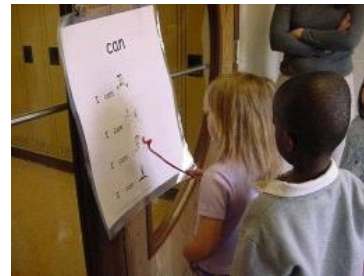


# I Can Read Songs: An engaging early literacy boost

**Session Participants: You will receive copies of I Can Read Songs CD and Read-Along Charts**



A 50 track CD of engaging songs and a Big Word Booklet. Your children will learn to read **and write** 13 high-frequency words through songs: I, we, go, see, like, can, the, my, to, you, in, on, and.

Sixteen Read-Along Charts for practicing reading the Big Words in simple text.

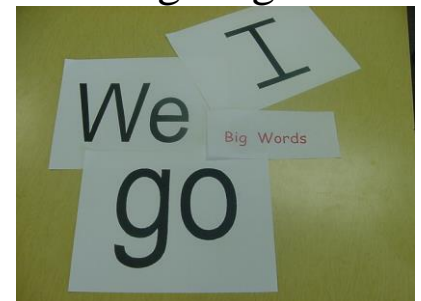
There are many free downloads at [www.icanreadsongs.org](http://www.icanreadsongs.org):



Copies of Read-Alongs in English or in Spanish.



Little books with the Big Words.



Big Words

## **Your children will learn visual skills:**

“See and say” 13 powerful, high-frequency words:

**I, we, go, see, like, can, the, my, to, you, in, on, and.**

Read, chant, recite simple English sentences and phrases.

Point left/right with one-to-one matching across a line of print.

Locate/finger-frame known words in a line of print.

Read simple books with the 13 known words.

## **Your children will learn motor and composition skills:**

“Hear and write” 13 powerful, high-frequency words.

Write 18 alphabetic letters with fluid letter formation.

Compose and write sentences using the 13 known words.

## **Getting Started - Establishing Known Words**

### **Step 1 Introduce the Song**

Use the echo version to teach the song. Child listens and then repeats. The word must be clearly visible. Repeat the songs often during song fests or transitions.

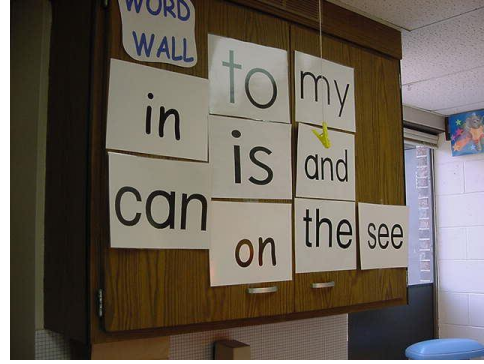


*To help children learn quickly, strive for repeated singing of songs and frequent verbal response to the Big Words.*

## Step 2 Practice Reading the Big Words

Create a WORD WALL of Big Words at child-eye level if possible.

Play READ AND TOUCH. Child touches and reads the Big Words.



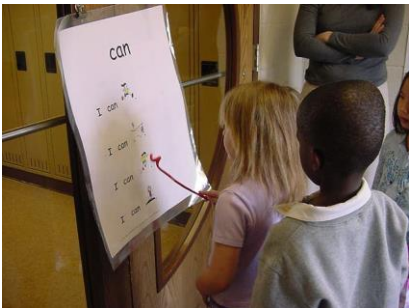
Play READ AND MOVE. Child reads and moves a fish pile of the target Big Word(s).

Play MY PILE/YOUR PILE. Flash the target Big Word(s) and have child read the words. Teacher wins the missed cards.

Play FOREST OF WORDS. Write two or three target Big Words on the chalkboard. Child reads a word and then erases it.

HOP AND SPELL. Use sidewalk chalk and write words very large on playground. Teacher models, then children follow the leader to hop and spell the words.

## Step 3 Practice Language and Visual Match of Language to Print



POINT AND SING. Have children chant the song while they point to the words and pictures in the Read-Along Charts.

POINT AND READ. Have children read and point to Read-Along Charts without music.

FINGER FRAME. Have child locate and finger frame known Big Words in the charts and in other written material in the classroom.

*Practice using the Read-Along Charts is helpful for developing left to right and top to bottom directionality.*

## Step 4 Teach Child to Compose (especially children with limited book language or structural English)

### CREATE SENTENCE WITH CARDS

Have child use piles of known words and pictures to compose a sentence.

### CHILD READS SENTENCES.

MIX IT/FIX IT GAME. Child closes eyes and teacher mixes up a word for child to fix and read.

*Composing builds structural language and reinforces visual print/language match.*



## Step 5 Introduce the Formation Songs Using the Echo Version



WRITE IN THE AIR. To teach letter formation, sing the verbal cues.

Model the formation for the children with the whole arm and large muscle motion. Break the strokes into parts. Block error by assisting child's arm to achieve correct motion.

*Children will need slow practice before practicing along with the music.*



WRITE ON CARPET while listening to the song.

*The tactile is helpful to some children and it moves them from a vertical to a flat surface still with larger muscles.*

TRACE BIG WORD with the songs.



*The verbal cues in the songs engage the children in forming the letters with correct motion. It is fun to listen and write.*

WRITE ON PAPER while listening to the songs.



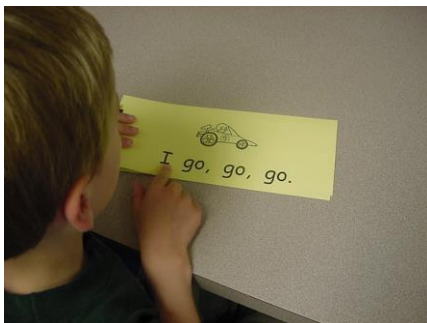
WRITE WITH DRY ERASE with the songs.

*The child gains control through practice.*



## Step 6 Propel children into Reading

Knowing the Big Words propels the children into reading.



Teach child to read the First Books which have meaningful text, large well-spaced print, simple language structure, and known words.



Teach child to read Second Books which increase in difficulty and have an unknown word to solve using the picture as a clue.

## Step 7 Bridge children into writing

Model how to write patterned sentences using the Big Words.



The reciprocity between reading and writing accelerates the learning.

Encourage children to write simple pattern sentences using known words and pictures.



**Enjoy your children. Have fun while teaching them to read and write.**

### Additional Resources:

Go to [www.icanreadsongs.org](http://www.icanreadsongs.org) for more literacy resources and for an order form.

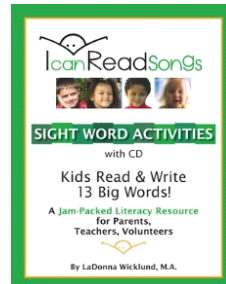
Go to [www.youtube.com/icanreadsongs](http://www.youtube.com/icanreadsongs) for a sample of the songs.



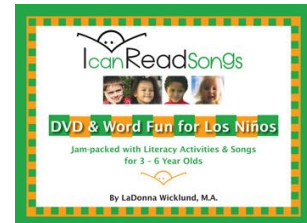
24 minute DVD  
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Family fun version  
of DVD  
\$3 each in sets of  
20



160 pages of word  
fun with CD  
\$20 conference  
price



DVD and Word Fun  
with Spanish  
directions  
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