Sing and Spell
The Sight Words
Volume 1

Handmotions

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Using Music and Movement to Reach Your K-1 English Language Learners

Presented By Heidi Butkus          More Info: www.heidisongs.com

The methods suggested in this presentation are supported by brain research and are also consistent with "best practices" recommended by the Learning Disability Association, the Council for Exceptional Children, the International Dyslexia Association, and other respected organizations. I took the principals that worked for language arts and applied them to math instruction, and this is what I got!

I found that the methods that work consistently well take advantage of simultaneous multisensory teaching techniques. This is simultaneous multisensory teaching in a nutshell:

_The more senses involved all at once, the better you retain information._

Help! I've got a silly song stuck in my head!

Multisensory teaching is *simultaneously* using multiple pathways in the brain to reach your students

The best songs for teaching young children include motions, are repetitive, and are just a little bit silly! As a rule of thumb, if it sticks in your head and drives you crazy, you probably just hit the nail right on the head!

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<td>10%</td>
<td>of what we hear we retain</td>
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<td>30%</td>
<td>of what we hear and see we retain</td>
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<td>40%</td>
<td>of what we hear, see and say we retain</td>
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<td>70% to 100%</td>
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Why is does this work? If one pathway to the brain is blocked, (as in a learning disability) there are other alternatives or paths to take in information.

Why use special education techniques to help children who are merely learning English as their second language? Because if you use techniques designed to get past a learning disability, you will very likely be able to teach them the content _no matter what_! Simply over-compensate for the lack of English language skills by using techniques designed for students with learning disabilities. _Then you can be fairly sure that if it is possible for them to learn, they WILL learn! Then add as much language into it as possible!
Helpful Hints for Using Sing and Spell

1. To maximize results, introduce 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.
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.
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. They can also be used for review during those "unteachable" transition times.
7. Demonstrate how to write sentences, using the songs as a spelling tool. Explicitly teach what the songs can be used for.
8. 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.

More ways to practice sight words:

1. **Play Singing Sight Word Bingo.**
   The caller sings the song of the word, rather than just say the word.
2. **Play Word Wall Hang Man.**
   It plays the same as the traditional game, but you choose only words from the word wall. For a non-violent version, draw some other object (like a pumpkin or a shamrock) rather than a hanging man.
3. **Use Word Whackers.**
   Practice finding the word by whacking it with a spatula, etc.
4. **Make Sing Along Songbooks.**
   Let the children practice reading the words as often as possible. My students enjoyed reading little song books that I made up for them. You can purchase the masters for these online at Heidisongs.com and print them out yourself. Or make your own by typing up the words.
   *If you make individual books, the children can highlight the target words.
5. **Make a literacy center.**
   Print the words to a song on index paper, laminating it, and letting the children circle the target word with an erasable pen.
6. **Make your own worksheets.**
   Make worksheets out of the songs by printing out the words to a song, and leaving out the target word each time it comes up. Have the kids fill in the missing words. The masters for these are also online at Heidisongs.com, along with the Sing Along Songbooks, or you can make them yourself.
7. **Make Sight Word Puzzles** by printing the word out in large type on very heavy index paper, and cutting it apart.
8. **Play Jump On It.**
   Write the words on some heavy paper and laminate them. Lay them on the floor, and call out a word. The children run and jump on the word, calling out the name of it when they land. Related game: hide something under these words, and have the kids guess where it is by calling out a word and then looking under it.

Additional resources available at
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And

(My Hand On My Head)

Oh, I can spell “and.” A-N-D, “and!”

Push right-left-right!

“And” is the word that I write with my hand!

Twirl your finger around the side of your head as shown.

Nicky, Nicky Noo!

That’s what I learned in my school, Mama!
Are
(If You’re Happy and You Know It)

Walk like a seal in time with the music.

Walk like a seal!

Clap twice like a seal!

Clap two times on the words, “Are, are!”

Oh, the seal at the zoo says to me, “Are, are!”

Walk like a seal in time with the music.

Walk like a seal!

Clap twice like a seal!

Clap two times on the words, “Are, are!”

First an A, then an R, then an E! “Are, are!”

Stand and put your hands in front like a seal on the word, “are.”

Stand like a seal!

Wiggle Your Fingers!

Wiggle your fingers next to your face as shown on the word, “star.”

Oh, his favorite word is “are,” and he sings it like a star!

Walk like a seal in time with the music.

Walk like a seal!

Clap twice like a seal!

Clap two times on the words, “Are, are!”

First an A, then an R, then an E! “Are, are!”
Can
(Are You Sleeping?)

**Show One Muscle!**
Make a muscle with one arm on the word, "spell."

**Show Both Muscles!**
Add another muscle with the other arm on the other word, "spell."

I can spell “can,” I can spell “can!”

**Flex to the Right!**
Squat and flex to the right and to the left as you spell the word.

**Flex to the Left!**

C-A-N! C-A-N!

**Lift a Barbell!**
Pretend to reach down and lift up a barbell overhead.

I can write the letters, always getting better!

**Flex to the Right!**
Squat and flex to the right and to the left as you spell the word.

**Flex to the Left!**

C-A-N! C-A-N!
For
(Get On Board Little Children)

Do a “step-together-step” dance motion to the right, in time to the music.

F-O-R, “for” is written,

Do a “step-together-step” dance motion to the left, in time to the music.

F-O-R, “for” is written,

Do a “step-together-step” dance motion to the right, in time to the music.

F-O-R, “for” is written,

Point to yourself.

These toys are just for me!
Go
(Who Did Swallow Jonah? -shortened-)

Pretend to drive a car while turning around.

G-O, G-O, G-O, G-O,
Do the twist!

I can spell a go, go, go, go!

Drive a car to the right, and then to the left.


Do a twisty "go-go" dance on the words, "go, go, go, go!

Do the twist!

Go, go, go, go, go to school!

Open a book and pretend to read on the word, "school."
Have
(Froggy Round)

Put your hands out as shown, as if asking a question, bouncing them in time to the music.

Have you got a froggy singing in a pond?

Continue as before.

Jump like a frog on the word, "have!"

Squat down like a frog and bounce on each letter of the word.

Pretend You’re a Frog and Bounce!

Jump Like a Frog!

H-A-V-E, have!

Squat down like a frog and bounce on each letter of the word.

Pretend You’re a Frog and Bounce!

Jump Like a Frog!

H-A-V-E, have!
He
(The Donkey Round)

He is just a word with an H and then an E.

Do the Zoo-Phonics motion for Honey Horse for the letter H (gallop and pat legs), or make up your own movement.

Pat your legs like a horse galloping for the letter H!

Make an elephant trunk motion for the letter E!

Do the Zoo-Phonics motion for Ellie Elephant for the letter E (the elephant feeds itself), or make up your own movement.

Sneeze!

Achoo!

Shake your finger in time to the music, as if teaching someone something.

Shake finger!

If you spell it quickly, it sounds just like a sneeze!

Pretend to sneeze each time you spell the word.

Pretend to sneeze each time you spell the word.
Here
(Jingle Bells)

“Here” is spelled, “here” is spelled,

Here’s a swell jingle bell!

H-E-R-E, “here!”

Shake Your Jingle Bells!

Jump and Point Down to Where You Are!

Jump and point down to where you are on the word, “here.”
Is
(Hey, Lolly)

Point to yourself on the word, "I." Then push your hands down at your sides as shown in time to the music.

I spell "is" I-S, I-S!

Shake your finger to show "no," it doesn't have a Z. On the letter Z, do the sleeping motion for ZooPhonic's Zeke Zebra, or make up your own.

It doesn't have a Z!

Point to yourself on the word, "I." Then push your hands down at your sides as shown in time to the music.

I spell "is" I-S, I-S!

Shake your finger to show "no," you can't fool me! On the word, "me," point to yourself.

There's just no foolin' me!
Like
(This Old Man)

Point to yourself on the words, "I" and "me." Point to someone else each time you say, "you."

I like you! You like me!

Point to yourself again on the word, "I." Pretend to write the word "like" on your hand.

I spell "like" L-I-K-E!

Give yourself a hug in time to the music, and then blow someone a kiss!

Hug yourself!

Blow a kiss!

With a great big hug and a kiss for you and me!

Point to yourself again on the word, "I." Pretend to write the word "like" on your hand.

I spell "like" L-I-K-E!
Me
(Scotland's Burning)

I can spell “me.”

Bounce Your Thumbs Back and Forth Right and Left

Me, me, me, me!  Me, me, me, me!

Me, me, me, me!  Me, me, me, me!
My
(Camptown Races)

Wave Hands and
Turn Around!

You can spell "my" if you try!

Wave Hands
Back and Forth!

Wave Hands
Back and Forth!

M-Y!  M-Y!

For the letter M, make the motion for Zoo-Phonic's Missy Mouse by eating some cheese ("mmmmml!) or make up your own.

For the letter Y, make the motion for Zoo-Phonic's Yancy Yak by making a sign language Y and pretending to "yak" on the phone, or make up your own.

First an M and then a Y!

Wave Hands
Back and Forth!

Oh, my, my, my!
Of
(By Heidi Butkus)

Of, of!  Of, of!  Of and an F.  Of, of!  O and an F.  Of, of!

Sounds like a V!  No foolin’ me!

O and an F.  Of, of!

Bounce your hands in the F position for Francy Fish as show above each time you say, “of.” Or, make up your own motion.

Shake your finger to indicate “No fooling me.”

For the letter O, make the motion for Zoo-Phonic’s Ollie Octopus by swimming like an octopus, or make up your own.

For the letter F, make the motion for Zoo-Phonic’s Francy Fish. To do this, place one hand on top of the other, and wiggle the thumbs. Then, make the “fish” swim as shown. Or, make up your own motion.

Continue as before!

For the letter V, make the motion for Zoo-Phonic’s Vincent Vampire Bat by using your fingers for fangs and flying with your elbows! Or, make up your own motion.

O and an F.  Of, of!

Shake your finger to indicate “No fooling me.”

For the letter O, make the motion for Zoo-Phonic’s Ollie Octopus by swimming like an octopus, or make up your own.

For the letter F, make the motion for Zoo-Phonic’s Francy Fish. To do this, place one hand on top of the other, and wiggle the thumbs. Then, make the “fish” swim as shown. Or, make up your own motion.

Bounce your hands in the F position for Francy Fish as show above each time you say, “of.” Or, make up your own motion.

O and an F.  Of, of!

Bounce your hands in the F position for Francy Fish as show above each time you say, “of.” Or, make up your own motion.

O and an F.  Of, of!
On
(The Can-Can -shortened-)

Do the Can-Can, kicking your legs alternately as shown in time to the music, and swinging your arms back and forth.

On! "On" is written, O-N!

Keep on kicking!

"On" is written on and on and

Keep on kicking! Then, on the last word, "on," the teacher calls out, "Freeze!" and the children all freeze with one leg in the air until they all fall down!

On and on and on! (Freeze!)
Play
(Knees Up Mother Brown)

Kick Up Your Knees
And Wave Your Arms

P-L-A-Y, play!

Kick Up Your Knees
And Wave Your Arms

P-L-A-Y, play!

Kick Up Your Knees
And Wave Your Arms

P-L-A-Y, play!

Let’s all play now! Let’s all play now!

Kick Up Your Knees
And Wave Your Arms

Jump and Punch, shouting, “Hey!”

P-L-A-Y, play! Hey!
"Said" is spelled S-A-I-D,

Put your hands around your mouth each time you sing the word, "said."

Pretend to write on your hand.

Pretend to write the word on your hand.

"Said" is spelled S-A-I-D,

Put your hands around your mouth each time you sing the word, "said."

Pretend to write on your hand.

Pretend to write the word on your hand.

Point to your head in time with the music.

Point to your head!

If you really use your head,

Shake your finger.

Shake your finger!

You can learn to spell, I said!
See
(Fiddle-Dee-Dee)

I can spell “see.” S-E-E!

All you need is an S-E-E!

I can spell “see.” S-E-E!

All you need is an S-E-E!
The She Song
(Get Along Little Doggies)

Yippee ti yi yo! Spelling “she” is so easy!

Rope a Cow And Turn Around!

It's S-H-E, S-H-E, S-H-E, she!

Pretend to lasso a cow, and turn around while you do it!

Pretend to ride a horse and gallop!

Yippee ti yi yo! Spelling “she” is so easy!

Rope a Cow And Turn Around!

It's S-H-E, S-H-E, S-H-E, she!

Pretend to lasso a cow, and turn around while you do it!

Pretend to ride a horse and gallop!

It's S-H-E, S-H-E, S-H-E, she!
That
(Oh, Susanna)

Point Right and Left!

Point right and left, as if searching for someone to call on.


Point Right and Left! Point to someone!

Continue searching for someone to call on, and then point to someone in the room on the word, “that.”

T-H-A-T spells “that!”

Shake your finger on the words, “Well I tell you that....” Then put your hands around your stomach to show a fat belly on the word, “fat.”

Well, I tell you that your dog is fat!

Point Right and Left! Point to someone!

Continue searching for someone to call on, and then point to someone in the room on the word, “that.”

T-H-A-T spells “that!”
The
(Hot Cross Buns)

Shake your finger and bounce it along as shown in time to the music.

Point and Bounce Your Hand to the Right!

T-H-E!

Shake your finger and bounce it along as shown in time to the music.

Point and Bounce Your Hand to the Right!

T-H-E!

Point your thumbs in towards your chest to indicate yourself.

I can spell “the!”

Shake your finger and bounce it along as shown in time to the music.

Point and Bounce Your Hand to the Right!

T-H-E!
They
(Oh When the Saints)

Put one finger on your right cheek, as if wondering why on the letter Y. Then do the same the second time you spell it.

Why?

Why?

T-H-E-Y! T-H-E-Y!

Put one finger on your right cheek, as if wondering why on the letter Y. Point to different people on the words, “they, they, they.”

Point and Bounce Your Hand to the Right!

T-H-E-Y spells “they,” “they,” “they!”

Put out one hand and then the other as shown, as if you are asking a question.

Go Away!

Oh why, oh why, don’t they go away now?

Brush someone away with your hands on the words, “Go away now!”

Pretend to write the word on your hand.

“They” is spelled T-H-E-Y!
To
(Shel'll Be Comin' Round the Mountain)

Chug like a train as shown in time with the music. Then toot your horn on the words, "To, to!"

"To" is written with a T and then an O. To, to!

Chug like a train as shown in time with the music. Then toot your horn on the words, "To, to!"

Make a T shape with your body, bumping your hands a little on the sound of the T. Then make an O with your hands when the song says, "O, O, O."

First you make a /t/ /t/ T; then you make an O, O, O!

Chug like a train as shown in time with the music. Then toot your horn on the words, "To, to!"

"To" is written with a T and then an O. To, to!
Was
(William Tell Overture)

Pretend to ride a horse and gallop to the right.

Gallop Like a Horse
To the Right!

I spell “was” W-A-S!

Pretend to ride a horse and gallop to the left.

Gallop Like a Horse
To the Left!

I spell “was” W-A-S!

Pretend to ride a horse and gallop to the right.

Gallop Like a Horse
To the Right!

I spell “was” W-A-S!

Pretend to ride a horse and gallop to the left.

Gallop Like a Horse
To the Left!

Pull Your Horse to a Stop!

Whoa!

Pull your horse to a stop!

Fuzzy Wuzzy was a bear, I guess!
With
(Old MacDonald)

Old MacDonald called his dog, “W-I-T-H!”

And that old dog knew just one word: “W-I-T-H!”

With a “with, with” here and a “with, with” there!

Here a “with,” there a “with,” everywhere a “with, with!”

Old MacDonald called his dog, “W-I-T-H!”
You
(What-a-lee-a-cha)

Scissor your hands, alternating one hand on top and then the other.

Y-O-U spells, Y-O-U spells,

Circle your finger around and and point to somebody on each word, "do."

You-da-lee-doo! You-da-lee-doo!

Scissor your hands, alternating one hand on top and then the other.

Y-O-U spells, Y-O-U spells,

Circle your finger around and and point to somebody on the last word, "do."

You-da-lee-doo, da-lee-do! YOU! YOU!
I'm Done!
(By Heidi Butkus)

Wave your hands back and forth in time to the music.

I'm done, I'm done!

Snap your finger in front of you as if to say, "Oops! I forgot!"

Oops! I forgot!

Make a dot on your hand on each word, "period" and "dot."

I have to make a period; I have to make a dot!

Pretend to write your name in the air.

And I have to write my name!