

Back-to-School/Fall

Introduction

Welcome back! The new school year is here for many of us. With this new year will come many exciting opportunities, challenges, and joy as we work to meet our students' needs. With *Reading First* in full swing, we will develop all five components of literacy success: phonemic awareness, phonics, vocabulary development, reading fluency, and comprehension.

After "meeting and greeting" thousands of you this summer at various state -level, school-level, and national-level conventions and staff development sessions, I think we teachers are in "good shape" in our desire and preparation to meet our little ones' needs. My sessions with you lead me to agree with my song...2-4-6-8, teachers, teachers ARE really great!

This school year, I want to welcome all THIRD GRADE TEACHERS to this web site along with our current pre-K, K, 1st, and 2nd-grade teachers. I will be including information, activities, games, and songs to help fulfill your goals and needs. I will organize the information from most simplistic to most challenging so that you can select the activities that best fit your students' needs.

This month I am including two fun welcome/circle time song charts from the *Jellylegs to the Front CD* and the *Reading Clues Blues CD*. Create sentence strips for pocket chart reading or overhead transparencies of these, then sing, read, move, and have FUN!

I am including "suggested" schedules for half-day and full-day programs to help you see "the flow" possible within a balanced literacy program. Also included are specific activities and strategies for phonemic awareness, phonics, letter-word recognition, and comprehension.

Have a great school beginning...and don't forget to log on next month for more exciting songs, activities, and projects!

Dr. Maggie



A Sample Daily Schedule for Full-Day Programs

8:00-8:15	Book Browsing/Independent Reading Time (S.S.R.)
8:15-8:40	Morning Meeting, Calendar, Morning Message, Daily News
8:40-10:10	Reader's Workshop Shared Reading...Whole Class Guided Reading/Small-Group Work Literacy Centers Shared Reading and Guided Reading Follow-up Activities Read-Aloud
10:10-10:25	Recess
10:25-11:05	Writer's Workshop Journal Writing Teacher-Modeled Mini-lessons Handwriting Guided Writing Process Writing
11:05-11:30	Developmental Center Time (Gr. K-1); Project Time (Gr. 2)
11:30-12:00	Lunch
12:00-12:15	Phonemic Awareness and Word Work
12:15-12:45	Art, Music, Library, or Computer Lab
12:45-1:15	Math
1:15-1:45	Physical Education
1:45-2:15	Theme Time (Social Studies, Science, Health and Safety) Structure Writing/Content Writing (in response to new content learned)
2:15-2:25	Read-Aloud Time (teacher reads to class)
2:25-2:50	Sharing and Wrap Up Time (Gr. K) Writing in "My Forever Journal" Independent Reading Time or Story Circles (Gr. 1-2)
2:50-3:00	Cleanup
3:00	Dismissal

Taken from Dr. Maggie's *Balancing Literacy*
 Available from The Gift Shop.



A Sample Daily Schedule for Half-Day Programs

8:00-8:25	Developmental Center Time
8:25-8:45	Morning Meeting, Calendar, Morning Message, Daily News
8:45-9:05	Writer's Workshop Journal Writing Teacher-Modeled Mini-lessons Independent Writing Handwriting
9:05-10:05	Reader's Workshop Shared Reading...Whole Class Small-Group Work/Guided Reading Reading Follow-up Activities Literacy Centers Read-Aloud
10:05-10:25	Recess/Physical Education
10:25-10:45	Math
10:45-11:05	Theme Time (Science, Social Studies, Health and Safety)
11:05-11:30	Writing in "My Forever Journal" Cleanup
11:30	Dismissal



Rah! Rah! Class Cheer

by Dr. Maggie Allen

Spoken: Ready, hit it!
Rah, rah, sis boom bah,
Let's get ready to cheer
for our class, our class,
the best in school this year!



2 4 6 8
Our class, our class is really great!

Echo
Echo

3 5 7 9
We work hard all the time.

Echo
Echo

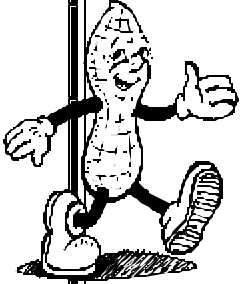
4 8 12 16
Our class, our class is really keen!
YEA!

Echo
Echo



Peanut Butter Boogie Blues (reading fun)
adapted by Dr. Maggie Allen

Group 1: Peanut, peanut butter.
Group 2: Peanut, peanut butter.
Group 3: Peanut, peanut butter.
All: Sing the peanut butter boogie blues.



Group 1: First you take the peanuts
and you crush'em, crush'em.
All: Sing the peanut butter boogie blues.

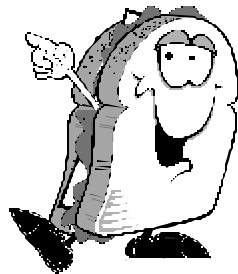
Group 2: Next you take the grapes
and you squish'em, squish'em
All: Sing the peanut butter boogie blues.

Group 3: Then you take the bread
and you spread it, spread it.
All: Sing the peanut butter boogie blues.

Teacher: Last you make a sandwich
and you eat it, eat it.
All: Sing the peanut butter boogie blues.



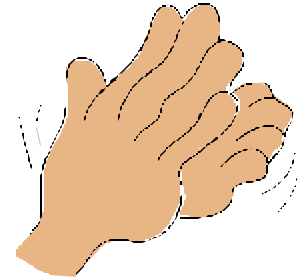
Group 1: Peanut, peanut butter.
Group 2: Peanut, peanut butter.
Group 3: Peanut, peanut butter.
All: Sing the peanut butter boogie blues.



Phonemic Awareness Activities

Body Beats

Ask children to choose a way to make sounds with their body (body percussion) such as clapping their hands or tapping their tummy. Recite a familiar rhyme, and have children use body percussion to keep the beat.



Pom-Pom Syllables

Write each child's name on a cardboard strip. Glue a small pom-pom under each syllable. Give children their name strip. Have children touch each pom-pom as they read their name. Remind them that each time they touch a different pom-pom they are saying a syllable in their name. Invite children to read and count the syllables in their classmates' names. For older children, move on to more difficult polysyllable words and do the same.

Stomping Syllables



Write the lyrics to "Hot Cross Buns" on a piece of chart paper. Sing the song with the class. When children are familiar with the song, have them sing the song and stomp their feet on each syllable. Challenge children by having them stomp every time they sing a single-syllable word and clap each time they sing a two-syllable word.

Letter/Word Awareness Activities

Feed the Monster

Make a monster mask with eyeholes and a large hole for the mouth. Place the mask on an overhead projector. Make a set of letter cards or sight word cards on an overhead transparency. Turn out the lights in the classroom, and place a row of letter or sight word cards on the projector. Pretend the "monster" is saying *Feed me a (letter or sight word)*. Slowly move the letter or sight word card through the monster's cutout mouth and under the opaque part of the mask. It should look like the monster is eating the letter or word. Extend the activity by letting students "feed" the monster.



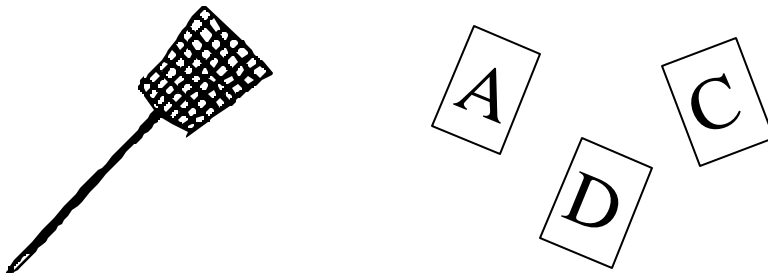
Rolling Letters

Write large capital letters on individual paper plates. Give each child a plate. Call out a letter, and have the child with that letter plate hold it up and spin it around. As the child spins the plate, have the class sing the following to the tune of "The Farmer in the Dell":

The _____ is rolling around,
The _____ is rolling around,
As soon as the letter _____ stops,
Name something that starts with its sound.

Swat the Letter

Obtain a flyswatter and a pair of tweezers. Place letter and sight word or vocabulary word cards on a table or pin them to a wall. Call out a letter, and invite a child to use the flyswatter to swat the correct card and then pick up the card with the tweezers. Then, challenge the child to read the letter or word.



Phonics Activities

Word Sorts

Draw a picture of a tree, and write *tree* on it. Ask children to tell you a word that rhymes with *tree*. Encourage children to include nonsense words (e.g., *ree*). Write each response on a separate index card. Explain to children that although the words rhyme, they are spelled differently and have different vowel patterns. Ask them to tell you what vowel patterns make the *ee* sound (i.e., *ey*, *e*, *ea*). Place the word cards and a Word Sort reproducible in the Spelling and Word Work Area. Invite children to first separate the real words from the nonsense words. Ask them to write the two sets of words on the top half of their reproducible. Then, have them sort the word cards according to the vowel patterns. Then, have them write each vowel pattern at the top of a separate column under "Category Sort" on their reproducible. Ask children to write each word in the correct column.

by	very
my	scary
sly	angry
fry	slowly
try	



Word Detectives

Category Sort

<u>ey</u>	<u>e</u>	<u>ee</u>	<u>ea</u>
key	me	see	
	he	bee	
	she	ree	

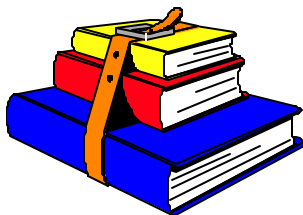
Write *by*, *my*, *sly*, *fry*, and *try* on the left side of a two-column chart. Write *very*, *scary*, *angry*, and *slowly* on the right side. Have volunteers use a marker to highlight the last letter in each word. Ask children what they notice about these words. Have children read aloud the left column of words. Ask *in each word, what sound does y at the end make?* Do the same with the right column. Reread the words in the left column, and clap the syllables. Ask *Which column has one-syllable words? Which column has two-syllable words? What do we notice in these two columns about the y sound?* Lead children to observe that the *y* ending in one-syllable words makes a long *i* sound, while the same ending in two-syllable words makes a long *e* sound.

Comprehension Activities

Strategic Reading Development

Teach children the following strategies during guided reading and shared reading sessions, and encourage children to use them daily.

1. Activate prior knowledge.
Check for picture clues.
Think about what you already know about the subject or author.
2. Look carefully at unknown words.
Analyze the word. (Use “within-word” clues such as knowledge of sound-symbol matchings and word family patterns, vowel patterns, and sight words.)
Chunk large words into recognizable parts.
3. Deal with the “tricky” part of the story.
Read past it. (Use think pads and pencils.)
Use context clues to figure it out.
Reread the word in context (use “within context” clues) and focus on meaning.
4. Think aloud about what is known to help figure out the unknown. (reading by analogy)
5. Self-monitor to self-correct during reading.

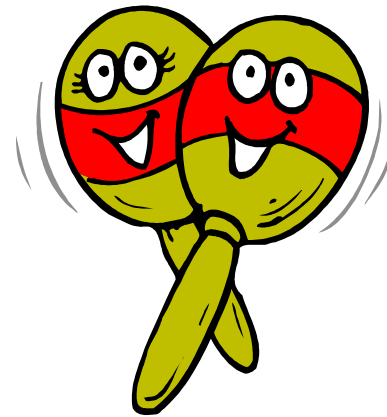


Welcome to School Cha Cha

by Dr. Maggie Allen

Welcome to school today.
Welcome to school today.
Time to stand and say, "Hello!"
"Hello! Hello! Hello!"
Welcome to school today.
Welcome to school today.
Stand up high, reach the sky,
Now sit down low.
Cha! Cha! Cha!

Instrumental version



From: Dr. Maggie's Music
"Jellylegs to the Front" CD (To order, visit the Gift Shop.)
Fun Circle Time and Transition Songs