General Playground Rules for Students

- Go immediately from the cafeteria to the playground via the shortest route.
- When walking to the front office, go in through the back door.
- Stay in the designated play areas. Do not go between or around buildings.
- Walk on the sidewalk and play equipment areas, run in the grass.
- Control what your hands and feet are doing. No pushing or hitting.
- Do not pull on other students, their hair, or their clothes.
- Be considerate of other children.
- No playing in or around the bathrooms.
- Leave the trees and other plants alone.
- Do not throw the balls against the walls of the building.
- No food or drink, other than water, is allowed on the playground.
- Student eating snacks need to eat on the concrete area along the building.
- Students should not walk around while eating.

Fistfights are considered aggressive physical contact and constitute an automatic referral to the principal. Aides should attempt to intercede in student disputes before physical contact begins.

Spitting and biting are serious health hazards and should not be tolerated.

Equipment Rules

- Wait for your turn.
- Go up steps and ladders; go down slides, tunnels, and poles.
- Only one person at a time on the slides, tunnels, and poles.
- Use hand over hand and legs wrapped around when coming down poles.
- Sit on your bottom and go down the slide feet first.
- Play tag in the grassy areas, not in and around playground equipment or on sidewalks.
- Do not jump off of the platforms.
- No climbing on top of the equipment.
- Girls playing on the equipment must have shorts under their skirts.

Games with Balls

- Watch where you are throwing balls
- Do not throw ball at people or hit people with the balls.
- Students on the K-4 playgrounds may not kick balls; 5-8 may kick balls in a controlled manner.
- To retrieve a ball that goes in the parking area or over a building, ask an adult for permission to retrieve the ball.
- No tennis balls are permitted.
- Footballs need to be foam filled (i.e., Nerf®).
- Basketballs may be used properly, utilizing the basketball hoops.
- 3rd grade may not play dodge ball.

On the Swings

- Only one person at a time may be on a swing.
- Do not walk in front of or behind swings.
- Swing yourself, no one may help you.
- Swing only in one direction, toward the playground.
- No twisting and spinning on the swings.
- No standing on the swings.
- No jumping off of the swings.

The Parent/Student Handbook states that children may not bring toys to school. Toys (including purses for students in K-4) will be collected and turned in to the office. Personal toys can be claimed by the parent from the principal at dismissal.

General Lunch Room Procedures

- Walk into the cafeteria quietly and immediately line up to get hot lunch or have a seat if bringing a lunch from home.
- All students must sit with their own class at a designated table, and they may not change places once seated. Additionally, they may not interact with students at different tables.
- Students must remain seated on their bottoms.
- Students must raise their hands and ask permission before leaving their seats to use the restroom or get anything.
- During lunch time, students must maintain inside voices.
- Students may not share food with one another.
- When an adult wishes complete silence in the cafeteria, he/she may raise two fingers in the air. Students are trained to raise their two fingers and stop talking immediately.
- The students' table must be clean and quiet before they are dismissed for recess. To be sure of this, scan on top of, around, and underneath the table to be sure there is no trash. If you see trash that is not being taken care of, or if students at the table are talking, simply point it out to the students and move on to another table that is clean and quiet for dismissal. Come back to this table later.

Dismissal from Lunch Room

- When dismissing students to the playground, one aide should go out to the playground to await students while the other should begin dismissing tables, beginning with the quietest.
- If students are not finished with their food after the others have been dismissed, move all of these students to one table so that the cafeteria workers may clean the rest of the tables. The aide may then go out and join the other aide on the playground and the students may leave when they are finished eating. These students may not leave the lunch room until they have had an adult check to be sure their trash is picked up.
- Students who misbehave (i.e. throw food, talk too loudly, etc.) may be punished by making them help clean the cafeteria after lunch.

HARCOURT SOCIAL STUDIES CONTENTS

Harcourt Brace Science (These are not in the order we will teach it)

Health Handbook Resources
- Caring for your Body
- Staying Safe

Unit A Plants and Animals
- Ch. 1 Living and Nonliving
- Ch. 2 All About Plants
- Ch. 3 All About Animals

Unit B Living Together
- Ch. 1 Plants and Animals Need One Another
- Ch. 2 A Place to Live

Unit C All About Earth
- Ch. 1 Earth's Land
- Ch. 2 Earth's Air and Water

Unit D Weather and the Seasons
- Ch. 1 Measuring Weather
- Ch. 2 The Seasons

Unit E Matter and Energy
- Ch. 1 Investigate Matter
- Ch. 2 Heat and Light

Unit F Energy and Forces
- Ch. 1 Pushes and Pulls
- Ch. 2 Magnets

Penmanship Rubric

- ✓ clock letters begin at the 2 on the clock-all fit the same size clock
- ✓ tall letters start just below the top line and sit on the baseline
- ✓ letters are the same size

- ✓ short letters are the size of half the space-begin at the midpoint and sit on the baseline.
- ✓ letters sit on the base line
- ✓ dots and crossbars are tiny, just above the midpoint and made in the direction which we write.
- ✓ letters that go below the baseline are the same distance below as above the baseline

Errors

0=E 1=E- 2=S+ 3=S 4=S- 5=N 6+U

Children tend to get sloppy in their penmanship as the year goes on and the momentum gets going. Please help your child keep their penmanship performance up to standards, throughout the year, by following the rubric above.

How to M Line Letters
(b – n)

b Start at the top just below the line above; pull the pencil down to the base line. Retrace to 10; curve around the clock to 2, touching the base line and curving up to 8.

e Start midway between the height of a short letter and the base line. Make a straight line from 9 to 3 on a clock. Form a corner by continuing up and around the clock, touching the base line and stopping at 4.

h Start at the top just below the line above; pull a straight line down to the base line. Retrace to 10, round from 10 to 2, and pull a straight line to the base line.

i Start at the midpoint and pull a straight line to the base line. Make a small dot by pressing the pencil just above the letter and lifting it.

j Start at the midpoint, pull a straight line down the same distance below the base line, and round from 4 to 8. Make a small dot by pressing the pencil just above the letter and lifting it.

k Start at the top and pull a straight line to the base line. Start the short part at the midpoint, slant down and in to the tall line, and then slant down and out to the base line.

l Start at the op and pull a straight line to the base line.

m Start at the midpoint and pull a straight line down to the base line, retrace to 10, round from 10 to 2, and pull a straight line to the base line. Retrace to 10, round from 10 to 2, and pull a straight line to the base line.

n Start at the midpoint and pull a straight line down to the base line, retrace to 10, round from 10 to 2, and pull a straight line to the base line.

How to Make Line Letters
(p – z)

p Start at the midpoint, pull a straight line down the same distance below the base line, retrace to 10 and curve around the clock, touching the base line and curving up to 8.

r Start at the midpoint, pull a straight line to the base line, retrace to 10, and round from 10 to 2.

t Start at the top, and pull a straight line to the base line. Draw a tiny crossbar just above the midpoint and lift the pencil.

u Start at the midpoint with a short down line to 8, round from 8 to 4 touching the base line, continue up with a straight line to the midpoint, and retrace a straight line down to the base line.

v Start at the midpoint, slant a straight line down to the base line in the direction in which we write. Slant a straight line up to the midpoint.

w Start at the midpoint and slant a straight line down to the base line. Slant a straight line up to the midpoint, slant a straight line down to the base line, then slant a straight line up to the midpoint.

x Start at the midpoint and slant a straight line down to the base line. Lift the pencil and starting at the midpoint, slant a straight crossbar through the middle of the letter down to the base line.

Start at the midpoint with a short down line to 8, round from 8 to 4 touching the base line, and continue up to the midpoint. Pull a straight line down the same distance below the base line, and round from 4 to 8.

z Start at the midpoint, pull a straight horizontal line. Slant a straight line to the base line below the starting point of the top line. Make a straight line in the direction in which we write.

How to Make Clock Letters

o Start at 2 – go up and around the clock, touching the base line and stopping at 2.

c Start at 2 – go up and around the clock, touching the base line and stopping at 4.

a Start at 2 – go up and around the clock, touching the base line and stopping at 2. Pull a straight line down to the base line.

d Start at 2 – go up and around the clock, touching the base line and closing the circle at 2. Continue straight up toward the line above but do not touch it. Retrace the straight line down to the base line.

f Start at 2 just below the line above. Without touching the top line, go up and around to 10, and pull a straight line down to the base line. Make a tiny crossbar just above the midpoint and lift the pencil.

g Start at 2 – go up and around the clock, touching the base line and stopping at 2. Pull a straight line down the same distance below the base line and around from 4 to 8.

s Start at 2 – go up and around to 10 – slide across to 4 – curve down, touching the base line and curving up to 8.

qu Start the first one at 2 – go up and around the clock, touching the base line and stopping at 2. Pull a straight line down the same distance below the base line and make a tiny flag. Start at the midpoint with a short line to 8 – round from 8 to 4 touching the base line – continue up to the midpoint, and retrace the straight line down to the base line.

Phonogram Rules and Cue Words

Phonogram Introduction and Practice Procedures

1. In OPR Step 2, teach cue words and initially ask knowledge questions.
2. In OPR Step 2, ask application questions when students understand the rule.
3. In WPR Step 2, give *only* cues after students say sound(s) of the phonogram.
4. Apply rules that govern phonogram placement/usage in the writing lesson.

Number(s)	Phonogram(s)	Cues/Rules	WPR Cues
1-26	Single Letters	none	none
27-34	sh, ee, th, ow, ou, oo, ch, ar	none	none
35	ay	"used at the end of a word"	Say sound only.
36	ai	"not used at the end of a word because English words do not end in "i"	not used
37	oy	"used at the end of a word"	Say sound only.
38	oi	"not used at the end of a word because English words do not end in *i*"	not used.
39-43	er, ir, ur, wor, ear	"word" (her, first, nurse, early)	her, first, nurse, early ("wor" does not need cue.)
44-45	ng, ea	none	none
46	aw	"used at the end of a word"	Say sound only.
47	au	"not used at the end of a word because English words do not end in "u"	not used
48	or	none	none
49	ck	2 letter "used after a single vowel that says its first sound"	2 letter
50-51	wh, ed	none	none
52	ew	"used at the end of a word"	Say sound only

Phonogram Rules and Cue Words

Number(s)	Phonogram(s)	Cues/Rules	WPR Cues
53	ui	"not used at the end of a word because English words do not end in "I"	not used
54	oa	"word" (boat)	boat
55	gu	none	none
56	ph	2 letters	2 letters
57	ough	none	none
58	oe	"word" (initially toe).	none
59	ey	none	none
60	igh	3 letters (initially)	none
61	kn	2 letters "used only at the beginning of a word"	2 letters - beginning
62	gn	2 letters "used at the beginning or end of a word"	2 letters
63	wr	2 letters	2 letters
64	ie	none	none
65	dge	3 letters "used after a single vowel that says its first sound	3 letters
66	ei	none	none
67	eigh	4 letters	4 letters
68	ti	tall	tall
69	si	none	none
70	ci	short	short

a (ă, ā, ah)
c (k, s)
d (d)
f (f) *often doubled r. 17*
g (g, j)
o (ŏ, ō, o͡o)
s (s, z) *often doubled r. 17*
qu (kw)
b (b)

---

e (ĕ, ē)
h (h)
i (ĭ, ī)
j (j)
k (k)
l (l)
m (m)
n (n)
p (p)
r (r)
t (t)
u (ŭ, ū, o͡o)
v (v)
w (w)
x (ks)
y (y, ĭ, ī) *y not I @ the end r.6*
z (z)

sh (sh) *used @ beginning & end*
ee (ē)
th (th, th) (thin, this)
ow (ow, ō)
ou (ow, ō , o¯o, ŭ)
oo (o¯o, o˘o)
ch (ch, k, sh)
ar (ar)
ay (ā) *2 letter (used @ end)*

---

ai (ā) *(not used@ end)*
oy (oy) *(used @ end)*
oi (oi) *(not used@ end)*
er (er) *of her*
ir (er) *of first*
ur (er) *of nurse*
wor (er) *of works*
ear (er) *of early*
ng (ng)
ea (ē, ĕ, ā)
aw (aw) *(used@ end)*
au (au) *(not used@ end)*
or (or)
ck (k) *(used after a single vowel)*
wh (hw)
ed (ĕd, d, t)
ew (o¯o, ū) *(used@ end)*
ui (o¯o, ū) *(not used@ end)*

oa (ō) *of boat*
gu (g)
ph (f) *2 letter*
ough (ō, o¯o, ŭf, ŏf, aw, ow)
oe (ō)
ey (ā, ē, ĭ)
igh (ī) *3 letter*
kn (n) *only at the beginning*
gn (n) *both at beginning & end* 2 letters

---

wr (r) *2 letter*
ie (ē, ī, ĭ)
dge (j) *(used after a single vowel)*
ei (ē, ā, ĭ)
eigh (ā) *4 letter*
ti (sh) *tall letter*
si (sh, zh)
ci (sh) *short letter*

Spalding Rules

We underline all two letter phonograms because those two letters make one sound.

The phonogram makes its first sound if there is no number over it.
The numbers over a phonogram mean that it makes its second, third, or fourth sound.

Rule 4 We underline the vowel at the end of the syllable.
e says e at the end of a syllable
o says o at the end of a syllable
a says a at the end of a syllable
u says u at the end of a syllable

Rule 17 The word "will" is one syllable, one vowel ending in l, we add another l
The word "less" is one syllable, one vowel ending in s, we add another s
The word "off" is one syllable, one vowel ending in f, we add another f

Rule 19 In the word "old", o says o when followed by two consonants l,d.
In the word "find", i says i when followed by two consonants n,d.

Rule 26 Special names of people, months of the year, days of the week, titles (Mr.,Mrs. ,Miss,, Ms.) start with a capital letter

Spalding Language Arts Program

Students will learn to read and write 70 phonograms.

Penmanship will be reviewed and practiced during August and as needed.

Spelling will be 30 new words a week beginning in September. Past spelling words will be frequently reviewed. Rules will be taught that will help them with spelling and pronunciation.

Students will be writing sentences with a capital at the beginning and a period or a question mark at the end. Exclamation marks and quotation marks will be introduced. Commas and apostrophe marks will be taught.

They will learn the meaning of their spelling words and be able to use them in sentences which they will create.

Students will learn to identify nouns, verbs, adjectives, and adverbs as well as the correct usage of them.

They will be introduced to proper terms for sentences: declarative, interrogative, exclamatory, imperative.

They will develop and improve reading and comprehension skills through the use of books and comprehension worksheets.

Students will learn to identify and analyze the three types of literature: Narrative, Informative narrative, and Informative.

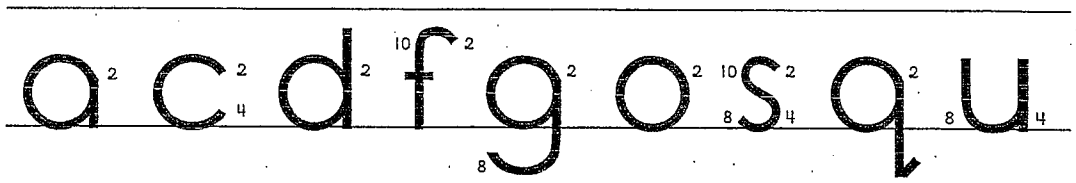
They will listen to and memorize poetry each month.

Grading of 3 Related Sentences

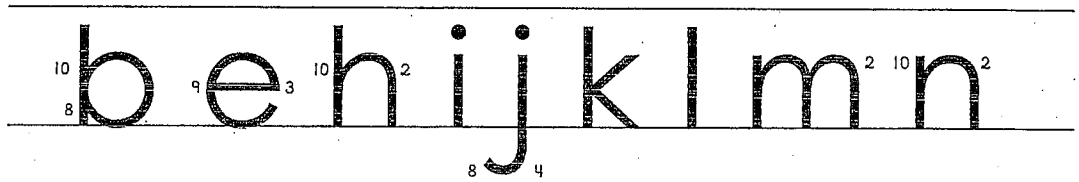
	#1	#2	#3
Name, Date, Title			
Skipped lines between the heading and each sentence (1 point each)			
Spelling word spelled correctly (5 points each)			
Spelling word underlined in each sentence (1 point each)			
Descriptive adjective in each sentence (2 points each)			
Strong verb in each sentence (2 points each)			
Capital letter at the beginning of each sentence (5 points each)			
Proper punctuation mark at the end of the sentence (5 points each)			
Proper use of target word and all words spelled correctly (10 points each)			
Total Points			

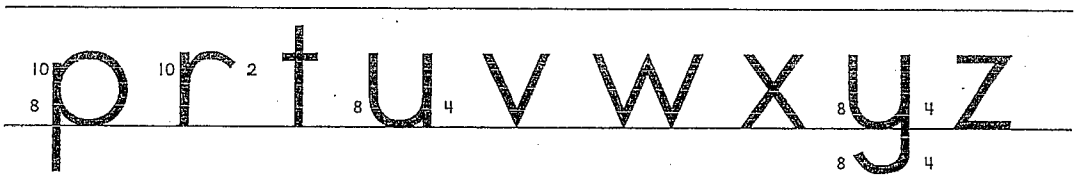
Spalding Letter Formation

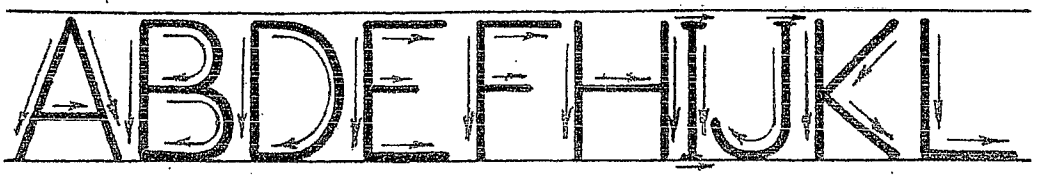
Manuscript letters that begin at 2 on the clock
and start with a curve:

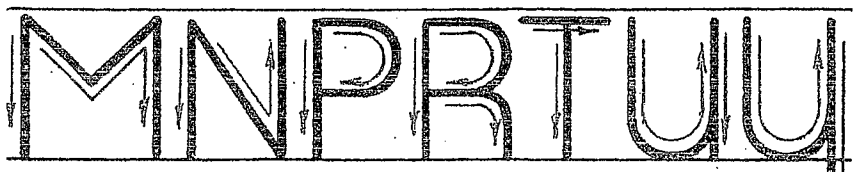


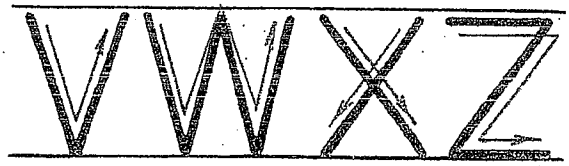
Manuscript letters that begin with a line:

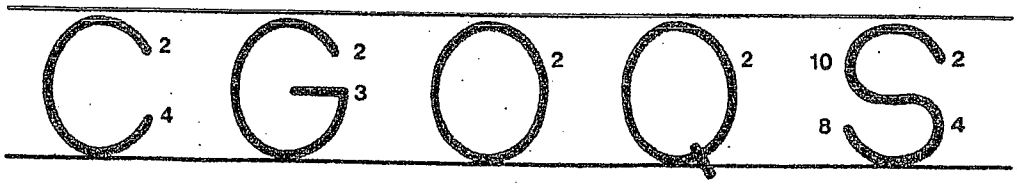












Spalding Cursive

The Capital Letters in Cursive Writing

An Bi Co D Em F Ge

Hi In Jo Ki La Mo No

O P Qu Ro Si Th Un

V W Xy Ye Za

Transition from manuscript to cursive

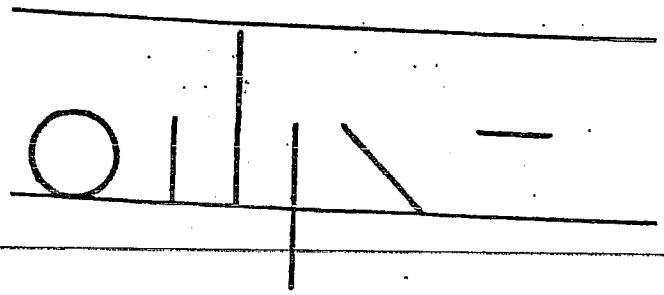
abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

Six Features Used to Form Twenty-six Alphabet Letters

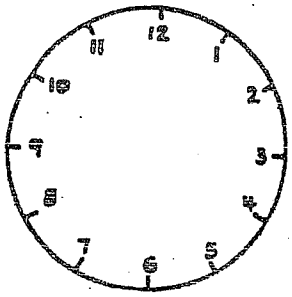
Using the board, demonstrate and explain the formation of the following six features, which are used to form all alphabet letters:

1. A circle that begins just below the midpoint at 2 and goes up and around the clock to 2
2. A short line that begins at the midpoint and sits on the base line
3. A tall line that begins just below the line above and sits on the base line
4. A straight line that begins at the midpoint and extends the same distance below the base line
5. A line that begins at the midpoint and slants to the base line in the direction we write
6. A short horizontal line in the direction we write

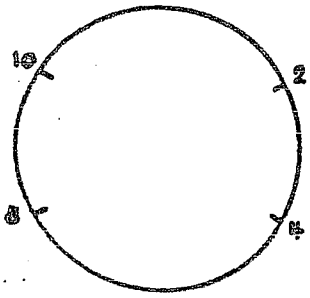


Reference Points

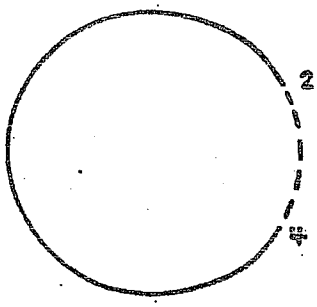
Manuscript letters are made of a circle, or parts of it, and straight lines. Explain to children that the *clock face* is used as a reference point for forming the following features: a circle, all letters that begin at two on the clock, and parts of letters.



The Clock Face



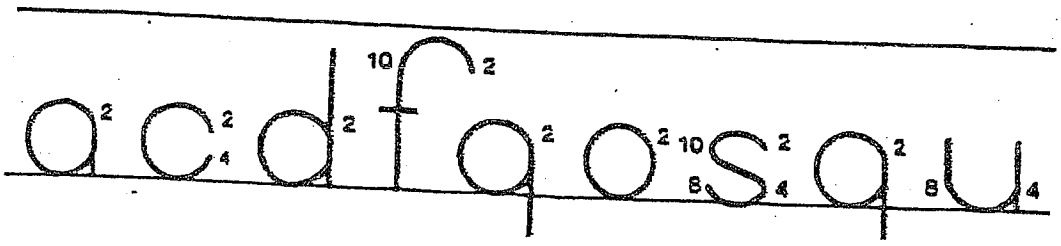
These are the four points used most often.



This shows how the clock is used to write *c* (from 2 to 4).

Manuscript Letters That Begin at 2 on the Clock

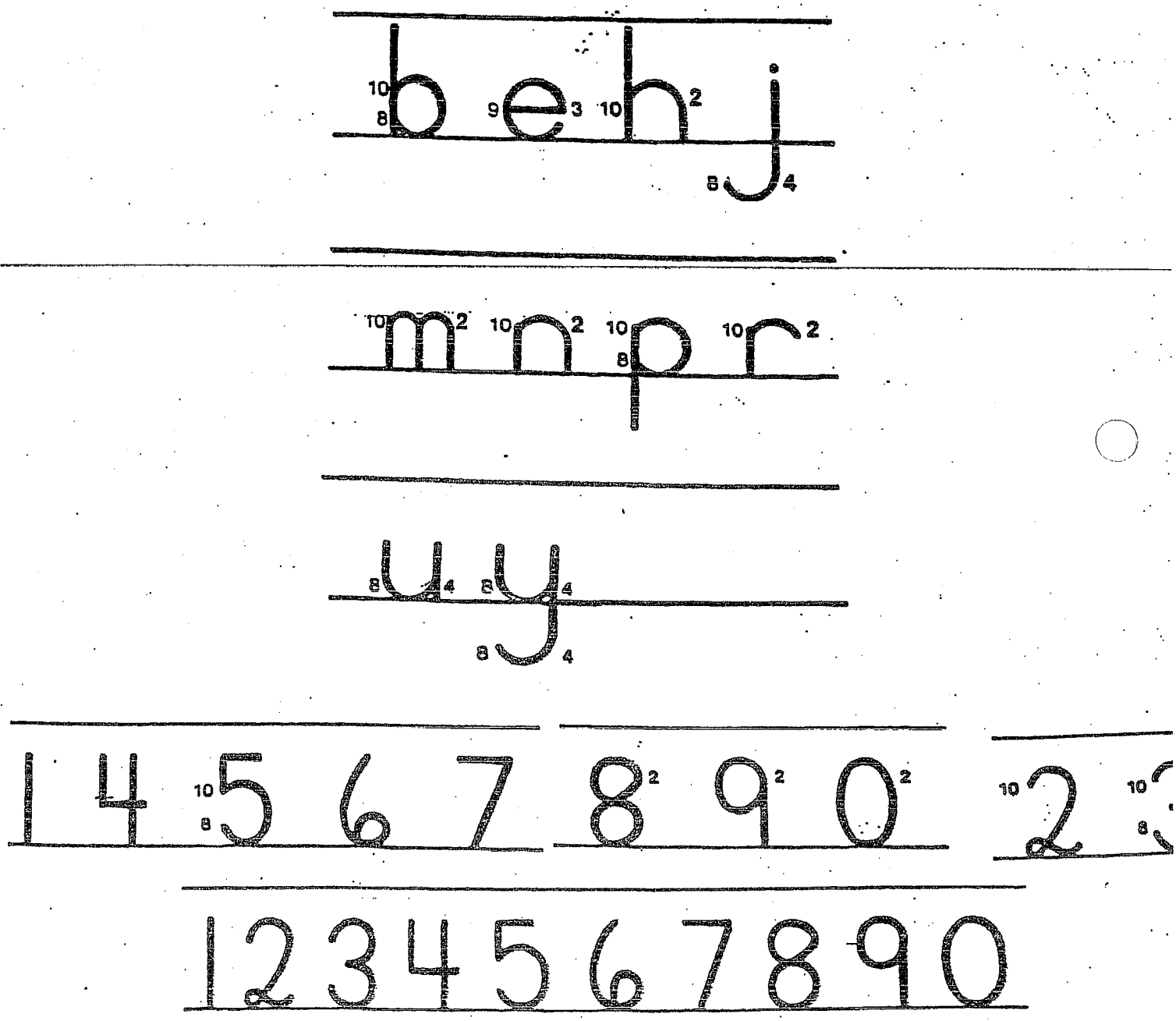
Clock letters start *just far enough* away from the previous letter to make a circle. They start at 2 and *go up and around* the clock. Show how the clock face is used as a reference to form the clock letters. See below.

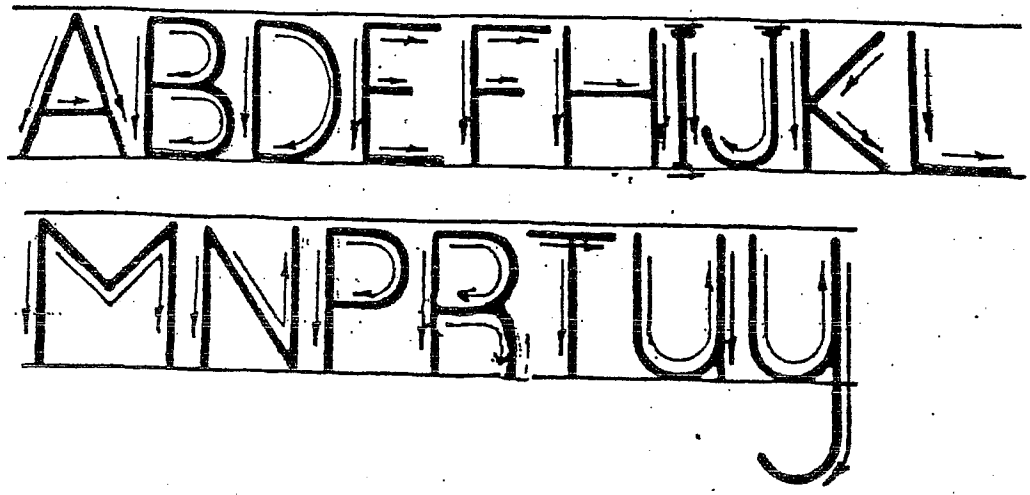


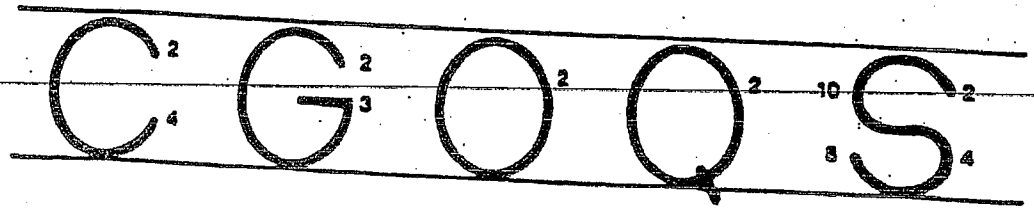
Manuscript Letters That Begin with Lines

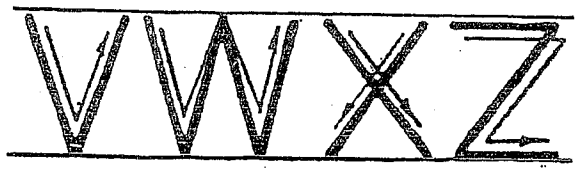
Teach line letters as soon as children are adept at starting clock letters far enough from the preceding letter to make the circle and are able to begin each letter at 2 and go *up and around* the clock.

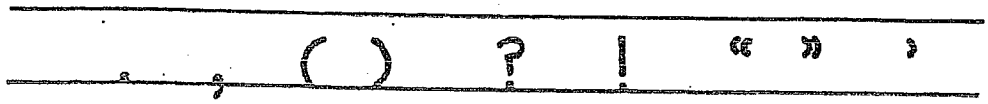
Model *forming* line letters close to the preceding letter. Do not lift the pencil off the paper to complete any of the lowercase letters except in making the second part of *k*, crossbars, and dots. Show how the numbers on the clock face are used to write line letters with clock parts. See illustration:




ABDEFHIJKL
MNPRTUY


C G O Q S


VWXZ


. , ; ( ) ? ! « » ›

How to Study Spelling Words

Studying words is an important skill for students to learn. This requires the student to hear the words, listen to the separate sounds, think which phonograms to use and then write them in the correct sequential order. This is a difficult process but it will be valuable to your child throughout their years in school.

Please remember that they should not be memorizing the letters in words but should be saying the sounds.

Have your child

1. look at the word
2. cover it up
3. say the sounds aloud
4. write the word
5. check it for correctness
6. circle it if it is spelled wrong
7. rewrite it
8. repeat this procedure until it is learned

If you would like to see how the words are introduced in class, send me a note to let me know whether you want to come on Monday, Tuesday, or Wednesday. We always introduce new words on those days between 8:30-9:45. We then have a practice spelling test on Thursday. It will come home that day with the words corrected that your child missed. Those words should then be studied to prepare for the final spelling test on Friday.

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 1	List 2	List 3
me	can	ten
do	see	tan
and	run	tin
go	the	ton
at	in	bed
on	so	top
a	no	he
it	now	you
is	man	will
she	an	we

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 4	List 5	List 6
my	a go	out
up	old	time
last	bad	may
not	red	in to
us	of	him
time	be	to day
have	but	look
chance	this	am
lit tle	your	good
are	you	all

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 7	List 8	List 9
did	must	late
like	make	let
six	street	big
boy	say	bag
book	come	beg
by	hand	bog
have	ring	bug
are	live	moth er
had	live	three
o ver	hill	land

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 10	List 11	List 12
cold	earth	day
hot	feed	eat
hat	fur	sits
child	green	sit
ice	oil	lot
play	paint	box
sea	pool	school
see	tooth	be long
bird	teeth	door
cool	worm	floor

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 13	List 14	List 15
yes	law	then
low	ask	house
soft	just	year
stands	way	to
stand	get	I
yard	home	as
bring	much	send
tell	call	a lone
five	long	lone
ball	love	one

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 16	List 17	List 18
has	men	ap ple
some	man	ate
if	for	au thor
how	ran	bread
her	run	brown
them	was	dog
oth er	that	eats
ba by	his	fast
well	led	food
a bout	lay	jump

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 19	List 20	List 21
sleep	got	riv er
wash	north	plant ed
yel low	white	plant
nine	spent	cut
face	foot	song
miss	feet	sing
rides	blows	sang
ride	blow	sung
tree	block	win ter
sick	spring	stone

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 22	List 23	List 24
free	pa per	find
lake	put	give
lace	each	new
page	soon	let ter
nice	came	take
end	Sun day	Mr. = Mis ter
fall	show	af ter
went	Mon day	thing
back	moon	what
a way	yet	than

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 25	List 26	List 27
its, his, her	form	egg
it's = it (i)s	far	fruit
ver y	gave	looks
or	a like	pick
thank	add	rich
dear	brave	zoo
west	corn	zip
sold	dance	ze ro
told	din ner	sev en
best	doll	for get

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 28	List 29	List 30
hap py	post	east
noon	town	son
think	stay	sun
sis ter	grand	help
cast	out side	hard
card	dark	race
south	band	cov er
deep	game	fire
in side	boat	wire
blue	rest	tire

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 31	List 32	List 33
age	left	want
gold	ship	girls
read (a book)	train	girl
read (a book)	saw	part
red	pay	still
fine	large	place
can not	near	re port
May	down	nev er
may	why	found
line	bill	side

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 34	List 35	List 36
kind	said	wind
life	says	wind (a toy)
here	say	print
car	work	air
word	our	fill
ev er y	more	a long
un der	when	lost
most	from	name
made	form	room
same	glad	hope

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 37	List 38	List 39
with	sup per	mail
mine	through	male
chair	toe	fe male
for got	be came	eye
guess	broth er	I
hang	rain	glass
meat	keep	par ty
mouse	start	up on
phone	little	was
store	apple	the

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 40	List 41	List 42
two	an y	mile
twin	man y	seem
twice	cit y	e ven
twelve	on ly	with out
twen ty	where	af ter noon
be tween	week	Fri day
they	weak	hour
would	first	our
could	sent	wife
should	cent	state

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 43	List 44	List 45
Ju ly	cost	be hind
head	price	a round
sto ry	be come	burn
o pen	class	camp
short	horse	bear
la dy	care	bare
reach	try	clear
bet ter	move	clean
wa ter	de lay	spell
round	pound	poor

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 46	List 47	List 48
fin ish	seen	com ing
hurt	see	come
may be	felt	night
a cross	full	pass
to night	fail	shut
tenth	set ting	eas y
sir	set	ease
these	stamp	bone
those	light	draw
club	cloud	drink

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 49	List 50	List 51
gar den	rope	catch
goose	sea son	catch er
hop ping	sign	kitch en
hop	space	butch er
knife	wag on	cloth ing
mouth	wheat	clothes
oak	win dow	clothe
peach	warm	began
pole	un less	begin
queen	drink	be gin ning

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 52	List 53	List 54
a ble	fight	news
gone	buy	new
go	by	small
done	stop ping	small er
do	stop	small est
suit	walk	war
track	talk	sum mer
watch	chalk	a bove
dash	grant	ex press
fell	soap	turn

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 55	List 56	List 57
les son	date	pow er
half	road	wish
fa ther	rode	be cause
an y thing	ride	cause
ta ble	March	world
high	march	coun try
June	next	meet
right	in deed	meat
write	four	an oth er
wrote	her self	black

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 58	List 59	List 60
tripped	be fore	close
trip	know	close
list	no	flow er
peo ple	were	flour
ev er	where	noth ing
held	there	ground
church	here	lead (the way)
once	dead	led (the way)
one	leave	lead (pencil)
own	ear ly	such

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 61	List 62	List 63
morn ing	bod y	hon ey
how ev er	field	let ters
mind	be longs	or ange
shall	cheese	pock et
a lone	earn	shoes
or der	edge	shoe
third	feath er	stairs
push	fence	stream
point	fun ny	talks
with in	go ing	ti ny

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 64	List 65	List 66
words	pro vide	ar my
trust	sight	pret ty
ex tra	stood	stole
dress	fixed	in come
be side	fix	bought
teach	born	paid
hap pen	goes	pay
be gun	go	en ter
col lect	hold	rail road
file	drill	un a ble

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 67	List 68	List 69
tick et	deal	true
ac count	al most	truth
driv en	all	took
re al	brought	a gain
re cov er	bring	in form
moun tain	less	both
speak	e vent	heart
past	off	month
might	of	chil dren
con tract	have	child

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 70	List 71	List 72
build	of fice	pleas ant
built	great	please
un der stand	Miss	pic ture
fol low	miss	pitch er
charge	who	pitch
mem ber	died	mon ey
case	die	read y
while	chang ing	o mit
al so	change	an y way
re turn	few	eight

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 73	List 74	List 75
break fast	fly	mon key
chance	for est	my self
climb	freeze	noise
cof fee	gen tle	pen cil
col or	grow	pie
con tains	holes	pull
dai ly	ho tel	sew
day	i ron	sow
ea gle	liv ing	so
fan cy	live	steam

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 76	List 77	List 78
thread	bridge	death
thunder	of fer	learn
tried	suf fer	won der
try	cen ter	pair
vein	front	pear
ex cept	run ning	pare
aunt	run	check
ant	rule	prove
cap ture	car ry	heard
else	chain	hear

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 79	List 80	List 81
in spect	fair	sor ry
it self	fare	press
al ways	dol lar	God
some thing	eve ning	god
ex pect	plan	teach er
need	broke	No vem ber
thus	feel	sub ject
wom an	sure	A pril
wom en	sug ar	his to ry
young	least	stud y

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 82	List 83	List 84
him self	court	size
mat ter	cop y	De cem ber
use	act	doz en
thought	been	there
per son	be	tax
nor	yes ter day	num ber
or	a mong	Oc to ber
Jan u ar y	ques tion	rea son
mean	quest	fifth
vote	doc tor	to day

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 85	List 86	List 87
bak ing	fair y	so cial
bake	knock	steal
bowl	leath er	strange
cheap	lin en	tro phy
cheer ful	mix ture	voic es
chick en	na tion	voice
driv ing	pause	eight
drive	peace	ate
ech oes	per mis sion	a fraid
ech o	rough	un cle

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 88	List 89	List 90
rath er	roy al	for ty
com fort	ob jec tion	four teen
e lec tion	ob ject	fourth
e lect	pleas ure	four
a board	meas ure	pop u la tion
jail	treas ure	prop er
shed	na vy	judge
re fuse	worth	weath er
dis trict	contain	wheth er
re strain	figure	sud den

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 91	List 92	List 93
in stead	far ther	re main
throw	du ty	di rec tion
threw	in tend	di rect
per son al	com pan y	ap pear
eve r y thing	quite	lib er ty
rate	quit	e nough
chief	qui et	fact
per fect	none	board
sec ond	knew	Sep tem ber
slide	know	sta tion

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 94	List 95	List 96
at tend	tru ly	don't =do not
pub lic	true	Thurs day
mu sic	whole	Sat ur day
pic nic	hole	ad mis sion
friends	ad dress	ca noe
friend	re quest	cap tain
du ring	Au gust	cau tious
po lice	struck	cau tion
un til	get ting	cel lar
raise	get	cov ered

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 97	List 98	List 99
crea ture	hol i day	pen ny
cur tain	ho ly	reg u lar
de clared	knee	re peats
de clare	lem on	sail or
dis tance	ly ing	sen tence
dis tant	lie	shin ing
ex plain	nails	shine
float ed	nee dle	sur face
ghost	no bod y	sweeping
pal ace	oar	sweeps

Spalding Spelling/Vocabulary Word List
Compiled from the Ayres List of High-Frequency Words

List 100	List 101
thief	aw ful
waist	awe
waste	u su al
wait ing	com plaint
wear y	au to
writ ing	va ca tion
writ er	beau ti ful
write	beau ty
spend	flight
enjoy	trav el

Name _____ Date Returned _____

First Grade Book Log

Reading at least 25 books is a First Grade requirement. Record all books your child reads on this log. Books read for book reports *do* count. When this log is completed, return it to your child's teacher and another log will be sent home. Students need to read and record as many books as possible throughout the year.

	Name of Book	Author	Parent's Initials
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			

Name _____ Date Returned _____

First Grade Book Log

Reading at least 25 books is a First Grade requirement. Record all books your child reads on this log. Books read for book reports *do* count. When this log is completed, return it to your child's teacher and another log will be sent home. Students need to read and record as many books as possible throughout the year.

	Name of Book	Author	Parent's Initials
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			

BOOK REPORTS

Books read by students for book reports ***MUST*** be chosen from either the 1st or 2nd grade reading lists that are included in this binder.

Due Dates:

Pre-Approval	***Final Book Report***
October 6	October 13
November 3	November 10
December 1	December 8
January 5	January 12
February 2	February 9
March 1	March 8
April 5	April 12
May 3	May 10

After the book is Pre-Approved (page 1) have your child complete the Book Report Outline Form (page 2), then use it to write the Rough Draft on page 3. After making corrections on the rough draft, have your child transfer the correct sentences onto the Final Report (page 4). On page 5 your child needs to draw and color a detailed picture of the story. Encourage your child to draw full characters, as stick figures are not allowed.

Please turn in all three pages in numbered order on the due date by 8:05 a.m. If it is not turned in at this time and date a grade of 0% may be recorded. A work detail may be assigned. Your student may complete the work during the work detail, but no credit will be given. (Student Handbook **p.18**)

PLEASE BE SURE TO TURN IN THE BOOK REPORT ON TIME!

BOOK REPORTS

We will do sample book reports together in September, before the first book report is due. These samples will come home to be kept in this binder for reference. The other 8 reports are to be done at home by the child with your help. The reading lists for first and second grades, which are found in this section, are to be used when choosing a book for the report.

Since your child must read the book that the report is written on, it is fine if they choose an easier book to read. Please increase the difficulty of every book as the year proceeds. If you need help choosing a book, please let me know.

Help your child plan a schedule so this will not be a rush job on the night before it is due. The report will be graded for neatness, content and accuracy. Please refer to the rubric for expectations. The report must be complete to receive full credit. The illustration must be detailed and colored.

If the pre-approval or final report is not turned in on time, your child will be sent to Opportunity Club to write it without assistance.

These are the three types of literature we have discussed.

Narrative

This is a story with characters, setting and plot or a series of events.
(Example: The Three Little Pigs)

Informative

This is a story written to teach facts or information about something.
(Example: From Caterpillar to Butterfly, Sharks)

Informative-Narrative

This is a story with characters and setting, but is also written to teach some information.
(Example: The First Thanksgiving, any book from the Magic Tree House Series)

Book Report Sample— Narrative

BOOK REPORT PRE-APPROVAL FORM

Please put in blue binder!

Your book must be on the Painted Rock approved book list which is located in the blue binder. You may choose a book from the 1st or 2nd grade list. Please choose a book that is appropriate for your child's reading level.

DATE: 9/22/14 # PAGES 28

0 STUDENT NAME: Miss Headley

BOOK TITLE: Alexander and the Terrible, Horrible, No Good, Very Bad Day

NAME OF SERIES:

AUTHOR: Judith Viorst

ILLUSTRATOR: Ray Cruz

****

TEACHER APPROVAL:

COMMENTS: Turn in for my approval.
Make sure book is on book list in blue binder!

ALL 3 PAGES MUST BE TURNED IN ON THE DUE DATE TO GET FULL CREDIT!!!!!

Book Report Outline

Narrative Story or **Informative/Narrative Story**

I. Who is the story about? (main character) Where does the story take place? (setting)

1. Alexander
2. home and school

II. What happened in the story? (events) Was there a problem?

1. Alexander had a bad day.
2. He wants to move to Australia because he thinks bad days won't happen there.

III. How was the problem solved? How did the story end?

1. His mom told him some days are like that.
2. He went to sleep to have a better day tomorrow.

IV. What fact did you learn from this book? (Informative/Narrative)

1. _____

****

Informative Book

I. Who or what is this book about?

1. _____

II. Write 4 facts you learned from this book.

1. _____
2. _____
3. _____
4. _____

FINAL BOOK REPORT

Date: 9/26/14

0 NAME: Miss Headley

BOOK TITLE: Alexander and the Terrible, Horrible, No Good, Very Bad Day

AUTHOR: Judith Viorst

ILLUSTRATOR: Ray Cruz

MAIN CHARACTER(S): Alexander, Mom, Dad, Nick, Anthony

SETTING: home and school # of Pages 28

TYPE OF WRITING: (circle one) Narrative Informative Informative/Narrative

PARENT SIGNATURE: Mom

SUMMARY: (You must write a minimum of five complete sentences.)

Alexander had a bad day because he tripped on his skateboard when he woke up. His day got worse because he was squished in the car on the way to school. At school Alexander made a mistake in class. Alexander decided he wanted to move to Australia so he wouldn't have bad days anymore. His day got worse after school. At night his mom told him that some days are bad but that tomorrow would be better. He went to sleep so that he could have a better day tomorrow.

★ Please complete Rough Draft / Illustration pages (not included in samp

Rough Draft (Sloppy Copy)

This side should be used to write the rough draft of your book report. Hint: plac the outline next to this paper and write your sentences using the information you wrote on your outline. Write your sentences in paragraph form, making sure to indent the first sentence using the "two finger" rule. You may make all your changes to this copy before you copy it correctly onto your final report page. All of the report should fit on the lines provided on the final form thus creating a brief summary of your book.

BOOK REPORT PRE-APPROVAL FORM

Your book must be on the Painted Rock approved book list which is located in the blue binder. You may choose a book from the 1st or 2nd grade list. Please choose a book that is appropriate for your child's reading level.

DATE: _____ # PAGES _____

_____ STUDENT NAME: _____

BOOK TITLE: _____

NAME OF SERIES: _____

AUTHOR: _____

ILLUSTRATOR: _____

****

TEACHER APPROVAL: _____

COMMENTS: _____

_____

_____

_____

_____

ALL 3 PAGES MUST BE TURNED IN ON THE DUE DATE TO GET FULL CREDIT!!!!!

Book Report Outline

Narrative Story or Informative/Narrative Story

I. Who is the story about? (main character) Where does the story take place? (setting

1. _____

2. _____

II. What happened in the story? (events) Was there a problem?

1. _____

2. _____

III. How was the problem solved? How did the story end?

1. _____

2. _____

IV. What fact did you learn from this book? (Informative/Narrative)

1. _____

****

Informative Book

I. Who or what is this book about?

1. _____

II. Write 4 facts you learned from this book.

1. _____

2. _____

3. _____

4. _____

Rough Draft (Sloppy Copy)

This side should be used to write the rough draft of your book report. Hint: place the outline next to this paper and write your sentences using the information you wrote on your outline. Write your sentences in paragraph form, making sure to indent the first sentence using the "two finger" rule. You may make all your changes to this copy before you copy it correctly onto your final report page. All of the report should fit on the lines provided on the final form thus creating a brief summary of your book.

FINAL BOOK REPORT

Date: _____

_____ NAME: _____

BOOK TITLE: _____

AUTHOR: _____

ILLUSTRATOR: _____

MAIN CHARACTER(S): _____

SETTING: _____ # of Pages_____

TYPE OF WRITING: (circle one) Narrative Informative Informative/Narrative

PARENT SIGNATURE: _____

SUMMARY: (You must write a minimum of five complete sentences.)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

COLORED ILLUSTRATION

Please draw a colored illustration of the book. Please be sure to add details so you fill this entire page. Please do not draw "stick" figures.

#_____ Name _____

First Grade Book Report Rubric

	Points Possible	Points Earned
Book Approval Form **(Turned in on time)**	5	_____
Number and Name	5	_____
Title (Properly capitalized)	5	_____
Author	5	_____
Illustrator	5	_____
Number of Pages	5	_____
Summary (No less than 5 complete sentences)	30	_____
Setting	5	_____
Main Character	5	_____
Type of Writing (Narrative, Informative, Informative/Narrative)	5	_____
Picture (Must fill the entire page and be neatly colored)	5	_____
Parent Signature	5	_____
Rough Draft	10	_____
Outline	5	_____
Total Possible Points	**100**	_____
Percentage/ Penmanship (E, S, N, U)		_____/_____

Comments: _____

_____

_____

BOOK REPORT PRE-APPROVAL FORM

Your book must be on the Painted Rock approved book list which is located in the blue binder. You may choose a book from the 1st or 2nd grade list. Please choose a book that is appropriate for your child's reading level.

DATE: _____ # PAGES _____

_____ STUDENT NAME: _____

BOOK TITLE: _____

NAME OF SERIES: _____

AUTHOR: _____

ILLUSTRATOR: _____

****

TEACHER APPROVAL: _____

COMMENTS: _____

_____

_____

_____

_____

ALL 3 PAGES MUST BE TURNED IN ON THE DUE DATE TO GET FULL CREDIT!!!!!

Book Report Outline

Narrative Story or Informative/Narrative Story

I. Who is the story about? (main character) Where does the story take place? (setting.

1. _____

2. _____

II. What happened in the story? (events) Was there a problem?

1. _____

2. _____

III. How was the problem solved? How did the story end?

1. _____

2. _____

IV. What fact did you learn from this book? (Informative/Narrative)

1. _____

****

Informative Book

I. Who or what is this book about?

1. _____

II. Write 4 facts you learned from this book.

1. _____

2. _____

3. _____

4. _____

Rough Draft (Sloppy Copy)

This side should be used to write the rough draft of your book report. Hint: place the outline next to this paper and write your sentences using the information you wrote on your outline. Write your sentences in paragraph form, making sure to indent the first sentence using the "two finger" rule. You may make all your changes to this copy before you copy it correctly onto your final report page. All of the report should fit on the lines provided on the final form thus creating a brief summary of your book.

FINAL BOOK REPORT

Date: _____

_____ NAME: _____

BOOK TITLE: _____

AUTHOR: _____

ILLUSTRATOR: _____

MAIN CHARACTER(S): _____

SETTING: _____ # of Pages_____

TYPE OF WRITING: (circle one) Narrative Informative Informative/Narrative

PARENT SIGNATURE: _____

SUMMARY: (You must write a minimum of five complete sentences.)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

COLORED ILLUSTRATION

Please draw a colored illustration of the book. Please be sure to add details so you fill this entire page. Please do not draw "stick" figures.

#_____ Name _____

First Grade Book Report Rubric

	Points Possible	Points Earned
Book Approval Form **(Turned in on time)**	5	_____
Number and Name	5	_____
Title (Properly capitalized)	5	_____
Author	5	_____
Illustrator	5	_____
Number of Pages	5	_____
Summary (No less than 5 complete sentences)	30	_____
Setting	5	_____
Main Character	5	_____
Type of Writing (Narrative, Informative, Informative/Narrative)	5	_____
Picture (Must fill the entire page and be neatly colored)	5	_____
Parent Signature	5	_____
Rough Draft	10	_____
Outline	5	_____
Total Possible Points	**100**	_____
Percentage/ Penmanship (E, S, N, U)		_____/_____

Comments: _____

_____

_____

_____

BOOK REPORT PRE-APPROVAL FORM

Your book must be on the Painted Rock approved book list which is located in the blue binder. You may choose a book from the 1st or 2nd grade list. Please choose a book that is appropriate for your child's reading level.

DATE: _____ # PAGES _____

_____ STUDENT NAME: _____

BOOK TITLE: _____

NAME OF SERIES: _____

AUTHOR: _____

ILLUSTRATOR: _____

****

TEACHER APPROVAL: _____

COMMENTS: _____

_____

_____

_____

_____

ALL 3 PAGES MUST BE TURNED IN ON THE DUE DATE TO GET FULL CREDIT!!!!!

Book Report Outline

Narrative Story or Informative/Narrative Story

I. Who is the story about? (main character) Where does the story take place? (settin

1. _____

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II. What happened in the story? (events) Was there a problem?

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III. How was the problem solved? How did the story end?

1. _____

2. _____

IV. What fact did you learn from this book? (Informative/Narrative)

1. _____

****

Informative Book

I. Who or what is this book about?

1. _____

II. Write 4 facts you learned from this book.

1. _____

2. _____

3. _____

4. _____

Rough Draft (Sloppy Copy)

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FINAL BOOK REPORT

Date: _____

_____ NAME: _____

BOOK TITLE: _____

AUTHOR: _____

ILLUSTRATOR: _____

MAIN CHARACTER(S): _____

SETTING: _____ # of Pages_____

TYPE OF WRITING: (circle one) Narrative Informative Informative/Narrative

PARENT SIGNATURE: _____

SUMMARY: (You must write a minimum of five complete sentences.)

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COLORED ILLUSTRATION

Please draw a colored illustration of the book. Please be sure to add details so you fill this entire page. Please do not draw "stick" figures.

#_____ Name _____

First Grade Book Report Rubric

	Points Possible	Points Earned
Book Approval Form (Turned in on time)	5	_____
Number and Name	5	_____
Title (Properly capitalized)	5	_____
Author	5	_____
Illustrator	5	_____
Number of Pages	5	_____
Summary (No less than 5 complete sentences)	30	_____
Setting	5	_____
Main Character	5	_____
Type of Writing (Narrative, Informative, Informative/Narrative)	5	_____
Picture (Must fill the entire page and be neatly colored)	5	_____
Parent Signature	5	_____
Rough Draft	10	_____
Outline	5	_____
Total Possible Points	**100**	_____
Percentage/ Penmanship (E, S, N, U)		_____/_____

Comments: _____

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BOOK REPORT PRE-APPROVAL FORM

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DATE: _____ # PAGES _____

_____ STUDENT NAME: _____

BOOK TITLE: _____

NAME OF SERIES: _____

AUTHOR: _____

ILLUSTRATOR: _____

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TEACHER APPROVAL: _____

COMMENTS: _____

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Book Report Outline

Narrative Story or informative/Narrative Story

I. Who is the story about? (main character) Where does the story take place? (settin

1. _____

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III. How was the problem solved? How did the story end?

1. _____

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IV. What fact did you learn from this book? (Informative/Narrative)

1. _____

****

Informative Book

I. Who or what is this book about?

1. _____

II. Write 4 facts you learned from this book.

1. _____

2. _____

3. _____

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Comments: _____

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Book Title	Author	Genre	Recommended Grade	Scholastic Reading Level
A Science Fair – Series 2, Book 15	Spalding	Fiction	1	
Alexander and the Terrible Horrible No Good Very Bad Day	Viorst, Judith	Fiction	1	3.6
All Aboard Reading - Series	various	Fiction	1	
All About Turtles	Arnosky, Jim	Non Fiction	1	4.8
Amanda Pig and Her Big Brother Oliver	Van Leeuwen, Jean	Fiction	1	2.5
Amelia Bedelia - Series	Parish, Peggy	Fiction	1	various
And To Think That I Saw It On Mulberry Street	Seuss, Dr.	Fiction	1	3.2
Andrew Lost: In The Ice Age	Greenburg, J.C.	Fiction	1 2	
Angus and the Cat	Flack, Marjorie	Fiction	1	2.4
Angus and the Ducks	Flack, Marjorie	Fiction	1	
Angus Lost	Flack, Marjorie	Fiction	1	
Animal Ark - Series	Baglio, Ben M.	Fiction	1 2	
Animal Close-Ups - Series	various	Non Fiction	1	
Animal Picnic, The	Perkins, Leslie	Fiction	1	1.9
April Fool	Ziefert, Harriet	Humor	1	1.5
Are There Any Questions? - Venture Series	Cazet, Denys	Various	1	
Are You My Mother?	Eastman, P. D.	Humor	1	1.5
Arthur -- Easy Readers Books	Hoban, Lillian	Fiction	1	2.7
Baby Bunny	Hillert, Margaret	Fiction	1	1.4
Bank Street Ready to Read - Series	various	Fiction	1	1.5-2.8
Bargain for Frances, A	Hoban, Russell	Fiction	1	2.6
Bear Called Paddington, A	Bond, Michael	Fiction	1	5.7
Big Balloon Race, The	Coerr, Eleanor	Fiction	1	2.9
Big Snow, The	Hader, Berta and Elmer	Fiction	1	3.2
Birthday Present for Mama	Lorian, Nicole	Fiction	1	1.8
Boats Afloat - Venture Series	Rotner, Shelley	Non Fiction	1	2.3
Boston Coffee Party, The	Rappaport, Doreen	Fiction	1	3.1
Brave Irene	Steig, William	Fiction	1	3.5
Building A House – Series 2, Book 16	Spalding	Fiction	1	
Chester	Hoff, Syd	Fiction	1	2.1
Christmas Cats	Marzollo, Jean	Poetry	1	1.3
Cleanup Cooperation – Series 2, Book 11	Spalding	Fiction	1	
Clifford the Dog - Series	Bridwell, Norman	Fiction	1	1.9 - 2.3
Cloud Book, The	de Paola, Tomie	Non Fiction	1	3.5
Cloudy with a Chance of Meatballs	Barrett, Judith	Humor	1	3.2
Corduroy	Freeman, Don	Fantasy	1	3.2
Danny and the Dinosaur	Hoff, Syd	Fiction	1	2.7
Delicious Hullabaloo/Pachanga Deliciosa	Mora, Pat	Poetry	1	
Doctor De Soto	Steig, William	Fiction	1	2.5
Don't Be Late	Gibson, Akimi	Fiction	1	2.3
Don't Ever Cross That Road	Storad, Conrad J.	Fiction	K 1	2.7
Earth Materials: Renewable/Non-renewable – Series	Spalding	Non-Fiction	1	

Effort Rewarded – Series 2, Book 12	Spalding	Fiction	1	
Emperor's New Clothes, The	Andersen, Hans Christian	Folk Tales	1	
Energy Sources and Uses – Series 2, Book 18	Spalding	Non-Fiction	1	
Eye Openers - Series	various	Non Fiction	1	
Eye Witness Readers Level 1- Series	various	Non Fiction	1	
Fancy Nancy - Explorer Extraordinaire	O'Connor J. and Glasser, R.	Fiction	1	3.1
Finding Courage – Series 2, Book 13	Spalding	Fiction	1	
Fish is Fish	Lionni, Leo	Fiction	1	3.3
Fisher Price All Star Readers - Series	various	Fiction	1	
Flat Stanley -- Series	Brown, Jeff	Humor	1	
Follow the Wind	Tresselt, Alvin	Non Fiction	1	
Franklin the Turtle - Series	Bourgeois, Paulette	Fiction	1	2.2-2.8
Frederick	Lionni, Leo	Fiction	1	3.8
Frog and Toad	Lobel, Arnold	Folk Tales	1	2.4
Gardening Takes Patience – Series 2, Book 10	Spalding	Fiction	1	
Giving Tree, The	Silverstein, Shel	Poetry	1	2.9
Good Morning Monday	Keenan, Sheila	Non Fiction	1	2.7
Green Eggs and Ham	Geisel, Theodore S.	Humor	1	2.2
Green Light Readers - Series	various	Fiction	1	
Harold's Fairy Tale	Johnson, Crockett	Fiction	1	
Harry and the Lady Next Door - Series	Zion, Gene	Humor	1	1.8
Hello Reader - Series	various	Fiction	1	up to 4
Hello Science Readers - Series	various	Non Fiction	1	
Henny Penny	Galdone, Paul	Fiction	1	3.4
Henry and Mudge (series)	Rylant, Cynthia	Fiction	1	up to 2.7
Here Comes the Strikeout	Kessler, Leonard P.	Fiction	1	2.6
Hey, Al	Yorinks, Arthur	Adventure	1	4.7
Hillert, Margaret Titles	Hillert, Margaret	Fiction	1	1.1-1.5
Horrible Harry Series	Kline, Suzy	Fiction	1	various
I am Water	Marzollo, Jean	Non Fiction	1	1.5
I Can Read About . . .- Series	various	Non Fiction	1	
I Wish I Was Sick, Too!	Brandenberg, Franz	Fiction	1	
I'm Taking a Trip on My Train	Neitzel, Shirley	Non Fiction	1	1.9
If You Take a Mouse ...series	Numeroff, Laura	Humor	1	1.9
In the Forest	Ets, Marie Hall	Fiction	1	3.6
Inch by Inch	Lionni, Leo	Fiction	1	1.7
Invertebrates: Starfish, Butterflies, Spiders – Series 2	Spalding	Non-Fiction	1	
Ira Sleeps Over	Waber, Bernard	Fiction	1	3.5
John Henry: An American Legend	Keats, Ezra Jack	Folk Tales	1	4.5
Josefina Story Quilt, The	Coerr, Eleanor	Historical Fiction	1	3.5
Julius	Hoff, Syd	Fiction	1	1.9
Just Me	Ets, Marie Hall	Fiction	1	2.4
Katy and the Big Snow	Burton, Virginia Lee	Fiction	1	2.9

Katy No Pocket	Payne, Emmy	Fiction	1	
Kissing Hand, The	Penn, Audrey	Fiction	1	3.3
Let's Read and Find Out About Science - Series	various	Non Fiction	1	
Lionel at Large	Krensky, Stephen	Fiction	1	2.2
Little Bear - Series	Minarik, Else	Fiction	1	1.8-2.7
Little Critter - Series	Meyer, Mercer	Fiction	1	1.5-2.1
Little House, The	Burton, Virginia Lee	Fiction	1	3.8
Little House Chapter Books Series: School Days	Wilder, Laura Ingalls	Historical Fiction	1 2	
Little Island, The	MacDonald, Golden	Fiction	1	3.5
Little Old Lady Who Was Not Afraid of Anything, The	Williams, Linda	Folk Tales	1	3.4
Littles, The - Series	Thurber, James	Fiction	1 2	
Lizards for Lunch	Storad, Conrad J.	Fiction	K 1	2.7
Lucy On the Loose	Cooper, Ilene	Fiction	1 2 3	
Madeline - Series	Bemelmans, Ludwig	Adventure	1	3.6
Making New Friends – Series 2, Book 4	Spalding	Fiction	1	
Matter: Solids, Liquids, Gases – Series 2, Book 17	Spalding	Non-Fiction	1	
May I Bring a Friend?	De Regniers, Beatrice Schenk	Fiction	1	3.4
Mike Mulligan and His Steam Shovel	Burton, Virginia Lee	Folk Tales	1	2.9
Millions of Cats	Gag, Wanda	Humor	1	3.6
Miss Nelson is Missing!	Allard, Harry & Marsall James	Humor	1	3.1
Move Over Rover	Beaumont, Karen	Fiction	1	
My First Little House Series	Wilder, Laura Ingalls	Historical Fiction	1	2.1 - 4.2
Nancy Drew Notebooks Series	Keene, Carolyn	Mystery	1 2	
Nate the Great - Series	Sharmat, Marjorie Weinman	Fiction	1 2	2.1 - 2.9
Nobody Listens to Andrew	Guifoile, Elizabeth	Fiction	1	
Now We are Six	Milne, A. A.	Poetry	1	3.6
Oliver's Fruit Salad	French, Vivian	Fiction	1	
Once a Mouse	Brown, Marcia	Fiction	1	3.4
One Morning in Maine	McCloskey, Robert	Fiction	1	3.8
Owl at Home	Lobel, Arnold	Fiction	1	2.5
Peter and the Wolf	Vagin, Vladimir or Disney, Walt	Folk Tales	1	2.8
Petunia - Series	Duvoisin, Roger	Humor	1	2.3
Plants That Never Bloom	Heller, Ruth	Non Fiction	1	3.9
Plants: Redwoods, Cacti, Tulips – Series 2, Book 5	Spalding	Non-Fiction	1	
Planets Series, The	Varied	Science	1 2	
Play With Me	Ets, Marie Hall	Fiction	1	2.1
Popcorn Dragon, The	Thayer, Jane	Fiction	1	3.9
Prairie Dog Town	Oke, Janette	Non Fiction	1 2	4.3
Puffin Easy to Read - Series	various	Fiction	1	
t Me in the Zoo	Lopshire, Robert	Fiction	1	

Rainy Day Alphabet Book	Posner & Weiner	Fiction	1	2.5
Reading Rainbow - Series	various	Fiction	1 2	
Ready to Read - Series	Simon & Shuster	Fiction	1	
Real Kids Readers - Series	various	Fiction	1	
Reason for a Flower, The	Heller, Ruth	Non Fiction	1	3.4
Red Balloon, The	Lamorisse, Albert	Fantasy	1	
Rescuing A Whale – Series 2, Book 3	Spalding	Fiction	1	
Road to Reading - Series	various	Fiction	1	
Sam the Minuteman	Benchley, Nathaniel	Historical Fiction	1	2.2
Sammy the Seal	Hoff, Syd	Fiction	1	1.8
Say It, Sign It	Epstein, Elaine	Fiction	1	1.6
Scholastic Science Reader - Sharks	Guiberson, B	Science	K 1	1.9
Scholastic Reader - Level 3 - Even Steven and Odd Todd	Cristaldi, K.	Fiction	1	2.2
Sea Turtles	Arnold, Caroline	Non Fiction	1	2.9
See How They Grow - Series	various	Non Fiction	1	1.8-2.1
Sending A Letter – Series 2, Book 23	Spalding	Fiction	1	
Sharing Is Fun – Series 2, Book 21	Spalding	Fiction	1	
Sir Small and the Dragonfly	O'Connor, Jane	Fiction	1	
Sky Objects: Sun, Stars, Moon, Planets – Series 2, B	Spalding	Non-Fiction	1	
Small Treasures	Gibson, Akimi	Fiction	1	1.4
Snow Day	Joosse, Barbara	Fiction	1	2.4
Step Into Reading - Series	various	Fiction	1	
Story About Ping, The	Flack, Marjorie	Fiction	1	4.2
Story of Ferdinand	Munro, Leaf	Humor	1	4.1
Success Through Perseverance - Series 2, Book 14	Spalding	Fiction	1	
Sylvester and the Magic Pebble	Steig, William	Fiction	1	3.8
Taking A Detour – Series 2, Book 2	Spalding	Fiction	1	
Teamwork Pays Off – Series 2, Book 1	Spalding	Fiction	1	
The Amazing Ben Franklin – Series 2, Book 24	Spalding	Non-Fiction	1	
There's a Nightmare in My Closet	Mayer, Mercer	Fiction	1	3.4
This Year's Garden	Rylant, Cynthia	Fiction	1	2.8
Thrifty Pilgrims, The – Series 2, Book 9	Spalding	Fiction	1	
Tikki Tikki Tembo	Mosel, Arlene	Folk Tales	1	4.5
Tillie and the Wall	Lionni, Leo	Fiction	1	3.5
Too Many Rabbits	Parish, Peggy	Fiction	1	
Top Readers: Dinosaurs	Coupe, Robert	Science	1 2	
Tree is Nice, A	Udry, Janice May	Non Fiction	1	2.3
Ugly Duckling, The	Andersen, Hans Christian	Folk Tales	1	3.1
Vegetable Soup	Morris, Ann	Poetry	1	2.1
Venture Series	Lanteigne, Helen	Various	1	
Vertebrates: Dogs, Horses, Whales – Series 2, Book	Spalding	Non-Fiction	1	
Vertebrates: Lizards, Snakes, Birds – Series 2, Book 7	Spalding	Non-Fiction	1	

Viking Easy to Read - Series	various	Fiction	1	
Viking Science Easy to Read - Series	various	Non-Fiction	1	
Wall, The	Bunting, Eve	Fiction	1	3.1
Weather: Climate, Humidity, Windchill – Series 2, Boo	Spalding	Non-Fiction	1	
What is an Insect?	Reid, Mary & Canizares, Susan	Non Fiction	1	
What Is It Like to be a Zoo Worker?	Stamper, Judith	Non-Fiction	1	
What's It Like To Be . . . - Series	various	Non-Fiction	1	2.3 - 3.5
When I Was Young in the Mountains	Rylant, Cynthia	Fiction	1	3.7
Where Do Puddles Go?	Robinson, Fay	Non Fiction	1	3.2
Where the Wild Things Are	Sendak, Maurice	Fiction	1 2	4.4
Whistle for Willie	Keats, Ezra Jack	Fiction	1	3.1
White Snow, Bright Snow	Tresselt, Alvin	Fiction	1	4.8
Whose Mouse Are You?	Kraus, Robert	Poetry	1	1.5
Wild Horses	Stanley, George E.	Realistic Ficti	1 2	
Will I Have A Friend?	Cohen, Miriam	Fiction	1	2.6
Yonder	Johnston, Tony	Historical Fiction	1	2.5

Book Title	Author	Genre	Recommended Grade	Scholastic Reading Level
"B" is for Betsy	Haywood, Carolyn	Fiction	2	
Amelia Bedelia - Chapter Book Series	Parish, Peggy	Fiction	2 3	various
American Girl - Series	Various	Historical Fiction	2 3 4 5 6	various
Andrew Lost: In The Ice Age	Greenburg, J.C.	Fiction	1 2	
Animal Ark - Series	Baglio, Ben M.	Fiction	1 2 3	
Arthur - Chapter Book Series	Brown, Marc & Hoban, Lillian	Fiction	2 3	
Away West	McKissack, Patricia C	Historical Fiction	2 3	2.7
Baby Island	Brink, Carol Ryrie	Fiction	2 3	5.5
Betsy and Tacy - Series	Lovelace, Maud	Adventure	2 3 4	3.9-4.9
Beverly Cleary Titles	Cleary, Beverly	Fiction	2 3 4	
Boxcar Children, The - Series	Warner, Gertrude	Adventure	2 3	3.5
Bunnicula: A Rabbit Tale of Mystery	Howe, Deborah and James	Mystery	2 3 4	4.9
Caleb's Story	MacLachlan, Patricia	Historical Fiction	2 3 4	3.1
Cam Jansen Mysteries - Series	Adler, David A.	Mystery	2	
Calendar Club Mysteries Series	Nancy Star	Fiction	2 3	
Calendary Mysteries Series	Roy, Ron	Mystery	2	
Casebusters - Series	Nixon, Joan Lowery	Mystery	2 3	
Chalk Box Kid	Bulla, Clyde Robert	Fiction	2	
Dragons Of Bluelands Series	Gannett, R.S.	Fiction	2 3	4.7
E. B. White Books/Titles	White, E. B.	Fiction	2	4.7
Eye Witness Readers Level 2 - Series	various	Non Fiction	2	3.6
Freckle Juice	Blume, Judy	Fiction	2 3	2.3-3.5
Friderick Douglas Fights for Freedom	Davidson, Margaret	Biography	2 3	3.5
Geronimo Stilton Series	Stilton, Geronimo	Humor	2 3	2.4
Grandfather's Dance	MacLachlan, Patricia	Fiction	2 3 4	3.9
Helen Keller	Davidson, Margaret	Biography	2 3	4.2
Henry Huggins	Cleary, Beverly	Fiction	2 3	2.9
Jewel Kingdom, The Series	Malcolm, Jahnna	Fantasy	2 3	2.5
Jigsaw Jones Mystery, A - Series	Preller, James	Mystery	2 3 4	4.4
Jumanji	Van Allsburg, Chris	Fantasy	1 2	
Littles, The - Series	Thurber, James	Fiction	2	
Little House Chapter Books Series: Animal Adv.	Wilder, Laura Ingalls	Historical Fiction	2	
Little House Chapter Books Series: School Days	Wilder, Laura Ingalls	Historical Fiction	2 3 4	4.2
Louis Braille	Davidson, Margaret	Biography	1 2 3	
Lucy On the Loose	Cooper, Ilene	Fiction	2	3.3

gic School Bus - Chapter Book Series	Cole, Joanna	Various	2	2.2 - 3.5
Magic Tree House - Series	Osborne, Mary Pope	Various	2 3 4	3.2
More Perfect Than the Moon	MacLachlan, Patricia	Historical Fiction	2 3	4.1
Mouse and the Motorcycle-Series	Cleary, Beverly	Fiction	2 3	4.5
Mrs. Piggle Wiggle - Series	MacDonald, Betty	Fiction	2 3	
My America - Series	Various	Historical Fiction	2 3	4.8
Nancy Drew Notebooks Series	Keene, Carolyn	Mystery	1 2	2.1 - 2.9
Nate the Great - Series	Sharmat, Marjorie Weinman	Fiction	2 3	2.8
Paint Brush Kid, The	Bulla, Clyde Robert	Fiction	2 3 4	3.1-5.1
Planets Series, The	Varied	Science	1 2	
Pony Pals - Series	Betancourt, Jeanne	Adventure	1 2	4.3
Prairie Dog Town	Oke, Janette	Non Fiction	2 3	
Puppy Patrol - Series	Dale, Jenny	Fiction	2 3	5.4
Rabbit Hill	Lawson, Robert	Fiction	1 2	
Reading Rainbow - Series	various	Fiction	2 3 4	3.1 - 4.2
Sarah, Plain and Tall - Series	MacLachlan, Patricia	Historical Fiction	2 3 4	
Scraps of Time - Series	McKissack, Patricia C	Historical Fiction	2	3.2
Secret of Cravenhill Castle, The	Hunt, Angela Elwell	Mystery	2 3	
ne Fox	Gardiner, John Reynolds	Fiction	2 3 4	5.1
Top Readers: Dinosaurs	Coupe, Robert	Science	1 2	
Trumpet of the Swans	White, E. B.	Fiction	2	
Wee Gillis	Leaf, Munro	Fiction	1 2 3	
Wild Horses	Stanley, George E.	Realistic Fiction		

POEMS

The oral poetry recitation schedule is listed below. **This is a long term assignment therefore; all students must be ready by the date listed.** One Language Arts grade will be entered per poem using the following rubric based on 100 points.

When practicing the poem with your child, be sure they say the title and the author. **If no author is listed your child must say "author unknown". If the author is anonymous your child must say "by Anonymous" in order to get full credit.**

Rubric:

Eye contact (10)

Title Mentioned (5)

Author Named (5)

Inflection (10)

Loud and clear voice (10)

Fluid recitation, no hesitation (20)

Omissions (20)

Errors -1 point each (20)

POEM DUE DATES: (Usually the last Friday of the month)

September 25

October 30

November 20

December 17 (Thursday- Friday is the party)

January 29

February 26

March 24 (Thursday- Friday is Holiday)

April 29

May 13

SEPTEMBER

MOO MAGIC

Hey, cow.
Moo, cow.
How do you do, cow?
What do you chew, cow?
Grass soft as silk?
Hey, cow.
Moo, cow.
Few are like you, cow.
When you are through, cow,
Grass becomes milk!

Eileen Spinelli

TOMMY

I put a seed into the ground
And said, "I'll watch it grow."
I watered it and cared for it
As well as I could know.

One day I walked in my back yard,
And oh, what did I see!
My seed had popped itself right out,
Without consulting me.

Gwendolyn Brooks

RED, WHITE, AND BLUE

The red of the rose,
The white of the snows,
The blue of the skies above,
These colors three
Are the ones we see
In the flag of the land that we love.

Ann McCune

BUGS ON ME

I get wiggly,
I get squiggly,
when an insect
crawls on me,
unless it is a special bug - - -
a polka-dotted ladybug.
Then I'm as
happy as can be.

Betsy Franco

(September Continued)

THUNDER

Crashing
and
Crackling - - -

Racing
and
Roaring

It
whips
through
a cloud.

Why
must
thunder
come
rumbling
this
LOUD?

Lee Bennett Hopkins

OCTOBER

ANTS

One day I found
Upon the ground
A little mound
With ants around,
Running and hurrying
Busy and scurrying.

I watched them come;
I watched them go;
I laughed at some
That ran to and fro
With a crumb of cake
I gave them to take
Into their mound
Upon the ground.

Zhenya Gay

ANTS

Ants play follow-the-leader
Up and over hills,
Across the walk, around a rock
And under the daffodils.

What would happen do you think
If the leader stopped to get a drink?

IF YOU SHOULD MEET A CROCODILE

If you should meet a crocodile
Don't take a stick and poke him;
Ignore the welcome in his smile,
Be careful not to stroke him.
For he sleeps upon the Nile,
He thinner gets and thinner;
And whene'er you meet a crocodile
He's ready for his dinner.

Author Unknown

OOPS

I ripped it.
I tore it.
I'm sorry I did.
I must be more careful,
'Cause I'm a good kid.

I fixed it.
I taped it.
I'm glad that I did.
I always repair things
'Cause I'm a good kid.

Wanda Haan

(October Continued)

Ladybug

Ladybug, ladybug
Don't fly away.
Your home is my garden
I want you to stay.
With your eggs
And your babies
This bright sunny day,
Stay in my garden
Where we can play.

LHS Gems

My ears are for hearing.
And my eyes are for sight.
My nose is for smelling.
My tongue tastes what I bite.

All over my body
From my head to my feet
My skin has cells to feel
Winter's cold and summer's heat.

Jo Ellen Moore

NOVEMBER

THE MIST AND ALL

I like the fall,
The mist and all.
I like the night owl's
Lonely call –
And wailing sound
Of wind around.

I like the gray
November day,
And bare dead boughs
That coldly sway
Against my pane
I like the rain.

Dixie Willson

THANKSGIVING

The year has turned its circle,
The seasons come and go.
The harvest is all gathered in
And chilly winds blow.

Orchards have shared their treasures,
The fields, their yellow grain,
So open wide the doorway –
Thanksgiving comes again!

Anonymous

THANKSGIVING DAY

Over the river and through the wood,
To grandfather's house we go;
The horse knows the way to carry the
sleigh
Through the white and drifted snow.

Over the river and through the wood,
Oh, how the wind does blow!
It stings the toes and bites the nose,
As over the ground we go.

Over the river and through the wood,
To have a first-rate play.
Hear the bells ring, "Ting-a-ling-ding."
Hurrah for Thanksgiving Day.

Lydia Maria Child

(November Continued)

THE SQUIRREL

Whisky, frisky
Hippty hop,
Up he goes
To the tree top!

Whirly, twirly,
Round and round,
Down he scampers
To the ground.

Furly, curly
What a tail!
Tall as a feather
Broad as a sail!

Where's his supper?
In the shell,
Snappity, crackity,
Out it fell.

Unknown

A CHILD'S SONG

I'm thankful for the sunshine bright,
For rain and for stars at night.
I'm thankful for each flower and tree
And all the beauty that I see.

I'm grateful for our singing birds
And for my mother's gentle words;
I'm grateful for kind friends and true;
Help me to be a good friend, too.

Alice F. Green

DECEMBER

MICE

I think mice
Are rather nice.
Their tails are long,
Their faces small,
They haven't any chins at all.
Their ears are pink,
Their teeth are white,
They run around the house at night.
They nibble things they shouldn't touch
And no one seems to like them much.
But I think mice are nice.

Rose Fyleman

TRAFFIC LIGHTS

Red light, red light,
What do you say?
I say "stop,
And stop right away!"

Yellow light, yellow light,
What do you mean?
I mean "Wait - - -
Till the light turns green!"

Green light, green light,
What do you say?
I say "Cross!
First look each way!"

Thank you, thank you,
Red, yellow, green;
Now I know
What traffic lights mean!

Vivian Gouled

(December Continued)

WHAT IS A BOOK?

A book is pages, pictures, and words;
A book is animals, people, and birds;
A book is stories of queens and kings,
Poems, and songs – so many things!

Curled in a corner where I can hide,
With a book I can journey far and wide.
Though it's only paper from end to end,
A book is a very special friend.

Lora Dunetz

ANIMAL CRACKERS

Animal crackers, and cocoa to drink,
These are the finest of suppers, I think;
When I'm grown up and can have what
I please,
I think I shall always insist upon these.

What do *you* choose when you're offered
a treat?
When Mother says, "What would you like
best to eat?"
Is it waffles and syrup, or cinnamon toast?
It's cocoa and animals that *I* love the most!

Christopher Morely

JANUARY

TRY, TRY AGAIN

'Tis a lesson you should heed,
Try, try again;
If at first you don't succeed,
Try, try again;
Then your courage should appear,
For, if you will persevere,
You will conquer, never fear;
Try, try again.

T. H. Palmer

THREE GUESTS

I had a little tea-party,
This afternoon at three;
'Twas very small
Three guests in all,
Just I, myself, and me.

Myself ate up the sandwiches,
While I drank up the tea,
'Twas also I
Who ate the pie
And passed the cake to me.

Jessica Nelson North

THIRTY DAYS HATH SEPTMEBER

Thirty days hath September,
April, June and November;
February has twenty-eight alone,
All the rest have thirty-one,
Excepting leap year; that's the time
When February's days are twenty-nine.

(January Continued)

HOT DOGS FOREVER

Hot dogs for breakfast
Hot dogs for lunch
Hot dogs
Hot dogs
all in a bunch.

You can eat 'em with mustard
You can eat 'em with cheese
You can eat 'em
any way you please.

Eat 'em from the bar B-Q
Eat 'em from the pot
Eat 'em cold or
Eat 'em hot
Eat 'em standing up
or down on your knees.

Hot dogs
Hot dogs
Please! Please! Please!

Sonja Dunn

FEBRUARY

MY SHADOW

I have a little shadow
that goes in and out with me,
And what can be the use of him
is more than I can see.

He is very, very like me
from the heels up to the head;
And I see him jump before me,
when I jump into my bed.

Robert Louis Stevenson

A NATION'S HERO

The flags fly, the bands play
Give him the honor due
To one who served his country well,
A leader brave and true.

First in defense and first in peace;
In our hearts, as of yore,
He holds first place, George Washington,
Our hero, evermore.

THE DICTIONARY

I hope that I shall never be
devoid of curiosity
about the meaning of a word
which I have either seen or heard.

I hope when of a word I'm wary
I'll always seek a dictionary,
and learn to use it as a friend;
for help and counsel without end.

Genieve P. Brunkow

SPECIAL PRIVILEGE

My mother has a rosebush
Out by the garden gate.
Each day I count the buds on it –
Today I counted eight.

Tomorrow they'll be open,
All wide and sweet and pink;
And I may stand on tiptoe
And smell of them. I think.

Dorothy H. Gallagher

MARCH

IT COULDN'T BE DONE

Somebody said that it couldn't be
done,
But he with a chuckle replied,
That "maybe it couldn't," but he
would be one
Who wouldn't say so till he'd tried.

Selected from "It Couln't Be Done"

WHO HAS SEEN THE WIND?

Who has seen the wind?
Neither I nor you;
But when the leaves hang trembling,
The wind is passing through.

Who has seen the wind?
Neither you nor I;
But when the trees
Bow down their heads,
The wind is passing by.

Christina Rossetti

MARCH

You're loud,
You're noisy,
A blustery old chap!
You whistle,
You moan,
You tear at my cap!

You blow,
You scowl,
But March, you are fair!
Part lion,
Part lamb,
Now Spring's in the air!

Mildred Pittinger

APRIL

PAUL REVERE

The silversmith saw,
One April night
Two lanterns shine
From the church's height.

He jumped on his horse;
Its silver-shod feet
On the ribbon-like road
Were sure and fleet.

The moonlight was dripping
Like silver down
On each sleeping household
And silent town.

And the silversmith's voice
Rang clarion clear
As he called, "Wake up all!
The British are near."

UPSIDE DOWN

It's funny how beetles
and creatures like that
can walk upside down as
well as walk flat.

They crawl on a ceiling
and climb on a wall
without any practice
or trouble at all,

While I have been trying
for a year (maybe more)
and still I can't stand
with my head on the floor.

Aileen Fisher

(April Continued)

TO A FIREFLY

Little baby lightning bug,
When your night is through,
Does your mommy tuck you in
And tell you she loves you?

Does she kiss your forehead
And say in morning's light? . . .
"Day-day little sleepy head,
Close your eyes, turn out your
light."

C. J. Heck

LITTLE SEEDS WE SOW IN SPRING

Little seeds we sow in spring
Growing while the robins sing,
Give us carrots, peas, and beans,
Tomatoes, pumpkins, squash, and
greens.

And we pick them,
One and all,
Through the summer,
Through the fall.

Winter comes, then spring, and then
Little seeds we sow again.

Else Holmelund Minarik

HURT NO LIVING THING

Hurt no living thing;
Ladybird nor butterfly,
Nor moth with dusty wing,
Nor cricket chirping cheerily,
Nor grasshopper so light of leap,
Nor dancing gnat, nor beetle fat,
Nor harmless worms that creep.

Christina Rossetti

SPLASH

"Splash," said a raindrop
As it fell upon my hat.
"Splash," said another
As it trickled down my back.

"You are very rude," I said
As I looked up to the sky.
Then *another* raindrop splashed
Right into my eye!

Anonymous

MAY

WEATHER

Whether the weather be fine,
Or whether the weather be not,
Whether the weather be cold,
Or whether the weather be hot,

We'll weather the weather
Whatever the weather
Whether we like it or not.

SALLY AND MANDA

Sally and Manda
are two little lizards

Who gobble up flies
in their two little gizzards.

They live by a toadstool
near two little hummocks

And crawl all around
on their two little stomachs.

Alice B. Campbell

JUMP OR JIGGLE

Frogs jump
Caterpillars hump

Worms wiggle
Bugs jiggle

Rabbits hop
Horses clop

Snakes slide
Seagulls glide

Mice creep
Deer leap

Puppies bounce
Kittens pounce

Lions stalk –
But –
I walk!

Evelyn Beyer

(May Continued)

KEEP A POEM IN YOUR POCKET

Keep a poem in your pocket
and a picture in your head
and you'll never be lonely
at night when you're in bed.

The little poem will sing to you
the little picture bring to you
a dozen dreams to dance to you
at night when you're in bed.

Beatrice Schenk de Regniers