



# SINGING AND PLAYING THROUGH LITERACY



Presented by Chris Burns  
burnschr@osceola.k12.fl.us

P - phrasing    R - rate    A - accuracy    S - smoothness    E - expression

## A. Listening and Understanding

### 1. Increases knowledge through listening

**Benchmark a:** Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.

### Johnny Works With One Hammer

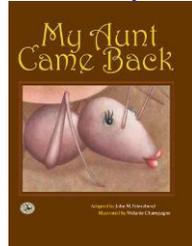
John - ny works with one ham - mer, one ham - mer, one ham - mer,  
 5 John - ny works with one ham - mer, now he works with two.

Johnny works with one hammer - Hammer one fist lightly on leg  
 Two hammers - Hammer both fists on legs  
 Three hammers - Hammer both fists on legs and one foot on the floor  
 Four hammers - Hammer both fists on legs and both feet on the floor  
 Five hammers - Hammer both fists on legs, both feet on floor, and nod head down and up  
 Then he goes to sleep - Rest head on joined palms, pretending to go to sleep

### 2. Follows multi-step directions.

**Benchmark a:** Child achieves mastery of two-step directions and usually follows three-step directions, with teacher support and multiple experiences over time.

### [My Aunt Came Back by John Feierabend](#)



Sing the song, starting the appropriate body movement with each new verse. Wooden Shoe: Stomp foot on ground etc.

### Seven Steps

Teach song. Demo some sample moves for the solo sections.  
 Make a circle. Choose first soloist to go into the circle. A section: Turn to right, step to half note beat and sing. B section: Soloist sings pattern and does a motion. All students echo the singing and the motion. On subsequent verses keep adding one more student at a time. The final lyric would be "This is one . . . (echo) etc. up to "This is seven" (echo) . . . then I sing "Please sit down!"

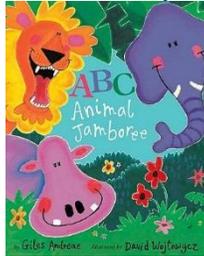
Have you e - verheard of the se - ven, se - ven, have you e - verheard of the se - ven steps?  
 5 Watch the lead - er and you'll see, what the next new step will be. This is one! This is one!  
 (Soloist sings) (Class echoes)

## C. Vocabulary

### 1. Shows an understanding of words and their meanings

**Benchmark a:** Child has age-appropriate *vocabulary* across many topic areas and demonstrates a wide variety of words and their meanings within each area

[ABC Animal Jamboree by Giles Andreae](#)



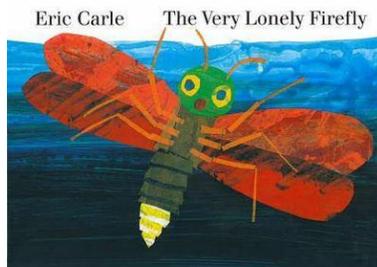
Introduce the story with each animal having a unique voice. After every few animals, have students perform the following rhythm:  
Ask students about each character and their traits.



A B C - A B C - A B C - An-i-mal Jam-bo-ree!

**Benchmark b:** Child has mastery of *functional* and *organizational language* of the classroom

[The Very Lonely Firefly by Eric Carle](#)



Read the story with the lights low, after each page, sing the following melody adding finger cymbals to the end of the phrase.  
Question the children as to what is shining other than the firefly light (pointing to the lantern, or the eyes of the animals).



\*As taught by Artie Almeida

## D. Sentences and Structure

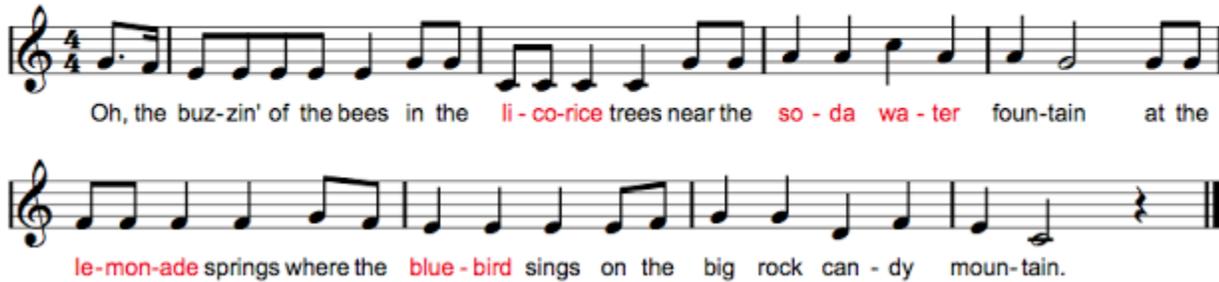
### 1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

**Benchmark a:** Child typically uses complete sentences of four or more words, usually with subject, verb, and object order.

Ask students to replace the red lettered nouns with other foods and a different animal (for bluebird).

## Big Rock Candy Mountain

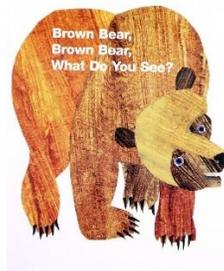
American folk song



Oh, the buz-zin' of the bees in the li-co-ri-ce trees near the so-da wa-ter foun-tain at the  
le-mon-ade springs where the blue-bird sings on the big rock can-dy moun-tain.

**Benchmark b:** Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.

[Brown Bear, Brown Bear, What Do You See? By Eric Carle](#)



Read story to children first, have them sing the response to each page (T “Brown Bear...See” Ss “I see a Red Bird...”) After reading story, hand out multi-colored animal cut-outs (does not have to be book specific) and have students respond with the animal they have one at a time.

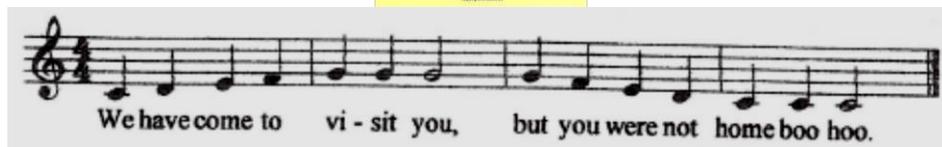
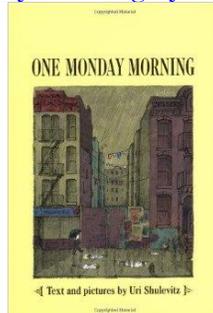
**Extension:** Instead of Brown Bear, use students’ names (“Joshua, Joshua, who do you see?” Student responds with the name of the child next to him/her).

## E. Conversation

### 1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems

**Benchmark a:** Child demonstrates varied uses of language

#### One Monday Morning by Uri Shulevitz



Teacher tells the story, acting out each part for students. Assign students to each character in story. Retell story with students in roles.

\*As taught by Grace Jordan

## E. Conversation

### 2. Initiates, ask questions, and responds to adults and peers in a variety of settings

**Benchmark a:** Child follows another's conversational lead, appropriately *initiates* or terminates conversations, or appropriately introduces new *content*.

How d'ye do and shake hands, Shake hands, shake hands, How d'ye do and shake hands, State your name and business!

#### Lunchbox Song from [Quavermusic.com](http://Quavermusic.com)

Teach students melody, then have students fill in foods they would like in their lunchbox using So-Mi as the melody for the food.

What is in my lunch box? I can't wait to see.

I hope Mom puts in my box for me.

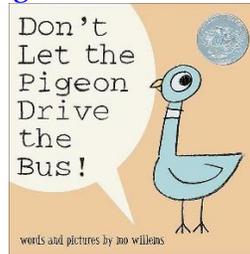
## F. Emergent Reading

### 1. Shows motivation for reading

**Benchmark a:** Child enjoys reading and reading-related activities

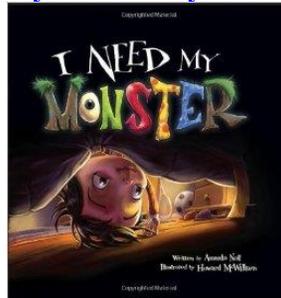
**Benchmark b:** Child interacts appropriately with books and other materials in a print-rich *environment*.

#### Don't Let the Pigeon Drive the Bus by Mo Willems



Read the story while playing “[Chattanooga Choo Choo](#)” as performed by Glenn Miller in the background. Prepare this activity in advance so the book lines up with the music. Allow students to respond to questions in the book.

#### I Need my Monster by Amanda Noll



Teach melody to students. Have the students sing the melody after each monster leaves the room. Also, at the mention of claws, have students shout “ca-ching” and flash their claws in the air.

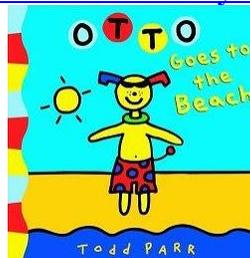


### 2. Shows age-appropriate *phonological awareness*

**Benchmark a:** Child can distinguish individual words within spoken phrases or sentences.

**Benchmark d:** Child combines syllables into words

#### Otto Goes to the Beach by Todd Parr



Every time the story reads “Poor Otto”, students respond with clapping the syllables/rhythm to “Poor Ot-to, Poor Ot-to.”

\*Adapted from Gameplan 1

**Benchmark e: Child can delete a *syllable* from a word**

Willoughby Wallaby Woo

Students listen for their “rhymed” name called in song. “Willoughby wallaby W \_\_\_\_\_, An elephant sat on \_\_\_\_\_.”

**3. Shows alphabetic knowledge**

**Benchmark a: Child recognizes almost all letters when named**

**Benchmark b: Child names most letters**

I have who has alphabet game. Sing the game handing out as many letter cards as possible.

**How reading skills compare with music skills:**

<i>Reading Skills</i>	<i>Music Skills</i>
Letter Recognition	Note Recognition
Sound/Symbol Association	Sound/Symbol Association
Syllabication	Performing Rhythm Patterns
Vocabulary	Vocabulary
Rhyming	Rhyming Lyrics
Parts of Speech	Elements of Music
Sentence Structure	Phrase Structure
Punctuation	Articulation
Story Writing	Composition
Comprehension	Aural Analysis
Silent Reading	Audiation
Fluency	Fluency

List from [Linda Brown, May 21, 2008](#)