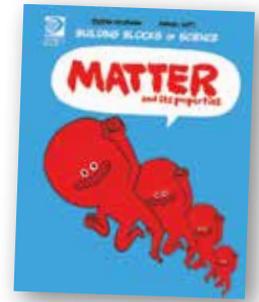


l i b r a r y r e s o u r c e s



Suggested Books for . . .

- Anchor Texts
- Shared Reading
- Guided Reading
- Independent Reading

Download all Library Resources at the Hands
Teachers Resource Guide webpage:
[www.handsacrosstheocean.net/
TeachersResourceGuide.htm](http://www.handsacrosstheocean.net/TeachersResourceGuide.htm)

Books to Choose for . . .

- Curriculum Subjects
- Reluctant Readers

Grade K - 3 Activities

- 3-2-1
- 5 Ws and 1 H
- Word Splash!
- Parts of a Book
- Table of Contents
- Title, Author, Illustrator
- Storytelling
- Sentence Construction
- Obstacle Race
- Sequencing
- Sight Word Hunt
- Sack Race (spelling)
- Short Vowels
- Unscramble the Words
- Fiction or Nonfiction?
- Summarize!
- New Words on a Tree
- Comprehension
- Singular and Plural
- Dictionary Search
- Prefix and Suffix
- Catch the Noun Fish
- and much more . . .

Books for Anchor Texts

What is an anchor text? An anchor text is any book that is read and referred to often because it can be used as a model to teach a variety of reading skills and strategies. You may read the book several times throughout the year but use it differently each time, focusing on a specific concept each time. With repetition your students will know the story very well, but the point of the lesson won't necessarily be the plot or characters. You may use the book to teach or reinforce a phonics concept or different sight words or rhyme and repetition or sentence structure.

How Many Should I Prepare?

Build a set of five to ten books that provide ample opportunities to teach any skill you can

imagine. These are the books which you can rely on to provide teaching opportunities all year long, so pick ones you enjoy. We have suggested a few here, but this is not an exhaustive list, only a starting point. Feel free to let us know what you have added to this list so we can share your ideas around the Eastern Caribbean.

The First Read-Through

The first read-through of the book is more about generating excitement and grabbing students' attention. Enjoy the first read aloud and your students will too. It's during the second or third time you read the book aloud that you can introduce a concept or content from the curriculum.

Tips for Building a Set of Anchor Texts

- Know your term plans, the subject matter, and the concepts you will be teaching
- Set aside time to browse the library books and read them. Reading children's books on a Saturday or Sunday afternoon can be a pleasant way to relax.
- How can the books you have read help you teach? How could you use them in a lesson? What teachable content do they contain for language arts? For science? For health and family life?
- Make a list of books that cover or supplement reading strategies and subject matter from the curriculum.
- Love the book! Your passion for the book will be contagious and help get students excited about the lesson.
- Keep in mind that picture books can be used as anchor texts in Grade 2 and Grade 3, too.

Anchor Text Ideas for Grade K and Grade 1

*Alexander and the Terrible, Horrible,
No Good, Very Bad Day*
Alphabet Adventure
Even Superheroes Have Bad Days
Fish Is a Fish
Hop On Pop
How Do Dinosaurs Stay Friends?
If You Take a Mouse to School

In My Heart: A Book of Feelings
Lola (series)
Look Out Kindergarten, Here I Come!
The Little Engine that Could
The Rainbow Fish
The Story of Ferdinand
Wemberly Worried

Anchor Text Ideas for Grade 2 and Grade 3*A House for Hermit Crab**Cat in the Hat**Charlotte's Web**Chrysanthemum**Enemy Pie**Harold and the Purple Crayon**I Like Myself**Ish**Little Red Riding Hood**Magic School Bus* (series)*One Tiny Turtle**The Dot**The Little Red Hen**The Lorax**The True Story of the Three Little Pigs**Wilma Unlimited*

Books for Shared Reading

What is Shared Reading? Shared Reading is an interactive reading experience: you read a book aloud and your students actively join in and participate. Shared reading involves reading a passage from a book, pausing to teach a concept or ask a comprehension or prediction question, and engaging your students along the way.

You will take your time reading the book, reading with expression and fluency. With the tone of your voice and inflection, you will be modeling the skills and patterns of proficient readers, thus allowing your students to keep their eyes on the print and pictures while listening to how the words should be read.

The Visual Magic of Big Books

Big books are wonderful resources to use during a shared reading lesson because the words and pictures are large enough for every child to see from his or her desk. The Early Learners Programme and Hands Across the Sea have provided Big Books to schools, but if you want some variety or to teach a different concept, don't be afraid to go to your library and select some picture books. You can have the children bring their desks closer together

or sit on a floor mat at your feet or draw their chairs in a circle around you either in your classroom or your library while you read the picture book aloud.

Modeling the Reading Strategies

In shared reading, you are modeling the strategies the students need in order to read independently. For your Grade K students, you'll start with basic print concepts such as the parts of a book, how to turn the pages, and how to read from left to right.

In a shared reading lesson, you can help your students decode words and build vocabulary by covering up part of the word, sounding out what is visible, then covering the next part to sound it out and then finally showing the whole word and sounding it out in its entirety.

You can use clues such as punctuation to model how you pause or alter your voice as you read aloud. How does the meaning of the story change if you move a comma or change a punctuation mark? How do the pictures help us decipher new vocabulary words or comprehend what is happening in the story? This modeling through shared reading is important skill building for young readers.

Tips for Building a Set of Shared Reading Texts

- Pick books that have predictable text whether it is because of repetition, for example *Brown Bear, Brown Bear, What Do You See?* or because pictures explain the text, for example in *One Fish, Two Fish, Red Fish, Blue Fish*.
- You can use many different types of materials for shared reading as long as all students can clearly see the print.
- Be sure you pick books that you like and your students enjoy, because you may find that you will work with the same book for the whole week and each reading may concentrate on different skills or concepts.

Shared Reading Picture Books

A Caribbean Journey from A to Y
Are You My Mother?
Brown Bear, Brown Bear, What Do You See?
Chicka Chicka Boom Boom
From Head to Toe
Giraffe Hears the Drum
Hop On Pop
I Like Myself
Kallaloo!: A Caribbean Tale
Living the Beach Life Series
Llama Llama Books
Malcolm and the Money Tree
One Fish, Two Fish, Red Fish, Blue Fish
Rainbow Stew
Sweet Victory
The Lesson Box
The Very Hungry Caterpillar
Vienna Cake Mystery
When I Grow Up
Where I Live
With Grace

Shared Reading Big Books

A Chair for My Mother
A Color of His Own
Alphabet Adventure
Chicka Chicka 1, 2, 3
Is Your Mamma a Llama?
My River
No, David!
The Little Red Hen
The Very Hungry Caterpillar
Today is Monday
White Rabbit's Color Book

Books for Guided Reading

What is Guided Reading? Guided reading is an instructional approach where you work with a group of three to five students. You will work with multiple copies of the same text.

Pick a book that is not too difficult, where students can read most of it on their own with some support from you. Throughout a guided reading session, you coach the learners as they use problem-solving strategies to decode the text. Your goal is independent reading.

What Should I Teach During Guided Reading?

Many of the sets of books in the library will guide you toward specific strategies to teach because they give you a list of skills, high-frequency words, and phonics suggestions. Look inside the front or back cover for a list of teaching ideas, or look online for a lesson plan. In instances where teaching strategies are not listed, it should be easy to read through the book to determine how it can be used in a guided reading lesson.

Tips for Building a Set of Guided Reading Texts

- Multiple copies of various titles suitable for shared reading have been sent to libraries by Hands Across the Sea and others over the years. Check your library to discover which multiple copies of book titles already exist in your school and familiarize yourself with them.
- You only need four copies of a book to create a set of guided reading books for your students.

Guided Reading for Grade K and Grade 1

A Box Can Be Many Things
A Chair for My Mother
A Color of His Own
A Coral Reef (Level C)
A Frog Grows Up (Level A)
All About Sea Turtles (Level D)
Alphabet Adventure
At Work
Bad Kitty Does Not Like Dogs
Bugs! Bugs! Bugs!
Can You See It?
Chicken Little
Copycat Critters
Count with Me
Down on the Farm
Feed Me Please (Level C)
Gus Loses a Tooth
I Spy a Rain Forest (Level C)

Fruit Salad (Level A)
Meet Some Mammals
More Spaghetti, I Say!
New Shoes (Level B)
No, David!
Splat the Cat and the Quick Chicks
The Boy Who Cried Wolf
Your Brain

Guided Reading for Grade 2 and Grade 3

A Chair for My Mother
Dangerous Animals
Deep Sea Explorers
EllRay Jakes is a Rock Star!
Fossie & the Fox
Maurice's Valises (series)
Out in Space
The Day of Ahmed's Secret

Books for Independent Reading

What is Independent Reading? Independent reading is when your students read books on their own with minimal to no assistance from you. As you encourage your students to graduate into chapter books, your skills at salesmanship are key. Hook students on a chapter book series by reading aloud the first few pages and picking a stopping point that keeps your students hanging and wanting to know what will happen next. There are many high-interest, suspenseful series books to

choose from, and we encourage you to read a chapter aloud after lunch every day to settle your class for the afternoon's lessons.

The Five Finger Rule (see the Library Time section in this guide) helps your students choose books they can read independently. A book list tailored for your reluctant readers (including boys) is also provided in the Resources section and suggests high interest/easy reading books for your most challenged readers.

Tips for Helping Students Pick Books for Independent Reading

- Students need reading books at their level to develop skills, fluency, and confidence.
- Point your younger students to the leveled reader sets in your library. These books have a number in the upper right-hand corner (such as the *DK Readers*) or list the reading level on the back of the book (such as the *King School Series* or the McGraw Hill readers).

Independent Reading: Grade K and Grade 1

Amelia Bedelia (series)

Bad Kitty (series)

Chee Chee (series)

Clifford the Big Red Dog (series)

Dr. Seuss books

Fly Guy (series)

Junie B. Jones (series)

Living the Beach Life (series)

Llama Llama (series)

Lola (series)

Mo Willems books

Narwhal, Unicorn of the Sea

Paw Patrol (series)

Scholastic Rookie Readers

Townsend Press King School (series)

Independent Reading: Grade 2 and Grade 3

A-Z Mysteries (series)

Black Lagoon (series)

Captain Underpants (series)

Dog Man (series)

EllRay Jakes (series)

Fly Guy (series)

Geronimo Stilton (series)

Goosebumps (series)

Jake Maddox (series)

Junie B. Jones (series)

Justice League (series)

Magic School Bus (series)

Magic Tree House (series)

Marvel books

Narwhal, Unicorn of the Sea

Paw Patrol (series)

Rainbow Magic (series)

Scholastic True Books

Scooby-Do! Mysteries (series)

The Bad Guys Book (series)

The Notebook of Doom (series)

Townsend Press King School (series)

Who Was...? (series)

Books for Curriculum Subjects

Looking for a way to encourage your students' interest in a subject? Picture books and colorful nonfiction texts with photos and charts can provide the needed spark to enhance your next science, maths or social studies lesson. Though these books may be primarily designed to entertain and inform outside the classroom, they can also be successfully used in the classroom to motivate your students' interest in a concept or idea. Library books cover every topic under the sun, so you can find a title that will align with your curriculum objectives and help students see how your lesson applies to the real world.

The Library: A Wealth of Information

We gathered this book list to provide a quick, easy glance at how library books can help you teach content within your curriculum. We strongly suggest you browse through the library collection to find your own books and/or ask your librarian/Imani/Yes/NEP/PEP worker for help.

We hope you will help us add to this starter list below. If you can't find a book in the library that will help you teach a curriculum subject, please let Hands Across the Sea know and we will endeavor to supply library books on important curriculum topics.

Language Arts (Reading, Writing, Grammar)

Alphabet Adventure, published by Scholastic

King School Series, published by Townsend Press

Leveled Reader Library Box Sets, published by Macmillan McGraw-Hill

Miss Spider's ABC, published by McGraw-Hill Education

No Mush Today, published by Lee & Low Books

PAL Books Phonics and Language, published by Macmillan McGraw-Hill

Scooby-Doo's ABC Mystery, published by Captstone

Science and Technology

A Drop in the Ocean: The Story of Water, published by Capstone

A Handful of Dirt, published by Scholastic

Ada Twist, Scientist, published by Abrams

Adventures in Sound: Max Axiom (series), published by Capstone

Amphibians: All New, All True, published by Scholastic

Birds, All New, All True, published by Scholastic

Charged Up: The Story of Electricity, published by Capstone

Climate Change: All New, All True, published by Scholastic

Deserts: All New, All True, published by Scholastic

DK Eyewitness (series), published by DK Publishing

DK Leveled Readers: Science, published by DK Publishing

Ecology: The Study of Ecosystems, published by Scholastic

Engineers Solve Problems, published by Scholastic

Fish is a Fish, published by Scholastic

From Seed to Plant, published by Scholastic

Books for Curriculum Subjects

Science and Technology (continued)

Hydrology: The Study of Water, published by Scholastic
Insects: All New, All True, published by Scholastic
Magic School Bus (series), published by Scholastic
National Geographic: Planes, published by Penguin Random House
Oceans: All New, All True, published by Scholastic
Reptiles: All New, All True, published by Scholastic
Scholastic Planet Series, All New, All True, published by Scholastic
Scooby-Doo's Color Mystery, published by Capstone
Sun Up, Sun Down: The Story of Day and Night, published by Capstone
That Illuminating World of Light: Max Axiom (series), published by Capstone
The Circulatory System: All New, All True, published by Scholastic
The Digestive System: All New, All True, published by Scholastic
The Nervous System: All New, All True, published by Scholastic
The Powerful World of Energy: Max Axiom (series), published by Capstone
The Respiratory System: All New, All True, published by Scholastic
The Rock Factory: The Story of the Rock Cycle, published by Capstone
The Science of Natural Disasters, published by Scholastic
The Tiny Seed, published by Penguin Random House
The Very Busy Spider, published by Penguin Random House
The Very Hungry Caterpillar, published by Penguin Random House
Tropical Rainforests: All New, All True, published by Scholastic
Up, Down, All Around: A Story of Gravity, published by Capstone
What Are Atoms? published by Scholastic
What Is Friction? published by Scholastic
What Is Mass? published by Scholastic
World Book: Planet Series, published by World Book
Your Fantastic Elastic Brain, published by Scholastic

Maths

Chicka Chicka 1, 2, 3, published by Scholastic
Count to 10 with a Mouse, published by Scholastic
Eating Fractions, published by Scholastic
Feast for 10, published by Scholastic
Fun, Fun, Crab on the Run, published by Campanita
Math For All Seasons, published by Scholastic
One Is a Snail, Ten Is a Crab, published by Scholastic
Pie Graphs, published by Capstone
Scooby-Doo's 1-2-3 Mystery, published by Capstone
Scooby-Doo's Shape Mystery, published by Capstone

Books for Curriculum Subjects

Maths (continued)

The Best of Times, published by Scholastic

The Grapes of Math, published by Scholastic

What Comes in 2's, 3's, and 4's? published by Scholastic

Social Studies/Health and Family Life

Alexander and the Terrible, Horrible, No Good Bad Day, published by Scholastic

Aquaman is Fair, published by Capstone

Batman is Trustworthy, published by Capstone

Clifford's Good Deeds, published by Scholastic

Clifford's Manners, published by Scholastic

Frederick Douglass: The Last Day of Slavery, published by Lee & Low Books

Gettin' Through Thursday, published by Lee & Low Books

Giraffes Can't Dance, published by Scholastic

Horton Hears a Who, published by Penguin Random House

How Full is Your Bucket? published by Scholastic

I Am Peace: A Book of Mindfulness, published by Abrams

I Don't Want to Be a Frog, published by Penguin Random House

King School Series, published by Townsend Press

Malala Yousafzai, published by Scholastic

Red, A Crayon's Story, published by Scholastic

Rookie Biographies: Anne Frank, published by Scholastic

Rookie Star: Make a Difference, published by Scholastic

Rookie Talk About It: Perseverance, published by Scholastic

Rookie Talk About It: Thankfulness, published by Scholastic

Rookie Talk-About-It: Empathy, published by Scholastic

Rookie Talk-About-It: Kindness and Generosity, published by Scholastic

Room in My Heart, published by Rosetta Press

Shelter in Our Car, published by Lee & Low Books

Tata and the Big Bad Bull, published by CaribbeanReads

The Magic Mirror, published by Rosetta Press

The Truth About Forever, published by Penguin Random House

What Was I Scared Of? published by Penguin Random House

When Sophie Gets Angry—Really, Really Angry, published by Scholastic

Where are the Great Pyramids? published by Penguin Random House

Who was Gandhi? published by Penguin Random House

Who was Marie Curie? published by Penguin Random House

Who was Mother Teresa? published by Penguin Random House

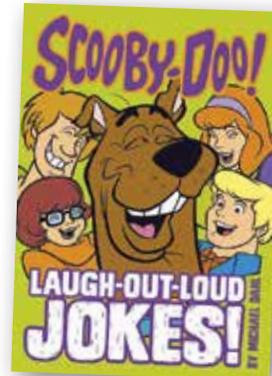
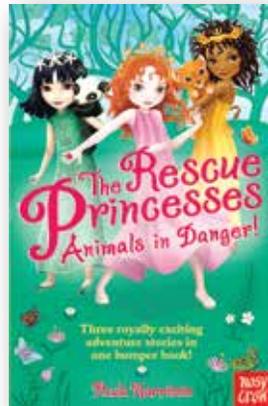
Who was Muhammad Ali? published by Penguin Random House

Who was Nelson Mandela? published by Penguin Random House

Books for Reluctant Readers

Some of your students may find reading hard, boring, or lonely. It has been found that exposing your students to series fiction and nonfiction, humor and joke books, books with quirky characters, and mystery/suspense books are great ways to motivate

these students to read. We have designed this list to help you suggest books to your students. Cast a line and hook those reluctant readers into the joy of reading for themselves!



Books for Reluctant Readers

- A to Z Mysteries* (series)
- Anna, Banana* (series)
- Ashley Small and Ashlee Tall* (series)
- Bad Kitty* (series)
- Biscuit* (series)
- Boys Guide to Drawing*
- Captain Underpants* (series)
- Clifford the Big Red Dog* (series)
- Curious George* (series)
- DC Super Heroes: World's Greatest Jokes*
- DK Adventures* (series)
- DK Eyewitness* (series)
- Dog Man* (series)
- Don't Let the Pigeon Drive the Bus!*
- Elephant and Piggie Series*
- EllRay Jakes* (series)
- Fly Guy* (series)
- Frank Einstein and the Antimatter Motor*
- Geronimo Stilton* (series)
- Girls Guide to Drawing*
- Goosebumps* (series)
- Julian* (series)
- Junie B. Jones* (series)
- Justice League* (series)
- Lola* (series)
- Magic Tree House* (series)
- Marvel Superhero* books
- Narwal, Unicorn of the Sea*
- No, David!*
- Pete the Cat* (series)
- Rainbow Magic* (series)
- Ramona Quimby* (series)
- Rescue Princesses* (series)
- Scaredy Squirrel* (series)
- Scholastic True Books*
- Scooby-Doo! Mysteries* (series)
- Scooby-Doo's Laugh-Out-Loud Jokes!*
- Splat the Cat* (series)
- Squishy Taylor* (series)
- The Bad Guys*
- The Notebook of Doom* (series)
- The Pigeon Finds a Hotdog*
- The Pigeon Wants a Puppy*

Literacy Activities: Make Your Library Come Alive

Activities for Grade K to Grade 3 (Activities courtesy of the Early Learners Programme)

3-2-1

This activity gives your students a structure for recording their comprehension and summarizing their learning. It also gives you the opportunity to identify areas that need re-teaching, as well as areas of student interest and growth.

- 3** After your read aloud or guided reading lesson, your students record three things that they learned during the lesson.
- 2** Students record two things they found interesting and would like to learn more about.
- 1** Students record one question they still have about the topic or story.

Review Your Students' Responses

After you review the responses, use the information to develop future lessons and determine what skills need to be practiced more. For Grades K-1, you can use the 3-2-1 activity in a group rather than as an independent task and write student responses on the board.

Compare and Contrast 3-2-1

To compare and contrast, ask your students to record three similarities between texts, two differences, and one question they have.

Reading 3-2-1

When reading, students record three of the most important ideas from the text, two supporting details for each of the ideas, and one question they have about each of the ideas.

5Ws and 1H

Use this activity with your whole class, using your guidance about a book that you read aloud. The activity can also be done with your students working in pairs or independently. You can chunk this activity into parts to focus on certain questions for particular texts, rather than tackling all of them at once. For each of the main ideas that you and/or your students have identified during the read aloud, ask students questions starting with the 5 W's and 1 H question words:

Who?

Identify the characters in the read aloud and make a list of them. Draw connections between the characters and the students.

What?

Identify the events or actions in the story and make a list of them. Draw connections between the events or actions in the story and similar events or actions that have taken place in the students' own lives.

Where?

Identify all the places mentioned in the read aloud and make a list of them. Draw connections between the places and events in the story, as well as similarities and differences between the places from the story and the students' own community.

When?

Identify all the time factors in the reading and make a list of them. Draw connections between the places and events and the time frame in which these events are sequenced.

Why?

Identify causes for events or actions and make a list of them. Draw connections between the causes and effects on the characters, events, places, or times within the story.

How?

Identify the way the events in the story took place and make a list of them. Draw connections between the way events occurred and other factors within the story.

Word Splash!

This comprehension and vocabulary activity makes learning word terminology easier for your students. It is interactive and fun, engaging students and motivating them to learn new words while setting a clear purpose for reading. Research shows that we read better when we have a purpose, which is why Word Splash is a great choice for struggling or reluctant readers. The activity gives them a purpose for reading, which helps capture their attention.

How it Works

Before you begin a read aloud, a new chapter of a book, or a new unit, identify the important terminology or key concepts of the topic. Then display or "splash" the words (preferably at an angle) on the board or somewhere in the classroom. Students brainstorm and generate complete statements connecting the words or phrases. They predict how the words relate to the main topic. Once they have generated their statements, students then read the book or text to check their accuracy and revise if needed.

1. Display words on the board (or in any creative way you like) and explain that the words you are reading to the students relate to a book or text they are going to read.
2. Have your students work in pairs to predict what the topic is going to be about.
3. Once your students have shared their predictions, write the topic on the board.
4. Students then connect two or more of the words together and explain how they will go together in the book. They do this for all of the words.
5. Students then need to read or listen to the book/text on the topic and learn how the

words/ideas are connected. You ask your students to compare the connections with their predications and revise if needed.

6. Student pairs share their findings with another pair.

Extension activity

Students use the words to write complete sentences about the topic.

Suggestions for Application

Create a Word Splash prior to viewing an educational video, then pause the video periodically and ask students to discuss and revise their predications.

Create a Word Splash prior to having a guest speaker. After the speaker has completed their presentation, ask your students to share their predications with the guest.

Use Word Splash for summarizing. Ask your students to read a chapter, passage, or book and create their own Word Splash of what they feel are the key terms or ideas in the passage.

Create a Word Splash with pictures. Display a variety of pictures for students and ask them for the key ideas in the photos.

Ways to Keep it Fun and Interesting

- Write vocabulary words on name tags and stick them to the students' shirts.
 - Display words on paper and hang them from the ceiling with wire hangers or paper clips.
 - Write words in different-colored chalk on the board.
 - Write words on sticky notes and place randomly around the classroom.
 - Research shows that we read better when we have a purpose. The Word Splash! strategy is a great choice for struggling or reluctant readers. It provides them with a purpose for reading which helps capture their attention and motivates them to learn.
-

Activities for Grade K (Courtesy of St. Thomas' Primary School, St. Kitts and Nevis)

Parts of a Book

Make a template of a book by folding a piece of paper in half and coloring the parts of the book with a different color including the front cover, back cover, and spine.

Title, Author, and Illustrator

Students identify a book's title, author, and illustrator with a real book and discuss what/who each is. Then your students will create their own book cover on a sheet of paper by writing a fictional book title, and their name as both the author and illustrator.

Storytelling

After a read aloud, students take turns retelling the story to show what they remember from the book. Have your students color a picture depicting an event from the story and then explain what is taking place.

Sentence Construction

Use word cards to form 3-word or 4-word sentences as a whole class. Then your students work in pairs to construct simple sentences. Then, students can work independently.

Sequencing

Students answer questions about the story you have read aloud to them by pasting pictures that illustrate the main events of the story, in the correct sequence.

Sight Word Hunt

Students look through picture books to find a set (no more than 5 words) from the following Grade K sight words: *all, am, are, at, ate, be, black, brown, but, came, did, do, eat, four, get, good, have, he, into, like, must, new, no, now, on, our, out, please, pretty, ran, ride, saw, say, she, so, soon, that, there, they, this, too, under, want, was, well, went, what, white, who, will, with.*

Activities for Grade 1

Parts of a Book

Students create a book cover out of a piece of paper and use glue to paste a label onto the various parts of the book: front cover, back cover, spine, title, author, and illustrator.

Create a Title Page

Students construct a title page of an imaginary book or real book by writing the necessary information (title, author, illustrator, publisher) and then coloring their book cover.

Build a Bookmark

Students create their own bookmark for reading by writing a simple phrase about reading, writing their name on it, and/or decorating it with drawings.

Sack Race (spelling)

Students jump in a sack, collect a card, complete the missing letters for each word, then

jump to the finishing point with the completed word card. Then you check to see if all the words are spelled correctly.

Obstacle Race (spelling / picture / answer a question)

Give your students three steps to follow. First, they run to a point and complete a word card with a missing vowel. Second, they run to another point, find the picture of that same word, and carry it back. Finally, they go to a third obstacle, read a question, and write the answer on a card. Students take these cards to the finishing point, where you check to see if all three steps were followed correctly.

Shopping Bucket Race (words and pictures)

Give each student a shopping list with three words written on it and a “shopping bucket.” Students run to the cards placed ahead of them and select only the picture of the words (one by one) written on the shopping list and place them into their buckets. When they have collected all three words on their list, students take their shopping buckets and run to the finishing point. Then you check their shopping list to see if they brought the correct items.

Short Vowels

Give your students cards with words on them that are missing short vowels like d_g or c_t. You model how to try out the five different vowel sounds within the word to determine what the words are. Example: *dag, deg, dig, dog, dug*. Students can work with a partner or independently to complete this activity.

Unscramble the Words

Give your students a set of three or four letters (one on each card) and have them unscramble the letters to create basic sight words or new words found from a recently read story.

Sentence Construction

In a group of five to six students, give each student a word card to arrange correctly to form simple five- to six-word sentences about a topic being studied or a recently read book.

Storytelling

After you read a book aloud, encourage your students to retell the story’s major events and draw a picture depicting one of the events from the story along with a word or set of words that describes what is happening in the picture.

Long “E” Word Hunt

Show your students several words with the long *e* sound, such as /ee/ and /ea/, as in the words *tree* or *leaves*. Go through a picture book together as a class, hunting for words that have the long *e* sound, and make a class list when a word is found. The words can be written on index cards and taped on a word wall for later reference.

Sight Word Hunt

Students look through picture books to find a set (no more than five) from the following Grade 1 sight words: *after, again, an, any, as, ask, by, could, every, fly, from, give, going, had,*

has, her, him, his, how, just, know, let, live, may, of, old, once, open, over, put, round, some, stop, take, thank, them, then, think, walk, were, when.

Activities for Grade 2 (Courtesy of St. Thomas' Primary School, St. Kitts and Nevis)

Fiction and Nonfiction

Pull a range of fiction and nonfiction titles from the bookshelves. Discuss the difference between fiction and nonfiction with your students. Students then categorize each book as fiction or nonfiction. Students can use the book's illustrations and the word choice of the title to determine whether the book is identified as fiction or nonfiction.

Summarize with Picture Cards

After your read aloud, ask your students to cut out four squares of paper and draw the four major events from the story on them. Have the students put these four paper squares in the correct order to sequence the story correctly. Students can mix up their picture cards and have a partner put the squares in the correct order to practice, too.

New Words on a Tree

Students create a Word Wall Tree by cutting out leaf templates on pieces of paper and writing one new vocabulary word on each of them from a book that you have read aloud. Students can tape these words above the image of a large trunk with branches to create the shape of a tree on the wall for reference.

Build Your Own Sentence

Students use six to eight flash cards with various words to create sentences. Students can work with a partner or independently. More words can be added once your students are confident ordering the words in a sequence that makes a meaningful sentence.

Story Telling Mobile

Students color various pictures depicting the story read aloud and sequence the pictures in the correct order of events from the story, using string to create a hanging mobile.

Bucket Race (using blends)

A boy/girl team has a bucket. One student stands with the bucket while the other student runs and collects a word beginning with /th/ (one by one) three times and puts the words in the bucket. When the bucket contains three words, the student holding the bucket runs to the finishing point. You ensure that students have only three words beginning with the /th/ blend. Other beginning blends such as /sh/ and /ch/ can be used as an additional activity.

Catch the Noun Fish

First, scatter six words along the pathway of the students. Using a string, each student will fish for four nouns among the words. Then the students will take their "catch" to the finishing point. Then you check to see if the student has caught four "noun fishes." The number of word fishes scattered along the pathway can be increased for difficulty.

Reading Comprehension

Each student runs and selects a reading card about a particular book read aloud. The student reads the question (you can use true-false statements too), and then answers it on the card with a pencil. When he or she completes the question, they will run to the finishing point with the card. There you can check to see if the student has answered the question correctly. The game can continue for three rounds. Ask questions that require only a one- or two-word answer.

Word Hunt (library words)

Twelve students will each choose a clue card from a container at the starting point. Each student will read the information on their card carefully. When you call out, "Start!" the students will search for the correct vocabulary word scattered along the way, and then run to the finishing point. You can then check the four representative students from each team and their given clue cards to ensure that they have the four correct vocabulary words.

Flat Race (reading comprehension)

Each student selects a comprehension card, reads it, shades in the correct answer from two given choices, and runs to the finishing line to take the answer paper and tap a bell or horn to indicate that they are finished.

Sight Word Hunt

Students look through picture books to find a set (no more than five) from the following Grade 2 sight words: *always, around, because, been, before, best, both, buy, call, cold, does, don't, fast, first, five, found, gave, goes, green, its, made, many, off, or, pull, read, right, sing, sit, sleep, tell, their, these, those, upon, us, use, very, wash, which, why, wish, work, would, write.*

Activities for Grade 3 (Courtesy of St. Thomas' Primary School, St. Kitts and Nevis)

Word Hunt for Hard and Soft "C" and "G"

After a review of hard and soft *c* and *g* usage in words, your students hunt through a picture book(s) for words that use those particular sounds. Students write the words under one of the four columns (hard *g*, soft *g*, hard *c*, soft *c*). Students think of and add additional words to the columns as an extension of this activity.

Sentence Construction

Use six to eight flash cards with various words to create sentences. Students can work with a partner or independently. More words can be added once your students are confident with ordering the words in a sequence that makes a meaningful sentence. Students can identify which words in the sentence are nouns (persons, places, things, or ideas), verbs (action/being words), or adjectives (describing words). Discuss how each set of words is necessary to create a well-constructed sentence.

Table of Contents

Show students the table of contents from a nonfiction text, and model how to use the information based on this page(s) to locate certain topics throughout the book. Your students can work in pairs using the table of contents to identify the location of information.

Sight Words/Vocabulary Words

Students tie letter cards together to form sight words and vocabulary words and hang them around the library or classroom. Students then take a “gallery walk” around the room identifying each word that has been hung and creating simple sentences out of the sight words and vocabulary words displayed.

Singular and Plural Word Hunt

After discussing the differences between singular and plural words, encourage your students to go on a word hunt in various picture books to identify singular and plural words from the text. Students can work in pairs or independently as they create a list of singular words and plural words found in each book and compare which list (singular or plural) has more.

Storytelling

After a read aloud, ask your students to create a six-cell comic strip to review the major events from the story. Each of the cells should have a short caption that goes along with each picture and should be in the correct order of the story’s sequence of events. Students can share their comic strips with one another.

Dictionary Search

During a read aloud, students can listen for new words that they are unfamiliar with and create a class list. Then your students work with a partner to look up each word in a dictionary to find the meanings of new and unfamiliar words and share their findings with the class.

Sight Word Hunt

Students look through picture books to find a set (no more than five) from the following Grade 3 sight words: *about, better, bring, carry, clean, cut, done, draw, drink, eight, fall, far, full, got, grow, hold, hot, hurt, if, keep, kind, laugh, light, long, much, myself, never, only, own, pick, seven, shall, show, six, small, start, ten, today, together, try, warm.*

Prefix or Suffix Word Hunt

After discussing the differences between prefixes and suffixes with your students, send them on a word hunt in various picture books to identify words that have either prefixes or suffixes. Students can work in pairs or independently to create a list of words with prefixes and suffixes and compare which list (prefix words or suffix words) has more.
