

How to Use These “Snippets” and Poems

The “snippets” and poems on the following pages were selected (or written) to help you teach the print patterns included in the RAVE-O sequence. Unlike the “Minute Stories,” however, they are not written in “controlled text.” This means that they contain a variety of print patterns, some of which your child can probably read, and others that are sure to be too hard.

Use them by reading them TO or WITH your tutee. Do not ask him or her to read the poems “cold” unless you are sure he or she can do this. Instead, read them aloud yourself and draw the child’s attention to the targeted print patterns. Use your own feel for language, good sense and understanding of what your student can do to craft a lesson around the poem. Remember – you are using the poem as a prop, to call attention to important print patterns. Your student does not have to be able to read it independently to enjoy the lesson and learn what you are trying to teach.

Example:

Seven-year-old Natalie is working on the “th” digraph with her tutor, Emma. Emma decides to use the snippet, “The Three Thoughtful Thinkers” (included in attachment on digraphs). She notices that the jingle is chock full of words Natalie is not close to reading yet, so Emma says:

Natalie, I have a silly poem for you and me to read together. It has a lot of really hard words, so I’m going to do most of the reading. I want you to make sure and follow the words while I read.

Emma and Natalie “shadow read” the poem.

The Thinkers (by ckrug)

There were three thoughtful thinkers who thought
That the thoughts that they thought should be bought.
So they thought up the very best thoughts they could think
And sold them for pennies,
Now what do YOU think
Those three thinking thinkers did think?

Then Emma says, “So, Natalie, what do you notice about this poem?”

Natalie replies, “Lots of think, thinking, thinking, think-y...”

“Yes,” Emma agrees. “The writer did a lot of playing with the word “think.” Let’s write down all the versions of “think” we can find.”

They write a list: thoughtful, thinker(s), thought(s), think, thinking and so on. Emma saves the list for another day, because she knows it will make a great mini-lesson on the many forms a single word can take, and how endings can be added to a word and “bend” its meaning. Right now, though, the agenda is phonics. Emily comments,

“I am also noticing that a LOT of the words in this poem start with the th sound, /th/. Want to count all the th’s?” Together, they count the th’s. Emma underlines each th as they count. There are 21 in all.

Emma: OK - Let’s do something kind of silly and go through the poem again – but this time, just read the th’s.

Together, the tutor and tutee read the “th’s” while Emma points to each one: “Th, th, th, th, th, th, th, th, th...” Natalie thinks this is pretty funny – and the two have a good time!

“OK, Natalie,” says Emma, out of breath from laughing, “now I’m noticing something else about th. It actually makes two different sounds, depending on the word. Do you know what they are?”

Natalie does not, so Emma continues.

“In the word, “thought,” you can hear a hard /th/. You make it by sticking your tongue between your teeth and blowing, like this (she makes the sound). But in the words, “there,” and “that” and “they” – the th is soft, like this (again, she demonstrates the sound). Try it!

Emma pulls out a set of cards she made when she prepared for this lesson. Each card has one of the th-words from this poem on it. She and Natalie sort the words into hard and soft /th/ sounds, put them in Natalie’s word box – and move on to the next part of the session.





The oucan

By Shel Silverstein

Tell me who can
Catch a toucan?
Lou can.

Just how few can
Ride the toucan?
Two can.

What kind of goo can
Stick you to the toucan?
Glue can.

Who can write some
More about the toucan?
You can!

Cat

I have a kit.
Her name is Cat.
She loves to sit.
She loves to pat.
In fact, she sits and pats all day.
She will not quit or go away.

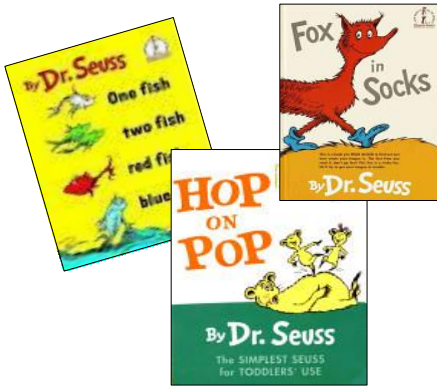
That kit named Cat
Has one big wish.
for Ish and Swish,
Our fine pet fish.

Sitting, patting, wishing wishes,
Ish and Swish, her favorite dishes.
What's that you say?!
Her favorite dish?!
No, Cat no!
Don't eat those fish!

Pat and Nat

Pat, the cat,
Had a big, black hat.
She did not take it off,
Till her friend, Nat, an impish rat,
Grabbed it with a scoff.
"Stop it, Nat! That is MY black hat!"
"You cannot have my topper!"
Pat smacked that rat
In a cat-rat scrap
Till Mom Cat came to stop her.





Hop on Pop and other books by Dr. Seuss are full of rhymes and rimes that can support the RAVE-O lessons. Please check these books out of the TLC library, and use them with your beginning readers. As a reference, here is the text to *Hop on Pop*.

UP PUP Pup is up.
CUP PUP Pup in cup.
PUP CUP Cup on pup.

MOUSE HOUSE Mouse on house.
HOUSE MOUSE House on mouse.

ALL TALL We all are tall.
ALL SMALL We all are small.

ALL BALL We all play ball.
BALL WALL Up on a wall.
ALL FALL Fall off the wall.

DAY PLAY We play all day.
NIGHT FIGHT We fight all night.

HE ME He is after me.
HIM JIM Jim is after him.

SEE BEE We see a bee.
SEE BEE THREE Now we see three.
THREE TREE Three fish in a tree.
Fish in a tree? How can that be?

RED RED They call me Red.
RED BED I am in bed.
RED NED TED and ED in BED

PAT PAT they call him Pat.
PAT SAT Pat sat on hat.
PAT CAT Pat sat on cat.
PAT BAT Pat sat on bat.
NO PAT NO Don't sit on that.

SAD DAD BAD HAD Dad is sad.
Very, very sad.
He had a bad day. What a day Dad had!

THING THING What is that thing?
THING SING That thing can sing!

SONG LONG A long, long song.
Good-by, Thing. You sing too long.

WALK WALK We like to walk.
WALK TALK We like to talk.

HOP POP We like to hop.
We like to hop on top of Pop.
STOP You must not hop on Pop.

Mr. BROWN Mrs. BROWN
Mr. Brown upside down.
Pup up. Brown down.
Pup is down. Where is Brown?
WHERE IS BROWN? THERE IS
BROWN!
Mr. Brown is out of town.

BACK BLACK Brown came back.
Brown came back with Mr. Black.
SNACK SNACK Eat a snack.
Eat a snack with Brown and Black.

WET GET Two dogs get wet.
HELP YELP They yelp for help.


HILL WILL Will went up hill.
WILL HILL STILL Will is up hill still.

FATHER MOTHER SISTER
BROTHER
That one is my other brother.

My brothers read a little bit.
Little words like If and it.
My father can read big words, too.
Like Constantinople and Timbuktu!


Miss Mary Mack

C F



Miss Ma - ry Mack Mack Mack all dressed in black black

5 C F



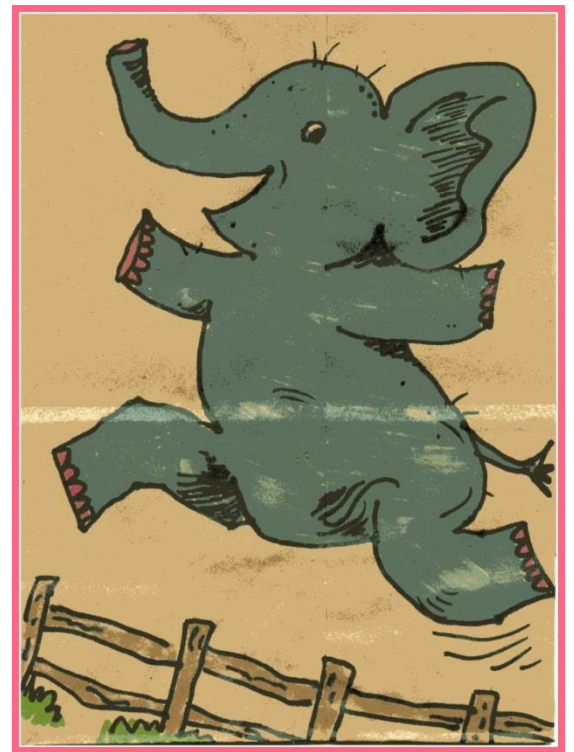
black with sil-ver buttons buttons buttons all down her back back back

Detailed description: The image shows two staves of musical notation for the song 'Miss Mary Mack'. The first staff starts with a treble clef, a key signature of one flat (B-flat), and a 4/4 time signature. It contains the first line of the melody with lyrics 'Miss Ma - ry Mack Mack Mack all dressed in black black'. Above the staff, the letter 'C' is written above the first measure and 'F' above the second measure. The second staff starts with a measure rest labeled '5', followed by the melody for 'black with sil-ver buttons buttons buttons all down her back back back'. Above this staff, 'C' is written above the first measure and 'F' above the second measure. The piece ends with a double bar line.

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

She asked her mother, mother, mother
For fifty cents, cents, cents
To watch the elephant, elephant, elephant
Jump the fence, fence, fence!

He jumped so high, high, high
He reached the sky, sky, sky
And he did not come back, back, back
Until the fourth of Ju-ly, ly, ly!



MORNING

By Charlotte Zolotow



Wake up wake up wake up

The trees are winging

The birds are singing

Things are thinging

WAKE UP!

The Pig's Wig

Tig, the Pig
Was one shy pig.
He hid his head inside a wig.
The wind swept by -
The wig did fly,
That big, bald pig tried not to cry...
"I'm much too big to give a fig,
but now without my comfort wig,
I really need some pie!"

Spinning Spree

Jim and Kim
Just loved to spin
Like tops
They turn
No stops
They learned
That spin, spin, spinning,
Like a flash –
Lots of fun –
Before you crash!



Popcorn

Pop, pop, popcorn,
Popping in the pot!
Pop, pop, popcorn,
Eat it while it's hot!
Pop, pop, popcorn,
Butter on the top!
When I eat popcorn,
I can't stop!

- Helen H. Moore



Invitation *by Shel Silverstein*

If you are a dreamer, come in,
If you are a dreamer, a wisher, a liar,
A hope-er, a pray-er, a magic bean buyer...
If you're a pretender, come sit by my fire
For we have some flax-golden tales to spin.
Come in!
Come in!



Bell



By flat tink
Of tin, or thin
Copper tong,
Brass clang,
Bronze bong,

The bell gives
Metal a tongue –
To sing
In one sound
Its whole song.

by Valerie Worth

For Sale

By Shel Silverstein

One sister for sale!

One sister for sale!

One crying and spying young sister for sale!

I'm really not kidding,

So who'll start the bidding?

Do I hear the dollar?

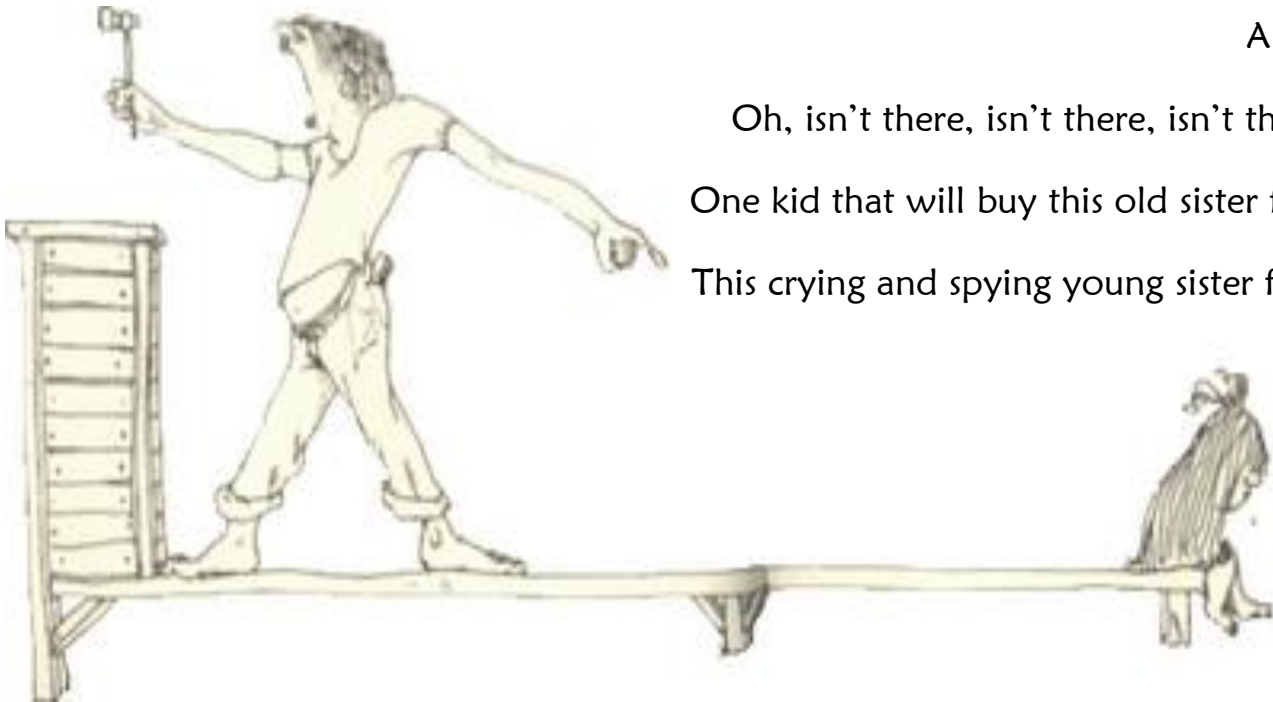
A nickel?

A penny?

Oh, isn't there, isn't there, isn't there any

One kid that will buy this old sister for sale,

This crying and spying young sister for sale?



Ickle Me, Pickel Me, Tickle Me Too

Shel Silverstein

Ickle Me, Pickel Me, Tickle Me too,
Went for a ride in a flying shoe,
“Hooray!”
“What fun!”
“It’s time we flew!”
Said Ickle Me, Pickel Me, Tickle Me too.

Ickle was captain, Pickel was crew,
And Tickle served coffee and mulligan stew,
As higher
And higher
And higher they flew,
Ickle Me, Pickel Me, Tickle Me too.

Ickle Me, Pickel Me, Tickle Me too,
Over the sun and beyond the blue.
“Hold on!”
“Stay in!”
“I hope we do!”
Cried Ickle Me, Pickel Me, Tickle Me too.

Ickle Me, Pickel Me, Tickle Me too
Never returned to the world they knew
And nobody
knows what’s happened to
Dear Ickle Me, Pickel Me, Tickle Me too.



