LESSON 5 » USING SONGS TO TEACH NEW WORDS

I can help my child be a reader!

LESSONS FOR PARENTS IN SUPPORTING EARLY LITERACY

Whatever you do, wherever you are, talk and read with your child.

TRAINER'S NOTES

WHAT ARE THE OUTCOMES?

1. Parents will:
    - review the "R" in CAR
    - learn to use songs to teach their children words
    - learn what rhyming words are and how to call children's attention to them when singing and reading

2. Parents will increase the number of times and places they talk with their children each day.

3. Parents will increase the number of times they read with their children each day.

THIS LESSON LINKS TO THESE IOWA EARLY LEARNING STANDARDS

Infant and Toddler Early Learning Standards

Area 4 – Communication, Language, and Literacy

4.1: Language Understanding and Use

4.2: Early Literacy

Preschool Early Learning Standards

Area 10 – Communication, Language, and Literacy

10.1: Language Understanding and Use

10.2: Early Literacy

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This lesson links to Every Child Reads modules for early care and education providers:

Every Child Reads: Birth to Three

Module III (Engaging in conversation with infants and toddlers)
Module IV (Reading with infants and toddlers using interactive strategies)

Every Child Reads: Three to Five Years

Language Module, Principle 1
(Children need to have many experiences and interactions to develop background knowledge and language skills.)

Reading Module, Principle 1
(Children need opportunities to interact with books.)

Reading Module, Principle 3
(Children must be aware that spoken language is made up of words, parts of words, and sounds in words)

MATERIALS/EQUIPMENT

WHAT MATERIALS/EQUIPMENT WILL I NEED TO TEACH THIS LESSON?

- An object related to the song or rhyme you select (#23)
- Chart paper, markers, tape (#28, #29)
- Water and cup (#31)
- CD of songs and a CD player (#41)
- A book with rhymes (#53)
- Sticky notes (#57)
- Books to distribute to families (Consider a rhyming book, suggestions are provided on the following page, #57)
- Index cards (#68)

Whatever you do, wherever you are, talk and read with your child.

PREPARATION

WHAT DO I NEED TO DO BEFORE TEACHING THIS LESSON?

- Duplicate one copy of L5-H1, "How to Read With a Squiggly Baby (or Toddler!)", for each participant (if appropriate for your audience) (#11)
- Prepare chart paper for #28 and #29 in the Trainer's Script.
- Find a rhyming book for step #53. For suggestions see page 21 or ask a librarian.
- Prepare an activity for the parents and children to do together that will allow the parents to practice the strategies taught in this lesson. (#71)
- Prepare a list of possible rhymes and songs you can use such as "I'm a Little Teapot," "Ring Around the Rosie," "Row Your Boat," "If You're Happy and You Know it," "Hokey-Pokey," etc. Consider including nursery rhymes, too. It is best to find rhymes and songs that include hand or body movements. Children's CDs often have lots of good examples. As you get to know the parents better, you could ask them for ideas of songs they like to sing to their child or research some that are appropriate for their cultural or linguistic background. (#16)
- Prepare three sheets, each with a separate rhyme or song from your list, with the lyrics or words printed on them (#16). Be ready to identify words in the song that children might not know. Identify at least one object and bring an example of that object to the lesson session. (#23)

Whatever you do, wherever you are, talk and read with your child.

OUTLINE

TRAINER'S OUTLINE

I. Standard Introduction

A. Participant Introduction
   1. Name
   2. Child's name and age
   3. A song your child likes to sing, dance or move to.

II. Review Parent Follow-Up Activity

A. Review
   1. the "R" part of "CAR"—*respond* to what your child says and add a little more information.
   2. expanding comments
   3. questions about CAR strategies
      a. C=comment
      b. A=ask questions
      c. R=respond and add a little more information

B. What new words did you teach your child when talking or reading with him?

C. Children learn new words by hearing words repeated over and over.

D. When do you find time to read to your child? Do you have a routine? Are there certain times of day when you usually read to your child?

E. Distribute Handout L5-H1: "How to Read with a Squiggly Baby (or Toddler!)."

III. Present Key Points

A. Introduce children to new words by singing songs

B. Present examples and talk about how to use song to teach new words

C. Sing songs with your child

Whatever you do, wherever you are, talk and read with your child.

IV. Model Key Points

A. Modeling using selected song or rhyme
B. Discuss selecting words in a song to teach
C. Model correct teaching of word
   1. Use simple words — words the child probably understands
   2. Use words the child may hear at some other time
   3. Keep definition short
   4. Use an object (picture or actual object)
   5. Point to the object to make sure the child was looking at it when you said the word

V. Conduct an Activity with the Adults to Reinforce Key Points

A. Practice identifying words
B. Practice teaching words
C. Importance of repetition
D. Discuss songs and movements
E. Discuss rhyming words
   1. Learning rhymes in books
   2. Learning rhymes in songs

VI. Summarize Key Points and Assign Parent Follow-Up Activity

A. Review key points of the lesson.
B. Parent Follow-Up Activity:
   1. How many times will you read with your child?
   1. How many times will you sing with your child?
   2. What will you do to talk about rhyming words with your child?

VII. Conduct Parent-Child Activity

A. See Trainer's Script for examples

VIII. Closing Remarks

Whatever you do, wherever you are, talk and read with your child.

TRAINER'S SCRIPT

CONDUCT A FOCUS ACTIVITY

Introduce yourself. (See introduction suggestions in the Manual Overview, "How do I begin each session?")

1. Please tell us:
   a. your name
   b. your child's name and age
   c. a song your child likes to sing, dance or move to.

REVIEW PARENT FOLLOW-UP ACTIVITY

If the participants are not willing to talk in a large group, divide them into small groups and assign two or three questions to each group. After five minutes call them back together and discuss the questions as a group.

2. At our last meeting, we talked about the "R" part of "CAR"—respond to what your child says and add a little more information. For example, if your child said, "Cup." You might say, "Here is your blue cup. It has milk in it," when you give it to him.

3. You are not just giving your child his cup and saying nothing or just saying, "cup." It is okay to label an object or thing using one word such as "cup." It is even better to talk about that object using more words because you say new words for your child to hear and learn.

4. When you build on what your child says by adding new words and information, avoid using "baby talk" when you repeat what your child said—even if you think it is cute. Pronounce the words as you would when you talk with an adult.

Whatever you do, wherever you are, talk and read with your child.

5. For example, if your child says, "Dada" when she sees her father getting out of the car, you could say, "There is Daddy getting out of the red car."

6. When you responded to what your child said and added more information, what did your child do?

7. Any questions about how to use the CAR strategies?
   C=comment
   A=ask questions
   R=respond and add a little more information

8. What new words did you teach your child when talking or reading with him?

9. Children learn new words by hearing words repeated over and over. When you use a new word with your child, find many times during the day to use it.

10. Let's say you read a book to your child that has a picture of a child swinging. When you are on a walk, look for swings. If you see one, say the word "swing," point to it and talk about it.

11. Children learn new words when they are spoken by important people in their lives: Mom, Dad, brothers, sisters, grandparent etc. That is why it is so important for all of us to have conversations often with children! Remember our slogan: *Whatever you do, wherever you are, talk and read with your child!* This means everyone in the family should talk and read with children!

Whatever you do, wherever you are, talk and read with your child.

Distribute L5-H1, "How to Read with a Squiggly Baby (or Toddler!)," if appropriate for your audience. Give the group about three minutes to read it or read it to them.

Discuss the handout with the audience. Point out item #3: "Sing along, or have some rhyme time."

PRESENT KEY POINTS

12. Another way to introduce children to new words is singing. Songs can use words that we don't use when talking. Songs are like stories set to music.

13. Children like music and songs. A great way to comfort a sad or fussing child is to pick him up and sing to him.

14. You don't need to be a great singer to sing to your child. They will love it no matter what you do! You can just say the words if you don't want to sing. Your child is the best audience you will ever have!

15. We talked earlier about some of your children's favorite songs. How do you know your child likes a song?

Mention the following if the group does not. The child:

- **laughs or smiles when he hears it.**
- **stops doing what he is doing and looks at the TV or wherever the music is coming from.**
- **starts dancing or shaking his arms, head, rocking, etc.**
- **sings or hums along with the music.**
- **asks to hear it again.**

Whatever you do, wherever you are, talk and read with your child.

16. Encourage your child to sing songs with you. Don't worry if she doesn't sing them correctly or can't carry a tune! That will happen after she has heard you sing or say the song many times.

Distribute 3 sheets of the prepared lyrics or words to rhymes and songs. Also distribute the list you prepared of possible rhymes and songs.

MODEL KEY POINTS

17. Please find a partner.

18. Look at the words in the song (or rhyme). Underline the new words your children would hear if you sang or said this song to them. Work together.

After a few minutes, call the group back together.

19. What are some of the words you underlined?

Write the words the parents select on chart paper.

20. When we are teaching children new words, we teach them one or two words at a time. If you teach more than that, you might confuse your child. The first time you sing the teapot song to her, you could teach one word. Maybe the second or third time you sang it, you would teach another word.

21. How do we decide which word to teach first?

Whatever you do, wherever you are, talk and read with your child.

Mention the following if the participants don't. Select a word that is:

- **important for the child to know in order to understand the song.**
- **one the child might also hear someone say at home, in the grocery store or elsewhere.**
- **appropriate for the child's age level.**

22. Which word would help your children understand the song?

23. Let's say one of the words I want to teach is "teapot" because my child will better understand the song if she knows that word.

Show the families the object from the song lyrics or rhyme you brought.

24. First, I would show my child what a object was. If I had one in my house, I would get it. It could be a real one or perhaps my child had this object as a toy. Or, I would find a picture of the object on a computer or draw one.

25. Next, I would then point to the object and say, "This is a _____."

Point to the object as you say the above.

26. If my child was an infant or young toddler, that is all I might say.

Write a simple definition of the object on chart paper. For example, if the object was a teapot you can just write, "This is a teapot. I use it to make the hot, brown drink I like."

27. If my child were older, I might say more. I might say more and give a

longer definition with more detail.

Read your definition. Then write the following on chart paper.

28. Let's look at this explanation. When I taught the word _____, I:
    - used simple words—words the child probably understands
    - used words the child may hear at some other time
    - kept the definition short
    - used an object—picture or the "real thing"
    - pointed to the object to make sure the child was looking at it.

29. Taking again the "teapot" example, I did not say "This is a teapot. It has green tea in it made from tea leaves rather than tea bags. Grown-ups like to drink green tea because it lowers their cholesterol and doctors recommend it."

30. What is wrong with this definition? Look at our characteristics of a good definition.

Refer to the chart paper, used in step #28.

Mention the following if the group doesn't. What is wrong with this definition is that:

- **it uses words the child will not understand.**
- **it uses words the child probably won't hear often in other situations.**

31. With some words, you can act out what the word means. For example, if I were teaching the word "pour," I would put tea or water in the teapot and pour it out into a cup. I would say, "I am pouring water into a cup."

Model the above as you are saying it.

32. Children have an easier time learning the new words you are teaching them when they can connect the word to an actual object or action.

33. Questions?

34. What is another word from the song that you could teach your child?

As a group, define one of the other words from the song. Ask for a simple definition.

35. Let's look at what we said we wanted to do when we defined words. Does our definition have all of the characteristics?

Refer to the chart paper in #28 and make revisions in the definition, if necessary.

36. Look at the songs on your handout and choose one or two you will try to sing/say with your child before we meet again. Put an "X" by them.

37. Underline the words in one of the songs you selected that you think your child does not know.

After about three minutes, ask a few participants to tell the group what words they selected.

40. Work with your partner and define one or two of those words. Write the definition on your handout or on a sticky note.

After about five minutes, call the group back together and ask several

participants to explain how they would define one of the words they selected. Write their definitions on chart paper. Critique each definition using the criteria, #28.

39. Does this definition:
    - use words the child would understand?
    - use words the child might hear often?
    - Is it short?
    - Can we use an object or do an action to help the child understand what the word means?

Revise the definitions, if necessary.

40. Remember, children learn new words from repetition. That is why it is okay to sing the same song and read the same book over and over. It may make you crazy but it helps your child learn!

41. Some songs have movements that go with them. For example, you can sing "I'm a Little Teapot," "Ring Around the Rosie," and "Row Your Boat," and move as you sing or say the words. Doing actions with songs will get your child up and moving around. You will be making sure he is getting some physical activity as well as helping him learn and hear new words.

Sing one or two songs and model the actions or play a CD and model the actions.

Encourage the parents to stand up and do the movements as you play the CD or sing.

42. Have fun singing with your children and teaching them new words!

Whatever you do, wherever you are, talk and read with your child.

43. Please find your song handout (L5-H2). The songs also have words in them that rhyme.

When you say the following rhyming words, say them slowly and stress the ending sound. Do not write the words on chart paper.

44. Words rhyme when they sound alike at the end of the word. "Man" and "pan" sound alike at the end of the word so they rhyme. "Man" and "pat" do not rhyme because they don't end with the same sound.

45. Listen to these words: tall, car, ball, stop. What words rhyme?

46. It is a good idea to sing songs with rhyming words or tell children rhymes because it helps them learn to listen to the sounds in words. Being able to hear sounds in words will help them learn to read.

47. Please turn your handout over.

48. I am going to sing/say one of these songs. Listen for the words that rhyme.

Read one of the songs or select a different song with rhyming words. When you come to words that rhyme, say them in a louder voice so they are emphasized. Don't let the parents read the words on the handout. You want them to listen rather than read.

49. Which words rhymed?

Write these words on chart paper. You may need to say the song two or three times.

Whatever you do, wherever you are, talk and read with your child.

50. When you are singing or reading to children and find words that rhyme, say the rhyming words in a louder voice to call your child's attention to them.

Read another song and model the above.

51. Join your partner. Work together and circle the rhyming words in the songs you are going to sing/say to your child. Read the words out loud to decide if they sound alike at the end of the word. If they do, they rhyme.

After five minutes, call the group together. Ask a few participants to read the rhyming words they found.

52. When you are talking with your child, point out words that rhyme. If you are outside and see a tree, you can say, "Tree, me." Those words rhyme." If you see a stop sign, you can, "Stop, hop. Those words rhyme!"

53. When reading a book, point out the rhyming words.

Read one sentence from a book that has rhyming words. Say the rhyming words more loudly than you say the others words. After reading the sentence, say "____ and ____. Those words rhyme."

54. It is okay to make up silly rhymes using made up words. If your child says, "tickle", you could say, "What words sound like *tickle*? *Mickel, lickel, sickle* all sound like *tickle*."

55. Children love to make up silly sounding words. You can really have fun doing this and you can do it anytime and anywhere.

Whatever you do, wherever you are, talk and read with your child.

56. Questions about rhyming words?

Distribute the book you are providing to the parents and sticky notes.

57. Please look through this book and see if you can find words that rhyme. If you do find some, write the pair of words on a sticky note.

After a few minutes, call the group back together.

58. What words did you find that rhymed?

59. When we are reading and find words that rhyme, remember to:
    - say them in a louder voice to call the children's attention to them
    - point out that the words rhyme. By that I mean when you read a sentence from the book that contains words that rhyme, say, "___ and ___. Those words rhyme."

60. Please skim through the book and find one or two new words to teach your children. They do not need to rhyme. Write each word on a separate sticky note. Then, write how you will explain each word. Use these characteristics as a guide.

Refer to the chart paper, used during #28.

61. You can work by yourself or with a partner. Take about five minutes. Then I will ask some of you to tell us the word you chose and how you will teach it.

Whatever you do, wherever you are, talk and read with your child.

After about five minutes, call the group back together and ask a few parents to explain how they would teach their words. Write their definitions on chart paper and review them with the group using the criteria in Step #28. Make revisions, if necessary.

62. Write the questions you will ask on the sticky notes. You can ask questions before you read the book, while reading it, and after you have read it. Work with a partner or by yourself.

After a few minutes, call the group back together and ask several participants to state some of their questions. Make sure they are developmentally appropriate for the age of the child.

63. Please close your books. Watch how I read the book. Write down the strategies you see me use. Then we will discuss them.

66. Could I have two volunteers to pretend they are 2-3 year olds? All you have to do is answer the questions as a 2-3 year old would.

Read the book you gave to the participants to them. Model how to:

- **Teach children new words:**
  - **using words the child understands.**
  - **using words the child may hear often.**
  - **keeping the definition short.**
  - **pointing to the picture in the book that illustrates the new word or doing the action that represents the new word.**
- **Ask questions before, during and after you read the books. Ask questions appropriate for your age group.**
- **Call attention to rhyming words. If there are rhyming words in the book, say them in a louder voice when reading them. Say, "___ and ___. They rhyme."**

Whatever you do, wherever you are, talk and read with your child.

65. What strategies did you see me use when I read the book?

Write the strategies on chart paper and discuss.

SUMMARY AND ASSIGN PARENT FOLLOW-UP ACTIVITY

66. Today, we reviewed how to teach children new words. They learn new words:
    - when they hear them repeated often
    - when important people in their lives say the words — Mom, Dad, etc.
    - from books, songs, rhymes, and having conversations with others.

67. We also talked about how to teach children new words that are in songs and books or words we say when talking. We do so:
    - using simple words—words the child probably understands
    - using words the child may hear at some other time
    - keeping the definition short
    - using an object—picture or the "real thing"
    - pointing to the object or picture to make sure the child was looking at it.

68. We discussed words that rhyme—they sound alike at the end of the word.

ASSIGN A PARENT FOLLOW-UP ACTIVITY

Distribute a 3 x 5 card to each participant.

69. Write on your card how many times you will read with your child before our next session. In capital letters write READ next to that number.

Whatever you do, wherever you are, talk and read with your child.

70. Now, write on how many times you will sing with your child before our next session. Write SING next to that number.

71. Finally, write what you will do to remember to talk about rhyming words with your child.

CONDUCT A PARENT-CHILD ACTIVITY TO REINFORCE KEY POINTS

This activity is different from those in Lessons 1-4. Select several songs to sing with the children and families. Instead of using a CD, lead the singing yourself so you can do these three steps.

Do the following with each song:

1. **Introduce it to the parents and children and teach a new word from the song.**
2. **Sing or say the song emphasizing the rhyming words.**
3. **Invite everyone to sing the song with you.**

If you sing several songs, you may only want to do step 1 for the first song so you are not teaching too many new words.

END

CLOSING REMARKS

72. Thanks for coming today! Our next session is _____. Please bring your index cards with you. Have fun singing songs, reading and talking with your children!

Whatever you do, wherever you are, talk and read with your child.

RECOMMENDED CHILDREN'S RHYMING BOOKS FOR TWO, THREE AND FOUR YEAR-OLDS

Barnyard Dance *by Sandra Boynton*
Chicka Chicka Boom Boom *by Bill Martin, Jr. and John Archambault*
Chicken Cheeks *by Michael Ian Black*
Chicky Chicky Chook Chook *by Cathy MacLennan*
Commotion in the Ocean *by Giles Andreae*
Counting Crocodiles *by Judy Sierra*
Dazzling Diggers *by Tony Mitton and Ant Parker*
Do Pirates Take Baths? *by Kathy Tucker*
Goodnight Moon *by Margaret Wise Brown*
Hide & Squeak *by Heather Vogel Frederick*
Hop on Pop *by Dr. Seuss*
Is Your Mama a Llama? *by Deborah Guarino*
Jamberry *by Bruce Degen*
Monsters Don't Eat Broccoli *by Barbara Jean Hicks*
Mr. Brown Can Moo! Can You? *by Dr. Seuss*
No More, Por Favor *by Susan Middleton Elya*
One Fish, Two Fish, Red Fish, Blue Fish *by Dr. Seuss*
Pigs A Plenty, Pigs Galore *by David McPhail*
Rumble in the Jungle *by Giles Andreae*
Sheep in a Jeep *by Nancy E. Shaw*
Silly Sally *by Audrey Wood.*
There's a Wocket in My Pocket *by Dr. Seuss*

Handouts

LESSON FIVE

HOW TO READ WITH A SQUIGGLY BABY (OR TODDLER!)

Helpful information about learning brought to you by Reading Rockets, Colorín Colorado, and LD OnLine

Parents know they should read with their child every day. But reading together requires that your baby or toddler will actually sit still long enough for a book! If you've got a squiggler in your house, see if these tips help your reading time go a little more smoothly:

READ BEFORE BED, BUT DON'T WAIT TOO LONG!

Really tired little ones have a harder time focusing their attention. It may help to pull out your books before the bath, or right after dinner time. If your child is too tired to read, don't force it. Keep book times happy times.

CHOOSE FUN, BRIGHTLY COLORED BOOKS

The most engaging books for little ones have lots of bright, big pictures. Board books, the ones with stiff cardboard pages, are great for little hands to hold.

SING ALONG, OR HAVE SOME RHYME TIME

Books meant to be sung, or books written in rhyme, mean that you and your child get to clap along, sing along, and bounce up and down to the rhythm of the language. The fun physical involvement will keep your child interested in reading.

Visit our Read Aloud section for more articles, printables, and video:
www.ReadingRockets.org/atoz/reading aloud