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**Kid Phonics**

**Levels:**
For ages 4 to 7

**Activity Components:**
- The Sound Busters' Playroom – Click each of the Sound Busters to hear their special songs. Click the other objects in the room and see what happens.
- The Sound Buster Game – Listen to sound clues and solve problems that build skills in sound awareness.
- The Word Builder Tool – Build custom words, sentences, and dictionary pages with sound cards.

**Features:**
- Digitized speech for lifelike sound
- Three levels of fun program activities
- Five original sing-along songs
- Ten picture galleries
- High-resolution graphics
- Over four dozen classic children’s songs and nursery rhymes
- 150 animated, sound-enhanced objects for click-and-explore fun
- Customizable, printable Word Builder dictionary

**Skill Development:**
1. Progress from hearing sounds to reading words.
2. Learn to differentiate among letter sounds.
3. Determine when words sound the same.
4. Connect sounds to clusters of letters.
This Teacher’s Guide, for teachers of children ages 4–7, is designed to increase phonics and reading-readiness skills as students immerse themselves in the playful sound environment of the Kid Phonics program.

Kid Phonics gives children the opportunity to work in a rich, multimedia-learning environment that includes graphics, music, rhymes in verse or song, sound effects, and spoken reinforcements. Students are encouraged to identify sounds, construct words, build sentences from words, and make their own dictionaries. The phonics skills children acquire through these activities will help them as they learn to read. The result is a rich reading experience that helps children recognize words by sight or hearing, use sounds to construct new words, and use those words in a context that has meaning for them.

Kid Phonics Units
The Teacher’s Guide features three units: Playroom Activities, Sound Buster Game Activities, and Word Builder Activities. Each unit is designed to follow along with the computer program and includes blackline masters to support each activity.

Student activities are provided for use before the computer, at the computer, and after the computer. Students will work in small groups or with a partner at the computer.

The Playroom Activities give students the opportunity to explore the Playroom and become familiar with the Sound Busters through their delightful songs. Each song was written to highlight sound qualities of language and listening skills. The student activities are designed to provide immediate reinforcement of the themes...
introduced in each song. The students also have opportunities to make choices and express themselves through graphing, creative writing, and poetry.

The Sound Buster Game Activities introduce students to the ten different book covers. The activities provide many opportunities for students to discriminate between sounds and construct their own words. Throughout these activities, students are also challenged to develop their imaginations as well as their beginning writing skills. In one activity, they write about jumping into a book cover. In others, they write simple and descriptive lists of objects found in the different book cover settings. Students listen to and complete the Sound Busters’ poems, then recite their favorite one as an ending activity in the Sound Buster Game.

The Word Builder Activities encourage students to explore the Word Library and use their critical thinking skills as they identify and write complete sentences, classify and contrast objects by certain criteria, and find objects in the Word Library from clues. At the end of this unit, students are given the opportunity to show their mastery of some basic phonics skills by finding objects with certain phonetic attributes.

Curriculum areas covered by the *Kid Phonics* lessons include reading, creative writing, music, art, and drama. These activities stress cooperative learning, oral speaking, and interaction among the students.

Reading research has demonstrated that children learn to read through a complex process that involves many different auditory and visual skills. Reading involves identifying both whole words and parts of words. Reading is also a learning experience that requires context—the use of words in meaningful sentences, rhymes, and stories. Each activity in this program reinforces these important skills.
UNIT 1: PLAYROOM ACTIVITIES

ACTIVITY 1

Letters Make Sounds and Sounds Make Words

Objectives

- Increase listening skills.
- Discriminate between sounds.
- Build words from sounds.

Summary

Letters Make Sounds and Sounds Make Words is an activity that challenges students’ auditory skills. It gives students the opportunity to practice the sound connection to word building. Students work with partners at the computer, listening for Mumpher’s favorite letters and words as he sings his song. They later identify and write a favorite letter and word of Mumpher on the Mumpher’s Favorite Letters activity sheet. To complete the activity, students challenge each other’s word building and decoding skills by playing the Lasso Letters Game activity sheet.

Before the Computer

- Bring students together at the board. Listen to Mumpher’s song, “Letters Make Sounds.” Ask students to explain what Mumpher means when he sings, “Letters make sounds and sounds make words.” Challenge students to listen carefully as you make letter sounds. Have them whisper, or “skywrite” with their finger, which letter makes the sound they hear. Play Mumpher’s song once again. Ask students to listen this time for the letters and words Mumpher loves (e.g., s in sunrise). Act as a recorder as they brainstorm as many letters and word connections as they can recall from the song.

- Distribute copies of the Mumpher’s Favorite Letters activity sheet, p. 8. Ask students to choose a partner and bring their activity sheet with them to the computer.

At the Computer

- Direct students to go to the Kid Phonics Playroom and click Mumpher. Ask them to listen and read along as Mumpher sings his song. Have students choose one of Mumpher’s favorite letters and words. Encourage them to whisper the letter and word to each other.

- Ask students to independently complete the Mumpher’s Favorite Letters activity sheet by finishing the sentence, “I love the ___ in ____.” They may use their choice from the song or something else Mumpher might love to see on his cowboy trail! Instruct the students to illustrate their sentence in the drawing space above.

After the Computer

- Reconvene at the board. Give students an opportunity to share their Mumpher’s Favorite
Letters activity sheet with the group. Challenge them to try reading each other’s sentences. Distribute the Lasso Letters Game activity sheet, p. 9.

Tell students they will have the opportunity to help Mumpher lasso letter sounds together to make words. Ask student to find a partner. Direct one student to write a word in one of Mumpher’s lassoes while the partner says the sound for each letter and reads the word. The partners then switch roles.

**Extension**

Alphabet books are a great way for students to express themselves. Work together as a class to create an ABC “I Love the _ in _____” big book. Make a separate page for each letter of the alphabet. Cooperate together as a class to decide who will work on each letter. Have students write and complete the sentence “I Love the _ in _____” using their chosen alphabet letter, and illustrate their page. Compile student pages together in alphabetical order, and have the last page say, “Letters make sounds and sounds make words.” Put your new big book out in a reading corner for students to enjoy.
LETTERS MAKE SOUNDS
(Mumphers)

I love the “s” in “sunrise,”
I love the “ch” in “chow.”
I love the “p” in “pony,”
I’m ridin’ right now.
(Giddyup!)
I love the “m” in “mountains,”
The “b” in “buffalo herds.”
Letters make sounds,
And sounds make words.

I love the “g” in “giggle,”
I love the “sp” in “spit.”
I love the “t” in “tough guy,”
Too stubborn to quit.
(I don’t stop till I’m good ‘n ready.)
I love the “w” in “westwind,”
The “h” in “high-flyin’ birds.”
Letters make sounds,
And sounds make words.

A, b, c, d, e, f, g, h, i, j, k, l,
M, n, o, p, q, r, s, t, u, v, w, x, y, z.
Letters, sounds, and words are fun for me.

I love the “y” in “yippee,”
The “c” in “cottage cheese curds.”
Letters make sounds,
And sounds make words.
Letters make sounds,
And sounds make words.

Listen to this song on Track 2 of your CD.
UNIT 1: PLAYROOM ACTIVITIES

ACTIVITY 1

Letters Make Sounds and Name ____________________________
Sounds Make Words

MUMPHER’S FAVORITE LETTERS

I love the ____ in _____________________________________.
UNIT 1: PLAYROOM ACTIVITIES

ACTIVITY 1

Letters Make Sounds and Names ____________________________
Sounds Make Words ________________________________

LASSO LETTERS GAME

[Diagram of a grid with letters from a to z]

[Blank rectangles for lassoing letters]
UNIT 1: PLAYROOM ACTIVITIES  

ACTIVITY 2

Rhyme-A-Rooeys

Objectives

† Use listening skills to identify rhyming words in the song “Rhyme-A-Rooey.”
† Expand students’ rhyming vocabulary.
† Write and illustrate pairs of words that rhyme with objects in the playroom.
† Create word rhymes.

Summary

The Playroom Rhyme-A-Rooeys activity sheet builds on students’ experiences with word families through rhyming activities. Students learn about rhyme, and brainstorm pairs of words that rhyme with objects in the Playroom. The More Rhyme-A-Rooeys activity sheet challenges students to use their imaginations to create new four-word rhyme lines to add to Boogie’s song.

Before the Computer

† Bring students together at the board. Discuss what a rhyme is. Explain that when the ending sounds of two words sound alike, the words rhyme. Write words that rhyme on the board and ask students which words are rhyming partners. Draw arrows matching the rhyming words. For example:

mat → cake
hand → pat
rake → sand

† Challenge students to think of the words that rhyme with your verbal clues. For example:
1. Rhymes with bun and begins with s. (sun)
2. Rhymes with fox and begins with b. (box)
3. Rhymes with coat and begins with g. (goat)

† Ask students to listen very carefully as you play Boogie’s song, “Rhyme-A-Rooey.” Encourage them to listen for rhyming words in the song to share with the class. Act as a recorder as they recall the rhyming words.

At the Computer

† Ask students to bring the Playroom Rhyme-A-Rooeys activity sheet with them to the computer.
† Tell them to click Boogie and listen to her sing “Rhyme-A-Rooey.”
† Tell students that they will work with their partner and help Boogie by writing a pair of rhyming words for certain objects in the Playroom. Instruct partners to click the first Playroom object on their list (the boat).
After they have listened to it say its name, have them brainstorm together as many words as they can think of that rhyme with the object (goat, coat, moat, float, etc.)

Have them choose two of their words and print them in the spaces next to the rhyming Playroom object. Then they can continue with the rest of the objects. Allow students time to draw a picture above each rhyming word.

After the Computer

Bring students back together as a group. Ask them to share their rhyming words from the activity sheet. Write their rhyming words on the board.

Tell students that Boogie is going on a rhyme-a-rooey concert tour. She wants them to help her write more rhyme-a-rooey’s to add to her hit song! Explain that she needs the students to write four-word rhyme lines.

Write on the board the four-word rhyme lines that Boogie has already written in her song. Read these over as a group and brainstorm a new four-word rhyme.

Heeple, deeple, steeple, people,
Ripple, tipple, yipple, wipple,
Unkie, bunky, spunky, monkey,
Arfle, garfle, snarfle, barfle,
Ooey, suey, looey, dooey, ya-ha-hooey!

Distribute copies of the More Rhyme-A-Rooeys activity sheet, p. 14. Ask students to work with a partner and create three new four-word rhyme lines. Encourage students to use their imaginations to the fullest! Ask students to draw a picture of Boogie singing and dancing on the back of their activity sheet.

Let student partners choose their favorite new rhyme-a-rooey song line to share with the class.

Extension

Give students the opportunity to design a concert poster for Boogie’s big event. Ask students to draw Boogie in a new concert outfit. Encourage them to write a caption telling why people must come to this rhyme jive concert.

Have students form groups of three or four and create a new dance for Boogie. Give students enough time to practice their dance. Let the groups who feel comfortable share their dance with the class.
Rhyme-A-Rooeys

RHYME-A-ROOEY
(Boogie)

My heart is thumpin’-pumpin’,
I have my favorite thing.
(That’s fun with sounds!)
It makes my dooble wobble,
It makes me want to sing.
Yeah!
It makes my divver shiver,
It knocks the shakes off the shelf.
It winds me up so tight-right,
I just can’t help myself.
Gotta have that

Frog slime, goat grime, fun time,
Rhyme-A-Rooey.
Grass huts, peanuts, worm guts,
Good ‘n gooey.
Hen coop, big scoop, green goop,
Pretty puey.
Frog slime, goat grime, fun time,
Rhyme-A-Rooey.

It drives me crazy,
It takes me to the top.
Oopsy-doopsy daisy,
I’m flippin’ out, and I can’t stop!
Yeah!

Heeple, deeple, steeple, people,
Ripple, tipple, yipple, wipple,
Unkie, bunky, spunky, monkey,
Arfle, garfle, snarflle, barfle,
Ooey, suey, looey, dooey, ya-ha-hooey!

(repeat chorus two times)
UNIT 1: PLAYROOM ACTIVITIES

Rhyme-A-Rooeys

ACTIVITY 2

PLAYROOM RHyme-A-ROOEYS

Part I. At Your Desk

1. Can rhymes with ____________________.
2. Kit rhymes with ____________________.
3. Dish rhymes with ____________________.

Part II. At the Computer

Write two rhyming words for each Playroom object below.

Boat rhymes with ____________________ and ____________________.

Train rhymes with ____________________ and ____________________.

Drum rhymes with ____________________ and ____________________.

Top rhymes with ____________________ and ____________________.
UNIT 1: PLAYROOM ACTIVITIES

ACTIVITY 2

Rhyme-A-Rooeys

Names

______________________________

MORE RHYME-A-ROOEYS

Heeple, deeple, steeple, people,
Ripple, tipple, yipple, wipple,
Unkie, bunky, spunky, monkey,
Arfle, garfle, snarflle, barfle,
Ooey, suey, looey, dooey, ya-ha-hooey!

Use your imagination and create three new rhyme-a-rooeys for Boogie's song!

1. __________________, __________________, __________________, __________________
2. __________________, __________________, __________________, __________________
3. __________________, __________________, __________________, __________________

Turn your paper over and draw Boogie singing and dancing.
Alliteration Consonant Fun!

Objectives

- Increase listening skills.
- Identify alliterations in the song “Are You Listening?”
- Determine the beginning letter that makes a sentence an alliteration.
- Complete alliterative sentences.
- Write and illustrate an alliteration.

Summary

In Alliteration Consonant Fun! students practice their listening skills while learning about alliterations. They begin the activity by listening to Miggles sing “Are You Listening?” They identify the alliterations in the song. Students then work with a partner at the computer to complete various alliteration exercises. To conclude the activity, students write and illustrate their own alliterative silly sentences and share them with the class while playing the Are You Listening? game.

Before the Computer

- Bring students together at the board. Ask students to think about the importance of listening. Have students whisper their thoughts to someone sitting near them. Choose a student to share his or her response. Encourage students to listen carefully to Miggles’ song. Ask them to try and remember some of the silly things Miggles sings about. Play “Are You Listening?” Act as a recorder as students recall Miggles’ silly sentences. Play the song again and, as a class, see how many sentences were remembered correctly.
- Point to an alliterative silly line from Miggles’ song on the board (for example, “Big beagles bark by the bay”). Ask students questions that will prompt them to notice that most of the words in the sentence begin with the letter b. Instruct students that when a sentence has two or more words that begin with the same letter, it is called an alliteration. Challenge students to tell you other alliterative lines from Miggles’ song.

At the Computer

- Distribute copies of the Alliterations activity sheet, p. 18. Have students go to the computer with a partner. Direct partners to go to the Kid Phonics Playroom and click Miggles. Ask them to listen and read along as Miggles sings his song. In Part I of the activity sheet, instruct partners to read the sentences from the song together and write the letter that makes each sentence an alliteration. Ask them to complete the alliterative sentences in Part II and then create their own alliteration.
After the Computer

- Distribute copies of the Are You Listening? activity sheet, p. 19. Ask students to create their own silly sentence alliteration. Instruct them to illustrate their sentence in the drawing space above.

- Reconvene back at the board. Ask students to bring their Are You Listening? activity sheet with them. Tell students they must listen carefully as you play the Are You Listening? game. Have students take turns reading their alliterative silly sentence while the rest of the class listens to decide what letter begins each word. After the correct alliterative letter has been identified, have students share their illustration.

- Compile students’ Are You Listening? activity sheets together into an alliteration consonants class book for students to read independently.

Extension

- Have students write Miggles a letter telling him about a time when they felt shy. Ask them to give Miggles encouragement about why he should not feel shy and advice on ways to overcome his shyness.
Alliteration Consonant Fun!

**ARE YOU LISTENING?**

(Miggles)

Words and music by Dave Kinnoin

I hear a hen on the hay,
Are you listening?
Big beagles bark by the bay,
Are you listening?
One thousand cows and some sows sing for miles.
Farmer Fran fixes the fence as she smiles.

Words wander here, wander there,
Are you listening?
Words wiggle loose—wonder where?
Are you listening?
My cousin was in a buzzy old tree.
Now his hand hurts because he bumped a bee.
Ouch!

I know a silly bull,
Wild, wooly Willy Bull
Slurps iced tea—will he spill?
Silly bull Willy will.

As I sit picnicking here,
Are you listening?
Pleased-as-punch ants all appear,
Are you listening?
On my knee tiny dots dine on a scrap,
Eagerly eyeing the lunch on my lap.

Are you listening?
Are you listening?
Are you listening?

Listen to this song on Track 5 of your CD.
UNIT 1: PLAYROOM ACTIVITIES

ACTIVITY 3

Alliteration Consonant Fun! Names ____________________________

Part I. What letter makes each sentence an alliteration?

1. I hear a hen on the hay. ___
2. Big beagles bark by the bay. ___
3. Farmer Fran fixes the fence as she smiles. ___
4. Words wiggle loose—wonder where? ___
5. Wild, wooly Willy Bull. ___

Part II. Finish the alliterations.

1. Big beagles bark by the ________________.
2. Little Lucy loves _________________.
3. Darla Duck dives _________________.
4. Silly Sally sings _________________.
5. Erwin Elephants eats _________________.

Make up your own alliteration!
Alliteration Consonant Fun!  Name ____________________________

ARE YOU LISTENING?

Write a silly sentence alliteration and draw it below.
UNIT 1: PLAYROOM ACTIVITIES

ACTIVITY 4

Delightful and Delicious Alphabet Starters

Objectives

- Identify beginning sounds.
- Discriminate between sounds.
- Plan a tea party.

Summary

The Delightful and Delicious Alphabet Starters activity give students an opportunity to identify beginning sounds through a favorite letter description activity and planning a tea party with Tweed.

Before the Computer

- Bring students together in a group at the board. Ask individual students to share their favorite letters. Write them on the board. Ask students why those letters are special. Tell students they will need to listen very carefully to Tweed’s song to find out which alphabet letter Tweed thinks is delightful. As a class, discuss the clues in the song that let the listener know Tweed likes the letter d. Together, identify and list a few of the words that begin with the letter d in the song.
- Distribute copies of the Delightful Alphabet Letters activity sheet, p. 23. Ask students to choose a favorite letter and complete the sentence “The letter __ is ________.” Tell the students their word must be descriptive and begin with the same letter as the one they chose (for example: “The letter s is super!”). Ask students to print their letter choice in large block letter form and decorate around it in the drawing space above their sentences.
- Give students the opportunity to share their letter sentences and illustrations with the class.

At the Computer

- Direct students to choose a partner, go to the Kid Phonics Playroom, and click Tweed. Ask them to listen and read along as Tweed sings his song, “Rap-So-D.”

After the Computer

- Ask students to imagine they are planning a tea party for Tweed. Encourage partners to brainstorm together to create a list of the different kinds of food they will serve at the party.
- Distribute copies of the Delicious Alphabet Starters activity sheet, p. 24. Tell students to complete each sentence with one of their food choices for their tea party (for example: C is for cake.). Encourage students to illustrate a picture of their tea party with Tweed on their papers.
- Give students time to share their lists of delicious alphabet starters with three classmates. Challenge students to read each other’s lists.
Compile all of the students’ Delicious Alphabet Starters activity sheets into a Tea Time With Tweed class book for students to enjoy reading.

Extension

Have students write an invitation to Tweed inviting him to join them for a tea party especially for him!
I don’t have a lot of patience for mindless chatter.
I prefer to set my focus on things that matter,
Like the joy of every verbal possibility.
I request your rapt attention to my Rap-So-D.

Rap-So-D is delicious, Rap-So-D is divine.
Rap-So-D is what I name it, and I claim it as mine.
Rap-So-D is delightful, Rap-So-D is D-best.
Rap-So-D is how I wing it as I sing it with zest.

Dee, dee, dee, dee, deedle, didle, doodle, doo,
Deedle, didle, doodle, didle, dee,
(Rap-So-D, yeah!)
Deedle, didle, doodle, didle, deedle, didle, doodle, didle,
Deedle, didle, doodle, di-dee.
(Rap-So-D, yo!)
Deedle, deedle, didle, doodle, doo,
I will have a bit of fun with you.
Dee, dee, dee, dee, dee, dee, dee, dee, dee!

Listen to this song on Track 4 of your CD.

Well, I said it was delicious—now you’ve had a spoonful
Of my passionate devotion to what’s fresh and tuneful.
“D” is only one of twenty-six from which to choose
In an alphabet of starters for the words we use.

Rap-So-D is descriptive, Rap-So-D is deluxe.
Rap-So-D is how I’m betting you are getting your yuks.
Rap-So-D is distinguished, Rap-So-D is D-champ.
Rap-So-D may surely be your chance to see if you can vamp.
(That means “improvise,” Bro!)
(Yo!)

(repeat rhapsody section: Dee, dee, dee…)
UNIT 1: PLAYROOM ACTIVITIES

ACTIVITY 4

Delightful and Delicious Name ____________________________
Alphabet Starters

DELIGHTFUL ALPHABET LETTERS

Complete the sentence and draw it below.

The letter ____ is ________________________________.
UNIT 1: PLAYROOM ACTIVITIES

Delightful and Delicious Alphabet Starters

Name __________________________

DELICIOUS ALPHABET STARTERS

Plan a list of the foods you will serve during your tea party with Tweed. Then draw a picture of your tea party in the space below!

1. ____ is for ____________________.
2. ____ is for ____________________.
3. ____ is for ____________________.
4. ____ is for ____________________.
5. ____ is for ____________________.
UNIT 1: PLAYROOM ACTIVITIES

ACTIVITY 5

Words With a Beat

Objectives

- Identify and write words that represent happy feelings.
- Classify words as having a single syllable or multiple syllables.

Summary

The Words With a Beat lesson helps students discriminate between single-syllable and multiple-syllable words. Students are given the opportunity to listen and learn from Cosmo’s upbeat song that some words will have one beat, while others will have more. They express from personal experiences words that make them feel happy, and then classify their words as single syllable (one beat) or multiple syllable (two or more beats).

Before the Computer

- Bring students together at the board. Listen to Cosmo’s song, “Give Me Five.” Talk about how Cosmo likes to be happy, and how words with rhythm and a beat make her feel that way. Act as a recorder as they brainstorm words that make them feel happy. Ask students to find a partner and encourage them to continue to think of words that make them feel happy.
- Distribute copies of the Words That Make Me Feel Happy activity sheet, p. 28. Each team will create its own list for Part I, At Your Desk.

At the Computer

- Ask students to bring the Words That Make Me Feel Happy activity sheet with them to the computer and complete Part II. Students will go to the Kid Phonics Word Library and choose objects from the library that make them feel happy. Have students add the names of their chosen picture objects to their list.

After the Computer

- Reconvene students at the board. Introduce the word syllable as meaning the same as a word part (or part of a word with one vowel sound).
- Display the words bat and coot. Underline the vowels in each word. State that these are one-syllable words because they each have one vowel sound.
- Discuss how Cosmo calls syllables word beats in her song. She sings, “Some words will have one beat, others will have more.” Ask students to share a few of their “happy” words. Examine these words and decide together how many beats (syllables) are in each word.
- Distribute copies of the Syllables Are Word Beats activity sheet, p. 29. Ask students to
work with their partner and classify the words that make them happy into one-beat (single syllable) or multiple-beat (more than one syllable) words. Ask students to write all their one-beat words in Column 1 and all their multiple-beat words in Column 2.

Give students an opportunity to share a word from their lists. Have them tell why that word makes them feel happy and how many beats (syllables) it has.

Extension

Ask students to choose one word from their “happy” list. Instruct them to illustrate the word on a large piece of construction paper and write a sentence telling why it makes them feel happy. Give students an opportunity to share their drawings and sentences. Compile student work pages into a classroom big book.

Ask students to go with a partner to the Kid Phonics Word Library and choose objects that have a single-beat (one syllable) name. They will use these object names to create a single-beat word book with illustrations. Ask them to do the same for objects that have multiple-beat (more than one syllable) names.
I like to be happy,
I like to have fun.
Hey, now, doesn’t everyone?
If you can feel this beat,
Jump into the jive.
Be happy and give me five.

One, two, a-three, four, five,
Isn’t the groove hip?
Three plus a-two—that’s my trip.
When other beats blow by,
This one will survive.
Be happy and give me five.

Everyone’s life has a rhythm,
Wake up and feel you’re alive.
A really cool, funky meter
Sure helps to make my life sweeter.
Be happy and give me five.

Some words will have one beat,
Others will have more.
Listen as we learn the score.
As we are all waiting
For words to arrive,
Be happy and give me five.

All of us have heard beats.
Syllables are word beats.
Be happy and give me five.
Be careful—keep counting
As meters are mounting.
Be happy and give me five.

Words and music by Dave Kinnoin
UNIT 1: PLAYROOM ACTIVITIES  

ACTIVITY 5

Words With a Beat

Names __________________________

______________________________

WORDS THAT MAKE ME FEEL HAPPY

Part I. At Your Desk
What words can you think of that make you feel happy? Write them down on the list below.

1. ____________________________ 4. ______________________________
2. ____________________________ 5. ______________________________
3. ____________________________ 6. ______________________________

Part II. At the Computer
What words from the Kid Phonics Word Library make you feel happy? Write them down on the list below.

1. ____________________________ 4. ______________________________
2. ____________________________ 5. ______________________________
3. ____________________________ 6. ______________________________

carousel  doll  ball  astronaut
UNIT 1: PLAYROOM ACTIVITIES

ACTIVITY 5

Words With a Beat

Names ____________________________

SYLLABLES ARE WORD BEATS

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words With One Beat (One Syllable)</td>
<td>Words With More Than One Beat (More Than One Syllable)</td>
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book

One beat!

dog

One beat!

dinosaur

Three beats!

monkey

Two beats!
Our Favorite Song

**Objectives**

- Develop cooperation skills through working in small and large groups.
- Increase bar graphing skills.

**Summary**

The Our Favorite Song activity gives students the opportunity to develop their bar graphing and cooperation skills through working together in both small and large group settings. Students listen to each of the Song Busters’ songs in a small group of five. They work together to complete their bar graph and then share their results with the rest of the class. To complete the activity, students put all the class voting results onto their bar graphs.

**Before the Computer**

- Bring students together at the board. Ask five students to share a favorite song. Write the song names on the board. Ask students to individually choose which of the five songs on the board is their favorite. Tell students they will vote for their favorite song on the board. Ask them to stand when they hear you say their favorite. Act as a recorder and write the number of student votes for each of the five song choices. Discuss which song received the most votes and which received the least. Ask students how they would record their voting outcome on a bar graph.

**At the Computer**

- Put students into cooperative groups of five at the computer. Distribute copies of the Our Favorite Sound Buster Song Bar Graph activity sheet, p. 32. Tell students they are going to have the opportunity to vote for their favorite Sound Buster song and then graph their votes.

**After the Computer**

- Reconvene all the students at the board with their activity sheets. Act as a recorder as each group shares their bar graph results. After you have recorded all the votes for each song
on the board, ask students to complete their bar graph with the class results. Challenge their critical-thinking skills by asking: Which song received the most votes? Which received the least? What was the difference in the number of votes between the most and the least? Did any of the Sound Busters receive the same amount of votes? Did any of the Sound Busters receive no votes?

Extension
- Have students design a bar graph to record a ten-student poll of their favorite Sound Buster. Give students the opportunity to interview ten students and record their answers on the bar graph.
**UNIT 1: PLAYROOM ACTIVITIES**

**ACTIVITY 6**

**Our Favorite Song**  **Names**

__________________________________________

__________________________________________

**OUR FAVORITE SOUND BUSTER SONG BAR GRAPH**

<table>
<thead>
<tr>
<th>Number of Students Who Like the Song</th>
<th>&quot;Give Me Five&quot;</th>
<th>&quot;Letters Make Sounds&quot;</th>
<th>&quot;Rhyme-A-Rooey&quot;</th>
<th>&quot;Rap-So-D&quot;</th>
<th>&quot;Are You Listening?&quot;</th>
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**Song Buster Songs**
UNIT 1: PLAYROOM ACTIVITIES

ACTIVITY 7

Playing Together

Objectives

- Increase creative thinking and oral speaking skills through storytelling.
- Develop cooperation skills through interaction in small groups.
- Create a Sound Buster comic strip.

Summary

By now students should feel knowledgeable about and familiar with each of their Sound Buster friends. Playing Together provides fun activities in which the students interact in cooperative groups and with all of the Sound Busters through creative thinking, oral speaking, and comic strip writing.

Before the Computer

- Bring students together at the board. As a class, discuss the Sound Busters. Ask students to use their imaginations to share a little information about each of the Sound Busters’ personalities. (For example: What do they think their favorite colors are? What foods do they like to eat?)
- Put students into cooperative groups of three. Allow each group time to brainstorm together and create a short oral story about the Sound Busters. Give students some story topics to choose from. For example:
  1. What if Cosmo came to the classroom!
  2. What if Boogie lost her voice on the night of a big concert!
  3. What if Mumpher gave you a ride home from school on his skateboard!
  4. What if you were in a tap dance recital with Miggles!
  5. What if Tweed got an uncontrollable case of the hiccups while having tea and cookies with the Queen of England!
- Tell student groups they may use one of the five story topics or make up their own Sound Buster adventure. Remind them to have a beginning, a middle, and an end to their story.
- Gather groups back together at the board. Give each cooperative group the opportunity to tell their oral story. Have each person in the group help share their story by telling either the beginning, the middle, or the end.

At the Computer

- Have students go to the computer in their groups of three. Allow them enough time to explore in the Kid Phonics Playroom.

After the Computer

- Reconvene at the board. Discuss comic strips and ask students to tell you about their favorites. Distribute copies of the Sound Buster Comic Strip activity sheet, p. 35.
Encourage students to use their imaginations to create their own Sound Buster comic strip. Give students plenty of time to brainstorm and create. Instruct them to color their comic strip illustrations.

Have students take turns sharing their Sound Buster comic strips with the class. Compile the comic strips into a Sound Buster Comic Strip Book for students to read independently.

Extension

Ask students to draw a portrait of one of the Sound Busters. Challenge them to create and draw a portrait of a new Sound Buster.
Playing Together Name ______________________

SOUND BUSTER COMIC STRIP

Create a comic strip about the Sound Busters! Use the boxes below.

____________________
____________________

Written and illustrated by

____________________

Create a comic strip about my “cool” concert tour!

Tell about the time I had tea and cookies with the Queen of England!

I think you should write your own comic strip story. Just make sure it’s a jazzy story!
Before the Computer

- Bring students together at the board. Ask students to listen carefully as you read them the following poem about jellybeans.

  I like jellybeans.
  Red jellybeans,
  Black jellybeans,
  Spotted jellybeans,
  Striped jellybeans,
  Any kind of jellybean,
  I like jellybeans.

  A jellybean on the table,
  A jellybean in a glass,
  A jellybean in my hand,
  A jellybean in my mouth,
  I like jellybeans.

  Round jellybeans,
  Shiny jellybeans,
  Fat jellybeans,
  Chewy jellybeans,
  Big jellybeans,
  Little jellybeans,
  I like jellybeans.

This pattern poem follows Margaret Wise Brown’s poem Bugs.

- Encourage students to share with the class what they enjoyed about the poem. Ask them to listen again and challenge them to listen to the poem’s pattern.

At the Computer

- Ask students to find a partner and go to the computer together. Explain to students they will be writing a poem similar to “Jellybeans,” but their poem will be about one of the Sound Busters.

- Allow students enough time to explore in the Kid Phonics Playroom to decide which Sound Buster they will choose. Encourage students to carefully observe the Sound Buster they will write about.

After the Computer

- Bring students back together. Show the five different Sound Buster poem activity sheets (Mumphur, p. 38, Boogie, p. 39, Miggles, p. 36)
40, Tweed, p. 41, and Cosmo, p. 42). Point out the similar patterns in each poem and tell the students they will be substituting a Sound Buster name for jellybeans. Distribute the appropriate poem activity sheet to each student. Students will complete their poems independently. Ask students to draw a picture of their Sound Buster in the box.

Extension

Have a Sound Buster poetry-reading party. Ask students to share their poems by reading them or reciting them from memory to the class. Compile all of the students’ poems into a Sound Buster Poetry Book.
UNIT 1: PLAYROOM ACTIVITIES

ACTIVITY 8

Poetic Patterns

Name __________________________

MUMPHER

I like Mumpher,

__________________________ Mumpher,

__________________________ Mumpher,

I like Mumpher.

Mumpher on the _________________________,

Mumpher in the _________________________,

Mumpher _________________________,

Mumpher _________________________,

I like _________________________.
UNIT 1: PLAYROOM ACTIVITIES

ACTIVITY 8

Poetic Patterns

Name ____________________________

BOOGIE

I like Boogie,
_________________________ Boogie,
_________________________ Boogie,
_________________________ Boogie,
I like _________________________.

Boogie on the _________________________,
Boogie in the _________________________,
Boogie _________________________,
Boogie _________________________,
I like _________________________.
Poetic Patterns

Name __________________________

MIGGLES

I like Miggles,

_________________________ Miggles,

_________________________ Miggles,

I like Miggles.

Miggles on the _________________________,
Miggles in the _________________________,
Miggles _________________________,
Miggles _________________________,
I like _________________________.
I like Tweed,

______________________ Tweed,

______________________ Tweed,

I like Tweed.

Tweed on the _________________________,
Tweed in the _________________________,
Tweed _________________________,
Tweed _________________________,
I like _________________________.
POETIC PATTERNS

I like Cosmo,
___________________________ Cosmo,
___________________________ Cosmo,
___________________________ Cosmo,
___________________________ Cosmo,
I like _______________________.

Cosmo on the _______________________,
Cosmo in the _______________________,
Cosmo _______________________,
Cosmo _______________________,
I like _______________________.

NAME ______________________________

COSMO

UNIT 1: PLAYROOM ACTIVITIES

ACTIVITY 8
UNIT 2: SOUND BUSTER GAME ACTIVITIES  ACTIVITY 1

Jumping Into a Book Cover

Objectives

1. Become familiar with the Kid Phonics Sound Buster Game.
2. Complete a sentence and illustrate a picture about a book cover.

Summary

Jumping Into a Book Cover challenges students to use their imaginations as they become familiar with the Kid Phonics Sound Buster Game. Students write and illustrate what they would do if they could jump into one of the ten book covers.

Before the Computer

1. Bring students together at the board. Ask them to think about the different book covers they have uncovered while playing games in the Sound Buster Game. Act as a recorder as students try to recall all ten covers (rain forest, farm, city, toy store, castle, ocean, forest, space, amusement park, and zoo).
2. Encourage students to close their eyes as you read the names of the ten different book covers. Challenge students to imagine they have jumped into each book cover you name. Ask them what they think they would see, and what they think they would do in the book cover. Allow enough time for students to really picture themselves in each book cover setting. Ask students to open their eyes and share with someone sitting next to them their favorite book cover they imagined jumping into. Ask them to also share what they saw there, and what they did.
3. Challenge students to read silently as you write the following sentence on the board:

   If I jumped into the _____________ book cover, I would ________________.

4. Read the first part of the sentence on the board and orally fill in the name of one of the book covers. Ask for a volunteer to complete the sentence by sharing what they would do in that book cover. Have one student share for each book cover. For example:

   If I jumped into the rain forest book cover, I would eat a banana with a monkey.

5. Give each student a copy of the Jumping Into a Book Cover activity sheet, p. 45. Ask students to choose partners and bring their activity sheets with them to the computer.

At the Computer

1. Direct students to go to the Sound Buster Game Room. Ask partners to select book covers. Allow them enough time to explore and uncover a few book covers before they decide which one they will write about.
When a book cover is fully revealed, ask partners to:

- Click each object on the book cover to watch it move, listen to its sound, and hear its name.
- Click the red button in an object’s frame to take it to the Word Builder Room and construct the word.
- Click the Book Cover button to go back to the book cover to select another object.
- Remind students that there are three different levels, each with five related objects, for every book cover. Challenge partners to do all three levels of the game.
- Ask students to complete the sentence on their activity sheets: “If I jumped into the ____________ book cover, I would ____________.”

After the Computer

- Instruct partners to take their Jumping Into a Book Cover activity sheet with them to their desks. Ask students to independently illustrate and color a picture to accompany their sentence in the drawing space above.
- Reconvene at the board. Give students an opportunity to share their sentences and illustrations with the class. Compile all the activity sheets together into a Jumping Into Book Covers Adventure Book for independent reading.

Extension

- Have students design postcards to send home to their parents, telling them all about their book cover adventures! Give each student a large index card. Have students design pictures of the book covers they jumped into on the front. Students can write short notes about their amazing adventures on the back!
UNIT 2: SOUND BUSTER GAME ACTIVITIES  ACTIVITY 1

Jumping Into a Book Cover  Names __________________________

______________________________

JUMPING INTO A BOOK COVER

If I jumped into the _________________________ book cover, I would________________

______________________________________________________________________

______________________________________________________________________

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UNIT 2: SOUND BUSTER GAME ACTIVITIES  ACTIVITY 2

Writing Simple Lists

Objectives

- Write a simple noun list.
- Add adjectives to the simple noun list.

Summary

Writing Simple Lists gives students the opportunity to practice writing simple lists from the Kid Phonics Sound Buster Game. Lists are one of the easiest structures for students to write. Students become familiar with adjectives as they write descriptive words for their simple list objects.

Before the Computer

- Bring students together at the board. Ask them to think about the different book covers they have uncovered in the Sound Buster Game. Act as a recorder as students try to recall all ten covers (rain forest, farm, city, toy store, castle, ocean, forest, space, amusement park, and zoo). Decide as a class which book cover to write a simple list from. Write the topic of the cover and ask students to whisper an object they might find there to someone next to them. Ask students to share their responses while you write the words in a list on the board. For example:
  The toy store has basketballs, drums, dolls, and skates.
- Distribute copies of the Writing a Simple List activity sheet, p. 48. Ask students to bring their activity sheets with them to the computer.

At the Computer

- Explain to students that they will be writing simple lists during this activity. Direct students to go to the Sound Buster Game. Allow them enough time to uncover a few book covers.
- Ask each student to select a cover and write the name of it at the top of the activity sheet. Instruct them to choose four objects found in that book cover choice. Remind students that there are three different levels, each with five related objects to choose from. Challenge students to play all three levels of the game as they decide on objects for their lists.
- Remind students as they choose an object that they will be taking it to the Word Builder. Ask them to construct the word before they write it on their activity sheets. Ask students to draw a picture of and label each selected object in the boxes below their list.
After the Computer

1. Reconvene at the board. Read your original list (in our example, the toy store list) together as a class. Challenge students to think of words to describe each object in the list. Act as a recorder as they share their descriptive words. For example:
The toy store has *round* basketballs,
loud drums,
*pretty* dolls,
and *ice* skates.

2. Explain to students that a descriptive word is called an *adjective*. Ask students to look at the pictures of the objects they drew on the Writing a Simple List activity sheet. Challenge students to think of one adjective, or describing word, for each object.

3. Distribute copies of the *Describing My Simple Word List* activity sheet, p. 49. Ask students to complete the activity by writing the adjective they thought of before the object it describes.

4. Give students time to share their descriptive lists with three classmates. Challenge them to read each other’s lists.

Extension

1. Poets have fun inventing new forms of poetry. Challenge your students to try List Poetry. This is poetry made from a list; often the title says what the list is.

2. Ask each student to think of a topic and write a list for it. Some topic examples are a shopping list for favorite lunch foods, a school supplies list, a favorite sports to play list, a list of the names in their family, or a list of names of students in their classroom.
UNIT 2: SOUND BUSTER GAME ACTIVITIES

ACTIVITY 2

Writing Simple Lists

Name ________________________________

WRITING A SIMPLE LIST

Book Cover: __________________________

The ___________________________ has a ____________________,
____________________, ____________________, and ____________________.

______________________________, __________________________, and _____________.

______________________________

______________________________

______________________________

______________________________
Writing Simple Lists

Name ________________________________

DESCRIPTING MY SIMPLE WORD LIST

Book Cover: __________________________

The __________________________ has a

_____________________________   ______________________

_____________________________   ______________________

_____________________________   ______________________

and

_____________________________   ______________________
UNIT 2: SOUND BUSTER GAME ACTIVITIES  ACTIVITY 3

Settings

Objectives

✧ Identify different settings.
✧ Write and describe objects found in a setting.
✧ Put Mumpher in a new setting.

Summary

Settings gives students the opportunity to identify the different settings in the Kid Phonics Sound Buster Game. They are challenged to find and describe objects within the setting. Students complete the activity by putting Mumpher in a new setting.

Before the Computer

✧ Bring students together at the board. Ask them to share their favorite fairy tales. Write them on the board. Point to the different fairy tales and ask the students to tell you where each story takes place. Explain that where a story takes place is called the setting. Tell students a setting can also be an environment such as the forest, the farm, and the classroom.
✧ Ask students to think of the different settings (book covers) in the Sound Buster Game. Write them on the board.
✧ Ask students to choose partners and decide which setting they will work in to complete their activity sheets. Distribute the appropriate What Do You See? activity sheet, pp. 52–61, to each pair. Ask students to bring their activity sheet with them to the computer.

At the Computer

✧ Direct students to go to the Sound Buster Game Room and uncover the barrier to their book cover setting choice. Instruct pairs to write the setting at the top of their activity sheet. Challenge them to write the names of objects found in the setting that they think each Sound Buster sees. Remind students that there are three different levels, each with five related objects to choose from. Challenge students to complete all three levels of the game as they decide on objects.
✧ As students choose an object, they will be taken to Word Builder. Ask them to construct the word before they write it on their activity sheets. Have student pairs write two words describing each object a Sound Buster sees. They complete the activity by selecting an object they would like to see in the setting and describing it with two words.

After the Computer

✧ Reconvene at the board. Distribute copies of the Put Mumpher in a New Setting activity sheet, p. 62. Explain to students that
Mumpher wants to take a vacation away from his cowboy home. Challenge them to use their imaginations to put Mumpher in a new setting. Ask them to draw a picture and write a sentence about Mumpher in this new setting in Part I. Have students complete Part II by finishing the sentence “I love the ___ in ______________,” with an object Mumpher would love to see in his new setting. Instruct students to illustrate their sentences in the drawing space above.

Give students the opportunity to share their new settings and sentences for Mumpher with the class.

Compile all of the students’ What Do You See? activity sheets and Put Mumpher in a New Setting activity sheets into a Settings class book for students to enjoy reading.

Extension

As a group, write a story about a Sound Buster in a new setting.

Create a class big book of different setting illustrations. Supply each student with a piece of 8 1/2” x 11” white construction paper. Have students illustrate and label their settings for the book. Students can share their settings with the class and tell why they think they would be great places to visit!
UNIT 2: SOUND BUSTER GAME ACTIVITIES ACTIVITY 3

Settings

Names

________________________
________________________

WHAT DO YOU SEE?

Setting: __________________________

In the rain forest, Mumpher sees a bee.

In the rain forest, Miggles sees a ___________________________.

In the rain forest, Boogie sees a ___________________________.

In the rain forest, Tweed sees a ___________________________.

In the rain forest, Cosmo sees a ___________________________.

The bee is black and yellow.

The ___________________ is ___________________ and ___________________.

The ___________________ is ___________________ and ___________________.

The ___________________ is ___________________ and ___________________.

The ___________________ is ___________________ and ___________________.

In the rain forest, I would like to see a ___________________. I think it would look ___________________ and ___________________.

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UNIT 2: SOUND BUSTER GAME ACTIVITIES  ACTIVITY 3

Settings

Names

WHAT DO YOU SEE? (continued)

Setting: ___________________________
On the farm, Mumpher sees a pig.
On the farm, Miggles sees a ___________________________.
On the farm, Boogie sees a ___________________________.
On the farm, Tweed sees a ___________________________.
On the farm, Cosmo sees a ___________________________.

The pig is pink and fat.
The _____________________ is _____________________ and _____________________.
The _____________________ is _____________________ and _____________________.
The _____________________ is _____________________ and _____________________.
The _____________________ is _____________________ and _____________________.

On the farm, I would like to see a ___________________. I think it would look _____________________ and _____________________.

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53 Kid Phonics 1
UNIT 2: SOUND BUSTER GAME ACTIVITIES  ACTIVITY 3

Settings

Names __________________________

______________________________

WHAT DO YOU SEE? (continued)

Setting: _____________________________

In the city, Mumpher sees a bus.

In the city, Miggles sees a ___________________________.

In the city, Boogie sees a ___________________________.

In the city, Tweed sees a ___________________________.

In the city, Cosmo sees a ___________________________.

The bus is large and yellow.

The _____________________ is _____________________ and _____________________.

The _____________________ is _____________________ and _____________________.

The _____________________ is _____________________ and _____________________.

The _____________________ is _____________________ and _____________________.

The _____________________ is _____________________ and _____________________.

In the city, I would like to see a _____________________. I think it would look

_____________________ and _____________________.

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Kid Phonics 1
UNIT 2: SOUND BUSTER GAME ACTIVITIES  ACTIVITY 3

Settings

Names

WHAT DO YOU SEE? (continued)

Setting: __________________________

In the toy store, Mumpher sees a top.

In the toy store, Miggles sees a __________________________.

In the toy store, Boogie sees a __________________________.

In the toy store, Tweed sees a __________________________.

In the toy store, Cosmo sees a __________________________.

The top is spinning and twirling.

The _____________________ is _____________________ and _____________________.

The _____________________ is _____________________ and _____________________.

The _____________________ is _____________________ and _____________________.

The _____________________ is _____________________ and _____________________.

In the toy store, I would like to see a ___________________. I think it would look _____________________ and _____________________.
UNIT 2: SOUND BUSTER GAME ACTIVITIES  ACTIVITY 3

Settings

Names __________________________

______________________________

WHAT DO YOU SEE? (continued)

Setting: __________________________

In the castle, Mumpher sees a ghost.

In the castle, Miggles sees a __________________________.

In the castle, Boogie sees a __________________________.

In the castle, Tweed sees a __________________________.

In the castle, Cosmo sees a __________________________.

The ghost is white and spooky.

The _____________________ is _____________________ and _____________________.

The _____________________ is _____________________ and _____________________.

The _____________________ is _____________________ and _____________________.

The _____________________ is _____________________ and _____________________.

The _____________________ is _____________________ and _____________________.

In the castle, I would like to see a _____________________. I think it would look _____________________ and _____________________.
UNIT 2: SOUND BUSTER GAME ACTIVITIES  ACTIVITY 3

Settings

Names ____________________________  ____________________________

WHAT DO YOU SEE? (continued)

Setting: ____________________________

In the ocean, Mumpher sees a seal.

In the ocean, Miggles sees a ____________________________.

In the ocean, Boogie sees a ____________________________.

In the ocean, Tweed sees a ____________________________.

In the ocean, Cosmo sees a ____________________________.

The seal is brown and funny.

The _______________________ is ______________________ and ______________________.

The _______________________ is ______________________ and ______________________.

The _______________________ is ______________________ and ______________________.

The _______________________ is ______________________ and ______________________.

In the ocean, I would like to see a ______________________. I think it would

look ______________________ and ______________________.
UNIT 2: SOUND BUSTER GAME ACTIVITIES  
ACTIVITY 3

Settings

Names

________________________
________________________
________________________
________________________
________________________
________________________

WHAT DO YOU SEE? (continued)

Setting: __________________________

In the forest, Mumpher sees a deer.

In the forest, Miggles sees a ___________________________.

In the forest, Boogie sees a ___________________________.

In the forest, Tweed sees a ___________________________.

In the forest, Cosmo sees a ___________________________.

The deer is chewing and swallowing.

The _____________________ is _____________________ and _____________________.

The _____________________ is _____________________ and _____________________.

The _____________________ is _____________________ and _____________________.

The _____________________ is _____________________ and _____________________.

In the forest, I would like to see a ___________________. I think it would
look _____________________ and _____________________.
UNIT 2: SOUND BUSTER GAME ACTIVITIES  ACTIVITY 3

Settings

Names ____________________________

______________________________

WHAT DO YOU SEE? (continued)

Setting: ____________________________

In space, Mumpher sees a moon.

In space, Miggles sees a ___________________________.

In space, Boogie sees a ___________________________.

In space, Tweed sees a ___________________________.

In space, Cosmo sees a ___________________________.

The moon is yellow and sleeping.

The ______________________ is ______________________ and ______________________.

The ______________________ is ______________________ and ______________________.

The ______________________ is ______________________ and ______________________.

The ______________________ is ______________________ and ______________________.

In space, I would like to see a _______________________. I think it

would look ______________________ and ______________________.
UNIT 2: SOUND BUSTER GAME ACTIVITIES  

ACTIVITY 3

Settings  

Names __________________________

______________________________

WHAT DO YOU SEE? (continued)

Setting: __________________________

In the amusement park, Mumpher sees a balloon.

In the amusement park, Miggles sees a __________________________.

In the amusement park, Boogie sees a __________________________.

In the amusement park, Tweed sees a __________________________.

In the amusement park, Cosmo sees a __________________________.

The balloon is red and floating.

The __________________ is __________________ and __________________.

The __________________ is __________________ and __________________.

The __________________ is __________________ and __________________.

The __________________ is __________________ and __________________.

In the amusement park, I would like to see a __________________________.

I think it would look __________________ and __________________.
UNIT 2: SOUND BUSTER GAME ACTIVITIES ACTIVITY 3

Settings

Names ____________________________

______________________________

WHAT DO YOU SEE? (continued)

Setting: ___________________________

In the zoo, Mumpher sees a yak.

In the zoo, Miggles sees a ________________________.

In the zoo, Boogie sees a ________________________.

In the zoo, Tweed sees a ________________________.

In the zoo, Cosmo sees a ________________________.

The yak is dancing and smiling.

The ________________________ is ________________________ and ________________________.

The ________________________ is ________________________ and ________________________.

The ________________________ is ________________________ and ________________________.

The ________________________ is ________________________ and ________________________.

In the zoo, I would like to see a ________________________ . I think it would

look ________________________ and ________________________.
UNIT 2: SOUND BUSTER GAME ACTIVITIES  ACTIVITY 3

Settings

Name __________________________

PUT MUMPHER IN A NEW SETTING

Part I. Draw a picture and write a sentence telling where Mumpher is.

__________________________________________________________
__________________________________________________________

Part II. Draw a picture and complete the sentence with an object Mumpher would love to see in his new setting.

I love the _________________________ in ____________________________

__________________________________________________________
UNIT 2: SOUND BUSTER GAME ACTIVITIES  ACTIVITY 4

Listening for Action Sounds

Objective

- Write action words (verbs) for objects in a book cover.

Summary

Listening for Action Sounds helps students become familiar with verbs as they write action words for objects in a book cover from the Kid Phonics Sound Buster Game.

Before the Computer

- Bring students together at the board. Challenge them to recall the ten different book covers in the Sound Buster Game. Ask them to close their eyes and pretend they are listening for sounds in the city book cover. Have students share what they might hear by saying, “I’m listening in the city book cover for a ____ to ________.” Write a few of the responses on the board.

  For example:
  - I’m listening in the city book cover for a car to honk.
  - for a baby to cry.
  - for a dog to bark.
  - for a boy to laugh.
  - I like listening in the city book cover!

- Point to the sounds they heard and explain how each object had to move or act to create the sound. Explain to students that a word which shows action and tells what the object is doing is called a verb.

- Distribute copies of the Listening for Action Sounds in a Book Cover activity sheet, p. 65. Ask students to choose partners and bring their activity sheets with them to the computer.

At the Computer

- Direct partners to go to the Sound Buster Game. Explain to students they will be using their listening skills and imaginations to write action sounds they hear (or might hear) in a book cover. Allow them enough time to uncover a few book covers and decide which one they will work in.

- Ask each pair to select a cover and write the name of it on the activity sheet.

- Instruct partners to complete their activity sheets by choosing objects in the book cover and writing the action sounds they hear (or might hear) them make.
**After the Computer**

Ask students to bring their Listening for Action Sounds in a Book Cover activity sheet with them to the board. Have each pair of students stand up and make the action sounds on their activity sheet. Challenge the rest of the class to listen and try to name what object would make the action sound they are hearing. After each pair has made all of their action sounds, the class guesses what book cover the sounds are from.

**Extension**

Play the What Animal Am I? game. Students sit in a large circle with one student in the middle. The student in the middle chooses an animal to act out using body movements and sounds. The first student in the circle who guesses the actor’s animal is the next actor in the middle.
UNIT 2: SOUND BUSTER GAME ACTIVITIES ACTIVITY 4

Listening for Action Sounds  Names __________________________

LISTENING FOR ACTION SOUNDS IN A BOOK COVER

Book Cover: ____________________________

I’m listening in the ____________________________ book cover
for a ____________________________ to ____________________________,
for a ____________________________ to ____________________________,
for a ____________________________ to ____________________________,
for a ____________________________ to ____________________________.

I like listening in the ____________________________ book cover.

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UNIT 2: SOUND BUSTER GAME ACTIVITIES  

ACTIVITY 5

Creative Counting

Objectives

 discipl Practice orally counting to 20.
 discipl Write the numerals and corresponding written numbers for 1 through 10.
 discipl Cooperate in a group of ten to create a count-to-ten book.

Summary

Creative Counting involves students in various counting activities. Students practice orally counting to 20. They identify the numerals and corresponding written numbers for one through ten. To complete the activity, students cooperate in groups of ten to create a count-to-ten book from the Kid Phonics Sound Buster Game.

Before the Computer

 discipl Bring students together at the board. Practice counting from one to 20 as a group. Challenge students to whisper-count to 20 with someone near them. (Recommended: Tasha Tudor’s counting-to-20 book, 1 Is One, which uses both numerals and written numbers.)
 discipl Ask students to skywrite with their fingers the numerals 1 through 10. Write the numerals on the board as they skywrite. Ask students to tell you if there is any other way to write the numerals. Help students understand that the numeral 1 can also be written as one, 2 as two, etc. Show the written form next to each numeral.
 discipl Distribute copies of the Counting to Ten activity sheet, p. 68. Have students work independently. Ask students to write the written number next to each numeral. Next to each written number, have students draw the corresponding number of dots.
 discipl Bring students back together at the board. Explain that they will be working in a group to create a count-to-ten book from the Sound Buster Game. Divide students into cooperative groups of ten. Allow each group time to choose one of the ten book covers to use for their count-to-ten book, and decide who will write about each number.
 discipl Distribute a copy of the Count-to-Ten Book Page activity sheet, p. 69, to each student. Ask students to bring their activity sheets with them to the computer.

At the Computer

 discipl Instruct groups to go to the Sound Buster Game and uncover the barrier of their book cover choice.
 discipl Ask groups to complete all three levels of the book cover game as they decide on ten different objects for their books. Each student in the group should be assigned one object.
and one number from one to ten. As students choose objects, they will be taken to the Word Builder. Have them construct the word before they write it. Ask students to complete Part I of their activity sheet with the name of the book cover and their object choice.

**After the Computer**

- Ask groups to complete Part II of the activity sheet at their desks. Each student writes a sentence using his or her numeral, written number, object, and book cover name. For example, the student given the number four might write, "4 is four frogs jumping in the rain forest." Students may use their Counting to Ten activity sheet to help with spelling written numbers. Have students illustrate their sentences in the drawing space.

- Allow groups time to organize their completed Count-to-Ten Book Page activity sheets. Ask students to put them in order from one to ten, make a title page listing each student's name as author and illustrator, and create a cover for their book.

**Extension**

- Have a Readers’ Theater. Challenge groups of ten to read, or recite by memory, their count-to-ten books. Students act out each page during their performance.

- Duplicate book pages so students each receive individual copies of their group's book. Have students practice reading them to each other, or share them with another class.
UNIT 2: SOUND BUSTER GAME ACTIVITIES

ACTIVITY 5

Creative Counting

Name ____________________________

COUNTING TO TEN

1 → one → •

2 → ________ →

3 → ________ →

4 → ________ →

5 → ________ →

6 → ________ →

7 → ________ →

8 → ________ →

9 → ________ →

10 → ________ →
UNIT 2: SOUND BUSTER GAME ACTIVITIES ACTIVITY 5

Creative Counting
Name ____________________________

COUNT-TO-TEN BOOK PAGE

Part I.

Book Cover: ____________________________ Object: ____________________________

Part II.

_____ is ___________________ ____________________________ in the

__________________________.

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UNIT 2: SOUND BUSTER GAME ACTIVITIES ACTIVITY 6

Writing a Frame Story

Objectives
- Use critical-thinking skills to answer questions.
- Write a frame story from question responses.

Summary
The activities in Writing a Frame Story help students develop their beginning writing skills. Students write their responses to questions about an object they see in a book cover from the Kid Phonics Sound Buster Game. They combine their frame answers to create a frame story.

Before the Computer
- Bring students together at the board. Explain that they will answer questions about an object in a book cover and use their answers to write a frame story.
- Ask students to choose a partner and try to name all ten book covers in the Sound Buster Game. Have pairs decide which book cover they will work with to complete their activity sheets.
- Distribute copies of the Frame Story Questions activity sheet, p. 72. As a group, read the questions on the activity sheet. Ask partners to bring their activity sheets with them to the computer.

At the Computer
- Direct students to go to the Sound Buster Game and uncover the book cover they chose.
- Ask partners to complete the Frame Story Questions activity sheet by choosing an object in their book cover and answering all the questions.

After the Computer
- Reconvene at the board. Instruct students to bring their Frame Story Questions activity sheet with them. Ask for a volunteer pair to share their answers. As a group, use the pair’s answers to practice writing a frame story. For example:
  In the castle book cover, we can see a dragon.
  It is giant, round, and green.
  It can breathe fire.
  It can’t sing.
- Read the finished frame story together.
  Distribute copies of the Writing a Frame Story activity sheet, p. 73. Instruct partners to use their answers from the Frame Story Questions activity sheet to help them complete their own frame story. Ask students to draw a picture of their object choice in the box below their story.
Extension

1. Have a Frame Storytelling Time. Ask students to form cooperative groups of six. Have each group sit in a circle and take turns reading their frame stories.

2. Compile all the frame stories into a class book for students to practice reading independently.
UNIT 2: SOUND BUSTER GAME ACTIVITIES  ACTIVITY 6

Writing a Frame Story

Names ____________________________

______________________________

FRAME STORY QUESTIONS

Book Cover: __________________________

What is one object you can see in this book cover?

______________________________

How big is it? _________________________

What shape is it? _________________________

What color is it? _________________________

What can it do? _________________________

What can’t it do? _________________________
UNIT 2: SOUND BUSTER GAME ACTIVITIES ACTIVITY 6

Writing a Frame Story

Names _______________________

_____________________________

WRITING A FRAME STORY

In the ___________________________ book cover, I can see a _____________________.

It is ______________________________, ______________________________, and

_______________________________. It can _________________________________.

It can’t _______________________________.

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UNIT 2: SOUND BUSTER GAME ACTIVITIES ACTIVITY 7

Enjoying Poetry With the Sound Busters

Objectives

- Use listening skills to complete poetry lines.
- Memorize and recite a favorite Sound Buster poem.

Summary

Enjoying Poetry With the Sound Busters gives students the opportunity to enjoy the rhythm and fun of the Sound Busters poems. Students use their listening skills in the Kid Phonics Sound Buster Game as they complete poetry lines. They are also challenged to memorize and recite favorite Sound Buster poems.

Before the Computer

- Bring students together at the board. Ask students to listen carefully as you read a favorite poem to the class. Challenge students to tell you what they know about poetry. As a group, recite an easy nursery rhyme together. Explain to students that the rhythm and fun of nursery rhymes make them easy to learn.
- Ask students to listen carefully as you read four Sound Buster poems.

  Tweed’s poem about space:
  Galactic adventure is what I need—
  A trip to the moon at rocket speed.

  Boogie’s poem about the forest:
  At night by the campfire, I sing my best songs.
  If you don’t know the words, you can just hum along.

  Miggles’ poem about the zoo:
  If I could choose an animal to take home for a pet,
  I would take a penguin, so quiet and so wet!

  Mumpher’s poem about the toy store:
  Once I got lost down a long toy store aisle.
  They found me in the ball bin at the bottom of the pile.

- Explain that students will have the opportunity to listen to all the Sound Busters’ poems in a book cover. Ask students to choose partners. Have them decide which book cover they want to go to in the Sound Buster Game.
- Distribute the appropriate Poetry in the Book Covers activity sheets, pp. 76–85, to partners. Ask them to take their activity sheets with them to the computer.

At the Computer

- Direct partners to go to the Sound Buster Game and uncover their book cover choice. Instruct students to click each of the four Sound Busters and listen as they share their rhymes. Challenge them to listen carefully and circle the missing words from each poem on their activity sheets. Students should then fill in...
the blank spaces with the correct words to complete each poem.

**After the Computer**

- Ask partners to memorize their favorite Sound Buster poems from their completed activity sheets. Allow enough time for partners to memorize and practice reciting their poems. Tell partners they may recite the same poem together, or each recite a separate poem. Reconvene at the board for a favorite-poem reading party!

**Extension**

- Challenge students to write their own poems about book covers. Have students paint watercolor pictures depicting their poems. Display all of the students’ poems and pictures on a bulletin board.
UNIT 2: SOUND BUSTER GAME ACTIVITIES  ACTIVITY 7

Enjoying Poetry With the Sound Busters

Names ________________________________

POETRY IN THE RAIN FOREST

Tweed
The vines are so lovely with millions of ________________________,
   daisies flowers shoes
I’d live here forever, if not for the _________________________!
   daisies showers towers

Boogie
There’s a screeching and buzzing from morning till ________________________,
   day kite night
The call of the wild—a musician’s _________________________.
   delight fight white

Miggles
Hundreds of bugs travel close to the _________________________.
   ground dirt bushes
If I were like them, I would never be _________________________.
   sound wound found

Mumpher
A playful monkey took my hat one _________________________.
   way day afternoon
I told him he could keep it if he’d stay around and _________________________.
   eat play gray
UNIT 2: SOUND BUSTER GAME ACTIVITIES  ACTIVITY 7

Enjoying Poetry With the Sound Busters

POETRY ON THE FARM

Tweed
I love the smell of hay and the sound of a ________________________.

   cow    dog    pig

I only wish the spiders here weren’t quite so ________________________!

   big    wig    huge

Boogie
I jive with the ducks and I jam with the ________________________.

   trees    bees    birds

The farm’s a great place for a dude like ________________________!

   see    Tweed    me

Muggles
Down by the pond, I ran into a ________________________.

   fish    goose    rock

He honked so loudly that my buttons came ________________________!

   loose    off    loud

Mumphur
I carried a pail to the barn for some ________________________.

   oats    water    hay

It spilled on the floor and the cow just got ________________________!

   hotter    mad    wet
UNIT 2: SOUND BUSTER GAME ACTIVITIES   ACTIVITY 7

Enjoying Poetry With the Sound Busters

Names ________________________________

POETRY IN THE CITY

Tweed
The city’s quite dirty; its walls are full of _________________________.
    colors   doodles   noodles

But the food is delicious—I love to eat the _________________________!
    noodles   rice   pizza

Boogie
I’m a mover and a shaker—the city is my _________________________.
    home   horse   place

The taxis honk back as I shout out my _________________________!
    name   song   poem

Miggles
The traffic is terrific and the noise is awfully _________________________.
    loud   noisy   shout

The city’s a great place to get lost in the _________________________.
    crowd   streets   proud

Mumpher
While walking in the city and not looking at my _________________________,
    hands   feet   street

I fell into a manhole where the smell was none too _________________________.
    meet   lovely   sweet
UNIT 2: SOUND BUSTER GAME ACTIVITIES  ACTIVITY 7

Enjoying Poetry With the Sound Busters

Names ________________________________

POETRY IN THE TOY STORE

Tweed
Jacks is my game; I love the red __________________________.
ball       call       bounce

It bounces like crazy and rolls down the ________________________.
stairs      fall       hall

Boogie
Give me a horn or a drum—rat-a- __________________________!
cat         tat        mat

Toys that make nose—that’s where it’s ________________________!
fun         bat        at

Miggles
I always choose toys I can cuddle in ________________________.
bed         snug       cars

My favorite’s a bear with a bow on its ________________________.
red         neck       head

Mumpher
Once I got lost down a long toy store ________________________.
room        aisle      shop

They found me in the ball bin at the bottom of the ________________.
pile        pole       box
UNIT 2: SOUND BUSTER GAME ACTIVITIES  ACTIVITY 7

Enjoying Poetry With the Sound Busters

Names

POETRY IN THE CASTLE

Tweed
I love this old castle, it’s a great place for a _________________.
bash  party  cash

There’s a hall for dining and a moat for a _________________.
swim  splash  dive

Boogie
The queen used to dance a sweet _________________,
dance  jig  minuet

Then I taught her how to boogie and she hasn’t stopped _________________.
met  yet  dancing

Miggles
I can hide in the castle—it’s easy, you _________________.
find  see  search

When the old king is sleeping, I just take his _________________.
gold  crown  key

Mumphers
I’m searching through the castle looking for the king’s___________.
crown  robe  ring

First I go up all the stairs, and then I go right _________________.
home  down  does
UNIT 2: SOUND BUSTER GAME ACTIVITIES  ACTIVITY 7

Enjoying Poetry With the Sound Busters

Names __________________________

POETRY IN THE OCEAN

Tweed
I don’t go swimming when I’m down by the _________________________.
    sand     water     shore

I stay on my blanket and have a good _________________________!
    snore     sleep     floor

Boogie
I grab my surfboard and I try to catch a  _________________________.
    fish     swell     wave

The ocean is awesome, but Boogie is _________________________.
    brave     bold     cool

Miggles
I saw a little crab scooting right across the _________________________.
    sand     rocks     land

I thought he seemed quite nice until he pinched my little _________________________.
    sand     toe     hand

Mumper
I lost my shovel; I buried my _________________________.
    bucket     pail     lunch

If no one can find them, I’ll go for a _________________________.
    sail     mail     swim
UNIT 2: SOUND BUSTER GAME ACTIVITIES

ACTIVITY 7

Enjoying Poetry With the Sound Busters

Names ________________________
______________________________

POETRY IN THE FOREST

Tweed
I don’t like camping, though the forest is _________________________.
    nice       pretty       fine

It’s the noises at night that send chills up my _________________________.
    back       spill       spine

Boogie
At night by the campfire, I sing my best _________________________.
    rhymes       songs       poems

If you don’t know the words, you can just hum _________________________.
    along       tunes       wrong

Miggles
The forest is a great place for climbing a _________________________.
    tree       bush       ladder

On a limb in the air, I feel tall and _________________________.
    happy       free       long

Mumpher
The long forest trails are made just for _________________________.
    running       skipping       walking

But I’ve learned that it’s better to stop while you’re _________________________.
    speaking       talking       laughing
UNIT 2: SOUND BUSTER GAME ACTIVITIES  ACTIVITY 7

Enjoying Poetry With the Sound Busters

Names ____________________________

________________________

__________________________

POETRY IN SPACE

Tweed
Galactic adventure is what I _________________________—

speed  want  need

A trip to the moon at rocket _________________________.

weeds  speed  flight

Boogie
How would it be to dance on the ________________________?

earth  sun  moon

I’d like to be first—can you think of a ________________________?

planet  tune  song

Miggles
I focus on the stars and the planets so ________________________,

far  light  bright

When I look at the sky through my telescope at _____________________.

night  dark  moon

Mumpher
A comet came by here, just two years _________________________.

before  ago  again

I did mean to watch it, but I slept through the _________________________.

day  night  show
UNIT 2: SOUND BUSTER GAME ACTIVITIES ACTIVITY 7

Enjoying Poetry With the Sound Busters

Names _____________________________

POETRY IN THE AMUSEMENT PARK

Tweed
The amusement park is a delightful _______________________.

place visit spot

It’s especially amusing when they paint my _______________________.
toes nose face

Boogie
I love to ride the roller coasters with my _______________________.
teacher friends buddies

I ride them up and down again and never get the ___________________.
bends giggles brakes

Miggles
I really like the little car that I can drive _________________________.
alone slowly fast

I’d like it even better if it only had a _________________________.
wheel cone phone

Mumpher
I took my cotton candy on a twirly, whirly _________________________.

spin slide ride

It whipped around so fast, the cotton stuck to my _____________________!

hide face skin
Enjoying Poetry With the Sound Busters

Names __________________________

POETRY IN THE ZOO

Tweed
The giraffe is the coolest fellow in the ________________________.
   pool     zoo     park

He stretches out his neck when he looks at ________________________.
   you     two     us

Boogie
If I could only roar like the lions ________________________,
   roar    yell    sing

I’d turn up my amp and send my vibes through the ________________________.
   cages    door    floor

Miggles
If I could choose an animal to take home for a ________________________,
   set     show    pet

I would take a penguin, so quiet and so ________________________!
   wet      net     let

Mumpher
I stayed too long at the zoo, they ________________________;
   whispered  said     joked

As long as I am here, the camel will not go to ________________________!
   bed      sleep    feed
UNIT 3: WORD BUILDER ACTIVITIES  ACTIVITY 1

Building Sentences

Objectives

 düş To identify and write complete sentences.
 düş To become familiar with the Kid Phonics Word Builder.

Summary

Building Sentences gives students the opportunity to identify and write complete sentences. It involves students in different sentence-building activities both on and off the computer and helps them become familiar with the Kid Phonics Word Builder.

Before the Computer

 düş Bring students together at the board. Challenge students to silently read along as you write on the board:
 1. The cat is orange.
 2. is good

Read #1 and #2 together as a group. Ask students to whisper to their neighbor which number has a sentence written next to it.

 düş Explain to students that sentences are groups of words that express complete thoughts. They begin with a capital letter and end with a period, question mark, or exclamation point.

 düş Read the writing on the board once more. Explain to the students that #1 is a sentence because it expresses a complete thought. Ask students to tell you why #2 is not a sentence.

 düş Act as a recorder as students brainstorm one sentence about each of the Sound Busters.

 düş Distribute copies of the Building Sentences at the Computer activity sheet, p. 89.

At the Computer

 düş Ask students to bring their activity sheet with them to the computer. Direct students to go to the Kid Phonics Word Builder and choose an object from the Word Library. Allow them enough time to explore and listen until they find an object they want to use. Explain that they will be building sentences during this activity.

 düş Instruct students to select their object by clicking its red button. Ask them to construct their word and then write it on their activity sheet. Tell them to draw a picture of their word in the box. Challenge students to build as many different sentences as they can using their word in the Building a Sentence section of the Word Builder. Ask students to choose three of the sentences they created and copy them onto their activity sheet.

After the Computer

 düş Reconvene at the board. Give students an opportunity to share their words, drawings, and favorite sentences.
Distribute copies of the **Working Together Building Sentences** activity sheet, p. 90. Ask students to choose a partner to work with on this sentence-building activity. Instruct partners to brainstorm together to decide what they will write about. Encourage them to choose something they know a lot about. For example, a partner group might choose to write about spiders. Tell students to write their chosen topic inside the oval of the Brainstorming section. Ask students to write three things they know about their topic in the web lines around the oval. For example, the spider group might write 1) “are black,” 2) “have eight legs,” and 3) “make webs.” Remind students that their webbing ideas do not need to be in complete sentences. To conclude the activity sheet, instruct students to use their brainstorming information to write three complete sentences in the Building Sentences section.

For example, the spider group would write:
1. Spiders are black.
2. Spiders have eight legs.
3. Spiders make webs.

**Extension**

Have students make beginning reading books from their **Working Together Building Sentences** activity sheet. Give each student four 3" x 10" cards. Instruct them to write their topic word on the first card for a book cover, then write each of their three sentences on the remaining cards. Encourage students to illustrate and color each of their pages. Staple the cards together into a book and put them in a quiet reading center.
UNIT 3: WORD BUILDER ACTIVITIES

ACTIVITY 1

Building Sentences

Name ________________________________

BUILDING SENTENCES AT THE COMPUTER

The word I chose is:

________________________

1. ___________________ ___________________ ___________________ ___________________.

2. ___________________ ___________________ ___________________ ___________________.

3. ___________________ ___________________ ___________________ ___________________.

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Kid Phonics 1
UNIT 3: WORD BUILDER ACTIVITIES

ACTIVITY 1

Building Sentences

Names ____________________________

WORKING TOGETHER BUILDING SENTENCES

Brainstorming

1. ________________ 2. ________________

3. ________________

Building Sentences

1. ____________________________________________.

2. ____________________________________________.

3. ____________________________________________.
UNIT 3: WORD BUILDER ACTIVITIES        ACTIVITY 2

Reading and Writing From Classifications

Objectives

✦ Develop an understanding of the concept of classification.
✦ Use critical-thinking skills to classify objects by certain criteria or rules.
✦ Use critical-thinking skills to develop a classification category and complete five sentences which appropriately fit into the category.

Summary

In Reading and Writing From Classifications, students practice reading and writing skills as they learn about classification. The activities also challenge students to use their critical-thinking skills. The students begin the lesson by grouping objects from the Kid Phonics Word Library into classifications. They then develop their own classification categories and must prove their understanding of the concept by writing sentences which appropriately fit into the categories.

Before the Computer

✦ Bring students together at the board. Write the words cat, dog, goldfish, rabbit, and whale on the board. Read the five words together and challenge the students to identify which word they think doesn’t fit. Challenge students to whisper this word to their neighbor and explain why they think it doesn’t fit with the other four. Ask students to share their answers and explanations with the class. Act as a recorder and keep a tally of how many students picked each word. Discuss as a class the different explanations given for each word and decide if they work. Let the students see how their choice might be different from another choice depending upon the explanation (or rule) given. For example, one student might say the word whale doesn’t fit because a whale is not a household pet, while another student might say it doesn’t fit because a whale lives in the ocean and the other animal choices do not.
✦ Explain that a classification is a group of words which can be put into a group because they share a similar rule (for example, animals that can be household pets).
✦ Challenge students to silently read as you write the following sentences on the board:
  A______________ is a pet.
  A______________ is a pet.
  A______________ is a pet.
  A______________ is a pet.
  But a______________ is not a pet!
✦ Ask students to share with you where each of the five words appropriately fit in the sentences on the board. As a class, read the sentences out loud. Erase the five animal names and challenge the students to think of a new animal name to fit in each sentence space. Act as a recorder as they share their new names.
As a class, brainstorm together to create another classification and five words that would fit into this new classification.

Distribute copies of the Classification Fun in Word Builder activity sheet, p. 93. Ask students to choose a partner and bring their activity sheet with them to the computer.

At the Computer

Direct students to go to the Kid Phonics Word Builder and, in pairs, search through the Word Library for five objects which follow the activity sheet classification rule of being alive. Instruct pairs to select each of their five object choices and construct the word before they write it on their activity sheet. Have students complete the last sentence on their activity sheet by choosing an object from the Word Library which does not follow the classification rule. Challenge student pairs to take turns reading the completed sentences to each other.

After the Computer

Reconvene at the board. Give student pairs an opportunity to read their sentences from the Classification Fun in Word Builder activity sheet to the class.

Distribute the Make Up Your Own Classification activity sheet, p. 94. Tell student partners they will have the opportunity to make up their own classification. Instruct pairs to complete the first five sentences with words which follow their classification rule, and the last sentence with a word which does not.

Compile students’ Make Up Your Own Classification activity sheets together into a classification class book for students to read independently.

Extension

Have students choose a classification rule they have written about, or develop a new one, to create a Classification Mystery Book. Supply each student with three sheets of 8 1/2” x 11” paper. Instruct them to fold each sheet in half and then staple the pages together to create a six-page book. Tell students to create a front cover titled Classification Mystery Book. Ask them to draw, color, and label an object on the front of each page that follows the same classification rule. Put completed books into a classification mystery basket for students to read independently. Challenge them to become a “classification detective buster” as they try to solve each mystery by figuring out the classification rule.
UNIT 3: WORD BUILDER ACTIVITIES

ACTIVITY 2

Reading and Writing
From Classifications

Names ____________________________

______________________________

CLASSIFICATION FUN IN WORD BUILDER

A _________________________ is alive.
A _________________________ is alive.
A _________________________ is alive.
A _________________________ is alive.
A _________________________ is alive.
A _________________________ is alive.

But a __________________________ is not alive.
UNIT 3: WORD BUILDER ACTIVITIES

ACTIVITY 2

Reading and Writing Names
From Classifications

________________________

______________________________

MAKE UP YOUR OWN CLASSIFICATION

A ________________ is ________________.
A ________________ is ________________.
A ________________ is ________________.
A ________________ is ________________.
A ________________ is ________________.
A ________________ is ________________.

But a ________________ is not ________________.
UNIT 3: WORD BUILDER ACTIVITIES

ACTIVITY 3

Contrast Sentences From Classifications

Objectives

Develop an understanding of how to identify and use contrasting sentences.

Complete sentences with objects which have the same classification criteria and then write a contrasting sentence.

Summary

In Contrast Sentences From Classifications, students learn about and practice making sentences that contrast. Students develop this concept by completing sentences with objects from the Kid Phonics Word Library that have the same classification criteria, and then using their critical-thinking skills to write a sentence that differs (contrasts) from the criteria.

Before the Computer

Bring students together at the board. Ask them to listen carefully as you speak a few sentences that all have something the same about them. Challenge students to think of a sentence that has something different from your sentences. Give them an example:

A person has a nose.
A dog has a nose.
A horse has a nose.
But a chair does not have a nose.

Explain that when a sentence is different from a group of similar sentences, it is called a contrast sentence. Ask students to help you complete the contrast sentence to the following sentences about things that can fly:

A pelican can fly.
A helicopter can fly.
A bumblebee can fly.
But a __________ cannot fly.

Distribute copies of the Contrast Sentences activity sheet, p. 97. Have students work with a partner to think of five animals they could swim with and one they could not swim with. Ask them to complete each sentence and draw a picture of each animal in the box next to the sentence.

At the Computer

Direct partners to go to the Kid Phonics Word Builder. Challenge pairs to explore in the Word Library for objects which will complete each sentence on the activity sheet. Remind them that the third sentence in each section will be a contrast to the first two sentences. Instruct students to select each object they choose to complete a sentence and construct it before they write the word on their activity sheets.
**After the Computer**

1. Have partner groups pair up into small groups of four. Ask partners to share their sentences from the Contrast Sentence Challenge activity sheet with each other.

2. Have pairs challenge each other by taking turns speaking a sentence and then having the other pair speak a sentence that contrasts with it.

**Extension**

- Make a Contrast Sentences Class Big Book. Give partners two pieces of large white construction paper. Ask pairs to choose their favorite sentence and its contrasting sentence from the previous activities. Instruct partners to write the two sentences, one on each page, and then illustrate their pages. Compile students’ pages into a big book to read together as a class.
UNIT 3: WORD BUILDER ACTIVITIES  

ACTIVITY 4

Contrast Sentences  
From Classifications

Names __________________________

CONTRAST SENTENCE

Work with a partner to think of five animals you could swim with. Think of one animal you could not swim with. Complete each sentence below and draw a picture of each animal in the box next to the sentence.

I could swim with a _____________________.

I could swim with a _____________________.

I could swim with a _____________________.

I could swim with a _____________________.

I could swim with a _____________________.

But I could not swim with a _______________________!

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UNIT 3: WORD BUILDER ACTIVITIES  ACTIVITY 3

Contrast Sentences From Classifications

Names ______________________________

______________________________

CONTRAST SENTENCES CHALLENGE

Go to the Kid Phonics Word Library to find objects which will complete each sentence below.

Things that begin with the letter s; things that don’t.

The word ____________________ begins with the letter s.

The word ____________________ begins with the letter s.

But the word ____________________ does not begin with the letter s.

Things that are round; things that are not.

A ____________________ is round.

A ____________________ is round.

But a ____________________ is not round.

Things that will grow; things that won’t.

A ____________________ will grow.

A ____________________ will grow.

But a ____________________ will not grow.
UNI 3: WORD BUILDER ACTIVITIES

ACTIVITY 4

Scavenger Hunt Extravaganza

Objectives

- To become familiar with the Kid Phonics Word Library.
- To find solutions to problems from clues.
- To practice constructing words and creating dictionary pages.
- To develop new scavenger hunts for others to solve.

Summary

Scavenger Hunt Extravaganza gives students the opportunity to become familiar with the Kid Phonics Word Library, and to practice constructing words and creating dictionary pages. Students work in pairs to find scavenger hunt objects by following clues. To conclude the activity, pairs create new scavenger hunts for other students to solve.

Before the Computer

- Bring students together at the board. Play the “I Spy” game by asking students to guess the object you are spying in the classroom. For example:

  The teacher says, “I spy an object that is round and ticks.”

  The students guess the answer, “The clock!”

Continue the game with objects around the classroom. Allow the student who guesses the correct object first to choose an object and lead the “I Spy” game.

At the Computer

- Distribute copies of the Scavenger Hunt Extravaganza activity sheet, p. 101. Have students go to the computer with a partner. Direct students to go to the Kid Phonics Word Builder. Explain that many objects, animals, and characters can be found in the Kid Phonics Word Library. Challenge student partners to read each clue and go on a scavenger hunt through the Kid Phonics Word Library to find an object that matches each clue. Tell students they must select their object choice and construct it in the Word Builder before they write the name of their answer on the activity sheet. To complete the activity, have students print a dictionary page for each object.

- Hand out copies of the Our Scavenger Hunt Objects Planning Sheet, p. 102. Explain that now each pair of students will make a scavenger hunt for others to solve. While students are still at the computer, ask them to list five objects from the Kid Phonics Word Library to use in their hunt.
After the Computer

1. Ask partners to write clues for their five scavenger hunt objects on the What Could I Be? activity sheet, p. 103.
2. Bring students back together at the board. Have partners select what they think are their two hardest clues and present them as a challenge to the class.

Extension

1. Compile partners’ What Could I Be? activity sheets into a scavenger hunt book. Make a copy for each student. Challenge students to complete their book by finding all the objects during time for independent activities.
UNIT 3: WORD BUILDER ACTIVITIES

ACTIVITY 4

Scavenger Hunt Extravaganza

SCAVENGER HUNT ExtrAVAGANZA

Go to the Kid Phonics Word Builder and hunt through the Word Library to find an object that matches each clue.

Example:
Find an object that begins with the letter b.
Object – balloon

1. Find an object that can fly.
   Object – ____________________

2. Find an object that rhymes with the word mat.
   Object – ____________________

3. Find an object that an astronaut might see in space.
   Object – ____________________

4. Find an object that can hop.
   Object – ____________________

5. Find an object ends with the letter n.
   Object – ____________________
UNIT 3: WORD BUILDER ACTIVITIES  

ACTIVITY 4

Scavenger Hunt
Extravaganza

Names __________________________

OUR SCAVENGER HUNT OBJECTS PLANNING SHEET

1. ________________________________________________
2. ________________________________________________
3. ________________________________________________
4. ________________________________________________
5. ________________________________________________
UNIT 3: WORD BUILDER ACTIVITIES

ACTIVITY 4

Scavenger Hunt
Extravaganza

Names ____________________________

______________________________

WHAT COULD I BE?

Write five clues to give to a friend.

1. Find an object that ______________________________________________________.
   Object – ____________________

2. Find an object that ______________________________________________________.
   Object – ____________________

3. Find an object that ______________________________________________________.
   Object – ____________________

4. Find an object that ______________________________________________________.
   Object – ____________________

5. Find an object that ______________________________________________________.
   Object – ____________________
UNIT 3: WORD BUILDER ACTIVITIES

ACTIVITY 5

Word Search Fun With Phonics

Objectives

• To become familiar with the Kid Phonics Word Library.
• To increase short vowel recognition skills.
• To increase long vowel recognition skills.
• To increase consonant letter recognition skills.
• To increase consonant blend recognition skills.
• To create a new word search activity for other students to solve.

Summary

Word Search Fun With Phonics gives students practice strengthening some basic phonics skills while exploring the Kid Phonics Word Library. Students challenge themselves and their classmates by creating their own Word Search Fun Challenge activity sheets for others to solve.

Before the Computer

• Before you begin the lesson, decide which phonics activity (short vowels, long vowels, consonant letters, or consonant blends) you want your students to focus on. Each phonics activity is represented on one of the first four Word Search Fun activity sheets. They were designed to be completed one per lesson.

• Bring students together at the board. Review the phonics activity the students will be working on by asking students to spot different objects in the classroom that have the phonetic letter or letters they are focusing on in their spelling. For example, if your class is working on the Word Search Fun Short Vowel Search activity sheet, challenge them to spot an object in the classroom that has a short a in it (backpack), a short e (pencil), a short i (zipper), a short o (clock), and a short u (lunch bag).

• Distribute copies of the appropriate Word Search Fun activity sheets, pp. 106–109. Ask students to find a partner and take their activity sheet with them to the computer.

At the Computer

• Direct students to go to the Kid Phonics Word Builder. Challenge them to search through the Word Library looking for objects that have the phonetic sounds they have been instructed to find. To meet the challenge, they must fill in all of the empty boxes with Word Library object names in the appropriate spaces. Remind them to select the objects they want and construct them in Word Builder before they write them on their activity sheets.
After the Computer

Give students the opportunity to share the objects they found with other students. Ask them to work as a team to check their answers.

Distribute copies of the **Create Your Own Word Search Fun Challenge** activity sheet, p. 110. Ask partners to create their own word search activity for another group to complete. Tell them to create their search theme with objects in the classroom they can clearly see. Give each team enough time to create a word search theme, and remind them to make sure they can find enough objects in the classroom to fit in the spaces of their challenge. Ask groups to exchange their word searches with another group to solve. Ask groups to meet again to check each other’s findings.

Extension

Put the other Word Search Fun activity sheets in an independent work center and let students work on them at the computer during independent activity times.
## UNIT 3: WORD BUILDER ACTIVITIES

### ACTIVITY 5

Word Search Fun  
With Phonics

---

### WORD SEARCH FUN

<table>
<thead>
<tr>
<th>Short Vowel Search</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Short <strong>a</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short <strong>e</strong></td>
<td></td>
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<tr>
<td>Short <strong>i</strong></td>
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<tr>
<td>Short <strong>o</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short <strong>u</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. **cat**  
2. **elf**  
3. **zipper**  
4. **dolphin**  
5. **skunk**

---

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## Word Search Fun

### With Phonics

### Long Vowel Search

<table>
<thead>
<tr>
<th>Long a</th>
<th>Long e</th>
<th>Long i</th>
<th>Long o</th>
<th>Long u</th>
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</thead>
<tbody>
<tr>
<td>snake</td>
<td>zebra</td>
<td>kite</td>
<td>globe</td>
<td>cube</td>
</tr>
</tbody>
</table>

1. snake  
2. zebra  
3. kite   
4. globe  
5. cube
<table>
<thead>
<tr>
<th></th>
<th>Begins With the Letter p</th>
<th>Ends With the Letter n</th>
<th>Begins With the Letter s</th>
<th>Begins With the Letter b</th>
<th>Ends With the Letter r</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>purse</td>
<td>crayon</td>
<td>seal</td>
<td>ball</td>
<td>star</td>
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<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
<td></td>
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</table>
**UNIT 3: WORD BUILDER ACTIVITIES**

**ACTIVITY 5**

**Word Search Fun**

With Phonics

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Names ____________________________

---

**WORD SEARCH FUN (continued)**

<table>
<thead>
<tr>
<th>Consonant Blend Search</th>
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<tbody>
<tr>
<td>cl</td>
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<td>---</td>
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<tr>
<td>1. cloud</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>gr</td>
</tr>
<tr>
<td>1. grape</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>
UNIT 3: WORD BUILDER ACTIVITIES ACTIVITY 5

Word Search Fun With Phonics

Names ____________________________________________

CREATE YOUR OWN WORD SEARCH FUN CHALLENGE

<table>
<thead>
<tr>
<th>Theme:__________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search for</td>
</tr>
<tr>
<td>___________</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>___________</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>___________</td>
</tr>
</tbody>
</table>

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# Sound Buster Word List

## Level One
### Rain Forest
- snake
- monkey
- vine
- bat
- bee

### Farm
- kite
- pig
- goose
- goat
- gate

### City
- bus
- boy
- car
- dog
- baby

### Toy Store
- top
- doll
- drum
- boat
- yo-yo

### Castle
- fire
- bell
- owl
- ghost
- king

## Ocean/Beach
### Level Two
### Rain Forest
- parrot
- beetle
- ant
- spider
- flower

### Farm
- egg
- mouse
- horse
- sheep
- hay

### Mountain/Forest
- deer
- snail
- mole
- moose
- tree

### Space
- moon
- sun
- star
- Earth
- Mars

### Toy Store
- cat
- tram
- candy
- balloon
- hot dog

### Amusement Park
- puzzle
- train
- clown
- rattle
- skates

### Zoo
- yak
- bird
- wolf
- bear
- lion

### Castle
- princess
- elf
- candle
- dragon
- queen

## Ocean/Beach
### Level Two
### Rain Forest
- eel
- otter
- starfish
- whale
- clam

### Mountain/Forest
- hawk
- raccoon
- bug
- worm
- rabbit

### Sky and Space
- cloud
- alien
- tornado
- rocket
- comet

### Amusement Park
- ball
- goldfish
- fireworks
- popcorn
- bubble

### Zoo
- clock
- peanut
- camel
- turtle
- pony
Level Three
Rain Forest
grasshopper
anteater
butterfly
frog
gorilla

Farm
rooster
barn
tractor
turkey
farmer

City
hydrant
umbrella
motorcycle
helicopter
flag

Toy Store
basketball
telephone
whistle
dinosaur
robot

Castle
wizard
knight
sword
unicorn
torch

Ocean/Beach
shell
bucket
dolphin
pelican
octopus

Mountain/Forest
rainbow
chipmunk
skunk
lizard
fox

Space
collection
station
meteor
astronaut
lightning

Amusement Park
carousel
ticket
ice cream
coaster
lollipop

Zoo
flamingo
zebra
elephant
alligator
caterpillar

Additional Library Words
blouse
book
bottle
bridge
broom
circle
crayon
cube
desk
driver

duck
giraffe
glove
glove
grape
hand
helmet
icicles
jacks
jewel
lamb
lamp
letter
mask
mermaid
milk
mouth
penny
photo
piano
pie
plate
purse
quail
quilt
raft
school
smoke
snow
sock
soil
swing
thumb
toast
trapeze
trophy
wrench
x-ray
zipper
SOUND BUSTER RHYME LIST

Rain Forest
Tweed
The vines are so lovely with millions of flowers,
I’d live here forever, if not for the showers!

Boogie
There’s screeching and buzzing from morning till
night,
The call of the wild—a musician’s delight.

Miggles
Hundreds of bugs travel close to the ground.
If I were like them, I would never be found.

Mumpher
A playful monkey took my hat one day.
I told him he could keep it if he’d stay around and
play.

City
Tweed
The city’s quite dirty; its walls are full of doodles.
But the food is delicious—I love to eat the noodles!

Boogie
I’m a mover and a shaker—the city is my home.
The taxis honk back as I shout out my poem!

Miggles
The traffic is terrific and the noise is awfully loud.
The city’s a great place to get lost in the crowd.

Mumpher
While walking in the city and not looking at my
feet,
I fell into a manhole where the smell was none too
sweet!

Farm
Tweed
I love the smell of hay and the sound of a pig.
I only wish the spiders here weren’t quite so big!

Boogie
I jive with the ducks and I jam with the bees.
The farm’s a great place for a dude like me!

Miggles
Down by the pond, I ran into a goose.
He honked so loudly that my buttons came loose!

Mumpher
I carried a pail to the barn for some water.
It spilled on the floor and the cow just got hotter!

Toy Store
Tweed
Jacks is my game; I love the red ball.
It bounces like crazy and rolls down the hall.

Boogie
Give me a horn or a drum—rat-a-tat!
Toys that make noise—that’s where it’s at!

Miggles
I always choose toys I can cuddle in bed.
My favorite’s a bear with a bow on its head.

Mumpher
Once I got lost down a long toy store aisle.
They found me in the ball bin at the bottom of the
pile.
Castle
Tweed
I love this old castle, it’s a great place for a bash. There’s a hall for dining and a moat for a splash.

Boogie
The queen used to dance a sweet minuet, Then I taught her how to boogie and she hasn’t stopped yet!

Miggles
I can hide in the castle—it’s easy, you see: When the old king is sleeping, I just take his key!

Mumpher
I’m searching through the castle looking for the king’s crown. First I go up all the stairs, and then I go right down!

Ocean
Tweed
I don’t go swimming when I’m down by the shore. I stay on my blanket and have a good snore!

Boogie
I grab my surfboard and try to catch a wave. The ocean is awesome, but Boogie is brave.

Miggles
I saw a little crab scooting right across the sand. I thought he seemed quite nice until he pinched my little hand.

Mumpher
I lost my shovel; I buried my pail. If no one can find them, I’ll go for a sail.

Forest
Tweed
I don’t like camping, though the forest is fine. It’s the noises at night that send chills up my spine.

Boogie
At night by the campfire, I sing my best songs. If you don’t know the words, you can just hum along.

Miggles
The forest is a great place for climbing a tree. On a limb in the air, I feel tall and free.

Mumpher
The long forest trails are made just for walking, But I’ve learned that it’s better to stop while you’re talking!

Space
Tweed
Galactic adventure is what I need— A trip to the moon at rocket speed.

Boogie
How would it be to dance on the moon? I’d like to be first—can you think of a tune?

Miggles
I focus on the stars and the planets so bright, When I look at the sky through my telescope at night.

Mumpher
A comet came by here, just two years ago. I did mean to watch it, but I slept through the show.
**Amusement Park**

**Tweed**  
The amusement park is a delightful place.  
It’s especially amusing when they paint my face.

**Boogie**  
I love to ride the roller coasters with my friends.  
I ride them up and down again and never get the bends.

**Miggles**  
I really like the little car that I can drive alone.  
I’d like it even better if it only had a phone.

**Mumpher**  
I took my cotton candy on a twirly, whirly ride.  
It whipped around so fast, the cotton stuck to my hide!

**Zoo**

**Tweed**  
The giraffe is the coolest fellow in the zoo.  
He stretches out his neck when he looks at you.

**Boogie**  
If I could only roar like the lions roar,  
I’d turn up my amp and send my vibes through the floor.

**Miggles**  
If I could choose an animal to take home for a pet,  
I would take a penguin, so quiet and so wet!

**Mumpher**  
I stayed too long at the zoo, they said;  
As long as I am here, the camel will not go to bed!
ADDITIONAL RESOURCES

Rhymes and Poems for Children

Counting Books