

A B C D E F G H I J

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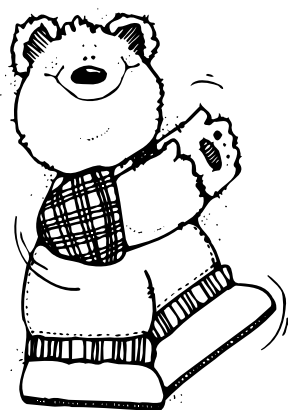
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Welcome to
Sing and Spell
the Color Words
and Word Families

Presented by Heidi Butkus



For more info please visit
www.HeidiSongs.com
or contact Heidi@HeidiSongs.com

Why is Music Combined With Movement Such an Effective Teaching Tool?



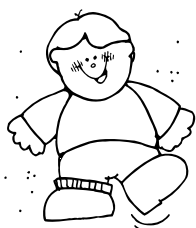
The young child's brain can pay attention to only one thing at a time. According to research, the brain takes only **3/4 of a second** to decide what to pay attention to and what to drop. **This is how long teachers have to get their students' attention.** The brain then must decide which of the multitude of incoming stimuli to which it will pay attention.

Not only must you grab your students' attention, you must also get them to ignore (filter out) all other stimuli, including:

- * Chances to make friends
- * Bathroom needs
- * Changes in the weather
- * Concern over failure, embarrassment, or harm

Music is an instant attention grabber!

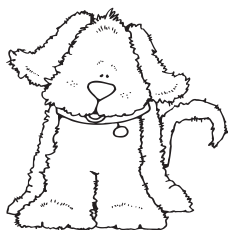
And, children that are moving and dancing along with you are actively engaged in your lesson. (You can easily see that they are "with you.") Plus, music makes information "stick" in long term memory.



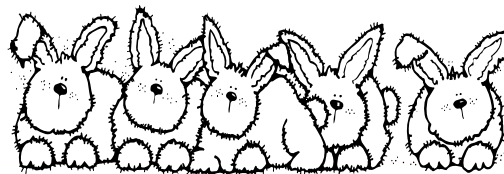
Here's another problem: Research tells us that when children's basic needs are not met, or if they are worried or frightened, they **CAN NOT** learn.

In order to learn, the following conditions must be met:

- * Basic Needs : *"I'm not hungry or thirsty."*
- * Feelings of Calm and Happiness : *"Everything is right with the world."*
- * Security of Routines and Predictability: *"I know what will happen next."*



And, most of all... LOTS OF REPETITION!!!
But watch out - because it cannot be BORING!



This all adds up to a very difficult job!

- * Average attention span: about 4-7 minutes of direct instructional time.
- * Capturing a child's attention can be difficult.
- * External stimuli and concerns must be eliminated or ignored.
- * Lots of repetition needed in order to learn, but it can't be boring.
- * Most of us are lucky to get a single hour of prep time per day.

+

You deserve a raise!!!



Is music the solution?



The use of music and movement can't solve every problem, but it can make some aspects of your job EASIER! Here's one reason why:

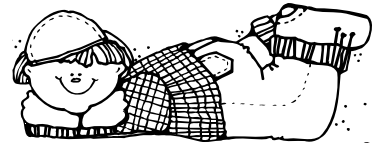
Music can help maximize learning potential by helping kids develop those feelings of happiness and well being that we all need to have in order to learn.

Bonus: Students who are actively engaged in the lesson tend to be happier in school! (This is because engagement activates more pleasure structures in the brain than do tasks of simple memorization.) And, chances are, if they are engaged and paying attention, they may learn more!

Here's another reason why music can make your job easier:

Music can help create feelings of security and comfort when it is played at predictable times during the day, such as:

- * transition times
- * before or after seated lessons.
- * when children are cleaning up toys, etc.



When you have kids singing and dancing while they are learning, what they are doing is known as "Elaborative Rehearsal."



Practice can be either rote, such as drill and kill with flashcards (information is held for only 20 seconds,) or elaborative. Rhyme, rhythm, and music are very effective forms of elaborative rehearsal.

Rote rehearsal is basically ineffective in transferring information to long-term memory, unless it is repeated MANY times.

This is a time-consuming process and not much fun. Elaborative rehearsal is much more effective in increasing the storage and retrieval of information in long term memory. However, teachers who avoid active learning run the risk of having bored, tired learners (not to mention the discipline problems that come with it.)



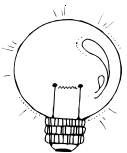
And here's another reason to use music:



Music makes information "stick" in long term memory. Most people can easily recall the lyrics and music to songs we haven't heard for years.

Most kids love to sing and memorize songs and poems.

Idea: If we are going to have our students sing and dance for the fun of it, why not have them sing about something they need to know?



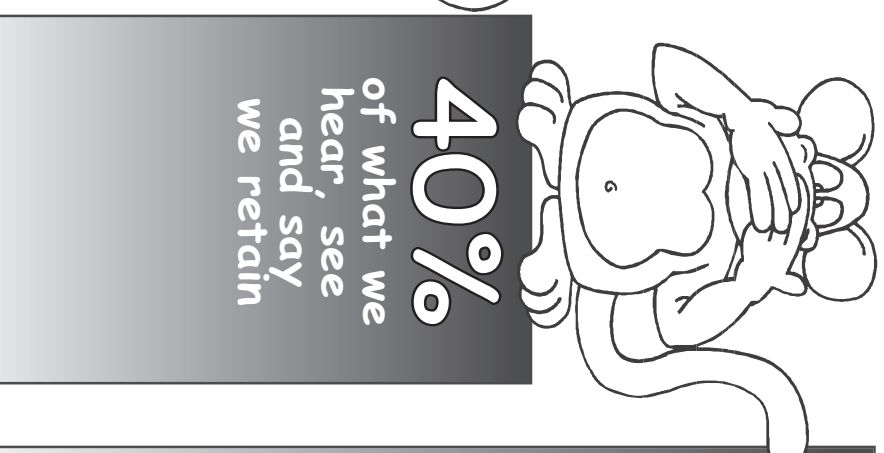
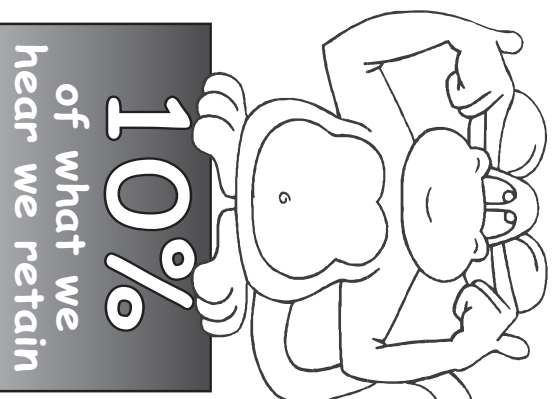
End result: Music becomes the central part of every day- not just something you must try to find time for! Kids are happy, learn faster, and remember more than they would with the traditional drill and kill.

Goal:

To bypass short-term memory and "pop" the sight words into long-term memory in a fun and painless way, as efficiently and quickly as possible. The final result should be children that can both read and spell from memory the given high frequency words.

And now for a word about boosting memory power....

Have your students use as many
senses simultaneously as they possibly
can while practicing the material.



*The following songs are on the CD,
Sing and Spell Vol. 2: Color Words and
More Sight Words.*

Color Word Songs

Red

(Sounds like "Loopy Loo")

R-E-D spells red!
R-E-D spells red!
R-E-D spells red!
Red as a tomato head!

Orange

(Sounds like "The Upward Trail")

O-R-A-N-G-E, orange!
O-R-A-N-G-E, orange!
Orange as a carrot,
A pumpkin or a parrot,
Orange, orange, orange!

Yellow

(Sounds like "Day-O")

Yellow! Yellow! Y-E-L-L-O-W,
Yellow! Yellow! Y-E-L-L-O-W!
Yellow sun and banana, too.
Y-E-L-L-O-W!
Yellow sun and banana, too.
Y-E-L-L-O-W!
Yellow! Yellow! Y-E-L-L-O-W,
Yellow! Yellow! Y-E-L-L-O-W!

Green

(Sounds like "The Witch Doctor")

G-R-E-E-N,
Green as a little leprechaun is,
G-R-E-E-N,
A fat caterpillar is green!

You can download all hand-motions free
online at www.heidisongs.com, along with the
words to all songs and a reference to the tradi-
tional tune, if applicable.

Blue

(Sounds like "Mary Had a Little Lamb")

B-L-U-E, that spells blue!
Ocean blue, sky blue too!
B-L-U-E, that spells blue!
Raindrop blue!

Purple

(Sounds like "Yankee Doodle")

P-U-R-P-L-E,
Like boysenberry jam!
P-U-R-P-L-E,
As purple as a grape man!

Brown

(Sounds like "Jimmy Crack Corn")

B-R-O-W-N,
Brown is spelled just like this!
B-R-O-W-N,
As brown as a chocolate kiss!

Black

(Sounds like "Peer Gynt Suite")

B-L-A-C-K spells black!
Flying bat, pointy hat!
Black as night without a light!
B-L-A-C-K. Black!

White

(Sounds like "Mrs. White Had a Fright")

White as snow, marshmallow,
W-H-I-T-E,
Polar bear, underwear,
W-H-I-T-E!

Gray

(Sounds like "Father's Whisker's")

Oh, the elephant is gray!
It's G-R-A-Y gray!
Just like the mouse
Inside my house,
It's G-R-A-Y gray!

Pink

(Sounds like "Ain't Gonna Rain No More")

Pinky was a stinky pig,
P-I-N-K, pink!
And he needs a bath I think.
P-I-N-K, pink!

Sight Word Songs

An

(Sounds like "Johnny Works With One Hammer")

An is written A-N,
A-N, A-N,
An is written A-N,
An, an, an!

At

(Sounds like "Sarasponda")

At is written, at is written,
With an A and then a T.
At is written, at is written,
With an A and then a T.
Oh, where's my hat?
I don't know where it's at!
First an A and then a T,
At, at, at, at, at!

Big

(By Heidi Butkus)

I like a great, big, gorilla in a banana tree!
B-I-G! B-I-G!
Thumping his chest and scratching a flea!

B-I-G! B-I-G!

Because he's big! Big! B-I-G!
Stinky and big! B-I-G!
Because he's big! Big! B-I-G!
Stinky and big! B-I-G!

Do

(Sounds like "Skip to My Lou")

D-O, what should I do?
D-O, what should I do?
D-O, what should I do?
My little dog went doo-doo!

Down

(Sounds like "The Ants Go Marching")

D-O-W-N, go down, go down!
D-O-W-N, go down, go down!
D-O-W-N, I can spell down and
That's the end.
And they all go marching down,
To the ground,
To get out of the rain,
Boom, boom, boom!
D-O-W-N, go down, go down!
D-O-W-N, go down, go down!
D-O-W-N, I can spell down and
That's the end!

Has

(Sounds like "The Boogie Walk")

First you make an H
And then an A and then an S,
And that is has, has, has!
There is no Z!

You can download all hand-motions free
online at www.heidisongs.com, along with the
words to all songs and a reference to the tradi-
tional tune, if applicable.

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D-O-W-N, go down, go down!
D-O-W-N, go down, go down!
D-O-W-N, I can spell down and
That's the end!

Has

(Sounds like "The Boogie Walk")

First you make an H
And then an A and then an S,
And that is has, has, has!
There is no Z!

In

(Sounds like "Michael Finnegan")

I, then N, can you spell in again?
I, then N, can you spell in again?
I, then N, can you spell in again?
Take it our and put it in, begin again!



It

(Sounds like "There's a Hole in the Bottom of the Sea")

"It" is spelled with an I and then a T!
"It" is spelled with an I and then a T!
It's a flea! It's a flea!
"It" is spelled with an I and then a T!

No/Yes

(Sounds like "Reveille")

N-O, no, no, no! N-O, no, no, no!
N-O, no, no, no, no, no, no!
N-O, no, no, no! N-O, no, no, no!
N-O, no, no, no, no, no!
Yes, yes, yes, yes, yes, yes!
First Y, then E, then S!
Yes, yes, yes, yes, yes, yes!
First a Y, then an E, then an S!

Not

(Sounds like "I'm a Nut")

Not is written N-O-T,
I am not a nut you see.
I am not a nut you see.
Not is written N-O-T,
N-O-T! N-O-T! N-O-T, N-O-T, N-O-T!

Small

(Sounds like "I'm in the Lord's Army")

I am very small, S-M-A-L-L,
S-M-A-L-L, S-M-A-L-L,
I am very small, S-M-A-L-L,
I can out-run you!
I can out-run you! Yes, sir!
I can out-run you! Yes, sir!
I am very small, S-M-A-L-L,
But I can out-run you! Yes sir!

This

(Sounds like "Three Jolly Fishermen")

Oh, "this" is spelled T-H-I-S!
Oh, "this" is spelled T-H-I-S!
This dog made a stinky mess!
This dog made a stinky mess!
Oh, "this" is spelled T-H-I-S!

Too

(Sounds like "Deep and Wide")

T-O-O. T-O-O,
There are way too many 2's you know,
(Too, too, too, too, too, too,)
T-O-O, T-O-O,
That means "too much" and it means also!

Up

(Sounds like "B-rrrump Went the Little
Green Frog")

Wake up! Now you gotta get up, up, up!
U-P, now you gotta get up!
U-P, now you gotta get up, up, up!
First a U and then a P! Up!

We

(Sounds like "One Bottle of Pop")

We, W-E, We, W-E, We, W-E, We, W-E,
We, W-E, We, W-E, We, W-E, We!
We like to do our homework,
Our homework, our homework!
We like to do our homework!
Then we can play!

What

(Sounds like "What Did Delaware")

W-H-A-T, what you gonna do?
W-H-A-T, what you gonna do?
W-H-A-T, what you gonna do?
No matter what, no matter what,
Don't you make a U!

Who

(Similar to "Who Let the Dogs Out?")

W-H-O! Who, who, who, who, who!
W-H-O! Who, who, who, who, who!

Punctuation Songs

Capitals

(By Heidi Butkus)

A capital letter, that's what I need!
Like a capital A, or a capital B.
A great, big letter
That's what I need!
Whenever I start to write!
Cha, cha, cha!

Spaces

(By Heidi Butkus)

I need a space! I need a space!
I need a space between my words,
I need a space!

Here are some more ways to practice sounding out CVC words and other word families!

First, it is important to understand this:
Learning to blend sounds together is a separate skill from knowing the sounds and letters.

Start practicing this skill early! Don't wait until they know all of their letters to practice. If you do, you are simply delaying the development of this component of phonemic awareness that they will need. later.

All they have to do is LISTEN to you make letter sounds and try to guess your secret word. Start with just two sounds.

Ex.: /mmmmmm/ + /aaaaaaa/ =ma!



Once they can blend two sounds, then work your way up from there. Although it is not necessary, it will not hurt to show them the letters as you make the sounds.

Here are some more ideas and games for sounding out CVC words, once they have mastered blending two sounds together just by listening.

1. Have children build the word together one letter at a time, calling on volunteers to find each letter from a pocket chart one letter at a time. Then try to sound it out together. Have children pitch the vowel high when sounding out a word: c-a-p...then "sing it."

Or, work on blending just the first two sounds together, and then add in the last sound. mat: m + a = ma ma + t = mat

Start with these consonants (easier to blend because they are continuants: l, m, n, r, s, v, z.

2. Practice sorting the words into families. Also sort the pictures by ending sounds (families). Practice matching the CVC words to the pictures.

Sort By
Word
Family

| | |
|-----|-----|
| -at | -an |
| mat | man |
| cat | can |
| fat | fan |



Match CVC
Words to
Pictures

(Word Sorting Chart and EZread™ Picture Sorting Cards sold at ReallyGoodStuff.com.)

3. Build CVC puzzles. (Divide puzzle pieces into groups first and place in separate baggies. Mark the backs with a letter or number to help keep separated.)

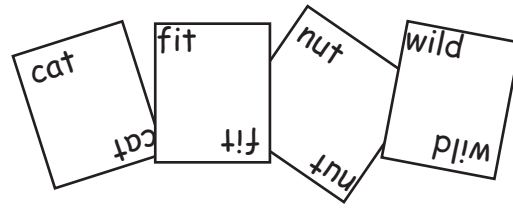


(Word Building Puzzle sold on Amazon.com)



4. Play card games with word family words (example: Old Maid, Go Fish).

(Essential Word Sorts
CVC Word Family Playing
Cards Sets sold at
ReallyGoodStuff.com.)



5. Make up new songs by substituting letters. Have kids make up alternate motions.


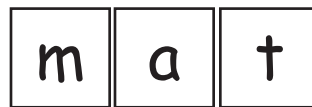
"An is written A,N, A,N, A,N..." becomes:

"Fan is written F-A-N, F-A-N, F-A-N..."

"At is written, at is written with an A and then a T..." becomes:

"Fat is written, fat is written with an F-A-T..."

6. Build words with unifix cubes or with letter beads. Write words on a grid and have them color in the grid as they finish each word. Have a helper initial word squares as they are completed.



| | |
|-----|-----|
| cat | bat |
| ban | can |
| fan | fat |
| mat | man |



(Unifix Alphabet Cubes and Sight
Word String-Ups available at
www.reallygoodstuff.com)

7. Have children cut the words out and sort them, then glue them into word families.

Email Heidi@heidisongs.com
for a blank master and
insert the words of your
choice.

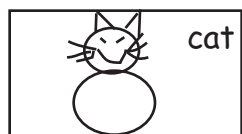
Name _____

| -at | -an |
|-----|-----|
| | |
| | |
| | |
| | |

✂

| | | | |
|-----|-----|-----|-----|
| cat | man | hat | ban |
| fan | mat | can | bat |

8. Make a word family book with guided drawing.



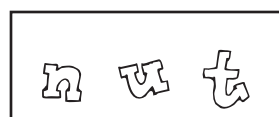
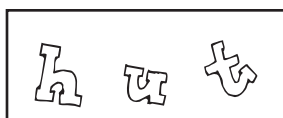
cat



bat

(Available at
Kinderlit.com.)

9. Make a word family book by cutting and pasting letters together.



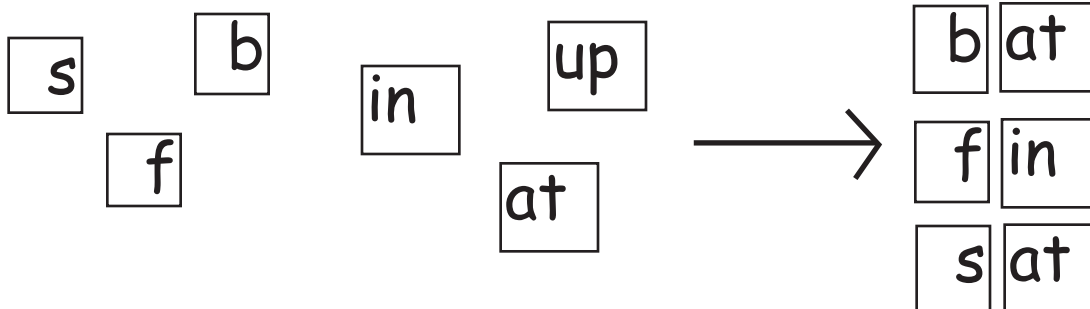
(Letter masters from Soundabet.com.)

10. Play a board game with the word family words.

"Phonics Learning Game: Short & Long Vowels"

(Frank Schaffer Publications, www.FrankSchaffer.com)

11. Play the game, "Chunks." Make a set of cards with the onsets in one color and the endings in another. Place cards face down on the table. Have the children take turns flipping over one card of each color. If the letters can form a real word, then the child keeps the pair.



Helpful Hints for Using Sing and Spell

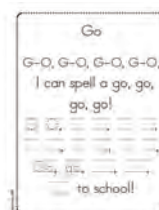
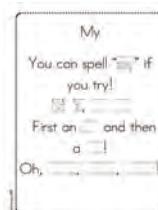
1. To maximize results, start with just one or two songs a week for Kindergarten. You can increase the number of songs introduced per week for older children.
2. Practice getting your children to calm down when you are done singing. Demonstrate the behavior you expect, and practice it with the children before you begin.
3. Always include hand motions of some kind. This keeps the children motivated and engaged.
4. Always show the word when you introduce a song. Have the children spell it aloud with you as you point to the letters. Then practice spelling it faster until they can say the letters fast.
5. Once the children know the songs, have them sit and write the words as you sing them. I use individual white boards or "Magna-doodles" for the children to write on. We put on a song, and everyone sings as they write. When I give the signal, they all show me the word. Check for mistakes and have the children rewrite the word correctly. Sometimes the children just parrot back the sounds that they think they hear, and they don't really know what they are saying. If so, then sing the song slowly with the children, pointing to the letters as you go.
6. Use the songs as a classroom management tool. If your students are getting restless, have them stand and sing a song with movements. They can get their wiggles out AND learn at the same time. Also, have your students sing as they wait for their classmates to put things away or finish up their work. This is a good way to fill up

those extra minutes that seem "unteachable."

7. Demonstrate how to write sentences, using the songs as a spelling tool. Explicitly teach what the songs can be used for.

8. If a learner cannot apply a skill, then it is only partially learned. Practicing writing the words in the context of how they are used is more effective than simply writing the same word over and over. If you do assign your students to write a word several times each, remind them to sing the spellings in their heads as they go.

(Spelling Worksheets Available on the HeidiSongs Resource CD)



9. Use a word wall. Some kids can repeat the spellings but not visualize the word. Have them sing the song aloud, and then find the word on the wall to copy it.

10. Let the children practice reading the words as often as possible. My students enjoyed reading little song books that I made up for them.

(Sing Along Songbooks Also Available on the HeidiSongs Resource CD)



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