

Teacher's Notes—"Skip to My Lou"

DAY 1

Introduce and Discuss

"Skip to My Lou" is a familiar song for many students. "Skip to My Lou" gives students the chance to choral sing or sing alternate lines.

Introduce—Direct students to the selection on page 8, or display it using chart paper or a transparency. Tell students you will read the words to a song some of them may know.

Ask Questions—Ask students if they have heard the song "Skip to My Lou." Based on the title, ask them what they think the song might be about.

Evoke Mood and Feeling—Have a volunteer demonstrate how to skip. Talk about why people might decide to skip and how people feel when they skip.

Model Read and Read Together

Prosody—Read the selection aloud again varying your emphasis, pace, and volume. Point to the words as you read. Read the verses rapidly in a singsong voice. Emphasize the word *shoo* by reading it in a loud voice. Then sing the song at least once while students skip in place.

Choral Reading—Move from modeling the poem to choral reading with students. Read two-line pairs and have students echo the lines. Read the entire selection together. Then, sing the song together a couple of times. Have groups of students take turns singing lines of the song, pointing to each word in the selection as they read it.

Practice—After modeling and reading the selection together, have students practice the selection alone, in pairs, or in small groups. Encourage students to rehearse the selection by reading it aloud at home with family members.


Related Reading—If students are progressing well, introduce "Miss Polly Had a Dolly." Ask students to recall which words are repeated in "Skip to My Lou" and to listen for repeated words in "Miss Polly Had a Dolly."

Skip to My Lou

Skip, skip,
Skip to my Lou!
Skip, skip,
Skip to my Lou!
Skip to my Lou, my darling!

Flies in the buttermilk,
Shoo! shoo! shoo!
Flies in the buttermilk,
Shoo! shoo! shoo!
Flies in the buttermilk,
Shoo! shoo! shoo!
Skip to my Lou, my darling!

American folk song



How did I read?
😊 😐 😞

8 Fluency First!

A Related Selection

Miss Polly Had A Dolly

Miss Polly had a dolly who was sick, sick, sick.
So she phoned for the doctor to be quick,
quick, quick.

The doctor came with his bag and hat,
And knocked at the door with a rat tat tat.

He looked at the dolly and shook his head,
And said "Miss Polly put her straight to bed."

He wrote on a pad for a pill, pill, pill.
"I'll be back in the morning with my bill,
bill, bill."

Nursery rhyme

Coach and Rehearse

Paired Repeated Reading—Have students practice reading in small groups of four or five and individually for the group. Circulate and work with individual students, coaching them on reading with greater meaning and expression. Remind students to stress meaning by varying pace, emphasis, and volume. After practice, ask a few students to perform the selection for the class alone or in small groups.

Using the Audio CD—Students who are working together can go to the listening center to play the audio CD together and practice reading their parts. They can also record their reading of the selection and listen to it for self-evaluation.

Dress Rehearsal—Allow time for prepared students to present their readings before an audience of peers and teachers.

Build Skills and Strategies

Consonant Blends—Write the words *skip* and *flies* on the board as headings of a chart. Ask volunteers to think of other words that begin with *sk* and *fl*. Write several of their suggested words in the chart. Ask students to copy the chart onto a piece of paper, and challenge them to add as many *sk* and *fl* words to the chart as they can. After a few minutes, let small groups of students gather together to compare the words on their charts.

skip	flies
skate	flew
skunk	flee

Word Work

Rhyming Words

1. Write two new words that rhyme with these words from the poem.

to two blue moo, boo, zoo, too

skip lip sip dip, grip, clip, trip

Complete the Words

2. Write the beginning letter to make four words from the poem.

l ou s kip

f lies d arling

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Put It All Together—Have students use markers to copy “Skip to My Lou” onto sheets of cardboard or heavy paper and cut apart each line of the song. Have pairs or small groups of students play *Put It All Together* by turning the sentence strips facedown, mixing them up, and turning them faceup to put them back together to make the original song as it appears. Participants can be timed to see how long it takes a group to finish the task. Have groups try the activity again to improve their time.

Independent Work—Assign the *Word Work* activities on page 9 of the Student Book. These activities will reinforce letter and word recognition skills and can be completed at home or during another time.