



MY KINDERGARTEN



Rosemary Wells

Ideas and Activities for Ages 4-6

from

Hyperion Books for Children

Created by Judy Freeman
Children's Literature Consultant

INTRODUCTION

This guide is a compendium of ideas, activities, teaching strategies, discussion points and questions to enhance comprehension and higher level thinking skills. There are suggested prompts for reading, writing, illustrating, and other activities across the curriculum, including creative drama, storytelling, games, crafts, and problem-solving. Also included are Web site resources, and lots of songs. These classroom-based ideas were developed to complement and extend each chapter of *My Kindergarten*.

There is also an accompanying CD, which is filled with related songs and music that you can play for your listeners as you are reading the book aloud. Encourage them to sing along, draw related pictures, create new verses, and bring each song to life.

PLEASE NOTE: If you do not have a copy of the accompanying CD, you may download the songs from our Web site and burn them onto a CD at www.hyperionbooksforchildren.com.

The Night Before the First Day of School, page 8

Ask your children to tell what they did on the night before the first night of school. At bedtime, they can look up at the sky and make a star wish, reciting the "Star light, star bright" rhyme as they do.

CD Track 1:

STAR LIGHT, STAR BRIGHT

(First verse, traditional; second verse and music by Judy Freeman, ©2004)



Star light, star bright, first star I see tonight;
I wish I may, I wish I might have the wish I wish tonight.
Day break, day wake, sun shine for sun's sake;
I can dream, I can take daydreams only I can make.



The First Day of School, page 10

WHO TOOK THE COOKIES FROM THE COOKIE JAR?

To get everyone recalling and speaking each other's names, play the Cookie Jar name game, a call-and-response chant that will get everyone using questions and exclamations. Have your group stand in a circle. The group begins by asking, "Who took the cookies from the cookie jar?" Point to the child to your right, and, using his or her name, say, "_____ took the cookies from the cookie jar."

The child then says, "Who, me?" and the whole group declares, "YES, YOU!" "Couldn't be," the child responds with emotion, and the group demands, "Then WHO?" Now the child turns to the next person in the circle, and says, triumphantly, "_____ took the cookies from the cookie jar!"

Continue this way around the circle until each child has had a chance to assert innocence of the theft. When it's your turn at last, take full responsibility, saying, "Yes! It's true! I took the cookies from the cookie jar! I admit it! I didn't mean to, but they were tempting and SO DELICIOUS. Can you ever forgive me?" Ham it up and have fun. If you're in the cookie mood, produce cookies and have a snack. Children can each draw and decorate an enormous cookie of their dreams and label it "The Best Cookie Ever" and show their pictures to the group, saying, "My best cookie ever is chocolate chip," or whatever tickles their sweet teeth.

CD Track 2:

WHO TOOK THE COOKIES FROM THE COOKIE JAR?

(Traditional)



Who took the cookies from the cookie jar?
Judy took the cookies from the cookie jar.
Who, me?
Yes, you!
Couldn't be!
Then who?
Pete took the cookies from the cookie jar.



Getting to Ten, page 12

MAKE NUMBER HATS

Children can either bring in baseball caps and decorate them with flowers, bric-a-brac, and, of course, a nice big number cutout of construction paper or felt, or you can make number headbands with a piece of card stock stapled to make a ring. Either assign numbers, or have children pick numbers from one to ten out of a hat. If you have twenty children, there will be two children with each number. Have them find each other and come up with a number rhyme ("Six does tricks!") to recite as they model their hats.

PICK-UP STICKS



If you have a couple cans of Pick-Up Sticks, set up an activity center. Players can sort them into colors, count how many there are of each, and, of course, play with them, trying to pick up each stick without moving any of the other sticks on the pile.

September

CD Track 3:

ONE FOR THE MONEY

(Traditional; Arrangement by Judy Freeman and Pete Fand, ©2004)



One for the money, two for the show.
Three to get ready and four to go!
One, two, three, and four, five, six
All good children pick up sticks!



Word for the Week, page 14

COLLECTING WONDERFUL WORDS

Miss Cribbage's word for the week is *and*. Brainstorm a list of other words that start with the letter *A*. If you are working with a sister class of "Reading Buddies" (of fourth or fifth graders, for instance), pair everyone off into groups of four or six. Have each group pick one letter out of a hat. With the older children assisting with the writing on strips of paper, have each group come up with a list of five or more important words for each letter. Working collaboratively to make a display poster for that letter, the group can either glue their words or write them on large poster boards or drawing paper and illustrate each word. As a final activity, each group can present their poster to the class, reading aloud and pointing to each word and picture.

Set aside a word bulletin board to fill with your students' important words. They can start by writing their words down using invented spelling, but then work with them to sound out, correct, and add in the missing letters so their words are spelled correctly. Have each child copy his or her new word onto a card or strip, and illustrate it with a picture that shows what the word means. As your word board fills up, it will act as a glossary of favorite words.

Zigs and Zags, page 15

P PATTERNS AND DESIGNS



Talk about patterns. Calico, tweed, polka dots, zig zags, check, paisley, plaid, automobiles, and stripes are what the members of Miss Cribbage's class have on their clothes. Examine one another's clothing to identify and name the kinds of patterns everyone is wearing. Start a collection box of swatches of different kinds of cloth to show woven, crocheted, and knitted fabrics, textures, patterns, and designs. Children can sort and categorize the samples into groups, and create collage pictures out of cut-up scraps of material.

We Did It All for You, page 16

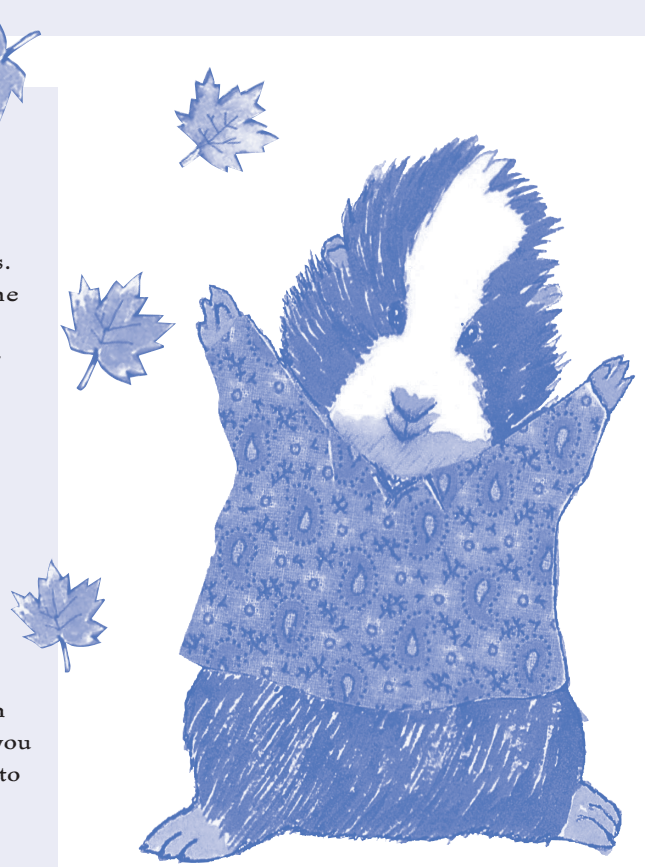
SEND AN INVITATION

Miss Cribbage's class is getting ready for Back to School Night. With your class, compose a newsy letter of recent class activities or an invitation to a school event to send home. Type it up and run off copies. Each child will sign one, then address an envelope with his or her name in the upper left-hand corner, with parents' names (Mom and Dad) in the center. All can design little stamps to cut out and glue in the upper right corner.

Have children practice how they will deliver the mail to their parents. With a flourish, they can whip out their envelopes and announce, "Mail call!"

LIFE-SIZE KIDS

If you are getting ready for Back to School Night in your classroom, decorate the walls with life-size student bodies. Have them trace each other's outlines on four-foot pieces of Kraft paper. Each child can decorate the figure, coloring in or painting on its clothing and face. If you want to get fancy, have them bring in an old T-shirt and pair of shorts to "dress" their alter egos. You can staple the clothes to the paper.



NATURE WALK

Bring in a variety of weeds and seeds or take your group on a nature walk to collect them, and examine them under the magnifying glass. Crack open walnuts, almonds, sunflower seeds, hazelnuts, Brazil nuts, and acorns to examine and glue them onto card stock, labeling each with its name. (NOTE: If any of your children have nut or peanut allergies, you'll want to omit any problem nuts and the like.)

Collect and identify fall leaves. (Your library will have books with pictures of leaves for children to examine and compare). Children can trace the leaves onto colored paper, carefully cut them out with scissors, and then, draw in the veins.

RAISING BUTTERFLIES

If you do not have a good source of milkweed plants where you live, you can buy seeds and grow your own plants. Of course, when we think of milkweed plants, we think of monarch butterflies, as milkweed is the only food monarch caterpillars can eat. If you'd like to find out information about or raise your own monarchs, or get instructions on growing milkweed, and even order free milkweed seeds, look up the elegant Web site, www.livemonarch.org.

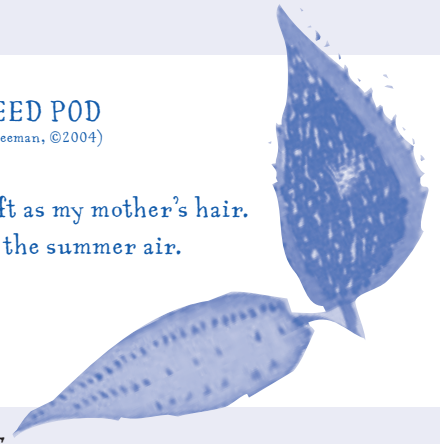
CD Track 4:



THE LINING OF A MILKWEED POD

(Words by Rosemary Wells, ©2004; Music by Judy Freeman, ©2004)

The lining of a milkweed pod is as soft as my mother's hair.
As soft as a kitten's tummy, as soft as the summer air.



Geography, page 20

X MARKS THE SPOT

Make a large aerial-view map of your classroom for all to examine and locate the different areas of your room, including the teacher's desk, sink, worktables and desks, play and interest areas or centers, cubbies, and windows. With Velcro, attach Directional Bears (labeling four small teddies with little directional labels or arrows that say N, S, E, or W) to your map, as Miss Cribbage does. Bring in a compass to locate true north.

Make letter-size copies of your classroom map for children to keep. Hide several bags of "buried treasure" (such as gold nuggets—pebbles spray-painted gold, chocolate covered coins, little tiny plastic treasure boxes for lost teeth, or whatever you can rustle up) in several places in your room. Have children work in groups to search for treasures using their map on which you've drawn an X to mark their groups spot.

MAP IT OUT:

The school office might already have a map of the building. Use it to assemble a larger map, which you can have children color code by grade levels. You can also take your crew on an in-school outing to count how many classrooms there are of each grade, and assemble a chart listing each teacher and grade level, and all special-areas rooms, such as art, phys ed, and, of course, the library.

Show maps of your town and state, and post a map of the whole country on a bulletin board. Children can distinguish between oceans and land, and then locate rivers, mountains, state capitals, and identify the country or states that border their state. Make a list of all the states and countries children have visited. Children can write their names on tiny Post-it notes and affix them to those places on the map.

Use your U.S. map to identify the places mentioned in the song, "Geography Feast," on the CD. This would be a good time for children to review or learn and recite their own addresses and phone numbers.

COMPARE AND CONTRAST

What is Cranberry Island like? How is it different from where you live? Do a little research on Maine to find out about the topography, the climate, the cities, and, of course, the islands.



CD Track 5:



GEOGRAPHY FEAST

(First verse by Rosemary Wells, ©2004; Additional words and music by Judy Freeman, ©2004)

North goes up, South goes down;
Now we can find our way in town.
West goes left, East goes right;
Always true, morning or night.

Maine is north, Texas is south;
Pass it along by word of mouth.
California is west, New Jersey is east;
Let's have a party, a geography feast.

Fargo is north, New Orleans is south;
Pass it along by word of mouth.
Phoenix is west, Philadelphia is east;
Let's have a party, a geography feast.

Canada's north, Mexico's south;
Pass it along by word of mouth.
Pacific Ocean is west, Atlantic Ocean is east;
Let's have a party, a geography feast.



Over the Ocean Blue, page 25

WEB SITES

On a map of the world and a globe, trace the route Columbus took from Spain to the New World in 1492. Here is a very good website to check for Columbus lesson plans and information: www.jeannepasero.com/columbus.html

SAILING SONG:

Sing this well-known song with gusto to introduce the Columbus story:



Sailing, sailing, over the bounding main;
For many a stormy wind shall blow till we come home again.
Sailing, sailing, over the bounding main;
For many a stormy wind shall blow till we come home again.

MAKING INFERENCES

Diane Duck “reads” the pictures on the juice boxes to figure out what is inside. Ask children to examine the illustration. Which of the labels on the page doesn’t belong with the others? Why?

Bring in assorted food cans and boxes and have the children read the label pictures and identify the contents. Sample some of the contents, such as pineapple chunks or cereal.

QUENCH YOUR THIRST WITH SOME VITAMIN C

Make your own fresh citrus-ade. Cut open, smell, and taste an assortment of citrus fruits: lemons, limes, oranges, tangerines, and grapefruits. With a juicer, squeeze the juice from each of the fruits. Add water and sugar, stir, and voilà: citrus-ade, and mighty fine tasting, too. The proportions are roughly $\frac{1}{3}$ cup juice to $\frac{1}{2}$ cup water, plus one to two teaspoons of sugar, to taste. To make a gallon, which will easily quench everyone’s thirst, use roughly 3 cups of juice to 5 cups water, and $\frac{1}{4}$ - $\frac{1}{2}$ cup of sugar.



Why We Have Halloween, page 27

Along with your usual Halloween celebrations, try the following interactive song and story, both lots of fun without being too scary. Children will easily learn to sing and tell both in sequence, acting out the hand motions.

CREEPING, CREEPING

Words by Judy Freeman, ©1999; Sung to the tune of “Sailing, Sailing, Over the Bounding Main”

Creeping, creeping, (use hands as if they’re feet, creeping)
 In my haunted house... (draw house shape with index fingers)
 See ghosts that zoom, (zoom with both hands)
 A witch’s broom, (hold imaginary broomstick and fly)
 In my haunted house... (draw house shape with index fingers)
 Pumpkins grinning, (hold chin in hands, grin, nod side to side)
 Skeletons are near... (hold arms to sides, floppy, like skeleton)
 Don’t you wish that you had (wag index finger)
 Nothing else (throw up hands in a shrug)
 To fear? (hug arms with hands in a shiver)
 BOO! (throw out hands towards audience)



NOTE: The first time, sing the whole song as you do each motion. The second time, leave off the first line (“Creeping, creeping”) and just do the pantomime. Each time you repeat the verse, leave off one more line, and just pantomime the actions instead of singing them. By the time you sing it ten times, you will be pantomiming the entire song silently (except for all the giggles), and end with only one word spoken: “BOO!”



CD Track 6:



NOTE: Bring in a box to use. Develop motions to go along with each line, and encourage your listeners to chime in on each “dark, dark” line. And then have them retell the whole story with you. For lesson plans and ideas for Halloween, you’ll find a gold mine at: www.teachingheart.net/halloweenlesson.html

IN A DARK, DARK WOODS

There was a dark, dark path...
 (pantomime a path)
 And down that dark, dark path...
 There was a dark, dark house...
 (pantomime house)
 And in that dark, dark house...
 There was a dark, dark door...
 (pantomime do or)
 Behind that dark, dark door...
 (pantomime opening door)
 There was a dark, dark room...
 And in that dark, dark room...

There was a dark, dark closet...
 (pantomime door)
 And in that dark, dark closet...
 (pantomime opening door)
 There was a dark, dark shelf...
 And on that dark, dark shelf...
 There was a dark, dark box...
 (bring out box)
 And in that dark, dark box...
 There was a...GHOST!
 (shout this word to make your listeners JUMP!)



MAKING OBSERVATIONS

Name the trees outside your classroom window, inspired by Miss Cribbage's class's naming of their tree, Doris O'Maple. Have children draw one of the trees each season to note any changes. Or take photographs of the tree each season and compare them.

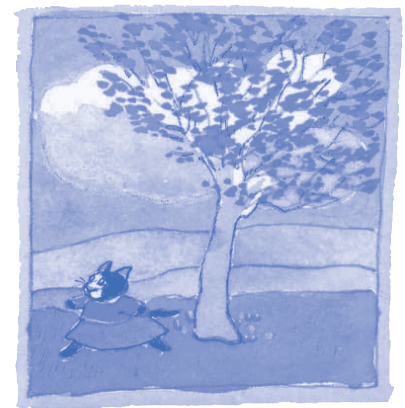
What do maple trees look like? Maple leaves? (Bring in a leaf for each child.) What does maple syrup taste like? (Bring in a bottle so all can have a wee taste.)

DRAW THE SEASONS

Have each child (or groups of two to four) fold a piece of white paper in half and then in half again, making four panels. Trace and color orange maple leaves for fall, and paste into the upper left-hand box; draw bare brown branches for winter, in the upper right-hand box; light green leaves for spring in the lower left box; and darker green for summer, in the lower right. Children can then label each box with the correct season word. Or, patterning their papers after the illustration on page 29, they can draw the whole tree for each box and put themselves in each picture, dressed appropriately for the season.



ACT OUT THE SEASONS
Act out the four seasons in words and motions:
Fall: "Aaahhhhhh." Sink gracefully to the ground.
Winter: "Brrrrrr." Hold arms and shiver.
Spring: "Aha!" Leap up.
Summer: "Whew!" Fan face with both hands.





DORIS O'MAPLE

(Words by Rosemary Wells, ©2004; Music by Judy Freeman, ©2004)

What will we call the schoolyard tree?
Otto has an idea.
"Doris O'Maple" seems right to us all.
She's ours for the rest of the year.

Doris O'Maple's a beautiful tree.
Her leaves have turned yellow and red.
I sit on her branch and pretend I'm in France.
The colors have gone to my head.

Here is our tree in November.
I sit in her highest-up fork.
Her leaves are all blown to places unknown.
I can see all the way to New York.

Doris O'Maple loves winter.
Her branches are covered with ice.
They snap and they tap on the windowpane
Like hundreds of scampering mice.

Doris O'Maple wakes up in the spring
After her long winter's nap.
She gives us a spoonful of syrup each day
Made from her sugary sap.

Doris O'Maple puts on her new dress
With delicate yellowy sleeves.
She twirls out samaras all over the grass
And then puts on serious leaves.

X-tras for Everyone, page 30

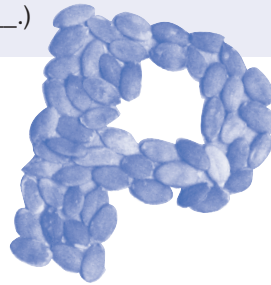
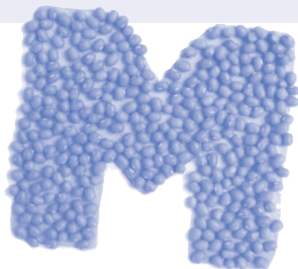
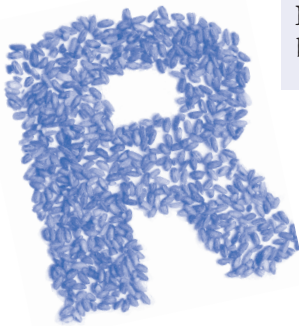
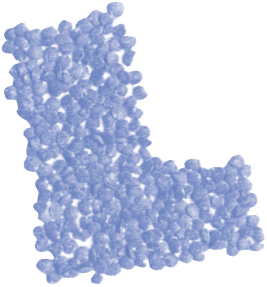
ALPHABET SNACKTIME

Miss Cribbage's class eats the whole alphabet, alliteratively. You can hold your own Alphabet Snacktime with your class, or collaborate with another class.

Send a letter home asking parents to supply one healthy food, cut into bite-sized pieces, enough for one piece per child, and stored in a plastic container, labeled on the lid with the name of the food. (One apple can be cut into chunks, or one zucchini.)

Working with your group, open and arrange the containers, with a plastic spoon in each, alphabetically across a worktable. Have them make food nametags, folding index cards in half lengthwise, then copying the name of each food onto a card and setting it in front of its container. Circling the table, children can serve themselves one piece of each food. As a class, you can eat your feast alphabetically. As children taste each food, they can contribute adjectives to describe it.

Have them write a sentence about and draw the foods they liked best. (I liked the _____ the best because it tasted/smelled/felt _____.)

*Our Horizons, page 32*

DISCUSSION POINTS

Miss Cribbage tells her class, "At choice time we will widen our horizons." What does this mean? How have the animal children in her class widened their horizons? ("Martha measures her feet. Otto plays a scale. Louise scores a goal. Terrance builds a tower.")

How have you widened your horizons at school? At home? How will you widen your horizons today? What horizon-widening centers do we have in our classroom? What other activities do you like to do?

WIDENING HORIZONS

Ask your children to draw a picture of themselves doing what they like best, and label it with a sentence about themselves. Make a display of children's pictures, labeled "Choice Time."

Ithaca Ughs, page 35

MAKING RHYMES

Emily's grandpa says, "Everything that rhymes is easy to remember." What rhymes do your children know? Share songs and rhymes. What words rhyme in the Tigers' song?

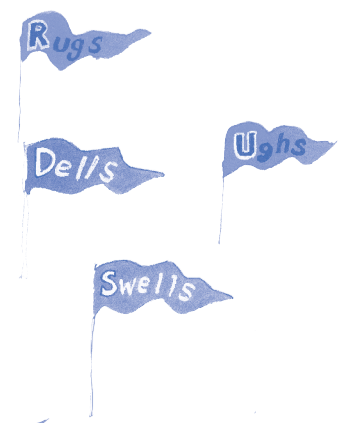
Cut out banners of felt or fabric and decorate. Then compose a rhyming class song together, and sing it as you wave your banners.

CD Track 8:

WE ROOT FOR THE DOWN EAST TIGERS
(Words by Rosemary Wells, ©2004; Music by Judy Freeman, ©2004)

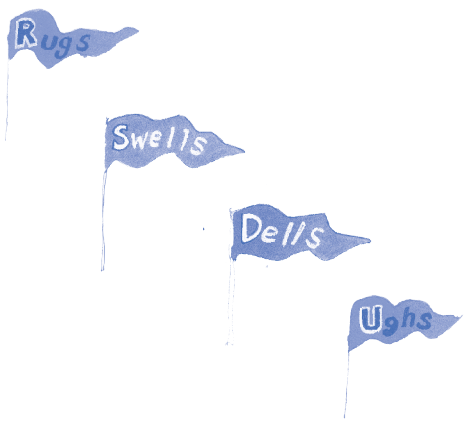


We root for the Down East Tigers.
They're beating the Ithaca Ughs. (UGHS!)
The air is cold, but our cocoa is warm
And we're wrapped in buffalo rugs. (RUGS!)



Hooray for the Down East Tigers!
We yell it loud and clear. (CLEAR!)
"Ugh! Ugh! Ugh!" shouts the other side
Because that's the Ithaca cheer. (CHEER!)

Down in the dells from far and near
Echoes and swells the Ithaca cheer,
"Ugh! Ugh! Ugh! Ithaca's here!"
(CHEER! NEAR! HERE!)
Hooray for the Down East Tigers!
We yell it loud and clear. (CLEAR!)



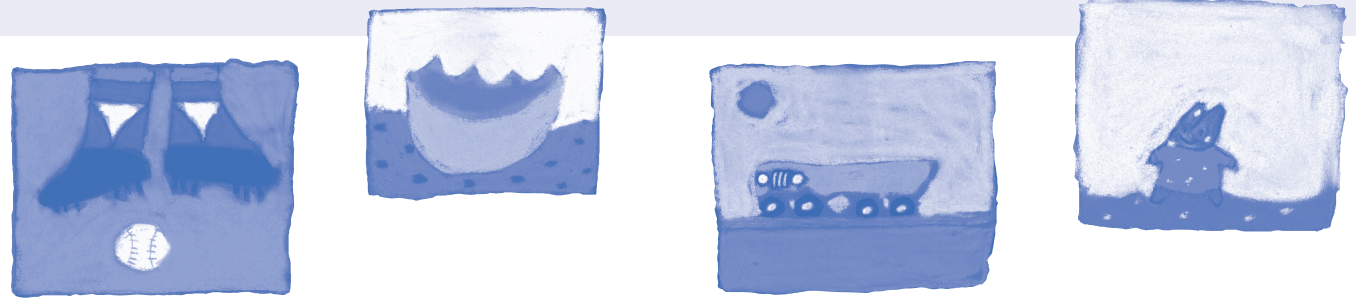
Being Thankful, page 36

WE ARE THANKFUL FOR...

Talk it over: How does your family celebrate Thanksgiving? What do they eat and what do they do?

At Thanksgiving time, many people stop to think about things for which they are thankful. What does it mean, to be thankful? As Miss Cribbage has her group do, "Draw a picture of your favorite thing in the world that you are thankful for."

Make a bulletin board: We are thankful for...

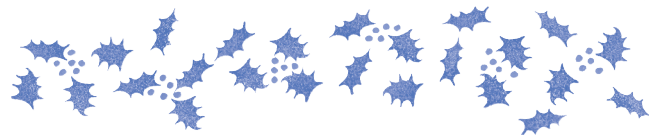


Singing a Christmas Song, page 38

Festival of Lights, page 140

Kwanzaa, page 42

Our Christmas Gifts, page 44



BOOKS FOR THE HOLIDAYS

Each school community celebrates the holidays in its own way, and some choose not to celebrate them at all. If you set up a Christmas tree in your room, why not decorate it with books? Children can make colorful miniature book covers of their favorite stories, and hang them as ornaments. Think about organizing a Book Drive of gently used children's books for needy families.

GIVE US PEACE

"Dona Nobis Pacem", which means "give us peace" in Latin, is a song all can sing in the spirit of the season. *Shalom* means peace in Hebrew, and in Swahili, *Oo tu pay amani* means "peace on earth." Ask your group what languages other than English their families speak at home. Make a chart of languages displaying the word PEACE:

Arabic : Salam

French : Paix

German : Frieden

Greek : Irini

Hebrew : Shalom

Hindi : Shanti

Hungarian : Beké

Indonesian : Berdamai

Italian : Pace

Japanese : Heiwa

Korean : Pyonghwa

Mandarin

(Chinese): Héping

Polish : Pokój

Russian : Mir

Spanish : Paz

Swahili : Amani

Swedish : Fred

WEB SITES:

You'll find the word "peace" listed in more than 100 languages at:
www.planetpals.com/IKC/peacedictionary.html

For scores of links to lesson plans for all three holidays, don't miss:
www.marilee.us/seasonal2.html

Another site with great links and wonderful collections of lesson plans and links is:
www.teachingheart.net/worldmas.html You can find other holidays here as well, including Diwali, Ramadan, and Chinese New Year.

CD Track 9:

DONA NOBIS PACEM / SHALOM / OO TU PAY AMANI

(Traditional)

Dona nobis pacem, pacem

Dona nobis pacem

Shalom, shalom, shalom

Shalom, shalom

Oo tu pay amani

Oo tu pay amani



December

I Won't Dance, page 46

SQUARE DANCE

Ask your phys ed teacher to do a simple square dance with your children, having them practice the steps until they know them well.

What is bluegrass music? It is a type of American folk music, with roots in the Irish and Scottish traditional music that people brought with them when they emigrated from the British Isles long ago. Bluegrass music is played on acoustic stringed instruments including the fiddle, banjo, guitar, mandolin, and upright bass.



Colors of Winter, page 48

CD Track 10: BLUEGRASS MEDLEY
(Cripple Creek, Traditional)



COLOR DAY:

Go on a winter color walk to observe and draw the colors you see. To brighten up the day, declare a Color Day, where children wear as many colors as possible. Give a rainbow prize or a box of crayons to the child wearing the most colors, or reward everyone equally with rainbow stickers.

ROY G. BIV

As you listen to "A Song of Seasons" on the CD, have children identify the colors they hear mentioned for each season. What other colors can you all identify for each season? They can write season/color sentences: "In the summer, I see green grass." Teach them the acronym and mnemonic device for remembering the colors in a prism or rainbow: ROY G. BIV=Red, Orange, Yellow, Green, Blue, Indigo, Violet.

CD Track 11:

A SONG OF SEASONS
(Words and music by Judy Freeman, ©2004)



Winter is snowy, the fields turned to brown,
Frost where the gardens once grew;
We can sing a song of seasons, sing a year of seasons through.

Autumn is golden with red trees ablaze,
Pumpkins and apples and stew;
We can sing a song of seasons, sing a year of seasons through.

Spring is new petals in pinks and pastels,
Leaves on the trees green and new;
We can sing a song of seasons, sing a year of seasons through.

Red and indigo, yellow and green,
Orange and violet and blue;
All the colors of the rainbow
Make colors of the seasons, too;
We can sing a song of seasons, sing a year of seasons through.

Summer is oceans of aquamarine,
Flowers bloom in startling hue;
We can sing a song of seasons, sing a year of seasons through.

African Stamps, page 50

EXAMINING STAMPS:



From your local hobby or gift store, pick up an assortment of international stamps. Your group can sort them and find the countries on a map or globe, sorting them into continents. They can also identify, sort and classify them by other attributes, such as size, shape, color, and picture. If you don't have a ready source of international stamps, you can buy them in bulk from Kenmore Stamps, which will also send you a free catalog on request: www.kenmorestamps.com

Power of Love, page 5

DISCUSSION POINT

Emily's mama says,
"The power of love is
warmer than any snow
or ice in the world."
What does she mean
by this?

Lead your loving group
in cutting out and
decorating Valentine
hearts for the people
and things they love in
the world.

Write and illustrate
new rhyming verses for
"Be My Valentine."

WEB SITE:

Subtitled "Everything a Teacher
Needs for Valentine's Day,"
here's a site
that will spark lots of new ideas,
including crafts, reproducible
activity sheets,
related read-alouds, and links:
[www.teachingheart.net/
valentinesdaypage.html](http://www.teachingheart.net/valentinesdaypage.html)

Grown-ups Vote, page 54

CD Track 12:



BE MY VALENTINE

(words and music by Judy Freeman, ©2004)

1. I love yellow ducks and fire trucks;
be my Valentine
Wild cats and cowboy hats; be my Valentine
2. I love fish tanks and beans and franks;
be my Valentine
Grizzly bears and underwears; be my Valentine
3. I love candy bars and racing cars;
be my Valentine
Scary tales and killer whales; be my Valentine
4. I love model trains and hurricanes;
be my Valentine
Aardvarks and baseball parks; be my Valentine
5. I love French fries and dragonflies;
be my Valentine
Barbecues and green canoes; be my Valentine
6. I love title waves and secret caves;
be my Valentine
Chocolate cakes and ten-foot snakes; be my Valentine
7. I love saxophones and ice cream cones;
be my Valentine
Cows that moo, and I love you; be my Valentine

DISCUSSION POINTS

The folks who live on Cranberry Island vote on whether they want to allow a Weasel Burger Heaven stand to open there. Why don't they want it? What happens after they cast their ballots? What is a ballot? (Show a sample ballot for an election in your town.)

Why do we hold elections? In a democracy, people make choices by voting for what they think will be the better plan or person. What are some of the things grown-ups vote for? How old do we have to be to vote in a local or national election?

What are some of the things we can vote for in our own class? When you vote, you must pick the best choice for you, and you may vote only once. Whichever choice gets the majority of votes is the winner.

VOTE FOR BOOKS

At read-aloud time, hold up three new picture books. Read aloud the titles and authors, and describe each in a sentence or two. Then hold a vote for a favorite choice. First, have the children close their eyes and put their heads down to vote. Then vote a second time, allowing them to sit up and open their eyes. Chances are, the children will look at their friends and vote the same way. Discuss the reasons we have secret ballots, so no one will feel pressured to vote a certain way.

WELL AND GOOD

Leo's papa says, "When you use the right words... our language is beautiful to hear. The words are precious. They need care, like your crayons or my baseball glove." Talk about uses of "well" and "good." We say, "I am well," but, "My ice cream tastes good."

KEEPING WORDBOXES

Have your wordsmiths each start a wordbox, which they can fill with their most precious words. Decorating their own shoe boxes, they can compile their own personal pile of card stock strips to fit in the shoe box. On each strip, they write the word and draw a picture of it. Gradually, they will fill up their wordboxes with precious words they can read on their own and use in their writing.

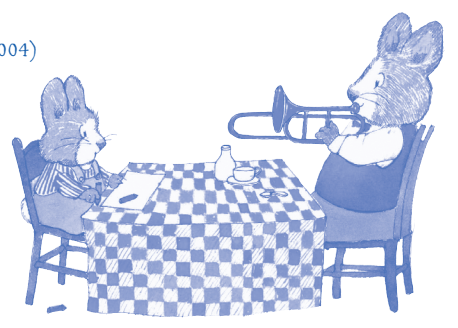
CD Track 13:



WELL AND GOOD

(Words by Rosemary Wells, ©2004; Music by Judy Freeman, ©2004)

Well and good go round and round.
Good is how a bell should sound.
Well is how I ring the bell.
The sound is good and I ring it well.



MUSEUM OF THINGS

Create your own Museum of Things in your classroom. Children can each bring in three objects to show: one animal, one vegetable, and one mineral. The group can make observations as to each object's attributes and categorize it as living animal or vegetable or nonliving mineral.

SORTING AND CATEGORIZING

Place up to a dozen small objects on each table for each small group of scientists to analyze, discuss, and sort into proper categories. They can fold a piece of construction paper into thirds, label each column, and glue their objects in the proper column. This can make an informative and interesting bulletin board.

Read the words of the song, "Animal, Vegetable, Mineral" aloud. For each line, children will determine into which category it fits.

CD Track 14:



ANIMAL, VEGETABLE, MINERAL

(Words and music by Judy Freeman, ©2004)

Lizards, lions, chimpanzee;
Lava, granite, front door key;
Roses, grass, chocolate and tea;
Animal, vegetable, mineral.

Macaroni, peas, and rice;
Chickens, cobras, bats, and mice;
Sand and diamonds, coal and ice;
Vegetable, animal, mineral.



Silver coins and pins of steel;
Corn and oak trees, orange peel;
Crickets, elephant, crab, and eel;
Mineral, vegetable, animal.

Animals can have hearts and bones;
Vegetables are plants that have
grown;
Minerals can be hard like stone;



MUSICAL EMOTIONS

Miss Cribbage plays ten minutes of music each morning, a simple and satisfying way to introduce children to many musical styles and sounds. Try a little classical and choral, blues and bluegrass, Beatles and Broadway, folk and funk, jazz and jugband, salsa and symphony, rap and rock and roll. Ask your listeners to think of words to describe how each musical style sounds and how it makes them feel. Draw musical posters, captioned: Jazz sounds like _____. It makes me feel _____.



DO RE MI



Show your listeners a musical score, and explain how reading music is similar to reading words. If you have a piano available, teach them how to read and play the C scale.

Look at pictures of instruments, including strings, brass, and percussion, and identify the many types. Make your own marching band with homemade instruments out of blocks, bongos from cylindrical oatmeal containers, little boxes filled with rice or pebbles, and other small hand percussion instruments you or the music teacher might have handy, including kazoos, sliding flutes, finger cymbals, and bells.



"SHEEP MAY SAFELY GRAZE"



If you do not have a recording of Johann Sebastian Bach's "Sheep May Safely Graze," you can play a one minute excerpt of it on your computer at: www.wisconsinstrings.com/suggestions.html Your music teacher and librarian should be able to supply you with additional music, pictures, and information about Bach's life and work.

LOVING THOSE NUMBERS

If your students are having a math crash like Emily's, you need to help them relax and work out the kinks, like working out a surprise foot cramp, so they can feel happy with numbers again. Singing "This Old Man," a familiar and beloved traditional song about numbers, will help them do just that. Work out motions with your children for each part of the song and act it out as you sing.

CD Track 15:



THIS OLD MAN

(Traditional)

This old man, he played one,
He played knick-knack on my
thumb.

With a knick-knack, paddy whack,
give the dog a bone,
This old man came rolling home.

This old man, he played two,
He played knick-knack on my shoe.

This old man, he played three,
He played knick-knack on my knee.

This old man, he played four,
He played knick-knack on my door.

This old man, he played five,
He played knick-knack on my hive.

This old man, he played six,
He played knick-knack on my sticks.

This old man, he played seven,
He played knick-knack up in heaven.

This old man, he played eight,
He played knick-knack on my gate.

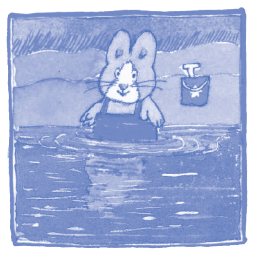
This old man, he played nine,
He played knick-knack on my spine.

This old man, he played ten.
He played knick-knack once again.
With a knick-knack, paddy whack,
give the dog a bone.
This old man came rolling home.

WEATHER GRAPHS

Chart the weather outside your classroom window each day with an outdoor thermometer and graph the results. Each day, bring in the weather map from your local newspaper or *USA Today*, which has great half-page color maps. Your students can read the maps to report on the weather in different parts of the country, including where you live, of course.

LULABELLE THE WEATHER DOLL



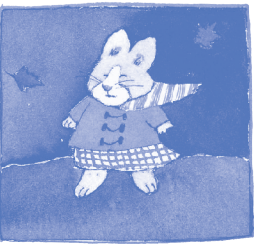
Give your children a more personal notion of temperature and how it feels. Use a nice big doll or two, and have the children name him or her. Collect an assortment of doll or baby clothes, including: bathing suit, T-shirt, long-sleeved shirt, shorts, long pants, socks, sandals, shoes, boots, jacket, mittens, scarf, baseball cap, winter hat, paper fan, sunglasses, umbrella. As you describe the temperature decline, ten degrees at a time, dress the doll in each new article of clothing you mention. The rest of the group can dramatize each action, swimming, sweating, shivering, and shoveling.



Introduce your group to the doll, dressed in her bathing suit, saying, "Class, meet our new pal, Lulabelle. We're going to see how she dresses for the weather, and I'll ask some of you to change her outfits to match each change in the weather. Call on children to use a large model thermometer, or draw, one on the white board, erasing the red mercury as you tell Lulabelle's story. The bare bones are below, but you can ham it up all you want.

Right now, let's imagine it's a summer heat wave—100° Fahrenheit or 38° Celsius—and Lulabelle is hot, hot, hot. She needs a baseball cap to protect her from the hot sun.

But now it's starting to cool down. Let's try the fan to cool down Lulabelle's face. Aahhh. That's better. Oh, look—the thermometer says 90° F or 32°C. She still needs a nice swim to cool off. Let's go swimming, too.



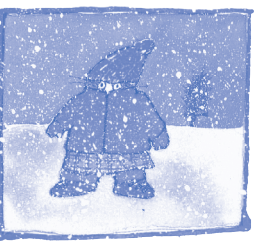
Now it's 80°F or 27°C. It's still pretty hot, though there's a nice breeze. Lulabelle needs her sunglasses, her sandals, and her beach towel.

Now it's 70°F or 21°C. Lulabelle needs her pants, T-shirt, and let's have her change into shoes and socks. It's getting a little too cool for sandals.

At 60°F or 16°C, a long-sleeved shirt and sweater are a good idea.

At 50°F or 10°C, it sure feels like fall. A jacket and a scarf would warm her up.

Brrr. It's getting cold at 40°F or 4°C. It's time for a hat and mittens. And it's starting to rain. Where's Lulabelle's umbrella?



It's FREEZING. Really, it's 32°F or 0°C, the temperature at which water freezes. Where are her boots? It sure is winter, now!

The thermometer is still falling. At 20°F or -7°C, it's snowing and blowing. It's time for a heavier coat and a snow shovel!"

At 10°F or -12°C, it's no fun being outside. Lulabelle adds another scarf. And at 0°F or -18°C, Lulabelle decides to stay inside and drink hot cocoa until it warms up again. Lulabelle loves to drink hot cocoa. Ahhh, let's enjoy some with her. Oh no! She's getting hot again. It sure isn't easy being a weather doll. Tell me, how will you get yourself dressed to go out today?

When the doll is bundled up, you can have the children start to unlayer her clothing, 10° at a time, and act out each phase of winter, spring, and summer again. You can have them dress her for the weather each day as their weather mascot.

SING ABOUT THE WEATHER

Sing the traditional song, "It's Raining, It's Pouring," with a few additional verses.

SONG: IT'S RAINING, IT'S POURING

(Traditional; second and third verses by Judy Freeman, ©2004)

It's raining, it's pouring, the old man is snoring;
Bumped his head when he went to bed,
And he couldn't get up till the morning.
Rain, rain, go away, come again some other day.

It's thundering, it's lightning,
it's loud and it's frightening;
But I'm not scared and you're not scared,
For the sky will soon be brightening.
Rain, rain, go away, come again
some other day.

It's sunny, it's drying, the rain has gone
goodbye-ing;
No more storm, now the day is warm;
The birds are up there flying.
Rain, rain, go away, come again some other day.



Two Signs, page 66

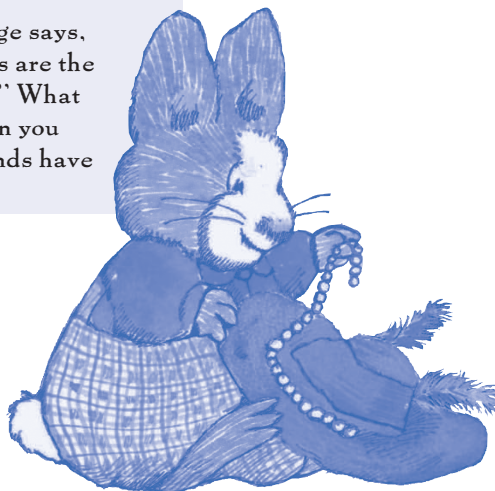
PUNCTUATION PUPPETS

Children can make their own sets of little punctuation stick puppets—period, exclamation point, and question mark—out of felt glued onto popsicle sticks. As you say a sentence aloud, they can hold up the correct puppet. For periods, they can have their puppets say, "Stop." For question marks, they can say, "Hmmm?" with rising inflection, and for exclamation points, "AHA!"

Then each child can come up with a sentence, making a statement, asking a question, or giving a "wow!" or "do it now!" statement for the rest of the group to punctuate with their puppets.

Precious Stones, page 67

As Miss Cribbage says, "... the best gifts are the ones you make." What kinds of gifts can you make? What kinds have you made?



CD Track 16:



PUNCTUATION

(Words and music by Judy Freeman, ©2004)

Who are you? Where are you going?
What are you doing? What is that?

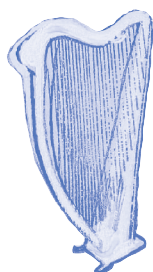
When is lunch? How are you feeling?
Is there any ice cream? Where's my hat?

Questions, we ask questions;
With a question mark we ask why.
Ask a question, get an answer;
Curiosity, you can satisfy.

I like you! Follow me!
Watch out below! Wow! Wow! Wow!

I'm so hungry! You look great!
I love ice cream! Find it now!

Exclaim with exclamations—
Gosh and golly, and holy cow!
With exclamation points, we're excited
Hurrah! and Bravo, take a bow!



BEDTIME STORIES

Emily's papa tells her a bedtime story explaining how music came to be and plays her a good night song on the harmonica. What kinds of bedtime stories do your parents tell or read to you at night? How do you fall asleep every night?



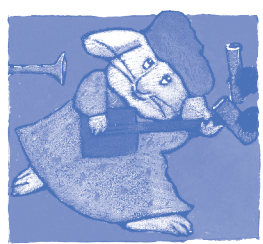
CD Track 17:

FIRE, WIND, AND RAIN

(Words by Judy Freeman, ©2004, adapted from traditional folksong)



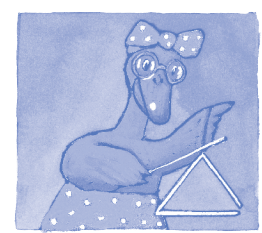
Papa was playing his good night song
Oh, the wind and the rain
His little girl asked, "How did music come along?"
Hear the fire, the wind, and the rain



The wind makes music when it whistles
through the trees
Oh, the wind and the rain
It hums in the air and blows in the breeze
Hear the fire, the wind, and the rain



The rain makes music when it patters all around
Oh, the wind and the rain
It beats on the trees and it splatters on the ground
Hear the fire, the wind, and the rain



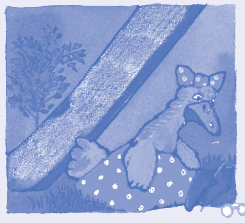
The fire makes music when it crackles and flares
Oh, the wind and the rain
It snaps at the twigs and the branches everywhere
Hear the fire, the wind, and the rain



Listen to the music and close your eyes
Oh, the wind and the rain
These beautiful sounds are your lullabies
Hear the fire, the wind, and the rain

DISCUSSION POINTS

Read aloud only the first two pages of "Our Orchestra." Then ask your listeners: Poor Diane Duck thinks she is no good at anything. Why is this? Predict what you think she will do to still be in the spring concert. Who are some of the other characters in our story who have had problems? (Martha couldn't dance; Emily had a math crash.) How did they solve their problems?



Did you ever worry that you couldn't do something well? What did you do about it?



PROBLEM / SOLUTION

Have your group work in pairs or small groups to think up a possible problem and a solution for one of the characters in Miss Cribbage's class. They can take a large piece of drawing paper, fold it in half, and label the left side "PROBLEM" and the right side "SOLUTION." Working together, they will come up with a problem sentence ("Emily forgot to bring her snack.") and its solution ("She shared Diane Duck's snack."), and illustrate it. As a final performance piece, each group can read its paper aloud.

A BIT O' BEETHOVEN

Your music teacher and librarian should be able to supply you with additional music, pictures, and information about Beethoven's life and work.

CD Track 18:

ODE TO JOY

(by Ludwig van Beethoven)



Poetry Day, page 74

Hold your own poetry recital. Read aloud a variety of poems and ask your children to share and recite any poems or Mother Goose rhymes they already know. Each child can pick a poem to learn.

Your children probably already know "Miss Mary Mack" as a playground chant, complete with clapping hands, but it is also sung.

CD Track 19:

MISS MARY MACK

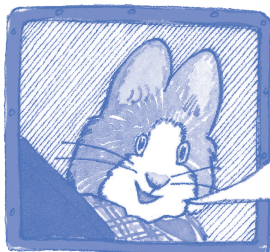
(Traditional)



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 fifty cents-cents-cents
To see the elephants-elephants-elephants
Jump the fence-fence-fence

They jumped so high-high-high
That they reached the sky-sky-sky
And they didn't come back-back-back
Till the fourth of July-ly-ly



with
silver
buttons
all down
her back



All
dressed
in black



Miss
Mary
Mack

DISCUSSION POINTS

The library is the gateway to the universe when you are reading aloud, alone, and together. Why does Emily call the library "our world of wonders"? What can you find in the library? How do libraries work?

Discuss how one borrows books in the school and public library. What does a librarian do? What is the difference between a library and a bookstore?

What are your favorite kinds of books? You can learn almost anything from a good book. What kinds of things would you like to learn this year? Who are your favorite book characters?



RETELL AND ACT OUT

Read or tell the story of "Aladdin and the Magic Lamp." (Your library should have a copy of it in their 398.3 folk and fairy tale section.) Have your listeners retell and act out scenes from the story. Ask them, "If you could have your fondest wish granted by a genie, what would you ask for?" and "If you could go anywhere on your magic carpet, where would you go?"

TAKE A LIBRARY TOUR

Ask your school or public librarian to take your readers on a virtual magic carpet ride to point out some of the wonderful areas of the library, including folklore, picture books, science, animals, sports, and jokes and riddles. Make sure all of your children have borrowing cards from the public library, so you can keep them immersed in good books 24/7. Ask the public librarians to send you a copy of their story hour and special programs schedule so you can run it off and send it home with each child. Urge parents to make trips to the public library a weekly experience and read aloud to their children on a daily basis. There is no better way to raise a reader.

STAYING CURIOUS

Make a class chart: "We want to know more about: ____" Post it in your classroom as your unofficial curriculum and incorporate those student interests and needs to know into your program. Visit the library often to satisfy those interests with great books.

LOVE YOUR BOOKS

Teach your children how to treat their books like best friends. Show how book pages get tiny rips when people turn them from the bottom. Demonstrate the best way for turning pages with a mnemonic device they'll really remember:

SQUEEZE

(Squeeze the upper corner gently.)

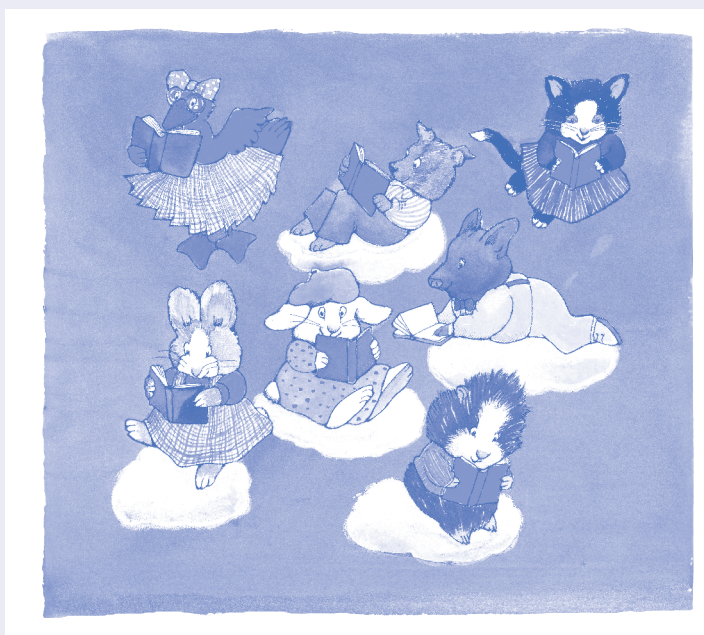
SLIDE

(Slide your hand under the page to support it.)

PUSH

(Push the page over gently with your hand.)

Have them practice and chant with you:
"SQUEEZE, SLIDE, PUSH!"
as they turn each page.



CLOUD FRIENDS

Talk about and identify the four types of clouds in the chapter: stratus, nimbus, cirrus, and cumulus. Why is one cloud named James?

Go outside to cloud gaze and look for interesting shapes and forms. Back inside, make cloud pictures using cotton balls, which children can stretch out and glue to construction paper. With fine-tip markers, they can carefully dot on faces and then name their clouds. They can write cloud sentences about their personalized clouds: "James is smiling."

You'll find many fun, worthwhile weather lessons and activities for kindergarten at:

www.teachingheart.net/weather.htm

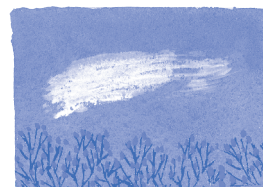
CD Track 20:



THE CLOUDS

(Words by Rosemary Wells, ©2004; Music by Judy Freeman, ©2004)

Some clouds fill with sunshine,
Some are dark with sorrow.
Some are left from yesterday
And some are for tomorrow.



cirrus

The clouds go proudly sailing by.
I love their proper names.
Stratus, Nimbus, Cirrus,
Cumulus, and James.



cumulus

Miss Maria's Jam, page 80

LOOKING AT FOOD

Emily's mama buys locally grown and prepared products to support their neighbors. Make a chart: what foods are produced in your state? What foods come from far away? Ask each child to bring in a food or a label from a food package that came from far away. Affix a big world map to the center of your bulletin board. Staple the food labels around the perimeter. As you locate each country on the map, attach a string from the label to the country of origin.



Dance of the Flowers, page 81

MAYPOLE DANCE

May is a time for dancing and rejoicing in the warmth of the sun. Hold a May Day Maypole Dance, using long poles with crepe-paper streamers attached. There's a helpful discussion thread where teachers contributed ideas on how they set up their maypoles and organized their May Day festivities at: www.teachers.net/projects/earthday/topic24/4.15.01.16.21.34.html

GROW IT:

If you have a little plot outside, plant a class garden of low-maintenance, fast-growing flowers and vegetables such as snapdragons, impatiens, carrots, radishes, and lettuce. Or, if you have a sunny windowsill, plant bean seeds in paper cups or in a window box.

May



MEASURING EVERYTHING



Children can measure everything: their own feet, the tables, and the room itself, using inches and centimeters, yardsticks and meter sticks. Using a pedometer, take a 20-meter walk and a 20-yard walk. Which one is longer? Using a stopwatch to measure time, how long does it take to walk $\frac{1}{4}$ mile?

Ask the school nurse to measure the children's blood pressure and explain what it means.

At snack time, measure square crackers with a ruler. With a scale or the weight calculations on the box, measure out two ounces of crackers per student. Time how long it takes to eat one cracker.



WALKING TO THE MOON

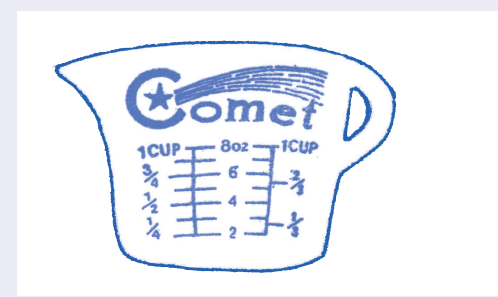


If it's an average of 238,606 miles to the moon, give your children some framework of just how far away that is. For a welcome bit of exercise, go on a one-mile walk and see how long it takes you. It should take about a half hour. If you could walk to the moon from here on Earth, how long would it take? Well, it would take 119,303 hours, or 4,970 days, or a little over $13\frac{1}{2}$ years. Of course, you'd have to walk full-time, with no time out for recess, eating, or sleeping, or it would take even longer! Have your children figure out how old they would be in $13\frac{1}{2}$ years.

How about if we could drive to the moon? Roger's dad drives the speed limit—thirty miles an hour. At that rate, it would take 331 days or about eleven months, without stopping, of course. If you took bathroom breaks, it would take longer.

HOW MANY CUPS?

Buy a big sack of rice. Give each small group a plastic tub with a little over a cup of rice and a set of measuring cups and spoons. Point out the numbers on the cups and how they are used for cooking. Have them figure out: how many quarter-cups measures does it take to fill up one cup? How many third-cup measures? Half-cup measures? How many teaspoons are in a cup? Tablespoons? They can chart their observations.



Alternatively, have them all estimate as to how many cups of rice are in the sack or how many tablespoons of rice are in a cup, and then have them measure the rice in the sack or the cups.

Do the same with liquid measurement, using water. How many cups in a pint? A half gallon? A gallon?



CD Track 21:



MEASUREMENT (Words and music by Judy Freeman, ©2004)

There are twelve inches in a ruler,
Sixty minutes in an hour,
Four cups in a quart of milk,
More petals in a flower,
More petals in a flower.

There are sixty seconds in a minute,
A week is seven days long,
Sixteen ounces in a pound,
More notes in a song,
More notes in a song.

Measure minutes, weight and money;
Volume and length we'll try;
Speed and height and lots of time;
More stars in the sky,
More stars in the sky.

There are four quarts in a gallon,
Twelve months in a year.
Every month is four weeks long.
More bubbles in root beer,
More bubbles in root beer.

There are four quarters in a dollar,
Two nickels in a dime,
Twenty-four hours in a day,
More words in a rhyme,
More words in a rhyme.

Sun	Mon	Tues	Wed	Thur	Fri	Sat
7	8	9	10	11	12	13





SPENDING MONEY



Fool around with money. On page 89, count how many quarters are on the page. Count by twenty-fives to one hundred. How many pennies are there? How many pennies are in a dollar? A quarter? A dime? A nickel? In addition to having children handle and count out coins—100 pennies or 20 nickels or ten dimes to a dollar; 25 pennies or five nickels or two dimes and a nickel to a quarter, and so on—you'll want to read another Rosemary Wells book about cash: *Bunny Money* (Dial, 1997). With a purse full of money, rabbit sister Ruby takes spendthrift little brother Max shopping for Grandma's birthday present. On Rosemary's wonderful Web site—www.rosemarywells.com—you'll find a page of bunny money you can print out for your students to color, cut out, and count. Ask your children: are you penny pinchers or spendthrifts? How do you spend your money? Have them write and illustrate a money sentence: "I spent ____ and bought ____."



SCRUB, SCRUB, SCRUB

Clean out the nooks and crannies. What is a litterbug? Why do people litter? What are some ways we can help to make the world a cleaner place?

CD Track 22:



WASH 'EM UP

(Words and music by Judy Freeman, ©1991)

Wash your cheeks and wash your knees;
Wash your elbows if you please

CHORUS: Wash 'em up, wash 'em up

Wash the ceiling and the walls;
Wash the floor out in the halls.
CHORUS

Wash the flowers and the trees;
Wash the bushes and the bees.
CHORUS

Wash the ocean, wash the sky;
Wash the fluffy clouds on high.
CHORUS

Wash the earth and wash the moon;
Scrub from midnight until noon.
CHORUS

Wash the planets, wash the stars;
Wash the sun and wash old Mars.
CHORUS

Wash the universe and then,
Come back home and start again.
CHORUS



DISCUSSION POINTS

What are some of the activities the children do with their adopted great-grandpas and great-grannies? Why is Emily's adopted great-granny in a wheelchair? Why do you think she has forgotten her name?

What are some of the things you have learned from your grandparents?

If you are string-inclined, show your children how to do cat's cradle.

CD Track 23:

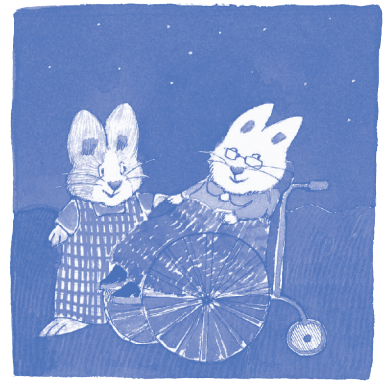


STAR LIGHT, STAR BRIGHT

(First verse, traditional; second verse and music by Judy Freeman, ©2004)

Star light, star bright, first star I see tonight;
I wish I may, I wish I might have the wish I wish tonight.

Day break, day wake, sun shine for sun's sake;
I can dream, I can take daydreams only I can make.



ONE FAVORITE THING

If you're reading *My Kindergarten* near the end of the school year, ask your children to draw a picture and describe one favorite thing they've learned this year. If it's near the beginning of the year, ask them to tell about and draw one thing they hope to learn this year. Make a big chart of their oral responses and hang it in the room to add on to all year long. Have them check off each item they learn as the year progresses.

COMPARING AND CONTRASTING

How is Emily's school different from yours? The same? What other subjects do you think Emily and her friends should learn about this year? What was your favorite part of being in kindergarten? What do you hope to learn next year in first grade?



ABOUT ROSEMARY WELLS

Rosemary Wells is the award-winning author of numerous books for children, including *New York Times* best-selling *Emily's First 100 Days of School* the critically acclaimed *WingWalker*, illustrated by Brian Selznick; *Yoko, Yoko's Paper Cranes*, and the *Yoko & Friends — School Days Series*; and the beloved McDuff series, illustrated by Susan Jeffers.

Introduce your readers to the many books by Rosemary Wells. You will enjoy her colorful and informative Web site - www.rosemarywells.com -—and can print out several illustrations for your children to color.



SELECTED BIBLIOGRAPHY

Books by Rosemary Wells, published by Hyperion Books for Children:

Emily & Friends Playtime Learning Box
Box, 0-7868-0868-3, \$19.99, Pre-K—1

Emily's First 100 Days of School
Hardcover, 0-7868-0507-2, \$16.99, Pre-K—1

My Kindergarten
Hardcover: 0-7868-0833-0, \$16.99, Pre-K—1

Yoko
Hardcover: 0-7868-0395-9, \$14.95, Pre-K—2

Yoko's Paper Cranes
Hardcover: 0-7868-0737-7, \$15.99, Pre-K—2

For a complete listing of titles by Rosemary Wells and a comprehensive interview and biography, please visit our Web site at www.hyperionbooksforchildren.com

ABOUT THE AUTHOR OF THIS GUIDE

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Judy is also the author of *Books Kids Will Sit Still For: The Complete Read-Aloud Guide*, and its companion, *More Books Kids Will Sit Still For*, both published by Libraries Unlimited. Her *Hi Ho Librarian! : Songs, Chants, and Stories to Keep Kids Humming* is a book and CD package published by Rock Hill Press. Judy also writes the monthly "Book Talk" children's book review column for *Instructor* magazine and is a consultant to RIFNet (www.rifnet.org), a monthly television program and technology project for Reading Is Fundamental.

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