /
 Who lives on land /
 And in the water too? /
 Who crawls and slithers? /
 Reptiles do.

—Bette Langert



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Comprehension for Page 33

My Country, 'Tis of Thee

My country, / 'tis of thee, /
 Sweet land of liberty, /
 Of thee / I sing, /
 Land where my fathers died, /
 Land of the pilgrims' pride, /
 From every mountainside, /
 Let freedom ring.

—Samuel A. Smith



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Comprehension for Page 36

Did You Feed My Cow?

Did you feed my cow? /
 Yes, Ma'am! /
 Will you tell me how? /
 Yes, Ma'am! /

Oh, / what did you give her? /
 Corn and hay, /

Oh, / what did you give her? /
 Corn and hay, /

Did you milk her good? /
 Yes, Ma'am! /

Did you do / like you should? /
 Yes, Ma'am! /

Oh, / how did you milk her? /
 Swish! Swish! Swish! /

Oh, / how did you milk her? /
 Swish! Swish! Swish!

—Anonymous



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Comprehension for Page 41

The Three Little Kittens

Three little kittens / lost their mittens, /
 And they began to cry, /
 "Oh! / Mother dear, / we greatly fear, /
 Our mittens / we have lost," /

"What! / Lost your mittens? /
 You naughty kittens, /
 Then / you shall have no pie!" /

"Meow, meow, meow, /
 We shall have no pie," /

Three little kittens / found their mittens, /
 And they began to cry, /
 "Oh! / Mother dear, / see here, / see here, /
 Our mittens / we have found," /

"What! / Found your mittens? /
 You good little kittens, /
 Then / you shall have some pie," /

"Meow, meow, meow, /
 We shall have some pie!"

—Anonymous



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Comprehension for Page 48

The Bath

Same dog / in the mud. /
He had fun. /
Same is a mess. /
He must get a bath. /
Same did not want a bath. /
He ran and ran. /
Mom got Sam. /
Sam got a bath. /
Now / Sam is not a mess. /
Sam gets a bonus.



Building Fluency: 1000-1000-1000-1000-1000

Illustration: © 2000-2000-2000-2000-2000

The Polar Bear

The polar bear / lives near the North Pole. /
Every day, / it walks on the snow. /
It has fur / on the bottom / of its feet. /
The fur / keeps its feet warm. /
It also keeps the bear / from slipping on the snow. /

Every day, / the polar bear swims in the cold water. /
The polar bear / is a good swimmer. /
It paddles / with its front legs. /
It pulls its back legs along. /

After it swims, / it shakes the water / from its fur coat. /
BOORRR!



Building Fluency: 1000-1000-1000-1000-1000

Illustration: © 2000-2000-2000-2000-2000

Good Morning!

Wake up! / It's morning. / What do you see? /
The sun in the sky /
And the birds in a tree. /

Wake up! / It's morning. / What do you hear? /
Someone is singing /
A song / soft and clear. /

Wake up! / It's morning. / What do you hold? /
The covers around me /
To keep out the cold. /

Wake up! / It's morning. / What do you smell? /
Someone is trying /
An egg / I can tell. /

Wake up! / It's morning. / What do you eat? /
Warm oats and cold milk /
And berries so sweet.



Building Fluency: 1000-1000-1000-1000-1000

Illustration: © 2000-2000-2000-2000-2000

Weather Helps Us

Look outside. /
What do you see? /
Wind / is blowing in the tree. /
Wind helps us. /
It makes sailboats move. /
It makes kites fly high. /

Look outside. /
What do you see? /
Rain / is falling on the tree. /
Rain helps us. /
Rain fills lakes and rivers / with good water. /
Plants need water / to live and grow. /

Look outside. /
What do you see? /
The sun / is shining on the tree. /
The sun helps us. /
Plants, / animals, / and people / all need sunshine. /
The sun helps plants grow. /
People and animals / eat plants.



Building Fluency: 1000-1000-1000-1000-1000

Illustration: © 2000-2000-2000-2000-2000

Run, Swim, Fly

Do you ever watch animals move? /
If you do, / you will see them move / in many ways. /

Animals on land may walk, / run, / jump, / or hop. /
Some, / like snakes or snails, / crawl. /

Bats and most birds fly. /
Insects / like bees and ladybugs / fly, too. /

Fish and whales / live in the water. /
Most animals / that live in water / swim.



Building Fluency: 1000-1000-1000-1000-1000

Illustration: © 2000-2000-2000-2000-2000

The Colors of Fall

Characteristics

1 red maple tree

2 orange maple trees

3 yellow maple trees

Red Trees: Fall is as red / as a maple leaf. /

First Tree: Fall is as red / as a chrysanthemum. /

Second Tree: Fall is as red / as a robin's breast. /

Third Tree: Fall is as red / as a juicy red apple. /

Orange Trees: Fall is as orange / as a maple leaf. /

Fourth Tree: Fall is as orange / as a butterfly weed. /

Fifth Tree: Fall is as orange / as a monarch butterfly. /

Sixth Tree: Fall is as orange / as a big orange pumpkin. /

Yellow Trees: Fall is as yellow / as a maple leaf. /

Seventh Tree: Fall is as yellow / as a dandelion. /

Eighth Tree: Fall is as yellow / as a meadowlark. /

Ninth Tree: Fall is as yellow / as a ripe banana. /

Red Trees: Fall is as red /

Orange Trees: Fall is as orange /

Yellow Trees: Fall is as yellow /

All Nine Trees: Fall is as yellow / as a fall day.

Building Fluency: 1000-1000-1000-1000-1000

Illustration: © 2000-2000-2000-2000-2000

Jack and the Beanstalk
by Judith Galt and Carrie Hayes
Characters

Reader 1 Reader 2
Reader 3 Reader 4

Reader 1: For Jack and his mother, / the times were bad. /
So Jack took magic beans / for the only coin they had. /

Reader 2: Jack's mother was angry / and threw with all of his weight. /
The beans went out the window, / and she went to bed / for the night. /

Reader 3: Next morning, / Jack woke up / to find an invisible light. /
A beanstalk had appeared / where the beans lay last night. /

Reader 4: Jack looked up, up, up, / as high as eagles fly. /
He saw that the beanstalk / stretched to the sky. /

Reader 1: Jack climbed the beanstalk / as quick as a mouse. /
There at the top / stood a huge giant house. /

Reader 2: Inside the castle, / Jack crept all around. /
He spotted a fearsome giant / whose voice shook the ground. /

Building Fluency: 1000-1000-1000-1000-1000

Illustration: © 2000-2000-2000-2000-2000

Reader 3: The / giant / yelled / the giant / with an angry face. /
Jack jumped in the oven. / What a good hiding place! /

Reader 4: From there, / Jack saw gold. / And since the giant was asleep, /
Jack ran home fast. / The coins were his to keep. /

Reader 1: Jack and his mom / spent the coins. / None remain. /
So Jack had to climb / to the castle again. /

Reader 2: Jack crawled through the kitchen, / between the /
table legs. / On the table was a hen / laying golden eggs. /

Reader 3: Jack grabbed the hen / and made it home without a hitch. /
With golden eggs to buy things, / now they were rich. /

Reader 4: Again Jack climbed the beanstalk, / which wasn't too wine. /
He stretched up a hand / to his last golden pile. /

Reader 1: As Jack shook away, / the giant woke and said, /
"I'll catch that little thief! / His bones / will make / my bread!" /

Reader 2: The giant gave chase. / Down the beanstalk, / Jack ran fast. /
He saw his mother / and his as at last. /

Reader 3: In the nick of time, / Jack made it back. /
He swung at the beanstalk, / with a mighty whack. /

Reader 4: The giant fell down / and Jack laughed with glee. /
So Jack and his mother / lived ever after happily.

Building Fluency: 1000-1000-1000-1000-1000

Illustration: © 2000-2000-2000-2000-2000

Name _____

Why Did They Draw?

Long, long ago, some people lived in caves. 8
They drew on the cave walls. Why did they 17
draw? We don't know for sure. But we can 26
make good guesses. 29

Maybe they drew to tell stories. Maybe they 37
drew to show things they liked or to show 46
where to hunt. Maybe they drew to have fun. 55

Get a box big enough for you and a friend to 66
crawl into. Tell your friend that you are going 75
to pretend it is a cave. Get markers for both 85
of you. What will you draw in your cave? Will 95
you draw pictures of things you like? Will you 104
draw to tell a story, or have fun? 112

Ask people to look into your cave. When they 121
ask, "Why did you draw?" tell them! 128

Assessing Oral Reading— the One-Minute Probe

The one-minute probe is a very simple way to assess a student's oral reading fluency using norms established in an extensive study conducted by Jan Hasbrouck and Gerald Tindal in 2004.

On page 7 is a selection that may be used for a one-minute probe. There is a cumulative word count at the end of each line of text. You may also use other appropriate reading material that contains at least 111 words.

Preparation

- Reproduce two copies of the chosen selection, one for the student and one for the evaluator.
- You will need a watch with a second hand.

How to Conduct the Probe

1. Meet with the student individually.
2. Introduce the task to the student. Say, "Here is a reading selection about _____. I'd like you to read it to me at a speed that is right for you. Please read as accurately as you can. I will stop you after one minute."
3. Time the student for one minute as the student reads the selection aloud. If the student hesitates for 3 seconds, supply the word and tell the student to continue reading. On your copy, draw a line through any words that are supplied, omitted, or miscalled. At the end of a minute, make a slash mark after the last word the student read.
4. Count the number of miscalled words and subtract them from the total words read. This will give you the **words correct per minute (WCPM)**.

Recording Assessments

1. Find the grade level for the reading selection on the Oral Reading Fluency Data table on page 9.
2. In the correct "seasonal" column, locate the WCPM closest to the student's score.
3. Read across to the percentile column to get an approximate percentile norm for the student.
4. Chart the results on the Oral Reading Record Sheet on page 10. For an indication of growth in oral reading fluency, use this probe first in the fall (except for grade 1) and again in the winter and spring.

2005 Hasbrouck & Tindal Oral Reading Fluency Data

Grade	Percentile	Fall (WCPM)	Winter (WCPM)	Spring (WCPM)
1	90		81	111
	75		47	82
	50		23	53
	25		12	28
	10		6	15
2	90	106	125	142
	75	79	100	117
	50	51	72	89
	25	25	42	61
	10	11	18	31
3	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48
4	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72
5	90	166	182	194
	75	139	156	168
	50	110	127	139
	25	85	99	109
	10	61	74	83
6	90	177	195	204
	75	153	167	177
	50	127	140	150
	25	98	111	122
	10	68	82	93
7	90	180	192	202
	75	156	165	177
	50	128	136	150
	25	102	109	123
	10	79	88	98
8	90	185	199	199
	75	161	173	177
	50	133	146	151
	25	106	115	124
	10	77	84	97

Adapted from Hasbrouck, J. E. & Tindal, G. (2006, April). Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers. *The Reading Teacher*, 59(7). Copyright by the International Reading Association.

Oral Reading Record Sheet

Use this chart for recording the results of one-minute oral reading probes (see page 8).

[illegible]

Poetry

Page 12 Walking, Walking

Page 13 Terrific Toes*

Page 14 My Big Balloon*

Page 15 Bubble, Bubble

Page 16 Thank You

Page 17 Mix a Pancake

Page 18 Bubble Gum

Page 19 What the Animals Say*

Page 20 Good Morning, Mrs. Hen

Page 21 Five Little Owls*

Page 22 What's for Lunch?

Page 23 Once I Saw a Little Bird*

Page 24 Rags*

Page 25 Five Furry Kittens

Page 26 Little Monkeys

Page 27 One Gorilla

Page 28 Giant Tortoise

Page 29 Spring Is Coming

Page 30 Froggie Fun*

Page 31 Ladybug, Ladybug*

Page 32 Zip, Zoom

Page 33 Reptiles*

Page 34 Flying High

* Transparency provided

Walking, Walking

Walking, walking,
walking, walking.

Hop, hop, hop,
hop, hop, hop.

Running, running, running,
running, running, running.

Now let's stop,
now let's stop.

—Anonymous



Name _____

Terrific Toes

I have such terrific toes,
I take them with me wherever I goes.

I have such fantastic feet,
No matter what, they still smell sweet.

Toes and feet and feet and toes,
There's nothing else as fine as those.

—Anonymous



Name _____

My Big Balloon

I can make a big balloon.
Watch me while I blow.
Small at first, then bigger.
Watch it grow and grow.

Do you think it's big enough?
Maybe I should stop.
For if I blow much longer,
My balloon will surely POP!

—Anonymous



Name _____

Bubble, Bubble

"Bubble," said the kettle,

"Bubble," said the pot.

"Bubble, bubble, bubble,

We are getting very hot!"

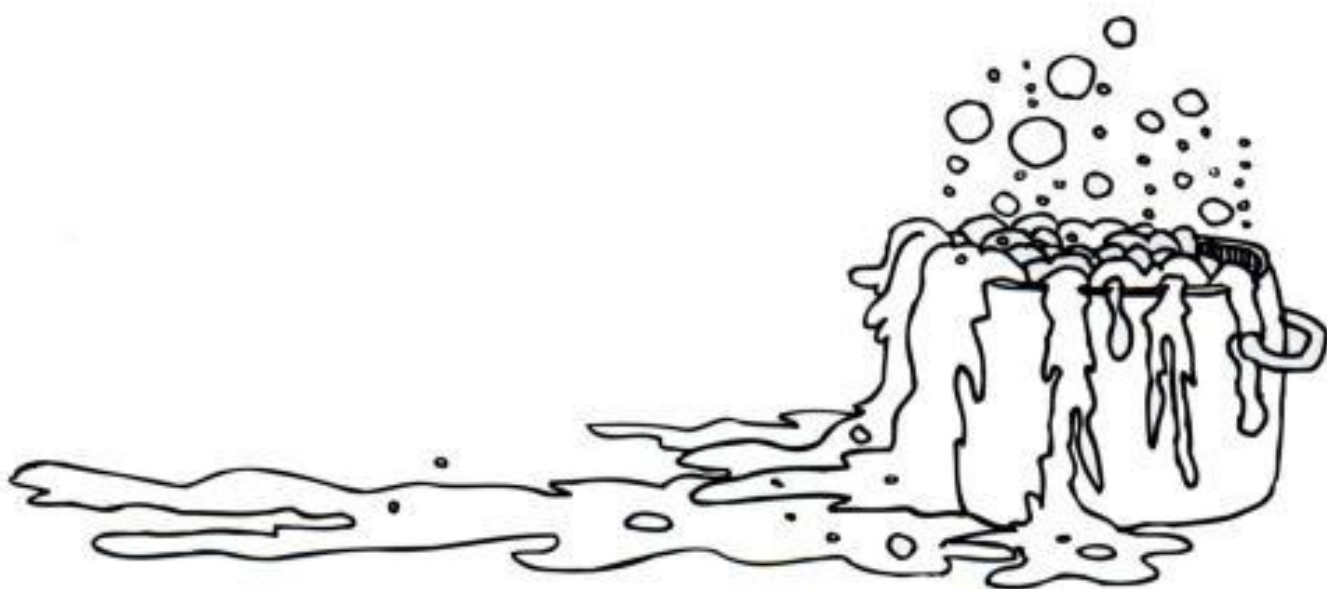
"Shall I take you off the fire?"

"No, you need not trouble.

This is just the way we talk—

Bubble, bubble, bubble!"

—Anonymous



Name _____

Thank You

My hands say thank you
With a clap, clap, clap.

My feet say thank you
With a tap, tap, tap.

Clap, clap, clap.
Tap, tap, tap.

I turn around,
Touch the ground

And with a bow,
I say..."Thank you, now."

—Anonymous

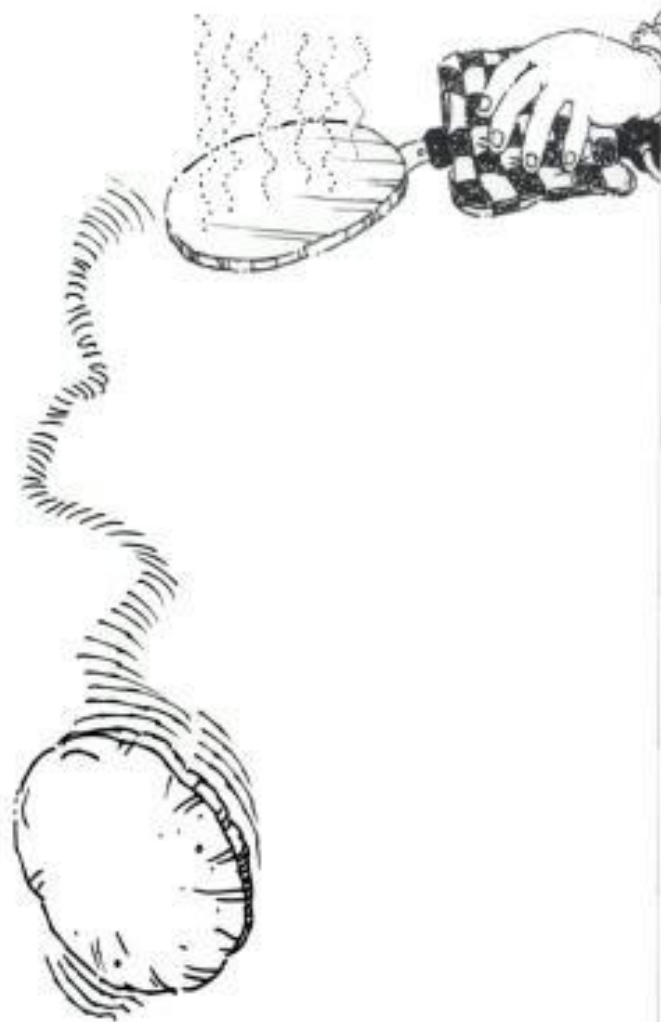


Name _____

Mix a Pancake

Mix a pancake,
Stir a pancake,
 Pop it in the pan;
Fry the pancake,
Toss the pancake,
 Catch it if you can.

—Christina G. Rossetti



Name _____

Bubble Gum

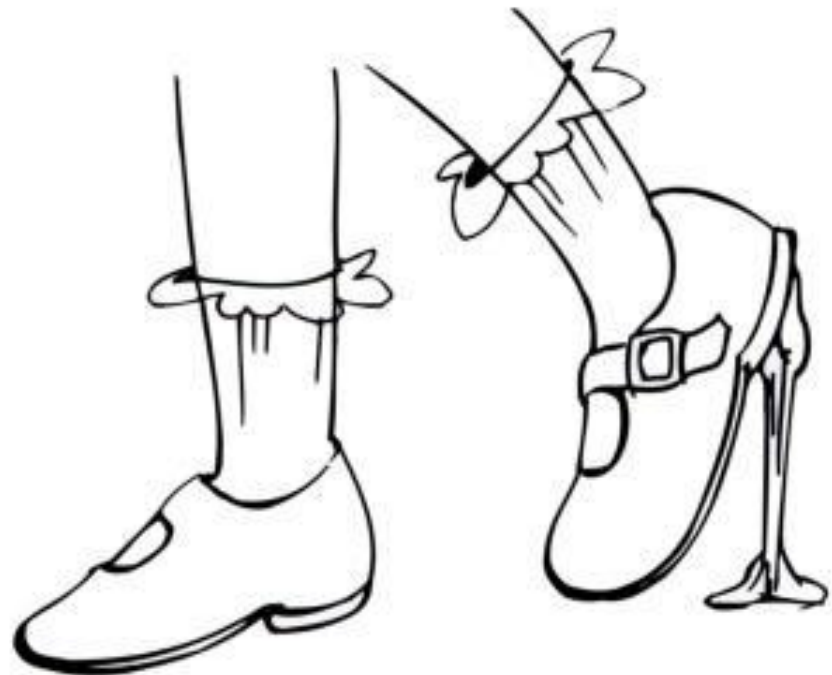
Bubble gum, bubble gum,
chew and blow.

Bubble gum, bubble gum,
scrape your toe.

Bubble gum, bubble gum,
tastes so sweet.

Get that bubble gum
off your feet!

—Anonymous



Name _____

What the Animals Say

Little pup, little pup,
What do you say?
"Woof, woof, woof!
Let's go and play."



Pretty bird, pretty bird,
Have you a song?
"Tweet, tweet, tweet!
The whole day long."



Jersey cow, Jersey cow,
What do you do?
"Moo, moo, moo!
And give milk, too."



Little lamb, little lamb,
What do you say?
"Baa, baa, baa!
Can Mary play?"



—Anonymous

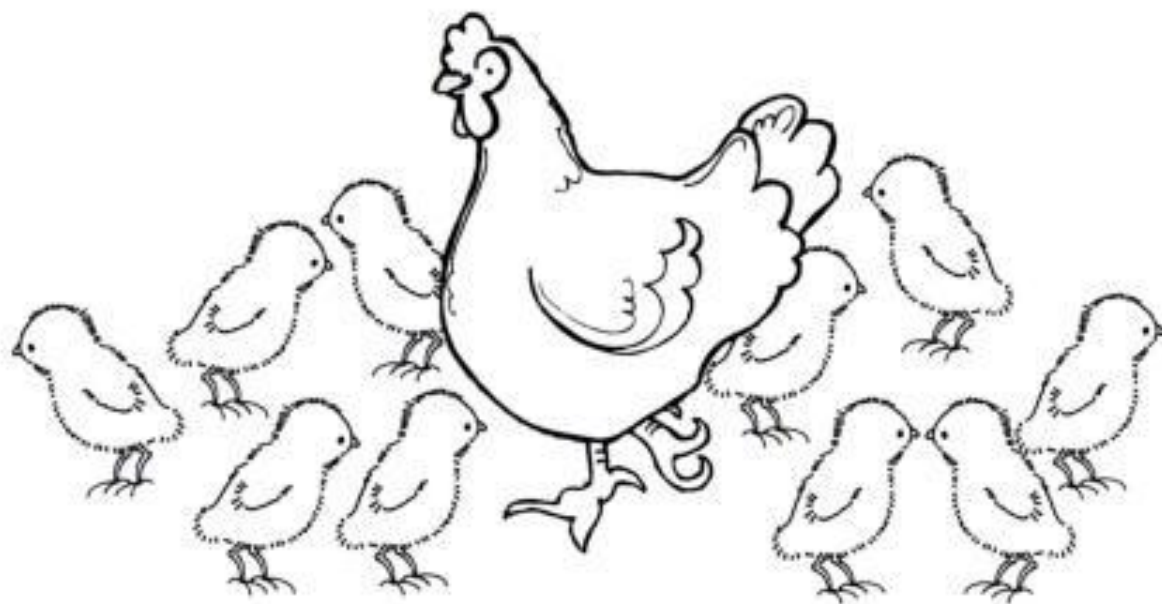
Name _____

Good Morning, Mrs. Hen

Good morning, Mrs. Hen.
How many chickens have you got?

Madam, I've got ten;
Four of them yellow,
Four of them brown,
And two of them are speckled red,
The nicest in the town.

—Anonymous



Name _____

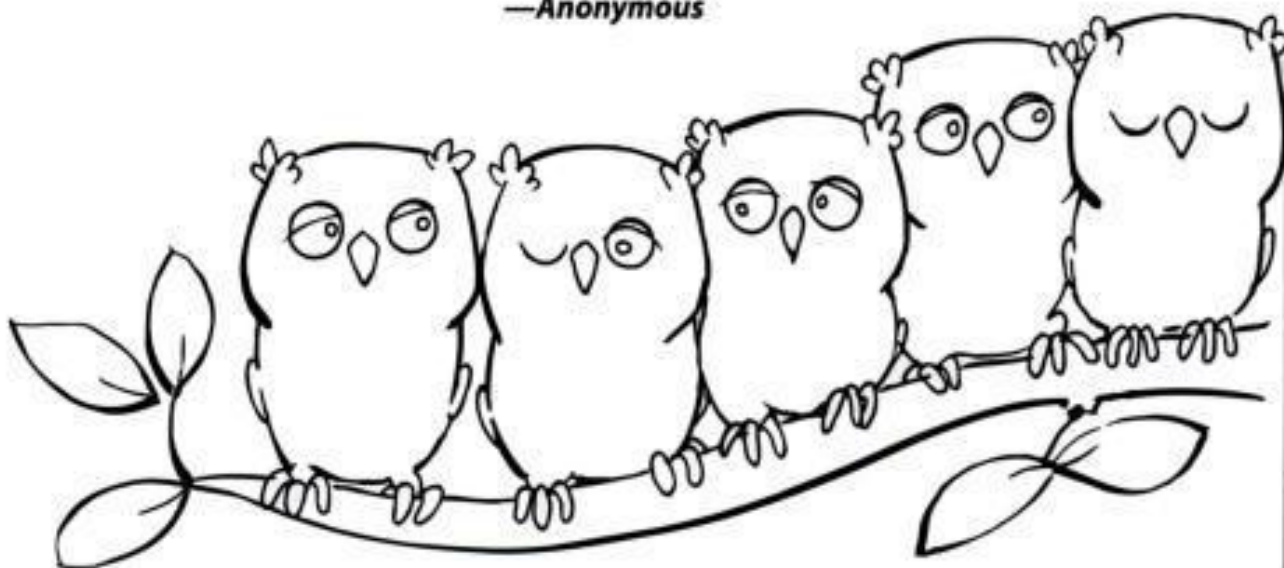
Five Little Owls

Five little owls in an old elm tree,
Fluffy and puffy as owls could be.
Blinking and winking with big round eyes
At the big round moon that hung in the skies.

As I passed by, I could hear one say,
"There will be mouse for supper,
There will, today!"

Then all of them hooted,
"Tu-whit, tu-whoo,
Yes, mouse for supper,
Hoo, hoo, hoo, hoo!"

—Anonymous



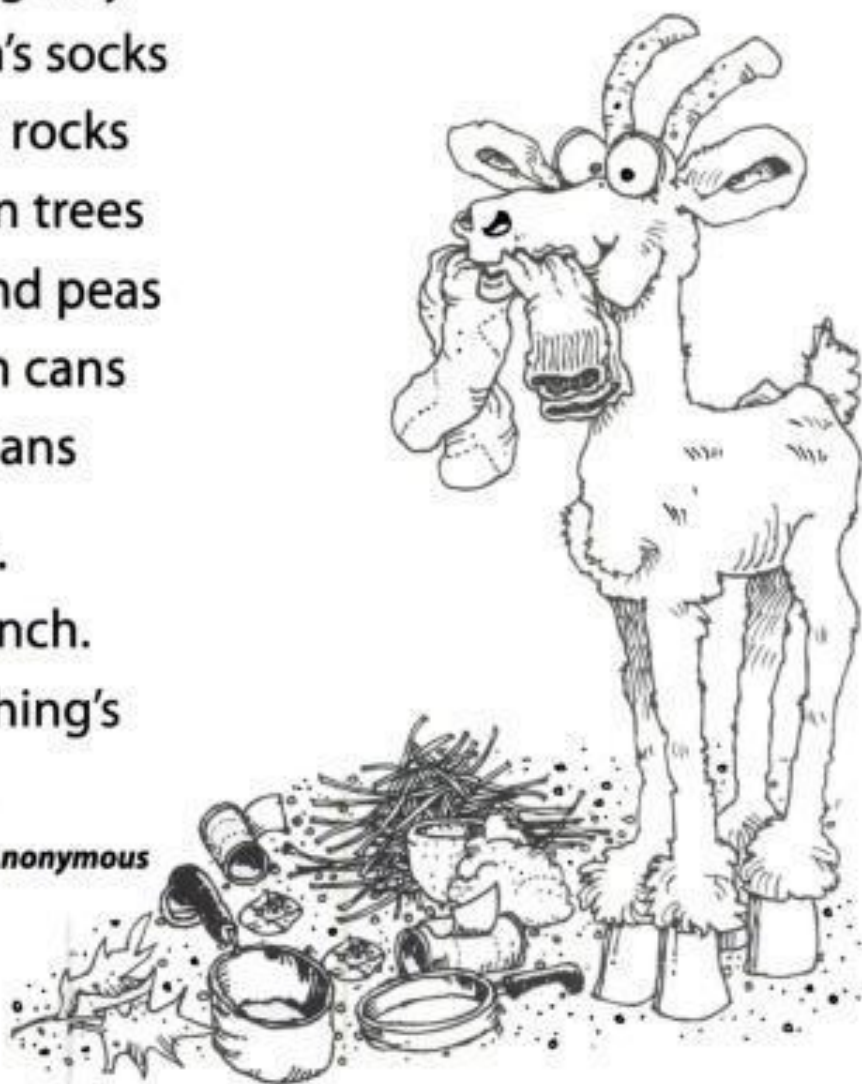
What's for Lunch?

I have a goat.
What a funny pet.
He'll eat anything
He can get.

crunchy hay
modeling clay
Grandpa's socks
moss on rocks
leaves on trees
beans and peas
labels on cans
greasy pans

Watch him lick.
Watch him munch.
He thinks anything's
A good lunch.

—Anonymous



Name _____

Once I Saw a Little Bird

Once I saw a little bird
Come and hop, hop, hop.
And I cried, "Little bird,
Will you stop, stop, stop?"

I was going to the window
To say, "How do you do?"
But he shook his little tail,
And far away he flew.

—Anonymous



Name _____

Rags

I have a dog
And his name is Rags.

He eats so much
That his tummy sags.

His ears flip-flop,
And his tail wig-wags.

And when he walks,
He goes zig-zag.

—Anonymous



Name _____

Five Furry Kittens

Five furry kittens one spring night
sat on a fence. What a funny sight!

The first one danced
on her kitty toes.

The second one washed
his little black nose.

The third one turned
around and around.

The fourth one jumped
down to the ground.

The fifth one sang
a kitty song.

Five furry kittens
played all night long.

—Anonymous



Name _____

Little Monkeys

Four little monkeys sitting in a tree
Teasing Mr. Crocodile—"You can't catch me."
Along comes Mr. Crocodile
As quiet as can be—SNAP!

Three little monkeys sitting in a tree
Teasing Mr. Crocodile—"You can't catch me."
Along comes Mr. Crocodile
As quiet as can be—SNAP!

Two little monkeys sitting in a tree
Teasing Mr. Crocodile—"You can't catch me."
Along comes Mr. Crocodile
As quiet as can be—SNAP!

One little monkey sitting in a tree
Teasing Mr. Crocodile—"You can't catch me."
Along comes Mr. Crocodile
As quiet as can be—SNAP!

Away swims Mr. Crocodile
As full as he can be!

—Anonymous



Name _____

One Gorilla

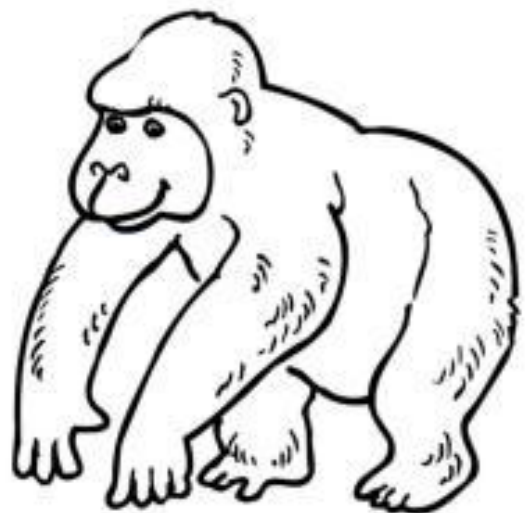
One Gorilla,
Two Gorillas,
Three Gorillas,
Four.

Five Gorillas,
Six Gorillas,
Seven Gorillas
Snore.

Eight Gorillas,
Nine Gorillas,
Ten Gorillas
Roar.

Ten little gorillas
in a syc-a-more!

—Anonymous



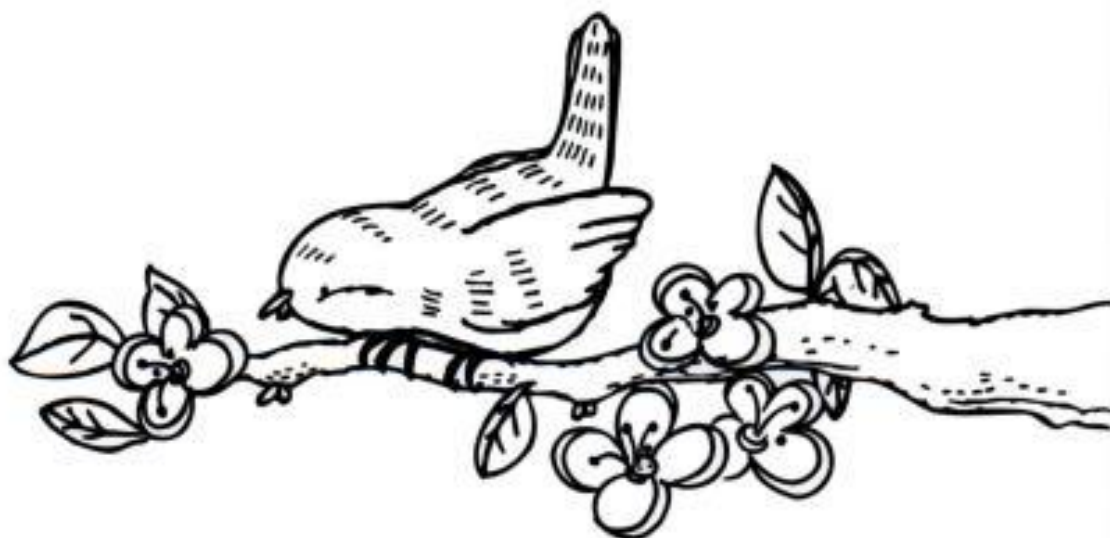
Name _____

Spring Is Coming

Spring is coming, spring is coming!
How do you think I know?
I see a flower blooming,
I know it must be so.

Spring is coming, spring is coming!
How do you think I know?
I see a blossom on the tree,
I know it must be so.

—Anonymous



Name _____

Froggie Fun

Three little speckled frogs
Sitting on a speckled log.
Eating the most delicious flies.
Yum! Yum! Yum!

One fell into the pool
Where it was nice and cool.
Now there are two speckled frogs.
Ribbit! Ribbit! Ribbit!

Two little speckled frogs
Sitting on a speckled log.
Eating the most delicious flies.
Yum! Yum! Yum!

One fell into the pool
Where it was nice and cool.
Now there is one speckled frog.
Ribbit! Ribbit! Ribbit!

—Anonymous



Name _____

Ladybug, Ladybug

Ladybug, Ladybug
Stay right here.
Don't fly home,
You have nothing to fear.

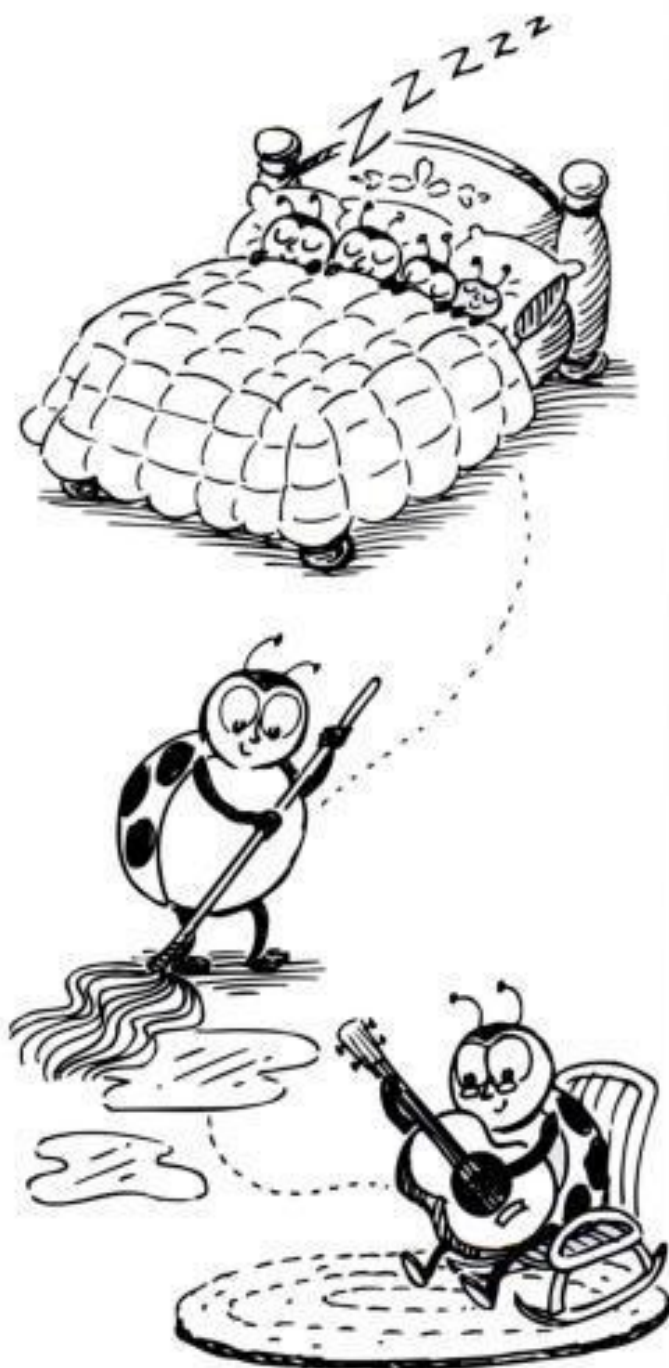
Your children are sleeping.
Your husband is shopping.
Your father is sweeping.
Your mother is mopping.

Your grandma is strumming.
Your grandpa is clapping.
Your auntie is humming.
Your uncle is napping.

Your brother is riding.
Your sister is cooking.
Your niece is hiding.
Your nephew is looking.

Ladybug, Ladybug
Stay right here.
Don't fly home,
You have nothing to fear.

—John Himmelman



Name _____

Zip, Zoom

Zip, Zoom
Zip, Zoom
Zip, Zoom



The buzzing bee
Flew through my room.

Zip, Zee
Zip, Zee
Zip, Zee

It flew out the window
And up the tree.
Zip, Zoom, Zee!

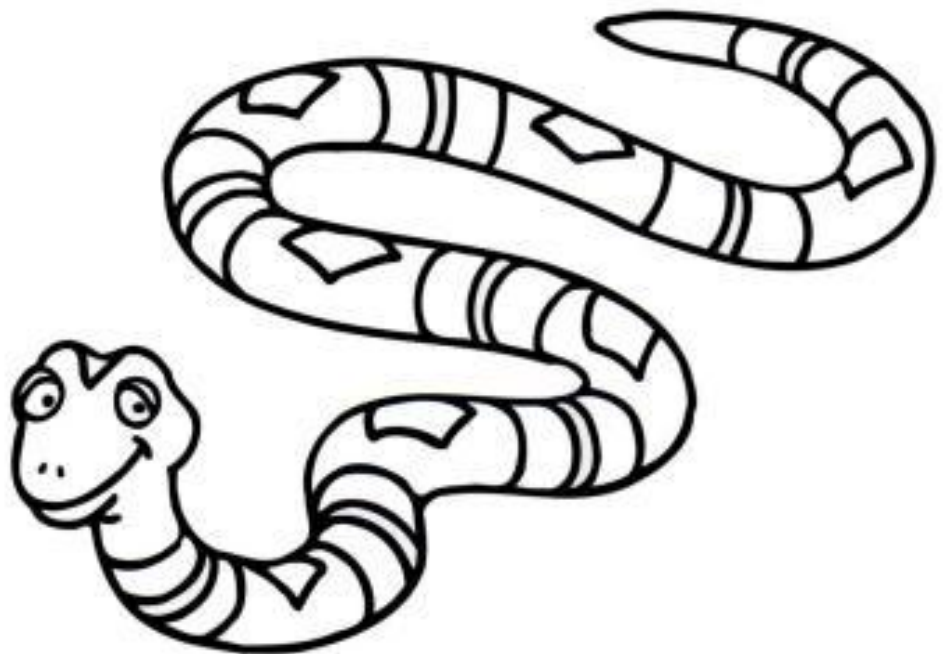
—Anonymous

Name _____

Reptiles

Who has cold blood?
Who has scales?
Who lays eggs?
Who has wiggly tails?
Who lives on land
And in the water too?
Who crawls and slithers?
Reptiles do.

—Bella Spiegel



Name _____

Flying High

I watch the birds fly high.
I watch the birds fly low.
It's always fun to watch them.
They put on quite a show.

If I just had some wings,
I'd soar into the blue.
I'd circle, swoop, and dive.
Would you find that fun, too?

—Jo Ellen Moore



Songs, Chants, and Rhymes

Songs

Page 36 My Country, 'Tis of Thee*

Page 37 Old MacDonald

Page 39 Bingo
Oh Where, Oh Where Has My
Little Dog Gone?

Page 47 To Market, To Market
Hey Diddle, Diddle

Page 48 The Three Little Kittens*

Page 49 Old Mother Hubbard

Page 50 Rattlesnake
Boa, Boa

Chants

Page 40 Peanut Butter and Jelly

Page 41 Did You Feed My Cow?*

Rhymes

Page 42 Silly Sailor
Rain

Page 43 Pease Porridge

Page 44 One, Two

Page 45 Mabel

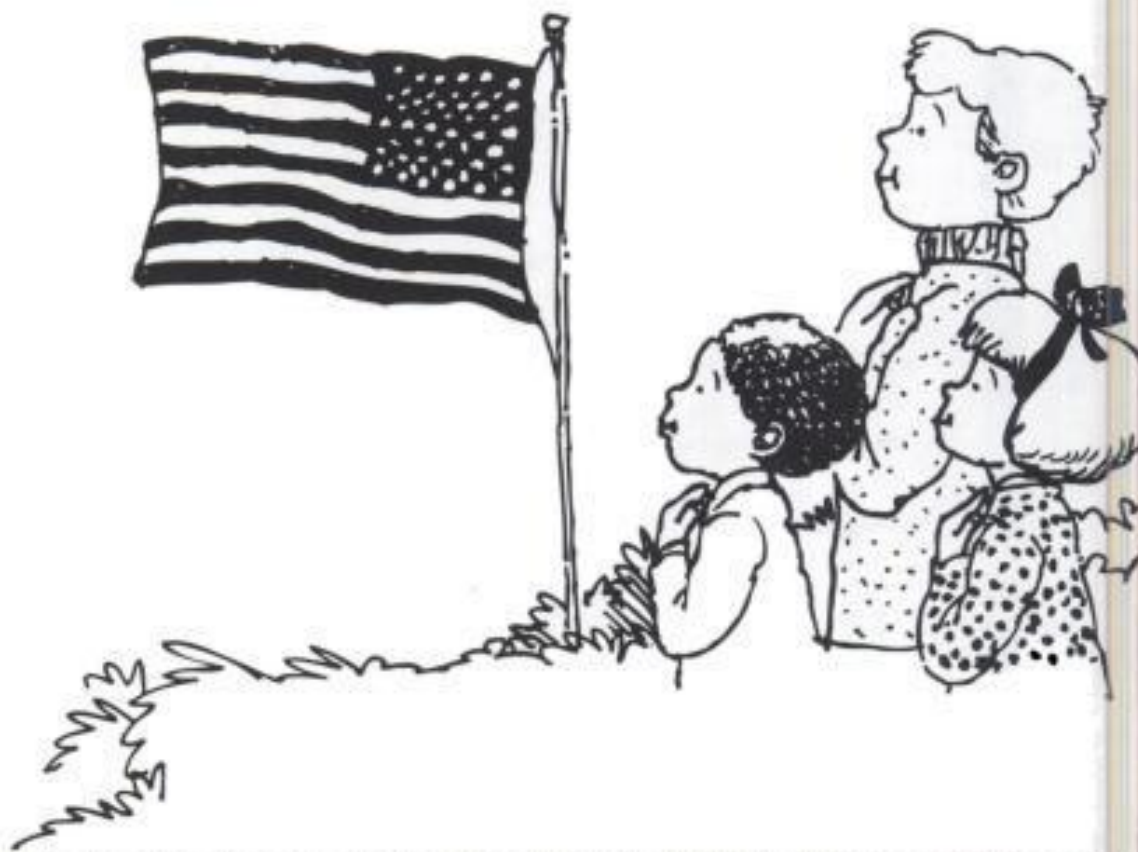
Page 46 Little Bo Peep
Diddle, Diddle, Dumpling

* Transparency provided

My Country, 'Tis of Thee

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the pilgrims' pride,
From every mountainside,
Let freedom ring.

—Samuel F. Smith



Name _____

Old MacDonald

Old MacDonald had a farm, ee-ii-ee-ii-oo!
And on that farm he had some ducks,
ee-ii-ee-ii-oo!
With a quack, quack here
and a quack, quack there,
here a quack, there a quack,
everywhere a quack, quack.
Old MacDonald had a farm, ee-ii-ee-ii-oo!

Old MacDonald had a farm, ee-ii-ee-ii-oo!
And on that farm he had some pigs,
ee-ii-ee-ii-oo!

With an oink, oink here
and an oink, oink there,
here an oink, there an oink,
everywhere an oink, oink.

Old MacDonald had a farm, ee-ii-ee-ii-oo!

Old MacDonald had a farm, ee-ii-ee-ii-oo!
And on that farm he had some sheep,
ee-ii-ee-ii-oo!

With a baa, baa here
and a baa, baa there,
here a baa, there a baa,
everywhere a baa, baa.

Old MacDonald had a farm, ee-ii-ee-ii-oo!

Old MacDonald had a farm, ee-ii-ee-ii-oo!
And on that farm he had some horses,
ee-ii-ee-ii-oo!

With a neigh, neigh here
and a neigh, neigh there,
here a neigh, there a neigh,
everywhere a neigh, neigh.

Old MacDonald had a farm, ee-ii-ee-ii-oo!

—Anonymous

Name _____

Bingo

There was a farmer had a dog
and Bingo was his name-o.

B - I - N - G - O, B - I - N - G - O, B - I - N - G - O

And Bingo was his name-o.

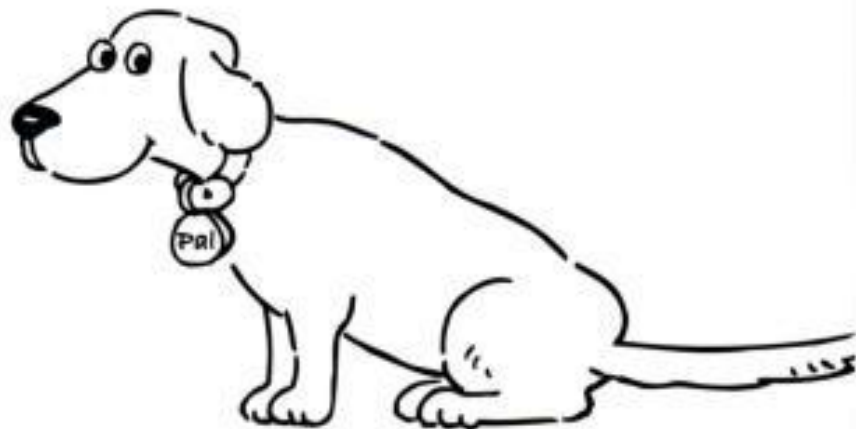
—Anonymous

Oh Where, Oh Where Has My Little Dog Gone?

Oh where, oh where has my little dog gone?
Oh where, oh where can he be?

With his ears cut short and his tail cut long,
Oh where, oh where can he be?

—Anonymous



Name _____

Peanut Butter and Jelly

First you take the dough and knead it, knead it.

Peanut butter, peanut butter, jelly, jelly.

Then you pop it in the oven and bake it, bake it.

Peanut butter, peanut butter, jelly, jelly.

Then you take a knife and slice it, slice it.

Peanut butter, peanut butter, jelly, jelly.

Then you take the peanuts and mash them, mash them.

Peanut butter, peanut butter, jelly, jelly.

Then you take a knife and spread it, spread it.

Peanut butter, peanut butter, jelly, jelly.

Then you take the grapes and squash them, squash them.

Peanut butter, peanut butter, jelly, jelly.

Then you glob it on the bread and smear it, smear it.

Peanut butter, peanut butter, jelly, jelly.

Then you take the sandwich and eat it, eat it.

Peanut butter, peanut butter, jelly, jelly.

—Anonymous



Name _____

Did You Feed My Cow?

Did you feed my cow?

Yes, Ma'am!

Will you tell me how?

Yes, Ma'am!

Oh, what did you give her?

Corn and hay.

Oh, what did you give her?

Corn and hay.

Did you milk her good?

Yes, Ma'am!

Did you do like you should?

Yes, Ma'am!

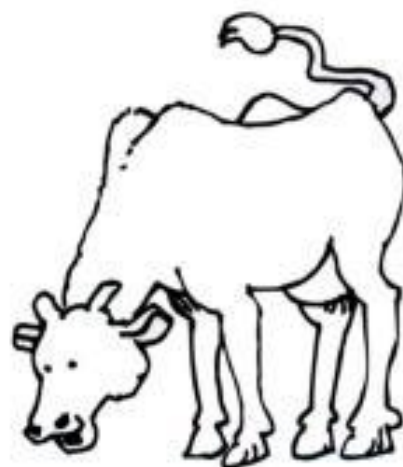
Oh, how did you milk her?

Swish! Swish! Swish!

Oh, how did you milk her?

Swish! Swish! Swish!

—Anonymous



Silly Sailor

A sailor went to sea sea sea,
To see what he could see see see,
But all that he could see see see,
Was the bottom of the deep blue sea sea sea.

—Anonymous

Rain

Rain on the green grass,
And rain on the tree,
And rain on the housetop,
But not on me.

—Anonymous



Name _____

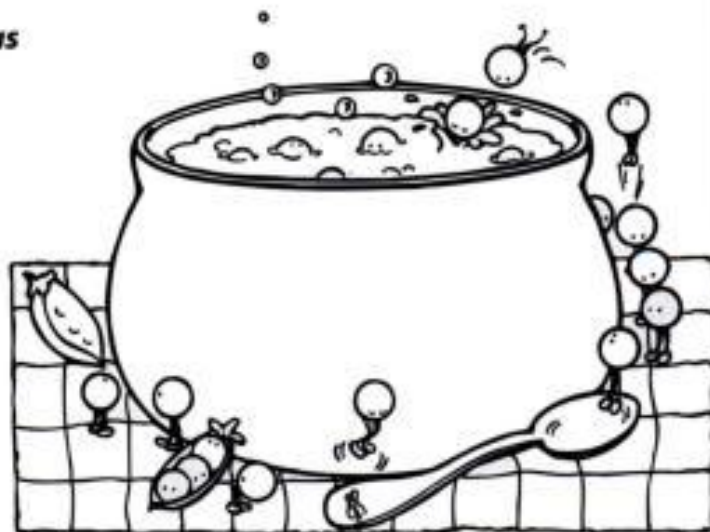
Pease Porridge

Pease porridge hot.
Pease porridge cold.
Pease porridge in the pot,
Nine days old.

Some like it hot.
Some like it cold.
Some like it in the pot,
Nine days old.

Daddy likes it hot.
Mother likes it cold.
I like it in the pot,
Nine days old.

—Anonymous



Name _____

One, Two

One, two,
Buckle my shoe.

1 2

Three, four,
Shut the door.

3 4

Five, six,
Pick up sticks.

5 6

Seven, eight,
Lay them straight.

7 8

Nine, ten,
Start again.

9 10

—Anonymous

Name _____

Mabel

Mabel, Mabel,
Set the table,
Just as fast as
You are able.
Don't forget the
salt,
sugar,
vinegar,
mustard,
red-hot pepper!

—Anonymous



Name _____

Little Bo Peep

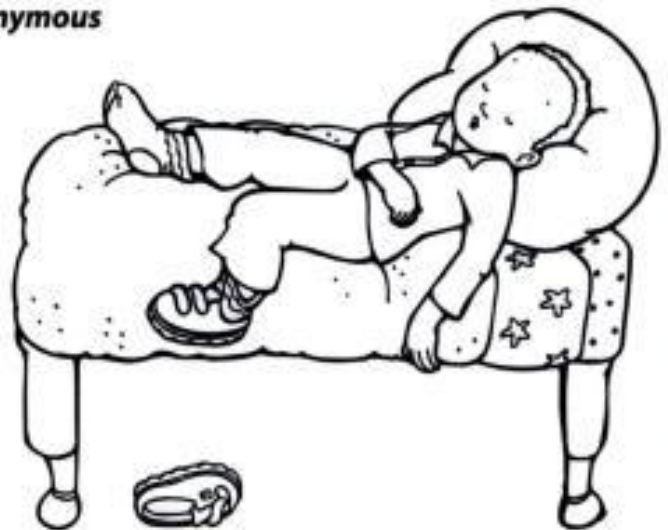
Little Bo Peep has lost her sheep
And can't tell where to find them.
Just leave them alone,
And they'll come home,
Wagging their tails behind them.

—Anonymous

Diddle, Diddle, Dumpling

Diddle, diddle, dumpling, my son John,
Went to bed with his stockings on;
One shoe off and one shoe on,
Diddle, diddle, dumpling, my son John.

—Anonymous



Name _____

To Market, To Market

To market, to market, to buy a fat pig,
Home again, home again, jiggety jig.

To market, to market, to buy a fat hog,
Home again, home again, jiggety jog.

To market, to market, to buy a plum bun,
Home again, home again, market is done.

—Anonymous

Hey Diddle, Diddle

Hey diddle, diddle,
The cat and the fiddle.
The cow jumped over the moon.

The little dog laughed
To see such sport.
And the dish ran away with the spoon.

—Anonymous



Name _____

The Three Little Kittens

Three little kittens lost their mittens,
And they began to cry,
"Oh! Mother dear, we greatly fear,
Our mittens we have lost."

"What! Lost your mittens?
You naughty kittens.
Then you shall have no pie!"

"Meow, meow, meow,
We shall have no pie."

Three little kittens found their mittens,
And they began to cry,
"Oh! Mother dear, see here, see here,
Our mittens we have found."

"What! Found your mittens?
You good little kittens.
Then you shall have some pie."

"Meow, meow, meow,
We shall have some pie!"

—Anonymous



Name _____

Old Mother Hubbard

Old Mother Hubbard
Went to the cupboard,
To give her poor dog a bone;
But when she got there
The cupboard was bare,
And so the poor dog had none.

She went to the hatter's
To buy him a hat;
When she came back
He was feeding the cat.

She went to the barber's
To buy him a wig;
When she came back
He was dancing a jig.

The dame made a curtsy,
The dog made a bow;
The dame said, "Your servant,"
The dog said, "Bow-wow."

—Anonymous



Rattlesnake

As I was walking near the lake,
I met a little rattlesnake.
He ate so much of jelly-cake,
It made his little belly ache.

—Anonymous

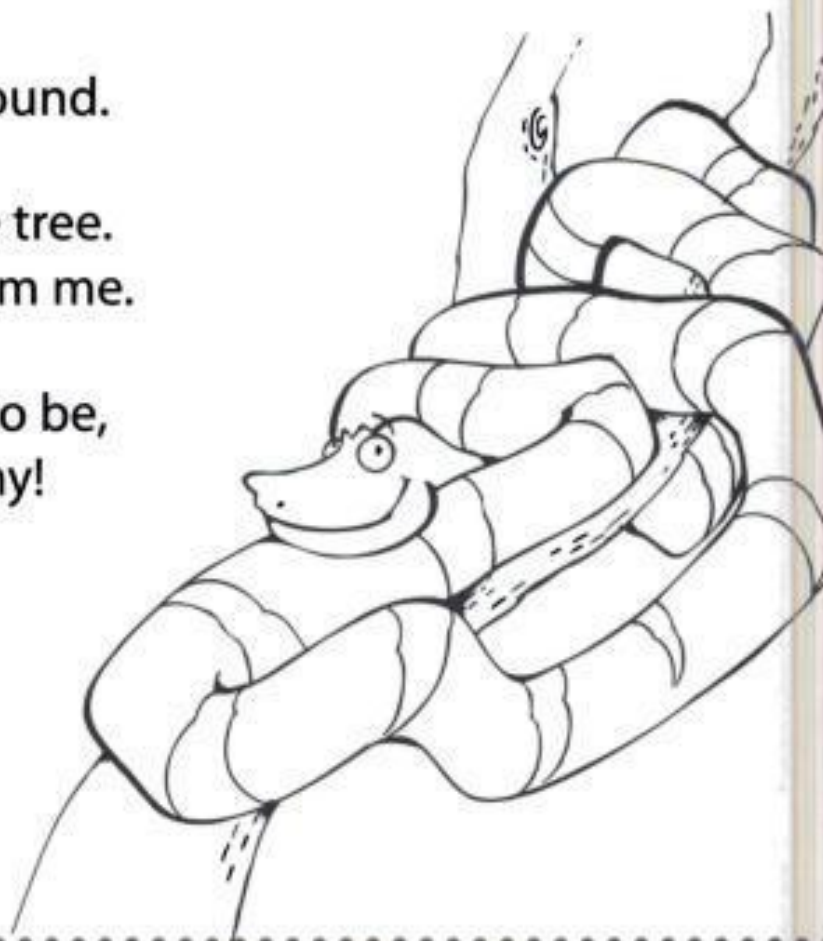
Boa, Boa

Boa, Boa, turn around.
Boa, Boa, touch the ground.

Boa, Boa, slither up the tree.
Boa, Boa, stay away from me.

Boa, Boa, I don't want to be,
Boa, Boa, in your tummy!

—Anonymous

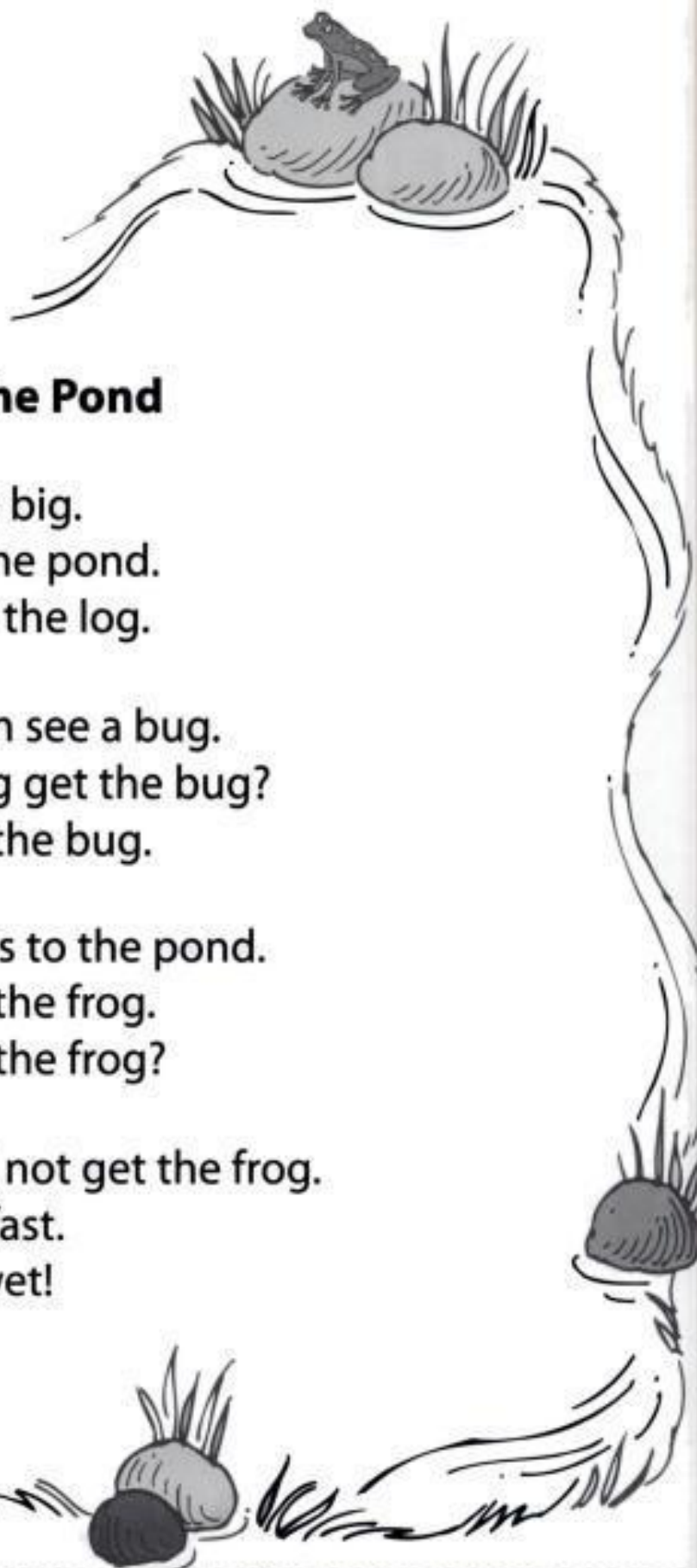


Fiction and Nonfiction

- Page 52** At the Pond
- Page 53** The Bath*
- Page 54** The Lost Tooth
- Page 55** The Polar Bear*
- Page 56** The Weather
- Page 57** Story of the Year
- Page 58** Good Morning!*
- Page 59** Weather Helps Us*
- Page 60** Sing While You Wash
- Page 61** Where You Live
- Page 62** Chicken Licken
- Page 65** The Lion and the Mouse
- Page 66** Run, Swim, Fly*
- Page 67** Country Mouse and City Mouse

*Transparency provided

Name _____



At the Pond

The pond is big.
A log is in the pond.
A frog is on the log.

The frog can see a bug.
Can the frog get the bug?
It does get the bug.

My dog runs to the pond.
He can see the frog.
Can he get the frog?

My dog did not get the frog.
The frog is fast.
My dog is wet!



Name _____

The Bath

Sam dug in the mud.
He had fun.

Sam is a mess.
He must get a bath.

Sam did not want a bath.
He ran and ran.

Mom got Sam.
Sam got a bath.

Now Sam is not a mess.
Sam gets a bone.



Name _____

The Lost Tooth

You won't believe what happened.
It really was a surprise.

I opened my mouth.
I couldn't believe my eyes.

My tooth was hanging loose,
Just holding at one side.

I could push it back and forth.
I really was terrified.

It wiggled and it wiggled
There right next to my tongue.

I couldn't bear to pull it.
It sagged. It tipped. It hung.

Then when I ate a carrot,
It popped out into my hand.

I lost a tooth! I lost a tooth!
And I am feeling grand.



Name _____

The Polar Bear

The polar bear lives near the North Pole.
Every day, it walks on the snow.
It has fur on the bottom of its feet.
The fur keeps its feet warm.
It also keeps the bear from slipping on the snow.

Every day, the polar bear swims in the cold water.
The polar bear is a good swimmer.
It paddles with its front legs.
It pulls its back legs along.

After it swims, it shakes the water from its fur coat.
BRRRR!



The Weather

What will the weather be like today?
Will I stay in or go outside to play?

Will it be windy?
Will it be sunny?
Will it be rainy?
Will it be stormy?
Or will it snow?

The only way to know is to look out the window.
Wow! A rainbow!



Name _____

Story of the Year

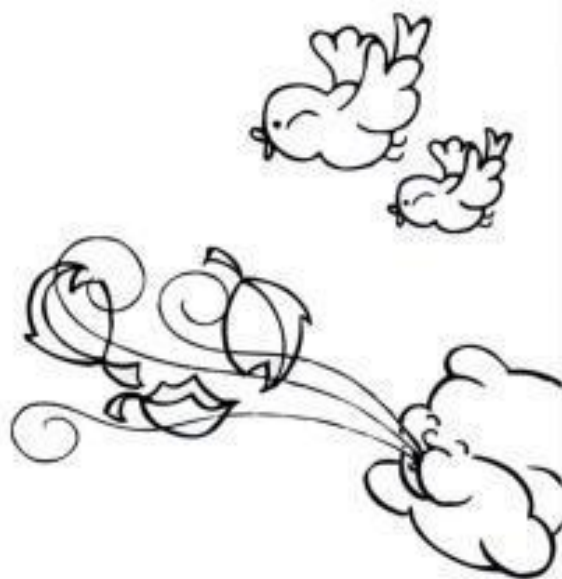
The story of the year tells about the four seasons.

In the spring, baby birds and lambs are born.
The days get warmer.
Little plants begin to grow.

Summer brings long days of hot sun.
The garden is full of flowers and bees.
We go to the beach.

In the fall, leaves turn yellow, red, and brown.
They fall from the trees.
We rake them up.

Winter comes and brings the cold.
A bear sleeps.
The lake has a cover of ice.
We have fun in the snow.
We make tracks.



Year after year, the story goes on.
First spring comes, then summer, fall, and winter.

Good Morning!

Wake up! It's morning. What do you see?
The sun in the sky
And the birds in a tree.

Wake up! It's morning. What do you hear?
Someone is singing
A song soft and clear.

Wake up! It's morning. What do you hold?
The covers around me
To keep out the cold.

Wake up! It's morning. What do you smell?
Someone is frying
An egg, I can tell.

Wake up! It's morning. What do you eat?
Warm oats and cold milk,
And berries so sweet.



Name _____

Weather Helps Us

Look outside.
What do you see?
Wind is blowing in the tree.

Wind helps us.
It makes sailboats move.
It makes kites fly high.



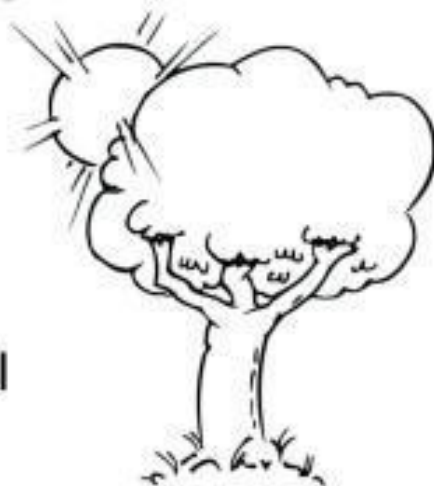
Look outside.
What do you see?
Rain is falling on the tree.

Rain helps us.
Rain fills lakes and rivers with
good water.
Plants need water to live and grow.



Look outside.
What do you see?
The sun is shining on the tree.

The sun helps us.
Plants, animals, and people all
need sunshine.
The sun helps plants grow.
People and animals eat plants.



Sing While You Wash

Did you ever sing this song?

"This is the way we wash our hands,
wash our hands, wash our hands.
This is the way we wash our hands,
early in the morning."

Did you know that it's good to sing while you wash? Here's why! You wash your hands to get rid of germs. Germs can make you sick. But germs are stubborn! If you don't wash long enough, the germs will still be there.

When you wash your hands, scrub them for at least 15 seconds with soap and water. If you sing a song that you like, you will wash long enough.

Are your hands dirty right now? What song can you sing while you wash?



Name _____

Where You Live

Houses are made to be homes. They are made to keep the rain and wind out. They are made to keep you safe.

Is it hot where you live?
Your house might be made of clay.

Is it cold where you live?
Your house has to be snug and warm.

Do you live on a mountain?
Your house might be made of logs and have a fireplace.

Do you live in a big city?
Your house might be a tall apartment building.

What are houses like where you live? What kind of house would you like? Someday, you will choose where to live. You can plan how your house is made.



Chicken Licken



One day, Chicken Licken looked for food. She dug in the dirt. An acorn fell down from a tree. The acorn hit Chicken Licken on the head.

"Ouch! The sky is falling, the sky is falling! I must go and tell the king," said Chicken Licken.

And off she went. Soon she met Henny Penny.

"Good morning, Chicken Licken. Where are you going?" said Henny Penny.

"The sky is falling! The sky is falling! I am off to tell the king," said Chicken Licken.

"Can I come with you?" said Henny Penny.

"Yes, yes, yes," said Chicken Licken.

Off they went. Soon they met Cocky Locky.

"Good morning. Where are you going?" said Cocky Locky.

"The sky is falling! The sky is falling!
We are off to tell the king," they said.

"Can I come with you?" said Cocky Locky.

"Yes, yes, yes," they said.

Off they went. Soon they met Ducky Lucky.

"Good morning.
Where are you going?" said Ducky Lucky.

"The sky is falling! The sky is falling!
We are off to tell the king," they said.

"Can I come with you?" said Ducky Lucky.

"Yes, yes, yes," they said.

Off they went. Soon they met Goosey Loosey.

"Good morning.
Where are you going?" said Goosey Loosey.

"The sky is falling! The sky is falling!
We are off to tell the king," they said.

"Can I come with you?" said Goosey Loosey.

"Yes, yes, yes," they said.

Off they went. Soon they met Turkey Lurkey.

"Good morning.
Where are you going?" said Turkey Lurkey.

"The sky is falling! The sky is falling!
We are off to tell the king," they said.

"Can I come with you?" said Turkey Lurkey.

"Yes, yes, yes," they said.

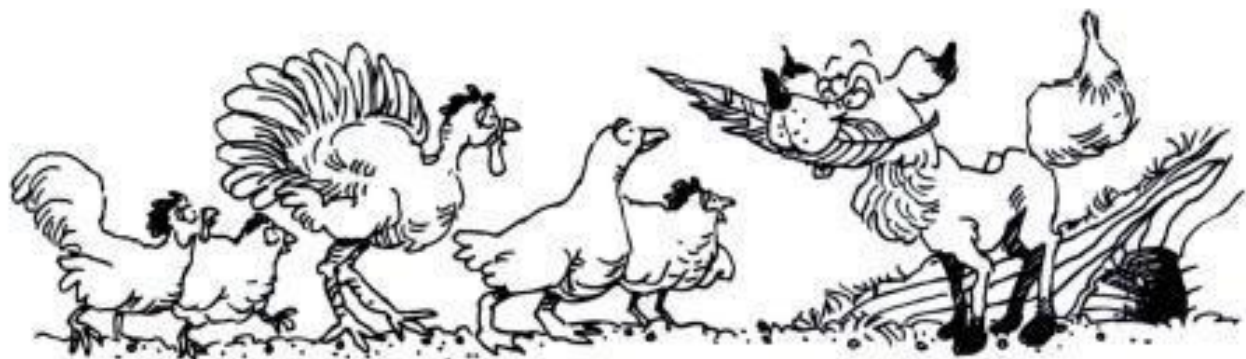
Off they went. Soon they met Foxy Loxy.

"Good morning.
Where are you going?" said Foxy Loxy.

"The sky is falling! The sky is falling!
We are off to tell the king," they said.

"Well, we will run, run, run to my den.
I will tell the king," said Foxy Loxy.

So they all ran into Foxy Loxy's den. Foxy Loxy did not tell the king that the sky was falling. Foxy Loxy, Mrs. Foxy Loxy, and the seven little foxes had a big, big dinner.



Name _____

The Lion and the Mouse

Once upon a time, there was a little mouse.

The little mouse ran into a big lion. The lion was looking for food. The lion grabbed the mouse.

The mouse said, "Please let me go. I will help you some day."

"How could a little mouse help me?" said the lion.

The lion laughed and let the mouse go.

Later that week some hunters set up a big net. The lion got stuck in the net. He yelled and yelled. No one came. He yelled some more.

The mouse heard the lion. It came to help. The mouse had good teeth. It got to work. The mouse bit at the net. It bit the net all day and all night.

The lion was free. He said,
"Thank you, little mouse."

That was the way a little mouse
helped a big lion.



Name _____

Run, Swim, Fly

Do you ever watch animals move?
If you do, you will see them move in many ways.

Animals on land may walk, run, jump, or hop.
Some, like snakes or snails, crawl.

Bats and most birds fly.
Insects like bees and ladybugs fly, too.

Fish and whales live in the water.
Most animals that live in water swim.



Name _____

Country Mouse and City Mouse

Country Mouse was excited. Her cousin from the city was coming for a visit. "I must fix a nice supper. She will be hungry after her trip."

The little mouse put out dried peas, old bacon, bread, and a few seeds.

Soon City Mouse arrived.

"Dear Cousin, I am so glad to see you," said Country Mouse. "Come and sit down. I have supper all ready for you."

Country Mouse and City Mouse sat down and began to eat their supper. Soon City Mouse said, "Poor Cousin. How can you eat this food? Come home with me. I'll show you how much better it is to live in the city."

Country Mouse had always wanted to visit the city. So off they went. It was late when they arrived at the home of City Mouse.

City Mouse led her cousin into a dining room. She saw a large table covered with fancy foods. "Help yourself," said City Mouse.

Country Mouse climbed onto the table and began to eat. "You were right," said Country Mouse. "This is wonderful food. It is much better than my food in the country."

Suddenly they heard a meow. The mice hid under the tablecloth. They slowly peeked out and saw a large yellow cat. Yikes! Both mice ran for the door.

When they got outside, Country Mouse said, "I am going back to my home in the country. I would rather have bread to eat in a place where I feel safe than all your fancy food!"

Readers' Theater

Page 70 Introduction to Readers' Theater

Page 71 The Colors of Fall*
A script with 9 parts

Page 72 An Insect!
A script with 8 parts

Page 73 Goldilocks and the Three Bears
A script with 8 parts and 4 choruses

Page 79 Jack and the Beanstalk*
A script with 4 parts

* Transparency provided

Readers' Theater

WHAT IS READERS' THEATER?

Readers' Theater is a minimalist way to perform plays. No costumes, props, or scenery are required. Students stand in front of an audience, scripts held in their hands or set on music stands. Very little movement is necessary. Readers' Theater provides the value of performing plays without the logistical considerations.

WHY PERFORM READERS' THEATER?

Readers' Theater yields positive growth in reading skills. Classroom research indicates that students strengthen word recognition, fluency, and comprehension by practicing and performing Readers' Theater selections. In addition, students love to perform, and this enthusiasm carries over to many other aspects of the school day.

HOW DO I START?

Monday

- The teacher introduces or reviews the basics of Readers' Theater.
- Using the transparency copy on the overhead, the teacher reads the play through once, modeling how to read each part.
- The teacher assigns parts, or students volunteer for parts. At first, the teacher should assign parts. As the students gain experience with Readers' Theater procedures and become more fluent readers, they can volunteer or assign parts themselves.

Tuesday through Thursday

- The teacher creates various practice opportunities—individual, group, and home sessions.

Friday

- Select the performance time. Make it a special event, such as a festival on a Friday afternoon.
- Invite an audience. Classmates, another class, parents, or the principal and office staff make good audiences.
- Consider performing for an off-site audience within walking distance.

Name _____



The Colors of Fall

Characters

3 red maple trees

3 orange maple trees

3 yellow maple trees

Red Trees: Fall is as red as a maple leaf.

First Tree: Fall is as red as a chrysanthemum.

Second Tree: Fall is as red as a robin's breast.

Third Tree: Fall is as red as a juicy red apple.

Orange Trees: Fall is as orange as a maple leaf.

Fourth Tree: Fall is as orange as a butterfly weed.

Fifth Tree: Fall is as orange as a monarch butterfly.

Sixth Tree: Fall is as orange as a big orange pumpkin.

Yellow Trees: Fall is as yellow as a maple leaf.

Seventh Tree: Fall is as yellow as goldenrod.

Eighth Tree: Fall is as yellow as a meadowlark.

Ninth Tree: Fall is as yellow as a ripe banana.

Red Trees: Fall is red!

Orange Trees: Fall is orange!

Yellow Trees: Fall is yellow!

All Nine Trees: Fall is FALLING leaves!

Name _____



An Insect!
by Jo Ellen Moore

Characters

Children 1, 2, 3, 4

Grasshopper

Beetle

Cricket

Bumblebee

Child 1: Eek! An insect!

Grasshopper: Hello! I'm a grasshopper.
I jump high and far on my strong back legs.

Child 2: Eek! An insect!

Beetle: Hello! I'm a beetle.
My wings have a shiny hard cover.

Child 3: Eek! An insect!

Cricket: Hello! I'm a cricket. I rub my wings together.
They make a chirping sound.

Child 4: Eek! An insect!

Bumblebee: Hello! I'm a bumblebee. I fly from flower to flower.
I collect pollen to take back to my hive.

All Children: Wow! There are many kinds of insects!
How are you all alike?

All Insects: We all have 6 legs, antennae, and 3 body parts.
We look different, but we are all still insects.

Name _____

Goldilocks and the Three Bears

by Leslie Tryon

Characters

Goldilocks

Mother

Papa Bear

Mama Bear

Baby Bear

Chair 1

Chair 2

Chair 3

Goldilocks Chorus

Tree Chorus

Bee Chorus

Flower Chorus

Goldilocks Chorus: Goldilocks
Wore purple socks
And a big red bow
In her hair.

She knew a dog,
A cat, and a frog;
But had never
Met a bear.

Mother: I'll tie your bow,
Then out you go.
Stay close to the house
And play.
Be a good girl, please.
Don't go near the trees,
Or in your room
You'll stay.



Flower Chorus: Goldilocks is here!
Oh, dear! Oh, dear! Oh, dear!
That bad girl
With the golden hair.
She stomps and skips,
Twirls and trips,
Till our blossoms
And petals are bare.

Tree Chorus: Deep in the trees,
By the pond, where the bees
Hide away
From the bears living there,
In a warm little place
With curtains of lace,
Live Papa, and Mama,
And little Baby Bear.



Mama Bear: The porridge is hot
If it stays in the pot,
So into the bowls
It goes.
It can cool while we talk
And go for a walk.
But right now it's too hot—
Heaven knows.

Goldilocks Chorus: That bad little girl
With the golden curl
Disobeyed her mother;
She did.

She went deep in the trees
To the pond where the bees
Said, "Go back!"
Then quickly they hid.

Flower Chorus: She went into the place
With the curtains of lace.
She didn't even knock
Or say please.
The table was set
With the porridge, and yet
There was no one around
But those bees.

Bee Chorus: With no time to waste,
She took a quick taste
From the big bowl
And cried,

Goldilocks: "It's too hot!"

Bee Chorus: The next one she tried
Made her all cold inside,
And she turned up her nose
On the spot.

Goldilocks: My grumbly tummy
Wants something real yummy,
So I'll try this last bowl
And see.
I'll just take a bite—
Hooray—it's just right!
It must have been left
Just for me.

Bee Chorus: Now that her tummy
Has had something yummy,
She looked for a place
To sit down.



A chair with a seat
So high that her feet
Dangle up in the air
Off the ground.

Chair 1: My seat is hard
Like the dirt in the yard,
So I'll thank you to
Sit over there.

Chair 2: My seat is as soft
As the hay in the loft,
It's not right for you
So beware.

Chair 3: Please get off my lap,
And go take your nap
On a bed that you'll find
Over there.

Bee Chorus: The small one was best,
So she took a nice rest.
Before long she lay
Counting sheep.
She heard not a sound
When those bears came around.
She was tucked in the bed
Fast asleep.

Papa Bear: My spoon's in my bowl!
Look out! Heads will roll!
Someone's been eating
My porridge!

Mama Bear: Mine's all wrong, too!
Whatever will I do?
Someone's been eating
My porridge!

Baby Bear: I think that I'll cry
Cause mine's gone bye-bye!
Someone's been here
And they ate all my porridge!

Papa Bear: Hold onto your hat!
If it wasn't the cat,
Then someone's been
Sitting in my chair.

Mama Bear: I just can't believe it!
I may have a snit fit!
Someone's been
Sitting in my chair.

Baby Bear: Well I'm hopping mad!
Someone's really been bad!
They've sat here
And broken my chair.

Tree Chorus: Papa Bear, Mama Bear,
And little Baby Bear,
In a rage to the bedroom
They sped.
Papa Bear cried,
And Mama Bear sighed,
Someone's been sleeping
Right here in my bed.

Baby Bear: Right here in my bed,
Is a big bow of red,
And a girl underneath
With gold hair.

Bee Chorus: Goldilocks' eyes
Opened up with surprise.
She tried, but her legs
Wouldn't go.

Three Bears: Get out of that bed
While you still have a head,
Or we'll eat you—
Right up to your bow!

Tree Chorus: She ran past the bees,
The pond, and the trees,
Past the flowers
As fast as she could.
Her mother was mad
Because she was bad,
But she gave her a hug.
It felt good.

Goldilocks Chorus: Goldilocks
Wore purple socks,
And a big red bow
In her hair.
She knew a dog,
A cat, and a frog,
And now she
Knew three bears.

Name _____



Jack and the Beanstalk
by Judith Gold and Carrie Mapes

Characters

Reader 1

Reader 2

Reader 3

Reader 4

Reader 1: For Jack and his mother, the times were bad,
So Jack took magic beans for the only cow they had.

Reader 2: Jack's mother was angry and threw with all of her
might. The beans went out the window, and she went
to bed for the night.

Reader 3: Next morning, Jack woke up to find an awesome sight.
A beanstalk had sprouted where the beans lay last
night!

Reader 4: Jack looked up, up, up, as high as eagles fly.
He saw that the beanstalk stretched to the sky.

Reader 1: Jack climbed the beanstalk as quick as a mouse.
There at the top stood a huge stone house!

Reader 2: Inside the castle, Jack crept all around.
He spied a fearsome giant whose voice shook
the ground.

Reader 3: "Fe, fi, fo, fum!" yelled the giant with an angry face. Jack jumped in the oven. What a good hiding place!

Reader 4: From there, Jack saw gold. And since the giant was asleep, Jack ran home fast. The coins were his to keep.

Reader 1: Jack and his mom spent the coins. None remain. So Jack had to climb to the castle again.

Reader 2: Jack crawled through the kitchen, between the table legs. On the table was a hen laying golden eggs.

Reader 3: Jack grabbed the hen and made it home without a hitch. With golden eggs to buy things, now they were rich.

Reader 4: Again Jack climbed the beanstalk, which wasn't too wise. He snatched up a harp as his last golden prize.

Reader 1: As Jack snuck away, the giant woke and said, "I'll catch that little thief! His bones will make my bread!"

Reader 2: The giant gave chase. Down the beanstalk Jack ran fast. He saw his mother and his ax at last.

Reader 3: In the nick of time, Jack made it back. He swung at the beanstalk with a mighty whack.

Reader 4: The giant fell down and Jack laughed with glee. So Jack and his mother lived ever after happily.

Additional Evan-Moor Resources...

**Meet Your
Reading First Goals
for Fluency**



Readers' Theater

Provides all the fun and interest of full-scale dramatic productions without the staging challenges. Each book includes 15 selections.

Each selection includes:

- a teacher's page that offers simple staging ideas
- a complete script for student readers
- a program for listing cast members
- follow-up activities to provide skills practice in grade-level content
- evaluation templates

Grade 1	EMC 3306	Grade 4	EMC 3309
Grade 2	EMC 3307	Grade 5	EMC 3310
Grade 3	EMC 3308	Grade 6	EMC 3311



Correlated to State Standards

Nonfiction Reading Practice

The unique feature of this series is that each unit presents three articles on the same topic, but at three levels of difficulty. This allows the teacher to better accommodate the varied reading levels within the classroom. Each book contains 20 units that provide practice with nonfiction reading and comprehension. A reproducible test page to assess comprehension and vocabulary follows each article. The teacher resource page for each unit lists vocabulary to introduce.

Grade 1	EMC 3312	Grade 4	EMC 3315
Grade 2	EMC 3313	Grade 5	EMC 3316
Grade 3	EMC 3314	Grade 6	EMC 3317

About Evan-Moor Educational Publishers

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Evan-Moor's materials are directed to teachers and parents of prekindergarten through sixth-grade students.

We address all major curriculum areas, including:

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BUILDING FLUENCY

Building Fluency contains everything teachers need to improve students' oral reading fluency, one of five essential reading components identified in Reading First. Genres represented include poetry, fiction and nonfiction, readers' theater, speeches, and jokes. The selections have been chosen for their engaging quality, rich language, humor, and cultural literacy value. The books also contain assessment selections, a table of oral reading fluency norms, and a tracking sheet for recording students' fluency proficiency.

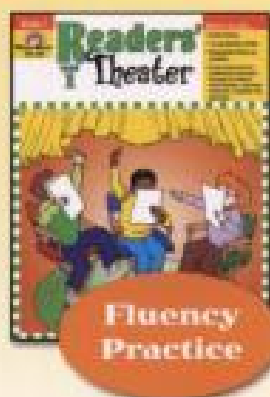
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You said it!

"I love Evan-Moor books because they are so easy to follow, and the activities motivate the kids. Everything you need to teach the lessons is right there!"

Arneice Moore, Reading Specialist

Additional Teacher Resource Books

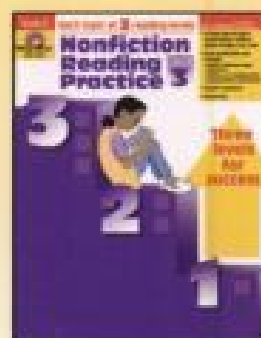


READERS' THEATER

"Readers' Theater provides readers with a legitimate reason to reread text and to practice fluency."

-Put Reading First U.S. Department of Education (2001)

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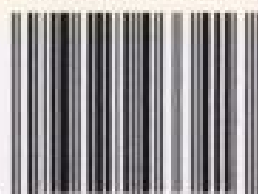
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Why Educators Use

Building Fluency

- Correlated to state standards
- Engaging and humorous selections capture students' attention, motivating them to practice for fluency
- Ready-to-use transparencies make lesson planning a snap
- Includes a wide range of literature from many genres and many time periods to meet NCTE Standard 2
- Ready-to-use assessment selections, table of oral reading fluency norms, and data charts put assessment at your fingertips

Correlated to State Standards

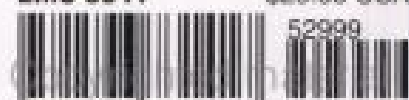


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