I See the Animals

I see the elephant.
I see the lion.
I see the zebra.
I see the bee.
I see the animals

The animals see me!

SIGHT WORD: SEE
100 Super Sight Word Poems

Easy-to-Read Reproducible Poems That Target & Teach 100 Words From the Dolch List

by Rosalie Franzese

Edited by Eileen Judge
Cover design by Maria Lilja
Interior design by Brian LaRossa

ISBN: 978-0-545-23830-4
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Printed in the U.S.A.
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**INTRODUCTION**

*Using 100 Super Sight Word Poems as Part of a Balanced Literacy Program*

Word study is an integral part of any literacy program, because it teaches children about the way letters and words look and what they sound like. Children use word-study techniques to take words apart for understanding when they’re reading and put words together to create meaning when they’re writing (2002, Franzese, p. 146). One essential component of word study is teaching a variety of high-frequency words (or sight words) that children need to read and write automatically. I refer to these words as “quick-and-easy” words. When students have studied sight words, they are better prepared to encounter new texts, because they can automatically read them using the quick-and-easy words they have learned. This automaticity frees them up to focus not only on new or more challenging words, but also on comprehension. The less time they have to spend trying to decode words, the more time they will be able to spend on understanding what they’ve read.

As a classroom teacher and teacher trainer, I recognized that children need appropriately leveled text, especially during a shared-reading lesson. Through shared reading, which takes place in a whole-group setting, “children internalize all the strategies and skills” demonstrated during a lesson (2002, Franzese, p. 15). In my teaching, I used level-appropriate poetry to reinforce new sight words that were introduced to students. It turns out that poetry is a great way to teach reading and vocabulary. The predictable, sometimes repetitive text makes the poems fun and easy to master. Plus, most poems for young learners are short, so children don’t get overwhelmed with the volume of text and can, instead, focus on the target words featured in the poems. One of the biggest concerns the teachers I worked with, though, was that they did not have a collection of simple poems to choose from when planning word study and shared-reading lessons. So, I began to write my own poems using the sight words I wanted to teach. Over the years, I have written numerous poems that have been used successfully in kindergarten and first-grade classrooms.

In this book, you’ll find a wide variety of poems to enhance your word study curriculum. This collection of 100 poems targets 100 sight words, from the Dolch List, that young readers need to know. You can chart the appropriate poem that matches the word you are planning to teach during a shared-reading lesson. (I like to write the poem on large chart paper, but overheads and interactive whiteboards work well, too.) Not only do the poems focus on a specific word, but many also repeat past words that have been previously taught,
reinforcing what children have already learned. For almost every line of each poem, there is a corresponding illustration that students can use for meaning cues when reading. After you’ve read the poem aloud to students, this rebus-style format helps readers remember the content of a line they may be struggling with, and then they are better able to recall how to read those words. I also recommend reading a poem chorally with students so that they become very familiar with it.

TEACHING STRATEGIES

Teaching Sight Words Using a Multisensory Approach

Using oral reciting, hand and body movements, and magnetic letters is a great way to help young learners remember a word.

On the first day of a shared-reading lesson, I read one of the poems to the children and discuss its meaning. I choose a poem that will complement words taught from an accompanying Big Book or from a content-area lesson. I also introduce and model any hand and body movements that I want students to use when reading the poem. This brings the poem to life and helps students make a personal and cognitive connection to the text.

The next day, I go back to the same poem and begin formally teaching the specific word that I want students to learn. I begin by spelling the word with magnetic letters on a board. I ask students to tell me how many letters are in the word, and what the first and last letters of the word are. As I pull down each letter of the word, the students recite each letter name.

Then, I call on students to practice spelling the word. One student comes up to the chart and locates the word within the poem, using highlighting tape. Another student uses magnetic letters to make the word on the magnetic board while yet another is writing the word on a wipe-off board. This all occurs simultaneously. The rest of the class is using their pointer finger to trace the word on the floor or carpet area where they’re sitting. As they trace the word, students are saying the letters of the word. Once they have formed the word, they say it as they underline it with their finger, from the first letter to the last.

I also like to use a technique developed by Barbara Wilson from her Wilson Reading System. The students can use gross-motor memory by extending their arms, keeping their elbows straight and using two fingers to make the word in the sky. As the children are making the letters in the air, they say and spell the word. As Patricia Cunningham suggests in her book, Phonics They Use (2000), the students also chant the spelling of the word, clapping as they say each of its letters.

These techniques provide students with
sensory feedback. They see the word in the poem and check to see if it looks right. They say the word as they form it and hear the word as they speak it aloud. When students form the word on the carpet, in the air, or with magnetic letters, they are provided with a tactile experience. Using hand and body movements benefits all learners, but especially kinesthetic learners.

I recommend that every sight word studied be placed on a “hands-on” classroom word wall. In my classroom, the words are placed in alphabetical order under letter cards that include an upper- and lowercase letter as well as the same picture that represents the letter on the class alphabet chart. I write the target words on index cards, and make the cards removable, so that children can use them when they’re reading and writing. If your word wall is a magnetic board, place magnetic tape on the back of each index card; for other surfaces, you might use Velcro® strips to attach the word cards. Before placing a word on the word wall, I ask the whole class which letter the word belongs under, then I call on a student to come up and place the word on the word wall. This multisensory approach to word walls is a great cognitive strategy for reinforcing new words, and the students thoroughly enjoy the activity.

**Masking Poems**

Another great teaching strategy is “masking.” Once a poem becomes familiar, you can mask parts of the poem by covering words or letters with removable tape. This technique can also be done with familiar Big Books as well. (For an in-depth discussion on how to mask text in Big Books, see *Reading and Writing in Kindergarten*, Scholastic, 2002.) Where certain letters are masked, children must analyze context and what they have learned about the spelling of the word to identify the missing letters. Where a whole word is masked, children must use context to predict or recall the word—and spell it. Masking the text prompts cross-checking between meaning and visual cues; the child has to think about the meaning of the poem as well as recall what the word looks like. I mask high-frequency words to enable students to practice reading and writing a specific word. Some teachers also mask words with tape, then write a different word on the tape. The new word may not sound right, have a reasonable meaning, or look right within the context of the poem. Children use meaning, structure, and visual cues to predict the words that are masked by the tape.

During masked-text lessons, students identify and reflect on strategies they could use to predict text covered by the tape. At first, I demonstrate only one strategy. When children are more experienced, I include several
strategies. I find it is best to have students verbalize the strategies they’re using, so they internalize their skills. For example, I may ask, “Why is that the right answer? How did you know that the other word wasn’t correct?”

**Sample Masking Lessons**

The following are examples of masked-text lessons that would be done later in the kindergarten year because they focus on a couple of strategies: integrating meaning, structure, and visual cues (cross-checking cues); and practicing reading and writing sight words.

**I Am**

I am as fast as a rabbit.
I am as busy as a bee.
I am as smart as a fox.
I am happy being me!

**Text:** *I am as fast as a rabbit.*
**Mask:** *am*
**Strategy:** Recognize a high-frequency word

The students figure out what word is missing and then write that word. They check to see if the word they wrote looks like the word that was covered in the poem.

**Text:** *I am as busy as a bee.*
**Mask:** *bee*
**Strategy:** Cross-checking one cue against another

Students look at the picture (meaning cue) and consider the first letter of the word bee (visual cue). I ask, “What word would make sense?” After their response, I ask, “What letter would you expect to see in the beginning of the word bee?” I peel off the first part of the word, show them the b, and ask, “Were you right?” I then show them the entire word.

**Text:** *I am as smart as a fox.*
**Mask:** *fox*
**Strategy:** Cross-checking one cue against another

Students look at the picture (meaning cue) and the beginning, middle, and end of the word (visual cue). Before peeling off the tape, I prompt them: “What word would make sense and sound right?” After they respond with “fox,” I ask, “What letter would you expect to see at the beginning of the word fox?” I then peel off the tape showing only the f. Then, I follow up with, “What letter would you expect to see in the middle of the word fox?” After students respond, I peel off the tape to show the letter o. Finally, I ask, “What letter would you expect to see at the end of the word fox?” After they respond, I peel the tape off the entire word and ask, “Is the word fox?”

**Text:** *I am happy being me!*
**Mask:** *happy; write “sad” on the tape*
**Strategy:** Integrating meaning, structure, and visual cues
Ask a student or the class, “Is there anything wrong with the sentence?” The child should explain that the word can’t be sad because there is a picture of someone smiling. I then say, “So, sad would not make sense? What word would make sense and sound right?” Students reply by saying “happy.” Next, I ask, “What letters would you expect to see in the beginning, middle, and end of the word?” Once they’ve responded, I peel off the tape, show them the word, and ask “Were you right?” This type of activity helps students internalize the strategies and apply them to their independent reading and writing.

ACTIVITIES

Reading Center Activities Using Familiar Poems

Familiar poems can serve as center activities for children to participate in while guided-reading groups are taking place. For a quick-and-easy center activity, students can simply reread poems from earlier lessons or other poems they are familiar with. I like to copy the poems on enlarged chart tablets and let the children use pointers to promote one-to-one matching and fluency and phrasing. The following activities are from 20 Reading and Writing Centers (2005, Franzese).

POETRY OVERHEAD

Skills Practiced
One-to-one matching
Locating known words within text
Fluency and phrasing

Materials
Overhead, overhead transparencies
Dry-erase markers

Preparation
Print poem on transparency sheet. Model before making the center available to students.

How to Do the Activity
1. Select a poem and put it on the overhead.
2. Read the poem with a pointer.
4. Spell out the “quick-and-easy words” with magnetic letters on a magnetic board.
5. Erase markings on the poem.

POETRY STRIPS

Skills Practiced
Sequencing text for meaning
Integrating meaning, structure, and visual cues
Reading sight words
Practicing fluency and phrasing

Materials
Business-size envelopes
Sentence strips
Preparation
1. On the outside of each envelope, write a poem that was read during a shared-reading lesson.
2. Write the poem on sentence strips, one line to a strip.
3. Draw a picture clue beside each line of the poem—both on the outside of the envelope and on each sentence strip. Put the strips in the envelope. Model the procedures before making the center available to students.

How to Do the Activity
1. Read the poem.
2. Remake the poem, using sentence strips.
3. Reread the poem to check and see if the text makes sense, sounds right, and looks right. Remind students that if they are unsure, they can look at the pictures to check line order.

GUESS AND CHECK
Skills Practiced
Integrating meaning, structure, and visual cues

Materials
Magnetic tape
Resealable plastic bags
Cardboard
Paper

Preparation
1. Write poems from shared-reading lessons on separate sheets of paper, replacing some of the sight words with write-on lines.
2. Draw pictures next to each line of text to help children read the text.
3. Put a strip of magnetic tape above each blank.
4. Mount these poetry sheets on cardboard or thick paper.
5. On separate, small cards, write each word that has been deleted.
6. Put a magnetic tape strip on the back of each small word card.
7. Make an answer key by writing the sentence with the answer filled in on a separate sheet of paper.
8. Keep everything for each poem together in one resealable plastic bag. Model the procedures before making the station available to students.

How to Do the Activity
1. Read the poem and try to figure out the missing words.
2. Read the word cards and attach the appropriate word to the blank line with the magnetic tape.
3. Check your work with answer key.

Note: Every time you finish working with a poem, you might add it to the centers and take away any poem that you feel children have mastered.
Poetry Journals

You can chart poems from shared-reading lessons, and children can copy the poems to create a poetry journal. A journal can be made using a three-ring binder or a notebook. You can also make photocopies of the poems, which children can glue or staple into their journal. They can also make their own illustrations that correspond to each line of text.

Children can take home their poetry journal once a week and reread these familiar pieces of meaningful text. This gives your students the opportunity to practice fluency and phrasing as well as good reading strategies, such as integrating meaning, structure, and visual cues. By rereading these poems, students are also practicing skills of one-to-one matching and locating known words within the text. You might also encourage children to read the poems aloud to a family member, reinforcing that school-home connection.

Homework Activities

Learning to read the poems can also be practiced as a homework assignment. Make a photocopy of the poem you are teaching, for each child to take home. The children can read the poem first, then circle specific sight words. You might also delete certain sight words from a familiar poem and have the children fill in the missing words. After they fill in the missing words, children reread the poem in order to practice fluency and phrasing. An example of a homework activity follows.

Fill in the missing words, using the word box as a guide. Then read the poem aloud.

In the Fall
I look at all the trees.
I see all the leaves.
I look at all the pumpkins.
I see them all . . .
In the fall.

In the Fall
I look ______ all the trees.
I see ______ the leaves.
I look at all ______ pumpkins.
I ______ them all.
_______ the fall.

Word box
see
In
all
at
the
Using poems in addition to Big Books to teach sight words generates a positive, fun, and multisensory learning experience for children. Purposefully teaching sight words through a meaningful context rather than in isolation more effectively helps students learn how to read and write a new word. Most important, children enjoy reading the poems and look forward to it. I believe that the poems offered in this text will serve as valuable tools and resources for language arts teachers to use in their classrooms. You should also feel empowered to write your own simple poems to support your students in the wonderful and exciting process of learning to read and write.

MEETING THE COMMON CORE STATE STANDARDS
The activities in this book meet the following Common Core State Standards for K–2 English Language Arts:

READING STANDARDS: FOUNDATIONAL SKILLS
Phonics and Word Recognition

K.3.c: Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
K.3.d: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
1.3.g: Recognize and read grade-appropriate irregularly spelled words.
2.3.f: Recognize and read grade-appropriate irregularly spelled words.

REFERENCES
DOLCH WORD LIST

The bolded words are featured in the poems in this book.

a about after again all always am an and any are around as ask at ate away be because been before best better big black blue both bring brown but buy by
call came can carry come could cut did do does done don’t down draw drink eat eight every fall far fast find first five fly for found four from full funny gave
get give go goes going good got green grow had has have he help her here him his hold hot how hurt I if in into is it its jump just keep
kind know laugh let light like little live long look made make many may me much must my myself never new no not now
of off old on once one only open or our out over own pick play please pretty pull put ran read red ride right round run said saw say see seven shall she show sing sit six sleep small so
some soon start stop take tell ten thank that the their them then there these then that the their them when where which white who why will wish with work would write yellow yes you your
walk want warm was wash we well went were what when where which white who why will wish with work would write yellow yes you your
A Park

A boy.

A girl.

A swing.

A sandbox.

A slide.

A park.

Come play!
Me

I smile.

I read.

I run.

I jump.

I yawn.

I sleep.

ZZZZZZZZ . . .
The School

The pencils.
The paper.
The crayons.
The books.
The children.
The teacher.
The school!
I Go

I go up.  
I go down.  
I go in.  
I go out.  
I go all about.  
I go, go, go!
Where To?

Some days I go…

to the bus stop,
to the school,
to the park, or to the pool.

But every day,

I like to go home.
I See the Animals

I see the elephant.

I see the lion.

I see the zebra.

I see the bee.

I see the animals.

The animals see me!
My Room

My bed.

My bear.

My door.

My chair.

My room!
Feelings

I am happy.

I am sad.

I am angry.

I am glad.

I am me!
I Go In

I go in my room.
I see my bed.
I go in the house.
I see my dog.
I go in the car.
I see my mom.
I go in a lot of places!
Here I Go!

I go on a fire truck.

Oooh—ahhhh!

I ride on a bus.

Vroom, vroom!

I go on a train.

Choo, choo!

Oooh, vroom, choo!
My Family

My mom is singing.
The phone is ringing.
My dad is snoring.
My sister is boring.
It is pouring.
And I am stuck inside!
What Is It?

**It** is round.

**It** can go up in the sky.

**It** is on a string.

What is this thing?

**It** is a balloon!
Animals

The snake is so long.
The giraffe is so tall.
The elephant is so big.
The mouse is so small!
Look What I See

I see an octopus.

I see an alligator.

I see an elephant.

I see an ant.

What do you see?
I Can

I am a bee. 🐝
I can fly.

I am a boy. ☺
I can say “Hi!”

I am a horse. 🐴
I can run.

I am a girl. 😊
I can have fun!
Up, Up, Up

The kite can go up, up, up.
The plane can go up, up, up.
The bird can go up, up, up.
The balloon can go up, up, up and away!
What Goes Together?

Bagels and cream cheese.

Rice and beans.

Bacon and eggs.

Food and my tummy.

Yummy!
I Like Fruit

I like apples and oranges.
I like bananas and pears.
I like fruit salad!
And I like to share—with you!
My Bunny

He hops.

He flops.

He stops.

He runs.

He is so much fun!
Our Class

We write letters.

A B C

We count numbers.

1 2 3

We go on the playground.

Yippee!
Where Is My Teacher?

It is night.

Where is my teacher?
Is she in the library? No.
Is she in the classroom? No.
Is she at home? Yes!
She is home in bed resting her head.
Love, Love, Love

I love my mom and she loves me.
I love my dad and he loves me.
I love them and they love me.
Love, love, love.
What Can I Be?

I can be a teacher.

I can be a doctor.

I can be a painter.

I can be a dancer.

I can be anything!
Look in the Sky

Oh, **look**! It is a plane.

Oh, **look**! It is a star.

Oh, **look**! It is the moon!

Oh, **look**! They are all so far.
The Library

I look at the books.
I look at the words.
I look at the computer.
I look at the keys.
I look at the pictures
and at the people.
I like to be at the library!
Look at That!

Look at that!

That is a butterfly flying.

Look at that!

That is a bird flying.

Look at that!

That is a bee flying.

Ouch!

That is me—crying!
I Ran

I ran in the park.

I ran on the path.

I ran at the beach.

I ran home to my bath.

I ran, ran, ran!
In the Fall

I look at all the trees.

I see all the leaves.

I look at all the pumpkins.

I see them all...

In the fall.
You and Me

There’s you, and there is me.

I like you, and you like me.

We are friends, you see.
Do You?

I like to do puzzles.

Do you?

I like to do drawings.

Do you?

You do?

Hey—me, too!
Setting the Table

Here is the plate.

Here is the fork.

Here is the spoon.

Here is the knife.

Here is the napkin.

Here is dinner!
You Are My Puppy

You are furry.

You are small.

Your are playful.

Here is your ball.

You are the best puppy of all!
In My Room

In my room, there is one bed.

In my room, there are two lamps.

In my room, there are three dolls.

In my room, there are so many things!
Where, Oh, Where?

**Where** is my book?
Oh, here it is!

**Where** is my lunch?
Oh, here it is!

**Where** is my backpack?
Oh, here it is!

Now I can go to school!
Going, Going, Going

Where is he going?
He is going on a trip.

Where is she going?
She is going to the sea.

Where are you going?
You tell me!
What Is It For?

A chair is **for** sitting.

A bed is **for** sleeping.

A pen is **for** writing.

A book is **for** reading.

A smile is **for** sharing!
What Is It Good For?

A walk is **good** for a dog.

Water is **good** for a fish.

Wind is **good** for a kite.

A star is **good** for a wish.
Come With Me

Will you come to the party?
Will you come to the park?
Will you come to the library and read with me ‘til dark?
Yes, I will come!
Great! Come along!
My Halloween Party

A bat **came**.

A dinosaur **came**.

A clown **came**.

A ghost **came**.

Boo!

We all ran out!
Getting Ready

I **put** my clothes in my bag.

I **put** my teddy bear in, too.

I **put** a book in my bag and I **put** a snack in, too.

I **put** my bag in the car.

Off we go to somewhere far!
Some Soup

Put some carrots in the pot.
Put some potatoes in the pot.
Put some peas in the pot.
Put some tomatoes in the pot.
Stir it up, but be careful!
The soup is hot!
My Picture

This is my paper.
This is my paint.
This is my brush.
This is the picture I painted just for you!
On My Birthday

I got gifts on my birthday.
I got hugs and kisses, too.
And I got some cards
That said, “I love you.”
I Am Not

I am **not** eating vegetables.

I am **not** eating steak.

I am **not** eating salad.

I am only eating cake.

“Oh, no, you are **not**!”

My dad said.
I Like to Jump!

I like to **jump**
up and down.
I like to **jump**
in puddles.
I like to **jump**
on a trampoline.
and into a tub with bubbles.
I like to **jump, jump, jump!**
Me, Too!

I can ride my bike.
Me, too!
I can brush my teeth.
Me, too!
I can tie my shoelaces.
Me, too!
I can clean my room.
Not me!
Big City

Big buildings are cool.

Big buses and

big trucks are, too.

The city is big and fun.

I like this big city.

Do you?
What Is Little?

A little seed, a little plant.

A little bug, a little ant.

A little girl, a little boy.

A little car that is a little toy.
Where I Went

I went to the left.
I went to the right.
I went up and down.
I went to bed—good night!
I Will Go

I will go to school.
I will go to the pool.
I will go to the park.
I will go home before dark!
Making Cookies

I will **get** butter and eggs.
You will **get** milk and flour.
I will **get** chocolate chips.
You will **get** a pan.
We will all **get** cookies.
Yummy!
My Five Senses

I see with my eyes.
I hear with my ears.
I taste with my mouth.
I smell with my nose.
I feel with my skin.
I learn a lot with my five senses.
What I Say

I say stop. I say go.

I say yes. I say no.

I say please. I say thank you.

I say hello. I say good-bye.

I say so many words!
We Can Play

Come and play with me today.
We can play with blocks.
We can play with clay.
Come and play
And stay all day!
Away

The wind came and blew my kite away.
The sun came and melted my snowman away.
A cat came and scared my bird away.
Away they went. Bye-bye!
Down, Down, Down

Go down the hill.

Go down the stairs.

Climb down the ladder.

Sit down in chairs.

Down, down, down!
Welcome to School

Here is your desk.
Here is your chair.
Here is your pencil,
your pen and paper, too.
This is your classroom.
Welcome to your school!
First and Then

First your socks, then your shoes.

First dinner, then dessert.

First one, then two.

First hide, then seek.

You find me, then I will find you!
The Seasons

**When** it is winter,
I put on my coat.

**When** it is spring,
I plant some seeds.

**When** it is summer,
I go to the pool.

**When** it is fall,
I go to school.
My Friends

They like to play baseball.

They like to play soccer.

They like to play basketball.

They like to play hockey.

My friends are fun and they love to play sports.
I Ride

I ride in a car.
I ride in a truck.
I ride on a bike.
I ride on a bus.
Oh, how I love to ride!
What I Like

I like skating, **but** not skiing.

I like carrots, **but** not tomatoes.

I like pens, **but** not pencils.

I like peas, **but** not potatoes.

I like a lot of things— **but** not all things!
Who Helps?

Bees help build hives.

Ants help build hills.

Beavers help build dams.

Now I need some help from you.

Will you help me tie my shoes?
What I Want

I want to see flowers grow.
I want to hear birds sing.
I want to play in the sun.
I want it to be spring,
so I can have fun!
What the Animals Said

The cow said, “Moo.”

The duck said, “Quack.”

The pig said, “Oink.”

The farmer said, “Shhh!”
Plans

I was going to ride my bike.
I was going to have a swim.
I was going to stay outside.
I was not going to come in.

But it rained!
I Eat

I eat breakfast.

I eat lunch.

I eat dinner.

I eat a bunch!
Who Is He?

He **has** a truck.
He **has** big boots.
He **has** a hat,
and he **has** a hose—
he can take it wherever he goes.

Who is he?

A firefighter!
A Good Day

The horse had an apple.
The horse had some hay.
The horse had a long ride.
The horse had a good day!
Too Many Pets!

I have a bird.
I have a cat.
I have a dog.
I have a hamster.
I have too many pets!
What I Saw

I saw a bear.
I saw some grapes.
I saw a pear.
I saw an ape.
I saw it all
Inside my book.
Here, have a look!
Who Am I?

I am not a bug who lives in a rug.

I am not a cat who sleeps on a mat.

I am not a kitten who wears a mitten.

Who am I?

I am a boy who likes toys.
What I Take

I take a bite.

I take a sip.

I take a picture.

I take a trip.
Please! Please make me a sandwich. Please make it with cheese. Please make it with tomato. Please make it, oh, please. Thank you!
Pizza

I made the dough.

I made the ball.

I made the pizza.

We ate it all!
If You Give Me

If you give me crayons and paper,
if you give me glitter and glue,
I will make some art—
and give it to you!
I Like Her!

I like her crown.

I like her castle.

I like her throne.

I like her dress.

I really like the princess!
My Baby Sister

I gave her a bottle.
I gave her a kiss.
I gave her a toy.
She gave me a big smile—like this!
My Dog

I give him food.

I bring him water.

I take him on a walk.

I listen to him talk.

Woof, woof, woof!
Snowman

These are his arms.

This is his nose.

Here are his buttons.

Here are his clothes.

Hello, snowman!
Get On the Bus!

Do you want to learn with us?  
Do you want to play with us?  
Do you want to sing with us?  
Come on, get on the bus!
I Am

I am as fast as a rabbit.

I am as busy as a bee.

I am as smart as a fox.

I am as happy as can be!
Soon, Soon, Soon

When will we get there?

Soon!

When will we eat?

Soon!

When will we go home?

Soon, soon, soon!
We Go Out

We go out and run.
We go out and ride.
We go out and jump rope.
We go out and play all day!
Our Classroom

Here is our table.

Here is our art.

Here is our teacher.

Our class is so smart!
What’s the Book About?

This is a book about cars.

This is a book about trains.

This is a book about bikes.

This is a book about planes.

There are books about everything!
My Different Feelings

I am very mad
when I break a toy.

I am very sad
when the fun ends.

I am very glad
when I see my friends.

I have so many different feelings!
Fourth of July

Flags were waving.

People were marching by.

We were having a great time.

Fireworks were in the sky.

It was the Fourth of July!
Where Does It Come From?

Eggs come **from** chickens.

Apples come **from** trees.

Milk comes **from** cows.

Honey comes **from** bees.
What Is It Made Of?

The table is made of wood.

The cup is made of glass.

The car is made of metal.

The candle is made of wax.
Everything Is New

I have new shoes.

They are not too tight.

I have new pants.

They fit just right.

I have a new pencil with a sharp tip.

And I got a new haircut—

Snip, snip, snip!
Just One More...

Please, just one more cookie. 🍪

Please, just one more slice of bread. 🍞

Please, just a little more time. 🕒

I just do not want to go to bed! 🛏️
Chores

My mom said,
“You **must** do your homework.”

My dad said,
“You **must** make your bed.”

My brother said,
“You **must** walk the dog.”

“Why **must** I do everything!” I said.
Oh, Well

I dropped my ice cream. Oh, well.  

I fell down. Oh, well.  

I missed the bus. Oh, well.  

I am having a bad day.  

Can you tell?  

Oh, well! Oh, well!
I Did My Homework

I did my reading.
Yes, I did.

I did my math.
Yes, I did.

I did all my homework.
Yes, I did.

I did it all…

I am the homework kid!
What Do They Say?

What does the cow say?
Moo.

What does the rooster say?
Cock-a-doodle-doo.

What does the horse say?
Neigh.

What does the farmer hear all day?
Moo, cock-a-doodle-do, neigh!
Now, Now, Now, Now!

Meow, meow, meow!
My cat wants his dinner right now.
Meow, meow, meow!
He wants his toy right now.
Meow, meow, meow!
He wants to be brushed right now.
He wants it all right now!
Meow, meow, meow!
How Many?

Count how many birds.

Count how many bees.

Count how many trees.

You know how to do it.

Count one, two, three!
Snow Day

Can you help me find my hat? 🧢

Can you help me find my mittens? 🧡

Can you help me find my scarf? 🧣

Thanks!

I am going out to find some fun!
What I Ate

I ate one jelly bean.

I ate two cookies.

I ate three ice cream cones.

I ate four cupcakes.

I ate too much!