

®

## Teacher's Guide

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# Introduction

*Bailey's Book House* reflects our vision of what technology can bring to education. Bailey and his friends will enchant your students with a rich, multisensory learning environment. Through nine playful activities, designed to develop emergent literacy skills, students experience delightful characters, music, words, and sentences that speak.

Your students learn about letter names and sounds, rhyming words, compound words, adjectives, how text relates to visual symbols, positional words, and more. A special highlighting technique that children call "talking words" encourages beginning readers to follow left-to-right as each word is spoken within the context of a complete sentence. Your students also become authors and publishers as they create unique cards and storybooks.

Seven of the nine activities have both a Discover Mode and a Question and Answer Mode so that children use divergent (many good answers) and convergent (one best answer) thinking. These activities help children build the basic language concepts and thinking skills they need to communicate and to make sense of the world around them while gaining confidence in their knowledge and skills.

The *Curriculum Connections* section in this Guide provides dozens of interdisciplinary activities for use in the classroom and at home. Reproducible activity sheets and illustrations are included to help you provide additional learning opportunities before and after using the software.

Powerful technology and proven educational methods have been combined to ensure success for a wide variety of students, including young students and students with special needs. The clear, digitized speech provides effective modeling for early language development and ESL students. *Bailey's Book House* is also appropriate for use in inclusionary settings. Using the computer as a tool, students gain a sense of accomplishment and skill as they create, play, and learn.

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# What's in This Guide?

## Introductory information (pages 2–12)

- *Steps to Start* information
- Visual overview of the program
- Activity descriptions
- Learning opportunities matrix
- Assessment option
- Program navigation for teachers and students
- Suggestions for introducing *Bailey's Book House* to your students
- Reproducible quick reference pages for your students

## Activity by Activity in Bailey's Science House (pages 13–49)

Helpful information about each activity including:

- **Overview**, giving a summary of the activity, learning opportunities, and suggested extension activities for home and school. Learning Objectives show what is assessed. Learning Opportunities describe additional goals your students will meet using these activities.
- **Discover Mode**, explaining how your students can learn by experimenting in letters, words, etc., in the activity. In this Mode there are no "right" or "wrong" answers.
- **Question and Answer Mode**, explaining how a character asks a question and is looking for a "right" answer. The character also offers gentle help and fun rewards.
- **Together Time Activities**, offering suggestions for easy, at-home activities that integrate learning into everyday situations.

## Curriculum Connections (pages 50–114)

- Suggested activities that can be integrated within many curricular areas. These activities strengthen the learning opportunities found in *Bailey's Book House*.
- Reproducible sheets (for student handouts, bulletin board headings, and overhead transparencies) that can be used in conjunction with *Curriculum Connections* activities.
- A list of words used in *Bailey's Book House*.

## System Requirements (page 116)

# Steps to Start

## 1. Install Bailey's Book House.

- Please see "System Requirements" on page 116.

## 2. Read the Teacher's Guide.

- *What's Inside Bailey's Book House* (page 4) and *Moving Around the House* (page 8) will help you begin using *Bailey's Book House* immediately. *Curriculum Connections* (pages 50–114) offers additional suggestions and supplemental materials to help you integrate *Bailey's Book House* with classroom activities.

## 3. Become familiar with the program.

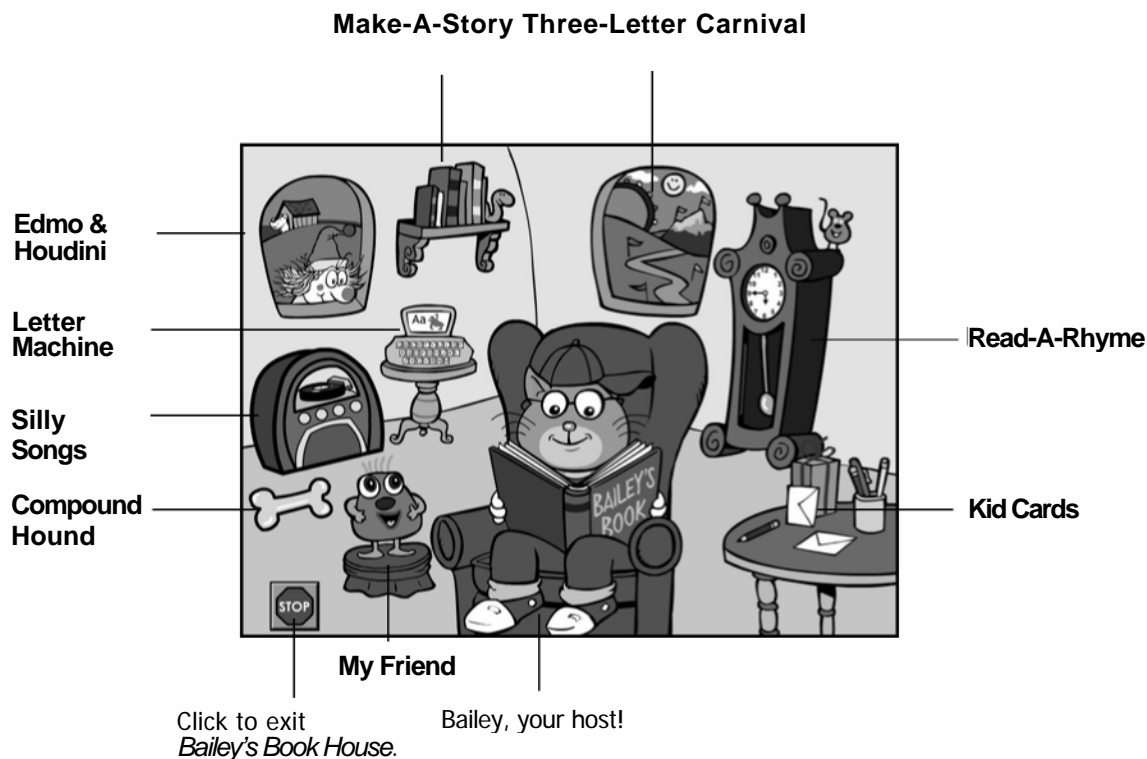
■ Try the software before you introduce *Bailey's Book House* to your students.

- Decide if you want to introduce the activities one at a time to your students or let them explore at their own pace.

## 4. Introduce Bailey to your students.

- Reproduce (for each student) or make overhead transparencies of *Bailey's Map* and *Bailey's Icons* (pages 10 and 11).
- See *Introducing Bailey to Your Students* (page 9) for suggestions.

To play an activity in *Bailey's Book House*, click one of the areas below:

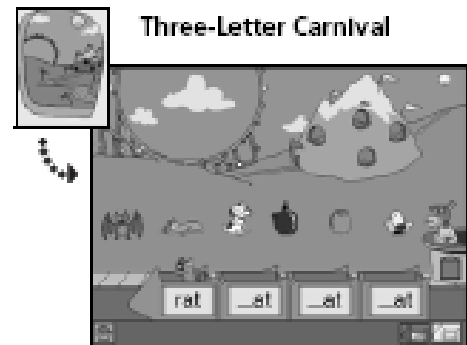


# What's Inside Bailey's Book House



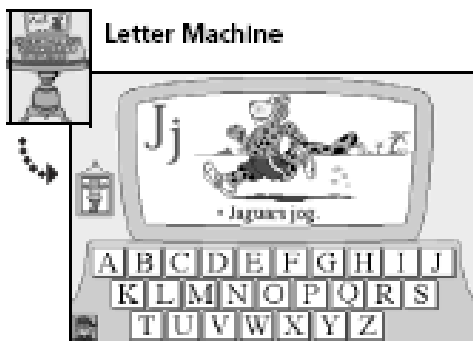
**Edmo & Houdini**

Help Edmo and Houdini play as they go in, out of, over, under, on, off, or behind the doghouse.



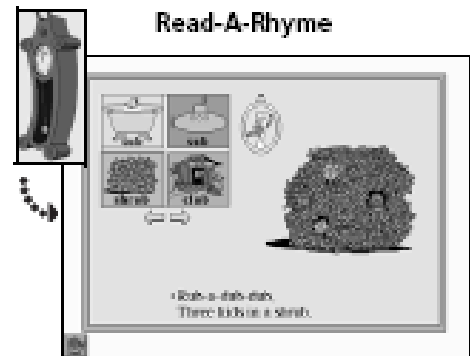
**Three-Letter Carnival**

Spell and sound out three-letter words. Group animals and objects by names that rhyme or by names that begin with the same letter.



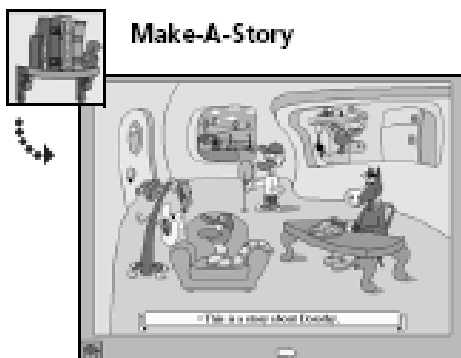
**Letter Machine**

Recognize upper- and lowercase letters. See the letters and hear the sounds they make.



**Read-A-Rhyme**

Recognize upper- and lowercase letters. See the letters and hear the sounds they make.



**Make-A-Story**

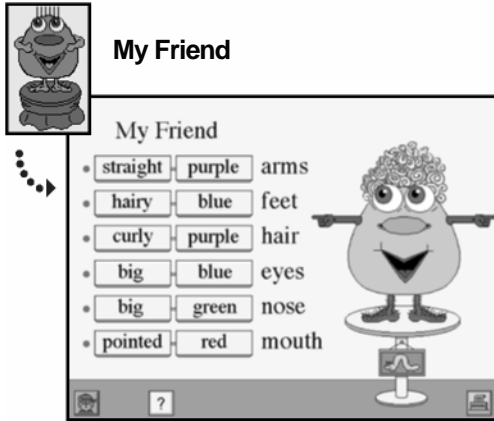
Choose characters, settings, and actions to create stories. See and hear your story read. Then print your storybook.



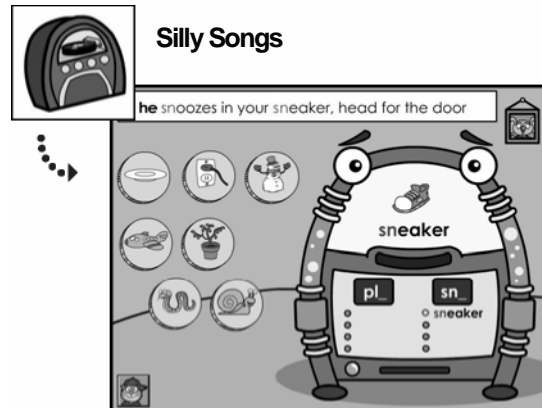
**Kid Cards**

Make your own gift cards, greeting cards, and invitations. Choose the words and decorate with stamps. Print to fold into cards or to use as posters.

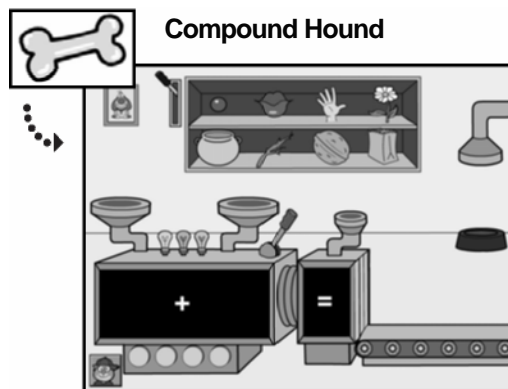
# What's Inside Bailey's Book House, Continued



Select words to describe your Friend's hair, eyes, nose, mouth, arms, and feet. Learn common adjectives as you make a Friend.



Feed word coins to Jack the Jukebox to demonstrate recognition of consonant blends.



Use picture clues to build compound words with the Compound Word Machine.



# Learning Opportunities Matrix

	Edmo & Houdini	Letter Machine	Make-A-Story	Three-Letter Carnival	Read-A-Rhyme	Kid Cards	My Friend	Silly Songs	Compound Hound
Understand that print and pictorial symbols carry meaning	X	X	X	X	X	X	X	X	X
Develop listening and visual comprehension strategies	X	X	X	X	X	X	X	X	X
Enrich vocabulary	X	X	X	X	X	X	X	X	X
Relate images to text	X	X	X	X	X	X	X	X	X
Recognize the names of letters		X							
Associate letter names with letter sounds		X		X	X			X	
Recognize the elements of stories			X						
Recognize that meaning is changed when words are changed	X		X	X	X	X	X		
Publish own work			X						
Recognize rhyming word families				X	X				
Hear the rhythm in poems					X				
Use words and images to create a message			X			X	X		
Identify positional relationships	X								
Match words	X								
Reinforce positive social skills						X			
Spell and sound out words				X					
Recognize initial consonant blends								X	
Build compound words									X

# Assessment Option

An assessment of student learning, designed specifically for young children, is available for each activity and may be used to test learning objectives, should the teacher choose to use it. The questions are presented verbally, and the choice of answers presented in picture form. Both are in an understandable format for young children who might well be non-readers.

## **Modification, Adaptation, or Alternative Approaches to Evaluation**

Some educators may not choose to “test” their very young students in a formal manner, or they may have some students with specialized needs who cannot easily use the formal assessment as presented.

Some suggestions to consider follow:

- Introduce the test to the class by means of a projector and large screen encouraging group participation.
- Encourage students to click again on the question if they are not sure what is said.
- Provide an assistant, parent volunteer, or peer tutor to help a child having difficulties “getting started.”
- Check the lighting and minimize the glare on the computer monitor (pulling blinds or setting up a screen) if there seem to be visual concerns.
- Use individual ear phones and/or adjust amplification needs for students with attention or hearing concerns.
- Sign language interpretation for questions may be helpful to some children.

# Moving Around the House

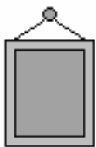
To move from the Main Room to an activity, click one of these:



Click Bailey **to return to the Main Room** from any activity in the Book House.



When students enter an activity, they will initially be in the Discover Mode. (Note: Make-A-Story and Kid Cards have the Discover Mode only.) Since emphasis is placed on students experimenting freely by clicking objects and icons to see what happens, there are no right and wrong answers. With students in charge, divergent thinking is encouraged by playful, positive responses to their natural curiosity. Click the framed picture (each activity has a different picture) **to enter the Question and Answer Mode**.



When students are in the Question and Answer Mode of an activity, a character asks questions or makes requests. Convergent thinking is emphasized as the character offers gentle feedback and guides students toward a “correct” answer. Click the empty picture frame **to return to the Discover Mode**.



Click the printer **to print** student creations in Make-A-Story, Kid Cards, and My Friend.

# Introducing Bailey to Your Students

- Turn on the computer and launch *Bailey's Book House*. Use a large screen monitor if one is available. Hand out copies of Bailey's Map and Bailey's Icons (pages 10 and 11).
- Point out the Main Room. Discuss the Stop Sign if students are allowed to exit.
- Ask a volunteer to click an activity icon. Explain that students will first see the Discover Mode in each activity. (For now, do not click Make-A-Story or Kid Cards because they have the Discover Mode only.) Point out the framed picture, explaining that when one of Bailey's friends is there, students can freely explore the room to discover what happens.
- Have another volunteer click the framed picture. Point out to students that the frame is now empty; a character will make a request because they are in the Question and Answer Mode. Explain that if they have trouble finding the answer, the character will help them.
- Help students understand that any time during play, they can:
  - go back to the Discover Mode by clicking the empty picture frame;
  - go back to the Main Room by clicking the Bailey icon.
- If printing is available, point out the printer icon in Make-A-Story, Kid Cards, and My Friend.
- Have students begin using *Bailey's Book House*. You may want to use one of the activities in *Curriculum Connections* to introduce a computer activity. For example, "Where Is Houdini?" (page 58) is a helpful introduction to the Edmo & Houdini computer activity.
  - As students work in different activities of *Bailey's Book House*, copy and send home the corresponding *Together Time Activities* (pages 16, 20, 24, 28, 32, 36, 40, 44 and 48).
- Use selected activities found in *Curriculum Connections* as follow-up exercises (pages 50– 114).

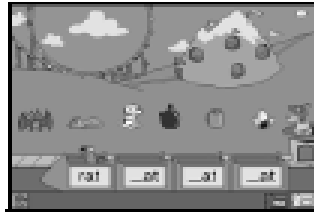
# Bailey's Map

Click the activity you want to enter:

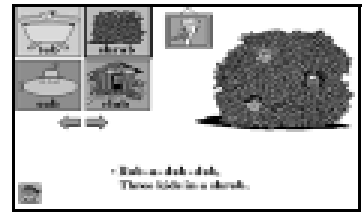
Make-A-Story



Three-Letter Carnival



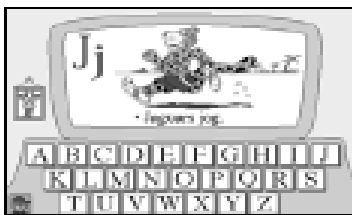
Read-A-Rhyme



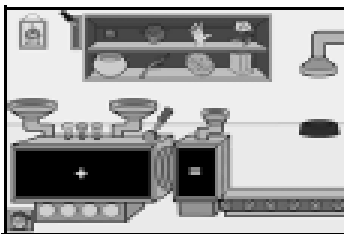
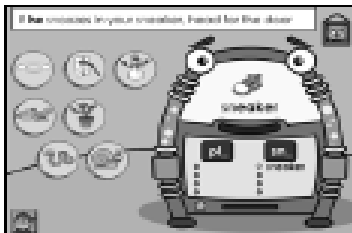
Edmo & Houdini



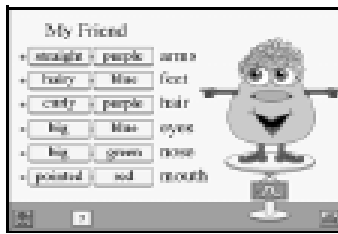
Letter Machine



Silly Songs



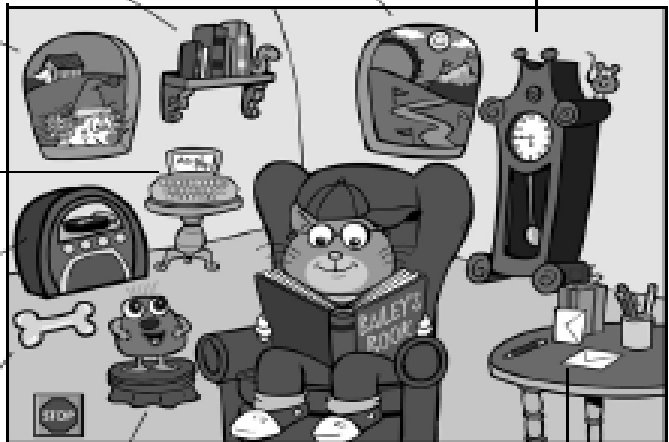
Compound Hound



My Friend



Kid Cards



# Bailey's Icons

## Click:

To go back to

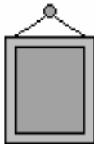


To hear



questions

To explore



To print



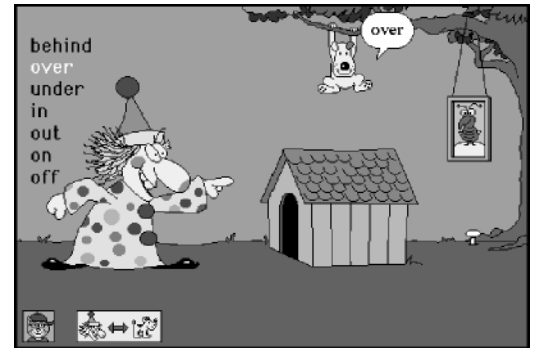
To exit





## Edmo & Houdini

# Overview



Students help Edmo and Houdini direct the action as they take turns going in, out of, over, under, on, off, and behind the doghouse. Illustrations help students see the effects of their word choices.

### Learning Objectives

- Use common prepositions
- Identify positional relationships

### Learning Opportunities

- Understand that print carries meaning
- Match words
- Designate the director and the actor
- Develop listening and visual comprehension strategies
- Relate images to text
- Enrich vocabulary

### Together Time Activities (page 16)

(To copy and send home)

- Hide and Seek
- Word Hunt




### Curriculum Connections (pages 53– 58)

- Who's In Charge? (Language Arts)
- Where, Where, Where? (Problem Solving)
- Just Tell Me What To Do (Creative Dramatics)
- A Picture is Worth... (Problem Solving)
- My Friend Edmo (Physical Education)
- The Flea Family (Mathematics)
- Where Is Houdini? (Problem Solving)





## Edmo & Houdini Discover Mode

- Click  to enter Edmo & Houdini from the Main Room.
- Click a word (in, out, over, under, on, off, or behind), and Edmo  tells Houdini  what to do. If, for example, you click "over," Edmo says:

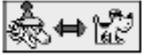




"Go over the doghouse, Houdini."

- Then Houdini appears over the doghouse and says:




"I'm over the doghouse."

- If you want to switch "directors" so Houdini, the dog, can tell Edmo, the clown, what to do, click .
- Click different words to continue exploring as long as you like.
- Click  for the Question and Answer Mode, or click  to return to the Main Room.

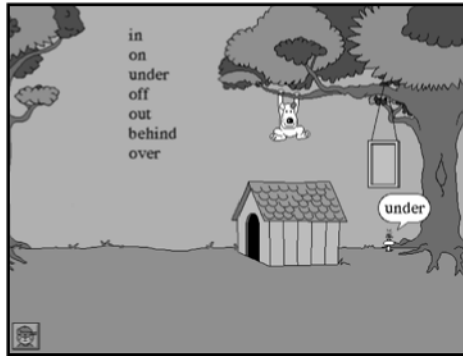


Edmo & Houdini

# Question and Answer Mode

- Click  to enter the Question and Answer Mode.

- Felix, the flea, appears on the mushroom and asks you to help; for example:



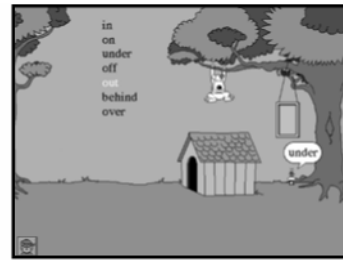
"Can you make Houdini go under the doghouse"

- Try to find the word ("under," in this case), and click it. If you forget the word you need to find, click Felix for a reminder.



- If you are correct, Houdini moves to that position, and says, for example, "I'm under the doghouse."



- If you do not click the right word, Felix says, for example, "That's out" and repeats the request. Then you can try again.



Felix, the flea, continues to ask you to find words as long as you want to play. If you keep trying, you will always find the right answer.

- Click  for the Discover Mode, or click  to return to the Main Room

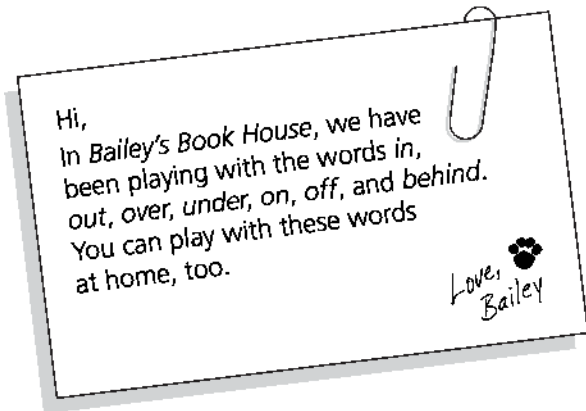


Edmo & Houdini

# Together Time

## Hide and Seek

To play this game with your child, first hide an object. Then, as your child hunts for the object, give hints using words that describe position (i.e., in, out, off, on, under, behind, over, etc.). For example, "Look in the closet and under the teddy bear" or "Look over the couch and on the cabinet." Once your child finds the object, switch roles.



## Word Hunt

After the family has finished reading the newspaper, sit down with your child and look for words designating position (in, out, off, on, under, behind, over, etc.). First read a few paragraphs aloud, pointing to and vocally emphasizing the words that describe position as your child looks and listens. Then ask your child to circle the words as you read another few paragraphs aloud. If newspaper print is too small for your child, use magazine advertisements for this activity.



## Letter Machine

# Overview



Friendly critters help students learn the names and sounds of the letters of the alphabet. Fun-filled animations illustrate sentences made up of words that start with matching letters.

### Learning Objectives

- Match words with their initial letters
- Identify upper and lower case letters

### Learning Opportunities

- Recognize the names of letters
- Understand that "A" and "a" are the same letter
- Associate letter name with letter sound
- Recognize words with the same beginning sound
- Relate images to text
- Enrich vocabulary

### Together Time Activities (page 20)

(To copy and send home)


- Silly Sentences
- Letters in the Refrigerator

### Curriculum Connections (pages 60–69)

- Lovely Letters (Art)
- Name Collages (Art)
- Headline Letters (Mathematics)
- Alphabet Animals (Language Arts)
- Pack Up the Alphabet (Language Arts)
- Alphabet Autographs (Social Studies)
- Match This (Language Arts)



## Letter Machine Discover Mode



■ Click  to enter the Letter Machine from the Main Room.

■ Click any letter key **Y** on the Letter Machine. The upper and lowercase forms appear. **Yy**

■ A sentence with words beginning with the letter is read. An animated picture illustrates the sentence:




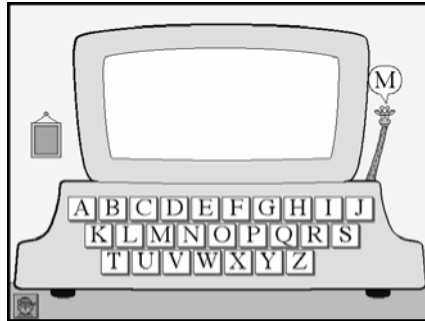
"Yaks yell"

- Click the dot at the beginning of the sentence to see and hear the sentence read aloud again. Click a word to hear it read aloud individually.
- Click the letter **Yy** on the screen to hear its name. Click the letter key **Y** again to see the picture animation repeat.
- Continue exploring the Letter Machine by clicking different keys to see and hear what happens. You might want to try to read some of the words aloud as you click them.
- Click  for the Question and Answer Mode, or click  to return to the Main Room.



# Question and Answer Mode

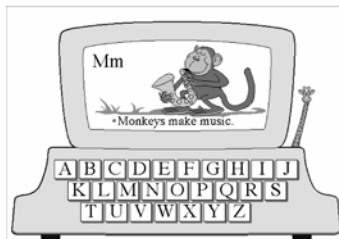
- Click  to enter the Question and Answer Mode.
- Tabitha, the giraffe, asks you to find a specific letter; for example:





"Find the letter M."

- Try to find the letter requested, and click it. If you forget what the letter is, click Tabitha for a reminder. I
  - If you are correct, a sentence is read and then illustrated with an animated picture. Tabitha says, "Great! You found M."
  - If you do not click the right letter,

Tabitha says, for example, "That's O. Can you find M?" Then, you can try again until you find the letter.



Tabitha continues to ask you to find different letters. If you keep trying, you will always find the right letter.

- Click  for the Discover Mode, or click  to return to the Main Room



Letter Machine

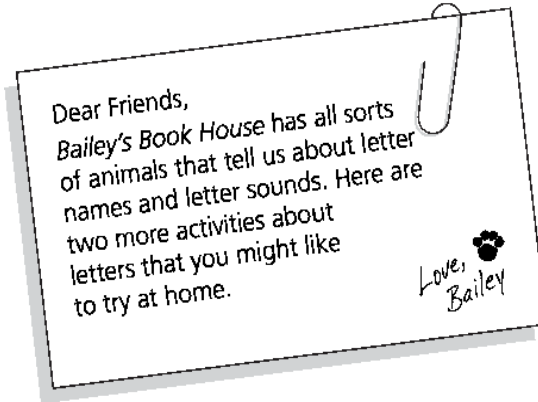
# Together Time

## Silly Sentences

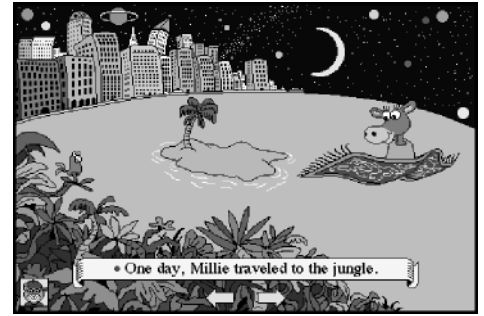
As you are riding in the car, play a silly sentence game. First see how many "A" words you can use to make a sentence. For example, "Adam the aardvark ate apples, apricots, and avocados all afternoon." Then have your child help you with a "B" word sentence. This is also a fun activity to play while your child is waiting for a dentist or doctor appointment.

## Letters in the Refrigerator

While you are cooking dinner, play "Find the Letters." Your child may enjoy looking for something that starts with "B" in the refrigerator, something that starts with "G" in the cupboard, something that starts with "T" under the sink, etc. If you want to provide visual reinforcement, print several letters (upper and lowercase) on small slips of paper and have a roll of tape available. Then, as your child locates an object starting with the requested letter, a letter label can be taped onto the object.



## Make-A-Story Overview



Students become authors as they send Bailey's friends on assorted adventures. After choosing the elements of their stories, students can hear their stories read aloud. The stories may also be printed to read again and again. Stories may be printed in two formats: 4-page storybook or 4-panel page.

### Learning Objectives

- Select characters and events to complete a story
- Build vocabulary about words that indicate character, setting, or events in stories
- Make correlations between words and objects

### Learning Opportunities

- Understand that stories have characters, settings, and actions
- Recognize that a story can be revised by changing any one of its elements
- Participate in publishing

### Together Time Activities (page 24)

(To copy and send home)

- A Very Special Person
- Creative Conclusions

### Curriculum Connections (pages 70–76)



- Stories Galore (Language Arts)
- Spin-A-Tale (Creative Dramatics)
- Take Care (Science)
- Unfolding Life Story (Social Studies)
- New News (Social Studies)
- Storytellers (Creative Dramatics)







## Make-A-Story Discover Mode

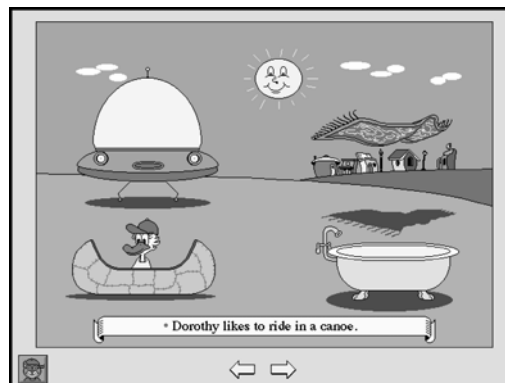
By experimenting with different choices of characters, settings, and actions, children can author and publish numerous stories of their own. Because there is no one correct way to write a story, Make-A-Story does not have a Question and Answer Mode.

- Click  to enter Make-A-Story from the Main Room. The sentence with a blank is read aloud: "This is a story about \_\_\_\_\_."
- Click one of the characters, for example , to complete the sentence and begin a story about Dorothy, the duck. (If you decide to change the character, just click a different one.)






"This is a story about Dorothy"

- Click the dot to see and hear the sentence read aloud again. Click a word to hear it spoken.
- Click the arrow  to move to the next page of the story. Then click a vehicle, for example , in which your character will travel. (If you decide to change the vehicle, just click a different one.)





"Dorothy likes to ride in a canoe."

- If you want to return to the previous page, click the arrow .
- Click the arrow  to move to the next page of the story. Then click a destination, for example, an island , for your character. (If you decide to change the destination, just click a different one: the city, the jungle, or outer space.)









“One day, Dorothy traveled to an island.”

- Click the arrow  to move to the last page of the story. Click one of the objects, for example , to complete the story.



“When Dorothy got there, she played a piano.”

- Click the arrow  to continue. Then click Bailey's book  to hear your story read as many times as you like. Click the arrows   to go backward or forward one page at a time.
- Click  to make a new story, or click  to return to the Main Room.



Make-A-Story

# Together Time

## A Very Special Person

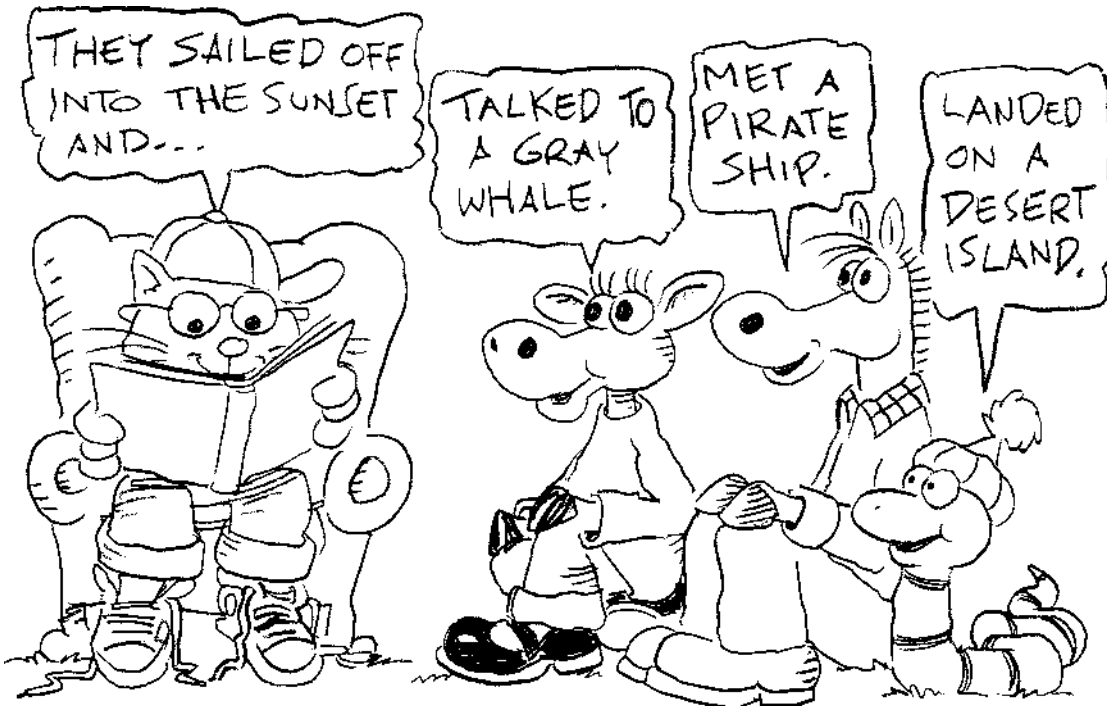
Help your child write a very special autobiography. Start with several sheets of blank paper and print an incomplete sentence at the bottom of each. Some examples include: The people in my family are \_\_\_\_\_ . We live in a \_\_\_\_\_ . I am happy when \_\_\_\_\_ . My favorite thing to do with friends is \_\_\_\_\_ . I am looking forward to \_\_\_\_\_ . My favorite season is \_\_\_\_\_ because I like to \_\_\_\_\_ .



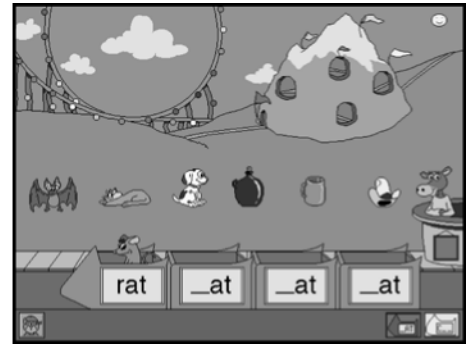
Then, read the sentences aloud and print the words your child dictates to complete them. Over several days' time, have your child illustrate each page of the autobiography and draw a self-portrait for the cover. Staple the pages together to make a booklet.

## Creative Conclusions

Read a simple story aloud, but stop before the end. Ask your child to predict the conclusion. Or, read familiar stories and have your child make up different endings. You can help by asking for a scary, funny, or surprising ending.



## Three-Letter Carnival Overview



Spell and sound out words at the Three-Letter Carnival! Students group animals and objects by names that rhyme or group them by names that begin with the same letter.

### Learning Objectives

- Select three-letter words that begin with a particular consonant sound
- Recognize rhyming words and word families
- Recognize onset and rime segments in a three-letter word

### Learning Opportunities

- Build vocabulary skills
- Discover the relationship between rhyming words
- Associate letter names with letter sounds
- Spell and sound out words
- Associate pictures with printed words
- Practice categorization

### Together Time Activities (page 28)

(To copy and send home)


- Refrigerator Words
- Rhyme Chains

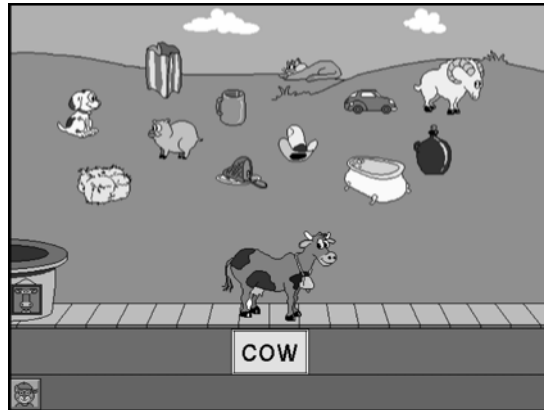
### Curriculum Connections (pages 77–82)




- Word Tally Ho (Mathematics)
- Gone Rhymin' (Language Arts)
- Three-Letter Chain (Language Arts)
- What's Missing? (Art)
- Letter Shuffle (Language Arts)
- They're Everywhere (Language Arts)



## Three-Letter Carnival Discover Mode

- Click  to enter the Three-Letter Carnival from the Main Room.




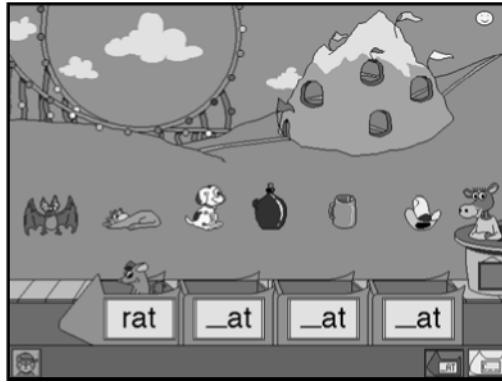
- Click any object or animal to bring it to the platform. The object's or animal's name is spelled and sounded out. To repeat, click the object or animal again or click the word box .
- As each object or animal is brought onto the platform, a new one appears in the background to take its place. There are always plenty to choose from.
- Bring objects or animals to the platform as long as you like.
- Click  for the Question and Answer Mode, or click  to return to the Main Room.



## Three-Letter Carnival

# Question and Answer Mode

- Click  to enter the Question and Answer Mode. Millie, the cow, asks you to fill the carnival cars. To repeat the request, click Millie.



“Click something that rhymes with rat.”

- Click the animals or objects in the background that meet Millie’s request.
  - If you click a correct object or animal, it pops into an empty carnival car. After all the cars are filled, they speed away down the track.
  - If you click an incorrect object or animal, Millie asks you to try again.
- Choose a carnival ride activity. Click:





Here comes the Rhyming Coaster!  
Group animals and objects by words that rhyme.



that begin with the same letter.

to return to the Main Room.

- Click  for the Discover Mode, or click  All aboard for First-Letter Mountain!  
Group animals and objects by words

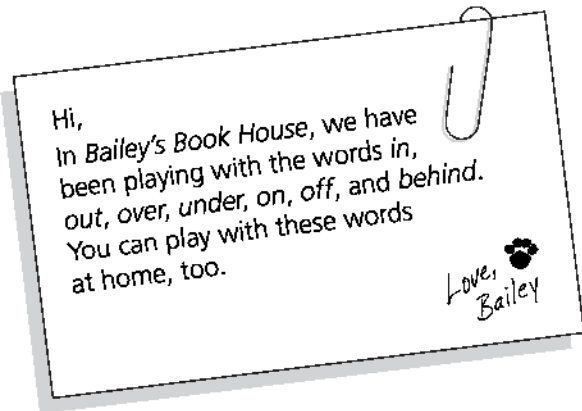


Three-Letter Carnival

# Together Time

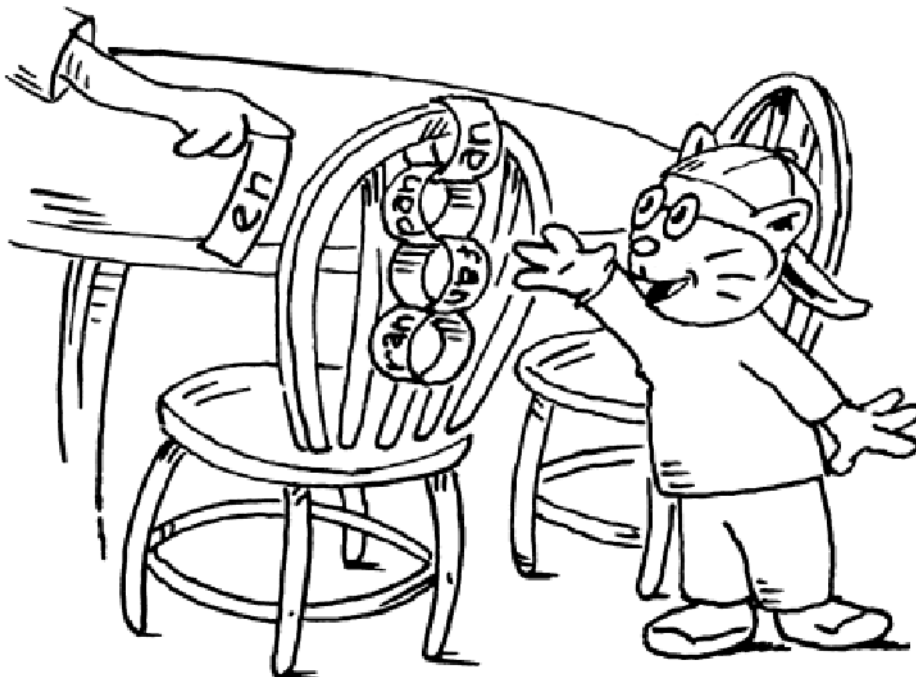
## Refrigerator Words

Write the letter *p* and several word endings (*-at*, *-en*, *-op*) on separate slips of paper. With your child, use refrigerator magnets to arrange the *p* and one of the word endings to form a three-letter word (*p-at*, for example). Over a period of time, introduce other word endings and let your child place the *p* next to these endings to form new words (*p-en*, *p-op*, etc.). Once your child is familiar with this set of words, add a different beginning letter (*h* or *t*, for example) and let your child rearrange the slips of paper to see what other words can be made (*h-at*, *h-en*, *h-op*, *t-en*, *t-op*, etc.).

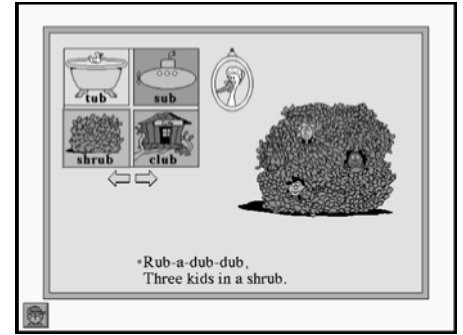


## Rhyme Chains

Cut scraps of light-colored paper into strips from which a chain can be made. On one strip, print *-at* and form it into a loop by taping the ends together. Ask your child to think of an *-at* word (*bat*, for example). Print this word on a colored strip and add it to the chain by threading it through the *-at* loop. Hang this chain on the back of a chair and invite all family members to add to the chain as they think of rhyming words. Start additional chains taped to other chairs with rhyme families such as *-in*, *-op*, *-an*, *-en*, *-un*, *-it*, *-ag*, etc. After a few days, read through each chain with your child.



# Read-A-Rhyme Overview



Students create silly rhymes by experimenting with rhyming word families. Rhymes are illustrated with animated pictures. They can see how different words change the rhyme's meaning and identify rhyming words among non-rhyming words.

## Learning Objectives

- Recognize rhyming words
- Make correlations between words and objects

## Learning Opportunities

- Distinguish differences in meaning among rhyming words
- Understand that print carries meaning
- Complete a poem by choosing a rhyming word
- Hear the rhythm in poems
- Enrich vocabulary

## Together Time Activities (page 32)

(To copy and send home)

- Rhymes of Mine
- Rhyme Time

## Curriculum Connections (pages 83–87)


- Rhymes by the Yard (Language Arts)
- Poets All (Language Arts)
- Two-Word Rhymes (Art)
- Rhyme Sorting (Science)
- Run and Rhyme (Physical Education)
- A Band of Poets (Music)
- Rhyme Climb (Mathematics)

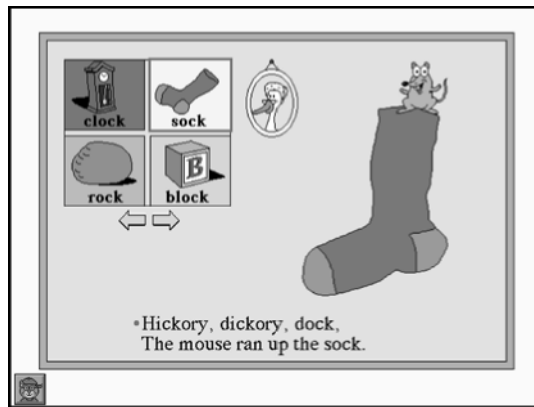





# Read-A-Rhyme Discover Mode



- Click  to enter Read-A-Rhyme from the Main Room.
- Click one of the four picture-word boxes to complete the rhyme. Because this is the Discover Mode, you can try any of the words. The completed rhyme is read, and an animated picture illustrates the rhyme:





"Hickory, dickory, dock, The mouse ran up the sock."

- Click the dot before the rhyme to see and hear it read aloud again. Click a word to hear it spoken.
- Try different picture-word boxes to make new rhymes.
- To see and hear a new rhyme to complete, click .




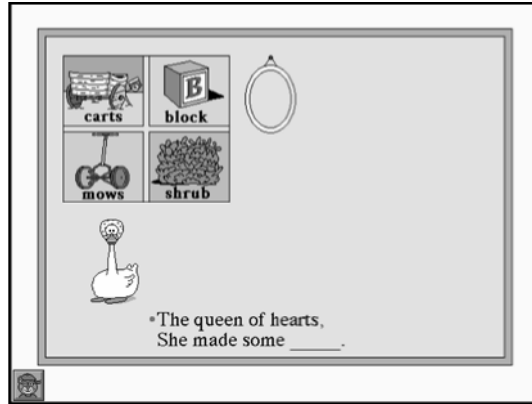
"Ding, dong, dell, Kitty's in the..."

- Click  for the Question and Answer Mode, or click  to return to the Main Room.



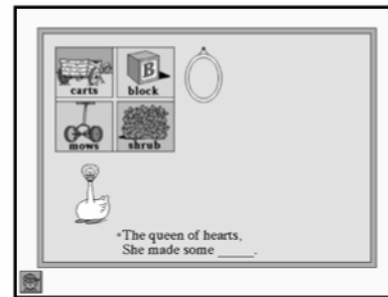
# Question and Answer Mode

- Click  to enter the Question and Answer Mode.
- An incomplete rhyme appears and is read; for example:





"The queen of hearts,  
She made some . . ."

- Try to find the picture-word box that rhymes, and click it. The rhyme is read with the word you chose. If you forget the request, click Mother Goose to hear it again.
- If you choose the word that rhymes, you hear, "That rhymes!" The rhyme is read, and you see an animated picture.
- If you choose a word that does not rhyme, Mother Goose says, "No rhyme this time." Try another picture-word box until you find the word that rhymes.



You can continue making rhymes as long as you like. If you keep trying, you will always find the rhyming word.

- Click  for the Discover Mode, or click  to return to the Main Room.

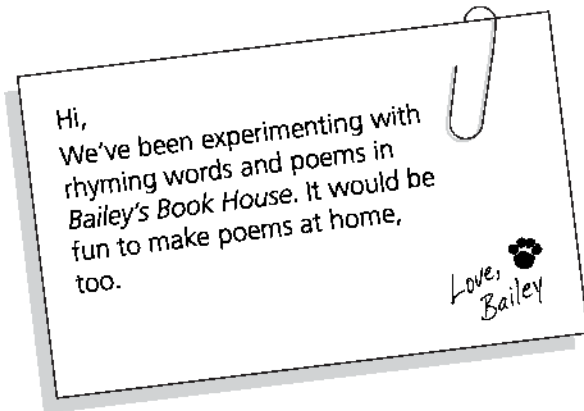


Read-A-Rhyme

# Together Time

## Rhymes of Mine

Help your child start a book of original poetry. A simple booklet can be made by stapling together several sheets of notebook paper with a plain sheet on top for the cover. On the last page of the booklet, help your child create lists of rhyming words that can be used for reference. Print as your child dictates words that rhyme with "tree," for example. Then, on a clean page, print as your child dictates a simple two-line poem using words from the rhyming list. For example, "Look up and see, A kitty in the tree."



As your child becomes a more confident author, longer rhyming poems can be written. Also, encourage your child to write different kinds of poetry: poems about feelings or experiences, poems that tell a little story, funny poems, etc. Provide crayons or markers for your child to make illustrations and a decorative cover for the poetry book.

## Rhyme Time

Play a simple "I'm thinking of . . ." game. For example, "I'm thinking of something in your room that rhymes with fall." Your child may answer, "Wall." Then switch roles so your child can think of something for you to find. Other examples: Something in the kitchen that rhymes with ink (sink); Something in the garage that rhymes with far (car).



## Kid Cards

# Overview



Students design their own greeting cards, gift cards, thank you notes, and invitations by choosing messages and decorative stamps. With numerous possibilities, students can be as whimsical or traditional as they like. Cards may be printed so that they can be folded like a card or used as a poster.

### Learning Objectives

- Recognize that meaning is changed when words are changed
- Understand that print and pictorial images carry meaning

### Learning Opportunities

- Use words and images to create a message
- Participate in publishing
- Relate images to text
- Reinforce positive social skills
- Enrich vocabulary

### Together Time Activities (page 36)

(To copy and send home)

- Come One, Come All
- Special Sunshine

### Curriculum Connections (pages 88–92)


- Special Pen Pals (Language Arts)
- Please Come (Social Studies)
- Pop Out Card (Art)
- A Big Thank You (Social Studies)
- I Wish You . . . (Art)
- Puzzle Postcard (Social Studies)



## Kid Cards

# Discover Mode

In Kid Cards, the emphasis is placed upon enjoying and experimenting with words and pictorial symbols to create messages. Because creativity and self-expression are emphasized, there is no Question and Answer Mode. Children can choose from three types of cards, a variety of messages, and many different picture stamps.

- Click  to enter Kid Cards from the Main Room.
- The following screen appears:

**Greeting card selected.** To make a gift card.

Words and phrases to complete your message.

To create a card on which to handwrite your own message (greeting card only).




**Picture stamps**  
(This is empty until you choose a word or phrase to complete the message.)





To make an invitation.

**Completed message.**

To write your own message.






- Click the type of card  or  or  you wish to make.
- Click one of the words or phrases to complete the message and to see and hear it read aloud. If you want a different message, just click a new word or phrase.

- Click the dot before the message to see and hear it read aloud. To hear individual words read aloud, click them.
- Click the arrows   to see all of the picture stamps available for your card. (Each word or phrase has a different set of picture stamps.)
- Click the stamp to place it on your card. You can also drag the stamp from the box to any place on the card or from one place to another on the card. To remove a stamp, drag it off the card. Drag as many stamps onto the card as you would like; for example:

**Gift card selected.**

To create a card with an incomplete message you can finish in your own handwriting (gift card and invitation only).



- Click  to print your card or poster. Then give it to someone special!
- Click  or  or  to make a new card, or click  to return to the Main Room.



Kid Cards

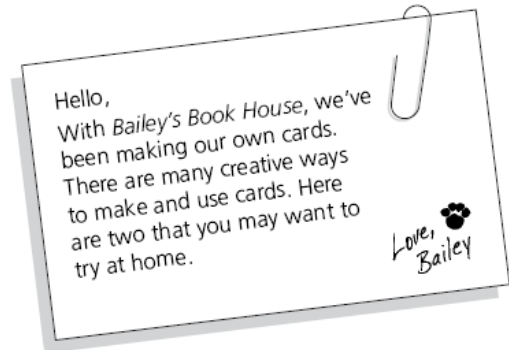
# Together Time

## Come One, Come All

Help your child make invitations for the next family celebration. Decorate the invitations with objects related to the event: leaves on Thanksgiving dinner invitations, confetti on New Year's party invitations, colorful numbers (cut from magazines) on birthday party invitations, etc.

Discuss with your child the information that should be included in an invitation (what kind of party, where the party will be held, when the party will take place, etc.). Print this information

yourself. Or, if your child is able to copy letters and numbers, you can print one invitation and let your child copy the information onto the other invitations.



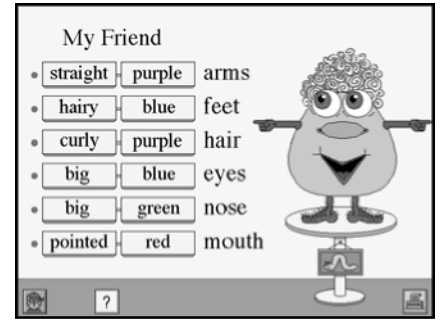
## Special Sunshine

Help your child "adopt" someone who would enjoy a special friend (a child in the hospital, a homebound person, an elderly person, a new neighbor, etc.).

With your child, plan to send a series of greeting cards. The first one might be an introduction. Your child could draw a smiling self-portrait on the front of the card. Then print as your child dictates the message. For example, "Welcome to our neighborhood! I'd like to be your special friend. In my next note, I'll tell you where to find the best climbing tree." The next note could include a simple map to the tree. The last note can be decorated with your child's school photograph. The message could be an invitation for a meeting of the special friends.



# My Friend Overview



Select words to describe your Friend's hair, eyes, nose, mouth, arms, and feet! In the Explore and Discover Mode, students learn common adjectives as they create a Friend. Complete sentences in the Question and Answer Mode to make your Friends wiggle, waggle, and bounce.

## Learning Objectives

- Recognize that meaning is changed when words are changed
- Build vocabulary with adjectives
- Make correlations between words and objects

## Learning Opportunities

- Learn common adjectives
- Improve vocabulary
- Develop simple editing skills
- Discover how words are used to complete a sentence
- Associate printed words with their visual representations

## Together Time Activities (page 40)

(To copy and send home)

- Ad for Me
- Rainbow of Colors

## Curriculum Connections (pages 93–100)

- The Sorting Station (Mathematics)
- Adjective Artistry (Art)
- Scrambled Legs (Language Arts)
- My Friend Factory (Language Arts)
- Confused Colors (Problem Solving)
- Pet Detective (Problem Solving)



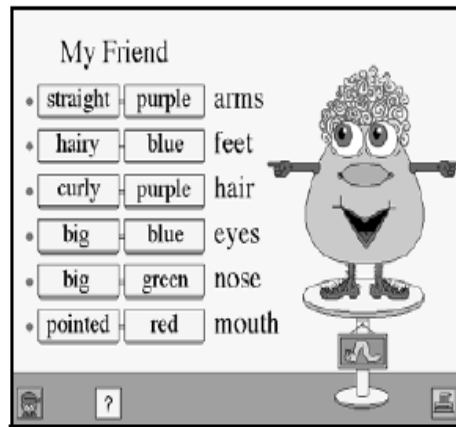









My Friend

# Discover Mode



- Click  to visit My Friend from the Main Room.




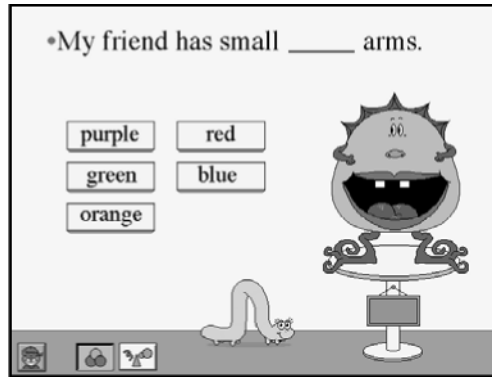
- Click the boxes   to flip to the next word for each Friend feature. The Friend changes to reflect each new word.
- Click , or click the Friend to hear a feature described. Click again to stop the description.
- Click  to spin all the word flippers and create a surprise Friend.
- Click  to print your Friend.
- Click  for the Question and Answer Mode, or click  to return to the Main Room.



## My Friend

# Question and Answer Mode

- Click  to enter the Question and Answer Mode.



- Jenny, the inchworm, reads a Friend's description and asks you to find the missing word. To hear the request again, click Jenny.
- Click the word box that contains the missing word.
  - If you click the correct word box, the word pops into the sentence and the Friend feature animates.
  - If you click an incorrect word box, Jenny asks you to try again.
- You can select the type of missing adjective. Click:




Find a color adjective.

or



Find a non-color adjective.

- Click  for the Discover Mode, or click



to return to the Main Room.

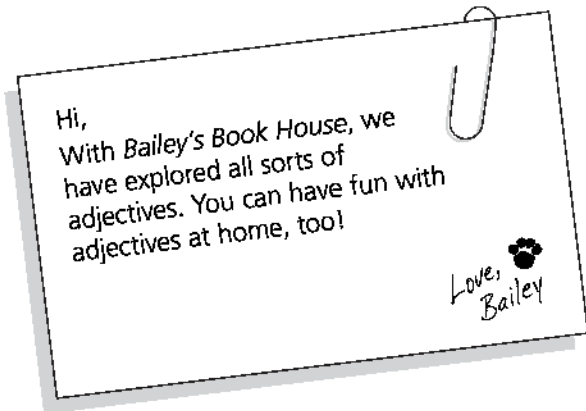


My Friend

# Together Time

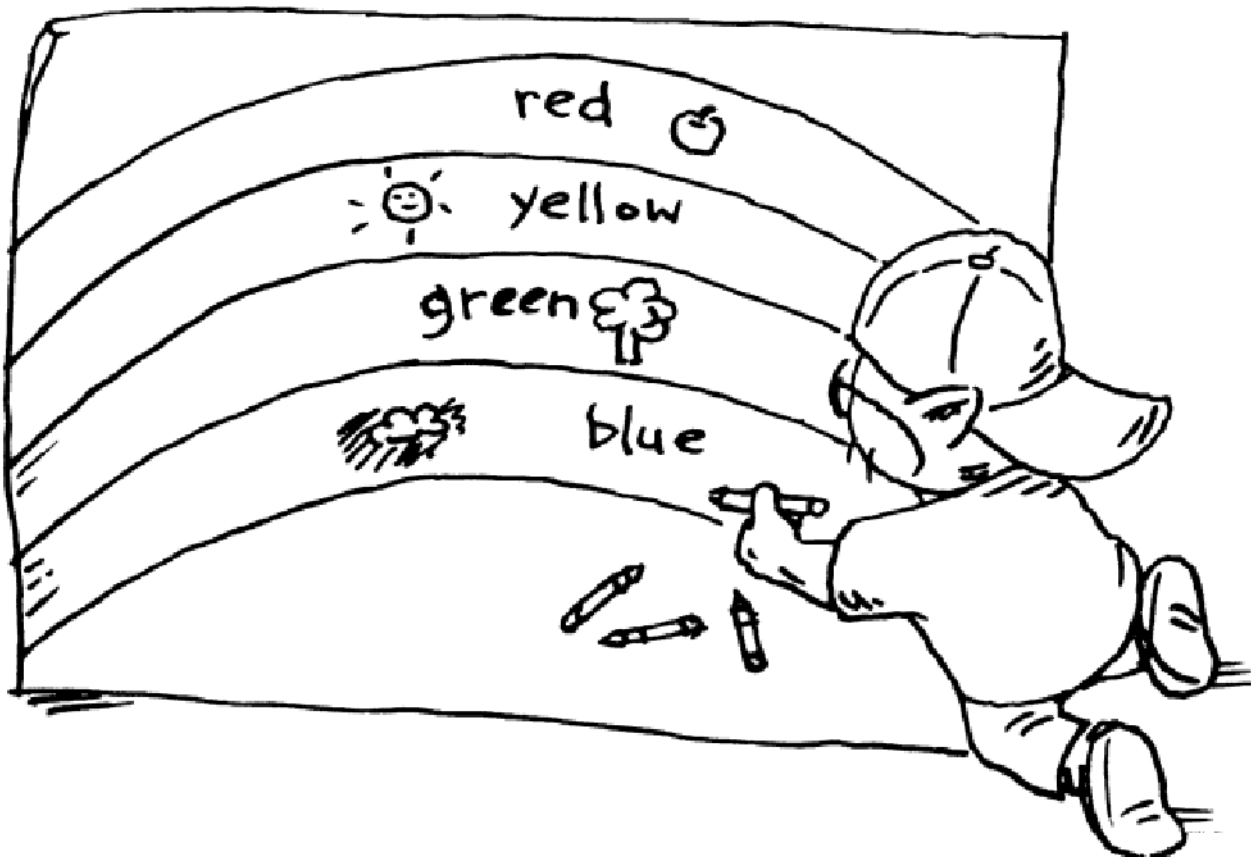
## And for Me

Leaf through a magazine with your child. Scan the ads for descriptive words, read and discuss them together, and cut out the ones that might describe your child (one-and-only, better than ever, dazzling, fun, etc.). Provide a sheet of paper, crayons, and glue. Let your child draw a self-portrait in the center of the page and arrange the magazine words around the edges to make a "personal ad."



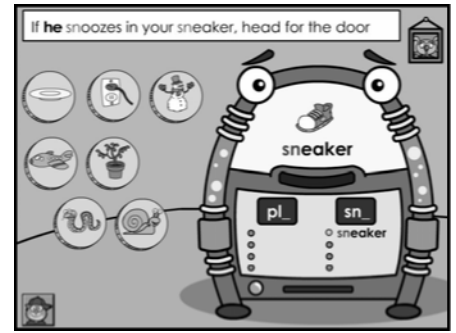
## Rainbow of Colors

On a large sheet of paper, have your child draw a big rainbow (not colored in). Write a color word inside each band. Talk together about items that are red, for example, and let your child fill the red band with drawings of these items. Continue until all the bands are filled with drawings that match the color words.



## Silly Songs

# Overview



Students feed word coins to Jack the Jukebox. When all four words with the displayed blend sound have been inserted, Jack sings a song featuring those and other words with the same blend sound.

### Learning Objectives

- Recognize initial consonant blends
- Build vocabulary with words beginning with consonant blends

### Learning Opportunities

- Associate letter names with letter sounds
- Relate images to text
- Understand that print and pictorial symbols carry meaning
- Develop visual and listening comprehension strategies

### Together Time Activities (page 44)

(To copy and send home)

- Sound Detective
- Sound Search

### Curriculum Connections (pages 101–106)

- Spinning Sounds (Language Arts)
- Make-A-Blends Book (Art)
- Make-A-Word Game (Language Arts)
- Jukebox History (Social Studies)
- Blendcentration (Problem Solving)
- Blend Zoo (Science)

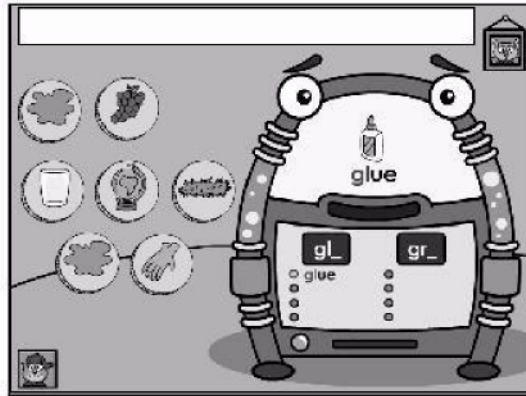




Silly Songs

# Discover Mode

## Learn about Blend Sounds with Jack the Jukebox!

- Click the Jukebox to advance to the Silly Songs Activity from the Main Room. Jack the Jukebox asks you to feed him word coins to learn about blend sounds.



- Two consonant blend sounds buttons are displayed on Jack's tummy. Click a word coin and it identifies itself. Drop the word coin into Jack's mouth—the word and picture appear in Jack's display window as Jack says the blend sound and then the word. The word now appears under the corresponding Blends Button, illuminating one light. The display window clears.
- Click the Blends Button to hear the sound again. Click the word at any time to hear and see it appear in the display window, along with its corresponding picture.  
Once you feed Jack four coins with the same blend sound and all the lights are lit, Jack sings the song for that beginning blend. The lyrics appear in the display window above, and the words highlight as they are sung.
- Feed Jack all the word coins to hear both songs.
- Click the Orange Button to get new word coins.
- Click  for the Question Mode, or click  to return to the Main Room.

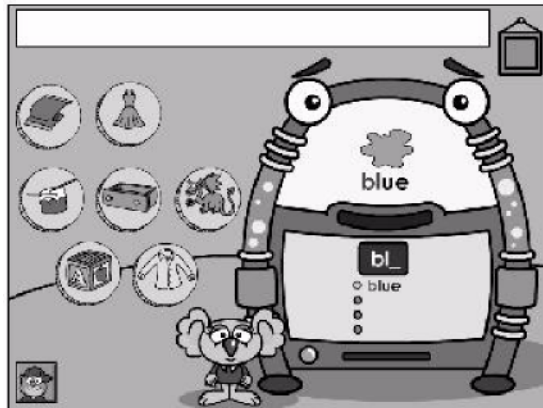


# Question and Answer Mode

- Click



to advance to the Question and Answer Mode. Kristi the Koala asks you to feed Jack word coins. “Please feed Jack word coins that begin with this sound, bl.”



- Click a word coin that begins with the sound and drop it into Jack’s mouth.

- If you feed Jack the correct coin, he says the blends sound then the word.



The word ‘glue’ now appears under the ‘gl’ Blends Button.

the word associated with the picture and the coin returns to its position on the background.

- If you feed Jack the wrong coin, he says

- After successfully finding all four words, Jack sings the special song featuring that sound. The lyrics appear in the display window above, and the words highlight as they are sung. Kristi shows off her cute dance moves.

Kristi pushes the orange button—“Ready to play again?” A new Blends Sound appears.

- Click  to go back to Discover Mode, or click  to return to the Main Room.



Silly Songs

# Together Time

## Sound Detective

When reading your child's favorite story to him or her, use a different approach once in a while. Read slowly and ask your child to listen for words that begin with blended consonants (such as snow, swing, brown, and throw). Have your child point to each word as it is read and raise a hand when they hear a word beginning with a blend. If they have difficulty, exaggerate the blend sound at the beginning of the word and point to it in the text.

Magazines are a great place to find words with blended sounds. When your child is comfortable with words with blended sounds, give him or her the opportunity to locate those words for him or herself.

## Sound Search

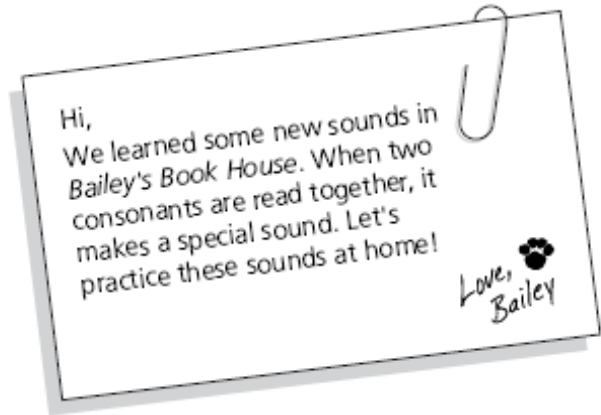
Matching words to objects is one of the best activities you can do with your child. In this activity, you can extend word matching to sound matching. Obtain a set of multicolored self-stick notes. Select a room in your house and help your child match words to objects by writing the word on a note and attaching it to the object. For this first step, make sure that all the notes are the same color.

Next, as you and your child learn to identify words with blended sounds, replace the original note with one of a different color. The multiple colors of the notes allow you to focus on words with blended sounds. When you are finished, your child can immediately see which objects match words with blended sounds.

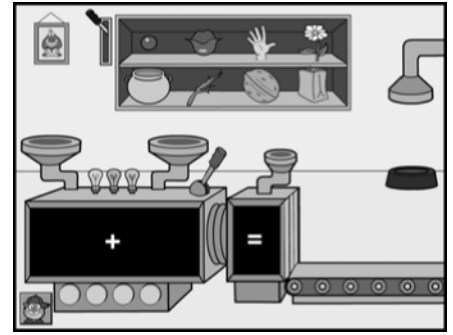
You will be able to find words with blended sounds throughout the house. These words include bread, grains, fruit, drain, glass, scoop, sponge, cradle, blanket, clothes, scales, stamps, sweater, clock, print, plant, frame, and many more.

When you finish finding words with blended sounds, you can become more sophisticated by matching same sounds with different colors, or extend the game to rhyming words, and more.

As your child becomes more familiar with and aware of blended sounds, he or she will notice them in general reading or conversation and discover that actions such as "splash" and descriptive words such as "fresh" also contain blended sounds.



## Compound Hound Overview



Students drag two objects off the shelf and put them into the Compound Word Machine. When students choose two pictures that form a compound word, the word and a new image are displayed in a biscuit for the hound. In Question and Answer mode, students must find an object that will form a compound word when combined with a word already in the machine.

### Learning Objectives

- Make correlations between words and objects, using compound words
- Build compound words

### Learning Opportunities

- Relate images to text
- Understand that print and pictorial symbols carry meaning
- Develop visual and listening comprehension strategies
- Enrich vocabulary by learning new compound words

### Together Time Activities (page 48)

(To copy and send home)

- Compound Contest
- Word Picture Show

### Curriculum Connections (pages 107–113)

- Feed Your Hound (Language Arts)
- What's the Weather? (Science)
- Catch-A-Word (Physical Education)
- Sort the Compound Words (Problem Solving)
- Adding Letters (Mathematics)



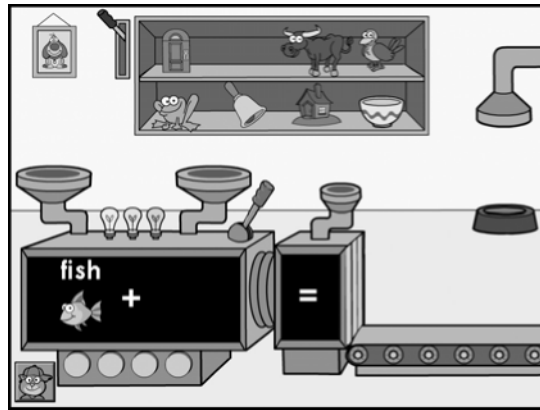


## Compound Hound Discover Mode

### Make Compound Word Biscuits for the Compound Hound!

Make compound words with the Compound Word Machine. Each time you make a new word, it transforms into a biscuit for the Compound Hound!

- Click on the Biscuit to advance to the Compound Hound Activity from the Main Room. Put two objects into the machine that make a new word, then click on the red lever.



- Click an object (it identifies itself) and drag it over the left or right funnel to drop it into the machine. It appears in the display window, along with its corresponding word.



The word is spoken again. You can replace the word and object by dragging a new object into the funnel.

- Drop a second object into a funnel. When two objects are displayed, click on the red lever to see if you made a compound word.

- If correct, the new compound word is spoken and the equals sign flashes. The machine lights up as a "compound word biscuit" appears on the conveyor belt. The biscuit displays the new word and picture. The conveyor belt carries the biscuit off screen.

- If incorrect, the two words are spoken and the objects return to their place on the shelves.


- Continue placing objects into the machine to create four compound words.
- Click on the blue shelf lever to see new objects.

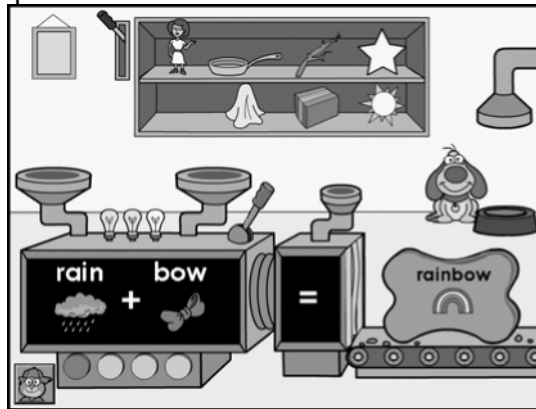
- Click  for the Question Mode, or click  to return to the Main Room.





## Compound Hound

# Question and Answer Mode

- Click  to advance to the Question and Answer Mode. The Compound Hound invented a machine that makes compound words and biscuits!



An object appears in either the first or second position in the display window. The Compound Hound says, "There is a 'foot' in the machine. Find an object on the shelf that makes a compound word with 'foot' and put it into the machine, then pull the lever."

- Click and drop an object into a funnel on top of the machine, then click on the red lever.
  - If correct, the new word is spoken and a compound biscuit appears displaying the new word and picture. The biscuit is carried off screen on the conveyor belt and pops out of a pipe in the background, landing in the bowl. One of the four buttons on the bottom of the machine lights up
  - If incorrect, the two words are spoken and the object returns to its place on the shelves.
- When all four buttons are lit, you can feed the biscuits to the Compound Hound to see him perform one of his silly tricks.
- Pull the blue shelf lever and four new objects appear on the shelves and a new object is displayed in the machine.
- Click  to go back to Discover Mode, or click  to return to the Main Room.



Compound Hound

# Together Time

## Compound Contest

When riding in the car or on a walk, give your child one half of a compound word such as "foot." Ask the child to think of another word that will combine with it to make a new word, like "football" or "footpath" for example. Have fun making silly "not-quite" words too, like "foottree" or "footf lower." Take turns

suggesting different compound word starters. As your child becomes better at this game, start using the second part of a compound word as your starter. Be sure to differentiate between

compound words that contain two full words, like rainbow, and words such as elbow that do not contain two complete words.

## Word Picture Show

Have your child illustrate a favorite compound word, like "rainbow" or "butterfly." For example, first draw "rain" and then "bow." Finally, draw the "rainbow." Help the child print the name of the object below, underlining the two parts that make up the finished word. You may need to provide a list of words to start with as a suggestion. As an added challenge, invite your child to make a drawing and have you guess the word that they have shown.



**Notes...**

# Curriculum Connections

The learning opportunities in *Bailey's Book House* can be reinforced throughout the school day in many curricular areas. On the following pages, you will find examples of classroom activities designed for kindergarten through second grade students. The activities may be easily adapted to suit the needs of preschool children.

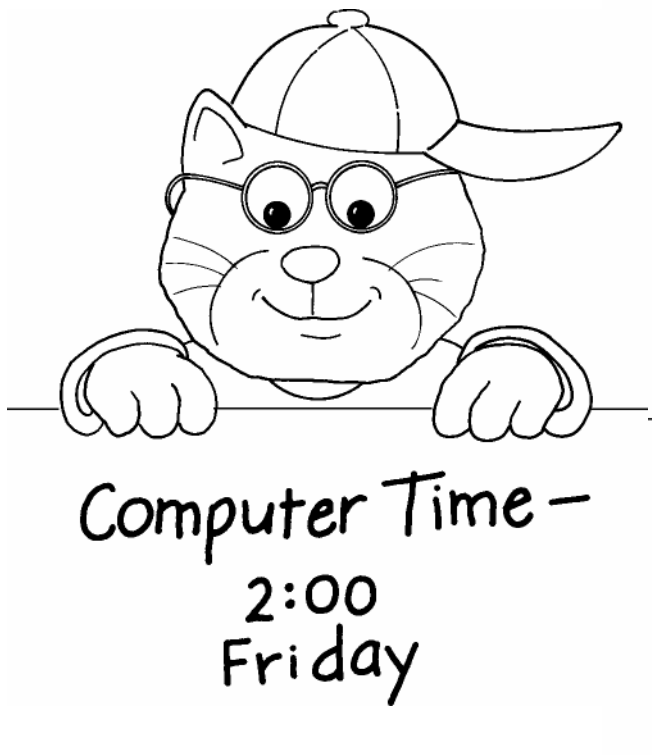
The *Curriculum Connections* activities are grouped according to the corresponding *Bailey's Book House* computer activities (see the chart below). Some of the *Curriculum Connections* work well before using the corresponding computer activities. Others work well as follow-up experiences. Most can be used before or after students play in the Book House. Pick and choose activities according to your students' needs as well as your computer equipment, facilities, resources, and schedule. There are many different ways to use *Bailey's Book House* and *Curriculum Connections*; use them to stimulate your own imagination as you plan experiences for your students.

Reproducible activity sheets are also included. These can be used in a variety of ways (for student work, transparencies, labels, etc.), some of which are suggested in *Curriculum Connections*. In addition, there are two reproducible pages of Book House characters to use on your chalkboard, bulletin board, or computer.

	Edmo & Houdini (pages 54–59)	Letter Machine (pages 60–69)	Make-A-Story (pages 70–76)	Three-Letter Carnival (pages 77–82)	Read-A-Rhyme (pages 83–87)	Kid Cards (pages 88–92)	(pages My Friend 93–100)	Silly Songs (pages 101–106)	Compound Hound (pages 107–113)
<b>Art</b>		<ul style="list-style-type: none"> <li>Lovely Letters</li> <li>Name Collages</li> </ul>		<ul style="list-style-type: none"> <li>What's Missing?</li> </ul>	<ul style="list-style-type: none"> <li>Two-Word Rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Pop Out Card</li> <li>I Wish You...</li> </ul>	<ul style="list-style-type: none"> <li>Adjective Artistry</li> </ul>	<ul style="list-style-type: none"> <li>Make-A-Blends Book</li> </ul>	
<b>Creative Dramatics</b>	<ul style="list-style-type: none"> <li>Just Tell Me What To Do</li> </ul>		<ul style="list-style-type: none"> <li>Storytellers All</li> <li>Spin-A-Tale</li> </ul>						
<b>Language Arts</b>	<ul style="list-style-type: none"> <li>Who's in Charge?</li> </ul>	<ul style="list-style-type: none"> <li>Alphabet Animals</li> <li>Pack Up the Alphabet</li> <li>Match This</li> </ul>	<ul style="list-style-type: none"> <li>Stories Galore</li> </ul>	<ul style="list-style-type: none"> <li>Gone Rhymin' Letter Shuffle</li> <li>Three-Letter Chain</li> <li>They're Everywhere</li> </ul>	<ul style="list-style-type: none"> <li>Rhymes by the Yard</li> <li>Poets All</li> </ul>	<ul style="list-style-type: none"> <li>Special Pen Pals</li> </ul>	<ul style="list-style-type: none"> <li>Scrambled Legs</li> <li>My Friend Factory</li> </ul>	<ul style="list-style-type: none"> <li>Make-A-Word Game</li> <li>Spinning Sounds</li> </ul>	<ul style="list-style-type: none"> <li>Feed Your Hound</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>The Flea Family</li> </ul>	<ul style="list-style-type: none"> <li>Headline Letters</li> </ul>		<ul style="list-style-type: none"> <li>Word Tally Ho</li> </ul>	<ul style="list-style-type: none"> <li>Rhyme Climb</li> </ul>		<ul style="list-style-type: none"> <li>The Sorting Station</li> </ul>		<ul style="list-style-type: none"> <li>Adding Letters</li> </ul>
<b>Music</b>					<ul style="list-style-type: none"> <li>A Band of Poets</li> </ul>				
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>My Friend Edmo</li> </ul>				<ul style="list-style-type: none"> <li>Run and Rhyme</li> </ul>				<ul style="list-style-type: none"> <li>Catch-A-Word</li> </ul>
<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>Where, Where, Where?</li> <li>A Picture is Worth...</li> <li>Where is Houdini?</li> </ul>						<ul style="list-style-type: none"> <li>Confused Colors</li> <li>Pet Detective</li> </ul>	<ul style="list-style-type: none"> <li>Blendcentration</li> </ul>	<ul style="list-style-type: none"> <li>Sort the Compound Words</li> </ul>
<b>Science</b>			<ul style="list-style-type: none"> <li>Take Care</li> </ul>		<ul style="list-style-type: none"> <li>Rhyme Sorting</li> </ul>			<ul style="list-style-type: none"> <li>Blend Zoo</li> </ul>	<ul style="list-style-type: none"> <li>What's the Weather?</li> </ul>
<b>Social Studies</b>		<ul style="list-style-type: none"> <li>Alphabet Autographs</li> </ul>	<ul style="list-style-type: none"> <li>Unfolding Life Story</li> <li>New News</li> </ul>			<ul style="list-style-type: none"> <li>Puzzle Postcard</li> <li>Please Come</li> <li>A Big Thank You</li> </ul>		<ul style="list-style-type: none"> <li>Jukebox History</li> </ul>	

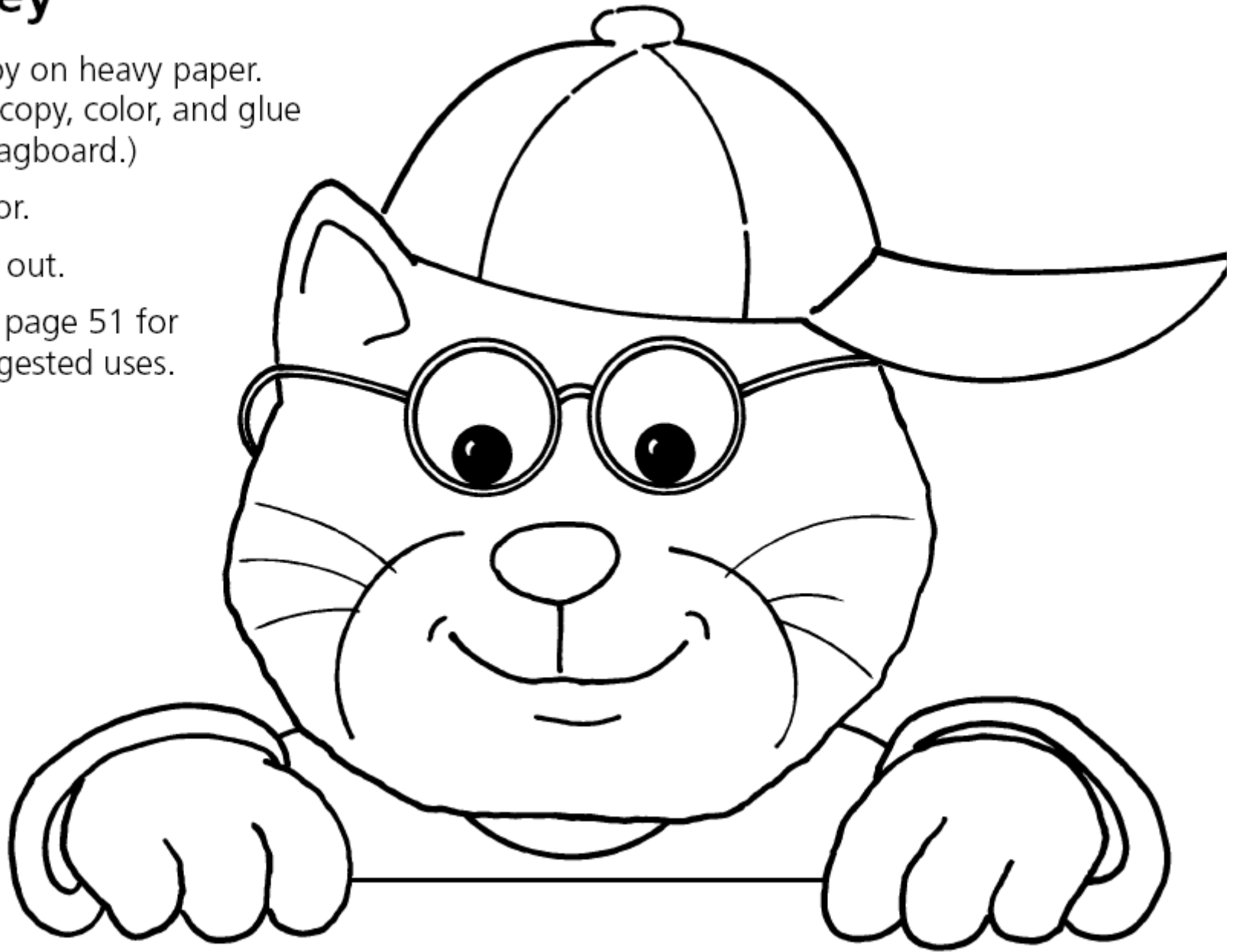
# Characters for Bulletin Boards, Computers, and Chalkboards

Pages 52 and 53 can be used to “hold” messages for bulletin boards, computers, and chalkboards. Copy, color, and cut out the character. For bulletin boards, slip the character’s hands over the message and staple or tape into place. To use the character on the chalkboard, mount the character on the chalkboard and draw a rectangular sign for the character to “hold.” Then write the information inside the rectangle. These pages can also be reproduced to serve as posters near the computer. You can write in current assignments, notes of encouragement, etc..



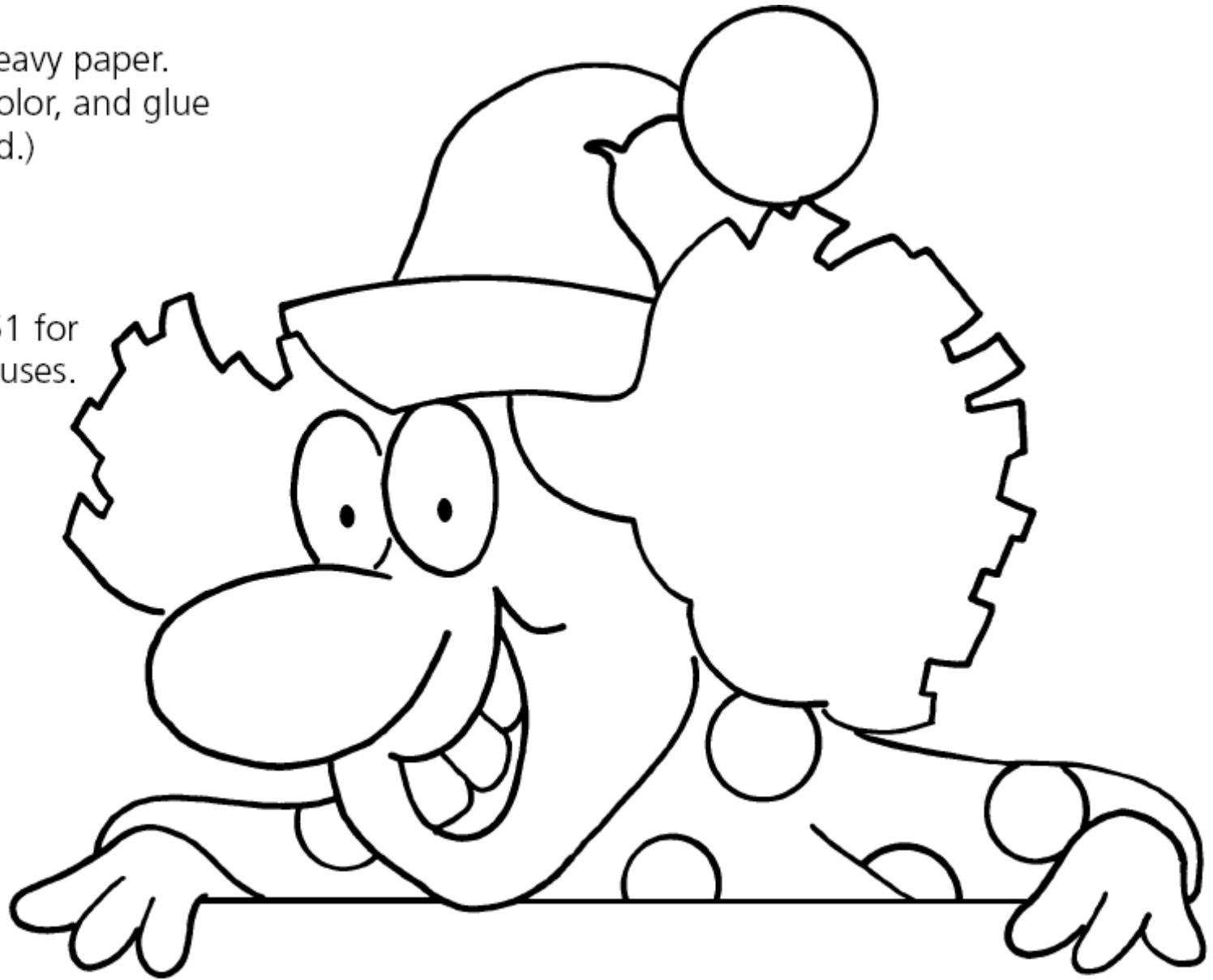
# Bailey

1. Copy on heavy paper.  
(Or copy, color, and glue to tagboard.)
2. Color.
3. Cut out.
4. See page 51 for suggested uses.



# Edmo

1. Copy on heavy paper.  
(Or copy, color, and glue to tagboard.)
2. Color.
3. Cut out.
4. See page 51 for suggested uses.





# Edmo & Houdini



**Note:** These activities are designed to help reinforce your students' understanding of the words on, off, in, out, under, over, and behind. Because these terms are relative and do not define a fixed position, flexibility is necessary in judging answers. For example, a picture of Edmo beside the house could represent either out or off.

## Who's In Charge?

## Language Arts

Discuss words that indicate position (in, out, over, under, on, off, behind) as you write them on the chalkboard. Then let students direct you to "Stand behind your desk" or "Put a book under the globe," etc. Later, they can work in pairs, taking turns being the director and the actor.

## Where, Where, Where?

## Problem Solving

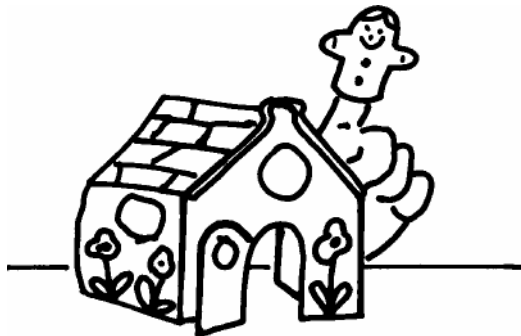
Ask questions about locations of objects in the classroom, for example, "What is over the door?" Write the answers on the chalkboard. Then help students replace the position words in each sentence, visualizing how funny the change might be: "The clock is under the door" or "The clock is in the door."

## Just Tell Me What To Do

## Creative Dramatics

Make a copy of page 57 for each student. Have students draw faces, hair, and shirts or blouses on the finger puppet outlines. Then instruct them to design houses for the puppets by drawing windows, shingles, decorations, etc. on the house outlines. Cut around the outlines and assemble according to the instructions. (Students may need assistance.) Encourage students to think of original names for their puppet characters.

Pair students to work together. Tell them to place their puppets on their fingers and introduce the puppet characters to each other.
























Then, one student in each pair sets the house on the edge of the desk. Students take turns instructing each other what to do with the puppet characters. For example, "Go behind your house, Matilda." (Encourage students to use different voices.) The other student moves the finger puppet to that position (peeking out from behind the house) and indicates the position by answering, "I'm behind my house." Explain to students that when they are in the houses, they can peek out the doors and that they may need to pick up the houses to "go under" them. After a few minutes, have the students switch roles. To play the game another day, pair the students with different classmates.

### A Picture is Worth . . .

Make copies of page 58 for students. Have them circle the words that match the pictures. If necessary, do the first example with the class. This page can also be made into a transparency and used to introduce or to follow up the computer activity.

### Problem Solving

**A Picture Is Worth...**  
Circle the words that match the pictures.

	The  is <input type="radio"/> on <input type="radio"/> in <input checked="" type="radio"/> behind the 
	The  is <input type="radio"/> behind <input checked="" type="radio"/> on <input type="radio"/> off the 
	The  is <input type="radio"/> in <input type="radio"/> off <input type="radio"/> under the 
	The  is <input type="radio"/> on <input type="radio"/> under <input type="radio"/> over the 
	The  is <input type="radio"/> off <input type="radio"/> under <input type="radio"/> in the 
	The  is <input type="radio"/> under <input type="radio"/> over <input type="radio"/> in the 
	The  is <input type="radio"/> over <input type="radio"/> on <input checked="" type="radio"/> out of the 

### My Friend Edmo

Pair students to work together. Have each pair draw a chalk outline house on the playground. One student in each pair plays Edmo and calls out, for example, "Walk under your house" or "Sit on your house" or "Hop out of your house." The other student moves to the requested positions in and around the chalk house. After a few minutes, have students switch roles. If your students are readers, make large word cards (in, out, over, under, on, off, behind). Have students playing Edmo hold these cards up for their partners to read, instead of responding to verbal requests. Students can also make clown hats for the people playing Edmo to wear.

### Physical Education

## The Flea Family

## Mathematics

For this activity, students need crayons, markers or colored pencils, and paper. Have each student draw a simple tree on the paper. The tree should have a trunk, two or three branches, and some leaves. (You may want to draw a sample on the chalkboard or chart paper.) Then, ask students to draw one red flea under a leaf. (They can represent the flea by drawing a "V.") Continue by asking the following:

- Draw two green fleas (peeking from) behind the branches. ■

Draw three yellow fleas over the tree.

- Draw four brown fleas out of the tree.
- Draw five black fleas in the leaves.
- Draw six blue fleas on the trunk.
- Draw seven orange fleas off the tree.

If these requests are too complex for your students, simplify them by omitting the color variable. For example, "Draw one flea on a leaf." "Draw two fleas (peeking from) behind the branches," etc.



## Where Is Houdini?

## Problem Solving

Make copies of page 59 for your students, and instruct them to match the words with the pictures. This page can also be made into a transparency and used to introduce or reinforce the Edmo & Houdini computer activity.

**Where is Houdini?**  
Draw a line from the word to the picture.

on

behind

in

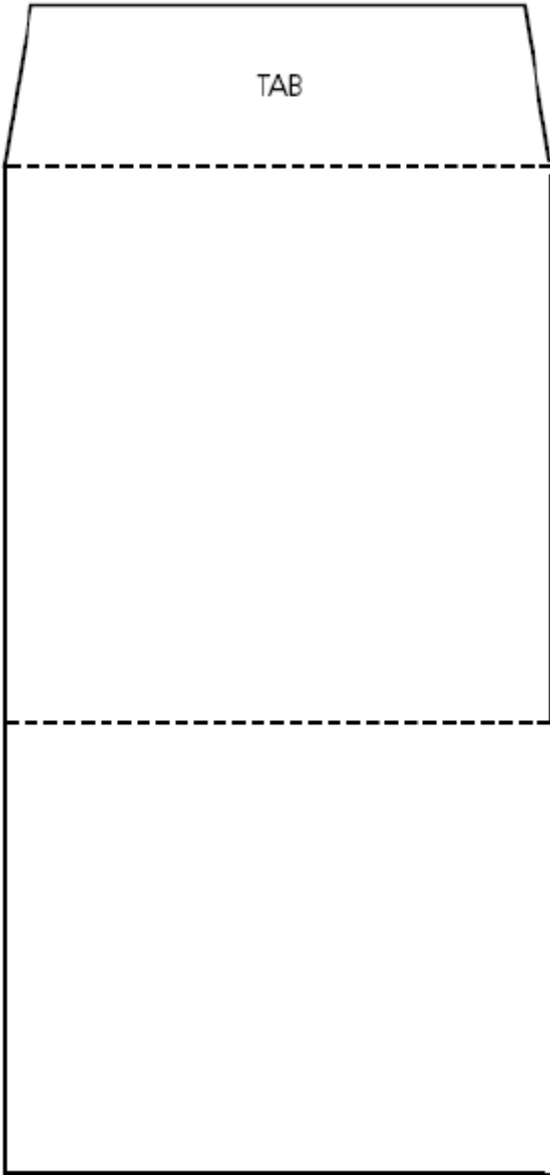
over

under

out

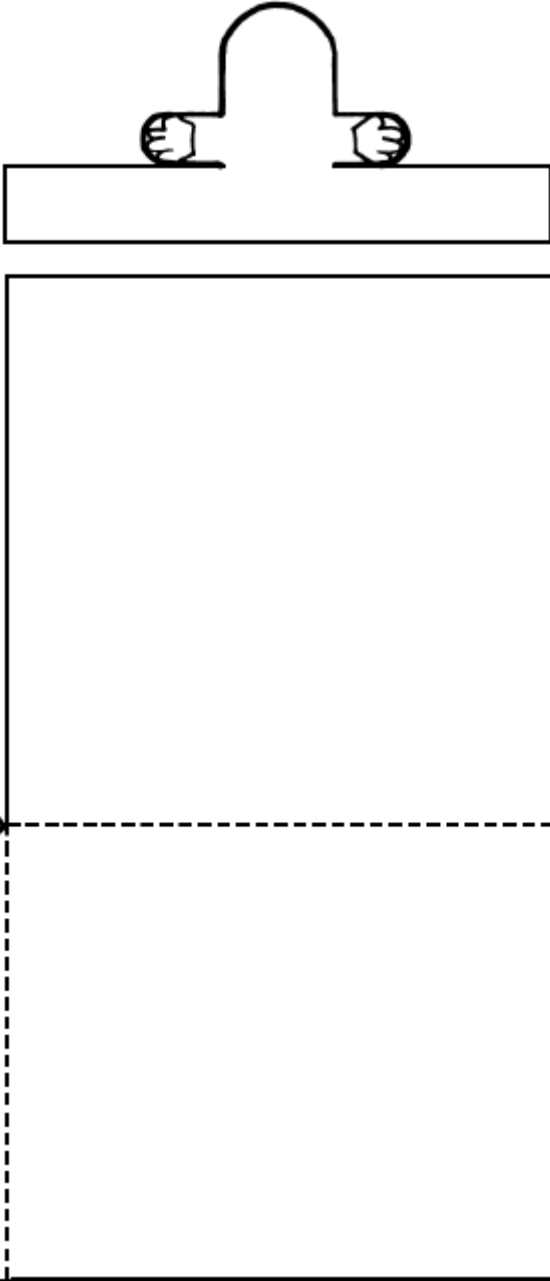
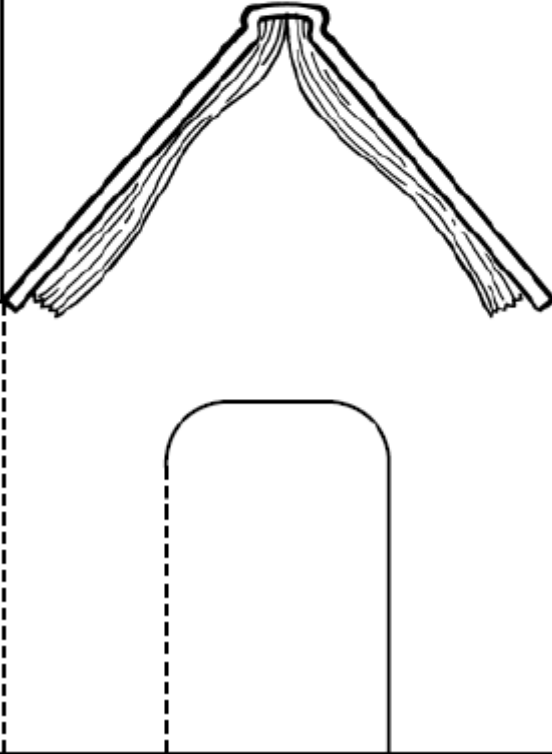
### Book House

1. Draw windows, shingles, and decorations.
2. Cut out. Cut out door (except dashed line).
3. To assemble, fold on dashed lines. Staple or glue tab to inside of roof.



### Finger Puppet












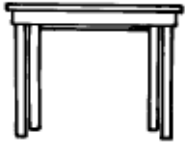









1. Draw face and clothes.
2. Cut out on heavy lines, and tape around finger.



Use with "Just Tell Me What To Do" (page 54).

# A Picture is Worth...

Circle the words that match the pictures.

	The  is	on in behind	the 
	The  is	behind on off	the 
	The  is	in off under	the 
	The  is	on under over	the 
	The  is	off under in	the 
	The  is	under over in	The  is
	The  is	over on out of	The  is

Use with "Where Is Houdini?" (page 55).

# Where is Houdini?

Draw a line from the word to the picture



on



behind



in

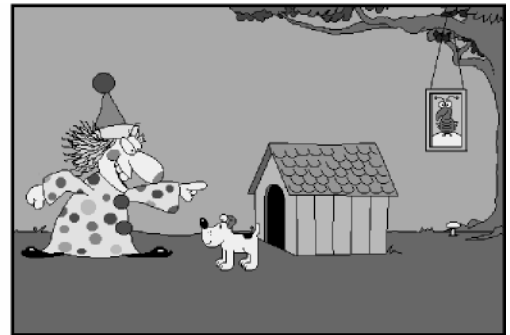


over

under



out



# Letter Machine



## Lovely Letters

**Art**

Gather an assortment of materials such as cotton balls, fabric scraps, small shells, buttons, etc. (if students are mature enough to work with small objects). Provide each student with a piece of cardboard (about 8 by 10 inches) and glue. Assign each student a different letter to print as large as possible on the cardboard. Or, print the letters for students before distributing the cardboard rectangles.

Ask students to start by tracing their letters with their fingers. Then let students use their imaginations to make their letters interesting. They can glue on any of the objects as long as they follow the outlines of their letters. When the glue is dry, have students “promote” their letters. A student can stand in front of the class and say, for example, “I’m sure you all will love my letter ‘M.’ Without ‘M’ there would be no marshmallows, no music, and no month of May.” If students need assistance, you can help them beforehand by reading a few words from the dictionary and letting them choose the words they want to mention. After the letters have been “promoted,” post them around the room in alphabetical order.

## Name Collages

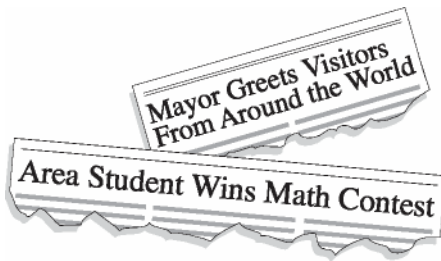
**Art**

Have students print their first names across the top of construction paper. Then provide old magazines, catalogs, etc., along with safety scissors and paste. Allow time for students to create collages using pictures of things that start with the same letters as their first names. For example, Alex might have a collage with pictures of apples, awards, alligators, etc. During sharing time each day, have several students show their collages and name the pictures they used.

## Headline Letters

## Mathematics

Divide the class into groups of four or five students each. Give each group a copy of page 64. Cut enough headlines from a newspaper to provide each group with two. Ask the students to work in their groups and count how many A's appear in their two headlines, how many B's, etc. Instruct them to record the results on their activity sheets.



Headline Letters					
Aa How many? <u>5</u>		Bb How many? <u>0</u>		Count the letters in your headlines to complete the chart.	
Cc How many? <u>1</u>	Dd How many? <u>3</u>	Ee How many? <u>6</u>	Ff How many? <u>1</u>	Gg How many? <u>1</u>	Hh How many? <u>2</u>
Ii How many? <u>3</u>	Jj How many? <u>0</u>	Kk How many? <u>0</u>	Ll How many? <u>1</u>	Mm How many? <u>3</u>	Nn How many? <u>4</u>
Oo How many? <u>6</u>	Pp How many? <u>0</u>	Qq How many? <u>0</u>	Rr How many? <u>7</u>	Ss How many? <u>6</u>	Tt How many? <u>8</u>
Uu How many? <u>2</u>	Vv How many? <u>1</u>	Ww How many? <u>2</u>	Xx How many? <u>0</u>	Yy How many? <u>1</u>	Zz How many? <u>0</u>

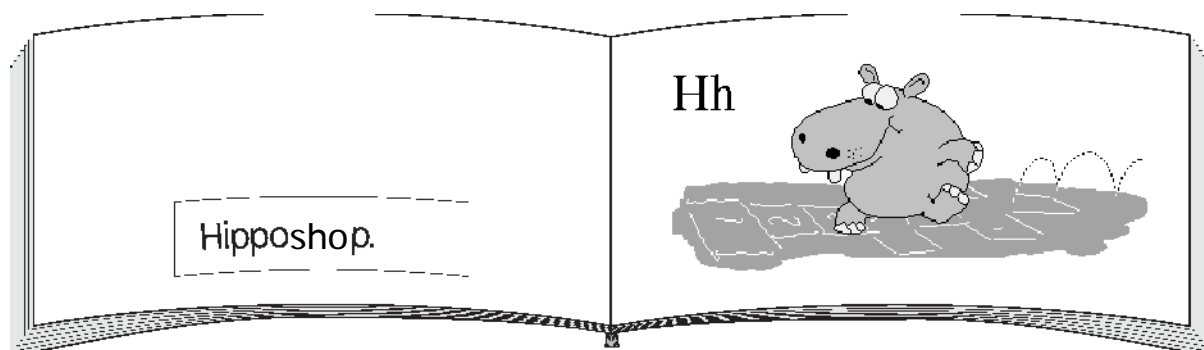
Once the groups have recorded numbers for the letters of the alphabet, call the class together. Make a transparency from page 64 on which to compile the groups' results. (Or, print the letters of the alphabet across the chalkboard.) As you call out each letter of the alphabet one-by-one, ask groups to check their activity sheets and have the corresponding number of students stand for the number of A's used in their headlines, then B's, etc. (If the number exceeds the number of students in the group, have them hold up the correct number of fingers.) Count the standing students for each of the letters and record the numbers on the transparency (or chalkboard). Then ask students which letter was used the most, the least, etc. You can also have them compare the numbers of A's to P's, etc.



## Alphabet Animals

## Language Arts

Make copies of pages 65, 66, 67, and 68 for each student. (If students have not yet learned alphabetical order, number each alphabet rectangle in the lower right corner before making copies.) First distribute only pages 65, 66, and 67. Have students cut the alphabet rectangles apart, stack them in alphabetical order, and staple them together along the left side. Cut apart the sentence strips (page 68). Each day give students four sentence strips apiece and ask them to find the pictures that illustrate the sentences. Then have them paste the strips onto the appropriate facing pages (as shown below). Alternatively, students can print the words on the facing pages instead of using the sentence strips.



Continue this process over several days until students have completed their alphabet books. Have them decorate the covers however they choose.

## Pack Up the Alphabet

## Language Arts

Give each student an index card with a letter of the alphabet printed in the corner. Tell students that they need to pack for an amazing trip. Explain that they can each draw a picture of an item to pack. All items must start with the letters they were given. For example, the student given the letter "A" could draw an apron. Or, the student given the letter "B" could draw blue bananas. Explain that they can be as creative with their ideas as they like.

Once students have had time to plan and draw what they want to pack, call out each letter of the alphabet one at a time. Have students show their drawings and tell the class what they are packing. Then post the drawings in alphabetical order along a bulletin board strip. Once the students have "packed up the alphabet," point to the pictures as you "read" the entire list aloud. Finally, ask the students where they plan to travel with all of these amazing objects.

## Alphabet Autographs

## Social Studies

Make a copy of page 69 for each student. Ask students to look around the room and think of the beginning letter of each classmate's first name. Then have an autograph party; let students ask their classmates to autograph the sheets with their first names (in the appropriate letter boxes). Later, students can take the pages home and ask for autographs from family and friends to see how many letter boxes they can fill up. Additional names may be written on the back if the letter box is already filled.

A ARIEL	N
B BILLY	O
C CAROL	P
D	Q
E	
F	S
G	T
H	U
I	V
J	W
K KEVIN	X
L	Y
M MICHAEL	Z

## Match This

## Language Arts

Make pages 65, 66, 67, and 68 into transparencies. Cut the alphabet rectangles and sentence strips apart. After using the Letter Machine, use this class activity as a review. Lay one of the pictures on the overhead projector surface. Place three different sentence strips below the picture. Ask a volunteer to pick the sentence that matches the picture (and remove the other two sentence strips). Then let that student place a new picture and three new sentences on the surface. The student can call on a classmate to find the correct sentence. Continue the process, encouraging all students to participate.

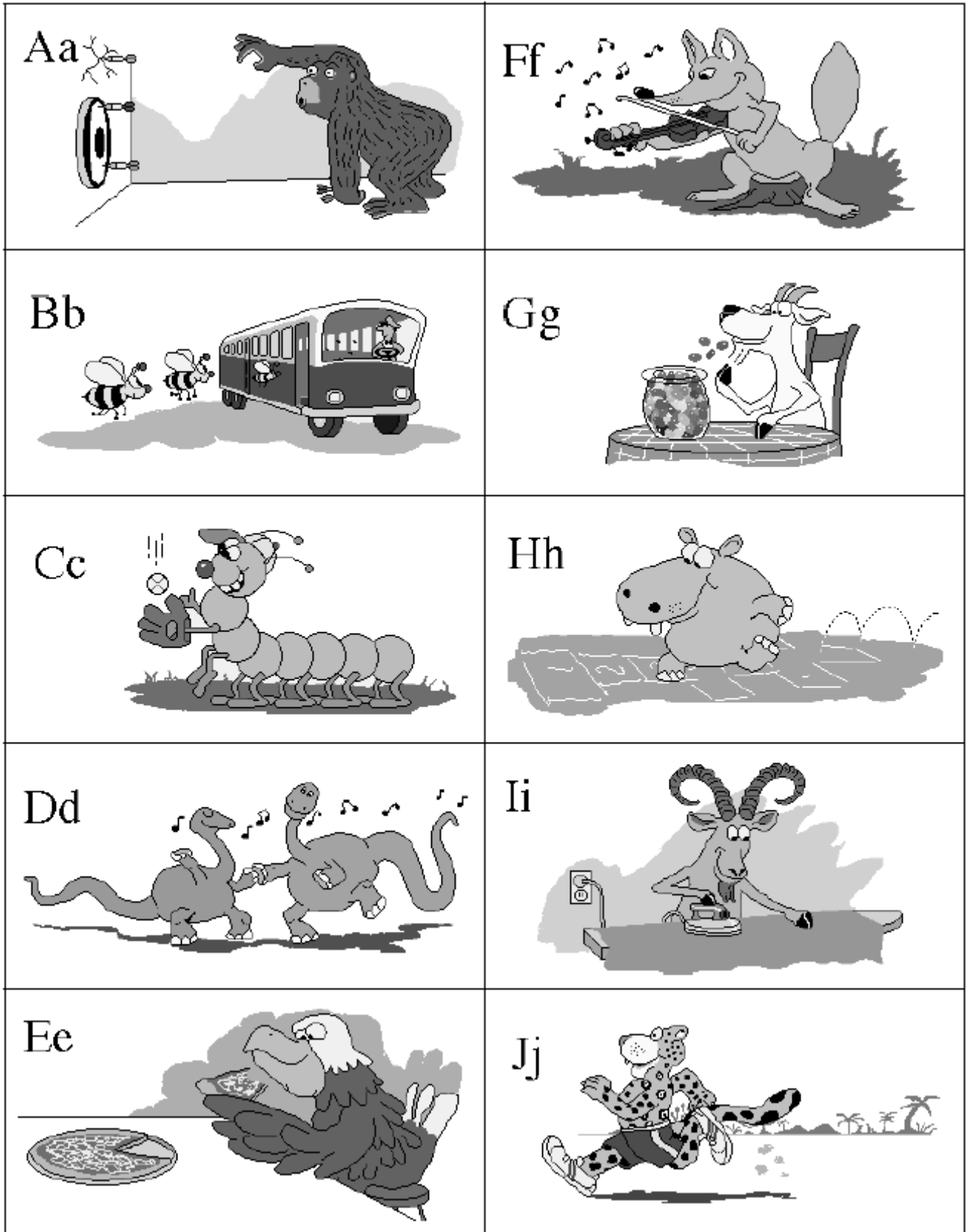
If you prefer, this activity can be done in student pairs. For each pair of students, make copies of pages 65, 66, 67, and 68. After cutting the pages, students can take turns choosing pictures and sentence strips for their partners to match.

# Headline Letters

Count the letters in your headlines to complete the chart.

<b>Aa</b> How many?	<b>Bb</b> How many?				
<b>Cc</b> How many?	<b>Dd</b> How many?	<b>Ee</b> How many?	<b>Ff</b> How many?	<b>Gg</b> How many?	<b>Hh</b> How many?
<b>Ii</b> How many?	<b>Jj</b> How many?	<b>Kk</b> How many?	<b>Ll</b> How many?	<b>Mm</b> How many?	<b>Nn</b> How many?
<b>Oo</b> How many?	<b>Pp</b> How many?	<b>Qq</b> How many?	<b>Rr</b> How many?	<b>Ss</b> How many?	<b>Tt</b> How many?
<b>Uu</b> How many?	<b>Vv</b> How many?	<b>Ww</b> How many?	<b>Xx</b> How many?	<b>Yy</b> How many?	<b>Zz</b> How many?

Use with "Headline Letters" (page 61).



Use with "Alphabet Animals" (page 62) and "Match This" (page 63).

Kk



Pp



Ll



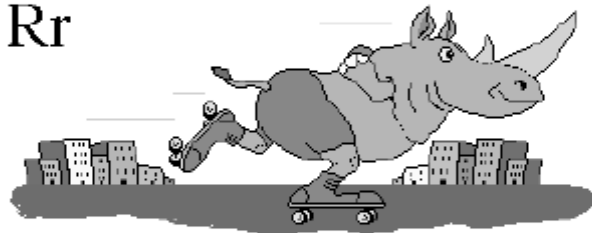
Qq



Mm



Rr



Nn



Ss




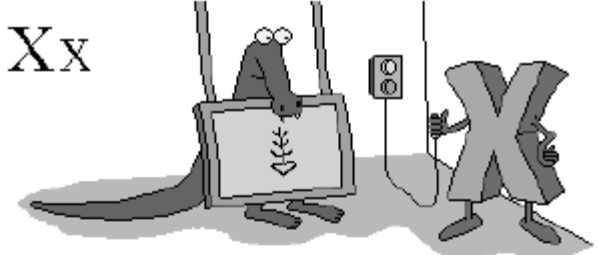



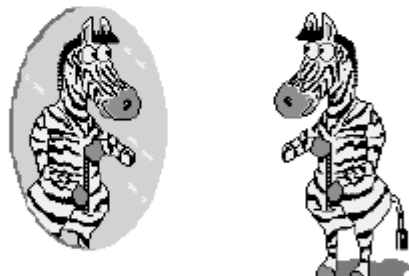
Oo



Tt



Use with "Alphabet Animals" (page 62) and "Match This" (page 63).

<p>Uu</p> 	<p>Xx</p> 
<p>Vv</p> 	<p>Yy</p> 
<p>Ww</p> 	<p>Zz</p> 
<p><b>Alphabet Book</b></p>	

Use with "Alphabet Animals" (page 62) and "Match This" (page 63).

Apes aim.	Newts nap.
Bees board buses.	Orangutans oversleep.
Caterpillars catch.	Penguins paint.
Dinosaurs dance.	Quails quarrel.
Eagles eat.	Rhinos roller-skate.
Foxes fiddle.	Seagulls sweat.
Goats gobble gumdrops.	Tigers taste tacos.
Hippos hop.	Unicorns use ukuleles.
Ibex iron.	Vultures vacuum.
Jaguars jog.	Worms wiggle.
Kangaroos kick.	X's x-ray.
Lizards love lions.	Yaks yell.
Monkeys make music.	Zebras zip zippers.

Use with "Alphabet Animals" (page 68) and "Match This" (page 63).

# Alphabet Autographs

A	N
<b>B</b>	<b>O</b>
<b>C</b>	P
<b>D</b>	Q
E	<b>R</b>
F	<b>S</b>
G	<b>T</b>
<b>H</b>	U
<b>I</b>	V
J	<b>W</b>
<b>K</b>	X
L	Y
<b>M</b>	<b>Z</b>

Use with "Alphabet Autographs" (page 63).



# Make-A-Story



## Stories Galore

## Language Arts

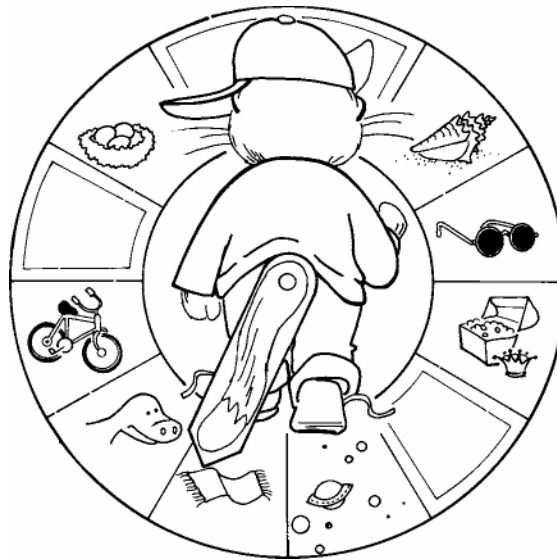
Divide the class into four groups. Have each student make a drawing on an index card (or paper of similar size). (Younger children may cut pictures from magazines.) Have group one make drawings of animals; group two, vehicles; group three, foods; and group four, furniture. Collect the drawings and place them in separate stacks face down on a table near the chalkboard.

Shuffle the stack of animal cards. Have a student pick an animal card and show it to the class. Ask a volunteer to start a story using this animal in the beginning sentence. Print the sentence on the chalkboard. Continue the story by repeating the process with the three remaining stacks of cards. When the story is complete, read it to the class.

## Spin-A-Tale

## Creative Dramatics

Divide the class into groups of four or five students each. Make a copy of page 74 for each group. Students can color the pictures if they wish and then assemble the spinners. (They may need assistance.)



Instruct the students to take turns within their groups, spinning Bailey's tail and making up sentences for a collaborative story. Explain that if the tail points to a space without a picture, they can make up anything at all. If the tail points to a picture, they can still be creative but need to include something about the picture in the story. Demonstrate the process to the class before they start to work in groups.

The stories can simply "unfold" verbally within the groups. Or, if older students, volunteers, or teacher's aides are available, they can print the stories or enter them on a computer as students dictate. Then the completed stories can be assembled into booklets and shared with the class.

## Take Care

## Science

Help your students work together to write a story about the environment. Explain that the theme is how to improve the environment in our own neighborhood. Ask students if they have noticed or heard about any problems (trash in a park near the school, polluted water, wasted electricity, etc.). If necessary, bring in news stories about local environmental problems or take a “mini field trip.” (For example, look at the amount of trash generated by school lunches.) Encourage students to “dream up” creative ways to solve one of these problems. Together, brainstorm these solutions.

Then, either in small groups or with the class, create a story about solving the problem. Help students define the setting by asking them to verbally describe the place where the problem exists. Encourage students to include students, local leaders, teachers, etc., as the characters in the story. Tell them to be as creative and inventive as they can and, best of all, to have a happy ending that provides a solution to the problem. If possible, print on chart paper as the students tell the story.

## Unfolding Life Story

## Social Studies

Make a copy of page 75 for each student. Explain that each student can use this activity sheet to take notes during an interview of someone who is important to the student (parent, teacher, principal, grandparent, coach, etc.). The sheet contains symbols and words suggesting questions students could ask in their interviews. For example, “Where did you grow up?” “Have you taken any interesting trips?” Tell students that they can “take notes” by making little pencil sketches or printing a word or two in the boxes. (Younger children might ask one or two questions and draw pictures to represent their answers.) Encourage them to make up their own questions and add notes to the “other” category. Include in your discussion the importance of good manners when interviewing (setting up a convenient time, not asking embarrassing questions, thanking the person after the interview, etc.).

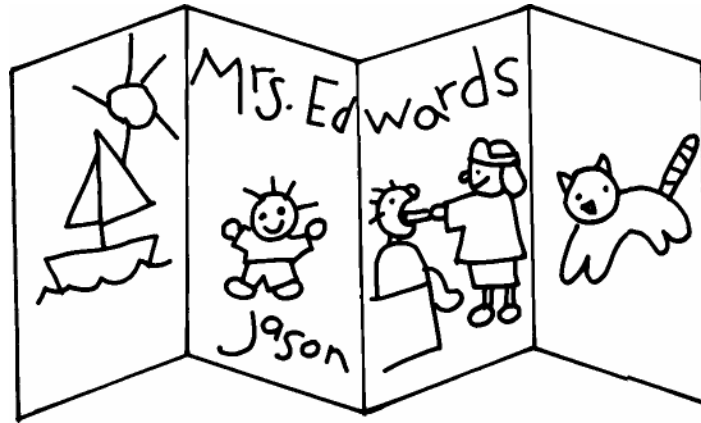
After the interviews, give each student a piece of heavy white paper (about 6 by 18 inches) folded accordion-style into four or five sections. Allow time to draw a picture that represents something about the person’s life in each section of the folded paper.

The form is titled "Interview Notes" and is divided into eight rectangular boxes arranged in a 4x2 grid. Each box contains a small icon and a label. The top-right box is being drawn on by a pencil icon. The labels and icons are as follows:

Icon	Label
House	home
Family	family
Smiley face	early years
Calendar	time
Tools	work
Smiley face	hobbies
Calendar	plans
Smiley face	other

(Students can use the completed interview notes for reference.) Explain that the pictures can be very simple. For example, if the person enjoys playing the piano, draw some notes. Or, if the person is the school nurse, draw a thermometer.

Then, over a period of several days, have students take turns telling the class about the people they interviewed while displaying the folded illustrations.



### **New News**

### **Social Studies**

Clip out pictures from newspapers or current affairs magazines and place them in a box. Let each student take a turn drawing a picture out of the box. Allow students time to think about and plan news stories involving the pictures to tell to the class. Students need not be concerned with what really happened; encourage them to be creative and humorous, if they wish.

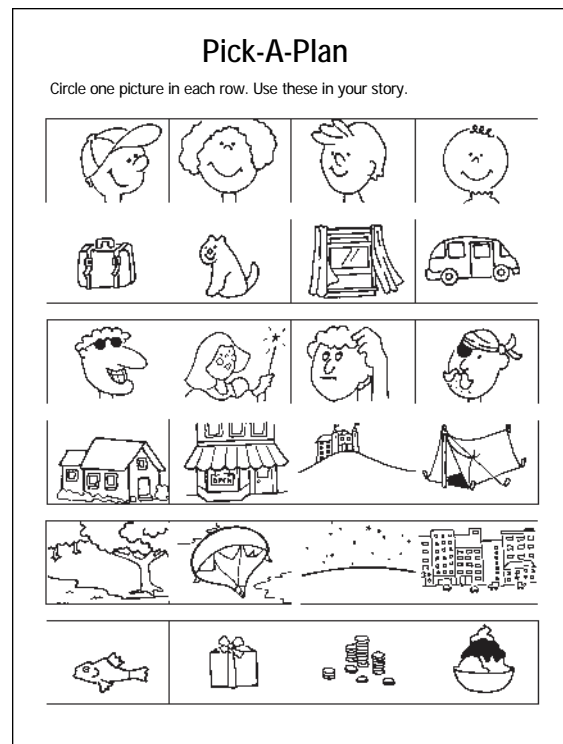
As students take their turns, you can introduce them "news broadcast style." For example, "Tonight's news is brought to you by Happy Crunch Cereal. Here now with the latest news is Jamie Gonzales." Or, "We interrupt this broadcast with a late-breaking news story. From our newsroom in Middletown, here is Maria Jordan."

## Storytellers

## Creative Dramatics

Explain that storytelling is an important part of our heritage. Stories have been used to teach and to entertain.

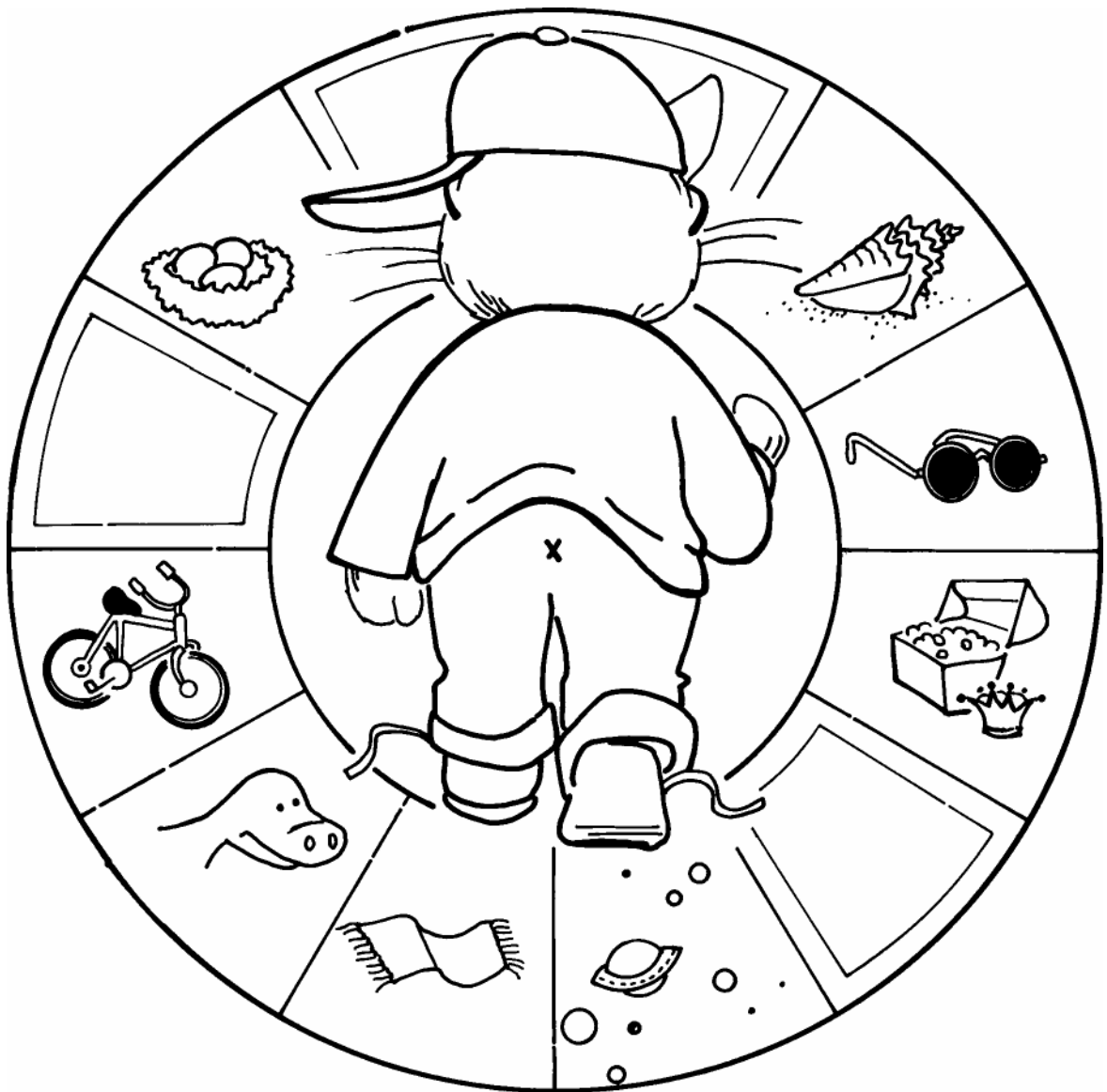
Make a copy of page 76 for each student. Tell students that they will be making up their own stories to share with the class. Explain that this activity sheet contains many choices of characters, objects, settings, etc., for them to use in their stories. Ask students to circle one picture from each row on their activity sheets. Allow time for them to invent their own stories, incorporating the characters, objects, and settings they have selected. Students can also make additional notes (words or drawings) on the back of the sheets.



Over a period of several days, set aside a time for each student to tell the whole class the made-up story. It may be helpful to have a preset time (just before lunch or after physical education) for storytelling time.









# Spin-A-Tale

1. Copy page and mount on cardboard.
2. Color.
3. Cut out. Punch hole in tail.
4. Attach tail loosely at "x" with a brass fastener.



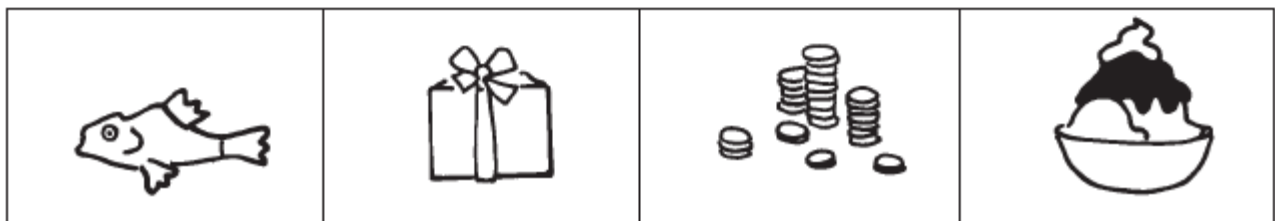
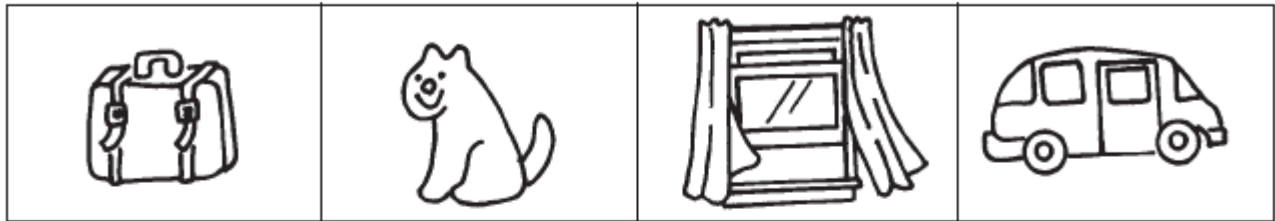
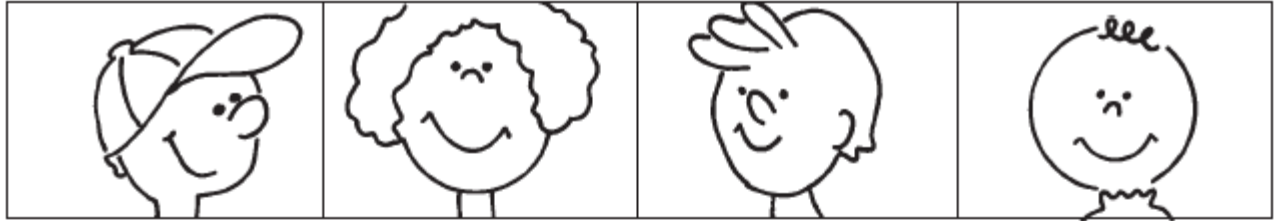
Use with "Spin-A-Tale" (page 70).

# Interview Notes

 home	 family
 early years	 travel
 work	 favorites
 plans	 other

# Pick-A-Plan

Circle one picture in each row. Use these in your story.



Use with "Storytellers" (page 73).

# Three-Letter Carnival



## Word Tally Ho

## Mathematics

Pass out paper and pencils and invite students (or pairs of students) to list things that begin with the letters S, T, and P. Lists can be in the form of text (invented spelling is fine) or quick sketches. Before they start listing, ask students to predict which letter will have the most words and which will have the least. Write the predictions on the chalkboard.



Next list all the words (this time properly spelled) on the chalkboard. Tally up the grand total to see which letter had the most words and which had the least. Compare the results with the original predictions.

## Gone Rhymin'

## Language Arts

Color the characters on a copy of page 80. Fasten the page to a bulletin board, attaching a piece of yarn or string from each fishing pole to a cut-out shape (such as tub, hat, log). Print the name of the object on the shape. Invite students to cut out (from their own drawings or old magazines) objects that rhyme with any of the objects on the bulletin board. Have students fasten their rhyming objects to the appropriate fishing line.





### Three-Letter Chain

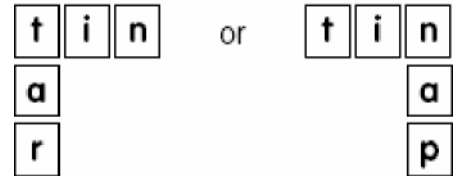
### Language Arts

This word building game is an ideal break time activity for two to four students. Make two copies of page 81, laminate the copies if possible, and cut the letters apart. Spread the letter “tiles” face up on a tabletop, leaving plenty of empty space in the center to build words.

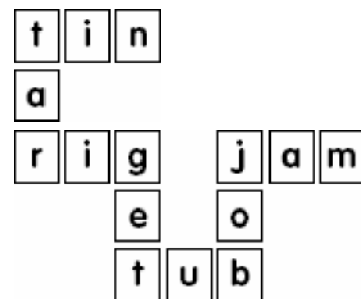
To begin the game, the first player selects three letter tiles and arranges them into a word in the center of the table.



The next player selects from the remaining tiles to build on the original word, using either the first or last letter.



The players continue taking turns building words until they are unable to place a letter tile. The last person who can place a tile wins the game.

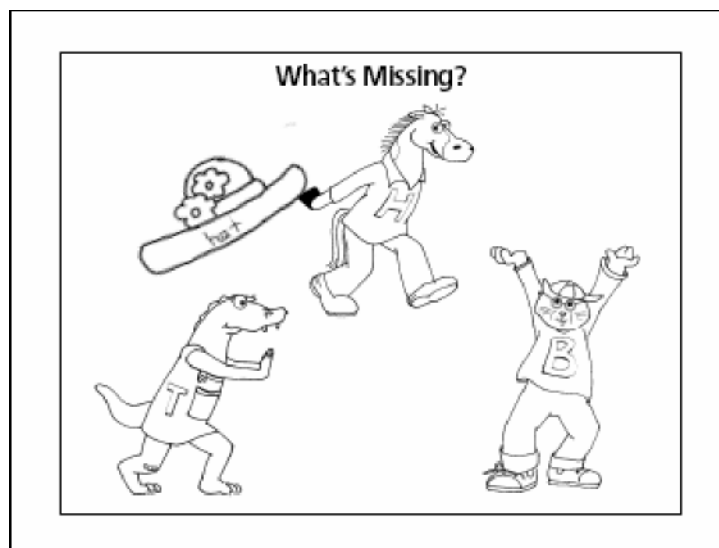


### What's Missing?

### Art

Give a copy of page 82 to each student. To demonstrate this activity, it may be helpful to make a transparency copy for yourself.

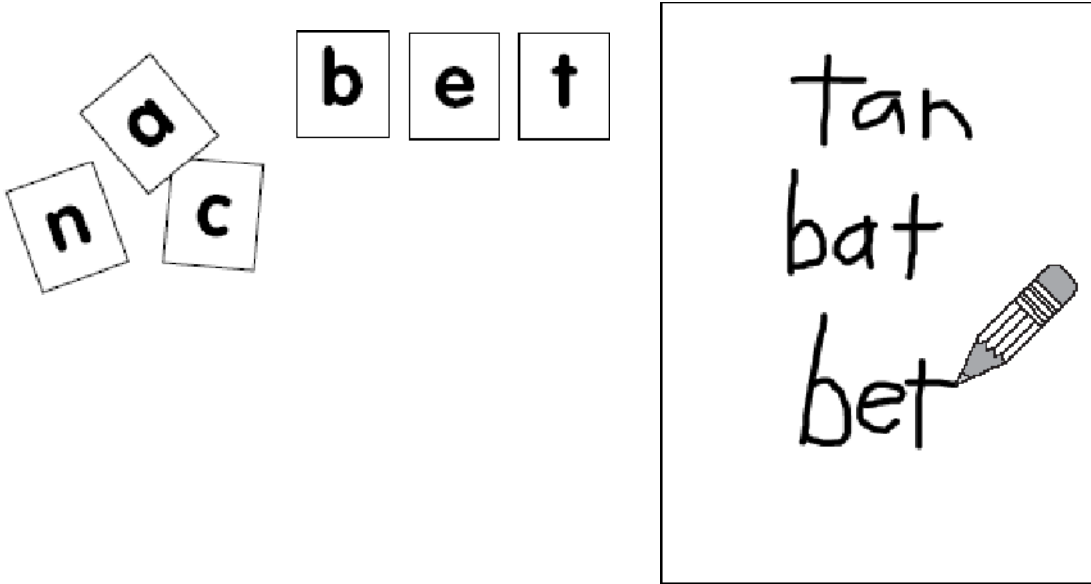
Explain that each character on the page is holding, pulling, pushing, or dragging something invisible—something that starts with the same first letter as the letter the character is wearing. Ask students to draw pictures showing what the invisible things might be.



## Letter Shuffle

## Language Arts

Make copies of page 81. Cut the pages into horizontal strips of letters and hand out a strip to each student. Ask students to cut their letter strips into individual letter "tiles." Next set a time limit (start with 10 minutes) to see how many different words each student can create by combining the letter tiles. After creating a word, the student should write it down. The tiles can then be reused as needed to create a different word. At the end of the time limit, have students count the number of words on their lists.



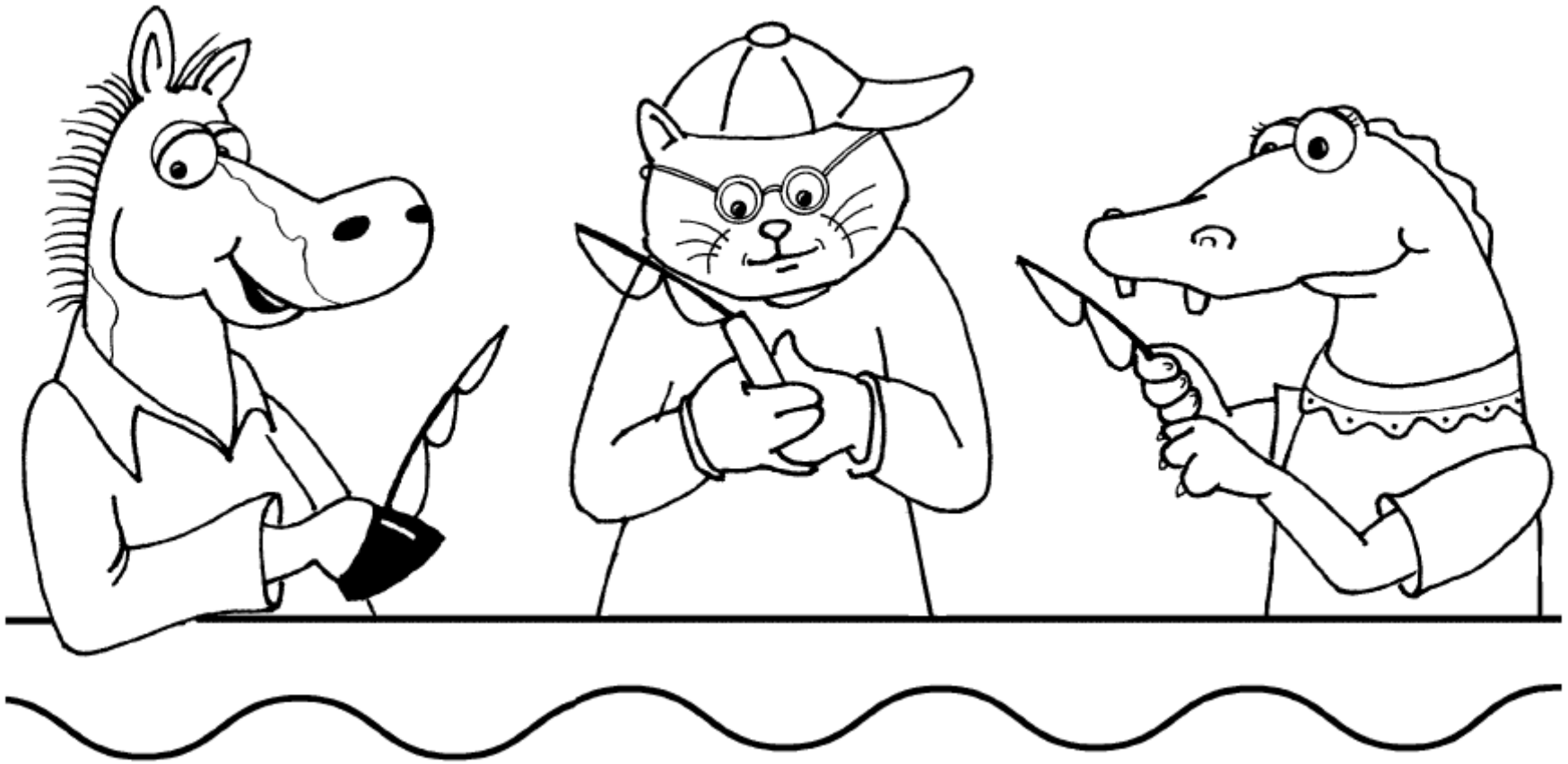
Variations of this challenge can be created by adjusting the time limit or by letting each student make two extra tiles marked with whatever letters the student chooses.

## They're Everywhere

## Language Arts

Give each student a different letter of the alphabet printed on an index card or a piece of paper. Let students search the room for objects that start with their letters and then tape the letters onto the objects. For example, place "C" on a clock, "D" on a desk, etc. Help students think of things to draw on the chalkboard if there are no objects for their letters.

After each student has found an object, review the alphabet with the class. Have each student call out a letter and name the object in the room that starts with the corresponding letter. Ask students to try to find additional objects that start with that letter.



Use with "Gone Rhymin" (page 77).

<b>a</b>	<b>e</b>	<b>b</b>	<b>c</b>	<b>t</b>	<b>n</b>
<b>i</b>	<b>o</b>	<b>d</b>	<b>f</b>	<b>r</b>	<b>m</b>
<b>u</b>	<b>a</b>	<b>g</b>	<b>h</b>	<b>y</b>	<b>m</b>
<b>e</b>	<b>i</b>	<b>l</b>	<b>t</b>	<b>i</b>	<b>p</b>

# What's Missing?



Use with "What's Missing?" (page 78).

# Read-A-Rhyme



**Note:** In these activities, students have an opportunity to learn about two different types of rhyming word families: words which have the same ending letters (well, bell, tell) and words which have different ending letters (fly, high, pie). Students may be more comfortable using words that end with the same letters before using words that end with different letters.

## Rhymes by the Yard

## Language Arts

Hang a long sheet of paper on the wall. Ask the class to think of two words that rhyme. Print the words (for example, "cat" and "rat") beside each other at the top of one strip of paper. Leave the paper up, and let students add pairs of rhyming words as they think of them.

## Poets All

## Language Arts

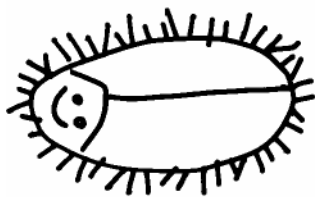
To facilitate collaborative writing, use the rhyming word list (from the activity above) and read the words aloud. Then ask if anyone can think of a first line for a poem ending in any of these words. Print as the student dictates. Continue with more lines for the poem. Encourage students to create a title for the poem after it is written.

## Two-Word Rhymes

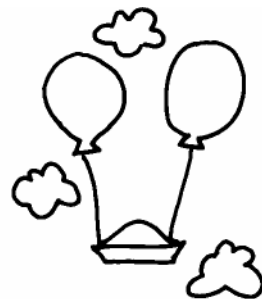
## Art

Brainstorm with students to compose a list of two-word rhymes. Print the list on the chalkboard. If students can print, have each student choose one of the two-word rhymes (or think of a new one), and print the words at the bottom of a sheet of white paper (8 1/2-by-11-inch). Then allow time for students to draw large illustrations of the rhymes. Post these around the room. Here are sample word pairs for your reference:

bug rug	fat bat	goat float	stone phone	high pie	white light
tall ball	box fox	store chore	stack snack	fun son	play sleigh
rat hat	fish dish	frame name	door floor	toe sew	bear chair
pan fan	kite bite	flip drip	slide hide	fist burst	ski knee



bug rug



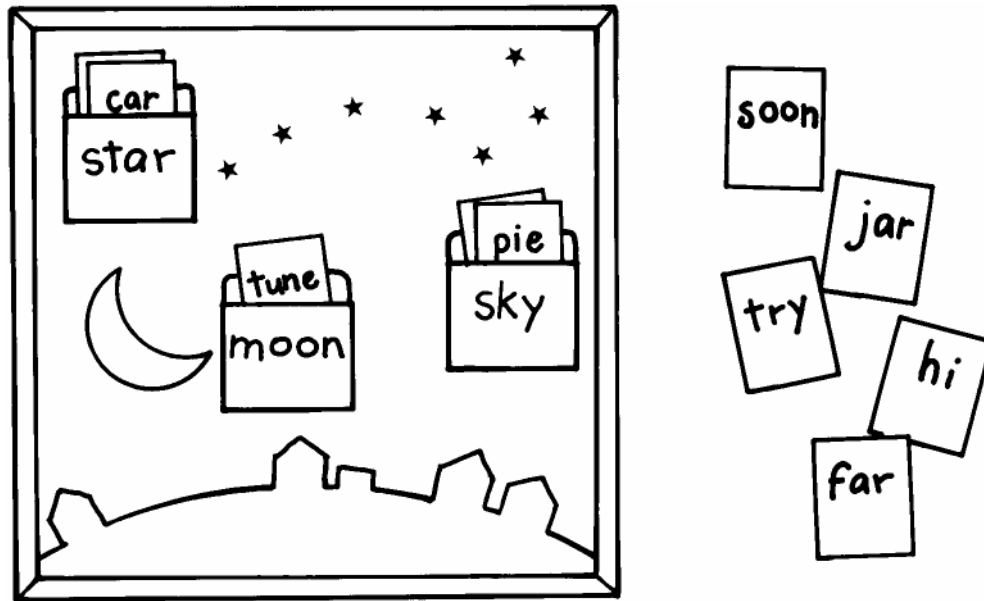
high pie

## Rhyme Sorting

## Science

Design a bulletin board that features a subject you are currently exploring in science (space, for example) or social studies (your community, for example). Incorporate three library book pockets into the bulletin board design. On each of the pockets, print a different vocabulary word from the subject you are featuring. (For example, if you are studying astronomy you can print "sky," "star," and "moon.") Make cards (to fit into the pockets) containing words that rhyme with each of the three vocabulary words. Make as many cards as you can. Shuffle the cards.

As a group or individually, have the students sort the cards into rhyming word families, placing them in the appropriate pockets. After students have sorted the cards, encourage them to read the words aloud quietly to be sure they rhyme. If they are taking turns sorting, have students remove the cards from the pockets and shuffle them before the next students take their turns.



## Run and Rhyme

## Physical Education

As students are doing a physical activity (walking, rope jumping, etc.), say aloud words that rhyme. Then, occasionally say a word that does not rhyme with the preceding word. Explain to students that as long as the words keep rhyming, they continue their activity. When they hear a word that does not rhyme, they stop ("freeze"). For example, say, "hat, cat, rat, pat." (Students should continue their activity.) Then say, "mat, fly." (They should stop.) Continue saying rhyming words as the students start and stop their activity. If your students are able, let them take turns saying the rhyming and non-rhyming words.

## A Band of Poets

## Music

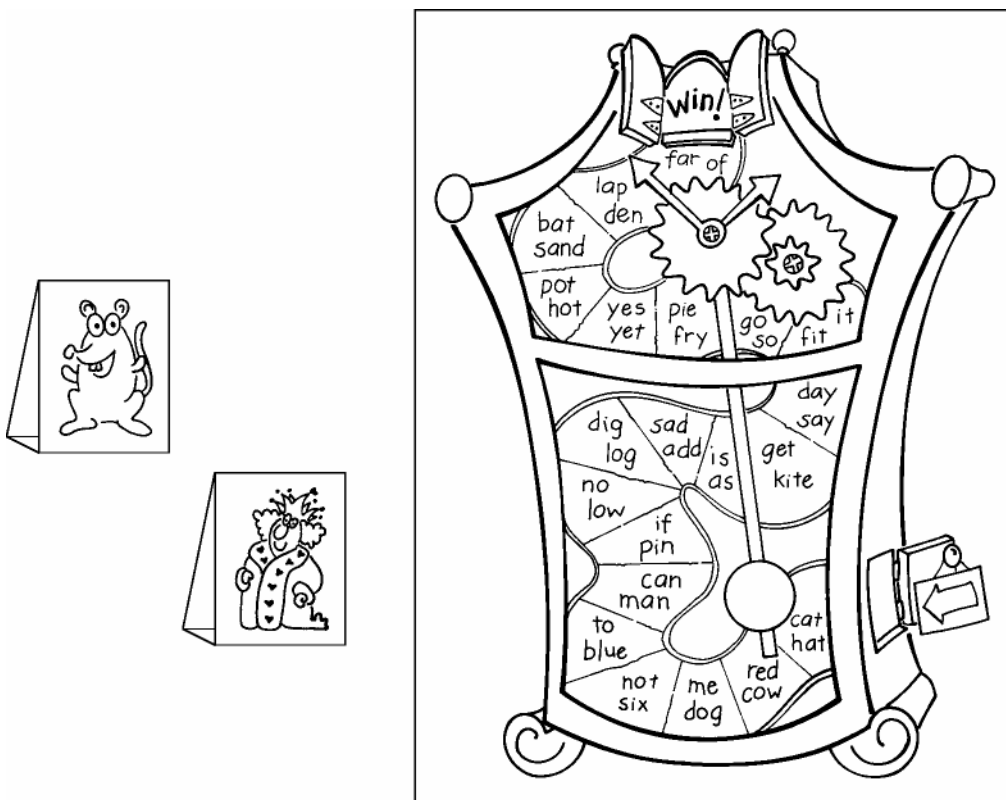
Provide each student with a rhythm instrument for a classroom band. Or, if there are not enough instruments for all students, have them take turns being part of smaller bands. Read aloud two lines from a familiar nursery rhyme, poem, or song. Then have students repeat it with you. Next, have them repeat the poem aloud as they play the rhythm of the poem on their instruments. Repeat the process using poems with different rhythms to help students gain a sense of the rhythm of poetry.

## Rhyme Climb

## Mathematics

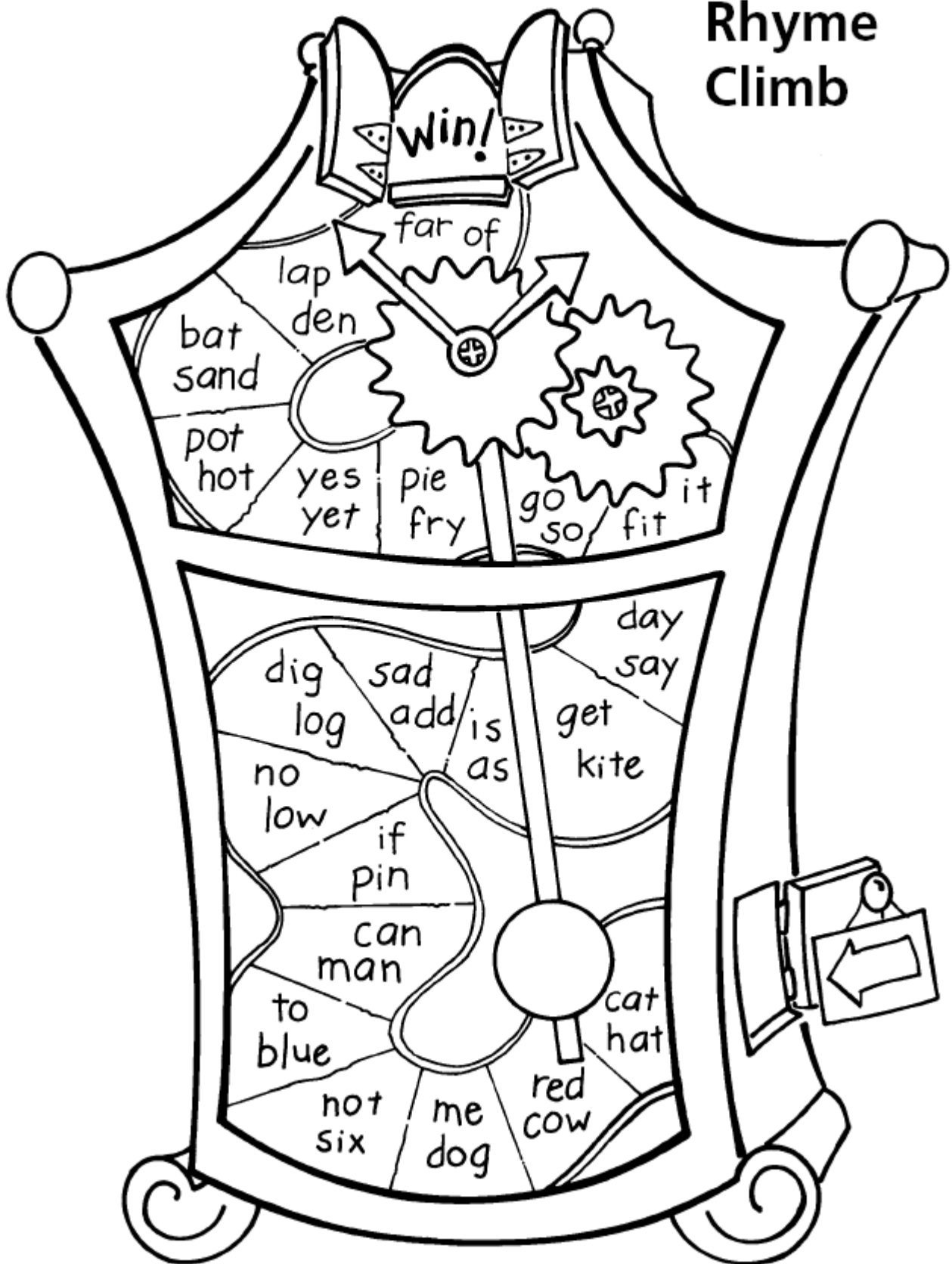
Pair students to work together. Provide each pair of students with copies of page 86 and page 87. Each student can choose a character to use as a playing piece. Read the directions together and allow time for students to prepare the playing pieces and spinners. (Some students may need assistance.)

A student takes a turn by spinning the spinner and moving the number of spaces shown. If the space landed upon contains two words that rhyme, the player moves forward one bonus space. If the words do not rhyme, the other player takes a turn. The first player to reach the top of the clock wins.





# Rhyme Climb

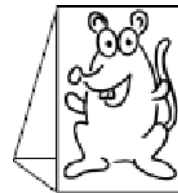


Use with "Rhyme Climb" (page 85).



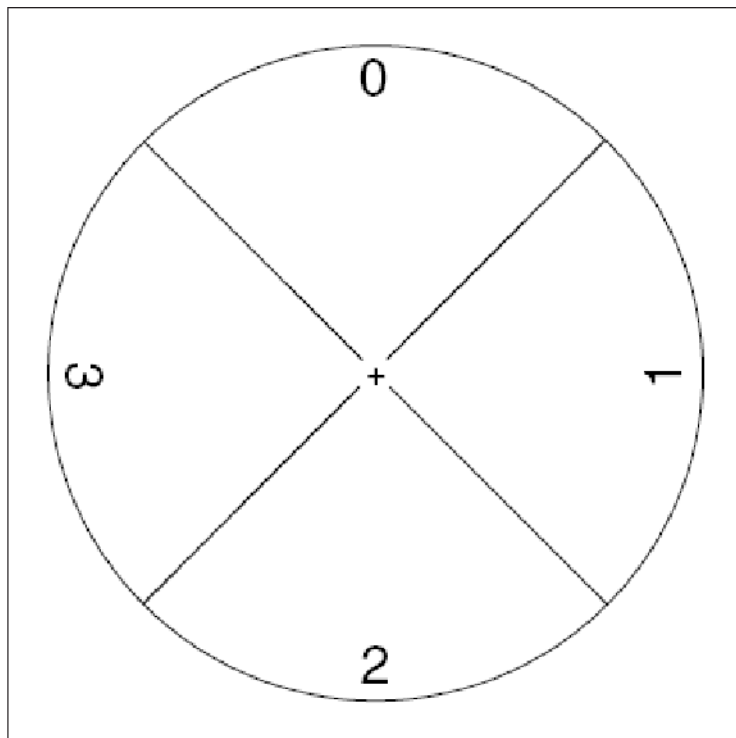
## Playing Pieces

1. Each player can choose a character and color it.
2. Cut it out.
3. Fold on dashed lines.
4. Glue or staple tabs together.



## Spinner

1. Mount on cardboard.
2. Color.
3. Cut out. Punch hole in arrow.
4. Attach arrow loosely at "x" with a brass fastener.



Use with "Rhyme Climb" (page 85).

# Kid Cards



## Special Pen Pals

## Language Arts

Print your students' names on slips of paper and ask them to draw names. Have students print the names they drew on the outsides of cards and decorate the insides of the cards, giving clues to their own identities (hobbies, color of eyes, etc.). Collect the cards and deliver them. Let students use the clues to guess their special pals.

## Please Come

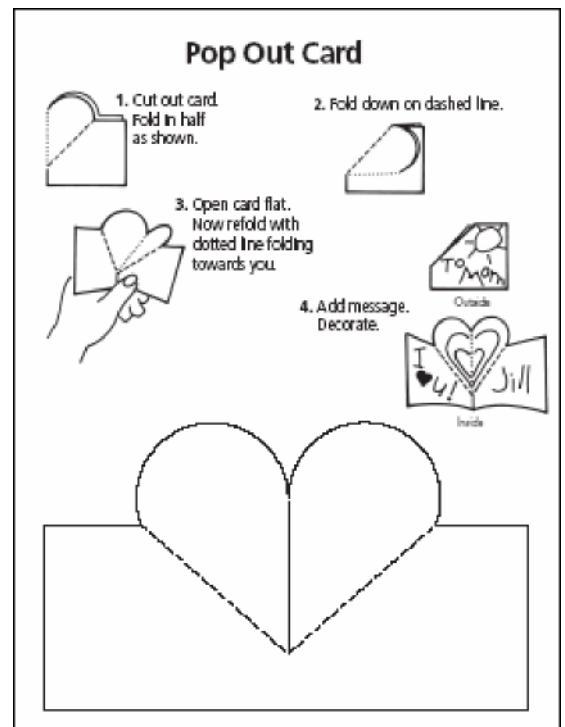
## Social Studies

The next time your class hosts an event, have students design the invitations. On the chalkboard, print the necessary information along with different phrases students can copy. For example, "Please come," "Hope you can come," or "Join us." Then, let students decorate the invitations as they choose.

## Pop Out Card

## Art

Make copies of page 91 for your students. Explain that they are going to make a greeting card for a holiday, birthday, get well, etc. Students can design a card with someone special in mind, or they can make cards to keep on hand and send at a later date. Read the directions together as students work on their cards.



## **A Big Thank You**

## **Social Studies**

Ask students how they feel when someone says “Thank you,” and how they feel when someone forgets to say “Thank you.” Discuss when it is important to express appreciation. Ask students to mention things they have done for which they were thanked.

Explain that there are people who help us every day, and sometimes we don’t think about thanking them (school nurse, librarian, bus driver, crossing guard, police officer, teacher’s aide, etc.). With the class, make a list of people in your school and community who deserve “thank you’s.” You may wish to bring in recent local newspapers and point out articles about people who have been helpful.

Divide the class into groups of four or five students each. Let each group decide who they would like to thank. Provide each group with a large sheet of paper (the bigger, the better) and crayons or markers. Instruct students to fold the paper in half to make a giant card.

On the chalkboard, print the words “Thank You” for students to copy on the inside of each card. (You may need to help groups with other words if they wish to write more extensive messages.) Then, each group can add illustrations to the front of the card and inside around the message. For example, if a group is thanking the school librarian, the card can be illustrated with pictures of books, pencils, reference materials, etc. Students can print their names inside the cards. If they have extra school photographs, they may want to tape them next to their names. Let students deliver the cards if the recipients are at the school. Otherwise, mail the cards.

## **I Wish You . . .**

## **Art**

Ask students if they know what an “unbirthday” is (any day of the year except one’s birthday). Explain to students that they can make Happy Unbirthday cards for parents, grandparents, teachers, coaches, friends, etc.

Provide students with white paper and crayons or markers. Have students fold the paper in half, print “Happy Unbirthday” on the front, and print “I Wish You . . .” on the inside. (Print the words on the chalkboard if necessary.) Then ask them to draw things they wish for that person. For example, they might draw sunshine, flowers, a favorite food, smiling faces, etc. Alternatively, students can cut and paste pictures from magazines or catalogs to form a collage of wishes for the unbirthday cards.

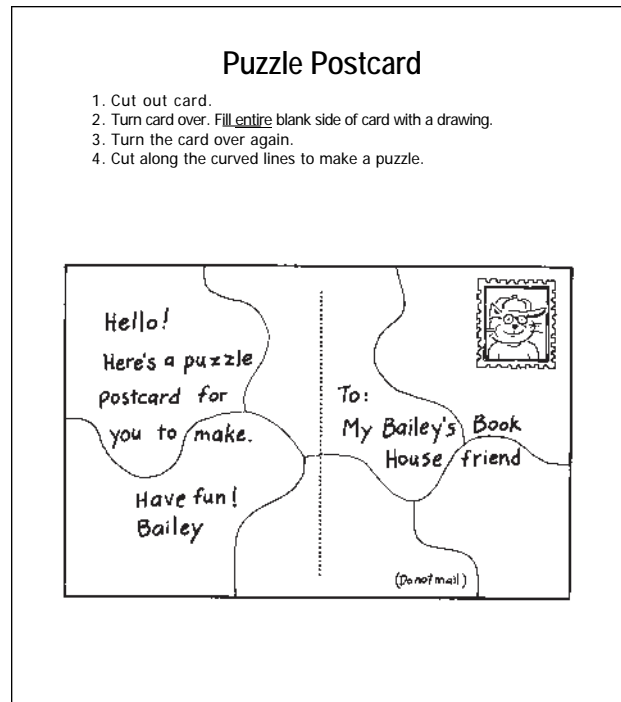
## Puzzle Postcard

## Social Studies

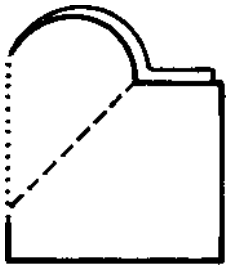
Make copies of page 92 for your students, and provide safety scissors and crayons. Explain to students that they will be making giant postcard puzzles to exchange with each other.

Instruct students to cut out the postcards and turn them over so the blank sides are facing up. Ask them to draw something they are studying in social studies. For example, if they are studying city helpers, they may draw pictures of police officers. Or, they may draw pictures illustrating a recent social studies field trip. Encourage students to make large, colorful pictures that fill the entire page.

When the pictures are finished, instruct students to turn over their pages to the puzzle side and cut them apart on the lines. If possible, have them clip the pieces together with paper clips or store the pieces in used envelopes. Then have students trade their postcard puzzles with classmates. With the pictures facing them, have students assemble the postcards. If you wish, have students trade a few times so they can see a variety of postcards. They may also discover that they can assemble new puzzles quickly by remembering how specific shapes fit together.

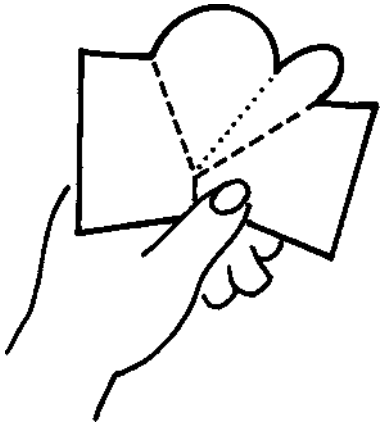
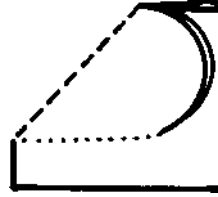


# Pop Out Card



1. Cut out card.  
Fold in half  
as shown.

2. Fold down on dashed line.



3. Open card flat.  
Now refold with  
dotted line folding  
towards you.

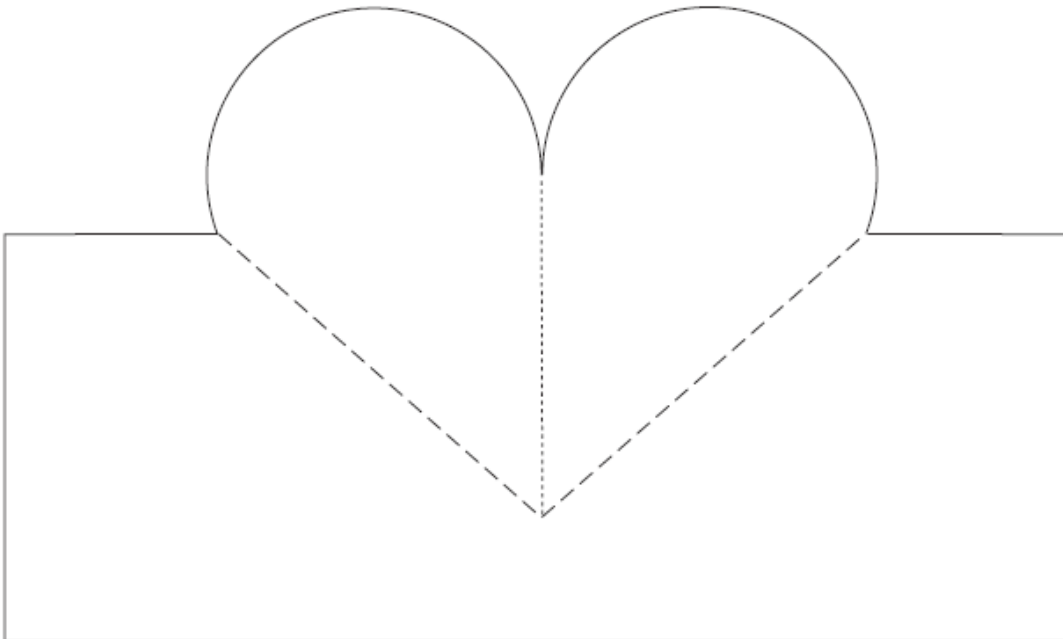


Outside

4. Add message.  
Decorate.

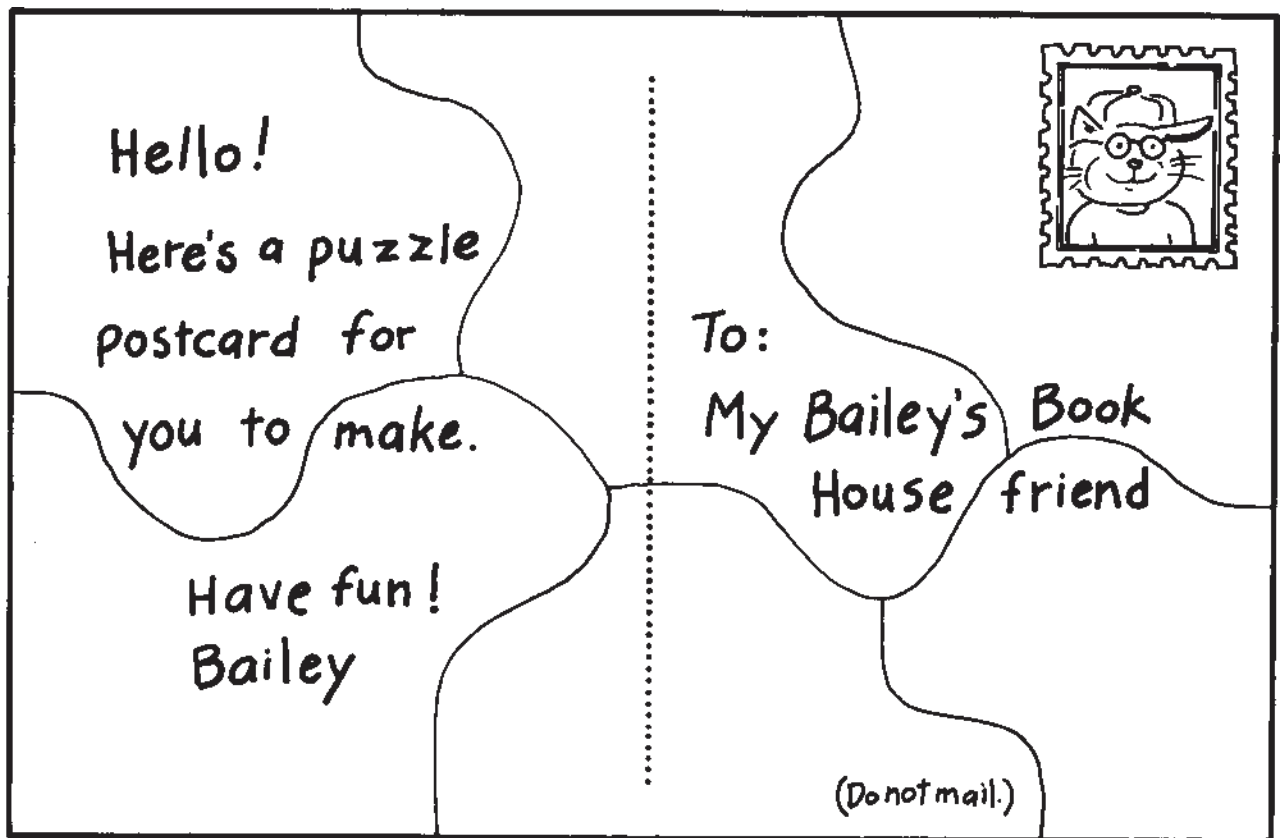


Inside



# Puzzle Postcard

1. Cut out card.
2. Turn card over. Fill entire blank side of card with a drawing.
3. Turn the card over again.
4. Cut along the curved lines to make a puzzle.



# My Friend



## The Sorting Station

## Mathematics

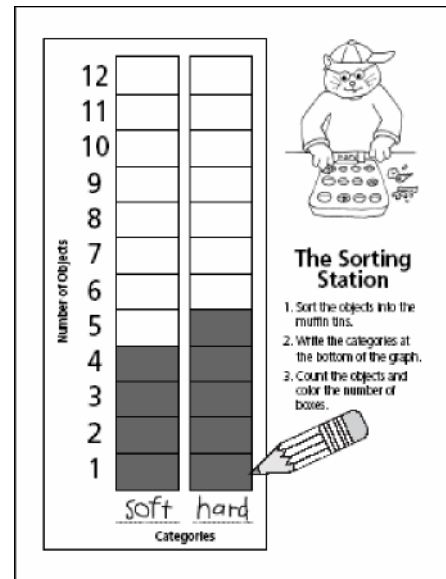
Set up a station with two muffin tins and many types of small objects (one of each):

bottle cap	cork	rabbit's foot	small rubber all
seed	crayon	stone	washer
plastic lid	shell	sponge	nut and bolt
key	cotton ball	toothpick	macaroni (different shapes)
nut	eraser	coat button	

Clip a category name to each muffin tin (start with "soft" and "hard"). Then invite students, individually or in pairs, to sort the objects. After the objects have been sorted, hand out a copy of page 96 and ask students to total up and record the results on the graph.

The muffin tin categories can be changed daily. Try "round" and "not round," "big" and "little," and "heavy" and "light."

**Note:** Because of small objects, this activity should be closely supervised.



## Adjective Artistry

## Art

Make adjective collages. Give each student a piece of construction paper with an adjective printed at the top of the page. Some sample adjectives are:

big	curly	round	blue
small	pointed	bright	orange
straight	long	crooked	purple
hairy	short	green	red

Provide such resources as old magazines and catalogs and invite students to find, clip, and paste pictures that match the adjective printed on their page. A page labeled, "green," for example, may become home to an iguana photo and a pickle ad. Display the collages in the classroom or turn them into a colorful class adjective book.



## Scrambled Legs

Hand out a copy of page 97 to each student. Ask students to cut out the nine picture blocks and reassemble them into three complete characters: a king, a diver, and a clown.



## Language Arts

When they are finished, give each student a copy of page 98. Using the three characters as a reference, have students fill in the sentences using adjectives from the list at the side of the page. Remind students that there is often more than one way to describe something.

### Words Fit for a King

Write a word in each blank to talk about the king, diver, or clown.

curly  
straight  
small  
crooked  
round  
sad  
kind  
friendly  
wet  
dry  
hairy  
big  
square  
bright  
hairy  
colorful  
gold  
pointed  
beautiful  
furry

1. The king has a bright face.
2. The king has a long robe.
3. The diver has \_\_\_\_\_ hair.
4. The diver has \_\_\_\_\_ flippers.
5. The clown has a \_\_\_\_\_ face.
6. The clown has \_\_\_\_\_ eyes.

## My Friend Factory

## Language Arts

Use the My Friend activity on your computer to create and print an assortment of "Friends." Turn the printouts into transparencies and ask the class to color them with markers.

While the class is busy coloring, cut a new transparency sheet into small rectangles, labeling the pieces as follows:

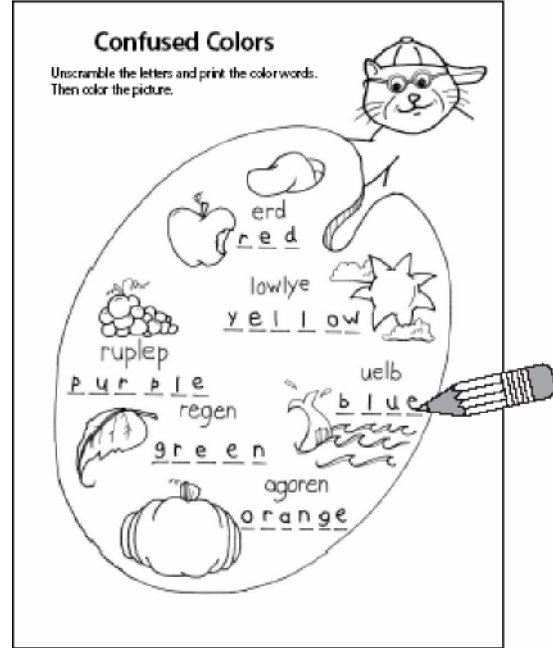
My Friend has...	mouth	big	curly	round	orange
hair	feet	small	green	bright	purple
eyes	arms	straight	long	crooked	red
nose	pointed	hairy	short	blue	yellow

Next collect the transparencies and randomly select a "Friend" to place on the overhead projector. Beneath the "Friend" place the transparency rectangle that reads, "My Friend has . . ." Ask for a student volunteer to complete the sentence using the transparency word pieces. When finished, let the student select a new colored Friend transparency for the next volunteer.

## Confused Colors

Hand out a copy of page 99 to each student. Challenge students to unscramble each color word. When they are finished, ask students to color the objects accordingly.

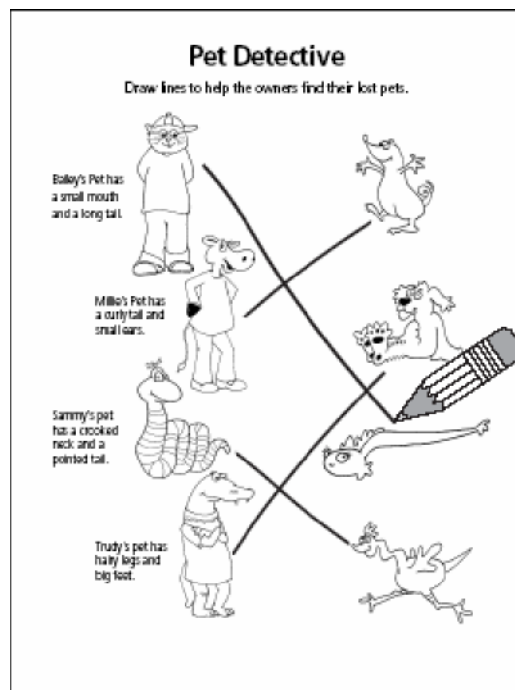
## Problem Solving



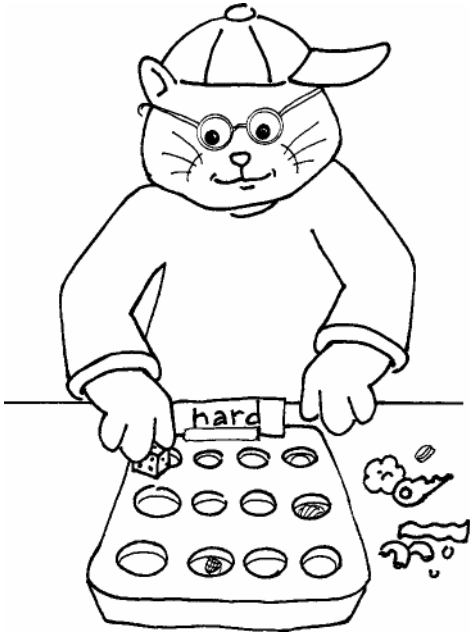
## Pet Detective

Hand out a copy of page 100 to each student. Explain that Millie, Bailey, Sammy, and Trudy have lost their pets. Ask students to read the descriptions, then draw a line from each owner to the matching pet.

## Problem Solving



<b>Number of Objects</b>	<b>12</b>		
	<b>11</b>		
	<b>10</b>		
	<b>9</b>		
	<b>8</b>		
	<b>7</b>		
	<b>6</b>		
	<b>5</b>		
	<b>4</b>		
	<b>3</b>		
	<b>2</b>		
	<b>1</b>		
		<b>Categories</b>	



# The Sorting Station

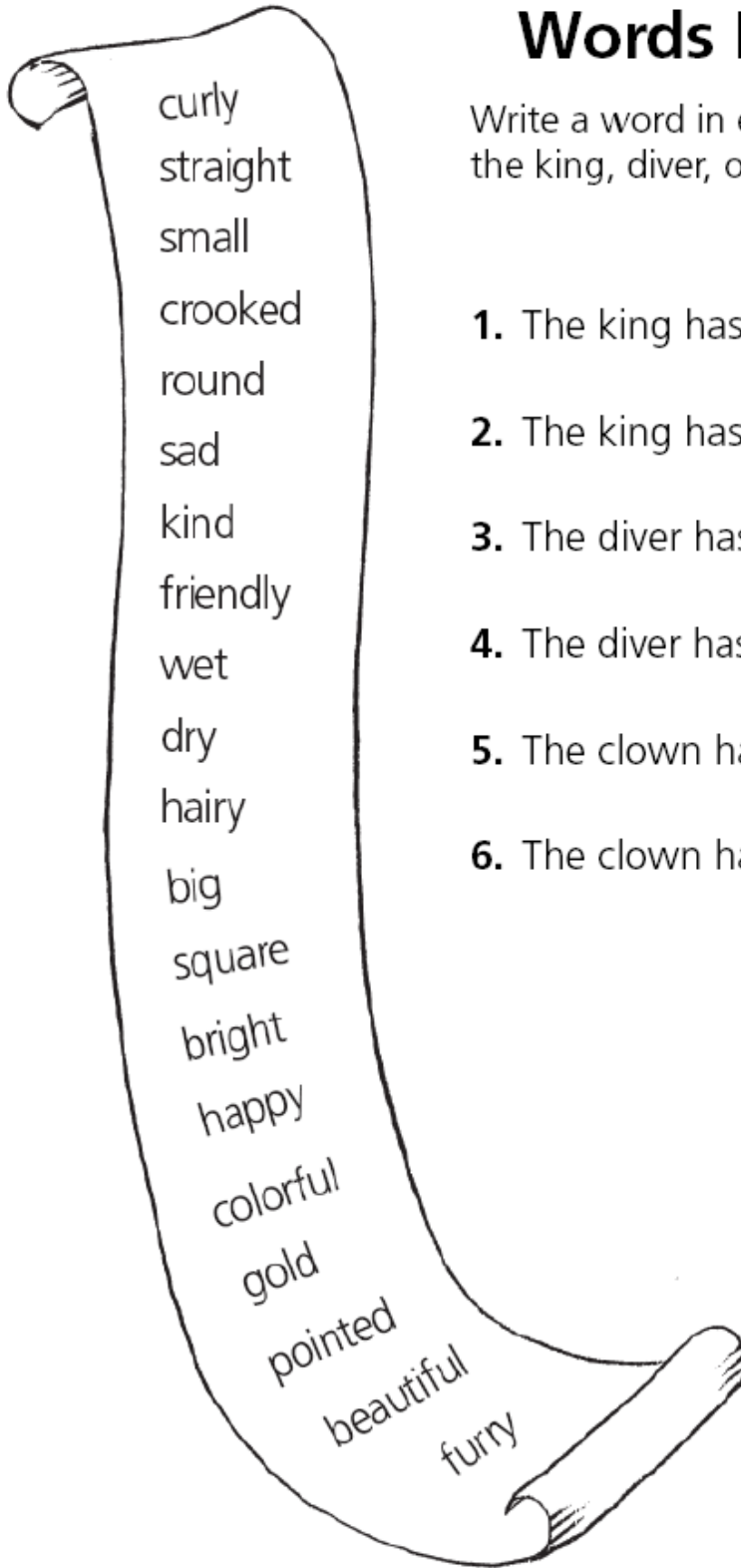
1. Sort the objects into the muffin tins.
2. Write the categories at the bottom of the graph.
3. Count the objects and color the number of boxes.

Use with "The Sorting Station" (page 93).

# Scrambled Legs

Cut the rectangles apart. Make a king, a diver, and a clown.





## Words Fit for a King

Write a word in each blank to tell about the king, diver, or clown.

1. The king has a \_\_\_\_\_ ring.
2. The king has a \_\_\_\_\_ robe.
3. The diver has \_\_\_\_\_ hair.
4. The diver has \_\_\_\_\_ flippers.
5. The clown has a \_\_\_\_\_ face.
6. The clown has \_\_\_\_\_ eyes.

# Confused Colors

Unscramble the letters and print the color words.  
Then color the picture.



erd

lowlye

ruplep

regen

uelb

agoren

The large oval frame contains several line drawings and scrambled words. At the top left is an apple with a bite taken out of it. To its right is a cloud. Below the apple is a bunch of grapes. To the right of the grapes is a sun with rays. Below the sun is a leaf. To the right of the leaf is a splash of water. At the bottom left is a pumpkin. Each drawing is paired with a scrambled word: 'erd' (apple), 'lowlye' (grapes), 'ruplep' (sun), 'regen' (leaf), 'uelb' (water), and 'agoren' (pumpkin). Dashed lines are provided for writing the unscrambled words.

# Pet Detective

Draw lines to help the owners find their lost pets.

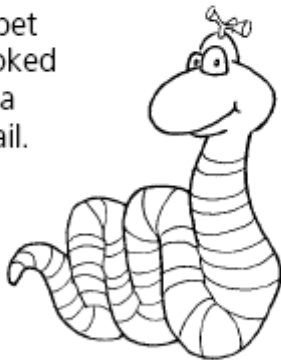
Bailey's pet has a small mouth and a long tail.



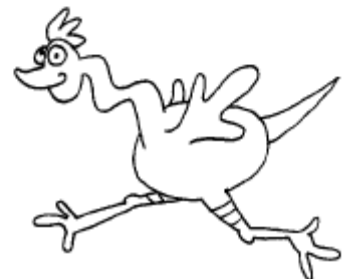
Millie's pet has a curly tail and small ears.



Sammy's pet has a crooked neck and a pointed tail.



Trudy's pet has hairy legs and big feet.



Use with "Pet Detective" (page 95).

# Silly Songs



## Spinning Sounds

## Language Arts

Use page 104 to make a sound spinner for this game. Color the eight “slices” and write a consonant blend on each one; then cut out the spinner circle and paste it onto a paper plate or other heavy paper. Cut out the arrow and attach it with a fastener to the middle of the spinner circle. Then one student spins the arrow, sees what blend it points to when it stops, and says that blend sound aloud. A second student has to say a word that begins with that blend, and perhaps uses the blend word in a sentence. If they are correct, it is their turn to spin. You may want to divide the class into small groups and make enough spinners for everyone to play at once. As the class learns more blends, you can make more spinners with different blends and continue the game.

## Make-A-Blends Book

## Art

Have the children each create a blends book. Take four or five sheets of 8 1/2- by 11-inch colored construction paper and fold them in the middle so that the pages are 8 1/2 by 5 1/2 inches. Staple the book together in the center. Have the children decorate the covers of their book as they wish; make sure they include the title “My Blends Book” and their name.

When the children are finished with their covers, help them prepare the content pages by having them copy the model you create on the chalkboard or whiteboard. Make sure that each child draws a circle about 1 1/2 inches in diameter on the upper left or right corner of each page and inside the circle, write the blend sound you demonstrate.

Have children look through magazines and newspapers to find pictures of objects that begin with the blend sounds, and have students cut them out and paste them onto the correct pages.

## Make-A-Word Game

## Language Arts

Give the children a chance to build words with blended sounds. Obtain two paper bags. Write words with a particular beginning blend (such as r-blends, l-blends, or s-blends) on small cards and cut them so the beginning blend goes in one bag and the rest of the word in the other. Students can draw a card from each bag, hold them together, and say the word. Students attach the words together and post them on the chalkboard or whiteboard. (For more sophisticated students you can omit the “blend bag” and simply write the blend in question on the board.)

An extension for sophisticated students is to mix all the beginning blends in one bag and the endings in another. Students pull one card from each bag, hold them together, and pronounce the “word.” They decide whether the word is a real one such as blouse or a made-up one such as clouse or snouse. For fun they can create definitions for the made-up words and use them in a sentence or story. “The snouse flew over the garden looking for skowers to eat.”



## Jukebox History

## Social Studies

Your students may not be familiar with the concept of a jukebox. Use this as an opportunity to explore how things have changed over time. Review some familiar examples such as how communication (mail and telephone) and transportation have changed over time. Then discuss how music and music recordings have changed over time. Show the class examples of different machines around the classroom that you use to record or play recorded music (cassette tapes, classroom audio CDs, and more).

Print and distribute copies of page 105 and page 106. Using blunt scissors, have students cut out the pictures. Have students color the various music players and put them on the timeline. Help students use the pictures and timeline to generalize about inventions. Discuss the concept of "then and now" and ask students to imagine future inventions.

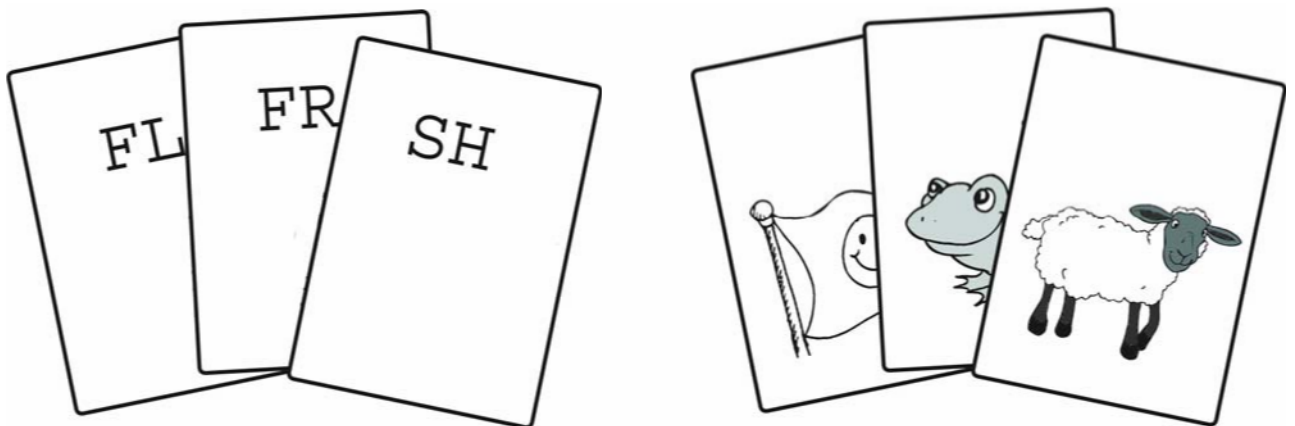
## Blendcentration

## Problem Solving

Have the students prepare a set of Concentration cards. They can start by finding pictures from magazines of objects with blended-sound names and pasting them onto the front of an index card. On the back of the card, they should write the consonant blend. For example, a photograph of a flag might be pasted on one side of the card and the blend "fl" written on the other side of the card.

Working in pair or small groups, the students share pictures to create a set of cards that contains pairs with the same blended sounds. The number of pairs in a Concentration deck should be determined by the sophistication and understanding of the students playing a particular game. In addition to playing concentration, these cards can be adapted for matching games like Go Fish.

The students can add more pictures as they find them and play the game multiple times during the year. The most sophisticated students might like to make the game more challenging by timing individual efforts to find all the pairs. You might consider creating a "wall of fame" similar to the top ten lists the students find when playing arcade games.



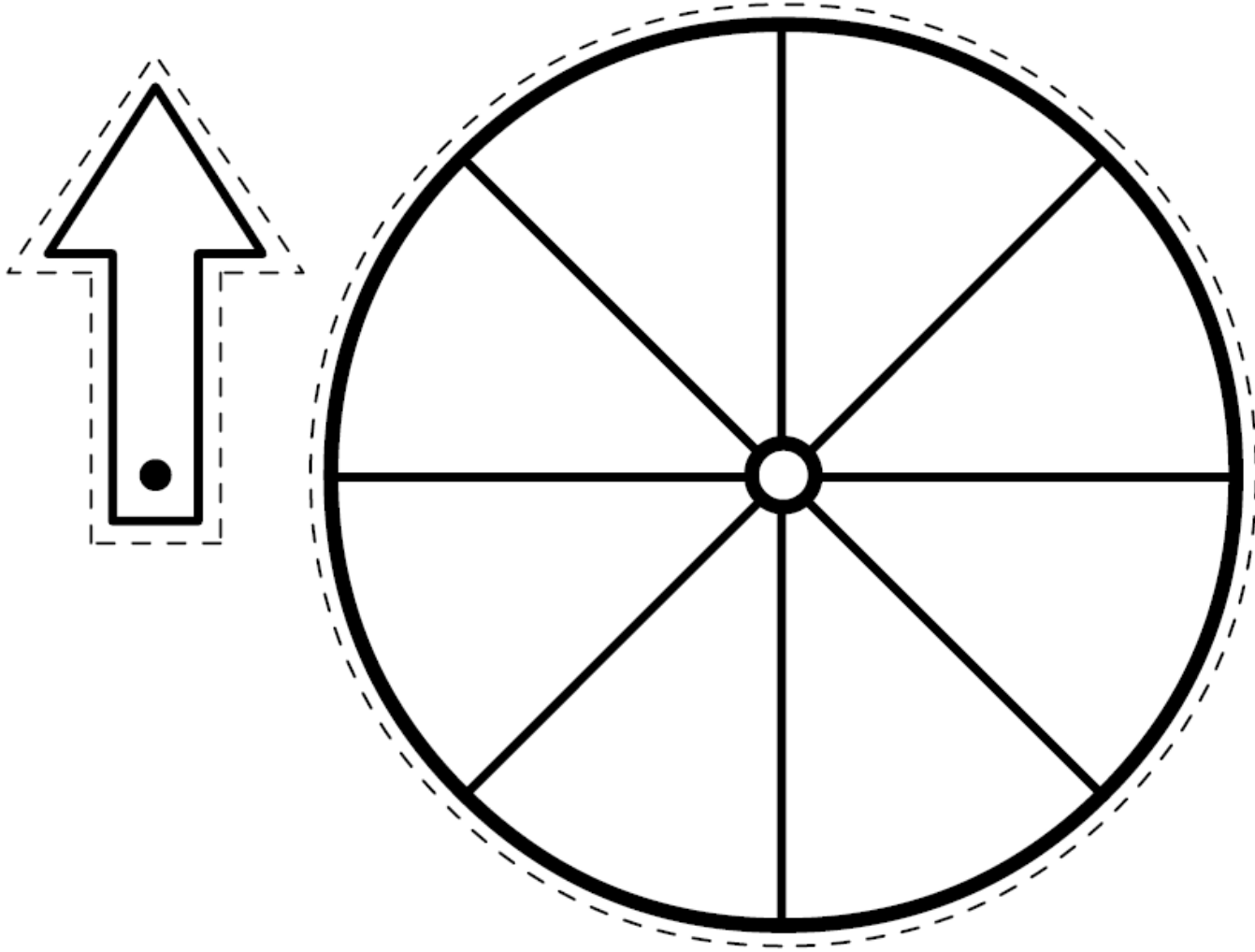
## **Blend Zoo**

## **Science**

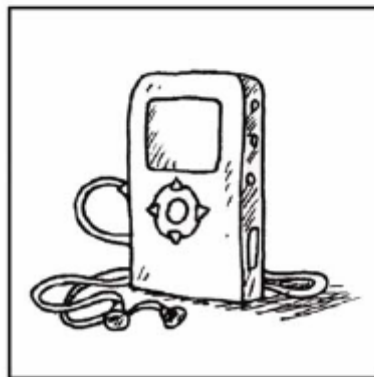
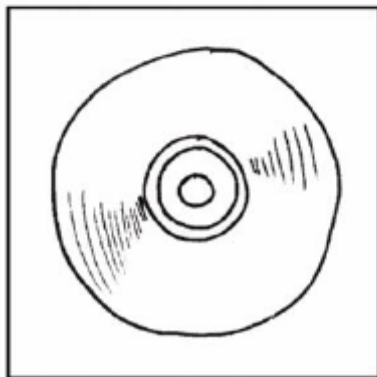
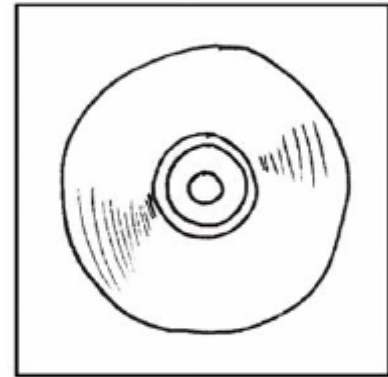
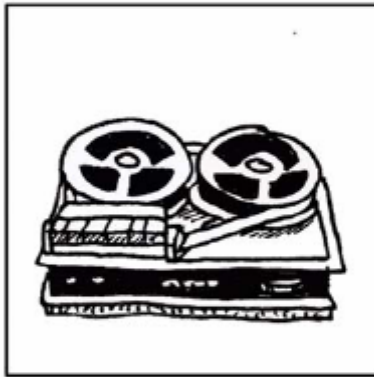
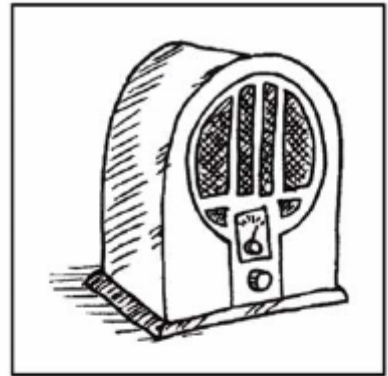
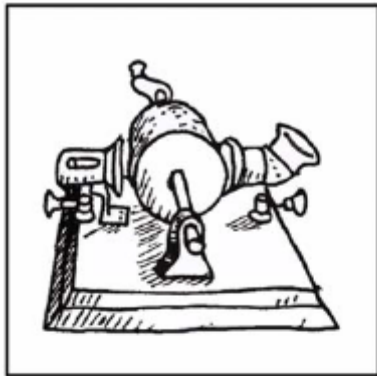
Make a list on the board of animal names that include blends. Some words to consider are: crocodile, black bear, swallowtail butterfly, grouse, squirrel, stag beetle, scorpion, grasshopper, frog, spider monkey, spade-foot toad, spider, prairie dog, squid, platypus, and snake. Review the sounds and brainstorm as a class until you have a long list. Read the list with the children—there will be some “hard” words, but that’s OK! Have the children say the names aloud. Ask them to identify these names, and invite students to describe the animals to one another.

Ask each student to pick the name of one animal on the board. Distribute art supplies and paper and have the student draw their animal and write the name. They should circle the blend in the animal's name. When students have completed their drawings, have them put their animals on a wall or bulletin board, creating a blend animal zoo!

# Sound Spinners



# Jukebox History



# Jukebox History Timeline

---

<b>1877</b> <b>First Recording</b>	<b>1880</b> <b>Phonograph</b>	<b>1894</b> <b>Radio</b>	<b>1927</b> <b>Electric Juke Box</b>
<b>1950</b> <b>Tape Recorder</b>	<b>1982</b> <b>Audio CD</b>	<b>1997</b> <b>Audio DVD</b>	<b>2001</b> <b>MP3 Player</b>

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Use with "Jukebox History" (page 102).

# Compound Hound



## Feed Your Hound

## Language Arts

Make copies of the Compound Hound drawing on page 110 for all students to cut out and color. Also make several copies of the word biscuits on page 111. On the blackboard, write two columns of words, taken from the software activity. Column A is the first part of the compound word; Column B is the second part. Under the columns, draw a large biscuit on the board.

A	B
Foot	pot
Cup	tail
Door	nut
Pea	fish
Star	bell
Flower	ball
Egg	fly
Lady	box
Sun	bow
Pan	brush
Sand	bug
Sand	paper
Pig	flower
Pig	pot
Basket	ball
Butter	bowl
Tea	pen
Table	plant
Rain	cake
Fish	cake
Tooth	cloth

Have students come up to the board one at a time and draw a line from a word in Column A to a word in Column B to make a compound word. Ask the class to help decide whether the word is correct. If so, write the compound word on the biscuit on the board for all students to see. Also write the word on a small biscuit and give it to the student to feed to his or her compound hound. The student can have fun acting out funny movements for the hound when he eats the biscuit. Repeat this activity as you introduce new blends to the class or adapt it for other concepts such as prefixes, suffixes, or onset-rime practice.

### **What's the Weather?**

### **Science**

Explain what a weather forecast is. Ask students to relay what they have seen on television and review what a weather person's job is. Print out the weather words on page 112 on heavy paper. Cut the cards apart and put them in a large bowl. Review the words with the class to be sure they understand what each term means. Brainstorm about different kinds of weather, the words weather forecasters use to describe what days are like, and the kinds of activities people can do on those days.

Divide the class into three groups, and have one representative from each group come up and draw eight cards from the bowl. Explain to the class that each group will try to make at least two compound weather words from their cards. If they have cards that they can't use, trading between groups is encouraged. Have each group elect one student who will search for trades. When they have found their words, tell the groups to sit in a circle and begin their weather forecast!

When all the groups have completed their words and are seated in circles, give the last group five minutes to complete their forecast plan. The groups decide on the "script" together, and one member gives their weather forecast in front of the class, using the compound words they have formed.

When all groups have been heard, put the cards back in the bowl and have the groups draw again. Remind the students to change roles the second time—selecting a different group member to trade cards with other groups and to perform the final forecast.

### **Catch-A-Word**

### **Physical Education**

Practice the compound words that you have learned by playing catch. Divide the class into pairs and provide each pair with a soft ball. Have the pairs form two lines standing approximately 1 foot apart from each other. Have one line begin with the ball. Explain to students that the team member holding a ball will say the first half of a compound word and then toss the ball to his or her partner. The student who catches the ball must then say a second word to make a compound word. If the word is correct, the two students in a pair should say the new compound word aloud and each take one step backward, making the space between them longer. This will be repeated until the students are not able to catch the ball. Ask one of the student pairs to demonstrate using the words base, ball, and baseball.

Once the demonstration is over, invite each pair to begin. Control the pace so that each student pair completes their words and takes their steps at the same time. Student pairs that drop the ball can cheer on remaining pairs, but remind students not to give hints about possible compound words to ensure the activity involves both dexterity and word knowledge.

## Sort the Compound Words

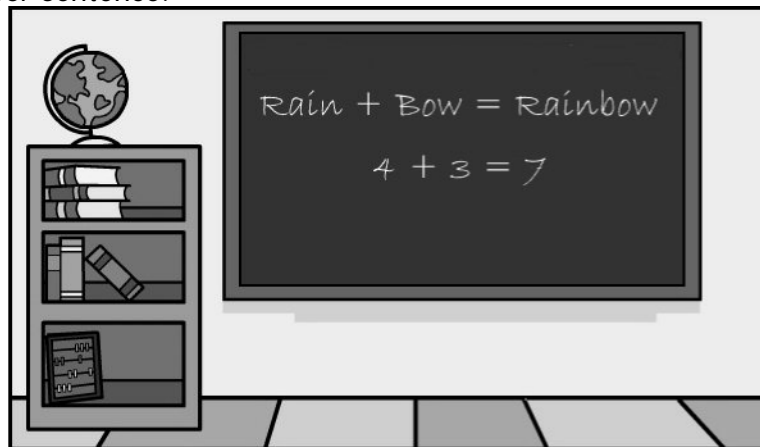
## Problem Solving

Print out four or five copies of the word list on page 113. Divide the class into four or five small groups, and give each group a word sheet and have them cut it into separate word cards. Then write five categories on the board—Places to Go, Things to Eat, Things to Wear, People to Meet, and All Around the House. Have the groups sort their compound words into these five categories. Be available to help them read any unfamiliar words; all words should be in their receptive vocabulary. After they have done the sorting, ask students to count the words in each category. See if the groups agree—reconcile any differing counts and make a chart or graph on the board reflecting the students' combined findings.

## Adding Letters

## Mathematics

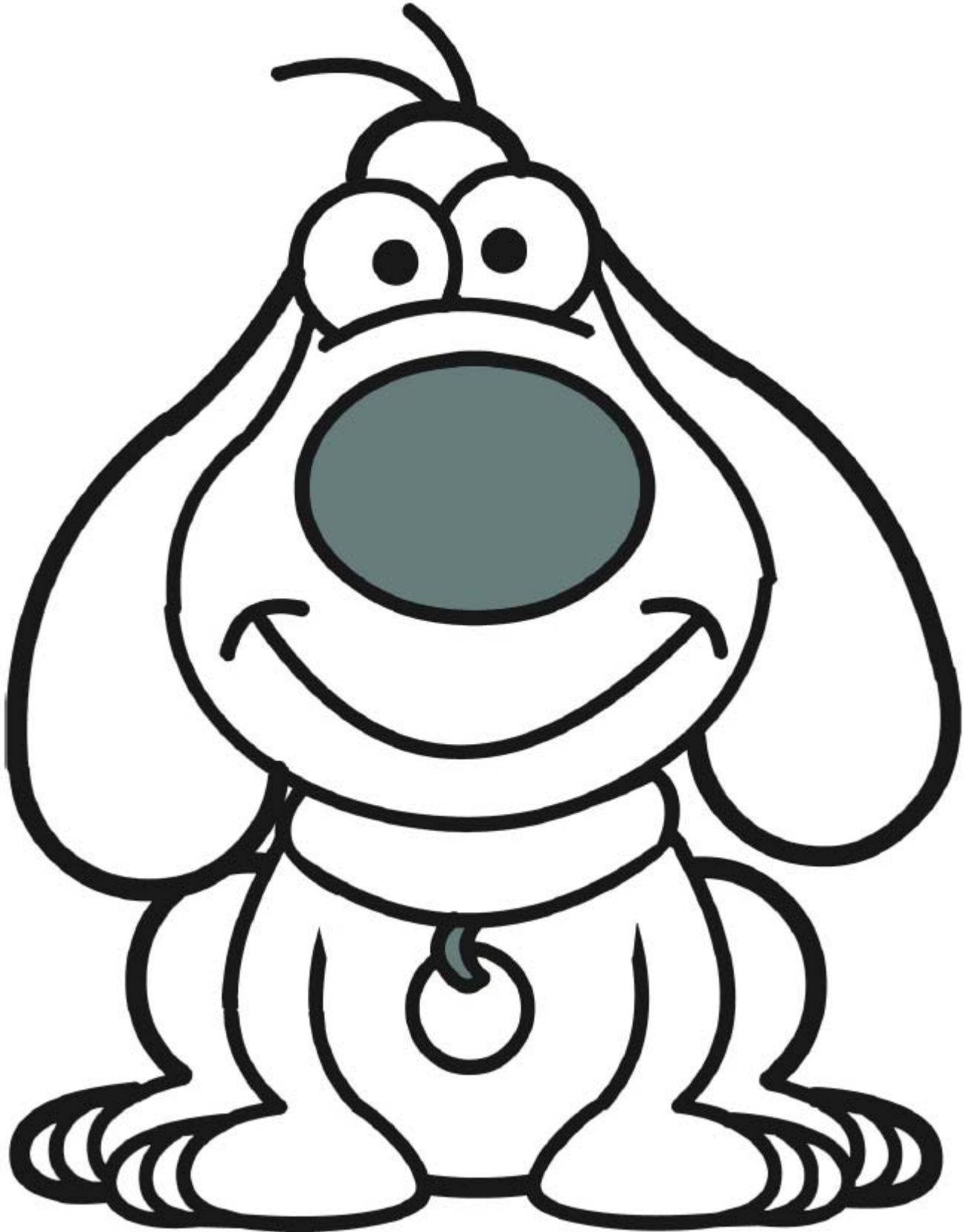
Connecting smaller words to make larger words parallels addition of smaller numbers to make larger numbers. Connect what students are learning through building compound words to build their ability to create problems. Begin with a whole-class demonstration. Write out two base words and a compound word using math symbols on the board. Review the meaning of the plus and equal sign and count the letters in each word to translate the compound word sentence to a number sentence.



Distribute copies of the word list on page 113 and ask students to use the compound words to write word sentences and number sentences. Invite advanced students to practice breaking compound words in to their component parts and rewriting math problems that use subtraction. For example: rainbow - bow = rain or  $7 - 3 = 4$ .

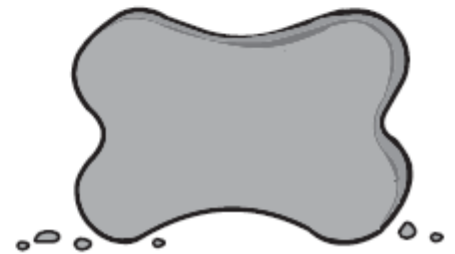
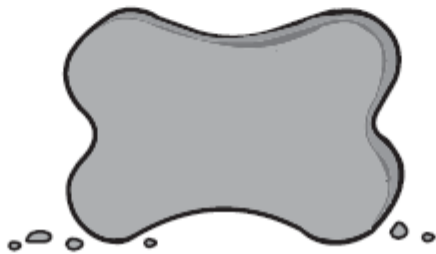
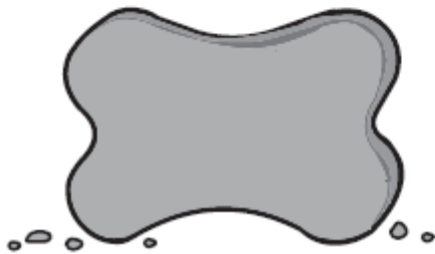
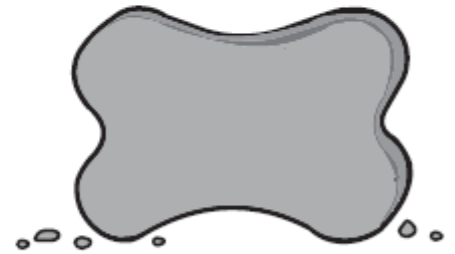
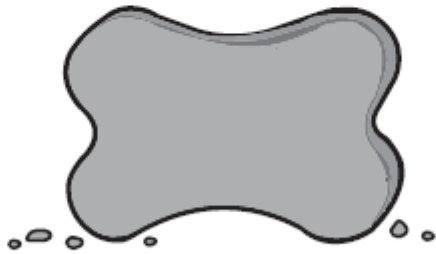
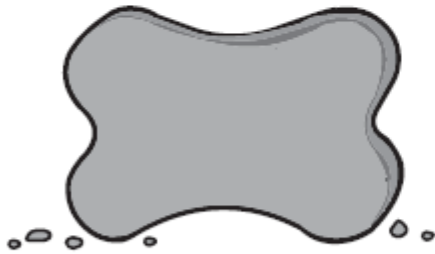
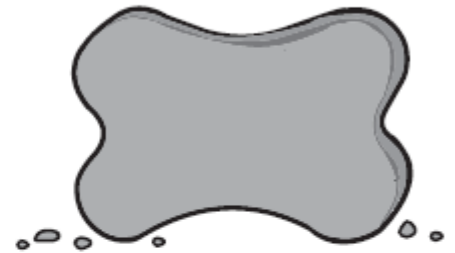
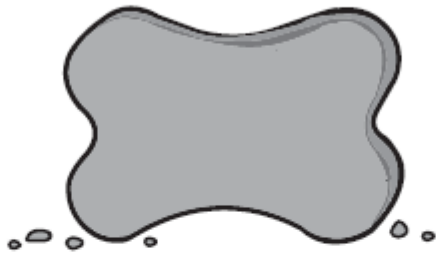
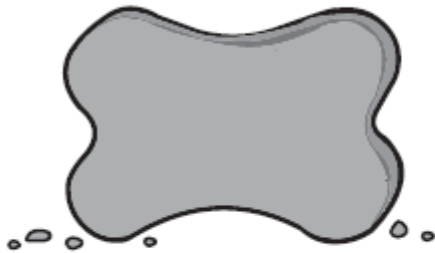
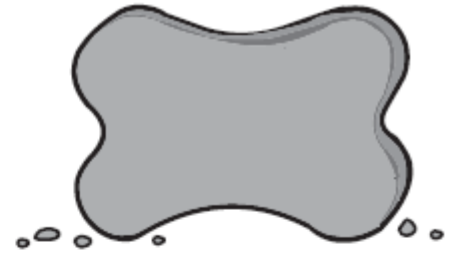
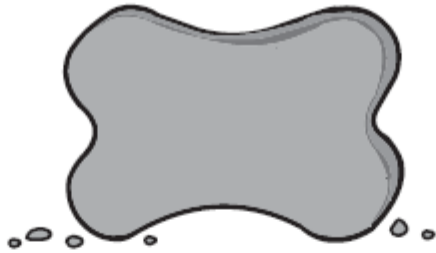
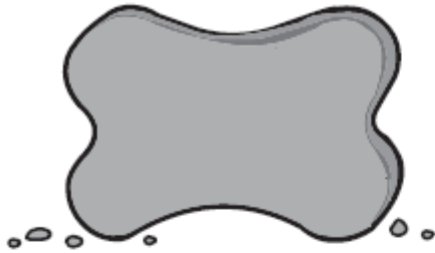


# Compound Hound



Use with "Feed Your Hound" (page 107).

# Word Biscuits



# Weather Words

rain	snow	man
storm	shine	weather
summer	day	hail
bow	flake	water
ball	shower	sun
fall	thunder	time
light	clouds	lightning
spring	fog	breeze

Use with "What's the Weather?" (page 108).

# Compound Word List

<b>Shoelace</b>	<b>Bathroom</b>	<b>Farmyard</b>
<b>Strawberry</b>	<b>Milkman</b>	<b>Woodcutter</b>
<b>Earring</b>	<b>Doormat</b>	<b>Airport</b>
<b>Greenhouse</b>	<b>Pineapple</b>	<b>Swordfish</b>
<b>Eyeglasses</b>	<b>Hairdresser</b>	<b>Footwear</b>
<b>Storekeeper</b>	<b>Litterbug</b>	<b>Nightgown</b>
<b>Armchair</b>	<b>Downtown</b>	<b>Dishwasher</b>
<b>Raincoat</b>	<b>Driveway</b>	<b>Schoolboy</b>
<b>Lifeguard</b>	<b>Headband</b>	<b>Pillowcase</b>
<b>Bedspread</b>	<b>Doorway</b>	<b>Grandfather</b>
<b>Footstool</b>	<b>Tablecloth</b>	<b>Windowsill</b>
<b>Hilltop</b>	<b>Featherbed</b>	<b>Handyman</b>
<b>Watermelon</b>	<b>Highway</b>	<b>Dustpan</b>

Use with "Sort the Compound Words" (page 109) and "Adding Letters" (page 109).

# Bailey's Word List

The following list can be used to help your students become familiar with the words in *Bailey's Book House*.

## A–B

a  
about  
aim  
an  
and  
apes  
arms  
bag  
Bailey  
balloon  
bat  
bathtub  
bees  
behind  
    bell  
    big  
birthday  
blew  
block  
blue  
board  
boomerang  
bounced  
box  
boy  
bright  
bug  
buses

## C–D

canoe  
car  
carpet  
carts  
cat  
catch  
caterpillars  
cell  
chimp  
city  
clock

club  
cod  
come  
cow  
crooked  
cry  
cub  
cup  
curly  
dance  
darts  
day  
dell  
dickory  
ding  
dinosaur  
dock  
dog  
dong  
Dorothy

## E–F–G–H

eagles  
eat  
eyes  
father's  
feet  
fiddle  
flew  
fly  
flying  
for  
fox  
foxes  
friend  
Georgie Porgie  
gift  
goats  
gobble  
goodie  
green  
gumdrops

hair  
hairy  
Halloween  
ham  
happy  
Harley  
has  
hat  
have  
hay  
hearts  
hen  
her  
hickory  
hippos  
hoe  
holiday  
hop  
house  
hug

## I–J–K

ibex  
in  
iron  
island  
jaguars  
jam  
jay  
jog  
jug  
jungle  
kangaroos  
kick  
kids  
kiss  
kissed  
kite  
kitty's

## L–M–N

library

lions  
lizards  
log  
long  
love  
made  
make  
marshmallows  
mat  
met  
Millie  
monkeys  
monster  
mother's  
mouse  
mouth  
mug  
music  
my  
nap  
newts  
nose

## O–P–Q

of  
off  
on  
orange  
orangutans  
out  
outer  
over  
oversleep  
paint  
park  
parts  
party  
pen  
penguins  
piano  
pie  
pig

played  
playground  
pod  
pogo stick  
pointed  
pudding  
pup  
purple  
quails  
quarrel  
queen

## R–S–T

rag  
ram  
ran  
rat  
red  
rhinos  
ride  
roasted  
rock  
rod roller-  
skate  
round  
rub-a-dub-dub  
rug  
Sammy  
school  
sea gulls  
she  
shell  
short  
shrub  
shy  
silly  
small  
sock  
sod  
some  
space  
spaceship

spy  
story  
straight  
sub  
surprise  
sweat  
tacos  
tarts  
taste  
thank you  
the  
Thanksgiving  
three  
threw  
tigers  
to  
traveled  
tub

## U–V–W

ukuleles  
under  
unicorns  
up  
use  
vacuum  
Valentine's  
vultures  
well  
    wiggle  
    worms

## X–Y–Z

X's  
x-ray  
yaks  
yell  
you  
zebras  
zip  
zippers

**Notes....**

# System Requirements

## Windows®

- Operating System: Windows 98 SE, Windows 2000, XP Home, XP Professional (with latest Service Packs)
- CPU: Pentium III 733 Mhz or better
- Hard Drive: 100 MB free
- RAM: Minimum 128 MB
- Graphic Card: 800 x 600 Hi Color 16-bit (thousands of colors) or higher
- Network Card: 10Base-T or better
- Sound Card: SoundBlaster 16 or compatible (Headphones recommended)

## Optional

- Printer
- Touch Window

## Macintosh®

- Operating System: OSX 10.2, 10.3, 10.4, or higher
- CPU: iMAC PPC 750-400 MHz or PowerMac G4-350-Mhz
- Hard Drive: 100 MB free
- RAM: 128 MB
- Graphic Card: 800 x 600 Hi Color 16-bit (thousands of colors)
- Network Card: 10Base-T or better
- Sound Card: Standard Macintosh Sound (Headphones recommended)



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