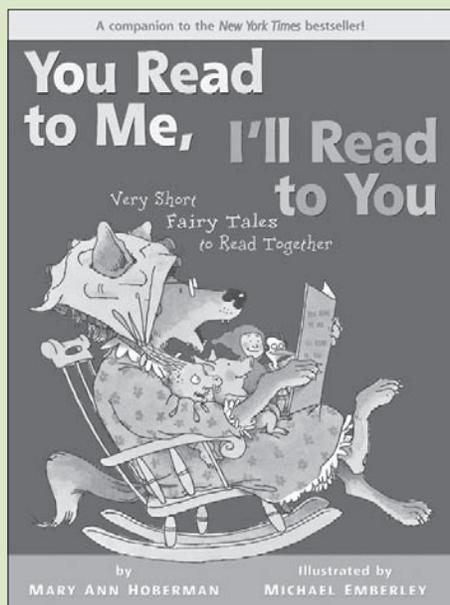
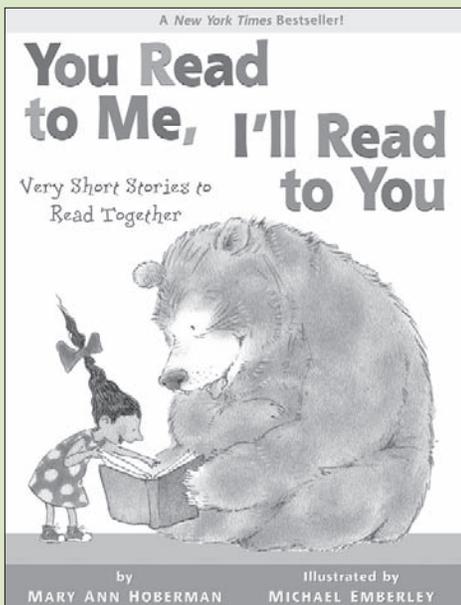


# You Read to Me, I'll Read to You

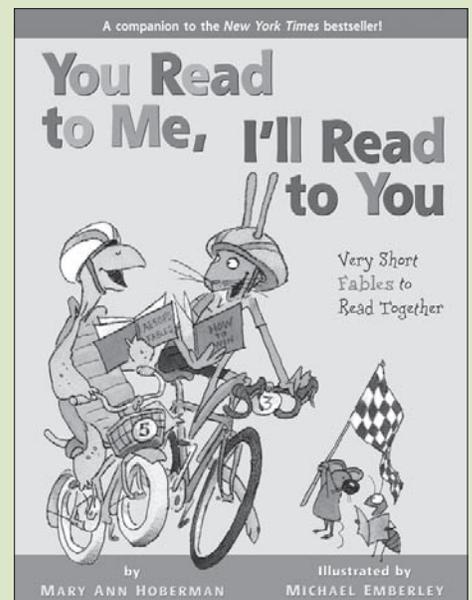
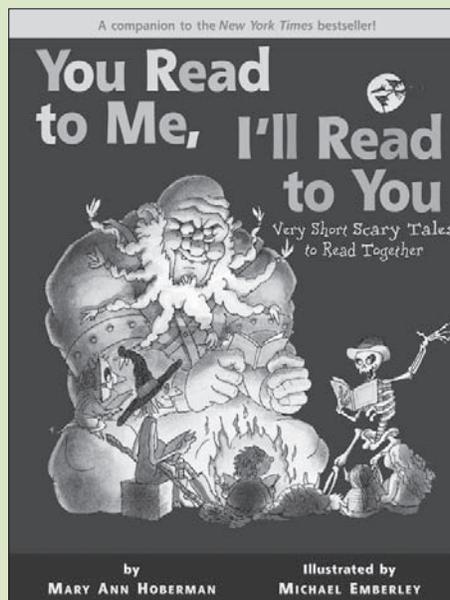
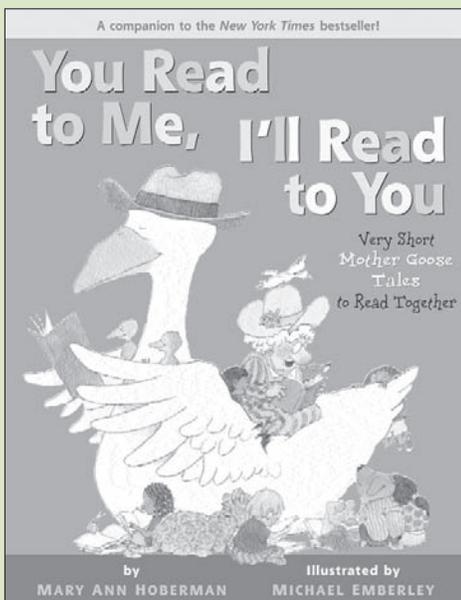
By Mary Ann Hoberman



## curriculum connections

- ❖ Reading Aloud
- ❖ Phonetics
- ❖ Rhyming

Ages 4 – 8



# You Read to Me, I'll Read to You

## Why are the **You Read to Me, I'll Read to You** books *perfect* for classrooms?

### phonemic awareness

Phonemic awareness refers to the ability to hear and tell the difference between words, sounds, and syllables in speech. There are four elements of phonemic awareness: rhyme, hearing syllables, blending, and segmentation.

Mary Ann Hoberman's read-together tales are an ideal way for young readers to gain competency and fluency, because each book in the series is:

- **full of rhyme and rhythm**, which helps children recognize important language patterns and encourages them to try their own rhymes.
- **geared to a variety of reading levels**, with the first book being the simplest.
- **high-interest and sure to draw in even the most reluctant readers.** The rhymes and repetition throughout the text gently support students working on their fluency.



### why rhyme?

There's a reason we learn nursery rhymes as young children. They help us develop an ear for our language. Rhyme and rhythm highlight the sounds and syllables in words. Understanding sounds and syllables helps children learn to read! Recognizing rhyme is easier than producing one.

### reading aloud

No teacher needs to be reminded of the classroom benefits of reading aloud: improved listening skills, increased aural vocabulary, and the pleasure of sharing an exciting text with others. Inspired by Mary Ann Hoberman's work with ProLiteracy Worldwide ([www.proliteracy.org](http://www.proliteracy.org)), the unique format of these innovative books offers beginning and experienced readers a new way to enjoy wordplay and gain reading competency.

# You Read to Me, I'll Read to You

## curriculum activities for the series

These activities are designed to increase the reading comprehension and reading fluency of your students through the use of repetition, rhythm, and rhyme. They can be used with all books in the You Read to Me, I'll Read to You series.

### reading aloud

Partnering with another adult reader, read aloud a favorite selection from one of these books. Let your students understand why you and your co-reader are reading aloud. Explain how read alouds help listeners learn the sounds that make up written words. Ask your students if they know what a rhyming word is. Choose a few examples taken from the introduction of one of the books. Ask your students to give a thumbs-up when they hear a rhyming word as you read aloud. Practice with the first few sentences, and then start again from the beginning.

When you come back together as a class, chart groups of rhyming words on note cards or on chart paper that can be hung on the classroom walls.

### leaving the last rhyme out

Start out by reading aloud a favorite story from one of the books. Read it aloud again, but this time leave out the second rhyme of the rhyming pair. Ask your students to fill in the blank. To make it easier and to help practice sight words, write the story on chart paper with the rhyming word left out. Write the right word and a wrong word on sticky paper. Hold them up to cue your class. Attach the right word to the sentence.

### reading buddies

Pair up older classes with younger ones: fourth graders with first graders, fifth graders with second graders. Once a week or bi-weekly, set aside a classroom period for reading buddies to work one-on-one on reading aloud selections from the You Read to Me, I'll Read to You series. Not only is this a great community service project for the upper schoolers, it can also help cut down on the harassment of the smaller children in halls and on the playground by older children (“no one messes with MY buddy!”). Additionally, this activity boosts the confidence and competence of struggling older readers. If possible, the buddies should remain paired until the second graders are in fourth grade and old enough to have their own little buddies.

Big buddies can also be read aloud to, from writing workshop, help with projects, and be the audience for readers' theater and other culminating projects.

### word wall and rhyming dictionary

Keep track of the rhyming words your class discovers in these books. Begin by charting the words on a white board, on chart paper, or on card stock. Underline common endings. As a whole class project, produce a rhyming dictionary with your students. Create a page for words ending in -op, -end, -ing, and -oat. Eventually progress to more complex endings, such as -ouble (trouble, double). Each page of loose leaf could look like this:

**y:** long A sound, as in cake

*bake, brake, break, fake, flake, jake, lake, make, quake, rake, sake, shake, snake, stake, steak, take, wake*

Produce the pages as a hand-out for first graders. Second and third graders can copy the words into their own loose-leaf pages.

- Bind the pages together at the end of unit to create a rhyming dictionary for each student.
- This activity can also be used to launch a discussion of spelling.



# You Read to Me, I'll Read to You

## rhyming red light, green light

Studies have demonstrated that learners retain more when they move their bodies, so help get your class into gear with a game of Rhyming Red Light, Green Light. In this version, you are the “stop light,” reading aloud a favorite selection from one of the books. The class is divided into teams, with students lined up on the wall across from you. (Be sure there is plenty of room for students to make their way across the floor.) When the children hear a rhyming word, they take a giant step toward you. A student who moves on a word that doesn't rhyme, sits down. The team with the most members standing at the end of the read aloud wins.

For more fun, change the closing rhyme every now and again to a silly sounding nonsense word.

## word match

Draw a line to the matching rhyme

do	fur
yesterday	up
away	scrub
up	hope
done	sun
soap	pup
tub	gray
pup	play
her	too

## alphabet rhymes

What rhymes with cat? Print the letters of the alphabet on individual cards. Systematically work your way through the alphabet, swapping out the first letter in “cat.” Ask your students after each switch: is this a word? does it rhyme with cat? Some combinations will be silly, and others will spark a few teachable moments. Take “eat,” for example. Is it a word? Use it in a short sentence or ask the students do so. Does “eat” rhyme with cat? Why not?

Example:

A	at	Is this a word? Does it rhyme?
---	----	-----------------------------------

B	at	Is this a word? Does it rhyme?
---	----	-----------------------------------

C	at	Is this a word? Does it rhyme?
---	----	-----------------------------------

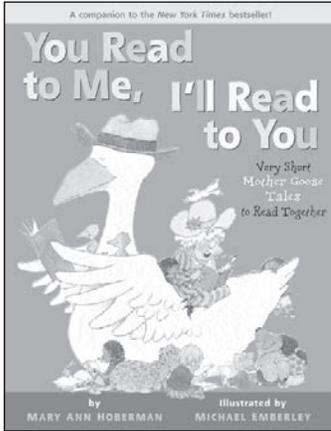
D	at	Is this a word? Does it rhyme?
---	----	-----------------------------------

This activity works best with short endings: - it, -ap, - ing, -ack, etc. To take it up a level, ask your students to think about pairing letters. What happens when they add br- to the endings?



# You Read to Me, I'll Read to You

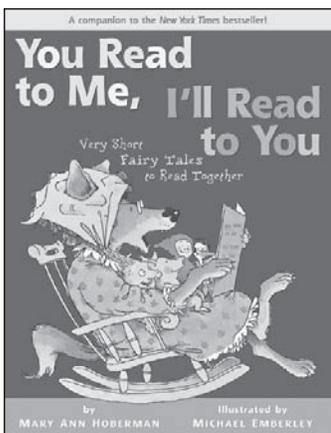
## curriculum activities for individual books



### *Very Short Mother Goose Tales to Read Together*

Orchestrate a choral reading of “Old Mother Hubbard.” Provide your students with texts of the traditional version and Mary Ann Hoberman’s new version. Divide your class into halves. Read aloud

the original version with your whole class and then read aloud both parts of the new version. Be sure your students understand the meaning of all the words. Take on the role of conductor—complete with waving arms and big gestures—and direct your students as they read aloud the new version on their own. Encourage them to modulate their voices. As your students become more accomplished, divide them into smaller groups. Ask each group to select their favorite new Mother Goose rhyme and encourage them to keep practicing their choral reading, perhaps eventually performing for friends or family.



### *Very Short Fairy Tales to Read Together*

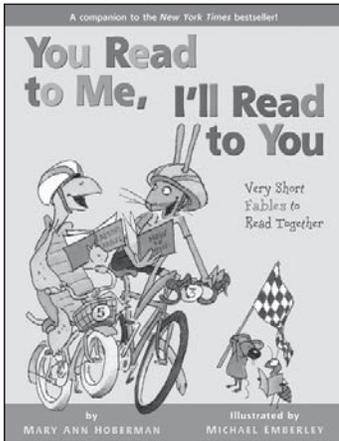
Put on a show with “The Three Bears.” Start by reading aloud the story to your students, leaving easy gaps for them to fill in. (For example: “Once upon a time there were \_\_\_\_ bears.

There was a mama bear, a papa bear, and a \_\_\_\_”.) Once the class is fully familiar with the story, divide your students into performance groups. (If you have a class of mostly fluent readers, each



group can perform a different fairy tale from the book.) Students can read their lines individually, in pairs, or all together as a chorus, depending upon preference and skill level. Be sure scripts are available for all and that there is plenty of practice time. If possible, open up the final performances to a larger audience.

# You Read to Me, I'll Read to You



## *Very Short Fables to Read Together*

Aesop's Fables are teacher favorites for read aloud time, and for good reason. It is never too soon for children to be introduced to these touchstones of cultural literacy. What does it mean to be "the boy who cried wolf"?

Why are some complaints

called "sour grapes"? The derivation of these everyday phrases goes all the way back to ancient Greece, but the classroom use of these tales meets several current English language standards set by a number of states.

### *The Lion and the Mouse*

Read aloud "The Lion and the Mouse." Ask your students to write or draw about a time when they were able to do something helpful, even though they were one of the smallest people in their family or group.

### *The Ant and the Grasshopper*

Read aloud "The Ant and the Grasshopper." Afterwards, lead a discussion about the moral of the fable. Do your students agree that it is: "Dance your dance, but not all day. You must work, as well as play"? Do your students identify with either of the characters? Introduce the idea of delayed gratification. Can your students find any examples of it from their own lives?

## *Readers' Theater and Puppet Show*

This book lends itself to readers' theatre or a puppet show. A culminating project for an Aesop's Fable study unit can be a performance for parents or friends. Read these fables so that your class is familiar with each tale. Have students practice reading them aloud in pairs. Create a cast list: Hare and Tortoise; Ant and Grasshopper; Ant, Dove, and Hunter; Country Mouse and City Mouse; Dog (in the manger) and Cow; Fox and Grapes; Peacock and Crane; Goose (who laid the golden egg) and Farmer; North Wind, Sun, and Man; Grasshopper and Ant; Rooster and Fox; Lion and Mouse.

Have your students research the real life attributes of these animals. Encourage them to pore over photographs. What do they notice? The fox's pointy black nose? The tortoise's short legs and heavy shell? The rabbit's long springy legs? Which fables does your class prefer? Lead a discussion about why a particular tale speaks to your students and how it relates to their own experiences. Ask your students to vote for their favorites and graph the results. The winning fables will be the ones your class performs.

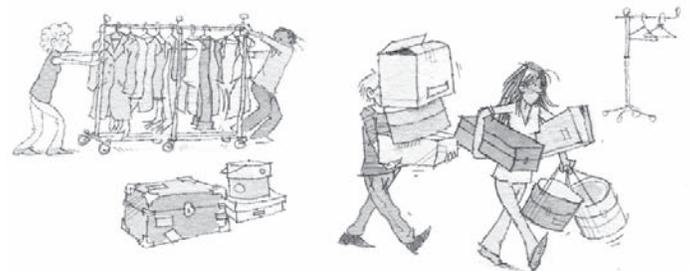
If you chose to put on a puppet show, try to integrate the puppet making into your art curriculum, with the help of an art teacher, if possible. Depending upon available resources, the puppets can be very simple—card stock silhouettes, for example – or something more ambitious, such as papier-mache heads on sticks.

When the puppets are ready, divide your class into performing groups and assign roles. While some students are moving puppets, others will be reading aloud. Give each student an opportunity to try both jobs. Have each group practice a few times before they use the puppet theater. If you have access to a digital video camera at school, film the final performances.



### **Create a puppet theater**

Make a puppet theater out of a cardboard box. Obtain a giant cardboard box (a big appliance box works best); cut out a window; and decorate it with your students. Ta da! A puppet theater.



# You Read to Me, I'll Read to You



## about the author

Named the National Children's Poet Laureate in 2008, Mary Ann Hoberman was born in Stamford, Connecticut, and attended its public schools, where she wrote for her school newspapers

and edited her high school yearbook. She received a B.A. in history from Smith College in 1951, and, 35 years later, an M.A. in English Literature from Yale. Ms. Hoberman and her husband, Norman, have lived in Greenwich, Connecticut, for over forty years in a house designed by Mr. Hoberman.

Ever since her first book in 1957, Ms. Hoberman has considered writing for children to be her primary occupation. However she has also taught writing and literature from the elementary through the college level, and she co-founded and performed with both "The Pocket People", a children's theatre group, and "Women's Voices", which presented dramatized poetry readings. Her many honors include a National Book Award in 1983, and the 2003 Poetry for Children Award from the National Council of Teachers of English.

Visit her online at [www.maryannhoberman.com](http://www.maryannhoberman.com).

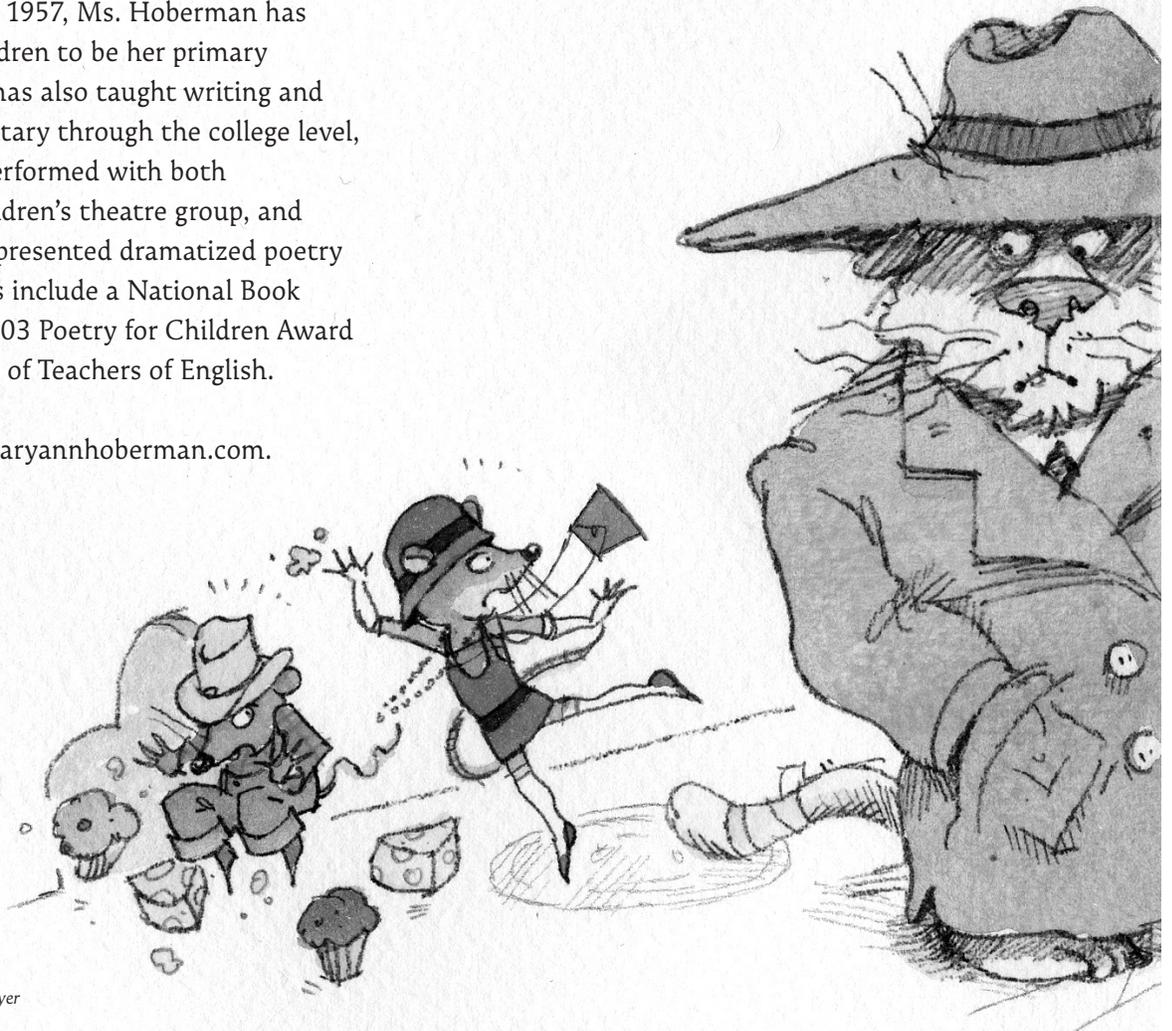


## about the illustrator

Michael Emberley is the creator of such highly acclaimed picture books as *Ruby* and its sequel, *Ruby and the Sniffs*; *Welcome Back Sun*; *Dinosaurs*; and *Mail Harry to the Moon*. The son of Ed and Barbara

Emberley and the brother of Rebecca, he grew up in New England surrounded by books, writers, and artists. An avid reader and comic-book fan, Mr. Emberley now lives in Ireland.

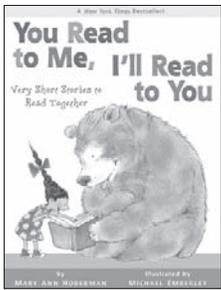
Visit him online at [www.michaelemberley.com](http://www.michaelemberley.com)



# You Read to Me, I'll Read to You

## about the books

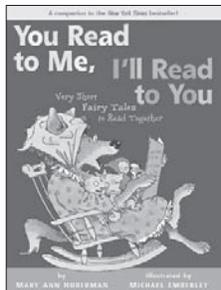
Beloved by young readers, teachers, and families, the best-selling You Read to Me, I'll Read to You series by Mary Ann Hoberman and Michael Emberley invites everyone to join the fun of reading aloud in pairs or as part of a chorus. The color-coded text of each book is cleverly designed to cue readers to their turns, the illustrations are witty and playful, and the short tales are told with infectious rhythms and rhymes. No wonder this series has garnered so many major awards. The books have received numerous accolades from educators around the country and are beloved by readers everywhere. *Very Short Stories to Read Together*, the first volume, was a 2002 ALA Notable Book for Children. *Very Short Fairy Tales* was a 2004 Gryphon Award Honor Book and a 2005 NCTE Notable Book for Children in the Language Arts.



*You Read to Me, I'll Read to You: Very Short Stories to Read Together*

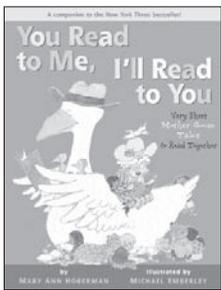
HC: 978-0-316-36350-1  
\$16.99

PB: 978-0-316-01316-1 \$6.99



*You Read to Me, I'll Read to You: Very Short Fairy Tales to Read Together*

HC: 978-0-316-14611-1  
\$16.99



*You Read to Me, I'll Read to You: Very Short Mother Goose Tales to Read Together*

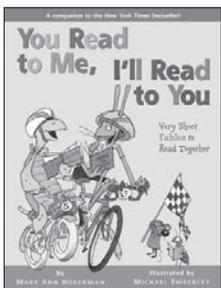
HC: 978-0-316-14431-5  
\$16.99



*You Read to Me, I'll Read to You: Very Short Scary Tales to Read Together*

HC: 978-0-316-01733-6  
\$16.99

PB: 978-0-316-04351-9  
\$6.99



**NEW!**  
*You Read to Me, I'll Read to You: Very Short Fables to Read Together*

HC: 978-0-316-04117-1

## Elementary level English language standards supported by the curriculum activities for I Read to You, You Read to Me books:

- By third grade, students are expected to identify basic characteristics of literary and media genres (e.g., folktales, fables, poetry).
- The student understands literary components of a fable.
- The student understands the power of language.
- The student constructs meaning from a wide range of texts.
- The student can determine the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.
- The student responds critically to fiction, nonfiction, poetry, and drama.

