



Collected, adapted and formatted by: Anastasia Filipek. 2008 (revised 2011)

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HERE, THERE

SALMON HERE, SALMON THERE

By Ana Filipek. Seattle Public Schools. 2007.

Salmon here, salmon there
Salmon, salmon everywhere.

Sock-eye salmon spawning,
Determined salmon swimming,
Tired salmon migrating,
And smoked salmon drying.

Salmon within Puget Sound,
Salmon in the Pacific Ocean,
Salmon up waterfalls,
And salmon on drying racks.

Salmon here, salmon there
Salmon, salmon everywhere.
SALMON! SALMON! SALMON!

COLONIES HERE, COLONIES THERE

Colonies here, colonies there,
Colonies, colonies everywhere!

New England colonies trading,
Middle colonies mixing,
Southern colonies farming,
And all the colonies hoping.

Colonies made up of Puritans,
Colonies filled with diversity,
Colonies using slaves,
And every colony growing.

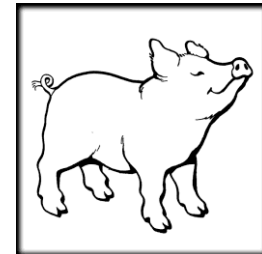
Colonies here, colonies there,
Colonies, colonies everywhere!
COLONIES! COLONIES!
COLONIES!

PIGS HERE, PIGS THERE

Kindergarten Adaptation/By Ana Filipek.
2007.

Pigs here, pigs there
Pigs, pigs everywhere.

Fat pigs eating,
and
lazy pigs rolling.



Pigs on the
farm, and
pigs in the pig pen.

Pigs here, pigs there,
Pigs, pigs everywhere.

_____ **HERE,** _____ **THERE**
(noun) (noun)
by _____

_____ **here,** _____ **there,**
(noun) (noun)
_____, _____ **everywhere.**
(noun) (noun)

_____ (adjective) _____ (noun) _____ (verb),
_____, _____ (adjective) _____ (noun) _____ (verb),
_____, _____ (adjective) _____ (noun) _____ (verb),
And _____ (adjective) _____ (noun) _____ (verb)

_____, _____ (noun) _____ (prepositional phrase),
_____, _____ (noun) _____ (prepositional phrase),
_____, _____ (noun) _____ (prepositional phrase),
And _____ (noun) _____ (prepositional phrase)

_____ **here,** _____ **there,**
(noun) (noun)
_____, _____ **everywhere.**
(noun) (noun)
_____, _____, _____!
(noun) (noun) (noun)

Yes, Ma'am (Yes, Sir)

Trophic Levels* Yes, Ma'am By Susan Radford. Everett SD. 2007

Is this a producer?
Is this a producer?
How do you know?
How do you know?
Give me an example.
Give me an example.

Yes, Ma'am!
Yes, Ma'am!
It makes its own food.
It uses photosynthesis.
Algae and seaweed.
Grasses and shrubs.

Is this an herbivore?
Is this an herbivore?
How do you know?
How do you know?
Give me an example.
Give me an example.

Yes, Ma'am!
Yes, Ma'am!
It eats only plants.
It's a primary consumer.
Mice and elephants.
Caterpillars and deer.

Is this a carnivore?
Is this a carnivore?
How do you know?
How do you know?
Give me an example.
Give me an example.

Yes, Ma'am!
Yes, Ma'am!
It only eats meat.
It's a secondary consumer.
Wolves and spiders.
Snakes and hawks.

Is this a decomposer?
Is this a decomposer?
How do you know?
How do you know?
Give me an example.
Give me an example.

Yes, Ma'am!
Yes, Ma'am!
It eats the remains of dead plants.
It consumes dead animals.
Bacteria and mushrooms.
Bacteria and fungi.

Is this a detritivore?
Is this a detritivore?
How do you know?
How do you know?
Give me an example.
Give me an example.

Yes, Ma'am!
Yes, Ma'am!
It eats dead organic matter.
It eats detritus and feces.
Worms and maggots.
Termites and beetle larvae.

Did you tell me true?
Is this chant through?

Yes, Ma'am!
Yes, Ma'am!

Yes, Ma'am By _____

Is this a _____?
Is this a _____?
How do you know?
How do you know?
Give me an example.
Give me an example.

Yes, Ma'am!
Yes, Ma'am!

_____ and _____.
_____ and _____.

Is this a _____?
Is this a _____?
How do you know?
How do you know?
Give me an example.
Give me an example.

Yes, Ma'am!
Yes, Ma'am!

_____ and _____.
_____ and _____.

Is this a _____?
Is this a _____?
How do you know?
How do you know?
Give me an example.
Give me an example.

Yes, Ma'am!
Yes, Ma'am!

_____ and _____.
_____ and _____.

Is this a _____?
Is this a _____?
How do you know?
How do you know?
Give me an example.
Give me an example.

Yes, Ma'am!
Yes, Ma'am!

_____ and _____.
_____ and _____.

Is this a _____?
Is this a _____?
How do you know?
How do you know?
Give me an example.
Give me an example.

Yes, Ma'am!
Yes, Ma'am!

_____ and _____.
_____ and _____.

Did you tell me true?
Is this chant through?

Yes, Ma'am!
Yes, Ma'am!

Yes, Ma'am! --Parts of Speech

Tune: "Yes, Ma'am" / Ella Jenkins

By: A. Filipek, ATC. 2008.

| | |
|--------------------------------|---|
| Is this a noun ? | Yes, Ma'am! |
| Is this a noun ? | Yes, Ma'am! |
| How do you know? | It's a person, place, or thing. |
| How do you know? | It's an abstract idea like love. |
| Give me some examples. | Jose, Disneyland, and marbles. |
| Give me some examples. | Proper nouns and common, too. |
| Is this a verb ? | Yes, Ma'am! |
| Is this a verb ? | Yes, Ma'am! |
| How do you know? | It shows action in varying degrees |
| How do you know? | It might be a "verb of being." |
| Give me some examples. | Run, walk, crawl, stop |
| Give me some examples. | Is, are, was, were |
| Is this an adjective ? | Yes, Ma'am! |
| Is this an adjective ? | Yes, Ma'am! |
| How do you know? | It describes a noun. |
| How do you know? | It compares nouns to each other |
| Give me some examples. | Light, dark, gorgeous, smart |
| Give me some examples. | Tiny, small, big, bigger, biggest |
| Is this a preposition ? | Yes, Ma'am! |
| Is this a preposition ? | Yes, Ma'am! |
| How do you know? | It tells location and time. |
| How do you know? | It places a noun in a setting. |
| Give me some examples. | ...on the very top limb above the forest |
| Give me some examples. | ...during a full moon in May |
| Is this an adverb ? | Yes, Ma'am! |
| Is this an adverb ? | Yes, Ma'am! |
| How do you know? | Tells how verbs work, and ends in "-ly" |
| How do you know? | Describe other adverbs and adjectives |
| Give me some examples. | quite, there, very well |
| Give me some examples. | Intelligently, creatively, lately, gently |

| | |
|----------------------------------|---|
| Is this a pronoun ? | Yes, Ma'am! |
| Is this a pronoun ? | Yes, Ma'am! |
| How do you know? | Takes the place of a noun, maybe a subject. |
| How do you know? | Can be possessive, or used as an object |
| Give me some examples. | I, we, he, she, it, they |
| Give me some examples. | My, mine, his, its, their, herself |
| Is this a conjunction ? | Yes, Ma'am! |
| Is this a conjunction ? | Yes, Ma'am! |
| How do you know? | It connects words, clauses and phrases. |
| How do you know? | Creates compounds and longer sentences. |
| Give me some examples. | And, but, either, or |
| Give me some examples. | If, however, neither, nor |
| Is this an interjection ? | Yes, Ma'am! |
| Is this an interjection ? | Yes, Ma'am! |
| How do you know? | It expresses strong emotion or surprise. |
| How do you know? | Ends in an exclamation point |
| Give me some examples. | Wow! Ah! Oh, no! Hey! |
| Give me some examples. | Ouch! Dear me! Hurray! |



"I KNOW A...."

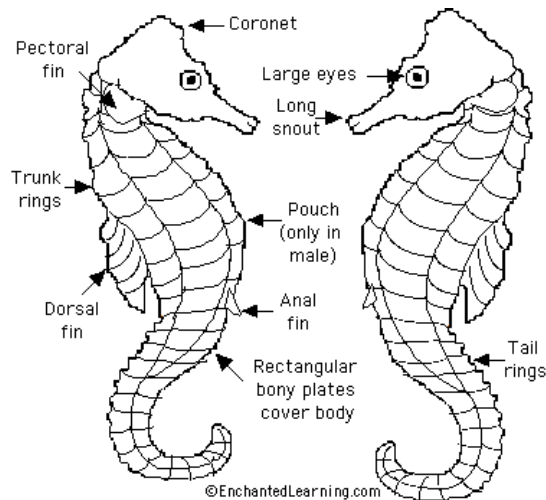
I Know A Seahorse

M. Brechtel. 1998.

I know a tiny seahorse,
A teeny tiny seahorse,
A teeny tiny seahorse,
With a long thin snout.

And a prehensile tail,
Small bony rings,
A fast dorsal tail,
And babies in his pouch.

I know a tiny seahorse,
A teeny tiny seahorse,
A teeny tiny seahorse,
Who swims in the seaweed.



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I Know An Unusual Ecosystem

Susan Radford. Everett SD, MS/Sc. 2006.

I know an unusual ecosystem,
An alkaline lake ecosystem,
An extremely saline ecosystem,
Known as Mono Lake.

With planktonic and benthic algae;
The producers of the lake;
Food for brine shrimp and brine flies
That refuel migratory birds

I know an unusual ecosystem,
An alkaline lake ecosystem,
An extremely saline ecosystem,
That's twice as salty as seawater.

I Know An Unusual Fish

Ana Filipek. 2007.

I know a deep sea anglerfish,
An exotic fish of the abyss,
An exotic fish of the abyss,
That has a "lighted" esca for bait.

With a mouth wide-open,
Sharp, jagged teeth,
Almost transparent skin,
And a small tail and body.

I know a deep sea anglerfish,
An exotic fish of the abyss,
An exotic fish of the abyss,
That uses bioluminescence.

I Know A Meteorologist

An Adaptation by Ana Filipek. 2001.

I know a meteorologist,
A busy meteorologist,
A busy meteorologist,
Who studies the troposphere.

She launches huge weather balloons.
He measures water vapor to find humidity.
She tracks the temperature on a thermometer.
He studies air pressure on a barometer.

I know a meteorologist,
A busy meteorologist,
A busy meteorologist,
Who forecasts the weather.

I Know An Unusual Number

Ana Filipek. 2010.

I know an unusual number
A very important unusual number
A very complex unusual number
That calculates the circumference of circles.

Multiply by the radius squared
It's hundreds of digits long.
This Pi isn't eaten since it's
Applied to math and science.

I know an unusual number
An important Euclidean number
A non-repeating, sequential number
Determining it is as easy as π .

π

MARINE CADENCE

Gold Rush Chant

by Ana Filipek, SAUSD. 2000.

I don't know John Sutter, but I've been told,
California rivers are filled with gold
Stake a claim, get a pan, spend a little time,
Or strike it rich in a deep dark mine.

-----CHORUS

California.....EUREKA!
California.....Forty-niners!
California.....GOLD RUSH!



Some prospectors went "bust" along the way
They needed supplies, but they couldn't pay
Some went to Boom Towns to try their luck;
Found streets of mud—most "down on their luck!"

-----CHORUS

Took land from Native Tribes and from Mexico
Settlers heading out West made the population grow.
Became a state in 1850 - a wonderful land;
First in farming and technology - our state is grand!

-----CHORUS

Starch and Protein Sound-Off

By Susan Radford, Everett SD
Middle School Science. 2006.

Starch is a big old molecule.
Amylase breaks it into fuel.
Sugar is the fuel released.
It fuels the body and energy's increased.

-----CHORUS

Sound off - Digestion
Sound off - Enzymes
Sound off - 1 - 2 - 3 - 4,
OUR FUEL!

Proteins are some mighty molecules.
Pepsin breaks them into fuels.
Amino acids are the building blocks,
Makes muscles and heart as solid as rocks.

-----CHORUS

Foods are broken into nutrients.
So into the body nutrients are sent.
To pass into the cell, they must be small,
Or they'll bounce off the membrane like a rubber ball.

-----CHORUS

Canoe Sound Off

By Ana Filipek, Seattle Public Schools. 2007.

We just know what we've been told,
Salish Coast canoes were better than gold
There were many variations and sizes, too
With many waterways, just one style won't do!

-----CHORUS

Sound off - Salish Coast
Sound off - Transportation
Sound off - 1-2-3-4 - Canoes!

The swift Trolling Canoe made fishing a breeze
It only held 2 or 3 people, and was paddled with ease
Hunters chased elk and deer, or just drifted along
Native people worked together - efficient and strong!

-----CHORUS

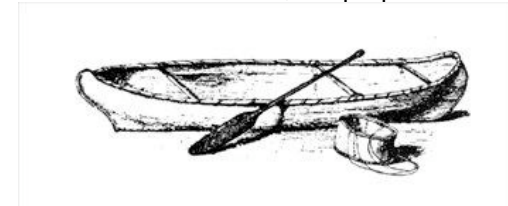
Another Salish Coast canoe was smaller and lighter
Carrying only one person, it moved silently through water

But the largest canoe held more than a dozen, we know
Black and red in color, and noticed by all--friend or foe

-----CHORUS

The final canoe was called the Shovel Nose
The bow and stern was alike. Where's the front? Who knows!

Noted for its speed -the flat bottom missed the rocks
But if a canoe wasn't available, the people had to walk!

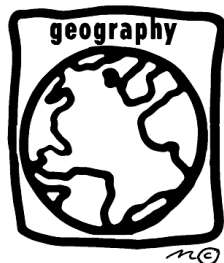


GEOGRAPHY ALIVE! (Marine Cadence)
By Ana Filipek. Everett SD--7th Gr. 2007.

We know much about our planet, so we've been told,
The field of geography is better than gold.
Regions and people, part of what we'll learn,
Population and landforms found in patterns.

-----CHORUS:

Geography-- regions and people
Geography-- predictable, ever changing
Geography-- 1-2-3-4—It's Alive!



Geography's an old field of study, you know,
It started with Herodotus, so the story goes.
This Greek scholar's first map- 450 B.C.,
was drawn while he saw traveling out to sea.

Physical geography's a focus, it's true;
Spatial terms, natural features surround me and you.
Earth's surface has landforms and so much more,
Such as mountains and plateaus, and vast ocean floors.

Human geography's another important study
Record who lives where, how & why— let's agree:
Populations spread & move, through trade & migration,
Some settle for a time, even create a new nation.

American Civilizations Cadence

By Jabbar Beig, ProjectGLAD. 2009.

We know civilizations of old,
Yet, American tales are rarely told.
Mighty empires all over our land,
Telling the facts, it's in our hands.

Sound off - Aztecs
Sound off - Incan
Sound off - MAYAN, TOLTECS! Civilizations!

Two classes of Incans around Peru,
Traded (llamas and alpacas') wool for valley food.
Sun worship, and had mummies,
Entombed with treasures, for ceremonies.

Sound off - terraced farming
Sound off - surplus food
Sound off - NOBILITY AND COMMONERS ! Inca!

In Central America were the Mayan,
With a hierarchy of warriors and artisans.
They invented many novel things,
Chocolate and a number system.

Sound off - Hieroglyphs
Sound off - Pyramids
Sound off - TEMPLES ON TOP! Maya!

Norte Chico is the oldest one,
Theocratic rule for all under the sun.
Over 30 urban centers.
Extensive peaceful trade was better.

Sound off - Music
Sound off - Textiles
Sound off - COTTON FARMING! Norte Chico!

Toltecs mastered metallurgy,
Smelted metals, had warrior aristocracy.
They were polytheistic with Quetzalcoatl,
Used stonework, clay for all to know.

Sound off - Traded
Sound off - Artisans
Sound off - MASTER BUILDERS! Toltec!

TWELVE DAYS...

TWELVE DAYS OF THE GOLD RUSH

Adapted by Ana Filipek for Santa Ana Unified School District. 2003.

On the ____* day of the Gold Rush,
a prospector gave to me....

- 1 first a quail in a redwood tree
- 2 second two picks and shovels
- 3 third three 49'ers
- 4 fourth four Golden Poppies
- 5 fifth five shiny nuggets - EUREKA!
- 6 sixth six aged grizzly bears
- 7 seventh seven bustling Boom Towns
- 8 eighth eight rude claim jumpers
- 9 ninth nine who were fooled by pyrite
- 10 tenth ten brown mules braying
- 11 eleventh eleven mountains blasted
- 12 twelfth twelve Conestoga wagons

TWELVE DAYS IN MEDIEVAL TIMES

By Ana Filipek for Santa Ana Unified School District. 2003.

On the ____* day in Medieval Times,
His Majesty gave to me....

- 1 first (with) feudalism that lasts a thousand years
- 2 second (and) two serfs harvesting
- 3 third three peasants tithing
- 4 fourth four merchants trading
- 5 fifth five rats with fleas - BLACK PLAGUE!
- 6 sixth six masons carving
- 7 seventh seven vassals bowing
- 8 eighth eight brave knights jousting
- 9 ninth nine Crusaders marching
- 10 tenth ten poor monks praying
- 11 eleventh eleven kings with scepters
- 12 twelfth twelve cathedrals rising

TWELVE DAYS IN ARKANSAS: *The Natural State*

by Jennifer France. Bellwood Elementary School. NLRSD. 2008.

On the ____* day in Arkansas, a HOG fan gave to me....

- 1 first (and) a mockingbird in a pine tree
- 2 second two shiny diamonds
- 3 third three honey bees
- 4 fourth four apple blossoms
- 5 fifth five Razorbacks -- PIG SOOIE!!



- 6 sixth six black kettles
- 7 seventh seven pails of bauxite
- 8 eighth eight cups of milk
- 9 ninth nine folks square dancing
- 10 tenth ten quartz crystals
- 11 eleventh eleven Quapaw Indians
- 12 twelfth twelve red tomatoes



Constitutional Amendments Song--

Written By Douglas McGrath/ Adapted by A. Anderson, J. Mantlo, D. Filipek.2007.

- | | |
|---|--|
| 1A.. The first amendment to the Constitution says....freedom of religion, speech, and press. | (And just say any crazy think you like!) |
| 1B.The second part of the first amendment says....peaceful assembly and petition. | (Assemble and be nice) |
| 2. The second amendment to the Constitution says....right to bear arms | (Here is my gun--freeze!) |
| 3. The third amendment to the Constitution says....quartering of soldiers | (Soldiers, get out please!) |
| 4. The fourth amendment to the Constitution says....rights of search and seizure | (Where's your warrant, please?) |
| 5. The fifth amendment to the Constitution says....no self-incrimination, rights of accused | (Don't rat on yourself) -TAKE THE FIFTH! |
| 6. The sixth amendment to the Constitution says....right to a speedy, public trial | (Right to a quick trial) |
| 7. The seventh amendment to the Constitution says....jury trial in civil cases | (Jury trial in civil cases) |
| 8. The eighth amendment to the Constitution says....limits on bail, cruel and unusual punishments | (Don't lock me in dark places!) |
| 9. The ninth amendment to the Constitution says....powers retained by people | (Powers of the people) |
| 10. The tenth amendment to the Constitution says....rights reserved for states | (States have rights, too) |
-
- | | |
|--|-------------------------|
| 11. The eleventh amendment to the Constitution says....Lawsuit against states | (Suits against states) |
| 12. The twelfth amendment to the Constitution says....Election procedures for the Executive Branch | (Election of the Prez.) |
| 13. The thirteenth amendment to the Constitution says....slavery abolished | (Slavery is invalid) |
| 14. The fourteenth amendment to the Constitution says....Civil Rights of citizens | (Equal rights for all) |

| | |
|---|---------------------------------------|
| 15. The fifteenth amendment to the Constitution says....right to vote not based on race, color | (All races get the ballot) |
| 16. The sixteenth amendment to the Constitution says....Income Tax collection | (Congress can take taxes) |
| 17. The seventeenth amendment to the Constitution says....Senators directly elected by citizens | (We elect Senators, too) |
| 18. The eighteenth amendment to the Constitution says....alcohol will kill you--Prohibition | (Alcohol will kill you) |
| 19. The nineteenth amendment to the Constitution says....Women's right to vote -Suffrage | (Women vote like men do) |
| 20. The twentieth amendment to the Constitution saysCongress meeting laws, term limits | (Terms of office, Prez. and Congress) |
| 21. The twenty-first amendment to the Constitution says....repeal of Prohibition | (We can drink now, WOW!) |
| 22. The twenty-second amendment to the Constitution says....Term Limits for Presidents | (Only two terms now) |
| 23. The twenty-third amendment to the Constitution says....Washington DC's voting laws | (DC's got the vote) |
| 24. The twenty-fourth amendment to the Constitution says....Poll taxes abolished | (Pay to vote no more) |
| 25. The twenty-fifth amendment to the Constitution says....Presidential disability, succession. | (If Bush dies, we've got Cheney) |
| 26. The twenty-sixth amendment to the Constitution says....18-year-olds can vote | (At 18, we can vote) |
| 27. The twenty-seventh amendment to the Constitution says...salaries for Congressmen | (Congress wants more money) |

We Need a Plumber

Author-unknown (tune: Yankee Doodle)

Pipes can carry water to
The bathroom or the kitchen.
But when the pipes aren't working, then
A plumber has to fix them.

When the sink is backing up,
When the faucet's drippy,
When the toilet just won't flush,
We need a plumber quickly!



BUGALOO

Crustacean BUGALOO

by A. Brechtel. 2001.

I'm a crustacean and I'm here to say,
I have appendages, and that's OK!
Some I use to swim and some I use to eat,
And some I use to make the ocean beat.

**Crab, krill, lobster, too
Shrimp, barnacles, BUGALOO!**

I look very strange with my jointed legs,
But I stick with glue to my hard, round eggs.
My exoskeleton's hard and firm,
And my gills get air when I twist and squirm.

**Crab, krill, lobster, too
Shrimp, barnacles, BUGALOO**

Next time you're in a tide pool, shallow and neat,
Look for crustaceans with the ocean beat!

**Crab, krill, lobster, too
Shrimp, barnacles, BUGALOO**



Aboriginal Life BUGALOO

By Ana Filipek for Seattle Public Schools. 2007.

I'm an Aboriginal who lived long ago
Eating what I could find among the plants that would grow
Salmonberries, huckleberries, wild strawberries grow wild
Searching for roots and bulbs is what I learned as a child

**Storytelling, oral tradition, survival, too
Doing the Aboriginal BUGALOO**

I gathered eggs from birds such as pheasants, lark and ducks
I found herring and salmon eggs in streams and under rocks.
Hunted deer and elk for meat, but nothing goes to waste
Clams, oysters, crabs and fish were definitely to our taste

But it was the gift of salmon that truly helped us to survive
From the smallest eggs to huge fish, it kept our group alive
Routinely the salmon returned and were caught by net or spear
They were smoked, dried and stored to be eaten throughout
the year.

I heard teachings from the elders, I know the stories they told
I've memorized the traditions and wisdom from times of old.
In longhouses, we've sat, reliving hunts and heroic tales
In the language of the Coast Salish, our culture has prevailed.

Egyptian Mummy Bugaloo

By Ana Filipek , K. Evans, E. Webster, & S. Deuweke (Spokane PS). 2007-
-Dedicated to Jean Drum, GGUSD (amf)

People who lived in Egypt many millennia ago,
Were worried about what happened-- when you died, where'd you go?
But Osiris, underworld god, taught that it's important to be prepared:
Get ready for afterlife - treat those bodies with care!

**CHORUS: Preparation, wrapping, sarcophagus, too
Doing the ancient mummy BUGALOO!**

Trained embalmers took the body to a preparation place
This begins the long prep. process --taking more than 70 days.
First the brain was removed -- from the head, through the nose
Internal organs were kept in jars -that's just how it goes!

-----CHORUS

Canoptic jars held intestines, liver -- stomach and lungs for reasons;
On the lids of jars were Egyptian gods- images for all seasons.
Anubis was god of embalming- hery sheshta celebrates each stage.
Lesser priests cut and chanted magical spells for every age.

-----CHORUS

Even though the brain was thrown away, the heart was treated well.
It was put in natron (drying salts) and was weighed so they could tell
If light as a feather (this was best) your ba or spirit was free
But at night it returned to your body -how interesting, don't you agree?

-----CHORUS

This chest was a marvelous sarcophagus, outlining a body, reflecting
wealth
Constructed of wood or stone it contains symbols of spiritual health.
Reminders of gods and goddesses were carved, then overlaid in gold.
Other treasures in the burial chamber tell of power and riches untold.

-----CHORUS

If the heart was heavy- a bad sign, it meant your spirit was tied to
earth.

Your afterlife was tormented, and your forever had little worth.
But still the embalmers worked on to rid water from these remains;
Filled sunken eyes with sawdust, cloth, and beeswax, Oh, so plain!

-----CHORUS

And now the corpse was rubbed with oil, spices and perfume,
It's wrapped in cloth, hundreds of yards, getting ready for the tomb.
While adding each new layer, there was planning and lots of thought,
Before going into the inner coffin, shabti's placed within the cloth.

-----CHORUS

Mostly shabti were wooden objects, and were chosen with great care
To help the deceased do manual labor -now I ask you, is that fair?
Trinkets and beautiful carvings, between layers of cloth they're
stuck;

Even amulets, like Scarab Beetles, ward off evil and bring good luck.

-----CHORUS

A life-like mask was lifted and placed over the lifeless head.
It was made to look like the person's alive - a replica, or so it's said.
Now if you were a great Pharaoh or a noble of importance, I guess,
You could have many inner coffins, nesting inside a massive chest.

-----CHORUS

Finally the mummy is finished,

did you know "mummiya" is the Arabic word?

It means the soul would live on and is never to be disturbed.

Since immortal souls will not perish, and they need a place to rest,
Ancient mummification's the example of respectful burial at its best.

JOHNNY COMES MARCHING HOME:

I'm a Greek God Bugaloo

Adapted by Ana Filipek (2004) from Bev Mast, Visalia USD, CA. 1999

I'm a Greek god, and I'm here to say,
I live on Mt. Olympus every day.
I watch the mortals as they work and toil,
But they're worshipping us - so we are spoiled!

**Gods, goddesses, muses, fates, too.
Doing the Mythological Bugaloo!**



Cronus was the father of all the gods.
Ate all his children -wasn't that odd?
But Zeus was saved by Rhea, his mother.
Wouldn't let his father, Cronus, see him or his brothers.

**Gods, goddesses, muses, fates, too.
Doing the Mythological Bugaloo!**

-----CHORUS

Zeus was raised on the Isle of Crete,
Where lovely Nymphs would dance at his feet.
Zeus slew his father with a lightning bolt,
Then freed his siblings, so we are told.

**Gods, goddesses, muses, fates, too.
Doing the Mythological Bugaloo!**

-----CHORUS

Zeus had a brother, Poseidon was his name;
Ruling the oceans was his game!
Another brother ruled the underworld place;
Hades was his name, and he had a "Death
Face."

-----CHORUS

Zeus loved goddess, Hera, who was often sad;
Zeus was mostly good, yet sometimes very bad.
Punished, interfered, lost his temper, couldn't wait—
He changed mortals' lives and controlled their fate!

-----CHORUS

Solid Shapes are Everywhere

by Laura Curry and Lori Klaus. 2005.

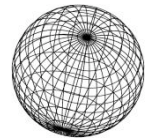
Tune: "When Johnny Comes Marching Home"

Solid shapes are everywhere, hurrah! hurrah!
You'll see them here, you'll see them there, hurrah! hurrah!
Length and width and height are multiplied
It'll tell you the volume that fits inside
And our world is full of **three-dimensional shapes**.

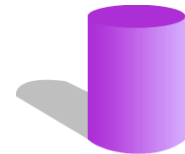
Cubical shapes are easy to see, hurrah! hurrah!
Sweet sugar cubes for coffee or tea, hurrah! hurrah!
The box for the cake from the bakery,
The dice to play Monopoly,
And our world is full of three-dimensional shapes.



Spherical shapes are all around, hurrah! hurrah!
A rubber ball to bounce on the ground, hurrah! hurrah!
A spinning planet out in space,
Bubbles from gum that pop on your face,
And our world is full of three-dimensional shapes.



Cylindrical shapes are wonderful, hurrah! hurrah!
They make the tape so easy to pull, hurrah! hurrah!
Trash cans for waste, pop cans for drink,
Pipes that lead to the kitchen sink,
And our world is full of three-dimensional shapes.



Conical shapes are Oh so great, hurrah! hurrah!
Party hats when we celebrate, hurrah! hurrah!
Teepees to live in, ice cream to eat,
Bright orange cones to block off the street,
And our world is full of three-dimensional shapes.



JOHNNY COMES MARCHING HOME:

Greeks Go Marching

Tune: "Johnny Comes Marching Home"

By B. Mast, Visalia USD. 1999. / Adapted by Ana Filipek. 2004.

Greeks go marching one-by-one, Hurrah! Hurrah! (2X)
Ruling the world by democracy,
Trial by jury for you and me.
And they all go marching off to the sea,
With ancient gifts for me!

Greeks go marching one-by-one, Hurrah! Hurrah! (2X)
Epics, masks and comedy;
A theater full of drama and tragedy,
And they all go marching off to the sea,
With ancient gifts for me!

Greeks go marching one-by-one, Hurrah! Hurrah! (2X)
Greeks go marching one-by-one, Hurrah! Hurrah!
Buildings so majestic with columns that soar,
Honor goddess Athena, and other gods implored,
And they all go marching off to the sea,
With ancient gifts for me!

Greeks go marching one-by-one, Hurrah! Hurrah! (2X)
Greeks go marching one-by-one, Hurrah! Hurrah!
Myths, fables and poems we still read;
The Trojan Horse was a mighty stead.
And they all go marching off to the sea,
With ancient gifts for me!

Greeks go marching one-by-one, Hurrah! Hurrah! (2X)
Held Olympic Games with the marathon-Yes!
Winners crowned in laurels to show they're the best.
And they all go marching off to the sea,
With ancient gifts for me!

Greeks go marching one-by-one, Hurrah! Hurrah!
Greeks go marching one-by-one, Hurrah! Hurrah!
Socrates, Plato - to name a few,
Were philosophers, thinkers, historians, too.
And they all go marching off to the sea,
With ancient gifts for me!

Greeks go marching one-by-one, Hurrah! Hurrah!
Greeks go marching one-by-one, Hurrah! Hurrah!
They studied the sky, the stars and more;
Astronomy was tied to their lore.
And they all go marching off to the sea,
With ancient gifts for me!

Greeks go marching one-by-one, Hurrah! Hurrah!
Greeks go marching one-by-one, Hurrah! Hurrah!
Greeks studied the angles through geometry,
And they built fast ships to ensure victory.
And they all go marching off to the sea,
With ancient gifts for me!

The Florist

Tune: "My Bonnie Lies Over the Ocean"

Author-unknown/ Adapted by Ana Filipek. 2008.

The florist arranges the flowers.
The florist delivers them, too.
So if you want flowers for someone,
The florist is sure to help you.

Flowers, flowers!
Call up the florist today, today
Flowers, flowers!
A dozen, a stem, or bouquet!



Nah, Nah, Nah, Nah.....Hey, Hey, Hey...

Scientific Investigation Chant

By Ana Filipek; Kimball School/Seattle PS
Fifth Grade Team: N. Trudeau, S. Cuelo-
Ruiz, and L. Rake (2/13/08)

CHORUS:

Observe, Question ♦ Predict, Procedure,
♦ Logical steps & ♦ Materials
Write a conclusion, ♦ answer the question,
♦ provide evidence ♦ on variables!

When scientists ♦ look at anything ♦
they pose a question ♦ of what they see.
How does one thing ♦ affect something
else? ♦ It's interaction, ♦ we all agree.
Then the scientist ♦ makes a
prediction, ♦ that's a hypothesis ♦
don't you know?
Give reasons ♦ that it happens; ♦ it's
the "why" part ♦ we need to show.

-----CHORUS

But we don't stop there ♦ we think
about evidence ♦ we'll present to all ♦
to prove we're right
Chose a variable ♦ to manipulate. ♦ "i.e.,
Grab the red cup, ♦ but hold on tight."
This procedure ♦ is what we do to test
♦ our hypothesis ♦ -our "best guess."
It's a method ♦ that you follow. ♦ It's
the steps in ♦ a sequence.

-----CHORUS

Now list out ♦ what stays the same. ♦
It's constant. ♦ It's controlled.
Again list one thing ♦ that we will
change ♦ (Yes! Write it again! ♦ It's
never old.)
Once we know what ♦ we want to test, ♦
it's logical ♦ to plan each step.
Tell what comes first; ♦ give lots of
details. ♦ Reader needs to know ♦ what
happens next.

-----CHORUS

But, don't forget ♦ you need materials.
♦ Build a model. ♦ List all supplies.
Once everything ♦ is planned and
thought out, ♦ we begin to test ♦ -
O.K., let's try!
We created ♦ a model landform ♦ with
simulated water ♦ moving by.
Different colored cups ♦ increased
water flow ♦ then what we saw ♦ --- Oh,
my!

-----CHORUS

We now observe ♦ what happens.
♦ Measure in units like ♦ length, depth
or weight
Make illustrations ♦ write in journals
♦ record the results ♦ a table's great!
Tell how often ♦ we do an experiment. ♦
Three times repeated ♦ is normal,
right?
Verify ♦ our data, ♦ input and output
♦ dy-na-mite!

-----CHORUS

So, now comes ♦ the exciting part; ♦
so important ♦ don't you know?
We'll let everyone ♦ hear our results.
♦ The conclusion ♦ steals the show!
"What's the answer ♦ to the question?"
♦ we're asked with ♦ baited breath.
"Not only ♦ will we let you know, ♦
We'll cite evidence ♦ you can bet"

-----CHORUS

"Our conclusion ♦ is based on data.; ♦
Recording all results ♦ as we moved
along.
We confess we must ♦ refute our
prediction. ♦ We must reject it . ♦
Oops! We're wrong.
Sometimes data ♦ is inconclusive; ♦ the
answer isn't ob- ♦ vious nor clear.
Inconsistent results ♦ might be too
close to call. ♦ A mere millimeter
apart ♦

-----CHORUS

To wrap this up ♦ it must be said ♦ that
there's a method and a plan
To do science well, ♦ you must
demonstrate ♦ that you thoroughly ♦
understand.

-----CHORUS

DOLPHINS IN CAPTIVITY: A Responsible Choice?

By Ana Filipek. SAUSD. 2001.

Oh, the dolphins ♦live in oceans♦all around the♦world you see.
They are mammals♦so they breathe air♦just like you and♦like me.
But air comes♦through the blowhole♦not through their♦mouth or
"nose."

Breathing's♦involuntary♦so they must think ♦when they "doze."

Nah-nah-nah-nah (2x),...

Hey, dolphins! What's right for you?

Young dolphins♦are alive when born♦the drink milk♦to grow strong.
Dolphin's smooth skin♦insulates them♦from the water♦and from
harm.

Use of powerful♦flukes and muscles♦propel them♦to catch prey.
All dolphins♦learn to swim fast;♦jump and dive be-♦neath the
waves.

-----**CHORUS**

Only some whales ♦have teeth♦are dolphins, ♦did you know?
So the Orca♦and the Pilot Whale♦are grouped with♦the Bottlenose.
All dolphins♦are whales, ♦but not all whales♦are the same.
Only toothed whales♦are called dolphins. They're kept in tanks♦--
what a shame!

-----**CHORUS**

These whales♦are intelligent♦and learn tricks♦ really well.
But I wonder♦if they're happy.♦More research♦ might tell.
We've made them♦entertain us,♦and they teach us♦ what to expect.
But if dolphins♦were meant for freedom, ♦have we given them♦ our
respect?

-----**CHORUS**

So ask yourself, ♦what would you want? ♦ What would you like♦to
see? ♦ Dolphins♦swimming freely♦or living in♦ captivity.

-----**CHORUS**

OTHER FRAMES

POLYGON CHANT By Michele Connolly, Everett SD. 2007
(Oh Where, Oh Where, Has My Little Dog Gone?)

Oh where, Oh where has my polygon gone?

Oh where, Oh where can it be?

With all closed shapes, and only straight lines,

Oh where, Oh where can it be?

I was so surprised, I pulled up near a bus,

An octagon appeared from its side.

With all closed shapes and only straight lines

I waited while kids climbed inside!

A polygon told me which direction to go,

It advised me to yield and to merge.

With all closed shapes and only straight lines,

Triangle said, "Yield" and "Merge."

Again I read on a polygon sign

That the ROAD WAS CLOSED AHEAD.

With all closed shapes and only straight lines,

Rectangle said, "DETOUR AHEAD."

Polygons come in different shapes and sizes

Names are based on the number of sides

It's also the number of angles within

Tri-3, Quad-4, and Pent-5

Now polygons are everywhere around us all,

But I think they're following me!

Squares, octagons, diamonds, and rhombus, too

Oh where will the next one be?

OTHER FRAMES

Pharaoh Song

Tune: *Y-M-C-A*

Adapted by A. Filipek 2004.from B. Mast, Visalia
USD/CA1999.

"Pharaoh, get yourself on your feet."
I said, "Pharaoh, there's no need to feel beat."
I said, "Pharaoh, 'cause you're in a dynasty,
There's no need to feel unhappy!"

"Pharaoh, you've been tattered and torn."
I said, "Pharaoh, waiting to be reborn;"
I said, "Pharaoh, you're an old sack of bones'
There's no need to feel unhappy!

I want to go to E-G-Y-P-T
I want to go to E-G-Y-P-T
They've got everything for the afterlife,,
Just look and see!

"Pharaoh, you've got jewelry and gold."
I said, "Pharaoh, you're a god, as foretold."
I said, "Pharaoh, now the truth must be told;
Pyramids hold secrets of old."

I want to go to E-G-Y-P-T
I want to go to E-G-Y-P-T
They've got everything for the afterlife,,
Just look and see!

I'm a Greek -2-3-4

I'm a Greek -2-3-4!

I'm a Greek -2-3-4!

Athens, Athens is where it's at.
In Ancient Greece, this city-state sat!
Culture, laws and government, too;
Theater, arts were sparked anew.

I'm a Greek -2-3-4! (2x)

Sparta, Sparta, soldiers fought.
Timid and shy? They were not!
Disciplined and trained for physical feats;
Loved to fight neighbors—thought this was neat!

I'm a Greek -2-3-4! (2x)

Athens and Sparta would fight a war,
Lasted many years—what a bore!
Sparta was the victor, Athens lost;
Many lives on both sides it did cost!

I'm a Greek -2-3-4! (2x)

Phillip and Alexander were their names.
Taking over Greece and the world was their game.
They conquered many - but the Great one died young.
Greeks remember Alexander for what he'd done.

I'm a Greek -2-3-4! (2x)

PREPOSITIONS By: A. Filipek, ATC. 2008

Tune: Twinkle, Twinkle Little Star

After, past, across, about,
Before, later, behind, out.
For, on, in, near, to, up, from,
Into, over, through, among.
By, between, above, towards, down,
Beyond, except, all around.

Prepositions can tell us "where."
They start a phrase, but don't stop there.
These words reveal order and time;
Some are short, and some do rhyme
This part of speech explains to all
How Humpty Dumpty had his fall!

VERBS OF BEING By: A. Filipek, ATC. 2008.

Tune: This Ole Man/Barney Song

Is, are, was,
Have, has, had,
Do, does (*Hey! This isn't bad!*)
Be, am, were, been, did,
Shall, will, could, would, should,
Can, might, may (*I'm really good!*)

I'M A LITTLE INSECT EGG by Shannon Brown, Orange USD

(to the tune of "I'm a Little Piece of Tin")

I'm a little insect egg,
Watch me hatch, please don't beg.
I will be a larva soon,
Think I'll wiggle out by noon.
I'm an egg. (clap-clap)
I'm an egg. (clap-clap)
I'm an E-G-G, egg! (clap-clap)

I eat and eat so much each day,
Soon I'll be a pupa they say.
Then I'll be so very quiet,
No need to feed me, I'm on a diet.

-----CHORUS

Something's happening to me inside,
My shape is changing, eyes open wide.
3 body parts with 6 legs, it's true,
Antennae, wings, exoskeleton too.

-----CHORUS

Ant (Insect)

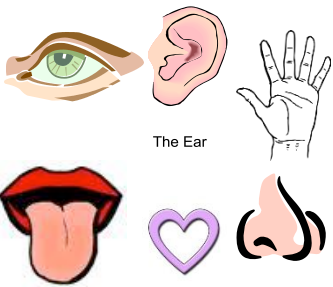
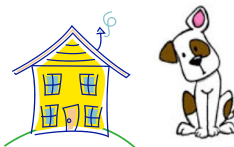


(Tune: Head, Shoulders, Knees and Toes)

Head, thorax, abdomen, abdomen
Head, thorax, abdomen, abdomen

Six legs, two antennae,
Compound eyes
Head, thorax, abdomen, abdomen

“Farmer in the Dell” **Parts of Speech (PoS)**

Samples by Ana Filipek. 2008.

| adjectives  <p>The Ear</p> | noun <ul style="list-style-type: none"> • person • place • thing • idea  | verb action  | adverb -ly <ul style="list-style-type: none"> • how • when | prepositional phrase <ul style="list-style-type: none"> • where • when  |
|--|---|--|--|--|
| enormous cute smelly dirty tiny noisy spotted brown scary friendly mean | dogs | lick sleep drink bark protect attack eat poop whine whimper drool | well slowly sloppily noisily constantly loudly viciously quickly silently messily adorably softly | around school under the bed on the couch by the playground on my street in the dog house in front of the garage by my friend near my window behind the door |

Sentence Patterning Chart

♪ Farmer in the Dell ♪

enormous cute **dogs**

enormous cute **dogs**

enormous cute dirty **dogs** bark in the yard

Resources: McCrackens, H. Noden, Brushstrokes

1. ♪ adjective adjective adjective **noun** verb prepositional phrase
2. ♪ change verb: past tense: licked, slept, etc.
3. ♪ change verb: future tense: will lick, will sleep, etc.
4. ♪ change verb: present progressive: licking, sleeping, etc.
5. ♪ change adjectives: synonyms
6. ♪ change adjectives: antonyms
7. ADD Adverb: -ly, well, etc. (Grade 2+)

♪ enormous cute **dogs** bark loudly in the yard

♪ adjective adjective **noun** verb adverb prepositional phrase ♪

8. BRUSHSTROKE #1

enormous cute dirty **dogs** bark loudly in the yard

(adjective adjective adjective **noun** verb adverb prepositional phrase)

change to:

prepositional phrase adjective adjective adjective **noun** verb adverb

in the yard enormous cute dirty **dogs** bark loudly

9. BRUSHSTROKE #2

enormous cute dirty **dogs** bark loudly in the yard

adjective adjective adjective **noun** verb adverb prepositional phrase

change to:

prepositional phrase adjective noun adjective conjunction adjective verb adverb
in the yard enormous dogs cute and dirty bark loudly

IDEAS:

1. Add articles (pink) to front: a, an, the, these, those, this, etc.
2. Add conjunctions (brown) as needed: and, but, yet, etc.
3. Replace adverbs with direct objects (light green—noun)

Overworked teachers, stressed and tired, plan lessons at their desk.

4. Use pocket chart for building sentences, displaying vocabulary cards

RESOURCES:

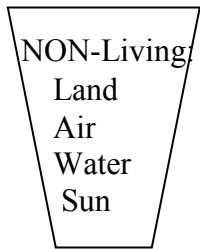
Noden, Harry; Image Grammar: Using Grammatical Structures to Teach Writing, 1999.

(Brushstrokes: Painting with participles; Painting with absolutes; Painting with appositives; Painting with adjectives shifted out of order; Painting with action verbs)

Kelly, Lawrence; James Kelly, English Language Patterns: Interesting Things for ESL Students, 2009.

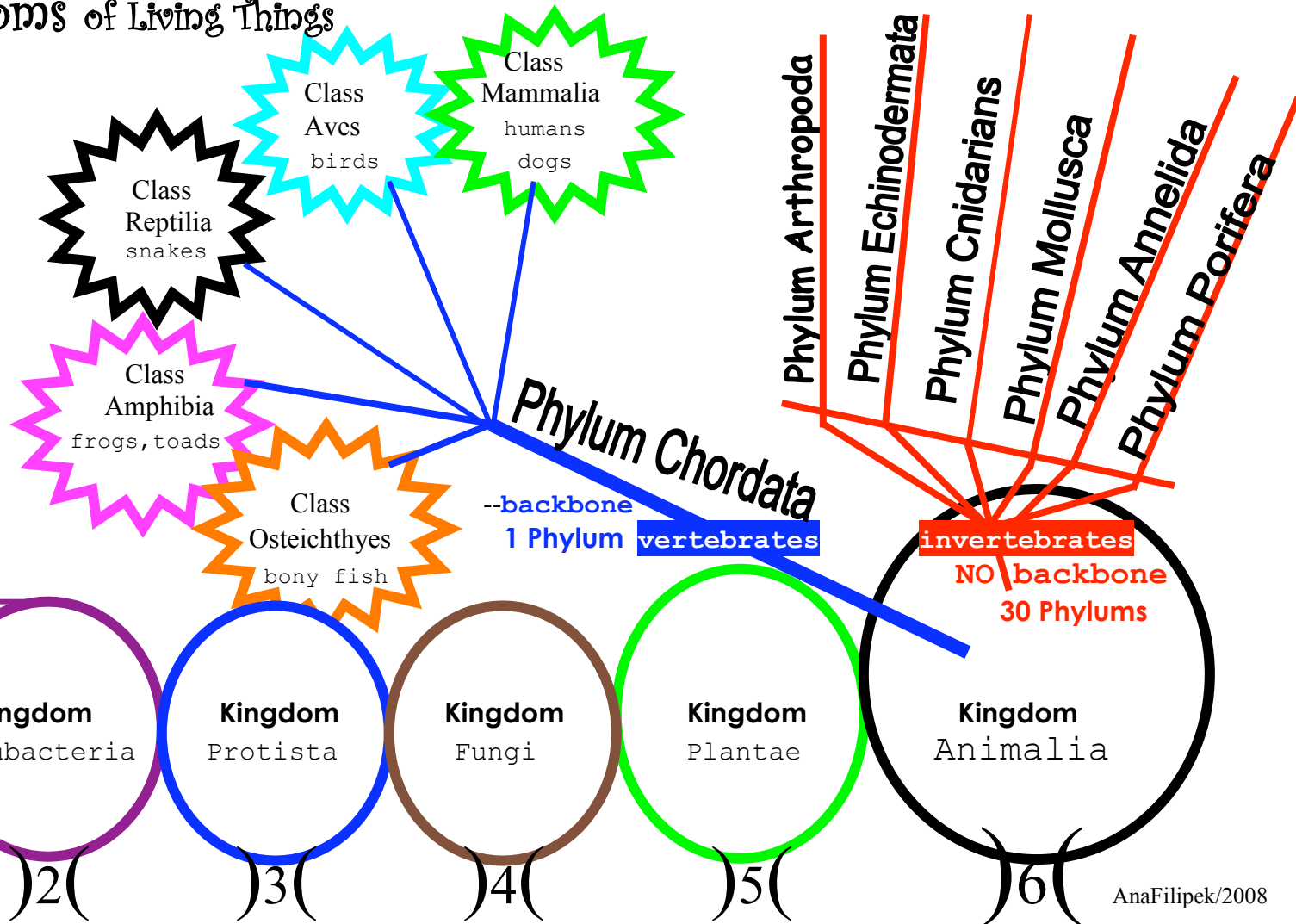
McCracken, Robert A., Marlene J. McCracken, Stories, Songs & Poetry to Teach Reading and Writing, 1986.

Six* Kingdoms of Living Things



Life/ 3 Domains*

Kingdom
Phylum
Class
Order
Family
Genus
Species



LIFE SCIENCE: VERTICAL ALIGNMENT

Adapted by Ana Filipek/2008/Access the CORE

KINGDOMS OF LIVING THINGS

Starting in Kindergarten (uh- huh!), introduce the Six Kingdoms of Living Things in small steps. This sorting can either be sorted ON the Kingdoms Graphic Organizer OR simply on a T-Graph. This is also called a TAXONOMY, since it is a way to identify, classify, and organize organisms based on similar attributes and traits.

* Based on RNA studies, Carl Woese divided the prokaryotes (Kingdom Monera) into two groups, 1984; "Life" was divided into 3 Domains (cellular), 1990.

1. Authentic Picture Sort: Living and Non-Living

- a. Note: “Non-Living” are things that have NEVER lived (e.g., ”LAWS”-- Land, Air, Water, Sun), v. “DEAD”
 - i. Note that kids in grades 2 and up should also call Non-Living things “abiotic”
 - ii. Land: rocks, boulders, soil (non-organic parts), sand; Air: gases (i.e., oxygen, nitrogen, hydrogen)

2. Authentic Picture Sort: Animal and Non-Animal (Monera—eubacteria, archaeobacteria, protista, fungi, plants)

- a. Note: Plankton can be many different kinds of organisms (i.e., *phytoplankton* (Plants) or *zooplankton*: protozoan or Protista,; or *zooplankton*: krill (Animalia, crustaceans))

3. Authentic Picture Sort: Animals with a Backbone and Animals Without A Backbone

- a. Vertebrates, Phylum Chordata v. Invertebrates, 30 Phylum’s)
- b. Amphibians, Aves (Birds), Mammals, and Reptiles are usually easy for kids to distinguish and categorize by attributes (wings, beaks, fur, scales, and feet). Class Osteichthyes, from “osteo” (bones) and “ichthyes” /ik-thee-ees/ (fish), often include sharks, skates, and rays, even though these are not truly “bony fish. They are Class Chondrichthyes--*cartilaginous* fish.

4. Authentic Picture Sort: Vertebrate Animals: Different Classes of Phylum Chordata

- a. Osteichthyes, Amphibians, Aves, Reptiles, Mammals—by grade 3, add Class Chondrichthyes (cartilaginous fish)

5. Authentic Picture Sort: Invertebrate Animals: Different **Phylum’s** (Only 6 **Phylum’s** out of the 30 possible)

6. Authentic Picture Sort: **Non-Animal organisms** into 3 categories: Kingdom Plantae (green plants. trees), and Kingdom Fungi (no chlorophyll nor Photosynthesis) and Other Kingdoms (Eubacteria, Archaeobacteria, Protista)

7. ADD: New organisms: from literature/reading, science, history, geography, etc. -introduced throughout the year.

Instructions:

Mini-Pocket Charts and Folders

Adapted by Ana Filipek. Access the CORE. 2008 & *ESL Graduate Academy*, Arkadelphia, Arkansas. 2008.

MATERIALS:

- Overhead transparency sheets-(1) 8 ½"x 11" for each chart (clear laminate film works, too)
- Manila File Folders – (optional: colored folders &/or legal-size; cut tag board works, too)
- Transparent tape (no more than ¾" wide) --Cutting surface, too, if necessary
- Scissors or paper cutter (box cutters knives work, too—be careful!)
- Masking tape (no more than ¾" wide; color optional)—or just use transparent tape



ASSEMBLY:

- Create and reproduce a 8 ½" x 11" cover for each folder (colored bond paper is great)
 - Glue cover to outside -- *can be attached in any direction (portrait or landscape)*
 - *(Ideas for cover: Teacher's Name, Rubrics, Writing Process, 100 Commonly Misspelled Words, High Frequency Words, Other Writing Tools: colors, mini-office, etc.)*
- Laminate each folder, and trim excess plastic (Be careful not to trim too close.)
- Cut transparencies sheets to 1" wide (about 11 strips per 8 ½" x 11" overhead sheet)
- Open the laminated folder & turn it lengthwise (the crease goes across the middle, side-to-side).
- Starting at the "top," lay one overhead strip across the folder (from left to right)
- Place a piece of transparent tape across BOTTOM of the clear strip, running the entire length of the "pocket". Extra tape can be trimmed or simply folded around the "back" of the folder.
- Leave a space of about ¼" (between the clear strips) and begin the process again.
 - About 6 strips will fit at the "top" of the folder; about 5 strips fit on the bottom half.
- When all 11 strips are taped down with transparent tape, place a long strip of masking tape down the entire length top to bottom, to secure "pockets." And--Tuh! Duh! Great job!
- KINDERGARTEN/Early Literacy Adaptation: Create wider strips and turn folders in other direction (opens like a book).
- UPPER GRADES Adaptation: Layer 2 folders together, and "bind" into 4 "pages." Pockets can be attached to both sides of folder, for multi-paragraph writing, and research work.