

presents

Once Upon a Tale

featuring

**Charlotte Blake Alston and Claudia Acosta,
Storytellers**

assisted by

**Madison DeJarnett and Paula Reeves,
Singers**

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Introduction

Dear Visitors to “Once Upon a Tale,”

Welcome to “Once Upon a Tale” with master storytellers, Charlotte Blake Alston and Claudia Acosta. Charlotte will tell the story in English; Claudia will tell each tale in Spanish. We ask you to suspend judgment on whether this works until you watch the children absorb the stories.

In this age of high tech displays and shows of dazzling effects, we wanted to simplify the program for first graders and challenge them to listen and use their imaginations. We hoped that by presenting very talented storytellers simply re-telling some of the classic tales, we would encourage children to open a book and therefore, discover a whole new world. We were told by first grade teachers that children don't know the classic fairy tales anymore and many aren't encouraged to read outside the classroom. We took for granted students knew Aesop's Fables, such as “The Tortoise and the Hare”; many of them did not. “The Three Little Pigs” and its attendant moral is not something some are familiar with.

The TEKs for first grade are attached for your use—

110.12 ELA 27/ Listening and Speaking/Listening

- A) Students use comprehension skills to listen attentively in formal and informal settings

117.106 Music

- 3A) Sing tunefully
- 6A) Identify and demonstrate proper audience behavior

117.107 Theater

- 4B) Explore diverse cultural and historical experiences through fables, myths and fairy tales

Storytelling may seem too simple; we hoped in the past that students would accept two ladies reading to them. We would say that the majority of them accepted it *wholeheartedly*.

This year we add two singers who will lead the children in songs as they enter the Hall and after the program, when buses are being called. In addition, three songs will be sung in the body of the program—“Miss Mary Mack,” “The More We Get Together,” and “This Little Light of Mine.” All of these parts of the program will address literacy through the performing arts.

Thank you for visiting the Children's Education Program and our program, “Once Upon a Tale.”



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Performers

Charlotte Blake Alston

Charlotte Blake Alston grew up in Philadelphia. Her father read to her and encouraged her to learn and recite poems written by African American poets. She taught for many years and as a teacher, she learned the power of a story to teach children their history, their legacy. She decided to stop teaching so she could go to Africa and learn more about the history of her people, then tour the United States and share her stories. She often wears traditional African robes. She has performed with many symphony orchestras as a narrator and at Carnegie Hall and at the Smithsonian Institute. She calls herself a “griot,” or a traditional storyteller, a wise and knowledgeable storyteller who documents people’s history, the common human experience.



Claudia Acosta

Claudia Acosta grew up in Fort Worth and now has a career in New York as a narrator and actress. She has been back to Fort Worth to narrate our performances of Peter and the Wolf with the Fort Worth Symphony for a number of years—in both Spanish and English.

Paula Reeves and Madison DeJarnett

Paula Reeves and Madison DeJarnett are both elementary music teachers in the Fort Worth ISD. Paula Reeves and Madison DeJarnett are both trained elementary music teachers. We are proud they have joined Ms. Alston and Ms. Acosta to make this program full of stories and songs.

The Three Little Pigs

There was once a momma pig that had three little pigs. The momma pig told her little pigs that everyone should go build a new house. "Make sure they are strong" said the mom "So the big bad wolf can't get in!"

The first little pig began to work and built a beautiful house of straw. The second little pig was a carpenter, and he thought it would be better to build the house with branches and wood. The little pig began to cut down trees and built his house with twigs and wood. The third little pig decided to use bricks and built a very strong house.

When the houses were finished, the wolf came up to the straw house, sniffed and said,

"Little pig, little pig, I know you're in there, let me in. I'm going to eat you!"

The pig was a bit scared and replied,

"No, I will not let you in. You will not eat me!"

Then the wolf warned,

"If you do not open the door, I will blow and blow, until I blow the house down!"

The wolf huffed and puffed and the house collapsed. But when the house fell, the little pig ran.

The pig went to his brother's wooden house and shouted:

"Brother, Brother, let me in, the wolf is coming!"

The brother lets him in and when the wolf came up he said,

"Pigs, I know you are in there, let me in. I'm going to eat you!"

The pigs responded,

"No, we're not going to let you in. You are not going to eat us!"

Then the wolf warned,

"If you do not open the door, I will blow and blow, until I blow the house down!"

The wolf huffed and puffed and the house collapsed. But when the house fell, the two pigs had already ran out. The two very frightened little pigs went to their brother's brick house. The angry wolf followed closely behind them, banged on the door, and yelled,

"Pigs, I know you are in there, let me in I'm going to eat you!"

The pigs responded,

"No, we're not going to let you in. You are not going to eat us!"

Then the wolf warned,

"If you do not open the door, I will blow and blow, until I blow the house down!"

The wolf huffed and puffed and the house did not fall. The wolf huffed and puffed again, but the house did not move. After several attempts, the wolf was very exhausted and could not blow the house over.

Then the furious wolf thought to himself, "I will climb the roof and go down the chimney." But the pigs were one step ahead of him. They started a large fire in the fireplace, and when the wolf came down the chimney he began to feel hot, but by the time he noticed his tail was already burning!

"Auuuu, auuuuu!" howled the wolf as he ran back into the forest.

And the three little pigs were left to live in peace in the house of bricks.

Activities

1. Rhymes: Examples from <http://www.tagxedo.com/app.html>

This website has different shapes to choose for the text and allows the words to pop up and increase its size. The bold word is from the text and the others are for the student to find.

Pig: wig, twig, fig, big, dig

House: mouse, blouse, rouse,

Wood: food, mood, good

Brick: lick, sick, stick

Blow: mow, flow, glow

2. Nouns: Scramble words for student to classify them into people, place, things, and animal.

Person	Place	Thing	Animal
momma	house	Brick	pig
carpenter	city	Straw	wolf
brother	Beach	Wood	ant
uncle	forest	chimney	butterfly

3. Acrostic: Create two boxes. One with the letters from the main word, all capital letters with an image of it on the side. The second box with the words omitting the first letter. Then create the space for the student to drag the letters from each box to complete the acrostic.

PIG (scramble letters in box1) Picture of the a pig as clue to the student (students will be told to put these letters in order vertically to form a word of an animal.

Words for the second word bank, first letter is omitted, box 2

__roud
__ntelligent
__reat

These will be complete words for the acrostic

PROUD
INTELLIGENT
GREAT

P	_____
I	_____
G	_____

4. Sequence: Scramble images and sentences for the student to match.

- 1) The three little pigs are going to build their houses out of straw, wood and brick.
- 2) The big bad wolf blows and blows and blows down the house of straw.
- 3) The little pig runs to take refuge in the wooden house with his brother.
- 4) The wolf also collapses the wooden house.
- 5) The pigs run to the brick house, which the wolf cannot blow down.
- 6) The wolf enters through the fireplace and his tail gets burned.

5. **Story Elements:** Highlight each finger to indicate the question the student is to respond. Highlight each finger of the hand to indicate the question that the student should respond.

Who? The three little pigs, the big bad wolf

Did what? pigs built their homes, wolf blew two houses down

Where and when? at the homes of the 3 little pigs when he tried to eat them

Problem - the wolf wants to eat the pigs

Solution - the pigs are protected in the house and burn the tail wolf's tail

6. **Sentences:** Create a box for each category: articles, nouns, adjectives, and verbs. Student will drag the word from each box to form 4 complete sentences. articles: the, a, an noun: wolf, pigs, pig, house adjective: fierce, mischievous, frightened, weak verb: blows, working, shouts, drops
7. **Nouns and Adjectives:** Matching nouns and adjectives. Words are written in two different columns disarranged. Students match by tracing a line to match with the correct noun. Only one answer is possible.

Nouns	Adjectives
pigs	diligent
wolf	fierce
wood	hard
brick	resistant
day	sunny

8. **Fact and Opinion:** Dragging choices. Make a table with 2 columns for fact and Opinion. Students drag sentences from word bank to place in correct category.

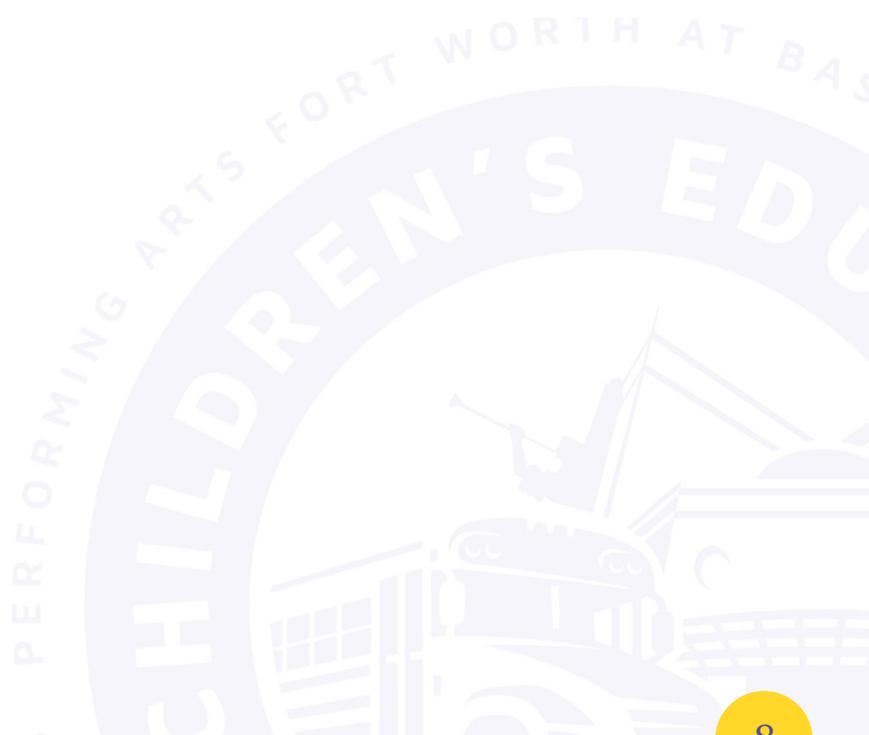
<p>Fact Something that is real.</p>
<p>Opinion It is personal and each person sees or feels different things. Each person has their own opinion</p>

The pigs are mammals.
 The pigs are omnivores.
 The farmers raise pigs in the field.
 The little pigs smell and look for food with its snout.
 We can say pig, hog or pig.

It seems to me that all the pigs are pink. The little pigs like to be dirty.
 The pigs need brothers to build houses.
 The pigs are afraid of the big bad wolf.
 The wolf likes to frighten the little pigs.

9. **Cause and Effect:** Two columns for 2 “cause” and effect” with word “so” in the middle. Student reads sentences and drags the sentences to the correct box.

Title		
Cause		Effect
¿What happen?	So...	Algo más sucede
• The pigs need where to live		They build their house.
• The wolf blew very strong		The house collapses.
• The pig's house is blown down		He runs to the his brother's house.
• The wolf can't blow down the brick house		He decides to enter through the chimney.
• The pigs light up the fireplace		The wolf's tail got burned.



The Tortoise and the Hare

One of Aesop's Fables Illustrated by Arthur Rackham

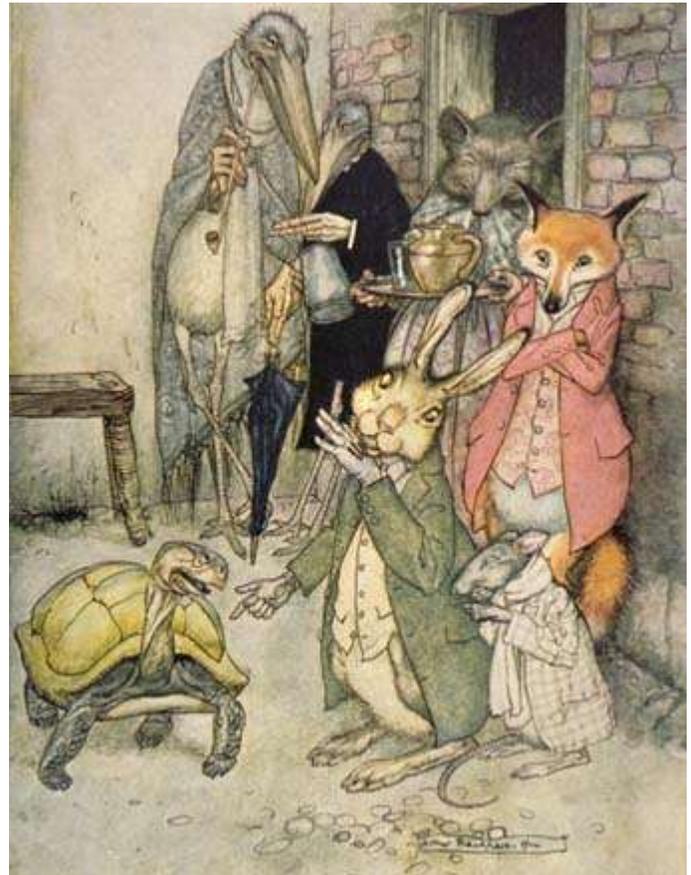
Once upon a time there was a hare who, boasting how he could run faster than anyone else, was forever teasing tortoise for its slowness. Then one day, the irate tortoise answered back: "Who do you think you are? There's no denying you're swift, but even you can be beaten!" The hare squealed with laughter.

"Beaten in a race? By whom? Not you, surely! I bet there's nobody in the world that can win against me, I'm so speedy. Now, why don't you try?"

Annoyed by such bragging, the tortoise accepted the challenge. A course was planned, and the next day at dawn they stood at the starting line. The hare yawned sleepily as the meek tortoise trudged slowly off. When the hare saw how painfully slow his rival was, he decided, half asleep on his feet, to have a quick nap. "Take your time!" he said. "I'll have forty winks and catch up with you in a minute."

The hare woke with a start from a fitful sleep and gazed round, looking for the tortoise. But the creature was only a short distance away, having barely covered a third of the course. Breathing a sigh of relief, the hare decided he might as well have breakfast too, and off he went to munch some cabbages he had noticed in a nearby field. But the heavy meal and the hot sun made his eyelids droop. With a careless glance at the tortoise, now halfway along the course, he decided to have another snooze before flashing past the winning post. And smiling at the thought of the look on the tortoise's face when it saw the hare speed by, he fell fast asleep and was soon snoring happily. The sun started to sink, below the horizon, and the tortoise, who had been plodding towards the winning post since morning, was scarcely a yard from the finish. At that very point, the hare woke with a jolt. He could see the tortoise a speck in the distance and away he dashed. He leapt and bounded at a great rate, his tongue lolling, and gasping for breath. Just a little more and he'd be first at the finish. But the hare's last leap was just too late, for the tortoise had beaten him to the winning post. Poor hare! Tired and in disgrace, he slumped down beside the tortoise who was silently smiling at him.

"Slowly does it every time!" he said.



First Grade Program

Before the Program:

Apple Tree, Apple Tree

In the Woods

Estrellita

One, Two, Buckle my Shoe

Aiken Drum

Sol, solecito

My Aunt Came Back

Program:

Three Little Pigs
STORY

Miss Mary Mack

This Little Light of Mine

Tortoise and the Hare
STORY

The More We Get Together

After the Program:

If You're Happy and You
Know It

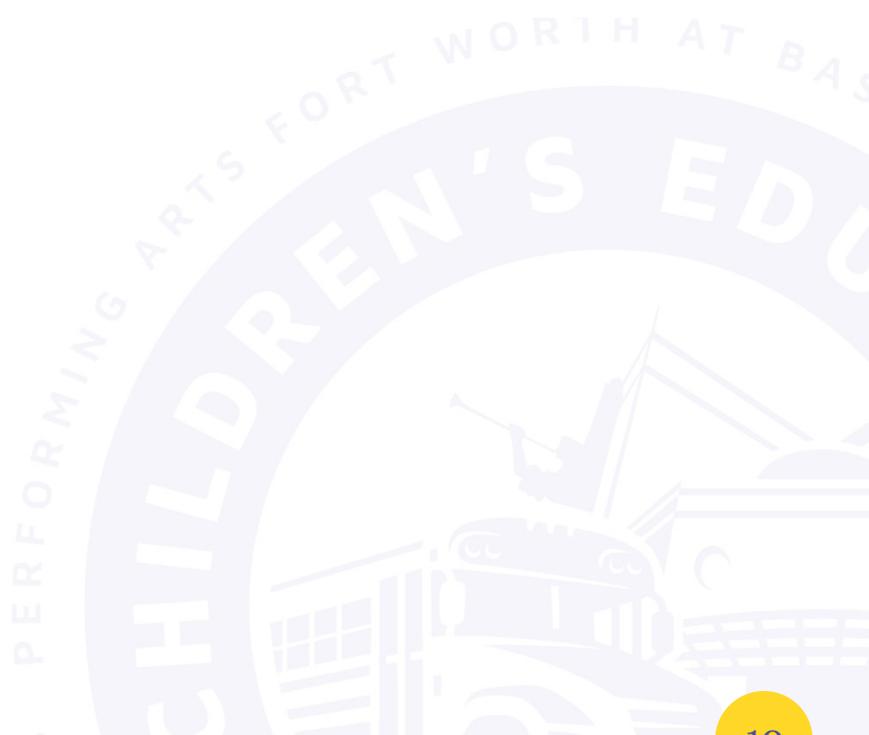
Down by the Bay

Five Little Monkeys

Wheels on the Bus

Wise Old Owl

Burnie Bee





Before the Show

1. Apple Tree

Apple tree, apple tree,
Will your apple fall on me?
I won't cry, I won't shout,
If your apple knocks me out!

2. In the Woods

Oh, in the woods, there was a tree
The prettiest tree, that you ever did see
The tree was in the hole and the hole was in the ground
And the green grass grew all around, all around,
And the green grass grew all around
...branch
...nest
...egg
...bird
...wing
...bug
...germ
...smile

3. Estrellita Little Star

Brilla, brilla, estrellita,
Twinkle, twinkle, little star,

Pienso como tú serás.
How I wonder what you are.

Tan arriba y tan lejos,
Up above the world so high,

Como diamante en el cielo.
Like a diamond in the sky.

Brilla, brilla, estrellita,
Twinkle, twinkle, little star,

Pienso como tú serás.
How I wonder what you are.

In English, this song is known as "Twinkle, twinkle, Little Star.," It has much the same meaning. This version is sung in Mexico.

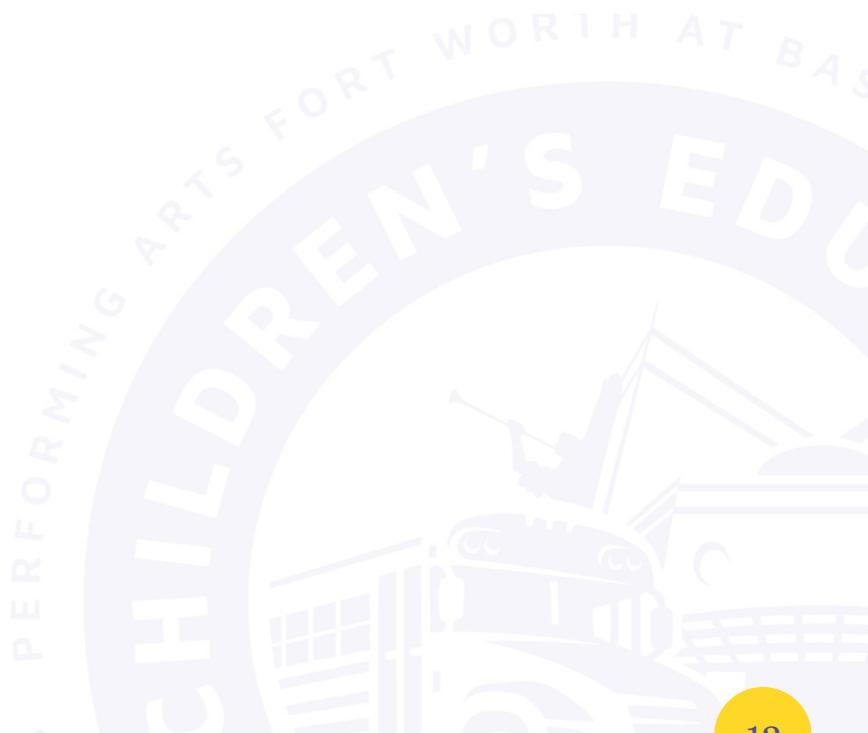
4. One, Two, Buckle My Shoe

One, two, buckle my shoe,
Three, four, shut the door,
Five, six, pick up sticks,
Seven, eight, lay them straight,
Nine, ten, a good fat hen,
Eleven, twelve, dig and delve,
Thirteen, fourteen, maids are courting,
Fifteen, sixteen, maids in the kitchen,
Seventeen, eighteen, maids are waiting,
Nineteen, twenty, my platter's empty

5. Aiken Drum

There was a man lived in the moon, lived in the moon, lived in the moon,
There was a man lived in the moon,
And his name was Aiken Drum.

...head ...an apple
...body ...a pickle
...legs ...celery
...arms ...bananas
...eyes ...cherries
...nose ...carrot
...mouth ...a rainbow
...hair ...spaghetti



6. Sol, solecito / Little Sun

Sol, solecito,
Sun, little sun,

Caliénta me un poquito.
Won't you warm me up a little;

Hoy y mañana y
Now and tomorrow and

toda la semana.
All the days that follow.

7. My Aunt Came Back

Oh, my aunt came back,
From Timbuktu,
She brought with her,
A wooden shoe,

Oh, my aunt came back...
From Old Japan...
She brought with her...
A waving fan...

Oh, my aunt came back...
From old Algiers...
She brought with her...
A pair of shears...

Oh, my aunt came back...
From Guadeloupe...
She brought with her...
A hula hoop...

Oh, my aunt came back...
From the county fair...
She brought with her...
A rocking chair...

Oh, my aunt came back...
From the city zoo...
She brought with her...
A nut like YOU!



Program

Miss Mary Mack

Miss Mary Mack, Mack, Mack,
All dressed in black, black, black
With silver buttons, buttons, buttons
All down her back, back, back.

She asked her mother, mother, mother
For 50 cents, cents, cents
To see the elephants, elephants, elephants
Jump over the fence, fence, fence.

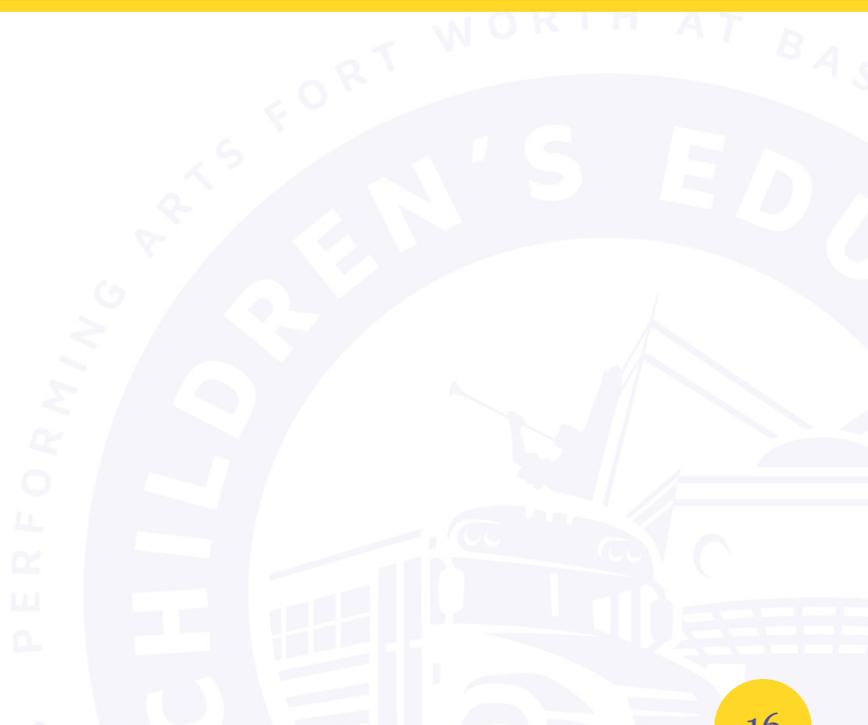
They jumped so high, high, high
They reached the sky, sky, sky
And they didn't come back, back, back
'Til the 4th of July, ly, ly!

This silly song is a clapping game, done with another partner. Sometimes it can be done as a jump rope rhyme. It is sung in the US, Canada, Australia, and New Zealand. It may be as old as the Civil War (the Merrimac was a famous ship during the war) and originated as an African American playground game.

This Little Light of Mine

This little light of mine,
I'm gonna let it shine.
This little light of mine,
I'm gonna let it shine,
This little light of mine,
I'm gonna let it shine,
Let it shine,
Let it shine,
Let it shine.

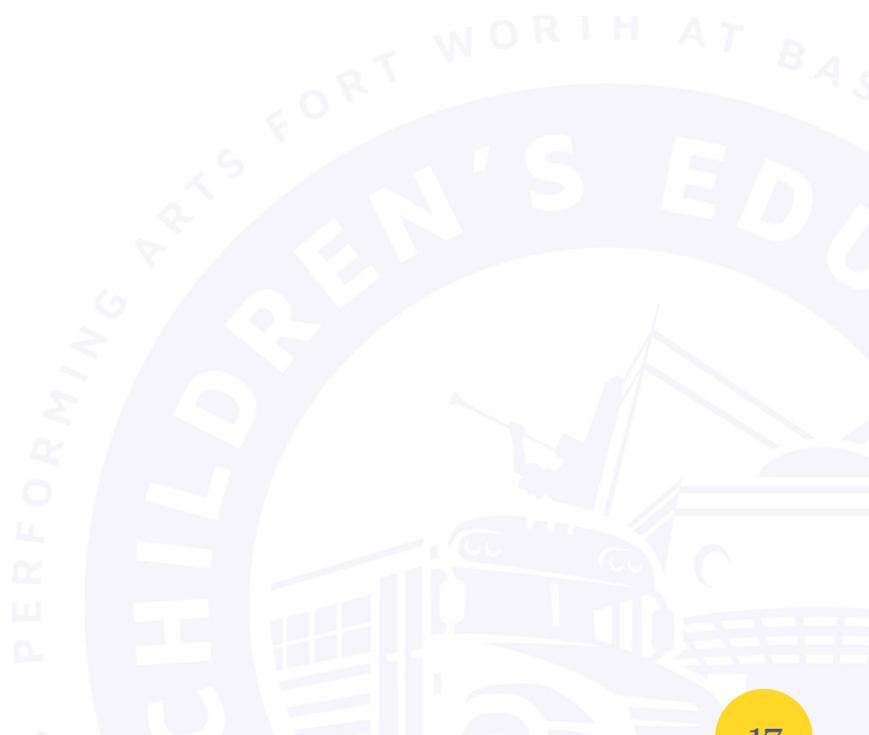
Everywhere I go,
I'm gonna let it shine....



The More We Get Together

The more we get together,
Together, together,
The more we get together,
The happier we'll be.

For your friends are my friends,
And my friends are your friends,
The more we get together,
The happier we'll be.





After the Program

If You're Happy and You Know It

If you're happy and you know it, clap your hands.

Stomp your feet!

Nod your head!

Turn around!

Do all four!

Join in to sing along with the motions.

See if you can keep them all in your head.

Down by the Bay

Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will say
*"Did you ever see a **whale**
with a polka dot tail?"*
Down by the bay.

Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will say
*"Did you ever see a **fly**
Wearing a tie?"*
Down by the bay.

Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will say
*"Did you ever see a **bear**
Combing his hair?"*
Down by the bay.

Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will say
*"Did you ever see a **llama**
Eating pajamas?"*
Down by the bay.

Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will say
*"Did you ever see a **goose**
Kissing a moose?"*
Down by the bay.

And, in your classroom can you think of other silly endings, making certain that they rhyme each time? Like a Cat swinging a _____, for instance. This song may have come from Greece originally. Others say it is from Great Britain. We don't know where it comes from, but it is a LOT of fun to sing--wherever it comes from!

A Sailor Went to Sea

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

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

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

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

A sailor went to ooh-washy-wash,
To see what she could ooh-washy, wash,
But all that she could ooh-washy, wash,
Was the bottom of the deep blue ooh-washy, washy,
wash.

A sailor went to see, chop, knee, toe, ooh-washy-
wash
To see what she could see, chop, knee, toe, ooh-
washy-wash,
But all that she could see, chop, knee, toe, ooh-
washy-wash,
Was the bottom of the deep blue see, chop, knee,
toe, ooh-washy-wash.

Directions—

A	clap own hands together
Sai-	clap partner's hands together
Lor	clap own hands together
Went	clap partner's left hand
To	clap own hands together
Sea, sea, sea	clap both hands to both hands of partner, 3 times (front, back, front)

Alternate Directions—

Substitute the following motions in the clapping sequence of “front, back, front.”

Each time on the words “sea, sea, sea”—salute 3 times

Each time on the words “chop, chop, chop”—chop one hand onto the other hand 3 times

Each time on the words “knee, knee, knee”—tap knees 3 times

Each time on the words “toe, toe, toe”—tap on toes 3 times

Each time on the words, “Ooh, washy-wash” twist body back and forth like a washing machine

Each time on the words, “see, chop, knee, toe, ooh-washy-wash”—perform only once each of the designated motions in sequence

The Wheels on the Bus

The wheels on the bus go round and round, etc.
The wheels on the bus go round and round
All through the town

The driver on the bus says "Move on back, etc."
The driver on the bus says "Move on back"
All through the town

The horn on the bus goes beep, beep, beep, etc.
The horn on the bus goes beep, beep, beep
All through the town

The wipers on the bus go swish, swish, swish
The wipers on the bus go swish, swish, swish
All through the town

The babies on the bus go "wah, wah, wah"
The babies on the bus go "wah, wah, wah"
All through the town.

The mommas on the bus go "Shush, Shush, shush,
shush, Shush, shush, shush"
The mommas on the bus go "Shush, shush, shush,"
All through the town

The daddies on the bus go "I love you, I love you, I
love you,"
The daddies on the bus go "I love you,
All through the town.

The wheels on the bus go round and round
The wheels on the bus go round and round
All through the town.

Can you do all the motions of this song? There are other verses that could be added. What would you like to add? 'The doors on the bus go_____'

Wise Old Owl

One of these days, look up and see,
A wise old owl, sitting in a tree
He'll look at you, and he'll look at me,
Those two big eyes, they don't scare me
One of these nights, when raindrops fall,
He'll give a hoot, he will give a call.

Burnie Bee

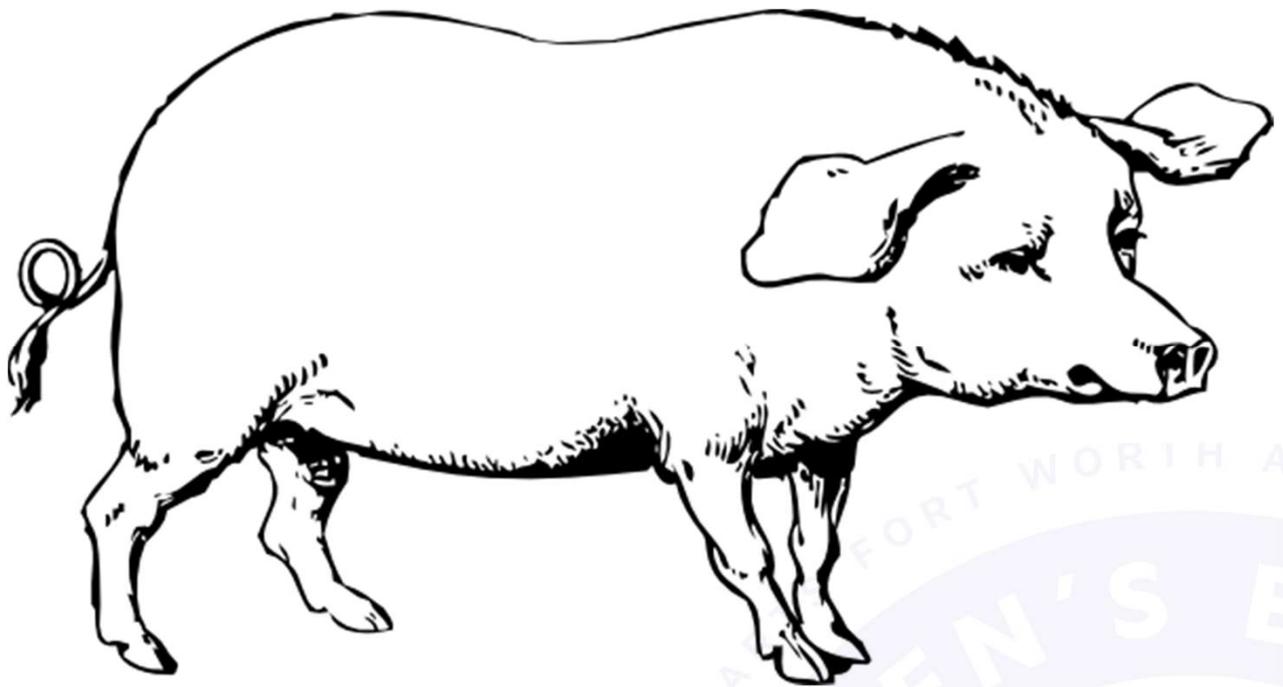
Burnie Bee, Burnie Bee,
Tell when your wedding be
If it be tomorrow day
Take your wings and fly away.

Pigs

Pigs live on farms. They have a flat snout and hooves on their feet. They are also called hogs and swine.

A female pig is called a sow; a male pig is called a boar. A baby pig is called a piglet. They are also called hogs and swine.

They eat many different kinds of food—both plants and small animals such as snakes.



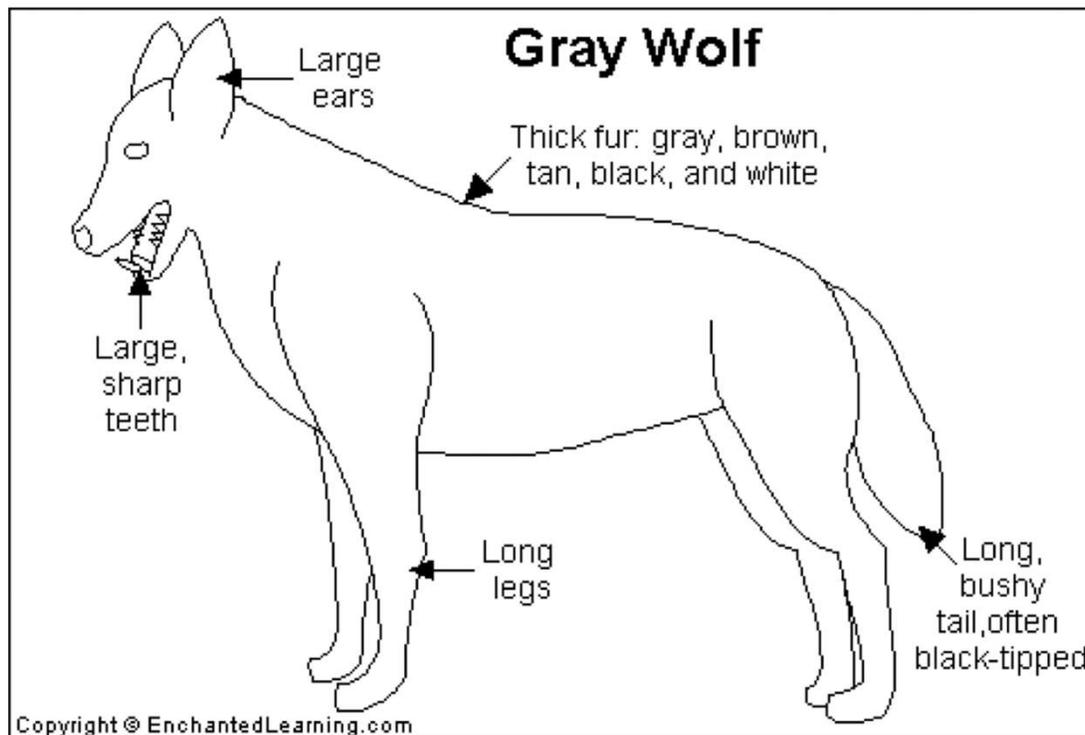
Wolves

Wolves are mammals. They have very good eyesight and a keen sense of smell.

Wolves live in packs in the wild and run very fast.

They eat meat. They have sharp teeth and attack large animals but almost never attack people.

They howl as a signal to other animals.



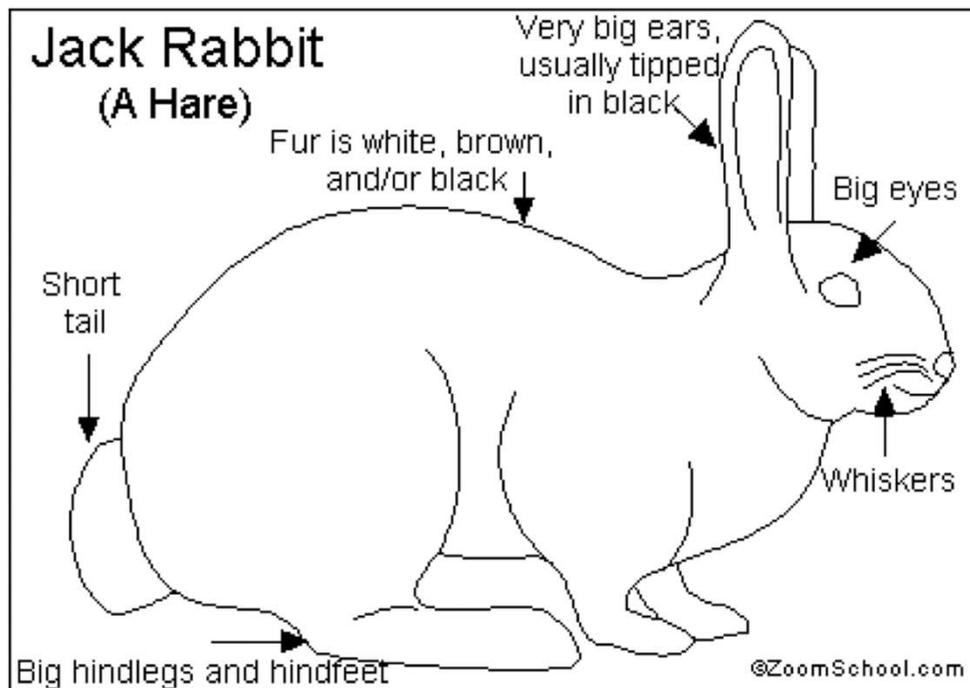
Rabbits and Hares

Rabbits and hares are mammals with long ears and short fuzzy tails who hop from place to place. They have very strong back legs.

Hares are larger than rabbits.

They live in burrows underground in many places: deserts, forest, grasslands and prairies.

They eat plants, grasses and bark.



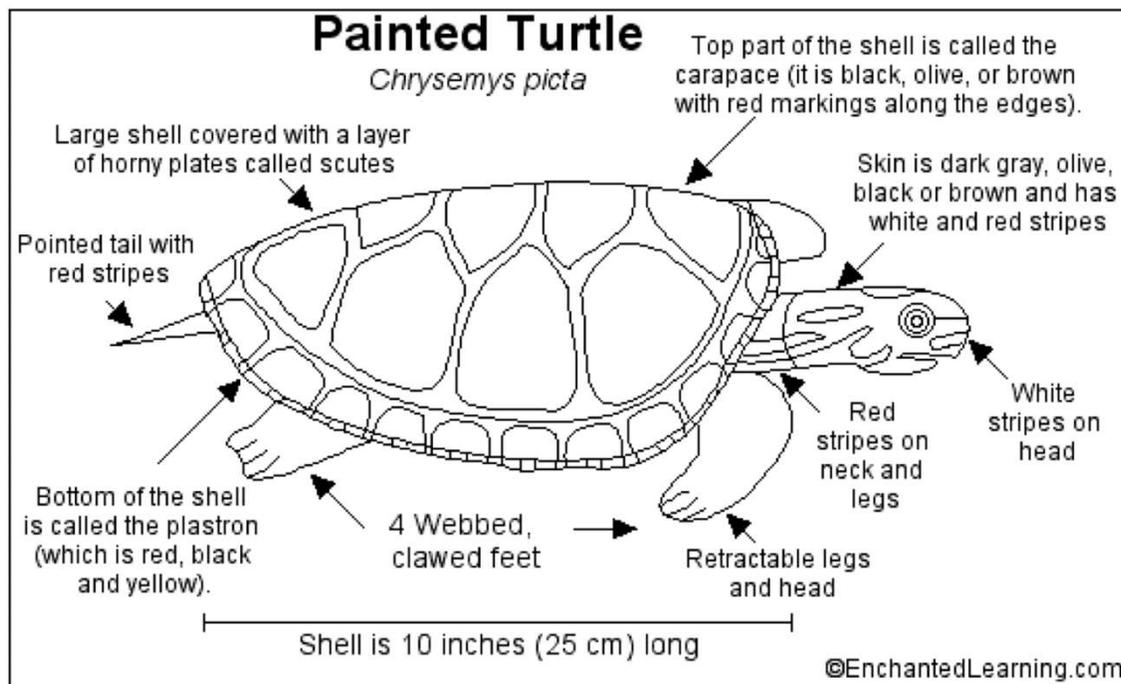
Turtles and Tortoises

Turtles and Tortoises are reptiles.
They live all over the world.
Some live on land, but many live in the water.

Their hard shell protects their body.
Turtles hatch from eggs.

They don't have teeth but have a sharp beak. They eat both plants and vegetables. Many turtles can retract their head for protection.

They have four legs and a tail. Their feet are webbed so that they can swim in water.



Apple Tree, Apple Tree

“Apple Tree, Apple Tree” has a rhythm that is easy for 1st graders to derive, is great for teaching so-mi (extracted in the first and third phrases), is great for la (extracted in the 2nd) and for do (the final phrase of the song).

Apple Tree

Ap - ple tree, ap - ple tree, will your ap - ple fall on me?

5
I won't cry and I won't shout if your ap - ple knocks me out.

The game:

Formation: standing circle, holding hands, with two people (Teacher and a student volunteer) making an arch.

Action: as the song is sung, the students process in a circular motion with the circle going under the arch formed by the teacher and student volunteer. On the word "out" the arch lowers their arms, catching whoever is under the tree at that time. The caught student then joins the arch (refer to it as the tree). The game is repeated until all the "apples" (the students in the walking circle) are caught. As the tree grows, more students are caught. The students love this!

This song is GREAT for 1st and 2nd grades. Use it for ta & ti-ti reading and so-mi-la reading in the first grade. You may create sets of tone ladders that the students use to sing the phrases. After they have derived the known solfa (the first three phrases of the song), they sing it while pointing to the solfége apples on their tone ladder.

From--Magic a la Abbott by Amy Abbott



Learning Vocabulary with “Down By the Bay”

From International Literacy Association

Preview

OVERVIEW

Being able to fluently read common vocabulary words can make reading easier and lead to greater comprehension. This lesson is most appropriate for kindergarteners or first graders. The lesson uses a popular children's song that contains several high-frequency vocabulary words to assist students in recognizing, reading, writing, and using the words in several contexts. Students sing the song repeatedly, while following along with a picture book that contains the lyrics and illustrations. They are then encouraged to participate in several hands-on activities to reinforce learning of the vocabulary words.

FEATURED RESOURCES

Word-building activity sheet: Students will use one set of the letter squares from this handout to build some of the most frequently used words in the song "Down By the Bay."

FROM THEORY TO PRACTICE

Routier, W.J. (2003, May). Read me a song: Teaching reading using picture book songs. Paper presented at the International Reading Association 2003 Annual Convention, Orlando, FL.

- Proficient readers recognize most words quickly, allowing them to focus on the meaning of text. Approximately 300 words make up 65% of all words in texts. Rapid recognition of these words during the early years forms the foundation of fluent reading.
- The Dolch words are the 220 most frequently found words in children's books. Many of these words cannot be sounded out and are, therefore, learned as sight words.
- Music can be used to help children learn sight words.
- Using picture books of songs can encourage children to "read" the favorite songs they already know.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- (A) demonstrate phonological awareness by:
 - (i) producing a series of rhyming words;
 - (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
- (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;

Resources & Preparation

MATERIALS AND TECHNOLOGY

- *Down By the Bay (Raffi Songs to Read)* by Raffi (Crown Books for Young Readers, 1999)
- Audio of the song (optional)
- Chart paper and markers
- Pencils and colored highlighters

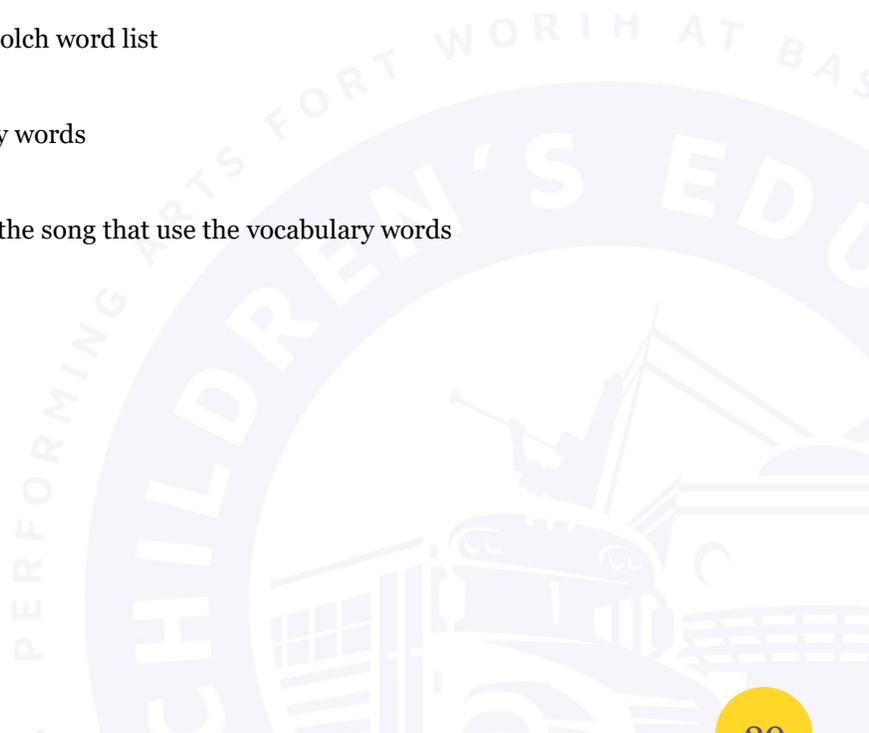
PRINTOUTS

- Word list for "Down By the Bay"
- "Down By the Bay" sentences
- Dolch word list
- Song lyrics
- Word cards
- Word-building activity sheet
- Picture of a bay
- Picture of a watermelon

INSTRUCTIONAL PLAN: STUDENT OBJECTIVES

Students will–

- Sing a song that contains 32 words from the Dolch word list
- Become familiar with concepts of print
- Recognize and read high-frequency vocabulary words
- Spell and write the vocabulary words
- Comprehend the meanings of sentences from the song that use the vocabulary words



Session 1. Introduction to Song and Book

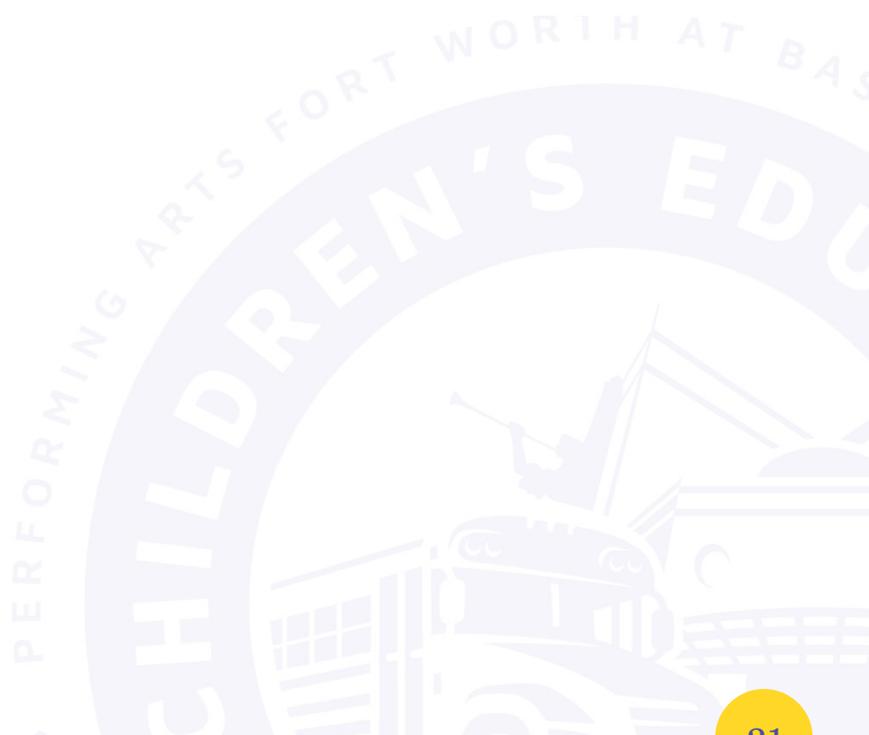
1. Tell students they are going to learn to sing and read the words from a song.
2. Introduce the song by having the students guess the answer to the following riddle:
*I'm thinking of something...
You can eat it.
It's a fruit.
It's green on the outside.
It has seeds on the inside. It begins with the letter w.
It's pink on the inside.
Answer = A watermelon*
3. When students guess the answer, show them the picture of a watermelon.
4. Tell students that the song is about a body of water where watermelons can grow.
5. Have students brainstorm types of bodies of water. List their responses on chart paper.
6. If students do not come up with bay as a body of water, tell them that, "a bay is part of an ocean, lake, or similar body of water that forms an indentation in the shoreline." Show them the picture of a bay.
7. Tell students that the song they are going to sing is about watermelons that grow by a bay. The song is called "Down By the Bay."
8. Reveal that the song has also been made into a picture book. Show students the book *Down By the Bay* (Raffi Songs to Read) by Raffi.
9. Look at and discuss the illustration on the cover. Have students predict or guess what other things might be mentioned in the song by looking at the cover.
10. Have students look again at the cover of the book and see what things in the illustration were mentioned in the song.

Session 2. Word Building

Prepare for this session by cutting apart the letter squares on the word-building activity sheet. There are two sets of letters for this activity. Use one set for this session, and the other set on another day.

Each student in the class will need to receive one set of the letter squares to build some of the most frequently used words in the song "Down By the Bay." These words also appear on the Dolch word list and the word list for "Down By the Bay." 1.

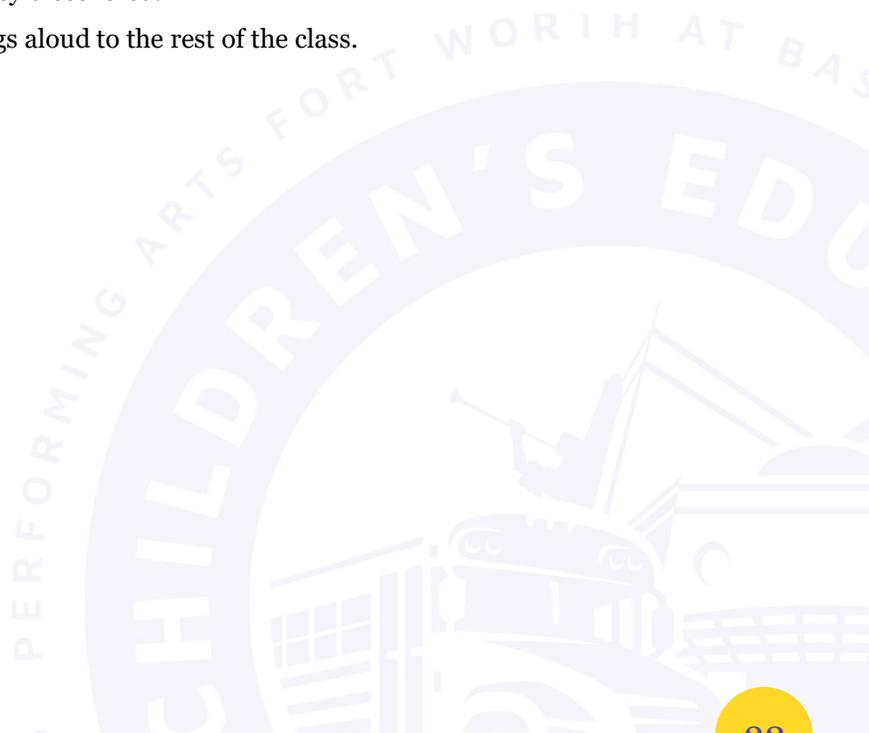
1. Review by having students sing the song and follow along with the picture book.
2. Have students name words they remember from the song. List these words on chart paper.
3. Tell students they are going to practice building some of the words from the song.
4. Pass out one set of the letter squares to each student. Have them spread the letters out in front of them.
5. Say one of the words listed for the set of letters you are using aloud (e.g., for) and either circle the word if it is already on the chart paper list or add it to the list.
6. Assist students in building the word by rearranging the letter squares in the correct order.
7. After students have placed the letter squares in the correct order, point to the word on the chart paper. Then, point to each letter in the word while saying it aloud. Say the word aloud again. For example, "f-o-r spells for."
8. Repeat steps 5–7 for each of the words in the set.



Session 3. Word Detectives

For this session you will need copies of lyrics from children's songs that have some of the same Dolch words as "Down By the Bay." Five songs are provided and can be reproduced and distributed to students for this activity. The five songs are: (1) "A Hunting We Will Go," (2) "Baby Bumblebee," (3) "Down By the Station," (4) "Have You Ever Been Fishing?," and (5) "Take Me Out to the Ball Game." Each song contains two pages. The first page contains the lyrics with the Dolch words from "Down By the Bay" highlighted for your reference. The second page contains plain text only, and is the page you should distribute to students.

1. Begin this session with a review of the song "Down By the Bay." Have students sing the song and follow along with the picture book.
2. Tell students that they are going to be "word detectives" and search for the words they have been learning in other songs.
3. Divide the class into small groups of four to five students each.
4. Distribute one song from the song lyrics sheets to each group, and make sure they have materials for writing. You will want to distribute the second page for each song with the lyrics only. The first page has the Dolch words highlighted and is for your reference.
5. Depending on the abilities of your students, assign one to five Dolch words from the "Down By the Bay" song to each group. You will want to choose Dolch words that appear within the song (as listed on the highlighted version of the song lyrics). Write these words on a sheet of paper as reference for each group.
6. Allow students to work together to locate the words from their list in the song they received. Have them circle or highlight the words as they locate them. Assorted colors could be used to identify the different words.
7. As a group, have students share the words they discovered.
8. Assist students as they read or sing their songs aloud to the rest of the class.



Session 4. Word Identification In Context

For this session, you will need the Down by the Bay picture book by Raffi, a copy of the "Down By the Bay" sentences, a copy of the word cards cut apart, and writing materials.

1. Review by having students sing "Down By the Bay" and follow along with the picture book.
2. Show students the sentences from "Down By the Bay" that include many of the vocabulary words they have been learning.
3. Point to the individual words as you read the sentences aloud together with the students.
4. Select one of the word cards without showing it to your students. Say the word aloud and select one student to locate that word in the sentences.
5. Have the student circle the word as he or she finds it in the sentences. If a student has trouble finding the word without seeing it, show the word card.
6. Repeat steps 4–5 for the rest of the word cards, calling upon different students for each one.
7. Ask individual students to read aloud each of the sentences.

Session 5. Memory Game

For this session, you will need to divide the class into groups of four to five students each. Each group will need two sets of the word cards cut apart. It is best to print the word cards on cardstock or glue them on index cards, so the words cannot be seen through the paper when the cards are turned upside down.

1. Review by having students sing the song "Down By the Bay" and follow along with the picture book.
2. Gather students into their groups to play a memory game.
3. Pass out two copies of the cut apart word cards to each group.
4. As students turn the cards over, they should say the words aloud.
5. When students get a match, they need to use the word in a sentence from the song.
6. Encourage students to assist one another in reading the words and recalling the sentences from the song.

Session 6. Writing and Illustrating

1. Review by having students sing the song and follow along with the picture book.
2. Have each student select one of the verses from the song to write and illustrate.
3. Encourage students to write the words of the sentences from memory. For those who need more support, write the sentences for them to copy or have them copy sentences from the picture book.
4. Have students read their verses and share their illustrations with one another.

Extensions

Cross-Curricular Extensions

Phonological Awareness: Have students identify the rhyming words in the song: go/grow; bay/say; bear/hair; moose/goose; whale/tail; llama/pajama; fly/tie; time/rhyme. Students can try creating their own verses to the song by identifying pairs of rhyming words. They could then illustrate their new verses.





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