

Reading Aloud with Young Children

Songs, Chants, Rhymes, and Poems to Support Language Learning

Why?

- Cadence of the language
- Rhyming
- New vocabulary—glued into memory through repetition and rich context
- Grammar –builds a sense of the basic building blocks of English syntax
- Sequencing
- Music and rhythm make the words memorable

How?

- As part of everyday routines, circle time, clean-up, walking from place to place,
- Relate topics to themes--holidays, seasons, math concepts, everyday activities
- Use familiar songs, poems and rhymes –substituting to meet teaching objective.

Substitutions ideas from:
McCracken, R. & McCracken, M. (1989) *Stories, Songs & Poetry to Teach Reading and Writing*. Penguin Publishers Ltd., Winnipeg, Canada

Counting

- 1, 2 Buckle my _____(doodle or picture card of shoe)
- 3, 4 Shut the _____(doodle or picture card of door)
- 5, 6 Pick up _____(doodle or picture card of sticks)
- 7, 8 Close the _____(doodle or picture card of gate)
- 9, 10 A big, fat _____(doodle or picture card of a hen)

Substitutions to build vocabulary and conceptual knowledge:

Change **Old Macdonald Had A Farm** to **Old Macdonald Had a Zoo,...Had a City, ...Had a Car Lot**, etc.

Some dogs do.

Some dogs don't—

Some dogs like to run.

Some dogs don't.

For dogs substitute another animal, object, person based on teaching objective.

I Like Bugs changed to ***I Like Witches*** for Halloween. Children provide the ideas and words with teacher's help.

<p>I like bugs. Black bugs, Green bugs, Bad bugs, Mean bugs, Any kind of bug</p>	<p>I like witches. Warty witches, Wild witches, Weird witches, Wonderful witches, Any kind of witch,</p>
<p>I like bugs. A bug on the sidewalk, A bug in the grass. A bug in a rug, A bug in a glass, I like bugs.</p>	<p>I like witches. A witch in a haunted house, A witch in a dark, dark woods, A witch by the fire, A witch on a broom, I like witches</p>

A favorite song or poem I use, that can be used to develop a pattern for substitutions.

When You're Happy and You Know It

This is taught with gestures, sounds, picture cards.

Extension to find and record in writing: "Why is she happy?" "Why is he shouting 'hooray'?"

Revisit next time you sing the song.

Rosie's Walk (Pat Hutchins) and other picture books to develop use of prepositions.

Story extended by children adding other places Rosie walked, hopped, danced etc.

Rain (Robert Kalan)

Rain on the green_____, Rain on the yellow_____, Rain on the black_____ etc.

Make a picture collage of colorful items and let the students dot the rain all over the pictures with dot paint.