

I Love the Mountains: Differentiated Literacy Guide

(See  ASL Video Clip)

Sing and sign this joyful song repeatedly until the children have memorized it. When you come to the ending, invite the children to “get your boomers ready!” Model fists gently touching alternate hands.

Shared Reading:

Introduce this traditional folk song in a joyful way as you sing and sign. Connect the oral language to print. Track the print as you read and sing. Look at the print in the title. What words do you instantly recognize? Rebuild the song in a pocket chart.



I Love The Mountains

I love the mountains, I love the rolling hills,
I love the fountains, I love the daffodils,
I love the fireside when all the lights are low
boom-dee-ah-da, boom-dee-ah-da,
boom-dee-ah-da, boom-dee-ah-da,
boom-dee-ah-da, boom-dee-ah-da,
boom-dee-ah-da, boom-dee-ah-da, boom!

Literacy Lessons: Words and Sentences

- Read these familiar words: I love the _____.
- Use letter/sound knowledge to predict the new word.
- **Look at the period at the end of each of the first four lines.** Talk about periods at the end of sentences. Have the children move their hand left to right while they say the line and then gesture and say “period at the end of a sentence.”
- **Highlight the exclamation mark with yellow.** Explain that the mark is used to show excitement or a command! Invite the children to make up sentences that would end with an exclamation mark rather than a period.

Language Play:

Invite the children to make up new verses. Ask – “What else do you love?” Sing the sentence, “I love the _____ (pause)” and ask the children one at a time to finish the line. Thank them for creating a new verse to the song. They will build adaptations, substituting nouns for nouns. Use self-adhesive notes to cover up the original words and write in the child’s new ideas. The child may later want to write and illustrate their own “I Love” book.

Hand-jive:

Teach the children a simple hand-jive pattern and let them connect with a partner to sing and experience the rhythm. Each pair can create different movements for Boom-dee-ah-da.

Auditory Spelling:

Review the *L-O-V-E Spells Love* song and *T-H-E E-N-D, The End!* chant. With a strong writing to read emphasis, many children will be able to independently write **I love the...**

Give children authentic reading experiences with real language that they will carry in their hearts and minds forever.

I Love the Mountains

I love the mountains.
I love the rolling hills.
I love the fountain.
I love the daffodils.
I love the fireside,
When all the lights are low.
Boom-dee-ah-da, boom-dee-ah-da,
Boom-dee-ah-da, Boom-dee-ah-da.
Boom!

Traditional

Amo Los Montes

Amo los montes.
Amo las colinas.
Amo las fuentes.
Amo las flores.
Amo la hoguera,
Cuando anochece.
Tra-la-la-la, tra-la-la-la,
Tra-la-la-la, tra-la-la-la,
La!

Materials:

- *Music is Magic* cassette or CD
- *Magic of Signing Songs* video
- Nellie Edge Read and Sing Big Book™ *I Love the Mountains*
- Copies of the Little Book for each child
- Pointers
- “I can read” stamp
- High-frequency bookmarks and word list
- Cow hand puppet (optional)
- Yellow highlighter tape
- Pocket chart and word cards

Phonemic Awareness and Multilevel Literacy Objectives:

- Identifying endings “s” and “ing”
- Responding to the rhythms of sound
- Segmenting and blending words
- Noticing punctuation at end of sentences
- Reading the powerful sentence pattern: “I love the...”
- Fluency and articulation
- Exclamation mark!

Reflective Teaching:

What strategies am I using to move children from “memory reading” to paying focused attention to print and sound/symbol relationships?

I Love the Mountains – Differentiated Literacy Guide (continued)

Highlighting High-Frequency Words:

I love the all End.

Place the word cards at the end of the Big Book. Encourage children to practice for instant recognition of these frequently used words.

See ***Start With the Word "I"***

The Reading / Writing Connection:

The children can draw or paint a picture showing what they love. Each picture can be cut out and attached to 16"x16" sheets of paper along with a black and white photocopied school picture of each child. These can be bound into a book with a table of contents. Include a letter to parents explaining how the book was made.



- Children love to write and illustrate their own books. They may borrow from the pattern in this song:
I love the _____.
I love my _____.
I love to _____.
The end!

“Magical Memory Reading” and Guided Reading:

Give every child their own personal copy of *I Love the Mountains* Little Book. Directions like “Point to the first word of the title,” “Let’s read the title together,” “Turn to page 1,” and “Point to the first word we will read on this page” support emerging reading behavior. Guide the children in reading out loud in unison, page-by-page and sentence-by-sentence, through the Little Book until each child proudly reads: “The End.” This is one method of supported reading used in the highly successful Reading Recovery™ program, developed by Marie Clay.

The more positive and relaxed these short guided reading sessions are, the more easily and naturally children will begin to practice reading behaviors such as moving their eyes from left-to-right and top-to-bottom along each page. Watch the joy as children begin connecting their oral language to print and realizing: “I can read!” After several guided readings with the entire class, you may choose to give some children additional one-to-one practice with their Little Books or with word cards in a pocket chart. This is a great job for parent volunteers. Respect that some of the children will be at the “Magical Memory Reading” stage.

The Literature Connections:

In children’s literature, there are no new themes, just one more beautiful way to say something. Consider the theme of Mother’s Love:

Love You Forever, by Robert Munch

Mama, Do You Love Me?, by Barbara M. Joosse

Guess How Much I Love You!, by Sam McBratney

Memorize, Recite and Perform Language:

Invite children to stand and perform individually, in pairs or in small groups. They can think of how many things they can sign using the pattern: I love my friend, mom, dad, cat, baby...

The Parents as Partners Connection:

The new class-made adaptation of *I Love the Mountains* can be sent home for each family to read and enjoy together. Include a place for parents to write comments back to your classroom of authors and illustrators.

- Send the Little Book home for the child to share, and add to their growing collection of Little Books that they can read and sing.

Parents as Partners in Developing Literacy:

A parent’s job is to love their child passionately and sing, talk and read with him/her every night. Multiply the effectiveness of your literacy instruction – send Little Books home for children to practice reading over and over again. We cannot emphasize enough the importance of these Little Books going home.

Children delight in having their own Little Book to read and sing. Group singing and reading builds a sense of community, where every child feels a sense of belonging. When children are singing and reading together, even **the least-able language user perceives him or her self as successful.**

Young children will naturally engage in reading-like behavior and role-play themselves as confident readers. See the article on Magical Memory Reading on page 274.

Your children will treasure these Little Books and keep them for years to come, as a reminder of their joy and success in learning to read.