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Introduction



Welcome to the world of Greg and Steve! This valuable resource guide is full of fun and lively classroom activities designed to accompany the *Sing & Read with Greg & Steve* collection. The cross-curricular activities provide opportunities for the teacher to enhance the learning concepts that are introduced and explored in each book and song. The ideas relate to curriculum

areas such as reading, writing, math, science and social studies. The user-friendly standards chart will help connect each book to early childhood standards.

For each of the 12 books in the *Sing & Read with Greg & Steve* series, you'll find

- Three to four activities that extend the theme and the featured learning concept.
- Two reproducible pages directly related to the activities.
- Several additional short and simple activity suggestions.

The National Institute for Literacy has identified five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Motivation and engagement, oral language, and writing are essential to reading success. The activities suggested in this book clearly support these reading competencies.

Research by the National Early Literacy Panel suggests certain skills and abilities have direct links to early literacy success. Young children need engaging, hands-on opportunities with alphabet knowledge, print knowledge, and oral language. The magic of this book is that it will nurture these skills in such a fun way that children won't even realize they are learning!



Ways to Use the *Sing & Read with Greg & Steve Books*

WHY

It's important to model the joy of reading every day in your classroom. Use the *Sing & Read with Greg & Steve* books for large group experiences, small group instruction, and individual student use.

WHAT

Shared Reading—Introduce the books one at a time during circle time or story time. Singing and reading the books several times will support children's fluency. Choose a book that supports a particular theme, concept, or skill presented in class. Point out letters, words, or punctuation; call children's attention to details in the pictures; and discuss the characters or story setting.

Listening Center—Use the *Sing & Read with Greg & Steve* CD or make tapes of the songs to use at your listening center. It might be helpful to record each song three times since repetition increases children's confidence and skills.

Musical Books—Place a chair for each child in a circle. Put a *Sing & Read with Greg & Steve* book or other classroom book in each chair. Play a song and have children march around the chairs. When the music stops, have children sit in the chairs nearest to them. Ask each child to look at the book in his or her chair for about one minute. Then ask several children questions about their books: *What is your book about? Who is a character in your book? What is the setting?* After you have asked your questions, instruct children to replace the books on their chairs, stand, and begin marching again to the music. Repeat this several times to pique children's interest in books.



SUGGESTIONS

Independent Reading—Make the books available to the children in the classroom library so they can visit them over and over. Place the books in a special basket or tub labeled *Sing & Read with Greg & Steve*.

Partner Reading—Let children look at books with a partner. Invite them to sing songs independently or picture read.

Graphing—After introducing all of the books, make a graph of children's favorites.

Point and Read

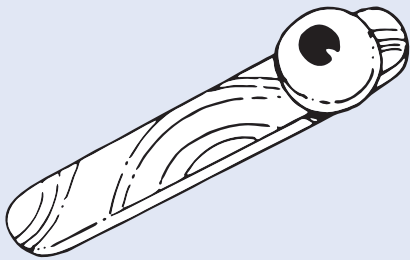
WHY

Reading pointers are helpful tools for children to use to track print as they sing or read. The pointers will help children make the connection between the spoken word and the written word and help children develop eye-hand coordination and left-to-right orientation.



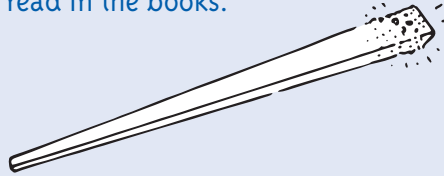
Eye Can Read!

Glue a wiggly eye to the end of a jumbo craft stick. Remind children to keep their "eyes" on the words as they sing or read.



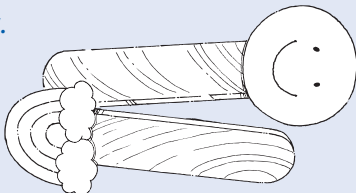
Magic Wand

Give each child a chopstick. Let him or her dip one end in glue and then dip it in glitter. Allow chopsticks to dry overnight. Have children use the "magic wands" to identify letters and words the children can read in the books.



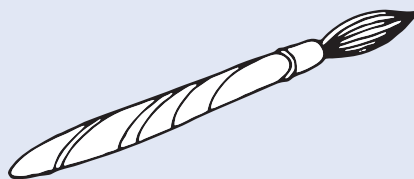
Theme Pointer

Take craft sticks or straws and add stickers or fun foam shapes that relate to the songs. A happy face sticker would be perfect for *Friends Forever*. A rainbow sticker is just what you need for *The World Is a Rainbow* and *Rainbow of Colors*.



Invisible Paintbrush

Give children small, clean paintbrushes, and encourage them to find and "paint" details on each page. Guide children with questions such as *Can you paint 6 potatoes?* *Can you paint the letter "R"?* *How about the letter "T"?*



Standards



The National Association for the Education of Young Children has identified a number of concepts and skills that are important to children’s learning and development. Below are some examples of how the *Sing & Read with Greg & Steve* books can support early childhood standards

Social-Emotional Development—As children sing along with these books, they will learn how to cooperate and be a part of a social group. *Friends Forever* and *Rainbow of Colors* support developing feelings of worthiness, sensitivity toward others, and building interpersonal relationships.

Physical Development—As children make hand motions and actions for these songs and do the related activities, they will be developing both large and small motor skills as well as improving rhythmic skills. Songs such as *Granny’s Coming ‘Round the Mountain*, *The World Is a Rainbow*, and *Friends Forever* would be perfect for performance songs with simple choreography or hand and arm motions.

Language Development—The songs presented in the series of books are ones that children will beg to sing again and again. In addition to enhancing oral language development, the books provide a bridge for print knowledge. *Muffin Man*, *Let’s Go to the Market*, and *I Like Potatoes* will help expand children’s background knowledge and vocabulary development.

Early Literacy—*Rhyme Time* offers a natural way to play with rhymes, build phonemic awareness, and introduce word families. *ABC Rock* supports learning letter names and sounds and both upper- and lowercase letters. Children will also experience concepts about books, comprehension, and writing with the extension activities provided for each story.


Early Mathematics—*The Number Rock* will help children learn numerals and number words 1–20. *I Like Potatoes* reinforces one-to-one correspondence. Introduce calendar concepts with *Months of the Year* and repetition and pattern with *Granny’s Coming ‘Round the Mountain* and *Muffin Man*.

Science—Use *Let’s Go to the Market* to introduce healthy eating and the food pyramid or *I Like Potatoes* to show different ways food can be prepared. Use *Little Sir Echo* as part of a unit on sound and how sound travels or *Months of the Year* to learn about the seasons.

Social Studies—Fairness, friendship, and diversity are reinforced with *Friends Forever* and *Rainbow of Colors*. Visit the farm in *I Like Potatoes*, a lively street market in *Let’s Go to the Market*, and a construction zone in *The Number Rock*. Explore neighborhood and community helpers in *Muffin Man* and use *Granny’s Coming ‘Round the Mountain* as a springboard for a discussion on transportation.

Creative Expression and the Arts—The extension activities for each of the books provide numerous possibilities for children to explore drama, art, and music.



 TITLE	STANDARDS							
	Social-Emotional Development	Physical Development	Language Development	Early Literacy	Early Mathematics	Science	Social Studies	Creative Expression and the Arts
I Like Potatoes			●	●	●	●	●	●
Let's Go to the Market			●	●		●	●	●
Little Sir Echo			●	●		●		●
The World Is a Rainbow	●	●	●	●			●	●
Months of the Year			●	●	●	●		●
Muffin Man		●	●	●	●		●	●
Friends Forever	●	●	●	●			●	●
Rainbow of Colors	●		●	●			●	●
Rhyme Time			●	●				
Granny's Coming 'Round the Mountain		●	●	●	●		●	●
ABC Rock			●	●				
The Number Rock			●	●	●		●	



I Like Potatoes

WHY

This book reinforces counting and rhyme and shows many different ways to prepare potatoes.

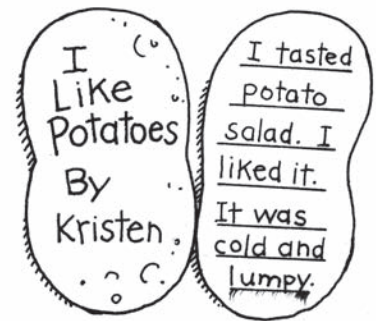
WHAT

Potato Party

After children become familiar with the book and song, have them help you create a chart listing all the different ways potatoes can be prepared and eaten. Encourage them to list their favorite dishes that are not included in the song. Title the chart, *We Like Potatoes!*, and decorate it with children's artwork or pictures cut from food ads and magazines.

Plan a potato tasting party. Enlist the help of parents to supply a wide variety of potato dishes and snacks children can try. (In the interest of good health, urge parents not to bring deep-fried or heavily salted chips or French fries.) Try to offer dishes that children may not have tried before or dishes that reflect the ethnic backgrounds in your community.

After the party, invite children to write or dictate sentences about their favorite potato dishes. Use the I Like Potatoes reproducible on page 10 to provide potato-shaped writing paper. Trace the shape on tan paper to make a cover. Encourage children to describe the potato dishes using their five senses.



Hot Potato!



Have children sit in a circle and pass around a real potato as "I Like Potatoes" is playing. Each time you stop the music, have the child holding the potato say a word that begins with "P." To make the game more challenging, require the "hot potato" to repeat the "p" words others have said before saying a new one. Vary the game to reflect different skills you would like to reinforce, such as rhyming words or number recognition.

Potato Patch

Cut potato shapes from brown construction paper, or use the reproducible pattern on page 10. On each potato, write either the numerals or number words you would like students to learn.

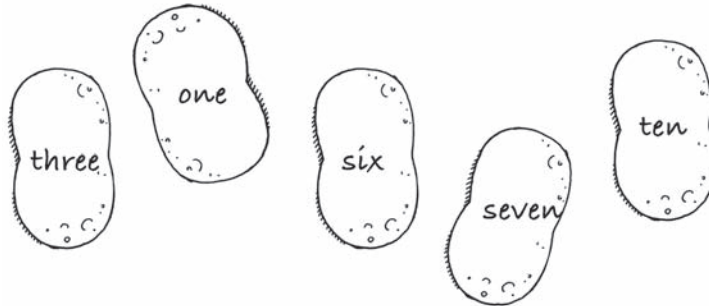
Teach children a potato version to the song "Paw Paw Patch."

Pickin' up potatoes,
Put 'em in my pocket.

Pickin' up potatoes,
Put 'em in my pocket.

Pickin' up potatoes,
Put 'em in my pocket.

Way down yonder in the potato patch!



Scatter and/or loosely hide the numbered potatoes around the classroom or school yard. As you sing the song, have children find and pick up potatoes. Then gather the children for circle time and invite each child to say or read the numbers he or she found. Lastly, have children put the numbers in correct order in a pocket chart or on the floor.

Potato Pals

All About Jeremy's Potato Pal

My Potato Pal's name is
Spud

My Potato Pal has
red hair

My Potato Pal likes to
sing the potato song

My Potato Pal's favorite game is

Give students copies of the potato reproducible on page 10. Have them cut it out, glue it to a large sheet of construction paper, and use colorful paper scraps to create their own Potato Pals. Invite students to write about their Potato Pals using the reproducible on page 11. Attach the writing to the Pals to create a fun classroom display.

Variation: For St. Patrick's Day, invite children to create Potato Pal Leprechauns.

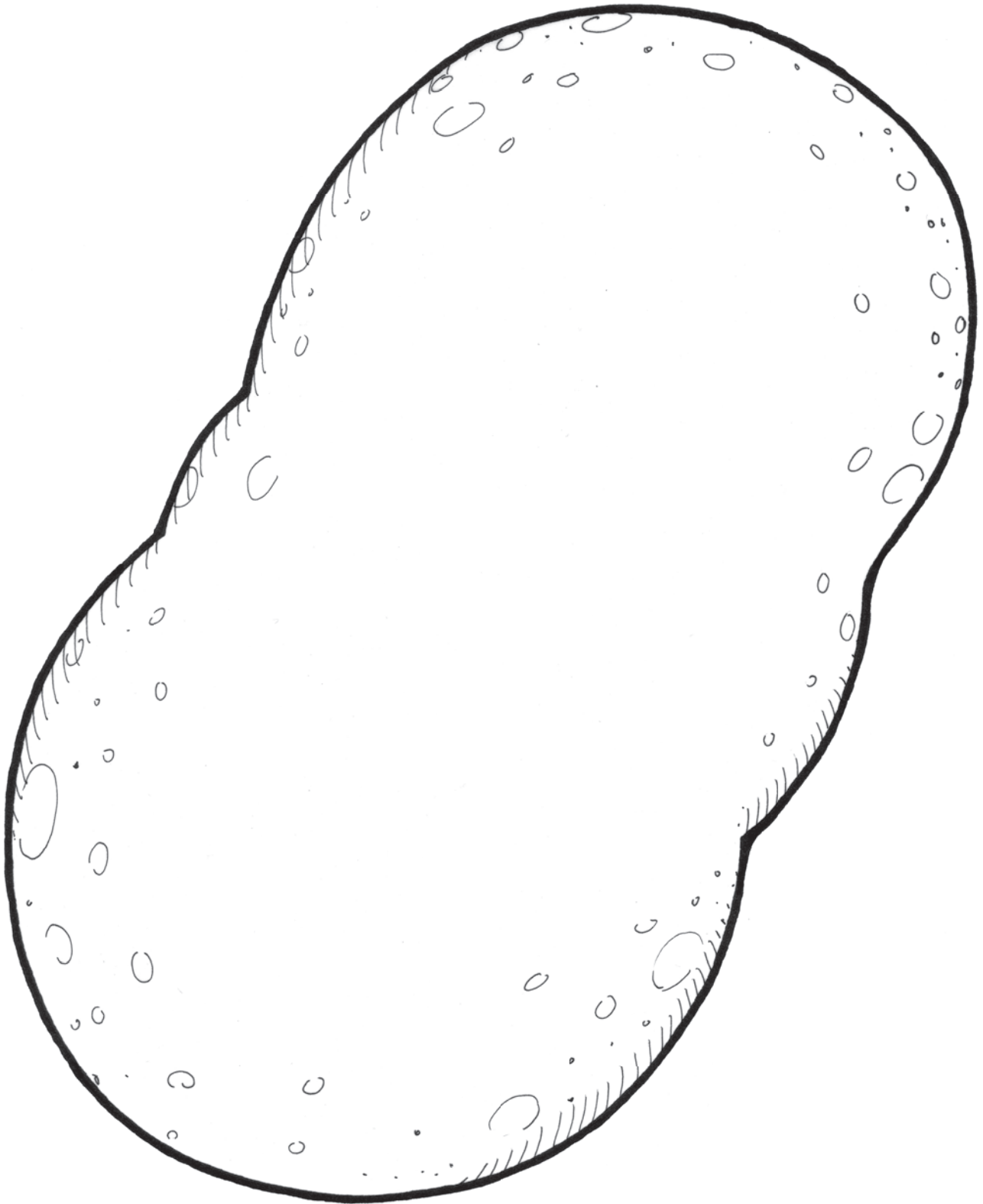
SUGGESTIONS

- Place several sets of Mr./Mrs. Potato Head kits in a center for free play.
- Create a potato patch in the classroom. Let several varieties of potatoes sprout. Then plant them and watch the lovely vines that grow.
- Copy potato shapes (page 10), write numbers or number words on the potatoes, laminate them, and tape them to the sidewalk or hall leading up to your classroom. Have students step from potato to potato as they learn their numbers.

Name _____

Date _____

I Like Potatoes





All About _____'s Potato Pal

My Potato Pal's name is

_____.

My Potato Pal has

_____.

My Potato Pal likes to

_____.

My Potato Pal's favorite game is

_____.

My Potato Pal can

_____.