



## Sing and Spell: Fun Songs for More Sight Words

Presented by Heidi Butkus  
email: heidi@heidisongs.com

### Why is Music and Movement a Great Tool for Kindergartners?

**Average Attention Span of a Kindergartner: 4-7 Minutes**

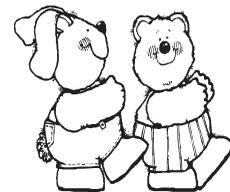
The young child's brain can pay attention to only one thing at a time, and can only pay attention for a very limited time frame.

**Music is an instant attention grabber!**

And, children that are moving and dancing along with you are obviously actively engaged in your lesson.

**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



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 alright."* \* Security of Routines: *"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.
- \*Capturing a child's attention can be difficult.
- \*External stimuli and concerns must be eliminated or ignored.
  - \*Lots of repetition needed, but it can't be boring.
- \* Most of us are lucky to get a single hour of prep time per day.  
All of this adds up to: **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.

**However, teachers who avoid active learning run the risk of having bored, tired learners.**

(Not to mention the discipline problems that come with it.)



Here's another good reason to use music:

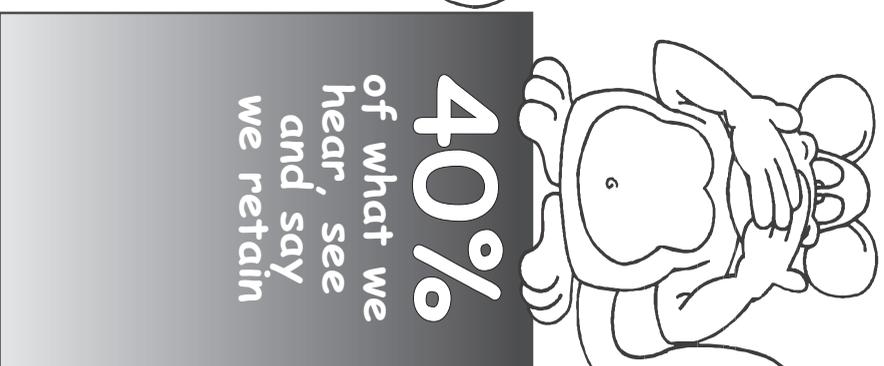
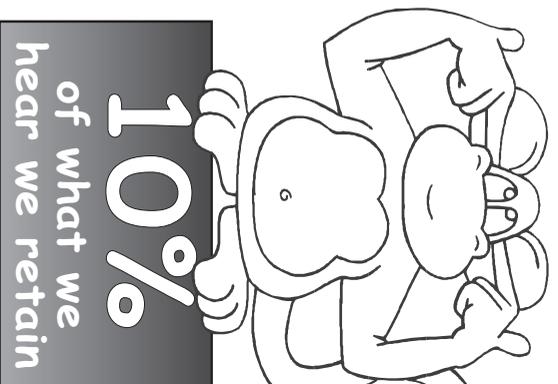
Music makes information "stick" in long term memory.



To boost your students' memory power:  
**Have them use as many as senses as they possibly can while practicing the material.**

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

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



# Sing and Spell Vol. 4: Fun Songs For More Sight Words

## A

(Amen)

A-a-a-a! A-a-a-a!  
By itself say /u/ or a!  
A-a-a-a! A-a-a-a!  
By itself say /u/ or A!

## All

(Ring Around the Rosie)

A-L-L spells all!  
A-L-L spells all!  
All, all!  
We all fall down!

## Am

(Los Pollitos)

Am is written A-M,  
A-M, A-M, A-M!  
Now I am a monkey,  
That is what I am!

Am is written A-M,  
A-M, A-M, A-M!  
Now I am a ducky,  
That is what I am!

Am is written A-M,  
A-M, A-M, A-M!  
Now I am a bunny,  
That is what I am!

## As

(By Heidi Butkus)

A-S spells as! A-S spells as!

Fly as a butterfly does!  
Fly as a butterfly does!  
Fly, fly,  
Fly, fly, fly!  
Fly as a butterfly does!

A-S spells as! A-S spells as!

March as an army ant does!  
March as an army ant does!  
March, march,  
March, march, march!  
March as an army ant does!

A-S spells as! A-S spells as!

Jump as a grasshopper does!  
(etc.)

A-S spells as! A-S spells as!

Buzz as a bumble bee does!  
(etc.)

Buzzzzzzzzzzzz.... Sting!

## Be

(Willowbee)

Oh! Oh!  
"Be" is written B-E! B-E! B-E!  
"Be" is written B-E!  
B-E, be!

Be an alligator, a gator, a gator!  
Be an alligator! B-E, be! Oh...!

Be a kangaroo-dle! A roodle, a  
roodle!  
Be a kangaroo-dle! B-E, be! Oh...!

Be a caterpillar, a pillar, a pillar!  
Be a caterpillar! B-E, be!

## By

(Down By the Bay)

Down by the bay,  
I write B-Y,  
Just B and Y,  
And that spells by!

For if I do my mother will say:  
Did you ever try to jump over the  
bump,  
Down by the bay!

Down by the bay,  
I write B-Y,  
Just B and Y,  
And that spells by!

For if I do my mother will say:  
...Did you ever try to hop over the  
mop?  
Down by the bay! Hey!

## Came

(My Aunt Came Back)

My Aunt came back,  
C-A-M-E,  
She came back with  
A fan for me.

Oh, I spell "came,"  
C-A-M-E,  
She came back with  
Scissors for me.

Oh, I spell "came,"  
C-A-M-E,  
She came back with  
A shoe for me.

Oh, I spell "came,"  
C-A-M-E,  
She came back with  
Some pants for me.

Oh, I spell "came,"  
C-A-M-E,  
She came back with  
Some nuts like me!

Dear  
(Oh, Dear, What Can the Matter  
Be?)

Dear Mom, D-E-A-R,  
Dear Mom, D-E-A-R,  
Dear Mom, D-E-A-R,  
I start my letter with "dear!"

Did  
(Comin' Round the Mountain- Al-  
ternate Version)

Did you brush your teeth? D-I-D!  
Did you brush your teeth? D-I-D!  
Did you brush your teeth? D-I-D!  
Did, D-I-D?  
...Did you pick your toys up? D-I-D!  
etc.  
...Did you do your homework? D-I-D!  
etc.  
...Did you write your name? D-I-D!  
etc.

Friend  
(Make New Friends)

I spell friend F-R-I-E-N-D,  
I spell friend F-R-I-E-N-D!  
I spell friend F-R-I-E-N-D,  
I spell friend F-R-I-E-N-D!

From  
(Put Your Little Foot)

F-R-O-M, F-R-O-M, F-R-O-M,  
spells "from!"  
F-R-O-M, F-R-O-M, F-R-O-M,  
spells "from!"

From here I am walking there!  
From here I am walking there!  
From here I am walking there!  
From here I am walking there!

F-R-O-M, F-R-O-M, F-R-O-M,  
spells "from!"  
F-R-O-M, F-R-O-M, F-R-O-M,  
spells "from!"

From here I am hopping there!

From here I am hopping there!  
From here I am hopping there!  
From here I am hopping there!

Good  
(Good Morning to You)

G-O-O-D, good!  
G-O-O-D, good!  
I'm flat on my cushion,  
No fighting or pushin'!  
We're all being good!  
G-O-O-D, good!

Had  
(Punchinello)

Had, H-A-D,  
Once I had a little bunny,  
Had, H-A-D,  
Once I had a bunny here!

Had, H-A-D,  
Once I had a little penguin,  
Had, H-A-D,  
Once I had a penguin here!

Had, H-A-D,  
Once I had a little snaky,  
Had, H-A-D,  
Once I had a snaky here!

His  
(Old Joe Clark; "Clap, clap, clap  
your hands....")

His, his, H-I-S,  
"His" is for a boy.  
His, his, H-I-S,  
That car is his toy.

I  
(Cielito Lindo)

I, I, I, I!  
I is a word with one letter!

If  
(The Rattlin' Bog)

I-F, that spells "if,"  
If you twist, then twist like this!  
I-F, that spells "if,"  
If you twist, then twist like this!

I-F, that spells "if,"  
If you swim, then swim like this!  
I-F, that spells "if,"  
If you swim, then swim like this!

I-F, that spells "if,"  
If you dance, then dance like this!  
I-F, that spells "if,"  
If you dance, then dance like this!

Love  
(Shortnin' Bread)

Love is written L-O-V-E,  
L-O-V-E, I love you!  
Love is written L-O-V-E,  
L-O-V-E, I love you!

Made  
(Tooty Ta)

M-A-D-E, M-A-D-E,  
I can spell "Made!"  
M-A-D-E, M-A-D-E,  
I can spell "Made!"

Thumbs up,  
Elbows back!  
Feet apart,  
Knees together!

M-A-D-E, M-A-D-E,  
I can spell "Made!"  
M-A-D-E, M-A-D-E,  
I can spell "Made!"

Thumbs up,  
Elbows back!  
Feet apart,  
Knees together!  
Bottoms up,  
Tongue out!  
Eyes closed,  
Turn around!

M-A-D-E, M-A-D-E,  
I can spell "Made!"  
M-A-D-E, M-A-D-E,  
I can spell "Made!"

## Nice

(A Ram Sam Sam)

N-I-C-E, N-I-C-E,  
I am nice to everybody,  
And they're nice to me!  
N-I-C-E, N-I-C-E,  
I am nice to everybody,  
And they're nice to me!

N-I, C-E!

I am nice to everybody,  
And they're nice to me!

N-I, C-E!

I am nice to everybody,  
And they're nice to me!

## Now

(Little Red Caboose)

N-O-W! N-O-W!  
Now it's time to get on the ca-  
boose.

Toot, toot!

N-O-W! N-O-W!  
Now it's time to get on the ca-  
boose.

Toot, toot!

## Out

(In and Out the Window)

Go O-U-T the window,  
Go O-U-T the window!  
Go O-U-T the window!  
'Cause O-U-T spells out!

## Over

(Bill Grogan's Goat)

O-V-E-R! (*echo*)  
Jump over here! (*echo*)  
O-V-E-R! (*echo*)  
Jump over there! (*echo*)  
O-V-E-R! (*echo*)  
Slide over here! (*echo*)  
O-V-E-R! (*echo*)  
Slide over there! (*echo*)

## Put

(Hey, Mr. Knickerbocker)  
Hey, Mr. Knickerbocker, P-U-T!

Well I spell "put" with a P-U-T!  
I put that beat right into my  
hands!

(Clap, clap. Clap, clap, clap!)

Hey, Mr. Knickerbocker, P-U-T!  
Well I spell "put" with a P-U-T!  
I put that beat right into my feet!  
(Stomp, stomp. Stomp, stomp,  
stomp!)

Hey, Mr. Knickerbocker, P-U-T!  
Well I spell "put" with a P-U-T!  
I put that beat right into my hips!  
(Bump, bump. Bump, bump, bump!)

Hey, Mr. Knickerbocker, P-U-T!  
Well I spell "put" with a P-U-T!  
I put that beat right into my head!  
(Roll head back and forth.)

## Some

(Pease Porridge Hot)

Some play with you,  
Some play with me.  
I write "some" S-O-M-E!  
(repeat 3 more times with increas-  
ing speed)

## Then

(Hansel and Gretl Dance)

T-H-E-N, that's spells "then!"  
T-H-E-N, that spells "then!"  
Jump and then,  
Jump and then,  
Round about and back again!

## Very

(Hurry, Hurry Drive the Fire Truck)

Spinning, spinning, very merry!  
V-E-R-Y, that spells very!  
V-E-R-Y, that spells very!  
Ding, ding, ding, ding, ding!

Monster, monster, very hairy!  
V-E-R-Y, that spells very!  
V-E-R-Y, that spells very!  
Ding, ding, ding, ding, ding!  
Running, running, very scary!

V-E-R-Y, that spells very!  
V-E-R-Y, that spells very!  
Ding, ding, ding, ding, ding!

## Will

(Rise and Shine)

Oh will you, oh will you,  
is W-I-L-L!  
Oh will you, oh will you,  
is W-I-L-L!  
Will you ever learn to read and  
spell?  
Children, yes you will!

## Your

(Jim Along Josie  
"Walk Jim along, Jim along  
Josie...")

Your is a-written Y-O-U-R,  
Your is a written Y-O-U-R!  
Your is a-written Y-O-U-R,  
Your is a written Y-O-U-R!  
Hands on your shoulders,  
Hands on your knees,  
Clap three times and turn around,  
please!  
Hands on your shoulders,  
Hands on your knees,  
Clap three times and turn around,  
please!

### Sound It Out

(By Heidi Butkus)

How do you sound it out,  
How do you sound it out?  
Say all the sounds and then you  
drag 'em out!  
/r/, /u/, /n/,  
/rrrrrr/, /uuuuuu/, /nnnnnn/.  
Run! Run! Run, run, run!

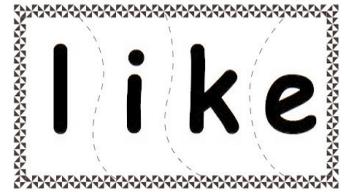
Repeat this pattern with:  
Jump, swim, fly.

This song, and other phonemic aware-  
ness songs are on my CD, "Little Songs  
For Language Arts."

# More Ideas for Teaching Sight Words and Early Reading Skills

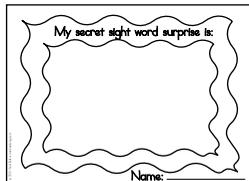
## \*Make Sight Word Puzzles\*

Make Sight Word Puzzles by writing the word in large type on very heavy index paper, and cutting it apart. Store in ziplock bags. The masters for these puzzles are sold as a download at [www.heidisongs.com](http://www.heidisongs.com), or we can burn them to a disk at my booth.



## \*Make a Secret Sight Word Surprise!\*

Download the master on my blog at <http://heidisongs.blogspot.com>. Look for lots of holiday themed frames as well as the generic one shown at the left! This is really just a watercolor resist! Write the sight word with a white crayon on the paper ahead of time and then have the children paint over the top to make it appear. Then use the dried papers to drill the class.



## \*Sight Word String-Ups \*

Build words by stringing letters together onto pipe cleaners. Letter beads sold at [www.reallygoodstuff.com](http://www.reallygoodstuff.com). (Same beads, but with no tray or word cards included and costs less).

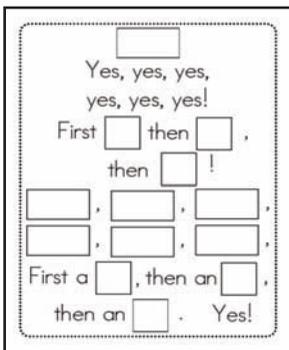
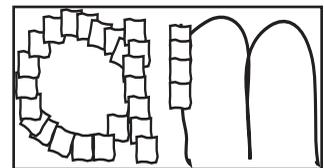


## Play Jump On It

Write the words on some heavy paper and laminate it. (Mine are written on sports markers.) Scatter the words on the floor and call out a word. The children must find the word and jump on it. Try mixing language arts with motor development!

## Make a "Word Mosaic" with paper scraps.

Just have the kids write the word with a fat black marker, and then tear pieces of paper and glue on to form the word.



## Make Manipulative Worksheets- Velcro Books

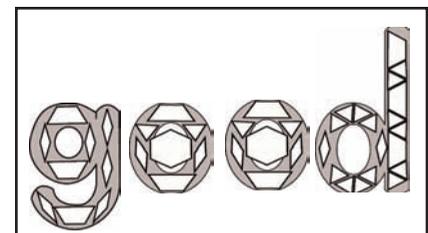
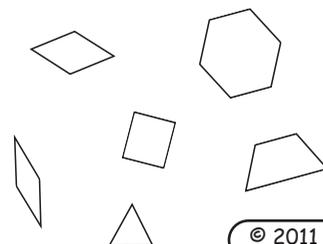
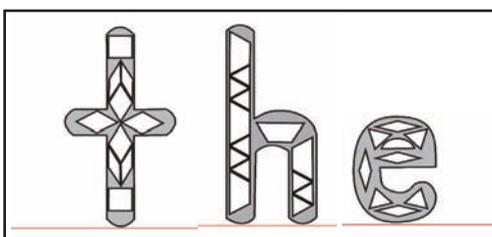
Take the words that the children would write in and print them on small cards. Have them physically place the words into the correct spot rather than write them, and keep it in place with a piece of velcro. The masters for these Velcro Books are sold as a download at [www.heidisongs.com](http://www.heidisongs.com), or we can burn them to a disk at my booth.

## Sandpaper Words

Use tactile words. Have the children touch them, make rubbings, say the words aloud.

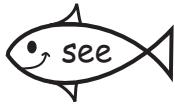
## Alphabet Pattern Blocks

Make words out of them! The masters for these letters are sold at [www.heidisongs.com](http://www.heidisongs.com).



## Use Handwriting Without Tears Blocks

Handwriting Without Tears blocks can form words, too!



Fishing for Sight Words

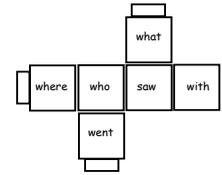
## Play a Game with Sight Word Dice!

Each time they roll the word, they have to write it. The first person to fill a column is the winner. Check my blog for the master!



## Stamp the Words!

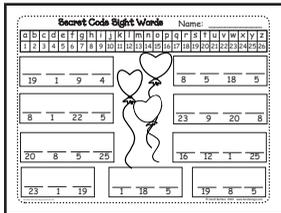
Stamping the sight words is always a great challenge, and makes them focus on the letters.



Sight Word Dice Game

## Go Fishing for Sight Words!

Print the words on some fish shaped flashcards and then put an iron paperclip on the fish's noses. Give the children a fishing pole made out of a pencil with a string and a magnet tied to the end of it. Staple the string to the pencil to make sure it stays put, and add a drop of glue to the magnet and yarn, as well.



Secret Code Sight Words

## Secret Code Sight Words

You can download these two little activities from my blog free on the Feb. 4, 2011 entry. The kids find the letter that goes with each number listed and then fill it in to find the secret sight word. It's fun and it helps them practice their numbers, too!

## Make Words with Alphabet Magnets

We did this activity with magnetic letters on trays. The book buddies were responsible for reading a scripted lesson to the children. Ex. "Say 'rat.' Sound out 'rat.'" Spell 'rat.'"



Sing Along Song Book Page

## Paper Plate Words

Make a word by punching holes with a toothpick in a styrofoam paper plate!

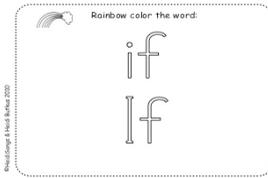
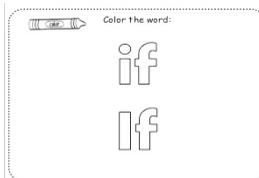
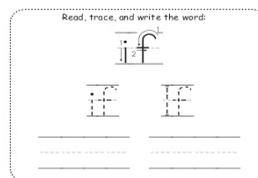
## Make Sing-Along Song Books

Make books out of your sight word songs, (or any songs) and let the kids read them. The masters for these books are sold as a download at [www.heidisonsongs.com](http://www.heidisonsongs.com).

## Have each child Make a Mini Sing-Along Song Book

These little books are sold in the Worksheet Resource Books on [heidisonsongs.com](http://heidisonsongs.com). Highlight Sight Words in a Printable Book

Each child makes and keeps their own.



A Mini Sing-Along-Song Book

## Highlight or Color Sight Words in a Printable Book

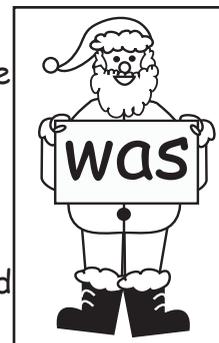
You take any kind of printable book that you have, and have the kids search for certain words and color or highlight them. Ex.: Color all of the words "see" red. Color all of the words "the" yellow, etc.

### Play "Stack 'Em Up" Sight Word Towers!

Each time they read a word correctly, they get to add a block to their tower. Use blocks that do NOT snap together, and the kids usually stay VERY still and quiet as they try to not knock their stack down! No prep, lots of fun!

### Seasonal Sight Word Games

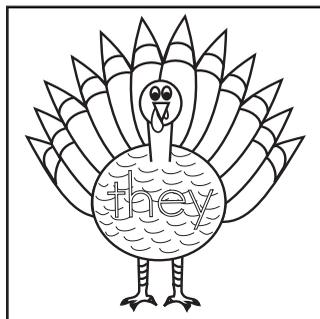
There are also several free seasonal games on my blog to print out along the lines of this one. There are always blank cards at the end so that you can fill in your own words.



Sight Word Santa Game

1. Sight Word Santa: You hide a picture of a present under one of the Santas, and the kids have to guess which one it is under by reading the word he is holding. This one is posted on my blog on the Dec. 10, 2010. Each time they guess, the kids chant:

*"Santa, Santa! Ho, ho ho!  
Santa, Santa, Where did it go?"*



Turkey Tails Sight Word Game

2. Turkey Tails: For Thanksgiving, this one is on the Nov. 12, 2010 post.

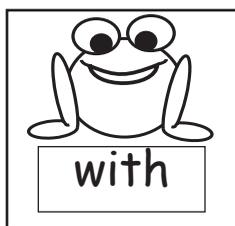
It plays the same, but you hide a pilgrim hat. The chant is: *Turkey tails, turkey tails, 1, 2, 3!  
Turkey tails, turkey tails! Where could it be!*



Sound It Out Snowman Game

3. Sound It Out Snowman: For winter themes, this one is on the Jan. 7, 2011 post.

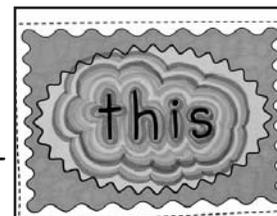
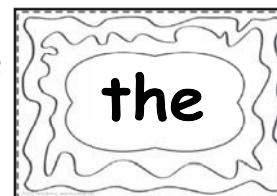
It plays the same, but you hide the snowman's hat. The chant is: *Snowman, snowman, round and fat!  
Snowman, snowman! Where's your hat?*



Froggy Sight Word Game

4. Froggy Sight Word Game: For spring themes, this one is on the June 10, 2011 post.

It plays the same, but you hide a fly. The chant is: *Froggy, froggy! My, oh, my!  
Froggy, froggy! Where's that fly?*



Sight Word Splat

### Make a "Sight Word Splat."

In this activity, kids trace around and around the sight word with highlighters or some other marker. On my blog, in the July 8, 2011 entry.

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

Learning to blend sounds together is a separate skill from knowing the letters and sounds. Start practicing this skill early! Don't wait until they know all their letters to practice. Learning to blend sounds together happens as part of a progression of phonemic awareness skills. Without these skills, they probably won't be able to begin to sound out words in print.

**So, if you students are having a lot of trouble sounding out words, see if they can blend some sounds that YOU say- not just ones they can read. If not, then back up to more phonemic awareness activities.**

<p>1. Blending parts of compound words (play + ground = playground)</p> <p>2. Blending initial sound to rest of word in longer words (/m/ + arshmallow = marshmallow)</p> <p>3. Blending initial sound to rimes in shorter words (/m/ + at = mat)</p>	<p>4. Blending 3 phonemes/sounds in context ("I like to /r/ + /u/ + /n/" = "I like to run.")</p> <p>5. Blending 3 phonemes (/b/ + /a/ + /t/ = bat)</p> <div style="text-align: center;">  </div>
---	---

The bad news is, if you have a class full of children without any phonemic awareness skills, then you'll have to start from the very beginning! You can easily find out where to begin by asking your students to do some of the above tasks to see where they fall.

### Assuming they can get past the first couple of steps, here's where to begin:

1. To get started, have them LISTEN to you make letter sounds and try to guess your "secret word". Start with just two sounds.

Examples: /mmmmm/ /aaaaaa/ ..... "ma!"      /sssssss/ /aaaaaa/ ..... "sa!"

Show them the letters as you go. Remember to have them spend a lot of time just listening and watching.

Add in a third sound when most children are getting the first two.

These are the easiest consonant sounds to start with because they can be drawn out: f, l, m, n, r, s, v, z

2. When I introduce a word family, I always start by introducing the flash cards from my CVC book. We learn the to match the words to the pictures, and then practice sounding out the words.

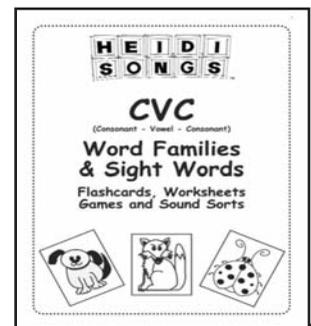


cat



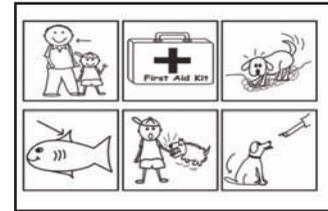
bit

The next activities that I am going to show you use resources from this book.



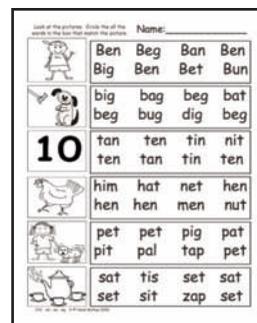
Once they know the pictures and vocabulary, we play bingo by holding up word cards and having them read the word together, and then look for its picture.

There's a bingo game for sound deletion on the CVC Resource CD, also.



Short I Bingo

Note: The bingo games are ONLY on the CVC Resource CD, not in the book with the worksheets. There wasn't room for everything in there!



I like to have kids practice matching the words and pictures together for about a week before they do it on a worksheet.

Practicing "encoding" these sounds (also called writing!) is important. And if kids are going to be able to write phonetically, then they will need access to many more sounds than just the 26 common ones we usually teach.

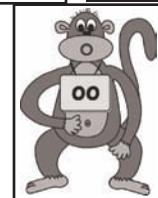
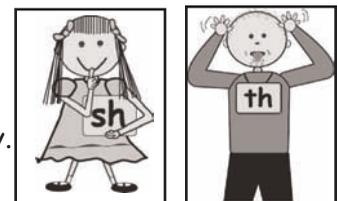
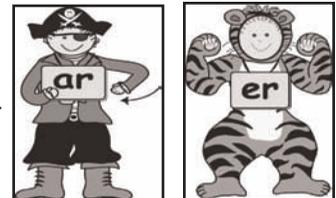
## Sounds Fun!

This is a system that I created to teach and practice letter combinations such as diphthongs and digraphs in a fun and active way that kids would love- and remember! It works a lot like Zoo-Phonics.

1. Show a flash card with a visual cue.
2. Kids respond physically and verbally.
3. Remove the visual cue and practice as before.

After working with them on it for about a month, I removed the character to see how they would do. More than half of the class had memorized them easily.

I also gave them practice reading words that fell into that word family group. We did the motions while sounding them out.



Available at [www.heidisongs.com](http://www.heidisongs.com).

Contact information: Heidi Butkus  
email: [heidi@heidisongs.com](mailto:heidi@heidisongs.com)

Find me on Facebook!

# List of Related Citations

## Sing and Spell: Fun Songs for More Sight Words

Presented by Heidi Butkus for SDE

Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York, NY: Basic Books.

Jensen, E. (2008). *Brain-Based Learning: The New Paradigm of Teaching*. Thousand Oaks, CA: Corwin Press.

Jensen, E. (1998). *Teaching with the Brain in Mind*. Alexandria, VA: ASCD.

Hannaford, C. & Pert, C. (2005). *Smart Moves: Why Learning Is Not All in Your Head*. Stoddard, WI: Great River Books.

Marzano, R., Pickering, J. & Pollock, J. (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*, Alexandria, VA: ASCD.

Marzano, R. (2004). *Building Background Knowledge for Academic Achievement: Research on What Works in Schools*, Alexandria, VA: ASCD

Marzano, R. (2007). *The Art and Science of Teaching*, Alexandria, VA: ASCD.

McIntosh, E. & Peck, M. (2005) *Multisensory Strategies: Lessons and Classroom Management Techniques to Reach All Learners*. New York, NY: Scholastic Inc.