

Effective Teaching of Reading: From Phonics to Fluency

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Fluency is the ability to read accurately, quickly, expressively, with good phrasing, AND with good comprehension. A recent study sponsored by the U.S. Department of Education found that fourth grade students' oral reading fluency is a strong predictor of silent reading comprehension. Moreover, the same study found that nearly half of the fourth graders studied had not achieved even a minimally acceptable level of reading fluency. Fortunately, a solid body of evidence suggests that fluency can be taught and that effective instruction in fluency leads to overall improvements in reading.

Components of Effective Fluency Instruction

- **Accuracy in Word Recognition**

- **Model Fluent Expressive Oral Reading for Students.**

- **Repeated (Practiced) Reading of Authentic Texts.**
 - **Performance – Poetry, Scripts (Readers Theater), etc.**

- **Assisted (Scaffolded) Reading.**

- **Focus on Phrased Reading.**

- **Be Sensitive to Text Difficulty.**

- **Create Synergistic Instructional Routines.**

For more on fluency see the Chapter on Fluency from the Report of the National Reading Panel. See also, Technical Report 2-008 from the Center for the Improvement of Early Reading Achievement (www.ciera.org/library/reports/index.html).

Fluency: The Bridge from Phonics to Comprehension: Three Components of Fluency

1. Accuracy in word recognition (word decoding).

Approximately 95% word recognition accuracy is considered adequate for instructional level reading.

2. Automaticity in word recognition.

Readers not only are accurate in word recognition, they are effortless or automatic in recognizing the words they encounter. The significance of achieving automaticity is that readers can devote their limited cognitive resources to the important task of comprehending the text.

Automaticity is most often assessed by determining a reader's reading rate on a grade level passage in *words correct per minute*. Since rate increases as readers mature, no one rate is considered appropriate. You will need to check students' rate against the table of grade level norms.

3. Interpretive and meaningful reading.

Readers use their new-found cognitive "energy" to interpret the passage they are reading. In oral reading this is done through an expressive and appropriately phrased rendering of a written passage at an appropriately fluent speed. It is assumed that this type of interpretive reading is also reflected in silent reading.

Interpretive and meaningful reading is best measured through a qualitative rubric in which the teacher listens to a reader read grade level material and rates the reading according to descriptions provided in the rubric. Readers who fall in the lower half of most are normally considered less than minimally adequate or proficient in fluency.

Making and Writing Words

Vowels		Consonants	
1	6	11	
2	7	12	
3	8	13	
4	9	14	
5	10	15	
Transfer			
T-1	T-2	T-3	
T-4	T-5	T-6	

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Fr: Rasinski, T. (1999). Making and writing words. *Reading Online*. Available at <http://www.readingonline.org/articles/rasinski/>.
 Permission to photocopy for educational use is granted.

Letter (Word) Ladders

girl	more	black	short	snow
gill	move	block	shore	show
grill	love	lock	sore	shoe
thrill	rove	lick	more	hoe
till	dove	lice	mire	hole
Bill	done	slice	wire	mole
ball	donor	slide	tire	male
bay	donate	lid	tile	ale
boy	locate	lit	till	ail
	local	wit	tall	mail
	focal	white		main
	focus			rain
	fuss			
	fess			
	less			
leaf	mean	key	walk	first
lean	lean	donkey		
mean	Len	monkey		
man	men	monk		
main	mad	honk		
mane	made	Hank		
made	trade	rank		
trade	tirade	rack		
tread		rock		
tree		lock	run	last

Anagrams: See www.wordsmith.org/anagram/ Select the “advanced” setting and then select “Print candidate words only” See also www.wordles.com (words in words)

For Making and Writing Words article by Tim Rasinski go to www.readingonline.org and search in “articles” under my name Rasinski, or for my 2 articles Making and Writing Words and Making and Writing Words Using Letter Patterns. Both articles have the forms you can download and print out and use for yourself.

****You can also find my Making and Writing Words book from Carson Dellosa at 800-321-0943, ask for Item Number CD-2600. It sells for \$14.99.

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NAEP Oral Reading Fluency Scale

4. Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from the text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation. Reads at an appropriate rate.
3. Reads primarily in three- and four-word phrase groups. Some smaller groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present. Reader attempts to read expressively and some of the story is read with expression. Generally reads at an appropriate rate.
2. Reads primarily in two-word phrase groups with some three- and four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to the larger context of the sentence or passage. A small portion of the text is read with expressive interpretation. Reads significant sections of the text excessively slow or fast.
1. Reads primarily word-by-word. Occasional two-word or three-word phrases may occur – but these are infrequent and/or they do not preserve meaningful syntax. Lacks expressive interpretation. Reads text excessively slow.

A score of 1 should also be given to a student who reads with excessive speed, ignoring punctuation and other phrase boundaries, and reads with little or no expression.

Fluency Accuracy and Automaticity: Assessment and Norms

Accuracy

Calculation: Total number of words read correct divided by Total words read (correct or corrected + uncorrected errors). Example: 137 words read correct / 145 total words read (137 correct + 8 uncorrected errors) = 94.5% correct.

Interpretation: 99% Correct: Independent Level Reading
 95% Correct: Instructional Level Reading
 90% Correct: Frustration Level Reading

Automaticity

<u>Grade</u>	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
1			60 wcpm
2	53	78	94
3	79	93	114
4	99	112	118
5	105	118	128
6	115	132	145
7	147	158	167
8	156	167	171

Procedure: Have students read orally for one minute from curriculum material at their grade level. Ask students to read in their normal manner, not overly fast or slow. Administer reading probes at least three times per year.

Scoring: Count number of words correctly in the one minute period. Include errors corrected in the one minute period.

Analysis and Interpretation: Students reading significantly below the stated norms (20% or more below norms) are at risk in reading decoding and/or fluency and should be considered for further assessment and diagnosis.

Adapted from: *Hasbrouck, J. E. & Tindal, G. (1992). Curriculum-based oral reading fluency forms for students in Grades 2 through 5. Teaching Exceptional Children, (Spring), 41-44. and Howe, K. B. & Shinn, M. M. (2001). Standard reading assessment passages (RAPS) for use in general outcome measurements: A manual describing development and technical features. Eden Prairie, MN: Edformations.*

PAIRED READING: HOW TO DO IT

Reading Together

1. You and your child both read the words out loud together. Read at the child's speed. You are modeling good reading for your child.
2. As you read together, your child must read every word. To make sure your child is looking at the words, it will help if one of you *points* to the word you are both reading with a finger or card. It's best if your child will do the pointing.
3. When a word is *read incorrectly* you just say the word and then your child immediately repeats the word.
4. Show interest in the book your child has chosen. Talk about the pictures. Talk about what's in the book as your child goes through it. It's best if you talk at the end of a page or section, or your child might lose track of the story. Ask what things might happen next. Listen to your child – don't do all the talking.

Time

1. Try very hard to do Paired Reading every day for **5 minutes**. If the student wants to read longer, a total of 15 minutes is long enough.
2. Select a time that's good for both you and your child. Don't **make** your child do Paired Reading when he/she really wants to do something else.
3. For days when you are not available, you may want to train someone else to be a substitute. Grandparents, older brothers and sisters, aunts, baby-sitters can be excellent reading role models, too.

Place

1. Try to find a place that's **quiet**. Children are easily distracted by noise. Turn off the T.V., radio, and stereo.
2. Try to find a place that's **private**. No one else should be in the room. Many families find this is a great opportunity for one parent to spend time with just one child.
3. Try to find a place that's **comfortable** so both readers can concentrate on the story without having to shift around. Try to associate warm and snuggly feelings with reading.

Reading Alone

1. When you are reading together and child feels confident, your child might want to read alone. You should agree on a way for him/her to *signal* you to stop reading along. This could be a knock, squeeze, or tap with the elbow. (Saying “be quiet” or similar words might make your child lose track of the meaning of the story.)

When signaled, you immediately stop reading aloud and feel glad that your child wants to be an independent reader.

2. When the student comes to an *unknown word*, wait *five seconds* to allow time for word attack skills to be used. If the word is mastered, be sure to praise the accomplishment. However, if the student is unable to work it out after five seconds, you say the word. Then the child repeats the word and both of you read together out loud until the next signal to read alone.

If a word is *misread*, you say the word correctly; the student repeats the word; and both of you read out loud together until the child signals again.

3. You may *not be able to finish* a book or chapter in one sitting. When you start the next day, briefly discuss what happened so far in the story and start reading where you left off.
4. If you finish a book before the end of the time, read the book again. Repeated reading is very good practice. It builds confidence and comprehension.
5. If the book has not been completed by the end of the week, it’s O.K. The child is not expected to read every book alone. The focus of Paired Reading is enjoyment and reading together.

Points to Remember

- Pointing
- Pace
- Discuss
- Wait 5 seconds
- Child repeats word
- Praise
- Signal

Taped Assisted Reading
Evidence-Based Instruction for Improving Reading Fluency and Overall Reading Proficiency

Reading research indicates that oral-assisted reading techniques, reading while listening to a fluent reading of the same text by another reading, can lead to extraordinary gains in reading fluency and overall reading achievement (Kuhn & Stahl, 2001; Topping, 1995).

Taped-Assisted reading is a version of oral-assisted reading in which readers listen to a fluent rendering of the passage while reading it themselves. This approach to reading has a rich history and has been shown to be especially effective with students experiencing severe difficulties in learning to read (e.g. Carbo, 1978a, 1978b, 1981; Chomsky, 1976). More recent international research has affirmed the effectiveness of tape-assisted reading to improve students' fluency and general reading proficiency:

- In a 27 week intervention, students received a daily 15-25 minute instructional intervention in which they read along silently while listening to the same passages on tape presented through a personal cassette recorder. Students read and listened to passages repeatedly until they felt they could read the text fluently on their own. Average student gain in the program was 2.2 years; some students made as much as 4 years progress in reading during the _ of a year intervention. Over half the students were reading above their assigned grade level at the end of the intervention. Moreover, students maintained their gains in reading over a six week vacation. (Pluck, 1995)
- Tape-assisted reading was found to have a facilitative effect on the reading accuracy, fluency, confidence, and overall progress of ELL readers in school and at home. (Blum, Koskinen, et al, 1995; Koskinen, Blum, et al., 1999).
- A study of middle school students from non-English speaking backgrounds made 14 months progress in reading after using a tape-assisted program for 2 months. (Langford, 2001)
- A study of 29 elementary and middle grade students, half of whom were from non-English speaking background, employed tape-assisted reading in a 4.5 month intervention. Teachers or teacher-aides worked with students using a tape-assisted program. In some schools students worked in their classrooms, in others they were pulled out to special rooms to implement the tape-assisted program. Students practiced their assigned passages (usually 6-8 times) while they listened to the fluent renderings of the texts on tape until they were able to read the text fluently without assistance. When one text was mastered, students moved on to a more challenging text. Students were found to have made gains of over 2 years in overall reading achievement. Spelling improved by nearly a year and oral language also improved by nearly 1.5 years. English speaking and ELL students both made similar gains in reading achievement. Gains were also reported for

students attitude toward reading and teachers' ratings of students classroom reading performance. (Nader & Elley, 2002)

Using Tape-Assisted Readings in Elementary and Middle Schools

The evidence clearly supports the use of tape-assisted reading methods and materials with students from the primary through middle grades. Effectiveness of extraordinary reading achievement has been shown for struggling readers and readers who are English Language Learners. Moreover, effectiveness of Tape-Assisted programs have been demonstrated in relatively short periods of implementation (e.g. 8-27 weeks).

Interestingly, the research also supports a variety of methods of implementation, from in-classroom programs, pull-out programs, and using tape-assisted reading programs at home. Programs have been successfully run by teachers, aides, and parents in the home. Tape-assisted reading programs can be implemented as a supplement to existing mainline reading programs or as the main program itself.

Some Thought Questions

Please consider the following questions as you think about developing and implementing a Tape-Assisted reading program

1. How will I gain access to appropriate materials (texts and tapes) (make on my own, purchase, etc.)?
2. What will my method of implementation be? (a. main program, supplement; b. for all students, only those with difficulties in reading; c. teacher led in classroom, reading center used independently by students, pullout program led by aide or special teacher; home program for parental use).
3. How often will I use the program and for what duration of time?
4. What other personnel might I need and how will I enlist their support?
5. How will I assess/monitor student progress (overall reading, accuracy, fluency, and attitude)?

Fry Instant Phrases and Short Sentences

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These phrases are made from the first 100 words in the Fry Instant Word List. The Fry list of 100 words represents 50% of all the words children encounter in the elementary school reading.

Source for all 600 Instant Words: Fry, E., Kress, J., & Fountoukidis, D.L. (2000). *The Reading Teacher's Book of Lists, Fourth Edition*. Englewood Cliffs, NJ: Prentice Hall.

For full list of phrases see T. Rasinski. (2003). *The Fluent Reader*. Scholastic.

The people	Out of the water	Now is the time
Write it down	A long time	An angry cat
By the water	We were here	May I go first?
Who will make it?	Have you seen it?	Write your name.
You and I	Could you go?	This is my cat.
What will they do?	One more time	That dog is big.
He called me.	We like to write.	Get on the bus.
We had their dog.	All day long	Two of us
What did they say?	Into the water	Did you see it?
When would you go?	It's about time	The first word
No way	The other people	See the water
A number of people	Up in the air	As big as the first
One or two	She said to go	But not for me
How long are they?	Which way?	When will we go?
More than the other	Each of us	How did they get it?
Come and get it.	He has it.	From here to there
How many words?	What are these?	Number two
Part of the time	If we were older	More people
This is a good day.	There was an old man	Look up
Can you see?	It's no use	Go down
Sit down.	It may fall down.	All or some
Now and then	With his mom	Did you like it?
But not me	At your house	A long way to go
Go find her	From my room	When did they go?
Not now	It's been a long time.	For some of your people
Look for some people.	Will you be good?	
I like him.	Give them to me.	
So there you are.	Then we will go.	

The Fluency Development Lesson (FDL): Synergistic Instruction

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The FDL employs short reading passages (poems, story segments, or other texts) that students read and reread over a short period of time. The format for the lesson is:

1. Students read a familiar passage from the previous lesson to the teacher or a fellow student for accuracy and fluency.
 2. The teacher introduces a new short text and reads it to the students two or three times while the students follow along. Text can be a poem, segment from a basal passage, or literature book, etc.
 3. The teacher and students discuss the nature and content of the passage.
 4. Teacher and students read the passage chorally several times. Antiphonal reading and other variations are used to create variety and maintain engagement.
 5. The teacher organizes student pairs. Each student practices the passage three times while his or her partner listens and provides support and encouragement.
 6. Individuals and groups of students perform their reading for the class or other audience.
 7. The students and their teacher choose 3 or 4 words from the text to add to the word bank and/or word wall.
 8. Students engage in word study activities (e.g. word sorts with word bank words, word walls, flash card practice, defining words, word games, etc.)
-
9. The students take a copy of the passage home to practice with parents and other family members.
 10. Students return to school and read the passage to the teacher or a partner who checks for fluency and accuracy.

Source: Rasinski, T. V. (2003). The Fluent Reader: Oral reading strategies for building word recognition, fluency, and comprehension. New York: Scholastic.

Sources for Reader's Theatre

Web Sources

<http://www.aaronshep.com/rt/>
<http://www.teachingheart.net/readerstheater.htm>
<http://www.cdli.ca/CITE/langrt.htm>
<http://www.geocities.com/EnchantedForest/Tower/3235>
<http://www.storycart.com>
<http://loiswalker.com/catalog/guidesamples.html>
<http://www.readinglady.com>
http://home.sprynet.com/~palermo/intr_rdio.htm
<http://home.sprynet.com/~palermo/radiokit.htm>
<http://www.margiepalatini.com>
<http://www.fictionteachers.com/classroomtheater/theater.html>
<http://hometown.aol.com/rcswallow/>
http://www.readingonline.org/electronic/elec_index.asp?HREF=carrick/index.html
<http://www.literacyconnections.com/ReadersTheater.html>
<http://bms.westport.k12.ct.us/mccormick/rt/RTHOME.htm>
<http://www.readerstheatre.ecsd.net/collection.htm>
<http://www.vtaide.com/png/theatre.htm>

Commercial Publishers

Reader's Theatre Script Service: www.readers-theatre.com
619-276-1948 Call for catalog. Has excellent scripts available from grades one through adult literacy. Reasonably priced.

Portage and Main Press. 100-318 McDermot Ave., Winnipeg, Manitoba, Canada R3A 0A2 800-667-9673, www.portageandmainpress.com
Has at least 5 book collections of readers theater scripts from K through Grade 8.

Benchmark Education. www.benchmarkeducation.com

Books/Collections of Scripts

A Reader's Theatre Treasury of Stories, by Win Braun (Calgary: Braun & Braun, 2000). ISBN: 1-895805-30-9
Presenting Reader's Theatre, by Caroline Feller Bauer (H. W. Wilson, 1991)
Reader's Theatre for Beginning Readers, by Suzanne Barchers (Teachers Ideas Press, 1993)
The Best of Reader's Theater, Vols. I and II, by Lisa Blau (One from the Heart, 2000)
From Script to Stage (22 readers theater scripts from first grade through junior high school), by Aaron Shepherd.

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**PASSAGES FOR
PROMOTING
FLUENCY!**

School Cheers

Al-Vevo, Al-Vivo
Al-Vevo, Vivo, boom,
Boom get a rat trap,
Bigger than a cat trap,
Bum get another one,
Bigger than the other one,
Cannibal, Cannibal,
Sis, boom, bah,
Our School, Our School,
Rah, rah, rah.

A Boy's Summer

With a line and a hook
By a babbling brook,
The fisherman's sport we
ply;
And list the song
of the feathered throng
That flits in the branches
nigh.
At last we strip
For a quiet dip;
Ah, that is the best of joy.
For this I say
On a summer's day,
What's so fine as being a
boy?

Ha, Ha!

--Paul Laurence
Dunbar

The New Colossus

Give me your tired, your
poor,
Your huddled masses
yearning to breathe free,
The wretched refuse of
your teeming shore.
Send these, the homeless,
tempest-tossed, to me:

I lift my lamp beside the
golden door.

Emma Lazarus

O Captain! My Captain!

*Although he is never
mentioned by name,
Abraham Lincoln is the
subject of this and the
following poem. Lincoln
was assassinated on April
14, 1865, less than a week
after the war had ended.
This poem is one of
Whitman's few poems
written in meter and
rhyme.*

O Captain! my Captain!
our fearful trip is done,
The ship has weather'd
every rack, the prize we
sought is won,
The port is near, the bells I
hear, the people all
exulting,
While follow eyes the
steady keel, the vessel
grim and daring;
But O heart! heart!
heart!

O the bleeding
drops of red,
Where on the
deck my Captain lies,
Fallen cold and
dead.

- Walt Whitman

IN FLANDERS FIELDS

In Flanders Fields the
poppies blow
Between the crosses, row
on row,

That mark our place, and
in the sky
The larks, still bravely
singing, fly
Scarce heard amid the
guns below.

We are the Dead. Short
days ago
We lived, felt dawn, saw
sunset glow,
Loved and were loved, and
now we lie
In Flanders fields.

Take up our quarrel with
the foe:
To you from failing hands
we throw
The torch; be yours to hold
it high.
If ye break faith with us
who die
We shall not sleep, though
poppies grow
In Flanders fields.

General Douglas
MacArthur's Farewell to
West Point

Yours is the profession of
arms, the will to win, the
sure knowledge that in war
there is no substitute for
victory, that if you lose,
the Nation will be
destroyed, that the very
obsession of your public
service must be duty,
honor, country.

These great national
problems are not for your
professional participation
or military solution.

The long, gray line has never failed us. Were you to do so, a million ghosts in olive drab, in brown khaki, in blue and gray, would rise from their white crosses, thundering those magic words: Duty, honor, country.

This does not mean that you are warmongers. On the contrary, the soldier above all other people prays for peace, for he must suffer and bear the deepest wounds and scars of war. But always in our ears ring the ominous words of Plato, that wisest of all philosophers: "Only the dead have seen the end of war."

The shadows are lengthening for me. The twilight is here. My days of old have vanished--tone and tint. They have gone glimmering through the dreams of things that were. Their memory is one of wondrous beauty, watered by tears and coaxed and caressed by the smiles of yesterday. I listen vainly, but with thirsty ear, for the witching melody of faint bugles blowing reveille, of far drums beating the long roll.

In my dreams I hear again the crash of guns, the rattle of musketry, the strange, mournful mutter of the battlefield. But in the evening of my memory always I come back to West Point. Always there

echoes and re-echoes:
Duty, honor, country.

Today marks my final roll call with you. But I want you to know that when I cross the river, my last conscious thoughts will be of the corps, and the corps, and the corps.

I bid you farewell.

General Douglas
MacArthur

There is no frigate like a
book

To take us lands away,
Nor any coursers like a
page

Of prancing poetry.
This traverse may the
poorest take

Without oppress of toll;
How frugal is the chariot
That bears a human
soul!

- Emily Dickinson

Summer

There's long sunny season
called summer.

When it's over, kids say
'what a bummer.'

It's soon time for school,
Which can be awfully
cool,

If you don't want to get
any dummer.

Timothy Rasinski

A Fly and a Flea in a Flue

A fly and a flea in a flue
Were trapped, so what
could they do?
Said the fly, "Let us flee!"
"Let us fly!" said the flea,
And they flew through a
flaw in the flue.

Anonymous

Betty Botter

Betty Botter bought some
butter,
"But," she said, "the
butter's bitter;
If I put it in my batter,
It will make my batter
bitter;
But a bit of better butter,
That would make my
batter better."

So she bought a bit of
butter,
Better than her bitter
butter,
And she put it in her
batter,
And the batter was not
bitter;
So 'twas better Betty
Botter
Bought a bit of better
butter.

Mother Goose

Tart words make no
friends; a spoonful of
honey will catch more flies
than a gallon of vinegar.

Early to bed, early to rise,
makes a man healthy,
wealthy, and wise.

Don't throw stones at your neighbors, if your own windows are glass.

A little neglect may breed mischief; for want of a nail the shoes was lost; for want of a shoe the horse was lost; for want of a horse the rider was lost; for want of the rider the battle was lost.

If you know the value of money, go and try to borrow some; he that goes a-borrowing goes a-sorrowing.

If a man could have half his wishes, he would double his troubles.

Benjamin Franklin
(from *Poor Richard's Almanack*)

Mother to Son

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor-
Bare.
But all the time
I've been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So, boy, don't you turn back.
Don't you set down on the steps

'Cause you finds it's kinder hard.
Don't you fall now-
For I'se still goin', honey,
I'se still climbin',
And life for me ain't been no crystal stair.

Langston Hughes

Army Song

Over hill, over dale
As we hit the dusty trail,
And the Caissons go rolling along.
In and out, hear them shout,
Counter march and right about,
And the Caissons go rolling along.

Then it's hi! hi! hee!
In the field artillery,
Shout out your numbers loud and strong,
For where'er you go,
You will always know
That the Caissons go rolling along.

Yankee Doodle Dandy

I'm a Yankee Doodle Dandy
A Yankee Doodle Do or Die!
A real-life nephew of my Uncle Sam,
Born on the Fourth of July.
I've got a Yankee Doodle sweetheart,
She's my Yankee Doodle joy.

Yankee Doodle went to London just to ride the ponies,

I am that Yankee Doodle boy.

You're a Grand Old Flag

You're a grand old flag
you're a high-flying flag
And forever in peace may you wave.
You're the emblem of
The land I love,
The home of the free and the brave.

Every heart rings true for the red, white, and blue,
Where there's never a boast or brag.
Should old acquaintance be forgot,
Keep your eye on that grand old flag.

Indiana
(chorus)

Back home again
In Indiana,
And it seems that I can see
The gleaming candle light still shining bright
Thru the sycamores for me.

The new-mown hay
Sends all its fragrance
From the fields I used to roam,
When I dream about the moonlight on the Wabash,
Then I long for my Indiana home.

Ballard
MacDonald (music by James F. Hanley)

Word Family (Phonogram) Poems

*Happy Hank played a prank
On his mom and dad.
They didn't like it.
He got spanked.
Now Happy Hank is sad.*

TR

Bikes are to ride
All of the day.
Places to go
So far away.
Sidewalks and paths
Places to stray.
Riding a bike
What a great way to play

Greg

Diddle diddle dumpling
My son Bob.
Skinned his knee
And began to sob.
Gave him a pickle
And corn on the cob
Diddle diddle dumpling
My son Bob.

TR

*I love to eat apples and more than a few
Early in the morning when they're covered with dew.
I love to eat apples when they're red and they're new
Crisp and sweet what a delight to chew*
Allison

My friend Chester is a real pest
He pesters his sister and his sister's guest
He pesters them always never gives any rest
Oh my friend Chester is a real pest.

TR

For more on Word Family Poetry see Rasinski, T. & Zimmerman, B. (2001). *Phonics Poetry: Teaching Word Families*. Allyn and Bacon. ISBN 0-205-30909-7
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The Three Billy Goats Gruff

Parts: (6)-- Little Billy Goat Gruff, Middle-Sized Billy Goat Gruff, Big Billy Goat Gruff, Troll, Narrators 1 and 2

Narrator 1: Welcome to our show. Today's play is The Three Billy Goats Gruff .

Narrator 2: As Little Billy Goat Gruff strolls through the fields he sees a rickety, old bridge. On the other side of the bridge is a meadow with green, green grass and apple trees.

Little BGG: "I'm the littlest billy goat. I have two big brothers. I want to go across this bridge to eat some green, green grass and apples so that I can be big like my two brothers."

Narrator 1: Little Billy Goat Gruff starts across the bridge.

All (softly): "Trip, trap, trip, trap, trip, trap."

Narrator 2: Just as Little Billy Goat Gruff came to the middle of the bridge, an old troll popped up from underneath.

Troll: "Who is that walking on my bridge? Snort Snort"

Little BGG: "It's only me, Little Billy Goat Gruff."

Troll: "Arrrgh. I'm a big, bad troll and you are on *my* bridge. I'm going to eat you for my breakfast. Snort Snort"

Little BGG: "I just want to eat some green, green grass and apples in the meadow. Please don't eat me Mister Troll. I'm just a little billy goat. Wait until my brother comes along. He is much bigger and tastier than me."

Troll: "Bigger? Tastier? Well alright. I guess I will. Go ahead and cross the bridge. Arrrgh"

Little BGG: "Thank you very much, you ugly old troll."

Troll: "What did you call me? Come back here! Grrrrr"

Little BGG: "Bye!"

All (softly): "Trip, trap, trip, trap, trip, trap."

Narrator 1: Little Billy Goat Gruff ran across the bridge. He ate the green, green grass and apples. The troll went back under his bridge and went to sleep.

Narrator 2: Before long Middle-Size Billy Goat Gruff walks up to the rickety, old bridge. He too sees the meadow with the green, green grass and apple trees.

Middle BGG: "I'm the middle-size billy goat. I have a big brother and a little brother. I want to go across this bridge to eat some green, green grass and apples so that I can be big like my brother."

Narrator 1: Middle-Size Billy Goat Gruff starts across the bridge.

All: [A bit louder, as Middle BGG is bigger] "Trip, trap, trip, trap, trip, trap."

Narrator 2: Just as the Middle-Size Billy Goat Gruff came to the middle of the bridge, an old troll popped up from under the bridge.

Troll: "Grrrr. Who is that walking on my bridge? Arrrgh"

Middle BGG: "It is I, Middle-Size Billy Goat Gruff."

Troll: "Grrrr. I'm a big, bad troll and you are on my bridge. I'm going to eat you for my lunch. Snort Snort"

Middle BGG: "I just want to eat some green, green grass and apples in the meadow. Please don't eat me Mister Troll. I'm just a middle-size billy goat. Wait until my brother comes along. He is much bigger and much much tastier than I am."

Troll: "Bigger? Tastier? Hmmmmm. Alright, I guess I will. Go ahead and cross the bridge."

Middle BGG: "Thank you very much, you great big, ugly old troll."

Troll: "What did you call me? Grrrr. Come back here right now!"

Middle BGG: "Oh, Nothing. Bye!"

All (a bit louder): "Trip, trap, trip, trap, trip, trap."

Narrator 1: Middle-Size Billy Goat Gruff ran across the bridge. He ate the green, green grass and apples. The troll went back under his bridge and once again fell fast sleep.

Narrator 2: After a while, Big Billy Goat Gruff sees the rickety , old bridge. On the other side of the bridge is a meadow with green, green grass and apple trees.

Big BGG: "I'm the biggest billy goat. I have two brothers. I want to go across this bridge to eat some green, green grass and apples just as they did.

Narrator 1: So Big Billy Goat Gruff starts across the bridge.

All: [Even louder this time] "Trip, trap, trip, trap, trip, trap."

Narrator 2: Just as Big Billy Goat Gruff got to the middle of the bridge, an old troll popped up from under the bridge."

Troll: "Grrr. Who is that walking on my bridge?"

Big BGG: "It is I, Big Billy Goat Gruff."

Troll: "Grrrr. I'm a big, bad troll and you are on my bridge. I'm going to eat you for my supper. Snort Snort"

Big BGG: "Really" [SMILES AT AUDIENCE] 'Well then, come right on up here and have a feast then" [AGAIN GRINS AT AUDIENCE]

Narrator 1: The troll climbs onto the bridge. Big Billy Goat Gruff lowers his head and charges the troll!

Big BGG: Grrrrump!

Narrator 2: Big Billy Goat Gruff knocks the troll clean off the bridge and into the icy cold water!

Troll: Glug Glug Glug. Grrrrr. Grrrr. Brrrrrr.

Big BGG: "Brothers, that ugly old bully won't bother us again. I butted him with my horns and knocked him off the bridge and into the icy cold water. I've done my job and from now on we can come and go in peace. Now, I'm going to go and eat some of that green, green grass and some apples."

All (Loud): "Trip, trap, trip, trap, trip, trap."

Narrator 2: Big Billy Goat Gruff crosses the bridge and joins his brothers. He ate the green, green grass and apples.

Little Billy Goat: Munch, Munch, Munch.

Little and Middle Size Billy Goats: Munch, Munch Munch.

All Three Billy Goats: Munch, Munch, Munch. This green green grass is great for lunch!

Narrator 1: And that mean, ugly, old troll? He never came back to the bridge. He learned that being mean never pays.

Troll: Brrr Brrrr Brrrr. This water feels like ice. Brrr Brrr Brrr, Next time I'll try being nice!

All: The End.