

MARTHA SPEAKS™

INSTRUCTIONS FOR LITTLE BUDDY TEACHERS

The Little Buddies began to look to their Big Buddies as role models and a source of encouragement...After doing well on a [different] assignment, one kindergartener exclaimed, 'I can't wait to show my Big Buddy. She is going to be proud of me!'"

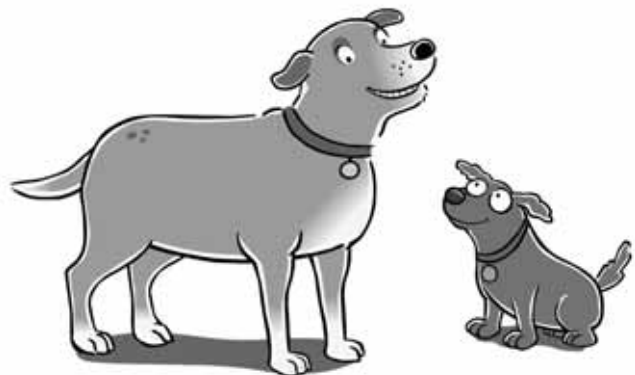
— Reading Buddies kindergarten teacher

You are a vital part of the success of your MARTHA SPEAKS Reading Buddies Program! Your guidance will help ensure that the program is successful in helping Little Buddies get comfortable with their Big Buddies, learn and use new vocabulary, and gain confidence in their literacy skills. If you have already conducted another type of reading buddies program, some of the instructions below will be familiar to you. If not, you'll find ideas, tips, and advice on how to make the MARTHA SPEAKS Reading Buddies Program a success for you and your students.

Getting Started

As the Little Buddy teacher, you will need to first introduce the MARTHA SPEAKS Reading Buddies Program to your students, decide on how you will begin and end each Reading Buddies session, and strategize how to adapt and extend the program. You may want to adapt the chart in the Big Buddy Guide to keep a record of your particular teaching strategies for each session. In addition, you will need to:

- 🐾 Choose the read-aloud books, in consultation with the Big Buddy teacher (see How-To).
- 🐾 Familiarize yourself with the Big Buddy Guide, Games & Activities, and Journal.
- 🐾 With the Big Buddy teacher, be sure you have enough materials for each buddy pair. (Remember that you may want to make additional copies of the game, activity, or journal entry so you can send a blank one home for students to complete with family members.)
- 🐾 Look over the Letter to Little Buddies Families to decide if you would like to customize it further (such as printing it on school stationery). You may also want to print the Family Activity Booklet to send home with each student.
- 🐾 You may want to decorate your classroom with the Classroom Poster.
- 🐾 Choose which extension and wrap-up activities to do for each session.
- 🐾 Prepare the introductory session ("Meet Martha!").



Meet Martha! (one class session)

This introductory session is separate from and in addition to the ten Reading Buddies sessions. It helps familiarize kindergarten students for what to expect at each session. Read through the “Meet Martha!” lesson plan (see below) and adapt it as needed. At this point, you may also want to send home copies of the Letter to Families (available in English and Spanish), as well as the Family Activity Booklet, to help get parents and caregivers involved.

1. Read the book *Martha Speaks*

Before you read aloud, ask if anyone is familiar with the *Martha Speaks* books or television show. Let kids share information. After the story, ask questions such as:

- *What was your favorite part of the story?*
- *What was your favorite picture?*
- *Do you think you would want a dog like Martha as a pet? Why or why not?*

Talk to the children about the Reading Buddies Program. Explain what a “Big Buddy” is (you can adapt this script to your particular needs):

A Big Buddy is an older student who will be your Reading Buddy partner. Every week, our entire class will watch a Martha Speaks show with all of our Big Buddies. In every show, you will learn some new “special” words.

After the show, you will play a game with your Big Buddy partner, using these special words. Then your Big Buddy will read a book to you. (Hold up the Session I book.) This is the book you will be reading together the first week. After you read the book, the two of you will write and draw together in your Reading Buddies Journal, using some of the special words again.

Hold up the first page of the Reading Buddies Journal so children can see it. Say, *In the first session, you’ll be learning the word **extraordinary**. On this page, you’ll be writing and drawing something **extraordinary**—something special or unusual—with your Big Buddy.*

2. Introduce the Special Words

To begin each session (before the Big Buddies come to watch the episode with their Little Buddies), write the special words on a chart and introduce them through a brief conversation. The script for Session I below will give you some ideas of how to introduce the words. The goal of the opening conversation is to give children the opportunity to hear and say the words that will be highlighted in the show. Provide plenty of chances for children to participate in the conversation, say the special words, and get the feel of the words in their mouth.

Materials

- Big Buddy Guide, Reading Buddies Games & Activities, and Reading Buddies Journal (one copy, to show the class)
- *Martha Speaks* by Susan Meddaugh, Houghton Mifflin, 1995 (one copy, to read aloud to the class)
- Session I read-aloud book (one copy, to show the class)

extraordinary
 recuperate
 rule
 unique
 compliment
 obey
 hero
 inconsiderate
 pleasant
 allowed
 real
 disobedient

Sample Script for Session I

Special Words: *extraordinary, talent, stupendous, unique*

Today's show is about a dog named Martha. One day, Martha's family fed her a bowl of alphabet soup and something **extraordinary** happened. Instead of going down to her stomach, somehow the alphabet letters went up to her brain, and Martha began to speak—in perfect English! She talked and talked and talked. How would you feel if you met a talking dog? (Pause to let kids respond.) What might you say? (Pause.) Yes, and you might also say, "That is **extraordinary!**" Try saying it.

(Point to the word extraordinary.) **Extraordinary** means amazing, unusual, extra-special, and not at all ordinary. Say the word **extraordinary** again, and see if you can hear the two words pushed together: extra and ordinary.

Extraordinary is one of the "special" words in today's show. Another special word is **talent**. (Point to the word.) A **talent** is something that you do very well. For example, some people have a **talent** for drawing or a talent for fixing things. I have a **talent** for (snapping my fingers, whistling, wiggling my ears). Does anyone else have that **talent**? Show me. You are very **talented!**

Who can remember the special **talent** Martha has? (She can speak.) Yes. Martha's family thinks she is **talented** and **stupendous**. (Point to the word.)

Stupendous means wonderful, terrific, great. Try saying **stupendous**.

Martha is a **unique** dog. (Point to the word.) **Unique** means one-of-a-kind. There is no other dog in the world that is the same as Martha. Try saying **unique**. Do you think there is another kid in the world who is exactly the same as you? That's right. You're one-of-a-kind, just like Martha. You are ... (point to the word and cue kids to say it) **unique!**

Enjoy the show! And listen for the special words: **extraordinary, talent, stupendous, and unique**.

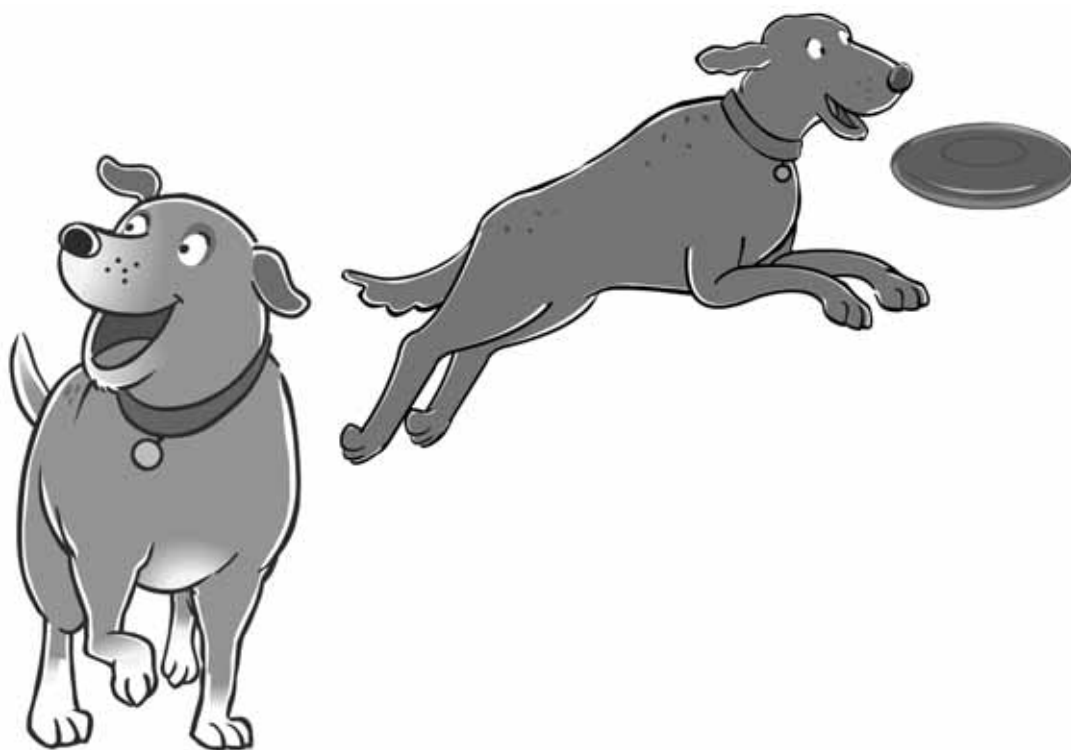
Wrap-Up Activities

End each session with a quick wrap-up. (This could also be co-led by the Little Buddy and Big Buddy teachers.) Suggested activities are provided on pages 5–6. You can lead the whole class in saying a chant or singing a song to a familiar tune. (The songs and chants use the special words from the show.) Write the words to the song or chant on a chart so the whole group can follow along. Later, these charts can be used during shared reading as a quick and easy way of reviewing the special words. You can also invite volunteers to share the stories and ideas they have written in their Reading Buddies Journal.

Extend Vocabulary Learning

For younger children, learning new words involves understanding the meaning of the words and using them as part of their oral language (students will *not* be expected to know how to read or spell the words). In order to make the special words an integrated part of your students' vocabulary, you need to continue to use the words in your daily classroom conversation. Here are some ideas for reusing the words:

- 🐾 Use the words during Circle Time conversation. For instance, you could say: *What are some things we can do to help ourselves stay **healthy**? Did anything **extraordinary** happen to you this weekend?*
- 🐾 Use the words in your Morning Message: *The weather is **stupendous** today. We can eat our snack outside.*
- 🐾 Use the words in line-up time chat: *Tell me something that you think is **pleasant**.*
- 🐾 Use the song charts from the wrap-up activities for shared reading.
- 🐾 Add the special words to your Word Wall.
- 🐾 Use the special words as you discuss other stories you share in class.



Wrap-Up Chart

★ Session 1: Martha and Skits

Special words: *extraordinary, stupendous, talent, unique*

Wrap-Up: Sing a song with the “special” words from this session. Write the words on a chart. Sing to the tune of the song “Supercalifragilistic” from the musical *Mary Poppins*.

*Extraordinary, talented, stupendous, and unique.
Every time I say the words, I tingle to my feet.
If you say them now, it would be such a treat!
(sing the words slowly now)
Extraordinary...talented...stupendous...and unique!*

★ Session 2: Martha to the Rescue

Special words: *brave, courageous, hero, rescue*

Wrap-Up: Sing the song from the show, “Courageous Collie Carlo.” Write the words on a chart.

*It's Courageous Collie Carlo
He doesn't claw.
He doesn't bite.
He doesn't snarl-o.*

★ Session 3: Firedog Martha

Special words: *actually, fantasy, pretend, real*

Wrap-Up: Invite a few Reading Buddy pairs to stand up to read just one story from their journal. The class will guess if it is **fantasy** or **real**. Before each story is read, the class can chant:

*Real or fantasy?
Fantasy or real?
Let's hear your story.
Is it fantasy or real?*



★ Session 4: Martha in Charge

Special words: *cure, healthy, recuperate, remedy*

Wrap-Up: As a whole group, brainstorm lots of answers for these questions:

*What's a good cure for the hiccups?
What is a good remedy for a cold?*

★ Session 5: Perfectly Martha

Special words: *disobedient, disobey, obedient, obey*

Wrap-Up: Sing a song with the “special” words from this session. Write the words on a chart. Sing to the tune of “Row, Row, Row Your Boat.”

*Good dogs are obedient.
They never disobey.
They go to doggie training school.
They come, they sit, they stay.*



Wrap-Up Chart

★ Session 6: Martha Walks the Dog

Special words: *bully, compliment, pleasant, unpleasant*

Wrap-Up: As a group, think of compliments you could give to a friend or family member. Can the class think of as many as ten different ones? Write them on the board or on a chart.

★ Session 7: Martha Calling

Special words: *allowed, forbidden, rule, permitted*

Wrap-Up: Have several Reading Buddy pairs get together. Ask them to share the signs they have drawn in their journals with the group.

★ Session 8: There Goes the Neighborhood

Special words: *buddy, ignore, tolerate, prejudice*

Wrap-Up: Discuss the importance of getting to know someone before you decide whether or not you like him or her. To celebrate Martha's friendship with the kitten, sing this rhyme with hand motions.

(Make one hand into a fist for the "kitty." Pet the "kitty" with your other hand.)

*Soft kitty, pretty kitty, little ball of fur,
Sleep kitty, happy kitty, purr, purr, purr.*

★ Session 9: Dog Fight

Special words: *bicker, quarrel, negotiate, truce*

Wrap-Up: It's easier to be friends with someone when you share, take turns, and negotiate solutions. Sing this song about working together and being friends.

*The more we get together, together, together
The more we get together, the happier we'll be.
'Cause your friends are my friends, and my friends are
your friends
The more we get together, the happier we'll be.*

★ Session 10: Martha Says It with Flowers

Special words: *considerate, inconsiderate, sincere, thoughtful*

Wrap-Up: Sing a song using the "special" words from this session. Write the words on a chart. Sing to the tune of "The Battle Hymn of the Republic."

*I'm thoughtful and considerate.
I'm pleasant and sincere.
It's quite extraordinary that
I'm always such a dear.
I'm never inconsiderate.
I never disobey.
And that's why I am
The hero of the day!*



Celebration for Little Buddies

In addition to whatever celebration you plan with the Big Buddies teacher, you may want to hold your own party to acknowledge the end of the program. Here are some ideas you can “unleash” at a MARTHA SPEAKS Reading Buddies party:

- 🐾 Display fiction, nonfiction, and poetry books about dogs.
- 🐾 Play “Duck, Duck, Dog” or “Martha Says” (use dog motion words like *sit*, *stay*, or *bark* for a Simon Says-type game).
- 🐾 Sing songs featuring dogs (for example, “B-I-N-G-O,” “How Much Is That Doggie in the Window?”).
- 🐾 Cut out dog bone shapes and have children decorate them.
- 🐾 Put on a puppet show with children’s SuperPup puppets (see Session 2).
- 🐾 Dance a doggie version of the “Hokey Pokey” (use the word *paw* instead of *hand* and have kids “wag their tails” as they turn around).
- 🐾 Learn how to say the word *dog* in various languages.

