

SINGING AND DANCING WITH STANDARDS

Dr. Jean Feldman

“You gotta dance with the one that brung you.” This is an old saying, but it holds true for educators today. “**YOU** gotta dance with the one that fund you!” Common Core State Standards are setting the course for instruction. Although we can’t adjust the wind, we can adjust our sails. Music and movement might just be that “spoonful of sugar” to help the skills go down!

Here are the top ten reasons to SING every day!

1. When you sing your brain emits endorphins, and endorphins make you happy! Emotions are critical to learning.
2. Music is multi-sensory. The more senses you get going to the brain, the more likely the message will get there.
3. Music is powerful for prior learning. If children are exposed to concepts while singing, it is easier for them to learn when formally introduced.
4. Music nurtures phonemic awareness (alliteration, rhyme, etc.).
5. Songs and chants are a natural way to develop oral language and auditory memory.
6. Poems and songs lay a foundation for fluency and enhance short term memory.
7. Children are able to use their imaginations and create pictures in their brains when they sing. This is an important part of reading comprehension.
8. Repetition is a key to learning. It is much more fun to repeat songs than worksheets!
9. Singing and dancing relieve stress and oxygenate the brain.
10. Through music and movement ALL children can feel successful. A “community of learners” is enhanced when teachers and children enjoy something together!

There was a study that was reported on National Public Radio called “Alive Inside.” In the research study they made iPods of songs that had a special significance to patients suffering from dementia and Alzheimer’s. These patients didn’t recognize family members, but when they heard the music they tapped their feet, sang the words, and smiled! So many things that we do in our classrooms will be forgotten, but the songs will be stored in children’s brains for a lifetime! What a privilege to be able to do this! What a privilege to make a child smile!

SING & READ STANDARDS FOR LITERATURE

RL.3 I can identify characters, setting, and details in a story.

(Tune: "He's Got the Whole World in His Hands")

I've got the whole story in my hand. (Hold up hand.)

I've got the whole story in my hand.

I've got the whole story in my hand

And I can read. (Put palms together to make a book.)

I've got the who, (Hold up thumb.)

What (Hold up index finger.)

Where (Hold up middle finger.)

When (Hold up ring finger.)

Why (Hold up pinky.)

And I'm ready to read.

(Repeat)

SING AND READ STANDARDS FOR INFORMATIONAL TEXT

RI.6 I can tell you the author and illustrator and what they do.

Hi Ho Librario – Tune: "The Farmer in the Dell"

The author writes the book.

The author writes the book.

Hi ho librario

The author writes the book.

The author picks the title...

The title of the book

Tells what it's about...

The illustrator draws the pictures...

The publisher makes the book...

The copyright tells the date

If you want to know a book's age...

The table of contents

Tells you what's inside

Look at the table of contents

To help you decide.

The parts of a book,...

Class Books - Make class books and include a page for the children to sign their names as authors, illustrators, or authors and illustrators. Include a copyright date and the school as the publisher. Don't forget a title page and "The End." You might also want to add a page for "comments" and let children take the book home to share with their families. You could even add a dedication or an ISBN number!

SING AND READ FOUNDATIONAL SKILLS

RF.1a I can follow words from left to right, top to bottom.

Top to bottom left to right

Writing Song

(Tune: "Head, Shoulders, Knees and Toes")

Top to bottom, Left to right.

Top to bottom, Left to right.

My mind knows that writing always goes

Top to bottom, Left to right.

RF.1d and 3a I know my letters and sounds.

Letter Pops

(Tune: "Lollipop")

Letter pops, letter pops, (Bounce and kick right and then left.)

It's letter popping day.

Use arms and legs to make letters that I say.

You can do them any way,

So come on let's play – letter pops!

Letter A, Letter A /a/ /a/ /a/

Letter B, Letter B /b/ /b/ /b/

C...Z

Hint! Let the children brainstorm how to make these letters with their bodies before you begin. You can make upper or lowercase letters ANY way that you want!

*Let children act out the sounds they hear at the beginning of a word, ending, or in the middle.

Gooooo Letters!

Goooo A! /a/ /a/ /a/ (Roll arms and right hand makes sign language "A.")

Goooo B! /b/ /b/ /b/ (Roll arms and left hand makes sign language "B.")

Goooo C! ...Z

RF.2c I can blend onsets and rimes.

Word Family Song (Tune: "Bingo")

There's a word family you should know

And "at" is its name-o.

M – a – t, mat

H – a – t, hat

C – a – t, cat

They end in "at" you know.

Fun Run Sun

Pet Jet Set

Hop Top Pop

Sit Fit Wit

Day Say Way

Cut Hut Nut

Look Cook Book

Fill Hill Will

RF.3c I can read simple words by sight.

(Cadence – children repeat each line.)

There are sight words that you need

If you want to learn to read

Listen, look and follow along

Read and sing with this song.

(Sing 3 words at a time and then have children echo back.)

*You can also sing the word wall to the tune from "Gilligan's Island."

RF.3b I know vowel sounds.

Vowel Shake Down

Shake your right hand 5 times as you say, "A, E, I, O, U."

Shake your left hand as you say, "A, E, I, O, U."

Shake your right foot as you say, "A, E, I, O, U."
Shake your left foot as you say, "A, E, I, O, U."
Second time through shake 4 times as you say, "E, I, O, U."
Third time shake 3 times as you say, "I, O, U."
Fourth time shake two times as you say, "O, U."
Fifth time shake once as you say, "U."
End by saying, "Oh, you!" as you circle your head and then put hands in the air.

The Vowel Family (Tune: "BINGO")

Aunt Aggie had an allergy
and she would always sneeze-o (Pretend to sneeze.)
/a/a/a/a/a/ /a/a/a/a/a/ /a/a/a/a/a/
And she would always sneeze-o.
Grandpa Eddie stayed in shape
and he would exercise-o (Pretend to lift weights.)
/e/e/e/e/e/ /e/e/e/e/e/ /e/e/e/e/e/
He liked to exercise-o.
Baby Izzi had chicken pox
and she would always itch-o. (Scratch body.)
/i/i/i/i/i/ /i/i/i/i/i/ /i/i/i/i/i/
And she would always itch-o.
Cousin Otto's throat was sore
And this is what he'd say-o. (Put hand on throat.)
/o/o/o/o/o/ /o/o/o/o/o/ /o/o/o/o/o/
And this is what he'd say-o.
Uncle Unk wore underwear
and it did stink-o. (Hold nose.)
/u/u/u/u/u/ /u/u/u/u/u/ /u/u/u/u/u/
And it did stink-o.

RF.4 I can read books by myself.

The Tools of Good Readers

The tools, the tools, the tools of good readers.
Look, look, look at the picture...
Sound, sound, sound out the letters...
Go back, go back, and read it again....
Do you see a smaller chunk that you can read?...
The tools....

SING & READ WRITING STANDARDS

W.1, 2, 3 I can write about many things.

Writer's Chant - Children repeat each line to this chant as you open your arms wide and clap while stepping from side to side.

Chorus:

Who knows the writing process?

I know the writing process.

First step. (Hold up one finger.)

Brainstorm. (Hands on the side of your head and shake down.)

Chorus

Second step...(Hold up 2 fingers.)

Write it down...(Pretend to write with index finger on palm.)

Chorus
Third step...(Hold up 3 fingers.)
Edit your work...(Shake finger.)
Chorus
Fourth step...(Hold up 4 fingers.)
Publish your work...(Brush hands together.)
Oh, yeah! (Hands on hips with an attitude.)

L.1 I can use nouns and verbs.

Noun Song (Tune: "She'll Be Coming Round the Mountain")

A noun is a person, place or thing.
Yee haw!
A noun is a person, place, or thing.
Yee haw!
A noun is a person. (Point to or name a person.)
A noun is a place. (Name a place.)
A noun is a person, place, or thing. (Name a thing.)

Verbs, Verbs, Action Words

Verbs, verbs, action words
Things that you can do.
I'll say a word, and if it's a verb,
Show what you can do.
Run (Children run in place.)
Fly (Children pretend to fly.)
Dog (Children shout, "That's not a verb.")
Continue calling out verbs for the children to pantomime.

L.5b I can tell the opposite of a word.

Opposite Song (Tune: "Shortnin' Bread")

You can do opposites, opposites, opposites.
You say the opposite word after me.
Hot (Cold) Big (Little)
Near (Far) Fast (Slow)
North (South) Loud (Soft)
On (Off) Tall (Short)
Boy (Girl) Black (White)
Laugh (Cry) Good (Bad)
Sweet (Sour) Wet (Dry)
Full (Empty) Beginning- and "The End."

CC.1 I can count to 100 by ones and tens.

Macarena Math

- 1 (Right arm out palm down.)
- 2 (Left arm out palm down.)
- 3 (Right palm up.)
- 4 (Left palm up.)
- 5 (Right hand on left shoulder.)
- 6 (Left hand on right shoulder.)
- 7 (Right hand behind head.)
- 8 (Left hand behind head.)
- 9 (Right hand on left hip.)

10 (Left hand on right hip.)
(Clap two times.)
That is one ten. (Hold up one finger.)
11, 12, 13, 14, 15, 16, 17, 18, 19, 20 (clap clap) That is two tens.
21-100...

CC. 3 I can write numbers.

Chant and Write

(Children echo each line as you slap thighs to the beat.)
Zero is where it all begins- (Make a zero with thumb and index finger.)
Curve down around and up again.
Number one is so much fun— (Hold up one finger.)
Pull straight down and you've got a one.
Number two is easy to do— (Hold up two fingers.)
Up around down and across makes two.
Number three is simple to see— (Hold up three fingers.)
Draw two humps sideways and that's a three.
Number four I do adore—
Go down, across, then down some more.
We've reached five, now let's not stop—
Pull down, circle round, put a hat on top.
Number six is easy to fix—
Big curve, small loop will give you six.
Number seven is really sizzlin'—
Straight across, slant down, and that's a seven.
Number eight isn't very straight—
Make "S" then back up for an eight.
Number nine I think you're fine—
A loop on top of a long straight line.
Number ten we've reached the end—
Put a one by a zero and count again:
1-2-3-4-5-6-7-8-9-10!
*Write numerals in the air as you chant.
*Give children a strip of tissue paper and let them make the numerals in the air.
*Use feet, elbows, noses, and other body parts to trace invisible numerals as you sing.

Patty Cake Skip Counting

Patty cake as you count to 100.
Clap ones. Cross and give high 5 to count by 5's.
Clap both hands (10 fingers) to count by tens.
*Older students can practice skip counting by 3's, 4's, 6's, etc. as they patty cake.

Addition Pokey (Tune: "Hokey Pokey")

Put 1 finger in. (Hold up finger on right hand.)
Put 1 finger more. (Hold up 1 finger on left hand.)
Shake them altogether (Roll around.)
And then lay them on the floor. (Place on floor or table.)
Add them both together, (Bring hands together.)
And you don't want to stall.
Now you have 2 in all.
2 fingers...3 fingers...4 fingers...5 fingers

G.4

Horizontal, Vertical (Carrie O'Bara and Terri Miller)

Horizontal, horizontal, (Forearms held up horizontally in front of chest.)

Vertical, vertical. (Forearms bent at elbows to form right angles.)

Horizontal, horizontal,

Vertical, vertical.

Then diagonal, then diagonal. (Right arm slants in front and then left.)

Add a curve. Add a curve. (Make a "c" with right hand and then left.)

Then diagonal, then diagonal.

Add a curve. Add a curve.

g.2

Spy a Shape

(Tune: "Do You Know the Muffin Man?")

Do you spy a circle, circle, circle? (Make circles with thumb and index finger

Do you spy a circle in the room? and put around eyes as you sing.)

Yes, I spy a circle, circle, circle. (Children point to a circle.)

Yes, I spy a circle in the room.

*Touch Something. 3 dimensional shapes

TOOLS TO MAKE YOU ROAR FOR THE CORE!!

Eye can

Highway letters and numerals (makinglearningfun.com)

Letter pops – number pops

Rapper letter necklace