

# Music ~ Literacy ~ Learning

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Curriculum Connections: Daily Physical Activity, PE classes, movement and dance, great warmup!

## 1. Shake it! Source: Shake it Up!

Davies-Spitzer and Spitzer

1. Let's clap our hands and stamp our feet. Let's tap our drum. Let's tap our hands. It's real-ly neat. Let's pat our knees and feel the bumps. Let's tap our chest. Let's tap a drum. Let's pat our knees. Let's tap our feet. Let's shake it, shake it, shake it and, shake it, shake it, shake it and, shake it, shake it, shake it and stop. Let's tap our feet, shake it, shake it, shake it and, shake it, shake it, shake it and stop!

## Pre-Readers K-1

Use music to teach the alphabet, letter recognition, letter sounds, and build phonemic awareness.

Examples: (from Musicplay for Kindergarten, Alphabet Action Songs) K-ABC Blues, Alphabet Action, A me Limbo

- 1- Rock Around Alphabet
- Short Letter A, Alligator Alarm Morgan the Monkey, Hula Hippo, Icky Inchworm

## 2. Short Letter A

Short letter a says aaa, aaa, aaa  
Short letter a says aaa like Alligator A!

## 3. Alligator Alarm

Source: Alphabet Action Songs

Al - li - go - tor a - lert! Al - li - go - tor a - lert! Al - li - go - tor a - lert! Al - li - go - tor a - lert! Al - li - go - tor a - lert! Al - li - go - tor a - lert! Al - li - go - tor a - lert! Al - li - go - tor a - lert! Al - li - go - tor a - lert! Al - li - go - tor a - lert! Al - li - go - tor a - lert! Al - li - go - tor a - lert!

## 4. Morgan the Monkey

From "Alphabet Action Songs"

Mor - gan the mon - key likes to march. Mor - gan the mon - key likes to dance. Mor - gan the mon - key likes to march. Ev - ery time he gets a chance.

## 5. Turkey Tango Source: Alphabet Action Songs

Try the turk-ey tan-go when you're in a tance. Try the turk-ey tan-go. If you want ro-mance. Twen-ty tur-keys can tap-dance. Twen-ty turk-eyes do the twist. Twen-ty tur-keys can turn a-round. Turn-ing just like this. Try the turk-ey tan-go when you're in a tance. Try the turk-ey tan-go. If you want ro-mance. If you want ro-mance. If you want ro-mance.

## 6. Icky Inchworm Source: Alphabet Action Songs

Ick - y ick - the inch - worm is climb - ing up a tree. Inch by inch he crawls a - long eat - ing all the leaves. Ick - y ick - the inch - worm is climb - ing to the top. He would get these facts - ter if he would - nt stop.



First Grade Safari Program  
Mary Benton, Texas

Pocket Chart  
- Songs with repetitive lyrics work well as pocket chart songs

### 7. Elephants Have Wrinkles by April Kassirer

Source: book/CD "Movement Songs Children Love"

by April Kassirer  
Illustrated by D. Gange

El - e - phants have wrin - kles, wrin - kles, wrin - kles. El - e - phants have wrin - kles,  
wrin - kles or - ay - whate. On their backs (on their backs) No one knows (no one knows) why  
On their backs (on their backs) On their backs (on their backs)  
On their backs (on their backs) On their backs (on their backs)  
On their backs (on their backs) On their backs (on their backs)  
On their backs (on their backs) On their backs (on their backs)

El - e - phants have wrin - kles, wrin - kles, wrin - kles. El - e - phants have wrin - kles, wrin - kles or - ay - whate.

Movement Songs Children Love has songs that preK-Grade 2 students love to move to! Songs include Elephants Have Wrinkles, Monkeys, One Green Jelly Bean, Clap! Stamp! Shake!, Skateboard Rider, Statue Game, Napoléon, Easter Bunny Boogie, I Can Do the Bunny Hop Too!, Sam the Robot Man

Little Story Books Make little story books of songs for students to use in class or take home for home reading practice. See Reproducible story books vol. 1-2-3

### Three Little Monkeys:

Three little monkeys swinging from a tree. Along came a crocodile quiet as can be The low monkey said "You can't catch me." Snap!

Two little monkeys swinging from a tree. Along came a crocodile quiet as can be The middle monkey said "You can't catch me." Snap!

One little monkeys swinging from a tree Along came a crocodile quiet as can be The high monkey said "You can't catch me." Snap! "Missed me, missed me - now you gotta kiss me!"

### 10 Grand Old Duke of York

From "Action Songs vol. 1" and Musicplay Grade 1 curriculum

moderato/allegro/presto

Oh, the grand old Duke of York, he had ten thous - and men. He  
marched the m up to the top of the hill and he marched them down a -  
gain And when they were up they were up. And when they were down they were  
down. And when they were on - ly half way up they were nei - ther up nor down.

### 8. One Green Jelly Bean

From "Movement Songs Children Love"

by Lee & Sandy Paley

One green jel - ly bean, down in my bel - ly bean, gir - ing me a tun - ny zee. What am I get - ting? What  
am I getting? What am I getting? What am I getting? What am I getting? What am I getting?

Two green jelly beans...  
Don't eat the green ones and rub your tummy.....  
and jump up and down

### 13. One Green Jellybean

Source: Movement Songs Children Love  
by Lee and Sandi Paley Use for colors, counting to 16

### 9. Action Leader From "Shake it Up!"

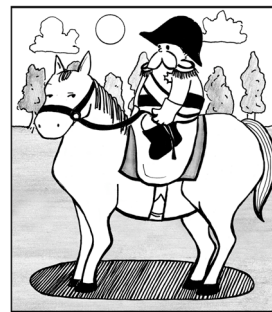
Verse

Be an ac - tion lead - er. I'm sure that you can.  
Be an ac - tion lead - er, the best one in the land.

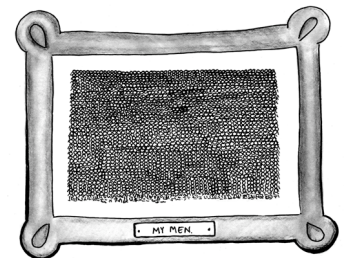
Chorus

Make up actions:

Lai ki ki ki ki ki ki ki ki ki ki ki ki  
Lai ki ki ki ki ki ki ki ki ki ki ki ki



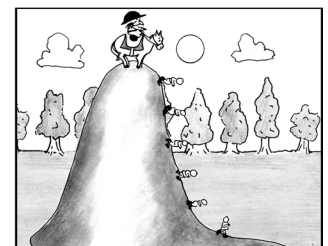
Oh, the grand old Duke of York.



He had ten thousand men.



He marched them up to the top of the hill



And he marched them down again.

**Make Class Picture Books of Songs** Give each child a line of lyrics to illustrate. Combine the pages in sequence to form a class book. Class books become part of the classroom library.

Curriculum Connections: Social Studies (around the world)

### 11 Take My Little Car for a Ride

From Musicplay for Kindergarten curriculum

Musical notation for the first part of the song. It includes a treble clef, a key signature of one flat, and a 4/4 time signature. The melody is simple and repetitive. Chords G7, Am, Wood, D7, G, and G7/B are indicated above the staff. Lyrics are written below the notes.

- I'm gonna turn the wipers on in my car - swish swish. X2  
Gonna turn the wipers on, 'cause we're having so much fun.
- I'm gonna honk the little horn in my car - beep beep. X2  
Gonna honk the little horn 'til it gets all worn.
- I'm gonna slam the little door in my car - clap clap.  
Gonna slam the little door 'til it falls on the floor.
- I'm gonna step on the brakes in my car - ee. X2  
Gonna step on the brakes to see what sound it makes.
- I'm gonna drive really fast in my car - whoo - hoo! x2  
I'm gonna drive really fast 'cause I stepped on the gas,  
"Yes Officer" "Could you slow down a little please?"

7. I'm gonna drive really slow in my car x2  
I'm gonna drive really slow, that's the way I have to go.

**Fast/Slow:** \* experience fast/slow moving, singing, listening

**ECHO Songs** - help to develop intune singing and language ability, especially for ESL students

### 12. Goin' on a Bear Hunt - Action Songs 1

also in Musicplay 1, Musicplay 1 PowerPoints

- Goin' on a Bear hunt (echo) Gonna catch a big one. (echo)  
I'm not scared! (echo) What a beautiful day! (echo)  
Oh oh! Grass. (echo) Long wavy grass. (echo)  
Can't go over it. (echo) Can't go under it. (echo)  
We'll have to go through it! X X X X X X X X
- Goin' on a Bear hunt (echo) Gonna catch a big one. (echo)  
I'm not scared! (echo) What a beautiful day! (echo)  
Oh oh! MUD! THICK GOOEY MUD!
- Goin' on a Bear hunt (echo) Gonna catch a big one. (echo)  
I'm not scared! (echo) What a beautiful day! (echo)  
Oh oh! A CAVE! A DARK GLOOMY CAVE!

### 13. Oh My Aunt Came Back Source: Action 2

Musical notation for the song. It includes a treble clef, a key signature of one flat, and a 4/4 time signature. The melody is simple and repetitive. Lyrics are written below the notes.

### 14. I am a Pizza

Source: Musicplay for Kindergarten

Musical notation for the song. It includes a treble clef, a key signature of one flat, and a 4/4 time signature. The melody is simple and repetitive. Chords C, G7, and Peter & Bob are indicated above the staff. Lyrics are written below the notes.

### 15 Jellybean Blues

from "Jazz it Up!" by Susie Davies, Splitter and Phil Salitter

Musical notation for the song. It includes a treble clef, a key signature of one flat, and a 4/4 time signature. The melody is simple and repetitive. Chords Susie Davies, G7, and C are indicated above the staff. Lyrics are written below the notes.

- I've got the Music room blues                      conduct 4/4  
No budget woos    wave no, left right  
Principal boos    cover ears  
On my mind.  
I've got the parent complaints                      one hand on hip, other  
makes talking motion  
I've got the class that's always late!              arms shrug out, tap  
watch  
I've got the report card date!                      oh no! Hands to  
cheeks.



# Ways to Use Music to Teach Reading

## 1. Use Music to help children develop phonemic awareness and build letter recognition

“Alphabet Action Songs” include phonics songs to teach the letter sound. The action songs use a physical movement to help children remember the letter name. The action song uses the letter sound building phonemic awareness. (See [www.musicplay.ca](http://www.musicplay.ca) for information on Alphabet Action Songs)

**2. Pocket Charts** Write the lyrics of a song on word strips or sentence strips. Have the students recreate the song in a pocket chart. This procedure develops left to right sequencing and comprehension skills.

## 3. Write and Display Lyrics on Chart Paper

Song lyrics are poetry so the songs become poems to read. Use these for shared reading ---teachers or students may point to the words and track them as the songs are sung aloud. (Many songs are charted in Musicplay for Kindergarten Big Book, Musicplay Grade 1 Big Book, and longer songs in Big Storybooks vol. 1-2-3 See [www.musicplay.ca](http://www.musicplay.ca))

**4. Make Class Picture Books of Songs** Give each child a line of lyrics to illustrate. Combine the pages in sequence to form a class book. Class books become part of the room library.

**5. Make individual books of songs** for students to use in class or take home for home reading practice. (You could use reproducible story books vol. 1-2-3, [www.musicplay.ca](http://www.musicplay.ca)) Have younger students make take-home books about some aspect of a song. For example, teach the song “One Green Jellybean”, and have each child make a booklet that tells their favorite colors of jellybeans. (See [www.musicplay.ca](http://www.musicplay.ca) for information on Carmen Bryant’s language arts reproducible units. She has created materials for preK - 1 students to use music to learn to read.)

**6. Sing and Read Song-Storybooks** Find big song-storybooks that the children can read and sing. An annotated list of storybooks for children to sing can be found at [www.musickit.com](http://www.musickit.com) An excellent set of song-storybooks was written by Stuart Manins to teach children a variety of musical skills including solfege, dynamics, listening and reading rhythms. (So-me Storybook Series see [www.musicplay.ca](http://www.musicplay.ca), [www.robertmunsch.com](http://www.robertmunsch.com))

**7. Use Music Texts as “Readers”.** Pair up students and have the stronger readers help the weaker readers to track the words to songs. (Musicplay student textbooks are only \$6 each. [www.musicplay.ca](http://www.musicplay.ca))

**8. Teach Vocabulary Words From the Lyrics** Make word cards of selected words. Students develop their sight vocabulary as they match the word cards to the chart. Use the words as a springboard for vocabulary development, phonics instruction and comprehension. Post new words on your word wall.

## 9. Overhead Projector or Powerpoint

Put the song lyrics on a transparency or powerpoint for work with word recognition, punctuation skills, word attack (phonics), rhyming, compound words, prefixes, suffixes, and many other forms of structural analysis.

**10. Drama** Dramatize the song as a reader’s theatre, skit, play, or puppet show.

**11. Listening** Play music during creative writing, free time, art, or cooperative learning to set the mood and atmosphere for the classroom. Use music as "intoductory" activities to introduce core and enriched literature books and themes. Students discuss the *mood* created by the music and make predictions about the type of story to be read. Listening to various musical styles and noting the types of instrumentation used, helps to develop auditory discrimination.

**12. Creative Writing** Write new verses for a song, or write piggyback songs. Give students a copy of the song with various words missing. Rewrite the lyrics with new vocabulary to strengthen word usage skills. Have children write in response journals about music that they have listened to. A set of response journal starters is given in the “Listening Resource Kits Levels 1-5”. (see [www.musicplay.ca](http://www.musicplay.ca))

**13. Illustrate Favorite Parts of Songs** Have students write descriptions of their pictures and explain why they chose this part to illustrate.

**14. Movement/Dance** For improved reading skills, especially fluency, develop *beat competency* via clapping, tapping, marching, or dancing. Play the song and allow free movement and creative dance.

## 15. Comprehension

Discuss with students the meaning of the text of songs. An understanding of the text is necessary for students to sing expressively, and will help to improve reading comprehension.

**16. Teach Children to Read Music** Children who can read music are turning sound into symbol. This strengthens their ability to turn letters into words.