

We Love to Read

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When we were little, 'bout three or four,
We saw these squiggles on signs and doors.
Big kids and grownups made squiggles, too.
What could they mean? What did they do?

In kindergarten, the first few days,
We learned that squiggles are in our names,
And every one makes a special sound!
Now the squiggles, we know, are called "letters" --
And the letters together make words --
And the words put together make sentences
That can tell the best stories we've ever heard!

*We love to read
And open up our minds now.
We love to read
Ever since we learned how.
We love to read
Can't wait to turn the page now.
We love to read, we love to read.*

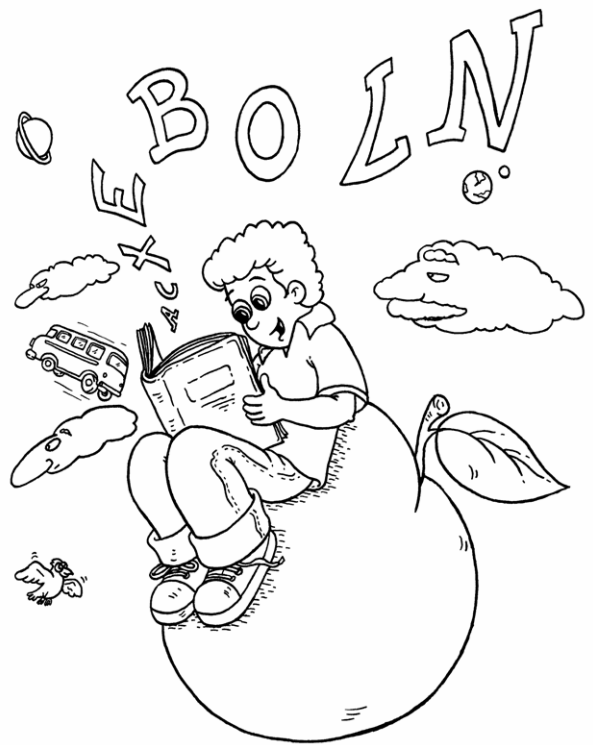
"You're gonna love this," says Sam-I-Am.
"You've gotta try my green eggs and ham!
They're so delicious, just wait and see.
Try 'em riding a train, or out in the rain!"

Come fly with James on a giant peach.
We'll keep the Cloud-Men just out of reach.
Let's ride a school bus to outer space.
And when we're stuck on a word we can't sound out,
We look at the pictures and guess,
Or we search for a clue in the paragraph
'Cause we're anxious to know what's coming next!

(Chorus)

Oh, every book becomes our friend --
and we hate to reach the end --
but eventually we do, but then,
we can read them again and again and again 'cause:

(Chorus)



♪ *We Love to Read* **Song Activities**

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~ *Foreword* ~

The *We Love to Read* activities provide teachers opportunities to explore many facets of literacy with their students: the “near point” copying activity facilitates several literacy skills including scanning and mechanical writing; teachers can use the matching activity as one form of assessment to see if the students truly understand the many slang words and contractions in the song; the comprehension questions and song “story” report activities connect literacy to music and songs; some activities reinforce vocabulary acquisition through the use of antonyms, synonyms, dictionary definition, and sentence writing. The motivational song can be sung pre-reading and/or post-reading each day. References in the song, coupled with the reading strategies activity, are excellent reminders for children to do exactly that - - use their reading strategies! Activities aligned with the Standards include:

Standard 1: Language for Information and Understanding

- dictionary skills
- near point copy
- antonyms
- synonyms
- reading strategies
- social studies (matching exercises)
- social studies (map drawing)
- math (measurements and their abbreviations)

Standard 2: Language for Literary Response and Expression

- comprehension questions
- a song “story” report (literary elements)

Standard 4: Language for Social Interaction.

- matching slang words and contractions to their proper meanings
- creative writing (including a friendly letter)

♪ We Love to Read Activities

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Activity 1

Directions: Match each *slang* word or *contraction* to its proper meaning.

- | | |
|------------------|-------------|
| 1. 'bout _____ | a. they are |
| 2. you're _____ | b. we are |
| 3. gonna _____ | c. we will |
| 4. you've _____ | d. about |
| 5. they're _____ | e. what is |
| 6. 'em _____ | f. because |
| 7. we'll _____ | g. you are |
| 8. let's _____ | h. cannot |
| 9. we're _____ | i. going to |
| 10. can't _____ | j. them |
| 11. 'cause _____ | k. let us |
| 12. what's _____ | l. you have |

Activity 2

Directions: Write your answers on the lines below.

A. Copy the 4 *lines* from the song that have the word “squiggles”. Copy them exactly as they are written.

#1 _____

#2 _____


#3 _____

#4 _____

B. What is the definition of “squiggles”? (Use a dictionary.)

C. Write your own sentence with “squiggles” in it.

Activity 3

Directions: Write the correct words from the  song on each line.

1. What is an *antonym* for “beginning”? _____
2. What is an *antonym* for “big”? _____
3. What is a *synonym* for “adults”? _____
4. What is a *synonym* for “children”? _____
5. What is a *synonym* for “eager”? _____
6. What are three “reading strategies”? _____

7. Who flew on a giant peach? _____
8. Name three “foods” in the song. _____

9. Where did the school bus go? _____
10. What is the first grade we attend in school? _____
11. Where did Sam-I-Am suggest eating? _____ and

12. What is the word for “alphabet characters”? _____

Activity 4

Directions: Poems, plays, and songs have characters and events the same way storybooks do. Fill in the story report chart for the song, ♪ *We Love to Read*.

Who? What? Where? Why? When? How? Who? What? Where?
Why? When? How? Who? What? Where? Why? When? How? Who?

STORY MAP

TITLE:

AUTHOR:

CHARACTERS:

SETTING:

PROBLEM:

RESOLUTION:

MORAL:
