

# Table of Contents

Letter from Dr. Maggie .....	3
Setting the Stage .....	4
Ready, Set, Read! .....	7

<b>Title</b>	<b>Interactive Script</b>	<b>Interactive Mini-Book</b>
Frog Time!	10	11
Nimble Jack and Jill	13	14
Oatmeal Hot	16	17
Charlie Over the Ocean	19	20
Here Is the Beehive	22	23
Kitty Cat and Bowser	25	26
Brother John and Sister Kate	28	29
Bought Me a Cat	31	33
Two Little Bluebirds	35	36
Up the Sea Rises	38	39
Fooba-Wooba John	41	43
John the Rabbit	45	46
Go Away Mr. Rain Cloud!	48	49
Noble Duke of York	51	52
Sandwich Favorite	54	56
By the Barnyard Gate	58	59
When the Boat Comes In	61	62
Did You Find My Cow?	64	66
Nobody Likes Me!	68	69
Michael Finnegan	71	72
She'll Be Coming 'Round the Mountain	74	77
The Smile of the Crocodile	79	80
Bill Grogan's Goat	82	84
Big Rock Candy Mountain	86	87
Way Down South	89	91
The Humpty Dumpty Rap	93	95
A Shoe-Full!	97	98
Miss Mary Mack and Friends	100	102
Old Chisholm Trail	104	106
Hush, My Children	108	110
Mr. Frog Went Courtin'	112	114
Jack and Jill's Motion Commotion	116	119

Reproducibles .....	121
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## Dear Teachers,

What an exciting time to be a teacher! With the *No Child Left Behind Act* and *Put Reading First*, we have research building blocks for teaching children how to improve their reading skills and a national initiative to support this effort.

*Jingle Jangles* features 32 interactive scripts and mini-books based on familiar songs and chants that help children practice something that is often overlooked when teaching them to read—fluency. Fluency is the ability to read text accurately, quickly, and naturally. Fluency is not a specific stage of reading development at which readers can read all words in text quickly, easily, and naturally. Rather, it continues to change depending on what is being read, the child's familiarity with the words in the text, and with the amount of practice he or she has reading a particular text. It is critical to teach fluency because it is the bridge between word recognition and comprehension.



Research has confirmed that the more children practice reading, the better they read. Also, the more children read familiar text, the more automatically they recognize words. The more automatically children recognize words, the more fluently they read. And, the more fluent children become, the more natural, expressive, and confident they are in their reading. When children do not have to concentrate on decoding words, they can focus their attention on understanding the text, which in turn leads to greater comprehension, understanding, and learning.

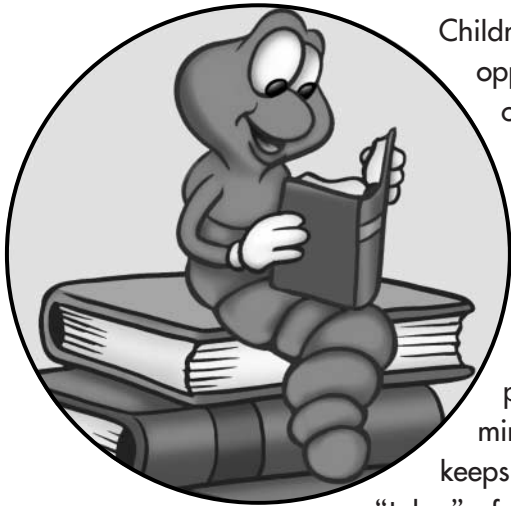
*Jingle Jangles* provides this necessary element of repeated reading practice in a fun and interactive way. In this resource, you will find 32 songs and chants that are most appropriate for kindergarten through second-grade children. I have selected them from America's common oral tradition or written them myself. I have also adapted these songs and chants into 8-page reproducible mini-books. You will find the titles ordered by skill level (from easiest to most difficult) in the Table of Contents. You may find that some of the mini-books found early on in the order of skill level have a lot of words or more sentences than mini-books found later on. These are considered to be less difficult because of the amount of repeated text verses the amount of new vocabulary words being introduced in later mini-books. In addition to the scripts and mini-books, you will find a variety of exciting strategies and reproducibles to help you implement these interactive reading selections in meaningful ways.

So, my fellow teachers, read, read, and read again. Make reading meaningful, make it entertaining, and make it fun!

Sincerely,

Dr. Margaret Allen, Ph.D. (Dr. Maggie)

# Setting the Stage



Children develop reading fluency when they have multiple opportunities to orally reread the same passage. The challenge is to provide this repeated reading practice while maintaining children's interest. The interactive scripts and mini-books in *Jingle Jangles* provide interesting, patterned text that allows an opportunity for you to model fluent reading to children and for children to practice rereading orally. In addition, the interactive reading strategies and reproducibles provide a fun and exciting stage for the scripts and mini-books not only to come alive but to stay alive. This keeps children's level of interest high throughout several "takes" of the same text.

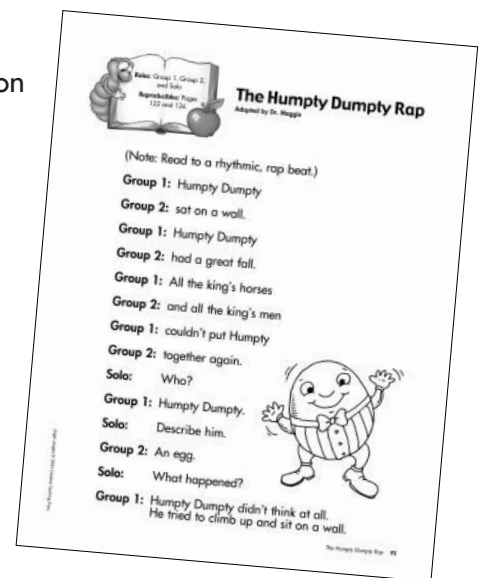
## Interactive Scripts

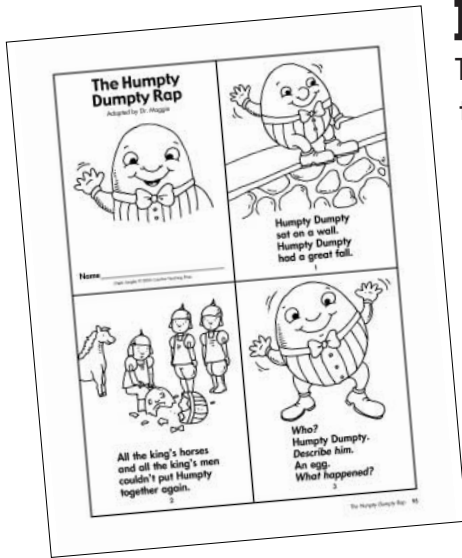
This resource contains 32 interactive scripts that are based on fun and familiar songs and chants. They provide text with rhyme, rhythm, and meaning that helps children make the transition from merely decoding words to reading fluently and with expression.

### Directions

Choose an interactive script that matches the reading level and interest of the children in your class. Copy it onto chart or butcher paper, or make a transparency of it for the whole class to read. Also, make copies of the original reproducible, and give one to each child. (Copy the scripts on various colors of paper to help children distinguish between them.)

Model reading the script during the Morning Message, as a shared reading warm-up, or during your Reader's Workshop at the beginning of the week to introduce the text to children. Then, choose a different interactive reading strategy from the Ready, Set, Read! section (see pages 7–9) for each day of the week to have children practice rereading the text. In addition to these strategies, continue rereading the text with children at random times throughout the week. Use them during "sponge activity time," before lunch or recess, as children line up to leave the room at the end of the day, or during a class "wiggle time" where they get up and dance as they read the song. The goal is to have children read, read, and read again during every spare moment of the day so that they are very familiar with the text and comfortable reading it.





## Interactive Mini-Books

There are 32 interactive mini-books, one for each script, in this resource. Each mini-book includes a cover and seven pages of text with interesting and supportive illustrations. Encourage children to read the mini-books silently or orally, independently or with a partner, at school or at home to continue to build their confidence and fluency.

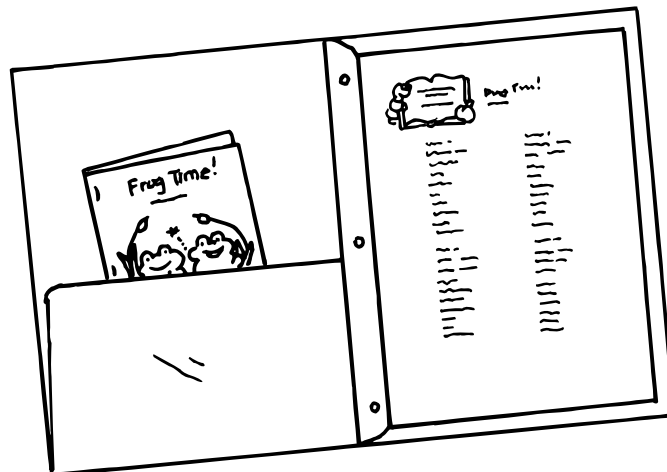
### Directions

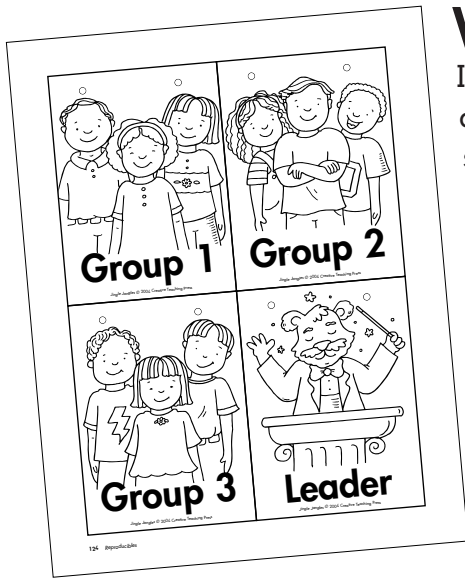
Once children have become familiar and confident reading the script text, it is time to introduce the mini-book that accompanies the script. Make copies of the 8-page mini-book, cut apart the pages, and staple them together.

Give one mini-book to each child. Invite children to color their mini-book and practice reading it independently or with a partner. Place the mini-books in a learning center or reading folders (see below), or have children take them home to enjoy reading practice with family members. Also, place a copy of each mini-book in the classroom library so there is always a copy available at school.

### Reading Folder

Give each child a folder with pockets and three brads down the center. Give children a piece of blank paper to create a cover page. Invite children to write their name on this cover page and decorate it. Glue each child's cover page to the front of his or her folder. Three-hole punch children's script reproducibles. Help children place the reproducibles in the center of the folder with the brads and put their mini-books in one of the pockets. Have children read their scripts and mini-books during independent work time, while waiting for a new activity to begin, or at home with family members.





## What's My Role?

In the back of this resource, you will find a variety of reproducible that represent the themes and character roles of the scripts and mini-books. (Some of the role titles may be used more than once.) Make the following props to create excitement to enhance reading practice, to specify each child's role in the script, and to help children feel more associated with the character whose part they are reading. Refer to the top of each reading script for the list of roles and the page numbers of corresponding reproducible.

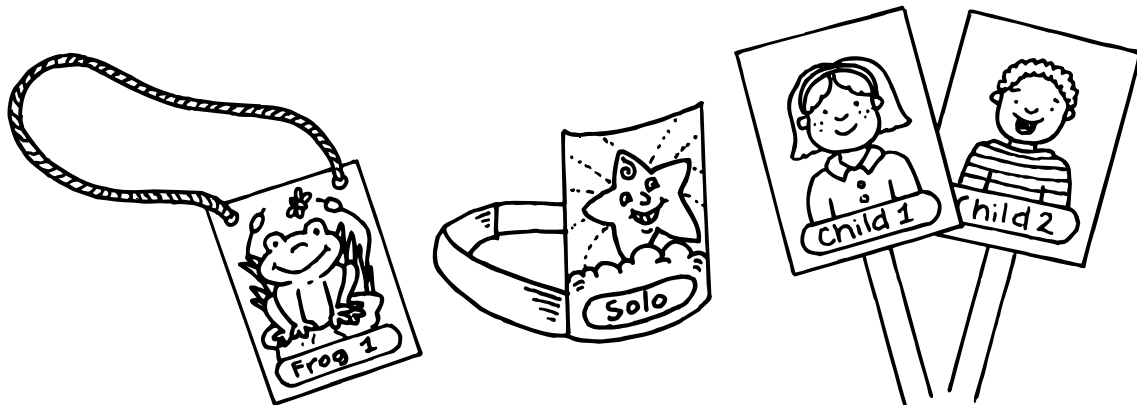
### Directions

**Necklaces:** Choose a script, and copy the corresponding reproducible. Punch holes where indicated, insert a piece of yarn in each hole, and tie together the ends to make a necklace. Place these necklaces over children's heads to identify which role a child is reading.

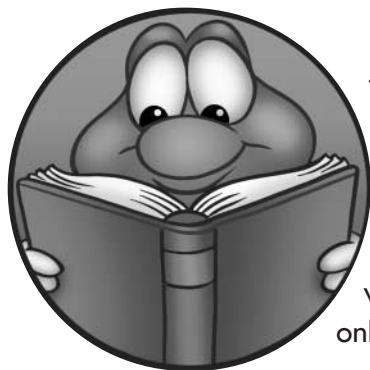
**Headbands:** Choose a script, and copy the corresponding reproducible. Cut long strips of construction paper. Staple the two ends of each piece of paper together to create a headband. Color the reproducible pieces that represent various roles, cut them out, and staple each one to a construction paper headband. Have children wear the headbands while reading the script and mini-book.

**Puppets:** Choose a script, and copy the corresponding reproducible. Color and cut out each piece. Staple each piece to a tongue depressor, craft stick, or paper bag to create a puppet. Have children use the puppets while reading the script and mini-book.

**Costumes:** Have children make costumes from art supplies (e.g., construction paper, sequins, glitter, markers, stickers). Invite children to wear the costumes as they read their roles in the script.



# Ready, Set, Read!



There are a variety of ways children can practice rereading the scripts to gain fluency while maintaining their interest. The following variations can be used with most scripts. However, scripts with two or four reading parts or the “Solo with Echo” are better implemented in a partner or group setting. Scripts with three reading parts or more than four reading parts can only be used in a group setting.

## Partner Reading

**(For scripts that include two or four reading roles and the Solo with Echo)**

In partner reading, there are two specific reading parts to the script, such as Reader 1 and Reader 2. Partners can have similar reading levels or opposite reading levels. If the partners’ levels are similar, either child can read either role. If the partners’ levels are opposite, the stronger reader should read the more difficult text. With a script that consists of four roles, have each partner read the parts for two separate roles. To help children concentrate better and hear their partner more clearly, have them place their chair backs in opposite directions so that they are sitting ear to ear. While one child reads his or her part, the other child follows along on his or her copy and then reads the next part. Children complete the entire reading this way.



## Group Reading

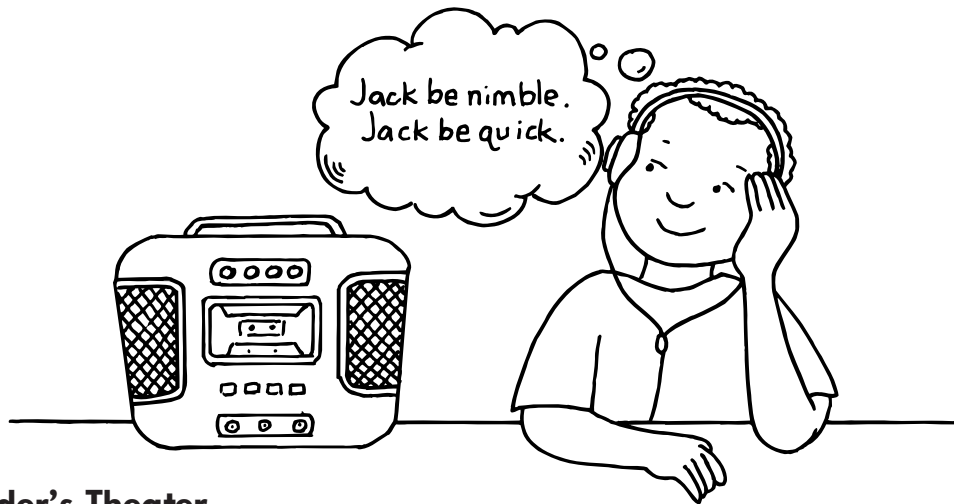
**(For scripts that include two, three, four, or more reading roles or the Solo with Echo)**

Scripts that include two or more parts can be read in a small- or large-group setting. In a small-group setting, divide the class into smaller groups that consist of the same number of children as there are roles. For example, if a script has four roles, then a class of 20 children would be divided into five groups of four. Then, one child at a time would read his or her part within the small group. (All five groups would be reading within their own group at the same time.) On the contrary, in a large-group setting, divide the class into as many groups as there are roles. For example, a class reading a script with three roles would be split into three large groups. Each group of children would read their part aloud together as a group to the rest of the class. Solo with Echo reading scripts are an excellent way to support struggling readers, second-language learners, or kindergartners. In Solo with Echo reading, a strong reader, parent, older child, or teacher reads the solo part to the class or a partner, which allows for modeled fluent reading. Then, the whole class or partner repeats the text as an echo.

## Taped Reading

(For all scripts)

Have a teacher, parent volunteer, or fluent reader read each script into a tape recorder. Place the tape along with copies of the script in the Listening Center. The first few times children listen to a script on tape, have them point to the words as they listen. Then, when children are comfortable, invite them to read along as they listen to the script on tape. Children can complete this activity independently or in a group. Assign separate roles if a group of children is listening to the tape at one time.



## Reader's Theater

(For all scripts)

Have children practice their assigned roles several times until they are fluent and reading them with confidence. Invite children to create masks and/or costumes that represent the role they are reading. Then, have them wear their costumes when they read the script to the rest of the class, other classrooms, and/or parents. As a variation to Reader's Theater, have children work in groups or pairs to "sing" their own version of the songs/chants. Encourage them to experiment with varied voice levels, intonation, chanting styles, or musical styles.



## Buddy Reading

(For all scripts)

Find an upper-grade class (about two to three grades higher than your own) to become “Study Buddies” with your class. Pair up a child from your class with a child in the upper-grade class. Invite your study buddy class to your classroom one to three times a week to read with your children for about 10–15 minutes. Have each pair of study buddies read the scripts together. Depending on the ability of each reader, children can take turns reading various roles in the script. This is a fun way for children to hear fluent readers and for classes to interact with one another. The younger children look up to their older study buddies, and the older children delight in hearing the younger children read.

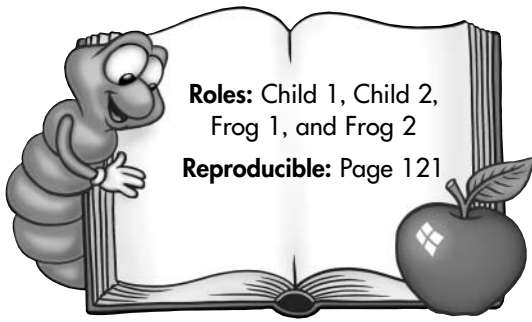


## Lead Reader

(For scripts that include three, four, or more reading roles or the Solo with Echo)

Use the Leader reproducible (page 124) as a special reward for an improved reader. Have children sit in a circle. Choose a child to lead the class in a group reading. Invite the lead reader to read the first line of the script. Have the child to the leader’s right read the second line, the third child read the next line, and so forth. Continue around the circle with each child reading one line. When the script is finished, have the lead reader repeat the first line of the script, and have children repeat the steps above. Encourage them to read faster each time they repeat the script. As a variation, have the lead reader carry a special wand. Invite the lead reader to read the first line and then touch another child to read the second line. Have the lead reader continue this until the entire script has been read.





# Frog Time!

By Dr. Maggie

## Child 1

Glub! Glub!  
Frog time!  
Green  
Brown  
Big  
Little  
Jumpy  
Bumpy  
We like

## Frog 1

Gulp! Gulp!  
Bug time!  
Flying  
Crawling  
Jumping  
Swimming  
Juicy  
Tasty  
We like

## Child 2

Croak! Croak!  
Frog time!  
frogs.  
frogs.  
frogs.  
frogs.  
frogs.  
frogs.  
frogs!

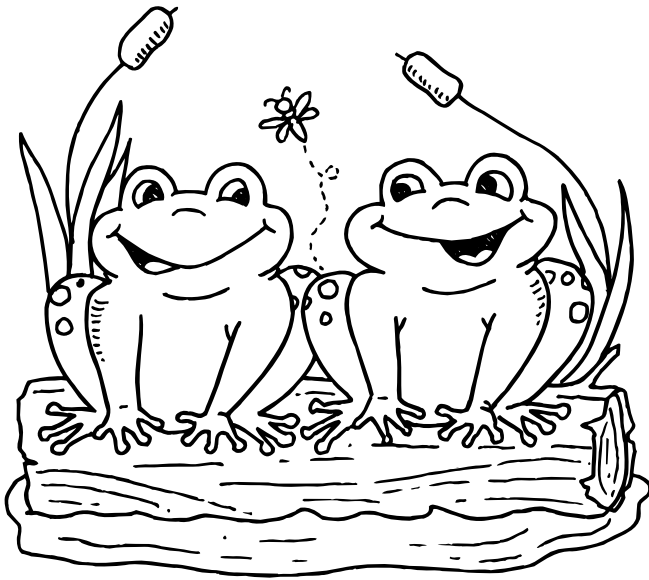
## Frog 2

Yum! Yum!  
Bug time!  
bugs.  
bugs.  
bugs.  
bugs.  
bugs.  
bugs.  
bugs!



# Frog Time!

By Dr. Maggie



Name \_\_\_\_\_

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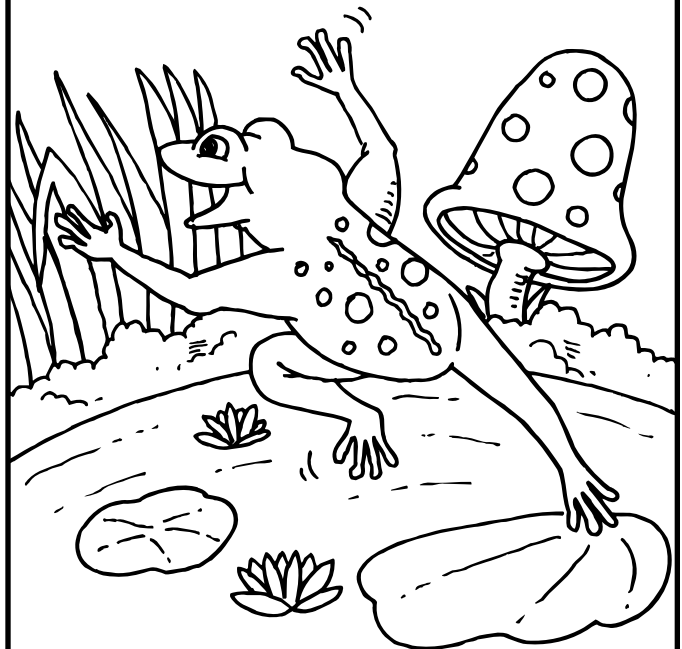
**Glub! Glub!**  
**Croak! Croak!**  
**Frog time!**  
**Frog time!**

1



**Green frogs.**  
**Brown frogs.**  
**Big frogs.**  
**Little frogs.**

2



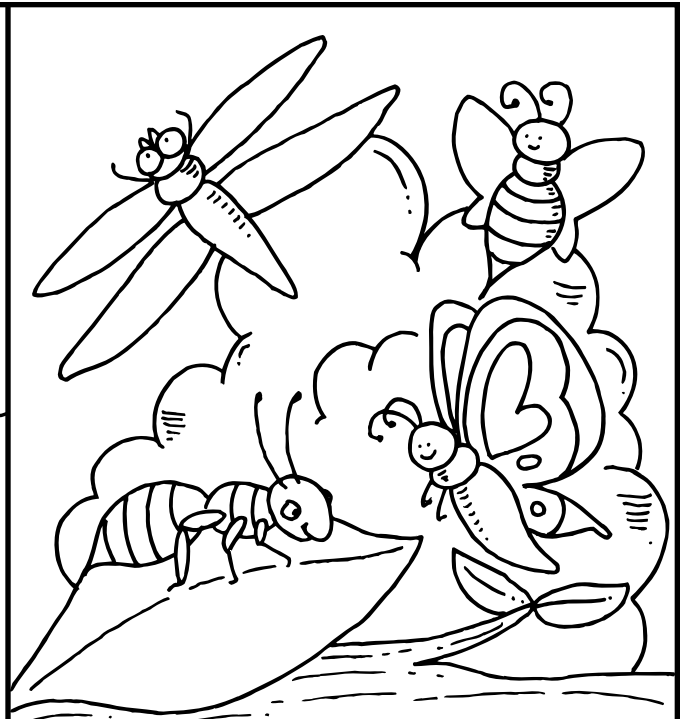
**Jumpy frogs.**  
**Bumpy frogs.**  
**We like frogs!**

3



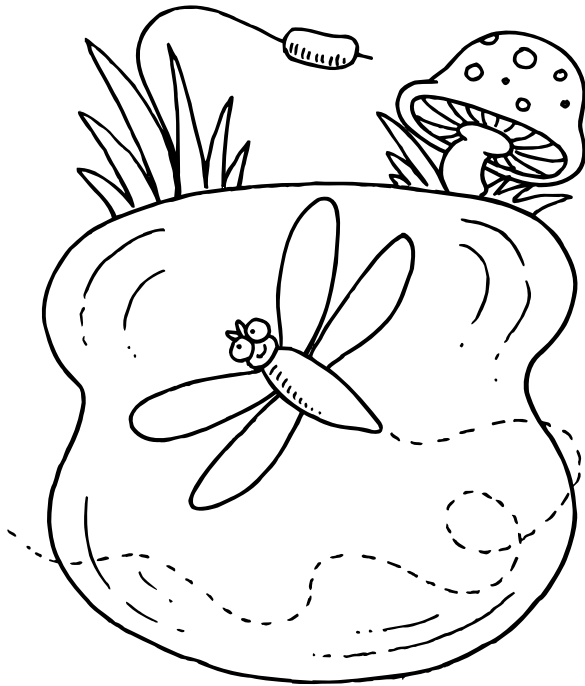
**Gulp! Gulp!**  
**Yum! Yum!**  
**Bug time!**  
**Bug time!**

4



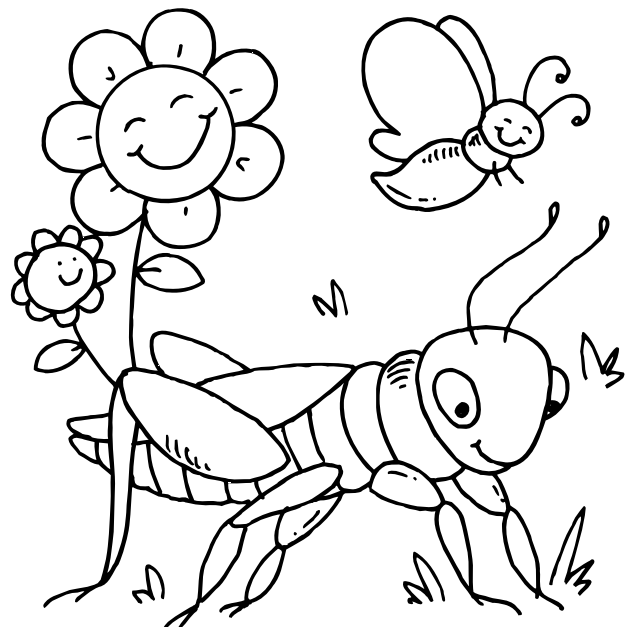
**Flying bugs.**  
**Crawling bugs.**

5



**Jumping bugs.**  
**Swimming bugs.**

6



**Juicy bugs.**  
**Tasty bugs.**  
**We like bugs!**

7